



THE CAMPAIGN FOR FAIR EDUCATION FUNDING

Because every child deserves a chance to succeed.

Washington 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 Washington School District that has meant an increase in funding of \$280,000 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 \$1.5 million more for Washington schools once completely phased in.

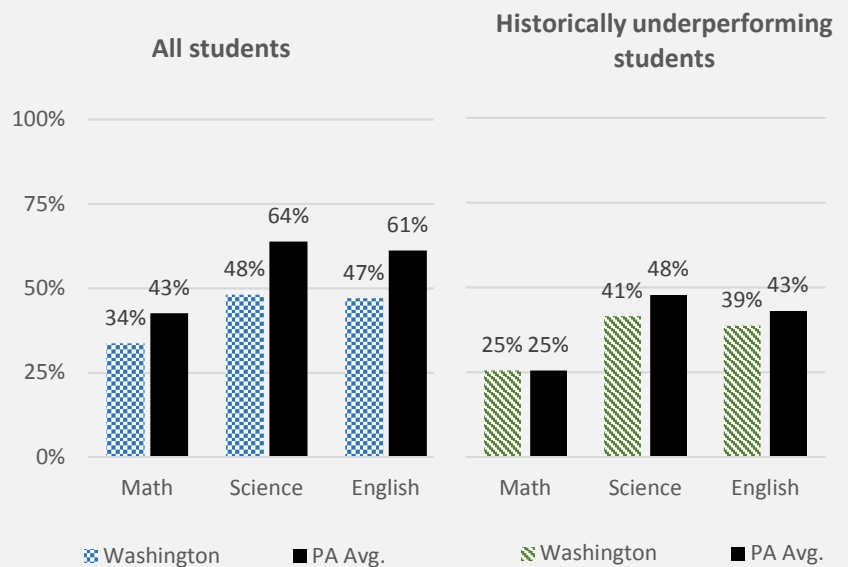
The remainder of this fact sheet presents the most recently available (2015-16) full details of district revenues, expenses, demographics and student performance.

School District Revenue and Taxes (2015-16)

	Washington	Rank (1=highest, n=500)	Percent change from 2010-11
Total Revenues	\$26.9 million		1%
% Federal	8%		-36%
% State	52%		11%
% Local	40%		3%
Revenue per student	\$17,220	172	9%
PA Avg.	\$16,533		9%
Local Taxes	\$9.8 million		2%
Property Tax (%)	74%		0%
Other Taxes (%)	26%		7%
Property Values	\$480.9 million		0%
Tax Effort (mills) ¹	21.6	119	13%

Student Performance (2017 PSSA)

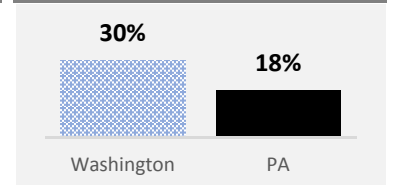
Percent of students who score proficient or above (8th Grade)



Early Childhood Programs

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

Child Poverty Rate



State Senator:

Sen. Camera Bartolotta (R)

School District Expenditures and Employment (2015-16)

	Washington	Rank (1=highest, n=500)	Percent change from 2010-11
Total Expenditures	\$26.8 million		2%
Regular Education	40%		-6%
Special Education	14%		-3%
Charter Payments: Regular	0%		-100%
Charter Payments: Special Ed	0%		-100%
Retirement Contributions	10%		313%
Expenditures per student	\$17,100	155	9%
PA Avg.	\$16,425		9%
Total Fund Balance	\$945,250		52%
% of Total Expenditures	4%	455	
Debt Service	\$2.3 million		102%
% of Total Expenditures	9%	179	
Total employees	214		-10%

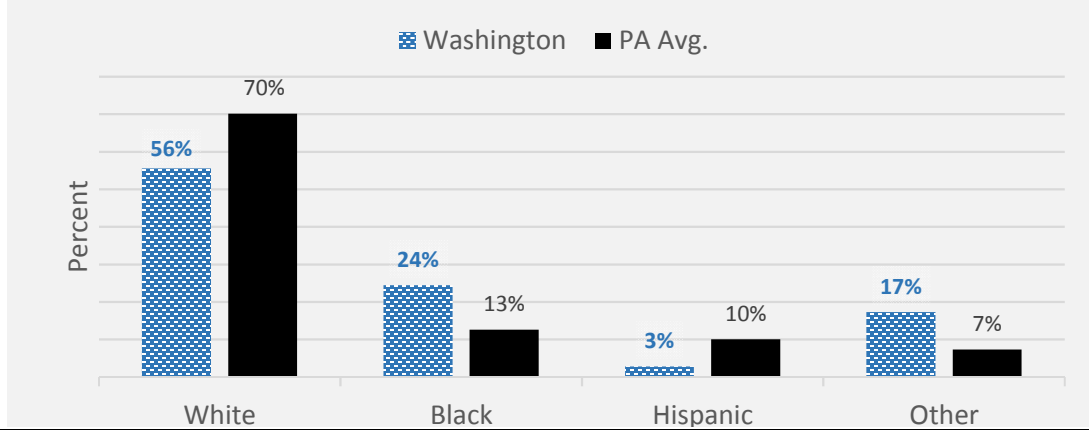
State Representative:

Rep. Brandon Neuman (D)

Enrollment Statistics (2015-16)

	Washington	PA Avg.	Percent change from 2010-11
Average Daily Membership	1,565	3,447	-7%
Charter School	3%	8%	NA
Special Education	15%	15%	NA
Economically Disadvantaged	67%	43%	NA
English Language Learners ¹	1%	3%	NA
Graduation Rate	81%	88%	19%

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.