

**MARQUETTE**

**Geographic Area - Chicago Lawn**



Official School Name
Marquette Elementary School

Address
6550 S Richmond St
Chicago, Illinois 60629

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
1291	1,440	90%		

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

**Mission Statement as of May 2013**

At Marquette School of Excellence, we are committed to providing all students access to a high quality education that embraces and enhances intercultural understanding and respect. By establishing an inclusive Marquette School community, we will build trust, provide support, and promote life-long learning and success for all students, families, and staff.

**School Priorities as of May 2013**

Description	Rationale
Establish and enforce specific strategies and expectations for positive school culture and climate through implementation of a school-wide Behavior Management System delivered uniformly by faculty, staff, students, and families.	Based on the Chicago Consortium's 2011 Executive Summary for Marquette, over half of all students do not feel safe in the hallways and bathrooms of the school. Additionally, only 43% feel "mostly safe" in their classrooms. According to the Climate and Culture report from 2011, Marquette has a higher rate of misconduct (64.6%). Once students feel safer in school and are taught how to interact effectively in school, they will be able to focus on and realize greater learning and achievement.
Teachers will implement a personalized, data-driven model (NWEA-MAP) of AUSL's Comprehensive Balanced Literacy Framework that emphasizes Word Study (Mega Words and Words Their Way) and Reading Workshop (Lucy Calkins and Fountas & Pinnell), supplemented by high quality texts and anthologies and that are responsive to the unique culture, language, and learning needs of each student.	Based on ISAT data from 2011, over half of all Marquette students do not meet basic standards for reading; and no students with Individual Education Plans meet basic standards for reading. 34% of Marquette students require bilingual services or live in homes where languages other than English are spoken. For 8th grade EXPLORE Reading, only 13.2% are at College Readiness benchmark. In addition, DIBELS data shows that only 54.4% of students are at benchmark for early literacy. Increasing student proficiency in reading will ensure that we deliver high quality literacy instruction and build capacity for students to be College and Career ready. According to DIBELS and IDEL achievement data, only 54% of all Pre K through 2nd grade students are reading ready.
Teachers will implement an individualized data-driven model (NWEA) of AUSL's Comprehensive Conceptual Mathematics Framework that emphasizes learning, thinking, and writing about mathematics through problem solving and inquiry-based classrooms and building capacity for achievement in science, technology, engineering, and mathematics (STEM) and doing so through teaching that is responsive to language and learning needs.	Although most students met AYP in mathematics, overall math performance has been steadily declining since 2008; 65% of ELLs are below standards in mathematics. Based on data from mClass, 21.8% of young students are at benchmark. For 8th grade EXPLORE Math, 4.2% are at benchmark. By placing an emphasis on mathematics learning and achievement, we will build capacity among students to study and achieve in science, technology, engineering, and mathematics in college and career.

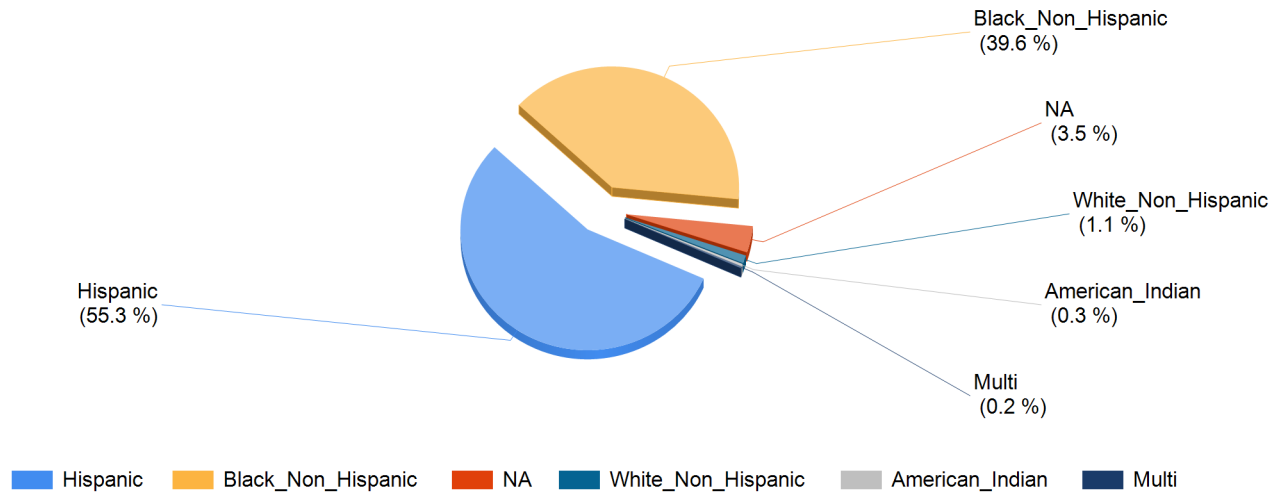
Evaluate all partnerships (existing and new) to determine the scope and benefit to students.

Our external partners are critical to our effort to increase feelings of safety among students at school and on their way home. Additionally, our external partners will help us to provide high quality programs to enrich academic instruction to increase academic performance as we extend the school day. Based on EXPLORE data, only 7% of Marquette students are College and Career ready. According to the University of Chicago Consortium on School Research (2011), only 21% of all Marquette students report feeling "very safe" traveling between home and school.

## Programs & Services

<b>Advanced Placement Courses</b>	No
<b>Creative</b>	Dance, Murals
<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
<b>IB Wall-to-Wall/Programme</b>	IB Middle Years Programme
<b>Life and Leadership</b>	Mentoring for Boys/Girls
<b>Parent and Community</b>	Family Nights, Parent Advisory/Group, Parent Patrol
<b>Scholastic</b>	Academic Olympics, Homework Club/Study Group, Math Bowl, Science Club, Supplemental Educational Services (SES) Tutoring, Writers Workshop, Young Authors
<b>School-wide Programs and Models</b>	Early Childhood Program, Community School, After School All Stars, Supplemental Educational Services (SES) Tutoring, Community Schools, Student Based Health Center
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Basketball, Boys' Soccer, Cheerleading, Girls in the Game
<b>Supports And Resources</b>	Marquette offers the International Baccalaureate (IB) Middle Years Programme (MYP). Students in the IB Programme learn Spanish. The school has a fully functional science lab and two computer labs. Marquette enjoys community partnerships with Metropolitan Family Services and Southwest Organizing Project.
<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
10.51	32.43	96.77	2.63	72.8	88.8	N/A

General Information	
School Level	ES
Geographic Network	Midway Elementary Network
Geographic Area	Chicago Lawn
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	172,700
Year Constructed (MAIN)	1926
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	95700
ANNEX	77000

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

Campus-wide Air Conditioning	
A/C Level	Partial
Partial A/C: Campuses have air conditioning in some classrooms, but not all. In some cases, new annexes have been built with air conditioning. In other cases, some classrooms can support window units while others cannot.	

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>
	\$3,924,985.35	<i>Exterior</i>
	\$7,929,328.55	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$934,110.32	<i>Interiors</i>
	\$80,298.79	<i>Site</i>
<b>Total Campus Need</b>	<b>\$12,868,723.01</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>	2018
<b>Proposed Budget</b>	\$6,600,000
<b>Project Type</b>	Exterior Envelope/Masonry Renovation (MCR)

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	YES
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	80	160	183	191	200	199	165	209	188	199	0	0	0	0		1694
2007	100	141	171	182	181	173	170	170	202	175	0	0	0	0		1565
2008	129	172	154	178	194	164	161	170	151	197	0	0	0	0		1670
2009	112	136	167	156	189	164	163	181	150	161						1331
2010	111	174	139	160	156	154	147	167	161	142	0	0	0	0		1511
2011	110	139	165	142	169	134	148	143	139	146	0	0	0	0		1435
2012	116	143	146	164	145	143	127	149	118	134	0	0	0	0		1385
2013	136	137	150	129	111	127	106	113	113	134	0	0	0	0	15	1271

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	146	136	146	127	122	94	104	111	96	122	0	0	0	0	96	1220
2015	141	136	146	124	120	103	77	109	95	104	0	0	0	0	95	1171
2016	141	136	146	126	118	101	86	80	93	101	0	0	0	0	93	1144
2017	143	136	146	125	119	99	83	90	68	100	0	0	0	0	68	1125
2018	142	136	146	126	119	100	82	87	77	73	0	0	0	0	77	1104
2019	142	136	146	126	120	100	83	86	74	82	0	0	0	0	74	1111
2020	142	136	146	126	120	101	83	87	73	79	0	0	0	0	73	1109
2021	142	136	146	126	120	101	84	87	74	78	0	0	0	0	74	1110
2022	142	136	146	126	120	101	84	88	74	79	0	0	0	0	74	1112
2023	142	136	146	126	120	101	84	88	75	79	0	0	0	0	75	1113