

**The mission of Community Unit School District 95 is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.**

November 14, 2001

Dear Parents,

Enclosed with this letter is the 2001 Report Card for your school. The School Report Card includes information about students, the instructional setting, district finances, academic performance, and school improvement strategies.

The schools within District 95 are committed to the process of continuous improvement of student learning. The requirements of the Illinois State Board of Education, initiated in January 1997, support the efforts of schools to develop an improvement plan tailored to meet the needs of each school.

Each school improvement plan is developed through a process of gathering, analyzing and utilizing data to make changes that result in improved student learning.

We are pleased to report the positive achievement profile in District scores on Illinois Standards Achievement Test (ISAT), ACT, PSAE, and other student performance data. We realize that without motivated students, supportive parents, and a highly committed staff, this success would not be possible. We will continue to move forward and improve the educational opportunities for the students of District 95.

Sincerely,

Dr. Michael F. Paskewicz  
Superintendent of Schools

Constance C. Spenko  
Assistant Superintendent for  
Education and Learning Services

**ISAAC FOX ELEMENTARY SCHOOL  
LAKE ZURICH C U SCH DIST 95  
LAKE ZURICH, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES: K 1 2 3 4 5**

The Better Schools Accountability Law of 1985 requires public school districts to provide school report cards each year to parents (and others upon request). This report card contains information about your school and your district in the following categories: student characteristics, the instructional setting, the school district's finances, and student performance on state assessments.

The state assessments are designed to measure students' progress in mastering the Illinois Learning Standards. These Standards, adopted in 1997, express what Illinois students should know and be able to do. The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) were launched to measure student achievement of the Illinois Learning Standards. In addition, the Illinois Measure of Annual Growth in English (IMAGE) assesses the progress of limited-English-proficient students in attaining the English-language skills needed to achieve the Learning Standards. For students with disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT and the PSAE would not be appropriate, the Illinois Alternate Assessment (IAA) measures progress toward achievement of the Standards through a portfolio process.

**Note:** Title 1 of the Elementary and Secondary Education Act requires that the reporting of state assessment data be disaggregated by various student characteristics. This requirement significantly increases the volume of data reported. Therefore, blank tables and tables not relevant to a school are not printed. Also, in order to protect students' confidentiality, assessment data for groups of fewer than five students are not printed.

## STUDENTS

### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income	Limited- English- Proficient	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	92.9	0.4	1.5	5.2	0.0	1.3	0.4		0.0	10.1	96.8	539
<b>District</b>	92.5	0.9	3.5	3.1	0.1	2.5	0.5		0.0	4.5	96.0	6,156
<b>State</b>	60.1	20.9	15.4	3.4	0.2	36.9	6.3		2.2	17.2	93.7	2,007,170

**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 CONTACTS\*

	Percent
<b>School</b>	95.0
<b>District</b>	98.8
<b>State</b>	94.5

### AVERAGE CLASS SIZE (as of the first school day in

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>School</b>	22.7	18.3	24.5			
<b>District</b>	20.8	22.4	23.3			
<b>State</b>	20.9	21.6	22.3			

### STAFF-TO-STUDENT RATIOS\*\*

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.1	16.9	13.6	293.1
19.1	18.0	13.9	233.9

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

\*\* With the exception of charter schools, staff-to-student ratios are not collected at the school building level.

**TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)**

Grades	Mathematics			Science			English*			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			150			30		
District	60			30			150			30		
State	55			30			147			31		

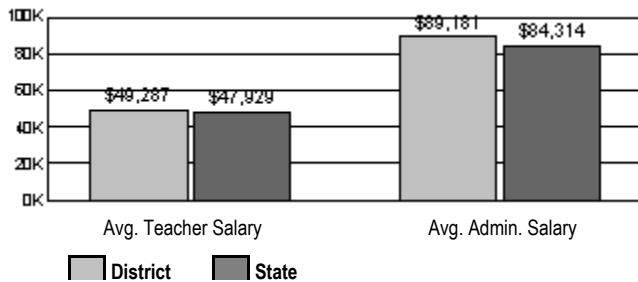
\* English includes all language arts courses.

**TEACHERS' INFORMATION (Full-Time Equivalents)**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Average Teaching Experience (Years)	Teachers with Bachelor's Degrees	Teachers with Master's & Above	Male	Female	Total Number
	District	98.8	0.2	0.5	0.5	0.0	11.6	44.0	56.0	23.6	76.4
State	84.7	10.6	3.7	0.9	0.1	14.5	53.8	46.0	24.0	76.0	125,735

**SCHOOL DISTRICT'S FINANCES**

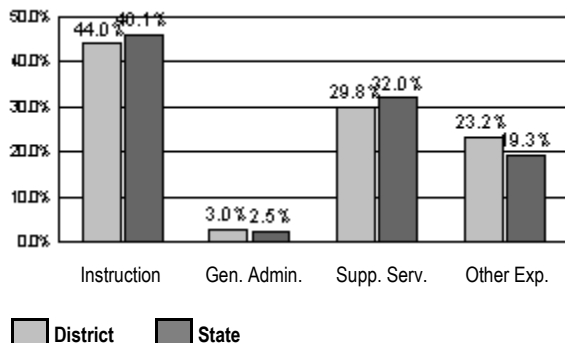
**TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)**



Average salaries are based on full-time equivalents (FTE). 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.

**EXPENDITURES 1999-00**

**BY FUNCTION**



**BY FUND**

	District	District %	State %
Education	\$32,739,792	65.1	70.6
Operations & Maintenance	\$8,074,199	16.0	8.8
Transportation	\$4,993,332	9.9	3.4
Bond and Interest	\$2,924,116	5.8	5.1
Rent	\$0	0.0	0.4
Municipal Retirement/ Social Security	\$765,042	1.5	1.6
Fire Prevention & Safety	\$0	0.0	1.2
Site & Construction/ Capital Improvement	\$832,092	1.7	9.0
<b>TOTAL</b>	<b>\$50,328,573</b>		

**OTHER FINANCIAL INDICATORS**

	1998 Equalized Assessed Valuation per Pupil	1998 Total School Tax Rate per \$100	1999-00 Instructional Expenditure per Pupil	1999-00 Operating Expenditure per Pupil
District	\$151,364	3.96	\$3,953	\$7,027
State	**	**	\$4,425	\$7,483

\*\* 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.

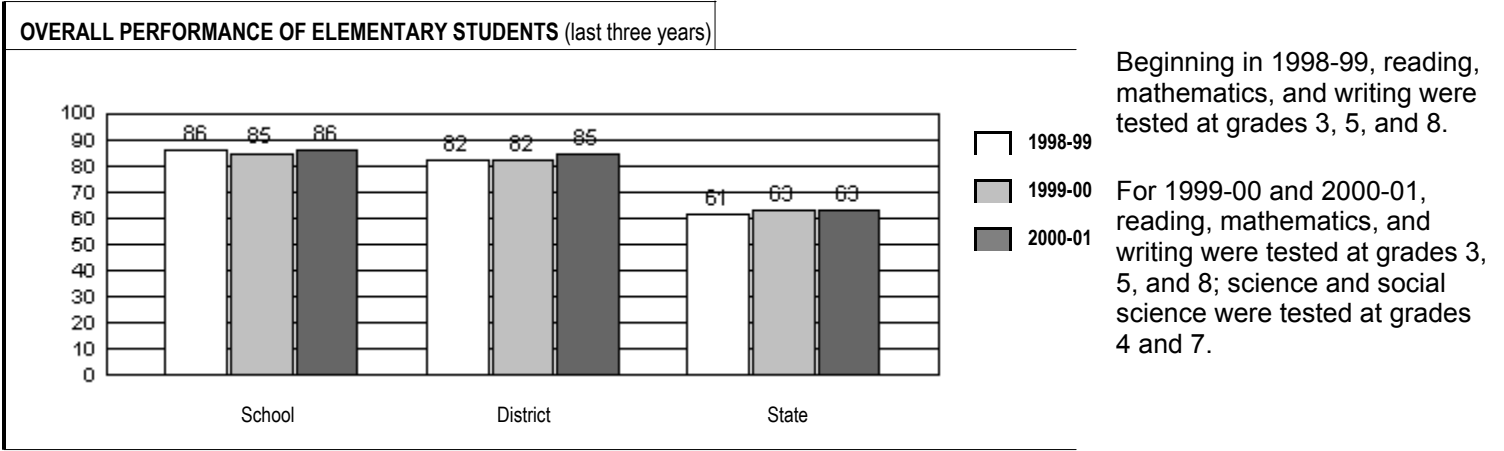
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes Instructional Expenditures, Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

**ACADEMIC PERFORMANCE**

**ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)**

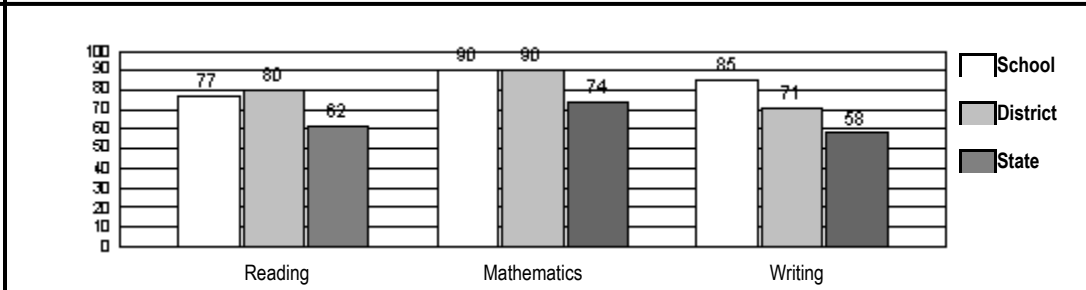
This chart illustrates the overall performance of your school, district, and the state on the ISAT for the last three years. It shows the percent of elementary students meeting or exceeding the Illinois Learning Standards. The overall performance results displayed include only the grades and subjects tested on the ISAT in your school.



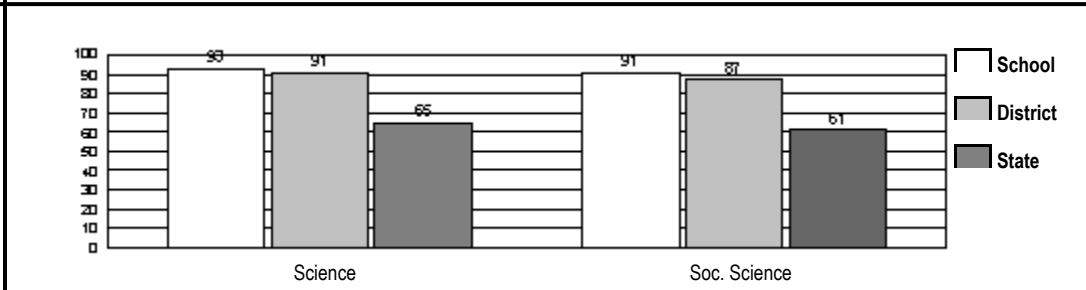
**ISAT PERFORMANCE 2000-01**

These charts provide information on the achievement of the Illinois Learning Standards. They show the percent of students meeting or exceeding Standards for various grade levels and subject areas tested on the ISAT.

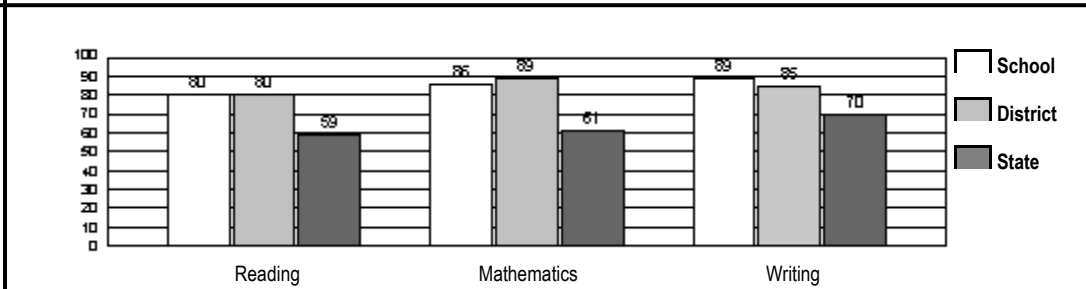
**Grade 3**



**Grade 4**



**Grade 5**



**PERFORMANCE ON STATE ASSESSMENTS**

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 may have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible for 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.

**PARTICIPATION IN STATE TESTING PROGRAMS**

The following table reports by grade the total enrollment, the number of students tested for each state test, and the overall percent of students tested in your school.

Grade	Total Enrollment	ISAT		PSAE		IMAGE	IAA	Percent Taking State Tests
		Disabled		Non-disabled				
		IEP	504	IEP	504			
3	98	10		85		1		98
4	88	8		79				99
5	118	11		104			3	100
6								
7								
8								
9								
10								
11								

**ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)**

The following tables show the percentages of your school's students 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 percents 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.

**GRADE 3**

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	2	21	44	33	1	8	45	45	3	12	78	7
	District	2	18	50	30	3	7	46	44	4	25	68	3
	State	7	31	43	19	8	18	46	28	9	33	55	3

ISAAC FOX ELEMENTARY SCHOOL

<b>Gender</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	2	20	47	31	2	2	51	45	6	8	78	8
	District	3	21	50	26	5	7	44	45	6	26	66	2
	State	8	32	43	17	9	18	45	29	12	35	50	2
Female	School	2	23	40	35	0	16	39	45	0	16	77	7
	District	2	16	50	33	2	7	49	42	2	23	70	5
	State	5	29	44	21	7	19	47	27	7	30	59	4
<b>Racial/Ethnic Background</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	2	21	44	33	1	8	46	45	3	12	76	8
	District	2	17	51	30	3	6	47	44	4	24	69	3
	State	3	21	49	26	3	11	49	38	6	28	63	4
Black	School												
	District	0	33	67	0	33	0	67	0	0	60	40	0
	State	17	50	29	4	21	35	38	6	19	44	36	1
Hispanic	School												
	District	11	67	11	11	22	22	44	11	13	50	38	0
	State	10	44	39	8	10	27	50	13	13	40	46	1
Asian/ Pacific Islander	School												
	District	7	7	53	33	0	13	13	75	0	27	67	7
	State	1	18	48	33	1	7	41	51	3	23	67	7
Native American	School												
	District	29	43	29	0	0	29	57	14	43	29	14	14
	State	5	23	49	23	5	16	51	29	7	26	63	4
<b>Limited-English-Proficient</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School												
	District												
	State	16	48	30	6	12	30	47	11	17	39	42	2
<b>Migrant</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School												
	District												
	State	22	43	26	9	21	33	34	13	17	42	40	2
<b>Disabled</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	20	60	10	10	0	40	50	10	30	30	40	0
	District	21	51	21	6	17	26	43	15	24	52	24	0
	State	23	47	24	6	21	29	38	11	29	38	32	1
Section 504	School												
	District												
	State	10	34	41	16	10	22	45	23	13	38	48	2
Non- disabled	School	0	17	48	36	1	5	45	49	0	10	82	8
	District	1	15	53	32	2	5	47	46	2	22	72	4
	State	5	28	46	21	6	17	47	30	7	32	58	4
<b>Economic Status</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Eligible for Free or Reduced- Price Lunch	School												
	District	27	47	20	7	33	20	40	7	20	47	27	7
	State	14	46	34	6	16	31	43	10	17	43	39	1
Not Eligible	School	2	21	44	33	1	8	45	45	3	12	78	7
	District	2	17	51	30	2	7	46	45	4	24	69	3
	State	3	22	48	26	4	12	47	37	6	27	63	4

**GRADE 4**

<b>All</b>		<b>Science</b>				<b>Social Science</b>			
Levels		1	2	3	4	1	2	3	4
	School	0	7	63	30	1	8	75	16
	District	1	8	67	24	1	12	75	12
	State	8	26	54	11	11	28	55	6

<b>Gender</b>		<b>Science</b>				<b>Social Science</b>			
Levels		1	2	3	4	1	2	3	4
<b>Male</b>	School	0	7	61	32	0	9	73	18
	District	0	8	65	27	1	12	71	15
	State	8	25	53	13	12	26	55	7
<b>Female</b>	School	0	7	65	28	2	7	77	14
	District	1	8	70	21	2	11	79	8
	State	8	27	56	9	11	30	55	5

<b>Racial/Ethnic Background</b>		<b>Science</b>				<b>Social Science</b>			
Levels		1	2	3	4	1	2	3	4
<b>White</b>	School	0	5	67	28	1	7	77	15
	District	1	7	68	24	1	11	76	12
	State	2	16	64	17	4	19	69	9
<b>Black</b>	School								
	District								
	State	20	45	34	1	28	44	27	1
<b>Hispanic</b>	School								
	District	0	30	30	40	10	20	50	20
	State	14	41	42	3	19	43	37	1
<b>Asian/ Pacific Islander</b>	School								
	District	0	21	57	21	0	14	71	14
	State	2	15	65	18	3	17	70	11
<b>Native American</b>	School								
	District	0	13	88	0	0	38	63	0
	State	7	24	57	12	12	26	56	6

<b>Limited-English-Proficient</b>		<b>Science</b>				<b>Social Science</b>			
Levels		1	2	3	4	1	2	3	4
	School								
	District								
	State	28	52	19	1	35	48	16	0

<b>Migrant</b>		<b>Science</b>				<b>Social Science</b>			
Levels		1	2	3	4	1	2	3	4
	School								
	District								
	State	19	35	41	5	26	33	40	1

<b>Disabled</b>		<b>Science</b>				<b>Social Science</b>			
Levels		1	2	3	4	1	2	3	4
<b>IEP</b>	School	0	25	75	0	13	25	63	0
	District	6	22	69	3	11	39	47	3
	State	17	37	41	4	26	37	35	2
<b>Section 504</b>	School								
	District								
	State	8	31	52	9	14	33	50	3
<b>Non- disabled</b>	School	0	5	62	33	0	6	76	18
	District	0	7	67	26	0	9	77	13
	State	7	25	56	12	9	27	58	6

ISAAC FOX ELEMENTARY SCHOOL

Economic Status		Science				Social Science			
		1	2	3	4	1	2	3	4
Eligible for Free or Reduced-Price Lunch	School								
	District	0	30	70	0	0	20	80	0
	State	16	42	39	3	23	43	33	1
Not Eligible	School	0	7	63	30	1	8	75	16
	District	1	8	67	25	1	12	75	12
	State	4	18	63	16	5	20	67	8

**GRADE 5**

All		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0	20	37	43	0	14	77	9	2	10	46	43
	District	1	19	36	44	0	11	79	10	1	13	59	26
	State	1	40	34	25	4	34	55	6	4	27	58	12

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0	20	34	45	0	11	79	10	2	14	54	30
	District	1	20	35	44	0	12	78	10	2	18	61	19
	State	1	41	33	24	5	34	54	7	5	32	55	8
Female	School	0	20	39	41	0	18	75	8	2	4	35	59
	District	0	18	38	45	0	10	81	9	0	7	57	35
	State	1	39	35	25	4	35	56	6	2	21	61	16

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	21	38	42	0	14	79	7	1	10	46	43
	District	0	18	37	44	0	10	80	9	1	13	59	27
	State	1	27	38	34	2	22	67	9	2	20	62	16
Black	School												
	District												
	State	3	65	25	7	11	59	29	1	7	43	47	3
Hispanic	School												
	District	0	56	0	44	0	44	56	0	0	13	75	13
	State	2	61	28	9	7	52	40	1	5	36	54	5
Asian/Pacific Islander	School	0	0	33	67	0	0	50	50	0	0	33	67
	District	7	7	33	53	0	7	60	33	0	7	67	27
	State	0	22	38	40	1	16	66	18	1	15	62	22
Native American	School												
	District	0	40	40	20	20	20	60	0	0	40	60	0
	State	1	45	36	18	5	38	52	4	4	27	60	9

Disabled		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0	82	18	0	0	73	27	0	20	40	30	10
	District	6	61	26	7	2	43	54	2	11	28	55	6
	State	6	72	17	6	17	54	28	1	18	45	34	3
Section 504	School												
	District												
	State	1	50	32	17	7	42	47	4	4	38	48	9
Non-disabled	School	0	13	38	48	0	8	83	10	0	7	47	46
	District	0	14	37	48	0	7	82	10	0	11	60	29
	State	0	35	36	28	2	31	60	7	1	24	61	13

**ILLINOIS ALTERNATE ASSESSMENT (IAA)**

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. The table below presents the number of students taking the IAA

Grades		Reading	Mathematics	Writing	Science	Social Science
3	School District State					
4	School District State					
5	School District State	3 9 1,183	3 9 1,128	3 9 1,183		
7	School District State					
8	School District State					
11	School District State					

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

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Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below and/or on a separate sheet.

<p style="text-align: center;"><b>STRENGTHS AND AREAS OF PLANNED IMPROVEMENT FOR ISAAC FOX SCHOOL: 2001-02 School Year</b></p>
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Illinois schools are required, as part of Senate Bill 730, to develop School Improvement Plans based on the results of the Illinois Standards Achievement Test (ISAT). ISAT measures the extent to which student are meeting the Illinois Learning Standards (1997).

This is the third year in which District 95 third and fifth grade students have taken the new Illinois Standards Achievement Test in reading, writing, and mathematics. It is the second year in which District 95 fourth graders have taken the ISAT in the areas of social studies and science. Information from second year testing is limited, but provides useful information and is beginning to indicate a level of strong achievement in the areas of science and social studies.

ISAT scores, when paired with Terra Nova information (which is completed in the fall of each year at each grade level), provide us with useful information about student achievement and trends.

Please note that reported student scores listed as coming from ALL students include scores of IEP students (students receiving special education services) and non-IEP students.

### **AREAS OF STRENGTH**

**Third Grade Math:** 90% of all students (94% for students without IEP's) meet or exceed State standards. **The average percentage of all students who have met or exceeded State standards for the past three years is 91%** (95% for students without IEP's).

- This is the third year in which this has been an area of significant strength (90% mastery or higher) for Isaac Fox third graders (as well as during the previous 5 years of IGAP State testing).
- This is consistent with three years of Terra Nova data that places an average of 80%+ students in the top two quartiles in math

**Third Grade Writing:** 85% of all students (90% for students without IEP's) meet or exceed State standards. This area has been steadily improving throughout the past three years.

**Fourth Grade Science and Social Studies:** This is only the second year of ISAT testing in this area, but it appears that these two areas may be among our high achievement areas.

- In science 93% of all students (95% for students without an IEP) meet or exceed State standards.
- In social studies 91% of all students (94% for student without an IEP) meet or exceed State standards.

**Fifth Grade Math:** 86% of all students (93% for students without IEP's) meet or exceed State standards. **The average percentage of all students who have met or exceeded State standards for the past three years is 87%** (92% for students without IEP's)

- This is consistent with three years of Terra Nova data that places an average of 81% of 5<sup>th</sup> grade students in the top two quartiles in math

**Fifth Grade Writing:** This has been our strongest 5<sup>th</sup> grade area for the past three years. 89% of of all students (93% for students without IEP's) meet or exceed State standards in writing. **The average percentage of all student who have met or exceeded State standards for the past three years is 93%** (95% for students without IEP's)

### **SCHOOL IMPROVEMENT/AREAS OF SCHOOL FOCUS**

Our focus areas for this school year continue to be those of last year, while closely attending to and capitalizing on the achievement areas in which students consistently demonstrate their highest levels of achievement.

## ***Literacy***

Because reading is the foundation of most learning in school, we will continue to target the complex skill development required for efficient and effective reading. Significant efforts have been underway for the past two years to address reading readiness, fluency, and basic comprehension in the primary grades. We are in the process of developing balanced literacy practices that incorporate direct skill instruction and increased reading and writing practice. Increased attention will be focused upon general and content area comprehension in the intermediate grades. Goals for all students go beyond mere decoding and include the development of students ability to become independent, strategic thinkers.

We are increasing our achievement goals to include:

- No less than 85% of all students (90% of non-IEP students) in 3<sup>rd</sup> and 5<sup>th</sup> grade will meet or exceed State standards in reading by the spring of 2003
- No less than 85% of all students (90% of non-IEP students) in 3<sup>rd</sup> and 5<sup>th</sup> grade will meet or exceed State standards in writing by the spring of 2003.
- At least 50% of all 3<sup>rd</sup> grade students will score in the top reading quartile; at least 80% will score in the top two quartiles by the spring of 2003
- At least 55% of all 5<sup>th</sup> grade students will score in the top reading quartile; at least 80% will score in the top two quartiles by the spring of 2003
- There will be positive MNCE growth between all grade levels in reading (as well as all content areas) as measured by the Terra Nova test.

## ***Lifeskills/Character Development***

Realizing that true student success goes beyond academics, and understanding that many factors affect academic success itself, and believing that our mission includes preparing each child to become a mature and thoughtful adult, the Isaac Fox staff will continue to refine and develop its STAR Student program in which targeted lifeskills are highlighted and integrated into daily activities and behaviors. This year's specific goals include:

- Increased public recognition of positive student behavior
- Increased school wide and classroom service projects
- Increased attention to the development of student empathy
- Increased opportunities for students to assume responsibility
- Development of an assessment tool to measure student attitudes/feelings