

SABIN

Geographic Area - Humboldt Park



Official School Name
Albert R Sabin Elementary Magnet School

Address
2216 W Hirsch St
Chicago, Illinois 60622

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
626	660	95%		

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

Mission Statement as of May 2013

Sabin Magnet Dual Language School inspires our students to have a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world. Sabin Magnet is a Dual Language Magnet School that fosters second language acquisition and an appreciation of language and culture with a focus on students becoming bi-literate in Spanish and English. We are committed to addressing the individual needs of each Sabin student through the implementation of a differentiated, innovative and evidenced-based curriculum. We strive to lift the level of all learners and to stimulate enthusiasm for learning through the implementation of the workshop model. We understand and embrace the fact that we are all learners and work to develop everyone's identities as learners and help them apply their understanding to new situations. We use predictable structures to reinforce independence, participation and ownership of one's own learning. Sabin graduates have a drive for excellence, an aspiration to succeed in higher education and leadership ability that will enable them to be active participants in the dynamic, global, community.

School Priorities as of May 2013

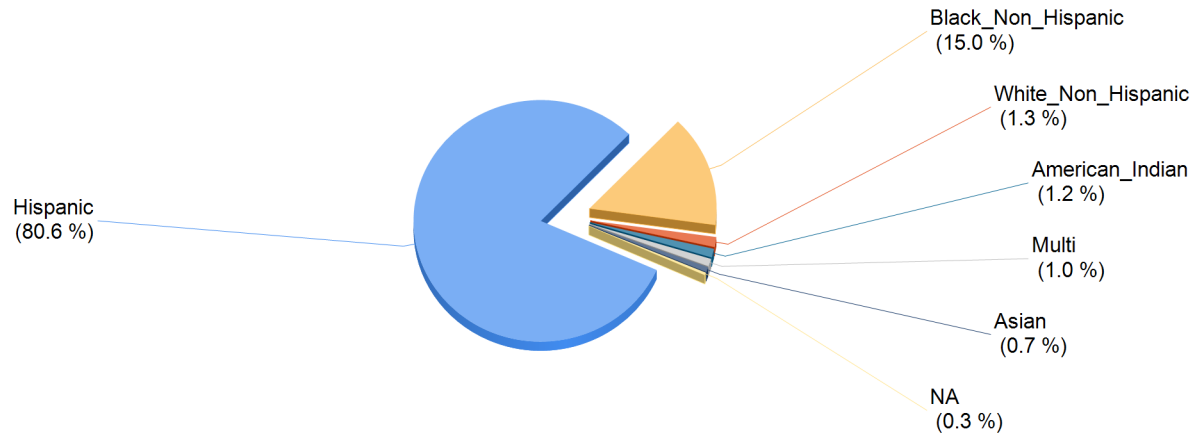
Description	Rationale
Lift the reading level of 100% of Sabin students using the workshop model. This strategy differentiates instruction and enables teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.	NWEA & BAS F&P levels provide specific individual strengths and areas for growth for each child. Used along with daily assessment data to inform daily teaching in all content areas all students will demonstrate literacy growth. Student learning will be directly impacted by building the capacity of all stakeholders in being more expert in reflection and goal setting, using assessment, good pedagogy and content knowledge to inform instruction. We scored our school a "2" and believe that by enabling teachers to be proficient in managing their own intervention strategies, students in their care will thrive. We did not make AYP in 2011. We are below growth target according to NWEA which is correlated to the Common Core.
Increase the quality, application and sustained mathematical inquiry of Sabin students using the workshop model as a teaching strategy. This strategy differentiates instruction and enables teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.	NWEA Math levels provide specific individual strengths and areas for growth for each child. Used along with daily assessment data to inform daily teaching in Math, all students will demonstrate growth in their mathematical literacy, technical language, mathematical inquiry and application Student learning will be directly impacted by building the capacity of all stakeholders in being more expert in reflection and goal setting, using assessment, good pedagogy and content knowledge to inform instruction. We scored our school a "2" and believe that by enabling teachers to be proficient in managing their own intervention strategies, students in their care will thrive. We did not make AYP in 2011. We are below growth target according to NWEA which is correlated to the Common Core.

<p>Increase the quality and application of scientific inquiry and domain specific knowledge for all Sabin students using the workshop and inquiry models. These models differentiate instruction and enable teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.</p>	<p>Increase the quality and application of scientific inquiry and domain specific knowledge for all Sabin students using the workshop and inquiry models. These models differentiate instruction and enable teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets. RATIONAL: NWEA science levels provide specific individual strengths and areas for growth for each child. Used along with daily assessment data to inform daily teaching in Science, all students will demonstrate growth in their scientific literacy, technical language and application of scientific inquiry. Student learning will be directly impacted by building the capacity of all stakeholders in being more expert in reflection and goal setting, using assessment, good pedagogy and content knowledge to inform instruction. We scored our school a "2" and believe that by enabling teachers to be proficient in managing their own intervention strategies, students in their care will thrive. We did not make AYP in 2011. We are below growth target according to NWEA which is correlated to the Common Core.</p>
<p>Continue to develop students' identities as writers so that writing in the content areas is transferable.</p>	<p>Students need to identify themselves as mathematicians, scientists and social scientists through their writing, applying and using appropriate language, voice and context in each curriculum area.</p>

Programs & Services

Advanced Placement Courses	No
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
Parent and Community	8-9th Grade Transition Workshops, ESL Workshops, Family Nights, Gang Awareness Workshop, GED English Classes, GED Spanish Classes, Health and Wellness Workshops/Programs, Leadership Development For Parents, Literacy Workshops, Math/Science Workshops, Meeting Space For Parent Groups, Parent Advisory/Group, Parent Advocacy, Parent Patrol
Scholastic	Academic Olympics, Bilingual Support, Book/Reading Club, Chicago History Fair, Homework Club/Study Group, Homework Help, Math Bowl, Science Club, Writers Workshop, Yearbook Club
School-wide Programs and Models	Community School, Kindergarten, Supplemental Educational Services (SES) Tutoring, Community Schools
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	16" Softball, Boys' Basketball, Boys' Soccer, Boys' Track, Boys' Volleyball, Cheerleading, Flag Football, Girls in the Game, Girls' Basketball, Girls' Soccer, Girls' Track, Girls' Volleyball
Supports And Resources	Sabin is a dual language magnet school. We offer art, music, writer's workshop and technology school-wide as well as algebra to 8th graders. As part of the community schools' initiative, we partner with Columbia College to offer after-school programming. Our math and science programs are supported by DePaul. We are a Level 1 school for CPS and made AYP with the state.
Theme Based Magnet	MS: World Language

% of students by race/ethnicity



■ Hispanic
 ■ Black_Non_Hispanic
 ■ White_Non_Hispanic
 ■ American_Indian
 ■ Multi
 ■ Asian
 ■ NA

% 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
10.96	16.94	89.70	0.00			N/A

General Information	
School Level	ES
Geographic Network	Fulton Elementary Network
Geographic Area	Humboldt Park
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	95,219
Year Constructed (MAIN)	1915
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	95219

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>
	\$1,284,201.49	<i>Exterior</i>
	\$2,109,634.67	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,010,458.02	<i>Interiors</i>
	\$202,160.53	<i>Site</i>
Total Campus Need	\$4,606,454.71	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	0
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	60	58	68	62	58	58	68	59	57	0	0	0	0		548
2007	0	56	63	58	66	62	61	62	66	58	0	0	0	0		552
2008	0	62	57	61	67	59	68	66	56	63	0	0	0	0		559
2009	0	67	74	68	73	73	68	73	60	54						543
2010	0	63	67	69	71	69	69	70	66	57	0	0	0	0		601
2011	0	69	65	68	67	70	62	66	66	64	0	0	0	0		597
2012	0	74	70	65	72	66	73	72	64	66	0	0	0	0		622
2013	0	70	70	72	71	63	71	68	62	64	0	0	0	0	0	611

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	68	70	71	73	69	64	72	63	61	0	0	0	0	63	611
2015	0	68	70	71	71	71	70	63	66	62	0	0	0	0	66	612
2016	0	69	70	71	71	69	72	70	58	65	0	0	0	0	58	615
2017	0	68	70	71	71	69	70	71	64	57	0	0	0	0	64	611
2018	0	68	70	71	71	69	70	69	65	63	0	0	0	0	65	616
2019	0	68	70	71	71	69	70	69	63	64	0	0	0	0	63	615
2020	0	68	70	71	71	69	70	69	63	62	0	0	0	0	63	613
2021	0	68	70	71	71	69	70	69	63	62	0	0	0	0	63	613
2022	0	68	70	71	71	69	70	69	63	62	0	0	0	0	63	613
2023	0	68	70	71	71	69	70	69	63	62	0	0	0	0	63	613