

**GROVE ELEMENTARY SCHOOL
MCLEAN COUNTY UNIT DIST NO 5
NORMAL, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5 6

State and federal laws require public school districts to release school report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	86.2	7.3	2.6	3.9	0.0	4.7	0.0		0.0	7.4	96.4	383
District	79.8	12.8	4.0	3.3	0.1	19.5	1.3		0.2	12.9	95.4	10,564
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	100.0
District	97.4
State	95.9

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
17.3	21.5	26.5	20.0		
19.4	19.0	19.3	21.2		
20.6	21.3	22.5	23.6		

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.7	18.3	12.3	225.0
18.4	18.2	13.8	221.1

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	40	40		35	40		163	160		35	40	
District	40	40		35	40		163	160		35	40	
State	56	52		30	43		146	107		31	43	

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.8	1.6	0.5	0.1	0.0	20.5	79.5	762
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

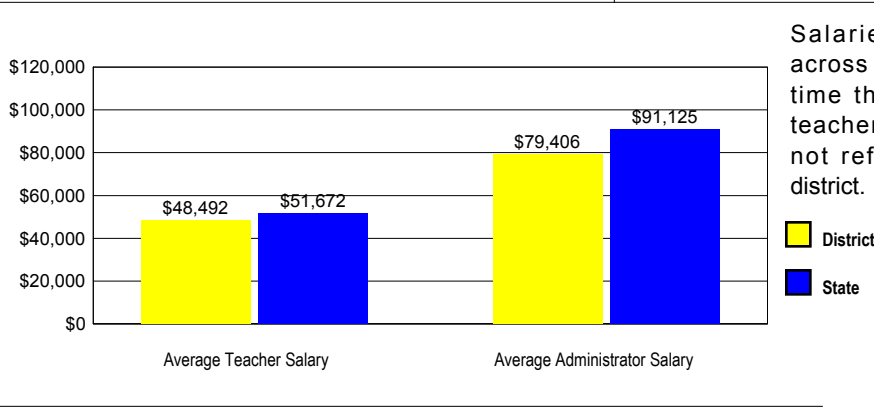
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	12.7	57.3	42.7	0.3	0.0
State	13.9	53.9	46.0	2.5	2.1

Most teacher/administrator data are not collected at the school level.

* Data based on No Child Left Behind (NCLB) definition.

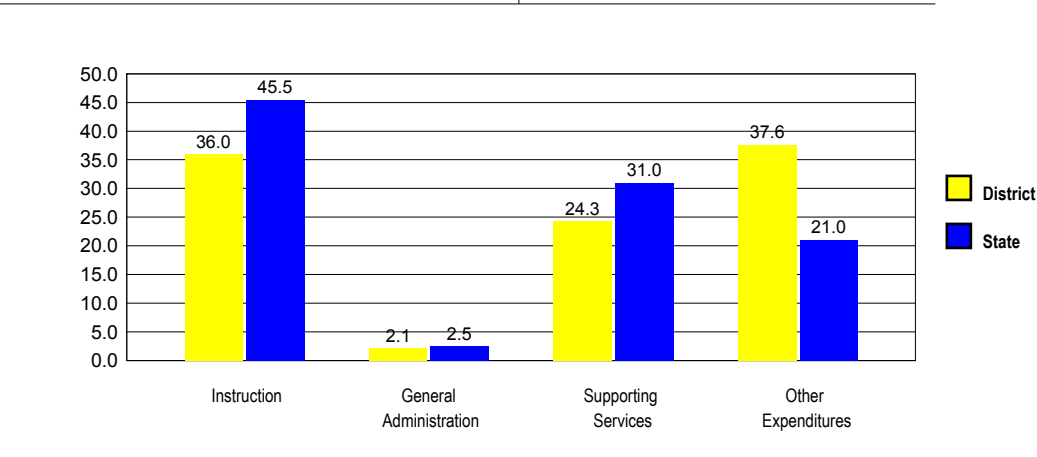
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$52,613,708	64.8	55.4	Education	\$60,514,705	50.9	69.7
Other Local Funding	\$6,826,515	8.4	6.1	Operations & Maintenance	\$7,173,618	6.0	8.9
General State Aid	\$12,605,523	15.5	18.7	Transportation	\$3,231,061	2.7	3.4
Other State Funding	\$7,353,866	9.1	12.5	Bond and Interest	\$14,114,772	11.9	5.7
Federal Funding	\$1,819,422	2.2	7.3	Rent			0.0
TOTAL	\$81,219,034			Municipal Retirement/ Social Security	\$2,118,550	1.8	1.5
				Fire Prevention & Safety	\$127,952	0.1	1.0
				Site & Construction/ Capital Improvement	\$31,498,568	26.5	9.8
				TOTAL	\$118,779,226		

OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$119,220	4.43	\$4,517	\$8,716
State	**	**	\$4,842	\$8,181

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

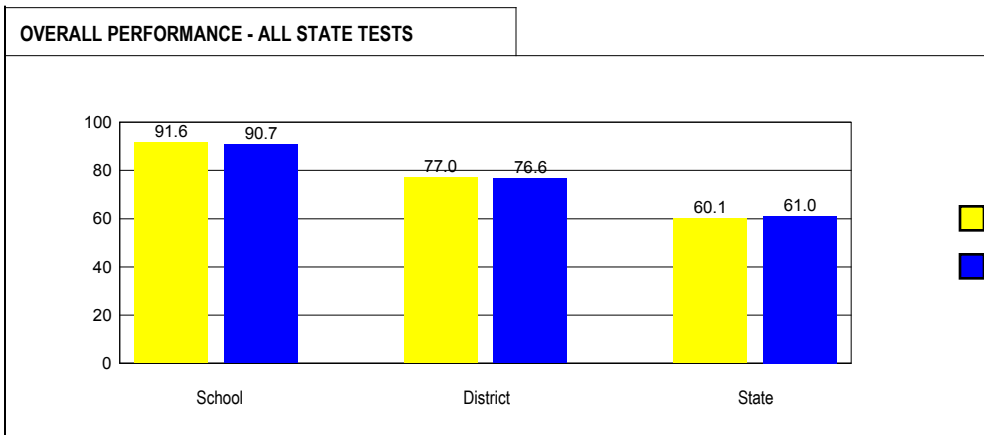
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

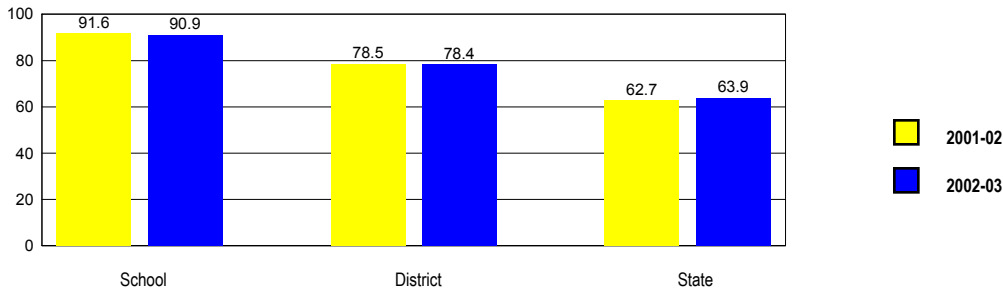
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



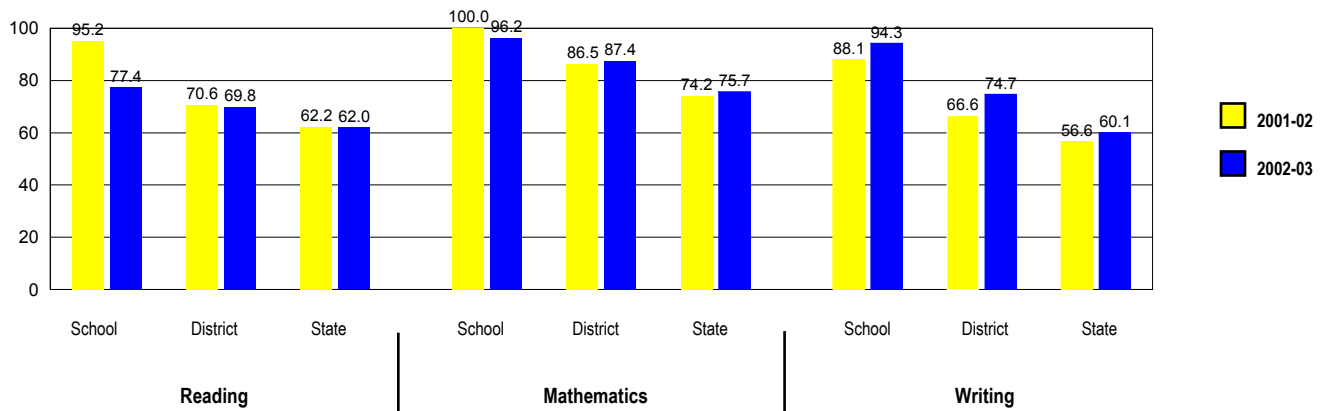
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



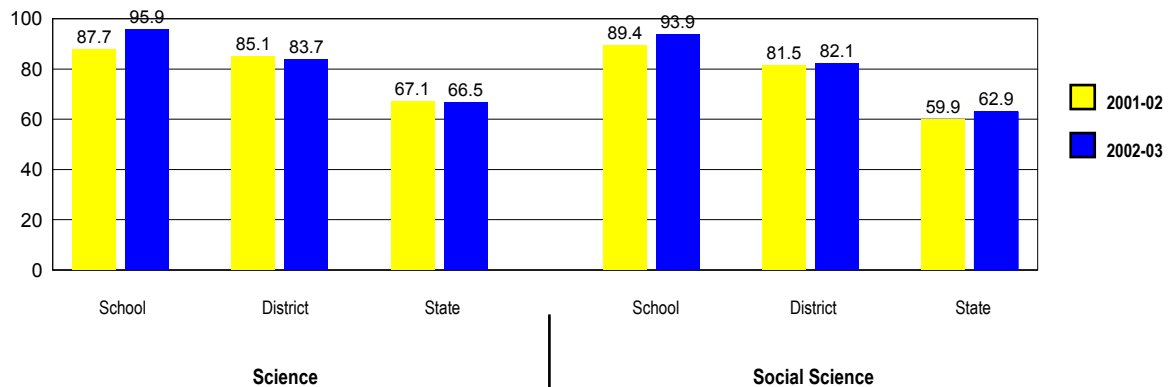
ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

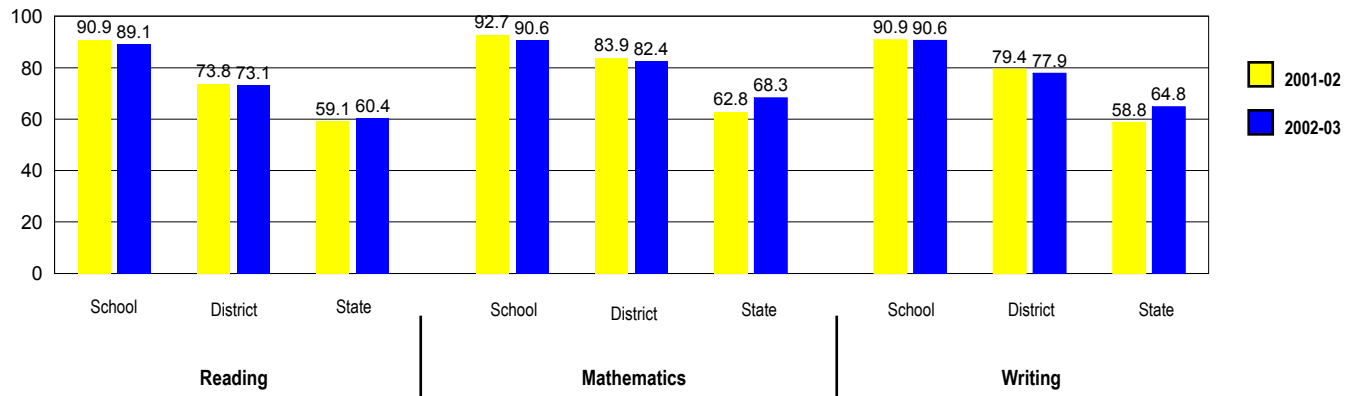
ISAT Grade 3



ISAT Grade 4



ISAT Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	123	62	61	105	11	4	3	0	0	0	17	9
	Reading	4.1	1.6	6.6	2.9	18.2						0.0	
	Mathematics	4.1	1.6	6.6	2.9	18.2						0.0	
District	*Enrollment	3,193	1,641	1,552	2,585	370	109	119	6	53	0	470	553
	Reading	0.0	0.0	0.2	0.5	0.0	0.9	0.0		11.3		5.7	2.4
	Mathematics	0.0	0.1	0.2	0.5	0.0	0.9	0.0		11.3		6.0	2.5
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* Enrollment on the first day of state testing.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	5.7	17.0	43.4	34.0	0.0	3.8	35.8	60.4	0.0	5.7	83.0	11.3
District	5.3	24.9	39.5	30.3	2.5	10.1	42.7	44.7	2.8	22.5	70.6	4.2
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	8.3	25.0	41.7	25.0	0.0	4.2	33.3	62.5	0.0	8.3	83.3	8.3
District	5.9	26.2	38.2	29.7	2.8	9.9	40.4	46.9	3.8	24.6	67.8	3.8
State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.9	1.9
Female												
School	3.4	10.3	44.8	41.4	0.0	3.4	37.9	58.6	0.0	3.4	82.8	13.8
District	4.6	23.4	41.0	31.0	2.2	10.4	45.4	42.1	1.6	20.0	73.7	4.7
State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	7.1	16.7	42.9	33.3	0.0	2.4	33.3	64.3	0.0	2.4	88.1	9.5
District	4.2	20.3	40.7	34.9	2.0	6.1	41.4	50.5	2.3	19.7	73.3	4.7
State	3.3	20.7	45.1	30.9	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black												
District	9.7	43.4	40.7	6.2	4.5	28.6	53.6	13.4	4.5	37.8	55.0	2.7
State	18.5	46.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic												
District	12.1	45.5	24.2	18.2	2.9	23.5	41.2	32.4	6.1	15.2	78.8	0.0
State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander												
District	2.5	22.5	35.0	40.0	2.5	2.5	37.5	57.5	0.0	22.5	72.5	5.0
State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American												
State	6.5	34.8	35.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

ISAT continued

Grade 4

Grade 4 - All

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	2.0	2.0	61.2	34.7	4.1	2.0	77.6	16.3
District	3.2	13.1	59.2	24.5	2.6	15.3	69.8	12.3
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

Grade 4 - Gender

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
School	0.0	0.0	63.0	37.0	0.0	0.0	77.8	22.2
District	3.2	9.8	58.1	28.9	2.3	12.8	70.2	14.8
State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female								
School	4.5	4.5	59.1	31.8	9.1	4.5	77.3	9.1
District	3.2	17.0	60.6	19.1	3.0	18.3	69.4	9.4
State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	2.3	2.3	56.8	38.6	4.5	2.3	79.5	13.6
District	1.9	10.5	58.5	29.1	1.9	11.8	72.4	13.9
State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black								
District	9.7	25.8	59.7	4.8	6.5	28.2	60.5	4.8
State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic								
District	5.3	15.8	65.8	13.2	0.0	34.2	57.9	7.9
State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander								
District	0.0	4.8	66.7	28.6	0.0	4.8	71.4	23.8
State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8
Native American								
State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5

Grade 5

Grade 5 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	10.9	43.8	45.3	0.0	9.4	57.8	32.8	0.0	9.4	84.4	6.3
District	0.5	26.4	40.0	33.2	1.4	16.2	63.6	18.8	2.4	19.8	72.3	5.5
State	1.0	38.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5

Grade 5 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	8.1	51.4	40.5	0.0	5.4	56.8	37.8	0.0	10.8	89.2	0.0
District	0.7	25.2	40.3	33.8	1.8	14.6	62.0	21.6	3.4	25.6	68.5	2.5
State	1.4	40.0	37.0	21.6	4.2	28.3	56.9	10.6	8.8	34.3	54.9	2.0
Female												
School	0.0	14.8	33.3	51.9	0.0	14.8	59.3	25.9	0.0	7.4	77.8	14.8
District	0.2	27.7	39.5	32.7	0.9	17.9	65.2	16.1	1.4	13.6	76.4	8.6
State	0.7	37.1	37.6	24.7	2.8	27.9	60.5	8.8	3.4	23.5	68.0	5.2

ISAT continued**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School	0.0	10.2	44.1	45.8	0.0	10.2	55.9	33.9	0.0	10.2	83.1	6.8	
District	0.0	22.1	40.7	37.2	0.8	13.0	65.1	21.1	2.0	18.1	74.1	5.9	
State	0.5	26.0	41.7	31.8	1.3	17.3	67.6	13.7	4.2	22.8	68.3	4.7	
Black													
District	3.7	53.3	33.6	9.3	5.6	34.6	54.2	5.6	3.8	31.4	61.9	2.9	
State	2.2	61.9	28.5	7.3	9.1	50.8	38.7	1.5	10.9	42.1	45.9	1.1	
Hispanic													
District	0.0	47.1	44.1	8.8	0.0	38.2	55.9	5.9	5.9	29.4	64.7	0.0	
State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0	1.7	
Asian/Pacific Islander													
District	0.0	8.0	36.0	56.0	0.0	0.0	68.0	32.0	0.0	8.0	76.0	16.0	
State	0.2	20.9	40.5	38.4	0.8	10.2	62.7	26.3	1.9	17.3	72.3	8.5	
Native American													
State	0.7	36.4	43.1	19.9	3.0	29.1	61.1	6.8	7.9	29.0	61.0	2.1	

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			88.0		65.0	
All	95.9	Yes	95.9	Yes	83.3		Yes	93.9		Yes	96.4	Yes		
White	97.1	Yes	97.1	Yes	83.7		Yes	93.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
3. At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Grove Elementary School

School Improvement Summary

2003-2004

The Grove School community continues to focus on school climate, learning community and special needs when assessing needs and developing school improvement goals. Success in each of these areas will continue to assure our students are being offered the highest quality education in a safe, secure and friendly environment.

Following is a summary of goals for the 2003-2004 school year. These goals reflect primary focal points and are not intended to be all encompassing. In fact, as we strive to develop and maintain an exemplary school, we will look well beyond these goals to creatively develop ideas, activities, methods, strategies that will give each and every student at Grove School the opportunity to reach their fullest potential.

SCHOOL CLIMATE

*The *Grove Building Leadership Team* will continue to provide leadership and new ideas with a focus on positive school climate. Such activities as homecoming, a health fair, reading incentive programs, talent show, assemblies highlighting various cultural events, "Celebrate Success" fun day and more will be planned. In addition, staff will continue to work to plan learning experiences designed to enhance understanding of our community and the many different *careers* that contribute to our quality of life.

Efforts will continue to further develop the school garden while also beautifying all areas of the Grove School grounds. A group of dedicated staff, parents and community volunteers will begin the third year of this project.

We always make it a priority to allow our students to benefit from a variety of *musical and art demonstrations*. In addition, staff, students and parents will continue to respond to the many opportunities to get involved with charities and personal/family needs in our community.

*The *Grove PTO* will be at the forefront of developing strong and lasting relationships between home and school. A very spirited and dedicated group of volunteers will coordinate efforts such as fundraising/Market Day, spirit clothing, teacher appreciation, Book Fair, school directory, classroom assistance, tutoring, student assemblies, office assistance and much more! Improving the school playground, upgrading technology and supporting classroom equipment needs will highlight PTO efforts for the 2003-2004 school year.

*In an effort to enhance communication, the PTO has added a committee responsible for developing and implementing ideas for the *Grove School web page*. This committee will work closely with a newly designated web master.

**Student clubs* (chess, reading), choir chimes student council and intramurals will give students an opportunity to explore personal skills and interests. Grove School is always looking to expand this area.

LEARNING COMMUNITY

*Grove School will continue to participate in a Unit 5 initiative called "*Standards Aligned Classrooms*". Teams of teachers will be trained to design lessons that will more precisely focus on desired learning outcomes while allowing more efficient and effective assessment of student progress.

*Grove staff is always looking for ways to stay current in the area of *reading instruction*. As the district moves to update curriculum materials in this area, our staff will analyze reading achievement at Grove while designing a plan that will provide extra assistance for those students having the most difficulty.

*Over the past year teachers have been sharing and discussing philosophies, strategies related to *spelling instruction* and student achievement. During the 2003-2004 school year we will continue to maintain a focus in this area while developing classroom strategies/methods that will result in more consistent student progress.

*Using an extra classroom, Mr. Nave will lead Grove staff in developing a *learning resource room*. This room will contain extra technology and resource materials giving teachers and students the tools to further explore topics of significant interest.

*An emphasis on *career education* will continue with an expansion of classroom and building level opportunities for students to explore various careers through formal programs and teacher created learning activities. The Junior Achievement Program will expand to K-5, while Education to Careers will remain as a building level resource.

**Technology in-service* opportunities will be available at the building and district level. Staff will have opportunities to expand their knowledge of technology as a valuable resource in the classroom.

SPECIAL NEEDS

*Classroom instruction in conjunction with the *gifted program* will continue to provide identified gifted students with quality learning experiences allowing these students to explore their potential. Teachers trained in gifted education will continue to co-plan with fellow teachers to develop new ideas and create a level of professional support necessary to meet the needs of all students.

*An “Awareness Fair” will be planned to help students gain additional understanding of disabilities. The “Student Buddy” program will continue to provide assistance and camaraderie for special needs children.

*In the areas of *special education*, teacher training and in-service needs will be addressed through professional conferences, in-district workshops and building level individual conferences. During individual conferencing, teachers from regular education will have an opportunity to consult and collaborate with specialists to enhance communication while isolating specific areas of need. Teachers involved with mainstreaming will also be an area of focus during in-service activities.

*Teachers and Teaching Assistants at Grove will be trained to meet the special needs of students under their supervision. Specific areas for in-service will include autism, allergies, asthma, ADHD, cerebral palsy, fragile x, and seizures.