

HAMMOND

Geographic Area - Pilsen - Little Village



| Official School Name |
|-------------------------------------|
| Charles G Hammond Elementary School |

| Address |
|-------------------------|
| 2819 W 21st Pl |
| Chicago, Illinois 60623 |

| Number Of Students Served | Capacity | Utilization | Adjusted Capacity | Adjusted Utilization |
|---------------------------|----------|-------------|-------------------|----------------------|
| 514 | 450 | 114% | | |

| School Type | Grades Served | Performance Rating | Space Use Status | Adjusted Space Use Status |
|--------------|---------------|--------------------|------------------|---------------------------|
| Neighborhood | Pre-K-8 | Level 3 | Efficient | |

Mission Statement as of May 2013

Our mission is to empower all our students with the academic knowledge, character traits and the courage to act on the core values necessary to excel and be productive citizens in our global society by “striving to discover not how the child came to be what he is: but how he can become what he is not yet” A.N. Leontiev

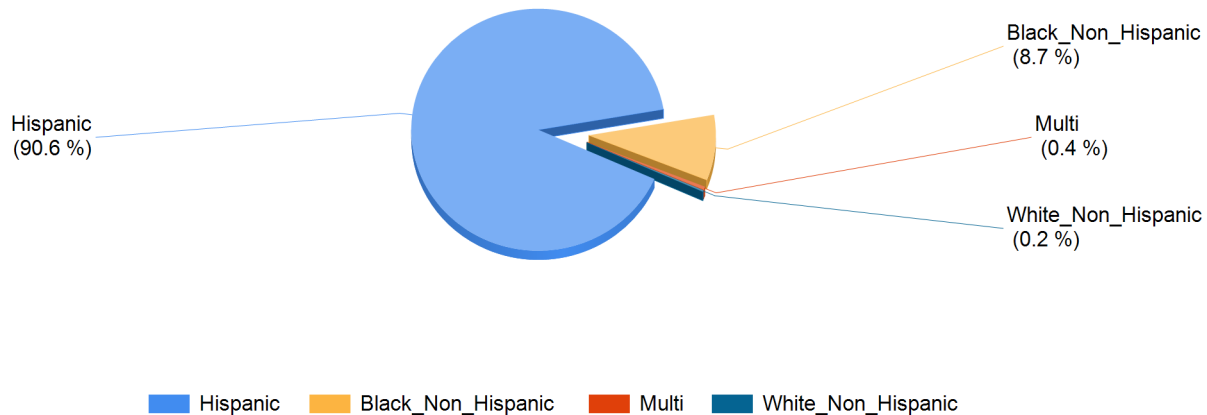
School Priorities as of May 2013

| Description | Rationale |
|--|---|
| Teachers will provide effective differentiated small group instruction. | Based on school learning walks #2 and #3 and the percent of students in the below quartile on mandated tests, we noted that small group instruction will address the needs of students. Groups will be determined by the following: *Strategy lessons - teacher classroom assessments according to CCSS *Guided Reading lessons - student's F&P/Lexile/TRC levels *Use of DIBELS/IDEL categories of intensive, strategic, benchmark *Analysis of mandated assessments according to below, meets, and exceeds During group instruction, the teacher will focus on the needs of the students based on the above assessments and will use appropriate materials and strategies. |
| Teachers will increase the rigor in both literature and informational text presented to students by designing units of study and performance assessments that are aligned to the CCSS. | Based on learning walk observation data and school wide data, teachers need to move beyond DOK levels 1 and 2 to increase rigor. By increasing the rigor of the texts used and the student tasks, the level of student thinking will increase. |
| Professional development, based on our priorities, needs to be mandated, ongoing, and monitored in order to improve student outcomes. | Professional development based on our priorities and to improve student outcomes will include development of small group instruction, backward mapping, and the use of rigor in tasks and texts used. |

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 |
| Life and Leadership | Service Learning/Community Volunteer Program |
| Parent and Community | ESL Workshops, Family Nights, Field Trip, GED English Classes, Health and Wellness Workshops/Programs, Literacy Workshops, Math/Science Workshops, Parent Advisory/Group |
| Scholastic | Academic Olympics, Bilingual Support, Homework Help, Keep Kids Learning (KKL) Program, Newspaper, Science Club, Supplemental Educational Services (SES) Tutoring, Tutoring, Writers Workshop |
| School-wide Programs and Models | Early Childhood Program, Kindergarten, After School All Stars, Supplemental Educational Services (SES) Tutoring |
| Selective Enrollment/Gifted Program | No |
| Service Leadership | No |
| Sports and Fitness | 16" Softball, Boys' Soccer, Boys' Softball, Cheerleading, Chess, Girls' Soccer, Pom-Pon |
| Supports And Resources | Hammond offers a rigorous program of instruction to engage students in a collaborative setting resulting in academic achievement. Bilingual Education/ESL and special education services are provided to qualified students. Hammond partners with St. Anthony and Mt. Sinai Hospitals, University of Illinois Extension and Confederation of Spanish American Families (CSAF). |
| Theme Based Magnet | 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 |
|--|-----------------------------|-----------------------------------|---|---|---|------------------------------------|
| 11.09 | 50.32 | 95.74 | 1.07 | 51 | 81.4 | N/A |

| General Information | |
|---------------------|--|
| School Level | ES |
| Geographic Network | Pilsen-Little Village Elementary Network |
| Geographic Area | Pilsen - Little Village |
| School Type | District |

| Building(s) Inventory | |
|--|---------------|
| Total Campus Area (S.F.) | 59,692 |
| Year Constructed (MAIN) | 1913 |
| Breakdown by Building Type (S.F.) | |
| Building Type | Building Size |
| MAIN | 38104 |
| ADDITION | 21588 |

| Schools Co-Located on Campus |
|------------------------------|
| School Name |

| 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 | |
| | | <u>Facility Systems Assessed (by Phase)</u> |
| | \$1,061,720.66 | <i>Exterior</i> |
| | \$3,070,637.57 | <i>Mechanical, Electrical, Plumbing and Fire Protection</i> |
| | \$677,187.94 | <i>Interiors</i> |
| | \$74,315.67 | <i>Site</i> |
| Total Campus Need | \$4,883,861.84 | 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 | 0 |
| MUSIC | 0 |
| BAND | 0 |
| CHORAL | 0 |
| COMPUTER | 0 |
| LIBRARY | YES |
| SCIENCE | 0 |
| PLAYGROUND | |

Historical & Current Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | Other | Total |
|------|------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-------|-------|
| 2006 | 0 | 73 | 57 | 54 | 62 | 52 | 51 | 52 | 45 | 0 | 0 | 0 | 0 | 0 | | 446 |
| 2007 | 0 | 75 | 66 | 57 | 53 | 68 | 60 | 51 | 54 | 44 | 0 | 0 | 0 | 0 | | 528 |
| 2008 | 36 | 55 | 56 | 54 | 47 | 47 | 53 | 56 | 42 | 41 | 0 | 0 | 0 | 0 | | 487 |
| 2009 | 39 | 68 | 57 | 50 | 61 | 43 | 45 | 53 | 48 | 42 | | | | | | 399 |
| 2010 | 38 | 56 | 63 | 52 | 52 | 48 | 44 | 47 | 48 | 48 | 0 | 0 | 0 | 0 | | 496 |
| 2011 | 38 | 52 | 52 | 49 | 46 | 47 | 43 | 44 | 37 | 40 | 0 | 0 | 0 | 0 | | 448 |
| 2012 | 39 | 60 | 58 | 47 | 49 | 40 | 40 | 41 | 36 | 35 | 0 | 0 | 0 | 0 | | 445 |
| 2013 | 40 | 58 | 54 | 50 | 56 | 41 | 49 | 46 | 40 | 37 | 0 | 0 | 0 | 0 | 6 | 477 |

Projected 10 Year Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | LRE2-3 | Total |
|------|------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|--------|-------|
| 2014 | 40 | 58 | 55 | 53 | 49 | 50 | 47 | 50 | 46 | 36 | 0 | 0 | 0 | 0 | 46 | 490 |
| 2015 | 40 | 58 | 54 | 54 | 52 | 45 | 57 | 48 | 50 | 41 | 0 | 0 | 0 | 0 | 50 | 505 |
| 2016 | 40 | 58 | 54 | 53 | 53 | 47 | 50 | 58 | 47 | 45 | 0 | 0 | 0 | 0 | 47 | 511 |
| 2017 | 40 | 58 | 54 | 53 | 52 | 48 | 53 | 51 | 58 | 42 | 0 | 0 | 0 | 0 | 58 | 515 |
| 2018 | 40 | 58 | 54 | 53 | 52 | 47 | 54 | 54 | 50 | 52 | 0 | 0 | 0 | 0 | 50 | 520 |
| 2019 | 40 | 58 | 54 | 53 | 52 | 47 | 53 | 55 | 53 | 45 | 0 | 0 | 0 | 0 | 53 | 516 |
| 2020 | 40 | 58 | 54 | 53 | 52 | 47 | 53 | 54 | 54 | 48 | 0 | 0 | 0 | 0 | 54 | 519 |
| 2021 | 40 | 58 | 54 | 53 | 52 | 47 | 53 | 54 | 53 | 49 | 0 | 0 | 0 | 0 | 53 | 519 |
| 2022 | 40 | 58 | 54 | 53 | 52 | 47 | 53 | 54 | 53 | 48 | 0 | 0 | 0 | 0 | 53 | 518 |
| 2023 | 40 | 58 | 54 | 53 | 52 | 47 | 53 | 54 | 53 | 48 | 0 | 0 | 0 | 0 | 53 | 518 |