



The Foundation Budget for Pennsylvania

Defining an Adequate Base for a Quality Education

Operation Public Education
University of Pennsylvania
April 2002

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The Foundation Budget described here is the product of a process that began nearly six months ago. *Operation Public Education* held four focus groups throughout the state – in State College, Pittsburgh, Scranton and Norristown – to ask teachers and their union leaders, administrators and school board members to identify the educational practices most likely to help children achieve at high levels. We then convened a panel of leading superintendents and members of all of the other education constituencies to prioritize the accumulated ideas and use their experience and available evidence to narrow the field to the critical elements. The work of the focus groups and the core group profoundly influenced our final product.

Our lead consultant for the Foundation Budget was Edward Moscovitch. Dr. Moscovitch is the former budget director of the State of Massachusetts and the architect of that state's Foundation Budget – which has been the law since 1993. He is also the evaluator of the Alabama Reading Initiative and the author of a book on special education.

We are deeply grateful to Dr. Moscovitch and to all of the educators whose valuable contributions helped shape the Foundation Budget. Though we drew on the expertise of all involved to inform our choices, final decisions on Foundation Budget programs and priorities were solely the responsibility of *Operation Public Education*.

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Director, *Operation Public Education*
April 11, 2002

Operation Public Education is an initiative of the
Center for Greater Philadelphia at the University of Pennsylvania.

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Table of Contents

Introduction: Funding and Accountability.....	3
An Easy-to-Understand Guide for School Funding	4
Determining the Foundation	5
Elements of the Foundation Budget	5
Flexibility in Administering the Foundation.....	6
Staffing: Instruction & Guidance.....	6
Other Staffing.....	10
Personnel Costs: Salaries & Benefits.....	13
Non-Personnel Costs.....	15
Cost Summary: Example Districts.....	17
Educational Priorities in the Foundation Budget	17
Full-Day Kindergarten	18
Professional Development	18
Extra Time for Struggling Students	20
Small-School and Small-District Adjustments	20
Limited Mandates on Spending	21
Comparing the Foundation Budget with Actual Spending.....	21
Comparison with Successful Districts	23
Funding for Pre-School	26
A Final Word.....	26
Appendix I: Parameters	28
Appendix II: Research Citations	31
Appendix III: Actual Spending and Foundation Budget Targets, by District	32

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INTRODUCTION: FUNDING AND ACCOUNTABILITY

Operation Public Education (OPE), based at the University of Pennsylvania, is a foundation- and business-funded initiative to advance education policy that helps all children achieve high standards. Our byline, “Investment with Accountability,” succinctly summarizes our dual goals: legislation that enacts school funding reform – providing adequate resources, equitably distributed – contingent upon new systems of educator accountability.

The Foundation Budget is intended to answer the first of three questions that we believe must be addressed in order to help schools increase student achievement. These questions can be thought of as three puzzle pieces that fit together to provide a framework for legislation that is educationally sound and politically feasible:

1. ***How much does it cost to educate a child in Pennsylvania?*** In order to fund schools properly, we need to know the minimum level of funding that can be considered adequate to provide all children with a quality education – regardless of the source of the funding. We believe that the answer to this question must take into account special needs such as poverty, limited English proficiency and special education.
2. ***What share of these resources should be provided by the state, and how much by local school districts?***¹ The General Assembly must determine a distribution formula that sets the state and local share of education spending, using tax sources that are fair to communities. Because the Foundation Budget is intended only as a minimum, it is also imperative that the legislature ensure that no school district receives less state funding than it does right now; communities that currently invest a great deal in their schools should not be penalized for doing so.
3. ***What accountability provisions will ensure that the public’s investment results in increased student achievement for all of Pennsylvania’s children?*** Though they are not discussed here, *Operation Public Education*’s principles of accountability are being released along with this document.

¹ In order to adhere to the spirit and letter of the law, the Foundation Budget does not include federal funding, which is intended to supplement state and local spending; the federal contribution makes up only a small portion of total K-12 expenditures. The figures in this document also do not include debt service, transportation and construction.

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Operation Public Education believes that increased investment and accountability must go hand in hand. Additional resources are absolutely necessary if our schools are to succeed, but they are not sufficient. Indeed, funding reform *alone* wins the adequacy and equity battles but still loses the school reform war. We must also change the rules by introducing fair and credible accountability for what students learn. No new investment without accountability; no accountability without new investment.

An Easy-to-Understand Guide for School Funding

The idea of an “adequate” per-pupil spending amount is central to the state-aid formulas used in most of the states. Broadly speaking, there are two approaches to defining this spending goal. One is to set the goal in relation to the actual spending figure in selected states or districts – for example, 95 percent of the Mideast states’ regional average, or 90 percent of the average spending of the top 20 percent of a state’s districts as measured by performance on standardized tests.

The other approach is to build a Foundation Budget based on the major elements in a school budget – the number of teachers, the salary paid to teachers, the amount spent on books and on school operations, the number of principals, and so on. This “zero-based” approach is used by several states, including Massachusetts, Wyoming, Alabama, and Virginia.

There is validity to each approach. Although we have used the Foundation Budget approach, we have also been guided by the actual spending of more successful school districts in Pennsylvania. In some sense, then, the Foundation Budget presented here draws on both methods. *OPE* believes that having a Foundation Budget based on the actual elements of a school budget is important for political and educational reasons. A budget that builds upon class sizes, spending needs for classroom materials, and so on, focusing on what schools need in order to help children learn, is a budget that is broadly accessible – that is, it is a budget readily understood by educators, parents, business people and state legislators. Debate on this budget can be based on a rational dialogue about what resources educators need for their students to achieve at high levels.

Absent such budget detail, there is an element of arbitrariness to the spending goal that makes it vulnerable to fiscal hard times. For example, if the budget is set at 90 percent of the average spending of successful districts, why not lower it to 85 percent? Or, for that matter, why not raise it to 95 percent? This is far less likely with a Foundation Budget, as Massachusetts’ experience with the foundation it enacted in 1993 demonstrates. Based on class-size ratios and target salaries, and adjusted each year for inflation and enrollment changes, the Massachusetts Foundation Budget has never been subject to challenge and has been faithfully supported by Republicans and Democrats, governors, and the legislature, in good times and bad.

By way of contrast, neighboring Connecticut has an arbitrary spending goal (per-pupil spending three years earlier in the district at the 80th percentile), which has not been honored. Despite

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the statutory goal, the governor and legislature have failed to increase the actual spending support level.

Determining the Foundation

Operation Public Education's Foundation Budget is based on evidence, professional judgment and best practices. This budget is not a wish list, but instead the product of careful consideration and extensive deliberation on which programs and policies are most likely to result in increased student learning. Our “zero-based” approach to school finance re-examines the entire budget, line by line, based on its impact on student achievement – ultimately balancing educational needs and fiscal constraints.

This process began by soliciting the professional judgment of educators throughout the Commonwealth to ask what resources they found most effective – or would most like access to – in order to help their students learn. *OPE* held regional meetings in Central, Southwest, Southeast and Northeast Pennsylvania with teachers, principals and superintendents. The purpose of these sessions was not to come up with hard and fast budget numbers, but to understand educators’ resource priorities.

These groups expressed several common themes – to be described in the budgetary section of this document – which were then transformed into a preliminary version of the Foundation Budget by *OPE's* consultant. In three sessions, a core group of superintendents, union leaders, business spokespeople, and representatives of school boards and school administrators then developed budgetary recommendations. Final decisions on Foundation Budget programs and priorities were solely the responsibility of *Operation Public Education*.

ELEMENTS OF THE FOUNDATION BUDGET

The Foundation Budget is set up in the same way as an actual school budget. It begins with school personnel – the biggest element of any budget. The first step is to assign an actual number of teachers, principals, nurses, custodians, and clerical staff to each school and district, based on the number and type of students. The second step is to convert staffing needs to salary requirements, based on target salary levels for each type of position. The third step is to calculate personnel benefits (health insurance, etc.). And the fourth step is to determine non-personnel expenditures – for books and educational materials as well as for fuel oil, utilities, and cleaning supplies.

These four elements – staffing requirements, salary dollars, benefits, and non-personnel costs – are calculated for instruction, for guidance and libraries, for school health, school administration, and school activities. These categories have been matched with the current school spending accounts submitted by all districts to the Pennsylvania Department of Education, so that the spending goals put forward here can be readily compared with existing spending. All figures included in this document

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are based on spending during the 1999-2000 school year; they do not include federal expenditures, construction, transportation, or debt service.

Flexibility in Administering the Foundation

The Foundation Budget is based on explicit assumptions about numbers of classroom teachers, support teachers, para-professionals, and other school personnel, along with explicit calculations on dollars to be used for educational materials and for contracted services.

These staffing and spending patterns are meant to serve as a reasonable way of calculating what a school needs to provide its students with a quality education. These staffing and spending patterns are *not* meant to be a rigid blueprint for administering any particular school or school district. Some principals may want to have larger classes and a larger number of reading and math specialists. Others may want to have fewer specialist teachers and the smallest possible class sizes. Far from trying to prevent such diversity, we know that such variation from district to district is healthy.

The Foundation Budget allows for a certain number of para-professional positions to give extra support in primary grades and to assist in the districts' technology programs. Some districts may prefer instead to use these funds to hire a smaller number of additional certified teachers. Similarly, the budget allows funds for contracted services (such as physical therapy) for special needs students. Whether schools contract out for these services or hire their own staff, however, would be left to their discretion.

In reading the sections that follows, readers should bear in mind that the point here is to arrive at an adequate funding level, not to micro-manage school budgets from Harrisburg. Districts are free to invest as they see fit, with several exceptions; four mandates, making up 12 percent of the Foundation Budget target, will be detailed later in the paper.

Staffing: Instruction & Guidance

Elementary School Example

Let us use an elementary school to illustrate how the Foundation Budget was constructed. Assume that the school has 300 students. We will start with class size. For every 20 students in kindergarten through 3rd grade, the budget assigns one teacher (the number of teachers is higher if the school has low-income students, but for now assume an affluent district). For students in grades 4 to 6, the budget assigns one classroom teacher for every 25 students. If (to make the example simple), the school runs from kindergarten through grade 5, and has 200 students in the primary grades and 100 in grades 4 and 5, the school will be assigned 14 teachers – 10 for K-3 and 4 in the two higher grades.

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An elementary school will also have instructional support teachers, such as those in music, art, and physical education. The Foundation Budget assigns one support teacher for every 100 students, so our school will have three such teachers. Exactly how these teachers will be assigned is up to the principal. One possibility would be to have full-time art, music, and gym teachers. Or the principal might want an art teacher, a half-time computer teacher, a music teacher, and a half-time gym teacher.

Table 1a - Example - Elem School

For a school with no poverty

	K-3	4-5	Spec Ed
Students	200	100	45
FTE			13.5
Teachers			
Classroom	10.0	4.0	1.7
Art, Music	3.0		
Guid, Lib	2.1		0.5
Coach	1.0		
Total	20.1		2.2

The staffing figures for our example school are shown in Tables 1a and 1b. In addition to instruction support teachers, the school will have other support professionals, such as librarians and guidance counselors. The Foundation Budget assigns 0.7 support professionals for every 100 students for this purpose, giving our school 2.1 positions – perhaps for a guidance counselor, a librarian, and a social worker who is available a half-day a week.²

The Foundation Budget is designed to provide the resources to provide every child with a quality education. Our four focus groups and our core group agreed that professional development was a key element in any program of educational improvement. One part of the budget’s focus on teacher improvement is to assign one “teacher coach” for every 300 students. The job of this faculty member is to work with other teachers to help them improve their teaching; it will be discussed in greater detail later.

In our 300-student elementary school, we now have just over 20 professionals for the regular education program – 14 classroom teachers, one teacher coach, and five positions most likely to be used for a librarian, a guidance counselor, and teachers of art, music, and physical education.

Special Education

Our school will, of course, have students with special needs. The Foundation Budget provides resources for these students, but it does not base these resources on an actual count of special-needs students. Rather, it makes reasonable assumptions about the proportion of students with special needs. The reason for this procedure is that the determination of which children have special needs is somewhat subjective. If the state starts paying districts more for special needs students, districts will “find” more such students.

The Foundation Budget is based on the assumption that if at all possible, it is best to meet students’ needs within an enriched regular classroom. As districts succeed in doing this, they will

² Librarians and guidance counselors are allotted separately from art and music teachers consistent with the Pennsylvania Department of Education accounting convention that categorizes the former as “support” and the latter as “instruction.”

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likely find that many parents no longer see the need for special education “identification” of their children. If special education funding were linked to the actual count of “identified” students, a district that succeeded in this way would be subject to reduced funding. The approach taken here is similar to the approach the federal government uses to distribute special education funds to the states.

The Foundation Budget assumes – as is current Pennsylvania practice – that 15 percent of the students in any school district will be formally identified as eligible for special education, and that, on average, they will spend 30 percent of their time in separate classes. In our example school, this amounts to 45 students in special education, with a full-time equivalence (FTE) of 13.5 students. The classroom size for these students is eight, so they generate 1.7 additional teachers. In addition, the budget allows four counselors and therapists for every 100 FTE special education students; for our school this is a one-half position. Altogether, then, our school has 2.2 special education positions.

We recognize that districts with a large percentage of low-income students are likely to find that more of these students have special needs. Districts with large low-income enrollment receive additional teachers. Unlike special education status, which depends in part on judgment calls by schools and parents, poverty status is objectively determined.

Notice that no subtraction is made from the regular classroom staffing because of these special education students. That is, there is a place in a regular classroom for every student in the school.

Special education staff are listed in the right-hand column of Table 1a, on the preceding page.

Table 1b - Example - Elem School
For a school with 100% poverty

	K-3	4-5	Spec Ed
Students	200	100	45
FTE			13.5
Teachers			
Classroom	10.0	4.0	1.7
Art, Music		3.0	
Guid, Lib		2.1	0.5
Coach		1.0	
Sub-Total	20.1		2.2
Poverty Staff	9.0		
Total Staff	31		

Taken together, the regular and special education programs lead to 22.3 staff positions for our school with no low-income students.

Low-Income Students

A central tenet of the Foundation Budget is that schools with a large number of low-income students require extra staffing to deal with the educational and social needs of these youngsters. The staffing we have discussed so far is for schools in prosperous neighborhoods.

The Foundation Budget assigns an additional three teachers for every 100 low-income students.³ These could be used to reduce class sizes; they might also be used to hire additional reading specialists or guidance counselors. If our sample school consisted entirely of low-income students, it would be assigned an additional

³ The budget uses the Pennsylvania Department of Education’s calculations on the percentage of low-income students in each district.

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nine teachers. See Table 1b at left.

If 55 percent of its 300 students were low-income, the school would receive an additional five teaching positions. These staff could be used, for example, to hire a full-time social worker, a reading specialist, and supplementary certified teachers to reduce class size to 15 in grades K-3 – which is consistent with the recommendations from Tennessee’s seminal study on class-size reduction.

Limited English Proficiency

Schools also need extra teachers to meet the needs of students with limited English proficiency. The Foundation Budget assigns an additional two teachers for every 100 such students. In 4th grade, 100 students would normally generate four teachers; if they had limited English, these same students would generate six teachers, which would make possible class sizes of just over 16 students. (In many cases, these students would also be low-income; a group of 100 low-income, limited English 4th grade students would be assigned a total of nine teachers).

Instructional Staffing at All Grade Levels

Staffing ratios for school faculty for all grade levels are shown in Table 2. We have already discussed the elementary school staffing ratios; at the bottom of the table we see that the overall student-teacher ratio in regular education for a school with no low-income students is 14.2 in the primary grades and 16.6 in grade 4 and above.

Table 2 - Foundation Budget Student-Teacher Ratios

	K-3	4-6	Middle	High	Voca- tional	Spec Ed
Classroom Teachers - Students per Teacher	20	25	26	22 *	15	8
Other Professionals - per 100 Students						
Art, Music, P.E.	1.0	1.0	1.0	0.0	0.0	
Guidance, Library	0.7	0.7	0.5	0.4	0.4	4.0
Teacher Coach	0.33	0.33	0.33	0.33	0.33	
Low-Income Student Adjustment						
Additional Teachers	3.0	3.0	3.0	3.0	3.0	
Overall Student - Teacher Ratio						
Regular Ed - No poverty	14.2	16.6	17.6	19.0	13.5	6.1
Regular Ed + Special Ed	12.9	14.8	15.6	16.6	12.3	
100% Low-Income	9.3	10.2	10.6	11.1	9.0	

* A student-teacher ratio of 22 creates an effective class size of 28 students.

Adding in the special education staffing brings the overall staffing ratios down to 12.9 and 14.8.

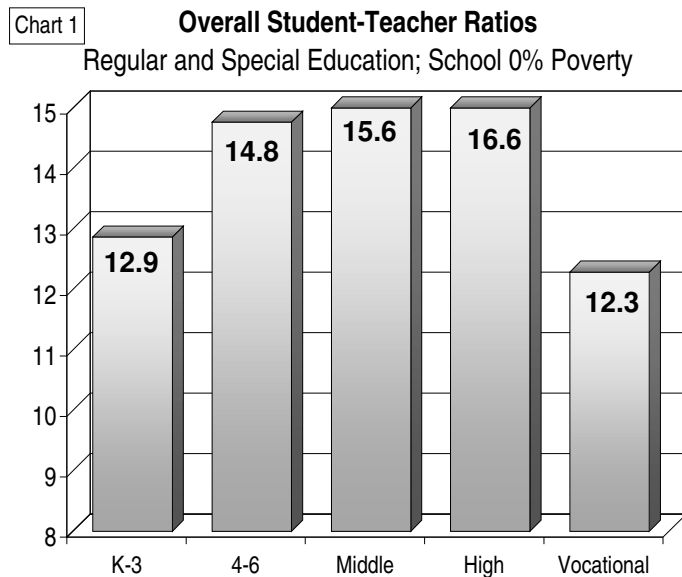
An elementary school with 100 percent low-income enrollment would have an overall student-teacher ratio of 9.3 in the early grades and 10.2 in higher grades.

Middle School: The middle-school class size for a school with no low-income students is 26. A typical middle school of 500 students with no low-income children would be assigned an additional five teachers to cover art, music, language, technology, physical education, and other

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specialized subjects. It would receive 2.5 positions for guidance and library, and 1.6 teacher coaches. Leaving aside low-income students, its overall student-teacher ratio would be 15.6.



High School: The Foundation Budget assigns one teacher for every 22 high-school students. This is not necessarily the same as the average class size. If the average student takes 7.5 classes a day while the typical teacher instructs six classes, the 22:1 ratio works out to an average class size of 28. At the high-school level, art, music, foreign language, and physical education are all handled within the regular class schedule. The Foundation Budget therefore assigns no additional teachers for these subjects. The budget does assign 0.4 guidance and library positions for every 100 students; this would work out to four such positions at a 1,000-student school. The overall student-teacher ratio at the high school works

out to 16.6.

Vocational Schools: Vocational programs require greater staffing than academic high schools because many of the shop classes have to be kept small. The Foundation Budget assigns them one teacher for every 15 students. This ratio would apply to any vocational students, whether they are at a separate purely vocational high school or are taking vocational classes within a comprehensive high school. Many smaller districts send their vocation students out to specialized schools for some or all of the school day; these districts would use the funds generated in this part of the Foundation Budget for tuition payments.

Overall staffing ratios are shown graphically in Chart 1, above.

Other Staffing

Principals

The Foundation Budget assigns one principal (or assistant principal) for every 300 students. This applies at all levels (elementary, middle, and high). This means that a school of 600 students would have a principal and an assistant principal.

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The Foundation Budget is linear – that is, 10 percent fewer students means 10 percent less in all categories. This could cause difficulties for very small schools that, no matter how low their enrollment, still need a principal. The Foundation Budget has small-school and small-district adjustments to help small schools and small districts cover some of the fixed costs that cannot be reduced below some minimal level. These adjustments are described later in the paper.

Para-Professionals

Many schools make extensive use of para-professionals (teacher aides and other non-certified personnel), who provide additional adults in the classroom at a relatively low cost. They are used to work with special needs students, to help with small-group instruction in primary grades, or to maintain computer equipment. For the special education program, the Foundation Budget assigns one para-professional for every assigned special education teacher.

For the regular education program, the budget assigns one para-professional for every eight assigned primary-grade (K-3) classroom teachers. In addition, schools with low-income students are assigned an additional one para-professional for every four teachers in proportion to the number of low-income students. Thus, a school with eight primary-grade teachers and no low-income students would be assigned one regular education para-professional; a school of the same size with 100 percent low-income enrollment would receive a total of three regular-education para-professionals.

Finally, para-professionals are assigned to assist with the computer equipment. The budget funds one technology para-professional for every 20 classroom teachers.

Nurses

The educators who advised the Foundation Budget process spoke with deep concern about the lack of nurses to keep up with the increase in students who need medical care and medication. According to the teachers and administrators who attended the four focus groups, this has become a problem in wealthy and low-income communities alike. To ensure that all children have access to medical care during the school day, the Foundation Budget calls for one nurse for every 300 elementary students and every 500 students in middle and secondary schools. This works out to one nurse in our sample elementary and middle schools and two in the sample high school, and is intended to free teachers and administrators to function in their roles as instructional leaders.

Custodians

The Foundation Budget assigns custodial positions based on the number of teachers, including poverty and specialty teachers. The idea here is that the need for custodians is proportional to the amount of space used, and that this, in turn, depends on the number of classrooms. The ratio is that every 14 classroom and support teachers assigned to the school generate one custodial position.

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Clerical

The formula for clerical positions assigns 0.6 positions for every 100 students. In our example district, this would mean a total of 18 positions in the district. If 6 were used in the central office, this would leave 1.2 positions for each elementary school, two for the middle school, and four for the high school.

Staffing Examples

To illustrate how these staffing numbers work out in practice, we have prepared an example table showing Foundation Budget staffing for two hypothetical school districts – one with low poverty (10 percent) and the other high poverty (60 percent). Each is assumed to have five 300-student elementary schools, a 500-student middle school, and a 1,000-student high school.

Foundation Budget Staffing Example

	Low Poverty				High Poverty					
	Total	K-3	4-6	Middle	High	Total	K-3	4-6	Middle	High
Schools		5		1	1		5		1	1
Students	3,000	170	130	500	1,000	3,000	170	130	500	1,000
Special Ed	450	45		75	150	450	45		75	150
FTE	135	14		23	45	135	14		23	45
Poverty	300	30		50	100	1,800	180		300	600
Teachers	211	23		34	62	256	27		41	77
Classroom	132	8.5	5.2	19.2	44.6	132	8.5	5.2	19.2	44.6
Special Ed	17	1.7		2.8	5.6	17	1.7		2.8	5.6
Poverty	9	0.9		1.5	3.0	54	5.4		9.0	18.0
Art, Music	20	3.0		5.0	0.0	20	3.0		5.0	0.0
Coach	10	1.0		1.7	3.3	10	1.0		1.7	3.3
Library, Guidance	17	2.1		2.5	4.0	17	2.1		2.5	4.0
Sped Guidance	5	0.5		0.9	1.8	5	0.5		0.9	1.8
Paras	33	4.0		4.3	8.5	40	5.3		4.7	9.2
Classroom	6.4	1.3	0.0	0.0	0.0	11.7	2.3	0.0	0.0	0.0
Special Ed	16.9	1.7		2.8	5.6	16.9	1.7		2.8	5.6
Tech	9.4	1.0		1.5	2.8	11.7	1.2		1.9	3.6
Nurses	8	1.0		1.0	2.0	8.0	1.0		1.0	2.0
Principal	9.9	1.0		1.7	3.3	9.9	1.0		1.7	3.3
Admin	4.5					4.5				
Clerical	18.0	1.2		2.0	4.0	18.0	1.2		2.0	4.0
Central	5.9					5.9				
Custodial	26.3	2.8		4.2	7.9	32.6	3.5		5.3	10.0

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The example sheet shows that each elementary school in the low-poverty district would have 23 teachers; in the high-poverty district they would each have 27 teachers. There would be four para-professionals in the low-poverty elementary schools and 5.3 in the high-poverty elementary schools. The middle school would have 4.3 para-professionals and the high school 8.5 (because technology para-professionals are based on number of teachers, the low-income secondary schools have slightly more para-professionals because they have more teachers).

Personnel Costs: Salaries & Benefits

Salaries

The staffing pattern outlined above is converted to dollar costs by multiplying each position times the assigned annual wage and by funding benefit costs.

Average Annual Salary

Teachers	\$50,000
Principals	\$75,000
Administrators	\$75,000
Clerical	\$25,000
Custodial	\$25,000
ParaProfessionals	\$25,000
Nurse	\$40,000

Annual salaries from the Foundation Budget are shown at left. These salaries are for the 1999-2000 school year; all costs will be indexed by inflation. Salary figures for the '02-'03 school year would be about 10 percent higher.

The salary figures shown here are state averages. The Foundation Budget contains a wage-adjustment factor, explained below, that raises these amounts in high-wage areas (southeast Pennsylvania and Allegheny County) and reduces them in lower-wage portions of the state.

As noted above, the teacher wage is set at the average for the 1999-2000 school year. The figure for principals includes both principals and assistant principals; we would expect that the amount paid to principals would be higher than what is shown here and for assistant principals lower. This is also true for administrators, a category that includes superintendents but also assistant superintendents, budget officers, and other central office administrators. It is important to emphasize that the salaries used in the budget are actual averages; the Foundation Budget is not intended to constrain local collective bargaining in any way.

The salary for nurses is set lower than for teachers. There is no functional reason schools should not hire RNs and LPNs. Current state law mandates a certain number of certified "school nurses." The number of nurses proposed here is far greater than the amount mandated under the existing statute. Our expectation is that additional nurses could be RNs and LPNs, and thus be paid a lower salary than that of "school nurses," who are on the same salary schedule as teachers.

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Benefits

The Foundation Budget resources schools for personnel benefits with a two-part formula. The assumption is that a portion of benefit costs is the same for all employees (health insurance); the remainder varies with salary amount (life insurance, retirement benefits). To fund benefits, the formula assigns \$6,000 per employee plus 12.5 percent of total foundation salaries. For a teacher earning the target \$50,000, this amounts to \$12,250 in benefit costs, or 24.5 percent of salary. The entire benefit amount is subject to the wage-adjustment factor, which reflects the fact that health care is likely to be more costly in high-wage than low-wage areas of the state.

As we will see later in the paper, these figures were selected to match closely the actual relationship of benefit costs to salaries.

Regional Wage Adjustment

Any responsible Foundation Budget should address the fact that wage rates and health costs are not uniform across Pennsylvania. Pay scales that might be adequate in rural or depressed parts of the state would not be sufficient in the metropolitan areas around Philadelphia and Pittsburgh. To address this issue, the wage rates and health care costs in the Foundation Budget are adjusted up or down by a regional wage index.

The wage index was created from substate occupational wage data published by the Pennsylvania Department of Labor. The wage adjustment factor is calculated for each of the state's Workforce Investment Act (WIA) planning areas. These are compact, contiguous areas that are generally clustered around major cities. An average was created across wage rates for occupations that, like teaching, require a college degree. Teaching itself was double-weighted in this calculation. Other occupations included in the calculations include architecture and engineering, business and financial, community and social services, computer and mathematical, healthcare support, management, sciences, office and administrative support, personal care, and services.

For each of these occupations, a statewide wage rate was computed, weighting each WIA by its share of total enrollment. A wage factor was then calculated for each WIA. At the upper end, wages in Montgomery County and Philadelphia in these occupations are 10 percent above the state average. At the lower end, wages are 13 percent below the state average in the North-Central WIA and 12 percent below in Lackawanna County and the Tri-County WIA.

The actual wage adjustment used reflects 40 percent of these differences. Thus, the wage and benefit portion of the Foundation Budget for Montgomery County districts will be 4 percent above the state average; in Lackawanna County, this portion of the budget is reduced by 4.8 percent. The wage adjustment factor was set at 40 percent instead of 100 percent because we felt that overly large differences in Foundation Budgets across the state would be contentious and also because teachers who live in one WIA often drive to jobs in a neighboring community.

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Non-Personnel Costs

Instructional Costs

Technology: The technology allotment is meant to cover the cost of buying computers and software. The allotment is derived from a \$1,500 cost of purchasing a computer (with software licenses), a 4-year computer life, and an assumption of one computer for every four students. This works out to an allotment of \$94 per student per year. In a district with 3,000 students, this comes to \$281,000.

Other Instruction: This category includes books and all kinds of instructional materials. These were deliberately combined into a single category to indicate that districts should have flexibility in deciding whether to use the funds for books or for other kinds of instructional support.

The allotments at each level are shown in the chart at left. Allotments for high school and middle school are higher than for elementary school to cover science and other labs; allotments are much higher at vocational schools to cover equipment purchase and maintenance. The special education amount is on a head-count (not FTE) basis. Fifteen percent of students are assumed to be in special education; for a district of 3,000 students, special education alone would account for \$225,000 of the “other instruction” amount.

Elementary	\$175
Middle	275
High	325
Vocational	3,600
Special Ed	500

This would be used for purchased services, such as occupational or physical therapy. The remaining \$725,000 would be for regular education books and materials.

Because books and instructional materials are often the first area cut in hard times, the Foundation Budget requires that the funds allotted for technology and instructional materials and services be spent for this purpose. This still leaves flexibility on how to spend the funds within the category; it precludes cutting this category to fund other purposes.

Special Education Tuition: The Foundation Budget provides resources to cover the cost of sending a few very needy special education students to specialized, private schools. For reasons discussed earlier, the budget is not based on the actual number of such students, but on the assumption that 0.3 percent of all students (9 students in the case of our example district of 3,000 students) fall into this category. For each of these students, the budget provides \$60,000. For the sample district, the amount is just over half a million dollars.

The allotment for tuitioned-out students is not meant to cover students sent to the intermediate units. Our assumption is that the tuition charged by the IUs will be on the same order of magnitude as the costs of educating these students in-district; for many students, schools will choose to take the teacher salaries assigned here and convert them to tuition payments.

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Instruction Summary: Salaries for teachers (excluding guidance counselors and librarians) and para-professionals, benefit expenses for these positions, and non-personnel expenditures for instruction materials, technology, tuition, and contracted out services comprise the instruction expenditure category, as reported by all school districts to the Pennsylvania Department of Education. This allows direct comparison of the Foundation Budget recommendations with actual spending; this can be done for any district. Such comparisons statewide and for high-scoring districts are included at the end of this paper.

Non-Instructional Costs

School Operation and Maintenance: This is the largest category of non-instructional, non-personnel costs. The Foundation Budget allocates \$5,190 per foundation teacher (in effect, per classroom); this is to cover all aspects of building maintenance and operation, including fuel oil, electricity, cleaning supplies, hardware, equipment maintenance, paint, and landscape supplies. Because of their heavy equipment and energy needs, the budget allocates an additional \$3,500 for each vocational school teacher.

In our low-poverty sample district, with 189 teachers (guidance counselors and librarians are not counted for this purpose), the maintenance allotment is \$976,000.

Clerical Expenses: These include all costs associated with school and district offices, including telephones, paper and supplies, and administrative computer systems. For each clerical position assigned by the Foundation Budget, it allots \$1,500 for these expenses. Our example district has 18 clerical positions; this translates into a clerical expense allotment of \$27,000.

Miscellaneous Student Support Costs: The Foundation Budget needs a category for miscellaneous student support expenses, such as substitute teachers and purchasing diagnostic tests. The allotment is \$200 per student, or \$600,000 for our sample district of 3,000 students.

Student Activities: Finally, the Foundation Budget allots funds for student activities – \$50 per student in elementary grades, \$75 in middle school, and just over \$200 in secondary schools. Because the Foundation Budget's priority is to provide adequate instructional staff and materials, this category in particular may be less than what many districts currently spend. It is important to remember that the Foundation Budget is intended as the *minimum* resources need to provide children with a quality education.

Applying the Foundation – Where are Students Counted?

Under the Foundation Budget proposal, each district would be funded according to the students for which it is financially responsible. The students may in fact attend schools in another district. For example, if a special-needs student is sent on a tuition basis to a nearby district that has a

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program specifically to meet that student's need, the Foundation Budget funds will go to the sending district. The receiving district would presumably receive tuition revenues from the sending district, as is now the case.

Following this approach, there is no Foundation Budget for Intermediate Units or for vocational schools that take students from sending districts on a tuition basis. There is no intention to eliminate such schools; they would continue to be funded as they now are by tuition payments.

Any comparison of the spending goals proposed here with actual spending should include for any district the funds it spends on tuition for students that live in its district and exclude tuition it receives for any students for whom it is a receiving district. The actual spending figures presented later in this document were calculated in this way.

Cost Summary: Example Districts

Total costs for our example districts are shown in the table at right. The low-poverty district will have a Foundation Budget of \$21.7 million; the high-poverty district \$25.7 million. On a per-pupil basis, this comes to \$7,236 and \$8,581, respectively.

Salaries account for two-thirds of total costs; salaries and benefits combined amount to over 85 percent of the total budget. Costs for professional development and extra instructional time – which are described in the following section of this document – are used to buy extra teacher time and are therefore part of teacher salaries; the costs are broken out separately in the table.

	Poverty Level	
	Low	High
Total	\$ 21,709	\$ 25,744
<i>Per Student</i>	<i>7,236</i>	<i>8,581</i>
Salaries	14,361	17,425
Instruction	11,854	14,761
Day Program	11,344	13,783
Prof Dev	435	528
Extra Time	75	450
Benefits	3,654	4,391
Non-Personnel	3,694	3,928
Technology	281	281
Other Instruction	950	950
Special Ed Tuition	540	540
Clerical Expense	27	27
Maintenance Exp	976	1,210
Other Stud Support	600	600
Activities	320	320

EDUCATIONAL PRIORITIES IN THE FOUNDATION BUDGET

The parameters and ratios in the Foundation Budget came primarily from evidence-based strategies for increasing student achievement. The above sections were intended to provide the background knowledge to understand how the Foundation Budget works. What follows is a discussion of the major components – in addition to technology and instructional materials, discussed earlier – that drive the budget: full-day kindergarten, professional development, extra time for struggling students, and adjustments for small schools and small districts. These are each discussed in turn.

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Full-Day Kindergarten

Full-day kindergarten is a key tool in helping young children, particularly those from disadvantaged homes, to learn to read in a timely fashion. One study, from the University of Wisconsin, found that *even a full two years later*, children who had attended full-day kindergarten were performing significantly better in reading and math than their peers who had attended only half-day kindergarten.

Pennsylvania currently has no state-mandated kindergarten, full-time or half-time. The Foundation Budget provides funding for half-day kindergarten for all students. The Foundation Budget then goes on to fund full-day kindergarten for all low-income students of kindergarten age and for 15 percent of all youngsters not in poverty. Our reasoning is that we do not want kindergarten classes exclusively made up of children from disadvantaged backgrounds. Also, we want to provide funds for districts to give extra help to students who need it, regardless of their family background. One theme that emerged from the Foundation Budget focus groups was that many communities – particularly in affluent and rural school districts – prefer half-day to full-day kindergarten programs; the Foundation Budget aimed to strike a balance so that increasing numbers of at-risk students could have access to full-day kindergarten without encroaching on local decision-making.

There are currently 124,000 kindergarten students across the Commonwealth. Assuming poverty percentages are the same across all grade levels, some 31 percent of these are from low-income homes. The Foundation Budget provides full-day kindergarten for 54,000 students, or 43 percent of the total. In the 1999-2000 school year, there were 36,000 students in full-day kindergarten. It would not be correct, however, to say that the Foundation Budget offers full-day kindergarten to an additional 18,000 students. Many of those already in full-day kindergarten are in wealthier districts that would not receive full state support for this under our proposal. The number of low-income students newly eligible would actually be 28,000.

Professional Development

Professional development for educators is a key element in education success. The single most important factor in a child's school experience is the quality of his or her teachers. We all know from experience that good teaching matters, so it should come as no surprise that research overwhelmingly emphasizes the importance of qualified teachers who have mastery over their subject area.

Two research findings are particularly powerful. The first, from the "value-added" work of statistician Dr. William Sanders, concludes that teacher effectiveness is by far the most powerful predictor of "value-added" gains in student achievement. In addition, a study from the Educational Testing Service found that "the effects of classroom practices, when added to those of other teacher characteristics, are comparable in size to those of student background, suggesting that teachers can contribute as much to student learning as the students themselves."

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School districts must provide continuous quality professional development to ensure that teachers and administrators have the knowledge and skills to help students learn. In “Lessons Learned from School Districts” by the Pew Network for Standards-Based Reform, the only reform efforts across the seven participating districts that unmistakably resulted in student achievement gains “had clear instructional expectations supported by extensive professional development.” To understand just how important professional development is, consider that the some large corporations in America invest as much as 15 days per year in the training of their workforce. We need a similar emphasis on improving the knowledge and skills of the educators in our schools.

Professional Development Days

The Foundation Budget is designed to ensure that each teacher has 12 paid days for professional development each year. A review of existing teacher contracts suggests that in most districts, existing contracts already include at least four professional development days. That is, the current \$50,000 average salary figure already buys four days of training.

The Foundation Budget funds an additional eight days per teacher per year, for a total of 12 days – which could be used over the summer, during the school year, or as a combination of the two. As a rough rule of thumb, we assumed that one extra day added 0.5 percent to a teacher’s annual salary (at \$50,000, this is \$250 per day). This extra amount is added to the salary allowance in the Foundation Budget. In effect, this means the salary target is actually \$52,000, with the understanding that this should buy a total of 12 days of training.

In addition to the extra teacher days, the budget also includes funds to cover the cost of instructors, calculated at \$1,000 per day for trainers in an average class of 15 teachers.

Teacher Coaches

A second investment in professional development comes in the form of teacher coaches. The Foundation Budget assigns one teacher coach per 300 students. Each coach would be responsible for working with the teachers in his or her school to improve their teaching skills. Programs throughout the United States demonstrate the capacity of teacher coaches to help improve instruction system-wide. Among the best examples are programs in Columbus, Ohio, and Rochester, New York. In Rochester, the district found that students who had new teachers with coaches out-performed their peers in classrooms with experienced teachers who did not have coaches.

In this instance, the Foundation Budget allotments would be mandatory – once the budget is fully in effect, districts will be required to demonstrate that they have 12 professional development days and the appropriate number of teacher coaches.

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Extra Time for Struggling Students

In addition to smaller classes, struggling students also need extra instructional time – after school, on weekends, or during the summer. Data from the Boston Public Schools demonstrate how effective extra time can be. Boston identified its struggling students and gave them additional classroom instruction over a 15-month period. When all of the district’s students were then tested in reading and math, the students who had been classified as “struggling” and then received help passed at the same rate as other students.

Although not all low-income students are struggling and not all struggling students are low-income, test results suggest that the percent of a district’s students that needs extra help is roughly proportional to its percent of low-income students. Accordingly, the Foundation Budget allows for 10 extra school days for each low-income student, in classes of 10 students. To do this, the budget must pay for one extra teacher day for every low-income student. In our high-poverty sample district, we have 1,800 low-income students; at \$250 per extra day (0.5 percent of salary), this comes to \$450,000. Fearing that funds are easily taken out of this high-priority category and used elsewhere in the school budget, the Foundation Budget mandates that funds allotted for this purpose in fact be used for providing extra educational time to struggling students.

Small-School and Small-District Adjustments

The Foundation Budget is based on the number of students – double the number of students and all elements in the budget are doubled. This system is easier to administer than one that allocates teacher and principal positions. It avoids a situation where adding one student to a school’s roster triggers an additional teacher. In larger schools and larger districts, this presents no difficulty. But in Pennsylvania – with the nation’s largest rural population – there are many small schools and small districts. For example, a school of 150 students still needs a principal, yet it would be allocated only half a principal. Similarly, the custodial and energy costs necessary to operate and maintain a school building can only be reduced so far.

The *small-school adjustment* kicks in when enrollment at any given school falls below 250 students. It starts with a certain basic expenditure, which all schools are assumed to need. This includes one principal, one guidance counselor, and a minimal maintenance allowance, and is set at \$210,000. For a school of 250 students, this amounts to \$840 per student. As enrollment falls below this amount, 75 percent of this – \$630 – is added back to the Foundation Budget for every student less than 250. Thus, a school of only 150 students would receive \$63,000 in addition to its normal Foundation Budget.

Across the state as a whole, there are 415 schools that would receive such funds; the statewide cost of the small-school adjustment is \$20 million.⁴

⁴ The small-school adjustment is primarily for wages, so the wage adjustment factor is applied to it. Since most small schools are in low-wage parts of the state, the average cost works out to \$618 per student.

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The *small-district adjustment* is based on the same idea – no matter how small, each school district needs a superintendent, a business manager, a special education director, and a curriculum coordinator. The small district guarantee, then, covers the cost of four administrators, or \$300,000. Since the formula generates four administrators for districts with 2,667 students or more, the adjustment kicks in for districts with fewer students, and pays them \$112.50 for each pupil shortfall from 2,667. That is, a district with 1,667 students would receive \$112,500, in addition to its Foundation Budget. The total cost of this adjustment statewide is \$33 million.

LIMITED MANDATES ON SPENDING

As noted above, the Foundation Budget was not designed as a rigid blueprint. Indeed, in a state as diverse as Pennsylvania – and where there is an emphasis on local control – it is important to provide districts leeway in how they use their funding. Nevertheless, the Foundation Budget would mandate several areas of key spending to ensure that the state’s new investment would leverage real and visible changes in classroom instruction. Based largely on the advice of the focus groups and the core group, the Foundation Budget would require districts to spend their allotments for professional development days, teacher coaches, extra time for struggling students, and technology and instructional materials on those purposes.

Table 3 - Budget Mandates

New Areas of Funding

Prof. Dev. Days	\$294 million
Teacher Coaches	\$363 million
Extra Time	\$140 million
<i>=\$797 million, or 31% of new K-12 funds</i>	

Targeting Existing Resources

Technology and Instructional Materials	\$998 million
<i>=\$1.8 billion, or 12% of total K-12 funds</i>	

Taken together, the three mandates that represent new programs – professional development days, teacher coaches, and extra time – make up 31 percent of the new funds for K-12 called for by the Foundation Budget. Added to the resources reserved for technology and instructional materials, much of which is already being spent, all four mandates would equal only 12 percent of total K-12 expenditures.

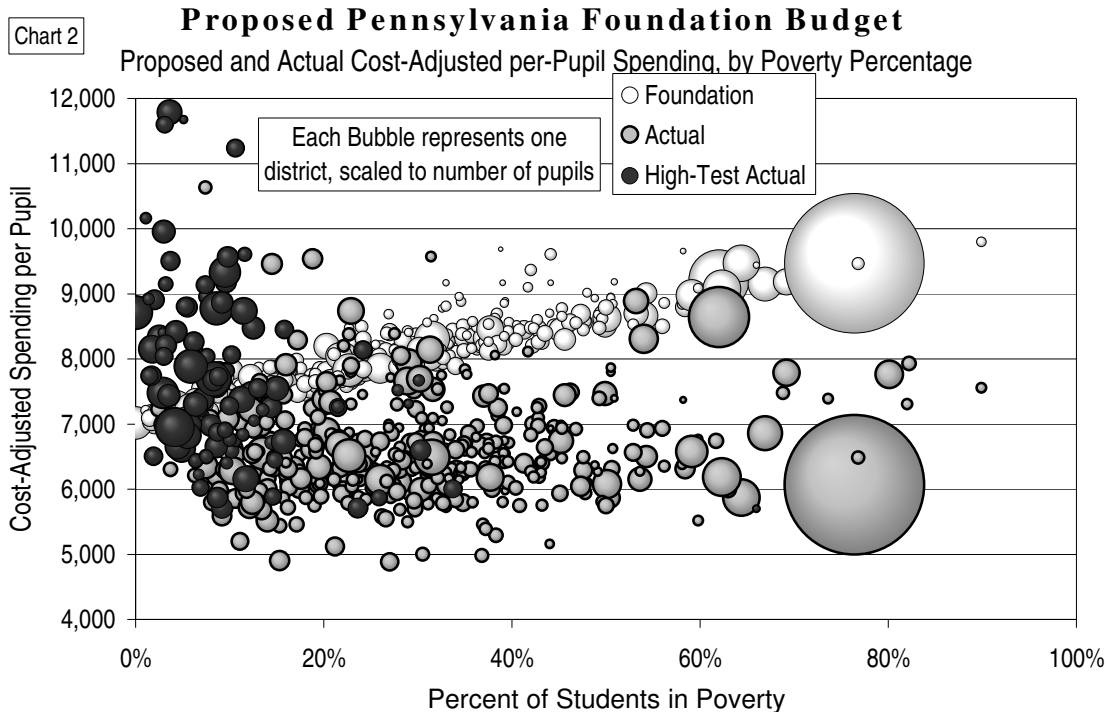
COMPARING THE FOUNDATION BUDGET WITH ACTUAL SPENDING

The Foundation Budget is not a single figure (such as \$7,500 per student), but a formula for arriving at a spending goal for each district. This spending goal depends not only on the size of the district, but on the composition of its enrollment – vocational students cost more than academic high school students, and secondary students cost more than elementary students. Since the age breakdown of students is not likely to vary much from one district to the next, the major difference in per-pupil costs under our proposal comes from differences in low-income percentages. There will also be regional differences because of the wage adjustment factor.

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The best way to understand how the proposed foundation compares with actual spending across the state as a whole is to look at cost-adjusted numbers for both actual and proposed spending.⁵



This is done in Chart 2 above. In this chart, each bubble represents one school district. Its vertical position represents spending – the Foundation Budget in white, actual spending in gray and dark gray. The horizontal position represents the low-income percent of each district’s enrollment.

A look at the white bubbles shows that for all practical purposes, the cost-adjusted per-pupil Foundation Budget is a simple linear function of the district’s poverty percent; it appears as a diagonal line. Districts with 60 percent or more of students in poverty, the proposed spending figures exceeds \$9,000 per student. For districts with no students in poverty, the figure is \$7,087.

Shifting attention to actual spending, we see at the left side of the chart that districts with fewer than 10 percent of students in poverty spend anywhere from a low of \$6,000 per student to a high of \$12,000. At just under \$7,100 for districts with no poverty and \$7,500 or so for districts with

⁵ Cost-adjusted spending is calculated by dividing the wage and benefit portion of the Foundation Budget by the regional wage adjustment factor. Thus, cost-adjusted spending for Montgomery County is somewhat less than actual spending, while cost-adjusted spending in Lackawanna County is higher than actual. Cost-adjusted per-pupil spending figures are comparable across the whole state.

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10 percent poverty, the proposal is well below the mid-point of spending for these districts. It is slightly below the average for these wealthy districts (\$7,600) and just about equal to the median (\$7,300).

Ultimately, however, we are more interested in results than in spending levels per se. The darker gray bubbles represent cost-adjusted actual spending of districts that score in the top 20 percent on Pennsylvania's state tests. A quick look at the chart shows that there are only a handful of districts (and those have very few students) that have high test scores and poverty rates greater than 20 percent. There are no districts with high test scores that have poverty rates greater than 35 percent (the state average poverty rate is 31 percent), and the great majority of students in high-test districts are in districts with poverty rates of 12 percent or less.

As we said at the outset, poverty is the overwhelming factor explaining differences in student performance; no plausible proposal for comprehensive school reform can fail to address it.

As matters now stand, Pennsylvania school spending follows a pattern exactly the reverse of what common sense says is required. Current spending patterns follow a roughly L-shaped pattern. Districts with poverty rates in excess of 20 percent generally spend between \$6,000 and \$7,000 per pupil. Districts with poverty rates below 20 percent spend between \$6,000 and \$20,000, with half spending more than \$7,000. Few districts with poverty rates below 10 percent spend less than \$6,500.

As the chart makes clear, the Foundation Budget for districts with poverty rates in excess of 20 percent is well above what these districts are currently spending. We understand, of course, that high spending alone does not guarantee educational success. But the fact that no high-poverty districts have high-test scores suggests to us that current spending for these districts is certainly too low. If a significant number of these districts were showing educational success, one could argue that other districts ought to be able to succeed with similar spending levels. But since no high-poverty districts show high test scores at current spending levels, it is unrealistic to expect higher performance without giving these districts greater resources.

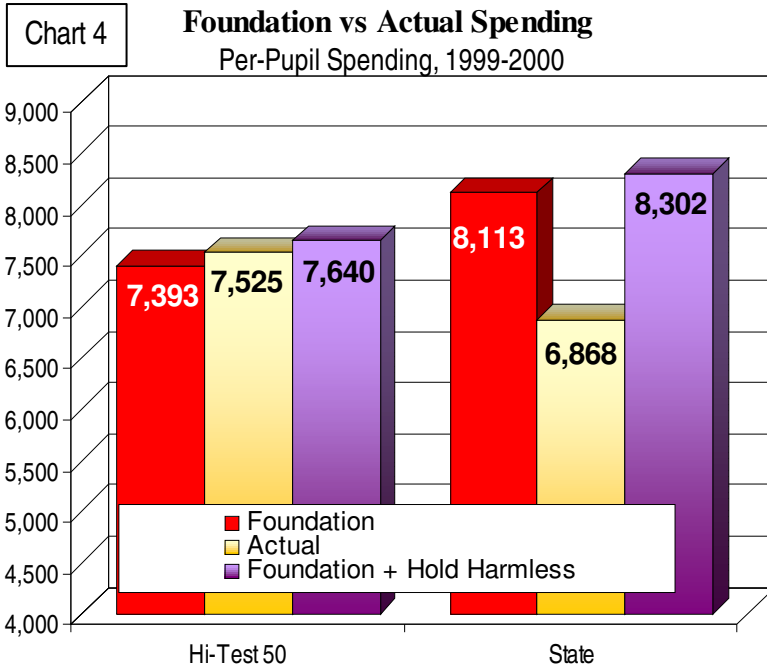
“Hold Harmless” Provision: It is important to remember that the Foundation Budget sets the *minimum* spending level for a quality education. Districts that spend above the foundation amount would not be required to spend less; in fact, their current expenditure levels would be protected so that they can maintain their programs and services. In the chart above, this means that the districts above the white bubbles would *not* be brought down “in line” with the Foundation Budget.

Comparison with Successful Districts

To get a better idea of how the proposed foundation compares with actual spending, we have taken a detailed look at half of the high-test districts. From all of the districts scoring above the 80th percentile (100 in all, since they represent 20 percent of all districts) we have excluded the top and

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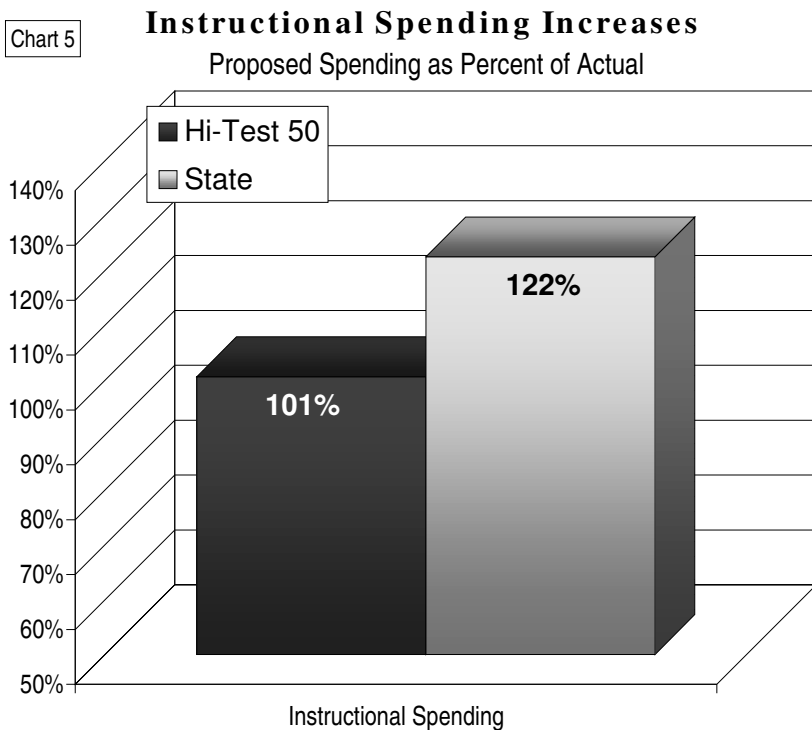
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bottom 25, as measured by per-pupil spending. This yielded a comparison group of 50 districts that can be characterized as high-achieving and moderate-spending.

As we see in Chart 4, the proposed foundation for these districts, taken as a whole, is very close to their actual spending. (This is an apples-to-apples comparison - poverty rates and regional wage adjustments are the same for both actual and proposed spending, since the comparison is for the same districts.)

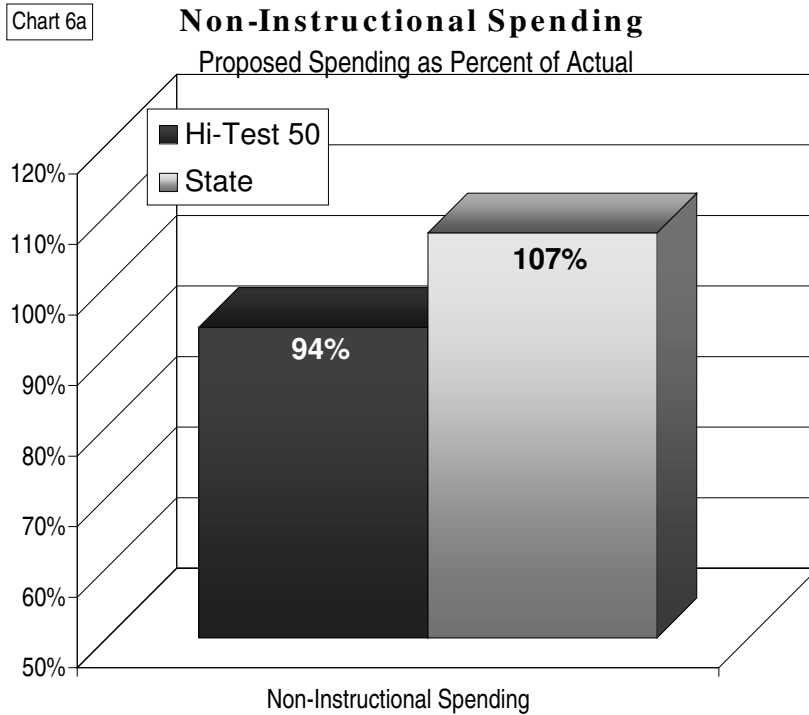
The target expenditure shown in the chart is the proposed foundation with a hold-harmless provision. Since *OPE* does not favor cutting existing spending levels - even when they exceed the Foundation Budget - the target expenditure is the amount *OPE* actually proposes to spend.



The chart also compares the proposed foundation statewide with actual spending. Here the story is quite different; as the right-hand columns illustrate, per-student spending would increase dramatically statewide under the Foundation Budget. To get a more detailed sense of how the Foundation Budget compares with actual spending, we look in Chart 5 at proposed instruction spending as a percent of actual. The proposed foundation is 1 percent above actual for the 50

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high-test districts – almost precisely what these successful, moderate-spending districts invest in instruction. The gap is much larger for the state as a whole, as Chart 4 suggests it should be. There are two reasons why this is the case: first, the spending target is higher statewide than for the high-test districts because poverty is greater throughout the state, and, second, most districts spend less than the high-test districts, so they have further to go to close the gap.

Chart 6a provides an overall picture of non-instructional spending. The Foundation Budget sets to tal non-instructional spending close to actual practice in the high-test districts, and 7 percent above current levels throughout the state as a whole.

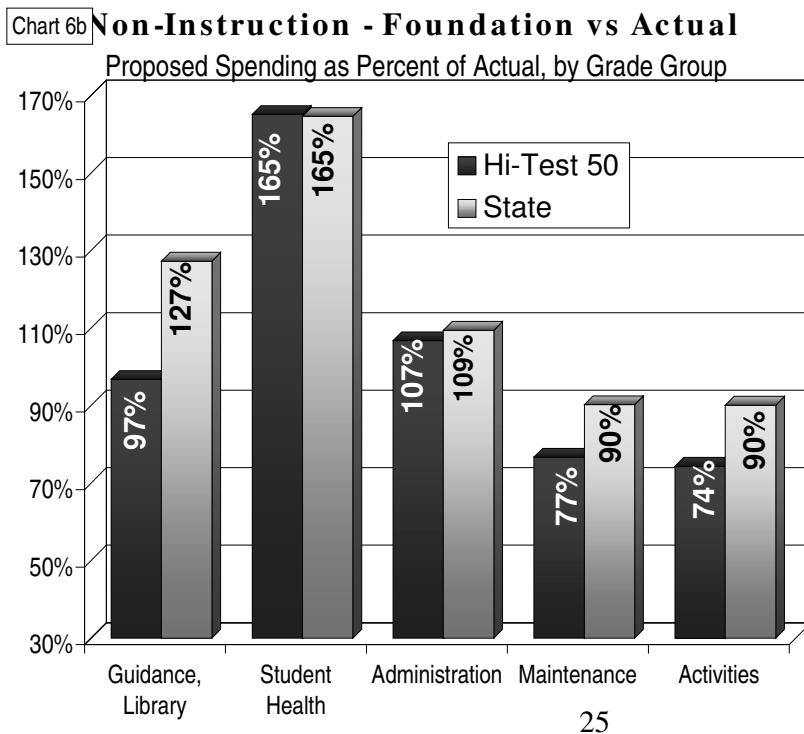


Chart 6b compares the proposed foundation with actual spending in the major non-instructional areas of the school budget. For the 50 high-test districts, foundation guidance and library spending is essentially equal to current spending. For the state as a whole, proposed spending in this area is 27 percent higher than current levels.

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FUNDING FOR PRE-SCHOOL

School readiness has become one of the most important policy issues in public education. Children who do not have access to quality pre-school lack the crucial foundation for high achievement later on. Research from the University of Wisconsin demonstrates the value of investing in early childhood education. One study showed that low-income students who attended quality pre-school had a high-school graduation rate 10 percentage points higher than their peers who did not have access to pre-school. In light of the magnitude of research and the fact that Pennsylvania is one of only nine states that do not provide funds for pre-school, the Foundation Budget funding recommendation goes beyond its K-12 mandate to include this crucial area.

The Foundation Budget therefore includes \$190 million for pre-school. This amount, which is not included in the district targets discussed elsewhere in this document, would fund part-time, school-year pre-school for low-income 4-year-olds who are not currently enrolled in Head Start. Low-income children are defined for this purpose as those coming from families earning less than 200 percent of the federal poverty level. The cost estimate included in the Foundation Budget, which comes from Pennsylvania Partnerships for Children, assumes pre-school for 37,781 children at an annual cost of \$5,000 per child.

A FINAL WORD

Operation Public Education believes that ensuring that all children achieve at high levels must be the state's top priority. To achieve this goal, policy-makers must enact legislation that addresses adequate and equitable school funding along with new provisions for accountability. Together, investment with accountability can provide schools with the resources they need to succeed and a roadmap to help them translate the funds into results for Pennsylvania's children.



The Foundation Budget would increase Pennsylvania's investment in education by a total of \$2.783 billion, or 22 percent above actual spending levels during the 1999-2000 school year. Subtracting the \$190 million set aside for pre-school as described above, the budget provides an additional \$2.593 billion for K-12 – an average of \$1,434 more per student statewide. Another way of thinking about this is that it would cost \$2.593 billion to bring all districts up to their foundation level, without decreasing the spending in districts that already exceed the foundation.

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As noted earlier, the Foundation Budget is a template rather than a rigid blueprint. Despite the few mandates the budget would require, school districts maintain enormous discretion over their spending. The decisions outlined here aim to achieve a balance between local control and state decision-making.

The Foundation Budget is both a product and a process. The work here represents far more than a rough draft, but it is not set in stone. We look forward to a vigorous discussion over what educational elements should and should not be included in the Foundation Budget. Indeed, making that conversation finally possible is the Foundation Budget's greatest strength.

The process that led to the Foundation Budget was unable to cover all of the areas relevant to school funding. Our focus was limited to operating expenses – those most relevant to classroom instruction. But school construction and transportation are both crucial issues that must be wrestled with – the former, in particular, given the reductions in class size in K-3 envisioned in this document; we recommend that the state appoint commissions to develop a fair and adequate way to address these needs. In addition, special education funding has become a major issue across the state. We look forward to learning the outcomes of the several committees and organizations that are currently examining this important function.

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APPENDIX I: PARAMETERS

Special Ed

Enrollment	15%	272,507	Assumed Special Ed Students
FTE	30%	81,752	Assumed FTE Equivalent as Percent of Head Count
Tuitioned out	0.3%	5,450	Assumed Special Ed Tuitioned Out

Staffing

Class Sizes (Students per Teacher)

Elementary		
K-3	20	
4-6	25	
Middle	26	
Secondary	22	28.0 Actual Class-size
Vocational	15	
Special Ed	8	

Instruction Support Teachers (Music, Art, P.E.) - Teachers per 100 students

Elementary	1.0
Middle	1.0
Secondary	0.0
Teacher Coach	0.33

Extra Teachers

Poverty	3
ESL	2

ParaProfessionals per foundation classroom teacher

	<u>All Studs</u>	<u>Poverty</u>
K-3	0.125	0.25
4-6	0.00	0.00
Middle	0.00	0.00
Secondary	0.00	0.00
Special Ed	1.0	
Technology	0.05	

Other Support Professionals (Guidance, Library, Therapy)

Elementary	0.70
Middle	0.50
Secondary	0.40
Special Ed	4.0

Nurses

Elementary	0.33
Middle	0.2
Secondary	0.2

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Staffing (continued)

Administrators - per 100 Students	
Principals	0.33
Central Office	0.15
Custodians	0.14 times total number of classroom and support teachers
Clerical Staff	0.6 per 100 students

Average Annual Salary

Teachers	50,000
Principals	75,000
Administrators	75,000
Clerical	25,000
Custodial	25,000
ParaProfessionals	25,000
Nurse	40,000

Non-Salary Costs

Benefits	6,000 per foundation-allowed employee, plus 12.5% of foundation-allowed salary
Books, Other Instruction Materials	
Elementary	175
Middle	275
High	325
Vocational	3,600
Special Ed	500 per Special Ed Student (headcount)
Computer+Software	1,500
Computer Replacement (Yrs)	4
Students per Computer	4
Technology	94 Resulting Technology Cost per Year
Tuition - Sped - Out	60,000 per Special Ed tuitioned out
Clerical Expense	1,500 per Clerical staff
Student Support	200 per Student
Maintenance	5,190 per Teacher, regular or Special Ed 3,500 additional amount per Vocational Teacher
Activities	
Elementary	50 Per Student
Middle	75
Secondary	207

Professional Development

Extra Prof Dev Days	8 Per Teacher per Year
Prof Dev Class Size	15 Teachers per Session
Prof Dev Instructor Stipend	1,000 Amount Paid per Instructor per Day
Prof Dev Inst	67 Instruction Cost per Day
Professional Development	4.1% of Teacher Salaries
Extra Teacher Days	0.5% Cost per Day - as Pct of Annual Salary

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Full-Day Kindergarten

Full-Time Kindergarten LowInc
Full-Time K notPoor Pct 15% Percent of non-low income Students given Full-time K

Extra Time for Struggling Students

Extra Days 10 per Low Income Student
Extra Day Class 10 Class Size for Extra Day
ExtraTime 1 Resulting Teacher Days per Low Income Student

Small School Provision

Small School Trigger 250 School enrollment below which adjustment occurs
SmallSchGuarantee **208.6**
SmallSchPct 75%
SmallSchGuar per Pupil **625.7**

Small District Provision

Small District Trigger **2,667**
SmallDistGuarantee 300
SmallDistPct 100%
SmallDistGuarPup 112.5

Wage Adjustment Rate

WageAdjPct 40%

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APPENDIX II: RESEARCH CITATIONS

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APPENDIX III: ACTUAL SPENDING AND FOUNDATION BUDGET TARGETS, BY DISTRICT

The following chart compares the Foundation Budget Target to actual spending for each of Pennsylvania's school districts. All figures are based on data from the 1999-2000 school year and exclude federal funds, transportation, construction and debt service. Because the Foundation Budget would preserve existing expenditure levels if they exceed a district's foundation level, the Foundation Budget Target is either the foundation level or actual spending – whichever is greater.

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District	County	Actual Spending	Foundation Budget Target	Foundation Budget Increase	Percent Increase	Per-Student Increase
State Total		\$ 12,073,096,711	\$ 14,666,455,527	\$ 2,593,358,816	21%	\$ 1,434
Bermudian Springs	Adams	\$ 11,042,618	\$ 15,637,126	\$ 4,594,508	42%	\$ 2,212
Conewago Valley	Adams	\$ 17,587,130	\$ 27,426,021	\$ 9,838,891	56%	\$ 2,751
Fairfield Area	Adams	\$ 7,220,376	\$ 9,396,733	\$ 2,176,357	30%	\$ 1,700
Gettysburg Area	Adams	\$ 23,582,566	\$ 28,903,812	\$ 5,321,245	23%	\$ 1,406
Littlestown Area	Adams	\$ 12,306,969	\$ 18,110,484	\$ 5,803,515	47%	\$ 2,511
Upper Adams	Adams	\$ 10,709,720	\$ 15,200,565	\$ 4,490,845	42%	\$ 2,646
Allegheny Valley	Allegheny	\$ 10,308,163	\$ 10,611,260	\$ 303,097	3%	\$ 165
Avonworth	Allegheny	\$ 8,951,980	\$ 9,987,578	\$ 1,035,598	12%	\$ 723
Baldwin-Whitehall	Allegheny	\$ 33,864,581	\$ 34,660,247	\$ 795,666	2%	\$ 106
Bethel Park	Allegheny	\$ 38,246,062	\$ 39,336,993	\$ 1,090,931	3%	\$ 164
Brentwood Borough	Allegheny	\$ 9,664,971	\$ 10,778,906	\$ 1,113,935	12%	\$ 768
Carlynton	Allegheny	\$ 14,593,994	\$ 14,593,994	\$ -	0%	\$ -
Chartiers Valley	Allegheny	\$ 24,225,036	\$ 25,005,447	\$ 780,411	3%	\$ 411
Clairton City	Allegheny	\$ 7,716,552	\$ 10,026,835	\$ 2,310,284	30%	\$ 1,998
Cornell	Allegheny	\$ 5,695,178	\$ 6,729,481	\$ 1,034,303	18%	\$ 1,165
Deer Lakes	Allegheny	\$ 14,469,456	\$ 15,999,639	\$ 1,530,184	11%	\$ 662
Duquesne City	Allegheny	\$ 7,714,132	\$ 9,967,667	\$ 2,253,535	29%	\$ 2,260
East Allegheny	Allegheny	\$ 13,800,258	\$ 16,075,189	\$ 2,274,931	16%	\$ 1,055
Elizabeth Forward	Allegheny	\$ 19,821,247	\$ 22,987,199	\$ 3,165,952	16%	\$ 1,000
Fox Chapel Area	Allegheny	\$ 41,926,560	\$ 41,926,560	\$ -	0%	\$ -
Gateway	Allegheny	\$ 39,971,704	\$ 39,971,704	\$ -	0%	\$ -
Hampton Township	Allegheny	\$ 22,367,138	\$ 22,681,610	\$ 314,472	1%	\$ 56
Highlands	Allegheny	\$ 21,325,641	\$ 26,058,210	\$ 4,732,569	22%	\$ 1,618
Keystone Oaks	Allegheny	\$ 22,196,066	\$ 22,196,066	\$ -	0%	\$ -
Mckeesport Area	Allegheny	\$ 32,075,586	\$ 45,455,557	\$ 13,379,971	42%	\$ 2,525
Montour	Allegheny	\$ 26,596,356	\$ 26,596,356	\$ -	0%	\$ -
Moon Area	Allegheny	\$ 27,934,375	\$ 27,934,375	\$ -	0%	\$ -
Mt Lebanon	Allegheny	\$ 45,905,970	\$ 45,905,970	\$ -	0%	\$ -

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District	County	Actual Spending	Foundation Budget Target	Foundation Budget Increase	Percent Increase	Per-Student Increase
North Allegheny	Allegheny	\$ 65,687,791	\$ 65,687,791	\$ -	0%	\$ -
North Hills	Allegheny	\$ 41,752,002	\$ 41,752,002	\$ -	0%	\$ -
Northgate	Allegheny	\$ 12,023,693	\$ 13,122,232	\$ 1,098,539	9%	\$ 607
Penn Hills	Allegheny	\$ 43,667,985	\$ 47,950,771	\$ 4,282,785	10%	\$ 658
Pine-Richland	Allegheny	\$ 22,564,226	\$ 22,996,247	\$ 432,020	2%	\$ 88
Pittsburgh	Allegheny	\$ 348,064,648	\$ 367,154,662	\$ 19,090,014	5%	\$ 575
Plum Borough	Allegheny	\$ 28,479,578	\$ 33,971,002	\$ 5,491,424	19%	\$ 1,224
Quaker Valley	Allegheny	\$ 17,298,201	\$ 17,298,201	\$ -	0%	\$ -
Riverview	Allegheny	\$ 10,045,084	\$ 10,659,280	\$ 614,196	6%	\$ 353
Shaler Area	Allegheny	\$ 40,646,509	\$ 42,645,076	\$ 1,998,568	5%	\$ 285
South Allegheny	Allegheny	\$ 11,035,178	\$ 15,173,946	\$ 4,138,769	38%	\$ 2,143
South Fayette Township	Allegheny	\$ 11,046,837	\$ 11,764,756	\$ 717,919	6%	\$ 460
South Park	Allegheny	\$ 14,158,322	\$ 16,153,317	\$ 1,994,995	14%	\$ 856
Steel Valley	Allegheny	\$ 14,605,975	\$ 19,161,216	\$ 4,555,242	31%	\$ 1,869
Sto-Rox	Allegheny	\$ 12,972,314	\$ 16,152,079	\$ 3,179,765	25%	\$ 1,639
Upper Saint Clair	Allegheny	\$ 34,979,150	\$ 34,979,150	\$ -	0%	\$ -
West Allegheny	Allegheny	\$ 22,873,697	\$ 23,110,486	\$ 236,788	1%	\$ 10
West Jefferson Hills	Allegheny	\$ 21,324,660	\$ 21,455,025	\$ 130,365	1%	\$ -
West Mifflin Area	Allegheny	\$ 24,197,014	\$ 25,479,790	\$ 1,282,776	5%	\$ 332
Wilkesburg Borough	Allegheny	\$ 15,981,020	\$ 19,053,191	\$ 3,072,171	19%	\$ 1,550
Woodland Hills	Allegheny	\$ 44,793,528	\$ 51,610,733	\$ 6,817,205	15%	\$ 1,047
Apollo-Ridge	Armstrong	\$ 10,959,210	\$ 13,740,807	\$ 2,781,598	25%	\$ 1,561
Armstrong	Armstrong	\$ 52,594,955	\$ 55,759,976	\$ 3,165,021	6%	\$ 424
Freeport Area	Armstrong	\$ 12,842,519	\$ 13,812,507	\$ 969,989	8%	\$ 438
Leechburg Area	Armstrong	\$ 6,934,518	\$ 7,409,496	\$ 474,978	7%	\$ 394
Aliquippa	Beaver	\$ 10,761,533	\$ 15,564,434	\$ 4,802,902	45%	\$ 2,942
Ambridge Area	Beaver	\$ 21,522,949	\$ 25,606,487	\$ 4,083,538	19%	\$ 1,159
Beaver Area	Beaver	\$ 12,854,132	\$ 14,515,388	\$ 1,661,256	13%	\$ 764
Big Beaver Falls Area	Beaver	\$ 14,702,688	\$ 17,219,243	\$ 2,516,555	17%	\$ 1,067
Blackhawk	Beaver	\$ 18,845,236	\$ 21,397,380	\$ 2,552,144	14%	\$ 824
Center Area	Beaver	\$ 12,607,874	\$ 14,227,175	\$ 1,619,301	13%	\$ 779
Freedom Area	Beaver	\$ 10,902,175	\$ 15,129,454	\$ 4,227,279	39%	\$ 2,246
Hopewell Area	Beaver	\$ 20,856,436	\$ 23,576,503	\$ 2,720,067	13%	\$ 813
Midland Borough	Beaver	\$ 2,628,529	\$ 4,413,214	\$ 1,784,685	68%	\$ 3,700
Monaca	Beaver	\$ 5,433,900	\$ 7,405,268	\$ 1,971,368	36%	\$ 2,147
New Brighton Area	Beaver	\$ 12,099,568	\$ 16,992,929	\$ 4,893,361	40%	\$ 2,249
Riverside Beaver County	Beaver	\$ 11,888,878	\$ 15,676,197	\$ 3,787,319	32%	\$ 1,981
Rochester Area	Beaver	\$ 7,557,453	\$ 10,273,366	\$ 2,715,913	36%	\$ 2,149
South Side Area	Beaver	\$ 11,206,715	\$ 11,206,715	\$ -	0%	\$ -
Western Beaver County	Beaver	\$ 6,556,925	\$ 8,030,486	\$ 1,473,561	22%	\$ 1,633
Bedford Area	Bedford	\$ 13,669,754	\$ 19,127,241	\$ 5,457,487	40%	\$ 2,456
Chestnut Ridge	Bedford	\$ 10,130,033	\$ 15,128,737	\$ 4,998,704	49%	\$ 2,628
Everett Area	Bedford	\$ 9,770,258	\$ 14,662,758	\$ 4,892,500	50%	\$ 3,008
Northern Bedford County	Bedford	\$ 6,490,458	\$ 9,801,012	\$ 3,310,554	51%	\$ 3,017
Tussey Mountain	Bedford	\$ 8,094,510	\$ 10,680,708	\$ 2,586,198	32%	\$ 1,918

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District	County	Actual Spending	Foundation Budget Target	Foundation Budget Increase	Percent Increase	Per-Student Increase
Antietam	Berks	\$ 7,044,787	\$ 7,596,571	\$ 551,783	8%	\$ 503
Boyertown Area	Berks	\$ 41,136,597	\$ 47,963,785	\$ 6,827,187	17%	\$ 987
Brandywine Heights Area	Berks	\$ 13,357,887	\$ 14,959,169	\$ 1,601,282	12%	\$ 754
Conrad Weiser Area	Berks	\$ 17,715,534	\$ 19,083,541	\$ 1,368,007	8%	\$ 473
Daniel Boone Area	Berks	\$ 17,164,759	\$ 20,336,687	\$ 3,171,928	18%	\$ 1,094
Exeter Township	Berks	\$ 23,444,257	\$ 27,067,364	\$ 3,623,107	15%	\$ 939
Fleetwood Area	Berks	\$ 15,186,821	\$ 17,300,707	\$ 2,113,886	14%	\$ 871
Governor Mifflin	Berks	\$ 27,552,862	\$ 28,858,581	\$ 1,305,719	5%	\$ 286
Hamburg Area	Berks	\$ 15,932,676	\$ 19,608,716	\$ 3,676,040	23%	\$ 1,352
Kutztown Area	Berks	\$ 13,865,300	\$ 13,865,300	\$ -	0%	\$ -
Muhlenberg	Berks	\$ 21,301,707	\$ 21,487,598	\$ 185,892	1%	\$ -
Oley Valley	Berks	\$ 12,959,488	\$ 15,369,699	\$ 2,410,211	19%	\$ 1,124
Reading	Berks	\$ 83,196,799	\$ 138,055,666	\$ 54,858,868	66%	\$ 3,561
Schuylkill Valley	Berks	\$ 14,076,674	\$ 14,076,674	\$ -	0%	\$ -
Tulpehocken Area	Berks	\$ 12,088,677	\$ 12,942,947	\$ 854,270	7%	\$ 444
Twin Valley	Berks	\$ 20,270,803	\$ 21,783,606	\$ 1,512,803	7%	\$ 495
Wilson	Berks	\$ 33,774,139	\$ 33,774,139	\$ -	0%	\$ -
Wyomissing Area	Berks	\$ 13,456,172	\$ 13,456,172	\$ -	0%	\$ -
Altoona Area	Blair	\$ 51,022,406	\$ 73,674,982	\$ 22,652,577	44%	\$ 2,494
Bellwood-Antis	Blair	\$ 8,135,079	\$ 10,928,410	\$ 2,793,331	34%	\$ 1,957
Claysburg-Kimmel	Blair	\$ 5,502,807	\$ 8,357,553	\$ 2,854,747	52%	\$ 2,846
Hollidaysburg Area	Blair	\$ 25,405,255	\$ 30,415,158	\$ 5,009,903	20%	\$ 1,216
Spring Cove	Blair	\$ 12,568,905	\$ 17,281,613	\$ 4,712,708	37%	\$ 2,175
Tyrone Area	Blair	\$ 10,489,413	\$ 16,872,443	\$ 6,383,031	61%	\$ 3,164
Williamsburg Community	Blair	\$ 3,561,286	\$ 5,205,139	\$ 1,643,852	46%	\$ 2,850
Athens Area	Bradford	\$ 16,920,447	\$ 19,582,887	\$ 2,662,439	16%	\$ 1,171
Canton Area	Bradford	\$ 7,760,184	\$ 9,463,037	\$ 1,702,853	22%	\$ 1,551
Northeast Bradford	Bradford	\$ 6,612,449	\$ 7,481,175	\$ 868,725	13%	\$ 1,047
Sayre Area	Bradford	\$ 8,975,666	\$ 10,112,969	\$ 1,137,303	13%	\$ 1,010
Towanda Area	Bradford	\$ 12,439,887	\$ 15,356,405	\$ 2,916,517	23%	\$ 1,625
Troy Area	Bradford	\$ 11,778,520	\$ 15,107,993	\$ 3,329,473	28%	\$ 1,855
Wyalusing Area	Bradford	\$ 10,004,026	\$ 12,853,828	\$ 2,849,802	28%	\$ 1,903
Bensalem Township	Bucks	\$ 63,258,290	\$ 63,258,290	\$ -	0%	\$ -
Bristol Borough	Bucks	\$ 10,537,749	\$ 12,302,499	\$ 1,764,750	17%	\$ 1,334
Bristol Township	Bucks	\$ 62,686,733	\$ 62,686,733	\$ -	0%	\$ -
Centennial	Bucks	\$ 47,980,097	\$ 48,559,092	\$ 578,995	1%	\$ 61
Central Bucks	Bucks	\$ 112,588,401	\$ 117,809,131	\$ 5,220,730	5%	\$ 281
Council Rock	Bucks	\$ 103,542,766	\$ 103,542,766	\$ -	0%	\$ -
Morrisville Borough	Bucks	\$ 10,653,642	\$ 10,653,642	\$ -	0%	\$ -
Neshaminy	Bucks	\$ 94,360,997	\$ 94,360,997	\$ -	0%	\$ -
New Hope-Solebury	Bucks	\$ 12,054,990	\$ 12,054,990	\$ -	0%	\$ -
Palisades	Bucks	\$ 19,621,322	\$ 19,621,322	\$ -	0%	\$ -
Pennridge	Bucks	\$ 48,603,102	\$ 52,430,446	\$ 3,827,345	8%	\$ 514
Pennsbury	Bucks	\$ 98,557,471	\$ 98,557,471	\$ -	0%	\$ -
Quakertown Community	Bucks	\$ 39,414,311	\$ 39,414,311	\$ -	0%	\$ -

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Butler Area	Butler	\$ 51,674,244	\$ 62,500,214	\$ 10,825,969	21%	\$ 1,238
Karns City Area	Butler	\$ 11,462,772	\$ 15,169,546	\$ 3,706,774	32%	\$ 1,812
Mars Area	Butler	\$ 15,474,992	\$ 17,320,075	\$ 1,845,083	12%	\$ 698
Moniteau	Butler	\$ 9,911,593	\$ 13,497,861	\$ 3,586,268	36%	\$ 2,011
Seneca Valley	Butler	\$ 41,476,873	\$ 49,795,363	\$ 8,318,490	20%	\$ 1,126
Slippery Rock Area	Butler	\$ 15,354,174	\$ 18,973,957	\$ 3,619,783	24%	\$ 1,330
South Butler County	Butler	\$ 17,254,891	\$ 21,208,267	\$ 3,953,375	23%	\$ 1,304
Blacklick Valley	Cambria	\$ 5,741,907	\$ 6,643,686	\$ 901,779	16%	\$ 1,045
Cambria Heights	Cambria	\$ 10,701,259	\$ 14,061,744	\$ 3,360,485	31%	\$ 1,859
Central Cambria	Cambria	\$ 12,495,932	\$ 15,843,008	\$ 3,347,076	27%	\$ 1,610
Conemaugh Valley	Cambria	\$ 6,359,305	\$ 8,428,400	\$ 2,069,095	33%	\$ 2,205
Ferndale Area	Cambria	\$ 5,120,142	\$ 6,961,372	\$ 1,841,229	36%	\$ 2,356
Forest Hills	Cambria	\$ 14,050,488	\$ 19,771,342	\$ 5,720,854	41%	\$ 2,199
Greater Johnstown	Cambria	\$ 23,435,081	\$ 32,461,052	\$ 9,025,971	39%	\$ 2,591
Northern Cambria	Cambria	\$ 8,496,968	\$ 11,763,434	\$ 3,266,466	38%	\$ 2,447
Penn Cambria	Cambria	\$ 11,845,599	\$ 15,787,248	\$ 3,941,649	33%	\$ 2,095
Portage Area	Cambria	\$ 7,062,646	\$ 8,868,950	\$ 1,806,305	26%	\$ 1,710
Richland	Cambria	\$ 10,422,458	\$ 11,481,938	\$ 1,059,480	10%	\$ 621
Westmont Hilltop	Cambria	\$ 10,961,649	\$ 11,969,847	\$ 1,008,197	9%	\$ 553
Cameron County	Cameron	\$ 6,757,524	\$ 8,628,112	\$ 1,870,588	28%	\$ 1,785
Jim Thorpe Area	Carbon	\$ 12,398,666	\$ 12,398,666	\$ -	0%	\$ -
Lehigh Area	Carbon	\$ 17,147,991	\$ 18,788,053	\$ 1,640,062	10%	\$ 576
Palmerton Area	Carbon	\$ 12,991,695	\$ 15,431,149	\$ 2,439,454	19%	\$ 1,123
Panther Valley	Carbon	\$ 10,194,551	\$ 13,143,366	\$ 2,948,815	29%	\$ 1,794
Weatherly Area	Carbon	\$ 5,618,884	\$ 6,382,331	\$ 763,447	14%	\$ 1,071
Bald Eagle Area	Centre	\$ 13,628,329	\$ 18,289,101	\$ 4,660,772	34%	\$ 2,028
Bellefonte Area	Centre	\$ 19,715,473	\$ 23,313,433	\$ 3,597,960	18%	\$ 1,120
Penns Valley Area	Centre	\$ 11,178,072	\$ 12,631,464	\$ 1,453,392	13%	\$ 1,045
State College Area	Centre	\$ 53,458,742	\$ 53,960,913	\$ 502,172	1%	\$ 64
Avon Grove	Chester	\$ 26,845,242	\$ 33,763,512	\$ 6,918,270	26%	\$ 1,488
Coatesville Area	Chester	\$ 62,467,256	\$ 65,001,833	\$ 2,534,577	4%	\$ 230
Downingtown Area	Chester	\$ 76,022,952	\$ 76,022,952	\$ -	0%	\$ -
Great Valley	Chester	\$ 31,232,754	\$ 31,232,754	\$ -	0%	\$ -
Kennett Consolidated	Chester	\$ 24,889,592	\$ 27,133,624	\$ 2,244,032	9%	\$ 515
Octorara Area	Chester	\$ 18,035,157	\$ 19,537,381	\$ 1,502,225	8%	\$ 518
Owen J Roberts	Chester	\$ 30,248,171	\$ 30,248,171	\$ -	0%	\$ -
Oxford Area	Chester	\$ 18,291,811	\$ 24,517,203	\$ 6,225,392	34%	\$ 1,959
Phoenixville Area	Chester	\$ 28,910,502	\$ 28,910,502	\$ -	0%	\$ -
Tredyffrin-Easttown	Chester	\$ 51,852,676	\$ 51,852,676	\$ -	0%	\$ -
Unionville-Chadds Ford	Chester	\$ 29,523,182	\$ 29,523,182	\$ -	0%	\$ -
West Chester Area	Chester	\$ 92,576,442	\$ 92,576,442	\$ -	0%	\$ -
Allegheny-Clarion Valley	Clarion	\$ 6,607,558	\$ 9,104,428	\$ 2,496,870	38%	\$ 2,140
Clarion Area	Clarion	\$ 6,515,227	\$ 6,967,881	\$ 452,654	7%	\$ 420
Clarion-Limestone Area	Clarion	\$ 6,574,891	\$ 8,737,321	\$ 2,162,430	33%	\$ 1,886
Keystone	Clarion	\$ 7,730,055	\$ 9,945,531	\$ 2,215,476	29%	\$ 1,667

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North Clarion County	Clarion	\$ 4,600,811	\$ 6,267,223	\$ 1,666,412	36%	\$ 2,211
Redbank Valley	Clarion	\$ 8,058,074	\$ 12,342,624	\$ 4,284,550	53%	\$ 2,679
Union	Clarion	\$ 5,506,511	\$ 7,998,575	\$ 2,492,064	45%	\$ 2,619
Clearfield Area	Clearfield	\$ 18,987,675	\$ 26,156,396	\$ 7,168,721	38%	\$ 2,177
Curwensville Area	Clearfield	\$ 8,145,799	\$ 10,493,647	\$ 2,347,847	29%	\$ 1,918
Dubois Area	Clearfield	\$ 28,565,474	\$ 37,892,890	\$ 9,327,416	33%	\$ 1,824
Glendale	Clearfield	\$ 5,874,428	\$ 7,998,150	\$ 2,123,722	36%	\$ 2,126
Harmony Area	Clearfield	\$ 3,095,622	\$ 4,042,673	\$ 947,051	31%	\$ 2,193
Moshannon Valley	Clearfield	\$ 7,004,835	\$ 9,926,074	\$ 2,921,239	42%	\$ 2,194
Philipsburg-Osceola Area	Clearfield	\$ 14,333,736	\$ 17,665,546	\$ 3,331,810	23%	\$ 1,363
West Branch Area	Clearfield	\$ 6,968,136	\$ 10,145,280	\$ 3,177,144	46%	\$ 2,390
Keystone Central	Clinton	\$ 37,657,780	\$ 41,402,325	\$ 3,744,546	10%	\$ 884
Benton Area	Columbia	\$ 5,337,877	\$ 6,963,462	\$ 1,625,584	30%	\$ 1,907
Berwick Area	Columbia	\$ 22,431,563	\$ 29,963,629	\$ 7,532,066	34%	\$ 2,189
Bloomsburg Area	Columbia	\$ 12,712,397	\$ 15,710,565	\$ 2,998,168	24%	\$ 1,703
Central Columbia	Columbia	\$ 13,910,312	\$ 17,490,165	\$ 3,579,853	26%	\$ 1,540
Millville Area	Columbia	\$ 5,955,598	\$ 7,035,564	\$ 1,079,966	18%	\$ 1,152
Southern Columbia Area	Columbia	\$ 8,943,799	\$ 11,616,949	\$ 2,673,150	30%	\$ 1,683
Conneaut	Crawford	\$ 17,220,613	\$ 25,139,554	\$ 7,918,940	46%	\$ 2,482
Crawford Central	Crawford	\$ 28,424,044	\$ 35,577,965	\$ 7,153,921	25%	\$ 1,522
Penncrest	Crawford	\$ 25,650,638	\$ 33,102,770	\$ 7,452,132	29%	\$ 1,700
Big Spring	Cumberland	\$ 18,667,986	\$ 24,366,329	\$ 5,698,343	31%	\$ 1,756
Camp Hill	Cumberland	\$ 9,025,458	\$ 9,025,458	\$ -	0%	\$ -
Carlisle Area	Cumberland	\$ 31,397,017	\$ 36,669,704	\$ 5,272,687	17%	\$ 1,045
Cumberland Valley	Cumberland	\$ 49,091,260	\$ 53,326,054	\$ 4,234,794	9%	\$ 523
East Pennsboro Area	Cumberland	\$ 17,644,538	\$ 19,793,225	\$ 2,148,687	12%	\$ 751
Mechanicsburg Area	Cumberland	\$ 23,746,905	\$ 25,388,984	\$ 1,642,079	7%	\$ 421
Shippensburg Area	Cumberland	\$ 18,437,328	\$ 23,883,747	\$ 5,446,419	30%	\$ 1,686
South Middleton	Cumberland	\$ 12,747,981	\$ 14,986,793	\$ 2,238,812	18%	\$ 1,041
Central Dauphin	Dauphin	\$ 72,186,787	\$ 85,197,463	\$ 13,010,676	18%	\$ 1,110
Derry Township	Dauphin	\$ 21,281,757	\$ 23,207,861	\$ 1,926,105	9%	\$ 554
Halifax Area	Dauphin	\$ 9,268,155	\$ 9,934,726	\$ 666,571	7%	\$ 448
Harrisburg City	Dauphin	\$ 66,237,857	\$ 79,897,811	\$ 13,659,954	21%	\$ 1,666
Lower Dauphin	Dauphin	\$ 25,323,306	\$ 29,127,897	\$ 3,804,591	15%	\$ 914
Middletown Area	Dauphin	\$ 18,850,690	\$ 21,655,019	\$ 2,804,329	15%	\$ 915
Millersburg Area	Dauphin	\$ 6,914,706	\$ 7,253,244	\$ 338,538	5%	\$ 279
Steelton-Highspire	Dauphin	\$ 8,688,915	\$ 11,296,279	\$ 2,607,364	30%	\$ 1,776
Susquehanna Township	Dauphin	\$ 18,889,778	\$ 22,025,622	\$ 3,135,844	17%	\$ 1,008
Upper Dauphin Area	Dauphin	\$ 9,112,297	\$ 11,003,105	\$ 1,890,808	21%	\$ 1,281
Chester-Upland	Delaware	\$ 61,015,318	\$ 71,877,424	\$ 10,862,106	18%	\$ 1,437
Chichester	Delaware	\$ 30,143,476	\$ 30,302,935	\$ 159,459	1%	\$ -
Garnet Valley	Delaware	\$ 24,945,944	\$ 24,945,944	\$ -	0%	\$ -
Haverford Township	Delaware	\$ 41,154,625	\$ 41,154,625	\$ -	0%	\$ -
Interboro	Delaware	\$ 32,052,431	\$ 32,052,431	\$ -	0%	\$ -
Marple Newtown	Delaware	\$ 33,919,791	\$ 33,919,791	\$ -	0%	\$ -

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District	County	Actual Spending	Foundation Budget Target	Foundation Budget Increase	Percent Increase	Per-Student Increase
Penn-Delco	Delaware	\$ 23,549,986	\$ 24,091,783	\$ 541,797	2%	\$ 127
Radnor Township	Delaware	\$ 34,612,436	\$ 34,612,436	\$ -	0%	\$ -
Ridley	Delaware	\$ 41,697,304	\$ 43,703,988	\$ 2,006,685	5%	\$ 339
Rose Tree Media	Delaware	\$ 35,750,728	\$ 35,750,728	\$ -	0%	\$ -
Southeast Delco	Delaware	\$ 28,542,029	\$ 31,472,457	\$ 2,930,428	10%	\$ 672
Springfield	Delaware	\$ 26,899,541	\$ 26,899,541	\$ -	0%	\$ -
Upper Darby	Delaware	\$ 77,583,311	\$ 94,414,396	\$ 16,831,085	22%	\$ 1,355
Wallingford-Swarthmore	Delaware	\$ 30,538,040	\$ 30,538,040	\$ -	0%	\$ -
William Penn	Delaware	\$ 40,892,880	\$ 46,092,753	\$ 5,199,873	13%	\$ 883
Johnsonburg Area	Elk	\$ 6,278,323	\$ 6,686,598	\$ 408,274	7%	\$ 385
Ridgway Area	Elk	\$ 8,571,511	\$ 9,005,154	\$ 433,643	5%	\$ 241
Saint Marys Area	Elk	\$ 15,156,464	\$ 19,744,038	\$ 4,587,574	30%	\$ 1,750
Corry Area	Erie	\$ 15,156,351	\$ 21,349,176	\$ 6,192,825	41%	\$ 2,514
Erie City	Erie	\$ 83,197,007	\$ 114,104,878	\$ 30,907,871	37%	\$ 2,234
Fairview	Erie	\$ 11,656,803	\$ 11,656,803	\$ -	0%	\$ -
Fort Leboeuf	Erie	\$ 12,297,334	\$ 17,632,824	\$ 5,335,489	43%	\$ 2,255
General McLane	Erie	\$ 15,775,524	\$ 19,650,025	\$ 3,874,500	25%	\$ 1,409
Girard	Erie	\$ 11,533,059	\$ 15,320,448	\$ 3,787,389	33%	\$ 2,014
Harbor Creek	Erie	\$ 14,253,348	\$ 18,450,065	\$ 4,196,717	29%	\$ 1,648
Iroquois	Erie	\$ 8,315,987	\$ 9,986,358	\$ 1,670,371	20%	\$ 1,251
Millcreek Township	Erie	\$ 47,524,255	\$ 57,009,995	\$ 9,485,739	20%	\$ 1,270
North East	Erie	\$ 12,117,700	\$ 16,383,603	\$ 4,265,903	35%	\$ 1,944
Northwestern	Erie	\$ 9,278,231	\$ 15,283,648	\$ 6,005,417	65%	\$ 3,111
Union City Area	Erie	\$ 7,786,975	\$ 11,458,841	\$ 3,671,866	47%	\$ 2,528
Wattsburg Area	Erie	\$ 10,075,840	\$ 13,849,565	\$ 3,773,725	37%	\$ 2,103
Albert Gallatin Area	Fayette	\$ 25,139,068	\$ 36,588,458	\$ 11,449,390	46%	\$ 2,760
Brownsville Area	Fayette	\$ 14,281,913	\$ 19,553,564	\$ 5,271,650	37%	\$ 2,235
Connellsville Area	Fayette	\$ 35,823,171	\$ 52,445,589	\$ 16,622,418	46%	\$ 2,624
Frazier	Fayette	\$ 7,161,902	\$ 9,846,555	\$ 2,684,653	37%	\$ 2,361
Laurel Highlands	Fayette	\$ 24,304,172	\$ 31,493,814	\$ 7,189,643	30%	\$ 2,022
Uniontown Area	Fayette	\$ 22,514,909	\$ 31,255,445	\$ 8,740,537	39%	\$ 2,239
Forest Area	Forest	\$ 6,064,022	\$ 6,625,477	\$ 561,454	9%	\$ 587
Chambersburg Area	Franklin	\$ 46,939,010	\$ 62,282,288	\$ 15,343,278	33%	\$ 1,898
Fannett-Metal	Franklin	\$ 3,492,241	\$ 4,957,619	\$ 1,465,377	42%	\$ 2,637
Greencastle-Antrim	Franklin	\$ 15,599,031	\$ 18,963,073	\$ 3,364,042	22%	\$ 1,264
Tuscarora	Franklin	\$ 16,362,492	\$ 21,367,498	\$ 5,005,006	31%	\$ 1,817
Waynesboro Area	Franklin	\$ 24,250,909	\$ 31,871,336	\$ 7,620,428	31%	\$ 1,791
Central Fulton	Fulton	\$ 6,496,694	\$ 9,034,838	\$ 2,538,143	39%	\$ 2,496
Forbes Road	Fulton	\$ 3,408,529	\$ 4,600,723	\$ 1,192,193	35%	\$ 2,469
Southern Fulton	Fulton	\$ 5,126,472	\$ 7,323,238	\$ 2,196,766	43%	\$ 2,748
Carmichaels Area	Greene	\$ 7,828,189	\$ 10,146,187	\$ 2,317,998	30%	\$ 1,830
Central Greene	Greene	\$ 16,547,590	\$ 19,944,676	\$ 3,397,086	21%	\$ 1,537
Jefferson-Morgan	Greene	\$ 7,350,160	\$ 7,506,584	\$ 156,424	2%	\$ 64
Southeastern Greene	Greene	\$ 5,387,739	\$ 7,182,803	\$ 1,795,064	33%	\$ 2,347
West Greene	Greene	\$ 8,640,662	\$ 9,890,544	\$ 1,249,882	14%	\$ 981

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District	County	Actual Spending	Foundation Budget Target	Foundation Budget Increase	Percent Increase	Per-Student Increase
Huntingdon Area	Huntingdon	\$ 13,787,076	\$ 19,883,575	\$ 6,096,500	44%	\$ 2,344
Juniata Valley	Huntingdon	\$ 5,814,158	\$ 7,373,856	\$ 1,559,698	27%	\$ 1,641
Mount Union Area	Huntingdon	\$ 9,526,923	\$ 14,461,776	\$ 4,934,854	52%	\$ 3,025
Southern Huntingdon County	Huntingdon	\$ 7,081,732	\$ 10,998,780	\$ 3,917,047	55%	\$ 2,863
Blairsville-Saltsburg	Indiana	\$ 15,178,054	\$ 18,200,781	\$ 3,022,727	20%	\$ 1,234
Homer-Center	Indiana	\$ 7,756,591	\$ 8,432,877	\$ 676,287	9%	\$ 772
Indiana Area	Indiana	\$ 26,564,974	\$ 26,564,974	\$ -	0%	\$ -
Marion Center Area	Indiana	\$ 12,003,694	\$ 14,648,192	\$ 2,644,499	22%	\$ 1,584
Penns Manor Area	Indiana	\$ 7,276,977	\$ 8,822,772	\$ 1,545,795	21%	\$ 1,500
Purchase Line	Indiana	\$ 9,206,205	\$ 11,105,695	\$ 1,899,490	21%	\$ 1,484
United	Indiana	\$ 10,017,266	\$ 11,703,075	\$ 1,685,809	17%	\$ 1,293
Brockway Area	Jefferson	\$ 7,978,950	\$ 10,779,464	\$ 2,800,514	35%	\$ 2,028
Brookville Area	Jefferson	\$ 13,901,544	\$ 16,539,654	\$ 2,638,110	19%	\$ 1,141
Punxsutawney Area	Jefferson	\$ 20,098,458	\$ 24,952,838	\$ 4,854,380	24%	\$ 1,488
Juniata County	Juniata	\$ 15,901,449	\$ 27,780,829	\$ 11,879,379	75%	\$ 3,512
Abington Heights	Lackawanna	\$ 24,475,540	\$ 24,730,997	\$ 255,457	1%	\$ 17
Carbondale Area	Lackawanna	\$ 10,288,585	\$ 13,170,424	\$ 2,881,838	28%	\$ 1,876
Dunmore	Lackawanna	\$ 9,956,656	\$ 12,108,255	\$ 2,151,599	22%	\$ 1,249
Lakeland	Lackawanna	\$ 9,913,370	\$ 12,792,069	\$ 2,878,699	29%	\$ 1,623
Mid Valley	Lackawanna	\$ 9,996,233	\$ 12,822,058	\$ 2,825,825	28%	\$ 1,609
North Pocono	Lackawanna	\$ 20,625,879	\$ 23,742,670	\$ 3,116,791	15%	\$ 887
Old Forge	Lackawanna	\$ 6,100,779	\$ 7,548,680	\$ 1,447,901	24%	\$ 1,593
Riverside	Lackawanna	\$ 10,765,513	\$ 11,592,131	\$ 826,619	8%	\$ 439
Scranton	Lackawanna	\$ 67,626,036	\$ 71,655,916	\$ 4,029,880	6%	\$ 337
Valley View	Lackawanna	\$ 14,137,875	\$ 18,318,413	\$ 4,180,538	30%	\$ 1,591
Cocalico	Lancaster	\$ 19,144,989	\$ 25,282,550	\$ 6,137,561	32%	\$ 1,788
Columbia Borough	Lancaster	\$ 9,609,363	\$ 12,162,907	\$ 2,553,544	27%	\$ 1,595
Conestoga Valley	Lancaster	\$ 25,004,093	\$ 27,231,226	\$ 2,227,133	9%	\$ 554
Donegal	Lancaster	\$ 15,638,134	\$ 18,839,261	\$ 3,201,127	20%	\$ 1,216
Eastern Lancaster County	Lancaster	\$ 21,091,207	\$ 26,944,872	\$ 5,853,665	28%	\$ 1,607
Elizabethtown Area	Lancaster	\$ 21,122,855	\$ 28,714,745	\$ 7,591,890	36%	\$ 1,949
Ephrata Area	Lancaster	\$ 25,229,954	\$ 32,746,789	\$ 7,516,835	30%	\$ 1,704
Hempfield	Lancaster	\$ 43,672,528	\$ 52,755,693	\$ 9,083,166	21%	\$ 1,224
Lampeter-Strasburg	Lancaster	\$ 17,693,758	\$ 21,896,266	\$ 4,202,508	24%	\$ 1,381
Lancaster	Lancaster	\$ 71,171,953	\$ 95,867,754	\$ 24,695,800	35%	\$ 2,405
Manheim Central	Lancaster	\$ 20,059,022	\$ 24,485,006	\$ 4,425,984	22%	\$ 1,364
Manheim Township	Lancaster	\$ 34,619,918	\$ 36,286,519	\$ 1,666,601	5%	\$ 281
Penn Manor	Lancaster	\$ 30,403,137	\$ 40,883,791	\$ 10,480,654	34%	\$ 1,916
Pequea Valley	Lancaster	\$ 12,534,331	\$ 14,692,166	\$ 2,157,835	17%	\$ 1,097
Solanco	Lancaster	\$ 20,506,772	\$ 31,799,525	\$ 11,292,753	55%	\$ 2,643
Warwick	Lancaster	\$ 27,437,183	\$ 32,696,392	\$ 5,259,209	19%	\$ 1,133
Ellwood City Area	Lawrence	\$ 14,231,379	\$ 18,532,566	\$ 4,301,187	30%	\$ 1,702
Laurel	Lawrence	\$ 8,748,000	\$ 11,052,499	\$ 2,304,499	26%	\$ 1,488
Mohawk Area	Lawrence	\$ 12,006,593	\$ 16,256,439	\$ 4,249,846	35%	\$ 1,931
Neshannock Township	Lawrence	\$ 8,245,321	\$ 9,732,749	\$ 1,487,428	18%	\$ 1,036

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New Castle Area	Lawrence	\$ 25,532,356	\$ 35,081,349	\$ 9,548,992	37%	\$ 2,410
Shenango Area	Lawrence	\$ 8,867,246	\$ 10,560,904	\$ 1,693,658	19%	\$ 1,131
Union Area	Lawrence	\$ 5,832,080	\$ 6,807,917	\$ 975,837	17%	\$ 1,299
Wilmington Area	Lawrence	\$ 9,264,230	\$ 12,618,552	\$ 3,354,321	36%	\$ 1,953
Annville-Cleona	Lebanon	\$ 10,531,513	\$ 12,615,123	\$ 2,083,610	20%	\$ 1,200
Cornwall-Lebanon	Lebanon	\$ 28,579,185	\$ 33,934,875	\$ 5,355,691	19%	\$ 1,134
Eastern Lebanon County	Lebanon	\$ 14,732,129	\$ 17,468,586	\$ 2,736,457	19%	\$ 1,153
Lebanon	Lebanon	\$ 23,863,890	\$ 35,754,531	\$ 11,890,641	50%	\$ 2,638
Northern Lebanon	Lebanon	\$ 15,300,903	\$ 18,276,223	\$ 2,975,320	19%	\$ 1,185
Palmyra Area	Lebanon	\$ 15,360,419	\$ 19,810,407	\$ 4,449,988	29%	\$ 1,616
Allentown City	Lehigh	\$ 96,488,300	\$ 145,435,147	\$ 48,946,847	51%	\$ 2,928
Catasauqua Area	Lehigh	\$ 11,837,959	\$ 13,779,668	\$ 1,941,709	16%	\$ 1,041
East Penn	Lehigh	\$ 43,447,444	\$ 47,693,720	\$ 4,246,276	10%	\$ 616
Northern Lehigh	Lehigh	\$ 13,790,360	\$ 17,215,241	\$ 3,424,881	25%	\$ 1,524
Northwestern Lehigh	Lehigh	\$ 16,222,635	\$ 16,703,797	\$ 481,162	3%	\$ 174
Parkland	Lehigh	\$ 52,073,309	\$ 55,522,947	\$ 3,449,638	7%	\$ 413
Salisbury Township	Lehigh	\$ 18,650,866	\$ 18,650,866	\$ -	0%	\$ -
Southern Lehigh	Lehigh	\$ 18,466,381	\$ 19,920,597	\$ 1,454,216	8%	\$ 497
Whitehall-Coplay	Lehigh	\$ 23,459,975	\$ 29,416,984	\$ 5,957,009	25%	\$ 1,546
Crestwood	Luzerne	\$ 15,849,302	\$ 20,510,926	\$ 4,661,624	29%	\$ 1,607
Dallas	Luzerne	\$ 15,846,858	\$ 17,375,964	\$ 1,529,106	10%	\$ 586
Greater Nanticoke Area	Luzerne	\$ 13,352,233	\$ 17,090,380	\$ 3,738,147	28%	\$ 1,671
Hanover Area	Luzerne	\$ 14,909,056	\$ 17,647,342	\$ 2,738,285	18%	\$ 1,166
Hazleton Area	Luzerne	\$ 49,204,084	\$ 66,148,380	\$ 16,944,296	34%	\$ 2,203
Lake-Lehman	Luzerne	\$ 13,757,331	\$ 16,575,370	\$ 2,818,040	20%	\$ 1,414
Northwest Area	Luzerne	\$ 10,368,313	\$ 11,745,850	\$ 1,377,537	13%	\$ 1,083
Pittston Area	Luzerne	\$ 21,522,946	\$ 24,812,687	\$ 3,289,741	15%	\$ 1,166
Wilkes-Barre Area	Luzerne	\$ 54,297,813	\$ 55,497,674	\$ 1,199,861	2%	\$ 73
Wyoming Area	Luzerne	\$ 14,954,905	\$ 20,753,045	\$ 5,798,140	39%	\$ 2,110
Wyoming Valley West	Luzerne	\$ 35,322,175	\$ 43,437,206	\$ 8,115,031	23%	\$ 1,391
East Lycoming	Lycoming	\$ 11,667,789	\$ 14,996,870	\$ 3,329,082	29%	\$ 1,879
Jersey Shore Area	Lycoming	\$ 20,433,401	\$ 25,604,863	\$ 5,171,462	25%	\$ 1,555
Loyalsock Township	Lycoming	\$ 11,027,462	\$ 11,514,109	\$ 486,648	4%	\$ 272
Montgomery Area	Lycoming	\$ 7,174,655	\$ 9,010,296	\$ 1,835,641	26%	\$ 1,723
Montoursville Area	Lycoming	\$ 14,123,980	\$ 17,461,998	\$ 3,338,018	24%	\$ 1,348
Muncy	Lycoming	\$ 8,376,690	\$ 8,847,463	\$ 470,773	6%	\$ 351
South Williamsport Area	Lycoming	\$ 9,004,027	\$ 12,498,889	\$ 3,494,862	39%	\$ 2,180
Williamsport Area	Lycoming	\$ 41,946,085	\$ 53,494,809	\$ 11,548,724	28%	\$ 1,683
Bradford Area	Mckean	\$ 20,907,204	\$ 23,677,126	\$ 2,769,923	13%	\$ 1,082
Kane Area	Mckean	\$ 9,503,079	\$ 10,851,495	\$ 1,348,416	14%	\$ 898
Otto-Eldred	Mckean	\$ 5,701,303	\$ 6,915,654	\$ 1,214,351	21%	\$ 1,550
Port Allegany	Mckean	\$ 7,443,257	\$ 9,513,898	\$ 2,070,641	28%	\$ 1,829
Smethport Area	Mckean	\$ 7,417,847	\$ 8,754,650	\$ 1,336,803	18%	\$ 1,143
Commodore Perry	Mercer	\$ 4,196,645	\$ 5,517,345	\$ 1,320,699	31%	\$ 1,811
Farrell Area	Mercer	\$ 8,392,122	\$ 11,049,677	\$ 2,657,555	32%	\$ 2,046

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Greenville Area	Mercer	\$ 10,439,030	\$ 12,723,515	\$ 2,284,485	22%	\$ 1,508
Grove City Area	Mercer	\$ 13,017,892	\$ 18,448,599	\$ 5,430,708	42%	\$ 2,275
Hermitage	Mercer	\$ 14,962,796	\$ 17,035,662	\$ 2,072,866	14%	\$ 1,042
Jamestown Area	Mercer	\$ 4,099,720	\$ 5,675,929	\$ 1,576,209	38%	\$ 2,158
Lakeview	Mercer	\$ 7,706,428	\$ 10,755,175	\$ 3,048,748	40%	\$ 2,135
Mercer Area	Mercer	\$ 9,322,888	\$ 11,511,212	\$ 2,188,323	23%	\$ 1,365
Reynolds	Mercer	\$ 10,594,560	\$ 13,157,468	\$ 2,562,908	24%	\$ 1,681
Sharon City	Mercer	\$ 16,478,197	\$ 20,650,399	\$ 4,172,201	25%	\$ 1,522
Sharpsville Area	Mercer	\$ 7,586,104	\$ 9,088,638	\$ 1,502,534	20%	\$ 1,154
West Middlesex Area	Mercer	\$ 7,362,269	\$ 9,154,164	\$ 1,791,896	24%	\$ 1,431
Mifflin County	Mifflin	\$ 35,288,749	\$ 48,219,229	\$ 12,930,481	37%	\$ 2,063
East Stroudsburg Area	Monroe	\$ 39,708,420	\$ 48,409,902	\$ 8,701,482	22%	\$ 1,276
Pleasant Valley	Monroe	\$ 32,393,066	\$ 42,447,430	\$ 10,054,364	31%	\$ 1,684
Pocono Mountain	Monroe	\$ 58,501,391	\$ 75,752,688	\$ 17,251,298	29%	\$ 1,672
Stroudsburg Area	Monroe	\$ 32,965,004	\$ 34,038,566	\$ 1,073,562	3%	\$ 157
Abington	Montgomery	\$ 65,214,385	\$ 65,214,385	\$ -	0%	\$ -
Cheltenham Township	Montgomery	\$ 47,035,596	\$ 47,035,596	\$ -	0%	\$ -
Colonial	Montgomery	\$ 44,104,866	\$ 44,104,866	\$ -	0%	\$ -
Hatboro-Horsham	Montgomery	\$ 44,059,308	\$ 44,059,308	\$ -	0%	\$ -
Jenkintown	Montgomery	\$ 7,241,709	\$ 7,241,709	\$ -	0%	\$ -
Lower Merion	Montgomery	\$ 77,108,623	\$ 77,108,623	\$ -	0%	\$ -
Lower Moreland Township	Montgomery	\$ 14,819,852	\$ 14,819,852	\$ -	0%	\$ -
Methacton	Montgomery	\$ 38,434,067	\$ 38,434,067	\$ -	0%	\$ -
Norristown Area	Montgomery	\$ 57,935,384	\$ 57,935,384	\$ -	0%	\$ -
North Penn	Montgomery	\$ 100,636,390	\$ 100,636,390	\$ -	0%	\$ -
Perkiomen Valley	Montgomery	\$ 29,687,708	\$ 29,939,812	\$ 252,104	1%	\$ -
Pottsgrove	Montgomery	\$ 24,983,630	\$ 25,466,995	\$ 483,365	2%	\$ 72
Pottstown	Montgomery	\$ 24,814,723	\$ 29,378,175	\$ 4,563,451	18%	\$ 1,110
Souderton Area	Montgomery	\$ 46,535,191	\$ 47,294,601	\$ 759,410	2%	\$ 68
Springfield Township	Montgomery	\$ 20,121,552	\$ 20,121,552	\$ -	0%	\$ -
Spring-Ford Area	Montgomery	\$ 41,021,832	\$ 41,021,832	\$ -	0%	\$ -
Upper Dublin	Montgomery	\$ 35,479,955	\$ 35,479,955	\$ -	0%	\$ -
Upper Merion Area	Montgomery	\$ 36,459,415	\$ 36,459,415	\$ -	0%	\$ -
Upper Moreland Township	Montgomery	\$ 26,284,838	\$ 26,284,838	\$ -	0%	\$ -
Upper Perkiomen	Montgomery	\$ 23,760,436	\$ 25,930,054	\$ 2,169,619	9%	\$ 605
Wissahickon	Montgomery	\$ 44,068,638	\$ 44,068,638	\$ -	0%	\$ -
Danville Area	Montour	\$ 18,005,554	\$ 23,635,883	\$ 5,630,329	31%	\$ 1,882
Bangor Area	Northampton	\$ 21,092,120	\$ 26,182,595	\$ 5,090,475	24%	\$ 1,467
Bethlehem Area	Northampton	\$ 89,690,609	\$ 116,432,781	\$ 26,742,172	30%	\$ 1,840
Easton Area	Northampton	\$ 50,765,674	\$ 61,849,030	\$ 11,083,356	22%	\$ 1,378
Nazareth Area	Northampton	\$ 27,116,559	\$ 28,991,370	\$ 1,874,811	7%	\$ 427
Northampton Area	Northampton	\$ 38,067,151	\$ 40,404,024	\$ 2,336,873	6%	\$ 386
Pen Argyl Area	Northampton	\$ 12,005,704	\$ 14,170,239	\$ 2,164,535	18%	\$ 1,109
Saucon Valley	Northampton	\$ 16,970,635	\$ 16,970,635	\$ -	0%	\$ -
Wilson Area	Northampton	\$ 12,636,258	\$ 17,001,836	\$ 4,365,577	35%	\$ 1,921

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Line Mountain	Northumberland	\$ 9,053,856	\$ 11,767,887	\$ 2,714,031	30%	\$ 1,837
Milton Area	Northumberland	\$ 15,335,455	\$ 20,636,149	\$ 5,300,694	35%	\$ 1,963
Mount Carmel Area	Northumberland	\$ 8,819,518	\$ 14,434,770	\$ 5,615,253	64%	\$ 3,196
Shamokin Area	Northumberland	\$ 15,319,199	\$ 23,688,096	\$ 8,368,897	55%	\$ 3,043
Shikellamy	Northumberland	\$ 21,670,312	\$ 27,702,995	\$ 6,032,683	28%	\$ 1,683
Warrior Run	Northumberland	\$ 11,117,323	\$ 14,261,954	\$ 3,144,631	28%	\$ 1,566
Greenwood	Perry	\$ 5,057,698	\$ 6,540,816	\$ 1,483,118	29%	\$ 1,736
Newport	Perry	\$ 8,068,367	\$ 10,411,282	\$ 2,342,914	29%	\$ 1,738
Susquenita	Perry	\$ 14,845,443	\$ 18,353,774	\$ 3,508,331	24%	\$ 1,397
West Perry	Perry	\$ 16,403,510	\$ 21,364,733	\$ 4,961,223	30%	\$ 1,744
Philadelphia City	Philadelphia	\$ 1,341,908,131	\$ 2,077,907,979	\$ 735,999,848	55%	\$ 3,521
Delaware Valley	Pike	\$ 28,892,225	\$ 34,870,450	\$ 5,978,225	21%	\$ 1,417
Austin Area	Potter	\$ 1,942,094	\$ 2,480,463	\$ 538,369	28%	\$ 2,052
Coudersport Area	Potter	\$ 6,486,808	\$ 8,104,483	\$ 1,617,675	25%	\$ 1,541
Galeton Area	Potter	\$ 3,482,397	\$ 4,395,786	\$ 913,389	26%	\$ 1,717
Northern Potter	Potter	\$ 5,153,789	\$ 6,636,722	\$ 1,482,933	29%	\$ 2,021
Oswayo Valley	Potter	\$ 3,765,088	\$ 4,992,398	\$ 1,227,310	33%	\$ 1,901
Blue Mountain	Schuylkill	\$ 17,615,956	\$ 21,410,850	\$ 3,794,893	22%	\$ 1,461
Mahanoy Area	Schuylkill	\$ 8,263,830	\$ 11,130,929	\$ 2,867,099	35%	\$ 2,211
Minersville Area	Schuylkill	\$ 6,633,842	\$ 9,741,576	\$ 3,107,733	47%	\$ 2,693
North Schuylkill	Schuylkill	\$ 12,328,057	\$ 17,329,107	\$ 5,001,049	41%	\$ 2,164
Pine Grove Area	Schuylkill	\$ 10,732,318	\$ 14,232,004	\$ 3,499,686	33%	\$ 1,868
Pottsville Area	Schuylkill	\$ 18,828,428	\$ 24,198,673	\$ 5,370,245	29%	\$ 1,695
Saint Clair Area	Schuylkill	\$ 4,060,609	\$ 6,703,361	\$ 2,642,751	65%	\$ 3,429
Schuylkill Haven Area	Schuylkill	\$ 8,357,683	\$ 10,125,584	\$ 1,767,901	21%	\$ 1,444
Shenandoah Valley	Schuylkill	\$ 5,645,141	\$ 9,135,064	\$ 3,489,923	62%	\$ 3,450
Tamaqua Area	Schuylkill	\$ 14,124,507	\$ 16,340,101	\$ 2,215,594	16%	\$ 942
Tri-Valley	Schuylkill	\$ 6,723,588	\$ 8,242,659	\$ 1,519,071	23%	\$ 1,546
Williams Valley	Schuylkill	\$ 8,139,617	\$ 10,628,172	\$ 2,488,554	31%	\$ 1,849
Midd-West	Snyder	\$ 15,054,194	\$ 21,514,793	\$ 6,460,599	43%	\$ 2,370
Selinsgrove Area	Snyder	\$ 17,917,286	\$ 22,459,494	\$ 4,542,208	25%	\$ 1,516
Berlin Brothers valley	Somerset	\$ 6,011,428	\$ 8,037,003	\$ 2,025,575	34%	\$ 2,149
Conemaugh Township Area	Somerset	\$ 7,235,585	\$ 9,775,828	\$ 2,540,243	35%	\$ 2,148
Meyersdale Area	Somerset	\$ 7,581,609	\$ 10,384,166	\$ 2,802,557	37%	\$ 2,181
North Star	Somerset	\$ 8,613,947	\$ 12,591,680	\$ 3,977,733	46%	\$ 2,747
Rockwood Area	Somerset	\$ 5,939,188	\$ 7,950,613	\$ 2,011,425	34%	\$ 2,218
Salisbury-Elk Lick	Somerset	\$ 2,715,757	\$ 3,919,296	\$ 1,203,539	44%	\$ 2,648
Shade-Central City	Somerset	\$ 4,075,714	\$ 5,620,811	\$ 1,545,097	38%	\$ 2,508
Shanksville-Stonycreek	Somerset	\$ 2,972,061	\$ 3,958,526	\$ 986,466	33%	\$ 2,064
Somerset Area	Somerset	\$ 17,326,045	\$ 22,967,661	\$ 5,641,616	33%	\$ 1,849
Turkeyfoot Valley Area	Somerset	\$ 2,666,830	\$ 3,596,080	\$ 929,250	35%	\$ 2,187
Windber Area	Somerset	\$ 8,470,912	\$ 12,928,334	\$ 4,457,422	53%	\$ 2,818
Sullivan County	Sullivan	\$ 6,938,178	\$ 7,353,236	\$ 415,058	6%	\$ 588
Blue Ridge	Susquehanna	\$ 8,513,291	\$ 10,154,432	\$ 1,641,141	19%	\$ 1,189
Elk Lake	Susquehanna	\$ 8,878,643	\$ 11,935,173	\$ 3,056,530	34%	\$ 2,156

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Forest City Regional	Susquehanna	\$ 5,476,616	\$ 7,182,411	\$ 1,705,795	31%	\$ 2,008
Montrose Area	Susquehanna	\$ 12,180,805	\$ 15,356,477	\$ 3,175,671	26%	\$ 1,501
Mountain View	Susquehanna	\$ 8,363,781	\$ 11,537,661	\$ 3,173,880	38%	\$ 2,257
Susquehanna Community	Susquehanna	\$ 7,154,931	\$ 9,096,034	\$ 1,941,102	27%	\$ 1,805
Northern Tioga	Tioga	\$ 14,984,296	\$ 22,577,041	\$ 7,592,745	51%	\$ 2,956
Southern Tioga	Tioga	\$ 14,307,715	\$ 18,378,833	\$ 4,071,118	28%	\$ 1,884
Wellsboro Area	Tioga	\$ 11,339,930	\$ 13,900,498	\$ 2,560,568	23%	\$ 1,352
Lewisburg Area	Union	\$ 13,223,282	\$ 13,687,454	\$ 464,172	4%	\$ 197
Mifflinburg Area	Union	\$ 13,925,776	\$ 20,694,491	\$ 6,768,715	49%	\$ 2,559
Cranberry Area	Venango	\$ 9,926,416	\$ 13,500,115	\$ 3,573,699	36%	\$ 2,156
Franklin Area	Venango	\$ 15,993,807	\$ 20,390,900	\$ 4,397,093	27%	\$ 1,716
Oil City Area	Venango	\$ 17,527,225	\$ 21,528,253	\$ 4,001,028	23%	\$ 1,389
Titusville Area	Venango	\$ 15,282,081	\$ 20,888,937	\$ 5,606,856	37%	\$ 2,012
Valley Grove	Venango	\$ 6,795,825	\$ 9,113,724	\$ 2,317,899	34%	\$ 2,010
Warren County	Warren	\$ 39,456,372	\$ 52,631,352	\$ 13,174,980	33%	\$ 1,907
Avella Area	Washington	\$ 5,332,090	\$ 6,373,879	\$ 1,041,789	20%	\$ 1,236
Bentworth	Washington	\$ 8,080,598	\$ 10,073,060	\$ 1,992,462	25%	\$ 1,498
Bethlehem-Center	Washington	\$ 9,456,844	\$ 12,621,876	\$ 3,165,032	33%	\$ 2,160
Burgettstown Area	Washington	\$ 9,250,490	\$ 12,053,442	\$ 2,802,951	30%	\$ 1,802
California Area	Washington	\$ 7,258,104	\$ 8,414,073	\$ 1,155,969	16%	\$ 1,261
Canon-Mcmillan	Washington	\$ 27,825,414	\$ 29,518,205	\$ 1,692,791	6%	\$ 368
Charleroi	Washington	\$ 11,167,186	\$ 13,641,225	\$ 2,474,040	22%	\$ 1,328
Chartiers-Houston	Washington	\$ 8,120,382	\$ 9,467,465	\$ 1,347,083	17%	\$ 1,035
Fort Cherry	Washington	\$ 9,060,791	\$ 11,605,460	\$ 2,544,669	28%	\$ 1,665
McGuffey	Washington	\$ 16,822,617	\$ 21,011,009	\$ 4,188,392	25%	\$ 1,531
Peters Township	Washington	\$ 21,483,575	\$ 23,331,960	\$ 1,848,384	9%	\$ 512
Ringgold	Washington	\$ 22,616,695	\$ 29,050,298	\$ 6,433,603	28%	\$ 1,665
Trinity Area	Washington	\$ 26,063,165	\$ 28,651,190	\$ 2,588,026	10%	\$ 605
Washington	Washington	\$ 14,864,561	\$ 18,807,427	\$ 3,942,866	27%	\$ 1,658
Wallenpaupack Area	Wayne	\$ 25,360,796	\$ 29,216,306	\$ 3,855,510	15%	\$ 946
Wayne Highlands	Wayne	\$ 21,296,406	\$ 25,719,416	\$ 4,423,010	21%	\$ 1,254
Western Wayne	Wayne	\$ 16,521,199	\$ 19,381,721	\$ 2,860,522	17%	\$ 1,168
Belle Vernon Area	Westmoreland	\$ 17,736,540	\$ 23,098,490	\$ 5,361,950	30%	\$ 1,706
Burrell	Westmoreland	\$ 14,799,307	\$ 16,462,248	\$ 1,662,941	11%	\$ 778
Derry Area	Westmoreland	\$ 17,117,199	\$ 24,410,021	\$ 7,292,822	43%	\$ 2,414
Franklin Regional	Westmoreland	\$ 25,566,621	\$ 26,084,086	\$ 517,465	2%	\$ 100
Greater Latrobe	Westmoreland	\$ 23,283,523	\$ 32,326,197	\$ 9,042,674	39%	\$ 2,099
Greensburg Salem	Westmoreland	\$ 21,718,793	\$ 29,230,592	\$ 7,511,799	35%	\$ 1,958
Hempfield Area	Westmoreland	\$ 43,907,278	\$ 49,828,297	\$ 5,921,019	13%	\$ 854
Jeannette City	Westmoreland	\$ 9,238,248	\$ 13,650,695	\$ 4,412,447	48%	\$ 2,605
Kiski Area	Westmoreland	\$ 29,569,227	\$ 36,881,157	\$ 7,311,930	25%	\$ 1,504
Ligonier Valley	Westmoreland	\$ 15,176,492	\$ 17,945,840	\$ 2,769,348	18%	\$ 1,131
Monessen City	Westmoreland	\$ 7,040,500	\$ 9,869,782	\$ 2,829,282	40%	\$ 2,420
Mount Pleasant Area	Westmoreland	\$ 16,028,088	\$ 20,135,373	\$ 4,107,285	26%	\$ 1,521
New Kensington-Arnold	Westmoreland	\$ 16,487,978	\$ 22,844,422	\$ 6,356,444	39%	\$ 2,321

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Norwin	Westmoreland	\$ 31,365,643	\$ 37,832,346	\$ 6,466,703	21%	\$ 1,236
Penn-Trafford	Westmoreland	\$ 25,768,031	\$ 33,374,918	\$ 7,606,887	30%	\$ 1,600
Southmoreland	Westmoreland	\$ 14,499,741	\$ 18,894,760	\$ 4,395,020	30%	\$ 1,744
Yough	Westmoreland	\$ 15,684,507	\$ 21,251,201	\$ 5,566,694	35%	\$ 2,002
Lackawanna Trail	Wyoming	\$ 9,784,924	\$ 11,047,540	\$ 1,262,616	13%	\$ 786
Tunkhannock Area	Wyoming	\$ 20,640,437	\$ 26,875,758	\$ 6,235,321	30%	\$ 1,793
Central York	York	\$ 24,227,902	\$ 30,927,566	\$ 6,699,664	28%	\$ 1,570
Dallastown Area	York	\$ 33,992,893	\$ 37,505,812	\$ 3,512,918	10%	\$ 632
Dover Area	York	\$ 22,102,363	\$ 27,588,914	\$ 5,486,551	25%	\$ 1,467
Eastern York	York	\$ 17,232,545	\$ 21,643,716	\$ 4,411,171	26%	\$ 1,506
Hanover Public	York	\$ 12,258,156	\$ 12,654,989	\$ 396,833	3%	\$ 149
Northeastern York	York	\$ 18,022,978	\$ 23,942,995	\$ 5,920,017	33%	\$ 1,843
Northern York County	York	\$ 18,525,085	\$ 23,300,567	\$ 4,775,482	26%	\$ 1,476
Red Lion Area	York	\$ 29,162,810	\$ 40,094,256	\$ 10,931,447	37%	\$ 1,989
South Eastern	York	\$ 15,921,726	\$ 23,089,494	\$ 7,167,768	45%	\$ 2,258
South Western	York	\$ 22,778,225	\$ 28,733,265	\$ 5,955,040	26%	\$ 1,472
Southern York County	York	\$ 20,192,759	\$ 23,806,660	\$ 3,613,900	18%	\$ 1,055
Spring Grove Area	York	\$ 23,080,612	\$ 30,526,021	\$ 7,445,408	32%	\$ 1,771
West Shore	York	\$ 48,889,308	\$ 57,673,893	\$ 8,784,585	18%	\$ 1,063
West York Area	York	\$ 17,309,334	\$ 21,704,756	\$ 4,395,421	25%	\$ 1,456
York City	York	\$ 44,701,475	\$ 69,566,198	\$ 24,864,723	56%	\$ 3,173
York Suburban	York	\$ 20,245,228	\$ 20,245,228	\$ -	0%	\$ -