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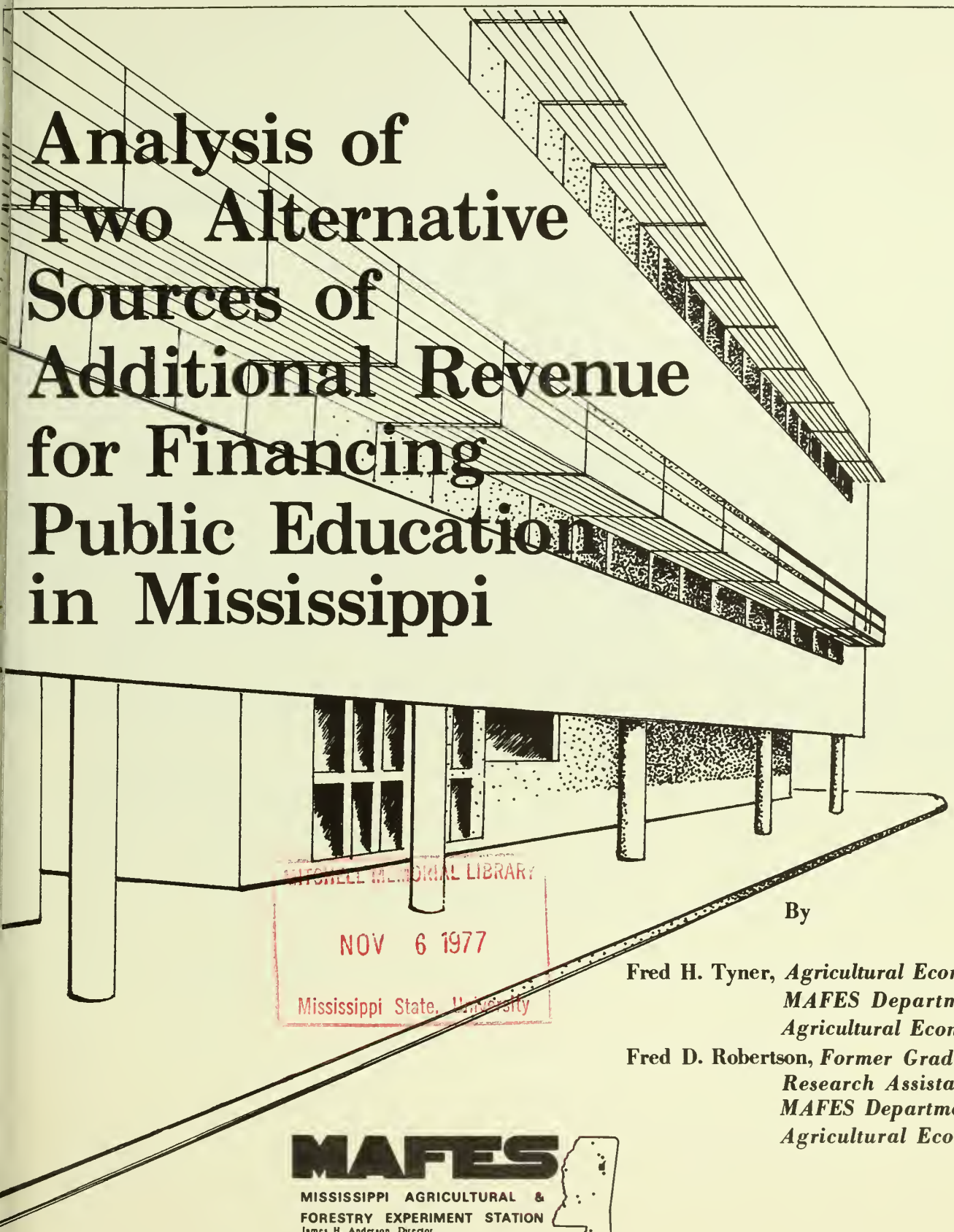

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Preface

This is the third in a series of publications on taxation by the Department of Agricultural Economics of MAFES and of the College of Agriculture of Mississippi State University. MAFES Bulletin 819 "A Letter to Mr. and Mrs. Taxpayer" introduced the series by sharing with readers the experiences of other states and the opinions of tax authorities as abstracted from the literature. MAFES Bulletin 820 "Property Assessment Equalization in Mississippi: Effect on County Revenues, Millage Rates, Homestead Exemption and the Cost of Reevaluation" explored the effects of a uniform assessment rate of 30 percent on revenue, millage rate adjustments, and homestead exemption reimbursement in each county. Further, the cost of reevaluation of all real property in the state was estimated. The intent of this publication is to examine another pertinent aspect of the general topic of taxation---that of evaluating alternatives to the property tax as a base for funding public education.

We trust that these efforts will help acquaint the citizens and public officials of Mississippi with the current situation, some of the alternatives available, and the likely effect of these alternatives---to the end that public decisions concerning these complex taxation issues will be made on a better informed basis.

Verner G. Hurt, Head
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Summary

Public education is a complex undertaking that requires a high level of financial support. This support has been a shared responsibility of local, state, and Federal governments, using revenues from various taxes.

As costs have risen and competition for scarce finances has increased, public school administrators and others have looked for additional sources of revenue. The main local tax source for supporting public schools is the property tax---which has been severely criticized because of the variability in local property tax bases and the consequent (presumed) variability in the quality of education offered students.

This study is based on at least partial acceptance of the hypothesis that quality of education and dollar expenditure per pupil are positively related. Further, expenditures per pupil in Mississippi during the period studied (1968-69 through 1971-72) were lower than the average of other southern states---which establishes a minimum "target" level of financing for consideration.

Correlating county data on retail sales and taxable income with assessed values of property indicated that districts with low assessed property values likely would have low gross retail sales and low taxable incomes. Thus, there appears to be little likelihood that educational expenditures can be raised significantly through local funding.

The state sales tax and the state income tax were examined to see how much each tax rate would have to be increased to provide the desired additional revenue. The state sales tax rate of 5.000 percent would have needed to be increased to 5.983, 6.345, 6.491, and 6.202 percent in school years 1968-69 through 1971-72, respectively, to produce the additional revenue. Deriving the same additional revenue from the personal income tax would have required more than a doubling of income tax rates. For example, rates in effect for 1971-72 were 3.000 percent for incomes under $5,000 and 4.000 percent for incomes $5,000 and above. The calculated total rates for that year (to raise the desired additional revenue) were 6.774 percent for incomes under $5,000 and 9.033 percent for incomes $5,000 and over.

Many questions were acknowledged in this study with no attempt made to resolve them due to their subjective nature. Hopefully, the objective nature of the analyses reported will make the results useful to private citizens, legislators, and school officials in future decisions affecting public education in Mississippi.

Analysis of Two Alternative Sources of Additional Revenue For Financing Public Education In Mississippi

INTRODUCTION*

Interest in the development of alternative sources of revenue for local governments has intensified due to spiraling costs and increasing voter resistance to tax increases. This pinch has been felt acutely in the financing of public education.[1] The schools---although supported by local, state, and Federal funds---are caught between rising prices and increasing voter reluctance to approve tax increases.

The main local tax source for the support of public schools is the property tax. Although only 24 percent of the total revenue used to support public education in Mississippi in 1971-72 came from local sources [19] ,[2] 93 percent of this local revenue was derived from property taxes.

By the end of 1972, 52 court suits in 31 states had challenged the legality of the property tax as a means of financing public education [6] . One case, "San Antonio Independent School District V. Rodriguez", has reached the U. S. Supreme Court. The court refused to strike down the use of the property tax in a 5-4 decision, stating that education " . . . is not among the rights afforded explicit protection under our Federal Constitution." However, the majority opinion also noted that "The need is apparent for reform in tax systems which may well have relied too long and too heavily on the local property tax . . . " [23]. In finding no constitutionally guaranteed right to education, the Court reaffirmed the principle that matters relating to taxation and education are reserved for the legislatures of the various states.

The Problem

The basic problem in Mississippi with regard to the use of the property tax for funding public education can be seen by examining expenditure per pupil on an average daily attendance (ADA) basis. Expenditure per pupil for current operating expenses in the highest expenditure district (Jackson Municipal Separate School District) was $825.54 for the school year 1971-72. This was twice that of the Clinton Separate School District, which had the lowest expenditure for the state ($408.61) [14] . Although the Clinton district had a 28 mill property tax levy for current operations while the Jackson district had only a 21.30 mill levy for current operations, the Jackson district's 1971 property assessment was $548,122,218 while Clinton's assessment was only $15,790,108. This difference in assessment allowed the Jackson district to produce $11,584,629 while the Clinton district could produce only $407,285. On a per pupil basis, the property tax for the Jackson district produced $429 while the Clinton district was able to raise only $142.

If the quality of education provided by a school district can be measured by the amount of money per pupil spent by the school district, these differences in expenditure reflect inequities in the financing of public schools. Quantitative evaluation of this assertion is hindered, however, by the fact that educators do not even agree on

**The material in this report is based on an unpublished Masters thesis ("Current Methods of Administering and Financing Mississippi's Public Elementary and Secondary Schools — and Analysis of Alternative Sources of Additional Revenue", Mississippi State University, May 1976) written by Mr. Robertson and directed by Dr. Tyner.*

[1]In this study, the term "public education" refers to public elementary, junior high, and high schools.

[2]Numbers in brackets refer to references cited.

a good measure of quality of education. The measure most often used (achievement test scores) is criticized as measuring only the skills that a student needs in order to attend a four-year college. However, even this criticism is of little consequence to this study, since Mississippi's schools do not report the results of achievement tests (even though all schools are required to administer achievement tests to certain grades each year). Therefore, this study is based on the somewhat tenuous assumption that the quality of a student's education is a reflection of the amount of dollars spent on that student. There can be little doubt that this is true to some degree. However, there is no way to show an exact relationship.

Another aspect of the problem is the question of "equity" in funding of public schools. The example above comparing the Clinton and Jackson districts does not necessarily indicate inequity---unless this issue can be clearly defined in terms of *ability* and *effort as a percent of ability*. The degree to which the responsibility for funding public education lies at the local, state, or Federal level is also a question of equity.

Objectives

The specific objectives of this study were to:

(1) briefly describe the administrative structure of Mississippi's public schools;

(2) enumerate the sources and levels of revenue and expenditure for public education in Mississippi, by school district;

(3) determine a "target" level of expenditure per pupil;

(4) specify alternatives for supplementing current methods of financing public education; and

(5) evaluate these alternatives as means of increasing the level of expenditure per pupil in Mississippi's public schools to the selected target level.

Scope and Limitations

This study briefly reviews the administrative structure, current methods of funding, and current levels of educational finance in Mississippi's public schools. Next, the adequacy of funding (relative to other Southern states) is examined to establish a level of additional funding needed. Alternative sources of additional revenue are considered next, and two---the state sales and income taxes---are analyzed as sources of additional revenue.

These alternative sources are analyzed almost entirely on the basis of their revenue adequacy. Certainly, considerations other than revenue adequacy are important to the selection of alternative revenue sources. However, characteristics such as equity (whether it be equal educational opportunity for the child or equal treatment of taxpayers) are exceedingly difficult to define and to get general agreement on. The roles of educators in specifying criteria for evaluating educational quality---and of legislative bodies in devising regulations and obtaining finances---must be undertaken with a clear understanding of how scarce resources can best be used to achieve the public's goals. Economists and other scientists can provide needed input through objective evaluations of the consequences of alternative actions in the context of resource utilization---where guides are provided by hard evidence and stated majority preferences. Thus, in this study, questions of equality and equity are mentioned only to add greater perspective to the problem. The reader who wishes further reading on these issues is referred to several published studies [3, 18, 22].

Review of Other Studies

Several recently-completed studies have dealt with the problems of alternative methods of financing public elementary and secondary schools. One of the earliest of these was by Paul Cooper [3], who examined the possibilities of equalization of educational expenditures through a state takeover of the financing of local public education. Cooper advocated the retention of control over the schools by the local school districts even though the state would supply most of the money for the operation of the schools.

The Extension Committee on Policy (ECOP) subcommittee on Community Resource Development and Public Affairs published a series of reports dealing with the choices available for financing state and local governments [21 25, 27] . This series examined the question of which levels of government should provide what services and discussed the characteristics of the property tax, the sales tax and the income tax. The report then considered methods of improving

he tax structure and, finally the natter of how the Federal government should participate in funding tate and local services.

The Washington State University published a series of reports on "Taxes in Washington" [1, 2, 4, 5] n May 1972. These reports examined criteria for judging different axes. They also included a study of he effects of the property tax on economic activity in the state of Washington.

Thomas Hady [6] analyzed alternative methods of financing public education in 1973. He was mainly concerned with questions associated with increased state aid, and concluded that the local income and sales tax bases are likely to be as variable as the property tax base. He evaluated methods of raising the revenue needed for increased state participation according to Walter Heller's standards [8] (i.e., their conformance to generally held ideas of social justice, consistency with economic goals, ease of administration and compliance, and revenue adequacy).

A 1972 study by Perkinson and House [20] examined the trends and characteristics in public school revenue and expenditure in Michigan. Even though this study was primarily an effort to evaluate several changes in Michigan's system of financing public schools, it provides a look at some of the questions that are likely to be faced in an attempt to alter established systems of educational finance.

These and other studies illustrate the widespread nature of problems associated with funding public schools. The intensity and complexity of these problems are influenced by the relative ability of various taxes to raise revenue and by the differential impacts of the various taxes on individual taxpayers. Examination of the above findings, opinions, and general conclusions provides guidance in this study---both in terms of taxes to be considered and in pointing up the difficulty of resolving the non-economic issues.

ADMINISTRATIVE STRUCTURE

The public education system is highly complex and it seems appropriate to provide some perspective on its organization, to make the ensuing discussion and analyses as relevant as possible. Thus, a brief review of the public school administrative structure at the state and county levels is provided here.

The U. S. Constitution has been interpreted as leaving the operation of public schools to the discretion of the individual states. Correspondingly, Article VIII, Section 201 of the Constitution of 1890, State of Mississippi, states:

> "It shall be the duty of the legislature to encourage by all suitable means, the promotion of intellectual, scientific, moral and agricultural improvements, by establishing a uniform system of free public schools by taxation or otherwise . . . " [9].

The Mississippi Constitution also established the office of State Superintendent of Public Education, the State Board of Education, and provided for a Superintendent of Public Education in each county. The legislature since has enacted statutes that define the duties of these offices and provide the framework for the operation of a " . . . uniform system of free public schools . . . " in the state. The general outline for the administration of Mississippi's public schools is shown in Figure 1. This outline provides a useful guide to the discussion that follows.

State Organization

An extraordinary session of the Mississippi Legislature in 1953 enacted new statutes to govern the operation of the public schools of Mississippi. The first section of the new statutes called for the establishment of a "uniform system" of public schools, and set up the basic framework under which the public schools of Mississippi are administered today. The new statutes provided for the continuance of the State Board of Education, State Superintendent of Education, and County Superintendents of Education as provided for in the Constitution of 1890, and established other administrative positions.

The State Board of Education is made up of three ex-officio members: the State Superintendent of Public Education (Chairman), the Attorney General, and the Secretary of State. The Board adopts the course of study to be used in public schools of the state and regulates all matters arising in the practical administration of the school system not otherwise provided for. It establishes, under legislative authority, rules and regulations for the purchase and operation of county-owned transportation equipment and disburses state funds appropriated for current operation of the public schools.

The State Superintendent of Public Education is the chief school officer of the state. His duties include supervising the public schools, advising the county superintendents on all matters involving

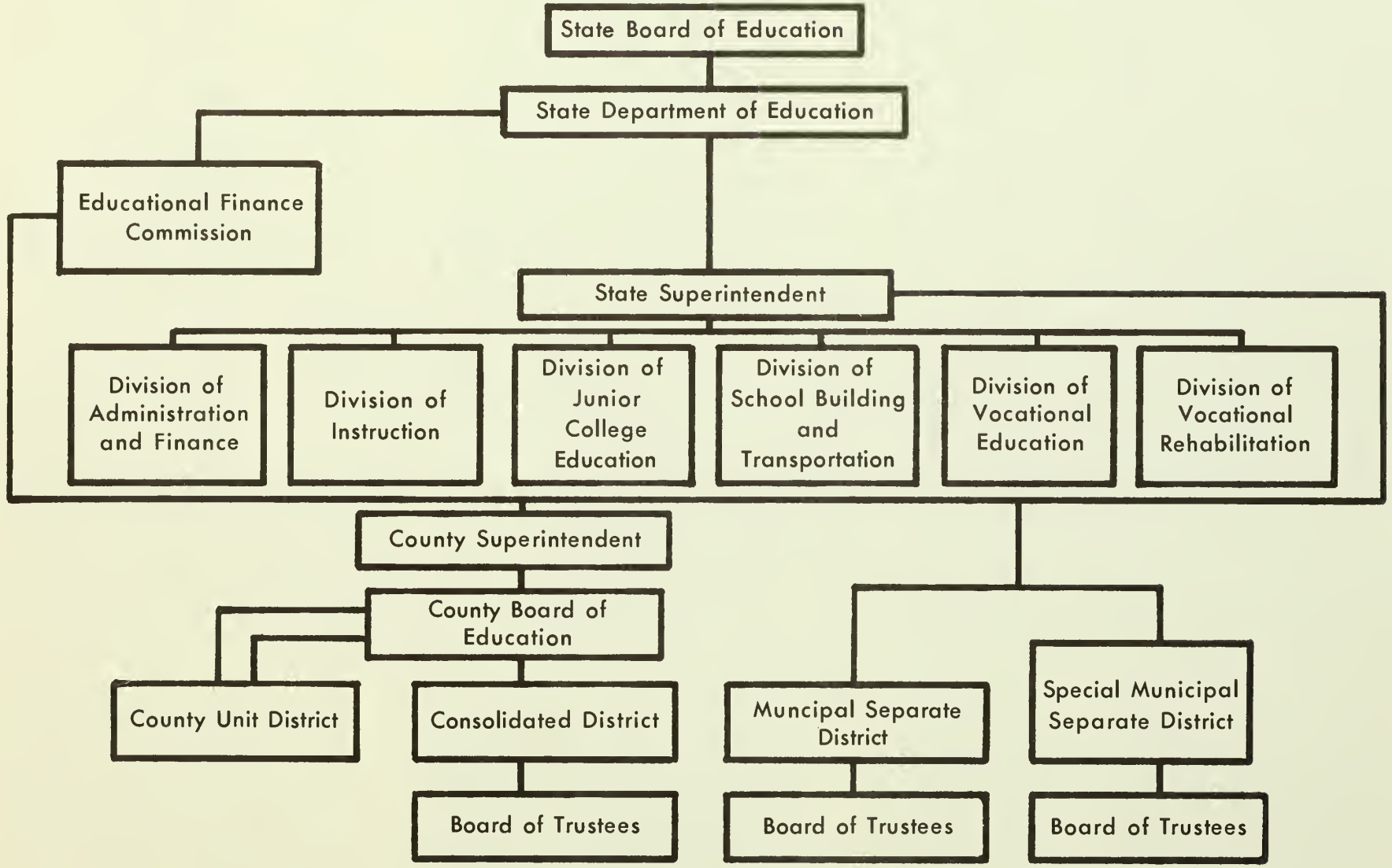


Figure 1. Mississippi's public school system organizational structure.

ıe welfare of the schools, approv-
ıg all school budgets, and organiz-
ıg and supervising the State
)epartment of Education.

The State Department of Educa-
ion is organized into six divisions
vith a director for each: (1) Admin-
stration and Finance, (2) Instruc-
ion, (3) Junior College Education,
4) School Building Service and
Transportation, (5) Vocational Ed-
ucation, and (6) Vocational Reha-
)ilitation.

The extraordinary legislative
session of 1953 also set up the State
Educational Finance Commission.
The legislation declared that:

> ". . . the burden of providing equality of educational opportunity can no longer be borne entirely by the local taxing units; and therefore that a program of state aid therefore should be instituted. The legislature, therefore, declares and determines that the maintenance of the uniform system of free public schools . . . is joint responsibility of the State of Mississippi and the local taxing units thereof." [10]

In accordance with this intent, the legislature established the "State Public School Building Fund" which places the financial resources of the State behind public school construction in the individual school districts. This fund is administered by the State Educational Finance Commission. In addition to disbursing funds appropriated by the legislature for constructing, equipping and repairing school buildings, the Finance Commission also approves plans for the location and construction of elementary and secondary school buildings, and approves plans for reorganization of all school districts.

County Organization

The County Superintendent of Education is the Executive Officer for the county. He is the director of all schools in the county except for the municipal separate school districts. The duties of the County Superintendent include: signing contracts with each superintendent, principal, and teacher under his supervision; examining annual and monthly reports submitted to him by principals and teachers, and making certain reports to the State Department of Education; issuing pay certificates for school funds; and enforcing courses of study provided by law, or by the rules and regulations of the State Board of Education.

Each county, unless it is completely encompassed in a municipal separate school district, also has a County Board of Education.[3] This board has jurisdiction over all schools in the county except municipal separate school districts. Some specific duties of the county school board are: organizing school districts and transportation routes; acting as a central purchasing agency for the school districts; and fixing the dates and lengths of the school terms.

Under the laws enacted by the 1953 session of the Mississippi Legislature, each county is organized into one or more of three types of school districts: municipal separate, county-wide, and consolidated. *A municipal separate school district* includes all territory in the corporate limits of that municipality. (In some cases the district may include territory outside the municipality. If this added territory contains 25 percent or more of the educable children in the district, the district is called a *special* municipal separate school district.) The administration of the two types (municipal separate and special municipal separate) are identical except for the method of electing the board of trustees. There are 54 municipal separate school districts in the state.

All separate school districts operate independently of the county in which they are located, dealing directly with the State Department of Education rather than with the county superintendent. Separate school districts do not participate in or pay taxes to county school funds. If the separate school district embraces all the territory of a county, there is no county school district and the county superintendent is appointed by the separate school district and acts as superintendent of the district.

A county-wide district embraces all the territory of a county exclusive of municipal separate districts. The county Board of Education serves as the board of trustees of the district and appoints a board of trustees for each attendance center in the district. These local trustees serve primarily as guardians of their respective attendance centers. There are 68 county-wide districts in the state.

The consolidated district is composed of less than the entire county and has its own board of trustees who are elected by popular vote. The authority and responsibilities of the board include: erecting and maintaining school facilities; supervising the curriculum; and (subject to the approval of the County Board of Education) selecting superintendents, principals, and teachers. This type of district does not levy a district tax, but obtains the tax contribution to the minimum program from a county-wide levy. The consolidated district may have a tax levy to supplement the minimum program, provided the

[3] *The County Superintendent is executive secretary of the county Board, but has no vote in its decisions.*

combined special and county-wide levy does not exceed 25 mills. There are 28 consolidated districts in the state.

The 150 Mississippi Public School Districts in the 1971-72 school year are shown in Figure 2 and listed in Appendix Table 1.

CURRENT METHODS AND LEVELS OF FUNDING

This section examines the amounts of revenue and the programs used to provide this revenue to Mississippi's public schools for the school years 1962-63 through 1971-72. Then, the expenditures of the public school districts are examined to determine the financial support afforded on a per-pupil basis.

Revenue: Sources and Amounts

The revenue figures used in this study were obtained from annual reports published by the Mississippi Department of Education [11, 12, 17]. The revenue receipts for each of the 150 districts included are presented in total and by source (i.e., local, state, or federal).

Total

Total annual revenue for Mississippi's public schools increased each year except for the 1971-72 school year (Table 1). However, the increase in 1969-70 was only $57,000, reflecting the effects of the drastic decrease in ADA that year (transfers of students to private schools) and a resultant decrease in Federal revenue. The decrease in total revenue shown in 1971-72 also was caused by a decrease in Federal revenue resulting from a decrease in ADA for the State's public schools. Total revenue increased by approximately $187,000,000 over the 10 years.

Total revenue by school district for five years (1967-68 through 1971-72) is shown in Appendix Table 2.

Local

The "Annual Report of the State Superintendent of Public Education" lists the following sources of local revenue: (1) ad valorem tax fund, (2) mineral lease tax, (3) other taxes, (4) tuition and transportation from patrons, (5) sixteenth section income, and (6) other local sources. The property tax (revenue at the local level) accounted for over 90 percent of total local revenues. In 1971-72, local revenue was $82,732,000---almost twice that of the 1962-63 school year (Table 1).

State

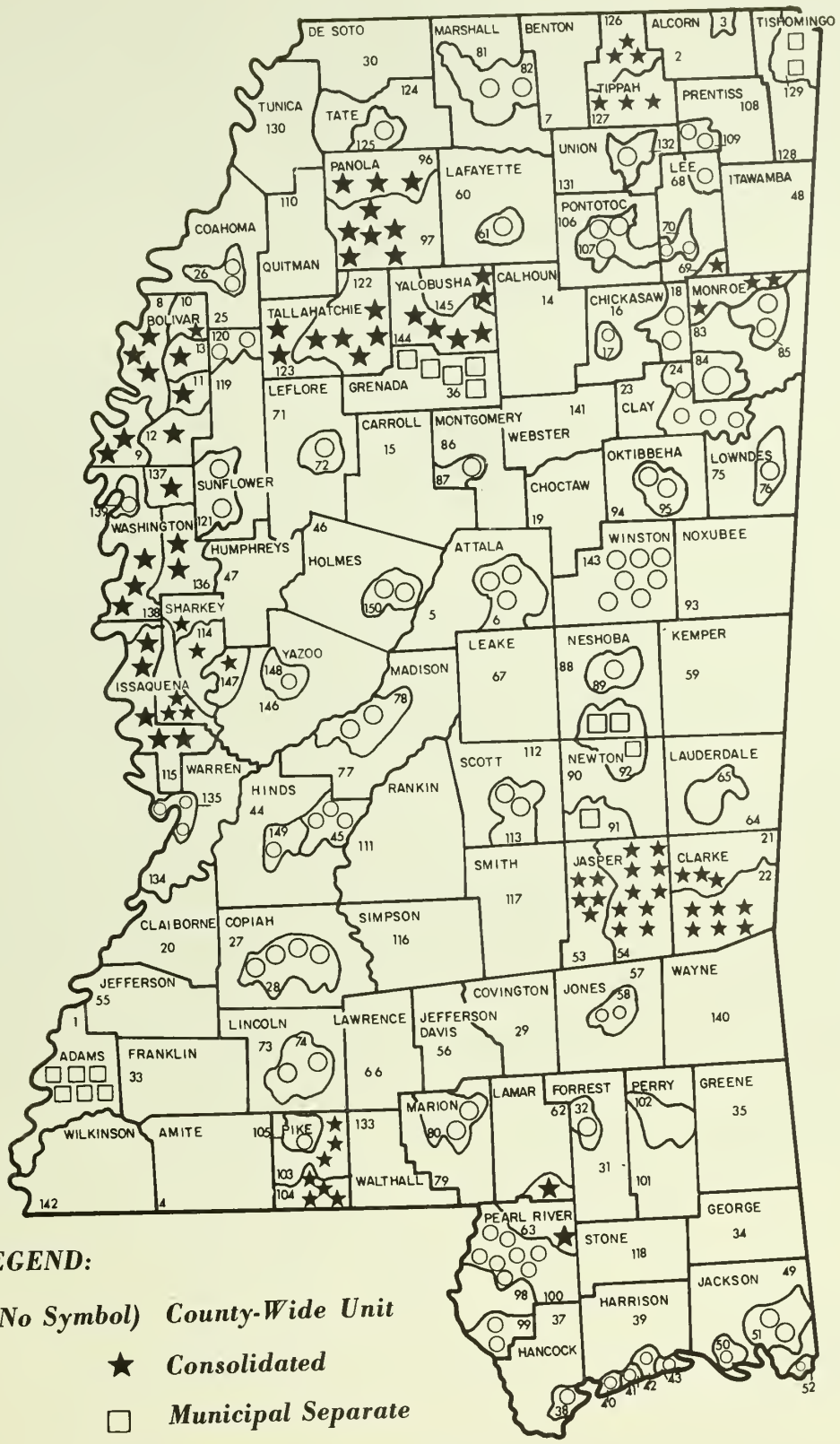
For the 1971-72 school year the 150 local school districts received $168,548,139 from the state of Mississippi---more than double the

Table 1. Revenue for Mississippi's 150 public school districts, by source, 1962-63 through 1971-72.

School Year	Source						
	Local	State	Federal	Total*	Local	State	Federal
	-----(1,000)-----				-----percent-----		
1962-63	$46,632	$80,426	$3,298	$130,357	35.8	61.7	2.5
1963-64	49,750	86,167	3,432	139,349	35.7	61.8	2.5
1964-65	53,465	96,061	4,255	153,781	34.8	62.5	2.8
1965-66	58,676	95,644	23,553	177,873	33.0	53.8	13.2
1966-67	62,346	105,842	27,716	195,905	31.8	54.0	14.1
1967-68	66,141	107,449	38,324	211,913	31.2	50.7	18.1
1968-69	72,896	149,609	50,314	272,819	26.7	54.8	18.4
1969-70	75,793	151,716	45,367	272,876	27.8	55.6	16.6
1970-71	77,382	157,398	86,044	320,824	24.1	49.1	26.8
1971-72	82,732	168,548	65,935	317,215	26.1	53.1	20.8

***Detail may not add to total due to rounding.**

Source: Ten Year Trend Study [17] and Annual Report of the State Superintendent of Public Education [11, 12].



LEGEND:

(No Symbol) County-Wide Unit

★ ***Consolidated***

□ ***Municipal Separate***

○ ***Special Municipal Separate***

Figure 2. Mississippi's public school districts, 1971-72. (District numbers correspond to those in Appendix Table 1.)

1962-63 figure of $80,426,000 (Table 1). However, State revenue actually comprised a smaller percentage of total revenue in 1971-72 than it did in 1962-63. The State revenue was provided to the local districts through the following channels: (1) Per Capita and Minimum Education programs; (2) Vocational funds; (3) Educational Finance Commission funds; (4) Severance Tax Refund; (5) Homestead Exemption fund; (6) Chickasaw funds; (7) Driver's Education fund; and (8) Adult and other funds.

Federal

Federal revenue in 1971-72 was almost 20 times that of 1962-63 (Table 1). The increased importance of Federal revenue to Mississippi's public schools is evident from the fact that it accounted for only 2.52% of total revenue in 1962-63 and had increased to 20.78% of total revenue by 1971-72.

State Funding Programs

The Minimum Foundation Program (through which all state aid is channeled to the local districts) receives money from two separate funds: (1) Minimum Program Fund and (2) Common School Fund [15]. The Minimum Program Fund is a joint state and local effort, with the local share based on an index of financial ability. The Common School Fund is a flat grant by the state to the local district, based on the proportion of the total number of the state's school-age children that reside in the district.

Minimum Program Fund

The state's share of the Minimum Program Fund is the total cost of the Fund minus the local share. However, the state share must be at least 40 percent of the total. Outline formulas for determining the local, state, and total costs of the program are:

I. Total cost of the Minimum Program Fund =
- County Administration
- + Local Administration supplement
- + Teachers' salaries
- + Transportation
- + Other costs
- + Incentive grant[4]
- + The employer's part of Social Security and Retirement

II. Local Contribution toward cost of the Minimum Program Fund =
- Ad Valorem tax funds
- + Severence tax funds

III. State's contribution toward cost of the Minimum Program =

Total cost (I) minus Local contribution (II).

Total Cost.

Each county receives an "administrative expenses" allotment that is used to pay the County Superintendent's salary and other expenses of the Superintendent's office. The county receives $15,000 plus $25 for each teacher unit[5] above 50 units, up to a maximum of $20,000. In the event a county is completely encompassed in a municipal separate district, this allotment is given to the district. In addition, each school district is alloted $150 per year for each teacher unit for "local administration supplements" to salaries of local superintendents and principals, and (under certain conditions) teachers' salaries.

"Teachers' salaries" under the Minimum Program are paid according to a statewide schedule, based on the type of license held and the teacher's experience. The "transportation" allotment is based on a formula in which previous costs and the geographic density of pupils actually transported are the determining factors. Each school district is allotted $600 per teacher unit for "other costs". This money is used for instructional materials, maintenance and operation of the school plant, and for advanced training of teachers.

Since 1968, "incentive grant funds" have been allotted to a district based on local effort. Local effort is measured according to a formula based on the local millage rate. The allotment for the "employer's part of the Social Security and Retirement" is the amount actually paid by the county.

Local Contribution.

Local monies for contribution to the Minimum Program Fund come from the ad valorem tax and the severance tax. The required local ad valorem tax contribution of a county or municipal separate school district is determined by the State Department of Education in accordance with the following index of financial ability (which is set by law):

Index of financial ability =
- [(.245152) x (county's percent of the total assessed valuation of public utilities in the state)
- + (.044144) x (county's percent of State total of motor vehicle license receipts)
- + (.065110) x (county's percent of State total personal income taxes paid in the state)

[4]The Incentive Grant was added in 1968-69 school year. In 1973-74 an allowance for district administration was added and the Incentive Grant was replaced by an allowance for supportive services.

[5]One teacher unit equals 27 students. In addition, one-half T.U. is allowed the district for each approved vocational teacher and .6 T.U. is added for each special education teacher.

+ (.222936) x (county's percent of State total gainfully employed, non-farm, non-government workers)
+ (.282970) x (county's percent of the retail sales tax paid in the state)] ÷ 100

This index is multiplied by the statutory total ($16,000,000 in the 1971-72 school year) to determine the amount to be provided by the local districts.

State Contribution.

The State's contribution is the difference between the total cost (I) and the contribution of each county and municipal separate district (II). In the event that state appropriations are insufficient, all items in the cost of the program are reduced on a percentage basis to make the state's contribution equal to the state appropriation.

The State Department of Education uses actual records of teacher training and experience, attendance, transportation, and other cost factors in computing the cost of the program. Tentative notice of the amount of funds it must contribute for the coming year and the amount the state will contribute is given to each county and separate district on June 1. Final notice is given on January 15.

Common School Fund

The Common School Fund, first established in 1890, is a flat grant from the state provided to the local school district for its unrestricted use. The amount received by the district depends on the proportion of the state's school age children that are in the district. This fund provided about $7 per census child or about 2.6% of total state aid in the 1971-72 school year. The Minimum Program Fund and the Common School Fund combined make up the state's part of the Minimum Foundation Program.

Expenditure Per Pupil

Expenditure per pupil was determined by dividing the current expenditures for each district by average daily attendance (ADA). ADA for a district is calculated as:

ADA = Attendance ÷ Length of term

Where: Attendance = the sum, over the school year, of daily attendance
and
Length of term = minimum number of days required by law or actual number of days school is in session---whichever is greater.

Table 2. Public school attendance and private school enrollment in Mississippi, 1962-63 through 1971-72.

School year	Type of school	
	Public	Non-public
	ADA*	Enrollment**
1962-63	515,244.6	18,633
1963-64	527,143.0	19,396
1964-65	530,884.0	19,398
1965-66	536,201.9	22,217
1966-67	528,681.7	22,004
1967-68	539,615.2	24,227
1968-69	541,975.7	24,119
1969-70	524,622.9	46,981
1970-71	495,491.0	65,707
1971-72	491,402.4	66,667

***ADA = Average Daily Attendance**
****Total enrollment—including State supported and Indian schools.**
SOURCE: Statistics for Mississippi's Public Schools; State Department of Education [16].

Table 2 presents the ADA for the state public schools and the total enrollment for non-public schools. (No adjustment was made for the length of term of the non-public schools.) There was a steady rise in ADA for the State's public schools until the 1969-70 school year, when private school enrollment almost doubled. This shift in enrollment influences per-pupil expenditure importantly, as will be shown later.

Expenditure data used in this study were obtained from the seven major current accounts of the school Budget and Finance Report: (1) administration; (2) instruction; (3) transportation; (4) operation of school plant; (5) maintenance of school plant; (6) fixed charges; and (7) auxiliary charges.[6]

Per-pupil expenditures in each

[6]*Source: State Department of Education*

account are unweighted arithmetic averages, obtained by dividing the total ADA into total expenditures in each account. Expenditures per pupil in 1968-69 through 1971-72 were $431.54, $459.80, $578.48, and $585.03, respectively. Total annual current expenditure per pupil for each school district in Mississippi for 1967-68 through 1971-72 is given in Appendix Table 3.

POTENTIAL FOR ADDITIONAL LOCAL REVENUE

The possibility of raising additional revenue at the local level is considered in this section, following a general discussion of the difficulty involved in selecting the "best" tax.

Difficulty of Evaluating Taxes

State and local governments levy---in addition to the property tax---sales, income, luxury, and severance taxes. A detailed examination of these taxes is beyond the scope of this report. However, a brief discussion of the main characteristics of the property, sales, and income taxes is in order, to provide some perspective on the possibility of supplementing property tax revenue with revenue from either the income tax or the sales tax.

Evaluation of taxes has gone on for as long as taxes have been used as a means of raising revenues for government. In 1776, Adam Smith set forth four principles for the evaluation of taxes: equality, certainty, convenience of payment, and economy in collection [24]. These principles have been widely used every since. In 1964, Walter Heller provided a modern restatement of these principles, saying that taxes can be evaluated on the basis of their conformance with our ideas of "social justice, consistency with economic goals, ease of administration and compliance, and revenue adequacy" [8].

These principles have been much discussed, without any one of the three taxes (property, sales, or income) showing a clear advantage over the others. However, it is generally agreed that state income taxes are the most progressive and that the sales tax is regressive. The property tax correlates poorly with incomes of the people on whom it is levied. Income and sales taxes are more income elastic than is the property tax. Hady [6] points out that this relatively high income elasticity of the income and sales taxes can be both an advantage and a disadvantage. (An elastic tax is not stable---it can be very helpful when a state's economy is expanding or can present problems when the economy is contracting).

Criticism of the property tax is perhaps best summed up by Ronald Welch:

> "If California is typical of the nation, the property tax is the most unpopular of all major taxes now employed in the United States. It is under attack from all sides. It is denounced by welfare economists, . . . by businessmen, . . . by farmers, . . . by the aged, . . . by guardians of the law, . . . by students of government, . . . " [22].

In the face of such criticism, one might wonder why the property tax continues to exist. A paramount reason is the difficulty of replacing the revenue produced by the property tax. In 1967, the property tax provided 87 percent of the total tax revenue of local governments in the United States [1]. As stated earlier, the property tax provided over 90 percent of the *local* revenue for the public school districts in Mississippi. Another reason for the continued reliance on the property tax is the lack of unanimous agreement on an alternative---both income and sales taxes have received their share of criticism.

No one of the three taxes seems to be clearly the most compatible with established economic goals such as price stability, full employment, and optimal allocation of resources. Readers desiring a more detailed examination of the subject are referred to any of numerous studies published on this topic (e. g., Hady [6], Wyckoff [27], and Florea [4]).

Relations Among Taxes at the Local Level

Sales and income taxes together produced over 65 percent of the total General Fund receipts in Mississippi for the fiscal year ending June 30, 1972. Since no other single tax produced over five and one-half percent of total General Fund receipts, sales and income taxes appear to be the only taxes with the potential to supplement the property tax in increasing support of public education.

Potentials of sales and income taxes as instruments to be used at the county level were examined where appropriate data could be obtained. In order to determine the ability of either the sales tax or the

ncome tax to provide additional local revenue, the tax bases for each were correlated with the property tax base.

Since no income tax data were available for municipal separate or consolidated districts, the first correlation analysis of the three taxes was limited to the 33 counties with a single school district. Variables correlated were retail sales, taxable income, and assessed value of property.

A second correlation used only the assessed value of property and gross sales. This correlation included all county unit and municipal separate school districts. There was no way to adjust gross sales for the actual amount of sales in consolidated districts. This caused the gross sales to be overstated in counties with both county unit and consolidated districts. However, it was judged that this overstatement was likely to be small and would be more than outweighed by the greater reliability that the additional number (120 total) of districts provided.

A high degree of positive correlation was found in both analyses. Both sales and income taxes were found to have coefficients of .92 when correlated with the assessed value of property in the 33 counties with a single school district. In the second correlation (assessed value of property versus gross sales in 120 school districts), the correlation coefficient was .95. These high degrees of correlation indicate that districts with a low assessed value of property are likely to have low gross retail sales and taxable income. There seems to be little likelihood that educational expenditures can be raised significantly through *local* funding alone.

STATE SALES AND INCOME TAXES AS SOURCES OF ADDITIONAL REVENUE

The high positive correlation of county property tax bases with both sales tax and income tax collections rules out the possibility that counties with low property tax bases and low per pupil expenditures could use the sales and income taxes as effective revenue producing supplements. Thus, the use of sales and income taxes at the state level are examined here. There are three major questions: (1) How much additional revenue would be needed to raise expenditure per pupil in Mississippi to the average of all Southern states? (2) How much would the sales tax have to be increased to raise this revenue? (3) How much would the income tax have to be increased to raise this revenue?

Additional Revenue Needed

The amount of additional revenue needed was ascertained by comparing expenditure per pupil in Mississippi with the average expenditure per pupil in all southern states[7] for 1968-69 through 1971-72. Mississippi was found to have lower expenditures per pupil for each of the four years. The amount that Mississippi's expenditure per pupil would have to be increased to equal the average expenditure for the other southern states is shown in Table 3. These figures were multiplied by the state ADA for each of the four years to obtain the needed increases in total revenue.

Table 3. Estimated additional revenue needed to raise Mississippi's expenditure per pupil to average for all southern states, 1968-69 through 1971-72.

Item	Year			
	1968-69	1969-70	1970-71	1971-72
	(dollars)			
Increase in expenditure per pupil	$66	$107	$136	$127
Additional revenue needed	$35,770,350	$56,134,661	$67,386,776	$62,408,054

SOURCE: [16, 17]

Required Sales Tax Increase

The next step was to determine how much increase in the sales tax rate would be needed for the sales tax to produce the required additional revenue. First, it is important to recognize that, although the *stated* sales tax rate is five percent, the *effective* sales tax rate (ratio of sales tax collected to gross sales)

[7]*Data published by the Mississippi State Department of Education* [16].

was only about three percent in the four years analyzed. Thus, it is necessary to calculate an increase in terms of the "effective" rate. The procedure is described below, using 1968-69 as an example.

$$\text{Needed increase in effective rate} = \frac{\text{Additional revenue needed}}{\text{gross sales}} = \frac{\$35,770,350}{\$6,226,619,145} = .00574$$

$$\text{"Effectiveness ratio" for 1968-69} = \frac{\text{sales tax collected}}{\text{gross sales x stated rate}} = .58384$$

$$\text{Needed increase in stated rate} = \frac{\text{Needed increase in effective rate}}{\text{effectiveness ratio}} = \frac{.00574}{.58384} = .00983$$

This result shows that a stated sales tax rate of 5.983 percent (rather than 5 percent) in 1968-69 would have produced the additional revenue required to bring expenditure per pupil up to the average of all southern states in that year. The needed increases in the effective and stated sales tax rates for 1968-69 through 1971-72 are shown in Table 4.

Table 4. Estimated effective and stated sales tax rates to provide additional revenue for raising Mississippi's expenditure per pupil to the average for all southern states, 1968-69 through 1971-72.

Item	Year			
	1968-69	1969-70	1970-71	1971-72
	(percent)			
Effective rate				
Actual	2.860	2.980	3.320	3.260
Increase needed	.574	.822	.994	.774
Total	3.434	3.802	4.314	4.034
Stated rate				
Actual	5.000	5.000	5.000	5.000
Increase needed	.983	1.345	1.491	1.202
Total	5.983	6.345	6.491	6.202

Required Income Tax Increase

The Mississippi income tax has a split rate structure (three percent on incomes under $5,000 and four percent on incomes $5,000 and higher). Therefore, it was necessary to calculate two rates for each year. To eliminate any subjective judgements about where the greatest burden for the increased revenue would be placed, it was decided that the additional rates should be in the same ratio that existed for the actual rates.[8] The rate increases were calculated from the following formulas:

$$X_2 = \frac{\text{needed revenue}}{75I_1 + I_2}$$

$$X_1 = .75X_2$$

where: X_1 = the additional rate for incomes under $5,000
X_2 = the additional rate for incomes of $5,000 and over
I_1 = Mississippi's total amount of taxable income taxed at 3%.
I_2 = Mississippi's total amount of taxable income taxed at 4%.

These equations were solved for each year under study. The additional rates would result in a total rate approximately *double* the current rate (Table 5). This raises serious questions about political feasibility. Again, the answers to such questions are beyond the scope of this study.

[8] *The rate on incomes under $5,000 should be three-fourths of the rate for incomes of $5,000 and over.*

Table 5. Estimated income tax rates to provide additional revenue for raising Mississippi's expenditure per pupil to the average for all southern states, 1968-69 through 1971-72.

Item	Year			
	1968-69	1969-70	1970-71	1971-72
	(percent)			
Income under $5,000				
Actual rate	3.000	3.000	3.000	3.000
Increase needed	3.131	5.075	5.037	3.774
Total	6.131	8.075	8.037	6.774
Income $5,000 and higher				
Actual rate	4.000	4.000	4.000	4.000
Increase needed	4.174	6.767	6.716	5.032
Total	8.174	10.767	10.716	9.032

Appendix

LIST OF APPENDIX TABLES

Appendix Table 1. Mississippi public school districts by type and home county, 1971-72.

Number	School District	Type of District	Home County
1	Natchez-Adams	Special Municipal Separate	Adams
2	Alcorn	County Unit	Alcorn
3	Corinth	Municipal Separate	
4	Amite	County Unit	Amite
5	Attala	County Unit	Attala
6	Kosciusko	Municipal Separate	
7	Benton	County Unit	Benton
8	Bolivar #1	Consolidated	Bolivar
9	Bolivar #2	Consolidated	
10	Bolivar #3	Consolidated	
11	Bolivar #4	Consolidated	
12	Bolivar #5	Consolidated	
13	Bolivar #6	Consolidated	
14	Calhoun	County Unit	Calhoun
15	Carroll	County Unit	Carroll
16	Chickasaw	County Unit	Chickasaw
17	Houston	Municipal Separate	
18	Okolona	Municipal Separate	
19	Choctaw	County Unit	Choctaw
20	Claiborne	County Unit	Claiborne
21	Enterprise	Consolidated	Clarke
22	Quitman	Consolidated	
23	Clay	County Unit	Clay
24	West Point	Municipal Separate	
25	Coahoma	County Unit	Coahoma
26	Clarksdale	Municipal Separate	
27	Copiah	County Unit	Copiah
28	Hazlehurst	Municipal Separate	
29	Covington	County Unit	Covington
30	DeSoto	County Unit	DeSoto
31	Forrest	County Unit	Forrest
32	Hattiesburg	Municipal Separate	
33	Franklin	County Unit	Franklin
34	George	County Unit	George
35	Greene	County Unit	Greene
36	Grenada	Special Municipal Separate	Grenada
37	Hancock	County Unit	Hancock
38	Bay St. Louis	Municipal Separate	
39	Harrison	County Unit	Harrison
40	Pass Christian	Municipal Separate	
41	Long Beach	Municipal Separate	
42	Gulfport	Municipal Separate	
43	Biloxi	Municipal Separate	
44	Hinds	County Unit	Hinds

(Continued)

Appendix Table 1. Mississippi public school districts by type and home county, 1971-72, continued

Number	School District	Type of District	Home County
45	Jackson Separate	Municipal Separate	
149	Clinton	Municipal Separate	
46	Holmes	County Unit	Holmes
150	Durant	Municipal Separate	
47	Humphreys	County Unit	Humphreys
	None	None	Issaquena
48	Ittawamba	County Unit	Ittawamba
49	Jackson	County Unit	Jackson
50	Ocean Springs	Municipal Separate	
51	Moss Point	Municipal Separate	
52	Pascagoula	Municipal Separate	
53	West Jasper	Consolidated	Jasper
54	East Jasper	Consolidated	
55	Jefferson	County Unit	Jefferson
56	Jefferson Davis	County Unit	Jefferson Davis
57	Jones	County Unit	Jones
58	Laurel	Municipal Separate	
59	Kemper	County Unit	Kemper
60	Lafayette	County Unit	Lafayette
61	Oxford	Municipal Separate	
62	Lamar	County Unit	Lamar
63	Lumberton Line	Consolidated	
64	Lauderdale	County Unit	Lauderdale
65	Meridian	Municipal Separate	
66	Lawrence	County Unit	Lawrence
67	Leake	County Unit	Leake
68	Lee	County Unit	Lee
69	Nettleton Line	Consolidated	
70	Tupelo	Municipal Separate	
71	Leflore	County Unit	Leflore
72	Greenwood	Municipal Separate	
73	Lincoln	County Unit	Lincoln
74	Brookhaven	Municipal Separate	
75	Lowndes	County Unit	Lowndes
76	Columbus	Municipal Separate	
77	Madison	County Unit	Madison
78	Canton	Municipal Separate	
79	Marion	County Unit	Marion
80	Columbia	Municipal Separate	
81	Marshall	County Unit	Marshall
82	Holly Springs	Municipal Separate	
83	Monroe	County Unit	Monroe
84	Aberdeen	Municipal Separate	
85	Amory	Municipal Separate	

(Continued)

Appendix Table 1. Mississippi public school districts by type and home county, 1971-72, continued

Number	School District	Type of District	Home County
86	Montgomery	County Unit	Montgomery
87	Winona	Municipal Separate	
88	Neshoba	County Unit	Neshoba
89	Philadelphia	Municipal Separate	
90	Newton	County Unit	Newton
91	Newton	Special Municipal Separate	
92	Union	Special Municipal Separate	
93	Noxubee	County Unit	Noxubee
94	Oktibbeha	County Unit	Oktibbeha
95	Starkville	Municipal Separate	
96	North Panola	Consolidated	Panola
97	South Panola	Consolidated	
98	Pearl River	County Unit	Pearl River
99	Picayune	Municipal Separate	
100	Poplarville	Municipal Separate	
101	Perry	County Unit	Perry
102	Richton	Municipal Separate	
103	North Pike	Consolidated	Pike
104	South Pike	Consolidated	
105	McComb	Municipal Separate	
106	Pontotoc	County Unit	Pontotoc
107	Pontotoc	Municipal Separate	
108	Prentiss	County Unit	Prentiss
109	Baldwyn	Municipal Separate	
110	Quitman	County Unit	Quitman
111	Rankin	County Unit	Rankin
112	Scott	County Unit	Scott
113	Forest	Municipal Separate	
114	Anguilla Line	Consolidated	Sharkey
115	Sharkey-Issaquena	Consolidated	
116	Simpson	County Unit	Simpson
117	Smith	County Unit	Smith
118	Stone	County Unit	Stone
119	Sunflower	County Unit	Sunflower
120	Drew	Municipal Separate	
121	Indianola	Municipal Separate	
122	East Tallahatchie	Consolidated	Tallahatchie
123	West Tallahatchie	Consolidated	
124	Tate	County Unit	Tate
125	Senatobia	Municipal Separate	
126	North Tippah	Consolidated	Tippah
127	South Tippah	Consolidated	
128	Tishomingo	County Unit	Tishomingo
129	Iuka	Municipal Separate	

(Continued)

Appendix Table 1. Mississippi public school districts by type and home county, 1971-72, continued

Number	School District	Type of District	Home County
130	Tunica	County Unit	Tunica
131	Union	County Unit	Union
132	New Albany	Municipal Separate	
133	Walthall	County Unit	Walthall
134	Warren	County Unit	Warren
135	Vicksburg	Municipal Separate	
136	Hollandale	Consolidated	Washington
137	Leland	Consolidated	
138	Western Line	Consolidated	
139	Greenville	Municipal Separate	
140	Wayne	County Unit	Wayne
141	Webster	County Unit	Webster
142	Wilkinson	County Unit	Wilkinson
143	Louisville	Municipal Separate	Winston
144	Coffeeville	Consolidated	Yalobusha
145	Water Valley	Consolidated	
146	Yazoo	County Unit	Yazoo
147	Holly Bluff	Consolidated	
148	Yazoo	Municipal Separate	
149	(see Hinds Co.)		
150	(see Hinds Co.)		

Source: Annual Report and Recommendations of the the State Superintendent of Education [11].

Appendix Table 2. Total public school revenue by school district, Mississippi, 1967-68 through 1971-72

County	District	School Year				
		1967-68	1968-69	1969-70	1970-71	1971-72
		(Dollars)				
Adams	Natchez-Adams	4,592,288	5,587,978	5,361,040	5,563,347	5,321,213
Alcorn	Alcorn	1,032,396	1,762,756	1,570,579	2,312,985	2,152,581
Alcorn	Corinth	1,018,335	1,282,872	1,223,460	1,263,578	1,267,954
Amite	Amite	1,758,704	1,796,009	1,882,965	1,755,285	1,627,467
Attala	Attala	1,091,754	1,488,320	1,404,858	1,540,015	1,456,756
Attala	Kosciusko	924,821	981,883	987,221	1,463,741	1,660,152
Benton	Benton	722,133	901,263	953,587	1,048,137	993,345
Bolivar	Bolivar #1	1,100,302	1,398,254	1,291,658	1,815,940	1,547,526
Bolivar	Bolivar #2	581,295	858,173	813,235	952,947	781,697
Bolivar	Bolivar #3	886,961	1,040,886	1,091,606	1,212,546	1,052,964
Bolivar	Bolivar #4	1,798,391	2,493,757	2,394,806	2,584,859	2,500,000
Bolivar	Bolivar #5	839,528	1,094,117	761,980	937,174	982,195
Bolivar	Bolivar #6	512,883	856,314	748,682	898,522	821,531
Calhoun	Calhoun	1,449,917	1,810,012	1,531,796	1,742,824	1,795,336
Carroll	Carroll	957,864	1,331,368	1,180,816	1,476,931	1,246,273
Chickasaw	Chickasaw	651,759	795,088	528,589	539,070	635,896
Chickasaw	Houston	437,787	656,450	889,454	1,226,109	1,176,460
Chickasaw	Okolona	595,915	692,647	603,880	791,309	896,102
Choctaw	Choctaw	685,778	733,042	759,732	1,122,511	1,252,076
Claiborne	Claiborne	1,152,754	1,525,595	1,492,101	1,550,681	1,534,566
Clarke	Enterprise	383,761	503,182	471,440	489,732	539,291
Clarke	Quitman	1,160,882	1,440,137	1,467,532	1,533,685	1,423,515
Clay	Clay	424,121	494,996	506,313	534,546	502,271
Clay	West Point	1,411,091	1,796,409	1,731,941	1,854,306	1,885,198
Coahoma	Coahoma	2,271,267	2,517,546	2,640,402	3,401,744	2,904,479
Coahoma	Clarksdale	2,038,877	2,436,466	2,392,862	2,902,576	3,089,408
Copiah	Copiah	1,026,671	1,263,317	1,270,776	1,864,700	1,827,181
Copiah	Hazlehurst	898,036	1,093,123	1,215,796	1,666,691	1,395,310
Covington	Covington	1,306,665	1,751,492	1,909,474	2,016,274	1,974,228
DeSoto	DeSoto	3,037,055	4,100,759	4,267,029	4,987,760	6,061,821
Forrest	Forrest	1,571,225	1,913,344	1,922,254	2,109,646	2,339,367
Forrest	Hattiesburg	3,163,650	3,904,808	3,764,215	4,249,874	4,665,238
Franklin	Franklin	887,491	1,023,153	1,265,248	1,679,209	1,307,247
George	George	1,023,235	1,351,048	1,399,368	1,755,893	1,691,526
Greene	Greene	996,889	1,233,268	1,162,516	1,342,568	1,296,339
Grenada	Grenada	1,648,052	2,167,485	2,055,119	2,416,873	2,242,478
Hancock	Hancock	683,650	784,513	952,706	1,048,430	1,031,413
Hancock	Bay St. Louis	1,092,003	971,356	965,761	1,325,185	1,314,483
Harrison	Harrison	2,174,265	2,984,738	4,874,708	4,026,856	4,208,772
Harrison	Biloxi	3,541,099	4,765,098	4,893,230	5,148,386	5,620,741
Harrison	Gulfport	3,453,033	4,253,930	4,604,630	4,964,806	4,756,999
Harrison	Long Beach	1,063,938	1,420,315	1,538,156	1,805,567	1,880,004
Harrison	Pass Christian	1,010,312	941,695	969,380	1,035,537	1,074,759
Hinds	Hinds	4,106,243	6,298,393	6,128,918	6,389,678	6,488,546
Hinds	Jackson Separate	15,755,051	11,412,362	10,050,809	13,426,347	12,096,725
Holmes	Holmes	2,430,647	3,315,476	3,101,959	3,517,151	2,990,204
Humphreys	Humphreys	1,919,126	2,656,921	2,537,675	2,803,818	2,639,743
Ittawamba	Ittawamba	1,061,054	1,422,997	1,416,629	1,637,892	1,591,000

(Continued)

Appendix Table 2. Total public school revenue by school district, Mississippi, 1967-68 through 1971-72, continued

County	District	School Year				
		1967-68	1968-69	1969-70	1970-71	1971-72
				(Dollars)		
Jackson	Jackson	1,380,869	1,956,150	2,190,820	2,778,403	3,086,574
Jackson	Moss Point	2,105,931	2,744,509	2,716,550	3,126,511	3,272,347
Jackson	Ocean Springs	1,037,506	1,407,128	1,485,699	1,747,431	1,936,382
Jackson	Pascagoula	2,326,286	3,178,433	3,643,831	4,070,036	4,678,918
Jasper	East Jasper	832,129	1,011,539	811,667	1,097,825	960,685
Jasper	West Jasper	602,274	728,447	792,299	1,088,321	1,026,013
Jefferson	Jefferson	774,650	1,082,082	1,067,827	1,784,299	1,470,969
Jefferson Davis	Jefferson Davis	1,179,704	1,302,857	1,342,070	1,950,296	2,232,767
Jones	Jones	2,676,395	3,580,302	3,484,151	4,027,386	4,140,457
Jones	Laurel	2,493,764	3,087,713	2,883,415	3,456,615	3,260,294
Kemper	Kemper	1,260,152	1,702,223	1,787,457	1,652,562	1,614,740
Lafayette	Lafayette	781,664	1,018,710	970,013	1,270,801	1,347,318
Lafayette	Oxford	1,133,312	1,439,234	1,384,260	1,748,675	1,711,787
Lamar	Lamar	1,012,684	1,259,352	1,318,637	1,769,804	2,006,506
Lamar	Lumberton	386,582	328,811	333,387	523,696	497,923
Lauderdale	Lauderdale	1,720,196	2,289,541	2,236,370	2,540,939	2,829,108
Lauderdale	Meridian	4,970,797	5,835,209	5,866,530	5,629,812	6,285,914
Lawrence	Lawrence	869,293	1,278,832	1,201,630	1,442,330	1,505,258
Leake	Leake	1,791,756	2,204,610	2,119,933	2,428,848	2,174,945
Lee	Lee	1,629,094	1,974,215	1,978,891	2,150,378	2,294,641
Lee	Nettleton Line	390,172	519,601	613,056	582,693	588,416
Lee	Tupelo	2,796,231	2,974,663	3,155,418	3,613,200	3,924,440
Leflore	Leflore	3,551,967	4,243,889	4,251,023	4,846,229	4,612,149
Leflore	Greenwood	2,684,132	3,163,407	2,997,904	3,390,797	3,330,165
Lincoln	Lincoln	817,730	1,047,392	1,148,146	1,206,544	1,236,306
Lincoln	Brookhaven	1,255,213	1,614,637	1,514,174	1,974,879	2,011,527
Lowndes	Lowndes	1,374,850	1,496,416	1,510,581	1,979,325	2,256,223
Lowndes	Columbus	3,335,073	4,184,200	4,056,780	4,792,938	5,048,474
Madison	Madison	1,786,996	2,491,397	2,385,397	2,928,994	2,541,653
Madison	Canton	1,623,732	2,132,785	1,930,561	3,090,927	1,990,097
Marion	Marion	1,300,855	1,768,334	1,920,399	1,638,383	1,605,686
Marion	Columbia	983,304	1,380,039	1,276,258	1,395,779	1,433,851
Marshall	Marshall	1,209,295	2,005,928	2,063,218	2,377,626	2,237,044
Marshall	Holly Springs	724,471	1,081,423	1,129,290	1,319,509	1,145,533
Monroe	Monroe	750,510	986,628	1,029,613	1,195,658	1,189,419
Monroe	Aberdeen	1,084, 507	1,511,076	1,467,790	1,851,272	1,572,997
Monroe	Amory	881,438	1,060,976	1,109,524	1,302,030	1,486,641
Montgomery	Montgomery	709,447	1,091,569	970,018	1,048,289	967,341
Montgomery	Winona	540,950	580,540	699,876	917,772	1,078,554
Neshoba	neshoba	1,024,024	1,373,008	1,349,717	1,386,194	1,562,025
Neshoba	Philadelphia	649,291	829,793	785,087	862,914	817,841
Neshoba	Newton County	713,184	824,764	863,953	1,117,854	1,116,284
Neshoba	Newton Separate	622,201	726,536	745,122	1,085,515	956,924
Newton	Union	362,542	349,396	347,836	528,785	459,992
Noxubee	Noxubee	1,166,816	2,255,333	1,925,868	1,963,632	2,127,313
Oktibbeha	Oktibbeha	944,063	969,321	1,218,801	1,866,550	1,498,364
Oktibbeha	Starkville	1,439,967	1,674,142	1,904,669	2,549,902	2,212,057
Panola	North Panola	1,267,683	1,721,056	1,718,241	1,876,465	2,061,783
Panola	South Panola	1,601,935	1,784,880	2,020,187	2,386,571	2,294,527

(Continued)

Appendix Table 2. Total public school revenue by school district, Mississippi, 1967-68 through 1971-72, continued

County	District	School Year				
		1967-68	1968-69	1969-70	1970-71	1971-72
		(Dollars)				
Pearl River	Pearl River	366,797	499,300	496,022	702,894	653,800
Pearl River	Picayune	1,555,258	1,821,259	1,769,580	2,095,190	2,166,503
Pearl River	Poplarville	597,280	756,309	850,952	1,124,340	1,120,827
Perry	Perry	634,826	615,471	648,377	1,062,629	1,199,246
Perry	Richton	253,409	369,079	427,413	503,866	494,967
Pike	North Pike	423,961	561,907	528,286	618,643	538,451
Pike	South Pike	965,284	1,269,623	1,237,354	1,508,596	1,662,843
Pike	McComb	2,617,990	2,732,583	3,008,926	3,025,295	2,430,270
Pontotoc	Pontotoc County	829,356	1,562,233	1,314,964	2,070,226	1,794,312
Pontotoc	Pontotoc Separate	400,615	426,942	540,680	747,810	820,027
Prentiss	Prentiss	1,296,630	1,747,815	2,010,803	2,272,090	2,259,491
Prentiss	Baldwyn	262,283	343,293	355,451	564,327	546,929
Quitman	Quitman	1,916,423	2,749,901	2,565,671	3,106,089	2,635,417
Rankin	Rankin	3,145,466	4,536,498	4,383,429	4,906,077	5,039,084
Scott	Scott	1,448,030	1,705,928	1,663,277	2,267,984	2,340,134
Scott	Forest	699,943	789,654	804,562	1,072,371	972,329
Sharkey	Anguilla Line	434,662	507,346	551,719	845,154	538,943
Sharkey	Sharkey Issaquena	1,020,066	1,515,623	1,197,493	1,337,749	1,172,307
Simpson	Simpson	1,495,964	1,893,702	1,939,557	2,610,931	2,636,622
Smith	Smith	1,272,188	1,487,436	1,332,562	1,962,855	866,167
Stone	Stone	646,906	758,573	861,481	1,128,864	1,171,016
Sunflower	Sunflower	1,880,721	2,777,723	2,397,764	3,089,442	2,849,818
Sunflower	Drew	1,094,315	1,311,835	1,209,331	1,230,458	952,593
Sunflower	Indianola	1,317,399	1,989,549	1,602,404	1,706,020	1,765,646
Tallahatchie	East Tallahatchie	1,151,311	1,468,608	1,367,210	1,556,507	1,550,171
Tallahatchie	West Tallahatchie	851,375	1,139,544	1,035,510	1,441,840	1,897,127
Tate	Tate	1,341,435	1,930,128	1,755,080	2,189,422	2,051,746
Tate	Senatobia	358,471	476,720	574,180	756,554	658,540
Tippah	North Tippah	451,380	599,428	590,303	730,397	663,608
Tippah	South Tippah	915,808	872,953	1,068,254	1,295,827	1,177,866
Tishomingo	Tishomingo	802,121	993,647	1,370,796	1,454,504	1,339,384
Tishomingo	Iuka	339,547	418,705	429,162	498,448	496,610
Tunica	Tunica	1,197,009	2,302,627	1,656,656	2,197,866	1,824,966
Union	Union	876,829	1,149,726	1,157,600	1,265,706	1,363,282
Union	New Albany	833,479	1,205,478	1,029,040	1,610,822	1,538,041
Walthall	Walthall	1,044,900	1,266,621	1,240,218	2,030,186	1,761,257
Warren	Warren	1,985,124	2,309,309	2,611,698	3,280,319	3,744,223
Warren	Vicksburg	2,969,900	3,362,469	3,246,837	3,595,303	3,616,316
Washington	Hollandale	713,681	885,484	1,171,885	1,330,538	1,284,821
Washington	Leland	1,057,998	1,353,273	1,515,181	1,899,312	1,824,864
Washington	Western Line	1,239,415	1,484,391	1,329,868	1,473,473	1,350,346
Washington	Greenville	4,874,476	6,212,000	5,985,733	6,958,818	6,406,647
Wayne	Wayne	1,279,780	1,508,798	1,531,124	1,917,234	2,032,657
Webster	Webster	676,629	811,290	830,173	1,324,990	1,389,889
Wilkinson	Wilkinson	1,299,170	1,950,379	1,713,158	1,679,082	1,469,453
Winston	Louisville	1,861,680	2,452,460	2,361,985	2,850,092	2,987,449
Yalobusha	Coffeeville	636,172	621,102	701,049	891,297	916,170
Yalobusha	Water Valley	494,043	544,144	555,985	725,304	800,969
Yazoo	Yazoo	1,674,248	2,385,652	2,152,954	2,142,995	1.917.468

(Continued)

Appendix Table 2. Total public school revenue by school district, Mississippi, 1967-68 through 1971-72, continued

County	District	School Year				
		1967-68	1968-69	1969-70	1970-71	1971-72
		(Dollars)				
Yazoo	Holly Bluff	243,021	398,036	355,414	360,866	363,373
Yazoo	Yazoo Separate	1,280,138	1,822,266	1,759,592	1,899,829	2,017,538

SOURCE: Ten Year Trend Study [17] and Superintendent's Annual Report to the Legislature, 1970-71 and 1971-72, State Department of Education [11, 12].

Appendix Table 3. Total annual current expenditure per pupil by school district, Mississippi public schools, 1967-68 through 1971-72

Home County	School District	School Year				
		1967-68	1968-69	1969-70	1970-71	1971-72
Adams	Natchez-Adams	379.54	480.15	550.50	669.23	644.75
Alcorn	Alcorn	374.60	490.33	488.64	553.88	495.58
	Corinth	346.91	445.73	486.55	517.22	559.12
Amite	Amite	307.03	423.23	483.38	629.25	642.17
Attala	Attala	348.87	479.78	477.39	692.19	660.93
	Kosciusko	343.35	381.53	417.93	580.58	622.55
Benton	Benton	334.16	425.23	497.37	624.71	571.47
Bolivar	Bolivar #1	360.54	484.63	510.08	676.84	616.71
	Bolivar #2	361.89	549.69	590.29	732.85	700.53
	Bolivar #3	404.52	504.29	575.62	665.23	601.55
	Bolivar #4	327.50	418.02	463.55	529.34	537.45
	Bolivar #5	402.16	532.59	484.96	631.42	600.42
	Bolivar #6	305.48	409.87	475.46	565.29	558.53
Calhoun	Calhoun	352.85	479.19	436.60	513.67	551.29
Carroll	Carroll	362.36	484.44	536.91	724.84	782.51
Chickasaw	Chickasaw	363.91	491.23	584.89	640.85	635.75
	Houston	333.30	466.11	429.58	556.03	606.55
	Okolona	302.36	417.90	378.44	540.49	562.91
Choctaw	Choctaw	348.67	397.57	392.95	588.89	609.47
Claiborne	Claiborne	370.96	492.51	490.68	659.79	590.68
Clarke	Enterprise	438.14	496.53	641.05	580.60	627.45
	Quitman	333.91	475.30	490.05	590.24	570.23
Clay	Clay	359.07	604.24	651.51	664.37	673.49
	West Point	311.63	401.77	431.00	505.22	532.71
Coahoma	Coahoma	372.65	455.69	499.08	717.23	660.81
	Clarksdale	347.56	422.68	471.13	649.50	692.69
Copiah	Copiah	269.88	339.81	346.17	569.16	581.62
	Hazlehurst	272.03	336.17	346.10	617.43	618.56
Covington	Covington	350.08	440.04	485.96	597.04	534.60
DeSoto	DeSoto	297.32	388.86	371.39	461.84	470.46
Forrest	Forrest	317.53	394.21	424.38	442.56	452.86
	Hattiesburg	370.11	469.01	482.30	566.85	640.01
Franklin	Franklin	372.85	456.01	512.63	625.77	691.93
George	George	290.94	407.01	420.37	469.17	483.64
Greene	Greene	364.67	478.54	481.06	554.08	570.02
Grenada	Grenada	288.02	368.99	376.59	554.88	505.84
Hancock	Hancock	480.77	532.84	554.73	642.46	602.77
	Bay St. Louis	423.44	493.41	457.23	610.51	628.02
Harrison	Harrison	317.75	367.47	474.24	440.76	457.98
	Biloxi	374.65	492.42	505.05	564.63	625.38
	Gulfport	358.61	429.24	468.79	560.00	547.38
	Long Beach	353.41	441.48	439.08	482.74	524.81

(Continued)

Appendix Table 3. Total annual current expenditure per pupil by school district, Mississippi public schools, 1967-68 through 1971-72, continued

Home County	School District	School Year				
		1967-68	1968-69	1969-70	1970-71	1971-72
	Pass Christian	417.25	461.44	547.36	609.07	721.44
Hinds	Hinds	284.30	414.05	401.51	580.53	557.28
	Jackson Sep.	385.81	495.95	527.63	773.23	825.54
Holmes	Holmes	371.31	476.27	494.96	650.06	618.03
Humphreys	Humphreys	354.19	513.74	540.93	642.26	661.04
Issaquena	None					
Ittawamba	Ittawamba	332.80	424.02	404.25	519.70	494.40
Jackson	Jackson	302.61	372.68	405.96	443.47	492.39
	Moss Point	298.10	370.27	371.63	434.65	482.17
	Ocean Springs	301.31	419.08	388.56	447.50	473.77
	Pascagoula	310.35	387.07	409.01	491.14	548.84
Jasper	East Jasper	323.14	421.37	384.58	597.54	624.66
	West Jasper	259.41	322.60	339.05	531.32	542.41
Jefferson	Jefferson	260.58	340.76	372.88	676.18	582.41
Jefferson Davis	Jefferson Davis	287.95	354.90	375.25	543.32	540.71
Jones	Jones	306.36	365.43	406.64	493.53	494.23
	Laurel	353.78	465.34	442.80	550.78	560.22
Kemper	Kemper	374.66	503.34	538.79	733.00	741.60
Lafayette	Lafayette	371.77	441.37	475.25	518.96	594.45
	Oxford	333.74	427.09	425.08	558.06	550.02
Lamar	Lamar	294.25	360.98	378.88	484.20	488.31
	Lumberton Line	315.41	317.38	369.08	536.04	476.06
Lauderdale	Lauderdale	325.88	449.72	425.22	500.78	523.40
	Meridian	389.89	492.40	522.65	636.68	618.56
Lawrence	Lawrence	284.71	402.45	407.75	492.51	499.89
Leake	Leake	354.77	497.25	480.92	629.15	587.92
Lee	Lee	305.00	415.76	414.25	452.10	469.40
	Nettleton Line	279.44	373.19	472.07	428.36	463.43
	Tupelo	418.91	522.65	509.95	600.12	639.78
Leflore	Leflore	393.25	521.43	327.75	807.69	805.48
	Greenwood	393.03	483.55	509.95	676.26	673.81
Lincoln	Lincoln	309.80	413.12	452.94	519.91	543.60
	Brookhaven	285.47	364.83	364.72	496.13	511.16
Lowndes	Lowndes	306.71	348.81	342.89	463.89	521.20
	Columbus	346.78	434.34	434.27	504.83	562.78
Madison	Madison	354.48	477.92	481.17	604.13	595.32
	Canton	264.62	375.15	438.80	524.00	477.35
Marion	Marion	342.90	481.87	621.08	614.64	574.93
	Columbia	355.84	483.65	532.37	592.04	623.86
Marshall	Marshall	261.70	392.32	444.36	560.86	535.48
	Holly Springs	278.23	410.95	534.70	668.22	593.11

(Continued)

Appendix Table 3. Total annual current expenditure per pupil by school district, Mississippi public schools, 1967-68 through 1971-72, continued

Home County	School District	School Year				
		1967-68	1968-69	1969-70	1970-71	1971-72
Monroe	Monroe	320.16	409.12	436.97	501.29	471.77
	Aberdeen	318.87	419.00	448.77	596.24	561.43
	Amory	369.07	468.78	444.41	577.07	622.78
Montgomery	Montgomery	309.76	443.41	479.23	607.13	577.41
	Winona	282.47	328.14	398.68	468.77	548.77
Neshoba	Neshoba	313.02	403.44	389.31	513.58	523.10
	Philadelphia	391.58	484.02	535.08	560.21	619.52
Newton	Newton	324.35	354.58	413.62	588.60	619.79
	Newton	321.22	365.43	379.28	531.29	572.26
	Union	328.37	346.25	375.29	529.75	554.06
Noxubee	Noxubee	275.86	487.45	825.34	576.24	691.16
Oktibbeha	Oktibbeha	316.93	319.02	358.78	621.94	546.84
	Starkville	308.66	366.72	404.06	562.67	530.11
Panola	North Panola	308.81	444.35	492.05	704.75	693.45
	South Panola	304.18	363.74	433.50	560.40	554.78
Pearl River	Pearl River	333.11	420.51	399.64	502.09	507.02
	Picayune	354.54	387.77	388.39	527.50	539.58
	Poplarville	339.09	406.13	427.96	568.96	597.85
Perry	Perry	391.09	407.61	423.16	634.99	727.83
	Richton	272.44	398.57	431.41	503.41	521.38
Pike	North Pike	307.90	399.37	441.75	514.23	483.43
	South Pike	299.51	389.41	404.29	468.91	494.79
	McComb	484.26	619.49	676.15	741.72	624.01
Pontotoc	Pontotoc	302.11	512.87	443.01	578.20	579.05
	Pontotoc	351.43	393.60	346.52	441.11	487.10
Prentiss	Prentiss	308.39	437.61	424.56	488.09	518.39
	Baldwyn	246.28	312.04	321.05	543.35	491.14
Quitman	Quitman	379.68	542.09	268.26	761.22	701.12
Rankin	Rankin	295.40	390.21	410.56	484.58	467.95
Scott	Scott	298.65	326.65	338.65	480.97	506.17
	Forest	328.26	386.12	400.59	612.97	609.04
Sharkey	Anguilla Line	436.60	551.76	545.50	684.55	583.58
	Sharkey-Issaquena	348.15	477.19	488.99	700.64	557.48
Simpson	Simpson	275.61	346.16	371.44	554.01	542.90
Smith	Smith	324.95	377.67	357.31	475.74	541.90
Stone	Stone	332.39	381.29	430.09	529.57	543.50
Sunflower	Sunflower	393.85	538.10	518.05	661.29	710.36
	Drew	411.59	586.09	645.41	871.96	805.39
	Indianola	303.77	497.20	470.45	591.25	549.32
Tallahatchie	East Tallahatchie	350.88	467.47	432.22	574.40	612.05
	West Tallahatchie	304.11	357.58	372.93	558.57	673.03
Tate	Tate	327.64	450.07	465.71	618.84	572.91
	Senatobia	264.70	334.60	389.60	583.15	581.56

(Continued)

Appendix Table 3. Total annual current expenditure per pupil by school district, Mississipp public schools, 1967-68 through 1971-72, continued

Home County	School District	School Year 1967-68	1968-69	1969-70	1970-71	1971-7
Tippah	North Tippah	319.36	462.98	395.91	561.35	517.19
	South Tippah	305.31	374.00	413.67	530.00	473.87
Tishomingo	Tishomingo	342.99	449.96	451.44	569.23	591.69
	Iuka	282.16	364.84	339.18	418.18	454.78
Tunica	Tunica	321.68	599.89	572.16	718.21	611.36
Union	Union	354.27	451.63	437.39	528.19	537.32
	New Albany	337.40	498.71	459.73	578.49	734.78
Walthall	Walthall	339.20	336.35	381.22	599.42	613.92
Warren	Warren	309.48	424.54	465.63	568.55	566.49
	Vicksburg	422.10	507.80	539.46	623.69	636.61
Washington	Hollandale	269.22	349.08	477.41	663.53	627.00
	Leland	294.15	365.41	432.49	621.00	610.44
	Western Line	402.59	524.15	540.76	655.63	703.85
	Greenville	385.26	457.75	465.78	600.85	602.40
Wayne	Wayne	287.72	323.60	327.85	432.09	483.18
Webster	Webster	297.69	360.95	364.64	525.08	610.23
Wilkinson	Wilkinson	310.05	442.74	476.16	651.10	681.21
Winston	Louisville	334.32	440.68	473.41	573.58	592.16
Yalobusha	Coffeeville	354.41	353.59	381.01	781.22	688.43
	Water Valley	278.75	338.57	342.00	456.25	531.37
Yazoo	Yazoo	412.26	559.20	661.32	807.44	772.15
	Holly Bluff	352.76	518.44	627.95	867.72	799.25
	Yazoo	314.35	412.75	512.56	529.85	522.59

SOURCE: Ten Year Trend Study [17], and Current Expenditures Per Pupil by School Distric and Related Information, 1970-71 and 1971 [13, 14] State Department of Education.

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