

**SUPPLEMENTARY APPENDIX**

**For**

**Still No Effect of Resources, Even in the New Gilded Age?**

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**Table S1 (for Comparison with Table 1). Racial Composition of ELS High Schools, Reported for the Common Core of Data, by ELS Respondents' Self-Identified Race-Ethnicity and Immigrant Generational Status**

	Percent White	Percent Black	Percent Hispanic	N
1. Mexican, Mexican American, or Chicano, 1 <sup>st</sup> generation	32.5%	11.2%	50.0%	108
2. Mexican, Mexican American, or Chicano, 1.5 <sup>th</sup> generation	27.7%	12.3%	53.4%	75
3. Mexican, Mexican American, or Chicano, 2 <sup>nd</sup> generation	28.6%	8.3%	58.0%	232
4. Mexican, Mexican American, or Chicano, 3 <sup>rd</sup> + generation	44.2%	6.8%	43.5%	314
5. Puerto Rican, Cuban, or Dominican, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	22.6%	22.5%	51.5%	36
6. Puerto Rican, Cuban, or Dominican, 2 <sup>nd</sup> generation	33.4%	23.0%	37.9%	58
7. South and Central American, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	37.9%	19.1%	36.4%	70
8. South and Central American, 2 <sup>nd</sup> generation	33.4%	20.0%	38.6%	40
9. Hispanic ethnicity of any type, Generational status missing but Spanish is the student's native language	29.8%	10.6%	54.0%	49
10. Hispanic ethnicity of any type, Generational status missing but Spanish is not the student's native language	40.2%	14.5%	36.6%	68
11. Hispanic ethnicity other than Mexican, Mexican American, or Chicano, 3 <sup>rd</sup> + generation	56.4%	20.4%	18.3%	109
12. Asian or NHOPI non-Hispanic, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	49.2%	15.9%	17.5%	348
13. Asian or NHOPI non-Hispanic, 2 <sup>nd</sup> generation or Generational status missing but English is not the student's native language	46.8%	14.3%	17.9%	466
14. Asian or NHOPI non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	63.4%	9.8%	9.8%	172
15. Black or African American non-Hispanic, 1 <sup>st</sup> , 1.5 <sup>th</sup> , 2 <sup>nd</sup> generation, or Generational status missing but English is not the student's native language	38.9%	37.6%	17.4%	104
16. Black or African American non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	38.4%	48.1%	9.7%	1112
17. American Indian or Alaskan Native non-Hispanic, All generations	73.4%	7.5%	6.1%	156
18. White non-Hispanic, 1 <sup>st</sup> , 1.5 <sup>th</sup> , or 2 <sup>nd</sup> generation or Generational status missing but English is not the student's native language	71.0%	12.2%	9.2%	178
19. White non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	81.0%	9.2%	6.2%	4,298
20. Missing race, all generations	54.8%	24.7%	15.1%	44

Source: ELS 2002-2012 and Common Core of Data, 2001-2004.

Notes: Data are weighted by the panel weight constructed by the data distributors (f2pnlwt) that adjusts for base-year nonparticipation and subsequent attrition, multiplied by an adjustment weight that we created to account for missing data on educational attainment.

**Table S2 (for Comparison with Table 3). Staffing and Funding Profile by Race-Ethnicity and Immigrant Generational Status**

	Pupil-to-Teacher Ratio	Percent of Teachers MA or Above	Percent of Total Funding from Federal Sources	Percent Free or Reduced-Price Lunch	N
1. Mexican, Mexican American, or Chicano, 1 <sup>st</sup> generation	19.7	39.7%	9.2%	44.1%	108
2. Mexican, Mexican American, or Chicano, 1.5 <sup>th</sup> generation	21.5	33.4%	9.5%	43.0%	75
3. Mexican, Mexican American, or Chicano, 2 <sup>nd</sup> generation	20.9	33.7%	9.3%	47.2%	232
4. Mexican, Mexican American, or Chicano, 3 <sup>rd</sup> + generation	18.5	36.7%	9.2%	38.0%	314
5. Puerto Rican, Cuban, or Dominican, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	19.0	51.0%	9.2%	54.3%	36
6. Puerto Rican, Cuban, or Dominican, 2 <sup>nd</sup> generation	17.3	61.2%	7.9%	41.6%	56
7. South and Central American, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	18.7	46.1%	8.3%	37.8%	68
8. South and Central American, 2 <sup>nd</sup> generation	19.1	45.4%	7.9%	41.5%	40
9. Hispanic ethnicity of any type, Generational status missing but Spanish is the student's native language	20.4	36.0%	8.6%	44.5%	49
10. Hispanic ethnicity of any type, Generational status missing but Spanish is not the student's native language	17.8	45.2%	8.5%	41.1%	67
11. Hispanic ethnicity other than Mexican, Mexican American, or Chicano, 3 <sup>rd</sup> + generation	17.9	51.1%	7.3%	30.9%	108
12. Asian or NHOPI non-Hispanic, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	18.7	49.9%	7.3%	30.7%	348
13. Asian or NHOPI non-Hispanic, 2 <sup>nd</sup> generation or Generational status missing but English is not the student's native language	18.8	48.9%	7.3%	27.6%	465
14. Asian or NHOPI non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	17.0	47.6%	6.9%	26.4%	171
15. Black or African American non-Hispanic, 1 <sup>st</sup> , 1.5 <sup>th</sup> , 2 <sup>nd</sup> generation, or Generational status missing but English is not the student's native language	17.5	50.9%	7.6%	34.7%	104
16. Black or African American non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	16.7	46.7%	10.5%	42.1%	1112
17. American Indian or Alaskan Native non-Hispanic, All generations	16.7	40.0%	11.2%	27.8%	156
18. White non-Hispanic, 1 <sup>st</sup> , 1.5 <sup>th</sup> , or 2 <sup>nd</sup> generation or Generational status missing but English is not the student's native language	17.4	49.5%	5.8%	21.2%	177
19. White non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	16.3	47.5%	6.7%	22.2%	4297
20. Missing race, all generations	17.4	50.5%	8.1%	32.0%	44

Source: ELS 2002-2012 and Common Core of Data, 2001-2004.

Notes: Data are weighted by the panel weight constructed by the data distributors (f2pnlwt) that adjusts for base-year nonparticipation and subsequent attrition, multiplied by an adjustment weight that we created to account for missing data on educational attainment.

**Table S3 (for Comparison with Table 4). Factor-Score Scales of Poor Conditions and Maintenance of Facilities by Race-Ethnicity and Immigrant Generational Status**

	Classrooms	Hallways	Bathrooms	Outside School Area	N
1. Mexican, Mexican American, or Chicano, 1 <sup>st</sup> generation	0.03	0.24	0.05	0.45	87
2. Mexican, Mexican American, or Chicano, 1.5 <sup>th</sup> generation	0.29	0.65	0.39	0.17	60
3. Mexican, Mexican American, or Chicano, 2 <sup>nd</sup> generation	0.22	0.29	0.27	0.21	179
4. Mexican, Mexican American, or Chicano, 3 <sup>rd</sup> + generation	0.05	0.04	-0.11	-0.02	252
5. Puerto Rican, Cuban, or Dominican, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	1.62	0.38	1.21	0.18	27
6. Puerto Rican, Cuban, or Dominican, 2 <sup>nd</sup> generation	0.19	0.52	0.16	0.75	38
7. South and Central American, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	0.11	0.02	0.31	0.32	55
8. South and Central American, 2 <sup>nd</sup> generation	0.27	0.39	0.48	0.83	32
9. Hispanic ethnicity of any type, Generational status missing but Spanish is the student's native language	0.63	0.60	0.71	0.85	38
10. Hispanic ethnicity of any type, Generational status missing but Spanish is not the student's native language	0.11	0.15	0.22	0.16	56
11. Hispanic ethnicity other than Mexican, Mexican American, or Chicano, 3 <sup>rd</sup> + generation	-0.02	0.23	0.14	0.39	85
12. Asian or NHOPI non-Hispanic, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	0.14	0.11	0.18	0.28	280
13. Asian or NHOPI non-Hispanic, 2 <sup>nd</sup> generation or Generational status missing but English is not the student's native language	0.09	-0.07	0.03	0.01	378
14. Asian or NHOPI non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	0.03	-0.03	0.07	-0.13	154
15. Black or African American non-Hispanic, 1 <sup>st</sup> , 1.5 <sup>th</sup> , 2 <sup>nd</sup> generation, or Generational status missing but English is not the student's native language	0.27	0.09	0.44	0.31	80
16. Black or African American non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	0.21	0.20	0.35	0.41	892
17. American Indian or Alaskan Native non-Hispanic, All generations	-0.17	-0.01	-0.12	-0.14	128
18. White non-Hispanic, 1 <sup>st</sup> , 1.5 <sup>th</sup> , or 2 <sup>nd</sup> generation or Generational status missing but English is not the student's native language	-0.15	-0.24	0.06	-0.14	126
19. White non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	-0.11	-0.11	-0.16	-0.18	3346
20. Missing race, all generations	-0.15	-0.18	0.25	-0.08	40

Source: ELS 2002-2012 and Common Core of Data, 2001-2004.

Notes: Data are weighted by the panel weight constructed by the data distributors (f2pnlwt) that adjusts for base-year nonparticipation and subsequent attrition, multiplied by an adjustment weight that we created to account for missing data on educational attainment.

**Table S4 (for Comparison with Table 5). Per-Pupil Expenditures by Race-Ethnicity and Immigrant Generational Status**

	Per Pupil Total Expenditures	Per Pupil Cost-Adjusted Total Expenditures	Per Pupil Total Expenditures	Per Pupil Cost-Adjusted Total Expenditures	N
1. Mexican, Mexican American, or Chicano, 1 <sup>st</sup> generation	8,665	8,529	4,313	4,249	108
2. Mexican, Mexican American, or Chicano, 1.5 <sup>th</sup> generation	8,393	8,493	4,261	4,302	75
3. Mexican, Mexican American, or Chicano, 2 <sup>nd</sup> generation	8,489	8,490	4,326	4,336	232
4. Mexican, Mexican American, or Chicano, 3 <sup>rd</sup> + generation	8,348	8,548	4,145	4,263	314
5. Puerto Rican, Cuban, or Dominican, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	11,160	10,815	6,343	6,150	36
6. Puerto Rican, Cuban, or Dominican, 2 <sup>nd</sup> generation	11,749	11,295	6,714	6,448	58
7. South and Central American, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	10,008	9,248	5,212	4,810	70
8. South and Central American, 2 <sup>nd</sup> generation	10,167	9,441	5,553	5,155	40
9. Hispanic ethnicity of any type, Generational status missing but Spanish is the student's native language	9,451	9,151	4,783	4,639	49
10. Hispanic ethnicity of any type, Generational status missing but Spanish is not the student's native language	9,522	9,198	4,880	4,725	68
11. Hispanic ethnicity other than Mexican, Mexican American, or Chicano, 3 <sup>rd</sup> + generation	10,241	9,772	5,403	5,161	109
12. Asian or NHOPI non-Hispanic, 1 <sup>st</sup> or 1.5 <sup>th</sup> generation	10,042	9,575	5,307	5,067	348
13. Asian or NHOPI non-Hispanic, 2 <sup>nd</sup> generation or Generational status missing but English is not the student's native language	9,760	9,154	5,057	4,757	466
14. Asian or NHOPI non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	9,850	9,547	5,063	4,923	172
15. Black or African American non-Hispanic, 1 <sup>st</sup> , 1.5 <sup>th</sup> , 2 <sup>nd</sup> generation, or Generational status missing but English is not the student's native language	10,793	10,061	5,676	5,302	104
16. Black or African American non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	9,152	8,976	4,770	4,682	1112
17. American Indian or Alaskan Native non-Hispanic, All generations	8,951	9,173	4,559	4,688	156
18. White non-Hispanic, 1 <sup>st</sup> , 1.5 <sup>th</sup> , or 2 <sup>nd</sup> generation or Generational status missing but English is not the student's native language	9,955	9,538	5,335	5,118	178
19. White non-Hispanic, 3 <sup>rd</sup> + generation or Generational status missing but English is the student's native language	9,014	9,138	4,679	4,753	4,298
20. Missing race, all generations	9,250	8,979	4,694	4,570	44

**Table S5 (for Comparison with Table 6). Proportion of Variance Explained, Adjusted R-Squared, for Separate Naive Linear Regression and Linear Probability Models**

	Reading Test in 2002 (10 <sup>th</sup> Grade)	Math Test in 2002 (10 <sup>th</sup> Grade)	Math Test in 2004 (typically 12 <sup>th</sup> Grade)	On-Time High School Graduation in 2004	Any Post- Secondary Education by 2012	Bachelor's Degree by 2012
<u>Individual</u>						
Race-ethnicity and immigrant generation (8 dummies)	0.135	0.152	0.146	0.027	0.013	0.046
Family background (5 variables for socioeconomic status and one variable for living only with mother or female guardian)	0.174	0.184	0.210	0.050	0.071	0.137
<u>Individual and School</u>						
Region and Urbanicity (11 dummies)	0.035	0.039	0.034	0.015	0.008	0.018
Racial composition (two variables for percent Black and percent Hispanic)	0.084	0.095	0.086	0.016	0.004	0.021
Percent free and reduced price lunch	0.096	0.114	0.107	0.021	0.015	0.045
Percent of total funding from federal sources	0.042	0.058	0.054	0.009	0.009	0.025
<u>School</u>						
Teaching corps (2 variables for pupil-to-teacher ratio and percent of teachers with master's degrees or higher)	0.013	0.010	0.011	0.005	0.003	0.005
Poor conditions scales (4 variables)	0.021	0.019	0.015	0.003	0.001	0.007
School principal scale for learning "hindered by" poor conditions and facilities	0.006	0.009	0.008	0.004	0.001	0.003
<u>District</u>						
Total expenditures, per pupil	0.002	0.002	0.002	0.001	0.005	0.008
Total expenditures, per pupil and cost-adjusted	0.001	0.001	0.001	0.001	0.002	0.003
Instructional expenditures, per pupil	0.001	0.001	0.002	0.001	0.004	0.008
Instructional expenditures, per pupil and cost-adjusted	0.001	0.001	0.001	< 0.001	0.001	0.003
Salaries for instructional staff, per pupil	0.003	0.004	0.005	0.001	0.005	0.011
Salaries for instructional staff, per pupil and cost-adjusted	0.002	0.002	0.002	0.001	0.002	0.005

Source: ELS 2002-2012 and Common Core of Data, 2001-2004.

Notes: Data are weighted by the panel weight constructed by the data distributors (f2pnlwt) that adjusts for base-year nonparticipation and subsequent attrition, multiplied by an adjustment weight that we created to account for missing data on educational attainment. Models for on-time high school graduation, any postsecondary education, and bachelor's degrees are linear probability models. Proportion of variance explained is estimated as adjusted R-squared values. Most models are estimated for 8,037 students, but others were estimated for subsets of this full sample because of missing data on the predictor variables: percent free and reduced price lunch (8,026), teaching corps (6,898), learning "hindered by" (6,555), and scales for poor conditions (6,163).

**Table S6 (for Comparison with Tables 7 and 8). Metric Coefficients for Expenditure Variables for Separate Between-School Models of 10<sup>th</sup> Grade Reading Test Scores, With and Without Adjustments for Family Background, Region, and Urbanicity**

	Unadjusted		With Adjustments for Family Background, Region, and Urbanicity	
	Coefficient (Std. Err.)	R-Squared	Coefficient (Std. Err.)	R-Squared
<b>Full Sample, 559 Schools</b>				
Total expenditures, per pupil	0.18 (0.11)	0.008	-0.08 (0.10)	0.535
Total expenditures, per pupil and cost-adjusted	0.18 (0.12)	0.006	0.02 (0.11)	0.534
Instructional expenditures, per pupil	0.24 (0.20)	0.004	-0.27 (0.19)	0.536
Instructional expenditures, per pupil and cost-adjusted	0.20 (0.21)	0.002	0.02 (0.19)	0.534
Salaries for instructional staff, per pupil	0.61 (0.31)	0.011	-0.30 (0.27)	0.535
Salaries for instructional staff, per pupil and cost-adjusted	0.58 (0.31)	0.008	0.08 (0.27)	0.534
<b>Restricted Sample, 518 Schools</b>				
Total expenditures, per pupil	0.18 (0.11)	0.007	-0.08 (0.11)	0.544
Total expenditures, per pupil and cost-adjusted	0.18 (0.12)	0.005	0.01 (0.12)	0.543
Instructional expenditures, per pupil	0.19 (0.21)	0.002	-0.28 (0.20)	0.545
Instructional expenditures, per pupil and cost-adjusted	0.15 (0.22)	0.001	-0.02 (0.21)	0.543
Salaries for instructional staff, per pupil	0.58 (0.33)	0.009	-0.32 (0.28)	0.544
Salaries for instructional staff, per pupil and cost-adjusted	0.56 (0.35)	0.007	0.07 (0.29)	0.543

Source: See Table 1.

Notes: Expenditure variables are entered in thousands of dollars. Data are weighted by the school mean of the individual-level weight (i.e., the panel weight constructed by the data distributors, *f2pnlwt*, multiplied by an adjustment weight that we created to account for missing data on educational attainment) multiplied by the within-school sample sizes in order to generate the precision weighting that is typical of multilevel models.

**Table S7 (for Comparison with Tables 7 and 8). Metric Coefficients for Expenditure Variables for Separate Between-School Models of 12<sup>th</sup> Grade Math Test Scores, With and Without Adjustments for Family Background, Region, and Urbanicity**

	Unadjusted		With Adjustments for Family Background, Region, and Urbanicity	
	Coefficient (Std. Err.)	R-Squared	Coefficient (Std. Err.)	R-Squared
<b>Full Sample, 559 Schools</b>				
Total expenditures, per pupil	0.32 (0.16)	0.010	-0.12 (0.13)	0.592
Total expenditures, per pupil and cost-adjusted	0.25 (0.17)	0.005	0.03 (0.16)	0.592
Instructional expenditures, per pupil	0.52 (0.31)	0.008	-0.11 (0.26)	0.592
Instructional expenditures, per pupil and cost-adjusted	0.38 (0.30)	0.004	0.25 (0.30)	0.592
Salaries for instructional staff, per pupil	1.14 (0.47)	0.018	-0.09 (0.35)	0.592
Salaries for instructional staff, per pupil and cost-adjusted	0.95 (0.46)	0.010	0.44 (0.38)	0.593
<b>Restricted Sample, 518 Schools</b>				
Total expenditures, per pupil	0.29 (0.17)	0.008	-0.15 (0.13)	0.602
Total expenditures, per pupil and cost-adjusted	0.22 (0.18)	0.003	-0.02 (0.16)	0.601
Instructional expenditures, per pupil	0.46 (0.33)	0.006	-0.16 (0.28)	0.601
Instructional expenditures, per pupil and cost-adjusted	0.31 (0.33)	0.002	0.21 (0.32)	0.602
Salaries for instructional staff, per pupil	1.10 (0.51)	0.015	-0.20 (0.37)	0.601
Salaries for instructional staff, per pupil and cost-adjusted	0.91 (0.52)	0.008	0.37 (0.42)	0.602

Source: See Table 1.

Notes: See Table S7.



**Table S8 (for Comparison with Tables 7 and 8). Metric Coefficients for Expenditure Variables for Separate Between-School Models of On-Time High School Graduation, With and Without Adjustments for Family Background, Region, and Urbanicity**

	Unadjusted		With Adjustments for Family Background, Region, and Urbanicity	
	Coefficient (Std. Err.)	R-Squared	Coefficient (Std. Err.)	R-Squared
<b>Full Sample, 559 Schools</b>				
Total expenditures, per pupil	0.01 (0.003)	0.012	< 0.01 (0.002)	0.258
Total expenditures, per pupil and cost-adjusted	0.01 (0.003)	0.008	< 0.01 (0.003)	0.259
Instructional expenditures, per pupil	0.01 (0.006)	0.006	0.01 (0.005)	0.257
Instructional expenditures, per pupil and cost-adjusted	0.01 (0.007)	0.003	0.01 (0.006)	0.258
Salaries for instructional staff, per pupil	0.02 (0.008)	0.011	0.01 (0.008)	0.257
Salaries for instructional staff, per pupil and cost-adjusted	0.01 (0.010)	0.007	0.01 (0.008)	0.257
<b>Restricted Sample, 518 Schools</b>				
Total expenditures, per pupil	< 0.01 (0.003)	0.008	< 0.01 (0.002)	0.252
Total expenditures, per pupil and cost-adjusted	< 0.01 (0.003)	0.005	< 0.01 (0.003)	0.253
Instructional expenditures, per pupil	0.01 (0.006)	0.003	< 0.01 (0.006)	0.252
Instructional expenditures, per pupil and cost-adjusted	< 0.01 (0.007)	0.001	< 0.01 (0.006)	0.252
Salaries for instructional staff, per pupil	0.01 (0.009)	0.006	< 0.01 (0.008)	0.251
Salaries for instructional staff, per pupil and cost-adjusted	0.01 (0.011)	0.003	< 0.01 (0.009)	0.252

Source: See Table 1.

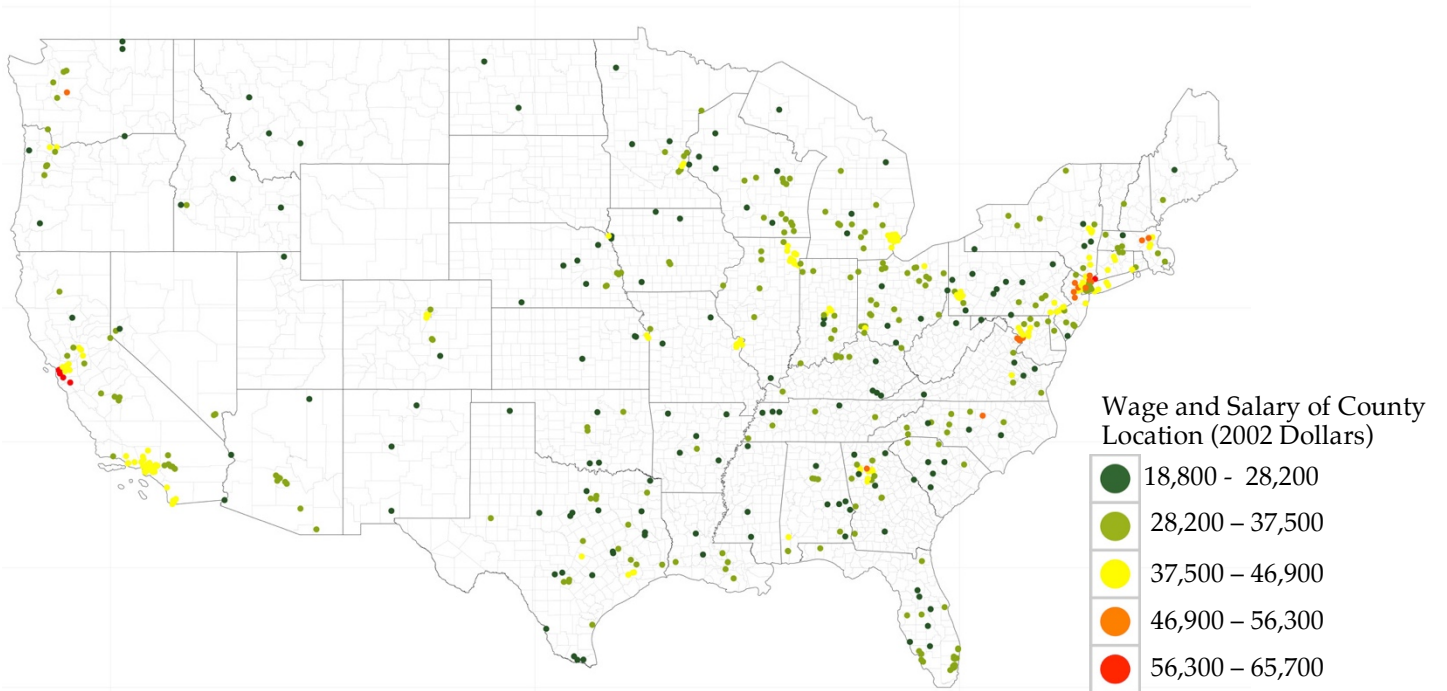
Notes: See Table 7.

**Table S9 (for Comparison with Tables 7 and 8). Metric Coefficients for Expenditure Variables for Separate Between-School Models of Any Post-Secondary Education, With and Without Adjustments for Family Background, Region, and Urbanicity**

	Unadjusted		With Adjustments for Family Background, Region, and Urbanicity	
	Coefficient (Std. Err.)	R-Squared	Coefficient (Std. Err.)	R-Squared
<b>Full Sample, 559 Schools</b>				
Total expenditures, per pupil	0.01 (0.002)	0.045	0.01 (0.002)	0.317
Total expenditures, per pupil and cost-adjusted	0.01 (0.002)	0.020	0.01 (0.003)	0.313
Instructional expenditures, per pupil	0.02 (0.004)	0.035	0.02 (0.005)	0.315
Instructional expenditures, per pupil and cost-adjusted	0.01 (0.005)	0.013	0.01 (0.005)	0.310
Salaries for instructional staff, per pupil	0.03 (0.006)	0.042	0.02 (0.008)	0.314
Salaries for instructional staff, per pupil and cost-adjusted	0.02 (0.007)	0.016	0.01 (0.008)	0.309
<b>Restricted Sample, 518 Schools</b>				
Total expenditures, per pupil	0.01 (0.002)	0.049	0.01 (0.002)	0.329
Total expenditures, per pupil and cost-adjusted	0.01 (0.003)	0.020	0.01 (0.003)	0.323
Instructional expenditures, per pupil	0.02 (0.004)	0.037	0.02 (0.006)	0.328
Instructional expenditures, per pupil and cost-adjusted	0.01 (0.005)	0.012	0.01 (0.006)	0.321
Salaries for instructional staff, per pupil	0.03 (0.007)	0.045	0.02 (0.008)	0.325
Salaries for instructional staff, per pupil and cost-adjusted	0.02 (0.008)	0.015	0.02 (0.009)	0.319

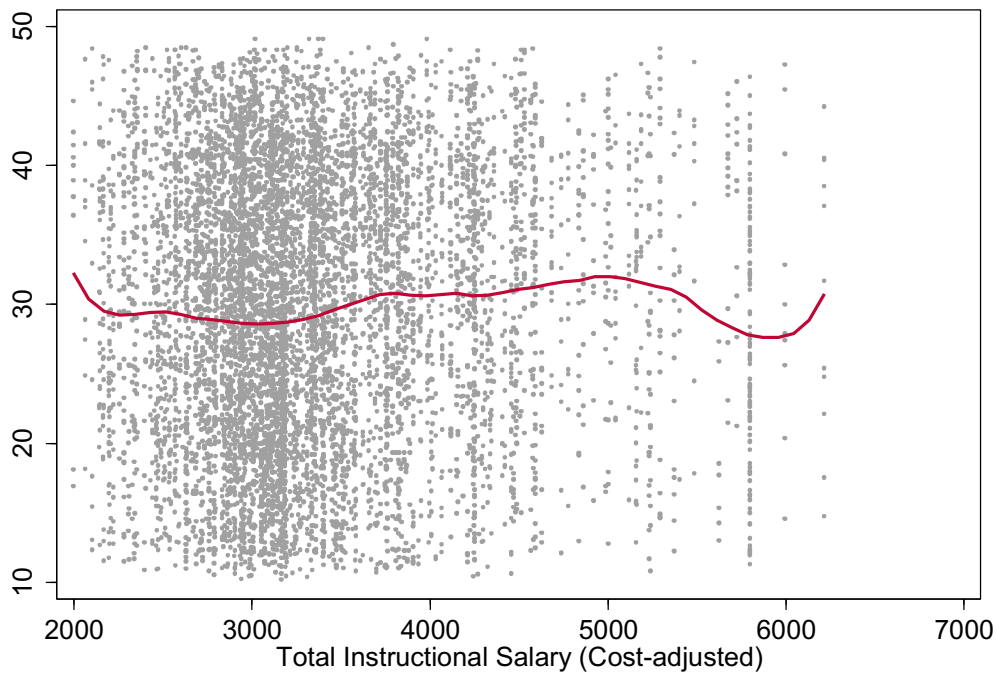
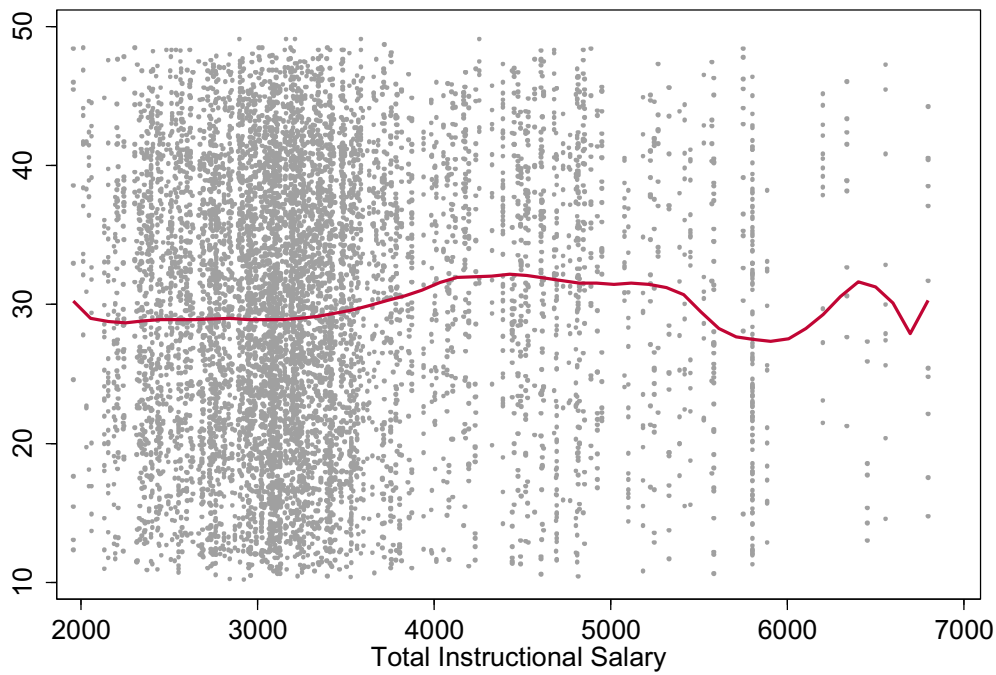
Source: See Table 1.

Notes: See Table 7.



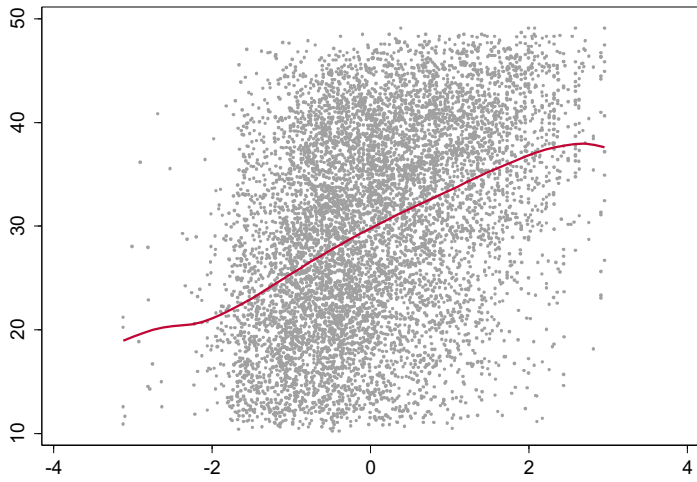
**Figure S1. Average Annual Wage/Salary Per Job in the County, Attached to and Displayed for Hypothetical ELS High Schools Based on Their County Locations**

*Source:* Bureau of Economic Analysis, Regional Economic Accounts, Table CA34, 2002, matched to high schools sampled proportional to size from the 2001-02 Common Core of Data School Universe File.

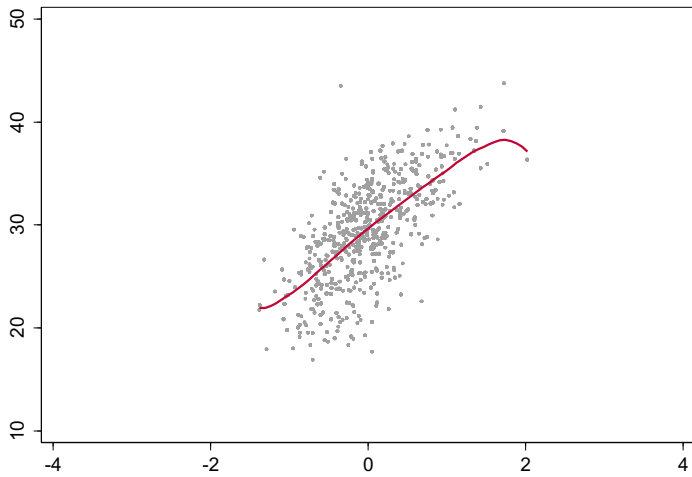


**Figure S2. Tenth Grade Reading Test Scores by Per-Pupil Salaries for Instructional Staff, With and Without Cost Adjustment**

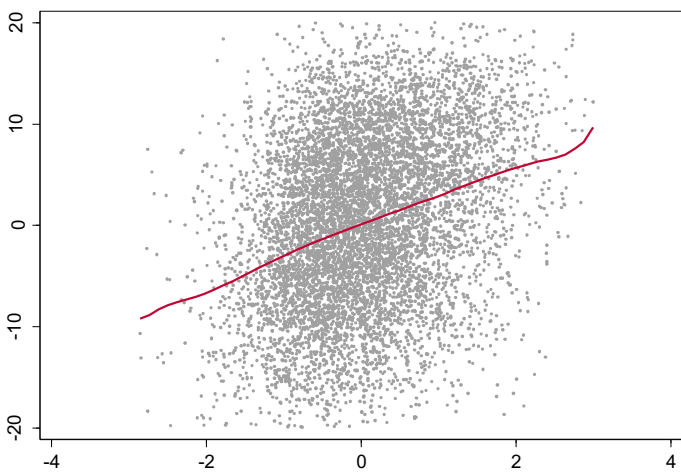
Source: ELS 2002 and Common Core of Data, 2001-2004.



Individual Test Scores by Individual Socioeconomic Status

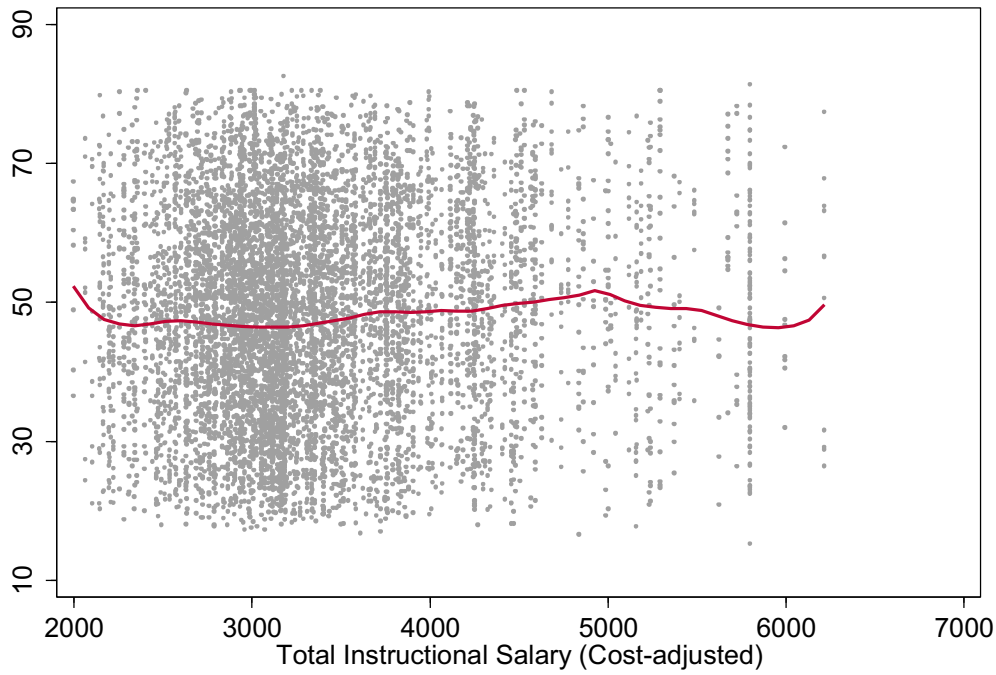
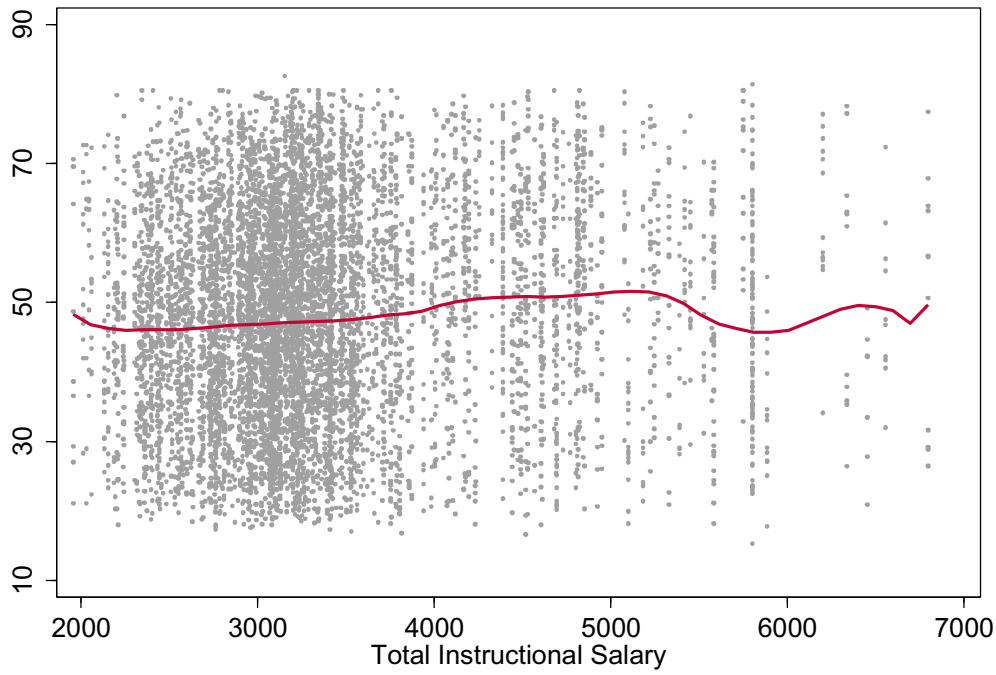


School Mean Test Scores by School Mean Socioeconomic Status

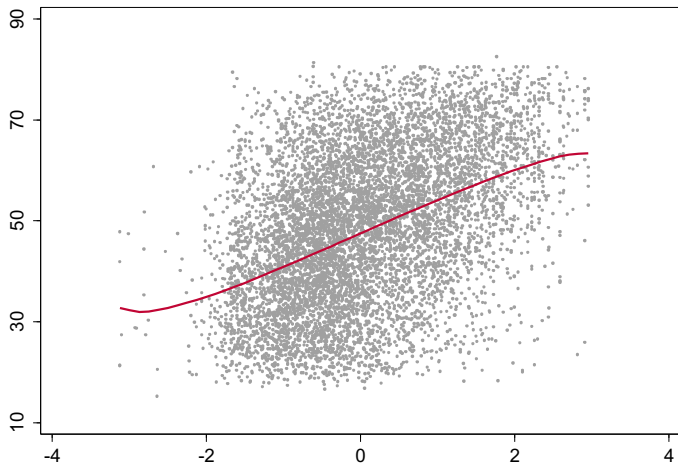


Individual Test Scores by Socioeconomic Status, Plotted as Individual Deviations from School Means

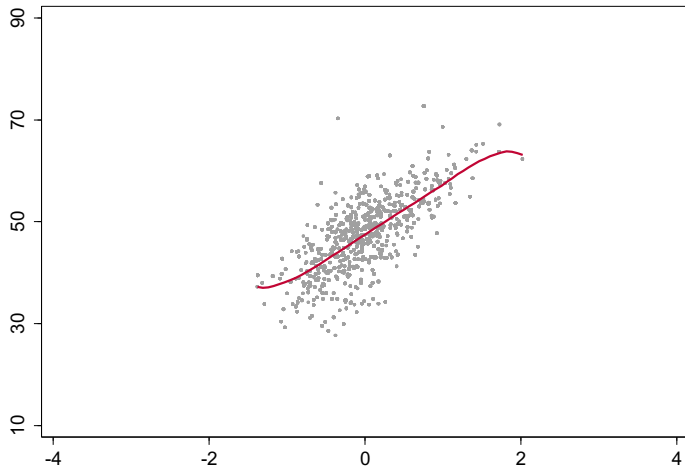
**Figure S3. Three Depictions of the Relationship Between Tenth Grade Reading Test Scores and Socioeconomic Status**  
*Source:* ELS 2002 and Common Core of Data, 2001-2004.



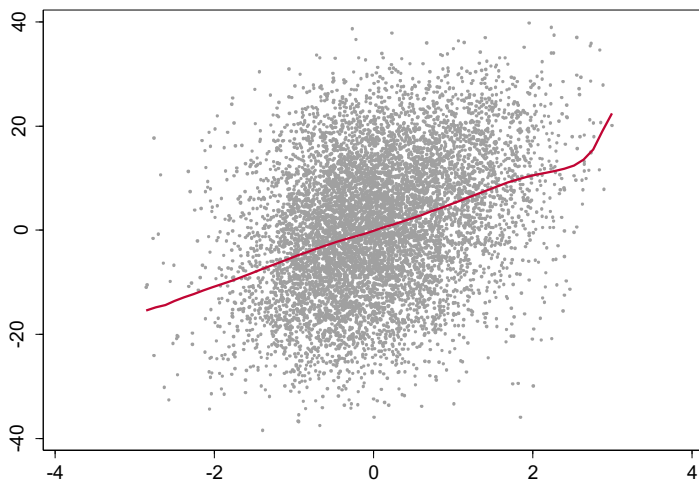
**Figure S4. Twelfth Grade Math Test Scores by Per-Pupil Salaries for Instructional Staff, With and Without Cost Adjustment**  
*Source:* ELS 2004 and Common Core of Data, 2001-2004.



Individual Test Scores by Individual Socioeconomic Status

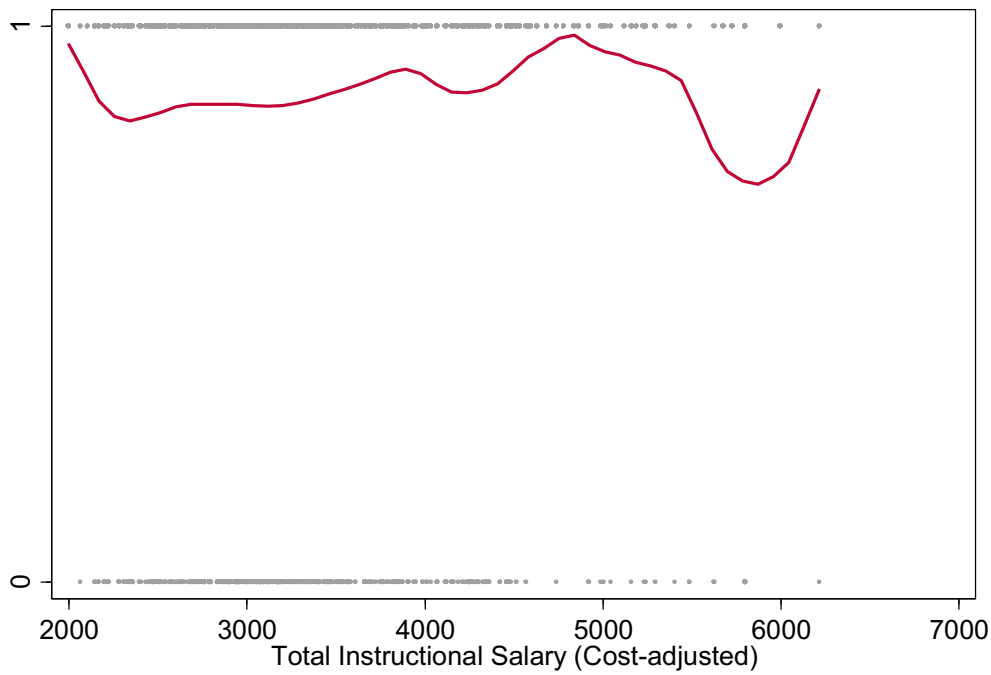
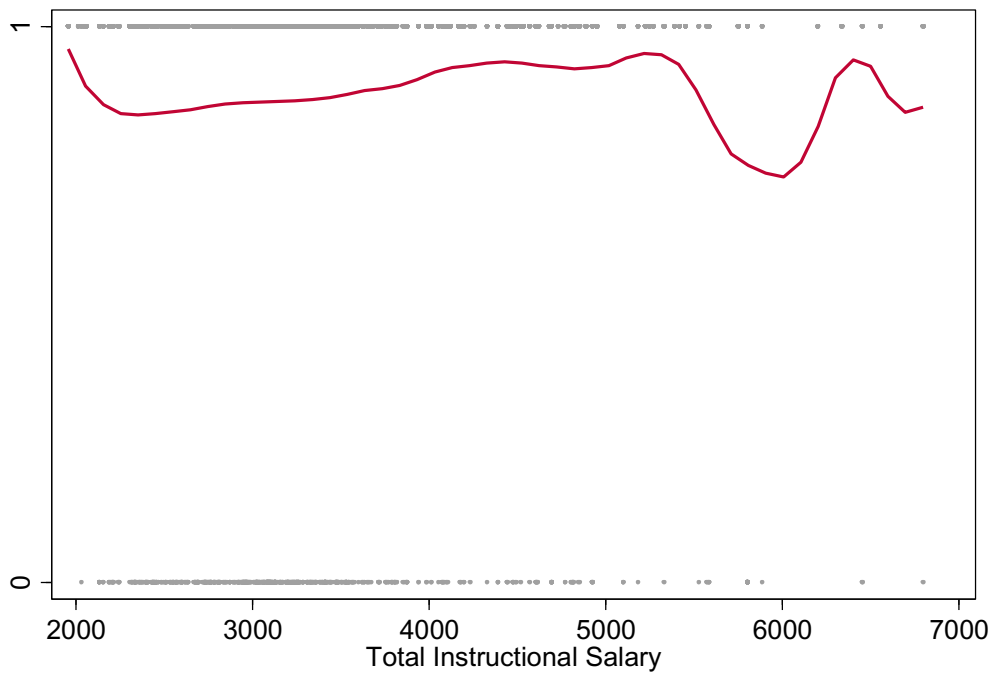


School Mean Test Scores by School Mean Socioeconomic Status



Individual Test Scores by Socioeconomic Status, Plotted as Individual Deviations from School Means

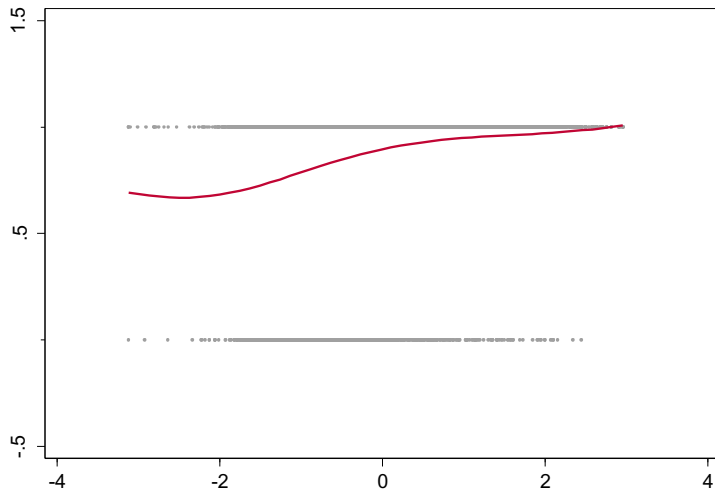
**Figure S5. Three Depictions of the Relationship Between Twelfth Grade Math Test Scores and Socioeconomic Status**  
 Source: ELS 2004 and Common Core of Data, 2001-2004.



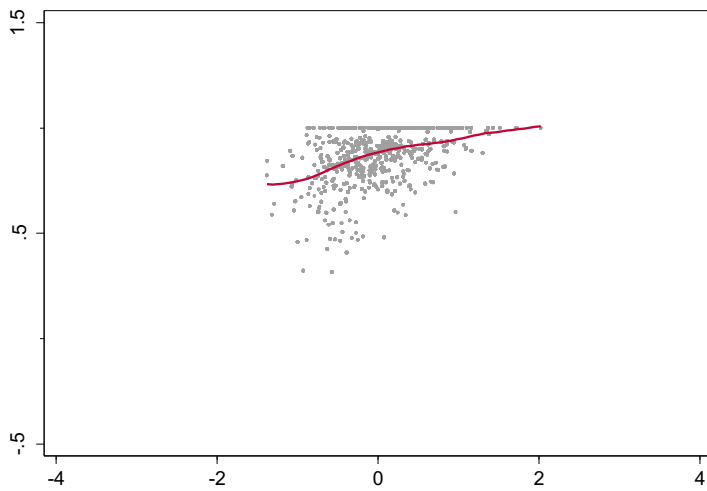
**Figure S6. On-Time High School Graduation by Per-Pupil Salaries for Instructional Staff, With and Without Cost Adjustment**

Source: ELS, 2002-2006, and Common Core of Data, 2001-2004.

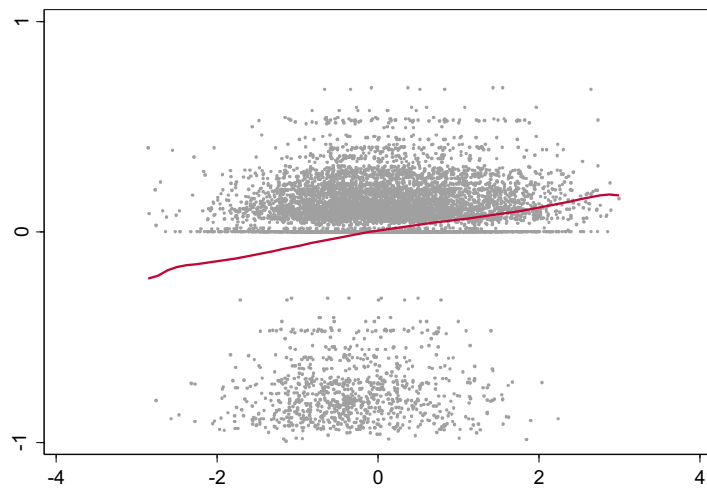




High School Graduation by Individual Socioeconomic Status

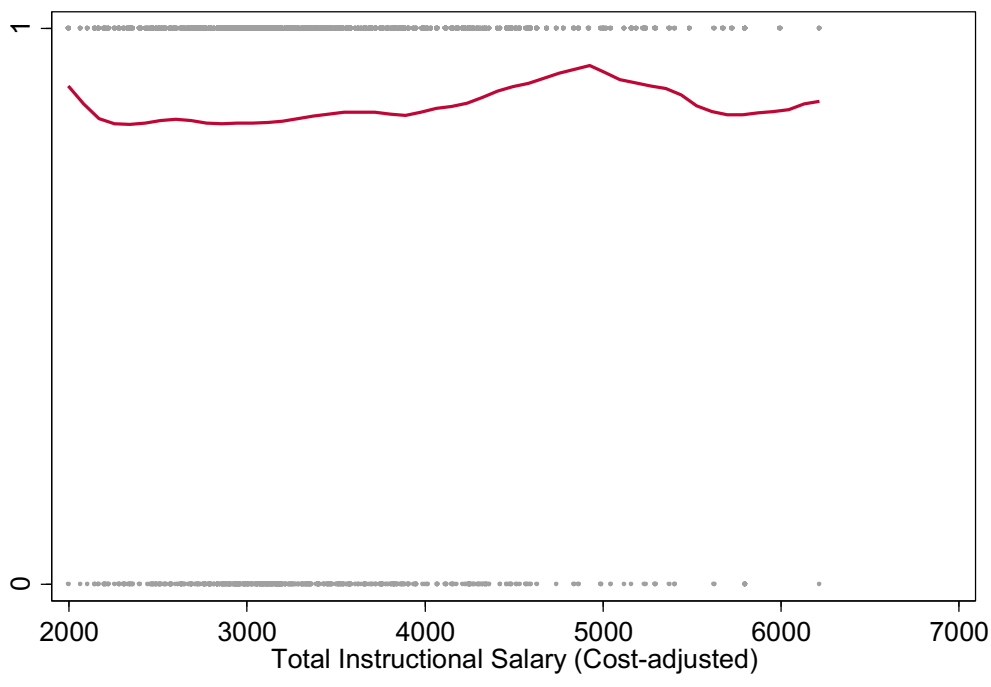
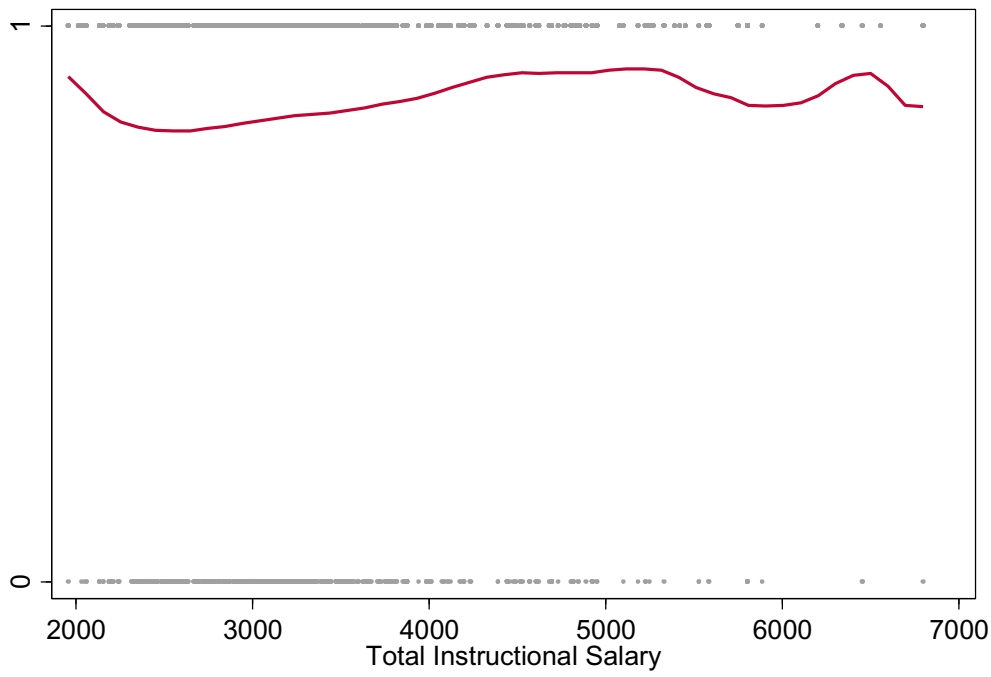


School High School Graduation Rate by School Mean Socioeconomic Status

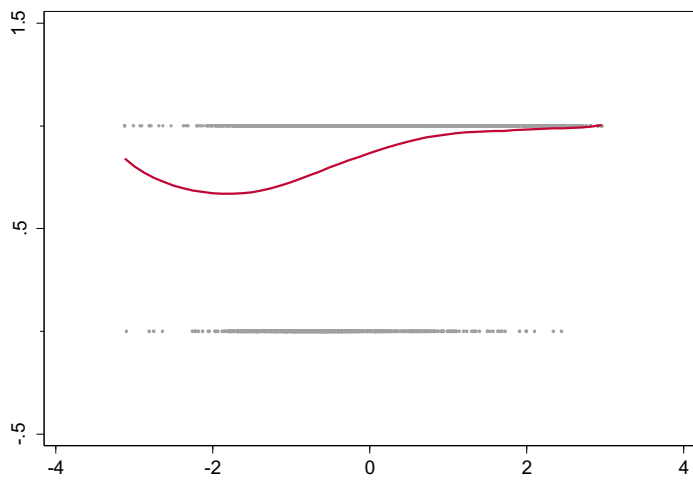


Individual Deviations from School Rates/Means

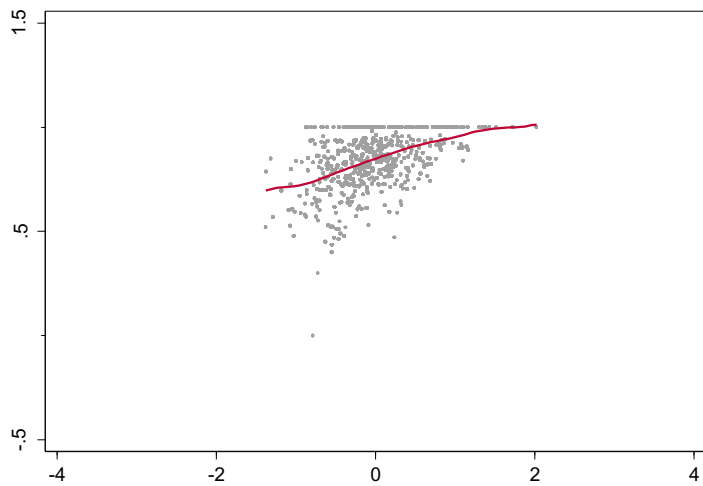
**Figure S7. Three Depictions of the Relationship Between On-Time High School Graduation and Socioeconomic Status**  
*Source:* ELS, 2002-2006, and Common Core of Data, 2001-2004.



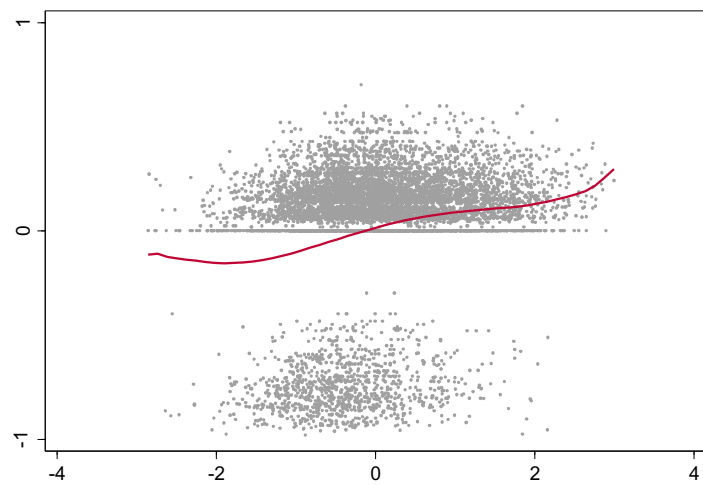
**Figure S8. Any Post-Secondary Education by Per-Pupil Salaries for Instructional Staff, With and Without Cost Adjustment**  
 Source: ELS 2012 and Common Core of Data, 2001-2004.



Post-Secondary Attendance by Individual Socioeconomic Status

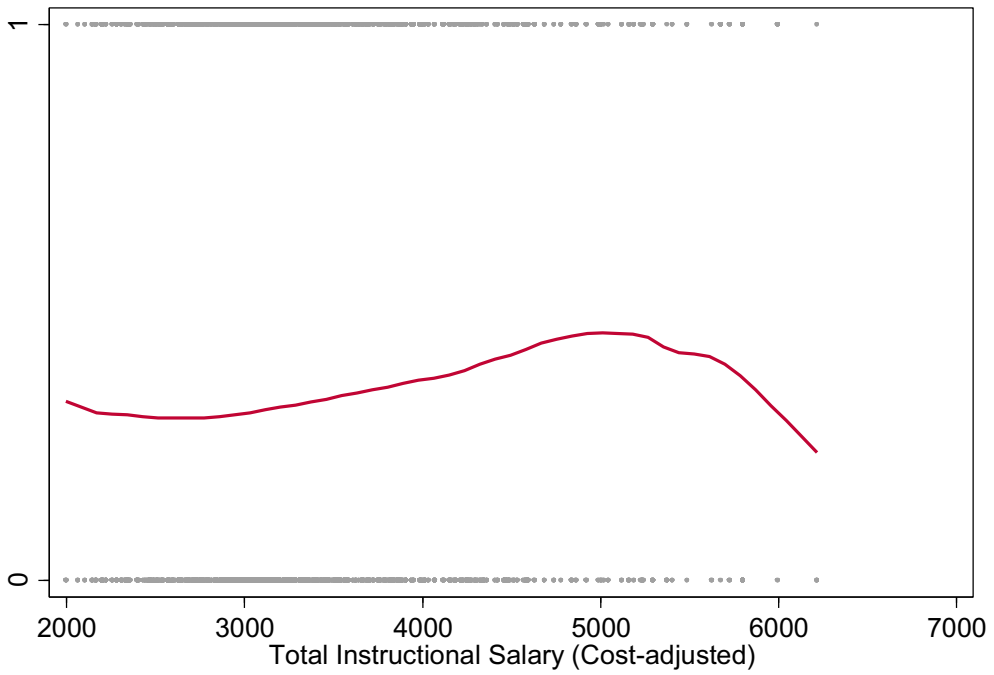
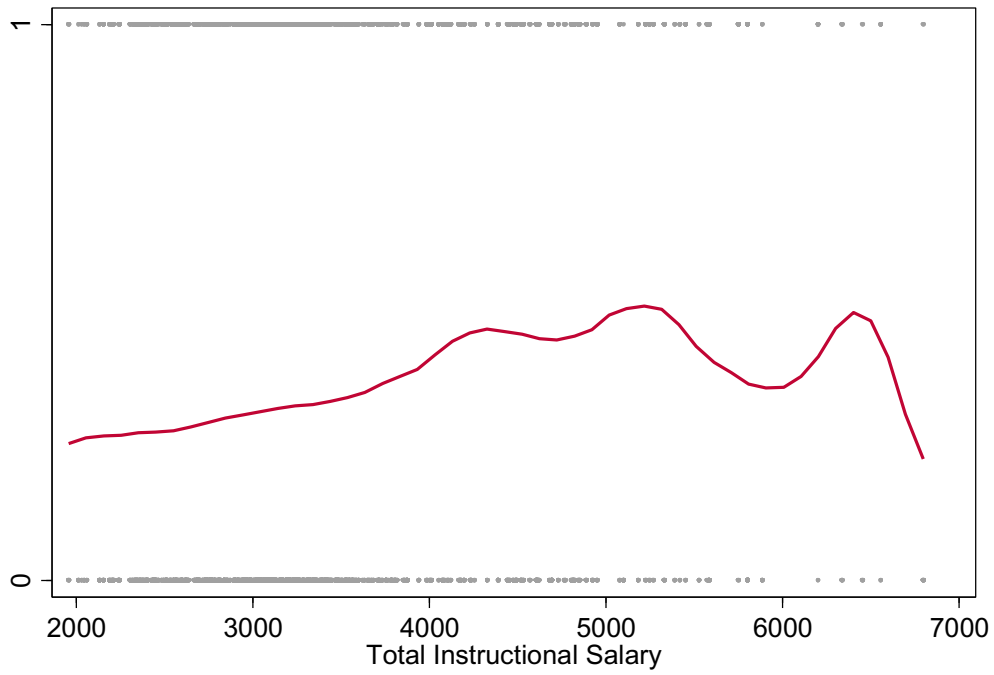


School Post-Secondary Attendance Rate by School Mean Socioeconomic Status

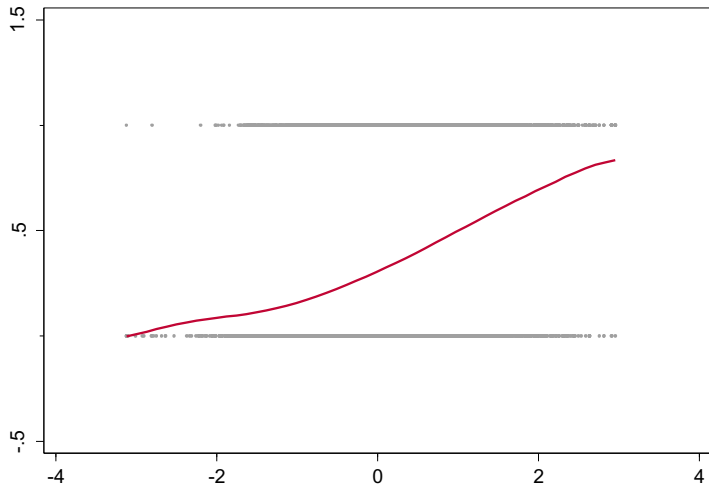


Individual Deviations from School Rates/Means

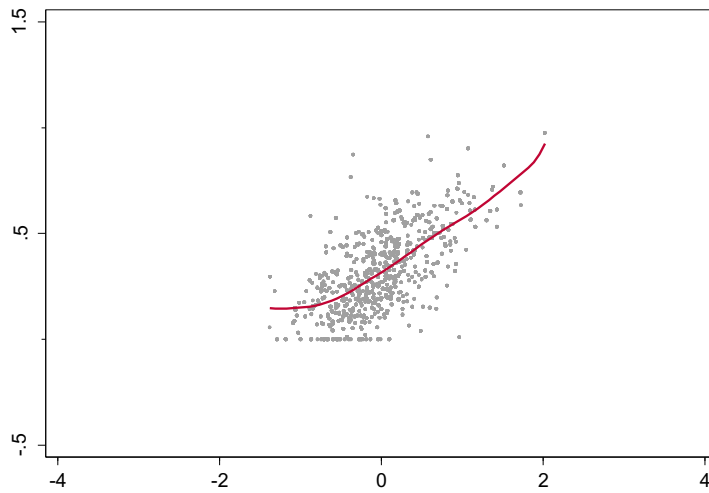
**Figure S9. Three Depictions of the Relationship Between Any Post-Secondary Education and Socioeconomic Status**  
*Source:* ELS 2012 and Common Core of Data, 2001-2004.



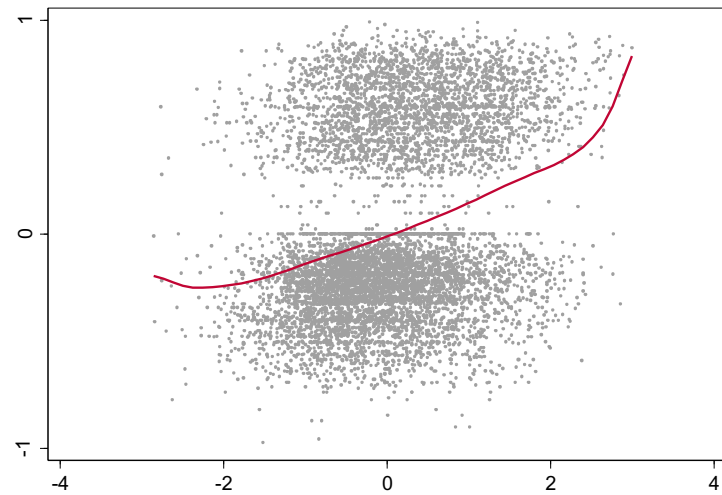
**Figure S10. Bachelor's Degree Attainment by Per-Pupil Salaries for Instructional Staff, With and Without Cost Adjustment**  
 Source: ELS 2012 and Common Core of Data, 2001-2004.



Bachelor's Degree Attainment by Individual Socioeconomic Status



School Bachelor's Degree Attainment Rate by School Mean Socioeconomic Status



Individual Deviations from School Rates/Means

**Figure S11. Three Depictions of the Relationship Between Bachelor's Degree Attainment and Socioeconomic Status**  
 Source: ELS 2012 and Common Core of Data, 2001-2004.