

COOPER

Geographic Area - Pilsen - Little Village



Official School Name
Peter Cooper Elementary Dual Language Academy

Address
1624 W 19th St
Chicago, Illinois 60608

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
636	1,110	57%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-5	Level 2	Underutilized	

Mission Statement as of May 2013

The mission of Cooper Dual Language Academy is to engage all students in a rigorous and challenging curriculum while developing their ability to master higher level thinking, inquiry based learning and reading/writing across the curriculum. School personnel, parents, community organizations and external partners will work collaboratively to support an instructional climate that provides opportunities for all children to become successful achievers in their elementary school years and beyond.

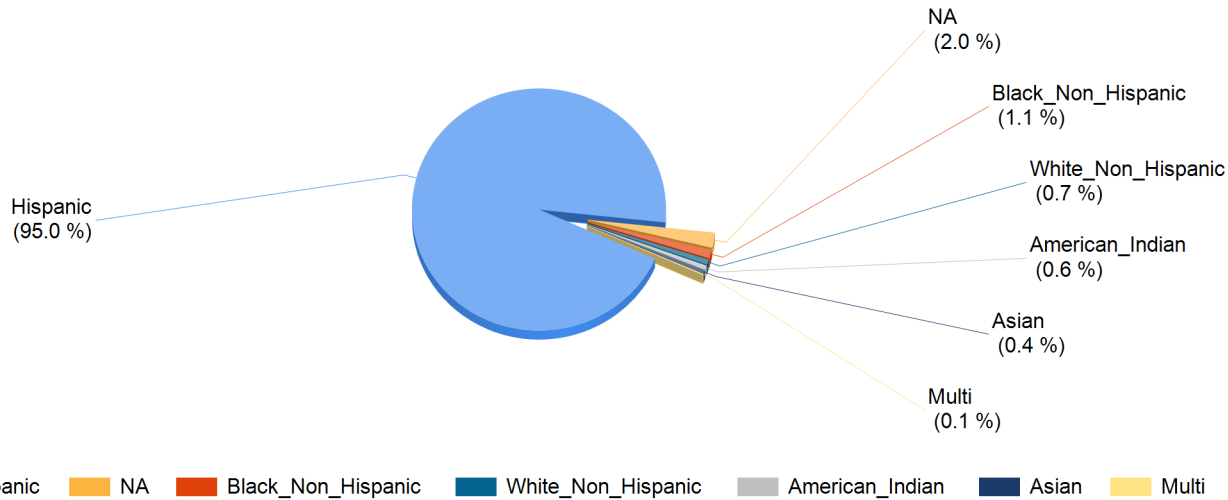
School Priorities as of May 2013

Description	Rationale
Teachers will develop units of study aligned to the Common Core State Standards and parallel Native Language Standards that incorporate complex texts, rigorous tasks/performance assessments and support all learners through differentiated instruction.	Our SEF results in Dimension 2: Core Instruction were mostly 3's, which indicate teachers understand unit planning but would benefit from additional PD and support. As a 2011-12 CPS Early Adopter School, we have begun the process of creating and implementing standards-based units. If we continue to develop and refine this practice, instruction will become more rigorous and student mastery of standards will increase.
Bilingual Program teachers will provide high quality English Language Development instruction for English Language Learners as part of an appropriate Bilingual Pathway that supports growth in the target language in order to increase proficiency from year to year.	With over 60% of our student population identified as English Language Learners, we must provide effective ELD instruction within the appropriate Bilingual Pathway in order to ensure high levels of English proficiency that will support students in keeping pace academically with their peers.
Teachers and support staff will provide reading and/or math intervention/acceleration instruction for students as appropriate, based on beginning of year screener data for initial placement and on-going progress monitoring data for year-round flexible grouping, in order to individualize instruction to specific student needs.	Spring 2011 ISAT results show 42% / 63% of students are meeting state standards in reading/math respectively which indicates a target group of students require intervention support. Students meeting/exceeding standards would benefit from accelerated instruction in order to excel further. These classes, as part of the Full School Day, will support both populations.
Teachers will implement student engagement structures that develop Purposeful Accountable Talk (PAT) among students to increase the level/quality of analytical discussion and support higher level thinking.	FY 2012 implementation of this strategic lever has resulted in increased student-centered instruction as evidenced through learning cycle classroom visits. Basic discussion stems have enriched content conversations and future learning cycles will introduce advanced discussion stems that support reading comprehension and analysis.

Programs & Services

Advanced Placement Courses	No
Creative	Band/Orchestra, Choir/Chorus, Dance, Drama, Guitar, Modern/Hip-Hop Dance, Violin/Strings
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
Scholastic	Additional Learning Opportunities (ALO), Bilingual Support, DePaul/America Reads, Science Club, Supplemental Educational Services (SES) Tutoring, Tutoring, Writers Workshop
School-wide Programs and Models	Early Childhood Program, Kindergarten, Performing Arts, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Girls on the Run
Supports And Resources	Cooper Academy offers a challenging and engaging curriculum which includes hands-on learning in computer/science labs and arts-integrated programs. Students excel in reading/writing, math, and science. Headstart and full day Kindergarten classes are available, as well as a wide range of enrichment programs and family supports in collaboration with community partners.
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
11.66	53.77	89.19	0.43	63.4	75.1	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.)	131,200
Year Constructed (MAIN)	1885
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	59400
ANNEX	71800

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	
		<u>Facility Systems Assessed (by Phase)</u>
	\$3,497,475.41	<i>Exterior</i>
	\$7,852,224.38	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$2,021,210.62	<i>Interiors</i>
	\$192,646.74	<i>Site</i>
Total Campus Need	\$13,563,557.15	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

