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EmergingTrends Initiative: EDUCATION, 2002

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Grand Rapids
community foundation

Emerging Trends Initiative: EDUCATION

December 2002

Compiled by:

Community Research Institute
Grand Valley State University

Community Research Institute

The Community Research Institute (CRI) at Grand Valley State University, a partnership between the Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership and the Grand Rapids Community Foundation, serves the Greater Grand Rapids nonprofit and philanthropic community. CRI's mission is to assist nonprofit organizations with acquisition of information and technical skills that will help to understand the evolving needs of the community, plan programs and solve problems, and measure outcomes.

CRI engages in applied research and Geographic Information Systems (GIS) projects and is a clearinghouse for community data. The CRI web site provides a comprehensive overview of community indicators at www.gvsu.edu/philanthropy/cri.

Questions about the **Emerging Trends**

Initiative: Education may be directed to Cori Scholtens at 331-7585 or scholtco@gvsu.edu.

Emerging Trends Initiative

The Community Research Institute (CRI) at Grand Valley State University has developed a process for systematically scanning the Greater Grand Rapids Area for emerging trends and relevant data to inform the work of the Grand Rapids Community Foundation and the larger nonprofit and philanthropic community. This project has been named the Emerging Trends Initiative. A systematic scan of emerging trends

is being tracked for each of the Foundation's Leadership Agenda Areas including:

- Public Education
- Healthy Youth/Healthy Seniors
- Community & Economic Development
- Civic Engagement
- Child Welfare

A full range of data collected through the Initiative can be found on the CRI website at www.gvsu.edu/philanthropy/cri.

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Introduction to the Education Initiative

The Emerging Trends Initiative, designed by the Community Research Institute (CRI) at Grand Valley State University, is a process for systematically scanning the Greater Grand Rapids Area for emerging trends and relevant data to inform the work of the community. The Emerging Trends Initiative began in September of 2002 with a scan of relevant data in the area of Public Education. “Reliable data are critical in guiding efforts to improve education in America,” said Gary Phillips, the Deputy Commissioner of Education Statistics at the National Center for Education Statistics. The CRI’s goal for the Emerging Trends Initiative in Education is to provide reliable data that can inform the efforts of the local community as it works to improve education.

The Community Research Institute has collected K-12 public education trend data on public schools, charter schools, nonpublic schools and home schools in Allegan, Kent, Muskegon, and

Ottawa Counties in the areas of student demographics, resources and expenditures, student performance, and learning environment. A group of local education experts from public, private, charter, and post-secondary schools have been involved in the initiative as Community Interpretive Partners (CIP), providing feedback to refine the data collection system and insight to emerging trends in education.

This “working document” is a progress report on the Emerging Trends Initiative in the area of Education. Included is a compilation of the data trends collected, insight provided by the Community Interpretive Partners, and goals for future data collection. Methodology for collection of the data is available on page 29.

The full range of K-12 education data collected for the four county area is available on the Community Research Institute’s website at www.gvsu.edu/philanthropy/cri.

Patterns in K-12 Education Data Variables

“Reliable data are critical in guiding efforts to improve education in America,” said Gary Phillips, the Deputy Commissioner of Education Statistics at the National Center for Education Statistics in *The Condition of Education in 2002*.¹ The Community Research Institute’s goal for the Emerging Trends Initiative is to provide reliable data that can inform the efforts of the local community as it works to improve education.

Some of the issues of concern or “hot topic” areas expressed by the Community Interpretive Partners included:

- Growth rates of private schools versus public schools in the area
- How the make-up of families in a community affect a millage
- The number of people with children in each school district
- Issues of special education
- Facility issues: age, usage, upkeep, renovation, and cost
- Issues of technology
- Migration patterns between private, public, and charter schools as well as from one public school district to the next
- The need for four-year college degrees to get a good job in the community and if those higher-level jobs are even available
- Concerns regarding data use by the media and for marketing
- The number of students “falling through the cracks”— not in public, private or home school situations
- Number of teachers with emergency certification
- Voucher issues
- Tuition tax credits
- Faith-based organizations implementing governmental interests

Collecting reliable education data is the first step in exploring these issues in greater detail.

K-12 Demographic Data

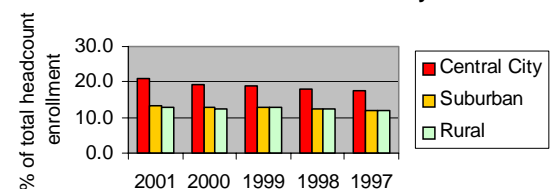
Total Headcount Enrollment and Special Education Headcount Enrollment

Changes in enrollment for a school district have an effect on the demand for educational resources in that community. Approximately 47.2 million American children were enrolled in K-12 public schools in 2001. According to the National Center for Education Statistics (NCES), enrollment in public schools is expected to increase through the first half of this decade before declining slightly starting in 2006. The NCES also reports that across the country in 1999-2000, 24% of all K-12 schools were private institutions and 10% of all students attended these private schools. The size, climate, make-up, and mission of private schools vary greatly from one private school to the next and in comparison with public schools. In addition, there were 1,993 public charter schools in 37 states in 2000-01. Forty-seven percent of all charter schools were in Arizona, California, and Michigan.¹

Public School Districts: Allegan, Kent, Muskegon, and Ottawa County

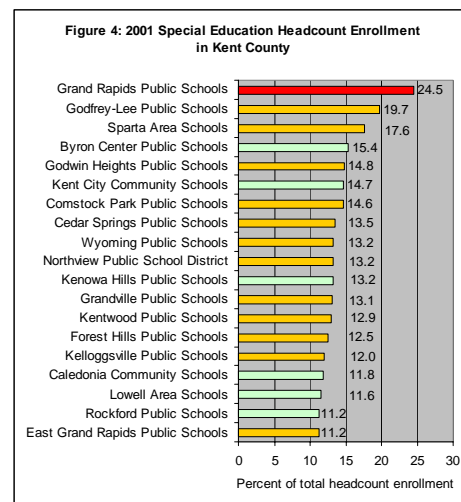
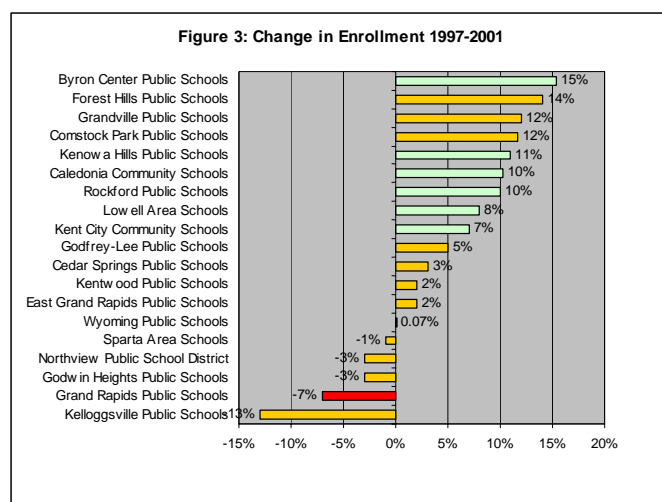
- In 2001 in the four county area, 182,266 students were enrolled in public schools.
- Over the past five years, enrollment has decreased in central city school districts in the four counties while it has increased at the greatest rate in rural areas.
- The average proportion of special education students to the total headcount enrollment in 2001 was highest in central city school districts (20.8%) compared to suburban (13.4%) and rural districts (12.6%) in the four county area.
- The proportion of special education students has also been increasing at a greater rate in the central city over the past five years (17.5% increase) compared with the suburban (9.8% increase) and rural school districts (9.3% increase).

Figure 2: 1997-2001 Special Education Headcount Enrollment in Four County Area



Public School Districts: Kent County

- In 2001 in Kent County, 93,460 students were enrolled in K-12 public school districts. This was a 1.7% increase from 91,938 students in 1997.
- Enrollment changes from one district to the next have seen greater fluctuation. Byron Center Public Schools (a rural district) and Forest Hills Public Schools (a suburban district) have seen the largest enrollment increases of 15% and 14% respectively over the past five years. Kelloggsville Public (a suburban district) and Grand Rapids Public Schools (a central city district) have seen the greatest decline of 13% and 7% respectively.
- Grand Rapids Public Schools is the largest district in the county with 25,029 students enrolled in 2001. A far second and third are Kentwood Public Schools (8,209 students) and Forest Hills Public Schools (8,000 students).
- The three smallest districts are Kelloggsville Public Schools (1,959 students), Kent City Community Schools (1,431 students), and Godfrey-Lee Public Schools (1,220).
- In 2001, the percent of special education students enrolled in a Kent County district varied greatly from one district to the next, ranging from 11.2% of the headcount in East Grand Rapids Public Schools and Rockford Public Schools to 24.5% in Grand Rapids Public Schools.
- Over the past five years, the average special education headcount enrollment increased from 13% in 1997 to 14.2% in 2001. Some districts increased while others have decreased in percent over the same time period. For example, Kent City Community Schools experienced a 30.1% increase in the proportion of special education students while Kenowa Hills Public Schools had a 7.7% decrease.



Key:
 Central City = ■ Suburban = ■ Rural = ■

Charter Schools: Allegan, Kent, Muskegon, and Ottawa County

- All four counties have experienced an increase in the number of students enrolled in charter schools over the past three years.
- Muskegon County saw the greatest increase of almost 74% from 1999-2001.
- The average special education headcount enrollment by percent has been highest in Muskegon County charter schools compared to Allegan, Kent, and Ottawa county charter schools over the past three years.

Figure 5: 1999-2001 Average Charter School Enrollment

	1999		2000		2001		1999-2001
	Schools	Students	Schools	Students	Schools	Students	% Change in Students
Allegan County	1	80	1	76	1	100	25.0%
Kent County	16	4,280	17	5,086	18	5,630	31.5%
Muskegon County	2	357	2	482	2	620	73.7%
Ottawa County	5	1,146	5	1,393	5	1,548	35.1%
Four County Total	24	5,863	25	7,037	26	7,898	34.7%

Figure 6: Charter School Average Special Education Headcount Enrollment (%)

	1999		2000		2001	
	Schools	Students	Schools	Students	Schools	Students
Allegan County	1	13.8%	1	14.5%	1	5.0%
Kent County	14	9.5%	14	8.7%	17	8.1%
Muskegon County	2	23.9%	2	13.0%	2	17.9%
Ottawa County	5	12.8%	5	9.6%	5	9.8%
Four County Average	22	15.0%	22	11.5%	25	10.2%

Nonpublic Schools: Allegan, Kent, Muskegon, and Ottawa County

- The Center for Educational Performance and Information reported data on 127 nonpublic schools in Allegan, Kent, Muskegon, and Ottawa Counties, in 2001-2002. 32,757 students were enrolled in these schools.
- The two largest denomination affiliations of nonpublic schools in the four county area were Christian (CSI) and Roman Catholic. 35% of the nonpublic schools and 49% of students enrolled in nonpublic schools were Christian (CSI) affiliated. 30% of nonpublic schools and 27% of nonpublic enrolled students were Roman Catholic affiliated.

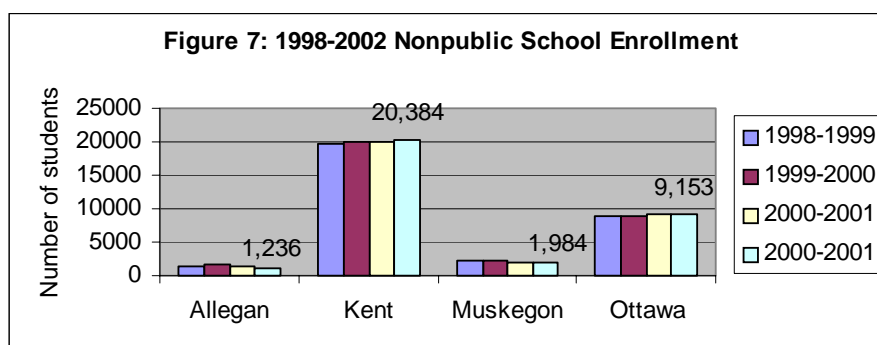


Figure 8: Nonpublic Schools Percent of Special Education Students

	1998-1999	1999-2000	2000-2001	2001-2002
Allegan County	0.3%	0.9%	1.5%	2.3%
Kent County	2.0%	2.4%	2.4%	2.5%
Muskegon County	0.9%	1.0%	1.3%	1.0%
Ottawa County	1.3%	2.5%	1.7%	2.6%

Home School

The Center for Educational Performance and Information also collects the total number of students in Home Education Programs by Intermediate School District. This number does not include all home-schooled children in the area because they are not required to report to the state.

- For the past four years, home school enrollment numbers have been greatest in Kent County compared to Allegan, Muskegon, and Ottawa Counties.
- The number of reported home school students has also been gradually declining since 1998.

Figure 9: 1998-2002 Home School Enrollment by ISD

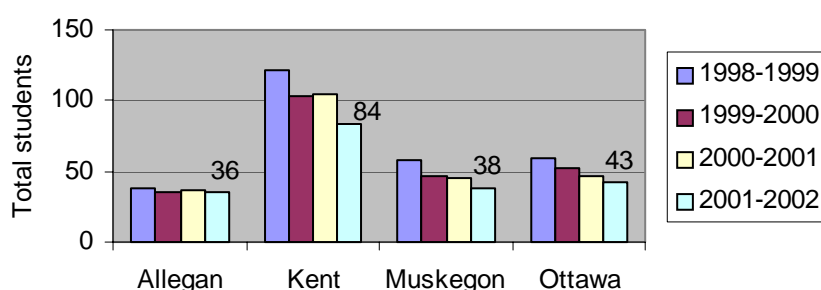


Figure 10: Home School Percent of Special Education Students

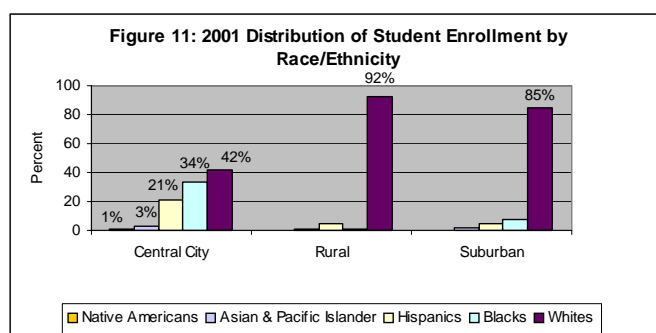
	1998-1999	1999-2000	2000-2001	2001-2002
Allegan ISD	10.5%	8.3%	13.5%	13.9%
Kent ISD	6.6%	9.7%	11.4%	6.0%
Muskegon ISD	12.1%	6.5%	6.7%	13.2%
Ottawa ISD	3.3%	3.8%	8.7%	16.3%

Enrollment Distribution by Race/Ethnicity

It is important for school districts to be aware of their changing racial/ethnic distributions. These changes can alter the very language and culture of a school and its district. While diverse student backgrounds lend opportunity to augment opportunities for learning, they can also raise challenges for schools. Across the United States, 39% of public school students in 2000 were from a minority group. This 17-percentage point increase since 1972 was largely due to an increasing Hispanic population in the nation. It has also been found that charter schools across the nation have the tendency to enroll higher percentages of Black and Hispanic students and lower percentages of White students than public school districts. The majority of charter schools in the United States had more than 75% minority enrollment.¹

Public School Districts: Allegan, Kent, Muskegon, and Ottawa County

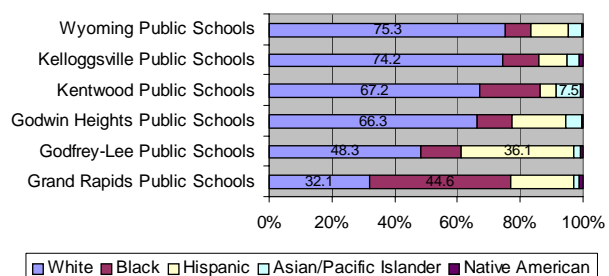
- The distribution of students enrolled in public schools by race/ethnicity is different in central city districts compared to rural and suburban districts. The student bodies of central city public school districts are more racially diverse with Whites comprising less than half of the students compared to 92% in rural districts and 85% in suburban districts.



Public School Districts: Kent County

- In 12 of the 19 public school districts in Kent County, at least 90% of students are White.
- The remaining six districts have a White student population ranging from 75% to 32%. All of these districts are either central city or suburban districts located on the south and southwest edge of the City of Grand Rapids.
- Godfrey-Lee Public Schools has seen the greatest change in their student body shifting from 74% White in 1997 to 48% White in 2001.

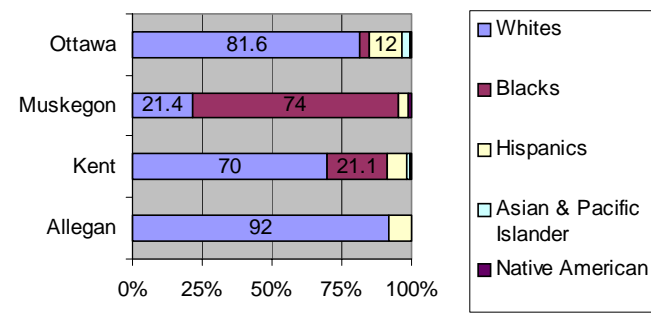
Figure 12: 2001 Enrollment Distribution by Race/Ethnicity of Districts with Less than 90% White Student Bodies



Charter Schools: Allegan, Kent, Muskegon, and Ottawa Counties

- At least 70% of charter school students in the four county area in 2001 were White except in Muskegon County. Black students comprised 74% of student enrollment in Muskegon County charter schools in 2001.

Figure 13: 2001 Charter School Student Enrollment by Race/Ethnicity in Four County Area



Median Household Income and Percent Receiving Free and Reduced-Price Lunch

Low household income and poverty create great challenges to a child's ability to be successful in school. In 2001, 15% of children 5 to 17 years old across the nation lived in households where their income was below the federal poverty level the year prior. In 1997, 29% of school-aged children living in central cities in large metropolitan areas lived in poverty compared to 13% of children in suburban areas. Rural areas outside metropolitan areas and in large and small towns had higher child poverty rates than the suburbs.¹

Public School Districts: Allegan, Kent, Muskegon, and Ottawa County

- Median household income is highest in suburban school districts in the four county area compared to rural and central city districts.
- The percent of students receiving free and reduced-price lunch is highest in the central city school districts. This correlates with lower median incomes in these districts.

Figure 14: 2001 Median Household Income

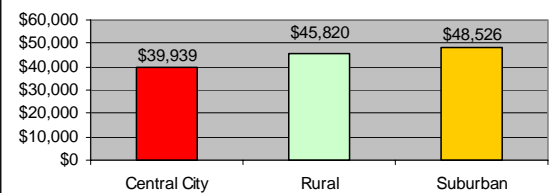
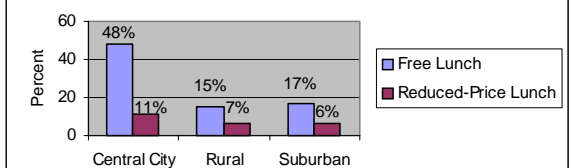
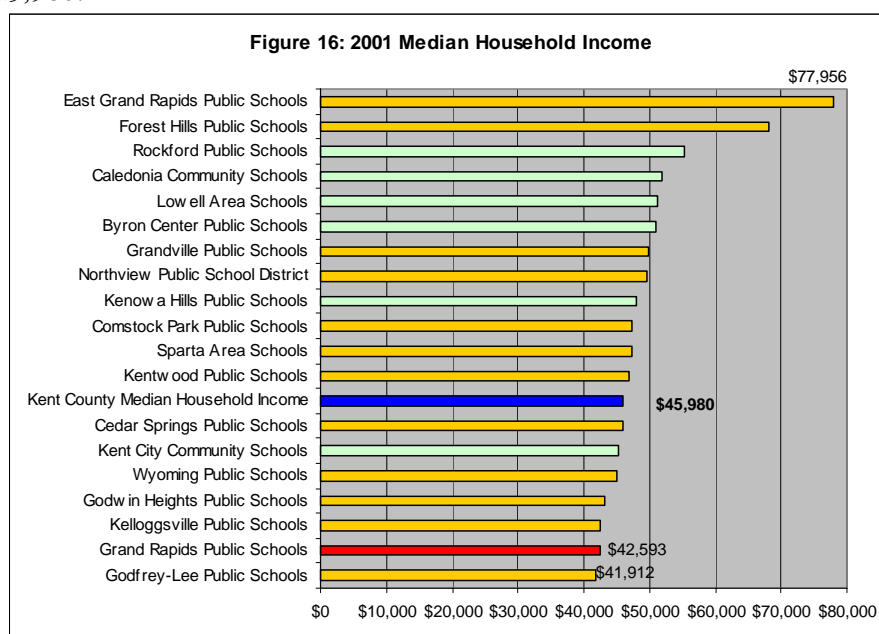
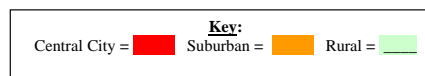


Figure 15: 2001 Percent Receiving Free and Reduced-Price Lunch



Public School Districts: Kent County

- In 2000, 9.3% of Kent County children 5 to 17 years old lived in poverty.²
- Seven school districts in Kent County have median household incomes below Kent County's median household income of \$45,980.



- These districts also have some of the highest rates of students receiving free and reduced-price lunches in the county.

Figure 17: 2001 Median Income and Free & Reduced-Price Lunch

	Median Household Income	Percent Receiving Reduced-Price Lunch	1997-2001 % Change: Reduced-Price Lunch	Percent Receiving Free Lunch	1997-2001 % Change: Free Lunch
Godfrey-Lee Public School	\$41,912	13.3%	22% Increase	40.9%	19% Increase
Grand Rapids Public Schools	\$42,593	10.6%	14% Increase	55.9%	9% Increase
Kelloggsville Public Schools	\$42,612	12.7%	27% Increase	31.2%	54% Increase
Godwin Heights Public Schools	\$43,207	9.8%	82% Increase	36.4%	5% Increase
Wyoming Public Schools	\$44,974	8.4%	2% Decrease	23.7%	25% Increase
Kent City Community Schools	\$45,262	6.5%	7% Decrease	17.9%	15% Increase
Cedar Springs Public Schools	\$45,840	9.6%	7% Decrease	17.1%	16% Increase
Kentwood Public Schools	\$46,761	7.1%	34% Increase	18.4%	8% Increase
Sparta Area Schools	\$47,275	7.4%	42% Increase	18.7%	6% Increase
Forest Hills Public Schools	\$68,102	1.5%		2.4%	
East Grand Rapids Public Schools	\$77,956	1.1%		1.7%	

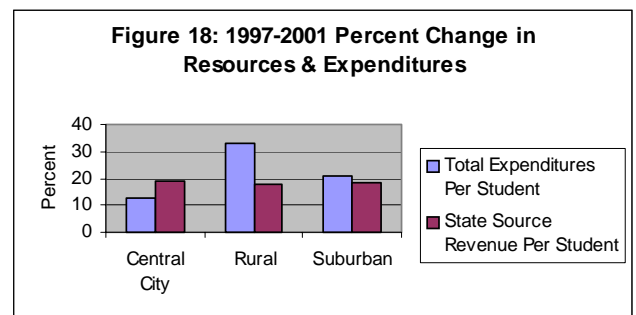
K-12 Resources & Expenditures

In Michigan, Proposal A brought all public school districts up to the basic foundation allowance permitted per district. Even though all schools have reached this basic level, each school will now receive the same dollar increase each year, meaning the current gap of \$5,255 from the highest to the lowest funded district in the state will not decrease. Proposal A did not address the capital needs of many districts, which are most often funded by voter-approved debt millage. The capital improvement needs of many school districts are on the rise, increasing the need for locally raised funds.³ It is also important to keep in mind that trend data on spending by a district per pupil can drastically change from one year to the next due to changes in capital project funds, bond issuances, refinancing, and special payments received by a district.

State Source Resources and Expenditures Per Student

Public School Districts: Allegan, Kent, Muskegon, and Ottawa County

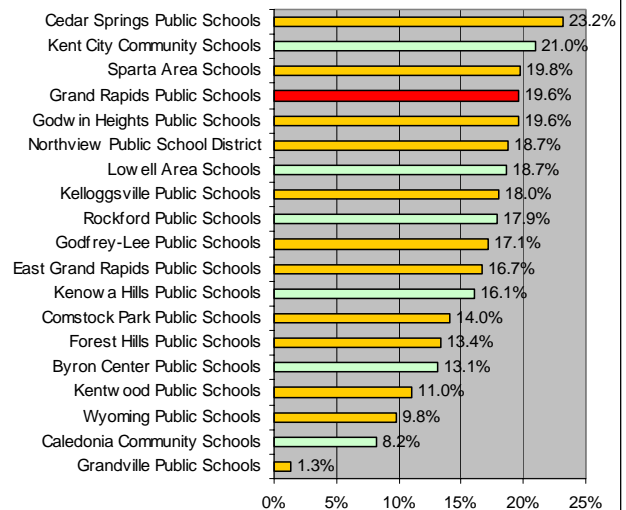
- While total expenditures per student have increased at the greatest rate over the last four years in the rural school districts and least in the central city, the central city districts have seen the largest increase in received state source revenue per student.
- In 2001, central city school districts in the four county area received state source revenue at the average amount of \$6,138 per student compared to \$5,810 per student in the suburbs and \$5,564 in rural districts.



Public School Districts: Kent County

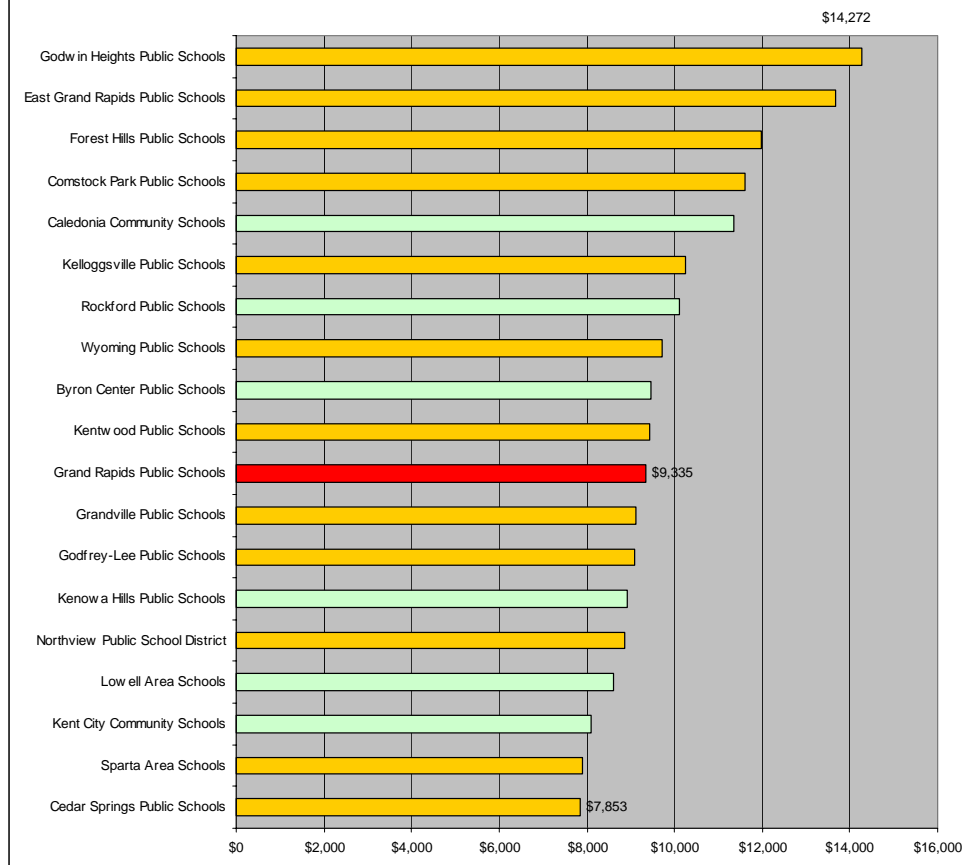
- Five school districts in Kent County have experienced an almost 20% increase in state source revenue per student over the past five years. The top three school districts, Cedar Springs Public Schools (suburban district), Kent City Community Schools (rural district), and Sparta Area Schools (suburban district) are all located on the far north side of the county.
- Total expenditures per student ranged from \$14,272 in Godwin Heights Public Schools to \$9,335 in Grand Rapids Public Schools to \$7,853 in Cedar Springs Public Schools.

Figure 19: Percent Change from 1997-2001 of State Source Revenue per Student



Key:
 Central City = ■ Suburban = ■ Rural = ■

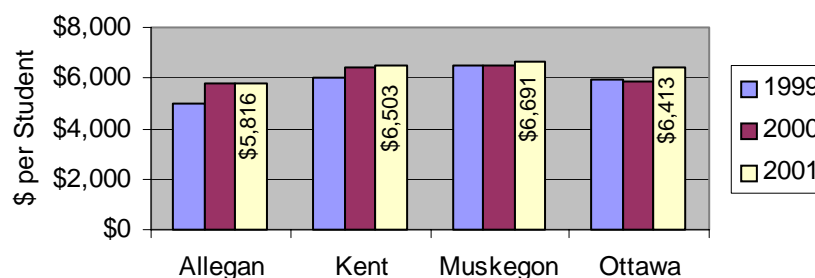
Figure 20: 2001 Total Expenditures per Student



Charter Schools: Allegan, Kent, Muskegon, and Ottawa Counties

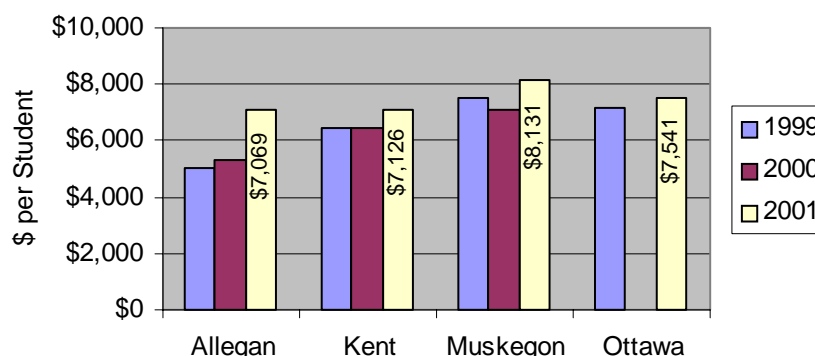
- Charter schools in Muskegon County on average had the highest state source revenue dollars per student compared to Allegan, Kent, and Ottawa Counties.
- Allegan County charter schools on average saw the greatest per student increase in state source revenue, increasing by 17.5% from 1999-2001.

Figure 21: 1999-2001 Average Charter School State Source Revenue



- Average total expenditures per student were greatest in Muskegon County charter schools. They spent \$8,131 per student in 2001.
- Ottawa County numbers in 2000 were not available for accurate analysis.

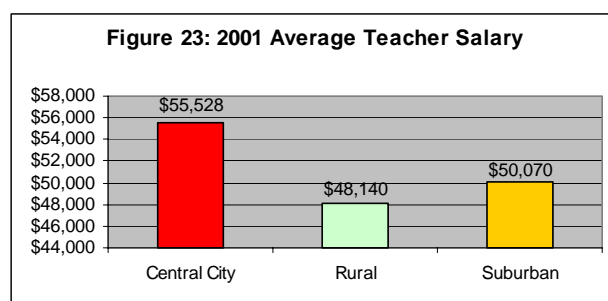
Figure 22: 1999-2001 Average Charter School Total Expenditures



Average Teacher Salary

Public School Districts: Allegan, Kent, Muskegon, and Ottawa County

- Average teacher salaries in the four county area in 2001 ranged from an average high at Holland City School District in Ottawa County (a central city district) of \$59,761 to the lowest average at Martin Public Schools in Allegan County (a rural school district) of \$35,690.
- On average, central city school districts reported higher teacher salaries than rural and suburban districts.



Public School Districts: Kent County

- The average teacher salary in Kent County is \$51,793. Wyoming Public Schools has the highest average teacher salary at \$57,948 and Comstock Park Public Schools has the lowest at \$43,740.
- The percent change in teacher salaries over the past five years ranges from a 2% average increase in Comstock Park to a 44% increase in Cedar Springs.

Figure 24:	2001 Average Teacher Salaries	1997-2001 % Change
Wyoming Public Schools	\$57,948	18.3%
Caledonia Community Schools	\$56,248	10.2%
Northview Public School District	\$55,780	11.3%
Kentwood Public Schools	\$54,276	8.9%
Grand Rapids Public Schools	\$54,126	17.3%
Godwin Heights Public Schools	\$53,839	12.1%
East Grand Rapids Public Schools	\$53,122	11.0%
Kelloggsville Public Schools	\$51,990	14.4%
Forest Hills Public Schools	\$51,687	7.7%
Godfrey-Lee Public Schools	\$51,314	20.4%
Rockford Public Schools	\$51,100	8.9%
Grandville Public Schools	\$51,066	7.0%
Cedar Springs Public Schools	\$50,733	44.0%
Byron Center Public Schools	\$50,648	9.4%
Sparta Area Schools	\$50,259	6.3%
Kent City Community Schools	\$49,335	8.3%
Lowell Area Schools	\$49,109	9.7%
Kenowa Hills Public Schools	\$47,756	4.8%
Comstock Park Public Schools	\$43,740	2.0%

Special Education Instructional Expenditures and State Aid Per Student

Public School Districts: Allegan, Kent, Muskegon, and Ottawa Counties

- Central city schools in the four county area received the most state aid per student for special education expenditures compared to rural and suburban districts. Central city districts also spent the most per student for special education instructional expenditures.
- State aid covers only a fraction of the amount spent by districts to provide instructional programs for special education students.
- While instructional expenditures on average have increased the most in suburban school districts from 1997-2001 for special education programs, they have experienced the smallest increase in instructional expenditures.

Public School Districts: Kent County

- Special education spending per student ranges from \$517 per student in Wyoming Public Schools to \$866 per student in Byron Center Public Schools.
- State aid per special education student also varies from a high of \$445 per student in Kentwood Public Schools to \$169 per student at Kelloggsville Public Schools.

Figure 25: 2001 Special Education Instructional Expenditures & Operational State Aid

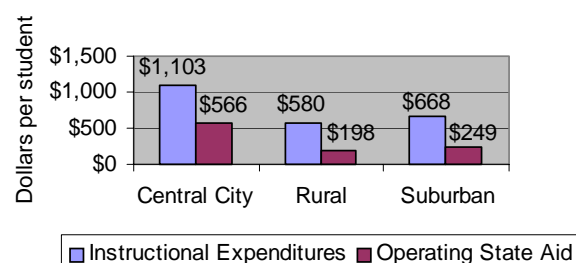


Figure 26: 1997-2001 Percent Change in Special Education Instructional Expenditures and Operating State Aid

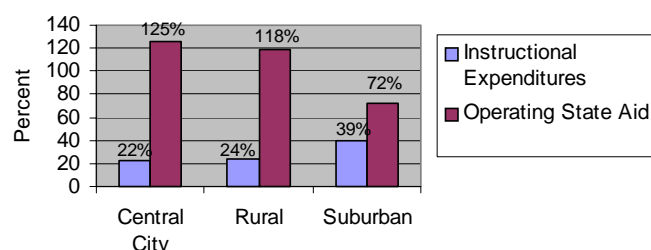
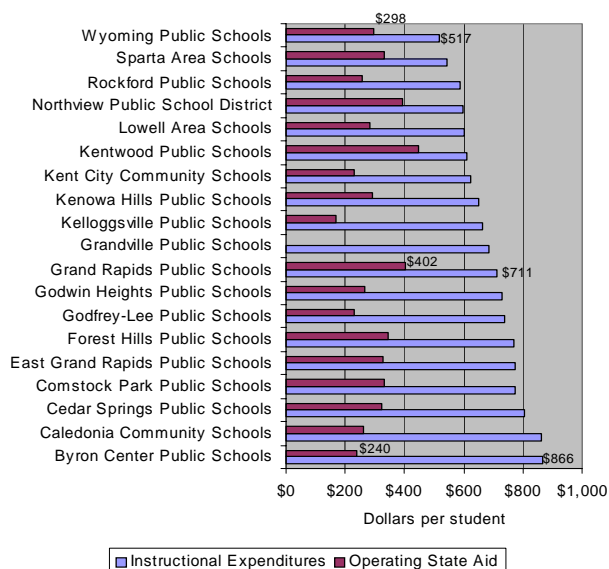


Figure 27: 2001 Special Education Instructional Expenditures and Operating State Aid in Kent County



Operations & Maintenance Expenditures

Public School Districts: Allegan, Kent, Muskegon, and Ottawa Counties

- Operations and maintenance expenditures were highest in 2001 among school districts in the central city compared to rural and suburban districts.
- From 1997-2001, suburban districts experienced the greatest average increase in spending for maintenance and operations at 24.6% compared to rural (23%) and central city districts (17.4%).

Public School Districts: Kent County

- Public school districts in Kent County spent anywhere from \$471 per student on operation and maintenance expenditures in 2001 to \$927 per student.
- Four districts experienced at least a 45% increase in operations and maintenance spending per student from 1997-2001, including Northview Public Schools (54%), Cedar Springs Public Schools (47.3%), Kenowa Hills Public Schools (46.7%), and Kent City Community Schools (45.7%).

Charter Schools: Allegan, Kent, Muskegon, and Ottawa Counties

- On average, charter schools in Muskegon County spent the most per student on operations and maintenance in 2001 compared to Allegan, Kent, and Ottawa County charter schools.

Figure 28: 2001 Average Operations and Maintenance Expenditures

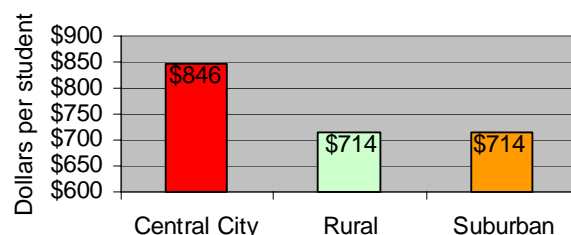
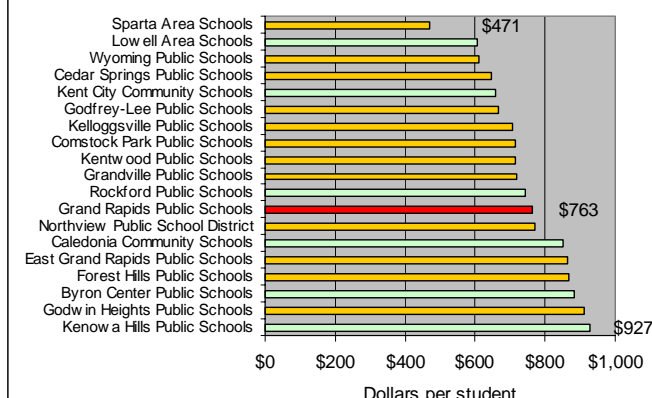
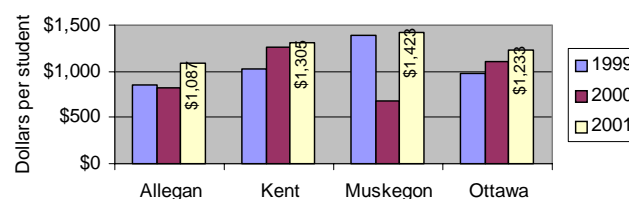


Figure 29: 2001 Operations and Maintenance Expenditures in Kent County



Key:
Central City = ■ Suburban = ■ Rural = ■

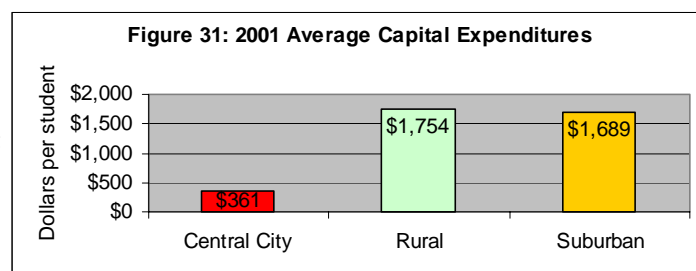
Figure 30: 1999-2001 Charter School Operations and Maintenance Expenditures



Capital Expenditures

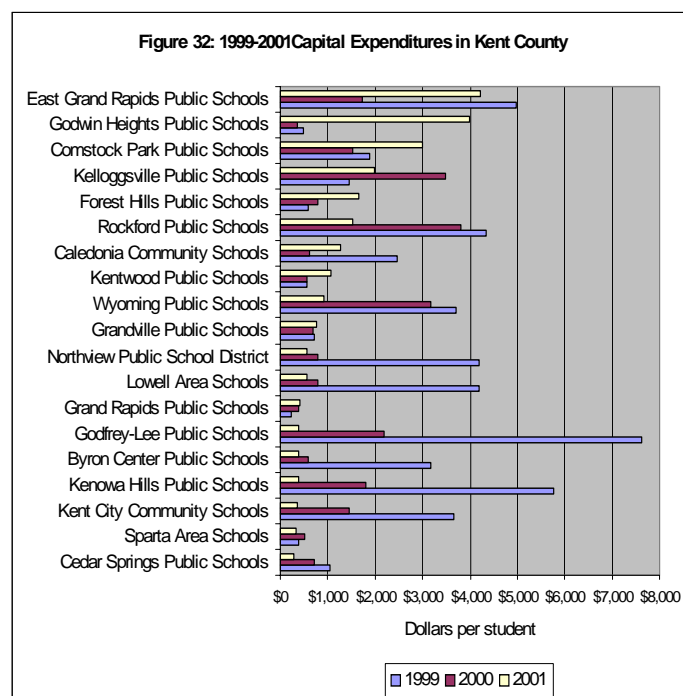
Public School Districts: Allegan, Kent, Muskegon, and Ottawa Counties

- Average capital expenditures in 2001 across the four county area were greatest in rural school districts followed closely by suburban districts.



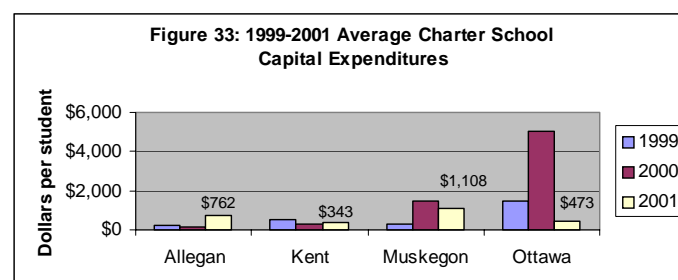
Public School Districts: Kent County

- While East Grand Rapids Public Schools and Godwin Heights Public Schools had the highest per student capital expenditures in 2001, spending per student fluctuated greatly from one year to the next in each Kent County district.



Charter Schools: Allegan, Kent, Muskegon, and Ottawa Counties

- Average capital expenditures per charter school in the four county area fluctuated from one year to the next. In 2001, Muskegon county charter schools spent the most on average for capital expenditures compared to Allegan, Kent, and Ottawa Counties.



K-12 Student Performance

MEAP Passing Rates

The MEAP (Michigan Educational Assessment Program) was developed to measure what students know and how they are able to perform academically compared to standards established out of the 1977 Michigan Revised School Code and the State School Aid Act of 1979. Students are tested in five content areas including mathematics, reading, science, social studies, and writing.⁴

Public School Districts: Allegan, Kent, Muskegon, and Ottawa County

- The highest MEAP passing rates in 2001 occurred in the suburban school districts of the four county area. The lowest passing rate occurred in central city school districts.

Public School Districts: Kent County

- The school districts in Kent County in 2001 with the lower passing MEAP rates were also located in districts with lower median household incomes.
- Districts with less than 60% of their student body passing the MEAP had median household incomes below the county's average of \$45,980.

Charter Schools: Allegan, Kent, Muskegon, and Ottawa Counties

- Charter schools average MEAP passing rates vary among counties with Ottawa County charter schools having the highest rate in 2001 of 54.7% and Muskegon County charter schools having the lowest at 19.8%.

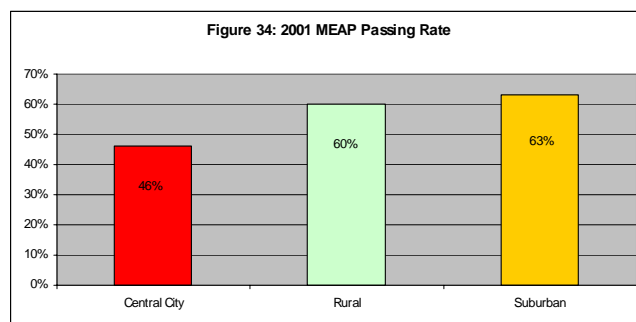
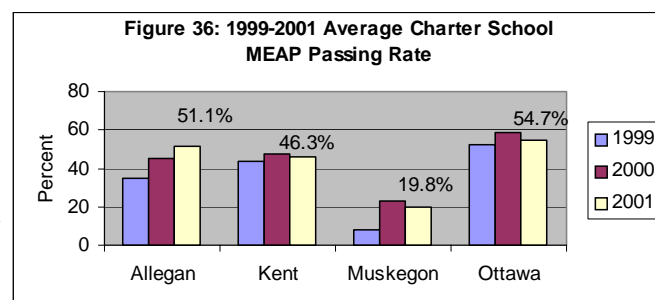


Figure 35:

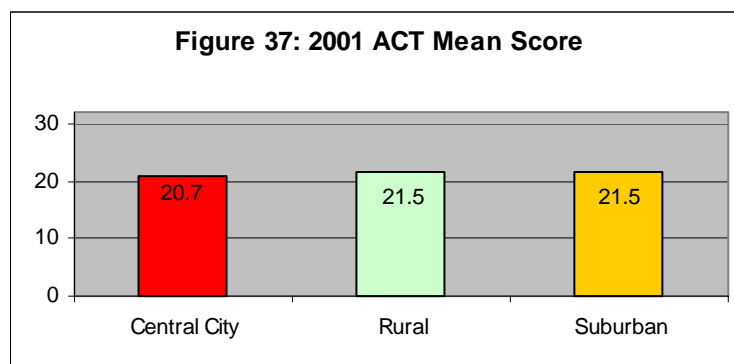
	2001 MEAP Passing Rate	2001 Median Household Income
Grand Rapids Public Schools	39.2	\$42,593
Kelloggsville Public Schools	49.6	\$42,612
Godwin Heights Public Schools	51.5	\$43,207
Godfrey-Lee Public Schools	53.2	\$41,912
Wyoming Public Schools	58.6	\$44,974
Kent City Community Schools	58.7	\$45,262
Cedar Springs Public Schools	59.7	\$45,840
Sparta Area Schools	62.6	\$47,275
Kenowa Hills Public Schools	62.7	\$48,008
Kentwood Public Schools	63.5	\$46,761
Comstock Park Public Schools	63.8	\$47,375
Caledonia Community Schools	65.9	\$51,959
Northview Public School District	70.1	\$49,530
Grandville Public Schools	70.7	\$49,780
Lowell Area Schools	70.8	\$51,285
Byron Center Public Schools	71.9	\$50,968
Rockford Public Schools	74.4	\$55,388
East Grand Rapids Public Schools	81.8	\$77,956
Forest Hills Public Schools	82.1	\$68,102



ACT Mean Score

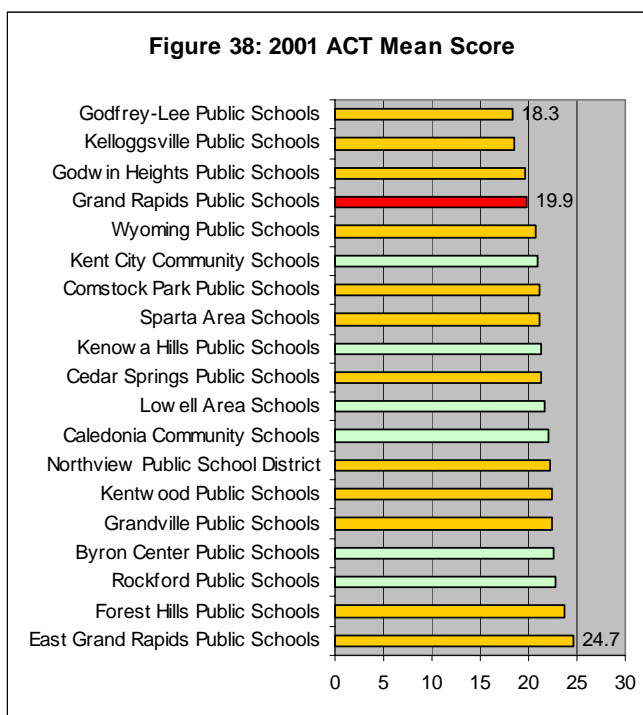
Public School Districts: Allegan, Kent, Muskegon, and Ottawa County

- Little variation is found when comparing ACT mean scores by central city, rural, and suburban school districts in the four county area.



Public School Districts: Kent County

- ACT mean scores by district also are closely related to median income. As median income increases by district, ACT scores increase.



Graduation and Drop-Out Rates

Youth that do not finish high school are at a disadvantage. They are more likely to be unemployed, earn less at jobs, and be on public assistance than their counterparts who finish school. Between 1972 and 2000 in America, the drop-out rate for Whites was lower than for Hispanics and Blacks. Hispanic youth were more likely to drop-out than both Black and White young adults.¹

Public School Districts: Allegan, Kent, Muskegon, and Ottawa County

- Graduation rates have seen the greatest improvement over the last five years in central city school districts. These same districts have also decreased their drop-out rates by the most significant amounts.

Public Schools: Kent County

- Kent County school districts with greater graduation rates have lower drop-out rates.
- The change in graduation rates over the past five years greatly ranges from one district to the next. Five districts experienced a decrease in graduation rates:
 - Kelloggsville Public Schools -4.1%
 - Cedar Springs Public Schools -4.1%
 - Sparta Area Schools -6.8%
 - Lowell Area Schools -7.6%
 - Godfrey-Lee Public Schools -14.1%
- Other schools increased their graduation rates by at least 20% from 1997-2001 including:
 - Comstock Park Public Schools 29.8%
 - Kentwood Public Schools 22.1%
 - Grand Rapids Public Schools 21.9%

Figure 39: 1997-2001 Percent Change in Graduation and Drop-Out Rates

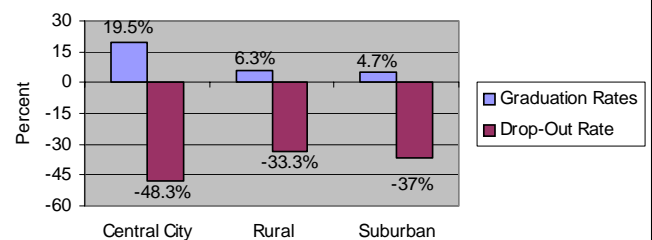
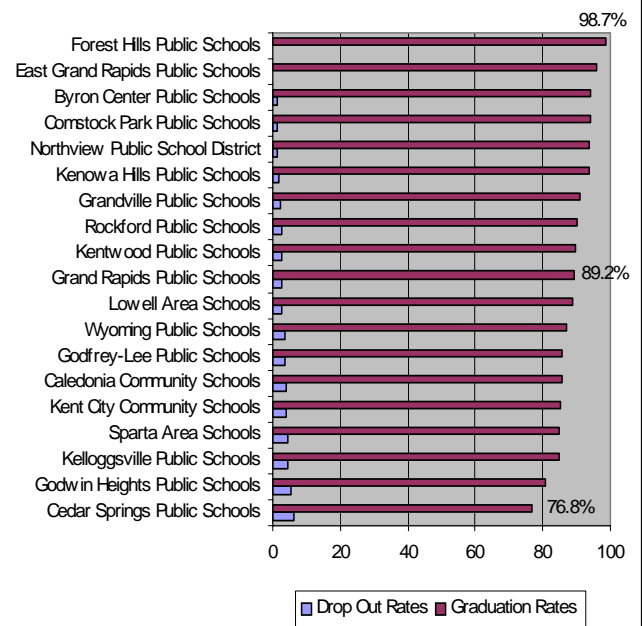


Figure 40: 2001 Graduation and Drop-Out Rates



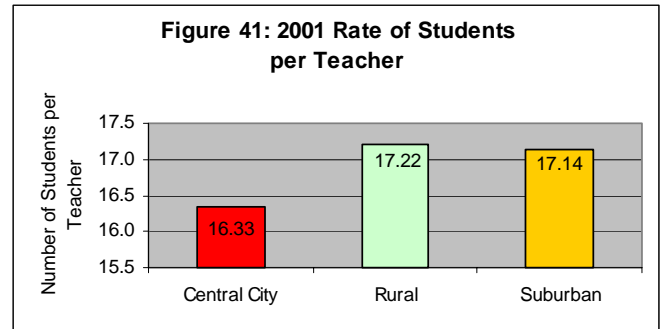
K-12 Learning Environment

From 1990-1998, student/teacher ratios decreased across the nation in public elementary schools. Over the same period, the rates rose slightly in secondary schools.¹

Student/Teacher Ratio

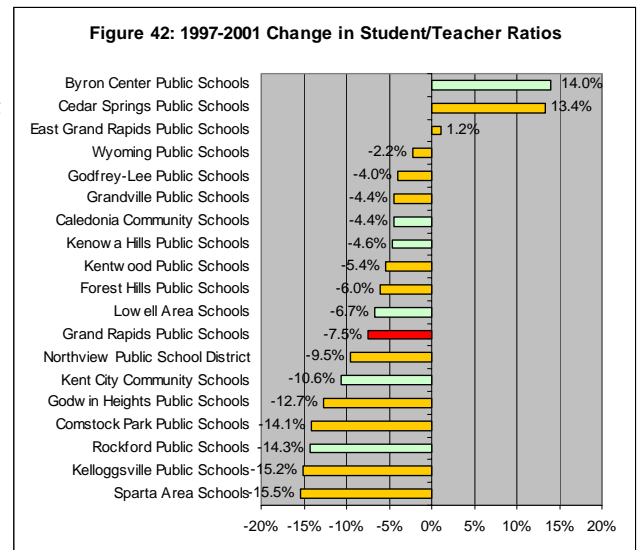
Public School Districts: Allegan, Kent, Muskegon, and Ottawa County

- On average school districts in the four county area have 16 to 17 students per teacher.
- The central city school districts have decreased their student/teacher ratio over the past five years at a greater rate (-10.9%) than suburban (-6.98%) and rural school districts (-6.63%).



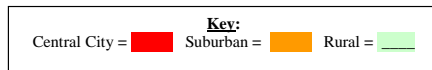
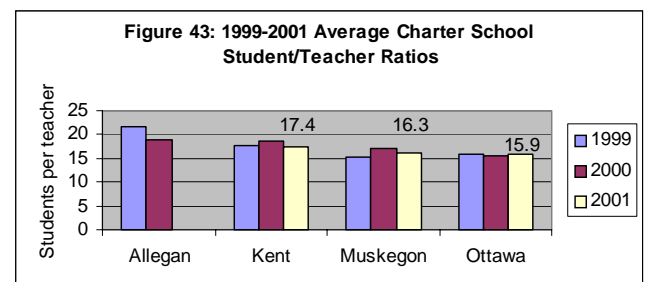
Public School Districts: Kent County

- All school districts in Kent County except three have decreased their student/teacher ratio in the past five years.
- Student/teacher ratios in 2001 ranged from 13.7 students per teacher in Godwin Heights Public Schools to 19.4 students per teacher in Grandville Public Schools.



Charter Schools: Allegan, Kent, Muskegon, and Ottawa Counties

- Kent County charter schools had the highest average student/teacher ratio of 17.4 in 2001 compared with Muskegon and Ottawa Counties. Allegan county charter schools did not have data available for 2001.



Post-Secondary Education Data

Post-secondary education includes a wide variety of institutions, including private and public as well as short-term vocational training institutes, 2-year institutions providing associate degrees and vocational certificates, and 4-year colleges and universities providing bachelor's or higher degrees. Post-secondary education provides education for recent high school graduates as well as adults of all ages.

The Community Interpretive Partners expressed an interest in collecting data on the post-secondary institutions in the Greater Grand Rapids Community. An initial list of institutes to include in the analysis is listed below:

Institutes of Post-Secondary Education

- Aquinas College
- Hope College
- Baker College
- Reformed Bible College
- Cornerstone University
- Davenport University
- Grace Bible College
- Grand Valley State University
- Kendall College of Art and Design
- Trinity Christian College
- Grand Rapids Community College
- Muskegon Community College
- ITT Technical Institute
- Olympia Training Institute
- Chic University
- Spring Arbor College

Satellite Campuses in the Grand Rapids area:

- Ferris State University
- Central Michigan University
- Michigan State University
- Northwood University
- Western Michigan University
- University of Phoenix

Higher Education Data Variables

The CRI would like to include a wide range of data on post-secondary education in the four county region in the next cycle of education data gathering. Below are some possibilities from the National Center for Educational Statistics – IPEDS Peer Analysis System.

Institutional Characteristics

- Number of applications, admissions and enrollees
- SAT and ACT test scores
- Special learning opportunities and selected services
- Tuition for undergraduate and graduate students (academic year programs)

Fall Enrollments

- Race/ethnicity, gender, attendance status, and level of student
- Age category, gender, attendance status, and level of student
- Residence and migration of first-time freshman
- Total entering class

Graduation Rates

- Adjusted cohort, completers, completed within 150% of normal time, cohort graduation rate: 1997-2000

The Community Interpretive Partners also provided a list of possible variables to gather including: number of college bound students, number of students that complete college, number of low-income youth who are college eligible and choose to attend, percent of college freshman who enroll in remedial math and writing classes, and how post-secondary education institutions are being used by their students.

Having a firm understanding of the post-secondary populations in the local community will allow institutions and the community better meet the needs of students and encourage their success. For example, the characteristics of students attending America's colleges and universities correlates to their risk of dropping out, such as their demographics, enrollment, and employment characteristics. These characteristics also relate to the type of institution they are attending. At the national level, over half of undergraduate students were female in 1999-2000 and about a third were White. Forty-three percent were 24 years old or older. In addition, 27% had dependents and 80% were employed.¹

Future Goals of the Emerging Trend Initiative

This report and the education data available on the new Community Research Institute website is the first step in systematically scanning the local community for relevant data and emerging trends in the area of education. As the Initiative grows over coming months and years, the diversity of data variables and ability to watch trends will increase.

In future cycles, additional education data will be collected. This first year, the Community Research Institute focused on K-12 education. In the future, additional K-12 data variables will be explored including data on technology and expanded data in the areas of special education, mobility and migration patterns, school readiness, and facilities. Next year, in addition to the K-12 data, the CRI would like to focus on post-secondary education and collect many of the data variables listed in the previous section.

As quoted from Gary Phillips previously, “Reliable data are critical in guiding efforts to improve education in America.” The Community Research Institute’s goal for this first year of the Initiative was to provide reliable data that can inform the efforts of the local community as it works to improve education.

Methodology of K-12 Education Data Collection

K-12 Data Sources

Every public school district in Michigan reports their school data to the State Department of Education. Through conversations with the Kent Intermediate School District and the State of Michigan's Department of Education, the primary source of K-12 education data for the state of Michigan is available through Standard and Poor's (S&P) School Evaluation Services. The majority of data reported by Standard and Poor is provided by the state's Department of Education. (Data was found at <http://www.ses.standardandpoors.com/>)

Community Interpretive Partners expressed some concern because past data reported on Standard and Poor's site has been inaccurate (more due to the Michigan Department of Education than S&P, said the CIPs). They felt that the system has improved over the years and is now reporting more accurate information. The CRI was encouraged to continue collecting data from Standard and Poor's website.

Additional data was collected from the US Census Bureau and the National Center for Educational Statistics and the Center for Educational Performance and Information (CEPI).

Sources of data for charter and nonpublic schools were also explored. The data collected on charter schools is from Standard and Poor's School Evaluation Service. In the future, data may be collected from authorizers of charter schools as well as their management companies. Nonpublic school data collected is from the Center for Educational Performance and Information (CEPI). Other sources will also be explored including the governing bodies of the schools and the Michigan Association of Nonpublic Schools (MANS).

Home school data will also be important to collect in the future. The data presented here is from CEPI. Home-schooled children are not required to report to the state or the ISD. This creates difficulties in locating accurate data.

K-12 Data Aggregation

The Community Research Institute collected K-12 education trend data from 1997-2001 for each school district, at the school district level, in the four-county Grand Rapids MSA, including Allegan, Kent, Muskegon, and Ottawa Counties. (A list of districts included can be found on page 32 as well as a map of the district classifications on page 38.) For analysis purposes, K-12 education data was compared by school districts within Kent County. Data was also aggregated by Central City, Suburban, and Rural school districts and compared in these three categories across the four-county region.⁵

Data from 1999-2001 was collected for each charter school in the four county region. This data was aggregated at the county level. (A list of charter schools included can be found on page 33.)

Data collected from 1998-2002 for nonpublic schools was aggregated by county. Home school data from 1998-2002 was available at the Intermediate School District level.

The full range of K-12 education data collected for the four county area is available on the Community Research Institute's website at www.gvsu.edu/philanthropy/cri.

K-12 Education Data Variables

**Definitions for all data variables are available at the end of the document.

Public School Districts

The following data variables have been collected from 1997-2001 for each public school district in Allegan, Kent, Muskegon, and Ottawa Counties.

Student Demographics: Socioeconomic characteristics of students.

- Headcount Enrollment
- Special Education Headcount
- Enrollment (%)
- Enrollment Distribution by Race/Ethnicity
- Median Household Income
- Percent Receiving Free Lunch
- Percent Receiving Reduced-Price Lunch

Resources & Expenditures

- Total Expenditures (\$ per Student)
- State Source Revenue (\$ per Student)
- Average Teacher Salary
- Special Education Instructional Expenditures (\$ per Student)
- Special Education Operating State Aid (\$ per Student)
- Operations and Maintenance Expenditures (\$ per Student)
- Capital Expenditures (\$ per Student)

Student Performance

- MEAP Passing Rate
- ACT Mean Score
- Drop-out Rate (%)
- Graduation Rate (%)

Learning Environment

- Students per Teacher

Charter Schools

The following data variables have been collected from 1999-2001 for each charter school building in Allegan, Kent, Muskegon, and Ottawa Counties.

Student Demographics: Socioeconomic characteristics of students.

- Headcount Enrollment
- Special Education Headcount
- Enrollment (%)
- Enrollment Distribution by Race/Ethnicity

Resources & Expenditures

- Total Expenditures (\$ per Student)
- State Source Revenue (\$ per Student)
- Operations and Maintenance Expenditures (\$ per Student)
- Capital Expenditures (\$ per Student)

Student Performance

- MEAP Passing Rate

Learning Environment

- Students per Teacher

Nonpublic Schools

The following data variables have been collected from 1998-2002 for each of the nonpublic schools reporting data to CEPI in Allegan, Kent, Muskegon, and Ottawa Counties.

Student Demographics

- Total Enrollment
- Number of Special Education Students

Home Education Programs

The following data variables have been collected from 1998-2002 for home schools reporting data to CEPI in the following Intermediate School Districts: Allegan, Kent, Muskegon, and Ottawa.

Student Demographics

- Total Number of Students
- Total Number of Home Schools Meeting Reporting Requirements within ISD
- Number of Special Education Students

Community Demographics

The following community demographics are also being collected from available Census data aggregated at the school district boundaries to compare school district data to the surrounding communities in which they reside. Additional Census data is available on the CRI website at www.gvsu.edu/philanthropy/cri.

- Total Population by Race (School District Totals)
- Total Population under 18 years old (School Districts Total)
- Number of Households (School Districts Total)
- Type of Households (Married, female/male headed households, single) (School District Totals)
- Number of Families with Children (School District Totals)

Additional Areas of Interest

The Community Interpretive Partners expressed interest in having data available regarding additional areas of interest. They are interested in data on charter, nonpublic, and home schools as well as special education issues including enrollment in various types of special education programs and the changing identifiers to qualify someone as a special education student.

CIPs also expressed the importance of collecting additional information regarding facilities such as use of tax money on facilities, use per square foot, cost per square foot, age of the facility versus the condition of the building, and longevity data on the buildings. In the area of technology, CIPs suggested looking at the number of computers in a school, quality and age of computers, Internet connects and access, technology infrastructure, number of trained teachers in school technology, integration and use of technology, ability for replacement, and number of one time bond funded technology increases.

In addition, interest was voiced in the areas of school readiness and mobility/migration patterns within school districts and across school types. The CRI is exploring data sources for these various variables and plans to include the data on its website as it is found available.

List of K-12 Public School Districts

School District	County	Central City, Suburban, or Urban
Allegan Public Schools	Allegan County	Suburban
Fennville Public Schools	Allegan County	Rural
Hamilton Community Schools	Allegan County	Rural
Hopkins Public Schools	Allegan County	Rural
Martin Public Schools	Allegan County	Rural
Otsego Public Schools	Allegan County	Suburban
Plainwell Community Schools	Allegan County	Suburban
Saugatuck Public Schools	Allegan County	Rural
Wayland Union Schools	Allegan County	Suburban
Byron Center Public Schools	Kent County	Rural
Caledonia Community Schools	Kent County	Rural
Cedar Springs Public Schools	Kent County	Suburban
Comstock Park Public Schools	Kent County	Suburban
East Grand Rapids Public Schools	Kent County	Suburban
Forest Hills Public Schools	Kent County	Suburban
Godfrey-Lee Public Schools	Kent County	Suburban
Godwin Heights Public Schools	Kent County	Suburban
Grand Rapids Public Schools	Kent County	Central City
Grandville Public Schools	Kent County	Suburban
Kelloggsville Public Schools	Kent County	Suburban
Kenowa Hills Public Schools	Kent County	Rural
Kent City Community Schools	Kent County	Rural
Kentwood Public Schools	Kent County	Suburban
Lowell Area Schools	Kent County	Rural
Northview Public School District	Kent County	Suburban
Rockford Public Schools	Kent County	Rural
Sparta Area Schools	Kent County	Suburban
Wyoming Public Schools	Kent County	Suburban
Fruitport Community Schools	Muskegon County	Rural
Holton Public Schools	Muskegon County	Rural
Mona Shores Public School District	Muskegon County	Suburban
Montague Area Public Schools	Muskegon County	Rural
Muskegon City School District	Muskegon County	Central City
Muskegon Heights School District	Muskegon County	Suburban
North Muskegon Public Schools	Muskegon County	Suburban
Oakridge Public Schools	Muskegon County	Suburban
Orchard View Schools	Muskegon County	Rural
Ravenna Public Schools	Muskegon County	Rural
Reeths-Puffer Schools	Muskegon County	Suburban
Whitehall School District	Muskegon County	Suburban
Allendale Public School District	Ottawa County	Suburban
Coopersville Public School District	Ottawa County	Suburban
Grand Haven Area Public Schools	Ottawa County	Rural
Holland City School District	Ottawa County	Central City
Hudsonville Public School District	Ottawa County	Suburban
Jenison Public Schools	Ottawa County	Suburban
Spring Lake Public Schools	Ottawa County	Suburban
West Ottawa Public School District	Ottawa County	Suburban
Zeeland Public Schools	Ottawa County	Rural

List of K-12 Charter Schools

Charter School	County	Year Opened	Grades Served	Authorizer
Discovery Elementary School	Allegan	1997	K-6	Grand Valley State University
Chandler Woods Charter Academy	Kent	2000	K-7	Grand Valley State University
Creative Technologies Academy	Kent	1999	7-12	Ferris State University
Cross Creek Charter Academy	Kent	1998	K-8	Central Michigan University
Excel Charter Academy	Kent	1996	K-8	Grand Valley State University
Gateway Middle-High School	Kent	n.a.	7-12	Grand Valley State University
Grand Rapids Child Discovery Center	Kent	n.a.	K-2	Grand Rapids Public Schools
Grattan Academy	Kent	1997	K-8	Saginaw Valley State University
Horizons Community High School	Kent	1996	9-12	Wyoming Public Schools
Knapp Charter Academy	Kent	1998	K-8	Grand Valley State University
Learning Center Academy	Kent	1997	PK-12	Grand Valley State University
New Branches Academy	Kent	1995	K-6	Central Michigan University
Ridge Park Charter Academy	Kent	1999	K-7	Lake Superior State University
Vanguard Charter Academy	Kent	1997	K-8	Grand Valley State University
Vista Charter Academy	Kent	1997	K-8	Grand Valley State University
Walker Charter Academy	Kent	1998	K-8	Grand Valley State University
West Michigan Academy for Hospitality Services	Kent	1996	9-12	Grand Rapids Public Schools
West Michigan Academy for Environmental Science	Kent	1995	K-10	Central Michigan University
William C. Abney Academy	Kent	1999	K-6	Grand Valley State University
Timberland Academy	Muskegon	1999	K-6	Grand Valley State University
Tri-Valley Academy	Muskegon	1996	K-8	Grand Valley State University
Black River Public School	Ottawa	1997	4-12	Grand Valley State University
Eagle Crest Charter School	Ottawa	1998	K-8	Central Michigan State University
Vanderbilt Charter Academy	Ottawa	1997	K-8	Grand Valley State University
Walden Green Day School	Ottawa	1995	K-9	Central Michigan State
West Michigan Academy of Arts & Academics	Ottawa	1997	K-8	Grand Valley State University

Definition of K-12 Variables

All K-12 variable definitions have been taken directly from Standard and Poor's School Evaluation Services website (<http://www.ses.standardandpoors.com/>). The sources listed within each definition indicate their source for the data variable.

ACT Mean Score: The overall average score of all ACT assessments taken by students in the school district. The ACT assessment is intended to measure educational development and readiness to pursue college-level coursework in English, mathematics, natural sciences, and social sciences. If a student takes the assessment more than one time, only the most recent score is used in calculating the mean. It is important to note that not all students in high school, school district, or state take the ACT, and therefore interpretation of ACT scores for subgroups requires unique considerations, such as the proportion of students taking the test. *Source:* Provided by ACT.

Average Teacher Salary: The amount of instructional salary expenditures divided by the total number of professional instructional staff. *Source:* Michigan Department of Education Form B.

Capital Expenditures (\$ per Student): This includes all capital-related expenditures, including the capital projects fund and capital outlay expenditures from other funds, such as the general fund. Capital outlay expenditures may include expenditures for land, buildings, improvements to land and buildings, and equipment. Capital outlay instruction includes classroom furniture, computers, audio-visual equipment, and fixtures. Reported on a per-student basis. *Source:* Michigan Department of Education Form B.

Drop-out Rate: Michigan uses this statistic to estimate the percentage of students who left school and did not return during the following school year. In Michigan, students who “cannot be accounted for” are considered dropouts, and the dropout rate is calculated by subtracting the retention rate from 100%. The dropout rate is a single-year rate that applies to grades 9 through 12. Students who leave secondary school to enroll in adult education programs for General Educational Development (GED) preparation, home schools, private/parochial schools, or charter schools are considered transfers, not dropouts. *Source:* Michigan Department of Education K-12 Database.

Enrollment Distribution by Race/Ethnicity (%): The proportion of students enrolled of a specified race or ethnicity including Asian/Pacific Islander, Black, Hispanic, Native American, White, and other. *Source:* Michigan Department of Education K-12 Database.

Graduation Rate: SES displays graduation rates as calculated and provided by the State of Michigan's Department of Education. Michigan uses graduation rates to estimate the percentage of grade 9 students who complete and graduate from high school. Michigan uses two methods when calculating the graduation rate—a four-year rate and a one-year rate. As requested by Michigan, the data displayed represent the four-year rate. *Source:* Michigan Department of Education K-12 Database.

Headcount Enrollment: The number of individual students enrolled in the school system. Headcount Enrollment includes special education and alternative education students, but excludes pre-kindergarten and adult education students. *Source:* Michigan Department of Education K-12 Database.

MEAP Passing Rate-Trendable Percent: The MEAP Passing Rate—Trendable is a subset of the MEAP Passing Rate, and is used to display achievement trends. It only includes the MEAP grade and subject tests that were in constant use from 1999 to 2001, as follows: Grade 4 Reading and Math; Grade 5 Science, Writing and Social Studies; Grade 7 Reading; Grade 8 Science, Writing and Social Studies; and Grade 11 Reading, Math, Science, Writing and Social Studies. *Source:* Michigan Department of Education K-12 Database.

MEAP Passing Rate: In broadest terms, this indicator reflects the percentage of included MEAP tests (not students) that received passing scores. This indicator represents the weighted average percentage of all MEAP tests taken (i.e., all applicable grades and subjects) that meet state standards and whose scores are included in state MEAP reports. MEAP Composite Passing includes tests that “meet state standards” or “exceed state standards.” Michigan’s threshold of “meeting state standards” varies by MEAP test. In grade 4 math and grades 4 and 7 reading tests, this is defined as satisfactory; for grade 5 and 8 science and writing tests, and grade 7 writing this is defined as proficient; for grade 5 and 8 social studies tests, as well as all five high school subject tests, this is defined as Level I or Level 2. The MEAP Passing measure excludes MEAP High School Tests taken by students while in grade 10 and grade 12. These tests are excluded from the

composite measure because when viewing a test cohort (e.g., grade 12 in 1999), Michigan is unable to identify which students may have taken the High School Test at some time other than the current year. In addition, about 95% of MEAP High School Tests are taken by students while in grade 11. Therefore, the grade 11 scores are used as the proxy for the High School Test when calculating the MEAP Composite Passing rate. The state now reports MEAP High School Test results by graduating class cohort group, and these results are presented in SES as well. Unless explicitly indicated otherwise, the MEAP Passing measure excludes social studies tests, which Michigan introduced in 1999 and thus lack trend data for this study period. Passing rates and other data for MEAP High School Tests taken in grade 10 and grade 12 and for the Class of 2001 cohort, and all MEAP social studies tests can be found in this website under the Student Performance tab, by clicking on the State Test By Graduating Class, State Test By Grade and Subject tables. MEAP Composite Participation rates exceed 100% for some schools. This anomaly is due in part to timing differences between the reporting of headcount enrollment and the administration of MEAP tests. In addition, certain data elements used to derive MEAP participation rates are missing for some schools. SES does not report MEAP participation data disaggregated by race/ethnicity or economic status due to data quality concerns. *Source:* Michigan Department of Education K-12 Database.

Median Household Income: The point in a distribution of household incomes at which half of the incomes are below that amount, and half are above it, or the average of the two middle incomes if there is no one middle income. Household income encompasses all persons 15

years or older in the household, regardless if the individuals are related to one another. Income includes wages and salaries, self-employment, interest, rentals and dividends, social security, public assistance, retirement, and disability. Since many households consist of only one person, average household income is usually less than average family income. *Source:* DRI-WEFA.

Operations and Maintenance Expenditures (\$ per Student): Spending on activities concerned with keeping the school system's physical plant open, comfortable, and safe for use, and its grounds, buildings, and equipment in an effective working condition and state of repair. Utility expenditures, such as electricity, heating, telephone, water, wastewater, and trash disposal are also included. Capital outlay and debt service are not included. In the per-student calculation, Full-Time Equivalent Enrollment includes basic K-12 education, special education, and alternative education students, but excludes adult education and pre-kindergarten students. *Source:* Michigan Department of Education Form B.

Percent Receiving Free Lunch: The proportion of students who are receiving free lunch under the National School Lunch Program, due to low family income. Students who are below 130% of the poverty level are eligible for free lunch. *Source:* Michigan Department of Education K-12 Database.

Percent Receiving Reduced-Price Lunch: The proportion of students who are receiving reduced price lunch under the National School Lunch Program, due to low family income. Students who are between 130 and 185% of the poverty level are eligible to receive a reduced price school lunch. *Source:* Michigan Department of Education K-12 Database.

Special Education Instructional Expenditures (\$ per Student): This refers to expenditure for instructional activities for students with physical, mental, or emotional impairments. *Source:* Michigan Department of Education Form B.

Special Education Headcount Enrollment (%): The number of actual individuals enrolled in special education programs. May include student also counted as K-12 education students. As a proportion, calculated by dividing special education headcount enrollment by total headcount enrollment. *Source:* Michigan Department of Education K-12 Database.

Special Education Operating State Aid (\$ per Student): Total revenues in specific program categories received or to be received from the state and appropriated by the state out of state funds for Special Education. This program supports instructional activities designed primarily for students having physical, mental, or emotional impairments. *Source:* Michigan Department of Education Form B.

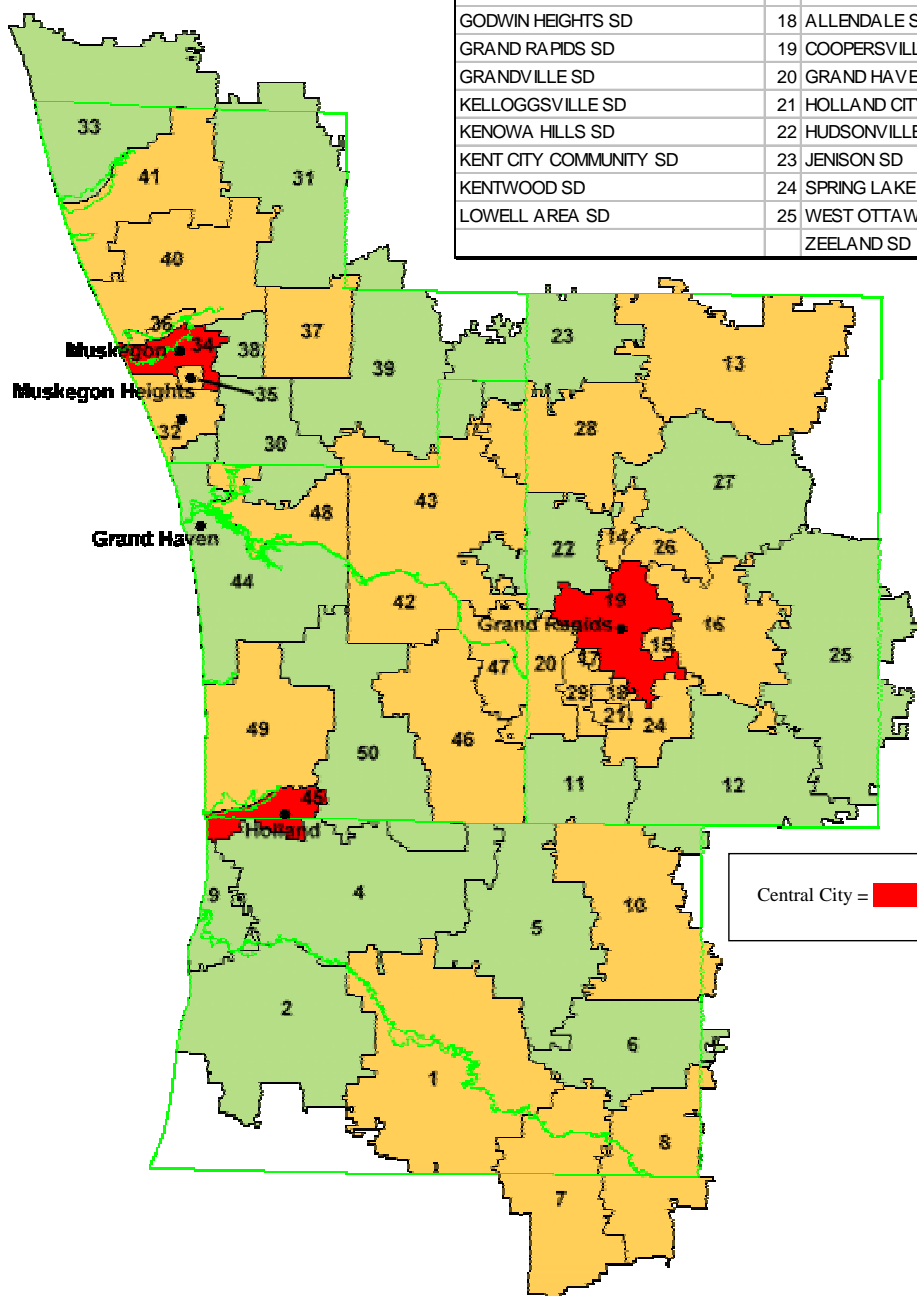
State Source Revenue (\$ Per Student): Revenue for instruction and support services received or to be received from the state, which is appropriated by the state from state funds. See Federal-Source Operating Revenue, Local-Source Operating Revenue. *Source:* Michigan Department of Education Form B.

Student/Teacher Ratio (Student Per Teacher): The number of students divided by the number of teachers. Both students and teachers exclude those associated with pre-kindergarten and adult education programs. Optimal student-teacher ratios have long been debated in the education community. While this issue has yet to be fully resolved, research points to the benefits of smaller ratios in elementary schools and in classrooms serving economically disadvantaged and disabled students. *Source:* Michigan Department of Education K-12 Database.

Total Expenditures (\$ Per Student): The broadest spending category, Total Expenditures encompasses General Fund expenditures, Special Revenue Fund expenditures, Debt Service Fund expenditures, and Capital Projects Fund expenditures. Total expenditures excludes Trust and Agency Fund expenditures, which are not part of a school system's ongoing operations or capital investment. *Source:* Michigan Department of Education Form B.

School District Classification

School Name	ID	School Name	ID
ALLEGAN SD	1	NORTHVIEW SD	26
FENNIVILLE SD	2	ROCKFORD SD	27
HAMILTON COMMUNITY SD	4	SPARTA AREA SD	28
HOPKINS SD	5	WYOMING SD	29
MARTIN SD	6	FRUITPORT COMMUNITY SD	30
OTSEGO SD	7	HOLTON SD	31
PLAINWELL COMMUNITY SD	8	MONA SHORES SD	32
SAUGATUCK SD	9	MONTAGUE AREA SD	33
WAYLAND UNION SD	10	MUSKEGON CITY SD	34
BYRON CENTER SD	11	MUSKEGON HEIGHTS SD	35
CALEDONIA COMMUNITY SD	12	NORTH MUSKEGON SD	36
CEDAR SPRINGS SD	13	OAKRIDGE SD	37
COMSTOCK PARK SD	14	ORCHARD VIEW SD	38
EAST GRAND RAPIDS SD	15	RAVENNA SD	39
FOREST HILLS SD	16	REETHS-PUFFER SD	40
GODFREY-LEE SD	17	WHITEHALL SD	41
GODWIN HEIGHTS SD	18	ALLENDALE SD	42
GRAND RAPIDS SD	19	COOPERSVILLE SD	43
GRANDVILLE SD	20	GRAND HAVEN AREA SD	44
KELLOGGSVILLE SD	21	HOLLAND CITY SD	45
KENOWA HILLS SD	22	HUDSONVILLE SD	46
KENT CITY COMMUNITY SD	23	JENISON SD	47
KENTWOOD SD	24	SPRING LAKE SD	48
LOWELL AREA SD	25	WEST OTTAWA SD	49
		ZEELAND SD	50



Notes

¹ U.S. Department of Education, National Center for Education Statistics. (2002). *The Condition of Education 2002*. Washington, DC: U.S. Government Printing Office.

² U.S. Census Bureau, Census 2000 Summary File 3.

³ Public Sector Consultants. (2002) Michigan in Brief, 2002-2003, 7th Edition. Sponsored by the Michigan Nonprofit Association and Council of Michigan Foundations.

⁴ Michigan Merit Award and MEAP Information website available on-line at <http://treas-secure.state.mi.us/meritaward/meritindex.htm>

⁵ Based on the National Center for Education Statistics' definition, the school district classification (central city, suburban, and rural) indicates the location of the district in relation to populous areas. The West Michigan area consists of three school district categories:

Central City: a mid-size city of a CMSA or MSA, with the city having a population less than 250,000.

Suburban or urban fringe of a mid-size city: Any incorporated place, census designated place (CDP), or non-place territory within a CMSA or MSA of a mid-size city and defined as urban by the Census Bureau.

Rural or rural inside MSA: Any incorporated place, census designated place, or non-place territory within a CMSA or MSA and defined as rural by the Census Bureau.