

FENGER HS

Geographic Area - Far South Side



Official School Name
Christian Fenger Academy High School

Address
11220 S Wallace St
Chicago, Illinois 60628

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
409	1,560	26%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	9-12	Level 3	Underutilized	

Mission Statement as of May 2013

To create a supportive and effective learning environment that provides rigorous and relevant instruction in an atmosphere that promotes success for all students.

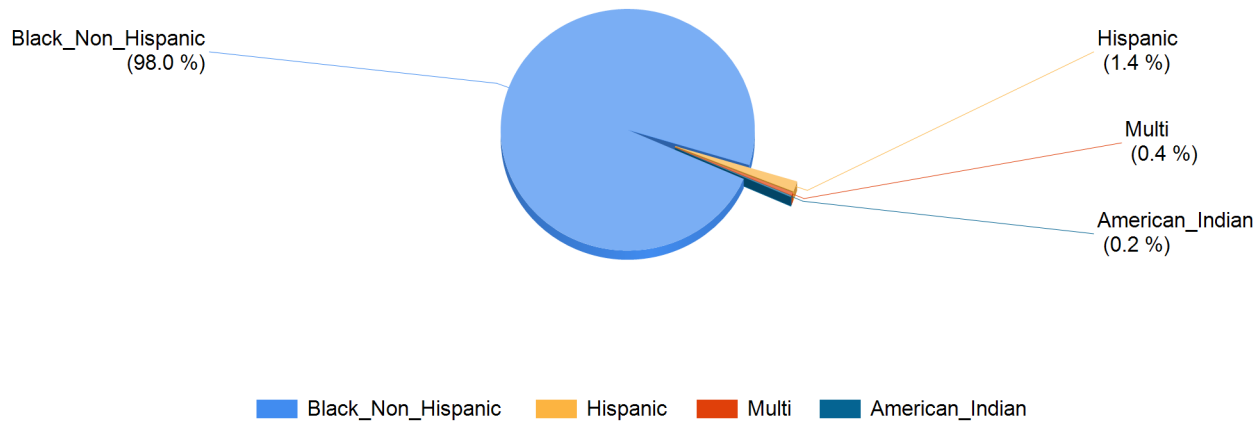
School Priorities as of May 2013

Description	Rationale
Build teacher's capacity to provide quality instruction through their use of higher order performance tasks, strategic questioning and engaging activities into their Common Core State Standards aligned unit and weekly instructional plans.	Teachers will be equipped with the knowledge and skills needed to design rigorous unit and lesson plans that increase student achievement. Classroom content will contain the necessary components to provide rigorous instructional activities that push students towards critical thinking, application of learned material in new and concrete situations and synthesis and evaluation of material for a given purpose. Students will become more engaged in the instructional process through relevant learning experiences that contribute to student ownership of the content and academic progress.
Improve the ILTs capacity to be a vehicle for teacher growth through professional development, coaching and ongoing support.	This priority will build teacher's capacity to deliver highly effective differentiated instruction aligned to the Common Core State Standards, by modeling expectations and learning strategies through guided practice and human interactions, in turn increasing the number of students who are meeting and exceeding expected gains.
Increase a common, consistent school wide approach to discipline in the classroom setting using the Well Managed Classroom and Restorative Justice model.	Teachers will be equipped with strategies to improve relationships with students and reduce misconducts that result in removal from the classroom. Teachers will be able to focus on classroom content and experience a reduction in the loss of instructional time caused by negative student behavior. Through the use of Restorative Justice and Well Managed Classroom social skills, students will begin to take ownership for their behavior in the classroom and will encourage positive behavior among their peers.
Maintain and support attendance strategies that will lead to sustained attendance growth.	Teachers will identify strategies that lead to improved attendance in the classroom and identify practices that will make instruction relevant and engaging for students. Increased attendance will decrease the loss of instructional time and the need for constant remediation due to chronic absences. Students will be motivated to attend school on a daily basis and experience an increased connection to the school, teachers and the curriculum.
Streamline and improve all supports for all off track and under credited students in order to increase on track/on pace percentages for all grade levels and prepare students for post-secondary opportunities.	Teachers will have the opportunity to reflect and improve instructional practice to remediate students who are off track. Teachers will assess where students are in terms of mastery of content and skill acquisition. This then allows teachers to add to and modify the curriculum content based on student performance. Through intensive supports and interventions, students are empowered to engage in and take ownership for their academic progress.

Programs & Services

Advanced Placement Courses	Studio Art-3D Design, Student Art-Drawing, English Language & Composition, US Government & Politics, Statistics, Biology
CTE: Citywide	No
CTE: Other	WECEP
CTE: Traditional Academy	Construction and Architecture, Culinary & Hospitality
CTE: Traditional Program	Culinary Arts
Health and Wellness	Crisis Intervention Services, Targeted Behavioral Health Intervention
IB Wall-to-Wall/Programme	No
Parent and Community	Safe Passage
Scholastic	Summer School, Supplemental Educational Services (SES) Tutoring
School-wide Programs and Models	Community School, Construction and Architecture, Culinary and Hospitality, Small Learning Community, Supplemental Educational Services (SES) Tutoring, Community Schools
Selective Enrollment/Gifted Program	No
Service Leadership	JROTC
Sports and Fitness	Boys' Baseball, Boys' Bowling, Boys' Cross Country, Boys' Track, Boys' Water Polo, Football, Girls' Baseball, Girls' Bowling, Girls' Cross Country, Girls' Softball, Girls' Track, Girls' Volleyball, Girls' Water Polo, Wrestling
Supports And Resources	The Fenger community is committed to developing all students into strong leaders, critical thinkers, productive citizens, and lifelong learners. We seek to strengthen our students' word knowledge, fluency, comprehension, and writing skills in the context of a literacy-driven instructional program.
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
21.26	0.39	99.02	26.77	16.5	80.7	N/A

General Information	
School Level	HS
Geographic Network	Far South Side High School Network
Geographic Area	Far South Side
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	341,000
Year Constructed (MAIN)	1926
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	341000

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>
	\$2,686,094.84	<i>Exterior</i>
	\$7,363,390.32	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,193,596.69	<i>Interiors</i>
	\$331,943.04	<i>Site</i>
Total Campus Need	\$11,575,024.89	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	YES
BAND	YES
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	0	0	0	0	0	0	0	0	0	341	309	267	209		1126
2007	0	0	0	0	0	0	0	0	0	0	331	287	294	207		1119
2008	0	0	0	0	0	0	0	0	0	0	321	322	308	238		1189
2009	0										280	355	283	278		1196
2010	0	0	0	0	0	0	0	0	0	0	254	323	350	263		1190
2011	0	0	0	0	0	0	0	0	0	0	94	194	230	266		784
2012	0	0	0	0	0	0	0	0	0	0	101	129	211	247		688
2013	0	0	0	0	0	0	0	0	0	0	88	89	116	101	49	443

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	0	0	0	0	0	0	0	0	0	88	92	89	107	0	421
2015	0	0	0	0	0	0	0	0	0	0	87	92	88	77	0	391
2016	0	0	0	0	0	0	0	0	0	0	88	91	90	79	0	395
2017	0	0	0	0	0	0	0	0	0	0	88	92	89	79	0	394
2018	0	0	0	0	0	0	0	0	0	0	88	92	89	78	0	394
2019	0	0	0	0	0	0	0	0	0	0	88	92	89	79	0	395
2020	0	0	0	0	0	0	0	0	0	0	88	92	89	79	0	395
2021	0	0	0	0	0	0	0	0	0	0	88	92	89	79	0	395
2022	0	0	0	0	0	0	0	0	0	0	88	92	89	79	0	395
2023	0	0	0	0	0	0	0	0	0	0	88	92	89	79	0	395