

**BIG HOLLOW ELEM SCHOOL  
BIG HOLLOW SCHOOL DIST 38  
INGLESIDE, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES: 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
<b>School</b>	89.0	1.1	6.4	3.0	0.4	4.5	0.0		0.0	16.5	95.8	264
<b>District</b>	90.3	1.6	5.6	2.2	0.3	4.3	0.0		2.0	15.4	95.5	744
<b>State</b>	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

**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
<b>School</b>	100.0
<b>District</b>	100.0
<b>State</b>	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>School</b>				21.8		
<b>District</b>				21.8		
<b>State</b>				23.6		

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.2		13.9	248.0
19.1		14.0	222.6

\* 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
<b>School</b>		40			40			40			40	
<b>District</b>		40			40			40			40	
<b>State</b>		51			43			107			43	

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

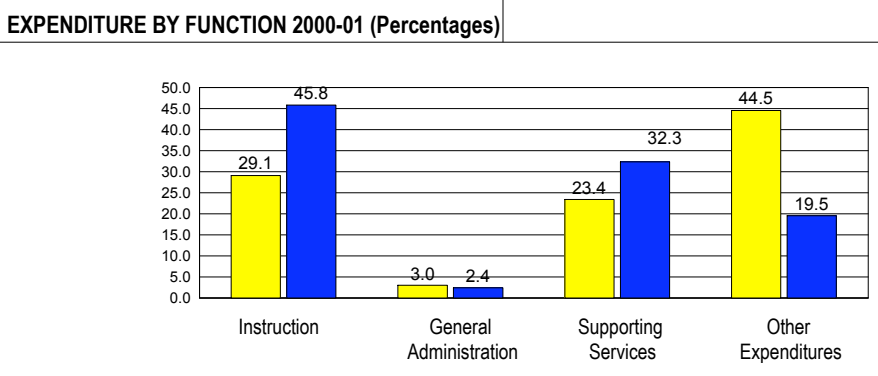
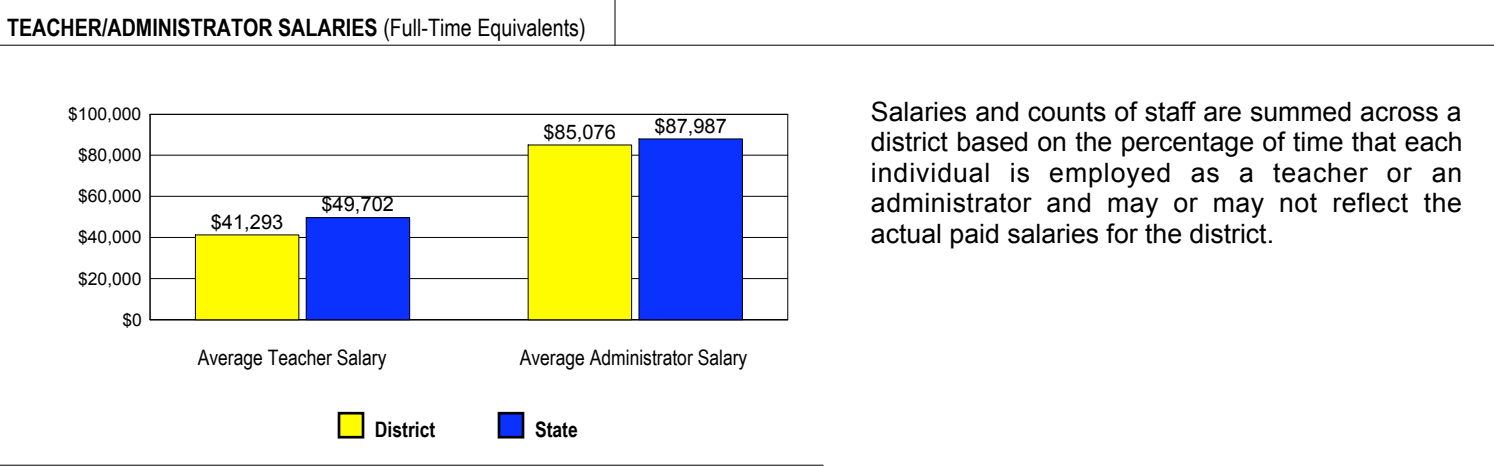
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	100.0	0.0	0.0	0.0	0.0	8.0	92.0	50
<b>State</b>	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

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	10.4	56.1	43.9	4.0	0.0
State	14.2	53.9	46.0	2.4	2.3

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

\* Data based on preliminary NCLB definitions.

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$3,588,488	69.8	54.4
Other Local Funding	\$996,683	19.4	7.5
General State Aid	\$151,644	3.0	17.9
Other State Funding	\$351,939	6.8	12.7
Federal Funding	\$50,900	1.0	7.4
<b>TOTAL</b>	<b>\$5,139,654</b>		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$3,162,561	45.1	70.0
Operations & Maintenance	\$698,765	10.0	9.2
Transportation	\$532,369	7.6	3.4
Bond and Interest	\$509,247	7.3	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$103,820	1.5	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$2,005,240	28.6	9.3
<b>TOTAL</b>	<b>\$7,012,002</b>		

**OTHER FINANCIAL INDICATORS**

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$199,786	2.75	\$3,481	\$7,184
State	**	**	\$4,667	\$7,926

\*\* 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.

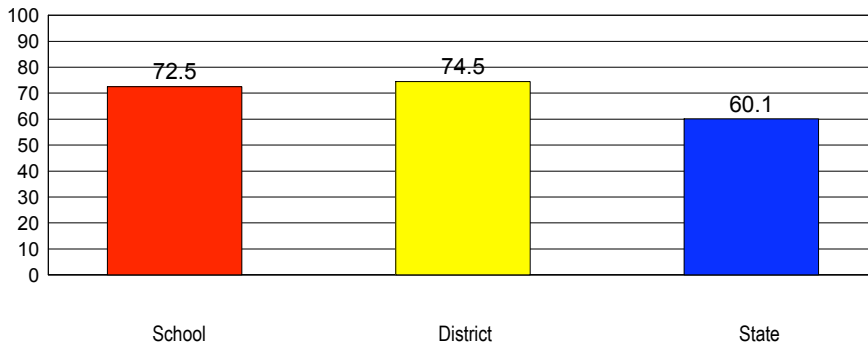
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

**ACADEMIC PERFORMANCE**

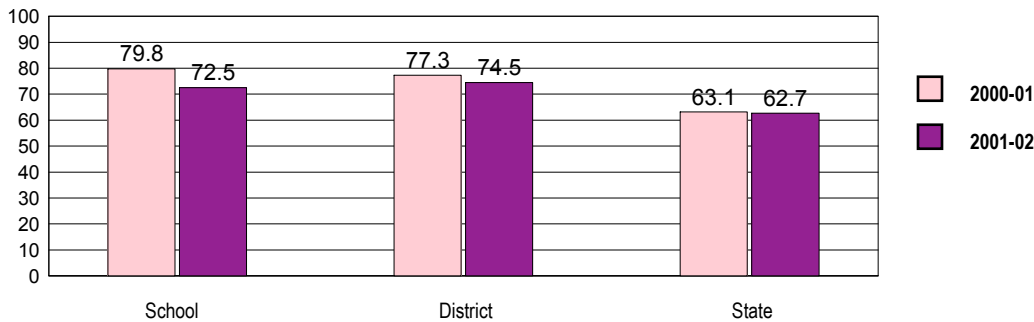
**OVERALL STUDENT PERFORMANCE**

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.

**2001-02 OVERALL PERFORMANCE - ALL STATE TESTS**



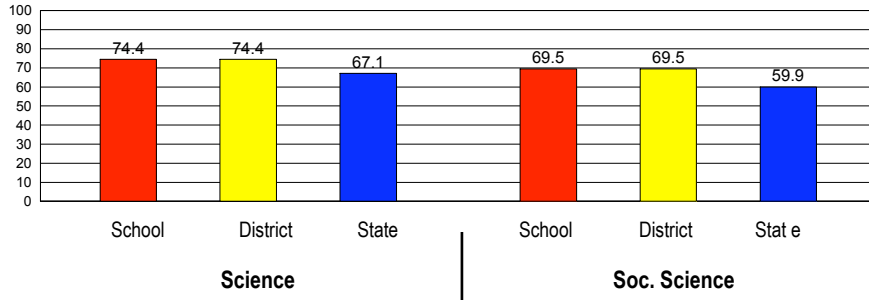
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



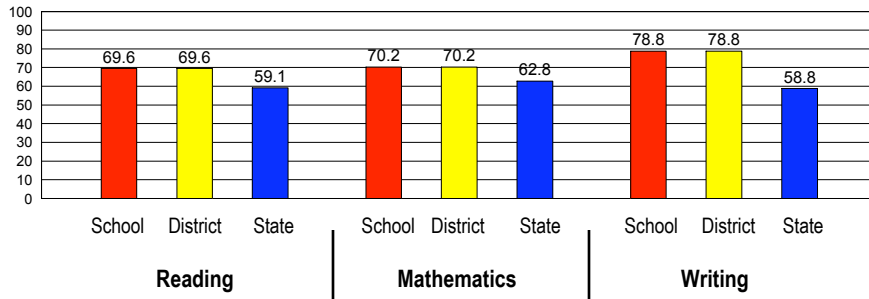
**ISAT PERFORMANCE**

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.

Grade 4



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

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.

In order to protect students' identities, test data for groups of fewer than five 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	81	44	37	73		5	3				8	3
	Reading	2.5	11.4	0.0	2.7	0.0	20.0	66.7				0.0	100.
	Mathematics	0.0	2.3	0.0	0.0	0.0	20.0	33.3				0.0	0.0
District	*Enrollment	228	121	107	209		9	10				19	9
	Reading	1.3	5.0	0.0	5.3	0.0	0.0	10.0				0.0	77.8
	Mathematics	0.0	1.7	0.0	3.3	0.0	0.0	0.0				0.0	44.4
State	*Enrollment	610,328	310,180	300,148	369,979		92,959	21,444				78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8				0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7				0.6	16.3

\* 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 4

All	Levels	Science				Social Science			
		1	2	3	4	1	2	3	4
	School	0.0	25.6	67.1	7.3	3.7	26.8	67.1	2.4
	District	0.0	25.6	67.1	7.3	3.7	26.8	67.1	2.4
	State	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Male	School		0.0	27.5	62.5	10.0	2.5	30.0	65.0	2.5
	District		0.0	27.5	62.5	10.0	2.5	30.0	65.0	2.5
	State		7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	School		0.0	20.5	74.4	5.1	2.6	23.1	71.8	2.6
	District		0.0	20.5	74.4	5.1	2.6	23.1	71.8	2.6
	State		7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
White	School		0.0	20.9	70.1	9.0	1.5	29.9	65.7	3.0
	District		0.0	20.9	70.1	9.0	1.5	29.9	65.7	3.0
	State		2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	School									
	District									
	State		18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	School		0.0	40.0	60.0	0.0	0.0	20.0	80.0	0.0
	District		0.0	40.0	60.0	0.0	0.0	20.0	80.0	0.0
	State		12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/ Pacific Islander	School									
	District									
	State		1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	School									
	District									
	State		3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
IEP	School		0.0	41.7	58.3	0.0	18.2	54.5	27.3	0.0
	District		0.0	41.7	58.3	0.0	18.2	54.5	27.3	0.0
	State		17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	School									
	District									
	State		8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non- disabled	School		0.0	22.9	68.6	8.6	1.4	22.5	73.2	2.8
	District		0.0	22.9	68.6	8.6	1.4	22.5	73.2	2.8
	State		6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School									
	District									
	State		14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	School		0.0	25.6	67.1	7.3	3.7	26.8	67.1	2.4
	District		0.0	25.6	67.1	7.3	3.7	26.8	67.1	2.4
	State		3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

**GRADE 5**

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	30.4	44.3	25.3	0.0	29.8	59.5	10.7	0.0	21.3	65.0	13.8
	District	0.0	30.4	44.3	25.3	0.0	29.8	59.5	10.7	0.0	21.3	65.0	13.8
	State	1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	41.0	38.5	20.5	0.0	25.6	72.1	2.3	0.0	35.9	61.5	2.6
	District	0.0	41.0	38.5	20.5	0.0	25.6	72.1	2.3	0.0	35.9	61.5	2.6
	State	1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	School	0.0	20.0	50.0	30.0	0.0	34.1	46.3	19.5	0.0	7.3	68.3	24.4
	District	0.0	20.0	50.0	30.0	0.0	34.1	46.3	19.5	0.0	7.3	68.3	24.4
	State	1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	31.0	40.8	28.2	0.0	28.0	60.0	12.0	0.0	20.8	63.9	15.3
	District	0.0	31.0	40.8	28.2	0.0	28.0	60.0	12.0	0.0	20.8	63.9	15.3
	State	0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	School												
	District												
	State	3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	School												
	District												
	State	2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/ Pacific Islander	School												
	District												
	State	0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	School												
	District												
	State	1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	90.0	10.0	0.0	0.0	70.0	30.0	0.0	0.0	50.0	50.0	0.0
	District	0.0	90.0	10.0	0.0	0.0	70.0	30.0	0.0	0.0	50.0	50.0	0.0
	State	7.3	68.4	19.2	5.1	18.5	50.2	29.7	1.6	23.2	48.1	27.8	0.9
Section 504	School												
	District												
	State	1.3	47.7	35.7	15.3	6.0	41.1	48.4	4.5	7.4	43.7	45.9	3.0
Non- disabled	School	0.0	21.7	49.3	29.0	0.0	24.3	63.5	12.2	0.0	17.1	67.1	15.7
	District	0.0	21.7	49.3	29.0	0.0	24.3	63.5	12.2	0.0	17.1	67.1	15.7
	State	0.5	34.6	39.7	25.2	3.0	28.9	59.1	9.0	3.0	33.4	58.0	5.5

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School												
	District												
	State	2.7	59.9	30.0	7.5	9.9	49.3	39.1	1.6	9.5	48.1	41.0	1.5
Not Eligible	School	0.0	30.4	44.3	25.3	0.0	28.4	60.5	11.1	0.0	21.3	65.0	13.8
	District	0.0	30.4	44.3	25.3	0.0	28.4	60.5	11.1	0.0	21.3	65.0	13.8
	State	0.8	27.8	40.6	30.7	2.5	22.2	63.9	11.5	3.7	28.4	61.1	6.8

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

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This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)