



Official School Name
Robert A Black Magnet Elementary School

Address
9101 S Euclid Ave
Chicago, Illinois 60619

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
466	360	129%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Magnet	K-8	Level 3	Overcrowded	

Mission Statement as of May 2013

Robert A. Black Magnet School provides an exceptional educational program that instills high expectations, shapes caring, responsible and ethical citizens, promotes cultural awareness and fosters partnerships with families and the community . Students will develop the knowledge and skills necessary for successful individual achievement and to make all of them college and career ready in the least restrictive environment.

School Priorities as of May 2013

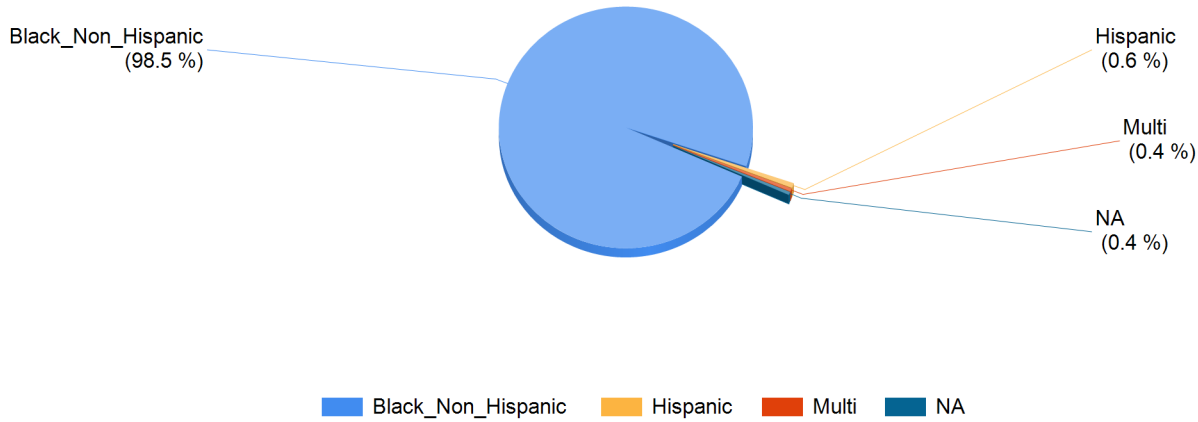
Description	Rationale
Meet school performance goals in literacy on NWEA and ISAT for all grades. Elevate literacy achievement with a strong focus on Common Core State Standards and moving more students from "meets" to "exceeding" state standards. Implement CCSS supported by academic vocabulary and high quality texts, including non fiction titles.	The Fall 2011 NWEA MAP data shows that 83.7 % of students have above average projected proficiencies for ISATReading and 52.2% of students have positive Reading growth indexes. Unfortunately, this means that 47.8 of our students are not meeting their growth targets. In order to combat this problem it is necessary to not only update to current instructional materials but to audit programs in place and provide more support to teachers and students in terms of professional development and more (online) resources/tools to stimulate growth. Our goal is to reduce the 47.8% of students with negative growth indexes to positive indexes. This will be accomplished by auditing the existing Literacy curriculum, updating to the new common core state standards, aligning the curriculum (vertical) to minimize gaps in instruction, and providing interventions that will drive student achievement.Using Common Core State Standards
Meet school performance goals in math on NWEA and ISAT for all grades. Elevate math achievement with a focus on Common Core State Standards and moving more students from "meets" to "exceeding" state standards. Implement CCSS supported by	.The Fall 2011 NWEA MAP data shows that 85.3 % of students have above average projected proficiencies for ISAT Math and 52.1% of students have positive Reading growth indexes. Unfortunately, this means that 48% of our students are not meeting their growth targets. In order to combat this problem it is necessary to not only update to current instructional materials but to audit programs in place; provide more support to teachers and students in terms of professional development; and more (online) resources/tools to stimulate growth. Our goal is to reduce the 48% of students with negative growth indexes to positive indexes. This will be accomplished by auditing the existing Math curriculum, updating to the new common core state standards, aligning the curriculum (vertical) to minimize gaps in instruction, and providing interventions that will drive student achievement. Finally, Robert A. Black is a magnet school with a focus of math and science.

<p>Meet school performance targets in science as measured on the ISAT for grades 4 and 7. Increase use of hands on science lessons for all grades. Update science materials to support the anticipated Next Generation Science Standards (NGSS).</p>	<p>According to the 2011 Performance Policy report, 84.5% of our students met or exceeded state standards in science. However, there were standards that some of our students scored lower on compared to other standards including matter, energy and forces. This will be a focus point as we work to meet school performance targets in science in the coming two years. Finally, Robert A. Black is a magnet school with a focus of math and science.</p>
<p>Integrate technology throughout the curriculum at school and at home to effectively deliver high quality instruction.</p>	<p>The use of interactive whiteboards, Elmo projectors, laptop/desktop computers and other related equipment will make learning fun and teaching more meaningful. We expect using technology will help drive student achievement to the next level while supporting CCSS at Robert Black School.</p>
<p>Increase family & community involvement on a daily basis to support students, faculty & staff.</p>	<p>One of the most important factors in a school's ability to succeed is the level of parent/community involvement. In the past we have enjoyed a high level of involvement from parents; however, we need to take the necessary steps to increase their presence in the school. We want parents to feel more engaged and satisfied with our school. According to the SY11 School Progress Report, 55% and 46% of parents felt engaged and satisfied, respectively. We also need to focus on bringing in more external partners who can provide us with financial resources.</p>

Programs & Services

Advanced Placement Courses	No
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, School-based Dental Services
IB Wall-to-Wall/Programme	No
School-wide Programs and Models	Performing Arts
Selective Enrollment/Gifted Program	Specific Aptitude
Service Leadership	No
Sports and Fitness	Boys' Basketball, Boys' Tennis, Cheerleading, Chess, Girls' Tennis
Supports And Resources	At Black Magnet School, a specific aptitude gifted program in science classes is offered to 7th- and 8th graders. The school participates in the Illinois Math and Science Academy Enrichment program. Black offers a Mathematics and Science Magnet Cluster program and partners with Chicago's leading public institutions including University of Chicago.
Theme Based Magnet	MS: Math/Science

% 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
6.09	0.21	77.52	1.26			NEED DATA

General Information	
School Level	ES
Geographic Network	Skyway Elementary Network
Geographic Area	South Shore
School Type	District

Schools Co-Located on Campus
School Name

Building(s) Inventory	
Total Campus Area (S.F.)	70,470
Year Constructed (MAIN)	1959
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	34512
BRANCH	35958

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	IN FINAL REVIEW
		<u>Facility Systems Assessed (by Phase)</u>
	\$274,650.09	<i>Exterior</i>
	\$700,825.84	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$324,238.20	<i>Interiors</i>
	\$190,649.03	<i>Site</i>
Total Campus Need	\$1,490,363.16	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	Evaluate Overcrowding Relief
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	0
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
2006	0	28	56	53	54	58	55	61	57	57	0	0	0	0		479
2007	0	0	0	0	0	54	59	59	58	54	0	0	0	0		284
2008	0	0	1	1	0	56	57	58	59	56	0	0	0	0		288
2009	0	28	47	58	54	50	52	55	57	57						430
2010	0	30	56	54	58	57	59	57	56	59	0	0	0	0		486
2011	0	28	54	55	58	53	58	58	58	55	0	0	0	0		477
2012	0	26	52	56	59	58	57	58	54	53	0	0	0	0		473
2013	0	28	53	56	62	55	55	53	50	56	0	0	0	0	0	468

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	28	54	57	59	59	56	52	50	52	0	0	0	0	50	467
2015	0	28	54	58	60	55	59	53	49	52	0	0	0	0	49	468
2016	0	28	54	57	61	57	56	56	50	50	0	0	0	0	50	469
2017	0	28	54	58	60	58	58	53	53	52	0	0	0	0	53	474
2018	0	28	54	58	61	57	59	55	50	55	0	0	0	0	50	477
2019	0	28	54	58	61	58	58	56	52	52	0	0	0	0	52	477
2020	0	28	54	58	61	58	59	55	53	54	0	0	0	0	53	480
2021	0	28	54	58	61	58	59	56	52	55	0	0	0	0	52	481
2022	0	28	54	58	61	58	59	56	53	54	0	0	0	0	53	481
2023	0	28	54	58	61	58	59	56	53	55	0	0	0	0	53	482