



Official School Name
Emmett Louis Till Math and Science Academy

Address
6543 S Champlain Ave
Chicago, Illinois 60637

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
432	1,350	32%		

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**

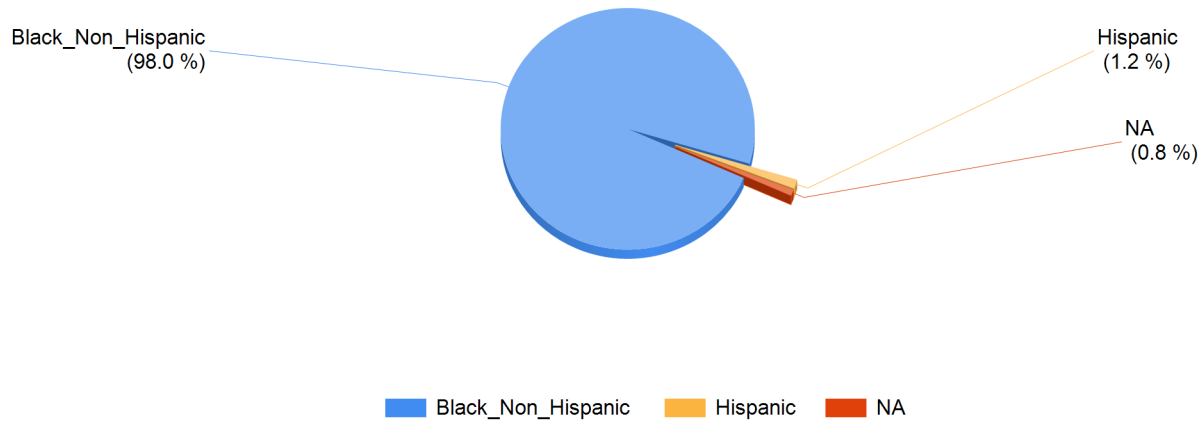
**School Priorities as of May 2013**

Description	Rationale
Create a school wide reading and math intervention system for students not achieving growth target or at a national percentile rank of 40%. .	Currently, close to 28% of Till Students have special needs. The school currently has two strong intervention systems in place for struggling students, Read 180 and System 44. The school also uses specialty teachers to do push in with students not meeting growth targets. This priority will impact instruction by pushing the school to create a formalized system which incorporates successful systems already in place to help student not achieving growth target or a national percentile rank.
Identify school social-emotional concerns and develop effective programs and activities that promote a positive learning culture, climate, and environment for all students, parents, family, teachers, and all community stakeholders.	Positive classroom climates which have a structured system in place allow teachers to focus mostly on delivering quality instruction rather than behavior issues. The structured system enables teachers to effectively focus on the positive behaviors of students and create a culture where students are constantly in a state of earning for positive behavior outside of the norm. These programs allow teachers to build positive relationships and better bonds with students and parents. Time spent on dealing with behavioral issues will decrease allowing for more time to focus on quality instruction.
Adopt effective instructional practices that are supported by the reading and math CCSS to enhance teacher's understanding of the correlation of the Common Core Standards to student achievement.	Students will become more developed readers and better prepared for college or career aspirations. Teachers will implement instructional strategies that require higher order thinking skills and connect to real world examples. The rigor of classroom instruction will increase.

## Programs & Services

<b>Advanced Placement Courses</b>	No
<b>CTE: Citywide</b>	No
<b>CTE: Other</b>	No
<b>CTE: Traditional Academy</b>	No
<b>CTE: Traditional Program</b>	No
<b>Health and Wellness</b>	Crisis Intervention Services, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>Scholastic</b>	Supplemental Educational Services (SES) Tutoring
<b>School-wide Programs and Models</b>	Early Childhood Program, Community School, Kindergarten, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Basketball, Cheerleading, Flag Football, Girls' Basketball, Girls' Tennis
<b>Supports And Resources</b>	Emmett Louis Till Math and Science Academy, a Mathematics and Science Magnet Cluster School, prepares students for high school and beyond. The school maintains a partnership with University of Chicago; participates in math, science, literacy, and social studies fairs; and has three computer labs, a science lab, and a media center. All classrooms have five computers.
<b>Theme Based Magnet</b>	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
14.84	0.00	99.39	5.28	49.9	74.4	N/A

General Information	
School Level	ES
Geographic Network	Burnham Park Elementary Network
Geographic Area	Woodlawn
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	134,618
Year Constructed (MAIN)	1895
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	47220
ADDITION	48630
ANNEX	38768

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	2012	
		<b>Facility Systems Assessed (by Phase)</b>
	\$5,378,756.24	<i>Exterior</i>
	\$7,279,360.66	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$3,467,607.00	<i>Interiors</i>
	\$1,225,693.04	<i>Site</i>
<b>Total Campus Need</b>	<b>\$17,351,416.94</b>	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	36	70	92	111	79	90	113	125	79	91	0	0	0	0		850
2007	57	73	88	81	98	62	97	106	120	76	0	0	0	0		801
2008	42	63	74	84	95	82	58	88	89	108	0	0	0	0		783
2009	40	53	70	62	82	65	64	59	69	71						542
2010	45	45	47	55	60	64	71	60	48	65	0	0	0	0		560
2011	42	41	51	46	57	41	51	59	52	44	0	0	0	0		484
2012	39	31	44	52	63	45	37	55	57	48	0	0	0	0		471
2013	40	42	45	57	61	46	34	38	35	47	0	0	0	0	30	475

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	41	47	45	48	76	44	41	37	38	31	0	0	0	0	38	478
2015	41	44	45	48	63	53	39	45	37	33	0	0	0	0	37	480
2016	41	44	45	51	64	45	47	43	45	33	0	0	0	0	45	489
2017	41	45	45	49	67	46	40	52	43	40	0	0	0	0	43	499
2018	41	44	45	50	65	48	41	44	52	38	0	0	0	0	52	499
2019	41	44	45	50	66	47	43	45	44	46	0	0	0	0	44	502
2020	41	44	45	50	66	48	42	47	45	39	0	0	0	0	45	498
2021	41	44	45	50	66	48	43	46	47	40	0	0	0	0	47	501
2022	41	44	45	50	66	48	43	47	46	42	0	0	0	0	46	503
2023	41	44	45	50	66	48	43	47	47	41	0	0	0	0	47	503