



Official School Name
Nathanael Greene Elementary School

Address
3525 S Honore
Chicago, Illinois 60609

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
648	660	98%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	K-5	Level 2	Efficient	

**Mission Statement as of May 2013**

Greene school will maximize the potential of every student including those students with disability and ELLs by providing quality learning experiences that will insure that students become literate, mathematically and technologically competent, self-confident individuals who work successfully and cooperatively to their ultimate goals in life and contribute productively to society.

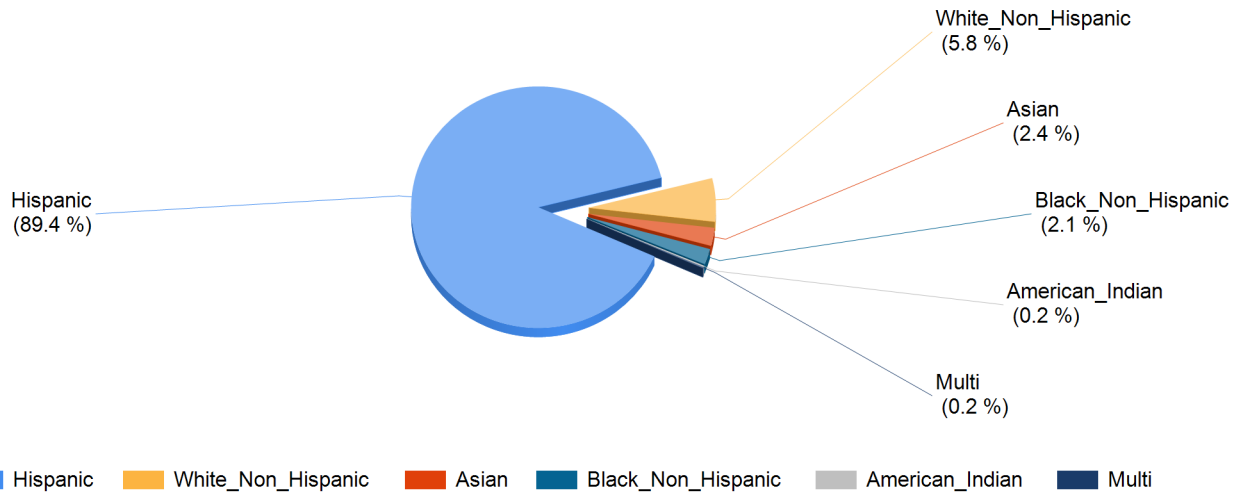
**School Priorities as of May 2013**

Description	Rationale
Implement Units of Study in Literacy that are aligned to the Common Core, informed by ongoing assessment and data analysis, and address the diverse learning needs of all Greene readers.	We have implemented balanced literacy K-5 this year. However, we now need to insure that our curriculum is aligned to the Common Core in Reading, as well as Writing, and that we are utilizing the data we are generating on our students to inform our small group instruction so that we can continue to raise the percentage of students that are reading and writing at grade level.
Create and implement Units of Study in Math that are aligned to the Common Core, informed by ongoing assessment and data analysis, and address the diverse learning needs of all Greene mathematicians.	We have begun to integrate the Workshop model into Math. However, we need to continue to insure that our curriculum is aligned to the Common Core in Math and that we are utilizing the data we are generating on our students to inform our small group instruction so that we can continue to raise the percentage of students that are doing math at grade level.
Develop a clear, consistent, coherent approach to ELL instruction that is differentiated, effectively leverages native language ability, is informed by ongoing assessment and data analysis, and reflects best practices in bilingual instruction.	Our ELL students continue to struggle to meet grade level expectations in reading. We have begun to utilize EL Achieve as a curriculum specifically to support our students' acquisition of English. However, the implementation of EL Achieve needs to be consistently implemented, supported by time and resource allocation. In addition, our ELL students bring an incredible resource in their native language - a resource that, if properly developed, can support students' acquisition of English.
Develop a vertically-aligned scope and sequence in Science at each grade level and increase opportunities for students to engage in scientific inquiry.	With our focus on Reading and Math, admittedly Science has not received the attention it deserves. As a first step to supporting our students' success in Science we will develop a curricular scope and sequence in Science that integrates inquiry based instruction critical to helping students prepare for the more performance based assessments associated with the Common Core.
Increase parental understanding of the importance of the role that parents play in supporting their child's development and create additional resources to help parents assume a more active role in their child's academic and social/emotional development.	Our long-term goal for our students is that they become life-long readers, mathematicians, and scientists. This goal cannot be achieved unless students see their growth in these areas as a priority both at school and at home. Aligning home/school expectations and resources is a critical component in supporting both long-term student success as well as countering the effects of short term learning loss during extended breaks from school.

**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, Kindergarten, After School All Stars, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Supports And Resources</b>	Greene offers an instructional program with a strong focus on integrating technology throughout the curriculum. A full-time art program, general music instruction, and a hands-on science lab enhance instruction at all grade levels. Additionally, Greene hosts "Fitness Day" every spring at McKinley Park. Students participate in physical fitness games and contests.
<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
9.00	47.11	93.57	0.48	61	93.9	N/A

General Information	
School Level	ES
Geographic Network	Pershing Elementary Network
Geographic Area	McKinley Park
School Type	District

Schools Co-Located on Campus
School Name

Building(s) Inventory	
Total Campus Area (S.F.)	82,455
Year Constructed (MAIN)	1998
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	82455

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	2013	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$1,122,682.99	<i>Exterior</i>
	\$1,317,038.58	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$728,460.59	<i>Interiors</i>
	\$303,321.59	<i>Site</i>
<b>Total Campus Need</b>	<b>\$3,471,503.75</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

