

**FOX CREEK ELEMENTARY SCHOOL
MCLEAN COUNTY UNIT DIST NO 5
BLOOMINGTON, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5 6

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	76.1	18.4	3.3	0.8	1.4	37.4	0.0		0.0	24.6	95.2	364
District	79.8	12.8	4.0	3.3	0.1	19.5	1.3		0.2	12.9	95.4	10,564
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

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

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

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	98.0
District	97.4
State	95.9

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
15.3	20.5	23.0	23.5		
19.4	19.0	19.3	21.2		
20.6	21.3	22.5	23.6		

STAFF-TO-STUDENT RATIOS

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

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

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

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

TEACHER INFORMATION (Full-Time Equivalents)

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

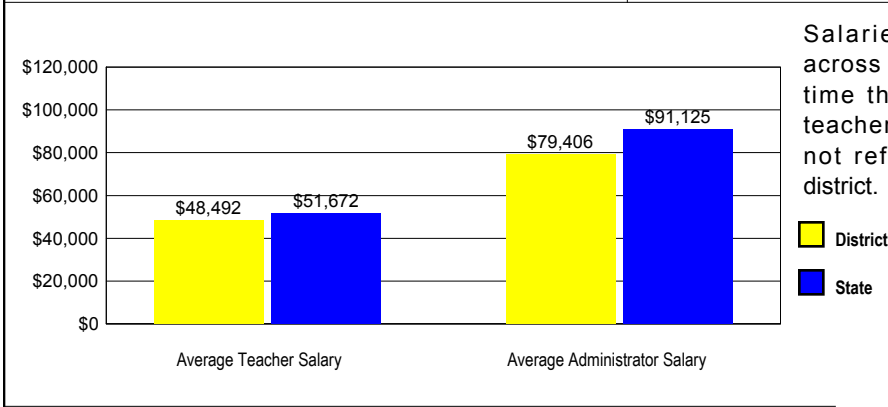
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	12.7	57.3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

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

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

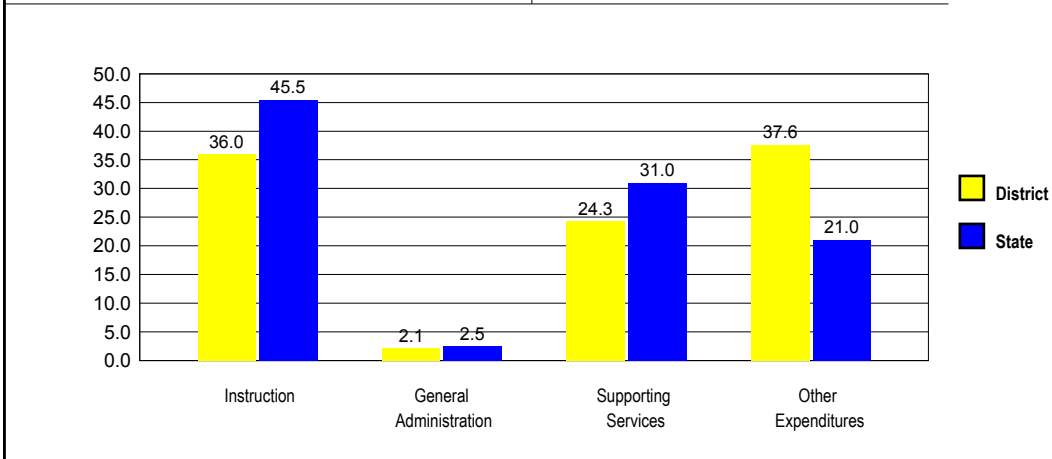
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



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

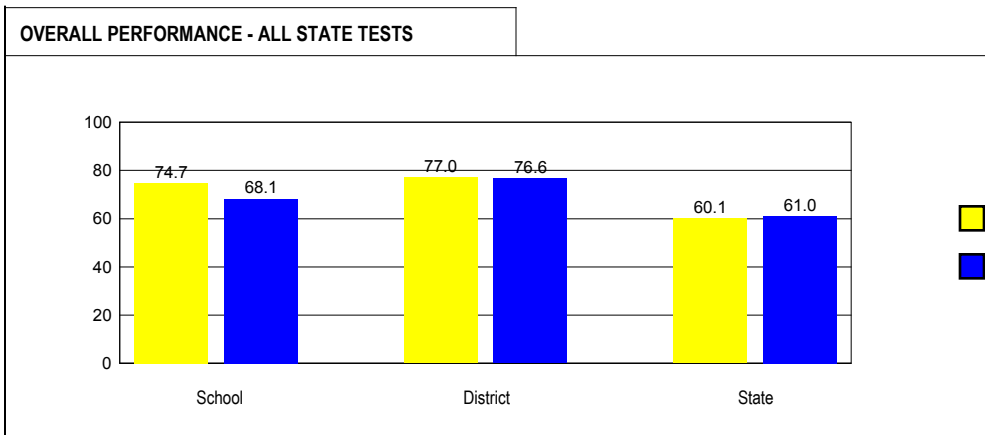
OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$119,220	4.43	\$4,517	\$8,716
State	**	**	\$4,842	\$8,181

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

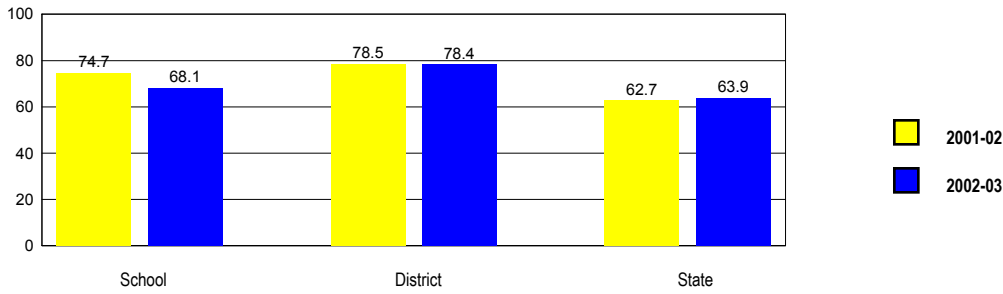
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

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



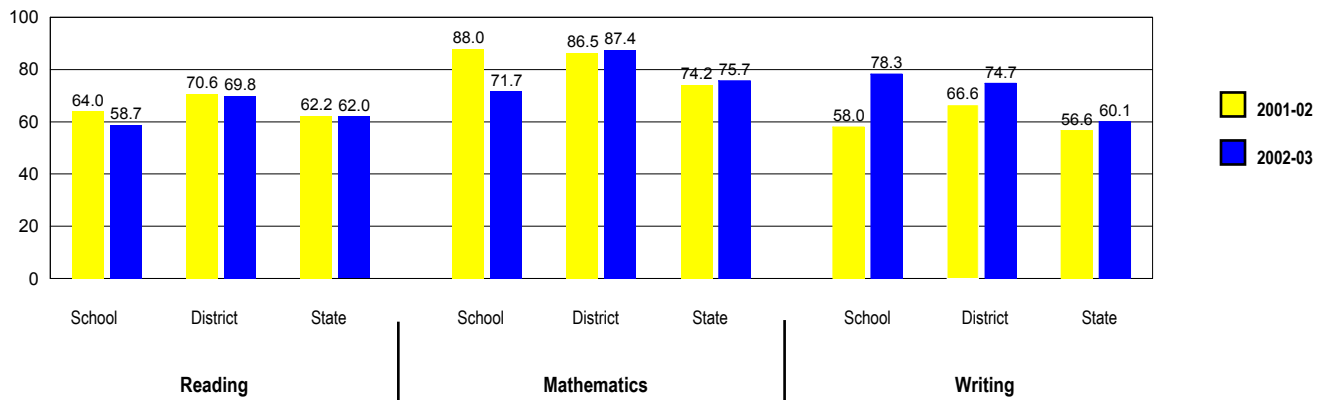
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



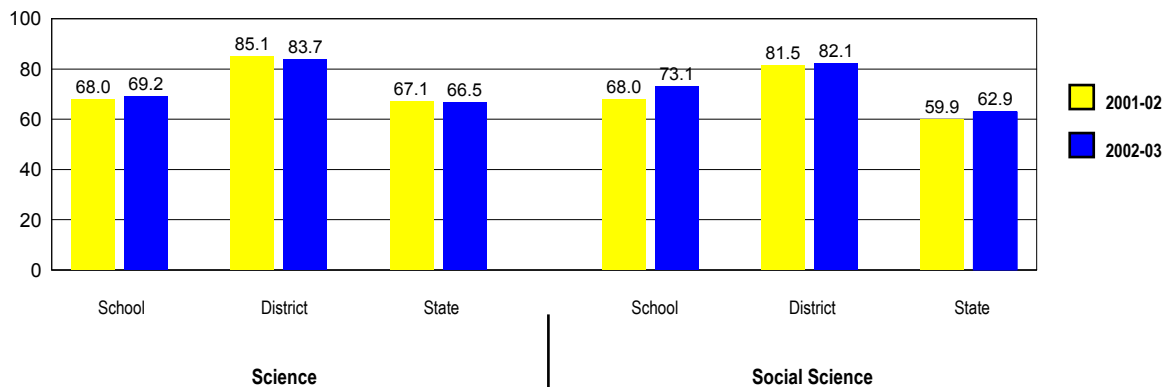
ISAT PERFORMANCE

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

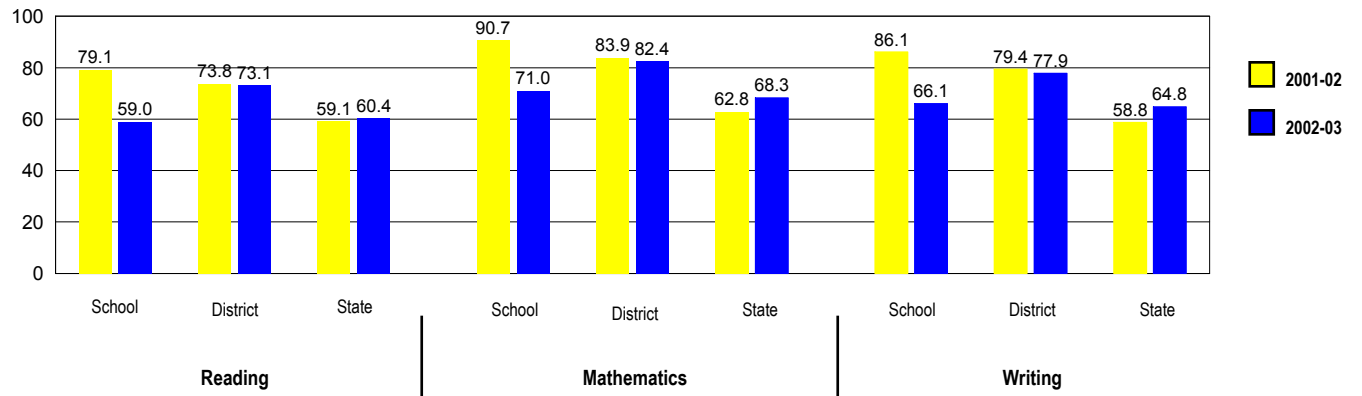
ISAT Grade 3



ISAT Grade 4



ISAT Grade 5



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	109	56	53	82	18	7	1	1	0	0	11	37
	Reading	0.0	0.0	0.0	0.0	0.0						100.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0						100.0	0.0
District	*Enrollment	3,193	1,641	1,552	2,585	370	109	119	6	53	0	470	553
	Reading	0.0	0.0	0.2	0.5	0.0	0.9	0.0		11.3		5.7	2.4
	Mathematics	0.0	0.1	0.2	0.5	0.0	0.9	0.0		11.3		6.0	2.5
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* Enrollment on the first day of state testing.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

Level 1 -- Academic Warning -	Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
Level 2 -- Below Standards -	Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
Level 3 -- Meets Standards -	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
Level 4 -- Exceeds Standards -	Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	6.5	34.8	52.2	6.5	4.3	23.9	45.7	26.1	4.3	17.4	78.3	0.0
District	5.3	24.9	39.5	30.3	2.5	10.1	42.7	44.7	2.8	22.5	70.6	4.2
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	7.7	42.3	42.3	7.7	3.8	19.2	57.7	19.2	7.7	23.1	69.2	0.0
District	5.9	26.2	38.2	29.7	2.8	9.9	40.4	46.9	3.8	24.6	67.8	3.8
State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.9	1.9
Female												
School	5.0	25.0	65.0	5.0	5.0	30.0	30.0	35.0	0.0	10.0	90.0	0.0
District	4.6	23.4	41.0	31.0	2.2	10.4	45.4	42.1	1.6	20.0	73.7	4.7
State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	9.1	27.3	54.5	9.1	6.1	15.2	48.5	30.3	3.0	21.2	75.8	0.0
District	4.2	20.3	40.7	34.9	2.0	6.1	41.4	50.5	2.3	19.7	73.3	4.7
State	3.3	20.7	45.1	30.9	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black												
District	9.7	43.4	40.7	6.2	4.5	28.6	53.6	13.4	4.5	37.8	55.0	2.7
State	18.5	46.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic												
District	12.1	45.5	24.2	18.2	2.9	23.5	41.2	32.4	6.1	15.2	78.8	0.0
State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander												
District	2.5	22.5	35.0	40.0	2.5	2.5	37.5	57.5	0.0	22.5	72.5	5.0
State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American												
State	6.5	34.8	35.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

ISAT continued**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	5.9	52.9	41.2	0.0	5.9	41.2	41.2	11.8	5.9	29.4	64.7	0.0	
District	16.5	42.0	36.9	4.5	6.8	24.3	54.8	14.1	5.7	39.8	53.4	1.1	
State	15.1	43.6	33.7	7.6	13.3	29.1	45.1	12.5	12.2	44.3	42.7	0.8	
Not Eligible													
School	6.9	24.1	58.6	10.3	3.4	13.8	48.3	34.5	3.4	10.3	86.2	0.0	
District	2.1	20.0	40.3	37.7	1.3	6.0	39.2	53.5	2.0	17.5	75.5	5.1	
State	3.9	21.4	44.1	30.6	2.8	10.3	44.3	42.6	3.9	25.9	66.1	4.1	

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	0.0	30.8	63.5	5.8	0.0	26.9	69.2	3.8
District	3.2	13.1	59.2	24.5	2.6	15.3	69.8	12.3
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male									
School	0.0	17.9	75.0	7.1	0.0	10.7	85.7	3.6	
District	3.2	9.8	58.1	28.9	2.3	12.8	70.2	14.8	
State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4	
Female									
School	0.0	45.8	50.0	4.2	0.0	45.8	50.0	4.2	
District	3.2	17.0	60.6	19.1	3.0	18.3	69.4	9.4	
State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4	

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White									
School	0.0	32.5	60.0	7.5	0.0	32.5	62.5	5.0	
District	1.9	10.5	58.5	29.1	1.9	11.8	72.4	13.9	
State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5	
Black									
School	0.0	27.3	72.7	0.0	0.0	9.1	90.9	0.0	
District	9.7	25.8	59.7	4.8	6.5	28.2	60.5	4.8	
State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1	
Hispanic									
District	5.3	15.8	65.8	13.2	0.0	34.2	57.9	7.9	
State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5	
Asian/Pacific Islander									
District	0.0	4.8	66.7	28.6	0.0	4.8	71.4	23.8	
State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8	
Native American									
State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5	

Grade 4 - Economically Disadvantaged

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
School	0.0	59.3	40.7	0.0	0.0	51.9	48.1	0.0	
District	6.2	34.5	50.0	9.3	6.7	33.5	55.7	4.1	
State	13.1	41.8	41.1	3.9	14.2	45.8	38.6	1.3	
Not Eligible									
School	0.0	0.0	88.0	12.0	0.0	0.0	92.0	8.0	
District	2.3	6.3	62.1	29.3	1.3	9.5	74.3	14.9	
State	3.2	16.9	59.1	20.7	3.5	19.4	67.6	9.6	

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	41.0	37.7	21.3	1.6	27.4	62.9	8.1	6.5	27.4	64.5	1.6
District	0.5	26.4	40.0	33.2	1.4	16.2	63.6	18.8	2.4	19.8	72.3	5.5
State	1.0	38.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5

Grade 5 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	32.1	42.9	25.0	0.0	17.2	72.4	10.3	3.3	23.3	73.3	0.0
District	0.7	25.2	40.3	33.8	1.8	14.6	62.0	21.6	3.4	25.6	68.5	2.5
State	1.4	40.0	37.0	21.6	4.2	28.3	56.9	10.6	8.8	34.3	54.9	2.0
Female												
School	0.0	48.5	33.3	18.2	3.0	36.4	54.5	6.1	9.4	31.3	56.3	3.1
District	0.2	27.7	39.5	32.7	0.9	17.9	65.2	16.1	1.4	13.6	76.4	8.6
State	0.7	37.1	37.6	24.7	2.8	27.9	60.5	8.8	3.4	23.5	68.0	5.2

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	29.8	42.6	27.7	0.0	16.7	72.9	10.4	6.3	22.9	68.8	2.1
District	0.0	22.1	40.7	37.2	0.8	13.0	65.1	21.1	2.0	18.1	74.1	5.9
State	0.5	26.0	41.7	31.8	1.3	17.3	67.6	13.7	4.2	22.8	68.3	4.7
Black												
School	0.0	90.9	9.1	0.0	9.1	63.6	27.3	0.0	9.1	36.4	54.5	0.0
District	3.7	53.3	33.6	9.3	5.6	34.6	54.2	5.6	3.8	31.4	61.9	2.9
State	2.2	61.9	28.5	7.3	9.1	50.8	38.7	1.5	10.9	42.1	45.9	1.1
Hispanic												
District	0.0	47.1	44.1	8.8	0.0	38.2	55.9	5.9	5.9	29.4	64.7	0.0
State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0	1.7
Asian/Pacific Islander												
District	0.0	8.0	36.0	56.0	0.0	0.0	68.0	32.0	0.0	8.0	76.0	16.0
State	0.2	20.9	40.5	38.4	0.8	10.2	62.7	26.3	1.9	17.3	72.3	8.5
Native American												
State	0.7	36.4	43.1	19.9	3.0	29.1	61.1	6.8	7.9	29.0	61.0	2.1

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
School	0.0	68.4	26.3	5.3	5.0	50.0	45.0	0.0	15.8	31.6	52.6	0.0
District	2.4	52.1	37.1	8.4	3.5	44.1	48.8	3.5	7.8	31.9	58.4	1.8
State	1.8	58.3	31.2	8.7	6.5	44.4	46.7	2.3	9.8	40.0	49.0	1.1
Not Eligible												
School	0.0	28.6	42.9	28.6	0.0	16.7	71.4	11.9	2.3	25.6	69.8	2.3
District	0.0	20.4	40.6	38.9	0.8	9.6	67.1	22.4	1.1	16.9	75.6	6.4
State	0.5	26.5	41.0	31.9	1.7	18.1	65.9	14.2	4.0	22.3	68.8	5.0

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			88.0		65.0	
All	100.0	Yes	100.0	Yes	57.4		Yes	70.6		Yes	95.2	Yes		
White	100.0	Yes	100.0	Yes	66.2		Yes	80.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

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

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

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

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

**FOX CREEK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2003/2004**

The primary goal of the staff at Fox Creek Elementary School is to provide a quality twenty-first century educational experience for every student. The Unit 5 School District has developed a set of goals and objectives in all content areas, which guide instruction in all schools. These goals and objectives are written by teachers and administrators within the district and are approved by the Board of Education. Assessments used to measure student achievement of the goals and objectives are developed by our own teachers or by state and national testing specialists.

Fox Creek Elementary School is currently in its third year of existence. The current student enrollment is 303, a 16 percent decrease over the 2002/2003 school year. This decrease is due to the movement of all sixth grade students in Unit 5 to the middle school. Of the 303 students, 70.2% are Caucasian, 25.5% African American, 0.7% American Indian or Alaskan native, 1% Asian or Pacific Islander, and 2.6% Hispanic. Currently 44.6% of students qualify for free or reduced lunches. The retention rate from the 2002/2003 school year was 2.5%. The attendance rate was 95.3%. The mobility rate from the 2002/2003 school year was 21%. This figure does not include the arrival of 78 students new to Fox Creek in the fall of the 2003/2004 school year.

Over the course of the first year at Fox Creek, teachers analyzed the results of second and sixth grade Stanford Achievement Test results. During the first year, teachers and members of the School Improvement Team did analyze ISAT results on Fox Creek students if the previous school provided that information. Illinois Standards Achievement Test results for grades 3, 4 and 5 over the past two years of the school's existence have been received and reviewed. Initially, teachers have identified all students who fell into "below" or "warning" areas on any subtest. These students have been placed on a watch list. Many have already been brought to the Fox Creek CARES team, a student support team made up of administrators, teachers and learning specialists with an emphasis on student intervention. An after school tutorial program is also planned for students who fell below standards in the area of reading, and TASK tutors from Illinois State University continue to be utilized. In addition, the Fox Creek Parent-Teacher Organization is developing the VAAST (Volunteers Assisting Administrators, Students and Teachers) program that may provide parent volunteers for remedial assistance and/or mentoring to students in need.

After reviewing needs assessment surveys and ISAT results, the School Improvement Team has identified building behavior climate and reading achievement as areas needing special attention. This will be accomplished through a variety of activities, including providing opportunities for grade level teachers to meet with Title I and Reading Improvement Teachers to develop a plan for reading instruction and classroom delivery, formalization of an after-school remedial reading program, and full implementation of the PBIS (Positive Behavioral intervention and Supports) program.

At Fox Creek Elementary School a monthly newsletter is published for families. Teachers provide parents with individual classroom notes on a regular basis, highlighting current classroom learning activities. Goals and objectives for each grade level are shared with parents during a Curriculum Night presentation held early in September. In addition, parents receive a copy of the district prepared pamphlet describing the curriculum expectations for children at each grade level. Additional information is provided to parents through progress reports, report cards, open houses, telephone calls, parent/teacher conferences, home visits, and student led conferences.

Recognizing that educating students is the combined responsibility of teachers, students, and parent, the staff at Fox Creek Elementary School welcomes comments and suggestions regarding our educational programs. Through this spirit of cooperation, Fox Creek Elementary School will continue to provide a quality twenty-first century education for all students.