



Official School Name
William Penn Elementary School

Address
1616 S Avers Ave
Chicago, Illinois 60623

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
402	570	71%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 3	Underutilized	

**Mission Statement as of May 2013**

If, the educators of William Penn Elementary School provide students with opportunities to engage in literature, writing, mathematical and science concepts that are hands on, as well as technology that is current and allows students to explore outside of the classroom...If, students are provided a safe and positive learning environment in which they are not afraid to ask questions, give their opinions or debate on issues in which they have taken a stance...If, administrators provide needed professional development based on the strengths and weaknesses of the educators, and provide opportunities for teachers to collaboratively plan using data consistently to make decisions about students instructional needs

Then, students will learn and reach their potential as individuals who choose to be successful in high school and go on to colleges and universities where they will prove to leaders and creators of their own destinies.

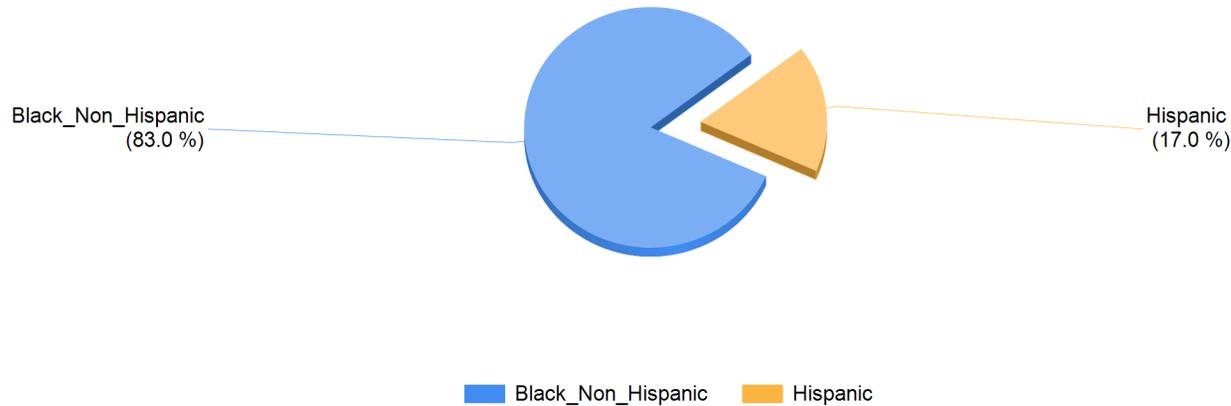
**School Priorities as of May 2013**

Description	Rationale
Establishing a school culture and learning environment whereas students look forward to coming to school and are eager to learn.	If we keep parents consistently informed, celebrate our student's attendance successes, and stay abreast of our school's attendance data then we will maintain and increase our school attendance to a minimum of 96%.
Establishing rigorous science instruction in which each student is expected to learn at high levels; each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.	Currently less than 50% of students are meeting/exceeding standards in science and 0% are exceeding. If we ensure that our teachers are abreast of current best practices, increase the number of student problem solving/hands on learning opportunities, and design Common Core base science curriculum plans/ assessments (with the knowledge of our students' diverse learning styles), then we will significantly increase our meets/exceeds to a minimum of 60% school wide.
Establishing a rigorous literacy classroom environment in which each student is expected to learn at high levels; each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.	Penn currently has a -0.2 Value Added in Reading which impedes our goal of getting off of probation. If we ensure that our teachers are abreast of current literacy best practices, implement rigorous small group reading instruction within our classrooms, design quarterly CCSS & ILS curriculum maps which includes RTI strategies, and progress monitoring, then we will increase our overall meets/exceeds in reading to a minimum of 65%.
Improve current school climate by establishing a set of common expectations, mutual trust between school stakeholders, and a belief that student success and engagement in school are the responsibility of ALL school stakeholders	If we improve our current school climate by establishing a set of common expectations, mutual trust between school stakeholders, and a belief that student success and engagement in school are the responsibility of ALL school stakeholders, then teachers will be able to focus on student achievement as the priority goal as well as support students' individual needs.

**Programs & Services**

<b>Advanced Placement Courses</b>	No
<b>CTE: Citywide</b>	No
<b>CTE: Other</b>	No
<b>CTE: Traditional Academy</b>	No
<b>CTE: Traditional Program</b>	No
<b>Health and Wellness</b>	Crisis Intervention Services, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>Scholastic</b>	Supplemental Educational Services (SES) Tutoring
<b>School-wide Programs and Models</b>	Early Childhood Program, Supplemental Educational Services (SES) Tutoring, Community Schools
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Supports And Resources</b>	Penn offers a rigorous and relevant curriculum, before- and after-school programs, math and reading academic enrichment, mentoring with alumni partners from Cornell University, and a variety of social programs before and after school. The school enjoys partnerships with many organizations including Family Focus (21st Century), After School All Stars, and Cornell Univ.
<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
31.35	14.05	92.43	9.19	36.9	46.2	N/A

General Information	
School Level	ES
Geographic Network	Austin-North Lawndale Elementary Network
Geographic Area	North Lawndale
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	158,325
Year Constructed (MAIN)	1907
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	158325

Schools Co-Located on Campus
<b>School Name</b>
KIPP ASCEND

Campus-wide Air Conditioning	
A/C Level	None
No A/C: Many of these Campuses have air conditioning for administrative offices and in limited classroom such as Kindergarten, Pre-K and computer labs (per program requirements).	

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>
	\$1,325,980.37	<i>Exterior</i>
	\$3,626,278.37	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,643,404.62	<i>Interiors</i>
	\$188,356.74	<i>Site</i>
<b>Total Campus Need</b>	<b>\$6,784,020.10</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>	Maintain
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

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	59	50	51	58	61	44	63	68	48	47	0	0	0	0		490
2007	53	22	48	43	38	41	37	54	43	41	0	0	0	0		367
2008	38	50	36	41	46	41	38	35	62	34	0	0	0	0		421
2009	49	36	43	34	48	38	34	34	33	49						313
2010	58	33	40	38	45	36	37	30	28	31	0	0	0	0		376
2011	56	42	43	44	54	37	36	41	38	27	0	0	0	0		418
2012	53	29	35	49	58	50	37	48	28	36	0	0	0	0		423
2013	32	28	28	22	33	36	23	36	28	29	0	0	0	0	80	375

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	30	30	26	24	28	25	27	28	29	26	0	0	0	0	29	347
2015	31	30	27	22	30	20	19	31	25	29	0	0	0	0	25	338
2016	31	29	27	24	28	22	15	22	28	24	0	0	0	0	28	326
2017	31	30	27	23	30	20	17	17	19	27	0	0	0	0	19	316
2018	31	30	27	24	29	22	15	19	15	19	0	0	0	0	15	306
2019	31	30	27	24	30	21	17	17	17	15	0	0	0	0	17	304
2020	31	30	27	24	30	22	16	19	15	17	0	0	0	0	15	306
2021	31	30	27	24	30	22	17	18	17	15	0	0	0	0	17	306
2022	31	30	27	24	30	22	17	19	16	17	0	0	0	0	16	308
2023	31	30	27	24	30	22	17	19	17	16	0	0	0	0	17	308