

## MCCLELLAN



| Official School Name                 |
|--------------------------------------|
| George B McClellan Elementary School |

## Geographic Area - Bridgeport - Chinatown

| Address                 |
|-------------------------|
| 3527 S Wallace St       |
| Chicago, Illinois 60609 |

| Number Of Students Served | Capacity | Utilization | Adjusted Capacity | Adjusted Utilization |
|---------------------------|----------|-------------|-------------------|----------------------|
| 292                       | 450      | 65%         |                   |                      |

| 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 McClellan Mission is to become an model school with high academic standards through real-life, hands-on experiences. These experiences will support the development of reading literacy, higher-order thinking skills, and an appreciation for world and life views that empower all students, including English Language Learners and those with special needs, to be reflective, life-long learners. By allowing students to take an active role in their education, we enable them to become critically constructive members of society that always are reaching for more.

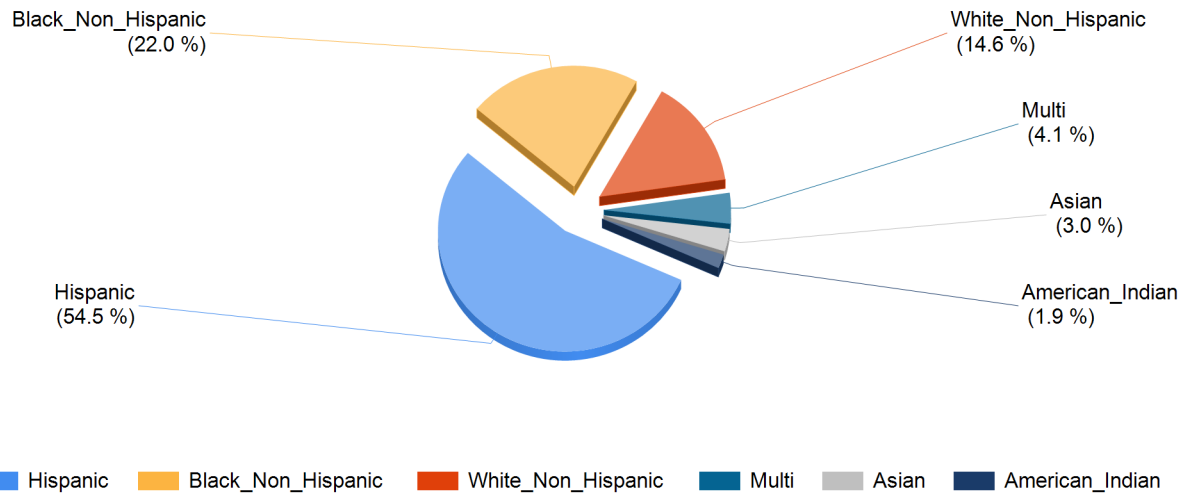
### School Priorities as of May 2013

| Description  | Rationale  |
|--|--|
| All students will enjoy Literature and be proficient in Reading as a result of a rigorously delivered curriculum differentiated to meet the needs of all students. | According to the 2011 ISAT Reading Exceeding Results, only 21.3% of our students exceeded in Reading. Also, according to the 2011 DIBELS Benchmark Results, only 40.5% of our students met benchmark levels in early literacy skills. We recognize that to exceed on the ISAT is to be college and career ready, and to be prepared to exceed on the ISAT means meeting benchmark levels during primary years. Therefore, increasing the amount of students who are meeting benchmark results in DIBELS and exceeding on the ISAT Reading assessment is our number one priority. |
| All students will enjoy Mathematics and be proficient as a result of rigorously delivered curriculum differentiated to meet the needs of all students.             | According to the 2011 ISAT Math Exceeding Results, only 22.7% of our students exceeded in Math. We recognize that to exceed on the ISAT is to be college and career ready, and therefore increasing the amount of students who are exceeding on the ISAT Math assessment is our priority.  |
| All students will enjoy Writing and be proficient as a result of rigorously delivered curriculum differentiated to meet the needs of all students.                 | Writing has been identified by our teachers at differing grade levels as a growth area that will be a priority. The necessity for a school wide writing initiative with defined benchmarks of proficiency at grade levels will be critical to career and college readiness.  |
| More parents and community members will become active partners in their children's education.  | Currently, our Volunteer Sign In Logs show that there are 9 parent-volunteers in our school every day. We would like to increase that number.  |

## 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>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>Sports and Fitness</b>                  | Boys' Basketball, Girls' Basketball, Girls' Tennis, Girls' Track  |
| <b>Supports And Resources</b>              | Students at McClellan Elementary learn from a challenging curriculum based on the National Core Curriculum Standards. McClellan has an external partnership with the Boys and Girls Club, White Sox, and the Southwest Organization Project. Our parent mentor program helps by providing extra support to our students in the classroom. |
| <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 |
|--|-----------------------------|-----------------------------------|---|---|---|------------------------------------|
| 25.75  | 19.40                       | 86.94                             | 0.37                                      | 44.5  | 59.3  | N/A                                |

| General Information |                             |
|---------------------|-----------------------------|
| School Level        | ES                          |
| Geographic Network  | Pershing Elementary Network |
| Geographic Area     | Bridgeport - Chinatown      |
| School Type         | District                    |

| Building(s) Inventory                    |               |
|--|---------------|
| Total Campus Area (S.F.)                 | 60,290        |
| Year Constructed (MAIN)                  | 1881          |
| <b>Breakdown by Building Type (S.F.)</b> |               |
| Building Type                            | Building Size |
| MAIN                                     | 60290         |

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

| Campus-wide Air Conditioning   |      |
|--|------|
| A/C Level  | None |
| No A/C: Many of these Campuses have air conditioning for administrative offices and in limited classroom such as Kindergarten, Pre-K and computer labs (per program requirements). |      |

| 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>   |
|   | \$1,066,256.62        | <i>Exterior</i>  |
|   | \$831,526.41          | <i>Mechanical, Electrical, Plumbing and Fire Protection</i>  |
|   | \$1,202,904.56        | <i>Interiors</i>   |
|   | \$107,671.85          | <i>Site</i>  |
| <b>Total Campus Need</b>  | <b>\$3,208,359.44</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> | Maintain |
| <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   | 0   |
| PLAYGROUND                                      | NO  |

### Historical & Current Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | Other | Total |
|------|------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-------|-------|
| 2006 | 33   | 28 | 30 | 26 | 25 | 17 | 36 | 30 | 27 | 27 | 0  | 0   | 0   | 0   |       | 246   |
| 2007 | 30   | 21 | 28 | 25 | 32 | 25 | 23 | 37 | 24 | 25 | 0  | 0   | 0   | 0   |       | 240   |
| 2008 | 30   | 24 | 20 | 20 | 19 | 29 | 21 | 22 | 31 | 18 | 0  | 0   | 0   | 0   |       | 234   |
| 2009 | 31   | 29 | 24 | 17 | 18 | 20 | 26 | 16 | 21 | 25 |    |     |     |     |       | 167   |
| 2010 | 33   | 27 | 36 | 32 | 24 | 25 | 28 | 30 | 27 | 25 | 0  | 0   | 0   | 0   |       | 287   |
| 2011 | 37   | 30 | 24 | 33 | 30 | 22 | 26 | 23 | 26 | 23 | 0  | 0   | 0   | 0   |       | 274   |
| 2012 | 46   | 20 | 32 | 23 | 36 | 33 | 24 | 25 | 17 | 28 | 0  | 0   | 0   | 0   |       | 284   |
| 2013 | 32   | 27 | 23 | 19 | 23 | 23 | 32 | 30 | 14 | 19 | 0  | 0   | 0   | 0   | 30    | 272   |

### Projected 10 Year Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | LRE2-3 | Total |
|------|------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|--------|-------|
| 2014 | 30   | 30 | 24 | 21 | 19 | 24 | 24 | 33 | 23 | 14 | 0  | 0   | 0   | 0   | 23     | 270   |
| 2015 | 30   | 30 | 23 | 21 | 21 | 19 | 25 | 23 | 26 | 22 | 0  | 0   | 0   | 0   | 26     | 269   |
| 2016 | 31   | 29 | 23 | 21 | 21 | 21 | 20 | 25 | 18 | 25 | 0  | 0   | 0   | 0   | 18     | 263   |
| 2017 | 30   | 30 | 23 | 21 | 21 | 21 | 22 | 20 | 20 | 18 | 0  | 0   | 0   | 0   | 20     | 255   |
| 2018 | 30   | 30 | 23 | 21 | 21 | 21 | 22 | 22 | 16 | 20 | 0  | 0   | 0   | 0   | 16     | 255   |
| 2019 | 30   | 30 | 23 | 21 | 21 | 21 | 22 | 22 | 18 | 16 | 0  | 0   | 0   | 0   | 18     | 253   |
| 2020 | 30   | 30 | 23 | 21 | 21 | 21 | 22 | 22 | 18 | 18 | 0  | 0   | 0   | 0   | 18     | 255   |
| 2021 | 30   | 30 | 23 | 21 | 21 | 21 | 22 | 22 | 18 | 18 | 0  | 0   | 0   | 0   | 18     | 255   |
| 2022 | 30   | 30 | 23 | 21 | 21 | 21 | 22 | 22 | 18 | 18 | 0  | 0   | 0   | 0   | 18     | 255   |
| 2023 | 30   | 30 | 23 | 21 | 21 | 21 | 22 | 22 | 18 | 18 | 0  | 0   | 0   | 0   | 18     | 255   |