



Official School Name
Austin Business and Entrepreneurship Academy HS

Address
231 N Pine Ave
Chicago, Illinois 60644

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
189	384	49%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Career academy	9-12	Level 3	Underutilized	

Mission Statement as of May 2013

The mission of Austin Business and Entrepreneurship Academy is to transform student's lives by providing a rigorous academic program utilizing business frameworks that challenge students to reach their highest social and academic potential in preparation for college and career success. We provide a supportive, safe, and engaging learning environment where all students are valued for their uniqueness. Through the application of 21st century skills our students will become critical thinkers, productive citizens, and the next generation of Business Leaders, Owners, Executives, and Entrepreneurs who will invest in the local and global communities.

School Priorities as of May 2013

Description	Rationale
To improve student learning all academic departments will focus on the alignment of their instruction to the Common Core State Standards and making the instructional shifts needed for successful implementation. This priority ensures that we are engaging students in rigorous curriculum that will produce College and Career ready students.	Ensuring that students are meeting and exceeding national standards ensures that they will enjoy many post-secondary options for college and career. Curriculum aligned to common core standards will ensure that graduating students are career and college ready. College-Ready citizens are eligible to enroll in a Selective 4-Yr. college or other 2 and 4 Yr colleges and acquire resources to finance post-secondary education. The common core standards give parents, teachers, and students a clear understanding of what is expected of them to reach these benchmarks.
To improve student learning teachers will focus on improving their practice through research based, best practice instructional strategies beginning with an intimate knowledge and application of CPS Framework for Teaching. This will be implemented through CPS REACH students (Recognizing Educators Advancing Chicago's Students) teacher observation and evaluation tools.	Research confirms that the one most important factor, of many, in what and how well a child learns is the person that teaches them. Therefore spending time to insure that teachers are highly proficient in the competencies associated with classroom educators will increase student learning.
BUSINESS Integrate aspects of business concepts across curriculum. A) Increase student proficiency in business soft skills. B) Increase the percent of graduating seniors with business certifications to 75% (i.e. WISE -Working in Support of Ed. Financial Literacy Certification, NFTE- Network for TeachingEntrepreneurship); C) Increase the percent of students with memberships in professional business organizations (i.e. Business Professionals of America BPA) to 75%.	The rationale for Goal 3 is to develop World Class citizens with 21st Century skill sets. Currently, the majority of students' exposure to global business practices is limited; student demonstrative business skill proficiency (Web, email, presentation conferencing) and professional business involvement is non-existent to low. In order to align with the district and school vision and mission, student business proficiency must be improved. The District pillars of Awareness, Readiness, Access and Success are a focus of our school Business and College & Career goals.

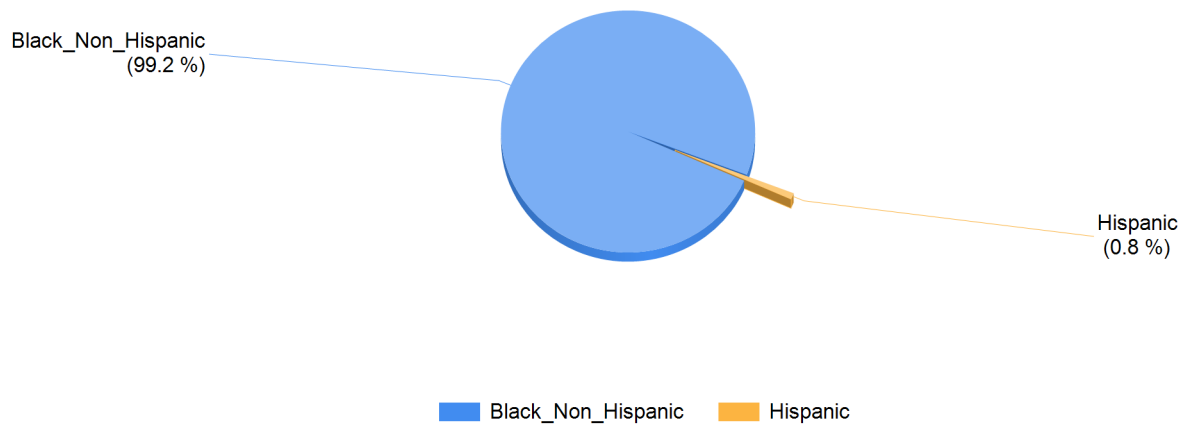
To improve student learning the school community will focus on the social and emotional learning of our students. In partnerships with CASEL (Collaborative for Academic, Social, and Emotional Learning) we will instill high levels of the five competencies of SEL: Self-Awareness, Self-Management, Responsible decision making, Relationship Skills, and Social Awareness.

The rationale for Goal 4 is to improve the social, and emotional environment of the school community. Creating a strong environment of respect, excellence, and professionalism will move us to providing the safe, supportive atmosphere that is conducive toward learning and character development. Utilizing CASEL (Collaborative for Social Emotional Learning) strategies will promote holistic growth for students.

Programs & Services

Advanced Placement Courses	No
College and Career	ACT/SAT Prep Courses, College Tours
CTE: Citywide	C.P.F.T.A.
CTE: Other	College & Career Readiness
CTE: Traditional Academy	Business & Finance
CTE: Traditional Program	Entrepreneurship, Accounting
Health and Wellness	Crisis Intervention Services, School-based Health Centers
IB Wall-to-Wall/Programme	No
Life and Leadership	Student Ambassadors, Student Council/Government
Parent and Community	Parent Advisory/Group, Safe Passage, Safety Workshops
School-wide Programs and Models	Business, Business & Finance, Debate, Supplemental Educational Services (SES) Tutoring, Student Based Health Center
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Baseball, Boys' Basketball, Boys' Cross Country, Boys' Track, Boys' Volleyball, Cheerleading, Football, Girls on Track, Girls' Basketball, Girls' Cross Country, Girls' Softball, Girls' Volleyball, Pom-Pon, Softball, Volleyball, Wrestling
Supports And Resources	The mission of Austin Business and Entrepreneurship Academy is to transform students' lives by providing a rigorous academic program utilizing business frameworks that challenge students to reach their highest social and academic potential in preparation for college and career success. We provide a supportive, safe, and engaging learning environment where all students are valued for their uniqueness. All ABEA students have the opportunity to graduate with industry certifications including WISE Financial Literacy, Quick Books, and NFTE, that help to catapult them into career paths in business. Through business and community partnerships, students participate in paid internships, job shadows, and summer jobs.
Theme Based Magnet	No

% of students by race/ethnicity



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
23.31	0.00	94.49	17.80			N/A

General Information	
School Level	HS
Geographic Network	West Side High School Network
Geographic Area	Austin
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	392,000
Year Constructed (MAIN)	1930
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	392000

Schools Co-Located on Campus
School Name
AUSTIN POLYTECH HS & VOISE HS

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2013	
		<u>Facility Systems Assessed (by Phase)</u>
	\$442,572.13	<i>Exterior</i>
	\$5,664,255.74	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$4,227,703.48	<i>Interiors</i>
	\$92,139.19	<i>Site</i>
Total Campus Need	\$10,426,670.54	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	YES
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	YES
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2007	0	0	0	0	0	0	0	0	0	0	217	0	0	0		217
2008	0	0	0	0	0	0	0	0	0	0	100	195	0	0		295
2009	0										85	139	168			392
2010	0	0	0	0	0	0	0	0	0	0	148	102	113	123		486
2011	0	0	0	0	0	0	0	0	0	0	73	123	90	97		383
2012	0	0	0	0	0	0	0	0	0	0	70	83	87	77		317
2013	0	0	0	0	0	0	0	0	0	0	44	26	45	53	18	186

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	0	0	0	0	0	0	0	0	0	35	46	19	40	0	159
2015	0	0	0	0	0	0	0	0	0	0	40	35	34	17	0	145
2016	0	0	0	0	0	0	0	0	0	0	40	41	26	30	0	156
2017	0	0	0	0	0	0	0	0	0	0	38	41	30	23	0	151
2018	0	0	0	0	0	0	0	0	0	0	39	39	30	27	0	154
2019	0	0	0	0	0	0	0	0	0	0	39	40	29	27	0	154
2020	0	0	0	0	0	0	0	0	0	0	39	40	30	26	0	154
2021	0	0	0	0	0	0	0	0	0	0	39	40	30	27	0	155
2022	0	0	0	0	0	0	0	0	0	0	39	40	30	27	0	155
2023	0	0	0	0	0	0	0	0	0	0	39	40	30	27	0	155