

**BRIDGE**

**Geographic Area - Reed-Dunning**



| Official School Name              |
|-----------------------------------|
| Norman A Bridge Elementary School |

| Address                 |
|-------------------------|
| 3800 N New England Ave  |
| Chicago, Illinois 60634 |

| Number Of Students Served | Capacity | Utilization | Adjusted Capacity | Adjusted Utilization |
|---------------------------|----------|-------------|-------------------|----------------------|
| 1047                      | 480      | 218%        | 810               | 129%                 |

| 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**

It is the fundamental mission of Bridge School to provide the opportunities and resources in the least restricted environment for students of all ages, abilities, and disabilities including general education, Special Education and English Language Learner students, to develop and emphasize the academic and social skills they need to pursue personal goals and to make positive contributions to the greater community. By combining forward-thinking professionals, abundant learning materials, academic supports for unique learning needs, current technology, and community and parental resources, Bridge School will nurture and encourage a generation of life-long learners. Bridge stakeholders will then be able to assess, evaluate, and synthesize data and will be able to generate positive ideas for current and future situations as they become college and career ready.

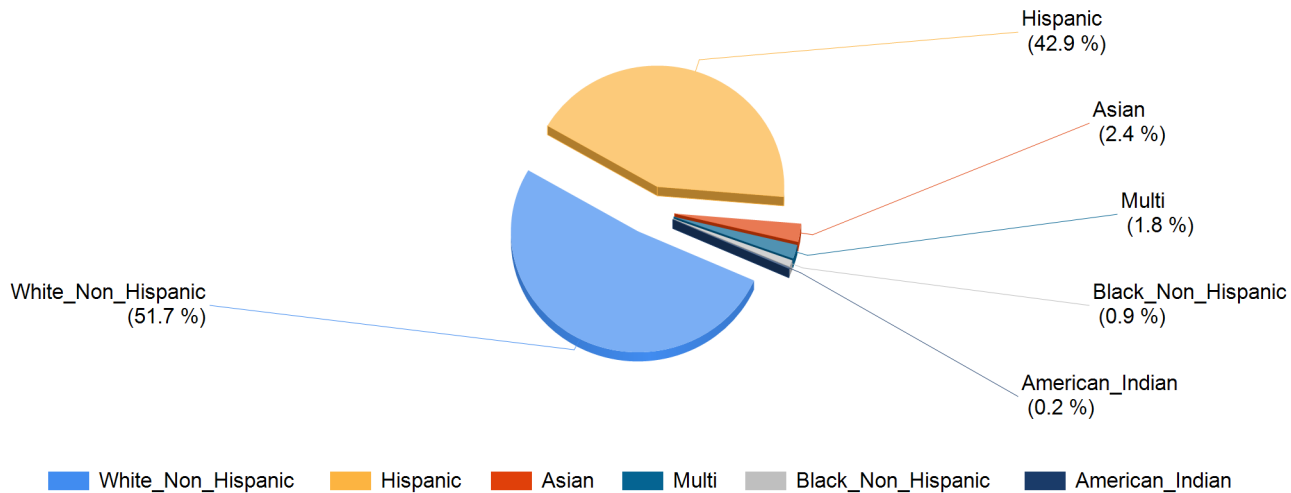
**School Priorities as of May 2013**

| Description   | Rationale  |
|---|--|
| Improve academic rigor in Reading instruction to increase student achievement levels 5% in the K-2 (Early Literacy), 3-5/6-8 (NWEA MAP) student grade groups with enhanced focus on ELL/SPED student subgroups. | Improved academic rigor in Reading instruction will increase student achievement resulting in a higher level of student college and career readiness.      |
| Improve academic rigor in Math instruction to increase student achievement levels 5% in the K-2 (Early Literacy), 3-5/6-8 (NWEA MAP) student grade groups with enhanced focus on ELL/SPED student subgroups.    | Improved academic rigor in Math instruction will increase student achievement resulting in a higher level of student college and career readiness.         |
| Create a Common Core State Standard based instructional/assessment program for Language Arts, Reading and Math.   | A CCSS based curriculum will add rigor to the educational program which will result in higher achievement levels for student college and career readiness. |

## Programs & Services

|  |   |
|--|---|
| <b>Advanced Placement Courses</b>          | No  |
| <b>Creative</b>                            | Dance, Plays/Acting   |
| <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>Parent and Community</b>                | Family Nights   |
| <b>Scholastic</b>                          | Chess Team, Journalism Club, Supplemental Educational Services (SES) Tutoring   |
| <b>School-wide Programs and Models</b>     | Early Childhood Program, Kindergarten, Supplemental Educational Services (SES) Tutoring   |
| <b>Selective Enrollment/Gifted Program</b> | No  |
| <b>Service Leadership</b>                  | No  |
| <b>Sports and Fitness</b>                  | Boys' Basketball, Boys' Soccer, Boys' Softball, Boys' Track, Chess, Football, Girls' Basketball, Girls' Track, Girls' Volleyball  |
| <b>Supports And Resources</b>              | Bridge is a neighborhood school noted for its high-achieving academic program and dedicated staff. In 2007 Bridge School earned the CPS "Exemplary Achievement Award" for five years of consecutive gains on the Illinois Standard Achievement Test. Chicago magazine (October, 2010 issue) named Bridge a "Promising Places" school in its 121 Great Public Schools issue. |
| <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 |
|--|-----------------------------|-----------------------------------|---|---|---|------------------------------------|
| 11.46  | 29.90                       | 75.63                             | 0.10                                      | 83  | 93.7  | N/A                                |

| General Information |                           |
|---------------------|---------------------------|
| School Level        | ES                        |
| Geographic Network  | O'Hare Elementary Network |
| Geographic Area     | Reed-Dunning              |
| School Type         | District                  |

| Building(s) Inventory                    |               |
|--|---------------|
| Total Campus Area (S.F.)                 | 112,234       |
| Year Constructed (MAIN)                  | 1926          |
| <b>Breakdown by Building Type (S.F.)</b> |               |
| Building Type                            | Building Size |
| MAIN                                     | 74754         |
| LEASED                                   | 37480         |

| Schools Co-Located on Campus |
|------------------------------|
| <u>School Name</u>           |

| 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><u>Facility Systems Assessed (by Phase)</u></b>   |
|   | \$1,277,564.86        | <i>Exterior</i>  |
|   | \$2,916,781.01        | <i>Mechanical, Electrical, Plumbing and Fire Protection</i>  |
|   | \$2,163,747.30        | <i>Interiors</i>   |
|   | \$822,378.70          | <i>Site</i>  |
| <b>Total Campus Need</b>  | <b>\$7,180,471.87</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> | Evaluate Overcrowding Relief |
| <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 | 0    | 56  | 79  | 78  | 80  | 77 | 82 | 97  | 77  | 91  | 0  | 0   | 0   | 0   |       | 717   |
| 2007 | 0    | 66  | 74  | 83  | 69  | 81 | 81 | 87  | 88  | 81  | 0  | 0   | 0   | 0   |       | 710   |
| 2008 | 0    | 69  | 83  | 82  | 93  | 70 | 94 | 86  | 89  | 95  | 0  | 0   | 0   | 0   |       | 761   |
| 2009 | 0    | 67  | 84  | 91  | 87  | 88 | 70 | 95  | 86  | 84  |    |     |     |     |       | 685   |
| 2010 | 116  | 89  | 85  | 88  | 88  | 82 | 93 | 65  | 93  | 88  | 0  | 0   | 0   | 0   |       | 887   |
| 2011 | 117  | 93  | 94  | 92  | 90  | 94 | 78 | 107 | 71  | 100 | 0  | 0   | 0   | 0   |       | 936   |
| 2012 | 120  | 122 | 104 | 89  | 99  | 85 | 96 | 89  | 108 | 82  | 0  | 0   | 0   | 0   |       | 994   |
| 2013 | 117  | 115 | 114 | 134 | 127 | 98 | 93 | 84  | 95  | 95  | 0  | 0   | 0   | 0   | 4     | 1076  |

### Projected 10 Year Enrollment

| Year | PreK | KG  | G1  | G2  | G3  | G4  | G5  | G6  | G7  | G8  | G9 | G10 | G11 | G12 | LRE2-3 | Total |
|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|--------|-------|
| 2014 | 116  | 112 | 120 | 120 | 148 | 122 | 97  | 93  | 86  | 96  | 0  | 0   | 0   | 0   | 86     | 1114  |
| 2015 | 80   | 93  | 92  | 126 | 132 | 144 | 119 | 97  | 96  | 87  | 0  | 0   | 0   | 0   | 96     | 1070  |
| 2016 | 80   | 60  | 60  | 97  | 139 | 129 | 142 | 120 | 100 | 98  | 0  | 0   | 0   | 0   | 100    | 1029  |
| 2017 | 80   | 60  | 60  | 63  | 107 | 135 | 127 | 142 | 123 | 101 | 0  | 0   | 0   | 0   | 123    | 1002  |
| 2018 | 80   | 60  | 60  | 63  | 69  | 104 | 133 | 128 | 146 | 125 | 0  | 0   | 0   | 0   | 146    | 972   |
| 2019 | 80   | 60  | 60  | 63  | 69  | 67  | 102 | 134 | 131 | 148 | 0  | 0   | 0   | 0   | 131    | 918   |
| 2020 | 80   | 60  | 60  | 63  | 69  | 67  | 66  | 103 | 137 | 133 | 0  | 0   | 0   | 0   | 137    | 842   |
| 2021 | 80   | 90  | 90  | 63  | 69  | 67  | 66  | 67  | 105 | 139 | 0  | 0   | 0   | 0   | 105    | 840   |
| 2022 | 80   | 90  | 90  | 95  | 69  | 67  | 66  | 67  | 68  | 107 | 0  | 0   | 0   | 0   | 68     | 803   |
| 2023 | 80   | 90  | 90  | 95  | 104 | 67  | 66  | 67  | 68  | 69  | 0  | 0   | 0   | 0   | 68     | 800   |