

Questions and Answers about Decatur Schools Financial Status

compiled by Ad Hoc School Concerns Committee
June 1993

1. Why is a good school district important to all the people in the Decatur community?

- Economic growth. New industry wants to move to communities where their employees' children can get a good education
- Industry need employees that can meet today's employment requirements
- America's population is aging. In 1954, there were 17 workers to pay the social security costs for each retiree. By 1995, there will only be three workers for each retiree. These workers must be educated to be employable and productive.
- Each year, school dropouts cost this country a staggering \$240 billion in terms of the earnings and taxes they would have generated over their lifetimes.
- More than 95% of future jobs will require at least a high school education.
- Education isn't cheap, but ignorance is extremely expensive.

2. When was the last time a tax referendum was passed to increase the education fund?

The education fund tax rate has not been raised since 1956. In 1986, due to a change in the state law, it went up 4 cents to \$1.84. This is the rate per each \$100 of **taxable value** as shown on your property tax bill. The Decatur rate of \$1.84 is the lowest educational tax rate of 41 large unit districts in Illinois. (There are 4 LUD's at \$1.84.)

3. Why is additional local revenue needed?

- a. Compared with other large unit districts in central Illinois, Decatur spends the least per pupil.

	<u>1993</u>
Urbana	5365
Bloomington	5288
Springfield	4966
Danville	4566
Champaign	4485
Normal	4156
Decatur	4056

- b. In 1982 dollars, Decatur is spending less or about the same, year after year. In terms of buying power, there has been essentially no increase in funding per pupil in the Decatur School District for the past 10 years.

	<u>1983</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	
In 1982 \$'s	2416	2434	2343	2195	2207	2421
In actual \$'s	2416	3178	3304	3489	3760	4056

c. Since 1981, dependence on state funds has increased from 49.45% to 62% while dependence on local funds has decreased from 30.5 to 22.0%.

Education Fund

	1981	1989	1990	1991	1992	1993
Local %	30.5	26.0	24.0	23.0	23.0	22.0
State %	49.4	58.0	62.0	62.0	59.0	62.0
Fed. %	9.7	8.0	7.0	8.0	11.0	9.0
Other %	10.4	8.0	7.0	7.0	7.0	7.0

(Other is mainly interest earnings.)

d **Heavy reliance on state revenue creates problems for our schools.**

- In June 1991, a state delayed payment of \$2,000,000 was lost to our district with no recovery possible other than by state legislative action. This was a budget gimmick at school expense.
- Cuts in appropriations can be and have been sudden and dramatic.
- Delayed action both in the legislature and by the governor have forced program reductions and RIF's (reduction in force). A good example is the annual school year-end RIF notices because final funding has not been determined at the state level.

e. **The percentage of local property taxes that go to schools has decreased by 11% since 1977.**

	Decatur Twp <u>Total tax rate</u>	Decatur <u>Schools tax rate</u>	<u>% of Total for schools</u>
1977	5.6082	2.8621	51%
1980	5.6970	2.7503	48%
1983	6.2798	2.7654	44%
1986	7.1074	2.9319	41%
1989	8.1636	3.1820	38%
1992	8.1350	3.3100	40%

The total school rate has increased 45 cents since 1977. In 1986, due to a change in the state law, the education fund rate went up 4 cents from \$1.80 to the present \$1.84. The other 41 cents increase was due to changes in the transportation, bond and operation/maintenance funds.

f What programs are in danger of being cut?

<u>Certificated positions</u>	<u>Classified positions/programs</u>
Increased class size due to reduction of 29 teachers.	Volunteer coordinator
Mainstreaming for spec. ed. - M.S. and H.S.	Schedule B activities (extracurricular activities)
Elem. music	Modernization of Equipment fund
Elem. p.e.	Math/reading mang. system
Elem. librarians	Student assistance program
M.S. Student Services Adv.	H.S. alternative to suspension
M.S. Lang. Arts. allocation	Elem. class-size aides
M.S. Individual instr. center	H.S. library aides
M.S. Computer teachers	Vision/hearing technicians
H.S. Assist. principals/deans	Intervention outreach program
H.S. Gen. math allocation	Police liaison officers
H.S. English/readin allocation	Noon supervisors
H.S. WECEP	Crossing guards
H.S. Athletic directors	Balance of part-time secretaries
Webster/Cantrell Hall	Public relations educ. fair
Elem. reading strategists	Driver training car
Academic strategists	Young authors program
Administrative positions	Alternative II program
Nurses	
----- \$3,449,915	----- \$1,327,905

g. There is need to expand programs to meet demands of educating students for today's world.

- Technology is a part of our lives. Our students need to learn to use the tools of today. The District's Computer Action Group has identified needs and have made recommendations of over \$2,000,000.
- Early childhood education programs need to be expanded.
- Curriculum areas need to be updated and expanded.
- Fine arts programs needs to be implemented.
- Drop-out prevention programs need to be expanded.
- Teachers/administrators need time and training to make curricular changes.
- Parents need to become more involved in the educational process of their children.
- Students need to become more involved in setting goals for their futures.

4. What has been done to reduce costs?

- a. Schools have been closed and sold. School closings result in savings of reduced administrative and support staff, reduced utilities and reduced maintenance.

<u>School</u>	<u>Year Closed</u>	<u>Date of sale</u>	<u>Sale price</u>
Pershing	1989	Rented	
Spencer	1989	1991	200,000
Lakeview	1982	1983	3,400,000
Grant	1982	Rented	
Lincoln	1982	1982	60,000
Roach	1982	Rented	
Oglesby	1982	1982	165,000
Riverside		1980	34,800
Ullrich		1983	12,000
Eldorado		1978	36,500
Stephen Dec.		1977	600,000
Gastman		1976	148,500
Excelsior		1976	34,000

- b. Class size has remained constant -- plus or minus one student because the formula which determines class size has not been changed in over 20 years.
- c. The number of administrators have been reduced.
- d. There are many split classes (one teacher for two grades). Additional teachers are required to eliminate split classes.
- e. Limited fine arts program.
- f. Computers and other technologies are limited.
- g. \$2.5 million in cuts were made in 1992-93.
- h. Reductions or eliminations made in 1992-93 continue in 1993-94.
- p.e. specialist (elementary)
 - middle school improvement initiatives
 - advisor/advisee program
 - clerk/typist
 - student incentives
 - in-service
 - reading improvement (elementary)
 - reduced custodial services
 - reduced secretarial services
 - art funds
 - out-of district conferences
 - extended time (pay for employees that need to work prior to school starts or after school ends)

- kindergarten swimming
- PASS (Performing Arts Series for Students)
- department days (Time for secondary department heads to take care of details of running a department.)
- WECEP (Work Experience Career Exploration Program)
- mentor for 1st year teachers
- mainstreaming allocation for elementary
- eligibility coordinator
- math/reading management systems
- Macon County film library
- Futures Unlimited (drop-out prevention program)
- school entry funds for out of town competition opportunities
- Teamster
- Quality Assistance Program
- K-1 allocation
- Social worker
- Driver trainer car

5. What will be the impact if a referendum fails?

- a. Programs that need to be restored will not be restored. Instead, the severity of the cuts already made will be increased. **See 4h.**
- b. Additional programs will have to be reduced or eliminated.
See 3f.
- c. One of the most important changes needed is an increase in teaching staff salaries to make them competitive with state and national levels of compensation.

6. What has happened to other districts where funding has not kept pace?

- a. Monticello, IL - All extra curricular activities cut. 21 teaching positions cut. Community having fund-raisers.
- b. Consolidations have occurred even though opposed by most communities involved.
- c. Lower achievement levels
- d. Michigan - District where schools had to close two months early.
- e. Mt. Zion, IL - Sharp cut back in extra curricular activities and requirement for a participation fee in all sports.
- f. North Chicago, IL - School Board voted to close doors and shut down all schools. State is now drafting a plan to divide schools among neighboring districts.
- g. Michael Madigan, Illinois House Leader has just announced (May 31, 1993) that Chicago Schools are \$415,000,000 in the red. State action to help them will probably have a negative impact on downstate school funding by the state.

7. What will it cost.....?

What tax rate is needed to maintain status quo of 1992-93?

\$3.31 total rate \$1.84 education fund rate

What tax rate is needed to recover cuts made for 1992-93?

\$3.81 total rate \$2.34 education fund rate

What tax rate is needed to improve quality of education?

\$4.31 total rate \$2.84 education fund rate

8 How much will a tax referendum cost for someone owning a home with a market value of \$20,000, \$40,000, \$50,000, \$70,000 or \$90,000?

	Total School Tax		
	Status quo 1992-93	Recover cuts	Improve quality
\$20,000	\$220	\$254	\$288
\$40,000	\$441	\$508	\$575
\$50,000	\$552	\$635	\$718
\$70,000	\$772	\$889	\$1006
\$90,000	\$993	\$1144	\$1293

	Added Cost per Year	
\$20,000	\$33	\$67
\$40,000	\$67	\$134
\$50,000	\$83	\$166
\$70,000	\$117	\$234
\$90,000	\$150	\$300

	Added Cost Per Day	
\$20,000	\$.09	\$.18
\$40,000	\$.18 1/3	\$.36 3/4
\$50,000	\$.22 3/4	\$.45 1/2
\$70,000	\$.32	\$.64
\$90,000	\$.41	\$.82

The average sale price of a home in Decatur is currently \$60,000.

9. What impact will the tax referendum have on teaching staff's salaries?

The Board of Education has an interest in keeping a well qualified teaching staff in the district. Having a competitive salary schedule is important in attracting good applicants. When compared with school districts of comparable size and demographics across the state, we rank low. This tax increase will not provide staff with exorbitant increases in salary that would be out of line with community economy.

We are 19.6% below the average salary (including benefits). Of the 41 school districts in the LUDA (Large Unit District Association) survey for 1992-93, Decatur is 9th from the bottom for Bachelors degree base (starting) salary and 7th from the bottom for both Masters and Top schedule base salaries.

	<u>Base for Bachelors</u>	<u>Base for Masters</u>	<u>Base for Top schedule</u>
Champaign	23,925	26,533	30,011
Bloomington	22,720	25,137	27,500
Urbana	22,068	23,185	27,383
Normal	21,900	24,528	28,032
Springfield	20,671	24,318	29,791
Danville	20,200	22,220	24,745
Decatur	20,049	22,208	24,468

10. How do teachers' salaries compare with the community's average industrial worker's salary?

The average Decatur teacher's annual salary in 1992 for a ten month contract was \$31,773. The average teacher has 17 years of experience. 53% of the teachers have master's degrees. Some teachers are able to find employment for the other two months. Many teachers must take college credit courses during the two month period to update their skills, to qualify for other certifications, and to qualify for higher placement on the salary scale.

The average industrial worker base annual wage , based on hourly rates at three of Decatur's largest industries is \$30,895. This does not include a contract provided cost of living (inflation) adjustment, average overtime or shift premium. A straight 8 hour day is all that is included. Adding the above items increases the annual wage to \$32,830.

11. How do our administrative costs compare with other districts in Illinois and nationally?

a. Administrative Personnel Salaries

	<u>1991-92</u> (average)
All Illinois	\$58,540
Large Unit Districts	\$57,469
All IL Unit Districts	\$54,829
Decatur	\$51,354

b. Ratio of office professionals to total staff:

	<u>U.S. average</u> <u>1989-90</u>	<u>Decatur</u> <u>1991-92</u>
Central office professionals	1.6%	0.6%

c. Number of teachers per central office professional staff members

Educational Research Service		Decatur
National Survey		1991-92
<u>1991</u>		
31.5	65.8	

12. What happened to the lottery funds?

It is an illusion that the lottery adds to state education funds. The lottery is a source of funding. The state shifted funds--subtracted from education funds, then supplied a similar amount to education funds using the lottery as the source, therefore maintaining, not increasing funds for education.

13. What has been the change in student enrollment and staffing?

	Enrollment	Staffing
1982	15,219	671.20
1984	14,740	654.68
1986	14,126	672.54
1988	13,493	643.15
1990	13,049	622.05
1992	12,740	602.97
1993	12,629	587.63
Projected		
1994	12,532	583.03
1995	12,437	578.93

Since 1982, there has been an 18% reduction in enrollment and a 14% reduction in staffing.

13. Reasons to vote yes for a tax referendum

Promote Educational Excellence The Decatur Schools want to offer a quality education for today's students and tomorrow's leaders. Students need a broad based education combining vocational/technical programs with academic courses, physical education, the arts, and extra curricular activities.

Protect Your Home's Value A good school system will make people want to live and work in our community. The tax is like a maintenance fee for your home. Currently the average sale price of a home is \$60,000. Using this figure, increasing the school tax rate from \$3.31 to \$4.31 would cost that home buyer \$3.85 per week. Most of us spend more than that on junk food in front of the TV.

Continue Financial Responsibility There is no money to be found. Major cuts have been made. Schools have been using a bare bones budget for years..

Prepare for Economic Growth Our schools must prepare young adults to become a productive part of our local economy.

Maintain Important Programs. If the tax referendum fails, school programs will be cut. **See 3f and 4h.**

For the Sake of the Children

Draft of mission state

A Tax Initiative for Education
Decatur, IL
1992

This a draft
Jim Lilly
wrote

Rationale:

As parents, community leaders, and taxpayers we are committed to provide the best education available for the children of District 61. Our task is to equip our children with the necessary basic skills, so that they are able to continue their education, create their own future, find meaningful employment, and develop opportunities to serve their community in their chosen occupations. For the sake of the children we must teach each generation anew to love learning and to excel.

This vision of education can be realized only with the full support of our community, both local and state-wide. The education of our children is the responsibility of the whole community, not just the responsibility of interested factions within our community. (It is someone else's child who gives us medical treatment, who serves us food, who builds our homes, etc.)

Obviously the implementation of such a vision requires funding from the whole community. However, at ~~the~~ every level of education District 61 is hampered by the lack of resources. State funding for education is unreliable, and local property assessments have declined. District 61 is constantly beleaguered by the lack of adequate resources necessary to educate ~~our~~ our children to achieve and excel. This lack of funding necessitates our response.

Objectives:

Although state funding for education is unreliable and requires redress, we wish to address ourselves to the issue of local funding. In our order to secure adequate local funding for our schools, we propose:

1. that a tax referendum be submitted to the voters of District 61 to raise our present level of funding for the education fund from 27% to ___%.
2. that an intensive campaign be initiated to educate our voters about the need for increased local funding and
3. that the focus or theme of this campaign be called "For the Sake of the Children", thereby emphasizing what is really important to us.

Strategies:

To achieve our goals we commit ourselves to the following strategies:

1. organize a Referendum Committee to develop the legal wording of the tax proposal, secure signatures, and place the proposal on the April 1993 ballot.
2. organize a Publicity Committee to promote the passage of this tax proposal by developing education brochures, a speakers' bureau, public forums, etc., to educate the public about the need for increased local funding.
3. organize a Political Committee to conduct our campaign and get the vote out on election day. This committee will develop car pools, secure poll workers, and canvas neighborhoods.
4. organize a Finance Committee to secure funds for our campaign, and
5. organize a Cabinet to oversee and co-ordinate our progress. This Cabinet shall consist of the chairs of all our committees.

Evaluation:

1. The Cabinet shall meet regularly to assess the progress of the campaign, and the Cabinet will be responsible for calling together plenary sessions of the whole group.
2. The final evaluation is in the hands of the voters. Whether this initiative wins or loses, we have the satisfaction of knowing that we have brought this fundamental problem to the attention of our people. Should this initiative fail, we need to proceed to a second effort, a third effort, etc. Be persistent! Our children are worth it!

For the sake of our children, we commit ourselves to this mission statement:

Sign your name. Please include address and phone number.

**Perceived Concerns in
Decatur School District 61**

Compiled by members of the Adhoc Committee Concerned for Schools - August 92

The following list is not intended to be a final or complete listing. It does highlight areas of concern. Our emphasis is not whether the concerns are based on fact. The perception of a concern is what motivates people to action or inaction. The possible solutions suggested are only a beginning point. Brainstorming by community members and staff of District 61 is needed to generate as many solutions as possible.

I. Academic programs and support

Perceived concern	Possible solutions
Large classes. 64% of students in grades 1-6 are in classes 26 or greater	Money
Split classes are created for non-academic reasons	Money
Many students and schools are disrupted each year by the "6-day" policy that relocates staff depending on enrollment of schools	Money Pre-registration Higher expectations for parents to enroll students Aggressive public relation campaign to educate community Parent-Center to address families questions and concerns and to help them learn more about public schools (study existing)
Many curriculum improvement recommendations made by teachers are not implemented due to lack of funds.	Money
Teachers' responsibilities for non-academic duties are increasing.	Money for clerk for teachers Involve volunteers
There is a shortage of many resources such as computers, other technology, and day-to-day supplies.	Money
There is inadequate time for individualized instruction.	Money (smaller classes)
There is inadequate safety equipment for use in hazardous situations.	
There is no adequate way to serve students whose classes don't make.	Offer selected courses on a rotating basis. Notify students in low registered classes before end of reg. period and develop mechanism to consolidate.
The Gifted Program is almost non-existent in some schools.	Staff needs to do planning. Money
Poor elementary arts program.	Money Involve volunteers

II. Student Services

Perceived concerns	Possible solutions
The ratio of social workers and counselors to students is too low to provide adequate services.	Money
There is almost no career/curriculum counseling available for high school students.	Money - more counselors, technology that allows students to research careers and information necessary to achieve career goals
Drop-out rate is too high.	

III. Administrative Services

Perceived concerns	Possible solutions
Administration/board are isolated from community.	More effort to publicize information about the schools, staff, and Board actions. Hold Board meetings at different schools so schools have a chance to "show-case" their positive attributes. Have a regular "pull-out" education section in the newspaper on a biweekly basis.
Administration/Board are insensitive to the public.	See above.
Budgets are indecipherable by most people.	Publish budgets in chart and graph forms. Have a publication such as "Citizen's Guide to the Budget."
The public is not aware of any "proclaimed" vision of what schools ought to be.	See ideas above.
There is no apparent strategic planning for filling vacancies.	
Board/Central Adm. make decisions that are best made at other levels.	

IV. Building Facilities and Property

Perceived concerns	Possible solutions
There are inadequate facilities at some schools (science labs, gyms, etc.)	Money

V. Community Involvement

Perceived concerns	Possible solutions
Most parents are not involved with the schools.	Create Parent Center at district level and in each school. (Money for space.) Have training sessions for teachers and volunteers on how to use volunteers most effectively.
Most community members are not aware of the issues that schools face.	See first item in suggestions in III. Adopt a policy where 30 to 50 percent of each school committee has to be made up of community members.

VI. General

Perceived concerns	Possible solutions
There is too much student movement from one school boundary to another.	
There is a lack of predictable funding, resulting in firing and rehiring of teachers every year.	Planning and commitment at state and local level to deal with problem.
District 61 is too dependent on state funding.	Raise more money locally.

**Positive Qualities/Programs
in Decatur School District 61
Compiled by members of Adhoc Committee Concerned About Schools
August 1992**

This is not intended to be a final and complete listing. It does highlight the many positive things that are available to our students and families.

I. Academic programs and support

Quality or Program	Description/comment	Level served	No. affected in 91-92	Year started	How funded
High quality of teachers and support staff	57% MA and more, 65% more than 10 years of experience	All			district, federal
Dedicated teachers and support staff	Many examples of going "the second mile."	All			district, state, federal
Cooperative learning techniques	Teaching strategy that emphasizes students-as-workers in small group settings. Social skills are taught and students resolve academic problems in a cooperative manner which address life-long learning. Teacher workshops offered in summer and during year.	All	100 trained in 91-92	1989	district state
Whole language initiatives	Teachers may give up workbooks and use the equivalent funds for purchasing trade books for students.	Elementary	303 teachers have had training.	1990	district
Curriculum developed by teachers and strategists	Task forces are active in each curriculum area to plan curriculum. Budget cuts delaying process.	All		1979	District
All-day kindergarten option		Kind.		1985	District
Librarians in all schools with adm. support	Each school has the services of a full-time librarian.	All		.5 in 60's, 1 in 1982	district
Availability of two magnet schools	Parents may chose from two alternatives: Johns Hill Magnet School and French Academy.	K-8	684	1967 1989	district, federal

Computer networks in over half of elementary schools and all high schools	The networks allow classroom teachers to use computers as part of the curriculum with their entire classes. Budget cuts will limit use and expansion.	Elementary High school	H.S. 1988 Elem. 1990		District Community donations
Computer application course for all 7th graders	9-week course with emphasis on word processing, database, spreadsheet applications.	Middle School	Approx. 1000	1990	District
Music on the Move	Especially equipped and designed bus allows all 3rd graders to receive keyboard instruction.	3rd grade	Approx. 1000	1990	district, community donations
Zero hour	Additional hour added to HS to allow college bound students to take necessary courses	High school	'70's for p.e., '87 for acad.	539	district
Chapter I programs - Wee Three - Beginnings - Reading Recovery - School wide planning option - Supplemental reading support - Parent involvement programs - All day kindergarten	-2 half days per week for 3 yr. olds -5 half days per week for 4 yr. olds -Program for at-risk 1st graders to accelerate growth in reading so they become independent readers. -Site staff plan school-wide program In addition to a wide variety of meetings, SPARK (Super Parents Are Reading to Kids)	3 yr. olds 4 yr. olds Durfee Washingt. Elem./M.S. Elem.	55 215 260 491	1991 1987 1991 1992 1960's	federal
Support personnel in math, language arts, science, social studies, computers	Strategists/coordinators provide resources for teachers.	All			district, state federal
Adult Education		Adults			district state federal

II. Student services

Qualities/programs	Description/comments	Level served	No. affected in 91-92	Year started	How funded
School nurses	In many cases, school nurse is primary caregiver.	All			district
Elem. counselors/social workers		All			district
Free lunch/breakfast	Available to low-income families	All			federal
Life Planning skills curriculum and support	Effort to equip students with knowledge, motivation, and ability to carry out responsible decisions in their own best interest, and to help prepare them to effectively handle the responsibilities of adulthood.	All			district state federal
Selected extra-and co-curricular activities	music, sports, publications, scholastic bowls, clubs, competitions	All			district
Student Service Advisors	Serve as advocates to the middle school students.	Middle school	Approx. 2000		District
Peer counselors	Selected students receive training to counsel peers	High school			Planned Parenthood
Mediation/conflict resolution programs	Training special students to help solve conflicts peacefully	3 elem. 1 MS 2 HS			district IL Power
Principal Scholars	Geared toward minority students; encourage expanding horizons	High school			Univ. of IL
Teen Mother/Infant Care	Care provisions for babies of teen parents so parents may complete education and vocational courses.	High school	36-40		
L.A.M.B	Educational program for pregnant students to enable continuation of school	High school	30-35		
Testing/screening services		All			

III. Administrative services

Quality/program	Description/comments	Level served	No. affected in 91-92	Year started	How funded
High quality and dedicated administrators and staff	Many examples of going "the second mile"	All	All		district, federal
In-service training	Extensive kinds and numbers of workshops available to staff	Staff			district, state
ESP - Educational Stability Program	policy/program that provides bussing to a student to attend same elementary school if the family has moved to another boundary area	elementary	217	1986	district
Grow Your Own	Program in cooperation with 4 local universities to recruit and encourage minority students to major in education and return to Decatur to teach	Jr. and Sr.			

IV. Community Involvement

Quality/program	Description/comments	Level served	No. affected in 91-92	Year started	How funded
Volunteers in schools	Over 3,500 documented volunteers gave time to students, schools, and/or educational programs	All	All students/schools	1970	community
Volunteer coordinator	Coordinates volunteer placement and programs; oversees incentive programs and many other community services	All			district
PTA's and Booster Clubs	Provide support for individual schools. Major source of funds.	All			
S.O.S. (Students Offering Services)	Students volunteer in community after school and on week-ends.	MS & HS	162		YWCA district
D.A.R.E.	Drug Awareness Resistance Education program in cooperation with Decatur Police Dept.	Elem.	Approx. 6000		City, district

Junior Achievement	Business personnel work with classes in schools	Gr. 5-6, MS			Jr. Achievement
ACTION	One-on-one mentoring program utilizing minority role models	Elem.	50	90 (pilot)	Community dist. coor.
World in Motion	science program	Elem.			Caterpillar
Student incentive programs	McDonalds, Burger King, RAX, Hardee's, Pla-Mor, IL Power provide coupons and incentives to encourage students to improve grades	K-12	All	1987	Business donations, district coor.
Project SUCCESS	State program awarded to 10 communities. Decatur chosen to offer at Durfee and IBC. Designed to bring social services to the school and enhance parent involvement.	Durfee Coppenbarger	500+	92-93	state
Parent Advisory Council	Selected parents serve in advisory capacity to Board	All			volunteer
Partners in Education	Serves as link between business and education to enhance student achievement	All			businesses

V. Building Facilities/Property

Quality/program	Description/comments	Level served	No. affected in 91-92	Year started	How funded
Skilled maintenance staff					district
Dedicated custodians	keep buildings well-maintained and extremely helpful to other staff and students	All			district

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III. Administrative Services

Perceived concerns	Possible solutions
Administration/board are isolated from community.	More effort to publicize information about the schools, staff, and Board actions. Hold Board meetings at different schools so schools have a chance to "show-case" their positive attributes. Have a regular "pull-out" education section in the newspaper on a biweekly basis.
Administration/Board are insensitive to the public.	See above.
Budgets are indecipherable by most people.	Publish budgets in chart and graph forms. Have a publication such as "Citizen's Guide to the Budget."
The public is not aware of any "proclaimed" vision of what schools ought to be.	See ideas above.
There is no apparent strategic planning for filling vacancies.	
Board/Central Adm. make decisions that are best made at other levels.	

IV. Building Facilities and Property

Perceived concerns	Possible solutions
There are inadequate facilities at some schools (science labs, gyms, etc.)	Money

V. Community Involvement

Perceived concerns	Possible solutions
Most parents are not involved with the schools.	Create Parent Center at district level and in each school. (Money for space.) Have training sessions for teachers and volunteers on how to use volunteers most effectively.
Most community members are not aware of the issues that schools face.	See first item in suggestions in III. Adopt a policy where 30 to 50 percent of each school committee has to be made up of community members.

VI. General

Perceived concerns	Possible solutions
There is too much student movement from one school boundary to another.	
There is a lack of predictable funding, resulting in firing and rehiring of teachers every year.	Planning and commitment at state and local level to deal with problem.
District 61 is too dependent on state funding.	Raise more money locally.

**Positive Qualities/Programs
in Decatur School District 61
Compiled by members of Adhoc Committee Concerned About Schools
August 1992**

This is not intended to be a final and complete listing. It does highlight the many positive things that are available to our students and families.

I. Academic programs and support

Quality or Program	Description/comment	Level served	No. affected in 91-92	Year started	How funded
High quality of teachers and support staff	57% MA and more, 65% more than 10 years of experience	All			district, federal
Dedicated teachers and support staff	Many examples of going "the second mile."	All			district, state, federal
Cooperative learning techniques	Teaching strategy that emphasizes students-as-workers in small group settings. Social skills are taught and students resolve academic problems in a cooperative manner which address life-long learning. Teacher workshops offered in summer and during year.	All	100 trained in 91-92	1989	district state
Whole language initiatives	Teachers may give up workbooks and use the equivalent funds for purchasing trade books for students.	Elementary	303 teachers have had training.	1990	district
Curriculum developed by teachers and strategists	Task forces are active in each curriculum area to plan curriculum. Budget cuts delaying process.	All		1979	District
All-day kindergarten option		Kind.		1985	District
Librarians in all schools with adm. support	Each school has the services of a full-time librarian.	All		.5 in 60's, 1 in 1982	district
Availability of two magnet schools	Parents may chose from two alternatives: Johns Hill Magnet School and French Academy.	K-8	684	1967 1989	district, federal

Computer networks in over half of elementary schools and all high schools	The networks allow classroom teachers to use computers as part of the curriculum with their entire classes. Budget cuts will limit use and expansion.	Elementary High school	H.S. 1988 Elem. 1990		District Community donations
Computer application course for all 7th graders	9-week course with emphasis on word processing, database, spreadsheet applications.	Middle School	Approx. 1000	1990	District
Music on the Move	Especially equipped and designed bus allows all 3rd graders to receive keyboard instruction.	3rd grade	Approx. 1000	1990	district, community donations
Zero hour	Additional hour added to HS to allow college bound students to take necessary courses	High school	'70's for p.e., '87 for acad.	539	district
Chapter I programs - Wee Three - Beginnings - Reading Recovery - School wide planning option - Supplemental reading support - Parent involvement programs - All day kindergarten	-2 half days per week for 3 yr. olds -5 half days per week for 4 yr. olds -Program for at-risk 1st graders to accelerate growth in reading so they become independent readers. -Site staff plan school-wide program In addition to a wide variety of meetings, SPARK (Super Parents Are Reading to Kids)	3 yr. olds 4 yr. olds Durfee Washingt. Elem./M.S. Elem.	55 215 260 491	1991 1987 1991 1992 1960's	federal
Support personnel in math, language arts, science, social studies, computers	Strategists/coordinators provide resources for teachers.	All			district, state federal
Adult Education		Adults			district state federal

II. Student services

Qualities/programs	Description/comments	Level served	No. affected in 91-92	Year started	How funded
School nurses	In many cases, school nurse is primary caregiver.	All			district
Elem. counselors/social workers		All			district
Free lunch/breakfast	Available to low-income families	All			federal
Life Planning skills curriculum and support	Effort to equip students with knowledge, motivation, and ability to carry out responsible decisions in their own best interest, and to help prepare them to effectively handle the responsibilities of adulthood.	All			district state federal
Selected extra-and co-curricular activities	music, sports, publications, scholastic bowls, clubs, competitions	All			district
Student Service Advisors	Serve as advocates to the middle school students	Middle school	Appox. 2000		District
Peer counselors	Selected students receive training to counsel peers	High school			Planned Parenthood
Mediation/conflict resolution programs	Training special students to help solve conflicts peacefully	3 elem. 1 MS 2 HS			district IL Power
Principal Scholars	Geared toward minority students; encourage expanding horizons	High school			Univ. of IL
Teen Mother/Infant Care	Care provisions for babies of teen parents so parents may complete education and vocational courses.	High school	36-40		
L.A.M.B	Educational program for pregnant students to enable continuation of school	High school	30-35		
Testing/screening services		All			

III. Administrative services

Quality/program	Description/comments	Level served	No. affected in 91-92	Year started	How funded
High quality and dedicated administrators and staff	Many examples of going "the second mile"	All	All		district, federal
In-service training	Extensive kinds and numbers of workshops available to staff	Staff			district, state
ESP - Educational Stability Program	policy/program that provides bussing to a student to attend same elementary school if the family has moved to another boundary area	elementary	217	1986	district
Grow Your Own	Program in cooperation with 4 local universities to recruit and encourage minority students to major in education and return to Decatur to teach	Jr. and Sr.			

IV. Community Involvement

Quality/program	Description/comments	Level served	No. affected in 91-92	Year started	How funded
Volunteers in schools	Over 3,500 documented volunteers gave time to students, schools, and/or educational programs	All	All students/schools	1970	community
Volunteer coordinator	Coordinates volunteer placement and programs; oversees incentive programs and many other community services	All			district
PTA's and Booster Clubs	Provide support for individual schools. Major source of funds.	All			
S.O.S. (Students Offering Services)	Students volunteer in community after school and on week-ends.	MS & HS	162		YWCA district
D.A.R.E.	Drug Awareness Resistance Education program in cooperation with Decatur Police Dept.	Elem.	Approx. 6000		City, district

Junior Achievement	Business personnel work with classes in schools	Gr. 5-6, MS			Jr. Achievement
ACTION	One-on-one mentoring program utilizing minority role models	Elem.	50	90 (pilot)	Community dist. coor.
World in Motion	science program	Elem.			Caterpillar
Student incentive programs	McDonalds, Burger King, RAX, Hardee's, Pla-Mor, IL Power provide coupons and incentives to encourage students to improve grades	K-12	All	1987	Business donations, district coor.
Project SUCCESS	State program awarded to 10 communities. Decatur chosen to offer at Durfee and IBC. Designed to bring social services to the school and enhance parent involvement.	Durfee Coppenbarger	500+	92-93	state
Parent Advisory Council	Selected parents serve in advisory capacity to Board	All			volunteer
Partners in Education	Serves as link between business and education to enhance student achievement	All			businesses

V. Building Facilities/Property

Quality/program	Description/comments	Level served	No. affected in 91-92	Year started	How funded
Skilled maintenance staff					district
Dedicated custodians	keep buildings well-maintained and extremely helpful to other staff and students	All			district

Last name	First name	address	zip	home phone	bus. phone
Bay	Jeff	2080 Melrose Dr.	62525	428-8854	877-9510 294
Beyer	Dallas	626 S. Dennis	62522	428-6568	428-2151
Bils	Jeff	Herald & Review PO 311	62525		
Brinkmeyer	Joyce	2560 Twin Bridge	62521	864-3723	421-2579
Brown	Howard	1989 W. Macon	62522	423-8523	
Chambliss	Ann	1051 N. Westlawn	62522	422-0191	875-9353
Cortright	Ruth	2084 N. Water	62526		
Daniels	Brian	1420 Foster	62526	423-2379	
Dunn	Larson	23 Edgewood Dr.	62521	423-1371	
Gerstner	W.C.	535 N. Country Club Rd.	62521	423-5780	
Goetter	Jackie	222 E. North	62523		428-5825
Gray	Doug	35 7th St.	62521	423-1951	
Hawkins	Jane	3185 Fair Oaks	62526	877-7157	422-8528
Huebner	Alice	2061 W. Division	62526	428-8145	
Jaberg	Pat	3891 Greenridge	62526	877-3805	
Jack	Don	P.O. Box 544	62525-		
Jackson	Charlie & Reba	206 Dover Drive	62521	423-3970	
Jackson, Sr.	Rev. Lloyd	929 Lowber	62521		
Lillie	James & Nadine	45 Wyoming	62526	875-2950	877-2258
Livingston	Dave	ADM Box 1470	62525		
Marshall	Susie	155 S. Glencoe	62522	422-0824	
Method	Pete	4630 Adams Drive	62526	875-0217	421-2453
Moore	Shirley	418 Woodhill Dr.	62521	422-2565	
Dakes	Bill	720 Karen Court	62526	877-1276	464-2972
Reynolds	Cindy	606 Crestline	62526	877-0296	
Scott	William	1737 S. Country Club Rd.	62521		
Shade	Eve	3383 Dell Oak Dr.	62526	877-5249	424-3223
Shelton	Don	23 South Side Country Club	62521	429-7732	
Simpson	Evelyn	104 White Pines Circle	62521	423-3907	
Spycher	Ellen	17 Carroll	62521	429-3042	
Stewart	Joan	670 Cove Ct.	62521		
Strietmeier	Rev. Charles	250 W. Decatur	62522		
Talbott	Vern	505 Fielding Ct.	62522	4281-9488	
Thornton	Kathy	22 Eastmoreland Lane	62521	423-6691	

Tung *Jeanne* *3320 Fields Ct.* *62521*

July 27, 1992

To: Members of the Ad Hoc School Concerns Committee

From: Bill Oakes



Subject: Demographic Study

As was promised in the note from Cindy Reynolds on June 25, 1992, here is a preliminary analysis of basic demographic characteristics of the Decatur community.

I would under score the words "preliminary" and "basic". All that was attempted here was to ascertain the fundamental demographic characteristics and manipulate the income level statistics into some estimates that would seem to reasonably fit District 61 boundaries.

Certainly no broad conclusions can be reached with this data, but I would hope it is a good starting point for future discussions. Better yet, I would hope it raises more specific questions that could perhaps be answered with additional analysis or data searches.

If you have any questions or suggestions for interpretation please feel free to call me at my office at St. Mary's Hospital (464-2972) or my home (877-1276).

Demographic Study

Ad Hoc School Concerns Committee

July 24, 1992

Summary:

The study of the demographic structure of Decatur was developed using two information sources: census track information from the public library and data files collected through several statewide sources by the St. Mary's Hospital Marketing Department.

The information is general in nature and it addresses three topics - 1) age segments of the Decatur population, 2) household characteristics in Decatur and 3) relative wealth based on household income and home value estimates.

In approaching the data two core assumptions were made.

1) Any attempt to generate support for either a tax referendum, or revitalized interest in and direct support of the schools is impacted by a household's relationship with the schools.

2) The relationship with the district may, to a significant extent, be governed by one or more factors which include, structure of the household, how many school age residents live there and the overall wealth of the household.

With this data, we would like to estimate how many households in Decatur have a direct interest in the schools, or are inclined to support school improvement movements. The search for these two core groups will be guided by the presence of school-age children in the household and the household's relative level of wealth.

These are not ironclad criteria. This approach doesn't preclude the possibility that households without school-age children, or with levels of wealth below any target point we select, would not join an effort to improve school programming, or support an increase in the tax rate. Rather, for the purposes of analysis, we may choose to speculate the core support for such an effort would reside primarily in those households with school-age children and those with relative wealth at or above a specific level.

Findings:

Population segments-

Total population (1990 Census)	83,885	% of total
School age population 5-17	15,185	18%
School interest population 0-17	21,101	25.2%
Core interest group in the general population 25-55	32,631	39%
Segment with no/limited direct interest 60+	17,806	21%

Household structure-

Total households	34,013	% of total
Family households	22,552	66%
with married couples	17,080	50%
with female head of household	4,542	13%
By race		
White	69,164	82%
Black	13,994	16.7%
Owner occupied	22,405	65.9%
Rental	11,608	34.1%

Relative Wealth-

Value of owner-occupied dwellings as estimated by the owner. Total sample is 19,684 households

Segment:	Number:	% of total:
less than \$50,000	12,061	61.2
\$50,000-\$99,999	6,311	32%
\$100,000-\$149,999	885	2.6%
\$150,000-\$199,999	242	0.7%
+\$200,000	185	0.5%

Census track data was not yet prepared in a format that allowed ease of access to the income levels. For that information a data source based on zip codes was used. This source used 1980 census information, updated and blended with the earliest release of 1990 census data.

These income levels should be seen as projections of the 1980 data, based on 1990 census information and accepted economic projections commonly used in consumer research. Because the information was based on zip codes, and a portion of the 62526 and 62522 zip codes are outside the District 61 boundaries, the totals, by income level, in those two areas were reduced by a factor of .4, or 40%. The assumption was made that 60% of each of those zip code populations are within the District 61 boundary.

That manipulation of the data gave the following results:

Estimated Household Income

Income:	Number:	% of total:
0-\$7,499	4,306	11.7%
\$7,500-\$14,999	4,700	12.9%
\$15,000-\$24,999	5,504	15% 39.5%
\$25,000-\$34,999	5,543	15.1%
\$35,000-\$49,999	6,917	18.9% 34%
\$50,000-\$74,999	5,811	15.9%
\$75,000+	3,826	10.5% 26.2%
<u>Total</u>	<u>36,607</u>	<u>100%</u>

Conclusion:

Some of these numbers seem particularly interesting in the context of what the committee has discussed.

First, we have two relatively large population segments which should possess a high degree of interest in school district issues and concerns. About one-fourth of the population is made up of children under 17. The households in which they reside are directly touched by school issues and would be a potential core support group. Also, nearly 40% of the population is of the predominant age for parenting school age children (25-55), and this segment would seem to have a higher than average interest in educational issues.

Second, two-thirds of the households in Decatur are family households. These are households with some children or extended family residing in the home. A large portion of this group would also constitute a potential core support group.

Third, the income by households is evenly distributed. If it were graphed on a bell-shaped curve the median level would fall slightly toward the lower end of the scale, but not significantly so. The data shows that 60% of Decatur households earn more than \$25,000 annually and 45% earn more than \$35,000.

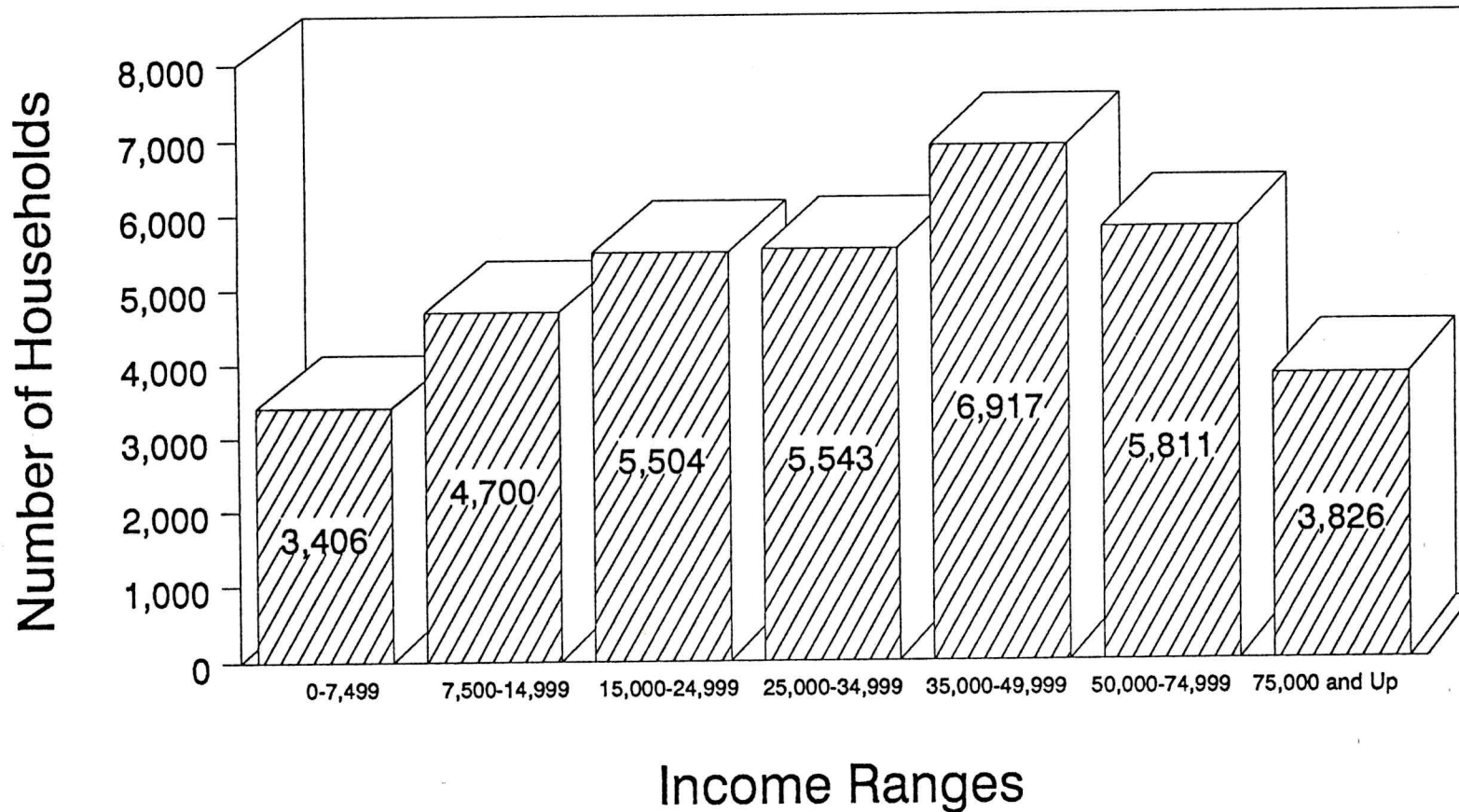
Without more specific cross referencing it would be difficult to draw any other, more specific conclusions.

Generally speaking, there would seem to be evidence that there exists a base of support for taking action to improve Decatur's schools. We have broadly identified groups of households that could be moved to understand and accept issues and initiatives that would benefit District 61.

What cannot be measured here is how these issues or initiatives would be received and/or perceived in these population groups, to say nothing of the population in general. There may be broad differences among the groups as to the perceived needs of the district, or those perceptions may be more closely aligned than we realize. That wouldn't be known until more extensive surveying is done, or the committee takes action and begins receiving feedback from the community.

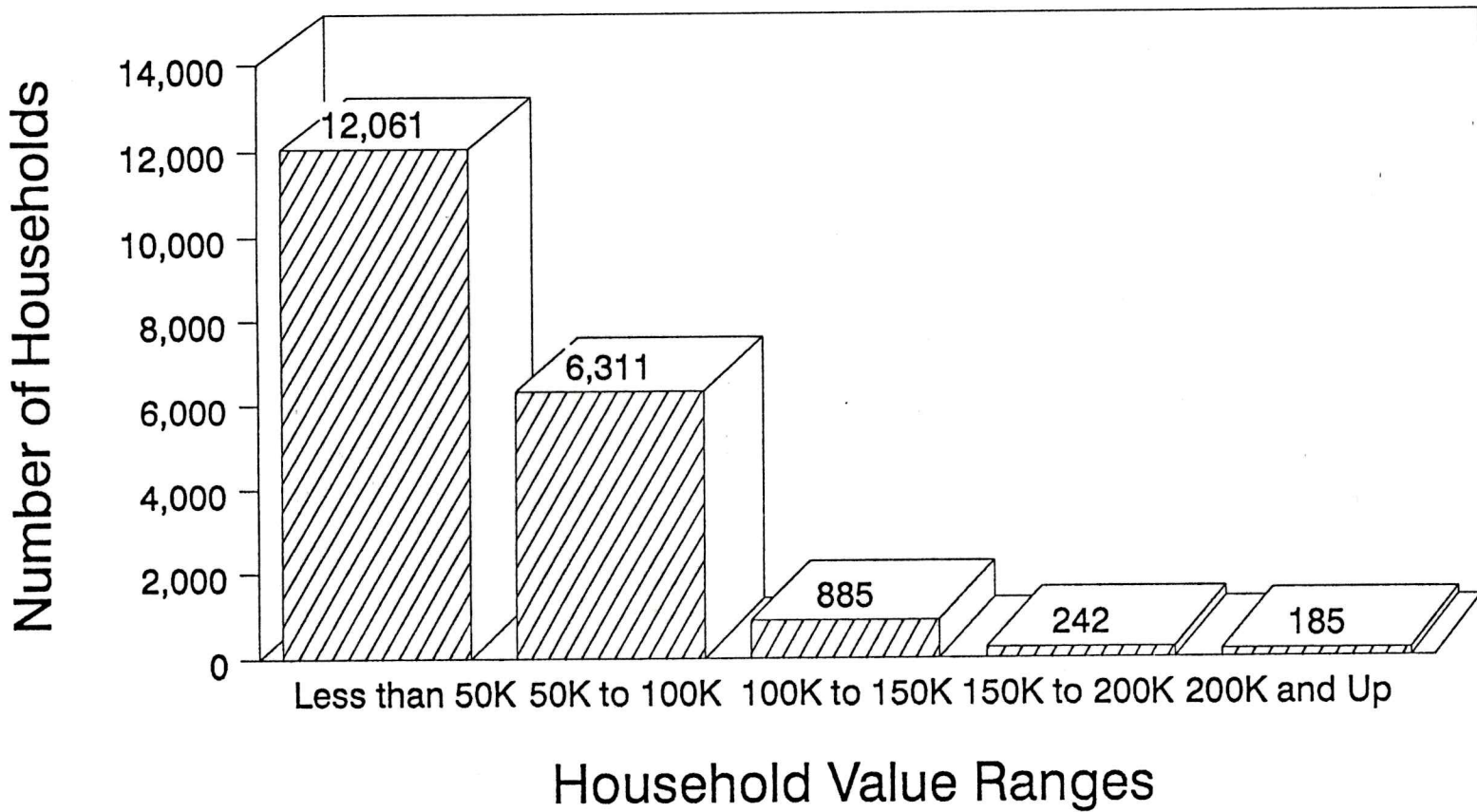
Household Income Distribution

City of Decatur



Household Value Distribution

City of Decatur



COPY

Jan. 20, 1993

Donald Wachter, PhD
Superintendent
Decatur District 61
Keil Building
Decatur, Illinois

Dear Dr. Wachter,

As you know the Ad Hoc School Concerns Committee has been meeting for several months examining the needs of District 61. The committee would like to share with the board its observations and suggestions.

Enclosed is a formal statement from the Committee outlining its feelings and its sincere desires to support the Board and Administration in future efforts to improve our schools. We would like for this statement to be provided to each member of the Board and we would like to present the statement publicly at the next Board Meeting, Jan. 26.

We appreciate the support and assistance that you and members of your administration have provided during our study period, we are convinced your efforts to work with us have been genuine and effective. Together we look forward to working with the District in the near future in whatever role would be in the best interests of all school children in Decatur.

Sincerely,



Bill Oakes
Chairman

Ad Hoc School Concerns Committee

Ad Hoc School Concerns Committee
Statement to the District 61 Board

Jan. 26, 1993

The Ad Hoc School Concerns Committee first met in June. Since then we have discussed and reviewed the many good things about Decatur's school district and the issues and concerns which cloud its future. We want to take this opportunity to express, to the District 61 Board of Education, what we believe should be done for the benefit of all Decatur school children.

Whether we are parents, residents of Decatur or taxpayers, together all of us must be committed to providing the best education possible for all the children in District 61. We should be seeking ways to do all we are capable to make sure our children acquire the necessary skills to continue their education; to acquire talents that will create for them a positive future; to develop abilities that will translate into meaningful employment; and to develop opportunities to serve their community to the best of their abilities.

Fundamentally important to this commitment is creating and sustaining an environment in our community that will guide future generations toward a renewed love of learning.

This vision of education cannot be realized without the full support of the community. The education of our children is the responsibility of everyone who lives in Decatur. Education must be seen as a primary social responsibility, requiring adequate financial support from both local and state sources.

The importance of this issue to Decatur and its children has never been more real, nor more urgent. The time has come to bring the community together, in partnership with the Board of Education, to develop initiatives that will begin addressing the community's educational needs in a direct, substantive way.

For our part, the Ad Hoc School Concerns Committee has committed itself to facilitating community consensus on how this vision of education may be achieved.

To that end, we see our mission as first, advocating efforts to broaden and increase the funding sources for District 61; second, finding ways to help the Board of Education shift from focusing on survival and preserving existing programs, to pursuing educational excellence and enrichment; and third, creating a feeling of community ownership of the schools, where everyone has a place and feels they are welcomed to participate in the life of our school system.

Above all, we stand ready to support whatever organization or structure the board would establish to pursue educational excellence. We want to begin the process of networking with and enlisting support from the groups and individuals who will work to expand Decatur's educational opportunities.

From the board we would like to suggest these responses.

First, the community needs your leadership. The board has an opportunity to make a strong, clear statement on the issue of local funding for the schools, by doing whatever is necessary to place a school tax referendum on the November ballot.

We realize if the recommendations of the Task Force on School Finance are implemented we will likely not have to hold a referendum because the district will be allowed to phase in a new permissive tax rate. But, there is no certainty of state action. District 61 has needs which shouldn't wait for direction from Springfield.

We are convinced there are many in the community willing to support an action plan now, but they need to know the board is committed to increased local funding of education and improvement of educational programs. We hope the recommendations of the Task Force will be implemented, but we and many others like us want to be prepared if the state legislature doesn't give District 61 the right to act on its own.

The community needs to hear what the board thinks must be done, when it must be done and how it must be done, so that our school system can move beyond the status quo. Such an action would also serve as a strong statement from the Board of Education that the status quo, as we have seen in Decatur recently, is no longer good enough.

We believe the community awaits a signal from its board that focuses on the great opportunity ahead of us.

Second, the community wants your advocacy. We believe it is time to get Decatur excited about developing excellence in education.

We all know District 61 is hampered by its lack of funding. Despite the potential for state level action we need the board to advocate for local solutions. There is a real opportunity to forge a broad-based community partnership with the Board of Education that will energize Decatur to do what is necessary to improve the quality of education and expand our educational opportunities. If it becomes necessary to organize for local action, no community-based effort to pass a tax referendum or enact an education action plan will succeed without the board's advocacy.

Third, we believe your desire to create a new strategic plan for District 61 is wise and appropriate, so long as input into the process is broad and openly developed, and leads to a clear, challenging, exciting vision for the future of our schools.

Further, we believe the creation of a new vision for District 61 will be most meaningful if the task is approached aggressively and concluded within 120 days. We stand ready to help facilitate this process in any way that we can.

Finally, we implore the Board of Education to commit itself to action now, tonight. Implementing a new vision for education in Decatur, whether that includes a tax referendum or not, will not be easy. Those of us who have been meeting and discussing these issues for these past months recognize the difficulties and complexities that confront us. Evenso, we see no good reason to delay any further. The issues and the needs are well known.

There are many in the community waiting to join you, hoping they'll hear your commitment to the task, hoping you will move without delay to set in motion the process that will lead the Decatur Public Schools to a new level of achievement.

Should you take this step it will be a courageous one, but most importantly it will be the right one. We and many more like us stand ready to help.

To: Decatur School Board
From: Adhoc School Concerns Committee
Presenter: Bill Oakes, chairperson

Date of presentation: May 11, 1993

The Ad Hoc School Concerns Committee has been meeting for about a year. In January we came before you to share our ideas for improving education opportunities for all students in Decatur. We strongly support the upcoming Strategic Planning process. It has the potential of activating the community toward developing excellence in education.

When that process is completed in August, we know you will be in a position to make a decision about the future financial needs of this district to implement the vision and long range strategy.

We also know, the decision regarding the need of the implementation of a referendum on the November ballot, still looms before us.

But tonight, we would like to address a concern that cannot wait for these important actions. We feel you should take timely action to restore more of the 2.5 million dollars of cuts that were made last year. We know you have received extensive feedback from staff and parents on some of the program cuts and you have heard how those program cuts are affecting children in Decatur.

The financial projection report for this year indicates that some of the cuts have been restored. It also presents a strong possibility of restoring other cuts. We understand this is possible due to the working cash fund and some variables at the state level that could affect us positively.

One of goals for 1992-93 is increased achievement from grades 3 on up. But programs that have the potential of achieving that goal continue to be on the cut list. At the very least, we favor restoring computer aides at the elementary level, a revised reading improvement program at the elementary level, and the advisee-adviser program at the middle school level.

Most of all, we are asking you to take action as soon as possible to restore cuts that require staffing changes. These kinds of programs need significant lead time for planning, hiring and training.

Changes in the programs may be needed to make them more effective. It takes time for the administrative and teaching staff to plan the resumption and revision of a program or to reschedule students.

If you wait too long to restore these cuts, the administrative staff will not have the opportunity to

choose from the best candidates. This hiring delay could also impact other programs, creating a ripple affect upon many vital services. For example, some of the former computer aides are now pre-school and kindergarten aides. If some of those people return to computer positions, time is needed to find new aides for pre-school and kindergarten.

We won't be able to rehire all of our former staff because they have obtained other positions that they will not leave. Training of new staff takes time.

Our dedicated staff is our greatest asset. Morale has been adversely affected by the cuts. A decision to restore some of the cuts could have a positive affect upon morale.

The budget isn't just a bunch of big numbers. It is a blueprint of our educational priorities. What we spend our money for says a lot about what we value. If you feel that a certain dollar amount still has be adhered to, we feel that you may need to revisit the budget and discuss the issue of academic cuts versus non-academic cuts. We are strong advocates of educating the whole child and the inclusion of extra-curricular activities are an important component of a child's education. But if a certain dollar amount has to be cut, why aren't we seeing more non-academic cuts on the list? The academic program must have a higher priority if cuts are to be made.

With the likely developments at the state level, combined with the likelihood of the education fund balance being higher than projected, and the availability of the working cash fund, we believe that now is the time to risk reinstating some of these programs. The children now in need of the programs will continue to suffer if nothing is done until everything is completely "safe."

When a subcommittee of the Ad Hoc committee looked at the cuts, we could easily make arguments for reinstating 22 of the 44 items listed. Thus, we realize that it a very difficult decision of what to restore with limited resources. But kids don't wait. Our kids can't wait. Two years to an elementary student is almost 1/3 of his/her elementary education. One year is half of a middle school student's middle school experience.

In business we often hear it said that "time is money." We believe in this case money and time combine to mean everthing for young children. For them, time is their future.

Thank you.

1992 REAL ESTATE TAX BILL

JULIE A. CURRY • 253 E. WOOD • DECATUR, IL 62523

TAXING DISTRICT	PR YR RATE	CURR RATE	PERCENT	DIFFERENCE	RET. AMT	CURRENT TAX
COUNTY TAX	1.1767	1.1674	14.15	.0093	41.99	215.97
CO. MEN. HLTHS. HLTH	.2319	.2270	2.75	.0049		42.00
CONSERVATN DIST	.1178	.1208	1.46	.0030	1.92	22.34
HICKORY PT TWP	.1709	.1664	2.02	.0045	.61	30.70
HICKPT ROAD-IN D	.1999	.1951	2.37	.0048	.57	36.03
DECATUR SCH #61	3.2631	3.3119	40.15	.0488	62.94	612.74
CITY OF DECATUR	1.0516	.9930	12.04	.0586	78.49	183.73
DECATUR SANITARY	.4613	.4356	5.22	.0257	.39	80.59
DECATUR PARK DIS	.9528	.9045	10.97	.0483	25.14	167.33
DEC. CITY LIBRARY	.4174	.4135	5.01	.0039		76.50
MACON MOSQ ABATE	.0342	.0346	.42	.0004		6.40
RICHLAND CC 537	.2772	.2787	3.38	.0015		51.55
MAHOMET AQUIFER W						
TOTAL RATES	8.3548	8.2485				

ASSESSED VALUE: 20,302 TWP MULTIPLIER: 1.01300
 EQUALIZED VALUE: 20,302 CO. MULTIPLIER: 1.00000
 HMSTD EXEMPT: 1,801 OTHER EXEMPT: Senior citizen exemption is a straight \$2000. Have to apply for it.
 TAXABLE VALUE: 18,501 FAIR MKT VALUE: 60,906

PRIOR TAXES:
 1ST INST AMT: 763.01 2ND INST AMT: 763.01
 TOT TAX DUE: 1,526.02

DRAINAGE TAXES:

→ Based on 1997 assessed evaluation, have to apply for.

$$\text{Current tax} = \frac{\text{Taxable value} \times \text{Current rate}}{100}$$

In this example, if the senior citizen exemption was applied, the current tax would have been \$546.50 rather than \$612.74 for Decatur Sch. #61.