

**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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

**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
<b>School</b>	89.7	2.6	1.5	0.2	0.2	5.8	59.0	0.9		1.8	20.3	92.1	532
<b>District</b>	90.2	3.4	1.4	0.5	0.2	4.3	52.0	0.2		1.5	19.9	93.2	2,421
<b>State</b>	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

**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>	99.1
<b>District</b>	98.0
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	20.7	17.6	17.1	243.8
<b>State</b>	18.3	18.0	13.5	211.6

\* 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
<b>School</b>	25.1	23.4								
<b>District</b>	25.1	23.4								
<b>State</b>	20.5	21.0								

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

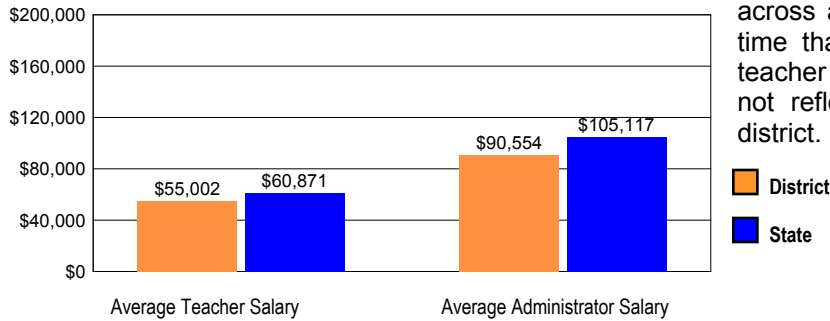
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	99.2	0.0	0.8	0.0	0.0	27.8	72.2	123
<b>State</b>	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	14.2	76.3	23.7	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

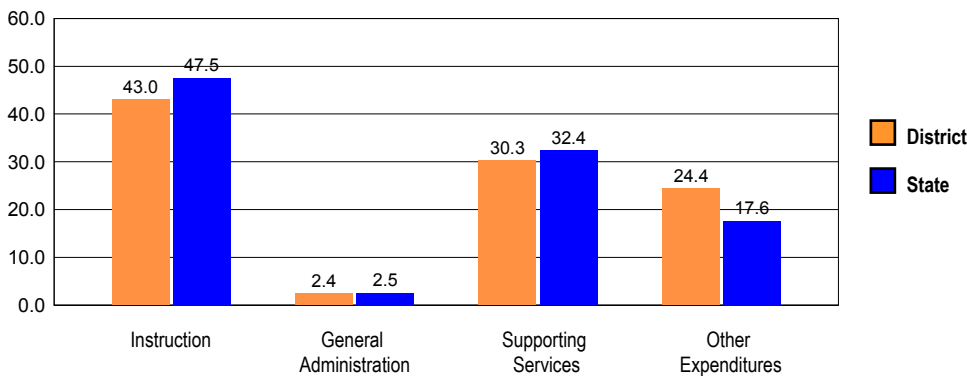
## SCHOOL DISTRICT FINANCES

### 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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$5,987,117	31.7	57.6	Education	\$14,685,284	79.4	72.6
Other Local Funding	\$1,004,642	5.3	7.3	Operations & Maintenance	\$644,695	3.5	8.5
General State Aid	\$8,574,011	45.4	18.1	Transportation	\$683,262	3.7	3.9
Other State Funding	\$1,744,293	9.2	9.7	Bond and Interest	\$1,689,780	9.1	6.7
Federal Funding	\$1,557,734	8.3	7.3	Rent	\$0	0.0	0.0
TOTAL	\$18,867,797			Municipal Retirement/ Social Security	\$513,354	2.8	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$283,091	1.5	5.6
				TOTAL	\$18,499,466		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$56,009	5.07	\$3,900	\$7,103
State	**	**	\$5,808	\$9,907

\*\* 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.)

The North Side Primary Center houses kindergarten and first grade students for Herrin CUSD #4 as well as early childhood special education classes and the Williamson County Pre-Kindergarten program. It is the school's mission to develop talents of these students by fostering unity and cooperation among peers in a stable academic, social, and physical environment. Furthermore, our staff works diligently to develop self-motivated life-long learners who will reach their full potential and become respectful, responsible citizens.

### 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 recent implementation of a writing curriculum. The kindergarten teachers have successfully implemented "Zoo-phonics" and Dr. Michael Hegerty's Phonemic Awareness lessons as part of their daily program. The first grade teachers have these programs to use with students who have not become proficient with them.
- 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 two 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 will be attending professional conferences and workshops. The first grade staff is visiting another school to get new ideas to help better meet the needs of our at-risk students. 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 to the kindergarten and 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 are meeting grade level expectations throughout 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 for the following year.
- 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 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.
- PBIS: Our school is using PBIS this year in an effort to track behavior issues as well as to use positive reinforcements to encourage proper social behavior in all of our school settings.