



THE CAMPAIGN FOR FAIR EDUCATION FUNDING

Because every child deserves a chance to succeed.

Indiana Area School District

Every public school must have the resources necessary to enable every child to meet state academic standards, be prepared for post-secondary success, and become productive, knowledgeable, and engaged adults.

Recently the Commonwealth has made important progress towards these goals by implementing a balanced funding formula which removes politics from state school funding decisions, directing money to school districts based on objective factors, such as student enrollment, the needs of the student population, and school district wealth and capacity to raise local revenues.

Equally important, the Governor and General Assembly has increased school funding using the new formula in the last several budgets. For the Indiana Area School District that has meant an increase in funding of \$380,000 since 2015-16.

Making real progress towards ensuring that all students – no matter where they live – can succeed in school and meet the state’s academic standards will require more state funding in the years ahead. Fully funding the new formula through increases over the next several years would mean \$880,000 more for Indiana Area schools once completely phased in.

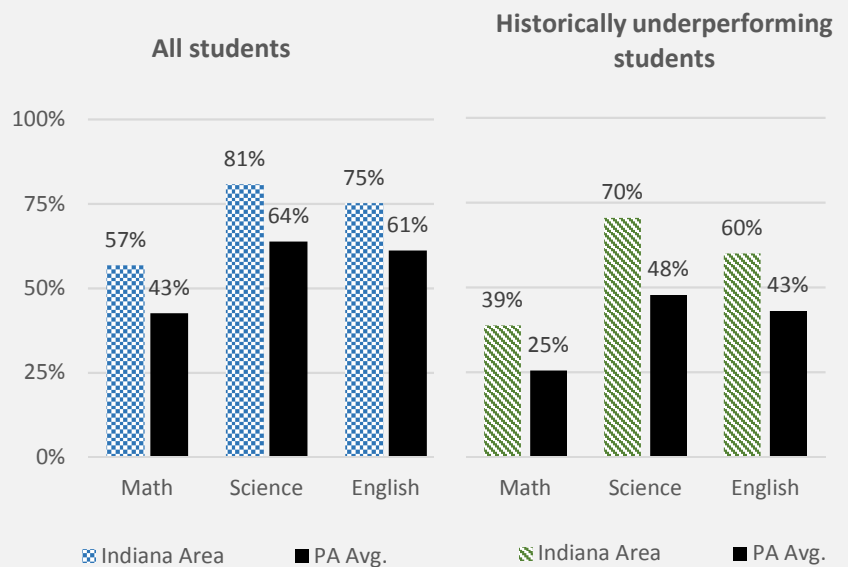
The remainder of this fact sheet presents the most recently available (2015-16) full details of district revenues, expenses, demographics and student performance.

School District Revenue and Taxes (2015-16)

	Indiana Area	Rank (1=highest, n=500)	Percent change from 2010-11
Total Revenues	\$51.8 million		6%
% Federal	1%		-83%
% State	33%		21%
% Local	65%		8%
Revenue per student	\$18,402	114	5%
PA Avg.	\$16,533		9%
Local Taxes	\$32.6 million		8%
Property Tax (%)	82%		8%
Other Taxes (%)	18%		8%
Property Values	\$1.5 billion		8%
Tax Effort (mills) ¹	22.0	108	2%

Student Performance (2017 PSSA)

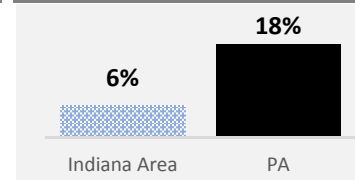
Percent of students who score proficient or above (8th Grade)



Early Childhood Programs

Pre-Kindergarten	Yes
Kindergarten (Half-Day)	No
Kindergarten (Full-Day)	Yes

Child Poverty Rate



State Senator:
Sen. Donald White (R)

School District Expenditures and Employment (2015-16)

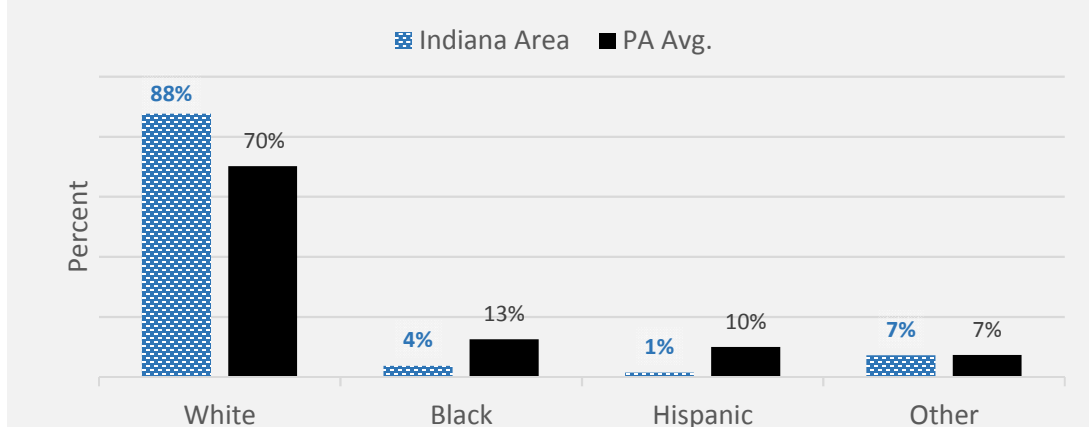
	Indiana Area	Rank (1=highest, n=500)	Percent change from 2010-11
Total Expenditures	\$51.4 million		4%
Regular Education	51%		5%
Special Education	11%		15%
Charter Payments: Regular	0%		-100%
Charter Payments: Special Ed	0%		-100%
Retirement Contributions	12%		337%
Expenditures per student	\$18,242	113	3%
PA Avg.	\$16,425		9%
Total Fund Balance	\$5.9 million		46%
% of Total Expenditures	12%	354	
Debt Service	\$3.3 million		8%
% of Total Expenditures	6%	317	
Total employees	379		-8%

State Representative:
Rep. Dave Reed (R)

Enrollment Statistics (2015-16)

	Indiana Area	PA Avg.	Percent change from 2010-11
Average Daily Membership	2,816	3,447	1%
Charter School	2%	8%	NA
Special Education	12%	15%	NA
Economically Disadvantaged	43%	43%	NA
English Language Learners ¹	2%	3%	NA
Graduation Rate	88%	88%	-7%

Student Demographics (%)



Notes. Unless specified otherwise the data presented here are from the Pennsylvania Department of Education. The percent change in dollar figures from 2010-11 is calculated after adjusting for inflation based on the Consumer Price Index - All Urban Consumers for Philadelphia-Wilmington-Atlantic City, PA-NJ-DE-MD (2015-16 dollars). The graduation rate is the 4-year cohort graduation rate for the 2015-16 school year. The child poverty rate is for children ages 6 to 17. Estimates of additional state funding necessary to fully fund school districts were provided by the Public Interest Law Center. Local tax effort also known as equalized mills is a standardized millage calculated by dividing a school district's total taxes collected and remitted by its total market value as certified by the Pennsylvania State Tax Equalization Board. This fact sheet was assembled by Waslala Miranda and Mark Price of the Keystone Research Center.

¹ data on local tax effort and english language learners are for 2014-15.