Official School Name
Charles R Henderson Elementary School

Address
5650 S Wolcott Ave
Chicago, Illinois 60636

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
347	720	48%		

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

Mission Statement as of May 2013

The goal of Henderson Academy is to prepare all students for college and careers, empower them to problem solve through collaboration and to explore their limitless creative potential. Henderson achievers will learn to compete to the best of their ability, as use and exceed common core standards. As students develop critical thinking skills, they will embrace positive self discipline, responsibility, and respectfulness. Students will become technologically proficient, able to successfully navigate and integrate in a global society.

The guiding principle at Henderson Academy is delivering high quality instruction daily that focuses on the needs of individual students. Nurturing teachers and staff facilitate student learning by providing rigorous, differentiated, data driven instruction. Teachers and staff complete a community of learners through ongoing professional development, as we build, implement and nurture instructional excellence in every classroom.

Guided by positive role models, each student is provided an emotionally safe and socially stable environment, conducive for learning, where integrity, high self esteem, purposeful life skills and academic instruction are the practiced. Teams of teachers will diagnose strengths and weaknesses, plan for instruction, teach, progress monitor and accelerate student achievement. Small group instruction provides for more individualized skill foci, where informed decision making clearly determines instructional alignment and action.
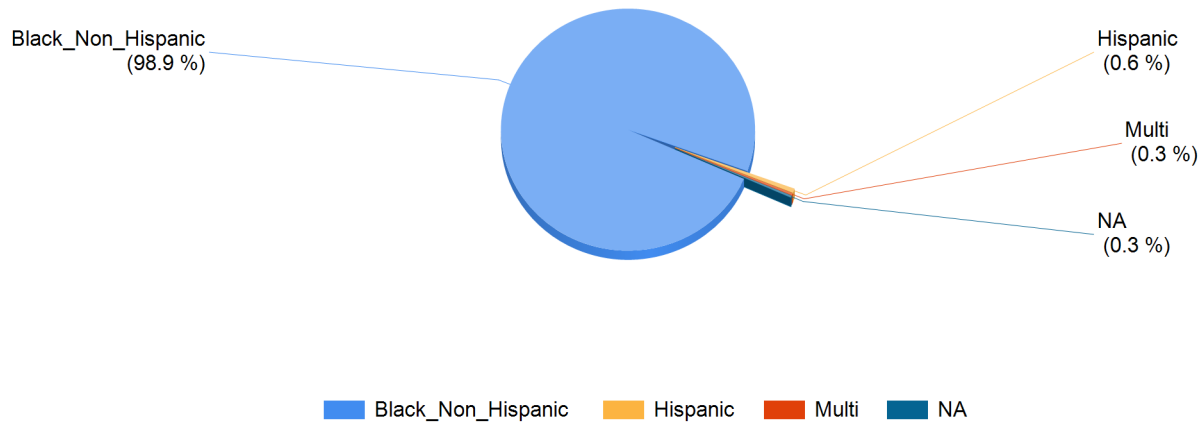
School Priorities as of May 2013

Description	Rationale
Literacy and Technology-While students are building knowlegde and expanding literacy skills, they read, write, think , analyze, and create arguments to justify their ideas and discoveries. Students, having regular practice with complex text, academic vocabulary and increased exposure to informational and non fiction text, will determine and use evidence from text to promote thinking. Implementing the Full School Day further supports instruction, as teachers improvement is developed through project Reach. Technology is embedded in all student products and practice.	Teaching students effective oral and written communication, collaboration and leadership, and independent critical thinking, begins with teachers using the backward design model to determine what the core curriculum-ccss- year end goals should be. Divide the number of weeks by the work needed to achieve mastery. Then detemine weekly pacing/outcomes goals while using technology interventions as supports to achieve mastery. The Reach Teacher Effectiveness tool will support improvement in all areas of instruction.
Mathematics and Technology-Mathematics instruction is shifting to include not just math practice, but focuses on development of thinking and deepening understanding. The emphasis is on "how" students determine answers, explore relationships and develop strategies to solve problems. Student use of technology will be key to understanding concepts in algebra, geometry and integral to providing evidence of core math concepts.	As teachers provide grade appropriate and accelerated instruction that focuses on alignment of CCSS and ILS to develop math practice, problem solving and performance skills, technology based interventions will support achievement. The Reach Teacher Effectiveness tool provides for specific planning and implementation around communication, engaging students, questioning and discussion and the use of assessment during instruction. Significantly increased student achievement is the result of great teaching as measured by REACH.
Science and Technology-Students gain academic language and understanding as they are provided multiple opportunities to read, explore, formulate hypothesis, test their thinking, and determine the validity and results of their inquiry. Technology is infused in all levels of student research, analysis and planning.	Planning and instruction developed with CCSS and IAF as the basis for thematic units, ensures that the use of technology, research, hands on activities and projects will extend student's critical thinking, experimentation, analysis and exploration. Implementation of the Full School Day plan facilitates extended laboratory exploration in science and technology.

Programs & Services

Advanced Placement Courses	No
Creative	Dance
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
Parent and Community	8-9th Grade Transition Workshops, Book Club, Conflict Resolution, Family Counseling/Support Group, Family Nights, Fitness For Parents, GED English Classes, Health and Well-Being Workshops, Health and Wellness Workshops/Programs, Literacy Workshops, Math/Science Workshops, Parent Advisory/Group, Parent Patrol, Parenting Classes
Scholastic	Supplemental Educational Services (SES) Tutoring
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' Basketball, Boys' Golf, Boys' Soccer, Boys' Volleyball, Cheerleading, Chess, Double Dutch, Flag Football, Girls' Basketball, Girls' Golf, Girls' Soccer, Girls' Softball, Girls' Volleyball
Supports And Resources	At Henderson Academy our guiding principle is high quality instruction that focuses on individual student's needs. Nurturing teachers will support student learning by providing rigorous, differentiated, data driven instruction as we seek to build a community of learners through ongoing professional development while implementing instructional excellence in the classroom.
Theme Based Magnet	No

% of students by race/ethnicity

Black_Non_Hispanic (98.9 %)
Hispanic (0.6 %)
Multi (0.3 %)
NA (0.3 %)

Legend: Black_Non_Hispanic, Hispanic, Multi, NA

% 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
8.71	0.00	98.03	14.89	51	82.3	N/A

General Information	
School Level	ES
Geographic Network	Englewood-Gresham Elementary Network
Geographic Area	Englewood
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	91,100
Year Constructed (MAIN)	1923

Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	91100

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	2012	
		Facility Systems Assessed (by Phase)
	$677,355.25	*Exterior*
	$652,180.10	*Mechanical, Electrical, Plumbing and Fire Protection*
	$1,139,369.66	*Interiors*
	$107,026.92	*Site*
Total Campus Need	**$2,575,931.93**	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	NO

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	38	54	69	71	70	48	72	73	67	81	0	0	0	0		605
2007	33	46	62	63	63	49	50	68	69	69	0	0	0	0		539
2008	32	50	55	73	65	65	56	50	63	64	0	0	0	0		573
2009	39	38	44	49	58	41	51	53	44	44						384
2010	40	32	50	42	69	43	45	46	49	41	0	0	0	0		457
2011	36	37	48	40	57	48	39	38	40	46	0	0	0	0		429
2012	41	38	43	38	50	42	41	39	34	40	0	0	0	0		406
2013	40	34	40	29	42	32	28	38	32	29	0	0	0	0	0	344

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	40	32	38	31	36	27	29	27	31	30	0	0	0	0	31	321
2015	40	33	39	30	38	23	25	28	22	28	0	0	0	0	22	306
2016	40	33	39	31	37	25	21	24	23	20	0	0	0	0	23	293
2017	40	33	39	31	38	24	23	20	20	21	0	0	0	0	20	289
2018	40	33	39	31	38	25	22	22	17	18	0	0	0	0	17	285
2019	40	33	39	31	38	25	23	21	19	15	0	0	0	0	19	284
2020	40	33	39	31	38	25	23	22	18	17	0	0	0	0	18	286
2021	40	33	39	31	38	25	23	22	19	16	0	0	0	0	19	286
2022	40	33	39	31	38	25	23	22	19	17	0	0	0	0	19	287
2023	40	33	39	31	38	25	23	22	19	17	0	0	0	0	19	287