

HEROES

Geographic Area - South Shore



| Official School Name |
|---|
| Ninos Heroes Elementary Academic Center |

| Address |
|-------------------------|
| 8344 S Commercial Ave |
| Chicago, Illinois 60617 |

| Number Of Students Served | Capacity | Utilization | Adjusted Capacity | Adjusted Utilization |
|---------------------------|----------|-------------|-------------------|----------------------|
| 435 | 630 | 69% | | |

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

Mission Statement as of May 2013

Our mission is to create and maintain a highly challenging academic environment. The expectations of achievement will be evident, in all facets of the school day; in the grades, conduct, attendance, and citizenship, of our students. It is our goal to prepare students for college and career exploits after graduation. We will accomplish this through cooperation of the students, staff, families, and community. When successful our evidence will consist of our student achievement data, attendance rates, graduation rates, climate data, and in our CPS school report card.

School Priorities as of May 2013

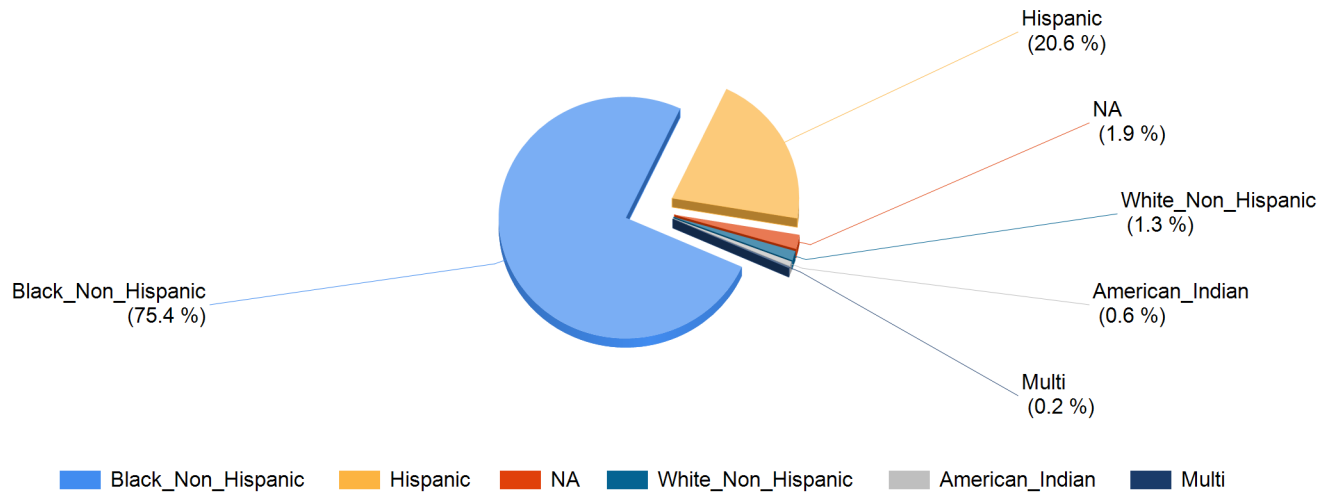
| Description | Rationale |
|---|---|
| Improve literacy scores (reading and writing) throughout the building PK-8. | All of our assessment data: Dibels, Scantron, Common Core, and ISAT illustrate the need for improvement in this area. In addition to the assessments, we recognize the vital importance of the foundation level skills of reading and writing. Responsive teaching is necessary for improvement to occur. Following the aforementioned assessments, responsive teaching must occur. Administration, the ILT, and grade level teams will conduct a thorough examination of the results. During this process, it is vital that we pinpoint the needs of individual students, classes, grade levels, and vertical grade levels. We must identify who needs remediation/acceleration and which standards this must occur. Additionally, teachers need to share successful strategies in collaboration for all students to have access to them. Identifying these trends will enable us to achieve wholesale improvements throughout our building. |

| | |
|--|--|
| <p>Improve math scores throughout the building pk-8.</p> | <p>All of our assessment data: Dibels, Scantron, Common Core, and ISAT illustrate the need for improvement in the area of Mathematics. In the recent past we have made gains in the % of students who meet, we want to move more students to exceeds in all assessments. Following the aforementioned assessments, responsive teaching must occur. Administration, the ILT, and grade level teams will conduct a thorough examination of the results. During this process, it is vital that we pinpoint the needs of individual students, classes, grade levels, and vertical grade levels. We must identify who needs remediation/acceleration and which standards this must occur. Additionally, teachers need to share successful strategies in collaboration for all students to have access to them. Identifying these trends will enable us to achieve wholesale improvements throughout our building.</p> <p>Regarding instruction, we recognize the need for an aligned curriculum, additionally, that our instructional strategies include activities that are highly engaging, more cooperative learning activities, and we integrate more computer adapted technology into the lessons. To enhance the overall effectiveness and efficiency of our instructional delivery, furthermore to improve students' content mastery.</p> |
| <p>Improve science scores throughout the building pk-8.</p> | <p>All of our assessment data: Scantron, Common Core, and ISAT illustrate the need for improvement in the area of Science. In the recent past we have made gains in the % of students who meet, we want to move more students to exceeds in all assessments. Following the aforementioned assessments, administration, the ILT, and grade level teams will conduct a thorough examination of the results. During this process, it is vital that we pinpoint the needs of individual students, classes, grade levels, and vertical grade levels. We must identify who needs remediation/acceleration and which standards this must occur. Additionally, teachers need to share successful strategies in collaboration for all students to have access to them. Identifying these trends will enable us to achieve wholesale improvements throughout our building.</p> <p>Regarding science instruction, we recognize the need for an aligned curriculum, additionally, that our instructional strategies include activities that are highly engaging, more cooperative learning activities, and the students conduct more labs/experiments and hands on science activities.</p> <p>Recognizing shifts in education and occupations, STEM is where prepared students will have many opportunities to compete in the modern world. Therefore it is vital for college and career preparation, in addition to the change in CCSS of the preferred informational text, which lends readily to Science.</p> |
| <p>Improve the productivity of ILT and collaboration meetings.</p> | <p>Recognizing the importance of collaboration to the school improvement process it is critical that our collaboration and ILT become more systemic in their approach. The CIWP and FSD planning process have illustrated where improvement is necessary. Now it is imperative, that we build a year long schedule of meetings, trainings, and PD that is focused on the areas of need in the building. All staff should know what the focus is weekly, monthly, quarterly, and throughout the year. Upon successful completion are productivity and efficiency will be greatly enhanced. This will lead to improved results for our students.</p> |

Programs & Services

| | |
|--|---|
| Advanced Placement Courses | No |
| Creative | Ballroom Dancing, Bookmaking, Drawing, Jewelry, Painting, Scrapbooking, Sketching, Theater |
| 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 | Mentoring for Boys/Girls, Peer Mentors, Service Learning/Community Volunteer Program |
| Parent and Community | Family Nights, Leadership Development For Parents, Literacy Workshops, Math/Science Workshops |
| Scholastic | Academic Olympics, Additional Learning Opportunities (ALO), Book/Reading Club, Expanded Library Service Hours, Homework Club/Study Group, Homework Help, Math Team, Mayor Daley's Book Club, Newspaper, Poetry Workshops, Real Men Read, Science Club, Supplemental Educational Services (SES) Tutoring, Tutoring, Writers Workshop, Young Authors |
| School-wide Programs and Models | Early Childhood Program, JROTC, Kindergarten, Supplemental Educational Services (SES) Tutoring, Community Schools |
| Selective Enrollment/Gifted Program | Comprehensive Gifted |
| Service Leadership | No |
| Sports and Fitness | Boys' Basketball, Boys' Cross Country, Boys' Softball, Boys' Track, Cheerleading, Double Dutch, Flag Football, Football, Girls' Basketball, Girls' Cross Country, Girls' Soccer, Girls' Tennis, Girls' Track, Girls' Volleyball, Pom-Pon |
| Supports And Resources | Niños Heroes Community Academy is an attendance area school that is a part of the South Chicago Math/Science Magnet Cluster. We offer a strong Literacy Education Program that integrates the other content area subjects, as well as a comprehensive gifted program. We are a CMSI (Math) school and support instruction with a state-of-the-art Science Lab and Media Center. |
| 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 |
|--|-----------------------------|-----------------------------------|---|---|---|------------------------------------|
| 7.79 | 6.74 | 89.05 | 0.84 | 70 | 85.5 | NEED DATA |

| General Information | |
|---------------------|---------------------------|
| School Level | ES |
| Geographic Network | Skyway Elementary Network |
| Geographic Area | South Shore |
| School Type | District |

| Schools Co-Located on Campus |
|------------------------------|
| <u>School Name</u> |

| Building(s) Inventory | |
|--|---------------|
| Total Campus Area (S.F.) | 69,100 |
| Year Constructed (MAIN) | 1981 |
| Breakdown by Building Type (S.F.) | |
| Building Type | Building Size |
| MAIN | 69100 |

| 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 | |
| | | <u>Facility Systems Assessed (by Phase)</u> |
| | \$1,545,515.40 | <i>Exterior</i> |
| | \$893,840.09 | <i>Mechanical, Electrical, Plumbing and Fire Protection</i> |
| | \$842,374.39 | <i>Interiors</i> |
| | \$108,461.21 | <i>Site</i> |
| Total Campus Need | \$3,390,191.09 | 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 | 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 | 0 | 72 | 87 | 100 | 87 | 78 | 87 | 122 | 84 | 74 | 0 | 0 | 0 | 0 | | 791 |
| 2007 | 0 | 44 | 81 | 83 | 97 | 87 | 79 | 83 | 118 | 76 | 0 | 0 | 0 | 0 | | 748 |
| 2008 | 0 | 53 | 63 | 63 | 103 | 75 | 79 | 88 | 81 | 97 | 0 | 0 | 0 | 0 | | 702 |
| 2009 | 0 | 39 | 60 | 67 | 66 | 83 | 63 | 76 | 67 | 78 | | | | | | 560 |
| 2010 | 0 | 40 | 49 | 56 | 70 | 48 | 77 | 60 | 64 | 66 | 0 | 0 | 0 | 0 | | 530 |
| 2011 | 0 | 31 | 54 | 45 | 68 | 59 | 50 | 70 | 54 | 60 | 0 | 0 | 0 | 0 | | 491 |
| 2012 | 0 | 40 | 32 | 45 | 53 | 57 | 49 | 48 | 59 | 52 | 0 | 0 | 0 | 0 | | 435 |
| 2013 | 36 | 44 | 36 | 39 | 45 | 47 | 42 | 55 | 43 | 48 | 0 | 0 | 0 | 0 | 3 | 438 |

Projected 10 Year Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | LRE2-3 | Total |
|------|------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|--------|-------|
| 2014 | 36 | 46 | 38 | 38 | 49 | 37 | 45 | 40 | 54 | 43 | 0 | 0 | 0 | 0 | 54 | 428 |
| 2015 | 36 | 45 | 38 | 40 | 48 | 40 | 36 | 43 | 39 | 54 | 0 | 0 | 0 | 0 | 39 | 421 |
| 2016 | 36 | 45 | 37 | 39 | 50 | 39 | 39 | 34 | 41 | 39 | 0 | 0 | 0 | 0 | 41 | 401 |
| 2017 | 36 | 45 | 38 | 39 | 49 | 41 | 38 | 37 | 33 | 41 | 0 | 0 | 0 | 0 | 33 | 399 |
| 2018 | 36 | 45 | 38 | 40 | 49 | 40 | 40 | 36 | 36 | 33 | 0 | 0 | 0 | 0 | 36 | 395 |
| 2019 | 36 | 45 | 38 | 40 | 50 | 40 | 39 | 38 | 35 | 36 | 0 | 0 | 0 | 0 | 35 | 399 |
| 2020 | 36 | 45 | 38 | 40 | 50 | 41 | 39 | 37 | 37 | 35 | 0 | 0 | 0 | 0 | 37 | 400 |
| 2021 | 36 | 45 | 38 | 40 | 50 | 41 | 40 | 37 | 36 | 37 | 0 | 0 | 0 | 0 | 36 | 402 |
| 2022 | 36 | 45 | 38 | 40 | 50 | 41 | 40 | 38 | 36 | 36 | 0 | 0 | 0 | 0 | 36 | 402 |
| 2023 | 36 | 45 | 38 | 40 | 50 | 41 | 40 | 38 | 37 | 36 | 0 | 0 | 0 | 0 | 37 | 403 |