



Official School Name
Marvin Camras Elementary School

Address
3000 N Mango Ave
Chicago, Illinois 60634

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
997	1,110	90%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Not Enough Data	Efficient	

Mission Statement as of May 2013

The mission at Marvin Camras Children's Engineering School is to foster and develop all our students' curiosity, creativity, higher order thinking, communication and problem solving skills while participating in hands-on learning across all content areas. We believe students' motivation and achievement increases when they are given choice in what and how they learn. At Camras Children's Engineering School each student will become an active participant in their schooling and receive the necessary support and attention from our staff in their journey as learners.

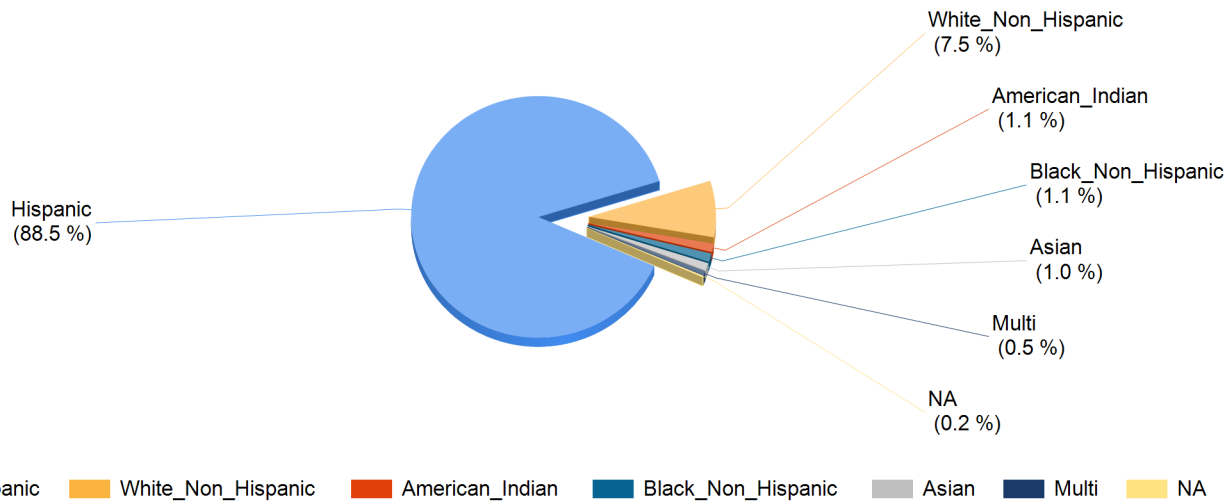
School Priorities as of May 2013

Description	Rationale
Our priority is to continue to develop teachers' instructional capacity of standards-based planning and instruction, and provide students with an education that prepares them for college and career success, through faithful learning and the use of the Common Core State Standards within Reading and Writing Workshop.	Based on results from the School Effectiveness Framework survey suggesting a strong and continued need for the development of a CCSS-aligned curriculum, prioritizing our collaborative development of standards-based instructional tools will support the achievement of our ISAT goals, and PARCC results once implemented.
Our priority is to deeply learn and use the CPS Literacy and Math Content Frameworks and sample tools, to develop curriculum maps, performance assessments and unit plans that will result in curriculum and instruction that represents the instructional shifts required to successfully implement the Common Core State Standards, including math practice standards.	While 2011 ISAT results showed 71% of students meeting or exceeding reading standards, and 72% for math; predictive PARCC results show a significant decline. By using the district tools that were derived from the PARCC Content Frameworks, and organizing and pacing standards within a learning model that accommodates the instructional shifts required for CCSS success, student achievement rates on all standardized assessments will increase.
Our priority is to deeply learn and use the CPS Framework for Teaching, focusing on Domain 1 (Planning & Preparation) and Domain 3 (Instruction) to understand and continually improve the level of instruction students need to master the CCSS.	Based on the 2011 amount of K-2 students at grade level benchmark in reading and math, 48% and 40%, respectively; and 2011 Scantron reading and math data resulting in even less achievement of 3rd - 8th graders; developing teacher practice through the CPS Framework for Teaching will impact both instruction and learning.
Our priority is to create and share an understanding of the Camras Culture, by strengthening a responsive climate with systematic approaches for identifying and serving students in need of behavioral, social or academic supports.	Based on the results of our School Effectiveness Framework survey, discrepancies of how our staff views Camras' culture and climate (Dimension 4) ranged from ratings of 1-4, with needs throughout the Behavior & Safety category. By targeting our climate and culture - sharing/supporting high expectations, valuing relationships, creating a safe school - and strengthening our holistic support systems for students; they will thrive in an environment focused on these essential elements for successful learning and growth.

Programs & Services

Advanced Placement Courses	No
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
IB Wall-to-Wall/Programme	No
School-wide Programs and Models	Early Childhood Program, Kindergarten, After School All Stars
Selective Enrollment/Gifted Program	No
Service Leadership	No
Supports And Resources	The vision at Marvin Camras Children's Engineering School is to advance students who are critical and creative thinkers, self-directed learners, good communicators, collaborators, and problem solvers. In order to achieve this, the school's K-8 curriculum will integrate engineering with a focus on project-based learning.
Theme Based Magnet	MC: Engineering

% 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
10.76	36.35	89.64	0.20	82.6	74.6	N/A

General Information	
School Level	ES
Geographic Network	Fullerton Elementary Network
Geographic Area	Belmont Cragin
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	121,724
Year Constructed (MAIN)	1946
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	121724

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

Campus-wide Air Conditioning	
A/C Level	None
No A/C: Many of these Campuses have air conditioning for administrative offices and in limited classroom such as Kindergarten, Pre-K and computer labs (per program requirements).	

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>
	\$1,588,887.30	<i>Exterior</i>
	\$1,810,440.06	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$376,847.90	<i>Interiors</i>
	\$7,620.47	<i>Site</i>
Total Campus Need	\$3,783,795.73	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	Renovation
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
2011	38	61	71	75	68	65	77	81	63	65	0	0	0	0		664
2012	80	84	87	92	89	75	70	88	86	72	0	0	0	0		823
2013	118	100	105	119	90	102	94	85	87	92	0	0	0	0	16	1008

Projected 10 Year Enrollment																
Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	138	103	105	104	124	83	101	95	82	85	0	0	0	0	82	1036
2015	128	102	105	104	108	114	82	102	92	80	0	0	0	0	92	1033
2016	128	102	105	104	108	99	113	83	99	90	0	0	0	0	99	1047
2017	131	102	105	104	108	99	98	114	80	97	0	0	0	0	80	1054
2018	129	102	105	104	108	99	98	99	110	78	0	0	0	0	110	1048
2019	129	102	105	104	108	99	98	99	95	108	0	0	0	0	95	1063
2020	129	102	105	104	108	99	98	99	95	93	0	0	0	0	95	1048
2021	129	102	105	104	108	99	98	99	95	93	0	0	0	0	95	1048
2022	129	102	105	104	108	99	98	99	95	93	0	0	0	0	95	1048
2023	129	102	105	104	108	99	98	99	95	93	0	0	0	0	95	1048