

**OAK GROVE ELEM SCHOOL**  
**OAK GROVE SCHOOL DIST 68**  
**LIBERTYVILLE, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : K 1 2 3 4 5 6 7 8**

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	90.5	1.6	1.7	6.1	0.0	0.0	0.0		0.0	3.4	96.3	1,058
District	90.5	1.6	1.7	6.1	0.0	0.0	0.0		0.0	3.4	96.3	1,058
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	100.0
State	95.9

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
22.3	20.7	22.8	20.2	22.0	
22.3	20.7	22.8	20.2	22.0	
20.6	21.3	22.5	23.6	22.8	

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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15.1		11.4	176.3
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	45	43	43	28	43	43	120	86	86	24	43	43
District	45	43	43	28	43	43	120	86	86	24	43	43
State	56	52	49	30	43	44	146	107	94	31	43	44

**TEACHER INFORMATION (Full-Time Equivalents)**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	14.6	85.4	82
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

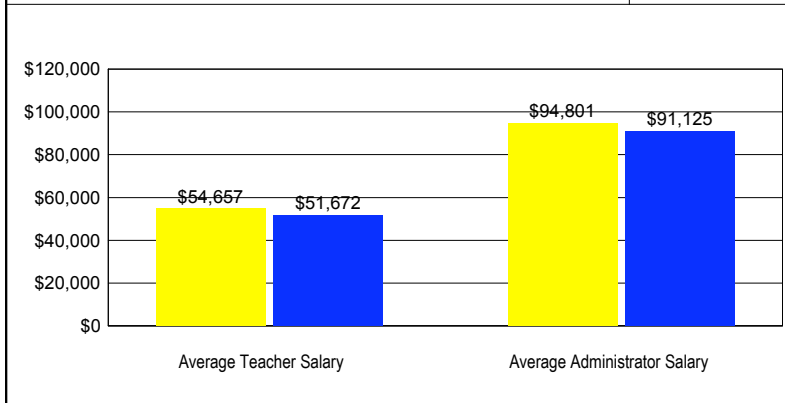
TEACHER INFORMATION ( Continued )					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	2.4	0.0
District	10.4	32.7	67.3	2.4	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

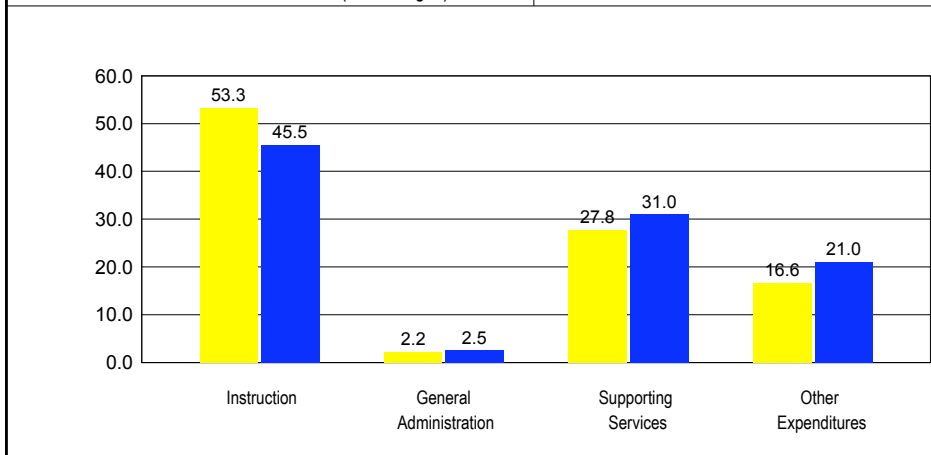
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District  
■ State

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



■ District  
■ State

REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$8,403,008	87.0	55.4	Education	\$7,349,153	74.7	69.7
Other Local Funding	\$415,183	4.3	6.1	Operations & Maintenance	\$860,618	8.8	8.9
General State Aid	\$205,493	2.1	18.7	Transportation	\$492,768	5.0	3.4
Other State Funding	\$500,943	5.2	12.5	Bond and Interest	\$934,426	9.5	5.7
Federal Funding	\$139,394	1.4	7.3	Rent			0.0
TOTAL	\$9,664,021			Municipal Retirement/ Social Security	\$197,550	2.0	1.5
				Fire Prevention & Safety			1.0
				Site & Construction/ Capital Improvement			9.8
				TOTAL	\$9,834,515		

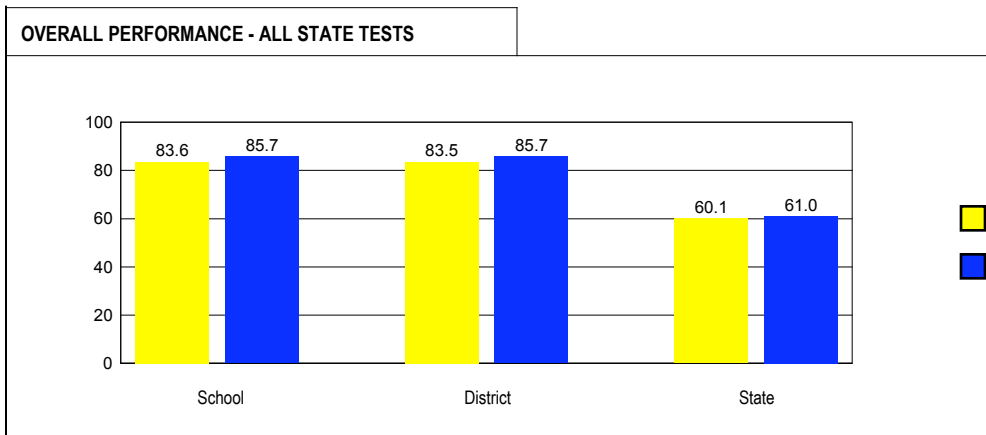
OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$367,787	2.32	\$5,521	\$8,771
State	**	**	\$4,842	\$8,181

\*\* 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.

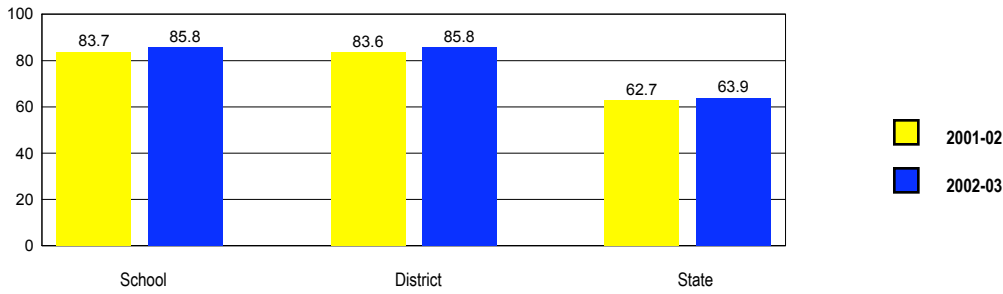
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

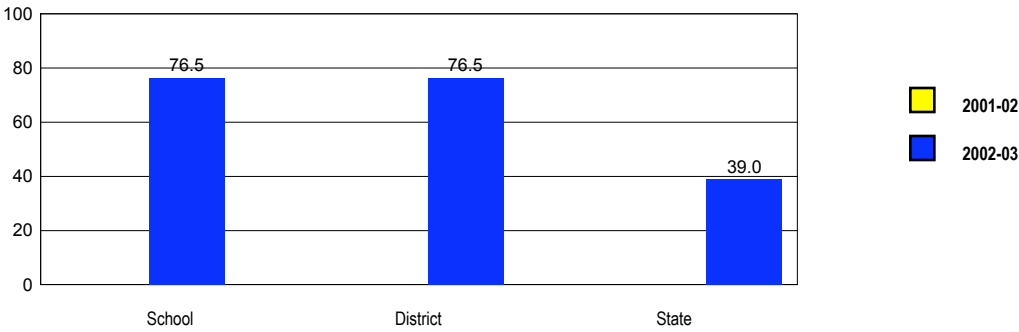
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



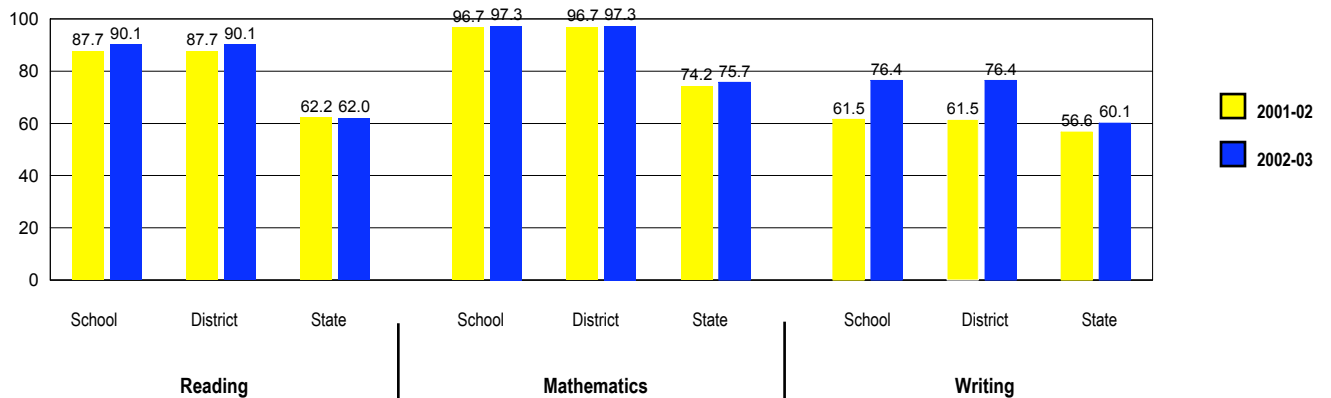
**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**



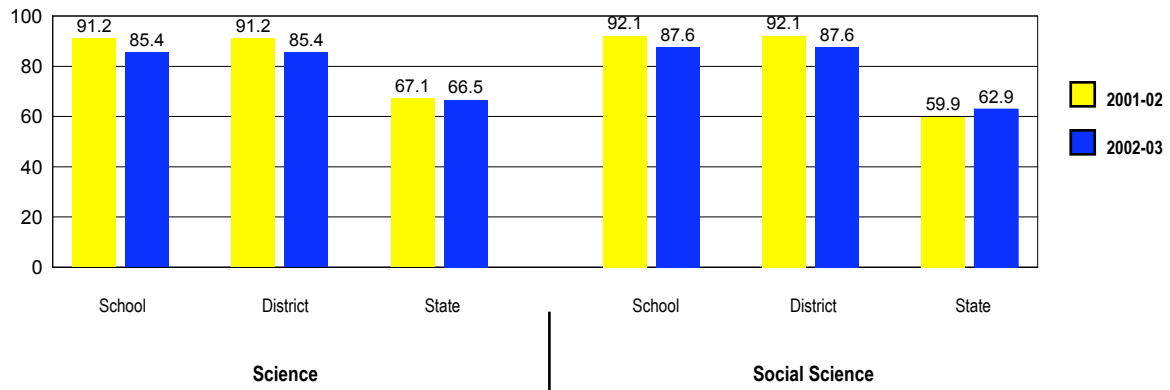
**ISAT PERFORMANCE**

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.

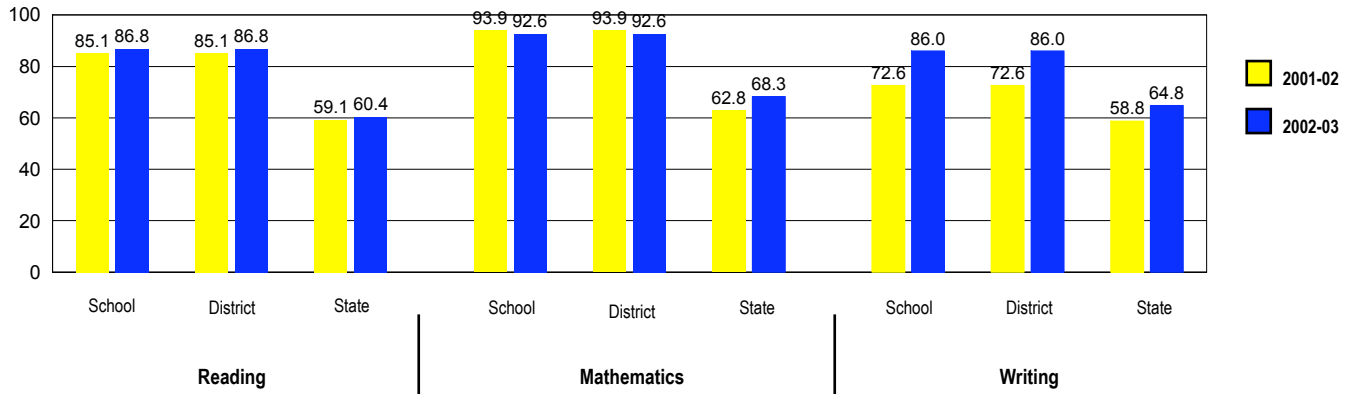
**ISAT Grade 3**



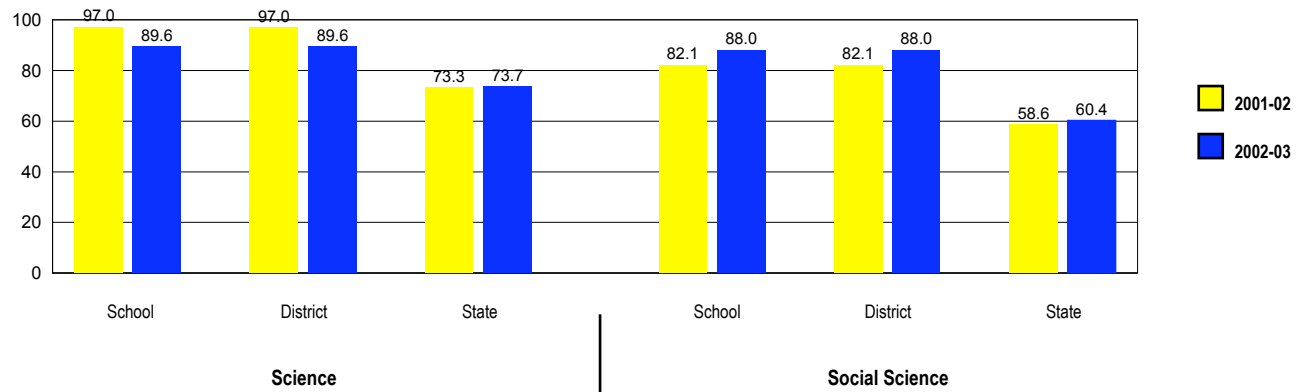
ISAT Grade 4



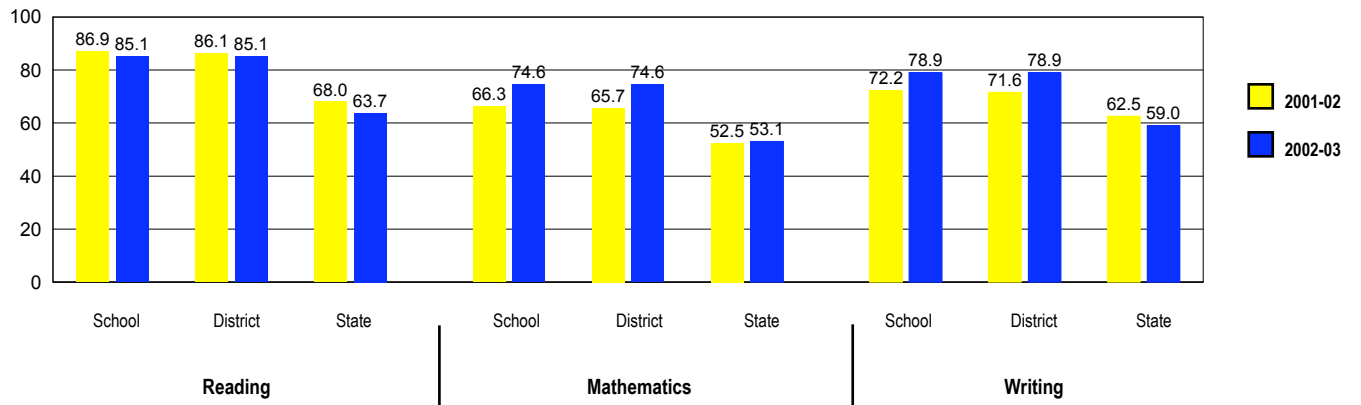
ISAT Grade 5



ISAT Grade 7



ISAT Grade 8



## 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	372	196	176	292	17	10	53	0	6	0	55	0
	Reading	0.0	0.0	0.0	0.0	58.8	50.0	43.4				0.0	
	Mathematics	0.0	0.0	0.0	0.0	58.8	50.0	43.4				0.0	
District	*Enrollment	372	196	176	292	17	10	53	0	6	0	55	0
	Reading	0.0	0.0	0.0	0.0	58.8	50.0	43.4				0.0	
	Mathematics	0.0	0.0	0.0	0.0	58.8	50.0	43.4				0.0	
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	0.0	9.9	45.9	44.1	0.0	2.7	39.1	58.2	0.9	22.7	70.0	6.4
District	0.0	9.9	45.9	44.1	0.0	2.7	39.1	58.2	0.9	22.7	70.0	6.4
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	0.0	15.5	39.7	44.8	0.0	3.5	29.8	66.7	1.8	22.8	71.9	3.5
	District	0.0	15.5	39.7	44.8	0.0	3.5	29.8	66.7	1.8	22.8	71.9	3.5
	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	0.0	3.8	52.8	43.4	0.0	1.9	49.1	49.1	0.0	22.6	67.9	9.4
	District	0.0	3.8	52.8	43.4	0.0	1.9	49.1	49.1	0.0	22.6	67.9	9.4
	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	0.0	11.2	45.9	42.9	0.0	3.1	40.8	56.1	1.0	25.5	67.3	6.1
	District	0.0	11.2	45.9	42.9	0.0	3.1	40.8	56.1	1.0	25.5	67.3	6.1
	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	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	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	School	0.0	0.0	40.0	60.0								
	District	0.0	0.0	40.0	60.0								
	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

**Grade 4****Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	0.0	14.6	57.7	27.7	0.0	12.4	79.1	8.5
District	0.0	14.6	57.7	27.7	0.0	12.4	79.1	8.5
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4



**ISAT continued****Grade 4 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	0.0	8.1	58.1	33.9	0.0	1.6	86.9	11.5
	District	0.0	8.1	58.1	33.9	0.0	1.6	86.9	11.5
	State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female	School	0.0	20.6	57.4	22.1	0.0	22.1	72.1	5.9
	District	0.0	20.6	57.4	22.1	0.0	22.1	72.1	5.9
	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	0.0	14.5	58.1	27.4	0.0	12.0	78.6	9.4
	District	0.0	14.5	58.1	27.4	0.0	12.0	78.6	9.4
	State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black	State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic	State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander	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 4 - Students with Disabilities**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	35.7	57.1	7.1	0.0	7.1	85.7	7.1
	District	0.0	35.7	57.1	7.1	0.0	7.1	85.7	7.1
	State	15.9	38.3	40.0	5.9	20.3	40.6	37.0	2.1
Section 504	State	7.5	24.8	52.5	15.1	6.2	33.6	53.9	6.4
Non-disabled	School	0.0	12.1	57.8	30.2	0.0	13.0	78.3	8.7
	District	0.0	12.1	57.8	30.2	0.0	13.0	78.3	8.7
	State	5.6	24.6	54.2	15.6	5.5	27.7	59.7	7.1

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	13.2	43.0	43.8	0.0	7.4	75.2	17.4	2.5	11.6	83.5	2.5
District	0.0	13.2	43.0	43.8	0.0	7.4	75.2	17.4	2.5	11.6	83.5	2.5
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	11.3	46.8	41.9	0.0	4.8	77.4	17.7	1.6	17.7	80.6	0.0
	District	0.0	11.3	46.8	41.9	0.0	4.8	77.4	17.7	1.6	17.7	80.6	0.0
	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	15.3	39.0	45.8	0.0	10.2	72.9	16.9	3.4	5.1	86.4	5.1
	District	0.0	15.3	39.0	45.8	0.0	10.2	72.9	16.9	3.4	5.1	86.4	5.1
	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	13.8	45.0	41.3	0.0	8.3	77.1	14.7	2.8	11.0	83.5	2.8
	District	0.0	13.8	45.0	41.3	0.0	8.3	77.1	14.7	2.8	11.0	83.5	2.8
	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	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	State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0
Asian/Pacific Islander	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

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	47.6	38.1	14.3	0.0	23.8	71.4	4.8	9.5	23.8	66.7	0.0
	District	0.0	47.6	38.1	14.3	0.0	23.8	71.4	4.8	9.5	23.8	66.7	0.0
	State	5.2	69.5	19.9	5.4	14.4	50.4	33.0	2.2	25.7	42.4	31.2	0.7
Section 504	State	0.6	39.4	41.1	18.9	1.3	29.6	61.0	8.0	7.0	41.4	49.5	2.1
	Non-disabled	School	0.0	6.0	44.0	50.0	0.0	4.0	76.0	20.0	1.0	9.0	87.0
District		0.0	6.0	44.0	50.0	0.0	4.0	76.0	20.0	1.0	9.0	87.0	3.0
State		0.3	33.5	40.1	26.0	1.7	24.4	62.9	10.9	3.1	26.8	66.1	4.0

**Grade 7****Grade 7 - All**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
School	0.8	9.6	55.2	34.4	0.0	12.0	47.2	40.8	
	District	0.8	9.6	55.2	34.4	0.0	12.0	47.2	40.8
	State	9.7	16.6	56.2	17.5	1.5	38.1	45.7	14.7

**Grade 7 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	1.6	13.1	47.5	37.7	0.0	13.1	42.6	44.3
	District	1.6	13.1	47.5	37.7	0.0	13.1	42.6	44.3
	State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female	School	0.0	6.3	62.5	31.3	0.0	10.9	51.6	37.5
	District	0.0	6.3	62.5	31.3	0.0	10.9	51.6	37.5
	State	8.7	17.6	58.9	14.8	1.1	39.5	47.4	12.0

**ISAT continued****Grade 7 - Racial/Ethnic Background**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	0.9	9.9	55.0	34.2	0.0	12.6	45.9	41.4
	District	0.9	9.9	55.0	34.2	0.0	12.6	45.9	41.4
	State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black	State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
	Hispanic	State	15.4	25.0	53.9	5.7	2.1	53.4	39.9
Asian/Pacific Islander	State	3.2	8.0	57.2	31.6	0.2	17.5	55.1	27.2
Native American	State	10.9	21.1	54.7	13.3	1.6	43.2	47.5	7.7

**Grade 7 - Students with Disabilities**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	36.4	45.5	18.2	0.0	45.5	40.9	13.6
	District	0.0	36.4	45.5	18.2	0.0	45.5	40.9	13.6
	State	32.2	28.3	36.0	3.5	7.2	67.4	22.4	3.1
Section 504	State	9.5	19.5	54.1	16.9	1.2	38.7	42.8	17.2
Non-disabled	School	1.0	3.9	57.3	37.9	0.0	4.9	48.5	46.6
	District	1.0	3.9	57.3	37.9	0.0	4.9	48.5	46.6
	State	5.9	14.7	59.5	19.8	0.5	33.2	49.6	16.7

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	14.9	62.7	22.4	2.2	23.1	46.3	28.4	1.5	19.5	72.9	6.0
District	0.0	14.9	62.7	22.4	2.2	23.1	46.3	28.4	1.5	19.5	72.9	6.0
State	0.5	35.8	54.0	9.7	6.3	40.6	37.6	15.5	6.2	34.8	54.8	4.2

**Grade 8 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	18.1	68.1	13.9	2.8	22.2	40.3	34.7	2.8	23.9	69.0	4.2
	District	0.0	18.1	68.1	13.9	2.8	22.2	40.3	34.7	2.8	23.9	69.0	4.2
	State	0.7	40.6	51.5	7.2	7.5	39.7	36.5	16.3	9.4	41.5	46.7	2.4
Female	School	0.0	11.3	56.5	32.3	1.6	24.2	53.2	21.0	0.0	14.5	77.4	8.1
	District	0.0	11.3	56.5	32.3	1.6	24.2	53.2	21.0	0.0	14.5	77.4	8.1
	State	0.2	30.8	56.6	12.3	5.1	41.6	38.6	14.7	2.9	27.9	63.2	6.0

**ISAT continued****Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School	0.0	15.8	64.2	20.0	2.5	25.0	46.7	25.8	1.7	20.8	72.5	5.0	
District	0.0	15.8	64.2	20.0	2.5	25.0	46.7	25.8	1.7	20.8	72.5	5.0	
State	0.3	26.8	59.9	13.1	3.3	30.9	44.9	21.0	4.6	29.3	60.6	5.5	
Black													
State	1.0	53.7	42.6	2.7	15.1	61.9	20.2	2.8	10.7	47.7	40.6	1.0	
Hispanic													
State	0.8	52.3	43.8	3.1	7.7	56.8	30.4	5.1	7.4	43.5	47.7	1.3	
Asian/Pacific Islander													
School	0.0	0.0	50.0	50.0	0.0	0.0	40.0	60.0					
District	0.0	0.0	50.0	50.0	0.0	0.0	40.0	60.0					
State	0.1	20.1	59.6	20.3	1.3	19.7	40.6	38.3	1.8	20.7	67.1	10.4	
Native American													
State	0.6	45.1	48.2	6.1	7.2	49.3	32.0	11.6	6.5	44.9	45.2	3.4	

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
School	0.0	54.2	45.8	0.0	8.3	87.5	4.2	0.0	8.3	45.8	45.8	0.0	
District	0.0	54.2	45.8	0.0	8.3	87.5	4.2	0.0	8.3	45.8	45.8	0.0	
State	2.7	77.8	18.6	0.9	28.8	58.2	11.2	1.8	30.1	51.0	18.4	0.4	
Section 504													
State	0.2	40.0	52.8	7.1	4.0	45.9	38.0	12.0	7.0	42.3	47.4	3.3	
Non-disabled													
School	0.0	6.4	66.4	27.3	0.9	9.1	55.5	34.5	0.0	13.8	78.9	7.3	
District	0.0	6.4	66.4	27.3	0.9	9.1	55.5	34.5	0.0	13.8	78.9	7.3	
State	0.1	28.8	59.9	11.2	2.6	37.7	42.0	17.8	2.3	32.2	60.7	4.8	

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.  
(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

**The Mission**

Oak Grove School continues building on its past successes by focusing on its clearly defined mission. Our mission statement reads as follows:

To achieve excellence in education by creating an environment for student-centered active learning to serve as a foundation for a process of lifelong learning. While recognizing the uniqueness of each student, we will work to foster:

*basic academic & critical thinking skills, personal development, physical fitness & recreation, creativity, citizenship, appreciation of the arts, and mutual respect & integrity in a K through 8 environment which integrates home, school, & community.*

**2003-04 Initiatives****Curriculum**

Oak Grove continues its focus on curriculum mapping as a major improvement initiative. The mapping process will ensure a coherent K-8 curriculum in all subject areas and provide the necessary data to make curricular enhancements. We are in year two of a four-year process. For each academic discipline, the steps are the same: year 1 - the subject is mapped for content, skills, and assessments; year 2 – grade level core maps are created for distribution to the public after a task force of teachers analyzes the data collected, aligns it with state and/or national standards, and makes recommendations for future direction. Reading is in year two of the process while science and math are in year one.

**Fine Arts**

Drama classes will be added for all first through fifth grade students. Drama students will be guided through various exercises and lessons that allow them to explore their creativity. The dramatic structure provides the framework for this exploration. Students will be exposed to literature and given the opportunity to play with elements of story such as character and plot development, rising and falling action, and major areas of conflict found in a story. Group work lets students become involved in the process of collaboration and communication thus providing an arena for coming to consensus while engaged in the process of creating artistic form. Students then engage in sharing their work; success during this part of the process will lead to developing a healthy sense of self-confidence and self-worth. They will begin to feel comfortable expressing themselves before their peers and gain further mastery over language.

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**Parent Communication**

Oak Grove will institute “New Avenues” to enhance communication with the public. “New Avenues” will include special presentations at Board of Education meetings focusing on particular topics of interest (student assessment, curriculum mapping, long-range financial planning), an open town meeting, Jr. High principal coffees, and presentations focusing on Oak Grove’s curricular content and Internet safety. In addition, the school website will be used at an unprecedented level to provide parents and the public with quick and easy access to information.

**Character Development**

The widely acclaimed character education program, Character Counts, is now in its first year of implementation. Students are learning about the “Six Pillars of Character”(Trustworthiness, Respect, Responsibility, Fairness, Caring and Good Citizenship) in new and exciting ways. The core beliefs of the program include:

- 1) There are enduring, universal moral truths – principles of thought and conduct – which distinguish right from wrong and define the essence of good character.
- 2) Character really counts! In personal relationships, in school, at the workplace – in life – who you are makes a difference; and
- 3) Character is not hereditary, nor does it develop automatically; it must be consciously developed by example and demand.

The Six Pillars are being taught within the context of Oak Grove’s curriculum and through special projects and assemblies that occur throughout the year.