

PECK

Geographic Area - McKinley Park



Official School Name
Ferdinand Peck Elementary School

Address
3826 W 58th St
Chicago, Illinois 60629

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
1609	780	206%	1,290	125%

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

Mission Statement as of May 2013

Through a combined effort of all stakeholders, Peck School will provide a nurturing and safe learning environment by focusing on high quality instruction in the core curriculum areas to help ensure that all students are college and career ready. Peck School will provide needed educational programs for parents and community in support of learning and personal development. Peck School will provide opportunities for all staff to pursue higher education in a variety of areas to build professional capacity in our school.

School Priorities as of May 2013

Description	Rationale
Provide a rigorous curriculum in Reading and Math that is aligned to the Common Core Standards in order to increase student proficiency and improve our students' college and career readiness.	According to the data (DIBELS, IDEL, Scantron, mClass, Explore), our ISAT reading trends dropped slightly and have incrementally increased in Math in recent years. By identifying student deficits in learning and utilizing the necessary interventions, such as Reading Plus, Lexia, and Destination Math--student achievement in the core curriculum will be positive and support our goal of increasing our "Exceeding" percentage rate in Literacy and Math.
Provide enhanced support and instructional opportunities for students with disabilities and LEP students in the core instructional program and increase language proficiency so that bilingual students transition successfully into the general education program.	According to ACCESS data, the majority of our students are identified as "developing" and "expanding" in their language proficiency levels. These two subgroups need the continued support systems currently in place, such as intensive support during the school-day and after-school tutoring, differentiated instruction, and technology interventions (Reading Plus, Lexia, and Destination Math). Also, the school has an increasing number of identified Special Education and Bilingual students and as such, the hiring of HQTs and appropriately certified staff is key to impacting instruction and student achievement. By sustaining the current efforts and increasing staff, we would achieve our goal of preparing and ensuring that all our students are college and career ready.
Increase science achievement by using the district supported curriculum and increase the current integration of reading and writing with Science and Technology through the Common Core State Standards.	According to ISAT Science data, our overall scores in the 4th grade have decreased slightly, but the percentage of students "exceeding" category has increased. In the 7th Grade, we have seen both a decrease in overall score and the "meets & exceeds" categories. By providing more support in the upper grades and sustaining our current efforts in the lower grades, such as replenishing supplies and continued support in the classrooms with technology resources, such as BrainPop and other classroom tools--we will be able to accomplish our goal of improving student achievement and meeting our performance goals.

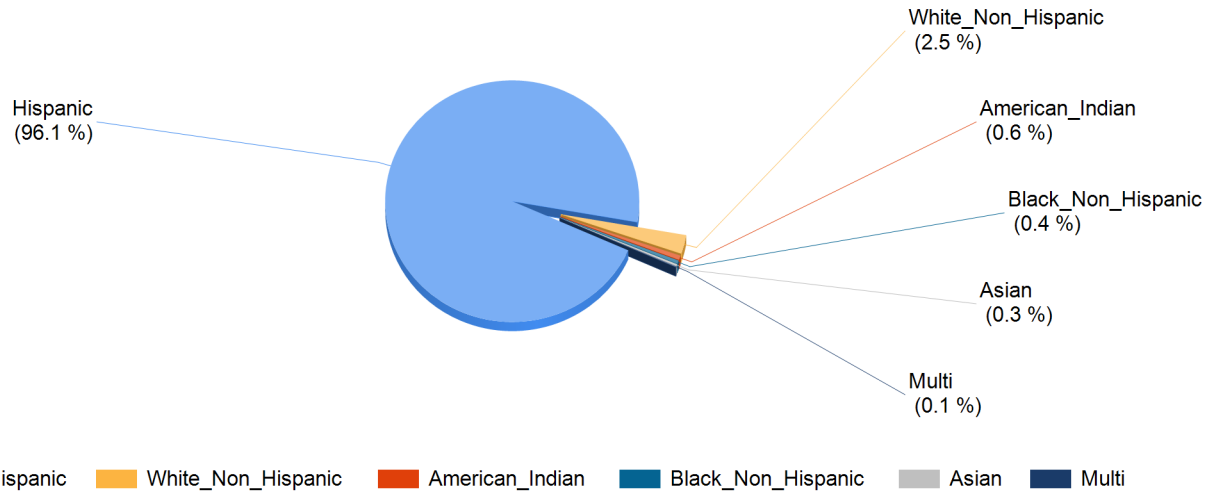
Strengthen family and community involvement by increasing the quantity and quality of extended learning activities and home-school communications.

Based on surveys, feedback and input from the BAC, NCLB-PAC, and LSC--the school is providing appropriate services that keep the parents and community informed and abreast of what is taking place at the school. The school will continue its regular, effective two-way communication between school staff and families regarding student expectations and student progress. Through our collaborative relationship with the Southwest Youth Collaborative, the school will continue providing training and resources to promote educational, recreational, and social programs for the children of Peck and their families.

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, Community School, International Language Academy, Kindergarten, Supplemental Educational Services (SES) Tutoring, Community Schools
Selective Enrollment/Gifted Program	Specific Aptitude
Service Leadership	No
Supports And Resources	Peck is a Mathematics and Science Magnet Cluster School and provides pre-algebra for Grades 7-8, a Great Books for gifted students, the computer-assisted program Acc.Re, Lexia, and headsprout for improvement in reading for low-level tiers. Peck has computer, math, and science labs. Peck partners externally with SWt Youth Collaboratives, St. Xavier, and CIS.
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
7.10	48.34	89.58	0.26	78.6	97.7	NEED DATA

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

Schools Co-Located on Campus
School Name

Building(s) Inventory	
Total Campus Area (S.F.)	96,608
Year Constructed (MAIN)	1926
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	79624
ANNEX	16984

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>
	\$275,812.68	<i>Exterior</i>
	\$571,942.80	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$451,137.83	<i>Interiors</i>
	\$108,774.38	<i>Site</i>
Total Campus Need	\$1,407,667.69	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	Evaluate Overcrowding Relief
Planned Capital Projects	
Fiscal Year	2014
Proposed Budget	\$2,000,000
Project Type	New 6-Classroom Modular

Current Academic Facilities Available on Campus	
ART	0
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	0
SCIENCE	YES
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	89	181	167	164	150	124	112	137	124	137	0	0	0	0		1296
2007	90	202	173	162	169	153	123	134	126	122	0	0	0	0		1364
2008	124	160	200	166	165	162	151	121	126	125	0	0	0	0		1500
2009	130	173	153	186	165	159	161	153	128	124						1229
2010	177	167	177	147	177	155	149	153	143	124	0	0	0	0		1569
2011	174	178	171	171	143	164	150	139	140	137	0	0	0	0		1567
2012	150	186	176	164	168	133	155	145	138	138	0	0	0	0		1553
2013	148	181	178	183	175	153	157	129	138	125	0	0	0	0	0	1567

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	146	179	182	176	183	163	158	148	123	129	0	0	0	0	123	1587
2015	147	179	180	180	176	171	168	147	139	114	0	0	0	0	139	1601
2016	147	160	160	177	180	164	175	156	138	129	0	0	0	0	138	1586
2017	147	170	170	158	177	168	169	163	147	128	0	0	0	0	147	1597
2018	147	165	165	168	158	165	173	157	153	136	0	0	0	0	153	1587
2019	147	168	168	163	168	147	170	161	148	142	0	0	0	0	148	1582
2020	147	168	168	166	163	156	151	158	152	137	0	0	0	0	152	1566
2021	147	167	167	166	166	152	160	140	149	141	0	0	0	0	149	1555
2022	147	168	168	165	166	154	156	149	132	138	0	0	0	0	132	1543
2023	147	168	168	166	165	154	158	145	141	122	0	0	0	0	141	1534