

**PRITZKER**

**Geographic Area - Near North**



| Official School Name |
|----------------------|
| A.N. Pritzker School |

| Address                 |
|-------------------------|
| 2009 W Schiller St      |
| Chicago, Illinois 60622 |

| Number Of Students Served | Capacity | Utilization | Adjusted Capacity | Adjusted Utilization |
|---------------------------|----------|-------------|-------------------|----------------------|
| 699                       | 750      | 93%         |                   |                      |

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

**Mission Statement as of May 2013**

A.N. Pritzker School strives to provide a creative, safe, and healthy environment that embraces diversity and nurtures the whole child, preparing them to be productive citizens and life-long learners.

**School Priorities as of May 2013**

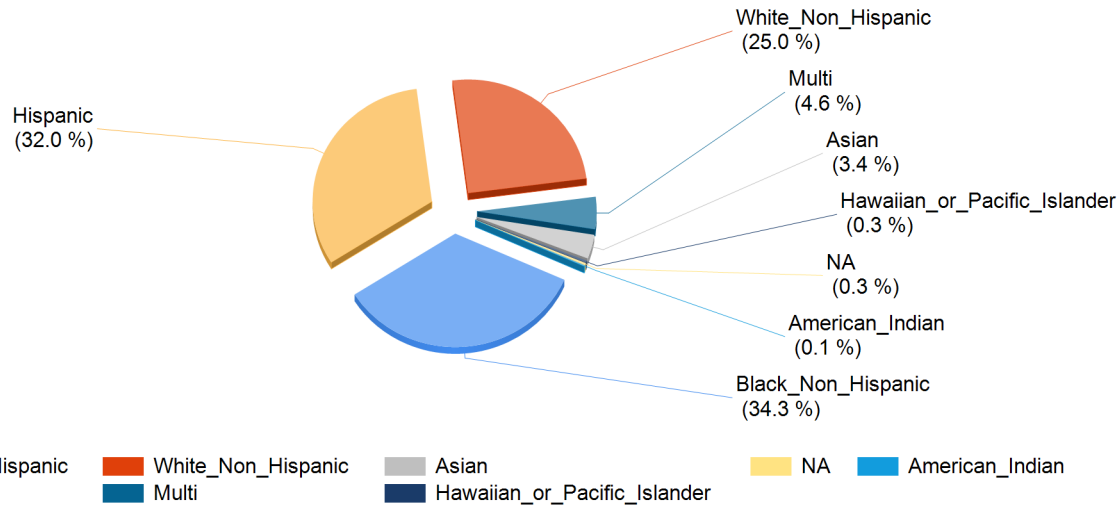
| Description  | Rationale   |
|--|---|
| Increase the percentage of 8th grade students at College Readiness Benchmark on the Explore Math exam.   | <ul style="list-style-type: none"> <li>Based on the 2011 Principal Performance Scorecard, 8th grade Explore scores in were lower in Math than in Reading. Pritzker scored itself a 2 in "curriculum" and "intervention" on the SEF which is a clear indication that we need to develop a cohesive, differentiated curriculum that addresses the needs of all students.</li> </ul>   |
| Increase the percentage of 3rd through 8th grade students in all subgroups scoring at or above grade level in reading and science on interim assessments and the ISAT. | <ul style="list-style-type: none"> <li>Based on the composite score on the 2011 NCLB Accountability Summary, 85.7 % of Pritzker students met or exceeded state standards on the ISAT. However, one subgroup (Blacks) did not meet AYP in reading with only 76.2% of Black students meeting or exceeded state standards.</li> <li>ISAT trend data indicates that reading scores have increased over the last four years(2008-2011) from 78.6% to 84.6%. Science scores have also increased from 78.6% to 85.9% , however science scores declined in 2011 to from 85.9 in 2010 to 84.3% in 2011.</li> <li>Pritzker scored itself a 2 in "curriculum" and "intervention" on the SEF which is a clear indication that we need to develop a cohesive, differentiated curriculum that addresses the needs of all students.</li> </ul> |
| Teachers deliver Common Core aligned literacy instruction supported by high quality text for students in grades K-8.   | <ul style="list-style-type: none"> <li>Based on the 2011 Principal Performance Scorecard, only 11.8% of primary students scored at benchmark in early math on mClass Math and 56.8% in reading on Dibels. •By vertically aligning the primary curriculum and providing more differentiated resources, we can teach common skills and address individual student needs through text complexity.</li> </ul>   |

|   |   |
|---|---|
| <p>Build and strengthen teacher capacity by having teachers participate in professional development targeted on core subject areas, health and wellness, and integration of the fine and performing arts.</p> | <ul style="list-style-type: none"> <li>•Identification for this priority is based on various factors. Although our Professional Learning Community ranks high, this is more of an indication of what teachers have been doing. Teachers openly and willingly volunteer their time to explore new teaching strategies. However, the weakness is in the curriculum. Due to the fact that we do not have a unified curriculum, there is too much inconsistency.</li> <li>•Teachers will now implement common curriculum in language arts, math, and science. They will now participate in the same training, at different grade levels, but centered around a spiraling curriculum.</li> <li>•Teachers will participate in backward mapping, and share out this information not only with colleagues, but with parents as well in an effort to strengthen the home/school connection.</li> </ul> |
| <p>Create a continuous improvement cycle focusing on improving the school's culture and climate, promoting positive behavior and health and wellness development.</p>   | <ul style="list-style-type: none"> <li>•Based on the SY2011 School Progress Report, Pritzker did not receive the Healthy Schools Certified rating.</li> <li>•Based on the same report, only 59% of our students felt safe and that the school successfully managed behavior. Of the teachers, students and parents surveyed, only 58% felt the school was safe, demanding, and supportive.</li> <li>•With a higher rate of misconducts (36.5 per 100), we need to improve our classroom management while increasing the rigor in our curriculum.</li> </ul>   |

**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  |
| <b>Selective Enrollment/Gifted Program</b> | Regional Gifted Center   |
| <b>Service Leadership</b>                  | No   |
| <b>Sports and Fitness</b>                  | 16" Softball, Boys' Basketball, Cheerleading, Flag Football, Girls' Basketball, Girls' Tennis  |
| <b>Supports And Resources</b>              | Pritzker's Options program includes both a Fine and Performing Arts Magnet Cluster Program & a Regional Gifted Center offered at an accelerated pace of at least one year above grade level with Spanish as a world language. We also provide services and accommodations for students with special needs. Pritzker is recognized as a Level 1 School in Excellent Standing. |
| <b>Theme Based Magnet</b>                  | MC: Fine & Performing Arts   |

**% 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 |
|--|-----------------------------|-----------------------------------|---|---|---|------------------------------------|
| 9.17   | 8.14                        | 55.62                             | 3.55                                      | 40.9  | 24.1  | NEED DATA                          |

| General Information |                           |
|---------------------|---------------------------|
| School Level        | ES                        |
| Geographic Network  | Fulton Elementary Network |
| Geographic Area     | Near North                |
| School Type         | District                  |

| Building(s) Inventory                    |               |
|--|---------------|
| Total Campus Area (S.F.)                 | 66,300        |
| Year Constructed (MAIN)                  | 1961          |
| <b>Breakdown by Building Type (S.F.)</b> |               |
| Building Type                            | Building Size |
| MAIN                                     | 66300         |

| 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   | 2012                  |  |
|   |                       | <b><u>Facility Systems Assessed (by Phase)</u></b>   |
|   | \$1,249,884.35        | <i>Exterior</i>  |
|   | \$725,624.90          | <i>Mechanical, Electrical, Plumbing and Fire Protection</i>  |
|   | \$176,493.46          | <i>Interiors</i>   |
|   | \$144,847.56          | <i>Site</i>  |
| <b>Total Campus Need</b>  | <b>\$2,296,850.27</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> | Renovation                                 |
| <b>Planned Capital Projects</b>  |  |
| <b>Fiscal Year</b>               | 2017                                       |
| <b>Proposed Budget</b>           | \$4,100,000                                |
| <b>Project Type</b>              | Exterior Envelope/Masonry Renovation (MCR) |

| 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    | 24 | 56 | 79 | 73 | 75 | 67 | 86 | 83 | 88 | 0  | 0   | 0   | 0   |       | 631   |
| 2007 | 0    | 49 | 42 | 57 | 78 | 68 | 69 | 72 | 76 | 84 | 0  | 0   | 0   | 0   |       | 595   |
| 2008 | 0    | 57 | 47 | 53 | 63 | 73 | 63 | 70 | 67 | 66 | 0  | 0   | 0   | 0   |       | 559   |
| 2009 | 32   | 66 | 52 | 56 | 74 | 71 | 75 | 63 | 75 | 68 |    |     |     |     |       | 534   |
| 2010 | 38   | 51 | 79 | 55 | 50 | 76 | 64 | 75 | 66 | 71 | 0  | 0   | 0   | 0   |       | 625   |
| 2011 | 37   | 55 | 53 | 71 | 61 | 62 | 82 | 68 | 74 | 63 | 0  | 0   | 0   | 0   |       | 626   |
| 2012 | 39   | 68 | 58 | 65 | 77 | 65 | 68 | 79 | 72 | 77 | 0  | 0   | 0   | 0   |       | 668   |
| 2013 | 39   | 76 | 60 | 79 | 70 | 78 | 80 | 68 | 65 | 65 | 0  | 0   | 0   | 0   | 0     | 680   |

### Projected 10 Year Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | LRE2-3 | Total |
|------|------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|--------|-------|
| 2014 | 40   | 80 | 62 | 68 | 92 | 70 | 82 | 80 | 59 | 67 | 0  | 0   | 0   | 0   | 59     | 700   |
| 2015 | 40   | 78 | 61 | 69 | 79 | 92 | 74 | 83 | 69 | 60 | 0  | 0   | 0   | 0   | 69     | 705   |
| 2016 | 40   | 78 | 61 | 69 | 80 | 80 | 98 | 74 | 74 | 71 | 0  | 0   | 0   | 0   | 74     | 725   |
| 2017 | 40   | 79 | 61 | 68 | 80 | 81 | 85 | 98 | 65 | 76 | 0  | 0   | 0   | 0   | 65     | 733   |
| 2018 | 40   | 78 | 61 | 68 | 79 | 81 | 86 | 85 | 87 | 67 | 0  | 0   | 0   | 0   | 87     | 732   |
| 2019 | 40   | 78 | 61 | 68 | 79 | 80 | 86 | 86 | 75 | 90 | 0  | 0   | 0   | 0   | 75     | 743   |
| 2020 | 40   | 78 | 61 | 68 | 79 | 80 | 85 | 86 | 76 | 77 | 0  | 0   | 0   | 0   | 76     | 730   |
| 2021 | 40   | 78 | 61 | 68 | 79 | 80 | 85 | 85 | 76 | 78 | 0  | 0   | 0   | 0   | 76     | 730   |
| 2022 | 40   | 78 | 61 | 68 | 79 | 80 | 85 | 85 | 75 | 78 | 0  | 0   | 0   | 0   | 75     | 729   |
| 2023 | 40   | 78 | 61 | 68 | 79 | 80 | 85 | 85 | 75 | 77 | 0  | 0   | 0   | 0   | 75     | 728   |