

2009 ANNUAL REPORT TO THE REDLANDS UNIFIED SCHOOL DISTRICT STUDENT/COMMUNITY PROFILE OF THE GROVE SCHOOL

Self-Study Coordinators

- Gena Engelfried, Head of School (Principal)
- Barbara Capra, Assistant to the Head of School
- Jemma McVey, Administrative Assistant
- Ian Dinmore, Editor, Advisor and Faculty Representative
- Mary-Elizabeth Elliott-Hora, Farm Campus Representative, Lead Teacher
- Connie Brown, Editor, Accounting and Human Resources
- Stephen Gervais, Data Coordinator, Parent Representative

Site Administration

Gena Engelfried, Head of School

District Administration

Lori Rhodes, Redlands Unified School District Superintendent
Scott Bohlender, RUSD Assistant Superintendent

Grove School Board of Education

- Donald J. Berry, Jr., Chair
- Gena Engelfried, President
- Susan Reid, Secretary
- Julie McKeehan, Treasurer
- Stephen Gervais, Parent Teacher Group Representative
- Ian Dinmore, Teacher
- Mary-Elizabeth Elliott-Hora, Teacher
- Lisa Delorme, Community Member
- Margie Armantrout, Montessori Advisor, Community Member
- Mariah McCarthy, Student
- Britney Swensen, Student

General Data

School Name:	The Grove School
Address:	200 Nevada Street, Redlands, CA 92373
District:	Redlands Unified School District
Principal:	Gena Engelfried
RUSD Superintendent:	Lori Rhodes
Year school established:	1999
Last WASC accreditation:	2003
Grade levels served:	7-12
Total current enrollment:	158

Clerical / Administrative Staff:

- **Barbara Capra** Assistant to the Head of School
Aeries Coordinator
Attendance Coordinator
Registrar
- **Jemma McVey** Administrative Assistant
Nutrition Coordinator
- **Connie Brown** Accounting
Human Resources/Credentialing
- **William A. Feld** Farm Manager

Faculty/Teaching Staff:

- **History**
Andrew Christopherson, High School Campus
Mary-Elizabeth Elliot-Hora, Farm Campus
- **English**
Ian Dinmore, High School Campus
Joan Murphy, Farm Campus
- **Foreign Language**
Ian Dinmore (French), High School Campus
Aleida Rivera (Spanish), Farm and High School Students
- **Science**
Jonathan Lord, High School Campus
Joan Murphy, Farm Campus
- **Mathematics**
Xiaoyun Sun, High School Campus
Justin Caldwell, Farm Campus
- **Drama**
Mary-Elizabeth Elliot-Hora, Farm and High School Students
- **Technology**
Xiaoyun Sun, Farm and High School
- **Art and Journalism**
Kammy Downs, High School and Farm Students
- **Agriculture/Physical Education**
William A. Feld, Farm and High School Students
- **Wood-working**
Peter Drinkwine

Special Education Consultants :

- Cheryl Fry, District Special Education Coordinator on assignment to Grove
- Steve Gooch, District Psychologist on assignment to Grove
- Dawn Butler, District Special Education Teacher on assignment to Grove

Since 1999 The Grove School has employed a series of RUSD specialists, referred by Jan Billings, to provide special educational services to eligible students. With their professional collaboration, under the oversight of the district, we have provided a program that has led to the success of students who were otherwise unsuccessful in other programs. Grove is proud to provide full inclusion special education (where appropriate) and feels that this model benefits typical and special education students.

Community

General Description of the School

The Grove School is a non-profit public charter school opened as Grove High School in 1999. Our school follows the educational practices of Dr. Maria Montessori. We began as a group of parents, teachers, and community members with 37 ninth and tenth grade students, many of whom had come from other Montessori or home school programs. These students desired to enroll in a school that uses the Montessori Method of education at the secondary level. The school gradually evolved into a fully comprehensive high school program for 9th – 12th grades. In 2004, as we renewed our initial charter with Redlands Unified School District, we opted to open a junior high school program serving grades seven through nine. At this time we changed our name from Grove High School to The Grove School. The program has evolved as a secondary school, serving adolescents from 12-15 years of age through the junior high school and from 15-18 years of age at the high school. The 2008-2009 enrollment has fluctuated between 158 and 169, somewhat short of our district cap of 180. A reduction in enrollment last year was a conscious decision made by previous administration and the Governing Board. However, this model seems unsustainable with current NCLB faculty requirements and the financial demands of the 2008-2009 state budget. Therefore, an attempt to increase enrollment while maintaining stability has been made this year and will continue into next year.

The Grove School is located in the city of Redlands. The high school campus is in the middle of a 12-acre grapefruit grove, divided east to west by Morrey Arroyo. The junior high school students spend most of their day on the 9 ½ acre farm which is a portion of Redlands' Heritage Park. The school uses rented facilities. The farm is rented from the City of Redlands for \$1 per year. The farm facility, located across the street and to the south of the main campus, is comprised of the farmhouse, farm annex, barn and shop, which have been converted to classrooms. The high school is one of the buildings shared by the village-style campus of Montessori in Redlands and is rented from the Montessori in Redlands school at commercial rates. The Grove School

administrative offices are housed at the main high school campus, with the accounting and human resources office on the junior high campus. The outdoor environment is an important extension of the classroom setting on both campuses and therefore it is appropriately planned to ensure beauty, safety, learning opportunities, and physical development for the students, as well as fostering respect for and appreciation of the natural world and its creatures. The campus is graced with gardens, work areas, walkways, benches and picnic tables in keeping with the Montessori method's philosophy that young people thrive when they have access to nature.

School Purpose - Mission Statement

The Grove School's mission is to provide a unique learning environment consistent with Dr. Maria Montessori's vision for secondary-age students. Students will be encouraged to reach their full potential as self-directed individuals within the framework of a Montessori educational system. Drawing on Montessori theory and practice, the secondary program will provide the students with two crucial components: an environment that fosters self-responsibility through an individualized curriculum; and core course work that ensures each student's ability to master individual and state competency goals. The Montessori-trained students of the school will be trained to initiate, plan and complete projects using critical thinking skills and obtained knowledge, and be able to reflect on and evaluate the outcomes of these projects. These skills will enable them to become lifelong learners and community leaders.

The Montessori Secondary Model

Maria Montessori, Italy's first female physician, took a developmental approach while creating an enduring theory of education that has been increasingly validated by neuroanthropological research. Montessori's model is based on the assumption that all humans are equipped to learn and that optimal learning occurs in developmentally appropriate learning environments where students are provided with the tools for exploration and discovery.

As a public Montessori school we face several challenges. These include our inability to select students who have had the advantage of an early childhood and elementary Montessori education. However, Montessori describes the adolescent as "the social newborn" and we have observed that even those students who have never heard of Montessori education often can do well in this new, uniquely prepared environment if they are naturally engaged, curious and self-motivated.

Other challenges that eclipse the student selection challenge include our chronic lack of funding, the requirement that teachers be "highly qualified" under NCLB laws and a lack of facilities that meet our needs. As well as these challenges, we are required to participate in state testing and to provide grades and transcripts, and we run a farm in a climate that is less than friendly for spring and autumn farming.

Many Montessori pedagogical experts conclude that the Montessori method requires a boarding experience, at least for 12-15 year olds, where they leave the comfort of family and form new bonds with friends. Montessori advocates that the students also engage in running some form of hospitality business (a small hotel or Bed & Breakfast). These requirements will be difficult for Grove to meet in a public school context. However, we have managed to provide the students with several other components of the carefully prepared Montessori environment including a working farm with a farm shop that serves the public.

Other Montessori components that are difficult to find are Montessori teachers who have completed AMI diploma training (a post graduate intensive year). The summer Orientation to Adolescent Studies has been an attractive alternative to a full diploma course and AMI is in the process of developing an extended version of the orientation that will confer graduate school credit and provide a meaningful background in child and adolescent development. Nevertheless, even the summer orientation is expensive and often difficult to persuade teachers to attend. With California's increasingly stringent laws on NCLB compliance, it can also be difficult to find teachers who are eligible to teach in typical public secondary programs, especially in the fields of Math and Science.

Unfortunately (or fortunately) the parameters of a "true Montessori School" at the secondary level have yet to be defined. Our school is one of the first to emerge after the 1996 Montessori Adolescent Colloquium in Chicago and we are in good public school company with Montessori schools like Compass Montessori in Golden Colorado, Great River Montessori in Minneapolis, Minnesota and Clark Montessori in Milwaukee, Wisconsin. All of these institutions are charter schools with whom we meet and share best practices. All of these schools face similar challenges and have been able to weather the storm and gain national recognition for outstanding programs that meet or exceed similar schools in their areas while addressing the holistic needs of the adolescent.

The Junior High School

Students from age 12-15 learn best when challenged with a combination of physical and intellectual tasks in a wholesome outdoor environment. Montessori believed that the farm, with its immediate consequences of life and death, procreation, birth, seasonal rhythm and unpredictability gives students a developmentally relevant learning lab and promotes social interaction, problem solving, critical thinking, responsibility, and an understanding of the interdependence of life. Students develop a sense of ownership and belonging as they shape and master their environment. Curriculum is easily integrated as students explore the pedagogy (science, history, and culture) of their place on the farm and create a community that depends on collaboration, skills, knowledge, cooperation, and responsibility for its success.

The High School

Students from age 15-18 are ready to expand their world view and look beyond the immediate environment as they focus on their impending adult responsibilities and post secondary education. The high school is designed to prepare students for university and for life as contributing members of the economy, society, and culture. High school students spend a significant amount of time engaged in off-campus service, internship, and exploration. The school promotes “international mindedness” and optimistic exploration of ideas, places, and people beyond the student’s prior experience through travel, work, and in-depth study. Specialists in a variety of fields are introduced to students with the expectation that the students will be able to relate to and adopt professional and passionate interests in scientific, artistic, social, and cultural disciplines.

Expected School Wide Learning Results

The Grove School believes an educated person of the 21st century is a well-balanced individual, capable of self-motivated, independent work and well aware of the need for constant and ongoing education. This person is able to set and accomplish personal goals and work cooperatively and collaboratively for the good of the group. Educated individuals are members of a local community and a global society. They should be proficient in at least one language in addition to English.

Grove students will graduate having attained the following Expected School-wide Learning Results as:

- **SCHOLARS:** proficient in social studies, math, science, language, and the arts.
- **ATHLETES:** pursuing appropriate physical challenges and acting upon the knowledge of the fundamentals of safety and health.
- **COMMUNITY MEMBERS:** involved in the school community; capable of collaboration, cooperation and meaningful service.
- **CITIZENS:** understanding our nation’s constitutional framework and the rights and responsibilities of citizens in a democracy. Students will pursue internship experiences that lead them toward becoming contributing members of society.
- **TECHNOLOGY USERS:** students will become competent in the use of computers and other types of technology.

In the educational philosophy and curriculum reflected by Dr. Maria Montessori’s vision of education, students are motivated by their desire to learn and their love of discovery. The school’s mission is to provide a rich, carefully prepared environment in which, through purposeful work, students will be guided toward reaching their full potential.

Full Inclusion Special Education

Students with special needs are served with a fully inclusive special education program, providing modifications and accommodations as needed. Our current

population of students with Individualized Education and 504 plans comprises approximately 18% of our total population. Our support staff includes a part-time psychologist, a part-time counselor, and a part-time special education teacher who work with regular-ed teachers to monitor students and help them meet benchmarks. In addition, these specialists work with parents and teachers to help coordinate approaches for working with students in and outside of school.

Parent Involvement

The Grove School Parent Advisory Committee (PAC) serves as our School Site Council with whom we establish school-wide goals, examine student results, and allocate resources. PAC members elect two parents to the Grove Board. These members speak and vote as parent representatives on the Governing Board and help guide the school toward fulfilling its mission.

Parents at The Grove School took a leadership role in raising money to supplement the general fund during the last three years. At the time of our last WASC review, our facilities were in desperate need of renovation and expansion. Money from parents has transformed our high school science lab and provided badly needed paved areas for our outdoor classroom. The school, with the partnership of several community organizations, is embarking on a plan to move the historic Barton Schoolhouse, and renovate and remodel it for classroom and community event use. The School, including the board and parent organizations, is currently fund raising for this endeavor.

The Grove School parents and students volunteer significant time and money toward enhancing our school. The Parent and Teachers of Grove organization (PTG) volunteers over 3,000 hours annually and raises over \$10,000 annually to supplement departmental budgets and classroom supplies, and has provided stability to this year's uncertain cash flow in the form of emergency cash reserves on which the school can draw if necessary.

The SUPPORT OUR ATHLETIC RAVENS Athletic Boosters Club raises funds for team equipment, maintenance, and improvement of facilities. During the current budget crisis, the Boosters have helped to fund our Athletic Director position as well as providing the stipends for our seasonal coaches. In addition to financial support, the Boosters provide a liaison to teams. The liaisons frequently volunteer over 30 hours per month.

The STAR group (SUPPORT OUR ARTISTIC RAVENS) is in development, and will provide support for our drama, music and visual arts programs.

In addition, parents provide both volunteer time and financial support in many other areas including safe transportation to field trips, events and dances, dance chaperoning, Destination Imagination, and other programs.

Community Involvement

We are fortunate to have a community that recognizes the achievements of our students and staff. The Grove School belongs to the Redlands Chamber of Commerce and the Redlands Community Scholarship Foundation, and we participate in the Redlands Rotary Student of the Month, which provides savings bonds and certificates for student achievement.

Community Accomplishments

Community and parent support, along with a dedicated, professional staff and focused students, result in high levels of achievement in both academic and extra- and co-curricular areas. Our school and students generally score at or above local and state averages on standardized tests as well as AP exams and SAT tests. The Grove School has consistently scored above 700 on the Academic Performance Index, and has earned a ranking of 8. Grove student athletic teams, in spite of limited enrollment and resources, and a 2.5 GPA participation requirement, have participated in CIF league competitions and this year went to the CIF regional playoffs in girls' basketball. Our performing arts students, technology students, and *Destination Imagination* students historically place or win top recognition at competitions. We are very proud of our students and the trust we have earned from our parents and community.

WASC Accreditation History

The Grove School was awarded the Western Association of Schools and Colleges (WASC) Candidacy status in 2000 after opening in 1999. The school embarked upon its first full Self Study for review in 2003. In 2003, The Grove School was awarded a six-year accreditation with a mid-term visit in 2006. At the time of our mid-term visit in 2006 we were told that we had accomplished our WASC Action Plan Goals. (See visiting committee reports in APPENDIX A). The school completed a WASC self study during 2008-2009 and was visited by a four member WASC committee in April, 2009. Their report is available for review. We are awaiting the new term of our accreditation which will be delivered in August, 2009.

Status of School in Terms of Student Performance

The Grove School has met the Adequate Yearly Progress (AYP) required under No Child Left Behind (NCLB) Act of 2001 for the past three years.

Demographics:

2005-2006 (Fall 2005)

Total Enrollment, Grades 7 -12					171			
Junior High Enrollment, Grades 7 - 9					64			
High School Enrollment, Grades 10 - 12					107			
Grade	Total # Students	Boys	Girls	White Non-Hispanic	Hispanic Latin/Mexican-American	African American	Asian/Pacific Islander	Other
7 th	19	12	7	11	2	2	4	0
8 th	23	13	10	16	5	2	0	0
9 th	22	9	13	16	4	1	1	0
10 th	40	19	21	35	1	1	0	3
11 th	36	20	16	27	4	1	3	0
12 th	31	20	11	27	0	3	1	0
Total	171	93	78	132	16	10	9	3

Demographics cont.

2007-2008 (Fall 2007)

Total Enrollment, Grades 7 -12					157			
Junior High Enrollment, Grades 7 - 9					70			
High School Enrollment, Grades 10 - 12					87			
Grade	Total # Students	Boys	Girls	White Non-Hispanic	Hispanic Latin/Mexican-American	African American	Asian/Pacific Islander	Other
7 th	24	13	11	15	4	0	2	0
8 th	22	12	10	13	1	2	1	0
9 th	24	15	9	18	1	1	4	0
10 th	30	17	13	20	4	4	0	3
11 th	28	14	14	18	4	1	2	0
12 th	29	13	16	28	0	0	0	0
Total	157	84	73	112	13	8	9	3

2008-2009 (Fall 2008)

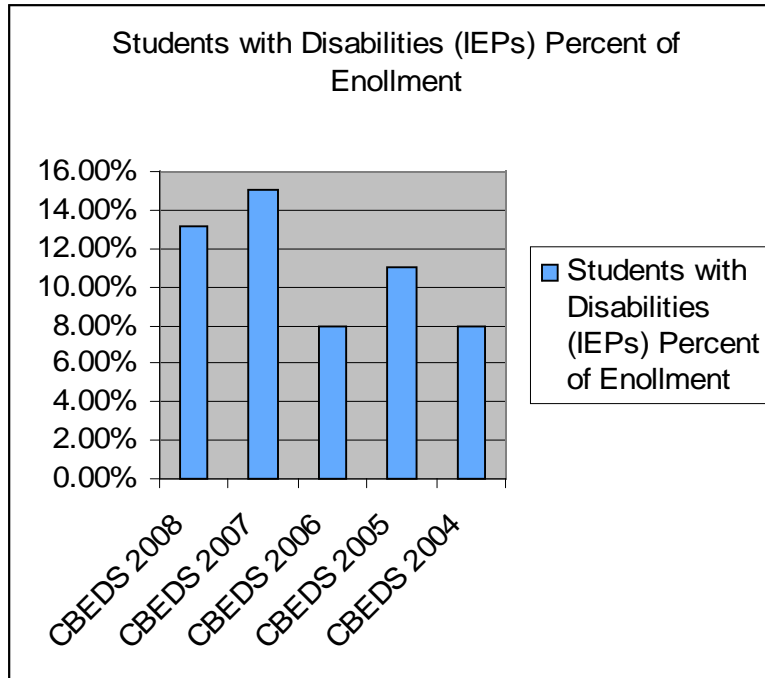
Total Enrollment, Grades 7 -12					159			
Junior High Enrollment, Grades 7 - 9					80			
High School Enrollment, Grades 10 - 12					79			
Grade	Total # Students	Boys	Girls	White Non-Hispanic	Hispanic Latin/Mexican-American	African American	Asian/Pacific Islander	Other
7 th	28	8	10	23	2	0	2	1
8 th	25	13	12	16	4	0	2	3
9 th	27	16	11	17	5	3	2	0
10 th	32	19	13	22	4	2	4	0
11 th	30	14	16	20	6	2	0	2
12 th	17	8	9	10	3	2	2	0
Total	159	88	71	108	24	9	12	6

Language Fluency—Special Services

English Only	English as a second Language	Initially Fluent English Proficient	IEP Eligible Students	504 Plan
97%	3%	3%	12%	10%

Newly Enrolled Students—Previous School Attended

Academic Year	Public School / Redlands Unified School District	Public School Out of District	Montessori School	Private School
2007-2008	52.77%	22.72%	15.90%	4.54%
2008-2009	33.87%	29.03%	20.96%	11.33%



Assessment

At GROVE assessment is integrated into all aspects of the curriculum; it is part of the learning process. The basis of Montessori instruction is the “Three Period Lesson,” which includes a period of assessment. Many pedagogical materials are self-correcting, requiring the students to check themselves before completing the lesson. The student may not continue to the next concept without demonstrating mastery of the previous concept. The teacher, through careful observation of the student’s work, confirms their readiness for the next lesson. Observation and modification of the curriculum to meet the needs of the individual student at each step in the learning process is intrinsic to the Montessori teaching method.

Methods used to demonstrate student competency are as diverse as Grove students. Student-generated assessment includes reflective writing on daily/weekly learning experiences in the classroom, portfolios modified in consultation with the mentor teachers, twice monthly progress reports, self- and group evaluations, peer editing rubrics, and group project assessment rubrics. Adult generated assessment includes grades, portfolio reviews, rubrics for writing and reporting, annual standardized testing, biannual semester grades, performance evaluations, biannual parent conferences for portfolio review and student-led description of ESLR achievements, and detailed observations of student progress.

Progress reports encourage a review of accountability and work habits as well as student performance. Progress reports are provided to students and parents approximately every two weeks. Progress reports include missing assignment

data and detailed analysis of grade weights, quiz and test scores and daily in-class and homework participation and performance. Students in grades seven and eight are assessed on a scale that reflects completion and mastery and students in grades 9-12 are assessed in terms of percentage which translates to a letter grade.

Graduation and Retention

Our graduation and retention rates illustrate the ways in which our program is working to help students meet their full potential. Graduates from The Grove School have done increasingly well in gaining acceptance to post secondary institutions.

Year	Retention Rate	Graduation Rate	Matriculation to college or other post secondary program
2005	90%	97%	100%
2006	93%	100%	100%
2007	85%	100%	100%

STUDENTS MEETING UNIVERSITY of CALIFORNIA A-G REQUIREMENTS:

99% of Grove students in grades 9-12 are enrolled in UC approved courses

**Significant Development:
Structure of Classes and Programs**

During our research into steps to meet objectives in our School-wide Action plan, we determined that changes were necessary to improve our programs and ensure long-range success in meeting our ESLRs. At the time of the last WASC visit, Grove had a program designed to meet the needs of 9th-12th grade students. We had consistently noted a steep rise in maturity, program connectedness and willingness to do self-directed and intrinsically motivated work when students entered 10th grade (at about 15 years). We attribute this to what Montessori characterized as the entrance into the second stage of the third plane of development (15-18 years). At this age, students are capable of higher levels of self-motivation, concentration and abstraction, seem less in need of peer approval and appear to be more outward looking than their younger peers.

For this reason, we have split the secondary classes and added 7th and 8th grades to create the farm campus with its unique curriculum. Based on the research of Dr. Montessori, the prepared environment for 7th-9th grade students consists of rigorous academics combined with experience on a working farm. This includes a large entrepreneurial component and a diverse range of experience-based learning opportunities that lend relevancy to daily academics.

Faculty, Staff and Administration

In order to meet our new program needs Grove felt it necessary to restructure staff. At the urging of our Montessori consultants, Grove gave staff the opportunity to attend the summer Adolescent Orientation offered in Burton Ohio. Staff members who were unwilling or unable to attend the training were given a three-year window of opportunity to complete this requirement at their own expense. In the past three years, several staff members chose not to renew their contracts, based on this Montessori training requirement. This left openings in the high school in 2007 which were filled over the summer.

The past three years have seen significant changes in administration at Grove. In 2006 our founding principal stepped down to implement the Montessori adolescent model in several other schools. The opening was filled by a faculty member who had recently completed his administrative credential. The following year, the new administrator stepped down due to family needs and the position was filled by an administrative intern who left at the end of the year to pursue European Montessori training. The administrative leadership position was then filled by the original administrator who has returned to the area after working to establish several Montessori adolescent programs in and out of state. The current administrator maintains a clear California administrative credential and has signed a three-year contract.

Teacher Data

Five out of ten teachers are NCLB compliant with subject area competency (proven).

Number of teachers who have completed BTSA	4
Number of teachers who have multiple credentials	2
Number of teachers who have advanced degrees	3

INCLUDING 2008-09 SCHOOL YEAR

Teacher Name	Number of Years at Grove	Number of Years Teaching
Ian Dinmore	Five years	Five years
Mary-Elizabeth Elliott-Hora	Five years	Five years
Andrew Christopherson	Three years	Nine years
William A. Feld	Three years	Three years
Joan Murphy	Three years	Five years
Aleida Rivera	Two years	Two years
Jonathan Lord	Two years	Two years
Kammy Downs	Two years	Two years
Xiaoyun Sun	First year	Three years
Justin Caldwell	First year	Three years

Facilities

Grove's most recent challenges have been with facilities and facilities funding. With the addition of the 7th and 8th grades we felt it necessary to increase our enrollment expectations with the district. Our initial facility expansion plan did not come to fruition and we found it necessary to increase enrollment at the high school level where space is less limited.

In 2007 Montessori in Redlands purchased our current high school facility from its former owners and became our new landlords. Our lease contains an AS IS clause and we are responsible for all repairs and maintenance of the building. This year, the AS IS clause lends a significant burden to our financial responsibility, as the 10-year-old high school building is showing significant deterioration.

We are currently working with parents, teachers, community members and the city of Redlands in conjunction with The Grove's Governing Board to devise alternative facilities strategies that will meet the growing need for space and safety in our innovative program (SEE BARTON SCHOOL HOUSE PLAN above). Funding is a major concern and we are looking forward to a stable budget from the state that will enable us to plan realistically for our expanding needs.

Planning

The Head of School and the faculty have taken on primary responsibility for ensuring that tasks on the School-wide Action Plan were delegated, implemented and monitored. Several key staff members, including certificated and non

certificated staff have worked closely with the Head of School and the Board, thus serving as key players on the Leadership Team.

Goals

In the absence of WASC Action Plan Goals after 2006, The Grove School's goals have been developed by the Governing Board, which includes faculty, parents, students and community members. The goal-setting process for the past few years has also been a response to other circumstances including funding and staffing changes. School-wide groups have been responsible for gathering data and creating strategies that are mission-based and will lead to achieving the school's vision. School-wide financial planning is linked to goals and is an important part of the strategic approach.

A school wide survey was undertaken in 2007-2008 to determine the primary concerns of all stakeholders. In addition, the students completed extensive teacher reviews and course evaluations to give much needed feedback to faculty. The survey identified a need for increased communication, increased integration both across the curriculum and vertically from grade to grade, and increased retention of effective faculty and staff.

In 2008 a DATA TEAM was established to help collect and review school wide data, including, but not limited to, test scores, portfolio rubrics, grade distribution and demographic statistics regarding retention and alumni accomplishments. The school wide data team reviewed test data and presented results to board members and faculty.

A new block schedule was developed in response to a perceived need for further cross-subject integration, and to maximize the opportunities created by the completion of our science lab. The efficacy of this schedule is currently being reviewed.

Funding is a major issue this year, and we are setting new enrollment goals that require accurate communication of the school's vision. In light of the last three year's administrative and faculty turnover, the community has developed goals for stability and dissemination of Montessori culture with internal and external marketing.

Funding Sources for The Grove School

By percentage of total funding:	2006-07 Actual %	2007-08 Actual %	2008-09 Budget %
State Funds	86.47%	81.94%	85.91%
Categorical Funds	5.88%	9.60%	8.44%
SELPA Funds	3.78%	4.96%	0.00%
External Grants	0.00%	0.00%	0.00%
Internal Grants/Fundraising	3.87%	3.50%	5.65%

Grove received no proposition 39 funding or assistance from the district with facilities, nor did the school receive any share of recent bond measure funding.

The Grove School Graduation Requirements

240 Credits		A passing average score of 70% or above earns 5 credits per semester*		
English 4 Years (college prep)	English 9 English 10	English 11 English 12		
Math 4 Years (college prep)	Algebra I Calculus	Geometry Calculus/Senior Math	Algebra II	Pre-
Science 3 Years (college prep)	Earth Science Chemistry	Biology Physics		
Social Studies 3 Years (college prep)	World History Government and Economics	American History		
Language (other than English) 3 Years (college prep)	Spanish French			
Fine Arts 1 Year (college prep)	Art Drama	Advanced Art		
Health 1 Semester	Health			
PE 2 Years	PE Class or Off-Campus PE Sports			
Internship/Service 4 years (5 credits per year)	40 hours Internship plus 30 hours Community Service; both are required every year to earn 5 credits for the year. Portfolio Presentation			
Electives	Journalism Independent Study / On-line Courses	Leadership		
Senior Project (required senior year)	This culminating project reflects a student's interests, abilities and potential and includes writing and product or service components.			
*Requirements can be altered for students enrolling after their freshmen year or for students with IEP or 504 plans in place.				

Class Sizes

Classes at Grove have a population range of 4 to 18 students.

Academic Class Size, 2008 Farm Campus, Grades 7 – 9

Course Title	Largest Class Size	Smallest Class Size	Average Class Size
Social Studies	21	18	20
English	21	19	20
Science	15	10	14
Math	22	17	20

Academic Class Size, 2008 High School Campus, Grades 10 -12

Course Title	Largest Class Size	Smallest Class Size	Average Class Size
English	17	8	11
History	16	11	14
Science	18	8	12
Math	14	4	10
Spanish	17	5	10

Report Card Analysis by Semester

Semester	% D	Highest % by Teacher/Subject	% F	Highest % by Teacher/Subject
Fall 2006	5.5	Riffel-Schneider / Spanish 1 Puen / Geometry	4.7	Riffel-Schneider / Spanish 1 Christopherson / World History
Spring 2007	4.2	Christopherson / US History Dinmore / English 10	3.9	Riffel-Schneider / Spanish II Riffel-Schnieder / Spanish III
Fall 2007	4.3	Lord / Biology Lord / Chemistry	2.0	Dinmore / English 11 Lord / Biology
Spring 2008	4.5	Dinmore / English 10 Christopherson / World History	2.6	Dinmore / English 10 Lord / Chemistry
Fall 2008	7.5	Dinmore / English 10 Lord / Physic	6.8	Dinmore / English 10 Christopherson / World History

Student Participation in Co-Curricular and Extra-Curricular Activities

The Grove School student body is actively involved in many co-curricular and extra-curricular activities. 46% of our students are involved in sports or Destination Imagination teams.

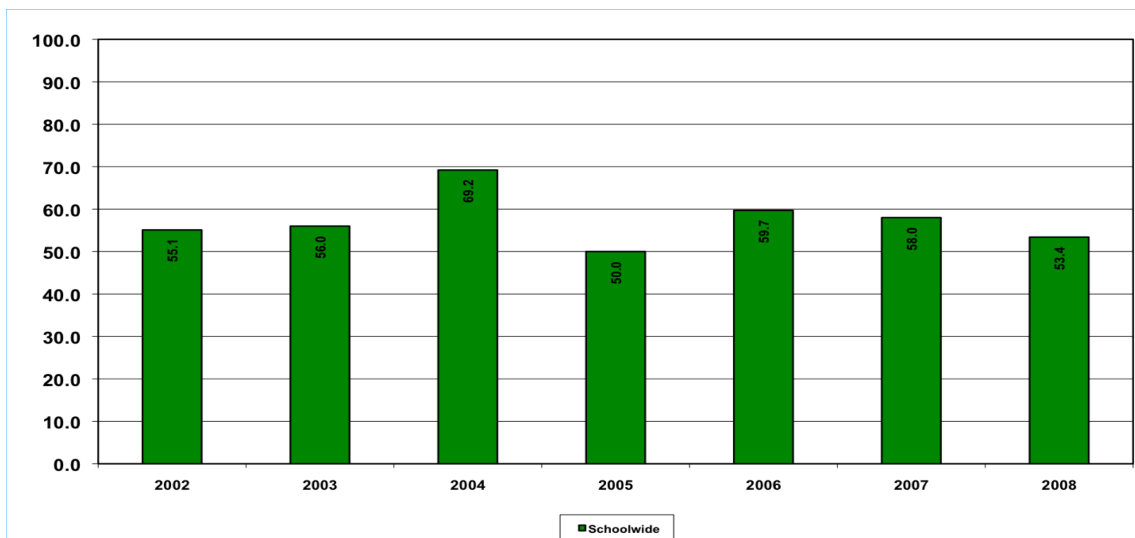
AYP – Adequate Yearly Progress

For the purpose of calculating AYP in math and ELA, Grove High School is considered a bridge school. The schools composite AYP is determined from the valid math and ELA scores from the Grade 7 and 8 CST AND from the math and ELA performance of the Grade 10 Census CAHSEE.

In 2008, Grove High School made all its targets for AYP – math and ELA proficiency, API measure and graduation rate.

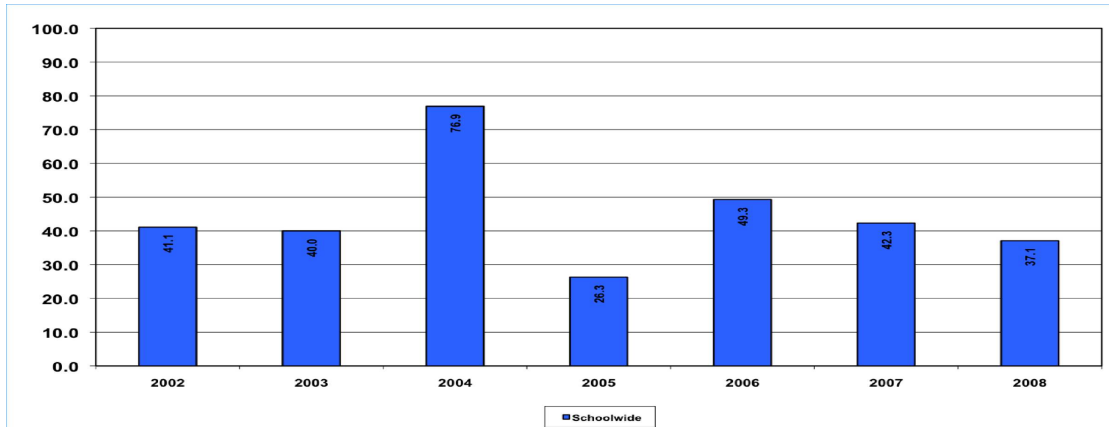
Measure	Tested	Proficient	✓
ELA Proficient	100%	53.4%	✓✓
Math Proficient	98%	37.1%	✓✓
	Min. Target		
API	620	728 (2008)	✓
Graduation Rate	83.0%	89.2 (0607)	✓

AYP ELA Proficient History



AYP

Mathematics Proficiency History

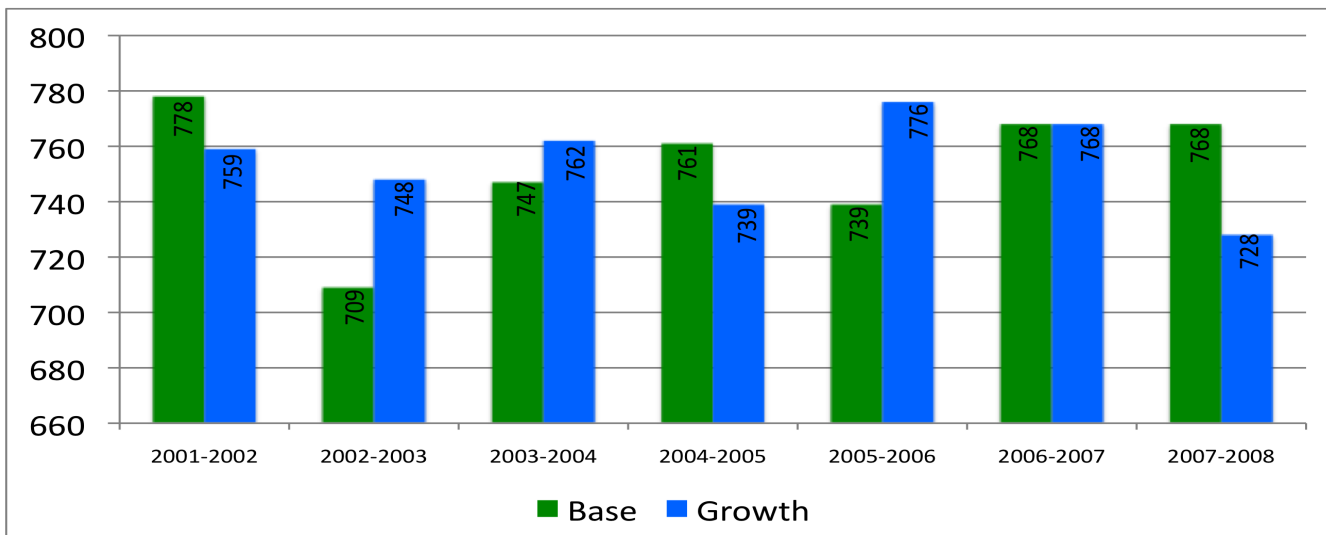


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The Grove school has accomplished its AYP target for ELA since the start of this measure in 2002. In 2006, the structure of the school changed from a high school only program to a middle and high school program. While the composition of the school has changed, it easily met last year's target of 33.4% proficient. Based on past performance, the school should make this year's target of 44.5%.

AYP Mathematics

The Grove School has also made AYP math targets each year. The turnover in mathematics staff has been one factor in the decline of math scores at the school since 2006. While the school made the 2008 target of 32.2% proficient in math, Grove will need to raise math scores so that 43.5% of students are proficient in 2009.



English Language Arts

Tested Performance Level	2007	2008	Δ
Number of Students	133	120	-13
% Advanced	27.1%	25.8%	-1.3%
% Proficient	26.3%	27.5%	+1.2%
% Basic	36.8%	27.5%	-9.3%
% Below Basic	9.0%	15.0%	+6.0%
% Far Below Basic	0.8%	4.2%	+3.4%

The CST ELA performance of all students with valid scores over the past two years is shown in the table above. These are not matched student scores.

The number of students scoring in the advanced performance level dropped slightly; more startling is the nearly 10% shift of the students scoring below basic.

Mathematics

Tested Performance Level	2007	2008	Δ
Number of Students	132	120	-12
% Advanced	5.3%	0.8%	-4.5%
% Proficient	13.6%	13.3%	-0.2%
% Basic	22.0%	22.5%	+0.5%
% Below Basic	38.6%	38.3%	-0.3%
% Far Below Basic	20.5%	25.0%	+4.5%

There was a significant drop in 2008 of the CST performance of students in math when compared to 2007. This, together with the drop in ELA, and an increase in our special education population are the main contributing factors to the drop in our API score for 2008.

The Grove School feels confident that with the continued support of Redlands Unified School District and its constituencies we will be able to continue to provide the choice of quality public Montessori education for secondary students for the next ten years.