



2015 School Quality Rating Report

Ferdinand Peck Elementary School

Overall Rating

School Quality Rating

Level 1+

Accountability Status

Good Standing

Performance Indicators	Performance	Rating
Reading Growth on NWEA MAP (grades 3-8)		
All Students	Better than 75% of schools nationally	
African-American Priority Group		
Hispanic Priority Group	Better than 75% of schools nationally	
English Learners Priority Group	Better than 27% of schools nationally	
Diverse Learners Priority Group	Better than 38% of schools nationally	
Math Growth on NWEA MAP (grades 3-8)		
All Students	Better than 70% of schools nationally	
African-American Priority Group		
Hispanic Priority Group	Better than 72% of schools nationally	
English Learners Priority Group	Better than 42% of schools nationally	
Diverse Learners Priority Group	Better than 27% of schools nationally	
NWEA Growth Percentage		
Percent Making National Average Growth	59.8% of students making target growth	
Attainment on NWEA		
Reading attainment for 2nd grade	Better than 85% of schools nationally	
Math attainment for 2nd grade	Better than 74% of schools nationally	
Reading attainment for 3rd - 8th grade	Better than 62% of schools nationally	
Math attainment for 3rd - 8th grade	Better than 71% of schools nationally	
Attendance Rate		
Average Daily Attendance Rate	96.1% attendance	
My Voice, My School Survey Results		
Overall Rating	Organized	
English Learner Progress		
Growth on ACCESS exam	50.8% of students making target growth	
Data Quality		
Data Quality Index score	99.1% success	

For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2014-2015 school year, and it is used to determine the school's accountability status for the 2015-2016 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend

1 point	
2 points	
3 points	
4 points	
5 points	