

Sept 1962

The League of Women Voters has not come to a conclusion concerning the need for the increase in the educational tax rate because it has not had sufficient time to analyze curriculum and staff requirements, many of which are set by law and by accrediting associations. *(Committee reported in April 1963 there would need to be increase by 1964-65)*

The League of Women Voters has come to the conclusion that there is an immediate need for a Junior High School in the airport area, and additions to the elementary buildings at Mound and South Shores. On the basis of an analysis using September, 1962 enrollment figures, and using the figures as stated by the Decatur Board of Education for optimum class size and building use, the League is unable to justify the need at this time for Junior High Schools in the Mound and South Shores areas.

We recommend that the Board of Education submit to the voters at the earliest possible date a new proposal to provide for the immediate needs.

LEAGUE OF WOMEN VOTERS

Decatur, Illinois

Local Agenda Item: A study of the operation of School District #61 and of the necessity of a referendum covering school expansion.

This workshop has not completed its full study; but in view of the Building Bond Issue and Education Tax Rate increase to be voted on October 9, 1962, the following facts and figures were assembled to present the most important information relative to this referendum.

REFERENDUM ISSUES

I. Authorize Board of Education to issue bonds for construction of:	
South Shores Junior High	\$1,050,000
Mound Junior High	1,050,000
Airport area Junior High	<u>1,050,000</u>
	\$3,150,000
Equipment cost estimate (10%)	315,000
Architect fee (6%)	<u>189,000</u>
Total Building Bond Issue	\$3,654,000

(Figuring 1962 assessed valuations this would add 6¢ per \$100. of assessed valuation to school tax rate - on property assessed at \$10,000 (which would sell for about \$20,000.) the tax increase would be \$6.00 per year. If total assessed valuation in school district went up during the 19 years it would take to retire the bonds the rate would go down; if assessed value went down the rate would go up. Levied on 1962 assessments payable in 1963.)

II. Authorize the Board of Education to increase the Education Fund Tax Rate up to 20¢ on each \$100. of assessed valuation to hire additional teachers to staff present schools so that class sizes would not exceed 30 students, and to staff and operate the new buildings.

(When the full tax would be levied this would add 20¢ per \$100. of assessed valuation to school tax rate - on property assessed at \$10,000. (which would sell for about \$20,000.) the tax increase would be \$20. a year.)

(The earliest the tax could be levied would be for 1963, payable in 1964.)

JUNIOR HIGH ENROLLMENT PICTURE

Actual enrollment <u>Sept., 1962</u>	Projected enrollment <u>1964</u>	Projected enrollment <u>1968</u>
Grade 1 1862)		Grade 7 1862) 3510
Grade 2 1648)		Grade 8 1648)
Grade 3 1594		Grade 9 1674) Adj. for
Grade 4 1564		Grade 10 1527) gain from
Grade 5 1537) -----	Grade 7 1537) In Gr. 5 &	Grade 11 1501) parochial
Grade 6 1501) -----	Grade 8 1501) 6 in 1962	Grade 12 1319) & loss from
		dropouts.



JUNIOR HIGH ENROLLMENT PICTURE - continued

WITHOUT 3 New Junior Highs

<u>School</u>	<u>Optimum Size</u>	<u>1964 Enrollment</u> <u>(In Grades 5 &amp; 6 in 1962)*</u>	<u>1968 Enrollment</u> <u>(In Grades 1 &amp; 2 in 1962)*</u>
Centennial	575	516	658
Johns Hill	750	857 (560 - J. Hill area) (163 - So. Shores ) (134 - Muffley area)	1035 (666 - J. Hill area) (207 - So. Shores ) (162 - Muffley area)
Roosevelt	700	729 (659 - Roosevelt area) ( 70 - Pershing area)	811 (720 - Roosevelt " ) ( 91 - Pershing " )
Woodrow Wilson	600	703 (421 - W. Wilson area) (176 - Mound area ) (106 - Enterprise area)	744 (424 - W. Wilson " ) (210 - Mound area ) (110 - Enterprise " )
Lakeview	<u>0**</u>	<u>329**</u>	<u>359**</u>
Total Opt.	2625	3134	3607
		-96 To account for diff. between enrollment pro- jections & actual enrollment	-97 To account for decrease in existing Jr. Highs. this Sept.
		<u>3038 Total in Jr. Hi-1964</u>	<u>3510 Total in Jr. Hi-1968</u>
		Excess enrollment over opt. space available <u>413</u>	Excess enrollment over opt. space available <u>885</u>
		(3038 minus opt. of 2625 )	(3510 minus opt. of 2625)
		649 pupils to be transported Cost: \$22,000.	759 pupils to be transported Cost: \$24,000.

WITH 3 New Junior Highs

<u>School</u>	<u>Optimum Size</u>	<u>1964 Enrollment</u> <u>(In Grades 5 &amp; 6 in 1962)*</u>	<u>1968 Enrollment</u> <u>(In Grades 1 &amp; 2 in 1962)*</u>
Centennial	575	516	658
Johns Hill	750	560	666
Roosevelt	700	659	720
Woodrow Wilson	600	421	424
Airport Area (proposed)	600	463 (329 - Lakeview area) (134 - Muffley area )	521 (359 - Lakeview area) (162 - Muffley area )
Mound Area (proposed)	600	246 (176 - Mound area ) ( 70 - Pershing area) Plus 150 Mound elem. (396 in building)	301 (210 - Mound area ) ( 91 - Pershing area) Plus 210 Mound elem. (511 in building)
South Shores (proposed)	600	269 (163 - So. Shores area) (106 - Enterprise area) Plus 150 So. Shores elem. (419 in building)	317 (207 - So. Shores area) (110 - Enterprise " ) Plus 150 So. Shores elem. (467 in building)
Total Opt.	4425	3038 <u>Total in Jr. Hi-1964</u> 300 Elem. using Jr. High 3338 Using buildings	3607 -97 (See explanation above) <u>3510 Total in Jr. Hi.-1968</u> 360 Elem. using Jr. High 3870 Using buildings

\* Does not count any increase in enrollment when Firestone and Mental Health facility bring in new families with children.

\*\* Lakeview Junior High is now in with High School in space not large enough for High School, even with addition now being built.

**COSTS**

PER FOOT

Costs of permanent additions  
with plumbing: \$10.23 to \$16.21 per sq. ft.  
 Costs of portable rooms without  
 plumbing: \$12. per sq. ft.

**TRANSPORTATION  
 COST**

In 1961-'62 it cost an average of \$33.67 to transport 2,267 pupils from home to school. From South Shores 170 kindergarten pupils were transported to Southeast school at a total cost of around \$4200. If the three proposed Junior Highs are not built, in 1964 it would cost \$22,000 to transport pupils to one of the present Junior Highs and in 1968 it would cost \$24,000.

STAFF NEEDS

There are 19,545 pupils in the Decatur Public Schools. Based on 30 pupils to one teacher, we are now about 17 classroom teachers behind the increase in enrollment.

Six elementary schools have average class sizes of more than 30:

Dennis	33.4	Muffley	33.3
Enterprise	31.7	Pugh	31.4
Garfield	32.9	Southeast	35.3

To provide for the additional enrollment and barely keep pace with the present level of instruction, the following number of additional teachers will be needed by 1965:

Elementary	26½
Junior High	16
High School	30

DECATUR SCHOOL BUDGET SUMMARY

Estimated Revenue

2/3 of our real and personal property taxes.	State matching & equalizing funds.	= \$9,670,000
76%	24%	

State funds are allocated to education (30%) and transportation (25%). Building, Bond & Interest, and Retirement are paid for entirely out of local funds.

Proposed Expenditures

Education fund	Bldg.	Bond & Int.			= \$9,920,000
79%	11%	8%	1%	1%	

Transportation \_\_\_\_\_  
 Retirement \_\_\_\_\_



BREAKDOWN OF FUNDS

Per \$100  
Assessed Valuation

1. Education

\$1.80

Maximum set by law is \$2.50 per \$100. assessed valuation. In 1956, Decatur voters approved rate of \$1.80.

(79% of Total Budget)

- 2% Central office administration
- 77% Salaries of teachers (also principals, consultants, supervisors, secretaries, psychologist, social workers)
- 4% Teaching supplies, textbooks, library, etc.
- 11% Custodians, heat, utilities
- 6% Capital outlay for equipment, furniture, vehicles, also nurses, truant officers, maintenance of equip., contingency, etc.

Projected deficit is \$469,000.

2. Building (not to be confused with Bond & Interest Fund)

.375

Maximum set by law is .375 per \$100. assessed valuation.

(11% of Total Budget)

- 40% Lakeview addition
  - 13% Salaries for maintenance men
- Remainder mainly for upkeep of grounds & buildings & remodeling.  
Deficit is \$56,000.

3. Bond & Interest (not to be confused with Building Fund)

.268

Bonded debt as of June, '62 is \$10,500,000. Maximum allowable is \$15,500,000. (5% of assessed valuation).  
Bonds retired \$573,000  
Interest 180,000  
Surplus is \$280,000.

(8% of Total Budget)

4. Transportation

.02

Transportation of children living one and one-half miles from school and/or six blocks from public transportation. State reimburses only for transporting to and from school - (not for athletics, field trips, kindergarten, or special education) either one-half or \$16 per pupil, whichever is less.

(1% of Total Budget)

57% for salaries of drivers and mechanics  
Deficit is \$700.

5. Retirement

.037

Retirement fund for employees other than those with teaching certificates. No limit---schools must tax enough to pay retirement contribution - around 8.15% of earned salary.  
Deficit is \$3,000.

(1% of Total Budget)

The State law allows a School District to levy-----  
without referendum. District #61 is collecting this amount  
to enable the schools to get on a working cash basis.

.05

TOTAL SCHOOL TAX DOLLAR

\$2.550

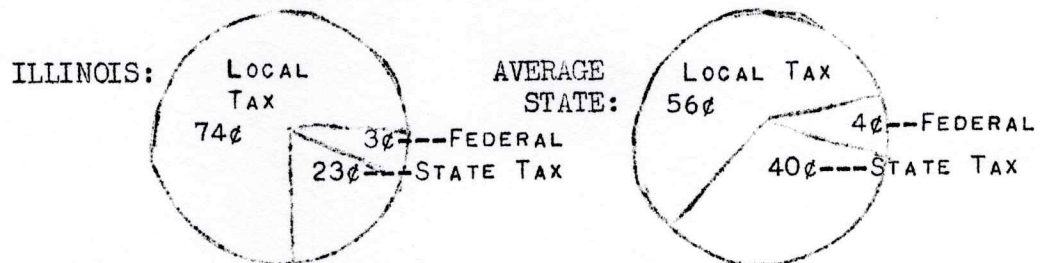
STATE AID TO THE PUBLIC SCHOOLS

HOW STATE AID IN ILLINOIS IS FIGURED:

Flat Grant of \$47 for each elementary student (1-8) in Average Daily Attendance  
 \$32 for each high school student(9-12) in Average Daily Attendance

Equalization is the difference between \$252 minus the "flat grant" plus 67¢ tax rate on each \$100 of assessed valuation.

HOW ILLINOIS COMPARES WITH OTHER STATES IN AID TO PUBLIC SCHOOLS: Illinois ranks 7th from the bottom among the fifty states. All states of comparable wealth and population provide more state aid to schools than does Illinois. Property tax provides the local support for the schools and, unfortunately, being a tax paid in lump sums, the taxpayers are more conscious of paying than such taxes as gasoline, cigarette, sales, and often their vote against increased property tax is a protest against all taxes. Being dependent upon property tax for about 74% of school funds, Illinois schools have a more difficult time in getting adequate funds than do schools in other states which have to depend upon local taxes for only 56% of school costs.



COMPARISON OF ASSESSED VALUATION PER PUPIL AND SCHOOL TAX RATES

In comparing tax rates the assessed valuation per pupil is of great importance. A school district with a high assessed valuation per pupil will have a lower tax rate than one with a low assessed value per pupil even though each spends the same amount per child. The following figures are for 1960-'61 from the Illinois Education Association. ---

School District	Assessed value per pupil	Total School Tax Rate
Decatur	\$ 17,805	\$ 2.55--(Lower assessed value = higher rate)
Argenta-Oreana	25,870	1.68
Monticello	122,328	.53
Springfield	20,273	1.89
Peoria	30,850	1.43
Urbana	16,915	2.41

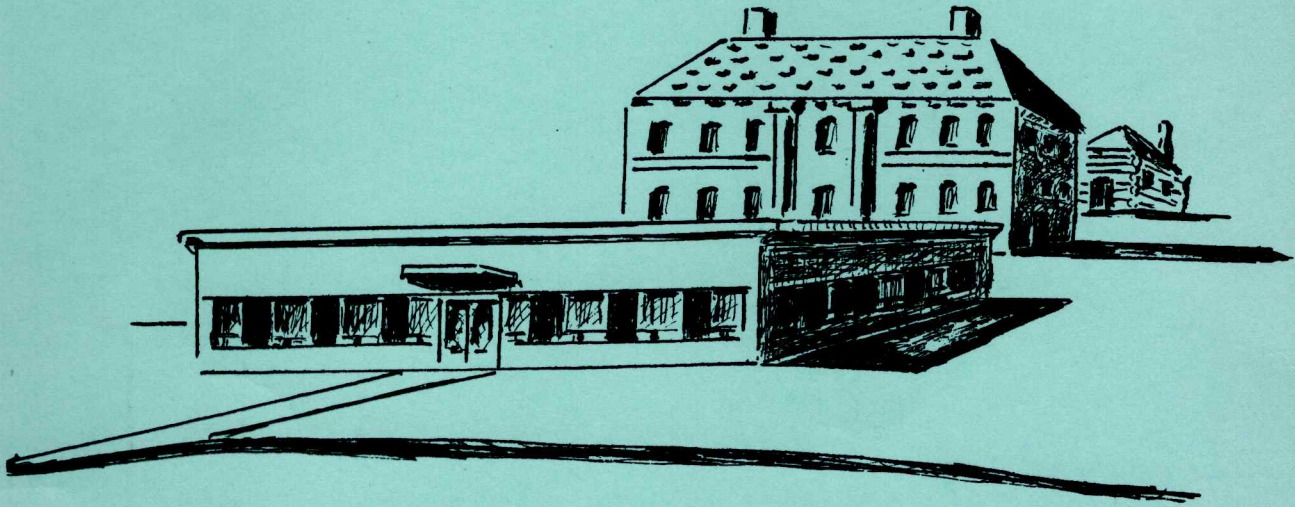
COMPARATIVE TAX/ENROLLMENT INCREASE

Tax Year	Total Rate	Education Rate	% Increase based on 1952		School Year	Enrollment	% Increase Based on 1952
			Total	Education			
1952	\$2.52	\$ 1.54	-	-	1952-'53	11,681	-
1957	3.12	1.96	24%	28%	1957-'58	15,800	36%
1961	3.81	2.55	51%	66%	1962-'63	19,545	67%



FACTS ABOUT

# DECATUR SCHOOLS



The League of Women Voters of Decatur, Illinois



This book has been prepared by THE LEAGUE OF WOMEN VOTERS of Decatur, Illinois, as a public service to acquaint the people of Decatur with the operation, functions, and facilities of their schools. This is a purely objective analysis based on the material supplied to us by the Administrative Staff. There has been no editorial comment offered.



THE LEAGUE OF WOMEN VOTERS

March 1963

LEAGUE OF WOMEN VOTERS

Mrs. Henry Bachrach, President

Local Agenda Item Workshop Committee

Mrs. Keith Westenhaver, Chairman, Mrs. Morton Becker,  
Mrs. B. C. Dahlman, Mrs. John Grimm, Mrs. Thomas Hurst,  
Mrs. Don Livergood, Mrs. Roger Miller, Mrs. Paul Reeder,  
Mrs. Kenneth Shae, Mrs. Earl Ulbrich, Mrs. George Wilson

The School System

- I. Joint School District
- II. Teaching Staff
- III. Board of Directors
- IV. School Plans and Facilities (Growth)
- V. The Pupils
- VI. School Finance

Acknowledgements

We gratefully acknowledge the assistance of the following persons whose help has been invaluable:  
Mr. Lester Grant, Superintendent of Schools; members of the Administrative Staff; Mr. Richard Huff, President of the Board of Education; Mr. Chas. E. Poland, Superintendent of the Physical Plant

- II. Elementary School
- III. Secondary School
- IV. The District-Review Plan
- V. Adult Education
- VI. Library

THE LEAGUE OF WOMEN VOTERS

LOOKS AT DECATUR SCHOOLS

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## THE LEAGUE OF WOMEN VOTERS

### LOOKS AT DECATUR SCHOOLS

#### EARLY HISTORY

1825 A subscription school was held in a church, the court house, or a rented room. Support for the school was determined by the amount parents were willing to pay. School was held whenever enough money was available to hire a teacher.

1840's The citizens arranged with the masons to erect a brick building on N. Water and N. Park Streets, which was probably the first school house.

1851 30 voted "for", 12 "against" levying a school tax of 25¢ on \$100 property valuation (in accordance with the law of 1849, allowing people to vote on school taxes), to repair the Brick School. 170 taxable properties were listed.

1862 Enoch A. Gastman was elected Superintendent of Schools, in which capacity he was to serve for 46 years.

1863 With an enrollment of 63 students, the first session of a high school was held in a lower room in the Church Street School, for a 6 month term.

1865 The Board of Directors (who felt they could not operate the schools of the growing city with powers given to a rural district) asked the Legislature for a special charter. The bill, presented by General Pugh, was signed by Governor Oglesby.

After some consideration, the Directors retained the then existing boundaries of the district. (about 12 sq. miles in area) From time to time, the area was increased through annexations or by petitions.

1869 The high school moved to the basement of the Baptist Church, S/E corner of Water and North Streets; the school year was lengthened to 9 months with 3 courses of study offered.

1876 Examinations: all schools, last week of 2nd term; for transfers to high school, last week of the 3rd term; for promotions, at any time.

1894 Upper grades and high school were overcrowded, some rooms with as many as 59 students; the number to rise to 71 unless more rooms were provided immediately. "To be efficient, a classroom should not exceed 45", the report stated. The outcome was a 2 room addition to the Jasper Street School. Since 1891, 30 classrooms had been built, an indication of the population growth.

Vocal music and drawing were added to the curriculum.

1895 Even with the Jasper Street School addition, 23 rooms averaged over 50; 7 above 55.



Statistics:

Highest male teacher salary \$1,600  
Highest female teacher salary 810  
Sup't Gastman's salary 2,000

Total student enrollment 5,850  
High school teachers employed 12  
Grade school teachers employed 55

Bonded indebtedness \$102,186.72

103 cases of corporal punishment reported (the only instrument allowed being the common switch), 10 less than the previous year. 1910

1903 Razing of the Church Street School. Upon petition of 200 citizens a new building was named for E. A. Gastman.

1907 Manual training and sewing classes were begun in the elementary schools; cooking for high school girls.

1908 In order to compete with schools in districts with 8 grades below high school level, the Decatur District took significant steps toward extending its 7 elementary grades to 8.

1909 With a new high school in the planning stage, the old building plus two more buildings yet to be constructed were to be used for 7th and 8th graders. This would relieve the lower grades which were then holding  $\frac{1}{2}$  day sessions.

The very desirable location of the Shellabarger estate which adjoined the Thomas property, acquired the year before, gave an entire half square fronting N. Franklin between E. North and E. Eldorado for a new high school site.

The need for more adequate provision for the retarded children became apparent. One room in each Ullrich and Gastman Schools was provided for the retarded. Subnormal cases (not low enough to be institutionalized) were taught in a room set aside in the high school. Mrs. Kirk, after studying the teaching of defectives at New York University, was able to use the Binet tests for a wiser selection of children for the special class, as well as to assist those in the two ungraded rooms.

Including 7 schools erected before 1900 - many with later additions - there were 11 elementary schools in the Decatur District.

1911 Instruction began in the 1000-seat Stephen Decatur High School; the Shellabarger residence housed 11 recitation rooms.

1914 Space again was required in the high school; thus, an addition was planned to replace the limited accommodations in the residence.

INTERESTING DATA

Cost per student:

1892: Between \$10.93 & \$15.10  
1912: \$25.72  
1932: \$76.47  
1952: \$280.68  
1962: \$494 (First year that building depreciation included)

Origin of some school names:

Illinois Governor: Oglesby  
Board of Education members: Roach, Durfee, Warren, Ullrich, Spencer, Gastman (also 1st Supt. Schools)  
Teacher: Mary W. French  
Principal: E. J. Muffley  
Land owners: Dennis, Johns  
U.S. Presidents: Washington, Lincoln, T. Roosevelt, Grant, Garfield, Wilson, Eisenhower  
Generals: Pugh, MacArthur, Pershing



## THE SCHOOL SYSTEM

### I. Your School District

The Decatur School District #61 was organized officially in 1865 under a special charter issued by the General Assembly of Illinois, in accordance with the state constitution which directs the General Assembly to "provide a thorough and efficient system of free schools, whereby all children of this state may receive a good common school education." Although the state has primary authority, the legislature has given responsibility to local school districts for the organization and operation of their schools.

Decatur School District #61 elects seven members to the Board of Education on a non-partisan basis. They receive no salary or other remuneration for their services. The legal requirements to be a candidate for the Board of Education are these: anyone desiring to become a candidate for the Board of Education must be a citizen of the United States, at least twenty-one years old, and must be a resident of the district at least one year prior to the election. The candidate shall file a notice of intent, together with a petition bearing at least fifty signatures, with the clerk of the Board of Education at least twenty-one and not more than forty-five days preceding the date of election. The term of office is three years - two members shall be elected each year, except for every third year when three shall be elected.

The Board, in a meeting soon after the annual election, elects one of its members to serve as president, appoints annually a treasurer, assigns the Superintendent of Schools to serve as clerk of the Board of Education, and designates the legal counsel to serve the school district. There are no standing committees other than those necessary to perform Board functions for which state law requires signatories.

The regular meetings of the Board of Education are held in the Keil Building on the second and fourth Tuesdays of each month. There is usually an announcement in the local newspaper prior to a regular Board of Education meeting. Interested citizens may always attend. Although the minutes of the meetings, as such, are not published, they are open to public inspection upon request.

The Board of Education has the following powers and duties:

1. To select a Superintendent of Schools and to determine his salary
2. To determine policies relating to all school matters
3. To provide by the exercise of its taxing power the funds necessary to maintain an adequate school system
4. To order the preparation of, and to adopt an annual budget
5. To provide the necessary facilities for the operation and maintenance of an on-going school program
6. To take the necessary steps to protect the property of the school district by adequate insurance
7. To require of the Superintendent of Schools reports concerning the condition, efficiency, and needs of the school system
8. To consider and pass upon recommendations of the Superintendent relative to personnel practices, the instructional program, the building needs, and all other matters pertaining to the welfare of the schools
9. To keep the public informed of the needs and conditions of the school system
10. To constantly evaluate the extent to which the schools are meet-



ing their stated objectives

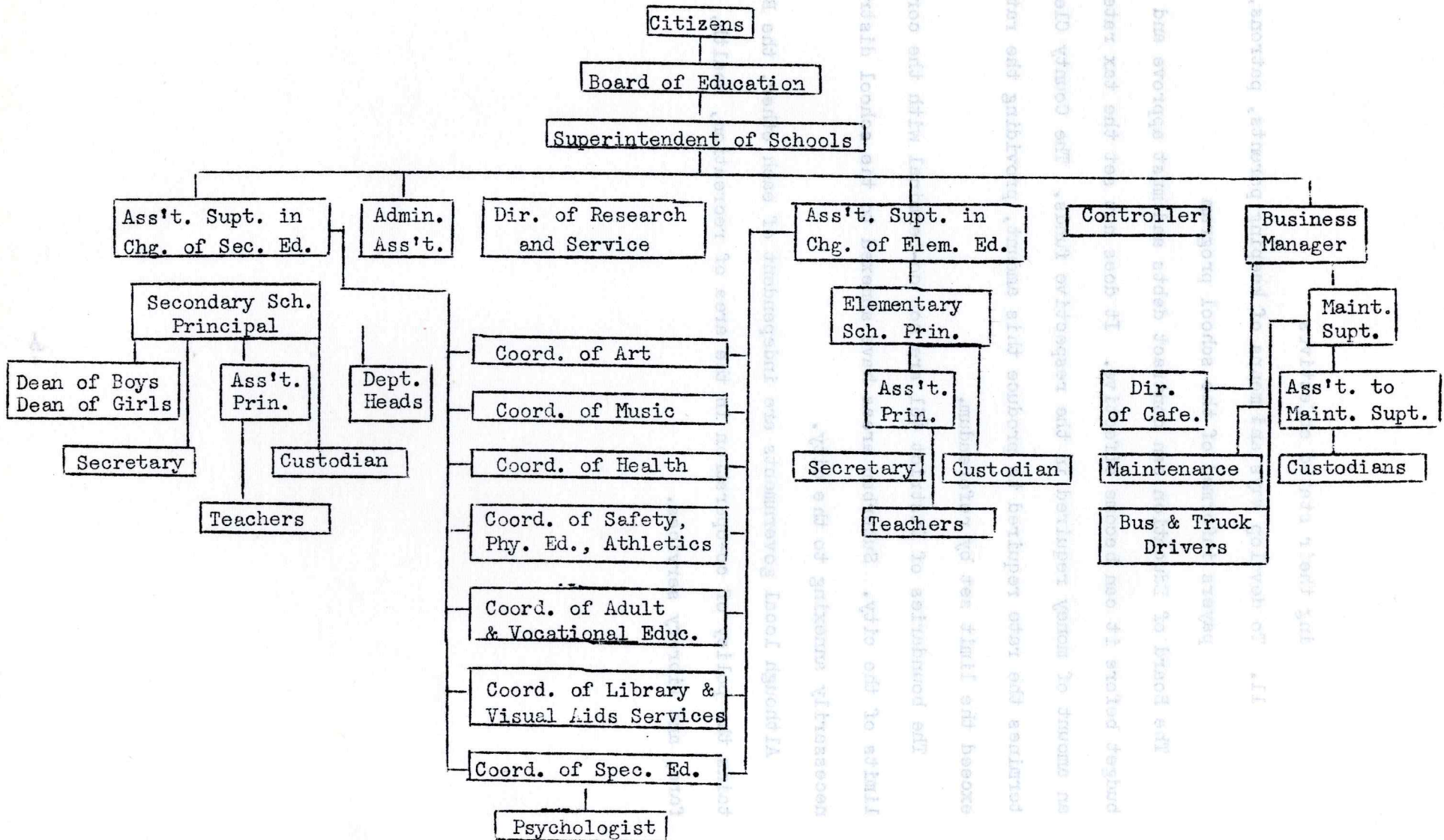
11. To develop ways and means of keeping parents, patrons, and taxpayers informed of the school program

The Board of Education can contract debts and must approve and adopt the budget before it can become effective. It does not set the tax rate but levies an amount of money required in the respective funds. The County Clerk then determines the rate required to produce this amount, providing the rate does not exceed the limit set by referendum.

The boundaries of District #61 are not co-terminal with the corporate limits of the city. Suburban areas have annexed to the school district without necessarily annexing to the city.

Although local governments are independent of each other, the Board maintains the policy of co-operation in the area of recreation, health, child welfare, and library services.

DECATUR PUBLIC SCHOOLS  
 Decatur, Illinois  
 Administration Organization  
 January 1963





## II. TEACHING STAFF

As of November 22, 1962, there were 806 teachers in the Decatur School system. Of these, 394 are elementary teachers (K - 6 grade), and 412 are secondary classroom teachers (7 -12).

The main responsibility for the selection of personnel is vested in the principal of the building and the Assistant Superintendent in charge of either elementary or secondary education. The Assistant Superintendent, after interviewing candidates, and before notifying the candidate that he is being recommended, presents the credentials of the candidate to the Superintendent for review. After approval by the Superintendent, the credentials are then presented to the Board of Education with his recommendation for appointment.

An attempt is made to fill all promotional vacancies from qualified personnel already employed by the system.

State requirements for certification of teachers are these:

No one can be certified to teach or supervise in the public schools who is not of good character, good health, a citizen of the United States, and at least nineteen years old.

No certificate issued can be renewed for the first time unless the person holding the certificate passes an examination upon the provisions and principles of the Constitution of the U. S. and of the State of Illinois.

An elementary certificate is valid for four years for teaching in kindergarten and the lower nine grades. The qualifications for an elementary certificate are graduation from a recognized institution of higher learning, with a Bachelor degree with not less than 120 hours, and a minimum of sixteen semester hours in professional education including five semester hours in student teaching.

A high school certificate is valid for teaching in grades six through twelve. The requirements are the same as elementary plus at least a major and a minor in separate subject fields.

Besides the state requirements there are also standards set by the North Central Association which must be maintained if Decatur Schools are to continue to be accredited by that Association. Concerning secondary classroom teachers, some of the standards that must be met are that the ratio of pupils to teachers and other professional staff members of the high school shall not exceed 27 to one; the total pupil load for a teacher shall not exceed 170 pupils per day except in certain classes such as typewriting, physical education, and music; teachers shall be assigned only to those subjects in which they have at least 18 semester hours of preparation. Teachers of block-of-time courses shall have at least 24 hours of preparation appropriately distributed among the subject fields included in the course.

To evaluate teacher effectiveness and performance, once every four years (once a year for teachers who have not established tenure) the certified staff members take an inventory of the growth they have attained in the major areas of responsibility that teaching requires.

Retirement is compulsory at the end of the contract year in which the age 65 is reached. Participation in Illinois Teachers' Retirement System is obligatory under state law and requires a 7% deduction from each teacher's salary. The school district does not contribute to the teachers' retirement fund. Retirement allowances are dependent upon the amount of money each teacher has accumulated in the fund.



DECATUR PUBLIC SCHOOLS  
DECATUR, ILLINOIS

TEACHERS' SALARY SCHEDULE  
Effective September 1963

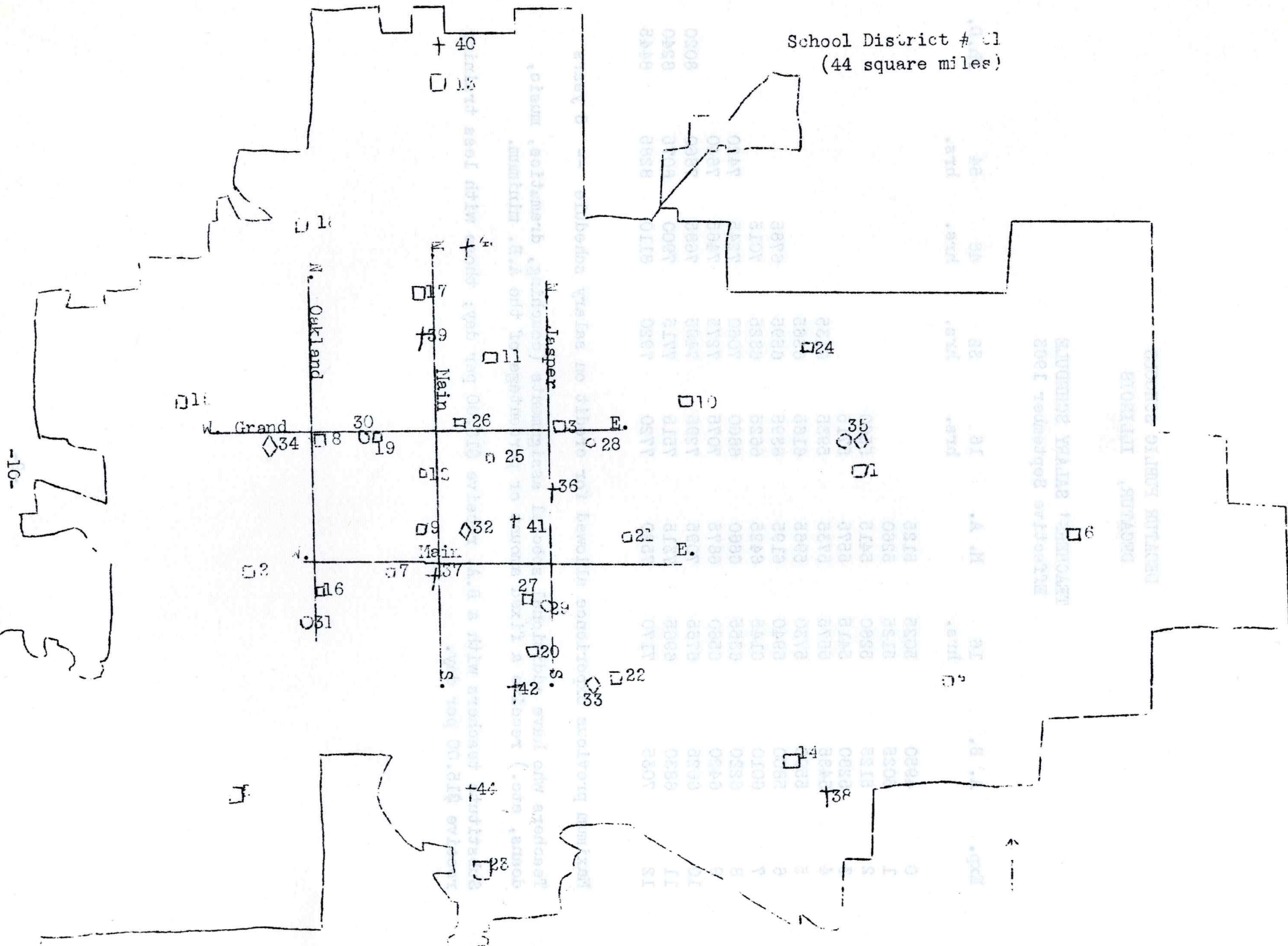
Exp.	A. B.	16 hrs.	M. A.	16 hrs.	32 hrs.	48 hrs.	64 hrs.	Ph.D.
0	4950	5025	5125					
1	5025	5125	5260					
2	5125	5260	5415	5560				
3	5280	5415	5575	5715				
4	5435	5575	5735	5935	6135			
5	5590	5730	5965	6165	6365			
6	5800	5940	6195	6395	6595	6785		
7	6010	6145	6425	6625	6825	7015		
8	6220	6355	6660	6860	7060	7245	7420	
9	6420	6560	6875	7075	7275	7465	7640	
10	6625	6765	7095	7295	7495	7685	7860	8020
11	6830	6965	7315	7515	7715	7900	8075	8240
12	7035	7170	7520	7720	7920	8110	8285	8445

Maximum previous experience allowed for credit on salary schedule -- 6 years

Teachers who have additional special assignments (coaching, dramatics, music, deans, etc.) receive a fixed amount or percentage of the A.B. minimum.

Substitute teachers with a B.A. receive \$18.00 per day; those with less training receive \$15.00 per day.

School District # 01  
(44 square miles)





SCHOOL PLANT AND FACILITIES

Key	Name of School	Date of Erection		Classrooms		Capacity 1962-63 Enroll- ment	No. Teach- ers	Audito- rium	Gym	Cafe or Lunch room	Multi- purpose	Library room
		Orig. Bldg.	Additions	No. Desir- able	Spec. Educ.							
<input type="checkbox"/> Elementary Schools												
1	Brush College	1900	'46, '53, '54, '56	18	Speech	472	16			X		
2	Dennis	1910	'27, '54	21	Speech	689	21				X	
3	Durfee VC	1902	'15, '25, '38	28	Speech	747	29	X	X			
4	Eldorado	1938	'45, '51	8		217	7			X		
5	Enterprise VC	1956		13		374	12	X		X-----X		
6	Excelsior	1920	'55	6		143	5			X		
7	French VC	1914		10		270	9					
8	Garfield	1925	'27, '52	21	Speech	686	21	X-divided for classroom				
9	Gastman VC	1904		11	Blind E.M.H.	193	10					
10	Grant VC	1951		9		244	9			X-----X		
11	Harris VC	1951	'56	24	Phy.Hand. Speech	602	22			X-----X		
12	Lincoln VC	1917		11		267	9	X	X			
13	Mound VC	1957	'61	21	Speech	692	21	X		X-----X		
14	Muffley VC	1956	'61	19		521	17	X		X-----X		
15	Oak Grove VC	1951	'57	17	Speech	598	18				X(used for classroom)	
16	Oakland VC	1896	'07	8		283	8					
17	Oglesby	1912	'27	11	E.M.H.	286	10		X			
18	Pershing VC	1956		10		304	9	X		X-----X		
19	Pugh	1895	'07, '10	13		430	13					
20	Riverside	1906	'15	9	E.M.H.	239	9					
21	Roach VC	1907	'20, '26	25	Speech	640	20	X	X			
22	Southeast VC	1953	'57	16	Speech	612*	16				X	
23	South Shores VC	1957	'58	19	Speech	580	19	X		X-----X		
24	Spencer	1959		11		334	11			X(classrooms only)		
25	Ullrich VC	1914	'54	14	Speech	293	14					
26	Warren VC	1890	'93, '10	10		283	10	X	X			
27	Washington VC	1925		32	Speech**	786	33	X	X			

\*includes 170 Kdgtn. from S.Shores area

\*\* Partially Seeing, Deaf & Hard of Hearing, E.M.H.



SCHOOL PLANT AND FACILITIES

Key	Name of School	Date of Erection		Classrooms		Capacity 1962-63 Enrollment	No. Teach- ers	Audito- rium	Gym	Cafe or Lunch room	Multi- purpose	Library room
		Orig. Bldg.	Additions	No. Desir- able	Spec. Educ.							
<u>○ Junior High Schools</u>												
28	Centennial VC	1929	'31, '53		E.M.H.	445	27	X	X	X		X
29	Johns Hill VC	1928			E.M.H.	742	37	X	X	X		X
30	Roosevelt	1921	'52			632	32	X	X(2)	X		X
31	Woodrow Wilson	1932	'36, '40			596	32	X	X	X		X
<u>◇ Senior High Schools</u>												
32	Stephen Decatur	1911	'36, '40		Deaf & Hard of Hrg.	1359	75	X	X	X		X
33	Eisenhower	1957			E.M.H.	1322	73	X	X	X		X
34	MacArthur	1957			Phy. Handicapped	1506	78	X	X	X		X
<u>⊖ Combined Junior-Senior High</u>												
35	Lakeview	1949	'58, '62			989	58	X	X	X		X
<u>+ Parochial Schools</u>												
36	St. John's Luth.	1955		8	1	301	11		X	X		
37	St. Paul's Luth.	1929	'63	8	1	39(K)	1		X	X	X	
38	Concordia Luth.	1955		4	2	92	4		X	X		
39	St. James Cath.			15		504	15			X	X	X
40	Our Lady of Lourdes	1960		10		330	7		X			
41	St. Patricks	1912	'59	15		491	17			X		X
42	St. Thomas	1926	'50	11		485	12			X		X
43	St. Teresa	1930	'54, '56	16		421	23		X	X	X	X
44	Holy Family	1961		8		253	6				X	
45	7th Day Advent			1-8		14						

E.M.H. - Educable Mentally Handicapped  
V.C. - Visiting Counselor



## V. THE PUPILS

In the school year 1893-94 there were 5,850 students enrolled in Decatur Public Schools. As of November 1962, (69 years later) that number swelled to 19,520 (a little more than a 350% increase). Since 1952-53, Decatur's public school population has nearly doubled! The growing pains experienced in the 1890's have returned.

Nearly 2,474 students are enrolled in Decatur's ten parochial schools. They, too, are expanding; four buildings having been built in the last decade.

(1952 - 1962)

Initial admission to school is based upon chronological age as established by state law. A birth certificate or hospital certificate must be presented when the child is registered or on the day he enters. Presently, to enter kindergarten, the child must be five years old on or before December 1.

The minimum school year is 180 days or nine calendar months.

The school attendance law requires that children from age seven to sixteen be enrolled in a school. In Decatur the two main causes of absence are illness and dental appointments, in that order. Because one source of state aid to the schools is figured on average daily attendance, the school district loses approximately \$1.00 a day in state aid for every student who is absent.

There are children who cannot learn in a regular classroom situation because of a physical handicap or mental retardation. For those children Decatur has a Special Education Program. There facilities for the blind and partially seeing, deaf and hard of hearing, physically handicapped, and the educable mentally handicapped (E. M. H. ) Speech correctionists work with the speech problems and social workers counsel the emotionally disturbed children at the elementary level. Teachers are provided for students who are home-bound for health reasons.

Special education programs are reimbursed by the state. On the average, the district receives about one-half the total cost of the program by reimbursement. In the year 1961-62 our program cost \$192,113.32 of which \$89,846.87 was reimbursed, making the total cost to the district \$102,266.87.

GENERAL OPERATING BUDGET  
1962 - 63

% of the  
Total Budget

Property Tax  
Rate per \$100.  
Assessed Val.  
\$1.80

Education Fund

79% 70% comes from property tax of  
30% comes from state funds  
from this fund is paid all salaries of the  
Administrative Staff, teachers, principals,  
consultants, and secretaries.

Also library supplies, teaching supplies  
and equipment, maintenance of equipment,  
furniture, and utilities are paid for from  
this fund.

Building Fund

11% All comes from property tax rate of \$0.375  
For building repairs, painting, grounds  
upkeep, remodeling, etc.

Some used for additions to buildings

Bond and Interest Fund

8% All comes from a property tax of \$0.3447  
Payments on principal and interest on bonds  
issued for new construction (paid off in 19  
years)

Includes Working Cash Fund which was estab-  
lished to avoid having to borrow money until  
taxes due the schools are received from County  
Treasurer.

Transportation Fund

1% 75% comes from a property tax of \$0.015  
25% comes from state reimbursements  
It costs \$33.00 per pupil to transport to and  
from school. Athletic trips, field trips, and  
kindergarten busses not reimbursed.

Retirement Fund

1% (plus) All comes from a property tax of \$0.0333  
The school district contributes for all  
employees except those with teacher's  
certificates.

100%

TOTAL SCHOOL TAX DOLLAR \$2.5680



## VI. SCHOOL FINANCE

To understand school finance one must be familiar with the financial resources of our school district. The greatest amount of revenue, about  $\frac{3}{4}$  of the total income of District #61, is from local property tax. Somewhat more than  $\frac{2}{3}$  of every tax dollar is used to support the public school. The total tax on each \$100.00 of assessed valuation in 1962 was \$3.81, \$2.55 of which was levied for the public school. Actually, each \$1,000,000 of assessed valuation will produce only \$23,970 rather than \$25,500, the difference due to the loss and costs of collection.

The State of Illinois contributes about one-fourth of the total funds to our district. For each elementary student, grades 1 through 8, in average daily attendance, the district receives \$47.00. The state reimburses for kindergarten pupils at \$47.00 for each two pupils, or  $\frac{1}{2}$  the number of kindergarten students in average daily attendance. For each secondary student, grades 9 through 12, in average daily attendance, the district receives \$32.00. This is called the "Flat Grant".

Another sum of money is received from the state through "Equalization" payments. According to the School Code of Illinois, each child is entitled to at least \$252.00 worth of education. In order to be eligible for equalization money, the district must levy at least \$.67 education tax rate on each \$100.00 of assessed valuation. Therefore, the amount of equalization paid by the state to any district is \$252.00 minus the sum of the Flat Grant and the amount produced by a 67¢ education tax.

Federal Funds are available to local school through the National Defense Education Act (NDEA), the Smith-Hughes Act, and for school lunch programs. Under the NDEA the federal government contributes funds along with the local districts to improve science education, mathematics, and foreign language programs. The foreign language laboratories in the Decatur Public Schools were partially financed in this manner. Under the Smith-Hughes Act homemaking and

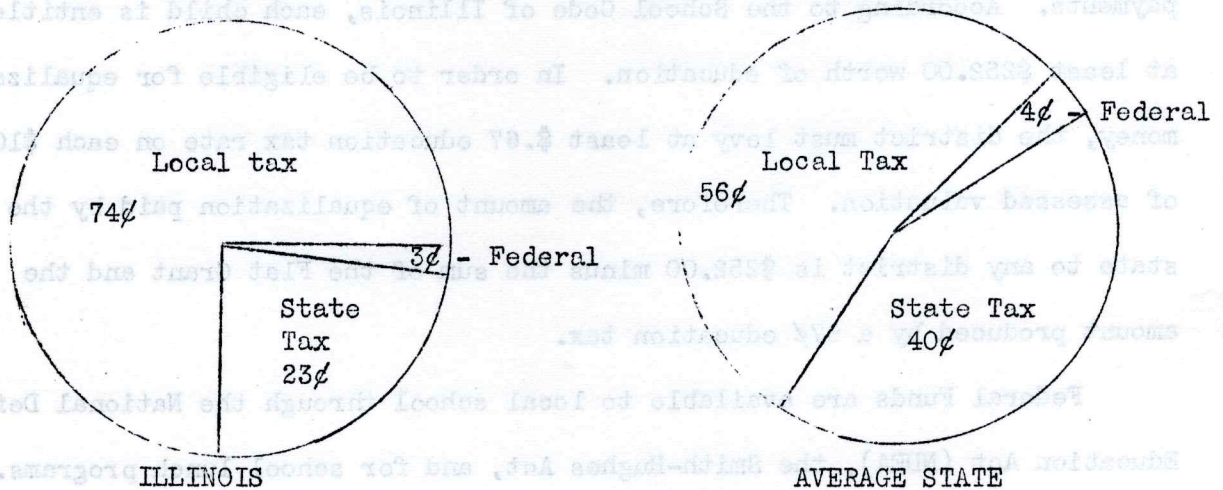


agriculture programs which meet certain standards are subsidized. Government food surpluses keep the hot lunch program operating "in the black".

Of these three sources of income to District #61, the local property tax accounts for the greatest share of the funds of the district. Of the three sources of income, the local property tax is also the only one subject to referendum.

There is a definite relationship between the assessed valuation, the school tax rate, and the number of children in the district. For instance, assuming the school age population remains constant, if the assessed valuation should double, the school tax rate would be reduced by one-half. Or, assuming the assessed valuation remains constant, if the number of school age children should double, the rate would have to double.

Illinois is one of the six wealthiest states, but we rank seventh from bottom among the fifty states in state aid to the public schools. All states of comparable wealth and population provide more state aid to schools than does Illinois. Being dependent upon the property tax for about 74% of their income, Illinois schools have a more difficult time in getting adequate funds than schools in other states which have to depend upon local taxes for only 56% of their financial support.



COMPARISON OF ASSESSED VALUATION, SCHOOL TAX RATE, & ENROLLMENT

Year	Assessed Valuation		School Tax Rate		Enrollment	
	\$	% of Inc.	\$	% of Inc.		% of Inc.
1952	\$186,658,154	--	\$1.54	--	11,681	--
1957	\$219,354,166	17.52%	\$1.96	28%	15,800	36%
1962	\$306,973,985	64.46%	\$2.55	66%	19,520	67%



## THE SCHOOL PROGRAM

### I. General

It is the belief of the Decatur administrators that every educable child should be given a chance to develop a healthy, wholesome personality, and to learn those things that will help him to become morally responsible, economically useful, socially competent, and "properly equipped for participation in the democratic process."

There are many factors which determine the school curriculum. State laws require that certain subjects be taught. National and local publicity places emphasis on certain areas; for example, President Kennedy's physical fitness program. Well-meaning pressure groups can influence curriculum. The Decatur P. T. A. was instrumental in starting kindergarten here. Some school boards exert strong influence on their schools' curriculum, although this is not the case in Decatur. National organizations such as the National Education Association are always working to improve the nation's educational program. University requirements also make curriculum demands. The Decatur Administrative Staff works continuously toward improvement of the curriculum. Students and teachers influence course offerings by requesting new courses.

A constant evaluation of how well the schools meet the needs of the students is carried on. One method of determining how well the schools meet the needs of the community is the business survey. A school advisory council made up of business men has recommended that the school teach more general business education and typing instead of a second year of bookkeeping. The reason for their recommendation was that automatic machines are now used to do much of the bookkeeping.

Another advisory group, the Industrial Arts Advisory Council, made up of representatives from industry, recommended that the school teach more vocational drafting. In keeping with that recommendation, the schools offer a program in which one-half of each day is spent on vocational education.

The principals are responsible for curriculum improvement at the building level. In order to involve all people concerned in matters related to curriculum changes, a committee system is set up at both the elementary and secondary levels. The Assistant Superintendent in Charge of Elementary Education heads the Elementary Curriculum Cabinet; the Assistant Superintendent in Charge of Secondary Education heads the Secondary Curriculum Cabinet.

The Secondary Cabinet is an advisory and administrative body. They put into operation or reject the recommendations of the Secondary Curriculum Cabinet. The Curriculum Cabinet meets only when needed.

The three cabinets are supervised and co-ordinated by the Assistant Superintendents and Administrative Assistant. A Co-ordinating Group meets as needed to provide articulation between elementary and secondary levels. For instance, when there is a change in junior high textbooks which calls for revolutionizing teaching methods, elementary teachers are called in to co-ordinate elementary teaching with the new junior high texts.

Choosing new texts is chiefly the responsibility of the curriculum committee. After permission to study materials is obtained from the Board of Education, text book companies are notified. Sample copies of materials are considered, if the curriculum committee feels it would be helpful, representatives of a few of the publishers whose material is ranked highest are then asked to meet with them.

When the final selection is made, a recommendation is sent to the Superintendent for Board of Education approval.



The Decatur school system requires that textbooks be kept at least five years. To keep up to date in certain subject areas, supplemental materials such as pamphlets and small paperback publications are used in addition to textbooks.

Most textbook changes involve improved instructional methods. Conscientious teachers are constantly searching for improved teaching techniques and methods. The new approach to learning is scientific; students are being taught to understand rather than memorize.

Not long ago a biology study group from all of our high schools went to Colorado to learn to use new teaching techniques required by a text. In September the texts were introduced at each school and were proved successful. After more teachers learn the technique, the program will be expanded to include all biology. Most textbooks are introduced in this manner, allowing teachers to attend workshops and special schools to learn the new methods necessary to the effective use of the new texts or programs.

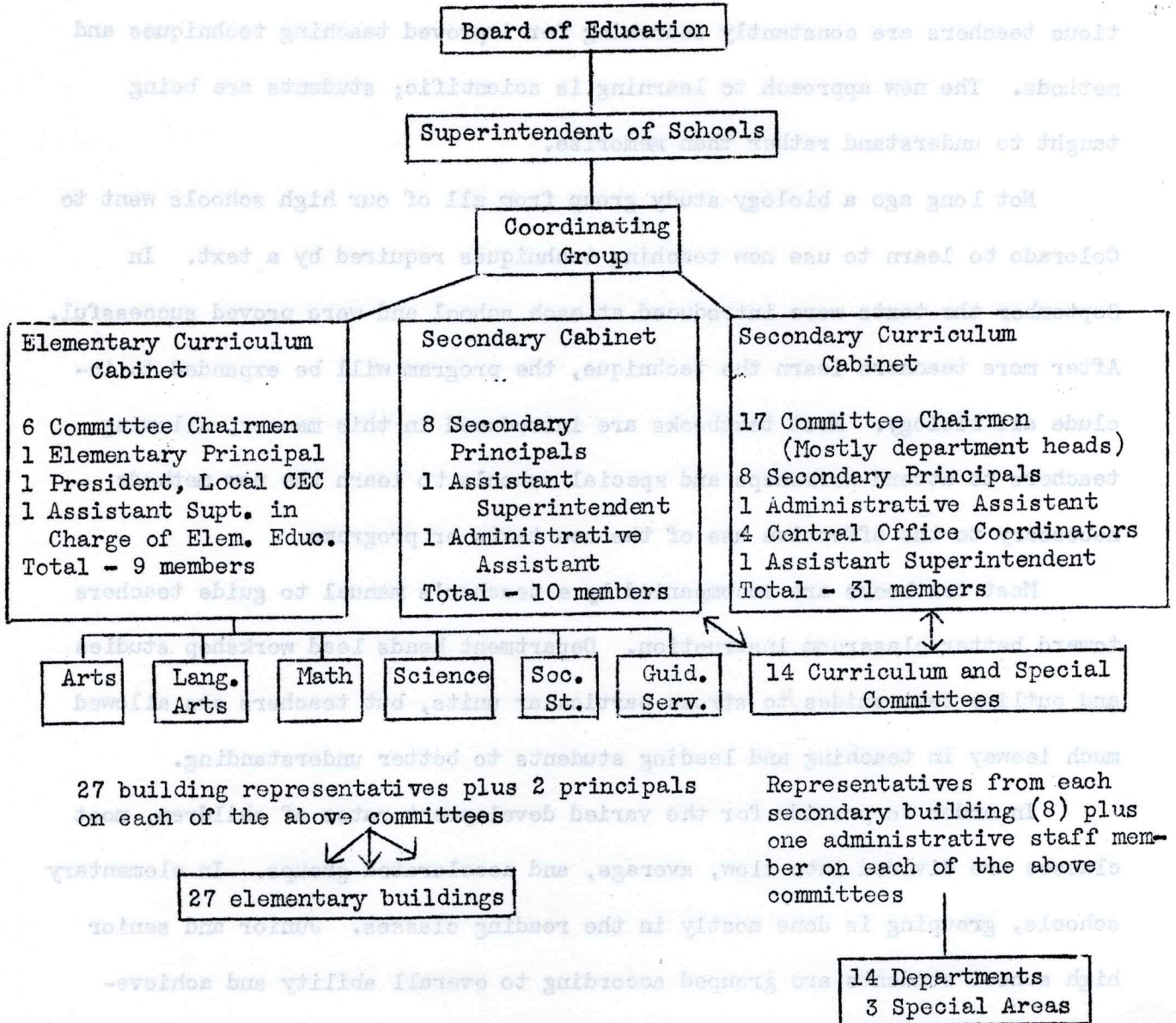
Most textbooks are accompanied by a teacher's manual to guide teachers toward better classroom instruction. Department heads lead workshop studies and outline text guides to stress particular units, but teachers are allowed much leeway in teaching and leading students to better understanding.

In order to provide for the varied development rates of children, most classes are divided into slow, average, and accelerated groups. In elementary schools, grouping is done mostly in the reading classes. Junior and senior high school students are grouped according to overall ability and achievement. In grades nine through twelve there are small English classes for slow students and advanced English classes for the above average students. In each case, the teachers can work with the individual pupil.

Decatur schools have offered advanced math courses for many years, but a new course in Advanced American history is now being offered at MacArthur High School. Students who take this course receive full college credit if they pass the advanced placement tests and if the receiving college accepts advanced placement test results.



Organization for Faculty Study and Planning





## II. ELEMENTARY SCHOOL

According to a statement of the Decatur Public Schools, the responsibility of the school in education is to:

- "(a) Interpret and strengthen the system of values which integrates American Society.
- (b) Develop to the maximum the academic skills necessary for social competency."

From the time the child enters school until he graduates, those are the goals of the system for each student.

In elementary schools, reading, language or literature, writing, spelling, arithmetic, social studies, science, health, safety, art, music, and physical education are taught.

The classroom teacher is both the art and music teacher. The art and music co-ordinators give direction to the programs by offering counsel and help to individual teachers when called upon to do so. Each teacher is also responsible for organizing her own physical education class. The Co-ordinator of Physical Education furnishes lists of games and activities which should be kept on file in the classroom.

The average class size is 29.8, although there is a range within which the schools operate, depending upon the needs of the individual schools.

"There is an attempt to develop in all children the ability to read well and to love to read." Students are taught to attack words through phonetic analysis and other means as outlined in the teachers' guides. There is ability grouping in reading at the primary level.

Reporting pupil progress to parents of children in the kindergarten consists of a minimum of one parent-teacher conference and a check list. Kindergarten conferences are scheduled between October 1 and December 20. The checklists are sent home on the fourth Wednesday in March, and at the close of school.



The child's progress in grades one through six is reported to the parent four times during the school year; three times by means of a report card, and once by means of a conference. The cards are sent home the fourth Wednesday in October and January, and the last day of school. The conference is scheduled between February 1 and May 1. It includes giving the parent information about the child's achievement in comparison with children throughout the nation at those levels where standardized tests are given. The letter marks "V" (Very good), "S" (satisfactory), "W" (weak), and "U" (unsatisfactory) are used to indicate the child's progress in comparison with the other children at his grade level. In checking social growth on the card a / means that improvement is needed for the specific item; no check mark means satisfactory progress is being made.

The greater majority of pupils should be promoted, but automatic promotion of all pupils cannot be justified. The decision to retain a pupil is not the responsibility of the teacher alone. If retention is found to be necessary, a sincere attempt is made to get parents to agree, but parents do not hold the veto power. A significant number of elementary teachers state that they believe that a pupil should seldom be retained more than once in his elementary school career, and repeated retention of pupils of low intelligence is not justifiable.

There are several experimental programs or pilot studies being carried on in the elementary schools. Schools which have been chosen to participate in these programs have especially qualified personnel in their buildings who can teach these projects. The geographical location of a school also determines whether that school will participate in a special program because it is desirable for the elementary students in the programs to be together in junior high.

An experimental program in modern mathematics is in operation in three elementary schools (Harris, Muffley, and South Shores), and two junior high schools (Johns Hill and Centennial). The results of this pilot study will help



determine whether the mathematics curriculum for all of the Decatur schools should be changed.

French has been taught in the elementary school since 1958 at the fourth, fifth, and sixth grade levels. Currently the program is being evaluated and a decision will be reached soon as to the advisability of continuing the program.

Also being evaluated is the special program in elementary science. Students in two elementary buildings (South Shores and Durfee) are using the educational broadcasts of the MPATI program on an experimental basis. At South Shores the students are using the programs in science, music, math, Spanish, language arts, creative dramatics, and social studies. At Durfee the students use only the science broadcasts. Decisions will have to be made soon as to which programs to continue and with which children.

Other experiments are being carried out in the fields of language arts, cultural enrichment, and reading in several other buildings.

Several summer school programs are available to the elementary pupils. One course is called "Academic Skills" and is for maintaining and catching up in the areas of the "3R's". Conversational French and Art for Grades 1 - 6 are taught; also, for only the fifth and sixth grades, there are courses in Special Math and Special Science. Elementary students who are interested in instrumental music may take either band or orchestra, each of which is offered twice a week.

#### DECATUR PUBLIC SCHOOLS ENROLLMENT

<u>Year</u>	<u>Elementary</u>	<u>Jr. High</u>	<u>Sr. High</u>	<u>Special</u>	<u>Total</u>
1932-33	5986	2837	1634		10,457
1937-38	5414	2863	2197		10,474
1942-43	4652	2544	1790		8,986
*1947-48	5988	2070	1874		9,932
1952-53	7659	2414	1608		11,681
1957-58	9976	2015**	3676	149	15,816
1962-63	11790	2780	4811		19,381

\*Kindergarten started in 1946

\*\*Junior high schools became 7 and 8 grades only and high schools were for grades 9, 10, 11, & 12.



### III. SECONDARY SCHOOLS

At the junior high level, grades seven and eight, the same course of study is required of all students. Each student is required to take English, social studies, science, mathematics, homemaking (girls) or industrial arts (boys), reading, guidance, art, music, and physical education for two years.

English and social studies are taught in a "block of time" (two periods) in junior high. There are specific goals for each course. For instance, it is necessary for all students to pass tests on the U. S. Flag, the Declaration of Independence, the U. S. Constitution, and the Illinois State Constitution.

The Reading Development Program, required for two years in junior high school, (forty class hours each year) aims to present a comprehensive reading improvement program to meet the needs of all students. This is designed to help the student recognize his own reading needs and have a desire to meet those needs. Comprehension, reading rate, and interpretation are emphasized as students are helped with individual problems. Vocabulary development, proper study habits, encouragement to widen the scope of reading, and appreciation of the values of improved reading are other phases of the course that are stressed.

Guidance classes in the junior high schools meet once a week. Their activities consist of orientation, and personal, social, educational, and vocational guidance.

Very few students are not promoted in the junior high schools. In 1962 only 1.65% of the seventh graders and .94% of the eighth graders were not promoted.

Six times during the grade year cards are sent home. Although confer-



ence sessions with parents are not a regularly scheduled method of reporting to parents, counselors are always available for interviews.

In a "Statement of Beliefs About Homework" Decatur school officials suggest that junior high students should be expected to spend a minimum of five hours per week in study outside of class.

Class sizes in the junior high schools indicate some overcrowding. The following statistics do not include Lakeview where the situation is acute. About one-third of the classes have between thirty and thirty-four students. However, less than ten per cent of the classes have more than thirty-five students.

There are three courses of study for high school students to choose from:

- 1.) College Preparatory Curriculum in the partical arts, the fine arts, liberal arts, and the professions.
- 2.) General Curriculum in bookkeeping, industrial arts, secretarial, and general program.
- 3.) Vocational Curriculum in clerical office occupation, distributive education, diversified occupations, and vocational industrial education.

In grades nine through twelve, English is offered on a "three track system". Individual English is for students who have trouble with English, English Honors is for students with high ability in English, and a regular course of English for the others.

The Decatur Secondary Schools follow the graduation requirements of the North Central Association - seventeen units or 160 semester hours for graduation. A seventeen unit is earned by taking four years of physical education as required by state law.

At present, requirements for eligibility to the National Honor Society are different at each senior high school. However, the requirements will soon be uniform for all four high schools.



As in the junior highs, group guidance classes are regularly scheduled for ninth graders. Beginning in the tenth grade, guidance is more of an individual matter, and group guidance sessions are not scheduled. In individual counseling, students discuss with their counselor their test scores, vocational plans, opportunities for scholarships, as well as personal and health problems.

Counselors must have eighteen college hours in at least five of the following eight areas: Counseling Techniques, Occupations Information, Tests and Measurements, Mental Health, Adolescent Psychology, Research, Organization of Guidance Services, and Supervised Teaching. Many of the Decatur counselors have what is called "36 Hour Certificates" - twice the minimum required in special counseling courses.

In each student's file is a record of his test results, past school record, and other material which helps counselors know their students better.

If students want to get additional courses, or need to make up credit, it is possible to get one unit of work during the summer. In the past, summer school students were repeating work, but in 1962, only one-fifth of the summer students were making up work.

There is also a summer band program for junior and senior high students.

Tuition is charged for the summer school sessions.

According to the "Statement of Beliefs About Homework", homework is necessary to reinforce classroom learning, to stimulate voluntary effort, and to provide for individual differences. It also enriches classroom experience, and encourages a carry over of worthwhile classroom activities into permanent leisure interests. Senior high school pupils should be expected to spend a minimum of ten hours per week in study outside of class.

Information on the class sizes of all the high schools except Lakeview, indicates that seventy per cent of the classes have fewer than thirty students; one-fourth of the classes have thirty - thirty-four students; only five per cent have more than thirty-four, the greatest number of those larger classes being in music and physical education.



#### IV. THE DECATUR-LAKEVIEW PLAN

Lakeview Junior-Senior High School is in the third year of a unique program organized around a small and large group instruction plan.

In almost every content area, teaching teams have been established. On each team one teacher is designated as the teacher-presenter in the large group. The second member of the team, the teacher-instructor, is the small group leader, and is always present in the large group. The purpose is to bring together two or more teachers working in the same area, allowing each teacher to specialize in the area in which he does his best teaching. Students thereby benefit from the professional talent of more than one instructor.

Small instruction groups may have as few as eight or as many as twenty students, depending upon student needs. In the small groups, students discuss, share interpretation, and ask questions on the subject matter. They also strengthen basic skills and assume responsibility for individual effort. The teacher of the small group is responsible for helping the student understand concepts and content introduced in the large group. The small group teacher must be an observer of the needs of each student and find worthwhile and related independent project work aimed at maximum individual development.

As part of each course, students are expected to engage in independent study. This includes project work, reading, drill and repetition, and writing to improve communication skills. Project work is taken on by a student in relation to his own interests, abilities, and needs, and is directed away from display projects except in art.

To obtain the most effective class instruction Lakeview uses multimedia teaching aids. Student recall ability is substantially greater when content presentation incorporates visual communication as well as oral. Mimeographed

charts and graphs, flannel board presentations, and overhead projectors are used whenever instructors feel it will strengthen fact assimilation. Business Education classes get great help through the use of tapes and charts. Foreign language is taught with the use of earphones and tapes.

In a foreign language laboratory each student has his own carrel or booth with earphones, a microphone, and a tape recorder. This arrangement permits the student to listen to a native speaker and to repeat after him. Later the tape can be played back so the student can evaluate his own speech.

The Instructional Materials Center houses all tapes, recordings, filmstrips, pamphlets, books, magazines, newspapers, and specialized reference materials which have been used for instruction. Students with good study habits are assigned to their own carrel in the Instructional Materials Center. Some carrels have electrical outlets so tapes can be played. Here the students have access to material related to their studies.

No new program is without problems, however. The program is organized around a school day of fifteen time modules and a schedule different for each pupil each day of the week. This permits flexible scheduling and allows groups to meet for different periods of time. The duration of a class, like its size, is determined by the nature of the activity. No lecture lasts longer than twenty-seven minutes (one time module), since the staff agrees that a longer lecture would tax an adolescent's attention span. No small group session, on the other hand, is shorter than fifty-seven minutes (two time modules), because the staff feels that student involvement could not be achieved in less time than this.



## V. ADULT EDUCATION

Adult Education is the phrase which originally implied an education for adults who had not had proper education as children. As educational systems improved, the need for such education diminished; then as democratic government developed, a need for education in citizenship arose. Adult Education, in this sense, dates from the beginning of the twentieth century and has extended to democratic countries all over the world.

In the United States, the term Adult Education denotes education for men and women who are through with formalized education. Their primary interests lie in a vocation, but they are also interested in continuing a more general education. It has been called "Continuing Education".

Under the Co-ordinator of Adult Education, adult classes are conducted at the high schools. Courses are open to all persons sixteen years of age and older who are not regularly enrolled in a high school. There is no maximum age limit. An achievement certificate is presented to each student who completes a course and who attendance has been seventy per cent or better.

Some of the courses available are Commerce, English, Foreign Language, Homemaking, Electronics Technical Education, Pharmacology for the Graduate and Licenced Practical Nurses, and Complete Training of Practical Nurses.

The Electronics Technical Education course was offered for the first time in the 1962-63 school year. It is a post-graduate course which lasts for eight quarters (96 weeks). Satisfactory completion of high school is the only admission requirement.

The course of training for Practical Nurses is also for persons who have successfully completed high school. It takes seventeen weeks of basic training and thirty-two weeks of clinical experience.

Fees are charged for the courses which range from \$5.00 to \$290.00. The classes usually meet one or two evenings each week (not including the Practical Nurse Training).

In the year 1960-61 a total of 1,747 persons were enrolled in 103 courses.



## Glossary of Terms

**SPECIAL CHARTER** - authorization by the General Assembly for Decatur to operate a school district and granting that district certain privileges.

**ELEMENTARY EDUCATION** - may mean education through the sixth grade or through the eighth grade. In Decatur it refers to the first six grades. Seventh and eighth grades are junior high.

**SECONDARY EDUCATION** - refers to education from ninth through twelfth grade.

**NORTH CENTRAL ASSOCIATION** - an association of colleges and secondary schools in twenty states for the purpose of accrediting or approving secondary schools in those states.

**SEMESTER HOUR** - the amount of credit given toward graduation for a course that meets one hour a day for one semester. In Decatur 160 semester hours are required for graduation.

**BLOCK-OF-TIME-COURSES** - courses which meet in succeeding hours. In Decatur block-of-time courses are English and history at the junior high level.

**ASSESSED VALUATION** - valuation of property based on 55% of market value.

**PUPIL-TEACHER RATIO** - the number of students for each teacher. In Decatur the ratio of elementary students to elementary teachers is 29.8. The ratio suggested by the National Education Association is 25 - 1.

**UNIT (credit toward graduation)** - the amount of credit given for a course which meets one hour a day for two semesters. Ten semester hours make one unit.

**FLANNEL BOARD** - a board covered with a flannel-like material. Objects to be displayed are backed with the same material so that the two "stick" together.

**OVERHEAD PROJECTOR** - a type of projector which can be used to project pages from books, pictures, charts, or other material.

**C.E.C.** - Council for Exceptional Children





DECATUR LEAGUE OF WOMEN VOTERS  
November, 1963

The Operation of School District 61 and the  
Necessity of a Referendum for Expansion  
Report #3 of the Workshop

FINANCING THE PUBLIC SCHOOLS

Local taxes provide 75% of the local budget.  
State funds provide 23% of the local budget.  
Federal funds provide 2% of the local budget.

LOCAL TAXES

School Rate The 1963 school rate is \$2.568 per \$100 of assessed valuation, or 2/3 of the local property tax. Each 1¢ of school tax actually produces \$29,500. (Based on assessed valuation of \$315,052,920) Each \$1,000,000 of assessed valuation produces \$24,000.

Assessed Valuation The 1963 assessed valuation of the Decatur School District is \$315,052,920. Based on the average daily attendance of 17,404 pupils, the amount of assessed valuation per pupil is \$17,116.

Tax Year	Assessed Valuation	Educ. Fund Rate	Bldg. Fund Rate	Bond & Int.	Total Rate
1948	\$160,741,960	\$1.322	\$0.157	\$0.028	\$1.507
1949	163,281,032	1.295	.159	.153	1.607
1950	164,448,240	1.286	.151	.157	1.59
1951	186,658,154	1.127	.153	.120	1.40
1952	194,800,265	1.186	.24	.114	1.54
1953	197,685,811	1.175	.262	.112	1.559
1954	202,595,444	1.303	.156	.345	1.804
1955	207,240,464	1.372	.15	.307	1.82
1956	219,354,166	1.398	.215	.316	1.93
1957	258,213,560	1.377	.281	.273	1.95
1958*	267,699,000	1.80	.2336	.2634	2.355
1959	305,582,000	1.80	.3286	.2636	2.45
1960	307,463,000	1.80	.375	.2641	2.55
1961	306,93,985	1.80	.375	.268	2.55
1962	315,052,920	1.80	.375	.3447	2.568

\*Note: Lakeview annexed to the Decatur district in 1958 with an assessed valuation of \$22,017,000 and a total rate of \$2.80

Since 1952 enrollment in the Decatur Public Schools has increased by 67%; school tax rate had increased by 66%; assessed valuation has increased by 51%.

Between 1947 - 61 salaries in Illinois have increased by 110%. Building costs have increased by 45% in the United States in the same period, according to the Department of Commerce.



STATE FUNDS

Flat Grant \$47 for each elementary student (grades 1-8) in ADA average daily attendance  
 \$32 for each high school student (grades 9-12) in ADA

Equalization the difference between \$252 minus the "flat grant" plus the amount produced by a 67% tax rate on each \$100 of assessed valuation.

Foundation of \$252 was set in 1959 when the average per pupil costs in Level Illinois was \$389. The average cost now in Illinois is \$510. The average cost in Decatur last year was \$520.

HB 1097 House Bill 1097 which Gov. Kerner vetoed would have set the foundation on level at \$297 and the qualifying rate at 81%. For Decatur this would have meant increased equalization to \$159 per pupil in ADA or a total of \$364,000 for 1963-64 school year. In order to get this amount from local sources the property tax rate would have to be increased by 13%.

Other State Aid Actual claims of District 61 for the year 1962-63

Area	Amount
Common School Fund	\$2,353,407.87
Driver Training	41,952.
Special Education	97,695.67
Vocational Education	44,423.72
* School Lunch	89,208.91
Transportation	56,056.29

\*Federal funds distributed by the state

State Support Compared	State	% of Revenue Receipts from State	State	% of Revenue Receipts from State
	**Illinois	22.8	**Pennsylvania	44.6
	**Michigan	42.4	*Texas	55.3
	**California	38.6	Indiana	32.7
	**New York	41.4	Iowa	13.0
	**Ohio	28.5	Kentucky	54.7
	Wisconsin	24.9	*One of the seven most populous	
			**Six most wealthy and populous	

FEDERAL FUNDS

In Decatur	Area	Amount
	National Defense Education Act (supplement certain expenditures for science, math, modern language, counseling, and testing.)	\$38,981.13
	Smith-Hughes	4,301.53
	Manpower Development Program	8,188.18
	*Trade and Industry	17,226.80
	*Distributive Education	13,361.58

\*Federal funds distributed by the state.

Note: The federal government gets approximately 70% of all taxes but in 1962-63 it was estimated that the federal share of support of education was just 3.6%. A little less than half the federal share has been for the school lunch program and the rest for vocational education, federally affected areas, and National Defense Education Act programs such as Decatur's language laboratories.

For discussion at the Unit Meeting:  
 How should schools be financed? (Within the present tax structure)  
 What changes in the tax structure would improve the financial conditions of school?

### REDISTRICTING

Since redistricting procedures are determined by the Legislature, League procedure requires that the item be placed on the state agenda for study and concensus before action can be taken. It is the hope of this workshop that the item on redistricting will be seriously considered to be placed on the state agenda at the next opportunity to do so. (The CR on redistricting was removed from the state program in the spring of 1963.)

Decatur & Adjoining Districts	School District	Assessed Value Per Pupil	Tax Rate Per \$100 Ass. Val.	Enrollment		
				1-8	9-12	T.
	#1 Argenta-Oreana	\$25,181	\$1.673	702	239	941
	#2 Maroa-Forsyth	29,215	1.738	594	233	827
	#3 Mt. Zion	13,599	1.982	1412	422	1834
	#5 Macon	22,858	1.830	602	230	832
	#6 Niantic-Harristown	17,742	2.235	633	211	844
	#10 Blue Mound	27,393	1.953	463	207	670
	#11 Warrensburg-Latham	25,308	1.922	724	321	1045
	#61 Decatur	17,117	2.568	14,846	5,340	20,186

Of the eight districts listed above, Decatur has 75% of the total enrollment and 69% of the total assessed valuation.

Educational Opportunity in Illinois: Half of the counties of the state have no high school which offers any specialized work in the trade and industrial fields in which a large number of high school graduates eventually make a livelihood.

Only about 40 high schools in the state of Illinois offer some vocational specialization in the upper grades in the four fields of business, trade and industrial, agriculture, and home economics.

26% of girls do not have the opportunity to prepare for any occupation.

18% of boys do not have the opportunity to prepare for any occupation.

33% of high school students do not have the opportunity to take a full program of English, math, science, social studies, and 2 years of one modern foreign language.

64% of high school students do not have the opportunity to take a full program of English, math, science, and social studies, and at least 3 years of at least one modern foreign language.



Redistrict- Since 1945 the number of school districts have been reduced from  
ing in 11,955 to around 1500. Dr. McLure, Director, Bureau of Educational  
Illinois Research, U. of Illinois estimates that between 1948-58 a savings of  
\$35 million in capital outlay was effected due to reorganization in  
Illinois. Also \$13 million was saved annually in staffing practices.

A school district should have a minimum of 2000 pupils in the upper  
four grades of high school (in not more than two or three addendance  
centers) to organize programs and services with reasonable economy.

According to Dr. Conant a high school should have at least 100  
pupils in the graduating class. (526 pupils in all four grades)

Proposals  
for Reor-  
ganization

The Committee on Illinois School Administrative Structure, Hubert  
Baker, Chairman, makes the following proposals for school reor-  
ganization in Illinois.

Creation of State Board of Education - in order to provide for long  
range planning of educational goals.

Appointive State Superintendent of Instruction - to be appointed by  
the

State Board of Education or by the Governor. There is more  
likelihood of securing the services of an effective educational  
leader if the position is appointive rather than elective.

Criteria of Adequacy and Quality for Local Districts - Adequacy and  
quality of educational program should replace the number of  
pupils as the basis for determining whether a district should  
exist. Careful research needed first.

Concept of a Regional Intermediate District - to operate at a level  
between the state office and the local districts. It would replace  
the office of County Superintendent of Schools offices.

Summary of  
High School  
Curriculum  
in Districts  
around  
Decatur  
1962-63

English, Math, Science - all offer 4 years each  
Social Studies - all offer 3 years  
Latin - 5 schools offer 2 years  
Latin and French - 4 schools 2 years each; 1 school 3 years French  
Latin and Spanish - 1 school 2 years each  
French - 5 schools, 2 years; 1 school 3 years  
French and Spanish - 1 school 2 years each  
Business - All offer some typing, shorthand and bookkeeping  
Homemaking - 3 offer 4 years; 4 offer 3 years  
Agriculture - 6 schools offer 3 years  
Shop - All offer 2 or 3 years in General Shop, woodworking, Metal, etc.  
Music - 6 have bands, 5 have choruses  
Art - 2 offer 2 years, 2 offer 1 year  
Driver Training - All offer classroom instruction; 6 behind wheel  
Special Education - None

Class sizes Class sizes vary from 10 to 42 in required classes, 7 to 26 in  
in High Schools foreign languages, down to as few as 3 in some vocational classes.  
in Districts  
around Decatur

For discussion at the Unit Meeting: Would you favor legislation  
which promotes redistricting? Why or why not?



Proposed Federal Legislation 1963 (H.R. 3000) A summary of proposed federal aid legislation having to do with elementary and secondary education.

Title III Improvement of Educational Quality

Concerned with improving teacher preparation by extending the National Defense Education Act to include teachers of humanities, English, Social Sciences, and Library personnel; awarding grants to colleges and universities which train teachers to be used to strengthen those departments and programs; award grants to colleges and universities to be used to strengthen the preparation of teachers in special education, libraries, etc.

Title IV Strengthening Elementary and Secondary Education

Concerned with awarding federal grants to improve teachers' salaries, to support classroom construction which would reduce overcrowding, and hazardous conditions. Also to aid disadvantaged areas. This section also extends federal aid already being received under Title III and IV of the National Defense Education Aid and continues the aid given in federally affected areas (military installations, etc.)

Title V Expansion and Improvement of Vocational Education and Special Education

Title VII Federal Control of Education Prohibited

Reasons For Federal Aid to Education

Local districts and states either cannot or do not provide good education for all pupils. Therefore, we must look to the federal government for aid.

Federal aid would help equalize educational opportunities throughout the United States.

Federal aid would help spread the cost of education more equitably throughout the nation, according to the ability to pay.

Reasons Against Federal Aid to Education

Any federal aid opens the door to federal control and influence of education.

Federal standards would tend to produce mediocrity and uniformity and limit the benefits of experimentation and diversity.

Federal aid would increase an already swollen federal budget.

Wealthy states would pay a greater percentage of educational cost for the poorer states.

Political responsibility should be retained at the local level to insure the greatest amount of citizen participation. Federal aid would remove incentives for local and state governments to solve their own school and tax problems.

Money alone would not necessarily raise the quality of education.

Note

Most proponents and most opponents recognize the need for legislative safeguards against federal control of education. Therefore, such safeguards have been included in proposed legislation.



LEAGUE OF WOMEN VOTERS

Decatur, Illinois  
March, 1964

Local Agenda Item: A study of the operation of School District # 61 and of the necessity of a referendum covering school expansion.

CONCLUSIONS

In September of 1962 and March 1963 the League reached consensus on the following conclusions:

1. That one junior high in the airport area was needed immediately.
2. That a second junior high would be needed soon in the north area or in the south; it was not apparent which building would best help to relieve crowding at the junior high level.
3. That, rather than a third junior high school, the problem of space would be better solved by providing more elementary classrooms.
4. That an increase in the educational tax rate was indicated for 1964-65 in order to maintain the present program, to provide for any increase in enrollment, and to provide for any improvements to the program.
5. That a salary increase for staff members was necessary in order to retain teachers and to compete in the teacher market.
6. That there was a need for more classroom teachers in order to obtain a desirable pupil-teacher ratio.

We find that these statements are still applicable in the present situation.

Having evaluated the building program as outlined on page one of this report in the perspective of our earlier studies and conclusions, we find the five-year three-phase building program a realistic solution to the space needs. The building program as outlined here would probably add 7-8¢ per \$100 assessed value to the property tax based on present assessed value.

Concerning the staff needs, we believe that a tax rate must be adequate to keep and attract competent teachers and to hire additional teachers to improve the pupil-teacher ratio. Therefore, assuming no increase in assessed value or in state aid, the tax rate would have to be increased by 20 to 25¢ to provide sufficient funds. An increase in assessed value and/or in the State Distributive Fund would reduce the amount needed from the property tax.

In order to meet the building needs and staff needs for the next five years, referendums are needed. The building program as outlined in this report could be presented to the voters in one or more referendums.

Janet Westenhaver Ch.

Myra Becker, Bea Grimm, Elise Hurst, Bonnie Livergood, Viola Reeder, Ruth Smith

This workshop has completed a two-year study of the financial problems and space needs of District # 61. This fourth report is concerned with space and staff needs from 1963-64 through 1968-69.

### SPACE NEEDS

In an interview with Miss Charlotte Meyer, Assistant Superintendent for Elementary Schools, this committee was given the following figures for projected enrollments at the elementary level. (K-6)

<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
12,102	12,244	12,362	12,378	12,355

For 1963-64 there are around 12 thousand elementary pupils (11,933) so that by 1968-69 school officials are anticipating an increase in enrollment of 400 - 500, based on a static Decatur population.

Miss Meyer outlined for this committee on January 29 a building program which was essentially the same as Mr. Grant presented to the Board of Education on February 25 and which was published on February 26. Here is our summary of these reports:

#### TO BE READY BY:

##### September, 1966

	<u>Number of Pupils</u>
South Shores # 2 (est. 13 rooms)	210 (about 7 rooms) (10 $\frac{1}{2}$ rooms by '67)
Oak Grove # 2 (est. 10 rooms)	222 (about 8 rooms) (10 rooms in '67)
Baker Woods Junior High (600 optimum) (airport area)	536
* * * * *	* * * * *
	*TOTAL COST \$2,320,000

##### September 1967

	<u>Number of Pupils</u>
Mound East (est. 10 rooms)	}-----582 pupils or about 21 rooms in '67
Mound West (est. 15 rooms)	
Eldorado Addition	
* * * * *	* * * * *
	*TOTAL COST \$1,508,000

##### September, 1968

	<u>Number of Pupils</u>
Mound Junior High (600 optimum) (remodel and addition to present building)	295 (from Mound and Pershing Elementary School areas)
* * * * *	* * * * *
	*TOTAL COST \$ 754,000

<u>GRAND TOTAL</u> \$4,582,000
--------------------------------



A South Shores # 2 school would:

1. eliminate the necessity to transport kindergarten pupils from South Shores # 1. (In 1963-64, 180 are transported to other buildings. In 1964-65 about 3 more rooms in addition to the kindergarten pupils will have to be transported to other buildings.) (180 Kindergarten pupils =  $3\frac{1}{2}$  rooms or 7 classes in  $\frac{1}{2}$  day sessions)
2. permit a more desirable class size at South Shores # 1. (This year the average class size for the whole school is 32.4. The third grade average is 38.3. If class sizes were reduced to 28 and if kindergarten pupils were accommodated at South Shores,  $7\frac{1}{2}$  more rooms would be needed this year.)
3. provide for increased enrollment in the South Shores area due to new residential construction in that area.

An Oak Grove # 2 school would:

1. provide space for the Oak Grove pupils who are now transported to the Garfield School. (In 1963-64, 55 pupils were sent from Oak Grove to Garfield.)
2. provide space for the pupils from the Wilcox Addition who are now transported to Garfield School. In 1963-64, 39 pupils were sent to Garfield.)
3. permit a more desirable class size at Oak Grove # 1 where the average this year is 31.9.
4. permit a more desirable class size at Garfield where the average this year is 29.7.
5. eliminate the necessity for using auditorium space at Garfield for classrooms.

The Mound East and Mound West Schools would:

1. replace the present Mound Elementary School which is proposed to be remodeled into a junior high school.
2. provide neighborhood schools in that area.
3. eliminate the necessity for elementary students to cross highway 51.
4. permit a more desirable class size in Mound where average class size this year is 32.6.

The addition to the Eldorado School would:

1. provide more classroom space which will relieve crowding at both Eldorado and Excelsior.
2. provide improved toilet facilities for pupils.
3. provide better central facilities such as nurses's room, faculty lounge, storage for instructional materials, etc. which are all now in the principal's office.
4. provide an enclosed connection between the classrooms.

Junior High Enrollment 1968-69 (based on 1963-64 enrollments in grades 2 & 3)

School	Optimum Size	No New Buildings	With Baker Woods & Mound Jr. High
Centennial	575	580	580
Johns Hill	750	880	757
Roosevelt	700	848	830*
Woodrow Wilson	600	664	407*
Lakeview		413	
	2625 spaces	3405 pupils	
Baker Woods	600 . . . . .		536
Mound	600 . . . . .		295*
	3825 spaces		3405 pupils

\* Some pupils from the Roosevelt area could be transported to the Mound Junior High and to Woodrow Wilson.

A junior high at the Baker Woods site (airport area) would:

1. take 413 seventh and eighth graders out of Lakeview Junior-Senior High where there are now 1100 pupils in a building with an optimum capacity of 800.
2. take 123 seventh and eighth graders from the Muffley Elementary School area who now go to Johns Hill Junior High.
3. relieve crowding at Johns Hill and Lakeview. (See chart)

A junior high in the Mound School area would:

1. take 257 seventh and eighth graders from the Mound and Pershing area out of Woodrow Wilson Junior High.
2. take 18 seventh and eighth graders from the Pershing area out of Roosevelt Junior High School.
3. relieve overcrowding at Woodrow Wilson and Roosevelt. (See chart)

Why is the combination of Baker Woods & Mound Junior Highs better than Baker Woods & South Shores Junior Highs?

The Baker Woods-South Shores combination would relieve crowding at only three buildings, Lakeview, Johns Hill, and Woodrow Wilson, but it would leave Roosevelt "stranded" with an enrollment considerably over the optimum - about 5 rooms.

The Baker Woods - Mound combination would relieve crowding at four schools, Lakeview, Johns Hill, Roosevelt, and Woodrow Wilson.

Senior High Space Needs

This committee finds no particular reason for concern about space at the senior high level within the next five years. In an interview with Mr. Norman Gore, Assistant Superintendent for Secondary Education, we obtained the following figures for projected enrollments in grades 9 - 12.

It is evident from these figures that there will have to be some shifting of school boundaries or retaining of the ninth grade in some junior high building in order to take the pressure off S. Decatur High School.

<u>Building</u>	<u>Optimum</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
S. Decatur	1800	1597	1883	1998	2105	2196	2260
Eisenhower	1700	1500	1546	1477	1472	1443	1376
Lakeview	800	717	755	750	734	724	747
MacArthur	1600	1557	1540	1406	1428	1499	1530

5900 spaces

5913

STAFF NEEDS

In order to keep up with increased enrollments and maintain the status quo in pupil-teacher ratio and program, 75 more teachers will be needed by 1968-69.

	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>Total</u>
Elementary	7	7	4	0	2	20
Junior High	7	0	6	6	7	26
Senior High	13	0	6	7	3	29
						75



JUNIOR HIGH ENROLLMENT PICTURE - continued

WITHOUT 3 New Junior Highs

<u>School</u>	<u>Optimum Size</u>	<u>1964 Enrollment</u> <u>(In Grades 5 &amp; 6 in 1962)*</u>	<u>1968 Enrollment</u> <u>(In Grades 1 &amp; 2 in 1962)*</u>
Centennial	575	516	658
Johns Hill	750	857 (560 - J. Hill area) (163 - So. Shores ) (134 - Muffley area)	1035 (666 - J. Hill area) (207 - So. Shores ) (162 - Muffley area)
Roosevelt	700	729 (659 - Roosevelt area) ( 70 - Pershing area)	811 (720 - Roosevelt " ) ( 91 - Pershing " )
Woodrow Wilson	600	703 (421 - W. Wilson area) (176 - Mound area ) (106 - Enterprise area)	744 (424 - W. Wilson " ) (210 - Mound area ) (110 - Enterprise " )
Lakeview	<u>0**</u>	<u>329**</u>	<u>359**</u>
Total Opt.	2625	3134 -96 To account for diff. between enrollment pro- jections & actual enrollment this Sept.	3607 -97 To account for decrease in existing Jr. Highs.
		<u>3038 Total in Jr. Hi-1964</u>	<u>3510 Total in Jr. Hi-1968</u>
		Excess enrollment over opt. space available <u>413</u> (3038 minus opt. of 2625 )	Excess enrollment over opt. space available <u>885</u> (3510 minus opt. of 2625)
		649 pupils to be transported Cost: \$22,000.	759 pupils to be transported Cost: \$24,000.

WITH 3 New Junior Highs

<u>School</u>	<u>Optimum Size</u>	<u>1964 Enrollment</u> <u>(In Grades 5 &amp; 6 in 1962)*</u>	<u>1968 Enrollment</u> <u>(In Grades 1 &amp; 2 in 1962)*</u>
Centennial	575	516	658
Johns Hill	750	560	666
Roosevelt	700	659	720
Woodrow Wilson	600	421	424
Airport Area (proposed)	600	463 (329 - Lakeview area) (134 - Muffley area )	521 (359 - Lakeview area) (162 - Muffley area )
Mound Area (proposed)	600	246 (176 - Mound area ) ( 70 - Pershing area) <u>Plus 150 Mound elem.</u> (396 in building)	301 (210 - Mound area ) ( 91 - Pershing area) <u>Plus 210 Mound elem.</u> (511 in building)
South Shores (proposed)	600	269 (163 - So. Shores area) (106 - Enterprise area) <u>Plus 150 So. Shores elem.</u> (419 in building)	317 (207 - So. Shores area) (110 - Enterprise " ) <u>Plus 150 So. Shores elem.</u> (467 in building)
Total Opt.	<u>4425</u>	<u>3038 Total in Jr. Hi-1964</u> <u>300 Elem. using Jr. High</u> <u>3338 Using buildings</u>	<u>3607</u> <u>-97 (See explanation above)</u> <u>3510 Total in Jr. Hi.-1968</u> <u>360 Elem. using Jr. High</u> <u>3870 Using buildings</u>

\* Does not count any increase in enrollment when Firestone and Mental Health facility bring in new families with children.

\*\* Lakeview Junior High is now in with High School in space not large enough for High School, even with addition now being built.



Statement by League of Women Voters at Board of Education Meeting, January 26, 1965

The League of Women Voters feels this is an opportune time to restate our position on the needs of the Decatur schools. Our conclusions are the result of an intensive study started in July 1962. During this time the committee made four detailed reports and consensus was reached by the membership.

The League feels that the five year three-phase building program calling for two junior highs and four elementary schools is a realistic solution to the immediate building needs of the Decatur School District. We are gratified that funds are available and plans are underway for one Junior High in Baker Woods and one elementary building in the Oak Grove area. We recognize that a bond issue will be required to convert Mound elementary school to a Junior High, to construct two elementary schools to replace the present Mound elementary school, and to construct one elementary school in South Shores. The League would support a referendum to provide funds for these additional buildings. In the interest of keeping to the time table of the five year program we urge the Board of Education to submit a bond issue referendum to the voters in the near future.

The League also recognizes the necessity for increased revenue in the Education Fund in order to meet the following needs: (1) more teachers to keep up with enrollment (2) more teachers to reduce the average class size (3) an increase in teachers' salaries, and (4) improvements in education services and program. Therefore we strongly support the minimum proposals as presented by the Superintendent and we urge the Board of Education to approve them. We realize these are only minimum proposals and that additional programs are desirable.

The League is on record as supporting an increase in the Education Fund tax rate but we recognize the difficulty of determining the exact amount needed at this time because the amount of additional funds which will be forthcoming from the state and federal governments is undetermined. However, funds for buildings must come from local sources alone and buildings are needed immediately. Therefore, the League of Women Voters urges that the Board of Education consider submitting a building bond referendum alone to the voters now. You would have our support.



LEAGUE STATEMENT BEFORE THE BOARD OF EDUCATION

The president of the League of Women Voters of Decatur appeared before the Board of Education at a meeting January 26 and restated the consensus of the League. The action was approved by the board in advance and the statement was worked on by eight League members. The statement is as follows:

"The League of Women Voters feels that this is an opportune time to restate our position on the needs of the Decatur schools. Our conclusions are the result of an intensive study started in July 1962. During this time the committee made four detailed reports and consensus was reached by the membership.

The League feels that the five-year three-phase building program calling for two junior highs and four elementary schools is a realistic solution to the immediate building needs of the district. We are gratified that funds are available and plans are underway for one junior high in the Baker Woods area and one elementary building in the Oak Grove area. We recognize that a bond issue will be required to convert Mound elementary school to a junior high and to construct two elementary schools to replace the present Mound elementary school and to construct one elementary school in South Shores. The League would support a referendum to provide funds for these additional buildings. In the interest of keeping to the timetable of the five-year program, we urge the Board of Education to submit a bond issue referendum to the voters in the near future.

The League also recognizes the necessity for increased revenue in the Education Fund, in order to meet the following needs:

1. more teachers to keep up with enrollment
2. more teachers to reduce the average class size
3. an increase in teachers' salaries
4. improvements in education services and programs

Therefore, we strongly support the minimum proposals as presented by the superintendent and we urge the Board of Education to approve them. We realize that these are only minimum proposals and further programs are desirable.

Although the League is on record as supporting an increase in the Education Fund tax rate, we recognize the difficulty of determining the exact amount needed at this time because the amount of additional funds from the state and federal governments is undetermined. However, funds for buildings must come from local sources alone and buildings are needed immediately in the Decatur district. Therefore the League urges that the Board consider submitting a building bond referendum alone to the voters at this time. You would have our support."

DECATUR LEAGUE'S PROPOSED STATE PROGRAM

Following the December 9 meeting to discuss proposed state program, the board agreed to submit one item only for the current agenda for 1965-67:

## School Redistricting and State Financial Support

1. Evaluation of the need for school redistricting and the means to accomplish it.
2. Evaluation of the need for increasing state financial aid to the public schools.

Two changes in wording the present continuing responsibilities were also suggested. In the item on the Revenue Article, change "support of broadening of the base of the ROT (retail occupational tax) "to maintain the broad base"; and to delete the item under Election Laws "to reduce residence requirements for voting for President and Vice-President" since this has been accomplished.

Other items which were mentioned by members of our League as possible study items were summarized and mentioned in our report. These included reapportionment and study of discrimination in employment, housing and public accommodations.

Our report also pointed out that we did not feel further study was called for on the welfare time, but that action should be taken when the state consensus is known.



BY-LAW CHANGES RECOMMENDED BY THE BOARD

One major change and three minor changes are recommended by the board, to be voted on by the membership at the annual meeting.

At present the reports of the nominating committee and budget committees and the proposed local program must be submitted to the membership in writing at least one month before the annual meeting. In the past it has been difficult to meet this deadline. Since the annual meeting is in March, it is necessary for these committees to function in January in order to present the recommendations to the membership one month in advance. It is particularly difficult to give adequate consideration to proposed program when, in some cases, current study items have not been completed or presented to the membership.

Therefore, the proposed change is that these reports be submitted to the membership at least one week before the annual meeting.

The other proposed changes clarify the terms of office of appointed directors, the duties of the secretary and the section on State Council delegates.

The exact recommendations are as follows:

Article IV, Sec. 1. In the last sentence, delete "At the conclusion of the next Annual Meeting" and add "the first day of April."

Article V, Sec. 4. In the first sentence, delete "all meetings" and substitute "the annual meeting and other business meetings of the League and all meetings." Delete second sentence.

Article VI, Sec. 4. Delete "one month" and substitute "at least one week."

Article VIII, Sec. 2. Delete "month" and substitute "at least one week."

Article IX, Sec. 3, b. Delete "one month" and substitute "at least one week."

Article X, Sec. 3. After Council, add "under the provisions of the by-laws of the League of Women Voters of Illinois."

Article XII, Sec. 1. Delete "month" and substitute "week."

WATER, WATER EVERYWHERE. . .

Our WATER resources chairman, Mary Kay Shell, was all set to attend a WATER workshop in Chicago January 22, but her flight was cancelled because of RAIN. She spent the morning being taxied around to Champaign and back--getting resource material first-hand, no doubtr....

ANNUAL MEETING BUSINESS  
DIVIDED INTO TWO PARTS

The business of the annual meeting will be conducted in two parts this year, because of a timing problem. At the regularly scheduled meeting March 9, officers will be elected, the budget adopted and by-law changes considered. Decisions on the local program for next year will be made at our May 12 meeting.

The board felt that it would be difficult to decide on local program before all local source committees of this year had made their reports to the membership. Therefore, suggestions for local program items will be made at the all-member meeting April 13 and a proposed program submitted by the board in time for the May meeting. The Urban Renewal committee will report following the business meeting March 9.

NOMINATING COMMITTEE REPORT

President	Mrs. Thomas Hurst
1st V.P.	Mrs. Morton Becker
Secretary	Mrs. Paul Turner
Directors	Mrs. Eugene Blanchard
	Mrs. George Limerick
	Mrs. Harold Tenney

The by-laws call for election of a president, first vice-president, secretary and three directors in the odd numbered years; and the second vice-president, treasurer and three directors in the even numbered years. All officers serve two-year terms. However, our League has not been on schedule for the election of president for some time. Mrs. Hurst is currently serving her first year as president and has agreed to serve for another year, thus completing a two-year term.

Nominating Committee for 1965-66 (one year).

Mrs. James Manuell, chairman  
Mrs. Dwight Nelson  
Mrs. L. L. Colvis

(Two additional members are appointed from the board.)

Members of the board who will be serving the second year of two-year terms include:

2nd V.P. Mrs. Glenn Fuller  
Treasurer Mrs. David Mann  
Directors Mrs. Frank Dilley  
Mrs. Henry Bachrach  
Mrs. Richard Ruedi

Members of the nominating committee submitting this report include: Ruth Ritter, chairman, Betty Bachrach, Amy Bridgman, Shirley Landholt, Jane Ruedi.



APRIL 19, 1965

DEAR LEAGUE MEMBER,

WELL, HERE WE GO AGAIN! SURELY 1965 WILL BE KNOWN AS "THE YEAR OF THE BALLOT" IN DECATUR.

ON SATURDAY, MAY 8, RESIDENTS OF SCHOOL DISTRICT # 61 WILL BE ASKED TO VOTE ON A \$3 MILLION BOND ISSUE TO PROVIDE FOUR BUILDINGS - THREE NEW ELEMENTARY BUILDINGS AND THE CONVERSION OF THE PRESENT MOUND ELEMENTARY BUILDING TO A JUNIOR HIGH. DECATUR HAS NOT VOTED FOR NEW BUILDINGS SINCE 1956. IN SEPTEMBER, 1956, THE ENROLLMENT WAS 14,772; IN SEPTEMBER 1964, THE ENROLLMENT WAS 20,721 - AN INCREASE OF 5,949 PUPILS.

WE ARE ENCLOSING THE FIRST FOUR PAGES OF THE FACT SHEET OF MARCH, 1965. IT EXPLAINS THE LEAGUE POSITION AND GIVES THE FACTS ON WHICH THE POSITION IS BASED. ALSO, THIS COMMITTEE IS PREPARING A FLYER SIMILAR TO THE COUNCIL-MANAGER TO BE DISTRIBUTED SOON.

IN A STATEMENT TO THE BOARD OF EDUCATION ON JANUARY 26, 1965, THE LEAGUE ASSURED THE BOARD OF OUR SUPPORT FOR A BUILDING BOND REFERENDUM.

"ALTHOUGH THE LEAGUE IS ON RECORD AS SUPPORTING AN INCREASE IN THE EDUCATION FUND TAX RATE, WE RECOGNIZE THE DIFFICULTY OF DETERMINING THE EXACT AMOUNT NEEDED AT THIS TIME BECAUSE THE AMOUNT OF ADDITIONAL FUNDS FROM THE STATE AND FEDERAL GOVERNMENTS IS UNDETERMINED. HOWEVER, FUNDS FOR BUILDINGS MUST COME FROM LOCAL SOURCES ALONE AND BUILDINGS ARE NEEDED IMMEDIATELY IN THE DECATUR DISTRICT. THEREFORE, THE LEAGUE URGES THAT THE BOARD CONSIDER SUBMITTING A BUILDING BOND REFERENDUM ALONE TO THE VOTERS AT THIS TIME. YOU WOULD HAVE OUR SUPPORT."

(FOR THE FULL STATEMENT SEE THE FEB. BULLETIN)

MAY 8 IS NOT FAR AWAY. WE HAVE A LOT OF WORK TO DO. USE EVERY OPPORTUNITY TO SPEAK OUT IN FAVOR OF THE REFERENDUM. THE FLYERS WILL BE READY FOR DISTRIBUTION THIS WEEKEND. IF YOU HAVE A SUGGESTION AS TO PLACES TO SEND FLYERS, OR IF YOU CAN HELP WITH THE DISTRIBUTION, CALL JANET (877-5498), MYRA (428-2993) OR MARILYN MILLER (428-1748).

IN THE WORDS OF THE ANONYMOUS WRITER OF THE ANTI-COUNCIL-MANAGER LEAFLET, THE "NICE WOMEN" OF THE LEAGUE HAVE ANOTHER "BURDEN" TO CARRY!

MYRA BECKER, SCHOOL STUDY CH., 1965  
JANET WESTENHAVER, CH., 1962-1965

# LEAGUE OF WOMEN VOTERS

Decatur, Illinois  
March, 1964

Local Agenda Item: A study of the operation of School District # 61 and of the necessity of a referendum covering school expansion.

## CONCLUSIONS

In September of 1962 and March 1963 the League reached consensus on the following conclusions:

1. That one junior high in the airport area was needed immediately.
2. That a second junior high would be needed soon in the north area or in the south; it was not apparent which building would best help to relieve crowding at the junior high level.
3. That, rather than a third junior high school, the problem of space would be better solved by providing more elementary classrooms.
4. That an increase in the educational tax rate was indicated for 1964-65 in order to maintain the present program, to provide for any increase in enrollment, and to provide for any improvements to the program.
5. That a salary increase for staff members was necessary in order to retain teachers and to compete in the teacher market.
6. That there was a need for more classroom teachers in order to obtain a desirable pupil-teacher ratio.

We find that these statements are still applicable in the present situation.

Having evaluated the building program as outlined on page one of this report in the perspective of our earlier studies and conclusions, we find the five-year three-phase building program a realistic solution to the space needs. The building program as outlined here would probably add 7-8¢ per \$100 assessed value to the property tax based on present assessed value.

Concerning the staff needs, we believe that a tax rate must be adequate to keep and attract competent teachers and to hire additional teachers to improve the pupil-teacher ratio. Therefore, assuming no increase in assessed value or in state aid, the tax rate would have to be increased by 20 to 25¢ to provide sufficient funds. An increase in assessed value and/or in the State Distributive Fund would reduce the amount needed from the property tax.

In order to meet the building needs and staff needs for the next five years, referendums are needed. The building program as outlined in this report could be presented to the voters in one or more referendums.

Janet Westenhaver Ch.

Myra Becker, Bea Grimm, Elise Hurst, Bonnie Livergood, Viola Reeder, Ruth Smith



This workshop has completed a two-year study of the financial problems and space needs of District # 61. This fourth report is concerned with space and staff needs from 1963-64 through 1968-69.

### SPACE NEEDS

In an interview with Miss Charlotte Meyer, Assistant Superintendent for Elementary Schools, this committee was given the following figures for projected enrollments at the elementary level. (K-6)

<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
12,102	12,244	12,362	12,378	12,355

For 1963-64 there are around 12 thousand elementary pupils (11,933) so that by 1968-69 school officials are anticipating an increase in enrollment of 400 - 500, based on a static Decatur population.

Miss Meyer outlined for this committee on January 29 a building program which was essentially the same as Mr. Grant presented to the Board of Education on February 25 and which was published on February 26. Here is our summary of these reports:

#### TO BE READY BY:

##### September, 1966

	<u>Number of Pupils</u>
South Shores # 2 (est. 13 rooms)	210 (about 7 rooms) (10 $\frac{1}{2}$ rooms by '67)
Oak Grove # 2 (est. 10 rooms)	222 (about 8 rooms) (10 rooms in '67)
Baker Woods Junior High (600 optimum) (airport area)	536
* * * * *	* * * * *
	*TOTAL COST \$2,320,000

##### September 1967

	<u>Number of Pupils</u>
Mound East (est. 10 rooms)	}-----582 pupils or about 21 rooms in '67
Mound West (est. 15 rooms)	
Eldorado Addition	
* * * * *	* * * * *
	*TOTAL COST \$1,508,000

##### September, 1968

	<u>Number of Pupils</u>
Mound Junior High (600 optimum) (remodel and addition to present building)	295 (from Mound and Pershing Elementary School areas)
* * * * *	* * * * *
	*TOTAL COST \$ 754,000

<u><u>GRAND TOTAL \$4,582,000</u></u>
---------------------------------------

A South Shores # 2 school would:

1. eliminate the necessity to transport kindergarten pupils from South Shores # 1. (In 1963-64, 180 are transported to other buildings. In 1964-65 about 3 more rooms in addition to the kindergarten pupils will have to be transported to other buildings.) (180 Kindergarten pupils =  $3\frac{1}{2}$  rooms or 7 classes in  $\frac{1}{2}$  day sessions)
2. permit a more desirable class size at South Shores # 1. (This year the average class size for the whole school is 32.4. The third grade average is 38.3. If class sizes were reduced to 28 and if kindergarten pupils were accommodated at South Shores,  $7\frac{1}{2}$  more rooms would be needed this year.)
3. provide for increased enrollment in the South Shores area due to new residential construction in that area.

An Oak Grove # 2 school would:

1. provide space for the Oak Grove pupils who are now transported to the Garfield School. (In 1963-64, 55 pupils were sent from Oak Grove to Garfield.)
2. provide space for the pupils from the Wilcox Addition who are now transported to Garfield School. In 1963-64, 39 pupils were sent to Garfield.)
3. permit a more desirable class size at Oak Grove # 1 where the average this year is 31.9.
4. permit a more desirable class size at Garfield where the average this year is 29.7.
5. eliminate the necessity for using auditorium space at Garfield for classrooms.

The Mound East and Mound West Schools would:

1. replace the present Mound Elementary School which is proposed to be remodeled into a junior high school.
2. provide neighborhood schools in that area.
3. eliminate the necessity for elementary students to cross highway 51.
4. permit a more desirable class size in Mound where average class size this year is 32.6.

The addition to the Eldorado School would:

1. provide more classroom space which will relieve crowding at both Eldorado and Excelsior.
2. provide improved toilet facilities for pupils.
3. provide better central facilities such as nurses's room, faculty lounge, storage for instructional materials, etc. which are all now in the principal's office.
4. provide an enclosed connection between the classrooms.

Junior High Enrollment 1968-69 (based on 1963-64 enrollments in grades 2 & 3)

School	Optimum Size	No New Buildings	With Baker Woods & Mound Jr. High
Centennial	575	580	580
Johns Hill	750	880	757
Roosevelt	700	848	830*
Woodrow Wilson	600	664	407*
Lakeview		413	
	2625 spaces	3405 pupils	
Baker Woods	600	.	536
Mound	600	.	295*
	3825 spaces		3405 pupils

\* Some pupils from the Roosevelt area could be transported to the Mound Junior High and to Woodrow Wilson.



A junior high at the Baker Woods site (airport area) would:

1. take 413 seventh and eighth graders out of Lakeview Junior-Senior High where there are now 1100 pupils in a building with an optimum capacity of 800.
2. take 123 seventh and eighth graders from the Muffley Elementary School area who now go to Johns Hill Junior High.
3. relieve crowding at Johns Hill and Lakeview. (See chart)

A junior high in the Mound School area would:

1. take 257 seventh and eighth graders from the Mound and Pershing area out of Woodrow Wilson Junior High.
2. take 18 seventh and eighth graders from the Pershing area out of Roosevelt Junior High School.
3. relieve overcrowding at Woodrow Wilson and Roosevelt. (See chart)

Why is the combination of Baker Woods & Mound Junior Highs better than Baker Woods & South Shores Junior Highs?

The Baker Woods-South Shores combination would relieve crowding at only three buildings, Lakeview, Johns Hill, and Woodrow Wilson, but it would leave Roosevelt "stranded" with an enrollment considerably over the optimum - about 5 rooms.

The Baker Woods - Mound combination would relieve crowding at four schools, Lakeview, Johns Hill, Roosevelt, and Woodrow Wilson.

Senior High Space Needs

This committee finds no particular reason for concern about space at the senior high level within the next five years. In an interview with Mr. Norman Gore, Assistant Superintendent for Secondary Education, we obtained the following figures for projected enrollments in grades 9 - 12.

It is evident from these figures that there will have to be some shifting of school boundaries or retaining of the ninth grade in some junior high building in order to take the pressure off S. Decatur High School.

<u>Building</u>	<u>Optimum</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
S. Decatur	1800	1597	1883	1998	2105	2196	2260
Eisenhower	1700	1500	1546	1477	1472	1443	1376
Lakeview	800	717	755	750	734	724	747
MacArthur	1600	1557	1540	1406	1428	1499	1530

5900 spaces

5913

STAFF NEEDS

In order to keep up with increased enrollments and maintain the status quo in pupil-teacher ratio and program, 75 more teachers will be needed by 1968-69.

	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>Total</u>
Elementary	7	7	4	0	2	20
Junior High	7	0	6	6	7	26
Senior High	13	0	6	7	3	29
						75



## The President Speaks . . .

The League was most pleased when the Board of Education decided to submit to the voters a school building bond referendum alone and not coupled with an increase in the tax rate for the Education Fund. It is an opportune time to do this since there is no question that buildings are needed and a considerable length of time elapses between approval of bonds and completion dates of the buildings. It will not be known how much, if any, additional money from local property tax will be needed for the Education Fund until it is known how much the General Assembly and Congress vote for schools. In the meantime the badly needed buildings can be under construction.

It might be well to explain here to our new members why the League did not support the school bond issue referendum in the fall of 1962, but supports the present one. In 1962 three junior highs were proposed -- Baker Woods, Mound and South Shores -- with elementary children to use parts of Mound and South Shores. The League, after careful study, felt it could not justify three junior highs at that time; recognized that one was needed in Baker Woods and that a second would be needed in a few years but at that time it was not possible to determine whether it should be in Mound or South Shores; and that more elementary space was needed. The membership agreed last March that the proposed \$5 million building program adopted by the school board is a realistic solution to the immediate space needs of the district.

We all need to work hard and speak out every time we have an opportunity and make opportunities to stress the need for these schools. We have to point out that every area benefits--not only the ones in which the new schools are to be constructed. For instance, families living in the Woodrow Wilson and Roosevelt Junior High areas would be benefited by a Mound Junior High because children from Mound are now being transported to those two schools, making classes very crowded. Since all rooms in all buildings will be occupied by this fall, many more classes will be held in all-purpose rooms, former library rooms, on stages, etc. If more schools are not built, it seems likely that more all-purpose rooms (such as those at Demis, Muffley, Pershing, etc.) will have to be given over for classrooms, thus eliminating the physical education program at those schools.

Another thing to point out in getting as many "yes" votes as possible in areas with old buildings is that much of the Building Fund is scheduled to go for repairs, remodeling, up-dating, etc., but if the bond referendum should fail, then these improvements might have to wait in order to use more of the Building Fund for new construction.

The cost is small -- only seven cents per \$100 assessed valuation, which is only \$4.20 on a \$10,000 house (assessed at \$6,000).

Our job does not end with convincing people the schools are needed -- what is equally important is making sure those who are for the referendum vote Saturday. Take a little time to call your friends to remind them to vote. You might make a special effort to call parents of very young children. They may not get special reminders from other sources.

Wednesday, May 5, is the last day to vote absentee at the Keil Building. Residents who meet all requirements except registration can register at the County Clerk's office through Friday and still be able to vote Saturday.

. . . Elise Hurst



## SOME COMMENTS ABOUT SCHOOL AUDITORIUMS

League members have indicated an interest in the controversy concerning auditoriums in elementary schools. Hopefully these few comments will be helpful.

Most people accept the advisability of having multi-purpose or all-purpose rooms. These rooms, particularly in suburban areas, serve primarily as the lunchroom facilities and as the place to conduct indoor physical education classes. You may recall that in the League report on programs in the Decatur Public Schools, it was pointed out that the Illinois Legislature has made daily physical education mandatory. The interpretation of the statutes in the Decatur district has been to require 20 minutes per day for grades 1 through 3 and 30 minutes per day for grades 4 through 6.

It would appear obvious that all-purpose rooms are constantly being used, for the P.E. program alone. A survey from Muffley School (which has both an all-purpose room and an auditorium) showed that the all-purpose room is scheduled for P.E. classes from 9 to 11 a.m. and from 1:05 to 3:15 p.m. each day, with one exception---The band meets for 45 minutes once each week, because the orchestra is using the auditorium at the same time. This scheduling allows each class only two P.E. periods each week, with the third period every other week for fifth and sixth graders. Other P.E. period must take place either in the classrooms or outside. The room is used as a lunchroom from 11 to 1:05, including time to set up and clear away tables and chairs. Muffley can be considered typical of the size of many elementary schools in Decatur.

The Muffley survey also showed the use of its auditorium. The day is broken into eight periods and teachers sign up for use of the auditorium a considerable amount of time in advance. The principal states that there never have been more than three free periods in any one week. Some of the scheduled activities include: 1) Group singing by grade levels. 2) 4th, 5th and 6th grades assemble for Student Council discussions. 3) Programs by local resource people to supplement learning. 4) Many dramatizations and creative programs by the children, such as operettas, plays, often tied in with a study unit. 5) Patriotic assemblies and programs in recognition of holidays. 6) Marionette shows and plays, performed by outside groups. 7) Team teaching efforts, such as large group instruction in science for the fourth graders. 8) Educational TV viewing and film strip showings.

All-purpose rooms are sometimes built with a stage at one end, which makes possible its use as an auditorium by setting up chairs. But it is obvious the use of the room as an auditorium cuts into the amount of time it can be scheduled for P.E. classes. In addition, it should be pointed out that if a stage is included in the all-purpose room and the auditorium eliminated from plans, then the only money saving realized is limited to the cost of the seating area in the auditorium.

The cost of auditoriums in the three elementary schools to be built from the bond issue would be \$32,000 each, a total of \$96,000, or 3.2% of the \$3 million bond issue.

Those who oppose auditoriums feel that monies spent for this facility should be used for other purposes and they question the need for these facilities on the elementary level.

Perhaps the most important point for us to consider is not a judgment of the merits of auditoriums and/or all-purpose rooms or their uses, but to remember that the need for new schools NOW is critical and to be alert to the danger that a controversy over auditoriums could scuttle the building bond referendum.

We urge League members to work for the passage of the bond referendum regardless of their personal attitudes concerning auditoriums and to urge their friends and neighbors to do likewise.

--Myra Becker, Janet Westenhaver

(Over for facts about financing of auditoriums)



Financing Auditoriums

Most of you are aware of the fact that a Board of Education member, Joseph Katauski, has asked for the defeat of the school bond referendum because plans for elementary schools include auditoriums. He said he would ask for a new design eliminating auditoriums and for another referendum if the May 8th one fails. Since his objections are based mostly on cost, the school study committee has obtained the following information:

Putting together all the information obtained it ends up that doing as Mr. Katauski proposes, redrawing plans eliminating auditoriums and calling another referendum, only \$50,200 to \$60,200 could be saved. Or put another way, by spending this \$50,200 to \$60,200 more than his plan would cost all three auditoriums could be built. That would make each auditorium cost only about \$17,000 to \$20,000 more than Mr. Katausk's proposal.

From John Sweetnam, architect for the schools, it was learned that the cost of the seating area of an auditorium is about \$32,000; the cost of the stage is not included since if there is no auditorium the stage is placed in the all-purpose room. The seating area of an auditorium is less expensive than classroom space of similar area because an auditorium has cement block walls, no chalk boards, no built in wardrobes, shelves, closets, etc. Therefore the cost of auditoriums in the three elementary buildings to be constructed from building bond issue totals about \$96,000 or 3.2% of the \$3,000,000.

From Mr. Sweetnam it was also ascertained that the cost of redrawing plans leaving out auditoriums would be \$20,000 to \$30,000. This is because in the plan auditoriums are not placed at the ends of the buildings and could not simply be cut off like a couple of classrooms. Taking auditoriums out of the plans would require relocating stages and kitchens.

The same plan is to be used for all four elementary schools resulting in a savings of \$43,000. According to the bids received, if contracts for the first two buildings are awarded at the same time, \$3,300 will be saved. Bids were \$27,000 below estimates but if time has to be taken to redraw plans, Mr. Sweetnam said, the construction costs would be higher since skilled construction workers would be signed up for other projects.

From Sam Bliss, school comptroller, it was learned that the cost of having a referendum is about \$1,500 for salaries and supplies. It would be 60 days before another could be held.

Cost of redrawing plans, loss of other savings, and another referendum:

Cost of redrawing plans	\$20,000 - \$30,000
Loss of savings in awarding two contracts at one time	3,300 - 3,300
Pro-rated loss in having 3 bldgs. alike instead of 4	11,000 - 11,000
Another referendum	<u>1,500 - 1,500</u>
	\$35,800 - \$45,800

Net Savings (No auditoriums):

Cost of 3 auditoriums	@\$32,000	\$96,000
Cost to "save"	<u>\$35,800 -</u>	<u>45,800</u>
	\$60,200 -	\$50,200



## WHEN WILL BUILDINGS BE FINISHED?

September, 1966: Baker Woods Junior High

Oak Grove #2

South Shores #2

September, 1967: Mound West

Mound East

September, 1968: Mound Junior High

\$45,000 will be saved by constructing all four (4) elementary buildings alike and using the same architectural drawings and specifications.

REMEMBER — as you are standing in the voting booth — the issue to be decided is: "Shall I vote in favor of providing Decatur's children with needed classrooms?"

Shall bonds in the sum of \$3,000,000 be issued for the purpose of building and equipping four elementary school buildings and converting the present Mound Elementary School to a junior high?	YES	<b>X</b>
	NO	

### DECATUR'S MOST IMPORTANT PRODUCT: EDUCATED CHILDREN!

The League of Women Voters is a non-partisan organization which has as its purpose promoting informed and active participation of citizens in government.

The League never supports nor opposes candidates nor political parties.

The League does support issues which have been thoroughly studied and on which the membership agrees.

League membership is open to everyone who subscribes to its purpose and principles.

# Decatur NEEDS More Schools Now!

## THE LEAGUE OF WOMEN VOTERS

of Decatur, Illinois

### URGES YOU TO

# Vote

<b>YES</b>	<b>X</b>
------------	----------

FOR THE

# School Bond Referendum

**When:** Saturday, May 8, 1965 8:00 a.m.-7:00 p.m.

**Where:** Elementary Buildings

**Who:** Every Registered Voter

**Why:** The League of Women Voters after a continuing study of the building needs of the Decatur Schools believes the proposed building program is a **realistic solution** to the **immediate** building needs of the schools and therefore urges approval of the bond issue referendum necessary to carry out the building program.



# Decatur Needs More Schools Now!

## WHY ARE MORE SCHOOLS NEEDED?

### ENROLLMENT CONSTANTLY INCREASES!

- 5,645 **more** pupils this year than 10 years ago in the combined Decatur and former Lakeview Districts
- 525 **more** pupils this year than last year.
- 317 **more each year** (on the average) through 1969 according to City Planning Department study.

All classrooms in **all** elementary and junior high schools will be in use in fall of 1965.

Hundreds of kindergarten children and others are being transported to schools in other parts of town.

## HOW CAN

## MORE SCHOOLS BE PROVIDED?

From: Bond Issue to be voted May 8 . . . . . \$3 million  
Accumulated funds . . . . . \$2 million

VOTE  YES  X FOR SCHOOL BOND REFERENDUM

Saturday, May 8, 1965 8 a.m. - 7 p.m.

## WHAT WILL THE TAX INCREASE BE?

Seven cents (7c) for each \$100 of assessed valuation.

Example: **\$4.20 per year** on a \$10,000 house, assessed at about \$6,000 including multiplier.

# What Schools Are Needed?

### A BAKER WOODS JUNIOR HIGH TO:

- provide space for nearly 400 junior high pupils now crowded into **Lakeview**.
- relieve overcrowding at **Johns Hill** Junior High by providing space for **Muffley** area children.

### A NEW OAK GROVE ELEMENTARY TO:

- provide space for children now being transported to **Oglesby**, **Garfield**, and **Pershing** Schools.
- release the all-purpose room at the present **Oak Grove** school, the gym at **Oglesby**, and the auditorium at **Garfield** for the purposes for which they were intended.

### A NEW SOUTH SHORES ELEMENTARY TO:

- provide space for almost 200 children **now** being transported to **Southeast** and **Mary French** Schools.
- provide new space for children now crowded into present **South Shores** Elementary school.

### A NEW MOUND ELEMENTARY WEST OF U. S. 51 AND A NEW MOUND ELEMENTARY EAST OF U. S. 51 TO:

- replace the present Mound building which will be converted to a junior high.
- replace rooms in "little" Mound building which will be demolished when U. S. 51 is widened.
- eliminate the necessity of transporting kindergarteners to **Harris** Elementary starting in 1965-66.
- eliminate need for elementary pupils to cross U. S. 51.

### A MOUND JUNIOR HIGH (converted from Mound Elementary) TO:

- eliminate the necessity of transporting north area children to **Woodrow Wilson** and **Roosevelt Junior Highs**.
- relieve overcrowding in **Woodrow Wilson** and **Roosevelt**.

YES  X

The League of Women Voters urges you to vote for these needed schools!





# NCSPS Newsletter

NATIONAL COMMITTEE FOR SUPPORT OF THE PUBLIC SCHOOLS · 1424 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036

Vol. II, No. 3

October, 1966

## THE ROOTS OF SCHOOL FAILURE: A NEW PERSPECTIVE

“While it reads like an Agriculture Department bulletin on fertilizer. . . it is the most important piece of educational research in years.”

This is how Christopher Jencks, writer for The New Republic, sizes up a recent report, Equality of Educational Opportunity, published by the U.S. Office of Education.\* The report, in Jencks' view, is cause for conscientious educators to doubt the value of past and even present theories on the education of disadvantaged and minority group children.

The USOE study, prepared under the direction of Prof. James S. Coleman of Johns Hopkins University, was called for by Congress in the 1964 Civil Rights Act. A growing awareness that disadvantaged children are not getting a fair shake in our public schools—and the fact that desegregation of schools is not proceeding very rapidly—prompted Congress to direct the U.S. Commissioner of Education to conduct a survey determining “the lack of equal educational opportunities for individuals by reason of race, color, religion, or national origin at all levels in the United States, its territories and possessions, and the District of Columbia.”

The raw data was collected in September and October of 1965. By the time the study was completed, 645,000 pupils and 60,000 teachers had been tested and/or interviewed in some 4000 schools around the nation. Pupils tested were in the third, fifth, ninth, and twelfth grades.

The survey shows first of all, not to anyone's great surprise, that the nation's schools are indeed segregated; of the minority groups, Negroes are the most segregated, but of all groups in the United States, whites are the most segregated.

Another finding, which did surprise some people, is that the school facilities available for the average Negro student are not too different from those available to the white student. A close look at the situation reveals, however, that there is a big difference in the quality of facilities and the qualifications of teachers. The school attended by a Negro student may have a library, but the books may be fewer and older than those available to white students. Also, in some cases—notably in metropolitan Midwestern districts—the pupil-teacher ratio is higher for Negroes than for whites. The average Negro classroom has 54 pupils, the average white classroom has only 33. (Double sessions, common in preponderantly Negro schools, may account in part for the higher figure.)

But the researchers dug below the statistical level, venturing into subtler realms to provide the first fully documented account of the opportunities available to minority group children and the extent to which these opportunities (or the lack of them) contributed to their school achievement.

Prof. Coleman commented on the report and its findings in the Summer 1966 issue of The Public Interest (Freedom House, New York), observing that the survey “may have political repercussions. . . and some of its findings, though cautiously presented, have sharp implications.”

Senator Abraham A. Ribicoff (D-Conn.) agreed, telling HEW Secretary John W. Gardner at a Senate hearing: “I think the time has come for us not to be satisfied with cliches. . . A lot of the concepts in this report are loaded with political dynamite.”

“The great virtue of this report,” Prof. Coleman added, “is that it did not take a simple or politically expedient view of educational opportunity. The principal focus of attention was not on what re-

\* Available from the U.S. Government Printing Office, 737 pages, \$4.25. Also available in a 33-page summary, \$.30.



sources go into education, but on what product comes out. . ." To achieve this focus, the researchers measured "those areas of achievement most necessary for further progress in school, in higher education, and in successful competition in the labor market."

If all groups had equal opportunities in education, the report said, about 50% of the minority children would have scored below the average score of the whites. Educational opportunities being what they are, though, a whopping 85% of the minority group children scored below this average.

Briefly, here are some of the conclusions reached by the survey analysts, some of which were outlined by U.S. Commissioner of Education, Harold Howe, in a recent speech.

- ✓ Going to good schools has a much greater effect on the achievement of disadvantaged children than on children of the advantaged white majority. That is, children from advantaged homes—those which stimulate learning—will achieve at the relatively same rate no matter what school they attend. On the hand, the disadvantaged child needs a good school, to make up for environmental deficits.
- ✓ By the same token, having a good teacher makes a proportionately greater difference to the disadvantaged child than to the advantaged child.
- ✓ Creating more opportunity for disadvantaged pupils can in part be achieved simply by putting them in schools with children who are not disadvantaged—this because the aspirations and attitudes of fellow students have been found to be a large influence in a child's achievement. (Survey findings showed that when disadvantaged youngsters were placed in classes with more advantaged youngsters, they benefitted, and that, despite the fears of some parents, the achievement rate of the middle-class child is not slowed down by this situation.)
- ✓ The single factor influencing student achievement the greatest is the quality and attitude of the teachers. Moreover, as grades get higher, teacher influence becomes greater. Coupled with this finding is the discouraging fact that disadvantaged students tend to wind up with the least capable teachers.
- ✓ Finally, the disadvantaged student, much more so than his more advantaged counterpart, feels that he has little control over his destiny—that luck or chance will influence the success or failure of his future more than his own efforts.

This feeling of "powerlessness" in the school environment, as defined in the preceding, is of course directly related to the fact that teacher quality and attitude is a great influence on a disadvantaged child's ability to function with any degree of success. Two U.S. Office of Education officials, Frieda Denenmark and James E. Mauch, in a recent paper, described this alienation and powerlessness of certain subgroups of our population as a direct cause of educational deficiencies of the poor—which may be a reaction to "an educational process that does not 'see' them, much less accommodate to their needs."

Powerlessness, explain Denenmark and Mauch, is a symptom of the poor not restricted merely to their experiences in education. Rather, it can be defined as "the exclusion from dominant society and opportunities on almost all levels, operating simultaneously with a proclaimed societal commitment to democracy, equality, pluralism, and the belief that the individual can rise through his own efforts, merit, and achievement."

That the poor suffer from these feelings has been pointed out by many scholars, Denenmark and Mauch point out. Arthur Pearl, in 1965, wrote of the poor as having "a poorer self-image, a greater sense of powerlessness, a more fatalistic attitude toward life, a lack of future orientation." In 1954, Julian B. Rotter (Social Learning and Clinical Psychology) recognized this feeling and related it to the ability—or lack of it—to function successfully. Learning, he said, depends upon the expectation that there will be a successful outcome, and that such an outcome will be valuable. Therefore, if a person believes "there is little he can do to bring about what he wants," he is already on the road to failure.

These theories point up the significance of the 1966 Equality of Educational Opportunity report as long overdue statistical documentation of what has been suspected for some time.

The survey showed that considerably more Negroes (as well as all other minority groups, except Oriental Americans) answered in the affirmative substantially more times than did white students, on questions like these:

- (1) Agree or disagree: Good luck is more important than hard work for success.



- (2) Agree or disagree: Every time I try to get ahead, something or somebody stops me.
- (3) Agree or disagree: People like me don't have much of a chance to be successful in life.

These same students were also given standardized achievement tests and the results were compared with their attitudes about themselves. It was then found that when minority groups do feel that they can affect their environments and shape their own futures, their achievement is higher than that of whites who lack that conviction. Indeed, says Prof. Coleman, "This attitude was more highly related to achievement than to any other factor in the student's background or school."

Should the blame for educational deficiencies of the poor be placed on the school itself or on environmental factors outside the school? Those factors outside the school are obvious—community apathy, lack of books in the home, child-rearing practices, unemployability of the head of the household, etc. Daniel Bell, in The Post-Industrial Society, warns that "the economic situation of the Negro may become relatively worse, simply because the rate of economic change is such as to outrun the increase in educational opportunities available to him. . . ." Denenmark and Mauch suggest that "decent employment. . . of the male population is a critical factor in the whole picture of the life style of the poor. No amount of education-input alone can solve the problem of educational deficiency. Children are not easily deceived by what is, essentially, a hypocritical situation." As a result, they say, "while educational deficiency is one of the causes of unemployment, lack of unemployment of the adult male is, conversely, a cause of educational deficiency in the child."

While acknowledging the validity of these arguments, Denenmark and Mauch warn that this theory (the environmental theory) "may be misused to get the schools somewhat off the hook." For if environment outside the school were really the sole cause of educational deficiencies of the poor, then, "real progress (in the schools) would have to wait until housing and job opportunities are equal, racial prejudice is abolished, and poverty is a thing of the past."

Both feel that the schools themselves participate in the perpetuation of educational deficiencies through their inability to adjust to the needs of these youngsters; rather than change themselves, schools on the whole expect all children to adjust to their middle-class standards and approach.

One expert who places the blame for educational deficiencies of the poor directly on the schools, is Kenneth Clark, professor of psychology, College of the City of New York. In his recent book, Dark Ghetto, he says:

"Looked at one way, it seems the epitome of common sense—and certainly compassion—to be convinced that a child who never has had toys to play with, or books to read, who has never visited a museum or a zoo or attended a concert, who has no room of his own, or even a pencil he can call his own, ought not to be expected to achieve in school on a level to match a fortunate child. His image of himself is certain to be poor, his motivation weak, his vision of the world outside the ghetto distorted. But common sense and compassion may not tell the whole story. The evidence of the pilot projects in "deprived" schools—odd though it may appear to many—seems to indicate that a child who is expected by the school to learn does so; the child of whom little is expected produces little. Stimulation and teaching based upon positive expectation seem to play an even more important role in a child's performance in school than does the community environment from which he comes.

"A key component of the deprivation which afflicts ghetto children is that generally their teachers do not expect them to learn. This is certainly one possible interpretation of the fact that ghetto children in Harlem decline in relative performance and in I.Q. the longer they are in school."

These views of who or what is to blame are not as far apart as they might seem on the surface. Rather, it is a matter of placing relative importance on diverse theories, all of which may be valid. Prof. Coleman sums it up simply, in just two points: "(1) These minority children have a serious educational deficiency at the start of school, which is obviously not a result of school; and (2) they have an even more serious deficiency at the end of school, which is obviously in part a result of school." Negroes in the Northeast, for example, were 1-1/2 years behind white children at grade three, but fell progressively behind, until at grade 12, they were 3-1/4 years behind.

Thus, even though environment contributes greatly to the disadvantaged child's underachievement, the schools themselves appear to fail. For, says Prof. Coleman, "Schools are successful only in-



sofar as they reduce the dependence of a child's opportunities upon his social origin." Yet, in reality, "at the end of school, the conditional probabilities of high achievement are even more conditional upon racial or ethnic background than they are at the beginning of school."

As a result of his work, Coleman has three suggestions for the schools, which he calls "a modest, yet radical proposal."

- First—For students who come from the type of environment which tends to inhibit their achievement, "it is important to replace this family environment as much as possible with an educational environment—by starting school at an earlier age, and by having a school which begins very early in the day and ends very late."
- Second—"It is important to reduce the social and racial homogeneity of the school environment, so that those agents of education that do show some effectiveness—teachers and other students—are not mere replicas of the student himself. In the present organization of schools, it is the neighborhood school that most insures such homogeneity."
- Third—Revamp the educational program itself to make it more effective. "It is hard to believe that we are so inept in educating our young that we can do no more than leave young adults in the same relative competitive positions we found them in as children."

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The findings in the report on Equality of Educational Opportunity, and the belief of some (including Prof. Coleman) that pouring money into disadvantaged schools merely for tangible things will not really accomplish much, is causing many to reconsider how future allocations should be spent under Title I of the Elementary and Secondary Education Act—the section aimed at helping disadvantaged children.

Often, in a bureaucracy, discoveries and findings by one office never sift their way down or across or up to related offices. But things are changing; U.S. Commissioner of Education Harold Howe, for one, has already suggested to state Title I administrators that they study the report carefully. And a Title I official has recommended changes in "program emphasis" on the basis of the report and on the subsequent Coleman article reviewing it. Quoting Prof. Coleman as saying "What is important is not to 'equalize' the schools in some formal sense, but to insure that children from all groups come into adult society so equipped as to insure their full participation in this society," the official went on to offer several suggestions for new kinds of Title I projects. Let's concentrate, he said, on:

1. Projects which aim at "changes in self-concept;"
2. Projects which change the homogeneity characteristics of the schools, such as adding a significant proportion of achieving students and superior teachers;
3. Projects which aim at "changing the spirit of the school" which would probably be more beneficial than "trying to reduce class size and adding a teacher here and there;"
4. And finally, projects which develop the curriculum so that success is not only possible but frequent.

The National Advisory Council on the Education of Disadvantaged Children sent out teams of observers during the summer of 1966 to evaluate 90 Title I projects. The report of their observations and recommendations will be made public soon. Bearing in mind that summer programs, just by their nature, are likely to be more successful than winter programs, it will be interesting to see what, in the opinion of these experts, has worked and what has not. It will also be interesting to see if in the future, programs for the disadvantaged are measured according to the Equality of Educational Opportunity findings, which Commissioner Howe suggests as the Title I "plan for progress"—and more than that, "a benchmark for education."



The Decatur League membership consensus on March 1963 on schools reads in part: "A salary increase for the staff members is necessary in order to retain teachers and to remain competitive in the teacher market." Therefore, the school crisis involving an increase in the teachers' salary index is of great concern to the League. Members who have attended meetings of the grassroots citizens committee, CAPE (Citizens for Advance Public Education) are Lola Smith, Marilyn Calhoun and Elise Hurst.

Here is some information about the situation:

Last spring the Board of Education agreed to adopt a teachers' salary index for next year by Nov. 1. On Oct. 29 it adopted one which amounted to a \$304,000 increase (called a 4% index). This was not agreeable to the Decatur Education Association (DEA). They first asked for a 5.5% index which would have amounted to a \$700,000 increase but their last demand was an increase of \$519,000 (a 5.15% index). An increase of \$454,000 (a 5% index) was mentioned by both the Board and the DEA but neither offered this as an amount they would agree to. This would amount to \$150,000 more than the adopted schedule. The DEA also wants a Negotiation Agreement including provisions for resolving an impasse in negotiations. To express their strong feeling, a large percentage of DEA members took Nov. 1 & 2 away from their classrooms as "professional study days". About 150 DEA members have given their power of attorney to DEA president to turn in their resignations if deemed necessary.

As we understand it, members of the Board of Education feel that they should not go into deficit spending any further. The pyramiding deficit would each year take a larger proportion of expenditures from the following year's revenue and reach a point that would necessitate drastic cuts in the education program. The expected deficit this year is \$563,500.

As we understand it, the DEA feels that meeting its salary demands is necessary in order to retain experienced teachers. Therefore extensive deficit spending is justifiable. When the DEA says money is available, even without an increase in local taxes or from the state, they are referring to deficit spending. To meet salary demands, if additional money is not available the DEA advocates deficit financing to the extent of borrowing from banks by issuing tax anticipation warrants after all money in the Working Cash Fund has been borrowed. These two methods of borrowing may not legally be more than 75% of the property tax levy (\$6,500,000 this year). The DEA also suggests that money for teachers' salary increase can be had by making cuts in program.

A National Education Association (NEA) representative, David Bork, has been advising the DEA and, after the walkout, the Board engaged Dr. Richard E. Brown, Illinois State University, to help in resolving the issues. DEA members have been observing 8:00 - 4:00 hours and doing no extra-curricular work. Representatives from the NEA and IEA (Illinois Education Association) are coming to investigate the situation to determine if a full investigation should be made which could result in sanctions against the Decatur schools. Sanctions could include such things as advertising to discourage teachers from seeking employment in Decatur.

Assuming for next year the same revenue and expenditures as this year plus the Board's salary increase for teachers, the deficit next year in the Education Fund would be \$1,431,000. This would include the carry over deficit from this year of \$563,500., plus \$563,500. deficit for next year, plus the salary increase of \$304,000. In other words, \$1,431,000 of 1968-69 revenue would have to be used for 1967-68 expenditures. Assuming the same revenue and expenditures in succeeding years, the deficit would increase by \$867,500. each year.

(continued on the other side)



Upon inquiry from a newspaper reporter, the County Supervisor of Assessments estimated that the School District might have \$150,000. more revenue next year than anticipated. The exact figures will not be known until next spring.

The schools operate with several different funds, each for a specific purpose and it is not possible by law to transfer money from one fund to another. The Education Fund is the largest and out of it salaries are paid for all personnel except bus drivers and some maintenance employees. Its tax rate is \$1.80. The Building Fund has a tax rate of  $37\frac{1}{2}\phi$  and out of it is paid costs of some new buildings, additions to buildings and major maintenance. The Bond and Interest Fund now has a tax rate of  $41\phi$  which is the amount necessary for the retirement of bonds issued for buildings not financed out of the Building Fund and for the Working Cash Fund. The Transportation Fund, for which a tax rate of  $7\phi$  will be applied next year, finances the cost of the busses, bus drivers, etc. The Illinois Municipal Retirement Fund which has a tax rate of  $3\phi$  pays the school district contribution for retirement of non-certified personnel.

This year the Education Fund has a budget deficit of \$713,500. which is likely to be reduced to \$563,500. because not all teachers budgeted for could be employed and some budgeted expenditures will not be made. Estimated expenditures this year amount to \$12,244,085. whereas estimated revenue amount to only \$11,530,539., the difference being the \$713,500. deficit.

State law permits a school district to establish a Working Cash Fund so that it may borrow money from itself instead of from a bank until tax money is received. This saves interest costs. As soon as tax money is received all money borrowed from the Working Cash Fund has to be repaid immediately. This is a Borrowing Fund, money in it is not revenue. This fund has over \$2,600,000 available for borrowing.

The school crisis has developed because for a period of ten years the Education Fund tax rate has not been increased and the real and personal property assessed valuation has not kept up with increasing enrollment and increasing costs. The rate was voted to a maximum of \$1.80 in 1956 and that amount has been collected since 1958. Referendums to increase it have been voted down in 1959, 1962 and 1966. Building bonds were approved in 1965 for \$3,000,000. to combine with \$2,000,000. Building Fund money for several years to construct Adams, Parson, Franklin and Stevenson Elementary Schools, Jefferson Junior High School and the conversion of Mound Elementary to a Junior High School.

The state has increased its funds for schools but because the cost of education has risen so much the state percentage share has remained about the same, or has lessened. Illinois is very low in its state aid to schools contributing only about 22% whereas the average of contributions made by other states is 40% of school funds coming from the state.

In August, the Illinois Taxpayers Federation made a report on their study of the Decatur Schools and "recommended that the Board of Education submit to the voters a proposition to authorize a tax rate increase of  $30\phi$  per \$100 of equalized assessed valuation for the Education Fund." This report, of course, was made before the teachers' salary increase demands were made this fall.

After the foregoing was compiled, Dr. Brown submitted his recommendations resulting in the Board offering a teachers' salary increase amounting to \$500,000. next year and a professional negotiations agreement. The salary increase was accepted by the DEA membership. Still to be worked out is one provision of the Professional Negotiations Agreement offered by the Board.



**TOMORROW'S  
FUTURE  
GOES  
TO  
SCHOOL  
TODAY**



LEAGUE OF WOMEN VOTERS OF MIDLAND, TEXAS

*25¢*



**TOMORROW'S  
FUTURE  
GOES  
TO  
SCHOOL  
TODAY**

**LEAGUE OF WOMEN VOTERS OF MIDLAND  
MIDLAND, TEXAS  
1965**



**The goal of the Midland Public Schools is . . . “the development of the rational and intellectual powers of the children and youth of this community in such a manner as to contribute to producing men and women who can share the rights, bear the responsibilities of freedom and self-government, and create a better society based on the ethical principles of our culture.”**

## MIDLAND STUDIES ITS SCHOOLS

We believe that well-informed citizens are better citizens. Since the League of Women Voters of Midland conducts nonpartisan examination of all phases of local government, we have prepared this as a factual study of our tax-supported public school system for you, the citizens of Midland. This booklet contains no evaluations or opinions, and the material has been reviewed for accuracy by responsible school officials.

The school system reflects the will of the people. Out of its doors walk the future leaders of our community and country. As stated by the National Education Association “Schools do not exist to classify people or to eliminate the unfit. Instead, each person is a resource of our nation, and it is the school’s function to develop that resource as far as possible in the time available for schooling. To fulfill its function, the school must provide programs calculated to develop the capacities and the abilities of all human beings assigned to it.”

Our grateful appreciation is extended to the Midland Independent School Trustees and the administrative and teaching staffs. Without their willing cooperation, this booklet could not have been published. Special thanks to Mr. Wilburn Buttery who provided the history.

During the three year school study many members of the Midland League have been in close contact with the schools, and we have come to appreciate the dedicated people who teach our children. We feel that Midland is most fortunate to have a system that is both forward-looking and well administered. They are sincerely trying to educate each student to his full capacity.

Mrs. Bruce Vernor, President  
Mrs. J. H. Garrett, Ch. School Comm.  
Mrs. R. E. Gross, first chairman  
Mrs. H. M. Stanley  
Mrs. A. J. Holck  
Mrs. H. E. Orwig  
Mrs. S. S. Moran



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**FOLLOWING IS A LIST OF REPRESENTATIVE QUESTIONS  
THE CITIZEN INTERESTED IN OUR SCHOOLS MAY ASK:**

(The following pages answer most of these questions. Others could be followed up by PTA or other civic organizations.)

1. Does the school system have a written statement of its educational goals?
2. Are the goals definite enough so that progress toward them is measurable?
3. Do students learn to read well in the early elementary grades?
4. Are high school students with superior academic abilities encouraged to take more difficult courses? Honor courses?
5. Does the vocational program prepare pupils in fields for which there is local demand?
6. Does the school district have an arrangement with local representatives of business, industry and labor for evaluation of the vocational program?
7. Is each counselor responsible for a small enough number of pupils to become well acquainted with them?
8. Are enough textbooks and reference materials available to pupils?
9. Do pupils use the school libraries regularly? Are libraries open convenient hours?
10. Are teachers consulted about improvement of the school program?
11. Are there procedures for evaluating the educational program?
12. Do teachers teach only in fields for which they are primarily trained?
13. Is the total work load of each teacher light enough to leave time for creative preparation of class materials?
14. Do beginning and maximum salaries for teachers compare favorably with salaries for other college graduates in the community?
15. Are school buildings planned for the possible use of new instructional aids and techniques?
16. Could the Summer School Program be expanded to offer more enrichment courses for which the regular school year does not allow time?
17. Are School Board meetings public and are citizens informed as to time and place of meetings?
18. Is the school budget presented and discussed at a public hearing?
19. Do the Board of Education and School Administration encourage community interest in education?

**MIDLAND  
SCHOOLS  
THEN**



When Midland County was formed in 1885, the education of children was largely the responsibility of the parents, who taught the children at home. Sometimes the children of several families would gather at a ranch home and be taught by a tutor hired by the families.

As early as 1890, however, a small schoolhouse was built and paid for by citizens of Midland. It was situated, as nearly as can be ascertained, on the corner formed now by the meeting of Big Spring and Ohio Streets. A Professor Hill and two teachers taught grades one through ten. In 1893, this building was replaced by a brick building paid for by public subscription of \$9,000 and built near the present location of Midland High School.

In 1905, Mrs. Moseley's private school was founded and operated by three sisters charging a tuition of \$4.25 a month.

The **Midland Independent School District** came into being in April of 1907, when the first school board met, electing Mr. E. R. Bryan president, and appointing Mr. W. W. Lackey superintendent at a salary of \$133 a month. Eight teachers, at salaries of \$60 a month, made up the teaching staff. Miss Minnie Lockett was High School principal.

As the District opened school for the first day the minutes of the board stated "it will be necessary to prepare some additional room to accommodate the large attendance at the public school building . . ." A bond election for \$20,000, the first known, carried in 1909.

A college existed in Midland from 1910-1922. Midland College was built at a cost of \$75,000 and endowed for \$50,000.

In 1912 Midland had 421 students, aged 7 to 17, 15 certified teachers, and three buildings. In 1923, the same three buildings remained, but with 631 students. The salary of the superintendent was now \$3,000 a year, and the teachers' salaries totaled \$23,235.



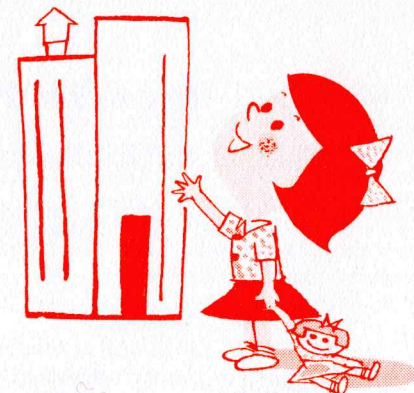
The Midland Independent School District rented a building for the use of Latin-American pupils, but in 1928 building began on the present DeZavala Elementary School. A later addition surrounds this original building. In 1933, the first school for Negro pupils was built where Carver Junior-Senior High is now located. Prior to this time, Negro children were taught in classes held in local churches.

A steady growth continued. Mr. Lackey remained superintendent until 1941. Just prior to 1950 the Midland Independent School District had 9 schools, 82 teachers, and 6 administrative personnel. In 1964-65 there were 27 school buildings, 17,232 students, and the largest work force in the community . . . 1083 people, 787 of whom were professional personnel. There were approximately 1500 children from first grade through eighth in parochial and private schools in addition.

The State Constitution provides for the establishment of two types of school districts, the Common and the Independent. of the 1460 districts in Texas, in 1962, 1009 were Independent ones. At the present time Midland County contains two Independent Districts — Midland and Greenwood. Greenwood District provides grades 1 through 8 for 125 students. The District covers 162 square miles of the country. It pays the Midland District \$545 per pupil for students who attend Midland schools for grades 9 through 12. Greenwood is not interested in consolidating.

One grade a year integration began in Midland in September of 1956 and will be completed in the fall of 1967. In February of 1965 the certification of compliance with the anti-discriminatory section of the 1964 Civil Rights Bill was signed by the Midland School Trustees. Midland schools receive some federal funds through the Texas Education Agency. Although the school population has grown very rapidly, the Midland schools have never had double sessions.

# MIDLAND SCHOOLS NOW



BUILDINGS	total	built between 1950 & 1961
Elementary	20	16
Junior-Senior High	1	
Junior High	4	3
Senior High	2	1
	<hr/> 27	<hr/> 20

Book value of the buildings and equipment - \$20,500,000.00  
**OTHER BUILDINGS** - 1 stadium, 3 field houses, 1 bus barn, 1 supply warehouse, 1 storage warehouse, 1 maintenance barn, 1 vocational agriculture barn, 1 administration building.

The maintenance department, which has a regular operating budget, is responsible for the repair of buildings and equipment, upkeep of grounds, and custodial services. Regular schedules are followed for painting and large maintenance projects.

**Funds for school buildings** are raised through the sale of bonds. No state money is given for school sites, construction, or equipment. Bond issues must be approved by voters of the District. As money for building purposes is needed, bonds are sold to investors. The total bonded indebtedness of the district is \$13,721,000 (February, 1965) — about 6.47% of the total assessed valuation. State law limits bonded indebtedness to 10% of total valuation.

**EQUIPMENT** - Each Junior High has one fully equipped science laboratory. In each of the three High Schools the science facilities are specialized as to Biology, Chemistry, and Physics. All of the Junior High Schools are equipped with General Shop and Homemaking facilities. All the Senior Highs have business education equipment. Midland and Carver have specialized shops in woodworking and metalworking. Lee High has a general shop. All Junior Highs and Senior Highs have foreign language laboratories. All schools have Audio-Visual equipment.

All of the elementary schools have playground equipment. New types of physical education equipment are being introduced. Sam Houston Elementary now has an extensive grouping of one new type paid for by their P.T.A.



## Who Is Responsible For Our Schools . . . Their Establishment And Perpetuation?

**YOU**, the citizen and taxpayer, **ELECT** the three governing bodies which have the responsibility for the functioning of your educational system. These governing bodies are

THE LEGISLATURE  
THE STATE BOARD OF EDUCATION  
THE BOARD OF EDUCATION OF THE MIDLAND INDEPENDENT SCHOOL DISTRICT.

**YOU** also vote on bond issues which allow the addition of land and buildings to the local school district.

**1. LEGISLATURE**—Directed by the State Constitution “to establish and make suitable provision for the support and maintenance of an efficient system of public free schools.” State laws govern the organization of local school districts, procedures for taking the school census, compulsory school attendance, and other matters. In 1949, the Legislature enacted the **Gilmer-Aiken** Laws, which made sweeping changes in the educational pattern of Texas. A **Minimum Foundation Program** was set up and the **Texas Education Agency** was created to administer it. See section on state financing for the Minimum Foundation explanation.

**Texas Education Agency** - composed of

- a. **State Board of Education** - 21 members elected one from each Congressional District. 6 year staggered terms.  
Establishes standards for accredited schools  
Sets standards for programs for teacher education  
Responsible for management of state school funds  
Appoints State Commissioner of Education.
- b. **State Commissioner of Education** - chief executive officer  
Recommends policy to State Board  
Supplies information to Board and carries out its regulations  
Prescribes and receives reports from local districts  
Directs the State Department of Education
- c. **State Department of Education** - professional, technical, clerical staff of the Texas Education Agency
- d. **State Textbook Committee** - 15 members who are active educators Nominated by the State Commissioner, subject to approval by State Board - serve for 1 year terms.  
Recommends for adoption lists of textbooks for the local systems  
Hears petitions of citizens concerning textbooks  
Prepares reports of books recommended to State Commissioner  
Must offer not less than 2 titles or more than 5 for each subject from which the local school may choose one.
- e. **School Accreditation Committee**
- f. **Board of Examiners for Teacher Education**

**2. BOARD OF EDUCATION OF THE MIDLAND INDEPENDENT SCHOOL DISTRICT** - Policy making body at the local level. 7 members elected at large. Staggered 3 year terms - either 2 or 3 members are elected each year. Election held on first Saturday in April each year. Candidate must be 21 years of age, citizen, resident of district for 6 months and state of 1 year. Members receive no salary.

Duties:

- Appoint a Superintendent and support him in the discharge of his duties.
- Select school personnel upon nomination and recommendation of the Superintendent
- Set salary schedules
- Consider and act on policies for the school program and continually evaluate the effectiveness of the Board's policies
- Require and evaluate the reports of the Superintendent concerning progress and financial status of the schools.
- Consider and adopt annual budget as recommended by the Superintendent.
- Provide the funds necessary to finance operation of the schools by use of its legal powers.
- Assist in presenting to the public the needs and progress of the educational system.
- Appoint a local textbook committee to review books offered for the local system by the State. This committee makes recommendations for adoption by the School Board.

**School Board meetings** are held on the 2nd and 4th Tuesdays of each month at the Administration Building, 702 North N Street, and all meetings are open to the public. Each Board member receives an agenda several days prior to the meeting and copies of the agenda are available to others attending the meeting. The Board may transact business which is binding on the school district only when it is in session, has a quorum present, and minutes are recorded. Except in emergencies, all business is conducted at regular meetings. Any business transacted other than at regular meetings must be reported at the next regular meeting of the Board for approval by its members and entered in the minutes of the Board as a public record.



# HOW TEXAS SCHOOLS ARE FINANCED



Our State Constitution, written in 1876, in Article VII deals with "Education . . . the Public Free Schools", and established a "perpetual public school fund". It also provided resources for this fund, including "one-half of the public domain of the State". In 1854, the Legislature had approved a measure entitled "An Act to Establish a System of Schools" which founded the present **Permanent School Fund** by setting aside \$2,000,000 of the \$10,000,000 which Texas received from the United States Government for relinquishing its claims to portions of New Mexico, Colorado, Oklahoma, Kansas, and Wyoming; and by adding the Railroad Land Grants to those grants already set apart in the State Constitution of 1845. This Permanent School Fund has been increased by oil and gas royalties and lease payments, and on December 1, 1964 totaled \$542,692,462.00. Investment of this money is the responsibility of the State Board of Education and the interest on this investment is part of the money which actually finances the public schools of Texas today in the **Available School Fund**.

## WHERE DOES THE MONEY COME FROM— AT THE STATE LEVEL?

**Available School Fund** — This money must be used for free textbooks for all public school children, and the remaining funds are distributed to local school districts according to their scholastic population. Money for the Available School Fund is obtained from the following sources:

- Interest from investment and transfers from the Permanent School Fund
- \$1.00 from each poll tax
- 1/4 of revenue from state occupation taxes
- A state ad valorem tax not to exceed 35¢ per \$100 valuation
- 1/4 of the net revenue from the motor fuel tax

The State Legislature was empowered by the Constitution to add to the Available School Fund from the Permanent School Fund annually, an amount not exceeding 1% of the total. However, a Constitutional Amendment passed in 1964, removed the Legislature's authorization to transfer any additional money from the Permanent School Fund.

**Minimum Foundation Program**—Established in 1949 as the Gilmer-Aiken Act. Designed to provide **statewide minimum standards** for public education in Texas. It provided money for state aid to all school districts by equalizing their income, allotted on the basis of Average Daily Attendance in the district for the preceding year. The Minimum Foundation Program raised teachers' salaries to a minimum standard, limited the size of classes, provided better trained teachers, and made available such special services as nurses, librarians, special teachers, supervisors and counselors to districts which did not have them before that time. This program is administered by the Texas Education Agency, created by the same Legislature.

Cost of the Minimum Foundation Program is shared by the state and local school districts, the amount paid by the local district being determined by a formula based on income and property values in the district (with the wealthier districts paying a higher percentage of the costs.) State money for the program comes from the Available School Fund, the Omnibus Tax Fund, and the General Revenue Fund. The cost is divided, 80% to the State and 20% to all local districts, with the individual school district assessments varying according to their ability to pay. The State now pays about 41% of the Midland school budget. Most school districts exceed the standards set up, as we do in Midland, by using local tax sources. Some Federal Funds are available to the local districts. These funds are first given to the state, then distributed by the State Agencies to the local districts. No State funds are used for acquiring land or school buildings. Midland voters approve bond issues for these purposes and have never defeated a school bond election.

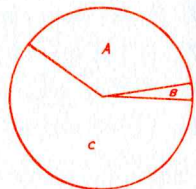


## HOW THE MIDLAND INDEPENDENT SCHOOL DISTRICT IS FINANCED

The annual process of making a budget begins in January, with the taking of the school census. State Funds are allotted to each district on the basis of the number of scholastics enumerated at this time. The superintendent and his staff prepare a proposed budget, and present it, with supporting data, to the Board of Trustees for preliminary study and discussion, by August 1 of each year. By August 20, the Board adopts a budget for the following fiscal year. In the Midland School District, a public hearing is held on the budget before its adoption, at which all citizens are invited to present their views. This is not required by state law. Few citizens attend.

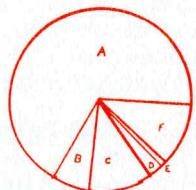
### Source of General Budget Funds, 1964-65

A State Funds	\$3,228,603.00	41.89%
B County Funds	2,000.00	.03%
C Local Funds	4,477,222.79	58.08%
<b>TOTAL</b>	<b>\$7,707,825.79</b>	<b>100.00%</b>



### Distribution of General Budget Dollar, 1964-65

A Instruction	67.26%
B Services, Fixed Charged	5.28%
C Plant Operations, Maintenance	10.37%
D Administration	2.85%
Current expenses	85.76%
E Capital Outlay	.74%
F Debt Service	13.50%
	100.00%



This budget will make Midland's expenditure per pupil \$407. In 1962-63 the West and Southwest median was \$349 per pupil at which time Midland's expenditure was \$396 per pupil. In 1963-64 the highest amount was spent in New York — \$705 per pupil. The average in the United States was \$455 that year.

The current budget will be supported by a local tax rate of \$1.97 per \$100 valuation. The Trustees set the tax rate at the time of the adoption of the budget each year. Local taxes will be collected on a \$213,800,000 valuation. \$1.50 of the tax rate is for maintenance and operation. \$0.47 is for debt service. The Midland Independent School District collects 97.5% of its taxes.

An Independent evaluation service is hired to evaluate property in Midland County for the School District.

In addition to continuous audit and a system of reports made to the Board by the school auditors, there is annually an independent audit under the direction of a certified public accountant not otherwise connected with the school district.

A copy of the current budget is available at the Administration Building, 702 North N for those who wish to study it further. It totals 91 pages.

At the time the school census is taken in January, pre-school children, vacant houses, and houses under construction are counted carefully. This helps in anticipating growth direction, acquiring new land in the area where a school may be needed, and in setting attendance boundaries.

## PERSONNEL

### 1964 STAFF

Certified staff (teachers, administrators)	787
Non-certified staff (Secretaries, custodians, Cafeteria workers, etc.)	296
<b>Total</b>	<b>1,083</b>



All teachers and administrators hold college degrees, with bachelors and masters degrees in approximately a 2 to 1 ratio. Virtually all teachers are teaching in their major fields. A continual program of in-service education for staff improvement is conducted in each school.

## ADMINISTRATION

**Superintendent** — The superintendent is administrative head of all divisions and departments of the system. He is hired by, and responsible to the Board of Trustees. His salary is set by the Board, and a contract may be awarded for from 1 to 5 years. The present salary is \$25,000 annually. The superintendent may delegate responsibility for the operation of various segments of the system, but is responsible to the Board for the results.

**Directors** — The system has Directors of:

- Personnel
- Program Development and Research
- Business
- Physical Education and Athletics
- Maintenance and Transportation

**PROGRAM COORDINATORS** — There are Coordinators of:

- Special Programs
- Social Studies and Foreign Language
- Mathematics and Science
- Guidance
- English and Language Arts
- Publications and Community Services
- Fine Arts

These positions were created in 1963. Each of these staff members is responsible for the development of a strong curriculum in his particular area, and for seeing that this is carried out in the classroom. Detailed curriculum planning for each grade in each subject area is printed for use of the classroom teachers.



## INSTRUCTION

**Principals** — The principal is the administrative officer over the school unit to which he is assigned. He is responsible to the Superintendent for leadership and the supervision and evaluation of programs in the school. They are employed by the Board upon recommendation of the Superintendent for a term of 1 to 3 years. Renewal of each contract is acted upon at a February meeting of the Board. In Midland, principals are selected on the basis of experience and performance, and are paid on the same basis.

Salaries — range from \$7,400 to \$9,550 for elementary principals  
                   range from \$9,250 to \$10,000 for Junior High principals  
                   range from \$9,300 to \$13,000 for High School principals  
                   range from \$6,750 to \$8,800 for Junior and Senior High Assistant principals

**CLASSROOM TEACHERS** — The classroom teacher is directly responsible to the principal for carrying out effective programs of instruction, guidance and management in the individual classroom. The State Board of Examiners for Teacher Education advises the State Board of Education and the Commissioner on programs of teacher preparation and certification. They establish standards for approving colleges which offer programs in teacher education. No teacher is hired in the Midland system without a certificate. A certified teacher from another state may usually qualify for Texas certification by taking state required courses in Texas history and government. An "emergency certificate" may be issued at the discretion of the Superintendent, allowing an individual to teach while completing the hours lacking for certification.

**Contracts** — Texas state law makes no provision for tenure of a teacher, so contracts are renewed annually. Renewal of contracts is acted upon in March by Midland Board. After serving a probationary period of 3 years, each teacher considered automatically hired for another year unless notified by the Superintendent on or before the first day of March.

### PHASES IN HIRING:

1. Letter of application is received
2. Application is sent (this is considered acknowledgement)
3. Transcript received
4. References are checked

The personnel director also travels thousands of miles each year in search of high quality teachers. Inducements which the Midland system are offering are a good salary scale, an attractive community, and in-service education for the growth of the individual teacher.

Teachers' Salary Schedule:	Minimum	Maximum	State Minimum
Bachelors	\$4,810	\$6,060	\$4,014
Masters	5,010	7,010	4,239
Masters Plus 30 Hours	5,210	7,210	4,239
Doctors	5,410	7,410	4,239

**Credit for Experience** — A teacher is granted full credit for continuous experience in the Midland System. A teacher returning to the school district is granted full credit for a maximum of 7 years experience.

**Merit pay** — A principal may recommend 15% of his faculty for merit pay increases of \$500 for the following year. If this is earned by a teacher for 3 years it may become part of the base salary and the teacher is then eligible for an additional amount.

**Substitute teachers** — Substitutes are registered with the director of Personnel. Each must file an application and submit a transcript of college training, experience, and specialization. These teachers are listed as to qualification in a directory which is given to each principal. He then can choose a substitute best qualified for his particular needs.

**Librarians** — 9 Librarians are employed by the Midland schools. Midland and Lee High Schools have 2 each. Carver Junior-Senior High has one, and each Junior High School has one. These are college graduates with Library Science degrees. The libraries in the elementary schools are staffed by volunteer mothers.

**Counselors** — 11 counselors are employed. There are 3 each at Midland and Lee High, 1 at Carver, and 1 at each Junior High. They are responsible for educational planning, guidance of pupils in the selection of their 4 year High School curriculum. Counselors must have B. A. degrees and 3 years classroom experience. All of Midland's counselors have Masters degrees. They have information on college entrance requirements and all available scholarships. Late in the 8th grade, students and parents are asked to fill out a 4 year High School plan which may be modified later with parental approval.

**Teaching Consultants** — The school system employs 9 teaching consultants. One is assigned to each 2 elementary schools. At the request of the teacher, the consultant works with children who encounter learning difficulty, and helps teachers and accelerated pupils in the location and use of materials. The consultant also helps with the regular testing program in her assigned schools.





## ELEMENTARY GRADES — CURRICULUM

The Midland Public Schools do not offer free public **kindergartens**. Where there are no kindergartens provided, a state law of 1961 set up the procedure whereby voters may petition for an election of the question requiring the district to provide kindergartens. Such an election must be held if 20% of the voters so petition. Districts may establish kindergartens if they wish, but **no state support** is given.

Elementary schools are organized on the basis of self-contained classroom units, except music in grades 4, 5, and 6, which is taught by a music teacher assigned to each elementary school. First grades average 26 children per teacher; the other grades average 28 pupils.

SUBJECTS	Weekly time allotments in <b>minutes</b>					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
English Language reading, writing, grammar, spelling	650	650	650	600	600	600
Mathematics	150	150	200	250	250	250
Science	100	150	150	200	200	200
Social Studies history, geography	100	150	200	300	300	300
Fine Arts music, art	150	150	150	200	200	200
Health, Safety, & Physical Ed.	150	150	150	190	190	190
Planning — with the children	100	150	50	10	10	10
	<u>1400</u>	<u>1550</u>	<u>1550</u>	<u>1750</u>	<u>1750</u>	<u>1750</u>

**SOCIAL STUDIES**—Taught through a progression of family, school area, city, typical communities throughout the world, the founding of America and American History to the Civil War, geography of the Western Hemisphere, and the history and geography of the Eastern Hemisphere.

**READING** — Reading instruction is geared toward developing reading ability for all activities, in and out of school. There is a balanced approach of instruction through use of **basal readers** to teach the skills and practices of reading, **supplementary reading** to provide for application of skills taught, and **individualized materials** related to the needs and interests of the students. They are encouraged to read for recreation and enjoyment as well through the school library. After development of a small sight vocabulary, these words are used to teach phonetic and structural elements which compose all words. Teachers combine word perception skills which include **context clues, phonetic, and structural word analysis**. To meet the needs of all children from superior to slow readers, the students are grouped within the classroom into several small groups for instruction.

**Remedial reading** is provided where necessary by Teaching Consultants.

**Science** — Elementary science is not primarily a fact-learning program, but rather a development in independent thinking and problem-solving. The primary aims are to develop in each child the ability to think for himself and the skill to attack and solve problems for himself. Secondary objectives are to teach skills of observation and to arouse the child's interest in the world around him.

**Mathematics** — New mathematics textbooks will be in use in all 12 grades by the Fall of 1965. "New Math" means more than arithmetic, algebra, and geometry; it represents a way of thinking and reasoning. The old or traditional mathematics has not been replaced, but merely new ways of teaching these concepts have been added. Although **computation** (adding, subtracting, multiplying, and dividing) and **drills are still needed and taught**, the emphasis is on the student's discovery and appreciation of structure, patterns, and continuity. The **why** of computing is now being strongly stressed. Some concepts of algebra and geometry can successfully be introduced in the early grades. Two of the most important things to be learned are the pleasure and ease of manipulation of abstract concepts and how to understand these ideas in the mathematical setting of structure and logic.

**After-School Programs** — The content of the after-school activities varies from school to school depending on the desires and needs of the students. Instruction in string instruments is now available for 5th and 6th grade students in the Junior High buildings. Chorus, band, extended physical education (games and recreation), art, and drama are some of the possibilities.



## JUNIOR HIGH SCHOOL CURRICULUM

At the present time, some 9th grades are in the Senior High buildings because of heavy enrollment at the Junior High level. The programs available to the 9th grade student are the same in either case. When possible the Junior High Schools contain grades 7, 8, and 9. Each class contains about 23 students.

### Required courses with the daily time allotments for Grades 7 and 8

English Language —reading, spelling, writing, grammar, composition, and literature (55 min.)

Social Sciences —Texas History and Geography — 7th grade  
American History, Geography and Civics —  
8th grade (55 min.)

Natural Science —Life Science — 7th grade  
Earth Science — 8th grade — (55 min.)

Mathematics —A Modern Math program has been taught in Junior High since September 1964. Certain qualified students take Algebra I in 8th grade in place of 8th Grade Math. Upon completion of the Algebra they are given High School credit. (55 min.)

Physical Education —55 min.

### Electives —

- Vocal music
- Instrumental music — band and strings
- Art
- Industrial Arts (shop)
- Spanish
- Homemaking (cooking and sewing)

A pupil in the 7th grade may select 2 of the above electives which meet on alternate days for 55 min. each. The 8th grade student may select 2 new electives which meet on alternate days, or 1 of the electives which he took in 7th grade, in which case he will have that 1 for 55 min. each day.

The Spanish taught in the 7th and 8th grades is primarily conversational language. Language laboratories containing facilities for making and listening to tape recordings are used. Upon completion of 8th grade Spanish, the pupil is given High School credit for that year.

## SENIOR HIGH SCHOOL CURRICULUM

The day is organized on the basis of 55 minute periods for instruction. The lunch periods are in staggered 35 min. periods. Classes for each credit subject meet each day during both semesters. Average class size 25 pupils.

### COURSES OFFERED

	No. of yrs. offered		No. of yrs. offered
ENGLISH	4	Biology	1
Journalism	1	Chemistry	1
FOREIGN LANGUAGES		Physics	1
Spanish	4	Physiology	1
French	3	FINE ARTS	
Latin	4	Band	4
MATHEMATICS		Orchestra	4
Related Math	2	Choir	4
Algebra	2	Music Theory	1
Geometry	1	Art	4
Elementary Analysis	1	Speech	1
Calculus (1966)	1	Speech — Dramatics	1
SOCIAL STUDIES		Speech — Debate	1
World History	1	INDUSTRIAL ARTS	
American History	1	General shop	1
Government	1	Woodwork	2
Economics	½	Metal Work (MHS only)	2
Sociology	½	Mechanical Drawing	2
Texas History	½	Electronics	1
History of Western Thought	1	Vocational Agriculture	3
BUSINESS EDUCATION		(MHS only)	
Typing	2	Homemaking	3
Office Practice	1	Homemaking Project	
Stenography	2	(summer)	
Bookkeeping	1	Distributive Education	2
Business Arith.	½	(MHS only)	
Business Law	½	Industrial Cooperative	2
OTHER		Training	
Old Testament	½	(MHS only)	
New Testament	½	Cosmetology	2
PHYSICAL EDUCATION	4	(Carver only)	
SCIENCE		Vocational Building	2
Physical Science	1	Trades (Carver)	



## HIGH SCHOOL GRADUATION REQUIREMENTS

Candidates for graduation from Senior High School must meet the following requirements in grades 9 through 12.

English	4 units
Social Studies	3 units
World History, Amer. History and Government required	
Mathematics	2 units
Science	2 units
Physical Education	2 units
	( $\frac{1}{2}$ unit per yr.)
Electives	7 units
TOTAL	20 units

Substitutions in lieu of Physical Education requirements may be granted on a year-to-year basis.

## HIGH SCHOOL CURRICULUM

**ENGLISH** — The English program of grades 7 through 12 provides an instructional progression, each course building upon the knowledge and skills attained in the earlier grades. In addition, speech, drama, and journalism courses are offered as electives in High School. Certain elements are common to all grades of the 6-grade sequence.

- Reading of exposition and literature. Listening to both
- Composition — oral and written, expository and creative.
- Grammar — usage and mechanics.

Instruction in any one of these elements is carefully related to instruction in other phases, rather than given in segments widely separated in time. Each principle or skill taught is applied to various phases to reinforce the total learning process.

**SOCIAL STUDIES** — The term Social Studies as used in our curriculum refers to parts of the studies of **history, geography, economics, sociology, government, political science, and anthropology.** The goal of the program as stated in 1961 is to develop the pupils' ability to become effective in a society with a representative form of government and a capitalistic, free enterprise economy. Graduate should have achieved a list of 15 goals among which are:

- knowledge of the past and its relation to the present social and economic structure
- appreciation of the fact that, in American society, people have effective control over decisions affecting their lives through freely chosen representatives, and through freedom of choice among competing workers, goods, and services; and that each individual is responsible for making these decisions, thereby helping to control his society
- Understanding of the physical environments which condition man and the ways he cooperates to control these environments and conserve natural resources.

**FOREIGN LANGUAGES** — Foreign languages are not required for graduation. A pupil may receive credit for one year in a foreign language and this unit may be considered as one of the elective credits required for graduation. If a pupil receives credit for one year in one foreign language and elects to enroll in a second foreign language, he is required to complete two units in the second language before receiving credit to be counted toward graduation. **Honor courses** are offered in Spanish II and Latin II. 2 courses of conversational Spanish are offered in Junior High. A student who receives High School credit for 8th grade Spanish may take 4 additional levels in High School. The 4th year of Latin is offered if there are enough students. The learning sequence in a foreign language is listening, speaking, reading, and writing. Students achieve understanding and speaking command of ordinary conversational speech from tapes made of educated native speakers in the language laboratories. An important phase of instruction is that of understanding the culture of the people who speak the language.

**MATHEMATICS** — Algebra I or Related Math I must be taken in the 9th grade plus 1 additional unit in grades 10 through 12 to fulfill graduation requirements. **Related Math** is taught in a 2 year sequence and is designed for pupils not planning to attend college. The League studies show that Midland schools meet state requirements in Mathematics, with each student completing a 10 year program. Interested students can participate in the **extended program** of 12 years by election of courses. The goal of the related program is to produce graduates who are competent in situations requiring sufficient mathematical understanding and ability to be intelligent citizens. The extended program is designed to produce graduates capable of going beyond the demands of average usage and toward competence necessary for college and professional life.

**SCIENCE** — **Physical Science** is a laboratory course studying actions and reactions, energy, and atomic structure. **Biology** develops an understanding of the relationships of man to his environment, of one organism to another, of structures to their functions, and of biological laws and principles to their applications. **Physiology** includes a study of the functions and vital processes of living organisms. **Chemistry** is the science of the composition of substances, the changes that take place in substances, and the causes for these changes. **Physics** is the science of matter and energy: mechanics, heat, sound, light, electricity, magnetism, and the structure of the atom. New textbooks and new methods of teaching the science courses are being introduced. These new courses stress structure and discovery methods instead of rote learning. They have been developed by college professors, secondary teachers, and scientists in industry. **Honor courses** are available in Biology, Physics, and Chemistry.



**FINE ARTS** — Vocal and instrumental music are offered on a elective basis. Art courses offered in High School present challenges to the pupil in the form of problems whose solutions require creativity and skill. These include drawing, painting, print-making, mosaics, collage, weaving, enameling on metal, jewelry design, letter and poster making, clay, wood carving, and all crafts of an artistic nature.

**BUSINESS EDUCATION** — Purpose:

**For all students** — to contribute to general understanding of business, leading to a better knowledge of the American economic system and common business practices.

**For Some Students** — to provide knowledge and skills for initial employment, and a background which will enable them to prepare for future advancement.

2 years of typing and stenography are offered. 1 year of office practice and bookkeeping and 1 semester each of business law and business arithmetic.

**BIBLE** — This is primarily a history and literature course designed to acquaint the student with both the Old and New Testaments. This is an elective offered through the schools, but is financed by the Midland Council of Churches.

**VOCATIONAL EDUCATION** —

**Distributive Education** — A work-study program in which students take 2 or 3 courses besides D.E. at school, then go to a part-time job in the areas of sales and distribution. Most students work 20 or more hours a week. 142 students are presently enrolled in the 2 year program.

**Industrial Cooperative Training** — A work-study program in which students take 2 or 3 subjects besides I.C.T. at school, and then work for about 20 hours per week in a skilled trade or semi-professional occupation, such as mechanic, nurse's aide, laboratory technician, dental technician, etc. 44 students are presently enrolled in the 2 year program.

**Vocational Agriculture** — 3 years offered. These programs are designed to meet the needs of students who plan to enter farming, ranching, or related jobs in industry, business, or agriculture. The school system owns Vo Ag barn for additional activities such as animal husbandry. 94 students are enrolled in the program.

**Cosmetology** — 2 year course available at Carver High only. Taught by a well qualified cosmetologist, this course prepares students to qualify for the State Beauticians Certificate upon graduation. 39 students enrolled.

**Vocational Building Trades** — 2 year course available at Carver High only. Boys are taught the fundamentals of building including carpentry, electric wiring, plumbing, and brick laying to prepare them for employment in the building industry. 37 students are enrolled.

**Industrial Arts** — General shop, woodwork, metal work, mechanical drawing, and electronics are in this classification. The courses are based on technology, and require solving a variety of real problems which require application of mathematical skills and social science concepts.

**Homemaking** — These courses (3 years) contain units on children, self-understanding, getting along with others, nutrition, meal planning, selecting, caring for and making garments, personal appearance, creative living, family relationships, home nursing, preparation for marriage, home management, housing, and consumer education.

**PHYSICAL EDUCATION** — Instruction is given in rules, skills, and appreciation of strategies in standard sports. Some of the specific types of activities included in the program are: team games and sports; individual games and sports; body conditioning, tumbling and stunts; games and relays; rhythms. First aid, common diseases, nutrition, personal health, alcohol and narcotic affects, tobacco, community health and body mechanics are also taught.

**DRIVER TRAINING** — Taught as a 30 hour classroom course of driver education theory in 9th grade Physical Education. The student takes a State Highway Test and is then eligible for a temporary drivers license. See section on Summer School for Under-the-Wheel course.

**Honor Classes** — Available in grades 10, 11 and 12 in the following areas — English II, III, and IV; Latin II and Spanish II, Geometry, Algebra II, Elementary Analysis; Biology, Chemistry, and Physics. These are planned for students with a high level of achievement. They are intended to be depth studies and are designed to be stimulating to accelerated students. There are definite criteria for admission to these courses and parental permission is needed.

**Advanced Placement Tests** — Offered in the following courses: American History, World History, Algebra I and II, Related Math, Chemistry, French I, and 11th grade English. Each exam is equal in difficulty to the regular final of the course and covers the full material of the course. Each exam is 3 hours in length and a minimum score of 80 is required before credit can be given. Students must apply for these tests a month in advance, and must have parental approval. Students may use the credit for early graduation, but they must earn at least 14 of their 20 credits in regular classwork.

**Correspondence Course Work** — Pupils in grades 9 to 12 may earn the twenty units required for graduation by correspondence. Credit by correspondence cannot be used to accelerate graduation except in emergencies. Only courses from institutions approved by the Superintendent of schools can be counted for High School credit.



# INTER- SCHOLASTIC ATHLETICS



A program of interscholastic athletics is conducted for boys in grades 7 through 12 on a voluntary basis for those students who display exceptional athletic ability. Activities offered are:

**7th and 8th Grades** — Football, Basketball, Track

**9th Grade** — Football, Basketball, Track, Tennis (girls and boys). Swimming, Baseball, and Golf (last 3 in High School buildings only)

**10th, 11th, and 12th Grades** — Football, Basketball, Track, Baseball, Swimming, Golf, and Tennis (girls and boys)

In 1963, 1,400 students participated in competitive athletics in Midland. The success in this program is shown by the awards received. During the period of 1957 to 1963 there were 15 District Titles, 5 Bi-District Titles, 1 Football State Championship (Carver High), 4 Cross-Country State Championships, 36 All-District 2-4A players, 6 AAAA All-State athletes, 7 first place individual winners in University Interscholastic League state events, at least 100 trophies, and 59 athletic scholarships. The value of the scholarships was \$252,750. Increased participation has required an increased athletic staff from 22 in 1957 to 53 today.

The Budget of the Athletic Department in 1963-64 was about \$114,000.00.

Gate receipts for all events came to about \$70,000.00.

# OTHER HIGH SCHOOL ACTIVITIES



These clubs are available for students interested. They meet after regular school classes with teacher sponsors.

Art Club	Yearbook
Chemistry Demonstration Club	Marching Band
Stagemasters Club	Key Club
Future Homemakers of America	Rebel Brigade
Future Teachers of America	Bull Dog Posse
Physiology Club	Industrial Arts Club
Math Club	Foreign Language Club
Junior Historians	Business Education Club
Medical Careers Club	National Forensic Club
Future Farmers	Student Council
National Honor Society	

**YOUTH CENTERS** — Midland, Lee, and Washington Youth Centers have been built close to the 3 High Schools by donations of the citizens of Midland, not school bonds. Each one has a director. Part of the maintenance cost is from Community Chest funds. They provide pool tables and pingpong tables for games, juke boxes for dances, and lunch facilities. Midland and Lee Youth Centers charge a fee of \$5 for upperclassmen and \$2.50 for 9th graders. 9th graders only use the facilities before 5 P.M. on school days. There are about 1150 members at Lee and 950 at Midland. Washington Youth Center, which serves the students of Carver Junior-Senior High, charges \$1 and has about 60 members. They offer games, weekly dances, baseball, and tennis.



## DROPOUT STUDIES

National interest in the dropout has grown in the last few years because the job potential for an unschooled person has dropped critically. Midland schools study the local dropout in depth and plans are made to curtail this problem. There were 284 dropouts in 1963, but only 203 in 1964. This is a drop from 3.9% to 2.7% of all students in grades 7-12. The percentages in Latins dropped from 12.5 to 7.9; in Negroes from 5.9 to 3.9; in Anglos from 3.0 to 2.1.

There is a pattern to the characteristics of the dropout and this has been generalized into 8 flags, through the study of which most dropouts can be detected long before the actual leaving of schools. These flags are:

- Multi-failure — failing in 2 or more subjects.
- Two years behind — this throws the child into a different emotional age group.
- Poor attitude — this concerns his attitude to other children and his learning eagerness.
- Non-participation — does not join into any school activity.
- Peer-isolation — no association with any other student.
- Non-conforming — resistance to staff authority.
- Previous dropout — may dropout many times before final break.
- Low achievement — over-all lack.

A program is in the offing to detect the dropout as early as the fifth grade. This work will be done by the principal and the counselor of each school. The average dropout is in the 10th grade, an average student economically, carrying a D average, has an average IQ, and no saleable skill. In the Midland area there are approximately 750 children of school age who are not attending school.

### Ethnic Groups In Midland Schools —

	Elementary	Jr. & Sr. High
Anglo	78.02%	83.82%
Latin-American	11.05%	6.46%
Negro	10.93%	9.72%

The city of Midland has a very high educational level. The median years of school completed by adults is 12.5 years. However, there are approximately 3,600 adults with 6 years or less of education. The median education of non-whites in Midland is 8.8 years. (1960 census)

## SPECIAL SERVICES

**ADULT EDUCATION** — A self-supporting community service open to anyone 18 or over, or who is not enrolled in Midland Schools. Fee is \$15 per course. This covers 30 class meetings, including teachers' fees, which are \$7.50 per hour. Instructors are Midland public school teachers or former teachers. Classes must have a minimum of 15 persons, and any course will be offered if enough people are interested. Program operates on a 2 semester basis. No credit is given, therefore it cannot be used at present for finishing High School by students who have dropped out.

**LIBRARIES** — Each school has a library. Librarians are discussed under the Personnel section. Elementary schools are furnished some library funds by the school system and further purchases can be made by the P.T.A.s. The elementary principals are in charge of the library, but in many cases the libraries are staffed by mothers. As an over-all average there are about 7 books for each student. The ideal national figure is 10 per child.

**HEALTH SERVICES** — 7 nurses are employed by the school system. Regular health surveys are conducted by the nurse to measure and evaluate vision, hearing, and physical growth of individual pupils. Responsibility for medical care of the pupil remains with the family. In cases where the family cannot provide proper care, the school health services will undertake to secure the needed treatment through other community agencies, with the approval of the child's parents. The Midland County Tuberculosis Society sponsors T. B. patch tests in the 1st, 5th, 8th, and 12th grades. A group of dentists from the Midland Dental Association makes dental inspections in the schools on a volunteer basis. Parents of children are sent a list of common communicable diseases with minimum exclusion periods.

**READING CENTERS** — Each Junior and Senior High School has a reading center. This room contains special materials, and a teacher in charge where a pupil may increase his reading speed and comprehension. Pupils may be referred by teachers or parents, or may choose to work here on their own. 6 weeks is usually considered sufficient time. Pupils may do this work before or after school or may be pulled from Physical Education for it. It is considered not only remedial, but also developmental.

**TRANSPORTATION** — Transportation is provided for all pupils living 2 or more miles from school and outside the limits of the City of Midland. There are 16 bus routes and 894 bus students. State and local funds are used for this service. School vehicles are to be used only on official school business, and they must be driven only by an employee or official of the Midland Public Schools. Total mileage for 1963-64 was 346,431 miles.





**LUNCH PROGRAM** — A Dietician who has a degree in Foods and Institutional Management is in charge of cafeterias and meal planning. Midland schools operated 27 school cafeterias serving 1,522,409 meals in Fiscal year ending August 31, 1964. Elementary pupils pay 30 cents. Junior High and Senior High pupils pay 40 cents. Extra milk costs 3 cents. Participation in the Federal Lunch program permitted the cafeterias to serve 94,453 free lunches last year to students unable to pay. This represents about \$38,500. During the last fiscal year, Midland received \$163,239 in Federal funds for lunches and \$23,214 for milk. \$89,630 was in the form of surplus commodities and \$73,609 direct funds. Without participation in the program the price of lunches would increase to approximately 65 cents. This would sharply reduce the number of students eating at the cafeterias. We now have 52% of the students participating — 15% in High School, 40% in Junior High, and 70% in the elementary schools. Odessa, with a much higher lunch price, found that student participation dropped to about 17%. Local program part is 71% and the Federal part is 29%

**SUMMER SCHOOL** — 3 types of programs are taught in summer school.

1. Academic
2. English classes for non-English speaking pre-schoolers
3. Under-the-wheel Driver Training

The Academic program provides remedial studies for pupils in grades 4 and up. It gives pupils an opportunity to make up courses failed in regular school terms. It also allows them to accelerate their educational program, or take courses that cannot be fitted into their regular schedule. **Tuition** is \$20 for 1 semester 1/2 credit course and \$40 for a 1 credit course.

The English classes for non-English speaking pre-schoolers is conducted for 40 days. Each child receives a minimum of 3 hours of actual classroom instruction per day. Pupils eligible to enter the first grade are screened in March for this. The cost is paid by the State of Texas. About 115 students in 5 classes attended in the summer of 1964. This program has cut down significantly on the number who must repeat first grade.

Driver-Training courses begin shortly after June 1 of each year. The fee is \$20. It consists of 6 hours observation and 6 hours of driving.

**SPECIAL EDUCATION CLASSES** — Offered to the following groups:

1. Trainable mentally retarded (IQ 35 to 70)
2. Educatable mentally retarded (IQ 50 to 70)
3. Speech handicapped
4. Orthopedically handicapped
5. Severely hard of hearing

Additional special education programs may be authorized when the need for them is established. A minimum of 4 pupils is needed to start a unit. The placement criteria for each of the above groups are specific and the parents' permission must be obtained. Most of the classes are held at North Elementary. At Austin Junior High, 2 units for the oldest mentally retarded are held. 9 special education teachers are employed, all of whom have special training in their fields and meet state requirements.

For special education students in the 16-18 age range, a program (a cooperative venture of the Special Education and Vocational Rehabilitation Division of the Texas Education Association and the Midland School District) has been functioning since February 1962. It is an on-the-job training program, helping the student develop a practical knowledge, skill, and attitude which will prepare him eventually for employment. A Vocational Adjustment Coordinator works with this group and makes initial contact with business firms, supervises the pupil at this training station, and visits him regularly. Students are placed only in training situations where they can become assets to the employer. During this training period a tuition fee is sometimes paid the employer.

**HOMEBOUND STUDENTS** — Any student who is "homebound" and must be away from the classroom for 6 weeks or more due to illness or injury, may be instructed in the hospital or at home for 3 hours a week by a certified teacher employed by the school system for this purpose. Parental permission and a doctor's certificate of need must be obtained.



# TEXTBOOK SELECTION



Textbooks are selected for the public schools of Texas each year in about 1/6th of the subjects taught. The selection of textbooks is a partnership process between state school officials and local school boards. Participation of laymen and professional educators is involved. A board of 21 elected members, the State Board of Education, issues a Textbook Proclamation each May inviting publishers to present their bids on books to be selected that year. A 15 member State Textbook Committee is appointed from classroom teachers and administrators. On July 10th each year, the Commissioner of Education sends to each school a complete list of textbooks offered by the publishers. This list is publicized through local news media and is available to any citizen. The State Textbook Committee hears citizens objections on any of these books between September 1 and 15th. The Textbook Committee reviews and reads all books to be offered and makes its report in early October. The report to the State Commissioner lists not more than 5 and not less than 2 titles for each subject. This assures that the local school board may have a choice.

The Commissioner studies the Textbook Committee's report, assisted by the Texas Education Agency staff members, who review the recommended books to see if they are suitable, present factual information, and adhere to American ideals. The Commissioner may not add titles, but may remove books from the list. In November citizens may ask for hearings before the State Board of Education if they are not satisfied. The State Board then adopts the textbooks and approves contracts for their purchase.

The **Midland School Board** appoints a Local Textbook Committee in September of each year. It is composed of the Superintendent and 15 teachers from the fields in which books are being selected.

The Superintendent also appoints a group of Advisors to the Committee. One of the groups will contain a teacher representing each building where a new book will be used. All classroom teachers have an opportunity to study the books. The advisors make recommendations to the Committee. Publishers' representatives are invited to talk about their offerings.

A public hearing is set up where the citizens may voice their opinions on the books. The School Board then either accepts or rejects the books recommended to it by the Committee each February. The local schools may buy books to supplement the state approved books, but may not substitute another.

## HOW CITIZENS HELP THEIR SCHOOLS

**PARENT-TEACHER ASSOCIATIONS** — Each school has a Parent - Teacher organization to help bring home and school into closer relationship, for intelligent cooperation and development of the school program, and for exchange of information between parents and teachers. These groups do not have responsibility for general school policy, and do not take part in the administration. They send representatives to the meetings of the school board. They hold carnivals and other events to raise money for the purchase of equipment not provided for in the school budget, such as additional library books. All gifts must have Board of Education approval. Through the cooperation of these groups and the principals, parents receive periodic news letters about school and P.T.A. activities. They are linked through membership to the State and National Congresses of Parents and Teachers.

**CITIZENS ADVISORY COMMITTEE** — A nonpartisan group whose main purposes are to help achieve the best possible education for Midland's young people, and to be a means of communication between townspeople, teachers, the Board of Education, and the administration. Such a Committee can make useful evaluations by considering the accomplishments and future of the schools from a variety of viewpoints. Members are appointed by the Board of Education. These committees are formed whenever the need is felt. An Advisory group was appointed in 1958, and another in the Fall of 1964.

**MIDLAND BOOSTER CLUB** — An organization made up of citizens who wish to support the athletic departments of our High Schools. Any contributor may become a member. These citizens sponsor a \$500 scholarship for a needy athlete each year. They also purchase extra equipment. In 1963 they purchased traveling jackets for all members of our school teams.

**LEAGUE OF WOMEN VOTERS** — Each year, the Midland League of Women Voters supplies information to all voters on candidates for School Trustee positions. League members attend School Board meetings during the year as citizen observers. During 1962, 1963, and 1964, the League has made an extensive study of the Midland school system, its organization, curriculum, and administration. The result of this effort is the publication of this booklet for use by all citizens. The League offers this "Tomorrow's Future Goes to School Today" in the hope that it will increase interest, communication, and understanding between Midlanders and their school system.



## WHAT ARE MIDLAND GRADUATES DOING?

Another possible method of judging our schools is the success of the students. High grades in college, financial success in later life, creative contribution, and good citizenship are various measures of success. However, native ability is sometimes more responsible for success or failure than the education a pupil receives.

A look at the 1964 activity of the 1963 High School graduates:

	CARVER	LEE	MIDLAND	AVG.
Attending College	31.6%	81.0%	66.8%	69.4%
Attending technical, business, or trade schools	0%	1.6%	5.9%	3.5%
Employed full-time	47.4%	12.1%	19.5%	19.1%
Unclassified	21.0%	5.3%	7.7%	8.0%

(included girls married or planning marriage, the unemployed, or graduates changing employment or education when survey made)

## OCCUPATIONAL DISTRIBUTION OF GRADUATES EMPLOYED FULL-TIME

	CARVER	LEE	MIDLAND	AVG.
In Clerical-Office Jobs	None	36.7%	34.0%	26.3%
In Retail Sales and Services	None	33.3%	22.6%	20.0%
In skilled Technical- Mechanical Jobs	None	10.0%	9.4%	7.3%
In Semi-Skilled Services	70.4%	10.0%	17.0%	28.2%
In Armed Forces	29.6%	10.0%	17.0%	18.2%

87.8% of the employed graduates find work in Midland.

Of the graduates attending college, 82 different colleges located in 17 different states and 2 foreign countries are represented.

## SCHOOL STANDARDS

What about recognized Regional and National Standards? The Texas Education Agency, the Southern Association of Colleges and Secondary Schools, and other similar agencies concerned with the accreditation of schools have standards; some are minimum requirements, some are recommended levels, some are desirable goals. In order to be accredited by the TEA, and thereby receive state financial aid, schools must meet minimum standards. Midland schools obviously meet these standards. The Midland performance in specific areas may be compared with these accepted standards to see whether we are merely meeting the minimum requirements or are approaching the levels set as goals.

The National Education Association and similar groups have issued pamphlets to emphasize the importance of quality in public education and to provide citizens with yardsticks for measuring the quality of their schools.

Many communities contract for an evaluation of local schools by educational consultants from outside the city. Of course, good school administrators are engaged in continuous evaluation of their systems and programs, but sometimes they feel that outside, objective analysis can be helpful. See "How Citizens Help Their Schools" under Citizens Advisory Committee.

No discussion of schools proceeds far without the question, "Just how good are our schools?" The answer is important: to parents wondering whether their children are being well or poorly equipped to live in tomorrow's world; to colleges wondering whether our graduates should be admitted; to burdened taxpayers wondering whether the schools are worth their cost; to employers wondering where they will find trained minds and hands for the work and growth of the city's business; to industries and individuals considering a move to Midland.

Good education seeks to provide a setting in which the individual student may achieve the greatest possible development of his potentialities. "Potentialities" are not accurately measurable. When we try to define "greatest possible development", we are led into judgments regarding the proper balance in an adult between intellectual, vocational, and social skills—questions to which each family may well have different answers. Dealing with human personalities in situations that can't be measured, a school system is not an entity that is easily and accurately evaluated. It will be apparent that there are no clear-cut answers. The individual citizen must make a real effort to seek reliable and responsible sources of information in order to contribute to the community effort in education an informed and balanced judgment.



## SELECTED READINGS

Association for Supervision and Curriculum Development. **The High School We Need**, 1961. Available from National Education Association, Washington 6, D.C. 34 pages. 50 cents.

Association for Supervision and Curriculum Development. **The Junior High School We Need**, 1961. Available from National Education Association, Washington 6, D.C. 34 pages. 50 cents.

Bruner, Jerome S. **The Process of Education**, 1960. A report on the findings on new educational methods of the 1959 Woods Hole, Massachusetts, Conference. Cambridge, Massachusetts, Harvard University Press. \$2.75. Committee for Economic Development. **Paying for Better Public Schools**, December 1959. Available from Committee on Economic Development, 711 Fifth Avenue, New York 22, N.Y. \$2.00.

Conant, James Bryant. **Recommendations for Education in the Junior High School Years**, 1960. Available from Educational Testing Service, 20 Nassau Street, Princeton, N.J. 50 cents.

Conant, James Bryant. **The American High School Today**, 1959. New York: McGraw-Hill Book Company, Inc. \$1.00.

Gross, Neal. **Who Runs Our Schools?** 1958. New York: John Wiley & Sons, Inc. \$5.00.

Groves, Harold. **Financing Government**, 1957. Standard reference on all aspects of government finance. Part I discusses taxation in general; pages 455 - 467 cover expenditures for public education; pages 481 - 491 cover state and federal aid. New York: Henry Holt & Co. \$7.00.

Koerner, James D. **The Case for Basic Education**, 1959. A program of aims for public schools written by several specialists in the basic subjects. Boston: Atlantic-Little, Brown and Company. Also available from the Council for Basic Education, 725 Fifteenth Street, N.W. Washington 5, D.C. This organization publishes other material and books on basic education. \$4.00.

National Committee on Employment of Youth. **Dropouts: Number One Challenge to America's Schools**, March 1961. Available from National Council on Employment of Youth, 419 Park Avenue South, New York 16, N.Y. 19 pages. Free.

## HOW YOU MAY HELP

Visit your schools . . . study their programs.

Attend School Board meetings — 2nd and 4th Tuesdays — 1:30 P.M.  
Administration Building  
702 North N Street

Support candidates of your choice in school board elections.

Express yourself as a citizen and taxpayer.



**PRICE 25¢**

HOWARD-MIDLAND



## CANDIDATES FOR 3 YEAR TERM-TWO TO BE ELECTED

QUESTIONS	Daniel A. Nellis	Mrs. Shan Schaar	John E. Fick	Ruth K. Wilson
<p>1. Do you agree that the function of a board of education is to establish policies for the school system, and that the function of the superintendent is to administer those policies?</p>	<p>YES</p>	<p>YES</p>	<p>YES</p>	<p>YES</p>
<p>2. Give specific ways in which you feel the relationship between the board and the public could be improved?</p>	<p>BY HONEST CONSIDERATION OF WHAT THE PUBLIC SAYS OR PROPOSES WITH REGARD TO ITS SCHOOL SYSTEM.</p>	<p>MAKE PUBLIC MORE AWARE OF BOARD ACTIVITIES, INFORMED OF PROBLEMS BROUGHT TO BOARD AND REASON FOR BOARD DECISIONS. HOLD MEETINGS AT VARIOUS SCHOOLS OCCASIONALLY - POSSIBLE TOWN MEETINGS AT WHICH EDUCATIONAL GOALS AND PROBLEMS WILL BE DISCUSSED.</p>	<p>a. CLOSE ATTENTION BY THE BOARD TO ANY PUBLIC REPORTS MADE OF ITS ACTIVITIES, ITS PLANS OR ITS MOTIVES WHEREVER INCOMPLETE OR POSSIBLY MISLEADING INFORMATION APPEARS IN THE MEDIA. PROMPT CLARIFYING INFORMATION MUST BE FURNISHED BY THE BOARD TO THE MEDIA AND CONTINUED ATTENTION BE MAINTAINED TO SEE THAT SUCH CLARIFYING INFORMATION RECEIVES AS MUCH ATTENTION AS THE INITIAL INCORRECT OR INCOMPLETE REPORTS RECEIVED.</p> <p>b. BOARD MEMBERS COULD ACCEPT OR SEEK OUT ADDITIONAL OPPORTUNITIES TO ADDRESS CITIZENS GROUPS AS MUCH TO RECEIVE SUGGESTIONS AND COMPLAINTS AS TO PRESENT BOARD POINTS OF VIEW.</p> <p>c. WHERE CONCISE AND EASILY UNDERSTOOD PRINTED EXPLANATIONS OF BOARD POLICIES ARE TIMELY AND WOULD SERVE TO CLARIFY OR EXPLAIN ANY MATTERS WHICH SEEM TO BE MISUNDERSTOOD BY LARGE NUMBERS OF THE PUBLIC, THEY SHOULD BE PREPARED AND DISTRIBUTED, PROBABLY THROUGH THE DISTRIBUTION SYSTEM OF THE SCHOOLS.</p> <p>d. SCHOOL BOARD MEETINGS SHOULD BE HELD ANYWHERE IN THE CITY WHERE IMPORTANT NEIGHBORHOOD MATTERS ARE BEING DECIDED.</p>	<p>a. A BOARD MEMBER SHOULD ANSWER EVERY QUESTION HE IS ASKED NO MATTER HOW LONG IT TAKES TO GET THE INFORMATION - KEEP LIST CALLS AND ANSWER VIA POSTAL CARDS OR LETTERS.</p> <p>b. WORK TO PUBLISH A BUDGET EVERYONE COULD UNDERSTAND.</p> <p>c. BOARD MEMBER SHOULD BE INFORMED ABOUT SCHOOL SYSTEM - GIVE TALKS TO GROUPS.</p> <p>d. OCCASIONALLY HOLD BOARD MEETINGS AT DIFFERENT SCHOOL - PUBLIC AND PTA INVITED.</p> <p>e. CONSIDER HIRING PUBLIC RELATIONS PERSON FOR BOARD.</p> <p>f. GIVE NEWS MEDIA WRITTEN INFORMATION ABOUT BOARD PROBLEMS.</p>
<p>3. In order to eliminate the Education Fund deficit and provide for increasing enrollment and increasing costs, would you ask for a tax rate increase or would you make cuts in the educational program? (Note: 83% of the Educa-</p>	<p>NO ANSWER</p>	<p>I WOULD MUCH PREFER TO ASK FOR A TAX INCREASE.</p>	<p>IF THE PUBLIC INDICATES RESISTANCE TO TAX INCREASES, PROGRAM CUTS ARE REGRETTABLY INEVITABLE.</p>	<p>REQUIRES CAREFUL STUDY AND I WILL KEEP AN OPEN MIND.</p>



1965-66, the remaining 17% was for heat, utilities, equipment, supplies, etc.)

4. Are you in favor of continued use of available state and federal funds?

YES

IF THE BENEFITS TO THE COMMUNITY EXCEED THE PROBLEMS OF THE RED TAPE AND STRINGS ATTACHED TO PROGRAM, I WOULD FAVOR THE USE OF AVAILABLE STATE AND FEDERAL FUNDS.

RECOGNIZE NECESSARY FUND COMMITMENT TO STATE AND FEDERALLY AIDED PROGRAMS...CONSIDERING OUR FUNDING PROBLEMS, RE-EVALUATION OF STATE AND FEDERAL AID RECOMMENDED. LOCAL NEEDS FOR TIED FUNDS COULD OUTWEIGH THE VALUES OF PARTICIPATING IN SUCH PROGRAMS.

YES

5. Are you concerned about all the children and the entire school system or for specific groups and parts of the system?

ALL CHILDREN

I AM CONCERNED WITH THE ENTIRE SCHOOL SYSTEM.

MORE NEEDS TO BE DONE FOR DISADVANTAGED CHILDREN...CAN BE DONE WITHOUT SACRIFICING INTERESTS OF OTHER CHILDREN.

I AM VITALLY CONCERNED ABOUT ALL CHILDREN AND ENTIRE SCHOOL SYSTEM.

6. In what ways could the educational program and other aspects of the school system be improved?

I DON'T KNOW - THIS WOULD REQUIRE STUDY BY QUALIFIED CONSULTANTS.

SUCH PROPOSED CHANGES SHOULD LOGICALLY COME FROM THE EXPERTS: TEACHERS WHO TEACH THE COURSES AND THE ADMINISTRATORS HIRED FOR THESE PURPOSES.

MORE ATTENTION TO ABILITY GROUPING, RECONSIDERATION OF THE LENGTH OF CLASS PERIODS IN HIGH SCHOOLS AND SPECIAL TRAINING FOR CHILDREN LIKELY TO BECOME DROPOUTS SEEM TO ME MATTERS WHERE IMPROVEMENTS COULD BE ACHIEVED.

a. USE OF TEACHERS AIDS INCREASED. b. REMEDIAL WORK TO COMBAT DROPOUTS AND ILLITERACY PROBLEMS. c. MORE USE OF CONTEMPORARY TEACHING METHODS; LESS ROTE LEARNING. d. REVIEW JUNIOR HIGH PROGRAM TO IMPROVE PREPARATION FOR COLLEGE ENTRANCE AND VOCATIONAL TRAINING. e. COMPARE OUR PROBLEMS WITH THOSE OF OTHER SCHOOL SYSTEMS. f. PUBLICIZE REASONS FOR ADOPTING NEW PROGRAMS. g. BETTER NEW TEACHER ORIENTATION.

7. What is your educational background?

B. A. POLITICAL SCIENCE  
M. A. VOCATIONAL REHABILITATION COUNSELING.

B. S. BUSINESS ADMINISTRATION  
MILLIKIN UNIVERSITY  
M. S. ACCOUNTING - UNIVERSITY OF ILLINOIS  
C. P. A. STATE OF ILLINOIS

A. B. DEGREE. TEACHING OF SOCIAL STUDIES-UNIVERSITY OF ILLINOIS 1958. PHI BETA KAPPA  
LLB HARVARD LAW SCHOOL, 1965

BUSINESS COLLEGE GRADUATE WITH TEACHING CERTIFICATE.  
B. A. MILLIKIN U. - SPEECH U. OF I. GRADUATE COURSE IN ADULT EDUCATION  
STUDYING FOR M. S. IN EDUCATION AT MILLIKIN U.



## CANDIDATES FOR 3 YEAR TERM-TWO TO BE ELECTED

QUESTIONS	Daniel A. Nellis	Mrs. Shan Schaar	John E. Fick	Ruth K. Wilson
8. What organizations have you been active in - community, service, social, others?	MENTAL HEALTH ASSOCIATION WEBSTER HALL	P. T. A. CUB SCOUTING HADASSAH ILLINOIS SOCIETY OF CERTIFIED PUBLIC ACCOUNTANTS	NEWCOMERS NEWTOWNERS YMCA	NATIONAL COLLEGIATE PLAYERS (DRAMATICS HONORARY), ALPHA E SILON RHO (RADIO-TV HONORARY) SPOUSE AND SPARKLE DANCE CLUB YMCA, WORKED ON TEENTOWN COM- MITTEE-YWCA, DECATUR TENNIS CLUB, ILLINOIS POWER COMPANY FELLOWSHIP CLUB, MILLIKIN DE- BATE CLUB, CHILDREN'S THEATRE MILLIKIN, LEAGUE OF WOMEN VO- TERS.
9. In what ways have you pre- viously shown an active inter- est in education?	I HAVE ASSISTED IN GETTING A STATE STATUTE PASSED PER- TAINING TO EDUCATION IN OREGON. ALSO, ASSISTED IN WRITING SCHOLARSHIP PRO- GRAM ORGANIZATION IN OREGON.	P. T. A. VERY ACTIVE FOR 15 YEARS. TAUGHT AT MILLIKIN FOR 7 YEARS.	FOR A TIME AFTER GRADUATION FROM COLLEGE I WAS A HIGH SCHOOL HISTORY TEACHER AT CALUMET HIGH SCHOOL IN CHICAGO, ILL.	PTA COMMITTEES EDUCATION COMMITTEE, LEAGUE OF WOMEN VOTERS, 1963 ATTENDANCE AT SCHOOL BOARD MEETINGS INTEREST IN EDUCATION PROMPTED RETURN TO COLLEGE READ EDUCATIONAL PERIODICALS COLLEGIATE AREA MEETINGS AND CONVENTIONS
10. In addition to attending board meetings, do you have time to study and evaluate, in preparation for making necessary decisions about the schools?	YES	YES	YES	YES
11. Are you prepared to objec- tively face criticism of the school system and of yourself as a board member?	YES	I RECOGNIZE THAT CRITICISMS ARE OFTEN AIMED AT BOARD MEMBERS AND I AM ATTEMPTING TO CONDITION MYSELF TO FACE THESE CRITICISMS OBJECTIVE- LY.	YES	YES. I AM PREPARED TO TREAT SCHOOL BOARD MEMBERSHIP AS I WOULD ANY FULL TIME POSITION.
12. What arrangements for sal- ary negotiations would you favor?	FAIR ARRANGEMENTS.	FOLLOW THE PRESENT AGREEMENT BETWEEN THE BOARD OF EDUCA- TION AND THE DECATUR EDUCA- TION ASSOCIATION. THE OR- GANIZATION WILL FIRST NEGOTI- ATE WITH THE SUPERINTEND- ENT OR HIS REPRESENTATIVE. IF THIS FAILS, THERE WILL BE A MEETING OF ORGANIZATION REPRESENTATIVES WITH REPRESENTATIVES OF THE BOARD AND SUPERINTENDENT. I WOULD LISTEN WITH AN OPEN MIND TO ANY PROPOSED CHANGES.	SALARY PROPOSALS, WHETHER THEY ORIGINATE WITHIN THE SCHOOL ADMINISTRATION OR FROM SUCH GROUPS AS THE DEA NEED EVALU- ATION AND I SUPPOSE "NEGOTI- ATIONS" MAY APTLY DESCRIBE THIS PROCESS. REPRESENTATIVES OF THE BOARD SHOULD BE PREPAR- ED TO LISTEN TO ANY REASONABLE SALARY REQUESTS. I THINK THE BOARD HAS A MORAL OBLIGATION, IF NOT A LEGAL DUTY TO CON- SIDER THE REASONABLE SALARY REQUESTS OF ANY OF THOSE WHOSE SALARIES IT SETS AND TO FURNISH THEM CANDID STATE- MENTS OF THE CONSIDERATIONS WEIGHED BY THE BOARD IN SET- TING SALARY RATES.	I WOULD FAVOR ANY REASONABLE ARRANGEMENT AND WOULD KEEP AN OPEN MIND TO WORK EFFECTIVELY WITH THE OTHER BOARD MEMBERS, SCHOOL ADMINISTRATION AND TEACHER REPRESENTATIVES.



**QUESTIONS SUBMITTED TO THE CANDIDATES FOR SCHOOL BOARD ELECTION, APRIL 8, 1967**  
**LEAGUE OF WOMEN VOTERS - DECATUR, ILLINOIS**

**CANDIDATES FOR 1 YEAR TERM-ONE TO BE ELECTED**

QUESTIONS	Daniel J. Buckley, M.D.	W. Robert Schwandt	Norman V. Williams	Mrs. Edwina Dickey
1. Do you agree that the function of a board of education is to establish policies for the school system, and that the function of the superintendent is to administer those policies?	YES	YES. I WOULD SEEK TO INTERPRET THE AMBITIONS OF THE COMMUNITY IN TERMS OF POLICY GOALS. THE SUPERINTENDENT WOULD BE EXPECTED AND ENCOURAGE TO PLAN, ORGANIZE AND GUIDE HIS STAFF TOWARD ACHIEVEMENT OF THESE GOALS.	YES	YES.
2. Give specific ways in which you feel the relationship between the board and the public could be improved.	BY TELLING THEM THE TRUTH AND ALL THE FACTS	SETTING CLEAR GOALS - COMMUNICATING THEM.	1. PANEL DISCUSSIONS IN DIFFERENT AREAS (2 BOARD MEMBERS, DTA, PTA) ON RADIO OR TV. 2. RADIO HOTLINE SHOWS WHERE REPRESENTATIVES OF EACH GROUP COULD APPEAR AND ANSWER QUESTIONS. 3. HAVE REPRESENTATIVE FROM THE DTA AND PTA ON THE AGENDA OF ALL BOARD MEETINGS. 4. SPEAK UP SHEETS AT ALL SCHOOLS FOR GRIPEs, CRITICISM, INSIGHTS AND IDEAS. 5. PUBLIC RELATIONS MAN FOR BOARD.	THE NEWS MEDIA SHOULD BE KEPT INFORMED OF ALL SCHOOL AFFAIRS AND SHOULD PASS THIS INFORMATION ON TO THE PUBLIC.
3. In order to eliminate the Education Fund deficit and provide for increasing enrollment and increasing costs, would you ask for a tax rate increase or would you make cuts in the educational program? (Note: 83% of the Education Fund was for salaries in 1965-66, the remaining 17% was for heat, utilities, equipment, supplies, etc.)	UNABLE TO ANSWER NOW. I DON'T HAVE ALL THE FACTS	THE STATE LEGISLATURE WILL ALMOST SURELY PROVIDE SOME INCREASE IN FUNDS. NEXT REFERENDUM IN 1968 AFTER CONGRESS AND STATE LEGISLATURE HAVE ACTED AND NEW SUPERINTENDENT ESTABLISHED.	TAX RATE INCREASED AND POSSIBLY CUTS IN EXPENDABLES, IF SUCH EXISTS. EXPENDABLES REFERS TO ANYTHING IN THE SYSTEM FOR WHICH MONEY IS SPENT AND WHICH IS NOT NECESSARY OR AS NECESSARY AS TEACHER'S SALARIES. CAREFUL STUDY BY COMMITTEE OF THREE TEACHERS, THREE BOARD AND THREE PTA MEMBERS.	NEITHER ONE AT THIS TIME.
4. Are you in favor of continued use of available state and federal funds?	YES, AS LONG AS THERE ARE NO RESTRICTIONS THAT WOULD HAMPER EDUCATION.	YES AND DETERMINED EFFORT TO GET MORE.	YES	YES.
5. Are you concerned about all the children and the entire school system or for specific groups and parts	ALL	CONCERNED WITH SCHOOL AS AN ENTIRETY.	ALL	ALL OF THE SCHOOL SYSTEM.



state and federal funds?	THAT WOULD HAMPER EDUCATION.			
5. Are you concerned about all the children and the entire school system or for specific groups and parts of the system?	ALL	CONCERNED WITH SCHOOL AS AN ENTIRETY.	ALL	ALL OF THE SCHOOL SYSTEM.
6. In what ways could the educational program and other aspects of the school system be improved?	UNABLE TO ANSWER AT PRESENT TIME.	NEW SUPERINTENDENT WILL SURELY POINT OUT WEAKNESSES. I CAN WAIT.	THIS NEEDS RESEARCH AND DIALOGUE.	MORE CLASSROOM TEACHERS AND AN ACCELERATED PROGRAM IN THE LOWER GRADES.
7. What is your educational background?	B. S. AND M. D. UNIVERSITY OF MICHIGAN	B. S. IOWA STATE UNIVERSITY AND CONTINUED OTHER COURSES	B. A. MILLIKIN UNIVERSITY UNIVERSITY OF CHICAGO B. D. GRADUATE STUDY AT DE PAUL 3 YEARS, LOYOLA 1 YEAR.	B. S. DEGREE IN ELEMENTARY EDUCATION FROM MILLIKIN UNIVERSITY.
8. What organizations have you been active in - community, service, social, others?	MEDICAL SOCIETIES CANCER SOCIETY	Y. M. C. A. (VICE-PRESIDENT OF BOARD); DECATUR MUNICIPAL BAND; AMERICAN FEDERATION OF MUSICIANS; MILLIKIN-CIVIC ORCHESTRA; ELDER, FIRST PRESBYTERIAN CHURCH; DECATUR TENNIS CLUB; ASSOCIATION OF COMMERCE	CHURCH	MEMBER OF EASTERN STAR.
9. In what ways have you previously shown an active interest in education?	BY TRAINING MY SIX CHILDREN AND PAYING TAXES.	P. T. A.; COMMITTEE OF 100 ON SCHOOL PROBLEMS; DROP OUT STUDY; MUSIC AND ATHLETIC ACTIVITIES	ENGLISH TEACHER 4 YEARS IN OREANA-ARGENTA HIGH SCHOOL.	SIX YEARS FULL TIME TEACHING AND SIX YEARS OF SUBSTITUTING.
10. In addition to attending board meetings, do you have time to study and evaluate, in preparation for making necessary decisions about the schools?	YES	HAVE ALREADY STARTED LEAGUE OF WOMEN VOTERS DATA, BUDGETS, ETC.	YES	I THINK I HAVE TIME OR I WOULD NOT HAVE BECOME A CANDIDATE.
11. Are you prepared to objectively face criticism of the school system and of yourself as a board member?	YES	NO PROBLEM.	YES! CRITICISM IS OUR GROWING EDGE. OUR HOPE OF GAINING SOME KIND OF OBJECTIVITY! IF PEOPLE WILL CRITICIZE US VIGOROUSLY AND IF WE WILL LISTEN, WE WILL LEARN AND WILL MAKE PROGRESS.	I THINK SO.
12. What arrangements for salary negotiations would you favor?	THE SUPERINTENDENT SHOULD HANDLE THIS WITH OUR DIRECTIONS AND BACKING	SUPERINTENDENT WILL BE SPOKESMAN FOR THE BOARD, TEACHERS REPRESENTATIVES WILL BE CONSULTED. COMPROMISES SOUGHT.	D. T. A. NEGOTIATING COMMITTEE AND THE BOARD OF EDUCATION.	THE BOARD SHOULD MEET FREQUENTLY WITH THE TEACHERS TO EXCHANGE VIEWS.



## CANDIDATES FOR TWO YEAR TERM - ONE TO BE ELECTED

QUESTIONS	J. J. Breitman	Karl F. Burgstahler	Yessayi H. Mardrossian	Mrs. Mary M. Bond
1. Do you agree that the function of a board of education is to establish policies for the school system, and that the function of the superintendent is to administer those policies?	YES. BOARD SHOULD AIM FOR INCREASED OR IMPROVED CITIZEN INTEREST AND PARTICIPATION.	YES	YES	YES
2. Give specific ways in which you feel the relationship between the board and the public could be improved.	EMPLOYMENT OF A FULL TIME PUBLIC RELATIONS PERSON. FULLER COOPERATION WITH CITIZEN CONSULTING COMMITTEE. SEEK PTA ATTENDANCE AT MEETINGS TO DISSEMINATE INFORMATION TO VARIOUS GROUPS. FULLER USE OF NEWSPAPER, RADIO AND TELEVISION FOR NEWS RELEASES.	THE PRESENT LOW LEVEL OF RESPECT BETWEEN THE SCHOOL BOARD AND THE PUBLIC IS A SYMPTOM OF A LACK OF CONFIDENCE. INFORMATION, ADEQUATELY AND CREATIVELY PRESENTED WOULD RESTORE PUBLIC RESPECT FOR THE SCHOOL BOARD. I HAVE PREPARED A PROGRAM TO DO THIS AND, IF ELECTED, WILL PROPOSE ITS ADOPTION BY THE BOARD.	PUBLICIZE BOARD MEETINGS AHEAD OF TIME WITH SUFFICIENT NOTICE SO THAT PEOPLE MAY ATTEND, INVITE NEWS MEDIA TO MEETINGS SO THEY CAN RELATE IMPORTANT ITEMS TO THE PUBLIC, PUBLISH BOARD MEETING PROCEEDINGS AND DISTRIBUTE COPIES TO THE P.T.A. PRESIDENTS, THE SCHOOL PRINCIPALS AND DEA.	I THINK THE PEOPLE NEED TO KNOW THE CONDITIONS OF DISTRICT #61 - GOOD OR BAD. THESE ARE THEIR CHILDREN WITH WHOM WE ARE DEALING AND THEIR MONEY.
3. In order to eliminate the Education Fund deficit and provide for increasing enrollment and increasing costs, would you ask for a tax rate increase or would you make cuts in the educational program? (Note: 83% of the Education Fund was for salaries in 1965-66, the remaining 17% was for heat, utilities, equipment, supplies, etc.)	a. WE WILL AT THIS POINT HAVE TO ASK FOR TAX RATE INCREASE. b. WORK FOR A CHANGE IN THE TAX SYSTEM. SUGGEST A FLAT RATE INCOME TAX IN LIEU OF REAL ESTATE TAX. c. THE LEAST DESIRABLE WOULD BE TO MAKE CUTS IN THE EDUCATIONAL PROGRAM. I WOULD FIGHT THIS TO THE LAST. d. I PREFER TO CUT NON-ACADEMIC PORTIONS IF NECESSARY.	I WOULD ASK FOR A TAX RATE INCREASE - FIRST MAKING SURE THERE WAS NO "EXCESS FAT" IN THE PRESENT EDUCATIONAL PROGRAM.	THIS IS A VERY IMPORTANT QUESTION AND IT REQUIRES STUDY AND FURTHER INVESTIGATION. IT IS POSSIBLE A COMPROMISE SOLUTION MAY BE OBTAINED BY REVISING THE EDUCATIONAL PROGRAM, THUS REDUCING COST AND A SLIGHT INCREASE IN TAXES TO BALANCE OUT THE NEEDS.	AS A PARENT, I FEEL MORE SCHOOLING IS NEEDED BUT PERHAPS IN A MANNER WHICH GIVES THE TEACHER A LITTLE MORE FREEDOM IN TEACHING. MORE MONEY WILL BE NEEDED I AM SURE AND AS A TAX PAYER I FEEL I SHALL BE ASKED TO SUPPLY PART OF THAT MONEY.
4. Are you in favor of continued use of available state and federal funds?	SO LONG AS FUNDS FOR EDUCATION ARE BASED ON REAL ESTATE TAXES, WE MUST ACCEPT STATE AND FEDERAL AID. LOCAL AUTONOMY IS PREFERRED.	YES	YES, AND IF POSSIBLE INCREASE OUR ALLOTMENT, SINCE IT IS OUR TAX MONEY WE ARE PAYING TO THE FEDERAL AND STATE GOVERNMENT.	YES! ISN'T THIS PART OF OUR MONEY AS TAX PAYERS? I DO NOT BELIEVE THE STATE OR GOVERNMENT SHOULD RUN THE SCHOOLS.
5. Are you concerned about all the children and the entire school system or for specific groups and parts of the system?	ALL. I COULD NOT CONSCIENTIOUSLY BE CONCERNED WITH ANY BUT THE TOTAL PICTURE. "I HAVE NO AX TO GRIND."	I AM INTERESTED IN AND WILL WORK FOR ALL THE CHILDREN AND THE ENTIRE SCHOOL SYSTEM.	ALL CHILDREN AND THE WHOLE SCHOOL SYSTEM.	I AM CONCERNED FOR ALL CHILDREN. THE GIFTED NEED HELP AS DOES THE SLOW LEARNED. I BELIEVE IN SPECIAL EDUCATION AND AM MUCH INTERESTED IN SEEING MORE WORK DONE IN THIS AREA.
6. In what ways could the educational program and other aspects of the school system be improved?	a. WE HAVE AT PRESENT A BETTER THAN AVERAGE SYSTEM. b. TEACHERS SHOULD BE EMPLOYED AS SUCH. NON-CERTIFIED PEOPLE COULD BE USED FOR NON-ACADEMIC DUTIES. c. STU-	I BELIEVE THAT LARGE NUMBERS OF CHILDREN COULD BE BENEFITED BY EXPANSION OF THE VOCATIONAL PROGRAMS.	BY HAVING BETTER QUALIFIED "TECHNICAL AND PROFESSIONAL PEOPLE" ON THE SCHOOL BOARD.	I BELIEVE MORE TEACHING BY TEACHERS WITHOUT ALL THE COLLECTIONS, INTERRUPTIONS, ETC.



	<p>MOTIVATED. d. SYSTEM FOR RE-EVALUATION OF TEACHERS PERIODICALLY. HOW? e. LESS "BUSYWORK" FOR STUDENTS. CLOSER TEACHER SUPERVISION BY DEPARTMENT HEADS AND PRINCIPALS. f. WOULD LIKE TO INVESTIGATE THE POSSIBILITY OF UNGRADED CLASSES AND TEAM TEACHING. g. MAINTAIN HIGH TEACHER MORALE.</p>			
7. What is your educational background?	<p>UNIVERSITY OF ILLINOIS ONE YEAR. WORLD WAR II INTERFERED WITH MY COMPLETING EDUCATION. HOWEVER, I HAVE ENDEAVORED TO FURTHER MY EDUCATION BY READING WIDELY.</p>	<p>H. S. GRADUATE, WITH 3 YEARS COLLEGE CREDITS. REGISTERED MEDICAL TECHNOLOGIST.</p>	<p>M. S. IN MECHANICAL ENGINEERING.</p>	<p>B. A. MILLIKIN UNIVERSITY GRADUATE WORK AT MILLIKIN AND ILLINOIS STATE UNIVERSITY.</p>
8. What organizations have you been active in - community, service, social, others?	<p>DECATUR CHAMBER OF COMMERCE ILLINOIS NATIONAL GUARD AMERICAN BUSINESS CLUB ROYAL ARCANUM YMCA</p>	<p>EASTER SEAL SOCIETY, BOARD MEMBER AND VICE PRESIDENT.</p>	<p>CHAMBER OF COMMERCE TOASTMASTERS</p>	<p>PTA - PRESIDENT OAKLAND PTA DEACTUR PTA COUNCIL - CHAIRMAN OF TWO COMMITTEES. DECATUR AREA COUNCIL OF CHURCHES. YWCA, COMMITTEE MEMBER</p>
9. In what ways have you previously shown an active interest in education?	<p>BEING THE FATHER OF ONE COLLEGE GRADUATE, TWO COLLEGE STUDENTS AND ONE HIGH SCHOOL STUDENT HAS GIVEN ME A PARTICULAR INTEREST IN EDUCATION. PTA MEMBER. MY WIFE HAS BEEN A HIGH SCHOOL TEACHER SINCE 1956.</p>	<p>WHILE I HAVE A LONG-TERM INTEREST IN EDUCATION (TWO SONS IN SCHOOL), SEEKING BOARD ELECTION IS MY FIRST ACTIVE INTEREST.</p>	<p>BY TEACHING</p>	<p>STUDIED LEGISLATIVE ACTION REGARDING EDUCATION. SUPPORTED TAX REFORMS FOR SCHOOLS. AS A PARENT, PTA PRESIDENT, SUBSTITUTE TEACHER AND TEACHER.</p>
10. In addition to attending board meetings, do you have time to study and evaluate, in preparation for making necessary decisions about the schools?	<p>YES, VERY FLEXIBLE WORK SCHEDULE.</p>	<p>AS A SELF EMPLOYED BUSINESSMAN I AM IN A POSITION TO DEVOTE ALL THE TIME NEEDED FOR SCHOOL BOARD ACTIVITIES. MY TIME IS ESSENTIALLY MY OWN.</p>	<p>YES</p>	<p>YES</p>
11. Are you prepared to objectively face criticism of the school system and of yourself as a board member?	<p>OF COURSE.</p>	<p>AS OWNER AND OPERATOR OF MY OWN FIRM, OBJECTIVE, EVEN SUBJECTIVE CRITICISM IS NOT NEW TO ME. I AM EMOTIONALLY ABLE TO COPE WITH CRITICISM.</p>	<p>I WOULD ALWAYS WELCOME CONSTRUCTIVE CRITICISM.</p>	<p>YES</p>
12. What arrangements for salary negotiations would you favor?	<p>I APPROVE OF "MEMORANDUM OF INTEREST" FORMULATED BETWEEN THE DECATUR SCHOOL BOARD AND THE DECATUR EDUCATION ASSOCIATION IN DECEMBER 1966.</p>	<p>I THINK THE SCHOOL STAFF SHOULD INCLUDE A POST OF SALARY ADMINISTRATOR TO NEGOTIATE SALARY PROBLEMS. PERHAPS THE NEW SCHOOL SUPERINTENDENT COULD HANDLE THIS PROBLEM. I WOULD HOPE SO.</p>	<p>THE BOARD SHOULD CONDUCT A STUDY OF THE SALARIES OF TEACHERS IN COMPARABLE SIZE SCHOOL DISTRICTS SO AS TO ESTABLISH A GUIDE-LINE TO NEGOTIATE WITH A REPRESENTATIVE GROUP OF THE TEACHER ASSOCIATION.</p>	<p>TEACHER - ADMINISTRATOR - BOARD.</p>



**"CURIOSAE"**

CC (Community Conversation) is being used as part of a Masters degree by at least one graduate student (SIU).

CC could give credence to a Decatur claim that we have the most informed officials in the nation.

CC hopes to promote a broader base of public understanding of Decatur's development.

CC is a brand new experiment in communications.

CC will be published as a guide book of the citizen's desires, aims and ambitions.

CC has already attracted interest and attention from national organizations concerned with civic problems.

**CC NEEDS YOU!**

**WILL YOU CALL?**

**PHONE 428-9912**

**on**

**SATURDAY, MAY 20, 1967**

# RADIO STATION W D Z

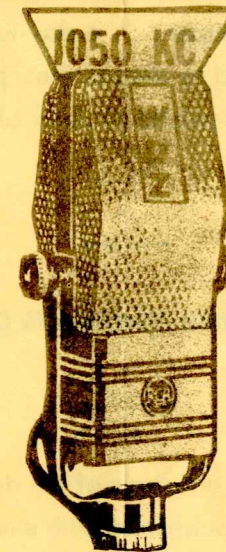
presents

## *Community Conversation*

May 20, 1967

**A new breakthrough in public service**

Heritage Room  
AMBASSADOR MOTOR INN



**Presented by W D Z**

in cooperation with

**League of Women Voters of Decatur  
Decatur Area Council of Churches**

**Under a grant from General Electric Co.**



**Saturday, May 20, 1967**

**Over WDZ . . . 1050 on your dial**

COMMUNITY CONVERSATION is a new, imaginative approach to a major problem — the communications gap between citizens and their officials. NO commercials . . . a day-long radio program with community leaders on hand to discuss their problems and plans and to hear suggestions of the public by way of HOTLINE . . . the telephone link of WDZ.

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**CALL 428-9912 WITH COMMENTS OR QUESTIONS**

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Following the presentation a resume of the days events will be aired. A guide book will then be published with every portion of the broadcast in print.

**On Hand To Answer Your Call  
At 428-9912**

6:00-7:00 a.m.	Religion	Rabbi J. J. Pine Fr. Ronald Trojcek Rev. Paul Erickson
7:00-8:00	Human Relations	Gershom Cohn Rev. I. M. Muse
8:00-9:00	Municipal Government	James Rupp Jack Loftus Hilmer Landholt
9:00-9:30	Streets	To Be Announced
9:30-10:00	Traffic	Roger Pogue
10:00-10:30	Parks & Recreation	Royce Huss
10:30-11:00	News Media	Bob Hartley Bob Billman Dick Westbrook
11:00-12:00	Public Education	Daniel Moore, Jr. Lester Grant Earl Rudolph
12:00-1:00 p.m.	Municipal Planning & Zoning	Carlton Reed Bruce Bullamore
1:00-1:30	Sewers	Chas. Hughes, Jr.
1:30-2:00	Police	James May
2:00-3:00	Juvenile Problems	Russell Hoendorf Robert Whitten Richard Funk
3:00-3:30	Industrial Relations	A. J. DiMaggio F. E. Pilling
3:30-4:00	Labor Relations	Ned Freeman To Be Announced
4:00-5:00	Mental Health	Dr. Lewis Kurke Donald Sauer Dr. Gregory Langan John Nolte
5:00-5:30	Opportunities Corporation	Fr. Ronald Trojcek Janet Kastner
6:00-6:30	Senior Citizens	Don Davis Sharon Cox Mildred Parsons
6:30-8:00	Summary	



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# 1967

# ASSESSMENT DIGEST



AUGUST ALLARD, C.I.A.O.  
Decatur Township Assessor



**AUGUST ALLARD, Assessor**

Room 104, County Building

Phone 428-3479

**T. W. BRINKOETTER, SUPERVISOR**

125 West Wood Street

Phone 429-5284

**RALPH E. BROWN, TOWN CLERK**

Room 102, County Building

Phone 422-6879

**HENRY M. NOVAK, HIGHWAY COMMISSIONER**

2400 North Woodford

Phone 423-3913

**TOWN BOARD OF AUDITORS**

**T. W. Brinkoetter**

**E. Lawrence Kuhle**

**Ralph E. Brown**

**C. Oliver Miller**

**Walter R. Morenz**

This pamphlet is designed with one purpose in mind. To help taxpayers of the Town and City of Decatur understand the process by which their property taxes are computed.

Throughout our nation's history, the property tax has provided most of the funds with which to defray the cost of Local City, Township and County taxes. These funds are locally collected, administered and spent.

Property taxes, both real estate and personal are used to help pay the costs of local government. Among these services are fire and police protection, the sanitary district, park district, public library, school district and many others.

By far the largest portion of every tax bill goes to maintain the public schools. 65.35% of the 1965 tax payable in 1966, went to the school district. The remainder provided the services from all the remaining taxing bodies.

The size of your tax bill is determined by the total amount of tax levied by all the different taxing bodies. The Assessor merely provides what he estimates as a fair and equitable assessment so that each individual will pay his fair share in accordance to the value of his or her property.

It must be remembered that an assessment in itself does not produce the tax dollar, but rather it is the end product of the Multiplier  $\times$  assessment  $\times$  rate which produces the revenue needed by local taxing units.

**What is a Multiplier and why do we need it?** This is a question the Assessor is asked time and again. A multiplier is nothing but a factor arrived at by the State Revenue Department in trying to equalize assessments between Counties. For instance, several counties may be assessed properly and one adjoining with like value, be assessed 30% less. In this case, the county at fault may receive a multiplier of 1.30. This when applied would then raise each individuals assessed value by 30%.

**How do we eliminate the multiplier?** It must be remembered that the State Revenue Department is only interested in equalization between Counties, so this now becomes a problem of the Local Township Assessors to equalize assessments between Townships.



There are two ways of eliminating the multiplier. (1) The easy way out, which does nothing to cure the problem, is to merely add an equal amount percentage wise to each individuals assessment in the county to bring the assessed value up to the level of the equalized value. This simply eliminates the multiplier but the inequities still remain. (2) A complete, fair and impartial reappraisal of all land, lots and improvements. This is a long and slow process but the only method to truly equalize assessments.

### DUTIES OF TOWNSHIP ASSESSOR

The Township Assessor is an elected official who's duties are many and varied. Mainly he is charged with assessing or evaluating, for local taxation purposes, all taxable real estate and personal property within his Township, excepting those categories such as railroad right of way and the capital stock of certain corporations. These assessments are made by the Illinois Department of Revenue.

This pamphlet is concerned primarily with the evaluation and assessment of real estate. For this purpose the Assessor and his staff carry out their duties in accordance with rules and regulations set forth in the "Revenue Act" and by use of the Illinois Real Property Appraisal Manual.

The law requires that land and buildings be assessed separately. Homes or any type of buildings are termed "improvements." After land and improvements have been assessed separately, these assessments are added together to produce the total assessment for a particular piece of real estate.

If you are a homeowner, you may wonder why your house is assessed at a different value than your neighbors. If it is identical in size, material, quality, age and condition and lots are the same size, there should be no difference.\*

There are a number of factors that the Assessor must take into consideration in assessing a property.

\*—Except in case of overlapping rate.

1. **Size of house** — Fieldmen from the Assessors office measure the house to determine the square foot area.
2. **Type and quality of construction** — Fieldmen also note on property record card type and quality of construction, number of rooms and any special or optional features which may add to the basic cost, such as fireplaces, additional bath rooms, recreation room in basement, etc.
3. **Age, condition, desirability and usefulness** — this step determines the net depreciation to be allowed in final estimate of value.

By use of the Illinois Real Property Manual a unit price is determined by size, type of construction and type of house. This unit price is then multiplied by number of square feet to estimate what the replacement cost of particular property may be on todays market. Next step is to arrive at final accrued depreciation percentage from all causes such as physical, economical, and functional obsolescence. After arriving at this figure the Assessor is able to estimate the percentage of value remaining.

Let us assume that you are the owner of a brand new one story home. This home is constructed of frame and has a total floor area of 1300 sq. ft. After consulting the Manual, we find this type construction with certain special features cost \$14 per sq. ft. to build. This includes cost of basement. The assessment value of improvement would be arrived at in the following manner:

$$1300 \text{ sq. ft.} \times \$14 = \$18,200 \text{ full value}$$

$$\$18,200 \times 55\% = \$10,010 \text{ assessed value}$$

We now have the assessed value of the improvements to which must be added the lot value. Let us say you have a 60 ft. lot valued at \$60 FF or \$3600.  $\$3600 \times 55\% = \$1980$  assessed value. We now add the lot value to improvement value and have a total assessed value of \$11,990.

Let's now assume you have a home of like replacement value, but a number of years old. Loss through depreciation from all causes amounts to 40% of life expectancy. The



Assessor would then arrive at the estimated value using the following process:

Replacement Cost \$18,200

Remaining useful life 60%

$\$18,200 \times 60\% = \$10,920$  full value  $\times 55\% = \$6,006$   
or rounded off to \$6,010.

To this figure is then added lot value which in this case is same as previous lot — \$1,980 or a total assessed value of \$7,990.

Before placing the final assessed value on this property, the Assessor should then check the sales data available on comparable properties. This is called the market approach and may indicate a higher or lower value than the cost approach, in either case this may require some adjustments be made before your final estimate of value.

Because of the lack of sufficient numbers of comparable single family rental units, the income approach is seldom used in estimating value of residential properties in making assessments.

### ASSESSMENT OF LAND OR LOTS

Land or Lots must be assessed separately from any buildings thereon because of the many differences in land value depending on their use or zoning. Lots may run from \$15 front foot in suburban area to as high as \$3000 front foot in downtown areas. Many factors enter into valuation of land. The lack of availability of land with certain types of zoning may tend to run prices skyward for that particular zoning. This is generally land zoned for commercial or industrial uses of different types. Lots, zoned for residential purposes only, do not tend to run as high although, they also, may vary in value depending on their availability in a desirable location. Unlike commercial land, which is normally valued by the square foot, residential lots are valued by front foot. A depth factor for a particular area is used for residential lots with the average depth valued at 100%. Any lot which exceeds

average depth are valued slightly higher than average with the reverse in affect if they should be less.

For example, say we are in an older area of town where the average depth of lots may be 150 ft., but the particular lot being assessed is 170 ft. in depth and 50 ft. wide. The value of lots in this area have been set at \$50 FF. By turning to the 150 ft. depth chart, we find that 6% should be added for additional depth. The value of lot would be arrived at by the following process:

$50 \text{ ft.} \times \$50 \text{ F.F.} = \$2500 \times 106\% = \$2650$  full value.

We then take  $55\% \times \$2650 = \$1457.50$  rounded off to \$1460 assessed value. Assessed values are rounded off to nearest even number.

We have now gone through examples on how Assessor arrives at lot and improvement values for assessment purposes. We have also discussed the Multiplier. Macon County at present has a Multiplier of 1.087. In effect this raises the assessed values determined by all Assessors in County by 8.7%. Previous to the 1963 quadrennial year, Macon County has an equalization factor of 1.1494. This increased all assessed values in the County by 14.94%. By use of more realistic assessed values in the year 1963, the equalization factor was reduced for Macon County by the Illinois State Revenue Department to 1.087.

### QUADRENNIAL ASSESSMENT

The Assessor is charged with making a complete review of all real estate within his jurisdiction, once every four years. This is called the quadrennial assessment. In between time he may prepare data for following quadrennial assessment but can make no changes in assessed value, unless there are physical changes in the property. He may add new properties to the assessment roll and he may also remove those which have been demolished. Assessments are made on real estate on 1st day of January. Any set of improvements built after 1st of January are not assessed until the following year. (Exception) The transfer of title from exempt to non-exempt status



may be placed on the tax rolls as of date of instrument and the taxes prorated for that year.

Any property removed or demolished after January 1st, remains on assessment rolls until following January 1st.

### ASSESSMENT LIST TO SUPERVISOR OF ASSESSMENT AND BOARD OF REVIEW

Upon completion of his work for the year, the Assessor turns the tax list over to Supervisor of Assessment who may add to or delete from the list any properties which may have been omitted or exempted. All assessments which have been added or removed causing a change in the assessed value are then published giving the taxpayer an opportunity to appeal his assessment to the Board of Review. Upon completion of the Board of Reviews work, all final assessments are certified to the County Clerk.

The tax extension office of the County Clerk has a very complex duty to perform in extending the tax rate. Because of the numerous taxing bodies involved, many of whose boundaries do not correspond, the tax extension officer must know the boundaries of each taxing district and extend the proper rate thereon. He must also extend the equalization factor assigned to Macon County, against all assessed values in the County including personal property. Because of overlapping taxing districts, it is sometimes possible for a total rate varying from one side of a street to another. When this happens it is possible for identical properties facing one another, although they have the same assessed value, to have several dollars difference in their tax bill.

After all taxing bodies submit their approved budget, the tax extension officer must determine what rate he must extend against the equalized assessed value to produce the number of dollars needed to satisfy the approved levy, providing the rate used does not exceed the maximum rate approved for that particular taxing body. After rates have been computed, they are all added together to determine what the total tax rate will be for a particular area. For instance, the 1966 rate for that portion of the City of Decatur within Decatur Township

was \$4.0510 per \$100 assessed value, excepting the far south part of the City which is also in South Wheatland Fire District. In this area the rate per \$100 assessed value was \$4.1510.

These rates were then extended against the full assessed values and a total tax bill mailed to the individual owners. Upon payment of these bills, the County Treasurer must then make the proper distribution of monies to each taxing body.

The following is a list of the taxing units and their rates for the City of Decatur in Decatur Township for the year 1966.

	Rate	Percentage of Tax Dollar
School District No. 61	\$2.6488	65.38%
City of Decatur	.4414	10.90%
Sanitary District	.2802	6.92%
Park District	.1955	4.82%
Macon County	.15511	3.83%
Decatur Township	.1892	4.67%
Road and Bridge	.0453	1.12%
Macon County Health	.02503	.62%
T.B. Sanitarium	.03003	.74%
Mosquito Abatement	.0144	.36%
Mental Health	.02603	.64%
<b>Total</b>	<b>\$4.0510</b>	<b>100.00%</b>

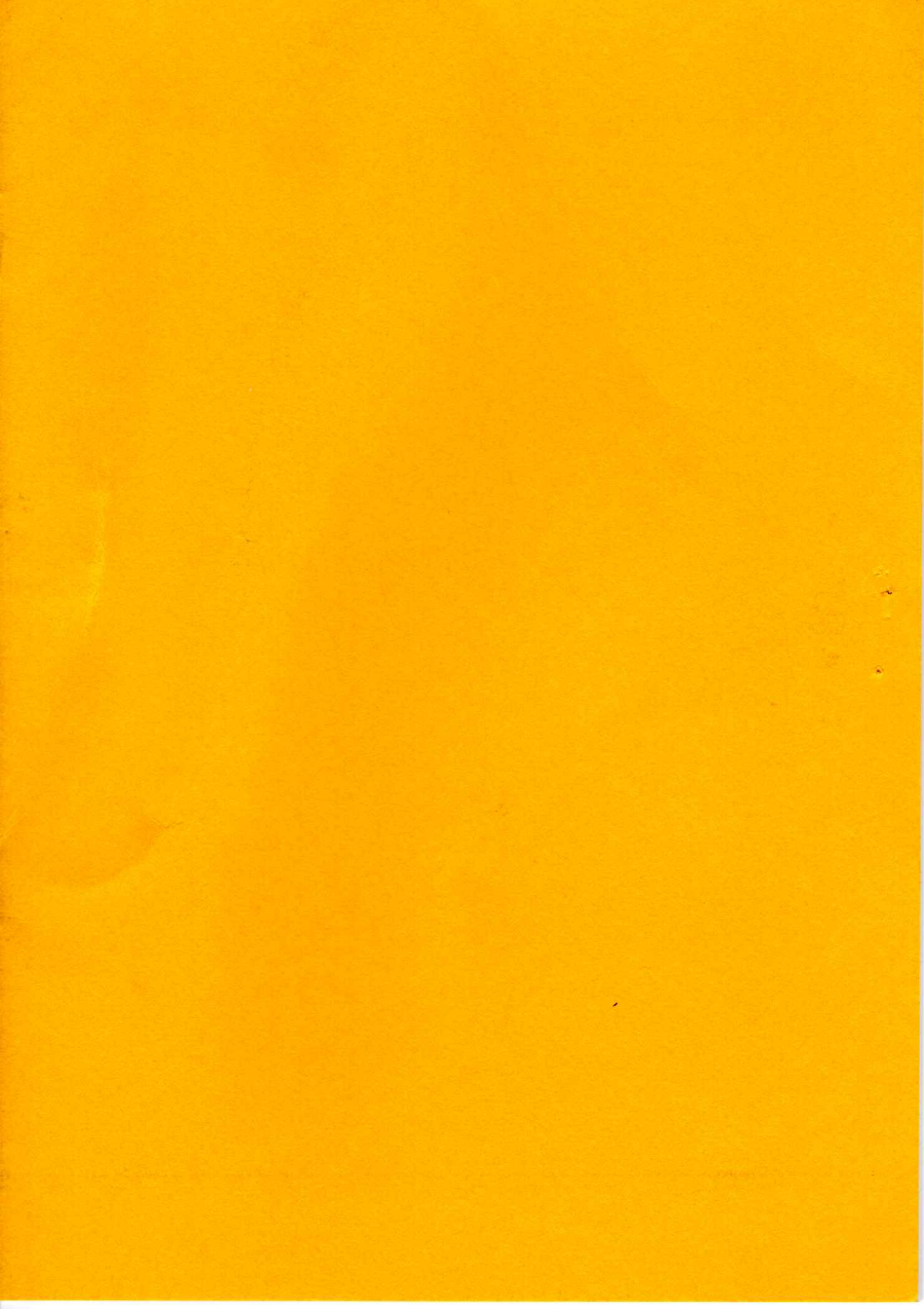
Because of the apparent confusion and or misunderstanding between assessed value and actual value and the taxes due therefrom, I think the following chart should be of value in helping the individual taxpayer determine what his fair share of taxes should be. The figures shown here may be arranged in any number of combinations needed to determine what the fair amount of tax dollars would be for any given value. These figures apply only to 1966 taxes payable in 1967 in that portion of the City of Decatur lying within Decatur Township. For the sake of simplification, fractions of a cent have been dropped.



Let's assume you have a home with an actual value of \$11,500. Take the fair tax due from opposite the proper combinations and these will add up to what your fair tax should be — \$278.52. If your tax bill is less than this you are not paying your proper share. If it is more you have justification for correction.

Actual Value	Tax Due	Actual Value	Tax Due
\$ 50	\$ 1.21	\$ 700	\$ 16.95
100	2.42	800	19.37
200	4.84	900	21.80
300	7.27	1,000	24.22
400	9.69	5,000	121.09
500	12.11	10,000	242.19
600	14.53	20,000	484.37







# DECATUR PUBLIC SCHOOLS

*An Investment In Children and Youth*

VOLUME XI-No. 1

DECATUR, ILLINOIS

NOVEMBER 1967

## FACTS AND FIGURES

### Students

Elementary .....	12,255
Junior High .....	3,215
Senior High .....	6,049
Summer School .....	2,117
Adult Education .....	1,500

### Employees

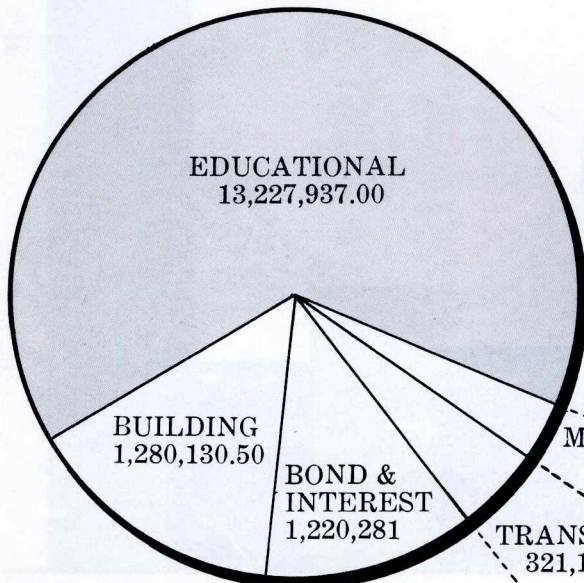
Professional .....	1107
Custodian .....	114
Maintenance & Bus Drivers .....	72
Cafeteria .....	109
Secretarial .....	101
Teaching & Clerical Aides .....	41

### Schools

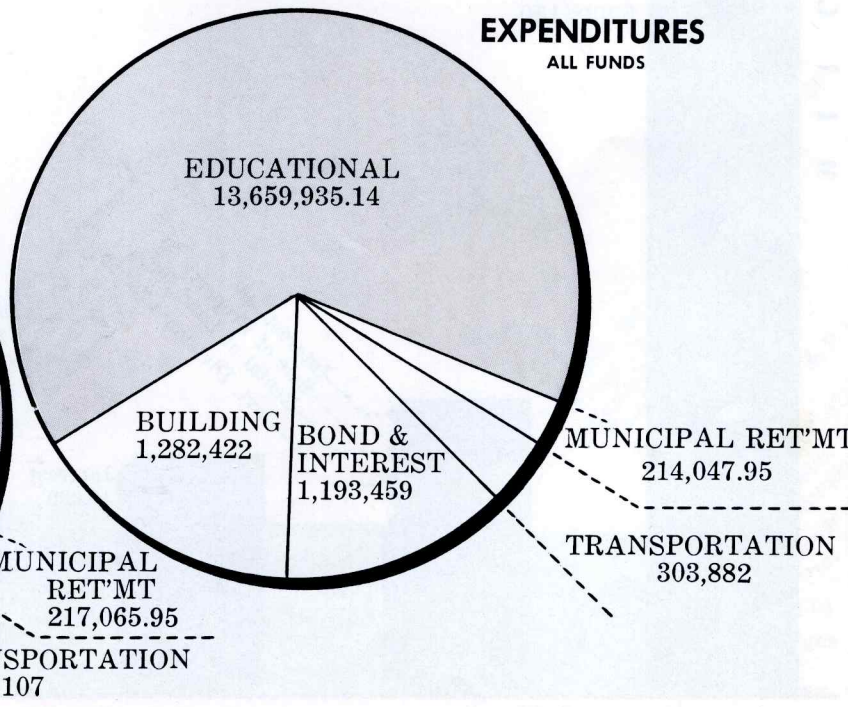
Elementary .....	30
Junior High .....	5
Senior High .....	4

## BUDGET FOR SCHOOL 1967-68

**RECEIPTS**  
ALL FUNDS



**EXPENDITURES**  
ALL FUNDS





-----SALE OF PROPERTY 1,000  
 -----INTEREST 6,000  
 TUITION 39,750

STUDENT & COMM.  
 SERVICES 1,527,935

# RECEIPTS

ALL FUNDS

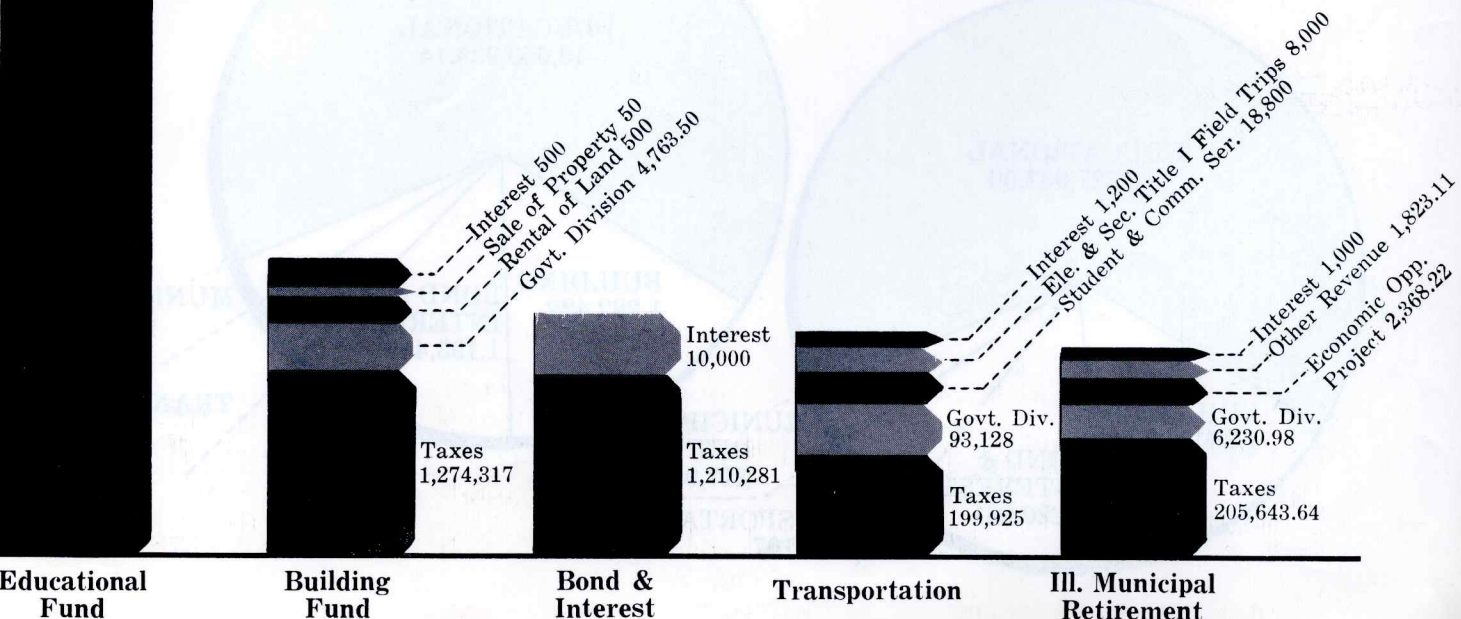
*State & Federal Funds*

GOVERNMENTAL  
 DIVISIONS  
 5,715,102

FUND	RECEIPTS
Educational	13,227,937.00
Building	1,280,130.50
Transportation	321,107.00
Municipal Retirement	217,065.95
Bonds and Interest	1,220,281.00
<b>Total</b>	<b>16,266,521.45</b>

*Local Property*

TAXES  
 5,938,150





M I L L I O N S O F D O L L A R S

- ATTENDANCE 1,900
- MAINTENANCE 41,900
- FIXED CHARGES 111,110
- HEALTH 107,217
- CONTINGENCIES \$50,000
- CAPITAL OUTLAY \$260,012.30

ADMINISTRATION  
\$353,342

OPERATIONS  
\$716,165

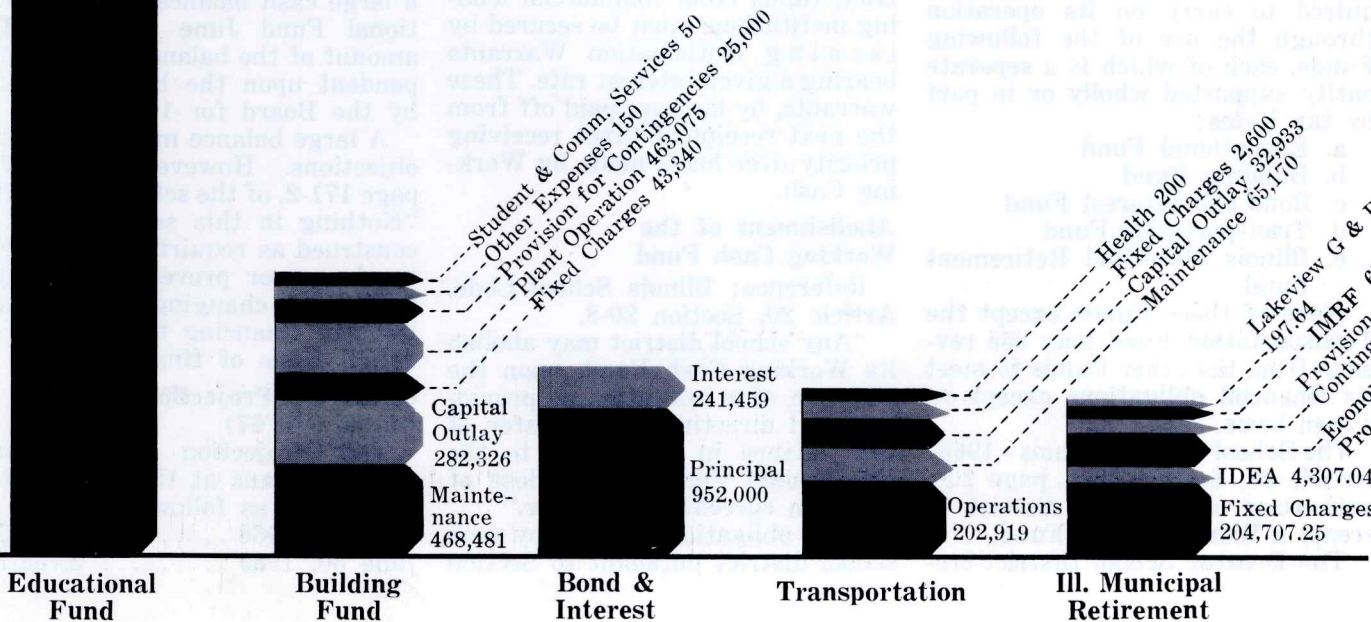
STUDENT &  
COMM. SERVICES  
2,560,316.25

INSTRUCTION  
\$9,457,972.59

# EXPENDITURES

ALL FUNDS

FUND	EXPENSES
Educational	13,659,935.14
Building	1,282,422.00
Transportation	303,882.00
Municipal Retirement	214,047.95
Bonds and Interest	11,93,459.00
<b>Total</b>	<b>16,653,746.09</b>





# DECATUR PUBLIC SCHOOLS

Decatur, Illinois

This bulletin is published periodically to provide interpretative information about the Decatur Public Schools. It is dedicated to the belief that understanding and cooperation between the home and the school are essential to the welfare of both. Suggestions for topics to be discussed are welcome.

Dr. Rolland W. Jones,  
Superintendent  
Robert Oakes . . . . . Editor

## BOARD OF EDUCATION

Daniel M. Moore, Jr. . . . . President  
John Ellis Fick . . . . . Member  
Dr. George Flaxman . . . . . Member  
Yessayi H. Mardirossian . . . . . Member  
Mrs. Shan Schaar . . . . . Member  
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W. Robert Schwandt . . . . . Member

The regular meetings of the Board of Education are held on the second and fourth Tuesday of each month at 7:30 p.m. in the Otto Keil Administration Building, 101 West Cerro Gordo Street. The public is invited to attend.

## WORKING CASH FUND

The Working Cash Fund is a fund created, maintained, and administered by the Board of Education for the sole purpose of providing ready cash, free of interest charges, at various times when taxes and other revenues are not readily available to meet financial obligations of the district.

By law, a school district is required to carry on its operation through the use of the following Funds, each of which is a separate entity supported wholly or in part by tax levies:

- a. Educational Fund
- b. Building Fund
- c. Bond and Interest Fund
- d. Transportation Fund
- e. Illinois Municipal Retirement Fund

None of these Funds except the Transportation Fund may use revenue from the other Funds to meet its financial obligations except on a loan basis.

The School Code of Illinois - 1965; Article 20, Section 20-1, page 206, authorizes each school district to create a Working Cash Fund.

The Decatur School District cre-

ated such a Fund during the fiscal year of 1960-61 and levied the maximum five cent tax for this purpose as authorized by Article 20-3 of the School Code.

In February of 1962, a bond issue of \$2,000,000 was sold to create a cash amount that would be available for immediate use. When these bonds were sold, the levy for the Working Cash Fund became a part of the Bond and Interest Fund and ceased to exist as a separate Fund. These bonds are to be retired over a ten-year period. (Authorization - Article 20, Section 20-2 of the School Code.)

The proceeds of this bond issue were invested and have been since that time, except when loans were made to various funds as needed.

### Use and Reimbursement of Working Cash

Quoted from Article 20, Section 20-4 of the School Code: "Moneys in the Fund shall not be regarded as current assets available for school purposes, and shall not be used by the school board in any manner other than to provide moneys with which to meet ordinary and necessary disbursements for salaries and other school purposes, and may be transferred in whole or in part to the general funds or both of the school district and disburses therefrom in anticipation of taxes lawfully levied for educational or building purposes or both such purposes."

The loans from Working Cash to a particular fund must be repaid immediately upon receipt of taxes by that fund.

If Working Cash is insufficient to meet the needs of the school district, funds from commercial lending institutions must be secured by issuing Anticipation Warrants bearing a given interest rate. These warrants, by law, are paid off from the next receipt of taxes receiving priority over loans made by Working Cash.

### Abolishment of the Working Cash Fund

Reference: Illinois School Code, Article 20, Section 20-8.

"Any school district may abolish its Working Cash Fund, upon the adoption of a resolution so providing, and directing the transfer of any balance in such fund to the Educational Fund at the close of the then current school year."

"Any obligation incurred by such school district pursuant to Section

## Calendar for 1967-68

The Board of Education has approved the school calendar for 1967-68.

There will be no school on the following days:

- \*Thurs., Nov. 23 — Thanksgiving Day
- Fri., Nov. 24 — Vacation
- Fri., Dec. 22 — Christmas recess (usual closing begins time)
- Tues., Jan. 2 — Vacation
- Wed., Jan. 3 — School resumes at usual time
- \*Fri., Jan. 26 — Decatur Institute
- \*Mon., Feb. 12 — Lincoln's Birthday
- Thurs., April 11 — Vacation
- \*Fri., April 12 — Good Friday
- Thurs., May 30 — Memorial Day
- \*Legal Holidays and Days of Institute

20-2 (outstanding bonds) of this Act shall be discharged as therein provided."

Our attorney advises that the language on the face of the Bond indicates that our Board of Education may redeem all outstanding Bonds but is not required to do so.

### Effect on Tax Levy if the Working Cash is Abolished

According to the School Code, abolishment of the Working Cash cannot be effected until June 30, 1968. Therefore, the current tax (1967) levy would not be changed.

If the Working Cash is abolished June 30, 1968, the Board of Education could continue levying at the maximum rate (1.80) for the Educational Fund. This could result in a large cash balance in the Educational Fund June 30, 1969. The amount of the balance would be dependent upon the budget adopted by the Board for 1968-1969.

A large balance might invite tax objections. However, Sec. 17-1, page 171-2, of the school code states "Nothing in this section shall be construed as requiring any district to change or preventing any district from changing from a cash basis of financing to a surplus or deficit basis of financing":

### Cash Flow Projection

(dated 9/6/67)

This projection indicated outstanding loans at the end of each fiscal year as follows:

June 30, 1968 . . . . .	\$1,944,212
June 30, 1969 . . . . .	2,768,750



DEPARTMENT OF PUBLIC INSTRUCTION

DEPARTMENT OF PUBLIC INSTRUCTION

Circular Series A  
Number 229



OFFICE OF THE  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RAK PADE  
Superintendent

Office of Research and Statistics

Department of Public Instruction



1966 ASSESSED VALUATIONS AND 1967 TAX RATES

IN

DESCENDING ORDER

ILLINOIS PUBLIC SCHOOLS

Circular Series A  
Number 224

Issued by  
OFFICE OF THE  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
Ray Page  
Superintendent

Compiled by  
DIVISION OF FINANCE AND STATISTICS  
A. R. Evans  
Assistant Superintendent  
DEPARTMENT OF STATISTICS  
Donald C. Norwood  
Director



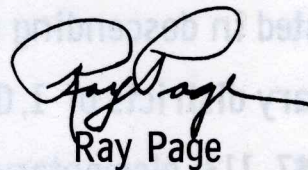
## PREFACE

The first half of this publication shows the assessed valuation per pupil for each public school district in the State of Illinois. Data are provided for elementary, high school, and unit districts. Elementary and unit districts are further subdivided into categories of 1,000 and above enrollment and under 1,000 enrollment. High school subcategories include those districts with 500 and above enrollment and under 500 enrollment. The assessed valuation per pupil for the districts is listed in descending order. The assessed valuation per pupil in elementary districts of 1,000 and above enrollment ranges from \$62,460 to \$7,113; elementary districts under 1,000 enrollment range from \$438,844 to \$4,557. The assessed valuation per pupil in high school districts of 500 and above enrollment ranges from \$100,598 to \$26,756; high school districts under 500 enrollment range from \$286,206 to \$27,501. The assessed valuation per pupil in unit districts of 1,000 and above enrollment ranges from \$100,100 to \$5,168; unit districts under 1,000 enrollment range from \$53,174 to \$3,819.

The last half of this publication shows the total tax rate for each public school district in Illinois in descending order for each type of district in each enrollment category listed above. The findings show that the tax rate in elementary districts of 1,000 and above enrollment



ranges from \$2. 8880 to \$. 9810; elementary districts under 1, 000 enrollment range from \$2. 6140 to \$. 2700. The tax rate in high school districts of 500 and above enrollment ranges from \$2. 3760 to \$. 8670; high school districts under 500 enrollment range from \$1. 9500 to \$. 5300. The tax rate in unit districts of 1, 000 and above enrollment ranges from \$3. 3910 to \$. 7116; unit districts under 1, 000 enrollment range from \$4. 6790 to \$1. 3380.



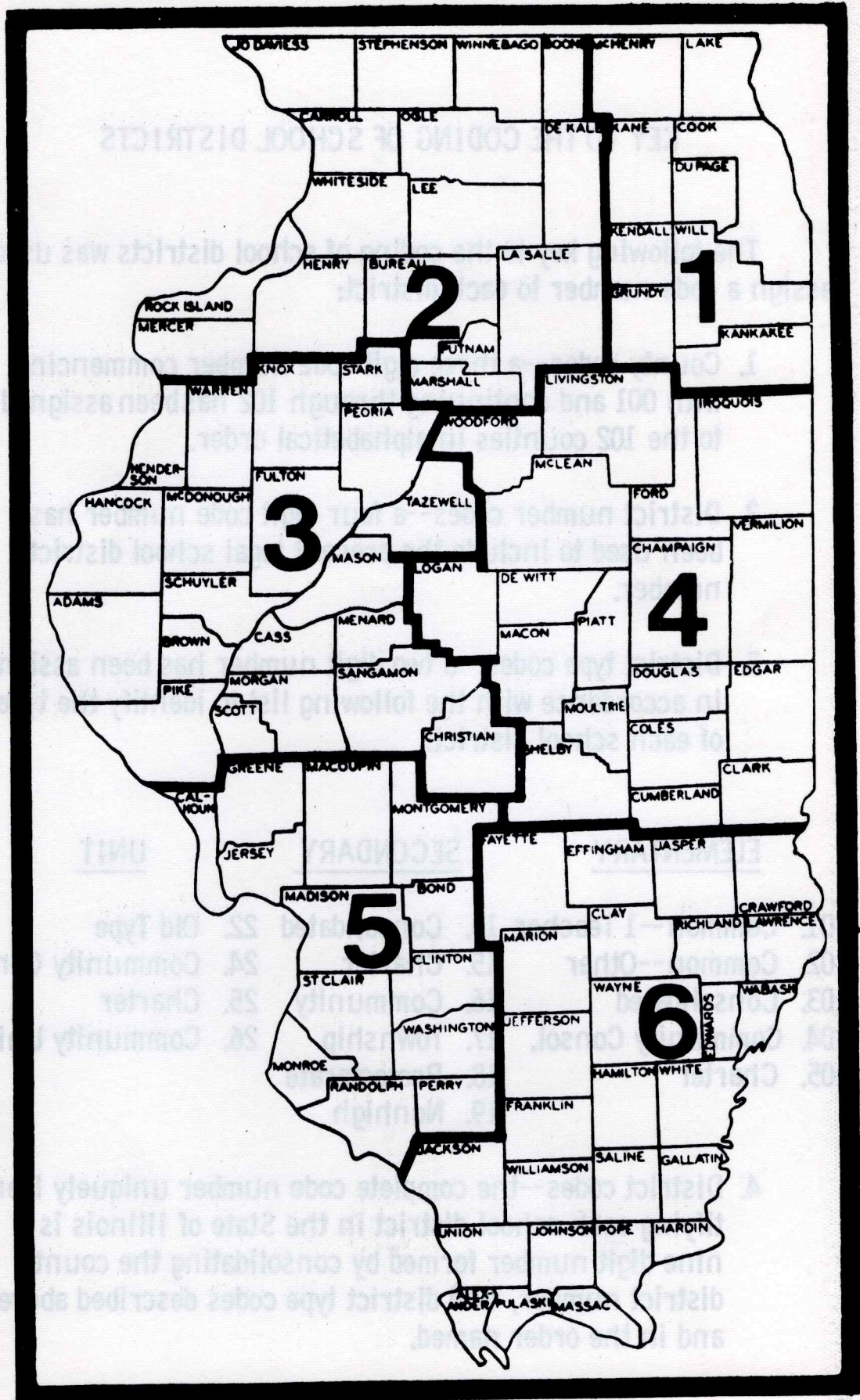
Ray Page

April 8, 1968

Superintendent of Public Instruction



OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RAY PAGE, SUPERINTENDENT



STATE OF ILLINOIS



## KEY TO THE CODING OF SCHOOL DISTRICTS

The following key to the coding of school districts was used to assign a code number to each district:

1. County codes--a three digit code number commencing with 001 and continuing through 102 has been assigned to the 102 counties in alphabetical order.
2. District number codes--a four digit code number has been used to include the present legal school district number.
3. District type codes--a two digit number has been assigned in accordance with the following list to identify the type of each school district:

<u>ELEMENTARY</u>	<u>SECONDARY</u>	<u>UNIT</u>
01. Common--1 Teacher	13. Consolidated	22. Old Type
02. Common--Other	15. Charter	24. Community Consol.
03. Consolidated	16. Community	25. Charter
04. Community Consol.	17. Township	26. Community Unit
05. Charter	18. Protectorate	
	19. Nonhigh	

4. District codes--the complete code number uniquely identifying each school district in the State of Illinois is a nine digit number formed by consolidating the county, district number, and district type codes described above, and in the order named.



## SUMMARY

### Summary of Average Assessed Valuation Per Pupil by Type, Districts, and Enrollment

	Total Districts	Total Enrollment	Average Enrollment	Total Assessed Valuation	Average Assessed Valuation Per Pupil
Elementary 1,000 and Above	187	519,017	2,775	11,359,652,175	21,886
Elementary Under 1,000	537	143,282	266	4,061,938,443	28,349
High Schools 500 and Above	103	243,649	2,365	13,732,283,958	56,360
High Schools Under 500	106	21,600	203	1,641,698,279	76,004
Unit 1,000 and Above	160	1,150,698	7,191	21,143,573,460	18,374
Unit Under 1,000	222	137,082	617	3,275,563,785	23,894



STATE OF ILLINOIS  
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RAY PAGE, SUPERINTENDENT

02-23-68

1967 - 1968

ASSESSED VALUATION PER PUPIL IN DESCENDING ORDER

ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
1	016 1030 02	LYONS SCHOOL DIST. 103	62,460
2	049 0670 05	LAKE FOREST SCHOOL DIST. 67	53,374
3	016 0990 02	CICERO SCHOOL DIST. 99	53,186
4	016 0900 02	RIVER FOREST SCHOOL DIST. 90	51,883
5	016 0740 02	LINCOLNWOOD SCHOOL DIST. 74	47,268
6	016 0830 02	MANNHEIM SCHOOL DIST. 83	46,229
7	016 1240 02	EVERGREEN PARK SCHOOL DIST. 124	45,193
8	016 0980 02	BERWYN NORTH SCHOOL DIST. 98	42,499
9	016 0840 02	FRANKLIN PARK SCHOOL DIST. 84	42,301
10	057 0150 02	WOOD RIVER SCH. DIST. 15	41,569
11	016 0360 02	WINNETKA SCHOOL DIST. 36	41,233
12	016 0960 02	RIVERSIDE SCHOOL DIST. 96	39,635
13	016 1050 02	LAGRANGE SCHOOL DIST. 105	39,609
14	050 1220 02	LASALLE SCHOOL DIST. 122	39,221
15	050 2890 04	MENDOTA C C SCHOOL DIST 289	38,710
16	016 0910 02	FOREST PARK SCHOOL DIST. 91	37,860
17	049 1070 02	HIGHLAND PARK SCHOOL DIST. 107	37,739
18	016 0880 02	BELLWOOD SCHOOL DIST. 88	37,724
19	016 1040 02	ARGO SUMMIT SCHOOL DIST. 104	37,616
20	016 0970 02	CAK PARK SCHOOL DIST. 97	36,960
21	016 0810 02	SCHILLER PARK SCHOOL DIST. 81	36,510
22	090 0860 02	EAST PEORIA SCHOOL DIST. 86	36,038
23	016 0350 02	GLENCOE SCHOOL DIST. 35	34,805
24	016 1000 02	BERWYN SOUTH SCHOOL DIST. 100	34,011
25	016 0370 02	AVOCA SCHOOL DIST. 37	33,242
26	022 0480 02	SALT CREEK SCHOOL DIST. 48	32,826
27	016 0850 02	ELMWOOD PARK SCHOOL DIST. 85	32,797
28	016 0650 04	EVANSTON C.C. SCHOOL DIST. 65	32,276
29	022 1810 04	HINSDALE C.C. SCHOOL DIST. 181	32,164
30	016 0690 02	SKOKIE SCHOOL DIST. 69	31,771
31	016 0735 02	SKOKIE SCHOOL DIST. 735	31,516
32	049 0340 04	ANTIOCH C.C. SCHOOL DIST. 34	31,352
33	016 0700 02	MORTON GROVE SCHOOL DIST. 70	30,735
34	099 0920 02	LUDWIG REED SCHOOL DIST. 92	30,624
35	063 0720 03	WOODSTOCK SCH. DIST. 72	29,677
36	016 0925 02	WESTCHESTER SCHOOL DIST. 925	29,113
37	016 0670 02	MORTON GROVE SCHOOL DIST. 67	28,510
38	022 0460 02	ELMHURST SCHOOL DIST. 46	28,170



1967 - 1968  
 ASSESSED VALUATION PER PUPIL IN DESCENDING ORDER

ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
39	082 1180 02	BELLEVILLE SCHOOL DIST. 118	27,866
40	016 1020 02	LAGRANGE SCHOOL DIST. 102	27,628
41	016 1060 02	HIGHLANDS SCHOOL DIST. 106	27,184
42	050 1240 02	PERU SCHOOL DIST. 124	27,120
43	016 0620 04	DES PLAINES C.C. SCH. DIST. 62	27,116
44	049 1080 02	HIGHLAND PARK SCHOOL DIST. 108	27,021
45	063 0100 04	WOODSTOCK RURAL C.C.S.D. 10	26,422
46	016 0640 04	PARK RIDGE C.C. SCHOOL DIST. 64	26,339
47	016 0870 02	BERKELEY SCHOOL DIST. 87	26,139
48	016 0340 04	GLENVIEW C.C. SCHOOL DIST. 34	25,745
49	006 1150 02	PRINCETON ELEM SCHOOL DIST 115	25,684
50	016 0390 02	WILMETTE SCHOOL DIST. 39	25,466
51	016 0040 04	BARRINGTON C.C. SCHOOL DIST. 4	25,326
52	049 0610 05	WAUKEGAN CITY SCHOOLS DIST 61	25,310
53	016 0800 02	NORRIDGE SCHOOL DIST. 80	25,134
54	046 0610 02	BRADLEY SCHOOL DIST. 61	24,954
55	049 1090 02	DEERFIELD SCHOOL DIST. 109	24,881
56	090 6440 04	MORTON COMM. CONS. SCH. DIST. 644	24,846
57	032 0540 02	MORRIS SCHOOL DIST. 54	24,752
58	016 0680 02	SKOKIE SCHOOL DIST. 68	24,690
59	016 1700 02	CHICAGO HEIGHTS SCHOOL DIST. 170	24,600
60	053 4290 04	PONTIAC C.C. SCHOOL DIST. 429	24,546
61	050 1410 02	OTTAWA SCHOOL DIST. 141	24,310
62	063 0150 04	MCHENRY C.C. SCH. DIST. 15	24,169
63	016 0950 02	BROOKFIELD SCHOOL DIST. 95	23,776
64	016 1480 02	DOLTON SCHOOL DIST. 148	23,741
65	049 0650 02	LAKE BLUFF SCHOOL DIST. 65	23,739
66	022 0570 02	WESTMONT SCHOOL DIST. 57	23,542
67	082 1750 02	HARMONY EMGE SCHOOL DIST. 175	23,538
68	101 0580 02	MARSH SCHOOL DIST. 58	23,230
69	016 1320 02	CALUMET PARK SCHOOL DIST. 132	22,882
70	016 0280 02	NORTHBROOK SCHOOL DIST. 28	22,764
71	063 0470 04	CRYSTAL LAKE C.C. SCH. DIST. 47	22,711
72	049 0700 02	LIBERTYVILLE SCHOOL DIST. 70	22,397
73	099 0960 02	VALLEY VIEW SCH. DIST. 96	22,326
74	057 0130 02	EAST ALTON SCHOOL DIST. 13	22,085
75	090 1080 02	PEKIN SCHOOL DIST. 108	21,935
76	016 0890 02	MAYWOOD SCHOOL DIST. 89	21,741
77	022 0410 02	GLEN ELLYN SCHOOL DIST. 41	21,739
78	016 1010 02	WESTERN SPRINGS SCHOOL DIST. 101	21,598
79	022 0360 02	WHEATON SCHOOL DIST. 36	21,527 *
80	099 030C 04	TROY COMM. CONS. SCH. DIST. 30C	21,424



1967 - 1968  
 ASSESSED VALUATION PER PUPIL IN DESCENDING ORDER

ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
81	022 0580 02	DOWNERS GROVE SCHOOL DIST. 58	21,365
82	099 0860 05	JOLIET SCHOOL DIST. 86	21,337
83	016 1300 02	BLUE ISLAND SCHOOL DIST. 130	21,037
84	050 0450 02	STREATOR SCHOOL DIST. 45	20,984
85	039 0950 02	CARBONDALE SCHOOL DIST. 95	20,939
86	054 0270 02	LINCOLN SCHOOL DIST. 27	20,895
87	071 0880 02	OREGON SCHOOL DIST. 88	20,740
88	022 0020 02	BENSENVILLE SCHOOL DIST. 2	20,571
89	016 0590 04	ELK GROVE COMM CONS. SCH. D. 59	20,542
90	022 0100 02	ITASCA SCHOOL DIST. 10	20,531
91	016 1580 02	LANSING SCHOOL DIST. 158	20,454
92	016 1180 04	PALOS PARK C.C. SCHOOL DIST. 118	20,384
93	063 0260 04	CARY C.C. SCH. DIST. 26	20,051
94	071 2310 04	ROCHELLE COMM. CONS. DIST. 231	19,841
95	016 1520 02	HARVEY SCHOOL DIST. 152	19,756
96	098 1340 02	STERLING SCHOOL DIST. 134	19,714
97	016 0570 02	MOUNT PROSPECT SCHOOL DIST. 57	19,660
98	049 0030 04	BEACH PARK C.C. SCHOOL DIST. 3	19,197
99	022 0450 02	VILLA PARK SCHOOL DIST. 45	18,978
100	016 1690 02	MEDGAR EVERS EL SCH DIST 169	18,786
101	016 1230 02	OAK LAWN HOMETOWN SCH. DIST. 123	18,740
102	016 0260 02	RIVER TRAILS SCHOOL DIST. 26	18,585
103	022 0780 02	NAPERVILLE SCHOOL DIST. 78	18,459
104	022 0330 02	WEST CHICAGO SCHOOL DIST. 33	18,398
105	058 1350 02	CENTRALIA SCHOOL DIST. 135	18,289
106	022 0890 04	WAGNER COMM. CONS. SCH. DIST. 89	18,113
107	081 0370 02	EAST MOLINE SCHOOL DIST. 37	18,064
108	058 1110 02	SALEM SCHOOL DIST. 111	17,977
109	046 0530 02	BOURBONBAIS SCHOOL DIST. 53	17,899
110	090 0520 02	WASHINGTON SCHOOL DIST. 52	17,881
111	016 1610 02	FLOSSMOOR SCHOOL DIST. 161	17,786
112	049 1100 02	WILMOT SCHOOL DIST. 110	17,770
113	022 0040 02	ADDISON SCHOOL DIST. 4	17,666
114	022 0120 02	ROSELLE SCHOOL DIST. 12	17,372
115	016 0630 02	EAST MAINE SCHOOL DIST. 63	17,236
116	016 1530 02	HOMWOOD SCHOOL DIST. 153	17,020
117	073 2070 04	DUQUOIN C.C. SCHOOL DIST. 207	16,829
118	022 0440 02	LOMBARD SCHOOL DIST. 44	16,823
119	016 0250 02	ARLINGTON HEIGHTS SCH. DIST. 25	16,557
120	049 1110 02	HIGHWOOD HIGHLAND PARK S.D. 111	16,521
121	049 0370 02	GAVIN SCHOOL DIST. 37	16,462
122	099 1220 02	NEW LENOX SCHOOL DIST. 122	16,335



1967 - 1968  
 ASSESSED VALUATION PER PUPIL IN DESCENDING ORDER

ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
123	082 1100 04	GRANT COMM. COS. SCH. DIST. 110	16,290
124	016 1670 02	GLENWOOD SCHOOL DIST. 167	16,287
125	049 0410 04	LAKE VILLA C.C. SCHOOL DIST. 41	16,111
126	097 0520 02	CARMI SCHOOL DIST. 52	15,989
127	072 0200 02	CHILLICOTHE SCH. DIST. 20	15,969
128	022 0030 02	CHURCHVILLE SCHOOL DIST. 3	15,947
129	049 0500 04	WOODLAND C.C. SCHOOL DIST. 50	15,789
130	016 1470 02	HARVEY WEST EL SCH DIST 147	15,570
131	016 1570 02	CALUMET CITY SCHOOL DIST. 157	15,508
132	022 0070 02	WOOD DALE SCHOOL DIST. 7	15,347
133	041 0800 02	MT VERNON SCHOOL DIST. 80	15,137
134	022 0700 02	LISLE SCHOOL DIST. 70	14,965
135	016 1620 02	MATTESON SCHOOL DIST. 162	14,602
136	016 1250 02	ATWOOD HEIGHTS SCHOOL DIST. 125	14,534
137	016 1110 02	OAK LAWN SOUTH STICKNEY S. D. 111	14,335
138	016 0230 02	PROSPECT HEIGHTS SCHOOL DIST. 23	14,154
139	016 1500 02	SOUTH HOLLAND SCHOOL DIST. 150	14,031
140	016 0150 04	PALATINE C.C. SCHOOL DIST. 15	13,985
141	016 1490 02	DOLTON SCHOOL DIST. 149	13,941
142	096 1120 02	FAIRFIELD SCH. DIST. 112	13,735
143	049 0750 02	MUNDELEIN SCHOOL DIST. 75	13,684
144	016 1510 02	SOUTH HOLLAND SCHOOL DIST. 151	13,550
145	016 1630 02	PARK FOREST SCHOOL DIST. 163	13,406
146	082 0900 04	O FALLON C.C. SCHOOL DIST. 90	13,375
147	016 1460 04	TINLEY PARK SCHOOL DIST. 146	13,290
148	092 1540 04	WESTVILLE C.C. SCH. DIST. 154	13,169 *
149	028 0470 04	BENTON COMM. CONS. SCH. DIST. 47	13,161
150	016 1260 02	ALSIP SCHOOL DIST. 126	13,095
151	016 0270 02	NORTHBROOK SCHOOL DIST. 27	13,084
152	016 1220 02	OAK LAWN RIDGELAND SCH. DIST. 122	12,787
153	049 0430 04	ROUND LAKE C.C. SCHOOL DIST. 43	12,666
154	016 1350 02	ORLAND PARK SCHOOL DIST. 135	12,614
155	013 1330 04	FLORA COMM CONS SCH DIST 133	12,458
156	016 1170 02	OAK LAWN NORTH PALOS S. DIST. 117	12,370
157	016 1420 02	FOREST RIDGE SCHOOL DIST. 142	12,350
158	022 0930 02	CLOVERDALE SCHOOL DIST. 93	12,322
159	090 0760 02	CREVE COEUR SCHOOL DIST. 76	12,179
160	090 1020 02	NORTH PEKIN SCHOOL DIST. 102	12,120
161	101 1250 04	MORRIS KENNEDY C.C. S. DIST. 125	12,011
162	049 0060 02	ZION SCHOOL DIST. 6	11,936
163	016 1940 02	STEGER EL SCHOOL DIST 194	11,751
164	016 1270 02	WORTH SCHOOL DIST. 127	11,684



1967 - 1968  
 ASSESSED VALUATION PER PUPIL IN DESCENDING ORDER  
 ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
165	016 1525 02	HAZEL CREST SCHOOL DIST. 152-5	11,544
166	081 0340 02	SILVIS SCHOOL DIST. 34	11,464
167	016 0010 04	BARRINGTON C.C. SCHOOL DIST. 1	11,450
168	049 0010 02	WINTHROP HARBOR SCHOOL DIST. 1	11,364
169	022 0680 02	GOODRICH SCHOOL DIST. 68	11,349
170	016 0210 04	WHEELING C.C. SCHOOL DIST. 21	11,281
171	022 0160 02	QUEEN BEE SCHOOL DIST. 16	11,000
172	098 0130 02	ROCK FALLS SCHOOL DIST 13	10,952
173	090 0500 02	SUNDOER BEVERLY S. DIST. 50	10,847
174	016 1430 02	MIDLOTHIAN SCHOOL DIST. 143	10,647
175	016 1440 02	MARKHAM SCHOOL DIST. 144	10,634
176	022 0150 02	MARQUARDT SCHOOL DIST. 15	10,539
177	049 0640 02	NORTH CHICAGO SCHOOL DIST. 64	10,480
178	016 1090 02	BRIDGEVIEW SCHOOL DIST. 109	10,350
179	016 1275 02	CHICAGO RIDGE SCHOOL DIST. 1275	10,239
180	022 0610 02	LACE-MARION HILLS SCHOOL DIST. 61	9,245
181	016 0540 04	ROSELLE SCHAUMBERG C.C.S.D. 54	9,051
182	082 0100 04	MASCOUTAH C.C. SCHOOL DIST. 10	8,908
183	016 1435 02	POSEN ROBBINS EL SCH DIST 1435	8,682
184	016 1600 02	COUNTRY CLUB HILLS SCH. DIST. 160	8,387
185	016 1680 04	SAUK VILLAGE C.C. SCH. DIST. 168	7,746
186	016 1400 02	TINLEY PARK SCHOOL DIST. 140	7,175
187	010 1370 02	RANTOUL CITY SCHOOL DIST. 137	7,113



STATE OF ILLINOIS  
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RAY PAGE, SUPERINTENDENT

02-23-68

1967 - 1968

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ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
1	022 0270 01	MCAULEY SCHOOL DIST. 27	438,844
2	061 0170 02	MAPLE GROVE SCHOOL DIST. 17	405,335
3	016 1100 02	STICKNEY CENTRAL SCHOOL DIST. 110	205,450
4	072 0400 02	HOLLIS SCH. DIST. 40	192,214
5	099 0840 02	ROCKDALE SCHOOL DIST. 84	164,689
6	054 2040 04	BIRKS COMM. CONS. SCH. DIST. 204	156,625
7	053 4340 04	OWEGO COMM. CONS. SCH. DIST. 434	124,481
8	059 0540 02	CAMP GROVE SCHOOL DIST. 54	111,120
9	050 2100 04	MILTON POPE C.C. SCH. DIST. 210	109,082
10	095 0290 03	HOYLETON CONS. SCH. DIST. 29	101,163
11	072 3050 03	MILLBROOK CONS. SCH. DIST. 305	99,824
12	010 1770 04	STANTON CENTER C.C.S. DIST. 177	97,761
13	092 0410 03	ELLIS CONS. SCH. DIST. 41	91,886
14	088 0200 04	DUNCAN COMM. CONS. SCH. DIST. 20	90,733
15	016 0845 02	RHODES SCHOOL DIST. 84-5	89,863
16	010 2160 04	ROYAL COMM. CONS. SCH. DIST. 216	87,169
17	016 0720 02	SKOKIE FAIRVIEW SCHOOL DIST. 72	87,113
18	092 1090 03	NEWTOWN CONS. SCH. DIST. 109	86,934
19	053 4250 04	ROOKS CREEK C.C. SCH. DIST. 425	83,723
20	050 1750 04	DIMMICK C.C. SCHOOL DIST. 175	83,407
21	054 0510 04	LAWNDALE C.C. SCHOOL DIST. 51	81,578
22	054 0170 04	BEASON COMM. CONS. SCH. DIST. 17	79,667
23	016 0780 02	ROSEMONT SCHOOL DIST. 78	79,387
24	088 0450 04	VALLEY COMM. CONS. SCH. DIST. 45	78,903
25	016 0710 02	NILES SCHOOL DIST. 71	77,437
26	007 0410 04	BRUSSELS RICHWOOD C.C.S. DIST. 41	76,672
27	053 4310 04	SUNBURY C.C. SCHOOL DIST. 431	76,077
28	097 0140 04	CENTERVILLE C.C. SCH. DIST. 14	75,741
29	097 0160 04	BIG PRAIRIE C.C. SCH. DIST. 16	75,178
30	054 0680 04	BROADWELL C.C. SCHOOL DIST. 68	74,825
31	053 4300 04	PONTIAC ESMEN C.C. S. DIST. 430	74,512
32	010 1830 04	FLATVILLE C.C. SCHOOL DIST. 183	74,265
33	092 0060 03	EAST LYNN CONS. SCH. DIST. 6	73,811
34	072 0440 02	WHEELER SCH. DIST. 44	73,685
35	053 4410 04	CULLOM COMM. CONS. SCH. DIST. 441	72,859
36	050 0560 02	OTTER CREEK SCHOOL DIST. 56	72,348
37	050 0650 04	ALLEN TWP. C.C. SCHOOL DIST. 65	71,290
38	064 0880 04	BELLFLOWER C.C. SCH. DIST. 88	70,127



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
39	051 0050 04	FILLMORE COMM. CONS. SCH. DIST. 5	69,728
40	078 5340 03	SENACHWINE CONS. SCH. DIST. 534	69,596
41	038 2530 04	STOCKLAND COMM. CONS. S.DIST. 253	69,341
42	054 0100 04	CHESTNUT C.C. SCHOOL DIST. 10	69,254
43	038 2750 04	CRESCENT CITY C.C. SCH. DIST. 275	68,842
44	092 2110 03	JAMAICA CONS. SCH. DIST. 211	68,727
45	032 035C 04	GOODFARM COMM. CONS. S. DIST. 35C	68,582
46	034 0800 03	FERRIS CONS. SCHOOL DIST. 80	68,502
47	050 0430 02	EAGLE DIST. 43	68,156
48	058 0080 04	YOUNG COMM. CONS. SCHOOL DIST. 8	66,717
49	032 024C 04	NETTLE CREEK C.C. SCH. DIST. 24C	66,096
50	054 2640 04	ELKHART C.C. SCHOOL DIST. 264	65,938
51	054 0320 04	LAKE FORK C.C. SCHOOL DIST. 32	65,627
52	090 6220 03	PLEASANT VIEW CONS. SCH DIST. 622	65,391
53	054 0410 04	CHESTER-E. LINCOLN C. C. S. D. 41	64,012
54	096 0120 04	ZIF C.C. SCH. DIST 12	63,333
55	053 4350 04	ODELL COMM. CONS. SCH. DIST. 435	63,270
56	088 0540 04	CASTLETON C.C. SCH. DIST. 54	63,092
57	052 2200 02	STEWART SCHOOL DIST. 220	61,403
58	022 0530 02	BUTLER SCHOOL DIST. 53	61,084
59	095 0470 03	ADDIEVILLE CONS. SCH. DIST. 47	61,044
60	099 070C 04	LARAWAY C C SCHOOL DIST 70C	61,015
61	073 2110 04	COMMUNITY CONS SCH DIST 211	60,665
62	006 0120 04	VAN ORIN C.C. SCHOOL DIST. 12	60,550
63	088 0050 04	WEST JERSEY C.C. SCH. DIST. 5	60,418
64	038 2840 04	BRYCE-ASH GROVE C C S DIST 284	59,891
65	016 1330 02	PATTON SCHOOL DIST. 133	59,569
66	051 0010 04	HUTTON COMM. CONS. SCHOOL DIST. 1	59,499
67	054 0720 04	WEST LINCOLN C.C. SCH. DIST. 72	58,972
68	088 0620 04	BRADFORD C.C. SCH. DIST. 62	58,449
69	050 1950 04	WALLACE C.C. SCHOOL DIST. 195	58,222
70	054 2020 04	CORNLAND C.C. SCHOOL DIST. 202	57,866
71	092 1940 04	SIDELL C.C. SCH. DIST. 194	57,642
72	095 0440 02	HOGSHEAD SCH. DIST. 44	57,199
73	006 2500 03	BUREAU CONS. SCHOOL DIST. 250	56,952
74	016 0940 02	NORTH RIVERSIDE SCHOOL DIST. 94	56,816
75	062 0660 03	BARDOLPH CONS. SCH. DIST 66	56,249
76	029 3300 03	SOUTH FULTON CONS. S. DIST. 330	55,792
77	101 0720 03	CENTERVILLE CONS. DIST. 72	55,524
78	050 2450 04	FREEDOM C.C. SCHOOL DIST. 245	55,196
79	023 0230 04	SCOTTLAND C.C. SCHOOL DIST. 23	54,493
80	028 0370 01	FLATTS SCHOOL DIST. 37	54,019



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
81	010 2240 04	PENFIELD C.C. SCHOOL DIST. 224	53,622
82	092 1990 03	HARRISON CONS. SCH. DIST. 199	53,262
83	054 0330 04	MT PULASKI C.C. SCHOOL DIST. 33	53,032
84	006 0230 03	KASBEER CONS. SCHOOL DIST. 23	52,934
85	063 0340 02	RINGWOOD SCH. DIST. 34	52,811
86	006 1820 04	MILD COMM. CONS. SCHOOL DIST. 182	52,489
87	019 1830 04	ESMOND COMM. CONS. SCH. DIST. 183	52,306
88	088 0390 04	ELMIRA COMM. CONS. SCH. DIST. 39	52,139
89	098 0770 02	CENTERVILLE SCHOOL DIST. 77	52,133
90	088 0130 04	LAFAYETTE C.C. SCH. DIST. 13	52,123
91	095 0150 04	ASHLEY C.C. SCH. DIST. 15	51,660
92	032 040C 04	MAZON COMM. CONS. SCH. DIST. 40C	51,199
93	072 3170 03	MAPLETON CONS. SCH. DIST 317	51,145
94	050 2350 04	OPHIR COMM. CONS. SCH. DIST. 235	50,990
95	016 1070 02	PLEASANTDALE SCHOOL DIST. 107	50,561
96	034 3330 04	BURNSIDE C.C. SCHOOL DIST. 333	50,541
97	071 1520 04	HOLCOMB C.C. SCHOOL DIST. 152	50,255
98	097 0130 04	CONCORD C.C. SCHOOL DIST. 13	50,126
99	032 007C 04	KINSMAN COMM. CONS. SCH. DIST. 7C	49,949
100	092 1250 04	FITHIAN C.C. SCH. DIST. 125	49,836
101	032 0490 02	HUME SCHOOL DIST. 49	49,764
102	050 1850 04	WALTHAM C C SCHOOL DIST 185	49,496
103	006 0420 02	YORKTOWN SCHOOL DIST. 42	49,179
104	092 0610 03	ARMSTRONG CONS. SCH. DIST. 61	49,103
105	095 0010 04	OAKDALE C.C. SCH. DIST. 1	47,313
106	073 2050 04	LOST PRAIRIE C C UNIT DIST 205	47,158
107	047 0520 04	PLATTVILLE C.C. SCHOOL DIST. 52	47,002
108	028 0140 04	WHITTINGTON C.C. SCHOOL DIST. 14	46,728
109	098 1470 04	HAHNAMAN C.C. SCHOOL DIST. 147	46,477
110	049 0240 04	MILLBURN C.C. SCHOOL DIST. 24	46,474
111	022 1820 04	INDIAN PLAINS C.C. SCH. DIST. 182	45,827
112	095 0490 04	NASHVILLE C.C. SCH. DIST. 49	45,819
113	050 0250 04	LOSTANT COMM. CONS. SCH. DIST. 25	44,875
114	034 3300 04	UNION DOUGLAS C.C. SCH. DIST. 330	44,626
115	096 0160 04	JOHNSONVILLE C.C. SCH. DIST. 16	44,412
116	098 1480 04	CREST VIEW C.C. SCH. DIST. 148	44,385
117	050 3000 04	LELAND COMM. CONS. SCH. DIST. 300	44,327
118	006 0840 04	MALDEN COMM CONS SCH DIST 84	43,330
119	016 0930 02	HILLSIDE SCHOOL DIST. 93	42,454
120	049 0790 02	FREMONT SCHOOL DIST. 79	42,347
121	028 0910 04	AKIN COMM. CONS. SCH. DIST. 91	42,301
122	010 1300 04	THOMASBORO C.C. SCHOOL DIST. 130	41,881



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
123	047 0340 04	MILLBROOK C.C. SCHOOL DIST. 34	41,697
124	092 0320 04	ROSSVILLE C.C. SCH. DIST. 32	41,650
125	016 0730 02	EAST PRAIRIE SCHOOL DIST. 73	41,635
126	050 0950 04	GRAND RIDGE C.C. SCHOOL DIST. 95	41,517
127	016 0380 02	KENILWORTH SCHOOL DIST. 38	41,330
128	006 0170 04	CHIC COMM CONS SCHCOL DIST 17	41,323
129	101 1330 04	PRAIRIE HILL C.C. SCH. DIST. 133	41,217
130	033 0980 04	DALE COMM. CONS. SCHOOL DIST. 98	41,210
131	092 0530 03	ALVIN CONS. SCH. DIST. 53	40,187
132	006 0140 04	LA MOILLE ALLEN C.C.S. DIST. 14	40,168
133	047 0900 04	LISBON COMM. CONS. SCH. DIST. 90	40,129
134	101 0140 02	STEPHEN MACK SCHOOL DIST. 14	40,084
135	098 1400 04	NEWTON C.C. SCHOOL DIST. 140	39,997
136	101 1360 04	ELMWOOD C.C. SCHOOL DIST. 136	39,859
137	016 0790 02	PENNCYER SCHOOL DIST. 79	39,584
138	052 2000 02	PRAIRIEVILLE SCHOOL DIST. 200	39,488
139	090 6060 04	SPRING LAKE C.C. SCH. DIST. 606	39,393
140	051 0380 02	PETROLIA SCHOOL DIST. 38	39,307
141	058 0010 03	RACCOON CONS. SCHOOL DIST. 1	39,187
142	006 2850 04	WALNUT COMM. CONS. SCH. DIST. 285	39,027
143	063 0170 04	HAWTHORN C.C. SCH. DIST. 17	39,023
144	006 0920 02	CHERRY SCHOOL DIST. 92	38,999
145	050 2010 04	WEDRON COMM. CONS. SCH. DIST. 201	38,939
146	089 1510 04	GERMAN VALLEY C.C. SCH. DIST. 151	38,834
147	072 1120 02	GARDENER SCH. DIST. 112	38,611
148	098 1420 04	GARDEN PLAIN C.C. SCH. DIST. 142	38,398
149	032 010C 04	VERONA COMM. CONS. SCH. DIST. 10C	38,377
150	090 0980 02	RANKIN SCHOOL DIST. 98	38,284
151	098 0370 02	WOODSIDE SCHOOL DIST 37	38,274
152	022 0900 02	GRANGER SCHOOL DIST. 90	38,134
153	040 0060 03	WEST LIBERTY CONS. SCHOOL DIST. 6	38,086
154	016 0860 02	UNION RIDGE SCHOOL DIST. 86	38,015
155	063 0180 04	RILEY C.C. SCH. DIST. 18	37,616
156	088 0310 04	TOULON C.C. SCHOOL DIST. 31	37,596
157	016 0855 02	RIVER GROVE SCHOOL DIST. 855	37,587
158	071 0460 02	BAILEYVILLE SCHOOL DIST. 46	37,219
159	092 1960 03	INDIANOLA CONS. SCH. DIST. 196	36,970
160	092 1500 04	FAIRMOUNT C.C. SCH. DIST. 150	36,955
161	053 4260 04	CORNELL C C GR SCH DIST 426	36,847
162	050 2650 04	SERENA COMM. CONS. SCH. DIST. 265	36,804
163	098 1430 04	JORDAN COMM. CONS. SCH. DIST. 143	36,779
164	063 0480 02	RIDGEFIELD SCH. DIST. 48	36,702



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
165	040 0050 03	BOGOTA CONS. SCHOOL DIST. 5	36,578
166	008 0850 02	CHADWICK SCHOOL DIST. 85	36,493
167	038 2770 04	WOODLAND COMM. CONS. S. DIST. 277	36,319
168	072 3130 04	EDELSTEIN C.C. SCH. DIST 313	36,205
169	061 0060 04	LOGAN COMM. CONS. SCHOOL DIST. 6	36,118
170	050 2300 04	RUTLAND C C SCHOOL DIST 230	35,749
171	096 0140 04	GEFF C.C. SCH. DIST. 14	35,666
172	033 1030 04	FLANNIGAN C.C. SCH. DIST. 103	35,656
173	072 3060 03	MOSSVILLE CONS. SCH. DIST 306	35,652
174	013 1740 04	BIBLE GROVE C.C. SCH. DIST. 174	35,622
175	029 3400 03	PRICHARD CLARK CONS. S. DIST. 340	35,563
176	047 0660 04	NEWARK COMM. CONS. SCH. DIST. 66	35,477
177	013 1660 03	SAILOR SPRING CONS. S. DIST. 166	35,093
178	006 1260 04	WYANET C.C. SCHOOL DIST. 126	34,908
179	040 0070 03	YALE CONSOLIDATED SCHOOL DIST. 7	34,744
180	049 0720 02	RONDOUT SCHOOL DIST. 72	34,722
181	032 060C 04	SARATOGA COMM. CONS. S. DIST. 60C	34,657
182	053 2320 02	DWIGHT SCHOOL DIST. 232	34,585
183	095 0610 02	OKAWVILLE SCH. DIST. 61	34,427
184	049 0960 04	KILDEER COUNTRYSIDE C.C. S.D. 96	34,361
185	010 2120 04	OGDEN COMM. CONS. SCH. DIST. 212	34,326
186	010 1420 04	LUDLOW C.C. SCHOOL DIST. 142	34,230
187	073 2040 04	PINCKNEYVILLE C.C. SCH. DIST. 204	34,145
188	101 0570 02	BELL SCHOOL DIST. 57	34,063
189	071 1700 04	LINDENWOOD C.C. SCHOOL DIST. 170	34,024
190	099 040C 04	WHEATLAND COMM CONS. DIST. 40C	34,023
191	016 0920 02	LINDOP SCHOOL DIST. 92	33,971
192	092 1300 03	MUNCIE CONS. SCH. DIST. 130	33,836
193	090 6950 04	GREEN VALLEY C.C. SCH. DIST. 695	33,820
194	006 1520 04	NEPONSET C.C. SCHOOL DIST. 152	33,802
195	050 0790 04	TONICA COMM. CONS. SCH. DIST. 79	33,699
196	050 0820 04	DEER PARK C.C. SCHOOL DIST. 82	33,182
197	096 0070 04	CISNE SCHOOL C.C. DIST. 7	33,099
198	013 0910 03	WENDELIN C C SCHOOL DIST 91	32,936
199	096 0150 04	BERRY C.C. SCH. DIST. 15	32,584
200	010 1880 04	GIFFORD C.C. SCHOOL DIST. 188	32,583
201	098 0290 02	TAMPICO SCHOOL DIST 29	32,406
202	050 1290 04	CEDAR POINT C.C. SCHOOL DIST. 129	32,293
203	095 0780 04	JOHANNISBURG C.C. SCH. DIST. 78	32,282
204	063 0080 03	UNION CONS. SCH. DIST. 8	32,136
205	072 0660 02	BARTONVILLE SCH. DIST. 66	31,996
206	075 0570 02	PERRY SCHOOL DIST. 57	31,954



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
207	032 2010 04	MINOOKA COMM. CONS. S. DIST. 201	31,926
208	072 3150 04	UNION COMM CONS. SCH. DIST 315	31,851
209	051 0680 03	CHAUNCEY CONS. SCHOOL DIST. 68	31,823
210	049 1060 02	BANNOCKBURN SCHOOL DIST. 106	31,813
211	059 0350 04	HENRY COMM. CONS. SCHOOL DIST. 35	31,787
212	033 0990 04	BROUGHTON COMM. CONS. S. DIST. 99	31,548
213	099 1140 02	MANHATTAN SCHOOL DIST. 114	31,543
214	092 1780 02	WINGARD SCHOOL DIST. 178	31,486
215	072 1200 02	PEORIA HEIGHTS SCH. DIST. 120	31,411
216	051 0140 02	LAWRENCEVILLE SCHOOL DIST. 14	31,394 *
217	022 0250 02	BENJAMIN SCHOOL DIST. 25	31,234
218	063 1400 03	MARENGO CONS. SCH. DIST. 140	31,219
219	073 2030 04	SWANWICK COMM CONS. SCH DIST. 203	31,215
220	052 0080 02	NELSON SCHOOL DIST. 8	31,162
221	071 1440 03	KINGS CONSOLIDATED SCH DIST 144	31,103
222	097 0150 04	BROWNSVILLE C.C. SCH. DIST. 15	31,101
223	073 2120 04	PINCKNEYVILLE C.C. SCH. DIST. 212	31,076
224	098 1500 04	UNION GROVE C.C. SCH. DIST. 150	31,041 *
225	006 0880 02	ARLINGTON SCHOOL DIST. 88	31,001
226	049 0330 02	EMMONS SCHOOL DIST. 33	30,947
227	016 0290 02	NORTHFIELD SCHOOL DIST. 29	30,941
228	096 0090 04	BOYLESTON C.C. SCH. DIST. 9	30,848
229	013 1110 04	OSKALOOSA C.C. SCH. DIST. 111	30,812
230	063 0460 02	PRAIRIE GROVE SCH. DIST. 46	30,729
231	073 2080 04	PARADISE C.C. SCH. DIST. 208	30,728
232	095 0110 04	IRVINGTON C.C. SCH. DIST. 11	30,651
233	092 0590 04	POTOMAC C.C. S.D. DIST. 59	30,572
234	051 0320 04	WASHINGTON C.C. SCHOOL DIST. 32	30,453
235	071 0400 04	FORRESTON C C GR SCH DIST 40	30,438
236	049 0630 02	NORTH CHICAGO SCHOOL DIST. 63	30,345
237	071 1610 04	CRESTON COMM. CONS. SCH DIST. 161	30,206
238	004 2190 04	MANCHESTER C.C. SCH. DIST. 219	30,038
239	099 088A 02	RICHLAND SCHOOL DIST. 88A	30,037
240	046 2560 04	ST ANNE C.C. SCHOOL DIST. 256	29,939
241	061 0180 02	JCPPA SCHOOL DIST. 18	29,655
242	098 1350 03	FENTON CONS. SCHOOL DIST. 135	29,629
243	044 0700 02	BELKNAP SCHOOL DIST. 70	29,507
244	072 3110 04	PRINCEVILLE C.C. SCH. DIST. 311	29,487
245	050 1250 04	EGLESBY C.C. SCHOOL DIST. 125	29,485
246	098 1490 04	CLYSTIC C.C. SCHOOL DIST. 149	29,353
247	013 0030 04	XENIA COMM CONS SCHOOL DIST 3	29,254
248	092 0080 02	RANKIN SCH. DIST 8	29,182



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
249	032 0740 03	SOUTH WILMINGTON CONS. S.D. 74	29,169
250	017 0060 04	HARDINVILLE C.C. SCHOOL DIST. 6	29,117
251	038 2720 04	MIDDLEPORT C.C. SCH. DIST. 272	29,109
252	082 1810 02	SIGNAL HILL SCH. DIST. 181	29,105
253	101 1370 04	PLEASANT VIEW C.C. SCH. DIST. 137	29,011
254	010 1690 04	ST JOSEPH C.C. SCHOOL DIST. 169	28,984
255	102 0010 04	METAMORA C.C. SCH. DIST. 1	28,924
256	033 1050 04	ADEN COMM. CONS. SCH. DIST. 105	28,854
257	096 0060 04	NEW HOPE C.C. SCH. DIST 6	28,794
258	071 1130 02	CHANA SCHOOL DIST. 113	28,680
259	049 1140 02	FOX LAKE SCHOOL DIST. 114	28,626
260	051 0020 04	LUKIN COMM. CONS. SCHOOL DIST. 2	28,496
261	096 0110 04	MOUNT ERIE C.C. SCH. DIST. 11	28,474
262	017 2100 04	BEND COMM. CONS. SCHOOL DIST. 210	28,309
263	049 0360 02	GRASS LAKE SCHOOL DIST. 36	28,264
264	088 0270 04	SANDHAM WYOMING C.C.S. DIST. 27	28,065
265	072 3030 03	WILDER WAITE CONS. SCH. DIST. 303	27,870
266	016 1130 04	LEMONT C.C. SCHOOL DIST. 113	27,849
267	063 0130 03	RICHMOND CONS. SCH. DIST. 13	27,618
268	033 1060 04	BEAVER CREEK C.C. SCH. DIST. 106	27,516
269	046 2580 04	ST GEORGE C.C. SCHOOL DIST. 258	27,376
270	072 1390 02	TRIVOLI SCH. DIST. 139	27,275
271	079 1240 03	KASKASKIA ISLAND CONS. SD 124	27,127
272	051 0030 04	PETTY COMM. CONS. SCHOOL DIST. 3	27,071
273	012 1050 02	WESTFIELD SCHOOL DIST. 105	27,047
274	097 0180 04	MILL SHOALS C.C. SCH. DIST. 18	26,910
275	040 0030 03	HIDALGO CONS. SCHOOL DIST. 3	26,903
276	019 1850 04	MALTA COMM. CONS. SCH. DIST. 185	26,883
277	016 1590 02	SIEDAN PRAIRIE SCHOOL DIST. 159	26,817
278	063 0120 02	JOHNSBURG SCH. DIST. 12	26,766
279	072 3200 04	LANCASTER WEST C.C. S. D. 320	26,663
280	038 2800 04	MILFORD COMM. CONS. S. DIST. 280	26,570
281	013 0800 04	CLAY CITY C.C. SCH. DIST. 80	26,563
282	040 0040 03	NEWTON CONS. SCHOOL DIST. 4	26,207 *
283	041 0050 04	BELLE RIVE C.C. SCHOOL DIST. 5	26,116
284	098 0750 02	PROPHETSTOWN SCHOOL DIST. 75	26,004
285	082 0700 04	FREEBURG C.C. SCHOOL DIST. 70	25,928
286	049 0580 02	SPAULDING SCHOOL DIST. 58	25,891
287	022 0630 02	CASS SCHOOL DIST. 63	25,820
288	072 3040 03	LOGAN CONS. SCH. DIST 304	25,659 *
289	029 001B 02	FARMINGTON SCHOOL DIST. 1B	25,652 *
290	098 1380 04	COLETA C.C. SCHOOL DIST. 138	25,563



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
291	063 0110 02	SPRING GROVE SCH. DIST. 11	25,489
292	098 1460 04	PORTLAND C.C. SCHOOL DIST. 146	25,381
293	032 072C 04	GARDNER COMM. CONS. S. DIST. 72C	25,263
294	049 0110 04	NEWPORT COMM. CONS. SCH. DIST. 11	25,146
295	044 001C 04	GRANTSBURG C.C. SCHOOL DIST. 1C	25,120
296	082 1160 02	HIGH MOUNT SCHOOL DIST. 116	25,087
297	071 1550 02	DAVIS JUNCTION SCHOOL DIST. 155	25,048
298	049 1030 02	LINCOLNSHIRE PRAIRIE U.S.D. 103	25,024
299	096 0130 04	ORCHARDVILLE C.C. SCH. DIST 13	24,905
300	047 0150 04	YORKVILLE C.C. SCHOOL DIST. 15	24,649
301	098 1450 04	MONTMORENCY C.C. SCH. DIST. 145	24,592
302	063 0220 02	BURTON BRIDGE SCH. DIST. 22	24,394
303	099 033C 04	HOMER COMM. CONS. SCH. DIST. 33C	24,259
304	072 3180 04	LIMESTONE PINKERTON C.C. S.D. 318	24,148
305	098 0710 02	LYNDON SCHOOL DIST. 71	24,079 *
306	016 1720 02	SANDRIDGE SCHOOL DIST. 172	24,041
307	049 0020 02	NORTH PRAIRIE SCHOOL DIST. 2	23,914
308	049 0380 02	BIG HOLLOW SCHOOL DIST. 38	23,848
309	061 0410 02	UNIONVILLE SCHOOL DIST. 41	23,817
310	049 0560 02	GURNEE SCHOOL DIST. 56	23,738
311	071 1720 02	MONROE CENTER SCHOOL DIST 172	23,689
312	096 0190 04	MERRIAM COMM CONS SCHOOL DIST. 19	23,570
313	034 3340 04	CARTHAGE C.C. SCHOOL DIST. 334	23,504
314	013 0920 03	INGRAHAM CONS. SCHOOL DIST. 92	23,423
315	099 157C 04	FRANKFORT C.C. SCH. DIST. 157C	23,350
316	017 0070 04	OBLONG C.C. SCHOOL DIST. 7	23,182
317	016 1370 02	DOCTOR SCHOOL DIST. 137	23,129
318	033 0330 02	PIOPOLIS SCHOOL DIST. 33	22,694
319	099 044C 04	CUSTER PARK C.C. SCHOOL DIST. 44C	22,686
320	096 0210 04	OAK GROVE C.C. SCHOOL DIST. 21	22,667
321	033 1020 04	KNIGHTS PRAIRIE C.C. S. DIST. 102	22,620
322	082 1150 02	WHITESIDE SCHOOL DIST. 115	22,617
323	040 0020 03	MUDDY CONSOLIDATED SCHOOL DIST. 2	22,616
324	101 1270 04	ARGYLE C.C. SCHOOL DIST. 127	22,554
325	040 0010 03	GROVE CONSOLIDATED SCHOOL DIST. 1	22,432
326	013 1220 04	NORTH LARKINSBURG C C S D 122	22,419
327	040 0100 03	STE. MARIE CONS. SCHOOL DIST. 10	22,381
328	016 1280 02	PALOS HEIGHTS SCHOOL DIST. 128	22,314
329	044 0430 03	BUNCOMBE CONS. SCHOOL DIST. 43	22,303
330	004 0330 04	POPLAR GROVE C.C. SCH. DIST. 33	22,250
331	022 0690 02	PUFFER SCHOOL DIST. 69	22,060
332	022 0650 02	BROMBEREK SCHOOL DIST. 65	22,043



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ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
333	050 1700 04	SENECA COMM. CONS. SCH. DIST. 170	22,034
334	049 0680 02	OAK GROVE SCHOOL DIST. 68	21,935
335	039 1600 04	GLENDALE C.C. SCH. DIST. 160	21,865
336	006 1750 04	LEPERTOWN C.C. SCH. DIST. 175	21,761
337	083 0990 04	HILLCREST C.C. SCHOOL DIST. 99	21,680
338	058 0020 03	KELL CONSOLIDATED SCHOOL DIST. 2	21,625
339	004 2310 04	CAPRON-BOONE-LEROY C.C.S.D. 231	21,535
340	051 0080 04	BROOKSIDE COMM. CONS. SCH. DIST 8	21,510
341	038 0690 02	WATSEKA SCHOOL DIST. 69	21,417
342	090 6800 04	GROVELAND C.C. SCH. DIST. 680	21,406
343	006 0940 04	LADD COMM CONS SCHOOL DIST 94	21,392
344	061 0050 04	JEFFERSON C.C. SCHOOL DIST. 5	21,371
345	044 002C 04	TUNNEL HILL C.C. SCHOOL DIST. 2C	21,366
346	098 1390 04	ALBANY C.C. SCHOOL DIST. 139	21,311
347	049 0100 02	LOTUS SCHOOL DIST. 10	21,283
348	049 0460 04	GRAYSLAKE C.C. SCHOOL DIST. 46	21,267
349	101 1130 02	BUCKBEE SCHOOL DIST. 113	21,209
350	044 0640 02	CYPRESS SCHOOL DIST. 64	21,077
351	013 1200 04	IOLA COMM. CONS. SCH. DIST. 120	20,973
352	050 1350 02	UTICA SCHOOL DIST. 135	20,886
353	028 1150 04	EWING NORTHERN C.C. DIST. 115	20,842
354	101 0620 02	GUILFORD CENTER SCH. DIST. 62	20,810
355	082 0450 02	MARISSA SCHOOL DIST. 45	20,808
356	022 0110 02	MEDINAH SCHOOL DIST. 11	20,792
357	063 0030 03	FOX RIVER GROVE CONS. S.D. 3	20,757
358	082 1190 02	BELLE VALLEY SCHOOL DIST. 119	20,756
359	098 0620 02	MORRISON SCHOOL DIST. 62	20,648 *
360	028 1100 04	LOGAN COMM. CONS. SCH. DIST. 110	20,641
361	016 1550 02	CALUMET CITY SCHOOL DIST. 155	20,579
362	029 1410 02	LEWISTOWN SCHOOL DIST. 141	20,570 *
363	006 0990 04	SPRING VALLEY C.C. SCH. DIST. 99	20,529
364	082 1130 02	WOLF BRANCH SCH. DIST. 113	20,521
365	098 0390 02	GALT SCHOOL DIST. 39	20,509 *
366	072 3190 04	WESTWOOD C.C. SCH. DIST 319	20,509
367	016 1080 02	WILLOW SPRINGS SCHOOL DIST. 108	20,496
368	095 0180 02	RICHVIEW SCHOOL DIST. 18	20,367
369	098 0870 02	ERIE SCHOOL DIST. 87	20,317
370	013 1420 04	LOUISVILLE C.C. SCH. DIST. 142	20,316
371	041 0990 04	FARRINGTON C.C. SCHOOL DIST. 99	20,298
372	022 0620 02	GOWER SCHOOL DIST. 62	20,125
373	016 1560 02	CALUMET CITY SCHOOL DIST. 156	19,996
374	082 1300 04	SMITHTON C.C. SCHOOL DIST. 130	19,993



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ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
375	022 1800 04	PALISADES C.C. SCHOOL DIST. 180	19,894
376	022 0200 02	KEENEYVILLE SCHOOL DIST. 20	19,881
377	028 0620 02	THOMPSONVILLE SCHOOL DIST. 62	19,823
378	092 2070 02	RIDGEFARM SCH. DIST 207	19,807
379	079 1340 04	PRAIRIE DU ROCHER C.C. S. D. 134	19,789
380	092 1430 04	CATLIN C.C. SCH. DIST. 143	19,627
381	044 0550 02	VIENNA SCHOOL DIST. 55	19,601
382	090 0490 02	COLUMBIA SCH. DIST. 49	19,569
383	049 1020 04	APTAKISKIC TRIPP C.C. S. D. 102	19,479
384	073 0500 02	PINCKNEYVILLE SCH. DIST 50	19,403
385	006 0980 02	DALZELL SCHOOL DIST. 98	19,370
386	058 0070 04	IUKA COMM. CONS. SCHOOL DIST. 7	19,329
387	087 0100 04	TOWER HILL C.C. SCH. DIST 10	19,289
388	049 0730 04	HAWTHORN C.C. SCHOOL DIST. 73	19,266
389	099 2030 04	ELWOOD C.C. SCH. DIST. 203	19,237
390	082 0010 04	SUMMERFIELD C.C. SCHOOL DIST. 1	18,969
391	038 0700 02	WEST WATSEKA SCHOOL DIST. 70	18,801
392	099 0910 02	CENTRAL KELVIN GROVE SCH. DIST.91	18,791
393	022 0600 02	MAERCKER SCHOOL DIST. 60	18,774
394	046 2620 04	WICHERT C.C. SCHOOL DIST. 262	18,551
395	082 1600 04	MILLSTADT C.C. SCH. DIST. 160	18,533
396	016 0310 02	WEST NORTHFIELD SCHOOL DIST. 31	18,531
397	058 0060 04	SHANAFELT C.C. SCHOOL DIST. 6	18,508
398	072 3020 03	DUNLAP CONS. SCH. DIST 302	18,497
399	041 0060 04	GRAND PRAIRIE C.C. SCH. DIST. 6	18,428
400	016 0300 02	NORTHBROOK SCHOOL DIST. 30	18,346
401	022 0130 02	BLOOMINGDALE SCHOOL DIST. 13	18,284
402	049 0470 02	AVON CENTER SCHOOL DIST. 47	18,257
403	098 0380 02	COMO SCHOOL DIST 38	18,112
404	041 0040 04	WOODLAWN COMM CONS SCH DIST 4	18,057
405	022 0340 02	WINFIELD SCHOOL DIST. 34	17,883
406	041 0020 04	ROME COMM CONS SCHOOL DIST 2	17,880
407	087 0110 04	HERRICK C.C. SCH. DIST 11	17,805
408	091 0370 04	ANNA C.C. SCH. DIST. 37	17,804
409	063 0360 02	HARRISON SCH. DIST. 36	17,765
410	098 2010 02	WOODLAWN SCHOOL DIST. 201	17,676
411	099 0900 02	TAFT SCHOOL DISTRICT 90	17,470
412	096 0170 04	JASPER COMM. CONS. SCH. DIST. 17	17,361
413	051 0060 03	RUSSELLVILLE CONS. SCHOOL DIST. 6	17,345
414	061 0440 03	NEW COLUMBIA CONS. SCH. DIST. 44	17,342
415	097 0240 04	MAUNIE COMM. COS. SCH. DIST. 24	17,297
416	022 0660 02	CENTER CASS SCHOOL DIST. 66	17,287



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 ASSESSED VALUATION PER PUPIL IN DESCENDING ORDER

ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
417	022 0310 02	WARRENVILLE SCHOOL DIST. 31	17,194
418	072 0250 02	ELMWOOD SCH. DIST. 25	16,931
419	087 0120 04	COWDEN C.C. SCH. DIST. 12	16,868
420	098 1110 02	FULTON SCHOOL DIST. 111	16,837
421	071 1230 02	STILLMAN VALLEY DIST. 123	16,791
422	050 2720 02	SHERIDAN SCHOOL DIST. 272	16,753
423	013 0300 04	LINCOLN COMM. CONS. SCH. DIST. 30	16,714
424	091 0160 04	LICK CREEK C.C. SCH. DIST. 16	16,598
425	090 0850 02	ROBEIN SCHOOL DIST. 85	16,549
426	011 1830 02	TOVEY SCHOOL DIST. 183	16,508
427	082 2040 02	LENZBURG SCH. DIST. 204	16,412
428	101 0130 02	ROCKTON SCHOOL DIST. 13	16,327
429	090 1010 02	HOMWOOD HEIGHTS SCH. DIST. 101	16,286
430	051 0040 04	BIRDS COMM. CONS. SCHOOL DIST. 4	16,248
431	033 1000 04	MCLEANSBORD C.C. SCH. DIST. 100	16,129
432	090 0510 02	CENTRAL SCHOOL DIST. 51	16,125
433	101 1150 02	GUNSOLAS SCHOOL DIST. 115	16,122
434	083 0340 04	RALEIGH C.C. SCHOOL DIST. 34	15,991
435	073 0050 02	TAMAROA SCH. DIST. 5	15,946
436	014 0570 02	BARTELSON SCHOOL DIST. 57	15,890
437	101 1310 04	KINNIKINNICK C.C. SCH. DIST. 131	15,876
438	082 1040 02	CENTRAL SCHOOL DIST. 104	15,799
439	096 0220 04	WAYNE CITY C.C. SCHOOL DIST. 22	15,760
440	049 0760 02	DIAMOND LAKE SCHOOL DIST. 76	15,756
441	041 0030 04	FIELD COMM CONS SCHOOL DIST 3	15,740
442	090 0790 02	PLEASANT HILL SCHOOL DIST. 79	15,734
443	044 0180 02	GOREVILLE SCHOOL DIST. 18	15,683
444	014 1415 02	ST ROSE SCHOOL DIST. 14/15	15,514
445	029 0870 02	ST DAVID SCHOOL DIST. 87	15,504
446	041 0090 04	OPDYKE COMM. CONS. SCHOOL DIST. 9	15,346
447	040 0090 03	WILLOW HILL CONS. SCHOOL DIST. 9	15,303
448	072 2050 04	GLASFORD C.C. SCH. DIST. 205	15,264
449	101 1380 04	HARRISON C.C. SCHOOL DIST. 138	15,221
450	029 0880 02	DUNFERMLINE SCHOOL DIST. 88	15,092
451	044 0270 02	SIMPSON SCHOOL DIST. 27	15,044
452	041 0500 02	OLD UNION SCHOOL DISTRICT 50	15,031
453	101 1340 04	SHIRLAND C.C. SCHOOL DIST. 134	14,954
454	014 0460 02	WILLOW GROVE SCHOOL DIST. 46	14,925
455	101 0630 02	WHITE SWAN SCHOOL DIST. 63	14,811
456	051 5470 02	ST. FRANCISVILLE SCHOOL DIST 54-7	14,778
457	082 1050 02	PONTIAC SCHOOL DIST. 105	14,661
458	099 056C 04	ANN RUTLEDGE C.C. SCH. DIST. 56C	14,642



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ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
459	039 0860 03	DESOTO CONS. SCH. DIST. 86	14,586
460	091 1190 03	ALTO PASS CONS. SCH. DIST. 119	14,366
461	099 0880 02	CHANEY SCHOOL DIST 88	14,364
462	051 0350 02	BRIDGEPORT SCHOOL DIST. 35	14,353
463	016 1710 02	SUNNYBROOK SCHOOL DIST. 171	14,290
464	083 0670 02	ELDORADO SCHOOL DIST. 67	14,288
465	061 0070 04	FRANKLIN C.C. SCHOOL DIST. 7	14,251
466	033 1010 04	DAHLGREN COMM. CONS. S. DIST. 101	14,057
467	099 1590 02	MOKENA SCHOOL DIST. 159	14,029
468	099 0810 02	UNION SCHOOL DIST. 81	14,029
469	101 1230 03	NEW MILFORD CONS. SCH. DIST 123	14,006 *
470	101 1120 02	CHERRY VALLEY SCHOOL DIST. 112	13,927
471	014 0600 02	GERMANTOWN SCHOOL DIST. 60	13,872
472	098 0140 02	RIVERDALE SCHOOL DIST 14	13,852
473	072 0620 02	PLEASANT VALLEY SCH. DIST. 62	13,846
474	082 0300 03	ST. LIBORY CON. SCH.	13,798
475	099 0050 04	BRAIDWOOD C.C. SCHOOL DIST. 50	13,795
476	041 1140 04	BLUFORD C.C. SCHOOL DIST. 114	13,768
477	014 0210 02	AVISTON SCHOOL DIST. 21	13,741
478	041 0080 04	INA COMM CONS SCHOOL DIST 8	13,711 *
479	098 0120 02	EAST COLOMA SCHOOL DIST 12	13,683
480	099 0170 02	CHANNAHON SCHOOL DIST. 17	13,577
481	041 0120 04	MCCLELLAN C.C. SCHOOL DIST. 12	13,346
482	014 0620 02	DAMIANSVILLE SCHOOL DIST. 62	13,188
483	073 0120 02	SUNFIELD SCH. DIST. 12	13,062
484	092 1770 03	GEORGETOWN CONS. SCH. DIST. 177	12,897
485	072 0700 02	MONROE SCH. DIST. 70	12,763
486	101 1050 02	RIVERSIDE SCHOOL DIST 105	12,731
487	032 0750 02	BRACEVILLE SCHOOL DIST. 75	12,720
488	072 0690 02	PLEASANT HILL SCH. DIST. 69	12,697
489	072 0230 02	ROME SCH. DIST. 23	12,676
490	028 0340 02	CHRISTOPHER SCHOOL DIST 34	12,587 *
491	016 1545 02	BURNHAM SCHOOL DIST. 1545	12,587
492	081 0360 02	CARBON CLIFF SCHOOL DIST. 36	12,458
493	061 0360 03	UNITY CONSOLIDATED SCH. DIST. 36	12,354
494	051 0570 02	SUMNER SCHOOL DIST. 57	12,345
495	058 1330 02	CENTRAL CITY SCHOOL DIST. 133	12,148
496	041 0070 04	DODDS COMM. CONS. SCHOOL DIST. 7	12,031
497	072 3160 04	LIMESTONE WALTERS C.C. S. D. 316	11,995
498	016 1450 02	TINLEY PARK SCHOOL DIST. 145	11,702
499	044 0030 02	NEW BURNSIDE SCHOOL DIST. 3	11,684
500	092 1320 02	CAKWOOD SCHOOL DIST. 132	11,679



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
501	092 1350 02	DIAMOND SCHOOL DIST. 135	11,514
502	102 0690 02	GERMANTOWN SCHOOL DIST. 69	11,393
503	016 1540 02	THORNTON SCHOOL DIST. 154	11,375
504	082 0030 02	LEBANON SCHOOL DIST. 3	11,281
505	091 0430 04	JONESBORO C.C. SCH. DIST. 43	11,120
506	082 0310 02	FAYETTEVILLE SCHOOL DIST. 31	11,115
507	081 0290 02	HAMPTON SCHOOL DIST. 29	11,098
508	061 0350 02	METROPOLIS CITY SCHOOLS DIST 35	11,083
509	082 0850 02	SHILCH VILLAGE SCHCOOL DIST. 85	10,941
510	072 0680 02	OAK GROVE SCH. DIST. 68	10,629
511	028 0320 04	MULKEYTOWN C.C. SCHOOL DIST. 32	10,599
512	084 0420 02	RIVERTON SCH. DIST 42	10,584
513	096 0050 04	SIMS C.C. SCH. DIST 5	10,491
514	099 1610 02	SUMMIT HILL SCH. DIST. 161	10,284
515	084 0410 02	OAK HILL SCH. DIST. 41	10,032
516	072 0630 02	NORWOOD SCH. DIST. 63	9,881
517	058 1220 02	ODIN SCHOOL DIST. 122	9,859
518	041 0820 02	BETHEL SCHOOL DIST. 82	9,838
519	011 1820 02	KINCAID SCHOOL DIST. 182	9,815
520	014 1860 02	WAMAC SCHOOL DIST. 186	9,703
521	072 2040 04	HANNA CITY C.C. SCH. DIST. 204	9,564
522	039 1300 04	GIANT CITY C.C. SCH. DIST. 130	9,323
523	039 1400 04	UNITY POINT C.C. SCH. DIST. 140	8,929
524	072 1520 02	BELLEVUE SCH. DIST. 152	8,913
525	041 0790 02	SUMMERSVILLE SCHOOL DIST. 79	8,495
526	083 0660 04	BEULAH HGTS C.C. SCHOOL DIST. 66	8,112
527	102 0020 04	RIVERVIEW C.C. SCH. DIST. 2	7,834
528	099 0890 02	FAIRMONT SCHOOL DISTRICT 89	6,980
529	046 2590 04	PEMBROKE C.C. SCHOOL DIST. 259	6,635
530	090 1370 02	SOUTH PEKIN SCHOOL DIST. 137	6,402
531	014 0630 02	ALBERS SCHOOL DIST. 63	6,085
532	037 1900 02	COLONA SCHOOL DIST. 190	5,818
533	039 1440 03	POMONA SCHOOL DIST. 144	5,018
534	037 1570 02	BRIAR BLUFF SCHOOL DIST. 157	4,557
535	101 2020 03	KISHWAUKEE CONS. SCHOOL DIST. 202	
536	098 0590 02	ROUND GROVE SCHOOL DIST. 59	
537	098 0570 02	HIDDLESON SCHOOL DIST. 57	



STATE OF ILLINOIS  
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RAY PAGE, SUPERINTENDENT

02-23-68

1967 - 1968  
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HIGH SCHOOL DISTRICTS 500 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
1	016 2120 16	LEYDEN COMM. H.S. DIST. 212	100,598
2	016 2010 17	J.S. MORTON TWP. H.S. DIST. 201	92,340
3	049 1150 16	LAKE FOREST COMM. H.S. DIST. 115	88,807
4	050 2800 17	MENDOTA TWP. H.S. DIST. 280	83,387
5	016 2000 13	CAK PK RIVER FOREST C.S.D. 200	80,176
6	016 2200 17	REAVIS TWP. H.S. DIST. 220	79,866
7	049 1250 13	ADALIE E. STEVENSON SCH. D. 125	79,389
8	016 2190 17	NILES TWP. H.S. DIST. 219	77,865
9	054 4040 16	LINCOLN COMM. H.S. DIST. 404	75,462
10	063 1540 16	MARENGO COMM HS DIST. 154	74,293
11	016 2020 17	EVANSTON TWP H.S. DIST. 202	73,815
12	050 1400 17	OTTAWA TWP. H.S. DIST. 140	73,269
13	071 2120 17	ROCHELLE TWP H S DIST. 212	73,245
14	063 1520 16	WOODSTOCK COMM HS DIST. 152	72,461
15	057 0140 16	WOOD RIVER E. ALTON C.H.S. D. 14	72,005
16	049 1190 17	WAUKEGAN TWP. H.S. DIST. 119	71,053
17	090 3090 16	EAST PEORIA COMM. H.S. DIST. 309	71,036
18	090 3010 17	MORTON TWP. H.S. SCH. DIST. 301	70,690
19	016 2030 17	NEW TRIER TWP. H.S. DIST. 203	69,252
20	053 0900 17	PONTIAC TWP. H.S. DIST. 90	68,317
21	098 3070 16	MORRISON COMM H.S. DIST. 307	66,991
22	099 2040 17	JOLIET TWP. HS DIST. 204	66,254
23	016 2090 17	PROVISO TWP. H.S. DIST. 209	65,885
24	050 1200 17	LA SALLE-PERU TWP H S D 120	65,809
25	016 2040 17	LYONS TWP. H.S. DIST. 204	65,003
26	099 2050 17	LOCKPORT TWP HS DIST. 205	64,927
27	016 2320 16	ELMWOOD PARK COMM. H.S. DIST. 232	63,884
28	006 5000 15	PRINCETON TWP. H.S. DIST. 500	63,814
29	051 0710 17	LAWRENCEVILLE TWP. H.S. DIST. 71	62,593
30	049 1170 17	ANTIOCH TWP. H.S. DIST. 117	61,193
31	063 1560 16	MCHENRY COMM H S DIST 156	60,691
32	098 3000 17	STERLING TOWNSHIP H S DIST. 300	60,363
33	049 1130 17	HIGHLAND PARK TWP. H.S. DIST. 113	60,142
34	032 1010 16	MORRIS COMM. H.S. DIST. 101	59,906
35	016 2170 16	ARGO COMM. H.S. DIST. 217	58,431
36	049 1240 16	GRANT COMM. H.S. DIST. 124	58,174
37	016 2310 16	EVERGREEN PARK COMM. H.S. D. 231	57,505
38	022 0940 16	WEST CHICAGO COMM. H.S. DIST. 94	57,352



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HIGH SCHOOL DISTRICTS 500 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
39	063 1550 16	CRYSTAL LAKE COMM HS DIST 155	57,223
40	022 0880 16	ELMHURST COMM. H.S. DIST. 88	56,820
41	058 6000 16	SALEM COMM. H.S. DIST. 600	56,806
42	006 5020 17	HALL TOWNSHIP H.S. DIST. 502	56,602
43	016 2100 17	LEMONT TWP. H.S. DIST. 210	56,587
44	016 2250 17	GLENBROOK TWP. H.S. DIST. 225	56,036
45	097 1100 17	CARMI TWP H S TOWNSHIP 110	55,777
46	016 2340 16	RIDGEWOOD COMM. H.S. DIST. 234	55,209
47	022 0860 17	HINSDALE TWP. H.S. DIST. 86	54,794
48	016 2060 17	BLOOM TWP. H.S. DIST. 206	54,761
49	016 2080 17	RIVERSIDE BROOKFIELD TWP. D. 208	54,700
50	049 1280 16	LIBERTYVILLE COMM. H.S. DIST. 128	54,494
51	082 2010 17	BELLEVILLE TWP HS DIST. 201	54,437
52	046 3070 16	BRADLEY BOURBONNAIS C. HS D. 307	54,268
53	049 1230 16	NORTH CHICAGO COMM. H.S. DIST 123	53,411
54	016 2070 17	MAINE TWP H.S. DIST. 207	53,025
55	022 1000 16	FENTON COMM. H.S. DIST. 100	52,112
56	022 1090 16	LISLE COMM. H.S. DIST. 109	51,885
57	072 1150 17	CHILLICOTHE TWP HS DIST. 115	51,873
58	022 0950 16	WHEATON COMM. H.S. DIST. 95	51,248
59	090 3030 16	PEKIN COMM H.S. DIST. 303	50,471
60	040 1270 16	NEWTON COMM. H.S. DIST. 127	50,378
61	016 2140 17	TOWNSHIP HIGH SCHOOL	49,757
62	049 2240 13	BARRINGTON CONS. H.S. DIST. 224	49,692
63	022 0990 16	DOWNERS GROVE COMM. H.S. DIST. 99	49,425
64	050 0400 17	STREATOR TWP. H.S. DIST. 40	49,030
65	022 1070 16	NAPERVILLE COMM. H.S. DIST. 107	48,953
66	039 1650 16	CARBONDALE COMM. H.S. DIST. 165	48,801
67	049 1210 17	WARREN TWP. H.S. DIST. 121	48,658
68	099 2100 16	LINCOLN WAY COMM. H.S. DIST. 210	48,233
69	022 0870 17	GLENBARD TWP. H.S. DIST. 87	48,000
70	101 2070 16	HONONEGAH COMM. H. SCH. DIST. 207	47,426
71	022 1080 16	LAKE PARK COMM. H.S. DIST. 108	46,822
72	071 2180 16	OREGON COMM H S DIST. 218	46,397
73	010 1930 17	RANTOUL TOWNSHIP H.S. DIST. 193	45,415
74	049 1200 13	MUNDELEIN CONS. H.S. DIST. 120	45,409
75	049 1270 16	GRAYSLAKE COMM. H.S. DIST. 127	43,768
76	072 3100 16	LIMESTONE COMM H S DIST. 310	43,601
77	073 1000 17	DUQUCIN TWP H S DIST 100	43,295
78	028 1030 13	BENTON CONS H S DIST 103	42,776
79	016 2050 17	THORNTON TWP. H.S. DIST. 205	42,771
80	016 2180 16	DWIGHT EISENHOWER C H S D 218	42,514



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
81	046 3020 16	ST ANNE COMM. H.S. DIST. 302	42,488
82	102 1220 17	METAMORA TWP H S DIST. 122	42,184
83	090 3080 16	WASHINGTON COMM H S DIST. 308	42,145
84	096 2250 16	FAIRFIELD COMM H S COMM. 225	41,607
85	073 1010 16	PINCKNEYVILLE COMM H S DIST. 101	40,941
86	081 0300 17	UNITED TWP. H.S. DIST. 30	40,658
87	058 2000 17	CENTRALIA TWP. H.S. DIST. 200	40,438
88	016 2110 17	PALATINE TWP. H.S. DIST. 211	39,533
89	098 3010 17	ROCK FALLS TWP H S DIST 301	38,416
90	016 2290 16	OAK LAWN COMM. H.S. DIST. 229	38,318
91	049 1260 17	ZION BENTON TWP. H.S. DIST. 126	38,089
92	016 2300 13	ORLAND PARK CONS. H.S. DIST. 230	37,537
93	016 2330 16	HOMWOOD FLOSSMOOR C.H.S. D. 233	37,199
94	091 0810 16	ANNA JONESBORO COMM. SCH. DIST 81	36,697
95	016 2270 17	RICH TWP. H.S. DIST. 227	35,662
96	041 2010 17	MT VERNON TWP. H.S. DIST.201	35,353
97	016 2150 17	THORNTON FRACTIONAL T.H.S.D. 215	35,143
98	013 0990 17	FLORA TOWNSHIP H S DIST 99	34,696
99	082 2030 17	O FALLON TWP HS DIST. 203	33,519
100	049 1160 16	ROUND LAKE COMM. H.S. DIST. 116	33,296
101	082 0180 16	MASCOUTAH H S DIST. 18	28,869
102	016 2280 16	MIDLOTHIAN COMM. H.S. DIST. 228	28,276
103	061 0200 16	METROPOLIS COMM. H.S. DIST. 20	26,756



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
1	061 0210 16	JOPPA COMM. H.S. DIST. 21	286,206
2	014 0710 16	AVISTON COMMUNITY H.S. DIST. 71	223,534
3	064 3110 17	BELLFLOWER TWP HS DIST. 311	185,990
4	054 4050 16	BEASON COMM. H.S. DIST. 405	182,916
5	054 4060 16	ELKHART COMM. H.S. DIST. 406	173,886
6	053 2700 16	CULLOM COMM. H.S. DIST. 270	171,603
7	023 1620 16	SCOTTLAND COMM. H.S. DIST. 162	165,468
8	092 2250 17	ARMSTRONG TWP HS DIST. 225	162,690
9	006 5110 16	MALDEN COMMUNITY H S DIST 511	144,652
10	050 3900 16	SERENA COMM. H.S. DIST. 390	142,292
11	050 4000 16	LOSTANT COMM. H.S. DIST. 400	132,666
12	054 0280 17	MT PULASKI TWP. H.S. DIST. 28	129,232
13	092 2220 17	EAST LYNN TWP HS DIST. 222	126,878
14	062 3660 16	BARDOLPH COMM H S DIST. 366	123,167
15	053 1600 16	ODELL COMM. H.S. DIST. 160	115,629
16	088 0680 17	LAFAYETTE TWP H.S. DIST. 68	111,525
17	088 0690 17	BRADFORD TWP. H.S. DIST. 69	107,953
18	088 0040 17	TOULON TWP. H.S. DIST 4	106,931
19	050 3700 16	LELAND COMM H.S. DIST. 370	106,491
20	006 5080 16	WALNUT COMMUNITY H.S. DIST. 508	105,700
21	092 2370 13	JAMAICA CONS HS DIST. 237	102,757
22	010 3050 16	ST JOSEPH OGDEN C.H.S.D. 305	102,329
23	006 5050 16	OHIO COMMUNITY H S DIST 505	101,095
24	032 0970 17	MAZON TWP. H.S. DIST. 97	101,012
25	038 2520 16	CRESCENT IROQUOIS COMM. DIST. 252	98,241
26	006 5090 16	LAMOILLE COMMUNITY H.S. DIST. 509	96,289
27	053 2300 17	DWIGHT TWP. H.S. DIST. 230	96,037
28	098 3020 17	TAMPICO TWP. H.S. DIST. 302	94,829
29	032 1110 16	MINOOKA COMM. H.S. DIST. 111	94,190
30	053 0700 16	CORNELL COMM. H.S. DIST. 70	93,669
31	088 0710 16	WYOMING COMM. H.S. DIST. 71	92,558
32	072 2060 16	PRINCEVILLE COMM H.S. DIST. 206	91,657
33	050 3600 16	TONICA COMM. H.S. DIST. 360	90,409
34	019 4190 17	MALTA TWP. H.S. DIST. 419	90,198
35	047 0180 16	NEWARK COMM. H.S. DIST. 18	89,040
36	008 1990 16	CHADWICK COMMUNITY H.S. DIST. 199	85,197
37	071 2190 16	FORRESTON COMM H S DIST. 219	83,829
38	006 5040 17	NEPONSET TWP. H.S. DIST. 504	83,354



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
39	098 3080 16	PROPHETSTOWN COMM. H.S. DIST. 308	83,012
40	092 2290 17	POTOMAC TWP. H.S. DIST. 229	79,701
41	092 2360 13	ROSSVILLE CONS HS DIST. 236	79,518
42	050 1600 17	SENECA TWP. H.S. DIST. 160	79,261
43	095 0880 16	OKAWVILLE COMM H S DIST. 88	76,275
44	095 0990 16	NASHVILLE COMM H S DIST. 99	75,367
45	063 1570 16	RICHMOND CONS. SCH. DIST. 157	75,225
46	096 2280 16	CISNE COMM H S COMM. 228	75,211
47	006 5100 16	WYANET COMMUNITY H.S. DIST. 510	73,687
48	090 3060 16	GREEN VALLEY COMM. H.S. DIST. 306	73,469
49	098 3030 16	ERIE COMM H.S. DIST. 303	72,061
50	034 3120 16	CARTHAGE COMM. H.S. DIST. 312	71,305
51	092 2230 17	RANKIN TWP. H.S. DIST. 223	69,897
52	072 1580 17	DUNLAP TWP H S DIST. 158	67,116
53	095 1000 17	ASHLEY TWP H S DIST 100	66,596
54	071 2130 16	STILLMAN VALLEY COMM DIST. 213	66,493
55	047 1000 16	YORKVILLE COMM. H.S. DIST. 100	65,574
56	059 0200 13	HENRY SENACHWINE CONS. S.D. 20	64,138
57	029 3010 16	FARMINGTON COMM. H.S. DIST. 301	63,910
58	092 2210 17	RIDGEFARM TWP HS DIST. 221	63,748
59	029 3410 16	LEWISTOWN COMM. H.S. DIST. 341	63,531
60	032 0730 17	GARDNER S WILMINGTON T. H.S.D. 73	63,232
61	098 3050 16	LYNDON COMM H.S. DIST. 305	62,331
62	004 2000 13	NORTH BOONE CONS. H.S. DIST. 200	61,675
63	012 2010 17	WESTFIELD TOWNSHIP H.S. DIST. 201	61,627
64	087 1850 16	TOWER HILL COMM H.S. DIST. 185	60,563
65	038 2500 16	WATSEKA COMMUNITY H S DIST 250	60,000
66	087 1840 16	HERRICK COMM. H.S. DIST 184	59,537
67	082 2000 17	MARISSA TWP HS DIST. 200	58,974
68	072 1590 17	TIMBER TWP H.S. DIST. 159	57,489
69	038 2330 17	MILFORD TWP. H.S. DIST. 233	57,448
70	097 2290 16	MILLSPRAIRIE COMM HS COMM. 229	56,399
71	013 1020 16	NORTH CLAY COMM. H.S. DIST. 102	56,189
72	092 2270 17	OAKWOOD TWP. H.S. DIST. 227	55,650
73	013 1030 16	CLAY CITY COMM. SCH. DIST. 103	55,566
74	017 2030 17	OBLONG TWP. H.S. SCH. DIST. 203	54,247
75	051 3120 17	BRIDGEPORT TWP. H.S. DIST 3-12	52,159
76	075 1720 16	PERRY COMM H S DIST. 172	51,837
77	072 2000 16	ELMWOOD COMM. H.S. DIST 200	50,735
78	082 0770 16	FREEBURG COMM H S DIST. 77	50,261
79	007 0370 16	BRUSSELS COMMUNITY H.S. DIST. 37	50,103
80	033 0580 17	MCLEANSBORO TWP. H.S. DIST. 58	49,547



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
81	092 2300 17	CATLIN TWP. H.S. DIST. 230	49,265
82	098 3060 16	FULTON COMMUNITY H S DIST 306	47,924
83	073 1020 16	TAMARCA COMM H S DIST. 102	46,876
84	096 2260 16	WAYNE CITY COMM H S COMM. 226	46,033
85	087 1880 16	COWDEN COM. H.S. DIST 188	44,920
86	044 1330 17	VIENNA TWP. H.S. DIST. 133	43,954
87	041 2040 17	WEBBER TOWNSHIP H S DIST 204	43,487
88	099 2060 17	REED CUSTER TWP H S DIST 206	42,316
89	041 2050 16	WOODLAWN COMM. H.S. DIST. 205	40,646
90	044 0710 17	GOREVILLE TWP. H.S. DIST. 71	40,539
91	083 1020 17	ELDORADO TOWNSHIP H S DIST 102	39,149
92	028 1120 16	THOMPSONVILLE COMM. H.S. DIST 112	36,743
93	051 1020 16	ST FRANCISVILLE COMM. H.S.D. 102	36,525
94	082 0080 16	LEBANON COMM H S DIST. 8	35,779
95	092 2180 17	GEORGETOWN TWP H S DIST 218	35,327
96	058 7000 16	ODIN COMM. H.S. DIST. 700	34,858
97	051 1000 17	SUMNER TWP. H.S. DIST. 100	34,016
98	033 0970 16	DAHLGREN COMM. H.S. DIST. 97	33,884
99	092 2200 17	WESTVILLE TWP HS DIST. 220	30,938
100	084 2420 16	RIVERTON COMM H S DIST. 242	30,914
101	091 2020 16	ALTO PASS COMM H.S. DIST. 202	28,735
102	011 3100 16	SOUTH FORK COMM. H.S. DIST. 310	27,506
103	028 0380 16	CHRISTOPHER COMM. H.S. DIST. 38	27,501
104	101 2110 18	PROTECTORATE	
105	079 1220 19	CHESTER N.H. SCH. DIST. 122	
106	072 3120 16	RICHWOODS COMM H S DIST 312	



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
1	074 0250 26	MONTICELLO C.U. SCHOOL DIST 25	100,100
2	046 0020 26	HERSCHER COMM. UNIT SCH. DIST. 2	38,684
3	053 0030 26	FAIRBURY CROPSEY C.U.S. DIST. 3	33,704
4	021 3010 26	TUSCOLA C U SCHOOL DIST 301	31,960
5	078 5350 26	PUTNAM CO C.U. SCH. DIST. 535	30,767
6	064 0160 26	OLYMPIA C. U. SCHOOL DIST. 16	27,855 *
7	023 0040 26	PARIS COMM. UNIT SCHOOL DIST. 4	27,120
8	010 0070 26	TOLONO C.U. SCHOOL DIST. 7	26,940
9	021 3060 26	ARCOLA C.U. SCHOOL DIST. 306	26,403
10	102 3750 26	EL PASO C.U. DIST. 375	25,455
11	060 1260 26	HAVANA C.U. SCHOOL DIST. 126	25,355
12	027 0010 26	GIBSON CITY C.U. SCH. DIST. 1	24,940
13	014 0010 26	CARLYLE C.U. SCHOOL DIST. 1	24,888
14	099 2070 26	PEOTONE C.U. SCH. DIST. 207U	24,620
15	065 2020 26	PORTA COMM UNIT SCHOOL DIST 202	24,605
16	055 0110 26	WARRENSBURG LATHAM C.U.S.D. 11	24,396
17	001 0040 26	MENDON COMM. UNIT SCHOOL DIST. 4	24,156
18	001 0030 26	CAMP POINT C.U. SCHOOL DIST. 3	23,954
19	062 1850 26	MACOMB COMM UNIT SCH DIST 185	23,203
20	001 1720 22	QUINCY SCHOOL DISTRICT 172	23,053
21	015 0010 26	CHARLESTON C.U. SCHOOL DIST. 1	23,015
22	086 0010 26	WINCHESTER C.U. SCH. DIST. 1	22,694
23	068 0220 26	NOKOMIS COMM. UNIT SCH. DIST. 22	22,548
24	063 0500 26	HARVARD C.U. SCH. DIST. 50	22,296
25	037 2240 26	GALVA COMM UNIT SCH DIST 224	22,238
26	038 0040 26	CENTRAL COMM. UNIT SCH. DIST. 4	22,203
27	053 0050 26	STREATOR WOODLAND C U S DIST 5	22,171
28	010 0030 26	MAHOMET COMM UNIT SCH DIST 3	22,171
29	045 3040 26	GENEVA COMM. UNIT SCH. DIST. 304	22,161
30	066 2010 26	ALEDO COMM. UNIT SCH. DIST. 201	22,034
31	102 0600 26	ROANOKE BENSON C.U.S.D. 60	22,011
32	064 0870 25	BLOOMINGTON SCH. DIST. 87	21,650
33	057 0010 26	ROXANA COMM. UNIT SCHOOL DIST. 1	21,611
34	004 1000 26	BELVIDERE C.U. SCH. DIST. 100	21,496
35	052 1700 22	DIXON UNIT SCHOOL DIST. 170	21,447
36	072 1500 25	PEORIA SCH. DIST. 150	21,321
37	069 1170 22	JACKSONVILLE SCHOOL DIST 117	21,192
38	046 0050 26	MANTENO COMM. UNIT SCH. DIST. 5	21,083



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSSED VALUATION PER PUPIL
39	019 4280 26	DEKALB COMM. UNIT SCH. DIST. 428	20,760
40	064 0050 26	NORMAL C.U. SCH. DIST. 5	20,528
41	070 3000 26	SULLIVAN C.U. SCHOOL DIST. 300	20,512
42	005 0010 26	BROWN COUNTY C.U. SCH. DIST. 1	20,496
43	052 2720 26	AMBOY COMM. UNIT SCHOOL DIST. 272	20,489
44	034 3280 24	HAMILTON C.C. SCHOOL DIST. 328	20,350
45	037 2280 26	GENESECO COMM. UNIT SCH. DIST. 228	20,270
46	084 0050 26	BALL CHATHAM C.U. SCHOOL DIST. 5	20,210
47	068 0030 26	HILLSBORO COMM UNIT SCH DIST 3	20,187
48	055 0010 26	ARGENTA COMM UNIT SCH DIST 1	19,975
49	016 2990 25	CITY OF CHICAGO SCHOOL DISTRICT	19,846
50	048 2020 26	KNOXVILLE C.U. SCHOOL DIST. 202	19,640
51	020 0150 26	CLINTON C.U. SCHOOL DIST. 15	19,609
52	102 1400 26	EUREKA C.U. DIST. 140	19,585
53	037 2230 26	ORION COMM. UNIT SCHOOL DIST. 223	19,573
54	011 0080 26	PANA COMM UNIT SCHOOL DIST 8	19,520
55	010 0040 26	CHAMPAIGN COMM UNIT SCH DIST 4	19,312
56	067 0050 26	WATERLOO COMM. UNIT SCH DIST. 5	19,237
57	071 2220 26	POLO COMM. UNIT SCHOOL DIST. 222	19,167
58	045 3020 26	KANELAND C U SCHOOL DIST 302	19,050
59	046 1110 25	KANKAKEE SCHOOL DIST. 111	18,928
60	021 3020 26	VILLA GROVE C U SCH DIST 302	18,749
61	048 2050 26	GALESBURG C U SCHOOL DIST 205	18,634
62	066 2030 26	WESTMER COMM. UNIT SCH. DIST. 203	18,507
63	045 1290 22	AURORA WEST UNIT SCHOOL DIST. 129	18,487
64	079 1390 26	CHESTER COMM UNIT SCH DIST 139	18,464
65	015 0020 26	MATTOON C.U. SCHOOL DIST. 2	18,459
66	027 0020 26	PAXTON COMM. UNIT SCH. DIST. 2	18,338
67	101 2050 25	ROCKFORD SCHOOL DIST. 205	18,320
68	093 3480 26	MOUNT CARMEL C.U. SCH. DIST. 348	18,168
69	029 0660 25	CANTON SCHOOL DIST. 66	18,139
70	071 2610 26	MOUNT MORRIS C U SCH DIST 261	18,044
71	084 1860 22	SPRINGFIELD SCHOOL DIST 186	17,982
72	062 1700 26	BUSHNELL PRAIRIE CITY C U S D 170	17,920
73	011 0030 26	TAYLORVILLE C.U. SCH. DIST. 3	17,907
74	085 0010 26	SCHUYLER CO C U SCH DIST 1	17,901
75	046 0010 26	MOMENCE COMM. UNIT SCH. DIST. 1	17,815
76	045 3030 26	ST CHARLES C.U. SCHOOL DIST. 303	17,695
77	019 4270 26	SYCAMORE C.U. SCHOOL DIST. 427	17,687
78	087 0040 26	SHELBYVILLE C U SCHOOL DIST 4	17,449
79	045 1310 22	AURORA EAST UNIT SCHOOL DIST. 131	17,375
80	057 0050 26	HIGHLAND COMM UNIT SCH DIST 5	17,322



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
81	012 001C 26	CASEY COMM. UNIT SCHOOL DIST. 1C	17,230
82	043 2060 26	STOCKTON C.U. SCHOOL DIST. 206	17,226
83	089 2020 26	LENA WINSLOW C.U. SCH. DIST. 202	17,073
84	081 0410 25	ROCK ISLAND SCH. DIST. 41	16,968
85	047 3080 26	OSWEGO COMM. UNIT SCH. DIST. 308	16,892
86	031 0010 26	CARROLLTON C.U. SCHOOL DIST. 1	16,838
87	019 4240 26	GENOA KINGSTON C.U.S. DIST. 424	16,665
88	075 0100 26	PITTSFIELD C U SCH DIST 10	16,600
89	010 1160 22	URBANA SCHOOL DIST 116	16,575
90	081 0400 22	MOLINE UNIT SCH. DIST. 40	16,428
91	024 0010 26	EDWARDS COUNTY C.U. SCH. DIST. 1	16,415
92	019 4300 26	SANDWICH C.U. SCHOOL DIST. 430	16,111
93	089 1450 22	FREEPORT SCHOOL DIST 145	16,087
94	048 2170 26	ABINGDON C.U. SCHOOL DIST. 217	15,957
95	017 0020 26	ROBINSON C.U. SCHOOL DIST. 2	15,855
96	055 0610 25	DECATUR SCHOOL DISTRICT 61	15,819
97	045 1010 22	BATAVIA UNIT SCHOOL DIST. 101	15,787
98	057 0110 26	ALTON COMM. UNIT SCHOOL DIST. 11	15,654
99	047 0880 26	PLANO COMM. UNIT SCHOOL DIST. 88	15,456
100	081 3000 26	ROCK RIDGE C.U. SCHOOL DIST. 300	15,437
101	049 0950 26	LAKE ZURICH C.U. SCHOOL DIST. 95	15,411
102	101 3230 26	WINNEBAGO C.U. SCH. DIST 323	15,335
103	057 0070 26	EDWARDSVILLE C U SCHOOL DIST 7	15,269
104	056 0010 26	CARLINVILLE C.U. SCHOOL DIST. 1	15,245
105	039 1760 26	TRICO COMM. UNIT SCH. DIST. 176	15,171
106	089 2010 26	DAKOTA COMM UNIT SCH DIST 201	15,164
107	026 2030 26	VANDALIA C.U. SCH. DIST. 203	15,126
108	067 0040 26	COLUMBIA COMM. UNIT SCH. DIST. 4	15,047
109	025 0400 26	EFFINGHAM COMM. UNIT S. DIST. 40	15,042
110	003 0020 26	BOND CO. C.U. SCHOOL DIST. 2	14,848
111	018 0770 26	CUMBERLAND C. U. SCHOOL DIST. 77	14,803
112	037 2290 26	KEWANEE COMM UNIT SCH DIST 229	14,369
113	037 2300 26	WETHERSFIELD C.U. SCH. DIST. 230	14,345
114	079 1400 26	SPARTA C.U. SCH. DIST. 140	14,274
115	080 0010 26	EAST RICHLAND C.U. SCH. DIST. 1	14,218
116	057 0090 26	GRANITE CITY C.U. SCHOOL DIST. 9	14,121
117	092 1180 24	DANVILLE C.C. SCH. DIST. 118	13,573
118	045 0460 22	ELGIN UNIT SCHOOL DIST. 46	13,452
119	012 002C 26	MARSHALL C.U. SCHOOL DIST. 2C	13,425
120	081 1000 26	RIVERDALE C.U. SCHOOL DIST. 100	13,105
121	056 0060 26	STAUNTON COMM. UNIT SCH. DIST. 6	13,062
122	068 0120 26	LITCHFIELD C U SCHOOL DIST 12	13,021



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RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
123	031 0030 26	NORTH GREEN C.U. SCHOOL DIST. 3	12,939
124	050 1550 22	MARSEILLES UNIT SCHOOL DIST. 155	12,793
125	042 1000 26	JERSEYVILLE C U SCH DIST 100	12,791
126	009 0150 26	BEARDSTOWN C.U. SCH. DIST. 15	12,736
127	099 201U 26	CRETE MONEE C.U. SCH. DIST. 201U	12,686
128	023 0950 25	PARIS SCHOOL DIST. 95	12,567
129	056 0040 26	VIRDEN COMM. UNIT SCHOOL DIST. 4	12,526
130	057 0020 26	TRIAD COMM. UNIT SCHOOL DIST. 2	12,480
131	099 2020 22	PLAINFIELD SCH. DIST 202	12,418
132	057 0100 26	COLLINSVILLE C.U. SCH. DIST. 10	12,262
133	008 3000 26	SAVANNA COMMUNITY UNIT DIST 300	12,181 *
134	049 1180 26	WAUCONDA COMM. UNIT. S. DIST. 118	12,132
135	092 0040 22	HOOPESTON UNIT SCH. DIST. 4	12,106
136	099 209U 26	WILMINGTON C U SCH DIST 209U	11,905
137	100 0020 26	MARION COMM UNIT SCH DIST 2	11,806
138	055 0030 26	MT ZION COMM. UNIT SCH. DIST. 3	11,771
139	101 3200 26	SOUTH BELOIT C.U. SCH. DIST. 320	11,754
140	100 0010 26	JOHNSTON CITY C.U. SCH. DIST. 1	11,507
141	101 1220 22	HARLEM UNIT DIST 122	11,473
142	045 3000 26	DUNDEE COMM. UNIT SCH. DIST. 300	11,443
143	082 1870 26	CAHOKIA COMM UNIT SCH DIST 187	11,356
144	025 0500 26	TEUTOPOPOLIS C.U. SCHOOL DIST. 50	11,176
145	094 0380 22	MONMOUTH UNIT SCH. DIST. 38	11,122
146	083 0030 26	HARRISBURG COMM UNIT DIST. 3	10,949
147	057 0120 26	MADISON COMM UNIT SCH DIST 12	10,832
148	002 0010 22	CAIRO UNIT SCHOOL DIST. 1	10,791
149	056 0090 26	PIASA COMM. UNIT SCH. DIST. 9	10,385
150	082 1890 22	EAST ST LOUIS SCHOOL DIST 189	10,203
151	066 2000 26	SHERRARD C.U. SCH. DIST. 200	10,102
152	100 0040 26	HERRIN C.U. SCH. DIST. 4	10,066
153	056 0070 26	GILLESPIE COMM. UNIT SCH. DIST. 7	9,920
154	014 0030 26	TRENTON WESCLIN C.U.S. DIST. 3	9,454
155	039 1860 26	MURPHYSBORD C U SCH DIST 186	9,350
156	100 0050 26	CARTERVILLE C.U. SCH. DIST. 5	8,948
157	028 1680 26	WEST FRANKFORT C.U. S. DIST. 168	8,603
158	082 1960 26	DUPO COMM. UNIT SCH. DIST. 196	8,437
159	057 0080 26	BETHALTO C.U. SCHOOL DIST. 8	6,857
160	077 1010 26	MERIDIAN C U SCH. DIST 101	5,168



STATE OF ILLINOIS  
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RAY PAGE, SUPERINTENDENT

02-23-68

1967 - 1968  
ASSESSED VALUATION PER PUPIL IN DESCENDING ORDER

UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
1	069 0110 26	MEREDOSIA C U SCHOOL DIST 11	53,174
2	057 0030 26	VENICE COMM. UNIT SCHOOL DIST. 3	47,035
3	010 0060 26	BROADLANDS ABL C.U. SCH. DIST. 6	46,868
4	023 0020 26	EDGAR COUNTY C.U. SCHOOL DIST. 2	43,923
5	059 0010 26	WENONA COMM. UNIT SCHOOL DIST. 1	43,164
6	060 1210 26	EASTON COMM. UNIT SCH. DIST. 121	42,263
7	011 0010 26	MORRISONVILLE C.U. SCH. DIST. 1	41,736
8	038 0070 26	WELLINGTON C.U. SCH. DIST. 7	40,975
9	074 0570 26	DELAND-WELDON C.U. SCH. DIST. 57	40,919
10	021 3030 26	NEWMAN C.U. SCHOOL DIST. 303	40,450
11	023 0030 26	KANSAS COMM. UNIT SCHOOL DIST. 3	40,205
12	027 0040 26	MELVIN SIBLEY C.U. SCH. DIST. 4	39,759
13	064 0080 26	COLFAX OCTAVIA C U SCH DIST 8	39,535
14	053 0010 26	CHATSWORTH C.U. SCHOOL DIST. 1	39,502
15	059 0020 26	TOLUCA COMM. UNIT SCHOOL DIST. 2	39,409
16	036 1030 26	MEDIA WEVER C U SCH DIST 103	39,185
17	027 0060 26	KEMPTON CABERY C.U. SCH. DIST. 6	39,176
18	074 0070 26	MANSFIELD COMM. UNIT SCH. DIST 7	38,356
19	065 2000 26	GREENVIEW C.U. SCH. DIST. 200	38,132
20	014 0020 26	BREESE C.U. SCHOOL DIST. 2	38,016
21	023 0050 26	CHRISMAN COMM. UNIT SCH. DIST. 5	37,949
22	053 0060 26	SAUNEMIN C.U. SCHOOL DIST. 6	37,943
23	027 0050 26	PIPER CITY C.U. SCH. DIST. 5	37,650
24	069 0010 26	FRANKLIN C.U. SCHOOL DIST. 1	37,592
25	094 2000 26	ROSEVILLE C.U. SCH. DIST. 200	37,516
26	020 0050 26	WAPPELLA C.U. SCHOOL DIST. 5	37,473
27	094 2220 26	WARREN C.U. SCH. DIST. 222	37,462
28	054 0210 26	HARTSBURG EMDEN C.U.S. DIST. 21	36,985
29	006 3050 26	MANLIUS COMM. UNIT SCH. DIST. 305	36,908
30	069 0060 26	WAVERLY C.U. SCHOOL DIST. 6	36,697
31	037 2330 26	ATKINSON C.U. SCH. DIST. 233	36,652
32	011 0090 26	ASSUMPTION C.U. SCH. DIST. 9	36,407
33	054 0220 26	NEW HOLLAND C.U. SCHOOL DIST. 22	36,005
34	038 0080 26	BUCKLEY LODA C.U. SCH. DIST. 8	35,845
35	060 1220 26	SAN JOSE C.U. SCHOOL DIST. 122	35,756
36	027 0030 26	ROBERTS THAWVILLE C.U. S. DIST. 3	35,563
37	074 0050 26	BEMENT COMM. UNIT SCHOOL DIST. 5	35,513
38	062 1750 26	NORTHWEST C.U. SCH. DIST. 175	35,408



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UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
39	087 0020 26	FINDLAY COMM UNIT SCH DIST 2	34,145
40	011 0050 26	MOUNT AUBURN C.U. SCH. DIST. 5	34,140
41	102 1080 26	MINONK COMM. UNIT SCH. DIST 108	33,691
42	037 2260 26	ANNAWAN COMM. UNIT SCH. DIST. 226	33,618
43	069 0270 26	TRIOPIA C.U. SCHOOL DIST. 27	32,955
44	026 2020 26	ST ELMO C U SCHOOL DIST 202	32,872
45	084 0160 26	NEW BERLIN COMM UNIT SCH DIST 16	32,802
46	038 0060 26	CISSNA PARK C.U. SCH. DIST. 6	32,697
47	019 4250 26	SHABBONA C.U. SCHOOL DIST. 425	32,307
48	010 0010 26	FISHER C.U. SCHOOL DIST. 1	31,619
49	048 2080 26	R O V A COMM. UNIT SCH. DIST. 208	31,543
50	038 0020 26	GILMAN COMM. UNIT SCH. DIST. 2	31,490
51	070 3010 26	BETHANY C.U. SCHOOL DIST. 301	31,327
52	064 0100 26	GRIDLEY C.U. SCH. DIST. 10	31,170
53	097 0020 26	CROSSVILLE C.U. SCHOOL DIST. 2	31,145
54	008 3030 26	SHANNON C.U. SCHOOL DIST. 303	31,051
55	087 005A 26	STEWARDSON STRASBURG C.U.S.D. 5	29,882
56	046 0030 26	R.U.C.E. COMM. UNIT SCH. DIST. 3	29,719
57	094 2250 26	YORKWOOD C.U. SCH. DIST. 225	29,657
58	011 0070 26	STONINGTON C.U. SCH. DIST. 7	29,606
59	020 0100 26	FARMER CITY C.U. SCHOOL DIST. 10	29,536
60	091 0840 26	SHAWNEE C.U. SCH. DIST. 84	29,397
61	029 0040 26	FAIRVIEW SPOON RIVER C.U. S.D. 4	29,259
62	064 0030 26	TRI VALLEY C.U. SCH. DIST. 3	29,184
63	062 1650 26	INDUSTRY C.U. SCH. DIST 165	28,965
64	053 0040 26	FLANAGAN C.U. SCHOOL DIST. 4	28,959
65	068 0020 26	PANHANDLE COMM UNIT SCH DIST 2	28,733
66	010 2080 24	HOMER COMM. CONS. SCH. DIST. 208	28,576
67	064 0110 26	SAYBROOK ARROWSMITH C.U. S.D. 11	28,530
68	034 0020 26	AUGUSTA COMM. UNIT SCH. DIST. 2	28,466
69	048 2100 26	WILLIAMSFIELD C U S DIST 210	28,395
70	084 0120 26	ILLIOPOLIS C.U. SCHOOL DIST. 12	28,321
71	074 0390 26	ATWOOD HAMMOND C.U. SCH. DIST. 39	28,274
72	074 1000 26	CERRO GORDO C.U. SCHOOL DIST. 100	28,254
73	030 0010 26	NORTH GALLATIN C.U. SCH. DIST. 1	28,225
74	084 0110 26	PAWNEE COMM. UNIT SCHOOL DIST. 11	28,194
75	094 4000 26	ALEXIS C.U. SCH. DIST. 400	28,162
76	032 0010 26	COAL CITY C.U. SCHOOL DIST. 1	28,152
77	017 0010 26	HUTSONVILLE C.U. SCHOOL DIST. 1	28,062
78	034 3250 26	NAUVOC-CCLUSA C.U.S. DIST. 325	28,026
79	052 2750 26	ASHTON COMM UNIT SCH DIST 275	28,024
80	037 2250 26	ALWOOD COMM. UNIT SCH. DIST. 225	27,683



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UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
81	038 0050 26	SHELDON COMM. UNIT SCH. DIST. 5	27,388
82	060 1230 26	MASON CITY C.U. SCHOOL DIST. 123	27,378
83	019 4320 26	SOMONAUK C.U. SCHOOL DIST. 432	27,371
84	015 0050 26	OAKLAND C.U. SCHOOL DIST. 5	27,212
85	070 3030 26	LOVINGTON C.U. SCHCOL DIST. 303	27,154
86	046 0060 26	GRANT PARK C.U. SCHOOL DIST. 6	26,862
87	090 7030 26	DELAVAN COMM. UNIT DIST. 703	26,796
88	038 0010 26	ONARGA COMM. UNIT SCH. DIST. 1	26,708
89	053 0020 26	FORREST STRAWN WING C.U. SCH. D.2	26,593
90	087 006A 26	MOWEAQUA C U SCHOOL DIST 6A	26,542
91	079 1320 26	RED BUD C.U. SCH. DIST. 132	26,371
92	087 0010 26	WINDSOR COMM. UNIT SCH. DIST. 1	26,172
93	006 3000 26	TISKILWA C.U. SCHOOL DIST. 300	26,128
94	064 0040 26	HEYWORTH C.U. SCH DIST. 4	25,956
95	064 0090 26	CHENCA C.U. SCH. DIST. 9	25,921
96	011 0040 26	EDINBURG C.U. SCH. DIST. 4	25,909
97	084 0080 26	PLEASANT PLAINS C.U. SCH. DIST 8	25,872
98	034 3200 26	BOWEN COMM. UNIT SCH. DIST. 320	25,720
99	052 2710 26	LEE CENTER C U SCHOOL DIST 271	25,658
100	072 3090 26	BRIMFIELD C.U. SCH. DIST. 309	25,560
101	021 3050 26	ARTHUR C.U. SCHOOL DIST. 305	25,482
102	038 0030 26	DONOVAN COMM. UNIT SCH. DIST. 3	25,451
103	037 2270 26	CAMBRIDGE C.U. SCH. DIST. 227	25,425
104	034 3350 26	LAHARPE COMM. UNIT SCH. DIST. 335	25,195
105	008 3050 26	LANARK C.U. SCHOOL DIST. 305	25,008
106	064 0070 26	LEXINGTON C.U. SCH. DIST. 7	24,859
107	009 2120 26	ASHLAND C.U. SCH. DIST. 212	24,814
108	064 0020 26	LEROY COM. UNIT SCH. DIST. 2	24,559
109	048 2070 26	YATES CITY C.U. SCHOOL DIST. 207	24,394
110	055 0100 26	BLUE MOUND C.U. SCHCOL DIST. 10	24,385
111	060 1240 26	FORMAN COMM UNIT SCH DIST 124	24,361
112	019 4290 26	HINCKLEY BIG ROCK C.U.S. D. 429	24,307
113	059 0030 26	SPARLAND COMM. UNIT SCH. DIST. 3	24,243
114	055 0050 26	MACON COMM. UNIT SCHOOL DIST. 5	24,209
115	086 0020 26	SCOTT MORGAN C.U. SCH. DIST. 2	24,134
116	006 3060 26	WESTERN COMM. UNIT SCH. DIST. 306	24,003
117	009 0640 26	VIRGINIA C.U. SCH. DIST. 64	23,999
118	065 2130 26	ATHENS COMM. UNIT SCH. DIST. 213	23,917
119	029 0020 26	V I T COMM. UNIT SCH. DIST. 2	23,841
120	090 7020 26	TREMONT COMM. UNIT. DIST. 702	23,837
121	019 4310 26	WATERMAN C.U. SCHOOL DIST. 431	23,709
122	050 0090 26	EARLVILLE COMM. UNIT SCH. DIST. 9	23,661



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UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
123	045 3010 26	CENTRAL COMM. UNIT SCH. DIST. 301	23,606
124	060 1250 26	BALYKI COMM. UNIT SCH. DIST. 125	23,451
125	029 1760 26	AVON COMM. UNIT SCH. DIST. 176	23,233
126	055 0020 26	MAROA FORSYTH C.U. SCH. DIST. 2	23,156
127	067 0030 26	VALMEYER COMM. UNIT SCH. DIST. 3	23,134
128	084 0010 26	TRI CITY COMM. UNIT SCH. DIST. 1	23,120
129	036 1160 26	SO. HENDERSON CO. C.U. S.D. 116	22,800
130	099 200U 26	BEECHER C.U. SCH. DIST. 200U	22,431
131	041 0010 26	WALTONVILLE C.U. SCHOOL DIST. 1	22,302
132	034 3190 24	PLYMOUTH COMM. CONS. S. DIST. 319	22,163
133	063 0190 24	ALDEN HEBRON C.C. SCH. DIST. 19	21,962
134	039 1660 26	MISS. VALLEY C.U. SCH. DIST. 166	21,949
135	008 3120 26	MILLEDGEVILLE C.U.S. DIST. 312	21,904
136	025 0200 26	BEECHER CITY C.U. SCHOOL DIST. 20	21,671
137	058 1000 26	PATOKA COMM. UNIT SCH. DIST. 100	21,386
138	043 2080 26	ELIZABETH C.U. SCHOOL DIST. 208	21,372
139	063 1580 24	HUNTLEY C.C. SCH. DIST. 158	21,361
140	084 0150 26	WILLIAMSVILLE C.U. SCH. DIST. 15	21,349
141	059 0040 26	MID COUNTY C.U. SCHOOL DIST. 4	21,135
142	009 0620 26	CHANDLERVILLE C.U. SCH. DIST. 62	21,099
143	026 2060 26	FARINA LAGROVE C.U. SCH. DIST. 206	20,856
144	056 0020 26	NORTHWESTERN C.U. SCH. DIST. 2	20,635
145	036 1150 26	UNION OQUAWKA C.U. SCH. DIST. 115	20,514
146	019 4260 26	HIAWATHA C.U. SCHOOL DIST. 426	20,353
147	030 0040 26	EQUALITY C.U. SCH. DIST. 4	20,312
148	031 0100 26	GREENFIELD C.U. SCH. DIST. 10	20,136
149	075 0030 26	PLEASANT HILL C.U. SCH. DIST. 3	20,087
150	043 1190 22	EAST DUBUQUE UNIT SCH. DIST. 119	19,837
151	029 003A 26	CUBA C.U. SCH. DIST. 3A	19,720
152	026 2010 26	BROWNSTOWN C.U. SCH. DIST. 201	19,696
153	089 2000 26	PEARL CITY C.U. SCH. DIST. 200	19,571
154	029 001A 26	ASTORIA COMM. UNIT SCH. DIST. 1A	19,180
155	102 0210 26	WASHBURN LOWPOINT C.U.S.D. 21	19,034
156	090 7010 26	DEER CREEK MACKINAW C.U.S.D. 701	18,891
157	001 0010 26	PAYSON COMM. UNIT SCHOOL DIST. 1	18,789
158	025 0100 26	ALTAMONT COMM. UNIT SCH. DIST. 10	18,545
159	093 0170 24	ALLENDALE C.C. SCH. DIST. 17	18,366
160	075 0020 26	WEST PIKE COMM. UNIT DIST. 2	18,294
161	034 3160 26	WARSAW COMM UNIT SCH. DIST. 316	18,212
162	092 0010 26	BISMARCK C.U. SCH. DIST. 1	18,156
163	100 0030 26	CRAB ORCHARD C.U. SCH. DIST. 3	18,110
164	025 0300 26	DIETERICH COMM. UNIT SCH. DIST. 30	18,053
165	062 1800 26	COLCHESTER C.U. SCHOOL DIST. 180	17,808



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UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
166	012 003C 26	MARTINSVILLE C.U. SCH. DIST. 3C	17,783
167	084 0030 26	ROCHESTER COMM. UNIT SCH. DIST. 3	17,513
168	079 1380 26	STEELVILLE C.U. SCH. DIST. 138	17,431
169	055 0060 26	NIANTIC-HARRISTOWN C.U.S.D. 6	17,372
170	097 0030 26	NORRIS CITY OMAHA C.U. SCH. DIST. 3	17,093
171	082 0600 26	NEW ATHENS C.U. SCHOOL DIST. 60	17,077
172	008 3040 26	MT. CARROLL COMM. UNIT DIST. 304	16,832 *
173	001 002Q 26	LIBERTY COMM. UNIT SCHOOL DIST. 2	16,809
174	017 0030 26	PALESTINE C.U. SCHOOL DIST. 3	16,619
175	097 0040 26	ENFIELD COMM. UNIT SCH. DIST. 4	16,527
176	084 0130 26	DIVERNON C. U. SCHOOL DIST. 13	16,185
177	071 2700 26	LEAF RIVER C.U. SCHOOL DIST. 270	16,180
178	043 2110 26	SCALES MOUND C.U. SCH. DIST. 211	15,996
179	003 0010 26	MULBERRY GROVE C.U. SCH. DIST. 1	15,985
180	043 2050 26	WARREN COMM. UNIT SCH. DIST. 205	15,766
181	075 0040 26	GRIGGSVILLE C.U. SCHOOL DIST. 4	15,628
182	080 0020 26	WEST RICHLAND C.U. SCH. DIST. 2	15,618
183	089 2030 26	ORANGEVILLE C.U. SCH. DIST. 203	15,585
184	018 0030 26	NEOGA COMM. UNIT SCHOOL DIST. 3	15,585
185	084 0100 26	AUBURN COMM UNIT SCH. DIST. 10	15,349
186	056 0030 26	GIRARD COMM. UNIT SCHOOL DIST. 3	15,279
187	097 0010 26	GRAYVILLE C.U. SCHOOL DIST. 1	15,276
188	026 2040 26	RAMSEY COMM. UNIT SCH. DIST. 204	15,045
189	043 1200 22	GALENA UNIT SCHOOL DIST. 120	14,858
190	075 0010 26	BARRY COMM. UNIT SCHOOL DIST. 1	14,268
191	083 0010 26	GALATIA C.U. SCHOOL DIST. 1	14,062
192	071 2260 26	BYRON COMM. UNIT SCHOOL DIST. 226	13,895
193	043 2120 26	HANOVER C.U. SCHOOL DIST. 212	13,693
194	066 2020 26	WINOLA COMM. UNIT SCH. DIST. 202	13,207
195	101 3210 26	PECATONICA C.U. SCH. DIST. 321	13,197
196	101 3220 26	DURAND C.U. SCH. DIST. 322	12,917
197	091 0660 22	DONGOLA SCH. UNIT DIST. 66	12,850
198	035 0020 26	CAVE-IN-ROCK C.U. SCHOOL DIST. 2	12,849
199	008 3010 26	THOMSON COMM. UNIT DIST. 301	12,574
200	035 0010 26	ROSICLARE C.U. SCHOOL DIST. 1	12,552
201	034 3360 26	DALLAS CITY C.U. SCH. DIST. 336	12,155
202	007 0400 26	CALHOUN COMM. UNIT SCH. DIST. 40	12,125
203	076 0010 26	POPE CO. COMM. UNIT DIST. 1	12,041
204	039 1960 26	ELVERADO C.U. SCHOOL DIST. 196	11,602
205	028 1960 26	SESSER COMM. UNIT SCH. DIST. 196	11,376
206	058 3010 26	KINMUNDY ALMA C. U. S. DIST. 301	11,299
207	083 0020 26	CARRIER MILLS C.U. SCH. DIST. 2	11,105



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UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	ASSESSED VALUATION PER PUPIL
208	058 5010 26	SANDOVAL C.U. SCHOOL DIST. 501	11,098
209	006 1030 22	DEPUE UNIT SCHOOL DIST. 103	10,660
210	068 0660 22	WITT UNIT 66	9,749
211	030 0020 26	SOUTHEAST GALLATIN C.U.S. DIST. 2	9,687
212	082 1880 22	BROOKLYN UNIT DIST. 188	9,275
213	079 0010 22	COULTERVILLE UNIT SCH. DIST. 1	9,151
214	056 0050 26	MOUNT OLIVE C.U. SCHOOL DIST. 5	9,139
215	077 1000 26	CENTURY COMM. UNIT DIST. 100	8,926
216	056 0080 26	BUNKER HILL C.U. SCHOOL DIST. 8	8,855
217	028 1880 26	ZEIGLER-ROYALTON C.U.S.D. 188	8,438
218	057 0160 22	WORDEN UNIT SCHOOL DIST. 16	8,289
219	091 0170 22	COBDEN SCH. UNIT DIST. 17	7,592
220	057 0040 24	LIVINGSTON C.C. SCHOOL DIST. 4	7,106
221	002 0050 26	EGYPTIAN COMM. UNIT SCHOOL DIST. 5	6,924
222	061 0380 22	BROOKPORT UNIT SCHOOL DIST. 38	3,819



STATE OF ILLINOIS  
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RAY PAGE, SUPERINTENDENT

02-23-68

1967 - 1968  
TAX RATE IN DESCENDING ORDER

ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
1	016 1400 02	TINLEY PARK SCHOOL DIST. 140	2.8880
2	016 0210 04	WHEELING C.C. SCHOOL DIST. 21	2.8180
3	016 1600 02	COUNTRY CLUB HILLS SCH. DIST. 160	2.7500
4	022 0160 02	QUEEN BEE SCHOOL DIST. 16	2.6690
5	016 0230 02	PROSPECT HEIGHTS SCHOOL DIST. 23	2.6380
6	022 0150 02	MARQUARDT SCHOOL DIST. 15	2.5760
7	016 0270 02	NORTHBROOK SCHOOL DIST. 27	2.5580
8	016 0650 04	EVANSTON C.C. SCHOOL DIST. 65	2.5380
9	016 1630 02	PARK FOREST SCHOOL DIST. 163	2.5120
10	022 0330 02	WEST CHICAGO SCHOOL DIST. 33	2.4950
11	016 1620 02	MATTESON SCHOOL DIST. 162	2.4860
12	016 0250 02	ARLINGTON HEIGHTS SCH. DIST. 25	2.4520
13	049 1100 02	WILMOT SCHOOL DIST. 110	2.4470
14	049 1080 02	HIGHLAND PARK SCHOOL DIST. 108	2.4240
15	016 1940 02	STEGER EL SCHOOL DIST 194	2.4220
16	016 1525 02	HAZEL CREST SCHOOL DIST. 152-5	2.4080
17	016 0370 02	AVOCA SCHOOL DIST. 37	2.3500
18	016 1350 02	ORLAND PARK SCHOOL DIST. 135	2.3360
19	016 0890 02	MAYWOOD SCHOOL DIST. 89	2.3220
20	016 1490 02	DOLTON SCHOOL DIST. 149	2.3140
21	016 0630 02	EAST MAINE SCHOOL DIST. 63	2.3100
22	016 1420 02	FOREST RIDGE SCHOOL DIST. 142	2.2960
23	016 1435 02	POSEN ROBBINS EL SCH DIST 1435	2.2900
24	022 0890 04	WAGNER COMM. CONS. SCH. DIST. 89	2.2850
25	016 0010 04	BARRINGTON C.C. SCHOOL DIST. 1	2.2840
26	016 1680 04	SAUK VILLAGE C.C. SCH. DIST. 168	2.2720
27	016 1010 02	WESTERN SPRINGS SCHOOL DIST. 101	2.2720
28	016 1430 02	MIDLOTHIAN SCHOOL DIST. 143	2.2700
29	016 1440 02	MARKHAM SCHOOL DIST. 144	2.2680
30	016 0360 02	WINNETKA SCHOOL DIST. 36	2.2580
31	016 1610 02	FLOSSMOOR SCHOOL DIST. 161	2.2460
32	016 1180 04	PALOS PARK C.C. SCHOOL DIST. 118	2.2420
33	016 0390 02	WILMETTE SCHOOL DIST. 39	2.2420
34	016 1530 02	HOMWOOD SCHOOL DIST. 153	2.2380
35	016 0950 02	BROOKFIELD SCHOOL DIST. 95	2.2380
36	016 0590 04	ELK GROVE COMM CONS. SCH. D. 59	2.2340
37	016 1580 02	LANSING SCHOOL DIST. 158	2.2280
38	022 0070 02	WOOD DALE SCHOOL DIST. 7	2.2160



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TAX RATE IN DESCENDING ORDER

ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
39	022 0780 02	NAPERVILLE SCHOOL DIST. 78	2.2070
40	016 1670 02	GLENWOOD SCHOOL DIST. 167	2.2060
41	016 0280 02	NORTHBROOK SCHOOL DIST. 28	2.2000
42	049 1090 02	DEERFIELD SCHOOL DIST. 109	2.1960
43	049 1070 02	HIGHLAND PARK SCHOOL DIST. 107	2.1800
44	016 1460 04	TINLEY PARK SCHOOL DIST. 146	2.1760
45	016 1090 02	BRIDGEVIEW SCHOOL DIST. 109	2.1760
46	016 0540 04	ROSELLE SCHAUMBERG C.C.S.D. 54	2.1760
47	049 0650 02	LAKE BLUFF SCHOOL DIST. 65	2.1610
48	016 0570 02	MCUNT PROSPECT SCHOOL DIST. 57	2.1360
49	016 0670 02	MORTON GROVE SCHOOL DIST. 67	2.1340
50	022 0030 02	CHURCHVILLE SCHOOL DIST. 3	2.1320
51	049 1110 02	HIGHWOOD HIGHLAND PARK S.D. 111	2.1300
52	016 0340 04	GLENVIEW C.C. SCHOOL DIST. 34	2.1200
53	022 0120 02	ROSELLE SCHOOL DIST. 12	2.1180
54	016 0260 02	RIVER TRAILS SCHOOL DIST. 26	2.1160
55	016 1300 02	BLUE ISLAND SCHOOL DIST. 130	2.1140
56	016 1690 02	MEDGAR EVERS EL SCH DIST 169	2.1100
57	016 1270 02	WORTH SCHOOL DIST. 127	2.1060
58	016 0640 04	PARK RIDGE C.C. SCHOOL DIST. 64	2.1060
59	022 0610 02	LACE-MARION HILLS SCHOOL DIST. 61	2.1050
60	022 0440 02	LOMBARD SCHOOL DIST. 44	2.1040
61	022 0410 02	GLEN ELLYN SCHOOL DIST. 41	2.0950
62	016 1260 02	ALSIP SCHOOL DIST. 126	2.0920
63	016 0150 04	PALATINE C.C. SCHOOL DIST. 15	2.0920
64	016 1020 02	LAGRANGE SCHOOL DIST. 102	2.0840
65	016 0680 02	SKOKIE SCHOOL DIST. 68	2.0820
66	022 0450 02	VILLA PARK SCHOOL DIST. 45	2.0790
67	016 1110 02	OAK LAWN SOUTH STICKNEY S. D. 111	2.0720
68	016 1170 02	OAK LAWN NORTH PALOS S. DIST. 117	2.0680
69	022 0040 02	ADDISON SCHOOL DIST. 4	2.0670
70	016 0040 04	BARRINGTON C.C. SCHOOL DIST. 4	2.0660
71	016 0350 02	GLENCOE SCHOOL DIST. 35	2.0640
72	099 0960 02	VALLEY VIEW SCH. DIST. 96	2.0560
73	049 0700 02	LIBERTYVILLE SCHOOL DIST. 70	2.0490
74	016 0880 02	BELLWOOD SCHOOL DIST. 88	2.0240
75	016 1060 02	HIGHLANDS SCHOOL DIST. 106	2.0180
76	022 0680 02	GOODRICH SCHOOL DIST. 68	2.0060
77	022 0930 02	CLOVERDALE SCHOOL DIST. 93	2.0050
78	022 0700 02	LISLE SCHOOL DIST. 70	2.0040
79	016 0870 02	BERKELEY SCHOOL DIST. 87	2.0040
80	016 0735 02	SKOKIE SCHOOL DIST. 735	2.0040



1967 - 1968  
TAX RATE IN DESCENDING ORDER

ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
81	098 0130 02	ROCK FALLS SCHOOL DIST 13	2.0020
82	049 0370 02	GAVIN SCHOOL DIST. 37	1.9960
83	022 0100 02	ITASCA SCHOOL DIST. 10	1.9920
84	016 1500 02	SOUTH HOLLAND SCHOOL DIST. 150	1.9900
85	022 0020 02	BENSENVILLE SCHOOL DIST. 2	1.9660
86	016 1275 02	CHICAGO RIDGE SCHOOL DIST. 1275	1.9400
87	016 1470 02	HARVEY WEST EL SCH DIST 147	1.9380
88	016 1250 02	ATWOOD HEIGHTS SCHOOL DIST. 125	1.9360
89	022 0460 02	ELMHURST SCHOOL DIST. 46	1.9330
90	022 0580 02	DOWNERS GROVE SCHOOL DIST. 58	1.9280
91	049 0060 02	ZION SCHOOL DIST. 6	1.9240
92	049 0030 04	BEACH PARK C.C. SCHOOL DIST. 3	1.9190
93	016 0690 02	SKOKIE SCHOOL DIST. 69	1.9180
94	016 1510 02	SOUTH HOLLAND SCHOOL DIST. 151	1.9140
95	016 0620 04	DES PLAINES C.C. SCH. DIST. 62	1.9100
96	057 0130 02	EAST ALTON SCHOOL DIST. 13	1.9000
97	016 1230 02	OAK LAWN HOMETOWN SCH. DIST. 123	1.8900
98	016 0970 02	OAK PARK SCHOOL DIST. 97	1.8860
99	016 0840 02	FRANKLIN PARK SCHOOL DIST. 84	1.8840
100	082 1100 04	GRANT COMM. COS. SCH. DIST. 110	1.8740
101	016 1570 02	CALUMET CITY SCHOOL DIST. 157	1.8680
102	022 0570 02	WESTMONT SCHOOL DIST. 57	1.8490
103	016 1320 02	CALUMET PARK SCHOOL DIST. 132	1.8440
104	016 0810 02	SCHILLER PARK SCHOOL DIST. 81	1.8240
105	016 1050 02	LAGRANGE SCHOOL DIST. 105	1.8220
106	090 1020 02	NORTH PEKIN SCHOOL DIST. 102	1.8209
107	022 0480 02	SALT CREEK SCHOOL DIST. 48	1.8110
108	049 0010 02	WINTHROP HARBOR SCHOOL DIST. 1	1.8020
109	016 1220 02	OAK LAWN RIDGELAND SCH. DIST. 122	1.8000
110	101 1250 04	MORRIS KENNEDY C.C. S. DIST. 125	1.7950
111	063 0470 04	CRYSTAL LAKE C.C. SCH. DIST. 47	1.7790
112	016 1520 02	HARVEY SCHOOL DIST. 152	1.7740
113	063 0150 04	MCHENRY C.C. SCH. DIST. 15	1.7690
114	049 0610 05	WAUKEGAN CITY SCHOOLS DIST 61	1.7640
115	016 0960 02	RIVERSIDE SCHOOL DIST. 96	1.7640
116	049 0500 04	WOODLAND C.C. SCHOOL DIST. 50	1.7630
117	039 0950 02	CARBONDALE SCHOOL DIST. 95	1.7630
118	022 1810 04	HINSDALE C.C. SCHOOL DIST. 181	1.7610
119	016 0925 02	WESTCHESTER SCHOOL DIST. 925	1.7520
120	016 0850 02	ELMWOOD PARK SCHOOL DIST. 85	1.7500
121	101 0580 02	MARSH SCHOOL DIST. 58	1.7460
122	099 0860 05	JOLIET SCHOOL DIST. 86	1.7350



1967 - 1968  
TAX RATE IN DESCENDING ORDER

ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
123	016 1480 02	DOLTON SCHOOL DIST. 148	1.7340
124	071 2310 04	ROCHELLE COMM. CONS. DIST. 231	1.7219
125	016 0910 02	FOREST PARK SCHOOL DIST. 91	1.7160
126	081 0370 02	EAST MOLINE SCHOOL DIST. 37	1.7130
127	063 0100 04	WOODSTOCK RURAL C.C.S.D. 10	1.7110
128	050 1240 02	PERU SCHOOL DIST. 124	1.7040
129	016 1700 02	CHICAGO HEIGHTS SCHOOL DIST. 170	1.7040
130	028 0470 04	BENTON COMM. CONS. SCH. DIST. 47	1.7000
131	063 0260 04	CARY C.C. SCH. DIST. 26	1.6930
132	016 0700 02	MORTON GROVE SCHOOL DIST. 70	1.6920
133	098 1340 02	STERLING SCHOOL DIST. 134	1.6890
134	081 0340 02	SILVIS SCHOOL DIST. 34	1.6790
135	090 0520 02	WASHINGTON SCHOOL DIST. 52	1.6684
136	049 0750 02	MUNDELEIN SCHOOL DIST. 75	1.6610
137	058 1110 02	SALEM SCHOOL DIST. 111	1.6580
138	046 0610 02	BRADLEY SCHOOL DIST. 61	1.6550
139	016 0900 02	RIVER FOREST SCHOOL DIST. 90	1.6540
140	016 1000 02	BERWYN SOUTH SCHOOL DIST. 100	1.6460
141	090 0760 02	CREVE COEUR SCHOOL DIST. 76	1.6412
142	072 0200 02	CHILLICOTHE SCH. DIST. 20	1.6400
143	099 0920 02	LUDWIG REED SCHOOL DIST. 92	1.6300
144	049 0410 04	LAKE VILLA C.C. SCHOOL DIST. 41	1.6190
145	099 0300 04	TROY COMM. CONS. SCH. DIST. 30C	1.6120
146	090 6440 04	MORTON COMM. CONS. SCH. DIST. 644	1.6032
147	082 0900 04	O FALLON C.C. SCHOOL DIST. 90	1.5990
148	041 0800 02	MT VERNON SCHOOL DIST. 80	1.5980
149	013 1330 04	FLORA COMM CONS SCH DIST 133	1.5940
150	050 0450 02	STREATOR SCHOOL DIST. 45	1.5560
151	049 0430 04	ROUND LAKE C.C. SCHOOL DIST. 43	1.5530
152	016 1240 02	EVERGREEN PARK SCHOOL DIST. 124	1.5380
153	082 1750 02	HARMONY EMGE SCHOOL DIST. 175	1.5300
154	082 1180 02	BELLEVILLE SCHOOL DIST. 118	1.5300
155	058 1350 02	CENTRALIA SCHOOL DIST. 135	1.5260
156	099 1220 02	NEW LENOX SCHOOL DIST. 122	1.5120
157	016 0740 02	LINCOLNWOOD SCHOOL DIST. 74	1.5100
158	016 0980 02	BERWYN NORTH SCHOOL DIST. 98	1.5060
159	046 0530 02	BOURBONBAIS SCHOOL DIST. 53	1.4950
160	090 0500 02	SUNDOER BEVERLY S. DIST. 50	1.4920
161	016 0800 02	NORRIDGE SCHOOL DIST. 80	1.4780
162	053 4290 04	PONTIAC C.C. SCHOOL DIST. 429	1.4735
163	050 1410 02	OTTAWA SCHOOL DIST. 141	1.4590
164	049 0340 04	ANTIOCH C.C. SCHOOL DIST. 34	1.4470



1967 - 1968  
TAX RATE IN DESCENDING ORDER

ELEMENTARY DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
165	050 1220 02	LASALLE SCHOOL DIST. 122	1.4430
166	071 0880 02	OREGON SCHOOL DIST. 88	1.4421
167	049 0670 05	LAKE FOREST SCHOOL DIST. 67	1.4350
168	016 0830 02	MANNHEIM SCHOOL DIST. 83	1.4160
169	090 0860 02	EAST PEDRIA SCHOOL DIST. 86	1.4092
170	054 0270 02	LINCOLN SCHOOL DIST. 27	1.4040
171	006 1150 02	PRINCETON ELEM SCHOOL DIST 115	1.3890
172	016 1040 02	ARGO SUMMIT SCHOOL DIST. 104	1.3740
173	090 1080 02	PEKIN SCHOOL DIST. 108	1.3591
174	063 0720 03	WOODSTOCK SCH. DIST. 72	1.3500
175	032 0540 02	MORRIS SCHOOL DIST. 54	1.3220
176	016 1030 02	LYONS SCHOOL DIST. 103	1.3060
177	057 0150 02	WOOD RIVER SCH. DIST. 15	1.2990
178	096 1120 02	FAIRFIELD SCH. DIST. 112	1.2954
179	073 2070 04	DUQUOIN C.C. SCHOOL DIST. 207	1.2700
180	049 0640 02	NORTH CHICAGO SCHOOL DIST. 64	1.2340
181	010 1370 02	RANTOUL CITY SCHOOL DIST. 137	1.2008
182	097 0520 02	CARMI SCHOOL DIST. 52	1.1950
183	050 2890 04	MENDOTA C C SCHOOL DIST 289	1.1890
184	016 0990 02	CICERO SCHOOL DIST. 99	1.1100
185	082 0100 04	MASCOUTAH C.C. SCHOOL DIST. 10	.9810
186	092 1540 04	WESTVILLE C.C. SCH. DIST. 154	*
187	022 0360 02	WHEATON SCHOOL DIST. 36	*



STATE OF ILLINOIS  
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RAY PAGE, SUPERINTENDENT

02-23-68

1967 - 1968  
TAX RATE IN DESCENDING ORDER

ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
1	016 1450 02	TINLEY PARK SCHCOOL DIST. 145	2.6140
2	072 3160 04	LIMESTONE WALTERS C.C. S. D. 316	2.5900
3	046 2590 04	PEMBROKE C.C. SCHOOL DIST. 259	2.5370
4	016 1540 02	THORNTON SCHOOL DIST. 154	2.4320
5	022 0310 02	WARRENVILLE SCHOOL DIST. 31	2.3880
6	016 0290 02	NORTHFIELD SCHOOL DIST. 29	2.3860
7	016 0310 02	WEST NORTHFIELD SCHOOL DIST. 31	2.3400
8	099 0890 02	FAIRMONT SCHCOOL DISTRICT 89	2.2940
9	049 0960 04	KILDEER COUNTRYSIDE C.C. S.D. 96	2.2610
10	022 0200 02	KEENEYVILLE SCHOOL DIST. 20	2.2390
11	099 0900 02	TAFT SCHOOL DISTRICT 90	2.2320
12	049 0730 04	HAWTHORN C.C. SCHOOL DIST. 73	2.2130
13	016 0300 02	NORTHBROOK SCHOOL DIST. 30	2.2040
14	072 0630 02	NORWOOD SCH. DIST. 63	2.1800
15	016 1710 02	SUNNYBROOK SCHOOL DIST. 171	2.1740
16	016 0380 02	KENILWORTH SCHOOL DIST. 38	2.1680
17	022 0660 02	CENTER CASS SCHOOL DIST. 66	2.1600
18	014 0460 02	WILLOW GROVE SCHOOL DIST. 46	2.1600
19	063 0030 03	FOX RIVER GROVE CONS. S.D. 3	2.1100
20	049 0470 02	AVON CENTER SCHCOOL DIST. 47	2.0950
21	016 1545 02	BURNHAM SCHOOL DIST. 1545	2.0920
22	072 2040 04	HANNA CITY C.C. SCH. DIST. 204	2.0900
23	092 1320 02	OKWOOD SCHOOL DIST. 132	2.0860
24	022 0600 02	MAERCKER SCHOOL DIST. 60	2.0840
25	099 1610 02	SUMMIT HILL SCH. DIST. 161	2.0710
26	022 0620 02	GOWER SCHOOL DIST. 62	2.0700
27	101 1310 04	KINNIKINNICK C.C. SCH. DIST. 131	2.0380
28	097 0240 04	MAUNIE COMM. COS. SCH. DIST. 24	2.0300
29	038 0690 02	WATSEKA SCHOOL DIST. 69	2.0220
30	028 1100 04	LOGAN COMM. CONS. SCH. DIST. 110	2.0200
31	101 0130 02	ROCKTON SCHOOL DIST. 13	2.0130
32	049 0760 02	DIAMOND LAKE SCHOOL DIST. 76	2.0110
33	022 0130 02	BLOOMINGDALE SCHOOL DIST. 13	2.0030
34	098 0120 02	EAST COLOMA SCHOOL DIST 12	2.0010
35	099 0810 02	UNION SCHCOOL DIST. 81	2.0000
36	039 1300 04	GIANT CITY C.C. SCH. DIST. 130	1.9800
37	022 0690 02	PUFFER SCHOOL DIST. 69	1.9700
38	039 1400 04	UNITY POINT C.C. SCH. DIST. 140	1.9500



1967 - 1968  
TAX RATE IN DESCENDING ORDER

ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
39	016 1370 02	DOCTOR SCHOOL DIST. 137	1.9500
40	016 0920 02	LINDOP SCHOOL DIST. 92	1.9420
41	099 044C 04	CUSTER PARK C.C. SCHOOL DIST. 44C	1.9360
42	016 1080 02	WILLOW SPRINGS SCHOOL DIST. 108	1.9340
43	049 1060 02	BANNOCKBURN SCHOOL DIST. 106	1.9310
44	098 0140 02	RIVERDALE SCHOOL DIST 14	1.9280
45	022 0250 02	BENJAMIN SCHOOL DIST. 25	1.9260
46	061 0070 04	FRANKLIN C.C. SCHOOL DIST. 7	1.9200
47	102 0020 04	RIVERVIEW C.C. SCH. DIST. 2	1.9170
48	072 3020 03	DUNLAP CONS. SCH. DIST 302	1.9100
49	101 0630 02	WHITE SWAN SCHOOL DIST. 63	1.9000
50	022 0110 02	MEDINAH SCHOOL DIST. 11	1.8980
51	038 2720 04	MIDDLEPORT C.C. SCH. DIST. 272	1.8940
52	099 0910 02	CENTRAL KELVIN GROVE SCH. DIST. 91	1.8900
53	090 0790 02	PLEASANT HILL SCHOOL DIST. 79	1.8866
54	101 1370 04	PLEASANT VIEW C.C. SCH. DIST. 137	1.8850
55	049 0100 02	LOTUS SCHOOL DIST. 10	1.8830
56	072 1520 02	BELLEVUE SCH. DIST. 152	1.8800
57	063 0120 02	JOHNSBURG SCH. DIST. 12	1.8800
58	099 0880 02	CHANEY SCHOOL DIST 88	1.8740
59	038 2800 04	MILFORD COMM. CONS. S. DIST. 280	1.8660
60	072 0230 02	ROME SCH. DIST. 23	1.8600
61	090 1370 02	SOUTH PEKIN SCHOOL DIST. 137	1.8534
62	041 0020 04	ROME COMM CONS SCHOOL DIST 2	1.8530
63	098 1380 04	COLETA C.C. SCHOOL DIST. 138	1.8500
64	098 1350 03	FENTON CONS. SCHOOL DIST. 135	1.8490
65	096 0050 04	SIMS C.C. SCH. DIST 5	1.8455
66	038 2770 04	WOODLAND COMM. CONS. S. DIST. 277	1.8450
67	072 0680 02	DAK GROVE SCH. DIST. 68	1.8400
68	041 0070 04	DODDS COMM. CONS. SCHOOL DIST. 7	1.8340
69	090 1010 02	HOMWOOD HEIGHTS SCH. DIST. 101	1.8258
70	033 1060 04	BEAVER CREEK C.C. SCH. DIST. 106	1.8210
71	022 1800 04	PALISADES C.C. SCHOOL DIST. 180	1.8120
72	101 0620 02	GUILFORD CENTER SCH. DIST. 62	1.8110
73	049 0720 02	RONDOUT SCHOOL DIST. 72	1.8080
74	046 2620 04	WICHERT C.C. SCHOOL DIST. 262	1.8080
75	089 1510 04	GERMAN VALLEY C.C. SCH. DIST. 151	1.8050
76	061 0180 02	JOPPA SCHOOL DIST. 18	1.8000
77	101 1050 02	RIVERSIDE SCHOOL DIST 105	1.7940
78	102 0690 02	GERMANTOWN SCHOOL DIST. 69	1.7920
79	049 0110 04	NEWPORT COMM. CONS. SCH. DIST. 11	1.7880
80	016 0930 02	HILLSIDE SCHOOL DIST. 93	1.7880



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ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
81	041 0120 04	MCCLELLAN C.C. SCHOOL DIST. 12	1.7860
82	088 0270 04	SANDHAM WYOMING C.C.S. DIST. 27	1.7850
83	098 0380 02	COMO SCHOOL DIST 38	1.7840
84	028 1150 04	EWING NORTHERN C.C. DIST. 115	1.7800
85	090 0490 02	COLUMBIA SCH. DIST. 49	1.7791
86	050 1290 04	CEDAR POINT C.C. SCHOOL DIST. 129	1.7750
87	092 1350 02	DIAMOND SCHOOL DIST. 135	1.7700
88	049 1030 02	LINCOLNSHIRE PRAIRIE U.S.D. 103	1.7700
89	046 2580 04	ST GEORGE C.C. SCHOOL DIST. 258	1.7700
90	013 0030 04	XENIA COMM CONS SCHOOL DIST 3	1.7690
91	004 0330 04	POPLAR GROVE C.C. SCH. DIST. 33	1.7560
92	099 1590 02	MOKENA SCHOOL DIST. 159	1.7540
93	071 1610 04	CRESTON COMM. CONS. SCH DIST. 161	1.7537
94	038 2530 04	STOCKLAND COMM. CONS. S.DIST. 253	1.7530
95	006 1750 04	LEPERTOWN C.C. SCH. DIST. 175	1.7530
96	072 0690 02	PLEASANT HILL SCH. DIST. 69	1.7500
97	041 0090 04	OPDYKE COMM. CONS. SCHOOL DIST. 9	1.7480
98	096 0070 04	CISNE SCHOOL C.C. DIST. 7	1.7425
99	041 0060 04	GRAND PRAIRIE C.C. SCH. DIST. 6	1.7370
100	096 0170 04	JASPER COMM. CONS. SCH. DIST. 17	1.7367
101	081 0360 02	CARBON CLIFF SCHOOL DIST. 36	1.7290
102	091 0370 04	ANNA C.C. SCH. DIST. 37	1.7260
103	049 0680 02	DAK GROVE SCHOOL DIST. 68	1.7260
104	082 1040 02	CENTRAL SCHOOL DIST. 104	1.7250
105	016 1550 02	CALUMET CITY SCHOOL DIST. 155	1.7180
106	063 0460 02	PRAIRIE GROVE SCH. DIST. 46	1.7170
107	041 0790 02	SUMMERSVILLE SCHOOL DIST. 79	1.7150
108	099 033C 04	HOMER COMM. CONS. SCH. DIST. 33C	1.7120
109	083 0660 04	BEULAH HGTS C.C. SCHOOL DIST. 66	1.7100
110	016 0730 02	EAST PRAIRIE SCHOOL DIST. 73	1.7100
111	083 0670 02	ELDORADO SCHOOL DIST. 67	1.7095
112	101 1120 02	CHERRY VALLEY SCHOOL DIST. 112	1.7090
113	016 1280 02	PALOS HEIGHTS SCHOOL DIST. 128	1.7060
114	016 1070 02	PLEASANTDALE SCHOOL DIST. 107	1.7060
115	061 0060 04	LOGAN COMM. CONS. SCHOOL DIST. 6	1.7050
116	082 1300 04	SMITHTON C.C. SCHOOL DIST. 130	1.6980
117	022 1820 04	INDIAN PLAINS C.C. SCH. DIST. 182	1.6950
118	022 0340 02	WINFIELD SCHOOL DIST. 34	1.6910
119	061 0360 03	UNITY CONSOLIDATED SCH. DIST. 36	1.6900
120	101 1360 04	ELMWOOD C.C. SCHOOL DIST. 136	1.6860
121	098 1110 02	FULTON SCHOOL DIST. 111	1.6860
122	004 2310 04	CAPRON-BOONE-LEROY C.C.S.D. 231	1.6800



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ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
123	082 1810 02	SIGNAL HILL SCH. DIST. 181	1.6780
124	082 2040 02	LENZBURG SCH. DIST. 204	1.6760
125	013 0300 04	LINCOLN COMM. CONS. SCH. DIST. 30	1.6760
126	016 1590 02	SIEDAN PRAIRIE SCHCOOL DIST. 159	1.6740
127	071 1130 02	CHANA SCHOOL DIST. 113	1.6737
128	090 0850 02	ROBEIN SCHOOL DIST. 85	1.6727
129	081 0290 02	HAMPTON SCHOOL DIST. 29	1.6710
130	061 0410 02	UNIONVILLE SCHCOOL DIST. 41	1.6700
131	022 0630 02	CASS SCHOOL DIST. 63	1.6690
132	071 0400 04	FORRESTON C C GR SCH DIST 40	1.6651
133	101 1270 04	ARGYLE C.C. SCHOOL DIST. 127	1.6620
134	049 1140 02	FOX LAKE SCHOOL DIST. 114	1.6590
135	049 0560 02	GURNEE SCHOOL DIST. 56	1.6570
136	049 1020 04	APTAKISKIC TRIPP C.C. S. D. 102	1.6560
137	016 1720 02	SANDRIDGE SCHOOL DIST. 172	1.6560
138	097 0130 04	CONCORD C.C. SCHOOL DIST. 13	1.6550
139	041 1140 04	BLUFORD C.C. SCHOOL DIST. 114	1.6530
140	099 005C 04	BRAIDWOOD C.C. SCHOOL DIST. 5C	1.6510
141	098 2010 02	WOODLAWN SCHOOL DIST. 201	1.6450
142	101 1130 02	BUCKBEE SCHOOL DIST. 113	1.6420
143	072 3110 04	PRINCEVILLE C.C. SCH. DIST. 311	1.6400
144	039 1600 04	GLENDALE C.C. SCH. DIST. 160	1.6400
145	063 0360 02	HARRISON SCH. DIST. 36	1.6390
146	082 1050 02	PONTIAC SCHOOL DIST. 105	1.6340
147	087 0100 04	TOWER HILL C.C. SCH. DIST 10	1.6300
148	072 3180 04	LIMESTONE PINKERTON C.C. S.D. 318	1.6300
149	049 0380 02	BIG HOLLOW SCHOOL DIST. 38	1.6300
150	101 1340 04	SHIRLAND C.C. SCHCOOL DIST. 134	1.6260
151	101 1380 04	HARRISON C.C. SCHOOL DIST. 138	1.6240
152	032 0750 02	BRACEVILLE SCHOOL DIST. 75	1.6220
153	097 0180 04	MILL SHOALS C.C. SCH. DIST. 18	1.6200
154	092 1300 03	MUNCIE CONS. SCH. DIST. 130	1.6200
155	006 0990 04	SPRING VALLEY C.C. SCH. DIST. 99	1.6180
156	049 0360 02	GRASS LAKE SCHOOL DIST. 36	1.6130
157	016 0855 02	RIVER GROVE SCHOOL DIST. 855	1.6120
158	033 1030 04	FLANNIGAN C.C. SCH. DIST. 103	1.6100
159	014 1860 02	WAMAC SCHOOL DIST. 186	1.6100
160	051 5470 02	ST. FRANCISVILLE SCHOOL DIST 54-7	1.6075
161	071 1230 02	STILLMAN VALLEY DIST. 123	1.6068
162	072 0620 02	PLEASANT VALLEY SCH. DIST. 62	1.6000
163	087 0120 04	COWDEN C.C. SCH. DIST. 12	1.5980
164	091 0160 04	LICK CREEK C.C. SCH. DIST. 16	1.5965



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TAX RATE IN DESCENDING ORDER

ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
165	037 1570 02	BRIAR BLUFF SCHOOL DIST. 157	1.5960
166	033 1050 04	ADEN COMM. CONS. SCH. DIST. 105	1.5960
167	038 0700 02	WEST WATSEKA SCHOOL DIST. 70	1.5940
168	072 3170 03	MAPLETON CONS. SCH. DIST 317	1.5900
169	037 1900 02	COLONA SCHOOL DIST. 190	1.5900
170	083 0990 04	HILLCREST C.C. SCHOOL DIST. 99	1.5880
171	083 0340 04	RALEIGH C.C. SCHOOL DIST. 34	1.5860
172	099 056C 04	ANN RUTLEDGE C.C. SCH. DIST. 56C	1.5850
173	033 1020 04	KNIGHTS PRAIRIE C.C. S. DIST. 102	1.5800
174	049 0580 02	SPAULDING SCHOOL DIST. 58	1.5790
175	049 0460 04	GRAYSLAKE C.C. SCHOOL DIST. 46	1.5770
176	039 0860 03	DESOTO CONS. SCH. DIST. 86	1.5770
177	022 0900 02	GRANGER SCHOOL DIST. 90	1.5740
178	098 0750 02	PROPHETSTOWN SCHOOL DIST. 75	1.5730
179	063 1400 03	MARENGO CONS. SCH. DIST. 140	1.5700
180	063 0170 04	HAWTHORN C.C. SCH. DIST. 17	1.5700
181	047 0150 04	YORKVILLE C.C. SCHOOL DIST. 15	1.5698
182	006 0880 02	ARLINGTON SCHOOL DIST. 88	1.5680
183	090 0510 02	CENTRAL SCHOOL DIST. 51	1.5634
184	010 2120 04	OGDEN COMM. CONS. SCH. DIST. 212	1.5632
185	098 1490 04	CLYSTIC C.C. SCHOOL DIST. 149	1.5630
186	071 1440 03	KINGS CONSOLIDATED SCH DIST 144	1.5630
187	099 040C 04	WHEATLAND COMM CONS. DIST. 40C	1.5620
188	073 2030 04	SWANWICK COMM CONS. SCH DIST. 203	1.5600
189	099 157C 04	FRANKFORT C.C. SCH. DIST. 157C	1.5580
190	098 1450 04	MCNTMORENCY C.C. SCH. DIST. 145	1.5570
191	053 2320 02	DWIGHT SCHOOL DIST. 232	1.5533
192	051 0080 04	BROOKSIDE COMM. CONS. SCH. DIST 8	1.5510
193	097 0140 04	CENTERVILLE C.C. SCH. DIST. 14	1.5500
194	095 0180 02	RICHVIEW SCHOOL DIST. 18	1.5500
195	072 3030 03	WILDER WAITE CONS. SCH. DIST. 303	1.5500
196	098 0370 02	WOODSIDE SCHOOL DIST 37	1.5470
197	082 1190 02	BELLE VALLEY SCHOOL DIST. 119	1.5470
198	061 0350 02	METROPOLIS CITY SCHOOLS DIST 35	1.5450
199	040 0020 03	MUDDY CONSOLIDATED SCHOOL DIST. 2	1.5450
200	096 0130 04	ORCHARDVILLE C.C. SCH. DIST 13	1.5352
201	082 0010 04	SUMMERFIELD C.C. SCHOOL DIST. 1	1.5350
202	098 1390 04	ALBANY C.C. SCHOOL DIST. 139	1.5310
203	040 0100 03	STE. MARIE CONS. SCHOOL DIST. 10	1.5310
204	092 1770 03	GEORGETOWN CONS. SCH. DIST. 177	1.5300
205	073 0050 02	TAMAROA SCH. DIST. 5	1.5300
206	072 0700 02	MONROE SCH. DIST. 70	1.5300



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RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
207	072 0660 02	BARTONVILLE SCH. DIST. 66	1.5300
208	061 0050 04	JEFFERSON C.C. SCHOOL DIST. 5	1.5300
209	096 0210 04	CAK GROVE C.C. SCHOOL DIST. 21	1.5294
210	063 0340 02	RINGWOOD SCH. DIST. 34	1.5280
211	063 0130 03	RICHMOND CONS. SCH. DIST. 13	1.5270
212	059 0350 04	HENRY COMM. CONS. SCHOOL DIST. 35	1.5270
213	049 0330 02	EMMONS SCHOOL DIST. 33	1.5270
214	058 0060 04	SHANAFELT C.C. SCHOOL DIST. 6	1.5240
215	041 0040 04	WOODLAWN COMM CONS SCH DIST 4	1.5220
216	072 3060 03	MOSSVILLE CONS. SCH. DIST 306	1.5200
217	044 0180 02	GOREVILLE SCHOOL DIST. 18	1.5196
218	098 0870 02	ERIE SCHOOL DIST. 87	1.5190
219	098 1430 04	JORDAN COMM. CONS. SCH. DIST. 143	1.5160
220	096 0220 04	WAYNE CITY C.C. SCHOOL DIST. 22	1.5145
221	098 0770 02	CENTERVILLE SCHOOL DIST. 77	1.5120
222	099 2030 04	ELWOOD C.C. SCH. DIST. 203	1.5110
223	096 0190 04	MERRIAM COMM CONS SCHOOL DIST. 19	1.5108
224	072 3190 04	WESTWOOD C.C. SCH. DIST 319	1.5100
225	098 1460 04	PORTLAND C.C. SCHOOL DIST. 146	1.5090
226	082 0850 02	SHILOH VILLAGE SCHOOL DIST. 85	1.5010
227	073 2120 04	PINCKNEYVILLE C.C. SCH. DIST. 212	1.5000
228	063 0110 02	SPRING GROVE SCH. DIST. 11	1.4990
229	096 0140 04	GEFF C.C. SCH. DIST. 14	1.4983
230	052 0080 02	NELSON SCHOOL DIST. 8	1.4911
231	084 0420 02	RIVERTON SCH. DIST 42	1.4904
232	006 1260 04	WYANET C.C. SCHOOL DIST. 126	1.4900
233	101 0140 02	STEPHEN MACK SCHOOL DIST. 14	1.4870
234	050 3000 04	LELAND COMM. CONS. SCH. DIST. 300	1.4870
235	096 0110 04	MOUNT ERIE C.C. SCH. DIST. 11	1.4821
236	098 0290 02	TAMPICO SCHOOL DIST 29	1.4820
237	092 0590 04	POTOMAC C.C. S.D. DIST. 59	1.4820
238	072 2050 04	GLASFORD C.C. SCH. DIST. 205	1.4800
239	063 0080 03	UNION CONS. SCH. DIST. 8	1.4800
240	041 0820 02	BETHEL SCHOOL DIST. 82	1.4800
241	090 6800 04	GROVELAND C.C. SCH. DIST. 680	1.4755
242	096 0150 04	BERRY C.C. SCH. DIST. 15	1.4729
243	092 0610 03	ARMSTRONG CONS. SCH. DIST. 61	1.4710
244	072 3150 04	UNION COMM CONS. SCH. DIST 315	1.4700
245	058 0020 03	KELL CONSOLIDATED SCHOOL DIST. 2	1.4700
246	022 0650 02	BROMBEREK SCHOOL DIST. 65	1.4680
247	096 0090 04	BOYLESTON C.C. SCH. DIST. 9	1.4649
248	051 0030 04	PETTY COMM. CONS. SCHOOL DIST. 3	1.4640



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RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
249	016 0780 02	ROSEMONT SCHOOL DIST. 78	1.4620
250	013 0800 04	CLAY CITY C.C. SCH. DIST. 80	1.4580
251	091 0430 04	JONESBORO C.C. SCH. DIST. 43	1.4575
252	071 1520 04	HOLCOMB C.C. SCHOOL DIST. 152	1.4545
253	092 1430 04	CATLIN C.C. SCH. DIST. 143	1.4540
254	063 0480 02	RIDGEFIELD SCH. DIST. 48	1.4540
255	044 0550 02	VIENNA SCHOOL DIST. 55	1.4502
256	041 0990 04	FARRINGTON C.C. SCHOOL DIST. 99	1.4500
257	049 0240 04	MILLBURN C.C. SCHOOL DIST. 24	1.4480
258	050 0790 04	TONICA COMM. CONS. SCH. DIST. 79	1.4450
259	040 0030 03	HIDALGO CONS. SCHOOL DIST. 3	1.4440
260	099 1140 02	MANHATTAN SCHOOL DIST. 114	1.4430
261	032 0740 03	SOUTH WILMINGTON CONS. S.D. 74	1.4430
262	004 2190 04	MANCHESTER C.C. SCH. DIST. 219	1.4430
263	096 0060 04	NEW HOPE C.C. SCH. DIST 6	1.4425
264	101 0570 02	BELL SCHOOL DIST. 57	1.4380
265	046 2560 04	ST ANNE C.C. SCHOOL DIST. 256	1.4370
266	082 0030 02	LEBANON SCHOOL DIST. 3	1.4340
267	082 1130 02	WOLF BRANCH SCH. DIST. 113	1.4330
268	013 1660 03	SAILOR SPRING CONS. S. DIST. 166	1.4310
269	071 0460 02	BAILEYVILLE SCHOOL DIST. 46	1.4298
270	050 1250 04	OGLESBY C.C. SCHOOL DIST. 125	1.4260
271	071 1700 04	LINDENWOOD C.C. SCHOOL DIST. 170	1.4242
272	033 1000 04	MCLEANSBORO C.C. SCH. DIST. 100	1.4230
273	016 0790 02	PENNCYER SCHOOL DIST. 79	1.4220
274	102 0010 04	METAMORA C.C. SCH. DIST. 1	1.4210
275	006 0840 04	MALDEN COMM CONS SCH DIST 84	1.4190
276	082 0450 02	MARISSA SCHOOL DIST. 45	1.4170
277	050 2650 04	SERENA COMM. CONS. SCH. DIST. 265	1.4170
278	092 2070 02	RIDGEFARM SCH. DIST 207	1.4160
279	082 1600 04	MILLSTADT C.C. SCH. DIST. 160	1.4140
280	006 0420 02	YORKTOWN SCHOOL DIST. 42	1.4110
281	082 0700 04	FREEBURG C.C. SCHOOL DIST. 70	1.4100
282	028 0320 04	MULKEYTOWN C.C. SCHOOL DIST. 32	1.4100
283	090 0980 02	RANKIN SCHOOL DIST. 98	1.4090
284	041 0030 04	FIELD COMM CONS SCHOOL DIST 3	1.4090
285	019 1850 04	MALTA COMM. CONS. SCH. DIST. 185	1.4090
286	016 1330 02	PATTON SCHOOL DIST. 133	1.4080
287	088 0310 04	TOULON C.C. SCHOOL DIST. 31	1.4060
288	082 1150 02	WHITESIDE SCHOOL DIST. 115	1.4050
289	044 001C 04	GRANTSBURG C.C. SCHOOL DIST. 1C	1.4044
290	040 0090 03	WILLOW HILL CONS. SCHOOL DIST. 9	1.4030



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RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
291	016 1130 04	LEMONT C.C. SCHOOL DIST. 113	1.4020
292	072 1390 02	TRIVOLI SCH. DIST. 139	1.4000
293	098 1400 04	NEWTON C.C. SCHOOL DIST. 140	1.3980
294	058 0070 04	IUKA COMM. CONS. SCHOOL DIST. 7	1.3980
295	006 0940 04	LADD COMM CONS SCHOOL DIST 94	1.3980
296	040 0010 03	GROVE CONSOLIDATED SCHOOL DIST. 1	1.3970
297	032 072C 04	GARDNER COMM. CONS. S. DIST. 72C	1.3960
298	051 0350 02	BRIDGEPORT SCHOOL DIST. 35	1.3952
299	090 6950 04	GREEN VALLEY C.C. SCH. DIST. 695	1.3926
300	063 0180 04	RILEY C.C. SCH. DIST. 18	1.3920
301	097 0150 04	BROWNSVILLE C.C. SCH. DIST. 15	1.3900
302	028 0620 02	THOMPSONVILLE SCHOOL DIST. 62	1.3900
303	092 1780 02	WINGARD SCHOOL DIST. 178	1.3860
304	011 1820 02	KINCAID SCHOOL DIST. 182	1.3850
305	032 060C 04	SARATOGA COMM. CONS. S. DIST. 60C	1.3810
306	050 0820 04	DEER PARK C.C. SCHOOL DIST. 82	1.3800
307	092 1250 04	FITHIAN C.C. SCH. DIST. 125	1.3790
308	088 0390 04	ELMIRA COMM. CONS. SCH. DIST. 39	1.3690
309	087 0110 04	HERRICK C.C. SCH. DIST 11	1.3630
310	050 2720 02	SHERIDAN SCHOOL DIST. 272	1.3620
311	047 0900 04	LISBON COMM. CONS. SCH. DIST. 90	1.3618
312	039 1440 03	POMONA SCHOOL DIST. 144	1.3600
313	096 0120 04	ZIF C.C. SCH. DIST 12	1.3594
314	049 0790 02	FREMONT SCHOOL DIST. 79	1.3510
315	033 0990 04	BROUGHTON COMM. CONS. S. DIST. 99	1.3500
316	016 1560 02	CALUMET CITY SCHOOL DIST. 156	1.3500
317	029 0880 02	DUNFERMLINE SCHOOL DIST. 88	1.3450
318	098 1420 04	GARDEN PLAIN C.C. SCH. DIST. 142	1.3410
319	088 0200 04	DUNCAN COMM. CONS. SCH. DIST. 20	1.3400
320	072 3200 04	LANCASTER WEST C.C. S. D. 320	1.3400
321	063 0220 02	BURTON BRIDGE SCH. DIST. 22	1.3380
322	013 1110 04	OSKALOOSA C.C. SCH. DIST. 111	1.3360
323	029 3400 03	PRICHARD CLARK CONS. S. DIST. 340	1.3330
324	010 1690 04	ST JOSEPH C.C. SCHOOL DIST. 169	1.3310
325	013 1420 04	LOUISVILLE C.C. SCH. DIST. 142	1.3290
326	022 0530 02	BUTLER SCHOOL DIST. 53	1.3250
327	049 0020 02	NORTH PRAIRIE SCHOOL DIST. 2	1.3230
328	032 2010 04	MINOOKA COMM. CONS. S. DIST. 201	1.3220
329	079 1340 04	PRAIRIE DU ROCHER C.C. S. D. 134	1.3200
330	079 1240 03	KASKASKIA ISLAND CCNS. SD 124	1.3200
331	073 0500 02	PINCKNEYVILLE SCH. DIST 50	1.3200
332	006 0170 04	OHIO COMM CONS SCHOOL DIST 17	1.3160



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RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
333	033 1010 04	DAHLGREN COMM. CONS. S. DIST. 101	1.3150
334	090 6060 04	SPRING LAKE C.C. SCH. DIST. 606	1.3147
335	016 0940 02	NORTH RIVERSIDE SCHOOL DIST. 94	1.3140
336	061 0440 03	NEW COLUMBIA CONS. SCH. DIST. 44	1.3135
337	073 2080 04	PARADISE C.C. SCH. DIST. 208	1.3100
338	072 3130 04	EDELSTEIN C.C. SCH. DIST 313	1.3100
339	092 0530 03	ALVIN CONS. SCH. DIST. 53	1.3080
340	082 1160 02	HIGH MOUNT SCHOOL DIST. 116	1.3080
341	051 0570 02	SUMNER SCHOOL DIST. 57	1.3015
342	072 1120 02	GARDENER SCH. DIST. 112	1.3000
343	049 0630 02	NORTH CHICAGO SCHOOL DIST. 63	1.3000
344	099 0170 02	CHANNAHON SCHOOL DIST. 17	1.2980
345	006 0980 02	DALZELL SCHOOL DIST. 98	1.2980
346	088 0540 04	CASTLETON C.C. SCH. DIST. 54	1.2960
347	092 0080 02	RANKIN SCH. DIST. 8	1.2940
348	096 0160 04	JOHNSONVILLE C.C. SCH. DIST. 16	1.2931
349	013 1200 04	ICLA COMM. CONS. SCH. DIST. 120	1.2920
350	006 2500 03	BUREAU CONS. SCHOOL DIST. 250	1.2910
351	051 0040 04	BIRDS COMM. CONS. SCHOOL DIST. 4	1.2907
352	072 1200 02	PEORIA HEIGHTS SCH. DIST. 120	1.2900
353	101 1330 04	PRAIRIE HILL C.C. SCH. DIST. 133	1.2870
354	101 2020 03	KISHWAUKEE CONS. SCHOOL DIST. 202	1.2830
355	040 0070 03	YALE CONSOLIDATED SCHOOL DIST. 7	1.2810
356	050 0250 04	LOSTANT COMM. CONS. SCH. DIST. 25	1.2790
357	010 1420 04	LUDLOW C.C. SCHOOL DIST. 142	1.2788
358	013 1220 04	NORTH LARKINSBURG C C S D 122	1.2770
359	058 1220 02	ODIN SCHOOL DIST. 122	1.2740
360	050 1700 04	SENECA COMM. CONS. SCH. DIST. 170	1.2740
361	095 0110 04	IRVINGTON C.C. SCH. DIST. 11	1.2700
362	101 1150 02	GUNSOLAS SCHOOL DIST. 115	1.2680
363	013 0920 03	INGRAHAM CONS. SCHOOL DIST. 92	1.2680
364	006 0920 02	CHERRY SCHOOL DIST. 92	1.2650
365	098 1480 04	CREST VIEW C.C. SCH. DIST. 148	1.2620
366	032 007C 04	KINSMAN COMM. CONS. SCH. DIST. 7C	1.2560
367	050 2450 04	FREEDOM C.C. SCHOOL DIST. 245	1.2550
368	050 2300 04	RUTLAND C C SCHOOL DIST 230	1.2540
369	092 0320 04	ROSSVILLE C.C. SCH. DIST. 32	1.2530
370	095 0780 04	JOHANNISBURG C.C. SCH. DIST. 78	1.2500
371	072 0440 02	WHEELER SCH. DIST. 44	1.2500
372	028 0140 04	WHITTINGTON C.C. SCHOOL DIST. 14	1.2500
373	088 0050 04	WEST JERSEY C.C. SCH. DIST. 5	1.2470
374	047 0660 04	NEWARK COMM. CONS. SCH. DIST. 66	1.2442



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RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
375	041 0500 02	OLD UNION SCHOOL DISTRICT 50	1.2440
376	033 0980 04	DALE COMM. CONS. SCHOOL DIST. 98	1.2440
377	034 3330 04	BURNSIDE C.C. SCHOOL DIST. 333	1.2423
378	101 0720 03	CENTERVILLE CONS. DIST. 72	1.2400
379	013 1740 04	BIBLE GROVE C.C. SCH. DIST. 174	1.2390
380	058 1330 02	CENTRAL CITY SCHOOL DIST. 133	1.2380
381	034 3340 04	CARTHAGE C.C. SCHOOL DIST. 334	1.2365
382	017 0070 04	CBLONG C.C. SCHOOL DIST. 7	1.2350
383	050 2010 04	WEDRON COMM. CONS. SCH. DIST. 201	1.2320
384	071 1550 02	DAVIS JUNCTION SCHOOL DIST. 155	1.2306
385	051 0020 04	LUKIN COMM. CONS. SCHOOL DIST. 2	1.2300
386	050 0950 04	GRAND RIDGE C.C. SCHOOL DIST. 95	1.2230
387	099 088A 02	RICHLAND SCHOOL DIST. 88A	1.2180
388	098 1470 04	HAHNAMAN C.C. SCHOOL DIST. 147	1.2180
389	041 0050 04	BELLE RIVE C.C. SCHOOL DIST. 5	1.2170
390	092 1960 03	INDIANOLA CONS. SCH. DIST. 196	1.2160
391	038 2840 04	BRYCE-ASH GROVE C C S DIST 284	1.2140
392	095 0150 04	ASHLEY C.C. SCH. DIST. 15	1.2100
393	073 2110 04	COMMUNITY CONS SCH DIST 211	1.2100
394	011 1830 02	TOVEY SCHOOL DIST. 183	1.2100
395	051 0320 04	WASHINGTON C.C. SCHOOL DIST. 32	1.2096
396	091 1190 03	ALTO PASS CONS. SCH. DIST. 119	1.2075
397	016 0860 02	UNION RIDGE SCHOOL DIST. 86	1.2040
398	095 0610 02	OKAWVILLE SCH. DIST. 61	1.2000
399	073 2040 04	PINCKNEYVILLE C.C. SCH. DIST. 204	1.2000
400	072 3050 03	MILLBROOK CONS. SCH DIST. 305	1.2000
401	028 0910 04	AKIN COMM. CONS. SCH. DIST. 91	1.2000
402	088 0130 04	LAFAYETTE C.C. SCH. DIST. 13	1.1970
403	008 0850 02	CHADWICK SCHOOL DIST. 85	1.1960
404	040 0050 03	BOGOTA CONS. SCHOOL DIST. 5	1.1930
405	006 2850 04	WALNUT COMM. CONS. SCH. DIST. 285	1.1930
406	032 0490 02	HUME SCHOOL DIST. 49	1.1840
407	071 1720 02	MONROE CENTER SCHOOL DIST 172	1.1833
408	032 010C 04	VERONA COMM. CONS. SCH. DIST. 10C	1.1820
409	099 070C 04	LARAWAY C C SCHOOL DIST 70C	1.1800
410	073 2050 04	LOST PRAIRIE C C UNIT DIST 205	1.1800
411	051 0010 04	HUTTON COMM. CONS. SCHOOL DIST. 1	1.1714
412	053 4260 04	CORNELL C C GR SCH DIST 426	1.1705
413	052 2000 02	PRAIRIEVILLE SCHOOL DIST. 200	1.1675
414	054 2640 04	ELKHART C.C. SCHOOL DIST. 264	1.1653
415	010 2240 04	PENFIELD C.C. SCHOOL DIST. 224	1.1642
416	028 0370 01	FLATTS SCHOOL DIST. 37	1.1600



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RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
417	006 1520 04	NEPONSET C.C. SCHOOL DIST. 152	1.1540
418	054 0410 04	CHESTER-E. LINCOLN C. C. S. D. 41	1.1534
419	092 0060 03	EAST LYNN CONS. SCH. DIST. 6	1.1520
420	044 0030 02	NEW BURNSIDE SCHOOL DIST. 30	1.1516
421	054 0100 04	CHESTNUT C.C. SCHOOL DIST. 10	1.1491
422	044 002C 04	TUNNEL HILL C.C. SCHOOL DIST. 2C	1.1491
423	034 0800 03	FERRIS CONS. SCHOOL DIST. 80	1.1448
424	012 1050 02	WESTFIELD SCHOOL DIST. 105	1.1420
425	047 0520 04	PLATTVILLE C.C. SCHOOL DIST. 52	1.1419
426	075 0570 02	PERRY SCHOOL DIST. 57	1.1380
427	040 0060 03	WEST LIBERTY CONS. SCHOOL DIST. 6	1.1380
428	033 0330 02	PIOPOLIS SCHOOL DIST. 33	1.1375
429	052 2200 02	STEWART SCHOOL DIST. 220	1.1363
430	092 1090 03	NEWTOWN CONS. SCH. DIST. 109	1.1340
431	016 0720 02	SKOKIE FAIRVIEW SCHOOL DIST. 72	1.1220
432	051 0680 03	CHAUNCEY CONS. SCHOOL DIST. 68	1.1175
433	019 1830 04	ESMOND COMM. CONS. SCH. DIST. 183	1.1080
434	098 0590 02	ROUND GROVE SCHOOL DIST. 59	1.1070
435	038 2750 04	CRESCENT CITY C.C. SCH. DIST. 275	1.1010
436	053 4340 04	OWEGO COMM. CONS. SCH. DIST. 434	1.0981
437	010 1300 04	THOMASBORD C.C. SCHOOL DIST. 130	1.0966
438	017 2100 04	BEND COMM. CONS. SCHOOL DIST. 210	1.0950
439	092 1940 04	SIDELL C.C. SCH. DIST. 194	1.0930
440	014 0630 02	ALBERS SCHOOL DIST. 63	1.0900
441	044 0700 02	BELKNAP SCHOOL DIST. 70	1.0894
442	058 0010 03	RACCCON CONS. SCHOOL DIST. 1	1.0880
443	034 3300 04	UNION DOUGLAS C.C. SCH. DIST. 330	1.0880
444	010 1880 04	GIFFORD C.C. SCHOOL DIST. 188	1.0878
445	082 0310 02	FAYETTEVILLE SCHOOL DIST. 31	1.0840
446	054 0170 04	BEASON COMM. CONS. SCH. DIST. 17	1.0840
447	092 1500 04	FAIRMOUNT C.C. SCH. DIST. 150	1.0820
448	092 2110 03	JAMAICA CONS. SCH. DIST. 211	1.0800
449	017 0060 04	HARDINVILLE C.C. SCHOOL DIST. 6	1.0800
450	010 2160 04	ROYAL COMM. CONS. SCH. DIST. 216	1.0790
451	088 0620 04	BRADFORD C.C. SCH. DIST. 62	1.0770
452	084 0410 02	OAK HILL SCH. DIST. 41	1.0738
453	053 4300 04	PONTIAC ESMEN C.C. S. DIST. 430	1.0715
454	014 1415 02	ST ROSE SCHOOL DIST. 14/15	1.0700
455	014 0620 02	DAMIANSVILLE SCHOOL DIST. 62	1.0700
456	014 0570 02	BARTELSON SCHOOL DIST. 57	1.0700
457	014 0210 02	AVISTON SCHOOL DIST. 21	1.0700
458	013 0910 03	WENDELIN C C SCHOOL DIST 91	1.0680



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RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
459	051 0380 02	PETROLIA SCHOOL DIST. 38	1.0675
460	051 0060 03	RUSSELLVILLE CONS. SCHOOL DIST. 6	1.0675
461	044 0430 03	BUNCOMBE CONS. SCHOOL DIST. 43	1.0675
462	059 0540 02	CAMP GROVE SCHOOL DIST. 54	1.0660
463	029 0870 02	ST DAVID SCHOOL DIST. 87	1.0640
464	006 0140 04	LA MOILLE ALLEN C.C.S. DIST. 14	1.0640
465	014 0600 02	GERMANTOWN SCHOOL DIST. 60	1.0600
466	088 0450 04	VALLEY COMM. CONS. SCH. DIST. 45	1.0580
467	058 0080 04	YOUNG COMM. CONS. SCHOOL DIST. 8	1.0520
468	073 0120 02	SUNFIELD SCH. DIST. 12	1.0500
469	006 1820 04	MILO COMM. CONS. SCHOOL DIST. 182	1.0480
470	016 0710 02	NILES SCHOOL DIST. 71	1.0460
471	050 0430 02	EAGLE DIST. 43	1.0430
472	053 4350 04	ODELL COMM. CONS. SCH. DIST. 435	1.0413
473	050 1850 04	WALTHAM C C SCHOOL DIST 185	1.0340
474	006 0120 04	VAN ORIN C.C. SCHOOL DIST. 12	1.0280
475	095 0010 04	OAKDALE C.C. SCH. DIST. 1	1.0200
476	072 0250 02	ELMWOOD SCH. DIST. 25	1.0200
477	050 2350 04	OPHIR COMM. CONS. SCH. DIST. 235	1.0130
478	032 040C 04	MAZON COMM. CONS. SCH. DIST. 40C	1.0130
479	054 0320 04	LAKE FORK C.C. SCHOOL DIST. 32	1.0106
480	092 0410 03	ELLIS CONS. SCH. DIST. 41	1.0100
481	044 0270 02	SIMPSON SCHOOL DIST. 27	1.0083
482	097 0160 04	BIG PRAIRIE C.C. SCH. DIST. 16	1.0050
483	098 0570 02	HIDDLESON SCHOOL DIST. 57	1.0040
484	023 0230 04	SCOTTLAND C.C. SCHOOL DIST. 23	1.0015
485	050 1350 02	UTICA SCHOOL DIST. 135	1.0010
486	072 0400 02	HOLLIS SCH. DIST. 40	1.0000
487	053 4310 04	SUNBURY C.C. SCHOOL DIST. 431	.9966
488	054 0330 04	MT PULASKI C.C. SCHOOL DIST. 33	.9870
489	064 0880 04	BELLFLOWER C.C. SCH. DIST. 88	.9806
490	082 0300 03	ST. LIBORY CON. SCH.	.9760
491	062 0660 03	BARDOLPH CONS. SCH. DIST 66	.9757
492	092 1990 03	HARRISON CONS. SCH. DIST. 199	.9660
493	054 2020 04	CORNLAND C.C. SCHOOL DIST. 202	.9571
494	050 1950 04	WALLACE C.C. SCHOOL DIST. 195	.9550
495	054 0720 04	WEST LINCOLN C.C. SCH. DIST. 72	.9540
496	016 0845 02	RHODES SCHOOL DIST. 84-5	.9480
497	006 0230 03	KASBEER CONS. SCHOOL DIST. 23	.9420
498	050 0560 02	OTTER CREEK SCHOOL DIST. 56	.9410
499	032 035C 04	GOODFARM COMM. CONS. S. DIST. 35C	.9410
500	047 0340 04	MILLBROOK C.C. SCHOOL DIST. 34	.9348



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ELEMENTARY DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
501	029 3300 03	SOUTH FULTON CONS. S. DIST. 330	.9170
502	078 5340 03	SENACHWINE CONS. SCH. DIST. 534	.9110
503	010 1830 04	FLATVILLE C.C. SCHOOL DIST. 183	.9086
504	044 0640 02	CYPRESS SCHOOL DIST. 64	.9065
505	095 0490 04	NASHVILLE C.C. SCH. DIST. 49	.9000
506	010 1770 04	STANTON CENTER C.C.S. DIST. 177	.8946
507	053 4250 04	ROOKS CREEK C.C. SCH. DIST. 425	.8876
508	007 0410 04	BRUSSELS RICHWOOD C.C.S. DIST. 41	.8740
509	054 0680 04	BROADWELL C.C. SCHOOL DIST. 68	.8621
510	095 0470 03	ADDIEVILLE CONS. SCH. DIST. 47	.8400
511	016 1100 02	STICKNEY CENTRAL SCHOOL DIST. 110	.8200
512	054 0510 04	LAWDALE C.C. SCHOOL DIST. 51	.8071
513	090 6220 03	PLEASANT VIEW CONS. SCH DIST. 622	.7926
514	051 0050 04	FILLMORE COMM. CONS. SCH. DIST. 5	.7438
515	032 024C 04	NETTLE CREEK C.C. SCH. DIST. 24C	.7340
516	050 0650 04	ALLEN TWP. C.C. SCHOOL DIST. 65	.7220
517	095 0440 02	HOGSHEAD SCH. DIST. 44	.7200
518	053 4410 04	CULLOM COMM. CONS. SCH. DIST. 441	.7088
519	050 1750 04	DIMMICK C.C. SCHOOL DIST. 175	.6750
520	054 2040 04	BIRKS COMM. CONS. SCH. DIST. 204	.6034
521	099 0840 02	ROCKDALE SCHOOL DIST. 84	.4560
522	050 2100 04	MILTON POPE C.C. SCH. DIST. 210	.4230
523	095 0290 03	HOYLETON CONS. SCH. DIST. 29	.3900
524	061 0170 02	MAPLE GROVE SCHOOL DIST. 17	.3264
525	022 0270 01	MCAULEY SCHOOL DIST. 27	.2700
526	101 1230 03	NEW MILFORD CONS. SCH. DIST 123	*
527	098 1500 04	UNION GROVE C.C. SCH. DIST. 150	*
528	098 0710 02	LYNDON SCHOOL DIST. 71	*
529	098 0620 02	MORRISON SCHOOL DIST. 62	*
530	098 0390 02	GALT SCHOOL DIST. 39	*
531	072 3040 03	LOGAN CONS. SCH. DIST 304	*
532	051 0140 02	LAWRENCEVILLE SCHOOL DIST. 14	*
533	041 0080 04	INA COMM CONS SCHOOL DIST 8	*
534	040 0040 03	NEWTON CONS. SCHOOL DIST. 4	*
535	029 1410 02	LEWISTOWN SCHOOL DIST. 141	*
536	029 001B 02	FARMINGTON SCHOOL DIST. 1B	*
537	028 0340 02	CHRISTOPHER SCHOOL DIST 34	*



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HIGH SCHOOL DISTRICTS 500 ENR. & ABOVE			
RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
1	016 2330 16	HOMEWOOD FLOSSMOOR C.H.S. D. 233	2.3760
2	016 2110 17	PALATINE TWP. H.S. DIST. 211	2.2640
3	016 2280 16	MIDLOTHIAN COMM. H.S. DIST. 228	2.2000
4	016 2180 16	DWIGHT EISENHOWER C H S D 218	2.1860
5	016 2300 13	ORLAND PARK CONS. H.S. DIST. 230	2.1800
6	016 2270 17	RICH TWP. H.S. DIST. 227	2.1060
7	016 2250 17	GLENBROOK TWP. H.S. DIST. 225	2.0980
8	016 2150 17	THORNTON FRACTIONAL T.H.S.D. 215	2.0520
9	022 1080 16	LAKE PARK COMM. H.S. DIST. 108	2.0240
10	049 1270 16	GRAYSLAKE COMM. H.S. DIST. 127	2.0120
11	016 2070 17	MAINE TWP H.S. DIST. 207	1.9780
12	016 2290 16	OAK LAWN COMM. H.S. DIST. 229	1.9480
13	022 0870 17	GLENBARD TWP. H.S. DIST. 87	1.9470
14	016 2340 16	RIDGEWOOD COMM. H.S. DIST. 234	1.9440
15	049 1250 13	ADALIE E. STEVENSON SCH. D. 125	1.9260
16	049 2240 13	BARRINGTON CONS. H.S. DIST. 224	1.9180
17	016 2140 17	TOWNSHIP HIGH SCHOOL	1.9100
18	039 1650 16	CARBONDALE COMM. H.S. DIST. 165	1.8780
19	049 1160 16	ROUND LAKE COMM. H.S. DIST. 116	1.8770
20	016 2050 17	THORNTON TWP. H.S. DIST. 205	1.8560
21	016 2170 16	ARGO COMM. H.S. DIST. 217	1.8300
22	016 2030 17	NEW TRIER TWP. H.S. DIST. 203	1.8180
23	049 1280 16	LIBERTYVILLE COMM. H.S. DIST. 128	1.8100
24	099 2100 16	LINCOLN WAY COMM. H.S. DIST. 210	1.8090
25	016 2310 16	EVERGREEN PARK COMM. H.S. D. 231	1.8020
26	049 1260 17	ZION BENTON TWP. H.S. DIST. 126	1.7910
27	022 1090 16	LISLE COMM. H.S. DIST. 109	1.7560
28	022 1000 16	FENTON COMM. H.S. DIST. 100	1.7320
29	061 0200 16	METROPOLIS COMM. H.S. DIST. 20	1.7250
30	016 2080 17	RIVERSIDE BROOKFIELD TWP. D. 208	1.7160
31	063 1550 16	CRYSTAL LAKE COMM HS DIST 155	1.7010
32	049 1130 17	HIGHLAND PARK TWP. H.S. DIST. 113	1.6960
33	049 1200 13	MUNDELEIN CONS. H.S. DIST. 120	1.6840
34	041 2010 17	MT VERNON TWP. H.S. DIST. 201	1.6650
35	016 2000 13	OAK PK RIVER FOREST C.S.D. 200	1.6500
36	099 2050 17	LOCKPORT TWP HS DIST. 205	1.6260
37	016 2190 17	NILES TWP. H.S. DIST. 219	1.6220
38	072 3100 16	LIMESTONE COMM H S DIST. 310	1.6200



HIGH SCHOOL DISTRICTS 500 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
39	082 2030 17	O FALLON TWP HS DIST. 203	1.6180
40	098 3010 17	ROCK FALLS TWP H S DIST 301	1.6170
41	016 2020 17	EVANSTON TWP H.S. DIST. 202	1.6140
42	022 0880 16	ELMHURST COMM. H.S. DIST. 88	1.6040
43	049 1240 16	GRANT COMM. H.S. DIST. 124	1.5770
44	016 2320 16	ELMWOOD PARK COMM. H.S. DIST. 232	1.5760
45	022 0940 16	WEST CHICAGO COMM. H.S. DIST. 94	1.5720
46	016 2100 17	LEMONT TWP. H.S. DIST. 210	1.5680
47	022 0950 16	WHEATON COMM. H.S. DIST. 95	1.5640
48	016 2060 17	BLOOM TWP. H.S. DIST. 206	1.5620
49	049 1210 17	WARREN TWP. H.S. DIST. 121	1.5140
50	022 0990 16	DCWNERS GROVE COMM. H.S. DIST. 99	1.5070
51	016 2200 17	REAVIS TWP. H.S. DIST. 220	1.4960
52	022 0860 17	HINSDALE TWP. H.S. DIST. 86	1.4840
53	022 1070 16	NAPERVILLE COMM. H.S. DIST. 107	1.4830
54	046 3020 16	ST ANNE COMM. H.S. DIST. 302	1.4810
55	073 1000 17	DUQUOIN TWP H S DIST 100	1.4800
56	049 1170 17	ANTICCH TWP. H.S. DIST. 117	1.4750
57	063 1560 16	MCHENRY COMM H S DIST 156	1.4740
58	016 2040 17	LYONS TWP. H.S. DIST. 204	1.4620
59	006 5020 17	HALL TOWNSHIP H.S. DIST. 502	1.4580
60	081 0300 17	UNITED TWP. H.S. DIST. 30	1.4530
61	071 2180 16	OREGON COMM H S DIST. 218	1.4486
62	049 1230 16	NORTH CHICAGO COMM. H.S. DIST 123	1.4390
63	058 2000 17	CENTRALIA TWP. H.S. DIST. 200	1.4380
64	096 2250 16	FAIRFIELD COMM H S COMM. 225	1.4243
65	102 1220 17	METAMORA TWP H S DIST. 122	1.4140
66	013 0990 17	FLORA TOWNSHIP H S DIST 99	1.3980
67	082 2010 17	BELLEVILLE TWP HS DIST. 201	1.3950
68	016 2090 17	PROVISO TWP. H.S. DIST. 209	1.3920
69	050 0400 17	STREATOR TWP. H.S. DIST. 40	1.3860
70	098 3070 16	MORRISON COMM H.S. DIST. 307	1.3740
71	099 2040 17	JOLIET TWP. HS DIST. 204	1.3640
72	072 1150 17	CHILlicothe TWP HS DIST. 115	1.3600
73	090 3030 16	PEKIN COMM H.S. DIST. 303	1.3590
74	090 3080 16	WASHINGTON COMM H S DIST. 308	1.3440
75	032 1010 16	MORRIS COMM. H.S. DIST. 101	1.3360
76	101 2070 16	HONONEGAH COMM. H. SCH. DIST. 207	1.3170
77	071 2120 17	ROCHELLE TWP H S DIST. 212	1.2990
78	046 3070 16	BRADLEY BOURBONNAIS C. HS D. 307	1.2980
79	073 1010 16	PINCKNEYVILLE COMM H S DIST. 101	1.2900
80	016 2120 16	LEYDEN COMM. H.S. DIST. 212	1.2820



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HIGH SCHOOL DISTRICTS 500 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
81	091 0810 16	ANNA JONESBORD COMM. SCH. DIST 81	1.2770
82	057 0140 16	WOOD RIVER E. ALTON C.H.S. D. 14	1.2560
83	053 0900 17	PONTIAC TWP. H.S. DIST. 90	1.2559
84	098 3000 17	STERLING TOWNSHIP H S DIST. 300	1.2520
85	097 1100 17	CARMI TWP H S TOWNSHIP 110	1.2400
86	063 1540 16	MARENGO COMM HS DIST. 154	1.2260
87	082 0180 16	MASCOUTAH H S DIST. 18	1.2160
88	028 1030 13	BENTON CONS H S DIST 103	1.2100
89	049 1190 17	WAUKEGAN TWP. H.S. DIST. 119	1.2040
90	040 1270 16	NEWTON COMM. H.S. DIST. 127	1.1920
91	016 2010 17	J.S. MORTON TWP. H.S. DIST. 201	1.1900
92	090 3010 17	MORTON TWP. H.S. SCH. DIST. 301	1.1846
93	006 5000 15	PRINCETON TWP. H.S. DIST. 500	1.1640
94	049 1150 16	LAKE FOREST COMM. H.S. DIST. 115	1.1570
95	051 0710 17	LAWRENCEVILLE TWP. H.S. DIST. 71	1.1318
96	063 1520 16	WOODSTOCK COMM HS DIST. 152	1.1200
97	054 4040 16	LINCOLN COMM. H.S. DIST. 404	1.0689
98	058 6000 16	SALEM COMM. H.S. DIST. 600	1.0460
99	050 1200 17	LA SALLE-PERU TWP H S D 120	1.0380
100	090 3090 16	EAST PEORIA COMM. H.S. DIST. 309	1.0101
101	050 2800 17	MENDOTA TWP. H.S. DIST. 280	.8950
102	010 1930 17	RANTOUL TOWNSHIP H.S. DIST. 193	.8672
103	050 1400 17	OTTAWA TWP. H.S. DIST. 140	.8670



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RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
1	092 2200 17	WESTVILLE TWP HS DIST. 220	1.9500
2	033 0970 16	DAHLGREN COMM. H.S. DIST. 97	1.9000
3	028 0380 16	CHRISTOPHER COMM. H.S. DIST. 38	1.8600
4	073 1020 16	TAMAROA COMM H S DIST. 102	1.8400
5	099 2060 17	REED CUSTER TWP H S DIST 206	1.7710
6	007 0370 16	BRUSSELS COMMUNITY H.S. DIST. 37	1.7590
7	087 1840 16	HERRICK COMM. H.S. DIST 184	1.7280
8	098 3050 16	LYNDON COMM H.S. DIST. 305	1.7150
9	097 2290 16	MILLSPRAIRIE COMM HS COMM. 229	1.7100
10	063 1570 16	RICHMOND CONS. SCH. DIST. 157	1.6820
11	087 1880 16	COWDEN COM. H.S. DIST 188	1.6730
12	083 1020 17	ELDORADO TOWNSHIP H S DIST 102	1.6615
13	059 0200 13	HENRY SENACHWINE CONS. S.D. 20	1.6400
14	058 7000 16	ODIN COMM. H.S. DIST. 700	1.6340
15	084 2420 16	RIVERTON COMM H S DIST. 242	1.5744
16	011 3100 16	SCUTH FORK COMM. H.S. DIST. 310	1.5690
17	051 1000 17	SUMNER TWP. H.S. DIST. 100	1.5540
18	029 3410 16	LEWISTOWN COMM. H.S. DIST. 341	1.5470
19	092 2180 17	GEORGETOWN TWP H S DIST 218	1.5420
20	019 4190 17	MALTA TWP. H.S. DIST. 419	1.5380
21	012 2010 17	WESTFIELD TOWNSHIP H.S. DIST. 201	1.5190
22	096 2260 16	WAYNE CITY COMM H S COMM. 226	1.5188
23	098 3060 16	FULTON COMMUNITY H S DIST 306	1.5120
24	072 2000 16	ELMWOOD COMM. H.S. DIST 200	1.4900
25	028 1120 16	THOMPSONVILLE COMM. H.S. DIST 112	1.4900
26	092 2300 17	CATLIN TWP. H.S. DIST. 230	1.4763
27	038 2500 16	WATSEKA COMMUNITY H S DIST 250	1.4530
28	072 1590 17	TIMBER TWP H.S. DIST. 159	1.4500
29	017 2030 17	OBLONG TWP. H.S. SCH. DIST. 203	1.4280
30	044 1330 17	VIENNA TWP. H.S. DIST. 133	1.4256
31	051 1020 16	ST FRANCISVILLE COMM. H.S.D. 102	1.4219
32	092 2230 17	RANKIN TWP. H.S. DIST. 223	1.4100
33	041 2040 17	WEBBER TOWNSHIP H S DIST 204	1.3960
34	032 0730 17	GARDNER S WILMINGTON T. H.S.D. 73	1.3940
35	098 3020 17	TAMPICO TWP. H.S. DIST. 302	1.3770
36	033 0580 17	MCLEANSBORO TWP. H.S. DIST. 58	1.3575
37	013 1020 16	NORTH CLAY COMM. H.S. DIST. 102	1.3490
38	041 2050 16	WOODLAWN COMM. H.S. DIST. 205	1.3450



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HIGH SCHOOL DISTRICTS UNDER 500 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
39	044 0710 17	GOREVILLE TWP. H.S. DIST. 71	1.3422
40	091 2020 16	ALTO PASS COMM H.S. DIST. 202	1.3275
41	088 0680 17	LAFAYETTE TWP H.S. DIST. 68	1.3200
42	092 2370 13	JAMAICA CONS HS DIST. 237	1.3030
43	082 0080 16	LEBANON COMM H S DIST. 8	1.3010
44	075 1720 16	PERRY COMM H S DIST. 172	1.2980
45	051 3120 17	BRIDGEPORT TWP. H.S. DIST 3-12	1.2975
46	013 1030 16	CLAY CITY COMM. SCH. DIST. 103	1.2860
47	029 3010 16	FARMINGTON COMM. H.S. DIST. 301	1.2820
48	082 2000 17	MARISSA TWP HS DIST. 200	1.2790
49	006 5050 16	CHIC COMMUNITY H S DIST 505	1.2760
50	098 3030 16	ERIE COMM H.S. DIST. 303	1.2680
51	071 2190 16	FORRESTON COMM H S DIST. 219	1.2550
52	004 2000 13	NORTH BOONE CONS. H.S. DIST. 200	1.2550
53	092 2270 17	OAKWOOD TWP. H.S. DIST. 227	1.2540
54	006 5110 16	MALDEN COMMUNITY H S DIST 511	1.2470
55	053 0700 16	CORNELL COMM. H.S. DIST. 70	1.2415
56	092 2210 17	RIDGEFARM TWP HS DIST. 221	1.2250
57	050 4000 16	LOSTANT COMM. H.S. DIST. 400	1.2210
58	038 2520 16	CRESCENT IROQUOIS COMM. DIST. 252	1.2100
59	095 1000 17	ASHLEY TWP H S DIST 100	1.2000
60	098 3080 16	PROPHETSTOWN COMM. H.S. DIST. 308	1.1770
61	008 1990 16	CHADWICK COMMUNITY H.S. DIST. 199	1.1700
62	082 0770 16	FREEBURG COMM H S DIST. 77	1.1640
63	050 3700 16	LELAND COMM H.S. DIST. 370	1.1570
64	087 1850 16	TOWER HILL COMM H.S. DIST. 185	1.1540
65	092 2360 13	ROSSVILLE CONS HS DIST. 236	1.1470
66	006 5040 17	NEPONSET TWP. H.S. DIST. 504	1.1460
67	038 2330 17	MILFORD TWP. H.S. DIST. 233	1.1450
68	092 2290 17	POTOMAC TWP. H.S. DIST. 229	1.1350
69	072 1580 17	DUNLAP TWP H S DIST. 158	1.1300
70	090 3060 16	GREEN VALLEY COMM. H.S. DIST. 306	1.1209
71	095 0880 16	OKAWVILLE COMM H S DIST. 88	1.1200
72	071 2130 16	STILLMAN VALLEY COMM DIST. 213	1.1172
73	062 3660 16	BARDOLPH COMM H S DIST. 366	1.1147
74	006 5100 16	WYANET COMMUNITY H.S. DIST. 510	1.1140
75	072 3120 16	RICHWOODS COMM H S DIST 312	1.1100
76	072 2060 16	PRINCEVILLE COMM H.S. DIST. 206	1.1100
77	047 0180 16	NEWARK COMM. H.S. DIST. 18	1.0904
78	006 5090 16	LAMOILLE COMMUNITY H.S. DIST. 509	1.0740
79	050 3600 16	TONICA COMM. H.S. DIST. 360	1.0620
80	092 2220 17	EAST LYNN TWP HS DIST. 222	1.0520



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HIGH SCHOOL DISTRICTS UNDER 500 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
81	047 1000 16	YORKVILLE COMM. H.S. DIST. 100	1.0502
82	095 0990 16	NASHVILLE COMM H S DIST. 99	1.0400
83	101 2110 18	PROTECTORATE	1.0290
84	034 3120 16	CARTHAGE COMM. H.S. DIST. 312	1.0252
85	096 2280 16	CISNE COMM H S COMM. 228	1.0076
86	088 0040 17	TCULON TWP. H.S. DIST 4	1.0050
87	088 0690 17	BRADFORD TWP. H.S. DIST. 69	1.0046
88	050 1600 17	SENECA TWP. H.S. DIST. 160	.9990
89	010 3050 16	ST JOSEPH OGDEN C.H.S.D. 305	.9908
90	053 2300 17	DWIGHT TWP. H.S. DIST. 230	.9682
91	088 0710 16	WYOMING COMM. H.S. DIST. 71	.9280
92	032 0970 17	MAZON TWP. H.S. DIST. 97	.9050
93	023 1620 16	SCOTTLAND COMM. H.S. DIST. 162	.9000
94	054 4060 16	ELKHART COMM. H.S. DIST. 406	.8900
95	006 5080 16	WALNUT COMMUNITY H.S. DIST. 508	.8730
96	053 2700 16	CULLOM COMM. H.S. DIST. 270	.8729
97	053 1600 16	ODELL COMM. H.S. DIST. 160	.8725
98	050 3900 16	SERENA COMM. H.S. DIST. 390	.8310
99	032 1110 16	MINOOKA COMM. H.S. DIST. 111	.8090
100	054 0280 17	MT PULASKI TWP. H.S. DIST. 28	.7604
101	054 4050 16	BEASON COMM. H.S. DIST. 405	.7404
102	064 3110 17	BELLFLOWER TWP HS DIST. 311	.6873
103	092 2250 17	ARMSTRONG TWP HS DIST. 225	.6510
104	014 0710 16	AVISTON COMMUNITY H.S. DIST. 71	.6400
105	061 0210 16	JOPPA COMM. H.S. DIST. 21	.6260
106	079 1220 19	CHESTER N.H. SCH. DIST. 122	.5300



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UNIT DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
1	049 0950 26	LAKE ZURICH C.U. SCHOOL DIST. 95	3.3910
2	077 1010 26	MERIDIAN C U SCH. DIST 101	3.3000
3	099 201U 26	CRETE MONEE C.U. SCH. DIST. 201U	3.2890
4	082 1870 26	CAHOKIA COMM UNIT SCH DIST 187	3.2780
5	049 1180 26	WAUCONDA COMM. UNIT. S. DIST. 118	3.2750
6	039 1860 26	MURPHYSBORD C U SCH DIST 186	3.2300
7	010 0040 26	CHAMPAIGN COMM UNIT SCH DIST 4	3.1912
8	082 1960 26	DUPO COMM. UNIT SCH. DIST. 196	3.1330
9	045 0460 22	ELGIN UNIT SCHOOL DIST. 46	3.1310
10	045 3000 26	DUNDEE COMM. UNIT SCH. DIST. 300	3.1090
11	045 1010 22	BATAVIA UNIT SCHOOL DIST. 101	3.0800
12	019 4280 26	DEKALB COMM. UNIT SCH. DIST. 428	3.0660
13	045 3030 26	ST CHARLES C.U. SCHOOL DIST. 303	3.0410
14	010 1160 22	URBANA SCHOOL DIST 116	2.9690
15	081 1000 26	RIVERDALE C.U. SCHOOL DIST. 100	2.9400
16	057 0080 26	BETHALTO C.U. SCHOOL DIST. 8	2.9280
17	045 1290 22	AURORA WEST UNIT SCHOOL DIST. 129	2.8860
18	057 0020 26	TRIAD COMM. UNIT SCHOOL DIST. 2	2.8600
19	101 3200 26	SOUTH BELDIT C.U. SCH. DIST. 320	2.8590
20	083 0030 26	HARRISBURG COMM UNIT DIST. 3	2.8527
21	082 1890 22	EAST ST LOUIS SCHOOL DIST 189	2.8400
22	045 3040 26	GENEVA COMM. UNIT SCH. DIST. 304	2.8210
23	056 0060 26	STAUNTON COMM. UNIT SCH. DIST. 6	2.8170
24	099 207U 26	PEOTONE C.U. SCH. DIST. 207U	2.7940
25	019 4300 26	SANDWICH C.U. SCHOOL DIST. 430	2.7490
26	002 0010 22	CAIRO UNIT SCHOOL DIST. 1	2.7490
27	089 2020 26	LENA WINSLOW C.U. SCH. DIST. 202	2.7460
28	089 1450 22	FREEPORT SCHOOL DIST 145	2.7290
29	028 1680 26	WEST FRANKFORT C.U. S. DIST. 168	2.7200
30	047 3080 26	OSWEGO COMM. UNIT SCH. DIST. 308	2.7175
31	045 3020 26	KANELAND C U SCHOOL DIST 302	2.7090
32	057 0100 26	COLLINSVILLE C.U. SCH. DIST. 10	2.6900
33	019 4270 26	SYCAMORE C.U. SCHOOL DIST. 427	2.6850
34	046 1110 25	KANKAKEE SCHOOL DIST. 111	2.6740
35	057 0090 26	GRANITE CITY C.U. SCHOOL DIST. 9	2.6680
36	100 0050 26	CARTERVILLE C.U. SCH. DIST. 5	2.6620
37	092 0040 22	HOOPESTON UNIT SCH. DIST. 4	2.6542
38	055 0610 25	DECATUR SCHOOL DISTRICT 61	2.6488



83-23-50

STATE OF ILLINOIS  
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
1967 - 1968

TAX RATE IN DESCENDING ORDER

UNIT DISTRICTS 1000 ENR. & ABOVE TAX

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
39	045 1310 22	AURORA EAST UNIT SCHOOL DIST. 131	2.6430
40	037 2280 26	GENESE0 COMM. UNIT SCH. DIST. 228	2.6340
41	099 209U 26	WILMINGTON C U SCH DIST 209U	2.6250
42	068 0120 26	LITCHFIELD C U SCHOOL DIST 12	2.6110
43	057 0070 26	EDWARDSVILLE C U SCHOOL DIST 7	2.6100
44	099 2020 22	PLAINFIELD SCH. DIST 202	2.6070
45	056 0070 26	GILLESPIE COMM. UNIT SCH. DIST. 7	2.6010
46	079 1390 26	CHESTER COMM UNIT SCH DIST 139	2.6000
47	047 0880 26	PLANO COMM. UNIT SCHOOL DIST. 88	2.5972
48	081 0400 22	MOLINE UNIT SCH. DIST. 40	2.5960
49	079 1400 26	SPARTA C.U. SCH. DIST. 140	2.5900
50	019 4240 26	GENDA KINGSTON C.U.S. DIST. 424	2.5830
51	064 0050 26	NORMAL C.U. SCH. DIST. 5	2.5510
52	100 0040 26	HERRIN C.U. SCH. DIST. 4	2.5430
53	012 002C 26	MARSHALL C.U. SCHOOL DIST. 2C	2.5420
54	101 1220 22	HARLEM UNIT DIST 122	2.5140
55	063 0500 26	HARVARD C.U. SCH. DIST. 50	2.5060
56	026 2030 26	VANDALIA C.U. SCH. DIST. 203	2.5034
57	056 0040 26	VIRDEN COMM. UNIT SCHOOL DIST. 4	2.5030
58	057 0010 26	ROXANA COMM. UNIT SCHOOL DIST. 1	2.4980
59	094 0380 22	MONMOUTH UNIT SCH. DIST. 38	2.4970
60	071 2610 26	MOUNT MORRIS C U SCH DIST 261	2.4938
61	057 0050 26	HIGHLAND COMM UNIT SCH DIST 5	2.4930
62	053 0050 26	STREATOR WOODLAND C U S DIST 5	2.4925
63	081 3000 26	ROCK RIDGE C.U. SCHOOL DIST. 300	2.4840
64	101 3230 26	WINNEBAGO C.U. SCH. DIST 323	2.4830
65	089 2010 26	DAKOTA COMM UNIT SCH DIST 201	2.4830
66	092 1180 24	DANVILLE C.C. SCH. DIST. 118	2.4782
67	020 0150 26	CLINTON C.U. SCHOOL DIST. 15	2.4634
68	067 0040 26	COLUMBIA COMM. UNIT SCH. DIST. 4	2.4540
69	100 0010 26	JOHNSTON CITY C.U. SCH. DIST. 1	2.4500
70	037 2300 26	WETHERSFIELD C.U. SCH. DIST. 230	2.4450
71	025 0400 26	EFFINGHAM COMM. UNIT S. DIST. 40	2.4304
72	057 0110 26	ALTON COMM. UNIT SCHOOL DIST. 11	2.4260
73	031 0030 26	NORTH GREEN C.U. SCHOOL DIST. 3	2.4180
74	057 0120 26	MADISON COMM UNIT SCH DIST 12	2.4080
75	010 0030 26	MAHOMET COMM UNIT SCH DIST 3	2.3960
76	042 1000 26	JERSEYVILLE C U SCH DIST 100	2.3915
77	093 3480 26	MOUNT CARMEL C.U. SCH. DIST. 348	2.3890
78	025 0500 26	TEUTOPOLIS C.U. SCHOOL DIST. 50	2.3884
79	037 2290 26	KEWANEE COMM UNIT SCH DIST 229	2.3870
80	075 0100 26	PITTSFIELD C U SCH DIST 10	2.3460



1967 - 1968  
 TAX RATE IN DESCENDING ORDER

UNIT DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
81	084 0050	26 BALL CHATHAM C.U. SCHOOL DIST. 5	2.3176
82	004 1000	26 BELVIDERE C.U. SCH. DIST. 100	2.3140
83	014 0030	26 TRENTON WESCLIN C.U.S. DIST. 3	2.3000
84	056 0090	26 PIASA COMM. UNIT SCH. DIST. 9	2.2890
85	029 0660	25 CANTON SCHOOL DIST. 66	2.2760
86	055 0010	26 ARGENTA COMM UNIT SCH DIST 1	2.2677
87	001 0030	26 CAMP POINT C.U. SCHOOL DIST. 3	2.2675
88	031 0010	26 CARROLLTON C.U. SCHOOL DIST. 1	2.2670
89	016 2990	25 CITY OF CHICAGO SCHOOL DISTRICT	2.2660
90	034 3280	24 HAMILTON C.C. SCHOOL DIST. 328	2.2593
91	003 0020	26 BOND CO. C.U. SCHOOL DIST. 2	2.2570
92	100 0020	26 MARION COMM UNIT SCH DIST 2	2.2530
93	038 0040	26 CENTRAL COMM. UNIT SCH. DIST. 4	2.2340
94	064 0870	25 BLOOMINGTON SCH. DIST. 87	2.2288
95	084 1860	22 SPRINGFIELD SCHOOL DIST 186	2.2228
96	021 3020	26 VILLA GROVE C U SCH DIST 302	2.2208
97	068 0220	26 NOKOMIS COMM. UNIT SCH. DIST. 22	2.2130
98	055 0110	26 WARRENSBURG LATHAM C.U.S.D. 11	2.2115
99	050 1550	22 MARSEILLES UNIT SCHOOL DIST. 155	2.2080
100	024 0010	26 EDWARDS COUNTY C.U. SCH. DIST. 1	2.2060
101	055 0030	26 MT ZION COMM. UNIT SCH. DIST. 3	2.2052
102	048 2020	26 KNOXVILLE C.U. SCHOOL DIST. 202	2.2020
103	001 0040	26 MENDON COMM. UNIT SCHOOL DIST. 4	2.1960
104	011 0080	26 PANA COMM UNIT SCHOOL DIST 8	2.1930
105	012 0010	26 CASEY COMM. UNIT SCHOOL DIST. 10	2.1920
106	009 0150	26 BEARDSTOWN C.U. SCH. DIST. 15	2.1920
107	010 0070	26 TOLONO C.U. SCHOOL DIST. 7	2.1794
108	102 0600	26 RCANCKE BENSON C.U.S.D. 60	2.1780
109	066 2000	26 SHERRARD C.U. SCH. DIST. 200	2.1720
110	062 1700	26 BUSHNELL PRAIRIE CITY C U S D 170	2.1707
111	027 0020	26 PAXTON COMM. UNIT SCH. DIST. 2	2.1630
112	039 1760	26 TRICO COMM. UNIT SCH. DIST. 176	2.1600
113	101 2050	25 ROCKFORD SCHOOL DIST. 205	2.1460
114	087 0040	26 SHELBYVILLE C U SCHOOL DIST 4	2.1460
115	015 0010	26 CHARLESTON C.U. SCHOOL DIST. 1	2.1421
116	060 1260	26 HAVANA C.U. SCHOOL DIST. 126	2.1126
117	070 3000	26 SULLIVAN C.U. SCHOOL DIST. 300	2.1050
118	065 2020	26 PORTA COMM UNIT SCHOOL DIST 202	2.0960
119	015 0020	26 MATTOON C.U. SCHOOL DIST. 2	2.0937
120	043 2060	26 STOCKTON C.U. SCHOOL DIST. 206	2.0832
121	081 0410	25 ROCK ISLAND SCH. DIST. 41	2.0740
122	017 0020	26 REBINSOEN C.U. SCHOOL DIST. 2	2.0680



1967 - 1968  
TAX RATE IN DESCENDING ORDER

UNIT DISTRICTS 1000 ENR. & ABOVE

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
123	023 0950 25	PARIS SCHCOOL DIST. 95	2.0660
124	027 0010 26	GIBSON CITY C.U. SCH. DIST. 1	2.0620
125	037 2230 26	ORION COMM. UNIT SCHOOL DIST. 223	2.0600
126	067 0050 26	WATERLCC COMM. UNIT SCH DIST. 5	2.0590
127	085 0010 26	SCHUYLER CO C U SCH DIST 1	2.0510
128	071 2220 26	POLO COMM. UNIT SCHOOL DIST. 222	2.0501
129	037 2240 26	GALVA COMM UNIT SCH DIST 224	2.0490
130	018 0770 26	CUMBERLAND C. U. SCHOOL DIST. 77	2.0370
131	068 0030 26	HILLSBORO COMM UNIT SCH DIST 3	2.0350
132	066 2010 26	ALEDC COMM. UNIT SCH. DIST. 201	2.0340
133	052 2720 26	AMBOY COMM. UNIT SCHOOL DIST. 272	2.0323
134	102 1400 26	EUREKA C.U. DIST. 140	2.0300
135	072 1500 25	PEORIA SCH. DIST. 150	2.0300
136	052 1700 22	DIXON UNIT SCHOOL DIST. 170	2.0193
137	066 2030 26	WESTMER COMM. UNIT SCH. DIST. 203	2.0160
138	069 1170 22	JACKSONVILLE SCHOOL DIST 117	2.0078
139	062 1850 26	MACOMB COMM UNIT SCH DIST 185	2.0056
140	078 5350 26	PUTNAM CO C.U. SCH. DIST. 535	1.9930
141	046 0050 26	MANTENO COMM. UNIT SCH. DIST. 5	1.9860
142	011 0030 26	TAYLORVILLE C.U. SCH. DIST. 3	1.9860
143	046 0010 26	MCMECE COMM. UNIT SCH. DIST. 1	1.9800
144	056 0010 26	CARLINVILLE C.U. SCHOOL DIST. 1	1.9670
145	053 0030 26	FAIRBURY CROPSEY C.U.S. DIST. 3	1.9611
146	086 0010 26	WINCHESTER C.U. SCH. DIST. 1	1.9605
147	005 0010 26	BROWN COUNTY C.U. SCH. DIST. 1	1.9400
148	048 2050 26	GALESBURG C U SCHOOL DIST 205	1.9390
149	048 2170 26	ABINGDON C.U. SCHOOL DIST. 217	1.9300
150	001 1720 22	QUINCY SCHOOL DISTRICT 172	1.8823
151	080 0010 26	EAST RICHLAND C.U. SCH. DIST. 1	1.8480
152	046 0020 26	HERSCHER COMM. UNIT SCH. DIST. 2	1.8170
153	023 0040 26	PARIS COMM. UNIT SCHOOL DIST. 4	1.8000
154	014 0010 26	CARLYLE C.U. SCHOOL DIST. 1	1.7900
155	102 3750 26	EL PASO C.U. DIST. 375	1.7470
156	021 3010 26	TUSCOLA C U SCHOOL DIST 301	1.7285
157	021 3060 26	ARCOLA C.U. SCHOOL DIST. 306	1.6778
158	074 0250 26	MONTICELLO C.U. SCHOOL DIST 25	1.7116
159	064 0160 26	OLYMPIA C. U. SCHOOL DIST. 16	*
160	008 3000 26	SAVANNA COMMUNITY UNIT DIST 300	*



STATE OF ILLINOIS  
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RAY PAGE, SUPERINTENDENT

02-23-68

1967 - 1968  
TAX RATE IN DESCENDING ORDER

UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
1	002 0050 26	EGYPTIAN COMM. UNIT SCH. DIST. 5	4.6790
2	082 1880 22	BROOKLYN UNIT DISTRICT 188	4.0460
3	035 0020 26	CAVE-IN-ROCK C.U. SCHOOL DIST. 2	3.3810
4	008 3010 26	THOMSON COM UNIT DIST 301	3.3580
5	071 2700 26	LEAF RIVER C.U. SCHOOL DIST. 270	3.0235
6	077 1000 26	CENTURY COMM UNIT SCH DIST 100	3.0000
7	057 0160 22	WORDEN UNIT SCHOOL DIST. 16	2.9730
8	101 3220 26	DURAND C.U. SCH. DIST. 322	2.9580
9	028 1960 26	SESSER COMM. UNIT SCH. DIST. 196	2.9500
10	089 2030 26	ORANGEVILLE C.U. SCH. DIST. 203	2.9160
11	058 5010 26	SANDOVAL C.U. SCHOOL DIST. 501	2.8980
12	028 1880 26	ZEIGLER-ROYALTON C. U. S. D. 188	2.8500
13	006 1030 22	DEPUE UNIT SCHOOL DIST. 103	2.8240
14	091 0170 22	COBDEN SCH. UNIT DIST 17	2.7910
15	008 3030 26	SHANNON C.U. SCHOOL DIST. 303	2.7100
16	071 2260 26	BYRON COMM UNIT SCHOOL DIST. 226	2.7057
17	045 3010 26	CENTRAL COMM UNIT SCH DIST 301	2.7050
18	030 0040 26	EQUALITY C.U. SCH. DIST. 4	2.6950
19	057 0040 24	LIVINGSTON C.C. SCHOOL DIST. 4	2.6780
20	035 0010 26	ROSICLARE C.U. SCHOOL DIST. 1	2.6650
21	083 0010 26	GALATIA C.U. SCHOOL DIST. 1	2.6600
22	099 200U 26	BEECHER C.U. SCH. DIST. 200U	2.6500
23	043 1200 22	GALENA UNIT SCHOOL DIST. 120	2.6324
24	100 0030 26	CRAB ORCHARD C.U. SCH. DIST. 3	2.6320
25	055 0060 26	NIANTIC-HARRISTOWN C U S D 6	2.6252
26	083 0020 26	CARRIER MILLS C.U. SCH. DIST. 2	2.6220
27	084 0130 26	DIVERNON C U SCHOOL DIST 13	2.6079
28	061 0380 22	BROOKPORT UNIT SCHOOL DIST. 38	2.6000
29	097 0040 26	ENFIELD COMM. UNIT SCH. DIST. 4	2.5800
30	092 0010 26	BISMARCK C.U. SCH. DIST. 1	2.5786
31	082 0600 26	NEW ATHENS C.U. SCHOOL DIST. 60	2.5740
32	079 1380 26	STEELEVILLE C.U. SCH. DIST. 138	2.5700
33	058 3010 26	KINMUNDY ALMA C.U.S. DIST. 301	2.5680
34	015 0050 26	CAKLAND C.U. SCHOOL DIST. 5	2.5612
35	034 3360 26	DALLAS CITY C.U. SCH. DIST. 336	2.5534
36	101 3210 26	PECATONICA C.U. SCH. DIST. 321	2.5530
37	058 1000 26	PATOKA COMM UNIT SCH DIST 100	2.5500
38	039 1960 26	ELVERADO C U SCHOOL DIST 196	2.5500



1967 - 1968  
TAX RATE IN DESCENDING ORDER

UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
39	019 4310 26	WATERMAN C.U. SCHCOL DIST. 431	2.5490
40	037 2270 26	CAMBRIDGE C.U. SCH. DIST. 227	2.5350
41	034 3200 26	BOWEN COMM. UNIT SCH. DIST. 320	2.5331
42	097 0030 26	NORRIS CITY OMAHA C.U. SCH. DIST. 3	2.5300
43	043 2050 26	WARREN COMM. UNIT SCH. DIST. 205	2.5285
44	064 0110 26	SAYBROOK ARROWSMITH C.U. S.D. 11	2.5260
45	010 2080 24	HOMER COMM. CONS. SCH. DIST. 208	2.5232
46	091 0660 22	DONGCLA SCH. UNIT DIST. 66	2.5222
47	075 0040 26	GRIGGSVILLE C.U. SCHOOL DIST. 4	2.5150
48	034 3160 26	WARSAW COMM UNIT SCH DIST 316	2.5149
49	030 0020 26	SOUTHEAST GALLATIN C.U.S. DIST. 2	2.5100
50	041 0010 26	WALTONVILLE C.U. SCHOOL DIST. 1	2.5030
51	089 2000 26	PEARL CITY C.U. SCH. DIST. 200	2.5020
52	056 0080 26	BUNKER HILL C.U. SCHCOL DIST. 8	2.4950
53	063 1580 24	HUNTLEY C.C. SCH. DIST. 158	2.4940
54	084 0030 26	ROCHESTER COMM. UNIT SCH. DIST 3	2.4637
55	039 1660 26	MISS. VALLEY C.U. SCH. DIST. 166	2.4500
56	036 1160 26	SO. HENDERSON CO. C.U. S. D. 116	2.4500
57	008 3120 26	MILLEDGEVILLE C.U.S. DIST. 312	2.4490
58	017 0030 26	PALESTINE C.U. SCHOOL DIST. 3	2.4470
59	019 4260 26	HIAWATHA C U SCHOOL DIST 426	2.4420
60	079 0010 22	COULTERVILLE UNIT SCH. DIST. 1	2.4400
61	006 3000 26	TISKILWA C.U. SCHOOL DIST. 300	2.4400
62	091 0840 26	SHAWNEE C.U. SCH. DIST. 84	2.4350
63	055 0100 26	BLUE MOUND C.U. SCHOOL DIST. 10	2.4330
64	043 2110 26	SCALES MOUND C.U. SCH. DIST. 211	2.4126
65	056 0030 26	GIRARD COMM. UNIT SCHOOL DIST. 3	2.4020
66	093 0170 24	ALLENDALE C.C. SCH. DIST. 17	2.3870
67	097 0010 26	GRAYVILLE C.U. SCHOOL DIST. 1	2.3800
68	026 2010 26	BROWNSTOWN C.U. SCH. DIST. 201	2.3796
69	031 0100 26	GREENFIELD C.U. SCHOOL DIST. 10	2.3720
70	012 0030 26	MARTINSVILLE C.U. SCH. DIST. 30	2.3700
71	052 2750 26	ASHTON COMM UNIT SCH DIST 275	2.3682
72	036 1150 26	UNION OQUAWKA C.U. SCH. D. 115	2.3550
73	026 2040 26	RAMSEY COMM. UNIT SCH. DIST. 204	2.3451
74	067 0030 26	VALMEYER COMM UNIT SCH DIST 3	2.3450
75	097 0020 26	CROSSVILLE C.U. SCHOOL DIST. 2	2.3300
76	034 3250 26	NAUVOO-COLUSA C.U.S. DIST. 325	2.3156
77	048 2100 26	WILLIAMSFIELD C U S DIST 210	2.3140
78	006 3060 26	WESTERN COMM. UNIT SCH. DIST. 306	2.3140
79	056 0020 26	NORTHWESTERN C U SCH DIST 2	2.3130
80	038 0020 26	GILMAN COMM. UNIT SCH. DIST. 2	2.3090



1967 - 1968  
TAX RATE IN DESCENDING ORDER  
UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
81	076 0010 26	POPE CO COMM UNIT DIST. 1	2.3000
82	027 0050 26	PIPER CITY C.U. SCH. DIST. 5	2.3000
83	090 7020 26	TREMONT COMM. UNIT. DIST. 702	2.2828
84	029 001A 26	ASTORIA COMM. UNIT SCH. DIST. 1A	2.2730
85	052 2710 26	LEE CENTER C U SCHOOL DIST 271	2.2603
86	056 0050 26	MOUNT OLIVE C U SCHOOL DIST 5	2.2550
87	066 2020 26	WINDLA COMM. UNIT SCH. DIST. 202	2.2480
88	011 0050 26	MOUNT AUBURN C.U. SCH. DIST. 5	2.2430
89	075 0010 26	BARRY COMM. UNIT SCHOOL DIST. 1	2.2410
90	038 0010 26	CNARGA COMM. UNIT SCH. DIST. 1	2.2400
91	059 0040 26	MID COUNTY C.U. SCHOOL DIST. 4	2.2390
92	072 3090 26	BRIMFIELD C.U. SCH. DIST. 309	2.2300
93	087 0010 26	WINDSOR COMM. UNIT SCH. DIST. 1	2.2230
94	080 0020 26	WEST RICHLAND C.U. SCH. DIST. 2	2.2210
95	019 4320 26	SOMONAUK C.U. SCHOOL DIST. 432	2.2100
96	007 0400 26	CALHOUN COMM. UNIT SCH. DIST. 40	2.2090
97	062 1750 26	NORTHWEST C.U. SCH. DIST. 175	2.2060
98	068 0660 22	WITT UNIT 66	2.2030
99	034 3350 26	LAHARPE COMM. UNIT SCH. DIST. 335	2.1975
100	090 7010 26	DEER CREEK MACKINAW C.U. S.D. 701	2.1971
101	029 0020 26	V I T COMM. UNIT SCH. DIST. 2	2.1960
102	018 0030 26	NEOGA COMM. UNIT SCHOOL DIST. 3	2.1920
103	090 7030 26	DELAVAN COMM. UNIT DIST. 703	2.1902
104	048 2070 26	YATES CITY C.U. SCHOOL DIST. 207	2.1810
105	029 0040 26	FAIRVIEW SPOON RIVER C.U. S.D. 4	2.1810
106	019 4290 26	HINCKLEY BIG ROCK C.U.S. D. 429	2.1800
107	003 0010 26	MULBERRY GROVE C.U. SCH. DIST. 1	2.1750
108	102 0210 26	WASHBURN LOWPOINT C.U.S.D. 21	2.1710
109	027 0040 26	MELVIN SIBLEY C.U. SCH. DIST. 4	2.1630
110	029 1760 26	AVON COMM. UNIT SCH. DIST. 176	2.1600
111	064 0070 26	LEXINGTON C.U. SCH. DIST. 7	2.1562
112	064 0020 26	LEROY COM. UNIT SCH. DIST. 2	2.1510
113	037 2330 26	ATKINSON C.U. SCH. DIST. 233	2.1500
114	019 4250 26	SHABONA C.U. SCHOOL DIST. 425	2.1490
115	062 1800 26	COLCHESTER C U SCHOOL DIST 180	2.1473
116	059 0020 26	TOLUCA COMM. UNIT SCHOOL DIST. 2	2.1400
117	064 0080 26	COLFAX OCTAVIA C U SCH DIST 8	2.1380
118	034 3190 24	PLYMOUTH COMM. CONS. S. DIST. 319	2.1365
119	060 1230 26	MASON CITY C.U. SCHOOL DIST. 123	2.1354
120	043 2080 26	ELIZABETH C.U. SCHOOL DIST. 208	2.1353
121	062 1650 26	INDUSTRY C.U. SCH. DIST 165	2.1270
122	009 0620 26	CHANDLERVILLE C U SCH DIST 62	2.1250



1967 - 1968  
TAX RATE IN DESCENDING ORDER  
UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
123	011 0070 26	STONINGTON C.U. SCH. DIST. 7	2.1210
124	084 0080 26	PLEASANT PLAINS C.U. SCH. DIST. 8	2.1202
125	025 0200 26	BEECHER CITY C.U. SCHOOL DIST. 20	2.1197
126	059 0030 26	SPARLAND COMM. UNIT SCH. DIST. 3	2.1160
127	074 0570 26	DELAND-WELDON C.U. SCH. DIST. 57	2.1140
128	001 0020 26	LIBERTY COMM. UNIT SCHOOL DIST. 2	2.1130
129	084 0150 26	WILLIAMSVILLE C.U. SCH. DIST. 15	2.1072
130	006 3050 26	MANLIUS COMM. UNIT SCH. DIST. 305	2.1050
131	037 2260 26	ANNAWAN COMM. UNIT SCH. DIST. 226	2.1040
132	084 0010 26	TRI CITY COMM. UNIT SCH. DIST. 1	2.1039
133	009 0640 26	VIRGINIA C.U. SCH. DIST. 64	2.0960
134	001 0010 26	PAYSON COMM. UNIT SCHOOL DIST. 1	2.0960
135	060 1240 26	FORMAN COMM. UNIT SCH. DIST. 124	2.0956
136	060 1250 26	BALYKI COMM. UNIT SCH. DIST. 125	2.0912
137	075 0020 26	WEST PIKE COMM. UNIT DIST. 2	2.0890
138	027 0030 26	ROBERTS THAWVILLE C.U. S. DIST. 3	2.0870
139	057 0030 26	VENICE COMM. UNIT SCHOOL DIST. 3	2.0860
140	064 0030 26	TRI VALLEY C.U. SCH. DIST. 3	2.0823
141	079 1320 26	RED BUD C.U. SCH. DIST. 132	2.0800
142	094 2250 26	YORKWOOD C.U. SCH. DIST. 225	2.0710
143	075 0030 26	PLEASANT HILL C.U. SCH. DIST. 3	2.0660
144	060 1220 26	SAN JOSE C.U. SCHOOL DIST. 122	2.0598
145	008 3050 26	LANARK C.U. SCHOOL DIST. 305	2.0590
146	010 0060 26	BROADLANDS ABL C.U. SCH. DIST. 6	2.0586
147	070 3010 26	BETHANY C.U. SCHOOL DIST. 301	2.0580
148	025 0300 26	DIETERICH COMM. UNIT S. DIST. 30	2.0551
149	094 4000 26	ALEXIS C.U. SCH. DIST. 400	2.0420
150	055 0020 26	MARDA FORSYTH C.U. SCH. DIST. 2	2.0420
151	069 0270 26	TRIOPIA C.U. SCHOOL DIST. 27	2.0330
152	053 0020 26	FORREST STRAWN WING C.U. SCH. D. 2	2.0325
153	050 0090 26	EARLVILLE COMM. UNIT SCH. DIST. 9	2.0280
154	025 0100 26	ALTAMONT COMM. UNIT SCH. DIST. 10	2.0153
155	069 0060 26	WAVERLY C.U. SCHOOL DIST. 6	2.0130
156	036 1030 26	MEDIA WEVER C.U. SCH. DIST. 103	2.0110
157	074 1000 26	CERRO GORDO C.U. SCHOOL DIST. 100	2.0100
158	068 0020 26	PANHANDLE COMM. UNIT SCH. DIST. 2	2.0075
159	034 0020 26	AUGUSTA COMM. UNIT SCH. DIST. 2	2.0065
160	087 006A 26	MOWEAQUA C.U. SCHOOL DIST. 6A	2.0030
161	054 0210 26	HARTSBURG EMDEN C.U.S. DIST. 21	1.9976
162	026 2060 26	FARINA LAGROVE C.U. S. DIST. 206	1.9875
163	065 2000 26	GREENVIEW C.U. SCH. DIST. 200	1.9850
164	017 0010 26	HUTSONVILLE C.U. SCHOOL DIST. 1	1.9830



1967 - 1968  
TAX RATE IN DESCENDING ORDER  
UNIT DISTRICTS UNDER 1000 ENR.

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
165	064 0090	26 CHENOA C.U. SCH. DIST. 9	1.9822
166	053 0060	26 SAUNEMIN C.U. SCHOOL DIST. 6	1.9753
167	027 0060	26 KEMPTON CABERY C.U. SCH. DIST. 6	1.9620
168	074 0070	26 MANSFIELD COMM. UNIT SCH. DIST. 7	1.9580
169	038 0030	26 DONOVAN COMM. UNIT SCH. DIST. 3	1.9470
170	037 2250	26 ALWOOD COMM. UNIT SCH. DIST. 225	1.9450
171	055 0050	26 MACON COMM. UNIT SCHOOL DIST. 5	1.9413
172	038 0060	26 CISSNA PARK C.U. SCH. DIST. 6	1.9360
173	087 0020	26 FINDLAY COMM UNIT SCH DIST 2	1.9350
174	070 3030	26 LOVINGTON C.U. SCHOOL DIST. 303	1.9250
175	064 0040	26 HEYWORTH C.U. SCH DIST. 4	1.9250
176	084 0120	26 ILLICPOLIS C.U. SCHOOL DIST. 12	1.9173
177	053 0040	26 FLANAGAN C.U. SCHOOL DIST. 4	1.9082
178	030 0010	26 NORTH GALLATIN C.U. SCH. DIST. 1	1.9050
179	064 0100	26 GRIDLEY C.U. SCH. DIST. 10	1.9034
180	020 0100	26 FARMER CITY C.U. SCHOOL DIST. 10	1.9034
181	053 0010	26 CHATSWORTH C.U. SCHOOL DIST. 1	1.9010
182	011 0040	26 EDINBURG C.U. SCH. DIST. 4	1.8920
183	020 0050	26 WAPELLA C.U. SCHOOL DIST. 5	1.8910
184	084 0160	26 NEW BERLIN COMM UNIT SCH DIST 16	1.8895
185	084 0100	26 AUBURN COMM UNIT SCH. DIST. 10	1.8892
186	029 003A	26 CUBA C.U. SCH. DIST. 3A	1.8890
187	043 2120	26 HANOVER C.U. SCHOOL DIST. 212	1.8849
188	026 2020	26 ST ELMC C U SCHOOL DIST 202	1.8820
189	054 0220	26 NEW HOLLAND C.U. SCHOOL DIST. 22	1.8760
190	086 0020	26 SCOTT MORGAN C.U. SCH. DIST. 2	1.8700
191	038 0050	26 SHELDON COMM. UNIT SCH. DIST. 5	1.8480
192	087 005A	26 STEWARDSON STRASBURG C.U.S.D. 5	1.8420
193	094 2220	26 WARREN C.U. SCH. DIST. 222	1.8340
194	038 0080	26 BUCKLEY LODA C.U. SCH. DIST. 8	1.8320
195	009 2120	26 ASHLAND C.U. SCH. DIST. 212	1.8230
196	074 0390	26 ATWOOD HAMMOND C.U. SCH. DIST. 39	1.8220
197	010 0010	26 FISHER C.U. SCHOOL DIST. 1	1.7990
198	065 2130	26 ATHENS COMM. UNIT SCH. DIST. 213	1.7900
199	046 0030	26 R.U.C.E. COMM. UNIT SCH. DIST. 3	1.7810
200	038 0070	26 WELLINGTON C.U. SCH. DIST. 7	1.7810
201	094 2000	26 ROSEVILLE C.U. SCH. DIST. 200	1.7710
202	046 0060	26 GRANT PARK C.U. SCHOOL DIST. 6	1.7680
203	102 1080	26 MINONK COMM. UNIT SCH. DIST 108	1.7670
204	048 2080	26 R O V A COMM. UNIT SCH. DIST. 208	1.7670
205	023 0020	26 EDGAR COUNTY C.U. SCHOOL DIST. 2	1.7430
206	032 0010	26 COAL CITY C.U. SCHOOL DIST. 1	1.7380

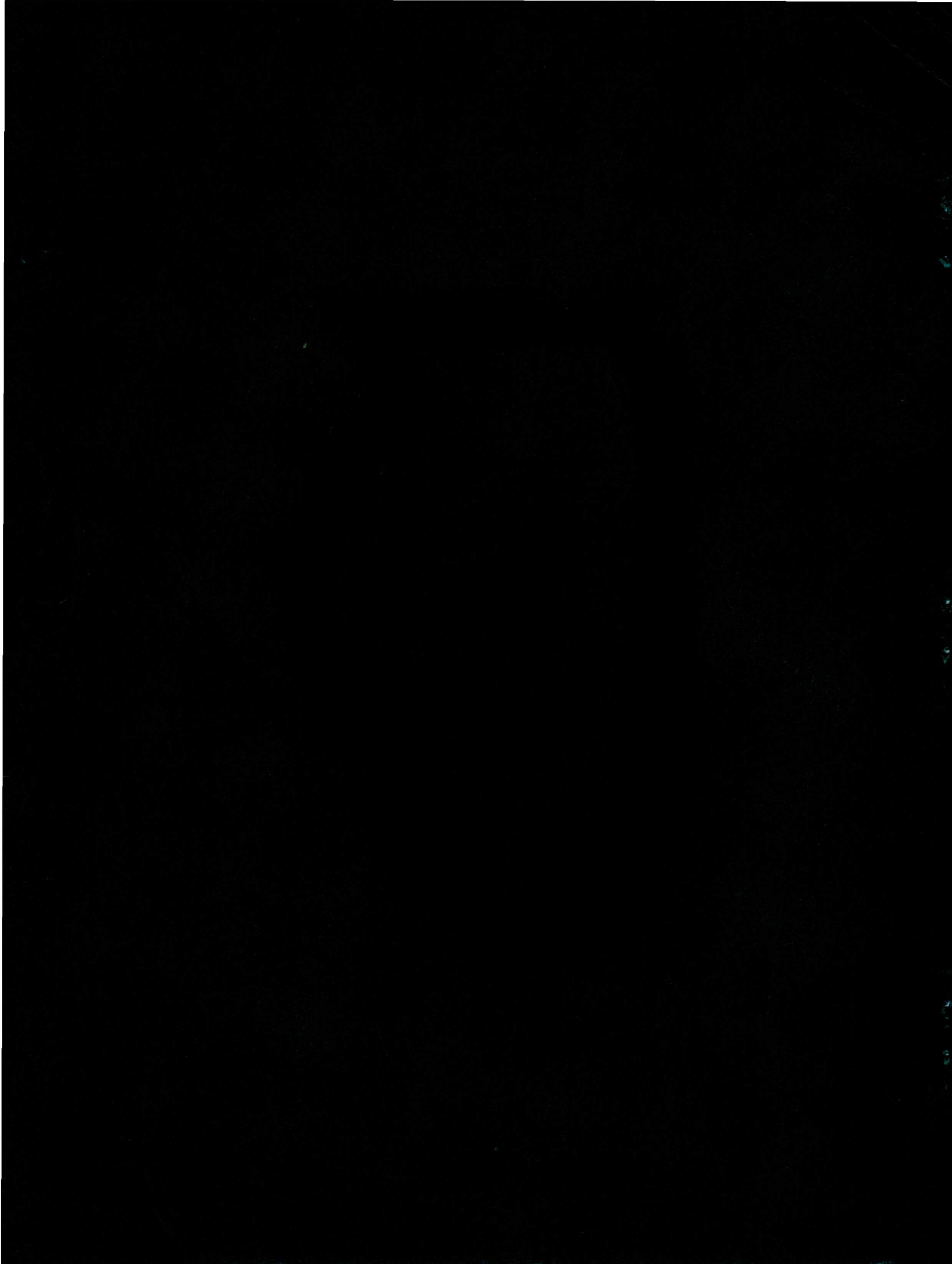


1967 - 1968  
TAX RATE IN DESCENDING ORDER

1967 - 1968  
TAX RATE IN DESCENDING ORDER

RANK	DISTRICT CODE	DISTRICT NAME	TAX RATE
207	011 0090 26	ASSUMPTION C.U. SCH. DIST. 9	1.7340
208	059 0010 26	WENONA COMM. UNIT SCHOOL DIST. 1	1.7190
209	021 3050 26	ARTHUR C.U. SCHOOL DIST. 305	1.7155
210	011 0010 26	MORRISONVILLE C.U. SCH. DIST. 1	1.7000
211	060 1210 26	EASTON COMM. UNIT SCH. DIST. 121	1.6934
212	084 0110 26	PAWNEE COMM. UNIT SCHOOL DIST. 11	1.6671
213	023 0050 26	CHRISMAN COMM. UNIT SCH. DIST. 5	1.6470
214	069 0010 26	FRANKLIN C.U. SCHOOL DIST. 1	1.5860
215	021 3030 26	NEWMAN C.U. SCHOOL DIST. 303	1.5760
216	069 0110 26	MEREDOSIA C U SCHOOL DIST 11	1.4670
217	023 0030 26	KANSAS COMM. UNIT SCHOOL DIST. 3	1.4510
218	074 0050 26	BEMENT COMM. UNIT SCHOOL DIST. 5	1.4200
219	043 1190 22	EAST DUBUQUE UNIT SCH. DIST. 119	1.3801
220	014 0020 26	BREESE C.U. SCHOOL DIST. 2	1.3500
221	063 0190 24	ALDEN HEBRON C.C. SCH. DIST. 19	1.3380
222	008 3040 26	MT. CARROLL COMM. UNIT DIST. 304	1.3380 *







ANALYSIS OF THE WORKING CASH FUND

20 SEPTEMBER 1967



T A B L E O F C O N T E N T S

ANALYSIS OF THE WORKING CASH FUND

Section I

General Information

<u>Page No.</u>	<u>Paragraph No.</u>	<u>Item</u>
1	1	Definition
1	2	School District Funds
1	3	Authority to Initiate a Working Cash Fund
1	4	Creation of Working Cash Fund in Decatur School District
2	5	Use and Reimbursement of Working Cash
2	6	Abolishment of the Working Cash Fund
2	7	Effect on tax levy if Working Cash Fund is Abolished
3	8	Cash Flow Projection (dated September 6, 1967)

SECTION II

4 - 10	Accounting Statistics
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SECTION III

11 - 13	Legal Opinion
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TO: Dr. Jones  
FROM: S. L. Kohr  
SUBJECT: Working Cash Fund  
DATE: 20 September 1967

The information that follows is a collection of pertinent points concerning this school district's working cash fund.

1. Definition

The Working Cash Fund is a fund created, maintained and administered by the Board of Education for the sole purpose of providing ready cash, free of interest charges, at various times when taxes and other revenues are not readily available to meet financial obligations of the district.

2. Funds of this School District

By law, a school district is required to carry on its operation through the use of the following Funds, each of which is a separate entity supported wholly or in part by tax levies:

- a. Educational Fund
- b. Building Fund
- c. Bond and Interest Fund
- d. Transportation Fund
- e. Illinois Municipal Retirement Fund

None of these Funds except the Transportation Fund may use revenue from the other Funds to meet its financial obligations except on a loan basis.

3. Authority to Create a Working Cash Fund

The School Code of Illinois - 1965; Article 20, Section 20-1, page 206, authorizes each school district to create a Working Cash Fund.

4. Creation of our Working Cash Fund

The Decatur School District created such a Fund during the fiscal year of 1960-1961 and levied the maximum five cent tax for this purpose as authorized by Article 20-3 of the School Code.

In February of 1962, a bond issue of \$2,000,000 was sold to create a cash amount that would be available for immediate use. When these bonds were sold, the levy for the Working Cash Fund became a part of the Bond and Interest Fund and ceased to exist as a separate Fund. These bonds are to be retired over a ten-year period. (Authorization - Article 20, Section 20-2 of the School Code.)

The proceeds of this bond issue were invested and have been since that time, except when loans were made to various funds as needed.



5. Use and Reimbursement of Working Cash

Quoted from Article 20, Section 20-4 of the School Code: "Moneys in the Fund shall not be regarded as current assets available for school purposes, and shall not be used by the school board in any manner other than to provide moneys with which to meet ordinary and necessary disbursements for salaries and other school purposes, and may be transferred in whole or in part to the general funds or both of the school district and disbursed therefrom in anticipation of taxes lawfully levied for educational or building purposes or both such purposes."

The loans from Working Cash to a particular fund must be repaid immediately upon receipt of taxes by that fund.

If Working Cash is insufficient to meet the needs of the school district, funds from commercial lending institutions must be secured by issuing Anticipation Warrants bearing a given interest rate. These warrants, by law, are paid off from the next receipt of taxes receiving priority over loans made by Working Cash.

6. Abolishment of the Working Cash Fund

Reference: Illinois School Code, Article 20, Section 20-8

"Any school district may abolish its Working Cash Fund, upon the adoption of a resolution so providing, and directing the transfer of any balance in such fund to the Educational Fund at the close of the then current school year."

"Any obligation incurred by such school district pursuant to Section 20-2 (outstanding bonds) of this Act shall be discharged as therein provided."

Our attorney advises me that the language on the face of the Bond indicates that our Board of Education may redeem all outstanding Bonds but is not required to do so.

7. Effect on Tax Levy if the Working Cash is Abolished

According to the School Code, abolishment of the Working Cash cannot be effected until June 30, 1968. Therefore, the current tax (1967) levy would not be changed.

If the Working Cash is abolished June 30, 1968, the Board of Education could continue levying at the maximum rate (1.80) for the Educational Fund. This could result in a large cash balance in the Educational Fund June 30, 1969. The amount of the balance would be dependent upon the budget adopted by the Board for 1968-1969.

A large balance might invite tax objections. However, Sec. 17-1, page 171-2, of the school code states "Nothing in this section shall be construed as requiring any district to change or preventing any district from changing from a cash basis of financing to a surplus or deficit basis of financing:"



8. Cash Flow Projection (dated September 6, 1967)

This projection indicated outstanding loans at the end of each fiscal year as follows:

June 30, 1968	1,944,212
June 30, 1969	2,768,750



G A U G E R & D I E H L

Certified Public Accountants

208 Citizens Building  
Decatur, Illinois

(COPY)

Mr. Samuel Kohr, Business Manager  
Decatur School District No. 61  
101 West Cerro Gordo Street  
Decatur, Illinois

Dear Mr. Kohr:

At your request, we have prepared certain information regarding the working cash fund of Decatur School District #61.

Operation of a Working Cash Fund

The following general principals govern the operation of such a fund, as we understand them. The school code of the State of Illinois allows the school district to establish a working cash fund to provide cash for interest-free loans to the educational and building funds of the district when the cash in those funds is temporarily not sufficient to meet necessary expenditures.

The moneys in the working cash fund are not available for any use other than to provide cash loans to the general funds (i.e. educational and building funds). These loans must be repaid from the next tax moneys received by those funds. The only disbursement of the general funds which takes priority over reimbursement of the working cash fund is the redemption of any outstanding tax anticipation warrants.

Working cash funds may be established or increased by issuing bonds. The proceeds from the sales of such bonds do not become a part of the educational fund, and the bonds are not a liability of the educational fund. Bond retirements and interest payments are paid from taxes levied only for this special purpose by the bond and interest fund and such taxes cannot under any circumstances be used by the educational fund.

A school board may, by resolution, abolish the working cash fund and transfer its balance to the educational fund at the end of the school year in which the resolution is adopted.

Related bonds do not have to be retired concurrently with abolishment of the working cash fund unless their terms so require. If a working cash fund is abolished and legal counsel determines that immediate retirement of related bonds would not be necessary, then the prior established schedule of retirement of the bonds would not be changed. However, if concurrent retirement is required, then working cash fund money equal to the amount of the bonds outstanding would be applied toward retirement of those bonds.



Financial Effect of Decatur School District No. 61's Working Cash Fund

The working cash fund of District No. 61 was substantially increased by a bond issue of \$2,000,000 on February 1, 1962. Since that time, the following costs have been or will be incurred in retiring this bond issue:

<u>Years ended June 30,</u>	<u>Interest</u>	<u>Principal</u>	
1964	\$ 117,309	\$ 135,000	(21 Month's interest)
1965	46,638	190,000	
1966	41,413	190,000	
1967	36,363	195,000	
1968	31,425	200,000	
1969	26,300	210,000	
1970	21,050	210,000	
1971	15,469	215,000	
1972	9,419	225,000	
1973	<u>3,163</u>	<u>230,000</u>	
Total	<u>\$ 348,549</u>	<u>\$2,000,000</u>	

Taxes were levied through the bond and interest fund to retire principal and interest of the bonds which were issued to increase the working cash fund. Principal retirements from 1962 through June 30, 1967, totaled \$710,000, and interest paid totaled \$241,713. As of June 30, 1967, the working cash fund had a balance of cash and loans receivable of \$2,717,229. At that date the related balance of bonded indebtedness in the bond and interest fund was \$1,290,000.

The attached schedule of working cash fund loans to the educational fund shows that if the working cash fund money had not been available for use, it would have cost the school district approximately \$50,532 in interest to have issued tax anticipation warrants to provide the same funds as the loans for the period 1962 through June 30, 1967. The interest cost through the bond and interest fund for the loans provided by the working cash fund to the educational and building fund was \$34,741. The apparent savings of \$15,791 was principally due to the difference in the interest rates.

These facts are summarized in the following schedule:

<u>Proforma computation of interest expense on loans to educational fund computed at</u>			
<u>Years ended June 30,</u>	<u>4% Rate if antici- pation warrants had been issued</u>	<u>2-3/4% Rate on bonds equal in amount to the loans, for the periods of the loans</u>	<u>Savings in Interest Expense</u>
1962	\$ 6,296	\$ 4,329	\$ 1,967
1963	7,828	5,382	2,446
1964	3,287	2,260	1,027
1965	8,032	5,522	2,510
1966	10,526	7,236	3,290
1967	<u>14,563</u>	<u>10,012</u>	<u>4,551</u>
TOTALS	<u>\$ 50,532</u>	<u>\$ 34,741</u>	<u>\$ 15,791</u>



During the above six year period, only a portion of the moneys in the working cash fund were on loan to the educational fund at various periods during each year. Moneys in the working cash fund which were not on loan to the educational fund were substantially all invested in savings accounts or treasury bills and during the six year period earned interest of \$420,106. The earnings for the six year period are tabulated below as follows:

<u>Years Ended June 30,</u>	<u>Interest earned on Temporary investment of working cash fund</u>
1962	\$ 5,491
1963	64,009
1964	82,959
1965	86,615
1966	95,149
1967	<u>85,883</u>
TOTAL	<u>\$ 420,106</u>

The existence of the working cash fund thus provided apparent savings of interest expense of \$15,791, plus earnings on related investments of \$420,106, for a total of \$435,897 to all funds of the District. Total interest expense on the outstanding bond issue for the six year period was \$241,713, of which \$34,741 is given consideration in the tabulation heretofore, so that interest costs on the bonds representing idle or temporarily invested funds was \$207,003.

The accompanying information and data are presented primarily for analysis purposes. The financial information herein presented has been obtained not only from prior years' audited financial statements but also from unaudited school district records, school district officials, and a predicted cash flow chart for the fiscal year ending June 30, 1968.

Certified Public Accountants

Decatur, Illinois  
October 3, 1967



DECATUR SCHOOL DISTRICT NO. 61

SCHEDULE OF WORKING CASH FUND LOANS  
TO EDUCATIONAL FUND

June 30, 1967

(Note 1)

<u>School Year of Repayment</u>	<u>Date of loan</u>	<u>Date of Repayment</u>	<u>Amount of Loan</u>	<u>Days Loan Outstanding</u>	<u>Interest expense at 4% rate if borrowed on tax anticipa- tion warrants</u>
<u>1961-1962:</u>					
	4-12-62	6-21-62	\$ 253,000	69	\$ 1,940
	5- 4-62	6-21-62	600,000	47	3,134
	6- 4-62	6-21-62	647,000	17	1,222
Total					\$ 6,296
<u>1962-1963:</u>					
	6- 4-62	8- 6-62	653,000	62	\$ 4,499
	4-10-63	6- 7-63	225,000	57	1,425
	5- 6-63	6- 7-63	450,000	31	1,550
	6- 3-63	6- 7-63	796,953	4	354
Total					\$ 7,828
<u>1963-1964:</u>					
	6- 3-63	8-16-63	328,047	73	\$ 3,083
	11-21-63	12-10-63	70,000	19	148
	12-24-63	2-10-64	11,000	46	56
Total					\$ 3,287
<u>1964-1965:</u>					
	5-24-64	7-17-64	200,000	53	\$ 1,178
	6- 1-64	7-17-64	1,195,640	47	6,244
	6- 1-64	8-28-64	4,360	88	43
	5-13-65	6-17-65	150,000	34	567
Total					\$ 8,032

The accompanying notes are a part of this statement.



DECATUR SCHOOL DISTRICT NO. 61

SCHEDULE OF WORKING CASH FUND LOANS  
TO EDUCATIONAL FUND  
June 30, 1967

(Note 1)

<u>School Year of Repayment</u>	<u>Date of Loan</u>	<u>Date of Repayment</u>	<u>Amount of Loan</u>	<u>Days Loan Outstanding</u>	<u>Interest expense at 4% rate if borrowed on tax anticipa- tion warrants</u>
<u>1965-1966:</u>					
	5-13-65	7-26-65	\$ 400,000	73	\$ 3,244
	4-15-66	6- 9-66	525,000	54	3,150
	4-29-66	6- 9-66	30,000	40	134
	5-13-66	6- 9-66	500,000	56	3,111
	6- 9-66	6-30-66	380,000	21	887
<b>Total</b>					<u>\$ 10,526</u>
<u>1966-1967:</u>					
	6- 9-66	7-25-66	1,020,000	46	\$ 5,214
	6-20-66	7-25-66	80,000	35	311
	9-28-66	10-27-66	440,000	29	1,418
	10-7-66	10-27-66	100,000	20	222
	3-10-67	6- 2-67	39,000	82	356
	3-30-67	6- 2-67	500,000	62	3,445
	4-11-67	6- 2-67	45,000	51	255
	4-14-67	6- 2-67	400,000	48	2,134
	4-28-67	6- 2-67	100,000	34	378
	5-10-67	6- 2-67	10,000	22	24
	5-12-67	6- 2-67	362,620	20	806
<b>Total</b>					<u>\$ 14,563</u>
<b>Sub-total for years ending in 1962 through 1967</b>					<u>\$ 50,532</u>

The accompanying notes are a part of this statement.



DECATUR SCHOOL DISTRICT NO. 61

SCHEDULE OF WORKING CASH FUND LOANS

TO EDUCATIONAL FUND

June 30, 1967

(Note 1)

<u>School Year of Repayment</u>	<u>Date of Loan</u>	<u>Date of Repayment</u>	<u>Amount of Loan</u>	<u>Days Loan Outstanding</u>	<u>Interest expense at 4% rate if borrowed on tax anticipa- tion warrants</u>
<u>1967-1968:</u>					
	5-12-67	7-21-67	\$ 137,380	69	\$ 1,053
	5-26-67	7-21-67	100,000	55	611
	6- 2-67	7-21-67	1,072,620	49	5,837
	6- 2-67	8- 3-67	62,620	61	425
(Note 2)	6- 2-67	10-15-67	64,760	133	957
(Note 2)	6- 9-67	10-15-67	100,000	126	1,400
(Note 2)	6-30-67	10-15-67	10,000	105	117
(Note 3)	9-15-67	10-15-67	200,000	30	667
(Note 3)	12-15-67	1-15-68	300,000	30	1,000
(Note 3)	3-15-68	6-15-68	1,200,000	90	12,000
(Note 3)	4-15-68	6-15-68	255,788	60	1,705
<b>Total</b>					<u>\$ 25,772</u>
<u>1968-1969:</u>					
(note 4)	4-15-68	7-15-68	244,212	90	\$ 2,442
(Note 4)	5-15-68	7-15-68	500,000	60	3,334
(Note 4)	6-15-68	7-15-68	1,200,000	30	4,000
<b>Total</b>					<u>\$ 9,776</u>
<b>Grand total for all years</b>					<u><u>\$ 86,080</u></u>

The accompanying notes are a part of this statement.



DECATUR SCHOOL DISTRICT NO. 61

NOTES TO SCHEDULE OF WORKING CASH FUND  
LOANS TO EDUCATION FUND  
June 30, 1967

Note 1 - Explanation and Source of Data

The accompanying schedule shows the data on loans actually made by the working cash fund to the educational fund and further shows the interest expense which would have been paid by the educational fund if working cash fund moneys had not been available. The educational fund pays no interest on loans from the working cash fund. In addition, the schedule shows similar information on anticipated loans for the school year ending June 30, 1968, and related repayments which will overlap into the following year, all based on the anticipated cash flow chart furnished by the school district office. In compiling this schedule, the following assumptions have been made:

- A. All months were considered as consisting of 30 days, and all years consisting of 360 days.
- B. Anticipation warrants could have been issued consistently at an interest rate of 4%, as reported by two local banks.
- C. Tax anticipation warrants would have been retired immediately upon receipt of tax moneys (which would require a future knowledge of tax receipt dates prior to issuing the tax anticipation warrants or the issuance of warrants re-tirable upon notice by the borrower.)

Note 2 - Future Repayments

These loans have been made as of the dates shown, but repayment is based solely on the cash flow chart furnished by the school district office.

Note 3 - Future Loans and Repayments

These loans and repayments are based solely on the cash flow chart furnished by the school district office as to amounts and all transactions are assumed to occur on the 15th of the month in which the cash flow chart expects the transaction to occur.

Note 4 - Future Loans and Repayments -- 1968-1969

These loans are projected in the cash flow chart as furnished by the school district office for the fiscal year ending June 30, 1969. The repayments are based upon the normal receipt of tax money during the month of July. The transactions are assumed as occurring on the 15th of the month in which the transaction is expected.



MONROE & MC GAUGHEY  
Lawyers  
502 Millikin Building  
Decatur, Illinois

(COPY)

October 5, 1967

Mr. Sam Kohr  
Decatur School District  
101 West Cerro Gordo  
Decatur, Illinois

Dear Sam:

In case you want to use it, Section 20-9 added by the last legislature reads as follows:

"Nothing in this Article prevents a school district which has abolished or abated its working cash fund from again creating a working cash fund in the manner provided in this Article."

Sincerely,

MONROE & MC GAUGHEY

D. S. McGaughey

DSM:p



MONROE & MC GAUGHEY

LAWYERS

502 Millikin Building  
Decatur, Illinois

(COPY)

October 6, 1967

Mr. Sam Kohr  
Decatur School District No. 61  
101 West Cerro Gordo Street  
Decatur, Illinois

Dear Mr. Kohr:

You have advised that currently there is in the working cash fund approximately \$2,717,228. Projected cash flow for the two following years would indicate that as of June 30, 1968 the educational fund will be indebted to the working cash fund to the extent of \$1,944,212 and that as of June 30, 1969 this indebtedness will amount to \$2,768,750. It is estimated that the levy for the school year 1968-69 at the authorized rate of \$1.80 will produce about \$6,065,000 net after deduction for loss and cost of collection. You have asked us for our opinion as to whether or not abolition of the working cash fund effective June 30, 1968, thereby throwing the balance into the educational fund, would possibly render a levy at the full authorized rate for the year 1968-69 subject to the objection that it is excessive. In our opinion it would not.

The Illinois courts have consistently held that municipalities may operate on a cash basis and need not resort to deficit financing. The case of People ex rel v. C. & N. W. Ry Co., 391 Ill. 347 involved a school district levy for building building purposes of \$32,000 which the railroad contended was excessive. Expenditures in that fund for the three preceding years had been approximately \$9570, \$27,180 and \$25,040 respectively. The cash balances in that fund at the end of each of such preceding years were approximately \$450, \$12,315 and \$18,175 respectively. The balance at the beginning of the current year was \$24,234. The District's budgeted expenditures for the year involved in the tax objection amounted to \$38,500 and in view of the large cash balance it was objected that the levy of \$32,000 was excessive. The court overruled the objection that the levy was excessive and said at page 354:

"Appellant contends that the steady increase of the annual balances proves that the board is undertaking to create a fund in excess of its current needs. No such inference can be drawn from the evidence in this case. It is well established that governing bodies of municipalities may conduct their business on a cash basis and may carry reasonable cash balances from year to year for such purpose. They may make a levy so that they can pay their indebtedness as it becomes due. (Mathews v. City of Chicago, 342 Ill. 120; People ex rel. Harding v. Chicago and Northwestern Railway Co. 331 Ill. 544; People ex rel. Salm v. Crear, 300 Ill. 611.) There is no evidence that the taxes levied for building purposes were diverted to any other purpose,



October 6, 1967

"or that the sum levied for the current year would not all be expended for building purposes. In numerous cases this court has held that a reasonable cash balance in a fund at the beginning of a year will not vitiate a levy made for the same purpose. See People ex rel. Batman v. Illinois Central Railroad Co. 366 Ill. 408; People ex rel. Clark v. Baltimore and Ohio Southwestern Railway Co. 353 Ill. 492; People ex rel. Wysong v. Wabash Railroad Co. 265 Ill. 543, and People ex rel. Stevenson v. Atchison, Topeka and Santa Fe Railway Co. 261 Ill. 33."

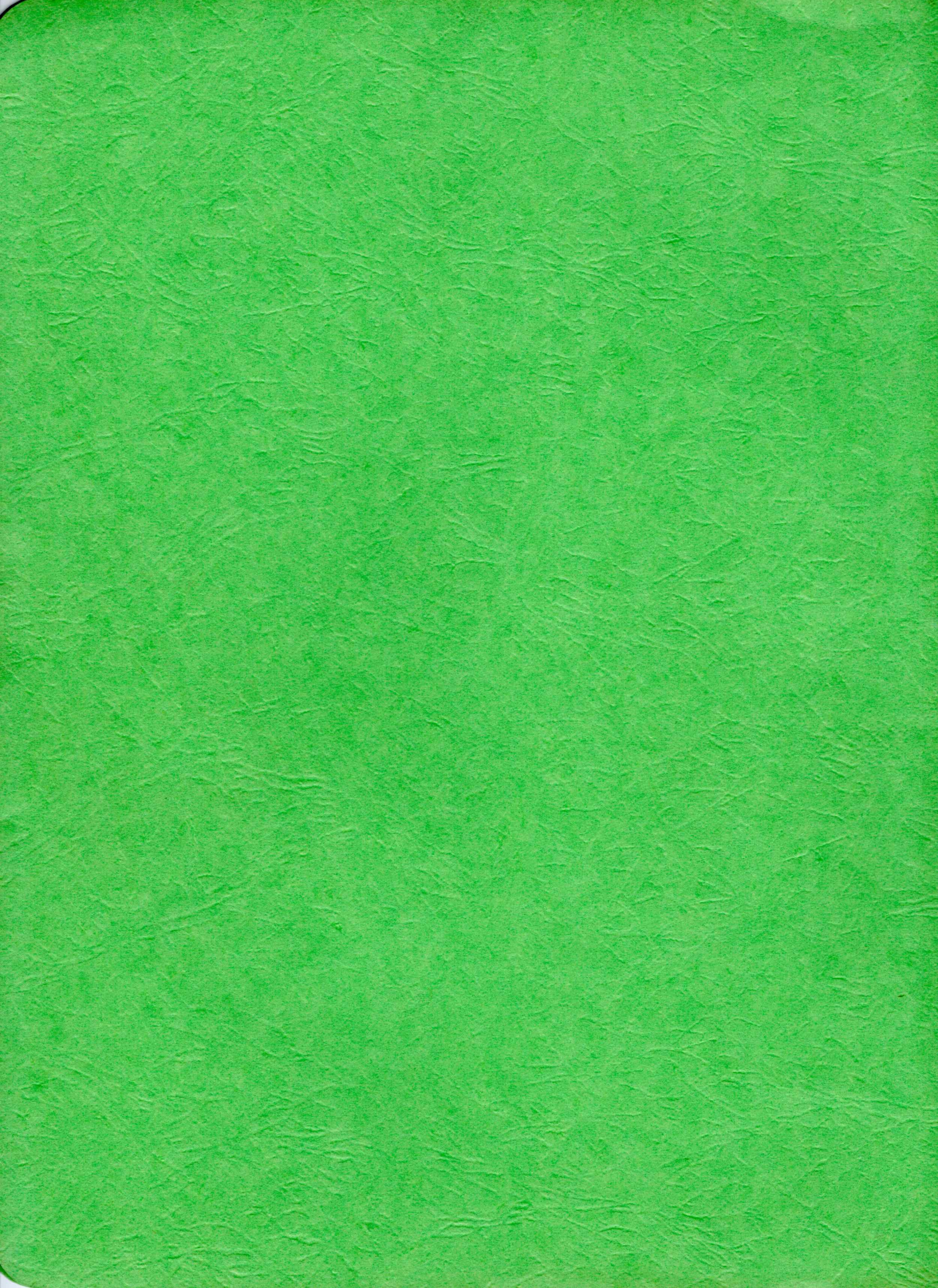
Sincerely,

MONROE & MC GAUGHEY

D. S. McGaughey

DSM;p







3/31/68

## Recommendations -

(1)

### Board of Education - Decatur - District 61

1. Use the Accrual Method of Accounting for Budgets, Management Control, and reports to the Public.
2. Prepare these accounting reports on basis of Combined Educational Fund and Working Cash Fund. (note - as soon as practical abolish the Working Cash Fund and transfer its assets to the Educational Fund)
3. Establish a priority of Educational Programs and prepare and maintain realistic budget plans in accordance with procedure of Accrual Accounting.
4. Use funds in excess of revenues until as of the end of each school year (June 30th) anticipation warrants are issued equal to about 40% of the property taxes in process of collection.
5. Establish and maintain a program of public relations that fully and realistically informs all citizens of the values of education.
  6. Encourage citizens to organize and work actively for tax reform.

Frank Baker



3/31/68

Comparison - Accounting Methods

as an aid to decisions

(2)

Budget Forecasts - Educational Fund

School Year ended		Deficits
June 30, 1965	\$	787,997
6		889,831
7		713,548

Accrual <sup>audit</sup> - Educational Fund '66

School Year ended		
June 30, 1965	Surplus	\$ 58,718
6	Surplus	2,03,782
6	Deficit	48,453

Accrual <sup>audit</sup> - Working Cash Fund

School Year ended		
June 30, 1965	Surplus	\$ 99,705
6	Surplus	88,090
7	Surplus	79,852

Cash Accounting - Educational Fund

School Year ended		
June 30, 1965	Surplus	\$ 870,843
6	Deficit	676,533
7	Deficit	582,643



3/31/68

(3)

Working Cash Fund

Cost - Origin to June 30, 1967	(6 years)	
Taxes paid to Funds	\$	286,329
Taxes to pay Bond Interest		241,723
Taxes to pay Bonds		710,000
<u>Cost plus Total</u>	\$	<u>1,238,052</u>
Average yearly cost	\$	206,342

Educational Fund

Cost - Interest on Anticipation Warrants	Five years prior to Working Cash Fund	
Total Interest Paid		\$ 117,883
Average yearly cost		23,577

Excerpts from a memorandum to members

Board of Education, October 8, 1963

School Year ended June 30, 1963			
	Budget	Cash	Accrual
Incomes	\$ 7,385,880	\$ 8,490,905	\$ 8,739,193
Costs	7,855,236	8,515,331	8,341,560
Deficits	469,356	24,426	
Surplus			397,633

Such differences make difficult, if not impossible, use of accounts for control purposes.



Ac. 3/31/68

# Educational Fund

## Decatur Public School District 61

(4)

	Borrowed	Increase	Decrease
June 30, 1958	\$ 225 000		
9	2 840 000	\$ 2 615 000	
60	1 000 000		\$ 1 840 000
1	1 750 000	750 000	
2	653 000		1 097 000
3	328 228		334 772
4	1 400 000	1 071 772	
5	400 000		1 000 000
6	1 100 000	700 000	
7	1 537 380	437 380	

	Net Asset Value		
June 30, 1958	\$ 3 365 405		
59	3 258 621		\$ 106 784
60	4 152 054	893 435	
1	4 911 234	759 180	
2	4 900 041		11 193
3	5 444 244	544 203	
4	5 853 213	408 969	
5	5 911 931	58 718	
6	6 115 713	203 782	
7	6 067 260		48 453



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Educational Fund and

(5)

Working Cash Fund

Decatur Public School District 61

Educational Fund

Balance Sheet

Cash

Taxes Receivable

Claims Receivable

Interfund Receivables

Inventory - books, supplies

Deferred charges

Total assets

Accounts Payable

Borrowings Working Cash

Total liabilities

Net Worth

June 30, 1965    June 30, 1966    June 30, 1967

\$ 196860    \$ 423467    \$ 278204

4054694    4177692    4514362

1999112    2456546    2668704

565    25000    10000

104806    195434    160853

9161    5962    5972

\$ 6365198    \$ 7294101    \$ 7638095

53267    78388    33455

400000    1100000    1537380

\$ 453267    \$ 1178388    \$ 1570835

\$ 5911931    \$ 6115713    \$ 6067260

Working Cash Fund

Balance Sheet

Investments

Interest Receivable

Loans - interfund

Net Worth

June 30, 1965    June 30, 1966    June 30, 1967

\$ 2136197    \$ 1531346    \$ 1169849

13089    6030    5950

400000    1100000    1547380

\$ 2549286    \$ 2637376    \$ 2423179



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Educational Fund

Working Cash Fund

Decatur Public School District 61

(6)

Combined

Balance Sheets

	June 30, 1965	June 30, 1966	June 30, 1967
Cash on deposit	\$ 196 860	\$ 423 467	\$ 278 204
Investments	2,136,197	1,531,346	1,169,849
Interest Receivable	13,089	6,030	5,950
Taxes Receivable	4,054,694	4,177,692	4,514,362
Claims Receivable	1,999,112	2,456,546	2,668,704
Interfund Receivable	565	35,000	20,000
Inventory, books, supplies	104,806	195,434	160,853
Deferred Charges	9,161	5,962	5,972
<b>Total Assets</b>	<b>\$ 8,514,484</b>	<b>\$ 8,831,477</b>	<b>\$ 8,823,894</b>
Payables	53,267	78,388	33,455
<b>Net Worth</b>	<b>\$ 8,461,217</b>	<b>\$ 8,753,089</b>	<b>\$ 8,790,439</b>

Increase in Net Worth \$ 291,872 \$ 37,350

Memo. Comparisons

Interaccount changes

Increases in Cash  
and Receivables

\$ 807,039 \$ 403,565

Decrease in Investments

604,851 361,497



4/3/68

# Accrual Basis

(7)

## Educational Fund

Revenues earned:

School year ended June 30, 1965 \$ 9,763,446

6 10,799,660

7 11,672,910

Total three years

\$ 32,234,016

Costs Incurred:

School Year ended June 30, 1965 \$ 9,704,728

6 10,593,879

7 11,721,363

Total three years

\$ 32,019,970

Revenues earned in excess of costs incurred three years

\$ 214,046

(note - for detail accounts, see audit reports)

## Working Cash Fund

Revenues earned:

School year ended June 30, 1965

\$ 99,705

6 88,090

7 90,852

Total three years

\$ 2,678,647

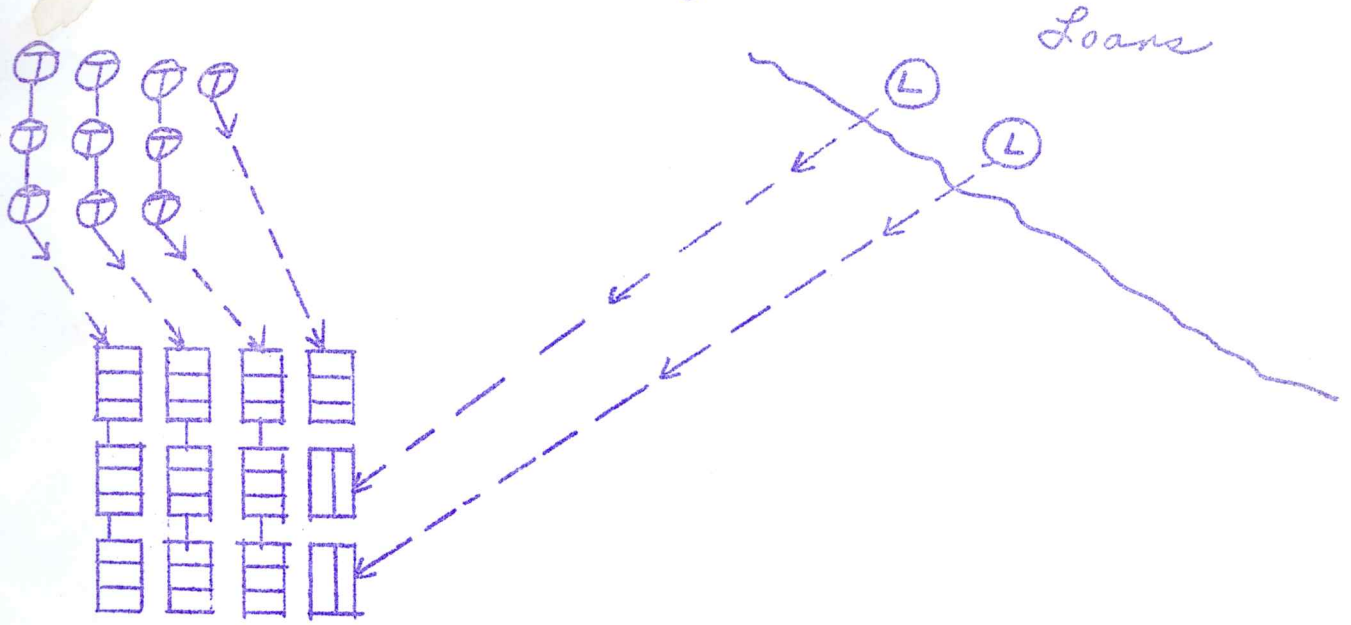
Combined Revenues in excess of costs incurred, three years

\$ 481,693



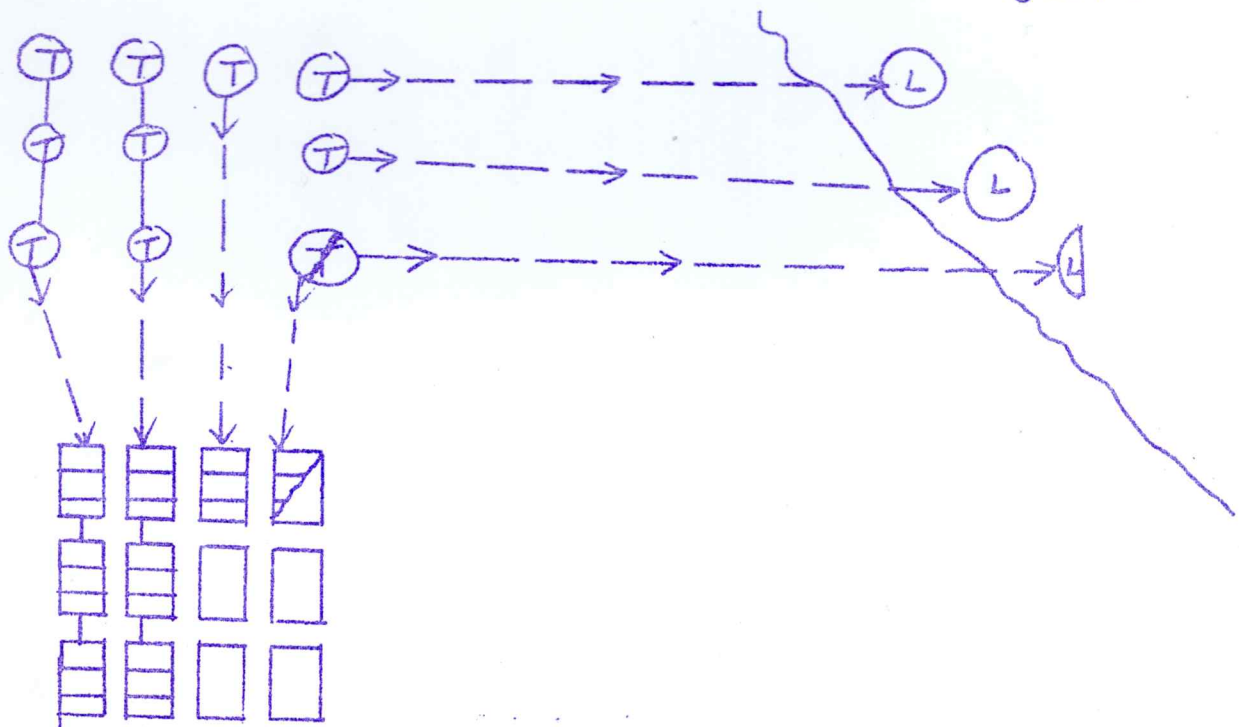
# Without Working Cash Fund

## Borrowing



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## after Repayment

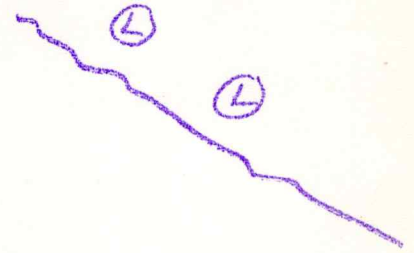
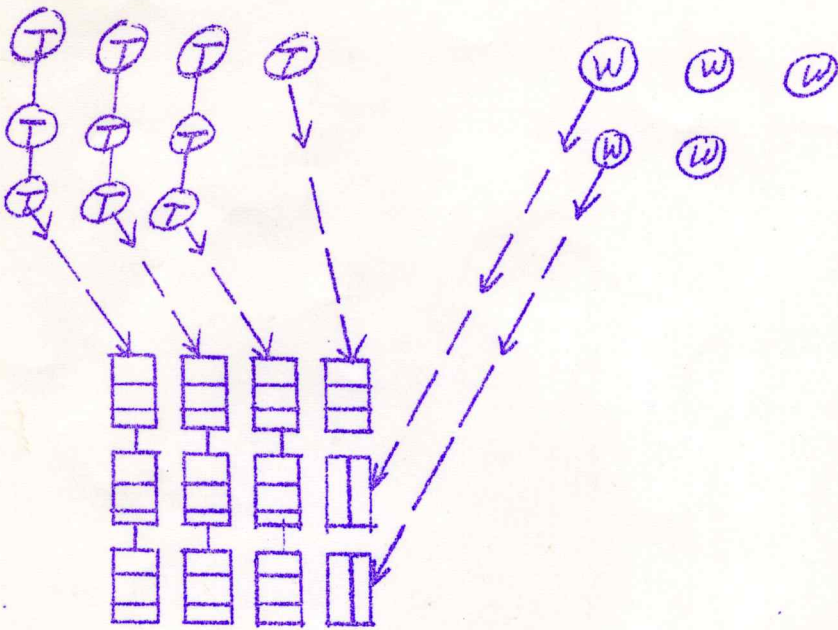




# With Working Cash Fund

## Borrowing

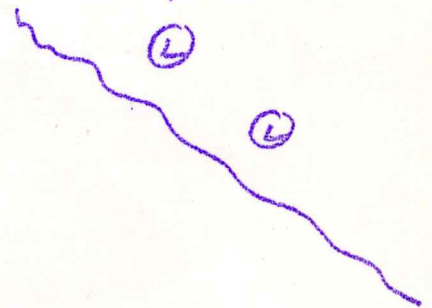
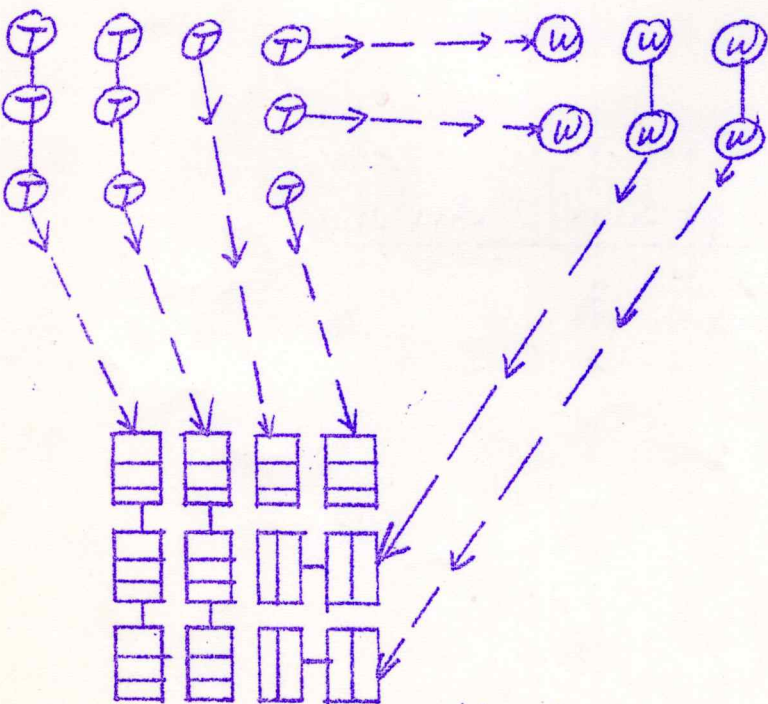
## Loans



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## After Repayment.

## Loans





## Working Cash Fund

### Interest savings\*

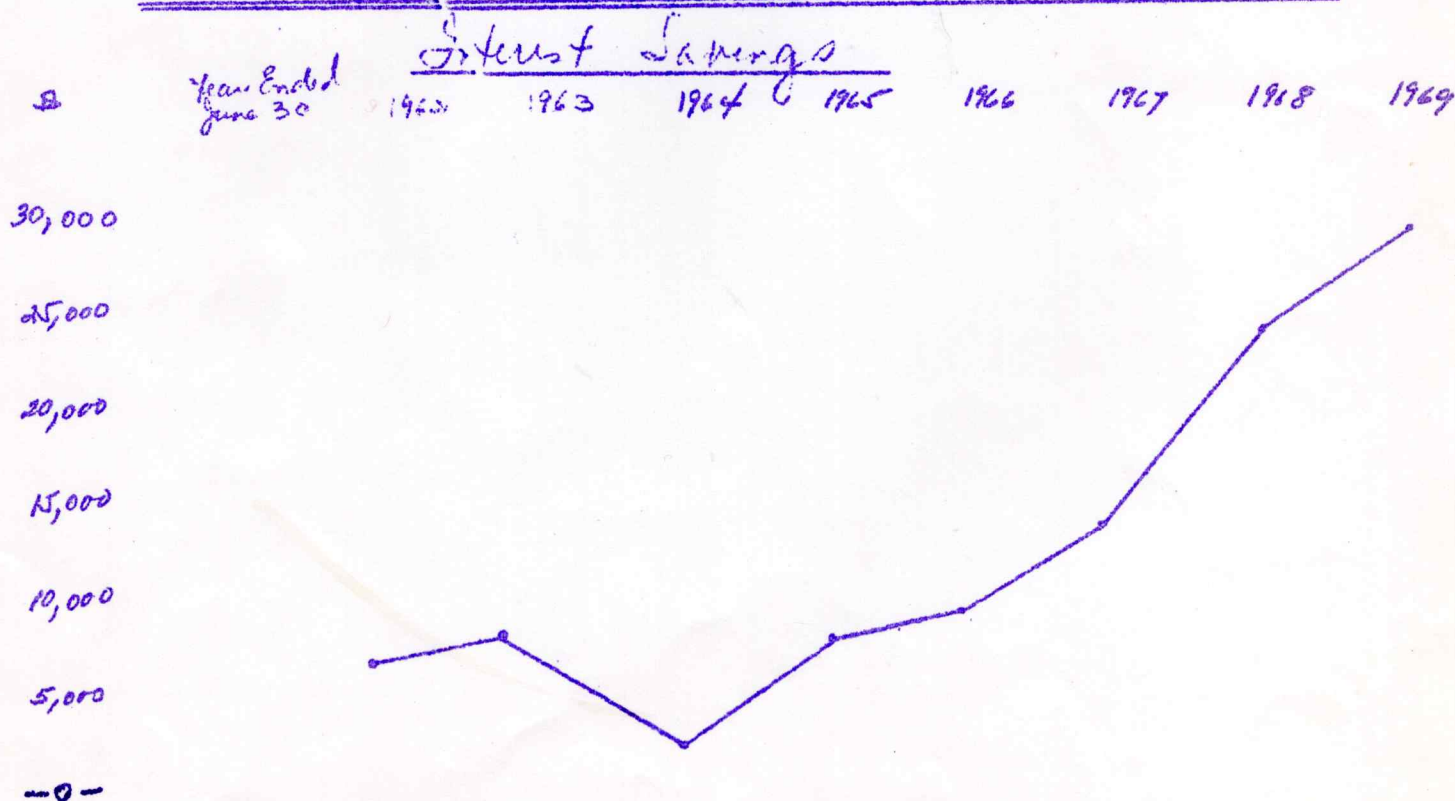
1961-62	\$ 6296
1962-63	7828
1963-64	3287
1964-65	8032
1965-66	10526
1966-67	14563
1967-68	25772 (Estimated April-June, 1968)
1968-69**	<u>29550 (Estimated)</u>
<b>Total</b>	<b>\$105854</b>

\* Calculated at 4% rate if borrowed on tax anticipation warrants.

\*\* In addition, an estimated \$2750 will be spent on interest for tax anticipation warrants.

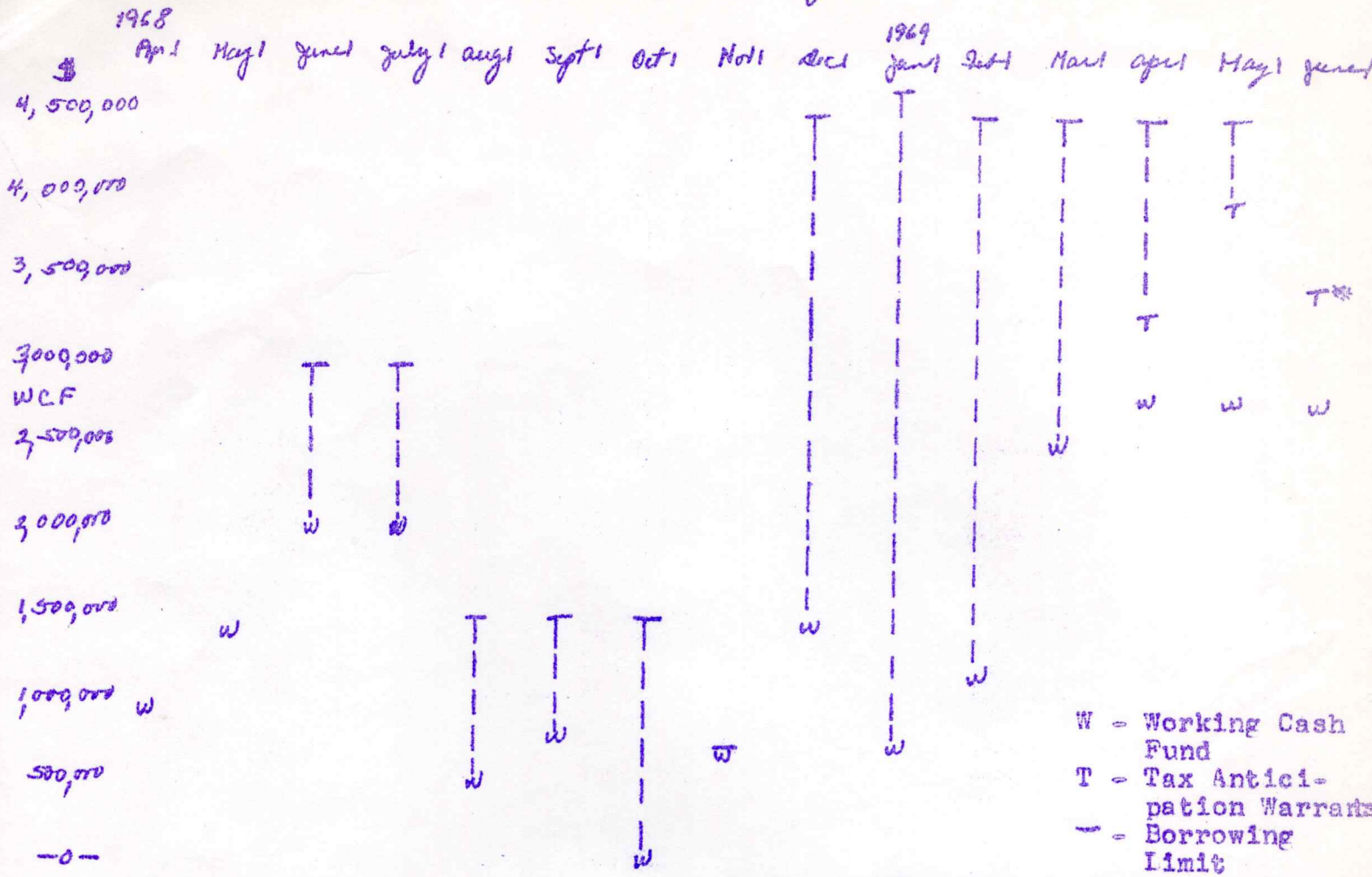
### Interest Earned on Temporary Investment of Working Cash Fund

1961-62	\$ 5491
1962-63	64009
1963-64	82959
1964-65	86615
1965-66	95149
1966-67	85883
1967-68	<u>37317 (up to March 25, 1968)</u>
<b>Total</b>	<b>\$457423</b>





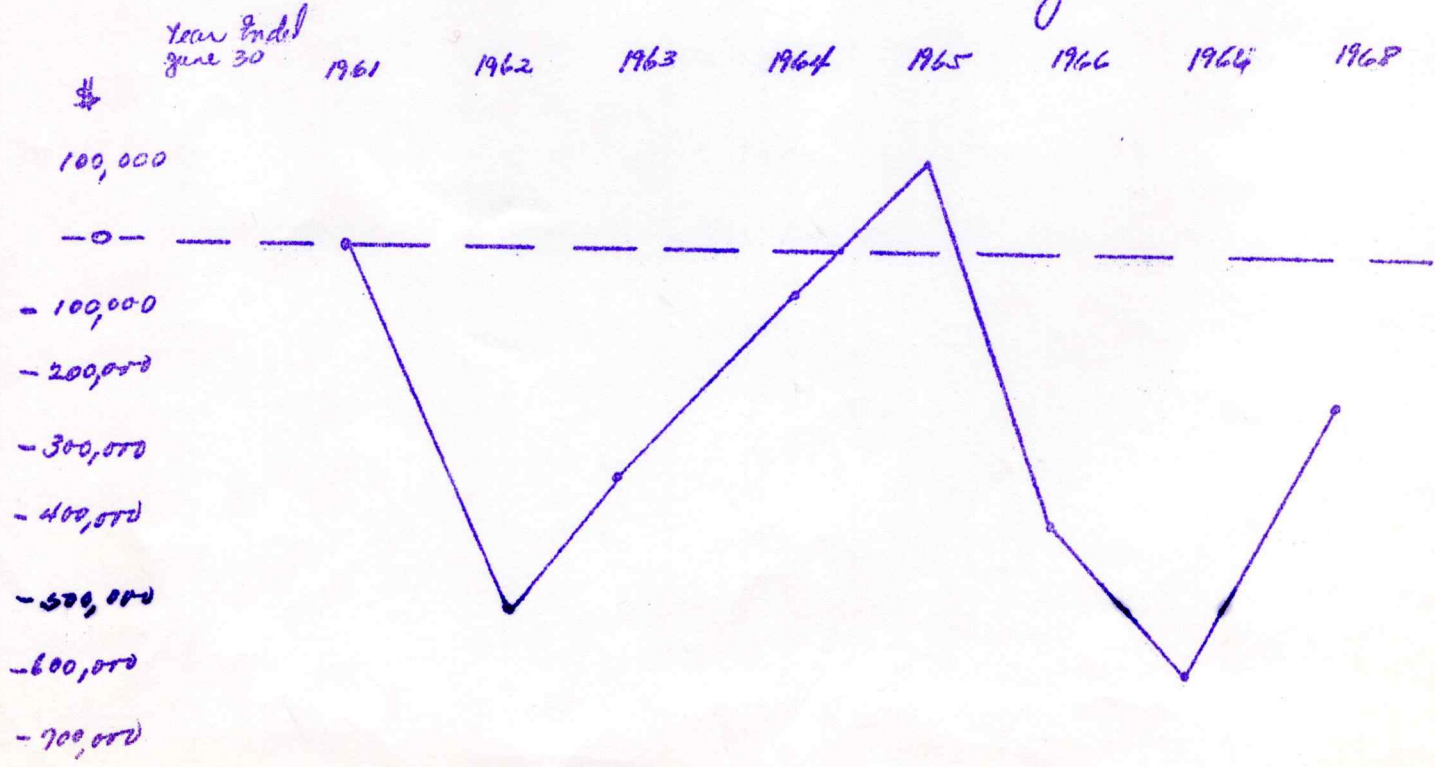
# Cash Borrowing



W - Working Cash Fund  
 T - Tax Anticipation Warrants  
 - - Borrowing Limit

\*Borrowed \$500,000 beyond the maximum against the 1968 Levy

## Excess of Cash Receipts Over Payments

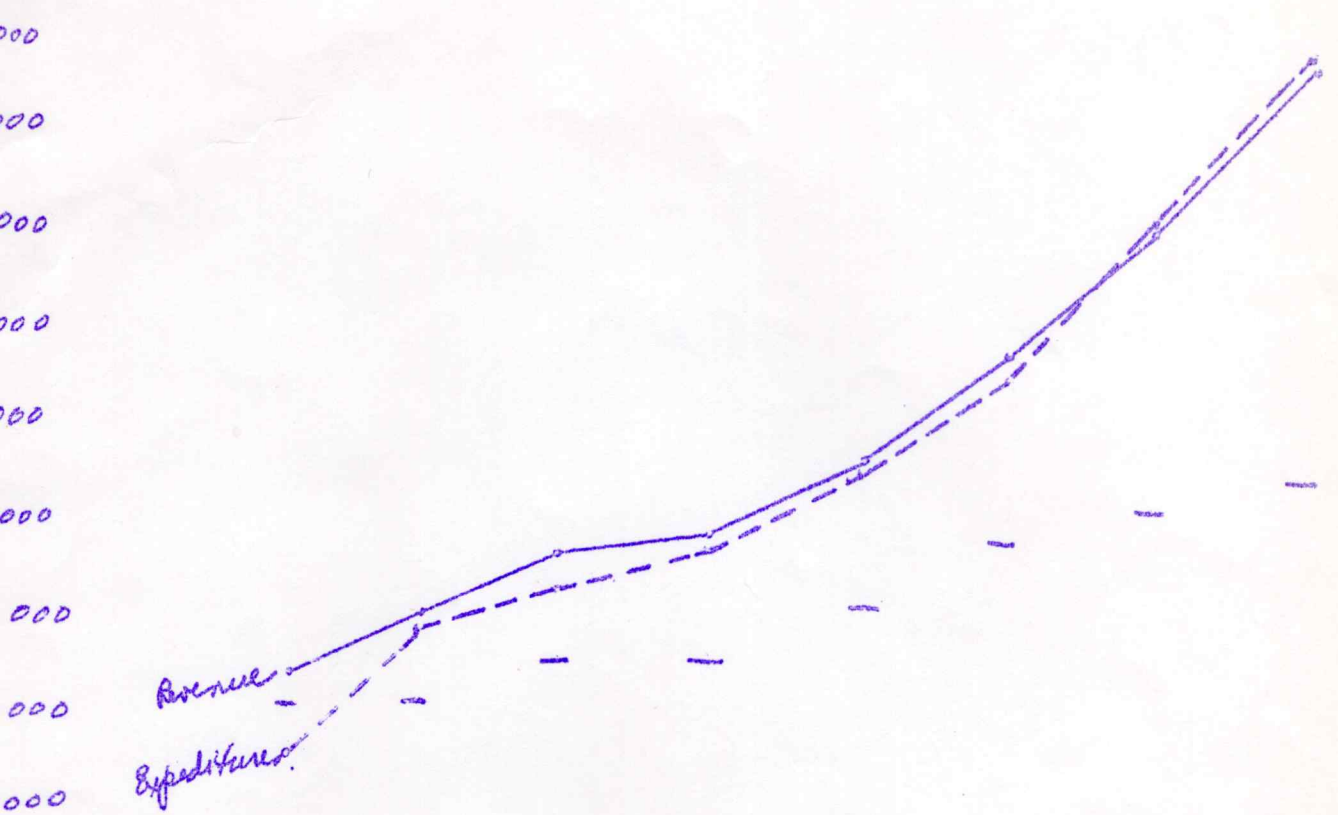




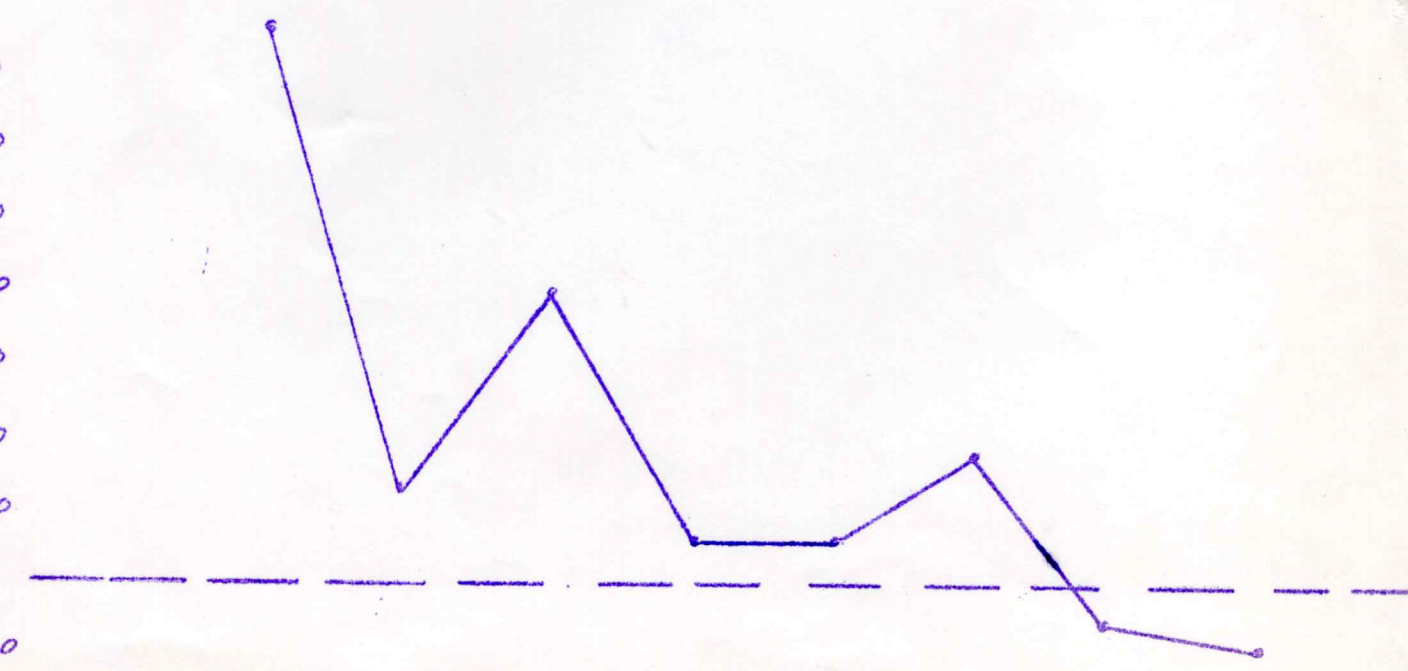
Revenue and Expenditures  
Accrual Basis

Year Ended  
June 30

1961 1962 1963 1964 1965 1966 1967 1968



Excess of Revenue Over Expenditures.





Levy - approx - \$6 million - borrowing limit is 75% of it - or \$4.5 million as of June 30, 1966  
 being used late revenue - \$1.5 million accumulated each deficit - top amt borrowed.

WORKING CASH FUND

State law permitted Decatur School District 61 to establish this fund so it may borrow from itself instead of from a bank and thus save interest. As soon as tax money is received, all money borrowed has to be repaid. Money to establish this fund in Decatur came from a 5¢ per \$100 tax rate - \$286,329.00 1960-61  
 and issued bonds +2,000,000.00 Feb. 1962  
 Interest earned 420,106.00 up to June 1967  
 +2,706,435.00 Total as of June 1967

Pro

Con

1. Saves interest when district must borrow
2. Is invested when not borrowed, so draws interest, making the fund grow larger each year.
3. Bonds were sold and interest rate we pay is only ~~3 1/4~~ 3 1/2% when at times it is invested we earn approximately 4% or more.
4. Can be abolished and all interest earned plus the original amount can be put into the ed. fund to be used up.
5. In ten years when bonds are paid up, the entire amount including interest is debt free.

1. Last year it saved the district only \$14,000 in the ed. fund. This is hardly a significant item on over a \$12,000,000 budget -- represents 100 of 1%. The estimated interest saved for 67-68 is about \$26,000. Still does not warrant saving fund at expense of a \$1,000,000 cut in program.
2. Interest can not be used up for ed. fund. It only increases your borrowing amount, *interest free*.
3. School tax money should buy program. The interest it earns can not be transferred and used up in ed. fund.
4. The larger it grows the more difficult it is to abolish. When need arises, better to abolish it than keep it and sacrifice program. Budget to use it up over 2 years rather than to decrease the deficit.
5. What can you do with it? It can only draw interest and get larger in size, as a fund to borrow from, interest free. It is not financially sound judgement to maintain large surpluses for sake of saving interest money on short term loans.
6. As long as a fund like that exists, it makes it difficult to pass a referendum, regardless of the need that may exist in the ed. fund. Taxpayers can say, use it up - don't raise my taxes.
7. *New intended for dist. the size of Decatur.*

CONCLUSIONS

1. I feel no program cuts should be made. Over the past few years with each program cut, Decatur parents have gradually adapted themselves to a more and more inferior educational program. A continuation of this will make it more and more difficult to see the value of a good educational system for their children and the entire community.
2. Abolish the W.C.F. by budgeting for the use of it over two years and use the time to take a positive approach toward developing a good public relations program in order to win back the people's confidence.