



Official School Name
Spry Community Links High School

Address
2400 S Marshall Blvd
Chicago, Illinois 60623

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
188	144	131%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	9-12	Level 2	Overcrowded	

**Mission Statement as of May 2013**

- To foster and nurture strong ties to the community through student-centered initiatives
- To cultivate and nurture a culture of "Si Se Puede" (It can be done) enabling students, parents, teachers, administrators and staff to make valuable contributions to the school environment or culture
- To provide an academically challenging curriculum aligned to the Common Core
- To utilize assessment data to develop a curriculum that promotes student achievement
- To provide students a socially equitable, democratic and fair environment
- To develop a community of life-long learners.
- To respect and appreciate the different learning styles of individual students
- To differentiate instruction by utilizing a variety of research-based instructional strategies
- To provide quality professional development to teachers on research-based instructional strategies which maximize student achievement
- To utilize technology to support the curriculum and develop a knowledge of technology in the workplace

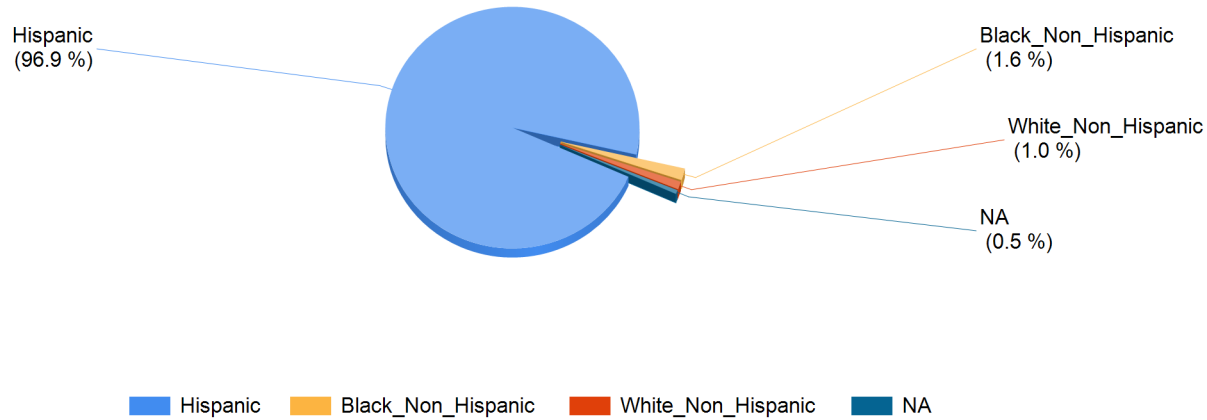
**School Priorities as of May 2013**

Description	Rationale
Raise the rigor of our high school curriculum by effectively incorporating the Common Core into every aspect of our school's academic program; thereby preparing our students for the challenges of post-secondary education.	Attention to the Common Core is about making sure our students are prepared to do college work. From our ACT data we see that we have inconsistent results. While more and more students are scoring +20 on the ACT there are still a great many students who are low performers. We need to give greater attention to these students to identify ways to accelerate their learning. The Common Core provides the alignment that is needed to address student needs and scaffold their learning. Teachers will need to become well versed in the expectations of the Common Core to better prepare students for college work.
Provide a comprehensive retooling of our school culture and climate to provide for the social-emotional and academic needs of our students. Create a school-wide notion of achievement and success and a pathway to college. Provide for student leadership and ownership of school-level decision making.	School culture is about sustaining and reinforcing academic achievement across all workings of the school. All stake-holders are involved in upholding the vision and mission of the school. Student, teacher, and parent surveys indicate that attention to school culture would help address and change negative behaviors. Everyone needs to bear the responsibility of success.
Involve parents at every level of school governance. Focus on building parent capacity to foster academic achievement both at school and within the home. Create channels for parent involvement that lead to development of trusting relationships between teachers, parents, and students.	The message of education needs to be reinforced at home. We need to provide clear expectations for our parents and their students as to what academic success looks like. We need to train and provide leadership opportunities for our parents. It's a matter of extending learning into the home, and breaking down barriers between school and home life.

**Programs & Services**

<b>Advanced Placement Courses</b>	English Literature & Composition, US History, Calculus AB, Spanish Language
<b>College and Career</b>	ACT/SAT Prep Courses, Career Development, College Tours
<b>CTE: Citywide</b>	No
<b>CTE: Other</b>	WECEP
<b>CTE: Traditional Academy</b>	No
<b>CTE: Traditional Program</b>	No
<b>Health and Wellness</b>	Crisis Intervention Services, School-based Health Center
<b>IB Wall-to-Wall/Programme</b>	No
<b>Life and Leadership</b>	Boys/Girls Student Clubs, JROTC, Mock Trial, Peer Mentors, Service Learning/Community Volunteer Program
<b>Parent and Community</b>	ESL Workshops, GED Spanish Classes
<b>Scholastic</b>	Advanced Placement, Chess Team, Chicago History Fair, History Club, Homework Club/Study Group, Math Team, Mayor Daley's Book Club, Science Club, Supplemental Educational Services (SES) Tutoring, Virtual Learning/Online Courses, Yearbook Club
<b>School-wide Programs and Models</b>	Community School, Science Olympiad, Supplemental Educational Services (SES) Tutoring, Community Schools
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Basketball, Boys' Soccer, Chess, Girls' Basketball, Girls' Soccer
<b>Supports And Resources</b>	Community Links is a small school housed within the Spry Community Elementary School. Students applying to Community Links must show a strong level of commitment to high school completion and postsecondary education. During their first year, students work as tutors and teaching assistants.
<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
12.95	11.92	98.96	0.00			N/A

General Information	
School Level	HS
Geographic Network	West Side High School Network
Geographic Area	Pilsen - Little Village
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	106,010
Year Constructed (MAIN)	1889
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	62370
ADDITION	43640

Schools Co-Located on Campus
<b>School Name</b>
SPRY ES

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>Facility Systems Assessed (by Phase)</b>
	\$672,683.44	<i>Exterior</i>
	\$1,883,407.24	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,485,645.59	<i>Interiors</i>
	\$119,831.14	<i>Site</i>
<b>Total Campus Need</b>	<b>\$4,161,567.41</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>	Evaluate Overcrowding Relief
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

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	0	0	0	0	0	0	0	0	0	32	33	28	0		93
2007	0	0	0	0	0	0	0	0	0	0	37	32	32	0		101
2008	0	0	0	0	0	0	0	0	0	0	27	36	32	0		95
2009	0										66	34	31	3		134
2010	0	0	0	0	0	0	0	0	0	0	66	61	27	5		159
2011	0	0	0	0	0	0	0	0	0	0	70	60	55	0	1	186
2012	0	0	0	0	0	0	0	0	0	0	64	68	60	3		195
2013	0	0	0	0	0	0	0	0	0	0	58	51	55	0	7	171

### 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	56	53	51	0	0	167
2015	0	0	0	0	0	0	0	0	0	0	57	51	53	0	0	169
2016	0	0	0	0	0	0	0	0	0	0	57	52	51	0	0	167
2017	0	0	0	0	0	0	0	0	0	0	57	52	52	0	0	168
2018	0	0	0	0	0	0	0	0	0	0	57	52	52	0	0	168
2019	0	0	0	0	0	0	0	0	0	0	57	52	52	0	0	168
2020	0	0	0	0	0	0	0	0	0	0	57	52	52	0	0	168
2021	0	0	0	0	0	0	0	0	0	0	57	52	52	0	0	168
2022	0	0	0	0	0	0	0	0	0	0	57	52	52	0	0	168
2023	0	0	0	0	0	0	0	0	0	0	57	52	52	0	0	168