

**BOUCHET**

**Geographic Area - South Shore**



Official School Name
Edward A Bouchet Math & Science Academy ES

Address
7355 S Jeffery Blvd
Chicago, Illinois 60649

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
677	1,170	58%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 2	Underutilized	

**Mission Statement as of May 2013**

Bouchet International Academy is committed to creating a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, or special needs status, within a safe and cooperative learning community. Academic achievement will be enhanced through rigorous instruction, the IB program, CMSI, professional development and other challenging programs. The input and participation of all stakeholders is encouraged, respected, and valued through a mutual-collaborative process, with consideration for global perspectives.

**School Priorities as of May 2013**

Description	Rationale
Provide rigorous data-driven instruction based on students' individual needs to improve achievement in literacy to produce readers, writers and critical thinkers to encourage a path to college and careers and meet/exceed state standards.	Bouchet will meet area of deficiency and address all subgroups by: Read 180 (remedial program), Literacy Early Invention, D.E.A.R., Grade Level Meetings, Professional Developments, Writer's Wkshp, SES, Freshman Connection, Step-Up To 3 Gr., Mid Tier Afterschool Program, SES, Lucy Calkins Writing Wkshp, Book Fair, Real Men Read, SBPS, Bi-weekly test, T.I.P Literacy, New software program- individualized instruction & instructional level for students with IEPs and students in need of remedial instruction, Family Literacy Night (School level assessment data reveals the subgroups, excluding IEP status, fall within the same score range. There is no significant difference among subgroups scores: race, gender, low income status. )
Improve student achievement in mathematics by providing quality instruction, coherent programs focusing on problem solving and scientific inquiry to meet/exceed district and state standards.	Bouchet will meet area of deficiency by addressing distinctive subgroups during: Grade Level Meetings, Fast Fact Friday, Professional Development WKSPs, Freshman Connection, Math Family Night, Bi-weekly test, T.I.P, Step-Up to 3 Gr. will address the low achievers who do not meet State Standards (trend), Math Club, SES, Computer Extended Day Program -New software program- individualized instruction & instructional level for students with IEPs and students in need of remedial instruction. (School level assessment data reveals the subgroups, excluding IEP status, fall within the same score range. There is no significant difference among subgroups scores: race, gender, low income status. )

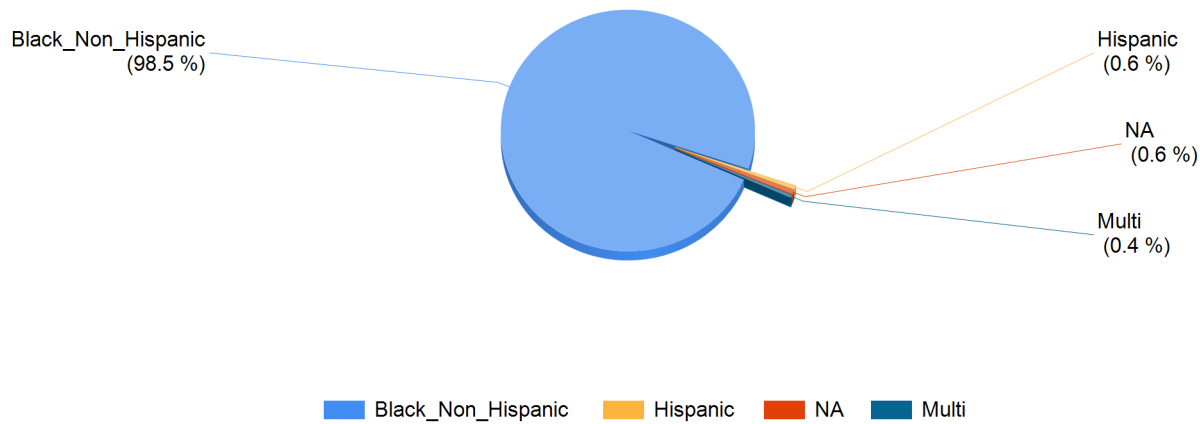
Improve the school climate and culture with regard to the safety, teaching, learning, stakeholder relationships and environmental adequacy for all.

To establish a clear understanding of school policies and procedures, acknowledgement of out district student code of conduct, conflict-resolution, essential agreements that invite all stakeholders to become a part of our process and collaborative process for building and sustaining a school community that works together towards common goals with fidelity throughout the year and over the course of subsequent years. We believe that school climate and culture define who we are, our focus on teaching and learning in a safe environment that supports all students and encourages the shared responsibility of all stakeholders to shape, define and exemplify that process and sustainability. We believe that high expectations for student achievement are essential. All learning styles must be honored and help must be provided when needed. We recognize the value learning has when linked to "real life"; engaging materials; the use of incentives and opportunities for student participation in the process. We know that social, emotional, and ethical — as well as academic — learning is important; teachers are invested in helping students develop these skills through explicit and implicit teaching. We respect the diversity that lies within our school, among our stakeholders and the shared impact we make on teaching and learning.

## Programs & Services

<b>Advanced Placement Courses</b>	No
<b>CTE: Citywide</b>	No
<b>CTE: Other</b>	No
<b>CTE: Traditional Academy</b>	No
<b>CTE: Traditional Program</b>	No
<b>Health and Wellness</b>	Crisis Intervention Services, Mobile Asthma Provider, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	IB Primary Years Programme; IB Middle Years Programme
<b>Scholastic</b>	Supplemental Educational Services (SES) Tutoring
<b>School-wide Programs and Models</b>	Early Childhood Program, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	16" Softball, Boys' Basketball, Pom-Pon
<b>Supports And Resources</b>	Bouchet Math and Science Academy focuses on comprehensive reading, math, and science programs which provide students in Grades Pre K- 8 with a challenging and purposeful curriculum. Our school curriculum and programs are designed to produce high-achieving students and socially responsible citizens. Bouchet participates in the Chicago Reading Initiative.
<b>Theme Based Magnet</b>	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
13.62	0.14	98.03	5.62	45.8	83	N/A

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

Building(s) Inventory	
Total Campus Area (S.F.)	141,329
Year Constructed (MAIN)	1903
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	16964
ADDITION_1	55927
ADDITION_2	21852
MODULAR	40499
ANNEX	6087

Schools Co-Located on Campus
<u>School Name</u>

Campus-wide Air Conditioning	
A/C Level	Partial
Partial A/C: Campuses have air conditioning in some classrooms, but not all. In some cases, new annexes have been built with air conditioning. In other cases, some classrooms can support window units while others cannot.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2012	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$5,349,236.75	<i>Exterior</i>
	\$4,795,148.93	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,050,143.38	<i>Interiors</i>
	\$332,485.01	<i>Site</i>
<b>Total Campus Need</b>	<b>\$11,527,014.07</b>	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	
<b>Recommended Campus Action</b>	Renovation
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

Current Academic Facilities Available on Campus	
ART	0
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	96	106	104	127	150	112	130	156	114	133	0	0	0	0		1132
2007	72	61	106	108	125	117	104	116	128	100	0	0	0	0		965
2008	67	95	71	99	118	90	101	107	109	119	0	0	0	0		976
2009	90	71	98	72	104	89	93	98	85	97						736
2010	72	61	84	83	87	66	82	89	86	75	0	0	0	0		785
2011	77	67	63	83	88	79	67	77	71	77	0	0	0	0		749
2012	96	82	76	66	91	82	69	84	69	63	0	0	0	0		778
2013	90	76	78	76	68	58	64	70	62	66	0	0	0	0	18	726

**Projected 10 Year Enrollment**

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	86	73	78	73	78	60	48	72	65	58	0	0	0	0	65	706
2015	86	73	78	71	75	69	49	52	67	61	0	0	0	0	67	697
2016	87	74	78	72	74	67	57	55	48	63	0	0	0	0	48	691
2017	86	73	78	72	74	66	55	63	51	45	0	0	0	0	51	679
2018	86	73	78	72	75	66	54	61	58	48	0	0	0	0	58	687
2019	86	73	78	72	75	67	54	60	56	55	0	0	0	0	56	692
2020	86	73	78	72	75	67	55	60	55	53	0	0	0	0	55	690
2021	86	73	78	72	75	67	55	61	55	52	0	0	0	0	55	690
2022	86	73	78	72	75	67	55	61	56	52	0	0	0	0	56	691
2023	86	73	78	72	75	67	55	61	56	53	0	0	0	0	56	692