

**RYDER**

**Geographic Area - Auburn Gresham**



Official School Name
William H Ryder Math & Science Specialty ES

Address
8716 S Wallace St
Chicago, Illinois 60620

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
397	690	58%		

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**

The mission of our school is to provide a challenging curriculum as students exceed Common Core Learning Standards. Learning will promote better understanding of other cultures, social awareness and the development of appropriate social skills. All students will engage in hands on activities, performance projects, as we emphasize strong values and high morals. Mathematics, science, and technology are integrated into content areas to provide students a rigorous and motivating curriculum.

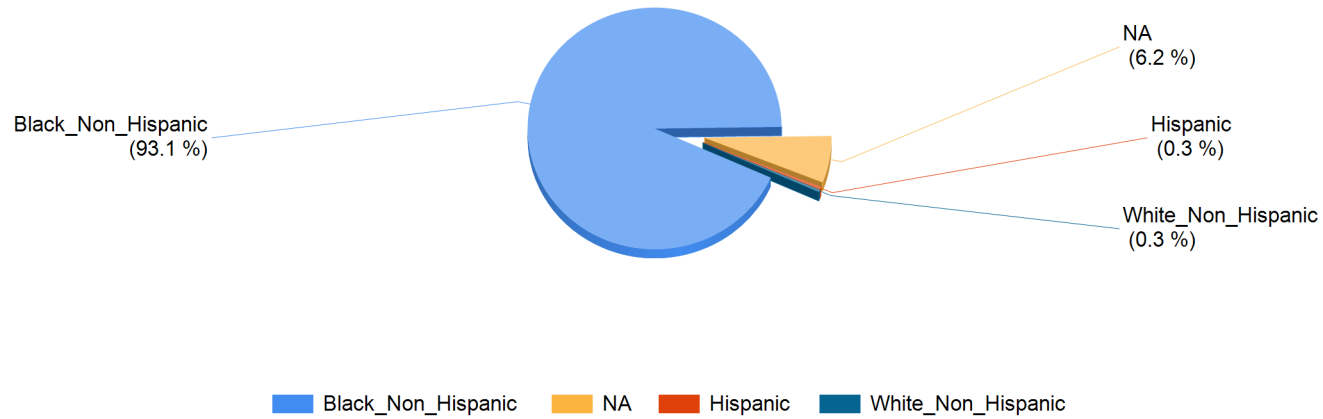
**School Priorities as of May 2013**

Description	Rationale
All students receive rigorous instruction based on curricula developed to adhere to Common Core State Standards, National Standards and Illinois State Standards. Provide more rigorous instruction. Teachers will document daily interventions of instructional standards with differentiated instruction.	Aligning the curriculum to the Common Core State Standards will increase the rigor in all classrooms and enable the school to raise the percentage of students who meet and exceed state standards.
Focus on differentiation techniques in mathematics for grades 3, 6, and 8. Use of centers, enrichment, small group instruction, partnered work, one on one with teacher, use of more manipulatives. Use of Scantron software to target academic skills.	The number of students at or above grade level in math on scantron/NWEA is below 40% and the number of students making growth targets is below 50%. By adapting a more differentiated curriculum and instructional techniques in all classrooms, the percentage rates in each of these areas will rise toward expected levels.
Increase student achievement to state mandated levels. Increased academic focus in literacy on all students including those with special needs. Provide more rigorous instruction. Teachers will document daily interventions of instructional standards with differentiated instruction.	The number of students at or above grade level in literacy on scantron/NWEA is below 20% and the number of students making growth targets is below 40%. By adapting a more differentiated curriculum and instructional techniques in all classrooms, the percentage rates in each of these areas will rise toward expected levels.

**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>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>	No
<b>Service Leadership</b>	No
<b>Supports And Resources</b>	William H. Ryder Math and Science Specialty School offers a general education curriculum with an accelerated science and math program. We also focus on integrating literacy into the content areas. Advanced and enrichment subjects include algebra as part of the 8th-grade curriculum. Ryder has partnerships with the University of Chicago and the Chicago Communities in Schools
<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
23.61	0.00	73.11	0.33	50.1	66.2	N/A

General Information	
School Level	ES
Geographic Network	Englewood-Gresham Elementary Network
Geographic Area	Auburn Gresham
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	73,326
Year Constructed (MAIN)	1913
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	38000
ADDITION	35326

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>
	\$2,424,750.90	<i>Exterior</i>
	\$1,779,989.64	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$994,799.52	<i>Interiors</i>
	\$513,777.55	<i>Site</i>
<b>Total Campus Need</b>	<b>\$5,713,317.61</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	
Recommended Campus Action	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	0
MUSIC	YES
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	0
PLAYGROUND	

**Historical & Current Enrollment**

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	68	30	31	50	52	48	47	49	43	38	0	0	0	0		388
2007	60	36	32	43	48	47	42	54	53	40	0	0	0	0		395
2008	43	35	35	31	41	33	44	50	46	49	0	0	0	0		407
2009	38	33	29	35	27	36	43	45	42	41						298
2010	41	35	18	27	32	22	29	36	45	41	0	0	0	0		326
2011	43	32	31	17	29	28	21	32	32	41	0	0	0	0		306
2012	43	23	32	25	24	29	29	29	31	37	0	0	0	0		302
2013	34	34	38	33	44	29	26	30	33	34					40	375

**Projected 10 Year Enrollment**

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	34	34	38	35	33	44	28	27	29	37	0	0	0	0	29	379
2015	34	34	38	35	35	33	42	29	26	32	0	0	0	0	26	378
2016	34	34	38	35	35	35	31	44	28	29	0	0	0	0	28	383
2017	34	34	38	35	35	35	33	32	43	31	0	0	0	0	43	390
2018	34	34	38	35	35	35	33	34	31	48	0	0	0	0	31	397
2019	34	34	38	35	35	35	33	34	33	35	0	0	0	0	33	386
2020	34	34	38	35	35	35	33	34	33	37	0	0	0	0	33	388
2021	34	34	38	35	35	35	33	34	33	37	0	0	0	0	33	388
2022	34	34	38	35	35	35	33	34	33	37	0	0	0	0	33	388
2023	34	34	38	35	35	35	33	34	33	37	0	0	0	0	33	388