

Contexts and Conditions of Public K-12 Education in Kentucky, Tennessee, Virginia, and West Virginia

A Descriptive Report

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Introduction

This descriptive report is part of a broader project collecting, organizing, and analyzing multiple sources of data from the four-state REL Appalachia region, comprised of Kentucky, Tennessee, Virginia, and West Virginia. The purposes of that broader project are:

- to increase awareness of and understanding about critical education issues in the Appalachian Region by highlighting strengths, challenges, and opportunities, and by illuminating the diversity of contexts in which schooling occurs;
- to facilitate high-quality empirical scholarship by providing an integrated, detailed, accurate, and comprehensive data set from which research projects can be constructed;
- to encourage scholarship, call attention to issues and insights that are attentive to existing literature, and offer opportunities for further inquiry with the potential to inform policy and practice;
- to provide a valuable resource guide for local, state, and federal policymakers in their efforts to develop policies and reform strategies to strengthen schools and communities in Appalachia; and
- to provide a valuable source of data that is aggregated, disaggregated, and contextualized in ways that will be of use to education practitioners in work that requires them to characterize their school, district, region using empirical data.

To accomplish the above, we have compiled a comprehensive data set from various sources of extant data and conducted preliminary descriptive analyses using selected variables. Results of that descriptive analysis are presented in this report.

Appendices A and B provide information on data sources and variables available in the full data set.

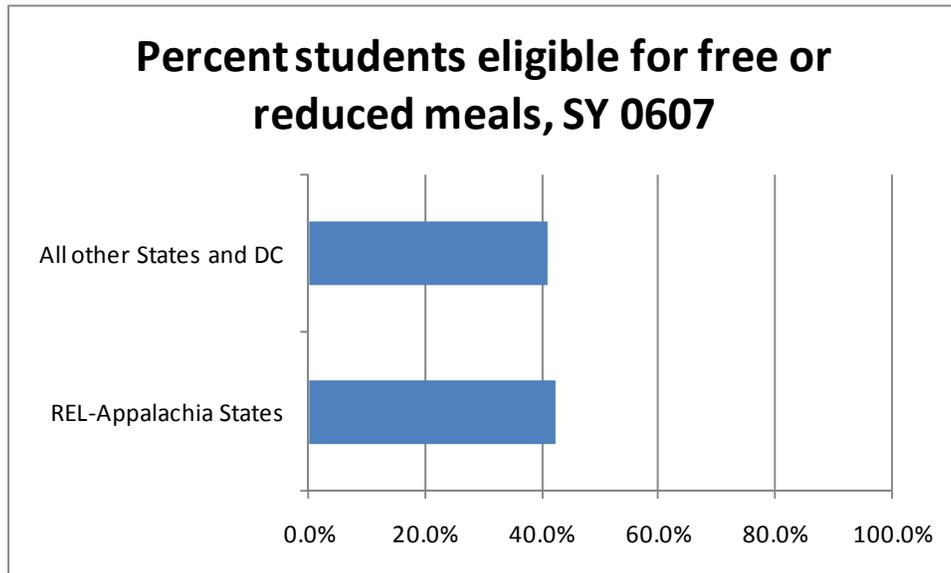
I. Contexts and Conditions of the Region in Aggregate

In this section, we describe the contexts and conditions for schooling within the four-state region. Here, demographic characteristics of the student population, enrollment and staffing characteristics, and school district fiscal characteristics are presented and compared with the same measures as aggregated to all other states and the District of Columbia.

Student Demographics

Percent students eligible for free or reduced meals

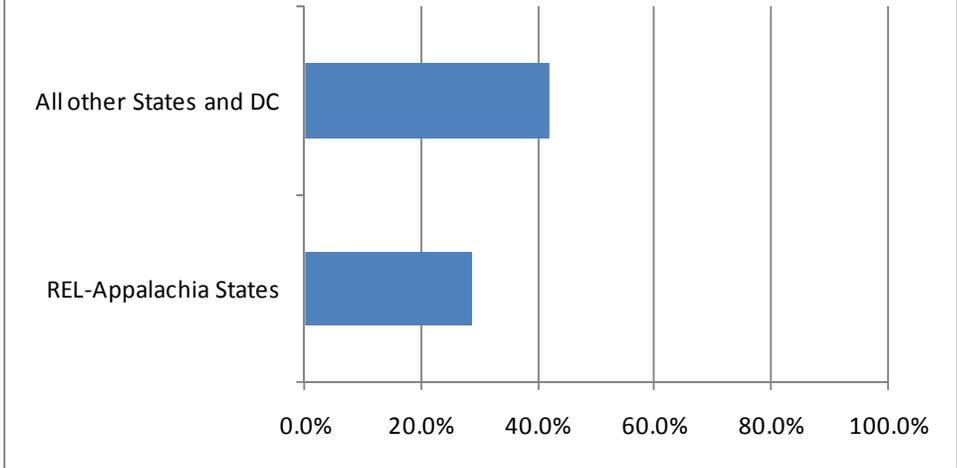
	REL-Appalachia States	All other States and DC
Percent students eligible for free or reduced meals, SY 0607	42.3%	40.8%



Percent minority students

	REL-Appalachia States	All other States and DC
Percent minority students, SY 0607	28.6%	42.1%

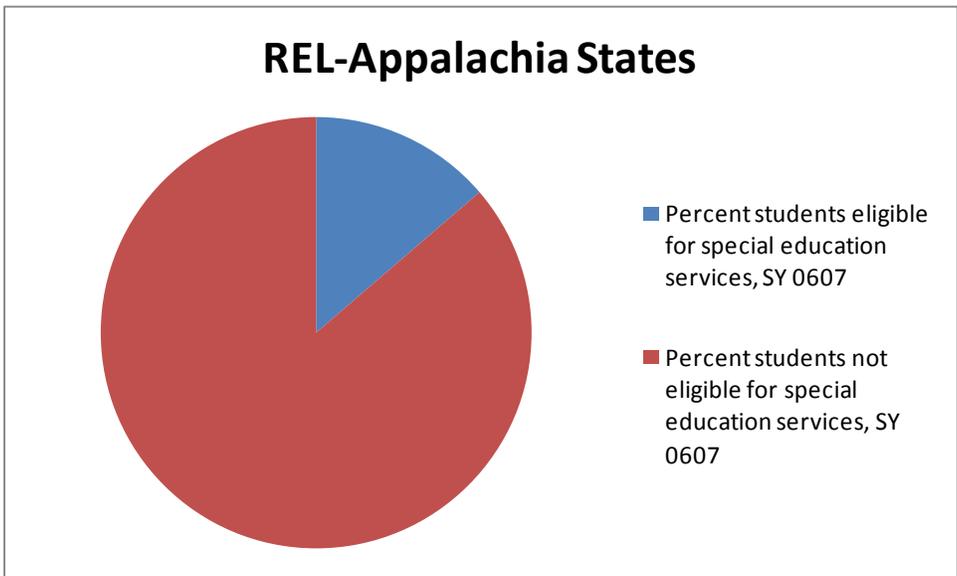
Percent minority students, SY 0607



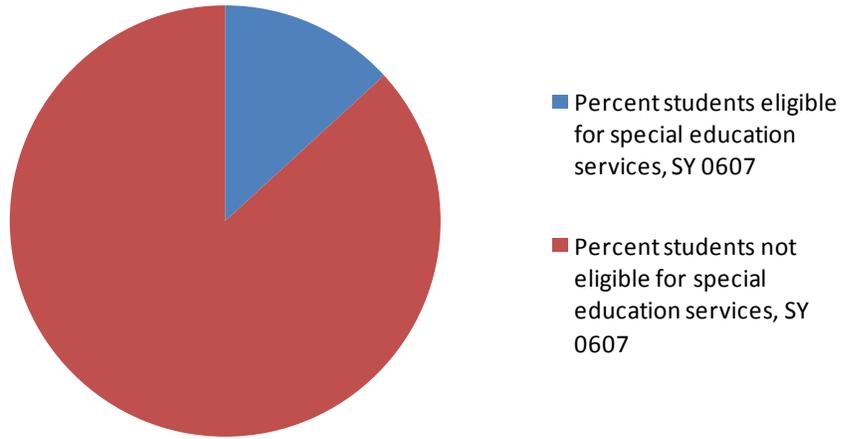
Percent students qualifying for special education services

	REL-Appalachia States	All other States and DC
Percent students eligible for special education services, SY 0607	13.7%	13.2%
Percent students not eligible for special education services, SY 0607	86.3%	86.8%

REL-Appalachia States



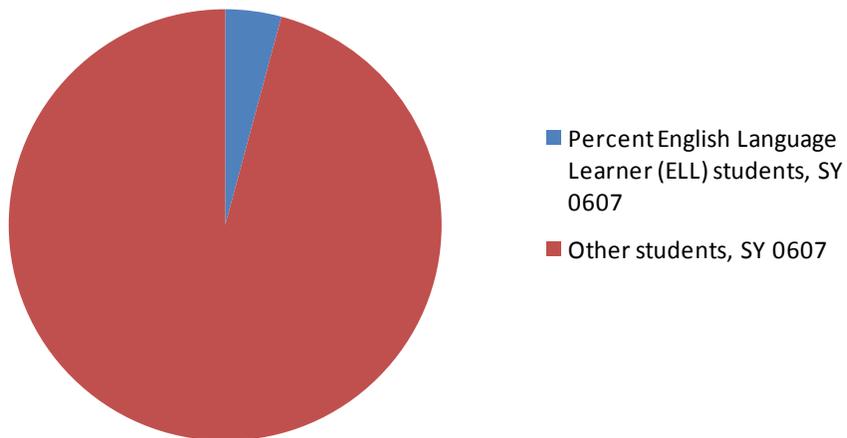
All other States and DC

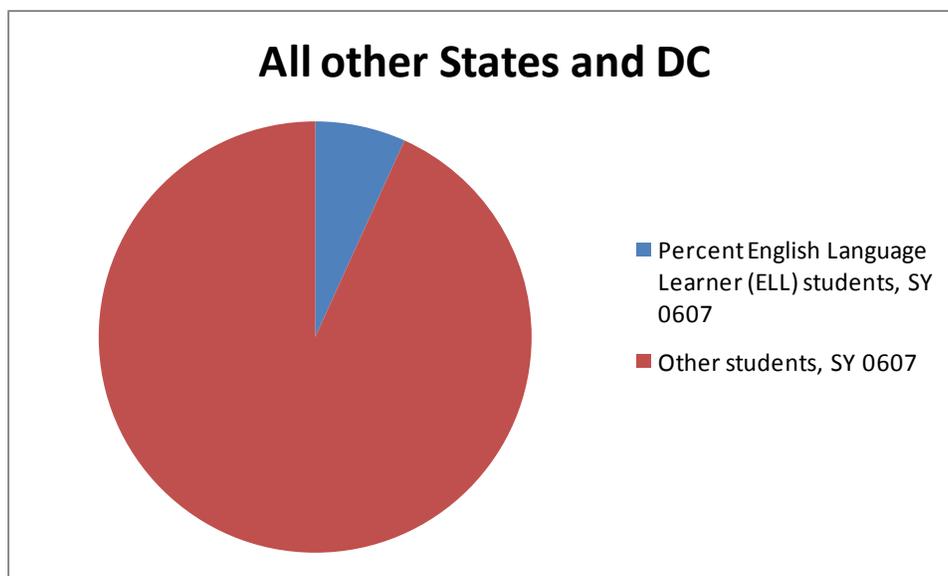


Percent English Language Learner (ELL) students

	REL- Appalachia States	All other States and DC
Percent English Language Learner (ELL) students, SY 0607	4.2%	6.8%
Other students, SY 0607	95.8%	93.2%

REL-Appalachia States





Observations/discussion regarding student demographics

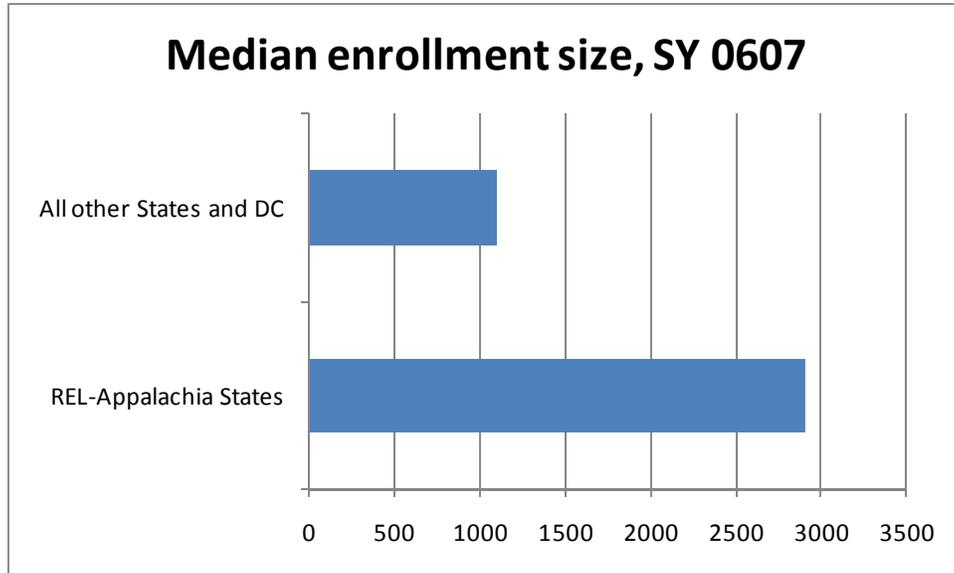
- The poverty rate among school districts in the four-state region is slightly higher than the rate for the rest of the nation.
- The (proportional) size of the minority student population is considerably smaller in the four-state region than for the rest of the nation.
- The rate of students qualifying for special education services is not substantially different for school districts in the four-state region than it is for the rest of the nation.
- The rate of students who are English Language Learners (ELL students) is much lower for school districts in the four-state region than it is for the rest of the nation.

This student demographic profile for the region reveals little to highlight unique and critical need. With the exception of minority student status, the student population in the region looks much the same as the student population for the rest of the nation. Although state and regional composites generally mask considerable variation within the aggregation, later sections of this report offer various disaggregations of the data within the four-state region.

Enrollment/Staffing

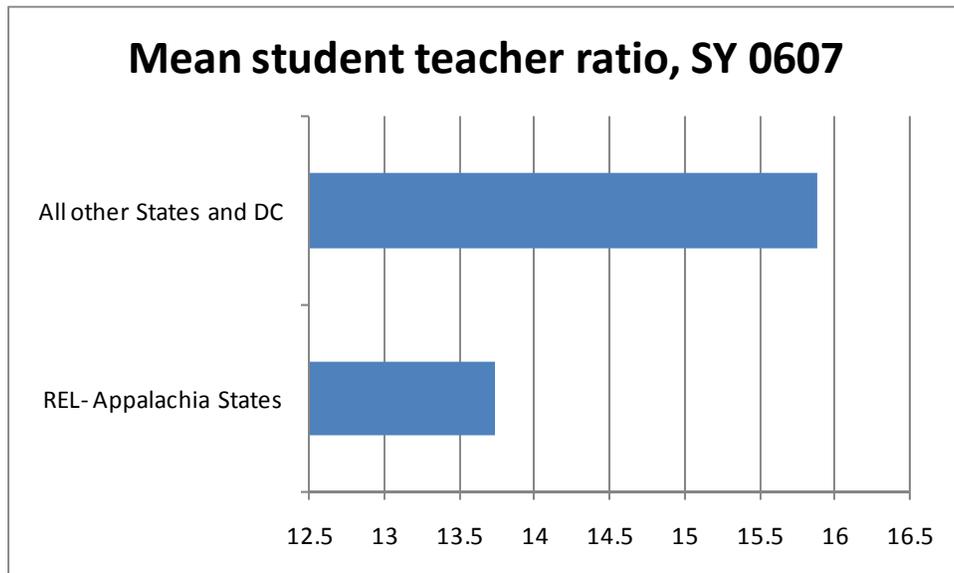
Median enrollment size

	REL- Appalachia States	All other States and DC
Median enrollment size, SY 0607	2909	1104



Student teacher ratio

	REL- Appalachia States	All other States and DC
Mean student teacher ratio, SY 0607	13.73	15.88



Observations/discussion regarding enrollment and staffing characteristics

- The student-teacher ratio among school districts in the four-state region is slightly lower than the student-teacher ratio for the rest of the US.

- School district enrollment size (as measured by the median for all districts) is considerably higher than the median district enrollment for the rest of the US.

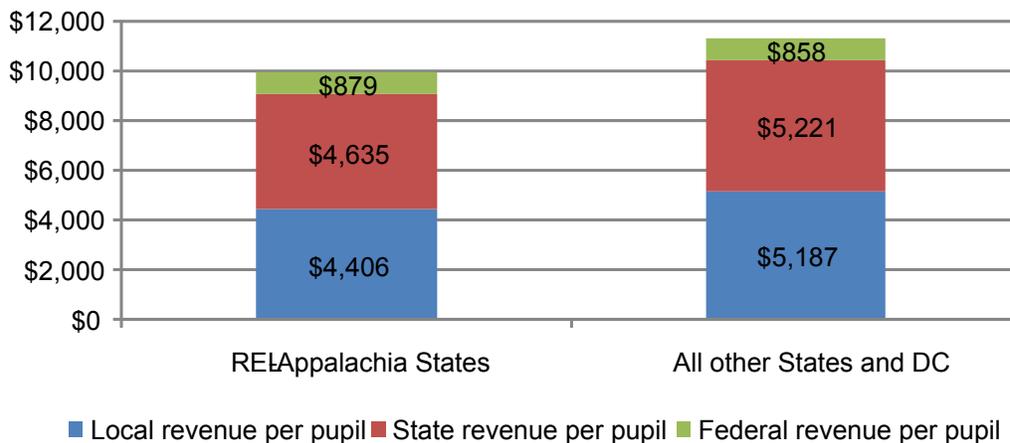
The two variables considered here suggest that school districts in the REL Appalachia region exhibit slightly lower student-teacher ratios and dramatically larger school districts in terms of enrollment. The enrollment size finding is particularly important in light of a substantial research literature suggesting that school district size mediates the relationship between student achievement and demographic characteristics associated with student achievement (i.e., smaller school districts, on average, exhibit more equitable distributions of academic achievement relative to poverty, race/ethnicity, and gender).¹

Fiscal

Revenue per pupil

	local revenue per pupil	state revenue per pupil	federal revenue per pupil	Total revenue per pupil
REL-Appalachia States	\$4,406	\$4,635	\$879	\$9,920
All other States and DC	\$5,187	\$5,221	\$858	\$11,266

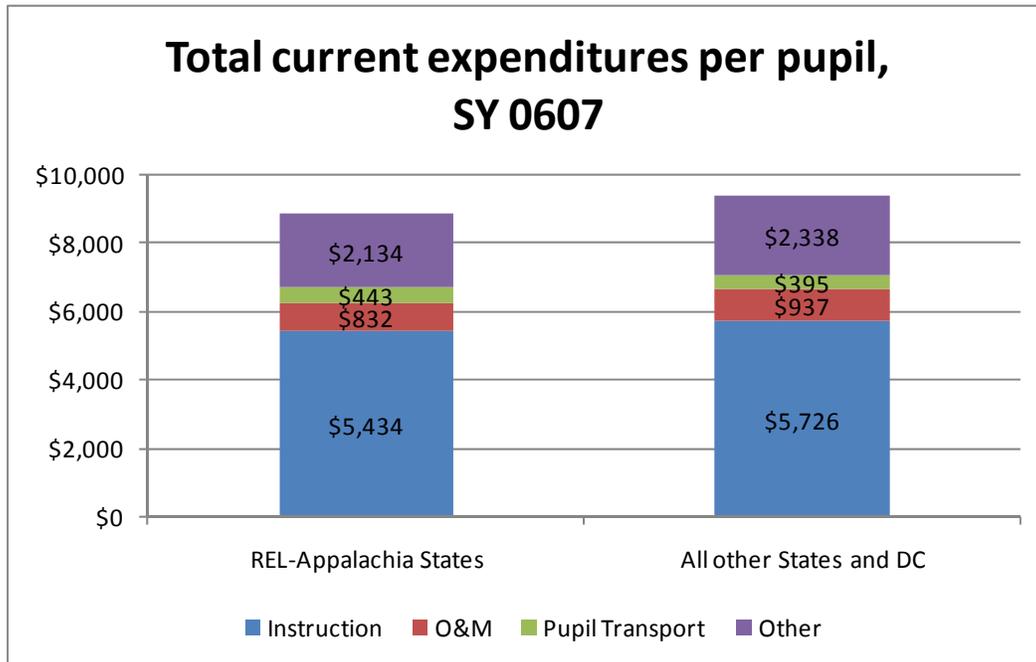
Revenue per pupil, SY 0607



¹ See Howley & Howley (2004), Johnson (2007), Lee & Smith (1995).

Total current expenditures per pupil

	Instruction	O&M	Pupil Transport	Other	Total
REL-Appalachia States	\$5,434	\$832	\$443	\$2,134	\$8,843
All other States and DC	\$5,726	\$937	\$395	\$2,338	\$9,396



Observations/discussion regarding fiscal characteristics

- School districts in the four-state region receive less revenue per pupil overall than school districts in the rest of the nation.
- Both local revenue per pupil (which is generally understood as reflective of local wealth in terms of property and/or income) and state revenue per pupil (which is generally understood as a vehicle for addressing disparities in local wealth) are lower in the four-state region than in the rest of the nation.
- Federal revenue per pupil (which is tied to exceptional needs of students like poverty and special education status) is slightly higher in the four-state region than it is for the rest of the nation.
- School districts in the four-state region spend \$553 less per pupil in total current expenditures than do districts in the rest of the nation.
- School districts in the REL Appalachia region spend less per pupil on instruction (\$292 less) and operations/maintenance (\$105 less), and spend more per pupil on transportation (\$48 more).

The review of fiscal characteristics indicates that school districts in REL Appalachia region are less well-funded and spend less per pupil than their counterparts across the nation. These findings suggest that these districts generate less in local revenue, and receive less from funding sources intended to account

for variations in local wealth (i.e., state funding) and funding sources intended to address exceptional challenges (federal funding). Spending patterns suggest that the ability of districts to meet student needs is impacted not only by the lower level of available funding, but by other costs such as pupil transportation that are related to policies decisions like school and district size/consolidation.

II. Contexts and Conditions of the Region as Disaggregated by Locale

Here we describe the contexts and conditions for schooling within the four-state region as disaggregated by district locale (Urban, Suburban, Town, and Rural – using the locale codes² published by the National Center for Education Statistics). Here we present descriptive statistics for the same variables presented in the earlier section (demographic characteristics of the student population, enrollment and staffing characteristics for the school district, and school district fiscal characteristics) along with student achievement characteristics for school districts within each of the four locale categories. As the table below indicates, more than 80% of all school districts in the region are designated as *town* or *rural* by NCES, with more than half of all districts designated as *rural*.

Number and Percentage of Regular School Districts by Locale

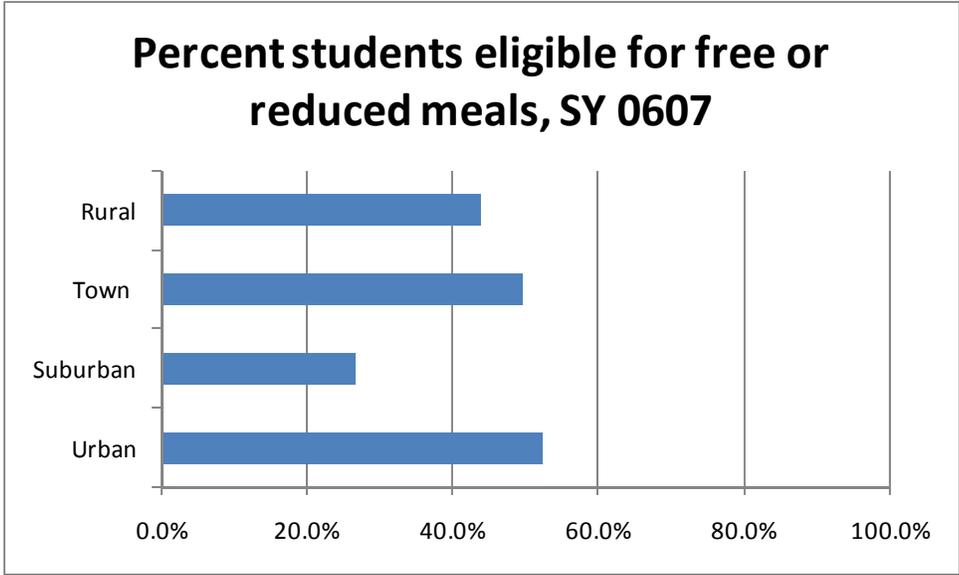
	Number of school districts in KY,TN,VA, and WV	Percentage of all school districts in KY,TN,VA, and WV
Urban	41	8.3%
Suburban	53	10.7%
Town	123	24.9%
Rural	277	56.1%

Student Demographics

Percent students eligible for free or reduced meals

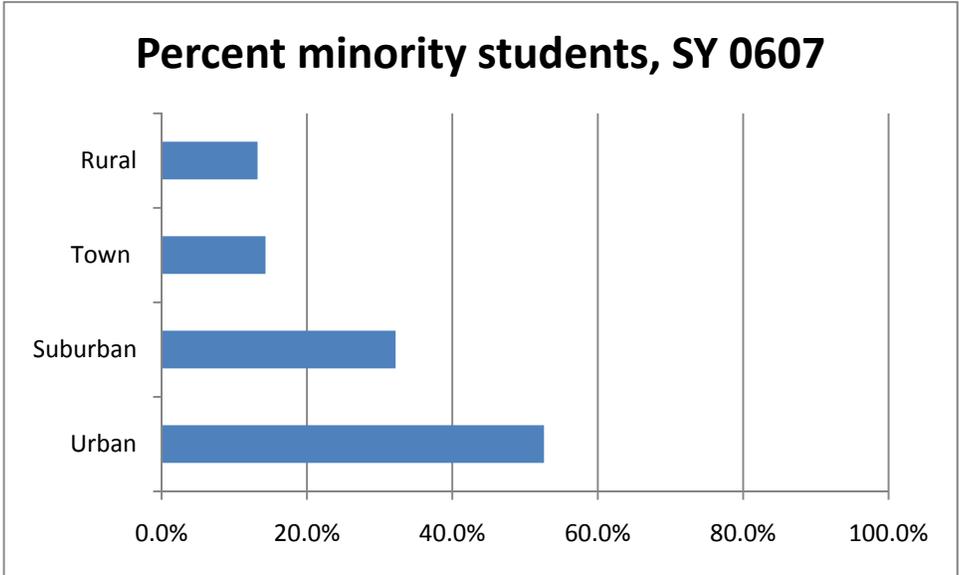
	Urban	Suburban	Town	Rural
Percent students eligible for free or reduced meals, SY 0607	52.3%	26.8%	49.7%	43.9%

² See http://nces.ed.gov/ccd/rural_locales.asp



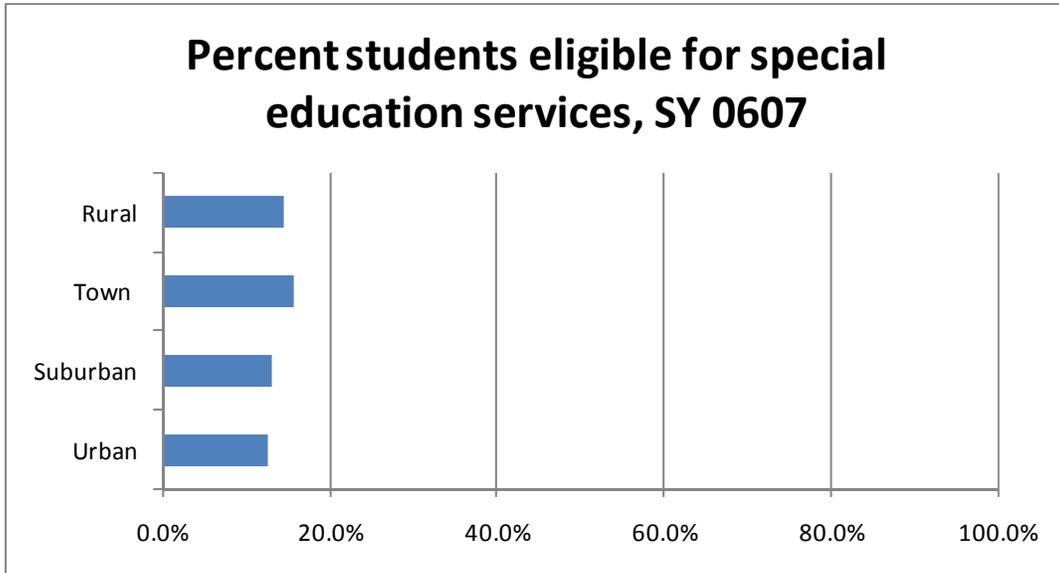
Percent minority students

	Urban	Suburban	Town	Rural
Percent minority students, SY 0607	52.6%	32.2%	14.3%	13.2%



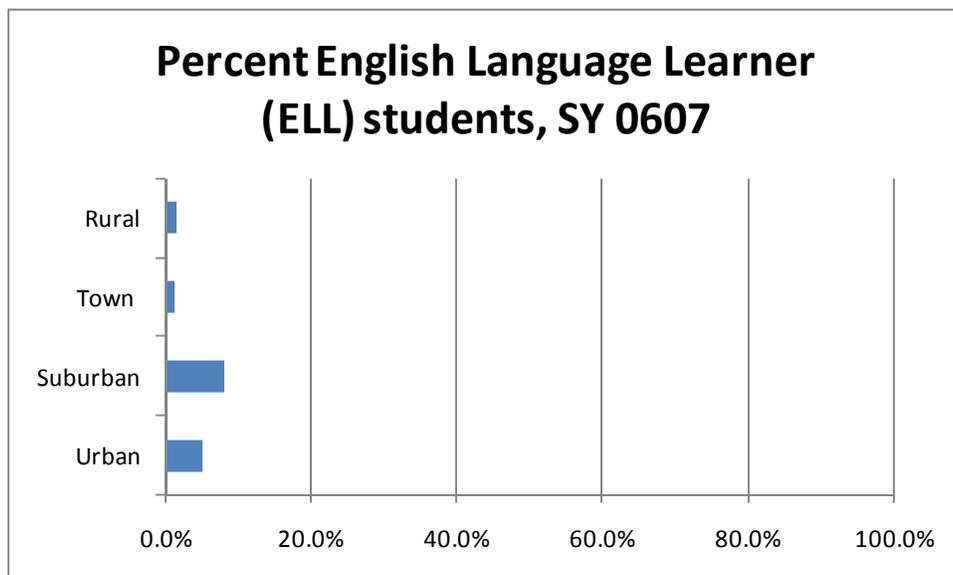
Percent students qualifying for special education services

	Urban	Suburban	Town	Rural
Percent students eligible for special education services, SY 0607	12.5%	13.0%	15.8%	14.5%



Percent English Language Learner (ELL) students

	Urban	Suburban	Town	Rural
Percent English Language Learner (ELL) students, SY 0607	5.0%	8.1%	1.3%	1.5%



Observations/discussion regarding student demographics

- The poverty rate among school districts in the region is highest among the small number of urban districts (where more than half of all students qualify for federally subsidized meals), followed closely by town districts and, less closely, rural districts.

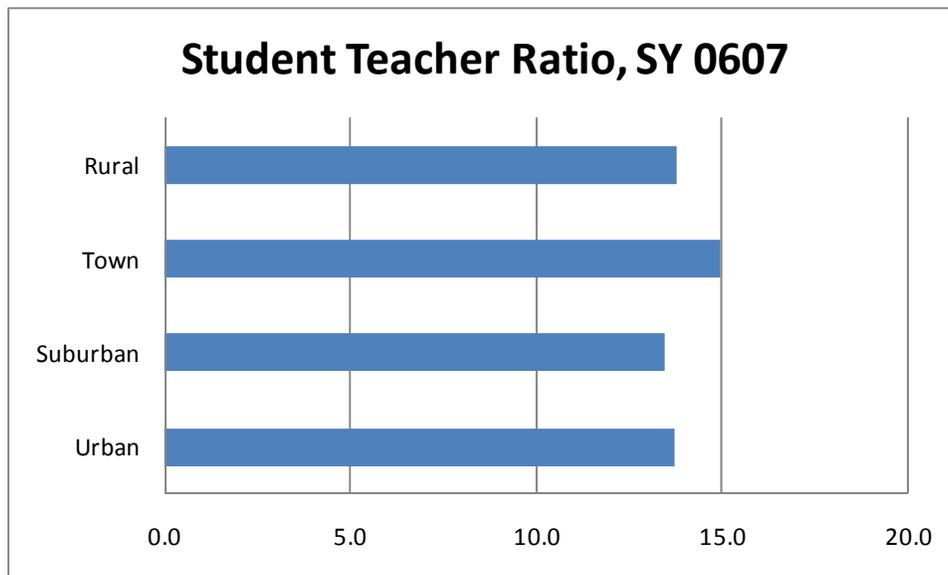
- Minority student populations are concentrated in urban districts (where minority students represent one of every two students), followed by suburban districts (where they represent just under one in three students). The proportional size of the minority student population in town and rural districts is less than half that of suburban districts and about one-fourth that of urban districts).
- The rate of students qualifying for special education services is higher among town and rural districts than among urban and suburban districts.
- The rate of students who are English Language Learners (ELL students) is much lower for rural and town school districts than it is for urban and suburban districts.

This student demographic profile suggests that the region’s urban school districts merit considerable attention despite their relatively small number—specifically, the high percentages of economically disadvantaged and minority students suggest the need for strategies and resources that target historically underserved and low-performing populations. An area of concern for town and rural districts is the population of students qualifying for special education services.

Enrollment/Staffing

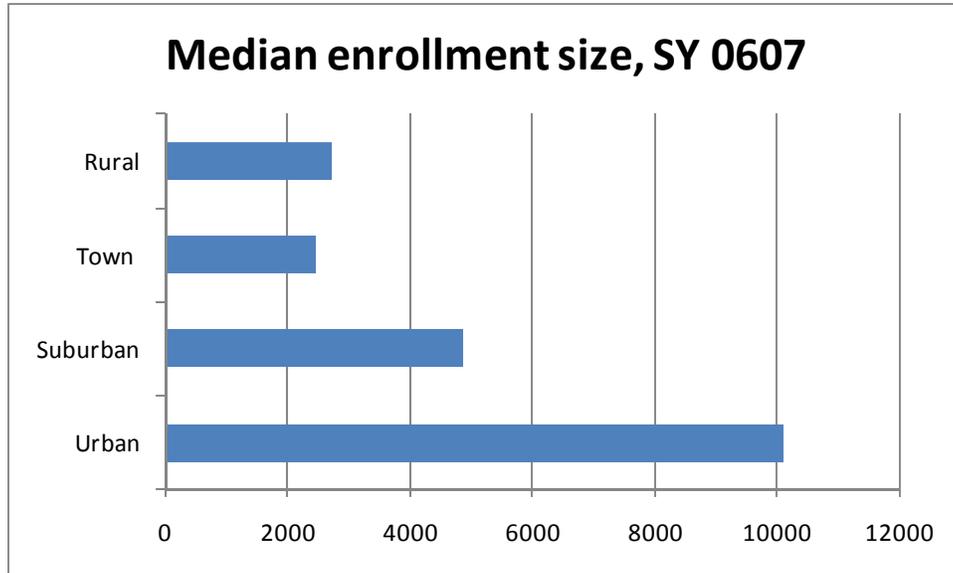
Student Teacher Ratio

	Urban	Suburban	Town	Rural
Student Teacher Ratio, SY 0607	13.734	13.456	14.956	13.759



Median enrollment

	Urban	Suburban	Town	Rural
Median enrollment size, SY 0607	10098	4854	2465	2721



Observations/discussion regarding enrollment and staffing characteristics

- The student-teacher ratio is highest among town school districts, followed by rural, urban, and suburban—the latter three with very similar figures.
- School district enrollment size (measured by the median for all districts) is considerably higher in urban districts than in all other locale categories, followed by suburban districts; town and rural districts, on average, are considerably smaller.

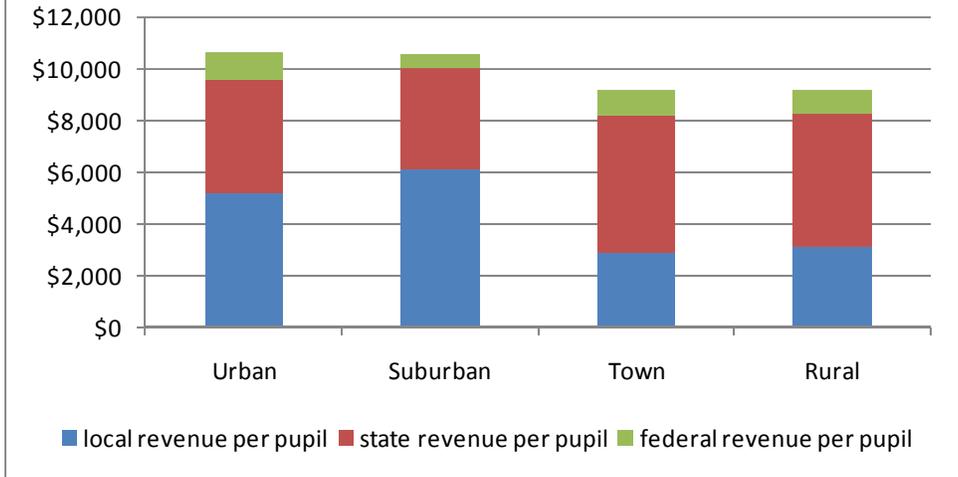
Interestingly, the substantially smaller scale of rural and town school districts in the region does not necessarily translate into smaller class sizes (operationalized here as lower student-teacher ratios). Viewed from the other direction, despite the large organizational scale of urban districts in the region, those districts are still able to maintain student-teacher ratios that are comparable with much smaller districts (i.e., with districts that would be expected to exhibit low student-teacher ratios given their notably smaller organizational scale).

Fiscal

Revenue

	local revenue per pupil	state revenue per pupil	federal revenue per pupil	Total revenue per pupil
Urban	\$5,175	\$4,345	\$1,092	\$10,612
Suburban	\$6,075	\$3,906	\$585	\$10,566
Town	\$2,871	\$5,291	\$1,021	\$9,183
Rural	\$3,117	\$5,170	\$891	\$9,178

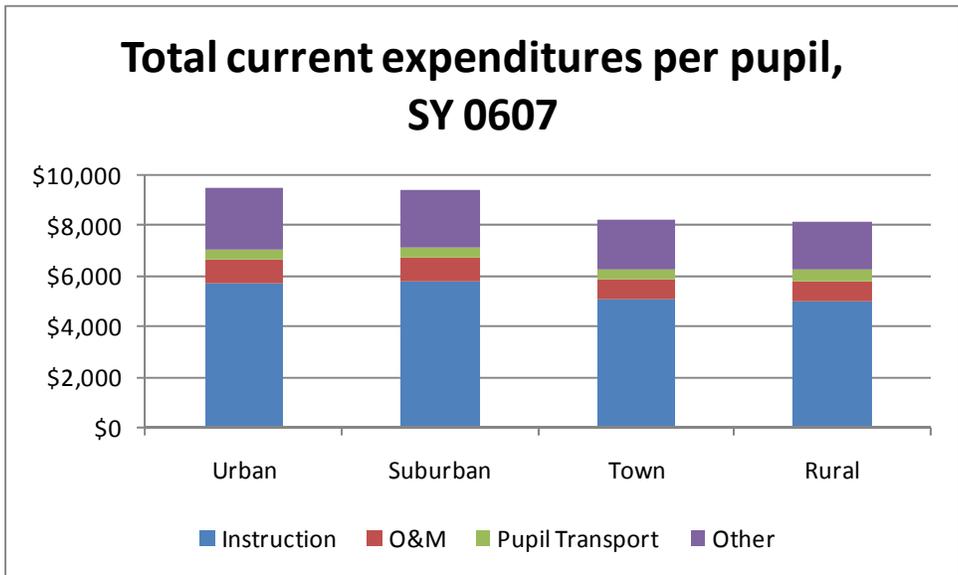
Revenue per pupil, SY 0607



Total Current Expenditures (TCE)

	Instruction	O&M	Pupil Transport	Other	Total
Urban	\$5,735	\$950	\$394	\$2,420	\$9,499
Suburban	\$5,823	\$879	\$440	\$2,249	\$9,391
Town	\$5,090	\$770	\$424	\$1,968	\$8,252
Rural	\$5,036	\$732	\$489	\$1,894	\$8,151

Total current expenditures per pupil, SY 0607



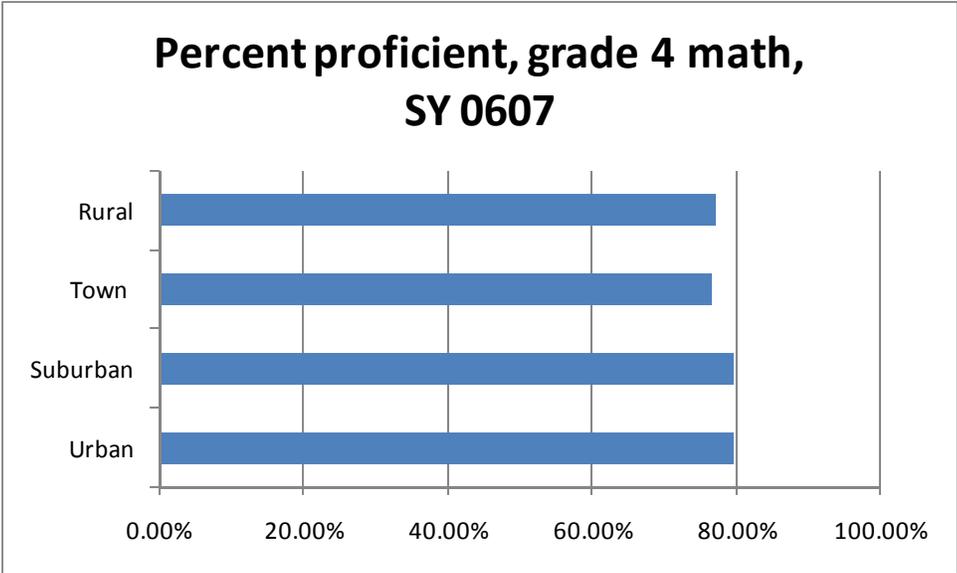
Observations/discussion regarding fiscal characteristics

- Rural and town school districts in the four-state region receive less revenue per pupil overall than urban and suburban districts—specifically, on average, rural districts receive \$1,434 per pupil less than urban districts and \$1,388 per pupil less than suburban districts, while town districts receive \$1,429 per pupil less than urban districts and \$1,383 per pupil less than suburban districts.
- Local revenue per pupil (which generally reflects the level of local wealth in terms of property and/or income) is dramatically lower in rural and town districts than in suburban and urban districts—specifically, rural districts receive \$2,058 per pupil less than urban districts and \$2,958 per pupil less than suburban districts, while town districts receive \$2,304 per pupil less than urban districts and \$3,204 per pupil less than suburban districts.
- State revenue per pupil (which typically operates as a vehicle for addressing disparities in local wealth) is notably higher in rural and town districts than in urban and suburban districts--specifically, rural districts receive \$825 per pupil more than urban districts and \$1,264 per pupil more than suburban districts, while town districts receive \$946 per pupil more than urban districts and \$1,385 per pupil more than suburban districts. Importantly, the level of state funding is not adequate to completely address differences in local revenues—i.e., combined state and local funding per pupil levels of \$9,520 (urban), \$9,981 (suburban), \$8,162 (town), and \$8,287 (rural)—still exhibit disparities.
- Federal revenue per pupil (which is tied to exceptional needs of students like poverty and special education status) is highest in urban and town districts, followed by rural districts and—considerably lower—suburban districts.
- Rural and town school districts spend considerably less per pupil overall than urban and suburban districts—specifically, rural districts spend \$1,348 per pupil less than urban districts and \$1,240 per pupil less than suburban districts, while town districts spend \$1,247 per pupil less than urban districts and \$1,139 per pupil less than suburban districts.
- Spending disparities are particularly pronounced with regard to the instructional expenditures category-- specifically, rural districts spend \$699 per pupil less on instruction than urban districts and \$787 per pupil less than suburban districts, while town districts receive \$645 per pupil less than urban districts and \$733 per pupil less than suburban districts.
- Other notable expenditure differences include higher spending for operations and maintenance in urban districts (a difference that is likely related, at least in part, to higher labor costs) and higher spending for pupil transportation in rural districts (a difference that is likely related to both distance travelled—rural students tend to live further from the school and from one another—and challenges posed by terrain/road conditions).

Achievement

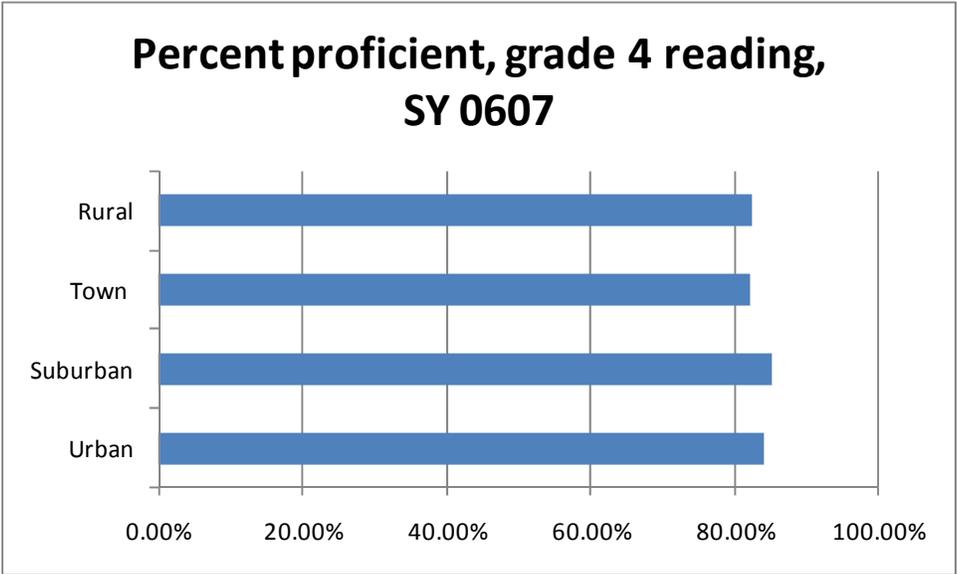
Grade 4 math proficiency

	Urban	Suburban	Town	Rural
Percent proficient, grade 4 math, SY 0607	79.58%	79.61%	76.62%	77.00%



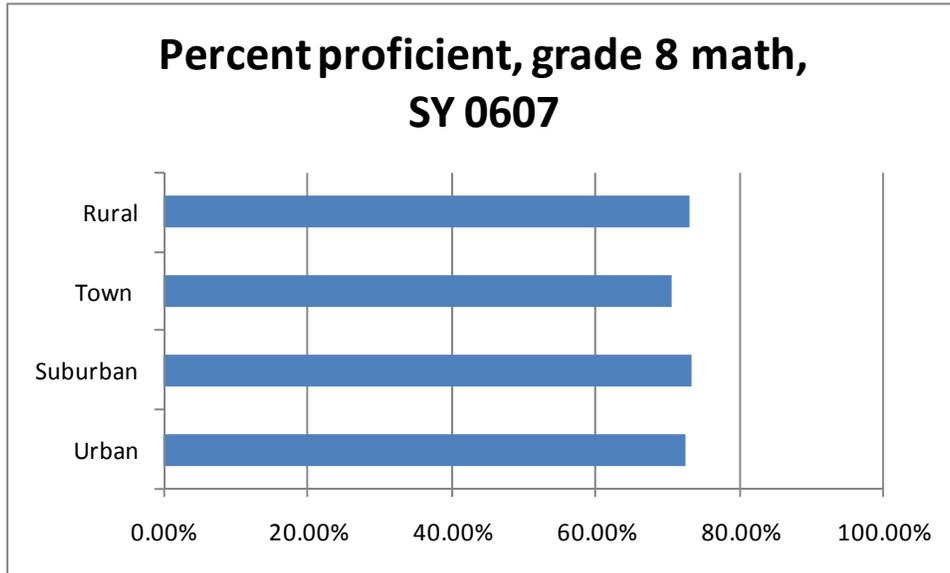
Grade 4 reading proficiency

	Urban	Suburban	Town	Rural
Percent proficient, grade 4 reading, SY 0607	83.99%	85.07%	82.18%	82.41%



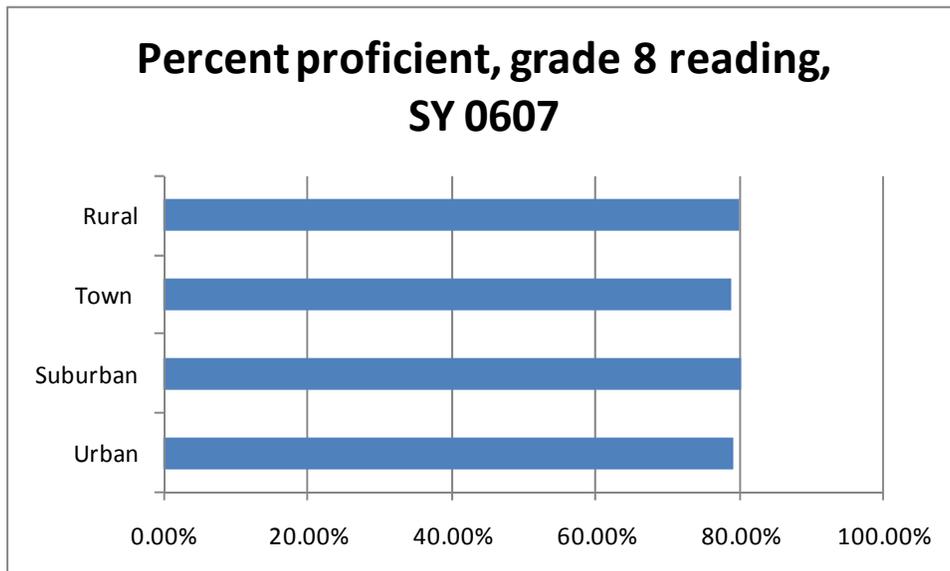
Grade 8 math proficiency

	Urban	Suburban	Town	Rural
Percent proficient, grade 8 math, SY 0607	72.46%	73.23%	70.56%	73.05%



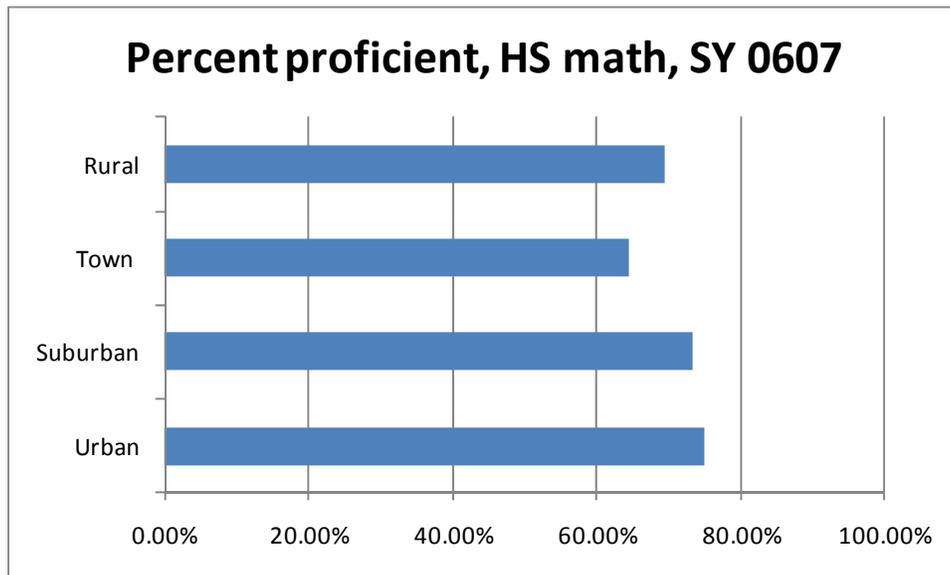
Grade 8 reading proficiency

	Urban	Suburban	Town	Rural
Percent proficient, grade 8 reading, SY 0607	79.02%	80.03%	78.67%	79.98%



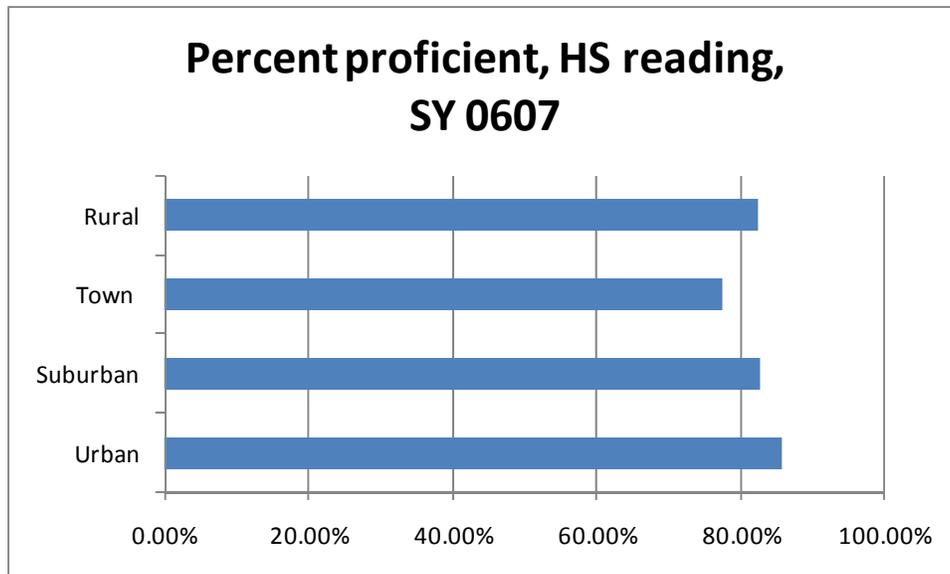
HS math proficiency

	Urban	Suburban	Town	Rural
Percent proficient, HS math, SY 0607	74.92%	73.38%	64.46%	69.38%



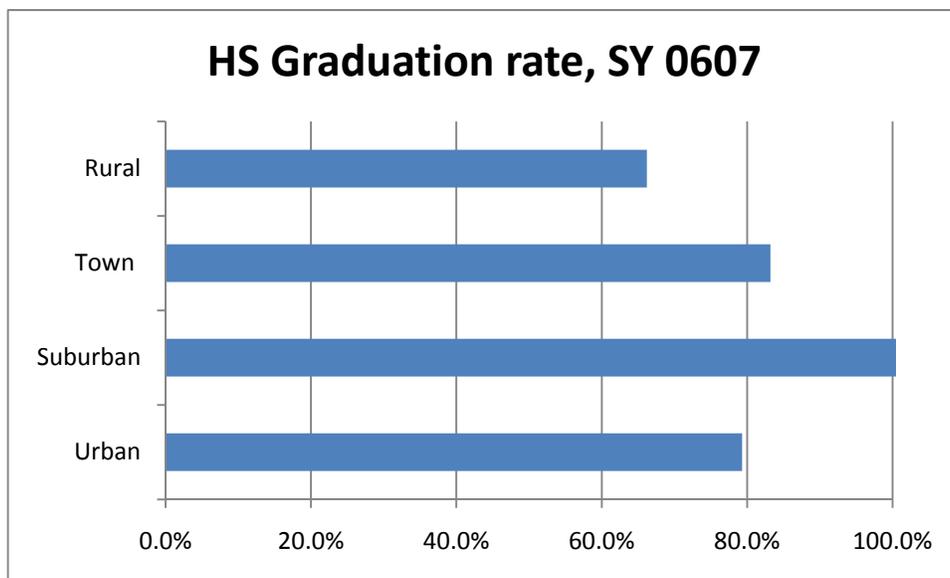
HS reading proficiency

	Urban	Suburban	Town	Rural
Percent proficient, HS reading, SY 0607	85.66%	82.51%	77.38%	82.44%



HS graduation rate

	Urban	Suburban	Town	Rural
Urban	79.3%	>100%	83.2%	66.2%



Observations/discussion regarding achievement characteristics

- At the 4th grade level, suburban and urban districts outperform town and rural schools in terms of both math proficiency and reading proficiency—specifically, on both measures suburban schools are the highest performers, followed by urban, rural, and finally town school districts. The

performance range is fairly narrow, however: 79.61% (suburban) to 76.62% (town) on math proficiency, and 85.07% (suburban) to 82.18% (town) for reading proficiency.

- At the 8th grade level, suburban and urban districts again outperform town and rural schools in terms of both math proficiency and reading proficiency—specifically, on both measures suburban schools are the highest performers, followed by suburban, rural, and finally town school districts. The performance range here too is fairly narrow: 73.23% (suburban) to 70.56% (town) for math proficiency, and 80.03% (suburban) to 78.67% (town) for reading proficiency.
- At the high school level, urban and suburban districts outperform town and rural schools in terms of both math proficiency and reading proficiency—specifically, on both measures urban schools are the highest performers (a reversal from the lower grades where suburban districts were the highest performers), followed by suburban, rural, and finally town school districts. The performance range is broader than at the lower grade levels: 74.92% (urban) to 64.46% (town) on math proficiency, and 85.66% (urban) to 77.38% (town) for reading proficiency.
- In terms of high school graduation rates, suburban school districts are the highest performing (note: the >100% rate is a statistical artifact associated with the methodology—while a graduation rate higher than 100% is an impossibility, we can assume that the graduation rate among suburban school districts, on average, is considerably higher than school districts in the other locale categories), followed by town, urban, and finally rural districts. Among rural districts, on average fewer than 7 in 10 students graduate from high school on time.

Achievement patterns within the region generally suggest that urban and suburban school districts outperform their town and rural counterparts. Performance differences are not very dramatic for the most part, however, and there is variation in the patterns.

III. Contexts and Conditions of the Region as Disaggregated by ARC Designations

In this section, we describe the contexts and conditions for schooling within the four-state region as disaggregated by categories designated by the Appalachian Regional Commission³: *Economically Distressed (ED) Appalachian County, Other Appalachian County, and Non-Appalachian County*). To do so, we present descriptive statistics for the same variables presented in the earlier sections (demographic characteristics of the student population, enrollment and staffing characteristics for the school district, school district fiscal characteristics, and student achievement characteristics for school districts within each of the three ARC designations). As the table below indicates, school districts in the region are almost equally divided between Appalachian (at 47.4%) and non-Appalachian Counties (at 52.6%), with just less than half of all Appalachian districts located in Economically Distressed (or ED) Appalachian Counties.

	Number of school districts in KY, TN, VA, and WV	Percentage of all school districts in KY, TN, VA, and WV
Appalachia and Economically Distressed Counties	74	15.0%
Other Appalachia Counties	160	32.4%
Non-Appalachian Counties	260	52.6%

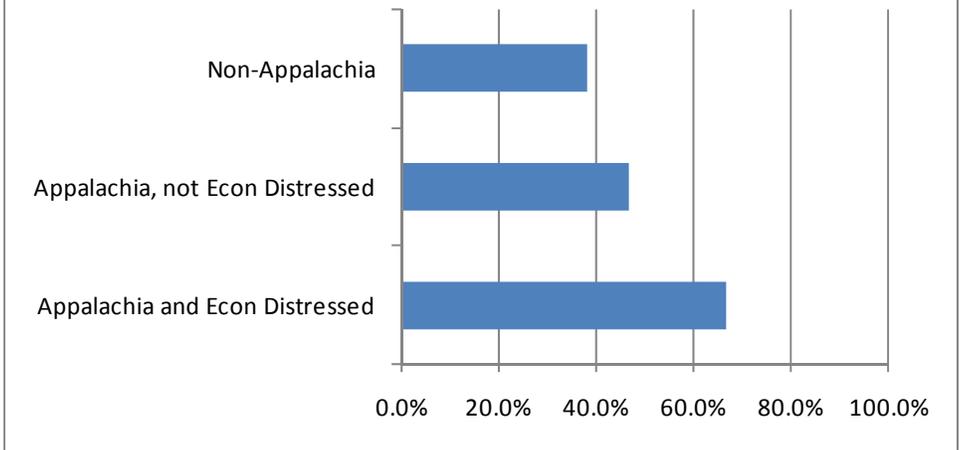
Student Demographics

Percent students eligible for free or reduced meals

	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent students eligible for free or reduced meals, SY 0607	66.9%	46.8%	38.5%

³ See <http://www.arc.gov/research/SourceandMethodologyCountyEconomicStatusFY2007FY2011.asp>

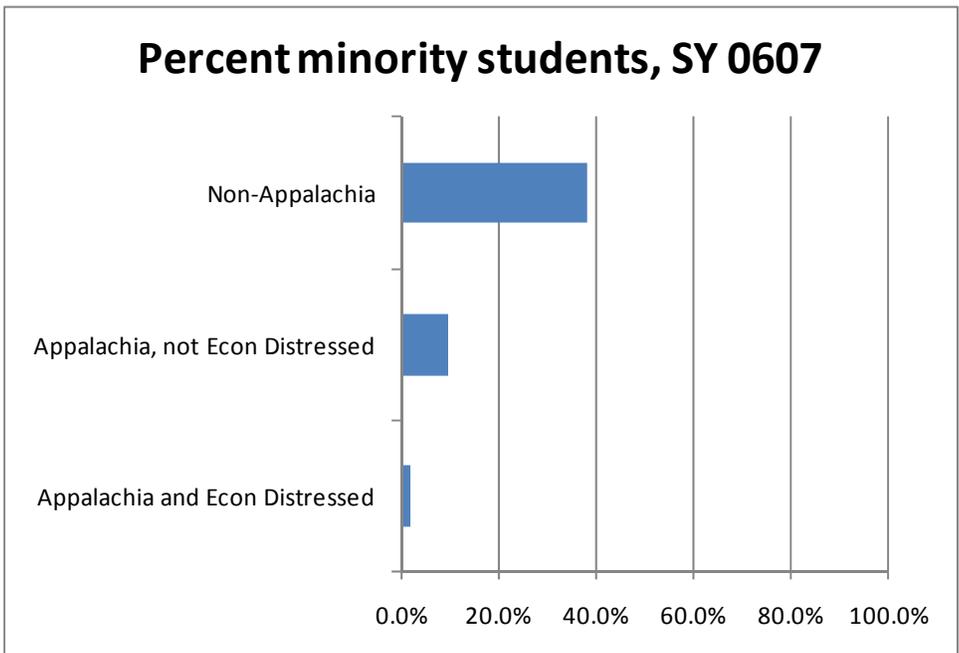
Percent students eligible for free or reduced meals, SY 0607



Percent minority students

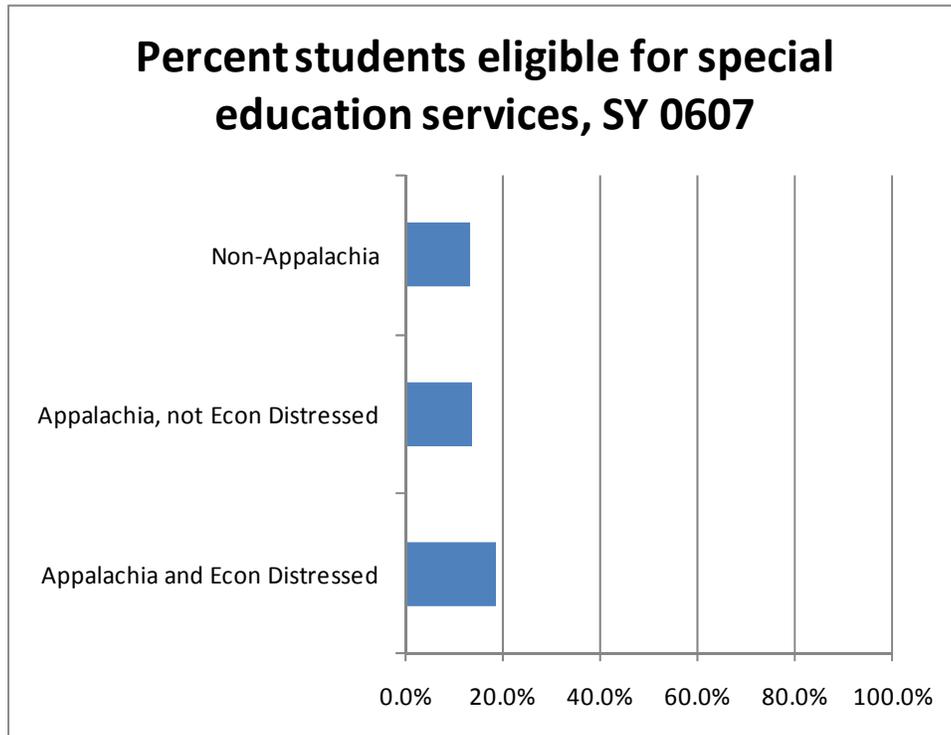
	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent minority students, SY 0607	2.2%	9.7%	38.1%

Percent minority students, SY 0607



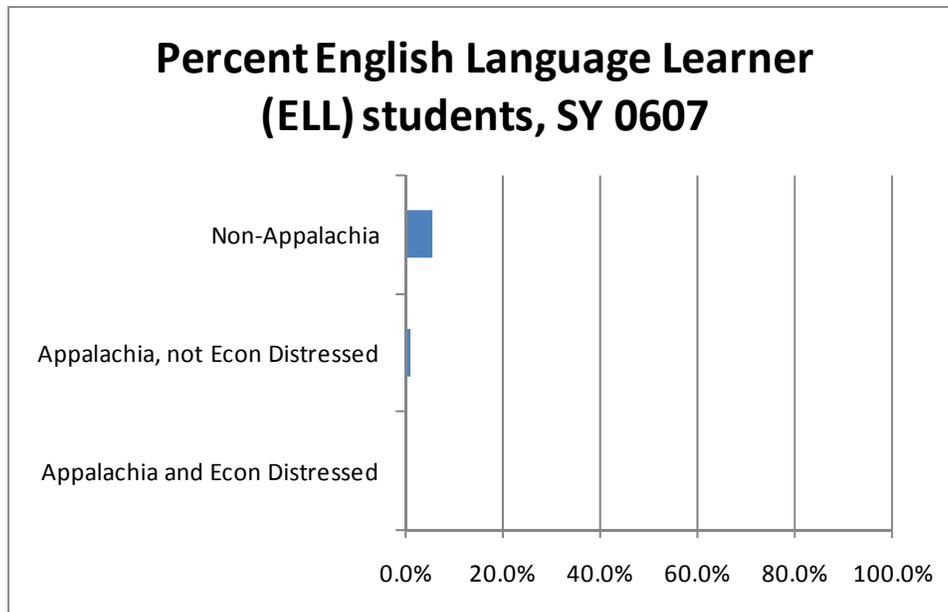
Percent students qualifying for special education services

	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent students eligible for special education services, SY 0607	18.7%	13.7%	13.4%



Percent English Language Learner (ELL) students

	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent English Language Learner (ELL) students, SY 0607	0.2%	1.4%	5.5%



Observations/discussion regarding student demographics

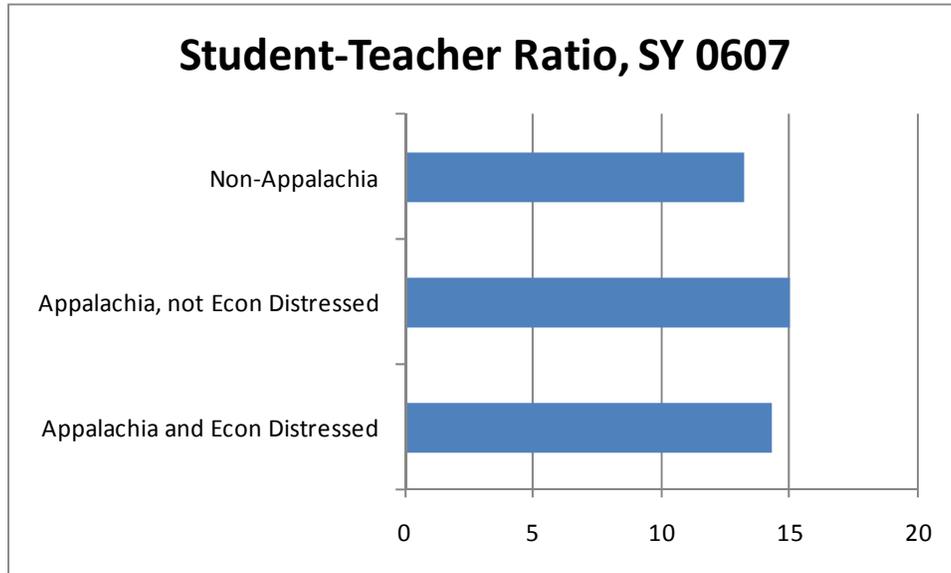
- The poverty rate among school districts in the region is highest among ED Appalachian districts, where nearly 7 in 10 students qualify for federally subsidized meals. That these districts exhibit the highest poverty levels is not surprising given that economic distress is the basis for their designation; it is however noteworthy that other Appalachian counties exhibit considerably higher poverty levels than non-Appalachian counties.
- Minority student populations are concentrated in Non-Appalachian districts (nearly four in ten students), followed by Non-Distressed Appalachian districts (just under one in ten students). ED Appalachian districts are predominantly White (nearly 98%).
- The rate of students qualifying for special education services is dramatically higher among ED Appalachian districts than in either of the other two categories.
- The distribution of English Language Learners (ELL students) within the region parallels the distribution of minority students—i.e., rates are much lower for Appalachian districts and lowest of all in ED Appalachian districts.

This student demographic profile suggests that two student populations with identified challenges to high student achievement—low income students and special education students—are concentrated in Appalachian counties and most especially in ED Appalachian counties. As was the case in the locale category comparisons, minority and ELL student populations are relatively small and concentrated in non-Appalachian settings.

School/Staffing

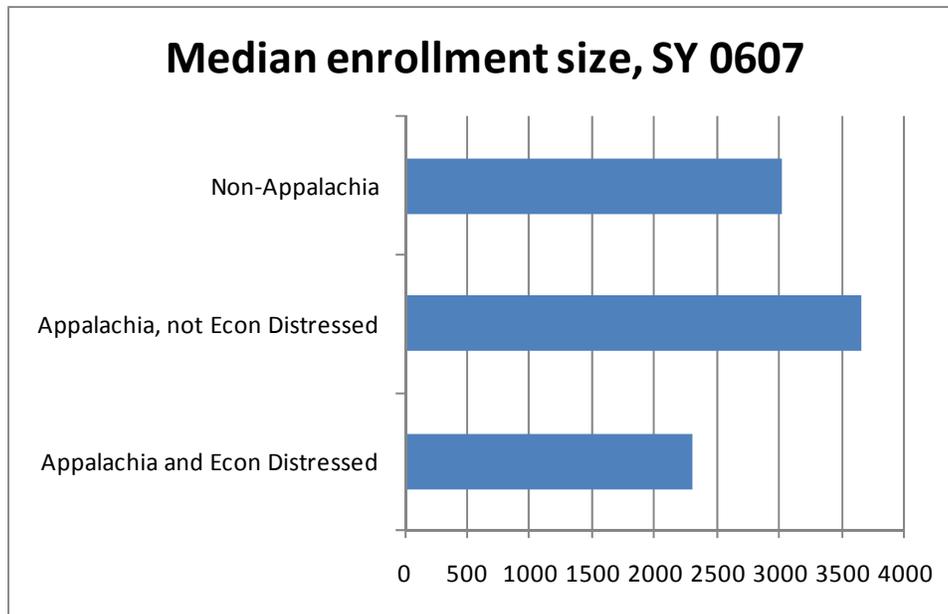
Student-Teacher Ratio

	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Student-Teacher Ratio, SY 0607	14.302	15.009	13.246



Median enrollment

	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Median enrollment size, SY 0607	2308	3661	3023



Observations/discussion regarding enrollment and staffing characteristics

- The student-teacher ratio is higher in Appalachian districts than in non-Appalachian districts (and, within Appalachian counties, highest among non-ED counties).
- School district enrollment size is larger in Appalachian districts than in non-Appalachian districts (and, within Appalachian counties, largest among Non-Economically Distressed counties).

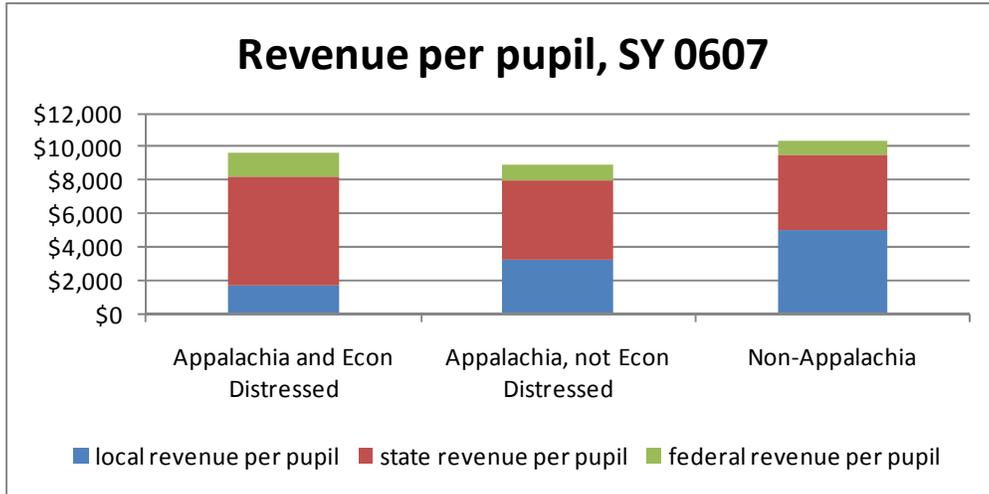
As noted earlier, extant research identifies school and district size as consistent and substantial influences on schooling outcomes (put simply, that research suggests that economically disadvantaged students and other historically low-performing and underserved student populations benefit from smaller size and are negatively affected by larger size). Results obtained here indicate that Appalachian students (who exhibit higher poverty levels than their non-Appalachian peers) attend school in larger districts. Moreover, those same Appalachian school districts are characterized by higher student-teacher ratios—suggesting larger class sizes, another structural characteristic that has been linked to diminished student performance.⁴

Fiscal

Revenue

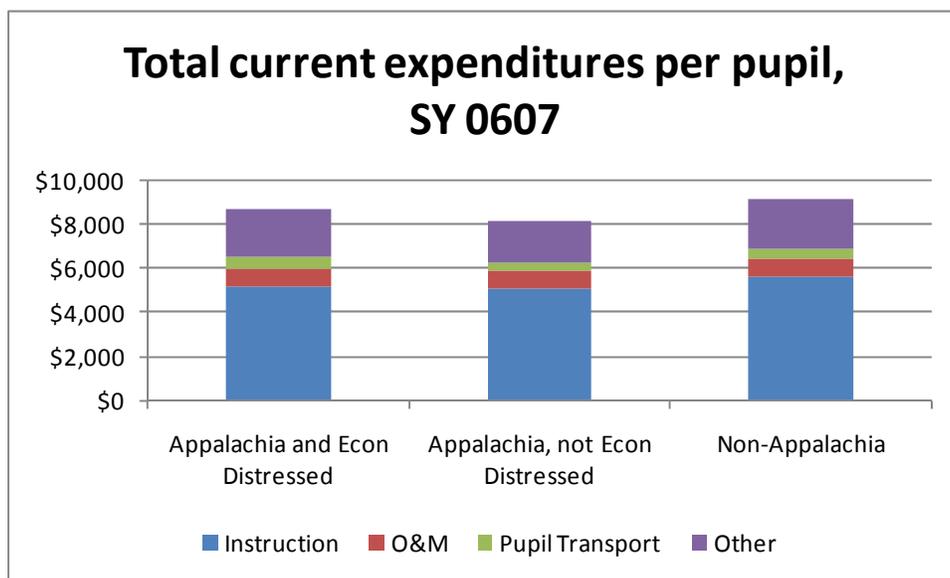
⁴ See Finn, et al. (2001).

	local revenue per pupil	state revenue per pupil	federal revenue per pupil	total revenue per pupil
Appalachian and Econ Distressed	\$1,739	\$6,470	\$1,469	\$9,678
Appalachian, not Econ Distressed	\$3,248	\$4,715	\$977	\$8,940
Non-Appalachian	\$5,075	\$4,453	\$792	\$10,320



Total Current Expenditures (TCE)

	Instruction	O&M	Pupil Transport	Other	Total
Appalachia and Econ Distressed	\$5,201	\$765	\$562	\$2,111	\$8,639
Appalachia, not Econ Distressed	\$5,068	\$787	\$428	\$1,893	\$8,176
Non-Appalachia	\$5,594	\$856	\$439	\$2,230	\$9,119



Observations/discussion regarding fiscal characteristics

- Both ED and other Appalachian school districts in the four-state region receive less revenue per pupil overall than non-Appalachian districts—specifically, ED districts receive \$642 per pupil less, and other Appalachian districts receive \$1,380 per pupil less.
- Local revenue per pupil (which generally reflects the level of local wealth in terms of property and/or income) is dramatically lower in Appalachian school districts than in non-Appalachian districts—specifically, ED Appalachian districts receive \$3,226 per pupil less, and other Appalachian districts receive \$1,827 per pupil less.
- State revenue per pupil is highest in ED Appalachian districts (which suggests that the distribution of funds is indeed working toward *leveling the playing field*)—specifically, those districts receive \$1,755 per pupil more than other Appalachian districts and \$2,017 per pupil more than non-Appalachian districts. Importantly, the level of state funding is not adequate to completely address differences in local revenues—i.e., combined state and local funding per pupil levels of \$8,209 (ED Appalachian), \$7,963 (other Appalachian), and \$9,528 (non-Appalachian)—still exhibit disparities.
- Federal revenue per pupil (which is tied to exceptional needs of students like poverty and special education status) is highest in ED Appalachian districts, followed by other Appalachian districts and—considerably lower—non-Appalachian districts.
- Appalachian school districts, on average, spend less per pupil overall than non-Appalachian districts—specifically, ED districts spend \$480 per pupil less, and other Appalachian districts spend \$943 less.
- Notable expenditure differences include higher spending on instruction in non-Appalachian districts (a difference that is most dramatic in comparison with non-ED Appalachian districts), higher spending for operations and maintenance in non-Appalachian districts (a difference that is likely related, at least in part, to higher labor costs) and higher spending for pupil transportation in ED Appalachian districts (a difference that is likely related to both distance travelled—rural students tend to live further from the school and from one another—and challenges posed by terrain/road conditions).

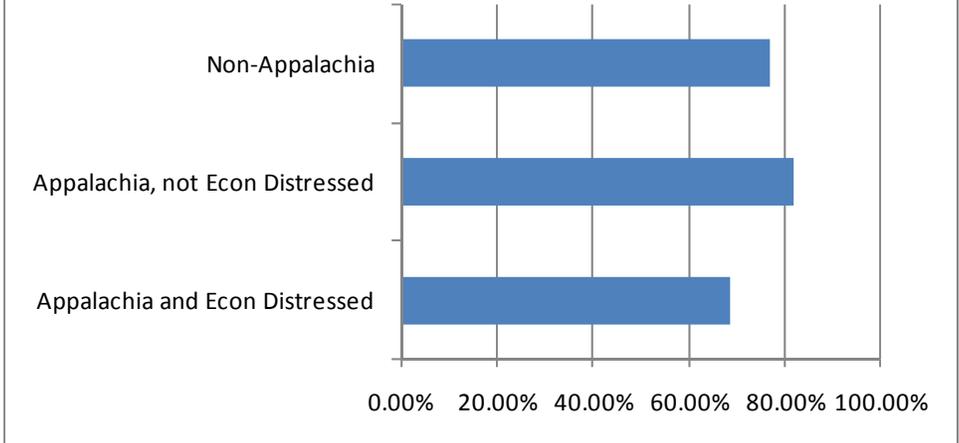
The review of fiscal characteristics in the region indicates that Appalachian school districts are, on the whole, receive less revenue and spend less per pupil than their non-Appalachian counterparts. Higher levels of funding and spending among ED Appalachian districts (in comparison with other Appalachian districts) suggests that state funding mechanisms are somewhat effective at working toward equity in the distribution of resources. Still, differences in funding and spending between Appalachian and non-Appalachian districts pose challenges for policymakers and practitioners, particularly given the fact that those districts operate with higher levels of need (e.g., higher poverty levels in the student population).

Achievement

Grade 4 math proficiency

	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent proficient, grade 4 math, SY 0607	68.44%	81.93%	76.76%

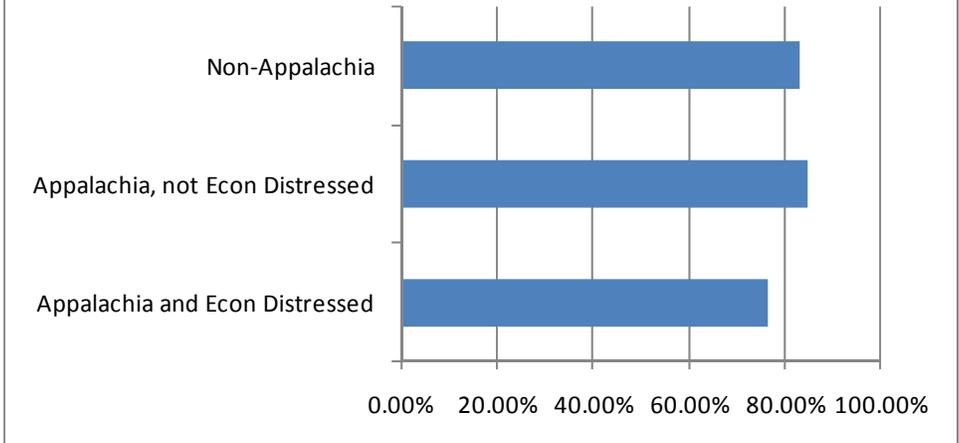
Percent proficient, grade 4 math, SY 0607



Grade 4 reading proficiency

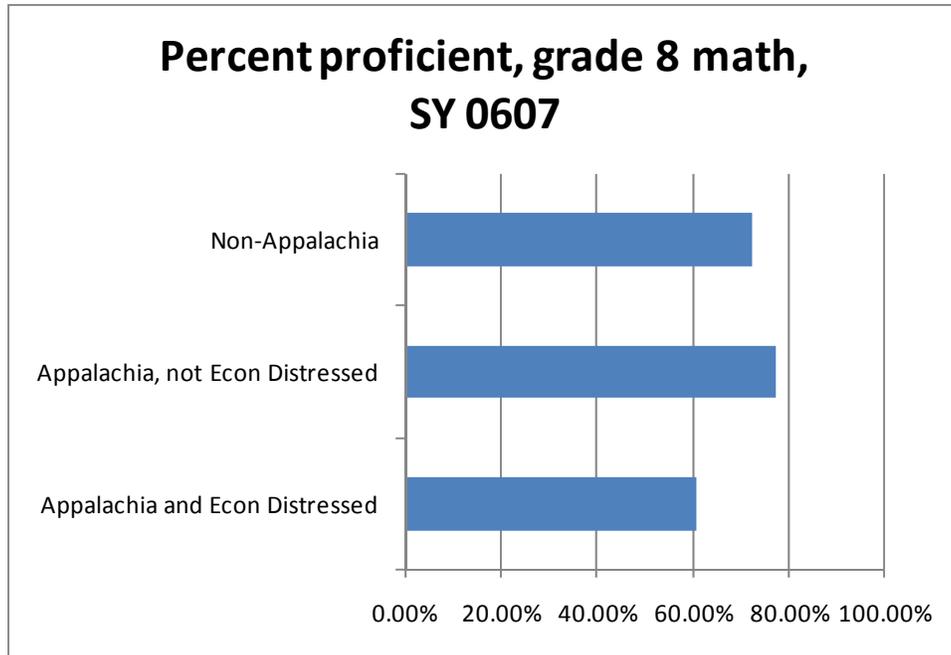
	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent proficient, grade 4 reading, SY 0607	76.61%	84.83%	83.04%

Percent proficient, grade 4 reading, SY 0607



Grade 8 math proficiency

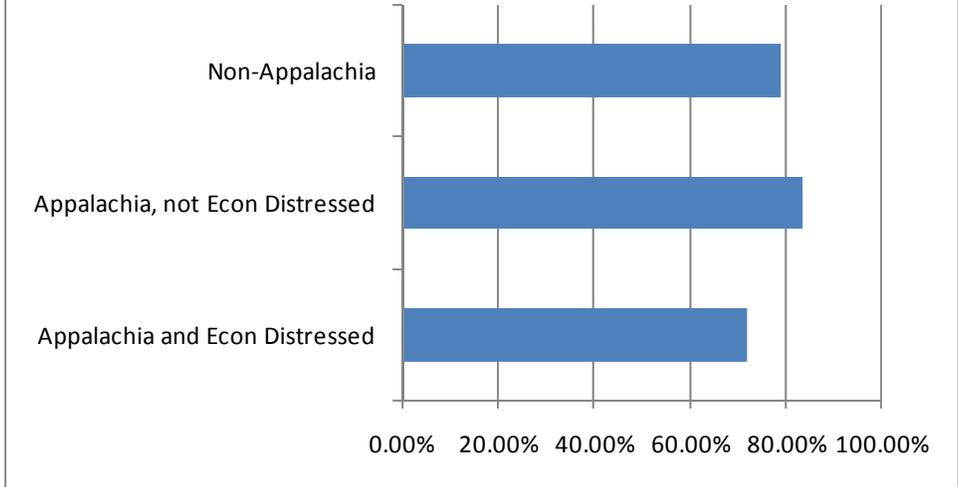
	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent proficient, grade 8 math, SY 0607	60.59%	77.17%	72.39%



Grade 8 reading proficiency

	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent proficient, grade 8 reading, SY 0607	71.98%	83.65%	78.85%

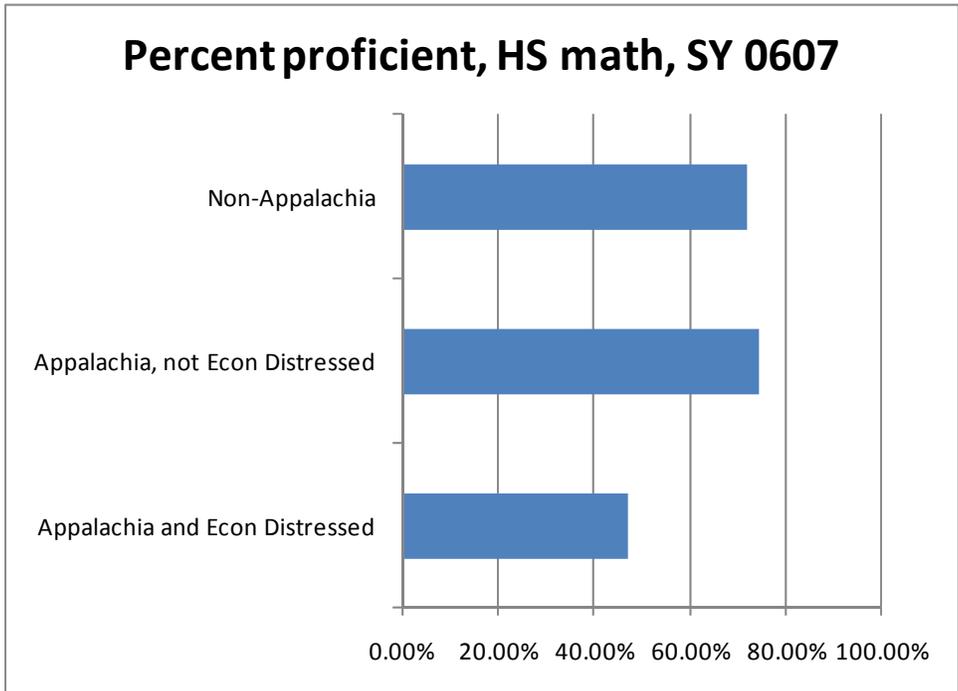
Percent proficient, grade 8 reading, SY 0607



HS math proficiency

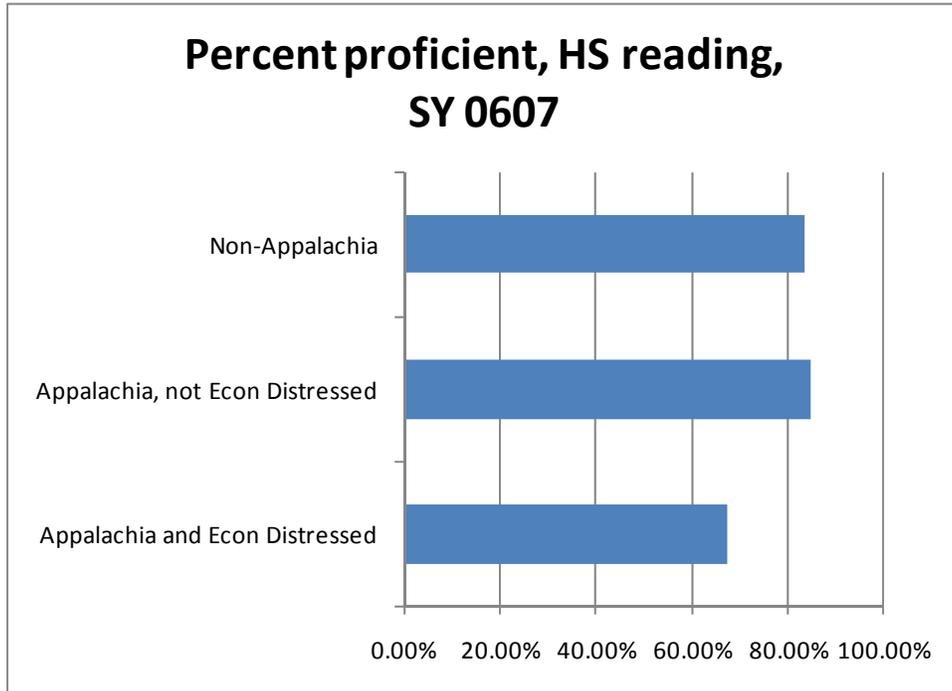
	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent proficient, HS math, SY 0607	47.27%	74.37%	71.73%

Percent proficient, HS math, SY 0607



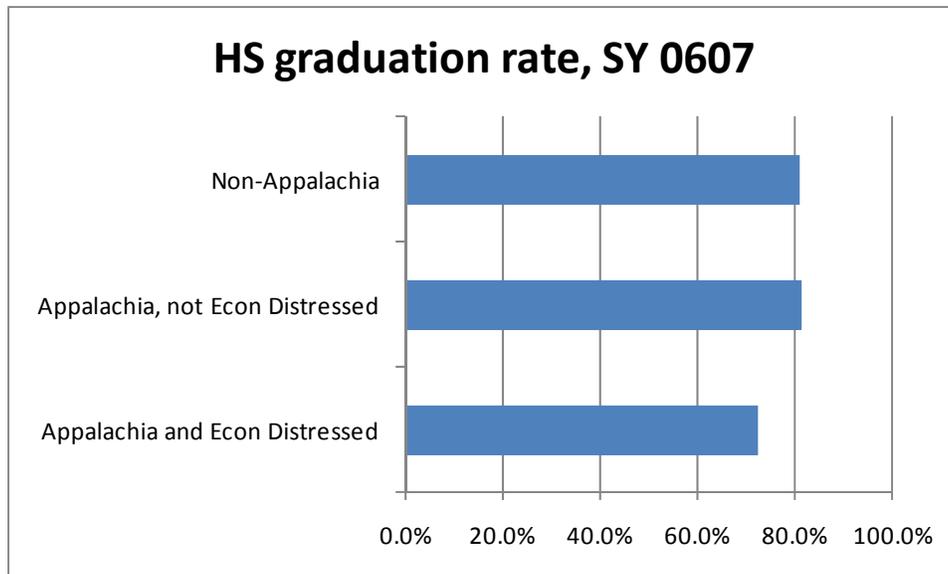
HS reading proficiency

	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
Percent proficient, HS reading, SY 0607	67.39%	84.62%	83.48%



HS graduation rate

	Appalachia and Econ Distressed	Appalachia, not Econ Distressed	Non-Appalachia
HS graduation rate, SY 0607	72.4%	81.4%	80.9%



Observations/discussion regarding achievement characteristics

- At the 4th grade level, other Appalachian districts exhibit the highest level of academic achievement in terms of both math proficiency and reading proficiency. The range of performance is fairly dramatic, with ED districts lagging far behind: 81.93% (other Appalachian) to 68.44% (ED) on math proficiency, and 84.83% (other Appalachian) to 76.61% (ED) for reading proficiency.
- At the 8th grade level, other Appalachian districts again outperform ED Appalachian districts and non-Appalachian districts in terms of both math proficiency and reading proficiency. The pattern here is the same as at the 4th grade level, with ED Appalachian districts lagging far behind the other two categories.
- The pattern continues at the high school level, with other Appalachian districts performing highest, non-Appalachian districts reasonably close behind, and ED Appalachian districts falling far behind. On high school math in particular, less than half of students score proficient or better in ED districts, compare with rates above 70% in the other two categories.
- In terms of high school graduation rates, ED districts again lag behind the other two categories (which are relatively close in terms of performance).

Achievement patterns within the region highlight a dramatic achievement gap between school districts in ED Appalachian counties and other districts in the region. This is clearly an area of need that merits attention from researchers, policymakers, practitioners, and communities.

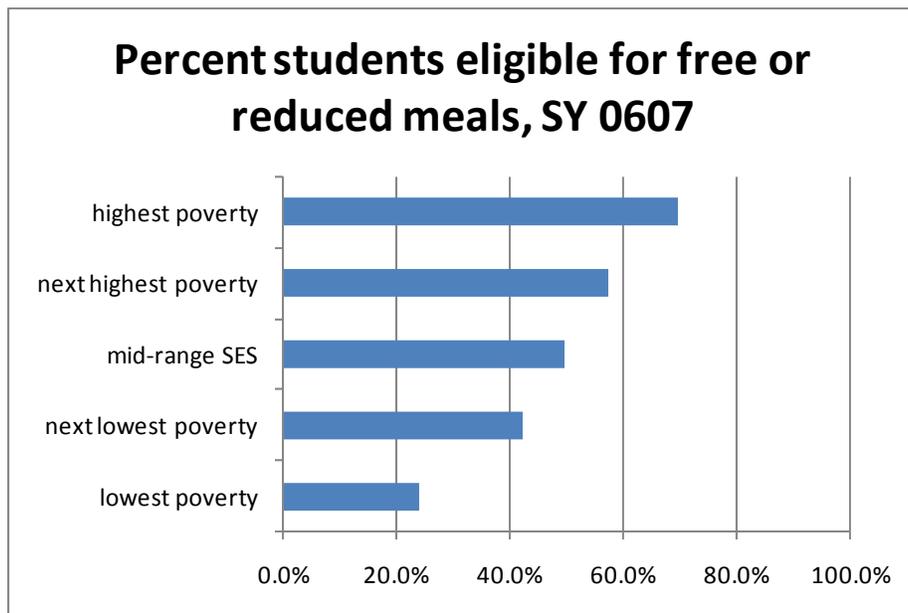
IV. Contexts and Conditions of the Region as Disaggregated by SES Categories

In this section, we describe the contexts and conditions for districts within the region as disaggregated by *SES Quintile* categories by using a free and reduced meal rates measure. To create the categories, we rank-ordered all districts in the region by free and reduced meal rate, then created 5 groups of approximately equal size. The resulting categories are labeled as lowest poverty (meal rate of less than 38.29%, n = 98), next lowest poverty (meal rate of 38.29% – 46.25%, n = 99), mid-range SES (meal rate of 46.26% - 53.33%, n = 99), next highest poverty (meal rate of 53.34% - 61.57%, n = 98), and highest poverty (meal rate of greater than 61.57%, n = 98). Here we present descriptive statistics for the same variables presented in the earlier sections (demographic characteristics of the student population, enrollment and staffing characteristics for the school district, school district fiscal characteristics, and student achievement characteristics for school districts within each of the three ARC designations).

Student Demographics

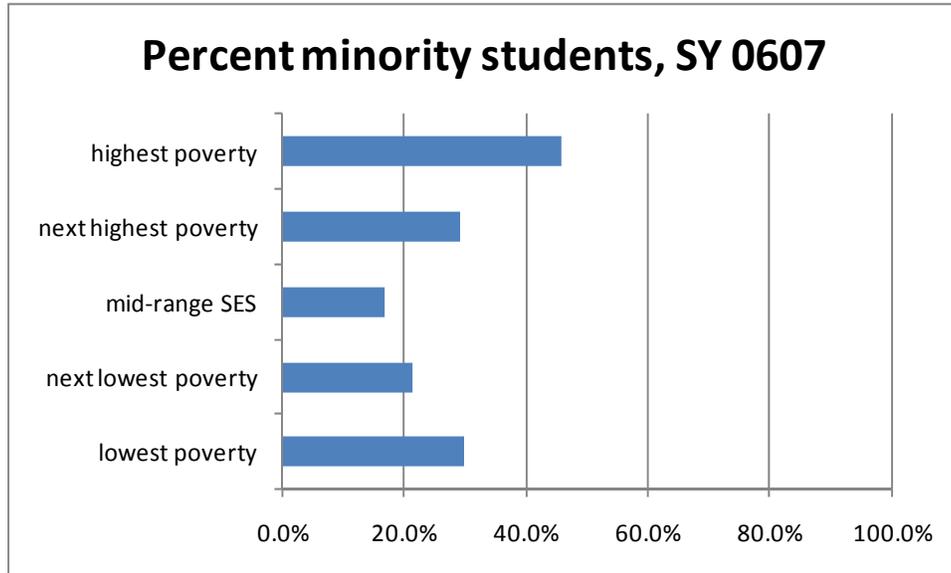
Percent students eligible for free or reduced meals

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent students eligible for free or reduced meals, SY 0607	24.0%	42.3%	49.7%	57.4%	69.7%



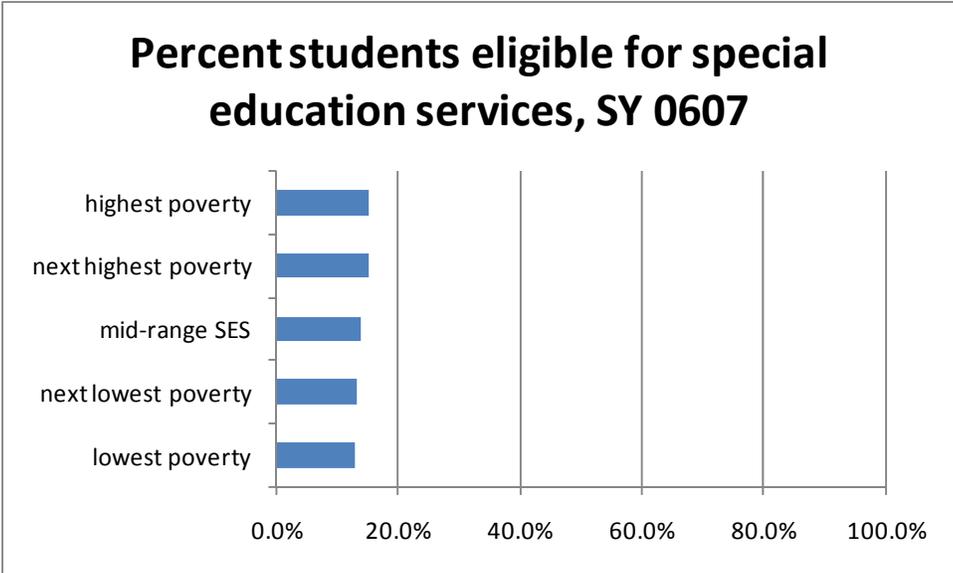
Percent minority students

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent minority students, SY 0607	29.9%	21.4%	16.7%	29.2%	45.7%



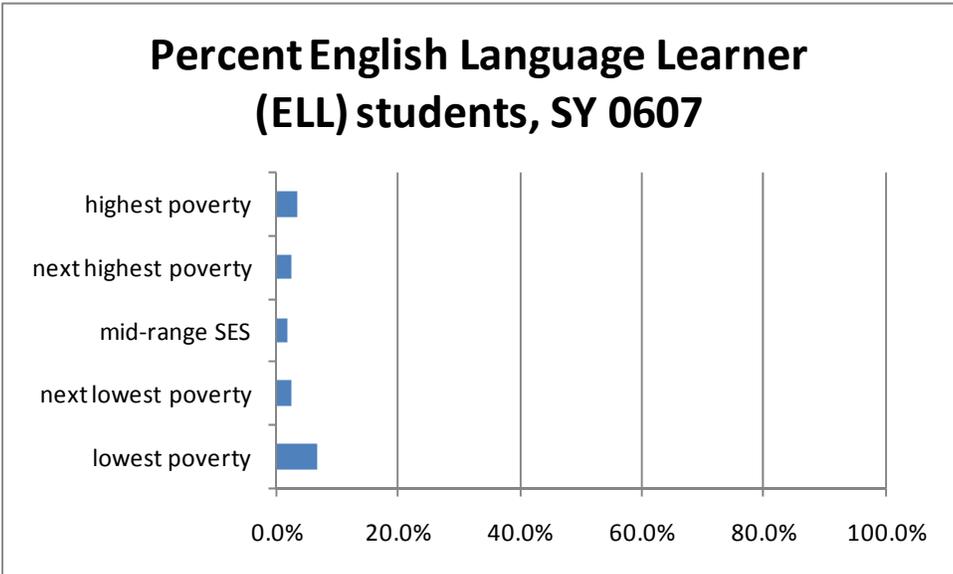
Percent students qualifying for special education services

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent students eligible for special education services, SY 0607	12.9%	13.2%	13.9%	15.1%	15.2%



Percent English Language Learner (ELL) students

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent English Language Learner (ELL) students, SY 0607	6.8%	2.3%	1.7%	2.4%	3.4%



Observations/discussion regarding student demographics by SES quintiles

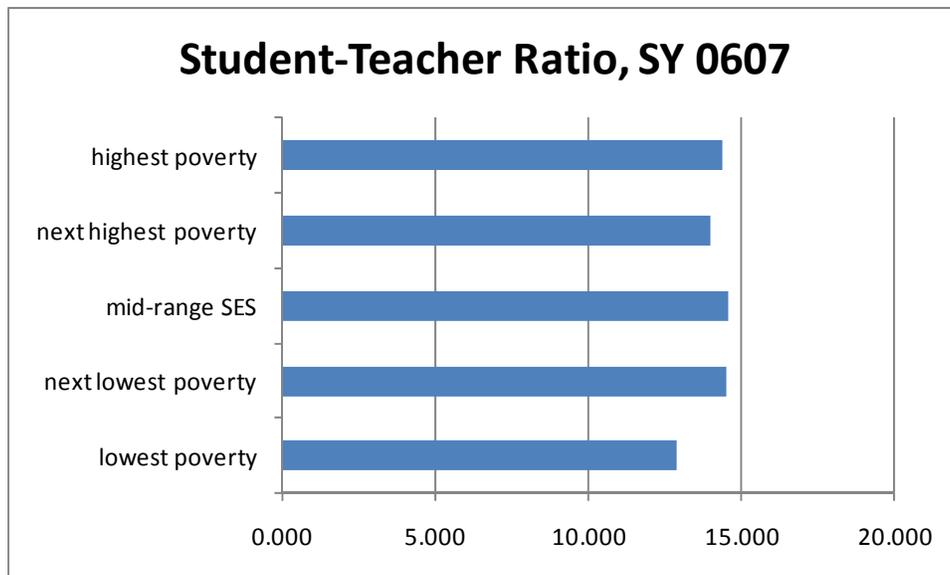
- Minority student populations are concentrated in the highest poverty districts; the mid-range SES has the smallest (proportional) minority student population.
- The rate of students qualifying for special education services parallels poverty rates among districts (i.e., higher poverty categories exhibit higher rates of students qualifying for special education services).
- English Language Learners (ELL students) are mostly concentrated in lowest poverty districts (double the rate of highest poverty districts, which exhibits the next highest rate).

This student demographic profile suggests that the region's highest poverty districts also exhibit higher rates of minority students and special education students.

School/Staffing

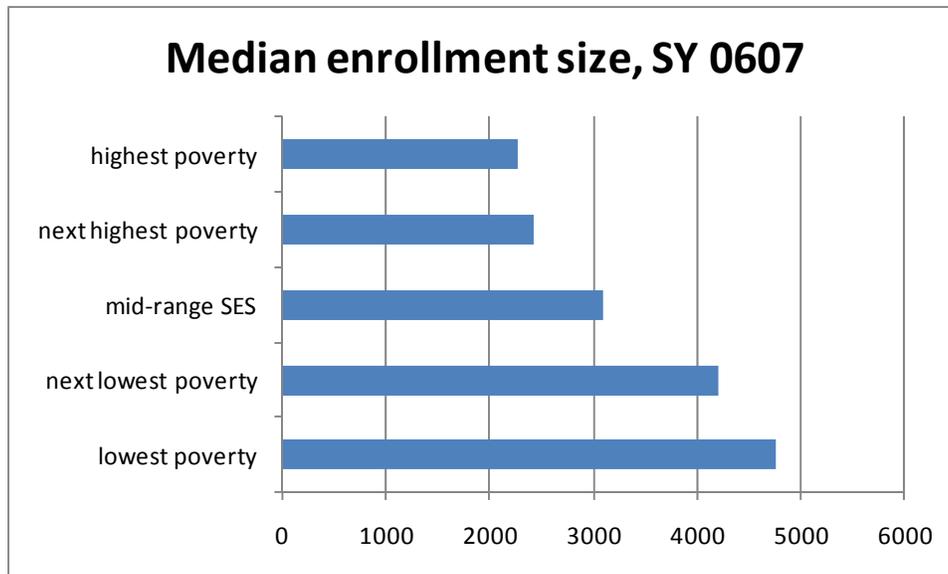
Student Teacher Ratio

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Student-Teacher Ratio, SY 0607	12.851	14.495	14.551	13.972	14.369



Median enrollment

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Median enrollment size, SY 0607	4763	4196	3097	2429	2262



Observations/discussion regarding enrollment and staffing characteristics

- The student-teacher ratio is lowest among the lowest poverty districts, followed by the next highest poverty category (with the remaining three categories exhibiting similar values).
- School district enrollment size (measured by the median for all districts) is inversely related to poverty levels (the higher the poverty category, the lower the median enrollment).

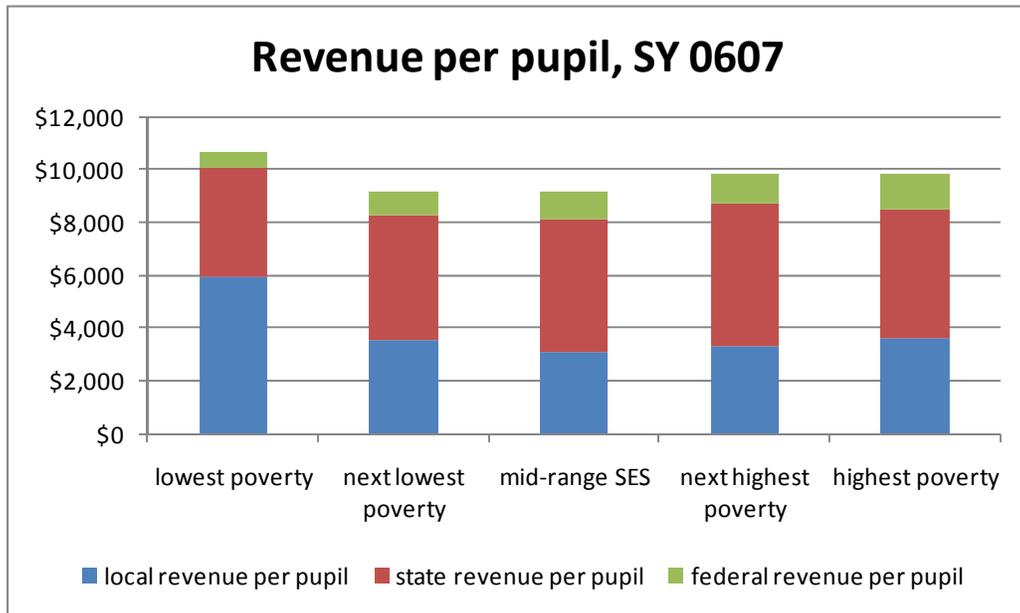
Low student-teacher ratios in the region’s lowest poverty districts suggest that more affluent students may attend schools with smaller class sizes. On the other hand, the observed relationship between district size and district SES (i.e., smaller districts serving higher poverty populations) can be interpreted favorably in light of the research literature suggesting benefits from smaller size for economically disadvantaged students (i.e., research⁵ reports that smaller school district size is associated with a diminishing of achievement gaps related to socioeconomic status).

⁵See Abbott et al. (2002); Howley (1996); Howley & Bickel (1999).

Fiscal

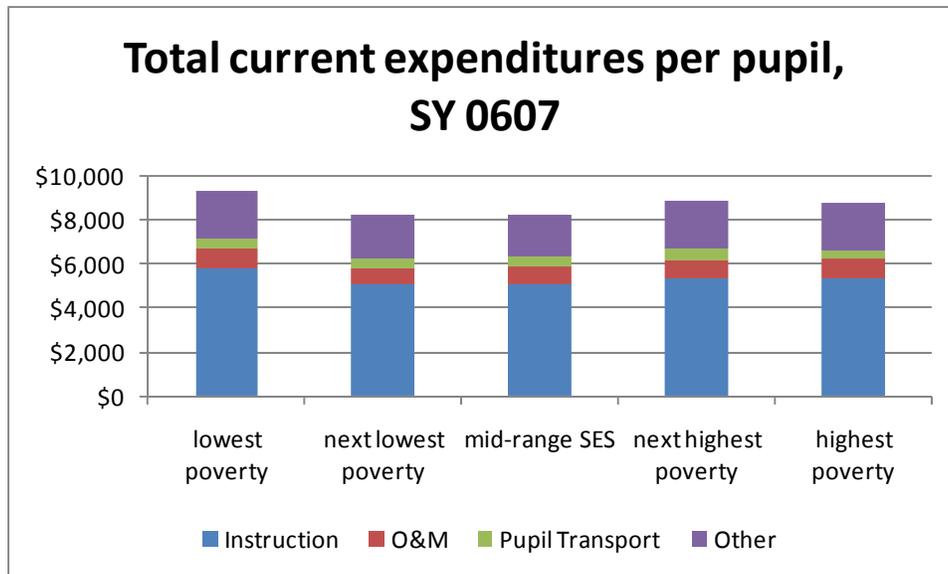
Revenue

	Local Revenue per pupil	State Revenue per pupil	Federal Revenue per pupil	Total Revenue per pupil
lowest poverty	\$5,963	\$4,107	\$555	\$10,625
next lowest poverty	\$3,564	\$4,732	\$844	\$9,140
mid-range SES	\$3,080	\$5,026	\$1,035	\$9,141
next highest poverty	\$3,344	\$5,353	\$1,173	\$9,870
highest poverty	\$3,596	\$4,858	\$1,360	\$9,814



Total Current Expenditures (TCE)

	Instruction	O&M	Pupil Transport	Other	Total
lowest poverty	\$5,802	\$868	\$460	\$2,225	\$9,355
next lowest poverty	\$5,035	\$762	\$414	\$1,987	\$8,198
mid-range SES	\$5,121	\$771	\$414	\$1,945	\$8,251
next highest poverty	\$5,328	\$855	\$501	\$2,202	\$8,886
highest poverty	\$5,349	\$862	\$405	\$2,201	\$8,817



Observations/discussion regarding fiscal characteristics

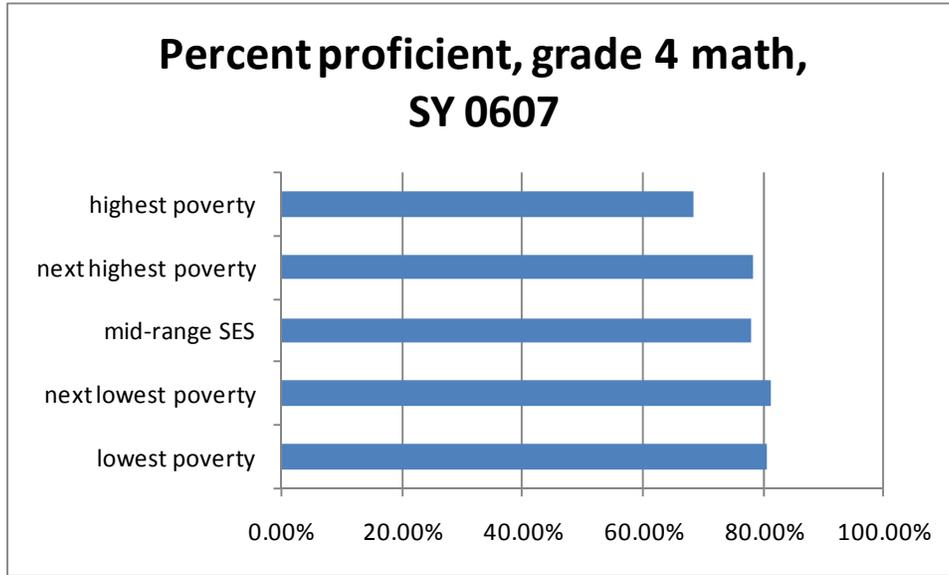
- Lowest poverty districts in the region receive the highest level of funding overall at \$10,625 per pupil—\$811 more than the highest poverty districts, \$755 more than the next highest poverty districts, \$1,484 more than mid-range SES districts, and \$1,485 more than the next lowest poverty districts.
- Local revenue per pupil (which generally reflects the level of local wealth in terms of property and/or income) is dramatically higher in the lowest poverty districts, but reasonably comparable across the other 4 categories—specifically, lowest poverty districts receive nearly \$6,000 per pupil in local revenue, while the others range from \$3,080 to nearly \$3,600.
- State revenue per pupil is higher among district at or above the midpoint in terms of poverty rates (as would be expected of state funding mechanisms that serve an *equalizing* function). Importantly, the level of state funding is not adequate to completely address differences in local revenues—i.e., combined state and local funding per pupil is \$10,070 for the lowest poverty districts, while the other 4 categories range from \$8,106 (mid-range SES) to \$8,697 (next highest poverty).
- Federal revenue per pupil parallels poverty (i.e., higher poverty is associated with increased funding, a pattern to be expected given that federally funding is tied to exceptional needs of students from low-income families and students with special education needs).
- Spending patterns generally parallel revenue patterns—i.e., lowest poverty districts spend more per pupil in total and in two of the three expenditure categories considered here. Other SES categories do not exhibit dramatic differences.

The review of fiscal characteristics points generally to a gap in revenue and expenditures between the region’s most affluent districts and all other districts. Variations in revenue and spending among those other districts (i.e., next lowest poverty, mid-range SES, next highest poverty, and highest poverty) are inconsistent and not dramatic for the most part.

Achievement

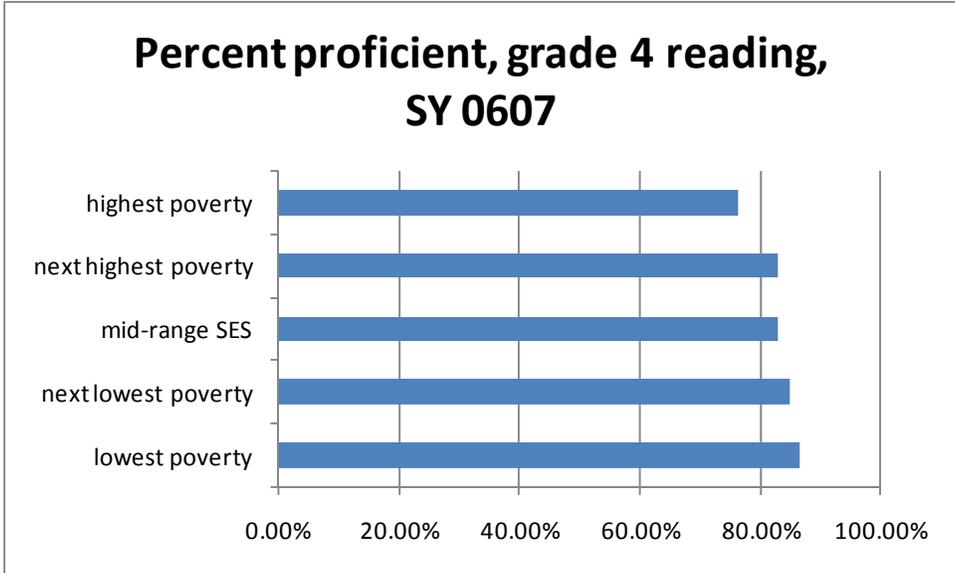
Grade 4 math proficiency

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent proficient, grade 4 math, SY 0607	80.61%	81.17%	77.81%	78.10%	68.28%



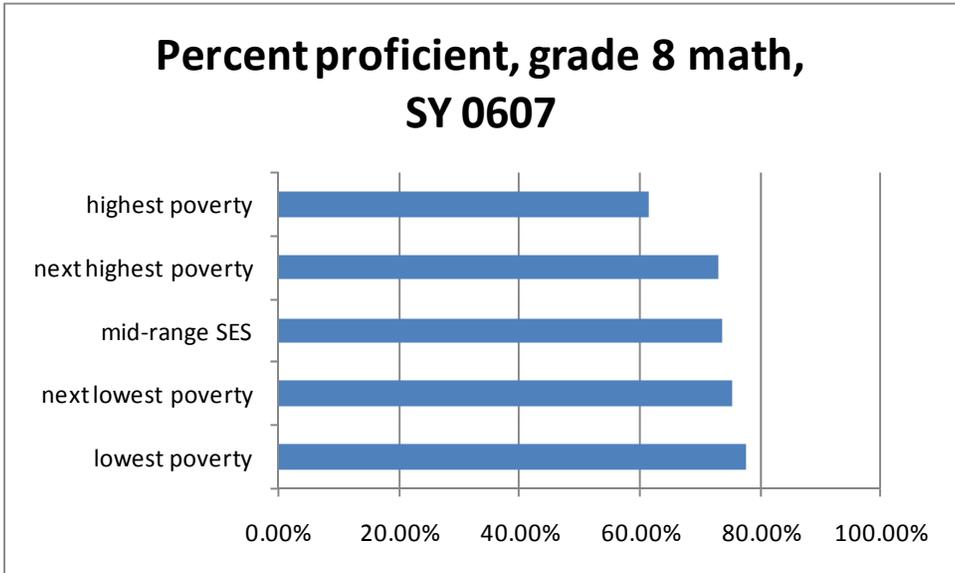
Grade 4 reading proficiency

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent proficient, grade 4 reading, SY 0607	86.61%	84.69%	82.88%	82.71%	76.12%



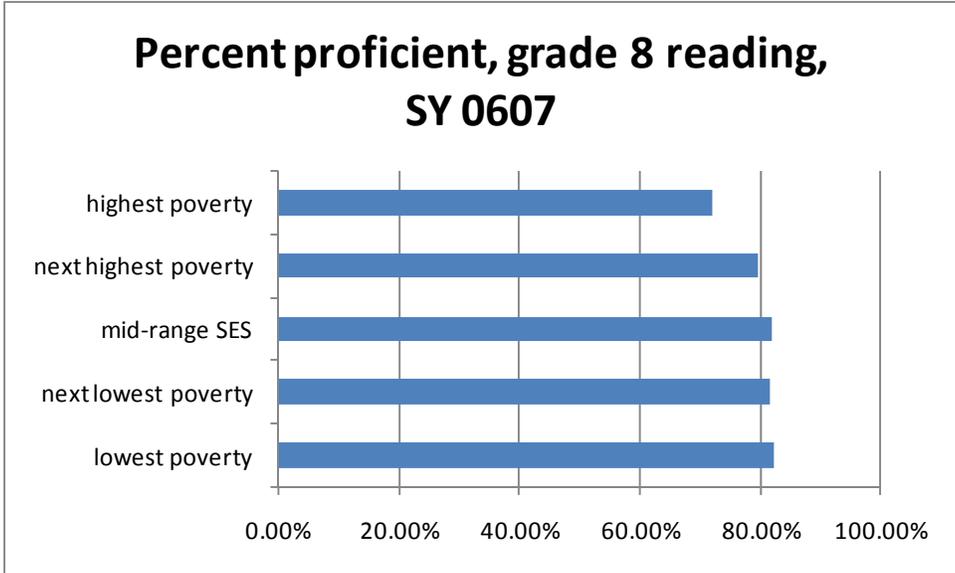
Grade 8 math proficiency

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent proficient, grade 8 math, SY 0607	77.75%	75.18%	73.74%	72.85%	61.42%



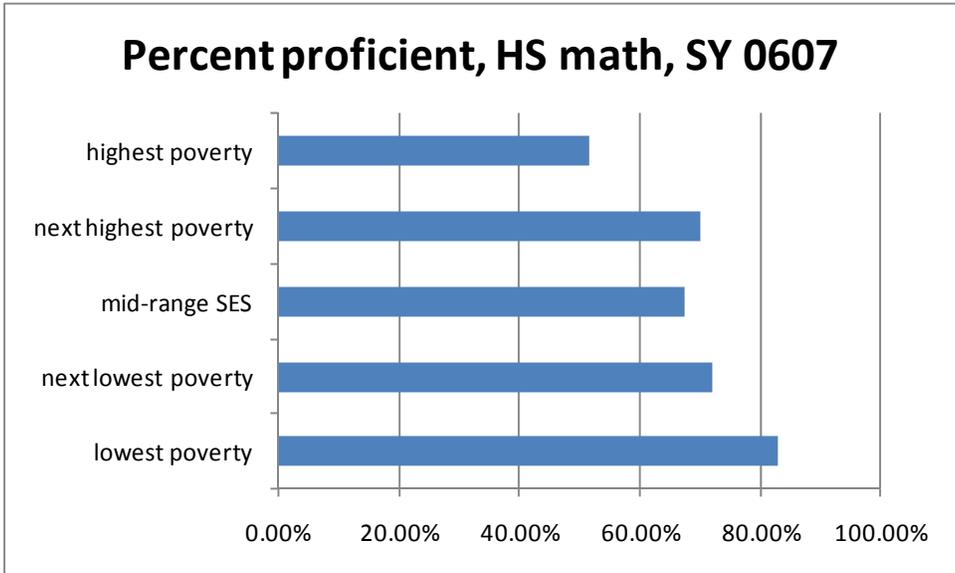
Grade 8 reading proficiency

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent proficient, grade 8 reading, SY 0607	82.35%	81.58%	81.87%	79.44%	71.88%



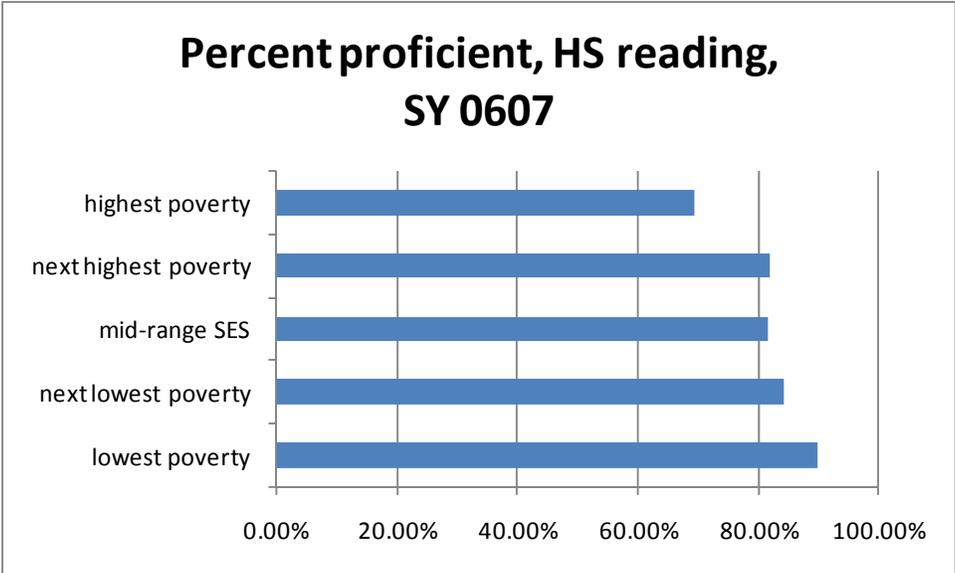
HS math proficiency

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent proficient, HS math, SY 0607	82.82%	72.02%	67.47%	70.07%	51.50%



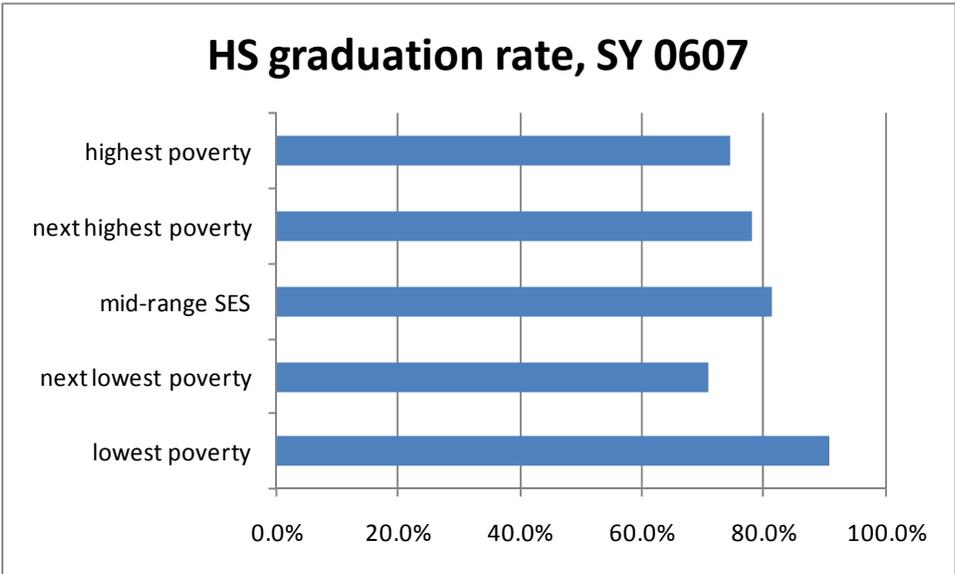
HS reading proficiency

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
Percent proficient, HS reading, SY 0607	89.68%	84.20%	81.67%	81.77%	69.52%



HS graduation rate

	lowest poverty	next lowest poverty	mid-range SES	next highest poverty	highest poverty
HS graduation rate, SY 0607	90.7%	70.8%	81.4%	78.2%	74.5%



Observations/discussion regarding achievement characteristics

- At the 4th grade level, achievement outcomes suggest a pattern wherein lowest poverty districts are performing at considerably higher levels than all other districts, highest poverty districts are performing at considerably lower levels than all other districts, and the middle three categories are exhibiting comparable levels of achievement.

- At the 8th grade level, we see a sizable gap between the highest poverty districts performing and all other districts, with the lowest poverty, next lowest poverty, mid-range SES, and next highest poverty all within a reasonably close range.
- At the high school level, once again the highest poverty districts lag far behind in terms of proficiency in math and reading. With regard to other SES quintiles, on math the lowest poverty districts perform considerably above the other three (which are all within a reasonably close range), while on reading that gap is narrowed a bit, with next lowest poverty districts performing at level roughly in-between the lowest poverty quintile and the mid-range and next highest poverty quintiles.
- In terms of high school graduation rates, lowest poverty districts are the highest performing, followed by mid-range SES, next highest poverty, and highest poverty districts. Among districts in the next lowest poverty category, on average only about 7 in 10 students graduate from high school on time.

Achievement patterns within the region generally suggest two distinct gaps in the distribution of academic achievement: a gap between the lowest poverty districts (the highest performing category) and the middle (next lowest poverty, mid-range SES, and next highest poverty) and another between the middle and the highest poverty category (the lowest performing category).

Overview of Results

Results of the descriptive analyses are described here within the context of the four major categories of data: student demographics, enrollment and staffing characteristics, fiscal characteristics, and student achievement characteristics.

In terms of student demographics, results suggest that school districts exhibiting the greatest need are urban districts (which have higher rates of economically disadvantaged and minority students as compared to districts in other locales), and districts in Appalachian counties (which have higher rates of poverty and of students qualifying for special education services). Among those Appalachian districts, the subset of districts serving Economically Distressed Appalachian counties exhibit dramatically higher levels of need—indeed, some of the nation’s highest rates of poverty can be found here.

In terms of enrollment and staffing characteristics, results suggest that districts serving the region’s most challenged student populations are smaller—something that research suggests works to those students’ benefit. The smaller district size does not however translate into smaller class sizes, a finding that suggests the need for further inquiry into staffing patterns, policies, and practices.

In terms of fiscal characteristics, results suggest that state funding levels are not adequate to account for dramatic variations in the ability of communities to generate local revenue. The result is a distribution of resources that provides the highest levels of resources to districts serving the least challenged student populations. Disparities in revenue distribution are directly reflected in spending patterns (i.e., districts with the fewest challenges receive the most and spend the most, particularly on instruction). Non-instructional expenditure categories like pupil transportation place inordinate burdens on school districts that serve more remote and sparsely populated areas where the cost of providing services is higher.

In terms of achievement characteristics, results suggest that the lowest-performing school districts in the region are characterized by a combination of high levels of socio-demographic challenges and low levels of resources with which to meet those challenges.

Taken as a whole, the results presented here—albeit tentative and descriptive only—point to the potential benefits of further and additional inquiry that attempts to identify clusters of similarly situated districts that might benefit from collective efforts at reform and improvement. Challenges are not distributed uniformly across the region—far from it. Thus, while comprehensive efforts are not to be discouraged, concentrated efforts to target high need districts and/or clusters of districts with effective reforms, strategies, and practices should be strongly encouraged. Moreover, creating opportunities for low-performing districts to learn from higher-performing districts (particularly ones that are similarly situated geographically or socio-demographically) would appear to hold promise as a strategy.

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Appendix A. Data Sources

National Center for Education Statistics. (2008). Common Core Data (Final) for 2006-2007 [Data File]. Retrieved from <http://nces.ed.gov/ccd/>.

Appalachian Regional Commission. (2007). Socioeconomic Data by County, 2007 [Data File]. Retrieved from <http://www.arc.gov/data>.

New America Foundation. (2008). Federal education budget project, 2007 [Data File]. Retrieved from <http://febp.newamerica.net/k12>

Appendix B. Data Set Contents

Variable	Label	Source
STATE	State	NCES-CCD
FIPS	Two digit Federal Information Processing Standard Code	NCES-CCD
LEAID	NCES-assigned district identifier (LEA code)	NCES-CCD
STATEID	State-assigned district identifier	NCES-CCD
LEA	LEA name	NCES-CCD
COUNTY	County (or independent city) where LEA is located	NCES-CCD
COID	County ID	NCES-CCD
APPY	Appalachian County designation per ARC	ARC
DISTRESS	Distressed Appalachian County designation per ARC	ARC
LOCALE07	NCES locale code	NCES-CCD
LEATYP	LEA type	NCES-CCD
CHART07	Charter status	NCES-CCD
CONG07	Congressional district identifier (first 2 digits = state; second 2 digits = district)	NCES-CCD
RSCH07	n NCES-defined "regular" schools, SY0708	NCES-CCD
TOTENR07	Total Enrollment (UG, Pk-12) , SY0607	NCES-CCD
P12ENR07	Pk-12 Enrollment, SY0607	NCES-CCD
UNGR07	Ungraded Student Enrollment, SY0607	NCES-CCD
AMER07	n American Indian and Alaskan Native Students, SY0607	NCES-CCD
ASIA07	n Asian and Pacific Islander Students, SY0607	NCES-CCD
BLK07	n Black Students, SY0607	NCES-CCD
HIS07	n Hispanic Students, SY0607	NCES-CCD
WHI07	n White Students, SY0607	NCES-CCD
MIGR07	n Migrant Students, SY0607	NCES-CCD
FREE07	n Students Eligible for Free Meals, SY0607	NCES-CCD
RED07	n Students Eligible for Reduced-price Meals, SY0607	NCES-CCD
FR07	n Students Eligible for Free and Reduced-price Meals, SY0607	NCES-CCD
ELL07	n English Language Learner Students, SY0607	NCES-CCD
IEP07	n Individualized Education Plan (Special Education) Students, SY0607	NCES-CCD
STAFF07	n Total Staff, SY0607	NCES-CCD
PTRATIO07	Pupil-Teacher ratio, SY0607	NCES-CCD
TEAD07	n Teachers (FTE), SY0607	NCES-CCD
AIDE07	n Aides (FTE), SY0697	NCES-CCD
COORD07	n Coordinators (FTE), SY0607	NCES-CCD
ELTEA07	n Elementary Teachers (FTE), district, SY0607	NCES-CCD
KGTEA007	n Kindergarten Teachers (FTE), SY 0607	NCES-CCD
LEAADM07	n District-level Administrators (FTE), SY 0607	NCES-CCD
LEASS07	n District-level Administrative Support Staff (FTE), SY 0607	NCES-CCD
MEDIA07	n Library/Media Specialists (FTE), SY 0607	NCES-CCD
MEDSS07	n Library/Media Support Staff (FTE), SY 0607	NCES-CCD
OTHSS07	n Other District-level Support Staff (FTE), SY 0607	NCES-CCD
PKTEA07	n Pre-Kindergarten Teachers (FTE), SY 0607	NCES-CCD
SCHADM07	n School-level Administrators (FTE), SY 0607	NCES-CCD
SCHSS07	n School-level Administrative Support Staff (FTE), 0607	NCES-CCD
SECGC07	n Secondary-level Guidance Counselors (FTE), SY 0607	NCES-CCD
SECTEA07	n Secondary-level Teachers (FTE), SY 0607	NCES-CCD
SSS07	n Student Support Services Staff (FTE), SY 0607	NCES-CCD
TOTGC07	n Total Guidance Counselors (FTE), SY 0607	NCES-CCD

UNTEA07	n Ungraded Teachers (FTE), SY 0607	NCES-CCD
MEMB07	Fall membership (denominator for per pupil calculations), SY 0607	NCES-CCD
GREV07	Total general revenue, SY 0607	NCES-CCD
LREV07	Total general revenue, local sources SY 0607	NCES-CCD
SREV07	Total general revenue, state sources SY 0607	NCES-CCD
FREV07	Total general revenue, federal sources SY 0607	NCES-CCD
PROTAX07	Local revenue derived from property taxes, SY 0607	NCES-CCD
SALTAX07	Local revenue derived from sales taxes, SY 0607	NCES-CCD
UTITAX07	Local revenue derived from public utility taxes, SY 0607	NCES-CCD
INCOTAX07	Local revenue derived from individual and corporate income tax, SY 0607	NCES-CCD
OTHTAX07	Local revenue derived from all other taxes, SY 0607	NCES-CCD
PARGOV07	Local revenue derived from parent government contributions, SY 0607	NCES-CCD
CITYCTY07	Local revenue derived from separate city or county levies, SY 0607	NCES-CCD
OTHLEA07	Local revenue derived from other school systems, SY 0607	NCES-CCD
PDTUI07	Local revenue derived from tuition paid by pupil or parent, SY 0607	NCES-CCD
PDTRAN07	Local revenue derived from transportation fees paid by pupil or parent, SY 0607	NCES-CCD
SCHLUN07	Local revenue derived from school lunch revenues, SY 0607	NCES-CCD
TXTBK07	Local revenue derived from textbook sales, SY 0607	NCES-CCD
STACT07	Local revenue derived from student activity receipts, SY 0607	NCES-CCD
OTHSALE07	Local revenue derived from other sales and services, SY 0607	NCES-CCD
STFEES07	Local revenue derived from student fees (non-specific), SY 0607	NCES-CCD
INTRST07	Local revenue derived from interest earnings, SY 0607	NCES-CCD
OTHLOC07	Local revenue derived from misc. other local revenue, SY 0607	NCES-CCD
SPEPRO07	Local revenue derived from special processing, SY 0607	NCES-CCD
RENT07	Local revenue derived from rents and royalties, SY 0607	NCES-CCD
PROSAL07	Local revenue derived from sale of property, SY 0607	NCES-CCD
FINE07	Local revenue derived from fines and forfeits, SY0607	NCES-CCD
PRIV07	Local revenue derived from private contributions, SY0607	NCES-CCD
GFA07	State revenue derived from general formula assistance, SY0607	NCES-CCD
SSPED07	State revenue derived from special education programs, SY067	NCES-CCD
STRAN07	State revenue derived from transportation programs, SY0607	NCES-CCD
STIMPR07	State revenue derived from staff improvement programs, SY0607	NCES-CCD
SCOMP07	State revenue derived from compensation and basic skills programs, SY0607	NCES-CCD
SVOC07	State revenue derived from vocational programs, SY0607	NCES-CCD
SCAP07	State revenue derived from capital outlay and debt service, SY0607	NCES-CCD
SBILI07	State revenue derived from bilingual programs, SY0607	NCES-CCD
STAG07	State revenue derived from gifted and talented programs, SY0607	NCES-CCD
SLUNC07	State revenue derived from school lunch programs, SY0607	NCES-CCD
SOTH07	State revenue derived from all other sources, SY0607	NCES-CCD
T1REV07	Federal revenue awarded under Title I grant	NCES-CCD
CWD07	Federal revenue derived from IDEA, SY0607	NCES-CCD
CNA07	Federal revenue derived from Child Nutrition Act, SY0607	NCES-CCD
EISEN07	Federal revenue derived from Eisenhower Math & Science program, SY0607	NCES-CCD
DRUG07	Federal revenue derived from Drug-Free Schools programs	NCES-CCD
T5PA07	Federal revenue derived from Title V, part A	NCES-CCD
FVOC07	Federal revenue derived from Perkins vocational program (Title II and III, e)	NCES-CCD
IMPAC07	Federal revenue derived from Impact Aid, SY0607	NCES-CCD
FBIL07	Federal revenue derived from Bilingual Ed programs, SY0607	NCES-CCD

NATIV07	Federal revenue derived from Native American Education programs, SY0607	NCES-CCD
FOTH07	Federal revenue derived from all other federal sources, SY0607	NCES-CCD
TI07	Total Title I funds, SY0607	NAF-FEBP
IDEA07	Total IDEA funds, SY0607	NAF-FEBP
IMPACT07	Total Impact aid, SY0607	NAF-FEBP
FEDNUT07	Total Federal school nutrition funding, SY0607	NAF-FEBP
FEDMLS07	Total Federal school meals funding, SY0607	NAF-FEBP
FEDCOM07	Total Federal school commodities funding, SY0607	NAF-FEBP
MED07	Total Medicaid reimbursements, SY0607	NAF-FEBP
TOTEXP07	Total expenditures, SY 0607	NCES-CCD
TCE07	Total current expenditures, SY 0607	NCES-CCD
TCEI07	Total current expenditures for instruction, SY 0607	NCES-CCD
TCESS07	Total current expenditures for support services, SY 0607	NCES-CCD
TCEOTH07	Total current expenditures for other elementary and secondary education, SY 0607	NCES-CCD
TCESAL07	Total current expenditures for salaries, SY 0607	NCES-CCD
TCEBEN07	Total current expenditures for benefits, SY 0607	NCES-CCD
CAPOUT07	Total capital outlay, SY 0607	NCES-CCD
NONTCE07	Total current expenditures for non-elementary and secondary education, SY 0607	NCES-CCD
INSUPP07	Expenditures for instructional staff support services, SY0607	NCES-CCD
STSUP07	Expenditures for student support services, SY0607	NCES-CCD
INSUP07	Expenditures for instructional staff support services, SY0607	NCES-CCD
GADSUP07	Expenditures for general administration, SY0607	NCES-CCD
SADSUP07	Expenditures for school administration, SY0607	NCES-CCD
OPSSMA07	Expenditures for operations & maintenance, SY0607	NCES-CCD
TRANS07	Expenditures for student transportation, SY0607	NCES-CCD
OTHSUP07	Expenditures for other support services, SY0607	NCES-CCD
INSAL07	Expenditures for instructional staff salaries, SY0607	NCES-CCD
SSSAL07	Expenditures for student support services staff salaries, SY0607	NCES-CCD
ISSSAL07	Expenditures for instructional staff support services staff salaries, SY0607	NCES-CCD
GADSAL07	Expenditures for general administration staff salaries, SY0607	NCES-CCD
SASSAL07	Expenditures for school administration staff salaries, SY0607	NCES-CCD
OPSSAL07	Expenditures for operations and maintenance staff salaries, SY0607	NCES-CCD
SUPSALSTR07	Expenditures for student transportation staff salaries, SY0607	NCES-CCD
OSSSAL07	Expenditures for other support services staff salaries, SY0607	NCES-CCD
FSSAL07	Expenditures for non-instructional food services staff salaries, SY0607	NCES-CCD
INBEN07	Expenditures for instructional staff fringe benefits, SY0607	NCES-CCD
SSSBEN07	Expenditures for student support services staff fringe benefits, SY0607	NCES-CCD
ISSBEN07	Expenditures for instructional staff support services staff fringe benefits, SY0607	NCES-CCD
GADBEN07	Expenditures for general administration staff fringe benefits, SY0607	NCES-CCD
SADBEN07	Expenditures for school administration staff fringe benefits, SY0607	NCES-CCD
OPSBEN07	Expenditures for operations and maintenance staff fringe benefits, SY0607	NCES-CCD
TRABEN07	Expenditures for pupil transportation staff fringe benefits, SY0607	NCES-CCD
OSSBEN07	Expenditures for other support services staff fringe benefits, SY0607	NCES-CCD
FSBEN07	Expenditures for non-instructional food services staff benefits, SY0607	NCES-CCD
PRISCH07	Expenditures for payments to private schools, SY0607	NCES-CCD

CHASCH07	Expenditures for payments to public charter schools, SY0607	NCES-CCD
REGSAL07	Expenditures for teacher salaries (regular education programs), SY0607	NCES-CCD
SPESAL07	Expenditures for teacher salaries (special education programs), SY0607	NCES-CCD
VOCSAL07	Expenditures for teacher salaries (vocational education programs), SY0607	NCES-CCD
OTHSAL07	Expenditures for teacher salaries (other education programs), SY0607	NCES-CCD
TEXT07	Expenditures for textbooks, SY0607	NCES-CCD
COMM07	Expenditures for community services (non-elementary & secondary), SY0607	NCES-CCD
ADED07	Expenditures for adult education services (non-elementary & secondary), SY0607	NCES-CCD
OTHNON07	Expenditures for other non-elementary & secondary programs, SY0607	NCES-CCD
CONST07	Expenditures for capital outlay/construction, SY0607	NCES-CCD
EQUIP07	Expenditures for capital outlay/instructional equipment, SY0607	NCES-CCD
OTHEQU07	Expenditures for capital outlay/other equipment, SY0607	NCES-CCD
NONEQ07	Expenditures for capital outlay/non-specified equipment, SY0607	NCES-CCD
LAND07	Expenditures for capital outlay/land and existing structures, SY0607	NCES-CCD
LOGGOV07	Expenditures for payments to local governments, SY0607	NCES-CCD
STAGOV07	Expenditures for payments to state governments, SY0607	NCES-CCD
INTER07	Expenditures for payments to school district indebtedness, SY0607	NCES-CCD
PAYLEA07	Expenditures for payments to other school districts, SY0607	NCES-CCD
LTDNEG07	Long-term debt outstanding at beginning of fiscal year, SY0607	NCES-CCD
LTDDUR07	Long-term debt issued during fiscal year, SY0607	NCES-CCD
LTDRET07	Long-term debt retired during fiscal year, SY0607	NCES-CCD
LTDEND07	Long-term debt outstanding at end of fiscal year, SY0607	NCES-CCD
STDBEG07	Short-term debt outstanding at beginning of fiscal year, SY0607	NCES-CCD
STDEND	Short-term debt outstanding at end of fiscal year, SY0607	NCES-CCD
DSF07	Debt service funds held at end of fiscal year, SY0607	NCES-CCD
BOND07	Bond funds held at end of fiscal year, SY0607	NCES-CCD
OTHFUN07	Other funds held at end of fiscal year, SY0607	NCES-CCD
MA4PR07	Percent proficient, grade 4 math (state-designated NCLB assessment), SY0607	NAF-FEBP
RD4PR07	Percent proficient, grade 4 reading (state-designated NCLB assessment), SY0607	NAF-FEBP
MA8PR07	Percent proficient, grade 8 math (state-designated NCLB assessment), SY0607	NAF-FEBP
RD8PR07	Percent proficient, grade 8 reading (state-designated NCLB assessment), SY0607	NAF-FEBP
MAHSPR07	Percent proficient, HS math (state-designated NCLB assessment), SY0607	NAF-FEBP
RDHSPR07	Percent proficient, HS reading (state-designated NCLB assessment), SY0607	NAF-FEBP
DROP07	n Dropouts (grades 9-12) per NCES, SY0607	NCES-CCD
GRADRTE07	Averaged freshmen graduation rate per NCES, SY0607	NCES-CCD
TOTENR03	Total enrollment, SY0203 (use for Greene-method 06-07 grad rate calculation)	NCES-CCD
G8ENR03	Grade enrollment, SY0203 (use for Greene-method 06-07 grad rate calculation)	NCES-CCD
DIPL07	Total n diplomas awarded, SY0607 (use for Greene-method 06-07 grad rate calculation)	NCES-CCD

GRADEN07	Denominator for calculating 06-07 graduation rate (Greene methodology)	NCES-CCD
GRAD07	SY0607 graduation rate (Greene methodology)	NCES-CCD