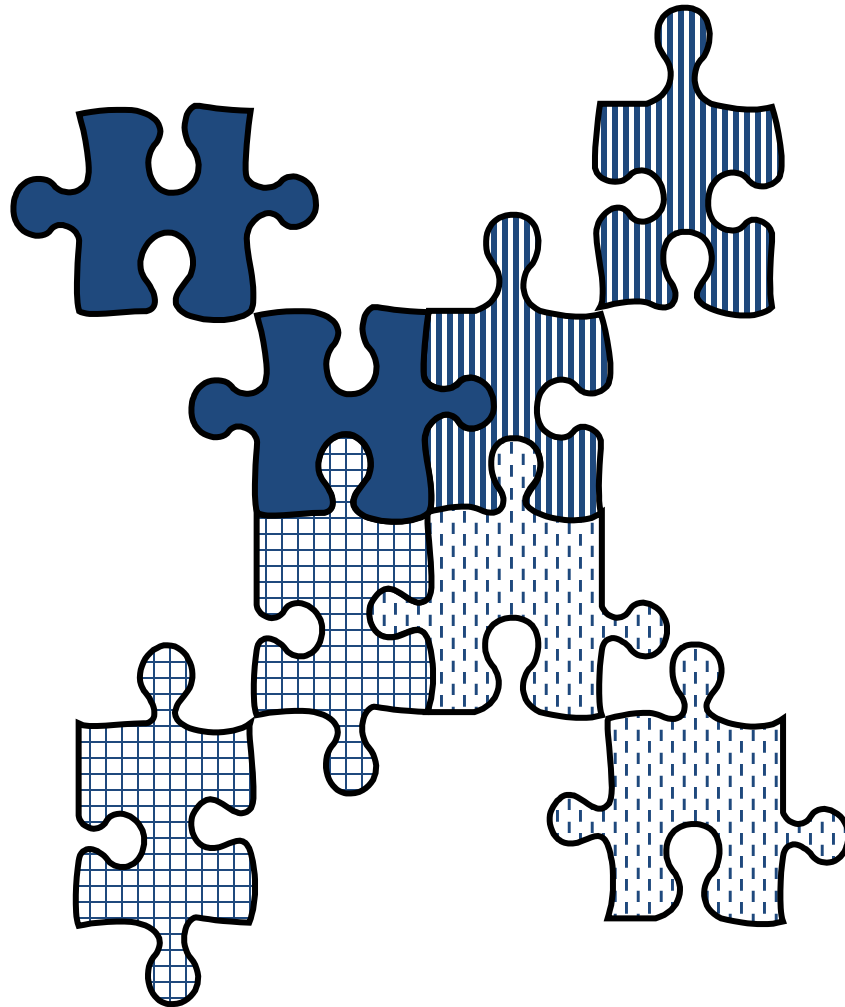


School District Reorganizations



**Illinois State Board of Education
Board Meeting
September 22, 2010**

Illinois State Board of Education School District Reorganizations September 22, 2010

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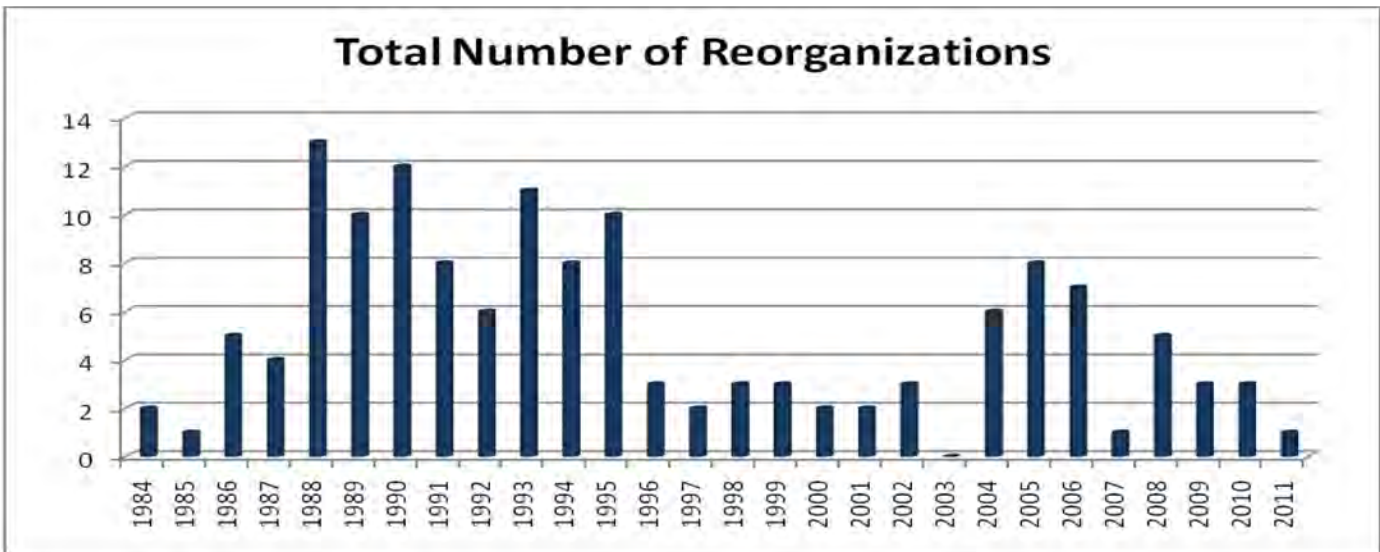
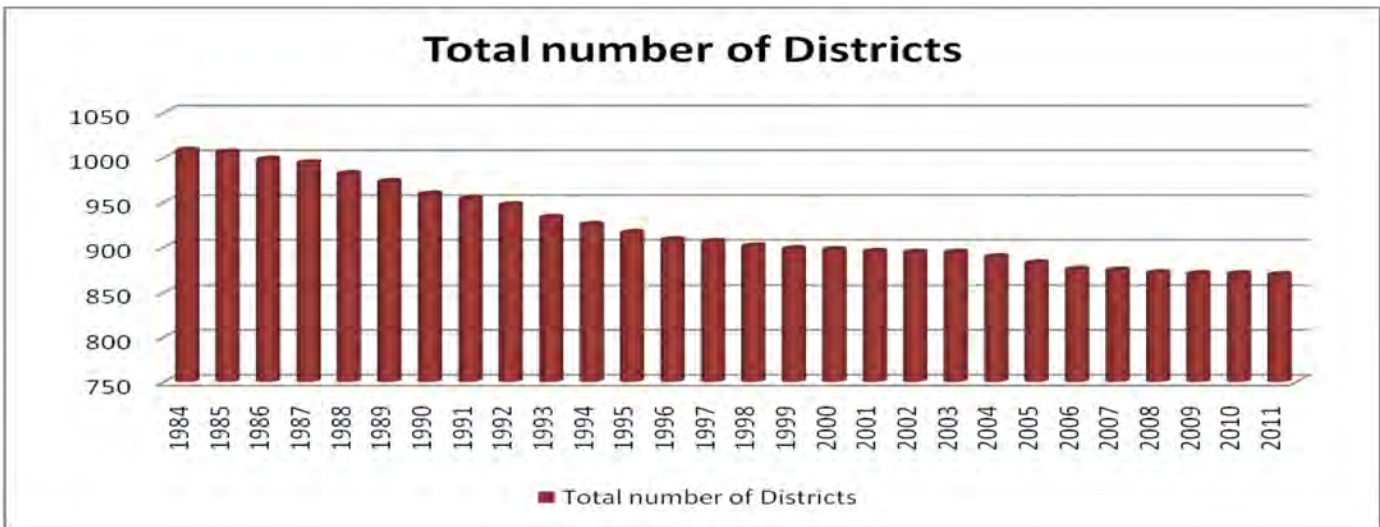
School District Reorganization

History

School district reorganization initiatives began in Illinois in 1899, with the first consolidation petition in 1903. Although different needs have driven reorganization in the past, one critical area of concern today is the fiscal viability of school districts as to insure that they are able to provide the highest quality educational opportunities for students.

In addition to financial motivations for reorganization, research demonstrates that for high school students, school size can make a difference in both achievement and in the number of course offerings available. Each reorganization situation is unique and depends on the individual circumstances of the school districts involved.

From FY 1984 to FY 2010, the number of school districts has decreased from 1,008 to 869, a reduction of more than 13 percent.



This reduction in the number of school districts was as a result of legislation encouraging districts to merge through financial incentives provided by the state. From 1986 to 2010, the state has made incentive payments totaling \$155.6 million.

Reorganization Incentives

In FY 2011, sixteen (16) school districts are to receive reorganization incentives of \$3.2 million. There are four different types of reorganization incentives that are paid from one to four years:

- **Deficit Fund Balance**
 - Compares the reorganizing districts' fund balances for the four operational funds. If there are deficit fund balances, this incentive will pay the difference between the lowest deficit and the other deficits.
- **General State Aid Differential**
 - Compares the General State Aid payment received by newly formed district to the total amount of General State Aid the districts had received filing separately.
- **Salary Differential**
 - Compares teachers' salaries paid pre and post reorganization. This incentive is calculated based on each teacher's salary paid in the previous district, weighted against a comparable category on the highest salary schedule of all districts forming the new district and the difference is summed for all such teachers.
- **\$4,000 Per Certified Staff**
 - Provides \$4,000 for each full-time certified staff member of the newly formed district.

Types of Reorganization	Fiscal Year 2011 Appropriation	Total Incentives Paid (from Fiscal Year 1986 through 2011)
Deficit Fund Balance	\$0	\$29,433,867
General State Aid Differential	\$451,274	\$10,564,827
Salary Differential	\$693,361	\$26,283,467
\$4,000 per Certified Staff	\$2,084,000	\$89,386,000
Total	\$3,228,635	\$155,668,161

ILLINOIS STATE BOARD OF EDUCATION
Types of School Reorganizations
1984 to 2011

Type	# of Reorganizations	Results in Fewer Districts	New District Formed	New Board New Tax Rate	Description	Example
Annexation	69	Yes	No	No	One district dissolves or a portion of a district detaches and annexes into another district	Divernon CUSD #13 dissolved into Auburn School District 10
Consolidation	56	Yes	Yes	Yes	One or more districts dissolve and form a new district	Girard CUSD #3 and Virden #4 dissolved and became North Mac #34
Hybrid	1	Yes	Yes	Yes	Unit districts, high school district and all or a portion of the feeder elementary districts become a unit district	Flanagan Unit 4 and Cornell HS 70 formed Flanagan-Cornell Unit 74. Cornell Elementary remains a "feeder" district
Deactivation	13	No	No	No	Students attend another S.D. and tuition is paid to the receiving district	Cresent-Iroquois deactivated the high school and pays 3 different districts tuition.
Cooperative	1	No	Yes	Intergovernmental Agreement	High School students attend a cooperative and the districts pays tuition to the cooperative.	Paris CUSD #4 and Paris Union S.D. #95 tuition their student to the Paris Cooperative High School.
Conversion	1	No	Yes	Yes	Two or more unit districts separate into elementary districts and a high school district.	Three unit districts formed four new districts: Carthage Elementary S.D. 317, Dallas Elementary S.D. 327, LaHarpe CSD 347 and Illini West HSD 307
TOTAL	141					

Types of Reorganization

There are six overall types of reorganizations:

- **Annexations**, (69 since 1984)
 - With this type of reorganization, one district dissolves and annexes into another district. The dissolving district assumes the tax rates, board members, etc. of the district they are annexing into. No new district is formed.
 - An example of this type of reorganization is dissolution of Divernon Community Unit School District 13 which annexed into Auburn Community Unit School District 10. Effective for the 2008 school year, Divernon School District dissolved but Auburn School District continued its operation with the same tax rates and board but now with the territory and students of Divernon.

- **Consolidations** (56)
 - When a consolidation occurs, two or more districts dissolve and form a new district. A new board is elected, new tax rates are established, etc.
 - For school year 2011, both Girard Community Unit School District 3 and Virden Community Unit School District 4 dissolved and formed a new school district, North Mac Community Unit School District 34. New tax rates were established and a new board was elected.

- **Hybrids** (1)
 - For hybrid reorganizations, dual high school districts and their feeder elementary school districts vote to determine if their communities would approve them becoming a unit district. For the elementary territories that approve the vote, a unit district is formed. If an elementary territory does not approve the referendum that district remains an elementary dual district that now feeds into the newly formed unit school district. These formations may also involve unit districts such as the example below.
 - The only hybrid formation Illinois has experienced was with the formation of the Flanagan-Cornell Unit 74 school district. This district was established in July 2008 from the previous Flanagan Community Unit School District 4 and Cornell High School District 70. The Cornell elementary district remains in operation. When their students reach high school, they now “feed” into the newly formed unit district instead of the now dissolved high school district.

- **Deactivations** (13)
 - Deactivation can be for either elementary attendance centers or high school centers. The community of the deactivating center approves the measure by referendum. If approved, the elementary center or high school center attends school in another district and pays tuition to the receiving district.
 - The latest deactivation was for school year 2010. Crescent-Iroquois Community Unit School District 249 deactivated their high school and they now pay tuition for their 9-12 students to attend Cissna Park Community Unit School District 6, Iroquois County Community Unit School District 9, and Iroquois West Community Unit School District 10.

- **Cooperative High Schools (1)**
 - With cooperative high schools, two or more districts enter into an intergovernmental agreement to form a cooperative. The high school students of the member districts attend the cooperative. The member districts pay tuition to the cooperative for the education of their students.
 - Illinois has only one cooperative high school. Legislation has been passed that allows for a pilot of another one. In July 2009, Paris Community Unit School District 4 and Paris-Union School District 95 entered into an intergovernmental agreement to form the Paris Cooperative High School. Both School Districts 4 and 95 pay tuition to the cooperative high school for its operations.

- **Conversions (1)**
 - For conversions, two or more unit districts convert into elementary dual districts and one high school district. For example, if two unit districts converted, the end result would be two elementary dual districts and one dual high school district.
 - Illinois' first and only conversion went into effect in July 2007 for the 2008 school year. For this conversion, Carthage Community Unit School District 338, Dallas Community Unit School District 336 and LaHarpe Community Unit School District 335 all dissolved. The new districts formed were Carthage Elementary School District 317, Dallas Elementary School District 327, LaHarpe Community School District 347 (PK – 8), and Illini West High School District 307.

The steps in the reorganization process and a timeline of events for two school district reorganizations are shown in Appendix I and Appendix II. Appendix I is an example of a consolidation and Appendix II is an example of a dissolution and annexation.

Reorganization Issues

Through the years there have been many unsuccessful reorganization referendums. Many of these referendums were not successful because they did not address the following community concerns:

- **Loss of identity or voice.**
 - Community members are fearful they will lose a voice in the education of their children by being “absorbed” by a larger school district. They are also fearful they may not have input because they will not have an opportunity to have a member of their community elected to the school board.
- **Sentiment over the loss of mascot and school colors/rivalries/sports**
 - Community members may remember and cherish their school traditions and wish to maintain the sports rivalries between their school district and the school with which they are reorganizing. They may not want to lose their mascot or school colors.
- **Tax rates**
 - Tax payers are concerned with what the new tax rates will be. If they are deemed to be higher than what they are currently paying, the referendum is usually unsuccessful in that community.
- **Transportation of younger students**
 - While school buildings are not always required to be closed, many community members are concerned their school will be closed and younger students will spend a significant amount of time on the school bus.
 - With a larger geographical area, districts may incur an additional transportation cost. Reorganization incentives are not provided for pupil transportation.
- **Closing of community schools**
 - Community members are fearful that their neighborhood school will close. The school may be one of the major employers in the community.
- **Test Scores**
 - Many community members and educators are concerned that if they reorganize their test scores may decline. They are especially concerned with this if they are reorganizing with a district that has lower test scores than their district.
- **Delayed incentive payments**
 - Twice in recent years, ISBE was required to obtain a supplemental appropriation to be able to pay all the incentives. With the state’s current fiscal condition, there is concern that appropriations will not be sufficient to pay the incentives.

For the state government and local school districts, there are also potential concerns:

- **Cost of Incentives**
 - If reorganizations increase substantially, will the State be able to appropriate enough funds to pay incentives to districts?
- **District staff retention**
 - If districts reorganize, will the projected savings materialize? Will districts align their staff to meet the needs of the newly formed district?
- **Closing of facilities**
 - Because of community concerns, will district officials elect to keep schools open that could be closed?

Possible Reasons for Reorganization

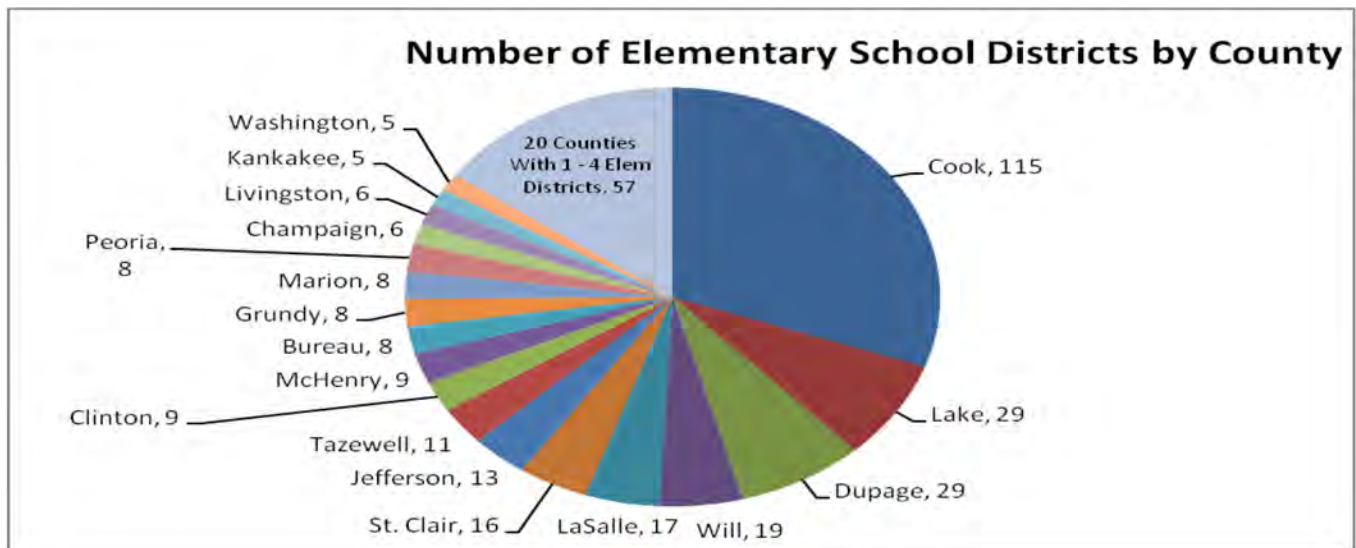
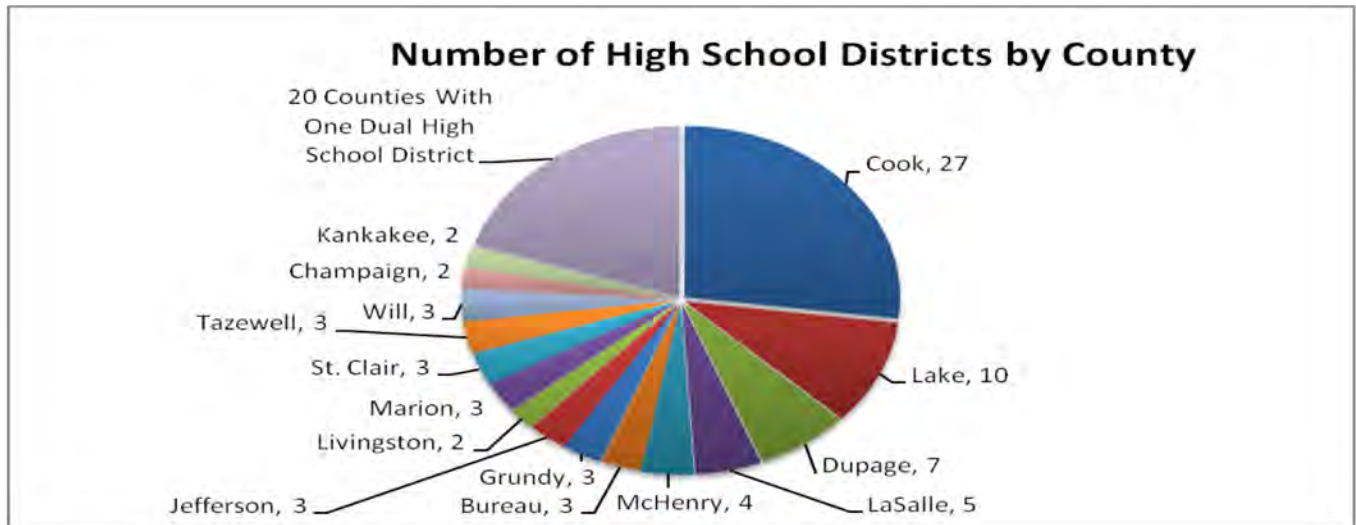
When deliberating potential revisions to reorganization possibilities, several factors may be considered, such as:

- Dual Districts
- District Size Wealth/finances
- Student performance, academics-test scores
- Wealth/finances

The following is a discussion of each of these reasons why reorganizations might be considered.

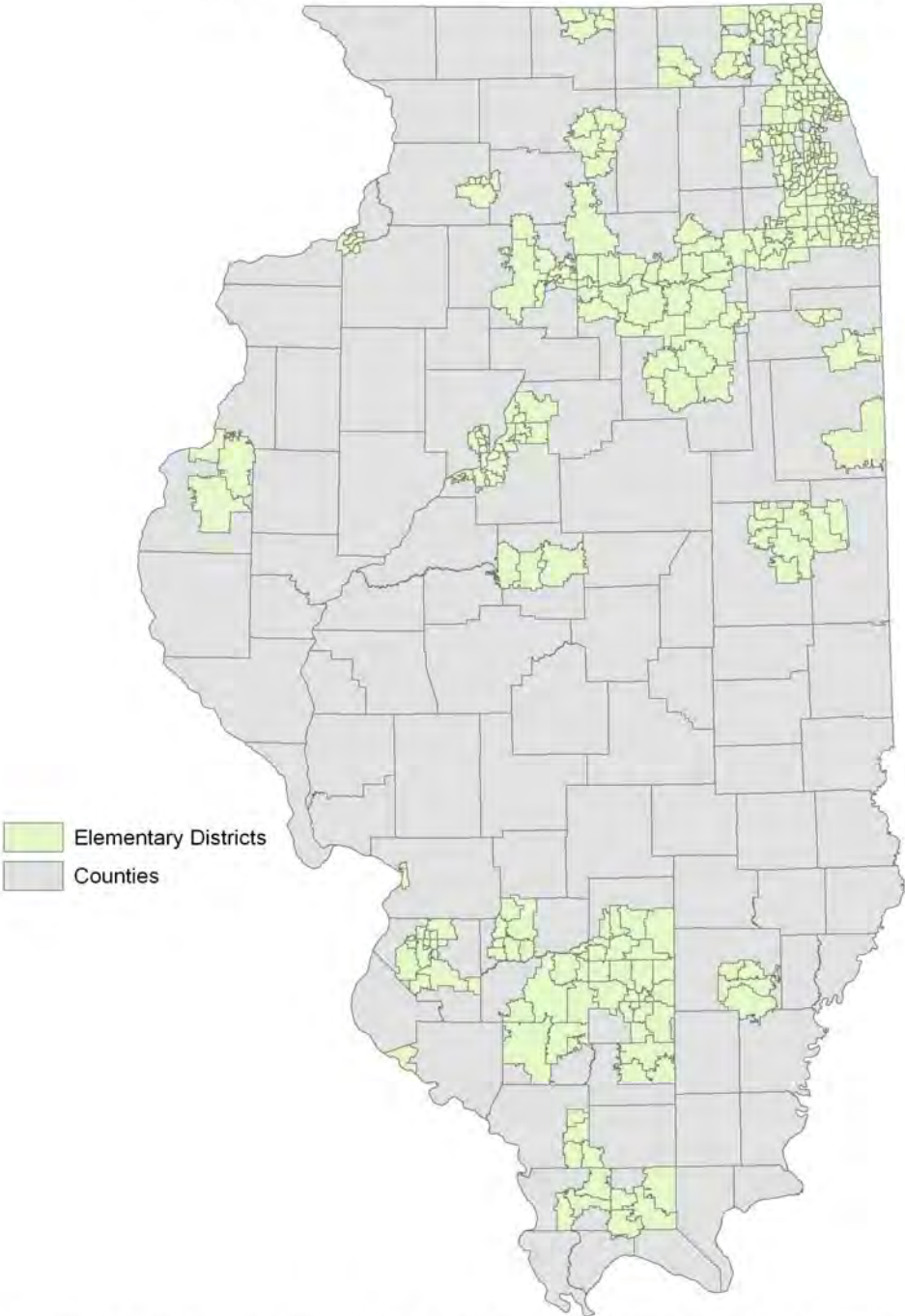
Dual Districts

Currently, Illinois has 30 regions with 478 dual districts. This includes 100 high school districts and 378 elementary districts. The high school districts range in size from 46 to 12,719 students. The elementary districts range from 21 to 14,509 students. The smallest school district is Nelson Public School District 8 in Lee County with 21 students. The graph below shows the location of high school districts and elementary districts in Illinois.



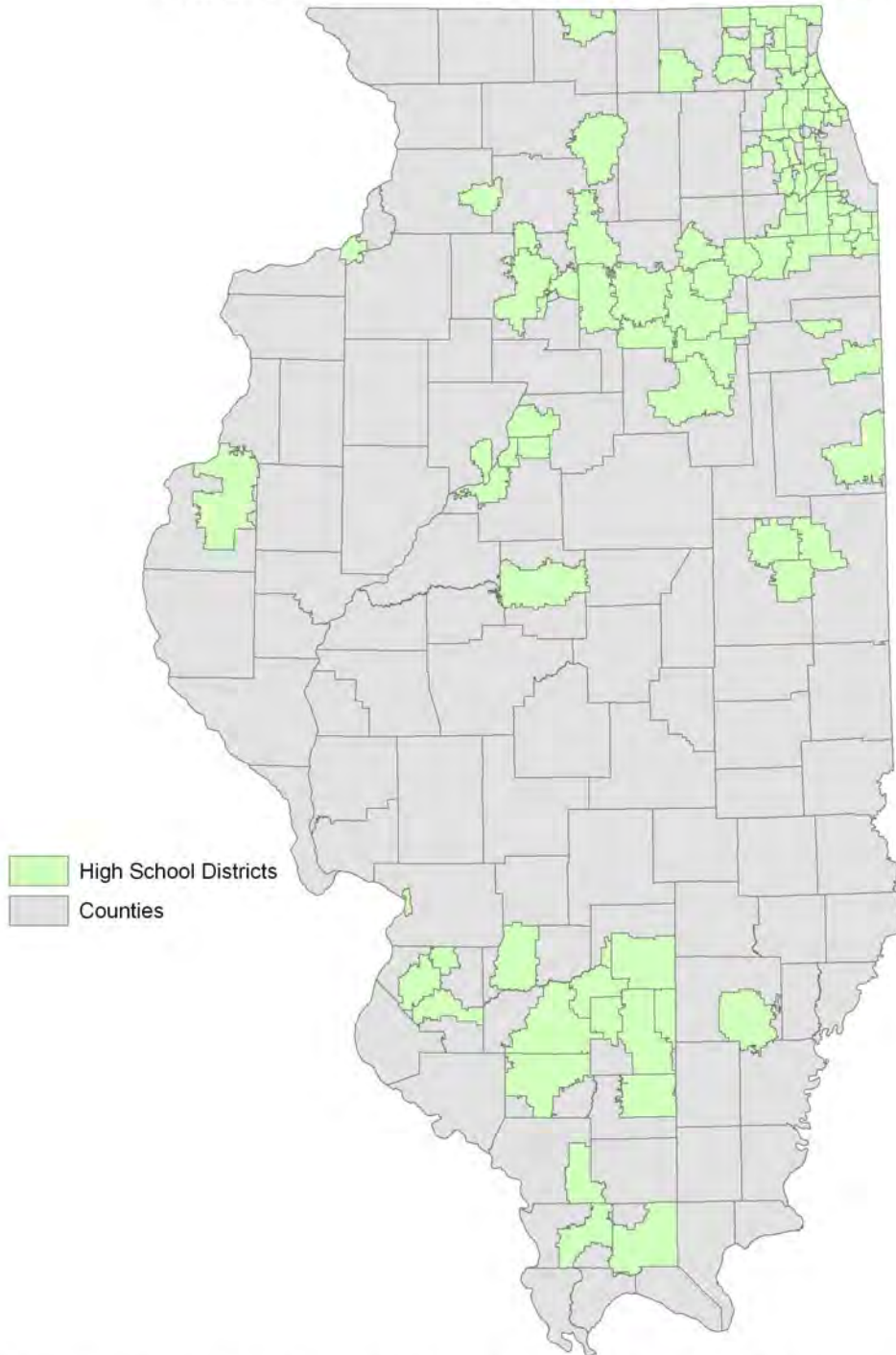
Below is a depiction of the school district types by geographic region:

Illinois 2009 Elementary Districts



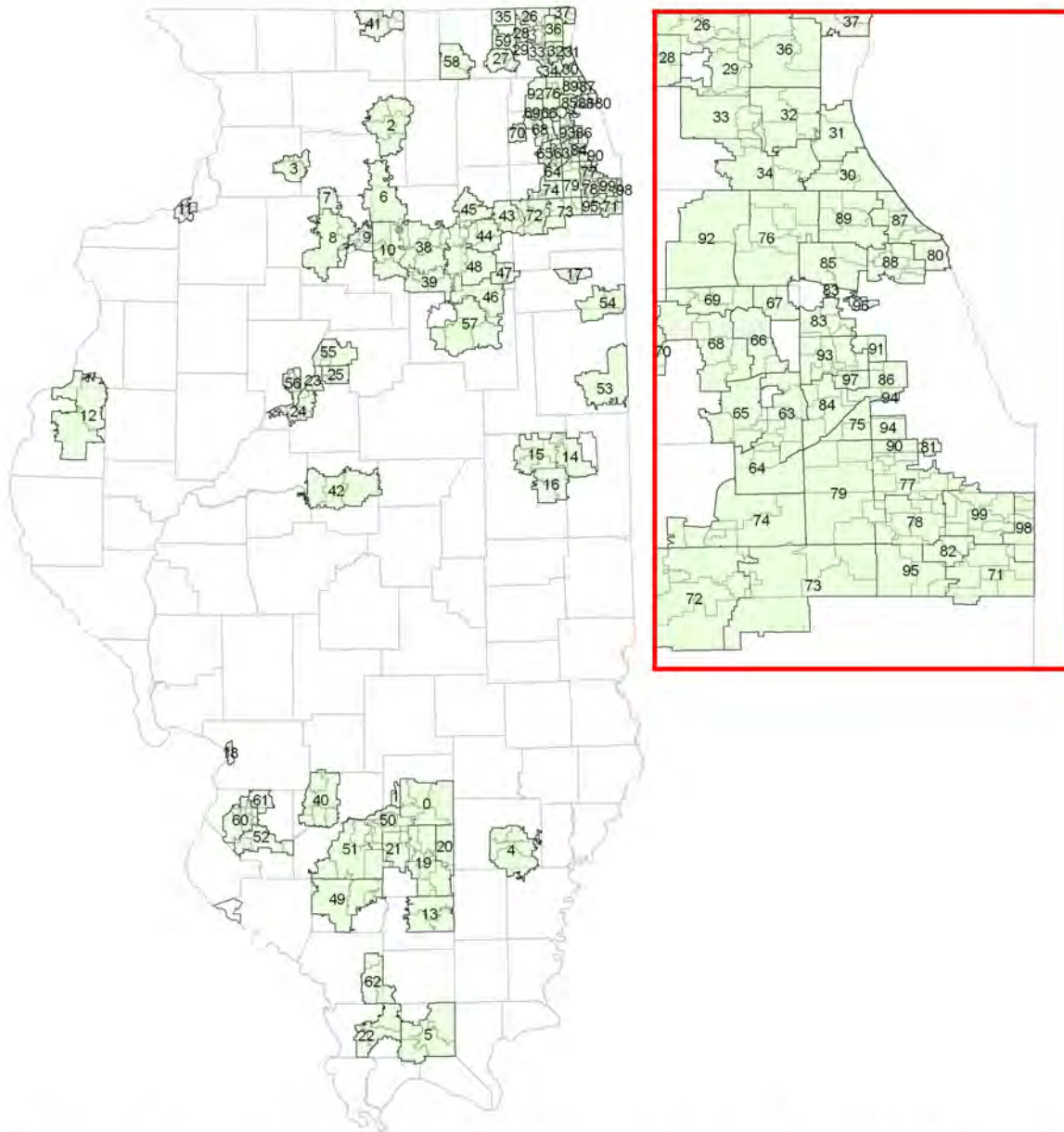
2009 Elementary district and county boundary files obtained from the U.S. Census Bureau. Map created by Matt Burke of REL Midwest at Learning Point Associates. September, 2010.

Illinois 2009 High School Districts



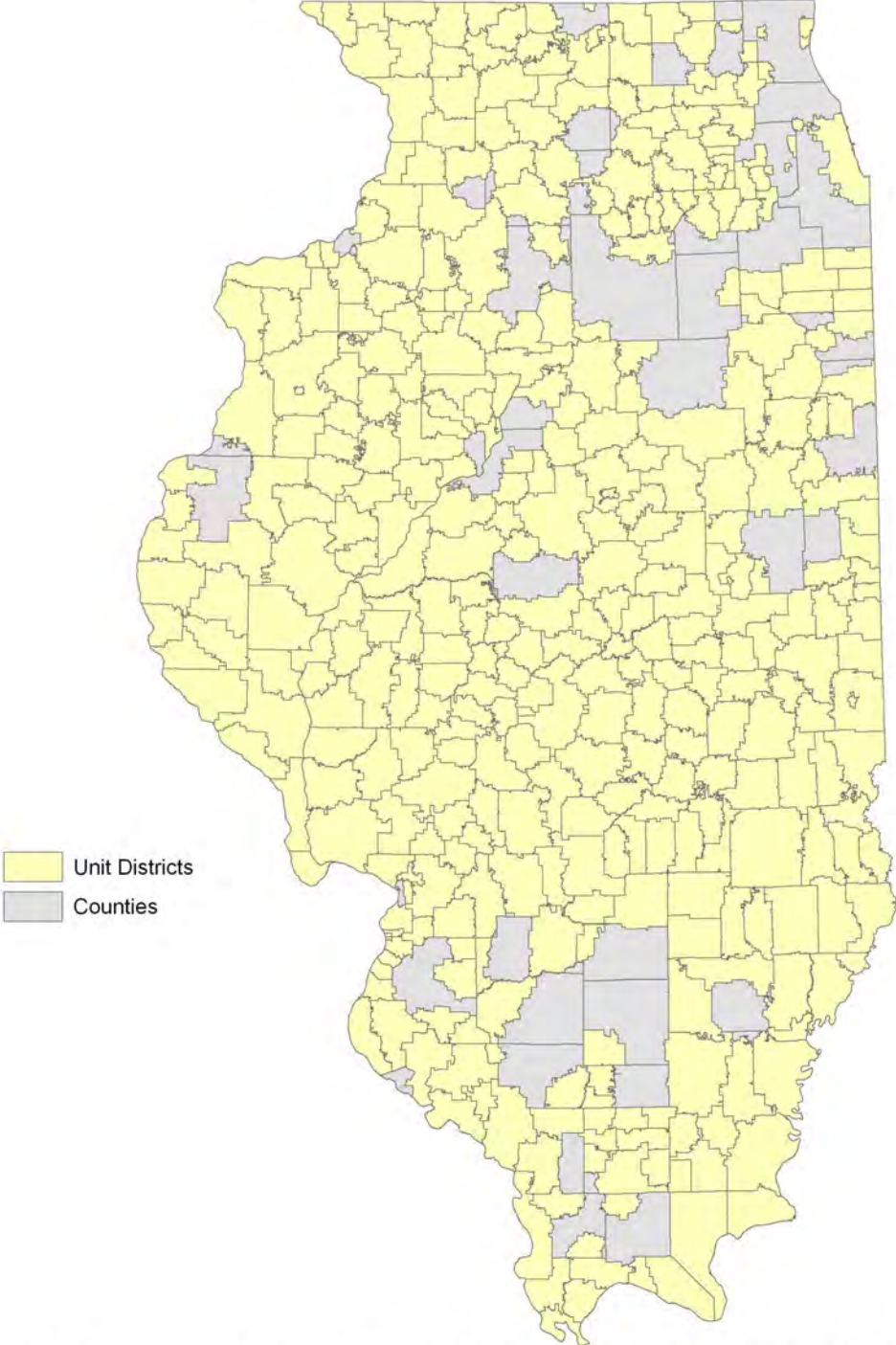
2009 Secondary district and county boundary files obtained from the U.S. Census Bureau. Maps created by Matt Burke of REL Midwest at Learning Point Associates. September, 2010.

IL Elementary (outlined) and IL High School Districts (labeled)



2009 Elementary and secondary district boundaries obtained from the U.S. Census Bureau. Map created by Matt Burke of REL Midwest at Learning Point Associates. September, 2010.

Illinois 2009 Unit Districts



2009 Unified district and county boundaries obtained from the U.S. Census Bureau. Map created by Matt Burke of REL Midwest at Learning Point Associates. September, 2010.

One option for reorganization is to have elementary districts merge with their high school district(s) to form a unit district. Currently, of the 378 dual elementary districts there are 275 that feed entirely into one high school district. There are 103 elementary districts that feed into two or more high school districts. If this type of reorganization were to occur, there would be 378 less school districts in Illinois.

Of the 378 elementary dual districts:

- Three districts have at least one school that has a three-year Average Percent Proficiency of 50% or less.

Overall Summary of Elementary Dual Districts:

Elementary District Size	Number of Districts	Number of Districts with at Least One School Not Meeting*	Percent of Students Affected in a School Not Meeting **		Percent of School Districts with 100% of Classes taught by Teachers who are Highly Qualified ***
			Percentage Category	Percentage of Districts	
21 – 625	160	0	Less than 20%	100%	98%
			20% up to 60%	0%	
			60% and over	0%	
626 -1,999	131	1	Less than 20%	99%	91%
			20% up to 60%	1%	
			60% and over	0%	
2,000 – 3,999	59	1	Less than 20%	100%	83%
			20% up to 60%	0%	
			60% and over	0%	
4,000 – 5,999	19	0	Less than 20%	100%	63%
			20% up to 60%	0%	
			60% and over	0%	
6,000 – 8,999	5	0	Less than 20%	100%	60%
			20% up to 60%	0%	
			60% and over	0%	
Over 10,000	4	1	Less than 20%	100%	50%
			20% up to 60%	0%	
			60% and over	0%	
Total	378	3			

Of the 100 high school dual districts:

- Thirty-Two districts have at least one school that has a three-year Average Percent Proficiency of 50% or less.

Overall Summary of High School Districts:

High School District Size	Number of Districts	Number of Districts with at Least One School Not Meeting*	Percent of Students Affected in a School Not Meeting**		Percent of School Districts with 100% of Classes taught by Teachers who are Highly Qualified***
			Percentage Category	Percentage of Districts	
21 - 250	9	6	Less than 20%	33%	100%
			20% up to 60%	0%	
			60% and over	67%	
251 – 699	17	6	Less than 20%	65%	100%
			20% up to 60%	0%	
			60% and over	35%	
700 – 1,999	29	9	Less than 20%	69%	93%
			20% up to 60%	0%	
			60% and over	31%	
2,000 – 5,999	36	9	Less than 20%	75%	89%
			20% up to 60%	6%	
			60% and over	19%	
6,000 – 8,999	7	2	Less than 20%	71%	71%
			20% up to 60%	0%	
			60% and over	29%	
Over 10,000	2	0	Less than 20%	100%	100%
Total	100	32			

***Number of Districts with at Least One School Not Meeting** - represents the number of districts that have at least one of their schools that received a Three-Year Average Percent Proficiency of 50% or less.

****Percent of Students Affected** - represents the percentage of students attending the school(s) that received a Three-Year Average Percent Proficiency of 50% or less as compared to the total district enrollment.

Observations related to Dual Districts:

- Education and curriculum alignment

The argument has been made that to enhance curriculum alignment, dual districts need to merge together to form a unit school district. Data analysis demonstrates that the majority of schools that have a three-year Average Percent Proficiency of 50% or less are high schools. Only three elementary dual districts of 378 have at least one school that is receiving a three-year Average Percent Proficiency of 50% or less. Whereas 32% of the 100 high school districts have a three-year average percent proficiency of 50% or less.
- Operating Efficiencies

Efficiencies could be obtained if dual districts were to reorganize into unit districts. While all territory of dual districts may not be coterminous, the territory is compact and contiguous, thus alleviating some overall general concerns of creating unwieldy districts through reorganization. Merging of elementary districts and high school districts into unit districts could:

 - Reduce the number of administrative staff required of the two dual districts
 - Enhance efficiencies for pupil transportation, food service preparation, custodial services, and office services
 - Reduce the number of staff required
 - Reduce the number of building facilities needed
- Staffing Changes

Care would need to be taken as to the student population size of the newly reorganized districts. Creating too large a district may not lead to reduction in staff. Instead realignment of duties may be required such as:

 - Former superintendents may become assistant superintendents for curriculum, thus enhancing the curriculum alignment between elementary education and high school education.
 - Former superintendents may become assistant superintendents for business, focusing on the financial operations of the district.
 - Staff may become grant coordinators for better grant writing and oversight. This could result in more revenue in the newly formed district.
- Available Revenues

Tax levy must be sufficient enough to sustain the newly formed unit district. Dual districts can levy a higher total tax rate than a unit district. For example, a high school 9th through 12th grade district can have an educational tax rate of \$3.50 and an elementary Pre-K through 8th grade district can also levy an educational tax rate of \$3.50 in the same territory for a total tax rate of \$7.00. A unit district (Pre-K through 12th grade) can only levy a maximum educational tax rate of \$4.00.
- Configuration of Facilities

The new territory must have enough elementary buildings to be utilized for the Pre-K through 8th grade students. For example, if an elementary district that merged with two high school districts to form two new unit districts had only one elementary building, one of the newly formed unit districts would not have an elementary facility.

- Local Wealth
The manner in which the student population is distributed could be an issue. How would student distribution be among the newly formed districts? Would the student distribution be equivalent to the equalized assessed valuation (EAV) in each respective geographic area? The EAV may or may not have students associated with it. If it is an industry EAV, no students would be associated with the new territory. If it is a subdivision, many students may be associated with the new territory with a significantly less EAV amount. Would the new unit district's enrollment and EAV be adequate – not too small or not too large? Would building capacity be an issue?
- EAV must be adequate to support the new unit district. Depending upon the way the new unit district lines would be drawn, a significant number of low income families with less EAV per student could be in one of the new unit districts. A substantially higher EAV could be in the other new unit district. This could leave one district at a disadvantage.

District Size

In October 2002, the Education Funding Advisory Board (EFAB) recommended that a district should have an enrollment of 250 or more students for the 9th through 12th grades. Adequate enrollment size for a district varies from study to study. For the purposes of this analysis, the EFAB recommendation was utilized. It is further assumed that the high school size should be at least 250 students, the equivalent elementary size would be at least 625 students.

Unit School Districts

Currently Illinois has 391 unit districts. Of these unit districts, 190 have elementary enrollment under 625 and /or a high school enrollment of under 250 students of the 190 districts:

- 167 unit districts have both Pre-K through 8th grade that is less than 625 and high school enrollment that is less than 250
- 21 unit districts have a Pre-K through 8th grade enrollment that is less than 625
- 2 unit districts have a high school enrollment that is less than 250
- The smallest elementary school is 64 students. The smallest high school has 51 students.

Elementary Districts

Illinois has 378 elementary districts. Of these, 160 districts have a Pre-K through 8th grade enrollment that is less than 625 students.

- The smallest of these districts is 21 students.

High School Districts

Illinois has 100 high school districts. Of these, 9 districts have a high school enrollment that is less than 250 students

- The smallest of these districts is 46 students.

If reorganization were to occur solely due to district size, there could be potentially 359 less school districts in Illinois (190 unit districts, 160 elementary districts, and 9 high school districts).

Observations related to District Size:

- While there are several small districts that have a substantial tax base to support their operations, many small districts are beginning to realize financial hardships or have an inadequate tax base.
 - a variety of AP classes to their students
 - many smaller school districts are doing best to provide for a basic education to their students
 - enhancing supplemental classes such as music and art
 - extracurricular activities to assist with student socialization
 - adequate maintenance and repairs to their facilities
 - adequate support to their students as some have combined classrooms
- As with dual districts, efficiencies could be obtained if small districts were required to reorganize into larger unit districts.
- Care would need to be taken as to the student size. As with dual districts, should the district become very large, the number of staff might not increase but they would be able to specialize in curriculum, business operations, etc.
- One question to consider, is the EFAB recommendation from 2002 for high schools to be at least 250 students still applicable to today in order to obtain operating efficiencies?

Wealth and Financial Performance

The majority of districts reorganize due to financial need. Districts that reorganize for this purpose can experience efficiencies in their administration, operations, and in their facilities. They may also realize the ability to increase the instructional opportunities for their students.

District wealth and financial performance does not appear to be driven by district size. The following charts depict district's wealth and financial performance categorized by district type and size:

Overall Summary of High School Districts:

High School District Size	Number of Districts	Percent of Low Income Students		EAV per Student	Financial Profile Category
		Low Income Category	Percentage of Districts		
21 - 250	9	Less than 20%	45%	\$104,775 – \$499,541	78% Recognition
		20% up to 60%	33%		
		60% and over	22%		
251 – 699	17	Less than 20%	41%	\$117,738 - \$835,196	70% Recognition
		20% up to 60%	59%		
		60% and over	0%		
700 – 1,999	29	Less than 20%	41%	\$142,598 - \$1,977,638	66% Recognition
		20% up to 60%	59%		
		60% and over	0%		
2,000 – 5,999	36	Less than 20%	55%	\$264,970 - \$1,503,400	67% Recognition
		20% up to 60%	42%		
		60% and over	3%		
6,000 – 8,999	7	Less than 20%	57%	\$246,136 - \$858,015	71% Recognition
		20% up to 60%	14%		
		60% and over	29%		
Over 10,000	2	Less than 20%	100%	\$748,226 & \$888,561	100% Recognition
Total	100	5 districts have a low income percentage that is greater than 60%		State Average \$493,037	69% Recognition 20% Review 9% Warning 2% Watch

It appears that smaller high school districts may be more likely to have a somewhat higher financial profile

Overall, small size does not predict local wealth or available EAV per student.

Only five of the 100 districts have a low income percentage that is greater than 60%.

Overall Summary of Elementary Districts:

Elementary District Size	Number of Districts	Percent of Low Income Students		EAV per Student	Financial Profile Category
		Low Income Category	Percentage of Districts		
21 - 625	160	Less than 20%	26%	\$32,395 – \$2,238,027	79% Recognition
		20% up to 60%	63%		
		60% and over	11%		
626 -1,999	131	Less than 20%	40%	\$58,389 - \$950,471	69%Recognition
		20% up to 60%	43%		
		60% and over	17%		
2,000 – 3,999	59	Less than 20%	39%	\$63,915 - \$1,273,579	69%Recognition
		20% up to 60%	42%		
		60% and over	19%		
4,000 – 5,999	19	Less than 20%	63%	\$101,623 - \$633,054	68%Recognition
		20% up to 60%	26%		
		60% and over	11%		
6,000 – 8,999	5	Less than 20%	40%	\$251,444 - \$632,970	80%Recognition
		20% up to 60%	60%		
		60% and over	0%		
Over 10,000	4	Less than 20%	25%	\$60,065 - \$403,726	75% Recognition
		20% up to 60%	25%		
		60% and over	50%		
Total	378	90 districts have a low income percentage that is greater than 60%		State Average \$268,785	74% Recognition 17%Review 7% Warning 2%Watch

Smaller elementary districts have comparable EAV per student and similar financial profiles compared to larger districts.

Overall Summary of Unit Districts:

Unit District Size	Number of Districts	Percent of Low Income Students		EAV per Student	Financial Profile Category
		Low Income Category	Percentage of Districts		
64 - 875	179	Less than 20%	11%	\$21,007 - \$532,880	64%Recognition
		20% up to 60%	84%		
		60% and over	5%		
876 – 1,999	119	Less than 20%	23%	\$28,075 - \$412,512	64%Recognition
		20% up to 60%	75%		
		60% and over	2%		
2,000 – 3,999	41	Less than 20%	39%	\$40,669 – \$355,639	46%Recognition
		20% up to 60%	61%		
		60% and over	0%		
4,000 – 5,999	14	Less than 20%	21%	\$24,370 – \$204,687	43% Recognition
		20% up to 60%	50%		
		60% and over	29%		
6,000 – 8,999	17	Less than 20%	35%	\$11,953 – \$304,343	35% Recognition
		20% up to 60%	47%		
		60% and over	18%		
9,000 – 12,000	20	Less than 20%	30%	\$67,916 – \$366,094	40% Recognition
		20% up to 60%	40%		
		60% and over	30%		
Over 400,000	1	60% and over	100%	\$175,207	Review
Total	391	26 districts have a low income percentage that is greater than 60%		State Average \$99,954	59%Recognition 28% Review 8% Warning 5% Watch 0% Charter School

Smaller unit districts have similar EAV per student and are more likely to have financial profiles in the recognition category. However, nearly half of the school districts in the watch category are districts with less than 875 students (9 of the 19 watch category districts).

Observations related to district wealth:

- While there are several districts that have a substantial tax base to support their operations, many districts are beginning to realize a financial hardship or don't have an adequate tax base to be able to provide adequate services to their students. These are the same efficiencies as discussed with dual districts and district size.
- With the exception of the largest category related to district size, all other size categories have districts with EAVs that are substantially lower than the state average.
- Efficiencies could be obtained if less wealthy districts were required to reorganize into wealthier tax base territories. Studies of the specific districts would have to be conducted to determine the best way to accomplish this due to the impoverished, low tax base regions in the state. If this can be accomplished, as with dual districts and district size, efficiencies that can be realized would be the same as those discussed previously with dual and size of districts.
- Again, care would need to be taken as to the student size of the newly reorganized districts.
- Merging districts together based solely on wealth would be more difficult to obtain.
 - Statute would need to be revised to allow districts that are not contiguous to merge together
 - Review would have to be completed to determine if this would impact test scores
 - Districts would have to be willing to share the wealth
 - Geographic regions of the state will need to be analyzed to determine adequate wealth after reorganization

Student Performance

The three-year Average Percent Proficiency reflects the average of the percentage of students that met Illinois Standards for the 2007-2009 school years. This was obtained from the 2009 District Report Card.

Of the 391 unit school districts:

- 122 districts have at least one school that has a three-year Average Percent Proficiency of 50% or less.

Overall Summary of Unit Districts:

Unit District Enrollment	Number of Districts	Number of Districts with at Least One School Not Meeting	Percent of Students Affected in a School Not Meeting**		Percent of School Districts with 100% of Classes taught by Teachers who are Highly Qualified
			Percentage Category	Percentage of Districts	
64 - 875	179	58	Less than 20%	68%	93%
			20% up to 60%	31%	
			60% and over	1%	
876 – 1,999	119	35	Less than 20%	71%	93%
			20% up to 60%	29%	
			60% and over	0%	
2,000 – 3,999	41	8	Less than 20%	80%	90%
			20% up to 60%	20%	
			60% and over	0%	
4,000 – 5,999	14	4	Less than 20%	71%	79%
			20% up to 60%	29%	
			60% and over	0%	
6,000 – 8,999	17	6	Less than 20%	65%	53%
			20% up to 60%	35%	
			60% and over	0%	
9,000 – 12,000	20	10	Less than 20%	65%	45%
			20% up to 60%	30%	
			60% and over	5%	
Over 400,000	1	1	Less than 20%	0%	Note below
			20% up to 60%	100%	
			60% and over	0%	
Total	391	122			

Note:

Chicago has 93.6% of the classes taught by teachers who are highly qualified.

***Number of Districts with at Least One School Not Meeting** - represents the number of districts that have at least one of their schools that received a Three-Year Average Percent Proficiency of 50% or less.

****Percent of Students Affected** - represents the percentage of students attending the school(s) that received a Three-Year Average Percent Proficiency of 50% or less as compared to the total district enrollment. Dual districts:

Refer to pages 14 and 15 for performance data on dual districts.

Elementary districts:

- Of the 3 elementary districts that have at least one school at 50% or lower:
 - No elementary districts have more than half of their elementary student enrollment in a school(s) that has a three year Average Percent Proficiency of 50% or lower.
 - All three of these elementary districts have 21.8% or less of their student enrollment in a school(s) that has a three year Average Percent Proficiency of 50% or lower.

High school districts:

- Of the 32 high school districts with at least one school district not meeting:
 - Thirty (30) have more than sixty percent of their high school student enrollment that has a three year Average Percent Proficiency of 50% or lower
 - Two of these high school districts have 45 – 65% of their student enrollment in a school(s) that has a three year Average Percent Proficiency of 50% or lower

Unit districts:

- Of the 122 unit districts:
 - One unit district has more than half of their student enrollment that has a three year Average Percent Proficiency of 50% or lower.
 - This district has a deactivated high school
 - Their elementary enrollment is 67 students
 - One hundred-seventeen (117) unit districts have 20 - 60% of their student enrollment in a schools that have a three year Average Percent Proficiency of 50% or lower.
 - Of the 110 unit districts there were 179 high schools and 94 elementary schools.
 - Four (4) unit districts have 20% or less of their student enrollment in a school(s) that has a three year Average Percent Proficiency of 50% or lower
 - Of the 5 unit districts there were 16 high schools and no elementary schools.

All School Districts

- In total, there are 157 districts that have at least one school at 50.0% or lower for the three year Average Percent Proficiency. Of these districts:
 - Three elementary districts have at least one school at 50% or lower.
 - Four schools out of 31 total schools within the three elementary districts were at 50% or lower.
 - 32 high school districts have at least one school at 50.0% or lower.

- 43 high schools out of 51 total high schools within the 32 high school districts were at 50% or lower
- 122 unit districts have at least one school at 50.0% or lower.
 - 195 high schools out of 254 total high schools within the 122 unit districts were at 50% or lower.
 - Of the 195 high schools, 64 are within the Chicago School District
 - 95 elementary schools out of 1,093 total elementary schools.
 - Of the 95 elementary schools, 81 are within the Chicago School District

Reorganization due to student performance is difficult to determine as well as the number of districts impacted. Other characteristics would also need to be considered, such as size of district, wealth of the community, low income population, etc.

Observations related to District Performance:

Although it has been suggested that to enhance curriculum alignment, dual districts need to merge to form a unit school district. The majority of schools that have a three-year Average Percent Proficiency of 50% or less are high schools. One might conclude that if dual districts were to merge to create more unit districts, such districts might be more inclined to evidence reductions in test scores as 32% of high schools and 31% of unit districts have at least one school that received a three-year Average Percent Proficiency of 50% or less compared to only 0.8% of elementary districts. This is shown below:

- In summary, of the 869 districts:
 - For the 100 high school districts, 32 districts (32%) have at least one school that received a three-year Average Percent Proficiency of 50% or less
 - For the 378 elementary districts, only 3 districts (0.8%) have at least one school that received a three-year Average Percent Proficiency of 50% or less.
 - For the 391 unit districts, 122 districts (31%) have at least one school that received a three-year Average Percent Proficiency of 50% or less
 - Of the 391 unit districts:
 - One unit district (.03%) had only their elementary school(s) receiving a three-year Average Percent Proficiency of 50% or less
 - 112 unit districts (29%) had only their high school(s) receiving a three-year Average Percent Proficiency of 50% or less
 - Nine unit districts (2%) had a combination of elementary and high school(s) receiving a three-year Average Percent Proficiency of 50% or less
 - Of the 869 districts:
 - 13 districts (1.5%) had one or more of their elementary schools at this benchmark (3 elementary districts and 10 unit districts)
 - 153 districts (17.6%) had one or more of their high schools at this benchmark (32 high school districts and 121 unit districts)

RECENT LEGISLATION IN OTHER STATES

Below are some recent legislative initiatives for school district reorganizations in other states:

Indiana

Senate Bill 521 from the 116th Session required Indiana districts with less than 500 students to merge. It further required districts with 499-1000 to merge unless they could demonstrate they met certain standards. Charter schools were exempted. Districts failing to merge by 2013 were subject to a comprehensive reorganization plan to be developed by the state board of education.

On January 15, 2009, the bill was read the first time and referred to the Committee on Education and Career Development. The bill was withdrawn.

Kansas

House Bill 2728 required Kansas school districts to have a minimum of 10,000 students in order to reduce administrative and non-instructional expenses. The bill died in the Education Budget Committee on May 28, 2010.

From the 1960's until 2000, the number of districts was reduced from about 2,600 to 304 through legislative action. Later, the 1999 legislature passed KSA 72-7533 which required the state board of education to undertake a comprehensive boundary study of Kansas school districts. The study concluded that the total number of districts could be further reduced to 255-284. That same session, KSA 72-6445 was passed to provide financial incentives for districts to voluntarily consolidate. Voluntary consolidations reduced the number of districts from 304 in 2000 to 295 in 2009.

Maine

On April 18, 2008, a mandatory consolidation law was enacted requiring Maine's 285 school districts to consolidate to 80 new districts by January, 2009. Every district is required to convene its own reorganization planning committee. Reorganization plans (but not alternative plans) are subject to voter approval. Governance is by regional school unit boards and districts must attempt to form regional school units of at least 2,500 students. The law allows some exceptions. Non-compliance or voter rejection at referendum means monetary penalties through withholding of state education funds. By October 2009, 32 alternative plans and six reorganization plans had been approved (out of the 80 necessary). On November 4, 2009, a state-wide ballot measure to repeal the law was defeated; thus, the statute is still in effect.

North Carolina

Senate Bill 265 funds only one local school administrative unit in each county, in North Carolina forcing some mergers. The amount allotted per county is based on total average daily membership of all units located in the county. On February 24, 2009, the bill was referred to the Senate Education/Higher Education Committee and has not resurfaced.

The same Senate sponsor had proposed an identical bill (SB 120) during the 2007 session but was told by the education committee that the legislature would need more time to consider it.

Considerations for Future Illinois Legislation

Future legislation may stimulate the reorganization process. In addition to consideration of dual districts, district size, and district performance, the following possible initiatives could be considered for potential legislation:

- Change the language of compact and contiguous.
 - Currently, school districts must be compact and contiguous to be eligible to reorganize. Consideration could be given to requiring districts to remain compacts but not necessarily contiguous. Compact would be statutorily defined. If contiguous was not required, districts considering reorganization would have a larger pool of area districts to have such discussions with.
- Provide new incentives
 - Building construction
 - Districts reorganizing could have the option of applying for a State grant to build a new school or addition. For example, building a new high school might help to improve test scores by improving science labs, making additions to agricultural instruction, improving lighting, updating wiring for computer labs, and having tech prep instructional areas.
 - Low income districts could be defined to enhance the amount of local share they would be required to contribute to the construction. This would also assist with the local tax burden and enable reorganizing districts to enhance their buildings.
 - Large geographic territories could be allowed to enhance their ability to build a high school in the middle of the newly formed territory. This would reduce transportation costs.
 - Pupil transportation incentives
 - This would assist districts in establishing transportation of students in a larger territory and the cost of implementing the transportation program.
 - Low income incentives.
 - Districts reorganizing in impoverished areas of the state could be provided with special incentives.
 - Tax differential incentive
 - Dual districts reorganizing into a unit district would be given a greater aggregate educational tax rate than what it allowed for unit school districts.
- Require feasibility studies for districts that may be candidates for reorganization. This would include:
 - School districts having an enrollment of less than 625 for elementary districts, 250 for high school districts, or 875 for unit districts.
 - All dual districts.
 - Any small districts that have not been meeting the Three-Year Average Percentage Proficiency Standard.

Conclusion

There are many considerations in drafting legislation mandating school district reorganization. This report summarized the history of reorganization in Illinois. It reviews four possibilities for possible new legislation, and examines reorganization initiatives that have been attempted in other states. Additional analysis can be prepared for such considerations as district wealth, low income counts, and potential targets for potential targets for district size. Surveys or feasibility studies can be conducted with specific school districts determined to be candidates for reorganization. In-depth interviews with other state education agencies that have passed reorganization legislation might provide insight in developing a successful model.

In summary, 869 districts were reviewed as its districts type, size, wealth, and student performance.

- Although dual districts could be reorganized to gain operating efficiencies, there does not appear to be a correlation between student performance and type of district.
- Districts of smaller size could also be reorganized to obtain operational efficiencies. It does appear that larger high school districts have better student performance. This could be related to their ability to offer more AP courses and provide a larger variety of classes than smaller districts. District size does not drive district wealth and finances. In every range of district size there are districts with lower EAV per pupil than the state average as well as districts with a significantly higher EAV per pupil than the state average. School district financial profiles appear to be better in smaller school districts with smaller districts being more likely to achieve recognition status in their evaluation. However, it is known that less wealthy districts can face struggles in offering students AP courses, art, music, or a variety of elective classes. This makes it difficult for these students to continue on to college or obtain a career after high school.
- It does not appear that there is a correlation between district size and student performance. High schools districts were more likely to experience a lower three-year Average Percent Proficiency level. The impact of more unit districts could result in the appearance of lower test scores.
- For efficiency measures and the ability to provide an enhanced curriculum, smaller school districts could be reorganized into larger unit districts and dual districts could be reorganized into larger unit districts. Education could be delivered in fewer building at a reduced facilities cost. District administrators would be able to specialize in areas such as curriculum or business affairs to improve the level of services after smaller districts combine.

Example of Timelines and Process of a Consolidation

Consolidation of Girard Community Unit School District 3 and Virden Community Unit School District 4 into a newly formed unit district – North Mac Community Unit School District 34

Committee of Ten was formed within territory of Girard CUSD 3 and Virden CUSD 4 to pursue consolidation of the two districts. The petition was developed and filed by a solely “grass-roots” effort from registered voters within the two districts.

October 9, 2008	Original petition filed with Regional Superintendent for Calhoun/Greene/Jersey/Macoupin Counties
October 20, 2008	Original petition withdrawn; new petition filed
Oct. 22, Oct. 29 and Nov. 5, 2008	Notification of Public Hearing (required once each week for three successive weeks)
November 20, 2008	Amended Petition filed
November 20, 2008	Public Hearing on Consolidation Petition (required not more than 15 days after the last notification date)
December 2, 2008	Regional Superintendent approval of petition (required within 14 days of conclusion of hearing)
December 5, 2008	ISBE receipt of petition and Regional Superintendent decision
December 23, 2008	State Superintendent approval of petition
January 28, 2009	Review of State Superintendent decision in accordance with the Administrative Review Law not sought by deadline (required within 35 days of receipt of a copy of the decision)
April 7, 2009	Consolidated Election – consolidation question passed by a majority of those voting in Girard CUSD 3 and passed by a majority of those voting in Virden CUSD 4
February 2, 2010	Election of school board for new district
July 1, 2010	North Mac CUSD 34 became effective

Example of Timelines and Process of an Annexation

Dissolution of Divernon Community Unit School District 13 and annexation into Auburn Community Unit School District 10

October 4 - 6, 2006	Community Forum on dissolution and distribution of surveys to community
November 9, 2006	Notice of Public Informational Meeting (at least 10 days prior to meeting)
November 29, 2006	Public Informational Meeting (required prior to adopting petition)
November 29, 2006	Divernon CUSD 13 School Board adopted petition for dissolution
November 30, 2006	Dissolution petition filed with Regional Office of Education for Sangamon County
December 8 & 15, 2006	Notice of hearing published by Sangamon County Regional Board of School Trustees (required notice each week for two successive weeks)
January 25, 2007	Public Hearing on Dissolution Petition (required not less than 50 days nor more than 70 days after a petition is filed)
January 31, 2007	Regional Board of School Trustees decision on annexation of dissolved territory (required within 10 days of conclusion of hearing)
February 12, 2007	Review of Regional Board of School Trustees decision in accordance with the Administrative Review Law not sought by deadline (required within 10 days after receipt of a copy of the decision)
July 1, 2007	Divernon CUSD 13 is dissolved and annexed into Auburn CUSD 10

Timelines of Reorganizations for April 2011 Election

Conversion & Formation of School Districts under Article 11E

Approximate Timelines for April 5, 2011 Consolidated Election

The following are approximate timelines only. Timelines would have to be adjusted based on the actual dates of the filed petition, the published notices, and the local hearing.

Week of October 11, 2010	Approximate last week to file a petition under Article 11E with ROE & meet all other timelines
October 18 – October 24	ROE Publishes 1 st Public Hearing Notice
October 25 – October 31	ROE Publishes 2 nd Public Hearing Notice
November 1 – November 7	ROE Publishes 3 rd Public Hearing Notice
Not more than 15 days after the last date on which the required notice is published, the ROE holds the Public Hearing	
Between Nov. 16 and Nov. 22	Public Hearing
November 23 – December 6	Decision by ROE – based on November 22 hearing date (14 days)
December 7 – December 8	Submit Hearing Documents to ISBE
December 9 – December 29	Decision by State Superintendent (21 days after receipt of ROE Decision)
December 30 – February 2	Time period to contest State Superintendent decision under Administrative Review Law (35 days)
February 3, 2011	Proposition Submitted to Proper Election Authority (61 days prior to election)
April 5, 2011	Consolidated Election

School District Dissolution/Annexation

Approximate Timelines for April 5, 2011 Consolidated Election

The following are approximate timelines only. Timelines would have to be adjusted based on actual date of filing of Dissolution/Annexation Petition.

Week of November 1, 2010	Approximate last week to file Dissolution/Annexation Petition with Regional Board of School Trustees & meet all other timelines
Week of November 8	ROE Publishes Public Hearing Notice
Not more than 15 days or less than 10 days after the publication notice, the Regional Board of School Trustees holds a Public Hearing	
Between Nov. 18 and Nov. 29	Public Hearing – based on date of published notice
November 30 – December 29	Decision by Regional Board of School Trustees – based on November 29 hearing date (30 days)
December 30 – February 2	Time period to contest Regional Board of School Trustees decision under Administrative Review Law (35 days)
February 3, 2011	Proposition Submitted to Proper Election Authority (61 days prior to election)
April 5, 2011	Consolidated Election

Deactivation of a School Facility

Approximate Timelines for April 5, 2011 Consolidated Election

January 17, 2011	Last Day for School Board to adopt Resolution to Deactivate School Facility (Resolution must be adopted no less than 79 days before election)
February 3, 2011	Proposition Submitted to Proper Election Authority (61 days prior to election)
Prior to March 26, 2011	Publish Notice in Newspaper (at least 10 days prior to election)
April 5, 2011	Consolidated Election

Cooperative High School Formation

Approximate Timelines for April 5, 2011 Consolidated Election

January 17, 2011	Last Day for Each School Board to adopt Resolution to form Cooperative High School (Resolution must be adopted no less than 79 days before election)
February 3, 2011	Proposition Submitted to Proper Election Authority (61 days prior to election)
Prior to March 26, 2011	Each district publishes Notice in Newspaper (at least 10 days prior to election)
April 5, 2011	Consolidated Election

APPENDIX IV -- Reorganizations Detail by County

County	Year Reorganized	Old Districts	Type of Reorganization	New District	Amount of Incentives
Bureau	1983-84	Malden HSD 511	Annexed into	Princeton HSD 511	\$0
Bureau	1994-95	Kasbeer 622	Annexed into	Princeton 115	\$848,831
Bureau	1995-96	Manlius 305, Western 306, Wyanet 126, Wyanet 510, Walnut 285	Consolidated	Bureau Valley 340	\$2,166,426
Bureau	1996-97	Tiskilwa 300	Annexed into	Princeton 115, Princeton 500	\$2,461,870
Bureau	1999-00	Neponset 307	Deactivated	Bradford 1, Bureau Valley 340, Annawan 226, Kewanee 229, Wethersfield 230	\$0
Bureau/Marshall/Stark	2001-02	Bradford 1	Deactivated	Henry-Senachwine5, Stark County 100, Bureau Valley340	\$0
Calhoun	1988-89	Brussels 37, Brussels-Richwood 41	Consolidated	Brussels 42	\$0
Carroll	1986-87	Shannon 303, Lanark 305	Consolidated	Eastland 308	\$909,103
Carroll	1989-90	Milledgeville 312	Annexed into	Chadwick 399	\$445,100
Carroll	2005-06	Savanna 300, Thomson 301, Mt. Carroll 304	Consolidated	West Carroll 314	\$2,364,235
Cass	1989-90	Chandlerville 62, Ashland 212	Consolidated	Ashland-Chandlerville 262	\$662,797
Champaign	1989-90	ABL 6, Homer 208	Consolidated	Heritage 8	\$331,719
Champaign	1991-92	Penfield 224	Annexed into	Gifford 188, Armstrong Ellis 61, Prairieview 192	\$746,808
Champaign	2006-07	Prairieview 192, Ogden 212	Consolidated	Prairieview-Ogden 197	\$534,488

County	Year Reorganized	Old Districts	Type of Reorganization	New District	Amount of Incentives
Christian	1984-85	Kincaid 182, Tovey 183, South Fork 310	Consolidated	South Fork SD 14	\$25,370
Christian	1990-91	Mt. Auburn 5	Deactivated	Taylorville 3	\$0
Christian/Shelby	1992-93	Assumption 9, Moweaqua 6A	Consolidated	Central A & M 21	\$1,964,320
Christian	1992-93	Stonington 7	Annexed into	Taylorville 3	\$5,072,490
Christian	1992-93	Mt. Auburn 5	Annexed into	Taylorville 3	\$570,578
Christian/Shelby	2003-04	Tower Hill 6	Annexed into	Pana 8	\$1,965,040
Clark	1985-86	Casey SD 1C, Westfield SD 105, Westfield HSD 311	Consolidated	Casey-Westfield CUSD 4C	\$292,105
Cook/DuPage	1990-91	Lemont 113, Bromberek 65	Consolidated	Lemont- Bromberek 113A	\$1,999,880
DeKalb	1993-94	Waterman 431	Annexed into	Indian Creek 425	\$1,720,973
DeKalb	2000-01	Malta 433	Annexed into	DeKalb 428	\$1,910,744
DeWitt/McLean	1985-86	Farmer City/Mans- field 17, Bellflower 88, Bellflower 311	Consolidated	Blue Ridge 18	\$67,693
DeWitt	1994-95	Wapella 5	Annexed into	Clinton 15	\$3,339,029
DuPage	1992-93	McAuley 27	Annexed into	West Chicago 33	\$3,764,522
DuPage	2004-05	Puffer Hefty 69	Annexed into	Downers Grove 58	\$1,872,236
Edgar/Douglas	1994-95	Shiloh 2, Newman 303	Consolidated	Shiloh 1	\$742,565
Edgar	2009-10	Paris 4, Paris- Union 95	Cooperative HS	Paris Cooperative High School	\$196,000
Ford	1990-91	Budkley-Loda 8, Paxton 2	Consolidated	Paxton-Buckley- Loda 10	\$1,724,453
Ford	1992-93	Ford Central 8	Annexed into	Tri-Point 6J, Iroquois West 10, Paxton-Budkley- Loda 10, Prairie Central 8	\$2,431,132

County	Year Reorganized	Old Districts	Type of Reorganization	New District	Amount of Incentives
Ford	1993-94	Gibson City 1, Melvin-Sibley 4	Consolidated	Gibson City-Melvin-Sibley 5	\$1,164,155
Franklin	1987-88	Mulkeytown 32	Annexed into	Christopher 34	\$330,230
Franklin	1999-00	Christopher 34, Christopher 38	Consolidation	Christopher 99	\$1,834,792
Franklin	2005-06	Logan 110	Annexed into	Benton 47, Thompsonville 62	\$1,135,396
Franklin	2007-08	Thompsonville 62, Thompsonville 112	Consolidated	Thompsonville 174	\$422,892
Fulton	1986-87	South Fulton 330	Annexed into	Lewistown 141	\$119,913
Fulton/Knox	1987-88	Farmington East 324, Yates City 207	Consolidated	Farmington Central 265	\$348,182
Fulton	1994-95	Dunfermline 88	Annexed into	Canton-Union 66	\$2,389,685
Fulton	1997-98	St. David 87, Lewistown 141, Prichard Clark 340, Lewistown 341	Consolidated	Lewistown 97	\$1,505,956
Gallatin	1987-88	North Gallatin 1, Southeast Gallatin 2, Equality 4	Consolidated	Gallatin 7	\$449,582
Grundy/Livingston	1990-91	Goodfarm 35C	Annexed into	Dwight 232	\$749,432
Grundy/LaSalle	1990-91	Mazon-Verona-Kinsman 2	Annexed into	Seneca 160, Mazon-Verona-Kinsman 2C	\$1,208,026
Hancock	1992-93	Plymouth 319	Annexed into	Southeastern 337	\$870,292
Hancock	2001-02	Dallas City 336	Deactivated	Nauvoo-Colusa 325	\$0
Hancock	2007-08	Carthage 338, Dallas 336, LaHarpe 335	Conversion	Carthage 317, Dallas 327, LaHarpe 347, Illini West 307	\$2,767,608

County	Year Reorganized	Old Districts	Type of Reorganization	New District	Amount of Incentives
Hancock	2008-09	Warsaw 316	Deactivated	Nauvoo-Colusa 325	\$25,859
Hancock	2008-09	Nauvoo-Colusa 325	Deactivated	Warsaw 316	\$20,000
Henderson	2005-06	Union 115, Southern 120	Consolidated	West Central 235	\$1,447,116
Henry	1988-89	Atkinson 233	Annexed into	Geneseo 228	\$1,267,537
Iroquois	1983-84	Onarga 1, Gilman-Danforth 2	Consolidated	Iroquois West 10	\$65,287
Iroquois/ Vermilion	1987-88	Wellington 7	Annexed into	Milford 280, Milford 233, Hoopeston 11	\$102,846
Iroquois	1988-89	Stockland 253	Annexed into	Milford 233, Milford 280	\$318,686
Iroquois	1994-95	Bryce-Ash Grove 285	Annexed into	Milford 280	\$468,443
Iroquois	2003-04	Sheldon 5	Annexed into	Milford 280, Milford 233	\$1,469,836
Iroquois	2005-06	Crescent City 275, Crescent-Iroquois 252	Consolidation	Crescent-Iroquois 249	\$343,832
Iroquois	2009-10	Crescent-Iroquois 249	Deactivated	Cissna Park 6, Iroquois County, Iroquois West	\$8,000
Jackson	1987-88	Glendale 160	Annexed into	Carbondale 95	\$515,882
Jackson	1991-92	Mississippi Valley 166	Annexed into	Trico 176, Murphysboro 186	\$4,607,124
JoDaviess	1985-86	Elizabeth 208, Hanover 212	Consolidated	River Ridge 10	\$123,007
Johnson	1987-88	Goreville 18, Goreville 71	Consolidated	Goreville 1	\$0
Kankakee	1988-89	RUCE 3	Annexed into	Herscher 2	\$727,414
Lake	1986-87	Newport 11	Annexed into	Beach Park 3	\$322,200
Lake	1988-89	Avon Center 47	Annexed into	Grayslake 46	\$1,144,573
Lake	1989-90	North Chicago 123, North Chicago 64	Consolidated	North Chicago 187	\$6,088,014

County	Year Reorganized	Old Districts	Type of Reorganization	New District	Amount of Incentives
Lake	1990-91	Lotus 10	Annexed into	Fox Lake 114	\$927,452
Lake	1993-94	Highland Park 107, Highland Park 108, Highwood-Highland Park 111	Consolidated	North Shore 112	\$7,419,334
LaSalle	1989-90	Eagle 43, Streator 45	Consolidated	Streator 44	\$3,737,435
LaSalle	1990-91	Tonica 360	Annexed into	LaSalle-Peru 120	\$2,187,118
LaSalle	1990-91	Marseilles 155	Annexed into	Ottawa 140, Marseilles 150	\$1,995,546
LaSalle	1993-94	Lostant 25, Lostant 400	Consolidated	Lostant 425	\$130,905
LaSalle	1993-94	JF Kennedy 129	Annexation	Oglesby 125	\$1,035,756
LaSalle	1993-94	Lonstant 425	Deactivated	LaSalle-Per 120, Streator 40, Fieldcrest 6 Putnam County 535	\$0
LaSalle	1998-99	Ophir 235	Annexed into	Mendota 289	\$1,312,944
LaSalle	2003-04	Utica 135	Annexed into	Waltham 185	\$277,195
LaSalle	2003-04	Otter Creek-Hyatt 56	Annexed into	Allen 65	\$225,352
Lee	2004-05	Portion of Lee Center 271	Detached	Ashton 275	\$854,375
Livingston	1985-86	Chatsworth 1, Forrest Strawn Wing 2, Fairbury-Cropsey 3	Consolidated	Prairie Central 8	\$1,471,178
Livingston	1987-88	Odell 160	Annexed into	Pontiac 90	\$841,506
Livingston	1987-88	Saunemin 6	Annexed into	Pontiac 90, Saunemin 438	\$0
Livingston	1987-88	Cornell 70	Deactivation	Flanagan 4	\$0
Livingston	1991-92	Sunbury 431	Annexed into	Allen 65, Cornell 426, Dwight 232, Odell 435	\$1,411,024
Livingston	1993-94	Owego 434	Annexed into	Pontiac 429	\$1,237,712
Livingston	1997-98	Pontiac Esmen 430	Annexed into	Pontiac 429	\$1,392,648
Livingston/Mc-Lean	2004-05	Chenoa 9	Annexed into	Prairie Central 8	\$2,519,724

County	Year Reorganized	Old Districts	Type of Reorganization	New District	Amount of Incentives
Livingston	2008-09	Flanagan 4, Cornell 70	Hybrid	Flanagan-Cornell 74	\$296,000
Logan	1988-89	New Holland-Middletown 22	Annexed into	Lincoln 404	\$1,078,230
Logan	1992-93	Broadwell 68, West Lincoln 72	Consolidated	West Lincoln-Broadwell 92	\$235,846
Logan	1994-95	Beason 17	Annexed into	Chester-E. Lincoln 61	\$572,450
Macon	1994-95	Macon 5, Blue Mound-Boody 10	Consolidated	Meridian 15	\$1,368,728
Macon/Moultrie/Shelby	2001-02	Findlay 2, Bethany 301	Consolidated	Okaw Valley 302	\$472,588
Macon/Sangamon	2004-05	Niantic-Harristown 6, Illiopolis 12	Consolidated	Sangamon Valley 9	\$1,194,560
Macoupin/Madison	2004-05	Livingston 4	Annexed into	Staunton 6	\$2,520,922
Macoupin	2010-11	Girard 3, Virden 4	Consolidated	North Mac 34	\$255,053
Madison	1988-89	Worden 16	Annexed into	Edwardsville 7	\$1,075,366
Madison	2004-05	Venice 3	Deactivated	E. St. Louis 189	\$0
Marion	1989-90	Kinmundy Alma 301, LaGrove 206	Consolidated	South Central 401	\$1,126,462
Marshall	1989-90	Henry-Senachwine 20, Henry 35, Senachwine 534	Consolidated	Henry-Senachwine 5	\$180,494
Marshall/Woodford	1992-93	Minok-Dana-Rutland 108, Wenona 1, Toluca 2	Consolidated	Fieldcrest 6	\$1,772,528
Marshall	1995-96	Sparland 3, Mid-County 4	Consolidated	Midland 7	\$1,584,296
Massac	1987-88	Maple Grove 17, Joppa 21	Consolidated	Joppa-Maple Grove 38	\$209,272
Mason	1989-90	Easton 121, San Jose 122, Mason City 123	Consolidated	Illini Central 189	\$1,243,214

County	Year Reorganized	Old Districts	Type of Reorganization	New District	Amount of Incentives
Mason	1991-92	Forman 124, Green Valley 695, Green Valley 306	Consolidated	Midwest Central 191	\$1,477,165
Mason	1992-93	Balyki 125	Annexed into	Havana 126	\$1,287,371
McDonough	2003-04	Northwest 175, Colchester 180	Consolidation	West Prairie 103	\$1,077,340
McHenry	1987-88	Union 8, Hawthorn 17, Marengo 140	Consolidated	Marengo-Union 165	\$315,883
McHenry	2000-01	Spring Grove 11, Richmond 13	Consolidated	Nippersink 2	\$1,485,500
McLean	1989-90	Octavia 8, Saybrook-Arrowsmith 11	Consolidated	Ridgeview 19	\$560,785
McLean/Woodford	2004-05	Gridley 10, El Paso 375	Consolidated	El Paso-Gridley 11	\$1,598,841
Mercer	1988-89	Winola 202	Annexed into	Sherrard 200	\$1,039,262
Mercer	2009-10	Aledo 201, Westmer 203	Consolidated	Mercer County 404	\$735,988
Montgomery	1997-98	Witt 66	Annexed	Hillsboro 3	\$2,695,609
Ogle	1989-90	Leaf River 270	Annexed into	Forrestville Valley 221	\$1,030,650
Ogle	1994-95	Mt. Morris 261	Annexed into	Oregon 220	\$3,377,674
Peoria	1989-90	Bellevue 152	Annexed into	Norwood 63	\$349,673
Perry	1986-87	Pinckneyville 212	Annexed into	Pinckneyville 50	\$62,298
Perry	1988-89	Tamaroa 102	Annexed into	Pinckneyville 101	\$174,179
Perry	1993-94	Tamaroa 211	Annexed into	Pinckneyville 204	\$184,812
Pike	1995-96	Perry 172, Perry 57	Annexed into	Griggsville 4	\$769,511
Pike	2007-08	Barry 1, West Pike 2	Consolidated	Western 12	\$1,110,508
Randolph	1989-90	Kaskaskia 124	Annexed into	Chester 139	\$194,078
Sangamon	2007-08	Divernon 13	Annexed into	Auburn 10	\$1,943,185
Schuyler/Mc-Donough	2005-06	Schuyler County 1, Industry 165	Consolidated	Schuyler-Industry 5	\$1,715,192

County	Year Reorganized	Old Districts	Type of Reorganization	New District	Amount of Incentives
Shelby	1998-99	Cowden-Herrick 11, Cowden-Herrick 188	Consolidated	Cowden-Herrick 3A	\$480,000
Shelby	1998-99	Tower Hill 10, Tower Hill 185	Consolidated	Tower Hill 6	\$312,000
Stark	1991-92	Valley 45	Annexed into	Wyoming 27	\$625,013
Stark	1992-93	Toulon-LaFayette 2, Wyoming 27, Wyoming 71	Consolidated	Stark County 100	\$1,111,099
Tazewell	1994-95	Pleasant View 622	Annexed into	Washington 52	\$835,434
Vermilion	1987-88	Georgetown 3, Ridge Farm 9	Consolidated	Georgetown/ Ridge Farm 4	\$191,782
Vermilion	1987-88	Rankin 223	Deactivated	Hoopeston 11	\$0
Vermilion	1992-93	Rankin 8, Rankin 223	Annexed into	Hoopeston 11	\$1,661,470
Vermilion	1994-95	Potomac 10	Deactivated	Armstrong 225	\$0
Vermilion	2005-06	Rossville-Alvin 7	Deactivated	Bismarck-Henning 1, Hoopeston Area 11	\$0
Warren	2004-05	Alexis 400, Warren 222	Consolidated	United 304	\$496,936
Warren	2005-06	Monmouth 38, Roseville 200	Consolidated	Monmouth-Roseville 238	\$1,954,016
Warren	2007-08	Yorkwood 225	Annexed into	United 304	\$1,217,464
Wayne/White	1991-92	Mill Shoals 18	Annexed into	New Hope 6	\$350,907
Wayne	2004-05	Merriam 19	Annexed into	New Hope, Fairfield Public 112	\$1,229,292
White	1985-86	Enfield 4	Annexed into	Norris City-Omaha-Enfield 3	\$0
White	1988-89	Crossville 2	Annexed into	Carmi-White County 5	\$479,964
Whiteside	1996-97	Tampico 4	Annexed into	Prophetstown-Lyndon 3	\$1,881,763
Total					\$155,668,161