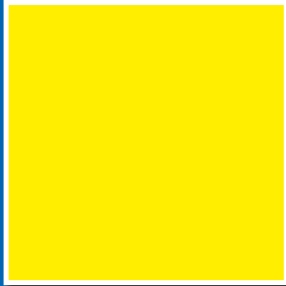


CHICAGO PUBLIC SCHOOLS

Final BUDGET

2010 - 2011



Board of Education of the City of Chicago

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For the Fiscal Year Beginning

July 1, 2009

President

Executive Director

HOW TO READ THE BUDGET DOCUMENT

The Chicago Public Schools *FY2011 Final Budget* is the financial and policy plan approved by the Chicago Board of Education for the fiscal year that begins July 1, 2010, and ends June 30, 2010. The fiscal year encompasses 12 months, as mandated by the 1995 Amendatory Act enacted by the Illinois legislature.

The *FY2011 Final Budget* includes line-item expenditure detail, summary financial tables, and narrative overviews of Chicago Public Schools (CPS) programs, goals, and financial policies and procedures. This is detailed in several major sections:

Budget Overview – This section summarizes the district’s financial position, and outlines the goals and objectives that the district seeks to achieve in the coming fiscal year.

Financial Summary – The budget is presented here as financial statistics. Both revenues and appropriations are summarized by fund type. This section also includes a “district wide report” that provides a single page, at-a-glance summary of all operating fund appropriations.

Revenues – This section summarizes revenue sources and trends. It also provides tables detailing the history of revenue sources, by fund.

Expenditures – This section summarizes the major items and costs that drive the district’s budget. Tables also detail the history of these expenditures, by fund.

School-Based Budgeting – Budgets are appropriated to schools through specific policies and formulas, explained in this section. Every school’s budget is summarized in a “snapshot” that details budget by fund, as well as demographic and performance information. This section also includes an example of a “school segment report” that provides a one page, at-a-glance summary of each school’s appropriation. All school segment reports are on the CD.

Department Budgeting – This section begins with summaries of budgets at central office, area office, and citywide units. Each department also has a detailed plan of how the department budget ties to expected outcomes and achieves department objectives. Summaries of each plan are provided, here.

Debt Service – This section provides detail on the Board’s total debt issues and presents current and long-term debt service requirements. In addition, it explains how the Board raises revenues to meet debt payments.

Capital Projects Funds – The Capital Projects Funds section summarizes revenues and expenditures regarding the Capital Improvement Fund. It explains the purpose of each fund and identifies their respective revenue sources. This section also explains the impact of the capital budget on operating expenses.

Other Information – This section includes information on board budget policies, the text of the final budget resolution approved by the board, a glossary of terms, and a map of schools within the district.

Reports on CD – The CD includes files that provide very detailed line item appropriations, as well as the school segment reports, mentioned above. These reports include:

- **Area and Central Office Units - *By Fund*** – The line-item detail of the central office and area office budgets is organized by fund and budgetary unit or department. Within each budgetary unit, a line-item budget and a detailed personnel listing are provided by fund, as well as an historical comparison. This level of summary is provided for every unit in each of the funds in which the unit is budgeted.
- **Area and Central Office Units - *All Funds*** – The same information as above, aggregated across all funds.
- **School Support Units - *By Fund*** – This section contains the same type of information as “Administrative Unit Detail - *By Fund*” but refers to citywide units, central and area offices.
- **School Support Units - *All Funds*** – The same information as above, aggregated across all funds.
- **School Segment Reports** – Detailed appropriations for each school, summarized in a one page, at-a-glance format. An explanation and example is provided in the hardcopy book.

WHAT'S NEW IN THE BUDGET BOOK

Several changes have been made to make the FY2011 CPS Budget Book more useful to readers. The updates to the budget book include:

How to Read This Document – In order to foster transparency and assist readers in reviewing the information in this book, a brief introduction describes what is outlined in each section.

District Funding Highlights – Provides a brief summary of the district's key investments in FY2011.

Demographics Information– In an effort to provide a picture of the district's population and the community in which we operate, demographic data for CPS and the City of Chicago is provided in the District and Community Demographics section, as well as demographic data for each of the individual schools in the Schools at a Glance section.

Charter and Contract School Budget Snapshots – Snapshots of individual schools now include charter and contract schools to provide readers with an overview of their school budgets, the demographics that impact their budgets, and student outcome data. These snapshots are included in the Schools at a Glance section.

Performance Data – Overall, CPS is working to track the performance of its programs, and an important component of measuring program effectiveness is to track cost efficiency. As part of the budget book this year, we have included performance outcome data wherever possible, including student academic performance for each of the schools, as detailed in the School at a Glance snapshots, and for each of the central office investments, as outline in the Annual Department Plan Summaries.

Annual Department Planning Summaries – In FY2011, central office departments engaged in the development of Annual Department Plans (ADPs) as the primary planning tool for the formulation of their FY 2011 budgets. The purpose of this plan is to tie budget dollars to outcomes and align strategic planning, budgeting, and performance measurement processes. Summaries of these planning tools have been included in the budget book this year and include information about missions, objectives, and key investments, and performance outcomes. These snapshots are included in the Organizational Overview section.

Transparency Improvements – Several improvements were made in the technical and summary budget sections to provide greater transparency. The "Contractual Services" line item is now broken out into "Tuition," "Professional & Technical Services," and "Contractual Services." There is also detailed information on administrative reorganizations, changes in administrative unit budgets and ARRA revenue/appropriations.



Ron Huberman
Chief Executive Officer

September 10, 2010

Dear Stakeholder:

It is an extraordinarily challenging and tumultuous time for Chicago Public Schools. Our state's ongoing budget crisis has already had a profoundly negative impact on the dedicated professionals who work in—and support—our schools. Again and again, we have asked our principals and teachers to do more with less. Despite our continued efforts to shield students from this crisis, in fiscal year 2011, they will feel an impact.

Earlier this year, we projected an initial budget deficit of approximately \$1 billion (based on the governor's proposed budget). Working together with legislators, principals, teachers, parents and students, we managed to chip away at the initial CPS budget deficit projection. As a result, we received \$400 million in short-term pension relief and benefited from smaller cuts to education than originally forecast in the State's budget. Those smaller cuts helped reduce our deficit by another \$230 million.

Nonetheless, that left CPS with a staggering deficit of \$370 million, which does not include more than \$236 million in late payments from the state owed in fiscal year 2010. As a result, we had planned to increase average class size in high schools from 31 to 33 students, among other cuts. Thanks to the federal jobs bill passed in August, however, CPS canceled plans to increase class size and worked with high school principals to restore positions. We are also able to restore some positions associated with bilingual programming with those funds.

However, we are not restoring the more than 1,000 central office and citywide positions cut since February 2009, and we require central office employees to take 15 unpaid furlough days through March 2011 (equivalent to a 5.7% pay cut). We also eliminated merit increases for central office employees for the second straight year.

By law, we are required to present a balanced budget, and as a result, we will have to make significant cuts this year. Our goal remains to limit the impact of the cuts on our students, teachers and communities. In this budget, we:

- Decrease funding for magnet programs
- Reduce funding for after-school/enrichment programs
- Reduce transportation costs
- Reduce the tuition rate for charter schools
- Eliminate positions not supported by enrollment formulas
- Implement continued cuts to CPS central office services
- Delay our capital plan and draw down reserves

Despite this budget crisis, we remain optimistic about the future of our schools and the progress our students and staff are poised to make in the upcoming year. Over the last year, our high school students achieved the largest-ever year-over-year gains on the Prairie State Achievement Exam, and the second-highest growth in composite ACT scores. While we still have a long way to go, this is the beginning of a promising trajectory—one that will ensure every student graduates prepared for college or the workforce.

To meet that goal, we will remain guided by our strategy: build the most talented teacher and principal workforce in the nation; shift decision-making power and autonomy to them; offer them the options, services and information they need to make good decisions; and ensure that each of their students is safe and ready to learn.

Sincerely,

A handwritten signature in black ink that reads "Ron Huberman". The signature is written in a cursive, flowing style.

Ron Huberman

CHICAGO PUBLIC SCHOOLS FY2011 BUDGET OVERVIEW

Background

Chicago Public Schools must ensure every student is on track to graduate prepared for success in college, work and life. The cost of meeting that objective continues to rise, while revenues remain uncertain—or even decline. As a result, in our fiscal 2011 budget, we propose a 4.3% decrease in our total appropriation.

CPS presents the fiscal year 2011 budget in a time of significant economic instability and uncertainty: a continued economic downturn, drastic state budget reductions and gridlock in Springfield, the end of one-time stimulus infusions, and steadily increasing costs for employee pensions and healthcare. At the same time, targeted spending requirements and state and federal mandates leave CPS with few good choices when it comes to cost cutting. A more detailed explanation of these factors—and their impact on the budget process—is provided below and in the pages that follow.

Budget by Fund Type

Below, is the proposed budget by fund type to explain these factors in greater detail.

| Fund Type | FY2009 Expense | FY2010 Adopted | FY2011 Proposed | FY10-FY11 \$ Change | FY10-FY11 % Change |
|----------------------------|---------------------------|---------------------------|----------------------------|--------------------------------|-------------------------------|
| General Fund | \$ 3,538.7 | \$ 3,666.0 | \$ 3,585.5 | \$ (80.5) | -2.2% |
| Special Revenue | <u>1,204.1</u> | <u>1,661.9</u> | <u>1,697.2</u> | <u>35.3</u> | 2.1% |
| <i>Operating Total</i> | \$ 4,742.8 | \$ 5,327.9 | \$ 5,282.7 | \$ (45.2) | -0.8% |
| Debt Service Funds | 301.2 | 499.7 | 477.4 | (22.3) | -4.5% |
| Capital Projects Funds | 648.3 | 1,035.4 | 806.7 | (228.7) | -22.1% |
| Total Appropriation | \$ 5,692.3 | \$ 6,863.0 | \$ 6,566.8 | \$ (296.2) | -4.3% |

Operating Funds: Our FY2011 operating budget includes two funds, which support day-to-day operations: the general fund and special revenue. Together, the two funds total slightly more than \$5.2 billion, a decrease of \$45.2 million (-0.8%) from FY2010. The reduction is largely driven by lower revenues as explained in the revenues section of this book. However, the FY2011 federal stimulus allocation of \$305 million, the projected \$106 million from the federal Education Jobs Bill and a \$190 million drawdown of our general fund balance reserves make our financial straits appear less dire than they truly are. Excluding these one-time resources would reduce our operating budget by 12%—or \$646 million.

Debt Service Funds: Debt services will see a net decrease of \$22.3 million (4.5%) from the FY2010 budget to FY2011. CPS worked to minimize our debt-service costs by using capitalized interest for bonds issued in FY2010. The FY2011 appropriation includes \$64.0 million for the proposed new \$600.0 million bonds for FY2011 and for the delayed \$400.0 million scheduled for FY2010. The FY2011 budget contemplates issuing all of those bonds in the fiscal year. In

addition, CPS plans a budgeted draw down of our debt-service fund balance of \$52 million to support debt service payments in FY2011.

Capital Projects Funds: Capital projects funding will decrease from \$1,035.4 million to \$806.7 million in FY2011—a 22.1% decline. The decline is largely driven by a \$95 million decrease in budgeted state revenue reserved specifically for capital projects. Last year the state adopted a major new capital program to provide funding for statewide K-12 capital projects over six years. CPS expected to receive more than \$440 million over those six years, including a significant amount in FY2010. As a result of the state’s fiscal challenges during FY2010, CPS received none of this expected revenue. Therefore, CPS makes a much more conservative revenue projection for FY2011. Approximately \$60 million of the decrease is a result of fewer bond proceeds available for FY2011 capital projects (versus FY2010 projects) and \$65 million less in reimbursement revenue from the City of Chicago for the Modern Schools Across Chicago program.

External Factors Affecting Our Budget

In preparing the FY2011 budget, CPS faces multiple challenges, some new and others ongoing:

- *Fiscal macro environment.* Since autumn 2009 the U.S. economy has been slowly recovering from the largest economic downturn since the Great Depression. At the national level unemployment peaked at 10.1% in October 2009 and has slowly declined to 9.5% in June 2010. Unemployment in Illinois peaked at 11.5% in March 2010 and has declined to 10.4% in June 2010. Recent forecasts for the United States and Illinois project modest GDP growth for the remainder of 2010 and throughout 2011 with a continuing slow decline in unemployment. As a result, increases in state tax collections—and appropriations to Chicago Public Schools—are highly unlikely
- *State of Illinois fiscal uncertainty:* The state’s FY2011 budget includes \$5.8 billion of borrowing (\$3.7 billion of that is from Pension Obligation Bonds which have not yet been approved by the legislature) and ends FY 2011 with \$6.6 billion in unpaid bills. It assumes Medicaid revenue from a six-month extension of the temporary FMAP increase that has not yet been approved by Congress. In addition, the governor has new temporary power under an Emergency Budget Act to hold appropriations in reserve during the first half of the fiscal year. Typically, the state budget will not change during a fiscal year; however, because the state has not dealt with its fiscal crisis and there is uncertainty about future state and federal legislation and action by the governor, the state may make significant changes to its FY2011 budget—and to appropriations for Chicago Public Schools--during the fiscal year.
- *State budget approval delay:* In a normal year, the state approves its budget by May 31. This year, the General Assembly did not approve the state budget until July 1—the first day of the CPS (and state) fiscal year. By law, the CPS budget must be approved within 60 days of the start of the fiscal year and released in tentative form by August 9. This delay forced CPS to make very quick decisions about how to deal with the negative

impact of the state budget and limited our ability to negotiate and structure longer-term solutions.

- *Delay in state payments:* As of the printing of this document, the state is approximately \$236.2 million in arrears for its FY2010 block grant and other grant payments to CPS. This constitutes more than five months in late payments. Prior to FY2009, the state had never been more than one month late. This continued delay in payment puts incredible pressure on the district's cash flow and causes depletion in the general fund balance.

Short-Term Solutions and One-Time Resources

This current budget includes several short-term solutions, most of which are unsustainable beyond the next year.

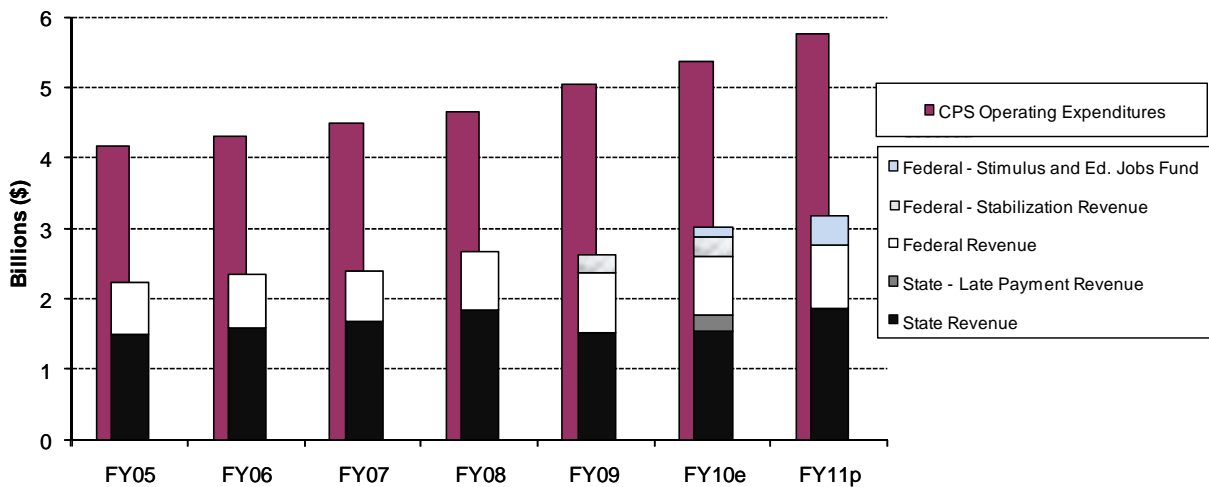
- *Expiring stimulus funds:* CPS expects a funding cliff for FY2012 as its ARRA Title I Part A and ARRA IDEA Part B (federal stimulus) of approximately \$250 million in FY2011 expires. Approximately \$150 million of these funds will be used in FY2011 to maintain supplemental programs at schools and cover cost increases as approved by ISBE. The remaining \$100 million supports critical programs to improve school and student achievement and to create a safer environment for our students to learn. All of these valuable programs are at risk as these funds expire at the end of FY2011. Continuing to cover these costs beyond FY2011 will contribute further to the district's fundamental structural deficit.
- *Education Jobs Fund Program:* As a result of the Education Jobs Fund Program (Public Law 111-226), there will be one-time federal funds available to school districts for the purpose of saving or creating education jobs. The preliminary allocation estimate for CPS is \$106.1 million and must be used to fund compensation and benefits and other related support service expenses. At the time of budget approval, CPS expects to gain confirmation of the precise allocation that CPS will receive, and have an opportunity to identify permitted uses for the funding that are aligned with its goal. While having a significant impact on the FY2011 budget, the education resources that will eventually be funded through this program are at risk in future fiscal years as these one-time funds expire.
- *Fund balance drawdown:* In FY2011, CPS will use a one-time drawdown of \$190 million of its prior-year general fund balance to help balance the budget. As a result, the projected fund balance at the end of FY2011 will be \$0. Board of Education policy requires a minimum fund balance to provide sufficient cash flow for daily financial needs and to offset significant economic downturns or revenue shortfalls. In our last fiscal year, this fund balance was instrumental in maintaining school resources, especially when CPS faced significant delays of up to 9 months in state payments. The risk of this drawdown is considerable: until the fund balance is restored, CPS will have no cushion to protect daily operational funding.
- *Short-term pension relief:* Under state law, CPS is the only district in Illinois required to make employer contributions to the teacher pension fund. In April 2010, the General Assembly passed—and the governor signed into law—a bill that provided short-term pension relief for our required contribution to the Chicago Teachers Pension Fund (CTPF). Without

this relief, the district would have been required to contribute \$587 million to the pension fund—more than three times what was required in FY2009. Under the legislation, CPS will make pension contributions to the fund in the amount of the “normal cost” of benefits in FY2011 through FY2013. As a result, this legislation reduced the FY2011 contribution by approximately \$400 million to \$187 million in FY2011. While this relief allows CPS to maintain vital resources in the classroom, it is only temporary. In three years—FY2014—the CPS contribution level will return to the actuarially determined level.

Enduring Structural Deficit

CPS faces a structural deficit each year, where the growth in basic costs to provide quality education—salaries, pension and healthcare for teachers and staff—outstrips the growth in revenues from the federal government and the State of Illinois. As a result, the district is forced to make up this funding gap through increases in property taxes (when available under the cap) and withdrawals from the general fund balance. In addition to these budget balancing strategies, the FY2010 and FY2011 gap required significant reductions to central office administration and citywide support services to help limit the direct impact on our students. However, in FY2011 these opportunities were neither available nor sufficient to balance the budget. The FY2011 funding gap—the difference between expenditures and state and federal revenues—is projected to be over \$2.5 billion. The gap is expected to widen in the coming years as costs continue to increase, the fund balance is depleted and one-time federal revenues are exhausted.

Revenue does not Keep Pace with Expenses



Almost 70% of the district’s operating budget is dedicated to personnel costs, excluding costs paid indirectly through contractual obligations with charter schools and other educational service providers, such as those providing after-school tutoring and early childhood services. The district’s obligations to its teachers and staff require increases in personnel costs every year. These increases occur even if the district does not increase its level of services. At the same time, administrative costs for the Central Office have decreased, and total approximately 3.5% of the total operating budget for FY2011. This is the smallest percentage of administration in recent years. Along with these personnel costs, the district also faces higher operational costs.

Balancing the FY2011 Budget

Even with the passing of the pension relief legislation, saving \$400 million in expected costs from the FY2011 budget, CPS was still left with a considerable deficit. As described above, CPS faces a structural deficit with increasing contractual costs and declining revenue. While not included in the deficit, the situation is also compounded by the cash flow complexities related to a depleted fund reserve and late state payments owed to CPS. To balance the FY2011 budget, CPS focused on minimizing the impacts to schools and identified aggressive reductions to administration and centrally managed initiatives and programs. Unfortunately, the fiscal situation is so dire that these reductions and savings opportunities were not enough to meet our legally required responsibility to produce a balanced budget. School level impacts were unavoidable in FY2011.

The table below provides a brief outline of the budget reductions implemented in the FY2011 budget after absorbing the district’s cost drivers. More detail on the central office and citywide managed reductions, budgets and managed programs are included in the Organizational Overview section of the budget book.

| School Based Reductions | Approximate Savings |
|--|----------------------------|
| High school class size increase | \$30 million |
| Bilingual program reductions | \$24 million |
| Reduced supplemental positions above standard formula | \$19 million |
| Programming reductions in magnet schools | \$16 million |
| Charter and contract school reductions | \$15 million |
| Total School Based | \$104 million |
| Central Office and Citywide Managed Reductions | Approximate Savings |
| Reductions to supplemental security resources | \$2 million |
| Reductions in enrichment and afterschool programs | \$2 million |
| Transportation efficiencies | \$10 million |
| Other Central Office/Citywide cuts | \$45 million |
| Administrative furlough days (incl. central office and school admin) | \$6 million |
| Drawdown of fund balance and delayed capital plan | \$200 million |
| Total Central office and Citywide Managed | \$266 million |

At the time of this publication, it is expected that the infusion of one-time revenues from the Education Jobs Program will be used to reduce class size from the increase described above that was required to balance the budget without the additional funds. As the precise allocation for these funds are confirmed, CPS will identify permitted uses for the funding that are aligned with its goal of saving and creating education jobs.

Budget Changes

A high-level summary of the changes from the FY2010 approved budget to the FY2011 proposed budget is outlined. More detailed and specific changes are outlined in the financial tables and the text of this book.

After Administrative, School and Service Level Efficiencies
Changes in Budgeted Appropriations (FY10 Approved Budget to FY11 Proposed)

| Operating Budget | | <i>(in millions)</i> |
|---|--|----------------------|
| Teacher Salary increases (includes 4% contractual increase) | | 141 |
| Salary decreases because of reductions | | -105 |
| ESP salary change (includes 4% contractual increase) | | 11 |
| Pension (incl. savings from short-term employer pension contribution) | | -173.7 |
| Other employee benefits | | 32.7 |
| Tuition (incl. new/ expanding charter/contract schools, spec ed schools, etc.) | | 32.3 |
| Transportation | | 11.8 |
| Energy costs | | -7.5 |
| Other changes | | -16.6 |
| ARRA Title I appropriations (reduced due to FY10 spend) | | -77.3 |
| Appropriation for Education Jobs Program (specific accounts TBD at time of print) | | 106.1 |
| Total Change in Operating Appropriations | | -45.2 |
| Debt Services Budget | | |
| Cost associated with issuing \$600M in new bonds | | 38.4 |
| Cost associated with issuing \$400M in delayed bonds | | 25.6 |
| Reduction from capitalized interests and delayed bond issuance | | -86.3 |
| Total Debt Services Appropriation Decrease | | -22.3 |
| Capital Resources | | |
| | | |
| | | |
| | | |
| Net capital budget expenditure changes | | -228.7 |
| Total Budgeted Decreases in Appropriations | | -296.2 |

Changes in Budgeted Resources (FY10 Approved Budget to FY11 Proposed)

| Operating Resources | | <i>(in millions)</i> |
|--|--|----------------------|
| Reduction from FY10 one-time rproperty tax collection acceleration | | -96 |
| Other local revenue (corp taxes, interest income, property tax, misc.) | | -66 |
| Fund balance | | 138.2 |
| Title I ARRA, IDEA ARRA and projected Competitive ARRA Grants | | -87.3 |
| Federal Education Jobs Program | | 106.1 |
| Other federal revenues (excluding SF5F change) | | 12.4 |
| State revenues | | -51.4 |
| | | |
| | | |
| | | |
| | | |
| Total Change in Operating Resources | | -45.2 |
| Debt Services Resources | | |
| State General State Aid | | 22.5 |
| Federal Interest Subsidy | | 10.9 |
| State CDB Reimbursement | | 4 |
| Local Funding | | -29.7 |
| Fund Balance | | -30 |
| Total Change in Debt Services Resources | | -22.3 |
| Capital Resources | | |
| Projected revenues from state CDB | | -95.4 |
| Anticipated reimbursement revenues from the City of Chicago | | -67.3 |
| Few bond proceeds available for FY11 capital projects | | -65 |
| Other | | -1 |
| Total Change in Capital Budget Resources | | -228.7 |
| Total Change in Resources | | -296.2 |

* Small differences due to rounding

Strategically Aligning Limited Funds

CPS must ensure that the limited resources available are used efficiently to achieve our goal of providing a high-quality education to the more than 400,000 children in our district. To reach that goal in an increasingly challenging budget environment, CPS is continuing to focus resources on the following key areas:

- Maintaining and enhancing classroom resources
- Providing instructional options and enrichment opportunities
- Ensuring the safety of all CPS students
- Measuring the performance of all programs
- Achieving management efficiencies and making organizational improvements

The budget will reflect our focus in FY2011, the highlights of which are further discussed in this budget book. Additionally, the FY2011 budget is designed to more efficiently allocate available resources to schools and to those closer to students to impact student achievement. As a result, the school and area office budgets as a percentage of the total operating budget grew from 65.7% in FY2010 to 70.9% in the FY2011 original budget. However, with the anticipated spend from

the Education Jobs Program, the percentage would increase to 72.3%. The total central office administrative budget was reduced by 8.9% from FY2010 to FY2011, absorbing significant budget reductions.

The federal stimulus package will provide CPS with over \$300 million in FY2011 and will be used to fund the continuation of school programs and critical priorities to improve student learning. This funding expires at the end of FY2011, making these a one-time revenue opportunity.

State underfunding and the impact of the larger fiscal environment make it all the more important that we put the dollars where they will make the biggest difference for our students. During FY2011, further aligning resources to student outcomes will be a priority.

DISTRICT FUNDING HIGHLIGHTS

The mission of the Chicago Public Schools (CPS) is to ensure that every child is on track to graduate prepared for success in college, work and life. To reach that goal in an increasingly challenging budget environment, we are continuing to focus resources on the following key areas:

- **Maintaining and enhancing classroom resources**
- **Providing instructional options and enrichment opportunities**
- **Ensuring the safety of all CPS students**
- **Measuring the performance of all programs**
- **Creating management efficiencies and making organizational improvements**

CPS must ensure that the limited resources available, both financial and human, are used efficiently to achieve our primary goal of providing a high-quality education to the more than 400,000 children in our district. The budget reflects our focus in FY2011, the highlights of which are discussed below.

Maintaining and enhancing classroom resources

Teachers are our most valuable resource in educating children, and reasonable class sizes are critical for teachers to make an impact on students. With the recent state budget decisions offsetting some of some of the anticipated funding cuts, CPS prioritized class size and was able to limit expected increases. CPS will be able to maintain elementary class sizes of 28 students in kindergarten through third grades and 31 students in fourth through eighth grades. Given budget constraints, CPS anticipated an increase in high school class size, and worked to minimize the impact by increasing class sizes slightly to an average of 33 students. However, on August 10, 2010, the President signed into law a bill that provides one-time federal funds for education jobs nationwide, of which in this budget CPS is projecting to receive approximately \$106 million. As of the time of this printing, it is expected that this federal funding will allow CPS to maintain high school classes at an average of 31 students during FY2011, instead of the anticipated 33 students. Schools will still receive discretionary funds available to provide supplemental resources to its school programs and classrooms, including opportunities to further reduce class size.

However, class size is only one part of the student success equation. An important measure of teacher quality for many districts is the number of teachers with recognized achievement status such as National Board Certification. Teachers become eligible to attempt this certification in their fourth year of teaching, and must meet rigorous standards for quality through intensive study, outside evaluation, self-assessment, and peer review. In 2009, there were 302 CPS

teachers who achieved National Board Certification—the largest number of new Nationally Board Certified teachers (NBCTs) in any district in the United States. Since 1997, CPS has had 1,449 teachers earn National Board Certification, and has attracted 45 teachers who achieved certification in other districts, for a total of 1,494 NBCTs. This nationally-recognized certification has been shown to have a positive impact on student achievement, teacher retention, and professional development. In 2009, more than 62,000 students in 367 CPS schools had at least one NBCT in their classrooms or in school leadership positions, and 52 CPS schools had 15% or more of their staff with NBC certification. In FY2011, the district, in partnership with the State, will spend nearly \$7 million to reach the goal of ensuring that at least 10% of teachers at low-income, at-risk schools are NBCTs.

In addition to focusing on teacher quality, in FY2011 CPS will invest in efforts to increase student performance through the Response to Intervention (RtI) Framework. RtI is a framework for continuous improvement that is based on the principle that all children can learn. The RtI framework utilizes a multi-tiered approach to intervention as well as scientific, research-based educational resources (e.g., curricula), high quality instructional practices, and data-driven decision-making to improve education for all students.

Student performance information is used to guide instructional decisions at the classroom level and to identify students who are struggling. The RtI framework seeks to identify students who may be at risk and require intervention; as a result, specific interventions are incorporated that enable teachers to respond to student needs before their struggles worsen. School principals and Chief Area Officers have been provided a menu of options for intervention materials, professional development, and support services that they can use to meet the needs of struggling students.

The goal of RtI is to ensure that all students who are not achieving at the expected rates in reading and mathematics have access to support. It is estimated that schools will spend approximately \$45 million on instructional materials and professional development within their FY2011 allocations; CPS will spend an additional \$10 million in FY2011 on support services for students who require more specific intervention.

Providing instructional options and enrichment opportunities

CPS is dedicated to building a strong foundation and igniting a passion for lifelong learning for children and their families. We will maintain our commitment by continuing to invest in early childhood education, the creation of engaging learning environments that encourage all students, and the provision of challenging and rewarding experiences before, during, and after school.

Preparing students for successful beginnings is important to ensure continued academic success in later years. The district will spend nearly \$193 million on Early Childhood Education initiatives in FY2011, including:

Preschool for All – In FY2011, CPS will invest \$75 million to prepare more than 16,000 children for successful entry to kindergarten. The program offers a minimum of 2.5 hours

a day of preschool programming for three- and four-year-olds, and is designed to promote a comprehensive approach to early childhood development. CPS will also allocate \$63 million to the Community Partnerships Program, which supports community child care center programs in preparing eligible children for successful entry to preschool or kindergarten. Additional monies are used for teacher development and program evaluation.

Head Start – This program will allow CPS to prepare more than 6,000 low income children for entry to kindergarten in quality classrooms. Head Start focuses on education, socio-emotional development, physical and mental health, and nutrition services for preschool children and their families who have incomes at or below the Federal poverty level. CPS will spend \$40 million on Head Start in FY2011.

Full-Day Kindergarten – This program provides teacher positions to supplement district-funded half-day kindergarten teacher positions, thereby increasing time on task for kindergarten children. It allows schools to offer a full-day kindergarten program where there is sufficient classroom space, or a 4-hour kindergarten program model at overcrowded schools. In the past several years, we have steadily increased the number of students who are enrolled in full-day programs. CPS will preserve resources for full-day kindergarten in 131 schools in FY2011 by allocating \$17 million toward the retention of 218 positions.

CPS strives to meet the needs of all learners, including those students with specialized needs. A continued and significant investment will be made in FY2011 to serve students with disabilities, provide clinical and related health services, and ensure the district fulfills its commitment to preparing all students for independent and successful futures. In FY2011, we anticipate that approximately 13% of the student population will require specialized educational services, which can include direct classroom instruction and aide support; evidence-based instructional supports; transportation; assistive technology; or clinical services. These specialized services come at a significant cost. Excluding counselor-related costs, CPS expects to spend \$845 million on special education and supports, which is \$212 million greater than the \$632 million in federal and state revenue received to support specialized services. Specific investments include the following:

Teachers and Aides – CPS allocates funds to pay for special education teachers and paraprofessionals to foster educational outcomes for students with disabilities. In FY2011, CPS allocated funds to establish 3,356 teachers at CPS schools at a cost of \$339 million, and 2,882 paraprofessionals at a cost of \$139 million. This does not include positions at charter or contract schools, or ancillary positions such as physical education and art at specialty schools.

Clinical and Related Services – Students with disabilities often require additional supports such as psychology, social work, nursing, speech therapy, or occupational therapy services. The district will spend an estimated \$150 million on these services in FY2011.

Specialized Schools and Services – CPS will invest nearly \$45 million in FY2011 to serve students with disabilities who require placement in a separate school setting, such as private day and residential schools.

Charter and Contract Support – The district’s many charter and contract schools serve students with disabilities as well. CPS will allocate approximately \$22 million to these schools to ensure the provision of specialized education and supports to students with disabilities.

The district also provides academic enrichment to students through magnet schools, selective enrollment schools and programs, and Advanced Placement and International Baccalaureate curriculum. While CPS had to make the difficult decision to reduce these programs in FY2011, we will continue to invest nearly \$80 million to provide instructional opportunities through Options for Knowledge programs such as the magnet cluster program, as well as provide transportation for these students. Options for Knowledge is designed to ensure that students and parents have access to a broad range of unique academic choices within elementary schools in their community. Magnet cluster schools generally specialize in one of six programmatic areas, including math and science, world language, fine and performing arts, and literature and writing. In FY2011, CPS will offer magnet programs to about 84,997 students at 149 schools. The district also offers a variety of selective enrollment programs designed to provide accelerated and enriched instruction for 24,000 academically advanced students at 101 schools.

CPS has also continued to advance student opportunities through its network of charter schools and through the Renaissance 2010 initiative, despite reduced funding for charters in FY2011. In 1997, the Illinois General Assembly approved 45 charter schools for the state of Illinois, including 15 for Chicago, and in 2003, 15 additional charters were approved. The district expanded this growth through the Renaissance 2010 initiative, which was launched in 2004 to increase the number of high quality educational options in communities across Chicago by 2010. These new schools are created through a competitive, community-based selection process which establishes a set of high standards to which every new school is held accountable. The schools serve 25 communities in Chicago that were identified as areas most in need of quality school options. Since 2005, CPS has opened 103 Renaissance 2010 schools, which have the capacity to serve over 54,000 students.

In FY2011 the district will continue to expand its efforts to improve schools that have consistently struggled academically in spite of various educational interventions. This year, two high schools and three elementary schools will be turned around, which will bring the total number of Turnaround Schools to seventeen. The district will take a differentiated approach to managing these schools, but with the same intent to improve student achievement. Twelve of the schools will be managed by the Academy for Urban School Leadership (AUSL), an external management organization and valuable partner in expanding quality school options for Chicago families. Many of the teachers in new turnaround schools are graduates of AUSL's urban teacher residency program. The other five schools will be managed internally by the Office of School Turnaround, which has created a robust model of support to assist in the school’s academic

turnaround. In FY2011 the district has committed just over \$7 million to the five new turnaround schools and a total of \$17 million overall for the school turnaround effort.

CPS also extends the traditional school day through its menu of after-school programs. CPS will spend just over \$97 million in FY2011 to offer a variety of high-quality programs that support academic instruction and enrich the development of children outside the regular school day.

Key programs include:

Supplemental Educational Services – This program provides tutoring services to 35,000 CPS students. The district will invest \$51 million in the program in FY2011 to enhance academic achievement for these students, including \$10 million in CPS’ AIM High program, which provides 80 hours of targeted math and reading instruction to 6,000 students.

Community Schools Initiative – CPS will spend nearly \$12 million in FY2011 to impact 50,000 students through enrichment, sports, and health programs during and after the school day.

Additional learning Opportunities – Despite a difficult budget year, we remain committed to piloting a limited number of high-impact programs that can increase student achievement. In FY2011, CPS will allocate approximately \$14 million to after-school programming that is linked to classroom curriculum, and programming that provides access to technology that students otherwise would not have.

In addition to academic enrichment programs, it is important to foster the physical, mental, and social development of students through activities such as athletics. In FY2011, CPS will allocate \$11 million to sports programs to implement 52 citywide programs serving approximately 60,000 students at 350 elementary schools and 125 high schools.

Investing in the future of our students also means preparing them for success after graduation. The Advanced Placement (AP) program at CPS prepares AP teachers to offer high school students the opportunity to get a head start on college by providing an accelerated and academically challenging program of study. The AP office provides professional development and vertical team opportunities for teachers. Approximately 19,500 students in 92 CPS high schools participate in AP courses in 33 different subjects. International Baccalaureate programs are also offered to students in all grades; these programs help students develop the intellectual, personal, emotional and social skills to be successful in a global society.

In order to increase the number of CPS graduates who are enrolled in college or employed after graduation, CPS will invest approximately \$30 million in opportunities for post-secondary success through its college and career preparation programs. CPS offers a number of college preparation and career exploration programs that provide internships, job shadows, and college and career fairs. Career and Technical Education curriculum is available in 11 different industry areas, including Technology and Communications, Business and Finance, Construction and

Architecture, Health Science, Law and Public Safety, and Culinary and Hospitality programs. These investments will help us achieve our mission of educating students so that they are prepared to succeed in life.

Ensuring the safety of all CPS students

There were 290 CPS students shot in 2009. While none of these shootings occurred at a CPS school, CPS believes it can and must play a role in reducing the school-age violence problem in Chicago. In response to this tragic figure, and to the violence that impacts the safety and security, academic performance and behavior of CPS students, the district has undertaken an ambitious initiative with two ultimate goals:

- Reduce the likelihood that at-risk CPS students will engage in, or become victims of, violence; and
- Create a safe, secure and supportive environment for CPS students to improve attendance and excel academically.

To achieve these goals, CPS has invested federal stimulus funds in the creation of an innovative Violence Prevention Initiative. The Initiative focuses on providing intensive services to at-risk students through the following programs:

Student Mentorship and Advocacy Services – This initiative provides services to improve student academic performance, student attendance, and to limit the factors that contribute to a student’s increased risk of becoming a victim or offender of violence. In FY2011 CPS is partnering with community groups to provide mentoring and advocacy services to the district’s highest risk students, an estimated investment of \$15 million.

Culture of Calm – CPS will allocate approximately \$17 million in FY2011 to provide resources to 38 high-need neighborhood high schools serving more than 38,000 students in order to promote a “culture of calm” within the schools. Resources will include social and emotional curriculum, classroom management training for staff, restorative justice programs, and additional staff to focus exclusively on improving school culture.

Safe Passage – In FY2011, CPS will spend \$8 million to continue to implement School Community Watch programs in school neighborhoods experiencing a high incidence of violence. The program is designed to provide community members with opportunities to become involved with safe passage for students traveling to and from school.

CPS works with all schools in the district to preserve an environment conducive to learning through the provision of dedicated security personnel at each school. Security personnel are trained in best practices in order to be better prepared to recognize the potential for violence, able to intercede to prevent violence, and to respond to emergencies should they occur. Full-time security personnel must complete 20 hours of initial training and 20 hours of staff development annually. Recognizing that schools may experience a rise in security-related incidents at times, CPS also deploys supplemental security personnel to reduce property loss and misconducts at these schools. In addition, the district partners with the Chicago Police Department to provide

off-duty Chicago police officers to 96 high schools in order to coordinate the processing of misconducts on campus, and to reduce reported crime in the school area. CPS has installed or upgraded security video systems at schools with a high incidence of violence, and provides 24-hour monitoring of these systems and coordination with local law enforcement and emergency management agencies to better respond to incidents.

Measuring the performance of all programs

Since 2009, CPS has placed an increased focus on determining the most effective way to accomplish our goals by implementing a District-wide system of performance management. For each major role in the District — teacher, principal, Chief Area Officer, and central office employee — we are developing:

- A clear definition of excellence
- Data to track progress toward excellence
- Opportunities for discussions and decision making about these measures
- Predictable rewards and consequences for performance

The Office of Performance engages with schools, areas, other CPS departments and external stakeholders in order to define relevant performance measures, conduct quantitative and qualitative research and analysis, and develop data tools that allow relevant information to be shared and utilized throughout CPS. Through the Performance Management system, key Central Office departments have developed outcome-based performance metrics and are utilizing the data to identify strategies to improve the efficiency and effectiveness of the services they provide to schools; areas and schools are maximizing their use data to improve student outcomes; and the Office of Performance is conducting quantitative and qualitative research to assist data-driven decision making for program improvement, assessing program impact and policy development.

Creating management efficiencies and making organizational improvements

During the past fiscal year, CPS reduced Central Office and other administrative costs to allow for a heightened focus on funding schools. A significant number of Central Office and citywide jobs were eliminated, and \$45 million cut from Central Office and citywide programs. A moratorium is in place for merit pay increases for Central Office employees, and tight hiring restrictions are in place wherever possible. All non-union employees who make \$50,000 or more will take 15 unpaid days through March 2011, which equals a reduction of about 6% of gross salary.

CPS has also been reviewing vendor and consultant contracts to trim costs. While these decisions are difficult and impact many of the District's programs, they ensure more resources are available to the front line, at schools.

CPS also completed an overhaul aimed at creating a more efficient and performance-oriented structure for management of schools across the city. The Chief Area Officer positions were created and are charged with driving improvement in the schools that comprise their areas, and

they are given increased resources and autonomy to do so. This reorganization has streamlined the management structure of the school system, and helped to institute strategies that focus on developing leadership and accountability to improve student outcomes. Funds were shifted from Central Office and citywide budgets to the area offices to provide the Chief Area Officers with the available resources and flexibility needed to target and improve the outcomes of their schools.

Enhancements to the district's data infrastructure and technology services are also critical to our ability to maximize staff productivity and support teaching and learning through the provision of student data. While overall CPS will spend less on information technology services in FY2011, resources for the following items will be continued:

Enterprise Information Management - CPS will allocate nearly \$16 million to ensure the quality, accuracy and integrity of the district's data warehouse for student, staff, and financial data.

Infrastructure – This investment of \$17 million will provide needed district-wide telecommunications, network services, and enterprise server support that are inherent to the continued daily operations of the district.

Student Information Management - In FY2011, the district will spend approximately \$5 million to automate and streamline processes that directly impact students, such as registration, enrollment, scheduling, attendance, grade reporting, student behavior, health, programs, eligibility, and summer school.

DISTRICT AND COMMUNITY DEMOGRAPHICS

The following section provides detailed information about the makeup of the district, school population, and employees, as well as a snapshot of the larger community in which our students and their families reside. The information is meant to provide a broad picture of factors that influence and inform our services to students and the entire school community of parents, partners, and constituents of the city of Chicago.

DISTRICT DEMOGRAPHICS

The Chicago Public Schools is the nation's third largest school district, serving 408,571 students in 2009-2010 in 675 schools. In the 2010-2011 school year, CPS projects it will serve approximately 410,000 students in 680 schools. The majority of students attend traditional public elementary and high schools, while many students attend one of the non-traditional schools, which include charter, performance, and contract schools.

District Enrollment by Grade Level

| Grade Level | 2010 Enrollment | 2011 Projected Enrollment |
|------------------|-----------------|---------------------------|
| Pre-school | 24,247 | 24,082 |
| Kindergarten | 30,322 | 30,134 |
| Elementary (1-8) | 238,688 | 240,841 |
| Secondary (9-12) | 115,314 | 114,943 |
| Total | 408,571 | 410,000 |

2011 Projected Schools by Type

| Elementary Schools | 528 | High Schools | 152 |
|----------------------|-----|----------------------|-----|
| Neighborhood | 416 | Neighborhood | 45 |
| Charter | 46 | Charter | 36 |
| Performance | 10 | Performance | 9 |
| Citywide | 36 | Citywide | 9 |
| Special Education | 5 | Special Education | 4 |
| Contract | 5 | Contract | 4 |
| Selective Enrollment | 7 | Selective Enrollment | 8 |
| Early Childhood | 3 | Small | 15 |
| | | Achievement Academy | 7 |
| | | Alternative School | 7 |
| | | Vocational | 4 |
| | | Military Academy | 4 |

Racial, Ethnic, and Socioeconomic Diversity

CPS serves a student population that is diverse in many ways, and reflects the geographic concentration of various ethnic and racial groups in the city's neighborhoods. CPS recognizes the rich contributions of all students from varying racial, ethnic, and socioeconomic backgrounds.

In 2010, approximately 51,000 CPS students, or 12%, were English Language Learners (ELL), which was down from 14% in 2009. This population is expected to grow to nearly 16% in 2011, in part due to a new Illinois State Board of Education (ISBE) definition of English proficiency. In the state of Illinois, 8% of the students were identified as ELL students in 2009. ELL students are those students eligible for transitional bilingual education, and for which English is not considered the student’s native language. CPS offers bilingual education programs in 13 languages, including Spanish, Mandarin, Cantonese, Polish, Ukrainian, Arabic, and Urdu, to address the needs of ELL students.

Socioeconomically, CPS students are disproportionately low-income as compared to the rest of the state. Students defined as low-income are those students, aged 3 through 17, who come from families receiving public aid, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches. Approximately 83% of CPS students came from low-income families in 2009, as compared to about 43% of students across Illinois.

2009 Student Population Characteristics

| | Chicago | Illinois (including Chicago) |
|--|---------|------------------------------|
| Low-Income Students | 83.4% | 42.9% |
| English Language Learner Students | 14.0% | 8.0% |
| Student Mobility Rate | 18.8% | 13.5% |
| High School Graduation Rate | 69.8% | 87.1% |
| Dropout Rate | 9.7% | 3.5% |
| Chronic Truancy Rate | 11.3% | 3.7% |

Data source: Illinois and CPS 2009 State Report Card

Student Mobility Rate - The student mobility rate is based on the number of times students enroll in or leave a school during the school year. The mobility rate of students in CPS was 18.8%. Note that students who left more than once were counted multiple times.

High School Graduation Rate (1 year) - The 2009 CPS graduation rate was nearly 70%, which represents a 1.1% increase compared with the prior year rate of 68.7%. This was below the statewide percentage of 87.1%, which has also increased slightly as compared with 2008. CPS has been implementing various programs to promote graduation among its students and increase the high school graduation rate.

Dropout Rate - Dropouts include students in grades 9-12 whose names have been removed from the district-housed roster for any reason other than death, extended illness, graduation/completion of a program of study, transfer to another public/private school, or expulsion. The dropout rate for the CPS was 9.7% for 2009, which represents a 2.8% decrease as compared with 2008. The state dropout rate also decreased, and was 3.5% for 2009.

Chronic Truancy Rate - Chronically truant students are students with low attendance over extended periods of time. The Chronic Truancy Rate for Chicago increased from 4.2% last year to 11.3%. The rate for Illinois also increased slightly by 1.2%. This data is used to help assess the need for special programs that target students with low attendance, as these students have a tendency to drop out of school or fail courses.

Student Membership

Factors that may contribute to the changes in current membership trends include the following:

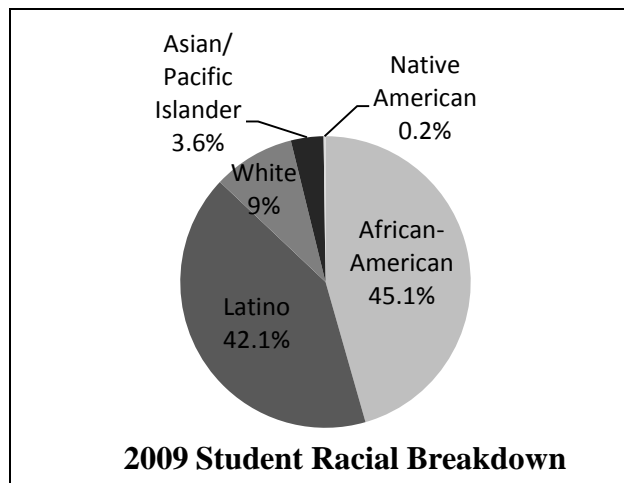
- Transfers to/from public and nonpublic schools;
- Changes in Hispanic, Asian, and European migration rates;
- Changes in birth rates;
- Changes in administrative and educational policies that affect grade progression, retention, and graduation rates; and
- Public perception of school reform initiatives.

Actual CPS Student Membership

| School Type | Actual Fall 2003 | Actual Fall 2004 | Actual Fall 2005 | Actual Fall 2006 | Actual Fall 2007 | Actual Fall 2008 | Actual Fall 2009 | Actual Fall 2010 |
|-------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Preschool | 22,085 | 21,712 | 21,205 | 21,363 | 21,388 | 23,325 | 24,370 | 24,247 |
| Elementary K - 8 | 308,111 | 299,007 | 290,645 | 280,767 | 274,672 | 271,464 | 269,139 | 269,010 |
| High School | 104,223 | 106,093 | 109,132 | 111,564 | 112,541 | 113,166 | 115,770 | 115,314 |
| Total | 434,419 | 426,812 | 420,982 | 413,694 | 408,601 | 407,955 | 409,279 | 408,571 |

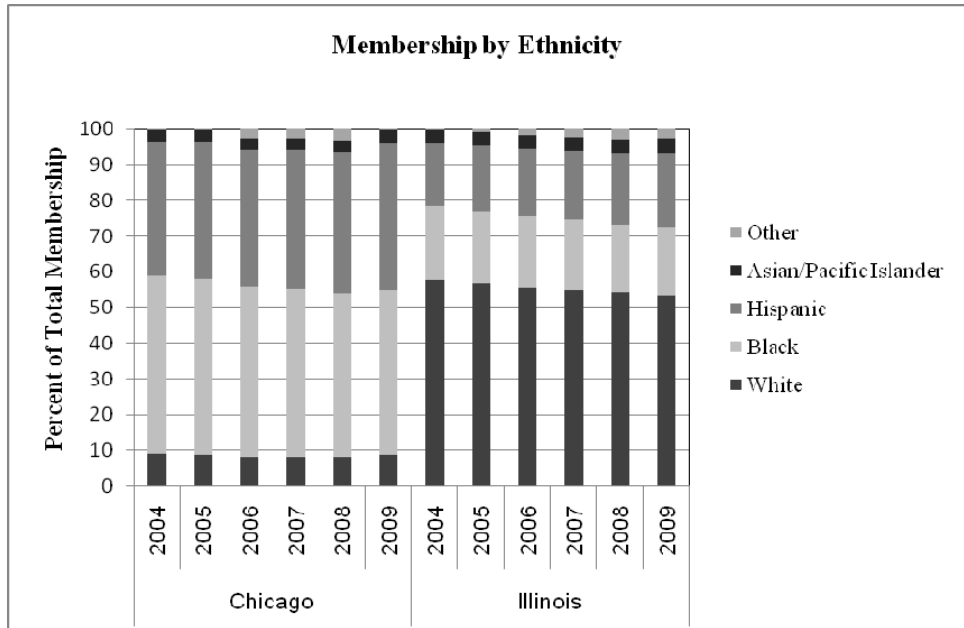
Data source: Research Evaluation and Accountability, January 2010.

The racial composition of the District is predominantly minority, with African-American and Latino students comprising nearly 90% of the population. A breakout is displayed below.



Data Source: Research Evaluation and Accountability

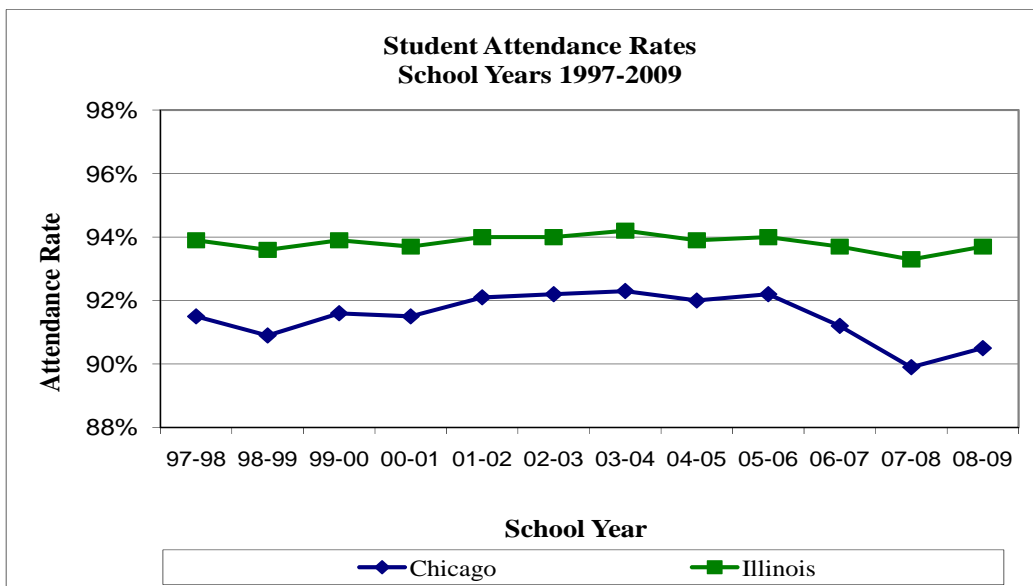
The graph below shows the total CPS student membership vs. total Illinois student membership by ethnicity from 2004-2009. The trends show that while white and black membership is declining, Hispanic and multi-ethnic membership is on the rise in both Chicago and Illinois. While membership as a whole is declining in Illinois, it is projected to increase slightly in Chicago in 2011.



Data source: Illinois and CPS 2009 State Report Card

Student Attendance Trends

CPS' student attendance rate for the 2009 school year increased to 90.5%. The state's attendance rate also increased slightly, from 93.3% in 2008 to 93.7% in 2009. The graph below shows attendance for 1997-2009, not including preschools or special schools.



Data source: Illinois and CPS 2009 State Report Card

Student Attendance Rates

| School Year | High School Students | Elementary Students | Chicago | Illinois |
|-------------|----------------------|---------------------|---------|----------|
| 2008-2009 | TBD | TBD | 90.5% | 93.7% |
| 2007-2008 | 84.9% | 94.0% | 89.9% | 93.3% |
| 2006-2007 | 84.2% | 94.0% | 91.2% | 93.7% |
| 2005-2006 | 85.9% | 94.4% | 92.2% | 94.0% |
| 2004-2005 | 86.0% | 93.9% | 92.0% | 93.9% |
| 2003-2004 | 86.4% | 94.1% | 92.3% | 94.2% |
| 2002-2003 | 86.6% | 93.8% | 92.2% | 94.0% |

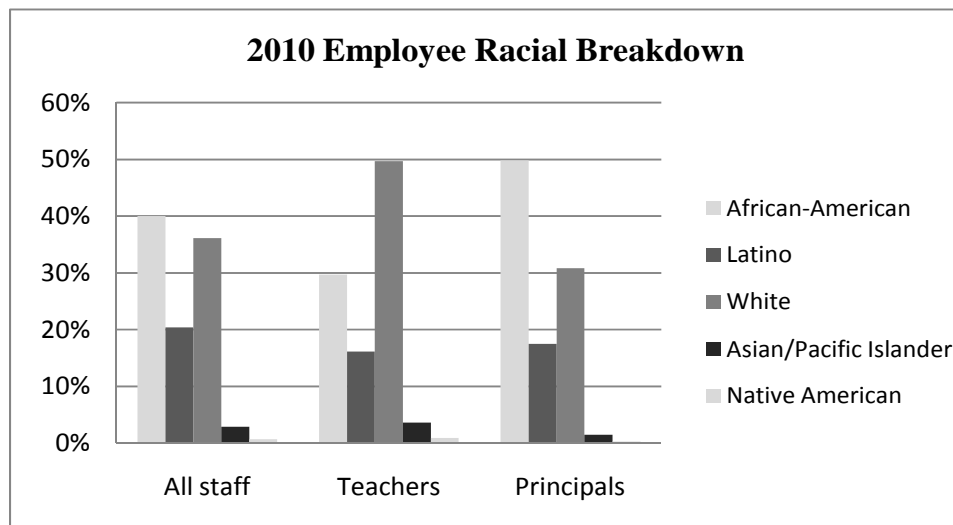
Data source: Illinois and CPS 2009 State Report Card

District Governance and Employees

The Chicago Board of Education is responsible for the oversight of CPS. The Board establishes policies, standards, goals and initiatives to ensure accountability. In 1988, the Illinois General Assembly passed a school reform act which authorized Mayor Richard M. Daley to take control of Chicago’s education system. In 1995, it empowered Mayor Daley to appoint the five-member Reform Board of Trustees who embarked upon comprehensive reform measures to improve Chicago Public Schools.

In July 1999, the Amendatory Act restored the original title of the Board of Education of the City of Chicago, expanded the Board to seven members, and reinstated the position of Board Vice President.

As of August 1, 2010, CPS employed 40,678 staff, including 21,320 teachers and 529 principals. The District is one of the largest employers in the city of Chicago. The table below shows a breakdown of CPS employees by race.



Data Source: Human Resources, August 1, 2010.

COMMUNITY CHARACTERISTICS

Chicago is the third largest city in the United States. Located in Cook County, Illinois, the city is home to more than 2.8 million people living in a 228-square mile area in 77 ethnically diverse neighborhoods.

| 2009 Statistics | |
|--|------------------|
| Population by Single Race | 2,833,321 |
| White | 42% |
| Black or African American | 36.8% |
| Asian | 4.3% |
| Two or more races | 2.9% |
| American Indian or Alaska Native | 0.4% |
| Native Hawaiian or Other Pacific Islander | 0.1% |
| Population by Hispanic or Latino Origin | |
| Not Hispanic or Latino | 74% |
| Hispanic or Latino | 26% |
| Median Household Income | \$38,625 |
| Persons below Poverty Level | 19.6% |
| Unemployment Rate | 6.2% |
| Gender | |
| Female | 51.5% |
| Male | 48.5% |
| Age | |
| Children under Age 5 | 7.5% |
| Adults 65 and over | 10.3% |
| Median Age | 31.5 |

Data Source: U.S. Census Bureau

Economy

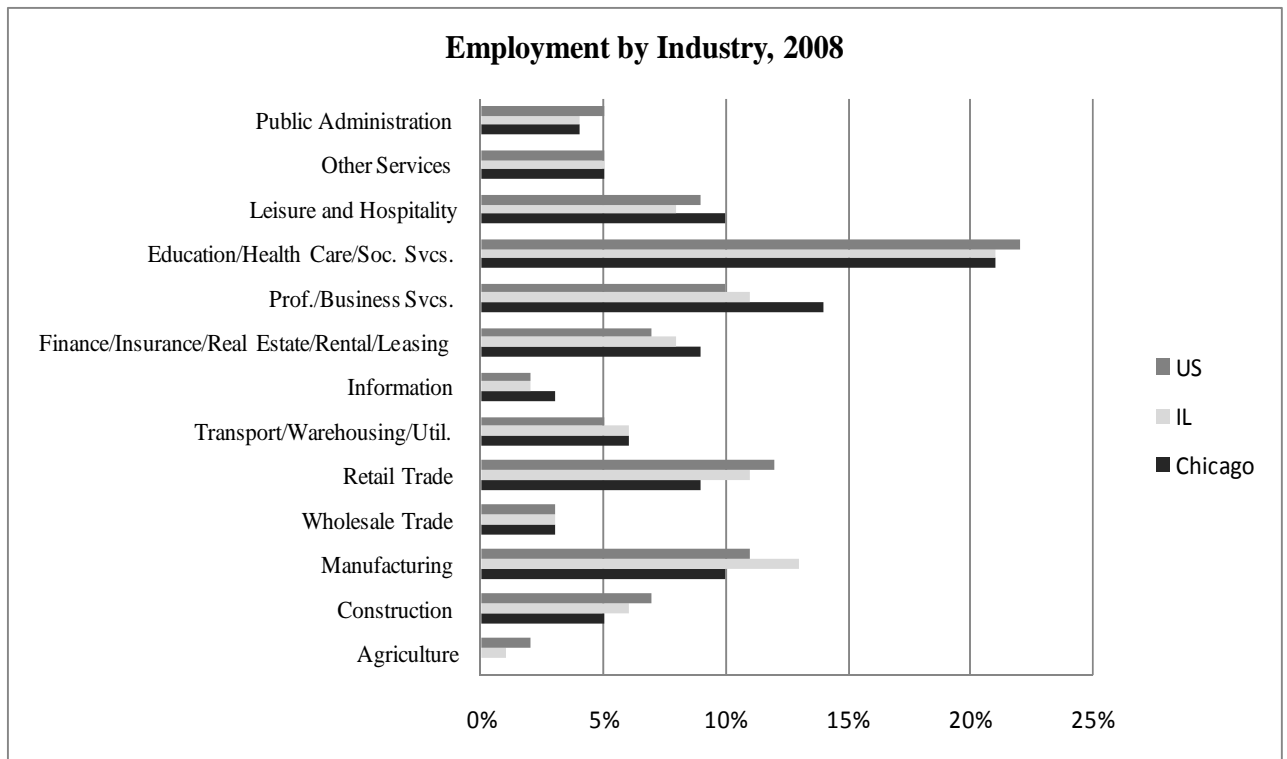
Chicago is a national center for manufacturing, transportation, and tourism. According to the city's 2010 Budget Overview and Revenue Estimates, more than 45 million domestic and overseas visitors came to the city in 2008, including 32 million domestic leisure travelers and 11.7 million domestic business travelers, contributing nearly \$12 billion to Chicago's economy. The area is home to several of the world's largest corporations, and top employers include city, state and county governments, universities, airports and banks. However, the overall economic status of the nation has impacted Chicago locally in terms of both revenue and expenditures. The amount of revenue the City can collect from sales, income, and entertainment taxes is reduced during difficult economic times, and residents are more reliant on City services.

This economic downturn has been reflected in Chicago's job market. The average annual unemployment rate of the city, as tracked by the U.S. Bureau of Labor Statistics, was 10.9% in 2009, up from 7% in 2008. As recently as May 2010, the rate of unemployment had risen to 11.2%. The average annual unemployment rate for the state of Illinois was 10.1% in 2009, which was an increase from 6.4% in 2008. The state's unemployment rate

was increasing in 2010 as well, and was 10.4% at the end of June. (Please note that all rates cited are not seasonally adjusted.)

| Year | Chicago | Illinois | U.S. |
|-------------|---------|----------|------|
| 2000 | 5.5% | 4.5% | 4.0% |
| 2001 | 6.8% | 5.4% | 4.7% |
| 2002 | 8.3% | 6.5% | 5.8% |
| 2003 | 8.1% | 6.7% | 6.0% |
| 2004 | 7.5% | 6.2% | 5.5% |
| 2005 | 7.1% | 5.8% | 5.1% |
| 2006 | 5.3% | 4.6% | 4.6% |
| 2007 | 5.8% | 5.1% | 4.6% |
| 2008 | 7.0% | 6.4% | 5.8% |
| 2009 | 10.9% | 10.1% | 9.3% |
| 2010 (June) | 10.6% | 10.4% | 9.5% |

Despite the high rates of unemployment, Chicago’s diverse economy protects the city from the severity of boom-bust cycles that can impact areas that are more dependent on specific or cyclical industries. According to the City of Chicago, the city is within 2 percent of the national share of nearly all major industry categories.



Data Source: City of Chicago 2010 Budget Overview and Revenue Estimates

Like many large cities in the United States, a disproportionate number of Chicago residents live in poverty as compared to the U.S. average. These individuals and families

depend more heavily on city services to meet basic needs, and increasing numbers of the city's residents are facing poverty during the current economic hardship.

| Area | Families | Individuals |
|---------------|-----------------|--------------------|
| United States | 9.7% | 13.2% |
| Illinois | 9.0% | 12.2% |
| Chicago | 16.9% | 20.6% |
| New York City | 15.3% | 18.2% |
| Los Angeles | 16.2% | 19.4% |
| Houston | 16.3% | 19.5% |
| Philadelphia | 18.8% | 24.1% |

Data Source: City of Chicago 2010 Budget Overview and Revenue Estimates

The composition of the community and the factors affecting it provide a context for considering the FY2011 budget for the Chicago Public Schools and the many influences, both internal and external, which drive the district's funding decisions.

FY2011 FUND BALANCE STATEMENT

CPS adopted the Fund Balance and Budget Management policy (Board Report 08-0827-PO6) in August, 2008. The goals of this policy are to maintain adequate fund balances in the various funds to provide sufficient cash flow for daily financial needs, to offset significant economic downturns or revenue shortfalls, to provide funds for unforeseen expenditures related to emergencies, and to secure and maintain high-grade-or-above bond ratings. As a practical measure to achieve these goals in the General Fund, the Board established a Stabilization Fund, which should carry a minimum 5% of the operating and debt-service total in the following year's budget.

If the projected amount of the stabilization fund is less than the minimum 5% requirement, then the Chief Financial Officer (CFO) shall prepare and submit a plan to restore the minimum requirements for the stabilization fund in the subsequent budget year. If restoration of the reserve cannot be accomplished within such a period without severe hardship, the CFO or budget director may request that the Board approve an extension of the restoration deadline.

Estimated Fund Balance and its Targets

The table below shows the fund-balance targets in the policy and estimated fund balances for relevant funds for FY2011:

Fund Balance Status at June 30, 2009

| Fund Type | FY2011 Fund Balance Target | Estimated Balance at 6/30/2010 | Estimated Balance at 6/30/2011 |
|----------------------------|----------------------------|--------------------------------|--------------------------------|
| General Fund-Stabilization | \$282.7 mm (5%) | \$190.0 mm | \$0.0 mm |
| Workers' Comp/Tort Fund | \$51.8 mm (1% - 2%) | \$50.4 mm | \$50.4 mm |
| Debt Service Funds | Enough to cover risks | \$164.1 mm | \$112.1 mm |

None of the fund-balance targets are met except for the Debt Service Funds. The estimated fund balance for the Workers' Compensation fund is close to the target and the actual may meet the target. In the case of the Stabilization fund, the size of the reserve at June, 2010 is only 3.4% of the FY2011 appropriation base instead of the minimum 5.0% and this reserve will be exhausted to balance the budget for FY2011. As a result, a fund-balance restoration plan is prepared below in accordance with this Fund Balance policy.

Why the Fund Balance Did Not Meet the Target

The Board's Stabilization Fund is lower than the target at the end of FY2010 primarily because of the State's payment delay. CPS recognizes revenues when cash is collected within 30 days after a fiscal year ends. As of July 30, 2010, the State has not paid \$236.2 million of FY2010 obligations to CPS, which decreased the FY2010 year-end fund balance by the same amount. Had the CPS received \$236.2 million, its fund balance would be \$426.2 million, the fund balance would represent a 7.5% of the appropriation base. Currently, the State of Illinois's payment delay is in excess of five months for CPS.

This delay is due to severe State cashflow problems resulting from a structural imbalance in their budget, which is made substantially worse by the current recession and the unwillingness

by the General Assembly to tackle the fiscal issue. Throughout fiscal year 2010, both the State's financial condition and cash-flow position continued to deteriorate rapidly, as spending pressures were left largely unabated and as the recession continued to impact State revenues. At the end of June, 2010, the backlog of unpaid bills and fund transfers in the Illinois office of the Comptroller stood at \$4.712 billion. This compares to last year's payables of \$2.785 billion at year-end. According to the Comptroller, the delay in paying vouchers was 153 working days this June, 2010, compared with 99 days at this time last year. The unprecedented nature of this delay is shown in the table below in comparison with prior years:

History of State Year-End Obligation to CPS

| (In Millions) | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------------|------|------|------|------|------|------|------|-------|-------|
| Amount Owed on 6/30 | 44.3 | 83.9 | 3.1 | 21.5 | 7.0 | 19.0 | 23.3 | 173.0 | 369.4 |
| Amount Owed on 7/31 | 4.2 | 2.2 | 2.7 | 5.2 | 6.9 | 3.7 | 1.2 | 173.0 | 236.2 |
| Amount Owed on 8/31 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 236.2 |

Historically, the State always pays off all of its prior-year obligations to CPS within 60 days (lapse period) after a new fiscal year starts. For FY2010 obligations, the State's lapse period is extended to December, 2010. Therefore, the State may pay \$236.2 million by December 31, 2010.

FY2011 Plans for Restoring the Fiscal Stabilization Fund

CPS plans to restore the Fiscal Stabilization Fund by controlling expenditures, contributing one-time revenues to the Fund and encouraging the State to resume a regular payment schedule.

In FY 2011 CPS intends to reduce expenditures to minimize the use of the fund balance for operating purposes. A spending reduction plan will be developed in the first quarter of FY 2011, and all expenditures will be monitored to ensure they are according to plan.

In addition, CPS will contribute one-time revenues and excess revenues above budgeted levels to the Stabilization Fund. Examples of one-time revenues include:

- revenue from an acceleration of property-tax collections,
- surplus funds from TIF districts in Chicago,
- undesignated one-time revenue from state or federal sources, and
- revenues from a reduction in state payment delays

CPS will encourage the state to reduce its payment delays in FY2011. Since the FY2011 budget does not include any FY2010 late state obligations as revenues, any prior-year revenues received will be additional revenues without any spending obligation and can be directly applied to the Fund Balance.

A change in state payment cycles could occur as early as January 2011 if the state raises revenues after the November election. However, if the state's pension borrowing plan has not

been passed by the General Assembly the pension obligation will seriously strain the State's cash flow and drain any additional revenues. Given the uncertainty of the state's ability to catch up on late payments, we recommend a time frame of two years, or until the end of FY 2012, to restore the fund balance. Any changes to the state's cash flow will be communicated to the Board of Education and this plan will be updated accordingly.

Finally, CPS plans to help restore the fund balance by refinancing a portion of its outstanding debt. Various state and local governments both within the state and nationally have refinanced existing debt as a means to bridge a drop in revenues. Debt refinancing is typically undertaken to achieve savings on interest costs and/or to defer, existing debt service payments. CPS will likely employ both types of refinancing in fiscal 2011 to reduce reliance on the fiscal stabilization fund.

Guided by Board objectives, CPS plans to defer part of its upcoming debt service payments to future years, which will free up FY2011 debt service funds already deposited as well as reduce the transfer of general state aid to debt service funds in the latter part of FY2011. Current interest rates are historically low, thus minimizing the cost of restructuring and optimizing the use of restructuring as a tool in the overall plan to restore the fiscal stabilization fund. The final refinancing plan will depend on market conditions at the time of implementation, and will be constrained by the legal advice of bond lawyers as well as Board objectives

**Chicago Public Schools
Chicago Board of Education**

**ESTIMATED BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2010**

| (Millions of Dollars) | GENERAL FUND | SPECIAL REVENUE FUNDS | CAPITAL PROJECTS FUNDS | DEBT SERVICE FUNDS | TOTAL Memorandum Only |
|---|-------------------------|--------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| CURRENT ASSETS: | | | | | |
| Cash and Investments | \$ 746.5 | \$ - | \$ - | \$ 164.1 | \$ 910.6 |
| Cash and Investments in Escrow | 5.4 | - | 537.9 | 332.1 | 875.4 |
| Cash and Investment in School Accounts | 31.1 | - | - | - | 31.1 |
| Property Taxes Receivables | 887.0 | 56.1 | - | 24.7 | 967.8 |
| Replacement Taxes Receivables | 22.8 | - | - | - | 22.8 |
| State, Federal, & Other Receivables | 808.0 | 57.0 | 105.9 | - | 970.9 |
| Due from Other Funds | 194.4 | 290.6 | - | - | 485.0 |
| Other Assets | 4.4 | - | - | - | 4.4 |
| Total Assets | \$2,699.6 | \$403.7 | \$643.8 | \$520.9 | \$4,268.0 |
| CURRENT LIABILITIES: | | | | | |
| Accounts Payable | 230.3 | 47.5 | 52.4 | 17.4 | 347.6 |
| Accrued Payroll & Benefits | 345.3 | 75.3 | - | - | 420.6 |
| Amount Held for Student Activities | 31.1 | - | - | - | 31.1 |
| Deferred Property Taxes | 887.0 | 56.1 | - | 24.7 | 967.8 |
| Other Deferred Revenue | 674.0 | 57.0 | 105.9 | - | 836.9 |
| Due to Other Funds | 290.6 | - | 194.4 | - | 485.0 |
| Total Liabilities | \$2,458.3 | \$235.9 | \$352.7 | \$42.1 | \$3,089.0 |
| FUND BALANCE: | | | | | |
| Reserved for Encumbrances & Other | \$ 51.3 | \$ 62.8 | \$ 247.9 | \$ - | \$ 362.0 |
| Reserved for Debt Service | - | - | - | 314.7 | 314.7 |
| Reserved for Specific Purposes | - | 105.0 | 43.2 | - | 148.2 |
| Designated for Operating Capital | 190.0 | - | - | - | 190.0 |
| Unreserved Undesignated Fund Balance | - | - | - | 164.1 | 164.1 |
| Total Fund Balance | \$241.3 | \$167.8 | \$291.1 | \$478.8 | \$1,179.0 |
| Total Liabilities and Fund Balance | \$2,699.6 | \$403.7 | \$643.8 | \$520.9 | \$4,268.0 |

Chicago Public Schools
FY2011 Budget for All Funds
Summary of Revenues, Appropriations, and Fund Balances
(In Millions)

| | General Fund | Special Revenue Funds | Capital Project Funds | Debt Service Funds | Total All Funds |
|--|--------------------------|--------------------------------------|--------------------------------------|-----------------------------------|--------------------------------|
| RESOURCES: | | | | | |
| Estimated Fund Balance at 6/30/2010 | \$ 190.0 | \$ 105.0 | \$ 291.1 | \$ 478.8 | \$ 1,064.9 |
| Reserved for Specific Purposes | - | (50.4) | (291.1) | (314.7) | (656.2) |
| Unreserved Fund Balance | - | - | - | (112.1) | (112.1) |
| Fund Balance Appropriated | \$ 190.0 | \$ 54.6 | \$ - | \$ 52.0 | \$ 296.6 |
| REVENUE: | | | | | |
| Local | \$ 1,983.1 | \$ 137.6 | \$ 151.5 | \$ 162.3 | \$ 2,434.5 |
| State | 1,344.6 | 283.9 | 50.2 | 252.2 | 1,930.8 |
| Federal | 67.8 | 1,221.2 | 5.0 | 10.9 | 1,304.9 |
| Subtotal Revenues | <u>\$ 3,395.5</u> | <u>\$ 1,642.6</u> | <u>\$ 206.7</u> | <u>\$ 425.4</u> | <u>\$ 5,670.2</u> |
| Other Financing Sources | - | - | 600.0 | - | \$ 600.0 |
| Total Resources Appropriated | <u>\$ 3,585.5</u> | <u>\$ 1,697.2</u> | <u>\$ 806.7</u> | <u>\$ 477.4</u> | <u>\$ 6,566.8</u> |
| APPROPRIATIONS: | | | | | |
| Teacher Salaries | \$ 1,636.6 | \$ 428.1 | \$ - | \$ - | \$ 2,064.7 |
| Ed Support Personnel Salaries | 339.8 | 279.6 | - | - | 619.4 |
| Employee Benefits | 640.0 | 232.4 | - | - | 872.4 |
| Subtotal Compensation | <u>\$ 2,616.4</u> | <u>\$ 940.0</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 3,556.5</u> |
| Commodities & Utilities | 156.9 | 193.5 | - | - | 350.5 |
| Contractual / Prof Svc / Tuition | 700.1 | 154.2 | - | 8.8 | 863.0 |
| Capital Outlay/Equipment/Repair | 59.9 | 8.3 | 806.7 | - | 875.0 |
| Debt Service | - | - | - | 468.6 | 468.6 |
| Contingency and Other | 52.1 | 401.1 | - | - | 453.2 |
| Subtotal Non-Compensation | <u>\$ 969.0</u> | <u>\$ 757.2</u> | <u>\$ 806.7</u> | <u>\$ 477.4</u> | <u>\$ 3,010.3</u> |
| Total Appropriations | <u>\$ 3,585.5</u> | <u>\$ 1,697.2</u> | <u>\$ 806.7</u> | <u>\$ 477.4</u> | <u>\$ 6,566.8</u> |
| Fund Balance: End of Year | | | | | |
| Reserved for Debt Service | - | - | - | 314.7 | 314.7 |
| Designated for Operating Needs | - | 50.4 | - | 112.1 | 162.5 |
| Total Fund Balance | <u>\$ -</u> | <u>\$ 50.4</u> | <u>\$ -</u> | <u>\$ 426.8</u> | <u>\$ 477.2</u> |

General Operating Funds
Summary of Resources and Appropriations
Budget Comparison: FY2009 - FY2011
(In Millions)

| | FY2009 AUDITED ACTUAL | FY2010 FINAL BUDGET | FY2010 YEAR-END ESTIMATE | FY2011 ADOPTED BUDGET |
|---|-----------------------------|---------------------------|--------------------------------|-----------------------------|
| RESOURCES: | | | | |
| Total Beginning Fund Balance: | \$ 535.1 | \$ 356.5 | \$ 412.5 | \$ 295.0 |
| Reserved for Specific Purposes | (102.7) | (68.9) | (105.0) | (50.4) |
| Unreserved Fund Balance | (309.8) | (181.2) | (190.0) | - |
| Fund Balance To Be Appropriated | \$ 122.6 | \$ 106.4 | 117.5 | 244.6 |
| Property Taxes | 1,867.4 | 2,065.1 | 2,015.4 | 1,920.1 |
| Replacement Taxes | 132.8 | 105.8 | 97.3 | 98.7 |
| Misc. Revenue & Non-Revenue Sources | 123.5 | 111.8 | 105.3 | 101.8 |
| Total Local Revenue | \$ 2,123.7 | \$ 2,282.6 | \$ 2,218.0 | \$ 2,120.7 |
| General State Aid | 717.3 | 728.5 | 817.5 | 923.4 |
| State Aid Pension | 74.8 | 37.6 | 37.6 | 43.0 |
| Flat Block Grant by ADA | 12.6 | 3.1 | 1.6 | - |
| Other State Revenue | 528.5 | 699.2 | 509.8 | 662.1 |
| Total State Revenue | \$ 1,333.2 | \$ 1,468.4 | \$ 1,366.4 | \$ 1,628.4 |
| Federal Aid: ESEA Title IA, ID, V-A | 369.4 | 326.2 | 301.9 | 326.2 |
| Lunchroom and Medicaid | 189.1 | 211.2 | 210.2 | 222.2 |
| Federal Special Education | 95.2 | 108.2 | 99.6 | 112.6 |
| Federal Ed Jobs Program | - | - | - | 106.1 |
| Federal Stimulus Funds (ARRA) | 260.1 | 616.5 | 422.1 | 301.9 |
| Federal Revenue - Other | 209.1 | 208.4 | 195.3 | 220.0 |
| Total Federal Revenue | \$ 1,122.8 | \$ 1,470.5 | \$ 1,229.2 | \$ 1,289.0 |
| Total Revenue | \$ 4,579.7 | \$ 5,221.5 | \$ 4,813.6 | \$ 5,038.1 |
| Total Resources | \$ 4,702.3 | \$ 5,327.9 | \$ 4,931.1 | \$ 5,282.7 |
| APPROPRIATIONS: | | | | |
| Teacher Salaries | 1,975.9 | 2,114.3 | 2,028.2 | 2,064.7 |
| Ed Support Personnel Salaries | 597.5 | 626.5 | 608.9 | 619.4 |
| Employee Benefits | 856.2 | 983.7 | 982.8 | 872.4 |
| Total Employee Compensation | \$ 3,429.7 | \$ 3,724.5 | \$ 3,619.9 | \$ 3,556.5 |
| Commodities & Utilities | 313.9 | 351.2 | 327.3 | 350.5 |
| Contractual/Professional Services/Tuition | 903.6 | 943.7 | 880.0 | 854.3 |
| Equipment / Capital Outlay | 34.5 | 39.9 | 36.7 | 30.2 |
| Building Repair & Material | 34.8 | 35.1 | 33.9 | 38.0 |
| Other Charges / Interfund Cost | 26.3 | 233.5 | 50.7 | 453.2 |
| Total Non-Compensation | \$ 1,313.1 | \$ 1,603.4 | \$ 1,328.6 | \$ 1,726.2 |
| Total Appropriations | \$ 4,742.8 | \$ 5,327.9 | \$ 4,948.5 | \$ 5,282.7 |
| Other Financing Sources | \$ 40.5 | \$ - | \$ 17.4 | \$ - |
| Total Fund Balance: End of Year | \$ 412.5 | \$ 250.1 | \$ 295.0 | \$ 50.4 |

General Fund
Summary of Resources and Appropriations
Budget Comparison: FY2009 - FY2011
(In Millions)

| | FY2009 AUDITED ACTUAL | FY2010 FINAL BUDGET | FY2010 YEAR-END ESTIMATE | FY2011 ADOPTED BUDGET |
|---|-----------------------------|---------------------------|--------------------------------|-----------------------------|
| RESOURCES: | | | | |
| Total Beginning Fund Balance: | \$ 432.4 | \$ 242.0 | \$ 311.4 | \$ 190.0 |
| Unreserved/Designated Balance | \$ (258.0) | \$ (181.2) | \$ (90.0) | \$ - |
| Fund Balance To Be Appropriated | \$ 174.4 | \$ 60.8 | \$ 221.4 | \$ 190.0 |
| Property Taxes | \$ 1,785.8 | \$ 1,986.7 | \$ 1,939.6 | \$ 1,839.1 |
| Replacement Taxes | 91.6 | 71.8 | 78.9 | 66.2 |
| Misc. Revenue & Non-Revenue Sources | 96.8 | 85.9 | 81.3 | 77.7 |
| Total Local Revenue | \$ 1,974.2 | \$ 2,144.4 | \$ 2,099.8 | \$ 1,983.1 |
| General State Aid | 504.4 | 467.5 | 599.5 | 662.4 |
| State Aid Pension | 71.4 | 35.6 | 33.6 | 42.6 |
| Flat Block Grant by ADA | 12.6 | 3.1 | 1.6 | - |
| Other State Revenue | 495.1 | 671.8 | 489.3 | 639.6 |
| Total State Revenue | \$ 1,083.5 | \$ 1,178.0 | \$ 1,124.0 | \$ 1,344.6 |
| Federal Stabilization Funds | 211.9 | 234.0 | 235.7 | - |
| Medicaid Reimbursement | 51.3 | 44.5 | 34.9 | 49.5 |
| Federal Revenue - Other | 20.7 | 4.3 | 18.2 | 18.3 |
| Total Federal Revenue | \$ 283.9 | \$ 282.8 | \$ 288.8 | \$ 67.8 |
| Total Revenue | \$ 3,341.6 | \$ 3,605.2 | \$ 3,512.6 | \$ 3,395.5 |
| Total Resources | \$ 3,516.0 | \$ 3,666.0 | \$ 3,734.0 | \$ 3,585.5 |
| APPROPRIATIONS: | | | | |
| Teacher Salaries | \$ 1,629.6 | \$ 1,667.6 | \$ 1,640.3 | \$ 1,636.6 |
| Ed Support Personnel Salaries | 362.0 | 356.0 | 351.2 | 339.8 |
| Other Employee Benefits | 665.5 | 743.7 | 750.2 | 640.0 |
| Total Employee Compensation | \$ 2,657.1 | \$ 2,767.3 | \$ 2,741.7 | \$ 2,616.4 |
| Commodities & Utilities | 166.3 | 148.2 | 172.5 | 156.9 |
| Contractual/Professional Services/Tuition | 675.9 | 687.6 | 667.2 | 700.1 |
| Educational Equipment | 18.3 | 16.4 | 17.2 | 23.9 |
| Building Repair & Material | 31.8 | 32.0 | 31.3 | 36.1 |
| Other Charges / Interfund Cost | (10.8) | 14.4 | 21.6 | 52.1 |
| Total Non-Compensation | \$ 881.5 | \$ 898.7 | \$ 909.7 | \$ 969.0 |
| Total Appropriations | \$ 3,538.7 | \$ 3,666.0 | \$ 3,651.4 | \$ 3,585.5 |
| Other Financing Sources | \$ 76.0 | \$ - | \$ 17.4 | \$ - |
| Total Fund Balance: End of Year | \$ 311.4 | \$ 181.2 | \$ 190.0 | \$ 0.0 |

**FY2011 RESOURCE SUMMARY
BY GOVERNMENTAL FUND TYPE
ON AN ACCRUAL BASIS
(IN THOUSANDS OF DOLLARS)**

| | RESOURCES FOR ALL FUNDS | | | | |
|--|--------------------------------|------------------------|-------------------|-------------------|---------------------|
| | General Operating Funds | | Capital | Debt | All Funds |
| | General Fund | Special Revenue | Projects | Service | Total |
| Fund Balance To Be Appropriated | \$ 190,000 | \$ 54,600 | | \$ 52,000 | \$ 296,600 |
| LOCAL REVENUE: | | | | | |
| PROPERTY TAXES | 1,839,100 | 81,000 | - | 11,874 | 1,931,974 |
| REPLACEMENT TAXES | 66,230 | 32,500 | - | 53,768 | 152,498 |
| INTEREST ON INVESTMENTS | 2,500 | 100 | 1,500 | - | 4,100 |
| OTHER MISC REVENUES | 75,239 | 24,000 | 150,000 | 96,664 | 345,903 |
| TOTAL MISCELLANEOUS | 77,739 | 24,100 | 151,500 | 96,664 | 350,003 |
| TOTAL LOCAL REVENUE | 1,983,069 | 137,600 | 151,500 | 162,306 | 2,434,475 |
| STATE REVENUE: | | | | | |
| GENERAL STATE AID | 662,389 | 261,000 | - | 218,202 | 1,141,591 |
| STATE AID PENSION | 42,561 | 410 | - | - | 42,971 |
| FLAT BLOCK GRANT BY ADA | - | - | - | - | - |
| BLOCK GRANTS: ED SVC & GEN ED | 615,517 | 13,334 | - | - | 628,851 |
| VOCATIONAL EDUCATION | - | 5,506 | - | - | 5,506 |
| DRIVERS EDUCATION | 4,300 | - | - | - | 4,300 |
| ORPHANAGE - SEC. 18-3 | 3,500 | - | - | - | 3,500 |
| OTHER / CDB Construction Grant | 16,300 | 3,610 | 50,200 | 34,000 | 104,110 |
| TOTAL OTHER STATE AID | 24,100 | 9,116 | 50,200 | 34,000 | 117,416 |
| TOTAL STATE REVENUE | 1,344,567 | 283,860 | 50,200 | 252,202 | 1,930,830 |
| FEDERAL REVENUE: | | | | | |
| EDUCATION JOBS FUND Grant | - | 106,100 | - | - | 106,100 |
| ARRA - ESEA ED GRANTS | - | 301,900 | - | - | 301,900 |
| TITLE I-A: LOW INCOME | - | 315,500 | - | - | 315,500 |
| TITLE I-A: SCHOOL IMPROVEMENT | - | 17,400 | - | - | 17,400 |
| TITLE I-D: NEGLECTED/DELINQUENT | - | 1,700 | - | - | 1,700 |
| TITLE II-A: IMPROVING TEACHER | - | 52,000 | - | - | 52,000 |
| TITLE II-D: ED TECHNOLOGY | - | 1,100 | - | - | 1,100 |
| TITLE III-A: LANGUAGE ACQUISITION | - | 9,900 | - | - | 9,900 |
| TITLE IV-A: SAFE AND DRUG-FREE | - | 800 | - | - | 800 |
| TITLE IV-B: 21ST CENTURY COMM | - | 7,700 | - | - | 7,700 |
| IMPACT AID/ INDIAN EDUCATION | 100 | 110 | - | - | 210 |
| TOTAL ESEA PROGRAMS | 100 | 814,210 | - | - | 814,310 |
| SCHOOL BREAKFAST PROGRAM | - | 40,000 | - | - | 40,000 |
| SCHOOL LUNCH PROGRAM | - | 116,529 | - | - | 116,529 |
| DONATED FOOD | - | 11,537 | - | - | 11,537 |
| CHILD CARE & ADULT FOOD PROGRAM | - | 4,600 | - | - | 4,600 |
| TOTAL CHILD NUTRITION PROGRAM | - | 172,666 | - | - | 172,666 |
| LEA FLOW THRU & DISCRETIONARY | - | 100,000 | - | - | 100,000 |
| PRE-SCHOOL GRANTS | - | 1,739 | - | - | 1,739 |
| PART B: ROOM AND BOARD | - | 2,000 | - | - | 2,000 |
| OTHER SPECIAL ED GRANTS | - | 8,861 | - | - | 8,861 |
| TOTAL SPECIAL EDUCATION: IDEA | - | 112,600 | - | - | 112,600 |
| MEDICAID | 49,500 | - | - | - | 49,500 |
| ROTC REIMBURSEMENT | 3,853 | - | - | - | 3,853 |
| HEAD START | - | 40,400 | - | - | 40,400 |
| STRIVING READERS | - | 8,400 | - | - | 8,400 |
| VOCATIONAL ED & J.T.P.A | - | 10,044 | - | - | 10,044 |
| TEACHER INCENTIVE FUND | - | 8,244 | - | - | 8,244 |
| OTHER MISCELLANEOUS GRANTS | 14,380 | 54,592 | 5,000 | 10,875 | 84,846 |
| TOTAL OTHER FEDERAL AID | 67,733 | 121,679 | 5,000 | 10,875 | 205,287 |
| TOTAL FEDERAL REVENUE | 67,833 | 1,221,155 | 5,000 | 10,875 | 1,304,863 |
| TOTAL REVENUES | 3,395,469 | 1,642,615 | 206,700 | 425,382 | 5,670,167 |
| OTHER FINANCING SOURCES | - | - | 600,000 | - | 600,000 |
| TOTAL RESOURCES | \$ 3,585,469 | \$ 1,697,215 | \$ 806,700 | \$ 477,382 | \$ 6,566,767 |

**FY2011 SPECIAL REVENUE
BY MAJOR CATEGORY
ON AN ACCRUAL BASIS**

(IN THOUSANDS OF DOLLARS)

| | REVENUE ESTIMATES FOR SPECIAL REVENUE PROGRAMS | | | | |
|--|--|---------------------|----------------------|------------------------|---------------------|
| | Lunch- Room | Suppl Gen St Aid | Government Funded | Work Comp Tort Liab | TOTAL |
| Fund Balance To Be Appropriated | \$ - | \$ 54,600 | \$ - | \$ - | \$ 54,600 |
| LOCAL REVENUE: | | | | | |
| PROPERTY TAXES | - | - | - | 81,000 | 81,000 |
| REPLACEMENT TAXES | 32,500 | - | - | - | 32,500 |
| INTEREST ON INVESTMENTS | - | - | - | 100 | 100 |
| LUNCHROOM SALES | 7,000 | - | - | - | 7,000 |
| OTHER MISCELLANEOUS | 7,100 | 5,900 | 200 | 3,800 | 17,000 |
| TOTAL MISCELLANEOUS | 14,100 | 5,900 | 200 | 3,900 | 24,100 |
| TOTAL LOCAL REVENUE | 46,600 | 5,900 | 200 | 84,900 | 137,600 |
| STATE REVENUE: | | | | | |
| GENERAL STATE AID | - | 261,000 | - | - | 261,000 |
| STATE AID PENSION | - | 400 | 10 | - | 410 |
| BLOCK GRANTS: ED SVC & GEN ED | 13,334 | - | - | - | 13,334 |
| VOCATIONAL EDUCATION | - | - | 5,506 | - | 5,506 |
| DRIVERS EDUCATION | - | - | - | - | - |
| ORPHANAGE - SEC. 18-3 | - | - | - | - | - |
| OTHER MISCELLANEOUS | - | - | 3,610 | - | 3,610 |
| TOTAL OTHER STATE AID | - | - | 9,116 | - | 9,116 |
| TOTAL STATE REVENUE | 13,334 | 261,400 | 9,126 | - | 283,860 |
| FEDERAL REVENUE: | | | | | |
| EDUCATION JOBS FUND Grant | - | - | 106,100 | - | 106,100 |
| ARRA - OTHER ED GRANTS | - | - | 301,900 | - | 301,900 |
| TITLE I-A: LOW INCOME | - | - | 315,500 | - | 315,500 |
| TITLE I-A: SCHOOL IMPROVEMENT | - | - | 17,400 | - | 17,400 |
| TITLE I-D: NEGLECTED/DELINQUENT | - | - | 1,700 | - | 1,700 |
| TITLE II-A: IMPROVING TEACHER | - | - | 52,000 | - | 52,000 |
| TITLE II-D: ED TECHNOLOGY | - | - | 1,100 | - | 1,100 |
| TITLE III-A: LANGUAGE ACQUISITION | - | - | 9,900 | - | 9,900 |
| TITLE IV-A: SAFE AND DRUG-FREE | - | - | 800 | - | 800 |
| TITLE IV-B: 21ST CENTURY COMM | - | - | 7,700 | - | 7,700 |
| IMPACT AID/ INDIAN EDUCATION | - | - | 110 | - | 110 |
| TOTAL ESEA PROGRAMS | - | - | 814,210 | - | 814,210 |
| SCHOOL BREAKFAST PROGRAM | 40,000 | - | - | - | 40,000 |
| SCHOOL LUNCH PROGRAM | 116,529 | - | - | - | 116,529 |
| DONATED FOOD FROM THE USDA | 11,537 | - | - | - | 11,537 |
| CHILD CARE & ADULT FOOD PROGRAM | 4,600 | - | - | - | 4,600 |
| TOTAL LUNCHROOM/OTHER | 172,666 | - | - | - | 172,666 |
| LEA FLOW THRU & DISCRETIONARY | - | - | 100,000 | - | 100,000 |
| PRE-SCHOOL & DISCRETIONARY | - | - | 1,739 | - | 1,739 |
| IDEA PART B: ROOM AND BOARD | - | - | 2,000 | - | 2,000 |
| OTHER SPECIAL ED GRANTS | - | - | 8,861 | - | 8,861 |
| SPECIAL EDUCATION: IDEA | - | - | 112,600 | - | 112,600 |
| MEDICAID | - | - | - | - | - |
| ROTC REIMBURSEMENT | - | - | - | - | - |
| HEAD START | - | - | 40,400 | - | 40,400 |
| STRIVING READERS | - | - | 8,400 | - | 8,400 |
| VOCATIONAL ED & J.T.P.A | - | - | 10,044 | - | 10,044 |
| EXCELLENCE IN ACAD LEADERSHIP | - | - | 8,244 | - | 8,244 |
| OTHER MISCELLANEOUS GRANTS | - | - | 54,592 | - | 54,592 |
| TOTAL OTHER FEDERAL AID | - | - | 121,679 | - | 121,679 |
| TOTAL FEDERAL REVENUE | 172,666 | - | 1,048,489 | - | 1,221,155 |
| TOTAL REVENUES | 232,600 | 267,300 | 1,057,815 | 84,900 | 1,642,615 |
| TOTAL RESOURCES | \$ 232,600 | \$ 321,900 | \$ 1,057,815 | \$ 84,900 | \$ 1,697,215 |

**BUDGET APPROPRIATIONS
FY2011 BUDGET BY MAJOR CATEGORY
ON AN ACCRUAL BASIS
(IN THOUSANDS OF DOLLARS)**

APPROPRIATIONS FOR ALL FUNDS

| APPROPRIATIONS BY TYPE | General Operating Funds | | Debt Service | Capital Funds | Total(FY11) | Total(FY10) | Difference |
|--|-------------------------|--------------------|------------------|------------------|--------------------|--------------------|-------------------|
| | General Funds | Special Revenue | | | | | |
| Teacher Salaries | 1,636,640 | 428,073 | 0 | 0 | 2,064,713 | 2,028,831 | 35,882 |
| Esp Salaries | 339,820 | 279,562 | 0 | 0 | 619,382 | 608,081 | 11,301 |
| TOTAL SALARIES | 1,976,460 | 707,635 | 0 | 0 | 2,684,095 | 2,636,912 | 47,183 |
| Teachers Pension | 279,578 | 57,640 | 0 | 0 | 337,218 | 510,923 | -173,705 |
| Education Support Personnel Pension | 55,170 | 42,792 | 0 | 0 | 97,963 | 97,853 | 110 |
| Hospitalization/Other Comp | 236,535 | 111,135 | 0 | 0 | 347,670 | 329,981 | 17,689 |
| Unemployment Compensation | 19,621 | 4,246 | 0 | 0 | 23,868 | 10,351 | 13,517 |
| Medicare/Social Security | 27,275 | 9,805 | 0 | 0 | 37,080 | 37,337 | -257 |
| Workers Compensation | 21,794 | 6,794 | 0 | 0 | 28,588 | 26,954 | 1,635 |
| TOTAL EMPLOYEE BENEFITS | 639,974 | 232,412 | 0 | 0 | 872,386 | 1,013,398 | -141,012 |
| TOTAL EMPLOYEE COMPENSATION | 2,616,434 | 940,047 | 0 | 0 | 3,556,481 | 3,650,310 | -93,829 |
| Textbooks | 22,958 | 40,199 | 0 | 0 | 63,157 | 88,725 | -25,568 |
| Supplies And Postage | 30,578 | 46,403 | 0 | 0 | 76,981 | 78,041 | -1,060 |
| Energy | 83,448 | 0 | 0 | 0 | 83,448 | 90,978 | -7,529 |
| Food | 353 | 106,942 | 0 | 0 | 107,294 | 106,930 | 364 |
| Net Telephone And Telecommunications | 19,575 | 0 | 0 | 0 | 19,575 | 4,596 | 14,979 |
| TOTAL COMMODITIES & UTILITIES | 156,912 | 193,544 | 0 | 0 | 350,456 | 369,270 | -18,814 |
| Transportation | 97,521 | 15,766 | 0 | 0 | 113,286 | 101,481 | 11,805 |
| Contractual Services | 173,223 | 28,291 | 0 | 0 | 201,514 | 1,236,416 | -1,034,902 |
| Tuition | 361,177 | 15,103 | 0 | 0 | 376,280 | 343,980 | 32,301 |
| Nonprof,Professional And Tech.Services | 61,682 | 91,067 | 0 | 0 | 152,749 | 144,534 | 8,214 |
| Repair Contracts | 36,053 | 1,990 | 0 | 0 | 38,044 | 33,133 | 4,910 |
| Other | 6,447 | 3,978 | 8,787 | 0 | 19,212 | 17,309 | 1,903 |
| TOTAL NON-PERSONNEL SERVICES | 736,103 | 156,195 | 8,787 | 0 | 901,085 | 1,876,853 | -975,768 |
| Equipment | 23,876 | 6,350 | 0 | 806,700 | 836,925 | 16,981 | 819,945 |
| EQUIPMENT | 23,876 | 6,350 | 0 | 806,700 | 836,925 | 16,981 | 819,945 |
| Rent | 11,679 | 205 | 0 | 0 | 11,884 | 12,970 | -1,087 |
| Liability Insurance | 1,000 | 11,137 | 0 | 0 | 12,137 | 13,170 | -1,034 |
| Miscellaneous/Contingencies | 39,465 | 389,740 | 0 | 0 | 429,205 | 426,166 | 3,038 |
| TOTAL OTHER CHARGES | 52,144 | 401,081 | 0 | 0 | 453,225 | 452,307 | 918 |
| DEBT SERVICE AND PBC RENT | 0 | 0 | 468,595 | 0 | 468,595 | 497,253 | -28,658 |
| TOTAL APPROPRIATIONS | \$3,585,469 | \$1,697,216 | \$477,382 | \$806,700 | \$6,566,767 | \$6,862,973 | -\$296,205 |

* Due to rounding, minimal differences may occur in totaling rows and columns.

**BUDGET APPROPRIATIONS
FY2011 BUDGET BY MAJOR CATEGORY
ON AN ACCRUAL BASIS
(IN THOUSANDS OF DOLLARS)**

SPECIAL REVENUE PROGRAMS

| APPROPRIATIONS BY TYPE | Lunch- room | Suppl Gen St Aid | Government Funded | Workers' Comp Tort Liab | TOTAL |
|--|------------------------|-----------------------------|------------------------------|------------------------------------|--------------------|
| Teacher Salaries | 0 | 87,871 | 340,202 | 0 | 428,073 |
| Esp Salaries | 75,433 | 59,960 | 99,752 | 44,417 | 279,562 |
| TOTAL SALARIES | 75,433 | 147,831 | 439,954 | 44,417 | 707,635 |
| Teachers Pension | 0 | 13,782 | 43,858 | 0 | 57,640 |
| Education Support Personnel Pension | 11,856 | 9,754 | 14,706 | 6,477 | 42,792 |
| Hospitalization/Other Comp | 29,695 | 23,476 | 48,154 | 9,810 | 111,135 |
| Unemployment Compensation | 504 | 995 | 2,472 | 276 | 4,246 |
| Medicare/Social Security | 1,074 | 2,184 | 5,612 | 934 | 9,805 |
| Workers Compensation | 806 | 1,591 | 3,955 | 441 | 6,794 |
| TOTAL EMPLOYEE BENEFITS | 43,936 | 51,782 | 118,757 | 17,937 | 232,412 |
| TOTAL EMPLOYEE COMPENSATION | 119,368 | 199,613 | 558,712 | 62,354 | 940,047 |
| Textbooks | 0 | 19,777 | 20,406 | 16 | 40,199 |
| Supplies And Postage | 2,452 | 24,522 | 19,113 | 317 | 46,403 |
| Energy | 0 | 0 | 0 | 0 | 0 |
| Food | 105,923 | 14 | 1,005 | 0 | 106,942 |
| Net Telephone And Telecommunications | 0 | 0 | 0 | 0 | 0 |
| TOTAL COMMODITIES & UTILITIES | 108,375 | 44,312 | 40,524 | 332 | 193,544 |
| Transportation | 428 | 1,639 | 13,653 | 46 | 15,766 |
| Contractual Services | 2,900 | 5,385 | 10,672 | 9,334 | 28,291 |
| Nonprof,Professional And Tech.Services | 608 | 2,420 | 87,676 | 363 | 91,067 |
| Tuition | 0 | 2 | 15,101 | 0 | 15,103 |
| Repair Contracts | 0 | 1,341 | 611 | 39 | 1,990 |
| Other | 119 | 1,180 | 2,659 | 21 | 3,978 |
| TOTAL NON-PERSONNEL SERVICES | 4,054 | 11,967 | 130,371 | 9,803 | 156,195 |
| Equipment | 0 | 1,989 | 4,309 | 52 | 6,350 |
| EDUCATIONAL EQUIPMENT | 0 | 1,989 | 4,309 | 52 | 6,350 |
| Rent | 0 | 0 | 205 | 0 | 205 |
| Liability Insurance | 0 | 0 | 2 | 11,135 | 11,137 |
| Miscellaneous/Contingencies | 803 | 64,019 | 323,694 | 1,223 | 389,740 |
| TOTAL OTHER CHARGES | 803 | 64,019 | 323,900 | 12,358 | 401,081 |
| TOTAL APPROPRIATIONS | \$232,600 | \$321,900 | \$1,057,816 | \$84,900 | \$1,697,216 |

* Due to rounding, minimal differences may occur in totaling rows and columns.

FY2011 CHICAGO PUBLIC SCHOOLS BUDGET
DISTRIBUTION OF APPROPRIATION BY MAJOR FUND CATEGORIES AND UNIT GROUPS
ALL FUNDS EXCLUDING CAPITAL (IN THOUSANDS OF DOLLARS)

| DESCRIPTIONS | FY2011 APPROPRIATIONS | | | | | | ROW PERCENTAGE | | | |
|---|-----------------------|---------------|-------------------------------------|--------------------------|---------------------------------------|----------------------------|---------------------------------|----------------------|-----------------------------------|------------------------|
| | GRAND TOTAL | Column % | Elementary/ Non-Public/ TOTAL | High Schools TOTAL | School Based/ Area Office TOTAL | Central Office TOTAL | Elementary/ Non-Public/ % | High Schools % | School Based/ Area Office % | Central Office % |
| Supplemental General State Aid | 321,900 | 5.6% | 183,722 | 66,856 | 71,322 | 0 | 57.1% | 20.8% | 22.2% | 0.0% |
| Federal ESEA excluding Child Parent Centers | 502,314 | 8.7% | 179,636 | 47,494 | 258,864 | 16,320 | 35.8% | 9.5% | 51.5% | 3.2% |
| Lunchroom Food Services | 232,600 | 4.0% | 160,051 | 41,240 | 29,554 | 1,755 | 68.8% | 17.7% | 12.7% | 0.8% |
| State Bilingual and Federal Title VII | 25,107 | 0.4% | 15,240 | 2,289 | 6,083 | 1,495 | 60.7% | 9.1% | 24.2% | 6.0% |
| Early Childhood; State Pre-K, Headstart, Federal CPC | 146,595 | 2.5% | 52,734 | 0 | 92,739 | 1,122 | 36.0% | 0.0% | 63.3% | 0.8% |
| Other State and Federal Grants | 291,700 | 5.1% | 4,660 | 3,669 | 276,205 | 7,166 | 1.6% | 1.3% | 94.7% | 2.5% |
| Fed Special Education Under IDEA: PL 101-476 | 178,100 | 3.1% | 107,952 | 28,988 | 39,294 | 1,866 | 60.6% | 16.3% | 22.1% | 1.0% |
| Federal ESEA Title II and IV | 62,516 | 1.1% | 2,889 | 4,133 | 45,662 | 9,832 | 4.6% | 6.6% | 73.0% | 15.7% |
| TOTAL STATE AND FEDERAL CATEGORICAL | 1,760,832 | 30.6% | 706,884 | 194,668 | 819,722 | 39,557 | 40.1% | 11.1% | 46.6% | 2.2% |
| Local Categorical excluding Interfund | | | | | | | | | | |
| Debt Service | 425,508 | 7.4% | 0 | 0 | 425,508 | 0 | 0.0% | 0.0% | 100.0% | 0.0% |
| Non-Operating funds, CIP, Equipment | 51,874 | 0.9% | 0 | 0 | 51,874 | 0 | 0.0% | 0.0% | 100.0% | 0.0% |
| Tort/Liability(includes Security Services) | 84,900 | 1.5% | 34,485 | 19,007 | 27,050 | 4,358 | 40.6% | 22.4% | 31.9% | 5.1% |
| TOTAL LOCAL CATEGORICAL(TAX LEVY FUNDS) | 562,282 | 9.8% | 34,485 | 19,007 | 504,432 | 4,358 | 6.1% | 3.4% | 89.7% | 0.8% |
| Educational Fund | | | | | | | | | | |
| Options for Knowledge-Local | | | | | | | | | | |
| Compensation | 43,080 | 0.7% | 35,101 | 5,386 | 1,703 | 891 | 81.5% | 12.5% | 4.0% | 2.1% |
| Non-Compensation | 27,881 | 0.5% | 20,545 | 2,156 | 4,341 | 838 | 73.7% | 7.7% | 15.6% | 3.0% |
| | 70,961 | 1.2% | 55,646 | 7,542 | 6,044 | 1,729 | 78.4% | 10.6% | 8.5% | 2.4% |
| BLDG O & M | | | | | | | | | | |
| Compensation | 126,675 | 2.2% | 79,243 | 35,769 | 8,989 | 2,673 | 62.6% | 28.2% | 7.1% | 2.1% |
| Non-Compensation | 278,725 | 4.8% | 111,197 | 41,835 | 121,112 | 4,581 | 39.9% | 15.0% | 43.5% | 1.6% |
| Total BLDG O & M | 405,400 | 7.0% | 190,440 | 77,604 | 130,102 | 7,254 | 47.0% | 19.1% | 32.1% | 1.8% |
| Special Education(includes Transport. & Tuition) | | | | | | | | | | |
| Compensation | 556,166 | 9.7% | 266,810 | 117,851 | 167,241 | 4,264 | 48.0% | 21.2% | 30.1% | 0.8% |
| Non-Compensation | 155,117 | 2.7% | 42,593 | 11,418 | 95,834 | 5,271 | 27.5% | 7.4% | 61.8% | 3.4% |
| Total Special Education | 711,283 | 12.3% | 309,403 | 129,270 | 263,075 | 9,536 | 43.5% | 18.2% | 37.0% | 1.3% |
| Basic | | | | | | | | | | |
| Compensation | 1,824,640 | 31.7% | 1,136,859 | 443,987 | 157,918 | 85,876 | 62.3% | 24.3% | 8.7% | 4.7% |
| Non-Compensation | 424,669 | 7.4% | 206,216 | 145,987 | 39,309 | 33,156 | 48.6% | 34.4% | 9.3% | 7.8% |
| Total Basic | 2,249,309 | 39.1% | 1,343,076 | 589,974 | 197,227 | 119,032 | 59.7% | 26.2% | 8.8% | 5.3% |
| TOTAL GENERAL FUNDS(without Pre-K & Bilingual) | 3,436,953 | 59.7% | 1,898,564 | 804,390 | 596,448 | 137,551 | 55.2% | 23.4% | 17.4% | 4.0% |
| FY11 ALL FUNDS EXCLUDING CAPITAL TOTALS \$ | 5,760,067 | 100.0% | 2,639,934 | 1,018,065 | 1,920,602 | 181,466 | 45.8% | 17.7% | 33.3% | 3.2% |

Because of rounding, minimal differences may occur in totaling rows and columns.

FY2010 CHICAGO PUBLIC SCHOOLS BUDGET
DISTRIBUTION OF APPROPRIATION BY MAJOR FUND CATEGORIES AND UNIT GROUPS
ALL FUNDS EXCLUDING CAPITAL (IN THOUSANDS OF DOLLARS)

| DESCRIPTIONS | FY2010 APPROPRIATIONS | | | | | | ROW PERCENTAGE | | | |
|---|-----------------------|---------------|-------------------------------------|--------------------------|---------------------------------------|----------------------------|---------------------------------|----------------------|-----------------------------------|------------------------|
| | GRAND TOTAL | Column % | Elementary/ Non-Public/ TOTAL | High Schools TOTAL | School Based/ Area Office TOTAL | Central Office TOTAL | Elementary/ Non-Public/ % | High Schools % | School Based/ Area Office % | Central Office % |
| Supplemental General State Aid | 314,550 | 5.4% | 188,560 | 64,497 | 61,050 | 443 | 59.9% | 20.5% | 19.4% | 0.1% |
| Federal ESEA excluding Child Parent Centers | 552,381 | 9.5% | 102,643 | 32,502 | 401,427 | 15,809 | 18.6% | 5.9% | 72.7% | 2.9% |
| Lunchroom Food Services | 229,900 | 3.9% | 154,543 | 41,643 | 31,820 | 1,894 | 67.2% | 18.1% | 13.8% | 0.8% |
| State Bilingual and Federal Title VII | 49,880 | 0.9% | 36,995 | 4,828 | 6,093 | 1,964 | 74.2% | 9.7% | 12.2% | 3.9% |
| Early Childhood; State Pre-K, Headstart, Federal CPC | 193,069 | 3.3% | 101,878 | 155 | 88,986 | 2,050 | 52.8% | 0.1% | 46.1% | 1.1% |
| Other State and Federal Grants | 196,014 | 3.4% | 2,815 | 4,555 | 175,349 | 13,294 | 1.4% | 2.3% | 89.5% | 6.8% |
| Fed Special Education Under IDEA: PL 101-476 | 169,404 | 2.9% | 102,726 | 27,858 | 36,727 | 2,093 | 60.6% | 16.4% | 21.7% | 1.2% |
| Federal ESEA Title II and IV | 63,395 | 1.1% | 1,669 | 4,525 | 46,515 | 10,686 | 2.6% | 7.1% | 73.4% | 16.9% |
| TOTAL STATE AND FEDERAL CATEGORICAL | 1,768,593 | 30.3% | 691,830 | 180,563 | 847,967 | 48,234 | 39.1% | 10.2% | 47.9% | 2.7% |
| Local Categorical excluding Interfund | | | | | | | | | | |
| Debt Service | 447,871 | 7.7% | 0 | 0 | 447,871 | 0 | 0.0% | 0.0% | 100.0% | 0.0% |
| Non-Operating funds, CIP, Equipment | 51,830 | 0.9% | 0 | 0 | 51,830 | 0 | 0.0% | 0.0% | 100.0% | 0.0% |
| Tort/Liability(includes Security Services) | 82,300 | 1.4% | 32,188 | 17,722 | 25,471 | 6,920 | 39.1% | 21.5% | 30.9% | 8.4% |
| TOTAL LOCAL CATEGORICAL(TAX LEVY FUNDS) | 582,001 | 10.0% | 32,188 | 17,722 | 525,172 | 6,920 | 5.5% | 3.0% | 90.2% | 1.2% |
| Educational Fund | | | | | | | | | | |
| Options for Knowledge-Local | | | | | | | | | | |
| Compensation | 64,676 | 1.1% | 55,779 | 5,743 | 2,172 | 983 | 86.2% | 8.9% | 3.4% | 1.5% |
| Non-Compensation | 25,970 | 0.4% | 20,406 | 1,769 | 3,169 | 626 | 78.6% | 6.8% | 12.2% | 2.4% |
| | 90,646 | 1.6% | 76,185 | 7,512 | 5,340 | 1,609 | 84.0% | 8.3% | 5.9% | 1.8% |
| BLDG O & M | | | | | | | | | | |
| Compensation | 122,477 | 2.1% | 75,026 | 33,994 | 10,688 | 2,769 | 61.3% | 27.8% | 8.7% | 2.3% |
| Non-Compensation | 278,523 | 4.8% | 118,268 | 43,026 | 112,369 | 4,860 | 42.5% | 15.4% | 40.3% | 1.7% |
| Total BLDG O & M | 401,000 | 6.9% | 193,294 | 77,019 | 123,057 | 7,630 | 48.2% | 19.2% | 30.7% | 1.9% |
| Special Education(includes Transport. & Tuition) | | | | | | | | | | |
| Compensation | 562,249 | 9.6% | 262,458 | 122,329 | 171,666 | 5,796 | 46.7% | 21.8% | 30.5% | 1.0% |
| Non-Compensation | 150,396 | 2.6% | 42,215 | 9,758 | 95,040 | 3,383 | 28.1% | 6.5% | 63.2% | 2.2% |
| Total Special Education | 712,645 | 12.2% | 304,673 | 132,087 | 266,706 | 9,179 | 42.8% | 18.5% | 37.4% | 1.3% |
| Basic | | | | | | | | | | |
| Compensation | 1,931,936 | 33.2% | 1,194,022 | 507,092 | 136,260 | 94,562 | 61.8% | 26.2% | 7.1% | 4.9% |
| Non-Compensation | 340,752 | 5.8% | 38,249 | 16,583 | 254,899 | 31,020 | 11.2% | 4.9% | 74.8% | 9.1% |
| Total Basic | 2,272,687 | 39.0% | 1,232,271 | 523,675 | 391,158 | 125,582 | 54.2% | 23.0% | 17.2% | 5.5% |
| TOTAL GENERAL FUNDS(without Pre-K & Bilingual) | 3,476,978 | 59.7% | 1,806,423 | 740,294 | 786,262 | 143,999 | 52.0% | 21.3% | 22.6% | 4.1% |
| FY10 ALL FUNDS EXCLUDING CAPITAL TOTALS \$ | 5,827,573 | 100.0% | 2,530,441 | 938,578 | 2,159,401 | 199,153 | 43.4% | 16.1% | 37.1% | 3.4% |

Because of rounding, minimal differences may occur in totaling rows and columns.

DIFFERENCE BETWEEN FY2011 AND FY2010 BUDGET
DISTRIBUTION OF APPROPRIATION BY MAJOR FUND CATEGORIES AND UNIT GROUPS
ALL FUNDS EXCLUDING CAPITAL (IN THOUSANDS OF DOLLARS)

| DESCRIPTIONS | APPROPRIATION CHANGE | | | | | | FY2011 vs 2010: % CHANGE | | | |
|---|----------------------|--------------|-------------------------------------|--------------------------|---------------------------------------|----------------------------|---------------------------------|----------------------|----------------------------------|------------------------|
| | GRAND TOTAL | Column % | Elementary/ Non-Public/ TOTAL | High Schools TOTAL | School Based/ Area Office TOTAL | Central Office TOTAL | Elementary/ Non-Public/ % | High Schools % | School Based Area Office % | Central Office % |
| Supplemental General State Aid | 7,350 | 2.3% | (4,838) | 2,359 | 10,272 | (443) | -2.6% | 3.5% | 14.4% | |
| Federal ESEA excluding Child Parent Centers | (50,068) | -10.0% | 76,993 | 14,992 | (144,769) | 2,717 | 42.9% | 31.6% | -56.7% | 13.6% |
| Lunchroom Food Services | 2,700 | 1.2% | 5,508 | (403) | (2,266) | (139) | 3.4% | -1.0% | -7.7% | -7.9% |
| State Bilingual and Federal Title VII | (24,773) | -98.7% | (21,755) | (2,539) | (10) | (469) | -142.7% | -110.9% | -0.2% | -31.4% |
| Early Childhood; State Pre-K, Headstart, Federal CPC | (46,474) | -31.7% | (49,145) | (155) | 3,754 | (927) | -93.2% | | 4.0% | -82.6% |
| Other State and Federal Grants | 95,686 | 32.8% | 1,845 | (887) | 100,928 | (6,200) | 39.6% | -24.2% | 36.6% | -83.4% |
| Fed Special Education Under IDEA: PL 101-476 | 8,696 | 4.9% | 5,226 | 1,130 | 2,567 | (227) | 4.8% | 3.9% | 6.5% | -12.2% |
| Federal ESEA Title II and IV | (879) | -1.4% | 1,221 | (392) | (2,167) | 459 | 42.2% | -9.5% | -4.9% | 4.1% |
| TOTAL STATE AND FEDERAL CATEGORICAL | (7,761) | -0.4% | 15,055 | 14,105 | (31,692) | (5,229) | 2.1% | 7.2% | -3.9% | -11.7% |
| Local Categorical excluding Interfund | | | | | | | | | | |
| Debt Service | (22,363) | -5.3% | 0 | 0 | (22,363) | 0 | | | -5.3% | |
| Non-Operating funds, CIP, Equipment | 44 | 0.1% | 0 | 0 | 44 | 0 | | | 0.1% | |
| Tort/Liability(includes Security Services) | 2,600 | 3.1% | 2,297 | 1,285 | 1,579 | (2,562) | 6.7% | 6.8% | 5.8% | -58.8% |
| TOTAL LOCAL CATEGORICAL(TAX LEVY FUNDS) | (19,719) | -3.5% | 2,297 | 1,285 | (20,740) | (2,562) | 6.7% | 6.8% | -4.1% | -58.8% |
| Educational Fund | | | | | | | | | | |
| Options for Knowledge-Local | | | | | | | | | | |
| Compensation | (21,596) | -50.1% | (20,678) | (357) | (469) | (92) | -58.9% | -6.6% | -27.5% | -10.3% |
| Non-Compensation | 1,911 | 6.9% | 139 | 387 | 1,172 | 212 | 0.7% | 17.9% | 27.0% | 25.3% |
| | (19,685) | -27.7% | (20,539) | 30 | 704 | 120 | -36.9% | 0.4% | 11.6% | 7.0% |
| BLDG O & M | | | | | | | | | | |
| Compensation | 4,198 | 3.3% | 4,217 | 1,776 | (1,699) | (96) | 5.3% | 5.0% | -18.9% | -3.6% |
| Non-Compensation | 202 | 0.1% | (7,071) | (1,191) | 8,743 | (280) | -6.4% | -2.8% | 7.2% | -6.1% |
| Total BLDG O & M | 4,400 | 1.1% | (2,854) | 585 | 7,044 | (375) | -1.5% | 0.8% | 5.4% | -5.2% |
| Special Education(includes Transport. & Tuition) | | | | | | | | | | |
| Compensation | (6,083) | -1.1% | 4,352 | (4,478) | (4,352) | (1,605) | 1.6% | -3.8% | -2.6% | -36.1% |
| Non-Compensation | 4,721 | 3.0% | 378 | 1,660 | 795 | 1,888 | 0.9% | 14.5% | 0.8% | 35.8% |
| Total Special Education | (1,361) | -0.2% | 4,730 | (2,818) | (3,557) | 283 | 1.5% | -2.2% | -1.4% | 2.9% |
| Basic | | | | | | | | | | |
| Compensation | (107,296) | -5.9% | (57,163) | (63,104) | 20,470 | (7,498) | -5.0% | -14.2% | 13.1% | -8.5% |
| Non-Compensation | 83,917 | 19.8% | 167,967 | 129,404 | (216,612) | 3,159 | 81.5% | 88.6% | -576.2% | 9.1% |
| Total Basic | (23,378) | -1.0% | 110,804 | 66,299 | (196,143) | (4,339) | 8.3% | 11.2% | -101.4% | -3.5% |
| TOTAL GENERAL FUNDS(without Pre-K & Bilingual) | (40,025) | -1.2% | 92,141 | 64,096 | (191,951) | (4,311) | 4.9% | 8.0% | -32.4% | -3.0% |
| ALL FUNDS EXCLUDING CAPITAL TOTALS | \$ (67,505) | -1.2% | 109,493 | 79,487 | (244,383) | (12,102) | 4.1% | 7.8% | -12.8% | -6.4% |

Because of rounding, minimal differences may occur in totaling rows and columns.

**CHICAGO PUBLIC SCHOOLS
FY2011 APPROPRIATIONS BY FUNCTIONS AND ORGANIZATIONAL LEVEL
GENERAL OPERATING FUNDS**

| STATE FUNCTION CODES | ISBE FUNCTION DESCRIPTIONS | SCHOOL BASED BUDGETS ¹ | CITYWIDE/ AREA/SCHOOL SERVICES ² | CENTRAL OFFICE BUDGET ³ | TOTAL | CPS FY2011 PERCENT | ILLINOIS FY 2008 PERCENT | DIFF CPS vs ILLINOIS |
|----------------------------|--|---|---|--|----------------------|--------------------------|--------------------------------|----------------------------|
| 1110 | Elementary | 1,048,497,940 | 124,398,083 | 1,711,777 | 1,174,607,800 | 22.2% | 37.0% | -14.8% |
| 1130 | High School | 394,569,095 | 8,436,588 | 657,620 | 403,663,303 | 7.6% | 0.0% | 7.6% |
| 1190 | Other Regular Instruction K-12 | 547,401,701 | 272,214,351 | 807,072 | 820,423,124 | 15.5% | 0.0% | 15.5% |
| | Total Regular Programs | 1,990,468,736 | 405,049,022 | 3,176,469 | 2,398,694,227 | 45.4% | 37.0% | 8.4% |
| 1200 | Special Education Programs | 469,006,810 | 88,492,297 | 0 | 557,499,107 | 10.6% | 10.1% | 0.5% |
| | Total Special Education Programs | 469,006,810 | 88,492,297 | 0 | 557,499,107 | 10.6% | 10.1% | 0.5% |
| 1250 | Education Deprived/Remedial | 5,458,189 | 2,733,867 | 75,572 | 8,267,628 | 0.2% | 1.5% | -1.3% |
| 1300 | Adult/Continuing Ed. Program | 2,518,179 | 3,800,906 | 3,985,785 | 10,304,870 | 0.2% | 0.1% | 0.1% |
| 1400 | Vocational Programs | 32,935,777 | 5,276,441 | 326,262 | 38,538,480 | 0.7% | 1.3% | -0.6% |
| 1500 | Interscholastic Programs | 89,705 | 14,666,709 | 236,484 | 14,992,898 | 0.3% | 1.7% | -1.4% |
| 1600 | Summer School Programs | 7,258,744 | 31,380,116 | 42,590 | 38,681,450 | 0.7% | 0.3% | 0.5% |
| 1650 | Gifted Programs | 561,638 | 0 | 0 | 561,638 | 0.0% | 0.4% | -0.3% |
| 1800 | Bilingual Programs | 41,954,577 | 2,945,145 | 0 | 44,899,722 | 0.8% | 1.4% | -0.6% |
| 1900 | Alternative Instruction Programs | 0 | 3,333,539 | 0 | 3,333,539 | 0.1% | 0.2% | -0.1% |
| | Total Voc.Ed. and Special Needs | 90,776,809 | 64,136,723 | 4,666,693 | 159,580,225 | 3.0% | 6.8% | -3.8% |
| | TOTAL INSTRUCTION | 2,550,252,355 | 557,678,042 | 7,843,162 | 3,115,773,559 | 59.0% | 53.9% | 5.1% |
| 2110 | Attendance/Social Work Services | 12,962,721 | 60,759,753 | 2,248,974 | 75,971,448 | 1.4% | 1.2% | 0.2% |
| 2120 | Guidance Services | 93,470,575 | 5,929,137 | 3,755,531 | 103,155,243 | 2.0% | 1.4% | 0.6% |
| 2130 | Health Services | 836,056 | 34,956,845 | 0 | 35,792,901 | 0.7% | 0.8% | -0.1% |
| 2140 | Psychological Services | 0 | 25,046,411 | 0 | 25,046,411 | 0.5% | 0.5% | 0.0% |
| 2150 | Speech Pathology and Audiology | 0 | 36,771,811 | 0 | 36,771,811 | 0.7% | 0.9% | -0.2% |
| 2190 | Other Support Services - Pupil | 1,055,587 | 15,165,892 | 0 | 16,221,479 | 0.3% | 0.4% | -0.1% |
| | Total Support Services - Pupil | 108,324,939 | 178,629,849 | 6,004,505 | 292,959,293 | 5.5% | 5.2% | 0.4% |
| 2210 | Improvement of Instructional Services | 98,270,775 | 185,306,686 | 23,151,706 | 306,729,167 | 5.8% | 1.8% | 4.0% |
| 2220 | Education Media Services | 46,566,162 | 100,000 | 871,178 | 47,537,340 | 0.9% | 1.9% | -1.0% |
| 2230 | Assessment and Testing | 3,332,719 | 9,584,526 | 2,631,414 | 15,548,659 | 0.3% | 0.1% | 0.2% |
| | Total Support Services - Instr. Staff | 148,169,656 | 194,991,212 | 26,654,298 | 369,815,166 | 7.0% | 3.8% | 3.2% |
| 2310 | Board of Education Services | 1,267,570 | 14,422,677 | 22,360,892 | 38,051,139 | 0.7% | 1.6% | -0.8% |
| 2320 | Executive Administration SE | 0 | 6,003,002 | 7,288,024 | 13,291,026 | 0.3% | 1.3% | -1.0% |
| 2330 | Special Area Admin Services | 2,253,637 | 11,169,087 | 16,295,466 | 29,718,190 | 0.6% | 0.3% | 0.3% |
| | Total Support Services - General Admin. | 3,521,207 | 31,594,766 | 45,944,382 | 81,060,355 | 1.5% | 3.2% | -1.6% |

| | | | | | | | | |
|------|---|----------------------|----------------------|--------------------|----------------------|---------------|---------------|--------------|
| 2410 | Office of Principal Service | 178,510,667 | 4,372,131 | 170,706 | 183,053,504 | 3.5% | 4.9% | -1.4% |
| 2490 | Other Support Services - School Admin | 1,386,149 | 411,000 | 1,873,932 | 3,671,081 | 0.1% | 0.3% | -0.2% |
| | Total Support Services - School Admin. | 179,896,816 | 4,783,131 | 2,044,638 | 186,724,585 | 3.5% | 5.2% | -1.6% |
| 2510 | Direction Business Support Services | 130,643 | 495,994 | 2,422,920 | 3,049,557 | 0.1% | 0.4% | -0.3% |
| 2520 | Fiscal Services | 82,638 | 1,817,500 | 18,743,594 | 20,643,732 | 0.4% | 0.8% | -0.4% |
| 2530 | Facilities Acquisitions/Construction Services | 719,619 | 20,270,770 | 1,577,253 | 22,567,642 | 0.4% | 1.2% | -0.8% |
| 2540 | Operations Maintenance - Plant Services | 334,298,295 | 140,894,025 | 17,179,602 | 492,371,922 | 9.3% | 10.7% | -1.4% |
| 2550 | Pupil Transportation Services | 97,715,892 | 31,851,275 | 2,352,175 | 131,919,342 | 2.5% | 5.9% | -3.4% |
| 2560 | Food Services | 201,313,102 | 28,783,612 | 1,268,628 | 231,365,342 | 4.4% | 3.1% | 1.3% |
| 2570 | Internal Services | 0 | 3,943,368 | 3,397,446 | 7,340,814 | 0.1% | 0.2% | -0.1% |
| | Total Support Services - Business | 634,260,189 | 228,056,544 | 46,941,618 | 909,258,351 | 17.2% | 22.3% | -5.1% |
| 2610 | Direction - Central Support Services | 171,830 | 6,934,057 | 2,104,723 | 9,210,610 | 0.2% | 0.0% | 0.2% |
| 2620 | Plan, Research, Devel., Eval. Services | 0 | 674,714 | 2,373,290 | 3,048,004 | 0.1% | 0.1% | 0.0% |
| 2630 | Information Services | 0 | 0 | 1,325,721 | 1,325,721 | 0.0% | 0.2% | -0.2% |
| 2640 | Staff Services | 286,931 | 19,408,096 | 11,668,112 | 31,363,139 | 0.6% | 0.4% | 0.2% |
| 2660 | Data Processing Services | 12,086,940 | 8,544,450 | 17,415,741 | 38,047,131 | 0.7% | 0.9% | -0.2% |
| | Total Support Services - Central | 12,545,701 | 35,561,317 | 34,887,587 | 82,994,605 | 1.6% | 1.6% | 0.0% |
| 2900 | Other Supporting Services | 2,086,724 | 50,141,160 | 9,115,481 | 61,343,365 | 1.2% | 0.3% | 0.9% |
| | Total Other Supporting Services | 2,086,724 | 50,141,160 | 9,115,481 | 61,343,365 | 1.2% | 0.3% | 0.9% |
| | Total Supporting Services | 1,088,805,232 | 723,757,979 | 171,592,509 | 1,984,155,720 | 37.6% | 41.4% | -3.9% |
| 3000 | Total Community Services | 18,941,444 | 41,359,268 | 2,030,235 | 62,330,947 | 1.2% | 0.4% | 0.8% |
| 6000 | Total Provision for Contingencies | 0 | 120,424,930 | 0 | 120,424,930 | 2.3% | 0.0% | 2.3% |
| | TOTAL ADMINISTRATIVE CAP | 3,657,999,031 | 1,443,220,219 | 181,465,906 | 5,282,685,156 | | | |
| | SUMMARY: | | | | | | | |
| | Instructional Programs | 2,908,015,010 | 962,289,906 | 28,666,681 | 3,898,971,597 | 73.8% | 70.9% | 2.9% |
| | Non-Instructional Programs | 749,984,021 | 474,927,311 | 145,511,201 | 1,370,422,533 | 25.9% | 27.8% | -1.8% |
| | Executive Admin.Services(2320) | 0 | 6,003,002 | 7,288,024 | 13,291,026 | 0.3% | 1.3% | -1.0% |
| | Total | 3,657,999,031 | 1,443,220,219 | 181,465,906 | 5,282,685,156 | 100.0% | 100.0% | 0.0% |

1. The School Based Budgets column represents direct costs budgeted at all CPS, charter, and alternative schools.
2. The Citywide/Area/ School Services column consists of citywide and area office appropriations that directly impact schools.
3. The Central Office Budget column consists of the appropriations for support services budgeted at central office units.

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUND AND ORGANIZATIONAL UNITS**

EXECUTIVE AND BOARD SERVICES

| | <u>GENERAL FUND</u> | <u>BLDG O&M</u> | <u>TORT FUND</u> | <u>SUP GEN ST A</u> | <u>NCLB FEDERAL</u> | <u>LUNCHROOM</u> | <u>OTHER GRANTS</u> | <u>DEBT SERVICE</u> | <u>TOTAL</u> |
|--------------------------------------|---------------------|---------------------|------------------|---------------------|---------------------|------------------|---------------------|---------------------|-------------------|
| Office of Human Capital | 16,339,209 | 23,466 | 306,730 | | 6,035,304 | | 424,075 | | 23,128,784 |
| Office of Law | 8,953,611 | 21,554 | 458,755 | | | | | | 9,433,920 |
| Chief of Staff | 1,306,763 | 22,660 | | | 144,057 | | | | 1,473,480 |
| Office of Communications | 1,779,547 | 22,640 | | | | | | | 1,802,187 |
| External Affairs and Partnerships | 1,569,131 | 22,360 | | | | | | | 1,591,491 |
| Office of Performance | 3,972,221 | | | | 1,844,743 | | 184,162 | | 6,001,126 |
| Office of School Safety and Security | 156,287 | 23,174 | 3,588,496 | | 1,042,587 | | | | 4,810,544 |
| Chief Executive Officer | 1,013,858 | 26,939 | | | | | | | 1,040,797 |
| Board of Education | 2,514,819 | 22,501 | | | | | | | 2,537,320 |
| Chief Administrative Officer | 3,213,979 | 22,354 | | | 40,367 | | | | 3,276,700 |
| New School Development | 3,763,445 | 22,354 | | | | | | | 3,785,799 |
| Intergovernmental Affairs | 954,527 | | | | | | | | 954,527 |
| Department of Audit Services | 1,052,251 | 42,850 | | | | | | | 1,095,101 |
| Inspector General | 1,903,756 | 21,953 | | | | | | | 1,925,709 |
| LSC Relations | 1,725,647 | 21,828 | | | 422,274 | | 180,000 | | 2,349,749 |
| | <u>50,219,051</u> | <u>316,633</u> | <u>4,353,981</u> | | <u>9,529,332</u> | | <u>788,237</u> | | <u>65,207,234</u> |

EDUCATION

| | <u>GENERAL FUND</u> | <u>BLDG O&M</u> | <u>TORT FUND</u> | <u>SUP GEN ST A</u> | <u>NCLB FEDERAL</u> | <u>LUNCHROOM</u> | <u>OTHER GRANTS</u> | <u>DEBT SERVICE</u> | <u>TOTAL</u> |
|--|---------------------|---------------------|------------------|---------------------|---------------------|------------------|---------------------|---------------------|--------------|
| Graduation Pathways | 881,816 | 22,354 | | | 781,013 | | | | 1,685,183 |
| Office of Mathematics | 351,519 | 22,354 | | | 670,612 | | | | 1,044,485 |
| Reading & Language Arts | 381,566 | 22,354 | | | 1,376,841 | | 1,104,781 | | 2,885,542 |
| Office of Arts Education | 1,135,068 | 21,812 | | | 299,581 | | | | 1,456,461 |
| Office of Teaching & Learning | 1,169,925 | 22,237 | | | 1,615,957 | | | | 2,808,119 |
| Data Program Management | 231,613 | | | | | | 301,272 | | 532,885 |
| Area High School Instructional Office 26 - Military | 2,212,896 | 22,804 | | | 2,034,168 | | 309,510 | | 4,579,378 |
| Area Elementary Instructional Office 9 | 316,447 | 22,947 | | | 2,499,478 | | 309,510 | | 3,148,382 |
| Area Elementary Instructional Office 6 | 422,524 | 22,051 | | | 1,926,530 | | 309,510 | | 2,680,615 |
| Office of Extended Learning Opportunities | 263,468 | 21,554 | | | 1,073,875 | | 111,730 | | 1,470,627 |
| Academic Enhancement | 1,936,728 | 23,851 | | | | | | | 1,960,579 |
| Office of Student Support and Engagement | 713,595 | | | | 664,485 | | | | 1,378,080 |
| Office of Autonomy | 1,875,867 | 21,554 | | | 1,106,408 | | | | 3,003,829 |
| Area Elementary Instructional Office 10 | 554,425 | 24,080 | | | 1,934,358 | | 309,510 | | 2,822,373 |
| Office of Special Education & Supports | 5,346,102 | 21,554 | | | | | 1,676,430 | | 7,044,086 |
| Early Childhood Development | 1,052,287 | 21,554 | | | 462,675 | | 70,092 | | 1,606,608 |
| Office of Student Assessments | 444,381 | 22,208 | | | 462,707 | | | | 929,296 |
| Area Elementary Instructional Office 16 | 347,430 | 22,028 | 68,649 | | 2,099,723 | | 309,510 | | 2,847,340 |
| Area Elementary Instructional Office 13 | 410,823 | 22,028 | | | 2,222,323 | | 309,510 | | 2,964,684 |
| Area Elementary Instructional Office 11 | 421,682 | 23,448 | 71,696 | | 2,067,397 | | 322,545 | | 2,906,768 |
| School Demographics and Planning | 738,959 | 21,894 | | | | | | | 760,853 |
| Area Elementary Instructional Office 1 | 580,469 | 22,028 | 41,849 | | 2,921,066 | | 113,482 | | 3,678,894 |
| Dept of Libraries and Information | 658,228 | 23,661 | | | | | | | 681,889 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUND AND ORGANIZATIONAL UNITS**

EDUCATION

| | <u>GENERAL FUND</u> | <u>BLDG O&M</u> | <u>TORT FUND</u> | <u>SUP GEN ST A</u> | <u>NCLB FEDERAL</u> | <u>LUNCHROOM</u> | <u>OTHER GRANTS</u> | <u>DEBT SERVICE</u> | <u>TOTAL</u> |
|---|---------------------|---------------------|------------------|---------------------|---------------------|------------------|---------------------|---------------------|--------------------|
| Systems | | | | | | | | | |
| Chief Education Officer | 638,464 | 21,805 | | | 871,178 | | | | 1,531,447 |
| Office of School Management | 2,719,115 | 22,028 | | | 156,734 | | | | 2,897,877 |
| Area Elementary Instructional Office 17 | 305,730 | 28,301 | | | 2,226,718 | | 309,510 | | 2,870,259 |
| Area Elementary Instructional Office 7 | 343,642 | 22,028 | 71,696 | | 2,242,635 | | 309,510 | | 2,989,511 |
| Turn - Around Schools | 1,305,995 | 22,367 | | | | | | | 1,328,362 |
| After School Learning | 1,488,921 | 22,360 | | | | | | | 1,511,281 |
| Area Elementary Instructional Office 18 | 531,074 | 22,028 | | | 2,211,490 | | 309,510 | | 3,074,102 |
| Area Elementary Instructional Office 15 | 309,907 | 22,028 | | | 1,780,322 | | 309,510 | | 2,421,767 |
| Area Elementary Instructional Office 3 | 314,471 | 24,663 | | | 1,940,647 | | 309,510 | | 2,589,291 |
| Area Instructional Office 30 - Alternative Schools | 4,468,934 | | | | 1,706,856 | | 2,776,675 | | 8,952,465 |
| Area High School Education Office 24 | 461,199 | 22,028 | | | 1,622,815 | | 310,450 | | 2,416,492 |
| Area High School Instructional Office 21 | 326,783 | 22,028 | | | 2,028,056 | | 299,977 | | 2,676,844 |
| Area Elementary Instructional Office 2 | 412,839 | 25,971 | | | 2,824,654 | | 309,510 | | 3,572,974 |
| Office of Science | 465,279 | 22,354 | | | 615,145 | | | | 1,102,778 |
| Office of College and Career Preparation | 2,157,330 | 22,354 | | | 250,743 | | 3,092,578 | | 5,523,005 |
| Office of Language and Cultural Education | 1,319,341 | 21,554 | | | 824,329 | | | | 2,165,224 |
| Leadership Development and Support | 711,515 | 22,911 | | | 1,049,054 | | | | 1,783,480 |
| Area Instructional Office 27 - Special Education Schools | 257,864 | | | | 1,124,341 | | 310,450 | | 1,692,655 |
| Area High School Instructional Office 23 | 391,827 | 22,279 | | | 2,937,221 | | 372,320 | | 3,723,647 |
| Area High School Instructional Office 19 | 474,680 | 22,028 | | | 2,427,390 | | 103,949 | | 3,028,047 |
| Area Elementary Instructional Office 14 | 460,193 | 22,028 | | | 2,072,248 | | 309,510 | | 2,863,979 |
| Area Elementary Instructional Office 4 | 445,445 | 25,006 | 69,664 | | 2,181,701 | | 309,510 | | 3,031,326 |
| Area High School Instructional Office 25 | 826,188 | 22,724 | | | 1,167,164 | | 301,806 | | 2,317,882 |
| | <u>43,584,554</u> | <u>951,228</u> | <u>323,554</u> | | <u>60,480,638</u> | | <u>15,601,677</u> | | <u>120,941,651</u> |

OPERATIONS

| | <u>GENERAL FUND</u> | <u>BLDG O&M</u> | <u>TORT FUND</u> | <u>SUP GEN ST A</u> | <u>NCLB FEDERAL</u> | <u>LUNCHROOM</u> | <u>OTHER GRANTS</u> | <u>DEBT SERVICE</u> | <u>TOTAL</u> |
|-----------------------------------|---------------------|---------------------|------------------|---------------------|---------------------|------------------|---------------------|---------------------|-------------------|
| Facility Operations & Maintenance | 1,787,332 | 1,438,399 | | | | | | | 3,225,731 |
| Real Estate | 6,060,540 | 3,206,658 | | | | | | | 9,267,198 |
| Nutrition Support Services | | 21,554 | | | | 1,755,160 | | | 1,776,714 |
| Student Transportation | 3,214,175 | 21,554 | | | | | | | 3,235,729 |
| | <u>11,062,047</u> | <u>4,688,165</u> | | | | <u>1,755,160</u> | | | <u>17,505,372</u> |

PROCUREMENTS AND CONTRACTS

| | <u>GENERAL FUND</u> | <u>BLDG O&M</u> | <u>TORT FUND</u> | <u>SUP GEN ST A</u> | <u>NCLB FEDERAL</u> | <u>LUNCHROOM</u> | <u>OTHER GRANTS</u> | <u>DEBT SERVICE</u> | <u>TOTAL</u> |
|-------------------------------------|---------------------|---------------------|------------------|---------------------|---------------------|------------------|---------------------|---------------------|------------------|
| Office of Procurement and Contracts | 3,024,757 | 21,554 | | | | | | | 3,046,311 |
| Business Diversity | 377,668 | 21,554 | | | | | | | 399,222 |
| Accounts Payable | 1,143,515 | 22,354 | | | | | | | 1,165,869 |
| | <u>4,545,940</u> | <u>65,462</u> | | | | | | | <u>4,611,402</u> |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUND AND ORGANIZATIONAL UNITS**

SCHOOL FISCAL SERVICES

| | <u>GENERAL FUND</u> | <u>BLDG O&M</u> | <u>TORT FUND</u> | <u>SUP GEN ST A</u> | <u>NCLB FEDERAL</u> | <u>LUNCHROOM</u> | <u>OTHER GRANTS</u> | <u>DEBT SERVICE</u> | <u>TOTAL</u> |
|--|---------------------|---------------------|------------------|---------------------|---------------------|------------------|---------------------|---------------------|-------------------|
| Corporate Accounting | 5,352,280 | 22,354 | 4,000 | | 156,729 | | | | 5,535,363 |
| Office of Management and Budget | 5,175,849 | 22,354 | | | | | | | 5,198,203 |
| Business Service Center | 2,248,546 | 25,771 | | | | | | | 2,274,317 |
| Treasury | 2,035,959 | 22,354 | | | | | | | 2,058,313 |
| Information & Technology Services | 24,050,031 | 1,623,823 | | | 1,408,598 | | | | 27,082,452 |
| Office of Grants Management and Administration | 3,053,598 | 22,354 | | | 4,442,083 | | 800,000 | | 8,318,035 |
| Chief Financial Officer | 893,076 | 22,354 | | | | | | | 915,430 |
| | <u>42,809,339</u> | <u>1,761,364</u> | <u>4,000</u> | | <u>6,007,410</u> | | <u>800,000</u> | | <u>51,382,113</u> |

DEBT SERVICES

| | <u>GENERAL FUND</u> | <u>BLDG O&M</u> | <u>TORT FUND</u> | <u>SUP GEN ST A</u> | <u>NCLB FEDERAL</u> | <u>LUNCHROOM</u> | <u>OTHER GRANTS</u> | <u>DEBT SERVICE</u> | <u>TOTAL</u> |
|------------------------|---------------------|---------------------|------------------|---------------------|---------------------|------------------|---------------------|---------------------|--------------------|
| Citywide Debt Services | | | | | | | | 477,382,062 | 477,382,062 |
| | | | | | | | | <u>477,382,062</u> | <u>477,382,062</u> |

SCHOOL AND SCHOOL BASED PRGMS

| | <u>GENERAL FUND</u> | <u>BLDG O&M</u> | <u>TORT FUND</u> | <u>SUP GEN ST A</u> | <u>NCLB FEDERAL</u> | <u>LUNCHROOM</u> | <u>OTHER GRANTS</u> | <u>DEBT SERVICE</u> | <u>TOTAL</u> |
|---|---------------------|---------------------|------------------|---------------------|---------------------|------------------|---------------------|---------------------|---------------|
| Citywide Capital/Operations | 99,419 | 80,464 | | | | | | | 179,883 |
| Citywide Nutrition Support Services | 2,952,865 | 268,569 | | | | 28,750,510 | | | 31,971,944 |
| Citywide - Office of Student Assessments | 447,218 | | | | 7,314,800 | | | | 7,762,018 |
| Citywide - Academic Enhancement | 3,890,400 | | | | 1,782,547 | | 3,722,315 | | 9,395,262 |
| Special Education Schools | 42,767,298 | 3,543,408 | 666,521 | 1,333,474 | 1,898,583 | 1,729,016 | 37,958,653 | | 89,896,953 |
| Office of Science - Citywide | 480,470 | | | | 4,547,517 | | 786,057 | | 5,814,044 |
| Citywide Pension & Liability Insurance | 9,648,320 | | 71,412,000 | | | | 100,641 | | 81,160,961 |
| Citywide Special Education Resource | 153,776,188 | | 1,270,770 | | 3,424,849 | | 3,906,305 | | 162,378,112 |
| Elementary Schools | 1,690,742,657 | 186,896,359 | 33,818,497 | 182,388,794 | 189,812,385 | 158,286,334 | 104,201,867 | | 2,546,146,893 |
| Citywide - Language and Cultural Education | 1,104,825 | | | | 2,902,840 | | 95,900 | | 4,103,565 |
| Supplemental Learning and Support | 5,259,015 | 21,964 | | | 16,096,385 | | | | 21,377,364 |
| Graduation Pathways - Citywide | 250,000 | | | | 7,611,772 | | 2,364,667 | | 10,226,439 |
| Citywide Grants Management and Administration | | | | | 13,689,994 | | 10,145 | | 13,700,139 |
| Citywide OTS | 7,381,210 | 1,447,880 | | | | | | | 8,829,090 |
| Citywide Facility Opers & Maint | | 113,708,196 | | | | | | | 113,708,196 |
| CW Office of Human Capital | 4,900,081 | | | | 11,614,984 | | 11,212,140 | | 27,727,205 |
| General High Schools | 673,504,093 | 68,746,396 | 17,742,365 | 61,839,768 | 48,464,265 | 38,032,062 | 29,601,702 | | 937,930,651 |
| Citywide Turn - Around Schools | 2,557,769 | | | | 219,695 | | | | 2,777,464 |
| Citywide - Office of Mathematics | 266,118 | | | | 5,086,825 | | | | 5,352,943 |
| Citywide School Transportation | 19,553,631 | | | | 266,488 | | 500,000 | | 20,320,119 |
| School Based Programs | | 21,554 | | | | | | | 21,554 |
| Citywide Education General | 221,559,175 | 14,024,543 | -57,470,932 | 71,321,593 | 169,729,370 | 803,103 | 109,764,864 | | 529,731,716 |
| LSC Relations - Citywide | 1,947,696 | | | | | | | | 1,947,696 |
| Leadership Development and Support - Citywide | 186,256 | | | | 974,212 | | | | 1,160,468 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUND AND ORGANIZATIONAL UNITS**

SCHOOL AND SCHOOL BASED PRGMS

| | <u>GENERAL FUND</u> | <u>BLDG O&M</u> | <u>TORT FUND</u> | <u>SUP GEN ST A</u> | <u>NCLB FEDERAL</u> | <u>LUNCHROOM</u> | <u>OTHER GRANTS</u> | <u>DEBT SERVICE</u> | <u>TOTAL</u> |
|--|----------------------|---------------------|-------------------|---------------------|---------------------|--------------------|---------------------|---------------------|----------------------|
| CW - Office of Extended Learning Opportunities | 4,933,531 | | | | 57,285,425 | | 6,927,350 | | 69,146,306 |
| Citywide - Reading & Language Arts | 909,150 | | | | 6,588,951 | | 1,755,793 | | 9,253,894 |
| Vocational High Schools | 55,239,293 | 8,857,815 | 1,264,697 | 5,016,371 | 3,924,915 | 3,207,845 | 2,623,593 | | 80,134,529 |
| Parochial/Private Schools | | | | | 3,758,248 | 35,970 | 95,787 | | 3,890,005 |
| Citywide - Office of Teaching & Learning | 4,416,945 | | | | 1,990,971 | | 995,280 | | 7,403,196 |
| Citywide - Dept of Libraries and Information Systems | 600,151 | | | | 86,716 | | 76,282 | | 763,149 |
| Citywide Special Education & Supports | 13,085,931 | | | | 3,212,374 | | 17,641,589 | | 33,939,894 |
| After School Learning - Citywide | 13,775,543 | | | | | | | | 13,775,543 |
| Citywide - Office of Autonomy | 1,599,425 | | | | 4,731,512 | | | | 6,330,937 |
| Safety and Security - Citywide | 1,441,870 | | 11,514,547 | | 38,123,779 | | | | 51,080,196 |
| Citywide Early Childhood | 75,637,418 | | | | 806,843 | | 8,730,588 | | 85,174,849 |
| CW Office of Performance | | | | | 5,700,000 | | | | 5,700,000 |
| Office of College and Career Preparation - Citywide | 12,934,264 | | | | 1,051,375 | | 8,838,568 | | 22,824,207 |
| | <u>3,027,848,225</u> | <u>397,617,148</u> | <u>80,218,465</u> | <u>321,900,000</u> | <u>612,698,620</u> | <u>230,844,840</u> | <u>351,910,086</u> | | <u>5,023,037,384</u> |
| Grand Total : | 3,180,069,156 | 405,400,000 | 84,900,000 | 321,900,000 | 688,716,000 | 232,600,000 | 369,100,000 | 477,382,062 | 5,760,067,218 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

GENERAL FUND

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|--|---------------|-------------|----------------|-------------|-----------|---------------|------------------|---------------|
| Office of College and Career Preparation | 1,606,814 | 10,000 | 32,590 | | | 29,247 | 478,679 | 2,157,330 |
| Corporate Accounting | 2,816,594 | 1,474,750 | 20,000 | 75,800 | 70,500 | | 894,636 | 5,352,280 |
| Office of Procurement and Contracts | 2,146,540 | 128,500 | 10,000 | 55,294 | 10,000 | | 674,423 | 3,024,757 |
| Citywide Capital/Operations | 74,433 | | | | | | 24,986 | 99,419 |
| Citywide Special Education & Supports | 9,163,626 | 456,514 | 48,917 | 11,627 | | 959,244 | 2,446,003 | 13,085,931 |
| Office of Language and Cultural Education | 903,164 | 117,500 | 32,000 | 31,365 | 5,000 | | 230,312 | 1,319,341 |
| Leadership Development and Support | 161,365 | 487,613 | | 14,735 | | | 47,802 | 711,515 |
| Office of Student Support and Engagement | 384,173 | 177,000 | 9,000 | 10,000 | 6,000 | | 127,422 | 713,595 |
| Office of Teaching & Learning | 865,174 | 11,000 | | 28,600 | | | 265,151 | 1,169,925 |
| Office of Communications | 734,888 | 606,120 | 1,500 | 177,850 | 4,500 | | 254,689 | 1,779,547 |
| Department of Audit Services | 343,437 | 601,348 | | | | | 107,466 | 1,052,251 |
| Office of School Management | 1,840,970 | 288,002 | 18,000 | 35,835 | 5,000 | | 531,308 | 2,719,115 |
| Area High School Education Office 24 | 262,207 | | 35,756 | | | 90,000 | 73,236 | 461,199 |
| Area Elementary Instructional Office 11 | 279,584 | | | | | 55,740 | 86,358 | 421,682 |
| Elementary Schools | 1,082,602,699 | 166,881,935 | 53,886,500 | 18,406,636 | 4,639,740 | 3,035,156 | 361,289,991 | 1,690,742,657 |
| Citywide Turn - Around Schools | 1,581,990 | 748,562 | | 39,351 | | | 187,866 | 2,557,769 |
| Turn - Around Schools | 833,394 | 178,222 | 30,000 | 5,000 | 20,000 | | 239,379 | 1,305,995 |
| Office of College and Career Preparation - Citywide | 2,821,900 | 8,814,299 | 330,592 | 225,686 | 283,380 | 135,000 | 323,407 | 12,934,264 |
| Graduation Pathways | 103,935 | | 3,500 | 22,592 | | 723,768 | 28,021 | 881,816 |
| Accounts Payable | 718,336 | 162,750 | | 8,900 | 4,763 | | 248,766 | 1,143,515 |
| CW - Office of Extended Learning Opportunities | 2,529,485 | 1,602,542 | 34,000 | 646,500 | | 116,800 | 4,204 | 4,933,531 |
| Early Childhood Development | 816,538 | | | | | | 235,749 | 1,052,287 |
| Safety and Security - Citywide | 364,189 | 954,536 | | | | | 123,145 | 1,441,870 |
| Chief Executive Officer | 773,919 | 2,300 | 8,000 | 5,000 | | | 224,639 | 1,013,858 |
| Area High School Instructional Office 23 | 213,194 | | 50,800 | | | 90,900 | 36,933 | 391,827 |
| Area Elementary Instructional Office 2 | 251,768 | | | | | 90,000 | 71,071 | 412,839 |
| General High Schools | 393,523,585 | 130,491,151 | 10,442,944 | 7,347,197 | 2,126,212 | 737,901 | 128,835,103 | 673,504,093 |
| Office of Performance | 2,393,870 | 825,322 | 13,700 | 38,800 | 30,930 | | 669,599 | 3,972,221 |
| Chief Administrative Officer | 1,847,520 | | | | | 801,500 | 564,959 | 3,213,979 |
| Office of Science - Citywide | 8,400 | 356,060 | 21,260 | 94,750 | | | | 480,470 |
| Graduation Pathways - Citywide | | 250,000 | | | | | | 250,000 |
| Citywide - Office of Mathematics | 38,978 | 214,811 | | | | | 12,329 | 266,118 |
| Citywide OTS | | 4,196,600 | 593 | 2,406,017 | 778,000 | | | 7,381,210 |
| Citywide - Language and Cultural Education | 670,402 | 241,500 | | 9,500 | | | 183,423 | 1,104,825 |
| Supplemental Learning and Support | 5,159,808 | | | | | | 99,207 | 5,259,015 |
| Citywide - Office of Student Assessments | 53,470 | 308,748 | | 85,000 | | | | 447,218 |
| LSC Relations | 1,157,795 | 2,700 | 144,000 | 25,000 | 25,000 | | 371,152 | 1,725,647 |
| Office of Arts Education | 728,644 | 201,000 | 13,000 | 69,576 | 14,000 | | 108,848 | 1,135,068 |
| Citywide - Dept of Libraries and Information Systems | 100,000 | 162,300 | 22,000 | 315,851 | | | | 600,151 |
| Office of School Safety and Security | 121,524 | | | | | | 34,763 | 156,287 |
| Citywide - Office of Autonomy | 612,632 | 705,000 | 114,902 | 105,000 | | | 61,891 | 1,599,425 |
| Area Elementary Instructional Office 3 | 170,582 | | | | | 90,000 | 53,889 | 314,471 |
| Office of Grants Management and Administration | | 18,000 | 3,007,000 | 23,367 | 5,231 | | | 3,053,598 |
| Office of Management and Budget | 3,548,917 | 452,000 | 8,000 | 24,000 | | 34,500 | 1,108,432 | 5,175,849 |
| Treasury | 880,196 | 864,575 | 3,180 | 4,500 | 24,500 | | 259,008 | 2,035,959 |
| Real Estate | 374,557 | 4,101,004 | | 1,459,550 | | | 125,429 | 6,060,540 |
| Office of Student Assessments | 330,298 | 4,000 | | 6,000 | | | 104,083 | 444,381 |
| CW Office of Human Capital | 2,371,246 | 1,520,240 | 51,400 | 116,330 | 22,469 | 497,440 | 320,956 | 4,900,081 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

GENERAL FUND

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|--|------------|------------|----------------|-------------|------------|---------------|------------------|-------------|
| Academic Enhancement | 892,612 | 420,986 | 450 | 115,301 | 44,792 | 250,000 | 212,587 | 1,936,728 |
| School Demographics and Planning | 335,816 | 254,101 | | 35,100 | 15,620 | | 98,322 | 738,959 |
| Intergovernmental Affairs | 472,306 | 318,000 | 15,000 | 2,000 | 1,500 | | 145,721 | 954,527 |
| Office of Autonomy | 705,252 | 80,000 | 27,000 | 25,000 | 14,000 | 837,713 | 186,902 | 1,875,867 |
| Office of Law | 6,027,623 | 1,067,911 | 7,000 | 40,000 | 5,500 | | 1,805,577 | 8,953,611 |
| Area Instructional Office 27 - Special Education Schools | 123,310 | | | | | 90,000 | 44,554 | 257,864 |
| Area High School Instructional Office 21 | 161,514 | | 15,898 | | | 96,926 | 52,445 | 326,783 |
| Area Elementary Instructional Office 16 | 189,609 | | | | | 90,000 | 67,821 | 347,430 |
| Area Elementary Instructional Office 15 | 166,439 | | | | | 90,000 | 53,468 | 309,907 |
| Area Elementary Instructional Office 1 | 375,218 | | | | | 90,000 | 115,251 | 580,469 |
| Special Education Schools | 24,752,324 | 38,017 | 9,260,168 | 435,016 | 92,430 | | 8,189,343 | 42,767,298 |
| External Affairs and Partnerships | 910,429 | 144,400 | 5,500 | 13,800 | | 191,588 | 303,414 | 1,569,131 |
| After School Learning - Citywide | 11,271,982 | 1,677,500 | 144,000 | 317,643 | 62,000 | 22,500 | 279,918 | 13,775,543 |
| Chief Financial Officer | 443,939 | 307,839 | 3,000 | 8,000 | | | 130,298 | 893,076 |
| Citywide Nutrition Support Services | 1,666,799 | 601,520 | | 101,696 | 8,000 | | 574,850 | 2,952,865 |
| Office of Special Education & Supports | 1,768,471 | 2,907,927 | 15,000 | 44,881 | 24,069 | | 585,754 | 5,346,102 |
| Office of Human Capital | 10,704,318 | 517,631 | 11,674 | 99,156 | 10,672 | 1,542,825 | 3,452,933 | 16,339,209 |
| Dept of Libraries and Information Systems | 459,109 | 27,000 | 5,000 | 27,300 | 8,100 | | 131,719 | 658,228 |
| Area High School Instructional Office 26 - Military | 1,073,444 | | 132,079 | | | 662,873 | 344,500 | 2,212,896 |
| Area Elementary Instructional Office 6 | 251,910 | | | | | 90,000 | 80,614 | 422,524 |
| Vocational High Schools | 38,934,748 | 38,523 | 2,253,248 | 763,634 | 189,145 | 165,626 | 12,894,369 | 55,239,293 |
| After School Learning | 1,114,681 | | | | | | 374,240 | 1,488,921 |
| New School Development | 1,651,095 | 1,512,602 | 55,160 | 24,247 | 5,730 | | 514,611 | 3,763,445 |
| Citywide Pension & Liability Insurance | 605,654 | 2,805,000 | 12,500 | | | | 6,225,166 | 9,648,320 |
| Citywide Early Childhood | 8,945,601 | 60,613,000 | 25,000 | 2,326,469 | 1,600,000 | 86,565 | 2,040,783 | 75,637,418 |
| Office of Extended Learning Opportunities | 194,801 | 519 | 505 | 17,668 | | | 49,975 | 263,468 |
| Chief of Staff | 988,098 | 21,735 | 2,500 | 2,500 | 2,500 | | 289,430 | 1,306,763 |
| Board of Education | 1,218,925 | 603,000 | 80,000 | 83,000 | 51,000 | 83,000 | 395,894 | 2,514,819 |
| Area Elementary Instructional Office 18 | 350,881 | | | | | 90,000 | 90,193 | 531,074 |
| Area Elementary Instructional Office 4 | 262,971 | | | | | 90,000 | 92,474 | 445,445 |
| Office of Mathematics | 157,643 | 61,000 | 60,384 | 16,000 | 25,000 | | 31,492 | 351,519 |
| Citywide Education General | 94,944,123 | 63,874,000 | 250,000 | 3,028,250 | 13,000,000 | 25,865,324 | 20,597,478 | 221,559,175 |
| Information & Technology Services | 13,763,877 | 5,425,041 | | 468,500 | 35,000 | | 4,357,613 | 24,050,031 |
| Business Diversity | 281,603 | | | 9,000 | | | 87,065 | 377,668 |
| Student Transportation | 85,330 | 2,364,596 | | 437,000 | | 300,000 | 27,249 | 3,214,175 |
| Facility Operations & Maintenance | 1,369,539 | | | | | | 417,793 | 1,787,332 |
| Leadership Development and Support - Citywide | 173,020 | | | | | | 13,236 | 186,256 |
| Chief Education Officer | 441,632 | 49,166 | 6,000 | 13,000 | 2,000 | | 126,666 | 638,464 |
| Data Program Management | 176,007 | | | | | | 55,606 | 231,613 |
| Inspector General | 1,217,127 | 248,991 | 14,810 | 5,075 | 3,000 | | 414,753 | 1,903,756 |
| Area High School Instructional Office 19 | 283,761 | | 13,883 | | | 90,000 | 87,036 | 474,680 |
| Area Elementary Instructional Office 13 | 242,196 | | | | | 90,000 | 78,627 | 410,823 |
| Area Elementary Instructional Office 10 | 353,325 | | | | | 90,000 | 111,100 | 554,425 |
| Area Elementary Instructional Office 7 | 194,376 | | | | | 90,000 | 59,266 | 343,642 |
| Business Service Center | 1,610,084 | 45,062 | 10,800 | 10,000 | | | 572,600 | 2,248,546 |
| Office of Science | 238,144 | 75,840 | 32,900 | 16,000 | 40,000 | | 62,395 | 465,279 |
| Citywide - Reading & Language Arts | | 457,500 | 6,000 | 445,650 | | | | 909,150 |
| Reading & Language Arts | 212,720 | 69,548 | 15,000 | 13,925 | 10,000 | | 60,373 | 381,566 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

GENERAL FUND

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|--|---------------|-------------|----------------|-------------|------------|---------------|------------------|---------------|
| Citywide School Transportation | 3,000,000 | 264,375 | 16,245,756 | | | | 43,500 | 19,553,631 |
| Citywide Special Education Resource | 112,371,548 | 4,194,496 | 1,725 | 419,552 | | 368,373 | 36,420,494 | 153,776,188 |
| LSC Relations - Citywide | 627,658 | 923,000 | | 37,000 | | 40,000 | 320,038 | 1,947,696 |
| Citywide - Academic Enhancement | 1,469,630 | 1,132,387 | 169,593 | 774,716 | 24,000 | | 320,074 | 3,890,400 |
| Citywide - Office of Teaching & Learning | 421,060 | 3,715,260 | 150,000 | 127,000 | | | 3,625 | 4,416,945 |
| Area Instructional Office 30 - Alternative Schools | 724,761 | 3,425,000 | 3,000 | 100 | | 90,000 | 226,073 | 4,468,934 |
| Area Elementary Instructional Office 17 | 162,973 | | | | | 90,000 | 52,757 | 305,730 |
| Area Elementary Instructional Office 14 | 279,139 | | | | | 90,000 | 91,054 | 460,193 |
| Area Elementary Instructional Office 9 | 171,857 | | | | | 90,000 | 54,590 | 316,447 |
| Area High School Instructional Office 25 | 551,907 | | 13,037 | | | 90,000 | 171,244 | 826,188 |
| | 1,881,831,659 | 488,900,977 | 97,456,704 | 42,234,388 | 23,349,283 | 39,440,509 | 606,855,636 | 3,180,069,156 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

BLDG O&M

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|---|------------|-------------|----------------|-------------|-----------|---------------|------------------|-------------|
| Chief Administrative Officer | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Office of Science | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Office of Mathematics | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Facility Operations & Maintenance | 820,575 | 316,034 | 19,000 | 7,090 | 477 | | 275,223 | 1,438,399 |
| Area High School Instructional Office 23 | | 14,712 | | 7,090 | 477 | | | 22,279 |
| Area Elementary Instructional Office 9 | | 15,380 | | 7,090 | 477 | | | 22,947 |
| Business Service Center | | 18,204 | | 7,090 | 477 | | | 25,771 |
| External Affairs and Partnerships | | 14,793 | | 7,090 | 477 | | | 22,360 |
| After School Learning | | 14,793 | | 7,090 | 477 | | | 22,360 |
| Citywide OTS | | 988,845 | | 430,102 | 28,933 | | | 1,447,880 |
| Business Diversity | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Office of Procurement and Contracts | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Real Estate | | 3,173,091 | 2,000 | 31,090 | 477 | | | 3,206,658 |
| Citywide Facility Opers & Maint | 6,933,529 | 103,953,323 | 42,927 | 869,374 | 144,000 | | 1,765,043 | 113,708,196 |
| School Based Programs | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Dept of Libraries and Information Systems | | 16,094 | | 7,090 | 477 | | | 23,661 |
| Office of Management and Budget | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Treasury | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Corporate Accounting | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Chief Financial Officer | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Leadership Development and Support | | 15,344 | | 7,090 | 477 | | | 22,911 |
| LSC Relations | | 14,261 | | 7,090 | 477 | | | 21,828 |
| Area Elementary Instructional Office 17 | | 20,734 | | 7,090 | 477 | | | 28,301 |
| Area Elementary Instructional Office 16 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Area Elementary Instructional Office 13 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Area Elementary Instructional Office 1 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Area High School Instructional Office 25 | | 15,157 | | 7,090 | 477 | | | 22,724 |
| General High Schools | 23,774,785 | 13,815,205 | | 22,262,311 | 46,269 | | 8,847,826 | 68,746,396 |
| Accounts Payable | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Office of Student Assessments | | 14,641 | | 7,090 | 477 | | | 22,208 |
| Office of Law | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Citywide Education General | | 14,000,000 | | | | 24,543 | | 14,024,543 |
| Citywide Capital/Operations | 58,737 | | | | | | 21,727 | 80,464 |
| Citywide Nutrition Support Services | 198,757 | | | | | | 69,812 | 268,569 |
| Early Childhood Development | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Office of Teaching & Learning | | 14,670 | | 7,090 | 477 | | | 22,237 |
| Department of Audit Services | | 35,283 | | 7,090 | 477 | | | 42,850 |
| Chief Executive Officer | | 19,372 | | 7,090 | 477 | | | 26,939 |
| Board of Education | | 14,934 | | 7,090 | 477 | | | 22,501 |
| Area High School Instructional Office 26 - Military | | 15,237 | | 7,090 | 477 | | | 22,804 |
| Area High School Education Office 24 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Area Elementary Instructional Office 10 | | 16,513 | | 7,090 | 477 | | | 24,080 |
| Area Elementary Instructional Office 7 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Graduation Pathways | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Office of Grants Management and Administration | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Information & Technology Services | 1,191,949 | 14,787 | | 7,090 | 477 | | 409,520 | 1,623,823 |
| Nutrition Support Services | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Office of Special Education & Supports | | 13,987 | | 7,090 | 477 | | | 21,554 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

BLDG O&M

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|---|------------|-------------|----------------|-------------|-----------|---------------|------------------|-------------|
| Academic Enhancement | | 16,284 | | 7,090 | 477 | | | 23,851 |
| Office of School Management | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Area High School Instructional Office 19 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Area Elementary Instructional Office 18 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Area Elementary Instructional Office 6 | | 14,484 | | 7,090 | 477 | | | 22,051 |
| Area Elementary Instructional Office 4 | | 17,439 | | 7,090 | 477 | | | 25,006 |
| New School Development | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Area Elementary Instructional Office 11 | | 15,881 | | 7,090 | 477 | | | 23,448 |
| Area Elementary Instructional Office 2 | | 18,404 | | 7,090 | 477 | | | 25,971 |
| Vocational High Schools | 2,525,218 | 1,609,570 | | 3,789,905 | 4,293 | | 928,829 | 8,857,815 |
| Turn - Around Schools | | 14,800 | | 7,090 | 477 | | | 22,367 |
| Office of College and Career Preparation | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Supplemental Learning and Support | | 14,397 | | 7,090 | 477 | | | 21,964 |
| Office of Human Capital | | 15,899 | | 7,090 | 477 | | | 23,466 |
| School Demographics and Planning | | 14,327 | | 7,090 | 477 | | | 21,894 |
| Chief of Staff | | 15,093 | | 7,090 | 477 | | | 22,660 |
| Office of School Safety and Security | | 15,607 | | 7,090 | 477 | | | 23,174 |
| Inspector General | | 14,386 | | 7,090 | 477 | | | 21,953 |
| Area High School Instructional Office 21 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Area Elementary Instructional Office 14 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Area Elementary Instructional Office 3 | | 17,096 | | 7,090 | 477 | | | 24,663 |
| Reading & Language Arts | | 14,787 | | 7,090 | 477 | | | 22,354 |
| Student Transportation | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Office of Language and Cultural Education | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Office of Extended Learning Opportunities | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Office of Arts Education | | 14,245 | | 7,090 | 477 | | | 21,812 |
| Chief Education Officer | | 14,238 | | 7,090 | 477 | | | 21,805 |
| Office of Communications | | 15,073 | | 7,090 | 477 | | | 22,640 |
| Office of Autonomy | | 13,987 | | 7,090 | 477 | | | 21,554 |
| Area Elementary Instructional Office 15 | | 14,461 | | 7,090 | 477 | | | 22,028 |
| Elementary Schools | 58,042,439 | 42,081,552 | | 66,083,086 | 259,965 | | 20,429,317 | 186,896,359 |
| Special Education Schools | 1,082,279 | 940,185 | | 1,140,745 | 9,063 | | 371,136 | 3,543,408 |
| | 94,628,268 | 181,935,526 | 63,927 | 95,102,913 | 526,390 | 24,543 | 33,118,433 | 405,400,000 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

TORT FUND

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|---|------------|------------|----------------|-------------|-----------|---------------|------------------|-------------|
| Area Elementary Instructional Office 11 | 53,568 | | | | | | 18,128 | 71,696 |
| Area Elementary Instructional Office 7 | 53,568 | | | | | | 18,128 | 71,696 |
| Office of School Safety and Security | 2,571,591 | 221,952 | 46,224 | 79,470 | 42,321 | | 626,938 | 3,588,496 |
| Citywide Education General | 1,306,087 | | | | | 1,222,981 | -60,000,000 | -57,470,932 |
| Office of Law | 353,193 | | | | | | 105,562 | 458,755 |
| Corporate Accounting | | 4,000 | | | | | | 4,000 |
| Area Elementary Instructional Office 1 | 34,698 | | | | | | 7,151 | 41,849 |
| Elementary Schools | 23,527,445 | | | 11,319 | | | 10,279,733 | 33,818,497 |
| Vocational High Schools | 877,150 | | | 20,254 | | | 367,293 | 1,264,697 |
| Area Elementary Instructional Office 16 | 50,738 | | | | | | 17,911 | 68,649 |
| Area Elementary Instructional Office 4 | 51,681 | | | | | | 17,983 | 69,664 |
| Special Education Schools | 483,028 | | | 4,099 | | | 179,394 | 666,521 |
| Citywide Pension & Liability Insurance | | 11,395,000 | | 7,000 | 10,000 | | 60,000,000 | 71,412,000 |
| Citywide Special Education Resource | | 1,270,770 | | | | | | 1,270,770 |
| Safety and Security - Citywide | 2,587,708 | 8,000,000 | | | | | 926,839 | 11,514,547 |
| General High Schools | 12,244,145 | | | 210,173 | | | 5,288,047 | 17,742,365 |
| Office of Human Capital | 222,420 | | | | | | 84,310 | 306,730 |
| | 44,417,020 | 20,891,722 | 46,224 | 332,315 | 52,321 | 1,222,981 | 17,937,417 | 84,900,000 |

SUPP GENERAL STATE AID

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|----------------------------|-------------|------------|----------------|-------------|-----------|---------------|------------------|-------------|
| Vocational High Schools | 3,353,020 | 189,336 | 29,982 | 109,138 | 28,828 | 27,504 | 1,278,563 | 5,016,371 |
| Citywide Education General | | | | 33,000,000 | | 38,321,593 | | 71,321,593 |
| Special Education Schools | 494,342 | 300,329 | 79,245 | 284,503 | 42,063 | 200 | 132,792 | 1,333,474 |
| General High Schools | 33,242,058 | 2,644,821 | 725,185 | 1,976,226 | 470,836 | 10,184,940 | 12,595,702 | 61,839,768 |
| Elementary Schools | 110,153,519 | 7,192,945 | 804,876 | 8,942,523 | 1,447,206 | 16,280,868 | 37,566,857 | 182,388,794 |
| | 147,830,805 | 10,327,431 | 1,639,288 | 44,312,390 | 1,988,933 | 64,019,394 | 51,781,759 | 321,900,000 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

NCLB FEDERAL

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|--|------------|-----------|----------------|-------------|-----------|---------------|------------------|-------------|
| Citywide Special Education & Supports | 1,338,000 | | | | | 1,768,964 | 105,410 | 3,212,374 |
| Citywide - Office of Student Assessments | 285,000 | 4,898,800 | | 2,131,000 | | | | 7,314,800 |
| Office of Human Capital | 3,371,146 | 625,616 | 80,391 | 313,077 | 41,048 | 805,068 | 798,958 | 6,035,304 |
| Office of School Safety and Security | 808,663 | | | | | | 233,924 | 1,042,587 |
| Citywide - Office of Autonomy | 828,992 | 3,794,806 | | | | | 107,714 | 4,731,512 |
| Area Instructional Office 30 - Alternative Schools | 561,180 | | | 200 | | 991,082 | 154,394 | 1,706,856 |
| Area High School Instructional Office 23 | 771,594 | | | | | 2,096,674 | 68,953 | 2,937,221 |
| Area Elementary Instructional Office 4 | 822,725 | | | 100 | | 1,177,205 | 181,671 | 2,181,701 |
| Area Elementary Instructional Office 3 | 824,810 | | | 100 | | 881,234 | 234,503 | 1,940,647 |
| Parochial/Private Schools | 2,863,661 | | | 3,650 | | | 890,937 | 3,758,248 |
| Chief Administrative Officer | 30,270 | | | | | | 10,097 | 40,367 |
| Office of College and Career Preparation - Citywide | 522,734 | 158,083 | | 195,306 | | | 175,252 | 1,051,375 |
| Citywide - Office of Mathematics | 1,256,971 | 2,494,017 | | 1,274,440 | | | 61,397 | 5,086,825 |
| Citywide - Reading & Language Arts | 3,585,371 | 2,705,900 | 1,500 | 196,200 | | | 99,980 | 6,588,951 |
| Early Childhood Development | 261,964 | 86,125 | | 31,875 | | | 82,711 | 462,675 |
| Leadership Development and Support - Citywide | 904,980 | | | | | | 69,232 | 974,212 |
| Office of Teaching & Learning | 1,221,978 | | 10,000 | | | | 383,979 | 1,615,957 |
| Chief of Staff | 111,397 | | | | | | 32,660 | 144,057 |
| Area High School Instructional Office 26 - Military | 226,901 | | | | | 1,772,116 | 35,151 | 2,034,168 |
| Area High School Education Office 24 | 276,293 | | | 2,616 | | 1,277,665 | 66,241 | 1,622,815 |
| Area Elementary Instructional Office 7 | 969,213 | | | 100 | | 970,617 | 302,705 | 2,242,635 |
| Citywide Grants Management and Administration | 342,500 | 8,161,720 | | 5,123,400 | | 13,346 | 49,028 | 13,689,994 |
| Corporate Accounting | 113,996 | | | | | | 42,733 | 156,729 |
| Office of Autonomy | 121,524 | | | | | 950,121 | 34,763 | 1,106,408 |
| Area Elementary Instructional Office 16 | 745,052 | | | 100 | | 1,147,268 | 207,303 | 2,099,723 |
| Area Elementary Instructional Office 15 | 578,932 | | | 100 | | 1,032,353 | 168,937 | 1,780,322 |
| Area Elementary Instructional Office 13 | 288,822 | 50,000 | | | | 1,804,472 | 79,029 | 2,222,323 |
| Citywide Early Childhood | 165,000 | 315,716 | 204,000 | 115,633 | 4,102 | | 2,392 | 806,843 |
| Office of Extended Learning Opportunities | 594,474 | 6,110 | 1,961 | 255,343 | | | 215,987 | 1,073,875 |
| Office of Student Support and Engagement | 213,024 | 395,481 | | 8,600 | | | 47,380 | 664,485 |
| Citywide - Dept of Libraries and Information Systems | 19,977 | 8,200 | | 11,412 | 47,000 | | 127 | 86,716 |
| Area High School Instructional Office 19 | 362,093 | | | 2,685 | | 1,964,344 | 98,268 | 2,427,390 |
| Area Elementary Instructional Office 14 | 646,435 | 150,000 | | 100 | | 1,085,677 | 190,036 | 2,072,248 |
| Area Elementary Instructional Office 9 | 488,818 | 60,000 | | 100 | | 1,833,243 | 117,317 | 2,499,478 |
| Special Education Schools | 1,178,819 | 113,564 | 56,976 | 171,949 | 55,743 | 6,601 | 314,931 | 1,898,583 |
| Citywide Turn - Around Schools | 77,200 | | | 25,050 | | 113,846 | 3,599 | 219,695 |
| Office of Science | 428,175 | 74,000 | | | | | 112,970 | 615,145 |
| Citywide Education General | 12,723,750 | 3,609,669 | 9,000,000 | 6,500,000 | | 137,895,951 | | 169,729,370 |
| Office of Grants Management and Administration | 2,662,676 | 706,410 | 25,000 | 148,400 | 20,000 | | 879,597 | 4,442,083 |
| Citywide School Transportation | | | 266,488 | | | | | 266,488 |
| Citywide - Language and Cultural Education | 2,125,684 | | | 475,000 | | | 302,156 | 2,902,840 |
| CW Office of Human Capital | 5,757,419 | 4,253,658 | | 5,000 | | | 1,598,907 | 11,614,984 |
| Citywide - Office of Teaching & Learning | 180,953 | 1,767,000 | | | | | 43,018 | 1,990,971 |
| Office of School Management | 122,031 | | | | | | 34,703 | 156,734 |
| Area Elementary Instructional Office 18 | 809,375 | | | | | 1,200,433 | 201,682 | 2,211,490 |
| Area Elementary Instructional Office 17 | 1,036,161 | 60,000 | | 100 | | 811,648 | 318,809 | 2,226,718 |
| Area High School Instructional Office 25 | 149,784 | | | 4,816 | | 968,483 | 44,081 | 1,167,164 |
| CW Office of Performance | 324,000 | | | | | 5,371,302 | 4,698 | 5,700,000 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

NCLB FEDERAL

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|--|-------------|------------|----------------|-------------|-----------|---------------|------------------|-------------|
| Office of Science - Citywide | 737,330 | 1,099,050 | | 2,706,203 | | | 4,934 | 4,547,517 |
| Information & Technology Services | 1,071,704 | | | | | | 336,894 | 1,408,598 |
| Citywide Special Education Resource | 882,377 | 4,400 | | 90,000 | | 2,174,059 | 274,013 | 3,424,849 |
| Supplemental Learning and Support | 15,959,169 | | | | | | 137,216 | 16,096,385 |
| Leadership Development and Support | 540,859 | 295,685 | 745 | 47,000 | 48 | | 164,717 | 1,049,054 |
| LSC Relations | 318,135 | | | | | | 104,139 | 422,274 |
| Citywide - Academic Enhancement | 480,677 | 1,225,193 | 28,825 | 20,400 | | 27,452 | | 1,782,547 |
| Chief Education Officer | 658,254 | | | | | | 212,924 | 871,178 |
| Area High School Instructional Office 21 | 407,964 | 48,800 | | 12,073 | | 1,465,368 | 93,851 | 2,028,056 |
| Area Elementary Instructional Office 10 | 856,473 | 25,000 | | 112,100 | | 785,303 | 155,482 | 1,934,358 |
| Elementary Schools | 126,662,964 | 4,299,195 | 648,962 | 7,647,198 | 933,705 | 8,591,576 | 41,028,785 | 189,812,385 |
| Office of College and Career Preparation | 191,849 | | | | | | 58,894 | 250,743 |
| CW - Office of Extended Learning Opportunities | 8,624,977 | 43,194,454 | 21,500 | 5,112,100 | | 325,130 | 7,264 | 57,285,425 |
| Office of Arts Education | 236,081 | 15,000 | | 24,385 | | | 24,115 | 299,581 |
| Area Instructional Office 27 - Special Education Schools | 313,878 | 10,000 | | | | 739,363 | 61,100 | 1,124,341 |
| Area Elementary Instructional Office 6 | 749,674 | | | 100 | | 1,009,073 | 167,683 | 1,926,530 |
| Area Elementary Instructional Office 1 | 1,445,750 | | | 100 | | 1,144,547 | 330,669 | 2,921,066 |
| General High Schools | 27,885,360 | 4,396,535 | 398,940 | 2,780,961 | 415,343 | 5,158,527 | 7,428,599 | 48,464,265 |
| Graduation Pathways | 591,600 | | | | | | 189,413 | 781,013 |
| Reading & Language Arts | 1,056,470 | | | | | | 320,371 | 1,376,841 |
| Area Elementary Instructional Office 11 | 880,065 | 25,950 | | | | 985,851 | 175,531 | 2,067,397 |
| Vocational High Schools | 2,667,561 | 259,546 | 71,148 | 220,934 | | -850 | 706,576 | 3,924,915 |
| Office of Mathematics | 393,042 | 135,720 | | 25,000 | | | 116,850 | 670,612 |
| Office of Language and Cultural Education | 438,105 | 141,000 | 16,500 | 95,500 | | | 133,224 | 824,329 |
| Office of Student Assessments | 351,583 | | | | | | 111,124 | 462,707 |
| Safety and Security - Citywide | 9,218,169 | 4,045,464 | | | | 24,700,000 | 160,146 | 38,123,779 |
| Area Elementary Instructional Office 2 | 1,198,525 | | | 100 | | 1,289,557 | 336,472 | 2,824,654 |
| Office of Performance | 1,436,980 | | | | | | 407,763 | 1,844,743 |
| Graduation Pathways - Citywide | 5,603,031 | 1,114,929 | 439,151 | 324,012 | | | 130,649 | 7,611,772 |
| | 265,959,123 | 94,830,796 | 11,272,087 | 36,214,618 | 1,516,989 | 216,334,669 | 62,587,718 | 688,716,000 |

LUNCHROOM

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|-------------------------------------|------------|-----------|----------------|-------------|-----------|---------------|------------------|-------------|
| Elementary Schools | 45,742,148 | | | 82,558,729 | | | 29,985,457 | 158,286,334 |
| Vocational High Schools | 1,150,121 | | | 1,345,208 | | | 712,516 | 3,207,845 |
| Nutrition Support Services | 1,257,332 | | | 46,183 | | | 451,645 | 1,755,160 |
| Citywide Education General | | | | | | 803,103 | | 803,103 |
| Special Education Schools | 625,184 | | | 699,285 | | | 404,547 | 1,729,016 |
| Citywide Nutrition Support Services | 13,194,134 | 3,626,496 | 427,500 | 7,789,594 | | | 3,712,786 | 28,750,510 |
| Parochial/Private Schools | | | | 35,970 | | | | 35,970 |
| General High Schools | 13,463,709 | | | 15,899,552 | | | 8,668,801 | 38,032,062 |
| | 75,432,628 | 3,626,496 | 427,500 | 108,374,521 | | 803,103 | 43,935,752 | 232,600,000 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

OTHER GRANTS

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|--|------------|-----------|----------------|-------------|-----------|---------------|------------------|-------------|
| Citywide Special Education & Supports | 7,110,291 | 801,415 | 284,000 | 220,515 | 688,811 | 6,417,751 | 2,118,806 | 17,641,589 |
| Area Instructional Office 27 - Special Education Schools | 241,562 | | | | | | 68,888 | 310,450 |
| Area Elementary Instructional Office 18 | 240,686 | | | | | | 68,824 | 309,510 |
| Area Elementary Instructional Office 10 | 240,686 | | | | | | 68,824 | 309,510 |
| Area Elementary Instructional Office 2 | 240,686 | | | | | | 68,824 | 309,510 |
| Office of Science - Citywide | 218,405 | 477,945 | 23,100 | 55,835 | 3,200 | | 7,572 | 786,057 |
| Citywide - Reading & Language Arts | 1,379,909 | | | | | | 375,884 | 1,755,793 |
| Citywide - Academic Enhancement | 1,310,298 | 173,828 | | 23,286 | | 1,997,475 | 217,428 | 3,722,315 |
| Area High School Education Office 24 | 241,562 | | | | | | 68,888 | 310,450 |
| Area High School Instructional Office 23 | 284,803 | | | | | | 87,517 | 372,320 |
| Area Elementary Instructional Office 6 | 240,686 | | | | | | 68,824 | 309,510 |
| Area Elementary Instructional Office 3 | 240,686 | | | | | | 68,824 | 309,510 |
| Early Childhood Development | | 70,092 | | | | | | 70,092 |
| LSC Relations | | 134,000 | | 46,000 | | | | 180,000 |
| Data Program Management | 225,794 | | | | | | 75,478 | 301,272 |
| Area High School Instructional Office 19 | 86,079 | | | | | | 17,870 | 103,949 |
| Area Elementary Instructional Office 11 | 251,587 | | | | | | 70,958 | 322,545 |
| Area Elementary Instructional Office 7 | 240,686 | | | | | | 68,824 | 309,510 |
| Graduation Pathways - Citywide | 520,864 | 568,247 | 50,000 | 40,000 | | 1,086,779 | 98,777 | 2,364,667 |
| Citywide School Transportation | | | 500,000 | | | | | 500,000 |
| CW Office of Human Capital | 8,780,465 | 300,000 | 50,000 | 55,000 | | | 2,026,675 | 11,212,140 |
| Area Elementary Instructional Office 9 | 240,686 | | | | | | 68,824 | 309,510 |
| General High Schools | 21,954,566 | | | 322,816 | | | 7,324,320 | 29,601,702 |
| Elementary Schools | 77,219,602 | | | 163,788 | | | 26,818,477 | 104,201,867 |
| Office of College and Career Preparation | 2,344,367 | | | | | | 748,211 | 3,092,578 |
| Citywide Grants Management and Administration | 10,000 | | | | | | 145 | 10,145 |
| Office of College and Career Preparation - Citywide | 2,826,439 | 1,011,629 | 275,300 | 1,644,944 | 2,072,841 | 340,749 | 666,666 | 8,838,568 |
| Citywide Special Education Resource | 2,469,248 | | 22,000 | 400 | | 591,079 | 823,578 | 3,906,305 |
| Citywide - Office of Teaching & Learning | 356,817 | 437,175 | 40,125 | 138,914 | 1,579 | | 20,670 | 995,280 |
| Area Elementary Instructional Office 17 | 240,686 | | | | | | 68,824 | 309,510 |
| Area Elementary Instructional Office 14 | 240,686 | | | | | | 68,824 | 309,510 |
| Area Elementary Instructional Office 1 | 86,079 | | | | | | 27,403 | 113,482 |
| Area High School Instructional Office 25 | 234,306 | | | | | | 67,500 | 301,806 |
| Office of Grants Management and Administration | | | 800,000 | | | | | 800,000 |
| Office of Extended Learning Opportunities | 79,855 | 3,000 | | | | | 28,875 | 111,730 |
| Office of Human Capital | 179,624 | 100,000 | | 35,000 | | 55,000 | 54,451 | 424,075 |
| Citywide - Dept of Libraries and Information Systems | 41,066 | 4,000 | | 22,000 | 9,216 | | | 76,282 |
| Area Elementary Instructional Office 16 | 240,686 | | | | | | 68,824 | 309,510 |
| Area Elementary Instructional Office 4 | 240,686 | | | | | | 68,824 | 309,510 |
| Vocational High Schools | 1,852,969 | | | 108,165 | | | 662,459 | 2,623,593 |
| Special Education Schools | 27,538,820 | | | 20,500 | | | 10,399,333 | 37,958,653 |
| Office of Performance | 136,714 | | | | | | 47,448 | 184,162 |
| Reading & Language Arts | 844,749 | | | | | | 260,032 | 1,104,781 |
| Citywide Education General | 5,736,822 | 9,200,000 | | | | 94,828,042 | | 109,764,864 |
| Citywide Pension & Liability Insurance | 75,446 | | | | | | 25,195 | 100,641 |
| Citywide - Language and Cultural Education | 77,673 | | | | | | 18,227 | 95,900 |
| Citywide Early Childhood | 4,391,002 | | 152,350 | 1,171,000 | | 1,474,277 | 1,541,959 | 8,730,588 |
| Area High School Instructional Office 26 - Military | 240,686 | | | | | | 68,824 | 309,510 |

**FISCAL YEAR 2011 APPROPRIATIONS
BY FUNDS, UNITS, AND ACCOUNTS GROUPS**

OTHER GRANTS

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|--|-------------|------------|----------------|-------------|-----------|---------------|------------------|-------------|
| Area Elementary Instructional Office 15 | 240,686 | | | | | | 68,824 | 309,510 |
| Parochial/Private Schools | 71,423 | | | 100 | | | 24,264 | 95,787 |
| Office of Special Education & Supports | 1,026,205 | 205,063 | 19,570 | 4,000 | 15,900 | 60,000 | 345,692 | 1,676,430 |
| CW - Office of Extended Learning Opportunities | 179,394 | 5,841,818 | 160,900 | 229,630 | | 508,514 | 7,094 | 6,927,350 |
| Area Instructional Office 30 - Alternative Schools | | 2,765,656 | 3,253 | 7,766 | | | | 2,776,675 |
| Area High School Instructional Office 21 | 240,686 | | | | | | 59,291 | 299,977 |
| Area Elementary Instructional Office 13 | 240,686 | | | | | | 68,824 | 309,510 |
| | 173,995,095 | 22,093,868 | 2,380,598 | 4,309,659 | 2,791,547 | 107,359,666 | 56,169,567 | 369,100,000 |

DEBT SERVICE FUND

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|--------------------------------|---------------|-------------|----------------|-------------|------------|---------------|------------------|---------------|
| Citywide Debt Services | | 8,787,488 | | | | 468,594,574 | | 477,382,062 |
| | | 8,787,488 | | | | 468,594,574 | | 477,382,062 |
| Operating Funds Total : | 2,684,094,598 | 831,394,304 | 113,286,328 | 330,880,804 | 30,225,463 | 897,799,439 | 872,386,282 | 5,760,067,218 |

CAPITAL PROJECTS FUND

| | SALARIES | CONTRACT | TRANSPORTATION | COMMODITIES | EQUIPMENT | CONTINGENCIES | BENEFITS & OTHER | TOTAL |
|------------------------------|----------|----------|----------------|-------------|-----------|---------------|------------------|-------------|
| Citywide Education General | | | | | | | 806,700,000 | 806,700,000 |
| | | | | | | | 806,700,000 | 806,700,000 |
| Capital Funds Total : | 0 | 0 | 0 | 0 | 0 | 0 | 806,700,000 | 806,700,000 |

| | | | | | | | | |
|----------------------|---------------|-------------|-------------|-------------|------------|-------------|---------------|---------------|
| Grand Total : | 2,684,094,598 | 831,394,304 | 113,286,328 | 330,880,804 | 30,225,463 | 897,799,439 | 1,679,086,282 | 6,566,767,218 |
|----------------------|---------------|-------------|-------------|-------------|------------|-------------|---------------|---------------|

DISTRICT-WIDE REPORT

The district-wide report was developed to assist the public in reviewing the district-wide CPS operating budget. The report includes all operating costs and summarizes them by specific educational categories, support services, and administration as described below.

District-wide Report

Account Category

This report summarizes costs associated with salaries, employee benefits, commodities and utilities, non-personnel services, equipment, and other charges.

General Education

This column delineates funds budgeted to support the basic instructional programs of the district. It includes quota teachers, principals and assistant principals, ancillary staff, and the allocation for general programs, instructional equipment and supplies to be paid for by general funds.

Special Education

This column details funds budgeted to address the needs of students with Individualized Education Programs (IEPs). It includes the local and federally funded programs offered through the Office of Special Education and Supports.

Supplemental Programs: Described below are categories that sort educational programs based on the services that are provided to students above and beyond the basic instructional program.

Discretionary/Supplementary – Includes the schools’ discretionary funds, specifically Supplemental General State Aid and NCLB Title I school allocations. Also includes general supplemental funds provided to the schools for specific programmatic and student needs.

Options for Knowledge – Resources allocated to support a variety of educational options such as magnet schools, magnet cluster schools and Gifted and Enriched Academic Programs.

Bilingual – Funds budgeted to address the needs of eligible students with limited English proficiency. This includes the state bilingual grant and NCLB Title III funds.

Reading & Math & Science – Funds allocated to support the Chicago Reading Initiative and the Chicago Math and Science Initiative.

After School Programs – Includes all instructional and extracurricular extended day/year programs. This includes the NCLB Title I mandated Supplemental Educational Services.

Early Childhood – Funds budgeted to support pre-school programs. This includes the state early childhood grants, Head Start, and NCLB Title I funded early childhood programs.

Other Programs – All other instructional support programs that do not fall within the aforementioned categories.

Area Office Support

This section includes costs associated with the administration of the District's 27 instructional and geographic Areas. This section is new in FY 2011 and was included to reflect organizational changes beginning in the 2009-10 school year, when funds were shifted from Central Office and Citywide managed budgets to the Areas to provide the CAOs with additional resources and flexibility for school allocations to improve student achievement at their schools.

Support Services

This section includes allocations to support school, area, and central office building operation and maintenance costs.

Facility Support – Includes security, engineers, custodial workers, supplies, and other building maintenance needs.

Food Services – Allocations to support costs associated with food and nutrition services at schools.

Administration

This section includes costs associated with the administration of programs operated by central office departments.

Demographic Information

This section provides specific demographic information about CPS. The FY2011 enrollment is the projected school enrollment for September month end of the 2010-2011 school year. The FY2010 enrollment is the actual September month end enrollment from the 2009-2010 school year. This section also includes percentages in four areas: (1) the district-wide percent poverty based on the NCLB Title I formula; (2) the percent of students eligible for free and reduced priced lunch; (3) the percent of students identified for special education services; and (4) the percent of students identified as English Language Learners. Finally, this section details the number of total positions district-wide budgeted for FY2011 and FY2010, as well as the district-wide average classroom teacher salary. Together, this information provides a comprehensive snapshot of basic CPS demographics.

**DISTRICT REPORT (In Millions Of Dollars)
FY2011 Functional Expenditure Analysis of Operating Funds**

| Account Category | Education | | | | | | | | | | Support Services | | Administration | Grand Total | |
|--|-------------------|-------------------|-----------------------------|-------------------|----------------|--------------|--------------------------|----------------|--------------|---------------------|---------------------|------------------|----------------|----------------------|----------------|
| | General Education | Special Education | Supplemental Programs | | | | | | | Area Office Support | Education Sub-Total | Facility Support | Food Services | Central Office Admin | |
| | | | Discretionary/Supplementary | Options Knowledge | Reading & Math | After School | Early Childhood Programs | Other Programs | | | | | | | |
| Teacher Salaries | 1,264.3 | 396.8 | 152.7 | 38.5 | 17.4 | 8.7 | 17.2 | 58.2 | 77.2 | 21.7 | 2,052.7 | | | 12.0 | 2,064.7 |
| ESP Salaries | 55.2 | 131.5 | 75.3 | 1.0 | 0.4 | 0.1 | 14.2 | 27.4 | 9.3 | 7.8 | 322.1 | 133.6 | 74.2 | 89.4 | 619.4 |
| Total Salaries | 1,319.6 | 528.3 | 228.0 | 39.5 | 17.8 | 8.8 | 31.4 | 85.6 | 86.4 | 29.4 | 2,374.9 | 133.6 | 74.2 | 101.4 | 2,684.1 |
| Teachers Pension | 217.8 | 67.3 | 23.4 | 6.6 | 2.8 | 0.6 | | 9.7 | 4.0 | 3.3 | 335.4 | | | 1.8 | 337.2 |
| Education Support Personnel Pension | 9.1 | 21.6 | 12.2 | 0.2 | 0.1 | | | 4.3 | 1.2 | 1.2 | 50.0 | 21.5 | 11.6 | 14.9 | 98.0 |
| Hospitalization/Other Comp | 145.4 | 76.7 | 34.7 | 4.9 | 2.5 | 0.4 | | 13.1 | 3.6 | 2.4 | 283.7 | 23.5 | 29.5 | 11.0 | 347.7 |
| Unemployment Compensation | 15.0 | 3.8 | 1.5 | 0.3 | 0.1 | | | 0.6 | 0.2 | 0.2 | 21.8 | 0.9 | 0.5 | 0.7 | 23.9 |
| Medicare/Social Security | 17.7 | 7.4 | 3.3 | 0.6 | 0.2 | 0.1 | 0.3 | 1.3 | 0.8 | 0.5 | 32.3 | 2.2 | 1.1 | 1.6 | 37.1 |
| Total Employee Benefits | 405.0 | 176.7 | 75.1 | 12.5 | 5.7 | 1.1 | 0.4 | 29.1 | 9.8 | 7.6 | 723.0 | 48.0 | 42.7 | 30.0 | 843.8 |
| Total Employee Compensation | 1,724.6 | 705.0 | 303.2 | 51.9 | 23.6 | 9.9 | 31.8 | 114.7 | 96.2 | 37.1 | 3,097.9 | 181.7 | 116.9 | 131.4 | 3,527.9 |
| Textbooks | 20.5 | 0.2 | 23.2 | 0.4 | 0.5 | 4.6 | | 1.3 | 12.0 | 0.0 | 62.8 | | | 0.3 | 63.2 |
| Supplies and Postage | 12.0 | 0.7 | 32.0 | 0.2 | | 0.4 | 8.1 | 2.2 | 2.6 | 0.3 | 58.5 | 13.2 | 2.4 | 2.9 | 77.0 |
| Energy | 0.1 | | | | | | | | | 0.0 | 0.1 | 81.6 | | 1.8 | 83.4 |
| Food | 0.2 | | 0.2 | | | 0.1 | | 0.3 | 0.3 | 0.0 | 1.2 | | 105.9 | 0.2 | 107.3 |
| Net Telephone and Telecommunications | | | | | | | | | | 0.1 | 0.1 | 19.2 | | 0.3 | 19.6 |
| Total Commodities and Utilities | 32.8 | 0.9 | 55.4 | 0.7 | 0.5 | 5.2 | 8.1 | 3.8 | 14.9 | 0.5 | 122.7 | 114.0 | 108.3 | 5.4 | 350.5 |
| Transportation | 3.1 | 74.9 | 2.8 | 24.9 | | | 0.3 | 0.4 | 1.4 | 0.3 | 108.1 | | 0.4 | 4.7 | 113.3 |
| Tuition | 298.7 | 66.5 | | | 1.0 | 0.4 | | 1.0 | 2.7 | 5.9 | 376.3 | | | | 376.3 |
| Contractual Services | 1.3 | | 10.9 | | | 1.2 | 0.5 | 58.1 | 3.6 | 0.2 | 75.7 | 115.3 | 2.9 | 7.6 | 201.5 |
| Nonprof,Professional and Tech.Services | 18.9 | 7.1 | 8.7 | 0.7 | | 5.3 | 55.2 | 0.7 | 24.2 | 0.9 | 121.6 | 12.1 | 0.6 | 18.4 | 152.7 |
| Repair Contracts | 2.2 | | 1.8 | | | | | | 0.2 | 0.0 | 4.3 | 33.2 | | 0.6 | 38.0 |
| Other | 2.2 | 0.1 | 2.3 | 0.4 | | 0.2 | 0.1 | 0.1 | 0.6 | 0.0 | 6.2 | | 0.1 | 4.1 | 10.4 |
| Non-Personnel Services Total | 326.4 | 148.6 | 26.6 | 26.0 | 1.0 | 7.1 | 56.1 | 60.3 | 32.7 | 7.4 | 692.2 | 160.7 | 4.1 | 35.4 | 892.3 |
| Equipment | 21.1 | 0.7 | 3.4 | | | | 0.1 | 1.6 | 2.2 | 0.0 | 29.1 | 0.5 | | 0.6 | 30.2 |
| Rent | 0.1 | | | | | 0.1 | 0.4 | 1.1 | | 0.0 | 1.6 | 6.8 | | 3.4 | 11.9 |
| Liability Insurance | 12.1 | | | | | | | | | 0.0 | 12.1 | | | | 12.1 |
| Workers Compensation | 14.5 | 6.0 | 2.4 | 0.5 | 0.2 | | | 1.0 | 0.3 | 0.3 | 25.2 | 1.5 | 0.8 | 1.1 | 28.6 |
| Miscellaneous/Contingencies | 22.3 | 14.5 | 86.1 | | 2.6 | 7.5 | 0.9 | 10.5 | 245.8 | 32.8 | 423.1 | 1.2 | 0.8 | 4.1 | 429.2 |
| Total Other Charges | 48.9 | 20.6 | 88.5 | 0.5 | 2.8 | 7.7 | 1.3 | 12.6 | 246.2 | 33.1 | 462.0 | 9.5 | 1.6 | 8.6 | 481.8 |
| FY2011 Total Appropriations | 2,153.9 | 875.7 | 477.1 | 79.1 | 27.8 | 29.9 | 97.3 | 192.9 | 392.1 | 78.2 | 4,403.9 | 466.4 | 230.8 | 181.5 | 5,282.7 |
| FY2010 Total Appropriations | 2,141.5 | 887.6 | 474.3 | 97.8 | 46.5 | 51.9 | 78.8 | 191.7 | 451.2 | 24.6 | 4,446.0 | 454.8 | 228.0 | 199.1 | 5,327.9 |
| Difference in Appropriations | 12.4 | -11.9 | 2.8 | -18.7 | -18.7 | -22.0 | 18.5 | 1.2 | -59.1 | 53.6 | -42.1 | 11.6 | 2.8 | -17.6 | -45.2 |

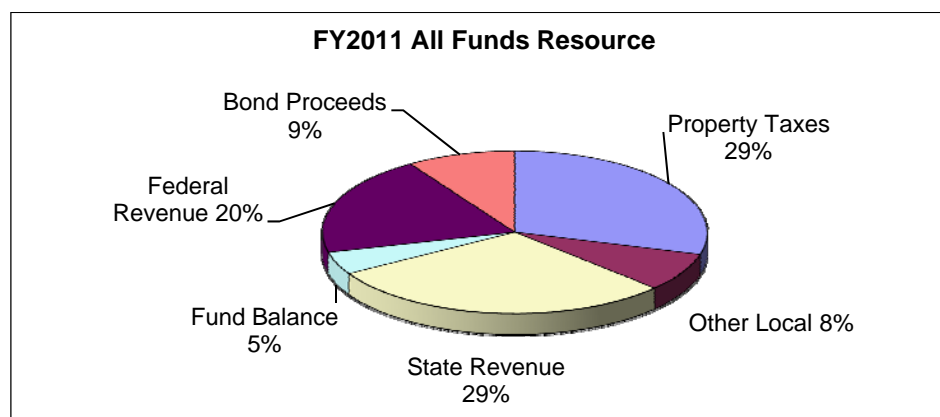
DEMOGRAPHICS

| | FY2011 | FY2010 | | FY2011 | FY2010 |
|------------------------|---------|---------|--------------------------------|--------|--------|
| Enrollment | 410,000 | 408,571 | % of Poverty (NCLB) | 52.6% | 51.0% |
| Total Positions | 39,945 | 42,082 | % of Free/Reduced Lunch | 85.3% | 81.4% |
| Average Teacher Salary | 72,133 | 68,573 | % of Special Education | 13.1% | 13.0% |
| | | | % of English Language Learners | 15.6% | 12.3% |

FY2011 RESOURCE OVERVIEW

I. ALL FUNDS OVERVIEW

Reflecting the severe economic downturn in general and the State of Illinois's fiscal crisis in particular, total budgeted resources for FY2011 will decline by \$296.2 million or 4.3% from the FY2010 budget of \$6,863.0 million. The FY2011 budget for all funds will shrink for the first time since the Mayor assumed control of Chicago Public Schools in 1995. The total resources for FY2011 consist of current revenues of \$5,670.2 million, \$600.0 million of proceeds from proposed bond issues for the Capital Improvement Program, and the prior-year fund balance of \$296.6 million for the General Fund, Supplemental General State Aid Fund, and the Debt Service Funds.



Total federal revenues will decrease by \$171.6 million from the FY2010 budget owing to the expiration of the State Fiscal Stabilization Funds. This budget includes the estimated \$106.1 million of the Education Jobs Program which President Obama signed on August 10, 2010. The American Recovery and Reinvestment Act of 2009 (ARRA), in its second and last year, may provide \$301.9 million to categorical programs, compared with \$382.5 million last year, in the form of re-appropriations of grants unspent in FY2010. State revenues will also decline by \$51.4 million based on the assumption that statewide budget cuts total \$241.0 million for K-12 for FY2011. Even at the local level, property-tax revenues will decrease by \$144.9 million from the FY2010 budget. The increase in spring tax bills from 50.0% to 55.0% of the prior year total produced a one-time jump of \$96.0 million in FY2010, which does not recur in FY2011; consequently there was a \$144.9 million drop in property-tax revenues compared with the FY2010 budget. Budgeted resources by fund type are shown below:

FY2011 Resource Budget for All Funds (In Millions)

| Fund Type | FY2009 Actual | FY2010 Budget | FY2011 Budget | 11 vs. 10 \$ Change | % Change |
|------------------------|------------------|------------------|------------------|------------------------|---------------|
| Operating Funds | | | | | |
| General Fund | \$3,341.6 | \$3,666.0 | \$3,585.5 | (\$80.5) | (2.2%) |
| Special Revenue | 1,238.1 | 1,661.9 | 1,697.2 | 35.3 | 2.1% |
| Total | 4,579.7 | 5,327.9 | 5,282.7 | (45.2) | (0.9%) |
| Capital Projects Fund | 141.7 | 1,035.4 | 806.7 | (228.7) | (22.1%) |
| Debt Service Funds | 298.2 | 499.7 | 477.4 | (22.3) | (4.5%) |
| Total Resources | \$5,019.6 | \$6,863.0 | \$6,566.8 | (\$296.2) | (4.3%) |

II. RESOURCE ASSUMPTIONS

The FY2011 revenues are estimated based on the assumptions listed below.

LOCAL SOURCES

- **Property Taxes:** Property tax revenues will decline by \$144.9 million from \$2,076.0 million in FY2010 to \$1,932 million in FY2011. This decline is the result of no increase in property tax extensions in 2010 combined with one time property tax revenues in FY2010 that are not present in FY2011. The majority of the one-time revenue was a result of a permanent change in the method of calculating property tax bills in the first half of a year. P.A. 96-490 changed the amount of spring tax bills for property owners from 50% to 55% of prior-year total taxes since last fiscal year and it generated a one-time \$96.0 million in FY2010. Because this one-time increase does not occur in FY2011, there will be a decrease of \$96.0 million in FY2011. The property-tax levy for Public Building Commission (PBC) leases will be reduced by \$40.0 million in FY2011 as it was in FY2010.
- **Personal Property Replacement Taxes (PPRT):** The Illinois economy is anticipated to improve somewhat but still remain volatile. As a result, corporate profits are projected to stay flat in FY2011. The proposed budget for PPRT is \$152.5 million in FY2011, almost the same as FY2010 actual receipts of \$153.0 million.
- **Interest income:** The average investment earnings on money-market funds, agency notes, and commercial paper are estimated at 0.3% for the coming fiscal year. The operating cash on hand is assumed to decline in FY2011, resulting from the protracted delay in state payments and late billing for fall property-tax collection.
- **Capital Bond Issue:** The FY2011 budget assumes new alternate bond issues of \$600.0 million for school construction and renovation. In addition, the \$400.0 million alternate bonds scheduled to issue in FY2010 will be issued in FY2011.

STATE SOURCES

State revenues are estimated based on P.A. 96-956, 96-957, 96-958, 96-959; the June 24, 2010, appropriation allocations by the State Board of Education; and the Governor's appropriation and budget-reserve actions on July 1, 2010. Based on this information, this budget assumed that the total statewide budget for K-12 will decrease by \$241.0 million or 3.3% from the FY2010 level. Appropriations for General State Aid, Special Education Mandated Categorical programs, and Early Childhood were held flat at FY2010 levels and the entire \$241.0 million reduction is reflected in smaller programs in the K-12 budget.

- **State Payment delay for K-12 programs:** The state payment delay for all categorical programs at the end of FY2011 is assumed to be equal to the total state payment delay at the end of FY2010. Payments for the General State Aid are assumed to be on time throughout the year.
- **General State Aid:** Total general state-aid appropriations for FY2011 are flat at the FY2010 level. The foundation level remains the same as last year at \$6,119 according to

the budget implementation bill (P.A. 96-059). This budget also assumes that SB 2499 will become law, impacting the GSA available for CPS.

- **State Categorical Program Revenues:** Total appropriations for state categorical programs will decrease by \$219.6 million. This was the result of eliminating programs such as the Reading Improvement Grant, the Summer Bridges Grant, and ADA Block Grant, while reducing programs such as the regular transportation program, Bilingual Education, and National Board Certification.
- **General State Aid Equalized Assessed Value (EAV) Adjustment:** This budget includes the impact of P.A. 93-845, which allows CPS and other districts to file for a prior-year EAV adjustment. Out of the \$25.0 million that is available statewide, CPS expects to receive \$16.3 million in FY2011, which is the same amount as in prior years.
- **State Pension Aid:** The State budget appropriates \$43.0 million for state aid for the Chicago Teachers Pension Fund (CTPF). \$10.5 million of this is for pension costs and \$32.5 million is for the costs of retiree health insurance.
- **State Capital Funding:** Last fiscal year, the state adopted a major new capital program which was the result of P.A. 96-4, 96-34, 96-35, 96-36, 96-37, 96-38, and 96-39. Included in this program was funding for certain state K-12 Capital programs. This funding was to be spread over six years. There has been little guidance from the State for the year-by-year grant and funding schedule for these programs.
 - **School Construction Program of \$1.5 billion:** CPS will get 20% of the total or \$300 million over six years. The allocation for FY2011 is estimated at \$70.0 million for CPS.
 - **School Maintenance Program of \$100.0 million:** CPS will get \$20.0 million over six years. No allocation is anticipated for FY2011.
 - **School Energy Efficiency program of \$50.0 million over six years:** CPS will get \$1.8 million for FY2011.
 - **Early Childhood Construction program of \$45.0 million:** CPS may get \$9.0 million. No allocation is projected for FY2011.
 - **Over-crowding Relief grant of \$25 million:** CPS may receive up to \$19.0 million, but nothing is expected in FY2011.
 - **\$75.0 million of capital grant for CPS vocational schools:** no funding is anticipated for FY2011.
 - **\$12.4 million of capital grants for specific CPS schools:** this is included in the FY2011 budget.

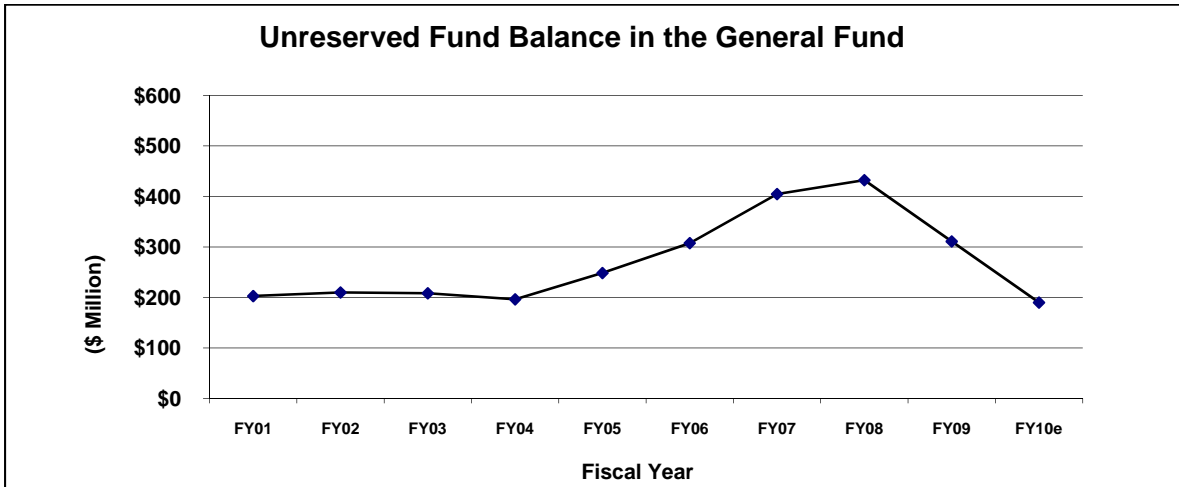
CPS expects to eventually get \$446.0 million from these new state school capital appropriations. However, the state has significant fiscal issues, and it is not clear when the state will provide actual funding. In FY2010, CPS did not get any state capital funding. The FY2011 budget expects to receive \$84.2 million of state capital funding.

FEDERAL SOURCES

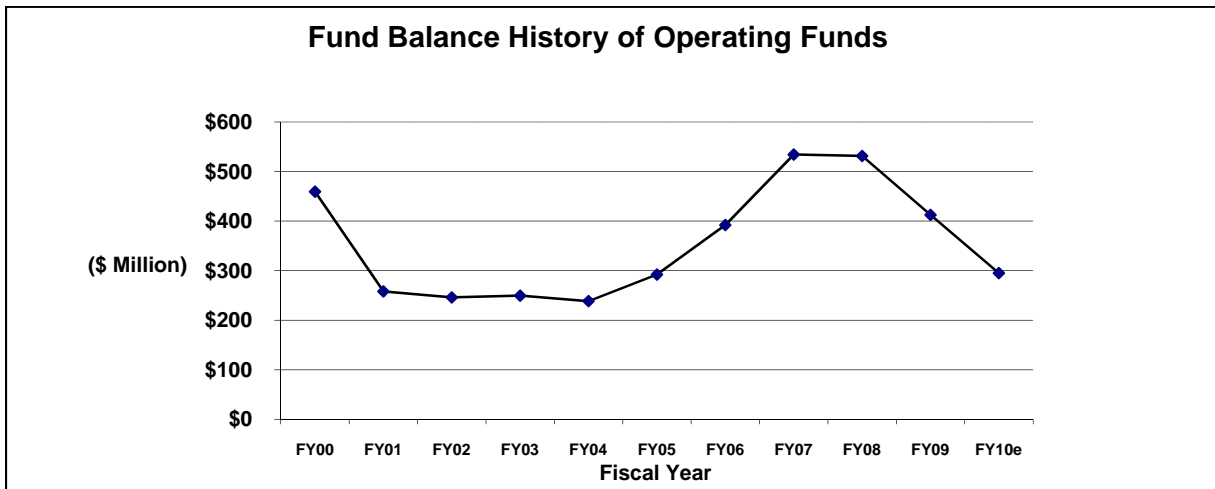
- On December 16, 2009, President Obama signed Public Law 111-117, the Consolidated Appropriations Act 2010, whose Division D provides FY2010 funding for the U.S. Department of Education. The total federal education appropriations remain flat at the prior year level of \$38.9 billion. CPS FY2011 federal categorical revenues are based on this federal FY2010 appropriation. Federal revenue estimates include both current-year allocations or grant awards and carry-over balances from the prior year as long as grantors permit them. Federal fiscal year 2010 budget provides funding for FY2011 to CPS.
- The Ed Jobs program is authorized in Public Law No.111-226, which President Obama signed on August 10, 2010. This budget includes the FY2011 preliminary allocation of \$106.1 million for CPS.
- Additionally, FY2011 federal revenues include unspent funds from FY2010 one-time education funding from the ARRA. No funding is anticipated from the State Fiscal Stabilization Funds. The ARRA (P.L. 111-5) is an economic stimulus package enacted by the 111th United States Congress and signed into law by President Obama on February 17, 2009. The authorization is nominally worth \$787.0 billion and includes approximately \$90.9 billion for education. Education funding included as part of the stimulus package is to be considered as federal FY2009 funding, and is in addition to the regular federal fiscal year 2010 appropriations. All stimulus funds should be obligated by September 30, 2011.
- The ARRA created several new types of tax-exempt bonds and tax credit bonds under the Internal Revenue Code. The Qualified School Construction Bonds program (QSCB) provides \$22.0 billion in interest-free bonding authority for school construction, renovation, repair, and land acquisition for two years. CPS received bonding authority in the amount of \$254.3 million for 2009 and issued QSCB in fall 2009. This budget assumes that a QSCB will be issued in the amount of \$257.1 million for FY2011, the full amount of QSCB bonding authority.

FUND BALANCE ASSUMPTIONS FOR FY2011

Throughout FY2010, the State's financial condition and cash-flow position continued to deteriorate. At the end of June 2010, the backlog of unpaid bills and fund transfers stood at \$4.7 billion. This compared to last year's year-end payables of \$2.8 billion. On June 30, 2009, the State owed \$173.0 million to CPS for FY2009, reflecting a four-month delay. On July 28, 2010, the State owes \$236.2 million to CPS for FY2010, representing a five-month delay.



The majority of the delayed revenues, \$228.9 million out of \$236.2 million, is for the General Fund. The direct impact of this delay is a corresponding decline in the unreserved fund balance for FY2010. As a result of the payment delay by the State, the unreserved fund balance for the General Fund is estimated to decrease from \$311.4 million on June 30, 2009, to \$190.0 million on June 30, 2010. If the state caught up with all of its payment obligations, the unreserved balance would reach \$418.9 million for the General Fund.

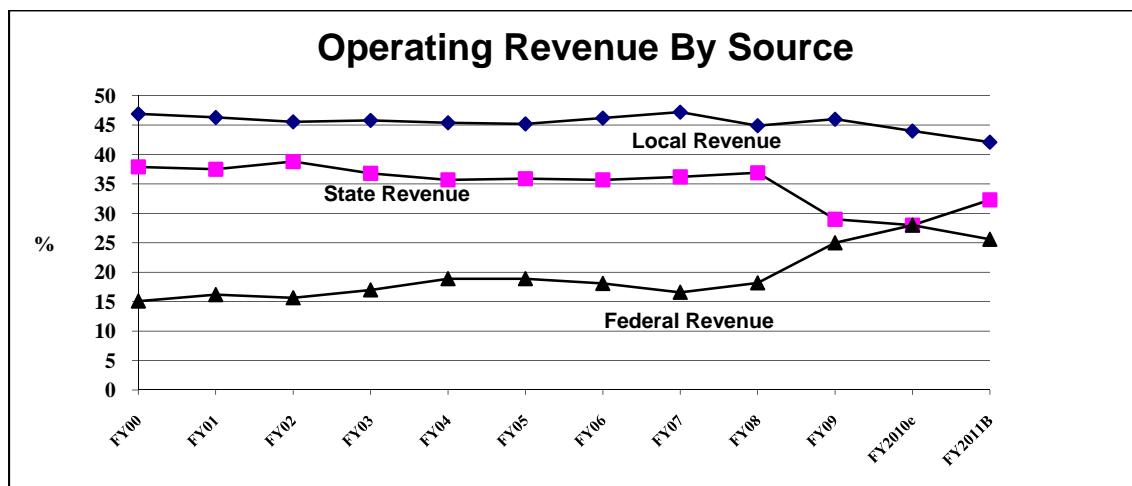


At the beginning of FY2010, the Operating Fund maintained \$412.5 million of appropriable fund balance for future operating purposes. This beginning-year fund balance in operating funds consists of \$311.4 million for the General Fund, \$47.9 million for the Tort Fund, and \$53.2 million for the Supplemental General State Aid (SGSA). By the end of FY2010, appropriable fund balance in the Tort Fund is projected to increase to \$50.4 million. On June 30, 2010, the SGSA Fund is expected to have the appropriable fund balance of \$54.6 million. The appropriable fund balance for the General Fund will decline from \$311.4 million to \$190.0 million. In total, the total operating-fund balance is expected to decrease from \$412.5 million to \$295.0 million at the beginning of FY2011 as a direct result of the payment delay by the state.

To balance the FY2011 budget, the General Fund will use up the unreserved fund balance of \$190.0 million. The lack of fund balance will violate the current fund-balance policy. To ensure stable financial operation, CPS requires a stabilization fund of 5% of the operating and debt-service budget in the General Fund. The amount required for the stabilization fund is \$282.7 million for FY2011 and, since the current balance does not meet this requirement, this budget will include a replenishment plan.

III. EDUCATION FINANCING FOR CPS OPERATING FUNDS

CPS is financed through a combination of local, state, and federal revenues. Operating revenues include all amounts of money received by CPS from external sources during its fiscal year excluding issuance of debt, refunds, sale of investments, and fund balances. Their composition for operating funds reflects which level of government is bearing how much of the current financial burden to support ongoing educational costs at CPS.



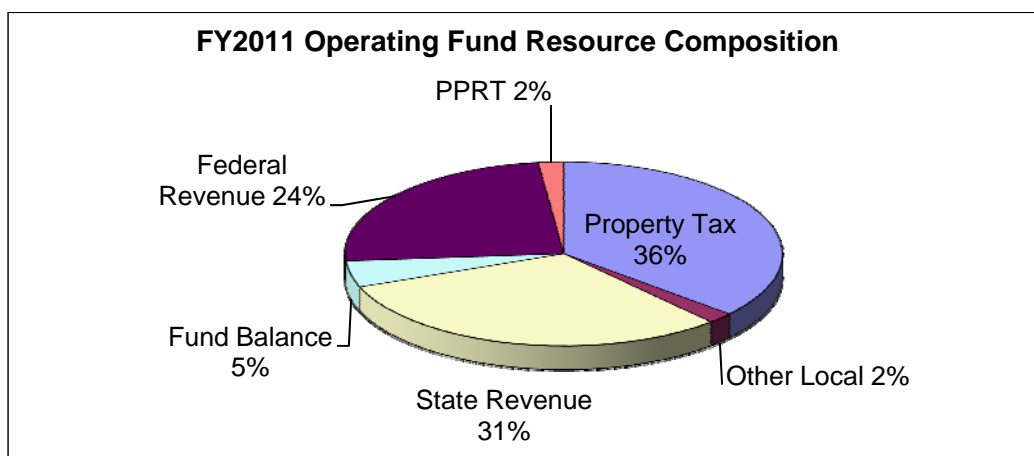
Now that the State does not have federal stabilization funds for its FY2011 budget, the State's share of revenues for CPS starts reverting to the historical level. The State share will increase from 28.1% of operating revenues in FY2010 to 32.3% in FY2011. This trend will reverse completely by FY2013 when there will be no federal stimulus grants. The federal share will decline from 28.2% to 25.6% of operating revenues in FY2011. Local sources are anticipated to raise 42.1% of operating revenue for CPS, a slight decrease from 43.7% in FY2010. The single largest portion of revenue comes from local property taxes, which amount to 38.1% of total operating revenues.

The state provides much of its support through General State Aid and block grants. Most of the contributions from the federal government come as categorical grants under the Elementary & Secondary Education Act (ESEA). The FY2011 budget contains one-time federal grants from the ARRA and Education Jobs program, which are both categorical. These ratios clearly indicate that property owners in Chicago bear the largest financial burden to support public education in Chicago. Over-reliance on property taxes creates inequity in education between property-rich and property-poor districts.

According to the National Center for Education Statistics, states provided, on average, 48.3% of operating revenues for public elementary and secondary education in FY2008. The State of Illinois provided 31.2% of operating revenues for elementary and secondary schools in that year, ranking 49th in the nation. As a result of a higher proportion of children from poor families, CPS did better than the rest of the Illinois school districts, receiving 36.8% of operating revenues from Illinois, still far below the national average in FY2008 of 48.3%.

IV. OPERATING FUNDS

Operating funds includes the General Fund, Tort Fund, School Lunch Funds, Supplemental General State Aid Fund (SGSA), and state and federal grant funds. Operating funds proposed for FY2011 will be funded by a total resource of \$5,282.7 million, which represents a decrease of \$45.2 million or 0.9% from FY2010. Operating funds will be supported by current revenues of \$5,038.1 million and the prior-year fund balance of \$244.6 million. The prior-year fund balance legally required to be re-appropriated is \$54.6 million for SGSA and the General Fund will exhaust the estimated unreserved fund balance of \$190.0 million to balance the FY2011 budget.



**FY2011 Resources for Operating Funds
(In Millions)**

| Fund Type | FY2009 Actual | FY2010 Budget | FY2011 Budget | 11 vs. 10 \$ Change | % Change |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|---------------------|
| General Fund | \$3,341.6 | \$3,666.0 | \$3,585.5 | (\$80.5) | (2.2%) |
| Special Revenue | 1,238.1 | 1,661.9 | 1,697.2 | 35.3 | 2.1% |
| Tort Fund | 86.2 | 82.3 | 84.9 | 2.6 | 3.2% |
| SGSA (State Chap 1) | 270.6 | 314.6 | 321.9 | 7.3 | 2.3% |
| Lunchroom Funds | 209.3 | 229.9 | 232.6 | 2.7 | 1.2% |
| Federal ESEA | 369.4 | 334.8 | 326.2 | (8.6) | (2.6%) |
| Federal ARRA | 0.0 | 382.5 | 301.9 | (80.6) | (21.1%) |
| Federal ED JOBS | 0.0 | 0.0 | 106.1 | 106.1 | |
| Special Ed - IDEA | 95.2 | 108.2 | 112.6 | 4.4 | 4.1% |
| Other Grants | 207.4 | 209.6 | 211.0 | 1.4 | 0.7% |
| Total Resources | \$4,579.7 | \$5,327.9 | \$5,282.7 | (\$45.2) | (0.9%) |

A. LOCAL REVENUES

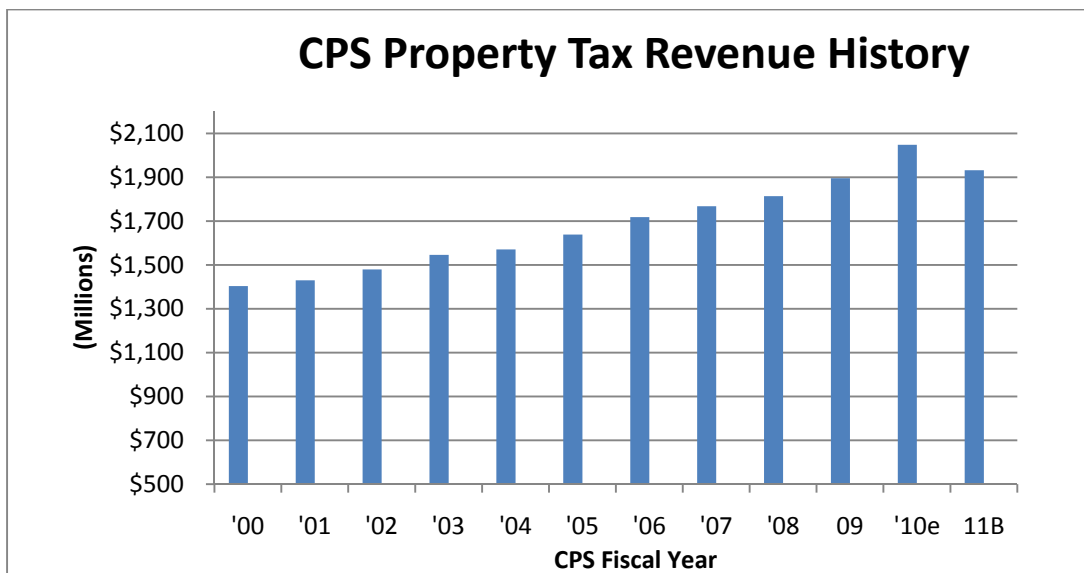
Total revenues from local sources for operating funds are budgeted at \$2,120.7 million, a decrease of \$162.0 million from the FY2010 budget of \$2,282.7 million. The decrease results primarily from property taxes and Personal Property Replacement taxes.

(1) Property Taxes

Property-tax revenues support the General Fund, Tort Fund, and PBC lease payments. Property-tax revenues for these funds are estimated at \$1,932.0 million, a decrease of \$144.9 million from the FY2010 budgeted level of \$2,076.9 million. Compared with the FY2010 year-end estimate, the FY2011 property-tax revenues represent a decrease of \$115.5 million.

The FY2011 budget assumes that 2010 property tax extensions will be equal to 2009 extensions. The property tax extension is constrained by the lesser of a 5% increase or CPI. Since 1994, the CPI has increased by a compounded average of 2.5% per year. However, this year, the CPI is well under 1% affording no opportunity for an increase in revenues to counter the increase in cost. The tax levy for PBC bonds will be reduced by \$40.0 million in 2011, from \$51.8 million to \$11.8 million.

As mentioned, the tax levy for the General Fund is constrained by the property-tax cap, statutory property-tax rates, and the use of the prior-year EAV. Specifically, the General Fund tax rate cannot exceed \$4.00 per \$100 of EAV according to P.A. 94-976. The actual tax rate for the General Fund was \$2.43 in 2009, far below the \$4.00 cap. The property-tax rate for the Workers' & Unemployment Compensation/Tort Immunity Fund is not limited by law, but is subject to the tax cap.



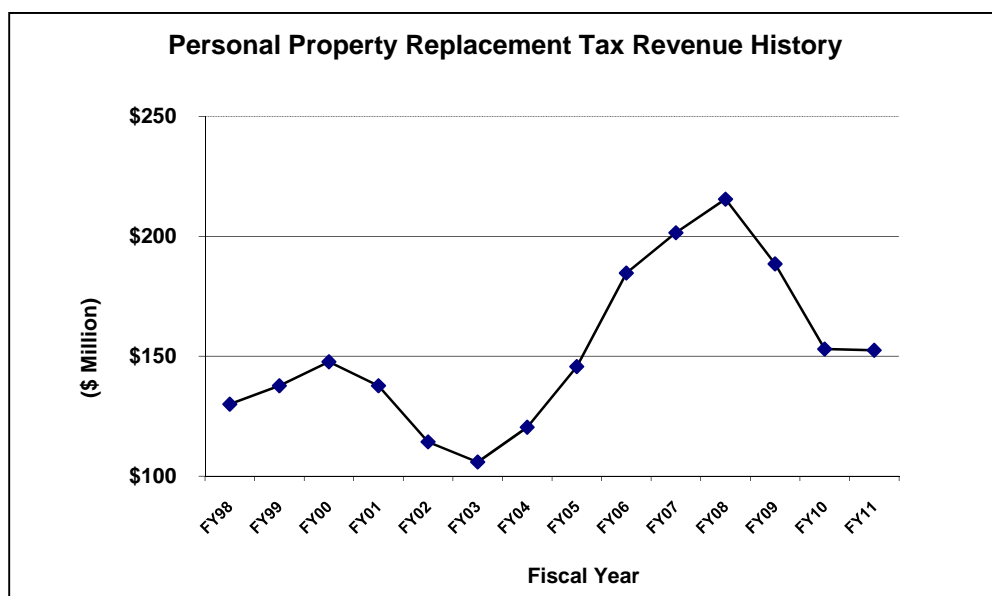
Property-tax revenues in the budget are equal to property-tax cash collections from August through the end of July in each fiscal year. These fiscal-year collections are different from calendar-year property-tax extensions because tax extensions are the total amount of property-tax bills sent to taxpayers each calendar year.

Allocations of the tax revenues are as follows: the General Fund: \$1,839.1 million; the Workers' & Unemployment Compensation Tort Immunity Fund: \$81.0 million; and PBC lease payments: \$11.9 million.

(2) Personal Property Replacement Taxes (PPRT)

PPRT include an additional state income tax on corporations and partnerships, a tax on businesses that sell gas or water, a 0.5% fee on all gross charges for telecommunications services excluding wireless services, and a per-kilowatt tax on electricity distributors. The primary driver of PPRT is corporate income-tax receipts, which are closely tied to corporate profits.

The State collects and distributes the revenue to local taxing districts. Taxing districts in Cook County receive 51.7% of these collections. These collections are divided among the County's taxing bodies based on each district's share of personal property collections in 1976. CPS receives 27.1% of the Cook County share, which is equivalent to 14.0% of the statewide total.



Corporate income-tax revenue is extremely sensitive to the economy. Since the middle of 2009, the U.S. economy has been expanding at a moderate but volatile pace. Despite massive fiscal stimulus measures and easing monetary policy since the end of 2008, the economic outlook remains uncertain. The economy is still suffering from tight credit, the housing downturn, and very high unemployment levels. Exports will remain weak as the European debt crisis has made many EU countries shift to fiscal austerity, and Japan still struggles with deflation. Job loss nationally is close to 8.5 million since December, 2007. The Illinois unemployment rate posted 10.4% and the unemployment rate for Chicago-Joliet-Naperville Metropolitan Division was 10.2% in June, 2010. This slow labor market recovery is hampering household spending, which does not bode well for corporate profits. All these factors indicate extreme volatility in corporate profits in the near future.

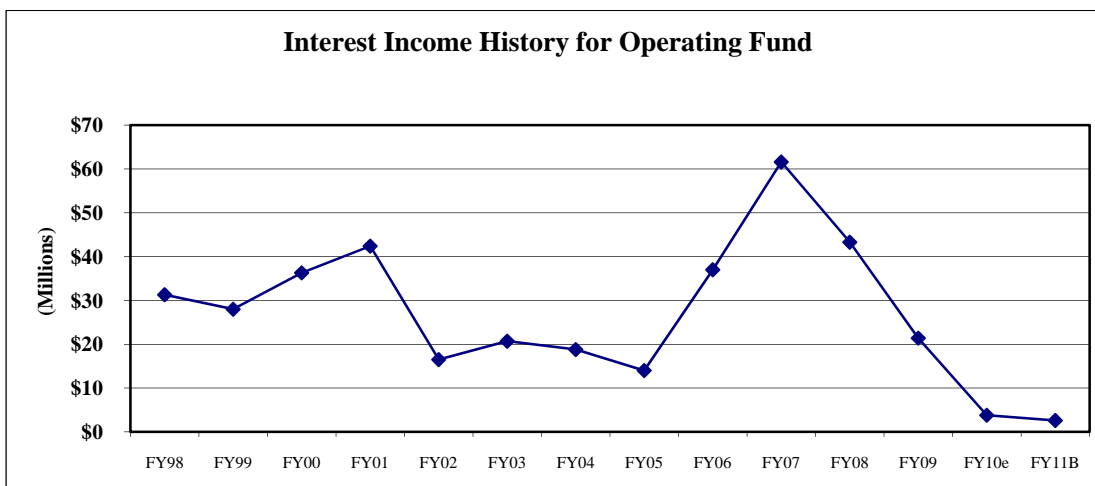
As a result of this economic uncertainty, PPRT are assumed to remain flat at \$152.5 million in FY2011. Out of \$152.5 million, \$53.8 million is pledged for debt-service payments for bonds

issued for school construction; \$32.5 million will support lunchroom operations; and the residual balance of \$66.2 million will go to the General Fund.

(3) Other Local Revenues

Other miscellaneous local revenues for operating funds are estimated to decline from \$111.8 million in FY2010 to \$101.8 million in FY2011, primarily because investment earnings and contributions from private foundations are anticipated to decline further.

Interest income for the operating fund is budgeted at \$2.6 million, a decrease of \$1.4 million from the FY2010 estimate of \$4.0 million. The reduction in interest income mirrors the federal funds rate of close-to zero percent. The interest rate is assumed to stay low at 0.3% in FY2011 and the average cash balance in FY2010 is projected at \$700 million. The operating interest income is allocated to three property-tax supported funds based on average cash balance. Out of \$2.6 million, \$2.5 million goes to the General Fund and \$0.1 million is budgeted for the Tort Fund.



In addition, other local revenue contains \$2.0 million of rental income, \$3.9 million of daycare-fee receipts, \$24.9 million of private foundation grants and donations, \$10.0 million for school internal account funds, \$7.0 million of food-sale revenues, and \$1.8 million for other miscellaneous. In FY1998, the Board adopted Governmental Accounting Standards Board Statement No. 24, which requires that on-behalf payments made by other governments should be included as revenues and expenditures as long as they are for employee benefits. By law, the City of Chicago has been contributing to the Municipal Employees' Annuity and Benefit Fund of Chicago on behalf of the Board's educational support personnel. As a result, the Board includes the estimated flow-through employer contributions as revenues under Other Miscellaneous Local Revenue. The on-behalf pension payment by the City of Chicago is estimated at \$50.1 million for FY2011.

B. STATE REVENUES

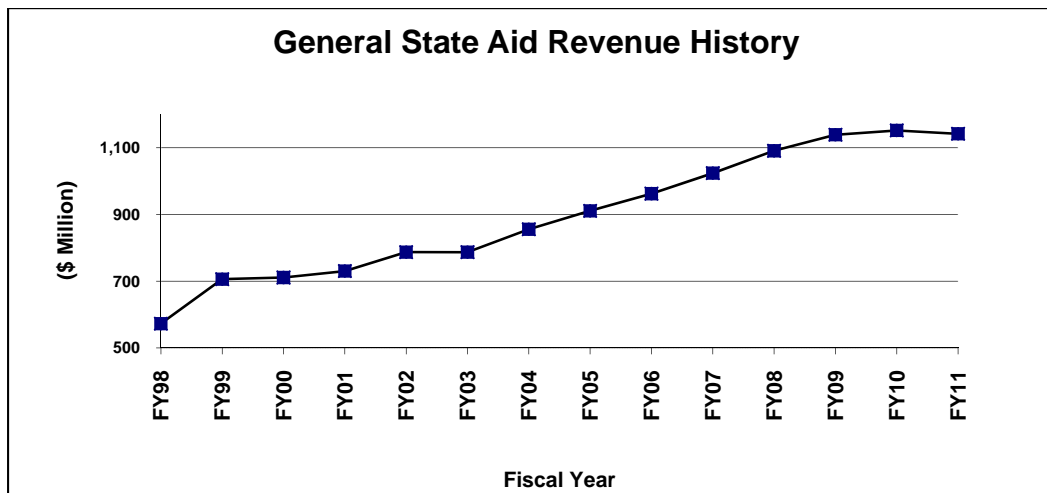
Because of the State's inclusion of state fiscal stabilization funds (SFSF) in lieu of state funds in FY2010, year-to-year comparison is not easy. For meaningful comparisons, the SFSF funds are included as state funds. Total state revenues excluding capital funds are projected to be \$1,846.6 million, a decrease of \$51.4 million or 2.7% from the FY2010 level of \$1,898.0 million. State

revenues for operating funds are estimated at \$1,628.4 million for FY2011, which represents a decrease of \$73.9 million from the FY2010 level. The state has been delaying its payments to CPS by five months for FY2010 and the same level of delay is assumed for FY2011.

(1) General State Aid (GSA)

P.A. 96-059 establishes the foundation level of \$6,119 for FY2011, the same as FY2010. Based on this foundation level, GSA is estimated to decrease by \$10.5 million, from \$1,152.2 million in FY2010 to \$1,141.6 million for FY2011. CPS received \$260.0 million of the Stabilization Funds through GSA in FY2009 and \$166.7 million of these funds in FY2010. No replacement of state revenues with federal funds is assumed for GSA in FY2011.

GSA represents the major portion of state support for Illinois public elementary and secondary schools. A district’s GSA consists of regular GSA and a poverty grant. Regular GSA utilizes many factors in its allocation formula such as average daily attendance, a specified annual foundation level, available local resources, tax rates depending on the type of a school district, etc. The poverty grant is allocated based on low-income concentration and poverty data prepared by the Department of Human Services. The FY2011 poverty grant is based on a three-year average of the 2007, 2008, and 2009 unduplicated counts of children who were eligible for any one of four low-income assistance programs: Medicaid, KidCare, Food Stamps, and Temporary Assistance to Needy Families (TANF).

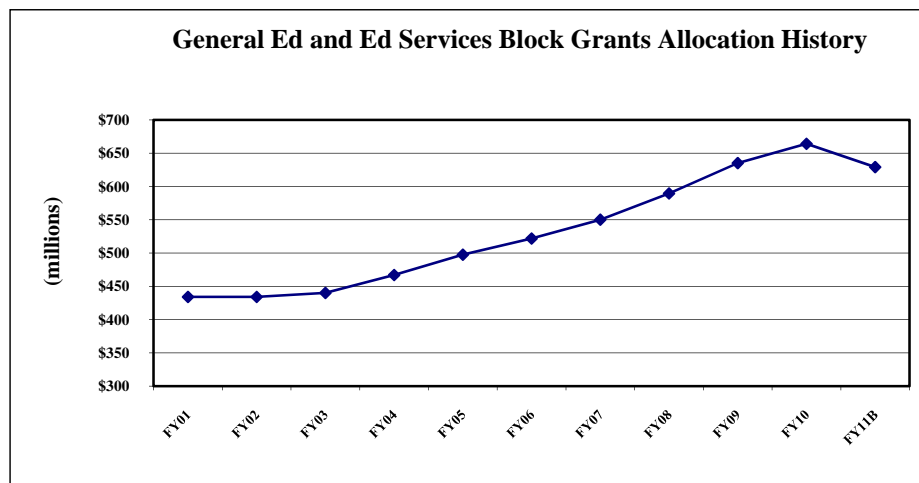


The allocation to SGSA will stay at \$261.0 million, which is consistent with the provisions of P.A. 89-15. Debt service will require \$218.2 million for bonds issued or to be issued for school construction. The General Fund will receive the residual balance of \$662.4 million in FY2011.

In addition, the Illinois legislature adopted P.A. 93-845, which allows school districts to continue to file claims for adjustments on prior-year GSA allocations which were initially based on property values not reduced by future property-tax refunds. These adjustments allow school districts to partially offset the negative impact of property-tax refunds. CPS expects to get a net adjustment of \$16.3 million for FY2011.

(2) General Education and Educational Services Block Grants

Illinois Public Act 89-15 created a general education block grant and an educational services block grant to allow flexibility and efficiency in the distribution and use of certain grants to CPS. The grant amounts are computed by multiplying the State fiscal-year appropriation for the programs included in the grant by the Board's percentage share of those programs in FY1995. The FY2011 allocation for two State block grants will total \$628.9 million, a decrease of \$35.0 million from the FY2010 level because the State eliminated the Reading Improvement Grant and Summer Bridges Grant.



Because of the dire fiscal condition, the State has been delaying the payments of two block grants and other miscellaneous grants since FY2009. GASB 33 and the Board revenue recognition rule require CPS to record receivables as revenues as long as they come in within 30 days after a fiscal year ends. For FY2009, the State delayed these payments by four months, owing \$164.8 million of two block grants to CPS at the end of FY2009. For FY2010, the delay was five months. The State currently owes \$226.5 million of two block grants to CPS as of July 30, 2010, a delay of 5 months. Because of this delay, the State revenues and the unreserved fund balance will decline by the same amount. This budget assumes a 5-month delay and receipts of 12-month block grant payments.

(3) State Aid Pension

The State's FY2011 budget eliminated the State employer contribution to the Chicago Teachers Pension Fund (CTPF) while appropriating \$10.4 million of the statutorily required costs of the increase in annual pension credit to 2.2%. For the first time in history, the State allocated \$32.5 million for retiree health insurance for the CTPF for FY2011.

The State again failed to meet the P.A. 88-593 commitment, which stated the Illinois legislature's intention to fund the CTPF at 20.0% of the downstate teachers' pension funding. The total State pension aid to the CTPF will change from \$37.6 million in FY2010 to \$42.9 million in FY2011. Had the state funded the CTPF at 20.0% of what it provides to the downstate pension fund, the CTPF would receive \$535.5 million for FY2011, more than enough to cover the obligation.

(4) Other State Revenues

Other state funding includes small categorical state grants that are not accounted for anywhere else. Because of the fiscal crisis, the State continues to eliminate or reduce many of these small state grants for FY2011. Grants such as Reading Improvement (\$68.5 million), ADA Block Grant (\$18.7 million), National Board Certification (\$5.7 million), and Summer Bridges (\$20.7 million) are eliminated for FY2011. Below is a brief description of state grants under Other State Revenues that survived the budget cuts:

- State reimbursement for educational services to children residing in orphanages, children's homes, state welfare, or penal institutions is estimated at \$3.5 million.
- Reimbursement for driver education will increase from \$3.3 million to \$4.3 million due to higher appropriations.
- Funding for the Career and Technical Education programs will total \$4.4 million; the Work Experience Career Exploration program, with \$1.1 million funding, provides career education to 14-year-old and 15-year-old students who are at risk of dropping out.
- Alternative Education will see a decrease of \$0.8 million from \$3.0 million in FY2010 to \$2.2 million in FY2011, which will provide academic, counseling, and community service to students who are transferred to alternative schools as a result of gross misconduct.
- Funding for mentoring support to new principals and teachers is projected to decline from \$0.8 million in FY2010 to \$0.4 million.

C. FEDERAL RESOURCES

Excluding the State Fiscal Stabilization Funds, total federal grant awards for operating funds will increase from \$1,236.5 million in FY2010 to \$1,289.0 million in FY2011. This increase of \$52.5 million results primarily from the new \$106.1 million Education Jobs program that was authorized in Public Law No. 111-226 on August 10, 2010. For fair comparison of federal funding between FY2011 and FY2010, funds from the ARRA SFSF are excluded.

(1) Federal grants under the America Recovery and Reinvestment Act of 2009

The ARRA contains significant one-time funding for education, including a number of programs that provide direct funding for local school districts. The majority of funding is required to be spent or obligated by September 30, 2011. Illinois received approximately \$1.0 billion for existing K-12 education programs from the ARRA and about \$1.9 billion from the SFSF portion of the ARRA.

In FY2010, CPS received a total award of \$678.5 million from federal stimulus funds: \$278.7 million for SFSF and \$399.8 million for K-12 educational programs. All SFSF were spent by June, 2010. Approximately \$144.7 million out of \$399.8 million was spent for operating purposes in FY2010, leaving \$251.9 million of carry-over balance available for ARRA programs in FY2011. Adding \$50.0 million of Race to the Top funds that CPS may receive in FY2011, the total budget is \$301.9 million for FY2011 ARRA programs.

A. ARRA State Fiscal Stabilization Funds (SFSF)

The SFSF are intended to prevent reductions in critical education funds for elementary and secondary education as well as public institutions of higher education. They consist of the

education-stabilization and government-service funds. Illinois received \$2.0 billion from the Stabilization Funds and used most of these funds to fill the budget shortfall by partially replacing General State Aid and Pre-school funding for school districts. This budget assumes that there will be no SFSF for the FY2011 budget. The SFSF amounts CPS received are in the table below:

ARRA Stabilization Funds (In Millions)

| Stabilization Funds | Federal Appropriation | Illinois Allocation | FY2009 CPS | FY2010 CPS | FY2011 CPS |
|----------------------------|------------------------------|----------------------------|-------------------|-------------------|-------------------|
| Ed Stabilization Fund | \$39,524.0 | \$1,641.0 | \$260.0 | \$133.1 | \$0.0 |
| Govn't Services Fund | 8,794.0 | 336.0 | 0.0 | 145.6 | 0.0 |
| TOTAL | \$48,318.0 | \$1,977.0 | \$260.0 | \$278.7 | \$0.0 |

B. ARRA Education Grants under ESEA

The following tables summarize all federal grants under the ARRA except SFSF that CPS proposes to budget for FY2011. The allocations for most of the ARRA grants are finalized except the Race to the Top grant. Illinois is one of the 19 finalists in the Race to the Top Round Two competition for a portion of \$3.4 billion and this budget contains \$50.0 million of the Race to the Top grant, in case the State wins the grant. The Operating Funds will contain \$301.9 million of ARRA grants and the Capital projects funds will have \$3.0 million. Most of these grants are re-appropriations.

ARRA Formula Grants (In Millions)

| Awards under the ARRA | Federal Budget | Illinois Share | CPS FY2010 Award | FY2011 Budget |
|------------------------------|-----------------------|-----------------------|-------------------------|----------------------|
| Title I – basic | \$10,000 | \$420.1 | \$260.7 | \$184.0 |
| IDEA - flow-through | 11,300 | 506.5 | 115.0 | 63.0 |
| IDEA – pre-school | 400 | 18.3 | 4.2 | 2.5 |
| Neglected/ Delinquent | | | 0.9 | 0.4 |
| TOTAL | \$22,450 | \$1,011.4 | \$380.8 | \$249.9 |

ARRA Competitive Grants (In Million)

| Grants under the ARRA | Federal Appropriation | FY2010 CPS Award | FY2011 CPS Budget |
|------------------------------|------------------------------|-------------------------|--------------------------|
| Homeless education | \$70 | \$1.1 | \$0.0 |
| WIA Youth Service | 600 | 2.1 | 0.0 |
| School Improvement | 3,000 | 0.0 | 0.0 |
| *Race to the Top – State | 4,350 | 0.0 | 50.0 |
| Innovation Fund | 650 | 0.0 | 0.0 |
| Lunch Equipment | 100 | 1.5 | 0.0 |
| Teacher Incentive Fund | 200 | 8.1 | 2.0 |
| Noise Abatement & Misc. | | 6.2 | 3.0 |
| TOTAL | \$8,920 | \$19.0 | \$55.0 |

* These CPS awards are not actual allocations; they are projected.

C. Qualified School Construction Bonds (QSCBs) under ARRA

The ARRA also provides \$22.0 billion in interest-free bonding authority for school construction, renovation, repair, and land acquisition under QSCBs for 2009 and 2010. Below is a summary of estimated allocations for these bonds:

Qualified School Construction Bonds (In Millions)

| QSCB Allocations | Federal 2009/10 | Illinois Share | CPS FY2010 | CPS FY2011 |
|-------------------------------|--------------------|-------------------|---------------|---------------|
| Qualified School Construction | \$22,000 | \$998 | \$254.3 | \$257.1 |

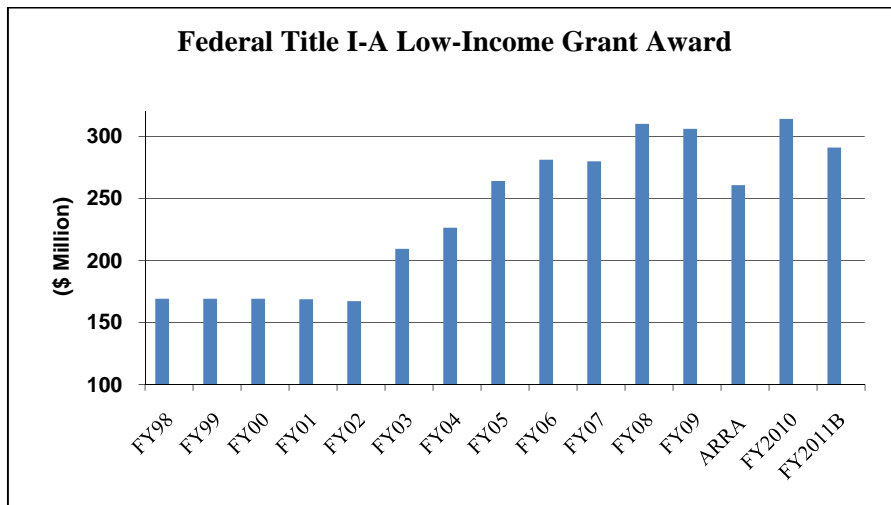
(2) Federal Education Jobs Program of 2010

To save or create jobs at elementary and secondary school districts during these economically hard times, Congress passed \$10.0 billion for the new Education Jobs Program for the 2010-2011 school year and President Obama signed it on August 10, 2010. The estimated allocation for the State of Illinois is \$415.4 million and the current budget includes a preliminary allocation of \$106.1 million for CPS. A local education agency must use its funds only for compensation and benefits and other expenses, such as support services, necessary to retain existing employees and to hire new employees, in order to provide early childhood, elementary, or secondary educational and related services.

(3) Federal Grants under Elementary and Secondary Education Act (ESEA)

Excluding grants under the ARRA, total ESEA grant awards are projected to decline from \$416.3 million in FY2010 to \$406.3 million in FY2011. The decrease results primarily from the lower Title I grants owing to lower poverty count and the elimination of Safe & Drug Free programs.

- **Title I-A: Low Income** – This is the largest entitlement grant received under the No Child Left Behind Act, which is allocated based on the poverty count. The grant allows the district to provide supplemental programs to improve the academic achievement of low-performing students. Because Chicago's poverty count declined by 6%, CPS anticipates a \$23.4 million reduction in the formula-based Title I allocation from \$313.9 million in FY2010 to \$290.5 million for FY2011. Including carry-overs of \$25.0 million from prior years, the total grant available for FY2011 operation is \$315.5 million, a decrease of \$8.6 million from the FY2010 level.



- **Title I-A: System of Support** - This grant provides services for underperforming Title I schools to improve the overall academic achievement of their students. The current funding level will stay flat at \$9.2 million in FY2011.
- **School Improvement Grants (1003(g))** - School Improvement Grants help States and districts fulfill their responsibilities to improve schools and ensure that all students are reading and doing math on grade-level by 2014. Under No Child Left Behind, a school is considered in need of improvement if it does not make adequate yearly progress for at least two consecutive years. These competitive grants will help meet a growing demand for more comprehensive improvement measures so States and schools can work to address problems before facing restructuring. CPS expects to receive \$25.0 million of School Improvement Grants for three years and the award for FY2011 is estimated at \$8.2 million.
- **Title I-D: Neglected/Delinquent** - The purpose of this grant is to improve the educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic achievement standards. Programs include academic tutoring, counseling, and other curricular activities. The current-year allocation for FY2011 will remain flat at \$1.4 million. With the anticipated carry-over of \$0.3 million, total awards available will be \$1.7 million, almost the same as FY2010.
- **Title II-A: Improving Teacher Quality** - Programs funded through this grant include class-size reduction, recruitment and training, mentoring, and other support services to improve teacher quality. This grant is anticipated to decrease from \$43.4 million in FY2010 to \$42.4 million in FY2011. Including the estimated carry-over of \$9.6 million, the total award available for FY2011 is estimated at \$52.0 million. Additionally, \$4.0 million is expected to come from other competitive grants under Title II-A.
- **Title II-D: Ed Technology** - Congress decreased the federal appropriations for education technology programs by 62.9% and Illinois plans to eliminate the formula allocation of this grant for FY2011. There will be no award for this grant. Instead, \$0.7 million of carry-over from the prior year and small competitive grants of \$0.4 million will be available.
- **Title III-A: Language Acquisition** - Funds are used to provide supplemental instructional services to students with limited English proficiency throughout CPS who

meet the eligibility requirements. Although Congress increased this grant by 2.7%, a big decrease is anticipated for CPS because the number of students with limited English proficiency has been declining. The total funding available for the Language Acquisition grant is budgeted at \$9.9 million, which comprises the estimated current-year allocation of \$6.9 million and the carry-over of \$3.0 million.

- **Title IV-A: Safe and Drug-Free** - This grant supports programs that provide services to students in the areas of violence and violence prevention, safety and security, conflict resolution, and a host of other activities. Congress eliminated this funding for FY2011. As a result, only \$0.8 million of carry-overs is included in the budget.
- **Title IV-B: 21st Century Community Learning Centers** – These grants provide opportunities for communities to establish schools as community learning centers and provide activities after-school and evening hours. The federal appropriation for 21st Century Community Learning Center grants increased by 3.1% and the Illinois share is expected to increase by 8.3% for FY2011. However, CPS expects the grant to remain flat at \$7.7 million for FY2011.
- **Title VII-A: Indian Education** - Funds from this grant are used to support efforts in meeting the educational and culturally related academic needs of American Indian and Alaska Native students. Funds for FY2011 are expected to be level at \$110,000.
- **Title VIII: Impact Aid** - This grant was created to help offset loss of revenue relating to federal acquisition of real property. Based on the declining number of students from public housing in Chicago, the Impact Aid is expected to stay flat at \$100,000 in FY2011.

(4) Individuals with Disabilities Education Act (IDEA)

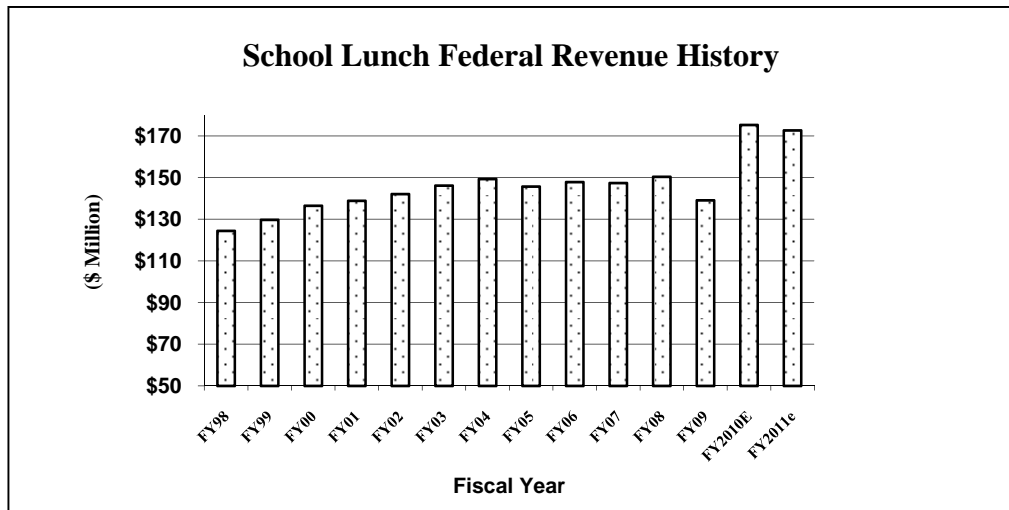
IDEA grants provide supplemental funds for special education and related services to all children with disabilities from age 3 through age 21. The first priority of this program is to provide service to all children with disabilities who are not served. The second priority is to offer additional services to children who do not have adequate services or who have the most severe disabilities in each category of disabilities.

IDEA grants comprise a variety of programs. Part B flow-through is the largest IDEA grant, which is allocated based on a formula established by the State of Illinois. Although Congress kept this funding flat at \$11.5 billion, the flow-through formula grant will decline from \$95.4 million in FY2010 to \$93.6 million in FY2011 as a result of lower student and poverty count. Room & board reimbursement for students who stay at special facilities outside of Chicago is estimated at \$2.5 million. Part B Preschool grant offers both formula and competitive grants for special education programs for children with disabilities who are three to five years old. These preschool programs are expected to have \$1.3 million from the formula grant and \$0.5 million from a competitive grant for FY2011. The State will provide \$2.7 million plus the estimated carry-over of \$5.5 million through IDEA funding for Corey-H related programs. Including small competitive grants and carry-overs from the previous year, total IDEA funding is estimated at \$112.6 million for FY2011, an increase of \$4.4 million over FY2010 as a direct result of \$6.4 million carry-overs from FY2010. Additionally, there is one more year of stimulus IDEA flow-through funding of \$63.0 million and \$2.5 million for Pre-School programs.

(5) Federal Meal Reimbursement for School Lunch Program

CPS offers breakfasts, lunches, and dinners for children who participate in the programs during the school year and provide lunches in summer. The federal government provides reimbursement for free, reduced-price, and paid lunches and breakfasts under the National

School Lunch Program. The federal government also reimburses costs for the dinner program under the Child Care and Adult Food Program. In addition, the federal government also provides free surplus commodities based on the number of meals served.



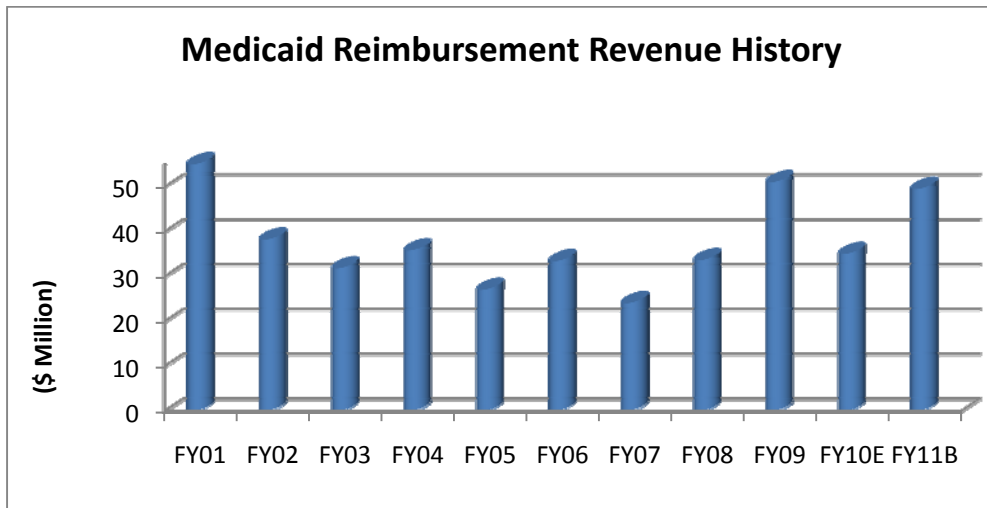
Under the National School Lunch Program and the Child and Adult Care Food Programs, children must meet the federal income guidelines for free or reduced-price meals or be determined as categorically eligible for free meals as members of Food Stamp or TANF households. Federally reimbursed revenues are computed by multiplying a type of meals by a fixed reimbursement amount which changes every year based on the inflation.

Universal school breakfast programs provide breakfast in the classroom when school starts in the morning, rather than in the cafeteria before school starts, which makes it easier for children to participate. Last year, universal breakfast was offered to all students at no charge regardless of income at 197 elementary schools. CPS plans to add an additional 100 schools to this breakfast program in FY2011. As a result, reimbursement from breakfast is projected to increase from \$32.0 million to \$40.0 million in FY2011.

Federal reimbursements are projected to total \$172.7 million in FY2011. These revenues comprise \$40.0 million from Universal breakfast programs; \$116.5 million from school lunches; \$4.6 million from after-school dinner programs; and \$11.5 million of donated food from the U.S. Department of Agriculture. Because these reimbursement revenues are not sufficient to support the program, the Board will provide \$32.5 million from local PPRT revenues for FY2011.

(6) Medicaid Reimbursement

CPS provides a variety of services to students with disabilities that address their diverse needs. These include medical services such as speech therapy, physical therapy, occupational therapy, mental health service, and special transportation. Under federal and Illinois law and regulations, CPS qualifies for Medicaid reimbursement for these covered medical services and the costs of administrative outreach activities provided to eligible students. Medicaid reimbursement is administered directly by the Illinois Department of Health and Family Services.



Since 2001, the federal government has imposed many restrictions that have caused Medicaid claims to decline. A number of reimbursable service items were eliminated, while the rules for currently reimbursable activities were more narrowly re-defined and interpreted. These new regulations reversed the growing trend of Medicaid revenues which peaked in FY2001. The graph above illustrates the impact of this unfavorable change on Medicaid revenues.

Effective FY2009, the Illinois Department of Healthcare and Family Services started applying cost-based rates to Medicaid reimbursement, the method of which was adopted several years ago. Because these new rates are retroactive to FY2004, temporary increases in Medicaid reimbursement are anticipated for a few years. Medicaid revenues for FY2010 are estimated at \$34.9 million, much lower than the budget of \$44.5 million. This decline is caused by the delay in claim processes by the State. Reflecting the retroactive rate adjustments and the prior delay of payments, Medicaid revenues are estimated to increase to \$49.5 million in FY2011.

(7) Other Federal Grants

Most of “Other Federal Grants” are competitive grants for specific purposes which are not described above. They are federal grants directly from the federal government, or indirectly through state, city intermediary agencies, or universities. These grants are expected to generate \$139.9 million in FY2011, an increase of \$21.7 million over the FY2010 budgeted level of \$118.2 million. This increase is owing to inclusion of the e-rate subsidy of \$14.0 million in the budget for the first time. Below is a brief description of major grants under this category.

- Head Start is a program of the United States Department of Health and Human Services that focuses on assisting children from low-income families. It provides comprehensive education, health, nutrition, and parent involvement services to low-income children and their families. CPS provides Head Start programs which are funded through the City of Chicago. Funding for Head Start stays level at \$40.4 million for FY2011.
- The Carl D. Perkins grant was established to develop academic and technical skills for career opportunities, specific job training and occupational retraining. This grant targets students in secondary and post-secondary education. Although Congress maintained a flat level of appropriations for Perkins programs, the Perkins grant is anticipated to

decline to \$8.0 million for FY2011 as a result of lower census poverty data. With the estimated \$1.0 million carry-over, the grant will provide \$9.0 million for the program.

- The Striving Readers program is aimed at transforming teaching and learning in 32 middle schools serving 6th to 8th graders who are reading below grade level. This program will provide intensive reading instruction after school. CPS secured a five-year Striving Readers grant through FY2011 and funding for FY2011 will be \$8.4 million.
- The Recognizing Excellence in Academic Leadership program is based on five-year \$27.5 million funding from Teacher Incentive Fund since FY2007. It will allow CPS to explore performance-based compensation system, multiple evaluations, recruitment, development, and retention of quality staff at 40 high-need schools. The allocation for FY2011 is set at \$8.2 million.
- The Voluntary Public School Choice grant (ESEA Title V-B-3) intends to provide students currently attending schools in need of improvement with transportation services or the cost of transportation so that those students can attend public schools of their choices. CPS secured this five-year grant for \$11.5 million in FY2008 and the allocation for FY2011 is \$3.1 million.
- The Smaller Learning Community grant will be used to implement smaller high schools to improve academic achievement, graduation rates, and learning climate and culture. CPS was awarded two five-year grants and one three-year grant. The allocations from these three Smaller Learning Community grants total \$3.3 million for FY2011.

**REVENUE HISTORY FOR ALL FUNDS
BY MAJOR CATEGORIES: FY2005-FY2011
(In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|--------------------------------|------------------|------------------|------------------|-------------------|-------------------|------------------|------------------|
| | FY 2005 | FY 2006 | FY 2007 | FY2008 | FY2009 | FY 2010 | FY 2011 |
| LOCAL REVENUE | | | | | | | |
| Property Taxes | \$1,639.2 | \$1,718.2 | \$1,767.8 | \$ 1,813.9 | \$ 1,896.5 | \$2,047.4 | \$1,932.0 |
| Replacement Taxes | 145.7 | 184.7 | 201.5 | 215.5 | 188.5 | 153.0 | 152.5 |
| Investment Income | 43.2 | 71.9 | 116.9 | 85.9 | 43.7 | 12.3 | 4.1 |
| Lunchroom Sales | 9.6 | 9.3 | 8.8 | 8.5 | 8.2 | 7.0 | 7.0 |
| Other Local Revenue | 93.1 | 135.1 | 277.4 | 172.5 | 245.1 | 336.7 | 338.9 |
| Sub-total | <u>\$1,930.8</u> | <u>\$2,119.2</u> | <u>\$2,372.4</u> | <u>\$ 2,296.3</u> | <u>\$ 2,382.1</u> | <u>\$2,556.4</u> | <u>\$2,434.5</u> |
| STATE REVENUE | | | | | | | |
| General State Aid (GSA) | \$ 647.3 | \$ 717.7 | \$ 779.2 | \$ 846.4 | \$ 666.8 | \$ 783.8 | \$ 880.6 |
| Supplemental GSA | 261.0 | 261.0 | 261.0 | 261.0 | 212.9 | 218.0 | 261.0 |
| Flat Grant by ADA | 10.9 | 12.8 | 14.4 | 12.8 | 12.6 | 1.6 | - |
| State Teacher Pension Aid | 65.0 | 74.9 | 75.3 | 74.8 | 74.8 | 37.6 | 43.0 |
| General Ed Block Grants | 126.6 | 138.2 | 155.0 | 166.5 | 133.9 | 68.8 | 131.1 |
| Ed Services Block Grants | 370.9 | 383.5 | 394.8 | 447.4 | 358.7 | 421.3 | 497.8 |
| CDB Capital Grants | - | - | - | - | - | - | 84.2 |
| Other State Revenue | 25.3 | 14.6 | 21.9 | 37.0 | 52.2 | 19.7 | 33.2 |
| Sub-total | <u>\$1,507.1</u> | <u>\$1,602.7</u> | <u>\$1,701.6</u> | <u>\$ 1,846.0</u> | <u>\$ 1,511.9</u> | <u>\$1,550.7</u> | <u>\$1,930.8</u> |
| FEDERAL REVENUE | | | | | | | |
| ESEA Title I, V | \$ 277.6 | \$ 273.9 | \$ 269.4 | \$ 350.5 | \$ 369.4 | \$ 301.9 | \$ 326.2 |
| ARRA Stabilization Funds | - | - | - | - | 260.1 | 278.7 | - |
| ARRA ESEA Grants | - | - | - | - | - | 144.7 | 301.9 |
| Education Jobs Fund Grant | - | - | - | - | - | - | 106.1 |
| Lunchroom | 145.7 | 147.9 | 147.4 | 150.4 | 139.2 | 175.3 | 172.7 |
| IDEA | 105.8 | 99.9 | 81.7 | 106.1 | 95.2 | 99.6 | 112.6 |
| Medicaid Reimbursement | 27.0 | 33.4 | 24.3 | 31.2 | 50.8 | 34.9 | 49.5 |
| Federal Revenue - Other | 206.8 | 220.5 | 223.2 | 194.4 | 211.0 | 205.1 | 235.9 |
| Sub-total | <u>\$ 763.0</u> | <u>\$ 775.6</u> | <u>\$ 746.0</u> | <u>\$ 832.5</u> | <u>\$ 1,125.6</u> | <u>\$1,240.3</u> | <u>\$1,304.9</u> |
| ALL FUNDS REVENUE | <u>\$4,200.9</u> | <u>\$4,497.6</u> | <u>\$4,820.0</u> | <u>\$ 4,974.8</u> | <u>\$ 5,019.6</u> | <u>\$5,347.3</u> | <u>\$5,670.2</u> |
| OTHER FINANCING SOURCES | | | | | | | |
| Debt Issuances & Premium | \$ 573.2 | \$ 389.4 | \$ 370.2 | \$ 241.7 | \$ (0.7) | \$ 757.0 | \$ 600.0 |
| Transfers in/(out) and others | (282.5) | 30.6 | 25.7 | 6.4 | 1.2 | - | - |
| Total Other Financing Sources | <u>290.7</u> | <u>420.0</u> | <u>395.9</u> | <u>248.1</u> | <u>0.5</u> | <u>757.0</u> | <u>600.0</u> |
| TOTAL RESOURCES | | | | | | | |
| ALL FUNDS | <u>\$4,491.6</u> | <u>\$4,917.6</u> | <u>\$5,215.9</u> | <u>\$ 5,222.9</u> | <u>\$ 5,020.1</u> | <u>\$6,104.3</u> | <u>\$6,270.2</u> |

* Due to rounding, minimal differences may occur in totaling rows and columns.

** These tables include only revenues and other financing sources. Fund balance is not included.

REVENUE HISTORY FOR OPERATING FUND

BY MAJOR CATEGORIES: FY2005-FY2011

(In Millions)

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------------|------------------|------------------|------------------|-------------------|-------------------|------------------|------------------|
| | FY 2005 | FY 2006 | FY 2007 | FY2008 | FY2009 | FY 2010 | FY 2011 |
| LOCAL REVENUE | | | | | | | |
| Property Taxes | \$1,587.8 | \$1,666.1 | \$1,716.5 | \$ 1,763.3 | \$ 1,867.4 | \$2,015.4 | \$1,920.1 |
| Replacement Taxes | 94.5 | 131.6 | 147.4 | 159.8 | 132.8 | 97.3 | 98.7 |
| Investment Income | 14.0 | 36.9 | 61.6 | 40.9 | 21.4 | 3.8 | 2.6 |
| Lunchroom Sales | 9.6 | 9.3 | 8.8 | 8.5 | 8.2 | 7.0 | 7.0 |
| Miscellaneous Local Revenue | 75.8 | 91.8 | 86.7 | 88.3 | 93.9 | 94.5 | 92.2 |
| Sub-total | \$1,781.7 | \$1,935.8 | \$2,021.0 | \$ 2,060.8 | \$ 2,123.7 | \$2,218.0 | \$2,120.7 |
| STATE REVENUE | | | | | | | |
| General State Aid - Regular | \$ 560.7 | \$ 606.3 | \$ 627.2 | \$ 692.8 | \$ 440.0 | \$ 599.5 | \$ 662.4 |
| Supplemental General State Aid | 261.0 | 261.0 | 261.0 | 261.0 | 261.0 | 218.0 | 261.0 |
| Flat Grant by ADA | 10.9 | 12.8 | 14.4 | 12.8 | 12.6 | 1.6 | - |
| State Teacher Pension Aid | 65.0 | 74.9 | 75.3 | 74.8 | 74.8 | 37.6 | 43.0 |
| General Ed Block Grants | 126.6 | 138.2 | 155.0 | 166.5 | 133.9 | 68.8 | 131.1 |
| Ed Services Block Grants | 370.9 | 369.0 | 384.1 | 447.4 | 358.7 | 421.3 | 497.8 |
| Other State Revenue | 22.2 | 30.1 | 32.4 | 37.0 | 52.2 | 19.7 | 33.2 |
| Sub-total | \$1,417.4 | \$1,492.4 | \$1,549.5 | \$ 1,692.4 | \$ 1,333.2 | \$1,366.4 | \$1,628.4 |
| FEDERAL REVENUE | | | | | | | |
| ESEA Title I, III, V | \$ 277.6 | \$ 273.9 | \$ 269.4 | \$ 350.5 | \$ 369.4 | \$ 301.9 | \$ 326.2 |
| Stabilization Funds - ARRA | - | - | - | - | 260.1 | 278.7 | - |
| ESEA Grants under ARRA | - | - | - | - | - | 144.7 | 301.9 |
| Education Jobs Fund Grant | - | - | - | - | - | - | 106.1 |
| Lunchroom | 145.7 | 147.9 | 147.4 | 150.4 | 139.2 | 175.3 | 172.7 |
| IDEA | 105.8 | 99.9 | 81.7 | 106.1 | 95.2 | 99.6 | 112.6 |
| Medicaid Reimbursement | 27.0 | 33.4 | 24.3 | 31.2 | 50.8 | 34.9 | 49.5 |
| Federal Revenue - Other | 296.1 | 202.6 | 189.1 | 194.4 | 208.3 | 194.2 | 220.0 |
| Sub-total | \$ 746.4 | \$ 757.7 | \$ 712.0 | \$ 832.5 | \$ 1,122.8 | \$1,229.3 | \$1,289.0 |
| OPERATING FUND REVENUE TOTAL | | | | | | | |
| | \$3,945.6 | \$4,185.9 | \$4,282.5 | \$ 4,585.7 | \$ 4,579.7 | \$4,813.6 | \$5,038.1 |
| OTHER FINANCING SOURCES | | | | | | | |
| Transfers in/(out) and other | \$ 0.3 | \$ 4.1 | \$ 1.9 | \$ 3.8 | \$ 20.4 | \$ 17.4 | \$ - |
| OPERATING FUND TOTAL | \$3,945.9 | \$4,190.0 | \$4,284.4 | \$ 4,589.5 | \$ 4,600.1 | \$4,831.0 | \$5,038.1 |

* Due to rounding, minimal differences may occur in totaling rows and columns.

REVENUE HISTORY: GENERAL FUND
BY MAJOR CATEGORIES: FY2005-FY2011
(In Millions)

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------------|------------------|------------------|------------------|-------------------|-------------------|------------------|------------------|
| | FY 2005 | FY 2006 | FY 2007 | FY2008 | FY2009 | FY 2010 | FY 2011 |
| LOCAL REVENUE | | | | | | | |
| Property Taxes | \$1,494.6 | \$1,566.6 | \$1,639.5 | \$ 1,694.2 | \$ 1,785.8 | \$1,939.5 | \$1,839.1 |
| Replacement Taxes | 94.5 | 102.7 | 127.1 | 134.0 | 91.6 | 78.9 | 66.2 |
| Investment Income | 13.6 | 35.7 | 58.6 | 38.9 | 20.1 | 3.6 | 2.5 |
| Other Revenue and Non-Reven | 75.0 | 89.3 | 68.8 | 71.3 | 76.7 | 77.7 | 75.2 |
| Total - Local Revenue | \$1,677.7 | \$1,794.2 | \$1,894.1 | \$ 1,938.4 | \$ 1,974.2 | \$2,099.7 | \$1,983.1 |
| STATE REVENUE | | | | | | | |
| General State Aid - Regular | \$ 560.7 | \$ 607.4 | \$ 627.2 | \$ 692.8 | \$ 488.1 | \$ 599.5 | \$ 662.4 |
| Flat Block Grant by ADA | 10.9 | 12.8 | 14.4 | 12.8 | 12.6 | 1.6 | - |
| Teacher Pension | 65.0 | 74.9 | 71.4 | 71.3 | 71.1 | 33.6 | 42.6 |
| Gen Ed Block Grants | 126.6 | 138.2 | 155.0 | 166.5 | 133.9 | 68.8 | 131.1 |
| Ed Service Block Grants | 360.5 | 358.4 | 373.5 | 436.8 | 345.4 | 407.9 | 484.4 |
| State Revenue Other | 13.3 | 12.4 | 12.3 | 18.1 | 32.4 | 12.6 | 24.1 |
| Total - State Revenue | \$1,137.2 | \$1,204.1 | \$1,253.8 | \$ 1,398.4 | \$ 1,083.5 | \$1,124.0 | \$1,344.6 |
| FEDERAL REVENUE | | | | | | | |
| Stabilization Fund - GSA | \$ - | \$ - | \$ - | \$ - | \$ 228.5 | \$ 123.7 | \$ - |
| Stabilization Fund - PreSchool | - | - | - | - | - | 112.0 | - |
| Medicaid Reimbursement | 27.0 | 33.4 | 24.3 | 31.2 | 50.8 | 34.9 | 49.5 |
| JROTC & Other | 20.4 | 44.1 | 23.0 | 30.3 | 4.6 | 18.3 | 18.3 |
| Total - Federal Revenue | \$ 47.4 | \$ 77.5 | \$ 47.2 | \$ 61.5 | \$ 283.9 | \$ 288.9 | \$ 67.8 |
| GENERAL FUND REVENUE | \$2,862.3 | \$3,075.8 | \$3,195.1 | \$ 3,398.3 | \$ 3,341.6 | \$3,512.6 | \$3,395.5 |
| OTHER FINANCING SOURCES | \$ 0.3 | \$ 4.1 | \$ 1.9 | \$ 3.8 | \$ 4.8 | \$ 17.4 | \$ - |
| TOTAL GENERAL FUND RESOURCES | \$2,862.6 | \$3,079.9 | \$3,197.0 | \$ 3,402.1 | \$ 3,346.4 | \$3,530.0 | \$3,395.5 |

*The General Fund includes the General Education Fund (115), Tuition-based Pre-school Fund(117), School Special Income Fund (124), and Building Operation & Maintenance Fund (230)

REVENUE HISTORY: SPECIAL REVENUE FUNDS**BY MAJOR CATEGORIES: FY2005-FY2011****(In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|--------------------------------------|------------------|------------------|------------------|-------------------|-------------------|------------------|------------------|
| | FY 2005 | FY 2006 | FY 2007 | FY2008 | FY2009 | FY 2010 | FY 2011 |
| TORT LIABILITY FUND | | | | | | | |
| Property Taxes | \$ 93.2 | \$ 99.5 | \$ 77.0 | \$ 69.1 | \$ 81.6 | \$ 75.9 | \$ 81.0 |
| Investment Income | 0.4 | 1.2 | 3.0 | 2.0 | 1.3 | 0.2 | 0.1 |
| Other Revenue | 0.2 | 0.2 | 3.3 | 3.2 | 3.3 | 3.2 | 3.8 |
| Sub-total | \$ 93.8 | \$ 100.9 | \$ 83.3 | \$ 74.3 | \$ 86.2 | \$ 79.3 | \$ 84.9 |
| LUNCHROOM FUNDS | | | | | | | |
| PPRT Subsidy | \$ - | \$ 21.6 | \$ 20.3 | \$ 25.8 | \$ 41.2 | \$ 18.4 | \$ 32.5 |
| Lunchroom Sales & Other | 9.6 | 9.3 | 15.0 | 15.1 | 15.6 | 13.7 | 14.1 |
| State Revenue | 10.4 | 10.6 | 10.8 | 10.8 | 13.5 | 13.4 | 13.3 |
| Federal Revenue | 145.7 | 147.9 | 147.4 | 150.4 | 139.1 | 175.3 | 172.7 |
| Sub-total | \$ 165.6 | \$ 189.5 | \$ 193.5 | \$ 202.1 | \$ 209.3 | \$ 220.8 | \$ 232.6 |
| STATE CHAPTER 1 FUND | | | | | | | |
| General State Aid | \$ 261.0 | \$ 261.0 | \$ 261.0 | \$ 261.0 | \$ 212.9 | \$ 218.0 | \$ 261.0 |
| ARRA Stabilization GSA | - | - | - | - | 48.1 | 43.0 | - |
| State Teacher Pension Aid | - | - | 3.7 | 3.7 | 3.2 | 3.8 | 0.4 |
| ESP Pension Flow-thru | 0.0 | (0.0) | 6.3 | 6.9 | 6.4 | 6.7 | 5.9 |
| Sub-total | \$ 261.0 | \$ 261.0 | \$ 271.0 | \$ 271.7 | \$ 270.6 | \$ 271.5 | \$ 267.3 |
| OTHER GOVERNMENT FUNDED FUNDS | | | | | | | |
| Local Revenue - Other | \$ 0.6 | \$ 9.6 | \$ 2.1 | \$ 0.3 | \$ 0.2 | \$ 0.2 | \$ 0.2 |
| State Aid - Other Misc. | 8.9 | 16.6 | 20.3 | 18.4 | 20.1 | 7.0 | 9.1 |
| Federal Aid - ARRA | - | - | - | - | - | 143.4 | 301.9 |
| Federal Aid - ESEA | 277.6 | 273.9 | 269.4 | 350.5 | 369.4 | 301.9 | 326.2 |
| Federal Aid - Ed Jobs | - | - | - | - | - | - | 106.1 |
| Federal Aid - Other Misc. | 169.9 | 158.9 | 166.2 | 164.1 | 187.1 | 177.4 | 201.7 |
| Federal Special Ed: IDEA | 105.8 | 99.5 | 81.7 | 106.1 | 95.2 | 99.6 | 112.6 |
| Sub-total | 562.8 | 558.5 | 539.7 | 639.4 | 671.9 | 729.5 | 1,057.8 |
| SPECIAL REVENUE TOTAL | \$1,083.3 | \$1,110.0 | \$1,087.4 | \$ 1,187.4 | \$ 1,238.0 | \$1,301.1 | \$1,642.6 |

REVENUE HISTORY: CAPITAL PROJECT FUNDS
BY MAJOR CATEGORIES: FY2005-FY2011
(In Millions)

| | ACTUAL | | | | | ESTIMATE | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY 2005 | FY 2006 | FY 2007 | FY2008 | FY2009 | FY 2010 | FY 2011 |
| CAPITAL ASSETS FUND | | | | | | | |
| Investment Income | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Local Revenue - Other | 0.0 | (0.1) | 0.3 | - | - | 0.0 | - |
| State Revenue | - | - | - | - | - | - | - |
| Sub-total | \$ 0.0 | \$ (0.1) | \$ 0.3 | \$ - | \$ - | \$ 0.0 | \$ - |
| CAPITAL IMPROVEMENT PROGRAM FUNDS | | | | | | | |
| Local Interest Income | \$ 13.2 | \$ 22.3 | \$ 35.6 | \$ 26.0 | \$ 12.5 | \$ 1.6 | \$ 1.5 |
| Local Other Misc | 6.7 | 21.4 | 36.6 | 60.5 | 126.4 | 78.2 | 150.0 |
| State Aid | - | - | 18.1 | 0.1 | - | - | - |
| State CDB /Other Grants | 3.1 | - | - | - | - | - | 50.2 |
| Federal Grants | 16.6 | 17.9 | 34.1 | 43.5 | 2.8 | 3.5 | 5.0 |
| Sub-total | \$ 39.5 | \$ 61.7 | \$ 124.4 | \$ 130.0 | \$ 141.7 | \$ 83.3 | \$ 206.7 |
| OTHER FINANCING SOURCES | | | | | | | |
| Bond issuances and Premiums | \$ 289.5 | \$ 389.4 | \$ 370.2 | \$ 252.6 | \$ - | \$ 757.0 | \$ 600.0 |
| Sale of capital assets & Transfers | (7.3) | 4.8 | 25.7 | 6.4 | 1.2 | - | - |
| Total Other Financing Sources | \$ 282.2 | \$ 394.2 | \$ 395.9 | \$ 259.0 | \$ 1.2 | \$ 757.0 | \$ 600.0 |
| CAPITAL FUNDS TOTAL | \$ 321.7 | \$ 455.8 | \$ 520.5 | \$ 389.0 | \$ 142.9 | \$ 840.3 | \$ 806.7 |

REVENUE HISTORY: DEBT SERVICE FUND

BY MAJOR CATEGORIES: FY2005-FY2011

(In Millions)

| | ACTUAL | | | | | ESTIMATE | |
|---|----------|----------|----------|-----------|-----------|----------|----------|
| | FY 2005 | FY 2006 | FY 2007 | FY2008 | FY2009 | FY 2010 | FY 2011 |
| BOND REDEMPTION AND INTEREST FUND: Alternate G.O. & Other Debt | | | | | | | |
| Property Taxes | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Replacement Taxes | 51.2 | 53.1 | 54.1 | 55.7 | 55.7 | 55.7 | 53.8 |
| Investment Income | 7.9 | 11.3 | 17.8 | 17.9 | 9.2 | 6.9 | - |
| Other Local Revenue | 10.6 | 21.9 | 153.8 | 23.8 | 24.9 | 164.1 | 96.7 |
| State Revenue- GSA | 83.9 | 110.3 | 134.0 | 153.6 | 178.7 | 184.3 | 218.2 |
| State Revenue- CDB | - | - | - | - | - | - | 34.0 |
| Federal Interest Subsidy | - | - | - | - | - | 7.5 | 10.9 |
| Sub-total | \$ 153.6 | \$ 196.6 | \$ 359.7 | \$ 251.0 | \$ 268.4 | \$ 418.3 | \$ 413.5 |
| PUBLIC BUILDING COMMISSION LEASE | | | | | | | |
| Property Taxes | \$ 51.4 | \$ 52.1 | \$ 51.2 | \$ 50.6 | \$ 29.2 | \$ 32.0 | \$ 11.9 |
| Investment Income | 8.1 | 1.4 | 2.0 | 1.1 | 0.6 | - | - |
| State Aid | 2.7 | - | - | - | - | - | - |
| Local Revenue - Other | - | - | - | - | - | - | - |
| Sub-total | \$ 62.2 | \$ 53.5 | \$ 53.2 | \$ 51.8 | \$ 29.8 | \$ 32.0 | \$ 11.9 |
| TOTAL REVENUE DEBT SERVICE FUNDS | \$ 215.9 | \$ 250.1 | \$ 412.9 | \$ 302.7 | \$ 298.2 | \$ 450.3 | \$ 425.4 |
| OTHER FINANCING SOURCES | | | | | | | |
| Proceeds from swaps, refunding | \$ 283.7 | \$ 19.3 | \$ - | \$ (10.9) | \$ (0.7) | \$ (2.8) | \$ - |
| Transfers in /(out) | (275.5) | 2.4 | (1.9) | (3.8) | (20.4) | 28.9 | - |
| Total Other Financing Sources | \$ 8.2 | \$ 21.7 | \$ (1.9) | \$ (14.7) | \$ (21.1) | \$ 26.1 | \$ - |
| DEBT SERVICE TOTAL RESOURCES | \$ 224.1 | \$ 271.8 | \$ 411.0 | \$ 288.1 | \$ 277.1 | \$ 476.5 | \$ 425.4 |

EXPENDITURE ANALYSIS

Below is a description and analysis of expenditures budgeted in the FY2011 general operating funds. This section includes summary comparisons between costs in the FY2010 final budget and the proposed FY2011 budget.

Expenditure Analysis

FY2011 appropriations in the general operating funds total \$5,283 million, a decrease of \$45 million from the budgeted FY2010 appropriations. This decrease has been achieved primarily through reduction in personnel compensation and related costs. Appropriations for salaries are higher by \$47 million over the FY2010 budget, and associated employee costs, including health care, Medicare, unemployment, and workers compensation is also higher by approximately \$32 million from the FY2010 budget. However, pension costs are down by \$173 million as a result of the impact of temporary pension relief granted by the state and discussed below. Costs for commodities, supplies, services, and other non-compensation items rose modestly as a whole over expected FY2010 expenditures, but are less than FY2010 budgeted. Other miscellaneous charges are also down from FY2010 budgeted, although the total includes \$106 million in appropriations for the Federal Education Jobs Fund Program in FY2011. These expenditures are analyzed in more detail below.

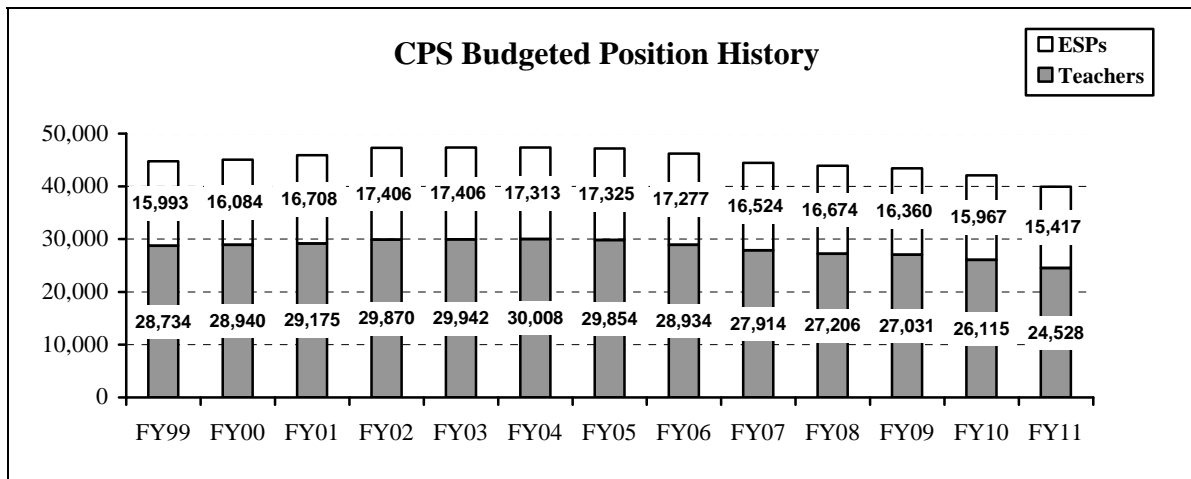
Overall, the district spends 96.6% of its general operating funds at schools and school support services, with 3.4% on central administration. The table below summarizes appropriations for FY2011:

| FY2011 All Funds (in millions) | General Fund | Special Revenue Funds | Capital Project Funds | Debt Service Funds | Total All Funds |
|-----------------------------------|-------------------|-----------------------------|-----------------------------|--------------------------|-----------------------|
| Teacher Salaries | \$ 1,636.6 | \$ 428.1 | \$ - | \$ - | \$ 2,064.7 |
| Ed Support Personnel Salaries | 339.8 | 279.6 | - | - | 619.4 |
| Employee Benefits | 640.0 | 232.4 | - | - | 872.4 |
| Subtotal Compensation | \$ 2,616.4 | \$ 940.0 | \$ - | \$ - | \$ 3,556.5 |
| Commodities & Utilities | 156.9 | 193.6 | - | - | 350.5 |
| Non-personnel Services | 736.1 | 156.2 | - | 8.8 | 901.1 |
| Capital Outlay / Equipment | 23.9 | 6.4 | 806.7 | - | 836.9 |
| Debt Service and PBC Rent | - | - | - | 468.6 | 468.6 |
| Other Charges | 52.1 | 401.1 | - | - | 453.2 |
| Subtotal Non-Compensation | \$ 969.1 | \$ 757.2 | \$ 806.7 | \$ 477.4 | \$ 3,010.3 |
| Total Appropriations | \$ 3,585.5 | \$ 1,697.2 | \$ 806.7 | \$ 477.4 | \$ 6,566.8 |

FY2011 Position Overview:

CPS is projected to have a total of 39,945 full-time equivalent (FTE) positions in FY2011, a net decrease of 2,137 from the FY2010 total of 42,082. It is important to note, that as CPS confirms the final amount it expects to receive under the Education Jobs Program, the number of additional teacher positions and ESPs in schools will increase as the funds are allocated from the current contingency appropriation. In advance of these changes and the FY2011 budget as approved, reflects 24,528 FTE teacher-type positions for, a net decrease of 1,587 positions or 6.1% from the FY2010 level of 26,115. These position reductions are a result of the increase in

class size, particularly at the high school level, as well as reduction of bilingual and magnet programs. School support personnel positions also decreased by 550 positions or 3.4%, from 15,967 in FY2010 to 15,417 positions in FY2011.



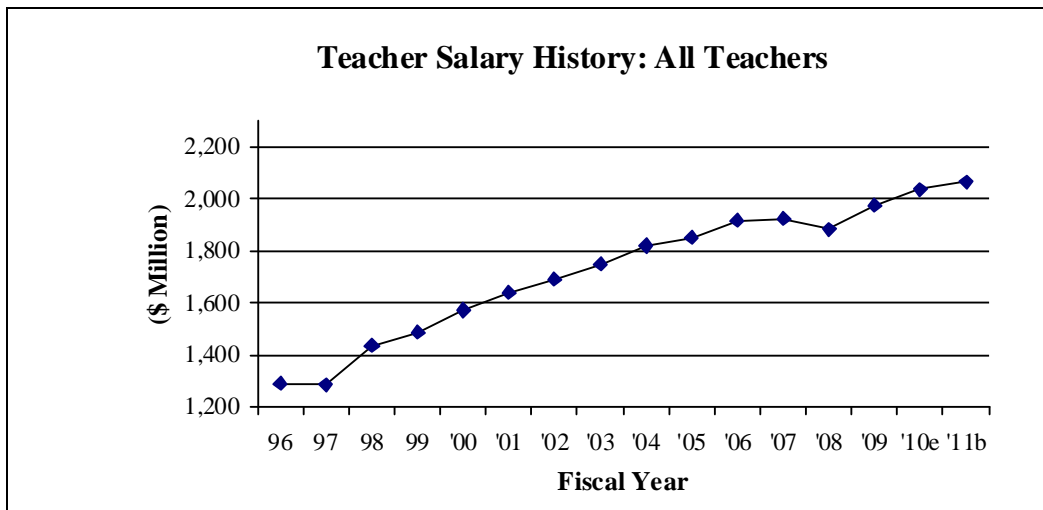
The following table shows where these positions are located. Again, as CPS confirms the final amount it expects to receive under the Education Jobs Program, the number of additional teacher positions and ESPs in schools will increase as the funds are allocated from the current contingency appropriation and positions are opened. CPS has reduced 216 net FTE or 15% of its central office positions from the FY2010 appropriation. School leadership positions have also decreased, with a reduction of 109 or 8% of assistant principals and principal positions. Overall, school-based staff has declined in previous years to reflect a trend in declining student enrollment. While overall student enrollment is projected to increase slightly in FY2011, declining staff reflects the impact of the budget deficit CPS faces this fiscal year, as well as shifts in enrollment between some schools. As part of its efforts to minimize the impact in the classroom, CPS decreased the number of citywide staff by 562 FTE or nearly 16%, while moving some resources closer to schools into area office school support. Citywide positions include mostly service providers who travel to multiple schools. These include clinicians, instructional coaches, and food service workers. It also includes displaced teachers per agreement with the Chicago Teachers Union.

CPS All Positions by Location

| Budgeted Location | FY2009 | FY2010 | FY2011 | FY11 vs FY10 | FY11 vs FY09 |
|-------------------------------------|---------------|---------------|---------------|---------------------|---------------------|
| Teachers | 22,798 | 22,074 | 21,001 | (1,073) | (1,797) |
| Assistant Principals | 698 | 751 | 652 | (99) | (46) |
| Principals | 610 | 588 | 578 | (10) | (32) |
| School Support Personnel | 13,860 | 13,471 | 13,183 | (288) | (677) |
| School Based Positions Total | 37,966 | 36,884 | 35,414 | (1,470) | (2,552) |
| Area-Office School Support | 181 | 194 | 305 | 111 | 124 |
| Citywide Student Support | 3,675 | 3,556 | 2,994 | (562) | (681) |
| Central-Office Personnel | 1,569 | 1,448 | 1,232 | (216) | (337) |
| Total Positions | 43,391 | 42,082 | 39,945 | (2,137) | (3,446) |

Teacher Salaries

For FY2011, teacher salaries are budgeted at \$2,064.7 million, as compared to \$2,028.8 million budgeted in FY2010, representing an increase of \$35.9 million or 2%. This is the result of a number of factors in this year’s budget. A reduction in the number of total teacher positions resulted in a savings of approximately \$105 million, of which \$95 million was due to school-based budget reductions. Meanwhile, furlough days for principals and assistant principals will save an additional \$3 million. However, contractually required wage increases for the budgeted positions were approximately \$106 million. Over the last five fiscal years, while the number of teachers has declined due to enrollment trends, teacher salaries have risen steadily – from \$1,850.4 million in FY2005 to the FY2011 budget of \$2,064.7 million – due to negotiated union wage increases. In addition, CPS has invested in programs resulting in teacher extended day costs increases that push this number higher. Finally, teacher substitute costs are also budgeted \$7 million higher than in the FY2010 budget to reflect the cost increases over budget from recent trend.

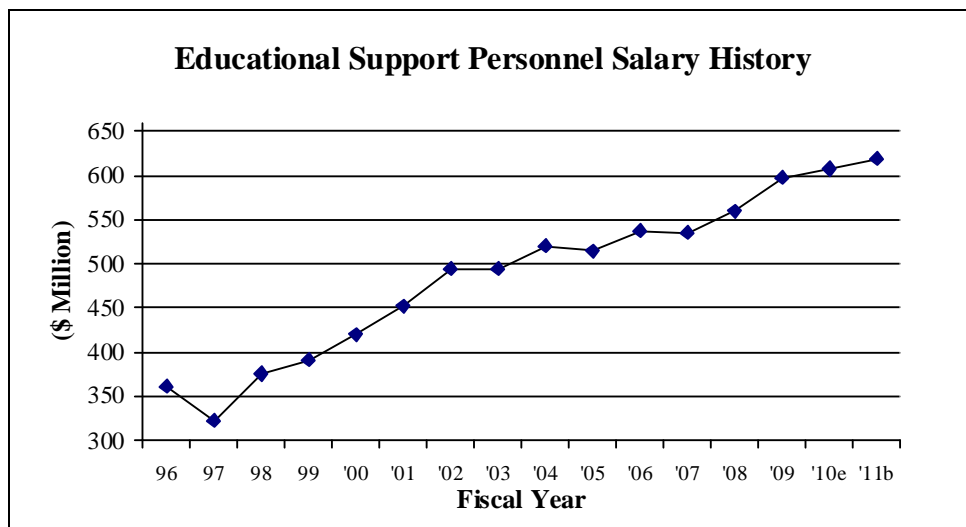


Salaries for teachers encompass employees who hold or have held either teacher certificates or the Type 75 Illinois Administrative Certificate. This includes regular teachers, part-time teachers, substitute teachers, assistant principals, principals, and other administrators, all of whom are members of the Public School Teachers' Pension and Retirement Fund of Chicago.

The decrease in the number of all teacher positions budgeted for FY2011 is primarily driven by the budget deficit and resulting need to increase class sizes and thereby reduce classroom positions based on new teacher formulas. The average teacher is entitled to salary increases of approximately 5.5% from FY2010 to FY2011, based on a 4.0% base salary increase and step/lane increases. This increases the district's total teacher salary expenditure despite the head count reduction.

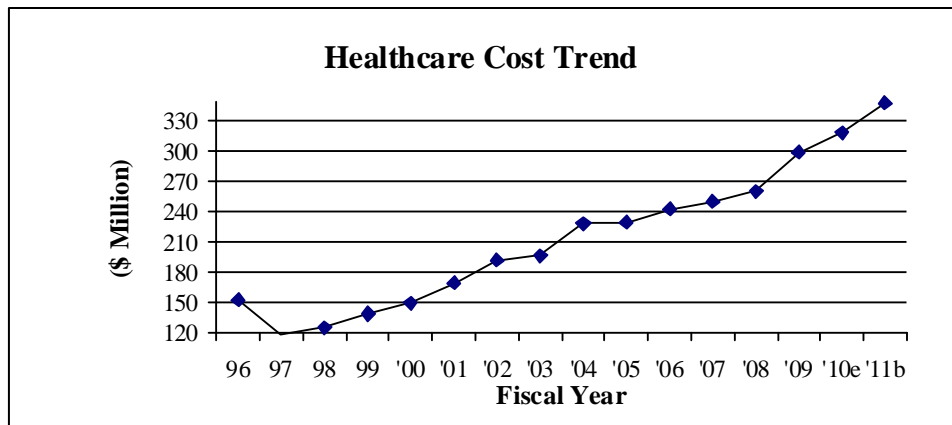
Educational Support Personnel (Non-Teachers)

For FY2011, educational support personnel (ESP) salaries are budgeted at \$619.4 million, as compared to \$608.9 million in FY2010 estimated expenditures, resulting in an increase of \$10.5 million or 2%. This increase is driven by projected salary increases agreed in several collective bargaining units, despite a net reduction in head count of 550 full-time equivalents from the FY2010 budget. The headcount reduction resulted in a net savings of \$10.6 million, but salary increases for existing employees added \$19.1 million. Education Support Personnel encompass all non-teacher school support positions, including security, janitorial, lunchroom, teacher's aides and bus aides, as well as area and citywide school support, and central office administrators.



Healthcare Insurance

Health insurance includes costs for medical, drug, dental, vision, mental health, and life insurance. The CPS group health plan is self-insured, and the Board assumes the full risk for insuring employees. The FY2011 healthcare cost is budgeted at \$347.7 million, an increase of \$28.8 million or 9% over projected 2010 expenditures.



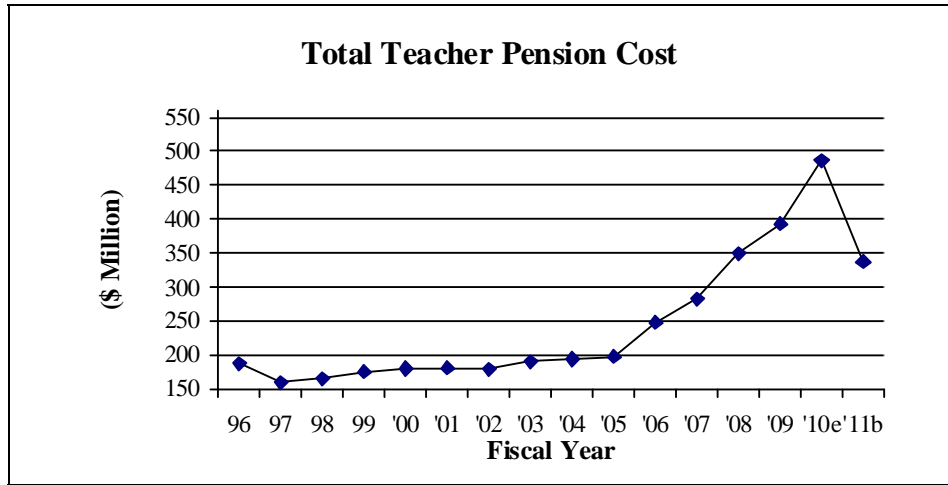
Teacher Pension

For FY2011, teacher pension costs are budgeted at \$337.2 million, as compared to \$487.1 million in projected expenditures for FY2010, a decrease of \$149.9 million or 31%. The cost of teacher pensions includes both CPS’ employer cost of the pension and an additional pension benefit that is paid on behalf of employees – 7 of the 9 percent of salary required as the employee pension contribution. For FY2011, the CPS required employer contribution to the Chicago Teachers Pension Fund (CTPF) is \$187 million, the cost of the 7% employee pick-up is approximately \$130 million, and the remaining \$22 million is the total of the required CPS and State annual contribution to cover a portion of enhanced pension benefits per Public Act 090-0582.

The significant decrease in pension costs for FY2011 will allow the district to weather the current budget crisis and focus available resources on the classroom and improving student outcomes as pension contributions come directly out of the CPS operating budget, the same source used to pay teacher and principal salaries. CPS’ employer required contribution would have skyrocketed to \$587 million for FY2011, largely due to investment losses which brought the system’s funded ratio of assets to liabilities to less than 90%. CPS is the only school district in Illinois required to make an additional contribution to its pension fund in years when the funded ratio falls below 90%. All other public school districts in Illinois belong to the State-controlled Teachers Retirement System, which does not require an additional pension contribution from these districts. The \$400 million reduction in CPS’ required employer contribution for FY2011 is a direct result of the State’s passing Public Act 096-0889, which provided the district with temporary pension relief for FY2011-FY2013. The law revised the funding schedule for CTPF, setting the FY2011-FY2013 employer required contributions at \$187 million, \$192 million, and \$196 million respectively, and made some structural changes to the system including raising the retirement age and changing the calculation of final average salary for new hires.

From FY1997 to FY2005, teacher pension costs rose less than 3% per year, on average. However, between FY2005 and FY 2010, teacher pension costs grew by \$289 million from \$198.1 million in FY2005, an average increase of nearly 20% per year. The decrease in payments for FY2011-FY2013 will temporarily ease the strain on the CPS budget, but CPS’

employer required contribution is estimated to grow to \$600 million for FY2014 when the pension relief expires.



Unemployment Compensation and Medicare/Social Security Tax

Unemployment Compensation is budgeted at \$23.9 million for FY2011, an increase of \$7.6 million or 47% over FY2010 estimates of \$16.3 million. This increase corresponds to the increased number of employees that were laid off during this budget cycle due to the severe budget constraints. The Medicare and Social Security tax budget totals \$37.1 million, vs. \$36.4 million in FY2010, for an increase of 2% due to a small increase in the number of employees eligible for Medicare and Social Security benefits.

Commodities

The commodities category includes textbooks, supplies and postage, energy, food and telephone/telecommunications costs. Energy costs (electricity and natural gas) are budgeted at \$83.4 million for FY2011. This number is substantially unchanged from FY2010 projected expenditures of \$84 million. However, it represents a reduction of \$7.5 million from FY2010 budget. This reduction is a reflection of efficiency programs and targeted management. The food budget will increase to \$107.3 million from \$98.4 million estimated for FY2010 despite efficiencies implemented by the nutrition program. This increase is due to projected increases in enrollment in certain schools and increased unit costs. Total appropriations for textbooks, supplies, and other commodities, including software, decreased in FY2011 to \$140.1 million, 16% lower than the FY2010 appropriation.

Tuition and Services

Services and Tuition includes three major categories of expenditures. CPS pays tuition to charter schools and to private schools providing special education services. These tuition payments primarily support teacher and staff salaries who serve Chicago students directly, and CPS has budgeted \$376.3 million for FY2011, a 9% increase over the budget from FY2010. This supports increased enrollment at charter and contract schools from 36,389 in FY2010 to a projected 44,636 in FY2011. The budget for Contractual Services is \$201.5 million, which is a decrease of almost 3% from anticipated FY2010 expenditures. Contractual Services includes primarily contracts with vendors for custodial services and private Early Childhood service

providers. In the area of professional, non-professional, and technical services, CPS is budgeting \$152.7 million, up from \$144.6 million in FY2010. More than half the total in this category is budgeted directly at schools, mostly for curriculum coaching and technical support, while another \$50 million is appropriated for federally mandated after school tutoring programs, and \$10 million is for contracts with community school partners.

Transportation and Equipment

Transportation costs will increase by \$5.6 million from \$107.7 million in anticipated expenditures FY2010 to \$113.3 million in FY2011, primarily due to higher fuel costs. CPS also anticipates a reduction in educational equipment costs from \$36.7 million in FY2010 to \$30.2 million in FY2011, a savings of \$6.5 million or 18%.

Other Charges

Rental payments decreased slightly, for a savings of approximately \$1 million. Unallocated grants and miscellaneous contingency are budgeted at \$441.3 million, an increase of 0.8% from the FY2010 budget. This includes \$106.1 million in miscellaneous appropriations to reflect anticipated revenue from the Federal Education Jobs Fund Program, signed by the President immediately prior the Board approval of this budget. CPS anticipates that this miscellaneous appropriation will be allocated to accounts such as teacher salaries and benefits as the expected revenue is confirmed. Other examples of these miscellaneous appropriations include over \$130 million in additional appropriation for anticipated competitive grants or other special revenue. These appropriations will not be expended if the revenues are not realized and are therefore budgeted as miscellaneous until an award is received. In addition, the amount of fund balance required to rollover to schools for their supplemental state aide under spend from FY 2010 is also allocated in this account as its purpose is unidentified until the schools incorporate it into their school improvement plans. In addition, over \$60 million is available in these accounts in area offices and for violence prevention initiatives for allocation to schools based on school improvement and safety needs identified during the year that will be distributed and expensed.

Capital Outlay

Within the Capital Projects Funds, capital outlay is also increasing. The FY2011 budget proposes a capital outlay of \$806.7 million, a decrease of \$228 million over the FY2010 budget appropriation. This is explained in more detail in the Capital Projects section.

ARRA Appropriations

As has been discussed, CPS received ARRA stimulus funds for allocation over a two year period and the following appropriations for FY2011 ARRA Title I funds are included in the FY2011 budget. It is important to note that the use of these funds are constrained by eligibility, specifically the funds are to be supplemental and are not to supplant funds used for general education purposes.

FY2011 ARRA Title I Part A Appropriations by Program (in Millions \$)

| | |
|---|-------|
| Early Childhood and Kindergarten | 62 |
| Culture of Calm | 40 |
| Area Office School Improvement Funds | 24 |
| Additional Learning Opportunities | 15 |
| Data Inquiry, Assessment and Performance Management | 13.8 |
| Turnaround and School Improvement | 10.5 |
| Bilingual Support and Language Programs | 10 |
| Mandated Private School Proportionate Share | 5.8 |
| Mandated Parent Involvement | 1.6 |
| Small Programs | 1.3 |
| Total | \$184 |

In addition to the ARRA funds outlined above, CPS is using approximately \$63 million in ARRA IDEA funds for educating students with disabilities and to pay for salary and benefit costs for special education teachers and support staff. The majority of the remaining ARRA appropriations are budgeted in contingency accounts to support competitive grant opportunities if awarded to CPS.

PER-PUPIL SPENDING INFORMATION

The standard per-pupil cost measures available for all districts in Illinois are the Operating Expenses Per-Pupil and the Per-Capita Tuition Charge. When comparing Chicago with other districts, a third measure, the Adjusted Per-Capita Tuition Charge, is also needed. Definitions and comparison of these costs are presented below:

Operating Expense Per-Pupil: Total operating cost of regular K-12 programs divided by the nine-month average daily attendance. This measure excludes expenditures related to preschool, summer school, adult education, capital expenditures, and bond principal and interest.

Per-Capita Tuition Charge: The amount a local school district charges as tuition to non-resident students. It is a reasonable measure of basic education program costs. Per-capita tuition is calculated by deducting the costs of supplemental programs from operating expenses and dividing the result by the nine-month average daily attendance.

Adjusted Per-Capita Tuition: The per-capita tuition charge is adjusted to exclude the costs of Supplemental General State Aid programs (which are not basic programs). Chicago is the only Illinois district for which this adjustment is necessary.

| FY09 Illinois Public School Per Capita Cost for Actual Operating Expense by District | | | | | | |
|---|-------------------|----------------------|-------------------------------|----------------------------|------------------------------------|-----------------------------------|
| Components of Operating Expenses Per Pupil | Chicago | Suburban Cook | State Average With CPS | Average Without CPS | Highest Per Capita District | Lowest Per Capita District |
| Operating Expense Per Pupil | \$ 12,880 | \$ 12,741 | \$ 11,197 | \$ 10,808 | \$ 26,660 | \$ 5,922 |
| Less Supplemental Programs | <u>\$ (3,361)</u> | <u>\$ (1,285)</u> | <u>\$ (1,700)</u> | <u>\$ (1,320)</u> | <u>\$ (7,437)</u> | <u>\$ (622)</u> |
| Per Capita Tuition Charge | \$ 9,519 | \$ 11,456 | \$ 9,497 | \$ 9,488 | \$ 19,223 | \$ 5,300 |
| Less Supplemental General State Aid | <u>\$ (754)</u> | <u>\$ -</u> | <u>\$ (140)</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| =Basic Cost Per Pupil (Adjusted Per Capita Tuition) | \$ 8,765 | \$ 11,456 | \$ 9,357 | \$ 9,488 | \$ 19,223 | \$ 5,300 |

Source: Illinois State Board of Education ILEARN website, July 28, 2010

**EXPENDITURE HISTORY: ALL FUNDS
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| EXPENDITURE | | | | | | | |
| Teacher Salaries | \$ 1,850.4 | \$ 1,916.4 | \$ 1,924.1 | \$ 1,885.4 | \$ 1,975.9 | \$ 2,026.2 | \$ 2,064.7 |
| Ed Support Personnel Salaries | 515.4 | 537.3 | 535.1 | 559.7 | 597.5 | 608.9 | 619.4 |
| Energy | 64.6 | 70.8 | 77.1 | 86.8 | 92.4 | 84.0 | 83.4 |
| Food | 89.6 | 85.8 | 83.8 | 83.3 | 89.6 | 98.4 | 107.3 |
| Textbooks | 79.7 | 71.9 | 65.8 | 89.5 | 86.4 | 74.8 | 80.5 |
| Supplies | 45.2 | 47.0 | 45.9 | 46.0 | 44.6 | 52.0 | 59.0 |
| Other Commodities | 1.3 | 1.1 | 1.1 | 0.9 | 1.0 | 1.0 | 0.7 |
| Contractual Service | 151.7 | 155.6 | 174.4 | 198.4 | 214.6 | 206.4 | 201.5 |
| Professional & Tech Service | 141.6 | 164.3 | 146.6 | 161.9 | 226.3 | 176.5 | 152.7 |
| Transportation | 93.6 | 92.6 | 97.1 | 102.8 | 109.4 | 107.7 | 113.3 |
| Tuition | 148.7 | 181.3 | 205.4 | 254.1 | 320.0 | 372.9 | 376.3 |
| Telephone | 8.6 | 16.9 | 13.7 | 17.7 | 19.4 | 19.2 | 19.6 |
| Other Services | 11.5 | 13.1 | 13.3 | 13.3 | 13.9 | 16.5 | 10.4 |
| Educational Equipment | 44.1 | 38.3 | 34.6 | 39.0 | 34.5 | 36.7 | 30.2 |
| Repairs and Replacements | 35.2 | 35.6 | 33.0 | 37.0 | 34.8 | 33.7 | 38.0 |
| Capital Outlay | 389.5 | 310.8 | 345.0 | 463.1 | 648.3 | 689.8 | 806.7 |
| Teachers' Pension | 198.1 | 247.6 | 282.5 | 350.5 | 392.8 | 487.1 | 337.2 |
| Career Service Pension | 81.6 | 87.5 | 83.3 | 89.8 | 93.8 | 96.8 | 98.0 |
| Hospital and Dental Insurance | 230.2 | 243.0 | 250.8 | 260.4 | 299.2 | 318.9 | 347.7 |
| Medicare & Social Security | 26.7 | 30.0 | 25.3 | 31.1 | 33.7 | 36.4 | 37.1 |
| Unemployment Compensation | 8.6 | 6.4 | 8.2 | 5.8 | 8.6 | 16.3 | 23.9 |
| Workers' Compensation | 18.0 | 21.0 | 24.6 | 29.8 | 28.1 | 27.2 | 28.6 |
| Space Rental | 10.4 | 14.2 | 13.0 | 11.0 | 12.0 | 12.7 | 11.9 |
| Debt Service and Other | 315.8 | 214.7 | 342.2 | 282.1 | 302.2 | 412.1 | 477.4 |
| Other Charges | 6.2 | 5.9 | 6.4 | 18.9 | 13.3 | 35.3 | 441.3 |
| TOTAL: All Funds | \$ 4,566.2 | \$ 4,609.1 | \$ 4,832.3 | \$ 5,118.2 | \$ 5,692.3 | \$ 6,047.7 | \$ 6,566.8 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

** All funds include the General Fund, Special Revenue Funds, Capital Projects Funds, and Debt Service Funds.

**EXPENDITURE HISTORY FOR OPERATING FUNDS
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| EXPENDITURE | | | | | | | |
| Teacher Salaries | \$ 1,850.4 | \$ 1,916.4 | \$ 1,924.1 | \$ 1,885.4 | \$ 1,975.9 | \$ 2,026.2 | \$ 2,064.7 |
| Ed Support Personnel Salaries | 515.4 | 537.3 | 535.1 | 559.7 | 597.5 | 608.9 | 619.4 |
| Energy | 64.6 | 70.8 | 77.1 | 86.8 | 92.4 | 84.0 | 83.4 |
| Food | 89.6 | 85.8 | 83.8 | 83.3 | 89.6 | 98.4 | 107.3 |
| Textbooks & Software | 79.7 | 71.9 | 65.8 | 89.5 | 86.4 | 74.8 | 80.5 |
| Supplies | 45.2 | 47.0 | 45.9 | 46.0 | 44.6 | 52.0 | 59.0 |
| Other Commodities | 1.3 | 1.1 | 1.1 | 0.9 | 1.0 | 1.0 | 0.7 |
| Contractual Service | 151.7 | 155.6 | 174.4 | 198.4 | 214.6 | 206.4 | 201.5 |
| Professional & Tech Service | 141.6 | 164.3 | 146.6 | 161.9 | 226.3 | 176.5 | 152.7 |
| Transportation | 93.6 | 92.6 | 97.1 | 102.8 | 109.4 | 107.7 | 113.3 |
| Tuition | 148.7 | 181.3 | 205.4 | 254.1 | 320.0 | 372.9 | 376.3 |
| Telephone | 8.6 | 16.9 | 13.7 | 17.7 | 19.4 | 19.2 | 19.6 |
| Other Services | 11.5 | 13.1 | 13.3 | 13.3 | 13.9 | 16.5 | 10.4 |
| Educational Equipment | 44.1 | 38.3 | 34.6 | 39.0 | 34.5 | 36.7 | 30.2 |
| Repairs and Replacements | 35.2 | 35.6 | 33.0 | 37.0 | 34.8 | 33.7 | 38.0 |
| Capital Outlay | - | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | - |
| Teachers' Pension | 198.1 | 247.6 | 282.5 | 350.5 | 392.8 | 487.1 | 337.2 |
| Career Service Pension | 81.6 | 87.5 | 83.3 | 89.8 | 93.8 | 96.8 | 98.0 |
| Hospital and Dental Insurance | 230.2 | 243.0 | 250.8 | 260.4 | 299.2 | 318.9 | 347.7 |
| Medicare/Social Security | 26.7 | 30.0 | 25.3 | 31.1 | 33.7 | 36.4 | 37.1 |
| Unemployment Compensation | 8.6 | 6.4 | 8.2 | 5.8 | 8.6 | 16.3 | 23.9 |
| Workers' Compensation | 18.0 | 21.0 | 24.6 | 29.8 | 28.1 | 27.2 | 28.6 |
| Space Rental | 10.4 | 14.2 | 13.0 | 11.0 | 12.0 | 12.7 | 11.9 |
| Debt Service and Other | 1.4 | 1.4 | 1.3 | 21.7 | 1.0 | 2.7 | - |
| Other Fixed Charges | 6.2 | 5.9 | 6.4 | 18.9 | 13.3 | 35.3 | 441.3 |
| TOTAL OPERATING FUNDS | \$ 3,862.4 | \$ 4,085.1 | \$ 4,146.4 | \$ 4,394.7 | \$ 4,742.8 | \$ 4,948.5 | \$ 5,282.7 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

** Operating Funds include the General Fund and Special Revenue Funds.

**EXPENDITURE HISTORY: GENERAL FUND
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| Teacher Salaries | \$ 1,514.5 | \$ 1,570.3 | \$ 1,580.8 | \$ 1,544.2 | \$ 1,629.6 | \$ 1,638.7 | \$ 1,636.6 |
| Ed Support Personnel Salaries | 205.0 | 212.2 | 222.6 | 242.4 | 275.2 | 262.4 | 245.2 |
| Energy | 2.6 | 1.8 | 0.5 | 0.2 | 2.8 | 0.6 | 1.8 |
| Food | 0.4 | 0.4 | 0.5 | 0.7 | 0.8 | 0.7 | 0.4 |
| Textbooks & Software | 25.1 | 24.2 | 25.6 | 40.9 | 46.6 | 39.9 | 26.5 |
| Supplies | 14.1 | 14.2 | 17.9 | 15.8 | 14.4 | 16.6 | 13.3 |
| Other Commodities | 0.3 | 0.3 | 0.2 | 0.2 | 0.3 | 0.3 | 0.2 |
| Contractual Service | 37.5 | 54.1 | 56.9 | 74.1 | 74.8 | 65.4 | 66.9 |
| Professional & Tech Service | 47.0 | 43.9 | 52.0 | 51.3 | 66.8 | 47.9 | 48.8 |
| Transportation | 87.1 | 77.8 | 83.1 | 90.7 | 96.5 | 97.6 | 97.4 |
| Tuition | 126.6 | 159.5 | 181.5 | 224.6 | 279.7 | 329.1 | 361.2 |
| Telephone | 0.1 | 0.4 | 1.2 | 0.3 | 0.3 | 0.7 | 0.0 |
| Other Services | 4.5 | 5.5 | 5.3 | 6.5 | 6.9 | 6.3 | 7.5 |
| Educational Equipment | 11.6 | 10.1 | 12.2 | 15.6 | 14.4 | 16.5 | 23.3 |
| Repairs and Replacements | 6.8 | 5.7 | 4.3 | 3.6 | 3.3 | 3.1 | 2.7 |
| Capital Outlay | - | 0.0 | - | 0.0 | 0.1 | 0.1 | 0.0 |
| Teachers' Pension | 172.6 | 216.2 | 250.9 | 296.5 | 336.2 | 406.6 | 279.6 |
| Career Service Pension | 56.4 | 63.4 | 33.7 | 39.2 | 43.2 | 41.2 | 39.4 |
| Hospital and Dental Insurance | 150.6 | 158.5 | 167.3 | 176.1 | 205.7 | 214.9 | 222.3 |
| Medicare/Social Security | 18.0 | 20.4 | 17.0 | 22.4 | 24.7 | 25.6 | 25.9 |
| Unemployment Compensation | (0.6) | 3.2 | 6.2 | 4.3 | 6.6 | 12.2 | 19.0 |
| Workers' Compensation | 1.1 | 11.5 | 18.5 | 22.4 | 21.2 | 19.9 | 20.7 |
| Space Rental | 1.3 | 6.0 | 1.5 | 1.2 | 1.7 | 2.5 | 1.9 |
| Debt Service and Other | - | - | - | 20.6 | - | - | - |
| Other Charges | (17.5) | (29.7) | (18.4) | (5.7) | (23.5) | 1.6 | 39.4 |
| TOTAL GENERAL FUND | \$ 2,465.1 | \$ 2,630.0 | \$ 2,721.5 | \$ 2,888.4 | \$ 3,128.2 | \$ 3,250.4 | \$ 3,180.1 |

* Effective July 1, 2008, the General Fund includes the General Education Fund (115), Tuition-based Pre-school Fund (117), School Special Income Fund (124), and Building Operation & Maintenance Fund (230). This table contains expenditures for Fund 115, Fund 117, and Fund 124. The Building Operation & Maintenance Fund (230) should be added to have a total expenditure for the General Fund.

**EXPENDITURE HISTORY: BUILDING OPERATIONS & MAINTENANCE FUND
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| EXPENDITURE | | | | | | | |
| Teacher Salaries | \$ - | \$ - | \$ 0.0 | \$ 0.0 | \$ 0.0 | \$ 0.0 | \$ - |
| Ed Support Personnel Salaries | 69.2 | 75.9 | 79.3 | 83.3 | 86.8 | 88.8 | 94.6 |
| Energy | 62.1 | 69.0 | 76.6 | 86.5 | 89.5 | 83.4 | 81.6 |
| Food | - | - | - | - | - | - | - |
| Textbooks | 0.1 | 0.0 | 0.6 | 4.1 | 4.1 | 4.0 | 5.7 |
| Supplies | 6.1 | 6.4 | 6.8 | 7.1 | 7.3 | 9.0 | 7.8 |
| Other Commodities | 0.5 | 0.3 | 0.4 | 0.4 | 0.5 | 0.5 | - |
| Contractual Service | 100.5 | 85.4 | 90.8 | 97.2 | 104.9 | 109.0 | 106.3 |
| Professional & Tech Service | 11.7 | 39.9 | 17.8 | 25.6 | 26.7 | 12.0 | 12.8 |
| Transportation | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |
| Tuition | - | 0.0 | - | - | - | - | - |
| Telephone | 8.6 | 16.5 | 12.5 | 17.4 | 19.1 | 18.5 | 19.6 |
| Other Services | 0.2 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |
| Educational Equipment | 2.0 | 1.9 | 2.7 | 3.9 | 3.8 | 0.6 | 0.5 |
| Repairs and Replacements | 23.0 | 25.5 | 24.8 | 30.2 | 28.5 | 28.0 | 33.3 |
| Capital Outlay | - | - | - | 0.2 | - | - | - |
| Teachers' Pension | - | - | 0.0 | 0.0 | 0.0 | - | - |
| Career Service Pension | 4.6 | 5.1 | 13.0 | 13.9 | 14.1 | 14.9 | 15.7 |
| Hospital and Dental Insurance | 7.0 | 8.7 | 9.4 | 9.8 | 11.7 | 12.3 | 14.3 |
| Medicare | 0.6 | 0.7 | 0.8 | 0.9 | 0.9 | 1.0 | 1.4 |
| Unemployment Compensation | - | 0.1 | 0.3 | 0.2 | 0.3 | 0.5 | 0.7 |
| Workers' Compensation | - | 0.5 | 0.8 | 1.0 | 1.0 | 0.9 | 1.1 |
| Space Rental | 8.8 | 7.8 | 11.2 | 9.5 | 1.0 | 10.0 | 9.8 |
| Debt Service and Other | 1.4 | 1.4 | 1.3 | 1.1 | 1.0 | 2.7 | - |
| Other Fixed Charges | - | 3.0 | 0.1 | - | - | 5.7 | 0.0 |
| TOTAL Building O&M | \$ 306.2 | \$ 348.4 | \$ 349.3 | \$ 392.6 | \$ 401.4 | \$ 402.1 | \$ 405.4 |

Effective July 1, 2008, Building Operation and Maintenance Fund is part of the General Fund.

EXPENDITURE HISTORY: IDEA SPECIAL EDUCATION
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)

| EXPENDITURE | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|-----------------|-----------------|----------------|----------------|----------------|----------------|-----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| Teacher Salaries | \$ 53.8 | \$ 54.5 | \$ 48.9 | \$ 59.9 | \$ 58.5 | \$ 58.3 | \$ 57.0 |
| Ed Support Personnel Salaries | 22.4 | 24.0 | 15.9 | 10.3 | 10.0 | 9.4 | 9.6 |
| Energy | - | - | - | - | - | - | - |
| Food | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | - |
| Textbooks | 0.4 | 0.3 | 0.5 | 0.3 | 0.2 | 0.2 | 0.0 |
| Supplies | 0.8 | 0.7 | 0.7 | 0.6 | 0.4 | 0.4 | 0.3 |
| Other Commodities | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Contractual Service | 2.1 | 1.2 | 0.1 | 0.0 | 0.1 | 0.1 | - |
| Professional & Tech Service | 1.5 | 1.6 | 2.1 | 1.6 | 1.2 | 1.0 | 0.7 |
| Transportation | 0.8 | 0.7 | 1.0 | 0.5 | 0.4 | 0.5 | 0.3 |
| Tuition | 4.1 | 2.9 | 1.8 | 3.7 | 2.5 | 2.5 | 9.2 |
| Telephone | - | - | - | - | - | - | - |
| Other Services | 0.7 | 0.7 | 0.8 | 0.5 | 0.2 | 0.3 | 0.2 |
| Educational Equipment | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.8 | 0.7 |
| Repairs and Replacements | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | - |
| Capital Outlay | - | - | - | - | - | - | - |
| Teachers' Pension | 5.1 | 6.4 | 4.3 | 11.4 | 11.7 | 14.1 | 9.8 |
| Career Service Pension | 3.3 | 2.3 | 2.7 | 1.7 | 1.7 | 1.6 | 1.7 |
| Hospital and Dental Insurance | 7.8 | 9.2 | 7.2 | 7.2 | 7.6 | 7.9 | 8.5 |
| Medicare/Social Security | 0.9 | 1.0 | 0.7 | 0.9 | 0.9 | 0.9 | 0.9 |
| Unemployment Compensation | 0.1 | 0.2 | 0.2 | 0.2 | 0.2 | 0.4 | 0.5 |
| Workers' Compensation | 0.4 | 0.5 | 0.7 | 0.9 | 0.8 | 0.7 | 0.8 |
| Space Rental | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 |
| Debt Service | - | - | - | - | - | - | - |
| Other Charges | - | 0.2 | 0.1 | - | 0.0 | 0.4 | 12.4 |
| TOTAL IDEA GRANTS | \$ 104.6 | \$ 106.8 | \$ 88.1 | \$ 99.9 | \$ 96.8 | \$ 99.6 | \$ 112.6 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

** FY2010 IDEA budget includes IDEA - ARRA.

**EXPENDITURE HISTORY: OTHER GOVERNMENT FUNDED FUNDS
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| EXPENDITURE | | | | | | | |
| Teacher Salaries | \$ 68.0 | \$ 71.7 | \$ 75.6 | \$ 74.4 | \$ 80.9 | \$ 70.4 | \$ 62.4 |
| Ed Support Personnel Salaries | 22.2 | 23.6 | 23.2 | 25.9 | 25.4 | 26.8 | 25.9 |
| Energy | - | - | - | - | - | - | - |
| Food | 0.5 | 0.6 | 0.8 | 0.8 | 0.7 | 0.5 | 0.7 |
| Textbooks | 16.1 | 16.0 | 11.8 | 13.3 | 10.7 | 9.4 | 1.7 |
| Supplies | 5.0 | 5.7 | 4.3 | 4.5 | 4.9 | 3.5 | 2.7 |
| Other Commodities | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Contractual Service | 2.3 | 1.6 | 6.8 | 4.0 | 4.2 | 1.0 | 0.5 |
| Professional & Tech Service | 22.1 | 22.3 | 21.2 | 18.9 | 23.8 | 24.9 | 18.6 |
| Transportation | 2.4 | 2.6 | 2.9 | 3.1 | 4.1 | 3.0 | 2.3 |
| Tuition | 5.5 | 4.8 | 5.5 | 5.1 | 4.7 | 6.3 | 5.6 |
| Telephone | 0.0 | 0.0 | 0.0 | - | 0.0 | 0.0 | - |
| Other Services | 2.0 | 2.2 | 2.4 | 2.1 | 2.7 | 2.6 | 0.8 |
| Educational Equipment | 10.5 | 9.6 | 6.5 | 7.2 | 5.6 | 6.2 | 2.2 |
| Repairs and Replacements | 0.3 | 0.5 | 0.3 | 0.2 | 0.3 | - | 0.2 |
| Capital Outlay | - | - | 0.0 | - | - | - | - |
| Teachers' Pension | 5.6 | 7.7 | 6.2 | 12.1 | 13.2 | 14.2 | 8.0 |
| Career Service Pension | 2.9 | 2.5 | 3.7 | 3.8 | 3.8 | 4.1 | 4.0 |
| Hospital and Dental Insurance | 7.1 | 8.2 | 8.4 | 8.4 | 9.6 | 9.4 | 9.4 |
| Medicare/Social Security | 1.2 | 1.5 | 1.2 | 1.3 | 1.4 | 1.4 | 1.2 |
| Unemployment Compensation | 0.1 | 0.2 | 0.3 | 0.2 | 0.3 | 0.5 | 0.5 |
| Workers' Compensation | 0.4 | 0.6 | 0.9 | 1.1 | 1.0 | 0.8 | 0.8 |
| Space Rental | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.1 | 0.1 |
| Debt Service and Other | - | - | - | - | - | - | - |
| Other Fixed Charges | - | 0.2 | 0.2 | 0.0 | 0.8 | 0.4 | 63.3 |
| TOTAL OTHER GOVN'T | \$ 174.5 | \$ 182.1 | \$ 182.3 | \$ 186.8 | \$ 198.1 | \$ 185.5 | \$ 211.0 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

**EXPENDITURE HISTORY: SUPPLEMENTAL GENERAL STATE AID FUND
 BY MAJOR CATEGORIES: FY2005 - FY2011
 (In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| EXPENDITURE | | | | | | | |
| Teacher Salaries | \$ 98.0 | \$ 98.0 | \$ 101.4 | \$ 87.0 | \$ 84.3 | \$ 83.5 | \$ 87.9 |
| Ed Support Personnel Salaries | 70.0 | 70.6 | 72.1 | 70.1 | 68.5 | 66.9 | 60.0 |
| Energy | - | - | - | - | - | - | - |
| Food | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Textbooks | 14.8 | 11.3 | 8.2 | 8.0 | 8.2 | 8.0 | 20.3 |
| Supplies | 10.4 | 10.5 | 8.8 | 8.5 | 9.5 | 9.4 | 23.7 |
| Other Commodities | 0.3 | 0.3 | 0.3 | 0.1 | 0.2 | 0.1 | 0.2 |
| Contractual Service | 7.1 | 10.9 | 9.9 | 19.6 | 5.8 | 5.0 | 5.4 |
| Professional & Tech Service | 5.5 | 5.1 | 10.0 | 4.7 | 4.5 | 4.4 | 2.4 |
| Transportation | 1.4 | 1.9 | 2.0 | 1.8 | 2.2 | 2.3 | 1.6 |
| Tuition | 0.0 | 0.0 | 0.2 | 0.0 | 19.0 | 23.1 | 0.0 |
| Telephone | 0.0 | 0.0 | 0.0 | 0.0 | - | - | - |
| Other Services | 1.5 | 1.6 | 1.7 | 1.2 | 1.4 | 1.5 | 1.2 |
| Educational Equipment | 10.5 | 8.6 | 6.7 | 5.7 | 6.8 | 6.6 | 2.0 |
| Repairs and Replacements | 3.7 | 3.0 | 2.6 | 2.1 | 2.1 | 2.0 | 1.3 |
| Capital Outlay | - | 0.0 | - | - | 0.0 | 0.0 | - |
| Teachers' Pension | 6.2 | 7.8 | 13.6 | 15.5 | 15.4 | 18.5 | 13.8 |
| Career Service Pension | 4.5 | 4.8 | 10.8 | 11.4 | 10.7 | 10.6 | 9.8 |
| Hospital and Dental Insurance | 19.9 | 20.1 | 20.6 | 19.9 | 20.7 | 21.3 | 23.5 |
| Medicare/Social Security | 2.4 | 2.6 | 2.4 | 2.2 | 2.2 | 2.2 | 2.2 |
| Unemployment Compensation | 0.3 | 0.3 | 0.6 | 0.4 | 0.5 | 0.9 | 1.0 |
| Workers' Compensation | 1.1 | 1.0 | 1.7 | 1.9 | 1.6 | 1.5 | 1.6 |
| Space Rental | - | - | - | 0.0 | - | - | - |
| Debt Service and Other | - | - | - | - | - | - | - |
| Other Fixed Charges | 0.0 | 0.3 | 0.3 | 0.1 | 0.1 | - | 64.0 |
| TOTAL SGSA | \$ 257.5 | \$ 258.7 | \$ 273.8 | \$ 260.1 | \$ 263.7 | \$ 267.7 | \$ 321.9 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

**EXPENDITURE HISTORY: ESEA FEDERAL FUNDS
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| EXPENDITURE | | | | | | | |
| Teacher Salaries | \$ 116.0 | \$ 121.9 | \$ 117.4 | \$ 119.9 | \$ 122.6 | \$ 107.2 | \$ 112.0 |
| Ed Support Personnel Salaries | 27.3 | 28.5 | 27.5 | 28.9 | 28.0 | 26.2 | 24.3 |
| Energy | - | - | - | - | - | - | - |
| Food | 0.1 | 0.1 | 0.1 | 0.3 | 0.2 | 0.2 | 0.3 |
| Textbooks | 23.2 | 20.1 | 19.0 | 22.7 | 16.5 | 10.4 | 19.6 |
| Supplies | 8.4 | 8.7 | 6.9 | 9.1 | 7.6 | 10.8 | 8.3 |
| Other Commodities | 0.3 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 |
| Contractual Service | 3.0 | 4.9 | 7.5 | 10.1 | 23.3 | 14.8 | 7.0 |
| Professional & Tech Service | 53.5 | 50.6 | 50.2 | 55.9 | 100.2 | 73.9 | 61.8 |
| Transportation | 1.9 | 9.5 | 8.0 | 6.2 | 6.0 | 2.7 | 10.9 |
| Tuition | 0.4 | 0.5 | 0.1 | 6.6 | 0.6 | 11.3 | 0.3 |
| Telephone | - | - | - | 0.0 | - | - | - |
| Other Services | 2.1 | 2.5 | 2.5 | 2.1 | 2.1 | 1.9 | 1.7 |
| Educational Equipment | 7.7 | 6.5 | 4.8 | 5.9 | 3.4 | 3.6 | 1.4 |
| Repairs and Replacements | 1.3 | 0.8 | 0.9 | 0.8 | 0.5 | 0.6 | 0.4 |
| Capital Outlay | - | - | - | - | - | - | - |
| Teachers' Pension | 8.6 | 9.4 | 7.4 | 15.0 | 16.3 | 18.9 | 11.8 |
| Career Service Pension | 3.5 | 2.4 | 4.1 | 3.8 | 4.1 | 3.9 | 3.7 |
| Hospital and Dental Insurance | 11.0 | 10.6 | 10.7 | 10.7 | 11.8 | 11.8 | 13.0 |
| Medicare/Social Security | 2.1 | 2.2 | 1.9 | 1.9 | 2.0 | 2.0 | 1.6 |
| Unemployment Compensation | 0.2 | 0.2 | 0.4 | 0.2 | 0.4 | 0.6 | 0.6 |
| Workers' Compensation | 0.6 | 0.7 | 1.0 | 1.3 | 1.1 | 1.0 | 1.0 |
| Space Rental | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 |
| Debt Service and Other | - | - | - | - | - | - | - |
| Other Fixed Charges | 3.9 | 9.2 | 6.5 | 2.3 | 13.0 | - | 46.0 |
| TOTAL ESEA | \$ 275.2 | \$ 289.6 | \$ 277.2 | \$ 303.9 | \$ 359.9 | \$ 301.9 | \$ 326.2 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

EXPENDITURE HISTORY: SCHOOL LUNCH FUNDS
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)

| | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| EXPENDITURE | | | | | | | |
| Teacher Salaries | \$ - | \$ - | \$ 0.0 | \$ 0.0 | \$ 0.0 | \$ - | \$ - |
| Ed Support Personnel Salaries | 57.5 | 59.2 | 61.0 | 63.5 | 65.9 | 66.8 | 75.4 |
| Energy | - | - | - | - | - | - | - |
| Food | 88.6 | 84.6 | 82.3 | 81.5 | 87.8 | 96.9 | 105.9 |
| Textbooks | - | - | - | - | - | - | - |
| Supplies | 0.1 | 0.5 | 0.5 | 0.1 | 0.3 | 0.4 | 2.5 |
| Other Commodities | - | - | - | - | - | - | - |
| Contractual Service | 3.0 | 2.4 | 2.6 | 2.4 | 2.7 | - | 2.9 |
| Professional & Tech Service | 0.2 | 0.6 | 0.2 | 0.2 | 0.3 | 2.7 | 0.6 |
| Transportation | 0.0 | 0.0 | 0.0 | - | 0.0 | - | 0.0 |
| Tuition | - | - | - | 0.0 | - | 0.0 | - |
| Telephone | - | - | - | - | - | - | - |
| Other Services | 0.4 | 0.4 | 0.6 | 0.5 | 0.4 | 1.4 | 0.5 |
| Educational Equipment | 1.3 | 1.2 | 1.2 | 0.2 | - | - | - |
| Repairs and Replacements | 0.0 | - | - | - | - | - | - |
| Capital Outlay | - | - | - | - | - | - | - |
| Teachers' Pension | - | - | 0.0 | 0.0 | 0.0 | - | - |
| Career Service Pension | 3.9 | 4.3 | 10.3 | 10.7 | 10.8 | 11.1 | 11.9 |
| Hospital and Dental Insurance | 19.1 | 19.5 | 20.9 | 21.7 | 24.5 | 22.2 | 29.7 |
| Medicare/Social Security | 0.8 | 0.8 | 0.8 | 0.8 | 0.9 | 0.9 | 1.1 |
| Unemployment Compensation | - | 0.1 | 0.2 | 0.2 | 0.2 | 0.4 | 0.5 |
| Workers' Compensation | - | 0.4 | 0.6 | 0.8 | 0.7 | 0.7 | 0.8 |
| Space Rental | - | - | - | - | - | - | - |
| Debt Service and Other | - | - | - | - | - | - | - |
| Other Fixed Charges | 12.2 | 15.6 | 12.3 | 13.1 | 14.7 | 14.7 | 0.8 |
| TOTAL SCHOOL LUNCH | \$ 187.1 | \$ 189.5 | \$ 193.5 | \$ 196.0 | \$ 209.3 | \$ 218.2 | \$ 232.6 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

EXPENDITURE HISTORY: WORKERS' COMPENSATION & TORT IMMUNITY FUND
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)

| EXPENDITURE | ACTUAL | | | | | ESTIMATE | |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| Teacher Salaries | \$ - | \$ - | \$ - | \$ - | \$ 0.0 | \$ 0.0 | \$ - |
| Ed Support Personnel Salaries | 41.9 | 43.4 | 33.6 | 35.3 | 37.8 | 41.3 | 44.4 |
| Energy | - | - | - | - | - | - | - |
| Food | - | - | - | - | - | - | - |
| Textbooks | - | - | - | 0.1 | 0.0 | 0.0 | 0.0 |
| Supplies | 0.4 | 0.3 | 0.0 | 0.3 | 0.3 | 0.3 | 0.3 |
| Other Commodities | - | - | - | 0.0 | 0.0 | 0.0 | 0.0 |
| Contractual Service | 8.1 | 8.9 | 9.1 | 9.1 | 15.0 | 8.7 | 9.3 |
| Professional & Tech Service | 0.1 | 0.3 | 0.1 | 0.1 | 0.1 | 0.5 | 0.4 |
| Transportation | 0.0 | 0.0 | 0.0 | - | 0.0 | 0.0 | 0.0 |
| Tuition | - | - | - | 0.0 | - | - | - |
| Telephone | - | - | - | - | - | - | - |
| Other Services | - | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Educational Equipment | 0.4 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 |
| Repairs and Replacements | 0.0 | 0.0 | 0.0 | 0.0 | - | - | 0.0 |
| Capital Outlay | - | - | - | - | - | - | - |
| Teachers' Pension | - | - | - | - | 0.0 | - | - |
| Career Service Pension | 2.5 | 2.8 | 5.0 | 5.2 | 5.5 | 6.1 | 6.5 |
| Hospital and Dental Insurance | 7.7 | 8.2 | 6.2 | 6.5 | 7.6 | 8.7 | 9.8 |
| Medicare/Social Security | 0.8 | 0.8 | 0.6 | 0.6 | 0.8 | 1.1 | 0.9 |
| Unemployment Compensation | 8.4 | 2.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.3 |
| Workers' Compensation | 14.4 | 5.8 | 0.3 | 0.4 | 0.8 | 0.8 | 0.4 |
| Space Rental | - | - | - | - | - | - | - |
| Debt Service and Other | - | - | - | - | - | - | - |
| Other Fixed Charges | 7.6 | 7.2 | 5.4 | 9.0 | 8.2 | 12.7 | 12.4 |
| TOTAL TORT FUND | \$ 92.3 | \$ 80.1 | \$ 60.6 | \$ 67.1 | \$ 76.3 | \$ 80.7 | \$ 84.9 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

**EXPENDITURE HISTORY: ARRA ESEA AND ED JOB FUND FEDERAL GRANTS
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)**

| | ACTUAL | | | | | ESTIMATE | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-----------------|-----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| EXPENDITURE | | | | | | | |
| Teacher Salaries | | | | | | \$ 68.2 | \$ 108.7 |
| Ed Support Personnel Salaries | | | | | | 20.3 | 39.9 |
| Energy | | | | | | - | - |
| Food | | | | | | 0.1 | 0.0 |
| Textbooks | | | | | | 2.8 | 6.6 |
| Supplies | | | | | | 1.7 | 0.1 |
| Other Commodities | | | | | | 0.0 | 0.0 |
| Contractual Service | | | | | | 2.4 | 3.2 |
| Professional & Tech Service | | | | | | 9.2 | 6.6 |
| Transportation | | | | | | 1.5 | 0.0 |
| Tuition | | | | | | 0.5 | - |
| Telephone | | | | | | - | - |
| Other Services | | | | | | 3.3 | 0.0 |
| Educational Equipment | | | | | | 2.4 | - |
| Repairs and Replacements | | | | | | - | - |
| Capital Outlay | | | | | | - | - |
| Teachers' Pension | | | | | | 14.8 | 14.3 |
| Career Service Pension | | | | | | 3.4 | 5.3 |
| Hospital and Dental Insurance | | | | | | 10.2 | 17.2 |
| Medicare/Social Security | | | | | | 1.2 | 1.8 |
| Unemployment Compensation | | | | | | 0.5 | 0.8 |
| Workers' Compensation | | | | | | 0.9 | 1.3 |
| Space Rental | | | | | | 0.0 | - |
| Debt Service and Other | | | | | | - | - |
| Other Fixed Charges | | | | | | 1.2 | 202.1 |
| TOTAL ESEA and ED JOB FUND | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 144.7 | \$ 408.0 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

** ARRA ESEA and Ed Jobs Program federal grants include all one-time grants awarded under the Ed Job Program and ARRA such as Title I, IDEA Flow-through, IDEA pre-school, Neglected and Delinquent, and other miscellaneous grants. The ARRA grants were awarded, effective September, 2009 and will expire September 30, 2011. The Ed Jobs Program is effective August 10, 2010 and will expire September 30, 2012.

EXPENDITURE HISTORY: CAPITAL PROJECTS FUNDS
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)

| | ACTUAL | | | | | ESTIMATE | |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| EXPENDITURE | | | | | | | |
| Capital Outlay | \$ 389.5 | \$ 310.8 | \$ 345.0 | \$ 463.1 | \$ 648.3 | \$ 689.7 | \$ 806.7 |
| TOTAL CAPITAL | \$ 389.5 | \$ 310.8 | \$ 345.0 | \$ 463.1 | \$ 648.3 | \$ 689.7 | \$ 806.7 |

EXPENDITURE HISTORY: DEBT SERVICE FUND
BY MAJOR CATEGORIES: FY2005 - FY2011
(In Millions)

| | ACTUAL | | | | | ESTIMATE | |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY 2011 |
| PBC Lease & Grant Anticipation l | \$ 167.9 | \$ 51.4 | \$ 51.8 | \$ 51.8 | \$ 51.8 | \$ 51.8 | \$ 51.8 |
| Bond Redemption and Interest | 146.5 | 161.9 | 289.1 | 208.6 | 249.3 | 357.6 | 425.6 |
| TOTAL DEBT SERVICE | \$ 314.4 | \$ 213.2 | \$ 340.9 | \$ 260.4 | \$ 301.2 | \$ 409.4 | \$ 477.4 |

* Because of rounding, minimal differences may occur in totaling rows and columns.

SCHOOL APPROPRIATION OVERVIEW

SCHOOL BUDGET DEVELOPMENT AND FUNDING

Principals, teachers, and Local School Councils (LSCs) work together to prepare a budget that reflects a school's needs for a specific school year. The budget represents school priorities in terms of educational expenditures and goals, and indicates how those priorities will be funded. Every school-based budget must conform to laws, contractual agreements, and Chicago Board of Education policies.

School Improvement Plan

Development of a school budget begins with creation of a School Improvement Plan for Advancing Academic Achievement (SIPAAA). The SIPAAA is the biannual planning process mandated by Illinois state law. The SIPAAA process conforms to these guidelines while encouraging meaningful reflection, analysis, and priority setting by school-level teams to improve the school and enhance student performance. The SIPAAA is developed in partnership with the LSC.

The most recent SIPAAA process began in December 2009 and ended in May 2010. The resulting school improvement plan guided school-level funding appropriations and programmatic decisions for the 2010-2011 and 2011-2012 school years. The school budget mirrors the goals and programs outlined in the SIPAAA.

The following are the six steps in SIPAAA planning:

1. Gather input from faculty and other stakeholders
2. Revisit the school vision and mission and revise as necessary
3. Analyze the school's data
 - a. Outcome data is organized around the School Scorecard categories
 - i. Student outcomes
 - ii. Academic progress
 - iii. Student connection
 - iv. School characteristics
 - b. Process data is organized around the Five Fundamentals
 - i. Instruction
 - ii. Instructional Leadership
 - iii. Professional Capacity
 - iv. Learning Climate
 - v. Family and Community Involvement
4. Document the areas of work within the school within Categories. Tie each category to key performance indicators which align to outcomes.
5. Detail all activities for each category
6. Budget funds for each activity as needed

Enrollment

The base amount of resources that a school receives is driven by a school's student enrollment projection, which determines the number of quota teachers and support staff and the allocation of instructional equipment and supplies that are paid for by General Funds (also referred to as Board Funds). A school's student enrollment projection also

determines the per-pupil budget allocation that a per pupil-funded school receives. These enrollment projections are calculated by the Office of School Planning and Demographics and are based on five years of enrollment trend data and the cohort survival ratio for each school. The cohort survival ratio compares the number of students in a particular grade at a particular school to the number of students in the previous grade during the previous year. Ratios are computed for each grade progression and are then used to project future enrollments.

ALLOCATION OF RESOURCES TO SCHOOLS

Quota-Based Positions

To begin the budget process, schools obtain information detailing the coming school year’s school-specific allocations. The primary allocation classifications are: “enrollment based,” “special needs,” “operations and maintenance,” and “categorical programs.”

Enrollment Based Allocations

To ensure equitable distribution, the number of quota teachers and support staff allocated to a school is calculated using staffing formulas that incorporate student enrollment projections and other inputs established by Board policy and the collective bargaining agreement. It is important to note that additional positions are allocated (based on formula) once the school year begins if actual school membership exceeds the projected enrollment.

Non-personnel items such as textbooks, supplies, repairs and equipment are allocated on a projected per-pupil basis. In FY2011, elementary schools receive \$77.25 per general education student for these items, while high schools receive \$105.00 per general education student. The non-personnel allocation is adjusted upwards if actual school membership exceeds the projected enrollment.

Elementary School Position Overview

The following ratios are used to calculate an elementary school’s quota teacher allocation:

| Grade Level | Target Pupil-Teacher Ratio |
|--------------------------|-----------------------------------|
| Intermediate/Upper (4-8) | 31:1 |
| Primary (1-3) | 28:1 |
| Kindergarten* | 56:1 |

* Note that kindergarten is a half-day program with enrollment based on 56 students (28 x 2), with assigned teachers holding both a morning and afternoon class each day.

Each elementary school is entitled to one Board-funded teaching assistant principal. The teaching assistant principal position is included within the school’s entitlement as one of the general education teaching quota positions.

Ancillary elementary teaching positions, such as library, art, physical education, music, and counselors, plus support/administrative staff positions funded by General Funds, are determined by formulas using enrollment projections and Board-funded teacher data.

Elementary physical education and librarian positions are allocated based on the number of a school’s Board-funded quota teachers and special education teachers. While the

exact allocation amount depends on the total number of teachers described above, a school is generally provided a minimum of one elementary PE/librarian position for every 15 teachers.

Elementary art and music positions are based on the total K-8 membership of a school. Schools with a K-8 membership of greater than 750 students receive a 1.0 art and music position, while schools which have a K-8 membership of 750 or fewer students receive a 0.5 art and music position.

All elementary schools receive at least one counselor position. Schools that have a K-8 membership between 1,200 and 1,799 students receive 1.5 counselor positions, while schools with memberships of 1,800 or more students receive 2.0 counselor positions.

A school clerk is provided to all elementary schools. Schools containing between 46-75 Board-funded quota classroom teachers receive a second clerk, and schools with greater than 75 Board-funded quota classroom teachers receive a third clerk.

Example: Application of Elementary Formula

The following applies the allocation formulas to ABC elementary school, which has a projected fall membership of 498 students.

| ABC Elementary School | Pre-K | KG | Primary | Int/Upper | Special Ed | Total |
|-----------------------|-------|----|---------|-----------|------------|------------|
| Projected Enrollment | 0 | 52 | 151 | 254 | 41 | 498 |



ABC elementary school is entitled to 8 Intermediate/Upper teachers.

Calculation: $254 \text{ Int/Upper} \div 31 = 8.2$. Round down to 8. ($8 \times 31 = 248$. $254 - 248 = 6$; we will use this number in our primary teacher calculation).

ABC elementary school is entitled to 6 Primary teachers.

Calculation: $151 \text{ Primary} + 6 \text{ from above} = 157$. $157 \div 28 = 5.6$. Round up to 6.

ABC elementary school is entitled to 1 Kindergarten teacher.

Calculation: $52 \text{ KG} \div 56 = 0.9$. Round up to 1.

ABC elementary school is entitled to 3 Special Education teachers.

Special education needs vary by widely by school; please refer to the diagram “CPS Special Education Formula” for specific staffing formulas. To simplify, we will assume ABC elementary school is entitled to 3 special education positions based on its projected membership of 41 special education students.

ABC elementary school is entitled to 2 PE/Library positions.

Calculation: $8 \text{ Int/Upper} + 6 \text{ Primary} + 1 \text{ Kindergarten} + 3 \text{ self-contained Special Ed} = 18$ total quota classroom and special education teacher positions.

ABC elementary school is entitled to a 0.5 Art/Music position.

ABC has projected membership of 498 students.

ABC elementary school is entitled to 1 Counselor.

ABC has projected membership of 498 students.

ABC elementary school is entitled to 1 Clerk

Calculation: $8 \text{ Int/Upper} + 6 \text{ Primary} + 1 \text{ Kindergarten} = 15$ general education quota teacher positions.

High School Position Overview

Classroom Quota Teachers

The formulas used to allocate Board-funded high school classroom teachers take into account targeted student-teacher classroom ratios and the typical school model for

including students with special education needs in general education classrooms, according to least restrictive environment (LRE) classifications. In the approved FY2011 budget, for high school core and most elective subject courses, the targeted student-teacher ratio is 33:1. The targeted student-teacher ratio for art is 33:1, for music is 34:1, and for physical education is 40:1. Other factors included in the formulas are the standard number of subjects each student takes (7) and the standard number of classes each teacher must instruct (5). Within the overall high school classroom quota teacher category, school administrators may allocate teachers at their discretion across subject areas. It should be noted that as CPS confirms the precise allocation that will be received from the Education Jobs Program and has an opportunity to identify permitted uses for the funding that are aligned with its goal, the class size formula for high schools may be reduced.

| Category of Teachers | Formula |
|-----------------------------|---|
| Math | (Projected General Education students + projected students with LRE1 classification)/33/5 |
| English | (Projected General Education students + projected students with LRE1 classification)/33/5 |
| Science | (Projected General Ed Students + projected students with + LRE1 and LRE2 classifications)/33/5 |
| Social Studies | (Projected General Ed Students + projected students with + LRE1 and LRE2 classifications)/33/5 |
| PE, Music, Electives* | (Total School Membership*3)/33/5 |

All high schools receive one librarian. Schools with a membership greater than 1,500 students receive a second librarian position.

High schools receive one counselor position per 360 students, up to a maximum of twelve counselor positions.

| High School Membership | Number of Counselors |
|-------------------------------|-----------------------------|
| Up to 360 | 1 |
| 361 – 720 | 2 |
| 721 – 1,080 | 3 |
| 1,081 – 1,440 | 4 |
| 1,441 – 1,800 | 5 |
| 1,801 – 2,160 | 6 |
| 2,161 – 2,520 | 7 |
| 2,521 – 2,880 | 8 |
| 2,881 – 3,240 | 9 |
| 3,241 – 3,600 | 10 |
| 3,601 – 3,960 | 11 |
| 3,961 and above | 12 |

Assistant principal (AP) positions are granted to schools with a membership of greater than 500 students. Additionally, high schools with a membership exceeding 1,500 students receive a second AP position, high schools with a membership exceeding 2,500 students receive a third AP position, and high schools with a membership exceeding 3,500 students receive a fourth AP position.

| Total school membership excluding pre-school | Number of Assistant Principals |
|--|--------------------------------|
| 501 – 1,500 | 1 |
| 1,501 – 2,500 | 2 |
| 2,501 – 3,500 | 3 |
| 3,501 and above | 4 |

Per-Pupil Based

Per Pupil Pilot Schools

The Office of Management and Budget is managing a pilot program in which 13 elementary schools designated as Autonomous Management and Performance Schools (AMPS) receive a per-pupil budget allocation in lieu of General Education quota entitlement positions and funds for non-personnel expenses. Special education positions, ELL positions, SGSA funds, and NCLB Title I funds are still provided in the same manner as traditionally funded quota schools. The aim of the program is to determine how the schools function with the autonomy they are afforded and to provide some insight into the development of a transparent budgeting process at the school level.

| FY11 Per Pupil Rates | |
|--|---|
| 0-300 students: \$6,969/student 301-450 students: \$5,845/student 451-900 students: \$5,077/student > 900 students: \$4,531/student | Rate Derivation: A base budget is established which includes the total FY10 cost of all quota positions, Fund 115 non-personnel, certain general education funded supplemental positions, and select After-School programs at all elementary schools. This base budget is then adjusted for FY11 position changes based on projected enrollment and increases in cost such as COLA. The result is an FY11 projected budget which is scaled across four tiers based on the size of the school. |

| Participating Per-Pupil Pilot Schools | |
|---|--|
| Amelia Earhart Options for Knowledge ES | John W Garvy Elementary School |
| Columbia Explorers Elementary Academy | Lyman A Budlong Elementary School |
| George Washington Elementary School | Mary E McDowell Elementary School |
| Harold Washington Elementary School | Virgil Grissom Elementary School |
| Jane Addams Elementary School | William J & Charles H Mayo Elementary School |
| John C Dore Elementary School | William P Gray Elementary School |
| John J Audubon Elementary School | |

Special Education and ELL Positions

Allocations Based on the Special Needs of Students – All Schools

In addition to the basic distributions described in the previous pages, positions are also allocated to schools based on the number of eligible students requiring services in certain categories, such as “special education” and “students with limited English proficiency.”

Special Education:

To determine if a student is eligible to receive special education services, an evaluation is conducted, followed by the development of an Individualized Education Program (IEP). The IEP lists the special education and related services needed to ensure that the student

receives a free, appropriate public education in the least restrictive environment. If a student has a disability but does not qualify for special education services, a 504 plan may be developed. The 504 plan lists the accommodations and modifications that the student is to receive.

Special education teachers and classroom paraprofessionals are allocated to schools in accordance with Illinois state regulations and CPS policy. The CPS special education staffing formulas take into account a variety of factors including the disability (or disabilities) of individual students; the required instructional minutes, LRE code, and ages of the students (see formulas below); and the total number of students by disability to be served. In all cases, the formulas are in accordance with, or more generous than, state formulas. Additional staff may be allocated to a school based on specific criteria that is not addressed by the formula, such as paraprofessional support needs identified in a student's IEP.

Special education positions are allocated based on the formula below:

- **Amount of Required Services (ARS)** - *based on the total minutes per week of instructional time*
 C = Less than 1/2 of the required instructional per week
 F = More than (or equal to) 1/2 instructional minutes per week
- **Location of Services (LRE = Least Restrictive Environment)**
 1 = Less than 20% of week removed from General Education Setting
 2 = 21-60% of week removed from General Education Setting
 3 = More than 60% of week removed from General Education Setting

CPS Special Education Staffing Formulas*

| Primary Disability Category | Least Restrictive Environment Code | Amount of Required Service Code | Teacher Only | Teacher + Aide |
|---|------------------------------------|---------------------------------|---------------|-------------------------------|
| Resource (All Disabilities) (z) | 1,2 | C or F | 1-15 students | -- |
| Cross-Categorical (z) | 3 | F | 5-8 | 9-13 |
| EC Autism | 3 | C or F | -- | 5-7 2 aides per classroom |
| Primary Autism | 3 | C or F | -- | 5-9 2 aides per classroom |
| Intermediate/Upper & HS Autism | 3 | C or F | -- | 5-10 2 aides per classroom |
| Severe Profound | 3 | C or F | -- | 4-8 2 aides per classroom |
| Trainable Mentally Handicapped | 3 | C or F | -- | 8-13 |
| Hearing Impaired (elementary school) | 3 | C or F | 6-8 | -- |
| Hearing Impaired (high school) | 3 | C or F | 6-10 | -- |
| Visually Impaired (elementary school) | 3 | C or F | 6-8 | -- |
| Visually Impaired (high school) | 3 | C or F | -- | 9-12 |
| Pre-School Instructional (all disabilities except HI, VI, and AUT) ** | 3 | C or F | -- | 5-20*** am/pm |

Footnotes:

* Students not serviced by these formulas are serviced by itinerant staff.

** Schools utilizing a Pre-School Blended Model should account for this in their projection appeal narrative.

*** Not to exceed 10 students per section.

(z) Cross Categorical includes the following categories: {LD, EBD, TBI, OHI, EMH} 3F, as well as, low incidence disabilities that are not self-contained (i.e. "3F")

Additionally, the allocation of clinicians to a school (e.g., nurses, social workers, psychologists, etc.) is determined by the number of special education students requiring individual services and the needs of the regular education students in the school.

English Language Learners

Allocation of supplemental bilingual education teacher(s) is formula-based. The formula is based on the adjusted number of English Language Learners (ELLs) in each school. The adjusted number is based on the number of years an ELL is in the program. Program years 0-3 count as 1.0 and any students beyond 4 years are counted as 0.5. Half-day kindergarten is also counted as 0.5.

| | | No. of ELLs (Same Language Background) | Supplemental Teacher Allocation |
|---|----------------------------------|---|--|
| Transitional Bilingual Education (TBE) | Elementary School TBE Program | 1* - 19* | 0.0 |
| | | 20* - 49* | 0.5 |
| | | 50* or more | 1.0 |
| | High School TBE Program | 20* or more | 1.0 |

| | | No. of ELLs | Supplemental Teacher Allocation |
|--|----------------------------------|--------------------|--|
| Transitional Program of Instruction** (TPI) | Elementary School TPI Program | 1* - 15* | 0.0 |
| | | 16* - 49* | 0.5 |
| | | 50* or more | 1.0 |
| | High School TPI Program | 1* - 40* | 0.0 |
| | | 41* - 49* | 0.5 |
| | | 50* or more | 1.0 |

* = Number is adjusted based on number of years in the program

** = Fewer than 20 ELLs of the same language background

Categorical Funding

Categorical Funds and Other Programs

Additional funding is provided for programs supported by special local, state, and federal funds. These programs and projects are over and above the basic instructional programs available in all schools. Two significant funding sources allocated during the school budget process are Supplemental General State Aid (SGSA) and No Child Left Behind (NCLB) Federal Title I.

Supplemental General State Aid:

Supplemental General State Aid is part of the General State Aid that CPS receives from the State. SGSA funds are designed to supplement regular and basic programs supported by the General Education Fund. The amount of SGSA funds is based upon the concentration level of children from low-income households. Funds are distributed to the schools in proportion to the number of pupils enrolled who are eligible to receive free or reduced-price meals under the federal Child Nutrition Act of 1966 and the National School Lunch Act during the immediately preceding year. The poverty data is taken at one point in time for the entire school system (i.e., end of September). Once data is

collected, CPS establishes a flat rate per-pupil amount and calculates the SGSA allocation based on the number of eligible students for each qualifying school. For FY2011, the per pupil rate is \$735. The following table delineates estimated allocations:

| Students on FRL | Allocation Rate | Total Allocation |
|-----------------|-----------------|------------------|
| 1 | \$735 | \$735 |
| 100 | \$735 | \$73,500 |
| 1,000 | \$735 | \$735,000 |

NCLB Title I:

CPS allocates NCLB Federal Title I funds to schools with high concentrations of low-income children, to provide supplementary services for educationally disadvantaged students. The formula used to determine a school’s eligibility for these funds is based on the ratio of TANF (Temporary Assistance to Needy Families) and free and reduced-price lunch school data as a percentage of enrollment. CPS uses poverty data generated yearly by the number of students, ages 5-17, who are eligible to receive free or reduced lunch (60% weight), and the number of children, ages 5-17, from families that receive financial assistance through TANF (40% weight). The data are taken at one point in time for the entire school system (i.e., the end of September). Once data is collected, CPS ranks schools and allocates additional funding to those schools serving a population greater than 40% poverty. Distribution to schools is on a sliding scale basis per eligible pupil, with higher poverty schools receiving a higher per-pupil amount as indicated in the table below:

| Poverty Index Examples | Allocation Rate | Eligible Students | Total Allocation |
|------------------------|-----------------------|-------------------|------------------|
| <40% | \$0 (below threshold) | 100 | \$0 |
| 40-40.99% | \$430 | 100 | \$43,000 |
| 41-41.99% | \$444 | 100 | \$44,400 |
| 99-99.99% | \$1,256 | 100 | \$125,600 |

Schools can budget Supplemental General State Aid and NCLB Title I funds at their discretion but must remain in compliance with regulations and guidelines, and adhere to the SIPAAA.

Charter/Contract School Funding

Charter Schools have been in existence in Chicago since 1997, pursuant to Illinois State Law. Charter and Contract school operators are granted the autonomy and flexibility to implement innovative educational curriculum that stretches beyond traditional methods while still being held to Illinois Learning Standards. In FY2011, there will be approximately 37 Charter schools, with 82 campuses, and 9 Contract schools across the city serving 44,300 students. Of these campuses, 5 will be new High School campuses with a projected enrollment of 1,160 and 2 Elementary campuses with a projected enrollment of 836. There are also a total of 35 existing campuses expanding into a new grade with expansion enrollment projected at 3,130 at these schools. The funding and programmatic support offered to Charters and Contracts is based on the model described below. More detailed information about the budgets of each school can be found in the Charter and Contract portions of the Schools at a Glance section.

| Base General Education | | FY11 | FY11 Anticipated |
|------------------------|----------------|----------------------|-------------------------|
| | Per Pupil Rate | Projected Enrollment | Per Pupil Tuition Spend |
| Elementary | \$5,873 | 21,255 | \$ 124,830,615 |
| High School | \$7,341 | 22,970 | \$ 168,622,770 |
| Total | | 44,300 | \$293,453,385 |

Rates are based on CPS General Education Revenue

| Special Education Reimbursement | | FY11 Budget |
|---|-------------------------------|-------------|
| \$65,000 per allocated teacher (cert. required) | See additional details below. | \$21,700,00 |
| \$32,500 per allocated paraprofessional | | |

Special Education Funding Amounts

1. The Charter and/or Contract School will hire its own special education teacher(s) based on the school's population of students with disabilities. Chicago Public Schools (CPS) will reimburse the Charter and/or Contract School on a quarterly basis. This reimbursement will be based on CPS' determination that each special education teacher possesses the proper certification(s) as required by the State and that the number of full-time equivalent teacher positions for reimbursement does not exceed the CPS-approved allocation for the Charter and/or Contract school. For the 2010-2011 school year, the maximum reimbursement rate is \$65,000 per year, per full-time equivalent special education teacher. The quarterly reimbursement to the Charter and/or Contract School for full-time equivalent special education teachers will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved, full-time equivalent teachers for the percentage of the quarter's instructional days for which the teacher was employed or (ii) aggregate sum of the actual salaries and benefits paid to CPS-approved, special education teachers employed at the Charter and/or Contract School for the percentage of the quarter's instructional days for which the teacher was employed.
2. The Charter and/or Contract School will hire its own paraprofessionals to provide the necessary supports required by its students' IEPs. Chicago Public Schools (CPS) will reimburse the Charter and/or Contract School on a quarterly basis. This reimbursement will be based on CPS' determination that each special education paraprofessional providing instructional support is highly qualified in accordance with NCLB standards and that the number of full-time equivalent paraprofessional positions for reimbursement does not exceed the CPS-approved allocation for the Charter and/or Contract School. For the 2010-2011 school year, the maximum reimbursement rate is \$32,500 per year, per full-time equivalent special education paraprofessional. The quarterly reimbursement to the Charter and/or Contract School for full-time equivalent special education paraprofessionals will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved, full-time equivalent paraprofessionals for the percentage of the quarter's instructional days for which the paraprofessional was employed or (ii) aggregate sum of the actual salaries and benefits paid to the CPS-approved, special education

paraprofessionals employed at the Charter and/or Contract School for the percentage of the quarter's instructional days for which the paraprofessional was employed.

3. If required by its students' IEPs, the Charter and/or Contract School may elect to furnish its own clinicians to provide support to its students with disabilities enrolled at the Charter and/or Contract School, or it may elect to have the Board furnish clinicians to serve the Charter and/or Contract School's students with disabilities. If the Charter and/or Contract School elects to have the Board furnish the clinicians, then the Board shall assign the necessary staff to the Charter and/or Contract School. If the Charter and/or Contract School elects to hire its own clinicians, then Chicago Public Schools (CPS) will reimburse the Charter and/or Contract School on a quarterly basis. This reimbursement will be based on CPS' determination that each clinician possesses the proper certification(s) as required by the State and that the number of full-time equivalent clinicians does not exceed the CPS-approved allocation for the Charter and/or Contract School. For the 2010-2011 school year, the maximum reimbursement rate is \$65,000 per year, per full-time equivalent clinician. The quarterly reimbursement to the Charter and/or Contract School for full-time equivalent clinicians will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved full-time equivalent clinicians at the Charter and/or Contract School for the percentage of the quarter's instructional days for which the clinician was employed or (ii) aggregate sum of the actual salaries and benefits paid to the CPS-approved clinicians at the Charter and/or Contract School for the percentage of the quarter's instructional days for which the clinician was employed.

4. The Charter and/or Contract School shall appoint and pay a salary and benefits to its own qualified Case Manager. In this case, Chicago Public Schools (CPS) will provide the Charter and/or Contract School with a stipend of \$1,406 per semester, per school for such a qualified Case Manager for the 2010-2011 school year. A Case Manager shall be deemed qualified if he or she has (1) a Type 10 (special), Type 03 (elementary), or Type 09 (secondary) ISBE certificate endorsed in a special education area, or with a special education teaching approval or supervisory approval, OR (2) a Type 73 (school service personnel) ISBE certificate endorsed as a school social worker, school psychologist, guidance specialist, or speech-language pathologist or have a supervisory endorsement. At least two years experience in the field of special education is recommended/ preferred. The amount of the stipend is subject to the terms of the agreement between the Board and the Chicago Teachers Union.

| Categorical Funding | | | FY11 Budget |
|---------------------------------|--|--|--------------|
| SGSA | Per pupil allocation | Please see Categorical Funding section | \$25,418,321 |
| NCLB Title I | Per pupil allocation | Please see Categorical Funding section | \$13,136,417 |
| English Language Learners (ELL) | <u>State Funding:</u> Based on the amount of ELL instruction that a student receives funding is allocated on a tiered basis as follows: Pre-K & Kindergarten students receiving more than 5 periods a week of ELL Elementary (1-8) students receiving between 5-10 periods a week of ELL Elementary (1-8) students receiving 10 or more periods a week of ELL High School (9-12) students receiving between 5-10 periods a week of ELL High School (9-12) students receiving 10 or more periods a week of ELL <u>Title III Funding:</u> Flat per Pupil Rate for every eligible ELL student | | \$1,452,575 |
| Title IIA | Provided for Teacher professional development | | \$2,000,000 |

| Other Funding | | | FY11 Budget |
|--------------------------|---------------|--|--------------|
| Small Schools Supplement | \$300/student | Provided to elementary schools with enrollment of 350 or fewer students and high schools with 600 or fewer students. In FY11 there will be 16 Elementary and 34 High Schools eligible to receive small schools supplement based on projected enrollment. | \$5,656,500 |
| Facility Supplement | \$425/student | For schools housed in non-CPS facilities. In FY11 there are 31 Elementary and 22 High Schools housed in non-CPS facilities. | \$12,064,900 |

Facilities Fees

Based on the facility sharing arrangement, Charter and Contract operators choose from a menu of facilities services, including ITS, Operations, Utilities, and Security. In FY11, there will be 38 Charter/Contract campuses in CPS facilities with a total deduction of \$10,726,004.

| | Sole Occupant of CPS Facility | Shared CPS Facility w/ Traditional CPS School | Shared CPS Facility w/ Contract or Charter School * | Independent Facility |
|---------------------|-------------------------------|---|---|----------------------|
| ITS Services | Optional | Optional | Optional | Optional |
| Operations Services | Optional | Required | Optional | N/A |
| Utilities | Required | Required | Required | N/A |
| Security Services | Optional | Optional | Optional | N/A |

*Options must be agreed upon by Charter/Contract Schools co-sharing a CPS facility.

For transparency purposes, operators are charged the actual cost of services in the CPS facility that they occupy. In shared buildings the cost of Operation's services are applied based on the square footage utilized by the school. The costs of Security services are divided equally between the schools occupying a facility. Below is an overview of CPS facilities services.

| OVERVIEW OF CPS FACILITIES SERVICES | |
|-------------------------------------|--|
| ITS Services | Services include LAN, VPN, WAN, and Impact Base services. Additional services may include computer equipment purchase/lease, extended support services, desktop management services, Computrace theft tracking and recovery services, and telecom telephone, cellular phone, and paging services. |
| Operations Services | Services may include trash removal, maintenance, pest control, and snow removal. For applicants opting into Operations Services, buildings are staffed with at least one engineer and custodians proportional to the cleanable square feet at a campus. These personnel are provided with the equipment and supplies necessary to clean and maintain the buildings and grounds. For schools in a CPS facility opting out of operations services, CPS requires quarterly inspections to ensure that the facility is being maintained to CPS standards. For FY10 an annual fee of \$2,500 per facility will be charged for these inspection services. This charge will be split equally between all schools sharing the space. |
| Utilities | This includes gas and electric. Water will be provided by CPS at all CPS facilities at no additional cost. |
| Security Services | Services include Security Personnel and Alarms & CCTV Monitoring Fee. Additional services may include Burglar Alarm, Aiphone/Door Entry System, CCTV Security Cameras, Handheld Metal Detectors, Metal Detector Portals, and X-Ray Machines. Security resources may be modified based on changes in school population, number of incidences, changes to the building, and other factors. |

SCHOOL SEGMENT REPORT

The school segment report was designed as a way to review individual school operating budgets as categorized by educational program and grouped by instructional, administrative, support service and facilities costs as described below. The report reflects resources allocated directly in the schools' budgets and also projects the resources budgeted at the central office and citywide level that are used to support the programs, activities and personnel of the individual schools.

Each school's segment report is available on the CD distributed with this book. The segment reports are listed in unit number order, however an index is provided in alphabetical order with the associated page number per school.

The objective of the report is to present school budgets in a transparent and relevant manner. We anticipate using the lessons learned from its ongoing development as a guide for further improvements to the transparent allocation and presentation of school resources.

School Segment Report

The rows in the school segment report are categorized by account as follows:

Instruction

The budgeted costs in the Instruction segment of the report reflect the resources allocated for direct instructional and classroom purposes at the schools. This includes the salaries and benefits of teachers, teaching assistant principals, instructional assistants and aides. Also included are the non-personnel related costs to support instruction such as textbooks, supplies, educational services, etc. The line labeled Allocation of CW Programs includes the projected cost of the instructional programs budgeted at the citywide level that will be used to support the related instructional programs at the school. The line labeled Allocation of AO Support Services includes the projected cost of the services budgeted at the area offices that will be used to support the schools.

Administration

This section includes costs associated with the administration of the school. This includes the salaries and benefits of principals, assistant principals and clerical support staff, as well as non-personnel costs associated with school office/clerical support. The line labeled Allocation of CO Support Services includes the estimated cost of central office administration to support the school's programs, personnel and administrative needs and processes.

Support Services

This section includes the budgeted costs at the school for security services, food and nutrition services, transportation services and special education support services. The line labeled Allocation of CW Support Services includes the projected cost of the security, food, transportation and special education support services budgeted at the citywide level that will be used to support related services and programs at the school during the year.

Facility Support

This section includes the costs associated with the maintenance of the school's facilities, such as engineers, custodial workers, repairs, supplies and other building maintenance needs. The line labeled Allocation of CW Facility Support includes the projected cost of the facility support services budgeted at the citywide level that will be used to support related services at the school during the year.

The columns in the school segment report are categorized by educational program as follows:

General Education

This column delineates funds budgeted to support the basic instructional program of the school. It includes quota teachers, principals, assistant principals, and ancillary staff, and the allocation for general programs, instructional equipment and supplies to be paid for by general funds.

Special Education

This column details funds budgeted to address the needs of students with Individualized Education Programs (IEPs). It includes the local and federally funded programs offered through the Office of Specialized Services.

Supplemental Programs

Described below are categories that sort educational programs based on the services that are provided to students above and beyond the basic instructional program.

Discretionary/Supplementary – Includes the schools' discretionary funds, specifically Supplemental General State Aid and NCLB Title I building allocations. Also includes general supplemental funds provided to the schools for specific programmatic and student needs.

Options for Knowledge – Resources allocated to support a variety of educational options such as magnet schools, magnet cluster schools and Gifted and Enriched Academic Programs.

Bilingual – Funds budgeted to address the needs of eligible students with limited English proficiency.

Reading and Math – Funds allocated to support the Chicago Reading Initiative and the Chicago Math and Science Initiative.

After School Programs – Includes all instructional and extracurricular extended day programs during the regular school year.

Early Childhood – Funds budgeted to support pre-school programs. This includes the state early childhood grants, Head Start, and NCLB Title I funded early childhood programs.

Other Programs – All other instructional support programs that do not fall within the aforementioned categories. Examples include Advanced Placement, Summer Programs, IB Programs, and Evening Schools.

Demographic Information

This section provides specific demographic information about the school.

The projected enrollment Pre-K and K-12 is the school's projected enrollment for September month-end of the 2009-2010 school year for participation in pre-kindergarten programs and enrollment in grades K-12, respectively. The current enrollment is the school's actual September month-end enrollment of the 2008-2009 school year for participation in pre-kindergarten programs and enrollment in grades K-12.

This section also includes percentages in three areas: (1) the district-wide percent poverty based on the NCLB Title I formula, (2) the percent of students eligible for free and reduced-price lunch, and (3) the estimated percent of students identified for special education services.

Finally, this section highlights teacher information at the school. Teachers include all teacher positions regardless of funding source, but do not include principals, freed assistant principals, or counselors.

SCHOOL SEGMENT REPORT FOR HORACE GREELEY SCHOOL

(In Actual Dollars)

| Cost Center | 22661 | General Education | Special Education | Discretionary/Supplementary | Options Knowledge | Bilingual | Reading & Math | After School Programs | Early Childhood | Other Programs | Totals |
|-----------------------------------|------------|--------------------------|--------------------------|------------------------------------|--------------------------|------------------|---------------------------|------------------------------|------------------------|-----------------------|---------------|
| Type | Elementary | | | | | | | | | | |
| Grade Level | PreK-8 | | | | | | | | | | |
| Number Of Branches | 0 | | | | | | | | | | |
| Instruction | | | | | | | | | | | |
| Salaries and Benefits | | 2,369,516 | 422,411 | 440,918 | 342,958 | 80,232 | | | 153,953 | 19,448 | 3,829,436 |
| Services | | 1,058 | | 9,388 | | | | | | | 10,446 |
| Supplies and Commodities | | 6,175 | 200 | 4,683 | 100 | 100 | | | | 100 | 11,358 |
| Textbooks and Supplies | | 30,486 | | | | | | | | | 30,486 |
| Miscellaneous | | 6,310 | | 1,200 | | | | | | | 7,510 |
| Allocation of CW Programs | | 24,269 | 79,050 | | 11,395 | 72,933 | 26,554 | 194,658 | 258,947 | 41,889 | 709,694 |
| Allocation of AO Support Services | | 7,754 | | 46,529 | | 3,068 | 29,102 | | | 2,930 | 89,383 |
| Sub-Total | | 2,445,568 | 501,661 | 502,718 | 354,453 | 156,333 | 55,656 | 194,658 | 412,900 | 64,366 | 4,688,313 |
| Administration | | | | | | | | | | | |
| School Based Admin | | 268,273 | | 57,907 | | | | | | | 326,180 |
| Allocation of CO Support Services | | 193,866 | 5,806 | | 6,374 | 2,428 | 5,737 | 6,119 | 16,219 | 6,225 | 242,775 |
| Sub-Total | | 462,139 | 5,806 | 57,907 | 6,374 | 2,428 | 5,737 | 6,119 | 16,219 | 6,225 | 568,955 |
| Support Services | | | | | | | | | | | |
| Food Services | | 317,168 | | | | | | | | | 317,168 |
| Safety and Security | | 51,666 | | | | | | | | | 51,666 |
| Transportation | | | 44,564 | | 315,988 | | | | | | 360,552 |
| Special Education Support | | | 27,231 | | | | | | | | 27,231 |
| Allocation of CW Support Services | | 280,792 | 191,235 | 100,817 | | | | | | 60,273 | 633,118 |
| Sub-Total | | 649,626 | 263,030 | 100,817 | 315,988 | | | | | 60,273 | 1,389,735 |
| Facility Support | | | | | | | | | | | |
| Personnel | | 120,570 | | | | | | | | | 120,570 |
| Utilities (Energy and Telecom) | | 103,063 | | | | | | | | | 103,063 |
| Repairs, Supplies and Others | | 44,245 | | | | | | | | | 44,245 |
| Allocation of CW Facility Support | | 190,857 | | | | | | | | | 190,857 |
| Sub-Total | | 458,735 | | | | | | | | | 458,735 |
| Grand Total | | 4,016,068 | 770,498 | 661,442 | 676,815 | 158,761 | 61,393 | 200,778 | 429,119 | 130,864 | 7,105,737 |

DEMOGRAPHICS

| | | | | | |
|---|-----|-------------------------------|---------|---|-----|
| Projected Enrollment Pre-K | 42 | Student/Teacher Ratio | 17 To 1 | % of Poverty | 54% |
| Projected Enrollment K-12 | 519 | Total Teachers | 35 | % of Free/Reduced Lunch | 89% |
| Current Enrollment (September) - Pre-K | 42 | Average Teacher Salary | 74,138 | Estimated % of Special Education | 10% |
| Current Enrollment (September) - K-12 | 504 | | | | |

FY2011 SCHOOLS AT A GLANCE

The following pages will detail the demographics and funding for individual schools. This snapshot will provide information such as the schools' enrollment projections for FY2011; the proposed budget allocations by funding source; demographic information; and student performance outcomes. For descriptions of the enrollment, funding source, and demographics information, please see the details provided under "School Segment Report" in the School Based Budgeting section. All data is projected for FY2011.

Racial Breakdown

The school-level data provided in this section is from the 2010 Racial/Ethnic Survey. The Racial/Ethnic Survey is a result of a teacher-observation/verification survey done on October 6, 2009. These data are used to meet the reporting requirements of various federal and state agencies, to provide for the planning and implementations of integration initiatives, and to assist in facilities management and planning. All data is from the 2009-2010 school year and is based on enrollment data from that year.

Student Performance

Elementary – The performance data shown for each school includes the percentage of students meeting or exceeding state standards on the 2009 Illinois Standards Achievement Test (ISAT) in science, mathematics, reading, and the composite percentage of students meeting or exceeding standards on all subjects ("Overall.") Data is shown for both the school and the District for comparison. All data is from 2009.

The ISAT measures individual student achievement at the elementary level relative to the Illinois Learning Standards. The Illinois Learning Standards are descriptions of the specific knowledge and skills that students should learn in Illinois public schools. The results give parents, teachers, and schools one measure of student learning and school performance. Results are used to measure school and district adequate yearly progress (AYP) as required by the No Child Left Behind (NCLB) law.

ISAT tests students in grades 3-8 in reading, mathematics, science (grades 4 and 7 only) and writing (grades 5, 6, and 8). ISAT uses both multiple choice and constructed response questions, as well as prompts for writing.

High School – The performance data shown for each school includes the percentage of students meeting or exceeding state standards on the Prairie State Achievement Examination (PSAE); the percentage of students scoring 20 or higher on the ACT; and the percentage of freshmen who graduate within five years. Data is shown for both the school and the District for comparison. All data is from 2009 except for the graduation rate within five years, which is from 2008. The 2009 data is not yet available.

The PSAE is the Illinois state achievement test administered to 11th grade students to measure their progress in meeting the Illinois Learning Standards. The Illinois Learning Standards are

descriptions of the specific knowledge and skills that students should learn in Illinois public schools. It is required by state legislation that students take the PSAE in order to receive their high school diploma. The PSAE includes three components: (1) the ACT Plus Writing, which includes the four multiple-choice tests in English, mathematics, reading, and science, and a constructed-response writing test with a single prompt question; (2) a science assessment, and (3) two assessments that measure skills in mathematics and reading that employers believe are critical to job success.

The ACT is a national college admissions examination that consists of subject area tests. When students take the PSAE test under standard conditions or with ACT-approved accommodations, they receive ACT scores that they can report to colleges or universities. The highest score on the ACT is 36; the national average ACT composite score for 2009 was 21.1.

Schools serving both elementary and high school grades – For schools serving students from both K-8 and 9-12 grades, high school data is displayed, unless otherwise noted.

Schools listing “#N/A” – This symbol indicates data is not available for that school, often because the school is new or serves grades which do not take the standardized tests that provide data for these measures.

Charter and Contract Schools

The Schools at a Glance section this year includes snapshot data on the district’s Charter and Contract schools. Due to the autonomous nature of these schools, the budget tables will appear slightly different than those in other sections. Charter/Contract schools operate independently with separate financial systems than other CPS schools, so the amounts reflected in this section reflect budgeted payments per funding formulas in FY11. Please note that some allocations are budgeted centrally and allocated out to Charter/Contract school units during the fiscal year.

School Designations

Snapshots are presented according to school designation. An explanation of each school designation is listed below.

1. **Neighborhood** – Schools with attendance boundaries.
2. **Alternative** – Schools that provide alternative educational options to students who have dropped out of high school. Students attending these schools are between the ages of 17-21 with no more than five high school credits.
3. **Citywide** – Schools without attendance boundaries where students are selected by a computerized lottery.
4. **Military** – Four-year learning centers guided by a team of mentor teachers and military teaching partners that provide military training, as well as an Education-to-Careers curriculum.

5. **Performance** – Schools that have autonomy on curricular and budgetary policies on a district level, while maintaining union membership for personnel.
6. **Selective Enrollment** – Schools that are highly competitive and designed to meet the needs of Chicago’s most academically advanced students. These schools use criteria such as test scores and academic performance evaluations to determine acceptance.
7. **Small Schools** – High schools with enrollments of no more than 600 students. These schools provide for a more intimate and personalized learning environment.
8. **Special Education** – Schools in which all students have special education designations.
9. **Vocational** – High schools that focus primarily on providing formal preparation for technical or professional occupations.
10. **Charter** – Charter schools are independently operated public schools approved and certified under the Illinois Charter School Law, IL School Code 105 ILCS 5/27A et seq.
11. **Contract Schools** – Contract schools are public schools operated by private entities under contract with CPS.

Neighborhood

Schools

| Jane Addams Elementary School (Addams) | | Instructional Area 54 | | | Total Budget | | \$7,124,248 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 10810 S Avenue H | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22021 | Instruction | \$3,683,785 | \$759,297 | \$877,248 | \$515,440 | \$5,835,770 |
| Grade Level | PreK-8 | Administration | \$351,144 | \$0 | \$62,594 | \$0 | \$413,738 |
| Total Projected Enrollment | 887 | Support Services | \$474,093 | \$10,272 | \$5,382 | \$0 | \$489,747 |
| | | Facility Support | \$384,993 | \$0 | \$0 | \$0 | \$384,993 |
| School average = | | Total | \$4,894,015 | \$769,569 | \$945,224 | \$515,440 | \$7,124,248 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | 81% |

| Louis A Agassiz Elementary School (Agassiz) | | Instructional Area 6 | | | Total Budget | | \$4,815,675 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2851 N Seminary Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22031 | Instruction | \$1,535,448 | \$1,134,672 | \$257,770 | \$779,258 | \$3,707,148 |
| Grade Level | PreK-8 | Administration | \$239,490 | \$0 | \$0 | \$0 | \$239,490 |
| Total Projected Enrollment | 420 | Support Services | \$318,153 | \$276,264 | \$8,116 | \$0 | \$602,533 |
| | | Facility Support | \$266,504 | \$0 | \$0 | \$0 | \$266,504 |
| School average = | | Total | \$2,359,595 | \$1,410,936 | \$265,886 | \$779,258 | \$4,815,675 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | 82% |

| Albany Park Multicultural Middle School (Albany Park) | | Instructional Area 1 | | | Total Budget | | \$2,514,402 |
|---|-------|----------------------|-------------|---------------|--------------|----------|-------------|
| 4929 N Sawyer Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 32011 | Instruction | \$1,218,716 | \$385,256 | \$319,794 | \$66,544 | \$1,990,310 |
| Grade Level | 7-8 | Administration | \$229,384 | \$0 | \$0 | \$0 | \$229,384 |
| Total Projected Enrollment | 281 | Support Services | \$233,436 | \$17,698 | \$3,100 | \$0 | \$254,234 |
| | | Facility Support | \$40,474 | \$0 | \$0 | \$0 | \$40,474 |
| School average = | | Total | \$1,722,010 | \$402,954 | \$322,894 | \$66,544 | \$2,514,402 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | 81% |

| Louisa May Alcott Elementary School (Alcott) | | Instructional Area 6 | | | Total Budget | | \$5,450,558 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2625 N Orchard St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22041 | Instruction | \$2,813,951 | \$732,577 | \$332,709 | \$748,218 | \$4,627,455 |
| Grade Level | PreK-8 | Administration | \$486,168 | \$0 | \$0 | \$0 | \$486,168 |
| Total Projected Enrollment | 685 | Support Services | \$197,381 | \$56,363 | \$5,000 | \$43,519 | \$302,263 |
| | | Facility Support | \$34,672 | \$0 | \$0 | \$0 | \$34,672 |
| School average = | | Total | \$3,532,172 | \$788,940 | \$337,709 | \$791,737 | \$5,450,558 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | 88% |

| Ira F Aldridge Elementary School (Aldridge) | | Instructional Area 18 | | | Total Budget | | \$2,714,193 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 630 E 131st St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22641 | Instruction | \$1,204,566 | \$312,600 | \$376,323 | \$177,331 | \$2,070,821 |
| Grade Level | PreK-8 | Administration | \$223,806 | \$0 | \$2,000 | \$0 | \$225,806 |
| Total Projected Enrollment | 269 | Support Services | \$306,200 | \$0 | \$5,400 | \$0 | \$311,600 |
| | | Facility Support | \$105,966 | \$0 | \$0 | \$0 | \$105,966 |
| School average = | | Total | \$1,840,538 | \$312,600 | \$383,723 | \$177,331 | \$2,714,193 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 64% |
| Science | 64% 41% |
| Mathematics | 74% 51% |
| Reading | 68% 51% |
| Overall | 70% 49% |

| John P Altgeld Elementary School (Altgeld) | | Instructional Area 14 | | | Total Budget | | \$5,271,690 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 1340 W 71st St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22051 | Instruction | \$1,979,051 | \$1,057,940 | \$691,947 | \$200,256 | \$3,929,193 |
| Grade Level | PreK-8 | Administration | \$264,935 | \$0 | \$80,463 | \$0 | \$345,398 |
| Total Projected Enrollment | 595 | Support Services | \$442,319 | \$98,774 | \$52,505 | \$0 | \$593,598 |
| | | Facility Support | \$403,501 | \$0 | \$0 | \$0 | \$403,501 |
| School average = | | Total | \$3,089,806 | \$1,156,714 | \$824,915 | \$200,256 | \$5,271,690 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 62% |
| Science | 64% 57% |
| Mathematics | 74% 83% |
| Reading | 68% 75% |
| Overall | 70% 76% |

| Ames Middle School (Ames) | | Instructional Area 4 | | | Total Budget | | \$4,950,978 |
|----------------------------|-------|----------------------|-------------|---------------|--------------|----------|-------------|
| 1920 N Hamlin Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 41111 | Instruction | \$2,450,076 | \$600,995 | \$662,299 | \$85,080 | \$3,798,451 |
| Grade Level | 7-8 | Administration | \$227,426 | \$0 | \$76,827 | \$0 | \$304,253 |
| Total Projected Enrollment | 593 | Support Services | \$491,871 | \$44,564 | \$44,572 | \$0 | \$581,007 |
| | | Facility Support | \$267,267 | \$0 | \$0 | \$0 | \$267,267 |
| School average = | | Total | \$3,436,640 | \$645,559 | \$783,698 | \$85,080 | \$4,950,978 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 8% |
| Hispanic | 42% 91% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 94% |
| % Poverty | 53% 57% |
| Science | 64% 52% |
| Mathematics | 74% 63% |
| Reading | 68% 67% |
| Overall | 70% 62% |

| Roald Amundsen High School (Amundsen HS) | | Instructional Area 19 | | | Total Budget | | \$14,235,664 |
|--|-------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 5110 N Damen Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46031 | Instruction | \$7,481,020 | \$2,107,059 | \$942,162 | \$513,278 | \$11,043,519 |
| Grade Level | 9-12 | Administration | \$638,160 | \$0 | \$393,659 | \$0 | \$1,031,819 |
| Total Projected Enrollment | 1,699 | Support Services | \$820,180 | \$0 | \$288,970 | \$0 | \$1,109,150 |
| | | Facility Support | \$1,051,176 | \$0 | \$0 | \$0 | \$1,051,176 |
| School average = | | Total | \$9,990,536 | \$2,107,059 | \$1,624,791 | \$513,278 | \$14,235,664 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|----------|
| African American | 45% 15% |
| Hispanic | 42% 64% |
| White | 9% 11% |
| Asian/Pacific Islander | 3.6% 10% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 16% |
| % Free/Reduced lunch | 85% 79% |
| % Poverty | 53% 48% |
| Score 20 or higher on the ACT | 22% 15% |
| Meet/exceed standards on PSAE | 29% 26% |
| Graduate within 5 years | 55% 61% |

| Hans Christian Andersen Community Academy ES (Andersen) | | | Instructional Area 6 | | | Total Budget | \$2,321,882 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 1148 N Honore St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 31011 | Instruction | \$715,558 | \$270,923 | \$210,152 | \$340,182 | \$1,536,814 |
| Grade Level | PreK-8 | Administration | \$251,831 | \$0 | \$0 | \$0 | \$251,831 |
| Total Projected Enrollment | 99 | Support Services | \$301,296 | \$75,671 | \$300 | \$0 | \$377,267 |
| | | Facility Support | \$155,970 | \$0 | \$0 | \$0 | \$155,970 |
| School average = | | Total | \$1,424,655 | \$346,594 | \$210,452 | \$340,182 | \$2,321,882 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 18% |
| Hispanic | 42% | 81% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 59% |
| Science | 64% | 59% |
| Mathematics | 74% | 78% |
| Reading | 68% | 71% |
| Overall | 70% | 72% |

| Phillip D Armour Elementary School (Armour) | | | Instructional Area 9 | | | Total Budget | \$3,525,752 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 950 W. 33rd Place | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22061 | Instruction | \$1,245,034 | \$581,712 | \$430,754 | \$208,087 | \$2,465,587 |
| Grade Level | PreK-8 | Administration | \$318,618 | \$0 | \$1,014 | \$0 | \$319,632 |
| Total Projected Enrollment | 339 | Support Services | \$339,287 | \$0 | \$0 | \$0 | \$339,287 |
| | | Facility Support | \$401,246 | \$0 | \$0 | \$0 | \$401,246 |
| School average = | | Total | \$2,304,185 | \$581,712 | \$431,768 | \$208,087 | \$3,525,752 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 5% |
| Hispanic | 42% | 84% |
| White | 9% | 9% |
| Asian/Pacific Islander | 3.6% | 2% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 60% |
| Science | 64% | 58% |
| Mathematics | 74% | 62% |
| Reading | 68% | 58% |
| Overall | 70% | 59% |

| George Armstrong International Studies ES (Armstrong, G) | | | Instructional Area 2 | | | Total Budget | \$9,994,645 |
|--|--------|------------------|----------------------|-------------|---------------|--------------|-------------|
| 2110 W Greenleaf Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22081 | Instruction | \$5,037,434 | \$991,131 | \$1,233,083 | \$703,863 | \$7,965,511 |
| Grade Level | PreK-8 | Administration | \$279,934 | \$0 | \$144,287 | \$0 | \$424,221 |
| Total Projected Enrollment | 1,401 | Support Services | \$842,420 | \$141,007 | \$43,497 | \$0 | \$1,026,924 |
| | | Facility Support | \$577,989 | \$0 | \$0 | \$0 | \$577,989 |
| School average = | | Total | \$6,737,777 | \$1,132,138 | \$1,420,867 | \$703,863 | \$9,994,645 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 24% |
| Hispanic | 42% | 49% |
| White | 9% | 10% |
| Asian/Pacific Islander | 3.6% | 17% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 90% |
| % Poverty | 53% | 55% |
| Science | 64% | 82% |
| Mathematics | 74% | 84% |
| Reading | 68% | 80% |
| Overall | 70% | 82% |

| Louis Armstrong Math & Science Elementary School (Armstrong, L) | | | Instructional Area 3 | | | Total Budget | \$1,795,843 |
|---|-------|------------------|----------------------|------------|---------------|--------------|-------------|
| 5345 W Congress Pkwy | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25221 | Instruction | \$704,619 | \$190,873 | \$174,122 | \$22,004 | \$1,091,618 |
| Grade Level | 3-6 | Administration | \$247,659 | \$0 | \$0 | \$0 | \$247,659 |
| Total Projected Enrollment | 115 | Support Services | \$155,541 | \$0 | \$0 | \$0 | \$155,541 |
| | | Facility Support | \$301,025 | \$0 | \$0 | \$0 | \$301,025 |
| School average = | | Total | \$1,408,844 | \$190,873 | \$174,122 | \$22,004 | \$1,795,843 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 21% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 62% |
| Science | 64% | 45% |
| Mathematics | 74% | 51% |
| Reading | 68% | 49% |
| Overall | 70% | 50% |

| Ashburn Community Elementary School (Ashburn) | | Instructional Area 16 | | | Total Budget | | \$5,333,647 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 8300 S Saint Louis Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 32081 | Instruction | \$1,901,272 | \$1,239,726 | \$534,807 | \$262,949 | \$3,938,755 |
| Grade Level | PreK-8 | Administration | \$245,014 | \$0 | \$17,000 | \$0 | \$262,014 |
| Total Projected Enrollment | 516 | Support Services | \$288,068 | \$196,504 | \$1,000 | \$67,171 | \$552,743 |
| | | Facility Support | \$580,135 | \$0 | \$0 | \$0 | \$580,135 |
| School average = | | Total | \$3,014,489 | \$1,436,230 | \$552,807 | \$330,120 | \$5,333,647 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 85% | Estimated % Special Ed | 13% | 14% | Science | 64% | 70% |
| Hispanic | 14% | 42% | % Free/Reduced lunch | 85% | 88% | Mathematics | 74% | 67% |
| White | 9% | 1% | % Poverty | 53% | 53% | Reading | 68% | 61% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 65% |
| Native American | 0.2% | 0% | | | | | | |

| Arthur R Ashe Elementary School (Ashe) | | Instructional Area 17 | | | Total Budget | | \$4,114,748 |
|--|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 8505 S Ingleside Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26191 | Instruction | \$2,020,433 | \$293,379 | \$610,013 | \$58,058 | \$2,981,883 |
| Grade Level | K-8 | Administration | \$242,224 | \$0 | \$17,000 | \$0 | \$259,224 |
| Total Projected Enrollment | 478 | Support Services | \$397,364 | \$38,766 | \$5,000 | \$0 | \$441,130 |
| | | Facility Support | \$432,511 | \$0 | \$0 | \$0 | \$432,511 |
| School average = | | Total | \$3,092,532 | \$332,145 | \$632,013 | \$58,058 | \$4,114,748 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|------|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 100% | Estimated % Special Ed | 13% | 11% | Science | 64% | 50% |
| Hispanic | 0% | 42% | % Free/Reduced lunch | 85% | 93% | Mathematics | 74% | 60% |
| White | 9% | 0% | % Poverty | 53% | 59% | Reading | 68% | 54% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 56% |
| Native American | 0.2% | 0% | | | | | | |

| Crispus Attucks Elementary School (Attucks) | | Instructional Area 13 | | | Total Budget | | \$3,840,503 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3813 S Dearborn St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31021 | Instruction | \$1,292,926 | \$418,729 | \$382,144 | \$286,573 | \$2,380,371 |
| Grade Level | PreK-8 | Administration | \$252,964 | \$0 | \$5,000 | \$0 | \$257,964 |
| Total Projected Enrollment | 282 | Support Services | \$359,435 | \$134,731 | \$7,500 | \$261,116 | \$762,782 |
| | | Facility Support | \$439,386 | \$0 | \$0 | \$0 | \$439,386 |
| School average = | | Total | \$2,344,711 | \$553,460 | \$394,644 | \$547,689 | \$3,840,503 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 99% | Estimated % Special Ed | 13% | 13% | Science | 64% | 38% |
| Hispanic | 0% | 42% | % Free/Reduced lunch | 85% | 99% | Mathematics | 74% | 48% |
| White | 9% | 1% | % Poverty | 53% | 63% | Reading | 68% | 45% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 46% |
| Native American | 0.2% | 0% | | | | | | |

| John J Audubon Elementary School (Audubon) | | Instructional Area 54 | | | Total Budget | | \$4,757,323 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3500 N Hoyme Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22091 | Instruction | \$2,316,061 | \$672,618 | \$203,200 | \$703,613 | \$3,895,492 |
| Grade Level | PreK-8 | Administration | \$243,442 | \$0 | \$23,770 | \$0 | \$267,212 |
| Total Projected Enrollment | 532 | Support Services | \$196,603 | \$27,231 | \$0 | \$87,039 | \$310,873 |
| | | Facility Support | \$283,746 | \$0 | \$0 | \$0 | \$283,746 |
| School average = | | Total | \$3,039,852 | \$699,849 | \$226,970 | \$790,652 | \$4,757,323 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 6% | Estimated % Special Ed | 13% | 13% | Science | 64% | 88% |
| Hispanic | 42% | 36% | % Free/Reduced lunch | 85% | 40% | Mathematics | 74% | 90% |
| White | 9% | 51% | % Poverty | 53% | 29% | Reading | 68% | 80% |
| Asian/Pacific Islander | 3.6% | 5% | | | | Overall | 70% | 85% |
| Native American | 0.2% | 1% | | | | | | |

| Avalon Park Elementary School (Avalon Park) | | Instructional Area 17 | | | Total Budget | | \$4,247,254 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 8045 S Kenwood Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22101 | Instruction | \$1,681,920 | \$346,759 | \$540,688 | \$360,701 | \$2,930,068 |
| Grade Level | PreK-8 | Administration | \$314,151 | \$0 | \$25,000 | \$0 | \$339,151 |
| Total Projected Enrollment | 406 | Support Services | \$354,621 | \$48,300 | \$4,405 | \$0 | \$407,326 |
| | | Facility Support | \$570,709 | \$0 | \$0 | \$0 | \$570,709 |
| School average = | | Total | \$2,921,401 | \$395,059 | \$570,093 | \$360,701 | \$4,247,254 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 9% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 62% |
| Science | 64% |
| Mathematics | 74% 51% |
| Reading | 68% 43% |
| Overall | 70% 45% |

| Avondale Elementary School (Avondale) | | Instructional Area 6 | | | Total Budget | | \$5,102,202 |
|---------------------------------------|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2945 N Sawyer Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22121 | Instruction | \$2,291,551 | \$310,708 | \$743,510 | \$487,720 | \$3,833,489 |
| Grade Level | PreK-5 | Administration | \$243,767 | \$0 | \$67,435 | \$0 | \$311,202 |
| Total Projected Enrollment | 723 | Support Services | \$454,357 | \$0 | \$0 | \$0 | \$454,357 |
| | | Facility Support | \$503,154 | \$0 | \$0 | \$0 | \$503,154 |
| School average = | | Total | \$3,492,829 | \$310,708 | \$810,945 | \$487,720 | \$5,102,202 |
| District average = | | | | | | | |

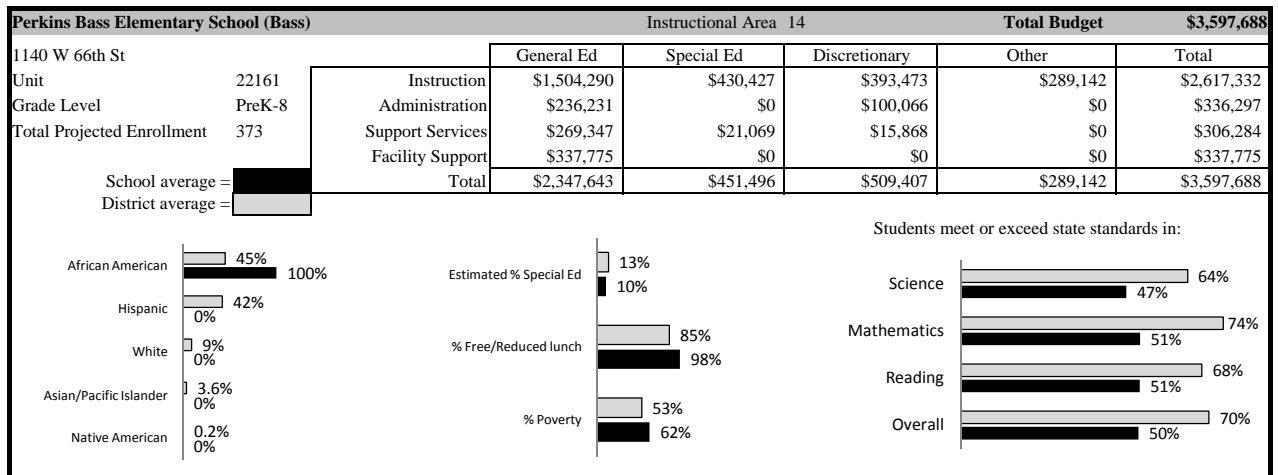
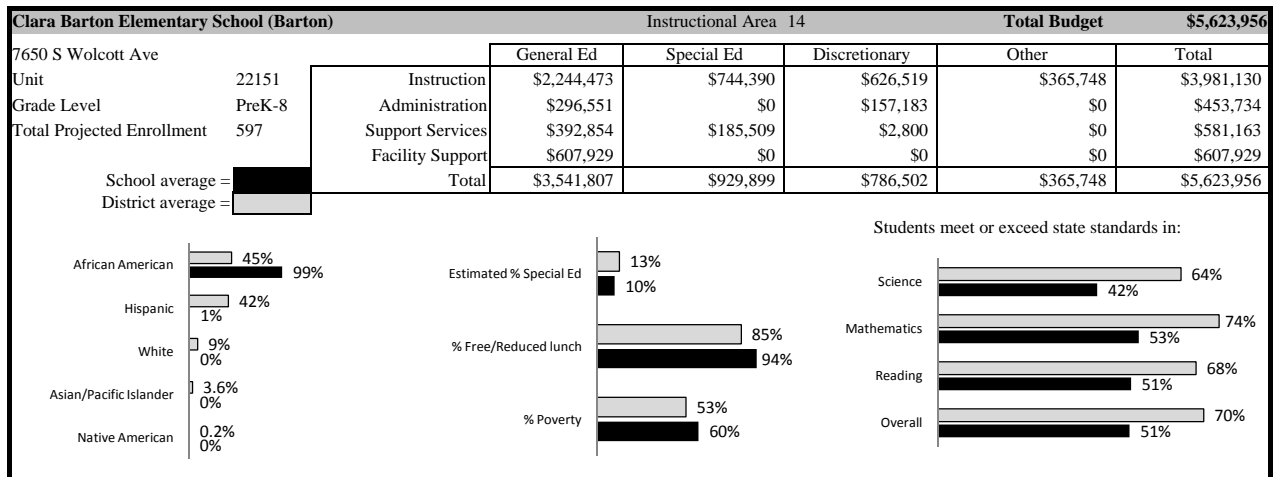
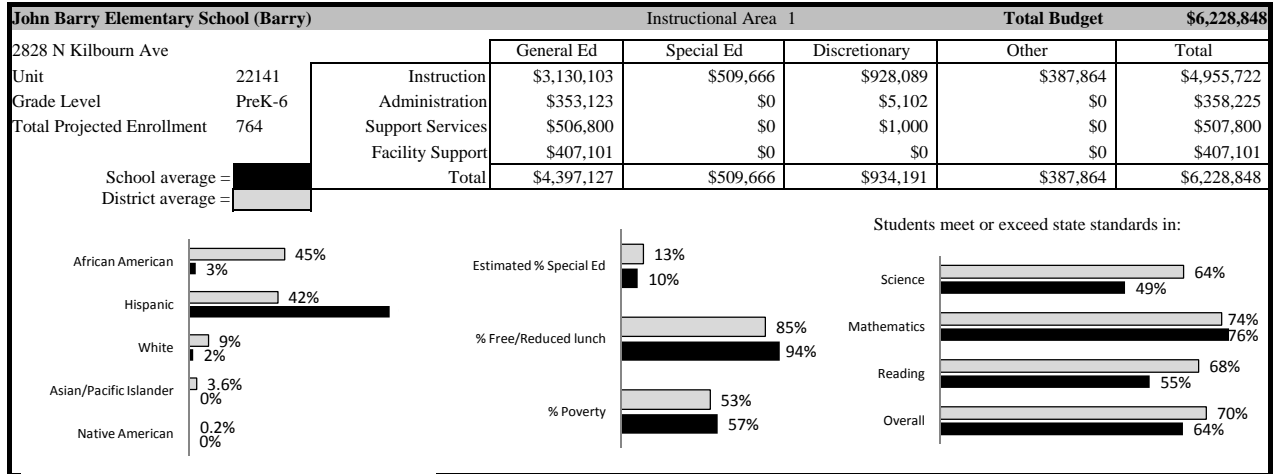
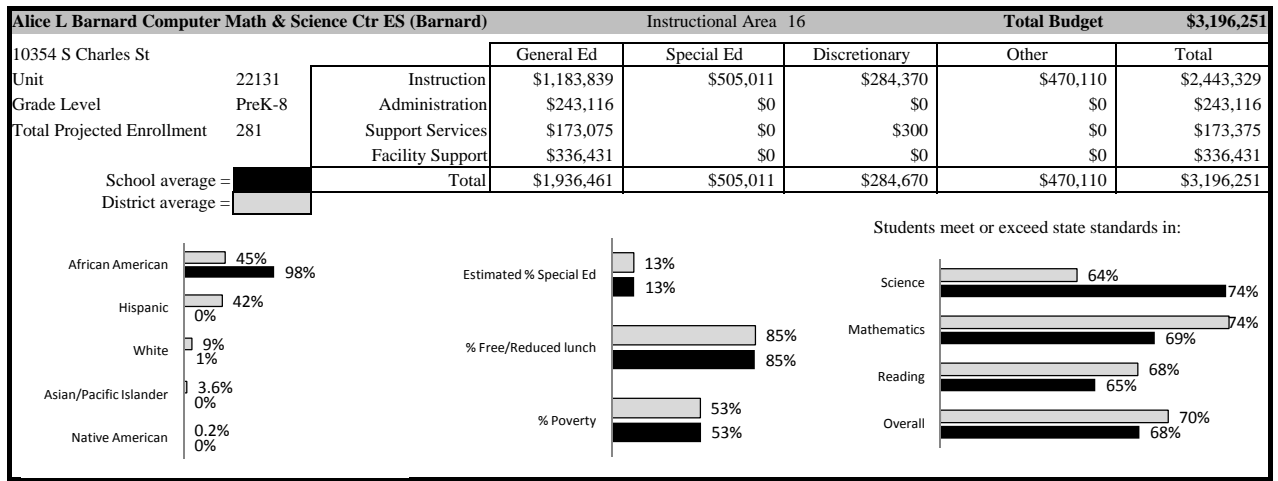
| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 5% |
| Hispanic | 42% 4% |
| White | 9% 3% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 9% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 59% |
| Science | 64% 78% |
| Mathematics | 74% 80% |
| Reading | 68% 62% |
| Overall | 70% 72% |

| West Lawn (Azuela) | | Instructional Area 11 | | | Total Budget | | \$3,669,940 |
|----------------------------|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 4707 W. Marquette Rd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22921 | Instruction | \$2,169,528 | \$89,829 | \$495,623 | \$100,017 | \$2,854,998 |
| Grade Level | PreK-8 | Administration | \$440,747 | \$0 | \$5,500 | \$0 | \$446,247 |
| Total Projected Enrollment | 723 | Support Services | \$248,092 | \$0 | \$5,500 | \$23,652 | \$277,244 |
| | | Facility Support | \$91,451 | \$0 | \$0 | \$0 | \$91,451 |
| School average = | | Total | \$2,949,818 | \$89,829 | \$506,623 | \$123,669 | \$3,669,940 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-----------|
| African American | 45% #N/A |
| Hispanic | 42% #N/A |
| White | 9% #N/A |
| Asian/Pacific Islander | 3.6% #N/A |
| Native American | 0.2% #N/A |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 67% |
| % Poverty | 53% 40% |
| Science | 64% #N/A |
| Mathematics | 74% #N/A |
| Reading | 68% #N/A |
| Overall | 70% #N/A |

| Benjamin Banneker Elementary School (Banneker) | | Instructional Area 14 | | | Total Budget | | \$3,718,939 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6656 S Normal Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26161 | Instruction | \$1,293,930 | \$708,495 | \$410,997 | \$294,678 | \$2,708,099 |
| Grade Level | PreK-8 | Administration | \$235,065 | \$0 | \$5,000 | \$0 | \$240,065 |
| Total Projected Enrollment | 326 | Support Services | \$325,233 | \$197,991 | \$4,300 | \$0 | \$527,524 |
| | | Facility Support | \$243,251 | \$0 | \$0 | \$0 | \$243,251 |
| School average = | | Total | \$2,097,479 | \$906,486 | \$420,297 | \$294,678 | \$3,718,939 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 17% |
| % Free/Reduced lunch | 85% 95% |
| % Poverty | 53% 60% |
| Science | 64% 43% |
| Mathematics | 74% 48% |
| Reading | 68% 47% |
| Overall | 70% 47% |



| Newton Bateman Elementary School (Bateman) | | | Instructional Area 2 | | | Total Budget | \$7,944,741 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 4220 N Richmond St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22171 | Instruction | \$3,742,289 | \$643,190 | \$862,852 | \$638,501 | \$5,886,831 |
| Grade Level | PreK-8 | Administration | \$257,396 | \$0 | \$183,239 | \$0 | \$440,635 |
| Total Projected Enrollment | 1,035 | Support Services | \$810,702 | \$158,768 | \$2,100 | \$0 | \$971,570 |
| | | Facility Support | \$645,705 | \$0 | \$0 | \$0 | \$645,705 |
| School average = | | Total | \$5,456,092 | \$801,958 | \$1,048,191 | \$638,501 | \$7,944,741 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 3% |
| Hispanic | 42% | 80% |
| White | 9% | 10% |
| Asian/Pacific Islander | 3.6% | 7% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 93% |
| % Poverty | 53% | 56% |
| Science | 64% | 77% |
| Mathematics | 74% | 85% |
| Reading | 68% | 78% |
| Overall | 70% | 81% |

| Daniel C Beard Elementary School (Beard) | | | Instructional Area 27 | | | Total Budget | \$6,494,949 |
|--|---------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 6445 W Strong St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 30051 | Instruction | \$292,816 | \$4,293,105 | \$158,526 | \$152,857 | \$4,897,304 |
| Grade Level | Pre-K-3 | Administration | \$65,757 | \$180,084 | \$0 | \$0 | \$245,841 |
| Total Projected Enrollment | 162 | Support Services | \$128,765 | \$1,073,047 | \$7,000 | \$0 | \$1,208,812 |
| | | Facility Support | \$142,992 | \$0 | \$0 | \$0 | \$142,992 |
| School average = | | Total | \$630,330 | \$5,546,236 | \$165,526 | \$152,857 | \$6,494,949 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 18% |
| Hispanic | 42% | 31% |
| White | 9% | 42% |
| Asian/Pacific Islander | 3.6% | 9% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 79% |
| % Free/Reduced lunch | 85% | 69% |
| % Poverty | 53% | 46% |
| Science | 64% | 0% |
| Mathematics | 74% | 80% |
| Reading | 68% | 60% |
| Overall | 70% | 70% |

| Jean Baptiste Beaubien Elementary School (Beaubien) | | | Instructional Area 54 | | | Total Budget | \$8,719,959 |
|---|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 5025 N Laramie Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22201 | Instruction | \$4,442,131 | \$1,218,773 | \$470,718 | \$720,402 | \$6,852,023 |
| Grade Level | PreK-8 | Administration | \$268,221 | \$0 | \$65,515 | \$0 | \$333,736 |
| Total Projected Enrollment | 1,222 | Support Services | \$321,158 | \$232,476 | \$0 | \$478,712 | \$1,032,346 |
| | | Facility Support | \$501,854 | \$0 | \$0 | \$0 | \$501,854 |
| School average = | | Total | \$5,533,364 | \$1,451,249 | \$536,233 | \$1,199,114 | \$8,719,959 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 4% |
| Hispanic | 42% | 39% |
| White | 9% | 39% |
| Asian/Pacific Islander | 3.6% | 17% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 56% |
| % Poverty | 53% | 34% |
| Science | 64% | 88% |
| Mathematics | 74% | 92% |
| Reading | 68% | 88% |
| Overall | 70% | 90% |

| Ludwig Van Beethoven Elementary School (Beethoven) | | | Instructional Area 13 | | | Total Budget | \$4,416,296 |
|--|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 25 W 47th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25931 | Instruction | \$1,686,575 | \$842,935 | \$485,492 | \$184,240 | \$3,199,242 |
| Grade Level | PreK-8 | Administration | \$247,292 | \$0 | \$12,000 | \$0 | \$259,292 |
| Total Projected Enrollment | 438 | Support Services | \$440,682 | \$196,043 | \$0 | \$0 | \$636,725 |
| | | Facility Support | \$321,037 | \$0 | \$0 | \$0 | \$321,037 |
| School average = | | Total | \$2,695,586 | \$1,038,978 | \$497,492 | \$184,240 | \$4,416,296 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 16% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 60% |
| Science | 64% | 61% |
| Mathematics | 74% | 80% |
| Reading | 68% | 66% |
| Overall | 70% | 71% |

| Jacob Beidler Elementary School (Beidler) | | | Instructional Area 7 | | | Total Budget | | \$4,643,299 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 3151 W Walnut St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22211 | Instruction | \$2,038,304 | \$564,376 | \$653,931 | \$280,354 | \$3,536,965 | |
| Grade Level | PreK-8 | Administration | \$292,907 | \$0 | \$9,000 | \$0 | \$301,907 | |
| Total Projected Enrollment | 487 | Support Services | \$306,605 | \$65,997 | \$0 | \$0 | \$372,602 | |
| | | Facility Support | \$431,825 | \$0 | \$0 | \$0 | \$431,825 | |
| School average = | | Total | \$3,069,641 | \$630,373 | \$662,931 | \$280,354 | \$4,643,299 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 99% |
| Hispanic | 1% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 100% |
| % Poverty | 53% | 64% |
| Science | 64% | 53% |
| Mathematics | 74% | 65% |
| Reading | 68% | 52% |
| Overall | 70% | 58% |

| Hiram H Belding Elementary School (Belding) | | | Instructional Area 1 | | | Total Budget | | \$4,709,995 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 4257 N Tripp Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22221 | Instruction | \$2,242,435 | \$583,047 | \$496,869 | \$474,950 | \$3,797,301 | |
| Grade Level | PreK-8 | Administration | \$230,149 | \$0 | \$0 | \$0 | \$230,149 | |
| Total Projected Enrollment | 603 | Support Services | \$282,116 | \$0 | \$0 | \$33,586 | \$315,702 | |
| | | Facility Support | \$366,843 | \$0 | \$0 | \$0 | \$366,843 | |
| School average = | | Total | \$3,121,543 | \$583,047 | \$496,869 | \$508,536 | \$4,709,995 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 8% |
| Hispanic | 42% | 49% |
| White | 9% | 36% |
| Asian/Pacific Islander | 3.6% | 8% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 77% |
| % Poverty | 53% | 47% |
| Science | 64% | 76% |
| Mathematics | 74% | 82% |
| Reading | 68% | 80% |
| Overall | 70% | 80% |

| Alexander Graham Bell Elementary School (Bell) | | | Instructional Area 2 | | | Total Budget | | \$9,614,056 |
|--|-------|------------------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 3730 N Oakley Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22231 | Instruction | \$3,944,983 | \$2,874,817 | \$217,639 | \$515,839 | \$7,553,278 | |
| Grade Level | K-8 | Administration | \$338,328 | \$0 | \$0 | \$0 | \$338,328 | |
| Total Projected Enrollment | 957 | Support Services | \$347,911 | \$391,300 | \$0 | \$652,789 | \$1,392,000 | |
| | | Facility Support | \$330,450 | \$0 | \$0 | \$0 | \$330,450 | |
| School average = | | Total | \$4,961,672 | \$3,266,117 | \$217,639 | \$1,168,628 | \$9,614,056 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 6% |
| Hispanic | 42% | 25% |
| White | 9% | 57% |
| Asian/Pacific Islander | 3.6% | 12% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 16% |
| % Free/Reduced lunch | 85% | 20% |
| % Poverty | 53% | 12% |
| Science | 64% | 95% |
| Mathematics | 74% | 93% |
| Reading | 68% | 90% |
| Overall | 70% | 92% |

| Frank I Bennett Elementary School (Bennett) | | | Instructional Area 16 | | | Total Budget | | \$5,319,312 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 10115 S Prairie Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22241 | Instruction | \$2,419,509 | \$724,020 | \$741,068 | \$235,286 | \$4,119,882 | |
| Grade Level | PreK-8 | Administration | \$327,670 | \$0 | \$1,522 | \$0 | \$329,192 | |
| Total Projected Enrollment | 620 | Support Services | \$336,572 | \$17,698 | \$6,522 | \$23,652 | \$384,444 | |
| | | Facility Support | \$485,794 | \$0 | \$0 | \$0 | \$485,794 | |
| School average = | | Total | \$3,569,545 | \$741,718 | \$749,112 | \$258,938 | \$5,319,312 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 94% |
| % Poverty | 53% | 59% |
| Science | 64% | 55% |
| Mathematics | 74% | 72% |
| Reading | 68% | 63% |
| Overall | 70% | 66% |

| Mary McLeod Bethune Elementary School (Bethune) | | | Instructional Area 28 | | | Total Budget | | \$3,646,181 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 3030 W Arthington St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26611 | Instruction | \$1,619,563 | \$455,263 | \$400,903 | \$127,133 | \$2,602,862 | |
| Grade Level | PreK-8 | Administration | \$336,714 | \$0 | \$20,291 | \$0 | \$357,005 | |
| Total Projected Enrollment | 404 | Support Services | \$337,198 | \$21,069 | \$2,029 | \$0 | \$360,296 | |
| | | Facility Support | \$326,018 | \$0 | \$0 | \$0 | \$326,018 | |
| School average = | | Total | \$2,619,493 | \$476,332 | \$423,223 | \$127,133 | \$3,646,181 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 61% |
| Science | 64% | 24% |
| Mathematics | 74% | 36% |
| Reading | 68% | 35% |
| Overall | 70% | 34% |

| James G Blaine Elementary School (Blaine) | | | Instructional Area 2 | | | Total Budget | | \$5,386,036 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 1420 W Grace St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22261 | Instruction | \$2,577,291 | \$369,903 | \$221,620 | \$1,204,310 | \$4,373,123 | |
| Grade Level | PreK-8 | Administration | \$346,256 | \$0 | \$0 | \$0 | \$346,256 | |
| Total Projected Enrollment | 828 | Support Services | \$331,633 | \$0 | \$0 | \$43,519 | \$375,152 | |
| | | Facility Support | \$291,505 | \$0 | \$0 | \$0 | \$291,505 | |
| School average = | | Total | \$3,546,685 | \$369,903 | \$221,620 | \$1,247,829 | \$5,386,036 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 5% |
| Hispanic | 42% | 34% |
| White | 9% | 51% |
| Asian/Pacific Islander | 3.6% | 8% |
| Native American | 0.2% | 2% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 23% |
| % Poverty | 53% | 17% |
| Science | 64% | 94% |
| Mathematics | 74% | 96% |
| Reading | 68% | 94% |
| Overall | 70% | 95% |

| William J Bogan High School (Bogan HS) | | | Instructional Area 23 | | | Total Budget | | \$17,074,175 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 3939 W 79th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46041 | Instruction | \$7,979,137 | \$3,000,056 | \$1,651,971 | \$620,019 | \$13,251,183 | |
| Grade Level | 9-12 | Administration | \$634,044 | \$0 | \$450,261 | \$0 | \$1,084,305 | |
| Total Projected Enrollment | 1,941 | Support Services | \$1,179,285 | \$238,756 | \$342,574 | \$0 | \$1,760,615 | |
| | | Facility Support | \$978,072 | \$0 | \$0 | \$0 | \$978,072 | |
| School average = | | Total | \$10,770,538 | \$3,238,812 | \$2,444,806 | \$620,019 | \$17,074,175 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 59% |
| Hispanic | 42% | 38% |
| White | 9% | 3% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 91% |
| % Poverty | 53% | 55% |
| Score 20 or higher on the ACT | 22% | 3% |
| Meet/exceed standards on PSAE | 29% | 11% |
| Graduate within 5 years | 55% | 56% |

| Carrie Jacobs Bond Elementary School (Bond) | | | Instructional Area 14 | | | Total Budget | | \$4,424,730 |
|---|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 7050 S May St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25941 | Instruction | \$1,300,569 | \$838,874 | \$420,546 | \$302,642 | \$2,862,631 | |
| Grade Level | PreK-8 | Administration | \$258,516 | \$0 | \$78,965 | \$0 | \$337,481 | |
| Total Projected Enrollment | 368 | Support Services | \$346,791 | \$390,963 | \$0 | \$0 | \$737,754 | |
| | | Facility Support | \$486,864 | \$0 | \$0 | \$0 | \$486,864 | |
| School average = | | Total | \$2,392,740 | \$1,229,837 | \$499,511 | \$302,642 | \$4,424,730 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 97% |
| Hispanic | 42% | 3% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 26% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 62% |
| Science | 64% | 39% |
| Mathematics | 74% | 54% |
| Reading | 68% | 53% |
| Overall | 70% | 52% |

| Arna Wendell Bontemps Elementary School (Bontemps) | | Instructional Area 13 | | | Total Budget | | \$3,100,740 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 1241 W 58th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25261 | Instruction | \$1,405,772 | \$215,801 | \$440,675 | \$154,377 | \$2,216,625 |
| Grade Level | PreK-8 | Administration | \$257,868 | \$0 | \$7,000 | \$0 | \$264,868 |
| Total Projected Enrollment | 336 | Support Services | \$327,506 | \$21,069 | \$5,500 | \$0 | \$354,075 |
| | | Facility Support | \$265,172 | \$0 | \$0 | \$0 | \$265,172 |
| School average = | | Total | \$2,256,318 | \$236,870 | \$453,175 | \$154,377 | \$3,100,740 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 1% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 61% |
| Science | 64% 47% |
| Mathematics | 74% 59% |
| Reading | 68% 61% |
| Overall | 70% 58% |

| Daniel Boone Elementary School (Boone) | | Instructional Area 2 | | | Total Budget | | \$6,700,363 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 6710 N Washtenaw Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22271 | Instruction | \$2,961,364 | \$633,292 | \$941,423 | \$639,606 | \$5,175,685 |
| Grade Level | PreK-8 | Administration | \$262,768 | \$0 | \$134,936 | \$0 | \$397,704 |
| Total Projected Enrollment | 708 | Support Services | \$602,044 | \$0 | \$1,000 | \$0 | \$603,044 |
| | | Facility Support | \$523,930 | \$0 | \$0 | \$0 | \$523,930 |
| School average = | | Total | \$4,350,106 | \$633,292 | \$1,077,359 | \$639,606 | \$6,700,363 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 11% |
| Hispanic | 42% 42% |
| White | 9% 22% |
| Asian/Pacific Islander | 3.6% 26% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 9% |
| % Free/Reduced lunch | 85% 88% |
| % Poverty | 53% 54% |
| Science | 64% 71% |
| Mathematics | 74% 80% |
| Reading | 68% 81% |
| Overall | 70% 79% |

| Edward A Bouchet Math & Science Academy ES (Bouchet) | | Instructional Area 17 | | | Total Budget | | \$6,949,900 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 7355 S Jeffery Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22371 | Instruction | \$2,940,188 | \$988,188 | \$930,760 | \$413,926 | \$5,273,062 |
| Grade Level | PreK-8 | Administration | \$333,511 | \$0 | \$20,467 | \$0 | \$353,978 |
| Total Projected Enrollment | 725 | Support Services | \$643,848 | \$127,829 | \$4,536 | \$0 | \$776,213 |
| | | Facility Support | \$546,647 | \$0 | \$0 | \$0 | \$546,647 |
| School average = | | Total | \$4,464,194 | \$1,116,017 | \$955,763 | \$413,926 | \$6,949,900 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 42% 0% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 15% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 62% |
| Science | 64% 35% |
| Mathematics | 74% 45% |
| Reading | 68% 51% |
| Overall | 70% 46% |

| Joseph Brennemann Elementary School (Brennemann) | | Instructional Area 2 | | | Total Budget | | \$4,194,028 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 4251 N Clarendon Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25991 | Instruction | \$1,306,185 | \$977,587 | \$299,170 | \$664,370 | \$3,247,312 |
| Grade Level | PreK-8 | Administration | \$228,750 | \$0 | \$3,043 | \$0 | \$231,793 |
| Total Projected Enrollment | 322 | Support Services | \$253,244 | \$190,109 | \$250 | \$0 | \$443,603 |
| | | Facility Support | \$271,320 | \$0 | \$0 | \$0 | \$271,320 |
| School average = | | Total | \$2,059,499 | \$1,167,696 | \$302,463 | \$664,370 | \$4,194,028 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 75% |
| Hispanic | 42% 16% |
| White | 9% 4% |
| Asian/Pacific Islander | 3.6% 5% |
| Native American | 0.2% 1% |
| Estimated % Special Ed | 13% 20% |
| % Free/Reduced lunch | 85% 83% |
| % Poverty | 53% 52% |
| Science | 64% 59% |
| Mathematics | 74% 73% |
| Reading | 68% 68% |
| Overall | 70% 69% |

| Lorenz Brentano Math & Science Academy ES (Brentano) | | Instructional Area 6 | | | Total Budget \$4,112,458 | | |
|--|--------|----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 2723 N Fairfield Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22311 | Instruction | \$1,729,962 | \$429,282 | \$523,361 | \$321,581 | \$3,004,187 |
| Grade Level | PreK-8 | Administration | \$254,055 | \$0 | \$1,014 | \$0 | \$255,069 |
| Total Projected Enrollment | 479 | Support Services | \$301,519 | \$59,742 | \$500 | \$0 | \$361,761 |
| | | Facility Support | \$491,441 | \$0 | \$0 | \$0 | \$491,441 |
| School average = | | Total | \$2,776,977 | \$489,024 | \$524,875 | \$321,581 | \$4,112,458 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 14% | | 65% |
| White | 9% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| Asian/Pacific Islander | 3.6% | | 90% | | 78% |
| Native American | 0.2% | % Poverty | 53% | Reading | 68% |
| | | | 55% | Overall | 70% |
| | | | | | 73% |

| Norman A Bridge Elementary School (Bridge) | | Instructional Area 54 | | | Total Budget \$6,552,078 | | |
|--|-------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 3800 N New England Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22321 | Instruction | \$3,079,772 | \$792,731 | \$592,032 | \$521,196 | \$4,985,731 |
| Grade Level | K-8 | Administration | \$313,330 | \$0 | \$49,424 | \$0 | \$362,754 |
| Total Projected Enrollment | 896 | Support Services | \$288,089 | \$249,604 | \$1 | \$0 | \$537,694 |
| | | Facility Support | \$665,899 | \$0 | \$0 | \$0 | \$665,899 |
| School average = | | Total | \$4,347,090 | \$1,042,335 | \$641,457 | \$521,196 | \$6,552,078 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 10% | | 87% |
| White | 9% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| Asian/Pacific Islander | 3.6% | | 70% | | 90% |
| Native American | 0.2% | % Poverty | 53% | Reading | 68% |
| | | | 43% | Overall | 70% |
| | | | | | 84% |
| | | | | | 87% |

| Orville T Bright Elementary School (Bright) | | Instructional Area 18 | | | Total Budget \$4,000,310 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 10740 S Calhoun Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22331 | Instruction | \$1,372,691 | \$957,685 | \$440,330 | \$241,288 | \$3,011,994 |
| Grade Level | PreK-8 | Administration | \$237,310 | \$0 | \$8,465 | \$0 | \$245,775 |
| Total Projected Enrollment | 402 | Support Services | \$236,241 | \$196,220 | \$4,044 | \$0 | \$436,505 |
| | | Facility Support | \$306,036 | \$0 | \$0 | \$0 | \$306,036 |
| School average = | | Total | \$2,152,278 | \$1,153,905 | \$452,839 | \$241,288 | \$4,000,310 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 18% | | 68% |
| White | 9% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| Asian/Pacific Islander | 3.6% | | 98% | | 66% |
| Native American | 0.2% | % Poverty | 53% | Reading | 68% |
| | | | 60% | Overall | 70% |
| | | | | | 66% |

| Brighton Park Elementary School (Brighton Park) | | Instructional Area 54 | | | Total Budget \$6,807,402 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 3825 S Washtenaw Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26451 | Instruction | \$3,456,993 | \$686,151 | \$955,070 | \$220,302 | \$5,318,516 |
| Grade Level | PreK-8 | Administration | \$264,935 | \$0 | \$82,055 | \$0 | \$346,990 |
| Total Projected Enrollment | 855 | Support Services | \$644,032 | \$41,918 | \$34,696 | \$0 | \$720,646 |
| | | Facility Support | \$421,250 | \$0 | \$0 | \$0 | \$421,250 |
| School average = | | Total | \$4,787,210 | \$728,069 | \$1,071,821 | \$220,302 | \$6,807,402 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 10% | | 76% |
| White | 9% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| Asian/Pacific Islander | 3.6% | | 98% | | 82% |
| Native American | 0.2% | % Poverty | 53% | Reading | 68% |
| | | | 59% | Overall | 70% |
| | | | | | 76% |

| Ronald Brown Elementary Community Academy (Brown, R) | | | Instructional Area 18 | | | Total Budget | | \$3,184,823 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 12607 S Union Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24631 | Instruction | \$1,202,914 | \$607,945 | \$356,071 | \$241,572 | \$2,408,502 | |
| Grade Level | PreK-8 | Administration | \$242,032 | \$0 | \$7,066 | \$0 | \$249,098 | |
| Total Projected Enrollment | 323 | Support Services | \$243,595 | \$173,891 | \$13,218 | \$0 | \$430,704 | |
| | | Facility Support | \$96,519 | \$0 | \$0 | \$0 | \$96,519 | |
| School average = | | Total | \$1,785,060 | \$781,836 | \$376,355 | \$241,572 | \$3,184,823 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 18% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 60% |
| Science | 64% | 68% |
| Mathematics | 74% | 71% |
| Reading | 65% | 68% |
| Overall | 70% | 68% |

| William H Brown Elementary School (Brown, W) | | | Instructional Area 7 | | | Total Budget | | \$3,544,415 |
|--|--------|------------------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 54 N Hermitage Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22351 | Instruction | \$836,092 | \$1,144,906 | \$265,465 | \$184,856 | \$2,431,319 | |
| Grade Level | PreK-8 | Administration | \$209,560 | \$0 | \$1,000 | \$0 | \$210,560 | |
| Total Projected Enrollment | 203 | Support Services | \$262,144 | \$324,225 | \$1,500 | \$0 | \$587,869 | |
| | | Facility Support | \$314,667 | \$0 | \$0 | \$0 | \$314,667 | |
| School average = | | Total | \$1,622,463 | \$1,469,131 | \$267,965 | \$184,856 | \$3,544,415 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 95% |
| Hispanic | 4% | 42% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 22% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 65% |
| Science | 64% | 58% |
| Mathematics | 74% | 61% |
| Reading | 68% | 51% |
| Overall | 70% | 56% |

| Charles S Brownell Elementary School (Brownell) | | | Instructional Area 14 | | | Total Budget | | \$2,919,301 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 6741 S Michigan Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22361 | Instruction | \$1,280,471 | \$268,107 | \$360,399 | \$168,618 | \$2,077,595 | |
| Grade Level | PreK-6 | Administration | \$228,011 | \$0 | \$0 | \$0 | \$228,011 | |
| Total Projected Enrollment | 293 | Support Services | \$349,707 | \$0 | \$200 | \$0 | \$349,907 | |
| | | Facility Support | \$263,788 | \$0 | \$0 | \$0 | \$263,788 | |
| School average = | | Total | \$2,121,977 | \$268,107 | \$360,599 | \$168,618 | \$2,919,301 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 62% |
| Science | 64% | 57% |
| Mathematics | 74% | 57% |
| Reading | 68% | 53% |
| Overall | 70% | 55% |

| Milton Brunson Math & Science Specialty ES (Brunson) | | | Instructional Area 3 | | | Total Budget | | \$5,838,002 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 932 N Central Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22491 | Instruction | \$2,290,963 | \$702,033 | \$706,371 | \$611,394 | \$4,310,761 | |
| Grade Level | PreK-8 | Administration | \$334,788 | \$0 | \$52,807 | \$0 | \$387,595 | |
| Total Projected Enrollment | 609 | Support Services | \$534,460 | \$158,778 | \$1,000 | \$0 | \$694,238 | |
| | | Facility Support | \$445,408 | \$0 | \$0 | \$0 | \$445,408 | |
| School average = | | Total | \$3,605,619 | \$860,811 | \$760,178 | \$611,394 | \$5,838,002 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 97% |
| Hispanic | 3% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 93% |
| % Poverty | 53% | 58% |
| Science | 64% | 30% |
| Mathematics | 74% | 55% |
| Reading | 68% | 43% |
| Overall | 70% | 47% |

| Lyman A Budlong Elementary School (Budlong) | | | Instructional Area 54 | | | Total Budget \$6,620,848 | |
|---|--------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 2701 W Foster Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22391 | Instruction | \$3,259,189 | \$542,898 | \$603,124 | \$883,149 | \$5,288,360 |
| Grade Level | PreK-8 | Administration | \$261,958 | \$0 | \$149,021 | \$0 | \$410,979 |
| Total Projected Enrollment | 835 | Support Services | \$473,823 | \$0 | \$5,000 | \$0 | \$478,823 |
| | | Facility Support | \$442,686 | \$0 | \$0 | \$0 | \$442,686 |
| School average = | | Total | \$4,437,656 | \$542,898 | \$757,145 | \$883,149 | \$6,620,848 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 5% |
| Hispanic | 42% | 42% |
| White | 9% | 32% |
| Asian/Pacific Islander | 3.6% | 21% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 86% |
| % Poverty | 53% | 53% |
| Science | 64% | 84% |
| Mathematics | 74% | 86% |
| Reading | 68% | 81% |
| Overall | 70% | 84% |

| Luther Burbank Elementary School (Burbank) | | | Instructional Area 3 | | | Total Budget \$9,771,472 | |
|--|--------|------------------|----------------------|-------------|---------------|--------------------------|-------------|
| 2035 N Mobile Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22401 | Instruction | \$4,418,262 | \$1,238,202 | \$1,179,027 | \$445,143 | \$7,280,634 |
| Grade Level | PreK-8 | Administration | \$360,176 | \$0 | \$252,569 | \$0 | \$612,745 |
| Total Projected Enrollment | 1,263 | Support Services | \$780,014 | \$349,444 | \$56,904 | \$0 | \$1,186,362 |
| | | Facility Support | \$691,731 | \$0 | \$0 | \$0 | \$691,731 |
| School average = | | Total | \$6,250,183 | \$1,587,646 | \$1,488,500 | \$445,143 | \$9,771,472 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 11% |
| Hispanic | 42% | 87% |
| White | 9% | 2% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 57% |
| Science | 64% | 60% |
| Mathematics | 74% | 73% |
| Reading | 68% | 64% |
| Overall | 70% | 67% |

| Edmond Burke Elementary School (Burke) | | | Instructional Area 13 | | | Total Budget \$2,853,940 | |
|--|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 5356 S King Dr | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22411 | Instruction | \$1,081,753 | \$289,642 | \$339,022 | \$158,817 | \$1,869,233 |
| Grade Level | K-8 | Administration | \$245,094 | \$0 | \$0 | \$0 | \$245,094 |
| Total Projected Enrollment | 264 | Support Services | \$260,890 | \$65,997 | \$1,014 | \$0 | \$327,901 |
| | | Facility Support | \$411,712 | \$0 | \$0 | \$0 | \$411,712 |
| School average = | | Total | \$1,999,449 | \$355,639 | \$340,036 | \$158,817 | \$2,853,940 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 61% |
| Science | 64% | 39% |
| Mathematics | 74% | 54% |
| Reading | 68% | 52% |
| Overall | 70% | 51% |

| Augustus H Burley Elementary School (Burley) | | | Instructional Area 6 | | | Total Budget \$4,403,097 | |
|--|--------|------------------|----------------------|------------|---------------|--------------------------|-------------|
| 1630 W Barry Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22421 | Instruction | \$2,168,658 | \$615,788 | \$223,152 | \$691,806 | \$3,699,404 |
| Grade Level | PreK-8 | Administration | \$253,938 | \$0 | \$5,072 | \$0 | \$259,010 |
| Total Projected Enrollment | 568 | Support Services | \$209,532 | \$0 | \$0 | \$0 | \$209,532 |
| | | Facility Support | \$235,151 | \$0 | \$0 | \$0 | \$235,151 |
| School average = | | Total | \$2,867,279 | \$615,788 | \$228,224 | \$691,806 | \$4,403,097 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 7% |
| Hispanic | 42% | 35% |
| White | 9% | 48% |
| Asian/Pacific Islander | 3.6% | 9% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 18% |
| % Free/Reduced lunch | 85% | 29% |
| % Poverty | 53% | 18% |
| Science | 64% | 94% |
| Mathematics | 74% | 96% |
| Reading | 68% | 93% |
| Overall | 70% | 94% |

| Burnham Elementary Inclusive Academy (Burnham) | | | Instructional Area 18 | | | Total Budget | | \$2,747,164 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 1903 E 96th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22431 | Instruction | \$1,099,232 | \$401,642 | \$320,121 | \$37,616 | \$1,858,611 | |
| Grade Level | K-8 | Administration | \$299,282 | \$0 | \$4,813 | \$0 | \$304,095 | |
| Total Projected Enrollment | 243 | Support Services | \$250,831 | \$0 | \$0 | \$43,519 | \$294,350 | |
| | | Facility Support | \$290,108 | \$0 | \$0 | \$0 | \$290,108 | |
| School average = | | Total | \$1,939,453 | \$401,642 | \$324,934 | \$81,135 | \$2,747,164 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 59% |
| Science | 64% | 71% |
| Mathematics | 74% | 88% |
| Reading | 68% | 80% |
| Overall | 70% | 82% |

| Jonathan Burr Elementary School (Burr) | | | Instructional Area 6 | | | Total Budget | | \$2,981,918 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 1621 W Wabansia Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22471 | Instruction | \$1,205,571 | \$134,526 | \$277,883 | \$640,909 | \$2,258,889 | |
| Grade Level | PreK-8 | Administration | \$248,216 | \$0 | \$5,000 | \$0 | \$253,216 | |
| Total Projected Enrollment | 328 | Support Services | \$187,375 | \$21,069 | \$0 | \$500 | \$208,944 | |
| | | Facility Support | \$260,869 | \$0 | \$0 | \$0 | \$260,869 | |
| School average = | | Total | \$1,902,031 | \$155,595 | \$282,883 | \$641,409 | \$2,981,918 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 19% |
| Hispanic | 42% | |
| White | 9% | 23% |
| Asian/Pacific Islander | 3.6% | 2% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 79% |
| % Poverty | 53% | 52% |
| Science | 64% | 71% |
| Mathematics | 74% | 79% |
| Reading | 68% | 71% |
| Overall | 70% | 74% |

| John C Burroughs Elementary School (Burroughs) | | | Instructional Area 54 | | | Total Budget | | \$4,017,056 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 3542 S Washtenaw Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22481 | Instruction | \$2,011,724 | \$451,469 | \$505,941 | \$177,266 | \$3,146,400 | |
| Grade Level | PreK-8 | Administration | \$259,361 | \$0 | \$62,780 | \$0 | \$322,141 | |
| Total Projected Enrollment | 490 | Support Services | \$347,596 | \$0 | \$0 | \$0 | \$347,596 | |
| | | Facility Support | \$200,919 | \$0 | \$0 | \$0 | \$200,919 | |
| School average = | | Total | \$2,819,600 | \$451,469 | \$568,721 | \$177,266 | \$4,017,056 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 2% |
| Hispanic | 42% | 93% |
| White | 9% | 5% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 57% |
| Science | 64% | 72% |
| Mathematics | 74% | 87% |
| Reading | 68% | 78% |
| Overall | 70% | 81% |

| Michael M Byrne Elementary School (Byrne) | | | Instructional Area 11 | | | Total Budget | | \$5,474,262 |
|---|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 5329 S Oak Park Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22501 | Instruction | \$2,729,626 | \$1,173,974 | \$241,783 | \$180,461 | \$4,325,844 | |
| Grade Level | PreK-8 | Administration | \$271,344 | \$0 | \$79,791 | \$0 | \$351,135 | |
| Total Projected Enrollment | 725 | Support Services | \$284,838 | \$289,045 | \$3,043 | \$0 | \$576,926 | |
| | | Facility Support | \$220,357 | \$0 | \$0 | \$0 | \$220,357 | |
| School average = | | Total | \$3,506,165 | \$1,463,019 | \$324,617 | \$180,461 | \$5,474,262 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 2% |
| Hispanic | 42% | 51% |
| White | 9% | 47% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 18% |
| % Free/Reduced lunch | 85% | 56% |
| % Poverty | 53% | 35% |
| Science | 64% | 81% |
| Mathematics | 74% | 86% |
| Reading | 68% | 84% |
| Overall | 70% | 84% |

| Charles P Caldwell Academy of Math & Science ES (Caldwell) | | Instructional Area 17 | | | Total Budget | | \$3,786,589 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 8546 S Cregier | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22511 | Instruction | \$1,476,046 | \$623,528 | \$354,914 | \$207,001 | \$2,661,490 |
| Grade Level | PreK-8 | Administration | \$249,774 | \$0 | \$80,901 | \$0 | \$330,675 |
| Total Projected Enrollment | 366 | Support Services | \$255,548 | \$265,602 | \$8,000 | \$0 | \$529,150 |
| | | Facility Support | \$265,274 | \$0 | \$0 | \$0 | \$265,274 |
| School average = | | Total | \$2,246,642 | \$889,130 | \$443,815 | \$207,001 | \$3,786,589 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 96% | Estimated % Special Ed | 13% | 24% | Science | 64% | 59% |
| Hispanic | 4% | 42% | % Free/Reduced lunch | 85% | 96% | Mathematics | 74% | 66% |
| White | 9% | 0% | % Poverty | 53% | 61% | Reading | 68% | 62% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 63% |
| Native American | 0.2% | 0% | | | | | | |

| John Calhoun North Elementary School (Calhoun North) | | Instructional Area 7 | | | Total Budget | | \$3,594,878 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2833 W Adams St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26001 | Instruction | \$1,414,729 | \$486,621 | \$463,853 | \$231,650 | \$2,596,853 |
| Grade Level | PreK-8 | Administration | \$264,322 | \$0 | \$1,000 | \$0 | \$265,322 |
| Total Projected Enrollment | 353 | Support Services | \$408,145 | \$59,904 | \$300 | \$0 | \$468,349 |
| | | Facility Support | \$264,354 | \$0 | \$0 | \$0 | \$264,354 |
| School average = | | Total | \$2,351,550 | \$546,525 | \$465,153 | \$231,650 | \$3,594,878 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|------|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 100% | Estimated % Special Ed | 13% | 17% | Science | 64% | 61% |
| Hispanic | 0% | 42% | % Free/Reduced lunch | 85% | 97% | Mathematics | 74% | 81% |
| White | 9% | 0% | % Poverty | 53% | 60% | Reading | 68% | 72% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 74% |
| Native American | 0.2% | 0% | | | | | | |

| Daniel R Cameron Elementary School (Cameron) | | Instructional Area 4 | | | Total Budget | | \$7,218,960 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1234 N Monticello Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22531 | Instruction | \$3,233,737 | \$859,548 | \$1,154,773 | \$308,190 | \$5,556,248 |
| Grade Level | PreK-8 | Administration | \$319,893 | \$0 | \$0 | \$0 | \$319,893 |
| Total Projected Enrollment | 918 | Support Services | \$660,195 | \$21,069 | \$8,838 | \$0 | \$690,102 |
| | | Facility Support | \$652,717 | \$0 | \$0 | \$0 | \$652,717 |
| School average = | | Total | \$4,866,542 | \$880,617 | \$1,163,611 | \$308,190 | \$7,218,960 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 42% | Estimated % Special Ed | 13% | 14% | Science | 64% | 43% |
| Hispanic | 42% | 58% | % Free/Reduced lunch | 85% | 98% | Mathematics | 74% | 65% |
| White | 9% | 0% | % Poverty | 53% | 60% | Reading | 68% | 51% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 56% |
| Native American | 0.2% | 0% | | | | | | |

| Wellington (Camras) | | Instructional Area 4 | | | Total Budget | | \$4,052,063 |
|----------------------------|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3000 N. Mango St. | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22691 | Instruction | \$2,154,881 | \$667,550 | \$316,662 | \$233,282 | \$3,372,375 |
| Grade Level | PreK-8 | Administration | \$259,315 | \$0 | \$72,369 | \$0 | \$331,684 |
| Total Projected Enrollment | 592 | Support Services | \$198,934 | \$0 | \$28,885 | \$23,652 | \$251,471 |
| | | Facility Support | \$96,533 | \$0 | \$0 | \$0 | \$96,533 |
| School average = | | Total | \$2,709,663 | \$667,550 | \$417,916 | \$256,934 | \$4,052,063 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|------|------------------------|-----|-----|-------------|------|-----|
| African American | #N/A | 45% | Estimated % Special Ed | 13% | 15% | Science | #N/A | 64% |
| Hispanic | #N/A | 42% | % Free/Reduced lunch | 85% | 67% | Mathematics | #N/A | 74% |
| White | #N/A | 9% | % Poverty | 53% | 40% | Reading | #N/A | 68% |
| Asian/Pacific Islander | #N/A | 3.6% | | | | Overall | #N/A | 70% |
| Native American | #N/A | 0.2% | | | | | | |

| Miriam G Canter Middle School (Canter) | | Instructional Area 15 | | | Total Budget | | \$3,045,953 |
|--|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 4959 S Blackstone Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23981 | Instruction | \$1,068,574 | \$369,307 | \$259,436 | \$492,902 | \$2,190,219 |
| Grade Level | 7-8 | Administration | \$236,122 | \$0 | \$6,454 | \$0 | \$242,576 |
| Total Projected Enrollment | 212 | Support Services | \$157,228 | \$24,220 | \$8,000 | \$0 | \$189,448 |
| | | Facility Support | \$423,710 | \$0 | \$0 | \$0 | \$423,710 |
| School average = | | Total | \$1,885,634 | \$393,527 | \$273,890 | \$492,902 | \$3,045,953 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 95% |
| Hispanic | 4% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 20% |
| % Free/Reduced lunch | 85% 88% |
| % Poverty | 53% 54% |
| Science | 64% 66% |
| Mathematics | 74% 76% |
| Reading | 68% 80% |
| Overall | 70% 76% |

| Arthur E Canty Elementary School (Canty) | | Instructional Area 1 | | | Total Budget | | \$5,696,969 |
|--|-------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3740 N Panama Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22541 | Instruction | \$2,746,705 | \$1,200,097 | \$293,888 | \$226,076 | \$4,466,766 |
| Grade Level | K-8 | Administration | \$234,915 | \$0 | \$0 | \$0 | \$234,915 |
| Total Projected Enrollment | 783 | Support Services | \$272,824 | \$311,929 | \$0 | \$0 | \$584,753 |
| | | Facility Support | \$410,535 | \$0 | \$0 | \$0 | \$410,535 |
| School average = | | Total | \$3,664,979 | \$1,512,026 | \$293,888 | \$226,076 | \$5,696,969 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 1% |
| Hispanic | 42% 28% |
| White | 9% 66% |
| Asian/Pacific Islander | 3.6% 4% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 15% |
| % Free/Reduced lunch | 85% 47% |
| % Poverty | 53% 29% |
| Science | 64% 90% |
| Mathematics | 74% 93% |
| Reading | 68% 87% |
| Overall | 70% 90% |

| Lazaro Cardenas Elementary School (Cardenas) | | Instructional Area 10 | | | Total Budget | | \$5,292,575 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2345 S Millard Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24051 | Instruction | \$2,385,949 | \$505,409 | \$688,242 | \$392,306 | \$3,971,906 |
| Grade Level | PreK-3 | Administration | \$320,106 | \$0 | \$5,625 | \$0 | \$325,731 |
| Total Projected Enrollment | 623 | Support Services | \$499,566 | \$98,361 | \$2,500 | \$0 | \$600,427 |
| | | Facility Support | \$394,511 | \$0 | \$0 | \$0 | \$394,511 |
| School average = | | Total | \$3,600,132 | \$603,770 | \$696,367 | \$392,306 | \$5,292,575 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 2% |
| Hispanic | 42% 98% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 60% |
| Science | 64% 0% |
| Mathematics | 74% 82% |
| Reading | 68% 61% |
| Overall | 70% 71% |

| Andrew Carnegie Elementary School (Carnegie) | | Instructional Area 54 | | | Total Budget | | \$5,163,362 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 1414 E 61st Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22551 | Instruction | \$2,585,224 | \$223,367 | \$536,559 | \$605,582 | \$3,950,732 |
| Grade Level | PreK-8 | Administration | \$237,252 | \$0 | \$77,052 | \$0 | \$314,304 |
| Total Projected Enrollment | 721 | Support Services | \$417,671 | \$0 | \$5,000 | \$114,475 | \$537,146 |
| | | Facility Support | \$361,180 | \$0 | \$0 | \$0 | \$361,180 |
| School average = | | Total | \$3,601,327 | \$223,367 | \$618,611 | \$720,057 | \$5,163,362 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 5% |
| % Free/Reduced lunch | 85% 78% |
| % Poverty | 53% 47% |
| Science | 64% 80% |
| Mathematics | 74% 85% |
| Reading | 68% 84% |
| Overall | 70% 84% |

| Philo Carpenter Elementary School (Carpenter) | | | Instructional Area 6 | | | Total Budget | \$2,974,114 |
|---|--------|------------------|----------------------|-------------|---------------|--------------|-------------|
| 1250 W Erie St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22561 | Instruction | \$737,815 | \$711,134 | \$255,434 | \$245,401 | \$1,949,784 |
| Grade Level | PreK-8 | Administration | \$252,458 | \$0 | \$0 | \$0 | \$252,458 |
| Total Projected Enrollment | 158 | Support Services | \$414,756 | \$323,301 | \$1,200 | \$0 | \$739,257 |
| | | Facility Support | \$32,615 | \$0 | \$0 | \$0 | \$32,615 |
| School average = | | Total | \$1,437,644 | \$1,034,435 | \$256,634 | \$245,401 | \$2,974,114 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 43% |
| Hispanic | 42% | 54% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 29% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 60% |
| Science | 64% | 71% |
| Mathematics | 74% | 77% |
| Reading | 68% | 68% |
| Overall | 70% | 72% |

| Carroll-Rosenwald Specialty Elementary School (Carroll) | | | Instructional Area 16 | | | Total Budget | \$5,432,964 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 2929 W 83rd St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22571 | Instruction | \$2,499,739 | \$525,113 | \$625,482 | \$234,954 | \$3,885,288 |
| Grade Level | PreK-8 | Administration | \$407,666 | \$0 | \$0 | \$0 | \$407,666 |
| Total Projected Enrollment | 613 | Support Services | \$565,723 | \$192,127 | \$3,000 | \$0 | \$760,850 |
| | | Facility Support | \$379,160 | \$0 | \$0 | \$0 | \$379,160 |
| School average = | | Total | \$3,852,288 | \$717,240 | \$628,482 | \$234,954 | \$5,432,964 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 97% |
| Hispanic | 42% | 3% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 82% |
| % Poverty | 53% | 51% |
| Science | 64% | 56% |
| Mathematics | 74% | 69% |
| Reading | 68% | 67% |
| Overall | 70% | 66% |

| Rachel Carson Elementary School (Carson) | | | Instructional Area 54 | | | Total Budget | \$9,230,819 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 5516 S Maplewood Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22601 | Instruction | \$4,584,126 | \$618,190 | \$1,307,913 | \$1,000,946 | \$7,511,175 |
| Grade Level | PreK-8 | Administration | \$329,149 | \$0 | \$199,688 | \$0 | \$528,837 |
| Total Projected Enrollment | 1,343 | Support Services | \$658,981 | \$10,621 | \$31,742 | \$0 | \$701,344 |
| | | Facility Support | \$489,463 | \$0 | \$0 | \$0 | \$489,463 |
| School average = | | Total | \$6,061,719 | \$628,811 | \$1,539,343 | \$1,000,946 | \$9,230,819 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 7% |
| Hispanic | 42% | 93% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 8% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 60% |
| Science | 64% | 70% |
| Mathematics | 74% | 88% |
| Reading | 68% | 81% |
| Overall | 70% | 82% |

| William W Carter Elementary School (Carter) | | | Instructional Area 13 | | | Total Budget | \$3,850,569 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 5740 S Michigan Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22611 | Instruction | \$1,815,771 | \$268,105 | \$556,112 | \$165,926 | \$2,805,914 |
| Grade Level | PreK-8 | Administration | \$264,322 | \$0 | \$0 | \$0 | \$264,322 |
| Total Projected Enrollment | 425 | Support Services | \$275,011 | \$95,379 | \$2,600 | \$0 | \$372,990 |
| | | Facility Support | \$407,343 | \$0 | \$0 | \$0 | \$407,343 |
| School average = | | Total | \$2,762,447 | \$363,484 | \$558,712 | \$165,926 | \$3,850,569 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 63% |
| Science | 64% | 40% |
| Mathematics | 74% | 52% |
| Reading | 68% | 56% |
| Overall | 70% | 52% |

| George Washington Carver Primary School (Carver Primary) | | Instructional Area 18 | | | Total Budget | | \$5,326,343 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 901 E 133rd Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22621 | Instruction | \$1,405,929 | \$481,003 | \$543,695 | \$851,823 | \$3,282,451 |
| Grade Level | PreK-4 | Administration | \$404,045 | \$105,249 | \$4,000 | \$0 | \$513,294 |
| Total Projected Enrollment | 349 | Support Services | \$525,315 | \$114,297 | \$3,100 | \$2,150 | \$644,862 |
| | | Facility Support | \$885,736 | \$0 | \$0 | \$0 | \$885,736 |
| School average = | | Total | \$3,221,025 | \$700,549 | \$550,795 | \$853,973 | \$5,326,343 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 64% |
| Science | 64% 61% |
| Mathematics | 74% 67% |
| Reading | 68% 65% |
| Overall | 70% 65% |

| Pablo Casals Elementary School (Casals) | | Instructional Area 4 | | | Total Budget | | \$4,553,547 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3501 W Potomac Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24011 | Instruction | \$2,045,188 | \$675,165 | \$533,166 | \$232,406 | \$3,485,926 |
| Grade Level | PreK-8 | Administration | \$256,374 | \$0 | \$58,254 | \$0 | \$314,628 |
| Total Projected Enrollment | 478 | Support Services | \$408,461 | \$38,766 | \$600 | \$0 | \$447,827 |
| | | Facility Support | \$305,166 | \$0 | \$0 | \$0 | \$305,166 |
| School average = | | Total | \$3,015,189 | \$713,931 | \$592,020 | \$232,406 | \$4,553,547 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 49% |
| Hispanic | 42% 50% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 18% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 62% |
| Science | 64% 51% |
| Mathematics | 74% 71% |
| Reading | 68% 50% |
| Overall | 70% 59% |

| George F Cassell Elementary School (Cassell) | | Instructional Area 54 | | | Total Budget | | \$3,827,038 |
|--|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 11314 S Spaulding Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22651 | Instruction | \$1,598,870 | \$1,099,571 | \$160,134 | \$210,852 | \$3,069,427 |
| Grade Level | K-8 | Administration | \$230,466 | \$0 | \$0 | \$0 | \$230,466 |
| Total Projected Enrollment | 341 | Support Services | \$200,149 | \$46,566 | \$0 | \$0 | \$246,715 |
| | | Facility Support | \$280,430 | \$0 | \$0 | \$0 | \$280,430 |
| School average = | | Total | \$2,309,915 | \$1,146,137 | \$160,134 | \$210,852 | \$3,827,038 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 15% |
| Hispanic | 42% 7% |
| White | 9% 76% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 1% |
| Estimated % Special Ed | 13% 25% |
| % Free/Reduced lunch | 85% 27% |
| % Poverty | 53% 17% |
| Science | 64% 87% |
| Mathematics | 74% 90% |
| Reading | 68% 81% |
| Overall | 70% 86% |

| Rosario Castellanos Elementary School (Castellanos) | | Instructional Area 10 | | | Total Budget | | \$4,659,509 |
|---|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 2524 S Central Park Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22461 | Instruction | \$2,291,588 | \$492,429 | \$735,885 | \$87,843 | \$3,607,746 |
| Grade Level | 4-8 | Administration | \$253,582 | \$0 | \$0 | \$0 | \$253,582 |
| Total Projected Enrollment | 580 | Support Services | \$376,030 | \$0 | \$3,851 | \$0 | \$379,881 |
| | | Facility Support | \$418,300 | \$0 | \$0 | \$0 | \$418,300 |
| School average = | | Total | \$3,339,500 | \$492,429 | \$739,736 | \$87,843 | \$4,659,509 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 2% |
| Hispanic | 42% 98% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 61% |
| Science | 64% 61% |
| Mathematics | 74% 69% |
| Reading | 68% 60% |
| Overall | 70% 64% |

| Willia Cather Elementary School (Cather) | | Instructional Area 7 | | | Total Budget | | \$2,617,560 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2908 W Washington Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26021 | Instruction | \$1,079,695 | \$375,935 | \$318,252 | \$265,029 | \$2,038,911 |
| Grade Level | PreK-8 | Administration | \$288,984 | \$0 | \$6,900 | \$0 | \$295,884 |
| Total Projected Enrollment | 240 | Support Services | \$253,967 | \$0 | \$0 | \$0 | \$253,967 |
| | | Facility Support | \$28,798 | \$0 | \$0 | \$0 | \$28,798 |
| School average = | | Total | \$1,651,444 | \$375,935 | \$325,152 | \$265,029 | \$2,617,560 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 20% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 64% |
| Science | 64% 65% |
| Mathematics | 74% 70% |
| Reading | 68% 57% |
| Overall | 70% 63% |

| Thomas Chalmers Specialty Elementary School (Chalmers) | | Instructional Area 9 | | | Total Budget | | \$2,828,853 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2745 W Roosevelt | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22671 | Instruction | \$1,062,188 | \$404,014 | \$311,346 | \$198,285 | \$1,975,833 |
| Grade Level | PreK-8 | Administration | \$251,199 | \$0 | \$6,500 | \$0 | \$257,699 |
| Total Projected Enrollment | 246 | Support Services | \$344,595 | \$0 | \$2,000 | \$0 | \$346,595 |
| | | Facility Support | \$248,726 | \$0 | \$0 | \$0 | \$248,726 |
| School average = | | Total | \$1,906,708 | \$404,014 | \$319,846 | \$198,285 | \$2,828,853 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 62% |
| Science | 64% 18% |
| Mathematics | 74% 37% |
| Reading | 68% 45% |
| Overall | 70% 38% |

| Eliza Chappell Elementary School (Chappell) | | Instructional Area 2 | | | Total Budget | | \$4,706,226 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2135 W Foster Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22681 | Instruction | \$1,548,830 | \$844,859 | \$386,640 | \$557,673 | \$3,338,002 |
| Grade Level | PreK-8 | Administration | \$218,901 | \$0 | \$0 | \$0 | \$218,901 |
| Total Projected Enrollment | 428 | Support Services | \$349,041 | \$304,131 | \$3,000 | \$0 | \$656,172 |
| | | Facility Support | \$493,151 | \$0 | \$0 | \$0 | \$493,151 |
| School average = | | Total | \$2,609,923 | \$1,148,990 | \$389,640 | \$557,673 | \$4,706,226 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 5% |
| Hispanic | 42% 64% |
| White | 9% 19% |
| Asian/Pacific Islander | 3.6% 12% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 19% |
| % Free/Reduced lunch | 85% 86% |
| % Poverty | 53% 54% |
| Science | 64% 81% |
| Mathematics | 74% 79% |
| Reading | 68% 79% |
| Overall | 70% 79% |

| Salmon P Chase Elementary School (Chase) | | Instructional Area 4 | | | Total Budget | | \$5,134,375 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2021 N Point St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22701 | Instruction | \$1,944,669 | \$810,807 | \$512,171 | \$438,604 | \$3,706,250 |
| Grade Level | PreK-8 | Administration | \$241,838 | \$0 | \$56,420 | \$0 | \$298,258 |
| Total Projected Enrollment | 492 | Support Services | \$474,730 | \$343,863 | \$0 | \$0 | \$818,593 |
| | | Facility Support | \$311,274 | \$0 | \$0 | \$0 | \$311,274 |
| School average = | | Total | \$2,972,511 | \$1,154,670 | \$568,591 | \$438,604 | \$5,134,375 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 6% |
| Hispanic | 42% 90% |
| White | 9% 4% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 16% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 59% |
| Science | 64% 52% |
| Mathematics | 74% 83% |
| Reading | 68% 69% |
| Overall | 70% 73% |

| Cesar E Chavez Multicultural Academic Center ES (Chavez) | | Instructional Area 9 | | | Total Budget | | \$7,279,638 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 4747 S Marshfield Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25151 | Instruction | \$3,201,864 | \$958,898 | \$893,627 | \$424,051 | \$5,478,440 |
| Grade Level | PreK-8 | Administration | \$332,361 | \$0 | \$132,153 | \$0 | \$464,514 |
| Total Projected Enrollment | 834 | Support Services | \$612,395 | \$120,213 | \$5,500 | \$0 | \$738,108 |
| | | Facility Support | \$598,576 | \$0 | \$0 | \$0 | \$598,576 |
| School average = | | Total | \$4,745,196 | \$1,079,111 | \$1,031,280 | \$424,051 | \$7,279,638 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 11% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 97% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | |
| | | | 58% | | |

| Chicago Academy Elementary School (Chicago Academy Es) | | Instructional Area 28 | | | Total Budget | | \$5,611,530 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3400 N Austin Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 45211 | Instruction | \$2,447,464 | \$494,829 | \$238,912 | \$542,900 | \$3,724,105 |
| Grade Level | PreK-8 | Administration | \$234,527 | \$0 | \$97,397 | \$0 | \$331,924 |
| Total Projected Enrollment | 600 | Support Services | \$421,504 | \$0 | \$16,793 | \$0 | \$438,297 |
| | | Facility Support | \$1,117,204 | \$0 | \$0 | \$0 | \$1,117,204 |
| School average = | | Total | \$4,220,699 | \$494,829 | \$353,102 | \$542,900 | \$5,611,530 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 12% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 67% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | |
| | | | 40% | | |

| Chicago Discovery Academy High School (Chicago Discovery HS) | | Instructional Area 24 | | | Total Budget | | \$3,686,303 |
|--|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 2710 E 89th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55041 | Instruction | \$1,754,808 | \$997,435 | \$282,458 | \$76,029 | \$3,110,731 |
| Grade Level | 9-12 | Administration | \$227,123 | \$0 | \$97,299 | \$0 | \$324,422 |
| Total Projected Enrollment | 422 | Support Services | \$1,023 | \$116,360 | \$95,823 | \$0 | \$213,206 |
| | | Facility Support | \$37,944 | \$0 | \$0 | \$0 | \$37,944 |
| School average = | | Total | \$2,020,898 | \$1,113,795 | \$475,580 | \$76,029 | \$3,686,303 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 18% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Free/Reduced lunch | 85% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | 89% | | |
| Native American | 0.2% | % Poverty | 53% | | |
| | | | 55% | | |

| Frederic Chopin Elementary School (Chopin) | | Instructional Area 4 | | | Total Budget | | \$3,114,300 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2450 W Rice St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22721 | Instruction | \$1,319,562 | \$373,947 | \$350,236 | \$223,085 | \$2,266,830 |
| Grade Level | PreK-8 | Administration | \$236,174 | \$0 | \$4,000 | \$0 | \$240,174 |
| Total Projected Enrollment | 303 | Support Services | \$261,085 | \$24,220 | \$0 | \$0 | \$285,305 |
| | | Facility Support | \$321,991 | \$0 | \$0 | \$0 | \$321,991 |
| School average = | | Total | \$2,138,812 | \$398,167 | \$354,236 | \$223,085 | \$3,114,300 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 15% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 97% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | |
| | | | 59% | | |

| Walter S Christopher Elementary School (Christopher) | | | Instructional Area 27 | | | Total Budget | | \$8,914,763 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 5042 S Artesian Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 30031 | Instruction | \$766,973 | \$5,094,609 | \$431,566 | \$83,811 | \$6,376,959 | |
| Grade Level | 1-8 | Administration | \$71,287 | \$324,691 | \$5,000 | \$0 | \$400,978 | |
| Total Projected Enrollment | 283 | Support Services | \$208,898 | \$1,486,941 | \$0 | \$0 | \$1,695,839 | |
| | | Facility Support | \$440,987 | \$0 | \$0 | \$0 | \$440,987 | |
| School average = | | Total | \$1,488,145 | \$6,906,241 | \$436,566 | \$83,811 | \$8,914,763 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 28% |
| Hispanic | 42% | 63% |
| White | 9% | 8% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 66% |
| % Free/Reduced lunch | 85% | 91% |
| % Poverty | 53% | 55% |
| Science | 64% | 69% |
| Mathematics | 74% | 78% |
| Reading | 68% | 72% |
| Overall | 70% | 74% |

| Claremont Academy Elementary School (Claremont) | | | Instructional Area 14 | | | Total Budget | | \$5,670,796 |
|---|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 2300 W 64th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31301 | Instruction | \$2,113,036 | \$1,038,197 | \$689,708 | \$545,863 | \$4,386,804 | |
| Grade Level | PreK-8 | Administration | \$234,399 | \$0 | \$0 | \$0 | \$234,399 | |
| Total Projected Enrollment | 575 | Support Services | \$459,926 | \$80,903 | \$51,666 | \$0 | \$592,495 | |
| | | Facility Support | \$457,098 | \$0 | \$0 | \$0 | \$457,098 | |
| School average = | | Total | \$3,264,459 | \$1,119,100 | \$741,374 | \$545,863 | \$5,670,796 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 97% |
| Hispanic | 42% | 3% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 18% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 60% |
| Science | 64% | 40% |
| Mathematics | 74% | 62% |
| Reading | 68% | 47% |
| Overall | 70% | 52% |

| George Rogers Clark Elementary School (Clark Es) | | | Instructional Area 3 | | | Total Budget | | \$3,768,404 |
|--|--------|------------------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 1045 S Monitor Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22191 | Instruction | \$1,363,781 | \$901,354 | \$344,476 | \$322,430 | \$2,932,040 | |
| Grade Level | PreK-8 | Administration | \$238,891 | \$0 | \$5,747 | \$0 | \$244,638 | |
| Total Projected Enrollment | 326 | Support Services | \$200,119 | \$199,438 | \$2,500 | \$0 | \$402,057 | |
| | | Facility Support | \$189,669 | \$0 | \$0 | \$0 | \$189,669 | |
| School average = | | Total | \$1,992,460 | \$1,100,792 | \$352,723 | \$322,430 | \$3,768,404 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 63% |
| Hispanic | 42% | 34% |
| White | 9% | 3% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 94% |
| % Poverty | 53% | 57% |
| Science | 64% | 81% |
| Mathematics | 74% | 76% |
| Reading | 68% | 74% |
| Overall | 70% | 76% |

| Henry Clay Elementary School (Clay) | | | Instructional Area 18 | | | Total Budget | | \$6,136,448 |
|-------------------------------------|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 13231 S Burley Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22731 | Instruction | \$2,492,006 | \$961,071 | \$641,197 | \$439,353 | \$4,533,628 | |
| Grade Level | PreK-8 | Administration | \$304,620 | \$0 | \$53,061 | \$0 | \$357,681 | |
| Total Projected Enrollment | 690 | Support Services | \$443,071 | \$282,746 | \$58,012 | \$43,519 | \$827,348 | |
| | | Facility Support | \$417,791 | \$0 | \$0 | \$0 | \$417,791 | |
| School average = | | Total | \$3,657,488 | \$1,243,817 | \$752,270 | \$482,872 | \$6,136,448 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 12% |
| Hispanic | 42% | 70% |
| White | 9% | 18% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 91% |
| % Poverty | 53% | 56% |
| Science | 64% | 71% |
| Mathematics | 74% | 78% |
| Reading | 68% | 75% |
| Overall | 70% | 76% |

| Roberto Clemente Community Academy High School (Clemente HS) | | | Instructional Area 25 | | | Total Budget | \$18,244,612 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|
| 1147 N Western Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 51091 | Instruction | \$7,337,215 | \$3,513,859 | \$1,499,416 | \$844,274 | \$13,194,765 |
| Grade Level | 9-12 | Administration | \$847,822 | \$0 | \$385,903 | \$0 | \$1,233,725 |
| Total Projected Enrollment | 1,394 | Support Services | \$1,451,144 | \$121,742 | \$329,674 | \$0 | \$1,902,560 |
| | | Facility Support | \$1,913,562 | \$0 | \$0 | \$0 | \$1,913,562 |
| School average = | | Total | \$11,549,743 | \$3,635,601 | \$2,214,993 | \$844,274 | \$18,244,612 |
| District average = | | | | | | | |

Percentage of students who:

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Grover Cleveland Elementary School (Cleveland) | | | Instructional Area 1 | | | Total Budget | \$6,365,543 |
|--|--------|------------------|----------------------|-------------|---------------|--------------|-------------|
| 3121 W Byron St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22741 | Instruction | \$2,319,936 | \$1,613,573 | \$721,881 | \$423,562 | \$5,078,952 |
| Grade Level | PreK-8 | Administration | \$268,108 | \$0 | \$2,029 | \$0 | \$270,137 |
| Total Projected Enrollment | 665 | Support Services | \$383,467 | \$242,178 | \$0 | \$0 | \$625,645 |
| | | Facility Support | \$390,809 | \$0 | \$0 | \$0 | \$390,809 |
| School average = | | Total | \$3,362,320 | \$1,855,751 | \$723,910 | \$423,562 | \$6,365,543 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| DeWitt Clinton Elementary School (Clinton) | | | Instructional Area 2 | | | Total Budget | \$7,364,743 |
|--|-------|------------------|----------------------|------------|---------------|--------------|-------------|
| 6110 N Fairfield Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22751 | Instruction | \$3,674,924 | \$512,404 | \$1,225,773 | \$479,911 | \$5,893,011 |
| Grade Level | K-8 | Administration | \$241,792 | \$0 | \$162,508 | \$0 | \$404,300 |
| Total Projected Enrollment | 1,038 | Support Services | \$576,455 | \$0 | \$0 | \$0 | \$576,455 |
| | | Facility Support | \$490,977 | \$0 | \$0 | \$0 | \$490,977 |
| School average = | | Total | \$4,984,148 | \$512,404 | \$1,388,281 | \$479,911 | \$7,364,743 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Henry R Clissold Elementary School (Clissold) | | | Instructional Area 54 | | | Total Budget | \$5,149,829 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 2350 W 110th Pl | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22761 | Instruction | \$2,327,105 | \$1,135,872 | \$218,700 | \$766,805 | \$4,448,482 |
| Grade Level | K-8 | Administration | \$238,981 | \$0 | \$0 | \$0 | \$238,981 |
| Total Projected Enrollment | 563 | Support Services | \$96,422 | \$102,902 | \$0 | \$0 | \$199,324 |
| | | Facility Support | \$263,042 | \$0 | \$0 | \$0 | \$263,042 |
| School average = | | Total | \$2,925,550 | \$1,238,774 | \$218,700 | \$766,805 | \$5,149,829 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Johnnie Colemon Elementary Academy (Colemon) | | Instructional Area 18 | | | Total Budget | | \$2,503,434 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 1441 W 119th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26751 | Instruction | \$1,096,333 | \$308,942 | \$250,393 | \$188,926 | \$1,844,594 |
| Grade Level | PreK-8 | Administration | \$223,164 | \$0 | \$2,440 | \$0 | \$225,604 |
| Total Projected Enrollment | 251 | Support Services | \$209,837 | \$27,231 | \$4,000 | \$0 | \$241,068 |
| | | Facility Support | \$192,168 | \$0 | \$0 | \$0 | \$192,168 |
| School average = | | Total | \$1,721,502 | \$336,173 | \$256,833 | \$188,926 | \$2,503,434 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 3% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 85% |
| % Poverty | 53% 52% |
| Science | 64% 65% |
| Mathematics | 74% 77% |
| Reading | 68% 74% |
| Overall | 70% 74% |

| Edward Coles Elementary Language Academy (Coles) | | Instructional Area 17 | | | Total Budget | | \$5,310,410 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 8441 S Yates Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22771 | Instruction | \$2,244,988 | \$614,625 | \$685,990 | \$473,532 | \$4,019,136 |
| Grade Level | PreK-8 | Administration | \$249,837 | \$0 | \$3,500 | \$0 | \$253,337 |
| Total Projected Enrollment | 561 | Support Services | \$519,523 | \$0 | \$20,071 | \$0 | \$539,594 |
| | | Facility Support | \$498,343 | \$0 | \$0 | \$0 | \$498,343 |
| School average = | | Total | \$3,512,691 | \$614,625 | \$709,561 | \$473,532 | \$5,310,410 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 61% |
| Science | 64% 47% |
| Mathematics | 74% 60% |
| Reading | 68% 59% |
| Overall | 70% 58% |

| Columbia Explorers Elementary Academy (Columbia Explorers) | | Instructional Area 54 | | | Total Budget | | \$8,152,909 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 4520 S Kedzie Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 20071 | Instruction | \$4,199,641 | \$614,772 | \$855,151 | \$194,845 | \$5,864,409 |
| Grade Level | PreK-8 | Administration | \$544,421 | \$0 | \$360,407 | \$0 | \$904,828 |
| Total Projected Enrollment | 1,175 | Support Services | \$680,109 | \$56,464 | \$55,583 | \$0 | \$792,156 |
| | | Facility Support | \$591,516 | \$0 | \$0 | \$0 | \$591,516 |
| School average = | | Total | \$6,015,687 | \$671,236 | \$1,271,141 | \$194,845 | \$8,152,909 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 1% |
| Hispanic | 42% 96% |
| White | 9% 3% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 60% |
| Science | 64% 77% |
| Mathematics | 74% 81% |
| Reading | 68% 75% |
| Overall | 70% 78% |

| Christopher Columbus Elementary School (Columbus) | | Instructional Area 4 | | | Total Budget | | \$2,762,141 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1003 N Leavitt St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22791 | Instruction | \$1,135,318 | \$297,569 | \$352,705 | \$243,105 | \$2,028,698 |
| Grade Level | PreK-8 | Administration | \$258,154 | \$0 | \$0 | \$0 | \$258,154 |
| Total Projected Enrollment | 335 | Support Services | \$198,872 | \$44,564 | \$420 | \$0 | \$243,856 |
| | | Facility Support | \$231,433 | \$0 | \$0 | \$0 | \$231,433 |
| School average = | | Total | \$1,823,777 | \$342,133 | \$353,125 | \$243,105 | \$2,762,141 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 7% |
| Hispanic | 42% 45% |
| White | 9% 47% |
| Asian/Pacific Islander | 3.6% 2% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 93% |
| % Poverty | 53% 57% |
| Science | 64% 69% |
| Mathematics | 74% 80% |
| Reading | 68% 72% |
| Overall | 70% 75% |

| John W Cook Elementary School (Cook) | | Instructional Area 16 | | | Total Budget | \$5,629,036 | |
|--------------------------------------|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 8150 S Bishop St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22801 | Instruction | \$2,219,631 | \$945,429 | \$771,050 | \$233,105 | \$4,169,215 |
| Grade Level | PreK-8 | Administration | \$267,786 | \$0 | \$5,755 | \$0 | \$273,541 |
| Total Projected Enrollment | 581 | Support Services | \$504,552 | \$114,930 | \$17,224 | \$0 | \$636,706 |
| | | Facility Support | \$549,574 | \$0 | \$0 | \$0 | \$549,574 |
| School average = | | Total | \$3,541,543 | \$1,060,359 | \$794,029 | \$233,105 | \$5,629,036 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 62% |
| Science | 39% 64% |
| Mathematics | 60% 74% |
| Reading | 57% 68% |
| Overall | 56% 70% |

| John C Coonley Elementary School (Coonley) | | Instructional Area 2 | | | Total Budget | \$5,202,486 | |
|--|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 4046 N Leavitt St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22821 | Instruction | \$1,720,555 | \$1,410,542 | \$164,347 | \$535,497 | \$3,830,940 |
| Grade Level | PreK-8 | Administration | \$254,887 | \$0 | \$12,022 | \$0 | \$266,909 |
| Total Projected Enrollment | 592 | Support Services | \$272,795 | \$487,793 | \$0 | \$90,823 | \$851,411 |
| | | Facility Support | \$253,226 | \$0 | \$0 | \$0 | \$253,226 |
| School average = | | Total | \$2,501,463 | \$1,898,335 | \$176,369 | \$626,320 | \$5,202,486 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 3% |
| Hispanic | 42% 37% |
| White | 9% 5% |
| Asian/Pacific Islander | 3.6% 7% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 27% |
| % Free/Reduced lunch | 85% 47% |
| % Poverty | 53% 29% |
| Science | 64% 97% |
| Mathematics | 74% 84% |
| Reading | 68% 82% |
| Overall | 70% 85% |

| Peter Cooper Elementary Dual Language Academy (Cooper) | | Instructional Area 9 | | | Total Budget | \$6,356,570 | |
|--|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 1624 W 19th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22831 | Instruction | \$2,342,477 | \$730,944 | \$871,669 | \$697,667 | \$4,642,758 |
| Grade Level | PreK-5 | Administration | \$323,583 | \$0 | \$60,072 | \$0 | \$383,655 |
| Total Projected Enrollment | 720 | Support Services | \$678,269 | \$178,433 | \$0 | \$0 | \$856,702 |
| | | Facility Support | \$473,455 | \$0 | \$0 | \$0 | \$473,455 |
| School average = | | Total | \$3,817,784 | \$909,377 | \$931,741 | \$697,667 | \$6,356,570 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 1% |
| Hispanic | 42% 98% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 60% |
| Science | 64% 67% |
| Mathematics | 74% 80% |
| Reading | 68% 73% |
| Overall | 70% 75% |

| Nicholas Copernicus Elementary School (Copernicus) | | Instructional Area 29 | | | Total Budget | \$4,278,053 | |
|--|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 6010 S Throop St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22841 | Instruction | \$1,414,034 | \$487,702 | \$1,096,606 | \$361,582 | \$3,359,924 |
| Grade Level | PreK-8 | Administration | \$237,361 | \$0 | \$11,500 | \$0 | \$248,861 |
| Total Projected Enrollment | 304 | Support Services | \$280,764 | \$0 | \$49,632 | \$0 | \$330,396 |
| | | Facility Support | \$338,872 | \$0 | \$0 | \$0 | \$338,872 |
| School average = | | Total | \$2,271,031 | \$487,702 | \$1,157,738 | \$361,582 | \$4,278,053 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 16% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 62% |
| Science | 64% 25% |
| Mathematics | 74% 43% |
| Reading | 68% 40% |
| Overall | 70% 39% |

| Daniel J Corkery Elementary School (Corkery) | | | Instructional Area 10 | | | Total Budget | | \$4,869,144 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 2510 S Kildare Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22851 | Instruction | \$2,147,475 | \$554,595 | \$725,422 | \$386,265 | \$3,813,757 | |
| Grade Level | PreK-8 | Administration | \$241,929 | \$0 | \$0 | \$0 | \$241,929 | |
| Total Projected Enrollment | 670 | Support Services | \$464,653 | \$24,220 | \$24,469 | \$0 | \$513,342 | |
| | | Facility Support | \$300,116 | \$0 | \$0 | \$0 | \$300,116 | |
| School average = | | Total | \$3,154,173 | \$578,815 | \$749,891 | \$386,265 | \$4,869,144 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| George H Corliss High School (Corliss HS) | | | Instructional Area 23 | | | Total Budget | | \$9,068,695 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 821 E 103rd St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46391 | Instruction | \$3,555,957 | \$2,009,296 | \$982,163 | \$113,901 | \$6,661,317 | |
| Grade Level | 9-12 | Administration | \$421,321 | \$0 | \$176,908 | \$0 | \$598,229 | |
| Total Projected Enrollment | 776 | Support Services | \$727,179 | \$192,916 | \$67,225 | \$0 | \$987,320 | |
| | | Facility Support | \$821,829 | \$0 | \$0 | \$0 | \$821,829 | |
| School average = | | Total | \$5,526,286 | \$2,202,212 | \$1,226,296 | \$113,901 | \$9,068,695 | |
| District average = | | | | | | | | |

| Percentage of students who: | |
|-------------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

| Richard T Crane Technical Preparatory HS (Crane HS) | | | Instructional Area 21 | | | Total Budget | | \$12,694,231 |
|---|------------|------------------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 2245 W Jackson Blvd | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46081 | Instruction | \$3,834,108 | \$1,992,497 | \$1,924,789 | \$1,126,602 | \$8,877,996 | |
| Grade Level | PreK, 9-12 | Administration | \$636,728 | \$0 | \$136,460 | \$0 | \$773,188 | |
| Total Projected Enrollment | 698 | Support Services | \$704,953 | \$172,680 | \$311,277 | \$0 | \$1,188,910 | |
| | | Facility Support | \$1,854,137 | \$0 | \$0 | \$0 | \$1,854,137 | |
| School average = | | Total | \$7,029,926 | \$2,165,177 | \$2,372,526 | \$1,126,602 | \$12,694,231 | |
| District average = | | | | | | | | |

| Percentage of students who: | |
|-------------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

| Crown Community Academy of Fine Arts Center ES (Crown) | | | Instructional Area 10 | | | Total Budget | | \$3,759,070 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 2128 S Saint Louis Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31041 | Instruction | \$1,562,397 | \$448,208 | \$404,714 | \$397,340 | \$2,812,659 | |
| Grade Level | PreK-8 | Administration | \$248,989 | \$0 | \$54,632 | \$0 | \$303,621 | |
| Total Projected Enrollment | 402 | Support Services | \$375,738 | \$0 | \$1,400 | \$0 | \$377,138 | |
| | | Facility Support | \$265,652 | \$0 | \$0 | \$0 | \$265,652 | |
| School average = | | Total | \$2,452,776 | \$448,208 | \$460,746 | \$397,340 | \$3,759,070 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Paul Cuffe Math-Science Technology Academy ES (Cuffe) | | Instructional Area 16 | | | Total Budget \$4,359,699 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 8324 S Racine Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23881 | Instruction | \$1,956,744 | \$522,109 | \$622,780 | \$187,243 | \$3,288,876 |
| Grade Level | PreK-8 | Administration | \$260,910 | \$0 | \$2,000 | \$0 | \$262,910 |
| Total Projected Enrollment | 498 | Support Services | \$360,935 | \$38,766 | \$44,572 | \$0 | \$444,273 |
| | | Facility Support | \$363,640 | \$0 | \$0 | \$0 | \$363,640 |
| School average = | | Total | \$2,942,229 | \$560,875 | \$669,352 | \$187,243 | \$4,359,699 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 58% |
| Science | 64% 75% |
| Mathematics | 74% 84% |
| Reading | 68% 84% |
| Overall | 70% 83% |

| Countee Cullen Elementary School (Cullen) | | Instructional Area 18 | | | Total Budget \$2,820,487 | | |
|---|-------|-----------------------|-------------|---------------|--------------------------|----------|-------------|
| 10650 S Eberhart Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23891 | Instruction | \$1,395,430 | \$308,099 | \$355,323 | \$40,557 | \$2,099,410 |
| Grade Level | K-8 | Administration | \$251,199 | \$0 | \$0 | \$0 | \$251,199 |
| Total Projected Enrollment | 272 | Support Services | \$222,040 | \$0 | \$0 | \$0 | \$222,040 |
| | | Facility Support | \$247,838 | \$0 | \$0 | \$0 | \$247,838 |
| School average = | | Total | \$2,116,507 | \$308,099 | \$355,323 | \$40,557 | \$2,820,487 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 9% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 59% |
| Science | 64% 64% |
| Mathematics | 74% 89% |
| Reading | 68% 77% |
| Overall | 70% 80% |

| Richard J Daley Elementary Academy (Daley) | | Instructional Area 13 | | | Total Budget \$6,323,240 | | |
|--|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 5024 S Wolcott Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25951 | Instruction | \$2,942,927 | \$608,423 | \$947,179 | \$377,223 | \$4,875,752 |
| Grade Level | PreK-8 | Administration | \$366,080 | \$0 | \$122,918 | \$0 | \$488,998 |
| Total Projected Enrollment | 851 | Support Services | \$538,463 | \$56,464 | \$47,086 | \$0 | \$642,013 |
| | | Facility Support | \$316,477 | \$0 | \$0 | \$0 | \$316,477 |
| School average = | | Total | \$4,163,947 | \$664,887 | \$1,117,183 | \$377,223 | \$6,323,240 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 15% |
| Hispanic | 42% 85% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 61% |
| Science | 64% 53% |
| Mathematics | 74% 69% |
| Reading | 68% 54% |
| Overall | 70% 60% |

| Charles R Darwin Elementary School (Darwin) | | Instructional Area 4 | | | Total Budget \$6,082,605 | | |
|---|--------|----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 3116 W Belden Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22881 | Instruction | \$2,620,867 | \$639,131 | \$735,927 | \$670,318 | \$4,666,244 |
| Grade Level | PreK-8 | Administration | \$314,323 | \$0 | \$6,087 | \$0 | \$320,410 |
| Total Projected Enrollment | 674 | Support Services | \$535,695 | \$55,151 | \$3,500 | \$0 | \$594,346 |
| | | Facility Support | \$501,605 | \$0 | \$0 | \$0 | \$501,605 |
| School average = | | Total | \$3,972,490 | \$694,282 | \$745,514 | \$670,318 | \$6,082,605 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 12% |
| Hispanic | 42% 83% |
| White | 9% 4% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 16% |
| % Free/Reduced lunch | 85% 94% |
| % Poverty | 53% 57% |
| Science | 64% 70% |
| Mathematics | 74% 83% |
| Reading | 68% 70% |
| Overall | 70% 76% |

| Nathan S Davis Elementary School (Davis, N) | | Instructional Area 10 | | | Total Budget | | \$8,678,619 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3014 W 39th Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22891 | Instruction | \$3,787,105 | \$758,842 | \$1,551,524 | \$401,994 | \$6,499,465 |
| Grade Level | PreK-8 | Administration | \$271,990 | \$0 | \$68,310 | \$0 | \$340,300 |
| Total Projected Enrollment | 981 | Support Services | \$980,512 | \$56,242 | \$101,294 | \$0 | \$1,138,048 |
| | | Facility Support | \$700,806 | \$0 | \$0 | \$0 | \$700,806 |
| School average = | | Total | \$5,740,413 | \$815,084 | \$1,721,128 | \$401,994 | \$8,678,619 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 98% |
| White | 2% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Charles Gates Dawes Elementary School (Dawes) | | Instructional Area 54 | | | Total Budget | | \$9,023,433 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3810 W 81st Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22901 | Instruction | \$4,286,551 | \$1,589,172 | \$1,218,110 | \$335,381 | \$7,429,214 |
| Grade Level | PreK-8 | Administration | \$260,869 | \$0 | \$47,131 | \$0 | \$308,000 |
| Total Projected Enrollment | 1,151 | Support Services | \$634,613 | \$204,611 | \$36,912 | \$0 | \$876,136 |
| | | Facility Support | \$410,083 | \$0 | \$0 | \$0 | \$410,083 |
| School average = | | Total | \$5,592,116 | \$1,793,783 | \$1,302,153 | \$335,381 | \$9,023,433 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 72% |
| White | 2% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Jose De Diego Elementary Community Academy (De Diego) | | Instructional Area 6 | | | Total Budget | | \$7,983,653 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1313 N Claremont Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31261 | Instruction | \$3,205,674 | \$994,483 | \$867,791 | \$454,673 | \$5,522,622 |
| Grade Level | PreK-8 | Administration | \$299,637 | \$0 | \$168,225 | \$0 | \$467,862 |
| Total Projected Enrollment | 941 | Support Services | \$859,070 | \$203,661 | \$45,298 | \$0 | \$1,108,029 |
| | | Facility Support | \$885,140 | \$0 | \$0 | \$0 | \$885,140 |
| School average = | | Total | \$5,249,521 | \$1,198,144 | \$1,081,314 | \$454,673 | \$7,983,653 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 83% |
| White | 3% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Josefa Ortiz De Dominguez Elementary School (De Dominguez) | | Instructional Area 10 | | | Total Budget | | \$5,930,959 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3000 S Lawndale Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23411 | Instruction | \$2,814,849 | \$725,997 | \$711,179 | \$521,701 | \$4,773,726 |
| Grade Level | PreK-2 | Administration | \$253,583 | \$0 | \$114,561 | \$0 | \$368,144 |
| Total Projected Enrollment | 777 | Support Services | \$457,577 | \$145,161 | \$600 | \$0 | \$603,338 |
| | | Facility Support | \$185,751 | \$0 | \$0 | \$0 | \$185,751 |
| School average = | | Total | \$3,711,760 | \$871,158 | \$826,340 | \$521,701 | \$5,930,959 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 0% |
| Hispanic | 99% |
| White | 0% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | #N/A |
| Mathematics | #N/A |
| Reading | #N/A |
| Overall | #N/A |

| Ana Roque de Duprey Elementary School (De Duprey) | | | Instructional Area 4 | | | Total Budget | \$1,602,065 |
|---|-------|------------------|----------------------|------------|---------------|--------------|-------------|
| 1405 N Washtenaw Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26481 | Instruction | \$717,486 | \$269,158 | \$175,573 | \$58,499 | \$1,220,715 |
| Grade Level | 1-8 | Administration | \$248,216 | \$0 | \$8,017 | \$0 | \$256,233 |
| Total Projected Enrollment | 125 | Support Services | \$0 | \$17,698 | \$7,987 | \$70,955 | \$96,640 |
| | | Facility Support | \$28,477 | \$0 | \$0 | \$0 | \$28,477 |
| School average = | | Total | \$994,179 | \$286,856 | \$191,577 | \$129,454 | \$1,602,065 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 24% |
| Hispanic | 42% | 72% |
| White | 9% | 3% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 59% |
| Science | 64% | 49% |
| Mathematics | 74% | 70% |
| Reading | 68% | 57% |
| Overall | 70% | 61% |

| Edward C Delano Elementary School (Delano) | | | Instructional Area 7 | | | Total Budget | \$4,733,599 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 3937 W Wilcox St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22911 | Instruction | \$1,586,332 | \$358,898 | \$542,929 | \$814,982 | \$3,303,141 |
| Grade Level | PreK-8 | Administration | \$292,368 | \$0 | \$10,417 | \$0 | \$302,785 |
| Total Projected Enrollment | 443 | Support Services | \$459,177 | \$0 | \$27,843 | \$2,150 | \$489,170 |
| | | Facility Support | \$638,503 | \$0 | \$0 | \$0 | \$638,503 |
| School average = | | Total | \$2,976,380 | \$358,898 | \$581,189 | \$817,132 | \$4,733,599 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 8% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 64% |
| Science | 64% | 47% |
| Mathematics | 74% | 62% |
| Reading | 68% | 56% |
| Overall | 70% | 57% |

| Oscar DePriest Elementary School (DePriest) | | | Instructional Area 3 | | | Total Budget | \$5,591,871 |
|---|--------|------------------|----------------------|-------------|---------------|--------------|-------------|
| 139 S Parkside Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26631 | Instruction | \$2,133,397 | \$1,137,429 | \$470,048 | \$384,203 | \$4,125,076 |
| Grade Level | PreK-8 | Administration | \$234,565 | \$0 | \$137,477 | \$0 | \$372,042 |
| Total Projected Enrollment | 566 | Support Services | \$408,590 | \$298,542 | \$92,731 | \$0 | \$799,863 |
| | | Facility Support | \$294,890 | \$0 | \$0 | \$0 | \$294,890 |
| School average = | | Total | \$3,071,442 | \$1,435,971 | \$700,256 | \$384,203 | \$5,591,871 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 17% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 60% |
| Science | 64% | 37% |
| Mathematics | 74% | 46% |
| Reading | 68% | 49% |
| Overall | 70% | 46% |

| Robert Nathaniel Dett Elementary School (Dett) | | | Instructional Area 7 | | | Total Budget | \$2,954,931 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 2306 W Maypole Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26031 | Instruction | \$903,234 | \$382,298 | \$318,615 | \$329,411 | \$1,933,557 |
| Grade Level | PreK-8 | Administration | \$256,160 | \$0 | \$0 | \$0 | \$256,160 |
| Total Projected Enrollment | 226 | Support Services | \$313,020 | \$104,763 | \$655 | \$0 | \$418,438 |
| | | Facility Support | \$346,776 | \$0 | \$0 | \$0 | \$346,776 |
| School average = | | Total | \$1,819,190 | \$487,061 | \$319,270 | \$329,411 | \$2,954,931 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 98% |
| Hispanic | 42% | 1% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 17% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 62% |
| Science | 64% | 75% |
| Mathematics | 74% | 71% |
| Reading | 68% | 67% |
| Overall | 70% | 70% |

| William E Dever Elementary School (Dever) | | Instructional Area 1 | | | Total Budget | | \$5,409,574 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3436 N Osceola Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22941 | Instruction | \$3,139,338 | \$771,349 | \$322,145 | \$337,941 | \$4,570,773 |
| Grade Level | PreK-8 | Administration | \$259,128 | \$0 | \$507 | \$0 | \$259,635 |
| Total Projected Enrollment | 829 | Support Services | \$208,011 | \$89,557 | \$0 | \$0 | \$297,568 |
| | | Facility Support | \$281,598 | \$0 | \$0 | \$0 | \$281,598 |
| School average = | | Total | \$3,888,075 | \$860,906 | \$322,652 | \$337,941 | \$5,409,574 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 61% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| DeVry University Advantage Academy HS (Devry HS) | | Instructional Area 54 | | | Total Budget | | \$1,528,328 |
|--|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 3300 N Campbell | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46521 | Instruction | \$1,073,938 | \$0 | \$83,596 | \$21,364 | \$1,178,898 |
| Grade Level | 11-12 | Administration | \$241,303 | \$0 | \$29,022 | \$0 | \$270,325 |
| Total Projected Enrollment | 226 | Support Services | \$565 | \$44,564 | \$2,000 | \$0 | \$47,129 |
| | | Facility Support | \$31,976 | \$0 | \$0 | \$0 | \$31,976 |
| School average = | | Total | \$1,347,782 | \$44,564 | \$114,618 | \$21,364 | \$1,528,328 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 7% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 0% |

| Dewey Elementary Academy of Fine Arts (Dewey) | | Instructional Area 13 | | | Total Budget | | \$4,472,879 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 5415 S Union Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22951 | Instruction | \$1,479,873 | \$514,207 | \$509,865 | \$950,152 | \$3,454,096 |
| Grade Level | PreK-8 | Administration | \$230,296 | \$0 | \$13,819 | \$0 | \$244,115 |
| Total Projected Enrollment | 409 | Support Services | \$396,718 | \$0 | \$2,800 | \$2,600 | \$402,118 |
| | | Facility Support | \$372,550 | \$0 | \$0 | \$0 | \$372,550 |
| School average = | | Total | \$2,479,437 | \$514,207 | \$526,484 | \$952,752 | \$4,472,879 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 0% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Everett McKinley Dirksen Elementary School (Dirksen) | | Instructional Area 54 | | | Total Budget | | \$5,365,809 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 8601 W Foster Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22871 | Instruction | \$2,751,605 | \$734,480 | \$480,658 | \$400,014 | \$4,366,757 |
| Grade Level | PreK-8 | Administration | \$264,935 | \$0 | \$51,993 | \$0 | \$316,928 |
| Total Projected Enrollment | 719 | Support Services | \$361,647 | \$48,655 | \$0 | \$0 | \$410,302 |
| | | Facility Support | \$271,822 | \$0 | \$0 | \$0 | \$271,822 |
| School average = | | Total | \$3,650,009 | \$783,135 | \$532,651 | \$400,014 | \$5,365,809 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 74% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Arthur Dixon Elementary School (Dixon) | | Instructional Area 17 | | | Total Budget \$4,747,361 | | |
|--|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 8306 S Saint Lawrence Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22971 | Instruction | \$2,427,470 | \$442,438 | \$672,766 | \$214,422 | \$3,757,096 |
| Grade Level | PreK-8 | Administration | \$245,915 | \$0 | \$0 | \$0 | \$245,915 |
| Total Projected Enrollment | 668 | Support Services | \$299,328 | \$0 | \$6,157 | \$0 | \$305,485 |
| | | Facility Support | \$438,865 | \$0 | \$0 | \$0 | \$438,865 |
| School average = | | Total | \$3,411,578 | \$442,438 | \$678,923 | \$214,422 | \$4,747,361 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 9% |
| % Free/Reduced lunch | 85% 85% |
| % Poverty | 53% 53% |
| Science | 64% 66% |
| Mathematics | 74% 76% |
| Reading | 68% 72% |
| Overall | 70% 73% |

| Mary Mapes Dodge Elementary Renaissance Academy (Dodge) | | Instructional Area 28 | | | Total Budget \$3,905,017 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 2651 W Washington Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22981 | Instruction | \$1,864,058 | \$292,440 | \$422,591 | \$366,232 | \$2,945,321 |
| Grade Level | PreK-8 | Administration | \$237,759 | \$0 | \$45,433 | \$0 | \$283,192 |
| Total Projected Enrollment | 491 | Support Services | \$345,308 | \$0 | \$52,384 | \$0 | \$397,692 |
| | | Facility Support | \$278,812 | \$0 | \$0 | \$0 | \$278,812 |
| School average = | | Total | \$2,725,937 | \$292,440 | \$520,408 | \$366,232 | \$3,905,017 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 60% |
| Science | 64% 68% |
| Mathematics | 74% 85% |
| Reading | 68% 73% |
| Overall | 70% 77% |

| James R Doolittle Jr Elementary School (Doolittle) | | Instructional Area 15 | | | Total Budget \$3,749,930 | | |
|--|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 535 E 35th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22991 | Instruction | \$1,194,817 | \$379,260 | \$364,836 | \$369,914 | \$2,308,827 |
| Grade Level | PreK-8 | Administration | \$262,139 | \$0 | \$49,422 | \$0 | \$311,561 |
| Total Projected Enrollment | 303 | Support Services | \$393,991 | \$0 | \$12,291 | \$0 | \$406,282 |
| | | Facility Support | \$723,260 | \$0 | \$0 | \$0 | \$723,260 |
| School average = | | Total | \$2,574,207 | \$379,260 | \$426,549 | \$369,914 | \$3,749,930 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 95% |
| % Poverty | 53% 61% |
| Science | 64% 35% |
| Mathematics | 74% 43% |
| Reading | 68% 50% |
| Overall | 70% 45% |

| John C Dore Elementary School (Dore) | | Instructional Area 54 | | | Total Budget \$4,838,548 | | |
|--------------------------------------|-------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 6108 S Natoma Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23001 | Instruction | \$2,433,660 | \$977,708 | \$205,710 | \$215,758 | \$3,832,836 |
| Grade Level | K-8 | Administration | \$245,025 | \$0 | \$80,624 | \$0 | \$325,649 |
| Total Projected Enrollment | 609 | Support Services | \$309,316 | \$134,058 | \$7,000 | \$87,039 | \$537,413 |
| | | Facility Support | \$142,650 | \$0 | \$0 | \$0 | \$142,650 |
| School average = | | Total | \$3,130,651 | \$1,111,766 | \$293,334 | \$302,797 | \$4,838,548 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 4% |
| Hispanic | 42% 49% |
| White | 9% 46% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 18% |
| % Free/Reduced lunch | 85% 60% |
| % Poverty | 53% 37% |
| Science | 64% 87% |
| Mathematics | 74% 93% |
| Reading | 68% 88% |
| Overall | 70% 90% |

| Frederick A Douglass Academy High School (Douglass HS) | | | Instructional Area 25 | | | Total Budget | \$5,670,310 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 543 N Waller Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 41061 | Instruction | \$2,465,761 | \$943,598 | \$675,703 | \$95,231 | \$4,180,293 |
| Grade Level | 9-12 | Administration | \$252,329 | \$0 | \$14,942 | \$0 | \$267,271 |
| Total Projected Enrollment | 450 | Support Services | \$510,669 | \$34,392 | \$12,000 | \$0 | \$557,061 |
| | | Facility Support | \$665,685 | \$0 | \$0 | \$0 | \$665,685 |
| School average = | | Total | \$3,894,444 | \$977,990 | \$702,645 | \$95,231 | \$5,670,310 |
| District average = | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 22% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 60% |
| Score 20 or higher on the ACT | 22% | 1% |
| Meet/exceed standards on PSAE | 29% | 6% |
| Graduate within 5 years | 55% | 38% |

| John B Drake Elementary School (Drake) | | | Instructional Area 9 | | | Total Budget | \$3,330,338 |
|--|--------|------------------|----------------------|-------------|---------------|--------------|-------------|
| 2722 S King Dr | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23011 | Instruction | \$932,046 | \$948,174 | \$284,282 | \$25,668 | \$2,190,170 |
| Grade Level | PreK-8 | Administration | \$220,498 | \$0 | \$0 | \$0 | \$220,498 |
| Total Projected Enrollment | 208 | Support Services | \$308,175 | \$173,157 | \$3,551 | \$0 | \$484,883 |
| | | Facility Support | \$434,787 | \$0 | \$0 | \$0 | \$434,787 |
| School average = | | Total | \$1,895,506 | \$1,121,331 | \$287,833 | \$25,668 | \$3,330,338 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 95% |
| Hispanic | 3% | 42% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 22% |
| % Free/Reduced lunch | 85% | 94% |
| % Poverty | 53% | 59% |
| Science | 64% | 48% |
| Mathematics | 74% | 67% |
| Reading | 68% | 70% |
| Overall | 70% | 66% |

| Thomas Drummond Elementary School (Drummond) | | | Instructional Area 6 | | | Total Budget | \$3,430,980 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 1845 W Cortland St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23021 | Instruction | \$1,370,756 | \$295,412 | \$178,018 | \$954,230 | \$2,798,417 |
| Grade Level | PreK-8 | Administration | \$228,488 | \$0 | \$0 | \$0 | \$228,488 |
| Total Projected Enrollment | 350 | Support Services | \$233,695 | \$29,917 | \$0 | \$0 | \$263,612 |
| | | Facility Support | \$140,463 | \$0 | \$0 | \$0 | \$140,463 |
| School average = | | Total | \$1,973,402 | \$325,329 | \$178,018 | \$954,230 | \$3,430,980 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 7% |
| Hispanic | 42% | 52% |
| White | 9% | 36% |
| Asian/Pacific Islander | 3.6% | 6% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 44% |
| % Poverty | 53% | 29% |
| Science | 64% | 90% |
| Mathematics | 74% | 82% |
| Reading | 68% | 85% |
| Overall | 70% | 84% |

| William E B Dubois Elementary School (Dubois) | | | Instructional Area 18 | | | Total Budget | \$2,658,990 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 330 E 133rd St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26601 | Instruction | \$1,046,767 | \$365,568 | \$269,398 | \$341,020 | \$2,022,753 |
| Grade Level | PreK-8 | Administration | \$240,443 | \$0 | \$6,453 | \$0 | \$246,896 |
| Total Projected Enrollment | 224 | Support Services | \$235,689 | \$0 | \$11,000 | \$0 | \$246,689 |
| | | Facility Support | \$142,652 | \$0 | \$0 | \$0 | \$142,652 |
| School average = | | Total | \$1,665,551 | \$365,568 | \$286,851 | \$341,020 | \$2,658,990 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 93% |
| Hispanic | 42% | 3% |
| White | 9% | 3% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 61% |
| Science | 64% | 34% |
| Mathematics | 74% | 48% |
| Reading | 68% | 48% |
| Overall | 70% | 46% |

| John Foster Dulles Elementary School (Dulles) | | | Instructional Area 28 | | | Total Budget | | \$4,236,614 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 6311 S Calumet Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26141 | Instruction | \$1,887,349 | \$390,275 | \$525,704 | \$176,386 | \$2,979,714 | |
| Grade Level | PreK-8 | Administration | \$456,246 | \$0 | \$0 | \$0 | \$456,246 | |
| Total Projected Enrollment | 439 | Support Services | \$420,547 | \$0 | \$0 | \$0 | \$420,547 | |
| | | Facility Support | \$380,107 | \$0 | \$0 | \$0 | \$380,107 | |
| School average = | | Total | \$3,144,249 | \$390,275 | \$525,704 | \$176,386 | \$4,236,614 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 8% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 66% |
| Science | 64% | 44% |
| Mathematics | 74% | 51% |
| Reading | 68% | 47% |
| Overall | 70% | 49% |

| Alexandre Dumas Elementary School (Dumas) | | | Instructional Area 15 | | | Total Budget | | \$3,689,554 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 6650 S Ellis Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26171 | Instruction | \$1,381,878 | \$219,562 | \$532,075 | \$390,142 | \$2,523,657 | |
| Grade Level | PreK-8 | Administration | \$236,122 | \$0 | \$500 | \$0 | \$236,622 | |
| Total Projected Enrollment | 375 | Support Services | \$341,836 | \$62,326 | \$7,000 | \$0 | \$411,162 | |
| | | Facility Support | \$518,113 | \$0 | \$0 | \$0 | \$518,113 | |
| School average = | | Total | \$2,477,949 | \$281,888 | \$539,575 | \$390,142 | \$3,689,554 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 98% |
| Hispanic | 1% | 42% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 63% |
| Science | 64% | 41% |
| Mathematics | 74% | 47% |
| Reading | 68% | 45% |
| Overall | 70% | 45% |

| Edward F Dunne Elementary School (Dunne) | | | Instructional Area 16 | | | Total Budget | | \$3,846,627 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 10845 S Union Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25491 | Instruction | \$1,595,421 | \$599,950 | \$386,565 | \$407,863 | \$2,989,800 | |
| Grade Level | PreK-8 | Administration | \$281,613 | \$0 | \$80,030 | \$0 | \$361,643 | |
| Total Projected Enrollment | 386 | Support Services | \$251,030 | \$31,341 | \$34,377 | \$0 | \$316,748 | |
| | | Facility Support | \$178,436 | \$0 | \$0 | \$0 | \$178,436 | |
| School average = | | Total | \$2,306,500 | \$631,291 | \$500,972 | \$407,863 | \$3,846,627 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 61% |
| Science | 64% | 53% |
| Mathematics | 74% | 68% |
| Reading | 68% | 63% |
| Overall | 70% | 64% |

| Durkin Park Elementary School (Durkin Park) | | | Instructional Area 11 | | | Total Budget | | \$4,230,530 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 8445 S Kolin Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26831 | Instruction | \$2,076,331 | \$529,021 | \$451,667 | \$348,294 | \$3,405,313 | |
| Grade Level | K-8 | Administration | \$245,421 | \$0 | \$48,142 | \$0 | \$293,563 | |
| Total Projected Enrollment | 562 | Support Services | \$332,805 | \$27,231 | \$8,612 | \$0 | \$368,648 | |
| | | Facility Support | \$163,006 | \$0 | \$0 | \$0 | \$163,006 | |
| School average = | | Total | \$2,817,563 | \$556,252 | \$508,421 | \$348,294 | \$4,230,530 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 16% |
| Hispanic | 42% | 72% |
| White | 9% | 11% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 85% |
| % Poverty | 53% | 52% |
| Science | 64% | 69% |
| Mathematics | 74% | 79% |
| Reading | 68% | 75% |
| Overall | 70% | 76% |

| Anton Dvorak Elementary Specialty Academy (Dvorak) | | | Instructional Area 10 | | | Total Budget | | \$4,940,400 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 3615 W 16th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26051 | Instruction | \$2,182,333 | \$526,743 | \$606,996 | \$497,477 | \$3,813,549 | |
| Grade Level | PreK-8 | Administration | \$264,322 | \$0 | \$72,314 | \$0 | \$336,636 | |
| Total Projected Enrollment | 617 | Support Services | \$445,810 | \$0 | \$59,070 | \$0 | \$504,880 | |
| | | Facility Support | \$285,335 | \$0 | \$0 | \$0 | \$285,335 | |
| School average = | | Total | \$3,177,800 | \$526,743 | \$738,380 | \$497,477 | \$4,940,400 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 1% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 63% |
| Science | 64% | 53% |
| Mathematics | 74% | 65% |
| Reading | 68% | 59% |
| Overall | 70% | 61% |

| Dyett High School (Dyett HS) | | | Instructional Area 21 | | | Total Budget | | \$5,956,764 |
|------------------------------|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 555 E 51st St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66021 | Instruction | \$2,626,858 | \$946,289 | \$366,363 | \$61,676 | \$4,001,186 | |
| Grade Level | 9-12 | Administration | \$465,094 | \$0 | \$211,495 | \$0 | \$676,589 | |
| Total Projected Enrollment | 548 | Support Services | \$476,271 | \$44,564 | \$69,384 | \$0 | \$590,219 | |
| | | Facility Support | \$688,770 | \$0 | \$0 | \$0 | \$688,770 | |
| School average = | | Total | \$4,256,993 | \$990,853 | \$647,242 | \$61,676 | \$5,956,764 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 21% |
| % Free/Reduced lunch | 85% | 85% |
| % Poverty | 53% | 55% |
| Score 20 or higher on the ACT | 22% | 3% |
| Meet/exceed standards on PSAE | 29% | 5% |
| Graduate within 5 years | 55% | 40% |

| Amelia Earhart Options for Knowledge ES (Earhart) | | | Instructional Area 54 | | | Total Budget | | \$2,937,519 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 1710 E 93rd St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26441 | Instruction | \$1,513,700 | \$466,122 | \$234,495 | \$12,965 | \$2,227,282 | |
| Grade Level | K-8 | Administration | \$234,942 | \$0 | \$0 | \$0 | \$234,942 | |
| Total Projected Enrollment | 263 | Support Services | \$213,638 | \$10,621 | \$0 | \$0 | \$224,259 | |
| | | Facility Support | \$251,036 | \$0 | \$0 | \$0 | \$251,036 | |
| School average = | | Total | \$2,213,316 | \$476,743 | \$234,495 | \$12,965 | \$2,937,519 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 73% |
| % Poverty | 53% | 43% |
| Science | 64% | 90% |
| Mathematics | 74% | 91% |
| Reading | 68% | 86% |
| Overall | 70% | 89% |

| Charles W Earle Elementary School (Earle) | | | Instructional Area 14 | | | Total Budget | | \$3,718,956 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 6121 S Hermitage Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23031 | Instruction | \$1,468,564 | \$459,376 | \$438,906 | \$316,501 | \$2,683,347 | |
| Grade Level | PreK-8 | Administration | \$247,659 | \$0 | \$5,203 | \$0 | \$252,862 | |
| Total Projected Enrollment | 366 | Support Services | \$389,048 | \$0 | \$24,253 | \$0 | \$413,301 | |
| | | Facility Support | \$369,446 | \$0 | \$0 | \$0 | \$369,446 | |
| School average = | | Total | \$2,474,717 | \$459,376 | \$468,362 | \$316,501 | \$3,718,956 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 62% |
| Science | 64% | 35% |
| Mathematics | 74% | 51% |
| Reading | 68% | 41% |
| Overall | 70% | 44% |

| John F Eberhart Elementary School (Eberhart) | | Instructional Area 54 | | | Total Budget | \$12,441,181 | |
|--|-------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 3400 W 65th Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23041 | Instruction | \$6,769,313 | \$932,048 | \$1,908,121 | \$486,845 | \$10,096,327 |
| Grade Level | K-8 | Administration | \$310,437 | \$0 | \$240,970 | \$0 | \$551,407 |
| Total Projected Enrollment | 1,802 | Support Services | \$846,339 | \$54,802 | \$22,288 | \$0 | \$923,429 |
| | | Facility Support | \$870,018 | \$0 | \$0 | \$0 | \$870,018 |
| School average = | | Total | \$8,796,107 | \$986,850 | \$2,171,379 | \$486,845 | \$12,441,181 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Christian Ebinger Elementary School (Ebinger) | | Instructional Area 1 | | | Total Budget | \$4,978,082 | |
|---|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 7350 W Pratt Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23051 | Instruction | \$2,449,083 | \$909,535 | \$204,197 | \$438,763 | \$4,001,577 |
| Grade Level | PreK-8 | Administration | \$263,041 | \$0 | \$8,116 | \$0 | \$271,157 |
| Total Projected Enrollment | 615 | Support Services | \$181,080 | \$0 | \$0 | \$87,039 | \$268,119 |
| | | Facility Support | \$437,229 | \$0 | \$0 | \$0 | \$437,229 |
| School average = | | Total | \$3,330,433 | \$909,535 | \$212,313 | \$525,802 | \$4,978,082 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Edgebrook Elementary School (Edgebrook) | | Instructional Area 1 | | | Total Budget | \$3,601,017 | |
|---|-------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 6525 N Hiawatha Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23071 | Instruction | \$2,159,110 | \$499,370 | \$154,951 | \$35,972 | \$2,849,403 |
| Grade Level | K-8 | Administration | \$251,198 | \$0 | \$839 | \$0 | \$252,037 |
| Total Projected Enrollment | 482 | Support Services | \$102,697 | \$24,220 | \$0 | \$0 | \$126,917 |
| | | Facility Support | \$372,660 | \$0 | \$0 | \$0 | \$372,660 |
| School average = | | Total | \$2,885,665 | \$523,590 | \$155,790 | \$35,972 | \$3,601,017 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Edison Park Elementary School (Edison Park Elem Sch) | | Instructional Area 1 | | | Total Budget | \$2,787,020 | |
|--|-------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 6220 N Olcott Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 28081 | Instruction | \$1,367,833 | \$644,846 | \$150,776 | \$152,192 | \$2,315,647 |
| Grade Level | K-8 | Administration | \$216,360 | \$0 | \$6,000 | \$0 | \$222,360 |
| Total Projected Enrollment | 376 | Support Services | \$132,697 | \$54,802 | \$0 | \$0 | \$187,499 |
| | | Facility Support | \$61,514 | \$0 | \$0 | \$0 | \$61,514 |
| School average = | | Total | \$1,778,404 | \$699,648 | \$156,776 | \$152,192 | \$2,787,020 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Thomas A Edison Regional Gifted Center ES (Edison Reg Gifted) | | | Instructional Area 1 | | | Total Budget | \$2,999,038 |
|---|-------|------------------|----------------------|------------|---------------|--------------|-------------|
| 4929 N Sawyer Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29011 | Instruction | \$1,333,279 | \$232,873 | \$101,646 | \$421,319 | \$2,089,116 |
| Grade Level | K-8 | Administration | \$246,627 | \$0 | \$0 | \$0 | \$246,627 |
| Total Projected Enrollment | 274 | Support Services | \$0 | \$65,702 | \$0 | \$478,712 | \$544,414 |
| | | Facility Support | \$118,881 | \$0 | \$0 | \$0 | \$118,881 |
| School average = | | Total | \$1,698,787 | \$298,575 | \$101,646 | \$900,031 | \$2,999,038 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|-----|------|
| African American | 45% | 6% |
| Hispanic | 42% | 26% |
| White | 41% | 9% |
| Asian/Pacific Islander | 25% | 3.6% |
| Native American | 2% | 0.2% |
| Estimated % Special Ed | 13% | 7% |
| % Free/Reduced lunch | 85% | 6% |
| % Poverty | 53% | 3% |
| Science | 64% | 100% |
| Mathematics | 74% | 100% |
| Reading | 68% | 99% |
| Overall | 70% | 100% |

| Richard Edwards Elementary School (Edwards) | | | Instructional Area 11 | | | Total Budget | \$10,474,465 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|--------------|
| 4815 S Karlov Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23081 | Instruction | \$5,171,863 | \$722,515 | \$1,443,203 | \$1,235,970 | \$8,573,551 |
| Grade Level | PreK-8 | Administration | \$323,823 | \$0 | \$64,045 | \$0 | \$387,868 |
| Total Projected Enrollment | 1,436 | Support Services | \$804,018 | \$162,895 | \$15,430 | \$0 | \$982,343 |
| | | Facility Support | \$530,703 | \$0 | \$0 | \$0 | \$530,703 |
| School average = | | Total | \$6,830,407 | \$885,410 | \$1,522,678 | \$1,235,970 | \$10,474,465 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|-----|------|
| African American | 45% | 1% |
| Hispanic | 42% | 42% |
| White | 41% | 9% |
| Asian/Pacific Islander | 25% | 3.6% |
| Native American | 2% | 0.2% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 58% |
| Science | 64% | 66% |
| Mathematics | 74% | 78% |
| Reading | 68% | 73% |
| Overall | 70% | 74% |

| Edward K Ellington Elementary School (Ellington) | | | Instructional Area 3 | | | Total Budget | \$4,574,331 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 224 N Central Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23101 | Instruction | \$1,767,118 | \$676,288 | \$504,753 | \$202,182 | \$3,150,341 |
| Grade Level | PreK-8 | Administration | \$264,322 | \$0 | \$1,952 | \$0 | \$266,274 |
| Total Projected Enrollment | 437 | Support Services | \$413,584 | \$259,792 | \$50,529 | \$0 | \$723,905 |
| | | Facility Support | \$433,811 | \$0 | \$0 | \$0 | \$433,811 |
| School average = | | Total | \$2,878,835 | \$936,080 | \$557,234 | \$202,182 | \$4,574,331 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|-----|------|
| African American | 45% | 97% |
| Hispanic | 42% | 3% |
| White | 41% | 9% |
| Asian/Pacific Islander | 25% | 3.6% |
| Native American | 2% | 0% |
| Estimated % Special Ed | 13% | 19% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 62% |
| Science | 64% | 46% |
| Mathematics | 74% | 57% |
| Reading | 68% | 59% |
| Overall | 70% | 56% |

| Robert Emmet Elementary School (Emmet) | | | Instructional Area 3 | | | Total Budget | \$4,360,387 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 5500 W Madison St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23121 | Instruction | \$2,032,601 | \$362,467 | \$485,241 | \$489,713 | \$3,370,022 |
| Grade Level | PreK-8 | Administration | \$274,873 | \$0 | \$81,686 | \$0 | \$356,559 |
| Total Projected Enrollment | 504 | Support Services | \$298,172 | \$0 | \$48,498 | \$0 | \$346,670 |
| | | Facility Support | \$287,136 | \$0 | \$0 | \$0 | \$287,136 |
| School average = | | Total | \$2,892,782 | \$362,467 | \$615,425 | \$489,713 | \$4,360,387 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|-----|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 41% | 9% |
| Asian/Pacific Islander | 25% | 3.6% |
| Native American | 2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 62% |
| Science | 64% | 38% |
| Mathematics | 74% | 58% |
| Reading | 68% | 56% |
| Overall | 70% | 54% |

| Esmond Elementary School (Esmond) | | Instructional Area 16 | | | Total Budget | | \$3,674,856 |
|-----------------------------------|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 1865 W Montvale | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23131 | Instruction | \$1,501,153 | \$331,641 | \$428,300 | \$390,466 | \$2,651,560 |
| Grade Level | PreK-8 | Administration | \$229,912 | \$0 | \$52,808 | \$0 | \$282,720 |
| Total Projected Enrollment | 370 | Support Services | \$379,947 | \$65,997 | \$0 | \$0 | \$445,944 |
| | | Facility Support | \$294,632 | \$0 | \$0 | \$0 | \$294,632 |
| School average = | | Total | \$2,405,644 | \$397,638 | \$481,108 | \$390,466 | \$3,674,856 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 14% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 60% |
| Science | 64% 40% |
| Mathematics | 74% 60% |
| Reading | 68% 56% |
| Overall | 70% 56% |

| Edward Everett Elementary School (Everett) | | Instructional Area 10 | | | Total Budget | | \$2,999,723 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3419 S Bell Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23141 | Instruction | \$1,180,716 | \$265,585 | \$325,465 | \$339,197 | \$2,110,964 |
| Grade Level | PreK-5 | Administration | \$245,420 | \$0 | \$16,737 | \$0 | \$262,157 |
| Total Projected Enrollment | 337 | Support Services | \$252,309 | \$127,500 | \$0 | \$0 | \$379,809 |
| | | Facility Support | \$246,793 | \$0 | \$0 | \$0 | \$246,793 |
| School average = | | Total | \$1,925,238 | \$393,085 | \$342,202 | \$339,197 | \$2,999,723 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 3% |
| Hispanic | 42% 8 |
| White | 9% 4% |
| Asian/Pacific Islander | 3.6% 3% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 95% |
| % Poverty | 53% 58% |
| Science | 64% 74% |
| Mathematics | 74% 77% |
| Reading | 68% 66% |
| Overall | 70% 72% |

| Evergreen Academy Middle School (Evergreen) | | Instructional Area 10 | | | Total Budget | | \$3,583,463 |
|---|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3537 S Paulina St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26461 | Instruction | \$1,670,152 | \$444,620 | \$461,363 | \$158,962 | \$2,735,097 |
| Grade Level | 6-8 | Administration | \$227,353 | \$0 | \$4,058 | \$0 | \$231,411 |
| Total Projected Enrollment | 363 | Support Services | \$356,304 | \$0 | \$13,080 | \$0 | \$369,384 |
| | | Facility Support | \$247,571 | \$0 | \$0 | \$0 | \$247,571 |
| School average = | | Total | \$2,501,380 | \$444,620 | \$478,501 | \$158,962 | \$3,583,463 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 3% |
| Hispanic | 42% 91% |
| White | 9% 5% |
| Asian/Pacific Islander | 3.6% 2% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 16% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 59% |
| Science | 64% 65% |
| Mathematics | 74% 72% |
| Reading | 68% 71% |
| Overall | 70% 71% |

| Medgar Evers Elementary School (Evers) | | Instructional Area 16 | | | Total Budget | | \$3,480,201 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 9811 S Lowe Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26591 | Instruction | \$1,503,211 | \$376,618 | \$409,683 | \$371,675 | \$2,661,188 |
| Grade Level | PreK-8 | Administration | \$245,014 | \$0 | \$0 | \$0 | \$245,014 |
| Total Projected Enrollment | 352 | Support Services | \$271,641 | \$71,795 | \$1,535 | \$0 | \$344,971 |
| | | Facility Support | \$229,028 | \$0 | \$0 | \$0 | \$229,028 |
| School average = | | Total | \$2,248,894 | \$448,413 | \$411,218 | \$371,675 | \$3,480,201 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 90% |
| % Poverty | 53% 57% |
| Science | 64% 64% |
| Mathematics | 74% 78% |
| Reading | 68% 76% |
| Overall | 70% 75% |

| Fairfield Elementary Academy (Fairfield) | | | Instructional Area 11 | | | Total Budget | | \$5,550,087 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 6201 S Fairfield Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26701 | Instruction | \$2,543,732 | \$671,628 | \$724,918 | \$95,323 | \$4,035,601 | |
| Grade Level | K-8 | Administration | \$244,875 | \$0 | \$79,615 | \$0 | \$324,490 | |
| Total Projected Enrollment | 639 | Support Services | \$412,558 | \$27,232 | \$720 | \$0 | \$440,510 | |
| | | Facility Support | \$749,486 | \$0 | \$0 | \$0 | \$749,486 | |
| School average = | | Total | \$3,950,651 | \$698,860 | \$805,253 | \$95,323 | \$5,550,087 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 53% |
| Hispanic | 42% | 47% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 60% |
| Science | 64% | 51% |
| Mathematics | 74% | 50% |
| Reading | 68% | 51% |
| Overall | 70% | 50% |

| Laughlin Falconer Elementary School (Falconer) | | | Instructional Area 1 | | | Total Budget | | \$11,051,301 |
|--|--------|------------------|----------------------|------------|---------------|--------------|--------------|--------------|
| 3020 N Lamon Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23151 | Instruction | \$6,282,130 | \$759,424 | \$1,461,176 | \$492,391 | \$8,995,120 | |
| Grade Level | PreK-6 | Administration | \$321,806 | \$0 | \$291,094 | \$0 | \$612,900 | |
| Total Projected Enrollment | 1,647 | Support Services | \$773,227 | \$44,564 | \$91,410 | \$0 | \$909,201 | |
| | | Facility Support | \$534,080 | \$0 | \$0 | \$0 | \$534,080 | |
| School average = | | Total | \$7,911,243 | \$803,988 | \$1,843,680 | \$492,391 | \$11,051,301 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 3% |
| Hispanic | 42% | 9% |
| White | 9% | 6% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 58% |
| Science | 64% | 87% |
| Mathematics | 74% | 86% |
| Reading | 68% | 77% |
| Overall | 70% | 82% |

| Michael Faraday Elementary School (Faraday) | | | Instructional Area 7 | | | Total Budget | | \$2,005,729 |
|---|-------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 3250 W Monroe St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24371 | Instruction | \$877,343 | \$238,882 | \$284,596 | \$39,486 | \$1,440,307 | |
| Grade Level | K-8 | Administration | \$245,420 | \$0 | \$0 | \$0 | \$245,420 | |
| Total Projected Enrollment | 202 | Support Services | \$244,254 | \$0 | \$0 | \$0 | \$244,254 | |
| | | Facility Support | \$75,748 | \$0 | \$0 | \$0 | \$75,748 | |
| School average = | | Total | \$1,442,765 | \$238,882 | \$284,596 | \$39,486 | \$2,005,729 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 16% |
| % Free/Reduced lunch | 85% | 100% |
| % Poverty | 53% | 62% |
| Science | 64% | 35% |
| Mathematics | 74% | 67% |
| Reading | 68% | 45% |
| Overall | 70% | 53% |

| James B Farnsworth Elementary School (Farnsworth) | | | Instructional Area 54 | | | Total Budget | | \$6,583,621 |
|---|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 5414 N Linder Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23161 | Instruction | \$2,032,592 | \$2,298,729 | \$259,806 | \$395,154 | \$4,986,281 | |
| Grade Level | PreK-8 | Administration | \$270,960 | \$0 | \$0 | \$0 | \$270,960 | |
| Total Projected Enrollment | 572 | Support Services | \$244,089 | \$591,821 | \$0 | \$0 | \$835,910 | |
| | | Facility Support | \$490,470 | \$0 | \$0 | \$0 | \$490,470 | |
| School average = | | Total | \$3,038,111 | \$2,890,550 | \$259,806 | \$395,154 | \$6,583,621 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 4% |
| Hispanic | 42% | 39% |
| White | 9% | 47% |
| Asian/Pacific Islander | 3.6% | 9% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 26% |
| % Free/Reduced lunch | 85% | 58% |
| % Poverty | 53% | 36% |
| Science | 64% | 84% |
| Mathematics | 74% | 88% |
| Reading | 68% | 82% |
| Overall | 70% | 85% |

| David G Farragut Career Academy High School (Farragut HS) | | | Instructional Area 26 | | | Total Budget \$16,737,580 | |
|---|------------|------------------|-----------------------|-------------|---------------|---------------------------|--------------|
| 2345 S Christiana Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 53091 | Instruction | \$6,704,723 | \$2,426,538 | \$1,616,289 | \$387,972 | \$11,135,523 |
| Grade Level | PreK, 9-12 | Administration | \$602,302 | \$0 | \$209,578 | \$0 | \$811,880 |
| Total Projected Enrollment | 1,564 | Support Services | \$1,428,629 | \$89,129 | \$634,913 | \$0 | \$2,152,671 |
| | | Facility Support | \$2,637,506 | \$0 | \$0 | \$0 | \$2,637,506 |
| School average = | | Total | \$11,373,160 | \$2,515,667 | \$2,460,780 | \$387,972 | \$16,737,580 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Christian Fenger Academy High School (Fenger Academy High) | | | Instructional Area 29 | | | Total Budget \$14,624,694 | |
|--|-------|------------------|-----------------------|-------------|---------------|---------------------------|--------------|
| 11220 S Wallace St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 46111 | Instruction | \$5,989,068 | \$1,861,874 | \$2,502,983 | \$649,612 | \$11,003,537 |
| Grade Level | 9-12 | Administration | \$643,590 | \$0 | \$147,659 | \$0 | \$791,249 |
| Total Projected Enrollment | 1,202 | Support Services | \$891,148 | \$44,564 | \$811,633 | \$43,519 | \$1,790,864 |
| | | Facility Support | \$1,039,044 | \$0 | \$0 | \$0 | \$1,039,044 |
| School average = | | Total | \$8,562,850 | \$1,906,438 | \$3,462,275 | \$693,131 | \$14,624,694 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Enrico Fermi Elementary School (Fermi) | | | Instructional Area 15 | | | Total Budget \$2,802,308 | |
|--|-------|------------------|-----------------------|-------------|---------------|--------------------------|-------------|
| 1415 E 70th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23191 | Instruction | \$900,432 | \$760,175 | \$292,958 | \$45,222 | \$1,998,787 |
| Grade Level | K-8 | Administration | \$221,888 | \$0 | \$41,815 | \$0 | \$263,703 |
| Total Projected Enrollment | 234 | Support Services | \$226,013 | \$280,274 | \$8,009 | \$0 | \$514,296 |
| | | Facility Support | \$25,522 | \$0 | \$0 | \$0 | \$25,522 |
| School average = | | Total | \$1,373,855 | \$1,040,449 | \$342,782 | \$45,222 | \$2,802,308 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Fernwood Elementary School (Fernwood) | | | Instructional Area 16 | | | Total Budget \$3,442,574 | |
|---------------------------------------|--------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 10041 S Union Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23201 | Instruction | \$1,397,854 | \$454,568 | \$446,596 | \$119,581 | \$2,418,598 |
| Grade Level | PreK-8 | Administration | \$291,793 | \$0 | \$0 | \$0 | \$291,793 |
| Total Projected Enrollment | 339 | Support Services | \$307,780 | \$0 | \$1,100 | \$0 | \$308,880 |
| | | Facility Support | \$423,303 | \$0 | \$0 | \$0 | \$423,303 |
| School average = | | Total | \$2,420,730 | \$454,568 | \$447,696 | \$119,581 | \$3,442,574 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Eugene Field Elementary School (Field) | | Instructional Area 2 | | | Total Budget | | \$3,572,372 |
|--|-------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 7019 N Ashland Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23211 | Instruction | \$1,522,907 | \$389,050 | \$419,416 | \$159,754 | \$2,491,128 |
| Grade Level | 4-8 | Administration | \$311,736 | \$0 | \$61,948 | \$0 | \$373,684 |
| Total Projected Enrollment | 421 | Support Services | \$422,074 | \$0 | \$2,000 | \$0 | \$424,074 |
| | | Facility Support | \$283,486 | \$0 | \$0 | \$0 | \$283,486 |
| School average = | | Total | \$2,540,203 | \$389,050 | \$483,364 | \$159,754 | \$3,572,372 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 44% (District) |
| Hispanic | 42% (School) / 41% (District) |
| White | 9% (School) / 7% (District) |
| Asian/Pacific Islander | 3.6% (School) / 9% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 13% (District) |
| % Free/Reduced lunch | 85% (School) / 98% (District) |
| % Poverty | 53% (School) / 62% (District) |
| Science | 64% (School) / 54% (District) |
| Mathematics | 74% (School) / 66% (District) |
| Reading | 68% (School) / 65% (District) |
| Overall | 70% (School) / 64% (District) |

| William F Finkl Elementary School (Finkl) | | Instructional Area 10 | | | Total Budget | | \$5,147,136 |
|---|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2332 S Western Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23541 | Instruction | \$2,194,526 | \$732,120 | \$709,894 | \$242,879 | \$3,879,419 |
| Grade Level | K-8 | Administration | \$251,831 | \$0 | \$500 | \$0 | \$252,331 |
| Total Projected Enrollment | 510 | Support Services | \$496,209 | \$131,994 | \$0 | \$186,843 | \$815,046 |
| | | Facility Support | \$200,340 | \$0 | \$0 | \$0 | \$200,340 |
| School average = | | Total | \$3,142,906 | \$864,114 | \$710,394 | \$429,722 | \$5,147,136 |
| District average = | | | | | | | |

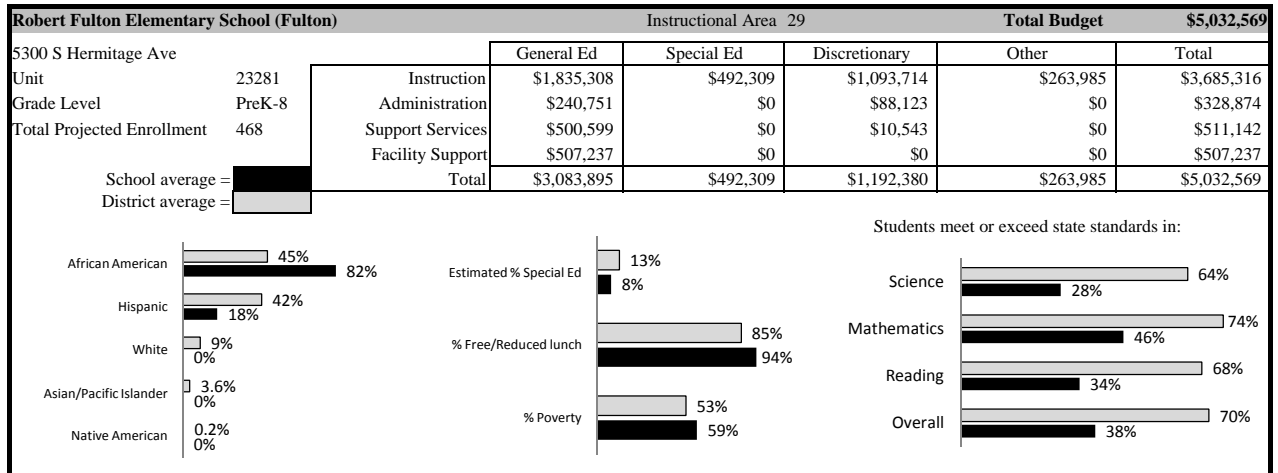
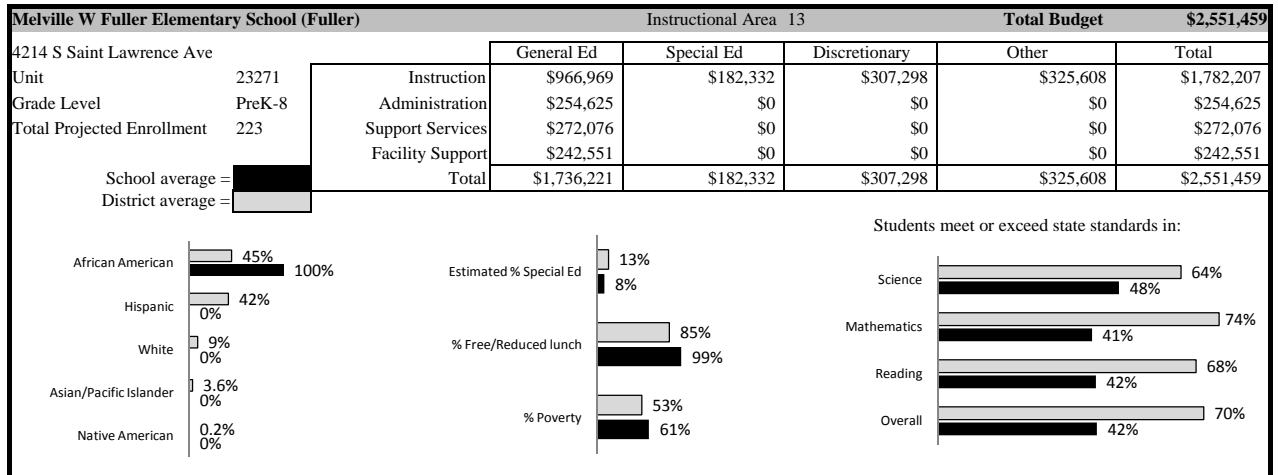
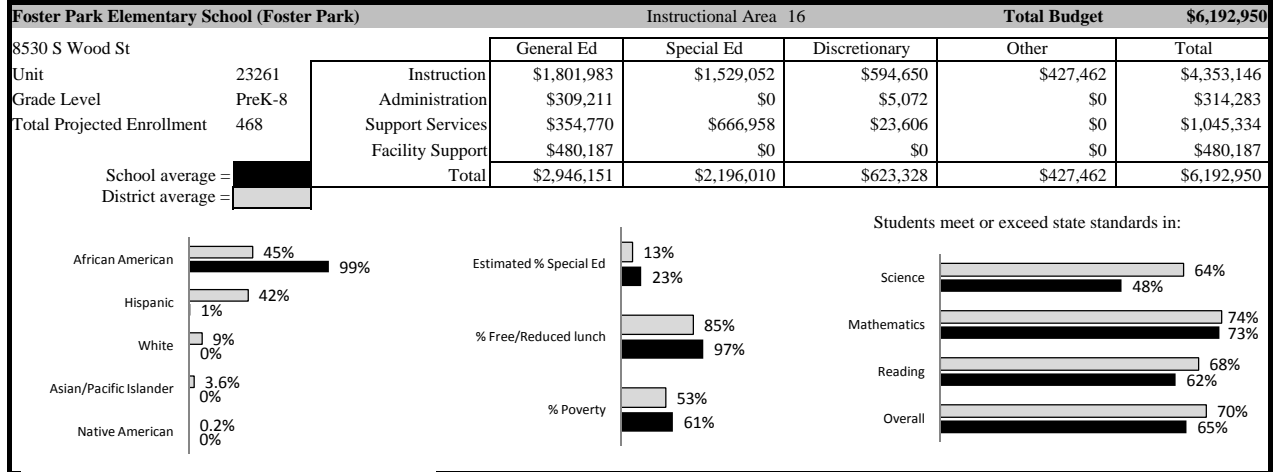
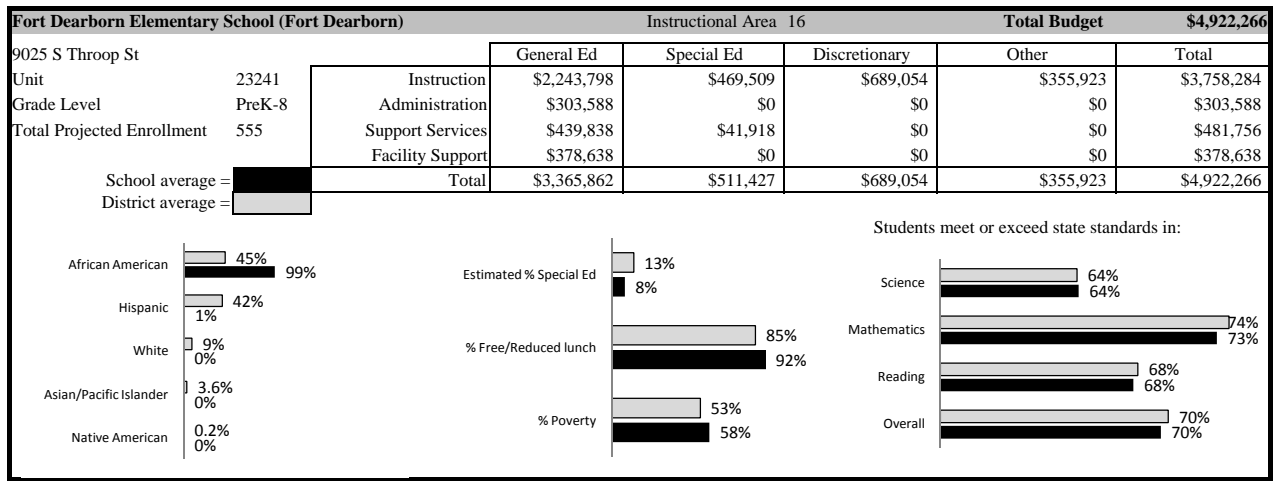
| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 6% (District) |
| Hispanic | 42% (School) / 42% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 13% (District) |
| % Free/Reduced lunch | 85% (School) / 99% (District) |
| % Poverty | 53% (School) / 61% (District) |
| Science | 64% (School) / 61% (District) |
| Mathematics | 74% (School) / 73% (District) |
| Reading | 68% (School) / 63% (District) |
| Overall | 70% (School) / 67% (District) |

| John Fiske Elementary School (Fiske) | | Instructional Area 15 | | | Total Budget | | \$3,371,962 |
|--------------------------------------|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6145 S Ingleside Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23221 | Instruction | \$1,169,818 | \$360,381 | \$458,692 | \$463,738 | \$2,452,628 |
| Grade Level | PreK-8 | Administration | \$250,307 | \$0 | \$24,278 | \$0 | \$274,585 |
| Total Projected Enrollment | 324 | Support Services | \$317,272 | \$0 | \$5,651 | \$0 | \$322,923 |
| | | Facility Support | \$321,826 | \$0 | \$0 | \$0 | \$321,826 |
| School average = | | Total | \$2,059,223 | \$360,381 | \$488,621 | \$463,738 | \$3,371,962 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 100% (District) |
| Hispanic | 42% (School) / 0% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 13% (District) |
| % Free/Reduced lunch | 85% (School) / 98% (District) |
| % Poverty | 53% (School) / 63% (District) |
| Science | 64% (School) / 59% (District) |
| Mathematics | 74% (School) / 79% (District) |
| Reading | 68% (School) / 62% (District) |
| Overall | 70% (School) / 68% (District) |

| Edwin G Foreman High School (Foreman HS) | | Instructional Area 26 | | | Total Budget | | \$16,995,701 |
|--|-------|-----------------------|--------------|---------------|--------------|-----------|--------------|
| 3235 N Leclaire Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46131 | Instruction | \$9,295,434 | \$2,486,127 | \$1,616,955 | \$415,068 | \$13,813,584 |
| Grade Level | 9-12 | Administration | \$591,498 | \$0 | \$325,786 | \$0 | \$917,284 |
| Total Projected Enrollment | 1,931 | Support Services | \$937,155 | \$106,827 | \$453,158 | \$0 | \$1,497,140 |
| | | Facility Support | \$767,693 | \$0 | \$0 | \$0 | \$767,693 |
| School average = | | Total | \$11,591,780 | \$2,592,954 | \$2,395,899 | \$415,068 | \$16,995,701 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|-------------------------------|
| African American | 45% (School) / 17% (District) |
| Hispanic | 42% (School) / 77% (District) |
| White | 9% (School) / 5% (District) |
| Asian/Pacific Islander | 3.6% (School) / 1% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 13% (District) |
| % Free/Reduced lunch | 85% (School) / 93% (District) |
| % Poverty | 53% (School) / 56% (District) |
| Score 20 or higher on the ACT | 22% (School) / 6% (District) |
| Meet/exceed standards on PSAE | 29% (School) / 15% (District) |
| Graduate within 5 years | 55% (School) / 47% (District) |



| Frederick Funston Elementary School (Funston) | | Instructional Area 54 | | | Total Budget \$4,954,153 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 2010 N Central Park | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23291 | Instruction | \$2,185,533 | \$498,663 | \$679,464 | \$329,203 | \$3,692,863 |
| Grade Level | PreK-6 | Administration | \$326,166 | \$0 | \$0 | \$0 | \$326,166 |
| Total Projected Enrollment | 669 | Support Services | \$332,932 | \$107,170 | \$0 | \$0 | \$440,102 |
| | | Facility Support | \$495,022 | \$0 | \$0 | \$0 | \$495,022 |
| School average = | | Total | \$3,339,653 | \$605,833 | \$679,464 | \$329,203 | \$4,954,153 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 10% (District) |
| Hispanic | 42% (School) / 89% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 13% (District) |
| % Free/Reduced lunch | 85% (School) / 99% (District) |
| % Poverty | 53% (School) / 60% (District) |
| Science | 64% (School) / 57% (District) |
| Mathematics | 74% (School) / 78% (District) |
| Reading | 68% (School) / 59% (District) |
| Overall | 70% (School) / 67% (District) |

| Gage Park High School (Gage Park HS) | | Instructional Area 23 | | | Total Budget \$13,354,935 | | |
|--------------------------------------|-------|-----------------------|-------------|---------------|---------------------------|-----------|--------------|
| 5630 S Rockwell St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46141 | Instruction | \$6,187,541 | \$2,452,895 | \$1,301,406 | \$215,827 | \$10,157,669 |
| Grade Level | 9-12 | Administration | \$496,233 | \$0 | \$395,986 | \$0 | \$892,219 |
| Total Projected Enrollment | 1,375 | Support Services | \$944,164 | \$95,230 | \$432,821 | \$0 | \$1,472,215 |
| | | Facility Support | \$832,832 | \$0 | \$0 | \$0 | \$832,832 |
| School average = | | Total | \$8,460,770 | \$2,548,125 | \$2,130,213 | \$215,827 | \$13,354,935 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|-------------------------------|
| African American | 45% (School) / 49% (District) |
| Hispanic | 42% (School) / 51% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 16% (District) |
| % Free/Reduced lunch | 85% (School) / 96% (District) |
| % Poverty | 53% (School) / 58% (District) |
| Score 20 or higher on the ACT | 22% (School) / 6% (District) |
| Meet/exceed standards on PSAE | 29% (School) / 11% (District) |
| Graduate within 5 years | 55% (School) / 46% (District) |

| Stephen F Gale Elementary Community Academy (Gale) | | Instructional Area 2 | | | Total Budget \$5,572,906 | | |
|--|--------|----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 1631 W Jonquil Ter | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31081 | Instruction | \$2,119,548 | \$788,533 | \$625,097 | \$506,493 | \$4,039,671 |
| Grade Level | PreK-8 | Administration | \$337,818 | \$0 | \$5,072 | \$0 | \$342,890 |
| Total Projected Enrollment | 544 | Support Services | \$512,387 | \$151,201 | \$0 | \$0 | \$663,588 |
| | | Facility Support | \$526,757 | \$0 | \$0 | \$0 | \$526,757 |
| School average = | | Total | \$3,496,510 | \$939,734 | \$630,169 | \$506,493 | \$5,572,906 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 69% (District) |
| Hispanic | 42% (School) / 25% (District) |
| White | 9% (School) / 2% (District) |
| Asian/Pacific Islander | 3.6% (School) / 4% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 12% (District) |
| % Free/Reduced lunch | 85% (School) / 97% (District) |
| % Poverty | 53% (School) / 61% (District) |
| Science | 64% (School) / 60% (District) |
| Mathematics | 74% (School) / 65% (District) |
| Reading | 68% (School) / 61% (District) |
| Overall | 70% (School) / 63% (District) |

| Matthew Gallistel Elementary Language Academy (Gallistel) | | Instructional Area 18 | | | Total Budget \$10,268,452 | | |
|---|--------|-----------------------|-------------|---------------|---------------------------|-----------|--------------|
| 10347 S Ewing Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29091 | Instruction | \$4,900,259 | \$981,743 | \$1,584,209 | \$969,681 | \$8,435,893 |
| Grade Level | PreK-8 | Administration | \$401,499 | \$0 | \$52,781 | \$0 | \$454,280 |
| Total Projected Enrollment | 1,439 | Support Services | \$796,452 | \$27,231 | \$3,001 | \$0 | \$826,684 |
| | | Facility Support | \$551,595 | \$0 | \$0 | \$0 | \$551,595 |
| School average = | | Total | \$6,649,805 | \$1,008,974 | \$1,639,991 | \$969,681 | \$10,268,452 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 3% (District) |
| Hispanic | 42% (School) / 95% (District) |
| White | 9% (School) / 2% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 9% (District) |
| % Free/Reduced lunch | 85% (School) / 97% (District) |
| % Poverty | 53% (School) / 58% (District) |
| Science | 64% (School) / 76% (District) |
| Mathematics | 74% (School) / 85% (District) |
| Reading | 68% (School) / 71% (District) |
| Overall | 70% (School) / 77% (District) |

| Marcos Mozhiah Garvey Elementary School (Garvey, M) | | Instructional Area 16 | | | Total Budget | | \$3,495,250 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 10309 S Morgan St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24951 | Instruction | \$1,399,402 | \$448,972 | \$385,008 | \$206,642 | \$2,440,024 |
| Grade Level | PreK-8 | Administration | \$299,967 | \$0 | \$52,807 | \$0 | \$352,774 |
| Total Projected Enrollment | 344 | Support Services | \$328,508 | \$48,300 | \$3,342 | \$0 | \$380,150 |
| | | Facility Support | \$322,302 | \$0 | \$0 | \$0 | \$322,302 |
| School average = | | Total | \$2,350,179 | \$497,272 | \$441,157 | \$206,642 | \$3,495,250 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 58% |
| Science | 64% 80% |
| Mathematics | 74% 80% |
| Reading | 68% 78% |
| Overall | 70% 79% |

| John W Garvy Elementary School (Garvy, J) | | Instructional Area 1 | | | Total Budget | | \$4,968,328 |
|---|-------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 5225 N Oak Park Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23301 | Instruction | \$3,019,829 | \$779,044 | \$214,490 | \$171,544 | \$4,184,907 |
| Grade Level | K-8 | Administration | \$287,261 | \$0 | \$18,692 | \$0 | \$305,953 |
| Total Projected Enrollment | 663 | Support Services | \$229,935 | \$71,795 | \$0 | \$0 | \$301,730 |
| | | Facility Support | \$175,738 | \$0 | \$0 | \$0 | \$175,738 |
| School average = | | Total | \$3,712,763 | \$850,839 | \$233,182 | \$171,544 | \$4,968,328 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 1% |
| Hispanic | 42% 23% |
| White | 9% 67% |
| Asian/Pacific Islander | 3.6% 9% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 16% |
| % Free/Reduced lunch | 85% 41% |
| % Poverty | 53% 25% |
| Science | 64% 89% |
| Mathematics | 74% 90% |
| Reading | 68% 86% |
| Overall | 70% 88% |

| Joseph E Gary Elementary School (Gary) | | Instructional Area 10 | | | Total Budget | | \$9,231,380 |
|--|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3740 W 31st St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23311 | Instruction | \$3,906,943 | \$1,488,954 | \$1,154,994 | \$550,722 | \$7,101,612 |
| Grade Level | 3-8 | Administration | \$313,365 | \$0 | \$64,132 | \$0 | \$377,497 |
| Total Projected Enrollment | 1,151 | Support Services | \$741,697 | \$166,976 | \$168,247 | \$0 | \$1,076,920 |
| | | Facility Support | \$675,351 | \$0 | \$0 | \$0 | \$675,351 |
| School average = | | Total | \$5,637,356 | \$1,655,930 | \$1,387,373 | \$550,722 | \$9,231,380 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 0% |
| Hispanic | 42% 99% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 15% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 59% |
| Science | 64% 61% |
| Mathematics | 74% 73% |
| Reading | 68% 64% |
| Overall | 70% 68% |

| Frank L Gillespie Elementary School (Gillespie) | | Instructional Area 17 | | | Total Budget | | \$5,154,127 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 9301 S State St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23321 | Instruction | \$2,068,358 | \$856,838 | \$569,707 | \$328,793 | \$3,823,695 |
| Grade Level | PreK-8 | Administration | \$239,396 | \$0 | \$66,529 | \$0 | \$305,925 |
| Total Projected Enrollment | 519 | Support Services | \$382,715 | \$72,659 | \$0 | \$0 | \$455,374 |
| | | Facility Support | \$569,133 | \$0 | \$0 | \$0 | \$569,133 |
| School average = | | Total | \$3,259,602 | \$929,497 | \$636,236 | \$328,793 | \$5,154,127 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 14% |
| % Free/Reduced lunch | 85% 94% |
| % Poverty | 53% 60% |
| Science | 64% 42% |
| Mathematics | 74% 40% |
| Reading | 68% 44% |
| Overall | 70% 42% |

| Johann W von Goethe Elementary School (Goethe) | | Instructional Area 54 | | | Total Budget \$6,338,408 | | |
|--|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 2236 N Rockwell St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23341 | Instruction | \$3,000,963 | \$583,118 | \$709,698 | \$484,371 | \$4,778,150 |
| Grade Level | PreK-8 | Administration | \$238,886 | \$0 | \$51,348 | \$0 | \$290,234 |
| Total Projected Enrollment | 778 | Support Services | \$435,627 | \$0 | \$0 | \$0 | \$435,627 |
| | | Facility Support | \$834,397 | \$0 | \$0 | \$0 | \$834,397 |
| School average = | | Total | \$4,509,873 | \$583,118 | \$761,046 | \$484,371 | \$6,338,408 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Nathan R Goldblatt Elementary School (Goldblatt) | | Instructional Area 7 | | | Total Budget \$2,981,944 | | |
|--|--------|----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 4257 W Adams St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26561 | Instruction | \$1,139,838 | \$269,421 | \$368,691 | \$383,308 | \$2,161,257 |
| Grade Level | PreK-8 | Administration | \$256,958 | \$0 | \$0 | \$0 | \$256,958 |
| Total Projected Enrollment | 246 | Support Services | \$284,799 | \$0 | \$0 | \$0 | \$284,799 |
| | | Facility Support | \$278,930 | \$0 | \$0 | \$0 | \$278,930 |
| School average = | | Total | \$1,960,525 | \$269,421 | \$368,691 | \$383,308 | \$2,981,944 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Samuel Gompers Fine Arts Options ES (Gompers) | | Instructional Area 18 | | | Total Budget \$3,290,874 | | |
|---|-------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 12302 S State St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23351 | Instruction | \$1,211,257 | \$445,222 | \$290,851 | \$235,874 | \$2,183,204 |
| Grade Level | 4-8 | Administration | \$248,216 | \$0 | \$79,473 | \$0 | \$327,689 |
| Total Projected Enrollment | 284 | Support Services | \$209,886 | \$71,795 | \$13,303 | \$0 | \$294,984 |
| | | Facility Support | \$484,997 | \$0 | \$0 | \$0 | \$484,997 |
| School average = | | Total | \$2,154,356 | \$517,017 | \$383,627 | \$235,874 | \$3,290,874 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| William C Goudy Elementary School (Goudy) | | Instructional Area 2 | | | Total Budget \$6,145,470 | | |
|---|--------|----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 5120 N Winthrop Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23371 | Instruction | \$2,651,443 | \$691,376 | \$820,410 | \$630,168 | \$4,793,396 |
| Grade Level | PreK-8 | Administration | \$320,141 | \$0 | \$7,537 | \$0 | \$327,678 |
| Total Projected Enrollment | 766 | Support Services | \$625,288 | \$0 | \$7,000 | \$0 | \$632,288 |
| | | Facility Support | \$392,108 | \$0 | \$0 | \$0 | \$392,108 |
| School average = | | Total | \$3,988,980 | \$691,376 | \$834,947 | \$630,168 | \$6,145,470 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 18% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Alexander Graham Elementary School (Graham Es) | | Instructional Area 13 | | | Total Budget | | \$4,875,815 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 4436 S Union Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23391 | Instruction | \$2,037,791 | \$368,145 | \$616,717 | \$378,636 | \$3,401,288 |
| Grade Level | PreK-8 | Administration | \$441,712 | \$0 | \$0 | \$0 | \$441,712 |
| Total Projected Enrollment | 498 | Support Services | \$404,216 | \$10,252 | \$4,000 | \$217,596 | \$636,064 |
| | | Facility Support | \$396,751 | \$0 | \$0 | \$0 | \$396,751 |
| School average = | | Total | \$3,280,470 | \$378,397 | \$620,717 | \$596,232 | \$4,875,815 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 32% (District) |
| Hispanic | 42% (School) / 30% (District) |
| White | 9% (School) / 38% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 13% (District) |
| % Free/Reduced lunch | 85% (School) / 94% (District) |
| % Poverty | 53% (School) / 58% (District) |
| Science | 64% (School) / 78% (District) |
| Mathematics | 74% (School) / 67% (District) |
| Reading | 68% (School) / 65% (District) |
| Overall | 70% (School) / 68% (District) |

| William P Gray Elementary School (Gray) | | Instructional Area 54 | | | Total Budget | | \$9,788,730 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3730 N Laramie Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23401 | Instruction | \$5,466,710 | \$1,009,889 | \$1,231,981 | \$234,017 | \$7,942,597 |
| Grade Level | PreK-8 | Administration | \$345,383 | \$0 | \$146,620 | \$0 | \$492,003 |
| Total Projected Enrollment | 1,290 | Support Services | \$866,201 | \$34,667 | \$0 | \$0 | \$900,868 |
| | | Facility Support | \$453,262 | \$0 | \$0 | \$0 | \$453,262 |
| School average = | | Total | \$7,131,556 | \$1,044,556 | \$1,378,601 | \$234,017 | \$9,788,730 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 3% (District) |
| Hispanic | 42% (School) / 76% (District) |
| White | 9% (School) / 18% (District) |
| Asian/Pacific Islander | 3.6% (School) / 3% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 14% (District) |
| % Free/Reduced lunch | 85% (School) / 90% (District) |
| % Poverty | 53% (School) / 54% (District) |
| Science | 64% (School) / 74% (District) |
| Mathematics | 74% (School) / 86% (District) |
| Reading | 68% (School) / 80% (District) |
| Overall | 70% (School) / 81% (District) |

| Horace Greeley Elementary School (Greeley) | | Instructional Area 2 | | | Total Budget | | \$5,329,294 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 832 W Sheridan Rd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22661 | Instruction | \$2,421,299 | \$422,611 | \$502,718 | \$631,991 | \$3,978,619 |
| Grade Level | PreK-8 | Administration | \$268,273 | \$0 | \$57,907 | \$0 | \$326,180 |
| Total Projected Enrollment | 561 | Support Services | \$368,834 | \$71,795 | \$0 | \$315,988 | \$756,617 |
| | | Facility Support | \$267,878 | \$0 | \$0 | \$0 | \$267,878 |
| School average = | | Total | \$3,326,284 | \$494,406 | \$560,625 | \$947,979 | \$5,329,294 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 16% (District) |
| Hispanic | 42% (School) / 71% (District) |
| White | 9% (School) / 12% (District) |
| Asian/Pacific Islander | 3.6% (School) / 1% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 10% (District) |
| % Free/Reduced lunch | 85% (School) / 89% (District) |
| % Poverty | 53% (School) / 54% (District) |
| Science | 64% (School) / 88% (District) |
| Mathematics | 74% (School) / 91% (District) |
| Reading | 68% (School) / 84% (District) |
| Overall | 70% (School) / 88% (District) |

| Wendell E Green Elementary School (Green, W) | | Instructional Area 16 | | | Total Budget | | \$3,265,416 |
|--|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1150 W 96th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24131 | Instruction | \$1,194,131 | \$623,816 | \$345,104 | \$39,344 | \$2,202,395 |
| Grade Level | K-8 | Administration | \$239,378 | \$0 | \$0 | \$0 | \$239,378 |
| Total Projected Enrollment | 296 | Support Services | \$237,853 | \$185,509 | \$4,000 | \$0 | \$427,362 |
| | | Facility Support | \$396,281 | \$0 | \$0 | \$0 | \$396,281 |
| School average = | | Total | \$2,067,643 | \$809,325 | \$349,104 | \$39,344 | \$3,265,416 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 100% (District) |
| Hispanic | 42% (School) / 0% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 17% (District) |
| % Free/Reduced lunch | 85% (School) / 95% (District) |
| % Poverty | 53% (School) / 59% (District) |
| Science | 64% (School) / 71% (District) |
| Mathematics | 74% (School) / 82% (District) |
| Reading | 68% (School) / 76% (District) |
| Overall | 70% (School) / 78% (District) |

| Nathanael Greene Elementary School (Greene, N) | | | Instructional Area 54 | | | Total Budget \$5,266,168 | |
|--|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 3525 S Honore | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23431 | Instruction | \$2,782,359 | \$620,644 | \$694,793 | \$59,614 | \$4,157,410 |
| Grade Level | K-5 | Administration | \$249,069 | \$0 | \$82,580 | \$0 | \$331,649 |
| Total Projected Enrollment | 670 | Support Services | \$428,352 | \$0 | \$3,250 | \$0 | \$431,602 |
| | | Facility Support | \$345,507 | \$0 | \$0 | \$0 | \$345,507 |
| School average = | | Total | \$3,805,287 | \$620,644 | \$780,623 | \$59,614 | \$5,266,168 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 1% |
| Hispanic | 42% | 91% |
| White | 9% | 7% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 58% |
| Science | 64% | 73% |
| Mathematics | 74% | 86% |
| Reading | 68% | 77% |
| Overall | 70% | 80% |

| John Milton Gregory Elementary School (Gregory) | | | Instructional Area 7 | | | Total Budget \$3,517,553 | |
|---|--------|------------------|----------------------|------------|---------------|--------------------------|-------------|
| 3715 W Polk St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23441 | Instruction | \$1,347,660 | \$381,162 | \$456,002 | \$215,493 | \$2,400,317 |
| Grade Level | PreK-8 | Administration | \$233,387 | \$0 | \$3,928 | \$0 | \$237,315 |
| Total Projected Enrollment | 363 | Support Services | \$261,137 | \$0 | \$2,600 | \$0 | \$263,737 |
| | | Facility Support | \$616,184 | \$0 | \$0 | \$0 | \$616,184 |
| School average = | | Total | \$2,458,368 | \$381,162 | \$462,530 | \$215,493 | \$3,517,553 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 60% |
| Science | 64% | 80% |
| Mathematics | 74% | 71% |
| Reading | 68% | 62% |
| Overall | 70% | 68% |

| Walter Q Gresham Elementary School (Gresham) | | | Instructional Area 16 | | | Total Budget \$4,335,240 | |
|--|--------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 8524 S Green St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23451 | Instruction | \$1,553,322 | \$788,871 | \$538,022 | \$364,218 | \$3,244,434 |
| Grade Level | PreK-8 | Administration | \$249,774 | \$0 | \$0 | \$0 | \$249,774 |
| Total Projected Enrollment | 414 | Support Services | \$361,142 | \$123,246 | \$21,032 | \$0 | \$505,420 |
| | | Facility Support | \$335,612 | \$0 | \$0 | \$0 | \$335,612 |
| School average = | | Total | \$2,499,850 | \$912,117 | \$559,054 | \$364,218 | \$4,335,240 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 60% |
| Science | 64% | 37% |
| Mathematics | 74% | 62% |
| Reading | 68% | 53% |
| Overall | 70% | 55% |

| Robert L Grimes Elementary School (Grimes) | | | Instructional Area 54 | | | Total Budget \$4,412,762 | |
|--|--------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 5450 W 64th Pl | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23461 | Instruction | \$2,154,514 | \$505,334 | \$430,350 | \$216,841 | \$3,307,039 |
| Grade Level | PreK-8 | Administration | \$299,708 | \$0 | \$51,508 | \$0 | \$351,216 |
| Total Projected Enrollment | 507 | Support Services | \$387,866 | \$71,795 | \$2,500 | \$0 | \$462,161 |
| | | Facility Support | \$292,346 | \$0 | \$0 | \$0 | \$292,346 |
| School average = | | Total | \$3,134,434 | \$577,129 | \$484,358 | \$216,841 | \$4,412,762 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 2% |
| Hispanic | 42% | 79% |
| White | 9% | 19% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 86% |
| % Poverty | 53% | 53% |
| Science | 64% | 71% |
| Mathematics | 74% | 89% |
| Reading | 68% | 76% |
| Overall | 70% | 81% |

| Virgil Grissom Elementary School (Grissom) | | Instructional Area 54 | | | Total Budget \$2,958,395 | | |
|--|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 12810 S Escanaba Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23361 | Instruction | \$1,590,999 | \$268,040 | \$251,612 | \$210,254 | \$2,320,906 |
| Grade Level | PreK-8 | Administration | \$248,425 | \$0 | \$0 | \$0 | \$248,425 |
| Total Projected Enrollment | 305 | Support Services | \$185,749 | \$0 | \$600 | \$0 | \$186,349 |
| | | Facility Support | \$202,715 | \$0 | \$0 | \$0 | \$202,715 |
| School average = | | Total | \$2,227,888 | \$268,040 | \$252,212 | \$210,254 | \$2,958,395 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 11% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 75% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 82% |
| | 0% | | 46% | | |

| Simon Guggenheim Elementary School (Guggenheim) | | Instructional Area 14 | | | Total Budget \$2,638,578 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 7141 S Morgan St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26311 | Instruction | \$1,064,634 | \$226,392 | \$342,332 | \$194,415 | \$1,827,774 |
| Grade Level | PreK-8 | Administration | \$238,093 | \$0 | \$0 | \$0 | \$238,093 |
| Total Projected Enrollment | 253 | Support Services | \$267,986 | \$0 | \$1,000 | \$0 | \$268,986 |
| | | Facility Support | \$303,725 | \$0 | \$0 | \$0 | \$303,725 |
| School average = | | Total | \$1,874,438 | \$226,392 | \$343,332 | \$194,415 | \$2,638,578 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 16% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 98% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 52% |
| | 0% | | 64% | | |

| John Charels Haines Elementary School (Haines) | | Instructional Area 54 | | | Total Budget \$5,645,644 | | |
|--|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 247 W 23rd Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23481 | Instruction | \$2,710,205 | \$451,386 | \$724,062 | \$409,303 | \$4,294,956 |
| Grade Level | PreK-8 | Administration | \$256,378 | \$0 | \$65,515 | \$0 | \$321,893 |
| Total Projected Enrollment | 680 | Support Services | \$505,654 | \$44,564 | \$12,398 | \$0 | \$562,616 |
| | | Facility Support | \$466,179 | \$0 | \$0 | \$0 | \$466,179 |
| School average = | | Total | \$3,938,416 | \$495,950 | \$801,975 | \$409,303 | \$5,645,644 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 9% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 95% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 86% |
| | 0% | | 57% | | |

| Nathan Hale Elementary School (Hale) | | Instructional Area 54 | | | Total Budget \$6,724,481 | | |
|--------------------------------------|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 6140 S Melvina | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23491 | Instruction | \$3,214,493 | \$1,245,693 | \$637,657 | \$204,621 | \$5,302,464 |
| Grade Level | PreK-8 | Administration | \$258,582 | \$0 | \$64,380 | \$0 | \$322,962 |
| Total Projected Enrollment | 894 | Support Services | \$399,104 | \$180,201 | \$600 | \$0 | \$579,905 |
| | | Facility Support | \$519,150 | \$0 | \$0 | \$0 | \$519,150 |
| School average = | | Total | \$4,391,329 | \$1,425,894 | \$702,637 | \$204,621 | \$6,724,481 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 18% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 72% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 81% |
| | 1% | | 44% | | |

| Alex Haley Elementary Academy (Haley) | | Instructional Area 18 | | | Total Budget | | \$4,687,812 |
|---------------------------------------|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 11411 S Eggleston Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22301 | Instruction | \$2,094,319 | \$443,552 | \$618,006 | \$301,174 | \$3,457,050 |
| Grade Level | PreK-8 | Administration | \$253,504 | \$0 | \$59,484 | \$0 | \$312,988 |
| Total Projected Enrollment | 526 | Support Services | \$451,378 | \$44,564 | \$19,186 | \$0 | \$515,128 |
| | | Facility Support | \$402,646 | \$0 | \$0 | \$0 | \$402,646 |
| School average = | | Total | \$3,201,847 | \$488,116 | \$696,676 | \$301,174 | \$4,687,812 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 62% |
| Science | 64% 74% |
| Mathematics | 74% 63% |
| Reading | 68% 61% |
| Overall | 70% 64% |

| Alexander Hamilton Elementary School (Hamilton) | | Instructional Area 2 | | | Total Budget | | \$3,835,683 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1650 W Cornelia Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23501 | Instruction | \$1,213,777 | \$759,190 | \$167,695 | \$432,266 | \$2,572,927 |
| Grade Level | PreK-8 | Administration | \$229,832 | \$0 | \$0 | \$0 | \$229,832 |
| Total Projected Enrollment | 260 | Support Services | \$210,617 | \$438,925 | \$0 | \$0 | \$649,542 |
| | | Facility Support | \$383,382 | \$0 | \$0 | \$0 | \$383,382 |
| School average = | | Total | \$2,037,608 | \$1,198,115 | \$167,695 | \$432,266 | \$3,835,683 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 29% |
| Hispanic | 42% 37% |
| White | 9% 28% |
| Asian/Pacific Islander | 3.6% 5% |
| Native American | 0.2% 1% |
| Estimated % Special Ed | 13% 32% |
| % Free/Reduced lunch | 85% 65% |
| % Poverty | 53% 40% |
| Science | 64% 73% |
| Mathematics | 74% 82% |
| Reading | 68% 80% |
| Overall | 70% 80% |

| John H Hamline Elementary School (Hamline) | | Instructional Area 13 | | | Total Budget | | \$6,275,143 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 4747 S Bishop St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23511 | Instruction | \$2,581,118 | \$655,839 | \$987,754 | \$430,094 | \$4,654,806 |
| Grade Level | PreK-8 | Administration | \$382,324 | \$0 | \$0 | \$0 | \$382,324 |
| Total Projected Enrollment | 768 | Support Services | \$655,644 | \$0 | \$17,116 | \$0 | \$672,760 |
| | | Facility Support | \$565,253 | \$0 | \$0 | \$0 | \$565,253 |
| School average = | | Total | \$4,184,339 | \$655,839 | \$1,004,870 | \$430,094 | \$6,275,143 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 13% |
| Hispanic | 42% 86% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 60% |
| Science | 64% 62% |
| Mathematics | 74% 75% |
| Reading | 68% 60% |
| Overall | 70% 67% |

| Charles G Hammond Elementary School (Hammond) | | Instructional Area 9 | | | Total Budget | | \$4,756,484 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2819 W 21st Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23531 | Instruction | \$2,014,906 | \$664,696 | \$564,428 | \$262,846 | \$3,506,876 |
| Grade Level | PreK-8 | Administration | \$247,260 | \$0 | \$73,310 | \$0 | \$320,570 |
| Total Projected Enrollment | 496 | Support Services | \$358,844 | \$0 | \$3,500 | \$0 | \$362,344 |
| | | Facility Support | \$566,694 | \$0 | \$0 | \$0 | \$566,694 |
| School average = | | Total | \$3,187,704 | \$664,696 | \$641,238 | \$262,846 | \$4,756,484 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 9% |
| Hispanic | 42% 89% |
| White | 9% 3% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 14% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 61% |
| Science | 64% 67% |
| Mathematics | 74% 71% |
| Reading | 68% 55% |
| Overall | 70% 63% |

| Lionel Hampton Fine & Performing Arts ES (Hampton) | | | Instructional Area 11 | | | Total Budget | | \$5,846,091 |
|--|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 3434 W 77th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 32021 | Instruction | \$2,494,857 | \$1,061,222 | \$716,627 | \$475,755 | \$4,748,462 | |
| Grade Level | PreK-8 | Administration | \$251,776 | \$0 | \$12,000 | \$0 | \$263,776 | |
| Total Projected Enrollment | 734 | Support Services | \$382,648 | \$179,774 | \$5,382 | \$0 | \$567,804 | |
| | | Facility Support | \$266,049 | \$0 | \$0 | \$0 | \$266,049 | |
| School average = | | Total | \$3,395,330 | \$1,240,996 | \$734,009 | \$475,755 | \$5,846,091 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 58% |
| Hispanic | 42% | 42% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 89% |
| % Poverty | 53% | 54% |
| Science | 64% | 49% |
| Mathematics | 74% | 63% |
| Reading | 68% | 61% |
| Overall | 70% | 60% |

| John Hancock College Preparatory High School (Hancock HS) | | | Instructional Area 21 | | | Total Budget | | \$8,133,966 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 4034 W 56th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46021 | Instruction | \$4,198,382 | \$1,004,723 | \$973,126 | \$194,642 | \$6,370,872 | |
| Grade Level | 9-12 | Administration | \$367,118 | \$0 | \$248,256 | \$0 | \$615,374 | |
| Total Projected Enrollment | 1,009 | Support Services | \$423,135 | \$44,564 | \$81,290 | \$0 | \$548,989 | |
| | | Facility Support | \$598,731 | \$0 | \$0 | \$0 | \$598,731 | |
| School average = | | Total | \$5,587,366 | \$1,049,287 | \$1,302,672 | \$194,642 | \$8,133,966 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 3% |
| Hispanic | 42% | 9% |
| White | 9% | 6% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 94% |
| % Poverty | 53% | 56% |
| Score 20 or higher on the ACT | 22% | 9% |
| Meet/exceed standards on PSAE | 29% | 16% |
| Graduate within 5 years | 55% | 48% |

| Hanson Park Elementary School (Hanson Park) | | | Instructional Area 4 | | | Total Budget | | \$13,260,596 |
|---|--------|------------------|----------------------|-------------|---------------|--------------|--------------|--------------|
| 5411 W Fullerton Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24461 | Instruction | \$4,488,264 | \$3,364,546 | \$1,462,151 | \$698,250 | \$10,013,211 | |
| Grade Level | PreK-8 | Administration | \$360,486 | \$0 | \$108,643 | \$0 | \$469,129 | |
| Total Projected Enrollment | 1,302 | Support Services | \$884,821 | \$1,029,779 | \$8,400 | \$0 | \$1,923,000 | |
| | | Facility Support | \$855,256 | \$0 | \$0 | \$0 | \$855,256 | |
| School average = | | Total | \$6,588,827 | \$4,394,325 | \$1,579,194 | \$698,250 | \$13,260,596 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 3% |
| Hispanic | 42% | 94% |
| White | 9% | 2% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 19% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 59% |
| Science | 64% | 68% |
| Mathematics | 74% | 77% |
| Reading | 68% | 71% |
| Overall | 70% | 73% |

| John M Harlan Community Academy High School (Harlan HS) | | | Instructional Area 23 | | | Total Budget | | \$13,018,912 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 9652 S Michigan Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 51021 | Instruction | \$5,984,168 | \$2,149,389 | \$1,491,115 | \$558,961 | \$10,183,632 | |
| Grade Level | 7-12 | Administration | \$456,555 | \$0 | \$172,475 | \$0 | \$629,030 | |
| Total Projected Enrollment | 1,388 | Support Services | \$911,727 | \$71,795 | \$309,935 | \$87,039 | \$1,380,496 | |
| | | Facility Support | \$825,754 | \$0 | \$0 | \$0 | \$825,754 | |
| School average = | | Total | \$8,178,204 | \$2,221,184 | \$1,973,525 | \$646,000 | \$13,018,912 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 16% |
| % Free/Reduced lunch | 85% | 94% |
| % Poverty | 53% | 58% |
| Score 20 or higher on the ACT | 22% | 3% |
| Meet/exceed standards on PSAE | 29% | 8% |
| Graduate within 5 years | 55% | 53% |

| William Rainey Harper High School (Harper HS) | | Instructional Area 29 | | | Total Budget | \$10,160,442 | |
|---|-------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 6520 S Wood St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46151 | Instruction | \$4,082,644 | \$1,513,532 | \$1,722,326 | \$164,815 | \$7,483,317 |
| Grade Level | 9-12 | Administration | \$388,540 | \$0 | \$76,232 | \$0 | \$464,772 |
| Total Projected Enrollment | 708 | Support Services | \$920,199 | \$44,564 | \$145,465 | \$0 | \$1,110,228 |
| | | Facility Support | \$1,102,125 | \$0 | \$0 | \$0 | \$1,102,125 |
| School average = | | Total | \$6,493,508 | \$1,558,096 | \$1,944,023 | \$164,815 | \$10,160,442 |
| District average = | | | | | | | |

Percentage of students who:

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 34% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Bret Harte Elementary School (Harte) | | Instructional Area 54 | | | Total Budget | \$3,461,241 | |
|--------------------------------------|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 1556 E 56th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23561 | Instruction | \$1,460,927 | \$551,495 | \$307,742 | \$146,253 | \$2,466,418 |
| Grade Level | PreK-6 | Administration | \$234,874 | \$0 | \$7,000 | \$0 | \$241,874 |
| Total Projected Enrollment | 348 | Support Services | \$208,236 | \$201,543 | \$2,720 | \$0 | \$412,499 |
| | | Facility Support | \$340,450 | \$0 | \$0 | \$0 | \$340,450 |
| School average = | | Total | \$2,244,487 | \$753,038 | \$317,462 | \$146,253 | \$3,461,241 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Helge A Haugan Elementary School (Haugan) | | Instructional Area 1 | | | Total Budget | \$10,183,364 | |
|---|--------|----------------------|-------------|---------------|--------------|--------------|--------------|
| 4540 N Hamlin Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23591 | Instruction | \$4,366,802 | \$918,923 | \$1,244,486 | \$992,883 | \$7,523,095 |
| Grade Level | PreK-5 | Administration | \$257,396 | \$0 | \$143,259 | \$0 | \$400,655 |
| Total Projected Enrollment | 1,289 | Support Services | \$763,043 | \$37,435 | \$12,101 | \$0 | \$812,579 |
| | | Facility Support | \$1,447,035 | \$0 | \$0 | \$0 | \$1,447,035 |
| School average = | | Total | \$6,834,276 | \$956,358 | \$1,399,846 | \$992,883 | \$10,183,364 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| John Hay Elementary Community Academy (Hay) | | Instructional Area 3 | | | Total Budget | \$4,999,694 | |
|---|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 1018 N Laramie Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31111 | Instruction | \$2,305,769 | \$458,896 | \$701,546 | \$373,941 | \$3,840,152 |
| Grade Level | PreK-8 | Administration | \$276,695 | \$0 | \$14,759 | \$0 | \$291,454 |
| Total Projected Enrollment | 609 | Support Services | \$486,111 | \$0 | \$59,165 | \$0 | \$545,276 |
| | | Facility Support | \$322,812 | \$0 | \$0 | \$0 | \$322,812 |
| School average = | | Total | \$3,391,387 | \$458,896 | \$775,470 | \$373,941 | \$4,999,694 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Stephen K Hayt Elementary School (Hayt) | | Instructional Area 2 | | | Total Budget | | \$7,437,991 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1518 W Granville Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23621 | Instruction | \$3,692,940 | \$883,381 | \$965,077 | \$665,727 | \$6,207,125 |
| Grade Level | PreK-8 | Administration | \$242,777 | \$0 | \$0 | \$0 | \$242,777 |
| Total Projected Enrollment | 1,000 | Support Services | \$527,782 | \$144,480 | \$46,231 | \$0 | \$718,493 |
| | | Facility Support | \$269,596 | \$0 | \$0 | \$0 | \$269,596 |
| School average = | | Total | \$4,733,095 | \$1,027,861 | \$1,011,308 | \$665,727 | \$7,437,991 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 18% (District) |
| Hispanic | 42% (School) / 47% (District) |
| White | 9% (School) / 12% (District) |
| Asian/Pacific Islander | 3.6% (School) / 23% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 13% (District) |
| % Free/Reduced lunch | 85% (School) / 93% (District) |
| % Poverty | 53% (School) / 56% (District) |
| Science | 64% (School) / 82% (District) |
| Mathematics | 74% (School) / 85% (District) |
| Reading | 68% (School) / 80% (District) |
| Overall | 70% (School) / 82% (District) |

| Robert Healy Elementary School (Healy) | | Instructional Area 54 | | | Total Budget | | \$10,303,408 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 3010 S Parnell Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23651 | Instruction | \$5,337,244 | \$778,994 | \$1,447,038 | \$876,891 | \$8,440,168 |
| Grade Level | PreK-8 | Administration | \$330,607 | \$0 | \$114,868 | \$0 | \$445,475 |
| Total Projected Enrollment | 1,406 | Support Services | \$902,136 | \$0 | \$0 | \$0 | \$902,136 |
| | | Facility Support | \$515,629 | \$0 | \$0 | \$0 | \$515,629 |
| School average = | | Total | \$7,085,616 | \$778,994 | \$1,561,906 | \$876,891 | \$10,303,408 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 1% (District) |
| Hispanic | 42% (School) / 24% (District) |
| White | 9% (School) / 16% (District) |
| Asian/Pacific Islander | 3.6% (School) / 59% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 8% (District) |
| % Free/Reduced lunch | 85% (School) / 96% (District) |
| % Poverty | 53% (School) / 58% (District) |
| Science | 64% (School) / 83% (District) |
| Mathematics | 74% (School) / 92% (District) |
| Reading | 68% (School) / 82% (District) |
| Overall | 70% (School) / 86% (District) |

| Phobe Apperson Hearst Elementary School (Hearst) | | Instructional Area 11 | | | Total Budget | | \$3,630,593 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 4640 S Lamon Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23671 | Instruction | \$921,220 | \$984,580 | \$320,409 | \$230,296 | \$2,456,506 |
| Grade Level | PreK-8 | Administration | \$235,772 | \$0 | \$0 | \$0 | \$235,772 |
| Total Projected Enrollment | 261 | Support Services | \$351,330 | \$153,946 | \$0 | \$33,848 | \$539,124 |
| | | Facility Support | \$399,191 | \$0 | \$0 | \$0 | \$399,191 |
| School average = | | Total | \$1,907,513 | \$1,138,526 | \$320,409 | \$264,144 | \$3,630,593 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 55% (District) |
| Hispanic | 42% (School) / 42% (District) |
| White | 9% (School) / 3% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 21% (District) |
| % Free/Reduced lunch | 85% (School) / 88% (District) |
| % Poverty | 53% (School) / 56% (District) |
| Science | 64% (School) / 34% (District) |
| Mathematics | 74% (School) / 54% (District) |
| Reading | 68% (School) / 46% (District) |
| Overall | 70% (School) / 48% (District) |

| James Hedges Elementary School (Hedges) | | Instructional Area 10 | | | Total Budget | | \$7,363,546 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 4747 S Winchester Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23681 | Instruction | \$3,132,517 | \$941,948 | \$1,075,174 | \$475,154 | \$5,624,793 |
| Grade Level | PreK-8 | Administration | \$249,782 | \$0 | \$70,846 | \$0 | \$320,628 |
| Total Projected Enrollment | 843 | Support Services | \$809,942 | \$136,375 | \$6,829 | \$0 | \$953,146 |
| | | Facility Support | \$464,979 | \$0 | \$0 | \$0 | \$464,979 |
| School average = | | Total | \$4,657,220 | \$1,078,323 | \$1,152,849 | \$475,154 | \$7,363,546 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 5% (District) |
| Hispanic | 42% (School) / 94% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 10% (District) |
| % Free/Reduced lunch | 85% (School) / 99% (District) |
| % Poverty | 53% (School) / 61% (District) |
| Science | 64% (School) / 73% (District) |
| Mathematics | 74% (School) / 69% (District) |
| Reading | 68% (School) / 63% (District) |
| Overall | 70% (School) / 67% (District) |

| Helen M Hefferan Elementary School (Hefferan) | | Instructional Area 7 | | | Total Budget | \$3,480,370 | |
|---|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 4409 W Wilcox St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23711 | Instruction | \$1,295,091 | \$490,375 | \$358,169 | \$188,491 | \$2,332,127 |
| Grade Level | PreK-8 | Administration | \$255,651 | \$0 | \$3,000 | \$0 | \$258,651 |
| Total Projected Enrollment | 300 | Support Services | \$356,092 | \$0 | \$48,504 | \$0 | \$404,596 |
| | | Facility Support | \$484,996 | \$0 | \$0 | \$0 | \$484,996 |
| School average = | | Total | \$2,391,830 | \$490,375 | \$409,673 | \$188,491 | \$3,480,370 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 16% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 61% |
| Science | 64% 66% |
| Mathematics | 74% 76% |
| Reading | 68% 69% |
| Overall | 70% 71% |

| Charles R Henderson Elementary School (Henderson) | | Instructional Area 13 | | | Total Budget | \$3,808,736 | |
|---|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 5650 S Wolcott Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23721 | Instruction | \$1,602,899 | \$360,198 | \$596,514 | \$254,616 | \$2,814,226 |
| Grade Level | PreK-8 | Administration | \$264,322 | \$0 | \$0 | \$0 | \$264,322 |
| Total Projected Enrollment | 436 | Support Services | \$338,839 | \$0 | \$0 | \$0 | \$338,839 |
| | | Facility Support | \$391,349 | \$0 | \$0 | \$0 | \$391,349 |
| School average = | | Total | \$2,597,409 | \$360,198 | \$596,514 | \$254,616 | \$3,808,736 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 62% |
| Science | 64% 25% |
| Mathematics | 74% 43% |
| Reading | 68% 41% |
| Overall | 70% 40% |

| Thomas A Hendricks Elementary Community Academy (Hendricks) | | Instructional Area 13 | | | Total Budget | \$3,088,111 | |
|---|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 4316 S Princeton Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31121 | Instruction | \$1,238,931 | \$271,866 | \$393,250 | \$64,298 | \$1,968,346 |
| Grade Level | PreK-8 | Administration | \$245,014 | \$0 | \$0 | \$0 | \$245,014 |
| Total Projected Enrollment | 313 | Support Services | \$253,922 | \$106,827 | \$500 | \$23,652 | \$384,901 |
| | | Facility Support | \$489,850 | \$0 | \$0 | \$0 | \$489,850 |
| School average = | | Total | \$2,227,717 | \$378,693 | \$393,750 | \$87,950 | \$3,088,111 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 9% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 63% |
| Science | 64% 46% |
| Mathematics | 74% 71% |
| Reading | 68% 63% |
| Overall | 70% 64% |

| Patrick Henry Elementary School (Henry) | | Instructional Area 54 | | | Total Budget | \$5,450,484 | |
|---|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 4250 N Saint Louis Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23731 | Instruction | \$2,838,053 | \$579,907 | \$705,754 | \$356,284 | \$4,479,997 |
| Grade Level | PreK-6 | Administration | \$259,601 | \$0 | \$19,947 | \$0 | \$279,548 |
| Total Projected Enrollment | 696 | Support Services | \$356,830 | \$24,220 | \$0 | \$0 | \$381,050 |
| | | Facility Support | \$309,889 | \$0 | \$0 | \$0 | \$309,889 |
| School average = | | Total | \$3,764,373 | \$604,127 | \$725,701 | \$356,284 | \$5,450,484 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 4% |
| Hispanic | 42% 87% |
| White | 9% 5% |
| Asian/Pacific Islander | 3.6% 4% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 92% |
| % Poverty | 53% 56% |
| Science | 64% 86% |
| Mathematics | 74% 85% |
| Reading | 68% 69% |
| Overall | 70% 78% |

| Matthew A Henson Elementary School (Henson) | | Instructional Area 9 | | | Total Budget | | \$3,202,000 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1326 S Avers Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25971 | Instruction | \$1,200,421 | \$326,485 | \$318,701 | \$282,677 | \$2,128,283 |
| Grade Level | PreK-8 | Administration | \$255,587 | \$0 | \$68,310 | \$0 | \$323,897 |
| Total Projected Enrollment | 266 | Support Services | \$422,966 | \$17,698 | \$0 | \$0 | \$440,664 |
| | | Facility Support | \$309,156 | \$0 | \$0 | \$0 | \$309,156 |
| School average = | | Total | \$2,188,130 | \$344,183 | \$387,011 | \$282,677 | \$3,202,000 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 61% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Victor Herbert Elementary School (Herbert) | | Instructional Area 7 | | | Total Budget | | \$5,422,557 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2131 W Monroe St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23741 | Instruction | \$1,422,180 | \$1,585,530 | \$520,715 | \$352,820 | \$3,881,245 |
| Grade Level | PreK-8 | Administration | \$230,160 | \$0 | \$4,500 | \$0 | \$234,660 |
| Total Projected Enrollment | 391 | Support Services | \$382,620 | \$516,232 | \$0 | \$0 | \$898,852 |
| | | Facility Support | \$407,800 | \$0 | \$0 | \$0 | \$407,800 |
| School average = | | Total | \$2,442,760 | \$2,101,762 | \$525,215 | \$352,820 | \$5,422,557 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 29% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 63% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Irene C. Hernandez Middle School for the Advancement of Science (Hernandez) | | Instructional Area 11 | | | Total Budget | | \$5,985,067 |
|---|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3510 W. 55th St. | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22441 | Instruction | \$3,378,230 | \$531,990 | \$868,355 | \$207,132 | \$4,985,706 |
| Grade Level | 6-8 | Administration | \$221,888 | \$0 | \$173,708 | \$0 | \$395,596 |
| Total Projected Enrollment | 951 | Support Services | \$474,968 | \$0 | \$10,000 | \$0 | \$484,968 |
| | | Facility Support | \$118,797 | \$0 | \$0 | \$0 | \$118,797 |
| School average = | | Total | \$4,193,883 | \$531,990 | \$1,052,063 | \$207,132 | \$5,985,067 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 96% |
| Hispanic | 2% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 58% |
| Science | #N/A |
| Mathematics | #N/A |
| Reading | #N/A |
| Overall | #N/A |

| Theodore Herzl Elementary School (Herzl) | | Instructional Area 9 | | | Total Budget | | \$6,036,543 |
|--|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 3711 W Douglas Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23771 | Instruction | \$1,709,912 | \$860,969 | \$687,981 | \$1,026,295 | \$4,285,157 |
| Grade Level | PreK-8 | Administration | \$272,686 | \$0 | \$0 | \$0 | \$272,686 |
| Total Projected Enrollment | 552 | Support Services | \$460,462 | \$364,610 | \$0 | \$3,350 | \$828,422 |
| | | Facility Support | \$650,278 | \$0 | \$0 | \$0 | \$650,278 |
| School average = | | Total | \$3,093,338 | \$1,225,579 | \$687,981 | \$1,029,645 | \$6,036,543 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 17% |
| % Free/Reduced lunch | 85% 95% |
| % Poverty | 53% 61% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| William G Hibbard Elementary School (Hibbard) | | Instructional Area 1 | | | Total Budget | | \$9,483,639 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3244 W Ainslie St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23801 | Instruction | \$4,811,365 | \$995,813 | \$1,290,571 | \$711,214 | \$7,808,962 |
| Grade Level | PreK-6 | Administration | \$255,109 | \$0 | \$66,529 | \$0 | \$321,638 |
| Total Projected Enrollment | 1,189 | Support Services | \$780,574 | \$10,272 | \$10 | \$0 | \$790,856 |
| | | Facility Support | \$562,183 | \$0 | \$0 | \$0 | \$562,183 |
| School average = | | Total | \$6,409,231 | \$1,006,085 | \$1,357,110 | \$711,214 | \$9,483,639 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Thomas J Higgins Elementary Community Academy (Higgins) | | Instructional Area 18 | | | Total Budget | | \$4,065,651 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 11710 S Morgan St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31251 | Instruction | \$1,716,745 | \$415,163 | \$455,805 | \$422,175 | \$3,009,888 |
| Grade Level | PreK-8 | Administration | \$252,964 | \$0 | \$13,875 | \$0 | \$266,839 |
| Total Projected Enrollment | 404 | Support Services | \$344,701 | \$65,997 | \$0 | \$0 | \$410,698 |
| | | Facility Support | \$378,226 | \$0 | \$0 | \$0 | \$378,226 |
| School average = | | Total | \$2,692,636 | \$481,160 | \$469,680 | \$422,175 | \$4,065,651 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| William A Hinton Elementary School (Hinton) | | Instructional Area 14 | | | Total Budget | | \$3,350,626 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 644 W 71st St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26371 | Instruction | \$1,364,953 | \$330,658 | \$488,704 | \$330,622 | \$2,514,937 |
| Grade Level | PreK-8 | Administration | \$255,023 | \$0 | \$0 | \$0 | \$255,023 |
| Total Projected Enrollment | 352 | Support Services | \$300,218 | \$48,300 | \$2,500 | \$0 | \$351,018 |
| | | Facility Support | \$229,648 | \$0 | \$0 | \$0 | \$229,648 |
| School average = | | Total | \$2,149,842 | \$378,958 | \$491,204 | \$330,622 | \$3,350,626 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Rufus M Hitch Elementary School (Hitch) | | Instructional Area 1 | | | Total Budget | | \$3,819,870 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 5625 N McVicker Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23811 | Instruction | \$1,952,134 | \$539,700 | \$332,085 | \$254,736 | \$3,078,655 |
| Grade Level | PreK-8 | Administration | \$248,057 | \$0 | \$0 | \$0 | \$248,057 |
| Total Projected Enrollment | 502 | Support Services | \$167,156 | \$24,220 | \$0 | \$0 | \$191,376 |
| | | Facility Support | \$301,782 | \$0 | \$0 | \$0 | \$301,782 |
| School average = | | Total | \$2,669,129 | \$563,920 | \$332,085 | \$254,736 | \$3,819,870 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Charles N Holden Elementary School (Holden) | | Instructional Area 9 | | | Total Budget | | \$5,771,190 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1104 W 31st St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23821 | Instruction | \$2,407,567 | \$816,568 | \$685,270 | \$509,686 | \$4,419,091 |
| Grade Level | PreK-8 | Administration | \$243,063 | \$0 | \$57,404 | \$0 | \$300,467 |
| Total Projected Enrollment | 632 | Support Services | \$366,289 | \$44,564 | \$7,000 | \$0 | \$417,853 |
| | | Facility Support | \$633,779 | \$0 | \$0 | \$0 | \$633,779 |
| School average = | | Total | \$3,650,698 | \$861,132 | \$749,674 | \$509,686 | \$5,771,190 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Oliver Wendell Holmes Elementary School (Holmes) | | Instructional Area 13 | | | Total Budget | | \$3,592,274 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 955 W Garfield Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23831 | Instruction | \$1,420,387 | \$508,714 | \$508,748 | \$176,299 | \$2,614,148 |
| Grade Level | PreK-8 | Administration | \$222,878 | \$0 | \$10,979 | \$0 | \$233,857 |
| Total Projected Enrollment | 366 | Support Services | \$424,004 | \$0 | \$18,724 | \$0 | \$442,728 |
| | | Facility Support | \$301,541 | \$0 | \$0 | \$0 | \$301,541 |
| School average = | | Total | \$2,368,810 | \$508,714 | \$538,451 | \$176,299 | \$3,592,274 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 0% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Julia Ward Howe Elementary School of Excellence (Howe) | | Instructional Area 28 | | | Total Budget | | \$4,716,292 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 720 N Lorel Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23851 | Instruction | \$1,943,447 | \$391,132 | \$486,708 | \$156,932 | \$2,978,219 |
| Grade Level | PreK-8 | Administration | \$721,136 | \$0 | \$20,600 | \$0 | \$741,736 |
| Total Projected Enrollment | 528 | Support Services | \$515,358 | \$48,300 | \$94,726 | \$0 | \$658,384 |
| | | Facility Support | \$337,953 | \$0 | \$0 | \$0 | \$337,953 |
| School average = | | Total | \$3,517,894 | \$439,432 | \$602,034 | \$156,932 | \$4,716,292 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Thomas Hoyne Elementary School (Hoyne) | | Instructional Area 54 | | | Total Budget | | \$3,252,102 |
|--|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 8905 S Crandon Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23871 | Instruction | \$1,304,669 | \$400,729 | \$351,645 | \$185,504 | \$2,242,547 |
| Grade Level | K-8 | Administration | \$242,641 | \$0 | \$9,738 | \$0 | \$252,379 |
| Total Projected Enrollment | 298 | Support Services | \$231,301 | \$48,300 | \$0 | \$0 | \$279,601 |
| | | Facility Support | \$477,575 | \$0 | \$0 | \$0 | \$477,575 |
| School average = | | Total | \$2,256,186 | \$449,029 | \$361,383 | \$185,504 | \$3,252,102 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 0% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Gurdon S Hubbard High School (Hubbard HS) | | | Instructional Area 26 | | | Total Budget | \$16,762,664 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|
| 6200 S Hamlin Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 46341 | Instruction | \$8,693,544 | \$1,639,187 | \$1,614,735 | \$275,079 | \$12,222,546 |
| Grade Level | 9-12 | Administration | \$631,506 | \$0 | \$284,141 | \$0 | \$915,647 |
| Total Projected Enrollment | 1,844 | Support Services | \$812,008 | \$0 | \$390,925 | \$0 | \$1,202,933 |
| | | Facility Support | \$2,421,538 | \$0 | \$0 | \$0 | \$2,421,538 |
| School average = | | Total | \$12,558,596 | \$1,639,187 | \$2,289,801 | \$275,079 | \$16,762,664 |
| District average = | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 10% |
| Hispanic | 42% | 85% |
| White | 9% | 4% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 57% |
| Score 20 or higher on the ACT | 22% | 20% |
| Meet/exceed standards on PSAE | 29% | 30% |
| Graduate within 5 years | 55% | 48% |

| Charles Evans Hughes Elementary School (Hughes, C) | | | Instructional Area 7 | | | Total Budget | \$2,797,867 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 4247 W 15th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23901 | Instruction | \$1,213,941 | \$236,358 | \$440,084 | \$200,770 | \$2,091,152 |
| Grade Level | PreK-8 | Administration | \$238,917 | \$0 | \$0 | \$0 | \$238,917 |
| Total Projected Enrollment | 318 | Support Services | \$278,489 | \$0 | \$3,000 | \$0 | \$281,489 |
| | | Facility Support | \$186,309 | \$0 | \$0 | \$0 | \$186,309 |
| School average = | | Total | \$1,917,656 | \$236,358 | \$443,084 | \$200,770 | \$2,797,867 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 63% |
| Science | 64% | 63% |
| Mathematics | 74% | 67% |
| Reading | 68% | 53% |
| Overall | 70% | 60% |

| Langston Hughes Elementary School (Hughes/Davis) | | | Instructional Area 16 | | | Total Budget | \$5,794,400 |
|--|---------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 240 W. 104th St. | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22451 | Instruction | \$2,093,563 | \$1,217,965 | \$545,826 | \$658,000 | \$4,515,354 |
| Grade Level | Pre-K-8 | Administration | \$324,470 | \$0 | \$4,430 | \$0 | \$328,900 |
| Total Projected Enrollment | 567 | Support Services | \$179,653 | \$507,752 | \$0 | \$0 | \$687,405 |
| | | Facility Support | \$262,741 | \$0 | \$0 | \$0 | \$262,741 |
| School average = | | Total | \$2,860,427 | \$1,725,717 | \$550,256 | \$658,000 | \$5,794,400 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 95% |
| Hispanic | 42% | 3% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 30% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 59% |
| Science | 64% | 38% |
| Mathematics | 74% | 52% |
| Reading | 68% | 54% |
| Overall | 70% | 51% |

| Edward N Hurley Elementary School (Hurley) | | | Instructional Area 11 | | | Total Budget | \$7,497,646 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 3849 W 69th Pl | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23911 | Instruction | \$3,457,225 | \$726,642 | \$1,063,898 | \$663,663 | \$5,911,428 |
| Grade Level | PreK-8 | Administration | \$572,792 | \$0 | \$59,847 | \$0 | \$632,639 |
| Total Projected Enrollment | 870 | Support Services | \$466,713 | \$79,869 | \$2,691 | \$0 | \$549,273 |
| | | Facility Support | \$404,306 | \$0 | \$0 | \$0 | \$404,306 |
| School average = | | Total | \$4,901,036 | \$806,511 | \$1,126,436 | \$663,663 | \$7,497,646 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 3% |
| Hispanic | 42% | 96% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 57% |
| Science | 64% | 78% |
| Mathematics | 74% | 81% |
| Reading | 68% | 75% |
| Overall | 70% | 78% |

| Hyde Park Academy High School (Hyde Park HS) | | Instructional Area 24 | | | Total Budget | | \$15,424,941 |
|--|-------|-----------------------|--------------|---------------|--------------|-----------|--------------|
| 6220 S Stony Island Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46171 | Instruction | \$7,417,296 | \$2,264,628 | \$1,354,012 | \$473,829 | \$11,509,764 |
| Grade Level | 9-12 | Administration | \$549,995 | \$0 | \$178,063 | \$0 | \$728,058 |
| Total Projected Enrollment | 1,655 | Support Services | \$1,072,746 | \$261,038 | \$357,048 | \$0 | \$1,690,832 |
| | | Facility Support | \$1,496,287 | \$0 | \$0 | \$0 | \$1,496,287 |
| School average = | | Total | \$10,536,324 | \$2,525,666 | \$1,889,123 | \$473,829 | \$15,424,941 |
| District average = | | | | | | | |

| | | | | | | |
|------------------------|------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | 100% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 0% | 42% | | 12% | Meet/exceed standards on PSAE | 29% |
| White | 9% | 0% | % Free/Reduced lunch | 85% | | 14% |
| Asian/Pacific Islander | 3.6% | 0% | | 81% | Graduate within 5 years | 55% |
| Native American | 0.2% | 0% | % Poverty | 53% | | 55% |
| | | | | 50% | | |

| Washington Irving Elementary School (Irving) | | Instructional Area 7 | | | Total Budget | | \$4,646,488 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 749 S Oakley Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24881 | Instruction | \$2,012,476 | \$690,369 | \$480,716 | \$226,222 | \$3,409,783 |
| Grade Level | PreK-8 | Administration | \$238,917 | \$0 | \$59,828 | \$0 | \$298,745 |
| Total Projected Enrollment | 500 | Support Services | \$356,404 | \$158,172 | \$0 | \$0 | \$514,576 |
| | | Facility Support | \$423,384 | \$0 | \$0 | \$0 | \$423,384 |
| School average = | | Total | \$3,031,181 | \$848,541 | \$540,544 | \$226,222 | \$4,646,488 |
| District average = | | | | | | | |

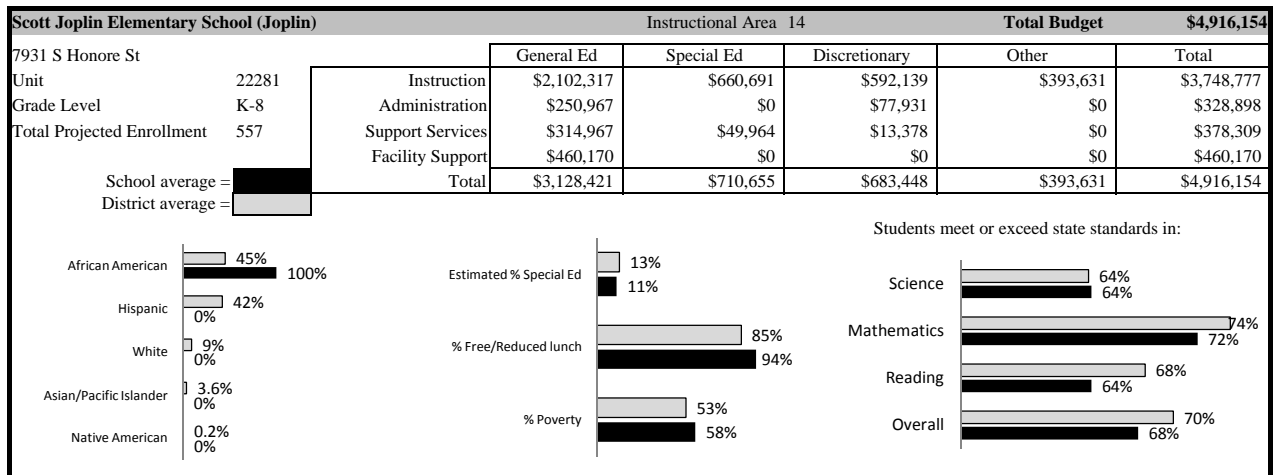
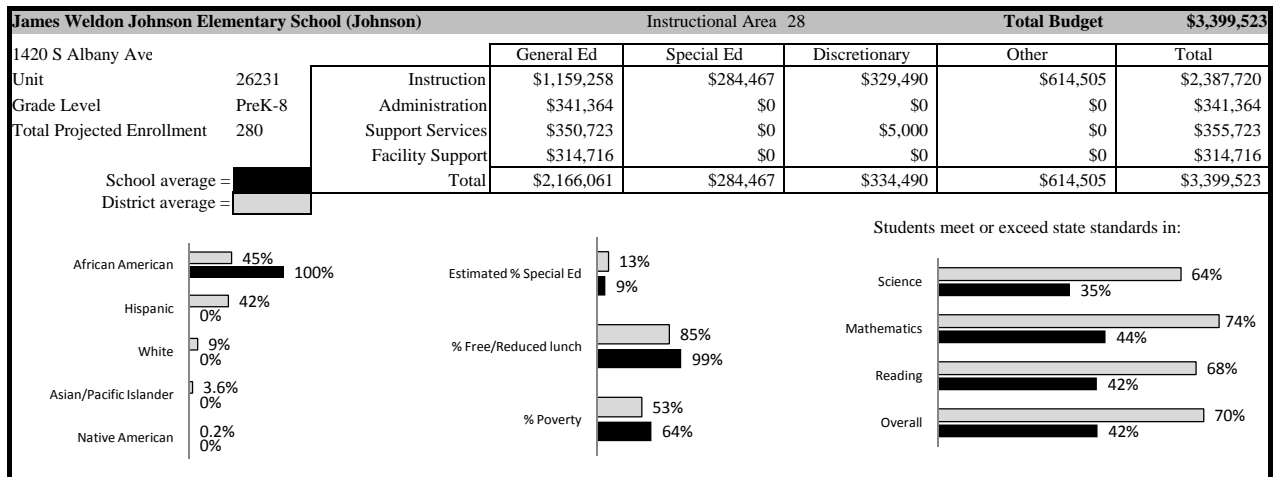
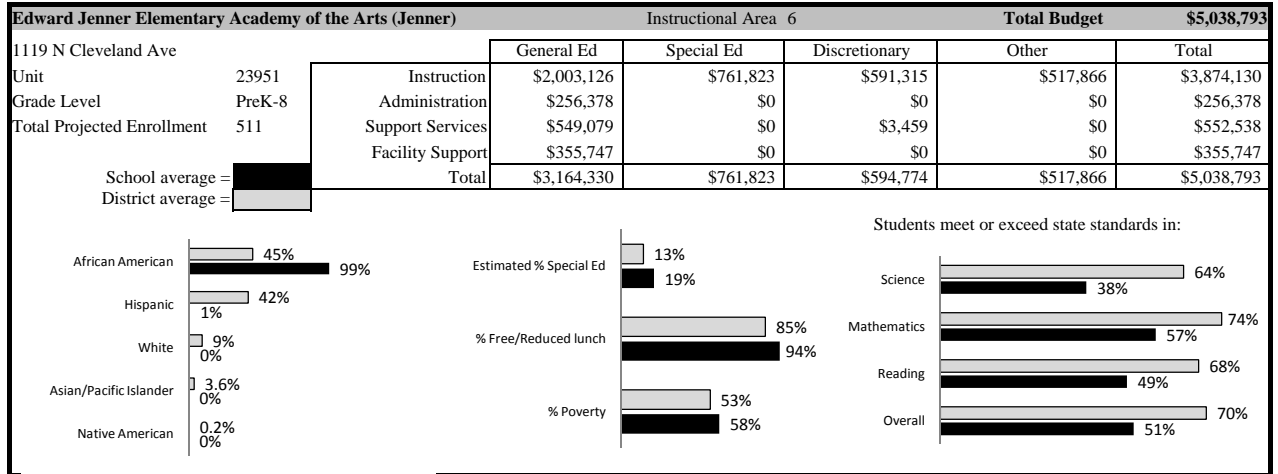
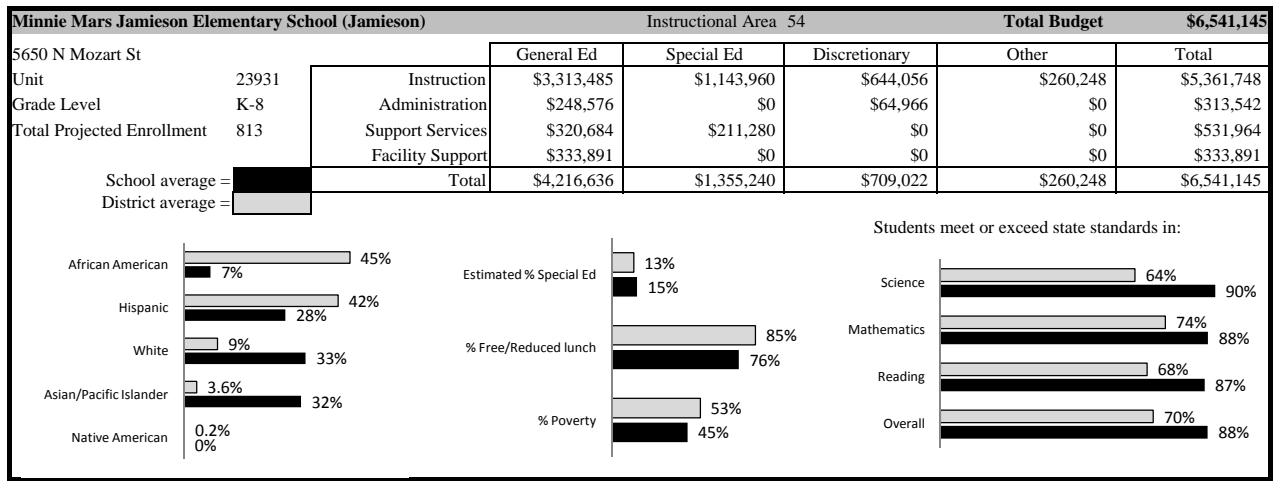
| | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|
| African American | 45% | 64% | Estimated % Special Ed | 13% | 18% | Science | 64% |
| Hispanic | 42% | 32% | | | | 69% | |
| White | 9% | 2% | % Free/Reduced lunch | 85% | 88% | Mathematics | 74% |
| Asian/Pacific Islander | 3.6% | 1% | | | | 78% | |
| Native American | 0.2% | 0% | % Poverty | 53% | 53% | Reading | 68% |
| | | | | | | 74% | |
| | | | | | | Overall | 70% |
| | | | | | | 75% | |

| Mahalia Jackson Elementary School (Jackson, M) | | Instructional Area 16 | | | Total Budget | | \$4,459,633 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 917 W 88th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26651 | Instruction | \$1,235,523 | \$1,208,372 | \$364,972 | \$302,064 | \$3,110,931 |
| Grade Level | PreK-8 | Administration | \$249,545 | \$0 | \$0 | \$0 | \$249,545 |
| Total Projected Enrollment | 312 | Support Services | \$242,984 | \$378,844 | \$48,325 | \$0 | \$670,153 |
| | | Facility Support | \$429,004 | \$0 | \$0 | \$0 | \$429,004 |
| School average = | | Total | \$2,157,056 | \$1,587,216 | \$413,297 | \$302,064 | \$4,459,633 |
| District average = | | | | | | | |

| | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|
| African American | 45% | 99% | Estimated % Special Ed | 13% | 26% | Science | 64% |
| Hispanic | 42% | 1% | | | | 45% | |
| White | 9% | 0% | % Free/Reduced lunch | 85% | 95% | Mathematics | 74% |
| Asian/Pacific Islander | 3.6% | 0% | | | | 56% | |
| Native American | 0.2% | 0% | % Poverty | 53% | 59% | Reading | 68% |
| | | | | | | 54% | |
| | | | | | | Overall | 70% |
| | | | | | | 54% | |

| Friedrich Ludwig Jahn Elementary School (Jahn) | | Instructional Area 2 | | | Total Budget | | \$4,263,464 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3149 N Wolcott Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23921 | Instruction | \$1,693,706 | \$474,559 | \$414,563 | \$371,887 | \$2,954,715 |
| Grade Level | PreK-8 | Administration | \$232,692 | \$0 | \$0 | \$0 | \$232,692 |
| Total Projected Enrollment | 429 | Support Services | \$293,424 | \$51,451 | \$0 | \$23,652 | \$368,527 |
| | | Facility Support | \$707,530 | \$0 | \$0 | \$0 | \$707,530 |
| School average = | | Total | \$2,927,352 | \$526,010 | \$414,563 | \$395,539 | \$4,263,464 |
| District average = | | | | | | | |

| | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|
| African American | 45% | 8% | Estimated % Special Ed | 13% | 17% | Science | 64% |
| Hispanic | 42% | 79% | | | | 80% | |
| White | 9% | 11% | % Free/Reduced lunch | 85% | 86% | Mathematics | 74% |
| Asian/Pacific Islander | 3.6% | 2% | | | | 82% | |
| Native American | 0.2% | 0% | % Poverty | 53% | 52% | Reading | 68% |
| | | | | | | 78% | |
| | | | | | | Overall | 70% |
| | | | | | | 80% | |



| Jordan Elementary Community School (Jordan) | | Instructional Area 2 | | | | Total Budget | \$5,244,967 |
|---|--------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 7414 N Wolcott Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22811 | Instruction | \$2,591,014 | \$431,564 | \$808,425 | \$434,410 | \$4,265,413 |
| Grade Level | PreK-8 | Administration | \$233,109 | \$0 | \$9 | \$0 | \$233,118 |
| Total Projected Enrollment | 726 | Support Services | \$493,345 | \$0 | \$16,413 | \$0 | \$509,758 |
| | | Facility Support | \$236,678 | \$0 | \$0 | \$0 | \$236,678 |
| School average = | | Total | \$3,554,146 | \$431,564 | \$824,847 | \$434,410 | \$5,244,967 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 41% (District) |
| Hispanic | 42% (School) / 58% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 11% (District) |
| % Free/Reduced lunch | 85% (School) / 97% (District) |
| % Poverty | 53% (School) / 60% (District) |
| Science | 64% (School) / 54% (District) |
| Mathematics | 74% (School) / 68% (District) |
| Reading | 68% (School) / 58% (District) |
| Overall | 70% (School) / 62% (District) |

| Benito Juarez Community Academy High School (Juarez HS) | | Instructional Area 19 | | | | Total Budget | \$14,630,140 |
|---|-------|-----------------------|-------------|---------------|-------------|--------------|--------------|
| 2150 S Laflin St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46421 | Instruction | \$7,102,980 | \$2,515,163 | \$1,653,997 | \$380,089 | \$11,652,228 |
| Grade Level | 9-12 | Administration | \$660,817 | \$0 | \$265,996 | \$0 | \$926,813 |
| Total Projected Enrollment | 1,564 | Support Services | \$940,605 | \$44,564 | \$153,823 | \$0 | \$1,138,992 |
| | | Facility Support | \$912,107 | \$0 | \$0 | \$0 | \$912,107 |
| School average = | | Total | \$9,616,509 | \$2,559,727 | \$2,073,816 | \$380,089 | \$14,630,140 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|-------------------------------|
| African American | 45% (School) / 4% (District) |
| Hispanic | 42% (School) / 42% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 1% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 14% (District) |
| % Free/Reduced lunch | 85% (School) / 97% (District) |
| % Poverty | 53% (School) / 60% (District) |
| Score 20 or higher on the ACT | 22% (School) / 8% (District) |
| Meet/exceed standards on PSAE | 29% (School) / 20% (District) |
| Graduate within 5 years | 55% (School) / 40% (District) |

| Percy L Julian High School (Julian HS) | | Instructional Area 24 | | | | Total Budget | \$12,549,691 |
|--|-------|-----------------------|-------------|---------------|-------------|--------------|--------------|
| 10330 S Elizabeth St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46401 | Instruction | \$5,532,465 | \$2,291,936 | \$1,511,506 | \$342,700 | \$9,678,607 |
| Grade Level | 9-12 | Administration | \$467,407 | \$0 | \$201,782 | \$0 | \$669,189 |
| Total Projected Enrollment | 1,254 | Support Services | \$1,098,079 | \$133,693 | \$106,803 | \$0 | \$1,338,575 |
| | | Facility Support | \$863,320 | \$0 | \$0 | \$0 | \$863,320 |
| School average = | | Total | \$7,961,271 | \$2,425,629 | \$1,820,091 | \$342,700 | \$12,549,691 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|-------------------------------|
| African American | 45% (School) / 99% (District) |
| Hispanic | 42% (School) / 0% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 12% (District) |
| % Free/Reduced lunch | 85% (School) / 85% (District) |
| % Poverty | 53% (School) / 52% (District) |
| Score 20 or higher on the ACT | 22% (School) / 4% (District) |
| Meet/exceed standards on PSAE | 29% (School) / 9% (District) |
| Graduate within 5 years | 55% (School) / 66% (District) |

| Joseph Jungman Elementary School (Jungman) | | Instructional Area 9 | | | | Total Budget | \$3,274,742 |
|--|--------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 1746 S Miller St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23961 | Instruction | \$1,321,565 | \$377,156 | \$383,633 | \$237,014 | \$2,319,369 |
| Grade Level | PreK-8 | Administration | \$245,421 | \$0 | \$2,148 | \$0 | \$247,569 |
| Total Projected Enrollment | 301 | Support Services | \$324,902 | \$0 | \$2,180 | \$0 | \$327,082 |
| | | Facility Support | \$380,722 | \$0 | \$0 | \$0 | \$380,722 |
| School average = | | Total | \$2,272,610 | \$377,156 | \$387,961 | \$237,014 | \$3,274,742 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 3% (District) |
| Hispanic | 42% (School) / 96% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 15% (District) |
| % Free/Reduced lunch | 85% (School) / 96% (District) |
| % Poverty | 53% (School) / 59% (District) |
| Science | 64% (School) / 63% (District) |
| Mathematics | 74% (School) / 67% (District) |
| Reading | 68% (School) / 64% (District) |
| Overall | 70% (School) / 66% (District) |

| Gerald Delgado Kanoon Elementary Magnet School (Kanoon) | | Instructional Area 10 | | | Total Budget | | \$5,403,878 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2233 S Kedzie Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29071 | Instruction | \$2,569,360 | \$575,049 | \$793,536 | \$426,777 | \$4,364,722 |
| Grade Level | PreK-8 | Administration | \$262,403 | \$0 | \$49,423 | \$0 | \$311,826 |
| Total Projected Enrollment | 675 | Support Services | \$445,566 | \$51,451 | \$500 | \$0 | \$497,517 |
| | | Facility Support | \$229,813 | \$0 | \$0 | \$0 | \$229,813 |
| School average = | | Total | \$3,507,142 | \$626,500 | \$843,459 | \$426,777 | \$5,403,878 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Kate S Kellogg Elementary School (Kellogg) | | Instructional Area 54 | | | Total Budget | | \$3,073,882 |
|--|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 9241 S Leavitt St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23971 | Instruction | \$1,270,854 | \$548,987 | \$114,538 | \$511,015 | \$2,445,393 |
| Grade Level | K-8 | Administration | \$236,174 | \$0 | \$0 | \$0 | \$236,174 |
| Total Projected Enrollment | 297 | Support Services | \$135,560 | \$41,918 | \$0 | \$0 | \$177,478 |
| | | Facility Support | \$214,837 | \$0 | \$0 | \$0 | \$214,837 |
| School average = | | Total | \$1,857,425 | \$590,905 | \$114,538 | \$511,015 | \$3,073,882 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Thomas Kelly High School (Kelly HS) | | Instructional Area 25 | | | Total Budget | | \$25,170,421 |
|-------------------------------------|-------|-----------------------|--------------|---------------|--------------|-----------|--------------|
| 4136 S California Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46181 | Instruction | \$13,615,717 | \$3,345,148 | \$3,387,994 | \$581,735 | \$20,930,595 |
| Grade Level | 9-12 | Administration | \$912,668 | \$0 | \$98,480 | \$0 | \$1,011,148 |
| Total Projected Enrollment | 3,055 | Support Services | \$1,378,889 | \$372,607 | \$392,060 | \$0 | \$2,143,556 |
| | | Facility Support | \$1,085,122 | \$0 | \$0 | \$0 | \$1,085,122 |
| School average = | | Total | \$16,992,396 | \$3,717,755 | \$3,878,534 | \$581,735 | \$25,170,421 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

| Kelvyn Park High School (Kelvyn Park HS) | | Instructional Area 26 | | | Total Budget | | \$12,934,371 |
|--|-------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 4343 W Wrightwood Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46191 | Instruction | \$6,636,615 | \$2,158,971 | \$1,156,750 | \$284,884 | \$10,237,220 |
| Grade Level | 9-12 | Administration | \$538,796 | \$0 | \$312,991 | \$0 | \$851,787 |
| Total Projected Enrollment | 1,433 | Support Services | \$950,050 | \$44,564 | \$244,505 | \$0 | \$1,239,119 |
| | | Facility Support | \$606,245 | \$0 | \$0 | \$0 | \$606,245 |
| School average = | | Total | \$8,731,706 | \$2,203,535 | \$1,714,246 | \$284,884 | \$12,934,371 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

| John F Kennedy High School (Kennedy HS) | | Instructional Area 24 | | | Total Budget | \$14,834,617 | |
|---|-------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 6325 W 56th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46201 | Instruction | \$7,210,819 | \$3,028,499 | \$1,080,785 | \$359,291 | \$11,679,394 |
| Grade Level | 9-12 | Administration | \$632,995 | \$0 | \$131,470 | \$0 | \$764,465 |
| Total Projected Enrollment | 1,620 | Support Services | \$906,485 | \$376,579 | \$310,933 | \$0 | \$1,593,997 |
| | | Facility Support | \$796,761 | \$0 | \$0 | \$0 | \$796,761 |
| School average = | | Total | \$9,547,060 | \$3,405,078 | \$1,523,188 | \$359,291 | \$14,834,617 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 18% | Meet/exceed standards on PSAE | 16% |
| White | 9% | % Free/Reduced lunch | 85% | Graduate within 5 years | 29% |
| Asian/Pacific Islander | 3.6% | | 75% | | 24% |
| Native American | 0.2% | % Poverty | 53% | | 55% |
| | 0% | | 45% | | 55% |

| Kenwood Academy High School (Kenwood HS) | | Instructional Area 21 | | | Total Budget | \$14,808,673 | |
|--|-------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 5015 S Blackstone Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46361 | Instruction | \$7,419,452 | \$2,302,839 | \$1,334,032 | \$430,165 | \$11,486,487 |
| Grade Level | 7-12 | Administration | \$637,222 | \$0 | \$200,647 | \$0 | \$837,869 |
| Total Projected Enrollment | 1,839 | Support Services | \$967,649 | \$151,216 | \$361,881 | \$144,276 | \$1,625,022 |
| | | Facility Support | \$859,295 | \$0 | \$0 | \$0 | \$859,295 |
| School average = | | Total | \$9,883,618 | \$2,454,055 | \$1,896,560 | \$574,441 | \$14,808,673 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 9% | Meet/exceed standards on PSAE | 33% |
| White | 9% | % Free/Reduced lunch | 85% | Graduate within 5 years | 29% |
| Asian/Pacific Islander | 3.6% | | 79% | | 46% |
| Native American | 0.2% | % Poverty | 53% | | 55% |
| | 0% | | 48% | | 68% |

| Joshua D Kershaw Elementary School (Kershaw) | | Instructional Area 14 | | | Total Budget | \$3,041,682 | |
|--|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 6450 S Lowe Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23991 | Instruction | \$963,493 | \$605,810 | \$275,285 | \$332,013 | \$2,176,601 |
| Grade Level | PreK-8 | Administration | \$242,500 | \$0 | \$1,000 | \$0 | \$243,500 |
| Total Projected Enrollment | 233 | Support Services | \$263,178 | \$87,066 | \$4,000 | \$0 | \$354,244 |
| | | Facility Support | \$267,337 | \$0 | \$0 | \$0 | \$267,337 |
| School average = | | Total | \$1,736,508 | \$692,876 | \$280,285 | \$332,013 | \$3,041,682 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 16% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 99% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 48% |
| | 0% | | 63% | | |

| Francis Scott Key Elementary School (Key) | | Instructional Area 3 | | | Total Budget | \$3,516,077 | |
|---|-------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 517 N Parkside Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24001 | Instruction | \$1,410,338 | \$444,417 | \$409,321 | \$39,139 | \$2,303,215 |
| Grade Level | K-8 | Administration | \$303,274 | \$0 | \$72,227 | \$0 | \$375,501 |
| Total Projected Enrollment | 333 | Support Services | \$389,554 | \$0 | \$0 | \$0 | \$389,554 |
| | | Facility Support | \$447,807 | \$0 | \$0 | \$0 | \$447,807 |
| School average = | | Total | \$2,550,973 | \$444,417 | \$481,548 | \$39,139 | \$3,516,077 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 17% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 99% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 46% |
| | 0% | | 63% | | |

| Joyce Kilmer Elementary School (Kilmer) | | Instructional Area 2 | | | Total Budget | | \$7,315,105 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 6700 N Greenview Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24021 | Instruction | \$3,148,405 | \$999,075 | \$853,482 | \$522,482 | \$5,523,444 |
| Grade Level | PreK-8 | Administration | \$259,405 | \$0 | \$49,003 | \$0 | \$308,408 |
| Total Projected Enrollment | 865 | Support Services | \$587,108 | \$224,043 | \$65,174 | \$0 | \$876,325 |
| | | Facility Support | \$606,928 | \$0 | \$0 | \$0 | \$606,928 |
| School average = | | Total | \$4,601,846 | \$1,223,118 | \$967,659 | \$522,482 | \$7,315,105 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| William H King Elementary School (King) | | Instructional Area 9 | | | Total Budget | | \$3,339,596 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 740 S Campbell Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24031 | Instruction | \$1,228,119 | \$501,955 | \$319,885 | \$233,931 | \$2,283,890 |
| Grade Level | PreK-8 | Administration | \$252,654 | \$0 | \$76,254 | \$0 | \$328,908 |
| Total Projected Enrollment | 311 | Support Services | \$337,799 | \$38,766 | \$0 | \$0 | \$376,565 |
| | | Facility Support | \$350,233 | \$0 | \$0 | \$0 | \$350,233 |
| School average = | | Total | \$2,168,805 | \$540,721 | \$396,139 | \$233,931 | \$3,339,596 |
| District average = | | | | | | | |

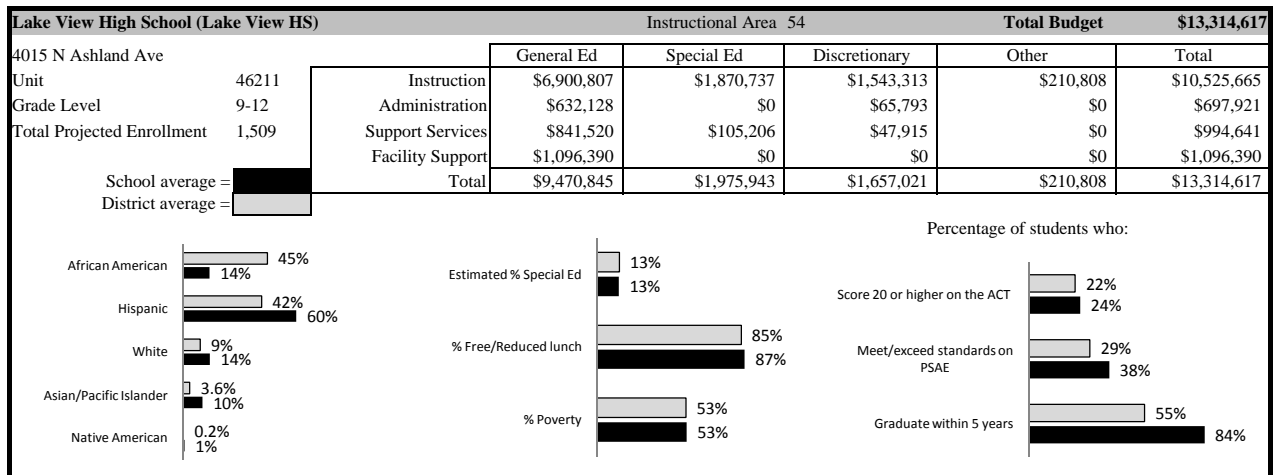
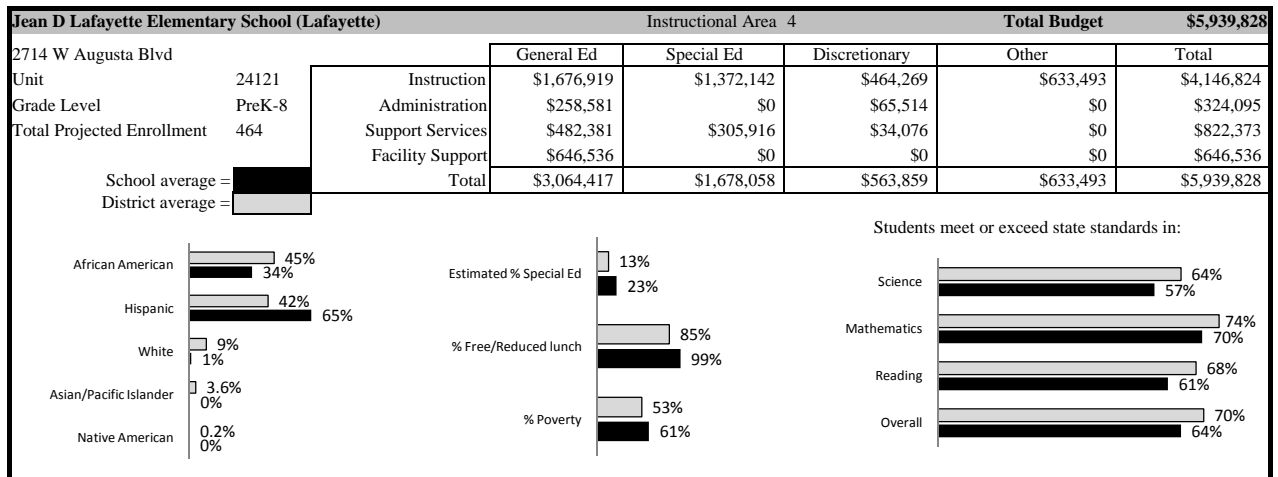
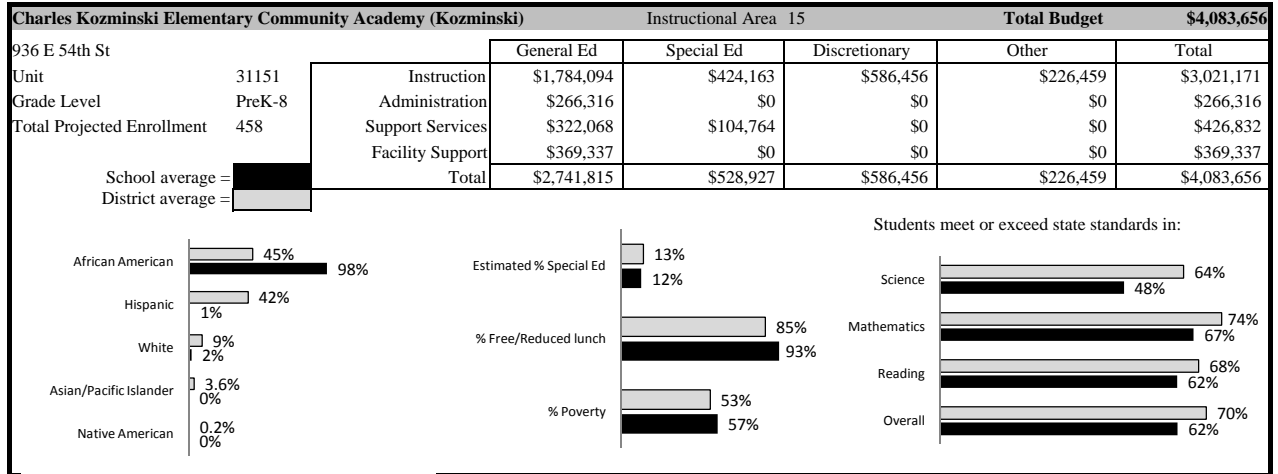
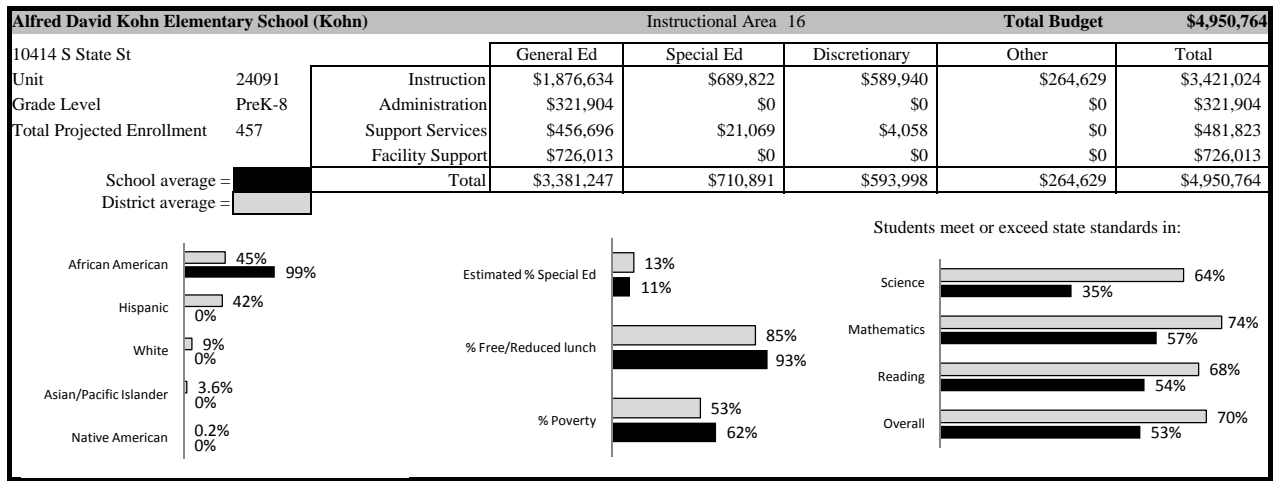
| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| John H Kinzie Elementary School (Kinzie) | | Instructional Area 9 | | | Total Budget | | \$7,956,970 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 5625 S Mobile Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24071 | Instruction | \$2,481,429 | \$2,853,505 | \$314,783 | \$413,909 | \$6,063,626 |
| Grade Level | PreK-8 | Administration | \$265,848 | \$0 | \$75,870 | \$0 | \$341,718 |
| Total Projected Enrollment | 767 | Support Services | \$360,403 | \$745,274 | \$500 | \$0 | \$1,106,177 |
| | | Facility Support | \$445,449 | \$0 | \$0 | \$0 | \$445,449 |
| School average = | | Total | \$3,553,129 | \$3,598,779 | \$391,153 | \$413,909 | \$7,956,970 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Rudyard Kipling Elementary School (Kipling) | | Instructional Area 17 | | | Total Budget | | \$4,368,082 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 9351 S Lowe Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24081 | Instruction | \$1,903,677 | \$796,323 | \$521,136 | \$244,592 | \$3,465,728 |
| Grade Level | PreK-8 | Administration | \$236,174 | \$0 | \$0 | \$0 | \$236,174 |
| Total Projected Enrollment | 441 | Support Services | \$303,566 | \$10,996 | \$0 | \$0 | \$314,562 |
| | | Facility Support | \$351,618 | \$0 | \$0 | \$0 | \$351,618 |
| School average = | | Total | \$2,795,035 | \$807,319 | \$521,136 | \$244,592 | \$4,368,082 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |



| Agustin Lara Elementary Academy (Lara) | | Instructional Area 10 | | | Total Budget | | \$4,275,342 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 4619 S Wolcott Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23791 | Instruction | \$1,888,797 | \$493,455 | \$661,850 | \$370,648 | \$3,414,750 |
| Grade Level | PreK-8 | Administration | \$224,865 | \$0 | \$0 | \$0 | \$224,865 |
| Total Projected Enrollment | 557 | Support Services | \$405,717 | \$0 | \$0 | \$0 | \$405,717 |
| | | Facility Support | \$230,010 | \$0 | \$0 | \$0 | \$230,010 |
| School average = | | Total | \$2,749,389 | \$493,455 | \$661,850 | \$370,648 | \$4,275,342 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Julia C Lathrop Elementary School (Lathrop) | | Instructional Area 10 | | | Total Budget | | \$1,901,317 |
|---|--------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1440 S Christiana Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26041 | Instruction | \$693,654 | \$212,971 | \$210,453 | \$18,660 | \$1,135,737 |
| Grade Level | PreK-8 | Administration | \$230,466 | \$0 | \$0 | \$0 | \$230,466 |
| Total Projected Enrollment | 117 | Support Services | \$268,137 | \$44,564 | \$3,000 | \$0 | \$315,701 |
| | | Facility Support | \$219,413 | \$0 | \$0 | \$0 | \$219,413 |
| School average = | | Total | \$1,411,670 | \$257,535 | \$213,453 | \$18,660 | \$1,901,317 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Mildred I Lavizzo Elementary School (Lavizzo) | | Instructional Area 18 | | | Total Budget | | \$3,835,059 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 138 W 109th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25671 | Instruction | \$1,654,840 | \$423,243 | \$519,013 | \$209,435 | \$2,806,531 |
| Grade Level | PreK-8 | Administration | \$221,598 | \$0 | \$54,022 | \$0 | \$275,620 |
| Total Projected Enrollment | 436 | Support Services | \$347,984 | \$56,464 | \$23,530 | \$0 | \$427,978 |
| | | Facility Support | \$324,930 | \$0 | \$0 | \$0 | \$324,930 |
| School average = | | Total | \$2,549,352 | \$479,707 | \$596,565 | \$209,435 | \$3,835,059 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Lawndale Elementary Community Academy (Lawndale) | | Instructional Area 9 | | | Total Budget | | \$5,201,601 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3500 W Douglas Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31161 | Instruction | \$2,172,398 | \$572,520 | \$626,626 | \$326,941 | \$3,698,484 |
| Grade Level | PreK-8 | Administration | \$344,581 | \$0 | \$163,824 | \$0 | \$508,405 |
| Total Projected Enrollment | 629 | Support Services | \$501,189 | \$0 | \$45,052 | \$0 | \$546,241 |
| | | Facility Support | \$448,471 | \$0 | \$0 | \$0 | \$448,471 |
| School average = | | Total | \$3,466,639 | \$572,520 | \$835,502 | \$326,941 | \$5,201,601 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Robert H Lawrence Elementary School (Lawrence) | | | Instructional Area 18 | | | Total Budget | | \$3,946,859 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 9928 S Crandon Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24261 | Instruction | \$1,477,251 | \$625,680 | \$414,122 | \$54,658 | \$2,571,710 | |
| Grade Level | PreK-8 | Administration | \$225,725 | \$0 | \$78,854 | \$0 | \$304,579 | |
| Total Projected Enrollment | 411 | Support Services | \$338,388 | \$131,944 | \$25,826 | \$0 | \$496,158 | |
| | | Facility Support | \$574,412 | \$0 | \$0 | \$0 | \$574,412 | |
| School average = | | Total | \$2,615,776 | \$757,624 | \$518,802 | \$54,658 | \$3,946,859 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 98% |
| Hispanic | 1% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 61% |
| Science | 64% | 36% |
| Mathematics | 74% | 51% |
| Reading | 68% | 51% |
| Overall | 70% | 49% |

| Richard Henry Lee Elementary School (Lee) | | | Instructional Area 11 | | | Total Budget | | \$7,410,414 |
|---|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 6448 S Tripp Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26331 | Instruction | \$3,393,836 | \$1,029,526 | \$1,135,165 | \$246,846 | \$5,805,373 | |
| Grade Level | PreK-8 | Administration | \$564,430 | \$0 | \$8,000 | \$0 | \$572,430 | |
| Total Projected Enrollment | 824 | Support Services | \$700,942 | \$41,918 | \$5,600 | \$0 | \$748,460 | |
| | | Facility Support | \$284,151 | \$0 | \$0 | \$0 | \$284,151 | |
| School average = | | Total | \$4,943,359 | \$1,071,444 | \$1,148,765 | \$246,846 | \$7,410,414 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 2% |
| Hispanic | 42% | 4% |
| White | 9% | 4% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 92% |
| % Poverty | 53% | 56% |
| Science | 64% | 74% |
| Mathematics | 74% | 81% |
| Reading | 68% | 69% |
| Overall | 70% | 75% |

| George Leland Elementary School (Leland) | | | Instructional Area 3 | | | Total Budget | | \$2,536,520 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 5221 W Congress Pkwy | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26391 | Instruction | \$820,044 | \$383,513 | \$228,473 | \$355,638 | \$1,787,668 | |
| Grade Level | PreK-3 | Administration | \$254,241 | \$0 | \$0 | \$0 | \$254,241 | |
| Total Projected Enrollment | 201 | Support Services | \$178,307 | \$110,890 | \$4,300 | \$0 | \$293,497 | |
| | | Facility Support | \$201,114 | \$0 | \$0 | \$0 | \$201,114 | |
| School average = | | Total | \$1,453,706 | \$494,403 | \$232,773 | \$355,638 | \$2,536,520 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 20% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 60% |
| Science | 64% | 0% |
| Mathematics | 74% | 84% |
| Reading | 68% | 84% |
| Overall | 70% | 84% |

| Leslie Lewis Elementary School (Lewis) | | | Instructional Area 3 | | | Total Budget | | \$5,319,119 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 1431 N Leamington Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24151 | Instruction | \$2,172,252 | \$566,592 | \$690,285 | \$253,842 | \$3,682,971 | |
| Grade Level | PreK-8 | Administration | \$365,910 | \$0 | \$20,091 | \$0 | \$386,001 | |
| Total Projected Enrollment | 594 | Support Services | \$568,619 | \$48,300 | \$91,080 | \$0 | \$707,999 | |
| | | Facility Support | \$542,148 | \$0 | \$0 | \$0 | \$542,148 | |
| School average = | | Total | \$3,648,929 | \$614,892 | \$801,456 | \$253,842 | \$5,319,119 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 87% |
| Hispanic | 42% | 13% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 59% |
| Science | 64% | 34% |
| Mathematics | 74% | 45% |
| Reading | 68% | 52% |
| Overall | 70% | 47% |

| Arthur A Libby Elementary School (Libby) | | Instructional Area 13 | | | Total Budget | | \$5,252,009 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 5300 S Loomis Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24171 | Instruction | \$2,040,344 | \$701,631 | \$729,944 | \$393,783 | \$3,865,702 |
| Grade Level | PreK-8 | Administration | \$293,682 | \$0 | \$0 | \$0 | \$293,682 |
| Total Projected Enrollment | 559 | Support Services | \$513,314 | \$133,082 | \$55,837 | \$0 | \$702,233 |
| | | Facility Support | \$390,392 | \$0 | \$0 | \$0 | \$390,392 |
| School average = | | Total | \$3,237,732 | \$834,713 | \$785,781 | \$393,783 | \$5,252,009 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 93% (District) |
| Hispanic | 7% (School) / 42% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 15% (District) |
| % Free/Reduced lunch | 85% (School) / 99% (District) |
| % Poverty | 53% (School) / 63% (District) |
| Science | 64% (School) / 30% (District) |
| Mathematics | 74% (School) / 50% (District) |
| Reading | 68% (School) / 45% (District) |
| Overall | 70% (School) / 45% (District) |

| Abraham Lincoln Elementary School (Lincoln) | | Instructional Area 6 | | | Total Budget | | \$4,974,570 |
|---|-------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 615 W Kemper Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24191 | Instruction | \$2,862,020 | \$593,128 | \$213,990 | \$485,292 | \$4,154,430 |
| Grade Level | K-8 | Administration | \$233,109 | \$0 | \$0 | \$0 | \$233,109 |
| Total Projected Enrollment | 724 | Support Services | \$170,309 | \$44,564 | \$0 | \$87,039 | \$301,912 |
| | | Facility Support | \$285,119 | \$0 | \$0 | \$0 | \$285,119 |
| School average = | | Total | \$3,550,557 | \$637,692 | \$213,990 | \$572,331 | \$4,974,570 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 16% (District) |
| Hispanic | 8% (School) / 42% (District) |
| White | 9% (School) / 64% (District) |
| Asian/Pacific Islander | 3.6% (School) / 12% (District) |
| Native American | 0.2% (School) / 1% (District) |
| Estimated % Special Ed | 13% (School) / 11% (District) |
| % Free/Reduced lunch | 85% (School) / 13% (District) |
| % Poverty | 53% (School) / 7% (District) |
| Science | 64% (School) / 94% (District) |
| Mathematics | 74% (School) / 96% (District) |
| Reading | 68% (School) / 96% (District) |
| Overall | 70% (School) / 96% (District) |

| Lincoln Park High School (Lincoln Park HS) | | Instructional Area 54 | | | Total Budget | | \$16,514,485 |
|--|-------|-----------------------|--------------|---------------|--------------|-----------|--------------|
| 2001 N Orchard St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46321 | Instruction | \$9,797,461 | \$1,820,833 | \$379,508 | \$493,163 | \$12,490,965 |
| Grade Level | 9-12 | Administration | \$639,528 | \$0 | \$474,462 | \$0 | \$1,113,990 |
| Total Projected Enrollment | 2,151 | Support Services | \$1,078,681 | \$243,710 | \$141,828 | \$0 | \$1,464,219 |
| | | Facility Support | \$1,445,311 | \$0 | \$0 | \$0 | \$1,445,311 |
| School average = | | Total | \$12,960,981 | \$2,064,543 | \$995,798 | \$493,163 | \$16,514,485 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|--------------------------------|
| African American | 45% (School) / 32% (District) |
| Hispanic | 42% (School) / 25% (District) |
| White | 9% (School) / 31% (District) |
| Asian/Pacific Islander | 3.6% (School) / 12% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 6% (District) |
| % Free/Reduced lunch | 85% (School) / 55% (District) |
| % Poverty | 53% (School) / 33% (District) |
| Score 20 or higher on the ACT | 22% (School) / 60% (District) |
| Meet/exceed standards on PSAE | 29% (School) / 64% (District) |
| Graduate within 5 years | 55% (School) / 73% (District) |

| Carl von Linne Elementary School (Linne) | | Instructional Area 6 | | | Total Budget | | \$5,383,308 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3221 N Sacramento Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24201 | Instruction | \$2,484,554 | \$714,534 | \$597,500 | \$449,889 | \$4,246,478 |
| Grade Level | PreK-8 | Administration | \$259,315 | \$0 | \$122,484 | \$0 | \$381,799 |
| Total Projected Enrollment | 631 | Support Services | \$337,247 | \$55,185 | \$0 | \$0 | \$392,432 |
| | | Facility Support | \$362,599 | \$0 | \$0 | \$0 | \$362,599 |
| School average = | | Total | \$3,443,715 | \$769,719 | \$719,984 | \$449,889 | \$5,383,308 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 1% (District) |
| Hispanic | 42% (School) / 93% (District) |
| White | 9% (School) / 5% (District) |
| Asian/Pacific Islander | 3.6% (School) / 1% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 15% (District) |
| % Free/Reduced lunch | 85% (School) / 96% (District) |
| % Poverty | 53% (School) / 57% (District) |
| Science | 64% (School) / 64% (District) |
| Mathematics | 74% (School) / 80% (District) |
| Reading | 68% (School) / 74% (District) |
| Overall | 70% (School) / 75% (District) |

| Little Village Elementary School (Little Village Es) | | Instructional Area 10 | | | Total Budget | | \$6,247,911 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2620 S Lawndale Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22521 | Instruction | \$3,005,443 | \$534,128 | \$831,016 | \$425,533 | \$4,796,120 |
| Grade Level | PreK-8 | Administration | \$243,464 | \$0 | \$110,115 | \$0 | \$353,579 |
| Total Projected Enrollment | 815 | Support Services | \$502,926 | \$0 | \$3,000 | \$101,545 | \$607,471 |
| | | Facility Support | \$490,741 | \$0 | \$0 | \$0 | \$490,741 |
| School average = | | Total | \$4,242,574 | \$534,128 | \$944,131 | \$527,078 | \$6,247,911 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Henry D Lloyd Elementary School (Lloyd) | | Instructional Area 4 | | | Total Budget | | \$9,084,289 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2103 N Lamont Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24221 | Instruction | \$4,378,871 | \$626,055 | \$1,430,456 | \$845,728 | \$7,281,110 |
| Grade Level | PreK-5 | Administration | \$271,990 | \$0 | \$0 | \$0 | \$271,990 |
| Total Projected Enrollment | 1,258 | Support Services | \$931,894 | \$0 | \$0 | \$0 | \$931,894 |
| | | Facility Support | \$599,295 | \$0 | \$0 | \$0 | \$599,295 |
| School average = | | Total | \$6,182,050 | \$626,055 | \$1,430,456 | \$845,728 | \$9,084,289 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Josephine C Locke Elementary School (Locke) | | Instructional Area 3 | | | Total Budget | | \$9,212,006 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2845 N Newcastle Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24231 | Instruction | \$4,947,751 | \$1,035,666 | \$1,202,886 | \$443,105 | \$7,629,407 |
| Grade Level | PreK-8 | Administration | \$257,904 | \$0 | \$132,712 | \$0 | \$390,616 |
| Total Projected Enrollment | 1,303 | Support Services | \$698,184 | \$72,500 | \$50,529 | \$0 | \$821,213 |
| | | Facility Support | \$370,770 | \$0 | \$0 | \$0 | \$370,770 |
| School average = | | Total | \$6,274,609 | \$1,108,166 | \$1,386,127 | \$443,105 | \$9,212,006 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Logandale Middle School (Logandale) | | Instructional Area 6 | | | Total Budget | | \$2,548,623 |
|-------------------------------------|-------|----------------------|-------------|---------------|--------------|----------|-------------|
| 3212 W George St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 41091 | Instruction | \$1,166,963 | \$309,223 | \$354,276 | \$68,537 | \$1,898,999 |
| Grade Level | 6-8 | Administration | \$248,216 | \$0 | \$0 | \$0 | \$248,216 |
| Total Projected Enrollment | 243 | Support Services | \$331,185 | \$0 | \$0 | \$0 | \$331,185 |
| | | Facility Support | \$70,223 | \$0 | \$0 | \$0 | \$70,223 |
| School average = | | Total | \$1,816,587 | \$309,223 | \$354,276 | \$68,537 | \$2,548,623 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| New Avondale Area School (Lorca) | | Instructional Area 1 | | | | Total Budget | \$4,278,899 |
|----------------------------------|--------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 3231 N. Springfield St. | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22341 | Instruction | \$2,571,259 | \$421,244 | \$542,884 | \$204,812 | \$3,740,199 |
| Grade Level | PreK-8 | Administration | \$251,372 | \$0 | \$2,536 | \$0 | \$253,908 |
| Total Projected Enrollment | 751 | Support Services | \$231,740 | \$0 | \$1,200 | \$23,652 | \$256,592 |
| | | Facility Support | \$28,200 | \$0 | \$0 | \$0 | \$28,200 |
| School average = | | Total | \$3,082,571 | \$421,244 | \$546,620 | \$228,464 | \$4,278,899 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------|
| African American | 45% #N/A |
| Hispanic | 42% #N/A |
| White | 9% #N/A |
| Asian/Pacific Islander | 3.6% #N/A |
| Native American | 0.2% #N/A |
| Estimated % Special Ed | 13% 14% |
| % Free/Reduced lunch | 85% 67% |
| % Poverty | 53% 40% |
| Science | 64% #N/A |
| Mathematics | 74% #N/A |
| Reading | 68% #N/A |
| Overall | 70% #N/A |

| Joseph Lovett Elementary School (Lovett) | | Instructional Area 3 | | | | Total Budget | \$4,433,275 |
|--|--------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 6333 W Bloomingdale Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24241 | Instruction | \$1,913,511 | \$539,237 | \$401,914 | \$184,748 | \$3,039,410 |
| Grade Level | PreK-8 | Administration | \$319,096 | \$0 | \$49,422 | \$0 | \$368,518 |
| Total Projected Enrollment | 424 | Support Services | \$340,418 | \$31,690 | \$47,733 | \$0 | \$419,841 |
| | | Facility Support | \$605,506 | \$0 | \$0 | \$0 | \$605,506 |
| School average = | | Total | \$3,178,531 | \$570,927 | \$499,069 | \$184,748 | \$4,433,275 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------------|
| African American | 45% 8 |
| Hispanic | 42% 10% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 15% |
| % Free/Reduced lunch | 85% 92% |
| % Poverty | 53% 56% |
| Science | 64% 49% |
| Mathematics | 74% 61% |
| Reading | 68% 60% |
| Overall | 70% 59% |

| James Russell Lowell Elementary School (Lowell) | | Instructional Area 4 | | | | Total Budget | \$5,798,269 |
|---|--------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 3320 W Hirsch St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24251 | Instruction | \$2,184,096 | \$698,721 | \$748,876 | \$561,692 | \$4,193,386 |
| Grade Level | PreK-8 | Administration | \$270,960 | \$0 | \$3,000 | \$0 | \$273,960 |
| Total Projected Enrollment | 676 | Support Services | \$576,796 | \$71,914 | \$6,282 | \$0 | \$654,992 |
| | | Facility Support | \$675,931 | \$0 | \$0 | \$0 | \$675,931 |
| School average = | | Total | \$3,707,783 | \$770,635 | \$758,158 | \$561,692 | \$5,798,269 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------------|
| African American | 45% 24% |
| Hispanic | 42% 75% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 17% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 61% |
| Science | 64% 48% |
| Mathematics | 74% 62% |
| Reading | 68% 62% |
| Overall | 70% 60% |

| Rodolfo Lozano Bilingual & International Ctr ES (Lozano) | | Instructional Area 6 | | | | Total Budget | \$4,561,092 |
|--|--------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 1424 N Cleaver St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24101 | Instruction | \$1,278,988 | \$692,801 | \$395,067 | \$551,930 | \$2,918,785 |
| Grade Level | PreK-8 | Administration | \$323,304 | \$0 | \$46,373 | \$0 | \$369,677 |
| Total Projected Enrollment | 359 | Support Services | \$437,412 | \$102,902 | \$3,000 | \$0 | \$543,314 |
| | | Facility Support | \$729,316 | \$0 | \$0 | \$0 | \$729,316 |
| School average = | | Total | \$2,769,020 | \$795,703 | \$444,440 | \$551,930 | \$4,561,092 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------------|
| African American | 45% 5% |
| Hispanic | 42% 91% |
| White | 9% 3% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 16% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 59% |
| Science | 64% 77% |
| Mathematics | 74% 78% |
| Reading | 68% 69% |
| Overall | 70% 74% |

| Mary Lyon Elementary School (Lyon) | | | Instructional Area 54 | | | Total Budget | | \$9,713,505 |
|------------------------------------|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 2941 N McVicker Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24281 | Instruction | \$5,517,495 | \$918,951 | \$1,513,297 | \$99,780 | \$8,049,523 | |
| Grade Level | K-8 | Administration | \$278,015 | \$0 | \$69,039 | \$0 | \$347,054 | |
| Total Projected Enrollment | 1,401 | Support Services | \$755,806 | \$52,090 | \$5,000 | \$0 | \$812,896 | |
| | | Facility Support | \$504,032 | \$0 | \$0 | \$0 | \$504,032 | |
| School average = | | Total | \$7,055,348 | \$971,041 | \$1,587,336 | \$99,780 | \$9,713,505 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 3% |
| Hispanic | 42% | 89% |
| White | 9% | 6% |
| Asian/Pacific Islander | 3.6% | 2% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 93% |
| % Poverty | 53% | 56% |
| Science | 64% | 84% |
| Mathematics | 74% | 94% |
| Reading | 68% | 89% |
| Overall | 70% | 90% |

| Francisco I Madero Middle School (Madero) | | | Instructional Area 10 | | | Total Budget | | \$3,551,796 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 3202 W 28th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 41041 | Instruction | \$1,652,221 | \$511,495 | \$345,322 | \$349,448 | \$2,858,485 | |
| Grade Level | 6-8 | Administration | \$235,904 | \$0 | \$52,994 | \$0 | \$288,898 | |
| Total Projected Enrollment | 336 | Support Services | \$295,566 | \$0 | \$6,043 | \$0 | \$301,609 | |
| | | Facility Support | \$102,804 | \$0 | \$0 | \$0 | \$102,804 | |
| School average = | | Total | \$2,286,495 | \$511,495 | \$404,359 | \$349,448 | \$3,551,796 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 0% |
| Hispanic | 42% | 100% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 59% |
| Science | 64% | 73% |
| Mathematics | 74% | 75% |
| Reading | 68% | 69% |
| Overall | 70% | 72% |

| James Madison Elementary School (Madison) | | | Instructional Area 17 | | | Total Budget | | \$3,534,792 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 7433 S Dorchester Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24301 | Instruction | \$1,148,415 | \$421,968 | \$427,037 | \$269,905 | \$2,267,324 | |
| Grade Level | PreK-8 | Administration | \$229,172 | \$0 | \$22,522 | \$0 | \$251,694 | |
| Total Projected Enrollment | 301 | Support Services | \$340,965 | \$0 | \$1,522 | \$0 | \$342,487 | |
| | | Facility Support | \$673,287 | \$0 | \$0 | \$0 | \$673,287 | |
| School average = | | Total | \$2,391,839 | \$421,968 | \$451,081 | \$269,905 | \$3,534,792 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 66% |
| Science | 64% | 43% |
| Mathematics | 74% | 58% |
| Reading | 68% | 46% |
| Overall | 70% | 51% |

| George Manierre Elementary School (Manierre) | | | Instructional Area 6 | | | Total Budget | | \$4,943,786 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 1420 N Hudson Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24311 | Instruction | \$1,716,134 | \$628,876 | \$539,531 | \$875,262 | \$3,759,802 | |
| Grade Level | PreK-8 | Administration | \$241,893 | \$0 | \$59,001 | \$0 | \$300,894 | |
| Total Projected Enrollment | 491 | Support Services | \$463,815 | \$71,795 | \$2,100 | \$2,600 | \$540,310 | |
| | | Facility Support | \$342,780 | \$0 | \$0 | \$0 | \$342,780 | |
| School average = | | Total | \$2,764,622 | \$700,671 | \$600,632 | \$877,862 | \$4,943,786 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 18% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 61% |
| Science | 64% | 51% |
| Mathematics | 74% | 63% |
| Reading | 68% | 49% |
| Overall | 70% | 56% |

| Manley Career Academy High School (Manley HS) | | | Instructional Area 21 | | | Total Budget | \$8,282,216 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 2935 W Polk St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 53111 | Instruction | \$3,222,838 | \$1,847,030 | \$528,550 | \$174,274 | \$5,772,693 |
| Grade Level | 9-12 | Administration | \$403,149 | \$0 | \$309,881 | \$0 | \$713,030 |
| Total Projected Enrollment | 705 | Support Services | \$641,966 | \$44,564 | \$138,717 | \$0 | \$825,247 |
| | | Facility Support | \$971,246 | \$0 | \$0 | \$0 | \$971,246 |
| School average = | | Total | \$5,239,199 | \$1,891,594 | \$977,148 | \$174,274 | \$8,282,216 |
| District average = | | | | | | | |

| | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------------------------|-----|
| African American | 45% | 99% | Estimated % Special Ed | 13% | 23% | Score 20 or higher on the ACT | 22% |
| Hispanic | 0% | 42% | % Free/Reduced lunch | 85% | 83% | Meet/exceed standards on PSAE | 29% |
| White | 9% | 1% | % Poverty | 53% | 52% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | 0% | | | | | 54% |
| Native American | 0.2% | 0% | | | | | |

| Horace Mann Elementary School (Mann) | | | Instructional Area 17 | | | Total Budget | \$4,750,031 |
|--------------------------------------|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 8050 S Chappel Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 24331 | Instruction | \$1,965,699 | \$819,574 | \$571,939 | \$226,887 | \$3,584,099 |
| Grade Level | PreK-8 | Administration | \$243,054 | \$0 | \$71,011 | \$0 | \$314,065 |
| Total Projected Enrollment | 505 | Support Services | \$380,019 | \$95,230 | \$46,233 | \$0 | \$521,482 |
| | | Facility Support | \$330,385 | \$0 | \$0 | \$0 | \$330,385 |
| School average = | | Total | \$2,919,157 | \$914,804 | \$689,183 | \$226,887 | \$4,750,031 |
| District average = | | | | | | | |

| | | | | | | | |
|------------------------|------|------|------------------------|-----|-----|-------------|-----|
| African American | 45% | 100% | Estimated % Special Ed | 13% | 13% | Science | 64% |
| Hispanic | 0% | 42% | % Free/Reduced lunch | 85% | 95% | Mathematics | 74% |
| White | 9% | 0% | % Poverty | 53% | 60% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% |
| Native American | 0.2% | 0% | | | | | 61% |

| Guglielmo Marconi Elementary Community Academy (Marconi) | | | Instructional Area 7 | | | Total Budget | \$2,543,733 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 230 N Kolmar Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 31231 | Instruction | \$882,471 | \$215,231 | \$308,869 | \$360,947 | \$1,767,518 |
| Grade Level | PreK-8 | Administration | \$243,010 | \$0 | \$0 | \$0 | \$243,010 |
| Total Projected Enrollment | 238 | Support Services | \$270,521 | \$0 | \$0 | \$0 | \$270,521 |
| | | Facility Support | \$262,684 | \$0 | \$0 | \$0 | \$262,684 |
| School average = | | Total | \$1,658,686 | \$215,231 | \$308,869 | \$360,947 | \$2,543,733 |
| District average = | | | | | | | |

| | | | | | | | |
|------------------------|------|------|------------------------|-----|-----|-------------|-----|
| African American | 45% | 100% | Estimated % Special Ed | 13% | 12% | Science | 64% |
| Hispanic | 0% | 42% | % Free/Reduced lunch | 85% | 98% | Mathematics | 74% |
| White | 9% | 0% | % Poverty | 53% | 61% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% |
| Native American | 0.2% | 0% | | | | | 56% |

| Marquette Elementary School (Marquette) | | | Instructional Area 11 | | | Total Budget | \$11,712,285 |
|---|--------|------------------|-----------------------|-------------|---------------|--------------|--------------|
| 6550 S Richmond St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 24341 | Instruction | \$5,613,704 | \$982,975 | \$1,331,657 | \$1,052,742 | \$8,981,078 |
| Grade Level | PreK-8 | Administration | \$265,439 | \$0 | \$177,667 | \$0 | \$443,106 |
| Total Projected Enrollment | 1,458 | Support Services | \$1,247,104 | \$224,105 | \$2,500 | \$0 | \$1,473,709 |
| | | Facility Support | \$814,392 | \$0 | \$0 | \$0 | \$814,392 |
| School average = | | Total | \$7,940,639 | \$1,207,080 | \$1,511,824 | \$1,052,742 | \$11,712,285 |
| District average = | | | | | | | |

| | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|
| African American | 45% | 43% | Estimated % Special Ed | 13% | 10% | Science | 64% |
| Hispanic | 42% | 56% | % Free/Reduced lunch | 85% | 88% | Mathematics | 74% |
| White | 9% | 1% | % Poverty | 53% | 54% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% |
| Native American | 0.2% | 0% | | | | | 58% |

| John L Marsh Elementary School (Marsh) | | Instructional Area 54 | | | Total Budget \$7,221,002 | | |
|--|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 9822 S Exchange | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24361 | Instruction | \$3,187,880 | \$910,521 | \$811,382 | \$779,277 | \$5,689,060 |
| Grade Level | PreK-8 | Administration | \$254,789 | \$0 | \$90,754 | \$0 | \$345,543 |
| Total Projected Enrollment | 868 | Support Services | \$570,427 | \$82,067 | \$3,925 | \$0 | \$656,419 |
| | | Facility Support | \$529,980 | \$0 | \$0 | \$0 | \$529,980 |
| School average = | | Total | \$4,543,076 | \$992,588 | \$906,061 | \$779,277 | \$7,221,002 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| John Marshall Metropolitan High School (Marshall HS) | | Instructional Area 29 | | | Total Budget \$12,968,579 | | |
|--|-------|-----------------------|-------------|---------------|---------------------------|-----------|--------------|
| 3250 W Adams St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 47041 | Instruction | \$4,954,364 | \$1,833,683 | \$2,305,335 | \$256,308 | \$9,349,690 |
| Grade Level | 9-12 | Administration | \$452,647 | \$0 | \$150,665 | \$0 | \$603,312 |
| Total Projected Enrollment | 841 | Support Services | \$857,385 | \$0 | \$641,213 | \$0 | \$1,498,598 |
| | | Facility Support | \$1,516,979 | \$0 | \$0 | \$0 | \$1,516,979 |
| School average = | | Total | \$7,781,375 | \$1,833,683 | \$3,097,213 | \$256,308 | \$12,968,579 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

| Thurgood Marshall Middle School (Marshall Middle) | | Instructional Area 1 | | | Total Budget \$6,100,947 | | |
|---|-------|----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 3900 N Lawndale Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 41081 | Instruction | \$2,825,152 | \$683,615 | \$724,051 | \$88,206 | \$4,321,024 |
| Grade Level | 7-8 | Administration | \$296,090 | \$0 | \$57,460 | \$0 | \$353,550 |
| Total Projected Enrollment | 599 | Support Services | \$452,451 | \$0 | \$8,000 | \$522,231 | \$982,682 |
| | | Facility Support | \$443,691 | \$0 | \$0 | \$0 | \$443,691 |
| School average = | | Total | \$4,017,384 | \$683,615 | \$789,511 | \$610,437 | \$6,100,947 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Roswell B Mason Elementary School (Mason S) | | Instructional Area 10 | | | Total Budget \$5,730,176 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 4217 W 18th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24381 | Instruction | \$2,366,928 | \$541,379 | \$637,527 | \$812,891 | \$4,358,726 |
| Grade Level | PreK-8 | Administration | \$354,617 | \$0 | \$65,404 | \$0 | \$420,021 |
| Total Projected Enrollment | 514 | Support Services | \$560,204 | \$35,522 | \$7,705 | \$0 | \$603,431 |
| | | Facility Support | \$347,998 | \$0 | \$0 | \$0 | \$347,998 |
| School average = | | Total | \$3,629,747 | \$576,901 | \$710,636 | \$812,891 | \$5,730,176 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Stephen T Mather High School (Mather HS) | | Instructional Area 19 | | | Total Budget | | \$14,590,877 |
|--|-------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 5835 N Lincoln Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46241 | Instruction | \$7,388,084 | \$2,555,038 | \$1,391,788 | \$393,861 | \$11,728,770 |
| Grade Level | 9-12 | Administration | \$668,273 | \$0 | \$358,156 | \$0 | \$1,026,429 |
| Total Projected Enrollment | 1,699 | Support Services | \$854,602 | \$111,924 | \$246,073 | \$0 | \$1,212,599 |
| | | Facility Support | \$623,079 | \$0 | \$0 | \$0 | \$623,079 |
| School average = | | Total | \$9,534,038 | \$2,666,962 | \$1,996,017 | \$393,861 | \$14,590,877 |
| District average = | | | | | | | |

Percentage of students who:

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 37% | | 13% | | 18% |
| White | 9% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| Asian/Pacific Islander | 3.6% | | 91% | | 25% |
| Native American | 0.2% | % Poverty | 53% | Graduate within 5 years | 55% |
| | 1% | | 56% | | 56% |

| Horatio May Elementary Community Academy (May) | | Instructional Area 3 | | | Total Budget | | \$4,864,072 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 512 S Lavernge Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31171 | Instruction | \$1,815,212 | \$427,410 | \$598,609 | \$518,873 | \$3,360,104 |
| Grade Level | PreK-8 | Administration | \$362,414 | \$0 | \$11,500 | \$0 | \$373,914 |
| Total Projected Enrollment | 456 | Support Services | \$478,264 | \$38,766 | \$14,852 | \$0 | \$531,882 |
| | | Facility Support | \$598,172 | \$0 | \$0 | \$0 | \$598,172 |
| School average = | | Total | \$3,254,062 | \$466,176 | \$624,961 | \$518,873 | \$4,864,072 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 12% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 98% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 46% |
| | 0% | | 63% | | |

| Oscar F Mayer Elementary School (Mayer) | | Instructional Area 6 | | | Total Budget | | \$5,704,368 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2250 N Clifton Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24401 | Instruction | \$3,069,586 | \$878,885 | \$270,251 | \$352,275 | \$4,570,997 |
| Grade Level | PreK-8 | Administration | \$249,782 | \$0 | \$76,851 | \$0 | \$326,633 |
| Total Projected Enrollment | 649 | Support Services | \$292,020 | \$10,272 | \$0 | \$0 | \$302,292 |
| | | Facility Support | \$504,446 | \$0 | \$0 | \$0 | \$504,446 |
| School average = | | Total | \$4,115,834 | \$889,157 | \$347,102 | \$352,275 | \$5,704,368 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|-----|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 38% | | 13% | Mathematics | 77% |
| White | 42% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 24% | | 49% | Overall | 70% |
| Native American | 9% | % Poverty | 53% | | 70% |
| | 36% | | 36% | | |

| William J & Charles H Mayo Elementary School (Mayo) | | Instructional Area 13 | | | Total Budget | | \$4,128,701 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 249 E 37th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24411 | Instruction | \$1,908,306 | \$306,141 | \$626,892 | \$174,540 | \$3,015,879 |
| Grade Level | PreK-8 | Administration | \$455,938 | \$0 | \$0 | \$0 | \$455,938 |
| Total Projected Enrollment | 423 | Support Services | \$380,966 | \$24,220 | \$0 | \$0 | \$405,186 |
| | | Facility Support | \$251,698 | \$0 | \$0 | \$0 | \$251,698 |
| School average = | | Total | \$2,996,908 | \$330,361 | \$626,892 | \$174,540 | \$4,128,701 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 100% | | 8% | Mathematics | 74% |
| White | 42% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 9% | | 99% | Overall | 70% |
| Native American | 0% | % Poverty | 53% | | 61% |
| | 0% | | 62% | | |

| Benjamin E Mays Elementary Academy (Mays) | | Instructional Area 14 | | | Total Budget | | \$3,106,397 |
|---|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 838 W Marquette Rd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26321 | Instruction | \$1,494,363 | \$353,590 | \$346,710 | \$37,092 | \$2,231,755 |
| Grade Level | K-8 | Administration | \$245,420 | \$0 | \$57,404 | \$0 | \$302,824 |
| Total Projected Enrollment | 362 | Support Services | \$308,491 | \$48,333 | \$54,666 | \$0 | \$411,490 |
| | | Facility Support | \$160,328 | \$0 | \$0 | \$0 | \$160,328 |
| School average = | | Total | \$2,208,602 | \$401,923 | \$458,780 | \$37,092 | \$3,106,397 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 98% | Estimated % Special Ed | 13% | 14% | Science | 64% | 46% |
| Hispanic | 2% | 42% | % Free/Reduced lunch | 85% | 98% | Mathematics | 74% | 78% |
| White | 9% | 0% | % Poverty | 53% | 60% | Reading | 68% | 67% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 69% |
| Native American | 0.2% | 0% | | | | | | |

| Sharon Christa McAuliffe Elementary School (Mcauliffe) | | Instructional Area 4 | | | Total Budget | | \$6,142,911 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1841 N Springfield Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23551 | Instruction | \$2,922,054 | \$561,024 | \$914,260 | \$401,286 | \$4,798,624 |
| Grade Level | PreK-6 | Administration | \$309,211 | \$0 | \$59,859 | \$0 | \$369,070 |
| Total Projected Enrollment | 826 | Support Services | \$564,540 | \$55,185 | \$750 | \$0 | \$620,475 |
| | | Facility Support | \$354,742 | \$0 | \$0 | \$0 | \$354,742 |
| School average = | | Total | \$4,150,547 | \$616,209 | \$974,869 | \$401,286 | \$6,142,911 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 5% | Estimated % Special Ed | 13% | 11% | Science | 64% | 52% |
| Hispanic | 42% | 42% | % Free/Reduced lunch | 85% | 99% | Mathematics | 74% | 78% |
| White | 9% | 2% | % Poverty | 53% | 59% | Reading | 68% | 69% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 71% |
| Native American | 0.2% | 0% | | | | | | |

| George B McClellan Elementary School (Mcclellan) | | Instructional Area 9 | | | Total Budget | | \$3,761,745 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3527 S Wallace St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24421 | Instruction | \$1,130,699 | \$974,288 | \$339,504 | \$221,538 | \$2,666,030 |
| Grade Level | PreK-8 | Administration | \$256,160 | \$0 | \$0 | \$0 | \$256,160 |
| Total Projected Enrollment | 310 | Support Services | \$220,156 | \$210,520 | \$0 | \$43,519 | \$474,195 |
| | | Facility Support | \$365,360 | \$0 | \$0 | \$0 | \$365,360 |
| School average = | | Total | \$1,972,375 | \$1,184,808 | \$339,504 | \$265,057 | \$3,761,745 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 23% | Estimated % Special Ed | 13% | 25% | Science | 64% | 63% |
| Hispanic | 42% | 54% | % Free/Reduced lunch | 85% | 94% | Mathematics | 74% | 80% |
| White | 9% | 16% | % Poverty | 53% | 59% | Reading | 68% | 66% |
| Asian/Pacific Islander | 3.6% | 7% | | | | Overall | 70% | 72% |
| Native American | 0.2% | 0% | | | | | | |

| Cyrus H McCormick Elementary School (Mccormick) | | Instructional Area 10 | | | Total Budget | | \$7,544,703 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2712 S Sawyer Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24431 | Instruction | \$3,409,015 | \$788,521 | \$1,015,793 | \$893,937 | \$6,107,266 |
| Grade Level | PreK-5 | Administration | \$328,860 | \$0 | \$15,993 | \$0 | \$344,853 |
| Total Projected Enrollment | 883 | Support Services | \$767,789 | \$0 | \$6,499 | \$0 | \$774,288 |
| | | Facility Support | \$318,296 | \$0 | \$0 | \$0 | \$318,296 |
| School average = | | Total | \$4,823,960 | \$788,521 | \$1,038,285 | \$893,937 | \$7,544,703 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 0% | Estimated % Special Ed | 13% | 12% | Science | 64% | 84% |
| Hispanic | 42% | 99% | % Free/Reduced lunch | 85% | 99% | Mathematics | 74% | 78% |
| White | 9% | 0% | % Poverty | 53% | 61% | Reading | 68% | 51% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 67% |
| Native American | 0.2% | 0% | | | | | | |

| John T McCutcheon Elementary School (Mccutcheon) | | | Instructional Area 2 | | | Total Budget | \$3,502,886 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 4865 N Sheridan Rd | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26201 | Instruction | \$1,445,108 | \$435,089 | \$442,438 | \$307,909 | \$2,630,544 |
| Grade Level | PreK-8 | Administration | \$245,421 | \$0 | \$0 | \$0 | \$245,421 |
| Total Projected Enrollment | 378 | Support Services | \$320,658 | \$0 | \$0 | \$0 | \$320,658 |
| | | Facility Support | \$306,263 | \$0 | \$0 | \$0 | \$306,263 |
| School average = | | Total | \$2,317,450 | \$435,089 | \$442,438 | \$307,909 | \$3,502,886 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 59% | Estimated % Special Ed | 13% | 11% | Science | 64% | 70% |
| Hispanic | 14% | 42% | % Free/Reduced lunch | 85% | 99% | Mathematics | 74% | 71% |
| White | 9% | 4% | % Poverty | 53% | 61% | Reading | 68% | 59% |
| Asian/Pacific Islander | 3.6% | 22% | | | | Overall | 70% | 66% |
| Native American | 0.2% | 1% | | | | | | |

| Mary E McDowell Elementary School (Mcdowell) | | | Instructional Area 13 | | | Total Budget | \$2,273,515 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 1419 E 89th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26421 | Instruction | \$889,224 | \$341,880 | \$207,626 | \$154,876 | \$1,593,606 |
| Grade Level | PreK-5 | Administration | \$248,222 | \$0 | \$5,072 | \$0 | \$253,294 |
| Total Projected Enrollment | 191 | Support Services | \$248,014 | \$38,766 | \$2,536 | \$0 | \$289,316 |
| | | Facility Support | \$137,299 | \$0 | \$0 | \$0 | \$137,299 |
| School average = | | Total | \$1,522,759 | \$380,646 | \$215,234 | \$154,876 | \$2,273,515 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|------|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 100% | Estimated % Special Ed | 13% | 13% | Science | 64% | 83% |
| Hispanic | 0% | 42% | % Free/Reduced lunch | 85% | 87% | Mathematics | 74% | 80% |
| White | 9% | 0% | % Poverty | 53% | 54% | Reading | 68% | 69% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 76% |
| Native American | 0.2% | 0% | | | | | | |

| Francis M McKay Elementary School (Mckay) | | | Instructional Area 11 | | | Total Budget | \$8,788,079 |
|---|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 6901 S Fairfield Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 24451 | Instruction | \$3,646,198 | \$1,301,921 | \$1,065,139 | \$688,676 | \$6,701,934 |
| Grade Level | PreK-8 | Administration | \$316,102 | \$0 | \$6,500 | \$0 | \$322,602 |
| Total Projected Enrollment | 982 | Support Services | \$740,826 | \$199,890 | \$92,466 | \$0 | \$1,033,182 |
| | | Facility Support | \$730,361 | \$0 | \$0 | \$0 | \$730,361 |
| School average = | | Total | \$5,433,487 | \$1,501,811 | \$1,164,105 | \$688,676 | \$8,788,079 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 88% | Estimated % Special Ed | 13% | 14% | Science | 64% | 43% |
| Hispanic | 11% | 42% | % Free/Reduced lunch | 85% | 93% | Mathematics | 74% | 54% |
| White | 9% | 0% | % Poverty | 53% | 59% | Reading | 68% | 51% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 51% |
| Native American | 0.2% | 1% | | | | | | |

| McKinley Park Elementary School (Mckinley Park) | | | Instructional Area 10 | | | Total Budget | \$4,328,743 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 2744 W Pershing Rd | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26821 | Instruction | \$2,329,122 | \$426,697 | \$317,562 | \$426,334 | \$3,499,715 |
| Grade Level | PreK-8 | Administration | \$239,564 | \$0 | \$51,348 | \$0 | \$290,912 |
| Total Projected Enrollment | 775 | Support Services | \$356,065 | \$0 | \$1,800 | \$0 | \$357,865 |
| | | Facility Support | \$180,251 | \$0 | \$0 | \$0 | \$180,251 |
| School average = | | Total | \$3,105,002 | \$426,697 | \$370,710 | \$426,334 | \$4,328,743 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 1% | 45% | Estimated % Special Ed | 13% | 15% | Science | 64% | 80% |
| Hispanic | 42% | 98% | % Free/Reduced lunch | 85% | 96% | Mathematics | 74% | 83% |
| White | 9% | 1% | % Poverty | 53% | 58% | Reading | 68% | 68% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 76% |
| Native American | 0.2% | 0% | | | | | | |

| Ronald E McNair Elementary School (Mcnair) | | | Instructional Area 3 | | | Total Budget | \$5,285,236 |
|--|--------|------------------|----------------------|-------------|---------------|--------------|-------------|
| 4820 W Walton St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26301 | Instruction | \$1,896,377 | \$1,168,909 | \$643,910 | \$195,922 | \$3,905,118 |
| Grade Level | PreK-8 | Administration | \$253,503 | \$0 | \$12,869 | \$0 | \$266,372 |
| Total Projected Enrollment | 532 | Support Services | \$391,389 | \$297,983 | \$0 | \$0 | \$689,372 |
| | | Facility Support | \$424,374 | \$0 | \$0 | \$0 | \$424,374 |
| School average = | | Total | \$2,965,643 | \$1,466,892 | \$656,779 | \$195,922 | \$5,285,236 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 97% |
| Hispanic | 2% | 42% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 20% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 61% |
| Science | 64% | 27% |
| Mathematics | 74% | 50% |
| Reading | 68% | 42% |
| Overall | 70% | 44% |

| James B McPherson Elementary School (Mcpherson) | | | Instructional Area 2 | | | Total Budget | \$6,867,273 |
|---|--------|------------------|----------------------|-------------|---------------|--------------|-------------|
| 4728 N Wolcott Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 24471 | Instruction | \$2,319,050 | \$1,422,816 | \$605,425 | \$725,395 | \$5,072,686 |
| Grade Level | PreK-8 | Administration | \$273,677 | \$0 | \$75,103 | \$0 | \$348,780 |
| Total Projected Enrollment | 702 | Support Services | \$518,063 | \$247,771 | \$0 | \$0 | \$765,834 |
| | | Facility Support | \$679,973 | \$0 | \$0 | \$0 | \$679,973 |
| School average = | | Total | \$3,790,763 | \$1,670,587 | \$680,528 | \$725,395 | \$6,867,273 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 4% |
| Hispanic | 42% | 75% |
| White | 9% | 15% |
| Asian/Pacific Islander | 3.6% | 6% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 22% |
| % Free/Reduced lunch | 85% | 88% |
| % Poverty | 53% | 52% |
| Science | 64% | 79% |
| Mathematics | 74% | 75% |
| Reading | 68% | 77% |
| Overall | 70% | 76% |

| Genevieve Melody Elementary School (Melody) | | | Instructional Area 9 | | | Total Budget | \$3,519,262 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 412 S Keeler Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26351 | Instruction | \$1,319,547 | \$522,950 | \$460,861 | \$269,320 | \$2,572,678 |
| Grade Level | PreK-8 | Administration | \$248,185 | \$0 | \$0 | \$0 | \$248,185 |
| Total Projected Enrollment | 358 | Support Services | \$354,872 | \$38,766 | \$12,912 | \$0 | \$406,550 |
| | | Facility Support | \$291,849 | \$0 | \$0 | \$0 | \$291,849 |
| School average = | | Total | \$2,214,453 | \$561,716 | \$473,773 | \$269,320 | \$3,519,262 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 63% |
| Science | 64% | 40% |
| Mathematics | 74% | 58% |
| Reading | 68% | 47% |
| Overall | 70% | 51% |

| Ralph H Metcalfe Elementary Community Academy (Metcalfe) | | | Instructional Area 18 | | | Total Budget | \$5,364,392 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 12339 S Normal Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 31061 | Instruction | \$2,666,501 | \$594,747 | \$717,472 | \$239,711 | \$4,218,431 |
| Grade Level | PreK-8 | Administration | \$258,385 | \$0 | \$125,095 | \$0 | \$383,480 |
| Total Projected Enrollment | 683 | Support Services | \$496,232 | \$0 | \$500 | \$0 | \$496,732 |
| | | Facility Support | \$265,749 | \$0 | \$0 | \$0 | \$265,749 |
| School average = | | Total | \$3,686,867 | \$594,747 | \$843,067 | \$239,711 | \$5,364,392 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 60% |
| Science | 64% | 58% |
| Mathematics | 74% | 74% |
| Reading | 68% | 66% |
| Overall | 70% | 68% |

| Arnold Mireles Elementary Academy (Mireles) | | Instructional Area 17 | | | Total Budget | | \$7,366,536 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 9000 S Exchange Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25331 | Instruction | \$3,332,298 | \$672,295 | \$1,034,323 | \$719,258 | \$5,758,174 |
| Grade Level | PreK-8 | Administration | \$296,830 | \$0 | \$0 | \$0 | \$296,830 |
| Total Projected Enrollment | 916 | Support Services | \$713,980 | \$0 | \$47,472 | \$0 | \$761,452 |
| | | Facility Support | \$550,080 | \$0 | \$0 | \$0 | \$550,080 |
| School average = | | Total | \$4,893,188 | \$672,295 | \$1,081,795 | \$719,258 | \$7,366,536 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------------------------------|
| African American | 45% (light bar), 54% (dark bar) |
| Hispanic | 42% (light bar), 46% (dark bar) |
| White | 9% (light bar), 1% (dark bar) |
| Asian/Pacific Islander | 3.6% (light bar), 0% (dark bar) |
| Native American | 0.2% (light bar), 0% (dark bar) |
| Estimated % Special Ed | 13% (light bar), 10% (dark bar) |
| % Free/Reduced lunch | 85% (light bar), 85% (dark bar) |
| % Poverty | 53% (light bar), 55% (dark bar) |
| Science | 64% (light bar), 40% (dark bar) |
| Mathematics | 74% (light bar), 55% (dark bar) |
| Reading | 68% (light bar), 53% (dark bar) |
| Overall | 70% (light bar), 52% (dark bar) |

| Ellen Mitchell Elementary School (Mitchell) | | Instructional Area 54 | | | Total Budget | | \$3,019,043 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2233 W Ohio St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24511 | Instruction | \$1,182,452 | \$360,764 | \$289,250 | \$362,826 | \$2,195,291 |
| Grade Level | PreK-8 | Administration | \$261,309 | \$0 | \$15,200 | \$0 | \$276,509 |
| Total Projected Enrollment | 310 | Support Services | \$281,119 | \$0 | \$14,000 | \$0 | \$295,119 |
| | | Facility Support | \$252,124 | \$0 | \$0 | \$0 | \$252,124 |
| School average = | | Total | \$1,977,004 | \$360,764 | \$318,450 | \$362,826 | \$3,019,043 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------------------------------|
| African American | 45% (light bar), 16% (dark bar) |
| Hispanic | 42% (light bar), 72% (dark bar) |
| White | 9% (light bar), 11% (dark bar) |
| Asian/Pacific Islander | 3.6% (light bar), 1% (dark bar) |
| Native American | 0.2% (light bar), 1% (dark bar) |
| Estimated % Special Ed | 13% (light bar), 14% (dark bar) |
| % Free/Reduced lunch | 85% (light bar), 96% (dark bar) |
| % Poverty | 53% (light bar), 58% (dark bar) |
| Science | 64% (light bar), 82% (dark bar) |
| Mathematics | 74% (light bar), 85% (dark bar) |
| Reading | 68% (light bar), 76% (dark bar) |
| Overall | 70% (light bar), 81% (dark bar) |

| Irvin C Mollison Elementary School (Mollison) | | Instructional Area 13 | | | Total Budget | | \$2,387,791 |
|---|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 4415 S Dr Martin L. King Jr Dr | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26251 | Instruction | \$1,049,776 | \$260,510 | \$314,857 | \$14,943 | \$1,640,087 |
| Grade Level | K-8 | Administration | \$254,241 | \$0 | \$10,000 | \$0 | \$264,241 |
| Total Projected Enrollment | 200 | Support Services | \$349,899 | \$17,698 | \$1,660 | \$0 | \$369,257 |
| | | Facility Support | \$114,206 | \$0 | \$0 | \$0 | \$114,206 |
| School average = | | Total | \$1,768,122 | \$278,208 | \$326,517 | \$14,943 | \$2,387,791 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------------------------------|
| African American | 45% (light bar), 100% (dark bar) |
| Hispanic | 42% (light bar), 0% (dark bar) |
| White | 9% (light bar), 0% (dark bar) |
| Asian/Pacific Islander | 3.6% (light bar), 0% (dark bar) |
| Native American | 0.2% (light bar), 0% (dark bar) |
| Estimated % Special Ed | 13% (light bar), 15% (dark bar) |
| % Free/Reduced lunch | 85% (light bar), 99% (dark bar) |
| % Poverty | 53% (light bar), 64% (dark bar) |
| Science | 64% (light bar), 49% (dark bar) |
| Mathematics | 74% (light bar), 55% (dark bar) |
| Reading | 68% (light bar), 57% (dark bar) |
| Overall | 70% (light bar), 55% (dark bar) |

| James Monroe Elementary School (Monroe) | | Instructional Area 1 | | | Total Budget | | \$8,631,190 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3651 W Schubert Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24531 | Instruction | \$3,852,896 | \$659,990 | \$1,409,071 | \$742,308 | \$6,664,266 |
| Grade Level | PreK-8 | Administration | \$321,546 | \$0 | \$0 | \$0 | \$321,546 |
| Total Projected Enrollment | 1,002 | Support Services | \$923,367 | \$0 | \$0 | \$0 | \$923,367 |
| | | Facility Support | \$722,011 | \$0 | \$0 | \$0 | \$722,011 |
| School average = | | Total | \$5,819,820 | \$659,990 | \$1,409,071 | \$742,308 | \$8,631,190 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------------------------------|
| African American | 45% (light bar), 3% (dark bar) |
| Hispanic | 42% (light bar), 95% (dark bar) |
| White | 9% (light bar), 2% (dark bar) |
| Asian/Pacific Islander | 3.6% (light bar), 0% (dark bar) |
| Native American | 0.2% (light bar), 0% (dark bar) |
| Estimated % Special Ed | 13% (light bar), 10% (dark bar) |
| % Free/Reduced lunch | 85% (light bar), 97% (dark bar) |
| % Poverty | 53% (light bar), 59% (dark bar) |
| Science | 64% (light bar), 59% (dark bar) |
| Mathematics | 74% (light bar), 73% (dark bar) |
| Reading | 68% (light bar), 68% (dark bar) |
| Overall | 70% (light bar), 69% (dark bar) |

| Bernhard Moos Elementary School (Moos) | | Instructional Area 4 | | | Total Budget | | \$4,166,581 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1711 N California Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24551 | Instruction | \$1,809,081 | \$557,486 | \$505,174 | \$323,016 | \$3,194,757 |
| Grade Level | PreK-8 | Administration | \$395,267 | \$0 | \$66,780 | \$0 | \$462,047 |
| Total Projected Enrollment | 481 | Support Services | \$476,394 | \$0 | \$7,068 | \$0 | \$483,462 |
| | | Facility Support | \$26,315 | \$0 | \$0 | \$0 | \$26,315 |
| School average = | | Total | \$2,707,057 | \$557,486 | \$579,022 | \$323,016 | \$4,166,581 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Garrett A Morgan Elementary School (Morgan) | | Instructional Area 16 | | | Total Budget | | \$4,235,706 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 8407 S Kerfoot Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24501 | Instruction | \$1,037,583 | \$1,166,899 | \$360,897 | \$164,847 | \$2,730,226 |
| Grade Level | PreK-8 | Administration | \$258,581 | \$0 | \$0 | \$0 | \$258,581 |
| Total Projected Enrollment | 267 | Support Services | \$286,911 | \$440,143 | \$0 | \$0 | \$727,054 |
| | | Facility Support | \$519,845 | \$0 | \$0 | \$0 | \$519,845 |
| School average = | | Total | \$2,102,920 | \$1,607,042 | \$360,897 | \$164,847 | \$4,235,706 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Morgan Park High School (Morgan Park HS) | | Instructional Area 24 | | | Total Budget | | \$15,531,709 |
|--|-------|-----------------------|--------------|---------------|--------------|-----------|--------------|
| 1744 W Pryor Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46251 | Instruction | \$7,809,238 | \$2,510,957 | \$890,619 | \$476,730 | \$11,687,543 |
| Grade Level | 7-12 | Administration | \$624,729 | \$0 | \$453,871 | \$0 | \$1,078,600 |
| Total Projected Enrollment | 1,638 | Support Services | \$969,537 | \$261,492 | \$243,618 | \$311,404 | \$1,786,051 |
| | | Facility Support | \$979,515 | \$0 | \$0 | \$0 | \$979,515 |
| School average = | | Total | \$10,383,019 | \$2,772,449 | \$1,588,108 | \$788,134 | \$15,531,709 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

| Donald Morrill Math & Science Elementary School (Morrill) | | Instructional Area 11 | | | Total Budget | | \$7,024,914 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6011 S Rockwell St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24571 | Instruction | \$3,222,210 | \$1,008,803 | \$974,555 | \$397,316 | \$5,602,884 |
| Grade Level | PreK-8 | Administration | \$267,918 | \$0 | \$62,315 | \$0 | \$330,233 |
| Total Projected Enrollment | 871 | Support Services | \$624,798 | \$65,997 | \$600 | \$0 | \$691,395 |
| | | Facility Support | \$400,402 | \$0 | \$0 | \$0 | \$400,402 |
| School average = | | Total | \$4,515,328 | \$1,074,800 | \$1,037,470 | \$397,316 | \$7,024,914 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Morton School of Excellence (Morton) | | Instructional Area 28 | | | Total Budget | | \$2,619,078 |
|--------------------------------------|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 431 N Troy St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26091 | Instruction | \$1,123,067 | \$70,993 | \$240,097 | \$150,613 | \$1,584,770 |
| Grade Level | PreK-8 | Administration | \$344,437 | \$0 | \$39,895 | \$0 | \$384,332 |
| Total Projected Enrollment | 274 | Support Services | \$318,229 | \$0 | \$33,212 | \$0 | \$351,441 |
| | | Facility Support | \$298,535 | \$0 | \$0 | \$0 | \$298,535 |
| School average = | | Total | \$2,084,268 | \$70,993 | \$313,204 | \$150,613 | \$2,619,078 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 14% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 63% |
| Science | 64% 19% |
| Mathematics | 74% 39% |
| Reading | 68% 32% |
| Overall | 70% 33% |

| Wolfgang A Mozart Elementary School (Mozart) | | Instructional Area 4 | | | Total Budget | | \$6,053,936 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2200 N Hamlin Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24611 | Instruction | \$2,928,256 | \$506,438 | \$849,472 | \$400,401 | \$4,684,567 |
| Grade Level | PreK-6 | Administration | \$372,779 | \$0 | \$125,489 | \$0 | \$498,268 |
| Total Projected Enrollment | 855 | Support Services | \$491,161 | \$0 | \$12,035 | \$0 | \$503,196 |
| | | Facility Support | \$367,905 | \$0 | \$0 | \$0 | \$367,905 |
| School average = | | Total | \$4,160,101 | \$506,438 | \$986,996 | \$400,401 | \$6,053,936 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 6% |
| Hispanic | 42% 4% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 60% |
| Science | 64% 64% |
| Mathematics | 74% 86% |
| Reading | 68% 69% |
| Overall | 70% 76% |

| Mount Greenwood Elementary School (Mt Greenwood) | | Instructional Area 54 | | | Total Budget | | \$5,501,562 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 10841 S Homan Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24591 | Instruction | \$3,186,887 | \$934,131 | \$156,604 | \$147,387 | \$4,425,009 |
| Grade Level | PreK-8 | Administration | \$228,037 | \$0 | \$74,527 | \$0 | \$302,564 |
| Total Projected Enrollment | 848 | Support Services | \$238,855 | \$267,751 | \$0 | \$0 | \$506,606 |
| | | Facility Support | \$267,383 | \$0 | \$0 | \$0 | \$267,383 |
| School average = | | Total | \$3,921,162 | \$1,201,882 | \$231,131 | \$147,387 | \$5,501,562 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 4% |
| Hispanic | 42% 14% |
| White | 9% 80% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 1% |
| Estimated % Special Ed | 13% 17% |
| % Free/Reduced lunch | 85% 34% |
| % Poverty | 53% 21% |
| Science | 64% 92% |
| Mathematics | 74% 95% |
| Reading | 68% 87% |
| Overall | 70% 91% |

| Mount Vernon Elementary School (Mt Vernon) | | Instructional Area 16 | | | Total Budget | | \$3,857,084 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 10540 S Morgan St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24601 | Instruction | \$1,189,589 | \$815,776 | \$338,551 | \$151,603 | \$2,495,519 |
| Grade Level | PreK-8 | Administration | \$239,531 | \$0 | \$435 | \$0 | \$239,966 |
| Total Projected Enrollment | 313 | Support Services | \$262,246 | \$188,265 | \$500 | \$0 | \$451,011 |
| | | Facility Support | \$670,588 | \$0 | \$0 | \$0 | \$670,588 |
| School average = | | Total | \$2,361,954 | \$1,004,041 | \$339,486 | \$151,603 | \$3,857,084 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 18% |
| % Free/Reduced lunch | 85% 93% |
| % Poverty | 53% 58% |
| Science | 64% 28% |
| Mathematics | 74% 51% |
| Reading | 68% 53% |
| Overall | 70% 49% |

| John B Murphy Elementary School (Murphy) | | Instructional Area 1 | | | Total Budget | \$4,637,185 | |
|--|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 3539 W Grace St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24621 | Instruction | \$2,271,194 | \$668,709 | \$465,963 | \$467,256 | \$3,873,123 |
| Grade Level | PreK-6 | Administration | \$253,103 | \$0 | \$4,000 | \$0 | \$257,103 |
| Total Projected Enrollment | 567 | Support Services | \$259,941 | \$0 | \$0 | \$0 | \$259,941 |
| | | Facility Support | \$247,018 | \$0 | \$0 | \$0 | \$247,018 |
| School average = | | Total | \$3,031,256 | \$668,709 | \$469,963 | \$467,256 | \$4,637,185 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Henry H Nash Elementary School (Nash) | | Instructional Area 3 | | | Total Budget | \$4,233,448 | |
|---------------------------------------|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 4837 W Erie St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24641 | Instruction | \$1,689,948 | \$380,164 | \$563,234 | \$210,587 | \$2,843,933 |
| Grade Level | PreK-8 | Administration | \$319,990 | \$0 | \$58,644 | \$0 | \$378,634 |
| Total Projected Enrollment | 454 | Support Services | \$503,952 | \$48,300 | \$0 | \$0 | \$552,252 |
| | | Facility Support | \$458,629 | \$0 | \$0 | \$0 | \$458,629 |
| School average = | | Total | \$2,972,519 | \$428,464 | \$621,878 | \$210,587 | \$4,233,448 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| National Teachers Elementary Academy (National Teachers) | | Instructional Area 28 | | | Total Budget | \$4,051,546 | |
|--|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 55 W Cermak Rd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 32031 | Instruction | \$1,623,652 | \$499,795 | \$477,441 | \$389,147 | \$2,990,035 |
| Grade Level | PreK-8 | Administration | \$235,302 | \$0 | \$2,253 | \$0 | \$237,555 |
| Total Projected Enrollment | 385 | Support Services | \$441,386 | \$76,618 | \$0 | \$0 | \$518,004 |
| | | Facility Support | \$305,952 | \$0 | \$0 | \$0 | \$305,952 |
| School average = | | Total | \$2,606,292 | \$576,413 | \$479,694 | \$389,147 | \$4,051,546 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Jane A Neil Elementary School (Neil) | | Instructional Area 27 | | | Total Budget | \$7,103,009 | |
|--------------------------------------|-------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 8555 S Michigan Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24651 | Instruction | \$1,490,238 | \$2,683,348 | \$476,406 | \$50,583 | \$4,700,575 |
| Grade Level | K-8 | Administration | \$253,504 | \$0 | \$30,000 | \$0 | \$283,504 |
| Total Projected Enrollment | 347 | Support Services | \$275,990 | \$1,229,866 | \$5,000 | \$0 | \$1,510,856 |
| | | Facility Support | \$608,074 | \$0 | \$0 | \$0 | \$608,074 |
| School average = | | Total | \$2,627,806 | \$3,913,214 | \$511,406 | \$50,583 | \$7,103,009 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Louis Nettelhorst Elementary School (Nettelhorst) | | Instructional Area 2 | | | Total Budget | | \$4,876,288 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3252 N Broadway St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24661 | Instruction | \$2,075,102 | \$837,881 | \$218,827 | \$818,207 | \$3,950,016 |
| Grade Level | PreK-8 | Administration | \$227,354 | \$0 | \$0 | \$0 | \$227,354 |
| Total Projected Enrollment | 681 | Support Services | \$267,922 | \$132,855 | \$0 | \$0 | \$400,777 |
| | | Facility Support | \$298,141 | \$0 | \$0 | \$0 | \$298,141 |
| School average = | | Total | \$2,868,519 | \$970,736 | \$218,827 | \$818,207 | \$4,876,288 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 62% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| New Field Elementary School (New Field) | | Instructional Area 2 | | | Total Budget | | \$5,720,766 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1707 W Morse Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22071 | Instruction | \$2,524,349 | \$654,416 | \$703,572 | \$711,637 | \$4,593,974 |
| Grade Level | PreK-3 | Administration | \$234,566 | \$0 | \$51,348 | \$0 | \$285,914 |
| Total Projected Enrollment | 751 | Support Services | \$500,664 | \$168,901 | \$0 | \$0 | \$669,565 |
| | | Facility Support | \$171,313 | \$0 | \$0 | \$0 | \$171,313 |
| School average = | | Total | \$3,430,892 | \$823,317 | \$754,920 | \$711,637 | \$5,720,766 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 62% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Nicholson Math & Science Elementary School (Nicholson) | | Instructional Area 14 | | | Total Budget | | \$4,573,099 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6006 S Peoria St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22181 | Instruction | \$1,990,509 | \$511,865 | \$585,508 | \$547,881 | \$3,635,763 |
| Grade Level | PreK-8 | Administration | \$270,960 | \$0 | \$0 | \$0 | \$270,960 |
| Total Projected Enrollment | 502 | Support Services | \$302,768 | \$38,766 | \$0 | \$0 | \$341,534 |
| | | Facility Support | \$324,842 | \$0 | \$0 | \$0 | \$324,842 |
| School average = | | Total | \$2,889,079 | \$550,631 | \$585,508 | \$547,881 | \$4,573,099 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 99% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Florence Nightingale Elementary School (Nightingale) | | Instructional Area 11 | | | Total Budget | | \$10,089,824 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 5250 S Rockwell St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24671 | Instruction | \$5,138,810 | \$1,028,565 | \$1,421,316 | \$606,322 | \$8,195,013 |
| Grade Level | PreK-8 | Administration | \$257,311 | \$0 | \$129,174 | \$0 | \$386,485 |
| Total Projected Enrollment | 1,397 | Support Services | \$846,437 | \$49,213 | \$14,533 | \$0 | \$910,183 |
| | | Facility Support | \$598,143 | \$0 | \$0 | \$0 | \$598,143 |
| School average = | | Total | \$6,840,701 | \$1,077,778 | \$1,565,023 | \$606,322 | \$10,089,824 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 2% |
| Hispanic | 42% |
| White | 97% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Ninos Heroes Elementary Academic Center (Ninos Heroes) | | Instructional Area 17 | | | Total Budget | | \$4,195,128 |
|--|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 8344 S Commercial Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31101 | Instruction | \$2,000,910 | \$538,356 | \$615,747 | \$96,809 | \$3,251,822 |
| Grade Level | K-8 | Administration | \$256,787 | \$0 | \$5,000 | \$0 | \$261,787 |
| Total Projected Enrollment | 463 | Support Services | \$391,354 | \$0 | \$44,572 | \$0 | \$435,926 |
| | | Facility Support | \$245,593 | \$0 | \$0 | \$0 | \$245,593 |
| School average = | | Total | \$2,894,644 | \$538,356 | \$665,319 | \$96,809 | \$4,195,128 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 78% (District) |
| Hispanic | 42% (School) / 22% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 9% (District) |
| % Free/Reduced lunch | 85% (School) / 96% (District) |
| % Poverty | 53% (School) / 60% (District) |
| Science | 64% (School) / 47% (District) |
| Mathematics | 74% (School) / 64% (District) |
| Reading | 68% (School) / 57% (District) |
| Overall | 70% (School) / 59% (District) |

| William P Nixon Elementary School (Nixon) | | Instructional Area 4 | | | Total Budget | | \$7,331,552 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2121 N Keeler Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24681 | Instruction | \$3,747,054 | \$564,423 | \$1,036,017 | \$396,983 | \$5,744,478 |
| Grade Level | PreK-6 | Administration | \$312,822 | \$0 | \$156,068 | \$0 | \$468,890 |
| Total Projected Enrollment | 1,068 | Support Services | \$679,339 | \$0 | \$46,231 | \$0 | \$725,570 |
| | | Facility Support | \$392,614 | \$0 | \$0 | \$0 | \$392,614 |
| School average = | | Total | \$5,131,829 | \$564,423 | \$1,238,316 | \$396,983 | \$7,331,552 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 3% (District) |
| Hispanic | 42% (School) / 96% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 7% (District) |
| % Free/Reduced lunch | 85% (School) / 98% (District) |
| % Poverty | 53% (School) / 59% (District) |
| Science | 64% (School) / 70% (District) |
| Mathematics | 74% (School) / 77% (District) |
| Reading | 68% (School) / 66% (District) |
| Overall | 70% (School) / 72% (District) |

| Alfred Nobel Elementary School (Nobel) | | Instructional Area 4 | | | Total Budget | | \$5,913,957 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 4127 W Hirsch St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24691 | Instruction | \$2,686,408 | \$579,998 | \$857,116 | \$409,147 | \$4,532,669 |
| Grade Level | PreK-8 | Administration | \$315,873 | \$0 | \$68,796 | \$0 | \$384,669 |
| Total Projected Enrollment | 793 | Support Services | \$519,677 | \$65,997 | \$2,014 | \$0 | \$587,688 |
| | | Facility Support | \$408,931 | \$0 | \$0 | \$0 | \$408,931 |
| School average = | | Total | \$3,930,889 | \$645,995 | \$927,926 | \$409,147 | \$5,913,957 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 17% (District) |
| Hispanic | 42% (School) / 83% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 12% (District) |
| % Free/Reduced lunch | 85% (School) / 98% (District) |
| % Poverty | 53% (School) / 59% (District) |
| Science | 64% (School) / 58% (District) |
| Mathematics | 74% (School) / 69% (District) |
| Reading | 68% (School) / 59% (District) |
| Overall | 70% (School) / 63% (District) |

| North-Grand High School (North-Grand HS) | | Instructional Area 54 | | | Total Budget | | \$8,396,063 |
|--|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 4338 W Wabansia Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46431 | Instruction | \$3,698,043 | \$1,643,548 | \$709,766 | \$64,815 | \$6,116,172 |
| Grade Level | 9-12 | Administration | \$397,131 | \$0 | \$283,436 | \$0 | \$680,567 |
| Total Projected Enrollment | 914 | Support Services | \$655,685 | \$165,207 | \$107,350 | \$0 | \$928,242 |
| | | Facility Support | \$671,082 | \$0 | \$0 | \$0 | \$671,082 |
| School average = | | Total | \$5,421,941 | \$1,808,755 | \$1,100,552 | \$64,815 | \$8,396,063 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|-------------------------------|
| African American | 45% (School) / 6% (District) |
| Hispanic | 42% (School) / 93% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 15% (District) |
| % Free/Reduced lunch | 85% (School) / 97% (District) |
| % Poverty | 53% (School) / 58% (District) |
| Score 20 or higher on the ACT | 22% (School) / 8% (District) |
| Meet/exceed standards on PSAE | 29% (School) / 15% (District) |
| Graduate within 5 years | 55% (School) / 83% (District) |

| Northwest Middle School (Northwest) | | Instructional Area 4 | | | Total Budget | \$6,417,238 | |
|-------------------------------------|-------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 5252 W Palmer St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 41121 | Instruction | \$3,321,048 | \$518,857 | \$993,945 | \$96,374 | \$4,930,225 |
| Grade Level | 6-8 | Administration | \$265,041 | \$0 | \$66,529 | \$0 | \$331,570 |
| Total Projected Enrollment | 856 | Support Services | \$674,659 | \$0 | \$46,775 | \$0 | \$721,434 |
| | | Facility Support | \$434,009 | \$0 | \$0 | \$0 | \$434,009 |
| School average = | | Total | \$4,694,757 | \$518,857 | \$1,107,249 | \$96,374 | \$6,417,238 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 11% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 97% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 66% |
| | 0% | | 59% | | |

| Norwood Park Elementary School (Norwood Park) | | Instructional Area 1 | | | Total Budget | \$3,845,332 | |
|---|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 5900 N Nina Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24711 | Instruction | \$1,615,300 | \$827,328 | \$123,945 | \$460,263 | \$3,026,836 |
| Grade Level | PreK-8 | Administration | \$253,583 | \$0 | \$30,764 | \$0 | \$284,347 |
| Total Projected Enrollment | 392 | Support Services | \$85,316 | \$154,352 | \$0 | \$0 | \$239,668 |
| | | Facility Support | \$294,481 | \$0 | \$0 | \$0 | \$294,481 |
| School average = | | Total | \$2,248,680 | \$981,680 | \$154,709 | \$460,263 | \$3,845,332 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 18% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 11% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 95% |
| | 5% | | 6% | | |

| William B Ogden Elementary School (Ogden) | | Instructional Area 54 | | | Total Budget | \$7,978,065 | |
|---|-------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 24 W Walton St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24731 | Instruction | \$3,955,750 | \$1,453,365 | \$338,098 | \$693,570 | \$6,440,783 |
| Grade Level | K-8 | Administration | \$679,180 | \$0 | \$86,382 | \$0 | \$765,562 |
| Total Projected Enrollment | 420 | Support Services | \$199,555 | \$0 | \$0 | \$422,894 | \$622,449 |
| | | Facility Support | \$149,271 | \$0 | \$0 | \$0 | \$149,271 |
| School average = | | Total | \$4,983,756 | \$1,453,365 | \$424,480 | \$1,116,464 | \$7,978,065 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 18% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 32% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 90% |
| | 9% | | 19% | | |

| Richard J Oglesby Elementary School (Oglesby) | | Instructional Area 14 | | | Total Budget | \$4,730,485 | |
|---|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 7646 S Green St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24741 | Instruction | \$2,035,945 | \$438,095 | \$608,880 | \$217,332 | \$3,300,251 |
| Grade Level | PreK-8 | Administration | \$321,456 | \$0 | \$10,000 | \$0 | \$331,456 |
| Total Projected Enrollment | 507 | Support Services | \$322,195 | \$0 | \$3,000 | \$0 | \$325,195 |
| | | Facility Support | \$773,583 | \$0 | \$0 | \$0 | \$773,583 |
| School average = | | Total | \$3,453,179 | \$438,095 | \$621,880 | \$217,332 | \$4,730,485 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 11% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 94% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 48% |
| | 0% | | 59% | | |

| Isabelle C O'Keeffe Elementary School (O'keeffe) | | Instructional Area 17 | | | Total Budget | | \$5,112,412 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6940 S Merrill Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24751 | Instruction | \$2,129,102 | \$395,692 | \$751,712 | \$533,513 | \$3,810,019 |
| Grade Level | PreK-8 | Administration | \$250,488 | \$0 | \$0 | \$0 | \$250,488 |
| Total Projected Enrollment | 583 | Support Services | \$561,679 | \$71,795 | \$0 | \$0 | \$633,474 |
| | | Facility Support | \$418,431 | \$0 | \$0 | \$0 | \$418,431 |
| School average = | | Total | \$3,359,700 | \$467,487 | \$751,712 | \$533,513 | \$5,112,412 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 0% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| William J Onahan Elementary School (Onahan) | | Instructional Area 54 | | | Total Budget | | \$4,745,747 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6634 W Raven St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24761 | Instruction | \$2,609,621 | \$754,420 | \$176,773 | \$208,586 | \$3,749,400 |
| Grade Level | PreK-8 | Administration | \$253,583 | \$0 | \$45,150 | \$0 | \$298,733 |
| Total Projected Enrollment | 660 | Support Services | \$211,721 | \$62,262 | \$0 | \$0 | \$273,983 |
| | | Facility Support | \$423,631 | \$0 | \$0 | \$0 | \$423,631 |
| School average = | | Total | \$3,498,556 | \$816,682 | \$221,923 | \$208,586 | \$4,745,747 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 2% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 42% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 9% | | | Overall | 70% |
| Native American | 3.6% | | | | |

| Oriole Park Elementary School (Oriole Park) | | Instructional Area 54 | | | Total Budget | | \$4,523,280 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 5424 N Oketo Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24771 | Instruction | \$2,367,442 | \$712,001 | \$213,469 | \$549,645 | \$3,842,557 |
| Grade Level | PreK-8 | Administration | \$248,855 | \$0 | \$0 | \$0 | \$248,855 |
| Total Projected Enrollment | 642 | Support Services | \$144,576 | \$17,698 | \$0 | \$0 | \$162,274 |
| | | Facility Support | \$269,594 | \$0 | \$0 | \$0 | \$269,594 |
| School average = | | Total | \$3,030,467 | \$729,699 | \$213,469 | \$549,645 | \$4,523,280 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 1% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 17% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 9% | | | Overall | 70% |
| Native American | 3.6% | | | | |

| Orozco Fine Arts & Sciences Elementary School (Orozco) | | Instructional Area 9 | | | Total Budget | | \$5,515,956 |
|--|-------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1940 W 18th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31281 | Instruction | \$2,492,691 | \$616,838 | \$736,343 | \$400,403 | \$4,246,275 |
| Grade Level | K-8 | Administration | \$261,377 | \$0 | \$75,515 | \$0 | \$336,892 |
| Total Projected Enrollment | 622 | Support Services | \$466,431 | \$34,807 | \$0 | \$141,911 | \$643,149 |
| | | Facility Support | \$289,640 | \$0 | \$0 | \$0 | \$289,640 |
| School average = | | Total | \$3,510,139 | \$651,645 | \$811,858 | \$542,314 | \$5,515,956 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|-----|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 1% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 42% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 9% | | | Overall | 70% |
| Native American | 0% | | | | |

| Orr Academy High School (Orr Academy High Sch) | | | Instructional Area 28 | | | Total Budget | \$11,296,139 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|
| 730 N Pulaski Rd | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 28151 | Instruction | \$5,087,331 | \$2,405,864 | \$681,797 | \$276,336 | \$8,451,328 |
| Grade Level | 9-12 | Administration | \$450,729 | \$0 | \$182,164 | \$0 | \$632,893 |
| Total Projected Enrollment | 995 | Support Services | \$909,199 | \$71,796 | \$291,412 | \$0 | \$1,272,407 |
| | | Facility Support | \$939,511 | \$0 | \$0 | \$0 | \$939,511 |
| School average = | | Total | \$7,386,770 | \$2,477,660 | \$1,155,373 | \$276,336 | \$11,296,139 |
| District average = | | | | | | | |

Percentage of students who:

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 9% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 0% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| James Otis Elementary School (Otis) | | | Instructional Area 6 | | | Total Budget | \$5,593,551 |
|-------------------------------------|--------|------------------|----------------------|-------------|---------------|--------------|-------------|
| 525 N Armour St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 24791 | Instruction | \$1,807,706 | \$1,467,097 | \$509,818 | \$504,104 | \$4,288,725 |
| Grade Level | PreK-8 | Administration | \$228,723 | \$0 | \$100 | \$0 | \$228,823 |
| Total Projected Enrollment | 422 | Support Services | \$330,105 | \$416,708 | \$0 | \$0 | \$746,813 |
| | | Facility Support | \$329,190 | \$0 | \$0 | \$0 | \$329,190 |
| School average = | | Total | \$2,695,724 | \$1,883,805 | \$509,918 | \$504,104 | \$5,593,551 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 9% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 6% | % Poverty | 58% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Luke O'Toole Elementary School (O'toole) | | | Instructional Area 13 | | | Total Budget | \$5,356,847 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 6550 S Seely Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 24801 | Instruction | \$2,394,339 | \$575,259 | \$851,794 | \$178,049 | \$3,999,441 |
| Grade Level | PreK-8 | Administration | \$248,575 | \$0 | \$62,735 | \$0 | \$311,310 |
| Total Projected Enrollment | 639 | Support Services | \$453,766 | \$56,464 | \$0 | \$0 | \$510,230 |
| | | Facility Support | \$535,866 | \$0 | \$0 | \$0 | \$535,866 |
| School average = | | Total | \$3,632,546 | \$631,723 | \$914,529 | \$178,049 | \$5,356,847 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 62% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Anthony Overton Elementary School (Overton) | | | Instructional Area 13 | | | Total Budget | \$4,055,978 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 221 E 49th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26261 | Instruction | \$1,549,010 | \$200,145 | \$485,616 | \$782,238 | \$3,017,009 |
| Grade Level | PreK-8 | Administration | \$236,353 | \$0 | \$10,456 | \$0 | \$246,809 |
| Total Projected Enrollment | 432 | Support Services | \$421,402 | \$21,069 | \$7,000 | \$2,600 | \$452,071 |
| | | Facility Support | \$340,089 | \$0 | \$0 | \$0 | \$340,089 |
| School average = | | Total | \$2,546,854 | \$221,214 | \$503,072 | \$784,838 | \$4,055,978 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 60% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Jesse Owens Elementary Community Academy (Owens) | | | Instructional Area 18 | | | Total Budget | | \$3,613,183 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 12450 S State St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31071 | Instruction | \$1,293,441 | \$605,032 | \$296,442 | \$427,879 | \$2,622,794 | |
| Grade Level | PreK-3 | Administration | \$283,887 | \$0 | \$100,841 | \$0 | \$384,728 | |
| Total Projected Enrollment | 356 | Support Services | \$265,423 | \$124,725 | \$3,750 | \$0 | \$393,898 | |
| | | Facility Support | \$211,763 | \$0 | \$0 | \$0 | \$211,763 | |
| School average = | | Total | \$2,054,514 | \$729,757 | \$401,033 | \$427,879 | \$3,613,183 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 1% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 89% |
| % Poverty | 53% | 55% |
| Science | 0% | 64% |
| Mathematics | 74% | 57% |
| Reading | 68% | 53% |
| Overall | 70% | 55% |

| Ignace Paderewski Elementary Learning Academy (Paderewski) | | | Instructional Area 10 | | | Total Budget | | \$2,339,409 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 2221 S Lawndale Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26221 | Instruction | \$798,454 | \$337,901 | \$111,856 | \$18,806 | \$1,267,016 | |
| Grade Level | PreK-8 | Administration | \$401,998 | \$0 | \$64,404 | \$0 | \$466,402 | |
| Total Projected Enrollment | 120 | Support Services | \$275,736 | \$0 | \$3,759 | \$0 | \$279,495 | |
| | | Facility Support | \$326,496 | \$0 | \$0 | \$0 | \$326,496 | |
| School average = | | Total | \$1,802,684 | \$337,901 | \$180,019 | \$18,806 | \$2,339,409 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 84% |
| Hispanic | 16% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 62% |
| Science | 64% | 57% |
| Mathematics | 74% | 51% |
| Reading | 68% | 51% |
| Overall | 70% | 52% |

| John Palmer Elementary School (Palmer) | | | Instructional Area 1 | | | Total Budget | | \$6,666,926 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 5051 N Kenneth Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24821 | Instruction | \$3,729,207 | \$730,979 | \$830,688 | \$328,602 | \$5,619,476 | |
| Grade Level | PreK-8 | Administration | \$247,299 | \$0 | \$0 | \$0 | \$247,299 | |
| Total Projected Enrollment | 922 | Support Services | \$488,928 | \$0 | \$0 | \$0 | \$488,928 | |
| | | Facility Support | \$311,223 | \$0 | \$0 | \$0 | \$311,223 | |
| School average = | | Total | \$4,776,657 | \$730,979 | \$830,688 | \$328,602 | \$6,666,926 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 2% |
| Hispanic | 42% | 44% |
| White | 9% | 35% |
| Asian/Pacific Islander | 3.6% | 19% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 78% |
| % Poverty | 53% | 47% |
| Science | 64% | 80% |
| Mathematics | 74% | 87% |
| Reading | 68% | 81% |
| Overall | 70% | 84% |

| Park Manor Elementary School (Park Manor) | | | Instructional Area 14 | | | Total Budget | | \$3,713,276 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 7037 S Rhodes Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24841 | Instruction | \$1,512,589 | \$483,942 | \$448,369 | \$308,681 | \$2,753,581 | |
| Grade Level | PreK-8 | Administration | \$242,686 | \$0 | \$14,000 | \$0 | \$256,686 | |
| Total Projected Enrollment | 368 | Support Services | \$318,051 | \$50,565 | \$0 | \$0 | \$368,616 | |
| | | Facility Support | \$334,393 | \$0 | \$0 | \$0 | \$334,393 | |
| School average = | | Total | \$2,407,719 | \$534,507 | \$462,369 | \$308,681 | \$3,713,276 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 100% |
| % Poverty | 53% | 62% |
| Science | 64% | 43% |
| Mathematics | 74% | 56% |
| Reading | 68% | 58% |
| Overall | 70% | 55% |

| Francis W Parker Elementary Community Academy (Parker) | | Instructional Area 14 | | | Total Budget | | \$5,794,424 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6800 S Stewart Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31181 | Instruction | \$2,331,409 | \$592,182 | \$690,314 | \$819,071 | \$4,432,975 |
| Grade Level | PreK-8 | Administration | \$233,442 | \$0 | \$76,504 | \$0 | \$309,946 |
| Total Projected Enrollment | 688 | Support Services | \$562,861 | \$287,767 | \$51,666 | \$2,600 | \$904,894 |
| | | Facility Support | \$146,609 | \$0 | \$0 | \$0 | \$146,609 |
| School average = | | Total | \$3,274,321 | \$879,949 | \$818,484 | \$821,671 | \$5,794,424 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 9% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 62% |
| Science | 64% 39% |
| Mathematics | 74% 47% |
| Reading | 68% 49% |
| Overall | 70% 47% |

| Francis Parkman Elementary School (Parkman) | | Instructional Area 13 | | | Total Budget | | \$2,912,517 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 245 W 51st St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24831 | Instruction | \$942,549 | \$446,986 | \$290,764 | \$116,767 | \$1,797,066 |
| Grade Level | PreK-8 | Administration | \$254,816 | \$0 | \$9,058 | \$0 | \$263,874 |
| Total Projected Enrollment | 251 | Support Services | \$206,151 | \$135,664 | \$2,029 | \$124,562 | \$468,406 |
| | | Facility Support | \$383,171 | \$0 | \$0 | \$0 | \$383,171 |
| School average = | | Total | \$1,786,687 | \$582,650 | \$301,851 | \$241,329 | \$2,912,517 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 76% |
| Hispanic | 42% 24% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 19% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 63% |
| Science | 64% 53% |
| Mathematics | 74% 36% |
| Reading | 68% 35% |
| Overall | 70% 38% |

| Parkside Elementary Community Academy (Parkside) | | Instructional Area 17 | | | Total Budget | | \$3,661,852 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6938 S East End Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31201 | Instruction | \$1,389,653 | \$489,147 | \$417,833 | \$434,039 | \$2,730,673 |
| Grade Level | PreK-8 | Administration | \$239,025 | \$0 | \$0 | \$0 | \$239,025 |
| Total Projected Enrollment | 366 | Support Services | \$363,012 | \$0 | \$0 | \$0 | \$363,012 |
| | | Facility Support | \$329,142 | \$0 | \$0 | \$0 | \$329,142 |
| School average = | | Total | \$2,320,832 | \$489,147 | \$417,833 | \$434,039 | \$3,661,852 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 42% 0% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 92% |
| % Poverty | 53% 60% |
| Science | 64% 40% |
| Mathematics | 74% 40% |
| Reading | 68% 42% |
| Overall | 70% 41% |

| Louis Pasteur Elementary School (Pasteur) | | Instructional Area 54 | | | Total Budget | | \$9,588,687 |
|---|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 5825 S Kostner Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24851 | Instruction | \$4,706,505 | \$853,674 | \$1,562,443 | \$163,761 | \$7,286,384 |
| Grade Level | K-8 | Administration | \$540,751 | \$0 | \$44,475 | \$0 | \$585,226 |
| Total Projected Enrollment | 1,246 | Support Services | \$612,719 | \$0 | \$44,572 | \$185,430 | \$842,721 |
| | | Facility Support | \$874,356 | \$0 | \$0 | \$0 | \$874,356 |
| School average = | | Total | \$6,734,331 | \$853,674 | \$1,651,490 | \$349,191 | \$9,588,687 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 90% |
| Hispanic | 42% 7% |
| White | 9% 7% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 93% |
| % Poverty | 53% 56% |
| Science | 64% 77% |
| Mathematics | 74% 78% |
| Reading | 68% 74% |
| Overall | 70% 76% |

| Elizabeth Peabody Elementary School (Peabody) | | Instructional Area 6 | | | Total Budget | | \$2,786,602 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1444 W Augusta Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24861 | Instruction | \$1,176,143 | \$287,015 | \$322,639 | \$233,344 | \$2,019,140 |
| Grade Level | PreK-8 | Administration | \$245,421 | \$0 | \$0 | \$0 | \$245,421 |
| Total Projected Enrollment | 244 | Support Services | \$280,203 | \$71,796 | \$0 | \$0 | \$351,999 |
| | | Facility Support | \$170,042 | \$0 | \$0 | \$0 | \$170,042 |
| School average = | | Total | \$1,871,809 | \$358,811 | \$322,639 | \$233,344 | \$2,786,602 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 23% | | 17% | Mathematics | 63% |
| White | 42% | % Free/Reduced lunch | 85% | Reading | 74% |
| Asian/Pacific Islander | 9% | | 99% | Overall | 68% |
| Native American | 4% | % Poverty | 53% | | 70% |
| | 3.6% | | 60% | | 68% |
| | 0% | | | | |
| | 0.2% | | | | |
| | 0% | | | | |

| Ferdinand Peck Elementary School (Peck) | | Instructional Area 11 | | | Total Budget | | \$10,182,114 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 3826 W 58th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24871 | Instruction | \$5,446,375 | \$672,941 | \$1,430,670 | \$763,768 | \$8,313,753 |
| Grade Level | PreK-8 | Administration | \$327,971 | \$0 | \$231,415 | \$0 | \$559,386 |
| Total Projected Enrollment | 1,568 | Support Services | \$810,964 | \$104,781 | \$6,000 | \$0 | \$921,745 |
| | | Facility Support | \$387,230 | \$0 | \$0 | \$0 | \$387,230 |
| School average = | | Total | \$6,972,540 | \$777,722 | \$1,668,085 | \$763,768 | \$10,182,114 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 0% | | 8% | Mathematics | 81% |
| White | 42% | % Free/Reduced lunch | 85% | Reading | 74% |
| Asian/Pacific Islander | 9% | | 95% | Overall | 82% |
| Native American | 2% | % Poverty | 53% | | 76% |
| | 3.6% | | 57% | | 68% |
| | 0% | | | | 70% |
| | 0% | | | | 79% |

| Helen Peirce International Studies ES (Peirce) | | Instructional Area 2 | | | Total Budget | | \$6,789,039 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1423 W Bryn Mawr Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24891 | Instruction | \$3,389,572 | \$602,416 | \$749,215 | \$555,212 | \$5,296,415 |
| Grade Level | PreK-8 | Administration | \$310,390 | \$0 | \$18,130 | \$0 | \$328,520 |
| Total Projected Enrollment | 871 | Support Services | \$569,603 | \$0 | \$0 | \$0 | \$569,603 |
| | | Facility Support | \$594,501 | \$0 | \$0 | \$0 | \$594,501 |
| School average = | | Total | \$4,864,066 | \$602,416 | \$767,345 | \$555,212 | \$6,789,039 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 10% | | 8% | Mathematics | 81% |
| White | 42% | % Free/Reduced lunch | 85% | Reading | 74% |
| Asian/Pacific Islander | 68% | | 83% | Overall | 88% |
| Native American | 9% | % Poverty | 53% | | 80% |
| | 14% | | 50% | | 70% |
| | 3.6% | | | | 84% |
| | 8% | | | | |
| | 0.2% | | | | |
| | 0% | | | | |

| William Penn Elementary School (Penn) | | Instructional Area 10 | | | Total Budget | | \$4,443,309 |
|---------------------------------------|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 1616 S Avers Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24911 | Instruction | \$1,330,115 | \$1,341,386 | \$369,775 | \$228,183 | \$3,269,459 |
| Grade Level | PreK-8 | Administration | \$342,602 | \$0 | \$0 | \$0 | \$342,602 |
| Total Projected Enrollment | 368 | Support Services | \$331,722 | \$468,013 | \$5,000 | \$0 | \$804,735 |
| | | Facility Support | \$26,513 | \$0 | \$0 | \$0 | \$26,513 |
| School average = | | Total | \$2,030,952 | \$1,809,399 | \$374,775 | \$228,183 | \$4,443,309 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 84% | | 32% | Mathematics | 43% |
| White | 42% | % Free/Reduced lunch | 85% | Reading | 74% |
| Asian/Pacific Islander | 15% | | 91% | Overall | 55% |
| Native American | 9% | % Poverty | 53% | | 68% |
| | 0% | | 57% | | 51% |
| | 3.6% | | | | 70% |
| | 0% | | | | |
| | 0.2% | | | | |
| | 0% | | | | |

| Manuel Perez Elementary School (Perez) | | Instructional Area 9 | | | Total Budget | | \$4,343,518 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1241 W 19th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22861 | Instruction | \$1,848,467 | \$289,749 | \$614,281 | \$540,989 | \$3,293,486 |
| Grade Level | PreK-8 | Administration | \$240,900 | \$0 | \$3,000 | \$0 | \$243,900 |
| Total Projected Enrollment | 455 | Support Services | \$481,085 | \$0 | \$2,536 | \$0 | \$483,621 |
| | | Facility Support | \$322,511 | \$0 | \$0 | \$0 | \$322,511 |
| School average = | | Total | \$2,892,963 | \$289,749 | \$619,817 | \$540,989 | \$4,343,518 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Mary Gage Peterson Elementary School (Peterson) | | Instructional Area 1 | | | Total Budget | | \$6,382,468 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 5510 N Christiana Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24941 | Instruction | \$3,625,413 | \$663,719 | \$772,563 | \$381,954 | \$5,443,649 |
| Grade Level | PreK-8 | Administration | \$239,098 | \$0 | \$0 | \$0 | \$239,098 |
| Total Projected Enrollment | 901 | Support Services | \$383,706 | \$11,799 | \$0 | \$0 | \$395,505 |
| | | Facility Support | \$304,216 | \$0 | \$0 | \$0 | \$304,216 |
| School average = | | Total | \$4,552,433 | \$675,518 | \$772,563 | \$381,954 | \$6,382,468 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Brian Piccolo Elementary Specialty School (Piccolo) | | Instructional Area 4 | | | Total Budget | | \$5,552,177 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1040 N Keeler Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24781 | Instruction | \$2,137,453 | \$643,255 | \$614,589 | \$401,968 | \$3,797,265 |
| Grade Level | PreK-8 | Administration | \$255,382 | \$0 | \$100 | \$0 | \$255,482 |
| Total Projected Enrollment | 614 | Support Services | \$636,322 | \$0 | \$90,767 | \$0 | \$727,089 |
| | | Facility Support | \$772,341 | \$0 | \$0 | \$0 | \$772,341 |
| School average = | | Total | \$3,801,498 | \$643,255 | \$705,456 | \$401,968 | \$5,552,177 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Josiah Pickard Elementary School (Pickard) | | Instructional Area 9 | | | Total Budget | | \$5,507,204 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2301 W 21st Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24961 | Instruction | \$2,350,118 | \$528,530 | \$810,965 | \$385,346 | \$4,074,959 |
| Grade Level | PreK-8 | Administration | \$297,243 | \$0 | \$62,359 | \$0 | \$359,602 |
| Total Projected Enrollment | 702 | Support Services | \$578,895 | \$0 | \$10,072 | \$0 | \$588,967 |
| | | Facility Support | \$483,676 | \$0 | \$0 | \$0 | \$483,676 |
| School average = | | Total | \$3,709,932 | \$528,530 | \$883,396 | \$385,346 | \$5,507,204 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Pilsen Elementary Community Academy (Pilsen) | | Instructional Area 9 | | | Total Budget | | \$4,580,453 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1420 W 17th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31141 | Instruction | \$1,493,322 | \$878,067 | \$326,951 | \$404,246 | \$3,102,586 |
| Grade Level | PreK-6 | Administration | \$253,504 | \$0 | \$73,441 | \$0 | \$326,945 |
| Total Projected Enrollment | 436 | Support Services | \$460,919 | \$385,303 | \$2,397 | \$0 | \$848,619 |
| | | Facility Support | \$302,303 | \$0 | \$0 | \$0 | \$302,303 |
| School average = | | Total | \$2,510,048 | \$1,263,370 | \$402,789 | \$404,246 | \$4,580,453 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| John T Pirie Fine Arts & Academic Center ES (Pirie) | | Instructional Area 17 | | | Total Budget | | \$4,135,581 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 650 E 85th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24971 | Instruction | \$1,893,001 | \$427,525 | \$504,337 | \$460,964 | \$3,285,828 |
| Grade Level | PreK-6 | Administration | \$289,321 | \$0 | \$6,551 | \$0 | \$295,872 |
| Total Projected Enrollment | 458 | Support Services | \$336,025 | \$54,216 | \$3,944 | \$0 | \$394,185 |
| | | Facility Support | \$159,696 | \$0 | \$0 | \$0 | \$159,696 |
| School average = | | Total | \$2,678,043 | \$481,741 | \$514,832 | \$460,964 | \$4,135,581 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Ambrose Plamondon Elementary School (Plamondon) | | Instructional Area 7 | | | Total Budget | | \$1,972,968 |
|---|-------|----------------------|-------------|---------------|--------------|----------|-------------|
| 2642 W 15th Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24981 | Instruction | \$875,961 | \$205,004 | \$239,556 | \$74,138 | \$1,394,660 |
| Grade Level | K-8 | Administration | \$256,160 | \$0 | \$1,646 | \$0 | \$257,806 |
| Total Projected Enrollment | 160 | Support Services | \$192,256 | \$0 | \$150 | \$0 | \$192,406 |
| | | Facility Support | \$128,096 | \$0 | \$0 | \$0 | \$128,096 |
| School average = | | Total | \$1,452,473 | \$205,004 | \$241,352 | \$74,138 | \$1,972,968 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Nathaniel Pope Elementary School (Pope) | | Instructional Area 10 | | | Total Budget | | \$2,408,306 |
|---|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1852 S Albany Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25001 | Instruction | \$956,624 | \$297,361 | \$149,093 | \$22,050 | \$1,425,128 |
| Grade Level | K-8 | Administration | \$242,500 | \$0 | \$78,613 | \$0 | \$321,113 |
| Total Projected Enrollment | 181 | Support Services | \$248,378 | \$65,997 | \$2,000 | \$0 | \$316,375 |
| | | Facility Support | \$345,690 | \$0 | \$0 | \$0 | \$345,690 |
| School average = | | Total | \$1,793,192 | \$363,358 | \$229,706 | \$22,050 | \$2,408,306 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Portage Park Elementary School (Portage Park) | | | Instructional Area 1 | | | Total Budget | \$8,891,517 |
|---|--------|------------------|----------------------|-------------|---------------|--------------|-------------|
| 5330 W Berteau Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25011 | Instruction | \$4,193,581 | \$1,527,022 | \$922,011 | \$558,653 | \$7,201,267 |
| Grade Level | PreK-8 | Administration | \$263,346 | \$0 | \$133,368 | \$0 | \$396,714 |
| Total Projected Enrollment | 1,164 | Support Services | \$562,254 | \$211,819 | \$0 | \$0 | \$774,073 |
| | | Facility Support | \$519,463 | \$0 | \$0 | \$0 | \$519,463 |
| School average = | | Total | \$5,538,644 | \$1,738,841 | \$1,055,379 | \$558,653 | \$8,891,517 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 2% |
| Hispanic | 42% | 51% |
| White | 9% | 43% |
| Asian/Pacific Islander | 3.6% | 4% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 82% |
| % Poverty | 53% | 50% |
| Science | 64% | 81% |
| Mathematics | 74% | 86% |
| Reading | 68% | 78% |
| Overall | 70% | 82% |

| Adam Clayton Powell Paideia Community Academy ES (Powell) | | | Instructional Area 17 | | | Total Budget | \$4,874,936 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 7530 S South Shore Dr | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26291 | Instruction | \$2,436,427 | \$571,615 | \$715,527 | \$71,900 | \$3,795,469 |
| Grade Level | K-8 | Administration | \$298,038 | \$0 | \$9,000 | \$0 | \$307,038 |
| Total Projected Enrollment | 556 | Support Services | \$410,752 | \$65,997 | \$0 | \$0 | \$476,749 |
| | | Facility Support | \$295,680 | \$0 | \$0 | \$0 | \$295,680 |
| School average = | | Total | \$3,440,897 | \$637,612 | \$724,527 | \$71,900 | \$4,874,936 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 61% |
| Science | 64% | 62% |
| Mathematics | 74% | 71% |
| Reading | 68% | 66% |
| Overall | 70% | 68% |

| William H Prescott Elementary School (Prescott) | | | Instructional Area 6 | | | Total Budget | \$2,019,910 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 1632 W Wrightwood Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25021 | Instruction | \$722,661 | \$280,053 | \$184,387 | \$185,039 | \$1,372,140 |
| Grade Level | PreK-8 | Administration | \$233,153 | \$0 | \$0 | \$0 | \$233,153 |
| Total Projected Enrollment | 170 | Support Services | \$172,623 | \$38,766 | \$0 | \$0 | \$211,389 |
| | | Facility Support | \$203,228 | \$0 | \$0 | \$0 | \$203,228 |
| School average = | | Total | \$1,331,665 | \$318,819 | \$184,387 | \$185,039 | \$2,019,910 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 9% |
| Hispanic | 42% | 69% |
| White | 9% | 17% |
| Asian/Pacific Islander | 3.6% | 5% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 17% |
| % Free/Reduced lunch | 85% | 87% |
| % Poverty | 53% | 53% |
| Science | 64% | 66% |
| Mathematics | 74% | 63% |
| Reading | 68% | 69% |
| Overall | 70% | 66% |

| Florence B Price Elementary School (Price) | | | Instructional Area 15 | | | Total Budget | \$2,082,582 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 4351 S Drexel Blvd | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26101 | Instruction | \$738,955 | \$288,467 | \$254,081 | \$34,745 | \$1,316,249 |
| Grade Level | 4-8 | Administration | \$249,976 | \$0 | \$0 | \$0 | \$249,976 |
| Total Projected Enrollment | 158 | Support Services | \$222,410 | \$41,918 | \$5,906 | \$0 | \$270,234 |
| | | Facility Support | \$246,123 | \$0 | \$0 | \$0 | \$246,123 |
| School average = | | Total | \$1,457,464 | \$330,385 | \$259,987 | \$34,745 | \$2,082,582 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 19% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 61% |
| Science | 64% | 35% |
| Mathematics | 74% | 51% |
| Reading | 68% | 48% |
| Overall | 70% | 47% |

| Dr Jorge Prieto Math and Science (Prieto) | | Instructional Area 4 | | | | Total Budget | \$5,647,901 |
|---|---------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 2231 N. Central Ave. | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22581 | Instruction | \$2,713,126 | \$1,030,056 | \$885,657 | \$220,139 | \$4,848,978 |
| Grade Level | Pre-K-8 | Administration | \$224,870 | \$0 | \$0 | \$0 | \$224,870 |
| Total Projected Enrollment | 855 | Support Services | \$414,722 | \$62,326 | \$1,103 | \$0 | \$478,151 |
| | | Facility Support | \$95,902 | \$0 | \$0 | \$0 | \$95,902 |
| School average = | | Total | \$3,448,620 | \$1,092,382 | \$886,760 | \$220,139 | \$5,647,901 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | #N/A |
| Reading | #N/A |
| Overall | 70% |

| A.N. Pritzker School (Pritzker) | | Instructional Area 6 | | | | Total Budget | \$5,222,534 |
|---------------------------------|-------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 2009 W Schiller St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25871 | Instruction | \$2,386,494 | \$488,356 | \$432,128 | \$566,268 | \$3,873,246 |
| Grade Level | K-8 | Administration | \$235,586 | \$0 | \$13,145 | \$0 | \$248,731 |
| Total Projected Enrollment | 638 | Support Services | \$352,424 | \$27,231 | \$300 | \$406,810 | \$786,765 |
| | | Facility Support | \$313,792 | \$0 | \$0 | \$0 | \$313,792 |
| School average = | | Total | \$3,288,296 | \$515,587 | \$445,573 | \$973,078 | \$5,222,534 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 80% |
| Reading | 82% |
| Overall | 82% |

| Ernst Prussing Elementary School (Prussing) | | Instructional Area 54 | | | | Total Budget | \$4,966,477 |
|---|--------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 4650 N Menard Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25031 | Instruction | \$2,443,793 | \$604,548 | \$397,750 | \$540,620 | \$3,986,711 |
| Grade Level | PreK-8 | Administration | \$259,360 | \$0 | \$109,425 | \$0 | \$368,785 |
| Total Projected Enrollment | 647 | Support Services | \$347,420 | \$24,220 | \$0 | \$0 | \$371,640 |
| | | Facility Support | \$239,341 | \$0 | \$0 | \$0 | \$239,341 |
| School average = | | Total | \$3,289,914 | \$628,768 | \$507,175 | \$540,620 | \$4,966,477 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 93% |
| Reading | 88% |
| Overall | 90% |

| Casimir Pulaski Elementary Fine Arts Academy (Pulaski) | | Instructional Area 6 | | | | Total Budget | \$6,501,262 |
|--|--------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 2230 W McLean Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31211 | Instruction | \$2,790,156 | \$497,402 | \$901,077 | \$794,661 | \$4,983,296 |
| Grade Level | PreK-8 | Administration | \$329,426 | \$0 | \$4,611 | \$0 | \$334,037 |
| Total Projected Enrollment | 820 | Support Services | \$632,410 | \$27,231 | \$16,717 | \$212,866 | \$889,224 |
| | | Facility Support | \$294,705 | \$0 | \$0 | \$0 | \$294,705 |
| School average = | | Total | \$4,046,697 | \$524,633 | \$922,405 | \$1,007,527 | \$6,501,262 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 79% |
| Reading | 75% |
| Overall | 76% |

| George M Pullman Elementary School (Pullman) | | | Instructional Area 18 | | | Total Budget | | \$2,973,666 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 11311 S Forrester Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25041 | Instruction | \$1,225,312 | \$421,440 | \$233,638 | \$250,907 | \$2,131,298 | |
| Grade Level | PreK-8 | Administration | \$253,038 | \$0 | \$69,310 | \$0 | \$322,348 | |
| Total Projected Enrollment | 258 | Support Services | \$184,181 | \$0 | \$48,004 | \$0 | \$232,185 | |
| | | Facility Support | \$287,835 | \$0 | \$0 | \$0 | \$287,835 | |
| School average = | | Total | \$1,950,366 | \$421,440 | \$350,952 | \$250,907 | \$2,973,666 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 78% (District) |
| Hispanic | 21% (School) / 42% (District) |
| White | 9% (School) / 1% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 14% (District) |
| % Free/Reduced lunch | 85% (School) / 97% (District) |
| % Poverty | 53% (School) / 61% (District) |
| Science | 64% (School) / 56% (District) |
| Mathematics | 74% (School) / 62% (District) |
| Reading | 68% (School) / 66% (District) |
| Overall | 70% (School) / 63% (District) |

| Ravenswood Elementary School (Ravenswood) | | | Instructional Area 54 | | | Total Budget | | \$4,083,515 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 4332 N Paulina St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25061 | Instruction | \$1,819,656 | \$608,478 | \$340,670 | \$577,783 | \$3,346,587 | |
| Grade Level | PreK-8 | Administration | \$224,519 | \$0 | \$0 | \$0 | \$224,519 | |
| Total Projected Enrollment | 484 | Support Services | \$213,103 | \$0 | \$0 | \$0 | \$213,103 | |
| | | Facility Support | \$299,306 | \$0 | \$0 | \$0 | \$299,306 | |
| School average = | | Total | \$2,556,584 | \$608,478 | \$340,670 | \$577,783 | \$4,083,515 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------------------------|
| African American | 45% (School) / 18% (District) |
| Hispanic | 42% (School) / 46% (District) |
| White | 9% (School) / 33% (District) |
| Asian/Pacific Islander | 3.6% (School) / 4% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 15% (District) |
| % Free/Reduced lunch | 85% (School) / 64% (District) |
| % Poverty | 53% (School) / 43% (District) |
| Science | 64% (School) / 59% (District) |
| Mathematics | 74% (School) / 70% (District) |
| Reading | 68% (School) / 75% (District) |
| Overall | 70% (School) / 70% (District) |

| William H Ray Elementary School (Ray) | | | Instructional Area 54 | | | Total Budget | | \$5,855,021 |
|---------------------------------------|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 5631 S Kimbark Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25071 | Instruction | \$2,682,364 | \$1,180,055 | \$165,851 | \$611,837 | \$4,640,107 | |
| Grade Level | PreK-6 | Administration | \$265,041 | \$0 | \$61,462 | \$0 | \$326,503 | |
| Total Projected Enrollment | 651 | Support Services | \$294,675 | \$238,323 | \$0 | \$0 | \$532,998 | |
| | | Facility Support | \$355,413 | \$0 | \$0 | \$0 | \$355,413 | |
| School average = | | Total | \$3,597,493 | \$1,418,378 | \$227,313 | \$611,837 | \$5,855,021 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 58% (District) |
| Hispanic | 8% (School) / 42% (District) |
| White | 9% (School) / 21% (District) |
| Asian/Pacific Islander | 3.6% (School) / 13% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 14% (District) |
| % Free/Reduced lunch | 85% (School) / 38% (District) |
| % Poverty | 53% (School) / 24% (District) |
| Science | 64% (School) / 76% (District) |
| Mathematics | 74% (School) / 84% (District) |
| Reading | 68% (School) / 79% (District) |
| Overall | 70% (School) / 81% (District) |

| William C Reavis Math & Science Specialty ES (Reavis) | | | Instructional Area 15 | | | Total Budget | | \$3,569,852 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 834 E 50th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25091 | Instruction | \$1,344,264 | \$566,099 | \$530,080 | \$225,551 | \$2,665,994 | |
| Grade Level | PreK-8 | Administration | \$244,244 | \$0 | \$6,800 | \$0 | \$251,044 | |
| Total Projected Enrollment | 375 | Support Services | \$347,159 | \$56,363 | \$5,000 | \$0 | \$408,522 | |
| | | Facility Support | \$244,292 | \$0 | \$0 | \$0 | \$244,292 | |
| School average = | | Total | \$2,179,959 | \$622,462 | \$541,880 | \$225,551 | \$3,569,852 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 99% (District) |
| Hispanic | 0% (School) / 42% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 15% (District) |
| % Free/Reduced lunch | 85% (School) / 100% (District) |
| % Poverty | 53% (School) / 62% (District) |
| Science | 64% (School) / 35% (District) |
| Mathematics | 74% (School) / 54% (District) |
| Reading | 68% (School) / 55% (District) |
| Overall | 70% (School) / 51% (District) |

| Walter Reed Elementary School (Reed) | | Instructional Area 14 | | | Total Budget | | \$1,941,162 |
|--------------------------------------|--------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 6350 S Stewart Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26151 | Instruction | \$866,347 | \$110,644 | \$273,893 | \$24,096 | \$1,274,979 |
| Grade Level | PreK-8 | Administration | \$228,473 | \$0 | \$1,014 | \$0 | \$229,487 |
| Total Projected Enrollment | 167 | Support Services | \$287,812 | \$0 | \$17,776 | \$0 | \$305,588 |
| | | Facility Support | \$131,108 | \$0 | \$0 | \$0 | \$131,108 |
| School average = | | Total | \$1,513,740 | \$110,644 | \$292,683 | \$24,096 | \$1,941,162 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------------|
| African American | 45% (100%) |
| Hispanic | 42% (0%) |
| White | 9% (0%) |
| Asian/Pacific Islander | 3.6% (0%) |
| Native American | 0.2% (0%) |
| Estimated % Special Ed | 13% (9%) |
| % Free/Reduced lunch | 85% (100%) |
| % Poverty | 53% (63%) |
| Science | 64% (15%) |
| Mathematics | 74% (39%) |
| Reading | 68% (38%) |
| Overall | 70% (35%) |

| Frank W Reilly Elementary School (Reilly) | | Instructional Area 1 | | | Total Budget | | \$9,638,151 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3650 W School St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25101 | Instruction | \$4,637,985 | \$815,436 | \$1,523,474 | \$469,885 | \$7,446,780 |
| Grade Level | PreK-8 | Administration | \$338,711 | \$0 | \$192,328 | \$0 | \$531,039 |
| Total Projected Enrollment | 1,306 | Support Services | \$788,779 | \$24,220 | \$7,500 | \$0 | \$820,499 |
| | | Facility Support | \$839,833 | \$0 | \$0 | \$0 | \$839,833 |
| School average = | | Total | \$6,605,308 | \$839,656 | \$1,723,302 | \$469,885 | \$9,638,151 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-----------|
| African American | 45% (2%) |
| Hispanic | 42% (8%) |
| White | 9% (9%) |
| Asian/Pacific Islander | 3.6% (1%) |
| Native American | 0.2% (0%) |
| Estimated % Special Ed | 13% (13%) |
| % Free/Reduced lunch | 85% (96%) |
| % Poverty | 53% (58%) |
| Science | 64% (64%) |
| Mathematics | 74% (75%) |
| Reading | 68% (68%) |
| Overall | 70% (71%) |

| Peter A Reinberg Elementary School (Reinberg) | | Instructional Area 1 | | | Total Budget | | \$9,022,051 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3425 N Major Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25111 | Instruction | \$3,303,351 | \$2,224,741 | \$1,228,485 | \$436,946 | \$7,193,523 |
| Grade Level | PreK-8 | Administration | \$311,881 | \$0 | \$7,536 | \$0 | \$319,417 |
| Total Projected Enrollment | 874 | Support Services | \$677,318 | \$498,491 | \$1,000 | \$0 | \$1,176,809 |
| | | Facility Support | \$332,302 | \$0 | \$0 | \$0 | \$332,302 |
| School average = | | Total | \$4,624,852 | \$2,723,232 | \$1,237,021 | \$436,946 | \$9,022,051 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-----------|
| African American | 45% (2%) |
| Hispanic | 42% (70%) |
| White | 9% (22%) |
| Asian/Pacific Islander | 3.6% (6%) |
| Native American | 0.2% (0%) |
| Estimated % Special Ed | 13% (20%) |
| % Free/Reduced lunch | 85% (85%) |
| % Poverty | 53% (52%) |
| Science | 64% (75%) |
| Mathematics | 74% (84%) |
| Reading | 68% (74%) |
| Overall | 70% (78%) |

| Paul Revere Elementary School (Revere) | | Instructional Area 17 | | | Total Budget | | \$3,244,287 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 1010 E 72nd St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25121 | Instruction | \$1,398,228 | \$272,272 | \$507,372 | \$198,503 | \$2,376,376 |
| Grade Level | PreK-8 | Administration | \$245,305 | \$0 | \$0 | \$0 | \$245,305 |
| Total Projected Enrollment | 363 | Support Services | \$314,090 | \$21,069 | \$0 | \$0 | \$335,159 |
| | | Facility Support | \$287,447 | \$0 | \$0 | \$0 | \$287,447 |
| School average = | | Total | \$2,245,070 | \$293,341 | \$507,372 | \$198,503 | \$3,244,287 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------------|
| African American | 45% (100%) |
| Hispanic | 42% (0%) |
| White | 9% (0%) |
| Asian/Pacific Islander | 3.6% (0%) |
| Native American | 0.2% (0%) |
| Estimated % Special Ed | 13% (10%) |
| % Free/Reduced lunch | 85% (98%) |
| % Poverty | 53% (61%) |
| Science | 64% (55%) |
| Mathematics | 74% (60%) |
| Reading | 68% (52%) |
| Overall | 70% (56%) |

| Paul Robeson High School (Robeson HS) | | Instructional Area 23 | | | Total Budget | | \$13,835,353 |
|---------------------------------------|-------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 6835 S Normal Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46121 | Instruction | \$5,519,723 | \$2,770,432 | \$1,862,068 | \$714,837 | \$10,867,061 |
| Grade Level | 9-12 | Administration | \$683,235 | \$0 | \$384,713 | \$0 | \$1,067,948 |
| Total Projected Enrollment | 1,293 | Support Services | \$787,433 | \$58,149 | \$252,763 | \$0 | \$1,098,345 |
| | | Facility Support | \$801,999 | \$0 | \$0 | \$0 | \$801,999 |
| School average = | | Total | \$7,792,390 | \$2,828,581 | \$2,499,544 | \$714,837 | \$13,835,353 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 24% | | 0% |
| White | 9% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| Asian/Pacific Islander | 3.6% | | 97% | | 2% |
| Native American | 0.2% | % Poverty | 53% | Graduate within 5 years | 55% |
| | | | 60% | | 40% |

| Jackie Robinson Elementary School (Robinson) | | Instructional Area 15 | | | Total Budget | | \$2,299,544 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 4225 S Lake Park Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26061 | Instruction | \$966,715 | \$214,198 | \$267,249 | \$196,777 | \$1,644,939 |
| Grade Level | PreK-3 | Administration | \$245,094 | \$0 | \$2,500 | \$0 | \$247,594 |
| Total Projected Enrollment | 239 | Support Services | \$229,501 | \$41,918 | \$3,400 | \$0 | \$274,819 |
| | | Facility Support | \$132,192 | \$0 | \$0 | \$0 | \$132,192 |
| School average = | | Total | \$1,573,502 | \$256,116 | \$273,149 | \$196,777 | \$2,299,544 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 7% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 85% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 55% |
| | | | 54% | | |

| Philip Rogers Elementary School (Rogers) | | Instructional Area 2 | | | Total Budget | | \$5,421,301 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 7345 N Washtenaw Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25141 | Instruction | \$2,501,372 | \$795,032 | \$438,986 | \$550,265 | \$4,285,655 |
| Grade Level | PreK-8 | Administration | \$236,886 | \$0 | \$61,054 | \$0 | \$297,940 |
| Total Projected Enrollment | 752 | Support Services | \$304,904 | \$98,188 | \$107,441 | \$0 | \$510,533 |
| | | Facility Support | \$327,173 | \$0 | \$0 | \$0 | \$327,173 |
| School average = | | Total | \$3,370,335 | \$893,220 | \$607,481 | \$550,265 | \$5,421,301 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 12% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 79% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 89% |
| | | | 48% | | |

| Theodore Roosevelt High School (Roosevelt HS) | | Instructional Area 54 | | | Total Budget | | \$12,982,867 |
|---|-------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 3436 W Wilson Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46271 | Instruction | \$6,212,918 | \$2,166,369 | \$929,556 | \$463,300 | \$9,772,143 |
| Grade Level | 9-12 | Administration | \$488,999 | \$0 | \$130,809 | \$0 | \$619,808 |
| Total Projected Enrollment | 1,323 | Support Services | \$857,555 | \$55,185 | \$413,658 | \$0 | \$1,326,398 |
| | | Facility Support | \$1,264,518 | \$0 | \$0 | \$0 | \$1,264,518 |
| School average = | | Total | \$8,823,990 | \$2,221,554 | \$1,474,023 | \$463,300 | \$12,982,867 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 17% | | 7% |
| White | 9% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| Asian/Pacific Islander | 3.6% | | 85% | | 15% |
| Native American | 0.2% | % Poverty | 53% | Graduate within 5 years | 55% |
| | | | 51% | | 46% |

| Betsy Ross Elementary School (Ross) | | Instructional Area 13 | | | Total Budget | | \$3,891,850 |
|-------------------------------------|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6059 S Wabash Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25161 | Instruction | \$1,265,204 | \$494,669 | \$429,337 | \$257,837 | \$2,447,047 |
| Grade Level | PreK-8 | Administration | \$435,668 | \$0 | \$0 | \$0 | \$435,668 |
| Total Projected Enrollment | 339 | Support Services | \$457,700 | \$111,898 | \$33,382 | \$0 | \$602,980 |
| | | Facility Support | \$406,155 | \$0 | \$0 | \$0 | \$406,155 |
| School average = | | Total | \$2,564,727 | \$606,567 | \$462,719 | \$257,837 | \$3,891,850 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 63% |
| Science | 64% 33% |
| Mathematics | 74% 38% |
| Reading | 68% 45% |
| Overall | 70% 40% |

| Martha Ruggles Elementary School (Ruggles) | | Instructional Area 14 | | | Total Budget | | \$3,872,501 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 7831 S Prairie Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25181 | Instruction | \$1,463,877 | \$409,323 | \$452,667 | \$332,218 | \$2,658,085 |
| Grade Level | PreK-8 | Administration | \$230,149 | \$0 | \$65,699 | \$0 | \$295,848 |
| Total Projected Enrollment | 423 | Support Services | \$397,020 | \$38,767 | \$23,490 | \$0 | \$459,277 |
| | | Facility Support | \$459,291 | \$0 | \$0 | \$0 | \$459,291 |
| School average = | | Total | \$2,550,337 | \$448,090 | \$541,856 | \$332,218 | \$3,872,501 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 95% |
| % Poverty | 53% 60% |
| Science | 64% 33% |
| Mathematics | 74% 45% |
| Reading | 68% 46% |
| Overall | 70% 43% |

| Irma C Ruiz Elementary School (Ruiz) | | Instructional Area 10 | | | Total Budget | | \$7,408,264 |
|--------------------------------------|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2410 S Leavitt St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24931 | Instruction | \$3,580,322 | \$491,155 | \$984,903 | \$645,010 | \$5,701,390 |
| Grade Level | PreK-8 | Administration | \$259,281 | \$0 | \$82,355 | \$0 | \$341,636 |
| Total Projected Enrollment | 964 | Support Services | \$753,000 | \$41,918 | \$41,071 | \$0 | \$835,989 |
| | | Facility Support | \$529,249 | \$0 | \$0 | \$0 | \$529,249 |
| School average = | | Total | \$5,121,852 | \$533,073 | \$1,108,329 | \$645,010 | \$7,408,264 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 97% |
| Hispanic | 1% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 59% |
| Science | 64% 71% |
| Mathematics | 74% 80% |
| Reading | 68% 71% |
| Overall | 70% 75% |

| William H Ryder Math & Science Specialty ES (Ryder) | | Instructional Area 17 | | | Total Budget | | \$3,850,129 |
|---|--------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 8716 S Wallace St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25191 | Instruction | \$1,095,589 | \$1,234,023 | \$364,483 | \$40,590 | \$2,734,685 |
| Grade Level | PreK-8 | Administration | \$266,316 | \$0 | \$0 | \$0 | \$266,316 |
| Total Projected Enrollment | 287 | Support Services | \$306,707 | \$257,247 | \$0 | \$0 | \$563,954 |
| | | Facility Support | \$285,174 | \$0 | \$0 | \$0 | \$285,174 |
| School average = | | Total | \$1,953,786 | \$1,491,270 | \$364,483 | \$40,590 | \$3,850,129 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 24% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 59% |
| Science | 64% 49% |
| Mathematics | 74% 56% |
| Reading | 68% 56% |
| Overall | 70% 55% |

| Martin A Ryerson Elementary School (Ryerson) | | Instructional Area 7 | | | | Total Budget | \$4,090,879 |
|--|--------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 646 N Lawndale Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25201 | Instruction | \$1,848,003 | \$355,818 | \$567,416 | \$208,100 | \$2,979,337 |
| Grade Level | PreK-8 | Administration | \$244,247 | \$0 | \$71,293 | \$0 | \$315,540 |
| Total Projected Enrollment | 499 | Support Services | \$406,237 | \$0 | \$3,000 | \$0 | \$409,237 |
| | | Facility Support | \$386,765 | \$0 | \$0 | \$0 | \$386,765 |
| School average = | | Total | \$2,885,252 | \$355,818 | \$641,709 | \$208,100 | \$4,090,879 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 62% |
| Science | 64% 49% |
| Mathematics | 74% 68% |
| Reading | 68% 63% |
| Overall | 70% 63% |

| Rueben Salazar Elementary Bilingual Center (Salazar) | | Instructional Area 54 | | | | Total Budget | \$3,436,337 |
|--|--------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 160 W Wendell St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 30101 | Instruction | \$1,668,648 | \$305,368 | \$410,557 | \$359,831 | \$2,744,405 |
| Grade Level | PreK-8 | Administration | \$213,437 | \$0 | \$0 | \$0 | \$213,437 |
| Total Projected Enrollment | 461 | Support Services | \$358,468 | \$0 | \$7,000 | \$0 | \$365,468 |
| | | Facility Support | \$113,027 | \$0 | \$0 | \$0 | \$113,027 |
| School average = | | Total | \$2,353,580 | \$305,368 | \$417,557 | \$359,831 | \$3,436,337 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 17% |
| Hispanic | 42% 78% |
| White | 9% 4% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 1% |
| Estimated % Special Ed | 13% 14% |
| % Free/Reduced lunch | 85% 80% |
| % Poverty | 53% 52% |
| Science | 64% 88% |
| Mathematics | 74% 88% |
| Reading | 68% 83% |
| Overall | 70% 86% |

| Socorro Sandoval Elementary School (Sandoval) | | Instructional Area 11 | | | | Total Budget | \$7,838,548 |
|---|-------|-----------------------|-------------|---------------|-------------|--------------|-------------|
| 5534 S Saint Louis Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26721 | Instruction | \$4,041,166 | \$555,390 | \$1,269,139 | \$404,680 | \$6,270,374 |
| Grade Level | K-8 | Administration | \$486,950 | \$0 | \$65,314 | \$0 | \$552,264 |
| Total Projected Enrollment | 1,180 | Support Services | \$714,048 | \$0 | \$0 | \$0 | \$714,048 |
| | | Facility Support | \$301,862 | \$0 | \$0 | \$0 | \$301,862 |
| School average = | | Total | \$5,544,026 | \$555,390 | \$1,334,453 | \$404,680 | \$7,838,548 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 1% |
| Hispanic | 42% 97% |
| White | 9% 2% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 58% |
| Science | 64% 72% |
| Mathematics | 74% 82% |
| Reading | 68% 77% |
| Overall | 70% 79% |

| Sauganash Elementary School (Sauganash) | | Instructional Area 54 | | | | Total Budget | \$4,075,419 |
|---|-------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 6040 N Kilpatrick Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25211 | Instruction | \$2,354,039 | \$701,153 | \$214,954 | \$59,614 | \$3,329,760 |
| Grade Level | K-8 | Administration | \$245,421 | \$0 | \$2,136 | \$0 | \$247,557 |
| Total Projected Enrollment | 611 | Support Services | \$181,905 | \$44,564 | \$0 | \$0 | \$226,469 |
| | | Facility Support | \$271,633 | \$0 | \$0 | \$0 | \$271,633 |
| School average = | | Total | \$3,052,998 | \$745,717 | \$217,090 | \$59,614 | \$4,075,419 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 3% |
| Hispanic | 42% 23% |
| White | 9% 56% |
| Asian/Pacific Islander | 3.6% 17% |
| Native American | 0.2% 1% |
| Estimated % Special Ed | 13% 15% |
| % Free/Reduced lunch | 85% 28% |
| % Poverty | 53% 16% |
| Science | 64% 95% |
| Mathematics | 74% 95% |
| Reading | 68% 89% |
| Overall | 70% 92% |

| Sidney Sawyer Elementary School (Sawyer) | | Instructional Area 54 | | | Total Budget | | \$13,547,562 |
|--|-------|-----------------------|--------------|---------------|--------------|----------|--------------|
| 5248 S Sawyer Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25231 | Instruction | \$7,932,627 | \$814,769 | \$2,391,641 | \$72,578 | \$11,211,615 |
| Grade Level | K-8 | Administration | \$316,397 | \$0 | \$143,825 | \$0 | \$460,222 |
| Total Projected Enrollment | 2,116 | Support Services | \$1,105,411 | \$35,617 | \$81,893 | \$0 | \$1,222,921 |
| | | Facility Support | \$652,804 | \$0 | \$0 | \$0 | \$652,804 |
| School average = | | Total | \$10,007,239 | \$850,386 | \$2,617,359 | \$72,578 | \$13,547,562 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Harriet E Sayre Elementary Language Academy (Sayre) | | Instructional Area 54 | | | Total Budget | | \$5,067,543 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 1850 N Newland Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29271 | Instruction | \$2,642,327 | \$462,317 | \$458,110 | \$507,719 | \$4,070,473 |
| Grade Level | PreK-8 | Administration | \$224,519 | \$0 | \$8,202 | \$0 | \$232,721 |
| Total Projected Enrollment | 669 | Support Services | \$319,602 | \$0 | \$0 | \$67,171 | \$386,773 |
| | | Facility Support | \$377,576 | \$0 | \$0 | \$0 | \$377,576 |
| School average = | | Total | \$3,564,024 | \$462,317 | \$466,312 | \$574,890 | \$5,067,543 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Jonathan Y Scammon Elementary School (Scammon) | | Instructional Area 1 | | | Total Budget | | \$6,693,774 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 4201 W Henderson St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25241 | Instruction | \$3,438,208 | \$589,533 | \$1,229,365 | \$246,288 | \$5,503,394 |
| Grade Level | PreK-8 | Administration | \$256,179 | \$0 | \$10,145 | \$0 | \$266,324 |
| Total Projected Enrollment | 949 | Support Services | \$565,489 | \$0 | \$1,000 | \$0 | \$566,489 |
| | | Facility Support | \$357,567 | \$0 | \$0 | \$0 | \$357,567 |
| School average = | | Total | \$4,617,443 | \$589,533 | \$1,240,510 | \$246,288 | \$6,693,774 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Theophilus Schmid Elementary School (Schmid) | | Instructional Area 18 | | | Total Budget | | \$2,486,482 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 9755 S Greenwood Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25391 | Instruction | \$764,971 | \$541,108 | \$224,217 | \$155,041 | \$1,685,337 |
| Grade Level | PreK-8 | Administration | \$233,387 | \$0 | \$0 | \$0 | \$233,387 |
| Total Projected Enrollment | 200 | Support Services | \$192,287 | \$101,660 | \$5,000 | \$0 | \$298,947 |
| | | Facility Support | \$268,811 | \$0 | \$0 | \$0 | \$268,811 |
| School average = | | Total | \$1,459,456 | \$642,768 | \$229,217 | \$155,041 | \$2,486,482 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| George Schneider Elementary School (Schneider) | | | Instructional Area 6 | | | Total Budget | | \$1,791,744 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 2957 N Hoyme Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25281 | Instruction | \$678,499 | \$281,089 | \$85,760 | \$19,305 | \$1,064,653 | |
| Grade Level | PreK-8 | Administration | \$254,241 | \$0 | \$70,501 | \$0 | \$324,742 | |
| Total Projected Enrollment | 100 | Support Services | \$333,158 | \$44,564 | \$0 | \$0 | \$377,722 | |
| | | Facility Support | \$24,627 | \$0 | \$0 | \$0 | \$24,627 | |
| School average = | | Total | \$1,290,525 | \$325,653 | \$156,261 | \$19,305 | \$1,791,744 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 75% |
| Hispanic | 20% | 42% |
| White | 9% | 4% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 22% |
| % Free/Reduced lunch | 85% | 100% |
| % Poverty | 53% | 63% |
| Science | 64% | 52% |
| Mathematics | 74% | 57% |
| Reading | 68% | 46% |
| Overall | 70% | 52% |

| Franz Peter Schubert Elementary School (Schubert) | | | Instructional Area 4 | | | Total Budget | | \$7,614,944 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 2727 N Long Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25291 | Instruction | \$3,841,425 | \$587,561 | \$1,217,812 | \$438,144 | \$6,084,942 | |
| Grade Level | PreK-5 | Administration | \$339,889 | \$0 | \$42,290 | \$0 | \$382,179 | |
| Total Projected Enrollment | 1,035 | Support Services | \$793,804 | \$27,231 | \$4,000 | \$0 | \$825,035 | |
| | | Facility Support | \$322,788 | \$0 | \$0 | \$0 | \$322,788 | |
| School average = | | Total | \$5,297,906 | \$614,792 | \$1,264,102 | \$438,144 | \$7,614,944 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 2% |
| Hispanic | 42% | 42% |
| White | 9% | 4% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 7% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 58% |
| Science | 64% | 68% |
| Mathematics | 74% | 82% |
| Reading | 68% | 65% |
| Overall | 70% | 72% |

| Carl Schurz High School (Schurz HS) | | | Instructional Area 19 | | | Total Budget | | \$20,132,000 |
|-------------------------------------|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 3601 N Milwaukee Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46281 | Instruction | \$10,748,778 | \$3,395,540 | \$1,836,090 | \$322,106 | \$16,302,514 | |
| Grade Level | 9-12 | Administration | \$711,690 | \$0 | \$181,505 | \$0 | \$893,195 | |
| Total Projected Enrollment | 2,284 | Support Services | \$1,108,287 | \$126,981 | \$475,262 | \$0 | \$1,710,530 | |
| | | Facility Support | \$1,225,761 | \$0 | \$0 | \$0 | \$1,225,761 | |
| School average = | | Total | \$13,794,516 | \$3,522,521 | \$2,492,857 | \$322,106 | \$20,132,000 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 8% |
| Hispanic | 42% | 81% |
| White | 9% | 8% |
| Asian/Pacific Islander | 3.6% | 2% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 17% |
| % Free/Reduced lunch | 85% | 88% |
| % Poverty | 53% | 53% |
| Score 20 or higher on the ACT | 22% | 9% |
| Meet/exceed standards on PSAE | 29% | 15% |
| Graduate within 5 years | 55% | 60% |

| Nicholas Senn High School (Senn HS) | | | Instructional Area 25 | | | Total Budget | | \$11,192,058 |
|-------------------------------------|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 5900 N Glenwood Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 47061 | Instruction | \$5,171,233 | \$1,449,420 | \$1,231,681 | \$703,768 | \$8,556,102 | |
| Grade Level | 9-12 | Administration | \$632,598 | \$0 | \$232,321 | \$0 | \$864,919 | |
| Total Projected Enrollment | 1,001 | Support Services | \$832,544 | \$44,564 | \$91,710 | \$0 | \$968,818 | |
| | | Facility Support | \$802,219 | \$0 | \$0 | \$0 | \$802,219 | |
| School average = | | Total | \$7,438,594 | \$1,493,984 | \$1,555,712 | \$703,768 | \$11,192,058 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 38% |
| Hispanic | 42% | 43% |
| White | 9% | 6% |
| Asian/Pacific Islander | 3.6% | 12% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 57% |
| Score 20 or higher on the ACT | 22% | 12% |
| Meet/exceed standards on PSAE | 29% | 16% |
| Graduate within 5 years | 55% | 35% |

| William H Seward Communication Arts Academy ES (Seward) | | Instructional Area 54 | | | Total Budget \$7,136,077 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 4600 S Hermitage Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25301 | Instruction | \$3,384,370 | \$577,786 | \$943,279 | \$366,615 | \$5,272,050 |
| Grade Level | PreK-8 | Administration | \$348,649 | \$0 | \$96,718 | \$0 | \$445,367 |
| Total Projected Enrollment | 893 | Support Services | \$618,747 | \$0 | \$15,000 | \$0 | \$633,747 |
| | | Facility Support | \$784,913 | \$0 | \$0 | \$0 | \$784,913 |
| School average = | | Total | \$5,136,679 | \$577,786 | \$1,054,997 | \$366,615 | \$7,136,077 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 9% | Mathematics | 81% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 98% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 72% |
| | | | 60% | | |

| Austin O Sexton Elementary School (Sexton) | | Instructional Area 15 | | | Total Budget \$4,170,433 | | |
|--|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 6020 S Langley Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25321 | Instruction | \$1,421,372 | \$627,295 | \$532,832 | \$226,302 | \$2,807,802 |
| Grade Level | PreK-8 | Administration | \$262,403 | \$0 | \$34,348 | \$0 | \$296,751 |
| Total Projected Enrollment | 388 | Support Services | \$354,506 | \$261,814 | \$0 | \$0 | \$616,320 |
| | | Facility Support | \$449,560 | \$0 | \$0 | \$0 | \$449,560 |
| School average = | | Total | \$2,487,841 | \$889,109 | \$567,180 | \$226,302 | \$4,170,433 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 15% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 98% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 53% |
| | | | 62% | | |

| Jesse Sherwood Elementary School (Sherwood) | | Instructional Area 13 | | | Total Budget \$3,757,424 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 245 W 57th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25351 | Instruction | \$1,534,983 | \$618,522 | \$542,348 | \$186,954 | \$2,882,806 |
| Grade Level | PreK-8 | Administration | \$239,237 | \$0 | \$7,072 | \$0 | \$246,309 |
| Total Projected Enrollment | 400 | Support Services | \$297,803 | \$94,583 | \$5,373 | \$0 | \$397,759 |
| | | Facility Support | \$230,550 | \$0 | \$0 | \$0 | \$230,550 |
| School average = | | Total | \$2,302,573 | \$713,105 | \$554,793 | \$186,954 | \$3,757,424 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|------|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 13% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 100% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 59% |
| | | | 64% | | |

| James Shields Elementary School (Shields) | | Instructional Area 54 | | | Total Budget \$13,371,733 | | |
|---|-------|-----------------------|-------------|---------------|---------------------------|-----------|--------------|
| 4250 S Rockwell St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25361 | Instruction | \$7,462,756 | \$1,367,615 | \$2,011,966 | \$196,411 | \$11,038,747 |
| Grade Level | K-8 | Administration | \$394,959 | \$0 | \$115,466 | \$0 | \$510,425 |
| Total Projected Enrollment | 1,886 | Support Services | \$939,468 | \$54,816 | \$75,719 | \$0 | \$1,070,003 |
| | | Facility Support | \$752,558 | \$0 | \$0 | \$0 | \$752,558 |
| School average = | | Total | \$9,549,741 | \$1,422,431 | \$2,203,151 | \$196,411 | \$13,371,733 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 12% | Mathematics | 85% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 71% |
| Asian/Pacific Islander | 3.6% | | 95% | Overall | 77% |
| Native American | 0.2% | % Poverty | 53% | | |
| | | | 57% | | |

| Beulah Shoemith Elementary School (Shoemith) | | | Instructional Area 15 | | | Total Budget | | \$3,488,569 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 1330 E 50th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25371 | Instruction | \$1,538,070 | \$435,641 | \$414,610 | \$63,970 | \$2,452,291 | |
| Grade Level | K-6 | Administration | \$223,165 | \$0 | \$70,503 | \$0 | \$293,668 | |
| Total Projected Enrollment | 370 | Support Services | \$295,842 | \$113,713 | \$1,725 | \$0 | \$411,280 | |
| | | Facility Support | \$331,330 | \$0 | \$0 | \$0 | \$331,330 | |
| School average = | | Total | \$2,388,407 | \$549,354 | \$486,838 | \$63,970 | \$3,488,569 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 94% |
| Hispanic | 3% | 42% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 2% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 90% |
| % Poverty | 53% | 56% |
| Science | 64% | 67% |
| Mathematics | 74% | 79% |
| Reading | 68% | 63% |
| Overall | 70% | 71% |

| John D Shoop Math-Science Technical Academy ES (Shoop) | | | Instructional Area 18 | | | Total Budget | | \$6,000,253 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 1460 W 112th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25381 | Instruction | \$2,464,067 | \$552,850 | \$731,624 | \$228,981 | \$3,977,522 | |
| Grade Level | PreK-8 | Administration | \$254,506 | \$0 | \$56,602 | \$0 | \$311,108 | |
| Total Projected Enrollment | 627 | Support Services | \$553,928 | \$38,767 | \$14,594 | \$0 | \$607,289 | |
| | | Facility Support | \$1,104,334 | \$0 | \$0 | \$0 | \$1,104,334 | |
| School average = | | Total | \$4,376,835 | \$591,617 | \$802,820 | \$228,981 | \$6,000,253 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 59% |
| Science | 64% | 56% |
| Mathematics | 74% | 70% |
| Reading | 68% | 61% |
| Overall | 70% | 65% |

| Simpson Academy High School for Young Women (Simpson Alt HS) | | | Instructional Area 30 | | | Total Budget | | \$3,204,868 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 1321 S Paulina St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 49051 | Instruction | \$1,582,240 | \$421,879 | \$364,459 | \$12,965 | \$2,381,543 | |
| Grade Level | 6-12 | Administration | \$398,467 | \$0 | \$2,536 | \$0 | \$401,003 | |
| Total Projected Enrollment | 107 | Support Services | \$216,604 | \$0 | \$20,767 | \$0 | \$237,371 | |
| | | Facility Support | \$184,951 | \$0 | \$0 | \$0 | \$184,951 | |
| School average = | | Total | \$2,382,262 | \$421,879 | \$387,762 | \$12,965 | \$3,204,868 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 84% |
| Hispanic | 15% | 42% |
| White | 9% | 2% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 76% |
| % Poverty | 53% | 48% |
| Score 20 or higher on the ACT | 22% | 4% |
| Meet/exceed standards on PSAE | 29% | 6% |
| Graduate within 5 years | 55% | 15% |

| Wendell Smith Elementary School (Smith) | | | Instructional Area 18 | | | Total Budget | | \$4,270,984 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 744 E 103rd St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23641 | Instruction | \$1,593,486 | \$664,147 | \$498,699 | \$195,346 | \$2,951,678 | |
| Grade Level | PreK-8 | Administration | \$284,487 | \$0 | \$0 | \$0 | \$284,487 | |
| Total Projected Enrollment | 407 | Support Services | \$337,135 | \$21,069 | \$2,500 | \$0 | \$360,704 | |
| | | Facility Support | \$674,115 | \$0 | \$0 | \$0 | \$674,115 | |
| School average = | | Total | \$2,889,223 | \$685,216 | \$501,199 | \$195,346 | \$4,270,984 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 100% |
| % Poverty | 53% | 63% |
| Science | 64% | 48% |
| Mathematics | 74% | 62% |
| Reading | 68% | 54% |
| Overall | 70% | 57% |

| Washington D Smyser Elementary School (Smyser) | | | Instructional Area 54 | | | Total Budget \$6,779,155 | |
|--|--------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 4310 N Melvina Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25401 | Instruction | \$3,811,429 | \$817,585 | \$801,964 | \$269,946 | \$5,700,924 |
| Grade Level | PreK-8 | Administration | \$316,489 | \$0 | \$7,500 | \$0 | \$323,989 |
| Total Projected Enrollment | 998 | Support Services | \$377,446 | \$46,640 | \$0 | \$0 | \$424,086 |
| | | Facility Support | \$330,156 | \$0 | \$0 | \$0 | \$330,156 |
| School average = | | Total | \$4,835,520 | \$864,225 | \$809,464 | \$269,946 | \$6,779,155 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 2% |
| Hispanic | 42% | 53% |
| White | 9% | 41% |
| Asian/Pacific Islander | 3.6% | 4% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 8% |
| % Free/Reduced lunch | 85% | 75% |
| % Poverty | 53% | 45% |
| Science | 64% | 78% |
| Mathematics | 74% | 88% |
| Reading | 68% | 85% |
| Overall | 70% | 85% |

| Hannah G Solomon Elementary School (Solomon) | | | Instructional Area 54 | | | Total Budget \$4,039,447 | |
|--|--------|------------------|-----------------------|-------------|---------------|--------------------------|-------------|
| 6206 N Hamlin Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25431 | Instruction | \$1,447,563 | \$1,195,542 | \$111,921 | \$300,648 | \$3,055,674 |
| Grade Level | PreK-8 | Administration | \$248,002 | \$0 | \$59,672 | \$0 | \$307,674 |
| Total Projected Enrollment | 386 | Support Services | \$170,538 | \$384,409 | \$0 | \$0 | \$554,947 |
| | | Facility Support | \$121,152 | \$0 | \$0 | \$0 | \$121,152 |
| School average = | | Total | \$1,987,255 | \$1,579,951 | \$171,593 | \$300,648 | \$4,039,447 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 4% |
| Hispanic | 42% | 12% |
| White | 9% | 49% |
| Asian/Pacific Islander | 3.6% | 35% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 25% |
| % Free/Reduced lunch | 85% | 52% |
| % Poverty | 53% | 32% |
| Science | 64% | 100% |
| Mathematics | 74% | 97% |
| Reading | 68% | 92% |
| Overall | 70% | 96% |

| 54th and St Louis High School (Solorio) | | | Instructional Area 23 | | | Total Budget \$2,372,990 | |
|---|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 5400 S. St. Louis Ave. | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 46101 | Instruction | \$1,142,274 | \$168,548 | \$202,564 | \$67,742 | \$1,581,128 |
| Grade Level | 9 | Administration | \$376,151 | \$0 | \$30,217 | \$0 | \$406,368 |
| Total Projected Enrollment | 300 | Support Services | \$315,447 | \$0 | \$18,145 | \$23,652 | \$357,244 |
| | | Facility Support | \$28,250 | \$0 | \$0 | \$0 | \$28,250 |
| School average = | | Total | \$1,862,122 | \$168,548 | \$250,926 | \$91,394 | \$2,372,990 |
| District average = | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|------|
| African American | 45% | #N/A |
| Hispanic | 42% | #N/A |
| White | 9% | #N/A |
| Asian/Pacific Islander | 3.6% | #N/A |
| Native American | 0.2% | #N/A |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 67% |
| % Poverty | 53% | 40% |
| Score 20 or higher on the ACT | 22% | #N/A |
| Meet/exceed standards on PSAE | 29% | #N/A |
| Graduate within 5 years | 55% | #N/A |

| Songhai Elementary Learning Institute (Songhai) | | | Instructional Area 18 | | | Total Budget \$3,937,099 | |
|---|--------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 11725 S Perry Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25251 | Instruction | \$1,565,109 | \$616,321 | \$411,552 | \$216,950 | \$2,809,933 |
| Grade Level | PreK-8 | Administration | \$243,902 | \$0 | \$79,536 | \$0 | \$323,438 |
| Total Projected Enrollment | 380 | Support Services | \$301,671 | \$48,300 | \$15,206 | \$0 | \$365,177 |
| | | Facility Support | \$438,551 | \$0 | \$0 | \$0 | \$438,551 |
| School average = | | Total | \$2,549,233 | \$664,621 | \$506,294 | \$216,950 | \$3,937,099 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 63% |
| Science | 64% | 39% |
| Mathematics | 74% | 59% |
| Reading | 68% | 58% |
| Overall | 70% | 56% |

| South Loop Elementary School (South Loop) | | Instructional Area 9 | | | Total Budget | | \$5,702,677 |
|---|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 1212 S Plymouth Ct | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23751 | Instruction | \$2,464,171 | \$308,597 | \$239,719 | \$1,372,113 | \$4,384,600 |
| Grade Level | PreK-8 | Administration | \$301,293 | \$0 | \$3,043 | \$0 | \$304,336 |
| Total Projected Enrollment | 706 | Support Services | \$359,515 | \$89,129 | \$0 | \$130,558 | \$579,202 |
| | | Facility Support | \$434,539 | \$0 | \$0 | \$0 | \$434,539 |
| School average = | | Total | \$3,559,518 | \$397,726 | \$242,762 | \$1,502,671 | \$5,702,677 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 53% |
| Hispanic | 9% 42% |
| White | 9% 26% |
| Asian/Pacific Islander | 3.6% 13% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 33% |
| % Poverty | 53% 20% |
| Science | 64% 92% |
| Mathematics | 74% 89% |
| Reading | 68% 90% |
| Overall | 70% 90% |

| Herbert Spencer Elementary Math & Science Academy (Spencer) | | Instructional Area 3 | | | Total Budget | | \$6,639,058 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 214 N Laverne Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25441 | Instruction | \$2,822,421 | \$780,177 | \$818,974 | \$621,095 | \$5,042,667 |
| Grade Level | PreK-8 | Administration | \$310,867 | \$0 | \$148,272 | \$0 | \$459,139 |
| Total Projected Enrollment | 828 | Support Services | \$658,041 | \$29,538 | \$90,785 | \$0 | \$778,364 |
| | | Facility Support | \$358,888 | \$0 | \$0 | \$0 | \$358,888 |
| School average = | | Total | \$4,150,217 | \$809,715 | \$1,058,031 | \$621,095 | \$6,639,058 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 64% |
| Science | 64% 40% |
| Mathematics | 74% 57% |
| Reading | 68% 50% |
| Overall | 70% 52% |

| John Spry Elementary Community School (Spry) | | Instructional Area 54 | | | Total Budget | | \$6,542,441 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2400 S Marshall Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25451 | Instruction | \$2,996,149 | \$655,016 | \$910,399 | \$548,555 | \$5,110,119 |
| Grade Level | PreK-8 | Administration | \$279,934 | \$0 | \$116,977 | \$0 | \$396,911 |
| Total Projected Enrollment | 884 | Support Services | \$649,045 | \$0 | \$2,400 | \$0 | \$651,445 |
| | | Facility Support | \$383,966 | \$0 | \$0 | \$0 | \$383,966 |
| School average = | | Total | \$4,309,094 | \$655,016 | \$1,029,776 | \$548,555 | \$6,542,441 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 0% |
| Hispanic | 42% 99% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 61% |
| Science | 64% 73% |
| Mathematics | 74% 82% |
| Reading | 68% 70% |
| Overall | 70% 76% |

| Amos Alonzo Stagg Elementary School (Stagg) | | Instructional Area 14 | | | Total Budget | | \$5,145,402 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 7424 S Morgan St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26521 | Instruction | \$2,174,639 | \$550,142 | \$635,163 | \$363,107 | \$3,723,051 |
| Grade Level | PreK-8 | Administration | \$283,444 | \$0 | \$0 | \$0 | \$283,444 |
| Total Projected Enrollment | 552 | Support Services | \$471,802 | \$218,384 | \$71,530 | \$0 | \$761,716 |
| | | Facility Support | \$377,191 | \$0 | \$0 | \$0 | \$377,191 |
| School average = | | Total | \$3,307,076 | \$768,526 | \$706,693 | \$363,107 | \$5,145,402 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 42% 0% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 60% |
| Science | 64% 53% |
| Mathematics | 74% 54% |
| Reading | 68% 54% |
| Overall | 70% 54% |

| Charles P Steinmetz Academic Centre High School (Steinmetz HS) | | Instructional Area 26 | | | Total Budget | | \$16,913,113 |
|--|-------|-----------------------|--------------|---------------|--------------|-----------|--------------|
| 3030 N Mobile Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46291 | Instruction | \$8,475,194 | \$2,626,190 | \$1,645,482 | \$390,946 | \$13,137,812 |
| Grade Level | 9-12 | Administration | \$650,988 | \$0 | \$122,054 | \$0 | \$773,042 |
| Total Projected Enrollment | 1,732 | Support Services | \$986,603 | \$44,564 | \$529,255 | \$0 | \$1,560,422 |
| | | Facility Support | \$1,441,837 | \$0 | \$0 | \$0 | \$1,441,837 |
| School average = | | Total | \$11,554,622 | \$2,670,754 | \$2,296,791 | \$390,946 | \$16,913,113 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Adlai E Stevenson Elementary School (Stevenson) | | Instructional Area 11 | | | Total Budget | | \$10,053,280 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 8010 S Kostner Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25471 | Instruction | \$4,845,686 | \$1,800,029 | \$1,282,880 | \$263,469 | \$8,192,064 |
| Grade Level | PreK-8 | Administration | \$324,465 | \$0 | \$65,515 | \$0 | \$389,980 |
| Total Projected Enrollment | 1,314 | Support Services | \$539,981 | \$357,052 | \$1,200 | \$0 | \$898,233 |
| | | Facility Support | \$573,003 | \$0 | \$0 | \$0 | \$573,003 |
| School average = | | Total | \$6,283,135 | \$2,157,081 | \$1,349,595 | \$263,469 | \$10,053,280 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Graeme Stewart Elementary School (Stewart) | | Instructional Area 2 | | | Total Budget | | \$4,002,842 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 4525 N Kenmore Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25481 | Instruction | \$1,419,425 | \$609,245 | \$446,008 | \$446,156 | \$2,920,834 |
| Grade Level | PreK-8 | Administration | \$266,316 | \$0 | \$0 | \$0 | \$266,316 |
| Total Projected Enrollment | 355 | Support Services | \$358,905 | \$192,787 | \$3,662 | \$0 | \$555,354 |
| | | Facility Support | \$260,338 | \$0 | \$0 | \$0 | \$260,338 |
| School average = | | Total | \$2,304,984 | \$802,032 | \$449,670 | \$446,156 | \$4,002,842 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| Frederick Stock Elementary School (Stock Ecc) | | Instructional Area 27 | | | Total Budget | | \$4,399,424 |
|---|-------|-----------------------|------------|---------------|--------------|-----------|-------------|
| 7507 W Birchwood Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 30081 | Instruction | \$272,653 | \$1,890,003 | \$47,600 | \$835,109 | \$3,045,365 |
| Grade Level | Pre-K | Administration | \$79,231 | \$309,186 | \$0 | \$0 | \$388,417 |
| Total Projected Enrollment | 273 | Support Services | \$63,747 | \$735,889 | \$2,400 | \$0 | \$802,036 |
| | | Facility Support | \$163,606 | \$0 | \$0 | \$0 | \$163,606 |
| School average = | | Total | \$579,237 | \$2,935,078 | \$50,000 | \$835,109 | \$4,399,424 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|------|
| African American | 45% | Estimated % Special Ed | 13% | Science | #N/A |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | #N/A |
| White | 9% | % Poverty | 53% | Reading | #N/A |
| Asian/Pacific Islander | 3.6% | | | Overall | #N/A |
| Native American | 0.2% | | | | |

| Joseph Stockton Elementary School (Stockton) | | | Instructional Area 2 | | | Total Budget | | \$5,290,384 |
|--|--------|------------------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 4420 N Beacon St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25501 | Instruction | \$1,508,939 | \$1,123,091 | \$441,824 | \$601,409 | \$3,675,263 | |
| Grade Level | PreK-8 | Administration | \$333,245 | \$0 | \$0 | \$0 | \$333,245 | |
| Total Projected Enrollment | 442 | Support Services | \$475,671 | \$356,464 | \$0 | \$0 | \$832,135 | |
| | | Facility Support | \$449,741 | \$0 | \$0 | \$0 | \$449,741 | |
| School average = | | Total | \$2,767,596 | \$1,479,555 | \$441,824 | \$601,409 | \$5,290,384 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 45% |
| Hispanic | 42% | 39% |
| White | 9% | 5% |
| Asian/Pacific Islander | 3.6% | 10% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 26% |
| % Free/Reduced lunch | 85% | 85% |
| % Poverty | 53% | 51% |
| Science | 64% | 81% |
| Mathematics | 74% | 88% |
| Reading | 68% | 77% |
| Overall | 70% | 82% |

| Harriet Beecher Stowe Elementary School (Stowe) | | | Instructional Area 4 | | | Total Budget | | \$8,836,300 |
|---|--------|------------------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 3444 W Wabansia Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25521 | Instruction | \$3,428,661 | \$1,396,441 | \$1,013,547 | \$760,113 | \$6,598,763 | |
| Grade Level | PreK-8 | Administration | \$400,033 | \$0 | \$20,000 | \$0 | \$420,033 | |
| Total Projected Enrollment | 938 | Support Services | \$615,343 | \$193,800 | \$71,321 | \$0 | \$880,464 | |
| | | Facility Support | \$937,040 | \$0 | \$0 | \$0 | \$937,040 | |
| School average = | | Total | \$5,381,077 | \$1,590,241 | \$1,104,868 | \$760,113 | \$8,836,300 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 9% |
| Hispanic | 42% | 9% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 17% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 60% |
| Science | 64% | 67% |
| Mathematics | 74% | 66% |
| Reading | 68% | 58% |
| Overall | 70% | 63% |

| William K New Sullivan Elementary School (Sullivan Es) | | | Instructional Area 17 | | | Total Budget | | \$5,230,432 |
|--|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 8331 S Mackinaw | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25541 | Instruction | \$1,818,052 | \$1,007,970 | \$525,986 | \$443,471 | \$3,795,479 | |
| Grade Level | PreK-8 | Administration | \$259,901 | \$0 | \$15,052 | \$0 | \$274,953 | |
| Total Projected Enrollment | 468 | Support Services | \$556,181 | \$162,012 | \$8,000 | \$0 | \$726,193 | |
| | | Facility Support | \$433,807 | \$0 | \$0 | \$0 | \$433,807 | |
| School average = | | Total | \$3,067,941 | \$1,169,982 | \$549,038 | \$443,471 | \$5,230,432 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 74% |
| Hispanic | 42% | 24% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 85% |
| % Poverty | 53% | 54% |
| Science | 64% | 53% |
| Mathematics | 74% | 50% |
| Reading | 68% | 54% |
| Overall | 70% | 52% |

| Roger C Sullivan High School (Sullivan HS) | | | Instructional Area 19 | | | Total Budget | | \$9,427,619 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 6631 N Bosworth Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46301 | Instruction | \$4,028,505 | \$1,927,667 | \$813,267 | \$367,897 | \$7,137,336 | |
| Grade Level | 9-12 | Administration | \$433,430 | \$0 | \$149,541 | \$0 | \$582,971 | |
| Total Projected Enrollment | 791 | Support Services | \$565,560 | \$233,807 | \$91,613 | \$0 | \$890,980 | |
| | | Facility Support | \$816,332 | \$0 | \$0 | \$0 | \$816,332 | |
| School average = | | Total | \$5,843,827 | \$2,161,474 | \$1,054,421 | \$367,897 | \$9,427,619 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 52% |
| Hispanic | 42% | 32% |
| White | 9% | 6% |
| Asian/Pacific Islander | 3.6% | 10% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 20% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 61% |
| Score 20 or higher on the ACT | 22% | 6% |
| Meet/exceed standards on PSAE | 29% | 15% |
| Graduate within 5 years | 55% | 45% |

| Charles Sumner Math & Science Community Acad ES (Summer) | | Instructional Area 54 | | | Total Budget \$3,860,752 | | |
|--|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 4320 W 5th Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 31221 | Instruction | \$1,700,777 | \$336,163 | \$539,510 | \$211,370 | \$2,787,820 |
| Grade Level | PreK-8 | Administration | \$334,626 | \$0 | \$0 | \$0 | \$334,626 |
| Total Projected Enrollment | 431 | Support Services | \$424,690 | \$0 | \$0 | \$0 | \$424,690 |
| | | Facility Support | \$313,616 | \$0 | \$0 | \$0 | \$313,616 |
| School average = | | Total | \$2,773,709 | \$336,163 | \$539,510 | \$211,370 | \$3,860,752 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 9% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 60% |
| Science | 64% 77% |
| Mathematics | 74% 82% |
| Reading | 68% 66% |
| Overall | 70% 74% |

| Elizabeth H Sutherland Elementary School (Sutherland) | | Instructional Area 54 | | | Total Budget \$5,550,470 | | |
|---|-------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 10015 S Leavitt St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25561 | Instruction | \$3,256,456 | \$882,004 | \$213,251 | \$421,516 | \$4,773,227 |
| Grade Level | K-8 | Administration | \$245,425 | \$0 | \$0 | \$0 | \$245,425 |
| Total Projected Enrollment | 758 | Support Services | \$66,588 | \$41,918 | \$0 | \$0 | \$108,506 |
| | | Facility Support | \$423,312 | \$0 | \$0 | \$0 | \$423,312 |
| School average = | | Total | \$3,991,781 | \$923,922 | \$213,251 | \$421,516 | \$5,550,470 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 49% |
| Hispanic | 5% 42% |
| White | 9% 44% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 14% |
| % Poverty | 53% 10% |
| Science | 64% 86% |
| Mathematics | 74% 92% |
| Reading | 68% 87% |
| Overall | 70% 89% |

| George B Swift Elementary Specialty School (Swift) | | Instructional Area 2 | | | Total Budget \$5,416,880 | | |
|--|--------|----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 5900 N Winthrop Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25571 | Instruction | \$2,480,128 | \$468,148 | \$596,042 | \$674,739 | \$4,219,057 |
| Grade Level | PreK-8 | Administration | \$249,544 | \$0 | \$57,813 | \$0 | \$307,357 |
| Total Projected Enrollment | 661 | Support Services | \$440,214 | \$134,549 | \$5,000 | \$0 | \$579,763 |
| | | Facility Support | \$310,703 | \$0 | \$0 | \$0 | \$310,703 |
| School average = | | Total | \$3,480,589 | \$602,697 | \$658,855 | \$674,739 | \$5,416,880 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 37% |
| Hispanic | 42% 31% |
| White | 9% 22% |
| Asian/Pacific Islander | 3.6% 10% |
| Native American | 0.2% 2% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 87% |
| % Poverty | 53% 54% |
| Science | 64% 77% |
| Mathematics | 74% 88% |
| Reading | 68% 81% |
| Overall | 70% 83% |

| William Howard Taft High School (Taft HS) | | Instructional Area 26 | | | Total Budget \$21,039,450 | | |
|---|-------|-----------------------|--------------|---------------|---------------------------|-----------|--------------|
| 6530 W Bryn Mawr Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46311 | Instruction | \$11,959,550 | \$3,914,544 | \$1,063,512 | \$295,864 | \$17,233,470 |
| Grade Level | 7-12 | Administration | \$844,132 | \$0 | \$334,053 | \$0 | \$1,178,185 |
| Total Projected Enrollment | 2,673 | Support Services | \$966,924 | \$136,774 | \$51,672 | \$217,596 | \$1,372,966 |
| | | Facility Support | \$1,254,829 | \$0 | \$0 | \$0 | \$1,254,829 |
| School average = | | Total | \$15,025,435 | \$4,051,318 | \$1,449,237 | \$513,460 | \$21,039,450 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|---------|
| African American | 45% 4% |
| Hispanic | 42% 34% |
| White | 9% 54% |
| Asian/Pacific Islander | 3.6% 8% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 15% |
| % Free/Reduced lunch | 85% 58% |
| % Poverty | 53% 35% |
| Score 20 or higher on the ACT | 22% 37% |
| Meet/exceed standards on PSAE | 29% 45% |
| Graduate within 5 years | 55% 53% |

| Manuel Talcott Elementary School (Talcott) | | | Instructional Area 6 | | | Total Budget | | \$5,523,799 |
|--|--------|------------------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 1840 W Ohio St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25581 | Instruction | \$1,958,655 | \$851,673 | \$523,764 | \$591,654 | \$3,925,746 | |
| Grade Level | PreK-8 | Administration | \$262,324 | \$0 | \$0 | \$0 | \$262,324 | |
| Total Projected Enrollment | 501 | Support Services | \$438,494 | \$206,282 | \$2,076 | \$0 | \$646,852 | |
| | | Facility Support | \$688,877 | \$0 | \$0 | \$0 | \$688,877 | |
| School average = | | Total | \$3,348,350 | \$1,057,955 | \$525,840 | \$591,654 | \$5,523,799 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 9% |
| Hispanic | 42% | 81% |
| White | 9% | 10% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 18% |
| % Free/Reduced lunch | 85% | 87% |
| % Poverty | 53% | 52% |
| Science | 64% | 72% |
| Mathematics | 74% | 81% |
| Reading | 68% | 80% |
| Overall | 70% | 79% |

| Talman Elementary School (Talman) | | | Instructional Area 54 | | | Total Budget | | \$3,145,308 |
|-----------------------------------|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 5450 S Talman Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26781 | Instruction | \$978,272 | \$635,681 | \$327,144 | \$303,609 | \$2,244,706 | |
| Grade Level | PreK-8 | Administration | \$240,878 | \$0 | \$0 | \$0 | \$240,878 | |
| Total Projected Enrollment | 328 | Support Services | \$209,673 | \$134,058 | \$0 | \$0 | \$343,731 | |
| | | Facility Support | \$315,993 | \$0 | \$0 | \$0 | \$315,993 | |
| School average = | | Total | \$1,744,816 | \$769,739 | \$327,144 | \$303,609 | \$3,145,308 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 2% |
| Hispanic | 42% | 96% |
| White | 9% | 2% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 57% |
| Science | 64% | 68% |
| Mathematics | 74% | 78% |
| Reading | 68% | 73% |
| Overall | 70% | 74% |

| Henry O Tanner Elementary School (Tanner) | | | Instructional Area 17 | | | Total Budget | | \$4,842,431 |
|---|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 7350 S Evans Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26281 | Instruction | \$1,989,178 | \$814,627 | \$588,698 | \$230,719 | \$3,623,223 | |
| Grade Level | PreK-8 | Administration | \$239,209 | \$0 | \$1,200 | \$0 | \$240,409 | |
| Total Projected Enrollment | 540 | Support Services | \$377,178 | \$260,288 | \$18,835 | \$0 | \$656,301 | |
| | | Facility Support | \$322,498 | \$0 | \$0 | \$0 | \$322,498 | |
| School average = | | Total | \$2,928,063 | \$1,074,915 | \$608,733 | \$230,719 | \$4,842,431 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 89% |
| % Poverty | 53% | 57% |
| Science | 64% | 41% |
| Mathematics | 74% | 54% |
| Reading | 68% | 48% |
| Overall | 70% | 49% |

| Douglas Taylor Elementary School (Taylor) | | | Instructional Area 18 | | | Total Budget | | \$5,367,475 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 9912 S Avenue H | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25591 | Instruction | \$2,636,704 | \$592,629 | \$726,335 | \$439,408 | \$4,395,076 | |
| Grade Level | PreK-8 | Administration | \$262,324 | \$0 | \$51,348 | \$0 | \$313,672 | |
| Total Projected Enrollment | 669 | Support Services | \$343,238 | \$0 | \$0 | \$0 | \$343,238 | |
| | | Facility Support | \$315,489 | \$0 | \$0 | \$0 | \$315,489 | |
| School average = | | Total | \$3,557,755 | \$592,629 | \$777,683 | \$439,408 | \$5,367,475 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 13% |
| Hispanic | 42% | 86% |
| White | 9% | 2% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 60% |
| Science | 64% | 64% |
| Mathematics | 74% | 81% |
| Reading | 68% | 70% |
| Overall | 70% | 74% |

| Telpochoalli Elementary School (Telpochoalli) | | | Instructional Area 10 | | | Total Budget | | \$2,322,780 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 2832 W 24th Blvd | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23231 | Instruction | \$1,008,299 | \$507,266 | \$298,994 | \$144,804 | \$1,959,363 | |
| Grade Level | K-8 | Administration | \$258,154 | \$0 | \$3,659 | \$0 | \$261,813 | |
| Total Projected Enrollment | 235 | Support Services | \$38,471 | \$0 | \$0 | \$0 | \$38,471 | |
| | | Facility Support | \$63,133 | \$0 | \$0 | \$0 | \$63,133 | |
| School average = | | Total | \$1,368,057 | \$507,266 | \$302,653 | \$144,804 | \$2,322,780 | |
| District average = | | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | 67% |

| Velma F Thomas Early Childhood Center (Thomas Early Chld Ct) | | | Instructional Area 10 | | | Total Budget | | \$2,293,384 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 3625 S Hoyne Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26891 | Instruction | \$114,150 | \$383,503 | \$50,000 | \$1,078,130 | \$1,625,783 | |
| Grade Level | Pre-K | Administration | \$225,960 | \$0 | \$0 | \$0 | \$225,960 | |
| Total Projected Enrollment | 175 | Support Services | \$143,229 | \$260,730 | \$0 | \$0 | \$403,959 | |
| | | Facility Support | \$37,682 | \$0 | \$0 | \$0 | \$37,682 | |
| School average = | | Total | \$521,021 | \$644,233 | \$50,000 | \$1,078,130 | \$2,293,384 | |
| District average = | | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|------|
| African American | 45% | Estimated % Special Ed | 13% | Science | #N/A |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | #N/A |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | 0% | | #N/A |

| Ole A Thorp Elementary Scholastic Academy (Thorp, O) | | | Instructional Area 1 | | | Total Budget | | \$6,521,752 |
|--|-------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 6024 W Warwick Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29301 | Instruction | \$3,344,505 | \$658,629 | \$272,199 | \$708,352 | \$4,983,685 | |
| Grade Level | K-8 | Administration | \$239,321 | \$0 | \$62,216 | \$0 | \$301,537 | |
| Total Projected Enrollment | 839 | Support Services | \$231,144 | \$99,026 | \$0 | \$609,270 | \$939,440 | |
| | | Facility Support | \$297,090 | \$0 | \$0 | \$0 | \$297,090 | |
| School average = | | Total | \$4,112,060 | \$757,655 | \$334,415 | \$1,317,622 | \$6,521,752 | |
| District average = | | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | 28% | | 91% |

| Edward Tilden Career Community Academy HS (Tilden HS) | | | Instructional Area 23 | | | Total Budget | | \$10,167,612 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 4747 S Union Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 53121 | Instruction | \$3,635,698 | \$1,595,756 | \$1,042,229 | \$765,873 | \$7,039,556 | |
| Grade Level | 9-12 | Administration | \$660,351 | \$0 | \$5,484 | \$0 | \$665,835 | |
| Total Projected Enrollment | 537 | Support Services | \$924,778 | \$104,763 | \$188,363 | \$0 | \$1,217,904 | |
| | | Facility Support | \$1,244,317 | \$0 | \$0 | \$0 | \$1,244,317 | |
| School average = | | Total | \$6,465,144 | \$1,700,519 | \$1,236,076 | \$765,873 | \$10,167,612 | |
| District average = | | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | 36% |
| Native American | 0.2% | | 59% | | 1% |

| Emmett Louis Till Math and Science Academy (Till) | | Instructional Area 15 | | | Total Budget | | \$5,004,949 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6543 S Champlain Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24441 | Instruction | \$2,022,904 | \$724,101 | \$575,383 | \$238,521 | \$3,560,909 |
| Grade Level | PreK-8 | Administration | \$274,873 | \$0 | \$192,496 | \$0 | \$467,369 |
| Total Projected Enrollment | 501 | Support Services | \$444,086 | \$48,300 | \$10,604 | \$0 | \$502,990 |
| | | Facility Support | \$473,681 | \$0 | \$0 | \$0 | \$473,681 |
| School average = | | Total | \$3,215,544 | \$772,401 | \$778,483 | \$238,521 | \$5,004,949 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 19% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 63% |
| Science | 64% 64% |
| Mathematics | 74% 52% |
| Reading | 68% 48% |
| Overall | 70% 48% |

| George W Tilton Elementary School (Tilton) | | Instructional Area 7 | | | Total Budget | | \$3,220,129 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 223 N Keeler Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25621 | Instruction | \$1,336,434 | \$456,476 | \$449,924 | \$355,942 | \$2,598,776 |
| Grade Level | PreK-8 | Administration | \$235,904 | \$0 | \$2,411 | \$0 | \$238,315 |
| Total Projected Enrollment | 318 | Support Services | \$310,408 | \$44,564 | \$2,548 | \$0 | \$357,520 |
| | | Facility Support | \$25,518 | \$0 | \$0 | \$0 | \$25,518 |
| School average = | | Total | \$1,908,264 | \$501,040 | \$454,883 | \$355,942 | \$3,220,129 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 14% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 62% |
| Science | 64% 44% |
| Mathematics | 74% 65% |
| Reading | 68% 55% |
| Overall | 70% 58% |

| Enrico Tonti Elementary School (Tonti) | | Instructional Area 11 | | | Total Budget | | \$6,955,024 |
|--|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 5815 S Homan Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25631 | Instruction | \$3,507,709 | \$607,915 | \$1,044,733 | \$111,865 | \$5,272,222 |
| Grade Level | K-8 | Administration | \$443,207 | \$0 | \$39,730 | \$0 | \$482,937 |
| Total Projected Enrollment | 935 | Support Services | \$621,900 | \$0 | \$15,365 | \$0 | \$637,265 |
| | | Facility Support | \$562,600 | \$0 | \$0 | \$0 | \$562,600 |
| School average = | | Total | \$5,135,416 | \$607,915 | \$1,099,828 | \$111,865 | \$6,955,024 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 4% |
| Hispanic | 42% 95% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 59% |
| Science | 64% 70% |
| Mathematics | 74% 80% |
| Reading | 68% 65% |
| Overall | 70% 72% |

| Lyman Trumbull Elementary School (Trumbull) | | Instructional Area 2 | | | Total Budget | | \$5,348,320 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 5200 N Ashland Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25651 | Instruction | \$1,679,850 | \$1,509,445 | \$465,040 | \$387,802 | \$4,042,137 |
| Grade Level | PreK-8 | Administration | \$264,935 | \$0 | \$0 | \$0 | \$264,935 |
| Total Projected Enrollment | 474 | Support Services | \$314,808 | \$463,685 | \$0 | \$0 | \$778,493 |
| | | Facility Support | \$262,755 | \$0 | \$0 | \$0 | \$262,755 |
| School average = | | Total | \$2,522,348 | \$1,973,130 | \$465,040 | \$387,802 | \$5,348,320 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 15% |
| Hispanic | 42% 57% |
| White | 9% 13% |
| Asian/Pacific Islander | 3.6% 16% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 27% |
| % Free/Reduced lunch | 85% 92% |
| % Poverty | 53% 56% |
| Science | 64% 72% |
| Mathematics | 74% 75% |
| Reading | 68% 77% |
| Overall | 70% 75% |

| Mark Twain Elementary School (Twain) | | Instructional Area 54 | | | Total Budget | | \$7,922,369 |
|--------------------------------------|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 5134 S Lotus Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25661 | Instruction | \$4,374,716 | \$676,088 | \$1,086,196 | \$228,809 | \$6,365,810 |
| Grade Level | K-8 | Administration | \$316,125 | \$0 | \$62,780 | \$0 | \$378,905 |
| Total Projected Enrollment | 1,123 | Support Services | \$629,817 | \$79,869 | \$0 | \$0 | \$709,686 |
| | | Facility Support | \$467,968 | \$0 | \$0 | \$0 | \$467,968 |
| School average = | | Total | \$5,788,626 | \$755,957 | \$1,148,976 | \$228,809 | \$7,922,369 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 11% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 87% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 87% |
| | 0% | | 52% | | |

| Barbara Vick Early Childhood & Family Center (Vick Ecc) | | Instructional Area 54 | | | Total Budget | | \$3,035,164 |
|---|-------|-----------------------|------------|---------------|--------------|-----------|-------------|
| 2554 W 113th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26731 | Instruction | \$124,658 | \$1,226,759 | \$47,500 | \$950,263 | \$2,349,180 |
| Grade Level | Pre-K | Administration | \$245,014 | \$0 | \$0 | \$0 | \$245,014 |
| Total Projected Enrollment | 253 | Support Services | \$16,147 | \$280,106 | \$2,500 | \$0 | \$298,753 |
| | | Facility Support | \$142,217 | \$0 | \$0 | \$0 | \$142,217 |
| School average = | | Total | \$528,036 | \$1,506,865 | \$50,000 | \$950,263 | \$3,035,164 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|------|
| African American | 45% | Estimated % Special Ed | 13% | Science | #N/A |
| Hispanic | 42% | | 45% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 27% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | #N/A |
| | 0% | | 0% | | |

| Alessandro Volta Elementary School (Volta) | | Instructional Area 1 | | | Total Budget | | \$7,441,162 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 4950 N Avers Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25681 | Instruction | \$3,668,071 | \$637,214 | \$1,046,153 | \$757,133 | \$6,108,571 |
| Grade Level | PreK-8 | Administration | \$260,113 | \$0 | \$102,218 | \$0 | \$362,331 |
| Total Projected Enrollment | 1,069 | Support Services | \$593,537 | \$0 | \$0 | \$0 | \$593,537 |
| | | Facility Support | \$376,723 | \$0 | \$0 | \$0 | \$376,723 |
| School average = | | Total | \$4,898,444 | \$637,214 | \$1,148,371 | \$757,133 | \$7,441,162 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 10% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 95% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 76% |
| | 0% | | 57% | | |

| Alexander von Humboldt Elementary School (Von Humboldt) | | Instructional Area 4 | | | Total Budget | | \$4,444,492 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 2620 W Hirsch St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25691 | Instruction | \$1,684,557 | \$473,690 | \$540,495 | \$587,611 | \$3,286,353 |
| Grade Level | PreK-8 | Administration | \$235,043 | \$0 | \$5,072 | \$0 | \$240,115 |
| Total Projected Enrollment | 496 | Support Services | \$559,631 | \$0 | \$56,231 | \$26,002 | \$641,864 |
| | | Facility Support | \$276,160 | \$0 | \$0 | \$0 | \$276,160 |
| School average = | | Total | \$2,755,391 | \$473,690 | \$601,798 | \$613,613 | \$4,444,492 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 14% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 97% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 59% |
| | 0% | | 61% | | |

| Charles H Wacker Elementary School (Wacker) | | | Instructional Area 16 | | | Total Budget | | \$2,387,417 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 9746 S Morgan St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26621 | Instruction | \$996,182 | \$270,038 | \$278,895 | \$185,365 | \$1,730,481 | |
| Grade Level | PreK-8 | Administration | \$248,216 | \$0 | \$0 | \$0 | \$248,216 | |
| Total Projected Enrollment | 250 | Support Services | \$199,590 | \$35,216 | \$1,350 | \$0 | \$236,156 | |
| | | Facility Support | \$172,564 | \$0 | \$0 | \$0 | \$172,564 | |
| School average = | | Total | \$1,616,552 | \$305,254 | \$280,245 | \$185,365 | \$2,387,417 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 92% |
| % Poverty | 53% | 56% |
| Science | 64% | 51% |
| Mathematics | 74% | 74% |
| Reading | 68% | 68% |
| Overall | 70% | 68% |

| James Wadsworth Elementary School (Wadsworth) | | | Instructional Area 15 | | | Total Budget | | \$2,938,872 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 6420 S University Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25711 | Instruction | \$1,102,515 | \$380,114 | \$358,083 | \$273,471 | \$2,114,184 | |
| Grade Level | PreK-8 | Administration | \$251,198 | \$0 | \$0 | \$0 | \$251,198 | |
| Total Projected Enrollment | 281 | Support Services | \$483,714 | \$41,918 | \$0 | \$0 | \$525,632 | |
| | | Facility Support | \$47,858 | \$0 | \$0 | \$0 | \$47,858 | |
| School average = | | Total | \$1,885,285 | \$422,032 | \$358,083 | \$273,471 | \$2,938,872 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 98% |
| Hispanic | 42% | 1% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 63% |
| Science | 64% | 56% |
| Mathematics | 74% | 51% |
| Reading | 68% | 54% |
| Overall | 70% | 53% |

| John A Walsh Elementary School (Walsh) | | | Instructional Area 9 | | | Total Budget | | \$4,145,792 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 2015 S Peoria St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25731 | Instruction | \$1,807,530 | \$544,795 | \$568,931 | \$248,240 | \$3,169,496 | |
| Grade Level | PreK-8 | Administration | \$234,399 | \$0 | \$0 | \$0 | \$234,399 | |
| Total Projected Enrollment | 450 | Support Services | \$333,281 | \$137,052 | \$0 | \$0 | \$470,333 | |
| | | Facility Support | \$271,564 | \$0 | \$0 | \$0 | \$271,564 | |
| School average = | | Total | \$2,646,774 | \$681,847 | \$568,931 | \$248,240 | \$4,145,792 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 6% |
| Hispanic | 42% | 92% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 16% |
| % Free/Reduced lunch | 85% | 94% |
| % Poverty | 53% | 57% |
| Science | 64% | 67% |
| Mathematics | 74% | 83% |
| Reading | 68% | 70% |
| Overall | 70% | 75% |

| James Ward Elementary School (Ward, J) | | | Instructional Area 54 | | | Total Budget | | \$4,328,906 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 2701 S Shields Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25751 | Instruction | \$1,737,775 | \$650,654 | \$371,844 | \$365,323 | \$3,125,596 | |
| Grade Level | PreK-8 | Administration | \$265,120 | \$0 | \$71,292 | \$0 | \$336,412 | |
| Total Projected Enrollment | 433 | Support Services | \$360,336 | \$194,742 | \$0 | \$0 | \$555,078 | |
| | | Facility Support | \$311,820 | \$0 | \$0 | \$0 | \$311,820 | |
| School average = | | Total | \$2,675,051 | \$845,396 | \$443,136 | \$365,323 | \$4,328,906 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 20% |
| Hispanic | 42% | 12% |
| White | 9% | 5% |
| Asian/Pacific Islander | 3.6% | 64% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 88% |
| % Poverty | 53% | 53% |
| Science | 64% | 81% |
| Mathematics | 74% | 86% |
| Reading | 68% | 76% |
| Overall | 70% | 81% |

| Laura S Ward Elementary School (Ward, L) | | Instructional Area 7 | | | Total Budget | | \$3,704,886 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 410 N Monticello Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24991 | Instruction | \$1,697,092 | \$367,280 | \$531,345 | \$209,247 | \$2,804,963 |
| Grade Level | PreK-8 | Administration | \$247,992 | \$0 | \$0 | \$0 | \$247,992 |
| Total Projected Enrollment | 477 | Support Services | \$289,927 | \$48,300 | \$55,365 | \$0 | \$393,592 |
| | | Facility Support | \$258,339 | \$0 | \$0 | \$0 | \$258,339 |
| School average = | | Total | \$2,493,350 | \$415,580 | \$586,710 | \$209,247 | \$3,704,886 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 62% |
| Science | 64% 85% |
| Mathematics | 74% 84% |
| Reading | 68% 73% |
| Overall | 70% 79% |

| Joseph Warren Elementary School (Warren) | | Instructional Area 17 | | | Total Budget | | \$3,098,032 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 9239 S Jeffery Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25761 | Instruction | \$1,270,359 | \$464,965 | \$378,003 | \$195,960 | \$2,309,288 |
| Grade Level | PreK-8 | Administration | \$233,131 | \$0 | \$12,075 | \$0 | \$245,206 |
| Total Projected Enrollment | 321 | Support Services | \$287,062 | \$34,458 | \$11,999 | \$0 | \$333,519 |
| | | Facility Support | \$210,019 | \$0 | \$0 | \$0 | \$210,019 |
| School average = | | Total | \$2,000,571 | \$499,423 | \$402,077 | \$195,960 | \$3,098,032 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 61% |
| Science | 64% 61% |
| Mathematics | 74% 66% |
| Reading | 68% 59% |
| Overall | 70% 62% |

| George Washington High School (Washington HS) | | Instructional Area 23 | | | Total Budget | | \$13,138,550 |
|---|-------|-----------------------|-------------|---------------|--------------|-----------|--------------|
| 3535 E 114th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46331 | Instruction | \$6,342,449 | \$2,664,402 | \$1,374,585 | \$497,134 | \$10,878,570 |
| Grade Level | 9-12 | Administration | \$471,541 | \$0 | \$127,340 | \$0 | \$598,881 |
| Total Projected Enrollment | 1,447 | Support Services | \$765,279 | \$268,115 | \$51,571 | \$0 | \$1,084,965 |
| | | Facility Support | \$576,134 | \$0 | \$0 | \$0 | \$576,134 |
| School average = | | Total | \$8,155,403 | \$2,932,517 | \$1,553,496 | \$497,134 | \$13,138,550 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|---------|
| African American | 45% 15% |
| Hispanic | 42% 77% |
| White | 9% 8% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 16% |
| % Free/Reduced lunch | 85% 80% |
| % Poverty | 53% 49% |
| Score 20 or higher on the ACT | 22% 12% |
| Meet/exceed standards on PSAE | 29% 21% |
| Graduate within 5 years | 55% 64% |

| George Washington Elementary School (Washington, G Es) | | Instructional Area 54 | | | Total Budget | | \$6,636,994 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 3611 E 114th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25771 | Instruction | \$3,164,280 | \$776,309 | \$702,462 | \$423,347 | \$5,066,398 |
| Grade Level | PreK-8 | Administration | \$330,275 | \$0 | \$3,389 | \$0 | \$333,664 |
| Total Projected Enrollment | 785 | Support Services | \$486,231 | \$0 | \$800 | \$43,519 | \$530,550 |
| | | Facility Support | \$706,382 | \$0 | \$0 | \$0 | \$706,382 |
| School average = | | Total | \$4,687,168 | \$776,309 | \$706,651 | \$466,866 | \$6,636,994 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 3% |
| Hispanic | 42% 86% |
| White | 9% 11% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 81% |
| % Poverty | 53% 50% |
| Science | 64% 85% |
| Mathematics | 74% 90% |
| Reading | 68% 86% |
| Overall | 70% 87% |

| Harold Washington Elementary School (Washington, H Es) | | Instructional Area 54 | | | Total Budget | | \$5,104,758 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 9130 S University Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24921 | Instruction | \$2,418,678 | \$615,171 | \$652,730 | \$181,812 | \$3,868,391 |
| Grade Level | PreK-8 | Administration | \$261,958 | \$0 | \$54,631 | \$0 | \$316,589 |
| Total Projected Enrollment | 567 | Support Services | \$467,123 | \$36,019 | \$0 | \$0 | \$503,142 |
| | | Facility Support | \$416,636 | \$0 | \$0 | \$0 | \$416,636 |
| School average = | | Total | \$3,564,395 | \$651,190 | \$707,361 | \$181,812 | \$5,104,758 |
| District average = | | | | | | | |

| | | |
|------------------------|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |

| | | |
|------------------------|-----|-----|
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 60% |

| | | |
|-------------|-----|-----|
| Science | 64% | 53% |
| Mathematics | 74% | 73% |
| Reading | 68% | 63% |
| Overall | 70% | 66% |

| Thomas J Waters Elementary School (Waters) | | Instructional Area 2 | | | Total Budget | | \$4,210,056 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 4540 N Campbell Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25781 | Instruction | \$1,943,865 | \$297,127 | \$330,469 | \$678,832 | \$3,250,292 |
| Grade Level | PreK-8 | Administration | \$294,145 | \$0 | \$11,736 | \$0 | \$305,881 |
| Total Projected Enrollment | 519 | Support Services | \$208,349 | \$44,564 | \$0 | \$0 | \$252,913 |
| | | Facility Support | \$400,970 | \$0 | \$0 | \$0 | \$400,970 |
| School average = | | Total | \$2,847,329 | \$341,691 | \$342,205 | \$678,832 | \$4,210,056 |
| District average = | | | | | | | |

| | | |
|------------------------|------|-----|
| African American | 45% | 6% |
| Hispanic | 42% | 48% |
| White | 9% | 39% |
| Asian/Pacific Islander | 3.6% | 7% |
| Native American | 0.2% | 0% |

| | | |
|------------------------|-----|-----|
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 65% |
| % Poverty | 53% | 42% |

| | | |
|-------------|-----|-----|
| Science | 64% | 78% |
| Mathematics | 74% | 82% |
| Reading | 68% | 76% |
| Overall | 70% | 79% |

| Daniel Webster Elementary School (Webster) | | Instructional Area 7 | | | Total Budget | | \$4,085,869 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 4055 W Arthington St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25791 | Instruction | \$1,513,514 | \$323,952 | \$468,545 | \$726,609 | \$3,032,620 |
| Grade Level | PreK-8 | Administration | \$256,500 | \$0 | \$102,546 | \$0 | \$359,046 |
| Total Projected Enrollment | 408 | Support Services | \$414,440 | \$0 | \$0 | \$2,150 | \$416,590 |
| | | Facility Support | \$277,613 | \$0 | \$0 | \$0 | \$277,613 |
| School average = | | Total | \$2,462,067 | \$323,952 | \$571,091 | \$728,759 | \$4,085,869 |
| District average = | | | | | | | |

| | | |
|------------------------|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |

| | | |
|------------------------|-----|------|
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 100% |
| % Poverty | 53% | 62% |

| | | |
|-------------|-----|-----|
| Science | 64% | 39% |
| Mathematics | 74% | 66% |
| Reading | 68% | 62% |
| Overall | 70% | 61% |

| Ida B Wells Preparatory Elementary Academy (Wells Es) | | Instructional Area 15 | | | Total Budget | | \$1,717,221 |
|---|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 244 E Pershing Rd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24811 | Instruction | \$907,009 | \$114,112 | \$195,438 | \$37,778 | \$1,254,337 |
| Grade Level | K-8 | Administration | \$219,093 | \$0 | \$24,029 | \$0 | \$243,122 |
| Total Projected Enrollment | 180 | Support Services | \$48,004 | \$0 | \$5,000 | \$0 | \$53,004 |
| | | Facility Support | \$166,758 | \$0 | \$0 | \$0 | \$166,758 |
| School average = | | Total | \$1,340,864 | \$114,112 | \$224,467 | \$37,778 | \$1,717,221 |
| District average = | | | | | | | |

| | | |
|------------------------|------|-----|
| African American | 45% | 98% |
| Hispanic | 42% | 2% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |

| | | |
|------------------------|-----|-----|
| Estimated % Special Ed | 13% | 6% |
| % Free/Reduced lunch | 85% | 93% |
| % Poverty | 53% | 56% |

| | | |
|-------------|-----|-----|
| Science | 64% | 75% |
| Mathematics | 74% | 78% |
| Reading | 68% | 63% |
| Overall | 70% | 71% |

| Wells Community Academy High School (Wells HS) | | | Instructional Area 21 | | | Total Budget | | \$6,647,597 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 936 N Ashland Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 51071 | Instruction | \$2,894,630 | \$1,526,456 | \$563,045 | \$176,083 | \$5,160,214 | |
| Grade Level | 9-12 | Administration | \$489,717 | \$0 | \$136,564 | \$0 | \$626,281 | |
| Total Projected Enrollment | 645 | Support Services | \$419,962 | \$44,564 | \$136,821 | \$0 | \$601,347 | |
| | | Facility Support | \$259,755 | \$0 | \$0 | \$0 | \$259,755 | |
| School average = | | Total | \$4,064,064 | \$1,571,020 | \$836,430 | \$176,083 | \$6,647,597 | |
| District average = | | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 9% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Daniel S Wentworth Elementary School (Wentworth) | | | Instructional Area 14 | | | Total Budget | | \$3,591,874 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 6950 S Sangamon St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25811 | Instruction | \$1,393,198 | \$519,345 | \$414,690 | \$207,880 | \$2,535,113 | |
| Grade Level | PreK-8 | Administration | \$231,985 | \$0 | \$65,384 | \$0 | \$297,369 | |
| Total Projected Enrollment | 405 | Support Services | \$334,468 | \$97,288 | \$0 | \$0 | \$431,756 | |
| | | Facility Support | \$327,636 | \$0 | \$0 | \$0 | \$327,636 | |
| School average = | | Total | \$2,287,287 | \$616,633 | \$480,074 | \$207,880 | \$3,591,874 | |
| District average = | | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| West Park Elementary Academy (West Park) | | | Instructional Area 4 | | | Total Budget | | \$5,830,545 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 1425 N Tripp Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 24721 | Instruction | \$2,969,653 | \$614,695 | \$820,448 | \$239,288 | \$4,644,084 | |
| Grade Level | PreK-8 | Administration | \$270,960 | \$0 | \$126,321 | \$0 | \$397,281 | |
| Total Projected Enrollment | 786 | Support Services | \$507,417 | \$34,596 | \$7,853 | \$0 | \$549,866 | |
| | | Facility Support | \$239,314 | \$0 | \$0 | \$0 | \$239,314 | |
| School average = | | Total | \$3,987,344 | \$649,291 | \$954,622 | \$239,288 | \$5,830,545 | |
| District average = | | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| West Pullman Elementary School (West Pullman) | | | Instructional Area 18 | | | Total Budget | | \$3,586,387 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 11941 S Parnell Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25821 | Instruction | \$1,414,110 | \$523,660 | \$362,584 | \$208,796 | \$2,509,150 | |
| Grade Level | PreK-8 | Administration | \$262,403 | \$0 | \$60,870 | \$0 | \$323,273 | |
| Total Projected Enrollment | 332 | Support Services | \$320,834 | \$38,766 | \$2,000 | \$0 | \$361,600 | |
| | | Facility Support | \$392,364 | \$0 | \$0 | \$0 | \$392,364 | |
| School average = | | Total | \$2,389,711 | \$562,426 | \$425,454 | \$208,796 | \$3,586,387 | |
| District average = | | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| New Boone/Clinton (West Ridge) | | Instructional Area 2 | | | | Total Budget | \$3,967,053 |
|--------------------------------|--------|----------------------|-------------|---------------|-----------|--------------|-------------|
| 6700 N. Whipple Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22381 | Instruction | \$2,161,807 | \$464,109 | \$422,085 | \$325,633 | \$3,373,634 |
| Grade Level | PreK-8 | Administration | \$261,310 | \$0 | \$0 | \$0 | \$261,310 |
| Total Projected Enrollment | 600 | Support Services | \$242,448 | \$0 | \$0 | \$23,652 | \$266,100 |
| | | Facility Support | \$66,009 | \$0 | \$0 | \$0 | \$66,009 |
| School average = | | Total | \$2,731,574 | \$464,109 | \$422,085 | \$349,285 | \$3,967,053 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------|
| African American | 45% #N/A |
| Hispanic | 42% #N/A |
| White | 9% #N/A |
| Asian/Pacific Islander | 3.6% #N/A |
| Native American | 0.2% #N/A |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 0% |
| % Poverty | 53% 40% |
| Science | 64% #N/A |
| Mathematics | 74% #N/A |
| Reading | 68% #N/A |
| Overall | 70% #N/A |

| Oliver S Westcott Elementary School (Westcott) | | Instructional Area 14 | | | | Total Budget | \$4,519,187 |
|--|--------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 409 W 80th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26381 | Instruction | \$1,973,518 | \$517,026 | \$582,457 | \$421,297 | \$3,494,298 |
| Grade Level | PreK-8 | Administration | \$251,514 | \$0 | \$101,057 | \$0 | \$352,571 |
| Total Projected Enrollment | 534 | Support Services | \$373,612 | \$0 | \$5,114 | \$0 | \$378,726 |
| | | Facility Support | \$293,592 | \$0 | \$0 | \$0 | \$293,592 |
| School average = | | Total | \$2,892,236 | \$517,026 | \$688,628 | \$421,297 | \$4,519,187 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------------|
| African American | 45% 99% |
| Hispanic | 42% 0% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 62% |
| Science | 64% 43% |
| Mathematics | 74% 50% |
| Reading | 68% 49% |
| Overall | 70% 49% |

| Westinghouse College Prep (Westinghouse) | | Instructional Area 21 | | | | Total Budget | \$5,644,921 |
|--|-------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 3223 W Franklin Blvd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 53071 | Instruction | \$2,459,055 | \$920,938 | \$448,565 | \$92,455 | \$3,921,013 |
| Grade Level | 9-12 | Administration | \$484,994 | \$0 | \$91,057 | \$0 | \$576,051 |
| Total Projected Enrollment | 597 | Support Services | \$379,191 | \$374,942 | \$8,000 | \$0 | \$762,133 |
| | | Facility Support | \$385,724 | \$0 | \$0 | \$0 | \$385,724 |
| School average = | | Total | \$3,708,964 | \$1,295,880 | \$547,622 | \$92,455 | \$5,644,921 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|-------------|
| African American | 45% 77% |
| Hispanic | 42% 20% |
| White | 9% 2% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 11% |
| % Free/Reduced lunch | 85% 88% |
| % Poverty | 53% 54% |
| Score 20 or higher on the ACT | 22% #N/A |
| Meet/exceed standards on PSAE | 29% #N/A |
| Graduate within 5 years | 55% #N/A |

| John Whistler Elementary School (Whistler) | | Instructional Area 18 | | | | Total Budget | \$4,575,503 |
|--|--------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 11533 S Ada St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25831 | Instruction | \$1,710,997 | \$990,621 | \$497,555 | \$222,485 | \$3,421,658 |
| Grade Level | PreK-8 | Administration | \$264,322 | \$0 | \$0 | \$0 | \$264,322 |
| Total Projected Enrollment | 435 | Support Services | \$309,141 | \$301,387 | \$500 | \$0 | \$611,028 |
| | | Facility Support | \$278,495 | \$0 | \$0 | \$0 | \$278,495 |
| School average = | | Total | \$2,562,955 | \$1,292,008 | \$498,055 | \$222,485 | \$4,575,503 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|-------------|
| African American | 45% 100% |
| Hispanic | 42% 0% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 23% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 58% |
| Science | 64% 63% |
| Mathematics | 74% 63% |
| Reading | 68% 64% |
| Overall | 70% 63% |

| Edward White Elementary Career Academy (White) | | Instructional Area 18 | | | Total Budget | | \$2,027,273 |
|--|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1136 W 122nd St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26431 | Instruction | \$772,068 | \$308,008 | \$206,431 | \$26,863 | \$1,313,369 |
| Grade Level | K-8 | Administration | \$226,588 | \$0 | \$7,384 | \$0 | \$233,972 |
| Total Projected Enrollment | 137 | Support Services | \$181,337 | \$0 | \$2,000 | \$0 | \$183,337 |
| | | Facility Support | \$296,595 | \$0 | \$0 | \$0 | \$296,595 |
| School average = | | Total | \$1,476,588 | \$308,008 | \$215,815 | \$26,863 | \$2,027,273 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 19% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 63% |
| Science | 64% 64% |
| Mathematics | 74% 74% |
| Reading | 68% 39% |
| Overall | 70% 36% |

| Eli Whitney Elementary School (Whitney) | | Instructional Area 10 | | | Total Budget | | \$8,398,130 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2815 S Komensky Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25841 | Instruction | \$4,172,426 | \$715,665 | \$1,183,563 | \$635,739 | \$6,707,392 |
| Grade Level | PreK-8 | Administration | \$326,741 | \$0 | \$68,310 | \$0 | \$395,051 |
| Total Projected Enrollment | 1,151 | Support Services | \$802,580 | \$0 | \$10,000 | \$0 | \$812,580 |
| | | Facility Support | \$483,107 | \$0 | \$0 | \$0 | \$483,107 |
| School average = | | Total | \$5,784,854 | \$715,665 | \$1,261,873 | \$635,739 | \$8,398,130 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 0% |
| Hispanic | 42% 99% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 95% |
| % Poverty | 53% 57% |
| Science | 64% 71% |
| Mathematics | 74% 74% |
| Reading | 68% 67% |
| Overall | 70% 70% |

| John Greenleaf Whittier Elementary School (Whittier) | | Instructional Area 9 | | | Total Budget | | \$3,704,359 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1900 W 23rd St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25861 | Instruction | \$1,574,590 | \$413,667 | \$435,019 | \$387,462 | \$2,810,738 |
| Grade Level | PreK-6 | Administration | \$245,014 | \$0 | \$65,515 | \$0 | \$310,529 |
| Total Projected Enrollment | 399 | Support Services | \$304,679 | \$0 | \$800 | \$0 | \$305,479 |
| | | Facility Support | \$277,613 | \$0 | \$0 | \$0 | \$277,613 |
| School average = | | Total | \$2,401,896 | \$413,667 | \$501,334 | \$387,462 | \$3,704,359 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 1% |
| Hispanic | 42% 98% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 59% |
| Science | 64% 72% |
| Mathematics | 74% 73% |
| Reading | 68% 67% |
| Overall | 70% 70% |

| Wildwood Elementary School (Wildwood) | | Instructional Area 54 | | | Total Budget | | \$4,075,236 |
|---------------------------------------|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 6950 N Hiawatha Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25881 | Instruction | \$1,734,449 | \$758,539 | \$159,888 | \$548,528 | \$3,201,404 |
| Grade Level | K-8 | Administration | \$245,421 | \$0 | \$0 | \$0 | \$245,421 |
| Total Projected Enrollment | 404 | Support Services | \$115,186 | \$188,870 | \$0 | \$130,558 | \$434,614 |
| | | Facility Support | \$193,797 | \$0 | \$0 | \$0 | \$193,797 |
| School average = | | Total | \$2,288,853 | \$947,409 | \$159,888 | \$679,086 | \$4,075,236 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 7% |
| Hispanic | 42% 28% |
| White | 9% 54% |
| Asian/Pacific Islander | 3.6% 11% |
| Native American | 0.2% 1% |
| Estimated % Special Ed | 13% 17% |
| % Free/Reduced lunch | 85% 23% |
| % Poverty | 53% 14% |
| Science | 64% 95% |
| Mathematics | 74% 95% |
| Reading | 68% 89% |
| Overall | 70% 92% |

| Williams Multiplex Elementary School (Williams Es) | | | Instructional Area 9 | | | Total Budget | \$3,146,745 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 2710 S Dearborn St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25891 | Instruction | \$1,034,850 | \$281,606 | \$316,424 | \$263,133 | \$1,896,014 |
| Grade Level | PreK-5 | Administration | \$318,857 | \$0 | \$0 | \$0 | \$318,857 |
| Total Projected Enrollment | 276 | Support Services | \$439,869 | \$27,231 | \$2,000 | \$33,848 | \$502,948 |
| | | Facility Support | \$428,926 | \$0 | \$0 | \$0 | \$428,926 |
| School average = | | Total | \$2,222,502 | \$308,837 | \$318,424 | \$296,981 | \$3,146,745 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 19% |
| % Free/Reduced lunch | 85% 96% |
| % Poverty | 53% 60% |
| Science | 64% 60% |
| Mathematics | 74% 72% |
| Reading | 68% 57% |
| Overall | 70% 64% |

| Williams Preparatory Academy Middle School (Williams Middle) | | | Instructional Area 9 | | | Total Budget | \$1,689,748 |
|--|-------|------------------|----------------------|------------|---------------|--------------|-------------|
| 2710 S Dearborn St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 55131 | Instruction | \$688,403 | \$493,059 | \$152,570 | \$19,378 | \$1,353,410 |
| Grade Level | 6-8 | Administration | \$271,007 | \$0 | \$0 | \$0 | \$271,007 |
| Total Projected Enrollment | 105 | Support Services | \$0 | \$38,766 | \$0 | \$0 | \$38,766 |
| | | Facility Support | \$26,565 | \$0 | \$0 | \$0 | \$26,565 |
| School average = | | Total | \$985,975 | \$531,825 | \$152,570 | \$19,378 | \$1,689,748 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 22% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 61% |
| Science | 64% 81% |
| Mathematics | 74% 79% |
| Reading | 68% 82% |
| Overall | 70% 81% |

| Granville T Woods Math & Science Academy ES (Woods) | | | Instructional Area 14 | | | Total Budget | \$4,098,375 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 6206 S Racine Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 31241 | Instruction | \$1,867,501 | \$328,287 | \$515,241 | \$209,587 | \$2,920,616 |
| Grade Level | PreK-8 | Administration | \$250,848 | \$0 | \$52,927 | \$0 | \$303,775 |
| Total Projected Enrollment | 491 | Support Services | \$324,623 | \$38,767 | \$0 | \$0 | \$363,390 |
| | | Facility Support | \$510,594 | \$0 | \$0 | \$0 | \$510,594 |
| School average = | | Total | \$2,953,566 | \$367,054 | \$568,168 | \$209,587 | \$4,098,375 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 92% |
| % Poverty | 53% 59% |
| Science | 64% 35% |
| Mathematics | 74% 57% |
| Reading | 68% 52% |
| Overall | 70% 52% |

| Carter G Woodson South Elementary School (Woodson South) | | | Instructional Area 13 | | | Total Budget | \$4,166,385 |
|--|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 4414 S Evans | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26541 | Instruction | \$1,384,175 | \$899,683 | \$541,501 | \$501,962 | \$3,327,322 |
| Grade Level | PreK-8 | Administration | \$249,972 | \$0 | \$0 | \$0 | \$249,972 |
| Total Projected Enrollment | 389 | Support Services | \$307,089 | \$233,140 | \$0 | \$0 | \$540,229 |
| | | Facility Support | \$48,862 | \$0 | \$0 | \$0 | \$48,862 |
| School average = | | Total | \$1,990,098 | \$1,132,823 | \$541,501 | \$501,962 | \$4,166,385 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 20% |
| % Free/Reduced lunch | 85% 100% |
| % Poverty | 53% 64% |
| Science | 64% 41% |
| Mathematics | 74% 60% |
| Reading | 68% 51% |
| Overall | 70% 54% |

| Elihu Yale Elementary School (Yale) | | Instructional Area 14 | | | Total Budget | | \$2,964,212 |
|-------------------------------------|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 7025 S Princeton Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25901 | Instruction | \$1,001,416 | \$503,786 | \$465,992 | \$117,399 | \$2,088,594 |
| Grade Level | K-8 | Administration | \$242,298 | \$0 | \$71,690 | \$0 | \$313,988 |
| Total Projected Enrollment | 236 | Support Services | \$207,329 | \$87,356 | \$1,500 | \$0 | \$296,185 |
| | | Facility Support | \$265,445 | \$0 | \$0 | \$0 | \$265,445 |
| School average = | | Total | \$1,716,488 | \$591,142 | \$539,182 | \$117,399 | \$2,964,212 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 16% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 99% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | |
| | 0% | | 67% | | |

| Richard Yates Elementary School (Yates) | | Instructional Area 4 | | | Total Budget | | \$7,937,360 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 1839 N Richmond St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25911 | Instruction | \$2,674,824 | \$1,618,425 | \$838,927 | \$407,194 | \$5,539,370 |
| Grade Level | PreK-8 | Administration | \$378,992 | \$0 | \$0 | \$0 | \$378,992 |
| Total Projected Enrollment | 768 | Support Services | \$619,702 | \$771,563 | \$1,599 | \$0 | \$1,392,864 |
| | | Facility Support | \$626,134 | \$0 | \$0 | \$0 | \$626,134 |
| School average = | | Total | \$4,299,652 | \$2,389,988 | \$840,526 | \$407,194 | \$7,937,360 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 26% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 94% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | |
| | 1% | | 57% | | |

| Ella Flagg Young Elementary School (Young Es) | | Instructional Area 3 | | | Total Budget | | \$10,018,849 |
|---|--------|----------------------|-------------|---------------|--------------|-----------|--------------|
| 1434 N Parkside Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25921 | Instruction | \$4,629,792 | \$1,336,505 | \$1,716,978 | \$291,692 | \$7,974,967 |
| Grade Level | PreK-8 | Administration | \$340,971 | \$0 | \$0 | \$0 | \$340,971 |
| Total Projected Enrollment | 1,282 | Support Services | \$903,205 | \$31,341 | \$0 | \$0 | \$934,546 |
| | | Facility Support | \$768,365 | \$0 | \$0 | \$0 | \$768,365 |
| School average = | | Total | \$6,642,333 | \$1,367,846 | \$1,716,978 | \$291,692 | \$10,018,849 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 15% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 99% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | |
| | 0% | | 61% | | |

| Emiliano Zapata Elementary Academy (Zapata) | | Instructional Area 54 | | | Total Budget | | \$7,357,411 |
|---|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 2728 S Kostner Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23611 | Instruction | \$3,502,976 | \$739,190 | \$1,103,879 | \$571,675 | \$5,917,720 |
| Grade Level | PreK-8 | Administration | \$327,625 | \$0 | \$0 | \$0 | \$327,625 |
| Total Projected Enrollment | 986 | Support Services | \$674,620 | \$0 | \$2,400 | \$0 | \$677,020 |
| | | Facility Support | \$435,046 | \$0 | \$0 | \$0 | \$435,046 |
| School average = | | Total | \$4,940,267 | \$739,190 | \$1,106,279 | \$571,675 | \$7,357,411 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 10% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 99% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | |
| | 0% | | 59% | | |

Alternative Schools

| IDOC/Healy South High School (Idoc/Healy South HS) | | Instructional Area 30 | | | | Total Budget | | \$2,945,702 |
|--|-------|-----------------------|-------------|---------------|-----------|--------------|-------------|-------------|
| 8007 S Cottage Grove Ave | | General Ed | Special Ed | Discretionary | Other | Total | | |
| Unit | 67041 | Instruction | \$1,472,129 | \$592,742 | \$516,664 | \$12,965 | \$2,594,500 | |
| Grade Level | 9-12 | Administration | \$78,251 | \$0 | \$0 | \$0 | \$78,251 | |
| Total Projected Enrollment | 249 | Support Services | \$179,117 | \$0 | \$22,500 | \$43,519 | \$245,136 | |
| | | Facility Support | \$27,815 | \$0 | \$0 | \$0 | \$27,815 | |
| School average = | | Total | \$1,757,312 | \$592,742 | \$539,164 | \$56,484 | \$2,945,702 | |
| District average = | | | | | | | | |

| | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------------------------|-----|
| African American | 45% | 83% | Estimated % Special Ed | 13% | 22% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | 14% | % Free/Reduced lunch | 85% | 48% | Meet/exceed standards on PSAE | 29% |
| White | 9% | 2% | % Poverty | 53% | 30% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | 1% | | | | | |
| Native American | 0.2% | 1% | | | | | |

| Nancy B Jefferson Alternative High School (Jefferson Alt HS) | | Instructional Area 30 | | | | Total Budget | | \$9,207,654 |
|--|-------|-----------------------|-------------|---------------|-----------|--------------|-------------|-------------|
| 1100 S Hamilton Ave | | General Ed | Special Ed | Discretionary | Other | Total | | |
| Unit | 30011 | Instruction | \$5,042,897 | \$1,786,144 | \$643,839 | \$740,619 | \$8,213,499 | |
| Grade Level | 6-12 | Administration | \$308,853 | \$361,662 | \$0 | \$72,077 | \$742,592 | |
| Total Projected Enrollment | 336 | Support Services | \$92,654 | \$0 | \$0 | \$54,557 | \$147,211 | |
| | | Facility Support | \$104,352 | \$0 | \$0 | \$0 | \$104,352 | |
| School average = | | Total | \$5,548,756 | \$2,147,806 | \$643,839 | \$867,253 | \$9,207,654 | |
| District average = | | | | | | | | |

| | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------------------------|------|
| African American | 45% | 83% | Estimated % Special Ed | 13% | 30% | Score 20 or higher on the ACT | #N/A |
| Hispanic | 42% | 14% | % Free/Reduced lunch | 85% | 40% | Meet/exceed standards on PSAE | 29% |
| White | 9% | 3% | % Poverty | 53% | 25% | Graduate within 5 years | #N/A |
| Asian/Pacific Islander | 3.6% | 0% | | | | | |
| Native American | 0.2% | 1% | | | | | |

| Peace & Education Coalition High School (Peace & Education Al) | | Instructional Area 30 | | | | Total Budget | | \$3,839,020 |
|--|-------|-----------------------|-------------|---------------|-----------|--------------|-------------|-------------|
| 4541 S Wood St | | General Ed | Special Ed | Discretionary | Other | Total | | |
| Unit | 67021 | Instruction | \$2,165,581 | \$147,465 | \$744,929 | \$12,965 | \$3,070,940 | |
| Grade Level | 9-12 | Administration | \$261,714 | \$0 | \$1,000 | \$0 | \$262,714 | |
| Total Projected Enrollment | 168 | Support Services | \$158,361 | \$0 | \$8,000 | \$0 | \$166,361 | |
| | | Facility Support | \$339,005 | \$0 | \$0 | \$0 | \$339,005 | |
| School average = | | Total | \$2,924,661 | \$147,465 | \$753,938 | \$12,965 | \$3,839,020 | |
| District average = | | | | | | | | |

| | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------------------------|-----|
| African American | 45% | 32% | Estimated % Special Ed | 13% | 17% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | 66% | % Free/Reduced lunch | 85% | 99% | Meet/exceed standards on PSAE | 29% |
| White | 9% | 1% | % Poverty | 53% | 62% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | 0% | | | | | |
| Native American | 0.2% | 1% | | | | | |

| Consuela B York Alternative High School (York Alt HS) | | Instructional Area 30 | | | | Total Budget | | \$8,528,894 |
|---|-------|-----------------------|-------------|---------------|-----------|--------------|-------------|-------------|
| 2700 S California Ave | | General Ed | Special Ed | Discretionary | Other | Total | | |
| Unit | 49041 | Instruction | \$5,883,029 | \$1,307,837 | \$279,949 | \$59,702 | \$7,530,517 | |
| Grade Level | 9-12 | Administration | \$334,378 | \$585,963 | \$46,775 | \$0 | \$967,116 | |
| Total Projected Enrollment | 334 | Support Services | \$835 | \$0 | \$0 | \$0 | \$835 | |
| | | Facility Support | \$30,426 | \$0 | \$0 | \$0 | \$30,426 | |
| School average = | | Total | \$6,248,668 | \$1,893,800 | \$326,724 | \$59,702 | \$8,528,894 | |
| District average = | | | | | | | | |

| | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------------------------|------|
| African American | 45% | 78% | Estimated % Special Ed | 13% | 28% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | 18% | % Free/Reduced lunch | 85% | 15% | Meet/exceed standards on PSAE | 29% |
| White | 9% | 4% | % Poverty | 53% | 9% | Graduate within 5 years | #N/A |
| Asian/Pacific Islander | 3.6% | 0% | | | | | |
| Native American | 0.2% | 0% | | | | | |

Citywide

Schools

| Ariel Elementary Community Academy (Ariel) | | | Instructional Area 54 | | | Total Budget \$3,569,213 | | |
|--|--------|--|-----------------------|-------------|---------------|--------------------------|----------|-------------|
| 1119 E 46th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23421 | | Instruction | \$1,781,435 | \$350,406 | \$524,190 | \$63,710 | \$2,719,741 |
| Grade Level | PreK-8 | | Administration | \$237,310 | \$0 | \$2,070 | \$0 | \$239,380 |
| Total Projected Enrollment | 477 | | Support Services | \$343,273 | \$134,058 | \$0 | \$0 | \$477,331 |
| | | | Facility Support | \$132,761 | \$0 | \$0 | \$0 | \$132,761 |
| School average = | | | Total | \$2,494,779 | \$484,464 | \$526,260 | \$63,710 | \$3,569,213 |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 98% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 85% |
| % Poverty | 53% | 52% |
| Science | 64% | 87% |
| Mathematics | 74% | 85% |
| Reading | 68% | 75% |
| Overall | 70% | 81% |

| Edward Beasley Elementary Magnet Academic Center (Beasley) | | | Instructional Area 13 | | | Total Budget \$11,302,471 | | |
|--|--------|--|-----------------------|-------------|---------------|---------------------------|-------------|--------------|
| 5255 S State St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29321 | | Instruction | \$5,008,810 | \$398,150 | \$1,218,345 | \$1,205,720 | \$7,831,026 |
| Grade Level | PreK-8 | | Administration | \$271,990 | \$0 | \$131,030 | \$0 | \$403,020 |
| Total Projected Enrollment | 1,425 | | Support Services | \$906,394 | \$0 | \$0 | \$1,091,631 | \$1,998,025 |
| | | | Facility Support | \$1,070,400 | \$0 | \$0 | \$0 | \$1,070,400 |
| School average = | | | Total | \$7,257,594 | \$398,150 | \$1,349,375 | \$2,297,351 | \$11,302,471 |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 96% |
| Hispanic | 42% | 2% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 4% |
| % Free/Reduced lunch | 85% | 80% |
| % Poverty | 53% | 48% |
| Science | 64% | 77% |
| Mathematics | 74% | 83% |
| Reading | 68% | 84% |
| Overall | 70% | 83% |

| Belmont-Cragin Elementary School (Belmont-Cragin) | | | Instructional Area 4 | | | Total Budget \$5,353,366 | | |
|---|--------|--|----------------------|-------------|---------------|--------------------------|-------------|-------------|
| 2456 N Mango Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26771 | | Instruction | \$1,186,641 | \$713,616 | \$396,146 | \$1,534,471 | \$3,830,874 |
| Grade Level | PreK-8 | | Administration | \$318,617 | \$0 | \$0 | \$0 | \$318,617 |
| Total Projected Enrollment | 631 | | Support Services | \$241,372 | \$196,043 | \$8,181 | \$0 | \$445,596 |
| | | | Facility Support | \$758,279 | \$0 | \$0 | \$0 | \$758,279 |
| School average = | | | Total | \$2,504,909 | \$909,659 | \$404,327 | \$1,534,471 | \$5,353,366 |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 3% |
| Hispanic | 42% | 92% |
| White | 9% | 5% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 94% |
| % Poverty | 53% | 58% |
| Science | 64% | 87% |
| Mathematics | 74% | 75% |
| Reading | 68% | 65% |
| Overall | 70% | 72% |

| Best Practice High School (Best Practice HS) | | | Instructional Area 19 | | | Total Budget \$1,853,246 | | |
|--|-------|--|-----------------------|-------------|---------------|--------------------------|----------|-------------|
| 2040 W Adams St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46011 | | Instruction | \$757,832 | \$538,212 | \$156,110 | \$33,638 | \$1,485,793 |
| Grade Level | 9-12 | | Administration | \$271,991 | \$0 | \$10,928 | \$0 | \$282,919 |
| Total Projected Enrollment | 68 | | Support Services | \$1,230 | \$44,564 | \$8,000 | \$0 | \$53,794 |
| | | | Facility Support | \$30,740 | \$0 | \$0 | \$0 | \$30,740 |
| School average = | | | Total | \$1,061,793 | \$582,776 | \$175,038 | \$33,638 | \$1,853,246 |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 93% |
| Hispanic | 42% | 7% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 15% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 59% |
| Score 20 or higher on the ACT | 22% | 4% |
| Meet/exceed standards on PSAE | 29% | 7% |
| Graduate within 5 years | 55% | 69% |

| Robert A Black Magnet Elementary School (Black) | | Instructional Area 54 | | | Total Budget \$5,104,174 | | |
|---|-------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 9101 S Euclid Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29381 | Instruction | \$2,219,931 | \$344,970 | \$417,542 | \$318,192 | \$3,300,635 |
| Grade Level | K-8 | Administration | \$330,055 | \$0 | \$4,058 | \$0 | \$334,113 |
| Total Projected Enrollment | 492 | Support Services | \$325,918 | \$0 | \$0 | \$609,270 | \$935,188 |
| | | Facility Support | \$534,238 | \$0 | \$0 | \$0 | \$534,238 |
| School average = | | Total | \$3,410,142 | \$344,970 | \$421,600 | \$927,462 | \$5,104,174 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 1% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 7% |
| % Free/Reduced lunch | 85% 75% |
| % Poverty | 53% 45% |
| Science | 64% 74% |
| Mathematics | 74% 83% |
| Reading | 68% 81% |
| Overall | 70% 81% |

| Burnside Elementary Scholastic Academy (Burnside) | | Instructional Area 17 | | | Total Budget \$7,567,914 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-------------|-------------|
| 650 E 91st Pl | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29021 | Instruction | \$2,839,550 | \$1,117,065 | \$632,397 | \$875,983 | \$5,464,995 |
| Grade Level | PreK-8 | Administration | \$247,918 | \$0 | \$18,200 | \$0 | \$266,118 |
| Total Projected Enrollment | 767 | Support Services | \$402,232 | \$482,092 | \$30,178 | \$609,270 | \$1,523,772 |
| | | Facility Support | \$313,029 | \$0 | \$0 | \$0 | \$313,029 |
| School average = | | Total | \$3,802,729 | \$1,599,157 | \$680,775 | \$1,485,253 | \$7,567,914 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 78% |
| % Poverty | 53% 47% |
| Science | 64% 67% |
| Mathematics | 74% 75% |
| Reading | 68% 73% |
| Overall | 70% 73% |

| Chicago High School for Agricultural Sciences (Chicago Agriculture) | | Instructional Area 54 | | | Total Budget \$8,506,581 | | |
|---|-------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 3857 W 111th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 47091 | Instruction | \$3,298,516 | \$2,160,961 | \$269,973 | \$446,616 | \$6,176,066 |
| Grade Level | 9-12 | Administration | \$421,155 | \$0 | \$0 | \$0 | \$421,155 |
| Total Projected Enrollment | 598 | Support Services | \$383,966 | \$308,444 | \$23,866 | \$0 | \$716,276 |
| | | Facility Support | \$1,193,084 | \$0 | \$0 | \$0 | \$1,193,084 |
| School average = | | Total | \$5,296,721 | \$2,469,405 | \$293,839 | \$446,616 | \$8,506,581 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|---------|
| African American | 45% 53% |
| Hispanic | 13% 42% |
| White | 9% 33% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 15% |
| % Free/Reduced lunch | 85% 59% |
| % Poverty | 53% 35% |
| Score 20 or higher on the ACT | 22% 42% |
| Meet/exceed standards on PSAE | 29% 51% |
| Graduate within 5 years | 55% 75% |

| Michele Clark Academic Prep Magnet High School (Clark HS) | | Instructional Area 19 | | | Total Budget \$9,377,446 | | |
|---|-------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 5101 W Harrison St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 41051 | Instruction | \$4,282,878 | \$1,504,235 | \$649,799 | \$442,386 | \$6,879,298 |
| Grade Level | 6-12 | Administration | \$394,914 | \$0 | \$266,241 | \$0 | \$661,155 |
| Total Projected Enrollment | 1,065 | Support Services | \$647,559 | \$270,130 | \$159,318 | \$0 | \$1,077,007 |
| | | Facility Support | \$759,986 | \$0 | \$0 | \$0 | \$759,986 |
| School average = | | Total | \$6,085,337 | \$1,774,365 | \$1,075,358 | \$442,386 | \$9,377,446 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 82% |
| % Poverty | 53% 50% |
| Score 20 or higher on the ACT | 22% 12% |
| Meet/exceed standards on PSAE | 29% 22% |
| Graduate within 5 years | 55% 68% |

| Spry Community Links High School (Community Links HS) | | | Instructional Area 54 | | | Total Budget \$1,964,806 | |
|---|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 2400 S Marshall Blvd | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 46461 | Instruction | \$985,086 | \$225,451 | \$123,899 | \$155,705 | \$1,490,141 |
| Grade Level | 9-12 | Administration | \$224,023 | \$0 | \$65,723 | \$0 | \$289,746 |
| Total Projected Enrollment | 191 | Support Services | \$68,918 | \$0 | \$16,897 | \$0 | \$85,815 |
| | | Facility Support | \$99,104 | \$0 | \$0 | \$0 | \$99,104 |
| School average = | | Total | \$1,377,131 | \$225,451 | \$206,519 | \$155,705 | \$1,964,806 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|------|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 4% | Meet/exceed standards on PSAE | #N/A |
| White | 9% | % Free/Reduced lunch | 85% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | 97% | | #N/A |
| Native American | 0.2% | % Poverty | 53% | | #N/A |
| | 0% | | 61% | | |

| Mary E Courtenay Elementary Language Arts Center (Courtenay) | | | Instructional Area 2 | | | Total Budget \$3,487,046 | |
|--|--------|------------------|----------------------|-------------|---------------|--------------------------|-------------|
| 1726 W Berteau Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 30141 | Instruction | \$869,861 | \$961,238 | \$177,586 | \$221,806 | \$2,230,491 |
| Grade Level | PreK-8 | Administration | \$68,492 | \$176,929 | \$220 | \$0 | \$245,641 |
| Total Projected Enrollment | 224 | Support Services | \$219,407 | \$634,613 | \$0 | \$0 | \$854,020 |
| | | Facility Support | \$156,894 | \$0 | \$0 | \$0 | \$156,894 |
| School average = | | Total | \$1,314,654 | \$1,772,780 | \$177,806 | \$221,806 | \$3,487,046 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 37% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 84% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 91% |
| | 0% | | 51% | | |

| Marie Sklodowska Curie Metropolitan High School (Curie HS) | | | Instructional Area 54 | | | Total Budget \$30,357,272 | |
|--|-------|------------------|-----------------------|-------------|---------------|---------------------------|--------------|
| 4959 S Archer Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 53101 | Instruction | \$15,675,906 | \$4,376,520 | \$3,432,906 | \$909,561 | \$24,394,893 |
| Grade Level | 9-12 | Administration | \$1,119,188 | \$0 | \$191,565 | \$0 | \$1,310,753 |
| Total Projected Enrollment | 3,603 | Support Services | \$1,501,298 | \$580,161 | \$314,469 | \$0 | \$2,395,928 |
| | | Facility Support | \$2,255,698 | \$0 | \$0 | \$0 | \$2,255,698 |
| School average = | | Total | \$20,552,090 | \$4,956,681 | \$3,938,940 | \$909,561 | \$30,357,272 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 10% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Free/Reduced lunch | 85% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | 90% | | 74% |
| Native American | 0.2% | % Poverty | 53% | | |
| | 0% | | 54% | | |

| Sir Miles Davis Magnet Elementary Academy (Davis, M Magnet Elem) | | | Instructional Area 13 | | | Total Budget \$4,600,598 | |
|--|--------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 6730 S Paulina St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29391 | Instruction | \$1,956,644 | \$634,299 | \$563,693 | \$401,069 | \$3,555,706 |
| Grade Level | PreK-8 | Administration | \$81,225 | \$0 | \$39,172 | \$0 | \$120,397 |
| Total Projected Enrollment | 484 | Support Services | \$480,130 | \$56,464 | \$21,408 | \$0 | \$558,002 |
| | | Facility Support | \$366,493 | \$0 | \$0 | \$0 | \$366,493 |
| School average = | | Total | \$2,884,492 | \$690,763 | \$624,273 | \$401,069 | \$4,600,598 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 9% | Mathematics | 41% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 97% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 40% |
| | 0% | | 59% | | |

| Walt Disney Magnet Elementary School (Disney) | | Instructional Area 2 | | | Total Budget | | \$12,889,067 |
|---|--------|----------------------|-------------|---------------|--------------|-------------|--------------|
| 4140 N Marine Dr | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29401 | Instruction | \$5,793,700 | \$930,804 | \$946,075 | \$1,622,687 | \$9,293,266 |
| Grade Level | PreK-8 | Administration | \$345,199 | \$0 | \$264,332 | \$0 | \$609,531 |
| Total Projected Enrollment | 1,645 | Support Services | \$1,050,228 | \$145,291 | \$0 | \$775,778 | \$1,971,297 |
| | | Facility Support | \$1,014,973 | \$0 | \$0 | \$0 | \$1,014,973 |
| School average = | | Total | \$8,204,100 | \$1,076,095 | \$1,210,407 | \$2,398,465 | \$12,889,067 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 10% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 67% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 87% |
| | 1% | | 41% | | |

| Leif Ericson Elementary Scholastic Academy (Ericson) | | Instructional Area 7 | | | Total Budget | | \$5,481,699 |
|--|--------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 3600 W 5th Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29051 | Instruction | \$2,242,384 | \$365,244 | \$710,171 | \$567,524 | \$3,885,323 |
| Grade Level | PreK-8 | Administration | \$262,595 | \$0 | \$1,000 | \$0 | \$263,595 |
| Total Projected Enrollment | 559 | Support Services | \$357,508 | \$44,929 | \$5,072 | \$222,800 | \$630,309 |
| | | Facility Support | \$702,472 | \$0 | \$0 | \$0 | \$702,472 |
| School average = | | Total | \$3,564,959 | \$410,173 | \$716,243 | \$790,324 | \$5,481,699 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 7% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 98% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 64% |
| | 0% | | 60% | | |

| Franklin Elementary Fine Arts Center (Franklin) | | Instructional Area 6 | | | Total Budget | | \$3,671,045 |
|---|-------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 225 W Evergreen Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29081 | Instruction | \$1,680,682 | \$300,507 | \$171,863 | \$535,121 | \$2,688,173 |
| Grade Level | K-8 | Administration | \$232,499 | \$0 | \$0 | \$0 | \$232,499 |
| Total Projected Enrollment | 360 | Support Services | \$187,756 | \$17,698 | \$0 | \$248,817 | \$454,271 |
| | | Facility Support | \$296,102 | \$0 | \$0 | \$0 | \$296,102 |
| School average = | | Total | \$2,397,039 | \$318,205 | \$171,863 | \$783,938 | \$3,671,045 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 13% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 35% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 93% |
| | 1% | | 22% | | |

| Galileo Math & Science Scholastic Academy ES (Galileo) | | Instructional Area 54 | | | Total Budget | | \$5,830,342 |
|--|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 820 S Carpenter St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29141 | Instruction | \$2,592,470 | \$382,095 | \$438,054 | \$660,087 | \$4,072,706 |
| Grade Level | PreK-8 | Administration | \$287,516 | \$0 | \$75,103 | \$0 | \$362,619 |
| Total Projected Enrollment | 635 | Support Services | \$366,079 | \$0 | \$0 | \$435,193 | \$801,272 |
| | | Facility Support | \$593,745 | \$0 | \$0 | \$0 | \$593,745 |
| School average = | | Total | \$3,839,810 | \$382,095 | \$513,157 | \$1,095,280 | \$5,830,342 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 11% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 74% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 88% |
| | 0% | | 45% | | |

| Elaine O Goodlow Elementary Magnet School (Goodlow) | | Instructional Area 14 | | | Total Budget \$4,534,027 | | |
|---|--------|-----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 2040 W 62nd St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29061 | Instruction | \$1,977,829 | \$518,689 | \$572,278 | \$375,217 | \$3,444,013 |
| Grade Level | PreK-8 | Administration | \$249,827 | \$0 | \$66,152 | \$0 | \$315,979 |
| Total Projected Enrollment | 506 | Support Services | \$443,635 | \$0 | \$0 | \$43,519 | \$487,154 |
| | | Facility Support | \$286,881 | \$0 | \$0 | \$0 | \$286,881 |
| School average = | | Total | \$2,958,172 | \$518,689 | \$638,430 | \$418,736 | \$4,534,027 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 99% | Estimated % Special Ed | 13% | 15% | Science | 64% | 51% |
| Hispanic | 0% | 42% | % Free/Reduced lunch | 85% | 96% | Mathematics | 74% | 57% |
| White | 9% | 0% | % Poverty | 53% | 60% | Reading | 68% | 60% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 57% |
| Native American | 0.2% | 0% | | | | | | |

| Frank W Gunsaulus Elementary Scholastic Academy (Gunsaulus) | | Instructional Area 10 | | | Total Budget \$6,972,907 | | |
|---|-------|-----------------------|-------------|---------------|--------------------------|-------------|-------------|
| 4420 S Sacramento Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29121 | Instruction | \$2,917,790 | \$602,559 | \$746,354 | \$910,262 | \$5,176,965 |
| Grade Level | K-8 | Administration | \$225,305 | \$0 | \$113,716 | \$0 | \$339,021 |
| Total Projected Enrollment | 860 | Support Services | \$472,866 | \$159,921 | \$6,270 | \$435,193 | \$1,074,250 |
| | | Facility Support | \$382,671 | \$0 | \$0 | \$0 | \$382,671 |
| School average = | | Total | \$3,998,632 | \$762,480 | \$866,340 | \$1,345,455 | \$6,972,907 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 13% | Estimated % Special Ed | 13% | 8% | Science | 64% | 75% |
| Hispanic | 42% | 75% | % Free/Reduced lunch | 85% | 91% | Mathematics | 74% | 82% |
| White | 9% | 8% | % Poverty | 53% | 54% | Reading | 68% | 74% |
| Asian/Pacific Islander | 3.6% | 4% | | | | Overall | 70% | 78% |
| Native American | 0.2% | 0% | | | | | | |

| Hawthorne Elementary Scholastic Academy (Hawthorne) | | Instructional Area 6 | | | Total Budget \$4,517,783 | | |
|---|-------|----------------------|-------------|---------------|--------------------------|-----------|-------------|
| 3319 N Clifton Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29131 | Instruction | \$2,333,583 | \$297,523 | \$214,086 | \$522,473 | \$3,367,665 |
| Grade Level | K-8 | Administration | \$233,249 | \$0 | \$0 | \$0 | \$233,249 |
| Total Projected Enrollment | 567 | Support Services | \$195,011 | \$0 | \$0 | \$435,193 | \$630,204 |
| | | Facility Support | \$286,665 | \$0 | \$0 | \$0 | \$286,665 |
| School average = | | Total | \$3,048,508 | \$297,523 | \$214,086 | \$957,666 | \$4,517,783 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------|-----|-----|
| African American | 45% | 14% | Estimated % Special Ed | 13% | 10% | Science | 64% | 98% |
| Hispanic | 42% | 24% | % Free/Reduced lunch | 85% | 16% | Mathematics | 74% | 97% |
| White | 9% | 43% | % Poverty | 53% | 9% | Reading | 68% | 95% |
| Asian/Pacific Islander | 3.6% | 16% | | | | Overall | 70% | 96% |
| Native American | 0.2% | 4% | | | | | | |

| Emil G Hirsch Metropolitan High School (Hirsch HS) | | Instructional Area 23 | | | Total Budget \$7,774,668 | | |
|--|-------|-----------------------|-------------|---------------|--------------------------|----------|-------------|
| 7740 S Ingleside Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 47031 | Instruction | \$2,943,542 | \$1,644,096 | \$647,276 | \$98,198 | \$5,333,112 |
| Grade Level | 9-12 | Administration | \$417,167 | \$0 | \$119,718 | \$0 | \$536,885 |
| Total Projected Enrollment | 542 | Support Services | \$564,510 | \$295,431 | \$137,034 | \$0 | \$996,975 |
| | | Facility Support | \$907,696 | \$0 | \$0 | \$0 | \$907,696 |
| School average = | | Total | \$4,832,915 | \$1,939,527 | \$904,028 | \$98,198 | \$7,774,668 |
| District average = | | | | | | | |

| | | | | | | | | |
|------------------------|------|-----|------------------------|-----|-----|-------------------------------|-----|-----|
| African American | 45% | 99% | Estimated % Special Ed | 13% | 23% | Score 20 or higher on the ACT | 22% | 2% |
| Hispanic | 1% | 42% | % Free/Reduced lunch | 85% | 97% | Meet/exceed standards on PSAE | 29% | 9% |
| White | 9% | 1% | % Poverty | 53% | 61% | Graduate within 5 years | 55% | 46% |
| Asian/Pacific Islander | 3.6% | 0% | | | | | | |
| Native American | 0.2% | 0% | | | | | | |

| Hope College Preparatory High School (Hope HS) | | | Instructional Area 21 | | | Total Budget | \$7,815,130 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 5515 S Lowe Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 49091 | Instruction | \$2,992,869 | \$1,591,833 | \$633,618 | \$152,141 | \$5,370,461 |
| Grade Level | 9-12 | Administration | \$418,578 | \$0 | \$203,327 | \$0 | \$621,905 |
| Total Projected Enrollment | 714 | Support Services | \$640,719 | \$178,826 | \$153,001 | \$0 | \$972,546 |
| | | Facility Support | \$850,218 | \$0 | \$0 | \$0 | \$850,218 |
| School average = | | Total | \$4,902,384 | \$1,770,659 | \$989,946 | \$152,141 | \$7,815,130 |
| District average = | | | | | | | |

Percentage of students who:

| | | | | | | |
|------------------------|------|-----|------------------------|-----|-------------------------------|-----|
| African American | 45% | 99% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | 1% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | 0% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | 0% | | | | 81% |
| Native American | 0.2% | 0% | | | | |

| Inter-American Elementary Magnet School (Inter-American) | | | Instructional Area 2 | | | Total Budget | \$5,479,504 |
|--|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 851 W Waveland Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29191 | Instruction | \$2,640,169 | \$268,574 | \$463,902 | \$833,397 | \$4,206,042 |
| Grade Level | PreK-8 | Administration | \$236,056 | \$0 | \$0 | \$0 | \$236,056 |
| Total Projected Enrollment | 723 | Support Services | \$346,820 | \$0 | \$0 | \$482,496 | \$829,316 |
| | | Facility Support | \$208,090 | \$0 | \$0 | \$0 | \$208,090 |
| School average = | | Total | \$3,431,135 | \$268,574 | \$463,902 | \$1,315,893 | \$5,479,504 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | | |
|------------------------|------|-----|------------------------|-----|-------------|-----|
| African American | 45% | 4% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | 80% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | 13% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | 2% | | | Overall | 70% |
| Native American | 0.2% | 1% | | | | 87% |

| Andrew Jackson Elementary Language Academy (Jackson, A) | | | Instructional Area 54 | | | Total Budget | \$4,916,680 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 1340 W Harrison St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29171 | Instruction | \$2,339,096 | \$372,844 | \$239,180 | \$778,632 | \$3,729,751 |
| Grade Level | K-8 | Administration | \$235,904 | \$0 | \$0 | \$0 | \$235,904 |
| Total Projected Enrollment | 546 | Support Services | \$262,429 | \$0 | \$0 | \$236,518 | \$498,947 |
| | | Facility Support | \$452,078 | \$0 | \$0 | \$0 | \$452,078 |
| School average = | | Total | \$3,289,507 | \$372,844 | \$239,180 | \$1,015,150 | \$4,916,680 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | | |
|------------------------|------|-----|------------------------|-----|-------------|-----|
| African American | 45% | 19% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | 21% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | 31% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | 28% | | | Overall | 70% |
| Native American | 0.2% | 0% | | | | 98% |

| Jensen Elementary Scholastic Academy (Jensen) | | | Instructional Area 7 | | | Total Budget | \$4,025,846 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 3030 W Harrison St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29341 | Instruction | \$1,526,120 | \$259,638 | \$384,934 | \$392,638 | \$2,563,330 |
| Grade Level | PreK-8 | Administration | \$279,939 | \$0 | \$105,615 | \$0 | \$385,554 |
| Total Projected Enrollment | 422 | Support Services | \$334,895 | \$0 | \$1,000 | \$373,685 | \$709,580 |
| | | Facility Support | \$367,382 | \$0 | \$0 | \$0 | \$367,382 |
| School average = | | Total | \$2,508,336 | \$259,638 | \$491,549 | \$766,323 | \$4,025,846 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | | |
|------------------------|------|-----|------------------------|-----|-------------|-----|
| African American | 45% | 99% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | 1% | % Free/Reduced lunch | 85% | Mathematics | 73% |
| White | 9% | 1% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | 0% | | | Overall | 70% |
| Native American | 0.2% | 0% | | | | 68% |

| Joseph Kellman Corporate Community ES (Kellman) | | | Instructional Area 7 | | | Total Budget | \$2,838,660 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|
| 751 S Sacramento Blvd | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23251 | Instruction | \$1,211,388 | \$153,977 | \$280,633 | \$494,603 | \$2,140,602 |
| Grade Level | PreK-8 | Administration | \$258,154 | \$0 | \$65,514 | \$0 | \$323,668 |
| Total Projected Enrollment | 297 | Support Services | \$217,419 | \$0 | \$600 | \$0 | \$218,019 |
| | | Facility Support | \$156,371 | \$0 | \$0 | \$0 | \$156,371 |
| School average = | | Total | \$1,843,332 | \$153,977 | \$346,747 | \$494,603 | \$2,838,660 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 5% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 57% |
| Science | 64% | 66% |
| Mathematics | 74% | 83% |
| Reading | 68% | 76% |
| Overall | 70% | 77% |

| LaSalle Elementary Language Academy (Lasalle) | | | Instructional Area 54 | | | Total Budget | \$4,797,902 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 1734 N Orleans St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29161 | Instruction | \$2,337,331 | \$457,202 | \$146,110 | \$811,533 | \$3,752,177 |
| Grade Level | K-8 | Administration | \$245,842 | \$0 | \$64,966 | \$0 | \$310,808 |
| Total Projected Enrollment | 576 | Support Services | \$161,004 | \$54,836 | \$0 | \$308,419 | \$524,259 |
| | | Facility Support | \$210,658 | \$0 | \$0 | \$0 | \$210,658 |
| School average = | | Total | \$2,954,835 | \$512,038 | \$211,076 | \$1,119,952 | \$4,797,902 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 27% |
| Hispanic | 42% | 21% |
| White | 9% | 35% |
| Asian/Pacific Islander | 3.6% | 17% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 19% |
| % Poverty | 53% | 11% |
| Science | 64% | 96% |
| Mathematics | 74% | 95% |
| Reading | 68% | 95% |
| Overall | 70% | 95% |

| LaSalle II Magnet Elementary School (Lasalle II Lang Acad) | | | Instructional Area 54 | | | Total Budget | \$4,354,584 |
|--|--------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 1148 N Honore St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29101 | Instruction | \$1,471,847 | \$1,328,979 | \$177,201 | \$594,068 | \$3,572,094 |
| Grade Level | PreK-2 | Administration | \$255,847 | \$0 | \$3,043 | \$0 | \$258,890 |
| Total Projected Enrollment | 431 | Support Services | \$0 | \$491,407 | \$0 | \$0 | \$491,407 |
| | | Facility Support | \$32,193 | \$0 | \$0 | \$0 | \$32,193 |
| School average = | | Total | \$1,759,887 | \$1,820,386 | \$180,244 | \$594,068 | \$4,354,584 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 18% |
| Hispanic | 42% | 46% |
| White | 9% | 33% |
| Asian/Pacific Islander | 3.6% | 3% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 23% |
| % Free/Reduced lunch | 85% | 63% |
| % Poverty | 53% | 39% |
| Science | 64% | #N/A |
| Mathematics | 74% | #N/A |
| Reading | 68% | #N/A |
| Overall | 70% | #N/A |

| Phillip Murray Elementary Language Academy (Murray) | | | Instructional Area 54 | | | Total Budget | \$4,699,654 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 5335 S Kenwood Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29221 | Instruction | \$1,910,239 | \$578,097 | \$170,936 | \$723,274 | \$3,382,546 |
| Grade Level | PreK-6 | Administration | \$286,160 | \$0 | \$0 | \$0 | \$286,160 |
| Total Projected Enrollment | 499 | Support Services | \$284,519 | \$44,929 | \$0 | \$391,673 | \$721,121 |
| | | Facility Support | \$309,827 | \$0 | \$0 | \$0 | \$309,827 |
| School average = | | Total | \$2,790,745 | \$623,026 | \$170,936 | \$1,114,947 | \$4,699,654 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 70% |
| Hispanic | 42% | 3% |
| White | 9% | 21% |
| Asian/Pacific Islander | 3.6% | 6% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 39% |
| % Poverty | 53% | 24% |
| Science | 64% | 77% |
| Mathematics | 74% | 91% |
| Reading | 68% | 87% |
| Overall | 70% | 87% |

| Walter L Newberry Math & Science Academy ES (Newberry) | | | Instructional Area 54 | | | Total Budget | | \$5,302,370 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 700 W Willow St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29231 | Instruction | \$2,283,215 | \$767,656 | \$245,663 | \$610,520 | \$3,907,054 | |
| Grade Level | K-8 | Administration | \$246,845 | \$0 | \$0 | \$0 | \$246,845 | |
| Total Projected Enrollment | 592 | Support Services | \$336,271 | \$54,462 | \$0 | \$522,231 | \$912,964 | |
| | | Facility Support | \$235,507 | \$0 | \$0 | \$0 | \$235,507 | |
| School average = | | Total | \$3,101,838 | \$822,118 | \$245,663 | \$1,132,751 | \$5,302,370 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 30% |
| Hispanic | 42% | 30% |
| White | 9% | 31% |
| Asian/Pacific Islander | 3.6% | 8% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 16% |
| % Free/Reduced lunch | 85% | 49% |
| % Poverty | 53% | 29% |
| Science | 64% | 81% |
| Mathematics | 74% | 89% |
| Reading | 68% | 84% |
| Overall | 70% | 86% |

| North River Elementary School (North River) | | | Instructional Area 1 | | | Total Budget | | \$3,373,605 |
|---|--------|------------------|----------------------|------------|---------------|--------------|-------------|-------------|
| 4416 N Troy St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26841 | Instruction | \$1,043,724 | \$690,401 | \$282,624 | \$199,565 | \$2,216,314 | |
| Grade Level | PreK-8 | Administration | \$237,380 | \$0 | \$0 | \$0 | \$237,380 | |
| Total Projected Enrollment | 259 | Support Services | \$217,232 | \$127,405 | \$750 | \$43,519 | \$388,906 | |
| | | Facility Support | \$531,005 | \$0 | \$0 | \$0 | \$531,005 | |
| School average = | | Total | \$2,029,341 | \$817,806 | \$283,374 | \$243,084 | \$3,373,605 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 6% |
| Hispanic | 42% | 82% |
| White | 9% | 8% |
| Asian/Pacific Islander | 3.6% | 4% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 13% |
| % Free/Reduced lunch | 85% | 93% |
| % Poverty | 53% | 56% |
| Science | 64% | 65% |
| Mathematics | 74% | 79% |
| Reading | 68% | 74% |
| Overall | 70% | 75% |

| William Bishop Owen Scholastic Academy ES (Owen) | | | Instructional Area 16 | | | Total Budget | | \$2,950,477 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 8247 S Christiana Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29241 | Instruction | \$1,200,969 | \$240,651 | \$119,675 | \$397,145 | \$1,958,440 | |
| Grade Level | K-8 | Administration | \$239,564 | \$0 | \$3,965 | \$0 | \$243,529 | |
| Total Projected Enrollment | 256 | Support Services | \$118,744 | \$82,416 | \$2,190 | \$304,635 | \$507,985 | |
| | | Facility Support | \$240,523 | \$0 | \$0 | \$0 | \$240,523 | |
| School average = | | Total | \$1,799,800 | \$323,067 | \$125,830 | \$701,780 | \$2,950,477 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 90% |
| Hispanic | 42% | 6% |
| White | 9% | 3% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 11% |
| % Free/Reduced lunch | 85% | 56% |
| % Poverty | 53% | 33% |
| Science | 64% | 87% |
| Mathematics | 74% | 91% |
| Reading | 68% | 87% |
| Overall | 70% | 88% |

| John J Pershing Elementary Humanities Magnet (Pershing East) | | | Instructional Area 54 | | | Total Budget | | \$2,349,122 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 3113 S Rhodes Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29251 | Instruction | \$926,618 | \$125,196 | \$114,475 | \$477,548 | \$1,643,837 | |
| Grade Level | PreK-3 | Administration | \$229,448 | \$0 | \$0 | \$0 | \$229,448 | |
| Total Projected Enrollment | 247 | Support Services | \$166,816 | \$0 | \$1,501 | \$130,558 | \$298,875 | |
| | | Facility Support | \$176,962 | \$0 | \$0 | \$0 | \$176,962 | |
| School average = | | Total | \$1,499,844 | \$125,196 | \$115,976 | \$608,106 | \$2,349,122 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 94% |
| Hispanic | 42% | 2% |
| White | 9% | 2% |
| Asian/Pacific Islander | 3.6% | 3% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 61% |
| % Poverty | 53% | 37% |
| Science | 64% | 0% |
| Mathematics | 74% | 86% |
| Reading | 68% | 88% |
| Overall | 70% | 87% |

| Charles Allen Prosser Career Academy High School (Prosser HS) | | | Instructional Area 25 | | | Total Budget | \$13,670,342 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|
| 2148 N Long Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 53041 | Instruction | \$6,440,212 | \$2,619,329 | \$1,379,102 | \$275,633 | \$10,714,276 |
| Grade Level | 9-12 | Administration | \$516,404 | \$0 | \$71,292 | \$0 | \$587,696 |
| Total Projected Enrollment | 1,428 | Support Services | \$693,988 | \$520,674 | \$112,614 | \$0 | \$1,327,276 |
| | | Facility Support | \$1,041,094 | \$0 | \$0 | \$0 | \$1,041,094 |
| School average = | | Total | \$8,691,698 | \$3,140,003 | \$1,563,008 | \$275,633 | \$13,670,342 |
| District average = | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 32% |
| Hispanic | 42% | 59% |
| White | 9% | 9% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 87% |
| % Poverty | 53% | 52% |
| Score 20 or higher on the ACT | 22% | 23% |
| Meet/exceed standards on PSAE | 29% | 35% |
| Graduate within 5 years | 55% | 73% |

| Asa Philip Randolph Elementary School (Randolph) | | | Instructional Area 13 | | | Total Budget | \$5,233,542 |
|--|--------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 7316 S Hoyne Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29111 | Instruction | \$2,272,592 | \$343,028 | \$751,681 | \$564,184 | \$3,931,485 |
| Grade Level | PreK-8 | Administration | \$251,831 | \$0 | \$75,686 | \$0 | \$327,517 |
| Total Projected Enrollment | 648 | Support Services | \$399,603 | \$56,464 | \$53,665 | \$0 | \$509,732 |
| | | Facility Support | \$464,808 | \$0 | \$0 | \$0 | \$464,808 |
| School average = | | Total | \$3,388,834 | \$399,492 | \$881,032 | \$564,184 | \$5,233,542 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 99% |
| Hispanic | 42% | 0% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 100% |
| % Poverty | 53% | 62% |
| Science | 64% | 44% |
| Mathematics | 74% | 62% |
| Reading | 68% | 54% |
| Overall | 70% | 56% |

| Albert R Sabin Elementary Magnet School (Sabin) | | | Instructional Area 6 | | | Total Budget | \$5,523,215 |
|---|-------|------------------|----------------------|------------|---------------|--------------|-------------|
| 2216 W Hirsch St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29371 | Instruction | \$2,458,869 | \$463,690 | \$616,153 | \$466,232 | \$4,004,944 |
| Grade Level | K-8 | Administration | \$216,109 | \$0 | \$51,348 | \$0 | \$267,457 |
| Total Projected Enrollment | 616 | Support Services | \$348,438 | \$0 | \$43,475 | \$565,750 | \$957,663 |
| | | Facility Support | \$293,151 | \$0 | \$0 | \$0 | \$293,151 |
| School average = | | Total | \$3,316,567 | \$463,690 | \$710,976 | \$1,031,982 | \$5,523,215 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 20% |
| Hispanic | 42% | 75% |
| White | 9% | 2% |
| Asian/Pacific Islander | 3.6% | 3% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 91% |
| % Poverty | 53% | 55% |
| Science | 64% | 67% |
| Mathematics | 74% | 79% |
| Reading | 68% | 69% |
| Overall | 70% | 73% |

| Maria Saucedo Elementary Scholastic Academy (Saucedo) | | | Instructional Area 10 | | | Total Budget | \$10,525,091 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|--------------|
| 2850 W 24th Blvd | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29151 | Instruction | \$4,853,371 | \$522,661 | \$1,378,033 | \$1,108,264 | \$7,862,329 |
| Grade Level | PreK-8 | Administration | \$256,912 | \$0 | \$53,132 | \$0 | \$310,044 |
| Total Projected Enrollment | 1,323 | Support Services | \$1,088,464 | \$44,929 | \$46,983 | \$383,159 | \$1,563,535 |
| | | Facility Support | \$789,183 | \$0 | \$0 | \$0 | \$789,183 |
| School average = | | Total | \$6,987,930 | \$567,590 | \$1,478,148 | \$1,491,423 | \$10,525,091 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 3% |
| Hispanic | 42% | 97% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 8% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 58% |
| Science | 64% | 75% |
| Mathematics | 74% | 80% |
| Reading | 68% | 77% |
| Overall | 70% | 78% |

| Mark Sheridan Elementary Math & Science Academy (Sheridan) | | | Instructional Area 54 | | | Total Budget \$4,670,124 | |
|--|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 533 W 27th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29201 | Instruction | \$2,290,943 | \$275,936 | \$341,275 | \$511,836 | \$3,419,990 |
| Grade Level | K-8 | Administration | \$258,315 | \$0 | \$66,351 | \$0 | \$324,666 |
| Total Projected Enrollment | 541 | Support Services | \$277,383 | \$0 | \$500 | \$391,673 | \$669,556 |
| | | Facility Support | \$255,912 | \$0 | \$0 | \$0 | \$255,912 |
| School average = | | Total | \$3,082,553 | \$275,936 | \$408,126 | \$903,509 | \$4,670,124 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|-----|------|
| African American | 45% | 17% |
| Hispanic | 42% | 18% |
| White | 36% | 9% |
| Asian/Pacific Islander | 27% | 3.6% |
| Native American | 2% | 0.2% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 68% |
| % Poverty | 53% | 40% |
| Science | 64% | 91% |
| Mathematics | 74% | 93% |
| Reading | 68% | 91% |
| Overall | 70% | 92% |

| John M Smyth Elementary School (Smyth) | | | Instructional Area 9 | | | Total Budget \$6,958,037 | |
|--|--------|------------------|----------------------|-------------|---------------|--------------------------|-------------|
| 1059 W 13th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25411 | Instruction | \$2,216,105 | \$1,358,563 | \$847,049 | \$1,049,738 | \$5,471,455 |
| Grade Level | PreK-8 | Administration | \$256,299 | \$0 | \$0 | \$0 | \$256,299 |
| Total Projected Enrollment | 675 | Support Services | \$609,780 | \$154,150 | \$7,500 | \$2,350 | \$773,780 |
| | | Facility Support | \$456,503 | \$0 | \$0 | \$0 | \$456,503 |
| School average = | | Total | \$3,538,687 | \$1,512,713 | \$854,549 | \$1,052,088 | \$6,958,037 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|-----|------|
| African American | 45% | 98% |
| Hispanic | 42% | 1% |
| White | 0% | 9% |
| Asian/Pacific Islander | 1% | 3.6% |
| Native American | 0% | 0.2% |
| Estimated % Special Ed | 13% | 17% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 63% |
| Science | 64% | 33% |
| Mathematics | 74% | 55% |
| Reading | 68% | 44% |
| Overall | 70% | 47% |

| Stone Elementary Scholastic Academy (Stone) | | | Instructional Area 54 | | | Total Budget \$5,259,734 | |
|---|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 6239 N Leavitt St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29291 | Instruction | \$2,472,435 | \$746,326 | \$302,780 | \$722,571 | \$4,244,112 |
| Grade Level | K-8 | Administration | \$243,238 | \$0 | \$0 | \$0 | \$243,238 |
| Total Projected Enrollment | 630 | Support Services | \$222,922 | \$55,560 | \$0 | \$70,955 | \$349,437 |
| | | Facility Support | \$422,947 | \$0 | \$0 | \$0 | \$422,947 |
| School average = | | Total | \$3,361,542 | \$801,886 | \$302,780 | \$793,526 | \$5,259,734 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|-----|------|
| African American | 45% | 21% |
| Hispanic | 42% | 20% |
| White | 33% | 9% |
| Asian/Pacific Islander | 27% | 3.6% |
| Native American | 1% | 0.2% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 57% |
| % Poverty | 53% | 34% |
| Science | 64% | 89% |
| Mathematics | 74% | 95% |
| Reading | 68% | 90% |
| Overall | 70% | 92% |

| Suder Montessori Magnet ES (Suder Montessori) | | | Instructional Area 7 | | | Total Budget \$3,205,056 | |
|---|--------|------------------|----------------------|------------|---------------|--------------------------|-------------|
| 2022 W Washington Blvd | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26881 | Instruction | \$1,333,517 | \$753,966 | \$124,946 | \$128,171 | \$2,340,600 |
| Grade Level | PreK-3 | Administration | \$206,115 | \$0 | \$24,145 | \$0 | \$230,260 |
| Total Projected Enrollment | 306 | Support Services | \$134,207 | \$0 | \$2,500 | \$251,182 | \$387,889 |
| | | Facility Support | \$246,307 | \$0 | \$0 | \$0 | \$246,307 |
| School average = | | Total | \$1,920,146 | \$753,966 | \$151,591 | \$379,353 | \$3,205,056 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|-----|------|
| African American | 45% | 60% |
| Hispanic | 42% | 20% |
| White | 15% | 9% |
| Asian/Pacific Islander | 5% | 3.6% |
| Native American | 0% | 0.2% |
| Estimated % Special Ed | 13% | 8% |
| % Free/Reduced lunch | 85% | 61% |
| % Poverty | 53% | 39% |
| Science | 64% | 0% |
| Mathematics | 74% | 78% |
| Reading | 68% | 87% |
| Overall | 70% | 83% |

| James N Thorp Elementary School (Thorp, J) | | Instructional Area 18 | | | Total Budget | | \$5,718,951 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 8914 S Buffalo Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 25601 | Instruction | \$1,690,874 | \$1,573,293 | \$570,732 | \$260,095 | \$4,094,994 |
| Grade Level | PreK-8 | Administration | \$250,308 | \$0 | \$45,385 | \$0 | \$295,693 |
| Total Projected Enrollment | 513 | Support Services | \$428,237 | \$372,800 | \$53,665 | \$0 | \$854,702 |
| | | Facility Support | \$473,562 | \$0 | \$0 | \$0 | \$473,562 |
| School average = | | Total | \$2,842,981 | \$1,946,093 | \$669,782 | \$260,095 | \$5,718,951 |
| District average = | | | | | | | |

| | | |
|------------------------|------|-----|
| African American | 45% | 82% |
| Hispanic | 18% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 20% |
| % Free/Reduced lunch | 85% | 98% |
| % Poverty | 53% | 63% |
| Science | 64% | 53% |
| Mathematics | 74% | 67% |
| Reading | 68% | 61% |
| Overall | 70% | 62% |

| Turner-Drew Elementary Language Academy (Turner-Drew) | | Instructional Area 17 | | | Total Budget | | \$4,121,525 |
|---|-------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 9300 S Princeton Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29041 | Instruction | \$1,438,461 | \$485,405 | \$369,771 | \$514,894 | \$2,808,530 |
| Grade Level | K-8 | Administration | \$245,421 | \$0 | \$0 | \$0 | \$245,421 |
| Total Projected Enrollment | 354 | Support Services | \$286,241 | \$90,947 | \$0 | \$565,750 | \$942,938 |
| | | Facility Support | \$124,636 | \$0 | \$0 | \$0 | \$124,636 |
| School average = | | Total | \$2,094,759 | \$576,352 | \$369,771 | \$1,080,644 | \$4,121,525 |
| District average = | | | | | | | |

| | | |
|------------------------|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 84% |
| % Poverty | 53% | 50% |
| Science | 64% | 74% |
| Mathematics | 74% | 87% |
| Reading | 68% | 79% |
| Overall | 70% | 81% |

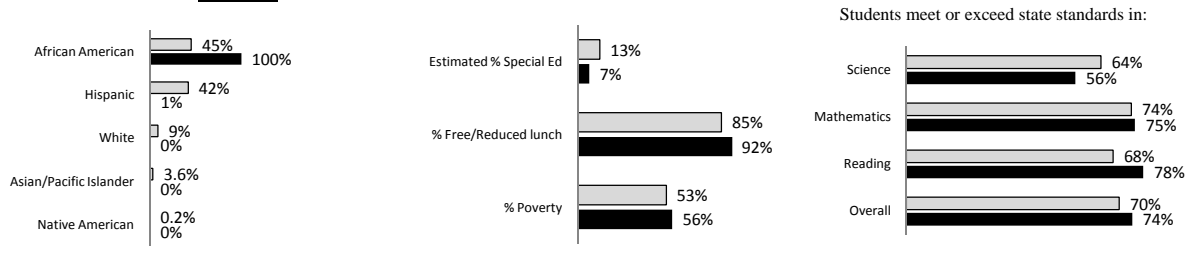
| John H Vanderpool Elementary Magnet School (Vanderpool) | | Instructional Area 16 | | | Total Budget | | \$3,374,171 |
|---|-------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 9510 S Prospect Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29311 | Instruction | \$1,421,065 | \$349,232 | \$161,795 | \$364,666 | \$2,296,758 |
| Grade Level | K-8 | Administration | \$244,942 | \$0 | \$20,072 | \$0 | \$265,014 |
| Total Projected Enrollment | 316 | Support Services | \$174,927 | \$0 | \$0 | \$348,154 | \$523,081 |
| | | Facility Support | \$289,318 | \$0 | \$0 | \$0 | \$289,318 |
| School average = | | Total | \$2,130,252 | \$349,232 | \$181,867 | \$712,820 | \$3,374,171 |
| District average = | | | | | | | |

| | | |
|------------------------|------|------|
| African American | 45% | 100% |
| Hispanic | 42% | 0% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 60% |
| % Poverty | 53% | 36% |
| Science | 64% | 86% |
| Mathematics | 74% | 92% |
| Reading | 68% | 90% |
| Overall | 70% | 90% |

| Friedrich W von Steuben Metropolitan Science HS (Von Steuben HS) | | Instructional Area 21 | | | Total Budget | | \$14,180,061 |
|--|-------|-----------------------|--------------|---------------|--------------|-----------|--------------|
| 5039 N Kimball Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 47081 | Instruction | \$7,369,750 | \$1,769,326 | \$924,776 | \$599,435 | \$10,663,287 |
| Grade Level | 9-12 | Administration | \$663,733 | \$0 | \$433,110 | \$0 | \$1,096,843 |
| Total Projected Enrollment | 1,627 | Support Services | \$981,302 | \$234,489 | \$142,070 | \$0 | \$1,357,861 |
| | | Facility Support | \$1,062,070 | \$0 | \$0 | \$0 | \$1,062,070 |
| School average = | | Total | \$10,076,855 | \$2,003,815 | \$1,499,956 | \$599,435 | \$14,180,061 |
| District average = | | | | | | | |

| | | |
|-------------------------------|------|-----|
| African American | 45% | 25% |
| Hispanic | 42% | 36% |
| White | 9% | 26% |
| Asian/Pacific Islander | 3.6% | 13% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 72% |
| % Poverty | 53% | 43% |
| Score 20 or higher on the ACT | 22% | 42% |
| Meet/exceed standards on PSAE | 29% | 48% |
| Graduate within 5 years | 55% | 75% |

| | | | | | | | |
|----------------------------|-------|------------------|--------------------|-----------------|------------------|------------------|--------------------|
| 6657 S Kimbark Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 23631 | Instruction | \$1,051,807 | \$0 | \$341,181 | \$177,911 | \$1,570,898 |
| Grade Level | K-6 | Administration | \$231,674 | \$0 | \$0 | \$0 | \$231,674 |
| Total Projected Enrollment | 220 | Support Services | \$205,489 | \$44,564 | \$0 | \$0 | \$250,053 |
| | | Facility Support | \$305,766 | \$0 | \$0 | \$0 | \$305,766 |
| School average = | | Total | \$1,794,736 | \$44,564 | \$341,181 | \$177,911 | \$2,358,391 |
| District average = | | | | | | | |



Military

Schools

| George Washington Carver Military Academy HS (Carver Military HS) | | | Instructional Area 26 | | | Total Budget | | \$7,566,322 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 13100 S Doty Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46381 | Instruction | \$3,292,775 | \$558,222 | \$449,214 | \$63,043 | \$4,363,254 | |
| Grade Level | 9-12 | Administration | \$423,317 | \$0 | \$195,048 | \$0 | \$618,365 | |
| Total Projected Enrollment | 527 | Support Services | \$584,739 | \$0 | \$6,000 | \$87,039 | \$677,778 | |
| | | Facility Support | \$1,906,925 | \$0 | \$0 | \$0 | \$1,906,925 | |
| School average = | | Total | \$6,207,756 | \$558,222 | \$650,262 | \$150,082 | \$7,566,322 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 50% |
| Hispanic | 42% | 48% |
| White | 9% | 2% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 7% |
| % Free/Reduced lunch | 85% | 93% |
| % Poverty | 53% | 56% |
| Score 20 or higher on the ACT | 22% | 13% |
| Meet/exceed standards on PSAE | 29% | 25% |
| Graduate within 5 years | 55% | 53% |

| Chicago Military Academy High School (Chicago Military HS) | | | Instructional Area 26 | | | Total Budget | | \$5,464,275 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 3519 S Giles Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 70070 | Instruction | \$2,992,895 | \$503,192 | \$481,874 | \$52,880 | \$4,030,841 | |
| Grade Level | 9-12 | Administration | \$396,848 | \$0 | \$67,333 | \$0 | \$464,181 | |
| Total Projected Enrollment | 496 | Support Services | \$622,899 | \$0 | \$3,078 | \$0 | \$625,977 | |
| | | Facility Support | \$343,276 | \$0 | \$0 | \$0 | \$343,276 | |
| School average = | | Total | \$4,355,918 | \$503,192 | \$552,285 | \$52,880 | \$5,464,275 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 75% |
| Hispanic | 42% | 22% |
| White | 9% | 2% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 7% |
| % Free/Reduced lunch | 85% | 85% |
| % Poverty | 53% | 51% |
| Score 20 or higher on the ACT | 22% | 33% |
| Meet/exceed standards on PSAE | 29% | 37% |
| Graduate within 5 years | 55% | 79% |

| Phoenix Military Academy High School (Phoenix Military HS) | | | Instructional Area 26 | | | Total Budget | | \$4,098,500 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 145 S Campbell Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55011 | Instruction | \$2,448,824 | \$374,983 | \$437,129 | \$65,467 | \$3,326,402 | |
| Grade Level | 9-12 | Administration | \$348,115 | \$0 | \$0 | \$0 | \$348,115 | |
| Total Projected Enrollment | 383 | Support Services | \$315,380 | \$0 | \$71,983 | \$0 | \$387,363 | |
| | | Facility Support | \$36,620 | \$0 | \$0 | \$0 | \$36,620 | |
| School average = | | Total | \$3,148,939 | \$374,983 | \$509,112 | \$65,467 | \$4,098,500 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 39% |
| Hispanic | 42% | 57% |
| White | 9% | 3% |
| Asian/Pacific Islander | 3.6% | 2% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 7% |
| % Free/Reduced lunch | 85% | 94% |
| % Poverty | 53% | 57% |
| Score 20 or higher on the ACT | 22% | 24% |
| Meet/exceed standards on PSAE | 29% | 38% |
| Graduate within 5 years | 55% | 43% |

| Hyman G Rickover Naval Academy High School (Rickover Military HS) | | | Instructional Area 26 | | | Total Budget | | \$3,754,532 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 5900 N Glenwood Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 45221 | Instruction | \$2,645,859 | \$251,509 | \$231,388 | \$161,560 | \$3,290,316 | |
| Grade Level | 9-12 | Administration | \$229,553 | \$0 | \$159,993 | \$0 | \$389,546 | |
| Total Projected Enrollment | 398 | Support Services | \$4,140 | \$0 | \$31,184 | \$0 | \$35,324 | |
| | | Facility Support | \$39,346 | \$0 | \$0 | \$0 | \$39,346 | |
| School average = | | Total | \$2,918,898 | \$251,509 | \$422,565 | \$161,560 | \$3,754,532 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 21% |
| Hispanic | 42% | 62% |
| White | 9% | 12% |
| Asian/Pacific Islander | 3.6% | 5% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 83% |
| % Poverty | 53% | 50% |
| Score 20 or higher on the ACT | 22% | 28% |
| Meet/exceed standards on PSAE | 29% | 38% |
| Graduate within 5 years | 55% | 0% |

Performance

Schools

| Air Force Academy High School (Air Force) | | Instructional Area 26 | | | Total Budget | | \$2,716,672 |
|---|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1301 W. 14th St. | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 45231 | Instruction | \$1,992,235 | \$74,931 | \$231,399 | \$23,720 | \$2,322,285 |
| Grade Level | 9 | Administration | \$55,780 | \$0 | \$0 | \$0 | \$55,780 |
| Total Projected Enrollment | 253 | Support Services | \$308,064 | \$0 | \$0 | \$0 | \$308,064 |
| | | Facility Support | \$30,543 | \$0 | \$0 | \$0 | \$30,543 |
| School average = | | Total | \$2,386,622 | \$74,931 | \$231,399 | \$23,720 | \$2,716,672 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|--------------------------------|
| African American | 45% (School) / 51% (District) |
| Hispanic | 42% (School) / 41% (District) |
| White | 9% (School) / 6% (District) |
| Asian/Pacific Islander | 3.6% (School) / 2% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 6% (District) |
| % Free/Reduced lunch | 85% (School) / 88% (District) |
| % Poverty | 53% (School) / 54% (District) |
| Score 20 or higher on the ACT | 22% (School) / #N/A (District) |
| Meet/exceed standards on PSAE | 29% (School) / #N/A (District) |
| Graduate within 5 years | 55% (School) / #N/A (District) |

| Austin Polytechnical Academy High School (Austin Polytech HS) | | Instructional Area 19 | | | Total Budget | | \$3,566,878 |
|---|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 231 N Pine Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 49141 | Instruction | \$2,331,469 | \$577,653 | \$363,771 | \$70,734 | \$3,343,626 |
| Grade Level | 9-10 | Administration | \$85,480 | \$0 | \$0 | \$0 | \$85,480 |
| Total Projected Enrollment | 366 | Support Services | \$6,915 | \$56,674 | \$47,012 | \$0 | \$110,601 |
| | | Facility Support | \$27,171 | \$0 | \$0 | \$0 | \$27,171 |
| School average = | | Total | \$2,451,035 | \$634,327 | \$410,783 | \$70,734 | \$3,566,878 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|--------------------------------|
| African American | 45% (School) / 98% (District) |
| Hispanic | 2% (School) / 42% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 19% (District) |
| % Free/Reduced lunch | 85% (School) / 82% (District) |
| % Poverty | 53% (School) / 52% (District) |
| Score 20 or higher on the ACT | 22% (School) / #N/A (District) |
| Meet/exceed standards on PSAE | 29% (School) / #N/A (District) |
| Graduate within 5 years | 55% (School) / #N/A (District) |

| Myra Bradwell Communications Arts & Sciences ES (Bradwell) | | Instructional Area 28 | | | Total Budget | | \$5,992,189 |
|--|--------|-----------------------|-------------|---------------|--------------|-----------|-------------|
| 7736 S Burnham Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22291 | Instruction | \$3,129,954 | \$643,980 | \$737,750 | \$177,720 | \$4,689,404 |
| Grade Level | PreK-8 | Administration | \$178,339 | \$0 | \$0 | \$0 | \$178,339 |
| Total Projected Enrollment | 561 | Support Services | \$500,605 | \$0 | \$10,000 | \$0 | \$510,605 |
| | | Facility Support | \$613,841 | \$0 | \$0 | \$0 | \$613,841 |
| School average = | | Total | \$4,422,739 | \$643,980 | \$747,750 | \$177,720 | \$5,992,189 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 100% (District) |
| Hispanic | 0% (School) / 42% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 10% (District) |
| % Free/Reduced lunch | 85% (School) / 99% (District) |
| % Poverty | 53% (School) / 64% (District) |
| Science | 64% (School) / 34% (District) |
| Mathematics | 74% (School) / 45% (District) |
| Reading | 68% (School) / 41% (District) |
| Overall | 70% (School) / 42% (District) |

| Collins Academy High School (Collins Acad HS) | | Instructional Area 28 | | | Total Budget | | \$3,960,270 |
|---|-------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1313 S Sacramento Dr | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 49131 | Instruction | \$2,177,234 | \$571,176 | \$409,404 | \$25,784 | \$3,183,598 |
| Grade Level | 9-10 | Administration | \$621,454 | \$0 | \$58,548 | \$0 | \$680,002 |
| Total Projected Enrollment | 435 | Support Services | \$66,450 | \$0 | \$0 | \$0 | \$66,450 |
| | | Facility Support | \$30,220 | \$0 | \$0 | \$0 | \$30,220 |
| School average = | | Total | \$2,895,358 | \$571,176 | \$467,952 | \$25,784 | \$3,960,270 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|--------------------------------|
| African American | 45% (School) / 98% (District) |
| Hispanic | 2% (School) / 42% (District) |
| White | 9% (School) / 0% (District) |
| Asian/Pacific Islander | 3.6% (School) / 0% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 20% (District) |
| % Free/Reduced lunch | 85% (School) / 97% (District) |
| % Poverty | 53% (School) / 61% (District) |
| Score 20 or higher on the ACT | 22% (School) / #N/A (District) |
| Meet/exceed standards on PSAE | 29% (School) / #N/A (District) |
| Graduate within 5 years | 55% (School) / #N/A (District) |

| George W Curtis Elementary School (Curtis) | | Instructional Area 28 | | | Total Budget | \$4,442,401 | |
|--|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 32 E 115th St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23061 | Instruction | \$2,294,931 | \$417,107 | \$367,128 | \$13,515 | \$3,092,681 |
| Grade Level | PreK-8 | Administration | \$216,116 | \$0 | \$124,088 | \$0 | \$340,204 |
| Total Projected Enrollment | 456 | Support Services | \$507,482 | \$0 | \$44,583 | \$0 | \$552,065 |
| | | Facility Support | \$457,451 | \$0 | \$0 | \$0 | \$457,451 |
| School average = | | Total | \$3,475,980 | \$417,107 | \$535,799 | \$13,515 | \$4,442,401 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 63% |
| Science | 64% 27% |
| Mathematics | 74% 48% |
| Reading | 68% 36% |
| Overall | 70% 40% |

| Charles S Deneen Elementary School (Deneen) | | Instructional Area 28 | | | Total Budget | \$4,423,456 | |
|---|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 7240 S Wabash Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22931 | Instruction | \$1,730,963 | \$519,263 | \$516,588 | \$13,790 | \$2,780,604 |
| Grade Level | PreK-8 | Administration | \$509,954 | \$0 | \$57,404 | \$0 | \$567,358 |
| Total Projected Enrollment | 454 | Support Services | \$606,499 | \$160,352 | \$0 | \$0 | \$766,851 |
| | | Facility Support | \$308,643 | \$0 | \$0 | \$0 | \$308,643 |
| School average = | | Total | \$3,156,059 | \$679,615 | \$573,992 | \$13,790 | \$4,423,456 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 14% |
| % Free/Reduced lunch | 85% 98% |
| % Poverty | 53% 64% |
| Science | 64% 29% |
| Mathematics | 74% 48% |
| Reading | 68% 51% |
| Overall | 70% 47% |

| Disney II Magnet School (Disney II Magnet Ele) | | Instructional Area 1 | | | Total Budget | \$2,489,700 | |
|--|--------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 3815 N Kedvale Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26921 | Instruction | \$1,367,107 | \$131,250 | \$113,243 | \$499,954 | \$2,111,554 |
| Grade Level | PreK-2 | Administration | \$74,397 | \$0 | \$0 | \$0 | \$74,397 |
| Total Projected Enrollment | 315 | Support Services | \$139,803 | \$0 | \$0 | \$0 | \$139,803 |
| | | Facility Support | \$163,946 | \$0 | \$0 | \$0 | \$163,946 |
| School average = | | Total | \$1,745,253 | \$131,250 | \$113,243 | \$499,954 | \$2,489,700 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 10% |
| Hispanic | 42% 35% |
| White | 9% 50% |
| Asian/Pacific Islander | 3.6% 4% |
| Native American | 0.2% 1% |
| Estimated % Special Ed | 13% 8% |
| % Free/Reduced lunch | 85% 29% |
| % Poverty | 53% 21% |
| Science | 64% #N/A |
| Mathematics | 74% #N/A |
| Reading | 68% #N/A |
| Overall | 70% #N/A |

| Frazier Prospective IB Magnet ES (Frazier Intl Magnet) | | Instructional Area 7 | | | Total Budget | \$2,640,559 | |
|--|-------|----------------------|-------------|---------------|--------------|-------------|-------------|
| 4027 W Grenshaw St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29411 | Instruction | \$1,092,691 | \$564,882 | \$259,750 | \$343,030 | \$2,260,353 |
| Grade Level | K-6 | Administration | \$62,315 | \$0 | \$0 | \$0 | \$62,315 |
| Total Projected Enrollment | 209 | Support Services | \$0 | \$44,929 | \$0 | \$249,124 | \$294,053 |
| | | Facility Support | \$23,838 | \$0 | \$0 | \$0 | \$23,838 |
| School average = | | Total | \$1,178,844 | \$609,811 | \$259,750 | \$592,154 | \$2,640,559 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 98% |
| Hispanic | 2% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 15% |
| % Free/Reduced lunch | 85% 97% |
| % Poverty | 53% 58% |
| Science | 64% 79% |
| Mathematics | 74% 93% |
| Reading | 68% 76% |
| Overall | 70% 84% |

| John Harvard Elementary School of Excellence (Harvard) | | Instructional Area 28 | | | | Total Budget | \$4,044,191 |
|--|--------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 7525 S Harvard | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 23581 | Instruction | \$1,867,902 | \$345,131 | \$458,909 | \$271,727 | \$2,943,669 |
| Grade Level | PreK-8 | Administration | \$356,585 | \$0 | \$62,499 | \$0 | \$419,084 |
| Total Projected Enrollment | 461 | Support Services | \$370,897 | \$0 | \$0 | \$0 | \$370,897 |
| | | Facility Support | \$310,541 | \$0 | \$0 | \$0 | \$310,541 |
| School average = | | Total | \$2,905,925 | \$345,131 | \$521,408 | \$271,727 | \$4,044,191 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 9% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 63% |
| Science | 64% 64% |
| Mathematics | 74% 64% |
| Reading | 68% 52% |
| Overall | 70% 56% |

| Marine Military Academy High School (Marine Mil Acad HS) | | Instructional Area 26 | | | | Total Budget | \$3,951,889 |
|--|-------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 145 S Campbell Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 49151 | Instruction | \$2,975,342 | \$274,541 | \$366,237 | \$39,809 | \$3,655,929 |
| Grade Level | 9-10 | Administration | \$134,439 | \$0 | \$11 | \$0 | \$134,450 |
| Total Projected Enrollment | 401 | Support Services | \$126,512 | \$0 | \$0 | \$0 | \$126,512 |
| | | Facility Support | \$34,998 | \$0 | \$0 | \$0 | \$34,998 |
| School average = | | Total | \$3,271,291 | \$274,541 | \$366,248 | \$39,809 | \$3,951,889 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|----------|
| African American | 45% 41% |
| Hispanic | 42% 5% |
| White | 9% 4% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 6% |
| % Free/Reduced lunch | 85% 77% |
| % Poverty | 53% 48% |
| Score 20 or higher on the ACT | 22% #N/A |
| Meet/exceed standards on PSAE | 29% #N/A |
| Graduate within 5 years | 55% #N/A |

| Pershing West Middle School (Pershing West) | | Instructional Area 15 | | | | Total Budget | \$3,171,061 |
|---|-------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 3200 S Calumet Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 26871 | Instruction | \$1,354,596 | \$546,384 | \$251,223 | \$52,666 | \$2,204,869 |
| Grade Level | 4-8 | Administration | \$221,642 | \$0 | \$0 | \$0 | \$221,642 |
| Total Projected Enrollment | 288 | Support Services | \$244,649 | \$196,500 | \$0 | \$174,077 | \$615,226 |
| | | Facility Support | \$129,324 | \$0 | \$0 | \$0 | \$129,324 |
| School average = | | Total | \$1,950,211 | \$742,884 | \$251,223 | \$226,743 | \$3,171,061 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 95% |
| Hispanic | 3% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 17% |
| % Free/Reduced lunch | 85% 69% |
| % Poverty | 53% 42% |
| Science | 64% 76% |
| Mathematics | 74% 80% |
| Reading | 68% 82% |
| Overall | 70% 80% |

| Wendell Phillips Academy High School (Phillips HS) | | Instructional Area 19 | | | | Total Budget | \$8,885,146 |
|--|-------|-----------------------|-------------|---------------|-----------|--------------|-------------|
| 244 E Pershing Rd | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46261 | Instruction | \$4,024,657 | \$1,373,543 | \$642,633 | \$95,961 | \$6,136,795 |
| Grade Level | 9-12 | Administration | \$623,672 | \$0 | \$106,440 | \$0 | \$730,112 |
| Total Projected Enrollment | 728 | Support Services | \$685,558 | \$0 | \$184,048 | \$0 | \$869,606 |
| | | Facility Support | \$1,148,633 | \$0 | \$0 | \$0 | \$1,148,633 |
| School average = | | Total | \$6,482,520 | \$1,373,543 | \$933,121 | \$95,961 | \$8,885,146 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|---------|
| African American | 45% 98% |
| Hispanic | 0% 42% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 1% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 21% |
| % Free/Reduced lunch | 85% 94% |
| % Poverty | 53% 58% |
| Score 20 or higher on the ACT | 22% 1% |
| Meet/exceed standards on PSAE | 29% 3% |
| Graduate within 5 years | 55% 35% |

| William T Sherman Elementary School (Sherman) | | Instructional Area 28 | | | Total Budget | | \$4,372,489 |
|---|--------|-----------------------|-------------|------------|---------------|-----------|-------------|
| 1000 W 52nd St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 25341 | Instruction | \$1,977,015 | \$547,886 | \$539,024 | \$173,411 | \$3,237,336 |
| Grade Level | PreK-8 | Administration | \$310,709 | \$0 | \$8,000 | \$0 | \$318,709 |
| Total Projected Enrollment | 480 | Support Services | \$478,538 | \$0 | \$50,302 | \$0 | \$528,840 |
| | | Facility Support | \$287,604 | \$0 | \$0 | \$0 | \$287,604 |
| School average = | | Total | \$3,053,866 | \$547,886 | \$597,326 | \$173,411 | \$4,372,489 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 99% |
| Hispanic | 1% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 10% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 64% |
| Science | 39% 64% |
| Mathematics | 74% 59% |
| Reading | 68% 46% |
| Overall | 70% 51% |

| South Shore Fine Arts Academy (South Shore Fine Arts) | | Instructional Area 15 | | | Total Budget | | \$1,624,061 |
|---|-------|-----------------------|-------------|------------|---------------|-----------|-------------|
| 1415 E. 70th St. | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 22251 | Instruction | \$918,001 | \$167,444 | \$136,257 | \$169,244 | \$1,390,945 |
| Grade Level | K-2 | Administration | \$150,601 | \$0 | \$0 | \$0 | \$150,601 |
| Total Projected Enrollment | 203 | Support Services | \$29,751 | \$27,231 | \$1,749 | \$0 | \$58,731 |
| | | Facility Support | \$23,784 | \$0 | \$0 | \$0 | \$23,784 |
| School average = | | Total | \$1,122,137 | \$194,675 | \$138,006 | \$169,244 | \$1,624,061 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 7% |
| % Free/Reduced lunch | 85% 59% |
| % Poverty | 53% 44% |
| Science | #N/A 64% |
| Mathematics | #N/A 74% |
| Reading | #N/A 68% |
| Overall | #N/A 70% |

| Tarkington School of Excellence ES (Tarkington) | | Instructional Area 28 | | | Total Budget | | \$8,427,974 |
|---|--------|-----------------------|-------------|------------|---------------|-----------|-------------|
| 3330 W 71st St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26791 | Instruction | \$5,034,921 | \$535,983 | \$1,036,022 | \$321,705 | \$6,928,631 |
| Grade Level | PreK-8 | Administration | \$302,353 | \$0 | \$69,378 | \$0 | \$371,731 |
| Total Projected Enrollment | 1,078 | Support Services | \$725,590 | \$41,918 | \$42,976 | \$0 | \$810,484 |
| | | Facility Support | \$317,128 | \$0 | \$0 | \$0 | \$317,128 |
| School average = | | Total | \$6,379,992 | \$577,901 | \$1,148,376 | \$321,705 | \$8,427,974 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|---------|
| African American | 45% 28% |
| Hispanic | 42% 72% |
| White | 9% 1% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 12% |
| % Free/Reduced lunch | 85% 95% |
| % Poverty | 53% 57% |
| Science | 64% 67% |
| Mathematics | 74% 77% |
| Reading | 68% 70% |
| Overall | 70% 72% |

| TEAM Englewood Community Academy High School (Team Englewood HS) | | Instructional Area 21 | | | Total Budget | | \$4,658,548 |
|--|-------|-----------------------|-------------|------------|---------------|----------|-------------|
| 6201 S Stewart Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 49161 | Instruction | \$2,597,852 | \$512,182 | \$523,851 | \$38,958 | \$3,672,843 |
| Grade Level | 9-10 | Administration | \$598,945 | \$0 | \$49,003 | \$0 | \$647,948 |
| Total Projected Enrollment | 451 | Support Services | \$272,103 | \$0 | \$30,000 | \$0 | \$302,103 |
| | | Facility Support | \$35,654 | \$0 | \$0 | \$0 | \$35,654 |
| School average = | | Total | \$3,504,554 | \$512,182 | \$602,854 | \$38,958 | \$4,658,548 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|----------|
| African American | 45% 100% |
| Hispanic | 0% 42% |
| White | 9% 0% |
| Asian/Pacific Islander | 3.6% 0% |
| Native American | 0.2% 0% |
| Estimated % Special Ed | 13% 13% |
| % Free/Reduced lunch | 85% 99% |
| % Poverty | 53% 61% |
| Score 20 or higher on the ACT | #N/A 22% |
| Meet/exceed standards on PSAE | #N/A 29% |
| Graduate within 5 years | #N/A 55% |

| Uplift Community High School (Uplift HS) | | | Instructional Area 25 | | | Total Budget | \$6,583,885 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 900 W Wilson Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 26861 | Instruction | \$3,011,713 | \$1,109,584 | \$549,545 | \$209,183 | \$4,880,025 |
| Grade Level | 6-12 | Administration | \$361,141 | \$0 | \$124,661 | \$0 | \$485,802 |
| Total Projected Enrollment | 550 | Support Services | \$604,806 | \$243,730 | \$7,836 | \$0 | \$856,372 |
| | | Facility Support | \$361,686 | \$0 | \$0 | \$0 | \$361,686 |
| School average = | | Total | \$4,339,346 | \$1,353,314 | \$682,042 | \$209,183 | \$6,583,885 |
| District average = | | | | | | | |

Percentage of students who:

| | |
|------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |

| | |
|------------------------|-----|
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |

| | |
|-------------------------------|-----|
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 0% |

| VOISE Academy High School (Voise) | | | Instructional Area 25 | | | Total Budget | \$3,587,704 |
|-----------------------------------|-------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 231 N Pine Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 46621 | Instruction | \$2,144,402 | \$421,117 | \$384,491 | \$40,816 | \$2,990,826 |
| Grade Level | 9 | Administration | \$362,598 | \$0 | \$1,500 | \$0 | \$364,098 |
| Total Projected Enrollment | 392 | Support Services | \$147,551 | \$0 | \$60,911 | \$0 | \$208,462 |
| | | Facility Support | \$24,318 | \$0 | \$0 | \$0 | \$24,318 |
| School average = | | Total | \$2,678,869 | \$421,117 | \$446,902 | \$40,816 | \$3,587,704 |
| District average = | | | | | | | |

Percentage of students who:

| | |
|------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |

| | |
|------------------------|-----|
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |

| | |
|-------------------------------|-----|
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

Selective Enrollment Schools

| Gwendolyn Brooks College Preparatory Academy HS (Brooks HS) | | | Instructional Area 54 | | | Total Budget | \$7,915,915 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 250 E 111th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 47051 | Instruction | \$3,558,366 | \$1,270,941 | \$511,551 | \$214,212 | \$5,555,070 |
| Grade Level | 9-12 | Administration | \$556,639 | \$0 | \$255,302 | \$0 | \$811,941 |
| Total Projected Enrollment | 752 | Support Services | \$711,544 | \$330,041 | \$18,520 | \$23,652 | \$1,083,757 |
| | | Facility Support | \$465,147 | \$0 | \$0 | \$0 | \$465,147 |
| School average = | | Total | \$5,291,696 | \$1,600,982 | \$785,373 | \$237,864 | \$7,915,915 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 8% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Free/Reduced lunch | 85% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | 87% | | 68% |
| Native American | 0.2% | % Poverty | 53% | | 68% |
| | 0% | | 52% | | 87% |

| Stephen Decatur Classical Elementary School (Decatur) | | | Instructional Area 2 | | | Total Budget | \$3,006,927 |
|---|-------|------------------|----------------------|------------|---------------|--------------|-------------|
| 7030 N Sacramento Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29031 | Instruction | \$1,177,780 | \$143,007 | \$101,489 | \$468,859 | \$1,891,135 |
| Grade Level | K-6 | Administration | \$236,122 | \$0 | \$0 | \$0 | \$236,122 |
| Total Projected Enrollment | 269 | Support Services | \$219,068 | \$54,802 | \$2,643 | \$435,193 | \$711,706 |
| | | Facility Support | \$167,964 | \$0 | \$0 | \$0 | \$167,964 |
| School average = | | Total | \$1,800,934 | \$197,809 | \$104,132 | \$904,052 | \$3,006,927 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|------|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 5% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 17% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 100% |
| | 0% | | 10% | | 100% |

| William Jones College Preparatory High School (Jones HS) | | | Instructional Area 54 | | | Total Budget | \$8,779,515 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|
| 606 S State St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 47021 | Instruction | \$4,091,129 | \$1,530,795 | \$282,952 | \$338,248 | \$6,243,124 |
| Grade Level | 9-12 | Administration | \$398,170 | \$0 | \$92,527 | \$0 | \$490,697 |
| Total Projected Enrollment | 839 | Support Services | \$412,799 | \$416,697 | \$0 | \$23,652 | \$853,148 |
| | | Facility Support | \$1,192,546 | \$0 | \$0 | \$0 | \$1,192,546 |
| School average = | | Total | \$6,094,644 | \$1,947,492 | \$375,479 | \$361,900 | \$8,779,515 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 11% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Free/Reduced lunch | 85% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | 54% | | 86% |
| Native American | 0.2% | % Poverty | 53% | | 90% |
| | 1% | | 32% | | 92% |

| Annie Keller Elementary Gifted Magnet School (Keller) | | | Instructional Area 16 | | | Total Budget | \$2,770,845 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|
| 3020 W 108th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29211 | Instruction | \$1,061,499 | \$255,875 | \$106,000 | \$322,734 | \$1,746,109 |
| Grade Level | 1-8 | Administration | \$246,861 | \$0 | \$0 | \$0 | \$246,861 |
| Total Projected Enrollment | 238 | Support Services | \$135,314 | \$72,883 | \$0 | \$468,778 | \$676,975 |
| | | Facility Support | \$100,900 | \$0 | \$0 | \$0 | \$100,900 |
| School average = | | Total | \$1,544,574 | \$328,758 | \$106,000 | \$791,512 | \$2,770,845 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------|------|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 9% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 16% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 100% |
| | 0% | | 9% | | 100% |

| Dr Martin Luther King Jr College Prep HS (King HS) | | | Instructional Area 54 | | | Total Budget | | \$10,323,727 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 4445 S Drexel Blvd | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46371 | Instruction | \$4,974,351 | \$1,931,293 | \$481,805 | \$144,396 | \$7,531,845 | |
| Grade Level | 9-12 | Administration | \$407,649 | \$0 | \$129,495 | \$0 | \$537,144 | |
| Total Projected Enrollment | 926 | Support Services | \$595,448 | \$453,394 | \$133,702 | \$0 | \$1,182,544 | |
| | | Facility Support | \$1,072,194 | \$0 | \$0 | \$0 | \$1,072,194 | |
| School average = | | Total | \$7,049,642 | \$2,384,687 | \$745,002 | \$144,396 | \$10,323,727 | |
| District average = | | | | | | | | |

Percentage of students who:

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 9% | | 34% |
| White | 9% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| Asian/Pacific Islander | 3.6% | | 70% | | 43% |
| Native American | 0.2% | % Poverty | 53% | Graduate within 5 years | 55% |
| | 0% | | 43% | | 70% |

| Albert G Lane Technical High School (Lane Tech HS) | | | Instructional Area 54 | | | Total Budget | | \$29,959,298 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|--------------|--------------|
| 2501 W Addison St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46221 | Instruction | \$19,432,857 | \$3,806,057 | \$857,654 | \$241,109 | \$24,337,677 | |
| Grade Level | 9-12 | Administration | \$1,098,360 | \$0 | \$816,215 | \$0 | \$1,914,575 | |
| Total Projected Enrollment | 4,202 | Support Services | \$1,297,422 | \$471,689 | \$486,136 | \$0 | \$2,255,247 | |
| | | Facility Support | \$1,451,799 | \$0 | \$0 | \$0 | \$1,451,799 | |
| School average = | | Total | \$23,280,438 | \$4,277,746 | \$2,160,005 | \$241,109 | \$29,959,298 | |
| District average = | | | | | | | | |

Percentage of students who:

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 5% | | 79% |
| White | 9% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| Asian/Pacific Islander | 3.6% | | 61% | | 83% |
| Native American | 0.2% | % Poverty | 53% | Graduate within 5 years | 55% |
| | 1% | | 37% | | 92% |

| Lenart Elementary Regional Gifted Center (Lenart) | | | Instructional Area 14 | | | Total Budget | | \$3,434,538 |
|---|--------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 8101 S LaSalle St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29361 | Instruction | \$1,322,218 | \$68,202 | \$55,305 | \$491,239 | \$1,936,963 | |
| Grade Level | PreK-8 | Administration | \$249,976 | \$0 | \$54,449 | \$0 | \$304,425 | |
| Total Projected Enrollment | 329 | Support Services | \$178,620 | \$54,462 | \$0 | \$609,270 | \$842,352 | |
| | | Facility Support | \$350,798 | \$0 | \$0 | \$0 | \$350,798 | |
| School average = | | Total | \$2,101,612 | \$122,664 | \$109,754 | \$1,100,509 | \$3,434,538 | |
| District average = | | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|------|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | | 4% | Mathematics | 74% |
| White | 9% | % Free/Reduced lunch | 85% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | 19% | Overall | 70% |
| Native American | 0.2% | % Poverty | 53% | | 100% |
| | 0% | | 11% | | 100% |

| Robert Lindblom Math & Science Academy HS (Lindblom HS) | | | Instructional Area 54 | | | Total Budget | | \$8,898,823 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 6130 S Wolcott Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46511 | Instruction | \$4,231,005 | \$1,116,650 | \$556,986 | \$261,525 | \$6,166,166 | |
| Grade Level | 9-12 | Administration | \$306,410 | \$0 | \$0 | \$0 | \$306,410 | |
| Total Projected Enrollment | 745 | Support Services | \$627,024 | \$349,784 | \$13,014 | \$221,381 | \$1,211,203 | |
| | | Facility Support | \$1,215,044 | \$0 | \$0 | \$0 | \$1,215,044 | |
| School average = | | Total | \$6,379,483 | \$1,466,434 | \$570,000 | \$482,906 | \$8,898,823 | |
| District average = | | | | | | | | |

Percentage of students who:

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | | 7% | | 65% |
| White | 9% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| Asian/Pacific Islander | 3.6% | | 70% | | 70% |
| Native American | 0.2% | % Poverty | 53% | Graduate within 5 years | 55% |
| | 0% | | 42% | | 0% |

| James E McDade Elementary Classical School (Mcdade) | | | Instructional Area 54 | | | Total Budget \$2,151,835 | |
|---|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 8801 S Indiana Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29181 | Instruction | \$983,619 | \$0 | \$49,898 | \$402,486 | \$1,436,003 |
| Grade Level | K-6 | Administration | \$217,821 | \$0 | \$5,500 | \$0 | \$223,321 |
| Total Projected Enrollment | 193 | Support Services | \$97,869 | \$0 | \$0 | \$181,646 | \$279,515 |
| | | Facility Support | \$212,996 | \$0 | \$0 | \$0 | \$212,996 |
| School average = | | Total | \$1,512,305 | \$0 | \$55,398 | \$584,132 | \$2,151,835 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 98% |
| Hispanic | 1% | 42% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 2% |
| % Free/Reduced lunch | 85% | 27% |
| % Poverty | 53% | 16% |
| Science | 64% | 96% |
| Mathematics | 74% | 97% |
| Reading | 68% | 99% |
| Overall | 70% | 98% |

| Northside College Preparatory High School (Northside HS) | | | Instructional Area 54 | | | Total Budget \$9,396,860 | |
|--|-------|------------------|-----------------------|-------------|---------------|--------------------------|-------------|
| 5501 N Kedzie Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 46061 | Instruction | \$6,147,500 | \$947,833 | \$302,185 | \$218,130 | \$7,615,648 |
| Grade Level | 9-12 | Administration | \$615,048 | \$0 | \$0 | \$0 | \$615,048 |
| Total Projected Enrollment | 1,075 | Support Services | \$581,279 | \$220,287 | \$0 | \$0 | \$801,566 |
| | | Facility Support | \$364,598 | \$0 | \$0 | \$0 | \$364,598 |
| School average = | | Total | \$7,708,425 | \$1,168,120 | \$302,185 | \$218,130 | \$9,396,860 |
| District average = | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 5% |
| Hispanic | 42% | 23% |
| White | 9% | 39% |
| Asian/Pacific Islander | 3.6% | 32% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 5% |
| % Free/Reduced lunch | 85% | 34% |
| % Poverty | 53% | 20% |
| Score 20 or higher on the ACT | 22% | 99% |
| Meet/exceed standards on PSAE | 29% | 99% |
| Graduate within 5 years | 55% | 97% |

| Walter Payton College Preparatory High School (Payton HS) | | | Instructional Area 54 | | | Total Budget \$8,666,887 | |
|---|-------|------------------|-----------------------|-------------|---------------|--------------------------|-------------|
| 1034 N Wells St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 70020 | Instruction | \$4,927,417 | \$989,715 | \$138,024 | \$408,407 | \$6,463,563 |
| Grade Level | 9-12 | Administration | \$636,868 | \$0 | \$111,900 | \$0 | \$748,768 |
| Total Projected Enrollment | 908 | Support Services | \$681,257 | \$374,942 | \$0 | \$0 | \$1,056,199 |
| | | Facility Support | \$398,357 | \$0 | \$0 | \$0 | \$398,357 |
| School average = | | Total | \$6,643,899 | \$1,364,657 | \$249,924 | \$408,407 | \$8,666,887 |
| District average = | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|------|
| African American | 45% | 27% |
| Hispanic | 42% | 24% |
| White | 9% | 34% |
| Asian/Pacific Islander | 3.6% | 15% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 6% |
| % Free/Reduced lunch | 85% | 33% |
| % Poverty | 53% | 19% |
| Score 20 or higher on the ACT | 22% | 100% |
| Meet/exceed standards on PSAE | 29% | 99% |
| Graduate within 5 years | 55% | 91% |

| Edgar Allan Poe Elementary Classical School (Poe) | | | Instructional Area 18 | | | Total Budget \$2,296,608 | |
|---|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 10538 S Langley Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 29261 | Instruction | \$901,908 | \$24,092 | \$78,434 | \$447,018 | \$1,451,453 |
| Grade Level | K-6 | Administration | \$229,832 | \$0 | \$5,478 | \$0 | \$235,310 |
| Total Projected Enrollment | 197 | Support Services | \$163,700 | \$0 | \$0 | \$225,165 | \$388,865 |
| | | Facility Support | \$220,980 | \$0 | \$0 | \$0 | \$220,980 |
| School average = | | Total | \$1,516,420 | \$24,092 | \$83,912 | \$672,183 | \$2,296,608 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 96% |
| Hispanic | 1% | 42% |
| White | 9% | 3% |
| Asian/Pacific Islander | 3.6% | 1% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 4% |
| % Free/Reduced lunch | 85% | 50% |
| % Poverty | 53% | 29% |
| Science | 64% | 100% |
| Mathematics | 74% | 100% |
| Reading | 68% | 100% |
| Overall | 70% | 100% |

| Mark Skinner Elementary School (Skinner) | | Instructional Area 54 | | | Total Budget | | \$7,072,646 |
|--|--------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 1443 N Ogden Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 29281 | Instruction | \$2,527,732 | \$954,415 | \$195,357 | \$1,090,869 | \$4,768,373 |
| Grade Level | PreK-8 | Administration | \$335,659 | \$0 | \$12,376 | \$0 | \$348,035 |
| Total Projected Enrollment | 742 | Support Services | \$424,552 | \$645,823 | \$9,130 | \$349,573 | \$1,429,078 |
| | | Facility Support | \$527,160 | \$0 | \$0 | \$0 | \$527,160 |
| School average = | | Total | \$3,815,103 | \$1,600,238 | \$216,863 | \$1,440,442 | \$7,072,646 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 51% (District) |
| Hispanic | 10% (School) / 42% (District) |
| White | 9% (School) / 17% (District) |
| Asian/Pacific Islander | 3.6% (School) / 22% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 9% (District) |
| % Free/Reduced lunch | 85% (School) / 19% (District) |
| % Poverty | 53% (School) / 13% (District) |
| Science | 64% (School) / 97% (District) |
| Mathematics | 74% (School) / 99% (District) |
| Reading | 68% (School) / 99% (District) |
| Overall | 70% (School) / 98% (District) |

| Skinner North (Skinner North) | | Instructional Area 9 | | | Total Budget | | \$1,680,055 |
|-------------------------------|-------|----------------------|-------------|---------------|--------------|-----------|-------------|
| 640 W. Scott Street | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 22591 | Instruction | \$576,239 | \$0 | \$59,812 | \$212,581 | \$848,632 |
| Grade Level | K-3 | Administration | \$343,343 | \$0 | \$0 | \$0 | \$343,343 |
| Total Projected Enrollment | 162 | Support Services | \$139,294 | \$0 | \$0 | \$217,596 | \$356,890 |
| | | Facility Support | \$131,190 | \$0 | \$0 | \$0 | \$131,190 |
| School average = | | Total | \$1,190,066 | \$0 | \$59,812 | \$430,177 | \$1,680,055 |
| District average = | | | | | | | |

| Students meet or exceed state standards in: | |
|---|--------------------------------|
| African American | 45% (School) / 31% (District) |
| Hispanic | 11% (School) / 42% (District) |
| White | 9% (School) / 33% (District) |
| Asian/Pacific Islander | 3.6% (School) / 25% (District) |
| Native American | 0.2% (School) / 1% (District) |
| Estimated % Special Ed | 13% (School) / 3% (District) |
| % Free/Reduced lunch | 85% (School) / 34% (District) |
| % Poverty | 53% (School) / 20% (District) |
| Science | 64% (School) / #N/A (District) |
| Mathematics | 74% (School) / #N/A (District) |
| Reading | 68% (School) / #N/A (District) |
| Overall | 70% (School) / #N/A (District) |

| Whitney M Young Magnet High School (Young HS) | | Instructional Area 54 | | | Total Budget | | \$19,037,392 |
|---|-------|-----------------------|--------------|---------------|--------------|-----------|--------------|
| 211 S Laflin St | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 47101 | Instruction | \$10,942,898 | \$2,876,974 | \$514,359 | \$125,485 | \$14,459,716 |
| Grade Level | 7-12 | Administration | \$710,131 | \$0 | \$143,764 | \$0 | \$853,895 |
| Total Projected Enrollment | 2,244 | Support Services | \$971,207 | \$372,300 | \$53,664 | \$348,154 | \$1,745,325 |
| | | Facility Support | \$1,978,456 | \$0 | \$0 | \$0 | \$1,978,456 |
| School average = | | Total | \$14,602,692 | \$3,249,274 | \$711,787 | \$473,639 | \$19,037,392 |
| District average = | | | | | | | |

| Percentage of students who: | |
|-------------------------------|--------------------------------|
| African American | 45% (School) / 31% (District) |
| Hispanic | 20% (School) / 42% (District) |
| White | 9% (School) / 30% (District) |
| Asian/Pacific Islander | 3.6% (School) / 19% (District) |
| Native American | 0.2% (School) / 0% (District) |
| Estimated % Special Ed | 13% (School) / 5% (District) |
| % Free/Reduced lunch | 85% (School) / 38% (District) |
| % Poverty | 53% (School) / 22% (District) |
| Score 20 or higher on the ACT | 22% (School) / 97% (District) |
| Meet/exceed standards on PSAE | 29% (School) / 97% (District) |
| Graduate within 5 years | 55% (School) / 96% (District) |

Small Schools

| Bowen Environmental Studies High School (Bowen Environmental) | | | Instructional Area 23 | | | Total Budget \$3,899,420 | |
|---|-------|------------------|-----------------------|-------------|---------------|--------------------------|-------------|
| 2710 E 89th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 55031 | Instruction | \$1,767,000 | \$1,009,076 | \$438,972 | \$33,514 | \$3,248,563 |
| Grade Level | 9-12 | Administration | \$403,430 | \$0 | \$53,993 | \$0 | \$457,423 |
| Total Projected Enrollment | 374 | Support Services | \$935 | \$0 | \$0 | \$0 | \$935 |
| | | Facility Support | \$192,499 | \$0 | \$0 | \$0 | \$192,499 |
| School average = | | Total | \$2,363,864 | \$1,009,076 | \$492,965 | \$33,514 | \$3,899,420 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Bronzeville Scholastic Academy High School (Bronzeville HS) | | | Instructional Area 54 | | | Total Budget \$4,374,090 | |
|---|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 4934 S Wabash Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 55191 | Instruction | \$2,576,624 | \$570,773 | \$450,781 | \$32,839 | \$3,631,017 |
| Grade Level | 9-12 | Administration | \$364,526 | \$0 | \$126,885 | \$0 | \$491,411 |
| Total Projected Enrollment | 563 | Support Services | \$1,420 | \$145,360 | \$63,497 | \$0 | \$210,277 |
| | | Facility Support | \$41,385 | \$0 | \$0 | \$0 | \$41,385 |
| School average = | | Total | \$2,983,955 | \$716,133 | \$641,163 | \$32,839 | \$4,374,090 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Chicago Academy High School (Chicago Academy HS) | | | Instructional Area 28 | | | Total Budget \$4,598,830 | |
|--|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 3400 N Austin Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 46481 | Instruction | \$2,593,106 | \$728,289 | \$283,989 | \$303,618 | \$3,909,002 |
| Grade Level | 9-12 | Administration | \$358,604 | \$0 | \$102,485 | \$0 | \$461,089 |
| Total Projected Enrollment | 512 | Support Services | \$89,244 | \$0 | \$52,645 | \$0 | \$141,889 |
| | | Facility Support | \$86,850 | \$0 | \$0 | \$0 | \$86,850 |
| School average = | | Total | \$3,127,804 | \$728,289 | \$439,119 | \$303,618 | \$4,598,830 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Bowen Global Visions Academy High School (Global Visions HS) | | | Instructional Area 24 | | | Total Budget \$2,177,779 | |
|--|-------|------------------|-----------------------|------------|---------------|--------------------------|-------------|
| 2710 E 89th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 55111 | Instruction | \$682,801 | \$776,981 | \$132,295 | \$41,834 | \$1,633,911 |
| Grade Level | 9-12 | Administration | \$225,769 | \$0 | \$92,144 | \$0 | \$317,913 |
| Total Projected Enrollment | 162 | Support Services | \$405 | \$144,679 | \$49,001 | \$0 | \$194,085 |
| | | Facility Support | \$31,870 | \$0 | \$0 | \$0 | \$31,870 |
| School average = | | Total | \$940,845 | \$921,660 | \$273,440 | \$41,834 | \$2,177,779 |
| District average = | | | | | | | |

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 55% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Infinity Math Science and Technology High School (Infinity HS) | | | Instructional Area 25 | | | Total Budget | | \$2,898,601 |
|--|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 3120 S Kostner Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55151 | Instruction | \$1,581,230 | \$547,460 | \$425,823 | \$88,830 | \$2,643,343 | |
| Grade Level | 9-12 | Administration | \$208,964 | \$0 | \$2,029 | \$0 | \$210,993 | |
| Total Projected Enrollment | 353 | Support Services | \$883 | \$0 | \$5,000 | \$0 | \$5,883 | |
| | | Facility Support | \$38,382 | \$0 | \$0 | \$0 | \$38,382 | |
| School average = | | Total | \$1,829,459 | \$547,460 | \$432,852 | \$88,830 | \$2,898,601 | |
| District average = | | | | | | | | |

| Percentage of students who: | | | |
|-----------------------------|------|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% |
| Hispanic | 42% | % Free/Reduced lunch | 85% |
| White | 9% | % Poverty | 53% |
| Asian/Pacific Islander | 3.6% | | |
| Native American | 0.2% | | |
| | | Score 20 or higher on the ACT | 22% |
| | | Meet/exceed standards on PSAE | 29% |
| | | Graduate within 5 years | 0% |

| Multicultural Arts High School (At Little Village) (Multicultural Arts H) | | | Instructional Area 54 | | | Total Budget | | \$2,920,998 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 3120 S Kostner Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55181 | Instruction | \$1,675,185 | \$490,236 | \$337,017 | \$58,655 | \$2,561,093 | |
| Grade Level | 9-12 | Administration | \$218,497 | \$0 | \$99,476 | \$0 | \$317,973 | |
| Total Projected Enrollment | 362 | Support Services | \$2,905 | \$0 | \$2,600 | \$0 | \$3,505 | |
| | | Facility Support | \$38,427 | \$0 | \$0 | \$0 | \$38,427 | |
| School average = | | Total | \$1,933,014 | \$490,236 | \$439,093 | \$58,655 | \$2,920,998 | |
| District average = | | | | | | | | |

| Percentage of students who: | | | |
|-----------------------------|------|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% |
| Hispanic | 42% | % Free/Reduced lunch | 85% |
| White | 9% | % Poverty | 53% |
| Asian/Pacific Islander | 3.6% | | |
| Native American | 0.2% | | |
| | | Score 20 or higher on the ACT | 22% |
| | | Meet/exceed standards on PSAE | 29% |
| | | Graduate within 5 years | 0% |

| New Millennium High School of Health at Bowen (New Millennium HS) | | | Instructional Area 23 | | | Total Budget | | \$1,653,790 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 2710 E 89th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46491 | Instruction | \$697,381 | \$389,067 | \$252,810 | \$27,705 | \$1,366,963 | |
| Grade Level | 9-12 | Administration | \$228,298 | \$0 | \$11,087 | \$0 | \$239,385 | |
| Total Projected Enrollment | 136 | Support Services | \$3,400 | \$0 | \$10,459 | \$0 | \$13,859 | |
| | | Facility Support | \$33,583 | \$0 | \$0 | \$0 | \$33,583 | |
| School average = | | Total | \$962,662 | \$389,067 | \$274,356 | \$27,705 | \$1,653,790 | |
| District average = | | | | | | | | |

| Percentage of students who: | | | |
|-----------------------------|------|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% |
| Hispanic | 42% | % Free/Reduced lunch | 85% |
| White | 9% | % Poverty | 53% |
| Asian/Pacific Islander | 3.6% | | |
| Native American | 0.2% | | |
| | | Score 20 or higher on the ACT | 22% |
| | | Meet/exceed standards on PSAE | 29% |
| | | Graduate within 5 years | 55% |

| Al Raby High School (Raby HS) | | | Instructional Area 21 | | | Total Budget | | \$5,965,552 |
|-------------------------------|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 3545 W Fulton Blvd | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 46471 | Instruction | \$2,172,487 | \$1,313,714 | \$607,611 | \$60,165 | \$4,153,977 | |
| Grade Level | 9-12 | Administration | \$341,163 | \$0 | \$94,885 | \$0 | \$436,048 | |
| Total Projected Enrollment | 538 | Support Services | \$463,836 | \$221,908 | \$10,650 | \$0 | \$696,394 | |
| | | Facility Support | \$679,133 | \$0 | \$0 | \$0 | \$679,133 | |
| School average = | | Total | \$3,656,619 | \$1,535,622 | \$713,146 | \$60,165 | \$5,965,552 | |
| District average = | | | | | | | | |

| Percentage of students who: | | | |
|-----------------------------|------|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% |
| Hispanic | 42% | % Free/Reduced lunch | 85% |
| White | 9% | % Poverty | 53% |
| Asian/Pacific Islander | 3.6% | | |
| Native American | 0.2% | | |
| | | Score 20 or higher on the ACT | 22% |
| | | Meet/exceed standards on PSAE | 29% |
| | | Graduate within 5 years | 74% |

| Entrepreneurship High School (School Of Entrp HS) | | | Instructional Area 24 | | | Total Budget | | \$2,779,530 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 7627 S Constance Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55021 | Instruction | \$1,059,231 | \$873,593 | \$379,772 | \$53,184 | \$2,365,780 | |
| Grade Level | 9-12 | Administration | \$233,987 | \$0 | \$67,404 | \$0 | \$301,391 | |
| Total Projected Enrollment | 280 | Support Services | \$700 | \$62,262 | \$11,500 | \$0 | \$74,462 | |
| | | Facility Support | \$37,897 | \$0 | \$0 | \$0 | \$37,897 | |
| School average = | | Total | \$1,331,815 | \$935,855 | \$458,676 | \$53,184 | \$2,779,530 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 99% |
| Hispanic | 1% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 23% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 61% |
| Score 20 or higher on the ACT | 22% | 3% |
| Meet/exceed standards on PSAE | 29% | 5% |
| Graduate within 5 years | 55% | 46% |

| High School of Leadership at South Shore (School Of Leadership) | | | Instructional Area 24 | | | Total Budget | | \$3,138,165 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 7627 S Constance Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55081 | Instruction | \$1,721,852 | \$648,018 | \$370,491 | \$42,455 | \$2,782,817 | |
| Grade Level | 9-12 | Administration | \$241,333 | \$0 | \$7,072 | \$0 | \$248,405 | |
| Total Projected Enrollment | 275 | Support Services | \$688 | \$0 | \$57,361 | \$0 | \$58,049 | |
| | | Facility Support | \$48,894 | \$0 | \$0 | \$0 | \$48,894 | |
| School average = | | Total | \$2,012,767 | \$648,018 | \$434,924 | \$42,455 | \$3,138,165 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 99% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 26% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 59% |
| Score 20 or higher on the ACT | 22% | 0% |
| Meet/exceed standards on PSAE | 29% | 3% |
| Graduate within 5 years | 55% | 37% |

| High School of Technology at South Shore (School Of Technology) | | | Instructional Area 24 | | | Total Budget | | \$2,623,004 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 7627 S Constance Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55091 | Instruction | \$1,249,910 | \$522,311 | \$387,793 | \$42,696 | \$2,202,710 | |
| Grade Level | 9-12 | Administration | \$231,389 | \$0 | \$0 | \$0 | \$231,389 | |
| Total Projected Enrollment | 301 | Support Services | \$753 | \$44,564 | \$109,005 | \$0 | \$154,322 | |
| | | Facility Support | \$34,583 | \$0 | \$0 | \$0 | \$34,583 | |
| School average = | | Total | \$1,516,635 | \$566,875 | \$496,798 | \$42,696 | \$2,623,004 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 99% |
| Hispanic | 1% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 18% |
| % Free/Reduced lunch | 85% | 95% |
| % Poverty | 53% | 58% |
| Score 20 or higher on the ACT | 22% | 4% |
| Meet/exceed standards on PSAE | 29% | 11% |
| Graduate within 5 years | 55% | 52% |

| High School of the Arts at South Shore (School Of The Arts H) | | | Instructional Area 23 | | | Total Budget | | \$3,055,999 |
|---|-------|------------------|-----------------------|------------|---------------|--------------|-------------|-------------|
| 7627 S Constance Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55051 | Instruction | \$1,426,339 | \$704,712 | \$549,787 | \$49,004 | \$2,729,842 | |
| Grade Level | 9-12 | Administration | \$237,003 | \$0 | \$0 | \$0 | \$237,003 | |
| Total Projected Enrollment | 349 | Support Services | \$1,933 | \$44,564 | \$4,000 | \$0 | \$50,497 | |
| | | Facility Support | \$38,657 | \$0 | \$0 | \$0 | \$38,657 | |
| School average = | | Total | \$1,703,932 | \$749,276 | \$553,787 | \$49,004 | \$3,055,999 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 99% |
| Hispanic | 1% | 42% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 19% |
| % Free/Reduced lunch | 85% | 99% |
| % Poverty | 53% | 63% |
| Score 20 or higher on the ACT | 22% | 1% |
| Meet/exceed standards on PSAE | 29% | 6% |
| Graduate within 5 years | 55% | 45% |

| Greater Lawndale High School For Social Justice (Social Justice HS) | | Instructional Area 54 | | | Total Budget \$2,929,251 | | |
|---|-------|-----------------------|-------------|---------------|--------------------------|----------|-------------|
| 3120 S Kostner Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55171 | Instruction | \$1,614,051 | \$498,635 | \$449,539 | \$60,988 | \$2,623,213 |
| Grade Level | 9-12 | Administration | \$217,225 | \$0 | \$0 | \$0 | \$217,225 |
| Total Projected Enrollment | 350 | Support Services | \$875 | \$44,564 | \$5,000 | \$0 | \$50,439 |
| | | Facility Support | \$38,374 | \$0 | \$0 | \$0 | \$38,374 |
| School average = | | Total | \$1,870,525 | \$543,199 | \$454,539 | \$60,988 | \$2,929,251 |
| District average = | | | | | | | |

Percentage of students who:

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 0% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

| Daniel Hale Williams Prep School of Medicine (Williams Medicine) | | Instructional Area 25 | | | Total Budget \$2,461,621 | | |
|--|-------|-----------------------|-------------|---------------|--------------------------|----------|-------------|
| 4934 S Wabash Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 55161 | Instruction | \$1,438,188 | \$299,852 | \$316,384 | \$26,057 | \$2,080,481 |
| Grade Level | 7-9 | Administration | \$238,641 | \$0 | \$3,500 | \$0 | \$242,141 |
| Total Projected Enrollment | 331 | Support Services | \$828 | \$54,836 | \$45,583 | \$0 | \$101,247 |
| | | Facility Support | \$37,752 | \$0 | \$0 | \$0 | \$37,752 |
| School average = | | Total | \$1,715,409 | \$354,688 | \$365,467 | \$26,057 | \$2,461,621 |
| District average = | | | | | | | |

Students meet or exceed state standards in:

| | | | | | |
|------------------------|------|------------------------|-----|-------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Science | 64% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |
| White | 9% | % Poverty | 53% | Reading | 68% |
| Asian/Pacific Islander | 3.6% | | | Overall | 70% |
| Native American | 0.2% | | | | |

| World Language Academy High School (World Language HS) | | Instructional Area 25 | | | Total Budget \$3,020,113 | | |
|--|-------|-----------------------|-------------|---------------|--------------------------|----------|-------------|
| 3120 S Kostner Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 52011 | Instruction | \$1,504,401 | \$673,204 | \$391,285 | \$65,457 | \$2,634,347 |
| Grade Level | 9-12 | Administration | \$223,558 | \$0 | \$68,311 | \$0 | \$291,869 |
| Total Projected Enrollment | 345 | Support Services | \$863 | \$54,808 | \$0 | \$0 | \$55,671 |
| | | Facility Support | \$38,226 | \$0 | \$0 | \$0 | \$38,226 |
| School average = | | Total | \$1,767,048 | \$728,012 | \$459,596 | \$65,457 | \$3,020,113 |
| District average = | | | | | | | |

Percentage of students who:

| | | | | | |
|------------------------|------|------------------------|-----|-------------------------------|-----|
| African American | 45% | Estimated % Special Ed | 13% | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Meet/exceed standards on PSAE | 29% |
| White | 9% | % Poverty | 53% | Graduate within 5 years | 0% |
| Asian/Pacific Islander | 3.6% | | | | |
| Native American | 0.2% | | | | |

Special Education

Schools

| Blair Early Childhood Center (Blair Ecc) | | | Instructional Area 27 | | | Total Budget | | \$5,635,583 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 6751 W 63rd Pl | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 30071 | Instruction | \$310,060 | \$3,432,064 | \$108,992 | \$26,408 | \$3,877,523 | |
| Grade Level | Pre-K | Administration | \$78,273 | \$319,464 | \$31,689 | \$0 | \$429,426 | |
| Total Projected Enrollment | 124 | Support Services | \$115,075 | \$940,545 | \$2,500 | \$0 | \$1,058,120 | |
| | | Facility Support | \$270,514 | \$0 | \$0 | \$0 | \$270,514 | |
| School average = | | Total | \$773,922 | \$4,692,073 | \$143,181 | \$26,408 | \$5,635,583 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Kate S Buckingham Special Education Center (Buckingham) | | | Instructional Area 27 | | | Total Budget | | \$2,465,265 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 9207 S Phillips Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 30111 | Instruction | \$388,032 | \$1,103,852 | \$66,837 | \$16,434 | \$1,575,155 | |
| Grade Level | 1-8 | Administration | \$71,884 | \$150,601 | \$0 | \$0 | \$222,485 | |
| Total Projected Enrollment | 32 | Support Services | \$83,436 | \$333,498 | \$3,000 | \$0 | \$419,934 | |
| | | Facility Support | \$247,691 | \$0 | \$0 | \$0 | \$247,691 | |
| School average = | | Total | \$791,043 | \$1,587,951 | \$69,837 | \$16,434 | \$2,465,265 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Ray Graham Training Center High School (Graham Occ HS) | | | Instructional Area 27 | | | Total Budget | | \$6,535,438 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 2347 S Wabash Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 49101 | Instruction | \$510,818 | \$3,695,722 | \$246,492 | \$74,187 | \$4,527,219 | |
| Grade Level | 9-10 | Administration | \$2,381 | \$316,960 | \$29,313 | \$0 | \$348,654 | |
| Total Projected Enrollment | 185 | Support Services | \$161,340 | \$1,187,890 | \$10,336 | \$0 | \$1,359,566 | |
| | | Facility Support | \$299,999 | \$0 | \$0 | \$0 | \$299,999 | |
| School average = | | Total | \$974,538 | \$5,200,572 | \$286,141 | \$74,187 | \$6,535,438 | |
| District average = | | | | | | | | |

| Percentage of students who: | |
|-------------------------------|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

| Moses Montefiore Special Elementary School (Montefiore Alt) | | | Instructional Area 27 | | | Total Budget | | \$4,158,938 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 1310 S Ashland Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 30041 | Instruction | \$962,716 | \$1,646,591 | \$81,007 | \$18,060 | \$2,708,374 | |
| Grade Level | 4-8 | Administration | \$85,699 | \$541,870 | \$10,890 | \$0 | \$638,459 | |
| Total Projected Enrollment | 47 | Support Services | \$134,380 | \$397,359 | \$2,800 | \$0 | \$534,539 | |
| | | Facility Support | \$277,566 | \$0 | \$0 | \$0 | \$277,566 | |
| School average = | | Total | \$1,460,361 | \$2,585,820 | \$94,697 | \$18,060 | \$4,158,938 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | |
|---|------|
| African American | 45% |
| Hispanic | 42% |
| White | 9% |
| Asian/Pacific Islander | 3.6% |
| Native American | 0.2% |
| Estimated % Special Ed | 13% |
| % Free/Reduced lunch | 85% |
| % Poverty | 53% |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |

| Near North Special Education Center (Near North) | | | Instructional Area 27 | | | Total Budget | | \$4,698,708 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 739 N Ada St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 30061 | Instruction | \$248,972 | \$2,546,480 | \$147,516 | \$23,156 | \$2,966,124 | |
| Grade Level | 2-8 | Administration | \$92,372 | \$164,617 | \$7,733 | \$0 | \$264,722 | |
| Total Projected Enrollment | 94 | Support Services | \$164,870 | \$1,013,301 | \$3,300 | \$0 | \$1,181,471 | |
| | | Facility Support | \$286,391 | \$0 | \$0 | \$0 | \$286,391 | |
| School average = | | Total | \$792,605 | \$3,724,398 | \$158,549 | \$23,156 | \$4,698,708 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|------|
| African American | 45% | 60% |
| Hispanic | 42% | 34% |
| White | 9% | 7% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 100% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 59% |
| Science | 64% | 25% |
| Mathematics | 74% | 20% |
| Reading | 68% | 11% |
| Overall | 70% | 17% |

| Northside Learning Center High School (Northside Learning H) | | | Instructional Area 27 | | | Total Budget | | \$9,859,135 |
|--|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 3730 W Bryn Mawr Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 49021 | Instruction | \$165,639 | \$6,544,276 | \$295,072 | \$85,329 | \$7,090,316 | |
| Grade Level | 9-12 | Administration | \$250,060 | \$193,648 | \$77,058 | \$0 | \$520,766 | |
| Total Projected Enrollment | 297 | Support Services | \$297,476 | \$1,658,459 | \$49,000 | \$0 | \$2,004,935 | |
| | | Facility Support | \$243,118 | \$0 | \$0 | \$0 | \$243,118 | |
| School average = | | Total | \$956,293 | \$8,396,383 | \$421,130 | \$85,329 | \$9,859,135 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|------|
| African American | 45% | 28% |
| Hispanic | 42% | 48% |
| White | 9% | 19% |
| Asian/Pacific Islander | 3.6% | 4% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 100% |
| % Free/Reduced lunch | 85% | 82% |
| % Poverty | 53% | 49% |
| Score 20 or higher on the ACT | 22% | #N/A |
| Meet/exceed standards on PSAE | 29% | #N/A |
| Graduate within 5 years | 55% | #N/A |

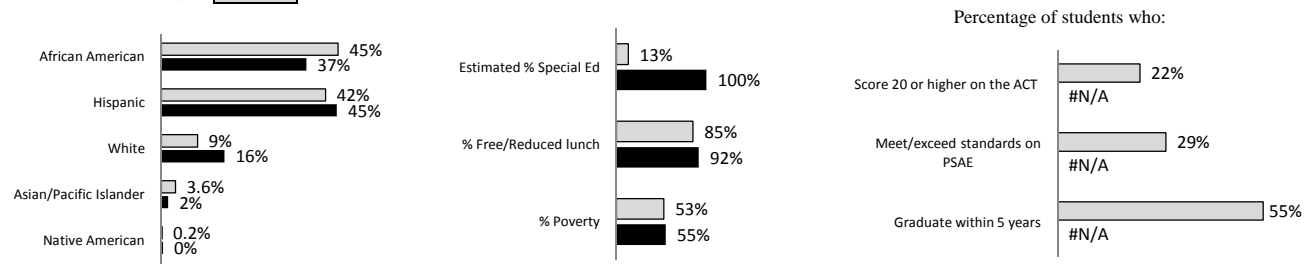
| Wilma Rudolph Elementary Learning Center (Rudolph) | | | Instructional Area 27 | | | Total Budget | | \$5,145,886 |
|--|---------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 110 N Paulina St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 30121 | Instruction | \$277,434 | \$3,285,404 | \$127,462 | \$180,862 | \$3,871,162 | |
| Grade Level | Pre-K-4 | Administration | \$81,231 | \$170,606 | \$4,800 | \$0 | \$256,637 | |
| Total Projected Enrollment | 107 | Support Services | \$130,651 | \$719,338 | \$5,510 | \$0 | \$855,499 | |
| | | Facility Support | \$162,588 | \$0 | \$0 | \$0 | \$162,588 | |
| School average = | | Total | \$651,904 | \$4,175,348 | \$137,772 | \$180,862 | \$5,145,886 | |
| District average = | | | | | | | | |

| Students meet or exceed state standards in: | | |
|---|------|-----|
| African American | 45% | 45% |
| Hispanic | 42% | 49% |
| White | 9% | 3% |
| Asian/Pacific Islander | 3.6% | 3% |
| Native American | 0.2% | 1% |
| Estimated % Special Ed | 13% | 89% |
| % Free/Reduced lunch | 85% | 82% |
| % Poverty | 53% | 47% |
| Science | #N/A | 64% |
| Mathematics | #N/A | 74% |
| Reading | #N/A | 68% |
| Overall | #N/A | 70% |

| Southside Occupational Academy High School (Southside Occ HS) | | | Instructional Area 27 | | | Total Budget | | \$7,278,373 |
|---|-------|------------------|-----------------------|-------------|---------------|--------------|-------------|-------------|
| 7342 S Hoyne Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 49031 | Instruction | \$489,118 | \$4,515,879 | \$289,438 | \$33,913 | \$5,328,347 | |
| Grade Level | 10-12 | Administration | \$2,381 | \$250,785 | \$3,043 | \$0 | \$256,209 | |
| Total Projected Enrollment | 184 | Support Services | \$290,291 | \$1,162,127 | \$25,279 | \$0 | \$1,477,697 | |
| | | Facility Support | \$216,120 | \$0 | \$0 | \$0 | \$216,120 | |
| School average = | | Total | \$997,910 | \$5,928,791 | \$317,760 | \$33,913 | \$7,278,373 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|------|
| African American | 45% | 77% |
| Hispanic | 42% | 18% |
| White | 9% | 6% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 100% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 58% |
| Score 20 or higher on the ACT | 22% | #N/A |
| Meet/exceed standards on PSAE | 29% | #N/A |
| Graduate within 5 years | 55% | #N/A |

| 4355 N Linder Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
|----------------------------|-------|------------------|-------------|-------------|---------------|----------|-------------|
| Unit | 49081 | Instruction | \$499,215 | \$3,461,935 | \$286,102 | \$77,415 | \$4,324,668 |
| Grade Level | 9-12 | Administration | \$148,902 | \$164,617 | \$65,514 | \$0 | \$379,033 |
| Total Projected Enrollment | 224 | Support Services | \$303,514 | \$969,132 | \$17,000 | \$0 | \$1,289,646 |
| | | Facility Support | \$253,992 | \$0 | \$0 | \$0 | \$253,992 |
| School average = | | Total | \$1,205,623 | \$4,595,684 | \$368,616 | \$77,415 | \$6,247,339 |
| District average = | | | | | | | |



Vocational High Schools

| Chicago Vocational Career Academy High School (Chicago Vocational H) | | | Instructional Area 24 | | | | Total Budget | \$18,356,350 |
|--|-------|------------------|-----------------------|-------------|---------------|-----------|--------------|--------------|
| 2100 E 87th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 53011 | Instruction | \$6,520,972 | \$4,333,167 | \$1,698,434 | \$848,877 | \$13,401,449 | |
| Grade Level | 9-12 | Administration | \$655,336 | \$0 | \$355,960 | \$0 | \$1,011,296 | |
| Total Projected Enrollment | 1,251 | Support Services | \$990,546 | \$803,619 | \$305,950 | \$0 | \$2,100,115 | |
| | | Facility Support | \$1,843,490 | \$0 | \$0 | \$0 | \$1,843,490 | |
| School average = | | Total | \$10,010,344 | \$5,136,786 | \$2,360,344 | \$848,877 | \$18,356,350 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 99% |
| Hispanic | 1% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 21% |
| % Free/Reduced lunch | 85% | 91% |
| % Poverty | 53% | 56% |
| Score 20 or higher on the ACT | 22% | 1% |
| Meet/exceed standards on PSAE | 29% | 4% |
| Graduate within 5 years | 55% | 62% |

| Paul Laurence Dunbar Career Academy High School (Dunbar HS) | | | Instructional Area 19 | | | | Total Budget | \$13,410,219 |
|---|-------|------------------|-----------------------|-------------|---------------|-----------|--------------|--------------|
| 3000 S King Dr | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 53021 | Instruction | \$6,999,892 | \$1,427,405 | \$1,113,719 | \$227,775 | \$9,768,790 | |
| Grade Level | 9-12 | Administration | \$683,725 | \$0 | \$284,813 | \$0 | \$968,538 | |
| Total Projected Enrollment | 1,594 | Support Services | \$751,115 | \$260,376 | \$318,689 | \$0 | \$1,330,180 | |
| | | Facility Support | \$1,342,711 | \$0 | \$0 | \$0 | \$1,342,711 | |
| School average = | | Total | \$9,777,443 | \$1,687,781 | \$1,717,221 | \$227,775 | \$13,410,219 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 99% |
| Hispanic | 1% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 83% |
| % Poverty | 53% | 51% |
| Score 20 or higher on the ACT | 22% | 1% |
| Meet/exceed standards on PSAE | 29% | 7% |
| Graduate within 5 years | 55% | 61% |

| Ellen H Richards Career Academy High School (Richards HS) | | | Instructional Area 23 | | | | Total Budget | \$5,722,991 |
|---|-------|------------------|-----------------------|------------|---------------|-----------|--------------|-------------|
| 5009 S Laflin St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 53051 | Instruction | \$2,596,512 | \$789,636 | \$584,487 | \$114,635 | \$4,085,270 | |
| Grade Level | 9-12 | Administration | \$432,894 | \$0 | \$199,701 | \$0 | \$632,595 | |
| Total Projected Enrollment | 583 | Support Services | \$466,205 | \$44,564 | \$48,411 | \$0 | \$559,180 | |
| | | Facility Support | \$445,946 | \$0 | \$0 | \$0 | \$445,946 | |
| School average = | | Total | \$3,941,557 | \$834,200 | \$832,599 | \$114,635 | \$5,722,991 | |
| District average = | | | | | | | | |

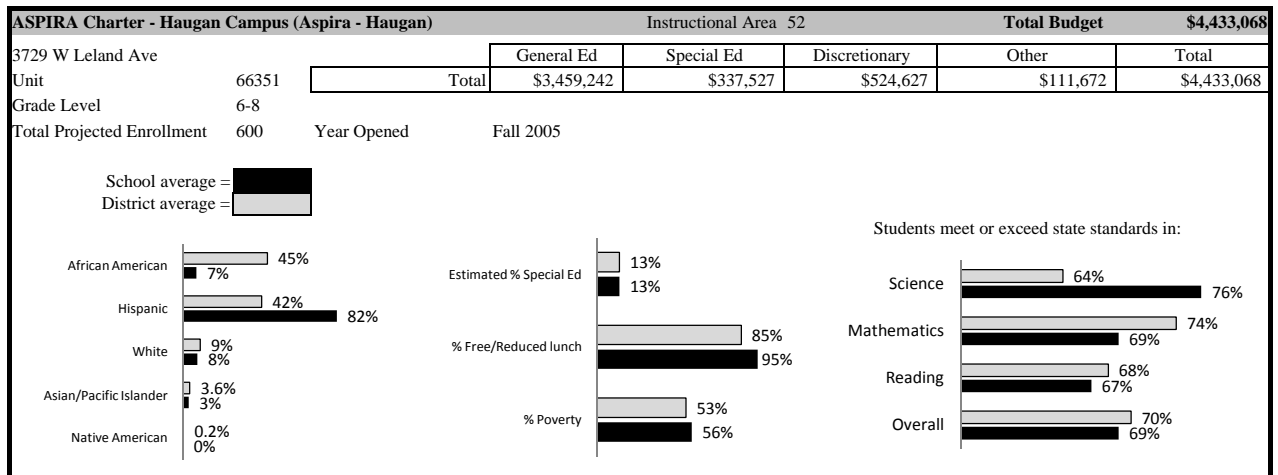
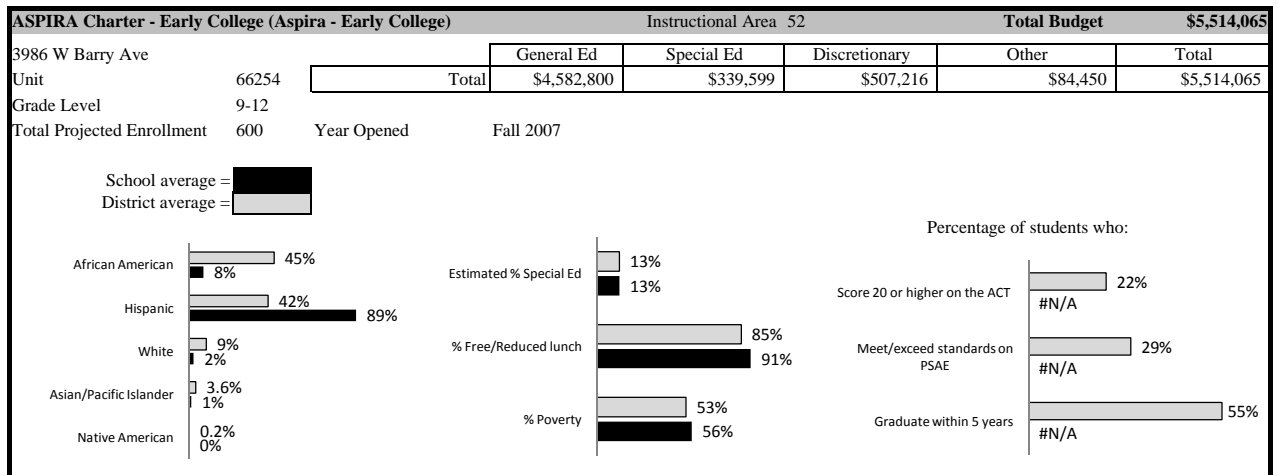
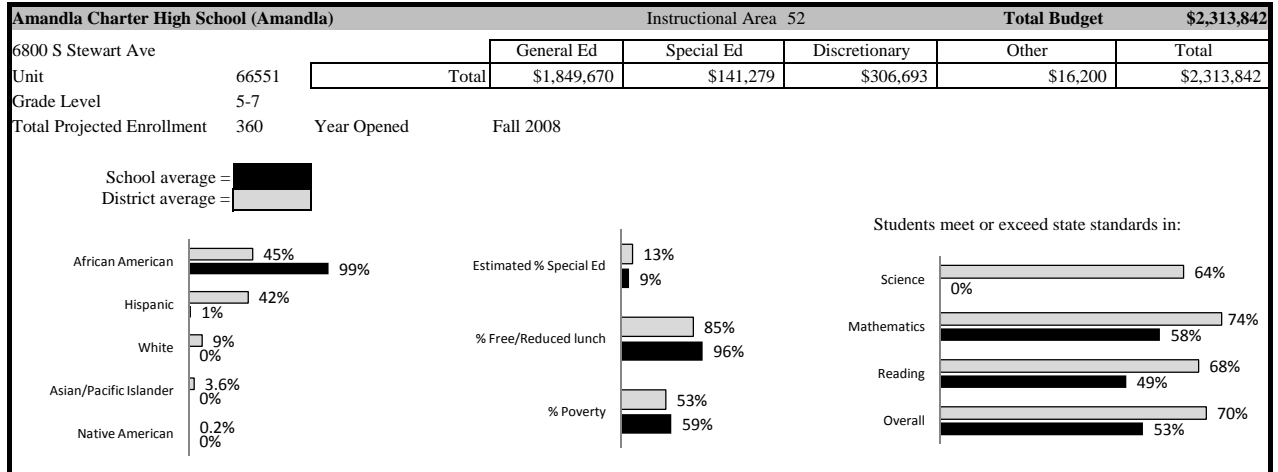
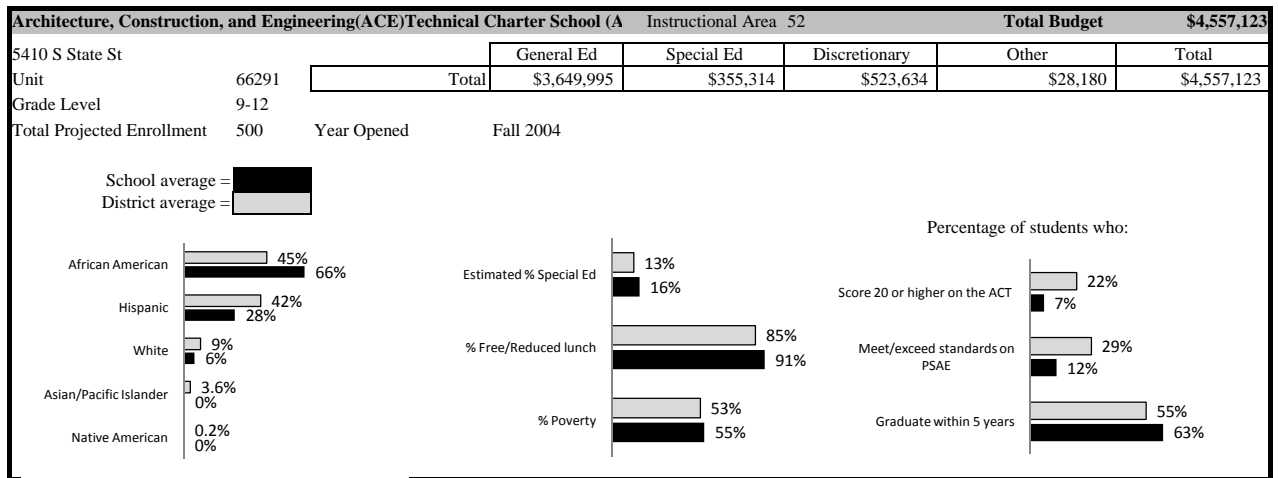
| Percentage of students who: | | |
|-------------------------------|------|-----|
| African American | 45% | 27% |
| Hispanic | 42% | 73% |
| White | 9% | 1% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 14% |
| % Free/Reduced lunch | 85% | 97% |
| % Poverty | 53% | 60% |
| Score 20 or higher on the ACT | 22% | 5% |
| Meet/exceed standards on PSAE | 29% | 13% |
| Graduate within 5 years | 55% | 48% |

| Neal F Simeon Career Academy High School (Simeon HS) | | | Instructional Area 24 | | | | Total Budget | \$16,175,563 |
|--|-------|------------------|-----------------------|-------------|---------------|-----------|--------------|--------------|
| 8147 S Vincennes Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 53061 | Instruction | \$7,272,529 | \$2,555,466 | \$990,421 | \$305,969 | \$11,124,384 | |
| Grade Level | 9-12 | Administration | \$640,336 | \$0 | \$498,665 | \$0 | \$1,139,001 | |
| Total Projected Enrollment | 1,628 | Support Services | \$755,339 | \$385,736 | \$283,213 | \$0 | \$1,424,288 | |
| | | Facility Support | \$2,487,890 | \$0 | \$0 | \$0 | \$2,487,890 | |
| School average = | | Total | \$11,156,094 | \$2,941,202 | \$1,772,299 | \$305,969 | \$16,175,563 | |
| District average = | | | | | | | | |

| Percentage of students who: | | |
|-------------------------------|------|------|
| African American | 45% | 100% |
| Hispanic | 0% | 42% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |
| Estimated % Special Ed | 13% | 10% |
| % Free/Reduced lunch | 85% | 83% |
| % Poverty | 53% | 50% |
| Score 20 or higher on the ACT | 22% | 12% |
| Meet/exceed standards on PSAE | 29% | 19% |
| Graduate within 5 years | 55% | 72% |

Charter

Schools

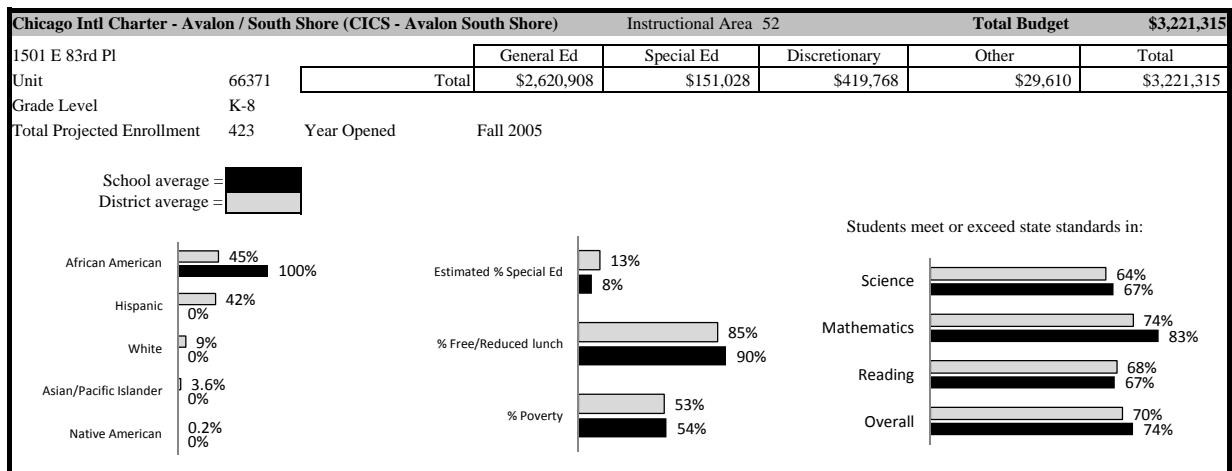
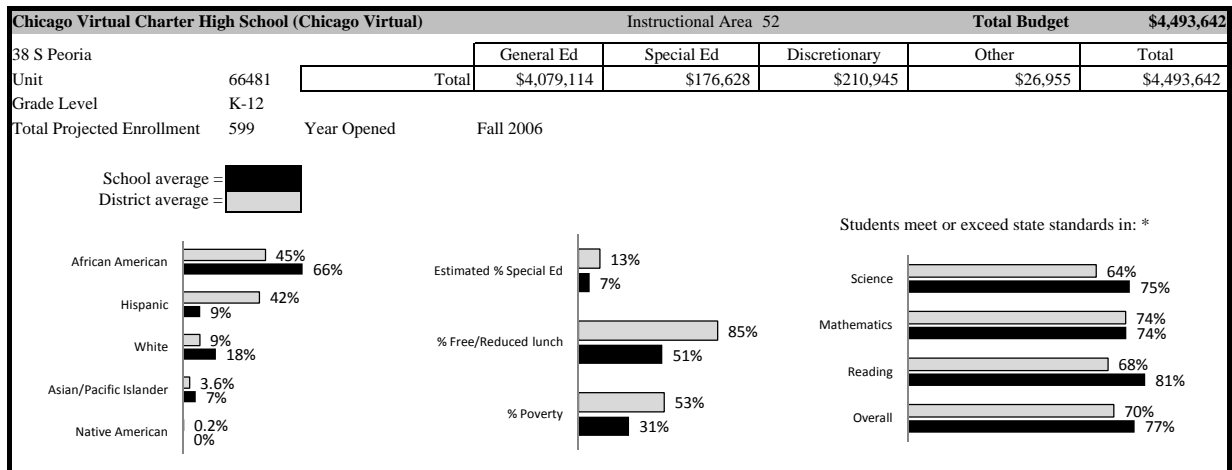
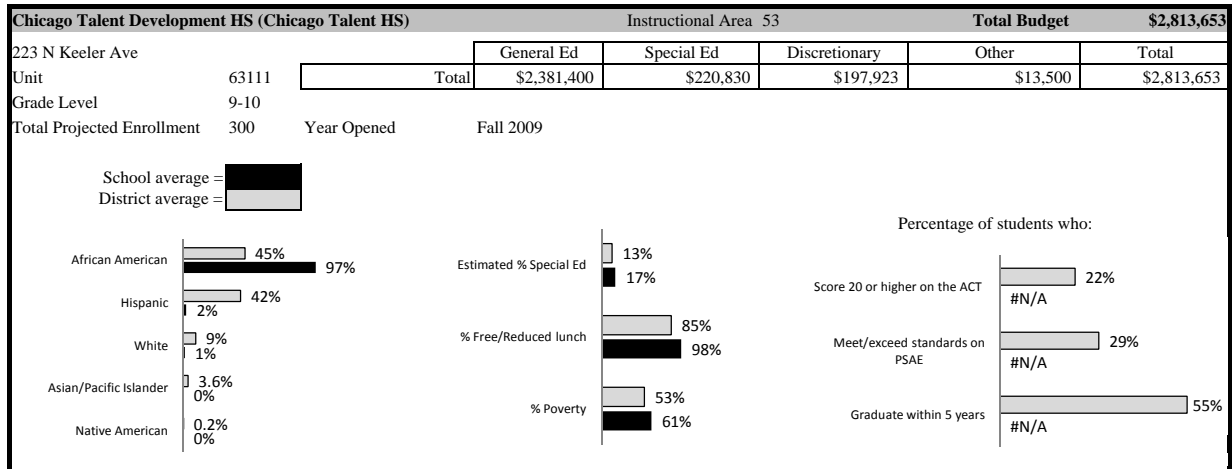
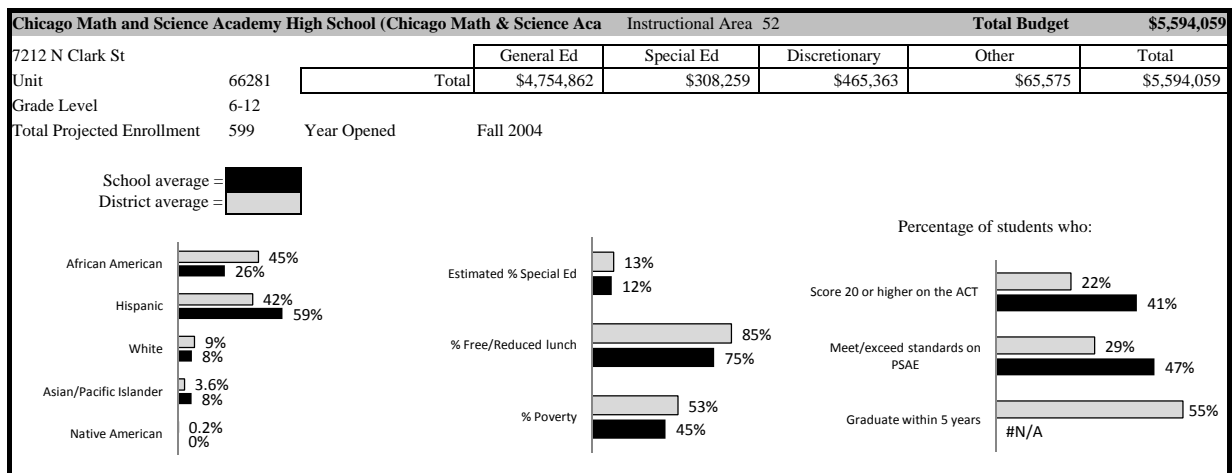


| ASPIRA Charter - Mirta Ramirez Computer Science (Aspira - Ramirez) | | | Instructional Area 52 | | | Total Budget | | \$3,700,136 |
|---|-------|--|---|-------------|---------------|--|----------|-------------|
| 1711 N California Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66251 | | Total | \$2,836,582 | \$321,726 | \$483,103 | \$58,725 | \$3,700,136 |
| Grade Level 9-12 | | | | | | | | |
| Total Projected Enrollment 414 | | | Year Opened Fall 2003 | | | | | |
| School average = [] | | | District average = [] | | | | | |
| African American 45% Hispanic 42% White 9% Asian/Pacific Islander 3.6% Native American 0.2% | | | Estimated % Special Ed 13% % Free/Reduced lunch 85% % Poverty 53% | | | Percentage of students who: Score 20 or higher on the ACT 22% Meet/exceed standards on PSAE 29% Graduate within 5 years 55% | | |



| Bronzeville Lighthouse Charter Elementary School (Bronzeville Lighthouse) | | | Instructional Area 52 | | | Total Budget | | \$3,049,655 |
|---|-------|--|---|-------------|---------------|---|----------|-------------|
| 8 W Root St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66421 | | Total | \$2,330,163 | \$200,353 | \$495,888 | \$23,250 | \$3,049,655 |
| Grade Level K-8 | | | | | | | | |
| Total Projected Enrollment 465 | | | Year Opened Fall 2006 | | | | | |
| School average = [] | | | District average = [] | | | | | |
| African American 45% Hispanic 42% White 9% Asian/Pacific Islander 3.6% Native American 0.2% | | | Estimated % Special Ed 13% % Free/Reduced lunch 85% % Poverty 53% | | | Students meet or exceed state standards in: Science 64% Mathematics 74% Reading 68% Overall 70% | | |



| Catalyst Elementary School - Circle Rock (Catalyst - Circle Rock) | | | Instructional Area 53 | | | Total Budget | | \$2,669,768 |
|---|-------|--|---|-------------|---------------|---|----------|-------------|
| 5600 W Washington | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66432 | | Total | \$2,182,656 | \$145,497 | \$326,495 | \$15,120 | \$2,669,768 |
| Grade Level K-8 | | | | | | | | |
| Total Projected Enrollment 336 | | | Year Opened Fall 2007 | | | | | |
| School average = [] | | | District average = [] | | | | | |
| African American 45% Hispanic 42% White 9% Asian/Pacific Islander 3.6% Native American 0.2% | | | Estimated % Special Ed 13% % Free/Reduced lunch 85% % Poverty 53% | | | Students meet or exceed state standards in: Science 64% Mathematics 74% Reading 68% Overall 70% | | |



| Catalyst Charter ES - Howland (Catalyst - Howland) | | | Instructional Area 52 | | | Total Budget | | \$2,464,635 |
|---|-------|--|---|-------------|---------------|---|----------|-------------|
| 1616 S Spaulding Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66431 | | Total | \$1,921,730 | \$201,224 | \$322,080 | \$19,600 | \$2,464,635 |
| Grade Level K-8 | | | | | | | | |
| Total Projected Enrollment 392 | | | Year Opened Fall 2006 | | | | | |
| School average = [] | | | District average = [] | | | | | |
| African American 45% Hispanic 42% White 9% Asian/Pacific Islander 3.6% Native American 0.2% | | | Estimated % Special Ed 13% % Free/Reduced lunch 85% % Poverty 53% | | | Students meet or exceed state standards in: Science 64% Mathematics 74% Reading 68% Overall 70% | | |





*Elementary scores only shown for Chicago Virtual.

| Chicago Intl Charter - Basil (CICS - Basil) | | | Instructional Area 52 | | | Total Budget | | \$5,627,445 | |
|--|-------|-------------|------------------------|------------|---------------|---|-------------|-------------|-----|
| 1816 W Garfield Blvd | | | General Ed | Special Ed | Discretionary | Other | Total | | |
| Unit | 66231 | Total | \$4,461,120 | \$394,394 | \$715,627 | \$56,303 | \$5,627,445 | | |
| Grade Level | K-8 | | | | | | | | |
| Total Projected Enrollment | 760 | Year Opened | Fall 2002 | | | | | | |
| School average =  | | | | | | | | | |
| District average =  | | | | | | | | | |
| African American | 45% | 94% | Estimated % Special Ed | 13% | 12% | Students meet or exceed state standards in: | Science | 64% | 68% |
| Hispanic | 6% | 42% | % Free/Reduced lunch | 85% | 93% | Mathematics | 74% | 68% | 68% |
| White | 9% | 0% | % Poverty | 53% | 56% | Reading | 67% | 68% | 67% |
| Asian/Pacific Islander | 3.6% | 0% | | | | | | | |
| Native American | 0.2% | 0% | | | | | | | |

| Chicago Intl Charter - Bucktown (CICS - Bucktown) | | | Instructional Area 52 | | | Total Budget | | \$4,963,825 | |
|--|-------|-------------|------------------------|------------|---------------|---|-------------|-------------|-----|
| 2235 N Hamilton Ave | | | General Ed | Special Ed | Discretionary | Other | Total | | |
| Unit | 66071 | Total | \$4,002,616 | \$314,039 | \$557,448 | \$89,722 | \$4,963,825 | | |
| Grade Level | K-8 | | | | | | | | |
| Total Projected Enrollment | 646 | Year Opened | Fall 1997 | | | | | | |
| School average =  | | | | | | | | | |
| District average =  | | | | | | | | | |
| African American | 45% | 22% | Estimated % Special Ed | 13% | 11% | Students meet or exceed state standards in: | Science | 64% | 84% |
| Hispanic | 42% | 71% | % Free/Reduced lunch | 85% | 80% | Mathematics | 74% | 87% | 87% |
| White | 9% | 6% | % Poverty | 53% | 48% | Reading | 68% | 79% | 79% |
| Asian/Pacific Islander | 3.6% | 1% | | | | | | | |
| Native American | 0.2% | 0% | | | | | | | |

| Chicago Intl Charter - Ralph Ellison (CICS - Ellison) | | | Instructional Area 52 | | | Total Budget | | \$5,634,457 | |
|--|-------|-------------|------------------------|------------|---------------|-------------------------------|-------------------------------|-------------|------|
| 1817 W 80th St | | | General Ed | Special Ed | Discretionary | Other | Total | | |
| Unit | 66072 | Total | \$4,582,800 | \$431,040 | \$578,618 | \$42,000 | \$5,634,457 | | |
| Grade Level | 9-12 | | | | | | | | |
| Total Projected Enrollment | 600 | Year Opened | Fall 2006 | | | | | | |
| School average =  | | | | | | | | | |
| District average =  | | | | | | | | | |
| African American | 45% | 98% | Estimated % Special Ed | 13% | 17% | Percentage of students who: | Score 20 or higher on the ACT | 22% | 25% |
| Hispanic | 42% | 1% | % Free/Reduced lunch | 85% | 91% | Meet/exceed standards on PSAE | 29% | 27% | 27% |
| White | 9% | 1% | % Poverty | 53% | 55% | Graduate within 5 years | #N/A | 55% | #N/A |
| Asian/Pacific Islander | 3.6% | 0% | | | | | | | |
| Native American | 0.2% | 0% | | | | | | | |

| Chicago Intl Charter - Irving Park (CICS - Irving Park) | | | Instructional Area 52 | | | Total Budget | | \$3,483,924 | |
|--|-------|-------------|------------------------|------------|---------------|---|-------------|-------------|-----|
| 3820 N Spaulding Ave | | | General Ed | Special Ed | Discretionary | Other | Total | | |
| Unit | 66074 | Total | \$2,924,512 | \$159,965 | \$351,725 | \$47,722 | \$3,483,924 | | |
| Grade Level | K-7 | | | | | | | | |
| Total Projected Enrollment | 472 | Year Opened | Fall 2007 | | | | | | |
| School average =  | | | | | | | | | |
| District average =  | | | | | | | | | |
| African American | 45% | 20% | Estimated % Special Ed | 13% | 8% | Students meet or exceed state standards in: | Science | 64% | 75% |
| Hispanic | 42% | 63% | % Free/Reduced lunch | 85% | 76% | Mathematics | 74% | 78% | 78% |
| White | 9% | 13% | % Poverty | 53% | 45% | Reading | 68% | 69% | 69% |
| Asian/Pacific Islander | 3.6% | 4% | | | | | | | |
| Native American | 0.2% | 0% | | | | | | | |

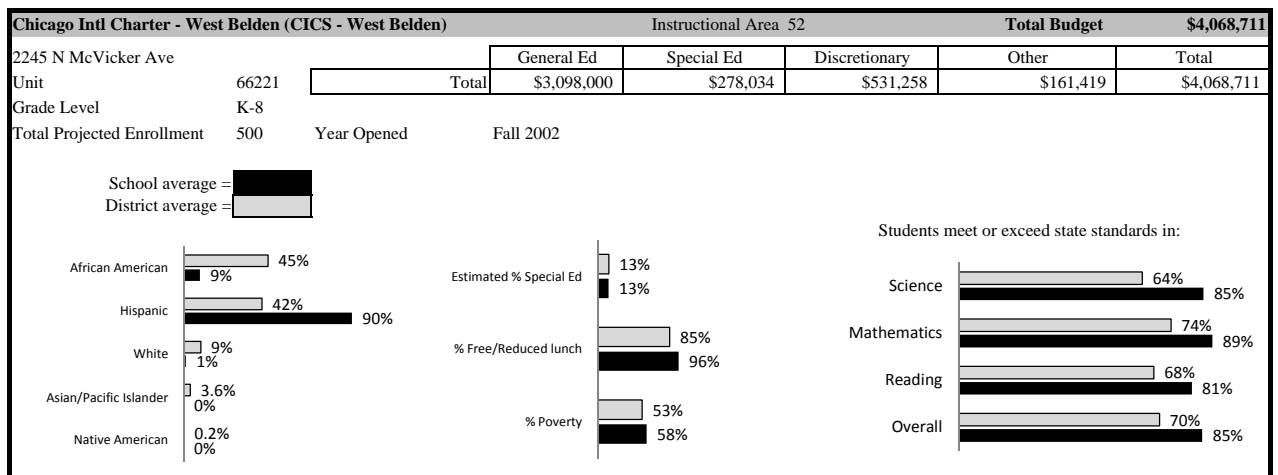
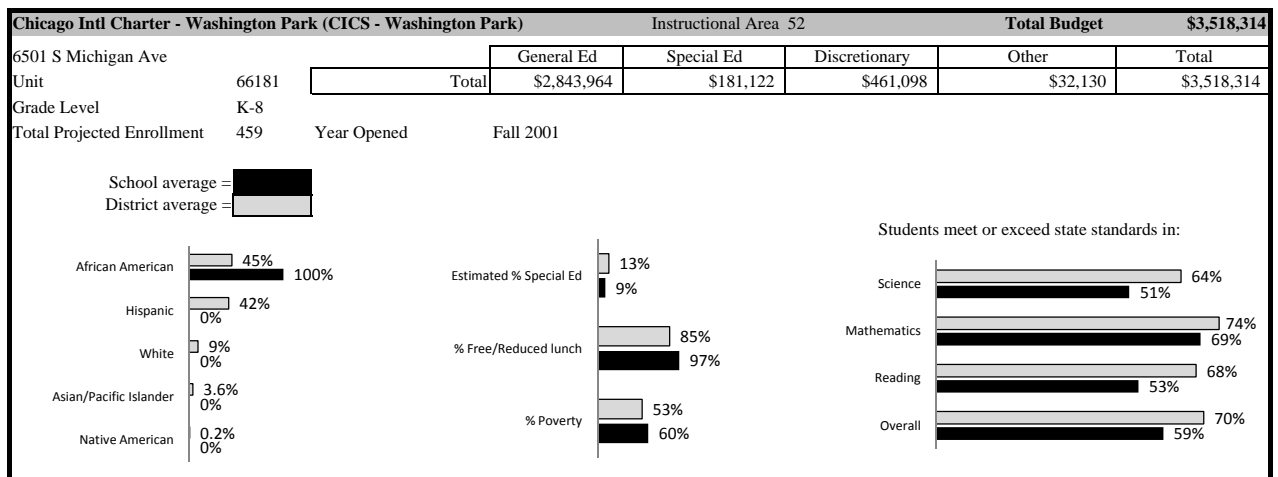
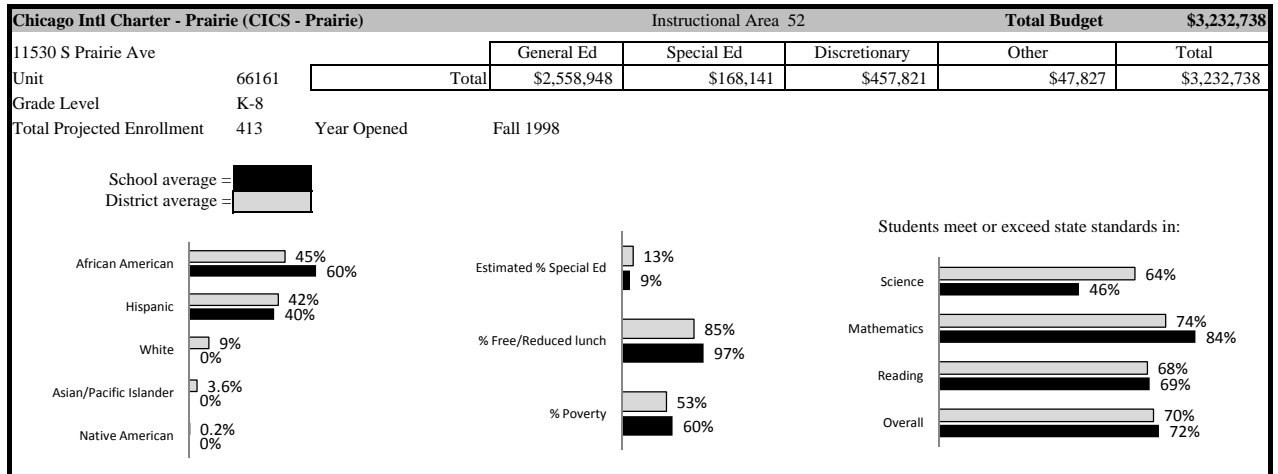
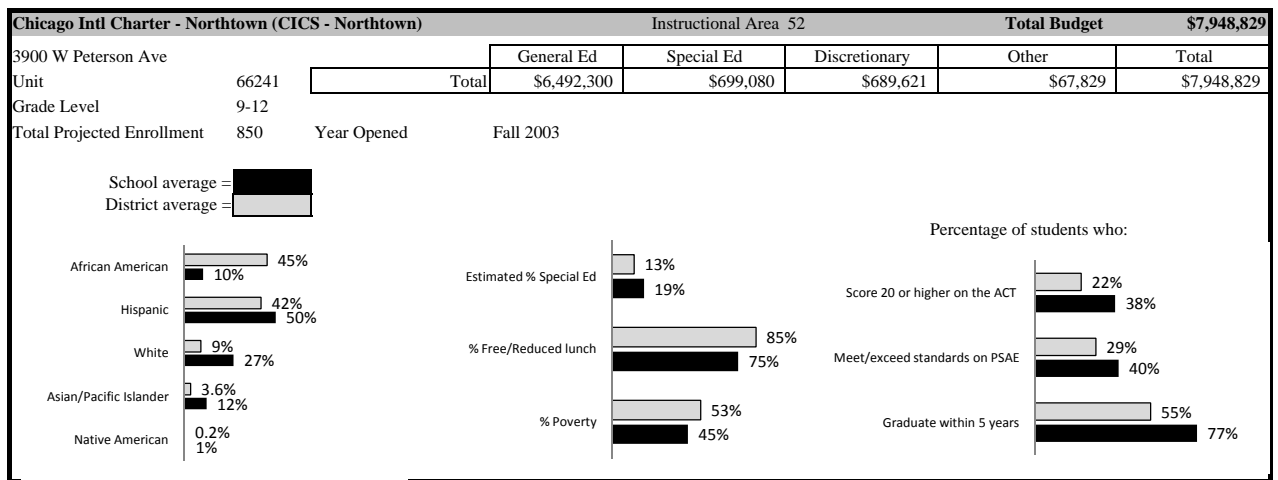
| Chicago Intl Charter - Riverdale (CICS - Larry Hawkins) | | Instructional Area 52 | | | Total Budget | | \$3,736,204 |
|---|-------|------------------------------------|-------------|--|---------------|----------|-------------|
| 901 E 133rd Pl | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 66077 | Total | \$3,110,077 | \$234,645 | \$368,982 | \$22,500 | \$3,736,204 |
| Grade Level | 7-12 | | | | | | |
| Total Projected Enrollment | 500 | Year Opened | Fall 2010 | | | | |
| School average = | | | | | | | |
| District average = | | | | | | | |
| African American 45% Hispanic #N/A White 9% Asian/Pacific Islander 3.6% Native American 0.2% | | Estimated % Special Ed 13% 11% | | Percentage of students who: Score 20 or higher on the ACT #N/A Meet/exceed standards on PSAE 29% Graduate within 5 years 55% | | | |
| | | % Free/Reduced lunch 85% 67% | | | | | |
| | | % Poverty 53% 40% | | | | | |

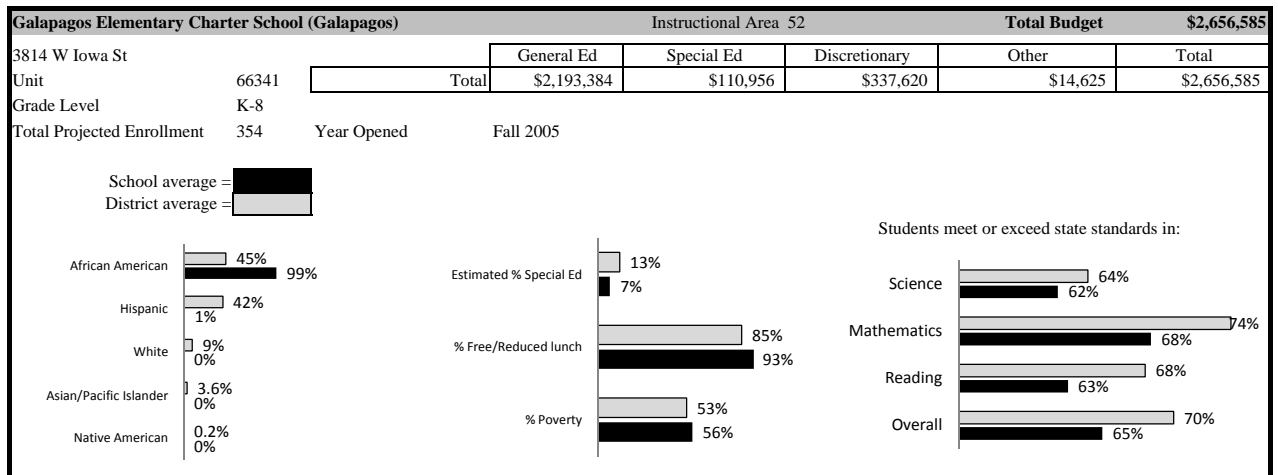
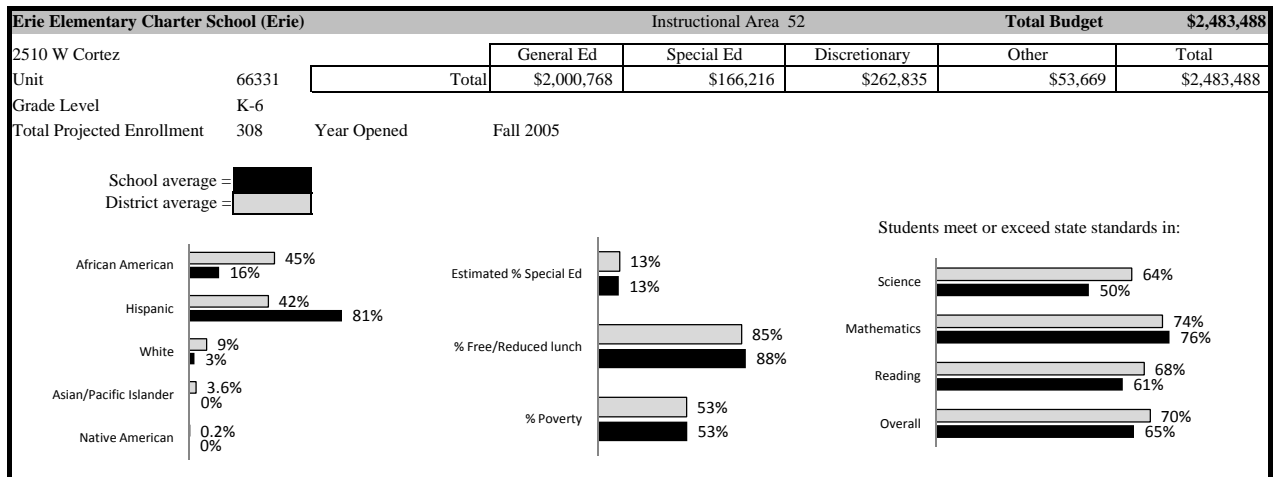
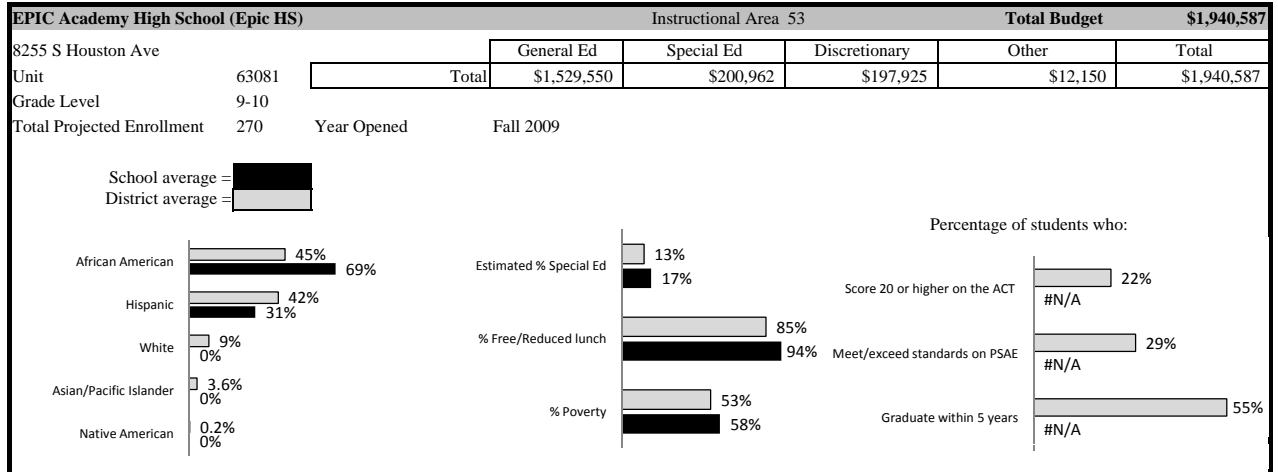
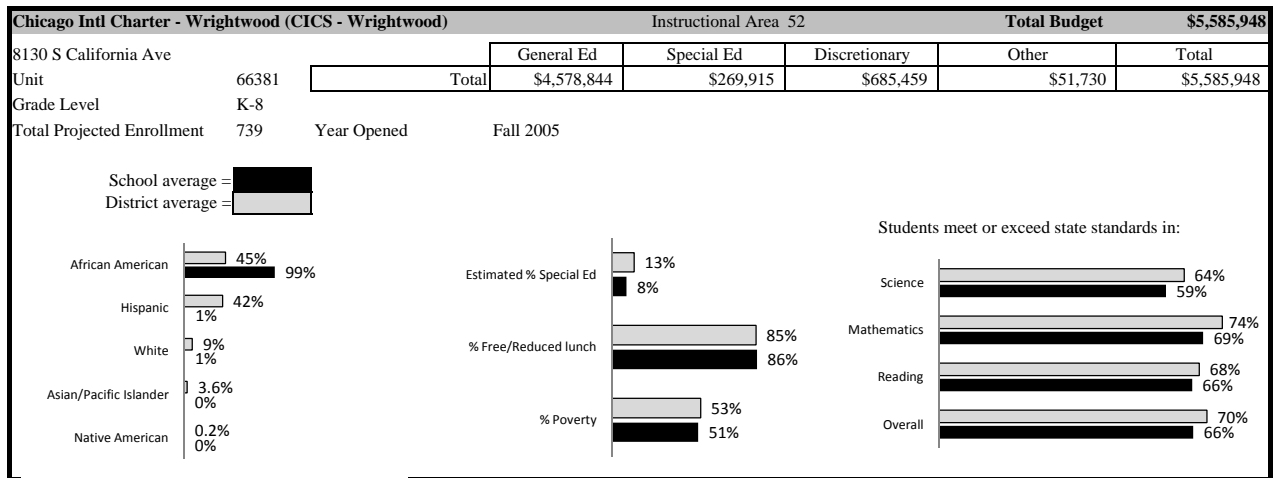
| Chicago Intl Charter - Lloyd Bond (CICS - Lloyd Bond) | | Instructional Area 52 | | | Total Budget | | \$2,630,272 |
|---|-------|-----------------------------------|-------------|--|---------------|----------|-------------|
| 13300 S Langley Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 66076 | Total | \$2,168,600 | \$76,762 | \$360,411 | \$24,500 | \$2,630,272 |
| Grade Level | K-6 | | | | | | |
| Total Projected Enrollment | 350 | Year Opened | Fall 2009 | | | | |
| School average = | | | | | | | |
| District average = | | | | | | | |
| African American 45% Hispanic 0% White 9% Asian/Pacific Islander 3.6% Native American 0.2% | | Estimated % Special Ed 13% 5% | | Students meet or exceed state standards in: Science #N/A Mathematics 74% Reading 68% Overall 70% | | | |
| | | % Free/Reduced lunch 85% 95% | | | | | |
| | | % Poverty 53% 58% | | | | | |



| Chicago Intl Charter - Longwood (CICS - Longwood) | | Instructional Area 52 | | | Total Budget | | \$12,587,757 |
|--|-------|-----------------------------------|--------------|---|---------------|-----------|--------------|
| 1309 W 95th St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 66061 | Total | \$10,568,122 | \$551,471 | \$1,364,914 | \$103,250 | \$12,587,757 |
| Grade Level | 3-12 | | | | | | |
| Total Projected Enrollment | 1,475 | Year Opened | Fall 1997 | | | | |
| School average = | | | | | | | |
| District average = | | | | | | | |
| African American 45% Hispanic 42% White 9% Asian/Pacific Islander 3.6% Native American 0.2% | | Estimated % Special Ed 13% 9% | | Students meet or exceed state standards in: * Science 64% 77% Mathematics 74% 87% Reading 68% 69% Overall 70% 78% | | | |
| | | % Free/Reduced lunch 85% 84% | | | | | |
| | | % Poverty 53% 50% | | | | | |



| Chicago Intl Charter - Loomis Primary (CICS - Loomis Campus) | | Instructional Area 52 | | | Total Budget | | \$4,439,467 |
|---|-------|-----------------------------------|-------------|--|---------------|----------|-------------|
| 9535 S Loomis St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 66075 | Total | \$3,655,640 | \$189,003 | \$553,524 | \$41,300 | \$4,439,467 |
| Grade Level | K-2 | | | | | | |
| Total Projected Enrollment | 590 | Year Opened | Fall 2008 | | | | |
| School average = | | | | | | | |
| District average = | | | | | | | |
| African American 45% Hispanic 1% White 9% Asian/Pacific Islander 3.6% Native American 0.2% | | Estimated % Special Ed 13% 7% | | Students meet or exceed state standards in: Science #N/A Mathematics 74% Reading 68% Overall 70% | | | |
| | | % Free/Reduced lunch 85% 85% | | | | | |
| | | % Poverty 53% 52% | | | | | |



*Elementary scores only shown for CICS Longwood.











| Academy for Global Citizenship Elementary School (Global Citizenship Acad) | | | Instructional Area 53 | | | Total Budget | | |
|--|-------|--|------------------------|-------------|---------------|---|----------|-------------|
| | | | General Ed | Special Ed | Discretionary | Other | Total | |
| 4647 W 47th St | | | | | | | | |
| Unit | 63011 | | Total | \$1,299,200 | \$115,876 | \$132,503 | \$10,514 | \$1,558,093 |
| Grade Level | K-3 | | | | | | | |
| Total Projected Enrollment | 200 | Year Opened | Fall 2008 | | | | | |
| School average =  | | District average =  | | | | | | |
| African American | 45% | 7% | Estimated % Special Ed | 13% | 13% | Students meet or exceed state standards in: | Science | 64% |
| Hispanic | 42% | 81% | % Free/Reduced lunch | 85% | 73% | Mathematics | #N/A | 74% |
| White | 9% | 11% | % Poverty | 53% | 44% | Reading | #N/A | 68% |
| Asian/Pacific Islander | 3.6% | 1% | | | | Overall | #N/A | 70% |
| Native American | 0.2% | 0% | | | | | | |



| Henry Ford Academy Power House Charter HS (Henry Ford Power House) | | | Instructional Area 52 | | | Total Budget | | |
|--|-------|--|------------------------|-------------|---------------|-------------------------------|-------------------------------|-------------|
| | | | General Ed | Special Ed | Discretionary | Other | Total | |
| 931 S Homan Ave | | | | | | | | |
| Unit | 67091 | | Total | \$2,976,750 | \$238,153 | \$328,403 | \$16,875 | \$3,560,181 |
| Grade Level | 9-11 | | | | | | | |
| Total Projected Enrollment | 375 | Year Opened | Fall 2008 | | | | | |
| School average =  | | District average =  | | | | | | |
| African American | 45% | 99% | Estimated % Special Ed | 13% | 15% | Percentage of students who: | Score 20 or higher on the ACT | 22% |
| Hispanic | 42% | 1% | % Free/Reduced lunch | 85% | 88% | Meet/exceed standards on PSAE | #N/A | 29% |
| White | 9% | 0% | % Poverty | 53% | 55% | Graduate within 5 years | #N/A | 55% |
| Asian/Pacific Islander | 3.6% | 0% | | | | | | |
| Native American | 0.2% | 0% | | | | | | |



| Institute Health Sciences Career Academy HS (Instituto) | | | Instructional Area 52 | | | Total Budget | | |
|--|-------|--|------------------------|-------------|---------------|-------------------------------|-------------------------------|-------------|
| | | | General Ed | Special Ed | Discretionary | Other | Total | |
| 125 S Michigan Ave | | | | | | | | |
| Unit | 63131 | | Total | \$1,270,080 | \$130,486 | \$106,997 | \$7,200 | \$1,514,763 |
| Grade Level | 9 | | | | | | | |
| Total Projected Enrollment | 160 | Year Opened | Fall 2010 | | | | | |
| School average =  | | District average =  | | | | | | |
| African American | #N/A | 45% | Estimated % Special Ed | 13% | 19% | Percentage of students who: | Score 20 or higher on the ACT | 22% |
| Hispanic | #N/A | 42% | % Free/Reduced lunch | 85% | 67% | Meet/exceed standards on PSAE | #N/A | 29% |
| White | 9% | #N/A | % Poverty | 53% | 40% | Graduate within 5 years | #N/A | 55% |
| Asian/Pacific Islander | 3.6% | #N/A | | | | | | |
| Native American | 0.2% | #N/A | | | | | | |

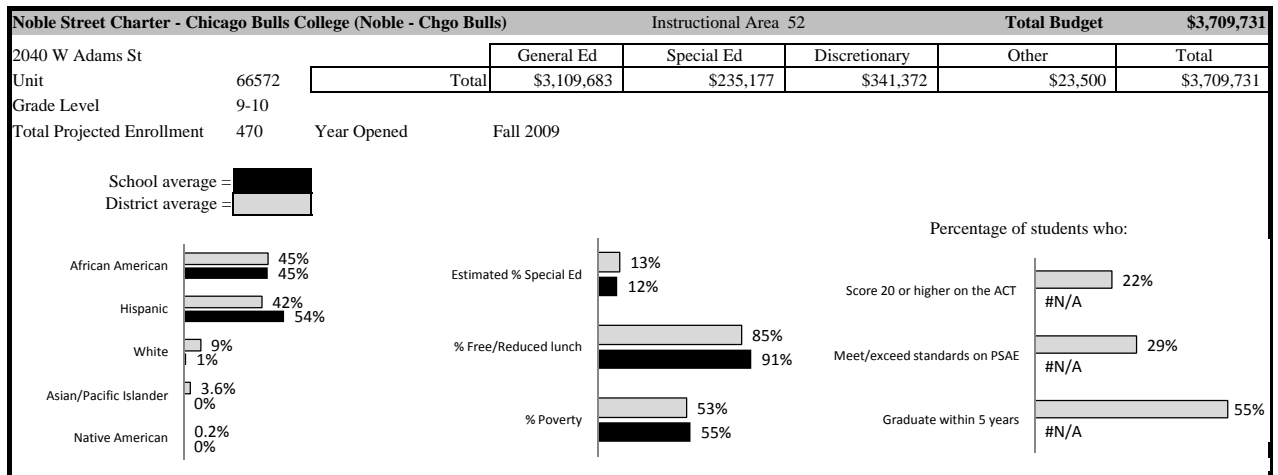
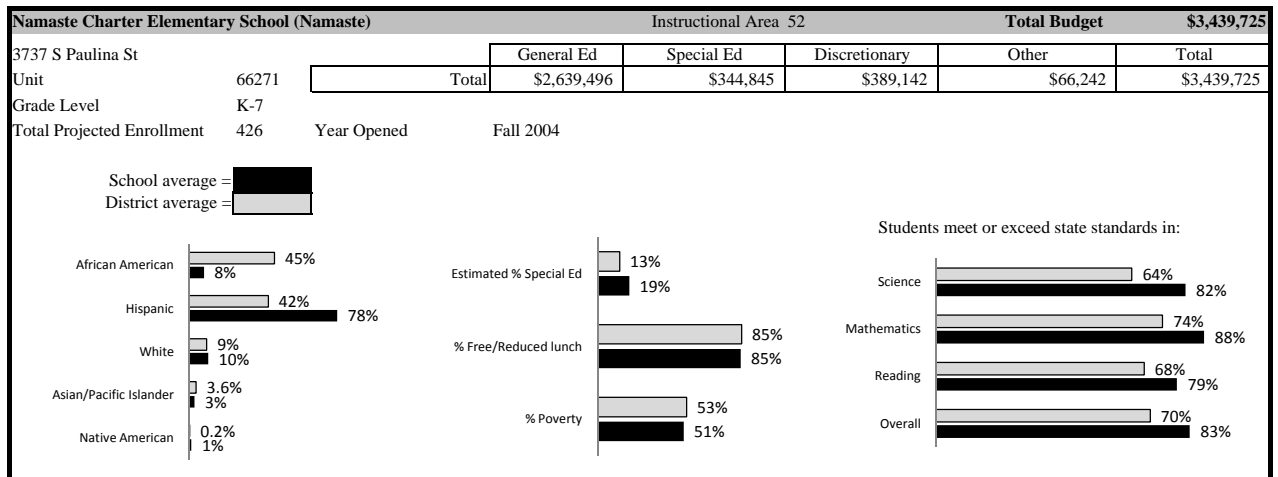
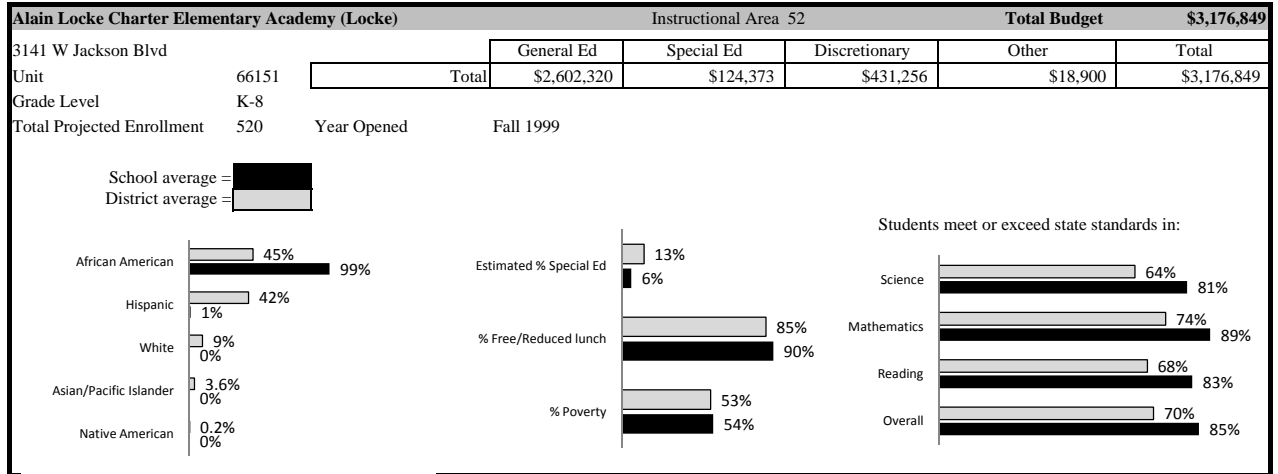
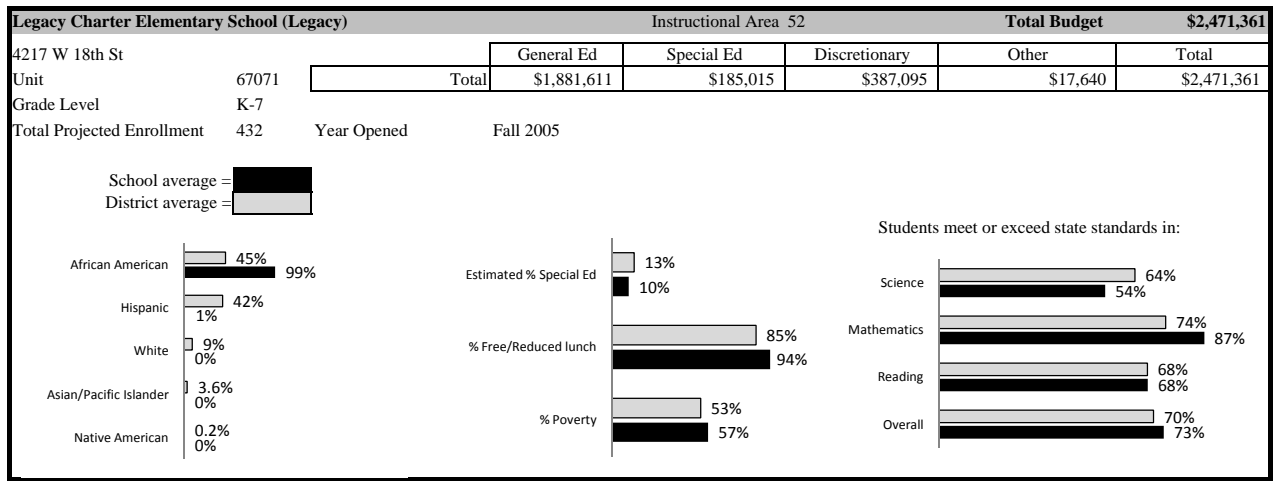
| KIPP Ascend Academy Charter Elementary School (KIPP Ascend Acad) | | | Instructional Area 52 | | | Total Budget | | |
|--|-------|--|------------------------|-------------|---------------|---|----------|-------------|
| | | | General Ed | Special Ed | Discretionary | Other | Total | |
| 1616 S Avers Ave | | | | | | | | |
| Unit | 66261 | | Total | \$2,098,280 | \$208,010 | \$372,363 | \$19,170 | \$2,697,823 |
| Grade Level | K,5-8 | | | | | | | |
| Total Projected Enrollment | 426 | Year Opened | Fall 2003 | | | | | |
| School average =  | | District average =  | | | | | | |
| African American | 45% | 98% | Estimated % Special Ed | 13% | 11% | Students meet or exceed state standards in: | Science | 64% |
| Hispanic | 42% | 2% | % Free/Reduced lunch | 85% | 90% | Mathematics | 74% | 74% |
| White | 9% | 0% | % Poverty | 53% | 54% | Reading | 68% | 69% |
| Asian/Pacific Islander | 3.6% | 0% | | | | Overall | 70% | 72% |
| Native American | 0.2% | 0% | | | | | | |

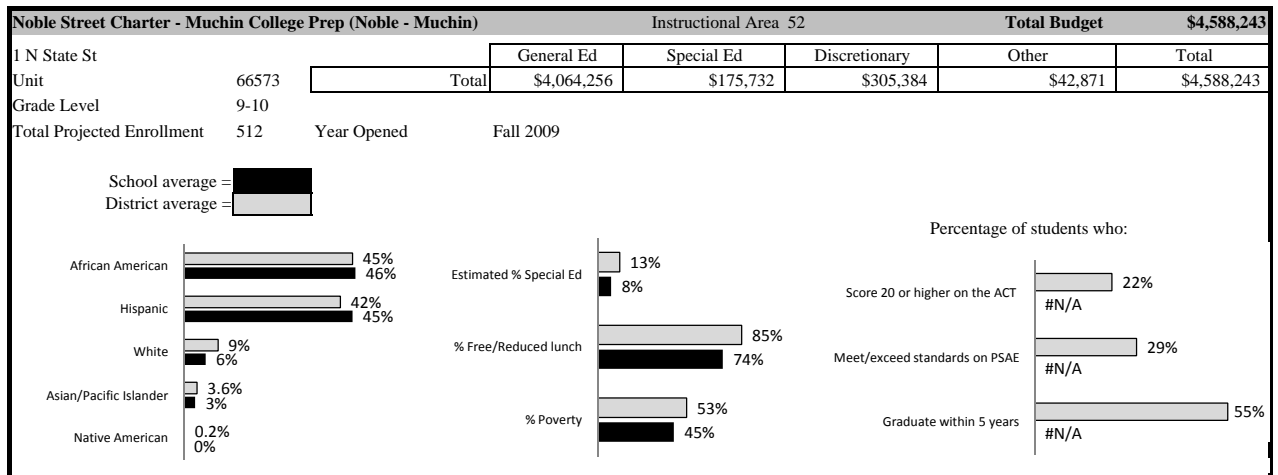
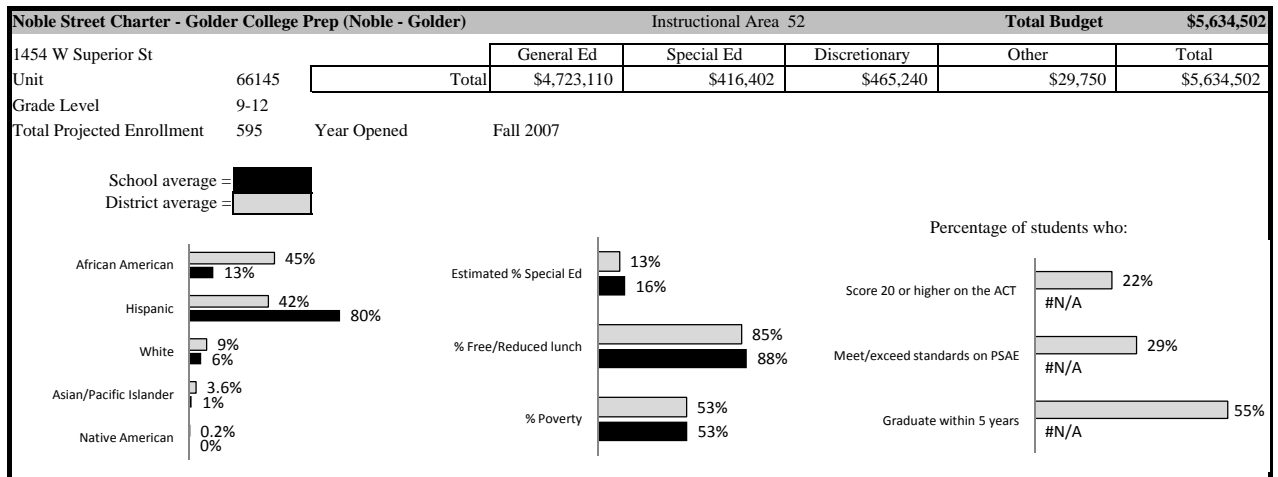
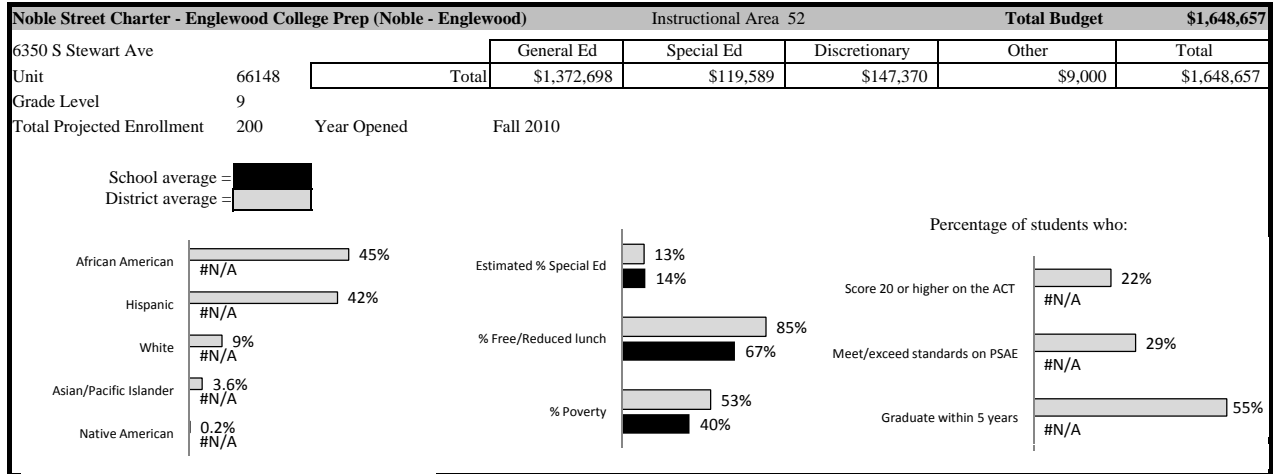
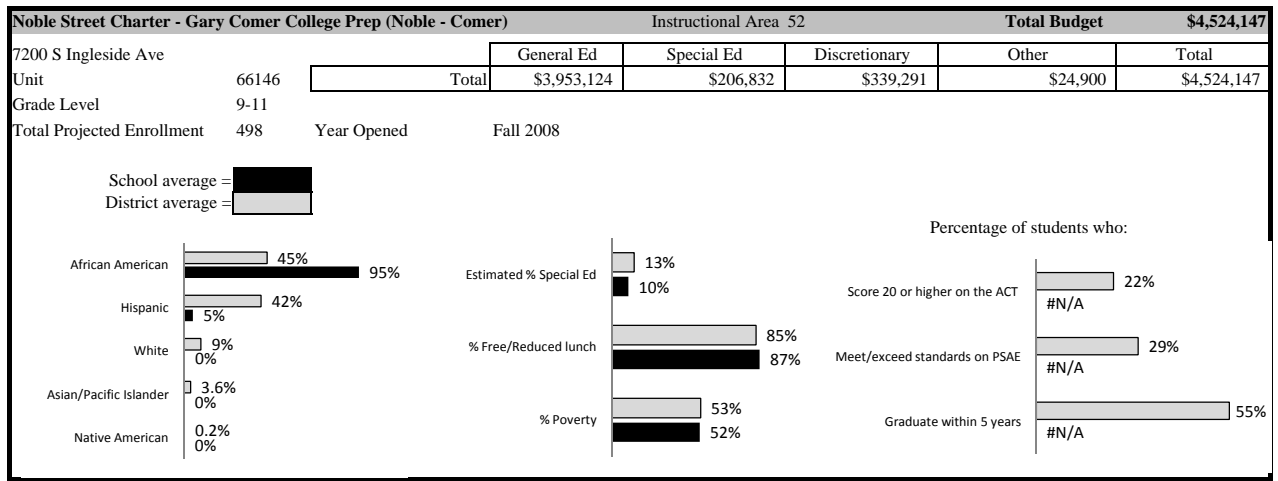
| LEARN Charter ES - Excel (LEARN - Excel) | | Instructional Area 52 | | | Total Budget | | \$2,484,135 |
|--|-------|-----------------------|------------------------|---------------|--------------|---|-------------|
| 2745 W Roosevelt | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66561 | Total | \$2,085,216 | \$97,564 | \$286,910 | \$14,445 | \$2,484,135 |
| Grade Level | K-4 | | | | | | |
| Total Projected Enrollment | 321 | Year Opened | Fall 2008 | | | | |
| School average =  | | | | | | | |
| District average =  | | | | | | | |
| African American | 45% | 99% | Estimated % Special Ed | 13% | 7% | Students meet or exceed state standards in: | |
| Hispanic | 42% | | % Free/Reduced lunch | 85% | 96% | Science | 64% |
| White | 9% | | % Poverty | 53% | 58% | Mathematics | #N/A |
| Asian/Pacific Islander | 3.6% | | | | | Reading | 68% |
| Native American | 0.2% | | | | | Overall | #N/A |

| LEARN Charter ES - North Lawndale (LEARN - North Lawndale) | | Instructional Area 52 | | | Total Budget | | \$2,293,481 |
|--|-------|-----------------------|------------------------|---------------|--------------|---|-------------|
| 212 S Francisco | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66562 | Total | \$1,974,784 | \$61,292 | \$243,725 | \$13,680 | \$2,293,481 |
| Grade Level | K-4 | | | | | | |
| Total Projected Enrollment | 304 | Year Opened | Fall 2009 | | | | |
| School average =  | | | | | | | |
| District average =  | | | | | | | |
| African American | 45% | 99% | Estimated % Special Ed | 13% | 5% | Students meet or exceed state standards in: | |
| Hispanic | 42% | | % Free/Reduced lunch | 85% | 87% | Science | #N/A |
| White | 9% | | % Poverty | 53% | 59% | Mathematics | 74% |
| Asian/Pacific Islander | 3.6% | | | | | Reading | 68% |
| Native American | 0.2% | | | | | Overall | #N/A |

| LEARN Charter ES - Romano Butler Campus (LEARN - Romano Butler) | | Instructional Area 52 | | | Total Budget | | \$3,758,093 |
|--|-------|-----------------------|------------------------|---------------|--------------|---|-------------|
| 1132 S Homan Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66211 | Total | \$3,159,960 | \$113,027 | \$462,156 | \$22,950 | \$3,758,093 |
| Grade Level | K-8 | | | | | | |
| Total Projected Enrollment | 550 | Year Opened | Fall 2001 | | | | |
| School average =  | | | | | | | |
| District average =  | | | | | | | |
| African American | 45% | 99% | Estimated % Special Ed | 13% | 5% | Students meet or exceed state standards in: | |
| Hispanic | 42% | | % Free/Reduced lunch | 85% | 91% | Science | 64% |
| White | 9% | | % Poverty | 53% | 55% | Mathematics | 74% |
| Asian/Pacific Islander | 3.6% | | | | | Reading | 68% |
| Native American | 0.2% | | | | | Overall | 70% |

| LEARN Charter South Chicago (LEARN - So. Chicago) | | Instructional Area 52 | | | Total Budget | | \$1,519,271 |
|--|-------|-----------------------|------------------------|---------------|--------------|---|-------------|
| 8914 S Buffalo Ave | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66563 | Total | \$1,204,083 | \$129,064 | \$175,505 | \$10,620 | \$1,519,271 |
| Grade Level | K-2 | | | | | | |
| Total Projected Enrollment | 236 | Year Opened | Fall 2010 | | | | |
| School average =  | | | | | | | |
| District average =  | | | | | | | |
| African American | #N/A | 45% | Estimated % Special Ed | 13% | 0% | Students meet or exceed state standards in: | |
| Hispanic | #N/A | 42% | % Free/Reduced lunch | 85% | 67% | Science | 64% |
| White | 9% | | % Poverty | 53% | 40% | Mathematics | #N/A |
| Asian/Pacific Islander | 3.6% | | | | | Reading | 68% |
| Native American | 0.2% | | | | | Overall | 70% |





| Noble Street Charter - Noble Street College Prep (Noble - Noble Street HS) | | | Instructional Area 52 | | | Total Budget | |
|--|-------|-------------|-----------------------|------------|---------------|--------------|-------------|
| 1010 N Noble St | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 66141 | Total | \$4,453,218 | \$301,540 | \$523,136 | \$30,777 | \$5,308,671 |
| Grade Level | 9-12 | | | | | | |
| Total Projected Enrollment | 561 | Year Opened | Fall 1999 | | | | |

| | |
|--------------------|--|
| School average = | |
| District average = | |

| Demographics | | Estimated % Special Ed | | Percentage of students who: | |
|------------------------|------|------------------------|-------------------------------|-----------------------------|-----|
| African American | 45% | 13% | Score 20 or higher on the ACT | 22% | 44% |
| Hispanic | 42% | 12% | Meet/exceed standards on PSAE | 29% | 52% |
| White | 9% | 85% | Graduate within 5 years | 55% | 88% |
| Asian/Pacific Islander | 3.6% | 86% | | | |
| Native American | 0.2% | 53% | | | |
| | 0% | 52% | | | |

| Noble Street Charter - Pritzker College Prep (Noble - Pritzker) | | | Instructional Area 52 | | | Total Budget | |
|---|-------|-------------|-----------------------|------------|---------------|--------------|-------------|
| 4131 W Cortland Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 66142 | Total | \$4,723,110 | \$186,238 | \$621,669 | \$55,202 | \$5,586,219 |
| Grade Level | 9-12 | | | | | | |
| Total Projected Enrollment | 595 | Year Opened | Fall 2006 | | | | |

| | |
|--------------------|--|
| School average = | |
| District average = | |

| Demographics | | Estimated % Special Ed | | Percentage of students who: | |
|------------------------|------|------------------------|-------------------------------|-----------------------------|------|
| African American | 45% | 13% | Score 20 or higher on the ACT | 22% | 50% |
| Hispanic | 42% | 7% | Meet/exceed standards on PSAE | 29% | 55% |
| White | 9% | 85% | Graduate within 5 years | 55% | #N/A |
| Asian/Pacific Islander | 3.6% | 95% | | | |
| Native American | 0.2% | 53% | | | |
| | 0% | 56% | | | |

| Noble Street Charter - Rauner College Prep (Noble - Rauner) | | | Instructional Area 52 | | | Total Budget | |
|---|-------|-------------|-----------------------|------------|---------------|--------------|-------------|
| 1337 W Ohio | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 66143 | Total | \$4,707,234 | \$261,136 | \$549,817 | \$46,921 | \$5,565,108 |
| Grade Level | 9-12 | | | | | | |
| Total Projected Enrollment | 593 | Year Opened | Fall 2006 | | | | |

| | |
|--------------------|--|
| School average = | |
| District average = | |

| Demographics | | Estimated % Special Ed | | Percentage of students who: | |
|------------------------|------|------------------------|-------------------------------|-----------------------------|------|
| African American | 45% | 13% | Score 20 or higher on the ACT | 22% | 37% |
| Hispanic | 42% | 10% | Meet/exceed standards on PSAE | 29% | 46% |
| White | 9% | 85% | Graduate within 5 years | 55% | #N/A |
| Asian/Pacific Islander | 3.6% | 88% | | | |
| Native American | 0.2% | 53% | | | |
| | 0% | 53% | | | |

| Noble Street Charter - Rowe-Clark Math & Sci Acad (Noble - Rowe-Clark) | | | Instructional Area 52 | | | Total Budget | |
|--|-------|-------------|-----------------------|------------|---------------|--------------|-------------|
| 3645 W Chicago Ave | | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit | 66144 | Total | \$4,723,110 | \$378,127 | \$478,089 | \$29,750 | \$5,609,076 |
| Grade Level | 9-12 | | | | | | |
| Total Projected Enrollment | 595 | Year Opened | Fall 2007 | | | | |

| | |
|--------------------|--|
| School average = | |
| District average = | |

| Demographics | | Estimated % Special Ed | | Percentage of students who: | |
|------------------------|------|------------------------|-------------------------------|-----------------------------|------|
| African American | 45% | 13% | Score 20 or higher on the ACT | 22% | #N/A |
| Hispanic | 42% | 15% | Meet/exceed standards on PSAE | 29% | #N/A |
| White | 9% | 85% | Graduate within 5 years | 55% | #N/A |
| Asian/Pacific Islander | 3.6% | 91% | | | |
| Native American | 0.2% | 53% | | | |
| | 0% | 55% | | | |

| Noble Street Charter - UIC College Prep (Noble - Uic Prep) | | | Instructional Area 52 | | | Total Budget | | \$4,882,291 |
|--|-------|-------------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1231 S Damen Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66147 | | Total | \$4,231,580 | \$187,649 | \$430,235 | \$32,827 | \$4,882,291 |
| Grade Level | 9-11 | | | | | | | |
| Total Projected Enrollment | 602 | Year Opened | Fall 2008 | | | | | |

| | |
|--------------------|--|
| School average = | |
| District average = | |

| | | |
|------------------------|------|-----|
| African American | 45% | 23% |
| Hispanic | 42% | 70% |
| White | 9% | 5% |
| Asian/Pacific Islander | 3.6% | 2% |
| Native American | 0.2% | 0% |

| | | |
|------------------------|-----|-----|
| Estimated % Special Ed | 13% | 7% |
| % Free/Reduced lunch | 85% | 81% |
| % Poverty | 53% | 48% |

| | |
|-------------------------------|-----|
| Percentage of students who: | |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

| North Lawndale College Prep Charter - Collins (North Lawndale College Prep) | | | Instructional Area 52 | | | Total Budget | | \$3,961,072 |
|---|-------|-------------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1313 S Sacramento | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66092 | | Total | \$3,226,614 | \$249,972 | \$449,486 | \$35,000 | \$3,961,072 |
| Grade Level | 9-12 | | | | | | | |
| Total Projected Enrollment | 500 | Year Opened | Fall 2007 | | | | | |

| | |
|--------------------|--|
| School average = | |
| District average = | |

| | | |
|------------------------|------|-----|
| African American | 45% | 99% |
| Hispanic | 42% | 1% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |

| | | |
|------------------------|-----|-----|
| Estimated % Special Ed | 13% | 12% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 60% |

| | |
|-------------------------------|-----|
| Percentage of students who: | |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

| North Lawndale College Prep Charter - Christiana (North Lawndale HS) | | | Instructional Area 52 | | | Total Budget | | \$4,119,968 |
|--|-------|-------------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1616 S Spaulding | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66091 | | Total | \$3,455,980 | \$170,594 | \$461,194 | \$32,200 | \$4,119,968 |
| Grade Level | 9-12 | | | | | | | |
| Total Projected Enrollment | 460 | Year Opened | Fall 1998 | | | | | |

| | |
|--------------------|--|
| School average = | |
| District average = | |

| | | |
|------------------------|------|-----|
| African American | 45% | 98% |
| Hispanic | 42% | 2% |
| White | 9% | 0% |
| Asian/Pacific Islander | 3.6% | 0% |
| Native American | 0.2% | 0% |

| | | |
|------------------------|-----|-----|
| Estimated % Special Ed | 13% | 9% |
| % Free/Reduced lunch | 85% | 96% |
| % Poverty | 53% | 58% |

| | |
|-------------------------------|-----|
| Percentage of students who: | |
| Score 20 or higher on the ACT | 22% |
| Meet/exceed standards on PSAE | 29% |
| Graduate within 5 years | 55% |

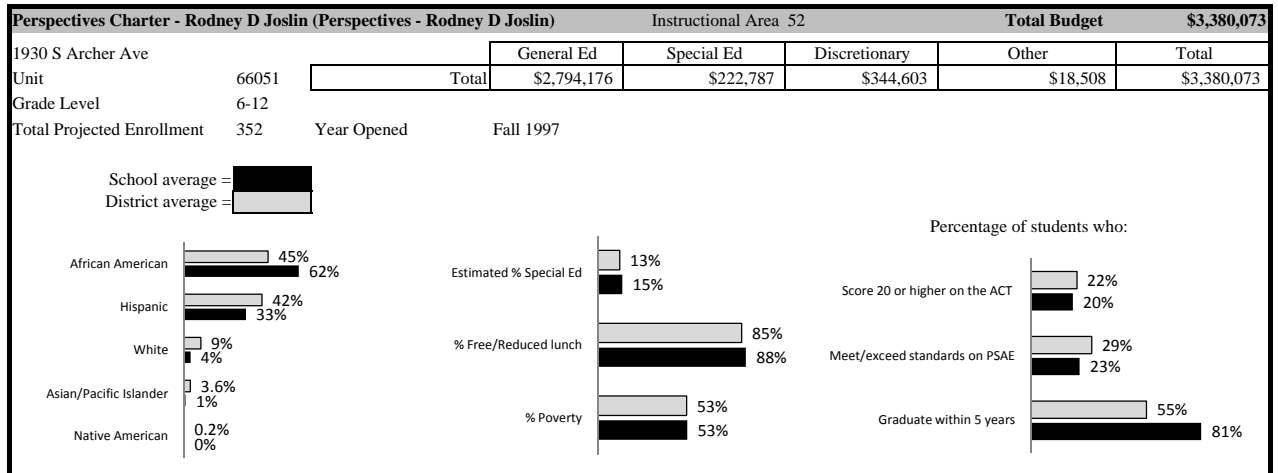
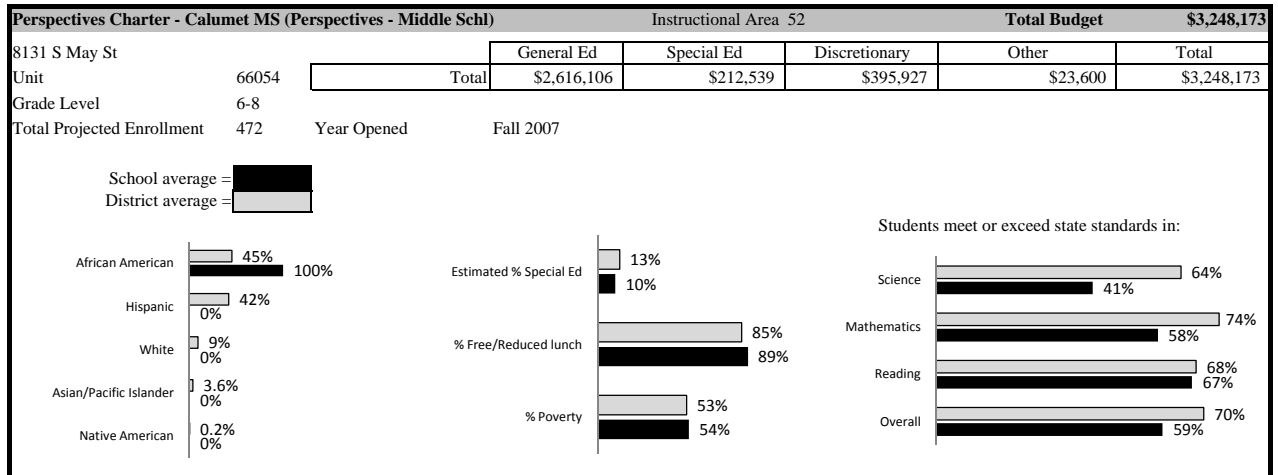
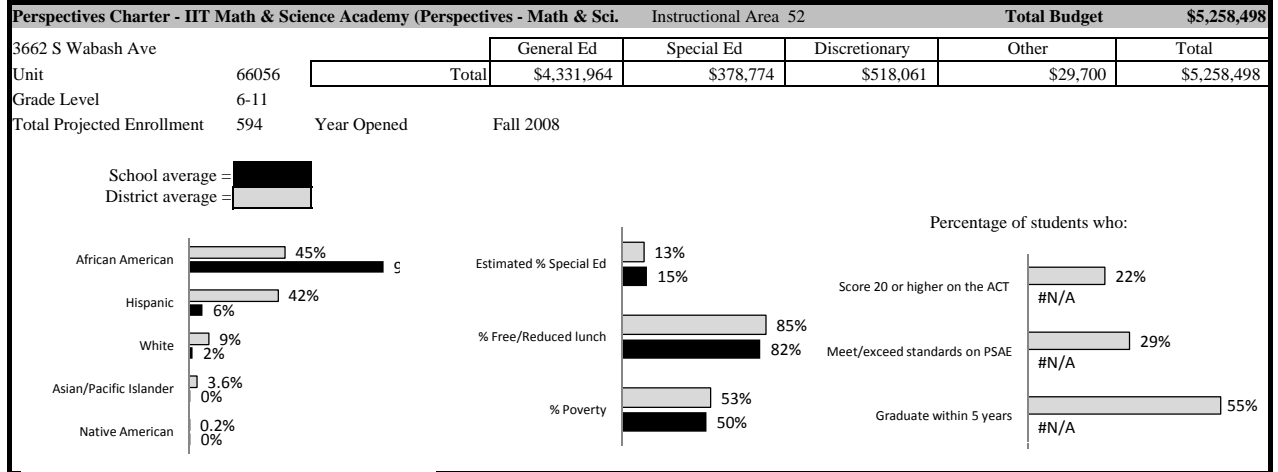
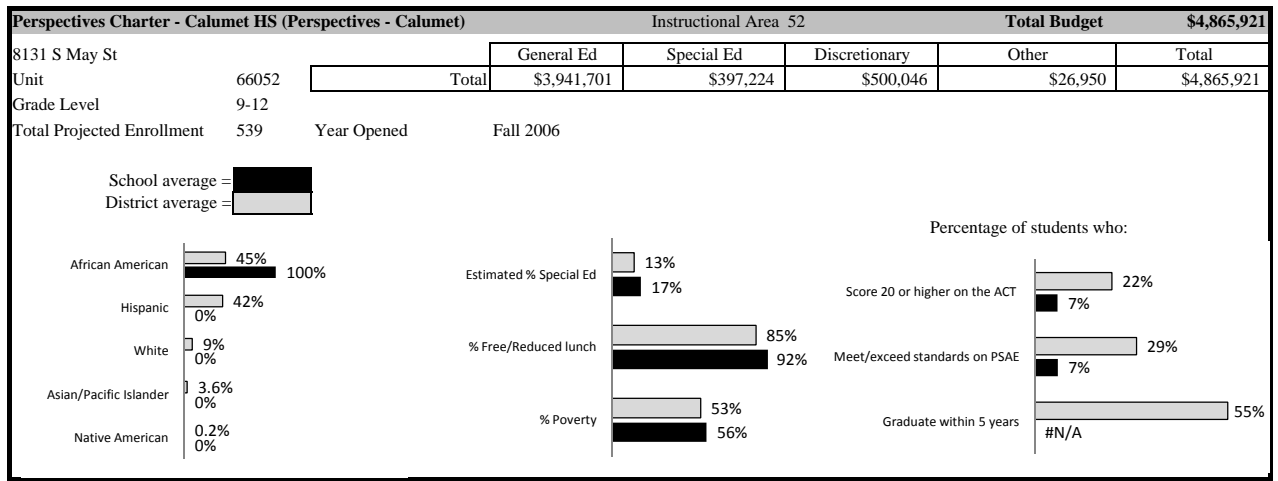
| Passages Charter Elementary School (Passages) | | | Instructional Area 52 | | | Total Budget | | \$2,731,743 |
|---|-------|-------------|-----------------------|-------------|---------------|--------------|----------|-------------|
| 1447 W Montrose | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66191 | | Total | \$2,323,500 | \$117,668 | \$264,389 | \$26,186 | \$2,731,743 |
| Grade Level | K-7 | | | | | | | |
| Total Projected Enrollment | 395 | Year Opened | Fall 2001 | | | | | |

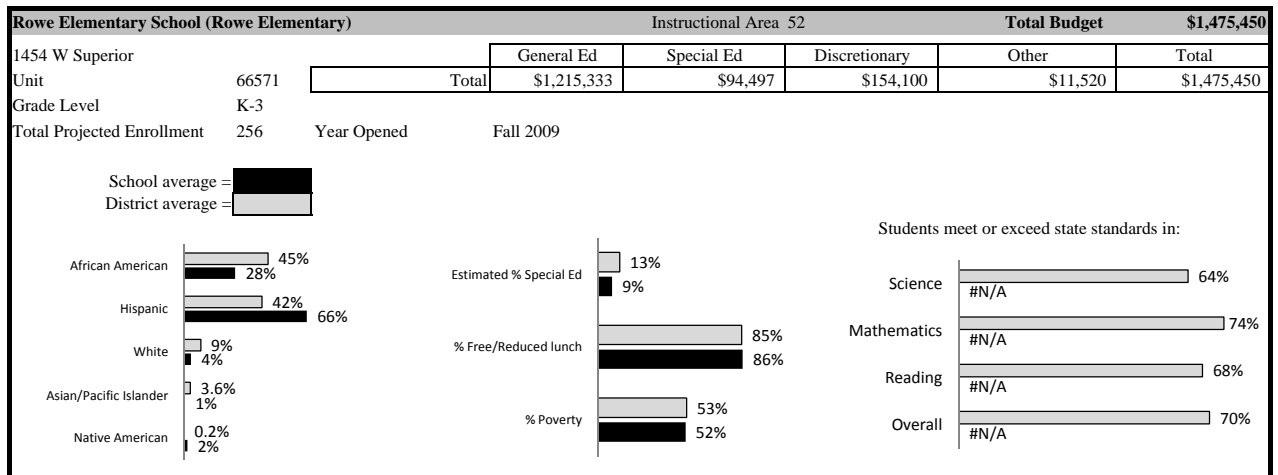
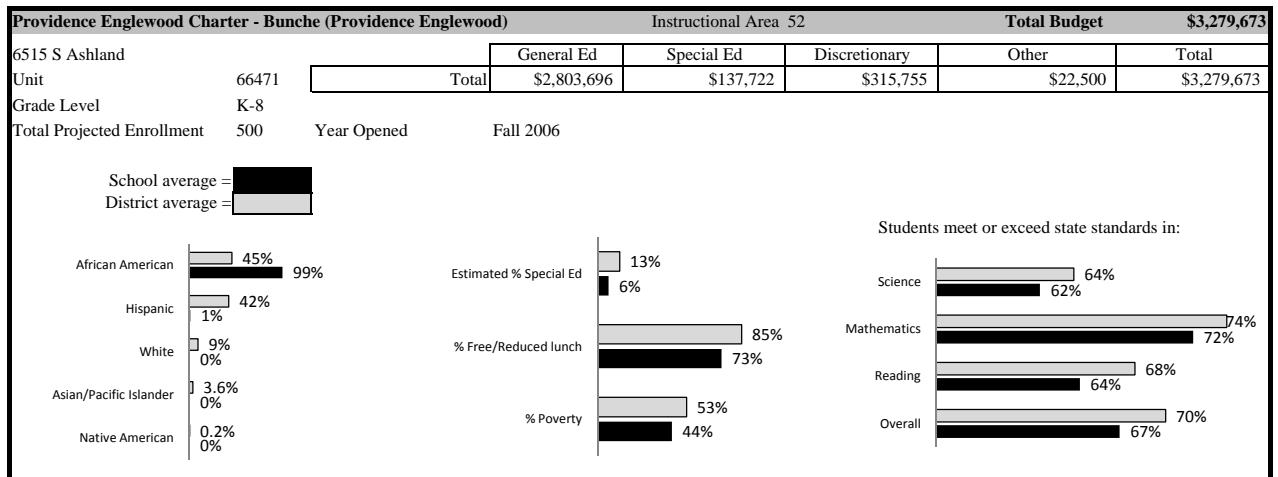
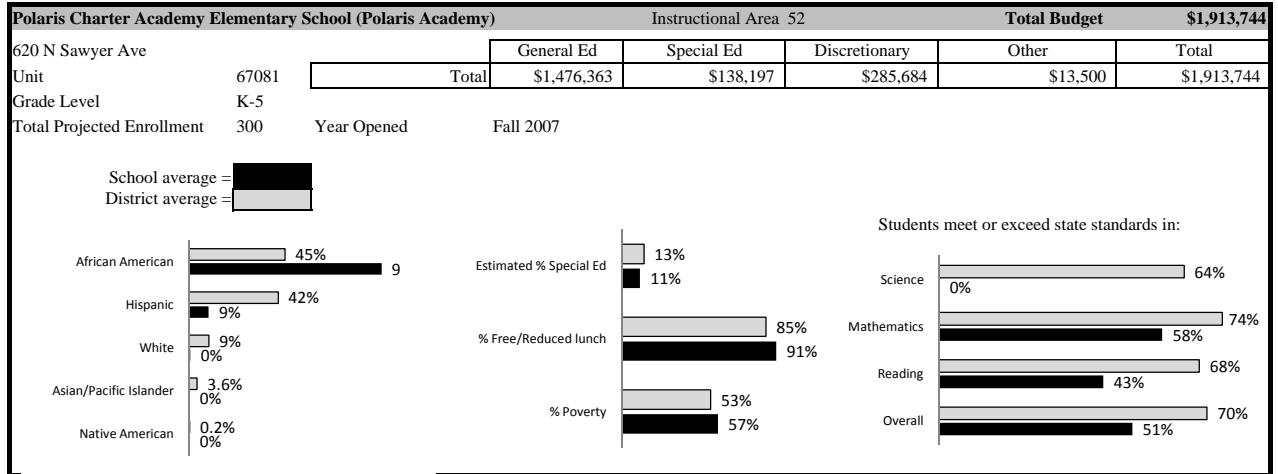
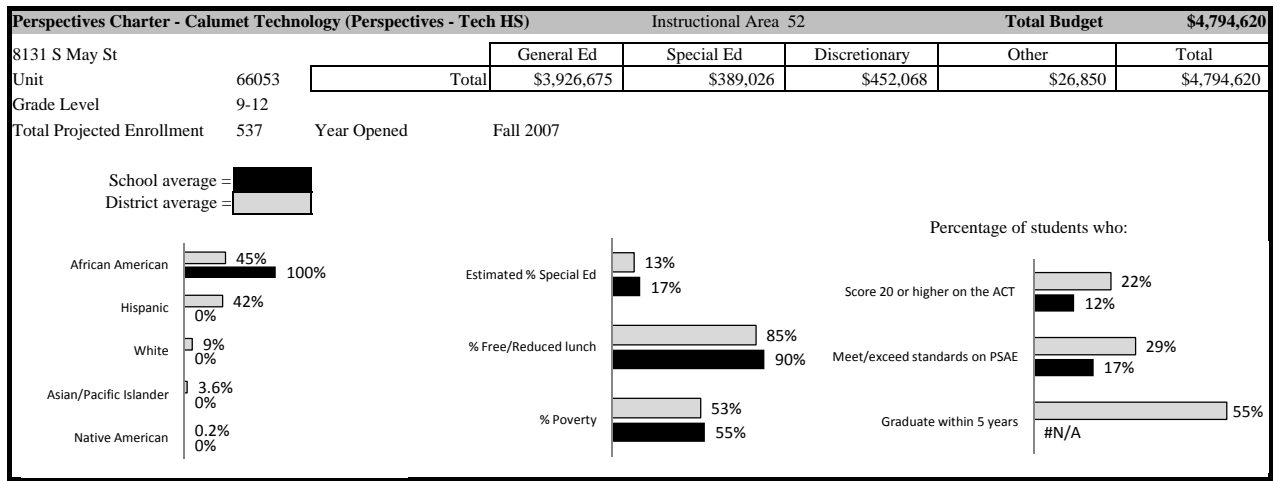
| | |
|--------------------|--|
| School average = | |
| District average = | |

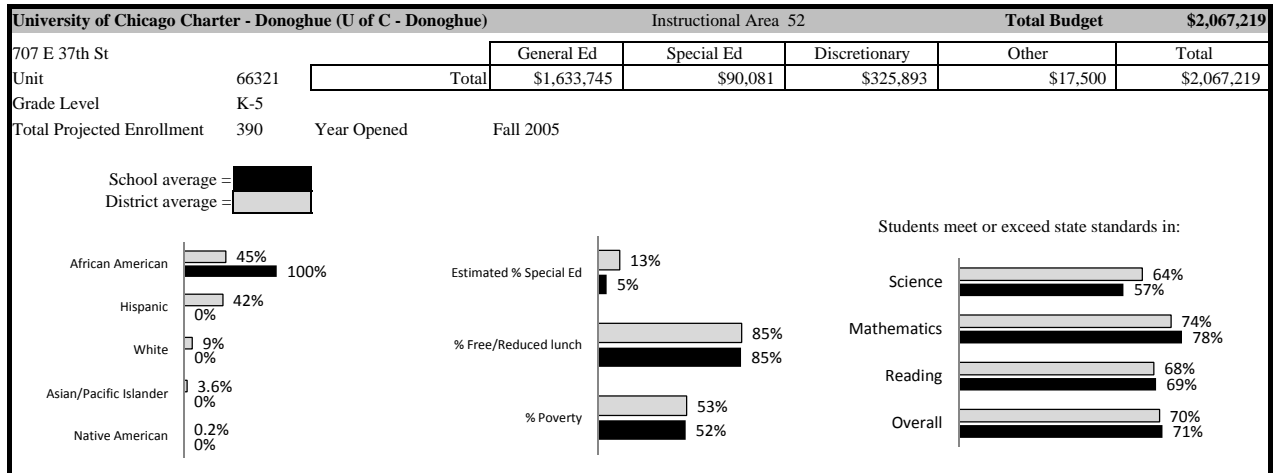
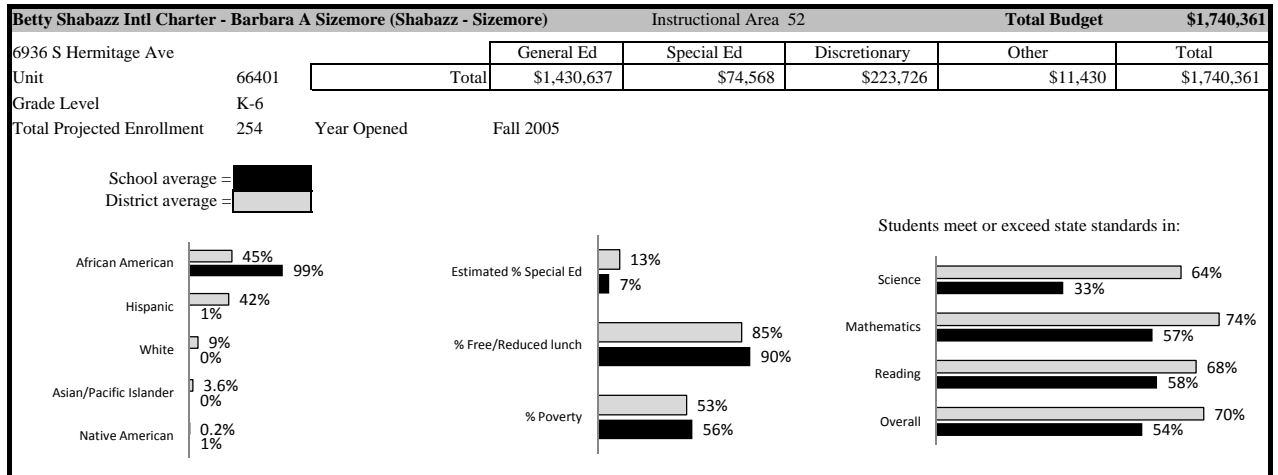
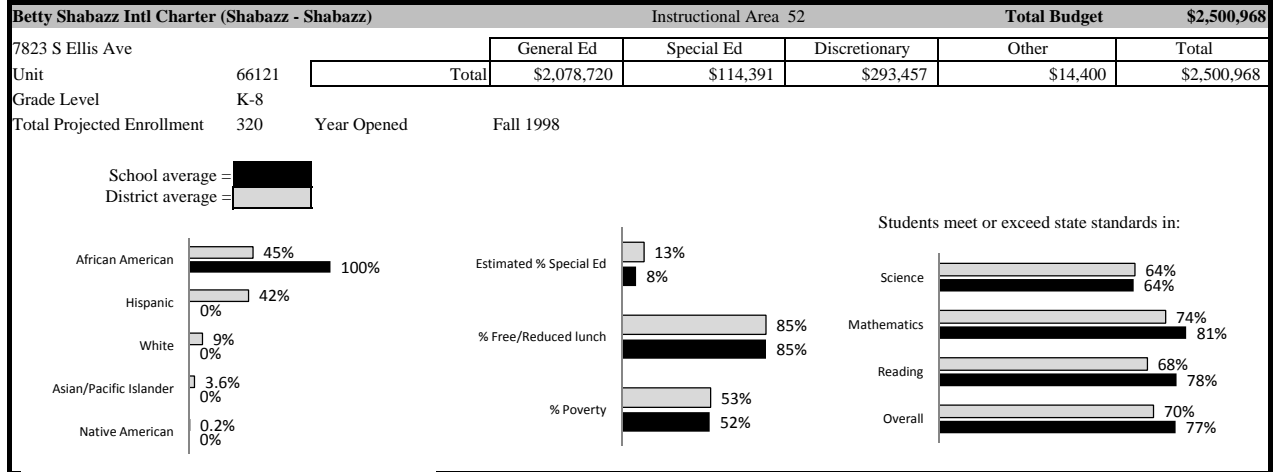
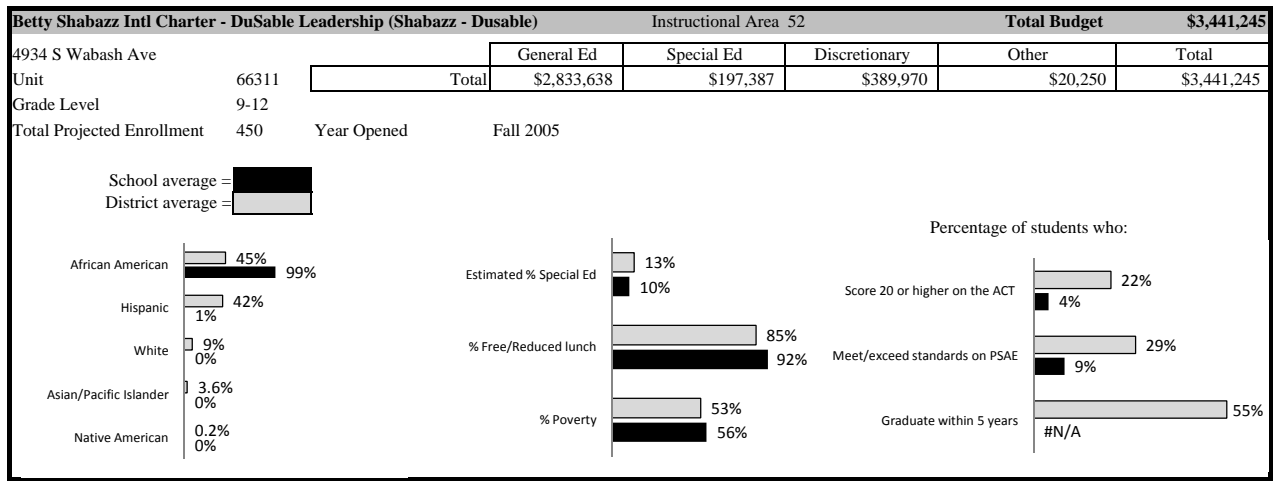
| | | |
|------------------------|------|-----|
| African American | 45% | 54% |
| Hispanic | 42% | 15% |
| White | 9% | 8% |
| Asian/Pacific Islander | 3.6% | 22% |
| Native American | 0.2% | 1% |

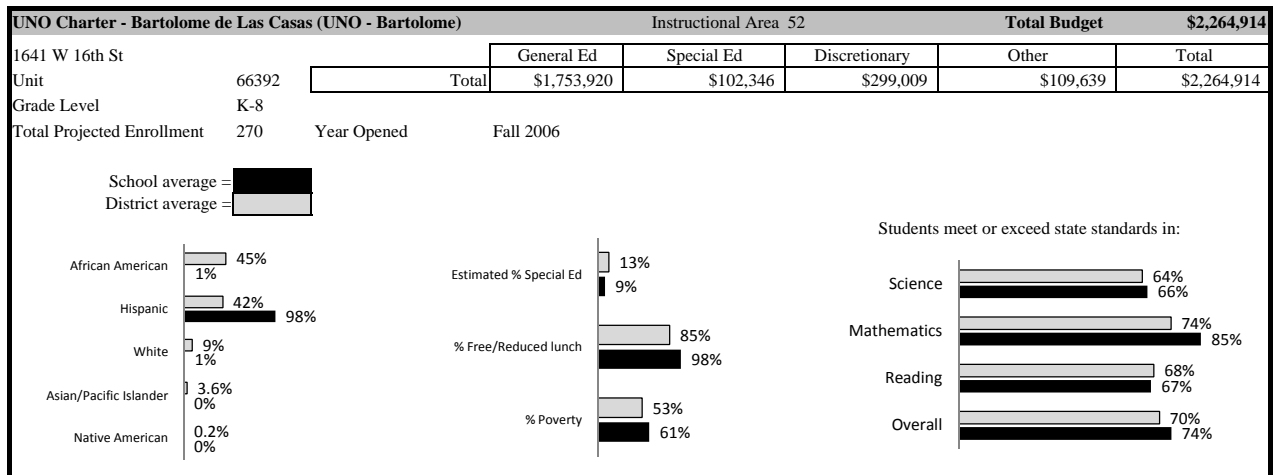
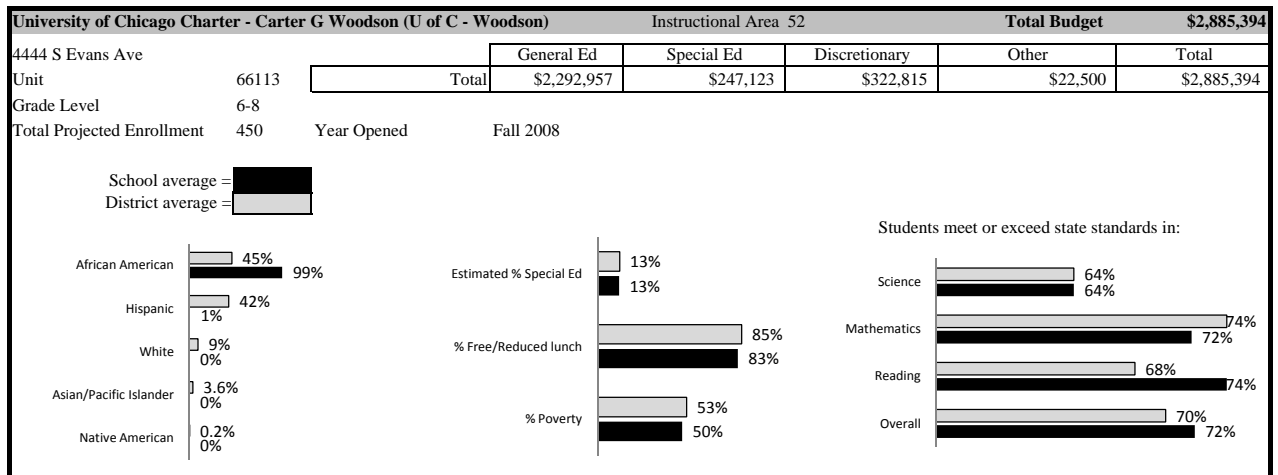
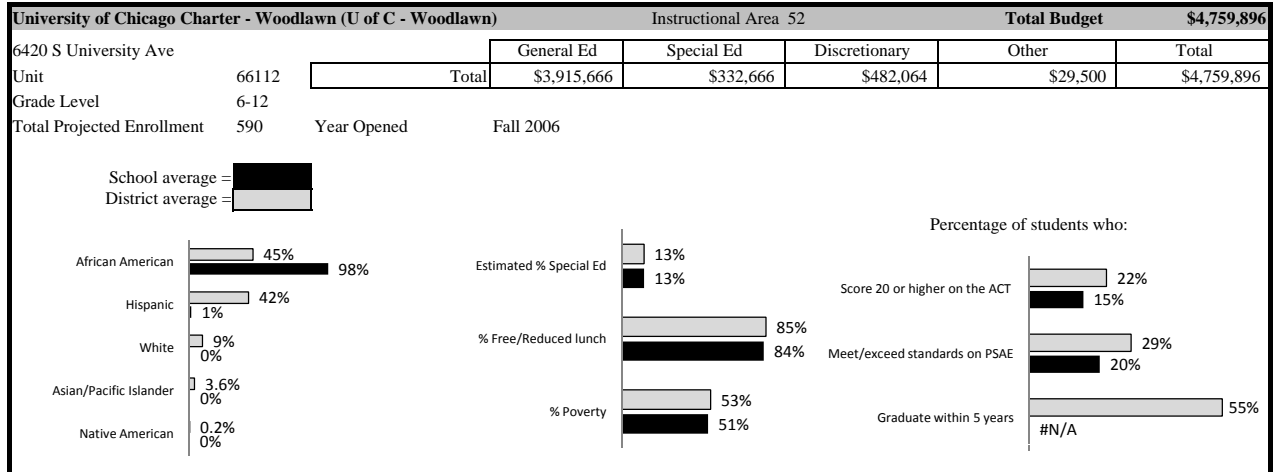
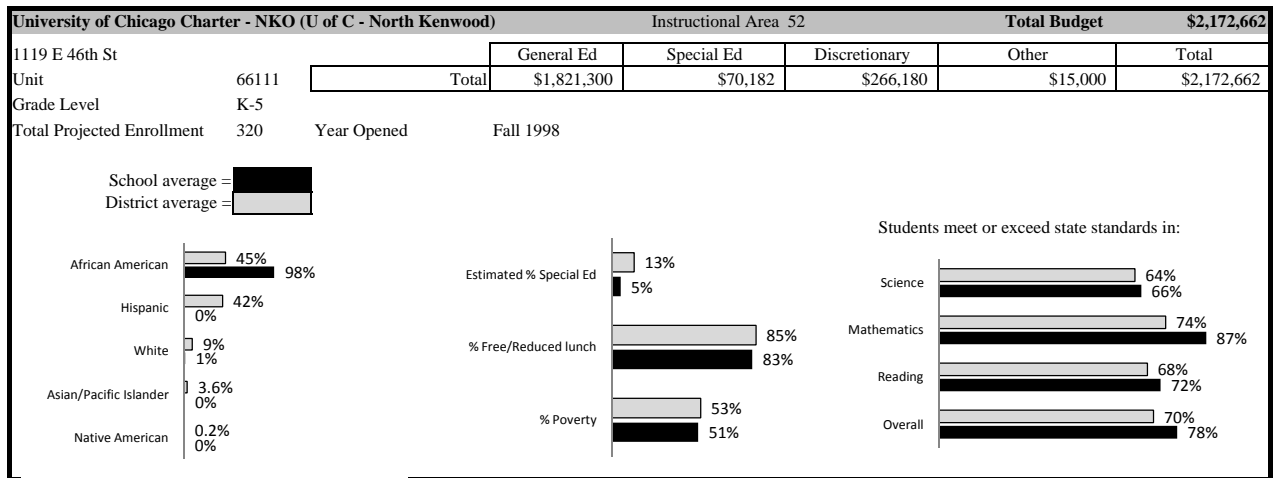
| | | |
|------------------------|-----|-----|
| Estimated % Special Ed | 13% | 7% |
| % Free/Reduced lunch | 85% | 83% |
| % Poverty | 53% | 51% |



| | |
|---|-----|
| Students meet or exceed state standards in: | |
| Science | 64% |
| Mathematics | 74% |
| Reading | 68% |
| Overall | 70% |



























| UNO Charter - Carlos Fuentes (UNO - Fuentes) | | | Instructional Area 52 | | | Total Budget | | \$4,185,043 | | |
|--|-------|-------------|--|-------------|---------------|---|-----------|-------------|-----|-----|
| 2845 W Barry Ave | | | General Ed | Special Ed | Discretionary | Other | Total | | | |
| Unit | 66393 | | Total | \$3,345,840 | \$127,991 | \$545,681 | \$165,531 | \$4,185,043 | | |
| Grade Level | K-8 | | | | | | | | | |
| Total Projected Enrollment | 540 | Year Opened | Fall 2006 | | | | | | | |
| School average =  | | | District average =  | | | | | | | |
| African American | 45% | 2% | Estimated % Special Ed | 13% | 5% | Students meet or exceed state standards in: | Science | 64% | 80% | |
| Hispanic | 42% | 95% | % Free/Reduced lunch | 85% | 92% | Mathematics | 74% | 82% | | |
| White | 9% | 2% | % Poverty | 53% | 55% | Reading | 68% | 80% | | |
| Asian/Pacific Islander | 3.6% | 1% | | | | | | | | |
| Native American | 0.2% | 0% | | | | | | | | |
| | | | Overall | | | | | | 70% | 81% |







| UNO Charter - Gage Park (UNO - Gage Park) | | | Instructional Area 52 | | | Total Budget | | \$4,279,475 | | |
|--|-------|-------------|--|-------------|---------------|---|----------|-------------|------|-----|
| 2744 W Pershing | | | General Ed | Special Ed | Discretionary | Other | Total | | | |
| Unit | 66398 | | Total | \$3,717,600 | \$82,032 | \$452,843 | \$27,000 | \$4,279,475 | | |
| Grade Level | K-8 | | | | | | | | | |
| Total Projected Enrollment | 600 | Year Opened | Fall 2010 | | | | | | | |
| School average =  | | | District average =  | | | | | | | |
| African American | 45% | #N/A | Estimated % Special Ed | 13% | 0% | Students meet or exceed state standards in: | Science | 64% | | |
| Hispanic | 42% | #N/A | % Free/Reduced lunch | 85% | 67% | Mathematics | 74% | | | |
| White | 9% | #N/A | % Poverty | 53% | 40% | Reading | 68% | | | |
| Asian/Pacific Islander | 3.6% | #N/A | | | | | | | | |
| Native American | 0.2% | #N/A | | | | | | | | |
| | | | Overall | | | | | | #N/A | 70% |







| UNO Charter School - Major Hector P. Garcia MD Campus (UNO - Garcia) | | | Instructional Area 52 | | | Total Budget | | \$4,266,629 | | |
|--|-------|-------------|--|-------------|---------------|-------------------------------|-------------------------------|-------------|------|------|
| 4248 W 47th St | | | General Ed | Special Ed | Discretionary | Other | Total | | | |
| Unit | 66394 | | Total | \$3,572,100 | \$248,094 | \$383,030 | \$63,405 | \$4,266,629 | | |
| Grade Level | 9-11 | | | | | | | | | |
| Total Projected Enrollment | 450 | Year Opened | Fall 2008 | | | | | | | |
| School average =  | | | District average =  | | | | | | | |
| African American | 45% | 1% | Estimated % Special Ed | 13% | 13% | Percentage of students who: | Score 20 or higher on the ACT | 22% | | |
| Hispanic | 42% | 98% | % Free/Reduced lunch | 85% | 94% | Meet/exceed standards on PSAE | 29% | | | |
| White | 9% | 0% | % Poverty | 53% | 57% | Graduate within 5 years | 55% | | | |
| Asian/Pacific Islander | 3.6% | 0% | | | | | | | | |
| Native American | 0.2% | 0% | | | | | | | | |
| | | | Overall | | | | | | #N/A | #N/A |

| UNO Charter School - Officer Donald J. Marquez (UNO - Marquez) | | | Instructional Area 52 | | | Total Budget | | \$4,291,328 | | |
|--|-------|-------------|--|-------------|---------------|---|-----------|-------------|-----|-----|
| 2916 W 47th St | | | General Ed | Special Ed | Discretionary | Other | Total | | | |
| Unit | 66397 | | Total | \$3,345,840 | \$171,820 | \$602,838 | \$170,830 | \$4,291,328 | | |
| Grade Level | K-8 | | | | | | | | | |
| Total Projected Enrollment | 540 | Year Opened | Fall 2007 | | | | | | | |
| School average =  | | | District average =  | | | | | | | |
| African American | 45% | 1% | Estimated % Special Ed | 13% | 7% | Students meet or exceed state standards in: | Science | 64% | 81% | |
| Hispanic | 42% | 98% | % Free/Reduced lunch | 85% | 99% | Mathematics | 74% | 85% | | |
| White | 9% | 1% | % Poverty | 53% | 59% | Reading | 68% | 80% | | |
| Asian/Pacific Islander | 3.6% | 0% | | | | | | | | |
| Native American | 0.2% | 0% | | | | | | | | |
| | | | Overall | | | | | | 70% | 83% |

| UNO Charter - Octavio Paz Intermediate (UNO - Paz) | | | Instructional Area 52 | | | Total Budget | | \$3,255,548 |
|--|-------|------------------------|--|---|---------------|---|-------------|-------------|
| 2651 W 23rd St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66131 | Total | \$2,540,360 | \$204,804 | \$412,670 | \$97,714 | \$3,255,548 | |
| Grade Level | K-8 | | | | | | | |
| Total Projected Enrollment | 410 | Year Opened | Fall 1998 | | | | | |
| School average =  | | | District average =  | | | | | |
| African American | 45% | Estimated % Special Ed | 13% | Students meet or exceed state standards in: | | | | |
| | 35% | | 12% | Science | 64% |  | | |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |  | | |
| | 65% | | 99% | Reading | 68% |  | | |
| White | 9% | % Poverty | 53% | Overall | 70% |  | | |
| | 0% | | 58% | | 61% | | | |
| Asian/Pacific Islander | 3.6% | | | | | | | |
| | 0% | | | | | | | |
| Native American | 0.2% | | | | | | | |
| | 0% | | | | | | | |

| UNO Charter - Rufino Tamayo (UNO - Tamayo) | | | Instructional Area 52 | | | Total Budget | | \$2,221,525 |
|--|-------|------------------------|--|---|---------------|---|-------------|-------------|
| 5135 S California Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66391 | Total | \$1,753,920 | \$75,069 | \$295,009 | \$97,527 | \$2,221,525 | |
| Grade Level | K-8 | | | | | | | |
| Total Projected Enrollment | 270 | Year Opened | Fall 2005 | | | | | |
| School average =  | | | District average =  | | | | | |
| African American | 45% | Estimated % Special Ed | 13% | Students meet or exceed state standards in: | | | | |
| | 0% | | 6% | Science | 64% |  | | |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |  | | |
| | 99% | | 97% | Reading | 68% |  | | |
| White | 9% | % Poverty | 53% | Overall | 70% |  | | |
| | 1% | | 58% | | 85% | | | |
| Asian/Pacific Islander | 3.6% | | | | | | | |
| | 0% | | | | | | | |
| Native American | 0.2% | | | | | | | |
| | 0% | | | | | | | |

| UNO Charter School - PFC Omar E. Torres Campus (UNO - Torres) | | | Instructional Area 52 | | | Total Budget | | \$4,683,831 |
|--|-------|------------------------|--|---|---------------|---|-------------|-------------|
| 4248 W 47th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66396 | Total | \$3,717,600 | \$155,941 | \$617,535 | \$192,755 | \$4,683,831 | |
| Grade Level | K-8 | | | | | | | |
| Total Projected Enrollment | 600 | Year Opened | Fall 2008 | | | | | |
| School average =  | | | District average =  | | | | | |
| African American | 45% | Estimated % Special Ed | 13% | Students meet or exceed state standards in: | | | | |
| | 2% | | 6% | Science | 64% |  | | |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |  | | |
| | 97% | | 93% | Reading | 68% |  | | |
| White | 9% | % Poverty | 53% | Overall | 70% |  | | |
| | 2% | | 56% | | 73% | | | |
| Asian/Pacific Islander | 3.6% | | | | | | | |
| | 0% | | | | | | | |
| Native American | 0.2% | | | | | | | |
| | 0% | | | | | | | |

| UNO Charter School - SPC Daniel Zizumbo Campus (UNO - Zizumbo) | | | Instructional Area 52 | | | Total Budget | | \$4,680,081 |
|--|-------|------------------------|--|---|---------------|---|-------------|-------------|
| 4248 W 47th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66395 | Total | \$3,717,600 | \$176,146 | \$625,374 | \$160,961 | \$4,680,081 | |
| Grade Level | K-8 | | | | | | | |
| Total Projected Enrollment | 600 | Year Opened | Fall 2008 | | | | | |
| School average =  | | | District average =  | | | | | |
| African American | 45% | Estimated % Special Ed | 13% | Students meet or exceed state standards in: | | | | |
| | 1% | | 7% | Science | 64% |  | | |
| Hispanic | 42% | % Free/Reduced lunch | 85% | Mathematics | 74% |  | | |
| | 97% | | 94% | Reading | 68% |  | | |
| White | 9% | % Poverty | 53% | Overall | 70% |  | | |
| | 2% | | 56% | | 74% | | | |
| Asian/Pacific Islander | 3.6% | | | | | | | |
| | 1% | | | | | | | |
| Native American | 0.2% | | | | | | | |
| | 0% | | | | | | | |

| Urban Prep Acad for Young Men Charter - Englewood (Urban Prep - Acad Men) | | | Instructional Area 52 | | | Total Budget | | \$4,858,900 |
|--|-------|-------------|---|-------------|---------------|---|----------|-------------|
| 6201 S Stewart Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66441 | | Total | \$3,967,322 | \$383,636 | \$480,942 | \$27,000 | \$4,858,900 |
| Grade Level | 9-12 | | | | | | | |
| Total Projected Enrollment | 600 | Year Opened | Fall 2006 | | | | | |
| School average = | | | District average = | | | | | |
| African American 45% 100% Hispanic 0% 42% White 9% 0% Asian/Pacific Islander 3.6% 0% Native American 0.2% 0% | | | Estimated % Special Ed 13% 15% % Free/Reduced lunch 85% 78% % Poverty 53% 48% | | | Percentage of students who: Score 20 or higher on the ACT 22% 11% Meet/exceed standards on PSAE 29% 15% Graduate within 5 years 55% #N/A | | |



| Urban Prep Acad for Young Men - East Garfield Park (Urban Prep - East Garfie | | | Instructional Area 53 | | | Total Budget | | \$2,321,865 |
|---|-------|-------------|---|-------------|---------------|---|----------|-------------|
| 2908 W Washington Blvd | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 63071 | | Total | \$1,886,379 | \$221,594 | \$201,742 | \$12,150 | \$2,321,865 |
| Grade Level | 9-10 | | | | | | | |
| Total Projected Enrollment | 270 | Year Opened | Fall 2009 | | | | | |
| School average = | | | District average = | | | | | |
| African American 45% 98% Hispanic 2% 42% White 9% 0% Asian/Pacific Islander 3.6% 0% Native American 0.2% 0% | | | Estimated % Special Ed 13% 19% % Free/Reduced lunch 85% 97% % Poverty 53% 58% | | | Percentage of students who: Score 20 or higher on the ACT 22% #N/A Meet/exceed standards on PSAE 29% #N/A Graduate within 5 years 55% #N/A | | |

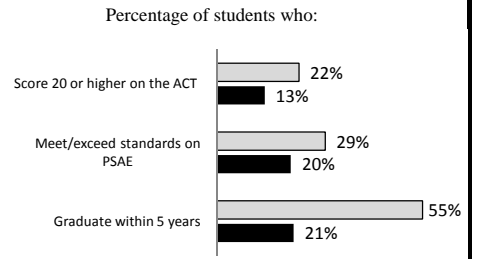
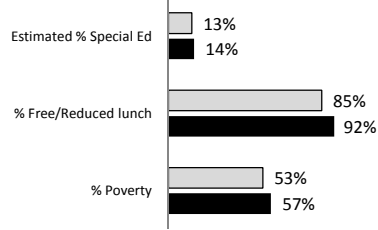
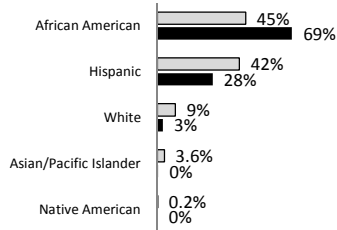
| Urban Prep Academy for Young Men - South Shore (Urban Prep - South Shore) | | | Instructional Area 52 | | | Total Budget | | \$1,330,781 |
|--|-------|-------------|---|-------------|---------------|---|---------|-------------|
| 1014 E 47th St | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66442 | | Total | \$1,071,630 | \$156,200 | \$96,876 | \$6,075 | \$1,330,781 |
| Grade Level | 9 | | | | | | | |
| Total Projected Enrollment | 135 | Year Opened | Fall 2010 | | | | | |
| School average = | | | District average = | | | | | |
| African American #N/A 45% Hispanic #N/A 42% White 9% #N/A Asian/Pacific Islander 3.6% #N/A Native American 0.2% #N/A | | | Estimated % Special Ed 13% 27% % Free/Reduced lunch 85% 67% % Poverty 53% 40% | | | Percentage of students who: Score 20 or higher on the ACT 22% #N/A Meet/exceed standards on PSAE 29% #N/A Graduate within 5 years 55% #N/A | | |

| Young Women's Leadership Charter High School (Young Women's Leadership I | | | Instructional Area 52 | | | Total Budget | | \$3,061,777 |
|--|-------|-------------|---|-------------|---------------|---|----------|-------------|
| 2641 S Calumet Ave | | | General Ed | Special Ed | Discretionary | Other | Total | |
| Unit | 66171 | | Total | \$2,506,162 | \$189,014 | \$343,592 | \$23,010 | \$3,061,777 |
| Grade Level | 7-12 | | | | | | | |
| Total Projected Enrollment | 345 | Year Opened | Fall 2000 | | | | | |
| School average = | | | District average = | | | | | |
| African American 45% 79% Hispanic 14% 42% White 9% 7% Asian/Pacific Islander 3.6% 0% Native American 0.2% 0% | | | Estimated % Special Ed 13% 13% % Free/Reduced lunch 85% 92% % Poverty 53% 55% | | | Percentage of students who: Score 20 or higher on the ACT 22% 9% Meet/exceed standards on PSAE 29% 12% Graduate within 5 years 55% 65% | | |

| Various Campuses | | General Ed | Special Ed | Discretionary | Other | Total |
|------------------|-------|------------|--------------|---------------|-------------|--------------|
| Unit | 66101 | Total | \$30,742,950 | \$2,431,808 | \$3,714,075 | \$15,260 |
| Grade Level | 9-12 | | | | | \$36,904,093 |

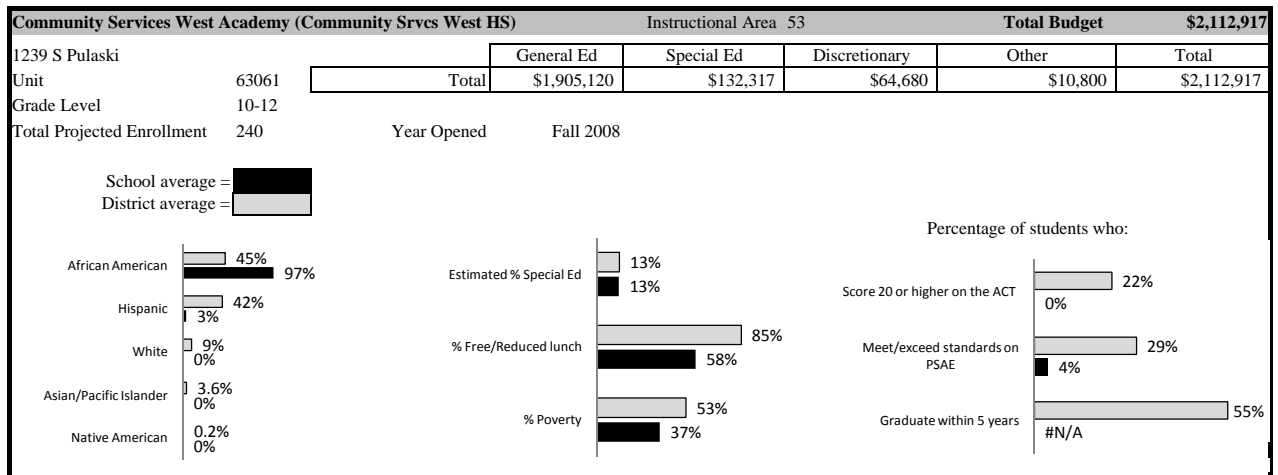
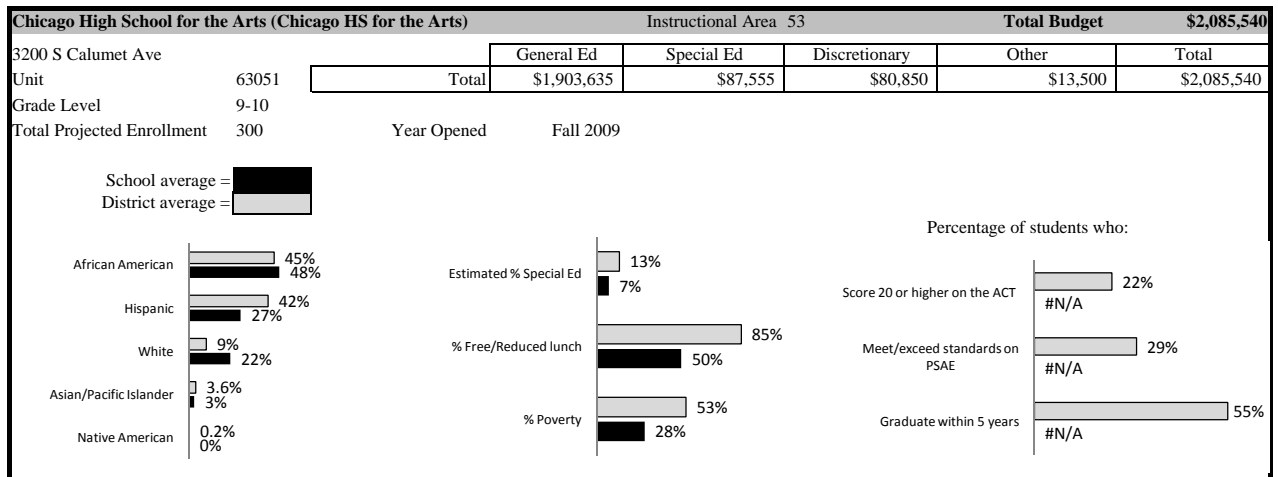
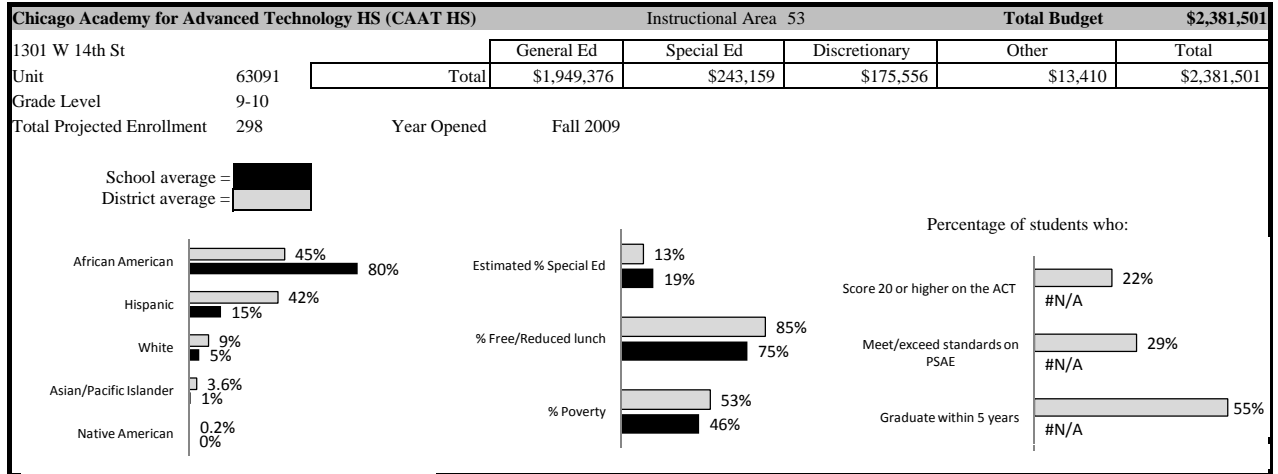
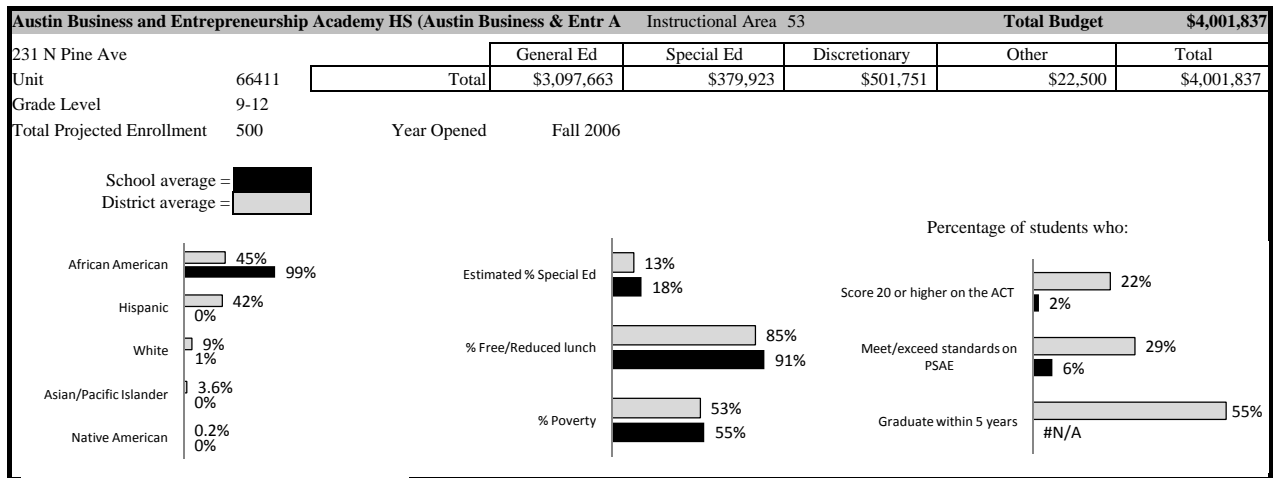
Total Projected Enrollment 4,100 Year Opened Fall 1997

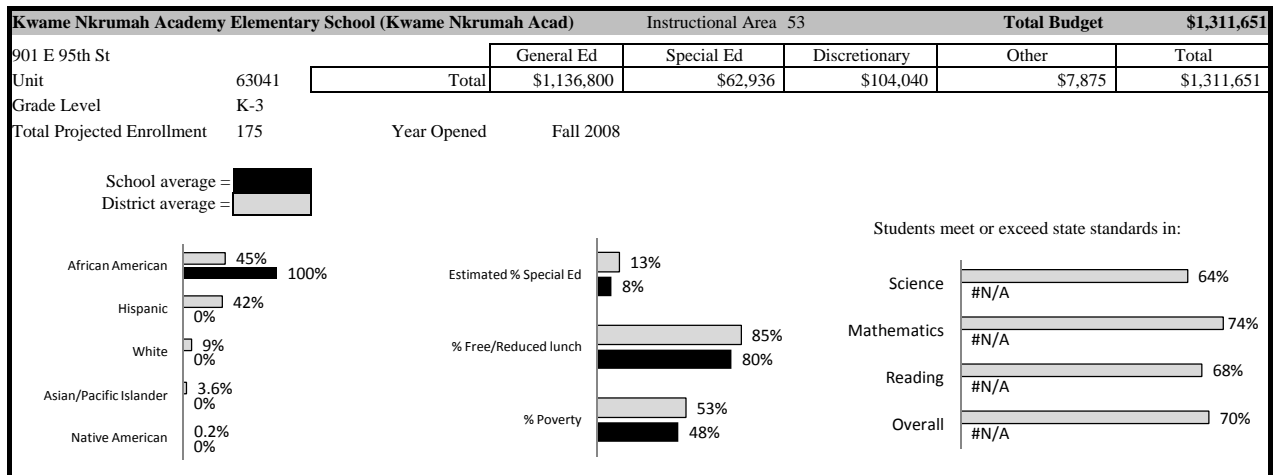
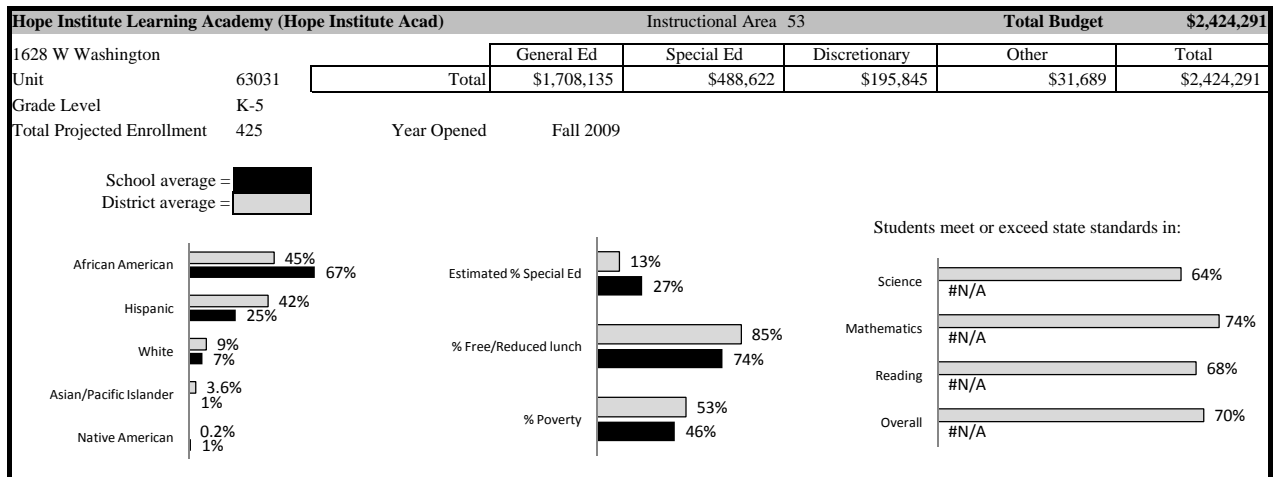
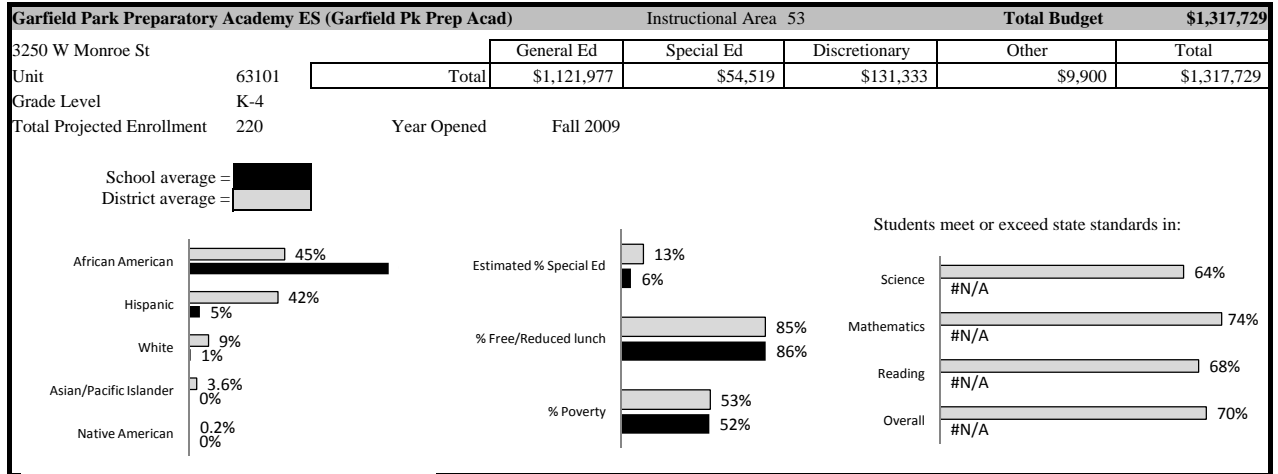
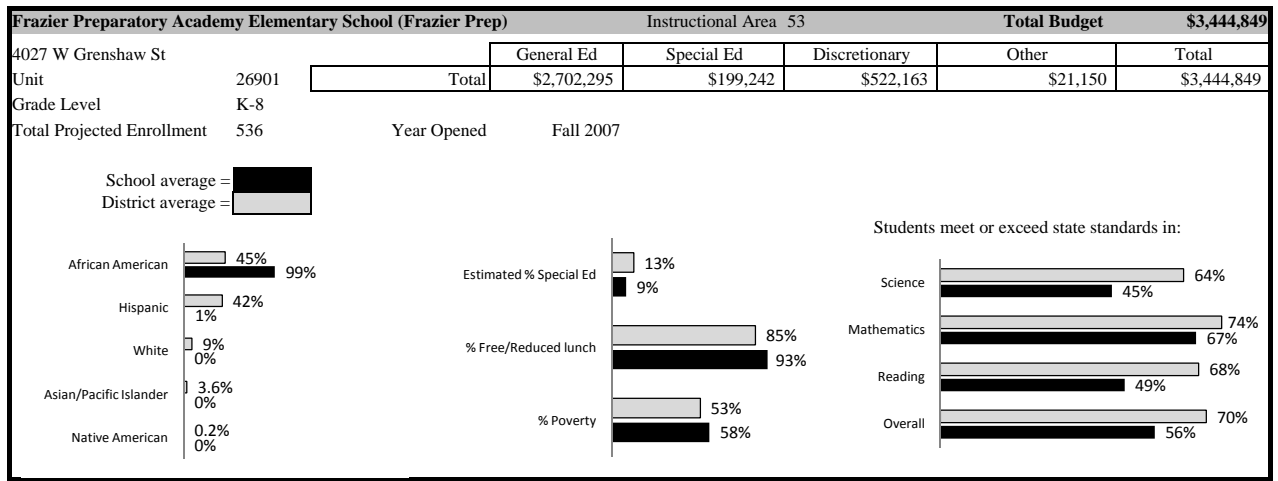
School average = 
 District average = 



Contract



Schools

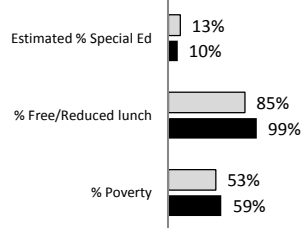
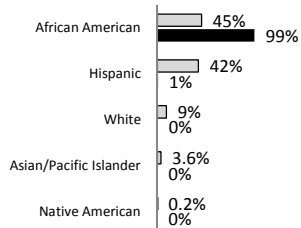




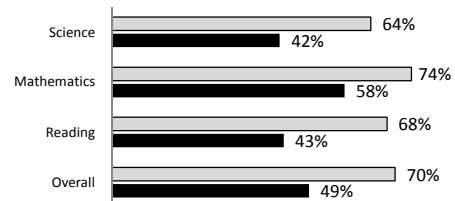
| | | | | | | |
|--------------------|-------|-------------|------------|---------------|----------|-------------|
| 5545 W Harrison St | | General Ed | Special Ed | Discretionary | Other | Total |
| Unit 63021 | Total | \$2,195,648 | \$148,697 | \$384,350 | \$17,460 | \$2,746,155 |

Grade Level 1-7
 Total Projected Enrollment 338 Year Opened Fall 2008

School average = 
 District average = 



Students meet or exceed state standards in:



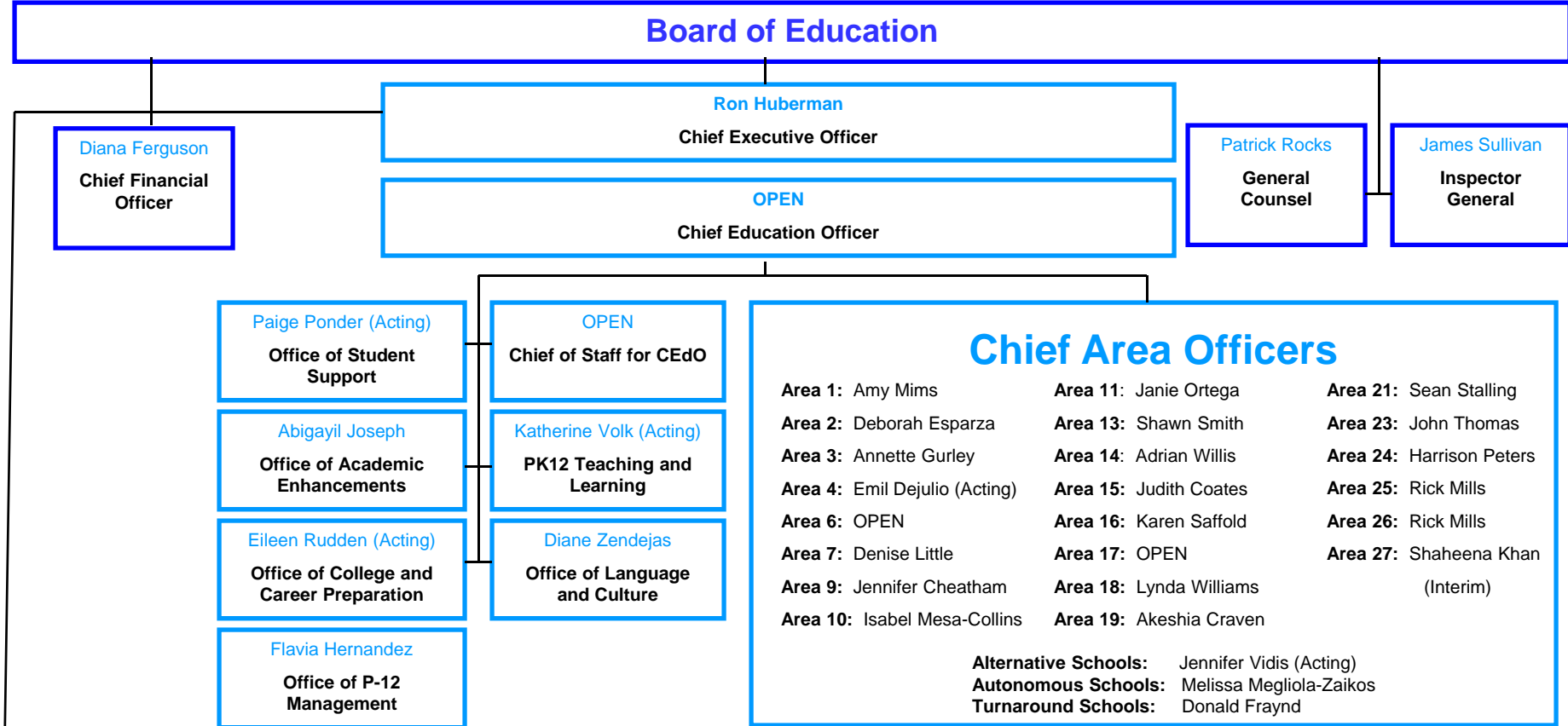
ORGANIZATION OVERVIEW

This section provides organizational information for the Chicago Public Schools. The following information is included in this section:

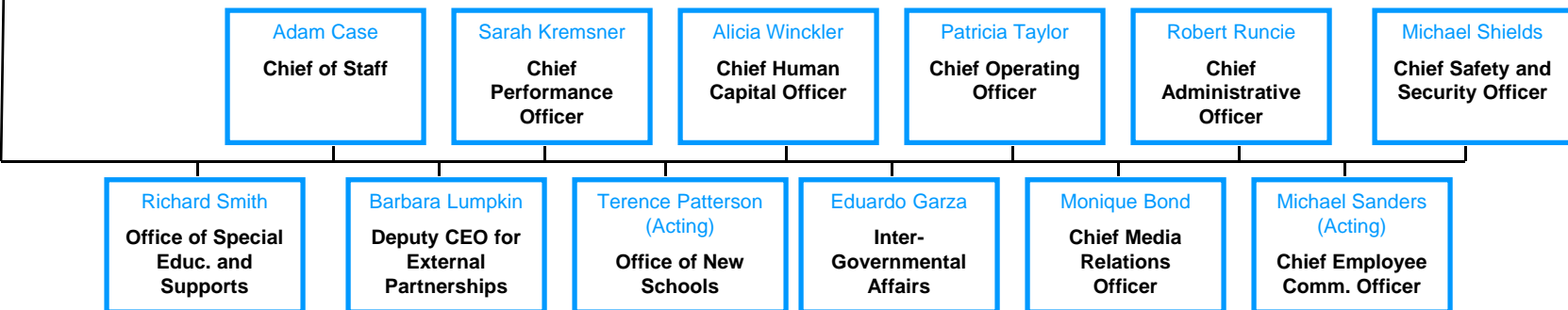
- *Organizational Chart.* This chart displays the leadership structure of the district.
- *Summary of reductions to administration and centrally managed programs.* This section provides a high-level summary of the reductions made outside of the classroom.
- *Overview of new and reorganized departments.* Several departments were reorganized for FY2011 to help achieve efficiencies and improve alignment with departmental core functions. This overview will be a helpful guide towards understanding the differences in units from FY2010.
- *Resources to Areas.* This section describes the district's strategy to shift more resources from central office to areas.
- *Year-to-Year comparison summary of the district's area units, administrative units, and citywide units.* This report provides data regarding the total FY2011 budget and personnel counts (FTE) for each central office, area office and citywide unit compared to the approved FY2010 budget. The district's central office units account for the administrative activities performed and utilized district-wide. Citywide units account for teachers, clinical staff, programs and other resources that are shared across schools. Area offices provide direct support and oversight to schools in implementing instructional strategies.
- *Annual Department Planning Summaries.* More detail on this section appears before the summaries.

Chicago Public Schools

Board of Education



CEO Direct Reports and Support Staff



Summary of Reductions to Administration and Centrally Managed Initiatives

As in past years, CPS faces a structural budget deficit in which increased cost drivers are not matched by comparable growth in revenue. Key cost drivers include: contractual salary increases, rising health care costs, and increased operational costs. The situation is especially dire in FY2011, due to the fact that the district must manage these increased costs in a setting where projected state and local revenue is less than the previous year. In order to minimize the impacts to schools due to the district's projected budget deficit, aggressive reductions to administration and centrally managed initiatives and programs have been identified.

Listed below is a high-level summary of the \$265M in reductions that have been implemented outside of the classroom. The figures listed are the savings in general education funds only. Reductions in general education funds, also known as local funds, positively impact the budget deficit. Additional reductions in non-general education funds have been made to administrative and centrally managed initiatives as well. These are typically federal funds that have been reallocated to address other district priorities.

Summarized Reductions in Administration and Centrally Managed Operations

| Central Office and Citywide Managed Reductions | Approximate Savings |
|---|----------------------------|
| Reductions to supplemental security | \$2 million |
| Reductions in enrichment and after school programs | \$2 million |
| Transportation efficiencies | \$10 million |
| Other Central Office/Citywide - Administrative cuts | \$30 million |
| Other Central Office/Citywide - Programmatic cuts | \$4 million |
| Other Central Office/Citywide - Services cuts | \$11 million |
| Administrative Furlough Days | \$6 million |
| Draw down on reserves and reduce capital plan | \$200 million |
| Total | \$265 million |

In alignment with the efforts to reduce administrative and centrally managed budgets, senior leadership has made a targeted push to reduce the headcount of these units as well. Specifically, senior leadership set a target of a net 1000 FTE (full time equivalent) reduction between February 2009 and the start of FY2011. That goal was surpassed, as 1249 FTE have been reduced, resulting in substantial savings in position costs. Listed below is a summary of the net position reductions that have occurred in the districts central office and citywide units and support services.

Summary of FTE Reductions in Central Office, Citywide, Area and Operations

| | February 2009 | FY11 Original | Change |
|--|--------------------------|--------------------------|------------------|
| Central Office Units | 1,625.6 | 1,232.2 | (393.4) |
| Citywide Units (excluding reassigned teachers) | 3,363.0 | 2,694.2 | (668.8) |
| Areas | 202.2 | 305.4 | 103.2 |
| Facilities and Food Services Operations | 5,040.0 | 4,750.0 | (290.0) |
| Total | 10,230.8 | 8,981.8 | (1,249.0) |

FY2011 Reorganized Units

For FY2011, several departments underwent reorganizations that included consolidating units, creating new units, and separating certain functions into new budgetary units. This process increases budget transparency and accountability while improving efficiency of services and programs. In most cases, the reorganizations involved shifting existing resources without adding new ones. A description of each reorganized unit is listed below. For more information on department goals and budgets, see the Annual Department Summaries.

| Unit No. | Unit Name – FY10 | Unit Name – FY11 | Comments |
|--|--|--------------------------------------|---|
| 05001 – 05281 (except 05251) and 10440 & 10445 | Various Areas | Various Areas | These units are the 26 area offices for the district. The budgets and headcounts for these units increased significantly over FY10 Original. This is due to the fact that all areas were granted discretionary budgets - primarily comprised of Title I ARRA (stimulus) funds - to help address school improvement opportunities within their areas. Additionally, some citywide resources, such as coaches, have been shifted from citywide Teaching & Learning units to the areas, so that they can be utilized in alignment with area strategy for school improvement. |
| 05081 & 05121 | Areas 8 and 12 | N/A | Areas 8 and 12 have been dissolved. Schools from these areas were consolidated into other elementary areas in the fall of 2009. |
| 05271 | N/A | Area 27: Special Education Schools | This is a new unit. The Area 27 office develops strategy and supports for the district's Specialty schools. |
| 05281 | N/A | Area 30: Alternative Schools | This is a new unit, and includes resources that were shifted from the Graduations Pathways department (unit 13722). The Area 30 office develops strategy and supports for the district's Alternative schools. |
| 10445 | Citywide – Office of Autonomy (AMPS) | Citywide – Office of Autonomy (AMPS) | The AMPS citywide unit was reorganized in FY11 in that resources from Citywide – New Schools (unit 13615) were shifted into this unit. |
| 10450 | N/A | Intergovernmental Affairs (IGA) | This is a new unit. IGA unit was previously a part of External Affairs. |
| 10610 | Office of School Safety and Security | Office of School Safety and Security | This unit was restructured in FY11. Resources and positions were shifted to the newly created citywide Safety and Security unit (unit 10615) to more accurately reflect that these centrally managed resources are providing direct services to schools. |
| 10615 | N/A | Safety and Security – Citywide | This is a new unit. The citywide unit for Safety and Security was created as a more transparent way to manage the resources that go to schools to promote safe learning environments. The Culture of Calm, Safe Passage, and Student Mentorship and Advocacy budgets were moved to this unit. |
| 10745 | Citywide – Office of School Management | N/A | This unit was dissolved for FY11. Due to a reduced scope of work, all resources of this unit were shifted to the central office unit of the department. |
| 10805 | N/A | Data Program Management (DPM) | This is a new unit. DPM was created by consolidating resources from the Department of College and Career Prep, Graduation Pathways, and Teaching and Learning. The role of DPM is to use data analysis to inform the work and strategy of the instructional departments. |

| Unit No. | Unit Name – FY10 | Unit Name – FY11 | Comments |
|----------------------------|--|---|--|
| 10810 | Chief Education Officer (CEdO) | Chief Education Officer (CEdO) | The CEdO unit was restructured in FY11. The positions and resources for the Additional Learning Opportunities initiative were added to this unit. |
| 10830, 13705, 13715, 13732 | Various Teaching & Learning Citywide Units | Various Teaching & Learning Citywide Units | These units were restructured in FY10. Some functions, primarily coaches, from these units were moved to the areas, which allows for greater alignment with area strategy for school improvement. |
| 10870 | N/A | Office of Student Support and Engagement (OSSE) | This is a new unit. OSSE serves as an umbrella department for CPS offices that work to engage students in their schools – After School Learning (Sports), the Office of Extended Learning, and Graduation Pathways. |
| 10910 | External Affairs | LSC Relations | This unit was renamed and reorganized for FY11. The functions and resources from External Affairs were moved to newly created units - Intergovernmental Affairs (unit 10450) and External Affairs and Partnerships (unit 14040). The administrative functions of External Affairs were moved to the existing Chief Administrative Office (unit 14010). LSC Relations serves as a resource and central point of outreach to local school councils, parents and the broader community. |
| 11010 & 11070 | Office of Human Resources | Office of Human Capital | The central office and citywide Human Capital units were renamed and restructured in FY11. The Office of Principal Preparation and Development (OPPD) units were consolidated into these units. |
| 11110 & 11115 | N/A | Leadership Development and Support (LDS) | This is a new unit. LDS coordinates and supports the Chief Area Officers in their efforts to improve school effectiveness. LDS will report into the Office of Human Capital. |
| 11210 & 11290 | Assessment Design | Office of Student Assessment | Units 11210 and 11290 were renamed Office of Student Assessment. |
| 11320 & 11325 | Office of High School Programs (OHSP) | N/A | OHSP was dissolved in FY10. The work previously accomplished by this department has been consolidated into other units or discontinued. |
| 11410 | Dept of Education to Careers (ETC) | N/A | ETC was dissolved in FY10. It was consolidated into the Office of College and Career Preparation. |
| 12310 | Financial Planning | Chief Financial Officer | Unit 12310 was renamed Chief Financial Officer. |
| 12610 | Office of Management and Budget (OMB) | Office of Management and Budget (OMB) | OMB underwent an organization restructure in the fall of 2009 in which budget management responsibility and resources were shifted from the departments to OMB. This resulted in a higher level of analysis, increased transparency, and over \$900k in cost-savings. |
| 13615 | Citywide – New Schools | N/A | This unit was dissolved for FY11. Resources from this unit were moved to the ONS central office unit (unit 13610) and AMPS citywide unit (unit 10445). |
| 13722 | Graduation Pathways – Citywide | Graduation Pathways – Citywide | This unit was restructured in FY10. Some functions were moved to the Area 30 - Alternative Schools. |
| 13810 & 13815 | Office of Principal Preparation and Development (OPPD) | N/A | OPPD was dissolved for FY11. It has been consolidated into the Office of Human Capital. |

| Unit No. | Unit Name – FY10 | Unit Name – FY11 | Comments |
|-----------------|------------------------------|-----------------------------------|---|
| 14010 | Chief Administrative Officer | Chief Administrative Officer | The Office of the Chief Administrative Officer has been reorganized. A revised scope of work has resulted in a shift of positions from External Affairs (unit 10910) into this unit. Some of the functions of this unit include Administration, School Design Actions and Logistics Management. |
| 14040 | N/A | External Affairs and Partnerships | This is a new unit. External Affairs and Partnerships was created through the consolidation of many of the resources and activities from the department formerly known as External Affairs (unit 10910). |

Resource to Areas

In FY11, \$32M was distributed to the area offices as discretionary budgets. The allocation of these discretionary funds is part of the overall district strategy to shift more resources from Central Office to areas and schools. In doing so, it provides funds to those who are closest to students and positioned to make school specific resource decisions to improve student outcomes. Chief Area Officers (CAOs) may spend up to \$500k of their allocation in area-based or area-wide initiatives; the remaining funds must be transferred directly to schools. Area and school leadership are expected to collaborate to identify the needs of each individual school and develop solutions to address those needs.

The specific area allocations are based on student membership, grade levels served, and the percentage of NCLB Title I students. The funding mix includes Title I, Title II, and general education funds. Approximately 85% of the discretionary budgets are Title I funds, specifically Title I – ARRA (American Recovery and Reinvestment Act, also known as stimulus) and regular Title I dollars that were reallocated from other district initiatives.

In addition to the area discretionary budgets, resources were also shifted from citywide units to areas. In the fall of 2010, approximately 90 coaches from various Teaching & Learning units were reallocated to the areas. These moves were done in alignment with district strategy to empower CAOs with the resources needed to improve the schools in their areas.

Year-to-Year Comparison of Area Units
All Funds excluding Capital

| Unit | Unit Name | FY2011 Final Budget | FY2011 Final FTE | FY2010 Original Budget | FY2010 Original FTE |
|---------------|--|------------------------------------|---------------------------------|---------------------------------------|------------------------------------|
| 05001 | Area High School Instructional Office 25 | 2,317,882 | 10 | 566,099 | 4 |
| 05011 | Area Elementary Instructional Office 1 | 3,678,894 | 17 | 1,314,466 | 10.8 |
| 05021 | Area Elementary Instructional Office 2 | 3,572,974 | 17.2 | 1,188,741 | 8.8 |
| 05031 | Area Elementary Instructional Office 3 | 2,589,291 | 12.5 | 1,027,431 | 7.6 |
| 05041 | Area Elementary Instructional Office 4 | 3,031,326 | 14 | 1,257,734 | 10.8 |
| 05061 | Area Elementary Instructional Office 6 | 2,680,615 | 11.5 | 1,164,597 | 8.8 |
| 05071 | Area Elementary Instructional Office 7 | 2,989,511 | 17 | 1,143,006 | 9.6 |
| 05081 | Area Elementary Instructional Office 8 | 0 | 0 | 622,174 | 4.2 |
| 05091 | Area Elementary Instructional Office 9 | 3,148,382 | 8 | 1,023,530 | 7.6 |
| 05101 | Area Elementary Instructional Office 10 | 2,822,373 | 12 | 1,191,016 | 9.8 |
| 05111 | Area Elementary Instructional Office 11 | 2,906,768 | 14 | 1,257,412 | 10.8 |
| 05121 | Area Elementary Instructional Office 12 | 0 | 0 | 422,242 | 3.2 |
| 05131 | Area Elementary Instructional Office 13 | 2,964,684 | 8 | 1,086,932 | 8.6 |
| 05141 | Area Elementary Instructional Office 14 | 2,863,979 | 12.2 | 1,136,973 | 8.6 |
| 05151 | Area Elementary Instructional Office 15 | 2,421,767 | 10 | 1,013,630 | 7.6 |
| 05161 | Area Elementary Instructional Office 16 | 2,847,340 | 13 | 1,149,255 | 9.6 |
| 05171 | Area Elementary Instructional Office 17 | 2,870,259 | 15.2 | 1,013,364 | 7.6 |
| 05181 | Area Elementary Instructional Office 18 | 3,074,102 | 14 | 1,098,222 | 8.8 |
| 05191 | Area High School Instructional Office 19 | 3,028,047 | 7 | 694,909 | 5 |
| 05211 | Area High School Instructional Office 21 | 2,676,844 | 7.4 | 639,629 | 5 |
| 05231 | Area High School Instructional Office 23 | 3,723,647 | 7 | 584,655 | 4 |
| 05241 | Area High School Education Office 24 | 2,416,492 | 8 | 598,123 | 4 |
| 05261 | Area High School Instructional Office 26 - Military | 4,579,378 | 18 | 1,066,466 | 3 |
| 05271 | Area Instructional Office 27 - Special Education Schools | 1,692,655 | 6.4 | 0 | 0 |
| 05281 | Area Instructional Office 30 - Alternative Schools | 8,952,465 | 16 | 0 | 0 |
| 10440 | Office of Autonomy | 3,003,829 | 7 | 779,243 | 4 |
| 10445 | Citywide - Office of Autonomy | 6,330,937 | 9 | 1,436,556 | 3 |
| 13740 | Turn - Around Schools | 1,328,362 | 8 | 1,583,229 | 11 |
| 13745 | Citywide Turn - Around Schools | 2,777,464 | 6 | 2,087,163 | 8 |
| Total: | | 87,290,267 | 305.4 | 28,146,797 | 193.8 |

Year-to-Year Comparison of Administrative Units
All Funds excluding Capital

| Unit | Unit Name | FY2011 Final Budget | FY2011 Final FTE | FY2010 Original Budget | FY2010 Original FTE |
|-------------|--|------------------------------------|---------------------------------|---------------------------------------|------------------------------------|
| 05251 | Office of School Management | 2,897,877 | 20 | 5,103,432 | 35.2 |
| 10110 | Board of Education | 2,537,320 | 15 | 3,161,443 | 21 |
| 10210 | Office of Law | 9,433,920 | 74 | 9,581,685 | 80 |
| 10320 | Inspector General | 1,925,709 | 17 | 1,941,844 | 17 |
| 10410 | Chief Executive Officer | 1,040,797 | 8 | 1,103,948 | 8 |
| 10430 | Department of Audit Services | 1,095,101 | 4 | 981,695 | 3 |
| 10450 | Intergovernmental Affairs | 954,527 | 5 | 0 | 0 |
| 10510 | Office of Communications | 1,802,187 | 12 | 2,209,253 | 13 |
| 10610 | Office of School Safety and Security | 4,810,544 | 39 | 7,229,360 | 70 |
| 10710 | Chief of Staff | 1,473,480 | 11 | 951,239 | 7 |
| 10715 | School Demographics and Planning | 760,853 | 4 | 450,268 | 4 |
| 10805 | Data Program Management | 532,885 | 5 | 0 | 0 |
| 10810 | Chief Education Officer | 1,531,447 | 12 | 945,799 | 6 |
| 10835 | Office of Teaching & Learning | 2,808,119 | 25 | 4,618,126 | 40 |
| 10860 | Dept of Libraries and Information Systems | 681,889 | 5.2 | 1,478,204 | 11.4 |
| 10870 | Office of Student Support and Engagement | 1,378,080 | 7 | 0 | 0 |
| 10880 | Academic Enhancement | 1,960,579 | 8 | 1,835,146 | 9 |
| 10890 | Office of Arts Education | 1,456,461 | 5 | 2,117,565 | 8 |
| 10910 | LSC Relations | 2,349,749 | 19 | 5,585,931 | 49 |
| 11010 | Office of Human Capital | 23,128,784 | 177 | 21,989,086 | 188 |
| 11110 | Leadership Development and Support | 1,783,480 | 7 | 23,075 | 0 |
| 11210 | Office of Student Assessments | 929,296 | 9 | 1,271,648 | 12 |
| 11320 | High School Programs | 0 | 0 | 3,271,454 | 31 |
| 11360 | Early Childhood Development | 1,606,608 | 12 | 2,619,990 | 20 |
| 11375 | Office of Extended Learning Opportunities | 1,470,627 | 13 | 1,570,876 | 19 |
| 11410 | Department of Education to Careers | 0 | 0 | 23,154 | 0 |
| 11510 | Office of Language and Cultural Education | 2,165,224 | 14 | 2,719,017 | 17 |
| 11610 | Office of Special Education & Supports | 7,044,086 | 37 | 5,674,904 | 44 |
| 11860 | Facility Operations & Maintenance | 3,225,731 | 25 | 2,896,490 | 23 |
| 11870 | Student Transportation | 3,235,729 | 1 | 3,042,806 | 1 |
| 11910 | Real Estate | 9,267,198 | 5 | 9,817,708 | 5 |
| 12010 | Nutrition Support Services | 1,776,714 | 20 | 1,917,424 | 21 |
| 12210 | Office of Procurement and Contracts | 3,046,311 | 27 | 3,756,316 | 35 |
| 12280 | Business Diversity | 399,222 | 4 | 536,964 | 6 |
| 12310 | Chief Financial Officer | 915,430 | 4 | 1,020,913 | 5 |
| 12410 | Corporate Accounting | 5,535,363 | 38 | 5,667,250 | 42 |
| 12430 | Accounts Payable | 1,165,869 | 12 | 1,274,489 | 14 |
| 12440 | Treasury | 2,058,313 | 10 | 2,090,501 | 11 |
| 12510 | Information & Technology Services | 27,082,452 | 203 | 29,541,815 | 245 |
| 12610 | Office of Management and Budget | 5,198,203 | 44 | 3,301,259 | 26 |
| 12620 | Office of Grants Management and Administration | 8,318,035 | 36 | 6,129,008 | 34 |
| 13610 | New School Development | 3,785,799 | 21 | 2,230,262 | 19 |
| 13700 | Reading & Language Arts | 2,885,542 | 23 | 5,873,209 | 41 |
| 13710 | Office of Mathematics | 1,044,485 | 5 | 2,170,140 | 13 |
| 13720 | Graduation Pathways | 1,685,183 | 8 | 2,861,039 | 28 |

**Year-to-Year Comparison of Administrative Units
All Funds excluding Capital**

| Unit | Unit Name | FY2011 Final Budget | FY2011 Final FTE | FY2010 Original Budget | FY2010 Original FTE |
|-------------|--|------------------------------------|---------------------------------|---------------------------------------|------------------------------------|
| 13725 | Office of College and Career Preparation | 5,523,005 | 50 | 11,236,333 | 44 |
| 13730 | Office of Science | 1,102,778 | 6 | 1,447,246 | 11 |
| 13735 | After School Learning | 1,511,281 | 15 | 2,146,996 | 22 |
| 13810 | Principal Preparation and Development | 0 | 0 | 2,507,267 | 9 |
| 14010 | Chief Administrative Officer | 3,276,700 | 20 | 1,000,823 | 7 |
| 14040 | External Affairs and Partnerships | 1,591,491 | 13 | 0 | 0 |
| 15010 | Business Service Center | 2,274,317 | 35 | 3,473,123 | 40 |
| 16050 | Office of Performance | 6,001,126 | 43 | 4,755,212 | 33 |
| | Total: | 181,465,906 | 1232.2 | 199,152,735 | 1447.6 |

**Year-to-Year Comparison of CityWide Units
All Funds excluding Capital**

| Unit | Unit Name | FY2011 Final Budget | FY2011 Final FTE | FY2010 Original Budget | FY2010 Original FTE |
|---------------|--|------------------------------------|---------------------------------|---------------------------------------|------------------------------------|
| 10615 | Safety and Security - Citywide | 51,080,196 | 64 | 0 | 0 |
| 10745 | Citywide - Office of School Management | 0 | 0 | 1,381,158 | 1.2 |
| 10830 | Citywide - Office of Teaching & Learning | 7,403,196 | 3 | 31,596,432 | 29.4 |
| 10865 | Citywide - Dept of Libraries and Information Systems | 763,149 | 0 | 1,490,000 | 0 |
| 10885 | Citywide - Academic Enhancement | 9,395,262 | 22 | 11,848,038 | 28 |
| 10915 | LSC Relations - Citywide | 1,947,696 | 23 | 2,974,287 | 29 |
| 11070 | CW Office of Human Capital | 27,727,205 | 149 | 24,044,287 | 66 |
| 11115 | Leadership Development and Support - Citywide | 1,160,468 | 0 | 0 | 0 |
| 11290 | Citywide - Office of Student Assessments | 7,762,018 | 0 | 400,823 | 0 |
| 11325 | Citywide - High School Programs | 0 | 0 | 110,209 | 0 |
| 11380 | Supplemental Learning and Support | 21,377,364 | 0 | 19,340,814 | 0 |
| 11385 | Citywide Early Childhood | 85,174,849 | 149.2 | 78,880,413 | 167.2 |
| 11390 | CW - Office of Extended Learning Opportunities | 69,146,306 | 0 | 72,885,727 | 0 |
| 11395 | School Based Programs | 21,554 | 0 | 1,064,781 | 9.6 |
| 11540 | Citywide - Language and Cultural Education | 4,103,565 | 22 | 3,597,476 | 26.4 |
| 11670 | Citywide Special Education & Supports | 33,939,894 | 171.5 | 39,612,123 | 238.5 |
| 11675 | Citywide Special Education Resource | 162,378,112 | 1568 | 168,147,067 | 1609.5 |
| 11880 | Citywide Facility Opers & Maint | 113,708,196 | 81 | 117,207,775 | 103 |
| 11940 | Citywide School Transportation | 20,320,119 | 0 | 21,905,931 | 0 |
| 12050 | Citywide Nutrition Support Services | 31,971,944 | 335 | 34,956,135 | 420 |
| 12150 | Citywide Capital/Operations | 179,883 | 2 | 0 | 0 |
| 12470 | Citywide Pension & Liability Insurance | 81,160,961 | 16 | 72,156,605 | 14 |
| 12540 | Citywide OTS | 8,829,090 | 0 | 8,931,373 | 0 |
| 12625 | Citywide Grants Management and Administration | 13,700,139 | 0 | 13,766,074 | 0 |
| 12670 | Citywide Education General | 529,731,716 | 299.5 | 775,901,597 | 324.5 |
| 13615 | Citywide - New School Development | 0 | 0 | 7,493,999 | 18 |
| 13705 | Citywide - Reading & Language Arts | 9,253,894 | 18 | 33,381,793 | 225.5 |
| 13715 | Citywide - Office of Mathematics | 5,352,943 | 3 | 8,166,097 | 45.5 |
| 13722 | Graduation Pathways - Citywide | 10,226,439 | 11 | 11,466,672 | 33.4 |
| 13727 | Office of College and Career Preparation - Citywide | 22,824,207 | 55.5 | 26,279,652 | 76.5 |
| 13732 | Office of Science - Citywide | 5,814,044 | 0 | 2,831,802 | 26.2 |
| 13737 | After School Learning - Citywide | 13,775,543 | 1 | 14,193,110 | 7 |
| 13815 | Citywide - Principal Development | 0 | 0 | 6,130,199 | 58 |
| 16055 | CW Office of Performance | 5,700,000 | 0 | 16,700,000 | 0 |
| Total: | | 1,355,929,952 | 2993.7 | 1,628,842,449 | 3556.4 |

ANNUAL DEPARTMENT PLANNING SUMMARIES

For FY2011, all departments engaged in a new strategic budget planning process through the creation of an Annual Department Plan. Each department set forth detailed plans for the investments needed in FY2011 in order to achieve its mission. The goals of the Annual Department Plan are to:

- Tie all budget dollars to outcomes;
- Increase the ability of program managers, areas, and senior leadership to make resource allocation decisions;
- Improve budget decisions by linking them to outcomes or expected outcomes; and
- Increase the district's ability to measure and improve cost effectiveness.

This reflects the district's increased emphasis on managing resources more effectively through performance measurement. In the current budget climate, CPS must ensure that its limited resources are spent in a manner that is not only efficient, but achieves the intended outcome. Over time, the Annual Department Plans will serve as a means to gather information about return on investment for all of the district's expenditures.

The Annual Department Plan summaries provide details about the mission, goals, and expected outcomes for each investment, as outlined below.

Department Mission and Objectives: Each department has a mission that drives strategic planning, and objectives that provide direction to the work, services, programs and activities within the department.

Budget Table: This table indicates the total dollars associated with achieving the department's mission, and is broken out by central office and citywide units, as well as by amounts budgeted in other units such as schools.

- **General Funds** – General Funds cover the cost of instructional, administrative, and professional services; supplies and equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational programs. It includes the General Education Fund (115), the School Special Income Fund, Supplemental General State Aid, and other funds.
- **No Child Left Behind (NCLB) Federal** – NCLB funds are provided through the Federal No Child Left Behind Act and are designated by title for specific purposes, including teacher quality, language acquisition, and technology.
- **Operations and Maintenance (O&M)** – The O & M fund supports repair and maintenance of buildings at CPS, including: minor improvement and repair of buildings and property; ongoing maintenance costs such as the salaries and benefits of engineers and custodial employees; all costs of fuel, lights, gas, and telephone service; and custodial supplies and equipment. These funds are included in the Year-to-Year Comparison tables and the individual Department Summary budget tables, but they are managed centrally by Information Technology Services. More detail can be found in the individual summary for Information Technology Services.

- **Other Income & Grants** – This category includes all other Federal, State, and local grants, such as stimulus funds, Head Start and literacy funds, Special Education IDEA funds, and school improvement grants.

Key FY2011 Investments: This is a list of a department’s key investments along with a brief description of what they will provide, both in scope and services. The section is meant to highlight some of our most significant investments. In many cases, not all of a department’s programs or initiatives are included. These amounts are also rounded to the nearest hundred thousand dollars for plans larger than one million dollars, and to the nearest thousand dollars for smaller plans. For these reasons, the budget amounts for each investment may not add up to the total budget allocation for a department.

Key Performance Indicators: This section provides an overview of performance indicators that will be tracked in FY2011. All performance indicators are not included, but the indicators listed highlight how the department will monitor progress towards achieving its highest priority goals. Many of the performance indicators will be tracked for the first time in FY2011, however historical data is provided where available.

How to analyze the details of the budget tables: The summaries in this section provide a snapshot of the Annual Department Plan for each department. The summaries also include information on the total projected cost of achieving the department’s mission. Typically, a department’s budget consists of a central office and citywide unit; in many cases, departments are also responsible for overseeing funds allocated to schools or other units in the original budget.

For example, the Office of Language and Cultural Education (OLCE) oversees the provision of bilingual programs in the district, including the allocation of teaching positions to individual schools based on student population. While those teachers are appropriated to the budgets of the schools where they teach – and not OLCE’s central office or citywide unit – they are an integral part of OLCE’s mission and are included in their Annual Department Plan. OLCE also oversees some funds that are budgeted in the citywide general education unit, and these are included in the Annual Department Plan. An example of how to read the budget tables follows.

This amount is budgeted in OLCE's central office unit. It is reflected in the Year-to-Year Comparison Table under unit 11510.

This amount is budgeted in OLCE's citywide unit. It is reflected in the Year-to-Year Comparison Table Under unit 11540.

| Units | Budget | FTE | General Ed Funds | NCLB Federal Funds | Other Income & Grants | O&M/Telecom Funds |
|------------------------|---------------------|--------------|------------------|--------------------|-----------------------|-------------------|
| Central Office - 11510 | \$2,165,224 | 14.0 | 61% | 38% | 1% | 0% |
| Citywide - 11540 | \$4,103,565 | 22.0 | 27% | 71% | 0% | 2% |
| Citywide - 12670 | \$965,000 | 0 | 78% | 22% | 0% | 0% |
| Budgeted at Areas | \$1,062,792 | 9.0 | 100% | 0% | 0% | 0% |
| Budgeted at schools | \$20,306,627 | 215.5 | 66% | 34% | 0% | 0% |
| Total | \$28,603,208 | 260.5 | 61% | 38% | 0% | 0% |

This amount is budgeted in the Citywide General Education unit (12670). It only reflects the funds in that unit for which OLCE is responsible. The remainder of the funds in that unit are reflected in other departments' plans. The total amount can be found on the year-to-year comparison tables

This amount represents funds budgeted at individual schools where teachers provide direct services to students. While OLCE has oversight over these funds, these teachers report to school principals and are appropriated directly to school budgets.

Some Annual Department Plans use funds from a shared unit. In these cases, a footnote has been provided on the summary page to indicate where you can find further information and cross-walk the totals to the Year-to-Year Comparison tables. For example, Violence Prevention Initiatives are included within the central office and citywide units for the Office of School Safety and Security. But a separate Annual Department Plan was developed for the initiatives because the initiatives have a specific focus and purpose. A more detailed explanation of how to cross-walk the amounts in these budget tables to the amounts on the Year-to-Year Comparison tables is included on the next page.

FY2011 Budget - Office of School Safety and Security (OSSS)

These amounts represent the cost of carrying out the OSSS mission, and are only a portion of the total for units 10610 and 10615 in the Year-to-Year Comparison table. The cost for the Violence Prevention Initiatives is in a separate summary.

| Units | Budget | FTE | General Ed Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|---------------------|----------------|------------------|--------------------|-----------------------|-----------|
| Central Office – 10610* | \$3,611,670 | 29.0 | 99% | 0% | 0% | 1% |
| Citywide – 10615* | \$12,522,133 | 64.0 | 96% | 4% | 0% | 0% |
| Budgeted at schools | \$51,158,989 | 993.0 | 100% | 0% | 0% | 0% |
| Total | \$67,292,792 | 1,086.0 | 99% | 1% | 0% | 0% |

* See Violence Prevention Initiative Summary for additional budget figures in units 10610 and 10615.

This footnote indicates where the remaining amounts in these units can be found in a separate summary. See example below.

FY2011 Budget – Violence Prevention Initiatives (VPI)

These amounts represent the cost of carrying out the VPI mission, and the remainder of the total for units 10610 and 10615 in the Year-to-Year Comparison table.

| Units | Budget | FTE | General Ed Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|---------------------|-------------|------------------|--------------------|-----------------------|-----------|
| Central Office – 10610* | \$1,198,874 | 10.0 | 13% | 87% | 0% | 0% |
| Citywide – 10615* | \$38,700,000 | 0 | 2% | 98% | 0% | 0% |
| Budgeted at schools | \$38,558,073 | 0 | 2% | 98% | 0% | 0% |
| Total | \$39,756,947 | 10.0 | 3% | 97% | 0% | 0% |

* See Office of School Safety and Security Summary for additional budget figures in units 10610 and 10615.

In this example, adding together the total for unit 10610 from both the Office of School Safety and Security summary and the Violence Prevention Initiatives summary will equal the final budget amount listed on the Year-to-Year Comparison table.

| Unit | Unit Name | FY2011 Final Budget | FY2011 Final FTE | FY2010 Original Budget | FY2010 Original FTE |
|-------|--------------------------------------|---------------------|------------------|------------------------|---------------------|
| 05251 | Office of School Management | 2,897,877 | 20 | 5,103,432 | 35.2 |
| 10110 | Board of Education | 2,448,992 | 14 | 3,161,443 | 21 |
| 10210 | Office of Law | 9,433,920 | 74 | 9,581,685 | 80 |
| 10320 | Inspector General | 1,925,709 | 17 | 1,941,844 | 17 |
| 10410 | Chief Executive Officer | 1,040,797 | 8 | 1,103,948 | 8 |
| 10430 | Department of Audit Services | 1,095,101 | 4 | 981,695 | 3 |
| 10450 | Intergovernmental Affairs | 954,527 | 5 | 0 | 0 |
| 10510 | Office of Communications | 1,802,187 | 12 | 2,209,253 | 13 |
| 10610 | Office of School Safety and Security | 4,810,544 | 39 | 7,229,360 | 70 |
| 10710 | Chief of Staff | 1,473,480 | 11 | 951,239 | 7 |

This amount equals the \$3,311,670 from OSSS and \$1,198,874 from VPI

The Department Summaries are organized according to leadership structure, and appear in this order:

Chief Education Officer-

- Office of the Chief Education Officer
- Data Program Management
- Office of Student Support and Engagement
 - After School Learning
 - Graduation Pathways
 - Office of Extended Learning Opportunities
- Office of Academic Enhancement
- Office of College and Career Preparation
- Office of P-12 Management
- PK12 Teaching and Learning
 - Office of Curriculum Strategy
 - Office of Social Science and Service-Learning
 - Office of Arts Education
 - Office of Mathematics
 - Office of Reading and Language Arts
 - Department of Libraries and Information Services
 - Office of Science
 - Office of Student Assessments
- Office of Language and Cultural Education
- Office of School Turnarounds
- Early Childhood Education

Office of Special Education and Supports

Office of School Safety and Security

Violence Prevention Initiatives

Office of New School Development

Office of Performance

Human Capital

Information Technology Services

Chief Operations Officer

- Facilities Operations and Maintenance
- Office of Student Transportation
- Nutrition Support Services

Chief Administrative Officer

- Business Service Center
- Local School Council Relations
- Office of External Affairs and Partnerships
- School Demographics and Planning

Chief Financial Officer

- Office of Management and Budget
- Treasury
- Office of Corporate Accounting
- Office of Procurement and Contracts
- Grants Management and Administration
- Department of Audit Services
- Office of Business Diversity

Chief Executive Officer

- Chief of Staff

General Counsel: Office of Law

Inspector General

Office of Intergovernmental Affairs

Office of Communications

Citywide General Education Unit

Chief Education Officer

Mission: The mission of the Chief Education Office is to prepare all students for college and careers by providing rigorous P12 educational experiences.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10810 | \$1,531,447 | 12.0 | 42% | 57% | 0% | 1% |
| Total | \$1,531,447 | 12.0 | 42% | 57% | 0% | 1% |

Objectives:

- Minimize the achievement gap by supporting high quality curricular options, differentiated instruction, and increased supports to targeted student populations.
- Increase academic expectations by providing challenging and extended learning opportunities to deepen student learning.
- Build capacity of CAOs, principals, teachers, coaches and administration to create a strong learning community focused on increasing student learning.
- Use data to drive decision making at the classroom, school, and central level to drive continuous improvement.

Key FY2011 Investments:

- **CEdO Administration, \$638,000:** The Chief Education Officer ensures district compliance with mandated initiatives and comprehensive projects; facilitates communication and alignment between Board Office, CEO's Office, Instructional Areas and nine key departments; and allocates school, area, and department level resources to ensure continuity, quality and equity of educational opportunities.
- **Additional Learning Opportunities, \$871,000:** Provides staff to oversee the district's initiative to extend the school day through technology. This pilot program at 15 schools will increase the school day to eight instructional hours in order to maximize student outcomes.

Data Program Management

Mission: The mission of the Department of Data Program Management (DPM) is to support units in the Chief Education Office by providing information which can be used as part of their program management, both on a day-to-day basis and to inform strategic planning. We work collaboratively with our client departments to understand what questions they have and what information would best answer these questions. Our team partners closely with departments to help them integrate data into their work, with the goal of creating a positive culture of continuous improvement and self-reflection based on data.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10805 | \$532,885 | 5.0 | 43% | 0% | 57% | 0% |
| Total | \$532,885 | 5.0 | 43% | 0% | 57% | 0% |

Objectives:

- *Inform day-to-day program management* – conduct needs assessments for targeting resources or interventions, provide interim data and reports to inform management of programs, and help departments gather and analyze data relevant to their programs.
- *Inform strategy and planning* – develop and conduct longer term analysis plans to inform strategic planning and policy. This is a formative and on-going process that involves close partnership with the department to understand their key questions and upcoming decision points.
- *Create and support infrastructure for data collection and use* – in order to ensure that departments have the data they need, DPM works to create and support systems for departments to collect, track, and report data. We also help connect our client departments to other CPS groups who can help provide data or reports. We seek to discover new sources of data that are important for understanding the needs and outcomes of CPS students, and facilitate relationships that will allow CPS stakeholders access to information from external groups.

Key FY2011 Investments:

- **Data Program Management, \$533,000:** Support units in the Chief Education Office by providing information which will help them in their day-to-day program management as well as inform strategy and planning; provide support through the development of web infrastructure to facilitate data collection, tracking, and reporting. Partner collaboratively with units to help them build capacity to integrate data into their work.

| Key Performance Indicators | FY2011 Target |
|--|--------------------|
| Data Program Management: % of deliverables produced on –schedule | New metric in FY11 |
| Data Program Management: Ratings from clients on timeliness | New metric in FY11 |
| Data Program Management: Ratings from clients on quality | New metric in FY11 |
| Data Program Management: Ratings from clients on usefulness of deliverables and services | New metric in FY11 |

Office of Student Support and Engagement

Mission: The mission of the P12 Office of Student Support and Engagement is to provide a diverse set of high-caliber supports outside of the classroom and to ensure that every student is matched with a strategic blend of academic, enrichment, and wellness supports designed to help the student fully engage with learning, to thrive, and to graduate ready for college and work.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10870 | \$1,378,080 | 7.0 | 52% | 48% | 0% | 0% |
| Total | \$1,378,080 | 7.0 | 52% | 48% | 0% | 0% |

Objectives:

- Provide high quality learning supports, enrichment opportunities, health and development programs, and pathways to re-engagement for all CPS students.
- Develop and provide a comprehensive early warning indicator system to help school and area leaders monitor student progress at each grade level and intervene when students show signs of becoming disengaged.
- Provide areas and schools with promising practices, strategic consulting, and support in using data to identify students for particular levels of intervention to create holistic student support models like community schools and smaller learning communities.
- Provide support to areas, schools and students in the administration of the district's Student Code of Conduct and support promising practices for alternatives to suspension and expulsion.
- Engage citywide community, non-profit, and other public sector stakeholders in a shared strategy for student support and engagement.

Key FY2011 Investments:

- **Strategy and Administration, \$251,000:** Provide management support and leadership for all OSSE programs and initiatives to support 21 school areas engaging students in their school community. Expand Early Warning System to identify students falling off-track.
- **Student Adjudication, \$1.1M:** Manage the student adjudication process for all schools (hearings, appeals, officers) such that expulsion cases are heard in a timely manner, and coordinate referral and placement of students whose conduct violations seriously disrupt the learning environment.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|--------------------|---------------|---------------|
| Strategy and Administration: % of SSE KPIs that met target | New Metric in 2011 | | 90% |
| Student Adjudication: Average # of days from central office receiving referral to hearing | 76 | 108 | 75 |
| Student Adjudication: Average # of days from adjudication to effective date of outcome, for SMART/Do Not Expel | 33 | 30 | 20 |

After School Learning

Mission: To provide the students of Chicago Public Schools, regardless of race, gender or ethnicity, the opportunity to develop physically, mentally, socially and emotionally in controlled, safe activities outside of the traditional classroom. To develop life skills that will assist students in all areas of their future endeavors.

FY2011 Budget

| Units | Budget | FTE | General Ed Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|---------------------|-------------|------------------|--------------------|-----------------------|-----------|
| Central Office - 13735 | \$1,511,281 | 15.0 | 99% | 0% | 0% | 1% |
| Citywide - 13737 | \$13,775,543 | 1.0 | 100% | 0% | 0% | 0% |
| Total | \$15,286,824 | 16.0 | 100% | 0% | 0% | 0% |

Objectives:

- Provide Interscholastic Athletics in a safe environment.
- Improve physical skills and health of CPS students through developing CPS P.E. teachers and coaches.
- Provide a forum for interscholastic academic activities.
- Provide a driver education program which enables students to become safe users of the road.

Key FY2011 Investments:

- **Elementary Sports, \$2.9M:** Implement 20 citywide programs during the school year, serving 350 schools and 30,000 students. Conduct PD and Character Development Certification courses for coaches.
- **High School Sports, \$7.3M:** Implement 32 citywide programs serving 125 schools and 30,000 students. Each student-athlete receives high level instruction to develop fundamental skills and character.
- **Driver Education, \$2.4M:** Provide avenue for compliance with CPS and ISBE requirements.
- **Middle and High School Debate Programs, \$500,000:** Teach students how to formulate informed opinions and how to communicate them effectively, and develop student leadership skills in 600 participating students.
- **Academic Decathlon, \$580,000:** Develop and provide academic competition to promote learning and academic excellence, foster teamwork among students of all achievement levels, and provide an opportunity for 600 students to excel academically through team and individual competition.
- **Administration, \$483,000:** Ensure 100% program compliance with city and state requirements and increase state and public/private financial support for After School Learning programs in FY 2011.
- **Mayor's Summer Program, \$978,000:** Provide summer sports camps for students aged 9-18, after the summer school day is finished. Develop physical, emotional, and social skills of students. Provide a safe environment for summer athletic activities.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|---------------|
| Elementary Sports: % of Eligible ES students participating in Interscholastic Athletic Programs | 8.5% | 8.5% | 9% |
| High School Sports: % of Junior & Senior Athletes Registered w/ NCAA Clearinghouse (Scholarship Eligibility) | 35% | 36% | 40% |
| High School Sports: Athlete Graduation Rate | NA | NA | TBD |
| High School Sports: Athlete College Matriculation Rate | NA | NA | TBD |
| High School Sports: Athlete Regular Day Attendance Rate | NA | NA | TBD |
| Driver Education: Driver's Ed Class Pass Rate | 87% | 89% | 95% |
| High School Debate Program: Regular Day Attendance Rate | 88% | 91% | 95% |
| Middle School Debate: Regular Day Attendance Rate | 96% | 97% | 98% |
| Academic Decathlon: Regular Day Attendance Rate | 89% | 91% | 95% |
| Administration: % of Programs Passing annual ASL internal audit | 80% | 82% | 85% |

Graduation Pathways

Mission: The mission of Graduation Pathways is to keep all students on-pace to earn a high school diploma and, ultimately, to ensure that every child graduates from high school. We believe that given the right support, every student can and should graduate.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|---------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 13720 | \$1,685,183 | 8.0 | 52% | 46% | 0% | 1% |
| Citywide - 13722 | \$10,226,439 | 11.0 | 2% | 75% | 23% | 0% |
| Citywide - 11380* | \$1,251,742 | 0.0 | 19% | 81% | 0% | 0% |
| Citywide - 12670** | \$1,175,000 | 0.0 | 15% | 85% | 0% | 0% |
| Budgeted at Schools | \$3,036,807 | 0.0 | 100% | 100% | 0% | 0% |
| Total | \$17,375,171 | 19.0 | 9% | 78% | 14% | 0% |

*See School Management and Office of College and Career Preparation summaries for additional budget figures in unit 11380

**See Citywide Education General Summary for additional budget figures in unit 12670

Objectives:

- Identify students at risk of falling off track before they enter 9th grade and equip schools with necessary tools to support student transition during freshmen year.
- Provide intervention programs that offer a blend of academic and social-emotional support to address issues that cause students to fall off-track during freshmen year.
- Provide all CPS students with opportunities, at all stages of high school, to recover course credits and get back on-pace toward graduation.
- Provide schools and students flexible distance learning options to blend online learning with classroom instruction for acceleration and credit recovery.
- Provide students who wish to re-enroll in high school with transition assistance and advocacy support that enable re-entry points that are smooth and accessible.

Key FY2011 Investments:

- Smaller Learning Communities, \$3.6M:** Monitor the implementation of SLCs in 13 high schools by creating a more personalized environment to address individual student needs, interests, and aspirations.
- District-wide Credit Recovery, \$8.2M:** Provide flexible options for 40,000 active and inactive high school students who need to recover credits via Evening School, Summer High School, and Freshman On-Pace programs. Includes \$3.3M budgeted at schools for Summer High School.
- YES Program, \$2.6M:** Transition program to provide support to 450 at-risk 9th graders.
- Virtual Learning, \$1.2M:** Provide opportunity for 6,000 students to obtain credit for core classes, credit recovery, or electives via more than 120 online course offerings.
- Achievement Academies, \$1.4M:** Provide critical instruction and motivation to 1500 students so they can earn middle school (8th grade) diplomas while earning high school credits.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|---------------|
| Smaller Learning Communities: % of SLC Freshmen graduating within five years | NA | NA | 70% |
| District-wide Credit Recovery: % of CPS graduates who completed at least one course through EVHS | 16% | 18% | 20% |
| District-wide Credit Recovery: % of students 0.5 - 1 credit behind who are on-pace after summer school | 54% | 57% | 65% |
| YES Program: % of YES Scholars that continue to year 2 of HS | NA | NA | 90% |
| Virtual Learning: % of CPS graduates who completed at least one on-line course | NA | 12% | 20% |
| Achievement Academies: % of AA successful completers (earning 11 credits) | 36% | 33% | 40% |

Office of Extended Learning Opportunities

Mission: To provide all Chicago Public School students with the opportunity to participate in a diverse offering of quality programs that take place beyond school hours. Participation in these programs will lead to improved student achievement, engagement, preparation for post secondary education, employment, and success in life. We do this by engaging students, families and communities in activities which support the mission of the school and the individual needs of students.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|---------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 11375 | \$1,470,627 | 13.0 | 18% | 68% | 13% | 1% |
| Citywide - 11390 | \$69,146,306 | 0.0 | 7% | 83% | 10% | 0% |
| Total | \$70,616,933 | 13.0 | 7% | 83% | 10% | 0% |

Objectives:

- Provide quality learning and enrichment programs and social services beyond school hours.
- Support schools in engaging parents in their children's education and learning environment by training parent outreach coordinators, holding workshops and events for parents, and providing extension programming for parents.
- Advocate for the expansion of quality programs beyond school hours with internal departments, schools and external partners.
- Identify, pursue, and acquire additional funding sources that support quality programs and services that take place beyond school hours.
- Improve student well being and preparedness for high school, post secondary education, and the world of work.

Key FY2011 Investments:

- **Supplemental Educational Services (SES), \$41.2M:** Provide tutoring services to 35,000 CPS students outside of the regular school day.
- **After-School All-Stars, \$3.9M:** Provide after-school educational, arts, physical, and social/emotional enrichment to 38,000 students.
- **Keep Kids Learning, \$1.9M:** Provide educational, arts, physical, and social/emotional enrichment to 2,300 students over the summer.
- **AIM High, \$10.6M:** Provide 80 hours of explicit math and reading instruction to 6,000 students outside of the regular school day.
- **Community Schools Initiative, \$11.8M:** Engage 50,000 students and 3,000 adults by providing enrichment, sports, and health programs and interventions both during and after the regular school day.
- **Volunteer Tutoring Programs, \$428,000:** Provide tutoring and classroom support to students and teachers in 45 schools.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|---------------|
| SES: % of eligible students participating | 30.0% | 19.0% | 20.0% |
| After-School All-Stars: Program attendance rate for students participating in ASAS | 75.0% | 81.0% | 85.0% |
| Keep Kids Learning: % of KKL participants at each KKL high school from the OSS at-risk list (high or very high risk) | NA | 21.0% | 25.0% |
| AIM High: Relative growth on the reading and math portions of the ISAT | NA | NA | +1.0% |
| Community Schools Initiative: Program attendance rate for elementary school students involved in CS activities | 65.9% | 76.7% | 80.0% |
| Volunteer Tutoring Programs: Relative growth on the reading and math portions of the ISAT | NA | NA | +1.0% |

Office of Academic Enhancement

Mission: Ensure that students in CPS have equal access to a variety of school choice options and that available options are high quality, innovative and diversified and able to prepare students for successful lives.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|---------------------------|---------------------|--------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10880 | \$1,960,579 | 8.0 | 99% | 0% | 0% | 1% |
| Citywide - 10885 | \$9,395,262 | 22.0 | 41% | 19% | 40% | 0% |
| Budgeted at Schools/Areas | \$55,288,347 | 585.5 | 86% | 11% | 4% | 0% |
| Total | \$66,644,188 | 615.5 | 80% | 11% | 9% | 0% |

Objectives:

- To establish, promote and maintain high quality school choice options [Choice & Innovation].
- To ensure that school choice options are accessible equitably across the district [Choice & Equity].
- To establish and implement a student assignment policy and practices that result in equitable student assignment (based on socio-economic status) and the greatest possible number of integrated schools & programs [Equity].
- To provide an on-going campaign to ensure that information regarding school options and admission procedures reaches the largest possible audience [Choice, Equity and Service].
- To provide unique and specialized educational approaches to meet the diverse learning needs and interests of students [Innovation].
- To build capacity among teachers, administrators and staff through targeted training and professional development programs [Innovation].
- To improve academic achievement and outcomes of all students enrolled in these schools [Choice, Equity, Innovation & Service].

Key FY2011 Investments:

- **Program, Planning & Outreach/Administration, \$4.6M:** Provides information regarding all school options and admissions to ensure access to the programs and services that meet the specific needs and interests of students citywide. Administration oversees all strategic planning and supervises the department initiatives.
- **Student Assignment, \$2.2M:** Identifies students for placement, manages application and testing process for more than 47,500 applicants, and equitably assigns students to appropriate schools and programs.
- **Magnet Schools and Programs, \$51.4M:** Provides unique and specialized educational approaches to meet the diverse learning needs and interests of more than 84,997 students at 149 schools. Includes funds for 518.5 magnet teachers who are budgeted at schools or areas.
- **Selective Enrollment Schools & Programs (SESP), \$7.7M:** Provides rigorous, accelerated, enriched and differentiated instruction, with emphasis on the development of critical thinking skills, for 24,000 academically advanced students at 101 schools. Includes funds for 62 SESP teachers who are budgeted at schools or areas.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|--|---------------|---------------|---------------|
| % of entry grade seats at Magnet & Selective Enrollment schools filled | NA | 96% | 98% |
| % of students at OAE schools and programs meeting or exceeding state standards (data for grades 3-8 only) | 72.45% | 74.60% | 77.50% |
| % of schools increasing or maintaining diversity (as defined by the new Magnet / Selective Enrollment Admissions policy) | NA | NA | TBD |

Office of College and Career Preparation

Mission: Prepare students for success in college and careers by providing targeted academic programs; planning support for postsecondary awareness, readiness, access and success; and youth development supports, in collaboration with schools and partners.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------------|---------------------|--------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 13725 | \$5,523,005 | 50.0 | 39% | 5% | 56% | 0% |
| Citywide - 13727 | \$22,824,207 | 55.5 | 57% | 5% | 39% | 0% |
| Citywide - 11380* | \$728,554 | 0 | 60% | 40% | 0% | 0% |
| Area Office - 13745** | \$120,811 | 0 | 48% | 52% | 0% | 0% |
| Budgeted at Schools/Areas*** | \$5,638,765 | 31.0 | 29% | 27% | 44% | 0% |
| Total | \$34,835,342 | 136.5 | 49% | 9% | 41% | 0% |

* See Office of P12 School Management and Graduation Pathways summaries for additional budget figures in unit 11380.

** See Office of School Turnarounds summary for additional budget figures in unit 13745.

*** See Year-to-Year Comparison of Area Units table and School at a Glance reports for additional budget figures in Areas and schools. These amounts are managed by the Department and allocated to Areas for Freshman Connection expenditures.

Objectives:

- Increase student achievement via targeted academic programs. Provide programs, such as Advancement Via Individual Determination (AVID) and Career and Technical Education (CTE), which are proven to provide students with study skills, career skills, motivation, and academic support and that result in higher rates of freshman on track, high school graduation, college enrollment, college success, and employment.
- Increase college enrollment and success. Provide planning support for postsecondary awareness, readiness, access and success in all high schools. Improve college enrollment rates by providing specific coaching and program management to students, parents and counselors.
- Increase success in student identification of careers and preparation for them by providing youth development supports such as internships, job shadows and peer and professional career networks.

Key FY2011 Investments:

- **Career & Technical Education (CTE) Program Management, \$6.3M:** Manages the operation of nearly 250 programs offering industry-focused instruction to approximately 25,000 high school students in fields such as Business & Finance, Construction & Architecture, Engineering, Information Technology, Health Sciences, and Hospitality & Culinary Arts.
- **Career & Technical Education (CTE) Partnership Development and Youth Ready Chicago, \$3.9M:** Provides up to 25,000 students in career and technical education programs with 'real-world' work experiences such as internships, job shadows, and site visits, as well as providing summer employment stipends for 3,500 students.
- **After School Matters (ASM), \$4.8M:** Offers hands-on job training opportunities through school-based apprenticeship programs in the areas of art, technology, communication, sports and science. Programs have the capacity to serve 6,500 students per year at 60 high schools across the District.
- **Freshman Connection, \$4.3M:** Supports approximately 12,000 rising freshman in their transition from 8th to 9th grades to increase their attendance and academic performance.
- **College & Career Coaches and Specialists, \$3.5M:** Increases college and career awareness and access for 34,068 students at 44 high schools by delivering direct services for: the FAFSA Forecaster, FAFSA completion, scholarship search and application completion, the development of student career action plans through What's Next Illinois, college tours, college enrollment and other post-graduation support services.
- **Advancement Via Individual Determination (AVID), \$2.8M:** In-school academic support program that prepares 13,000 middle and high school students at 86 schools for college eligibility and success.

Office of College and Career Preparation (continued)

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|----------------------|----------------------|----------------------|
| CPS College Enrollment Rate (graduates of prior year) | 52.5% | 54.5% | 56.0% |
| Overall FAFSA completion rate for CPS graduates | 81% | TBD Fall 2010 | 90% |
| % student completion in CTE Programs | 35.8% | TBD Fall 2010 | 39.8% |
| # of students participating in industry-based internships | 1,005 | 1,300 | 1,500 |
| # number of apprenticeships provided | 6,860 | 5,370 | 5,370 |
| Overall AVID College enrollment Rate | 68% | TBD Fall 2010 | 75% |

Office of P12 School Management

Mission: The mission of the Office of School Management is to effectively communicate and facilitate the strategic implementation of Board policies and procedures that impact day-to-day operations and school management. Our efforts advocate for equity and fair standards for all students across all schools resulting in increased school compliance and expansion of opportunities for school and Area administrators to focus on instruction which will lead to increased student achievement towards graduation.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|---------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 05251 | \$2,897,877 | 20.0 | 94% | 5% | 0% | 1% |
| Citywide - 11380* | \$19,397,068 | 0.0 | 24% | 76% | 0% | 0% |
| Total | \$22,294,945 | 20.0 | 33% | 67% | 0% | 0% |

*See Graduation Pathways and Office of College and Career Preparation summaries for additional budget figures for unit 11380.

Objectives:

- Provide strategic communication and training of Board policies and procedures to students, parents, schools, Area Offices and relevant Central Office administrators outlining all expectations, components and requirements for successful and timely compliance.
- Establish, refine and enforce processes to maximize efficiency and effectiveness in school-level implementation of day-to-day operations and school management and Board policies and procedures.
- Provide opportunity for students in benchmark grades 3, 6 and 8 to receive intensive remediation for attainment of promotion by structuring and implementing Summer Bridge and other district mandated summer school programs.

Key FY2011 Investments:

- **Summer Bridge Program, \$19.7M:** Provide remediation summer school to 26,685 students. Maximize attendance, ensure logistical preparedness, and develop differentiated instruction for students.
- **District Mandated Publications, Communication and Training, \$944,000:** Ensure that all schools are ready for accurate attendance, grade reporting and student records; disseminate cost-effective and accurate district mandated publications/memoranda to facilitate compliance with school management and policies/procedures.
- **Office Administration, Planning and Strategy, \$818,000:** Attain monthly on-track status of key performance indicators (KPIs) by engaging all staff to analyze data and formulate strategies based on findings.
- **Citywide School Management/Day-to-Day Operations, \$782,000:** Resolve Board policy/procedural concerns related to school operations; maximize efficiency and effectiveness to facilitate implementation at school level.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|--|---------------|--------------------|---------------|
| District Mandated Publications, Communication and Training: % of elementary schools with all classrooms scheduled and ready for grade reporting by each grading quarter. | | New metric in 2011 | 75% |
| District Mandated Publications, Communication and Training: % of high schools correctly completing each phase of High School Scheduling Plan by respective deadlines. | | New metric in 2011 | 95% |
| Office Administration, Planning and Strategy: % of internal PM action items completed on/before respective target date. | | New metric in 2011 | 90% |
| Citywide School Management/Day-to-Day Operations: % of Board policy and/or procedural issues related to school day-to-day operations and/or management escalated to Senior Management for resolution. | | New metric in 2011 | 5% |
| Summer Bridge Program: % student promotion rate for Summer Bridge according to IMPACT Retention Report. | 73.4% | In progress | 68% |

Office of Teaching and Learning

Mission: The mission of the Office of Teaching and Learning is to improve the practice of teachers in all CPS classrooms by providing coherent tools and supports including alignment of local, state and national standards, research-based curricula, assessments, and intervention options.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10835* | \$809,750 | 8.0 | 0% | 97% | 0% | 3% |
| Total | \$809,750 | 8.0 | 0% | 97% | 0% | 3% |

*See the Office of Social Science and Service Learning (OSSSL) and Curriculum Strategy summaries for additional budget figures for unit 10835.

Objectives:

- Establish common curricular standards aligned to state and national standards.
- Use expert knowledge to consult Areas on use of chosen curricula.
- Select and administer district assessments.
- Vet, select, and maintain list of intervention options aligned to curriculum.

Key FY2011 Investments:

- **Communications, \$157,000:** Supports seven T&L sub departments by developing website, providing professional development for directors and managers, and liaising with other CPS departments
- **Leadership, \$103,000:** Cultivates a more responsive system of governance to best serve the needs of directors
- **Business Services, \$528,000:** Manages all aspects of contractual, procurement and financial processes at the department level.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|--------------------|---------------|---------------|
| Leadership: % Department KPI's that met target | New metric in 2011 | | TBD |
| Leadership: % of T&L supported students meeting or exceeding ISAT/PSAE standards | New metric in 2011 | | TBD |
| Business Services: % Year-to-year negotiated programmatic savings | 50% | 58% | 65% |
| Business Services: % of materials orders submitted before internal deadline | 70% | 80% | 95% |

Office of Curriculum Strategy

Mission: The Office of Teaching and Learning supports all Areas, Schools, instructional coaches, and teachers in grades PK-12 by communicating clear and measurable standards and recommending, developing, and supporting research-based curricular programs, aligned assessments, and interventions. The Office of Curriculum Strategy (OCS) plans, guides, executes, analyzes, and improves Teaching and Learning curricular-support programs through these cross-functional teams: District Strategy, Teaching and Learning (T+L) Strategy, K-8 Strategy, and 9-12 Strategy.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10835* | \$1,422,302 | 12.0 | 59% | 41% | 0% | 0% |
| Citywide - 10830** | \$6,732,906 | 3.0 | 74% | 12% | 14% | 0% |
| Total | \$8,155,208 | 15.0 | 71% | 17% | 12% | 0% |

*See Offices of Teaching & Learning and Social Science and Service-Learning Summaries for additional budget figures in unit 10835.

** See Office of Social Science and Service-Learning Summary for additional budget figures in unit 10830.

Objectives:

- *District Strategy* - Through Response to Intervention (RtI) OCS provides support to schools in the implementation of an Academic and Behavioral RtI Framework for use in schools in K-12 Reading and Mathematics classrooms as well as informs district-level policy and performance management of RtI.
- *District Strategy* - Through Learning Targets/Common Core, OCS defines and communicates the key learning expectations for all CPS K-12 students and align them to the Illinois-adopted Common Core.
- *T+L Strategy* - Design and manage all T+L databases and communications systems including the T+L website, the All School Database, the T+L Tracking Log, and the T+L Sharepoint site.
- *K-8 Strategy* - Project manage K-8 summer school options including the development and tracking of pre- and post-assessment data, training of Differentiation Facilitator Teachers, and management of the summer school curricular PD workshops.
- *K-8 Strategy* - Project manage K-8 cross-curricular initiatives like teacher professional development input and reporting, high school course options for middle grades students, and K-8 grant projects.
- *9-12 Strategy* - Through Advanced Placement, OCS partners with CPS high schools to offer and monitor high-quality, rigorous academic programs preparing students for college and the workplace and offer high-quality and targeted professional development that will improve teacher effectiveness leading to improved AP scores.
- *9-12 Strategy* - Project manage cross-curricular Instructional Development System (IDS) vendor relationships (including contract negotiation, weekly coherence meetings, and implementation reports) as well as input and report on 9-12 cross-curricular teacher professional development.

Key FY2011 Investments:

- **Advanced Placement, \$1.1M:** The goal of this program is to increase student readiness for and academic performance in Advanced Placement courses for 18,500 students in 74 schools.
- **Response to Intervention, \$5.5M:** This program supports schools in implementing RtI, which will provide early, effective identification and intervention for approximately 42,000 students who are academically at risk. Interventions range from less intensive progress monitoring (Tier 1) to more intense individualized support (Tier 3).

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|---------------|
| Response to Intervention: % of students showing improvement (moving down a Tier) after receiving an intervention | NA | NA | 75% |
| T+L Strategy: % of schools that have complete Tier 1, 2, and 3 curricular information in the All School Database | NA | NA | 90% |
| Summer School: % of pre- and post-assessment results entered into student record by start of school | NA | NA | 90% |
| Advanced Placement: % increase in the number of students receiving 3+ on AP exams | 31.8% | TBD | 35% |

Office of Social Science and Service-Learning

Mission: The Office of Social Science and Service-Learning prepares students for civic engagement in their communities at the local, state, national, and global levels. Our goal is to provide opportunities for students to experience relevant, engaging, and cohesive instruction based on a comprehensive framework aligned to state and national standards. The framework combines in-depth investigations of politics, economics, history, geography, and identity and culture with the development of key skills and real-world learning opportunities including civic action and service-learning. Student exploration of Chicago’s cultural, social, political, and academic institutions is an essential component of the framework. Combined, these experiences provide students with a greater appreciation of their communities and the varied resources and opportunities that are available.

FY2011 Budget

| Units | Budget | FTE | General funds | NCLB Federal funds | Other Income & Grants | O&M funds |
|-------------------------|--------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10835* | \$576,067 | 5.0 | 58% | 42% | 0% | 0% |
| Citywide - 10830** | \$670,290 | 0.0 | 90% | 5% | 5% | 0% |
| Total | \$1,246,357 | 5.0 | 75% | 22% | 3% | 0% |

*See the Office of Teaching & Learning and Curriculum Strategy summaries for additional budget figures for unit 10835.

**See Office of Curriculum Strategy summary for additional budget figures for unit 10830.

Objectives:

- K-12 Social Science Framework: aligns the teaching and learning of the social sciences across all grade levels.
- Financial Literacy: develops resources to enhance financial literacy education in schools.
- Service-Learning Initiative: provides professional development, generates service opportunities, and develops project resources to support high quality service-learning in schools.
- Harris Fellows Student Leadership: develops student leaders through training, networking, philanthropy and conference opportunities.

Key FY2011 Investments:

- **Service-Learning, \$944,000:** Develop high-quality service learning and student leadership opportunities which serve 50+ schools and 30,000 students.
- **Social Science: Social Science Framework, \$93,000:** Implement a K12 Social Science framework.
- **Social Science: Financial Literacy Plan, \$48,000:** Implement a financial literacy course/unit for grades 9-12. Provide framework and coordinate resources for grades K-8.
- **Social Science: American History Matters Collaborative, \$161,000:** Provide professional development to 200 novice American History teachers.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|---------------|
| Service-Learning: # students in Service-Learning | 28,000 | 26,000 | 30,000 |
| Social Science Framework & Coaching: # of schools utilizing Social Science framework | NA | NA | 50 |
| Financial Literacy Plan: # of schools utilizing financial literacy course or financial literacy unit | Pilot in 2010 | 12 | 25 |
| American History Matters Collaborative: % of cohort teachers attending program PD | 84% | 95% | 98% |

Office of Arts Education

Mission: The mission of the Office of Arts Education is to provide students with access to a quality arts education, and with meaningful arts experiences inside and outside the classroom.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10890 | \$1,456,461 | 5.0 | 80% | 19% | 0% | 1% |
| Total | \$1,456,461 | 5.0 | 80% | 19% | 0% | 1% |

Objectives:

- Provide aligned professional development, curriculum, instruction and assessment in all Office of Arts Education programs.
- Refine, expand and promote citywide programming, model programs and partnership ventures.
- Build arts education leadership, partnership, capacity and collaboration within CPS and the larger community through program offerings and initiatives.

Key FY 2011 Investments:

- **Department-Wide Administration, \$71,000:** Provide expanded citywide programming opportunities to district schools through programs, festivals, adjudicated competitions and exhibitions in arts disciplines, and school site-based Arts programming to 15 arts programs.
- **Multidisciplinary Arts Programming, \$262,000:** Improve the outreach, effectiveness and outcomes of Chicago Guide professional development and related activities provided to 1,200 arts education teachers.
- **Music Programming, \$529,000:** Adjudicate student musicians in the fourteen Music Performance Festivals, train and provide performing opportunities in music and dance through the nine All-City Performing Groups and related programs, and provide effective professional development opportunities to 200 music educators.
- **Visual Arts Programming, \$273,000:** Expand visual arts opportunities through city-wide programs and exhibitions and provide professional development opportunities for 400 visual arts teaching faculty.
- **Dance Programming (Having a Ball), \$300,000:** Provide a rigorous dance program to 10 participating schools.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|---------------|
| Department-Wide Administration: % of schools participating in at least one OAE program | NA | 66% | 76% |
| Multidisciplinary Arts Programming: % of schools participating in Chicago Guide PD programming and related activities. | NA | 55% | 65% |
| Music Programming: % of schools participating in All City Music and related programming | 18% | 17% | 22% |
| Visual Arts Programming: % of schools participating in at least one visual arts program | 25% | 24% | 30% |
| Dance Programming (Having a Ball): % of students meeting the minimum of 150 program minutes per week. | 86% | 85% | 90% |

Office of Mathematics

Mission: The Office of Mathematics is committed to the belief that all CPS students will be mathematically literate and prepared for success in the 21st century. They will be lifelong learners who build their understanding of mathematics from prekindergarten through twelfth grade. The Office of Mathematics is committed to improving mathematics achievement for all students by promoting a culture of learning at the district level and within school communities through professional development, curricular supports and collaborations with universities.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------|--------------------|------------|---------------|--------------------|-----------------------|-----------|
| Citywide - 13710 | \$1,044,485 | 5.0 | 34% | 64% | 0% | 2% |
| Citywide - 13715 | \$5,352,943 | 3.0 | 5% | 95% | 0% | 0% |
| Total | \$6,397,428 | 8.0 | 10% | 90% | 0% | 0% |

Objectives:

- Provide curricular supports, guidance and tools for research-based instructional programs.
- Provide access to a high quality, rigorous, coherent high school Algebra I course to a greater number of well-prepared middle grade students so they will be on the pathway to advanced mathematics courses in high school.
- Develop the capacity of administrators, coaches, professional development leaders and teachers by providing high-quality, differentiated professional development and supports.
- Collaborate with other entities to enhance the quality of mathematics teaching and learning .

Key FY2011 Investments:

- **K-5 Mathematics, \$716,000:** Everyday Mathematics curriculum for 240 schools and 90,000 students, and Math Trailblazers curriculum for 90 schools and 33,750 students.
- **6-8 Mathematics, \$239,000:** Connected Mathematics Program for 140 schools and 29,400 students, and Math Thematics Program for 160 schools and 33,600 students.
- **High School Algebra for Middle Grade Students, \$421,000:** Increase number of middle schools offering high school algebra to 190, serving 4,750 students.
- **Differentiated Curriculum Support for Schools, \$288,000:** Provide training for principals and CAOs (Eg. Learning Targets, Classroom Observation Guide), supports for use of assessment data, six Family Math courses, and After School Math Clubs.
- **9-12 Mathematics, \$3.9M:** Agile Mind curriculum for 15 schools and 12,000 students, including intensive algebra pilot in five schools (\$1.1M); Carnegie Learning curriculum for 25 schools and 22,000 students (\$1.5M); and EDC-CME Curriculum for 10 schools and 12,500 students (\$1.3M).

| Key Performance Indicators | FY 2009 Actual | FY 2010 Actual | FY 2011 Target |
|--|----------------|----------------|----------------|
| K-5 Math: % of students showing at least one year's growth on ISAT scale scores. | NA | NA | TBD |
| 6-8 Math: % of students showing at least one year's growth on ISAT scale scores | NA | NA | TBD |
| High School Algebra for Middle Grade Students: % of students enrolled in Algebra passing Algebra Exit Exam, by school | 42% | 51% | 60% |
| Differentiated Curriculum Support for Schools: % of schools using tools developed by Office of Mathematics | NA | NA | 100% |
| 9-12 Mathematics: % of students showing at least one year's growth on PSAT scale scores | NA | NA | TBD |

Office of Reading and Language Arts

Mission: The Office Reading and Language Arts is dedicated to improving and enriching literacy experiences for all CPS students. It does so by supporting a literacy model that includes attention to reading, writing, listening, speaking and use of technology; developing teachers who can analyze a variety of data to adjust instruction to meet the needs of the individual student; assisting teachers and librarians in selecting and using culturally appropriate, high-quality books and other print and electronic resources to support literacy learning and motivate readers; and recognizing that access to a quality literacy education is a gateway to success in life and a social justice issue.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------|---------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Citywide - 13700 | \$2,885,542 | 23.0 | 13% | 48% | 38% | 1% |
| Citywide - 13705 | \$9,253,894 | 18.0 | 10% | 71% | 19% | 0% |
| Total | \$12,139,436 | 41.0 | 11% | 66% | 24% | 0% |

Objectives:

- Offer schools high quality reading and language arts curriculum choices.
- Improve teaching practices by providing customized literacy supports focused on selected, critical strategies
- Effectively manage local, state and federal -funded initiatives focused on improving student literacy achievement
- Provide exciting and engaging literacy enrichment opportunities for students that promote a culture of reading and writing and increase understanding of various texts.
- Support library-based literacy instruction by providing information resources, curriculum support, technology tools and training, and independent reading resources and strategies (see following page for more detail).

Key FY2011 Investments:

- **K-5 Curriculum and Instruction, \$2,612,000:** Foster coherence in literacy instruction across K-5 grade levels by implementing a balanced literacy model of reading and writing instruction.
- **6-8 Curriculum and Instruction, \$6,605,000:** Extend the K-5 literacy model to provide structured, coherent and aligned curricular supports that include content area literacy strategies.
- **9-12 Curriculum and Instruction, \$2,353,000:** Extend the 6-8 literacy model and provide structured, coherent and aligned English/language arts and developmental reading curricular offerings.
- **K-12 Literacy Enrichment, \$213,000:** Offer authentic and motivating options for students to engage in reading and writing activities.
- **Department Administration, \$335,000:** Provide administrative support to assure successful implementation of RLA investment plans.

| Key Performance Indicators | FY2011 Target |
|---|---------------|
| K-5 RLA Curriculum: % of students showing at least one year's growth on ISAT scale scores. | TBD |
| 6-8 RLA Curriculum: % of students showing at least one year's growth on ISAT scale scores | TBD |
| 9-12 Curriculum: % of students showing at least one year's growth on PSAE scale scores | TBD |
| K-12 Literacy Enrichment: % of students participating in literacy enrichment initiatives | TBD |
| Department Administration: % of KPIs meeting target | TBD |

Department of Libraries and Information Services

Mission: The mission of the Department of Libraries and Information Services is to offer the professional expertise and programmatic support necessary for schools to provide and continually improve library programs that are integral to teaching and learning.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10860 | \$681,889 | 5.2 | 97% | 0% | 0% | 3% |
| Citywide - 10865 | \$763,149 | 0.0 | 79% | 11% | 10% | 0% |
| Total | \$1,445,038 | 5.2 | 87% | 6% | 5% | 2% |

Objectives:

- Support librarians as instructional leaders who actively participate in curriculum development and leverage the use of educational technology in all its forms.
- Maintain and develop use of best-in-class information resources that support the instruction of literacy and research skills.
- Provide exciting and engaging reading enrichment opportunities for students that promote a culture of reading and expand students' worldview.

Key FY2011 Investments:

- **Departmental Administration, \$290,000:** Lead program coordination and marketing, provide budget management, and coordinate Opening Day Collections services.
- **Library Curriculum Support, \$385,000:** Facilitate use of standards-aligned resources for library and literacy-related curricula and programs; facilitate and coordinate curricular and technology training and resource use to support area initiatives.
- **Centralized Library Automation, \$383,000:** Provide ongoing training and support of library automation system for 225 schools.
- **Professional Library, \$96,000:** Continue development and marketing of a model children's and YA library collection; facilitate use of Integrated Library System and subscription-based electronic resources.
- **Reading Motivation Programs, \$243,000:** Engage 2,250 CPS high school students in reading and discussing books in six or more book club meetings and facilitate annual spring conference.

| Key Performance Indicators | FY2011 Target |
|---|---------------|
| Departmental Development and Administration: % of new libraries opened on time each year | 90% |
| Library Curriculum Support: % of teachers who implement new tools into lesson plans learned via department initiatives | 75% |
| Centralized Library Automation: % of attendees who rank automation training programs satisfactory or higher | 90% |
| Professional Library: % increase in Professional Library facility use month-by-month | 10% |
| Reading Motivation Programs: # of students participating in book clubs annually | 2,250 |

Office of Science

Mission: The Office of Science supports all Areas, schools, teachers, and administrators in their delivery of a rigorous, engaging, and relevant educational programs in grades PK-12 by communicating clear and measurable standards, recommending, developing, and supporting research-based curricular programs, interventions, and aligned assessments.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 13730 | \$1,102,778 | 6.0 | 42% | 56% | 0% | 2% |
| Citywide - 13732 | \$5,814,044 | 0.0 | 8% | 78% | 14% | 0% |
| Total | \$6,916,822 | 6.0 | 14% | 75% | 11% | 0% |

Key FY2011 Investments:

- **Elementary & Middle Grades Curriculum Programs, \$799,000:** Provide research- and inquiry-based science instructional materials in Grades PK-8 to schools through the PK-8 science scope and sequence along with recommended curriculum. In addition, 300 schools receive science materials "on-loan" through the Science Resource Center.
- **Instructional Development System (IDS), \$2.7M:** Support increased use of inquiry-based instruction through research-based curriculum programs, aligned assessments and required science instructional materials, serving 40 high schools and 37,800 students.
- **High School Science Programs, \$1.2M:** Develop instructional supports, resources, and courses to provide students with a rigorous, engaging, and relevant educational experience.
- **Extended Student Learning, \$426,000:** Increase access for students in grades 4-12 in regard to after school learning opportunities and competitions (e.g. Science Olympiad, Science Fair, After-School Science Clubs).
- **Teacher Quality, \$376,000:** Provide learning opportunities for teachers to further develop their knowledge, obtain required endorsements, participate in summer science research experiences (RET), increase their leadership and collaboration skills, and hone a "common lens" for evaluating excellent science instruction so that there is greater capacity for school-level instructional innovation and change.
- **Administration, \$261,000:** Identify and address information gaps and curricular needs relative to science teaching and learning for teachers, principals, and CAOs.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|--------------------|---------------|---------------|
| Elementary & Middle Grades Curriculum Programs: % of students in implementing classrooms meeting/exceeding standards on ISAT at grades 4 and 7 | New metric in 2011 | | 72.9% |
| Instructional Development System: % of students in implementing classrooms meeting/exceeding standards on the PSAE | 11.4% | TBD | FY10 + 5% |
| Extended Student Learning: % of schools offering extra curricular activities for students in science | New metric in 2011 | | 50% |
| Teacher Quality: % of available seats utilized | New metric in 2010 | 85.0% | 95.0% |
| High School Science Programs: % of high schools offering elective science coursework | New metric in 2011 | | 85% |
| High School Science Programs: % of high schools using the High School Equipment Loan Program | New metric in 2011 | | 60% |

Office of Student Assessments

Mission: To help develop, implement, and maintain a coherent system of assessments in CPS to support the needs of students, teachers, parents, administrators, and district leaders, and to build understanding of educational assessment and assessment data.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|---------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 11210 | \$929,296 | 9.0 | 48% | 50% | 0% | 2% |
| City Wide - 11290 | \$7,762,018 | 0 | 6% | 94% | 0% | 0% |
| Budgeted at Schools | \$2,869,085 | 0 | 100% | 0% | 0% | 0% |
| Total | \$11,560,399 | 9.0 | 33% | 67% | 0% | 0% |

Objectives:

- Provide leadership on K-12 assessment strategy.
- Develop or acquire high-quality assessments to meet various stakeholder data needs, and continuously review and refine existing assessments to better meet data needs.
- Administer district, state, and national assessments effectively.
- Provide tools that build understanding of assessments and assessment data.

Key FY2011 Investments:

- **Reading Benchmark, \$1.7M:** Measures student achievement of State reading goals with the goal of improving reading instruction through the utilization of benchmark results.
- **Math Benchmark, \$1.7M:** Measures student achievement of State math goals with the goal of improving math instruction through the utilization of benchmark results.
- **Early Literacy Assessments, \$1.9M:** Trains teachers to administer the DIBELS, ISEL, and STEP early literacy assessments; provides scoring and data reporting to improve student literacy outcomes.
- **Other Assessment Development and Implementation, \$6.1M:** Provides school-level support to ensure appropriate student participation in each district, State, and Federal assessment; develops assessments that align with curriculum

| Key Performance Indicators | FY2011 Target (new metric for FY11) |
|--|--|
| Reading Benchmark: %of teachers at participating schools accessing Benchmark data | TBD |
| Math Benchmark: % of teachers at participating schools accessing Benchmark data | TBD |
| Early Literacy Assessments: % of teachers accessing Early Literacy Assessment data | TBD |
| Other Assessment Development and Implementation : % of teachers accessing other assessment data | TBD |

Office of Language and Cultural Education

Mission: The mission of the Office of Language and Cultural Education is to ensure the academic success of English Language Learners by providing them with the tools that lead to English proficiency. In addition, we develop and support programs that enable all students to be bilingual, biliterate, and prepared for active participation in their community and the world as we build the capacity of CPS educators in the areas of bilingual, world language and multicultural education.

FY2011 Budget

| Units | Budget | FTE | General funds | NCLB Federal funds | Other Income & Grants | O&M Funds |
|------------------------|---------------------|--------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 11510 | \$2,165,224 | 14.0 | 61% | 38% | 0% | 1% |
| Citywide - 11540 | \$4,103,565 | 22.0 | 27% | 71% | 2% | 0% |
| Citywide – 12670* | \$965,000 | 0 | 78% | 22% | 0% | 0% |
| Budgeted at Areas** | \$1,062,792 | 9.0 | 100% | 0% | 0% | 0% |
| Budgeted at schools | \$20,306,627 | 215.5 | 66% | 34% | 0% | 0% |
| Total | \$28,603,208 | 260.5 | 61% | 38% | 0% | 0% |

*See Citywide General Education Summary for additional budget figures in unit 12670.

** See Year-to-Year Comparison of Area Units table and School at a Glance reports for additional budget figures at areas and schools.

Objectives:

- Build capacity of the education community to provide high quality language education programs and services.
- Provide English Language Learners high quality bilingual education programs that are in compliance with state and federal statutes.
- Expand and enhance opportunities and resources in language education and international studies for all CPS students.

Key FY2011 Investments:

- **Bilingual Education Professional Development and Instruction, \$2.1M:** Provides direct instruction to 60,000 students who are English language learners (ELLs) and professional development to 2,500 teachers to ensure English language proficiency as measured by the ACCESS proficiency test. Includes funds for bilingual education teachers who are budgeted at schools.
- **Bilingual Summer Support, \$1.8M:** Offers academic and enrichment learning programs to 4,000 ELLs.
- **Compliance of TBE/TPI Programs, \$1M:** Ensures that all ELLs eligible receive bilingual program services.
- **Bilingual Education Resource, \$900,000:** Provides opportunities for 5,000 parents of ELLs to be involved in their children's education.
- **World Language and International Studies, \$700,000:** Provides direct instruction and international studies opportunities to 103,520 students, and professional development to 731 teachers. Includes funds for world language teachers who are budgeted at schools.
- **Administration, \$600,000:** Supports teachers of ELL and world languages and manages all programs.

| Key Performance Indicators | FY2011 Target |
|--|---------------|
| Bilingual Education PD and Instruction: % of students proficient on ACCESS | 6% |
| Bilingual Summer Support: % of students who made growth as determined by pre and post tests | 70% |
| Compliance of TBE/TPI Programs: % of students not appropriately served | 2% |
| Bilingual Education Resource: % of parents successfully completing programs | 75% |
| Administration: % of department performance indicators that meet target | 80% |

Office of School Turnarounds

Mission: The Office of School Turnaround will lead the transformation of the district's lowest performing schools into high quality learning centers by providing a comprehensive framework for whole-school improvement and increased student achievement. This frame is based on: coherent and responsive systems; outcomes-focused curriculum and assessment planning; integrated and aligned partnerships; and coordinated relationships with school communities.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|----------------------|---------------------|--------------|---------------|--------------------|-----------------------|-----------|
| Area Office - 13740 | \$1,328,362 | 8.0 | 98% | 0% | 0% | 2% |
| Area Office - 13745* | \$2,542,807 | 6.0 | 98% | 2% | 0% | 0% |
| Budgeted at Schools | \$9,727,888 | 126.0 | 13% | 77% | 10% | 0% |
| Total | \$13,599,057 | 140.0 | 38% | 55% | 7% | 0% |

*See Office of College and Career Preparation and Area Summary for additional budget figures in unit 13745.

Objectives:

- *Student Achievement* – Improve Student Achievement as measured by ISAT/PSAE, EPAS Growth and WorkKeys
- *Teaching & Learning* – Deploy coherent curricular materials, establish interim assessment systems and establish teacher observation systems aligned with increasing teacher capacity and effectiveness in the classroom.
- *Climate & Culture* – Design, build & maintain safe student-centered learning cultures as measured by increased student attendance, decreased serious misconduct, and increased student satisfaction.
- *Community Schools* – Establish an extensive portfolio of out-of-school programming that leads to increased parent and student participation in programming.
- *Family & Community Engagement* – Strengthen collaboration from parents and community groups.

Key FY2011 Investments:

- **Marshall High School/Year 1, \$4.7M:** In Year 1, Marshall will focus on improving the instructional environment through implementing a restorative justice curriculum, Response to Intervention student support system and providing behavioral/emotional supports from clinical providers. This includes \$2.0M in school-based staff.
- **Fenger High School/Year 2, \$3.4M:** In Year 2, Fenger will focus on college/career readiness, increased graduation rates and improved student achievement. This includes \$2.7M in school-based staff.
- **Harper High School/Year 3, \$2.4M:** In Year 3, Harper will focus on college/career readiness, increased graduation rates and improved student achievement. This includes \$2.0M in school-based staff.
- **Langford Community Academy (formerly known as Copernicus)/Year 3, \$1.1M:** In Year 3, Langford will focus on a strong balanced literacy program, interim assessments and social/emotional supports to respond to student needs. This includes \$1.0M in school-based staff.
- **Fulton Elementary School / Year 3, \$934,000:** In Year 3, Fulton will focus on a strong balanced literacy program, interim assessments and social/emotional supports to respond to student needs. This includes \$715,000 in school-based staff.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|--------------------------------|---------------|---------------|---------------------|
| Marshall High School/Year 1: | | | |
| PSAE Meets/Exceeds | 4.2% | 2.7% | 3 points increase |
| ACT Scores | 13.8 | 13.6 | 0.75 point increase |
| Attendance Rate | 54.1% | 52.6% | 75.0% |
| Freshmen on Track (FY08 39.2%) | 30.6% | TBD | 20.0% increase |
| Fenger High School/Year 2 : | | | |
| PSAE Meets/Exceeds | 2.8% | 5.5% | 10 points increase |
| ACT Scores | 13.4 | 14.3 | 1.5 points increase |
| Attendance | 78.0% | 68.9% | 80.0% |
| Freshmen On Track (FY08 40.5%) | 60.1% | TBD | 15.0% increase |

Office of School Turnarounds (continued)

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|--|----------------------|----------------------|----------------------|
| Fulton Elementary School/Year 3: | | | |
| ISAT Meets/Exceeds | 37.9% | 49.1% | 10 points increase |
| Attendance | 91.1% | 94.7% | 95.0% |
| Langford Community Academy (formerly Copernicus)/Year 3: | | | |
| ISAT Meets/Exceeds | 39.0% | 49.3% | 10 points increase |
| Attendance | 92.0% | 91.9% | 95.0% |
| Harper High School/Year 3: | | | |
| PSAE Meets/Exceeds | 5.9% | 5.2% | 10 points increase |
| ACT Scores | 14.1 | 14.2 | 1.5 points increase |
| Attendance | 70.0% | 72.7% | 80.0% |
| Freshmen On Track (FY08 43.2%) | 60.8% | TBD | 15.0% increase |

Office of Early Childhood Education

Mission: The mission of the Office of Early Childhood Education is to enroll eligible children in quality preschool programs that prepare them to be successful in school. The department is responsible for offering, monitoring, and assessing preschool programs, encouraging principals and directors to enroll children and to create an effective environment for teaching and learning.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|----------------------|----------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 11360 | \$1,606,608 | 12.0 | 65% | 29% | 4% | 1% |
| Citywide - 11385 | \$85,174,849 | 149.2 | 89% | 1% | 10% | 0% |
| Citywide - 12670 | 9,000,000 | 0.0 | 100% | 0% | 0% | 0% |
| Budgeted at Schools | \$97,359,994 | 1,345.7 | 14% | 54% | 32% | 0% |
| Total | \$193,141,451 | 1,506.9 | 52% | 28% | 21% | 0% |

Objectives:

- Distribute programs based on need, available sites, funds and staff capabilities.
- Demonstrate improvement in program quality as evidenced by classroom ratings and parent programming.
- Demonstrate improvement in child learning as evidenced by multiple measures of student learning.
- Communicate guidelines for funding, findings from assessments, and program status to principals and directors.

Key FY2011 Investments:

- **Preschool For All (PFA), \$70.1M:** Prepare 16,840 at-risk children for entry to kindergarten. Includes \$54.0M budgeted at schools.
- **Community Partnership Program (CPP), \$63.1M:** Enhancement programs for at-risk children, ages 0-4, participating in child care programs for entry to preschool or kindergarten. Funded wholly through PFA funds.
- **Head Start (HS), \$37.4M:** Prepare 6,511 low income children for entry to kindergarten. Includes \$31.1M budgeted at schools.
- **Child Parent Centers (CPC), \$8.1M:** Provide preschool services to 980 children in select Title I neighborhoods. Includes \$7.9M budgeted at schools.
- **Tuition Based Preschool (TB), \$4.6M:** Provide quality affordable full work day programs to 500 children. Includes \$4.4M budgeted at schools.
- **Program Improvement and Educational Resources, \$5.2M:** Prepare and support 1,500 preschool teachers and assistants in school based programs to meet the educational, physical, and social and emotional needs of students, and develop teachers' knowledge of early literacy and math skills. \$3.4M funded through PFA funds.
- **ECE Assessment, Analysis and Evaluation, \$3.8M:** Develop & implement assessment and analysis plan in Early Childhood classrooms across district. \$2.5M funded through PFA funds.

| Key Performance Indicators | FY2009 Actual (3/09–6/09) | FY2010 Actual | FY2011 Target |
|--|------------------------------|---------------|---------------|
| All Instructional Plans: Average Monthly Student Attendance* | 81% | 89% | 90% |
| All Instructional Plans: % classrooms achieving acceptable or superior on the Early Childhood Environmental Rating Scale (ECERS) rating | 93% | NA | TBD |
| All Instructional Plans: % classrooms with moderate-high rating on Early Language and Literacy Classroom Observation (ELLCO)* | 92% | NA | TBD |
| Program Improvement and Educational Resources: % of teacher participation in PD | New Metric in FY 2011 | | |
| ECE Assessment, Analysis and Evaluation: % required child assessments completed | New Metric in FY 2011 | | |

*Includes PFA, Head Start, Child Parent Centers and Tuition-Based Preschools

Office of Special Education and Supports

Mission: The mission of the Office of Special Education and Supports is to work collaboratively with schools, students, parents and other external stakeholders to provide the tools, guidance, supports and services necessary to ensure the success of all students with disabilities.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|----------------------|----------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 11610 | \$7,044,086 | 37.0 | 76% | 0% | 24% | 0% |
| Citywide - 11670 | \$33,939,894 | 171.5 | 36% | 9% | 54% | 0% |
| Citywide - 11675 | \$162,378,112 | 1,568.0 | 95% | 2% | 2% | 0% |
| Citywide - 12670** | \$67,100,000 | 0.0 | 86% | 0% | 14% | 0% |
| Budgeted at Schools* | \$478,000,000 | 6,238.0 | 84% | 0% | 16% | 0% |
| Total | \$748,462,092 | 8,014.5 | 84% | 1% | 15% | 0% |

* Special Education teachers and aides are budgeted at individual schools; see School Segment Report and School at a Glance tables for more detail.

**See Citywide General Education Unit Summary for 12670 additional budget figures.

Objectives:

- Improve communications and quality collaborations with parents and community agencies.
- Guide Schools in the selection, implementation and evaluation of high-yield literacy interventions.
- Ensure clear processes to manage and deliver mandated activities.
- Build transitions for independent futures.
- Provide clinical and related services that are efficient and effective.

Key FY2011 Investments:

- **Instructional Support Services, \$22.0M:** Provides tools and strategies that guide school-level implementation of evidence-based instructional supports for student with disabilities.
- **School Capacity Building – Least Restrictive Environment Support, \$11.8M:** Assesses and provides support to schools to ensure students with disabilities have high-quality IEPs; receive services as mandated in their IEPs; can access curricular and non-curricular opportunities; and improve their academic performance.
- **Office of New Schools Support, \$30.8M:** Ensures appropriate service is provided to approximately 4,000 students with disabilities in 120 charter and contract schools.
- **Specialized Schools and Services, \$47.1M:** Partners with 100 specialized private and residential placement schools to serve nearly 1,000 students with disabilities who require services in a separate school setting.
- **Clinical and Related Services, \$139.1M:** Ensures that all students with disabilities receive services such as psychology, social work, nursing, speech therapy, and occupational therapy in order to attain IEP goals.
- **Medical Compliance and Universal Health Services, \$12.0M:** Ensure that 90% of all CPS students have required immunizations and physical exams.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|--|---------------|---------------|---------------|
| % of students with disabilities who graduate from CPS | 42% | NA | 47% |
| % of students in LRE3 | 27.7% | 21.8% | TBD |
| % of students with disabilities progressing on basic skills | NA | NA | TBD |
| % of students with disabilities making gains on benchmarking assessments | NA | NA | TBD |
| % of students with disabilities meeting learning standards | NA | NA | TBD |
| % of freshmen on track for graduation | 58% | NA | TBD |
| % of students with disabilities enrolled in college | NA | NA | TBD |
| % of students with disabilities employed after graduation | NA | NA | TBD |

Office of School Safety and Security

Mission: Ensure the safety of students and staff and the security of property at all Chicago Public Schools and administrative offices through the innovative use of personnel and technology, to preserve an environment conducive to learning.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|---------------------|----------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10610* | \$3,611,670 | 29.0 | 99% | 0% | 0% | 1% |
| Citywide - 10615* | \$12,522,133 | 64.0 | 96% | 4% | 0% | 0% |
| Budgeted at Schools | \$51,158,989 | 993.0 | 100% | 0% | 0% | 0% |
| Total | \$67,292,792 | 1,086.0 | 99% | 1% | 0% | 0% |

* See Violence Prevention Initiative summary for additional budget figures for units 10610 and 10615.

Objectives:

- Support principals by responding to emergency situations.
- Support principals by ensuring security staff are placed where they are needed.
- Coordinate and provide training for security personnel.
- Coordinate and provide security at CPS administrative sites.

Key FY2011 Investments:

- **Administrative Security, \$2.0M:** Provides 24-hour security coverage at 5 administrative sites to ensure the safety of district property and all CPS administrative employees and annual visitors.
- **School Security - School Climate, \$1.8M:** Climate Teams are deployed to 35 high schools experiencing high levels of violence in order to improve school climate and reduce incidence of serious misconducts.
- **School Security - Training and Evaluations, \$544,000:** Provides Safety Evaluations at target campuses, and mandated training to more than 1,400 full-time security personnel.
- **Security Support, \$993,000:** Provides technical assistance and temporary supplemental security personnel to reduce property loss and misconducts at schools that experience a rise in security-related incidents.
- **School Security - School-Based Personnel, \$51.4M:** Security personnel are provided to all CPS schools to ensure the safety of all of the district's students. Includes funds for security personnel who are budgeted at schools.
- **Safety Center, \$943,000:** Ensures 24-hour monitoring of camera and alarm systems at CPS schools and administrative sites and provides technical assistance to schools as needed.
- **Technical Assistance, \$221,000:** Provides repair services to ensure that security equipment, such as metal detectors and security cameras, is functioning properly.
- **Emergency Management Planning, \$193,000:** Ensures that all schools have an emergency plan and conduct state-required drills in case of fire or other calamity.

| Key Performance Indicators | FY2010 Actual | FY2011 Target |
|--|----------------------|---------------|
| % change in shootings involving CPS students | 7% | -50% |
| % change in serious conduct violations at target campuses | 15% | -10% |
| # of High Schools in which a Safety Evaluation was conducted | 49 | TBD |
| Average days to resolve high priority Safety Center issues | New metric in FY2011 | TBD |
| % of security personnel meeting annual training requirements | New metric in FY2011 | TBD |
| % of schools completing state required safety drills | 61% | TBD |

Violence Prevention Initiatives

Mission: In response to extreme violence, misconduct, and poor outcomes among Chicago Public Schools students, the Violence Prevention Initiative was created to reduce the likelihood that a CPS student will be involved in violent incidents both on and away from school grounds, and to create a safe, secure and supportive environment for CPS students to excel academically.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|---------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10610* | \$1,198,874 | 10.0 | 13% | 87% | 0% | 0% |
| Citywide - 10615* | \$38,558,073 | 0 | 2% | 98% | 0% | 0% |
| Total | \$39,756,947 | 10.0 | 3% | 97% | 0% | 0% |

* See Office of School Safety and Security summary for additional budget figures in units 10610 and 10615.

Objectives:

- Connect most at-risk high school students with community-based mentors to address the underlying issues that directly impact academic performance, safety, and overall well-being.
- Fund, monitor, and measure programs promoting a “culture of calm” within 38 target schools.
- Coordinate and execute safe passage plans for schools in high incident neighborhoods with the key stakeholders, including the Chicago Police Department, Chicago Transit Authority, school principals, and the Mayor’s office.

Key FY2011 Investments:

- **Safe Passage, \$8.4M:** Funds School Community Watch programs for 23 schools in areas where students are most at risk while traveling to and from school, in order to increase attendance and reduce violent incidents.
- **Youth Advocacy Program (YAP), \$5.0M:** Students receive intensive advocacy services to increase their school performance and attendance, and reduce the likelihood of dropping out, suspensions, misconducts, expulsions, and arrests. The program will impact 250 students in FY2011.
- **Culture of Calm, \$16.6M:** Provides resources to 38 schools with high safety needs in order to improve attendance, behavior, and academic outcomes and reduce expulsions, out of school suspensions, and drop-out rates for nearly 40,000 students.
- **Student Mentorship & Advocacy, \$10.0M:** Assigns mentors and support services to 1,500 high risk students to increase attendance, increase participation in school activities, foster parental involvement, and reduce misconducts, suspensions, expulsions, truancy, and arrests.

| Key Performance Indicators | FY2011 Target |
|--|-------------------------------------|
| Safe Passage: % increase in attendance among participating students | 10% (or 90% attendance) |
| Safe Passage: % decrease in serious (L4-6) behavior violations compared to benchmark | 50% |
| Safe Passage: % of students feeling safe travelling between home and school compared to benchmark | The higher of 80% or a 10% increase |
| YAP: % increase in attendance per semester among participating students | 15% |
| YAP: % decrease per semester in serious behavior violations per participating student | 50% |
| YAP: Increase in unweighted GPA by semester per student | .5 |
| Culture of Calm: % reduction in violent (L4-6) incidents and out-of-school suspensions at Culture of Calm schools | 50% |
| Culture of Calm: % attendance improvement at Culture of Calm schools | 10% (or 90% attendance) |
| Culture of Calm: % decrease in the # of ‘D’ and ‘F’ grades at Culture of Calm schools | 20% |
| Student Mentorship & Advocacy: % of attendance increase per student | 15% per semester |
| Student Mentorship & Advocacy: % decrease in serious behavior violations per student | 50% |
| Student Mentorship & Advocacy: Increase in unweighted GPA by semester per student | .5 |

Office of New School Development

Mission: The Chicago Public Schools' Office of New Schools authorizes high quality schools, particularly within Chicago's high need communities to help ensure that all students in Chicago have access to high quality school options.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|----------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 13610 | \$3,785,799 | 21.0 | 99% | 0% | 0% | 1% |
| Citywide - 12670* | \$3,000,000 | 0.0 | 100% | 0% | 0% | 0% |
| Budgeted at Schools | \$292,340,611 | 0.0 | 100% | 0% | 0% | 0% |
| Total | \$299,126,410 | 21.0 | 100% | 0% | 0% | 0% |

*See Citywide Education General summary for additional budget figures in unit 12670.

Objectives:

- Recruit, select, and incubate high-quality school operators.
- Focus on school quality between authorization and renewal by holding schools accountable for academic and operational outcomes.
- Connect schools to critical resources so that they are programmatically and operationally ready to open and manage schools.

Key FY2011 Investments:

- **ONS School Readiness, \$1.3M:** Ensure that 91 new and existing ONS schools are prepared to open annually, expand and continue operations.
- **Executive Activities and Departmental Administration, \$612,000:** Support the departmental financial, HR and general office needs of ONS and its 21-member staff.
- **Accountability and Renewal, \$659,000:** Conduct diagnostic reviews and renewal evaluations for 13 schools. Track and report the academic and operational performance of charter and contract schools.
- **Compliance and Certification, \$227,000:** Hold charter and contract schools accountable to compliance requirements.
- **Recruitment and Selection, \$767,000:** Data-driven identification of highest quality school operators for strategic school creation.
- **Charter and Contract Schools, \$295.3M:** Fund the general education program of Charters and Contract schools in FY 2011. This includes \$292.3M budgeted at schools.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|--------------------|---------------|---------------|
| ONS School Readiness: SCHOOL READINESS COMPOSITE: % of all ONS schools ready for school opening | New Metric in 2011 | | 100% |
| Executive Activities and Departmental Administration: % of KPIs with green or yellow status at weekly director's meeting check-ins | New Metric in 2011 | | 100% |
| Accountability and Renewal : % of schools completing renewal conditions satisfactorily | New Metric in 2010 | 89% | 100% |
| Compliance and Certification: % of schools contacted quarterly with compliance status | New Metric in 2010 | 100% | 100% |
| Recruitment and Selection: % of new school recommendations made to CEO that are authorized by the Board | 100% | 100% | 100% |
| Charter and Contract Schools: under development | NA | | TBD |

Office of Performance

Mission: Engage with schools, areas, other CPS departments and external stakeholders to define relevant performance measures, conduct quantitative and qualitative research and analysis, and develop data tools that allow relevant information to be shared and utilized throughout CPS. Simultaneously provide internal consulting services to schools, areas and Central Office departments designed to improve performance and address major CPS priorities.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|---------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 16050 | \$6,001,126 | 43.0 | 66% | 31% | 3% | 0% |
| Citywide - 16055 | \$5,700,000 | 0.0 | 0% | 100% | 0% | 0% |
| Budgeted at Schools | \$10,000,000 | 0.0 | 0% | 100% | 0% | 0% |
| Total | \$21,701,126 | 43.0 | 18% | 81% | 1% | 0% |

Objectives:

- Support central office departments in the development of outcome-based performance metrics, data analysis, and identification of strategies to improve the efficiency and effectiveness of service provided to schools.
- Support areas and schools in the use of data to improve student outcomes. Provide training, tools and targeted support to individual teachers, teacher teams, and instructional leadership teams (ILTs) around the use of assessments, student work and other data in developing school and classroom strategies.
- Provide the technology, data management tools and resources for effective fact-based decision making.
- Conduct quantitative and qualitative research to assist data-driven decision making for program improvement, assessing program impact and policy development. Coordinate relationships with external partners and research organizations to ensure research activities and data exchanges are of high quality.
- Ensure district is in compliance with federal and state accountability requirements.

Key FY2011 Investments:

- **School Performance Management, \$931,000:** Support schools in the creation and refinement of robust strategies aimed at improving targeted student outcomes through the cultivation of ILTs and teacher teams.
- **School Based Data Inquiry, \$10.0M:** Reimburse ILT teacher members and teacher teams for the hours they spend after class reviewing data and student work and collaborating on strategies for school improvement.
- **Scantron Assessment Initiative, \$4.8M:** Provide interim assessment data for 250,000 students at 480 schools. Data will be used in differentiating instruction and developing school and area-level strategies.
- **Area PM, \$801,000:** Help CAOs create and refine robust area-level strategies aimed at improving targeted student outcomes. Support CAOs in having data-driven discussions with senior leadership and their principals.
- **Performance Data, \$1.2M:** Provide reliable, timely access to analytic data for use in performance discussions. Supply performance policy, annual yearly progress and other performance data to all CPS schools and stakeholders. Coordinate compliance with state and federal school accountability policies.
- **Central Office Performance Management, \$1.2M:** Support the development and implementation of robust internal performance management processes for more than 20 departments and for central office as a whole.

| Key Performance Indicators | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|
| School PM and Data Inquiry: % schools improving effectiveness of ILT & teacher team PM meetings as per CPS PM Meeting Rubric (from fall to spring) | New Metric | 75% |
| Scantron Assessment Initiative: % of targeted students tested* | 110% | 100% |
| Area PM: % Areas holding effective CAO-principal PM sessions at least 1x/month | New Metric | 100% |
| Performance Data: % data requests completed or closed within SLA | 90% | 100% |
| Central Office PM: % departments with strong PM process | 18% | 75% |

*In FY2010, 83,000 students were tested in 254 schools versus a target of 75,000 students at 200 schools.

Office of Human Capital

Mission: Human Capital continuously improves student outcomes through the following:

- High performing school leaders
- A highly effective teaching workforce
- A well functioning district that facilitates solutions

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|---------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 11010 | \$23,128,784 | 177.0 | 72% | 26% | 2% | 0% |
| Citywide - 11070 | \$27,727,205 | 149.0 | 18% | 44% | 38% | 0% |
| Central Office - 11110 | \$1,783,480 | 7.0 | 39% | 60% | 0% | 1% |
| Citywide - 11115 | \$1,160,468 | 0 | 50% | 50% | 0% | 0% |
| Citywide - 12670* | \$3,223,750 | 0 | 0% | 100% | 0% | 0% |
| Total | \$57,023,687 | 333 | 40% | 40% | 20% | 0% |

*See Citywide Education General Unit summary for additional budget figures for unit 12670.

Objectives:

- Implement a workforce planning process as an integral function of Human Capital.
- Create system wide process for recruitment that will provide candidate slates for all key positions and support consistent candidate experience.
- Create performance evaluation process for all CPS employees that incorporates development plans, career paths, and succession planning.
- Develop incentive compensation system that rewards effective principals and teachers; modernize retirement financial benefits and active employee leaves.
- Redesign HC organization to provide self-service and full-service when appropriate; improve employment brand; provide a solution center.

Key FY2011 Investments:

- **Sourcing and Workforce Planning, \$8.9M:** Provides strategies to attract and source top talent to CPS; uses data to shape current and ongoing strategies to support the needs of Central Area Officers, Principals, Teachers and Central administration.
- **Talent Acquisition, \$8.1M:** Ensure that the best candidates are hired and prepared to succeed.
- **Talent Management, \$19.9M:** Aligns performance and potential for all CPS employees to execute the strategic priorities of the district.
- **Leadership Development and Support, \$2.9M:** Ensure effective leadership at all levels of the organization.
- **Total Rewards, \$11.1M:** Ensures that top performers are rewarded and retained through effective management of compensation and benefits portfolios.
- **Employee Solution Center, \$6.9M:** Supports each of the district's employees from pre-hire through retirement.

| Key Performance Indicators | FY2010 Actual | FY2011 Target |
|--|---------------|---------------|
| Ratio of available, eligible principal candidates to current principal vacancies | 2.5 | 5.0 |
| Ratio of number of qualified teacher candidates per projected vacancy | NA | NA |
| % of teaching positions filled with high-performing staff | 5% | 10% |
| % of school units with more than 30% of employees receiving at least one late payroll edit per month | 13.7% | 3% |
| % of work units that report zero workers' compensation claims over the past 12 months | 32% (May) | 35% |
| % of employees reporting satisfaction with Employee Services | 88% | 90% |
| % of schools with more than 10% of staff trained as CPSU providers | 18% | 100% |

Information Technology Services

Mission: The mission of CPS Information & Technology Services (ITS) is to improve the CPS community's experience with technology by ensuring that it is easy to use, collaborative, innovative, and supports teaching and learning.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|--|---------------------|--------------|---------------|--------------------|-----------------------|------------|
| Central Office - 12510 | \$27,082,452 | 203.0 | 89% | 5% | 0% | 6% |
| Citywide - 12540 | \$8,829,090 | 0.0 | 84% | 0% | 0% | 16% |
| Telecom Distributed Costs | | | | | | |
| Budgeted at Schools and Admin Offices* | \$17,865,579 | 0.0 | 0% | 0% | 0% | 100% |
| Total | \$53,777,121 | 203.0 | 58% | 3% | 0% | 39% |

*Includes telecom costs to Schools, Area, Central and Citywide Office budgets.

Objectives:

- **Accessible, User-Friendly Services** - Make core applications easier to use; provide easy access to ITS services; provide tools that enable the district to effectively collaborate with its stakeholders.
- **Secure, Reliable Information** - Provide easier access to more data; provide district with flexible support and service options; secure CPS Information & Technology assets.
- **Quality, Dependable Technologies** - Provide the district with highly skilled IT professionals; recommend solutions based on current and emerging technologies; provide quality problem resolution.

Key FY2011 Investments:

- **Applications and Web Development Services, \$1.5M:** Maintains and supports the financial and human capital applications (Oracle/PeopleSoft); provides development, support, and hosting for the district's web presence (including cps.edu).
- **Portfolio and Change Management, \$3.2M:** Provides business, administrative, and communications support for the district's technology projects; manages federally-funded technology initiatives including e-Rate.
- **Enterprise Information Management, \$15.8M:** Manages and ensures the quality, accuracy and integrity of the district's data warehouse for student, staff, and financial data.
- **Infrastructure, \$17.1M:** Provides district-wide telecommunications, network services, and enterprise server support.
- **School Based Customer Support, \$6.1M:** Provides general technology support and problem management; implements stabilization initiatives to enhance customer satisfaction levels.
- **Student Information Management, \$5.2M:** Automates and streamlines processes such as registration, enrollment, scheduling, attendance, grade reporting, student behavior, health, programs, eligibility, and summer school.
- **Work Station and Printer Support, \$4.9M:** Provides repair and maintenance services for the district's computers/printers; promotes comprehensive, equitable, and cost-effective computer/printer procurement and support services (including enterprise asset and license management); manages the district's student technology program (TechCrew).

| Key Performance Indicators | FY2010 Actual | FY2011 Target |
|--|----------------------|---------------|
| Application Availability to the District | 99.61% | 99.30% |
| Network/Internet Availability | 99.88% | 99.20% |
| Customer Satisfaction (highest satisfaction level equals 5.00) | 4.46 | 4.375 |
| Student-to-Computer Ratio (active computers) | 4.97 | 4.40 |
| Data Quality Index (DQI) Scheduling - % of students with valid schedules | New Metric in FY2011 | 95.00% |

Facility Operations and Maintenance

Mission: The Department of Operations-Asset Management's first and foremost goal is to provide the CPS students with a building that is safe, warm and dry. The Department's mission is to make a student proud of their school so that each student can concentrate on their studies. Assist the schools in the day to day physical plant operation of their building to aid the student in their studies. Reduce the energy use of each school while providing a more comfortable classroom. Ensure that the exterior of each school instills neighbor pride in the school. Provide a physical well being to the outside facility of each school; campus parks, sidewalks, parking lots, play lots, etc. Assist the schools to effectively use their building maintenance funding to ensure all money is well spent and to purchase, sell, lease and manage the Board's real property portfolio to efficiently and effectively support the educational success of the Chicago Public Schools.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|----------------------|----------------|---------------|--------------------|-----------------------|------------|
| Central Office - 11860 | \$3,225,731 | 25.0 | 55% | 0% | 0% | 45% |
| Central Office - 11910 | \$9,267,198 | 5.0 | 65% | 0% | 0% | 35% |
| Citywide - 11880 | \$113,708,196 | 81.0 | 0% | 0% | 0% | 100% |
| Citywide - 12150 | \$179,883 | 2.0 | 55% | 0% | 0% | 45% |
| Budgeted at Schools | \$250,800,024 | 1,472.0 | 0% | 0% | 0% | 100% |
| Total | \$377,181,032 | 1,585.0 | 2% | 0% | 0% | 98% |

Objectives:

- Maximize functional life of facilities and equipment.
- Provide first rate services to Principal.
- Effectively manage funding for CPS facilities.
- Maximize revenue to the Board and individual schools from its various properties.
- Provide management and oversight of the Board's various leaseholds for instructional and administrative purposes and provide facility management for the Board's central office.
- Acquire and lease property for instructional and administrative use to meet the Board's needs.
- Inventory, catalog and automate real property data, including historical references.

Key FY2011 Investments:

- **Custodial Services, \$130.0M:** Clean and maintain the interior and exterior of CPS facilities as prescribed by the CPS custodial guidelines.
- **Engineer Services, \$115.5M:** Plan, coordinate and supervise the operations and maintenance of school facilities to ensure the safety of staff, students, and visitors.
- **Asset Management Services – Central Office, \$6.2M:** Provide assistance to engineers with the maintenance of the school's mechanical equipment, develops the school's energy management program, provide schools with environmental services and coordinates the custodial services, landscaping and exterior services for schools to ensure that each school provides a quality physical environment conducive to learning.
- **Central Office Portfolio Managers, \$1.0M:** Oversee general repairs maintenance and construction on school properties. Review/monitor school operating funds and authorize requests for emergency repairs. Conduct school visits to determine that work completed by vendors meets CPS' standards and timelines.
- **Area Facility Mangers, \$3.7M:** Provide oversight to assigned school facilities. Responsible for all day-to-day activities of a facility and for long term improvements. Conduct monthly facility inspections at schools, assess physical plant conditions, and prioritize improvements. Assist in the budget development for all necessary repairs and maintenance. Actively assess all on-going maintenance and meet with the principal and engineer to discuss inspection results and develop corrective action plans. Attend to emergency situations at schools as required and ensure compliance with the City of Chicago's health and safety codes.

Facility Operations and Maintenance (continued)

- **Utilities, \$82.6M:** Monitor utility contracts and markets to maintain or reduce unit electricity and natural gas, supply and delivery costs and process utility payments for the District's facilities.
- **Real Estate Operations/Non-School Properties, \$5.9M:** Assess the various leaseholds to determine necessary repairs of existing facilities and to achieve energy efficiency goals for the Central Office facility.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|--|---------------|---------------|---------------|
| % of schools scoring above 90% on their quarterly inspection | 25% | 23% | 50% |
| Energy Star Rating (as compared to the national average) | NA | 36 | 50 |
| Dollars spent on leased space | \$10,925,900 | \$11,389,184 | \$11,047,508 |

Student Transportation

Mission: Student Transportation's mission is to provide safe, timely, comfortable and cost-efficient transportation to all students who require transportation, according to IEP or decisions by CPS.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|----------------------|--------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 11870 | \$3,235,729 | 1.0 | 99% | 0% | 0% | 1% |
| Citywide - 11940 | \$20,320,119 | 0.0 | 96% | 1% | 2% | 0% |
| Citywide - 12670* | \$3,282,625 | 0.0 | 100% | 0% | 0% | 0% |
| Budgeted at Schools | \$100,179,565 | 990.2 | 97% | 0% | 3% | 0% |
| Totals | \$127,018,038 | 991.2 | 97% | 0% | 3% | 0% |

*See Citywide Education General for additional budget figures in unit 12670

Objectives:

- 100% of eligible students receive school bus service.
- 95% of school bus routes arrive at schools on time.
- Provide safe, accident-free bus service.
- Collaborate with other departments, including OSES and School Management, to develop policies which provide mandated transportation services in the most cost-efficient manner.

Key FY2011 Investments:

- **Special Education Transportation, \$98.4M:** Provide safe, timely and economical transportation for 9,585 special education students. Includes \$73,732,333 budgeted at schools.
- **Non-Special Education Transportation, \$21.6M:** Provide safe, timely and economical transportation for 13,651 regular education students via Options for Knowledge and Safe Passage programs. Includes 29,563,856 budgeted at schools.
- **Summer Transportation, \$3.7M:** Provide safe, timely and economical transportation for summer school students to 252 school sites
- **Fleet Services, \$540,000:** Provide timely and economical service to CPS for use in general transportation
- **Transportation Technology, \$709,000:** Reduce number of bus routes by increasing the number of paired runs and average ridership on bus runs, utilizing Edulog and GPS applications
- **Transportation Management, \$2.1M:** Provide management of all CPS transportation activities.

| Key Performance Indicators | FY2010 Actual | FY2011 Target |
|---|--------------------|---------------|
| Transportation: Average daily percent of eligible students requesting transportation in Edulog that are routed | 95.9% | TBD |
| Transportation: % of buses arriving at school on time (~2400 routes) | NA | TBD |
| Transportation: # of total reported accidents | 309 (to June 1) | 0 |
| Transportation Management: % of Department KPIs that met target | New metric in 2011 | TBD |

Nutrition Support Services

Mission: The mission of Nutrition Support Services is to support Chicago Public Schools' academic community by providing nutritious and appealing meals with superior service to every student, every school day. We believe that each member of the team plays an important role by: - making students our number one priority - ensuring meals are healthy and satisfying - providing a safe and clean environment. Nourishing students is not only our business; it is our commitment to the community in which we serve.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|----------------------|----------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 12010 | \$1,776,714 | 20.0 | 99% | 0% | 0% | 1% |
| Citywide - 12050 | \$31,971,944 | 335.0 | 99% | 0% | 0% | 1% |
| Budgeted at Schools | \$201,281,717 | 3,262.0 | 100% | 0% | 0% | 0% |
| Total | \$235,030,375 | 3,617.0 | 100% | 0% | 0% | 0% |

Objectives:

- Provide, to as many CPS students as possible, meals which are nutritionally sound, economical, increasingly healthy, and in compliance with all state and federal requirements.
- Provide a school food program of consistent quality via professional development, efficient staffing patterns, and an expanded portfolio of resources for principals and staff.
- Establish and maintain procedures and structures that ensure financial self-sufficiency, regulatory compliance, efficient application processing, monthly school-based reporting, and improved accountability for meals and payments.
- Design a technology infrastructure to support operations, including a Point of Sale strategy.
- Maximize recycling efforts and minimize contributions to the solid waste stream.

Key FY2011 Investments:

- **National School Breakfast and Lunch Programs, \$221.9M:** Provide 69 million healthy, reimbursable meals to all students while decreasing relative operating costs. Includes \$201.3M: budgeted at schools.
- **Summer Meals Program, \$3.9M:** Serve 1,500,000 meals to students in summer enrichment classes and introduce new meals strategy to principals to make breakfast and lunch part of the students' day.
- **After School Meals, \$5.1M:** 2,800,000 meals served to students in after-school enrichment programs.
- **Warehousing and Distribution, \$2.9M:** Temporarily warehouse distributions of communications and donations for distribution to schools and administrative offices.
- **Mail Services, \$1.4M:** Provide interoffice mail services to all locations 3x/week.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|--------------------|---------------|---------------|
| National School Breakfast and Lunch Programs: Breakfast Participation | 22.2% | 32.3% | 35% |
| National School Breakfast and Lunch Programs: Lunch Participation | 75.7% | 75.4% | 76% |
| National School Breakfast and Lunch Programs: % of Meals meeting USDA nutritional guidelines | 100% | 100% | 100% |
| Summer Meals Program: Number of Lunches served out of total summer school enrollment | New Metric in 2011 | | TBD |
| After School Meals: Number of meals served out of total afterschool program enrollment | New Metric in 2011 | | TBD |

Chief Administrative Officer

Mission: Cultivate a supportive learning environment for Chicago Public School children by providing collaborative administrative functions and holistic approaches to improving student achievement.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 14010 | \$3,276,700 | 20.0 | 98% | 2% | 0% | 1% |
| Central Office - 10910* | \$231,120 | 2.0 | 77% | 23% | 0% | 0% |
| Citywide - 10915* | \$947,696 | 23.0 | 100% | 0% | 0% | 0% |
| Total | \$4,455,516 | 45.0 | 97% | 2% | 0% | 1% |

*See Local School Council Relations summary for additional budget figures in unit 10910 and 10915.

Objectives:

- Act as the point of contact for constituent feedback and outreach efforts.
- Support schools in creating and maintaining safe, healthy, and successful learning environments.
- Facilitate processes that allow the administration to respond to constituent crises or feedback in a flexible and appropriate way.
- Lead collaboration for cross-departmental or district-wide efforts.

Key FY2011 Investments:

- **Faith-Based Initiatives, \$97,000:** Respond to crises by coordinating district, community, and faith-based organizations, and work with the faith-based community to offer student support programs.
- **Logistics Management, \$389,000:** Manage activities and logistics around summer school and the start of school.
- **Family & Community Engagement, \$368,000:** Lead district and community efforts to discuss and choose strategies to improve schools.

| Key Performance Indicators | FY2011 Target |
|--|---------------|
| Faith-Based Initiatives: Safe Haven program attendance rate | TBD |
| Logistics Management: % of schools completing all school opening milestones by deadline | TBD |
| Family & Community Engagement: # of school improvement proposals submitted by community areas | TBD |

Business Service Center

Mission: The Business Service Center (BSC) serves as a liaison between Central Office partners and school staff by providing excellent training, contact-center support, Premium Services and advocacy in all areas relating to school business operations. We also provide strategic planning and communication support to ensure effective implementation of Central Office priorities, policies, and programs at the school level.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 15010 | \$2,274,317 | 35.0 | 99% | 0% | 0% | 1% |
| Budgeted at Schools | \$795,711 | 0.0 | 0% | 0% | 100% | 0% |
| Total | \$3,070,028 | 35.0 | 73% | 0% | 26% | 1% |

Objectives:

- Provide training to all CPS school principals and support staff in all aspects of budget management and non-instructional support areas.
- Provide exceptional customer support, responsiveness, and troubleshooting to all CPS schools through the BSC contact center.
- Increase school participation for BSC Premium Services (shared services) Program.
- Identify niche market and expand number of service offerings to schools and area offices for BSC Basic and Premium Services.

Key FY2011 Investments:

- **Training, \$748,000:** Produce and present definitive training resources to CPS principals and school staff regarding financial services, human resources, facilities, and safety/security policies and procedures.
- **Contact Center/School Performance Monitoring, \$848,000:** Answer questions and resolve issues from administrators and school staff on behalf of the Budget Office, Procurement, Finance, and Human Resources, providing prompt resolution for completion of day-to-day operational tasks. The BSC is open from 8 a.m. to 5 p.m., Monday through Friday.
- **Premium School Support Services, \$1.1M:** Provide a fee based program of on-site, professional customized fiscal compliance services to support school Principals and staff.

| Key Performance Indicators | FY2010 Actual | FY2011 Target |
|--|---------------|---------------|
| Training: % of attendees passing post-test after failing pre-test (measures effectiveness of BSC training content and delivery) | 80% | 80% |
| Contact Center/School Performance Monitoring: % of BSC issues resolved (measures the number of issues that are owned and resolved by the BSC without escalation) | 90% | 92% |
| Contact Center/School Performance Monitoring: % abandoned calls (measures the number of abandoned calls after a customer has selected an option) | 5% | TBD |
| Premium School Support Services: % of Premium Services schools passing financial audit (measures effectiveness of compliance services for Premium Services schools) | 100% | 100% |
| Premium School Support Services: % of new Premium Services customers (measures expansion of Premium Services by number of new customers) | 20% | 35% |

Local School Council Relations

Mission: The Office of Local School Council Relations serves as a resource and central point of outreach to local school councils, parents and the broader community. The department works towards promoting collaboration between CPS and external stakeholders and gaining support for Central Office initiatives, so CPS can better serve its students and families.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10910* | \$2,118,629 | 17.0 | 68% | 22% | 8% | 1% |
| Citywide - 10915* | \$1,000,000 | 0.0 | 100% | 0% | 0% | 0% |
| Total | \$3,118,629 | 17.0 | 78% | 15% | 6% | 1% |

*See Chief Administrative Officer summary for additional budget figures for units 10910 and 10915.

Objectives:

- Maintain relationships with external organizations, local schools councils, parent advisory groups, parents, other agencies and stakeholders and effectively respond to their issues/inquiries.
- Empower local school councils to be effective partners in the governance of their local schools.
- Establish and maintain parent involvement activities in compliance with Title I of NCLB.

Key FY2011 Investments:

- **Local School Council Relations, \$1.2M:** Manage the election, training and support for LSCs throughout the district.
- **Title I NCLB Parent Involvement, \$821,000:** Manage the NCLB Title I parental involvement activities, training, budget expenditure approvals.
- **Office Management: \$282,000:** Respond to all phone, e-mail or walk-in inquires within the office, manage all LSC membership data and oversee the department budget and professional development.

| Key Performance Indicators | FY2011 Target |
|---|---------------|
| Local School Council Relations: % of schools required to have Local School Councils (LSC) with all active LSCs with members in compliance with state law and Board Policies. | TBD |
| Title I NCLB Parent Involvement: % of schools receiving Title I funds in compliance with Title I, Part A, Section 1118 and Board Policies for Parent Involvement | TBD |

External Affairs and Partnerships

Mission: EAP functions as the primary liaison to the business, philanthropic and government funding communities to garner resources in the form of grants, sponsorships and in-kind contributions to support CPS priorities.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 14040 | \$1,591,491 | 13.0 | 99% | 0% | 0% | 1% |
| Total | \$1,591,491 | 13.0 | 99% | 0% | 0% | 1% |

Objectives:

- Act as strategic advisor to senior leadership, department heads, and school administrators to enhance and retain support and key stakeholder relationships.
- Develop competitive grant strategies that meet CPS priorities.
- Develop strategic alliances with external organizations to foster giving of resources that supplement educational opportunities.
- Develop pathways to make it easy to help CPS.

Key FY2011 Investments:

- **External Resources, \$418,000:** Implements a collaborative process to generate competitive grants from government sources
- **Children First Fund, \$286,000:** Manages the CFF foundation and seeks, secures, and manages individual and foundation grants
- **External Partnerships, \$292,000:** Develops partners and donors who can provide expertise, volunteer assistance, money and/or in-kind resources to individual schools or CPS departments and programs
- **External Affairs and Special Projects, \$300,000:** Works to find ways to assist donors in helping CPS, assists and/or facilitate the coordination of special events or projects
- **Marketing, \$56,000:** Develop a process to generate resources for the district by allowing external organizations to market to the CPS community, improve communication with PFADs, partners, business community and individual CPS supporters
- **Contributions/Donor Services, \$30,000:** Facilitate in-kind donations that offset teacher costs and school expense budgets for non-personnel items
- **Department-Wide Administration: \$187,000:** Complete the operational and administrative functions for the department

| Key Performance Indicators | FY2011 Target |
|--|---------------|
| External Resources: % of total grant dollars that align with CPS priority strategies | 90% |
| Children First Fund: % of grant applications (\$) that result in grant awards | 80% |
| External Partnerships: Total value of partnership contributions to CPS schools (cash, in-kind or volunteer hours) | \$5,000,000 |

School Demographics and Planning

Mission: The Department of School Demographics and Planning conducts demographic studies, school by school enrollment projections, establishing and adjusting attendance areas, creating space utilization reports, planning new schools and additions, deploying mobile units; and providing Geographic Information System services. SDP also maintains the School Locator Web application.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10715 | \$760,853 | 4.0 | 97% | 0% | 0% | 3% |
| Total | \$760,853 | 4.0 | 97% | 0% | 0% | 3% |

Objectives:

- Project membership for the next school year by school.
- Produce the Space Utilization Report and the Overcrowding Analysis Report.
- Address issues such as overcrowding, underutilization and cost savings.
- Generate a student attendance reports that capture the attendance verses resides ratio.

Key FY2011 Investments:

- **Data Analysis and Projections, \$761,000:** Create enrollment projections for all schools, process school projection appeals, visit schools to complete space utilization analysis and communicate with community members to introduce school actions.

| Key Performance Indicators | FY2011 Target |
|---|---------------|
| Data Analysis and Projection: % of final projections that require modification | TBD |
| Data Analysis and Projection: # of regular schedule schools with variance greater than 50 students between projection & current enrollment | TBD |

Office of the Chief Financial Officer

Mission: The mission of Office of the Chief Financial Officer is a commitment to manage the CPS operating budget in a way that aligns resources with the strategic objectives of the District and consistently promotes the goal of maximizing student achievement. Provide direction and support for resource allocation decisions that focus on the equitable and transparent distribution of District funds.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 12310 | \$915,430 | 4.0 | 98% | 0% | 0% | 2% |
| Total | \$915,430 | 4.0 | 98% | 0% | 0% | 2% |

Office of Management and Budget

Mission: The mission of the Office of Management and Budget is to provide direction and support for resource allocation decisions that focus on the equitable and transparent distribution of funds, accurately provide the schools, students, community, and the Board of Education with budget, financial planning, and related services in a manner that maximizes, distributes, and safeguards the resources available to carry out the educational and support activities of the District.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 12610 | \$5,198,203 | 44.0 | 100% | 0% | 0% | 0% |
| Total | \$5,198,203 | 44.0 | 100% | 0% | 0% | 0% |

Objectives:

- Manage and monitor all district resources
- Distribute school funds in an equitable and transparent manner
- Provide data to keep stakeholders informed, including publishing the budget book

Key FY2011 Investments:

- **Department Budget Management and Analysis, \$2.2M:** Tracks and reports data regarding centrally controlled district budgets. Leads departments in budget planning and execution. Processes budget transfers and monitors spending to maintain a balanced budget.
- **School-based Resource Management and Analysis, \$830,000:** Tracks and reports data regarding school based budgets. Assists schools in budget planning and calculates budget projections. Seeks to provide transparent and equitable budgets across schools.
- **Performance-Based Budgeting Analysis and Implementation, \$514,000:** Leads district-wide efforts to improve the ability to make outcome-based resource allocation decisions and measure return on investment. Seeks to tie every dollar of the operating budget to a specific, measurable goal.
- **OMB Technical Systems and Projects, \$1.0M:** Develops and maintains budget databases and transactional systems. Provides direction concerning financial IT infrastructure.
- **OMB Leadership and Special Projects, \$656,000:** Leads all aspects of district budget planning and execution.

| Key Performance Indicators | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|
| Difference of actual expenditure and budgeted expenditure | TBD | 0% |
| % operating budget at School and Area Units | 68% | TBD |
| % operating dollars tied to specific, measurable goal | 40% | 80% |

Treasury

Mission: The mission of the Bureau of Treasury is to manage treasury operations and debt financing activities to optimize cash flow and investment earnings and to obtain the most efficient financing for capital projects given the board's available resources and risk parameters.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|-----------|---------------|--------------------|-----------------------|-----------|
| Central Office - 12440 | \$2,058,313 | 10 | 99% | 0% | 0% | 1% |
| Total | \$2,058,313 | 10 | 99% | 0% | 0% | 1% |

Objectives:

- Provide banking and Treasury services to departments and schools that are efficient, cost effective, and guided by best practices.
- Invest operating and capital funds (debt service, project funds, and debt reserves) until needed while preserving capital, matching investment maturities to cash flow demands, and minimizing investment portfolio risk.
- Ensure ability to pay CPS obligations by forecasting revenue and expenditures accurately and maintaining adequate liquidity.
- Fund the Capital Improvement Program by issuing debt at the lowest cost possible within acceptable risk parameters.
- Monitor debt portfolio and identify debt service cost savings when applicable.

Key FY2011 Investments:

- **Operations/Cash Management, \$1.2M:** Obtain banking and financial services at the lowest cost possible. Manage vendors providing services and maintain adequate liquidity so that CPS obligations are paid in a timely and cost effective manner.
- **Debt Management, \$321,000:** Ensure that debt is issued with optimal structures and rates given current market conditions and administer outstanding debt in compliance with contractual, Federal, and State legal requirements.
- **Investment, \$182,000** Maximize interest earnings on operating and capital funds using authorized instruments.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|---------------|
| 30 Day Forecast: Actual Cash & Investments/ Forecast Cash & Investments | 101% | 98% | 97%-103% |
| 90 Day Forecast: Actual Cash & Investments/ Forecast Cash & Investments | 97% | 108% | 90%-105% |
| Month End Portfolio Yield > Merrill Lynch 3 Month Treasury Index | 1.65 | .27 | > 0 |
| Current Effective interest rates < comparable fixed-rate municipal bond index | .1% | 1.3% | > 0 |
| Hedge Effectiveness: Actual net effective rate as a % of expected fixed synthetic rate* | 126.5% | 108.6% | 90% - 111% |

*As of June 30.

Corporate Accounting

Mission: The mission of Corporate Accounting is to support the administrative and instructional needs of the Chicago Public Schools by utilizing state of the art technologies and proven financial systems to implement accurate financial reporting and cost effective operating processes.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 12410* | \$5,531,363 | 38.0 | 97% | 3% | 0% | 0% |
| Central Office - 12430 | \$1,165,869 | 12.0 | 98% | 0% | 0% | 2% |
| Citywide - 12470 | \$2,677,254 | 16.0 | 96% | 0% | 4% | 0% |
| Total | \$9,374,486 | 66.0 | 97% | 2% | 1% | 0% |

*See Office of Law summary for additional budget figures in unit 12410.

Objectives:

- Strengthen the district's financial health by implementing financial best practices and adopting policies and procedures to enhance revenue streams, reduce audits findings and improve bond ratings.
- Maintain the fiscal integrity of the organization evidenced by an unqualified audit opinion consistent with GASB Standards, which supports optimal bond ratings.
- Provide efficient, timely, and accurate financial information to Senior Leadership, schools, departments, employees, external agencies, elected officials and taxpayers in support of effective decision making and fiscal transparency in accordance with Board policies and guidelines.
- Identify new sources of revenue and, enhance existing revenue streams for district CPS to optimize resources available for student achievement.
- Provide financial services needed by the schools and employees.

Key FY2011 Investments:

- **Finance - Corporate Accounting, \$8.1M:** Provide efficient, timely, and accurate financial information to Senior Leadership, schools, departments, external agencies, elected officials and taxpayers in support of effective decision making and fiscal transparency in accordance with Board policies and guidelines.
- **Finance - Children and Family Benefits, \$1.3M:** Enhance Poverty Grant revenue by reducing under-enrollment in Food Stamps, State Children's Health Insurance Program (SCHIP), and Temporary Assistance for Needy Families (TANF) Program and produce auditable documentation for potential federal reimbursement.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|---------------|---------------|---------------|
| Corporate Accounting: # of days to close G/L every month | 36 | 30 | 30 |
| Corporate Accounting: % of Invoices Paid within 30 Days | 85% | 85% | 85% |
| Children & Family Benefits: Avg. # of Food Stamp, Medicaid, and State Children's Health Insurance Program (SCHIP) applications processed per liaison monthly | 48 | 46 | 40 |

Office of Procurement and Contracts

Mission: Partner with schools and user departments to ensure that every CPS student has the tools and supplies necessary to achieve a successful academic experience. Ensure that all CPS schools and units receive excellent customer service and quality goods at the lowest possible cost from responsible suppliers through our solicitation process. Attain the Board’s Minority and Women Business Enterprise (M/WBE) participation goals through our solicitation process. Exercise sound judgment based on established CPS Board Policies and Procedures.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 12210 | \$3,046,311 | 27.0 | 99% | 0% | 0% | 1% |
| Total | \$3,046,311 | 27.0 | 99% | 0% | 0% | 1% |

Objectives:

- Identify 1-2 potential commodities to be strategic sourced which will result in additional cost savings for the District.
- Implement an on-line solicitation request application for user departments to further stream-line our overall solicitation process.
- Utilize Project Management tool to track and monitor solicitation process from user request to contract execution.
- Implement vendor performance evaluation process with emphasis on current strategically sourced vendor delivery process.
- Initiate Request for Information (RFI)/Request for Proposal (RFP) for spend analytics for improved visibility to spend, identify spend patterns, and expand sourcing opportunities.
- Automate Contract Spend Management process to enhance monitoring and controls.
- Enhance Vendor Management presence by implementing online portal solutions and streamlining the vendor file maintenance process.

Key FY2011 Investments:

- **Contract Administration, \$1.2M:** Provide an effective and transparent goods and services solicitation process. Secure products and services in the most cost effective manner for the District and realize savings relative to the strategic sourcing of contracts.
- **Vendor Management, \$457,000:** Improve Business Relationships with vendors and monitor CPS Vendor satisfaction. Enhance performance metrics for contracts and refine vendor report cards to be utilized for the renewal of contracts.
- **Administrative Unit, \$759,000:** Provide overall policy guidance and management direction to the activities of the department and direct the procurement and purchase of all goods and services. Design and implement operational efficiency programs.
- **Technology Unit, \$281,000:** Provide business process and technology support to Schools, CPS departments, and suppliers. Design and develop practical and cost effective purchasing Oracle/web based solutions to optimize business processes.

| Key Performance Indicators (KPI) | FY2009 Actual | FY2010 Actual | FY2011 Target |
|---|-------------------------------|-------------------------------|-------------------------------|
| Vendor Management: % of suppliers meeting performance requirement | New KPI as of FY2011 | | TBD |
| Contract Administration: % of contracts signed under 70 days (Level 1 \$25K – \$75K products) / 103 days (Level 2 \$75,001 -\$250K products) / 172 days (Level 3 >\$250K products) | 31% (1) 47% (2) 34% (3) | 65% (1) 40% (2) 46% (3) | 80% (1) 80% (2) 80% (3) |
| Contract Administration: % of purchase orders approved w/in 2 days | 78.9% | 86.0% | 90.0% |
| Administrative Unit: Dollars spent outside of the Strategic Sourcing contracts (amount in millions) | \$ 8.2M | \$ 1.65M | \$ 1.0M |

Office of Grants Management and Administration

Mission: Maximize the utilization of grant funds tied to district priorities to increase student achievement; disseminate information regarding funded programs; provide staff development on current issues and problems within funded programs; and provide equitable services to students in special populations (Private, Student Living in Temporary Situations (STLS), and Neglected programs).

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|---------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 12620 | \$8,318,035 | 36.0 | 37% | 53% | 10% | 0% |
| Citywide - 12625 | \$13,700,139 | 0.0 | 0% | 100% | 0% | 0% |
| Total | \$22,018,174 | 36.0 | 14% | 82% | 4% | 0% |

Objectives:

- Develop grant applications tied to district priorities that meet funding agency requirements.
- Provide technical assistance to departments, schools (public & non-public) and other stakeholders in the planning, development, and management of state and federal funded programs.
- Ensure program compliance with guidelines, standards, requirements, provisions and mandates of central office departments, citywide units, and schools approved grants or contracts.
- Ensure timely & accurate reporting on the use of funds for reimbursement of grant awards.

Key FY2011 Investments:

- **Special Projects, \$14.5M:** Provide timely approval of federal grant program designs and implementation for 253 non-public schools as well as approval of federal and state program designs for 77 charter/contract schools.
- **Student Living in Temporary Situations (STLS), \$4.9M:** Improve information and access to STLS services for approximately 15, 000 homeless students.
- **Claims, \$462,000:** Maximize state, federal and local resources by reporting financial information to funding agencies that is accurate, timely and within the guidelines or grant requirements.
- **Compliance Services, \$529,000:** Perform approximately 300 school compliance visits and provide technical assistance to schools to minimize external agency audit findings.
- **Fiscal Services, \$605,000:** Disseminate grant funds to schools (includes private schools and departments) and provide grant financial analysis and reports to departments, schools and funding agencies.
- **Grants Development, \$678,000:** Develop quality grant applications, renewals and amendments that meet agency guidelines, reflect district priorities and goals, and focus on student outcomes.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|--|------------------------|---------------|---------------|
| % of grant claims filed by funding agency deadline | 99% (Sept-June '09) | 94% | 92% |
| % of grant applications, amendments, and renewals filed by funding agency deadline | N/A | 100% | 100% |
| # of potential audit exceptions found by GMA on school monitoring visits | 8 | 7 | 6 |
| % of school-based mandated Students in Temporary Living Situations (STLS) funds spent | N/A | 41.66% | 60.00% |
| # of business days from acceptance of grant to when grant funds are loaded | N/A | 4 | 7 |
| % of non-public requests for service received to when funds are obligated (within 15 days) | N/A | 97.5% | 95% |

Department of Audit Services

Mission: To help the Chicago Public Schools meet its educational goals, the mission of Audit Services is to identify the most critical functions performed by the departments and schools, to analyze the risks to the effective performance of those functions, and to promote the alignment of resources to address those risks. This mission embraces a wide array of responsibilities, including not only the traditional internal audit function of overseeing regulatory compliance and promoting fiscal integrity and revenue preservation, but also the broader role of assessing the effectiveness and efficiency of the organization in achieving its critical goals.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10430 | \$1,095,101 | 4.0 | 96% | 0% | 0% | 4% |
| Total | \$1,095,101 | 4.0 | 96% | 0% | 0% | 4% |

Objectives:

- Improve the integrity, quality, and efficiency of the systems of internal control.
- Improve the degree to which resources are utilized efficiently and programs are carried out as intended.
- Improve the degree to which CPS complies with various policies, procedures, laws and regulations.
- Improve the degree to which management action plans, created in response to audit recommendations, are carried out effectively and timely.
- Improve the reporting of important financial and operating risk to the Office of the CEO in the annual risk assessment and audit planning process.

Key FY2011 Investments:

- **Departmental Audits, \$456,000:** Review goals, budget, and reporting structure to insure consistency with District goals, effectiveness, best practices, and transparency. Review reporting and monitoring structure to insure timely reporting and oversight. Provide recommendations for continuous improvement. Verify compliance with applicable laws, regulations, policies and procedures. Assess the control environment for adequacy to prevent major control breakdowns.
- **School Audits, \$597,000:** Perform audits of internal accounts of individual schools such that a 3 year cycle is maintained.

| Key Performance Indicators | FY2011 Target |
|---|---------------|
| Departmental Audits: # of audits completed | 8 |
| Departmental Audits: % audit findings resolved within 1 year | 100% |
| School Audits: # of Principal transition audits completed | 80 |
| School Audits: # of sniff test/ special reviews completed | 60 |
| School Audits: # of follow-up reviews | 30 |
| School Audits: % audit follow-up actions completed within 1 year | 100% |

Office of Business Diversity

Mission: The Office of Business Diversity promotes access to procurement opportunities for certified Minority and Women Business Enterprises (M/WBE) on contracts approved by the Board of Education. OBD achieves this by administering the Board of Education's affirmative action policy known as the Remedial Programs for Minority and Women Owned Business Enterprise, also by monitoring compliance of the special conditions in the contracts and reporting the levels of supplier diversity on Chicago Public Schools' board approved contracts.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 12280 | \$399,222 | 4.0 | 95% | 0% | 0% | 5% |
| Total | \$399,222 | 4.0 | 95% | 0% | 0% | 5% |

Objectives:

- Identify discriminatory barriers and implement effective policies and procedures to address them.
- Maximize the participation of M/WBE firms as vendors in Goods, Services and Construction in the CPS procurement process by setting contract-specific goals requiring businesses to subcontract a portion of the contract to M/WBE firms.
- Monitor Equal Employment Opportunity Compliance (EEOC) in the construction industry by ensuring that minority and females with construction related skills are employed by contractors providing services for the Capital Improvement Program and report the workforce status on CIP projects and ARRA funded projects.
- Accurately report the status of the utilization of M/WBE in the procurement of construction, goods and services for Chicago Public Schools.
- Implement initiatives for the training or employment for CPS Students.
- Develop strategies with CPS partners that demonstrate evidence of capacity building of local M/WBE firms.

Key FY2011 Investments:

- **Address discriminatory barriers, \$181,000:** Increase outreach to M/WBE firms informing them of procurement opportunities at CPS.
- **Contract-Specific M/WBE goals, \$31,000:** Work to achieve the supplier diversity aspirational goals, reduce the number of waivers granted for M/WBE participation and increase the number of M/WBE primary contractors.
- **Monitoring and Reporting Compliance, \$165,000:** Monitor EEOC workforce compliance, track ARRA/stimulus fund use in relation to job creation and create the Annual Supplier Diversity Report.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual (as of April 2010) | FY2011 Target |
|---|-----------------------|-------------------------------------|--------------------|
| Address discriminatory barriers: M/WBE prime % of total procurement \$ paid to date | 21.1% | 29.7% | TBD |
| Contract-Specific M/WBE goals: % of exemptions / waivers granted for M/WBE diversity goals | 30% (E) 5% (W) | 6.1% (E) .5% (W) | TBD (E) <5% (W) |
| Monitoring and Reporting Compliance: % minority / female participation at construction worksite for EEO compliance | 51.8% (M) 2.6% (F) | 47.6% (M) 2.2% (F) | 30% (M) 7% (F) |

Chief Executive Officer

Mission: In coordination with the Chief Education Officer, Chief Area Officers and the district's senior management team, the Chief Executive Officer develops and implements strategies, practices and policies that maximize student academic performance. In addition to managing the efficient day-to-day operations of the district, the Chief Executive Office recruits, develops and supports high quality teachers, school leaders and administrators.

FY2011 Budget

| Units | Budget | Positions | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10410 | \$1,040,797 | 8.0 | 97% | 0% | 0% | 3% |
| Total | \$1,040,797 | 8.0 | 97% | 0% | 0% | 3% |

| Key Performance Indicators | FY2011 Target |
|---|---------------|
| % Board Reports Approved by Department | TBD |
| % of On-Time Board report submissions | TBD |
| % of Central Office departments' Tier 1 KPIs meeting target | TBD |
| % of CAOs meeting targets on CAO Scorecard measures | TBD |

Chief of Staff

Mission: The Chief of Staff is responsible for ensuring that the district's departments and officers work in a coordinated manner aligned with the Chief Executive Officer's vision and goals. In addition to his direct responsibilities to the CEO, the Chief of Staff oversees multiple critical functions including intergovernmental affairs, internal audit, ethics, stimulus funding and other initiatives.

FY2011 Budget

| Units | Budget | Positions | General Ed Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|--------------------|-------------|------------------|--------------------|-----------------------|-----------|
| Central Office - 10710 | \$1,473,480 | 11.0 | 89% | 10% | 0% | 2% |
| Central Office - 12670* | \$465,000 | 0.0 | 100% | 0% | 0% | 0% |
| Total | \$1,938,480 | 11.0 | 91% | 7% | 0% | 1% |

* See the Citywide Education General summary for additional budget figures in unit 12670.

| Key Performance Indicators | FY2011 Target |
|---|---------------|
| % of stimulus funds spent or committed | TBD |
| % of Modern Schools Across Chicago on track for opening on time | TBD |
| % of ADA complaints resolved in a timely manner | TBD |

Office of Law

Mission: The mission of the Law Department is to provide the highest quality legal advice and guidance, and effectively represent the Board, school and department officials in legal transactions and civil litigation to save taxpayer dollars to promote a fiscally sound, safe, and stable environment for academic achievement in the Chicago Public Schools by enforcing applicable federal, state, and municipal laws.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------------|---------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10210 | \$9,433,920 | 74.0 | 100% | 0% | 0% | 0% |
| Central Office - 12410* | \$4,000 | 0.0 | 100% | 0% | 0% | 0% |
| Citywide - 12470 | \$11,412,000 | 0.0 | 100% | 0% | 0% | 0% |
| Citywide - 12670** | \$750,000 | 0.0 | 100% | 0% | 0% | 0% |
| Total | \$21,599,920 | 74.0 | 100% | 0% | 0% | 0% |

*See Corporate Accounting summary for additional budget figures in unit 12410.

**See Citywide Education General summary for additional figures in unit 12670.

Objectives:

- Improve the process to render timely legal advice to resolve student and employee discipline, and school closings/consolidations issues.
- Improve the process to provide legal advice to the Board, schools, and departments regarding the execution of contracts and transactions.
- Work with key departments in the development of Board policies to ensure compliance with federal, state, and municipal laws.
- Improve the timely processing and completion of investigation cases.
- Provide legal training to all principals and other school administrators in key areas such as student discipline, labor matters, the proper implementation of Board policies and rules to minimize liability and litigation against the Board.
- Improve the timely resolution of litigation and labor relations cases on terms most advantageous to the Board.

Key FY2011 Investments:

- **School/Education Law, \$1.3M:** Annually provide legal training to principals and other key administrators on state and federal laws, Board rules, policies/procedure, and collective bargaining agreements to minimize legal exposure to the school district. Respond within 24 hours to requests for legal advice from principals and administrators. Implement the student expulsion hearing process to complete all student expulsions within 60 days and oversee all legal aspects of the school closing, phase out, turnaround, and consolidation process.
- **Transactional/Contract Law, \$1.0M:** Provide legal services in the documentation of transactions, review contracts and real estate transactions, ensure compliance with statutes, Board rules, and policies governing Board procurement activities and various financial matters. This section also provides comprehensive legal support in the area of land acquisition and capital improvement.
- **Investigations, \$719,000:** Conduct employee misconduct, student expulsion, enrollment fraud, and Local School Council related investigations. Additionally, investigate allegations of improper and unlawful behavior, including corporal punishment and verbal abuse against students, to help ensure a safe and secure learning environment.
- **Risk Management, \$11.9M:** Ensure that risks with significant fiscal impacts are identified and effectively mitigated. Manage the general, auto, property liability and extracurricular activity claim programs and preserve assets of CPS from financial losses.

| Key Performance Indicators | FY2009 Actual | FY2010 Actual | FY2011 Target |
|--|---------------|---------------|---------------|
| Expulsions: Average number of days from hearing to Hearing Officer recommendation | NA | 11 | 10 |
| Risk Management: General liability premiums and claims as a % of the District's actual general operating expenditures | 0.043% | 0.032% | 0.060% |

Inspector General

Mission: The mission of the Office of the Inspector General is to ensure integrity in the operations of the Chicago Public Schools by conducting meaningful, accurate, and thorough investigations into allegations of waste, fraud and financial mismanagement. The OIG also reviews Board's systems, practices and procedures to determine their efficacy in preventing waste, fraud and financial mismanagement.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10320 | \$1,925,709 | 17.0 | 99% | 0% | 0% | 1% |
| Total | \$1,925,709 | 17.0 | 99% | 0% | 0% | 1% |

Objectives:

- Receive, process, assign, and prioritize complaints in a timely manner. Processing complaints includes interviewing complainants, who purport to have specific information about an allegation, in a timely manner.
- Increase the number of completed investigations of allegations posing substantial risk of significant waste, fraud and financial mismanagement, as well as allegations involving serious employee misconduct.
- Maintain high level of implementation of recommendations made to the Board and CPS administration which are offered to enhance the integrity of CPS operations, deter future misconduct, discipline employees and vendors and, where applicable, recover funds.
- Enhance new case management system to further identify attainable efficiencies.

Key FY2011 Investments:

- **Investigations, \$1.9M:** Conduct accurate, thorough and meaningful investigations into allegations of waste, fraud, financial mismanagement and employee misconduct. Recommend policy and/or procedural improvements to the Board as a result of investigations. Follow-up investigations to insure approved policy/procedural changes are implemented.

| Key Performance Indicators | FY2011 Target |
|---|---------------|
| # of cases opened | 1,200 |
| # of cases closed | 1,200 |
| # of recommendations approved and implemented in a year | 140 |
| % of recommended funds recovered | TBD |

Intergovernmental Affairs

Mission: The Department of Intergovernmental Affairs represents the interests of the Chicago Public Schools and the students it serves before other governmental bodies, including the City of Chicago, the Illinois General Assembly and various state offices. These services include working with the many schools and departments at CPS to provide information on CPS programs and initiatives to public officials and agencies. The Department of Intergovernmental Affairs also maintains an office in Washington D.C. to represent the district at the federal legislative and administrative level.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|------------------|------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10450 | \$954,527 | 5.0 | 100% | 0% | 0% | 0% |
| Total | \$954,527 | 5.0 | 100% | 0% | 0% | 0% |

Objectives:

- Propose favorable legislation and strategize lobbying efforts around positions.
- Evaluate and manage proposed legislation supporting CPS.
- Manage public official concerns.
- Ensure district wide message/goal are clearly articulated to the public and other government agencies.

Key FY2011 Investments:

- **Legislation and Lobbying, \$592,000:** Monitors all city council resolutions/ordinances and state and federal bills related to education and CPS directly. Responds accordingly (support/deny) to city, state or federal bills/resolutions/ordinances impacting education or CPS directly.
- **Communications and Outreach, \$202,000:** Contacts public officials regarding CPS legislation and CPS initiatives and serves as initial contact for public officials regarding CPS inquires.
- **Department Wide Management, \$160,000:** Oversees the management of all external lobbyist and department level tasks.

| Key Performance Indicators | FY2011 Target |
|---|---------------|
| Legislation and Lobbying : % of legislative items of interest with desired outcome | TBD |
| Legislation and Lobbying : # of active items on legislative agenda (break out federal, state, local) | TBD |

Office of Communications

Mission: The Chicago Public Schools Office of Communications is responsible for managing daily communications for the District and the Board of Education. By assisting more than 670 schools, CAOS, principals, teachers, students, management and administrative staff, the Office of Communications is responsible for:

- Developing and maintaining working relationships with national and local media outlets.
- Providing communications support to the Chief Executive Officer, Chief Education Officer, Board of Education President and Board Members.
- Coordinating press conferences, interviews, speeches, press releases, school events, and PSAs for the school communities, administrative staff and executive staff and Board members.
- Coordinating crisis communications at the school and administrative level.
- Responding to school emergencies for crisis communications assistance.
- Coordinating internal communications to school communities and external communications to parents and guardians.
- Coordinating the District’s cable programming for board meetings and other CPS programming.
- Managing the content of www.cps.edu and www.cps.k12.il.us.
- Manage the in house graphics department.

To provide continuous communications and support for the Chicago Public Schools’ core initiatives, programs and strategies within the school system and between CPS, parents, citizens, partners and news media.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|------------------------|--------------------|-------------|---------------|--------------------|-----------------------|-----------|
| Central Office - 10510 | \$1,802,187 | 12.0 | 99% | 0% | 0% | 1% |
| Total | \$1,802,187 | 12.0 | 99% | 0% | 0% | 1% |

Objectives:

- Act as the advisor/liaison between the district, media, and general public so that the public has a better understanding of CPS initiatives, accomplishments, needs and goals.
- Act as an information liaison between the district and administrators.
- Advise and assist principals and others in the district where media is concerned.
- Provide timely and complete responses to requests for information pursuant to the Freedom of Information Act (FOIA).

Citywide Education – General

Mission: This unit serves as a contingency unit to support various functions across the district.

FY2011 Budget

| Units | Budget | FTE | General Funds | NCLB Federal Funds | Other Income & Grants | O&M Funds |
|-------------------|----------------------|--------------|---------------|--------------------|-----------------------|-----------|
| Citywide - 12670* | \$441,040,341 | 299.5 | 30% | 43% | 24% | 3% |
| Total | \$441,040,341 | 299.5 | 30% | 43% | 24% | 3% |

*See other department summaries for full 12670 budget.

Key FY2011 Expenditures:

- **Grant Balancing and Contingencies, \$208.3M:** Funds to balance appropriations with expected grant revenue, and FY 2010 stimulus and other carry-over funds.
- **Federal Education Jobs Fund Program, \$106.1M:** Appropriation for revenue associated with the Federal Education Jobs Fund Program.
- **Displaced Teacher Pool, \$45.0M:** Meets district obligations under the Chicago Teacher’s Union collective bargaining agreement for payment of displaced teachers.
- **Direct Operational Contingencies, \$49.4M:** Contingency for operational needs, including additional teachers at schools for which enrollment was under-projected; additional security personnel at schools with increased risk; and funding for new and expanding schools.
- **Teacher Substitutes, \$32.0M:** Provides funds for substitute teacher coverage for the district’s approximately 23,000 teachers.

See the following Department Summaries for additional funds in Unit 12670 not included above:

- Office of Special Education and Support – \$67.1M
- Office of Early Childhood Education - \$9.0M
- Student Transportation – \$3.3M
- Office of Human Capital – \$3.2M
- Office of New School Development – \$3M
- Graduation Pathways – \$1.2M
- Office of Language and Cultural Education – \$965,000
- Office of Law – \$750,000
- Chief of Staff – \$465,000

DEBT SERVICE FUNDS

Debt Service Funds are used to account for the accumulation of resources for and the payment of long-term debt principal, interest, and related costs. These funds are expendable each fiscal year to handle debt-service payments. Long-term debt financing is reserved solely for funding capital projects such as school construction and renovation.

FY2009 - FY2011 Summary of Debt Service Funds (In Millions)

| | FY2009 Actual | FY2010 Budget | FY2011 Budget |
|---------------------------------------|------------------|------------------|------------------|
| Beginning-Year Fund Balance | \$451.0 | \$426.9 | \$478.8 |
| Reserved for Debt Service | (451.0) | (344.9) | (426.8) |
| Fund balance to be appropriated | 0.0 | 82.0 | 52.0 |
| Revenues: | | | |
| Property taxes | 29.2 | 11.8 | 11.8 |
| PPRT | 55.7 | 55.7 | 53.8 |
| State General State Aid | 178.7 | 195.7 | 218.2 |
| State CDB reimbursement | 0.0 | 30.0 | 34.0 |
| Other local (City IGA) | 34.6 | 124.5 | 96.7 |
| Federal interest subsidy | 0.0 | 0.0 | 10.9 |
| Total Revenue | 298.2 | 417.7 | 425.4 |
| Expenditures: | | | |
| Principal payments | 80.3 | 169.3 | 138.5 |
| Interest payments | 213.0 | 325.3 | 330.1 |
| Fees | 7.9 | 5.1 | 8.8 |
| Total Appropriation | 301.2 | 499.7 | 477.4 |
| Other Financing Sources/(Uses) | (21.1) | 0.0 | 0.0 |
| End-of-Year Fund Balance | \$426.9 | \$344.9 | \$426.8 |

The FY2011 Proposed Budget recommends a total appropriation of \$477.4 million for Debt Service Funds to pay for alternate general-obligation bonds and PBC leases, a decrease of \$22.3 million from the FY2010 budget of \$499.7 million. The decline is the result of the Board's efforts to minimize the debt-service costs by capitalizing interest for the bonds issued in FY2010. The Board will make every effort to issue bonds at minimum cost by choosing the most cost efficient bond structure or delaying bond issuance, if necessary. Included in the appropriation is \$64.0 million for the proposed new \$600.0 million bonds for FY2011 and for the delayed \$400.0 million scheduled for FY2010. These are anticipated to be issued in FY2011.

(1) FUNDING SOURCES FOR DEBT SERVICE PAYMENTS

CPS uses a variety of funding sources to pay for its long-term bonds. The FY2011 debt service requires a total resource of \$477.4 million. The prior-year fund balance of \$52.0 million will support two bond payments: \$40.0 million for PBC lease payments and \$12.0 million for a QZAB payment due in January, 2011. Property tax revenues will add \$11.8 million to the \$40.0 million fund balance for a total debt payment of \$51.8 million for the PBC bonds. PPRT of \$53.8 million will partially or wholly support payments for six bonds. The City of Chicago will contribute \$96.7 million from a separate property-tax levy or tax-increment financing funds for bonds issued based on the Inter-Governmental Agreements. General State Aid will supply \$218.2 million for mostly alternate revenue bonds. The federal government will send an estimated \$10.9 million for the interest subsidy for Build-America bonds. To reduce the debt burden on General State Aid, reimbursement of \$34.0 million from the Capital Development Board will go toward the new debt-service payment in FY2011.

(2) LEGAL DEBT LIMIT AND DEBT BURDEN

As of June 30, 2010, the Board had approximately \$4.6 billion of total debt principal outstanding, which consists of \$4.2 billion of principal in alternate revenue bonds and \$386.4 million of principal in PBC bonds. By June 30, 2010, the total principal outstanding will increase to \$5.3 billion. The total debt in alternate revenue bonds will increase to \$4.9 billion, while the principal balance in PBC leases will decline to \$359.2 million. None of these totals includes interest payments or fees related with these bonds.

The Illinois School Code imposes a statutory limit of 13.8% on the ratio of the total outstanding property-tax-supported debt that a school district may borrow compared with a school district's equalized assessed value. Since 1996, the Board has issued alternate revenue bonds to provide funds for new school construction and renovation. Because property-tax levies are not extended to support these debt issues, the alternate revenue bonds do not count against the legal debt limit imposed by the Illinois School Code. At the end of FY2009, the Board's ratio of total outstanding property-tax-supported debt to equalized assessed value was 0.6%, well below the legal debt limit of 13.8%, and it is expected to be similar in FY2010.

As a result of these school construction and renovation projects, the Board's per capita debt burden has increased significantly in the last decade. Debt per capita is derived by dividing the total bonded debt by the population of the City of Chicago. According to the Chicago Public Schools' FY2009 Comprehensive Annual Financial Report, debt per capita in FY2000 was \$712; by FY2009, debt per capita reached \$1,458.

Another way of measuring the total debt burden is by dividing annual debt-service expenditures by operating-fund expenditures. Based on this method, the debt burden for FY2009 was 6.4% of operating expenditures. For FY2010, debt-service payments are estimated at 8.4% of total operating expenditures. With the proposed bond issues, the debt burden is anticipated to increase to 9.2% of operating appropriations in FY2011. The debt obligation for IGA bonds is paid for by the City of Chicago and CPS is not responsible for the federal interest subsidy for the Build America Bonds. Excluding IGA and federal interest payments, the real debt burden to CPS is 7.1% of operating budget in FY2011.

(3) TYPES OF BONDS THE BOARD HAS ISSUED

The Board is authorized by state law to issue notes and bonds and to enter into lease agreements for capital-improvement projects and cash requirements. The Board has been utilizing primarily alternate revenue bonds and PBC leases to finance its capital programs. The following is an explanation of two categories of bonds that the Board has issued:

Alternate Revenue Bonds (Unlimited Tax General Obligation Bonds): The Local Government Debt Reform Act of the State of Illinois, as amended, allows the Board to issue alternate revenue bonds or general obligation bonds payable from a dedicated revenue source subject to certain provisions. The Board is authorized to issue such bonds after adopting an authorizing resolution and satisfying certain public notice publication and petition period requirements in lieu of a voter referendum.

To support construction and renovation of school buildings, the Board has been utilizing mostly alternate revenue bond mechanisms since 1996, and most of these bonds are funded primarily from Personal Property Replacement Taxes, General State Aid revenues, or revenues related to Inter-Governmental Agreements (IGAs) with the City of Chicago.

The IGAs are unique financing arrangements between the CPS and the City of Chicago. The Agreements stipulate that the City of Chicago provides funds to the Board to pay debt service on alternate bonds issued by the Board to finance its Capital Improvement Program. Depending on the Intergovernmental Agreement, the City will provide these funds to the Board by either levying direct annual property taxes or remitting property-tax revenues from certain Tax Increment Financing (TIF) districts.

In 1997, the U.S. Congress adopted the Tax Payer Relief Act, which created Qualified Zone Academy Bonds (QZABs) to provide capital funding for schools in high-poverty areas. These bonds allow local school districts to renovate, rehabilitate, or equip certain high-poverty schools located within a school district. Since 1998, the Board has issued six series of QZABs within the meaning of Section 1397E of the Internal Revenue Code of 1986 as amended. The Chicago Public Schools does not pay interest on the bonds; rather, eligible taxpayers who own the bonds will be entitled to a credit against federal income taxes. The principal of the QZABs is payable at maturity, and the first QZAB which the Board issued in September 1998 will mature in FY2012.

The American Recovery and Reinvestment Act of 2009 (ARRA) created Qualified School Construction Bonds (QSCBs) and Build America Bonds (BABs), which are available to school districts and other governments for the first time. These bonds provide funding for new construction as well as renovation. The ARRA legislation provided that purchasers of QSCBs receive a federal income-tax credit just like QZABs. The U.S. Treasury Department establishes allocation limits and sets a tax-credit rate for QSCBs which substantially offsets the amount of interest schools would ordinarily pay on debt. In December 2009, CPS issued its 2009 QSCB allocation of \$254.2 million. In 2010, the Hiring Incentives to Restore Employment (HIRE) Act was passed, which allows QSCB issuers to receive direct subsidy payments from the federal government of up to 100% of the tax-credit rate instead of offering investors a tax credit. The 2010 allocation of QSCBs is \$257.1 million for the Chicago Public Schools, which the Board expects to issue in FY2011.

BABs are taxable bonds that can be used to finance a wide range of projects, including construction and modernization of school facilities. The BABs program allows municipal bond issuers in 2009 and 2010 to offer an unlimited amount of taxable debt and to elect either to receive a cash subsidy from the federal government or to provide bondholders with a tax credit. Both the payment and the tax credit would be equal to 35% of the interest paid on the bonds. In September 2009, CPS issued \$518.2 million of BABs and elected to receive the direct subsidy. CPS estimates that the QSCB and BABs issued in FY2010 will save approximately \$12.5 million per year or a total of \$375 million in debt service over the life of the bonds compared to a traditional bond structure. CPS plans to utilize the most economical type of bonds for its issuance of bonds in FY2011.

Debt service for alternate revenue bonds in FY2011 includes the appropriation of \$30.0 million for the proposed new \$600.0 million bonds and for the delayed \$400.0 million bonds scheduled for FY2010, and \$354.7 million for existing alternate bonds such as Series 1996, 1997, 1999A, 2000A, 2000BCD, 2001A, 2001C, 2002A, 2003A, 2004A, 2004G, 2005AB, 2006B, 2007D, 2008AB, 2008C, 2009A, 2009B, 2009C, 2009D, 2009EF, 2009G, 2010AB; and swap payments related to the Series 2008AB, 2009A, 2009B, 2009C, 2010AB and a portion of the 2000C issues.

PBC Leases: The lease payments for the Public Building Commission (PBC) are for revenue bonds that the PBC sold to fund capital projects for the schools that the Board is leasing from the PBC. These are the only outstanding bonds that the Board has which rely solely on property-tax levies. The current lease payments relate to PBC bonds issued in 1992, 1993, and refunding bonds issued in 1999. To reduce the tax burden for Chicago residents, the Board has decided to abate property-tax levies required to pay for these bonds by \$40.0 million and use the fund balance to pay for the difference in lease payments for FY2011. Debt service required for these PBC bonds amounts to \$51.9 million for FY2011.

(4) CREDIT RATINGS AND DEBT MANAGEMENT POLICY

The Debt Management Policy of CPS provides guidance for debt management and capital planning and enhances the Board's ability to manage its debt in a conservative and prudent manner. One of the main goals of the policy is to ensure that CPS maintains the highest possible credit rating among the credit agencies. In FY2010, the credit ratings for CPS remained at AA- by Standard & Poor's. Both Fitch Ratings and Moody's Investors Service recalibrated their ratings to better align municipal and corporate ratings scales, resulting in higher ratings of AA- by Fitch Ratings and Aa2 by Moody's Investors Service. Another main goal of the policy is to stay in compliance with various rules and regulations.

As part of the Debt Management Policy, CPS is authorized to use a number of tools to manage its portfolio of debt. Some of the tools and techniques employed are: refunding of existing debt, using derivative instruments, issuing fixed or variable-rate bonds, and issuing short-term or long-term debt. These tools are used to manage various types of risks, to generate cost savings, and to exchange capital-asset planning. A copy of the Debt Management Policy is available at the Board's website at <http://policy.cps.k12.us/documents/404.1.pdf>. The table below lists all the outstanding debt as of June 30, 2010:

| Debt Outstanding at 6/30/08 Chicago Public Schools | Closing Date | Maturity Date | Principal Outstanding At 6/30/10 | Pledged Funding Source for Debt Service |
|---|-------------------------|--------------------------|---|--|
| PBC Series A of 1992 | 1/1/92 | 1/1/2020 | \$222,425,000 | Property Tax |
| PBC Series A of 1993 | 4/1/93 | 12/1/2011 | 22,685,000 | Property Tax |
| PBC Series B of 1999 | 3/1/99 | 7/1/2018 | 114,105,000 | Property Tax |
| Unlimited Tax G.O. Series 1996 | 4/25/96 | 12/1/2012 | 35,575,000 | PPRT |
| Unlimited Tax G.O. Series 1997 | 5/7/97 | 12/1/2012 | 39,245,000 | PPRT |
| Unlimited Tax G.O. Series 1997A* | 12/3/97 | 12/1/2030 | 37,985,204 | 1997 IGA / PPRT |
| Qualified Zone Academy Bond | 9/24/98 | 9/23/2011 | 14,000,000 | 1997 IGA |
| Unlimited Tax G.O. Series 1998B-1* | 10/28/98 | 12/1/2031 | 310,889,321 | 1997 IGA / PPRT |
| Unlimited Tax G.O. Series 1999A* | 2/25/99 | 12/1/2031 | 504,686,912 | 1997 IGA / PPRT |
| QZAB IDFA 1999A | 12/22/99 | 12/21/2011 | 12,000,000 | State Aid |
| Unlimited Tax G.O. Series 2000A | 7/20/00 | 12/1/2021 | 14,160,000 | State Aid |
| Unlimited Tax G.O. Series 2000BC D | 9/7/00 | 3/1/2032 | 299,400,000 | State Aid |
| QZAB Series 2000E | 12/19/00 | 12/18/2013 | 13,390,000 | State Aid |
| Unlimited Tax G.O. Series 2001A | 3/1/01 | 12/1/2012 | 2,990,000 | State Aid |
| QZAB Series 2001B | 10/24/01 | 10/23/2015 | 9,440,000 | State Aid |
| Unlimited Tax G.O. Series 2001C | 12/11/01 | 12/1/2012 | 15,075,000 | State Aid |
| Unlimited Tax G.O. Series 2002A | 9/24/02 | 12/1/2022 | 44,365,000 | IGA - TIF |
| Unlimited Tax G.O. Series 2003A | 2/13/03 | 12/1/2016 | 47,945,000 | State Aid |
| QZAB Series 2003C | 10/28/03 | 10/27/2017 | 4,585,000 | State Aid |
| Unlimited Tax G.O. Refunding, Series 2004A | 4/6/04 | 12/1/2020 | 205,410,000 | PPRT / State Aid |
| Unlimited Tax G.O. Series 2004G | 12/1/04 | 12/1/2022 | 12,500,000 | IGA - TIF |
| Unlimited Tax G.O. Series 2005AB | 6/27/05 | 12/1/2032 | 246,180,000 | PPRT / State Aid |
| QZAB Series 2006A | 6/7/06 | 6/1/2021 | 6,852,800 | State Aid |
| Unlimited Tax G.O. Series 2006B | 9/27/06 | 12/1/2036 | 340,975,000 | State Aid |
| Unlimited Tax G.O. Series 2007BC | 9/4/07 | 12/1/2024 | 204,035,000 | 1997 IGA / PPRT |
| Unlimited Tax G.O. Series 2007D | 12/13/07 | 12/1/2029 | 226,190,000 | State Aid |
| Unlimited Tax G.O. Series 2008A | 5/13/08 | 12/1/2030 | 262,785,000 | 1997 IGA / PPRT |
| Unlimited Tax G.O. Series 2008B | 5/13/08 | 3/1/2034 | 231,050,000 | State Aid |
| Unlimited Tax G.O. Series 2008C | 5/1/08 | 12/1/2032 | 464,655,000 | State Aid |
| Unlimited Tax G.O. Series 2009A | 3/18/09 | 3/1/2026 | 130,000,000 | State Aid |
| Unlimited Tax G.O. Series 2009BC | 6/25/09 | 3/1/2031 | 89,225,000 | State Aid |
| Unlimited Tax G.O. Series 2009D | 7/29/09 | 12/1/2022 | 71,380,000 | State Aid |
| Unlimited Tax G.O. BAB Series 2009E | 9/24/09 | 12/1/2039 | 518,210,000 | State Aid / Federal Subsidy |
| Unlimited Tax G.O. Series 2009F | 9/24/09 | 12/1/2016 | 29,125,000 | State Aid / Federal Subsidy |

| Debt Outstanding at 6/30/08 Chicago Public Schools | Closing Date | Maturity Date | Principal Outstanding At 6/30/10 | Pledged Funding Source for Debt Service |
|---|-------------------------|--------------------------|---|--|
| QSCB Series 2009G | 12/17/09 | 12/15/2025 | 254,240,000 | State Aid |
| Unlimited Tax G.O. Series 2010A | 2/17/10 | 3/1/2035 | 48,910,000 | State Aid |
| Unlimited Tax G.O. Series 2010B | 2/17/10 | 3/1/2036 | 157,055,000 | State Aid |
| Total Principal Outstanding | | | 5,263,724,237 | |

CAPITAL PROJECTS FUNDS

The Capital Projects Funds are used for the financial resources and expenditures for capital projects such as major building repair, renovation, addition, and construction of school facilities. The FY2011 proposed capital budget totals \$806.7 million, significantly less than FY2010. Included in the budget is a proposed bond issue in the amount of \$600 million for new capital projects. This budget will support our commitment to completing the new construction associated with the Modern Schools Across Chicago (MSAC) program and other renovation projects with the ultimate goal of bringing all school buildings into a state of good repair.

FY2009 - FY2011 Summary of Capital Projects Funds

(In Millions)

| | FY2009 Actual | FY2010 Budget | FY2011 Budget |
|---------------------------------|------------------|------------------|------------------|
| Beginning-Year Fund Balance | \$606.1 | \$127.2 | \$291.1 |
| Reserved for Encumbrance | <u>(100.7)</u> | <u>(127.2)</u> | <u>(291.1)</u> |
| Fund balance to be appropriated | 505.4 | 0.0 | 0.0 |
| Revenues: | | | |
| Local Revenue | 138.9 | 218.8 | 151.5 |
| State Revenue | 0.0 | 145.6 | 50.2 |
| Federal Revenue | <u>2.8</u> | <u>6.0</u> | <u>5.0</u> |
| Total Revenue | 141.7 | 370.4 | 206.7 |
| Expenditures: | | | |
| Capital Outlay | <u>648.3</u> | <u>1035.4</u> | <u>806.7</u> |
| Other Financing Sources | 1,246.0 | 665.0 | 600.0 |
| End-of-Year Fund Balance | <u>\$100.7</u> | <u>\$127.2</u> | <u>\$291.1</u> |

FUNDING SOURCES FOR CPS CAPITAL PROGRAMS

Capital projects are funded by local, state, and federal sources. The majority of funding comes from bond proceeds that rely on local general-fund revenues. This year CPS has been able to take advantage of two Federal programs to support school construction, the Qualified School Construction Bond (QSCB) and the Build America Bonds (BABs) program. The State of Illinois has also issued capital bonds for the first time since 2003 that will benefit CPS.

Since 1996 when CPS initiated the Capital Improvement Program, CPS has spent approximately \$5.5 billion for school construction. Local sources have provided most of this funding; the state provided slightly above 10% of the expenditures. This budget proposes a bond issue in the amount of \$600 million based on general revenues to continue to support the capital projects.

Modern Schools Across Chicago is a partnership between the City and CPS to provide about \$1.3 billion for school construction. The program includes citywide projects representing Chicago's highest priority needs: new high schools to increase capacity and replace outdated

facilities, major high school renovations to update existing facilities, and new elementary schools to relieve overcrowding and replace outdated facilities. The City will pay for its share for these projects from TIF funds and CPS will provide its share from bond issues based on general-fund revenues.

In January 2007, the City of Chicago issued \$332.0 million of general obligation bonds to pay for construction of 24 new schools and three major renovations. The City reimburses CPS for its share of costs as CPS completes these projects. Additional debt will be issued in the third quarter of 2010 and payment schedules for cash reimbursements to cover the remainder of the projects have been negotiated. The FY2011 budget assumes that the City of Chicago will provide \$150.0 million to continue to support MSAC projects.

For the first time since FY2004, the state of Illinois issued school construction grants for school construction, maintenance, and repair. CPS will receive \$29.7 million of reimbursement from these construction grants for FY2010 and additional funding over the next three years. CPS plans to use these funds to cover the debt service for the bonds CPS plans to issue this year.

Additionally, \$12.4 million of state grants are available for CPS to perform a variety of specific capital projects specified by the law starting in FY2011. CPS has been completing survey information to the State to begin the grant process. CPS also anticipates additional funds from the Federal Aviation Administration for noise abatement.

As part of the American Recovery and Reinvestment Act (ARRA), the federal government offers several tax-exempt and tax-credit bond financing options to help school districts raise money more economically for much-needed capital improvements. The ARRA created Qualified School Construction Bonds and Build America Bonds under the Internal Revenue Code. Qualified School Construction Bonds provide \$22.0 billion nationally in interest-free bonding authority for school construction, renovation, repair, and land acquisition for two years. CPS issued bonds for \$254.2 million for FY2010 and received bonding authority in the amount of \$257.1 million for FY2011. In addition, the ARRA authorized \$2.8 billion in interest-free bonding authority to the states for Qualified Zone Academy Bonds (QZABs) for FY2009 and FY2010. CPS will take the utmost advantage of these resources based on the specific needs and opportunities.

FY2011 CAPITAL IMPROVEMENT PROGRAM (CIP)

The FY2011 Capital Improvement Program includes anticipated proceeds of \$600 million in general obligation bonds, reimbursement revenue of \$150 million from the City for capital projects dedicated to MSAC, interest income of \$1.5 million, and potential state capital grants of \$50.2 million, and noise abatement grants of \$5.0 million. The table below summarizes new capital projects by categories supported by a new bond issue for FY2011.

**Projected FY2011 Capital Plan
Use of FY2011 Bond Proceeds**

| <u>Project Type</u> | <u>Estimate</u> |
|--|----------------------------|
| Building Envelope | \$9,000,000 |
| Mechanical & Electrical | \$14,000,000 |
| Building Interior | |
| School renovation | \$15,000,000 |
| New School Projects | \$39,970,000 |
| Additional Projects | \$61,100,000 |
| Turn Around Program | \$18,100,000 |
| ADA improvements | \$20,000,000 |
| | <hr/> \$154,170,000 |
| Facility Site Improvements | |
| 50/50 Sidewalk Program | \$500,000 |
| Exteriors Program | \$250,000 |
| New Campus Parks | \$2,000,000 |
| New Playlot Program | \$2,000,000 |
| | <hr/> \$4,750,000 |
| Supplemental Facility Maintenance | |
| Emergency Capital Renovations | \$12,000,000 |
| Exterior Envelope Repair and Renovation | \$12,000,000 |
| Boiler and Mechanical System Upgrades | \$12,000,000 |
| Project Contingency | \$12,000,000 |
| Change Orders for Prior Year Projects | \$8,000,000 |
| Facility Capital Improvement Program | \$157,000,000 |
| Capital Maintenance Area 1 - 6 | \$12,000,000 |
| Auditorium Repair | \$1,000,000 |
| Modular Demolition and Site Improvements | \$2,000,000 |
| Demolition | \$12,000,000 |
| Pool Repair and Renovation | \$8,000,000 |
| Furniture | \$3,500,000 |
| | <hr/> \$251,500,000 |
| Other Departmental Projects | |
| New and expanding schol start-up capital funds | \$9,000,000 |
| College and Career Preparation Initiatives | \$5,400,000 |
| Security System Projects | \$10,600,000 |
| Technology Projects | \$21,800,000 |
| Transportation Edulog System | \$3,000,000 |
| Nutritional Support Service Equipment Upgrades | \$6,900,000 |
| | <hr/> \$56,700,000 |

Capital and Construction Management

| | |
|-----------------------------------|---------------------|
| Energy Management | \$500,000 |
| CIP Program and Design Management | \$25,000,000 |
| | \$25,500,000 |

New Facility Construction

| | |
|-------------------------------|---------------------|
| Modern Schools Across Chicago | \$60,000,000 |
| Additional Projects | \$24,380,000 |
| | \$84,380,000 |

Total **\$600,000,000**

THREE-YEAR CAPITAL PLANS

The most recent report from the Illinois State Board of Education on school construction needs estimates that the overall need for CPS is almost \$5 billion. While CPS is committed to raising funds to try to address the most pressing needs, the uncertainty of the current economic environment makes long-range planning a challenge. The table below includes capital programs supported by local bonds only. As long as funds are available, CPS plans to execute the following capital plans:

| Sources and Uses of Funds - FY2011-FY2013 | Proposed FY 2011 | Proposed FY 2012 | Proposed FY 2013 |
|---|-----------------------|-----------------------|-----------------------|
| Sources: | | | |
| Local Bond Proceeds | \$ 600,000,000 | \$ 600,000,000 | \$ 550,000,000 |
| Uses: | | | |
| Building Envelope | \$ 9,000,000 | \$ 18,500,000 | \$ 28,300,000 |
| Mechanical & Electrical | \$ 14,000,000 | \$ 14,000,000 | \$ 14,000,000 |
| Building Interior | \$ 154,170,000 | \$ 126,000,000 | \$ 130,500,000 |
| Facility Site Improvements | \$ 4,750,000 | \$ 9,000,000 | \$ 9,000,000 |
| Supplemental Facility Maintenance | \$ 94,500,000 | \$ 165,000,000 | \$ 125,000,000 |
| Facility Capital Improvement Plan | \$ 157,000,000 | \$ 169,000,000 | \$ 149,000,000 |
| Other Departmental Projects | \$ 56,700,000 | \$ 48,500,000 | \$ 44,200,000 |
| Capital and Construction Management | \$ 25,500,000 | \$ 30,000,000 | \$ 30,000,000 |
| New Facility Construction | \$ 84,380,000 | \$ 20,000,000 | \$ 20,000,000 |
| | \$ 600,000,000 | \$ 600,000,000 | \$ 550,000,000 |

CAPITAL PLANNING OBJECTIVES

CPS has identified a series of objectives related to the deployment of capital as follows:

- Reduce student density, ideally to no more than 80% of each school’s design capacity.
- Achieve a minimum standard of physical condition and operating efficiency through renovation.
- Improve the overall learning environment quality through educational enhancements.

To accomplish these objectives, the CIP is organized into three general program areas: new construction, building renovation, and educational enhancements. The Chicago Board of

Education determines specific project allocations based on need. All schools also go through a physical assessment every three years, which aids in planning future projects.

- **New Construction:** New facility construction that has reduced the degree of overcrowding that exists in CPS. FY2011 new construction projects include new schools, replacement schools, and additions to existing schools. MSAC is designed to support this important need.
- **Building Renovation:** Renovation is the heart of the District's effort to stabilize building conditions throughout the system. A primary goal of renovation is to add at least 25 years to the useful life of every building. FY2011 capital renovations will repair and/or upgrade the exteriors and interiors of school buildings to ensure safe and efficient learning environments and to fund ADA accessibility projects. Additionally, FY2011 building renovation projects include replacing or rehabilitating specific school facilities such as gymnasiums, washrooms, boilers, doors, and improving kitchens and food service operations.
- **Educational Enhancement:** These projects seek to enhance CPS student-learning experiences. Educational enhancements include providing expanded information access in the form of Internet, local- and wide-area network (LAN and WAN) classroom hookups, as well as requisite electrical distribution upgrades. This category also provides for new and rehabilitated science labs, health centers, career preparation labs, early childhood and pre-K classroom development and parent-child center renovations, play lots and campus parks.
- **Technology Improvement:** Technology implementations that benefit the District have also been funded through CIPs. Over the last several years, CPS has completed major overhauls of the human resources, payroll, financial, and student information systems. This department is now focusing on enhancing support to the schools, improving efficiencies within the administration, upgrading school-based technology, and enhancing the CPS Information Dashboard to support performance management.

CAPITAL PLANNING PROCESS FOR IDENTIFYING PROJECTS

In developing and maintaining the CIP throughout the year, CPS dispatches assessment teams of technical professionals to survey and inspect 200 of the buildings each year and rank the building in order of severity by phase. The laddering effect of this type of assessment strategy ensures that each building receives a complete assessment approximately every three years. The assessment is designated in phases as follows:

Phase I – Building Envelope

- a. Exterior Envelope (Masonry, Windows, Doors)
- b. Roof Replacement

Phase II – Mechanical, Electrical and Plumbing

- a. Boiler and Mechanical Replacements and Upgrades
- b. Plumbing
- c. Lighting Replacements and Upgrades

Phase III – Building Interior

- a. ADA Improvements
- b. Furniture

Phase IV – Facility Site Improvements

- a. Landscaping
- b. Parking
- c. City Ordinance Compliance

The data gathered from these assessments are updated, recorded, and tracked in an extensive facility database which is used in part to determine the priorities set for the annual CIP.

Although the assessments and phased renovation approach is a credible process for prioritizing the work and developing projects, CPS also gathers feedback and information from the individual communities throughout the City. Since the program is funded on a yearly basis, this process allows for a more efficient day-to-day management of an older school portfolio by standardizing purchasing and repair procedures.

CAPITAL PROCESS TO SET CAPITAL PRIORITIES

To date, the CIP has completed approximately 90% of the Phase I projects and is now beginning to address the worst mechanical, electrical, and plumbing systems in the portfolio (Phase II).

The compilation of assessments, community input, and other project requests are reviewed and ordered in rank by severity of need from 1 to 7. A life-safety issue is designated as a 1, while a 7 reflects a good and stable condition. Weighting factors are assigned to each scope item based upon a predetermined factor for each type of work. The assessed ranking for a scope item is then inverted and multiplied by the weighting factor to create a score for each scope item. The higher the score, the greater the need is for the particular scope item.

The scope details are then grouped into project types to form discrete projects such as boiler/mechanical, lighting, or fire protection. The cost and score for the related scopes are summed to create a project cost and score. The project score for one building is then compared to a similar project score of other buildings to create a priority list.

Assessment data is continually being updated as new assessments are completed. The addition of new data and revision of existing data adjust the project scopes and, correspondingly, the priority list. Rankings and weight factors may be adjusted from time to time in order to more accurately prioritize school project needs.

The School Assessment database can be accessed through the following CPS link:
<http://www.csc.cps.k12.il.us/servlet/CIP?ASMT=Y>

IMPACT OF THE CAPITAL IMPROVEMENT PROGRAM (CIP) ON OPERATING BUDGET

Committing to a Capital Improvement Program that addresses the need for both new buildings and additions as well as the ongoing needs of our existing buildings for major renovations, replacement of major components such as roofs, boilers, and windows, and educational updates, requires significant increases in debt service as well as some increases in daily operations. CPS relies on debt financing to fund the CIP, along with support from the City of Chicago for new construction. CPS' ability to raise funds over the next several years will have an impact on the implementation of the CIP. Identifying a dedicated source of funding for capital improvements separate from the operating budget would allow CPS to develop better capital plans and address maintenance issues in a more timely way. This dedicated source would most likely impact property taxes within Chicago.

CPS' new buildings are more energy efficient, and in some cases have green roofs, but also have increased usage such as air conditioning, larger public areas, and more up-to-date air circulation technology, and therefore do not necessarily have lower energy consumption than existing buildings. New buildings with non-traditional landscaping needs increase the exterior maintenance costs. New buildings that increase our seating capacity also increase our operating costs by adding administrative and support personnel, including a principal, school clerk, engineer and custodians. Operating expenses for utilities, landscaping, pest control, snow removal, and operating and maintenance activities also impact the operating budget. For replacement schools, the operating costs should be less than the existing older buildings due to their age and condition.

As part of the CIP, CPS allocates funds for energy efficiency projects such as lighting retrofits, electrical upgrades, boiler replacements, new windows, and other improvements that do reduce energy consumption for individual projects. As our schools move to new school calendars that allow for extended days, Saturday classes, more community involvement, and year-round schedules, these savings offset the increased costs of operating our buildings. CPS is undertaking an extensive energy assessment of all of our buildings to help mitigate increasing energy consumption and target our improvements to the worst performing schools.

CPS also spends our capital dollars on technology initiatives. Two projects underway this year will help manage the capital improvement program through project accounting and creation of an asset management database that will track warranties, life cycle replacements, routine maintenance and other operational data that should result in significant reduction in costs of maintaining our existing buildings. An online student assessment tool is also being implemented that will result in quicker turnarounds of student evaluation data to help teachers identify needs in individual student achievement in a more timely way.

CPS also demolished two buildings this year, which reduced the costs of maintaining and protecting these facilities. Demolishing these two structures also mitigated safety risks and reduced liability issues that occur when infrastructure is vacant or in a state of disrepair.

BUDGET PROCESS

The Board is required by the Illinois School Code to adopt an annual school budget for each fiscal year no later than 60 days after the beginning of the fiscal year. The Chicago Public Schools' fiscal year starts July 1 and ends June 30. The Illinois legislature had not yet approved the state's FY2011 budget as of late July 2010. As a result, CPS delayed its budget process by two months, finishing August 2010, and the budget is based on estimates from the Illinois State Board of Education released in late June 2010. CPS FY2011 budget preparation began in October 2009 and ended in August 2010 with the adoption of the final budget by the Board. A timeline of the process is provided at the end of this section.

The budget process and calendar for CPS is prepared with consideration of the following legal requirements in the Illinois School Code:

- The Board must adopt a budget within the first 60 days of each fiscal year.
- A proposed budget must be prepared and made available for public review at least 15 days prior to its finalization.
- The Board is required to hold at least two public hearings at least five days after copies of the proposed budget are made available for review.
- Notice of budget hearing dates must be published in a City of Chicago newspaper at least five days prior to the time of the hearing.

Budget Calendar and Process Development

In September 2009, work began to develop a workable budget calendar and the budget process. The budget calendar was developed based on the assumption that the Illinois legislators would not pass their budget on time. The budget process incorporates enhancements identified in a 2008 review by budget-process participants (including OMB staff, central office staff, and school personnel).

Revenue and Expenditure Estimates

In October and November 2009, preliminary revenue and expenditures were forecast. Revenue forecasts included all funding sources, and the expenditures were estimated with an analysis of the organization's significant cost drivers, including new contract requirements. This exercise resulted in a rough size of the deficit by December.

Budget Planning

Starting in November 2009, the Office of Management and Budget (OMB) and Office of Performance engaged in strategic planning with central office departments to develop FY2011 budgets linked to performance outcomes through the Annual Department Plan (ADP) process. In March, senior leadership provided parameters for balancing the FY2011 budget and announced decisions about reductions. Beginning in April, senior leadership reviewed the strategic plans of each central office department in detail. Further budget decisions were made through June.

Meanwhile, with inputs and assistance from the central office, schools prepared their budgets through their process called the SIPAAA (School Improvement Plan for Advancing Academic Achievement) from November through April. In January, schools received information on projections for student enrollment and special education resources. Both of these projections have thorough appeal processes for schools that last through February. Schools also receive detailed information on discretionary fund allocations and other programmatic resources. More detailed information about the school budgeting process and the SIPAAA can be found in the School Based Budgeting section of the budget book.

Budget System Training and Submission

Schools were trained in how to use the budget system from January through March. Access to the system for entering the detailed budget line items was provided in March to the schools. Chief Area Officers reviewed and approved school budgets for adherence to their SIPAAAs. For central office departments, ADP drafts were finalized in March and utilized through the budget decision-making process in April, May, and June. Because of the consolidation of departmental budget staff within OMB, departmental budgets were entered into the budget system by OMB staff.

Proposed Budget

Once the submissions were entered, the budget information was summarized and submitted to senior leadership for review beginning in May. Adjustments were made to incorporate final recommendations and changes in the budget through July. These were incorporated into the proposed budget that was forwarded to the Board for approval in August.

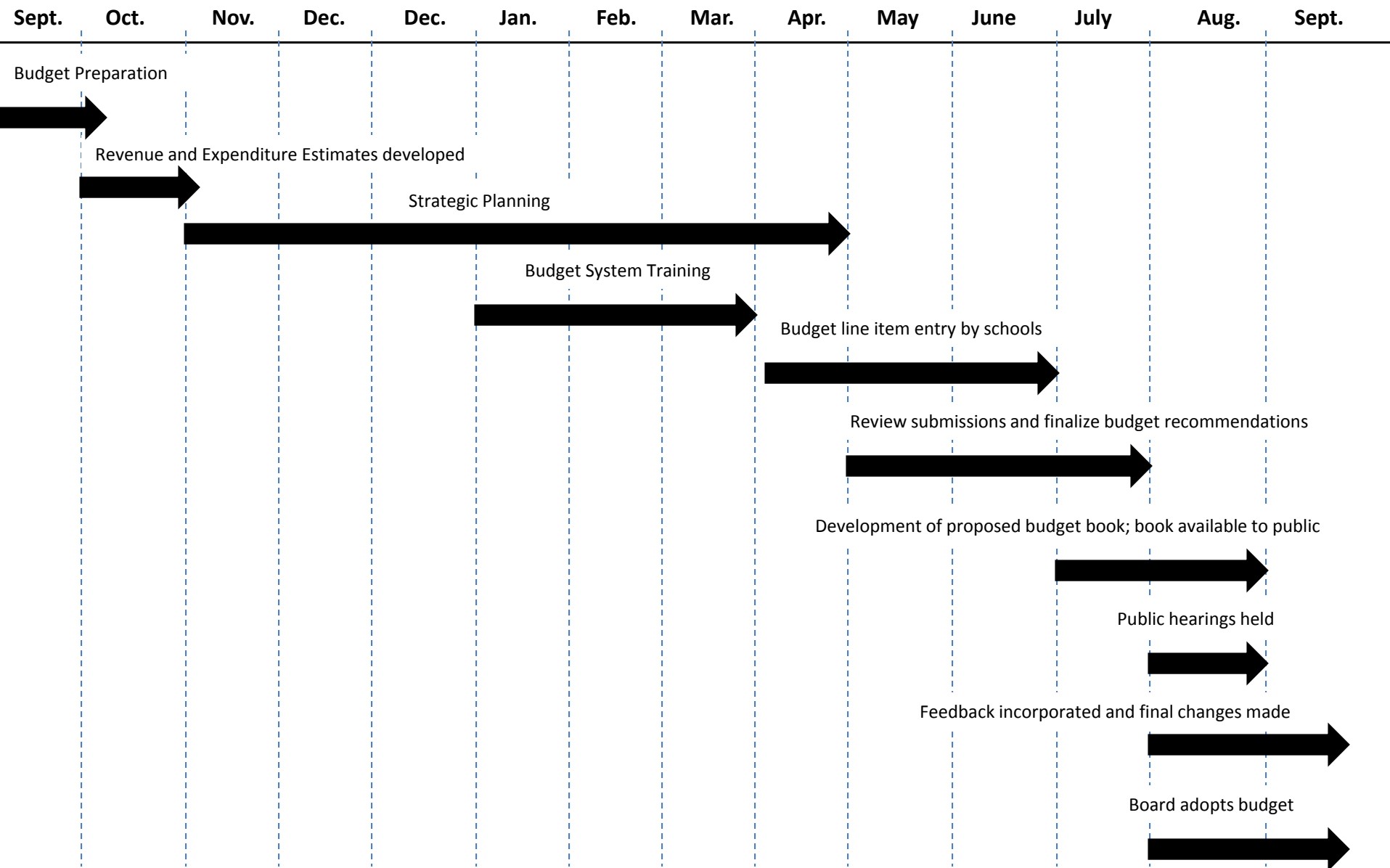
Public Involvement

The announcement of the availability of the proposed budget for review by the public, reform groups, and the press will be made according to the Illinois School Code. The proposed budget was made available to the public in early August. CPS held three public hearings on the proposed budget on August 17, 18, and 19.

Board Adoption of the Budget

OMB incorporated public feedback and other changes in the final budget for adoption by the Board, which occurred on August 25, 2010. A calendar outlining the budget planning timeline follows.

FY2011 Budget Process Timeline



FINANCIAL POLICIES

CPS is responsible for pre-school through 12th grade education in the city of Chicago. It is an independent local government with its own power to levy property taxes. The fiscal year starts July 1 and ends June 30. The Board is directed by the Illinois School Code (105 ILCS 5/34-43) to adopt an annual school budget for each fiscal year no later than 60 days after the beginning of the fiscal year. The annual budget includes a set of policies to be followed in managing the financial and budgetary matters, allowing the Board to maintain its strong financial condition now and in the future.

Balanced Budget Policy

The Board is required by the Illinois School Code to balance its budget each year within standards established by the Board, consistent with the provisions of Article 105 ILCS 5/34-43. The Board defines a "balanced budget" as when the total resources, including revenues and spendable prior-year fund balances, equal or exceed the total budgeted expenditures, and a "structurally balanced budget" as when the total projected revenues that the Board accrues in a fiscal year are equal to or greater than the total expenditures. Revenues and expenditures are defined in accordance with generally accepted accounting principles. The Board's current policy is that all funds should be structurally balanced unless they include the spendable prior-year fund balance that is available under the terms of the Board's Fund Balance Policy.

- General Fund - Although a structurally balanced budget is our goal for the General Fund, the prior-year spendable fund balance can be appropriated in the following budget year for one-time expenditures if the spendable fund balance exceeds 5% of the operating and debt service budget for the new fiscal year. The one-time expenditures are listed under the Fund Balance Policy.
- Workers' Compensation Tort Fund - The restricted fund balance in the Workers' Compensation Fund can be used only for expenses specified by the Illinois School Code 105 ILSC 5/18-8.05, such as unanticipated large tort, property loss, workers' compensation, or liability claims.
- Grant Funds - All grant funds shall be structurally balanced.
- Supplemental General State Aid Fund (SGSA) - The Illinois School Code 105 ILSC 5/18 requires that all spendable fund balances be re-appropriated in the subsequent year to all schools that did not spend their allocation in the prior years. The reserved but spendable fund balance shall equal the unused SGSA revenues from the previous year.
- Capital Projects Funds - All unreserved, undesignated fund balances in the Capital Projects Funds will be re-appropriated in the following year for eligible construction and renovation projects.
- Debt Service Funds - Funds reserved for debt service are monies held as required by a bond indenture or similar agreement and maintained mostly with escrow agents. Unreserved fund balances represent reserves to cover potential risks related with variable-rate derivative bonds. Both reserved and unreserved fund balances can be re-appropriated depending on debt service schedules or refinancing of the bonds.

Fund Balance Policy

Section 5/34-43 of the Illinois School Code authorizes the Board to accumulate an unreserved fund balance in the General Fund. The stated goals of maintaining a fund balance are to provide adequate working capital, to ensure uninterrupted services in the event of budgetary shortfalls, to provide for capital improvements, and to achieve a balanced budget within a four-year period. It is the policy of the Board to require that sufficient funds always be retained to achieve these goals for operating funds. To achieve this stable financial base, CPS manages its financial resources by establishing fund-balance policies for governmental funds, which consist of the General Fund, special revenue funds, capital projects funds, and debt service funds.

A. Fund-Balance Target

Fund-balance targets are established for the General Fund, the Tort Fund, debt service funds, and Capital Projects Funds. The set amounts differ for each fund and will require an annual review. Factors included in the determination of fund-balance targets include predictability of revenues, legal requirements, bond indentures, potential volatility of expenditures, and liquidity requirements. The operating and debt service budget for the new fiscal year is the basis for calculating the ratio of undesignated fund balance to proposed expenditure. In essence, the current fiscal year's budgeted expenditures will determine the prior fiscal year's designated fund balance.

1. General Fund

- i. **Unreserved, Designated Fund Balance (Stabilization Funds)** - This policy will require the Board to maintain an unreserved, designated fund balance (assigned fund balance) of a minimum of 5% and a maximum of 10% of the operating and debt service budget for the new fiscal year as a stabilization fund in the General Fund at the annual adoption of the budget. The 5% is estimated to be the historical minimum cash requirement to provide sufficient cash flow for stable financial operations. The Chief Financial Officer (CFO) will propose to the Board a reasonable target amount that is within this range during the budget process. It is the Board's goal that this stabilization fund will not be utilized unless there is an unforeseen financial emergency and a corresponding consensus decision among the Board members.
- ii. **Use of Excess Fund Balance above the Stabilization Fund** - When the stabilization fund is adequately established, any excess above the required stabilization funds will be "unreserved, undesignated fund balance (unassigned fund balance)." If necessary, this fund balance in the General Fund can be appropriated in the following budget year for one-time expenditures or under certain circumstances as outlined below:
 - o To offset a temporary reduction in revenues from local, state, and federal sources.
 - o When the Board decides to not increase the city of Chicago property taxes to the maximum allowable property tax cap.
 - o To retire the Board's debt.
 - o To fund major legal settlements or liability claims made against the Board.

- To fund necessary one-time equipment or capital spending required for the Board.
 - To pay for costs related to an unforeseen emergency or natural disaster.
 - To pay for specific education initiatives lasting no more than three years.
- iii. Unreserved Fund Balance Replenishment - It is the policy of the Board to maintain a range of 5% to 10% of its operating and debt service budget in the stabilization fund and to allow unreserved, undesignated fund balances above the stabilization to be used for the purposes listed in Section I. In the event that the stabilization fund decreases below 5% of the upcoming operating and debt service budget, the CFO will prepare and present to the Board a plan to replenish the reserve requirement. If necessary, any surplus that CPS generates will first go towards replenishing the stabilization fund until the minimum 5% goal is achieved and then to the unreserved, undesignated fund balance. The Board must approve and adopt a plan to restore these balances to the target levels within a 12-month period. If restoration of the reserve cannot be accomplished within such a period without severe hardship, then the CFO or Budget Director may request that the Board approve an extension of this restoration deadline.
2. Workers' Compensation/Tort Fund: The reserved but spendable fund-balance target for the Workers' Comp/Tort Fund shall be no less than 1% and no more than 2% of the operating budget. Supplemental General State Aid Fund (SGSA): The reserved but spendable fund balance shall equal the unused SGSA revenues from the previous year. According to the Illinois School Code 105 ILSC 5/18, all spendable fund balances will be re-appropriated in the subsequent year to all schools that did not spend their allocations in the prior years.
3. Capital Projects Funds: Unreserved fund balance shall equal the unused bond proceeds, revenues, and available fund balances from the previous fiscal year. All unreserved, undesignated fund balances in the Capital Projects Funds will be re-appropriated in the following year for eligible construction and renovation projects.
4. Debt Service Funds: Funds reserved for debt service are monies held as required by a bond indenture or similar agreement and maintained mostly with escrow agents. Unreserved funds in the debt service funds represent the Board's efforts to cover risks related with swap options, variable-rate bonds, or auction-rated bonds. The unreserved fund balance range for the Debt Service Funds shall be sufficient to cover potential risks such as termination, counterparty, and basis points. The Treasury Department will determine a proper level of funds every year.

B. Monitoring and Reporting

The CFO shall annually prepare a statement about the status of the fund balance in relation to this policy and present to the Board his findings in conjunction with the development of the annual budget. Should the CFO disclose that the stabilization funds decline below 5% of the upcoming operating and debt service budget, a recommendation for fund-balance accumulation shall be included in the annual statement.

One-Time Revenue Policy

Revenue shall be considered to be one-time if it was not present in the prior fiscal year and if it is unlikely that it will be available in the following fiscal year. The Board's One-Time Revenue Policy requires that the CPS shall not use one-time revenues to fund ongoing expenditures. To do so might mean that CPS would be unable to make up the gap created by the expiration of the one-time revenues in the next budget period, a situation that could lead to service cuts. One-time revenues will support only one-time expenditure items described below:

1. To retire the Board's debt.
2. To fund major legal settlements or liability claims made against the Board.
3. To fund necessary one-time equipment or capital spending required for the Board.
4. To pay for costs related to an unforeseen emergency or natural disaster.
5. To pay for specific education initiatives lasting no more than three years.
6. To increase the size of CPS's budget-stabilization fund.

Budget Amendments/Supplemental Budgets

The Illinois School Code (105 ILCS 5/34-47 and 48) authorizes the Board to make additional or supplemental expenditures rendered necessary to meet emergencies or unforeseen changes. After the adoption of the annual school budget, the Board may, by a vote of two-thirds of its voting members, pass an additional or supplemental budget, thereby adding appropriations to those made in the annual school budget; such a supplemental or additional budget is considered an amendment of the annual budget for that year. However, any appropriations thus made shall not exceed the total revenues which the Board estimates it will receive in that year from all revenue sources and any fund balances not previously appropriated. In case of emergencies such as epidemics, fires, unforeseen damages, or other catastrophes happening after the annual school budget has been passed, the Board, by a concurring vote of two-thirds of all the members, may make any expenditure and incur any liability. The Board is required to hold two public hearings both on budget amendments and supplemental budgets.

Basis of Budgeting

The budgeting and accounting policies of the Board are based on generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is the standards-setting body for establishing accounting and financial reporting. These governing bodies require accounting by funds so that limitations and restrictions on resources can be easily explained.

Budgets are presented using the modified accrual basis of accounting. Revenues are recorded when they become measurable and available. Property taxes are recognized as current revenues as long as they are available within 30 days after a fiscal year ends. Federal, state, and local grants are recognized as revenues when eligible requirements imposed by grantors have been met and as long as they are collected within 30 days of the end of a fiscal year. Expenditures are recorded when the related liability is incurred, regardless of the timing of related cash outflows. One exception is that debt service expenditures are recorded only when payment is due. Only revenues and expenditures anticipated during the fiscal year are included in the budget. Unexpended funds in the General Fund, Workers' Compensation Tort Fund, and SGSA Fund revert to the fund balance at the close of a fiscal year. Unexpended capital funds are carried forward from year to year until projects are completed.

Budgetary Control and Budget Transfer

Budgetary control is exercised at the school-, department-, and system-wide levels with the adoption of the budget, and at the line-item level through accounting control. The monitoring of expenditures and revenues is a crucial component of the management of the budget. In the event of an unexpected decline in revenue, certain non-essential expenses would be the first to be identified and frozen to ensure a balanced budget at year-end.

Because a budget is only a plan, it is usually necessary to allow transfers between line items during the year. All budget transfers should follow an established fund-transfer policy and its approval process. All transfers requiring Board approval will be reported at the monthly Board meeting. Depending on the transfer type, transfers require a different combination of approval among the Director of Office of Management and Budget, the Board, the Regional Controllers, School Improvement Coordinators, and program managers; however, all transfers require approval by department heads, principals, or assistant principals. The following are a few of the guidelines for making transfers:

Funds may be transferred within a fund, between units, or between objects. Transfers within a fund and between account groups and purposes must be recommended by the Office of Management and Budget and approved by the Board.

No transfer may be made between any of the statutory funds supported by property taxes.

Central office units and citywide units are allowed to transfer funds between accounts with approval of the Director of Management and Budget and/or the Board, depending on the transfer type.

A fund transfer between accounts of different series requires approval of the Director of Management and Budget or his/her designated person and the Chicago Board of Education.

Additionally, such transfers shall not exceed 10% of the fund during the first half of the fiscal year, and no appropriation shall be reduced below an amount sufficient to cover all obligations that will be incurred against the appropriation.

Cash and Investment Management Policy

In accordance with the Illinois School Code (105 ILCS 5/34-28) and Public Funds Investment Act (30 ILCS 235/1), the Board adopted an investment policy that provides guidelines for the prudent investment of all public funds and outlines the policies for maximizing efficient cash management. The ultimate goal is to manage public funds in a manner that will meet cash flow needs, ensure security, and provide the highest investment return while complying with all state and local requirements governing the investments of public funds. To achieve these goals, the Treasury maintains cash-flow forecasts that closely match cash on hand with projected disbursements. To minimize the potential risk and losses, the Board limits investments to the safest types of securities, pre-qualifies the financial institutions, and diversifies the investment portfolios. The Treasury evaluates and monitors the portfolio regularly. The Investment Policy detail can be accessed by going to <http://policy.cps.k12.il.us/documents/403.1.pdf>.

Debt Management Policy

The Board established a debt management policy that sets forth the parameters for issuing debt and managing the outstanding debt portfolio. Additionally, the policy provides guidance for the debt-payment structure that directly affects the Board's finances, the types and amounts of permissible debt, the timing and method of sale that may be used, and the structural features that may be incorporated. The purpose of this policy is to enhance the Board's ability to issue and manage its debt in a fiscally conservative and prudent manner and to ensure the Board's continued access to the capital markets. The Board will match the term of the borrowing to a useful life of projects and will seek the best possible credit rating in order to reduce interest costs. Every project proposed for debt financing should be accompanied by amortization schedules that best fit within the existing debt structure and minimize the impact on future operating and maintenance costs of the tax and debt burden on the General Fund and the overlapping debt of other local governments. The Treasury will determine the mix of variable- and fixed-rate debt that best manages its overall interest costs while considering risks and benefits associated with each type of debt. The following link provides details about the debt management policy: <http://policy.cps.k12.il.us/documents/404.1.pdf>

FUND DESCRIPTIONS

The Board adopts legal budgets for all governmental fund types. The acquisition, use, and balances of the government’s expendable financial resources and the related current liabilities are accounted for through governmental funds. Governmental funds that CPS utilizes are divided into four types: General Fund, Special Revenue Funds, Capital Projects Funds, and Debt Service Funds. A fund is a separate accounting entity with a self-balancing set of accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate.

To control the budget and to comply with rules and regulations, accounts are organized into governmental funds, each of which is considered a separate accounting entity. Funds are the control structures which ensure that public monies are spent only for those purposes authorized and within the amounts appropriated. Expenditures within each fund are further delineated by grant, program, and account to more fully reflect the planned activities of the fund. The level of budgetary control is established for each individual fund and within the fund by object and program.

CPS Fund Structure

| Fund Type | Fund Name | Fund Number |
|------------------------|------------------------|-------------------|
| Operating Fund | General Fund | 115,117, 124, 230 |
| Operating Fund | Special Revenue Funds: | |
| | Lunchroom | 312 – 314 |
| | Tort Fund | 210 |
| | SGSA Fund | 225 |
| | IDEA Fund | 220 |
| | Other Grant Funds | 321 - 369 |
| Debt Service Funds | Debt service funds | 514 - 699 |
| Capital Projects Funds | Capital projects funds | 401 - 499 |

General Fund

The General Fund is the primary operating fund of the Board. It was created in response to the provision of P.A.89-15, which consolidated all of the rate-limited tax levies into the Board’s general education tax levy. The General Fund consists of the Education Fund and the Operations and Maintenance Fund. The Education Fund includes Education Fund (115), Tuition-based Preschool Fund (117), and School Special Income Fund (124). This fund is used to account for all financial resources except those required to be accounted for in another fund.

Education Fund (Funds 115, 117, 124)

The Education Fund is used to account for the revenues and expenditures of the educational and service programs that are not accounted for in any other funds. It includes the cost of instructional, administrative, and professional services; supplies and equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational programs. The Education Fund contains Tuition-based Preschool Fund (117) and School Special Income Fund (124).

The Tuition-based Preschool Fund keeps track of fees received and payments made for the paid preschool program for children of working parents who are in need of a full-day education and child-care program for their 3- and 4-year-old children. School Special Income Fund accounts for private foundation grants and donations that schools secure on their own and revenues that schools generate for school-specific functions to maintain their internal accounts.

Building Operations and Maintenance Fund (Fund 230)

Building O&M Fund supports repair and maintenance of buildings at CPS. The fund is used to account for expenditures for the minor improvement and repair of buildings and property, including the cost of interior decorating and the installation, improvement, repair, replacement, and maintenance of building fixtures. The fund also pays for ongoing maintenance costs such as the salaries and benefits of engineers and custodial employees; all costs of fuel, lights, gas, and telephone service; and custodial supplies and equipment.

Special Revenue Funds

Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes. The Special Revenue Funds include the SGSA Fund, Workers' Compensation Tort Fund, School Lunch Funds, and federal and state grant funds.

Supplemental General State Aid Fund (SGSA Fund 225)

The SGSA Fund was created to provide supplemental instructional services to students from low-income families. CPS is legally required to contribute funds from its General State Aid revenues. Prior to FY1990, this funding supported basic as well as supplemental programs. With the passage of the Chicago Public Schools Reform Act of 1989, funding for supplemental programs increased for five years until it reached \$261.0 million in FY1995, eliminating at the same time any funding for basic programs. Under the 1995 Chicago School Reform legislation, SGSA funding is mandated at a minimum of \$261.0 million per year, effective FY1996.

Each school receives its share of the SGSA funds based on the number of students who receive free and reduced-price lunch. With the approval of Local School Councils, school principals develop programs in accordance with their school improvement plans as required by the Act. The SGSA revenue supports programs that supplement the basic educational programs for economically disadvantaged students. Recommended programs are early childhood programs, class-size reduction, education enrichment programs, attendance improvement, and remedial assistance.

Workers' Compensation Tort Fund (Fund 210)

The Tort Fund is established pursuant to the Tort Immunity Act (745 ILCS 10/1-101 et seq.) and the Illinois School Code (105 ILCS 5/34-1 et seq.). Property taxes constitute the primary funding source and Section 9-107 of Tort Immunity Act authorizes local public entities to levy a property tax to fund expenses for tort judgment and settlement, liability, security, workers' compensation, unemployment insurance, and risk

management. The monies in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under the Tort Immunity Act.

School Lunch Funds (Funds 312, 314)

The School Lunch Funds account for school breakfast, lunch, and dinner for all children who participate in the programs during the school year. The National School Breakfast and Lunch Programs (Fund 312) are voluntary programs available to all public schools, private schools, and residential child-care institutions that agree to operate a nonprofit program offering lunches meeting federal requirements to all children in attendance. Children must meet the federal income guidelines for free or reduced-price meals or be determined as categorically eligible for free meals as members of food-stamp or TANF households. The federal government provides a minimum level of reimbursement for all lunches and breakfasts, while the Illinois Free Breakfast and Lunch Program also provides limited funding. In addition to the reimbursement, the federal government provides commodities in lieu of cash based on the number of meals served.

Since FY1998, CPS has also been providing dinner for children under the Childcare and Adult Food Program, and this activity is accounted for in Fund 314. The Childcare and Adult Food Program establishes a fixed reimbursement amount per meal for eligible students from 3 to 12 years of age who participate in after-school programs.

Federal and State Grant Funds (Funds 220, 324 – 369)

Grant funds account for monies that have restrictions on their use imposed by grantors such as federal and state governments. Each specific project should be accounted for separately using a complete group of self-balancing accounts. Care should be taken in establishing each group of self-balancing accounts so that the accounting and reporting requirements of the grantors are met. If the grantor provides an accounting manual, it should be followed for the group of self-balancing accounts.

Debt Service Funds (Funds 514 – 699)

Debt service funds are established to account for annual property-tax levies and other revenues that are used for the payment of principal, interest, lease payment, and other related costs. The Board is authorized by state law to issue notes and bonds and to enter into leases for capital-improvement projects and cash requirements. The debt service funds are required if taxes are levied to retire bonds or if other revenue is pledged to pay principal, interest, or service charges on other long-term debt instruments. CPS is required to establish a separate debt service fund for each bond issue, although they can be aggregated for reporting purposes.

PBC Lease Funds (Funds 514, 516, 518)

These funds account for property-tax revenues and lease payments to the Public Building Commission (PBC). The Board entered into lease agreements with the PBC and the lease payments to PBC consist of principal, interest, and administrative fees for revenue bonds that the PBC issued to finance capital projects for the CPS schools that the Board is leasing from the PBC. These bonds rely solely on property-tax levies and the current

lease payments support PBC bonds issued in 1992 and 1993, and refunding bonds issued in 1999. All of these revenue bonds will mature by 2020.

Alternate Revenue Bond Funds (Funds 606 - 699)

To support construction and renovation of school buildings, the Board has been issuing alternate revenue bonds since 1996 and these funds account for pledged revenues and payments of principal, interest, and related fees on any alternate bonds. The Local Government Debt Reform Act of the State of Illinois allows the Board to issue alternate revenue bonds based on dedicated revenue sources. A separate debt service fund must be established for each bond issue.

Capital Projects Fund (Funds 401 – 499)

The Capital Projects Funds are used to account for financial resources to be used for major capital acquisition or construction activities. Financial resources result from bond issues, receipts from other long-term financing agreements, or construction or maintenance grants to be used for school capital projects and capital leases. The Board is required to account for proceeds from each bond issue in a separate capital-projects fund. However, an aggregated capital-projects fund group is sufficient for the purpose of external financial reporting.

RESOLUTION ADOPTING THE ANNUAL SCHOOL BUDGET FOR FISCAL YEAR 2011

WHEREAS, pursuant to Section 34-43 of The Illinois School Code (the "Code"), the Board of Education of the City of Chicago (the "Board") is required to adopt an annual school budget for each fiscal year of the Board no later than 60 days after the beginning of the fiscal year of the Board to which such budget relates; and

WHEREAS, the Board, as successor to the Chicago School Reform Board of Trustees of the Board of Education of the City of Chicago, is to bring educational stability to the system and is empowered and directed by the General Assembly pursuant to the provisions of Section 34-3.3 of the Code to: (i) increase the quality of educational services in the Chicago Public Schools; (ii) reduce the cost of non-educational services and implement cost-saving measures including the privatization of services where deemed appropriate; and (iii) streamline and strengthen the management of the system, including a responsible school-based budgeting process, in order to focus resources on student achievement; and

WHEREAS, the Board is also to bring financial stability to the system and is empowered and directed by the General Assembly pursuant to the provisions of Section 34-3.3 of the Code to develop a long-term financial plan that, to the maximum extent possible, reflects a balanced budget for each fiscal year; and

WHEREAS, the Board is not required to balance its budget in accordance with an accounting system and procedure prescribed by the Chicago School Finance Authority because the financial oversight powers and responsibilities of the Chicago School Finance Authority have been suspended by Section 34A-411(c) of the Code until December 31, 2010, and

WHEREAS, the Board is directed by the provisions of Section 34-43 of the Code to balance its budget in each year within standards established by the Board; and

WHEREAS, Section 34-43 of the Code authorizes the Board's budget for any fiscal year to (i) provide for the accumulation of funds in the educational fund in order to achieve a balanced budget in a future year within the four-year period of the Board's financial plan to begin in that budget year or for capital improvements; and (ii) to provide for a reserve in the educational fund to ensure uninterrupted services in the event of unfavorable budget variances; and

WHEREAS, it is now appropriate for the Board to adopt its annual school budget for its Fiscal Year 2011 and related standards and policies;

NOW, THEREFORE, BE IT HEREBY RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF CHICAGO as follows:

Section 1. Findings. It is found, declared and determined as follows.

(a) Pursuant to section 34-43 of the Code, the Board has previously established standards by which its budgets shall be balanced in each fiscal year, consistent with the requirements of the Code. These standards provide that each budget of the Board shall cover a fiscal year of the Board and shall be developed and adopted in accordance with the requirements of the Code, including, but not limited to, Sections 34-42 through 34-51 thereof. These standards also provide that each budget shall be prepared in accordance with generally accepted accounting principles and shall be balanced such that, for each fund, the estimated sum of all revenues for the fiscal year from all sources and the amount of Fund Balance Available for appropriation in the fiscal year is greater than or equal to the estimated sum of all

appropriations required to defray the amount of all expenditures and charges to be made or incurred during the fiscal year and the amount of all unpaid liabilities at the beginning of the fiscal year. The standards further provide that in determining the amount of the Fund Balance Available for appropriation in the Educational Fund, there shall be deducted (i) the amount, if any, which the Board directs to be accumulated to achieve a balanced budget in a future year within the four-year period of the financial plan to begin in the budget year or for capital improvements, and (ii) any reserve to insure uninterrupted services in the event of unfavorable budget variances. The Board's goal is to have a balanced budget over the period of the four-year financial plan that is to be developed.

(b) In order to achieve a balanced budget in one or more future years within the four-year period of the Board's financial plan, beginning in Fiscal Year 2011, it is necessary that amounts be accumulated in the Educational Fund. To ensure uninterrupted services during Fiscal Year 2011 in the event of unfavorable budget variances, it is necessary to establish a reserve in the Educational Fund. The total amount of this accumulation and reserve is \$0 for Fiscal Year 2010.

(c) The annual school budget for Fiscal Year 2011 was prepared in tentative form by the Board and was available for public inspection for at least fifteen days prior to adoption (to wit, since August 9, 2010) by having at least five copies of the tentative budget on file in the Office of the Board.

(d) On August 17, 2010, August 18, 2010, and August 19, 2010, public hearings were held concerning the adoption of the annual school budget for Fiscal Year 2011, notice of such hearings having been given by publication on August 9, 2010, in a newspaper of general circulation in the City of Chicago.

Section 2. Budget Approval. The Annual School Budget for Fiscal Year 2011 is adopted.

Section 3. Transfers Between Appropriations. The Office of Management and Budget may approve transfers within any Board fund and within an object group and purpose in accordance with this Section. Except for matters previously approved by the Board as being within the discretion of the Office of Management and Budget, transfers within a fund and between object groups and purposes must be recommended by the Office of Management and Budget and approved by the Board by a vote of two-thirds of the members, provided that such transfers shall not exceed 10% of the fund during the first half of the fiscal year, and no appropriation shall be reduced below an amount sufficient to cover all obligations that will be incurred against the appropriation. The Chief Executive Officer shall define object groups and purposes that are subject to these requirements.

Section 4. Capital Budgeting Process. Annually, the Board will prepare and approve a multi-year Capital Improvement Plan (the "CIP") consistent with the annual budget. Public hearings will be held to receive public comment on the proposed CIP each year.

Section 5. Grants. The Office of Grants Management and Administration shall be responsible for the structure and accountability of the school district's grants management process and is designated as the managing fiscal agent for the Board for all grant applications received from governmental funding agencies. The Office of Grants Management and Administration shall establish rules and procedures for all grant applications and for the acceptance of school-based grants and gifts.

The principal of a local school or unit head, serving as an agent of the Board, is responsible for the implementation and management of all school-based or unit-based grants from governmental and non-governmental agencies. The principal or unit head is responsible for implementing the program in a timely fashion, as approved by the funding agency, and for expending funds in accordance with the terms, budget, and liquidation requirements of the approved proposal.

Section 6. Personnel Policies. The appropriations herein made for personnel services shall be regarded as maximum amounts to be expended from such appropriations. Such expenditures shall be limited to personnel only as needed, or as may be required by law, not to exceed the maximum that may be employed for any position by title. Notwithstanding any item in the budget, one person may be employed or more than one person may be employed, upon recommendation of the Budget Director and the Chief Executive Officer, whether such title is printed in the singular or plural. The salary or wage rate fixed shall be regarded as the maximum salary or wage rate for the respective positions, provided that salaries or wage rates are subject to change by the Board during the fiscal year in accordance with collective bargaining agreements approved by the Board. The salary or wage rates are expressed on a monthly basis and extended to annual amounts unless otherwise indicated.

Initial appointments to any position, transfers among positions and resignations of Board personnel shall be made in accordance with, and subject to, current Board Policies and Rules, as may be amended, from time to time.

Section 7. Settlement Agreements and Judgments. No expenditure may be made from any fund or line item account herein for the purpose of executing settlement agreements, entering into consent orders or paying judgments except upon the approval of the Board; provided, however, that this section shall not apply to judgments, settlement agreements or consent orders involving an amount up to \$50,000 or to labor arbitrations. In those cases, the General Counsel is authorized to approve such documents and expend such funds without approval of the Board.

Section 8. Severability. To the extent that any prior resolution or policy of the Board (excluding Board Rules) is in conflict with the provisions of this Resolution, the provisions of this Resolution shall be controlling. If any section, paragraph, clause or provision of this Resolution shall be held invalid, the invalidity of such section, paragraph, clause, or provision shall not affect any of the other provisions of this Resolution.

Section 9. Effectiveness. This Resolution is effective immediately upon its adoption.

GLOSSARY

Accrual Basis: the accounting technique under which transactions are recognized when they occur, regardless of the timing of estimated cash flow.

Accrued Expense: expense incurred and recorded on the books but not payable until a later date.

Adopted Budget: the budget ultimately approved and authorized by the Chicago Board of Education. This authorizes spending for the fiscal year based on the appropriations in the budget.

American Recovery and Reinvestment Act (ARRA): the federal government's national stimulus program adopted in 2009

Appropriation: an authorization to make expenditures and incur obligations for a specific purpose granted by a legislative body for a specific time period.

Assessed Valuation (AV): the value placed on all taxable property for tax purposes. This amount is subject to the state equalization factor and the deduction of exemptions.

Average Daily Attendance (ADA): the aggregate number of pupil days of attendance divided by the number of days in the regular school session. A pupil who attends school for five or more clock hours while school is in session constitutes one pupil day of attendance. The best three months' average daily attendance of the prior year is used in calculating General State Aid for the current year.

Balance Sheet: a statement of the financial position of an organization at a point in time. It includes Assets, Liabilities, and Fund Balances.

Bill (HB or SB): legislation drafted in the form of an Act for introduction into Illinois General Assembly and identified with a bill number. HB refers to a bill introduced in the House and SB refers to a bill introduced into the Senate.

Block Grant: a state or federal grant program that consolidates several previously separate categorical grant programs into one larger grant. Block grants usually allow the recipient agency more flexibility in the use of the resources than would be allowed with separate grants.

Bond: a written promise to pay a specified sum of money, called the face value or principal amount, at a specified date in the future (the maturity date), together with periodic interest at a specified rate.

Bonded Debt: that portion of indebtedness represented by outstanding bonds.

Bond Rating: an assessment of the credit risk of a specific bond issue.

Bond Redemption and Interest Fund: a debt service fund for the receipt and disbursement of the proceeds of annual tax levies for the payment of the principal and interest on specific bond issues.

Budget Classification: series of numerical codes used to categorize items of appropriation by unit, fund, project, program, and object.

Budgetary Control: the control or management of a governmental or enterprise fund in accordance with an approved budget to keep expenditures within the limits of available revenue appropriations.

Capital Development Board (CDB): the Illinois state government organization that administers the state School Construction program.

Capital Outlay: an expenditure that results in the acquisition of, or addition to, fixed assets and meets the following criteria: has an anticipated useful life of more than one year; can be permanently identified as an individual unit of property; belongs to one of the following categories: land, buildings, structures & improvements, equipment; constitutes a tangible, permanent addition to the value of city assets; does not constitute repair or maintenance; and is not readily susceptible to loss.

Capital Project: a specific and identifiable improvement or purpose for which expenditures are proposed within the capital budget or capital improvement program.

Capital Project Fund: a fund created to account for financial resources to be used for the acquisition or the construction of major capital facilities or equipment.

Categorical Revenue: funds from local, state, federal or private sources that can, by law, only be used for specific purposes (e.g., federal No Child Left Behind revenue or Supplemental General State Aid revenue).

Chicago School Finance Authority (SFA): a separate government body created in 1980 to sell bonds for the working capital, operating, and capital needs of the Chicago Board of Education, and to oversee the financial management of the Board. The Illinois legislature has permanently suspended the financial oversight powers of the SFA.

Chicago Board of Education: the local government organization established to provide elementary and secondary education in the city of Chicago.

Chicago Public Schools (CPS): the K-12 school system that operates under the Chicago Board of Education.

Corporate Personal Property Replacement Tax (CPPRT): a tax instituted in 1979 to replace the corporate personal property tax. It consists of a state income tax on corporations and partnerships and a tax on the invested capital of public utilities. The tax is collected by the

Illinois Department of Revenue and distributed to over 6,000 local governments based on each government's share of Corporate Personal Property tax collections in a base year (1976 or 1977).

Contingency: a budgetary reserve set aside for emergencies or unforeseen expenditures.

Debt Service: the school system's obligation to pay the principal and interest on all bonds and other debt instruments according to a predetermined payment schedule.

Debt Service Fund: a fund established to account for the accumulation of resources for, and the payment of, principal and interest on long-term debt; also called a Sinking Fund.

Depreciation: that portion of the cost of a capital asset that is charged as an expense during a particular period. This is a process of estimating and recording the lost usefulness, expired useful life, or diminution of service from a fixed asset.

Distinguished Budget Presentation Award: a voluntary program administered by the Government Finance Officers Association to encourage governments to publish efficiently organized and easily readable budget documents, and to provide peer recognition and technical assistance to the fiscal officers preparing them.

Effective Date: the date on which a Public Act takes effect (i.e. the date it becomes generally enforceable)

Effective Tax Rate: the ratio of taxes billed to the market value, generally expressed as a percentage.

Encumbrance: obligation in the form of a purchase order and/or contract which is chargeable to an appropriation and which reserves a part of the fund balance because the goods or services have not been received. When paid, the encumbrance is liquidated and recorded as an expenditure.

Enterprise Fund: a fund established to account for operations that are financed and operated in a manner similar to private business enterprises – where the intent of the governing body is that the costs of providing the goods or services to the general public on a continuing basis be financed or recovered primarily through user charges.

Equalization: the application of a uniform percentage increase or decrease to assessed values of various areas or classes of property to bring assessment levels, on average, to a uniform level of market value.

Equalization Factor (multiplier): the factor that must be applied to local assessments to bring about the percentage increase that will result in an equalized assessed valuation equal to one-third of the market value of the taxable property in a jurisdiction.

Equalized Assessed Valuation (EAV): the assessed value multiplied by the State of Illinois equalization factor minus adjustments for exemptions. This gives the property value from which the tax rate is calculated.

Exemption: the removal of property from the tax base. An exemption may be partial, as a homestead exemption, or complete. An example of a complete exemption is a church building used exclusively for religious purposes.

Expenditure: the outflow of funds paid for an asset or service obtained. This term applies to all funds.

Extension: the actual dollar amount billed to the property taxpayers of a district. All taxes are extended by the County Clerk.

Federal No Child Left Behind Revenue: revenue from federal programs that support supplemental education programs.

Federal Special Education I.D.E.A. Program Fund Revenue: provides supplemental programs for all students with disabilities between the ages of 3 and 21.

Federal Lunchroom Revenue: revenue from the federal program that supports free and reduced-price meals for children from low-income families.

Fiscal Year: the time period designated by the system signifying the beginning and ending period for recording financial transactions. The Chicago Public Schools fiscal year begins July 1 and ends June 30.

Fixed Asset: asset of a long-term character that is intended to continue to be held or used, such as land, buildings, machinery, and equipment.

Foundation Level: a dollar level of financial support per student representing the combined total of state and local resources available as a result of the general state aid formula. The foundation level is dependent upon the State of Illinois appropriation for general state aid.

Fund: resources set aside for specific purposes and activities in accordance with legal requirements. A school or department may have resources available from several funds. Examples include the General Fund, Workers' Compensation/Tort Fund and the Federal Title I Fund.

Fund Accounting: a governmental accounting system that organizes its financial accounts into several distinct and separate sets of accounts designated by their different functions.

Fund Balance: the assets of a fund less liabilities, as determined at the end of each fiscal year. Any reservations of fund balance are deducted, leaving a remaining unreserved fund balance.

Generally Accepted Accounting Principles (GAAP): uniform minimum standard of, and guidelines to, financial accounting and reporting. They govern the form and content of the basic financial statements of an entity. They encompass the conventions, rules, and procedures necessary to define accepted accounting practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. They provide a standard by which to measure financial presentations.

General Fund: the primary operating fund used to account for all revenue and expenditures, except those related to specific programs that are accounted for separately in special purpose funds.

General Obligation Bonds: bonds that finance public projects, such as new school buildings. The repayment of the bonds is made from property taxes and is backed by the full faith and credit of the issuing entity.

General State Aid (GSA): state revenue provided to school districts to support the basic education programs. The amount that each school district receives depends upon the educational needs of the school district (as measured by the Supplemental General State Aid weighted average daily attendance), the size of the local tax base, (in certain cases) the amount of tax effort by the local school district, and the foundation level. The general state aid formula works so that every child in the state has access to resources for his or her education at least equal to the foundation level.

Goals: specific plans that a department has for the upcoming and future years. Goals identify intended end results but are often ongoing and may not be achieved in a single year.

Government-Funded Funds and Special Grant Funds: funds established by the Board to account for programs that are fully reimbursable by the state or federal government and special grants.

Governmental Accounting Standards Board (GASB): organization that establishes accounting standards for state and local governments in the U.S.

GASB Statement No. 24: Requires that on-behalf payments made by other governments should be included as revenues and expenditures as long as they are for employee benefits. By law, the City of Chicago has been contributing to the Municipal Employees' Annuity and Benefit Fund of Chicago on behalf of the Board's educational support personnel (ESP).

Grant: a contribution by a governmental or other type of organization to support a particular function. Typically, these contributions are made to the system from the state and federal governments and from private foundations.

Illinois School Based Health Services Program: In September 1994, the Illinois Department of Public Aid (IDPA) submitted a Medicaid State Plan Amendment, which expanded the range of existing covered services, expanded the scope of covered services, and increased

reimbursement rates. The new program is based on 42 CFR 440.13D(d) of the Social Security Act.

Illinois State Board of Education (ISBE): the state organization created to oversee elementary and secondary education in Illinois.

Individuals with Disabilities Education Act (IDEA) - PL 94-142: federal law which requires school districts to provide appropriate education services to children with disabilities.

Inter-government Agreement (1997 IGA) with City of Chicago - October 1, 1997: The 1997 IGA represents a unique financing arrangement between the City of Chicago and the Chicago Public Schools to pay for the construction of new schools, school building additions, and renovation of existing schools and equipment. The Agreement provides that the City will help the Board to finance its Capital Improvement Program by providing the Board with funds to be used by the Board to pay debt service on bonds issued by the Board for such purpose. The amount to be provided by the City will be derived from the proceeds of ad valorem taxes levied in future years by the City on all taxable property within the City. The City will impose property tax levies when the current debt issued by the School Finance Authority and PBC expires. Property owners, therefore, will not see any net increase in their future property tax bills resulting from the 1997 IGA debt.

Inter-government Agreement using Tax Increment Financing (IGA-TIF): This Agreement secures revenues from certain eligible Tax Increment Financing districts, which will be used by the Chicago Public Schools to pay for the construction of new schools

Interest Earnings: earnings from available funds invested during the year in U.S. Treasury Bonds, certificates of deposit, and other short-term securities.

Investments: securities and real estate held for the production of revenues in the form of interest, dividends, rentals, or lease payments. The term does not include fixed assets used in governmental operations.

Levy: amount of money a taxing body certifies to be raised from the property tax.

Liabilities: debts or other legal obligations arising out of transactions in the past that must be liquidated, renewed, or refunded at some future date.

Long-term Debt: debt with a maturity of more than one year after the date of issuance.

Lunchroom Fund: a fund for the assets, liabilities, receipts, and disbursements of the School Lunchroom Program.

Maintenance: all materials or contract expenditures covering repair and upkeep of buildings, machinery and equipment, systems, and land.

Medicaid Revenue: revenue from the federal Medicaid program that the Board receives as reimbursement for the provision of Medicaid-eligible services to Medicaid-eligible children.

Miscellaneous Revenues: proceeds derived from notes and bonds sold by the Board and the SFA, interest on investments and undistributed property taxes, collections from food service sales, rental of property, gifts, donations, and sale of real estate owned by the Board.

Mission Statement: designation of a department's purpose or benefits and how the department supports the overall mission of the system.

Modified Accrual Basis: the accrual basis of accounting adapted to the governmental fund type spending measurement focus. Under it, revenues are recognized when they become both "measurable" and "available" to finance expenditures of the current period. Expenditures are recognized when the related fund liability is incurred, except for: (1) inventories of materials and supplies that may be considered expenditures, either when purchased or when used; (2) prepaid insurance and similar items that need not be reported; (3) accumulated unpaid vacation, sick pay, and other employee benefit amounts that need not be recognized in the current period, but for which larger than normal accumulations must be disclosed in the notes to the financial statements; (4) interest on special assessment indebtedness that may be recorded when due rather than accrued, if offset by interest earnings on special assessment levies; and (5) principal and interest on long-term debt that are generally recognized when due.

Multiplier: see Equalization Factor.

No Child Left Behind Act (NCLB): On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001. This law provides for the most significant reform to the Elementary and Secondary Education Act (ESEA) since its inception in 1965. Under the new law, states and school districts are required to develop strong accountability systems based on student performance and to test students in grades 3-8 on reading, math, and eventually science. Each state, school district, and school will be expected to make adequate yearly progress toward meeting state standards. Parents of children in failing schools have the option to transfer their children to better performing schools and/or obtain supplemental services such as tutoring paid for by Federal Title I funds. The new law also gives states and school districts increased local control and flexibility in the use of federal education funds.

Object: specific nature or purpose of an expenditure. Object codes are common across all units, programs, and projects. Examples of objects include professional services and teacher salaries.

Operating Budget: financial plan outlining estimated revenues, expenditures, and other information for a specified period (usually a fiscal year).

Operating Expenses: proprietary fund expenses that are directly related to the fund's primary service activities.

Operating Expense Per Pupil: gross operating cost of a school district for K-12 programs (excludes summer school, adult education, bond principal retired, and capital expenditures) divided by the average daily attendance for the regular school term.

Operations & Maintenance (O&M): represents the portion of taxes assessed for the maintenance and operations of the system's facilities. The O&M fund of the Public Building Commission covers O&M expenses for buildings leased by the school system from the Commission.

Penalty Date: date by which property tax bills are payable. In Cook County the penalty date for first-half tax bills is normally March 1, and the penalty date for second-half tax bills is August 1, but is usually delayed to September 1 or later.

Performance Measures: specific measures of the workload and key outcomes of each department. These provide information about how effectively and efficiently the department is operating.

Program: instructional or functional activity.

Program Description: describes the nature of service delivery provided at this level of funding. The description includes department/bureau mission, goals, accomplishments, and performance measures, as well as total expenditures and staff counts.

Project: an activity that usually has a given time period for its accomplishment and whose costs are generally reimbursed by the state or federal government.

Property Tax Revenue: revenue from a tax levied on the equalized assessed value of real property.

Proposed Budget: financial plan presented by the Chief Executive Officer for consideration by the Chicago Board of Education.

P.A. 87-17: Property Tax Extension Limitation Law that imposed a tax cap in Lake County, Will County, DuPage County, McHenry County, and Kane County and the prior year's EAV on Cook County. The tax cap limits the annual growth in total property-tax extensions in the operating funds of a non-home rule government to either 5% or the percentage increase in the Consumer Price Index (CPI), whichever is less. The prior year EAV provision limits extensions in rate-limited funds to the maximum tax rate multiplied by the prior-year EAV for all property currently in the district.

P.A. 88-593: Public Act that requires all five state pension funds and the Chicago Teacher Pension Fund to reach 90% funding by the year 2045.

P.A. 89-1: Property Tax Extension Limitation Law that imposed a tax cap in Cook County. The provisions of this tax cap are the same as in P.A. 87-17.

P.A. 89-15: Public Act that changed the financial structure of the Chicago Board of Education and gave the mayor of Chicago effective control of the Board.

P.A. 93-21: Public Act that created the current state poverty grant formula and defined the poverty count to be used for this grant as the unduplicated count of children in any one of four low-income programs (Medicaid, KidCare, TANF, and Food Stamps), excluding children who are eligible for services from the Department of Children and Family Services.

P.A. 93-845: Public Act that authorized school districts to continue to file for adjustments of prior year GSA claims to reflect revenue lost due to property tax refunds.

P.A. 94-976: Public Act that set the maximum extension rate for a rate limited fund of a local government that is subject to tax caps as the maximum rate allowed by current law - including the rate that requires voter approval. This does not allow a local government to exceed its total tax cap limit, but it does make it much less likely that tax rate limits in specific funds will prevent the local government from taxing up to its tax cap limit.

P.A. 96-889: Public Act that created a new second tier pension plan for the state pension funds and the Chicago Teacher Pension Fund and changed the required funding schedule for the Chicago Teacher Pension Fund.

Public Hearing: portions of open meetings held to present evidence and provide information on an issue.

Public Building Commission (PBC): municipal corporation from which local government taxing authorities lease facilities. The PBC issues bonds, acquires land, and contracts for construction for capital projects of other local governments associated with the facilities that are being leased. Annual payments on these leases are included in the local government's tax extensions. The Chicago Board of Education is currently leasing many facilities from the Chicago Public Building Commission.

Public Building Commission Lease/Rent Fund: debt service fund for the receipt and disbursement of the proceeds of an annual tax levy for the rental of school buildings from the PBC. Most of the rental payment is used by the PBC to make debt service payments on revenue bonds that were issued to finance capital projects in the schools that are leased from the PBC.

Public Building Commission Operation and Maintenance Fund: fund for the receipt and disbursement of the proceeds of an annual tax levy for operation and maintenance of buildings leased from the PBC.

Prior Year's EAV: provision of P.A. 87-17 which requires that extension limits for rate-limited funds for Cook County governments be determined using the EAV one year prior to the year of the levy.

Rate Limited Fund: fund to account for the accumulation and use of revenue generated by a rate-limited tax levy. P.A. 89-15 collapsed all of the Board's rate-limited funds into the Education Fund as of FY1996.

Reserve: account used to indicate that a portion of a fund balance is restricted for a specific purpose, or an account used to earmark a portion of a fund balance to indicate that it is not available for expenditure. A reserve may also be an account used to earmark a portion of fund balance as legally segregated for a specific future use.

Revenue Bonds: bonds whose principal and interest are payable exclusively from a revenue source pledged as the payment source before issuance.

Special Revenue Funds: a fund used to account for the proceeds of specific revenue sources (other than special assessments, expendable trusts, or major capital projects) that are legally restricted to expenditures for specific purposes.

State Aid Pension Revenue: revenue from an annual state appropriation to fund a portion of the employer contribution to the Chicago Teachers' Pension fund.

State Statute: a law enacted by the State General Assembly and approved by the governor.

Sundry Charges: includes items that are not in the supply or maintenance category. These charges may be for services provided by private business organizations, by public utilities, for contract labor, for outside consultants, for payment of claims and damages against the system, or for services provided by some other department or activity.

Supplemental General State Aid Fund (formerly State Chapter I): fund for the receipt and disbursement of Supplemental General State Aid.

Supplemental General State Aid Revenue (formerly State Chapter I): portion of general state aid which the Chicago Board of Education receives that is attributable to the number of low-income children in the school district and must be used to supplement and not supplant the basic programs of the district.

Tax Base: the total value of all taxable real and personal property in the city as of January 1 of each year, as certified by the Appraisal Review Board. The tax base represents net value after all exemptions.

Tax Caps: abbreviated method of referring to the tax increase limitations imposed by the Property Tax Extension Limitation Laws (P.A. 87-17 and P.A. 89-1).

Tax Increment Financing (TIF): a method of providing local property tax funding for economic development projects within a TIF area.

Tax Rate: amount of a tax stated in terms of a percentage of the tax base.

Tax Rate Limit: maximum tax rate that a county clerk can extend for a particular levy. Not all tax levies have a tax rate limit.

Tax Roll: official list showing the amount of taxes levied against each taxpayer or property in the county.

Turnover: anticipated savings resulting from the delay in staffing new positions and those positions that become vacant during the course of the school year.

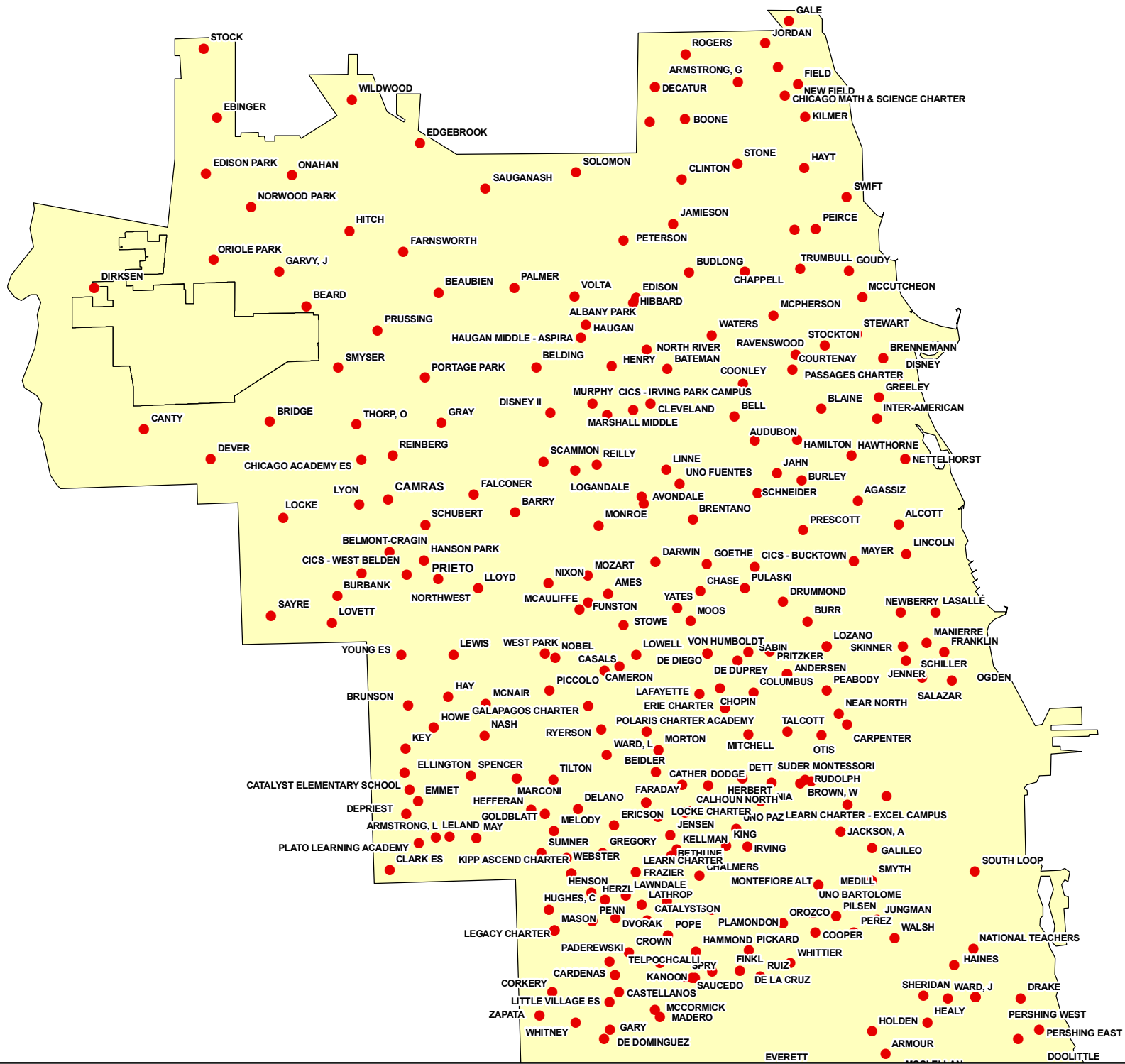
Unit: each school, central office department, area office, or other special operating entity represented by a four-digit number. Examples of units include the Department of Human Resources and DuSable High School.

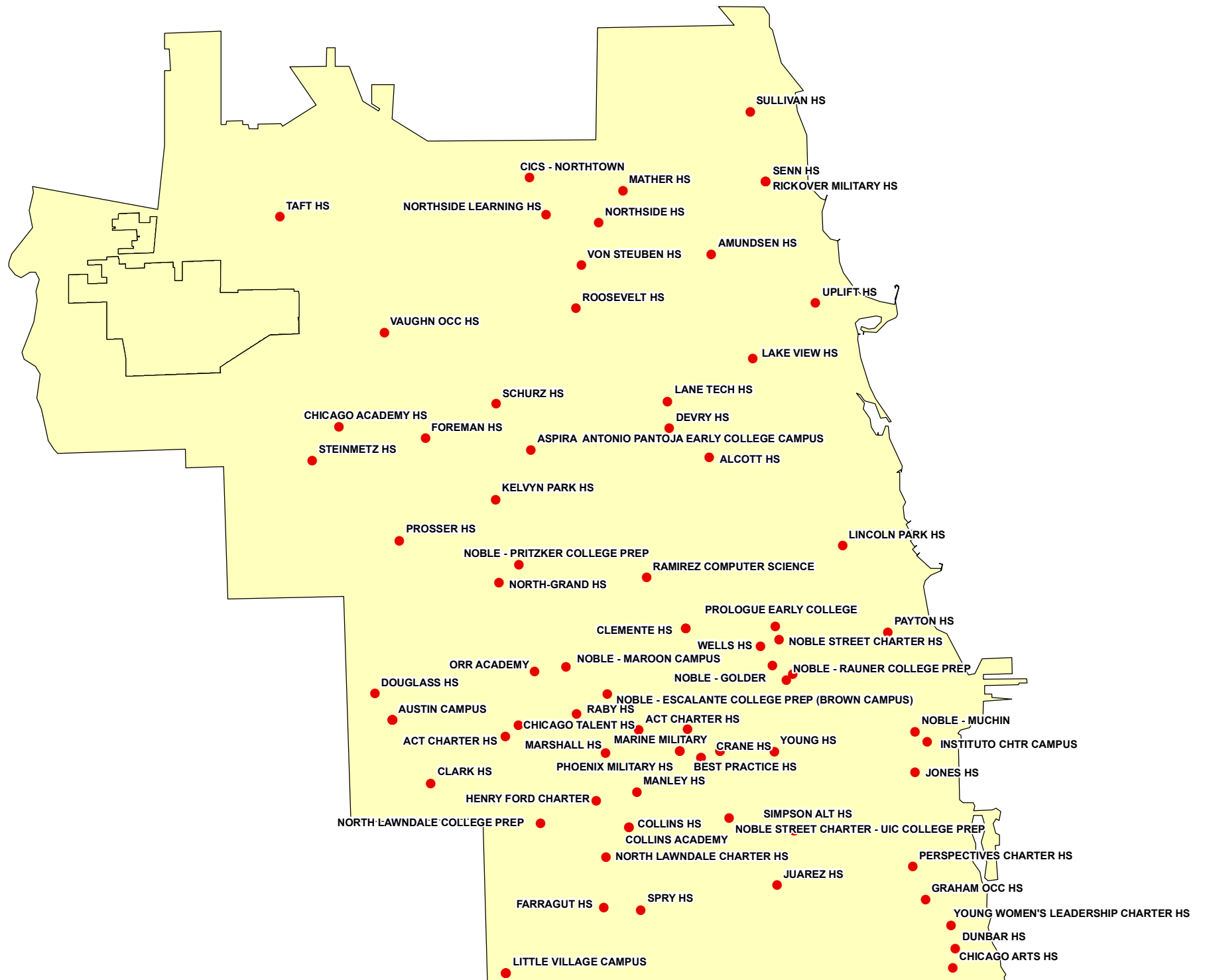
DISTRICT MAPS

District maps are included on the following pages:

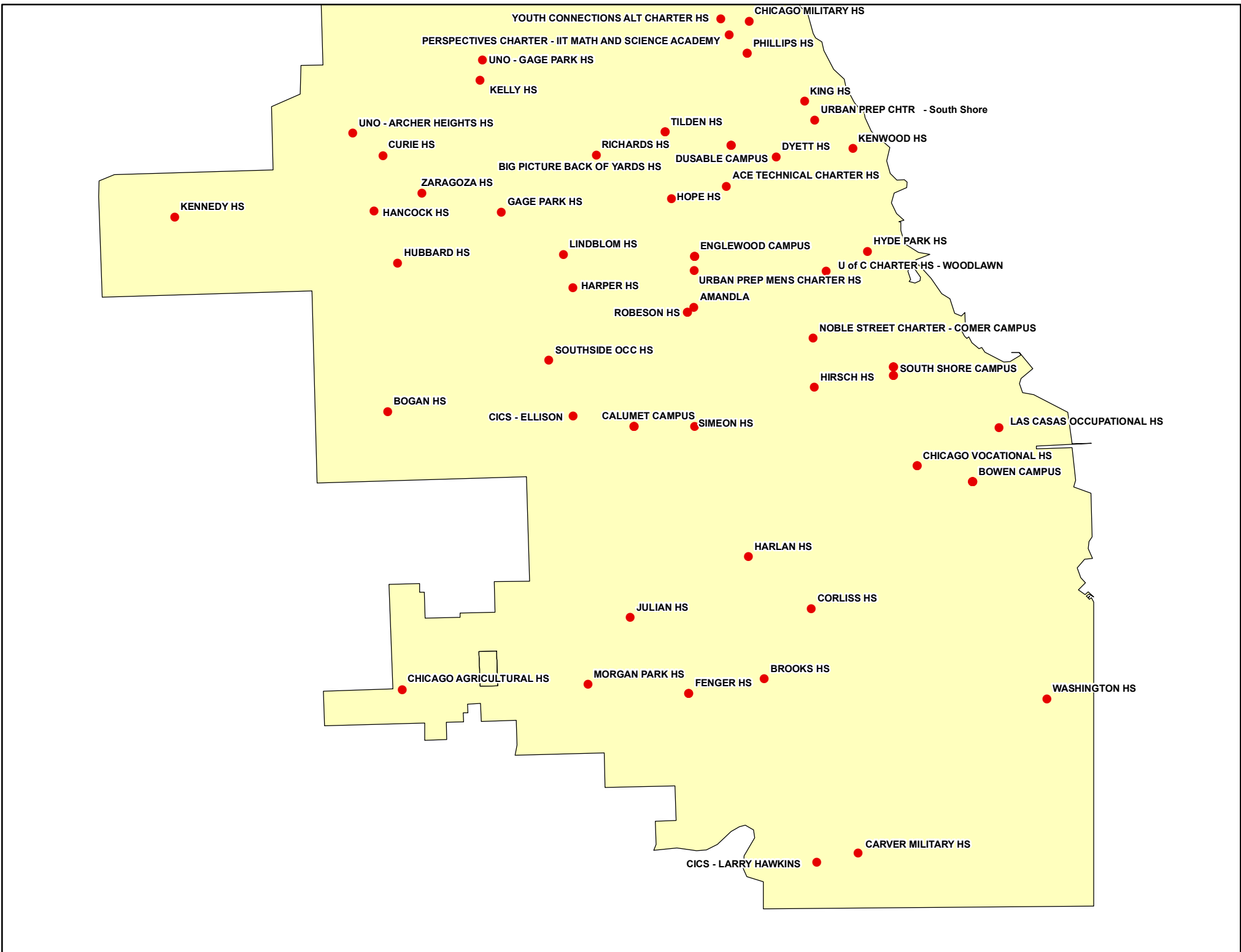
Pages 426-427: District map – Elementary schools

Pages 428-429: District map – High Schools





- SULLIVAN HS
- SENN HS
- RICKOVER MILITARY HS
- MATHER HS
- CICS - NORTHTOWN
- NORTHSIDE LEARNING HS
- NORTHSIDE HS
- VON STEUBEN HS
- AMUNDSEN HS
- ROOSEVELT HS
- UPLIFT HS
- LAKE VIEW HS
- VAUGHN OCC HS
- SCHURZ HS
- LANE TECH HS
- DEVRY HS
- CHICAGO ACADEMY HS
- FOREMAN HS
- ASPIRA ANTONIO PANTOJA EARLY COLLEGE CAMPUS
- ALCOTT HS
- STEINMETZ HS
- KELVYN PARK HS
- PROSSER HS
- NOBLE - PRITZKER COLLEGE PREP
- RAMIREZ COMPUTER SCIENCE
- NORTH-GRAND HS
- LINCOLN PARK HS
- PROLOGUE EARLY COLLEGE
- PAYTON HS
- CLEMENTE HS
- WELLS HS
- NOBLE STREET CHARTER HS
- ORR ACADEMY
- NOBLE - MAROON CAMPUS
- NOBLE - RAUNER COLLEGE PREP
- NOBLE - GOLDER
- NOBLE - ESCALANTE COLLEGE PREP (BROWN CAMPUS)
- DOUGLASS HS
- AUSTIN CAMPUS
- RABY HS
- CHICAGO TALENT HS
- ACT CHARTER HS
- MARSHALL HS
- MARINE MILITARY
- CRANE HS
- YOUNG HS
- NOBLE - MUCHIN
- INSTITUTO CHTR CAMPUS
- CLARK HS
- PHOENIX MILITARY HS
- BEST PRACTICE HS
- MANLEY HS
- JONES HS
- HENRY FORD CHARTER
- NORTH LAWNDALE COLLEGE PREP
- SIMPSON ALT HS
- NOBLE STREET CHARTER - UIC COLLEGE PREP
- COLLINS HS
- COLLINS ACADEMY
- NORTH LAWNDALE CHARTER HS
- JUAREZ HS
- FARRAGUT HS
- SPRY HS
- PERSPECTIVES CHARTER HS
- GRAHAM OCC HS
- YOUNG WOMEN'S LEADERSHIP CHARTER HS
- DUNBAR HS
- CHICAGO ARTS HS
- LITTLE VILLAGE CAMPUS



Reports on CD

The following reports are available on the CD enclosed with this budget book:

1. Area and Central Office Units, all Funds – appropriations by account, and full-time equivalent positions, by program, for all funds in each administrative unit.
2. Area and Central Office Units, by Fund Group – appropriations by account, and full-time equivalent positions, by program, for each fund group in each administrative unit.
3. School Support Units, all Funds – appropriations by account, and full-time equivalent positions, by program, for all funds in each school support unit.
4. School Support Units, by Fund Group – appropriations by account, and full-time equivalent positions, by program, for each fund group in each school support unit.
5. School Segment Reports – appropriation and allocation of funds by account group and program group to each school. See *School Based Budgeting* section for more information. This document begins with an index of the reports which lists the schools by abbreviated name with corresponding school segment report page numbers