

HAYT



Official School Name
Stephen K Hayt Elementary School

Address
1518 W Granville Ave
Chicago, Illinois 60660

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
975	900	108%		

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

Mission Statement as of May 2013

We expect our students to graduate fully prepared to succeed in high school, college, and careers. In our classrooms, all students will engage in meaningful, enjoyable experiences that will teach them how to think critically and interact socially. The key to future success is literacy, so all subject areas will be enriched with opportunities for analytical thinking, reading, writing, and debating. Technology will be an integral part of the curriculum, which will empower students to meet the demands of a rapidly changing society. At Hayt, all students, staff, and families will be encouraged to share their diverse ideas, so we may continue to grow as life-long learners.

School Priorities as of May 2013

Description	Rationale
Orchestrate a smooth transition from Illinois Learning Standards to Common Core State Standards to improve college and career readiness.	Even though the percent of students meeting English and reading standards on EXPLORE has risen by 11% and 24%, respectively, from 2009 to 2011, over half of our students (59%) graduate without demonstrating mastery of college readiness standards. Math and science are our weak areas on EXPLORE because the college-readiness standards and the IAFs have few commonalities by grade. There are simply not enough instructional minutes to sufficiently cover both sets of standards, so the emphasis has been on the IAFs in preparation for the ISAT. Subsequently, while English and reading EXPLORE scores are steadily increasing, math and science scores are not. Science has remained at 12% who meet the standards. Math has fared slightly better, increasing from 23% to 28%. With our transition to the CCSS, the instructional focus will no longer be divided between two distinct sets of standards, which should improve students' college readiness.
Utilize increased instructional minutes to imbue meaningful literacy-building experiences across the curriculum that strengthen all students' abilities to analytically read, think, speak, and write in preparation for high school.	The percent of students who meet literacy standards on both the ISAT and EXPLORE have steadily increased for years. However, there is a significant gap between the percent who meet IAF standards and those who meet CCSS standards, 80% and 41%, respectively. The literacy expectations in CCSS surpass those in IAF. In order to adequately prepare students for the literacy demands throughout the high school curriculum, we must increase both the quantity and the quality of literacy-building opportunities in all subject areas.

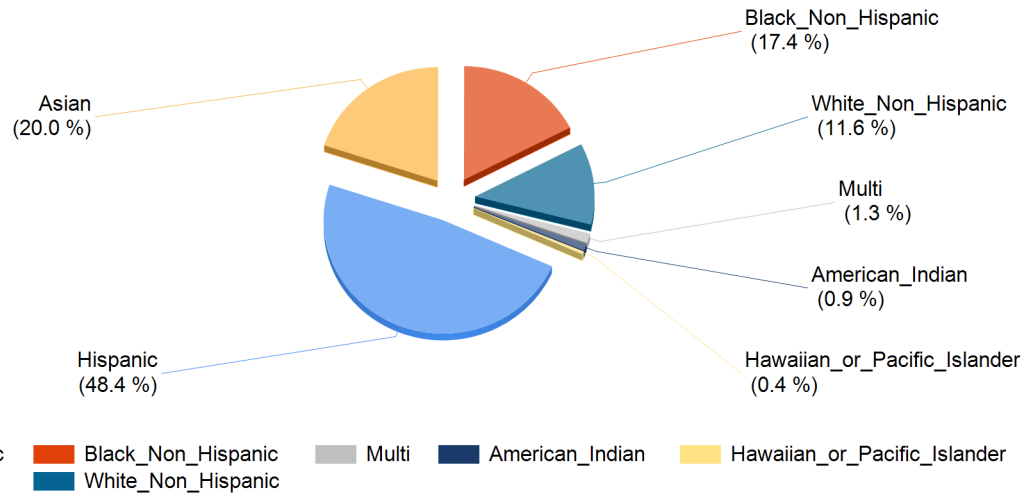
Geographic Area - Ravenswood

<p>Establish and sustain data teams to guide sub-group analyses and determine instructional implications to narrow the achievement gap.</p>	<p>On track to graduate high school rates for students with disabilities have dropped from 63% to 40%. The achievement gap persists with African American and Hispanic males graduating at disproportionately lower rates, 69% and 60%, respectively. According to the NCLB Accountability Summary, the performance of ELL in reading declined from 63.9% who met standards in 2009 to 54.3% in 2011. An achievement gap persists for Blacks with 15% fewer Black students meeting state standards than Asian students. The five year ISAT trend for students with disabilities shows no growth from 33.3% in 2007 to 33.3% in 2011.</p> <p>On the mid-year 2012 Scantron, 64% of ELL did not meet growth targets. By assigning specific data teams to keep track of formative sub-group data, teachers will receive more timely and meaningful analysis that will inform instructional decision-making.</p>
<p>Coordinate a family and community engagement plan to enhance participation of all stakeholders in the continued improvement of the school for the advancement of student achievement.</p>	<p>In our evaluation of the School Effectiveness Framework, we rated ourselves a 2 on family and community engagement. We have noted a decline in the percent of parents who attend report card pick up conferences from 95% in 2010 to 88% in 2012. There is consistently low attendance in the number of parents who attend informational meetings and parent workshops, especially in middle school. Additionally, only 5% of parents provided feedback on the My Voice, My School survey.</p> <p>Because a significant corollary exists between parent involvement and student achievement, we must improve the extent of parent participation in order for our students to excel. Furthermore, we need to build relationships within the community to provide additional resources for our students and parents. A family and community engagement plan will enable us to achieve these two critical goals.</p>

Programs & Services

Advanced Placement Courses	No
Creative	Ballroom Dancing, Choir/Chorus, Drama, Musicals
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, Mobile Asthma Provider, School-based Dental Services
IB Wall-to-Wall/Programme	No
Life and Leadership	Peer Mentors
Parent and Community	ESL Workshops, Family Nights, Parent Advisory/Group
Scholastic	Academic Olympics, Bilingual Support, Book/Reading Club, Chess Team, Chicago History Fair, Homework Club/Study Group, Homework Help, Supplemental Educational Services (SES) Tutoring, Technology Club, Writers Workshop, Young Authors
School-wide Programs and Models	Early Childhood Program, Kindergarten, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	Comprehensive Gifted
Service Leadership	No
Sports and Fitness	Boys' Basketball, Boys' Soccer, Boys' Softball, Girls' Basketball, Girls' Soccer, Girls' Softball
Supports And Resources	Stephen K. Hayt School is a neighborhood school and offers both general education and gifted programs. The gifted program includes the Comprehensive Gifted Program for Grades 1-6, Gifted Laboratory Biological Science in 7th grade, and Laboratory Physical Science in 8th grade. Hayt features two computer labs, a science lab, an art room, and an outdoor garden and classroom.
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
12.51	39.40	92.04	0.00	59.1	85.8	NEED DATA

General Information	
School Level	ES
Geographic Network	Ravenswood-Ridge Elementary Network
Geographic Area	Ravenswood
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	118,800
Year Constructed (MAIN)	1906
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	78600
ADDITION	5700
ANNEX	34500

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	2013	
		<u>Facility Systems Assessed (by Phase)</u>
	\$2,210,559.78	<i>Exterior</i>
	\$2,639,209.43	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$923,155.09	<i>Interiors</i>
	\$192,429.38	<i>Site</i>
Total Campus Need	\$5,965,353.68	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	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
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	79	83	112	96	102	92	86	97	85	86	0	0	0	0		839
2007	80	113	81	105	94	95	91	86	97	70	0	0	0	0		832
2008	113	72	106	71	107	82	89	90	86	85	0	0	0	0		901
2009	120	103	83	100	81	109	85	94	89	76						717
2010	123	94	113	78	107	82	109	84	91	97	0	0	0	0		978
2011	119	124	87	107	75	109	83	117	89	89	0	0	0	0		999
2012	118	97	118	87	115	74	107	84	106	87	0	0	0	0		993
2013	118	90	102	105	118	80	101	66	90	74	0	0	0	0	12	956

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	118	86	108	102	108	112	75	96	60	87	0	0	0	0	60	963
2015	118	88	105	108	103	103	105	71	87	58	0	0	0	0	87	958
2016	118	88	106	105	110	99	97	100	64	84	0	0	0	0	64	983
2017	118	87	106	106	107	105	93	92	90	62	0	0	0	0	90	978
2018	118	88	106	106	108	102	99	88	83	87	0	0	0	0	83	997
2019	118	88	106	106	108	103	96	94	79	80	0	0	0	0	79	990
2020	118	88	106	106	108	103	97	91	85	76	0	0	0	0	85	990
2021	118	88	106	106	108	103	97	92	82	82	0	0	0	0	82	994
2022	118	88	106	106	108	103	97	92	83	79	0	0	0	0	83	992
2023	118	88	106	106	108	103	97	92	83	80	0	0	0	0	83	993