

PETERSON

Geographic Area - Albany Irving



Official School Name
Mary Gage Peterson Elementary School

Address
5510 N Christiana Ave
Chicago, Illinois 60625

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
861	900	96%	990	87%

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

Mission Statement as of May 2013

Vision: College Graduates. Community Leaders. Cultural Ambassadors

Our purpose or mission is to provide a challenging, backwards-designed curriculum aligned to the Common Core State Standards that guarantees mastery and prepares all students for graduation from college. It will be built upon texts that are complex, represent diverse cultures and experiences, and are relevant to our students and their lives. We will use authentic, performance-based assessments that allow students to transfer their knowledge and skills to real-world situations. Our instruction will address the needs of our students and will be designed to support all learners. We will build a caring and safe environment that cultivates the intellectual, physical, social, and emotional growth of our students while honoring the uniqueness of our students and respecting their gifts and talents. We will build partnerships with families identifying the crucial role they play in the development of their child, encouraging their presence in the hallways, classroom, and working with us to plan extracurricular activities. We will collaborate with the community to ensure that all families have equitable and ample access to information and support, and we will keep them informed about school goals, projects, and progress. Students will take a fundamental role in both their academics and the culture and climate of the school through practices such as student led conferences, student designed and implemented extracurricular programming, and student government and peer juries.

School Priorities as of May 2013

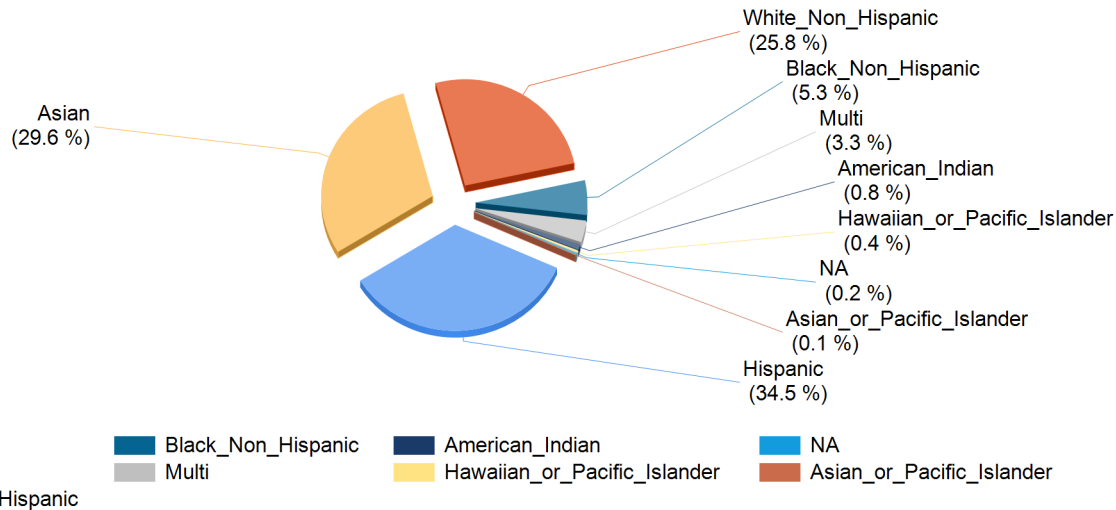
Description	Rationale
School-wide Curriculum- A vertical aligned program based upon the common core standards in all subjects with the appropriate resources for students.	In order to meet the higher standards of the Common Core assessments, we are working to create backwards designed units so that we can make college readiness expectations on the EXPLORE (39% are ready in reading, 49% in math). Additionally we have several classes on grade level, but not making growth because the curriculum is not aligned to the college readiness standards.
School-wide Instruction- A set of common strategies both universal and domain specific across the school that are implemented with fidelity. These strategies should stem from research-based best practices and utilize appropriate 21st century tools.	There is a need to develop common literacy strategies that allow students to comprehend and access complex texts to be ready for the common core. With 1/3 of our middle school students below grade level in reading, we need efficient and effective literacy instruction in order to get students to grade level.
School-wide Culture- An intentionally designed set of pro-social experiences through Responsive Classroom/Developmental Designs/PBIS framework to create an environment focused on college ready interactions. A developmental approach that treats all reactive discipline incidents as a learning opportunity.	While discipline and attendance are not significant issues at Peterson, the development of a college-ready culture is crucial to our success achieving our academic goals according to the school-effectiveness framework. We must develop a vision and plan for what this proactive culture looks like and determine the measures we will utilize to recognize when we have achieved it.

<p>Response to Intervention- An intentional a data-driven school-wide program and strategies for identifying students and systematizing interventions to determine effectiveness.</p>	<p>About half of our students are not making typical growth on the NWEA at both the high and low end of the bell curve. We have a significant amount of students below grade level in math and reading. We need to be intentional in how we target and monitor support for these students.</p>
<p>Family Engagement- The involvement of parents in the day-to-day fabric of the school experience, a welcoming and valuing of all parental contributions to the school community. The proactive communication from the school and teachers to provide parents the information and tools they need and ensure that parents are a partner and not simply recipients of information and decisions.</p>	<p>The parent community regularly engaged in Peterson events as evidenced through volunteer sign in sheets, community event ticket sales, and conferences is not reflective of the diversity of our population. We must develop ways to engage and leverage all parent and family members within the school community. We must have more consistent communication systems and clearer more rigorous expectations for communication throughout the year.</p>

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
School-wide Programs and Models	Early Childhood Program, After School All Stars, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Boys' Cross Country, Boys' Golf, Boys' Tennis, Boys' Volleyball, Chess, Girls' Basketball, Girls' Cross Country, Girls' Golf, Girls' Soccer, Girls' Tennis, Girls' Track
Supports And Resources	Peterson offers an instructional program that is differentiated for all students. Music, including band, choir, musicals, and an orchestra are available. We also have a comprehensive athletic program. We place an emphasis on student leadership and empowerment through our middle school model. Our academics focus on preparing students for selective high schools.
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
8.42	20.35	76.49	0.00	81.8	96.5	N/A

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

Schools Co-Located on Campus
School Name

Building(s) Inventory	
Total Campus Area (S.F.)	97,862
Year Constructed (MAIN)	1925
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	65087
ADDITION_1	7060
ADDITION_2	25715

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>
	\$1,152,235.37	<i>Exterior</i>
	\$1,305,109.52	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$745,896.58	<i>Interiors</i>
	\$319,055.88	<i>Site</i>
Total Campus Need	\$3,522,297.35	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	YES
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	38	97	89	91	102	93	112	111	100	86	0	0	0	0		881
2007	60	80	106	87	94	102	104	120	107	101	0	0	0	0		901
2008	60	82	97	99	82	95	94	109	115	106	0	0	0	0		939
2009	58	71	89	104	94	79	99	91	112	128						796
2010	60	86	77	86	108	99	91	101	89	112	0	0	0	0		909
2011	59	80	87	76	90	101	100	88	104	93	0	0	0	0		878
2012	40	82	84	87	78	98	98	103	85	101	0	0	0	0		856
2013	40	94	103	90	81	85	68	92	95	107	0	0	0	0	0	855

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	40	100	98	99	91	80	82	67	93	94	0	0	0	0	93	844
2015	40	97	100	94	100	87	77	80	69	92	0	0	0	0	69	836
2016	40	97	99	97	95	97	84	75	82	68	0	0	0	0	82	834
2017	40	98	99	95	98	91	94	82	77	81	0	0	0	0	77	855
2018	40	97	99	96	96	94	88	92	84	76	0	0	0	0	84	862
2019	40	97	99	96	97	92	91	86	94	83	0	0	0	0	94	875
2020	40	97	99	96	97	93	89	89	88	93	0	0	0	0	88	881
2021	40	97	99	96	97	93	90	87	91	87	0	0	0	0	91	877
2022	40	97	99	96	97	93	90	88	89	90	0	0	0	0	89	879
2023	40	97	99	96	97	93	90	88	90	88	0	0	0	0	90	878