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All Talk, But No Action: A Reexamination of Education in South Carolina's *Corridor of Shame*

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ABSTRACT

South Carolina's "Corridor of Shame" is an area of rural and poverty-stricken communities that stretch along Interstate 95. This area has received large amounts of media attention since the release of a documentary, entitled *Corridor of Shame – The Neglect of South Carolina's Rural Schools*. In addition, the area attracted more attention during a visit from former President Barack Obama, then a U.S. Senator and Democratic Presidential Candidate, to J.V. Martin Junior High School in Dillon, South Carolina. Many of the schools in the "Corridor of Shame" do not have the resources they need to provide their students with a well-rounded educational experience. In the twenty-first century, there are schools, such as J.V. Martin, that have to use coal in order to heat their building and pad their doors whenever there is rain in order to keep the school as dry as possible. In 2014, the Supreme Court of the State of South Carolina ruled that a "minimally adequate" education was not ensured for these school districts. However, no major legislative action has been taken to equal the educational playing field. The purpose of this research project is to analyze whether or not changes were made that had positive effects on the overall quality of education. Through collection of data from 2008 to 2015, statistical software Stata IC 10 is used to manipulate variables and check for overall education quality. By looking at different variables (e.g. poverty index, absolute rating, teacher salaries), available data shows that a "minimally adequate" education has still not been provided for all students and has contributed to the continuous economic instability in the "Corridor of Shame."

LITERATURE REVIEW & BACKGROUND INFORMATION

According to the *National Education Association*, rural communities have continuously struggled in different areas since the colonization of the United States of America. That characteristic is still prevalent today, especially in regard to education. These communities rely on their school systems in various ways, such as for employment and recreational and social usage of facilities and other resources. However, many of these rural schools lack the funding to provide the minimum resources needed for an adequate educational experience. In South Carolina, one term used to describe the high concentration of these communities is called the "Corridor of Shame." Ferillo and Associates, Inc. describes the "Corridor of Shame" as rural and poverty-stricken areas that stretch along Interstate 95. This area of seventeen counties consists of a racially diverse population, the state's richest

county (Beaufort) and a rapidly growing county (Dorchester), but it also contains some of the state's poorest counties with negative population and income growth rates (as shown in Table 1 on the next page).

Table 1

COUNTIES	Population Growth Rate	Population with Income Below Poverty
<i>Bamberg</i>	-4.02%	5.1%
<i>Beaufort</i>	34.15%	-0.1%
<i>Calhoun</i>	-0.07%	2.8%
<i>Clarendon</i>	7.60%	-2.4%
<i>Colleton</i>	1.64%	0.5%
<i>Darlington</i>	1.91%	-1.7%
<i>Dillon</i>	4.36%	5.0%
<i>Dorchester</i>	41.64%	1.9%
<i>Florence</i>	8.85%	-1.4%
<i>Hampton</i>	-1.38%	-0.1%
<i>Jasper</i>	19.82%	-2.7%
<i>Lee</i>	-4.47%	1.2%
<i>Marion</i>	-6.78%	-5.1%
<i>Marlboro</i>	0.40%	-4.95
<i>Orangeburg</i>	1.00%	-2.7%
<i>Sunter</i>	2.69%	-1.3%
<i>Williamsburg</i>	-7.51%	1.4%

Source: South Carolina Revenue and Fiscal Affairs Office (in collaboration with the U.S. Census)

These school districts in particular struggle with funding issues due to the lack of a sufficient tax base, lack of local government support and decreases in funding from the State of South Carolina (2006). The “Corridor of Shame” has been documented in a film, a lawsuit, various reports, and has even received national attention, but some of these same issues still exist and continue to plague these rural communities in South Carolina.

In 1993, thirty-nine school districts¹ filed a lawsuit in Lee County, *Abbeville County School District, et al. v. The State of South Carolina, et al.*, citing that the state had not provided “an equal educational opportunity” (The State). Not all of the school districts that were originally in this case are a part of the official “Corridor of Shame;” however, they all share a common struggle – poverty and inadequate educational opportunities. This court case was ironic because it was being heard in Clarendon County, the same county as the *Briggs v. Elliott* case (which was only decades before). In *Briggs*

v. Elliott, the petitioners looked at the discriminatory practices aimed at African American students. The court ruled against the petitioners and ordered the schools to be equal, but still allowed the schools to remain separate. Despite the verdict, this case was appealed & was ultimately used in the case *Brown v. Board of Education*, which helped the U.S. Supreme Court rule that “separate but equal schools” were illegal. For twenty-one years, the *Abbeville v. the State of South Carolina* case was heard multiple times throughout different levels of the judicial system. *The State* (2014) informs us that the case returned to the circuit court in 1999 for arguments and the number of plaintiff districts was reduced from thirty-nine to eight². The 2005 decision ruled that although the State did not meet its early childhood obligation, it did meet its obligation to provide an adequate education for K-12 education. The school districts appealed the decision, as well as the State who cross-appealed. A decision in favor of the school districts came in 2014. The South Carolina Supreme Court ruled 3-2 that the State of South Carolina did not do its part in making sure that the rural and poverty-stricken school districts were able to provide a “minimally adequate” education for students.

Before the South Carolina Supreme Court gave the final verdict in 2014, Bud Ferillo produced a documentary on the “Corridor of Shame” (2005). Ferillo visited several areas of the corridor and other rural areas in order to tell the stories of the challenges that these schools and communities faced. The poor conditions of various facilities were depicted, including J.V. Martin Junior High School in Dillon, South Carolina. This school dated back to 1896, and it was still being fueled by coal in 2005! President Barack Obama even visited the school while he was running for office in 2007 (Richard 2016). Many facilities shown in the documentary did not have a system that provided heating or air conditioning. They also had old school buses that were having issues, fire alarms that did not sound off and almost unbearable conditions when it rained due to poor ventilation and

¹ This is the initial number of school districts. Due to consolidations, that number is now 36.

² Allendale, Dillon 4 (previously Dillon 2), Florence 4, Hampton 2, Jasper, Lee, Marion 7 and Orangeburg.

unpadded doors, which allowed small creatures to crawl into the schools. The cost to maintain these facilities is high, so in some communities there is not enough funding to build new facilities. The lack of substantial funds and overall sluggish communities make it difficult to attract high quality teachers to these areas as well. Data from the South Carolina State Report Cards indicate that school districts with higher salaries are better suited to attract teachers with advanced degrees.

Education is not the only area where these rural and impoverished communities struggle. Toby, et al. (2009) reports that with limited opportunities in regard to employment and entertainment as well as failing infrastructure, complicated tax and finance laws and social disparities, it is not surprising that the “Corridor of Shame” continues to lag behind other counties in South Carolina. The Great Recession, which lasted from late 2007 until mid-2009, hurt areas within the corridor even harder because they were already struggling, and the economic crisis just made matters worse. With an unemployed labor force, people are not able to pay as much in taxes, which lowers the property tax base and funding that the school districts receive. RTI International made several suggestions on how to improve the “Corridor of Shame;” however, many of their suggestions were not fully implanted due to the economic downturn.

For decades, a plethora of school districts argued that they were not properly funded by the State of South Carolina in order to provide an adequate educational experience. Due to the Great Recession, education funding was reduced, and it has not been fully restored to its previous amount. Overall funding and how to properly spend funds seem to be the main issue; but how exactly is education funded in South Carolina? The basis of funding stems from the 1977 South Carolina Education Finance Act. This act established a funding partnership between the state and local school districts, defined minimum standards and programs for students, included a statewide minimum salary that would be adjusted for inflation and required the submission of annual reports, just to name a few (McDaniel 1984).

Funding was calculated based on a complicated set of formulas that determined which designations would provide the funds for education. The principal funding sources were property taxes on owner-occupied residences. However, in 2006, South Carolina adopted Act 388, which placed a cap on property taxes and exempted the property tax for schools on owner-occupied homes. This shifted the tax burden to business property and vacation and rental homes and also came alongside an increase in the state sales tax (Smith 2015). It was supposed to raise more money to fund schools due to predictions that the sales tax would be able to compensate for the change, but this never came to fruition due to the lack of stability in the sales tax base relative to the property tax base. Due to all of this, the “Corridor of Shame” counties have continued to struggle with inadequate funding.

Despite the setbacks, there are school districts that have taken things into their own hands in order to make change happen. Kamenetz (2016) visited a small town in the corridor county of Orangeburg called North. She met a young man named Robert Gordon who unofficially acts as a “student principal.” He assists students, teachers and staff in dealing with various instances such as resolving fights, helping prepare for college, fixing technological issues and making copies of worksheets, just to name a few. Gordon is a leader among his peers who is always willing to lend a helping hand and act as a peacemaker. He even was able to set up a visit from U.S. Senator Tim Scott (2016). A former Dillon student, Ty’Sheoma Bethea wrote a letter to the White House that brought national attention to the issues. She was invited to President Obama’s State of the Union Address (Johnson 2014). In 2012, the old J.V. Martin Junior High School in Dillon was closed, and the new Dillon Middle School opened. This was made possible by a federal grant and a low-interest loan from the U.S. Department of Agriculture (McKalip 2012).

Johnson (2014) also writes that students in Jasper County benefit from the support of surrounding communities. A local church from Hilton Head reached out to help after seeing the documentary on the “Corridor of Shame.”

Hilton Head Presbyterian Church helped collect books to fill the empty shelves in the library at Ridgeland Elementary School. In addition, church volunteers traveled to the school for one-on-one tutoring sessions with students. The local United Way has implemented a reading program to help improve the reading levels of third graders and kindergarten students. Jasper County replaced two schools, Ridgeland Elementary and West Hardeeville Elementary, in 2007.

So, what do the experts say? Capra (2009) looked at the effect of poverty on education. In many impoverished schools, there is a lot of time that is spent on preparing for standardized tests and not enough time spent on challenging students (whether through creative measures or advanced courses). Many of these students are a part of households where no one has earned a college degree. This causes these students to lack information on the college experience and its importance. Teacher quality is an important piece of student achievement, but in many poverty-stricken areas, it is difficult to keep good teachers around for long periods. Many teachers are not prepared to deal with students in poverty. A relationship has to be cultivated inside and outside of the classroom because students are dealing with issues bigger than what they need to know for standardized tests. In addition, for some teachers, dealing with poverty is a culture shock because they may not have dealt with it in their personal lives and/or they may not have received enough exposure to it during their teacher education training. It is important that poverty is recognized for what it is and that there are educational programs that are set up to address poverty and academic achievement.

Kelly-Jackson and Jackson (2011) examined students in rural communities with predominantly minority populations to see why these students continue to not score well on the science portion of standardized tests. They focused on Ms. Sammie's sixth grade science class that was located in the "Corridor of Shame." Looking into culturally relevant science instruction for African American students, Kelly-Jackson and Jackson were able to use those findings to see how Sammie's beliefs

aligned with culturally relevant theories supporting her teaching practice. In order for students to understand and have a liking towards science, they have to feel a connection to it. "Research suggests that challenges in science learning increase for students whose cultures do not have the same views and ways of knowing science." Students' prior knowledge and experiences will have the greatest impact on learning. Of course, students will have different backgrounds, so it is important to make the subject relevant to them. Instead of looking just at equity and diversity issues in regard to culture and language, attention needs to be placed on teaching in a culturally diverse science classroom. The study showed that Sammie was clear about her purpose as a science teacher and always made sure that she was being a model teacher by engaging in diversity conversations with her students, having different types of literature available and encouraging students to be critical thinkers and learners. When dealing with students from rural communities, Sammie has this philosophy of teaching:

Developing a curriculum around student interests fosters intrinsic motivation and stimulates the passion to learn. Given the opportunity for input, students generate ideas and set goals that make for much richer activities than I could have created or imagined myself. When students have ownership in the curriculum, they are motivated to work hard and master the skills necessary to reach their goals. Having students engage in the construction of knowledge shows them that they are scientists (Kelly-Jackson and Jackson 411).

Lacour and Tissington (2011) write that, "some families and communities, particularly in poverty-stricken areas, do not value or understand formal education." Many of these families receive government assistance, such as welfare, which has shown to cause a plethora of other issues such as disciplinary problems, lower academic achievement and material deprivation. These issues, along with others, may hinder the educational process when students enter school. All of this stems from poverty, which has a

great effect on the resources that are available to impoverished students. These students are placed at a disadvantage and in turn have to work much harder in order to reach their full potential.

The State of South Carolina was given the charge to revamp public education in order to make sure that all children, including those in rural and poverty-stricken areas, receive an adequate education, but what exactly has been done? I will improve on the information that is already available regarding the “Corridor of Shame” and the effects from the South Carolina Supreme Court’s decision. I will be looking into that and seeing whether or not the State has made any changes that would affect different indicators such as test scores, poverty index, graduation rates and teacher retention, just to name a few. I will be looking at the State Department of Education Report Cards from 2008 to 2015 for various school districts and documenting the changes over the years. In addition, I will be collecting information on unemployment rates from the U.S. Bureau of Labor Statistics and per capita personal income from the U.S. Bureau of Economic Analysis. My analysis will focus on counties that have one school district, instead of looking at each individual school district, so that there is consistency. The Great Recession was in full effect at the beginning of the timeframe that I am looking, so I will look to see if there have are any abnormalities, especially since a lot of funding was cut by the General Assembly. This would have affected all of South Carolina’s public schools, hurting the “Corridor of Shame” schools even more. Absolute ratings, test scores and other variables that school districts are judged by will not change until there is a change in how education is perceived and structured and, how we deal with poverty and how we address economic disparities.

METHODS

This research project started by only looking at the seventeen counties that are officially a part of the “Corridor of Shame.” They consist of the following: Bamberg, Beaufort, Calhoun, Clarendon, Colleton, Darlington, Dillon, Dorchester, Florence,

Hampton, Jasper, Marion, Marlboro, Lee, Orangeburg, Sumter and Williamsburg. Several of these counties have multiple school districts, which makes it more difficult to collect good data when using economic and county demographic sources. Therefore, the analysis focuses only on the 10 “Corridor of Shame” counties that have school districts that are coterminous with county lines. These counties are as follows: Beaufort, Calhoun, Colleton, Darlington, Jasper, Lee, Marion, Marlboro, Sumter and Williamsburg. In order to broaden the analysis and to compare “Corridor of Shame” districts with those in other parts of South Carolina, we decided to include all other school districts in the state that are coterminous with county lines; this gave us a sample of 31 school districts (Refer to Appendix, Figure 1). Data were utilized from 2008 until 2015 for the thirty-one school districts. Data were collected from the South Carolina Department of Education, the U.S. Bureau of Labor Statistics, the U.S. Bureau of Economic Analysis and the South Carolina Revenue and Fiscal Affairs Office (Refer to Appendix, Table 3).

There were ten variables used in this project. The three dependent variables are: Percentage of students eligible for LIFE Scholarships, Absolute Rating and Graduation Rate. The seven independent variables are: Unemployment rate, Per capita income, Poverty index, Percentage of students with disabilities (other than speech), Percentage of teachers with advanced degrees, Dollars spent per student and Average teacher salary. These ten variables were chosen due to their connections to and affect on quality of education. Most of the variables were collected at the school district level. Variables Unemployment rate and Per capita income were at the county level. Unemployment rate represents the measure of persons who are not employed but are actively searching for employment. Per capita income is the average income earned per person in a given area. Poverty index assess three elements of deprivation in an area/school district – longevity, knowledge and a decent standard of living. Absolute Rating is the value of a school’s level of performance on measures of research-based factors associated with student success.

LIFE Scholarship, formally known as the Legislative Incentive for Future Excellence, is a merit-based scholarship program administered by the financial aid offices in South Carolina’s higher education institution (up to \$5,000 – not to exceed cost-of-attendance). Since the data collected only included counties with single school districts, consistency should not be an issue. Between 2008 and 2015, two of the counties did not have consolidated school districts for the entire duration. Sumter County school districts consolidated in July 2011 and Marion County School districts consolidated in July 2012. When collecting data for these counties prior to their consolidations, I used a weighted average of all of the former school districts to ensure there was fair representation for all of the enrolled students. I used the following percentages to get the variable counts:

- Sumter 2 (51%) + Sumter 17 (49%) = Sumter County (100%)
- Marion 1 (52%) + Marion 2 (34%) + Marion 7 (14%) = Marion County (100%)

For the variable absolute rating, I converted the letter coding, which is used by the State Department of Education, into numerical form so that it would be consistent with the rest of the qualitative data collected. Here is the system I used:

- Excellent (E) – 5
- Good (G) – 4
- Average (A) – 3

- Below Average (B) – 2
- At Risk (U) – 1

There will be usage of a dummy variable (COS) in order to distinguish between the counties that are a part of the “Corridor of Shame” (1) and the counties that are not a part of it (0).

Although most of the data for the variables was readily available, we were still not able to find all of the information needed from the South Carolina State Department of Education. Freedom of Information Request has been filed and we are hoping to receive the remaining data that is needed. It is interesting that the 2012 ‘Percent of students with disabilities’ data is not available online, but it is for 2013 and 2014. After collecting data in Microsoft Excel, the file was uploaded and used in Stata IC 10, which is a statistical software commonly used in social science research. A fixed effects panel data model was used to evaluate and control for the independent and dependent variables. This model was used because longitudinal data was collected for multiple counties/school districts over multiple years and it is a good way to show relationships amongst variables. In Stata, we were able to control for each independent variable in order to see whether the three dependent variables would differ between school districts within the “Corridor of Shame” and school districts that are not a part of the “Corridor of Shame.”

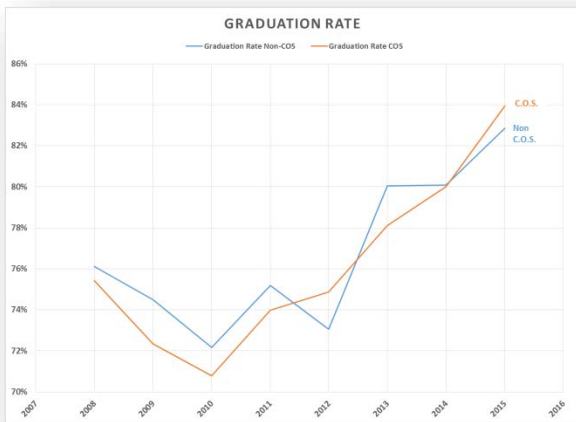
RESULTS

Table 2

	Percentage of students eligible for LIFE Scholarships	Absolute Rating	Graduation Rate
Unemployment Rate	-0.1414 (I)	-0.0189 (I)	-0.8052 (1%)
Per Capita Income	.0004 (I)	.0002 (1%)	.0003 (10%)
Poverty Index	-0.0620 (I)	.0706 (1%)	-0.2135 (5%)
Percentage of Students with disabilities (other than speech)	-0.2549 (I)	.0233 (I)	.1828 (I)
Percentage of teachers with advanced degrees	-0.1123 (I)	.0421 (5%)	-0.1526 (I)
Dollars spent per student	-0.0003 (I)	-0.0002 (5%)	-0.0010 (10%)
Average teacher salary	.0012 (5%)	.0001 (10%)	.0005 (I)
<i><u>R-Squared</u></i>	<i>0.1192</i>	<i>0.2970</i>	<i>0.0787</i>

In Table 2, the independent variables are listed vertically and were held constant in order to test for differences. The dependent variables, listed horizontally, were examined to show if there would be a difference in performance between school districts within and schools outside of the “Corridor of Shame.” Each statistic shows the effect that constant independent variables have on dependent variables and the difference between both groups of school districts. For example, if *unemployment rate* was equal or constant for both “Corridor of Shame” and non-“Corridor of Shame” school districts, non-“Corridor of Shame” school districts would have *graduation rates* that are 0.0852 percentage points lower than “Corridor of Shame” schools, all else equal. Based on the t-static and p-value collected in Stata, this is significant at the 1 percent level; data that are insignificant have (I) beside them. This is surprising because “Corridor of Shame” schools would be expected to have lower graduation rates due to the lack of resources. However, there must be factors that explain this significance (as indicated in Graph 2 below).

Graph 2



According to the data collected, the only independent variable that showed significance when it came to the dependent variable, *percentage of students eligible for LIFE Scholarships*, is *average teacher salary*, which is significant at the 5 percent level. This lack of significance is not surprising given the fact that

students only have to meet any two of the three criteria in order to be eligible for the South Carolina LIFE Scholarship and the recent changes that were made to the South Carolina Uniform Grading Scale, moving from a seven-point scale to the standard ten-point scale. The r-squared shows that *absolute rating* makes up for 29.7 percent of variation within the independent variables. With significance for most of the independent variables, the State’s rating system is a determinant in assessing overall quality of education. The results show that “Corridor of Shame” school districts showed significantly absolute ratings, all else equal (Refer to the Appendix for more information on variable specific changes).

DISCUSSION & CONCLUSIONS

This research project shows that the State of South Carolina has not implemented legislative action that has yielded visible improvements in overall education quality. When independent variables such as unemployment rate and poverty index are controlled for both groups of school districts, there are still disparities between them which shows that there has to be more than what the statistics are showing. One theory is that some areas do not value education as much as other areas, so resources will not affect their overall quality of education. For example, if an area is dominated by generations of high school dropouts, it will take a miraculous situation to “break the cycle” of high school dropouts; spending more money per student is not enough. Another interesting find was the fact that graduation rates for “Corridor of Shame” school districts are actually exceeding graduation rates of non-“Corridor of Shame” school districts. It is interesting that school districts with ‘Below Average’ absolute ratings have graduation rates higher than 85 percent. Why is this? This could be caused by the “No Child Left Behind Syndrome.” Teachers in certain “Corridor of Shame” school districts could be passing students to the next grade level in order to not have to work with them again or find ways to help them “get by.” These results show that more has to be done in order to provide an adequate educational experience for

all students. If the state has not been able to show that they are consistently putting students at the forefront, what exactly will cause this to change? It will take more than just equal access to resources to change educational disparities in South Carolina. There must be a change in the culture of education in the state, which is something that cannot be easily implemented. If there are generational viewpoints on education and communities are not willing to change the way they do education, it will take a great amount of effort to create change. If the State of South Carolina is responsible for providing students with a minimally adequate education, the constituents have to partner with state leadership in order to do so. By holding policymakers accountable, education equality and adequacy will not be a priority for them. By learning from our history and past mistakes, a quality education could be afforded to each student in the state of South Carolina.

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7. Charleston
8. Cherokee
9. Chester
10. Chesterfield
11. Colleton
12. Darlington
13. Edgefield
14. Fairfield
15. Georgetown
16. Greenville
17. Horry
18. Jasper
19. Kershaw
20. Lancaster
21. Lee
22. Marion
23. Marlboro
24. McCormick
25. Newberry
26. Oconee
27. Pickens
28. Saluda
29. Sumter
30. Union
31. Williamsburg

APPENDIX A

Figure 1: Here are the thirty-one (31) school districts that were used.

1. Abbeville
2. Aiken
3. Allendale
4. Beaufort
5. Berkeley
6. Calhoun

APPENDIX B

Here is the summary of statistics for the variables used over the 2008- 2015 period. The data are not complete due to unavailable information for 2012 Percentage of students with disabilities and 2015 for Variables 4 – 10.

Variable	Mean	Min	Max
1) Unemployment Rate	10.42%	4.9%	21.2%
2) Per Capita Income	30,895.07	\$22,416.00	\$50,838.00
3) Poverty Index	78.83	54.71	98.49
4) Absolute Rating	3 – Average	1 – At Risk	5 - Excellent
5) Graduation Rate	75.91%	54.5%	93.4%
6) Percentage of students with disabilities (other than speech)	10.78%	4.4%	17%
7) Percentage of students eligible for LIFE Scholarships	33.67%	3.1%	69.2%
8) Percentage of teachers with advanced degrees	58.53%	41.1%	70.9%
9) Average teacher salary	\$45,973.93	\$38,199.00	\$52,929.00
10) Dollars spent per student	\$9,516.71	\$7,257.00	\$14,400.00

APPENDIX C

Here is information on variable specific changes over the time period 2008 to 2015.

Poverty Index		
Year	Non-COS	COS
2008	71.78%	86.17%
2009	72.97%	86.50%
2010	74.54%	87.22%
2011	75.26%	87.67%
2012	76.31%	88.04%
2013	76.79%	88.62%
2014	77.64%	89.34%
2015	73.12%	84.83%

Margin of Difference: 14.39% to 11.71% (decrease)

LIFE Scholarship		
Year	Non-COS	COS
2008	32.01%	27.22%
2009	34.76%	29.68%
2010	36.19%	29.51%
2011	36.79%	27.30%
2012	37.75%	25.31%
2013	37.42%	30.52%
2014	37.71%	30.60%
2015	40.25%	32.17%

Margin of Difference: INC & then DEC.

Absolute Rating		
Year	Non-COS	COS
2008	2.43	1.75
2009	2.14	1.5
2010	3	2.51
2011	3.21	2.53
2012	3.71	2.86
2013	4.1	3.2
2014	4.14	3.3
2015		

Margin of Difference: DEC, & INC. (inconsistent)

% Disability		
Year	Non-COS	COS
2008	10.46%	11.31%
2009	10.45%	10.44%
2010	10.50%	10.55%
2011	7.48%	7.21%
2012	10.01%	10.23%
2013	12.54%	13.26%
2014	12.64%	13.27%
2015	12.55%	12.90%

Margin of Difference: DEC, & INC. (inconsistent)

Per Capita Income		
Year	Non-COS	COS
2008	\$ 29,748.90	\$ 28,844.80
2009	\$ 29,151.29	\$ 27,815.40
2010	\$ 30,239.38	\$ 28,964.90
2011	\$ 31,090.67	\$ 28,131.50
2012	\$ 32,209.48	\$ 38,945.60
2013	\$ 32,452.48	\$ 29,556.50
2014	\$ 33,616.81	\$ 30,180.70
2015	\$ 35,009.95	\$ 31,368.60

Margin of Difference: INC, & DEC. (inconsistent)

Graduation Rate		
Year	Non-COS	COS
2008	76.12%	75.42%
2009	74.50%	72.35%
2010	72.17%	70.78%
2011	75.19%	73.99%
2012	73.05%	74.87%
2013	80.04%	78.12%
2014	80.09%	80.01%
2015	82.85%	83.94%

Margin of Difference: INC, & DEC. (inconsistent)

% Teachers with Advanced Degrees		
Year	Non-COS	COS
2008	54.60%	54.35%
2009	56.98%	55.06%
2010	58.07%	55.88%
2011	60.37%	57.57%
2012	61.49%	59.00%
2013	61.55%	58.57%
2014	61.40%	59.25%
2015	59.88%	58.46%

Margin of Difference: INC, & DEC. (inconsistent)

Average Teacher Salary		
Year	Non-COS	COS
2008	\$ 44,783.62	\$ 43,954.77
2009	\$ 46,395.16	\$ 45,548.07
2010	\$ 46,241.58	\$ 44,767.09
2011	\$ 46,212.03	\$ 44,477.62
2012	\$ 46,338.14	\$ 44,871.87
2013	\$ 47,478.81	\$ 45,601.80
2014	\$ 47,594.38	\$ 45,821.30
2015	\$ 47,511.95	\$ 45,813.10

Margin of Difference: INC, & DEC. (inconsistent)

Dollars Spent Per Student		
Year	Non-COS	COS
2008	\$ 8,927.00	\$ 9,076.94
2009	\$ 9,314.43	\$ 10,281.41
2010	\$ 9,424.28	\$ 10,441.20
2011	\$ 9,178.70	\$ 10,162.68
2012	\$ 9,107.14	\$ 10,087.86
2013	\$ 9,313.05	\$ 9,814.30
2014	\$ 9,677.52	\$ 10,269.70
2015	\$ 9,884.81	\$ 10,341.30

Margin of Difference: INC, & then DEC.