

Public Education Philanthropy in California

Public Administration Program - San Francisco State University

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● ○ Agenda ● ○ ●

- Introduction
- Literature Review
- Methods
- Results
- Limitations
- Future Research
- Conclusions



Introduction

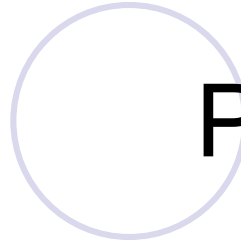
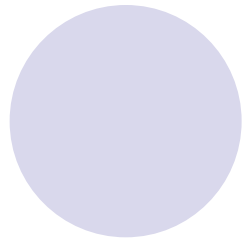


- Since 1950, per pupil expenditures have more than quadrupled, after inflation.
- California Policy affecting School Finance
 - Serrano vs. Priest
 - Proposition 13
 - Proposition 98
- School administrators & parents look to other forms of funding through philanthropy

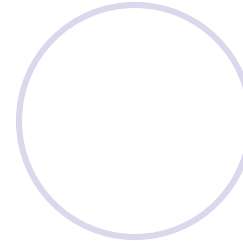
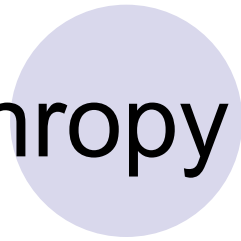


Significance

- Philanthropy accentuates educational disparities
- Education as private good vs. public good
 - Private: Education fall on shoulders of individual
 - Public: Positive externalities that benefit society
- Public Value Failure
 - Neither market nor public sector provides goods and services that reflect public's value
- Private Organization Involvement
 - High value put on formal education



Philanthropy



● Trends

- % of Income contributed declines as income rises
- Reduction in cost of charitable giving (i.e. taxes) will increase giving

● Determinants

- Fund-raising efforts
- Resource availability
- Donor wealth
- Integration of donor/recipient relationship
- Ability of donor to derive utility from giving

Individual Characteristics



- Heterogeneous communities – less likely to contribute
- Community members show similar values
- Social ties
- Were asked to donate
- Perceive those who benefit as similar to themselves
- Higher wealth and education level
- Providing benefit to people they know

Marginal Services

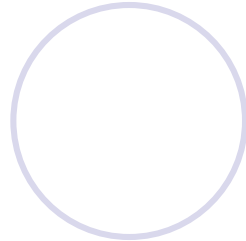
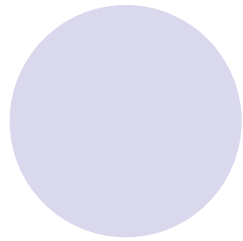


- Programs get reduced or eliminated
 - Guidance Counselors & Advisors
 - School library programs & reduced hours
 - Academic support services
 - Course offerings
 - Part-time faculty
 - Liberal arts & vocational training courses
 - Scheduled maintenance
 - Ethnic-specific programs (ex: African American)

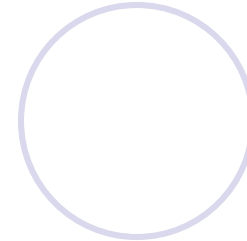
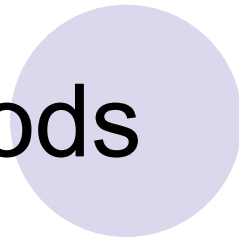
Relationship between Ed Finance & Academic Performance



- Money is NOT used to directly impact academic achievement
 - Hire more teachers
 - Reduce class size
 - Provide out-of-classroom activities
- More of an effect on disadvantaged children
- Factors that improve academic performance
 - Attendance rate increase
 - Families having 2 parents



Methods



- Data (2000 & 2003)

- Philanthropic Activity

- Nonprofit organizations related to schools

- School Enrollment & Socio-economic data

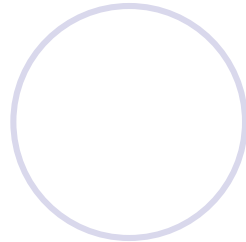
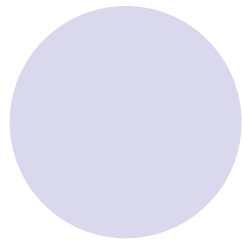
- California Dept of Education, DataQuest

- Statistical Methods Employed

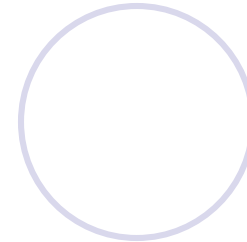
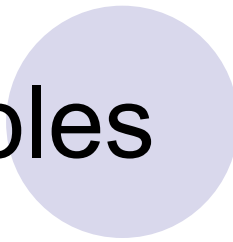
- Multivariate analytic methods

- Bivariate Analysis

- Analysis of Variance (ANOVA)



Variables



- Independent Variables

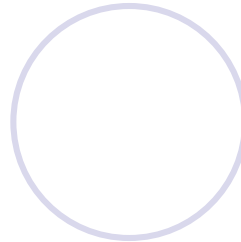
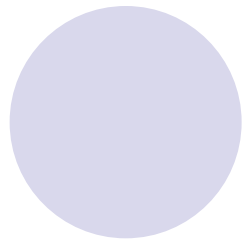
- Number of School-Based Orgs Supporting School

- Total Revenues of School-Based Organizations

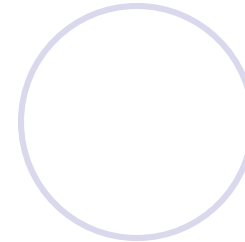
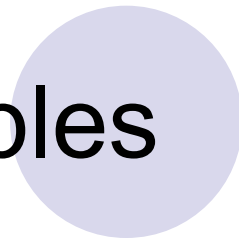
- In Total

- Normalized by Enrollment

- Presence of a Financial Organization Supporting a School



Variables



- **Dependent Variables**

- Academic Achievement

- 1-Year Drop Out Rate
 - UC/CSU Eligibility

- Student Body Characteristics

- English Learners, Fluent English Proficiency, Free or Reduced Price Meals
 - Ethnicity Variables

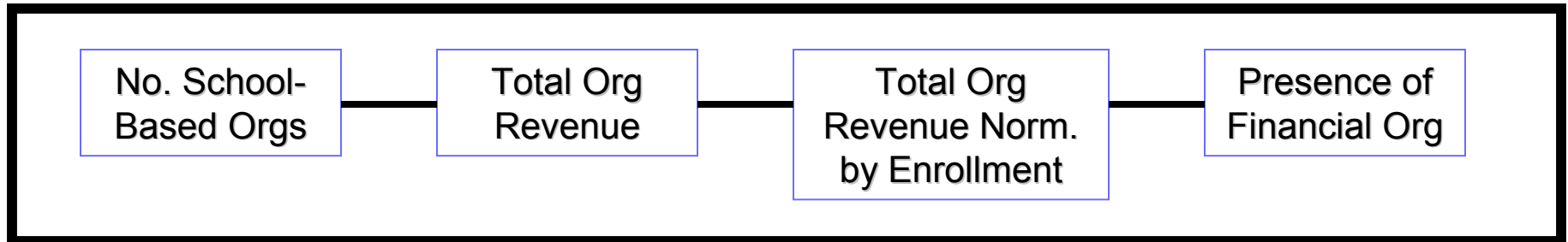
- Student Support

- Administrators, Pupil Support Services, Classified Staff

- Learning Environment

- Pupil/Teacher Ratio, Avg Class Size, Computers, Internet

Academic Achievement Results



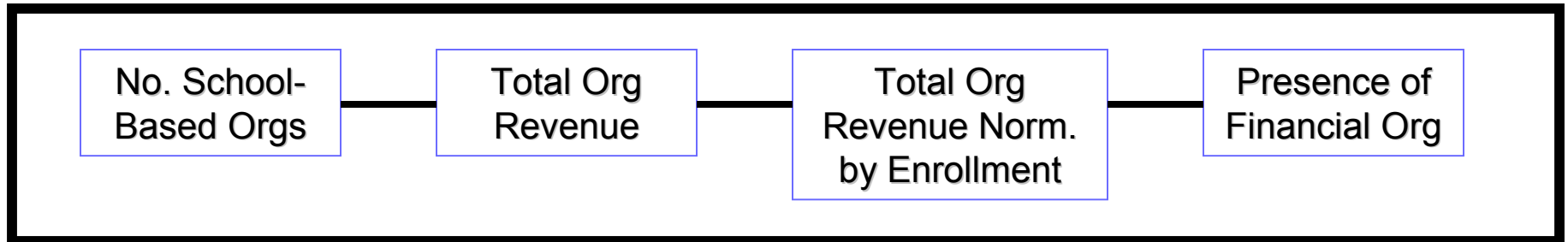
1-Year Drop Out Rate



UC/CSU Eligibility

Legend: Statistical Significance Positive Relationship Negative Relationship

Student Body Characteristics Results



English Learners



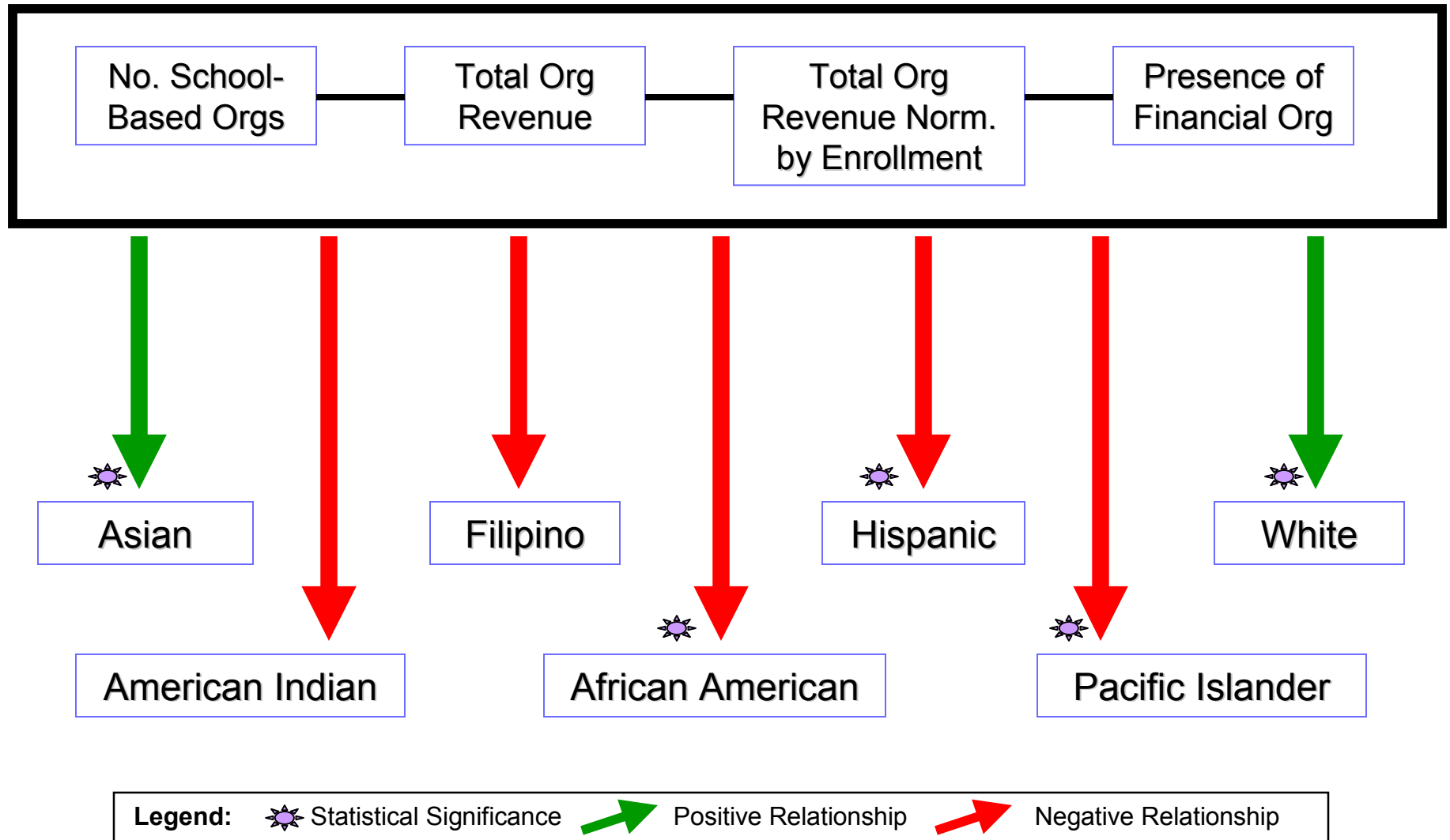
Fluent English Proficiency



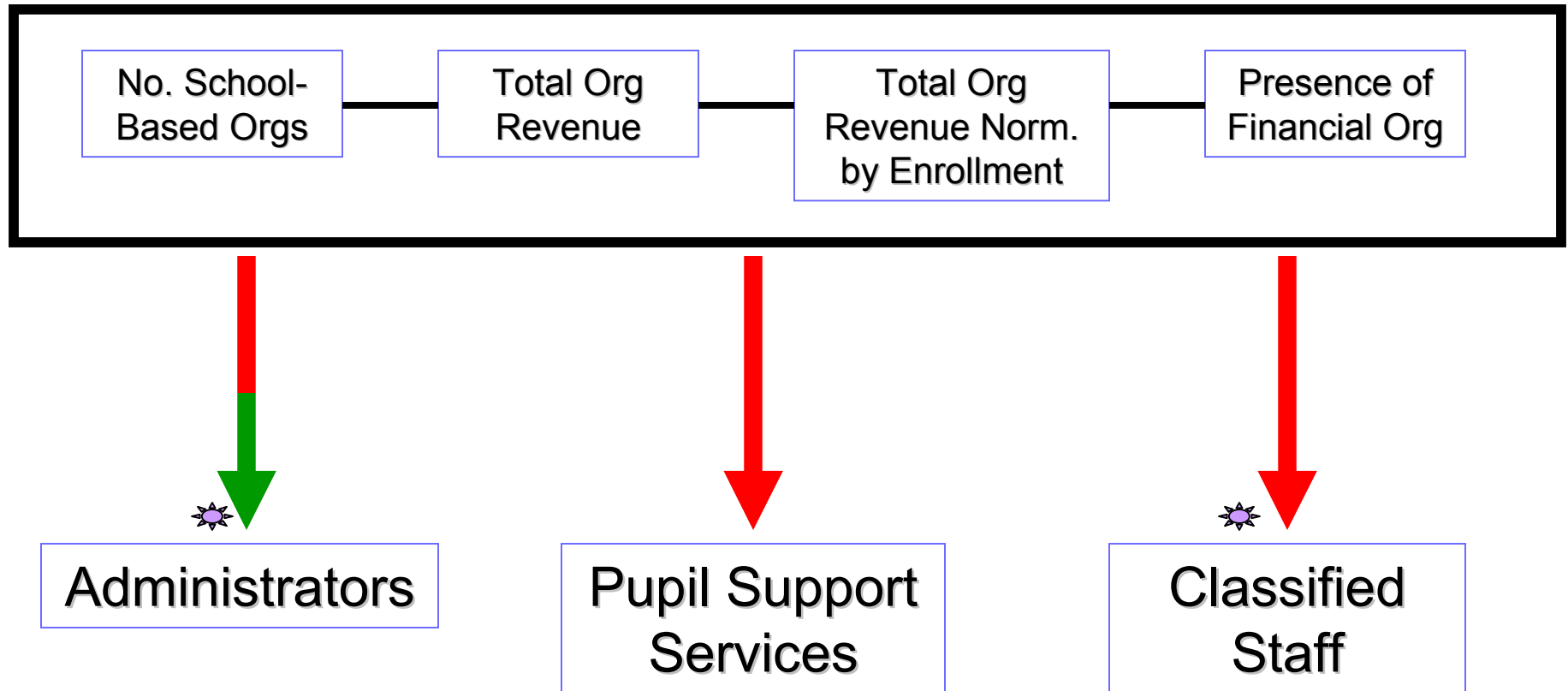
Free or Reduced Priced Meals

Legend:  Statistical Significance  Positive Relationship  Negative Relationship

Student Body Characteristics Results Cont.

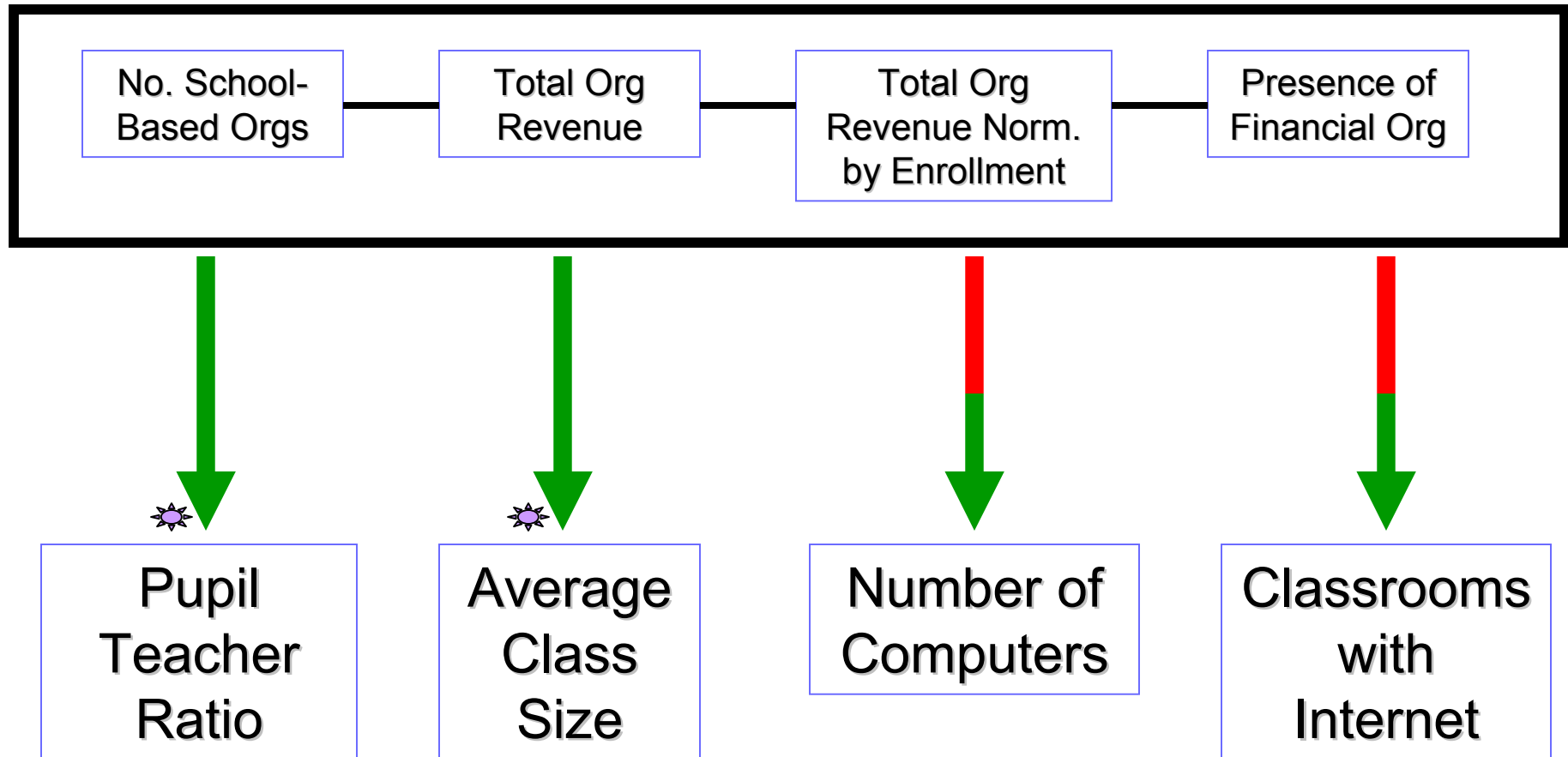


Student Support Results



Legend:  Statistical Significance  Positive Relationship  Negative Relationship

Learning Environment Results



Legend:  Statistical Significance  Positive Relationship  Negative Relationship

Limitations



- Lack of business-related activity
- Data is 4 years old
- Generalizability to other regions in California and the U.S.
- Lack of qualitative data
- Other variables to consider
 - Ex: Family effects on student achievement

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Future Research

- Conduct trend analysis with more current data
- Potential Case Study of schools in San Mateo County
 - Analyze financial transactions of philanthropy
 - Who donates?
 - How much?
 - Types of expenditures?
 - Frequency of donations?

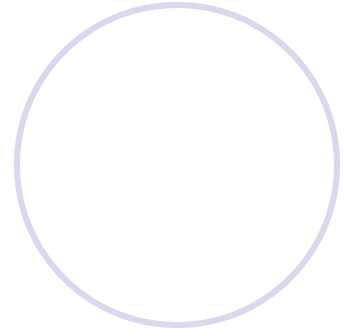
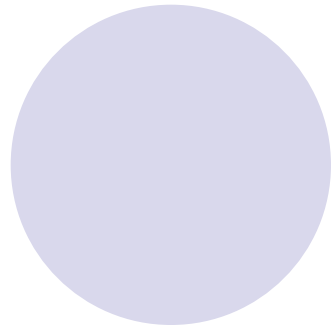
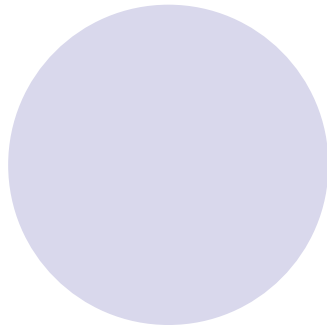
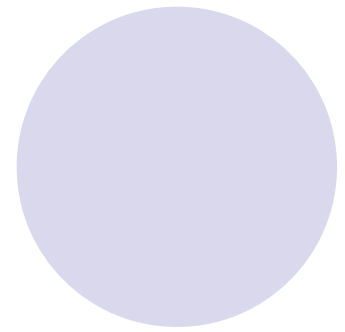
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Conclusions

- Philanthropy has positive effect on academic achievement
- Ethnic bias towards White & Asian population and philanthropy
- Support services did not increase
- Inconclusive learning environment results

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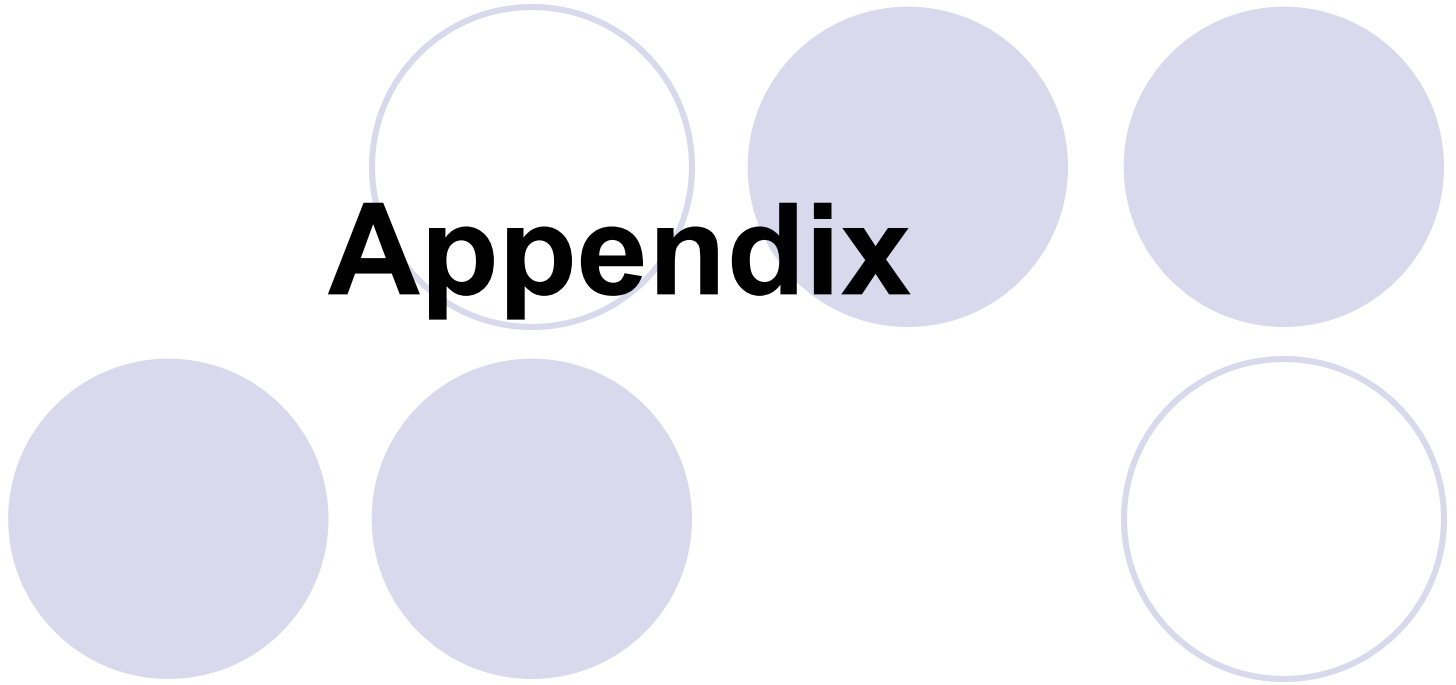
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Thank You!



Appendix



Statistical Results



Descriptive Statistics of Independent Variables

Year	Description	N	Minimum	Maximum	Mean	Std. Deviation
	No. School Based Organizations Supporting Schools	2,120	0.00	6.00	0.64	0.800
2000	Total Organization Revenues Converted to 2003 Dollars	381	89.74	5,528,021.37	153,236.25	432,113.444
2000	Total Organization Revenues Converted to 2003 Dollars Normalized by Enrollment	352	0.19	11,637.94	236.10	764.639
2003	Total Organization Revenues	488	0.00	4,996,985.00	139,804.90	322,208.583
2003	Total Organization Revenues Normalized by Enrollment	454	0.00	6,969.30	199.53	434.419

Statistical Results



Descriptive Statistics of 2000 Dependent Variables

Category	Description	N	Minimum	Maximum	Mean	Std. Deviation
AA	1 Yr Drop Out Rate, Prior Year, Grades 9 - 12	2,073	0.00	60.60	0.51	3.246
AA	UC/CSU Eligible Students, Prior Year, Normalized by Enrollment	1,674	0.00	0.91	0.01	0.041
SB	English Learners Normalized by Enrollment	1,672	0.00	0.98	0.19	0.193
SB	Fluent English Proficient Students Normalized by Enrollment	1,672	0.00	1.00	0.12	0.109
SB	African American (not Hispanic) Normalized by Enrollment	1,674	0.00	2.90	0.12	0.184
SB	American Indian or Alaska Native Normalized by Enrollment	1,674	0.00	1.00	0.01	0.030
SB	Asian Normalized by Enrollment	1,674	0.00	1.00	0.12	0.150
SB	Filipino Normalized by Enrollment	1,674	0.00	1.84	0.04	0.084
SB	Hispanic or Latino Normalized by Enrollment	1,674	0.00	1.80	0.26	0.218
SB	Pacific Islander Normalized by Enrollment	1,674	0.00	0.27	0.01	0.019
SB	White (not Hispanic) Normalized by Enrollment	1,674	0.00	6.18	0.43	0.319
SB	Free or Reduced Price Meals Normalized by Enrollment	1,669	0.00	1.84	0.31	0.274
SS	Fulltime Equivalent Administrators Normalized by Enrollment	1,674	0.00	0.11	0.00	0.005
SS	Fulltime Equivalent Pupil Support Services Normalized by Enrollment	1,674	0.00	0.17	0.00	0.008
SS	Classified Staff Normalized by Enrollment	1,674	0.00	0.52	0.04	0.042
LE	Pupil Teacher Ratio	2,073	0.00	109.50	16.07	8.999
LE	Average Class Size	2,073	0.00	48.00	18.34	10.076
LE	No. of Computers Normalized by Enrollment	1,673	0.00	2.45	0.17	0.140
LE	No. of Classrooms with Internet Normalized by Enrollment	1,674	0.00	1.33	0.04	0.058

Statistical Results



Descriptive Statistics of 2003 Dependent Variables

Category	Description	N	Minimum	Maximum	Mean	Std. Deviation
AA	1 Yr Drop Out Rate, Prior Year, Grades 9 - 12	1,923	0.00	79.10	0.70	4.107
AA	UC/CSU Eligible Students, Prior Year, Normalized by Enrollment	1,759	0.00	0.49	0.01	0.035
SB	English Learners Normalized by Enrollment	1,757	0.00	1.00	0.21	0.200
SB	Fluent English Proficient Students Normalized by Enrollment	1,760	0.00	0.78	0.13	0.109
SB	African American (not Hispanic) Normalized by Enrollment	1,760	0.00	0.98	0.11	0.166
SB	American Indian or Alaska Native Normalized by Enrollment	1,760	0.00	1.00	0.01	0.028
SB	Asian Normalized by Enrollment	1,760	0.00	1.00	0.13	0.158
SB	Filipino Normalized by Enrollment	1,760	0.00	0.63	0.04	0.067
SB	Hispanic or Latino Normalized by Enrollment	1,760	0.00	1.00	0.29	0.231
SB	Pacific Islander Normalized by Enrollment	1,760	0.00	0.50	0.01	0.023
SB	White (not Hispanic) Normalized by Enrollment	1,760	0.00	1.00	0.39	0.279
SB	Free or Reduced Price Meals Normalized by Enrollment	1,755	0.00	3.92	0.33	0.298
SS	Fulltime Equivalent Administrators Normalized by Enrollment	1,760	0.00	0.07	0.00	0.005
SS	Fulltime Equivalent Pupil Support Servics Normalized by Enrollment	1,760	0.00	0.27	0.00	0.012
SS	Classified Staff Normalized by Enrollment	1,760	0.00	1.31	0.04	0.053
LE	Pupil Teacher Ratio	1,923	0.00	162.00	17.75	8.256
LE	Average Class Size	1,923	0.00	42.30	19.96	8.551
LE	No. of Computers Normalized by Enrollment	1,759	0.00	2.50	0.22	0.165
LE	No. of Classrooms with Internet Normalized by Enrollment	1,760	0.00	1.00	0.05	0.055

Academic Performance Bivariate Analysis



2000

Category	Description	Statistic	No. of School Based Organizations Supporting a School	Total Organization Revenue	Total 2000 Revenues Converted to 2003 Dollars	Total 2000 Revenues Converted to 2003 Dollars Normalized by 2000 Enrollment
AA	1 Year Drop Out Rate, Prior Year, Grades 9 - 12	Pearson Correlation	-.078(**)	-0.016	-0.016	-0.044
		Sig. (2-tailed)	0.000	0.762	0.762	0.411
		N	2,073	377	377	351
AA	UC/CSU Eligible Students, Prior Year, Normalized by Enrollment	Pearson Correlation	.272(**)	0.035	0.035	-0.062
		Sig. (2-tailed)	0.000	0.519	0.519	0.243
		N	1,674	351	351	351

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

2003

Category	Description	Statistic	Number of School Based Organizations Supporting a School	Total Organization Revenues	Total Organization Revenues Normalized by Enrollment
AA	1 Year Drop Out Rate, Prior Year, Grades 9 - 12	Pearson Correlation	-.100(**)	0.037	-0.052
		Sig. (2-tailed)	0.000	0.428	0.270
		N	1,923	455	454
AA	UC/CSU Eligible Students, Prior Year, Normalized by Enrollment	Pearson Correlation	.348(**)	.143(**)	-0.056
		Sig. (2-tailed)	0.000	0.002	0.232
		N	1,759	454	454

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Academic Performance ANOVA



2000

Category	Dependent Variable	(1)	(2)	(3)	Total Mean	(1) vs. (2)	(1) vs. (3)	(2) vs. (3)
		Mean - No Support Organization	Mean - Total Revenue < \$25,000	Mean - Total Revenue > \$25,000		Mean Difference	Mean Difference	Mean Difference
AA	1 Year Drop Out Rate, Prior Year, Grades 9 - 12	0.8465	0.3014	0.0570	0.5146	.5451(*)	.7895(*)	0.24439
AA	UC/CSU Eligible Students, Prior Year, Normalized by Enrollment	0.0065	0.0103	0.0156	0.0101	-0.00382	-0.00909(*)	-0.00527(*)

*. The mean difference is significant at the .05 level.

2003

Category	Dependent Variable	(1)	(2)	(3)	Total Mean	(1) vs. (2)	(1) vs. (3)	(2) vs. (3)
		Mean - No Support Organization	Mean - Total Revenue < \$25,000	Mean - Total Revenue > \$25,000		Mean Difference	Mean Difference	Mean Difference
AA	1 Year Drop Out Rate, Prior Year, Grades 9 - 12	1.2544	0.2606	0.0806	0.7012	.9938(*)	1.1737(*)	0.17994
AA	UC/CSU Eligible Students, Prior Year, Normalized by Enrollment	0.0057	0.0113	0.0161	0.0100	-0.00556(*)	-0.01034(*)	-0.00478(*)

*. The mean difference is significant at the .05 level.

Student Body Characteristics 2000 - Bivariate Analysis



Category	Description	Statistic	No. of School Based Organizations Supporting a School	Total Organization Revenue	Total 2000 Revenues Converted to 2003 Dollars	Total 2000 Revenues Converted to 2003 Dollars Normalized by 2000 Enrollment
SB	English Learners Normalized by Enrollment	Pearson Correlation	-.186(**)	.120(*)	.120(*)	0.049
		Sig. (2-tailed)	0.000	0.025	0.025	0.358
		N	1,672	351	351	351
SB	Fluent English Proficient Students Normalized by Enrollment	Pearson Correlation	.117(**)	-0.041	-0.041	-0.080
		Sig. (2-tailed)	0.000	0.449	0.449	0.134
		N	1,672	351	351	351
SB	African American (Not Hispanic) Normalized by Enrollment	Pearson Correlation	-.176(**)	-0.060	-0.060	-0.065
		Sig. (2-tailed)	0.000	0.260	0.260	0.226
		N	1,674	351	351	351
SB	American Indian or Alaska Native Normalized by Enrollment	Pearson Correlation	-.065(**)	-0.070	-0.070	-0.097
		Sig. (2-tailed)	0.008	0.190	0.190	0.069
		N	1,674	351	351	351
SB	Asian Normalized by Enrollment	Pearson Correlation	.167(**)	-0.076	-0.076	-0.099
		Sig. (2-tailed)	0.000	0.158	0.158	0.065
		N	1,674	351	351	351
SB	Filipino Normalized by Enrollment	Pearson Correlation	0.002	-0.090	-0.090	-0.104
		Sig. (2-tailed)	0.925	0.093	0.093	0.052
		N	1,674	351	351	351
SB	Hispanic or Latino Normalized by Enrollment	Pearson Correlation	-.241(**)	0.092	0.092	0.015
		Sig. (2-tailed)	0.000	0.085	0.085	0.783
		N	1,674	351	351	351
SB	Pacific Islander Normalized by Enrollment	Pearson Correlation	-.056(*)	0.000	0.000	-0.012
		Sig. (2-tailed)	0.023	0.994	0.994	0.826
		N	1,674	351	351	351
SB	White (not Hispanic) Normalized by Enrollment	Pearson Correlation	.173(**)	0.033	0.033	0.086
		Sig. (2-tailed)	0.000	0.537	0.537	0.107
		N	1,674	351	351	351
SB	Free or Reduced Price Meals Normalized by Enrollment	Pearson Correlation	-.251(**)	0.012	0.012	-0.031
		Sig. (2-tailed)	0.000	0.830	0.830	0.562
		N	1,669	351	351	351

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Student Body Characteristics 2003 - Bivariate Analysis



Category	Description	Statistic	Number of School Based Organizations Supporting a School	Total Organization Revenues	Total Organization Revenues Normalized by Enrollment
SB	English Learners Normalized by Enrollment	Pearson Correlation	-.190(**)	.124(**)	0.082
		Sig. (2-tailed)	0.000	0.008	0.081
		N	1,757	454	454
SB	Fluent English Proficient Students Normalized by Enrollment	Pearson Correlation	.141(**)	-0.052	-.136(**)
		Sig. (2-tailed)	0.000	0.267	0.004
		N	1,760	454	454
SB	African American (Not Hispanic) Normalized by Enrollment	Pearson Correlation	-.188(**)	-0.072	-0.085
		Sig. (2-tailed)	0.000	0.128	0.071
		N	1,760	454	454
SB	American Indian or Alaska Native Normalized by Enrollment	Pearson Correlation	-.049(*)	-0.047	-0.057
		Sig. (2-tailed)	0.039	0.322	0.226
		N	1,760	454	454
SB	Asian Normalized by Enrollment	Pearson Correlation	.202(**)	-0.092	-.128(**)
		Sig. (2-tailed)	0.000	0.050	0.006
		N	1,760	454	454
SB	Filipino Normalized by Enrollment	Pearson Correlation	0.043	-.121(*)	-.155(**)
		Sig. (2-tailed)	0.072	0.010	0.001
		N	1,760	454	454
SB	Hispanic or Latino Normalized by Enrollment	Pearson Correlation	-.257(**)	.116(*)	0.046
		Sig. (2-tailed)	0.000	0.013	0.324
		N	1,760	454	454
SB	Pacific Islander Normalized by Enrollment	Pearson Correlation	-.058(*)	-0.008	-0.052
		Sig. (2-tailed)	0.014	0.867	0.269
		N	1,760	454	454
SB	White (not Hispanic) Normalized by Enrollment	Pearson Correlation	.211(**)	0.046	.127(**)
		Sig. (2-tailed)	0.000	0.323	0.007
		N	1,760	454	454
SB	Free or Reduced Price Meals Normalized by Enrollment	Pearson Correlation	-.234(**)	0.032	0.002
		Sig. (2-tailed)	0.000	0.497	0.965
		N	1,755	454	454

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Academic Performance 2000 - ANOVA



Category	Dependent Variable	(1)	(2)	(3)	Total Mean	(1) vs. (2)	(1) vs. (3)	(2) vs. (3)
		Mean - No Support Organization	Mean - Total Revenue < \$25,000	Mean - Total Revenue > \$25,000		Mean Difference	Mean Difference	Mean Difference
SB	English Learners Normalized by Enrollment	0.2234	0.2105	0.1092	0.1891	0.01294	.11420(*)	.10126(*)
SB	Fluent English Proficient Students Normalized by Enrollment	0.1013	0.1360	0.1232	0.1176	-.03473(*)	-.02187(*)	0.01286
SB	African American (Not Hispanic) Normalized by Enrollment	0.1583	0.1080	0.0546	0.1156	.05034(*)	.10374(*)	.05340(*)
SB	American Indian or Alaska Native Normalized by Enrollment	0.0109	0.0069	0.0056	0.0083	.00404(*)	.00529(*)	0.00125
SB	Asian Normalized by Enrollment	0.0919	0.1369	0.1607	0.1238	-.04496(*)	-.06871(*)	-.02374(*)
SB	Filipino Normalized by Enrollment	0.0390	0.0620	0.0276	0.0429	-.02299(*)	.01140(*)	.03439(*)
SB	Hispanic or Latino Normalized by Enrollment	0.3197	0.2718	0.1543	0.2613	.04782(*)	.16537(*)	.11754(*)
SB	Pacific Islander Normalized by Enrollment	0.0119	0.0127	0.0081	0.0112	-0.00082	.00383(*)	.00465(*)
SB	White (not Hispanic) Normalized by Enrollment	0.3744	0.3867	0.5799	0.4327	-0.01236	-.20554(*)	-.19318(*)
SB	Free or Reduced Price Meals Normalized by Enrollment	0.3813	0.3499	0.1622	0.3134	.03136(*)	.21907(*)	.18770(*)

*. The mean difference is significant at the .05 level.

Academic Performance 2003 - ANOVA



Category	Dependent Variable	(1)	(2)	(3)	Total Mean	(1) vs. (2)	(1) vs. (3)	(2) vs. (3)
		Mean - No Support Organization	Mean - Total Revenue < \$25,000	Mean - Total Revenue > \$25,000		Mean Difference	Mean Difference	Mean Difference
SB	English Learners Normalized by Enrollment	0.2476	0.2359	0.1297	0.2136	0.01174	.11796(*)	.10622(*)
SB	Fluent English Proficient Students Normalized by Enrollment	0.1091	0.1429	0.1361	0.1261	-.03373(*)	-.02695(*)	0.00678
SB	African American (Not Hispanic) Normalized by Enrollment	0.1520	0.1022	0.0544	0.1120	.04983(*)	.09759(*)	.04777(*)
SB	American Indian or Alaska Native Normalized by Enrollment	0.0101	0.0072	0.0064	0.0083	0.00284	.00366(*)	0.00082
SB	Asian Normalized by Enrollment	0.0885	0.1419	0.1837	0.1289	-.05341(*)	-.09521(*)	-.04180(*)
SB	Filipino Normalized by Enrollment	0.0345	0.0635	0.0307	0.0422	-.02901(*)	0.00381	.03281(*)
SB	Hispanic or Latino Normalized by Enrollment	0.3534	0.3010	0.1666	0.2896	.05238(*)	.18684(*)	.13446(*)
SB	Pacific Islander Normalized by Enrollment	0.0131	0.0129	0.0082	0.0117	0.00020	.00486(*)	.00466(*)
SB	White (not Hispanic) Normalized by Enrollment	0.3298	0.3509	0.5333	0.3886	-0.02109	-.20352(*)	-.18244(*)
SB	Free or Reduced Price Meals Normalized by Enrollment	0.3987	0.3701	0.1681	0.3305	0.02861	.23059(*)	.20198(*)

*. The mean difference is significant at the .05 level.

Student Support Services Bivariate Analysis



2000

Category	Description	Statistic	No. of School Based Organizations Supporting a School	Total Organization Revenue	Total 2000 Revenues Converted to 2003 Dollars	Total 2000 Revenues Converted to 2003 Dollars Normalized by 2000 Enrollment
SS	Fulltime Equivalent Administrators Normalized by Enrollment	Pearson Correlation	-.137(**)	.202(**)	.202(**)	.229(**)
		Sig. (2-tailed)	0.000	0.000	0.000	0.000
		N	1,674	351	351	351
SS	Fulltime Equivalent Pupil Support Services Normalized by Enrollment	Pearson Correlation	-.073(**)	0.092	0.092	0.082
		Sig. (2-tailed)	0.003	0.086	0.086	0.125
		N	1,674	351	351	351
SS	Classified Staff Normalized by Enrollment	Pearson Correlation	-.144(**)	0.038	0.038	.147(**)
		Sig. (2-tailed)	0.000	0.472	0.472	0.006
		N	1,674	351	351	351

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

2003

Category	Description	Statistic	Number of School Based Organizations Supporting a School	Total Organization Revenues	Total Organization Revenues Normalized by Enrollment
SS	Fulltime Equivalent Administrators Normalized by Enrollment	Pearson Correlation	-.139(**)	.115(*)	.300(**)
		Sig. (2-tailed)	0.000	0.014	0.000
		N	1,760	454	454
SS	Fulltime Equivalent Pupil Support Services Normalized by Enrollment	Pearson Correlation	-.057(*)	0.048	0.022
		Sig. (2-tailed)	0.017	0.309	0.639
		N	1,760	454	454
SS	Classified Staff Normalized by Enrollment	Pearson Correlation	-.120(**)	-0.030	.188(**)
		Sig. (2-tailed)	0.000	0.524	0.000
		N	1,760	454	454

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Student Support Services ANOVA



2000

Category	Dependent Variable	(1)	(2)	(3)	Total Mean	(1) vs. (2)	(1) vs. (3)	(2) vs. (3)
		Mean - No Support Organization	Mean - Total Revenue < \$25,000	Mean - Total Revenue > \$25,000		Mean Difference	Mean Difference	Mean Difference
SS	Fulltime Equivalent Administrators Normalized by Enrollment	0.0045	0.0027	0.0025	0.0034	.00177(*)	.00197(*)	0.00019
SS	Fulltime Equivalent Pupil Support Services Normalized by Enrollment	0.0036	0.0017	0.0019	0.0026	.00189(*)	.00174(*)	-0.00015
SS	Classified Staff Normalized by Enrollment	0.0452	0.0304	0.0309	0.0369	.01476(*)	.01430(*)	-0.00046

*. The mean difference is significant at the .05 level.

2003

Category	Dependent Variable	(1)	(2)	(3)	Total Mean	(1) vs. (2)	(1) vs. (3)	(2) vs. (3)
		Mean - No Support Organization	Mean - Total Revenue < \$25,000	Mean - Total Revenue > \$25,000		Mean Difference	Mean Difference	Mean Difference
SS	Fulltime Equivalent Administrators Normalized by Enrollment	0.0046	0.0030	0.0026	0.0036	.00158(*)	.00196(*)	0.00037
SS	Fulltime Equivalent Pupil Support Services Normalized by Enrollment	0.0040	0.0020	0.0020	0.0029	.00201(*)	.00201(*)	0.00000
SS	Classified Staff Normalized by Enrollment	0.0482	0.0339	0.0335	0.0402	.01431(*)	.01470(*)	0.00039

*. The mean difference is significant at the .05 level.

Learning Environment Bivariate Analysis



2000

Category	Description	Statistic	No. of School Based Organizations Supporting a School	Total Organization Revenue	Total 2000 Revenues Converted to 2003 Dollars	Total 2000 Revenues Converted to 2003 Dollars Normalized by 2000 Enrollment
LE	Pupil Teacher Ratio	Pearson Correlation	.243(**)	-.232(**)	-.232(**)	-.270(**)
		Sig. (2-tailed)	0.000	0.000	0.000	0.000
		N	2,073	377	377	351
LE	Average Class Size	Pearson Correlation	.338(**)	-.170(**)	-.170(**)	-.126(**)
		Sig. (2-tailed)	0.000	0.001	0.001	0.018
		N	2,073	377	377	351
LE	No. of Computers Normalized by Enrollment	Pearson Correlation	-.081(**)	-0.021	-0.021	0.038
		Sig. (2-tailed)	0.001	0.696	0.696	0.479
		N	1,673	350	350	350
LE	No. of Classrooms with Internet Normalized by Enrollment	Pearson Correlation	-0.018	-0.069	-0.069	-0.015
		Sig. (2-tailed)	0.463	0.199	0.199	0.786
		N	1,674	351	351	351

****.** Correlation is significant at the 0.01 level (2-tailed).

***** Correlation is significant at the 0.05 level (2-tailed).

2003

Category	Description	Statistic	Number of School Based Organizations Supporting a School	Total Organization Revenues	Total Organization Revenues Normalized by Enrollment
LE	Pupil Teacher Ratio	Pearson Correlation	.223(**)	-0.083	-.293(**)
		Sig. (2-tailed)	0.000	0.078	0.000
		N	1,923	455	454
LE	Average Class Size	Pearson Correlation	.374(**)	0.044	-.150(**)
		Sig. (2-tailed)	0.000	0.344	0.001
		N	1,923	455	454
LE	No. of Computers Normalized by Enrollment	Pearson Correlation	-.102(**)	.125(**)	.277(**)
		Sig. (2-tailed)	0.000	0.008	0.000
		N	1,759	453	453
LE	No. of Classrooms with Internet Normalized by Enrollment	Pearson Correlation	-.052(*)	-0.014	0.015
		Sig. (2-tailed)	0.030	0.759	0.753
		N	1,760	454	454

****.** Correlation is significant at the 0.01 level (2-tailed).

***** Correlation is significant at the 0.05 level (2-tailed).

Learning Environment ANOVA



2000

Category	Dependent Variable	(1)	(2)	(3)	Total Mean	(1) vs. (2)	(1) vs. (3)	(2) vs. (3)
		Mean - No Support Organization	Mean - Total Revenue < \$25,000	Mean - Total Revenue > \$25,000		Mean Difference	Mean Difference	Mean Difference
LE	Pupil Teacher Ratio	13.5516	18.3087	18.8249	16.0720	-4.7571(*)	-5.2733(*)	-0.51621
LE	Average Class Size	14.7651	21.7459	21.9795	18.3418	-6.9808(*)	-7.2143(*)	-0.23354
LE	No. of Computers Normalized by Enrollment	0.1909	0.1458	0.1624	0.1697	.04508(*)	.02854(*)	-0.01654
LE	No. of Classrooms with Internet Normalized by Enrollment	0.0402	0.0311	0.0408	0.0376	.00916(*)	-0.00059	-.00975(*)

*. The mean difference is significant at the .05 level.

2003

Category	Dependent Variable	(1)	(2)	(3)	Total Mean	(1) vs. (2)	(1) vs. (3)	(2) vs. (3)
		Mean - No Support Organization	Mean - Total Revenue < \$25,000	Mean - Total Revenue > \$25,000		Mean Difference	Mean Difference	Mean Difference
LE	Pupil Teacher Ratio	15.6415	19.5779	19.9571	17.7537	-3.9364(*)	-4.3156(*)	-0.37928
LE	Average Class Size	16.3241	23.2803	23.5429	19.9602	-6.9562(*)	-7.2188(*)	-0.26256
LE	No. of Computers Normalized by Enrollment	0.2494	0.1906	0.2086	0.2214	.05877(*)	.04074(*)	-0.01803
LE	No. of Classrooms with Internet Normalized by Enrollment	0.0588	0.0463	0.0531	0.0536	.01246(*)	0.00567	-0.00678

*. The mean difference is significant at the .05 level.