

**CHGO ACAD HS**

**Geographic Area - Reed-Dunning**



Official School Name
Chicago Academy High School

Address
3400 N Austin Ave
Chicago, Illinois 60634

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
519	648	80%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Small	9-12	Level 1	Efficient	

**Mission Statement as of May 2013**

The Chicago Academy High School is a community of learners contributing to the world through the power of education. We have a dual mission: to provide a supportive college preparatory environment for students and a collaborative mentoring experience for aspiring teachers. We share the core values of compassion, commitment, integrity, and reflection, which we call the Learner's Life. By infusing our school culture with these qualities, we seek to inspire excellence in ourselves and our community.

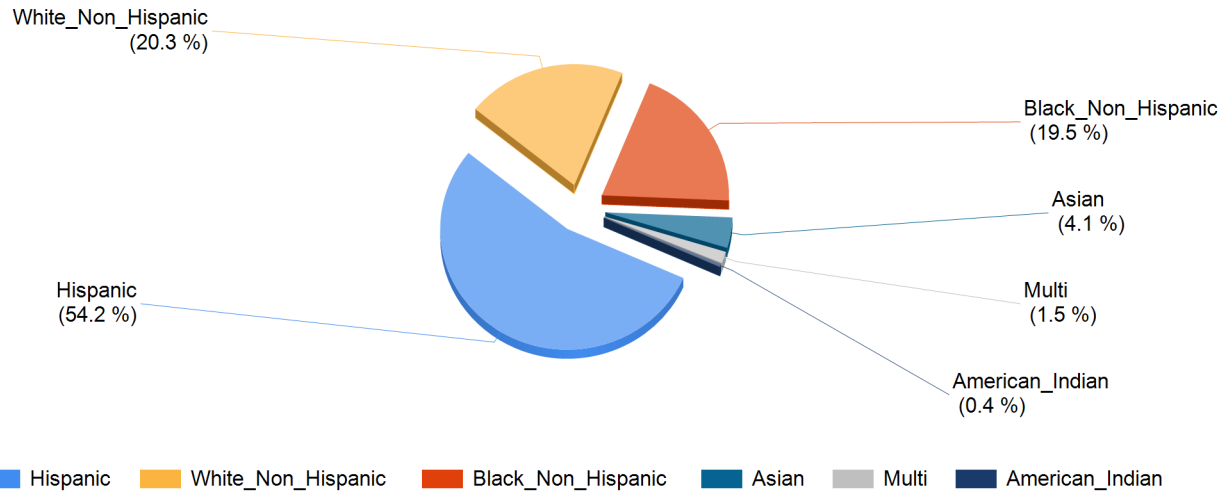
**School Priorities as of May 2013**

Description	Rationale
With the goal of college readiness in mind, we will revisit our process for assessing whether students have met or exceeded standards in their classes and determine the relevant and appropriate academic supports/programs needed in our school in order to maximize student achievement and post-secondary preparation.	To build cohesive and consistent standards based grading measures which are easily understood and adhered to by all stakeholders. Furthermore, to help student meet mastery expectations, academic support systems and programs are needed to push students to improve in areas such as attendance, on track success, graduation rates, college readiness, and 'doing school'.
For SY 12-13, Establish a CPS-aligned code of conduct focused on prevention, intervention and remediation, which includes consequences that are appropriate for the misconduct. Establish and enforce strict rules for conduct in ISS. By the end of semester 1, these revisions should help reduce group 1-3 misconduct by 25% and group 4-6 by 50%.	Students often receive ISS or OSS for things like not going to detention, being late for school, or cutting class. This seems counterintuitive. CHAS can design consequences that fit the misconduct. Additionally, CAHS should build alternate forms of consequences; restorative justice or individualized interventions approved by parents / guardians. When students attend ISS, they often enjoy the experience because of the way it is currently set up. Changes can be made to eliminate this perception.
To best maximize the additional minutes allocated each week towards teacher development, we will build a comprehensive plan for professional development to promote student learning and achievement through action research, schoolwide and small group sessions.	The main goal of our professional development design is to provide learning-centered opportunities for teachers to continue to advance their skills for helping students become better learners, build capacities for sustain student achievement and growth.
Using the full school day and full school year, we will prioritize effective time on task to push student achievement, effecting both our FOT rate (long term goal is 95%) and our ACT achievement level (long term goal is 20.6).	With more time in the classroom, we have more opportunities to appropriately stream students, given them new opportunities for learning, and build academic support systems. All of these should increase student achievement significantly.

**Programs & Services**

<b>Advanced Placement Courses</b>	Studio Art-2D Design Design, Student Art-Drawing, English Language & Composition, English Literature & Composition, Psychology, US Government & Politics, US History, Calculus AB, Biology, Spanish Language
<b>CTE: Citywide</b>	C.P.F.T.A.
<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
<b>IB Wall-to-Wall/Programme</b>	No
<b>Scholastic</b>	Summer School, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Baseball, Boys' Bowling, Boys' Golf, Boys' Soccer, Boys' Track, Cheerleading, Football, Girls' Bowling, Girls' Golf, Girls' Soccer, Girls' Softball, Girls' Track, Girls' Volleyball, Pom-Pon
<b>Supports And Resources</b>	Chicago Academy High School (CAHS) is a small college prep school with approximately 130 students in each grade level. In addition to providing a diverse range of students with a college prep experience, CAHS also trains aspiring teachers to become the next generation of teacher-leaders.
<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
16.83	5.22	84.72	0.00			N/A

General Information	
School Level	HS
Geographic Network	North-Northwest Side High School Network
Geographic Area	Reed-Dunning
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	250,844
Year Constructed (MAIN)	1920
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
LEASED	231712
LEASED	19132

Schools Co-Located on Campus
<b>School Name</b>
CHICAGO ACAD ES

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	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$4,795,117.47	<i>Exterior</i>
	\$8,381,973.60	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$2,044,642.60	<i>Interiors</i>
	\$715,592.02	<i>Site</i>
<b>Total Campus Need</b>	<b>\$15,937,325.69</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	
Recommended Campus Action	Renovation
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	#N/A
MUSIC	#N/A
BAND	#N/A
CHORAL	#N/A
COMPUTER	#N/A
LIBRARY	#N/A
SCIENCE	#N/A
PLAYGROUND	

### Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	0	0	0	0	0	0	0	0	0	142	109	0	0		251
2007	0	0	0	0	0	0	0	0	0	0	152	129	97	0		378
2008	0	0	0	0	0	0	0	0	0	0	152	134	111	102		499
2009	0										160	138	99	100		497
2010	0	0	0	0	0	0	0	0	0	0	160	129	100	108		497
2011	0	0	0	0	0	0	0	0	0	0	148	150	97	106		501
2012	0	0	0	0	0	0	0	0	0	0	138	146	116	103		503
2013	0	0	0	0	0	0	0	0	0	0	134	141	103	124	12	514

### 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	137	133	118	103	0	505
2015	0	0	0	0	0	0	0	0	0	0	137	137	111	118	0	517
2016	0	0	0	0	0	0	0	0	0	0	136	137	114	112	0	513
2017	0	0	0	0	0	0	0	0	0	0	137	136	114	115	0	516
2018	0	0	0	0	0	0	0	0	0	0	137	137	113	115	0	516
2019	0	0	0	0	0	0	0	0	0	0	137	137	114	114	0	516
2020	0	0	0	0	0	0	0	0	0	0	137	137	114	115	0	517
2021	0	0	0	0	0	0	0	0	0	0	137	137	114	115	0	517
2022	0	0	0	0	0	0	0	0	0	0	137	137	114	115	0	517
2023	0	0	0	0	0	0	0	0	0	0	137	137	114	115	0	517