

LOGANDALE

Geographic Area - Logan



| Official School Name |
|-------------------------|
| Logandale Middle School |

| Address |
|-------------------------|
| 3212 W George St |
| Chicago, Illinois 60618 |

| Number Of Students Served | Capacity | Utilization | Adjusted Capacity | Adjusted Utilization |
|---------------------------|----------|-------------|-------------------|----------------------|
| 880 | 1,020 | 86% | | |

| School Type | Grades Served | Performance Rating | Space Use Status | Adjusted Space Use Status |
|--------------|---------------|--------------------|------------------|---------------------------|
| Neighborhood | 6-8 | Level 2 | Efficient | |

Mission Statement as of May 2013

Mission- Committed to engaging and nurturing all learners, Avondale Logandale uses the resources of all stakeholders to make our students life-long learners that are prepared to be productive members of the local community and global society. Vision- Our community models a passion for life and learning by providing a rigorous, rich, interdisciplinary environment. We provide resources to the community, extracurricular activities for students, and data driven professional development to expand our knowledge and foster intellectual growth. Our multi-cultural community is inclusive, seeking to provide a safe and positive environment that respects diversity and world-views.

School Priorities as of May 2013

| Description | Rationale |
|--|---|
| Establish a comprehensive schoolwide reading and writing curriculum plan that reflects equal representation of fiction and nonfiction text across grade levels that includes multiple components to increase student fluency, comprehension and critical thinking skills. | Based on scantron data, we have under 30 percent of students in 3rd-5th grade and 6th -8th grade at or above grade level in reading. Our projected results on the NWEA will look similar to those reflected on the scantron test. Developing a schoolwide reading plan will specifically address student needs and prepare them to address more complex text as they advance to the next grade level. The writing component will address students' ability to compose different genres of writing and connect writing to reading text so that writing does not occur in isolation. This will give the students the written communication skills needed to be college ready. |
| Enhance math and science curriculum by creating curriculum maps for math and science, reflective of learning standards and identifying appropriate ways to integrate instruction in these content areas will increase and reinforce student knowledge in math and science. | Based on scantron data and projected results from NWEA, less than 50% of our students are performing at or above grade level in math. We want to increase the percentage of 43.6% to 51.0% over the next two years. We have to establish a schoolwide science curriculum map and math curriculum map for each grade level. We will plan to integrate science and math when applicable to reinforce concepts and skills. We will integrate science and math to develop a foundation to prepare students to be college and career ready. |
| Develop a specific intervention and differentiation program to address the needs of all students including students in bilingual and special education. This program will include RtI interventions, bilingual supports, enrichment and differentiation for special education students. The program will be infused into the core schedule as a seamless occurrence in the daily learning routine. | Based on scantron, ISAT, mClass and ISEL data, students in subgroups show a smaller percentage points of gains over time and lag behind their peers. We want to increase gains in each subgroup including students that performing at higher levels. We believe that a multiple targeted approach will increase gains across the board. |

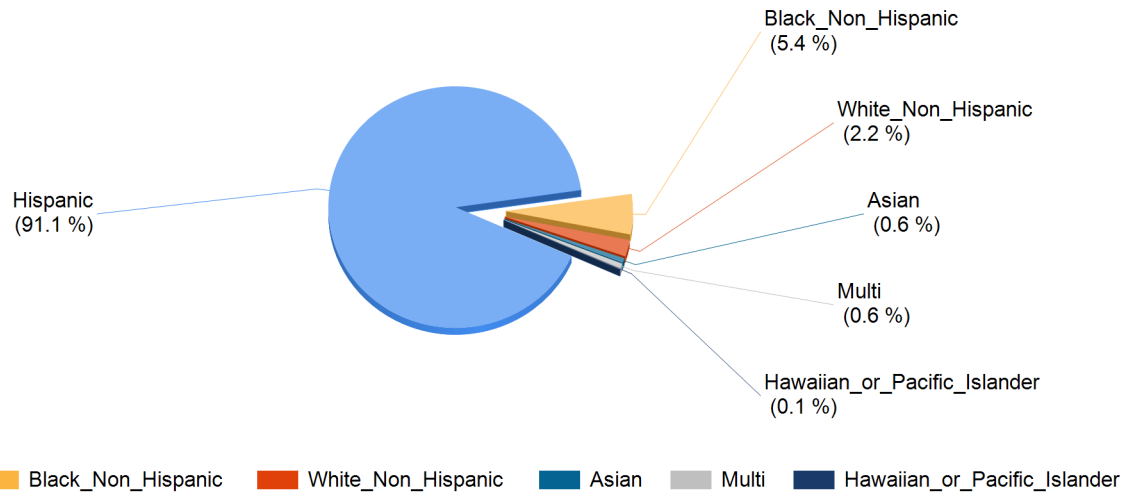
Maintain and increase parent and community involvement and develop a positive cohesive school culture and climate for students, staff, parents, and community.

Based on parent surveys, parents will like to continue to volunteer in and out of the classroom. We will like to see more parent representation in grades 6th, 7th and 8th grades. We currently, have several community partners like LSNA, Chase Bank, National Louis University, Northeastern University, Boys and Girls Club, Youth Service Project and Martial Arts Program. We have noticed that these programs have a positive impact on the students. Students have gained access educational and recreational programs to enhance their intellectual, social and physical ability. We want to increase this and provide more opportunities for a greater number of our students to benefit from such partnerships. Based on survey results, we will like to continue to improve school culture and climate. We want students, staff, parents and community to feel welcomed to come into the school and be an active participant in the school. We want everyone to feel respected and have high expectations for each other. We believe that creating a positive environment will boost student confidence and self worth which will be integral in preparing to be college and career ready.

Programs & Services

| | |
|--|---|
| Advanced Placement Courses | No |
| Creative | Dance, Sewing |
| 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 |
| School-wide Programs and Models | Early Childhood Program, You Be the Chemist, Supplemental Educational Services (SES) Tutoring |
| Selective Enrollment/Gifted Program | No |
| Service Leadership | No |
| Sports and Fitness | Boys' Soccer, Flag Football, Girls' Tennis, Girls' Track |
| Supports And Resources | Logandale is on a course of long-term improvement. ISAT test scores have risen substantially over the past seven years: from 34 to 77 in eighth-grade reading and from 16 to 72 in math (percent meeting or exceeding state standards). Logandale features a dedicated faculty, computer and science labs, wireless Internet access, and a laptop computer for every student. |
| 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 |
|--|-----------------------------|-----------------------------------|---|---|---|------------------------------------|
| 10.11 | 36.63 | 96.63 | 0.21 | 66.5 | 73.7 | N/A |

| General Information | |
|---------------------|------------------------------|
| School Level | ES |
| Geographic Network | Fullerton Elementary Network |
| Geographic Area | Logan |
| School Type | District |

| Building(s) Inventory | |
|--|---------------|
| Total Campus Area (S.F.) | 138,900 |
| Year Constructed (MAIN) | 1992 |
| Breakdown by Building Type (S.F.) | |
| Building Type | Building Size |
| MAIN | 61000 |
| ANNEX | 77900 |

| 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 | |
| | | Facility Systems Assessed (by Phase) |
| | \$4,426,420.57 | <i>Exterior</i> |
| | \$5,099,043.95 | <i>Mechanical, Electrical, Plumbing and Fire Protection</i> |
| | \$2,806,934.13 | <i>Interiors</i> |
| | \$217,874.80 | <i>Site</i> |
| Total Campus Need | \$12,550,273.45 | 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 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 127 | 113 | 123 | 0 | 0 | 0 | 0 | | 363 |
| 2007 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 | 103 | 98 | 0 | 0 | 0 | 0 | | 324 |
| 2008 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 111 | 113 | 99 | 0 | 0 | 0 | 0 | | 323 |
| 2009 | 0 | | | | | | | 95 | 108 | 108 | | | | | | 311 |
| 2010 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 | 96 | 102 | 0 | 0 | 0 | 0 | | 276 |
| 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 | 76 | 89 | 0 | 0 | 0 | 0 | | 254 |
| 2012 | 120 | 115 | 106 | 116 | 88 | 96 | 61 | 78 | 83 | 79 | 0 | 0 | 0 | 0 | | 942 |
| 2013 | 120 | 110 | 106 | 99 | 101 | 104 | 79 | 108 | 65 | 84 | 0 | 0 | 0 | 0 | 4 | 980 |

Projected 10 Year Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | LRE2-3 | Total |
|------|------|-----|-----|----|-----|----|-----|-----|-----|-----|----|-----|-----|-----|--------|-------|
| 2014 | 120 | 110 | 106 | 99 | 102 | 88 | 106 | 87 | 106 | 66 | 0 | 0 | 0 | 0 | 106 | 994 |
| 2015 | 120 | 108 | 106 | 99 | 102 | 89 | 90 | 117 | 88 | 106 | 0 | 0 | 0 | 0 | 88 | 1028 |
| 2016 | 120 | 109 | 106 | 99 | 102 | 89 | 91 | 99 | 116 | 89 | 0 | 0 | 0 | 0 | 116 | 1024 |
| 2017 | 120 | 109 | 106 | 99 | 102 | 89 | 91 | 100 | 99 | 117 | 0 | 0 | 0 | 0 | 99 | 1036 |
| 2018 | 120 | 109 | 106 | 99 | 102 | 89 | 91 | 100 | 100 | 100 | 0 | 0 | 0 | 0 | 100 | 1020 |
| 2019 | 120 | 109 | 106 | 99 | 102 | 89 | 91 | 100 | 100 | 101 | 0 | 0 | 0 | 0 | 100 | 1021 |
| 2020 | 120 | 109 | 106 | 99 | 102 | 89 | 91 | 100 | 100 | 101 | 0 | 0 | 0 | 0 | 100 | 1021 |
| 2021 | 120 | 109 | 106 | 99 | 102 | 89 | 91 | 100 | 100 | 101 | 0 | 0 | 0 | 0 | 100 | 1021 |
| 2022 | 120 | 109 | 106 | 99 | 102 | 89 | 91 | 100 | 100 | 101 | 0 | 0 | 0 | 0 | 100 | 1021 |
| 2023 | 120 | 109 | 106 | 99 | 102 | 89 | 91 | 100 | 100 | 101 | 0 | 0 | 0 | 0 | 100 | 1021 |