

## HEDGES

## Geographic Area - McKinley Park



Official School Name
James Hedges Elementary School

Address
4747 S Winchester Ave
Chicago, Illinois 60609

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
838	780	107%	960	87%

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

### Mission Statement as of May 2013

The Hedges Fine & Performing Arts school community provides a nurturing, safe and supportive environment. We encourage our students to explore new challenges, take risks, to achieve ongoing goals, and to expand their commitment to global and civil responsibilities.

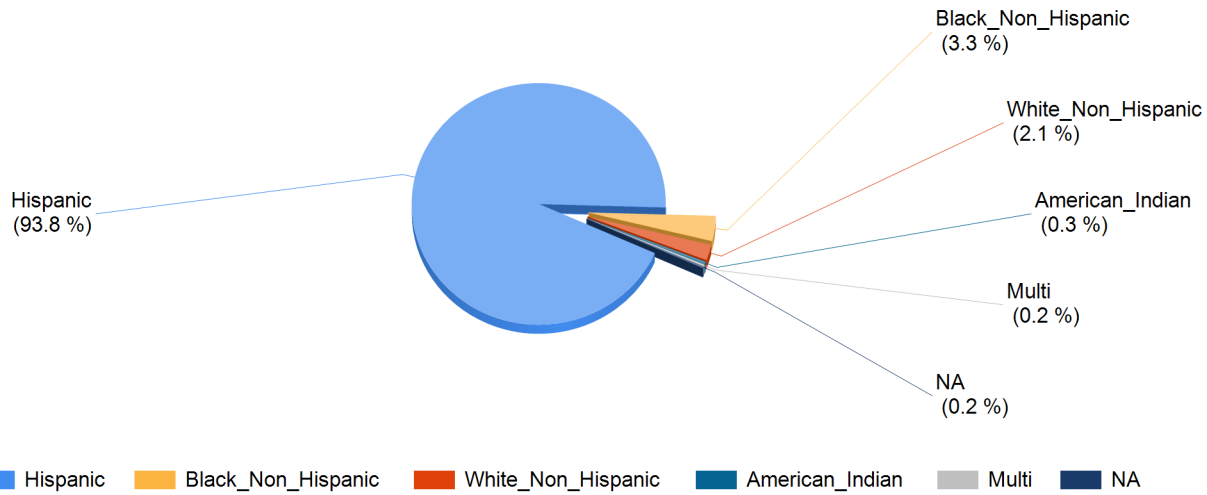
### School Priorities as of May 2013

Description	Rationale
Teacher created Units of Study aligned to Common Core State Standards and College and Career Ready Focus would provide a rigorous instruction delivered on a daily basis.	Hedges Elementary teachers work collaboratively to continue already created curriculum maps to be aligned to Common Core State Standards to ensure a rigorous instruction is delivered to students on a daily basis. Teachers are knowledgeable of data and use it to drive their instruction reflected on the units of study. They also need continuous professional development to ensure coherence to increase rigor, progress monitor and analysis of daily assigned tasks. Teachers, administrators, staff and parents are firm believers that collaboration is needed for a greater number of students would be meeting and exceeding goal targets.
Teachers, administrators and staff will create and support a culture that emphasizes and recognizes student success as well as teacher dedication.	Hedges has made great strides to keep a positive environment in and out of school. Based on the Chicago Consortium Report 2011, Hedges scored a mean of 22/100 on measures learning climate and especially in the Academic Press section. It is the belief of Hedges teachers that recognizing student successes and teacher efforts would lead to a supportive culture and a minimum number of misconducts.
Provide instructional interventions to students based on end of the year assessment and beginning of the year data in Reading and Mathematics.	Hedges intervention efforts should be goal oriented. By intervening early in the year during school and before/after school students can benefit from a more rigorous and focused instruction. A continuous progress monitoring must be in place to ensure all students are followed up and receive the needed support during the intervention programs.
Strengthen community and school relations that effectively monitor student growth.	Teachers and parents will collaboratively work to have parents trained on their daily reading and math lessons to extend and expand that knowledge at home.

**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, Mobile Asthma Provider, 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, After School All Stars, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Supports And Resources</b>	Hedges Fine and Performing Arts School is a community school with a two-fold focus on developing literacy for all students and providing a comprehensive Fine and Performing Arts Magnet Program. Students have access to sports and physical education activities, while parents can check out books in English and Spanish.
<b>Theme Based Magnet</b>	MC: Fine & Performing Arts

**% 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
10.02	61.52	97.93	0.12	75.3	69.8	N/A

General Information	
School Level	ES
Geographic Network	Pershing Elementary Network
Geographic Area	McKinley Park
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	127,840
Year Constructed (MAIN)	1906
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	50925
ADDITION	51015
LEASED	25900

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	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$1,472,686.93	<i>Exterior</i>
	\$1,919,846.50	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,401,871.90	<i>Interiors</i>
	\$102,922.82	<i>Site</i>
<b>Total Campus Need</b>	<b>\$4,897,328.15</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	
<b>Recommended Campus Action</b>	Maintain
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	YES
BAND	0
CHORAL	0
COMPUTER	0
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	80	116	109	107	118	106	117	118	80	91	0	0	0	0		962
2007	70	102	120	96	101	30	54	96	105	84	0	0	0	0		788
2008	81	102	99	114	101	25	56	94	94	104	0	0	0	0		870
2009	80	74	100	102	110	87	97	98	88	95						777
2010	81	96	80	101	97	105	80	82	81	86	0	0	0	0		889
2011	103	85	97	73	108	93	103	61	78	77	0	0	0	0		878
2012	94	99	81	93	81	90	89	89	54	71	0	0	0	0		841
2013	80	95	92	99	94	89	71	74	69	80	0	0	0	0	18	861

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	80	100	90	95	110	81	86	61	67	70	0	0	0	0	67	856
2015	80	98	93	93	105	96	79	73	56	68	0	0	0	0	56	857
2016	80	98	92	95	103	91	93	67	66	55	0	0	0	0	66	857
2017	80	99	92	95	105	90	88	79	61	66	0	0	0	0	61	871
2018	80	98	92	94	105	91	87	75	72	60	0	0	0	0	72	870
2019	80	98	92	94	104	91	88	74	68	71	0	0	0	0	68	876
2020	80	98	92	94	104	90	88	75	67	67	0	0	0	0	67	871
2021	80	98	92	94	104	90	87	75	68	66	0	0	0	0	68	870
2022	80	98	92	94	104	90	87	74	68	67	0	0	0	0	68	870
2023	80	98	92	94	104	90	87	74	67	67	0	0	0	0	67	869