



2017-2018 School Quality Rating Report

Frederic Chopin Elementary School

Overall Rating

School Quality Rating

Level 2

Accountability Status

Provisional Support

Performance Indicators	Performance	Rating
Reading Growth on NWEA MAP (grades 3-8)		
All Students	Better than 68% of schools nationally	
African-American Priority Group	Better than 50% of schools nationally	
Hispanic Priority Group	Better than 70% of schools nationally	
English Learners Priority Group		
Diverse Learners Priority Group	Better than 70% of schools nationally	
Math Growth on NWEA MAP (grades 3-8)		
All Students	Better than 43% of schools nationally	
African-American Priority Group	Better than 24% of schools nationally	
Hispanic Priority Group	Better than 45% of schools nationally	
English Learners Priority Group		
Diverse Learners Priority Group	Better than 9% of schools nationally	
NWEA Growth Percentage		
Percent Making National Average Growth	53.8% of students making target growth	
Attainment on NWEA		
Reading attainment for 2nd grade	Better than 4% of schools nationally	
Math attainment for 2nd grade	Better than 9% of schools nationally	
Reading attainment for 3rd - 8th grade	Better than 39% of schools nationally	
Math attainment for 3rd - 8th grade	Better than 37% of schools nationally	
Attendance Rate		
Average Daily Attendance Rate	93.2% attendance	
My Voice, My School Survey Results		
Overall Rating	Organized	
English Learner Progress		
Growth on ACCESS exam	N/A for All Schools for SY1718	
Data Quality		
Data Quality Index score	99.7% 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 2016-2017 school year, and it is used to determine the school's accountability status for the 2017-2018 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	