Official School Name
Arthur Dixon Elementary School

Address
8306 S Saint Lawrence Ave
Chicago, Illinois 60619

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
654	660	99%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 1	Efficient	

Mission Statement as of May 2013

Arthur Dixon Elementary School will continue to model educational excellence by meeting the diverse needs of ALL students. School staff, parents, and families will continue to help prepare students for the challenge of becoming competent individuals and contributing members of society. Through continuous staff development, emphasis on Literacy, Science, Mathematics, Technology, and the incorporation of the Arts, we will continue to provide academic programs that support and prepare students for college and career opportunities that will enable them to be successful in their future endeavors and compete in a global society.
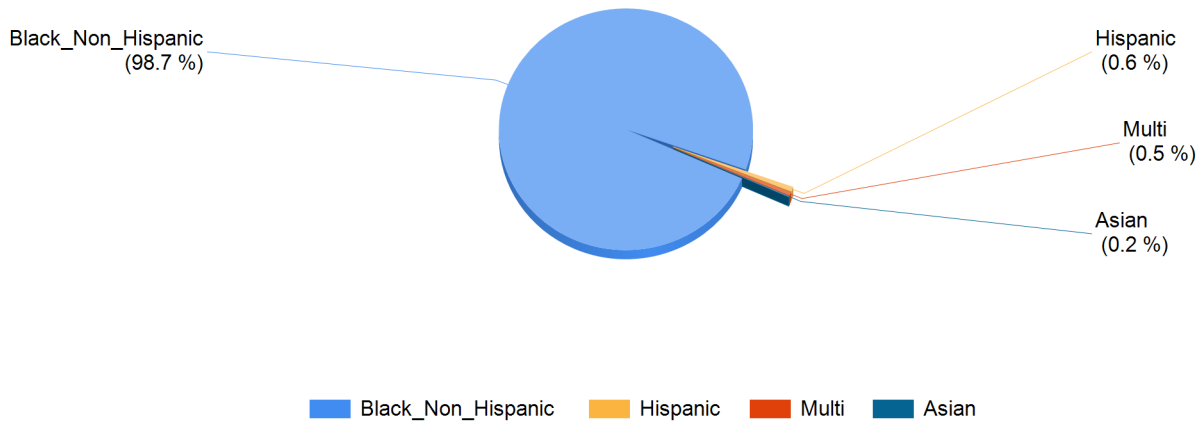
School Priorities as of May 2013

Description	Rationale
Provide training/professional development to help support effective implementation of teacher best practices such as; differentiated instruction, scaffolding, modeling, analytical/why questions and teacher/ student discourse.	Based on data 15.7% of Dixon's students are exceeding state standards in reading and 22 % in math. Our teachers are spending more time on isolated drills and teacher talk instead of providing more student involvement and teacher modeling. Due to future Implementing of Common Core Standards teachers need to be able to efficiently differentiate instruction to understand how students learn and at the same time meet their specific needs. This will provide more teacher and student accountability. Additional research based practices are needed in order to increase rigor in the classroom which will eventually move more students to the exceeds category.
Provide training/professional development for teachers to successfully analyze student data in reading, math and science in various setting ie department meetings and staff meetings to help provide rigor and high quality instruction in the classroom to to meet AYP and Common Core expectations.	Based on our Adequate Yearly Progress (AYP), the data shows that Dixon has been making gains, but the gains have been minimal in reading, math and science. The state target for the percentage of students to meet and exceed ISAT standards are 85% in both reading and math. Our data shows Dixon at 79.7% in reading (5.3% below state standards) and math 82.4%(2.6% below state standards). Our teachers need to be proficient in analyzing student data to help focus on the students weakness and strengths where it would be conducive to effective teacher planning that will generate rigorous student learning and increase student learning.

Provide additional resources and interventions in reading, math, and science to move students who fall "below" academic standards to "meets' and students who are at "meets" to "exceeds".	Based on our 2011 data 20% of our students are performing below state standards in reading, 17% in math and 19% in science. In providing additional resources and interventions such as READ 180 and Study Island and providing a reading interventionist to work with at-risk students, this will help in decreasing the achievement gap in all core subject areas for all grade levels. There is also a need of emphasis on 4th grade reading due to 43% of the students performing below state standards. The supplementary support will also aid teachers in improving student learning so they will be able to make significant progress toward accomplishing reading, math and science goals appropriate for their current grade level. The additional services will also allow us to focus on those students that score below state performance standards and move them to meets and the students who are in the meets category to exceed.
Teachers need to effectively intergrate technology into the curriculum to help promote a student-learning environment that assists and encourages technological skills to help in preparing students to be successful in the classroom. Students are to also use technology to reinforce and enhance learning.	Based on our infrastructure, we have plenty of technological resources that are available to our teachers and students. Each classroom is equipped with SMART Boards but the teachers are not proficient in utilizing the full capabilities of the software. Increase staff training in technology integration and use of software will not only drive teachers' lessons but enhance student learning to meet Common Core Standards and college readiness.

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	Early Childhood Program, After School All Stars
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	16" Softball, Boys' Basketball, Cheerleading, Double Dutch, Flag Football, Girls' Basketball, Girls' Tennis, Girls' Track, Pom-Pon
Supports And Resources	Dixon is a Math/ Science Magnet Cluster School. Dixon has a highly regarded program focusing on the fine arts and includes classes in visual arts, music/band, dance, drama. Dixon's curriculum also has a unique focus on African-American history and culture. Dixon also partners with Seaway National Bank, the Army Corps of Engineers and the Boeing Company.
Theme Based Magnet	No

% of students by race/ethnicity

Black_Non_Hispanic (98.7 %)
Hispanic (0.6 %)
Multi (0.5 %)
Asian (0.2 %)

Legend: Black_Non_Hispanic, Hispanic, Multi, Asian

% 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
8.72	0.32	87.00	2.22	64.4	56.3	N/A

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

Building(s) Inventory	
Total Campus Area (S.F.)	101,627
Year Constructed (MAIN)	1929

Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	101627

Schools Co-Located on Campus
School Name

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	2013	
		Facility Systems Assessed (by Phase)
	$980,113.42	*Exterior*
	$918,431.80	*Mechanical, Electrical, Plumbing and Fire Protection*
	$933,880.09	*Interiors*
	$244,572.90	*Site*
Total Campus Need	**$3,076,998.21**	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

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Current Academic Facilities Available on Campus

Facility	
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	26	21	50	63	57	70	53	68	137	155	0	0	0	0		674
2007	27	19	44	54	69	60	67	59	131	135	0	0	0	0		638
2008	33	25	39	53	56	61	58	73	127	120	0	0	0	0		645
2009	38	34	46	53	64	56	66	59	121	117						582
2010	47	40	51	59	58	66	61	68	102	116	0	0	0	0		668
2011	45	37	52	51	64	65	63	63	116	97	0	0	0	0		653
2012	41	33	46	55	55	75	65	67	96	117	0	0	0	0		650
2013	38	36	46	47	49	75	60	74	101	105	0	0	0	0	4	635

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	37	38	46	46	54	57	71	63	110	105	0	0	0	0	110	631
2015	38	38	46	45	53	62	54	75	94	114	0	0	0	0	94	623
2016	38	37	46	46	51	61	59	57	112	98	0	0	0	0	112	609
2017	38	38	46	46	53	59	58	62	85	116	0	0	0	0	85	605
2018	38	38	46	46	53	61	56	61	93	88	0	0	0	0	93	584
2019	38	38	46	46	53	61	58	59	91	97	0	0	0	0	91	591
2020	38	38	46	46	53	61	58	61	88	95	0	0	0	0	88	588
2021	38	38	46	46	53	61	58	61	91	92	0	0	0	0	91	588
2022	38	38	46	46	53	61	58	61	91	95	0	0	0	0	91	591
2023	38	38	46	46	53	61	58	61	91	95	0	0	0	0	91	591