

## METCALFE

## Geographic Area - Far South Side



Official School Name
Ralph H Metcalfe Elementary Community Academy

Address
12339 S Normal Ave
Chicago, Illinois 60628

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
536	840	64%		

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

### Mission Statement as of May 2013

Our mission is to provide students with an engaging and rigorous educational experience which will promote academic excellence, good citizenship and, develop a global vision for collaboration with others. These goals will be implemented through balanced literacy, math and science standards based on the Common Core, which incorporates rigorous, differentiated instruction, project based instruction, technology, professional development, community involvement and a focus on college and careers.

### School Priorities as of May 2013

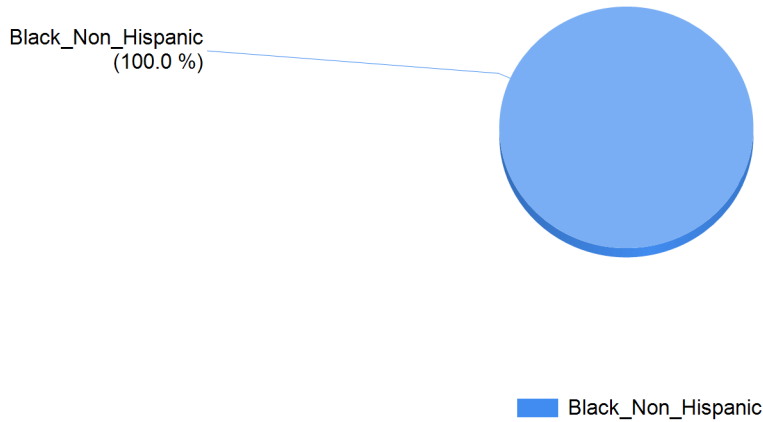
Description	Rationale
The Metcalfe staff will increase overall academic achievement rates in Reading and Math (grades 3rd - 8th) well as College and Career readiness rates, overall, by at least three percentage points per year.	Data was derived from the school's 2011 School Progress Report. The progress report indicates the following rates: Early Literacy- 43.2%; Early Math - 20.9%; 3 - 5 th grade Reading - 26.2%; 3 - 5th grade Math - 27.5%; Keeping Pace Reading - 42.7%; Grade Level Performance Reading - 34.6%; Grade Level Performance Math - 51.1%; Keeping Pace Reading 57.6%; Keeping Pace Math - 60.5%; 8th Grade Explorer Reading 40.7% ; and 8th Grade Explorer Math - 13.6% . The entire staff must strive to more aggressively move students who are at benchmark in the early levels as well as to push intermediate and upper level students who are currently at or above levels in reading and math in Scantron. Metcalfe must also work to increase the numbers of students who are currently making growth targets in reading and math. Lastly, the upper grade staff must continue to work to push greater numbers of students who are currently at College Readiness Benchmark. As current goals are reached, Metcalfe's administrative and ILT Team can continually strive to set higher levels for achievement in all aforementioned areas. Teachers must identify and remediate student deficiencies while instructing rigorously, expecting improvement in each student from year to year. The overall impact is continued growth in all academic areas year by year.
Metcalfe's administrative team will work with the ILT Team and regular staff members to continue to align curriculum to the Common Core Standards.	Although the curriculum team has aligned Reading and Math to the Common Core Standards, Metcalfe must continue to align other core subject areas to the Common Core Standards as they are developed. The committee will continue to meet to have conversations about developing ways to have the conversion take place as smoothly as possible. The use of the Common Core, combined with rigorous instruction should help student achievement. It will also compell teachers and students to increasingly teach and learn using higher levels of Bloom's Taxonomy, specifically 'Creating,' Analyzing' and, Evaluating.

<p>Metcalfe's administrative team will work with the ILT Team and regular staff Metcalfe will implement the Longer School Day with fidelity.</p>	<p>The Metcalfe administrative team has developed a tentative longer school day schedule. This longer day will allow for increased time spent in the core academic areas, specifically, Reading, Mathematics, and Science. Block scheduling allows for larger time frames for instruction in these areas. More time allows teachers to increasingly meet the instructional and academic needs of students. Larger blocks will also allow for common planning and team teaching. Additional time will be allowed for lunch and daily recess increasing the time from twenty minutes to a full forty-five minutes. Students will eat lunch and go to the playground each day. There they will participate in organized sports activities.</p>
<p>Metcalfe's administrative team and staff will continue to maintain a safe school environment.</p>	<p>All members of the Metcalfe community will continue to maintain a safe school environment. Metcalfe will continue to work with the NCLB, P.T.A., alderman, Chicago Police and Fire Departments, local churches and other agencies to safety in and around the school. Metcalfe will also use security cameras, , metal detectors and, wands to make sure that students are safe. School staff will also conduct routine safety drills to make sure that students and staff are aware of the expectations for safety and appropriate response in an emergency. Staff will patrol the school grounds during student entry and dismissal. The school will continue to maintain one full time security officer and will hire a part time off-duty police officer.</p>

**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, Mobile Asthma Provider, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>Scholastic</b>	Supplemental Educational Services (SES) Tutoring
<b>School-wide Programs and Models</b>	Early Childhood Program, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	Comprehensive Gifted
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Basketball, Cheerleading, Flag Football, Girls' Track
<b>Supports And Resources</b>	Metcalfe Community Academy offers a Math and Science Magnet Cluster Program and is a Chicago Math & Science Initiative (CMSI) School. The CMSI program provides a more hands-on education in math and science. Metcalfe also offers academically-advanced students the Comprehensive Gifted Program in Grades 1-8.
<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
10.18	0.00	74.56	4.65	74.2	84.1	NEED DATA

General Information	
School Level	ES
Geographic Network	Lake Calumet Elementary Network
Geographic Area	Far South Side
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	81,370
Year Constructed (MAIN)	1980
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	76400
MODULAR	4970

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>
	\$2,254,895.50	<i>Exterior</i>
	\$1,532,804.13	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$856,601.46	<i>Interiors</i>
	\$108,312.49	<i>Site</i>
<b>Total Campus Need</b>	<b>\$4,752,613.58</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>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

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	40	57	86	81	84	84	74	110	91	102	0	0	0	0		769
2007	40	48	74	84	99	79	78	85	102	89	0	0	0	0		738
2008	40	58	53	71	76	75	72	79	85	91	0	0	0	0		700
2009	39	50	74	57	72	72	74	70	65	74						558
2010	40	65	65	84	79	66	70	89	65	69	0	0	0	0		692
2011	42	43	57	60	76	55	53	64	78	58	0	0	0	0		586
2012	42	36	41	47	60	50	48	47	53	61	0	0	0	0		485
2013	42	42	40	35	40	41	46	45	33	35	0	0	0	0	1	400

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	42	44	40	36	39	31	41	38	39	28	0	0	0	0	39	379
2015	42	44	40	37	40	30	31	34	33	34	0	0	0	0	33	366
2016	42	43	40	36	40	30	30	26	29	28	0	0	0	0	29	345
2017	42	44	40	37	40	31	30	25	22	25	0	0	0	0	22	337
2018	42	44	40	37	41	31	31	25	21	19	0	0	0	0	21	332
2019	42	44	40	37	41	32	31	26	21	18	0	0	0	0	21	333
2020	42	44	40	37	41	32	32	26	22	18	0	0	0	0	22	335
2021	42	44	40	37	41	32	32	27	22	19	0	0	0	0	22	337
2022	42	44	40	37	41	32	32	27	23	19	0	0	0	0	23	338
2023	42	44	40	37	41	32	32	27	23	20	0	0	0	0	23	339