

**NORTH SIDE PRIMARY CENTER
HERRIN CUSD 4
HERRIN, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : PK K 1

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	91.3	2.0	0.2	0.0	0.2	6.3	57.6	0.2		1.6	17.0	92.1	448
District	90.3	3.7	1.1	0.6	0.3	4.0	49.9	0.1		1.3	19.8	93.1	2,349
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	98.1	--	--	--	--
District	98.1	18.9	17.6	16.0	234.9
State	96.1	18.8	18.8	13.9	230.6

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	24.5	18.6								
District	24.5	18.6								
State	20.9	21.0								

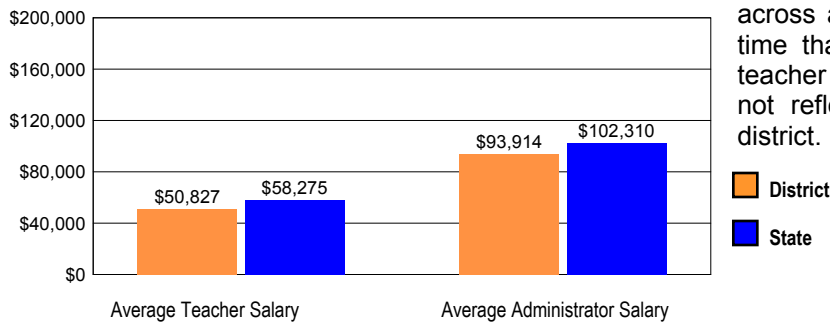
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.2	0.0	0.8	0.0	0.0	27.7	72.3	126
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	13.5	77.9	22.1	0.0	0.0
State	12.9	47.6	52.3	1.5	3.2

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

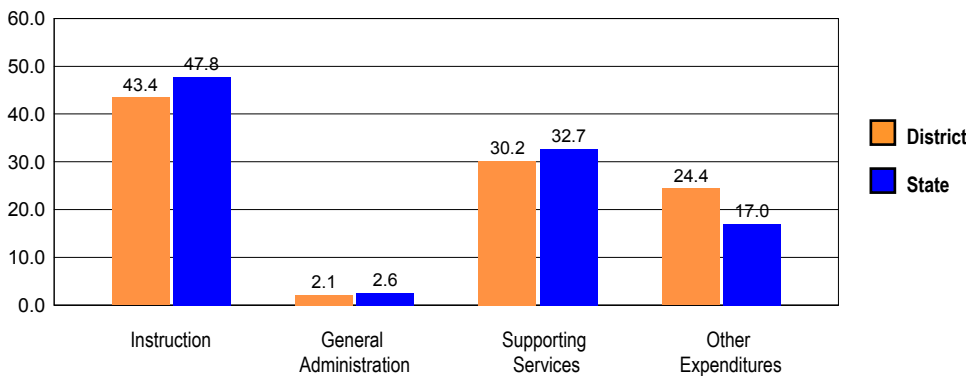
SCHOOL DISTRICT FINANCES

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 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$5,788,135	31.4	58.8	Education	\$15,160,975	83.0	73.0
Other Local Funding	\$942,151	5.1	6.0	Operations & Maintenance	\$621,061	3.4	8.6
General State Aid	\$8,281,172	44.9	18.2	Transportation	\$666,300	3.6	3.9
Other State Funding	\$1,665,312	9.0	9.3	Bond and Interest	\$1,339,850	7.3	6.2
Federal Funding	\$1,765,803	9.6	7.7	Rent	\$0	0.0	0.0
TOTAL	\$18,442,573			Municipal Retirement/ Social Security	\$477,972	2.6	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$0	0.0	5.4
				TOTAL	\$18,266,158		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$53,051	5.07	\$3,961	\$7,160
State	**	**	\$5,567	\$9,488

** 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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

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.)

AREAS OF SUCCESS:

- The staff has been very successful in using and sharing a variety of strategies, techniques and materials to plan a sequential scope of instruction adaptable to all student ability levels through Building Blocks/Four Blocks. They are continuing the implementation of a new writing curriculum. The kindergarten teachers have successfully implemented “Zoo-phonics” as part of their daily program. This program has helped children to become more proficient in learning letters and the sounds associated with them. The first grade teachers have continued to refer to “Zoo-phonics” with their instruction, as well. This is a valuable foundation skill for learning to read.
- The staff has developed different instructional units and themes to provide needed background information to teach basic concepts.
- The school communicates to parents many ideas of how to help them be involved in their child’s educational process. Many teachers send home regular newsletters and the administration sends home a newsletter and several professional publications monthly that have both information and ideas for helping their child(ren) at home. A parent orientation night and parent-teacher conferences are also held to provide information to parents.
- Teachers have attended professional conferences and workshops and have visited other schools to get new ideas. Our teachers have also shared our program with other district teachers as well as visiting school staffs.

AREAS FOR PLANNED IMPROVEMENT:

- Standards for Assessing Student Readiness for Promotion: A critical feature of kindergarten and first grade instruction is compiling and evaluating data of student performance in order to accurately assess a student’s readiness for the next grade level. The reading-language arts program implemented in Grades K-5 uses an integrated approach to instruction designed to emphasize all aspects of language arts learning areas. Student portfolios, evaluative assessments, daily work, test results, running records, and writing samples to determine students’ achievement levels will be used where appropriate. Our teachers evaluate students throughout the year using these methods. The ISEL will be administered in the spring to our kindergarten students to help determine readiness for first grade and to give the reading specialists information to use for placement in first grade reading programs. It will also be administered to the first grade in the fall, winter, and spring to help drive instruction for all students as well as give the staff information to help determine which students have met grade level expectations at the end of the year. Other factors such as age, maturity levels, and rate of progress must also be factored into the assessment in order to make a valid judgment of accurate grade level placement.
- Incorporating Technology in the Classroom: The teachers will provide instructional opportunities that will allow students to be involved in completing activities utilizing technology in accordance with the district technology plan. The use of basic computer skills will be integrated into instruction where appropriate. In addition, students will have the opportunity to interact with grade appropriate programs on both an individual as well as group basis with teacher direction. The “Chalkwaves” program through WSIU, United Streaming, a web-based digital video delivery system, and “Enchanted Learning” have been made available to teachers to use in the lab as well as in their classrooms.
- Community Resources as Enrichment Activities: A key component of early primary instruction is the social activity used to supplement instruction. Students need to be made aware of various daily interactive events that occur within and outside of the community. Therefore, speakers will visit classrooms to make presentations related to educational topics or themes discussed in the classroom. Students will visit various community agencies within the community and also make field trips to enlighten students of the physical world around them.
- Wellness Policy: Our district has implemented a wellness policy. The primary emphases include understanding the importance of healthy eating and regular physical activity. The staff has been made aware of the role that physical activity and certain exercises have in helping children to perform better academically.

Title II Class Size Reduction funds have been used to lower class sizes in First Grade by adding an eighth section and holding enrollment in each class to 23 instead of 27 without the Class Size Reduction funds.