

NORWOOD PARK

Geographic Area - Sauganash



Official School Name
Norwood Park Elementary School

Address
5900 N Nina Ave
Chicago, Illinois 60631

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
368	330	112%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 1	Efficient	

Mission Statement as of May 2013

Norwood Park School is a neighborhood school focused on a core curriculum and committed to meeting students' individual academic and social-emotional needs. At Norwood Park School, we believe: Language Arts, Math, Science and Social Studies create the core of learning; physical activity, through daily recess, physical education and extracurriculars, are an integral part of every child's education; every student should graduate conversational in a world language; technology plays an important role in the life of a student; students should have access to rich and rigorous academic experiences that are tailored to individual needs; students should exceed test standards on a city, state and national level; and students should graduate prepared to gain admittance to their high school of choice, either public or private.

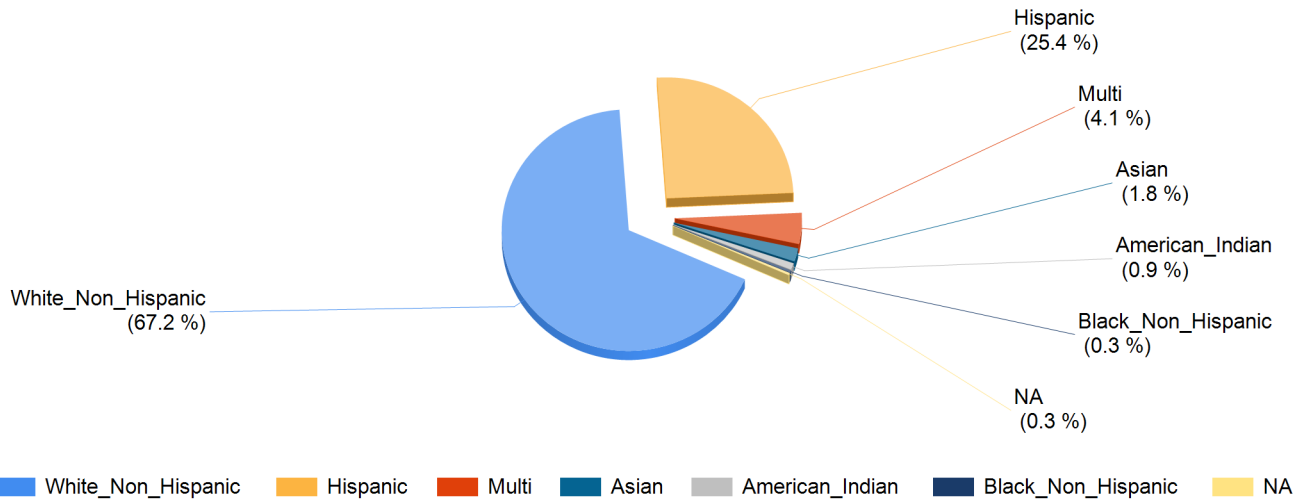
School Priorities as of May 2013

Description	Rationale
Use assessment data to identify individual students' reading learning needs and to plan responsive Common Core aligned instruction that results in growth for each student.	Our dual goal for each of our students is that they perform at high levels of Reading achievement and that they show substantial growth during the course of the year. Benchmark/standardized test and value-add data in Reading reveal that showing and sustaining student growth from year to year has been a particular challenge for our school. Aligning reading instruction to CCSS and using assessment data to identify students' specific learning needs will allow us to plan more targeted instruction that will likely lead to increased growth for all students regardless of whether they are at the bottom, middle or top of their class.
Use assessment data to identify individual students' Math learning needs and to plan responsive Common-Core-aligned instruction that results in growth for each student.	Our dual goal for each of our students is that they perform at high levels of Math achievement and that they show substantial growth during the course of the year. Benchmark/standardized test and value-add data in Math reveal that showing and sustaining student growth from year to year has been a particular challenge for our school. Aligning math instruction to CCSS and using assessment data to identify students' specific learning needs will allow us to plan more targeted instruction that will likely lead to increased growth for all students regardless of whether they are at the bottom, middle or top of their class.
Teachers will effectively embed social-emotional learning, based on the Responsive Classroom framework, into daily instruction.	Because no school-wide approach to social-emotional learning currently exists, behavior expectations for students and classroom management techniques differ from classroom to classroom. Having an appropriate and consistent approach to social-emotional learning would maximize instructional time within each classroom and from year to year as children progress throughout the grades. It also would allow for more robust classroom communities to be built and sustained.

Programs & Services

Advanced Placement Courses	No
Creative	Band/Orchestra, Figure Drawing, Murals, Painting, Sketching, Talent Show
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	Book/Reading Club, Chess Team, Homework Club/Study Group, Yearbook Club
School-wide Programs and Models	Early Childhood Program, After School All Stars
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	16" Softball, Boys' Basketball, Boys' Cross Country, Boys' Soccer, Boys' Softball, Boys' Track, Boys' Volleyball, Flag Football, Football, Girls on the Run, Girls' Basketball, Girls' Cross Country, Girls' Soccer, Girls' Track, Girls' Volleyball
Supports And Resources	Norwood Park consistently ranks as one of the top schools in the city and state. As a World Language Magnet Cluster School, we provide daily instruction in Spanish to all students K-8. With a dedicated, decorated staff of professionals, and active, supportive parents, we are justifiably proud of our reputation as the best example of public education.
Theme Based Magnet	MC: World Language

% 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
17.46	1.48	15.68	0.00	90.5	62.1	N/A

General Information	
School Level	ES
Geographic Network	O'Hare Elementary Network
Geographic Area	Sauganash
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	56,330
Year Constructed (MAIN)	1916
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	56330

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	IN FINAL REVIEW
<u>Facility Systems Assessed (by Phase)</u>		
	\$835,127.15	<i>Exterior</i>
	\$231,168.08	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$671,493.68	<i>Interiors</i>
	\$134,422.86	<i>Site</i>
Total Campus Need	\$1,872,211.77	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	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	41	40	32	32	35	38	44	33	31	37	0	0	0	0		322
2007	40	30	43	32	33	38	39	42	30	30	0	0	0	0		317
2008	39	41	26	41	35	33	36	36	41	31	0	0	0	0		359
2009	40	28	45	30	39	37	34	36	33	40						294
2010	40	46	29	44	33	42	40	35	39	32	0	0	0	0		380
2011	40	34	41	30	43	32	42	41	28	40	0	0	0	0		371
2012	40	29	32	39	28	44	32	44	42	28	0	0	0	0		358
2013	40	30	34	25	27	40	26	35	27	33	0	0	0	0	9	326

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	40	29	31	30	26	27	36	26	32	26	0	0	0	0	32	313
2015	40	30	32	27	31	26	24	36	23	31	0	0	0	0	23	309
2016	40	30	32	28	28	31	24	24	32	22	0	0	0	0	32	300
2017	40	30	32	28	29	28	28	24	21	31	0	0	0	0	21	300
2018	40	30	32	28	29	29	26	28	21	20	0	0	0	0	21	292
2019	40	30	32	28	29	29	27	26	25	20	0	0	0	0	25	295
2020	40	30	32	28	29	29	27	27	23	24	0	0	0	0	23	298
2021	40	30	32	28	29	29	27	27	24	22	0	0	0	0	24	297
2022	40	30	32	28	29	29	27	27	24	23	0	0	0	0	24	298
2023	40	30	32	28	29	29	27	27	24	23	0	0	0	0	24	298