

HARVARD

Geographic Area - Auburn Gresham



Official School Name
John Harvard Elementary School of Excellence

Address
7525 S Harvard
Chicago, Illinois 60620

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
504	630	80%		

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

Mission Statement as of May 2013

Harvard School of Excellence promotes a rigorous academic experience emphasizing literacy, mathematics, science, technology, fine arts, and healthy living tailored to meet the needs of every student at each stage of his/her development. Harvard's commitment to providing a rich, well-rounded education is reflected in our positive, student-centered approach which encourages students to cultivate a strong sense of personal integrity, discipline, and community responsibility in order to compete in a global workplace.

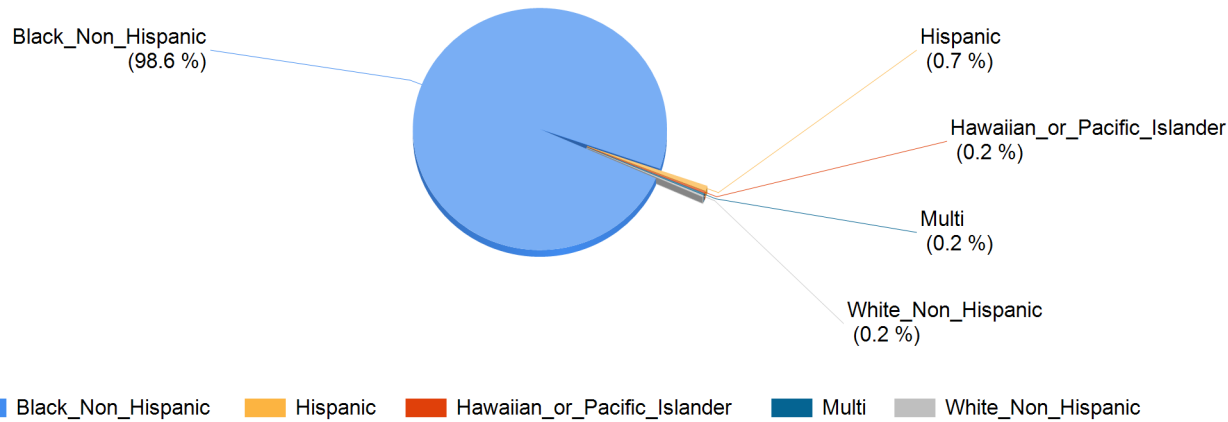
School Priorities as of May 2013

Description	Rationale
Increase student achievement school-wide in literacy	According to trend data provided by the Illinois State Board of Education Interactive report card, the reading growth of students in grades 3-8 at Harvard have been stagnant the with the number of students meeting and exceeding not showing minimal growth. Reading comprehension is one of the weakest strands for student achievement. If students improve reading comprehension than the other strands will show significant growth.
Increase student achievement school-wide math	According to trend data provided by the Illinois State Board of Education Interactive report card, the mathematical growth of students in grades 3-8 at Harvard have been stagnant, with gains over the last several years being less than 5%. Mathematics content knowledge, having been identified as an indicator in the success of students ability to gain entry into college, has been targeted in order to increase the students understanding, application, and conceptual prowess of mathematical concepts. This will in turn build on students critical thinking capacity, which will span into of instructional disciplines.
Increase the attendance rate to above 95%	Outside of teacher practice, student attendance serves as the best indicator of student achievement. If students are not in the school building to receive a holistic education, that serves to build student academic, social emotional, and behavioral well being.
Continue to build a positive culture and climate	Building a positive climate that focuses students on college and career readiness supports improving student achievement in other content areas. In order to combat the effects of neighborhood violence the school environment must be committed to providing students with a warm, engaging atmosphere.

Programs & Services

Advanced Placement Courses	No
Creative	Dance, Piano/Keyboard
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
Parent and Community	Parent Advisory/Group, Supporting your Student Workshops/Programs
Scholastic	City Year, Supplemental Educational Services (SES) Tutoring
School-wide Programs and Models	Early Childhood Program, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Cheerleading, Football, Girls' Basketball, Girls' Track
Supports And Resources	Harvard Elementary strives to provide a quality instructional program for students. Our curriculum focuses on meeting students where they are, differentiating instruction to ensure that each student reaches his or her maximum potential. Our staff devotes time to analyzing student data to monitor students' growth along with attending weekly professional development.
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
9.30	0.00	98.19	7.71	59.8	70.5	N/A

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

Schools Co-Located on Campus
<u>School Name</u>

Building(s) Inventory	
Total Campus Area (S.F.)	80,700
Year Constructed (MAIN)	1905
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	56000
ANNEX	24700

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	
		<u>Facility Systems Assessed (by Phase)</u>
	\$1,568,787.22	<i>Exterior</i>
	\$3,475,417.66	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$504,651.29	<i>Interiors</i>
	\$19,296.42	<i>Site</i>
Total Campus Need	\$5,568,152.59	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	YES
MUSIC	YES
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	0
SCIENCE	YES
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	33	38	55	51	63	50	69	65	61	59	0	0	0	0		511
2007	54	44	57	51	68	54	46	59	52	35	0	0	0	0		466
2008	31	49	48	56	55	68	54	47	56	53	0	0	0	0		517
2009	38	44	58	56	56	60	60	57	38	52						437
2010	38	32	51	52	54	51	48	58	48	31	0	0	0	0		463
2011	39	44	43	40	64	35	39	54	50	47	0	0	0	0		455
2012	40	54	54	44	53	53	38	44	51	44	0	0	0	0		475
2013	40	53	62	58	53	33	55	52	47	48					10	511

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	40	53	62	55	48	46	30	63	55	49	0	0	0	0	55	509
2015	40	53	62	55	45	42	42	35	30	59	0	0	0	0	30	472
2016	40	53	62	55	45	39	38	48	42	33	0	0	0	0	42	463
2017	40	53	62	55	45	39	35	44	38	45	0	0	0	0	38	464
2018	40	53	62	55	45	39	35	40	35	41	0	0	0	0	35	453
2019	40	53	62	55	45	39	35	40	35	38	0	0	0	0	35	450
2020	40	53	62	55	45	39	35	40	35	38	0	0	0	0	35	450
2021	40	53	62	55	45	39	35	40	35	38	0	0	0	0	35	450
2022	40	53	62	55	45	39	35	40	35	38	0	0	0	0	35	450
2023	40	53	62	55	45	39	35	40	35	38	0	0	0	0	35	450