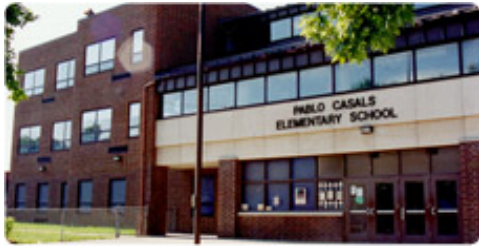


CASALS

Geographic Area - Humboldt Park



| Official School Name |
|--------------------------------|
| Pablo Casals Elementary School |

| Address |
|-------------------------|
| 3501 W Potomac Ave |
| Chicago, Illinois 60651 |

| Number Of Students Served | Capacity | Utilization | Adjusted Capacity | Adjusted Utilization |
|---------------------------|----------|-------------|-------------------|----------------------|
| 459 | 630 | 73% | | |

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

Mission Statement as of May 2013

The mission of Casals School of excellence is to nurture young scholars and equip them with the skills, discipline and knowledge to graduate from college and live fulfilling, productive lives.

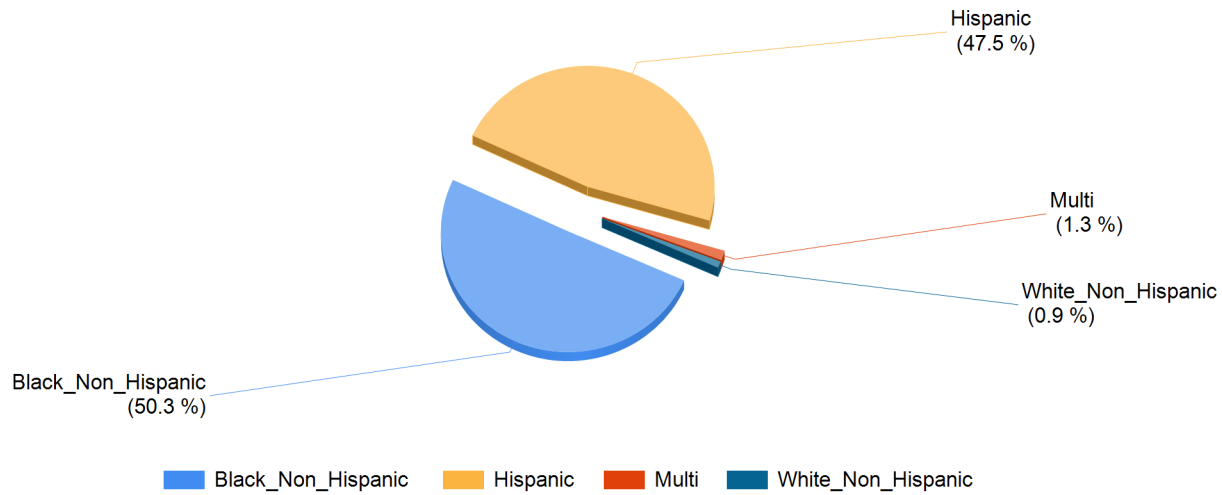
School Priorities as of May 2013

| Description | Rationale |
|--|---|
| Quality reading and writing instruction that implements a balanced literacy model with fidelity. | A solid curriculum program and targeted instructional strategies will increase literacy from 57.5% students meeting/exceeding state standards, and this will enhance students opportunities for learning across all other academic subjects. |
| Quality numeracy instruction and strategies maximize guided math groups based on the guide math model. Teachers will use best practices, formative and summative assessments to increase the numeracy achievement of all students. | An effective and well supported numeracy curriculum will increase student achievement from 66.9% students meeting/exceeding state standards |
| Implement an attendance plan to raise daily student attendance | Raising student attendance from 92% will increase the school's opportunities to implement academic initiatives and improve student learning outcomes. |
| Create and sustain a school culture and climate to decrease misconduct violations and create an environment where students feel safe and welcome and where teaching and learning is respected. | Misconducts need to be reduced from 47.1% to 35%. Reducing discipline incidents will enhance a positive learning environment that is conducive for teaching and learning. The school will use PBIS and Student My Voice, My school data to create effective classroom management systems and an overall school climate, which will positively affect student achievement. |

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 |
| Scholastic | Supplemental Educational Services (SES) Tutoring |
| School-wide Programs and Models | Early Childhood Program, Supplemental Educational Services (SES) Tutoring |
| Selective Enrollment/Gifted Program | No |
| Service Leadership | No |
| Supports And Resources | Casals offers a program of general education instruction in an environment emphasizing the school's pride in its multi-ethnic student body. Casals offers algebra to accelerated students in 8th grade. Casals boasts science and computer labs, as well as Internet access throughout the school. |
| 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 |
|--|-----------------------------|-----------------------------------|---|---|---|------------------------------------|
| 14.25 | 13.39 | 97.84 | 2.81 | 46.3 | 63.9 | N/A |

| General Information | |
|---------------------|--------------------------------------|
| School Level | ES |
| Geographic Network | Garfield-Humboldt Elementary Network |
| Geographic Area | Humboldt Park |
| School Type | District |

| Building(s) Inventory | |
|--|---------------|
| Total Campus Area (S.F.) | 66,550 |
| Year Constructed (MAIN) | 1989 |
| Breakdown by Building Type (S.F.) | |
| Building Type | Building Size |
| MAIN | 66550 |

| Schools Co-Located on Campus |
|------------------------------|
| School Name |

| Campus-wide Air Conditioning | |
|--|------|
| A/C Level | Full |
| Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom. | |

| 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> |
| | \$552,433.31 | <i>Exterior</i> |
| | \$2,842,322.34 | <i>Mechanical, Electrical, Plumbing and Fire Protection</i> |
| | \$239,668.00 | <i>Interiors</i> |
| | \$199,370.60 | <i>Site</i> |
| Total Campus Need | \$3,833,794.25 | 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 | 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 | 29 | 71 | 53 | 59 | 57 | 64 | 73 | 76 | 58 | 69 | 0 | 0 | 0 | 0 | | 580 |
| 2007 | 40 | 58 | 83 | 61 | 62 | 59 | 61 | 78 | 82 | 59 | 0 | 0 | 0 | 0 | | 603 |
| 2008 | 38 | 47 | 55 | 58 | 52 | 51 | 48 | 59 | 60 | 67 | 0 | 0 | 0 | 0 | | 535 |
| 2009 | 39 | 58 | 41 | 51 | 61 | 53 | 46 | 55 | 52 | 55 | | | | | | 414 |
| 2010 | 38 | 53 | 66 | 41 | 50 | 51 | 49 | 45 | 47 | 48 | 0 | 0 | 0 | 0 | | 488 |
| 2011 | 40 | 57 | 56 | 57 | 48 | 48 | 58 | 49 | 42 | 52 | 0 | 0 | 0 | 0 | | 507 |
| 2012 | 40 | 55 | 54 | 63 | 49 | 51 | 50 | 51 | 45 | 46 | 0 | 0 | 0 | 0 | | 504 |
| 2013 | 40 | 52 | 51 | 49 | 43 | 48 | 40 | 32 | 39 | 48 | 0 | 0 | 0 | 0 | 21 | 463 |

Projected 10 Year Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | LRE2-3 | Total |
|------|------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|--------|-------|
| 2014 | 40 | 50 | 49 | 53 | 40 | 42 | 41 | 36 | 30 | 42 | 0 | 0 | 0 | 0 | 30 | 441 |
| 2015 | 40 | 51 | 50 | 50 | 43 | 39 | 36 | 37 | 34 | 32 | 0 | 0 | 0 | 0 | 34 | 432 |
| 2016 | 40 | 51 | 50 | 52 | 41 | 42 | 34 | 32 | 35 | 37 | 0 | 0 | 0 | 0 | 35 | 434 |
| 2017 | 40 | 51 | 50 | 52 | 42 | 40 | 36 | 30 | 30 | 38 | 0 | 0 | 0 | 0 | 30 | 428 |
| 2018 | 40 | 51 | 50 | 52 | 42 | 41 | 35 | 32 | 28 | 33 | 0 | 0 | 0 | 0 | 28 | 424 |
| 2019 | 40 | 51 | 50 | 52 | 42 | 41 | 36 | 31 | 30 | 31 | 0 | 0 | 0 | 0 | 30 | 424 |
| 2020 | 40 | 51 | 50 | 52 | 42 | 41 | 36 | 32 | 29 | 33 | 0 | 0 | 0 | 0 | 29 | 426 |
| 2021 | 40 | 51 | 50 | 52 | 42 | 41 | 36 | 32 | 30 | 32 | 0 | 0 | 0 | 0 | 30 | 426 |
| 2022 | 40 | 51 | 50 | 52 | 42 | 41 | 36 | 32 | 30 | 33 | 0 | 0 | 0 | 0 | 30 | 427 |
| 2023 | 40 | 51 | 50 | 52 | 42 | 41 | 36 | 32 | 30 | 33 | 0 | 0 | 0 | 0 | 30 | 427 |