



Official School Name
John C Coonley Elementary School

Address
4046 N Leavitt St
Chicago, Illinois 60618

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
730	540	135%		

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

**Mission Statement as of May 2013**

- Our Mission:  
 Coonley School is committed to providing:
- High Quality Instruction
  - Outstanding Academic Programs
  - Comprehensive Student Development Supports
  - Enriching After School Programs
  - Involved Family and Community Partnerships

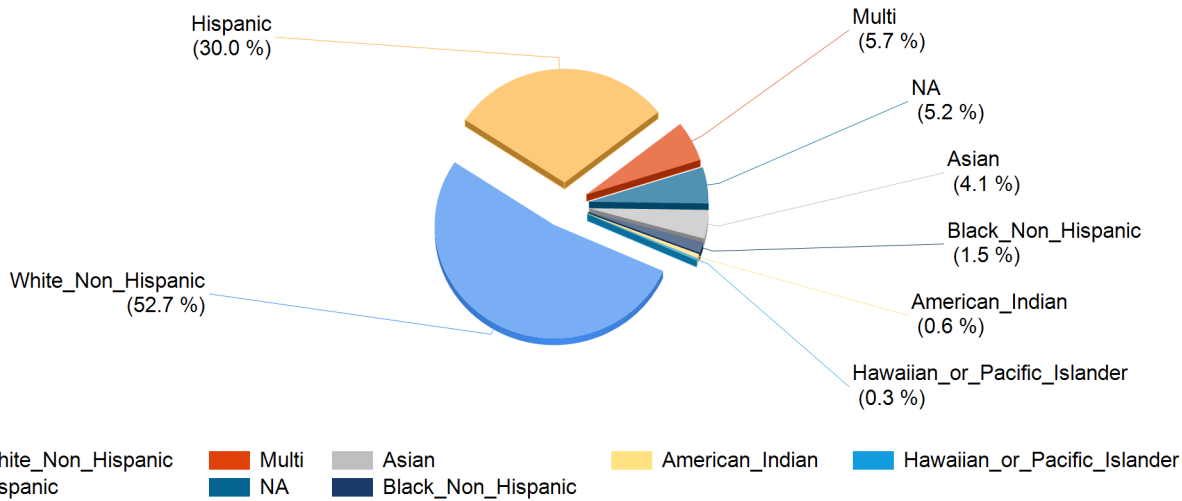
**School Priorities as of May 2013**

Description	Rationale
Expand Common Core Standard Implementation throughout the school. Build on the strong implementation in grades K-2 as grades 3-8 make the transition from addressing both Illinois State Standards and Common Core Standards to solely the Common Core. Analyze current instructional practices and define areas of the curriculum where infusion of the rigor of the Common Core Standards will create opportunities for advancing student achievement.	A collaborative analysis of curriculum and instructional practice through the lens of the common core standards will align school-wide priorities and create a framework to address goals and standards. Student achievement will increase as a result of the more cohesive curriculum and increased rigor throughout.
Strengthen and grow our professional learning community focusing on collaboration and development of effective instructional strategies. Use these collaborative groups to empower teachers to reflect on current practices and improve instruction.	Collaborative professional learning communities (PLC) can sustain effective change, and produce continuity of practice and procedures throughout a school environment. Evaluation will be based on student performance as well as internal and external PLC review.
Use the most current student achievement data to provide a basis for ongoing differentiation of instruction throughout the year. Also utilize data to monitor the progress of students receiving reading and mathematics interventions (RtI).	Analysis of student data (universal screeners and periodic assessments) creates the feedback necessary to adjust instructional methods and interventions fluidly. Evaluation of interventions and differentiation within grade level and RtI teams will ensure best practices and increased student achievement.
Expand opportunities within enrichment classes to provide an enhanced and deeper understanding of the standards and objectives of each enrichment area and explore the interconnectedness of all subjects.	Enrichments are a fundamental part of our educational environment. A deeper focus on standards and an increased connection to the core curriculum will increase student achievement. A school-wide shared approach to student reflection will provide continuity.

**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>School-wide Programs and Models</b>	Early Childhood Program, Kindergarten, After School All Stars, Science Olympiad, You Be the Chemist
<b>Selective Enrollment/Gifted Program</b>	Regional Gifted Center
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	16" Softball, Boys' Basketball, Boys' Soccer, Chess, Girls' Basketball, Girls' Tennis
<b>Supports And Resources</b>	The John C. Coonley School strives to be the premier neighborhood school in the Northcenter Community by encouraging its students to become scholars who reflect on their academic achievements, are motivated towards postsecondary opportunities, seek new challenges, and provide service to their community.
<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
16.34	12.15	32.26	0.28	78.5	61.7	NEED DATA

General Information	
School Level	ES
Geographic Network	Ravenswood-Ridge Elementary Network
Geographic Area	Ravenswood
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	72,304
Year Constructed (MAIN)	1902
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	66959
ADDITION	5345

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

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	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$790,861.50	<i>Exterior</i>
	\$2,214,186.26	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$341,542.63	<i>Interiors</i>
	\$236,813.72	<i>Site</i>
<b>Total Campus Need</b>	<b>\$3,583,404.11</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	0
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	63	32	27	16	24	16	33	34	31	35	0	0	0	0		248
2007	106	30	27	21	12	23	21	28	29	31	0	0	0	0		222
2008	86	58	32	27	24	17	24	23	25	34	0	0	0	0		350
2009	129	84	69	28	24	25	15	22	19	27						229
2010	143	83	79	68	28	31	21	23	22	19	0	0	0	0		517
2011	127	90	81	88	68	28	34	23	25	18	0	0	0	0		582
2012	98	120	93	87	88	70	31	31	23	22	0	0	0	0		663
2013	86	116	92	91	89	87	87	61	31	20	0	0	0	0	37	797

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	80	118	92	89	96	91	86	88	56	31	0	0	0	0	56	864
2015	80	118	92	89	94	98	90	87	81	55	0	0	0	0	81	921
2016	80	118	92	89	94	96	97	91	80	80	0	0	0	0	80	954
2017	80	118	92	89	94	96	95	98	84	79	0	0	0	0	84	962
2018	80	118	92	89	94	96	95	96	90	83	0	0	0	0	90	970
2019	80	118	92	89	94	96	95	96	88	89	0	0	0	0	88	974
2020	80	118	92	89	94	96	95	96	88	87	0	0	0	0	88	972
2021	80	118	92	89	94	96	95	96	88	87	0	0	0	0	88	972
2022	80	118	92	89	94	96	95	96	88	87	0	0	0	0	88	972
2023	80	118	92	89	94	96	95	96	88	87	0	0	0	0	88	972