

RUGGLES

Geographic Area - Chatham



Official School Name
Martha Ruggles Elementary School

Address
7831 S Prairie Ave
Chicago, Illinois 60619

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
403	660	61%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 2	Underutilized	

Mission Statement as of May 2013

Martha M. Ruggles mission is to provide an inclusive learning community that is committed to meeting the diverse needs of all students. Through the curriculum, students will become critical thinkers, problem solvers, and will become reflective individuals through cultural awareness. All stakeholders, staff, and community members will work collaboratively to provide a student centered environment that focuses on literacy, mathematics, science with the integration of technology.

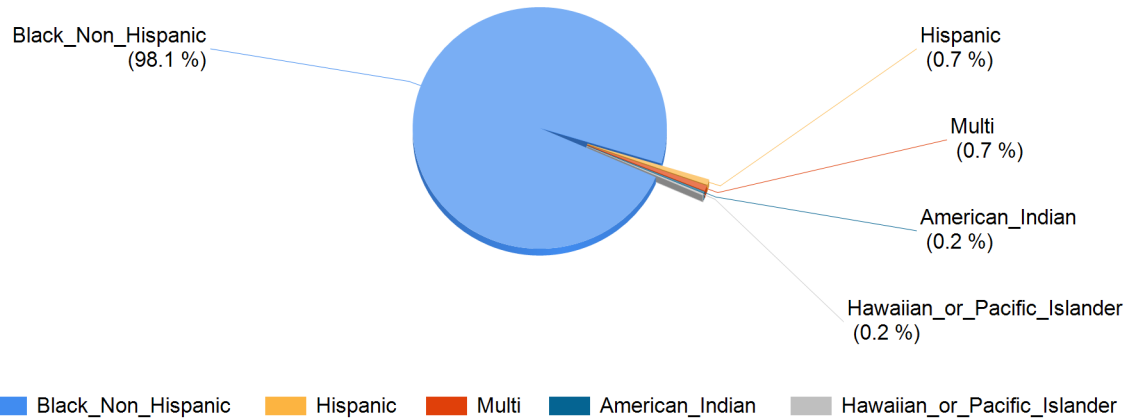
School Priorities as of May 2013

Description	Rationale
Enhance the professional learning community through collaboration to deepen understanding of the Common Core to provide our students with college and career readiness skills. Utilize teacher teams to examine instructional shifts and develop a clear understanding of what students need to know and be able to demonstrate relative to mastery of the Common Core.	We need rigorous literacy and math instruction as we shift to Common Core aligned instructional practices. For SY 2011 we have less than 60% of our students making growth targets (Scantron) in literacy grades 3rd-8th; and less 30% at or above grade level (Scantron) in literacy grades 3rd-8th. For our K-2nd graders, 49% scored at benchmark for end of the year on mCalsss Math assessment; 57.6% of 3rd-5th graders and 51.3% of 6th-8th graders made growth targets (Scantron); only 8.8% of our 8th graders scored at College Readiness Benchmark (Explore).
Effectively implement PBIS as part of our positive behavior model to decrease the number of out of school suspensions, minimize interruptions to instructional process, improve student engagement, and build trusting relationships.	Based on the data from the the SY 2011, our misconduct rate was 30%. From the School Progress Report, 43% of the students feel safe. We need systemic and consistent implementation of PBIS at the classroom level so that instructional time on task is maximized to meet the instructional shifts as we implement Common Core aligned instruction.
Improve school and family relationships through increased communication, providing tools/resources, and engaging learning opportunities to enable parents to be active partners in their child's academic progress.	Based on information from the SY 2011 School Progress Report, 48% of the parents reported feeling engaged with the school. We need to provide opportunities to inform and educate parents on instruction content which will empower them to better assist and guide their child's/children's academic progress.
Effectively implement intervention for reading and mathematics using existing and new data to identify students for the designated blocks of time in the full day schedule.	On the School Effectiveness Framework we scored "2" for Intervention. Interventions were implemented without consistency for our intermediate and middle school. With a structured and deliberate Rti delivery model we can ensure students will receive the additional supports needed to improve academically in reading and mathematics.

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
Scholastic	Supplemental Educational Services (SES) Tutoring
School-wide Programs and Models	Early Childhood Program, After School All Stars, You Be the Chemist, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Boys' Cross Country, Boys' Tennis, Cheerleading, Double Dutch, Flag Football, Girls' Cross Country, Girls' Soccer, Girls' Tennis
Supports And Resources	Martha M. Ruggles Elementary School is a learning community committed to meeting the unique educational needs of all students. We offer a differentiated curriculum centered on balanced literacy, conceptual mathematics, and inquiry-based science. To enhance our school curriculum, we partner with several fine arts institutions, neighborhood universities, and churches.
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
11.35	0.00	93.48	2.17	48.6	84.5	N/A

General Information	
School Level	ES
Geographic Network	Skyway Elementary Network
Geographic Area	Chatham
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	104,501
Year Constructed (MAIN)	1925
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	92725
ADDITION	11776

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	
		<u>Facility Systems Assessed (by Phase)</u>
	\$3,109,888.21	<i>Exterior</i>
	\$7,666,199.97	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,521,657.28	<i>Interiors</i>
	\$396,543.29	<i>Site</i>
Total Campus Need	\$12,694,288.75	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	Renovation
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	0
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	29	40	46	42	50	56	49	46	65	62	0	0	0	0		456
2007	32	40	46	48	50	32	51	44	38	58	0	0	0	0		407
2008	40	37	40	57	57	42	40	59	54	43	0	0	0	0		469
2009	40	45	46	42	56	46	41	45	56	61						393
2010	40	37	44	38	47	46	45	42	44	50	0	0	0	0		433
2011	34	45	38	39	46	39	41	45	42	32	0	0	0	0		401
2012	33	34	44	36	45	46	45	44	52	38	0	0	0	0		417
2013	34	40	42	37	50	48	46	42	44	35	0	0	0	0	4	422

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	34	38	42	39	46	52	48	48	43	38	0	0	0	0	43	432
2015	34	40	41	39	49	48	50	49	48	36	0	0	0	0	48	438
2016	34	39	42	38	49	51	47	52	50	41	0	0	0	0	50	447
2017	34	40	42	39	48	51	49	48	53	42	0	0	0	0	53	450
2018	34	40	42	39	49	50	49	50	49	45	0	0	0	0	49	451
2019	34	40	42	39	49	51	48	50	51	42	0	0	0	0	51	450
2020	34	40	42	39	49	51	49	49	51	44	0	0	0	0	51	452
2021	34	40	42	39	49	51	49	50	50	44	0	0	0	0	50	452
2022	34	40	42	39	49	51	49	50	51	43	0	0	0	0	51	452
2023	34	40	42	39	49	51	49	50	51	44	0	0	0	0	51	453