

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Mark S. Robinson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Fox Creek Elementary School
(As it should appear in the official records)

School Mailing Address 3910 Fox Creek Road
(If address is P.O. Box, also include street address.)

Bloomington Illinois 61704-4146
City State Zip Code+4 (9 digits total)

County McLean State School Code Number* 17-064-0050-26-2017

Telephone (309) 452-1143 Fax (309) 827-0768

Web site/URL http://www.unit5.org/foxcreek E-mail robinsms@unit5.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Alan Chapman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name McLean County unit District No. 5 Tel. (309) 452-4476

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Scott Lay
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 15 Elementary schools
 Middle schools
 3 Junior high schools
 2 High schools
 Other

 20 TOTAL
2. District Per Pupil Expenditure: \$ 8056.00

 Average State Per Pupil Expenditure: \$ 8676.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 5 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	22	25	47	8			
1	20	23	43	9			
2	26	21	47	10			
3	24	28	52	11			
4	19	18	37	12			
5	31	41	72	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							298

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 68 | % White |
| 25 | % Black or African American |
| 4 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| 1 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 20 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	26
(3)	Total of all transferred students [sum of rows (1) and (2)]	59
(4)	Total number of students in the school as of October 1	298
(5)	Total transferred students in row (3) divided by total students in row (4)	0.2
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 46 %
 Total number students who qualify: 136

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{9}{28}$ %
28 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>27</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	96%	95%	95%	94%
Daily teacher attendance	94%	88%	94%	97%	98%
Teacher turnover rate	7%	10%	7%	10%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

“The Fox Creek community...empowering each child to achieve their personal best” is the mission of Fox Creek Elementary School in Bloomington, Illinois. Fox Creek Elementary School opened its doors to students for the first time in August of 2001. It is one of 15 elementary schools, 3 junior high schools, and 2 high schools in the McLean County Unit District No. 5. Unit 5 is a K-12, 200 square mile district based in Normal, Illinois, and currently has over 11,000 students and 1700 employees.

The twin cities of Bloomington/Normal lie in the central part of the state, mid-way between Chicago and St. Louis, and mid-way between Peoria and Champaign/Urbana. In the most recent census, approximately 120,000 people reside in Bloomington/Normal. This does not include nearly 25,000 students who attend either Illinois State University in Normal, Illinois or Illinois Wesleyan University in Bloomington, Illinois. The largest employer in Bloomington/Normal is the international home office headquarters of the State Farm Insurance Companies. The largest Mitsubishi auto plant in the United States is also located in Bloomington, Illinois. The unemployment rate of Bloomington/Normal is always one of the lowest in the entire state.

Upon opening, Fox Creek Elementary School housed 275 students in grades K – 5. The population has continued to steadily grow along with the district. As of January 2007, 377 students are enrolled, indicating a significant rate of growth since the reported enrollment of one year ago.. The January 2007 enrollment includes students in two Early Childhood Education classes and a Pre-kindergarten class. In the next two weeks, another Early Childhood Education class will commence, and the school’s enrollment will grow to more than 400 students.

Fox Creek students come from many areas on the outlying southwest and western edges of the Bloomington-Normal community. This creates a very diverse environment, academically, socio-economically and ethnically. Percentages of students from families with low incomes remain within the 45% – 50% range. The make up of students enrolled at Fox Creek Elementary School is primarily from families with lower income levels, and those with very high income levels, without many students represented from middle income levels.

The mobility rate at Fox Creek Elementary School continues to be significant. As reported on the Illinois School Report Card, the mobility rate over the past five years has been between 19.95 and 27.1% annually. The average mobility rate during that time is 22.5%.

Through our years together at Fox Creek Elementary School, the entire school community has come to understand the importance of a positive school/community relationship and effort. The Fox Creek Elementary School PTO has embraced this mission and sponsors activities that involve all families in the Fox Creek school community. Teachers and parents alike work very hard to fulfill the mission, that all children will “achieve their personal best.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Assessment Division of the Illinois State Board of Education is responsible for developing and administering tests that measure the performance of students and schools against the Illinois Learning Standards. The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling. These standards are accessible at the Illinois State Board of Education website (<http://www.isbe.net/ils/Default/htm>). The state assessment scores are used to measure adequate yearly progress (AYP) for all public schools. All students' scores are part of the AYP measure, including students with disabilities and limited English proficiency.

Listed below are requested performance levels for Illinois State Achievement Test (ISAT) results. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested:

Level 3 – Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems. According to the most recent ISAT test, students would need to achieve at the following percentages on the ISAT test to achieve this level: 3rd grade reading 56%, 3rd grade math 62%, 5th grade reading 54% and 5th grade math 58%.

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. According to the most recent ISAT results, students would need to achieve at the following percentages on the ISAT test to achieve this level: 3rd grade reading 77%, 3rd grade math 71%, 5th grade reading 65% and 5th grade math 73%.

In reviewing ISAT scores for Fox Creek students over the past three years, the percentage of students meeting standards has significantly improved in almost all areas. Overall, third grade students meeting standards have increased 14% in reading and 16% in math. Fifth grade students have shown a 25% increase in reading and 18% in math. The 2005/2006 school year was the first reporting year for reading and math assessments on ISAT at the 4th grade level.

Concentrated efforts continue to narrow the achievement gap between white students and students identified in all demographic groups. A demographic group is reported when more than 10 students are identified in the defined group. Identified demographic groups at Fox Creek Elementary School with number of over 10 students over the past three years have been students from economically disadvantaged homes.

More significant than the overall increase in Fox Creek Elementary School students meeting standards on ISAT tests is the percentage of students meeting standards who are identified within a demographic group that statistically shows lower achievement nation-wide. Third grade students from economically disadvantaged backgrounds meeting standards showed an increase of 23% in reading and 30% in math. Fifth grade students from economically disadvantaged families meeting standards have shown an increase of 33% in reading and 24% in math.

2. Using Assessment Results: Illinois Standards Achievement Test (ISAT) results are reviewed frequently each year with the teachers and staff of Fox Creek Elementary School. Overall grade level and school results are reviewed to monitor progress in specific curricular areas. These school results are used to specify curricular changes, or to assist at the district level in the selection of texts and materials to supplement curriculum.

ISAT assessment results are also reviewed on an individual basis. Recently, grade level teachers were given a day to work together. They looked at assessment results on their own current students, as well as those they had previously. Title I Reading teachers also participated in these meetings. During those meetings and after review of test scores and identification of specific curricular topics or standards that indicated lower scoring trends than would have been anticipated, specific curricular lessons and activities

were developed that should enhance these deficit areas, both in the curriculum and for specific students.

This ISAT assessment data is also used in developing a very prescriptive after-school reading program for struggling students. Certified teachers are paid to work with groupings of no more than four students in this program. Transportation home is also provided for these students. In addition, all students in third, fourth, and fifth grades have frequent opportunities to utilize the “Study Island” web-based program in an effort to practice test taking skills as well as reinforce standards-based knowledge. Since “Study Island” is a web-based program, all students in third, fourth, and fifth grade and their families are supplied with a username and password for access to the program from home.

3. Communicating Assessment Results: Illinois Standards Assessment Test (ISAT) results are communicated with parents when they are received by the school. Whenever possible, individual student results are sent home to families and are discussed during parent-teacher conferences in the fall semester. Communication through the Fox Creek Elementary School monthly newsletter also indicates that the published School Report Card is available either in the office or online through the school website and/or district websites (<http://www.unit5.org/districtinfo/report/>). General results and academic trends of students at Fox Creek Elementary School are also reported to the Parent-Teacher Organization by the building administrator during a scheduled meeting.

Test results are communicated with teachers as soon as they are available. Teachers view both individual scores and grade level scores. Teachers at each grade level meet with the building administrator and view both current and past student scores together, as well as current and past grade level scores. Title I Reading teachers are also invited to these analysis meetings. These meetings allow teachers and staff an opportunity to identify individual needs as well as curricular needs. Curricular areas and instructional techniques are often adjusted and enhanced based on findings during this detailed analysis. Additionally, students needing extra instructional assistance and/or those needing participation in the after-school tutorial program are identified during these meetings.

4. Sharing Success: Sharing success begins at the building level. Success stories are celebrated with the teachers and staff at Fox Creek Elementary School. This past summer Fox Creek Elementary School received a “School Improvement Award” and was placed on the Illinois Honor Roll. This information is posted at the school and was printed in the monthly Fox Creek Elementary School newsletter. The words “An Illinois Honor Roll School” were placed on the announcement marquis on the outside of the building. Additionally, the principal made a report on this accomplishment to the Board of Education in a public meeting. The district’s principals also share successes with each other during scheduled monthly “Principal Forum” meetings.

Plans are already underway for the building administrator and several teachers from Fox Creek Elementary School develop a proposal for a conference presentation in the spring of 2008 at the statewide No Child Left Behind Conference in Chicago.

Four years ago, Fox Creek Elementary School made the decision to utilize the Positive Behavioral Intervention and Supports (PBIS) program. Involvement in this program has had a noted positive affect on learning at Fox Creek Elementary School. As office behavioral referrals declined, academic achievement increased. Either the building administrator or lead teacher with PBIS attend monthly meetings at which other building principals and lead teachers share successful strategies and ideas with each other. The Fox Creek Elementary School PBIS team also meets monthly to discuss successes and target a behavioral need for building-wide focus.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** We realize all students learn in different ways and all children deserve the chance to achieve their personal best. Fox Creek Elementary School students are provided with learning opportunities through a variety of experiences within the district’s curriculum framework. The district curriculum is directly aligned with Illinois State Learning Standards and student progress toward these standards is reported between four and eight times a year, depending on the grade level. Curriculum expectations for each grade level are available in brochure form at each of the district’s schools and are available online. Fox Creek Elementary School emphasizes the development of strong basic skills in reading and language arts, mathematics, science and social sciences and students are engaged in significant content. Instruction in physical education, the fine arts, and technology is included at all grade levels.

Reading - All students in kindergarten through fifth grade receive between 825 and 900 minutes a week of direct instruction in reading and language arts. The *Harcourt* series is the chosen district supplement and approaches the teaching of language arts through a comprehensive study of reading, writing, listening, speaking and thinking. The goal for reading is for students to fluently read and comprehend a broad range of materials, and apply acquired reading strategies to improve understanding and fluency.

Math – All students at Fox Creek Elementary School receive between 225 and 300 minutes a week of direct instruction in mathematics. The University of Chicago Project, *Everyday Math*, is the selected curriculum resource of the district’s elementary schools. The goal for math is for students to demonstrate and apply knowledge in number sense, patterns, ratios and proportions. Students use algebraic, analytical, and geometric methods to solve problems related to real world experiences.

Science – All students at Fox Creek Elementary School receive between 150 and 225 minutes a week of direct science instruction. The newest edition of *Scott Foresman Science* is the chosen curriculum resource. The science goal is for students to understand and use the processes of scientific inquiry, then make applications in life. The content is spiraling and students are repeatedly exposed to curricular topics in more complex forms. The curriculum provides hands-on experimental activities that promote active learning.

Social Studies – The school district has written a curriculum map for K – 5 social studies instruction. Each grade level focuses on different topics through a thematic approach. Students are exposed to historical figures and groups of peoples, as well as political and economic systems. Students are given learning activities that support an understanding of the history and geography of Illinois, the United States, and other nations.

Physical Education – Believing physical education is vital to a healthy physical and academic lifestyle, all students at Fox Creek Elementary School receive daily physical instruction with a certified physical educator.

Fine Arts – All students at Fox Creek Elementary School receive direct weekly instruction from certified teachers in the areas of art education and music education. In addition, 5th grade students have the opportunity to begin instrumental instruction once a week during the school day.

2. **Reading:** Fox Creek Elementary School is one of 15 elementary schools in the McLean County Unit 5 school district. Decisions regarding instructional supplements are district-wide, with input from primary and intermediate teachers from every grade level, administrators, and curriculum chair persons. The reading curriculum at Fox Creek Elementary School is grounded in the Illinois State Learning Standards.

Currently, the *Harcourt* reading series is the chosen district resource for the language arts curriculum. *Harcourt* was chosen due to its broad combination of guided reading, word study skills, and comprehension, as well as grammar, spelling, and writing. In the past, while teachers were instructing primarily through guided reading techniques, district weaknesses continued to be evident in grammar, spelling, and writing. The *Harcourt* resources provide for strong instruction across all of those areas. *Harcourt's* accompanying assessment tools provide important, on-going information that is directly tied to instruction.

In addition to direct classroom instruction from highly qualified teachers, Fox Creek provides Title I targeted assistance to identified students in kindergarten through fifth grade. Three full-time Title I reading teachers, each with a Masters degree in reading, provide direct instruction to students, either in small groups and with individuals. The Title I teachers co-plan with classroom teachers and work with students during scheduled reading times, using a variety of additional instructional resources made available through Title I grant monies. All three Title I teachers also provide instruction in the after-school tutorial program at Fox Creek Elementary School.

3. Mathematics: Illinois Standards Achievement Test (ISAT) scores of Fox Creek Elementary School students are evidence of high achievement. When Fox Creek Elementary School opened six years ago, the teachers collaboratively decided on the University of Chicago Math Project, *Everyday Math*, as its education resource. The spiraling nature of this curriculum assists children to continually perform high above state standards and move toward their personal best. While initially difficult for some students, particularly those with identified disability areas or those who have not been exposed to this resource in previous schools, with the constant spiraling of the math curriculum and immersion of students in it, individual achievement levels do improve over time.

With such a mobile population at Fox Creek Elementary School, it was determined early that students new to the school were the ones who struggled most with this resource and approach. The Fox Creek Elementary School teachers developed a math night for parents at which students instructed the adults and demonstrated the math games and strategies used with *Everyday Math*. Parents rotated through groups by grade levels to learn the program basics. In addition, a book was developed and sent home with all families. This book includes instruction for games and strategies, as well as vocabulary used with the *Everyday Math* resource. This allows parents to be more involved with instructional support at home.

Students in third, fourth, and fifth grade who struggle in the area of mathematics, either as identified by results of the most recent ISAT tests or in daily classroom performance, are also invited to participate in the Fox Creek Elementary School after hours tutorial program.

4. Instructional Methods: The Fox Creek Elementary School community believes that all students can learn. A wide variety of instructional methods are used at Fox Creek Elementary School. Any or all of these methods can be observed in classrooms on a daily basis.

Each classroom at Fox Creek Elementary School is set up in some variation of cooperative learning groupings. This classroom design allows for students of various social and educational backgrounds to work together to share knowledge and resources, as well as develop a stronger sense of community. This cooperative learning design easily allows for full class or small group instruction. Teachers also work with individual students, during instructional time or noonhour lunch and recess. This individual assistance allows for direct instructional assistance, as well as a time for teachers to develop a solid relationship with students, which is critical to increasing achievement.

Classroom teachers at Fox Creek Elementary School naturally provide a variety of accommodations for

students who need additional assistance or methods to be successful. Title I reading teachers, speech and language therapists, and learning resource teachers also provide suggestions for student accommodations. When students are really struggling to be successful, or teachers need additional instructional methods, the teacher may come to the building CARES team (student assistance) in order to receive suggestions for additional methods and strategies. The CARES team consists of the principal, an intermediate grade teacher, primary grade teacher, learning resource teacher, school psychologist and school social worker. In addition to the classroom teacher, Title I reading teachers are asked to attend scheduled CARES meetings on individual students.

Fox Creek Elementary School offers a gifted education program. Teachers provide support through enrichment activities with students in small groups in the classroom. Identified fourth and fifth grade students may also receive enrichment instruction and activities through the district's DEAP (Differentiated Educational Activities Program).

5. Professional Development: On-going, reflective, and meaningful professional development is critical to continued student academic success. Student assessment results and daily achievement drive the professional development program at Fox Creek Elementary School. Assessment scores are reviewed often and discussed both in small groups and with the whole staff. Student issues that may affect their performance are also discussed and addressed.

Several teacher institute days and school improvement days are provided each academic year for the district's teachers. Some of these days are district based, while others are building based. During district based school improvement days, a portion of the day is set aside for Fox Creek Elementary School teachers to meet with all other district teachers at their grade level or specialty area. These meetings are facilitated by district principals and include discussion of curricular issues of importance at each particular grade level. In addition, teachers come prepared to share ideas related to instruction and resources that they have found to directly benefit students.

Meetings at the building level are then related to more building-specific issues. On occasion, teachers come back from grade level meetings with items to share with other grade level teachers that would be of potential benefit. During building level meetings, teachers often work together to share and discuss curricular issues or concerns between grade levels, or work on programs specific to individuals or small groups of students who are not achieving at expected levels. Occasionally speakers and consultants are called in to work with staff. Recent topics presented by outside consultants were related to functional analysis of behavior and behavior plans, Positive Behavioral Interventions and Supports (PBIS) and Love and Logic.

Additionally, through interest surveys completed by teachers or through comments made on evaluation forms after specific professional development, the McLean County Unit 5 school district hosts an outstanding Professional Development Academy for after hours courses that directly relate to teacher and classroom instruction. Teachers are paid to attend these academies or receive credit on the salary scale for attendance. Professional Development Academy courses are offered through the academic year as well as the summer. Teachers utilize the district website (www.unit5.org) for information and on-line enrollment.

PART VII – ASSESSMENT RESULTS

Fox Creek Elementary School Test Data 2002-2006

Subject Reading Grade 3 Test Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 2002-2005 Publisher: Illinois State Board of Education

Edition/Publication Year: 2006 Publisher: Harcourt

Table 1
Fox Creek Elementary School
Grade 3 Reading

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	95	89	82	59	64
% "Exceeding" State Standards	35	33	16	7	14
Number of students tested	53	36	62	46	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	92	n/a	71	n/a	38
% "Exceeding" State Standards	20	n/a	14	n/a	0
Number of students in subgroup *	10	<10	14	<10	10

*** Only students enrolled after May 1 of the previous school year are included in subgroup number on the Illinois Standards Achievement Test.**

Fox Creek Elementary School Test Data 2002-2006

Subject Math Grade 3 Test Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 2002-2005 Publisher: Illinois State Board of Education

Edition/Publication Year: 2006 Publisher: Harcourt

Table 2
Fox Creek Elementary School
Grade 3 Math

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	April	April	April
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	98	97	82	72	88
% "Exceeding" State Standards	63	44	23	26	40
Number of students tested	53	36	62	46	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	96	n/a	67	n/a	75
% "Exceeding" State Standards	36	n/a	5	n/a	17
Number of students in subgroup *	10	<10	14	<10	10

*** Only students enrolled after May 1 of the previous school year are included in subgroup numbers on the Illinois Standards Achievement Test.**

Fox Creek Elementary School Test Data 2006

Subject Reading Grade 4 Test Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 2006 Publisher: Harcourt

Table 3
Fox Creek Elementary School
Grade 4 Reading **

	2005-2006
Testing Month	March
SCHOOL SCORES	
% "Meeting" plus "Exceeding" State Standards	77
% "Exceeding" State Standards	41
Number of students tested	66
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Economically Disadvantaged	
% "Meeting" plus "Exceeding" State Standards	68
% "Exceeding" State Standards	23
Number of students in subgroup *	10

*** Only students enrolled after May 1 of the previous school year are included in subgroup numbers on the Illinois Standards Achievement Test.**

**** The 2005/2006 school year was the first year for Reading Assessment on the Illinois Standards Achievement Test.**

Fox Creek Elementary School Test Data 2006

Subject Math Grade 4 Test Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 2006 Publisher: Harcourt

Table 4
Fox Creek Elementary School
Grade 4 Math **

	2005-2006
Testing Month	March
SCHOOL SCORES	
% "Meeting" plus "Exceeding" State Standards	86
% "Exceeding" State Standards	17
Number of students tested	66
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Economically Disadvantaged	
% "Meeting" plus "Exceeding" State Standards	73
% "Exceeding" State Standards	5
Number of students in subgroup *	10

*** Only students enrolled after May 1 of the previous school year are included in subgroup numbers on the Illinois Standards Achievement Test.**

**** The 2005/2006 school year was the first year for Math Assessment on the Illinois Standards Achievement Test.**

Fox Creek Elementary School Test Data 2002-2006

Subject Reading Grade 5 Test Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 2002-2005 Publisher: Illinois State Board of Education

Edition/Publication Year: 2006 Publisher: Harcourt

Table 5
Fox Creek Elementary School
Grade 5 Reading

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	April	April	April
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	84	64	63	59	79
% "Exceeding" State Standards	19	11	17	21	28
Number of students tested	48	44	54	61	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	69	n/a	46	n/a	67
% "Exceeding" State Standards	8	n/a	11	n/a	8
Number of students in subgroup *	10	<10	14	<10	12

*** Only students enrolled after May 1 of the previous school year are included in subgroup numbers on the Illinois Standards Achievement Test.**

Fox Creek Elementary School Test Data 2002-2006

Subject Math Grade 5 Test Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 2002-2005 Publisher: Illinois State Board of Education

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Table 6
Fox Creek Elementary School
Grade 5 Math

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	April	April	April
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	93	84	76	71	91
% "Exceeding" State Standards	14	14	11	8	12
Number of students tested	48	44	54	61	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	88	n/a	67	n/a	75
% "Exceeding" State Standards	4	n/a	5	n/a	0
Number of students in subgroup *	10	<10	14	<10	12

*** Only students enrolled after May 1 of the previous school year are included in subgroup numbers on the Illinois Standards Achievement Test.**