Shaded columns indicate data that were used to grade the states.

| | Overall grade for resources: equity | | Wealth-neutrality score (2003)[3] | McLoone Index (2003)[3] | Coefficient of variation (2003)[3] |
|---|---|---|---|---|---|
| | | | [ 33.3% of grade ] | [ 33.3% of grade ] | [ 33.3% of grade ] |
| Nevada | A- | 92 | -0.151 | 100%[4] | 11.4% |
| Iowa | B+ | 89 | 0.001 | 95.2% | 9.0% |
| New Mexico | B+ | 88 | 0.000 | 98.5% | 18.1% |
| Utah | B+ | 87 | -0.033 | 97.5% | 15.4% |
| West Virginia | B | 85 | 0.077 | 95.3% | 5.9% |
| Minnesota | B | 83 | -0.001 | 93.6% | 13.6% |
| Louisiana | B | 83 | 0.025 | 93.3% | 9.9% |
| Wisconsin | B- | 82 | 0.044 | 94.1% | 9.2% |
| Arkansas | B- | 81 | 0.062 | 94.6% | 11.8% |
| California | B- | 81 | 0.029 | 93.5% | 12.9% |
| Delaware | B- | 81 | 0.111 | 94.6% | 6.1% |
| Florida | B- | 81 | 0.147 | 95.1% | 6.2% |
| Indiana | B- | 80 | -0.039 | 91.1% | 11.3% |
| Oklahoma | B- | 80 | -0.009 | 93.3% | 17.7% |
| Wyoming | C+ | 79 | -0.001 | 92.7% | 17.0% |
| Alabama | C+ | 78 | 0.162 | 94.8% | 8.5% |
| South Dakota | C+ | 78 | -0.040 | 95.6% | 23.3% |
| Kansas | C+ | 78 | -0.017 | 91.9% | 15.3% |
| Nebraska | C+ | 77 | -0.075 | 91.7% | 17.1% |
| Kentucky | C | 76 | 0.065 | 91.0% | 9.8% |
| Connecticut | C | 76 | 0.092 | 93.6% | 11.8% |
| South Carolina | C | 76 | 0.084 | 92.5% | 10.7% |
| Georgia | C | 75 | 0.147 | 93.4% | 10.9% |
| New York | C | 74 | 0.138 | 94.4% | 14.6% |
| Washington | C | 74 | 0.071 | 92.1% | 14.1% |
| Ohio | C | 74 | 0.087 | 92.5% | 13.7% |
| Missouri | C | 73 | 0.066 | 91.0% | 15.4% |
| Tennessee | C | 73 | 0.095 | 90.8% | 10.5% |
| Maryland | C- | 72 | 0.253 | 94.7% | 8.8% |
| Colorado | C- | 72 | 0.121 | 91.6% | 13.4% |
| Massachusetts | C- | 72 | 0.039 | 90.3% | 17.6% |
| Mississippi | C- | 72 | 0.114 | 91.6% | 12.3% |
| New Jersey | C- | 72 | 0.036 | 91.0% | 16.2% |
| Oregon | C- | 72 | 0.108 | 92.0% | 13.1% |
| Pennsylvania | C- | 72 | 0.147 | 92.1% | 13.6% |
| Texas | C- | 72 | 0.150 | 93.4% | 14.8% |
| North Carolina | C- | 71 | 0.247 | 94.7% | 9.1% |
| Michigan | C- | 71 | 0.131 | 91.7% | 11.8% |
| Maine | C- | 70 | 0.109 | 90.3% | 14.5% |
| Arizona | D+ | 69 | 0.053 | 92.9% | 20.3% |
| Illinois | D+ | 68 | 0.174 | 91.2% | 14.0% |
| Alaska | D+ | 67 | -0.198 | 88.5% | 35.9% |
| Virginia | D+ | 67 | 0.235 | 93.8% | 12.8% |
| Rhode Island | D | 66 | 0.132 | 87.6% | 11.9% |
| New Hampshire | D | 63 | 0.128 | 84.4% | 18.3% |
| Montana | D- | 62 | 0.107 | 91.0% | 31.4% |
| North Dakota | D- | 62 | 0.148 | 91.5% | 24.6% |
| Vermont | F | 59 | 0.087 | 86.0% | 20.5% |
| Idaho | F | 59 | 0.230 | 90.7% | 18.9% |
| District of Columbia | NA[1] | NA[1] | NA[1] | NA[1] | NA[1] |
| Hawaii | NA[2] | NA[2] | NA[2] | NA[2] | NA[2] |
| **U.S.** | — | — | — | — | — |

## Interpretation

WEALTH-NEUTRALITY SCORE: The wealth-neutrality score shows the degree to which state and local revenues are related to the property wealth of districts. This year, wealth-neutrality scores range from minus .198 to .253. A negative score means that, on average, poorer districts actually have more funding per weighted pupil than wealthy districts do. A positive score means the opposite: Wealthy districts have more funding per weighted pupil than poor districts do. Only 10 states have negative wealth-neutrality scores in the 2002-03 school year.

McLOONE INDEX: The McLoone Index is based on the assumption that if all students in the state were lined up according to the amount their districts spent on them, perfect equity would be achieved if every district spent at least as much as that spent on the pupil in the middle of the distribution, or the median. The McLoone Index is the ratio of the total amount spent on pupils below the median to the amount that would be needed to raise all students to the median per-pupil expenditure in the state.

For example, the median-level expenditure per pupil (adjusted to reflect student needs) in Florida is approximately $5,512. The total amount spent on students who are below that mark is about $7.23 billion. To spend $5,512 on each of those pupils below the median, the state would need to spend $7.61 billion.

$$\text{McLoone Index} = \text{Amount spent on pupils below the median / Amount needed to be spent to achieve "equity"}$$
$$= (\$7.23 \text{ billion} / \$7.61 \text{ billion})*100$$
$$= 95.1 \text{ percent}$$

This indicates that Florida is spending about 95 percent of what is needed to raise all students to the median expenditure. McLoone Index values range this year from 84.4 percent to 100 percent, where perfect equity is represented by 100 percent and the greatest inequity by zero percent.

COEFFICIENT OF VARIATION: The coefficient of variation is a measure of the disparity in funding across school districts in a state. The value is calculated by dividing the standard deviation of adjusted spending per pupil by the state's average adjusted spending per pupil. The standard deviation is a measure of dispersion (i.e., how spread out spending levels are across a state's districts). Per-pupil spending figures have been adjusted to reflect both regional differences in the cost of education and the needs of the student population.

For example, the standard deviation for spending in Oregon is about $804.13. The average adjusted per-pupil spending for Oregon is $6,154.76.

$$\text{Coefficient of variation} = \text{Standard deviation of adjusted spending per pupil / Average adjusted spending per pupil}$$
$$= (\$804.13 / \$6,154.76)*100$$
$$= 13.1 \text{ percent}$$

This year, the range of values for the coefficient of variation is 5.9 percent to 35.9 percent. If all districts in a state spent exactly the same amount per pupil, its coefficient of variation would be zero. As the coefficient gets higher, the variation in the amounts spent across districts also gets higher. As the coefficient gets lower, it indicates greater equity.

## Wealth and School Funding

Many states have made an effort to allocate more funding to poor districts, but there are only 10 states where property-poor districts tend to receive more than wealthier districts.



Property-poor districts tend to receive less (39)
Property-poor districts tend to receive more (10)
Not applicable (2)

SOURCE: Editorial Projects in Education Research Center, 2006