



Funding Equity in MMSD

Key Findings

1. Municipalities within MMSD with higher proportions of white students contribute much more tax revenue per student than municipalities with a higher share of African-American students or students of color.
2. Schools with greater proportions of African-American students and students of color have more favorable staff-to-student ratios and higher personnel costs per student than schools with more white students.
3. There is no obvious association between the racial/ethnic makeup of a school and its facilities grade.

This report follows a request from Alpha Phi Alpha, an African-American fraternity, in which members expressed concerns about the equity of school funding and allocations within MMSD. In particular, their concerns focused on whether schools with largely white student populations received more resources than those with greater shares of African-American students, and whether the taxes paid in largely African-American areas of the district had the effect of subsidizing schools in largely white areas of the district. To explore this issue, we present data in three different areas:

1. Tax levies by municipality
2. Staffing and funding by school
3. School facility grades

In each section, we explore the association between the variable of interest and the percent of African-American students in the relevant geography, as well as the percent of white students in the relevant geography.

Tax Levies by Municipality

The Madison Metropolitan School District contains all or part of nine municipalities from which MMSD collected taxes this year. The table below shows the MMSD tax levy collected from each of these nine municipalities, the number of MMSD students who live in the municipality, and the tax levy collected per MMSD student served (calculated by dividing the total tax levy by the number of MMSD students). The table also includes demographic characteristics for the MMSD students living in each municipality.

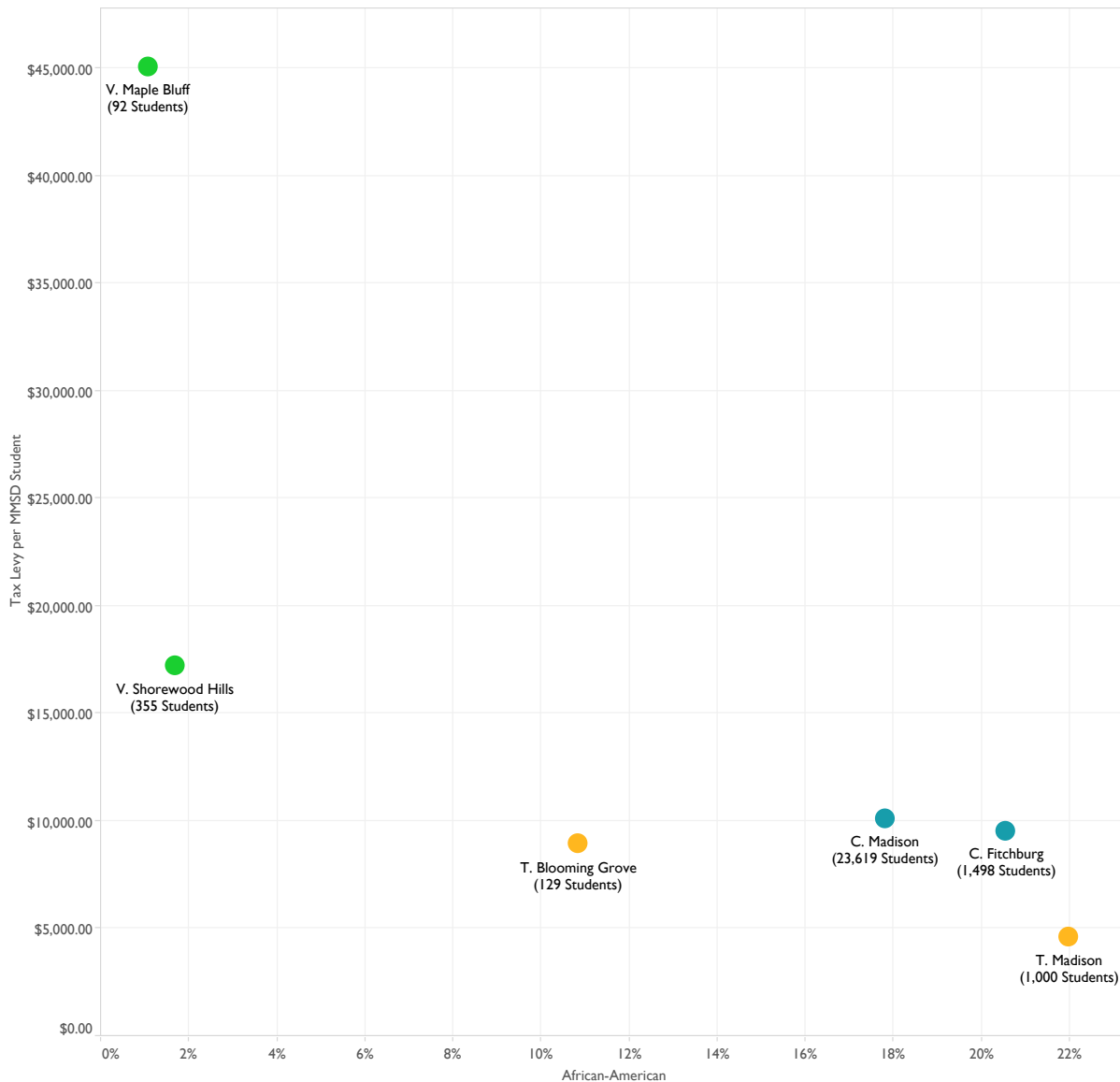
Municipality	Tax Levy	MMSD Students	Levy per student	Asian	African-American	Hispanic	Multiracial	White	Free/Reduced Lunch	English Language Learner
C. Madison	\$238,173,906.93	23,619	\$10,084.00	10%	18%	18%	9%	46%	47%	25%
C. Fitchburg	\$14,255,559.76	1,498	\$9,516.40	5%	21%	37%	6%	30%	61%	40%
T. Madison	\$4,560,497.76	1,000	\$4,560.50	5%	22%	54%	7%	12%	86%	56%
V. Shorewood Hills	\$6,100,559.72	355	\$17,184.68	9%	2%	6%	9%	73%	5%	11%
T. Blooming Grove	\$1,148,696.41	129	\$8,904.62	0%	11%	26%	15%	49%	64%	17%
V. Maple Bluff	\$4,145,095.92	92	\$45,055.39	2%	1%	3%	3%	90%	0%	3%
T. Burke	\$99,134.79	5	\$19,826.96	Suppressed to protect student privacy						
T. Middleton	\$5,672.36	1	\$5,672.36	Suppressed to protect student privacy						
C. Monona	\$11,169.35	0	N/A							
Total	\$268,500,293.00	26,700	\$10,056.57	9%	18%	20%	9%	44%	48%	27%

Note: C=City, T=Town, V=Village. Total student count and demographics above differ slightly from official district totals because of students attending MMSD schools who live outside district attendance boundaries. Native American and Pacific Islander students do not appear in the table above to protect student privacy; in total, these student groups make up less than one half of one percent of students living within MMSD boundaries.

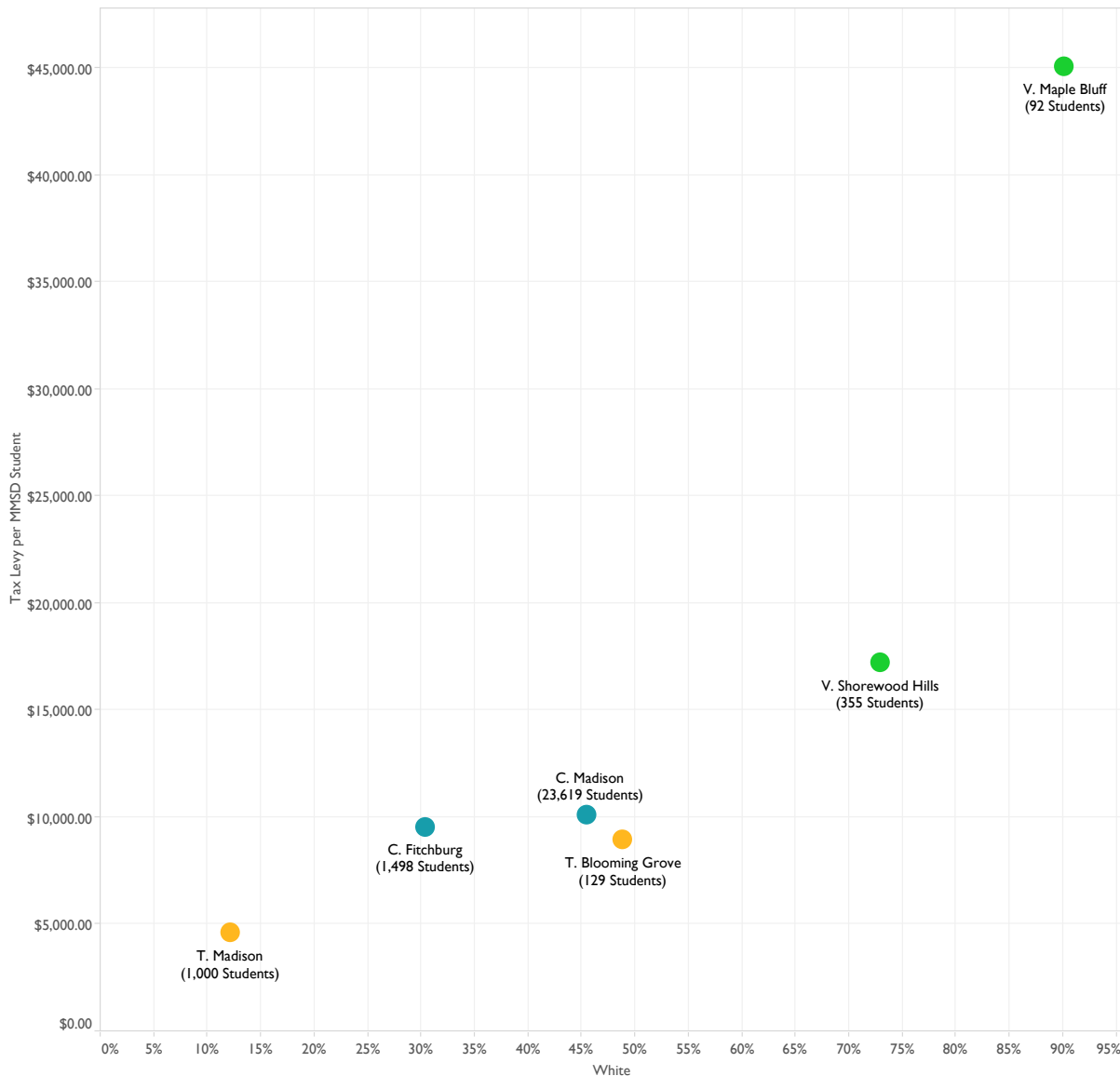


This scatterplot illustrates the total tax levy per Madison Metropolitan School District (MMSD) student for the municipalities that fall in whole or in part within MMSD boundaries. The vertical axis represents the MMSD tax levy per MMSD student living in that municipality, while the horizontal axis represents the percent of MMSD students from the municipality who are African-American. Higher dots represent greater tax levy per student and dots further to the right represent a greater share of African-American students. Villages appear in green, towns in orange, and cities in teal.

From this graph, it is clear that municipalities with greater African-American populations contribute substantially less on a per-student basis than those with smaller African-American populations. The Villages of Maple Bluff and Shorewood Hills, with the smallest African-American populations, pay approximately 10 times and 4 times more per student, respectively, relative to the Town of Madison, which has the largest African-American population.



This graph is similar to that on the prior page, but substitutes in the percent of white students from the municipality for the percent of African-American students. We see clearly from this graph that as the percent of white students from a municipality increases, the per-student tax levy contributed by that municipality also increases.



In summary, municipalities within MMSD boundaries with more students of color in general and more African-American students in particular contribute less tax funding on a per-student served basis than municipalities with more white students. This implies that tax funding from municipalities with a larger share of white students serves to subsidize the education of students from municipalities with a smaller share of white students.



Staffing and Funding by School

In this section, we focus on the resources allocated to each MMSD school and the demographic composition of students at that school, including student/staff ratios, total staff salaries, and other spending. The term “FTE” refers to “Full-Time Equivalents” for staff; for example, a full-time employee would be 1.0 FTE while a half-time employee would be 0.5 FTE.

Staffing Levels

The table below shows the demographics (blue columns) and staff allocations (green columns) for MMSD schools.

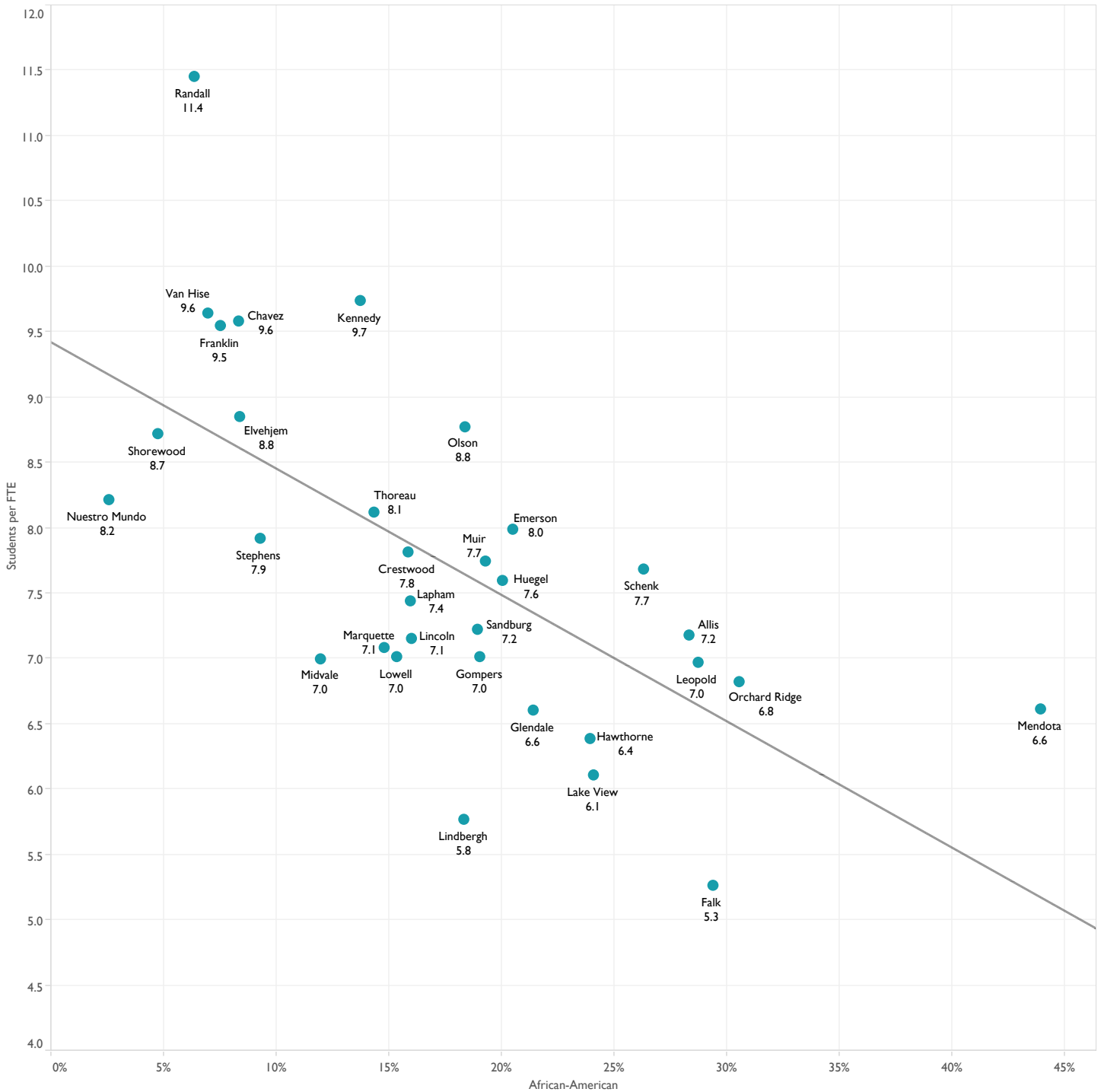
Level	School Name	Total Enrollment FY15 (4K factored at 60%)	Native American	Asian	African-American	Hispanic	Multiracial	Pacific Islander	White	Special Education	ELL	Low Income	Administrators FTE	Clerical FTE			EA FTE	Total Staff FTE Allocated*	Students per FTE Allocated
Elementary	Allis	528	1%	7%	28%	24%	12%		28%	17%	29%	73%	2	2.00	38.55	2.80	28.30	73.65	7.17
Elementary	Chavez	680	0%	13%	8%	17%	7%		55%	11%	25%	28%	2	1.80	44.50	2.20	20.50	71.00	9.58
Elementary	Crestwood	385		7%	16%	18%	7%	0%	52%	10%	26%	41%	1	1.00	29.50	1.80	15.99	49.29	7.81
Elementary	Elvehjem	487	1%	3%	8%	12%	14%		62%	12%	12%	36%	1	1.00	31.62	2.00	19.43	55.05	8.85
Elementary	Emerson	409	0%	4%	21%	14%	11%	0%	50%	11%	17%	57%	1	1.00	31.90	1.40	15.96	51.26	7.98
Elementary	Falk	311	1%	6%	29%	30%	14%		20%	22%	33%	76%	1	1.00	28.25	2.90	26.00	59.15	5.26
Elementary	Franklin	396	0%	9%	8%	12%	10%		62%	8%	19%	27%	1	1.00	25.32	1.10	13.10	41.52	9.54
Elementary	Glendale	458	1%	7%	21%	36%	10%		24%	17%	42%	69%	1	1.00	38.85	2.80	25.80	69.45	6.59
Elementary	Gompers	275	0%	6%	19%	19%	10%		45%	10%	32%	58%	1	1.00	23.45	1.75	12.06	39.26	7.01
Elementary	Hawthorne	372	1%	17%	24%	26%	8%		24%	13%	46%	71%	1	1.00	31.75	3.10	21.46	58.31	6.38
Elementary	Huegel	469		4%	20%	17%	12%		46%	13%	19%	50%	1	1.00	38.76	2.20	18.82	61.78	7.59
Elementary	Kennedy	545		6%	14%	10%	13%		58%	8%	16%	41%	2	1.00	34.15	2.30	16.57	56.02	9.73
Elementary	Lake View	275		17%	24%	18%	10%	0%	30%	15%	35%	77%	1	1.00	25.55	2.90	14.60	45.05	6.10
Elementary	Lapham	257	1%	3%	16%	13%	9%		58%	12%	12%	46%	1	1.00	19.00	1.90	11.68	34.58	7.43
Elementary	Leopold	674		3%	29%	38%	7%		23%	13%	41%	73%	2	2.00	58.70	3.50	30.55	96.75	6.97
Elementary	Lincoln	388	0%	11%	16%	39%	8%		25%	15%	50%	66%	1	1.50	29.20	2.50	20.12	54.32	7.14
Elementary	Lindbergh	227		16%	18%	26%	10%	0%	29%	16%	42%	76%	1	1.00	21.85	1.60	13.93	39.38	5.76
Elementary	Lowell	357	0%	2%	15%	16%	9%		57%	15%	20%	49%	1	1.00	28.25	1.60	19.09	50.94	7.01
Elementary	Marquette	217	0%	4%	15%	13%	9%		58%	18%	14%	37%	1	1.00	13.60	1.25	13.80	30.65	7.08
Elementary	Mendota	310	0%	6%	44%	11%	13%		25%	12%	19%	77%	1	1.00	27.05	2.80	15.09	46.94	6.60
Elementary	Midvale	459		12%	12%	32%	8%	0%	36%	12%	43%	55%	1	2.00	39.30	2.30	21.03	65.63	6.99
Elementary	Muir	426	1%	20%	19%	12%	9%		40%	17%	29%	37%	1	1.00	31.35	1.90	19.81	55.06	7.74
Elementary	Nuestro Mundo	313		1%	3%	67%	3%		26%	8%	61%	61%	1	1.00	23.30	1.70	11.13	38.13	8.21
Elementary	Olson	459		11%	18%	11%	5%		54%	11%	17%	31%	1	1.56	31.50	1.90	16.38	52.34	8.77
Elementary	Orchard Ridge	353	1%	5%	31%	20%	11%		33%	13%	20%	65%	1	1.00	30.35	2.90	16.57	51.82	6.81
Elementary	Randall	389	0%	8%	6%	7%	8%	1%	69%	10%	13%	21%	1	1.00	20.70	1.10	10.18	33.98	11.45
Elementary	Sandburg	421	1%	6%	19%	40%	7%		27%	13%	43%	73%	1	1.81	34.65	2.20	18.65	58.31	7.22
Elementary	Schenk	419	1%	4%	26%	24%	14%		31%	11%	27%	67%	1	1.00	33.75	2.45	16.38	54.58	7.68
Elementary	Shorewood	446	1%	35%	5%	8%	9%	0%	42%	6%	45%	30%	1	1.00	30.90	1.80	16.49	51.19	8.71
Elementary	Stephens	547		16%	9%	28%	6%		41%	13%	42%	38%	2	1.50	37.00	1.90	26.71	69.11	7.91
Elementary	Thoreau	450		2%	14%	23%	9%		52%	9%	31%	47%	1	1.00	31.85	1.60	20.00	55.45	8.12
Elementary	Van Hise	414	0%	20%	7%	5%	10%		57%	9%	31%	20%	1	1.00	26.45	1.30	13.22	42.97	9.63
Middle	Badger Rock	84		4%	23%	33%	12%		29%	23%	30%	66%	1	0.51	5.9	1.8	6.00	15.21	5.52
Middle	Black Hawk	380	1%	10%	30%	18%	10%		30%	19%	26%	65%	2	1	26.8	4.3	17.48	51.58	7.37
Middle	Cherokee	467	1%	5%	26%	25%	9%		35%	19%	28%	63%	2	2	34.635	3.7	23.19	65.53	7.13
Middle	Hamilton	851	0%	11%	6%	8%	7%		67%	9%	15%	18%	2	2.75	50.3	4.2	17.55	76.8	11.1
Middle	Jefferson	539	0%	16%	22%	15%	6%		40%	14%	23%	43%	2	1.88	35.4	3.3	17.87	60.45	8.92
Middle	O'Keefe	466	0%	5%	16%	17%	8%		54%	15%	19%	47%	1	2	30.26	3.35	15.83	52.44	8.89
Middle	Sennett	622	0%	6%	19%	31%	9%		35%	18%	33%	64%	2	2	44.4	4.6	26.46	79.46	7.83
Middle	Sherman	421	0%	9%	26%	29%	9%		25%	19%	38%	75%	1	1	27.6	4.05	19.95	53.6	7.86
Middle	Spring Harbor	260		10%	14%	18%	8%		50%	15%	18%	36%	1	1.65	19.65	2.8	9.39	34.49	7.54
Middle	Toki	547	0%	8%	21%	14%	7%		49%	17%	15%	45%	2	2	35.6	4.3	17.52	61.42	8.91
Middle	Whitehorse	463	0%	3%	18%	15%	12%		52%	15%	18%	48%	1	1.82	30.6	3.05	17.49	53.96	8.58
Middle	Wright	255	1%	9%	24%	50%	6%		11%	21%	56%	91%	1	1	20.3	3.28	15.93	41.51	6.14
High	East	1598	1%	10%	24%	15%	10%		40%	22%	25%	54%	5	9	87.04	11.8	69.02	181.9	8.79
High	La Follette	1449	0%	5%	23%	20%	10%	0%	42%	21%	25%	54%	5	7.75	80.485	11.1	62.69	167	8.68
High	Memorial	1924		12%	16%	12%	6%	0%	53%	18%	18%	34%	5	6.88	99.115	11.74	64.54	187.3	10.3
High	Shabazz	109	1%	3%	12%	8%	15%		61%	18%	7%	45%	1	1.39	11.1	2.25	2.00	17.74	6.14
High	West	2064	0%	11%	12%	17%	6%	0%	54%	16%	22%	32%	5	8.5	103.75	12.9	70.38	200.5	10.3

*Includes school-based staff only. Custodial, Food Services, and Security staff are not included.

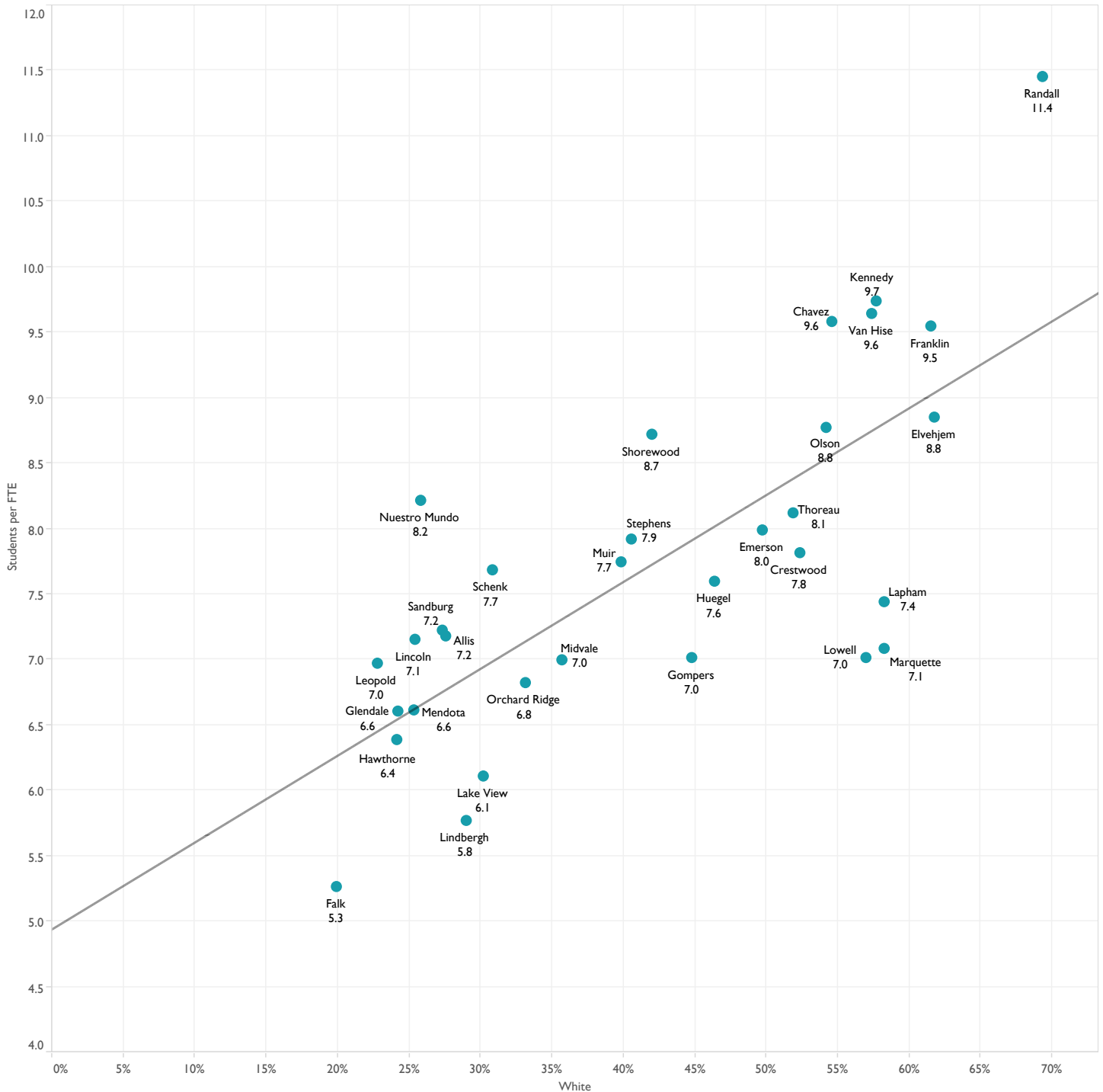


Elementary

The scatterplot below shows the total students per staff FTE (vertical axis) and the percent of African-American students (horizontal axis) at each **elementary school**. The grey trend line is included for reference. This graph shows us that schools with a larger percentage of African-American students tend to have fewer students per FTE, or a more favorable ratio of students to adults in the building.



This scatterplot shows the same information by **elementary school**, but with the percent of students who are white on the horizontal axis rather than the percent of students who are African-American. This graph shows us that schools with more white students have less favorable student-to-staff ratios.





Secondary

The scatterplot below shows the total students per staff FTE (vertical axis) and the percent of African-American students (horizontal axis) at each **secondary school**. Middle schools appear in orange and high schools appear in blue. The grey trend line is included for reference. As with elementary schools, secondary schools with a larger percentage of African-American students tend to have fewer students per FTE, or a more favorable ratio of students to adults in the building. Shabazz High, an alternative school, is a noticeable outlier; if Shabazz were excluded and only conventional schools shown, the trend would be even stronger.





This scatterplot shows the same information by **secondary school**, but with the percent of white students on the horizontal axis rather than the percent of African-American students. Again, as with elementary schools, secondary schools with more white students have less favorable student-to-staff ratios. Shabazz High, an alternative school, is again a noticeable outlier; if Shabazz were excluded and only conventional schools shown, the trend would be even stronger. Middle schools appear in orange and high schools in blue.





Funding

The table below shows demographics (blue columns) and funding (green columns) for MMSD schools, including Total Building Allotment and Budgeted Staff Salary.

Level	School Name	Total Enrollment FY15 (4K factored at 60%)	Native American	Asian	African-American	Hispanic	Multiracial	Pacific Islander	White	Special Education	ELL	Low Income	Total Building Allotment*	Total Building Allotment \$ per Student (FTE)	Total Personnel Costs**	Personnel Costs Per Student
Elementary	Allis	528	1%	7%	28%	24%	12%		28%	17%	29%	73%	\$145,634.89	\$275.82	\$5,693,550.95	\$10,783.24
Elementary	Chavez	680	0%	13%	8%	17%	7%		55%	11%	25%	28%	\$110,368.26	\$162.31	\$5,640,787.36	\$8,295.28
Elementary	Crestwood	385		7%	16%	18%	7%	0%	52%	10%	26%	41%	\$60,774.18	\$157.86	\$3,948,873.72	\$10,256.81
Elementary	Elvehjem	487	1%	3%	8%	12%	14%		62%	12%	12%	36%	\$72,526.41	\$148.92	\$4,549,205.49	\$9,341.28
Elementary	Emerson	409	0%	4%	21%	14%	11%	0%	50%	11%	17%	57%	\$109,494.30	\$267.71	\$3,554,951.23	\$8,691.81
Elementary	Falk	311	1%	6%	29%	30%	14%		20%	22%	33%	76%	\$93,777.43	\$301.54	\$4,274,527.92	\$13,744.46
Elementary	Franklin	396	0%	9%	8%	12%	10%		62%	8%	19%	27%	\$57,962.25	\$146.37	\$3,285,025.04	\$8,295.52
Elementary	Glendale	458	1%	7%	21%	36%	10%		24%	17%	42%	69%	\$89,182.11	\$194.72	\$5,709,742.32	\$12,466.69
Elementary	Gompers	275	0%	6%	19%	19%	10%		45%	10%	32%	58%	\$77,704.50	\$282.56	\$2,690,320.84	\$9,782.98
Elementary	Hawthorne	372	1%	17%	24%	26%	8%		24%	13%	46%	71%	\$94,516.99	\$254.08	\$4,421,140.27	\$11,884.79
Elementary	Huegel	469		4%	20%	17%	12%		46%	13%	19%	50%	\$87,348.16	\$186.24	\$4,947,304.82	\$10,548.62
Elementary	Kennedy	545		6%	14%	10%	13%		58%	8%	16%	41%	\$91,457.48	\$167.81	\$4,265,502.85	\$7,826.61
Elementary	Lake View	275		17%	24%	18%	10%	0%	30%	15%	35%	77%	\$61,093.47	\$222.16	\$3,525,868.09	\$12,821.34
Elementary	Lapham	257	1%	3%	16%	13%	9%		58%	12%	12%	46%	\$45,107.35	\$175.51	\$2,700,970.69	\$10,509.61
Elementary	Leopold	674		3%	29%	38%	7%		23%	13%	41%	73%	\$170,748.98	\$253.34	\$7,029,303.16	\$10,429.23
Elementary	Lincoln	388	0%	11%	16%	39%	8%		25%	15%	50%	66%	\$110,606.02	\$285.07	\$4,205,389.44	\$10,838.63
Elementary	Lindbergh	227		16%	18%	26%	10%	0%	29%	16%	42%	76%	\$75,966.23	\$334.65	\$3,145,816.05	\$13,858.22
Elementary	Lowell	357	0%	2%	15%	16%	9%		57%	15%	20%	49%	\$67,129.75	\$188.04	\$3,754,579.16	\$10,517.03
Elementary	Marquette	217	0%	4%	15%	13%	9%		58%	18%	14%	37%	\$44,649.94	\$205.76	\$2,355,445.37	\$10,854.59
Elementary	Mendota	310	0%	6%	44%	11%	13%		25%	12%	19%	77%	\$107,693.46	\$347.40	\$3,657,498.27	\$11,798.38
Elementary	Midvale	459		12%	12%	32%	8%	0%	36%	12%	43%	55%	\$164,988.73	\$359.45	\$4,641,931.03	\$10,113.14
Elementary	Muir	426	1%	20%	19%	12%	9%		40%	17%	29%	37%	\$66,574.57	\$156.28	\$4,435,475.30	\$10,411.91
Elementary	Nuestro Mundo	313		1%	3%	67%	3%		26%	8%	61%	61%	\$113,257.36	\$361.84	\$2,740,452.55	\$8,755.44
Elementary	Olson	459		11%	18%	11%	5%		54%	11%	17%	31%	\$70,862.50	\$154.38	\$4,060,164.02	\$8,845.67
Elementary	Orchard Ridge	353	1%	5%	31%	20%	11%		33%	13%	20%	65%	\$83,636.89	\$236.93	\$3,637,959.24	\$10,305.83
Elementary	Randall	389	0%	8%	6%	7%	8%	1%	69%	10%	13%	21%	\$59,360.03	\$152.60	\$3,077,659.62	\$7,911.72
Elementary	Sandburg	421	1%	6%	19%	40%	7%		27%	13%	43%	73%	\$205,953.82	\$489.20	\$4,180,981.65	\$9,931.07
Elementary	Schenk	419	1%	4%	26%	24%	14%		31%	11%	27%	67%	\$116,092.72	\$277.07	\$3,921,608.02	\$9,359.45
Elementary	Shorewood	446	1%	35%	5%	8%	9%	0%	42%	6%	45%	30%	\$72,125.78	\$161.72	\$4,085,504.20	\$9,160.32
Elementary	Stephens	547		16%	9%	28%	6%		41%	13%	42%	38%	\$82,395.34	\$150.63	\$5,179,586.90	\$9,469.08
Elementary	Thoreau	450		2%	14%	23%	9%		52%	9%	31%	47%	\$62,152.70	\$138.12	\$4,122,904.77	\$9,162.01
Elementary	Van Hise	414	0%	20%	7%	5%	10%		57%	9%	31%	20%	\$61,851.50	\$149.40	\$3,181,136.98	\$7,683.91
Middle	Badger Rock	84		4%	23%	33%	12%		29%	23%	30%	66%	\$45,031.04	\$536.08	\$1,125,503.71	\$13,398.85
Middle	Black Hawk	380	1%	10%	30%	18%	10%		30%	19%	26%	65%	\$77,981.54	\$205.21	\$4,152,327.38	\$10,927.18
Middle	Cherokee	467	1%	5%	26%	25%	9%		35%	19%	28%	63%	\$103,125.69	\$220.83	\$5,255,711.82	\$11,254.20
Middle	Hamilton	851	0%	11%	6%	8%	7%		67%	9%	15%	18%	\$146,675.65	\$172.36	\$6,662,618.66	\$7,829.16
Middle	Jefferson	539	0%	16%	22%	15%	6%		40%	14%	23%	43%	\$107,602.64	\$199.63	\$4,774,010.59	\$8,857.16
Middle	O'Keeffe	466	0%	5%	16%	17%	8%		54%	15%	19%	47%	\$88,712.87	\$190.37	\$4,534,037.77	\$9,729.69
Middle	Sennett	622	0%	6%	19%	31%	9%		35%	18%	33%	64%	\$116,778.75	\$187.75	\$6,428,826.34	\$10,335.73
Middle	Sherman	421	0%	9%	26%	29%	9%		25%	19%	38%	75%	\$98,802.20	\$234.68	\$4,406,108.68	\$10,465.82
Middle	Spring Harbor	260		10%	14%	18%	8%		50%	15%	18%	36%	\$64,097.97	\$246.53	\$2,836,958.31	\$10,911.38
Middle	Toki	547	0%	8%	21%	14%	7%		49%	17%	15%	45%	\$100,145.49	\$183.08	\$4,839,476.89	\$8,847.31
Middle	Whitehorse	463	0%	3%	18%	15%	12%		52%	15%	18%	48%	\$97,883.89	\$211.41	\$4,407,465.34	\$9,519.36
Middle	Wright	255	1%	9%	24%	50%	6%		11%	21%	56%	91%	\$80,032.90	\$313.85	\$3,276,280.98	\$12,848.16
High	East	1598	1%	10%	24%	15%	10%		40%	22%	25%	54%	\$563,640.00	\$352.72	\$15,486,765.35	\$9,691.34
High	La Follette	1449	0%	5%	23%	20%	10%	0%	42%	21%	25%	54%	\$537,915.17	\$371.23	\$14,603,139.02	\$10,078.08
High	Memorial	1924		12%	16%	12%	6%	0%	53%	18%	18%	34%	\$610,572.52	\$317.35	\$15,632,995.51	\$8,125.26
High	Shabazz	109	1%	3%	12%	8%	15%		61%	18%	7%	45%	\$66,415.04	\$609.31	\$1,499,353.70	\$13,755.54
High	West	2064	0%	11%	12%	17%	6%	0%	54%	16%	22%	32%	\$650,619.51	\$315.22	\$16,406,194.13	\$7,948.74

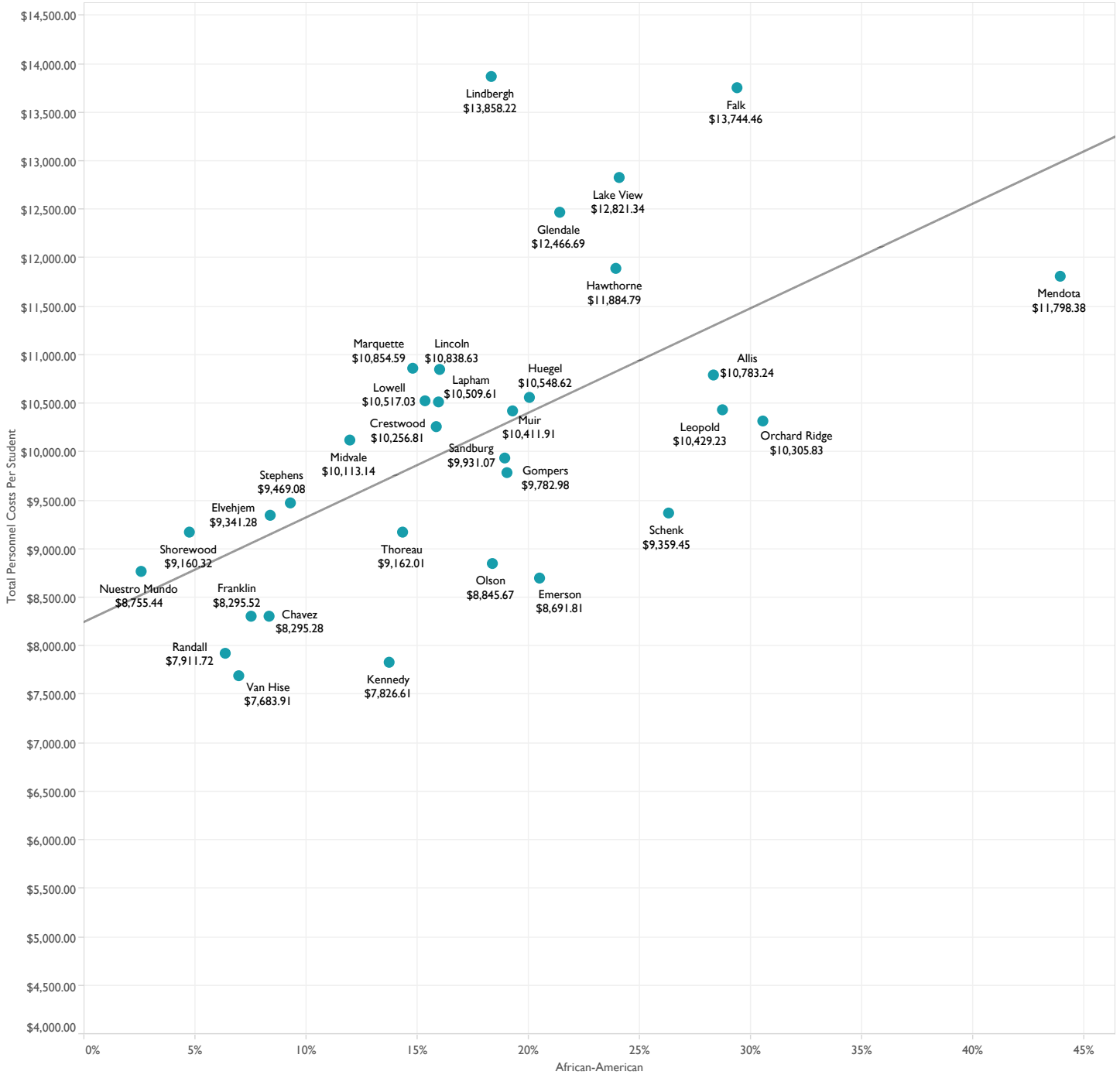
*Total Building Allotment includes General Formula, Extracurricular Supervision, School Improvement Plan, Staff Development, Common School Fund, School-Based Leadership Team, and Title I Non-Permanent Personnel funding.

**Includes Custodial and Food Services staff.

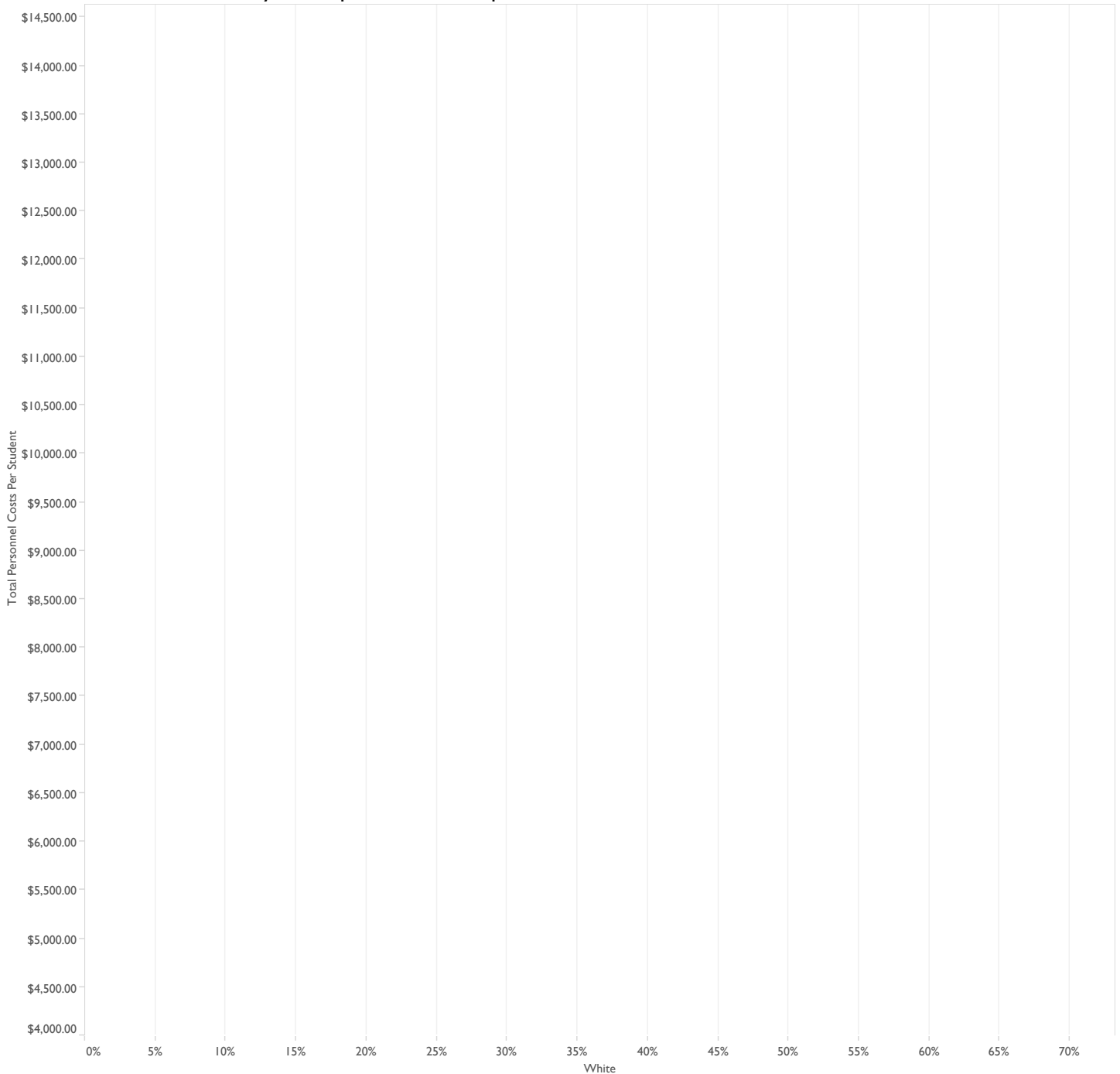


Elementary

The scatterplot below shows the percent of students who are African-American (horizontal axis) and the total personnel costs per student (vertical axis) for MMSD elementary schools. This graph shows a clear trend of schools with higher African-American populations having greater total personnel costs per student.



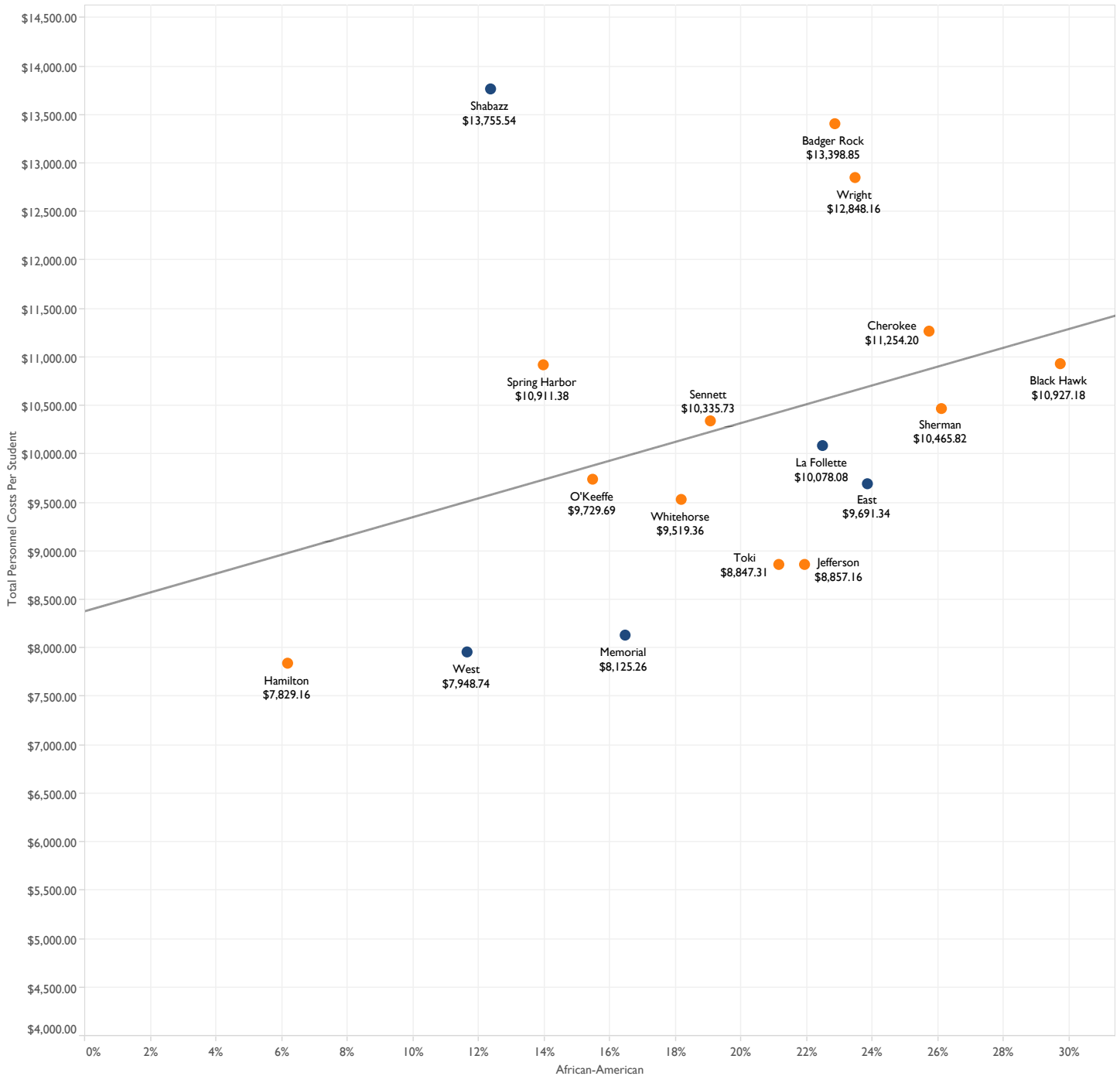
This graph is similar to the prior graph but shows the percent of students who are white on the horizontal axis instead of the percent of students who are African-American for **elementary schools**. We can see that schools with more white students have relatively lower personnel costs per student.



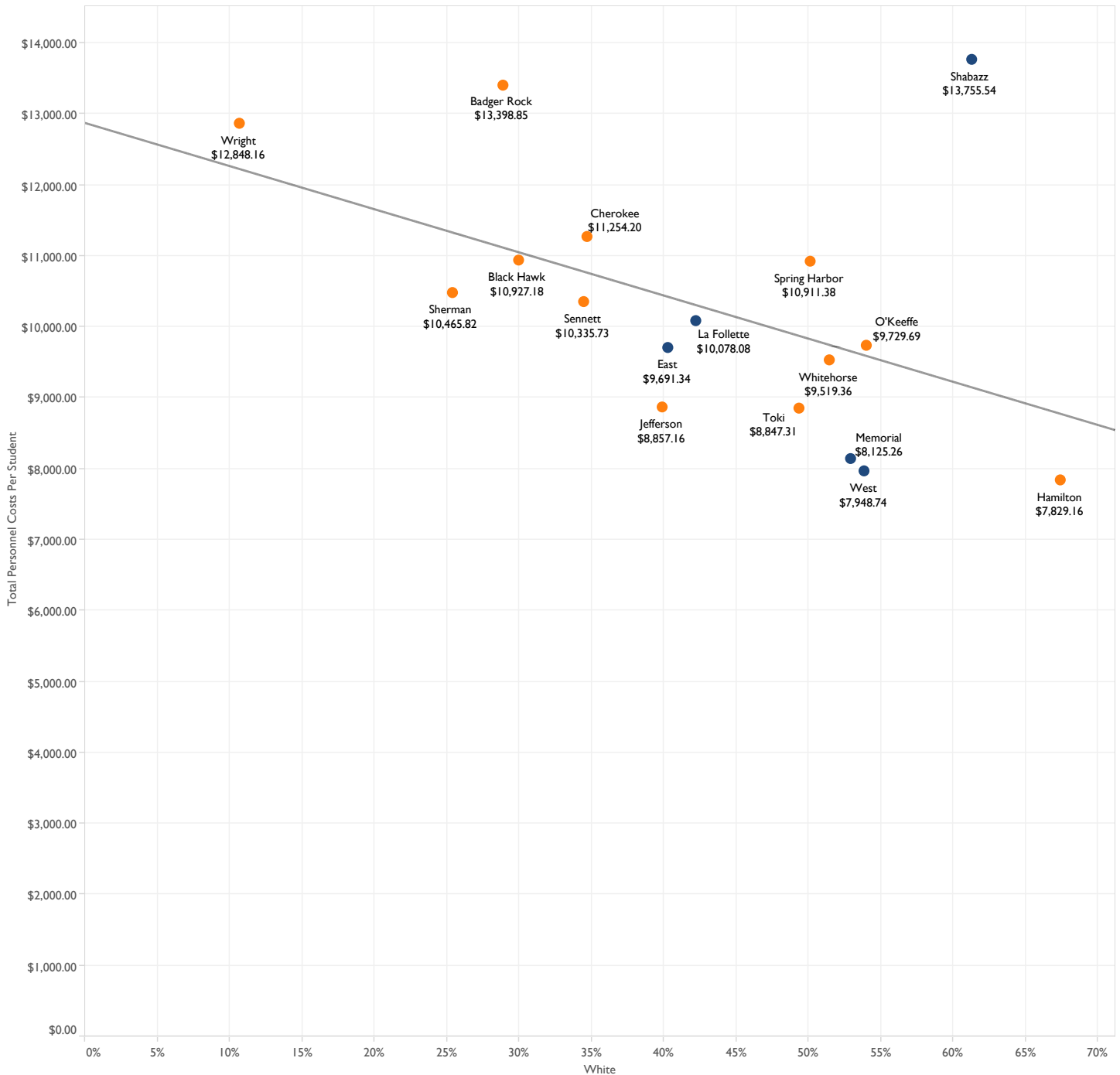


Secondary

The scatterplot below shows the percent of students who are African-American (horizontal axis) and the personnel costs per student (vertical axis) for MMSD **secondary schools**. As with elementary schools, secondary schools with more African-American students have higher personnel costs per student. Shabazz High, an alternative program, is again a clear outlier; the trend would be even more apparent if the graph were restricted to conventional schools only. Middle schools appear in orange and high schools in blue.



This graph shows similar information to the prior graph but shows the percent of white students on the horizontal axis for **secondary schools**. Again, as with elementary schools, schools with a higher proportion of white students have relatively smaller personnel costs per student. Middle schools appear in orange and high schools in blue.



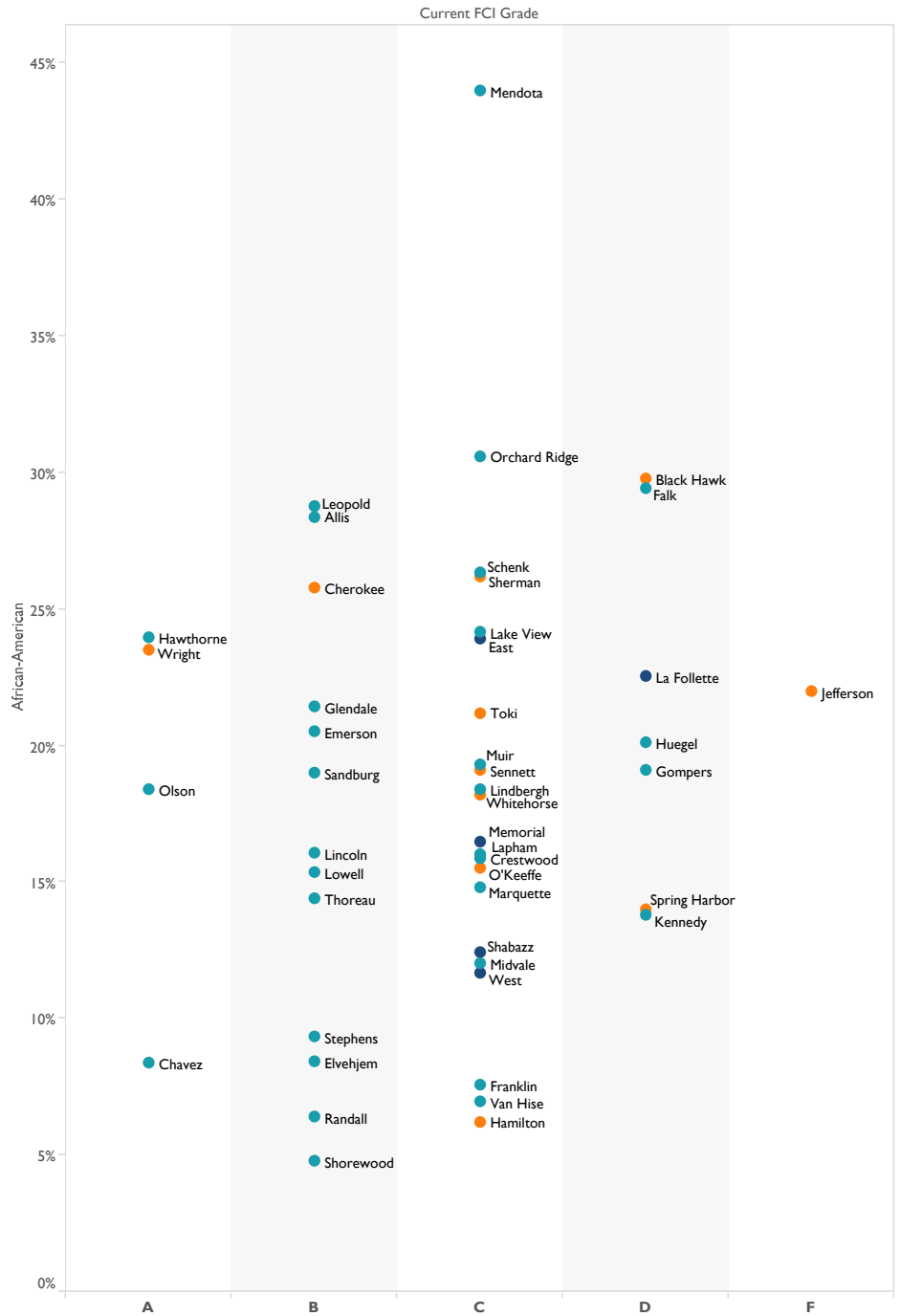


School Facilities Grades

The image to the right shows the percent of students who are African-American at each school on the vertical axis and each school's Facility Condition Index (FCI) grade along the horizontal axis. These facilities grades will change after projects approved in the April 2015 referendum are complete.

Elementary schools appear in teal, middle schools in orange, and high schools in blue.

From this graph, we can see that there is no obvious association between facilities grades and the percent of African-American students at each school. Most MMSD buildings have grades in the B-C range. Although no schools with very low percentages of African-American students are rated as a D or F, schools with higher percentages of African-American students have grades across the spectrum from A-D.

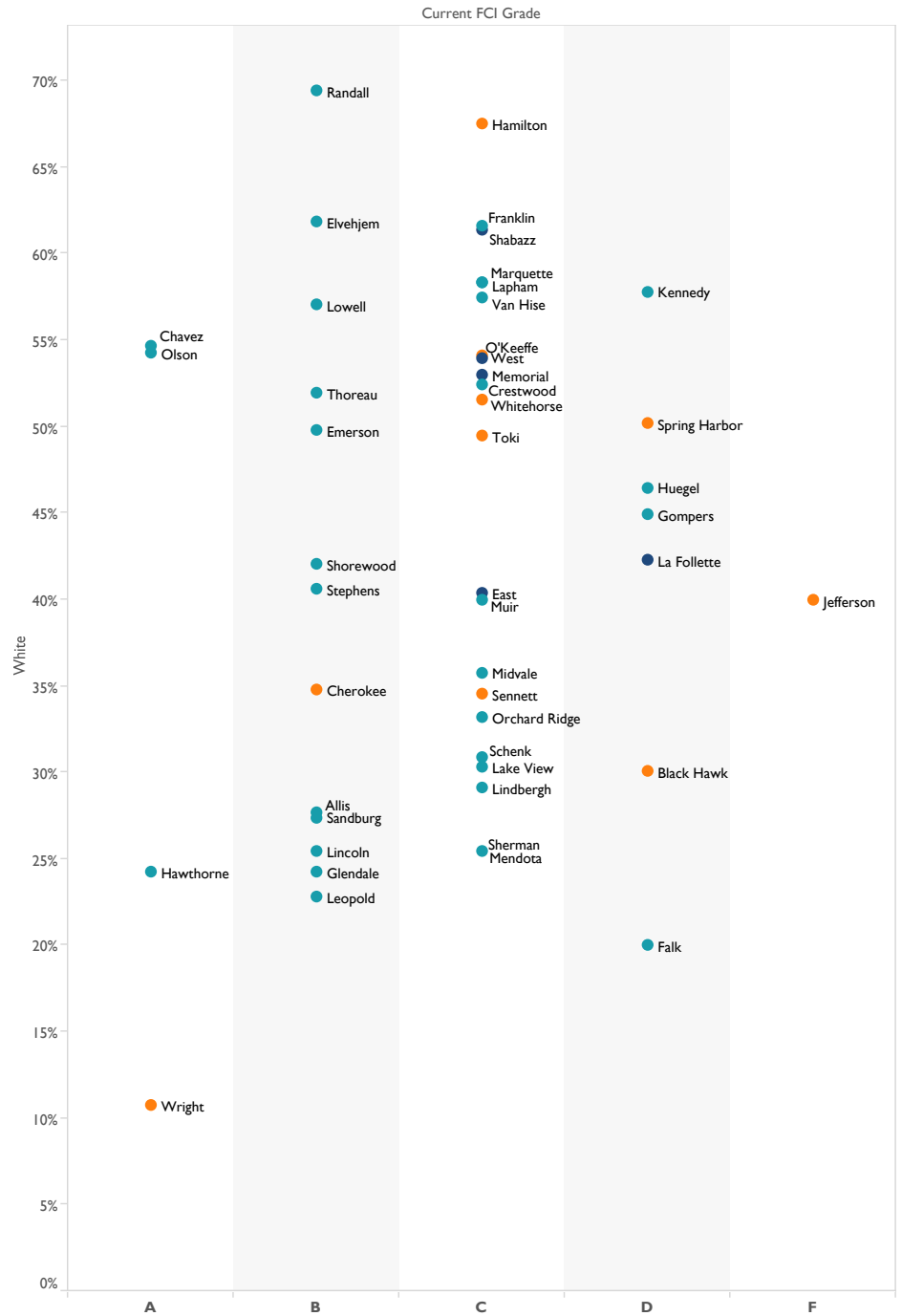




This image is similar to that on the prior page but shows the percent of students who are white on the vertical axis instead of the percent of students who are African-American.

Elementary schools appear in teal, middle schools in orange, and high schools in blue.

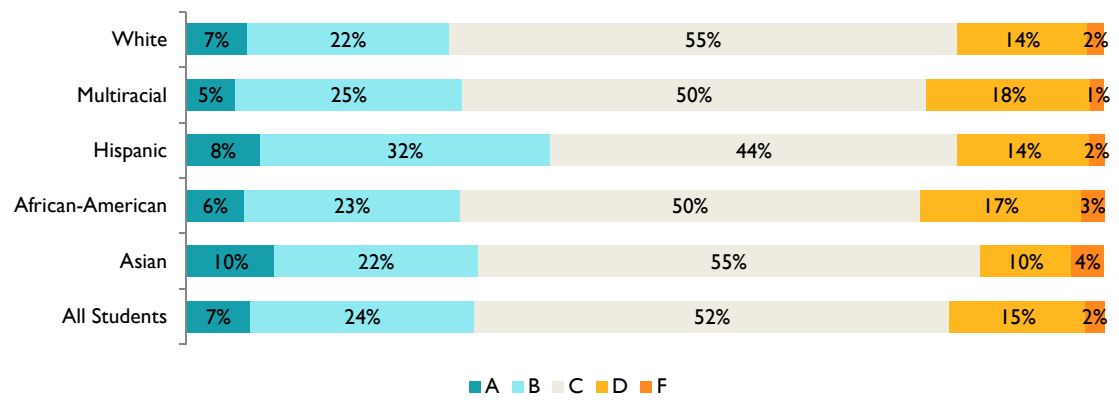
Again, there is no obvious association between the percent of white students at a school and that school's facilities grade. Schools with relatively high and relatively low percentages of white students have grades across the spectrum.



As a final way to consider facility conditions and student demographics, the graph below shows the percent of students belonging to each of the district’s five largest racial/ethnic groups attending schools with each of the possible facilities grades. For example, this graph shows that 6% of African-American students attend schools with an “A” rating, 23% attend schools with a “B” rating, 50% attend schools with a “C” rating, and so on.

This graph shows us that the distribution of facilities grades of schools attended is extremely similar across racial/ethnic groups.

Facilities Grades of Schools Attended by Race/Ethnicity



Summary

This report has explored the association between race/ethnicity and tax levies, school allocations and funding, and facilities grades. In the first section, we observed that municipalities within MMSD with a higher percentage of white or lower percentage of African-American students contribute much more tax funding on a per-student basis than municipalities with a smaller percentage of white or larger percentage of African-American students. In the second section, we saw that schools with more African-American students or fewer white students had much more favorable student-to-staff ratios and much greater money per student allocated for personnel expenses, which shows that schools with more African-American or fewer white students receive significantly more resources from the district. In the third section, we saw that there was no obvious association between racial/ethnic makeup of a school and that school’s facilities grade. Overall, it is municipalities with the most white students that contribute the most tax money to the district, and schools with the most white students that have the least favorable staffing ratios and receive the fewest resources from the district.