

# 2018 State of Education



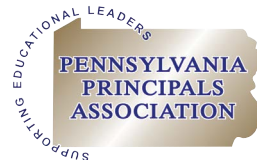
PENNSYLVANIA



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The State of Education report is a cooperative effort between the following organizations:



With nearly 90% of Pennsylvania's school age children<sup>1</sup> enrolled in a public school, public education is the best investment Pennsylvania can make in its future. Yet, our public schools face ever mounting pressure from mandated costs like pensions, uncertainty surrounding the future of state assessments, and ensuring every student is able to reach their full potential while being accountable to policymakers and taxpayers.

The State of Education report is intended to be a barometer of not only the key indicators of public school performance, such as standardized test scores and school finances, but also the timely challenges that public schools are facing and how they are coping with them.

Data for this year's report was obtained through surveys of chief school administrators (CSAs) from school districts, career and technical centers (CTCs) and intermediate units (IUs); surveys of building principals from elementary, middle and high schools; and information from publicly available data sources such as the Pennsylvania Department of Education.<sup>2</sup>

While the goal of the report is to provide a high-level overview of some of the key indicators and challenges facing public education on a statewide basis, data are also examined for differences based on community type when relevant.

Key findings from this year's report include:

- The overwhelming challenge facing public education according to CSAs once again this year is funding.

More than 80% of all school districts recognized budget pressures as one of their biggest challenges in the coming year.

- Despite the passage of pension reform legislation last year (Act 5 of 2017), pension costs are once again the biggest reported source of budget pressure for public schools.
- From a building principal's perspective, the biggest expected challenge in the coming year is preparing for standardized testing.
- As schools continue to implement Pennsylvania core academic standards, PSSA and Keystone Exam results were a mix of improvements and declines.
- Four-year graduation rates at traditional public schools surpassed 88%.
- Pennsylvania has a long way to go in closing the achievement gaps present between the highest and lowest poverty school districts as well as between students of color and their white and Asian peers.

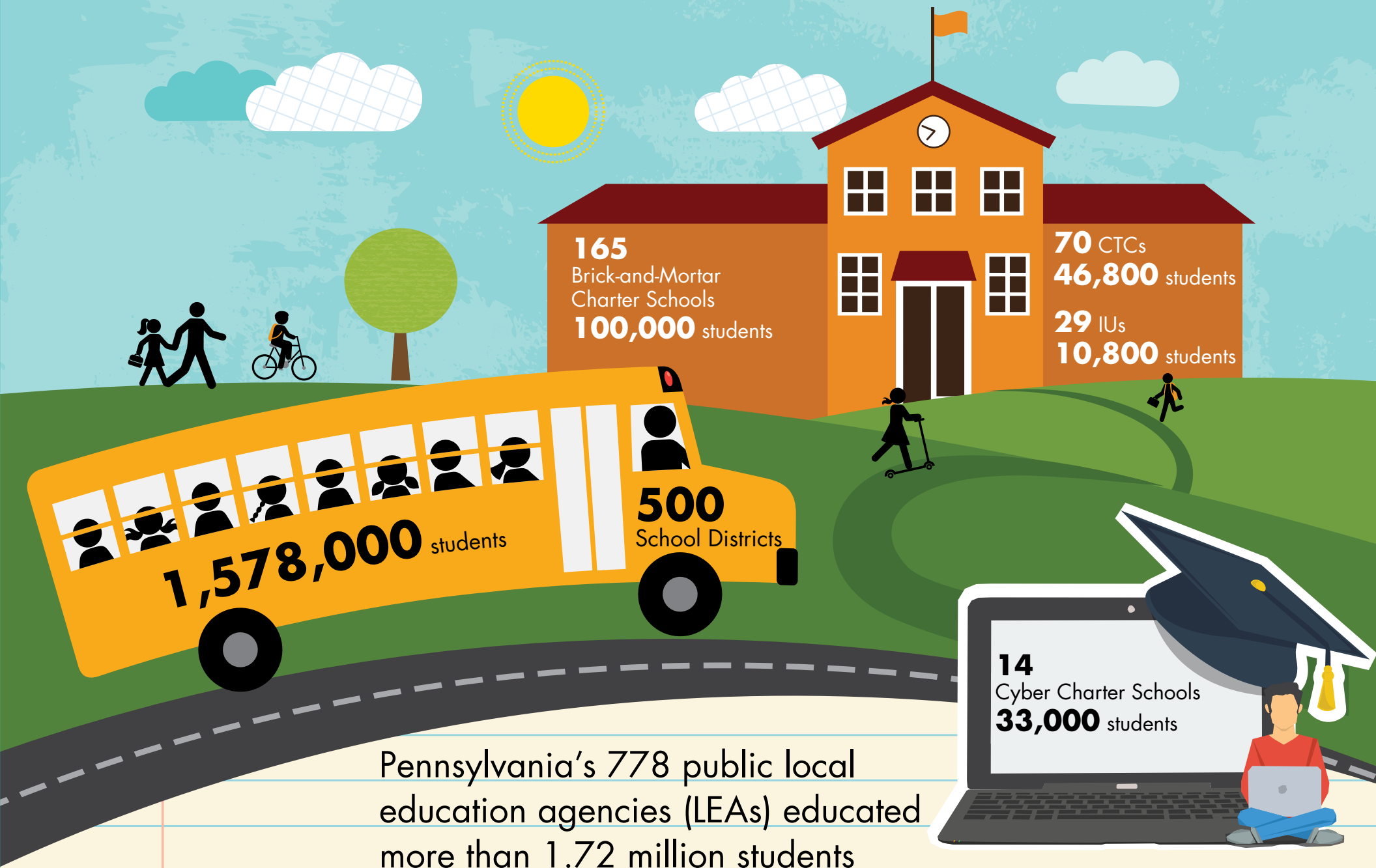
The data in this report is meant to be representational of the school entities within each group and Pennsylvania as a whole. However, due to the diversity and differences between school entities around the state, specific data points may not apply to all schools within a given group. Comparisons based on survey data year over year may not be statistically significant due to the relatively small sample sizes involved.

# Pennsylvania's Public Education Landscape

A big picture look at the composition of Pennsylvania's public education system and its students.

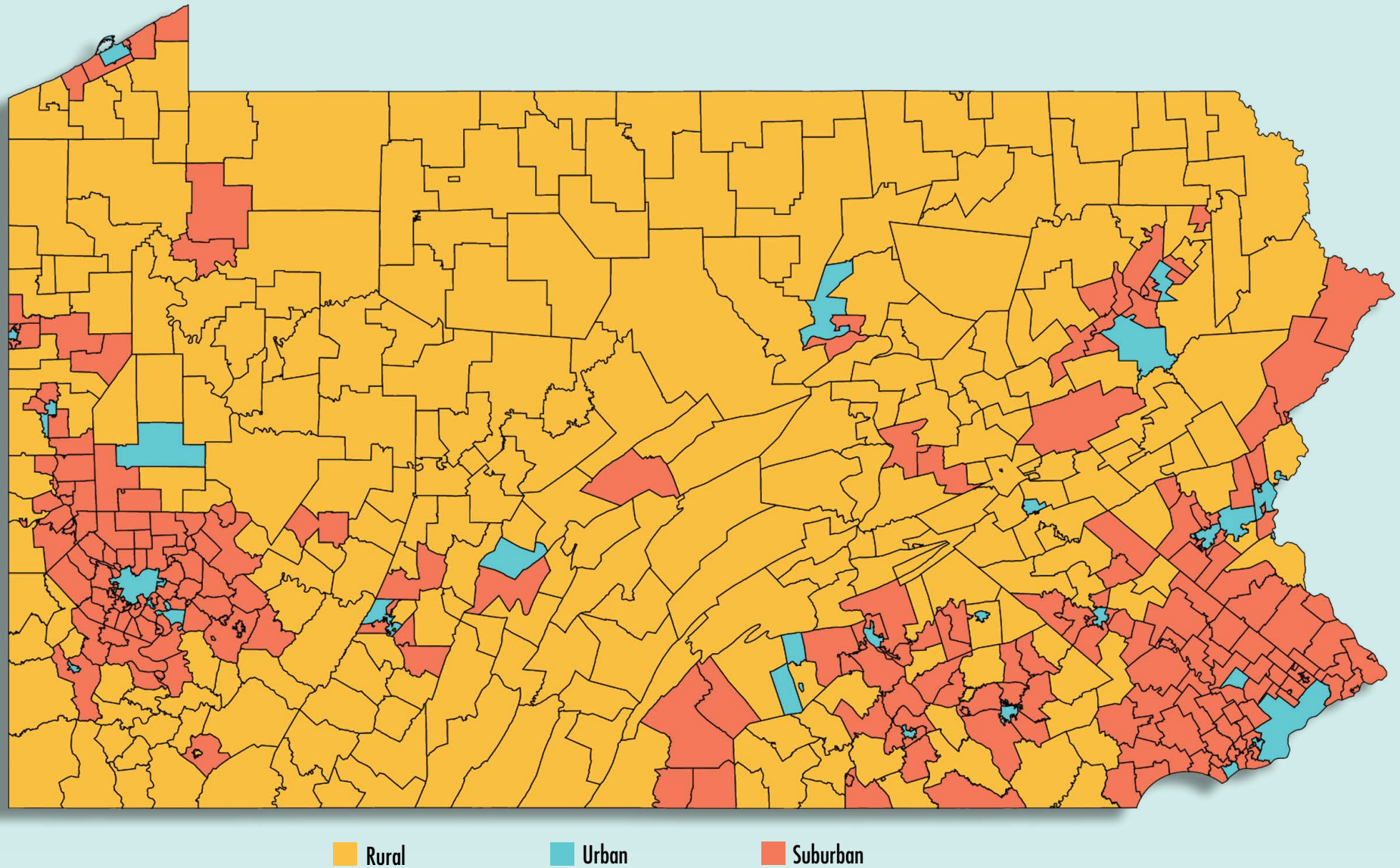






Pennsylvania's 778 public local education agencies (LEAs) educated more than 1.72 million students in 2016-17.<sup>3</sup>

## Community type map



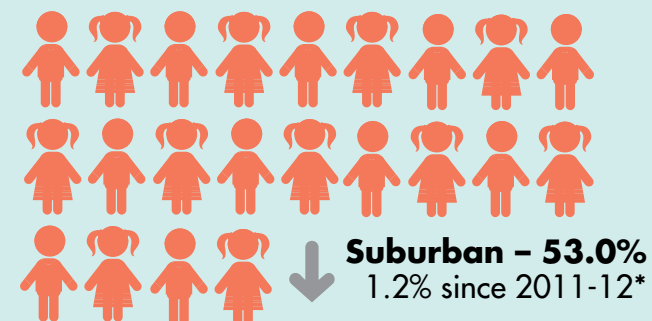
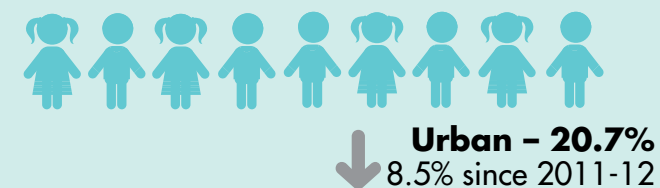
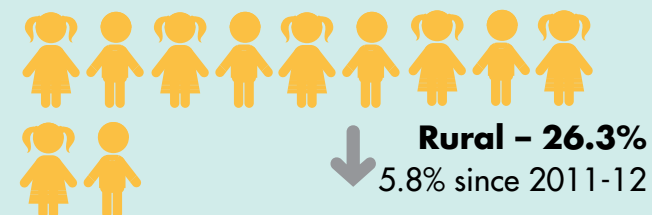
## Community type classification of school districts in this report

Schools in different communities face different challenges. Where complete statewide data was available, this report organizes school districts into either rural, urban or suburban community types to aid in the broad comparison of the issues facing public schools at the community type level. See Appendix A for a complete listing of school districts in each community type. Survey responses are generally aggregated at the state level.

How many school districts are in each community type?



1,578,458 students were enrolled in school district schools in 2016-17, a 4% decrease since 2011-12. Community type enrollments breakdown like this:

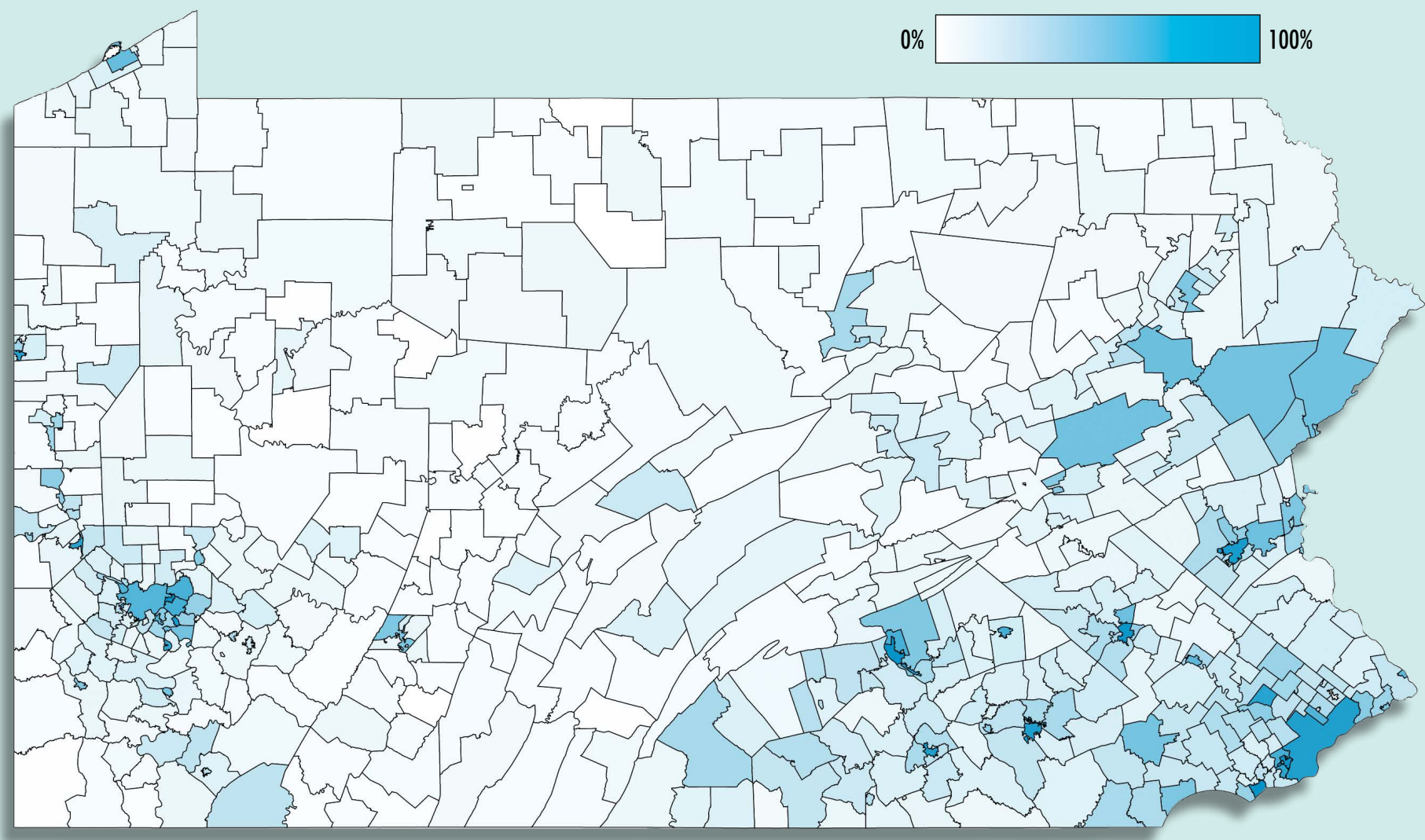


\*Nearly 40% of suburban school districts have seen enrollment increases.

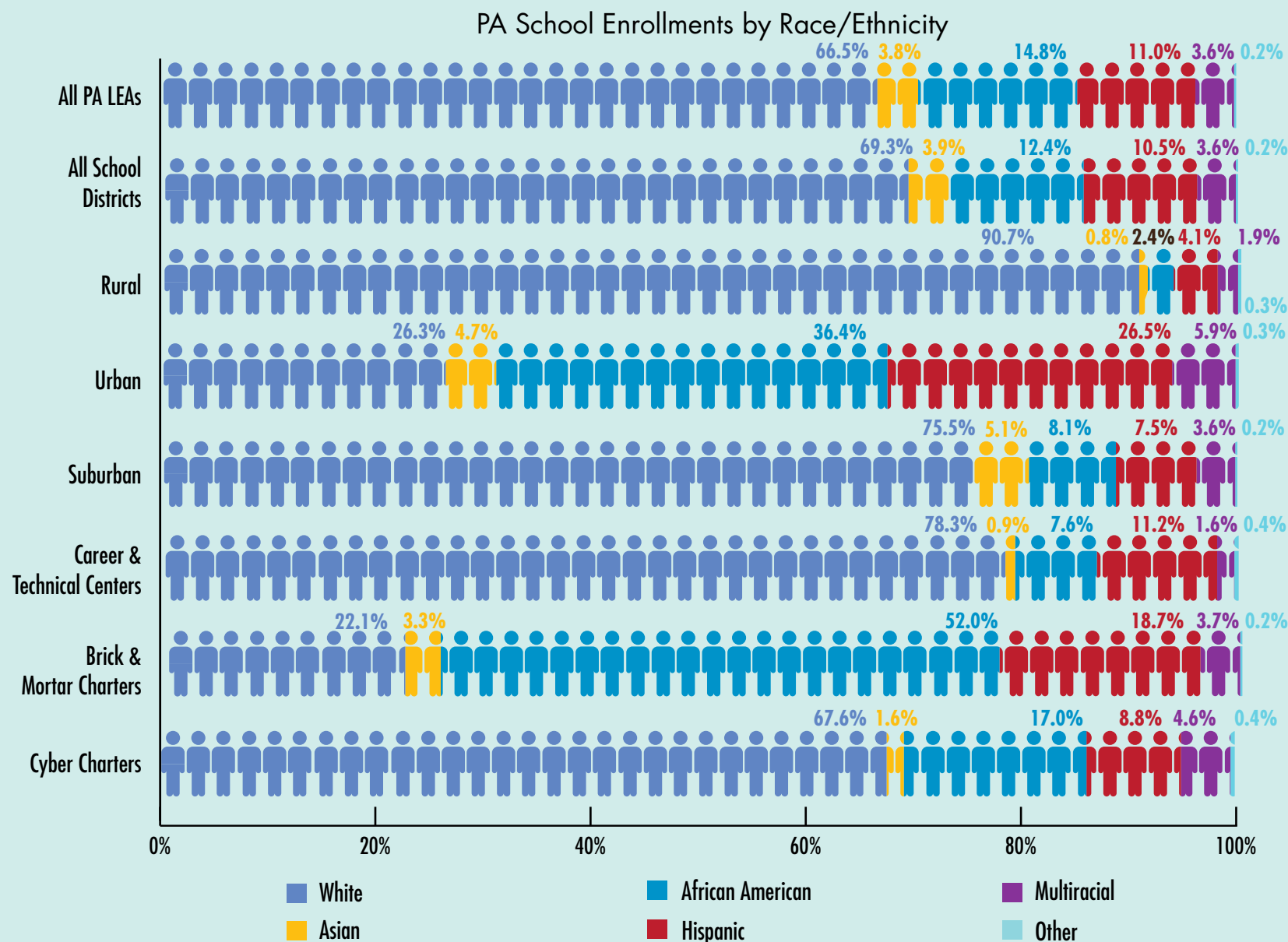


# Student demographics – race/ethnicity

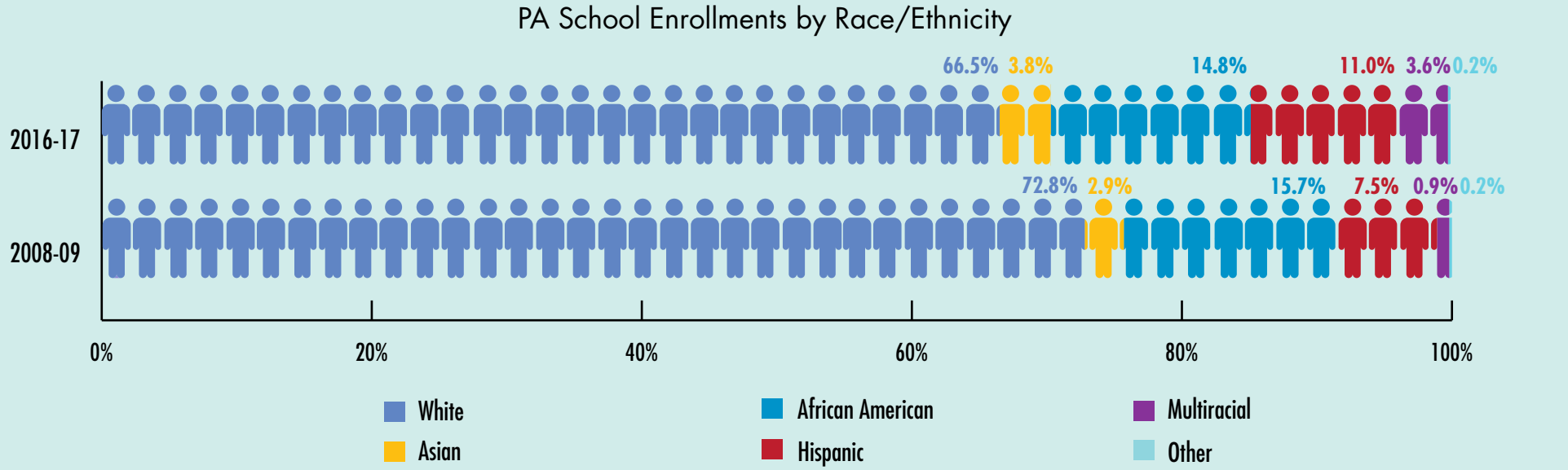
Concentration of Students of Color by School District



Schools in the different community types across Pennsylvania vary significantly in terms of their student populations. The same is also true for the various types of public schools.<sup>4</sup>

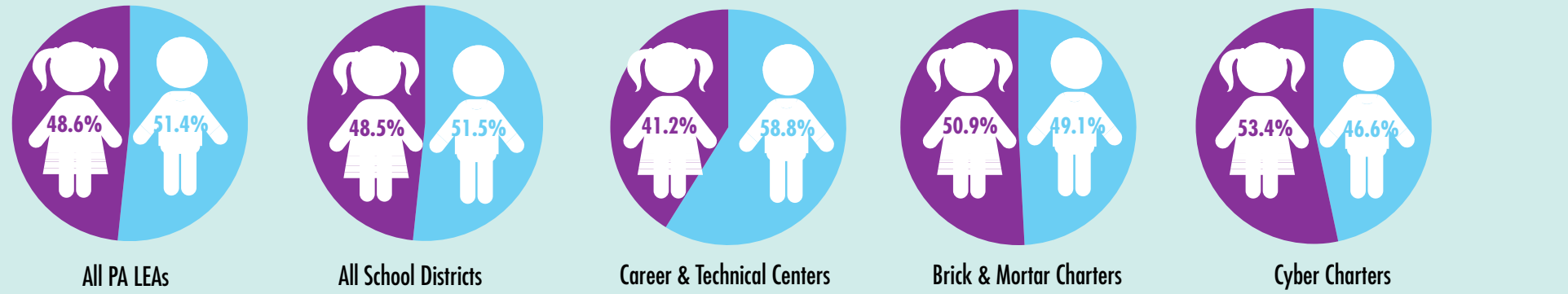


Pennsylvania’s public school population is also evolving to become more diverse. Since 2008-09, each racial/ethnic group has seen increases in enrollment except African American and white students.<sup>5</sup>



**Student demographics – gender<sup>6</sup>**

While Pennsylvania’s student population is split fairly evenly between males and females, there are some variations among the various types of public schools.



# Student Achievement

The achievement of public school students cannot be measured by standardized test scores and graduation rates alone. The opportunities for students to learn and grow outside of the standard curriculum provide a well-rounded education and help them prepare for life after school.

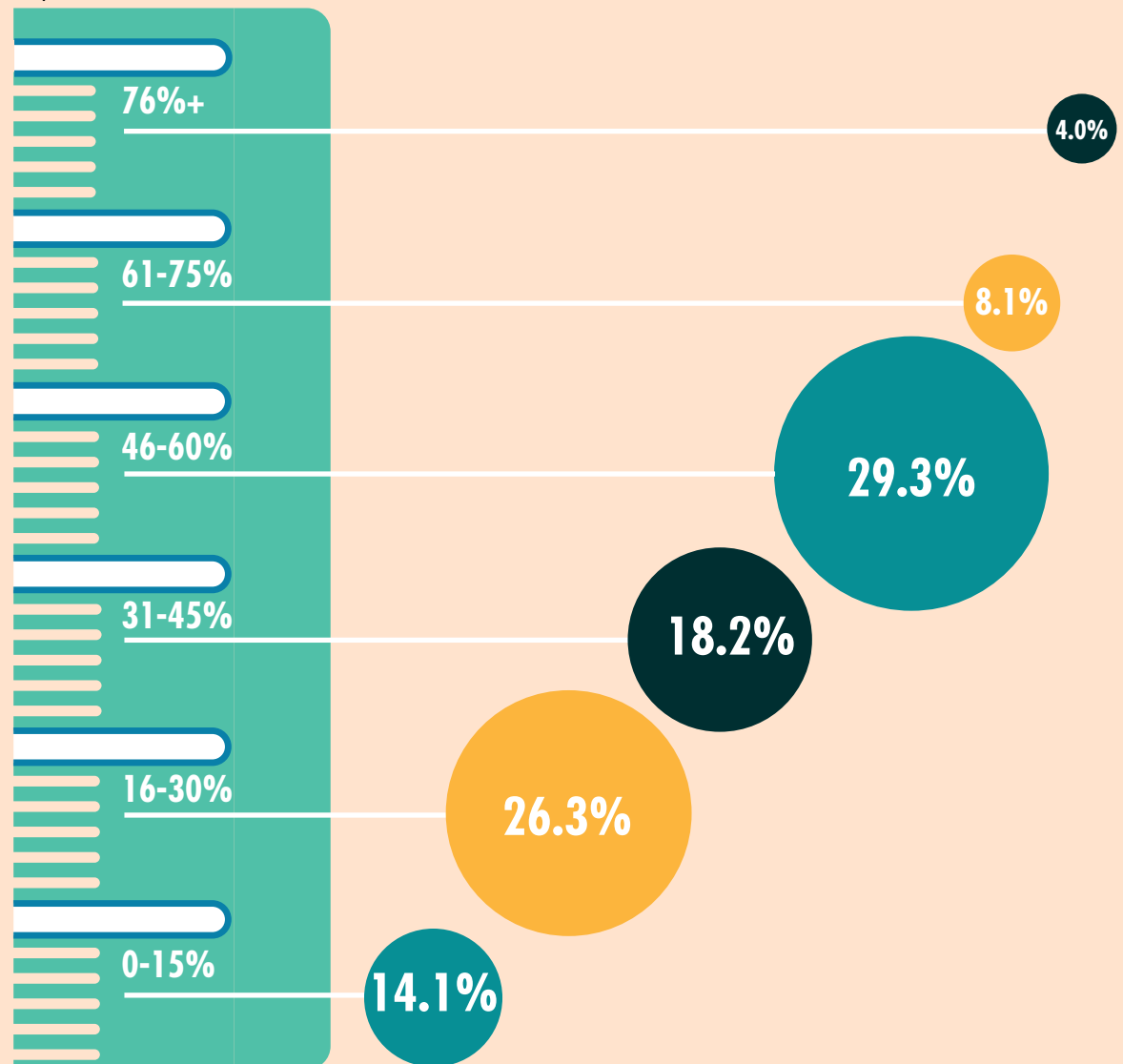


## Student readiness for kindergarten

Student achievement starts with a strong early childhood education. Every elementary school principal surveyed indicated that at least some students were entering kindergarten below the expected level of school-readiness. The most commonly cited reasons children are not ready to enter school were lack of access to high-quality preschool and lack of social/communication skills.

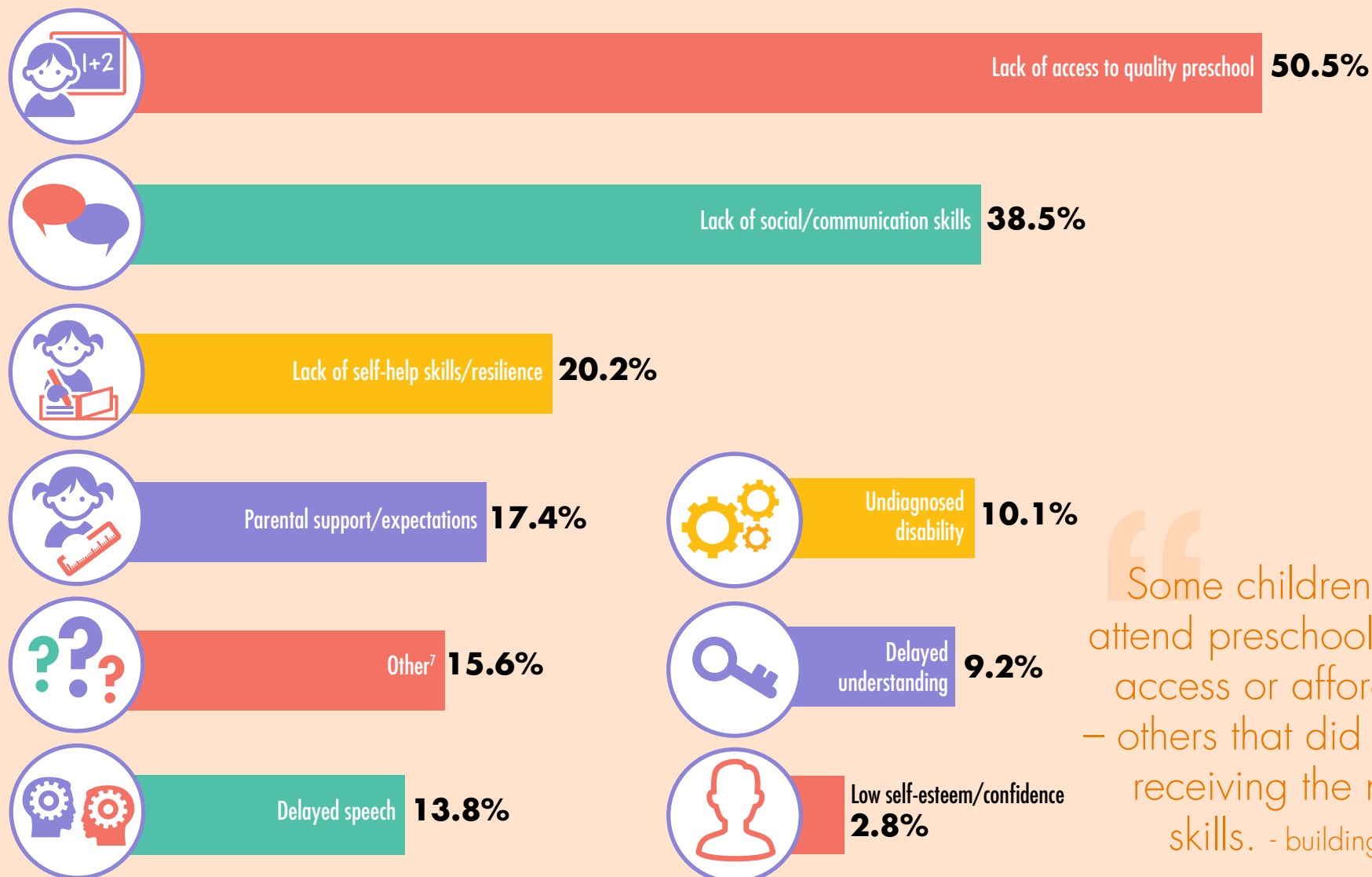
In your opinion, what percentage of students join your school at the kindergarten level below the level of school-readiness you would expect?

Percentage of students below expected school-readiness level





In your opinion, what are the most common reasons that children are not at the expected kindergarten readiness level?



Some children do not attend preschool due to access or affordability – others that did are not receiving the needed skills. - building principal

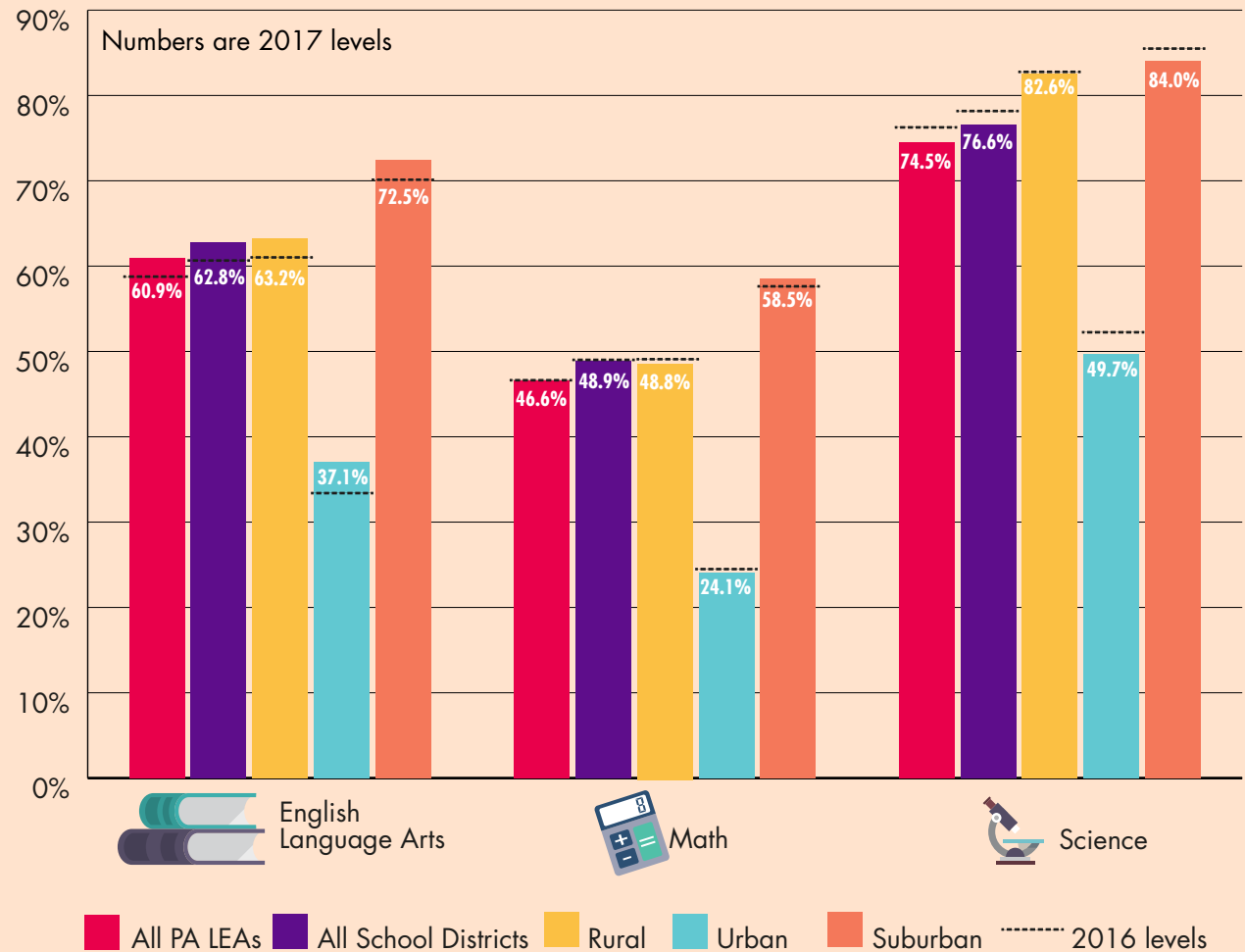
## PSSA and Keystone Exam results

The annual Pennsylvania System of School Assessments (PSSA) and Keystone Exams are standards-based assessments in the subjects of English, math and science. These exams are intended to measure a student's proficiency in the subject area.<sup>8</sup>

Results on 2017 assessments were a mix of improvements and declines as schools and students continue to acclimate to the Pennsylvania's core academic standards

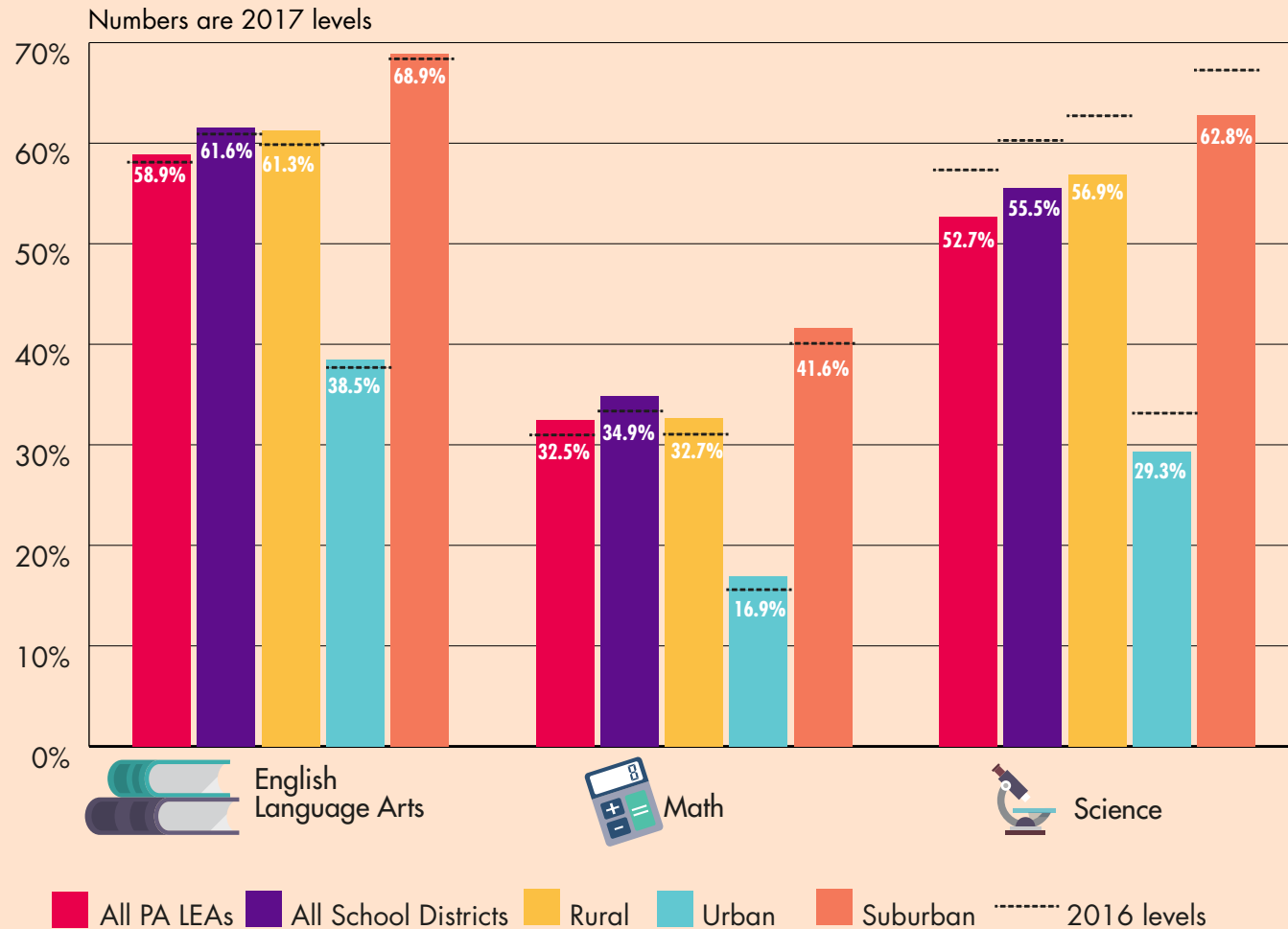
## Grade 4 PSSA

Fourth grade is an important milepost in a student's education. By fourth grade students are using reading skills to learn and master other subjects, working more independently and beginning to cultivate research and critical thinking skills that will be essential to their educational success.



## Grade 8 PSSA

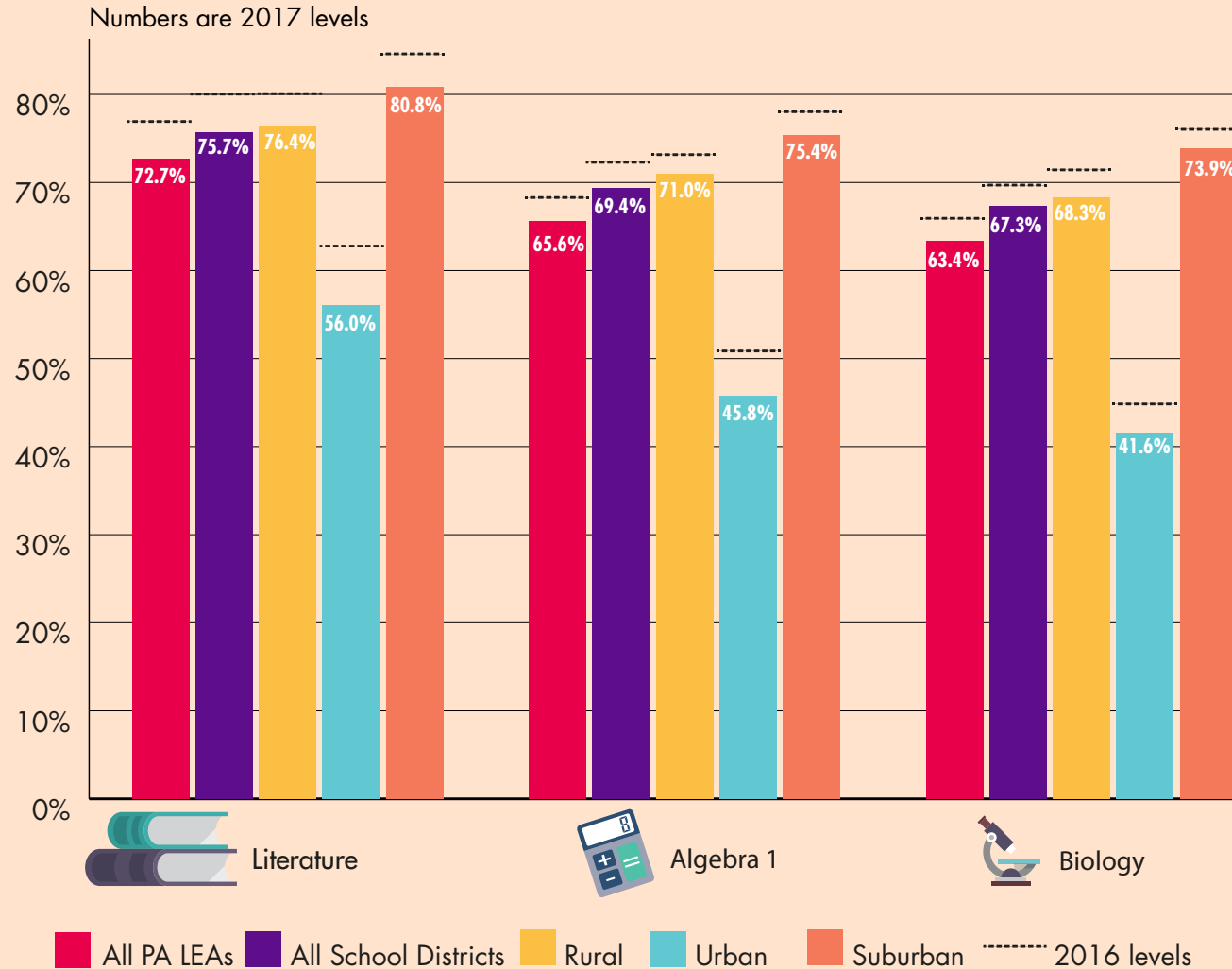
Eighth grade is another important point in a student's education. By eighth grade students are being exposed to more difficult coursework and forming the successful study habits that will help them transition to and succeed in high school.



“It is hard to move away from teaching to the test when teachers and schools are evaluated based on the results.”  
- superintendent

## Keystone Exams

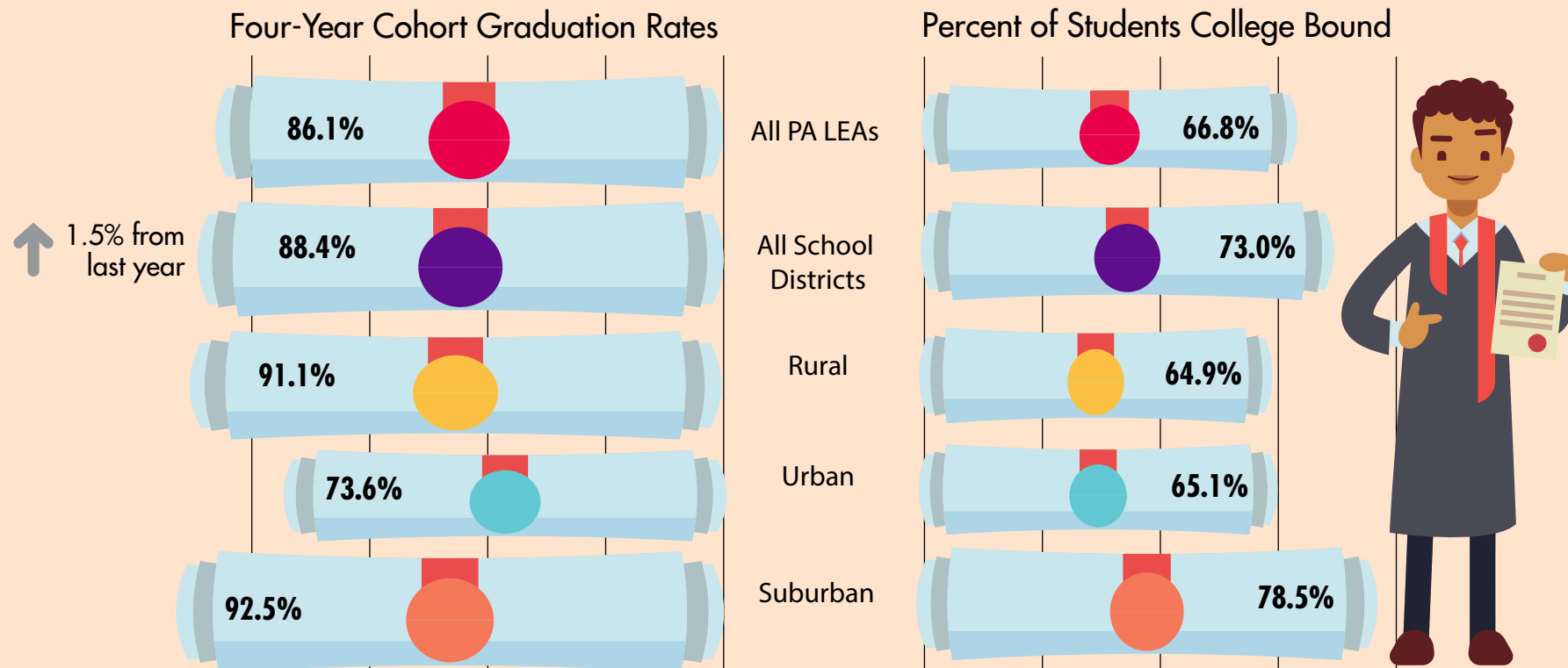
By the end of their high school career, students are expected to have mastered the necessary skills and subjects to be prepared for life after graduation – whether that is college, career or another productive member of society.



“The state needs to figure out what they/we are doing with Keystones and graduation requirements.”  
- building principal

## Graduation and college bound rates

Graduation and college bound rates continue to be strong for Pennsylvania's public schools. More than 88% of students are graduating from traditional public high schools in four years and 73% of those graduates are continuing on to college.<sup>9</sup>



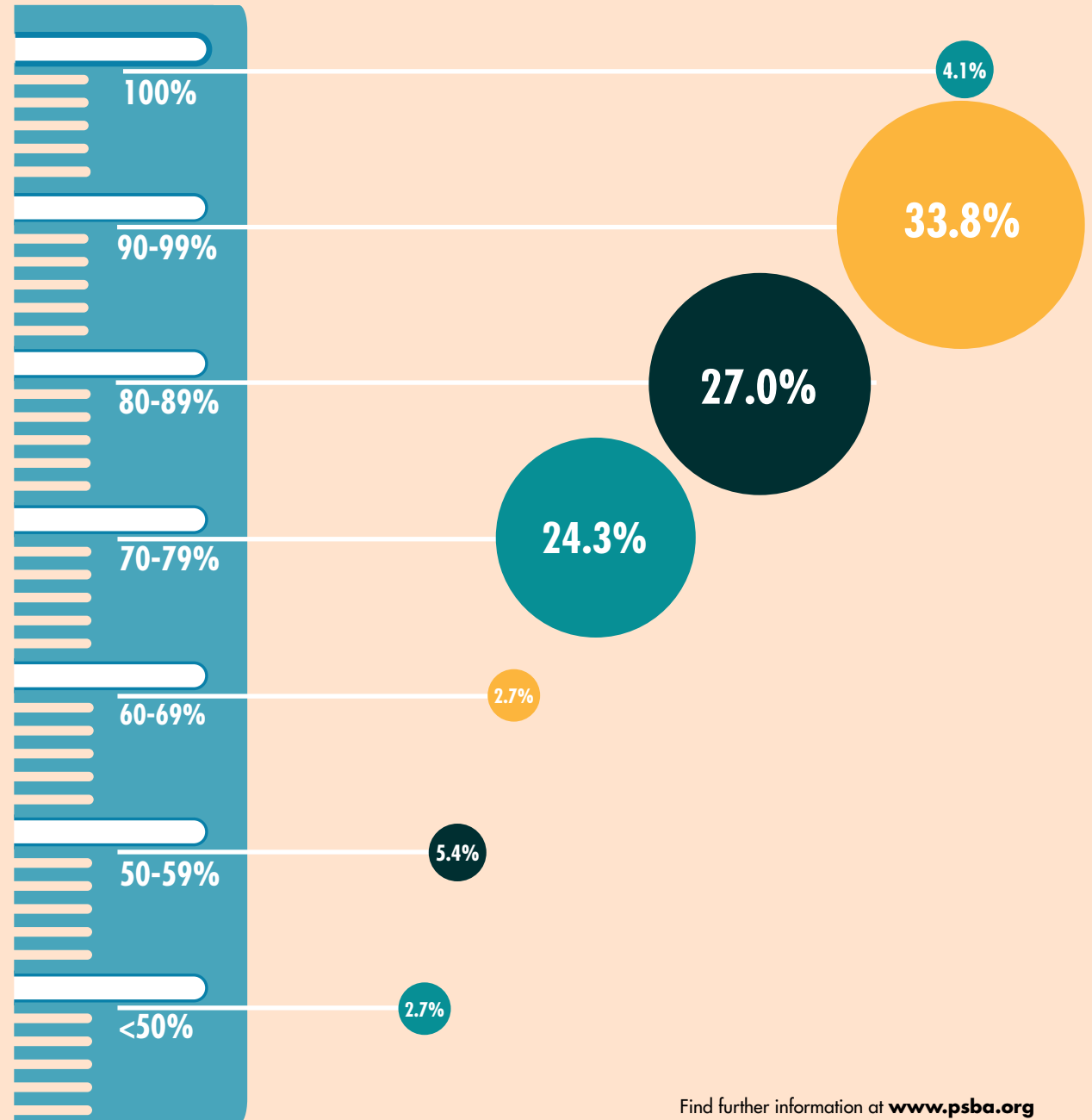
“Our district has much to be proud of for our students and our community.”  
- superintendent

## Student readiness for life after school

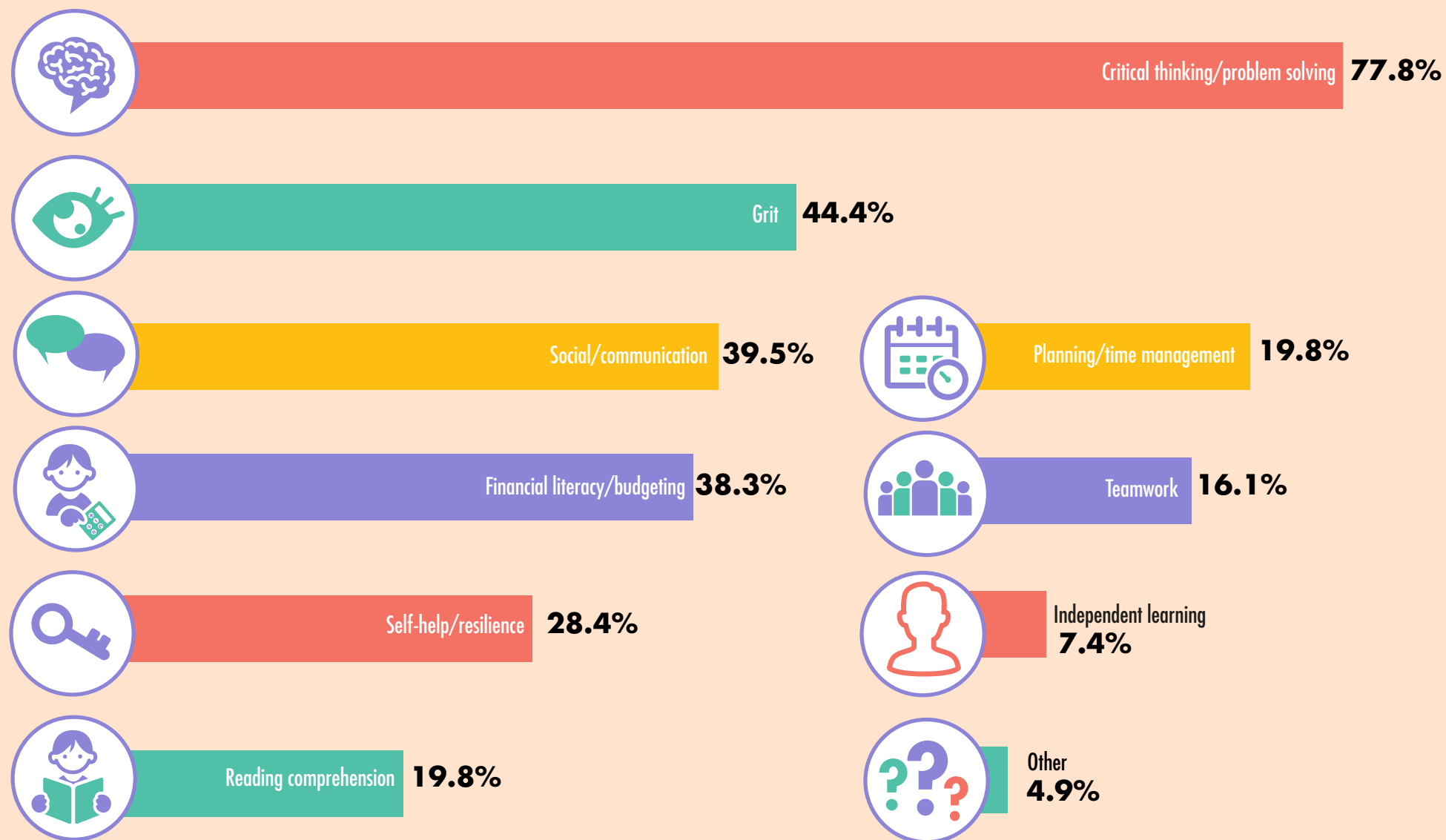
A goal of public education is to prepare students for their future as college students, members of the workforce, and active and engaged citizens. Nearly two-thirds of responding high school principals were confident that at least 80% of their graduates are ready for the next steps in their lives.

Critical thinking and problem solving, along with “grit,” were the most important skills for graduates to leave school with according to responding high school principals.

In your opinion, what percentage of graduates from your school are ready for life after graduation?



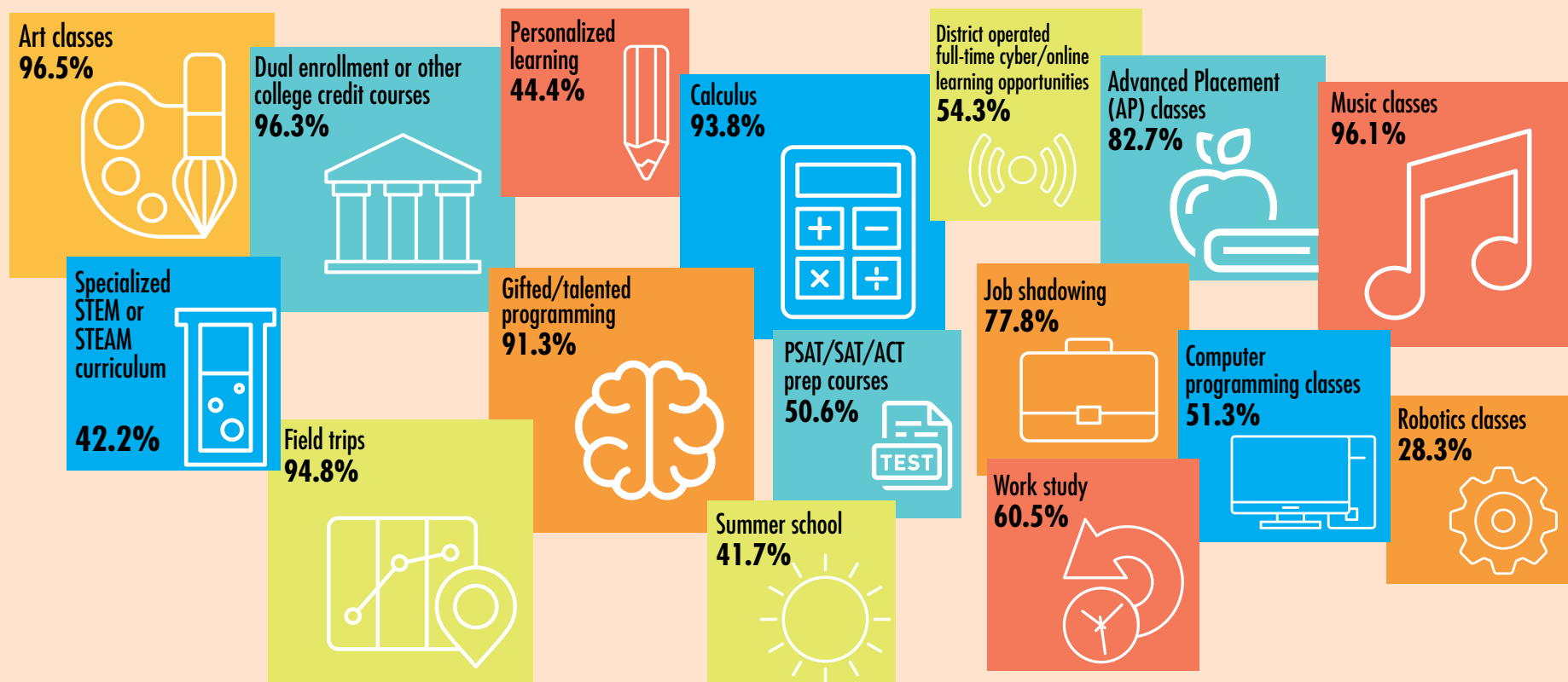
## What are the most critical skills necessary for life after graduation?



## Academic and extracurricular opportunities

A well-rounded education includes not only academic opportunities in art and music, but also the opportunity to earn college credits while still in high school and learning experiences outside the traditional classroom setting.

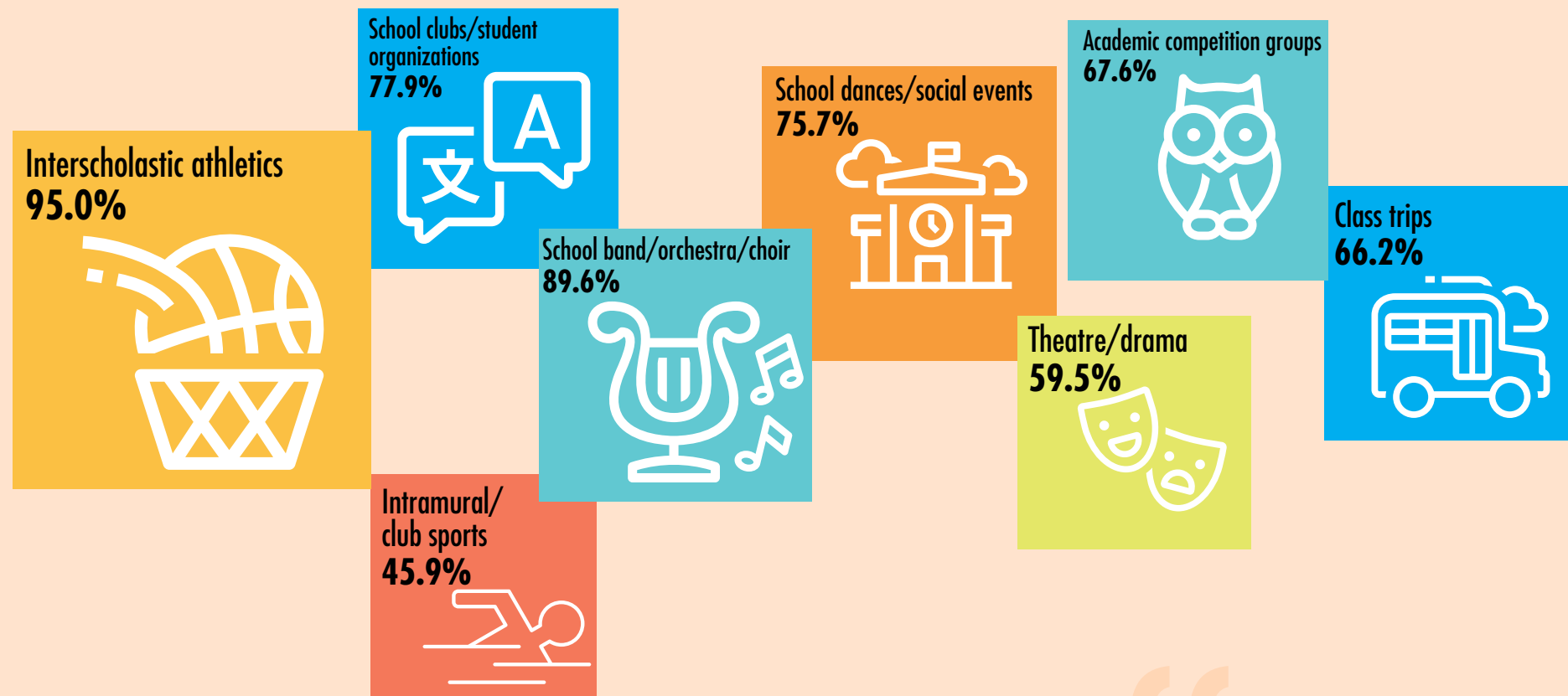
Which of the following academic opportunities are offered in your school?





Learning in today's public schools goes well beyond the regular classroom curriculum. Students have opportunities to benefit from participating in a wide range of extracurricular activities which not only teach important values such as teamwork and sportsmanship, but also allow students to explore various activities and interests.

Which of the following extracurricular opportunities are offered in your school?



“ Girls on the Run ”

“ Good News Club ”

“ Campus Garden ”

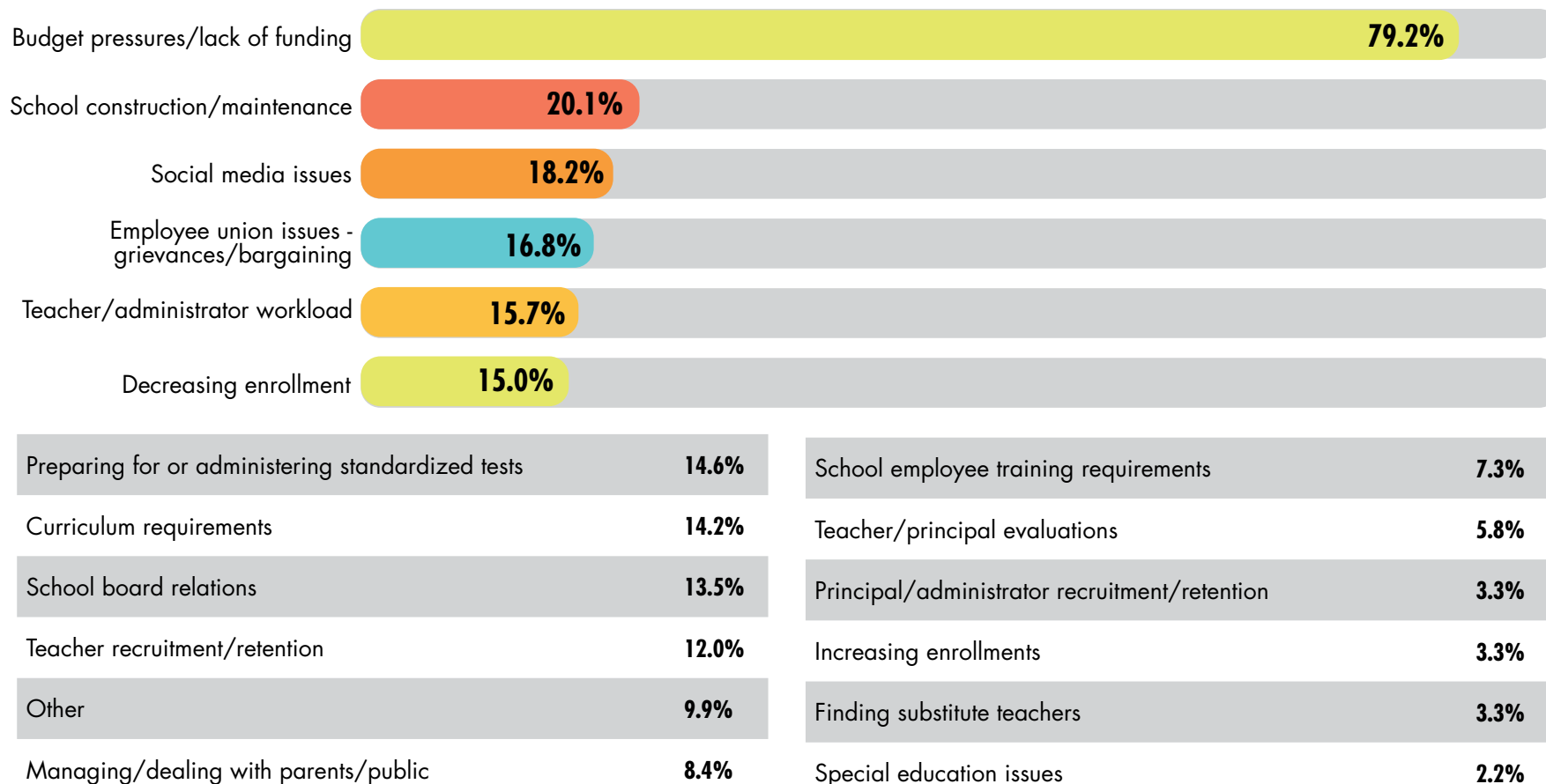
# Challenges

What chief school administrators had to say about the biggest challenges facing public education.



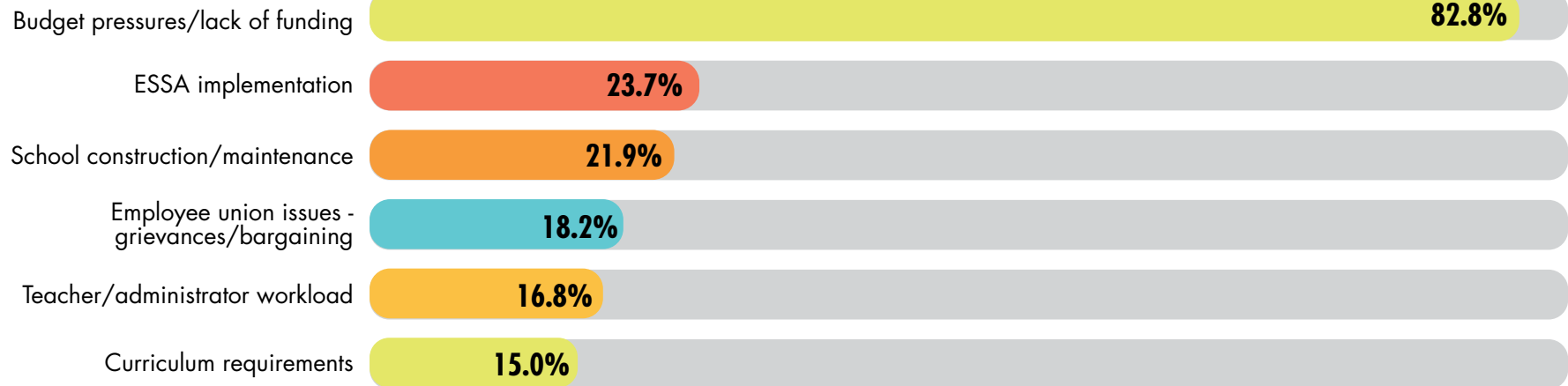
## Current challenges

When asked which of the following areas were most difficult to manage over the **last year**, chief school administrators responded as follows.



## Future Challenges

When asked which of the following areas are expected to be the most difficult to manage over the **next year**, chief school administrators responded as follows.



Preparing for or administering standardized tests	13.9%
School board relations	12.8%
Social media issues	12.0%
Teacher recruitment/retention	11.7%
Decreasing enrollment	9.9%
Other	8.4%

Managing/dealing with parents/public	6.6%
School employee training requirements	5.1%
Teacher/principal evaluations	4.7%
Principal/administrator recruitment/retention	2.6%
Increasing enrollment	2.2%
Student mental health issues	2.2%

## Of the biggest challenges facing public schools, chief school administrators said:

Everything costs more each year and the local real estate revenue along with the state revenue does not come near to covering expenses so everything else is reduced, thus giving less to the students.

Lack of support for public education from our elected officials.

Special education is the single biggest challenge affecting everyone. School districts are expected to deal with problems that are well beyond the scope of education.

**Districts who have financial stability or growth will continue to grow.**

**Districts who have low income and limited community stability will move toward financial receivership. It's hard to focus on educational growth when reducing staff and programs is a major issue.**

We have cut professional and nonprofessional staff over the last three to five years. We cannot reduce our staff any more than it already is without seriously jeopardizing our student's education.

Since 2010, the district has cut just about everything it could. If we are faced with the need to cut in the future, we will have to cut what little extra we have.

If we are to strengthen the economic base in the state of Pennsylvania, we need to start by educating our children for the future.

The issues that I faced regarding equity, poverty and discrimination as a new teacher years ago are still the essential issues that I face as a superintendent today as I try to see that all students have equal opportunities to learn.

As the need and interest rises for more students to complete career and technical programs, our sending districts' financial pictures are bleak. Therefore, this impacts our ability to grow or expand as they cannot financially support expansions.

We are in an unprecedented time for career and technical education. Enrollment is healthy and we are gaining the respect for the technical professions.

**It would be most welcome if the state would go back to giving some level of basic funding to intermediate units. If my intermediate unit would receive some "basic education funding," the first thing I would do with it would be to DECREASE the contribution that my school districts make to the operation of this IU.**

# School Finances

A closer look at where education revenue comes from, how education dollars are being spent, and the financial challenges facing our public schools.

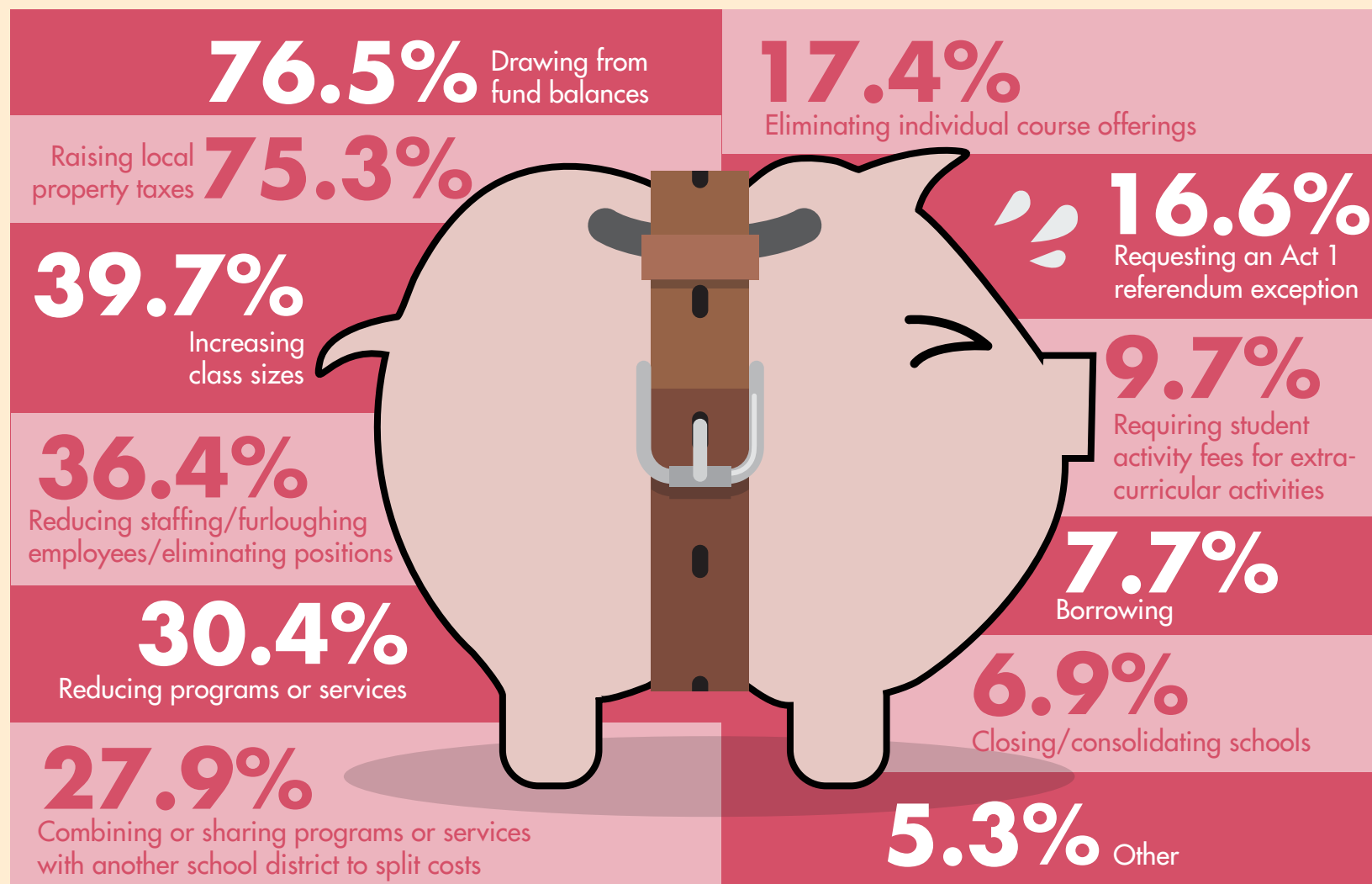


## Budget pressures

When asked to select the biggest sources of budget pressure facing their schools, chief school administrators once again identified pension costs as the most common source of budget pressure.

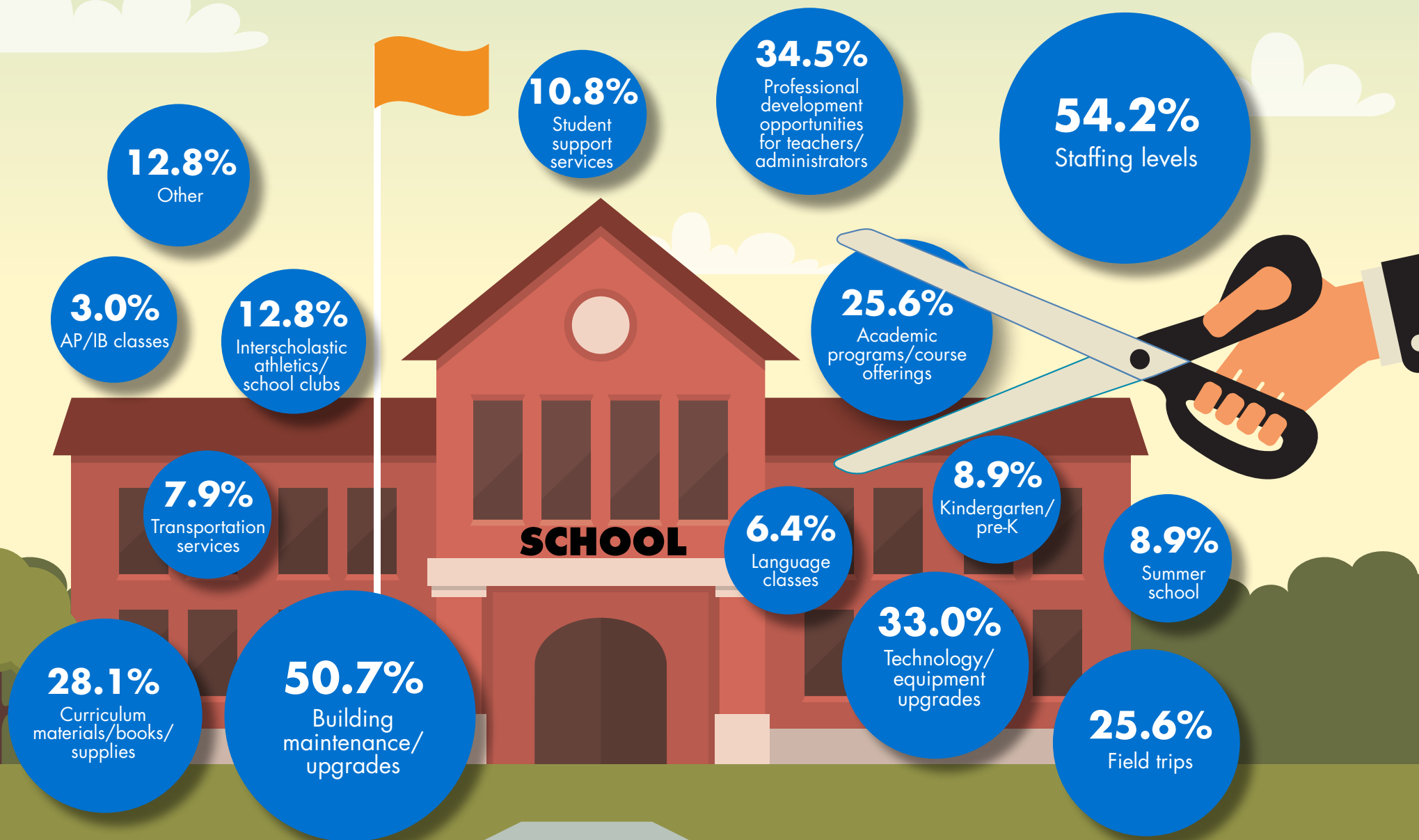


Chief school administrators reported taking, or anticipated taking, the following actions because of budget pressures in the upcoming fiscal year.



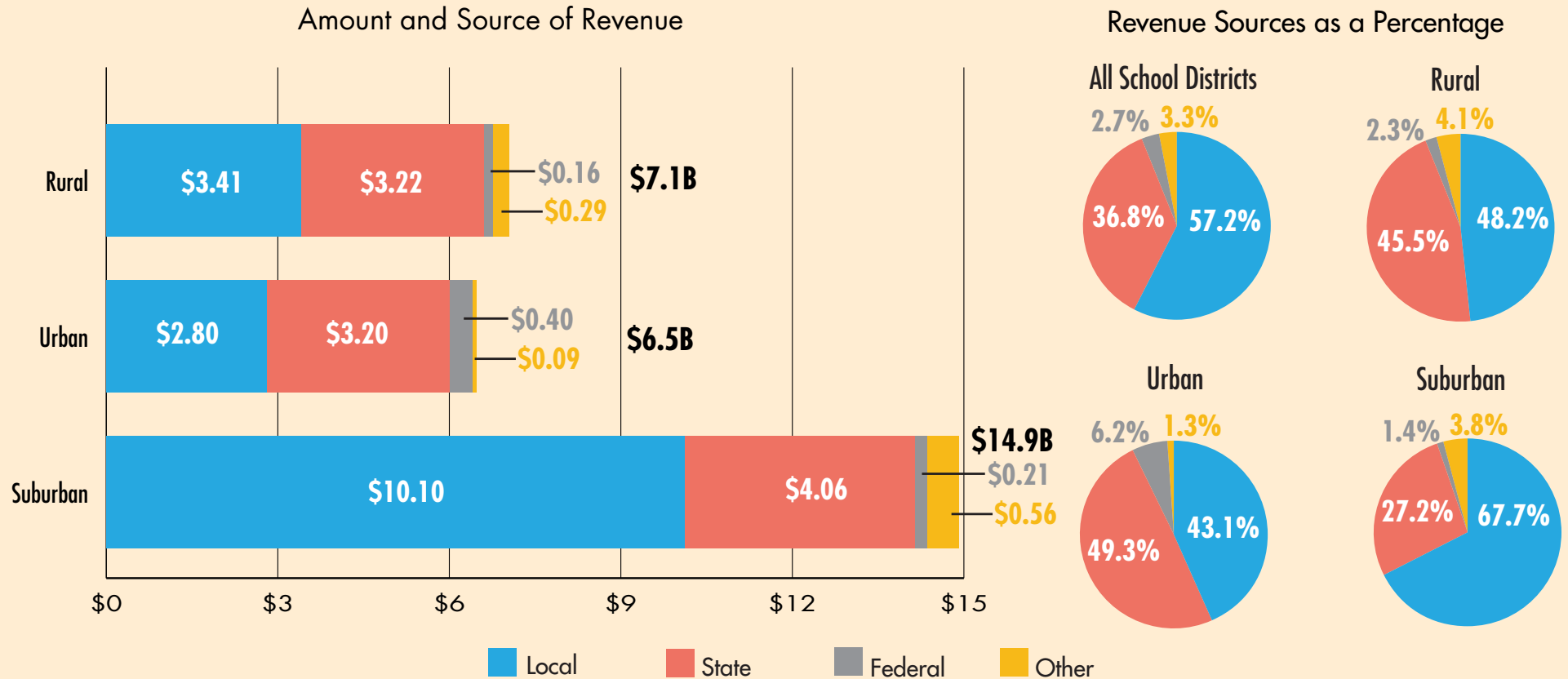


Chief school administrators were also asked if their schools would be cutting and/or postponing any of the following programs, services or activities they offer.



## Revenues

School districts received slightly less than \$28.5 billion in revenue<sup>10</sup> in 2015-16 which was a 3.3% increase over 2014-15. For most school districts, especially those in suburban areas, the majority of their revenue comes from local sources. In fact, for suburban school districts, local revenues are roughly 2.5 times that of state revenues.



When compared to other states, Pennsylvania's reliance on local funding becomes even more apparent. Only two other states are more reliant on local funding for education.<sup>11</sup>

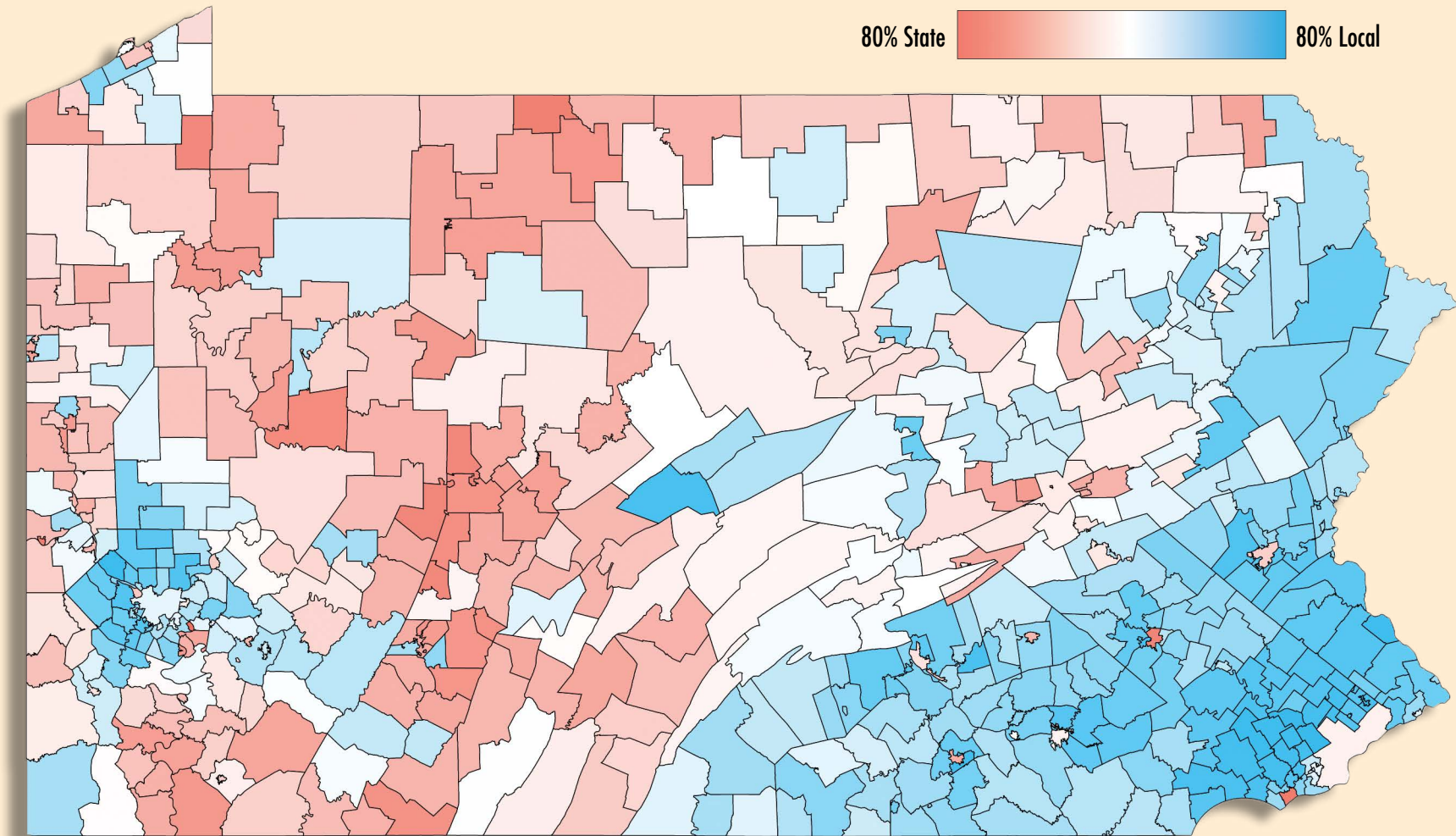
National Rank

47th  
State %

3rd  
Local %

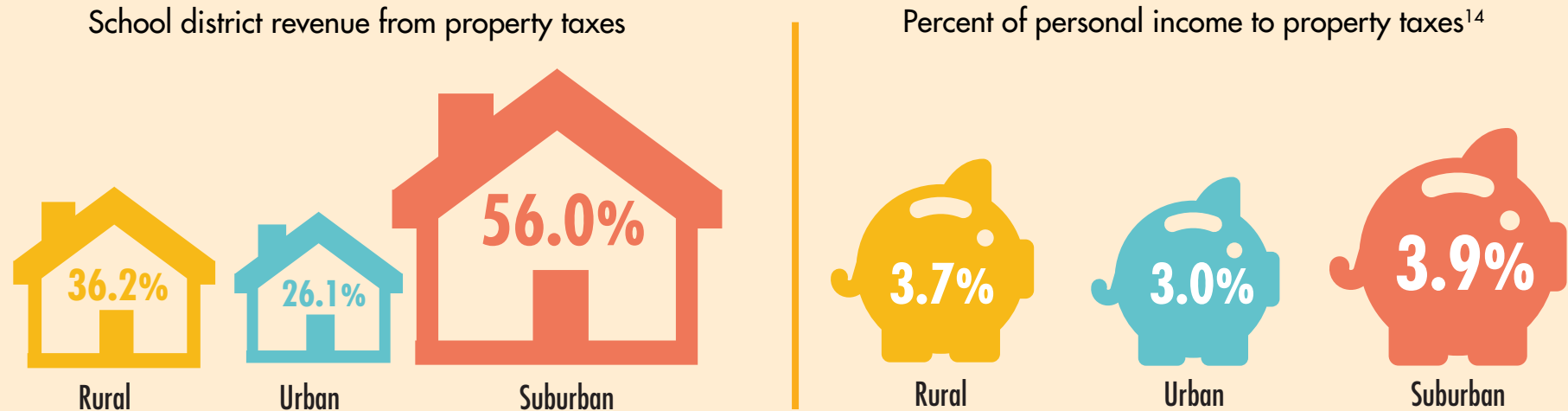
Taking a closer look at the percentage of state and local funding for each school district reveals, in greater detail, the reliance on local revenue for suburban school districts and that many rural and urban districts are more reliant on the state for funding.<sup>12</sup>

### State/Local Revenue Split



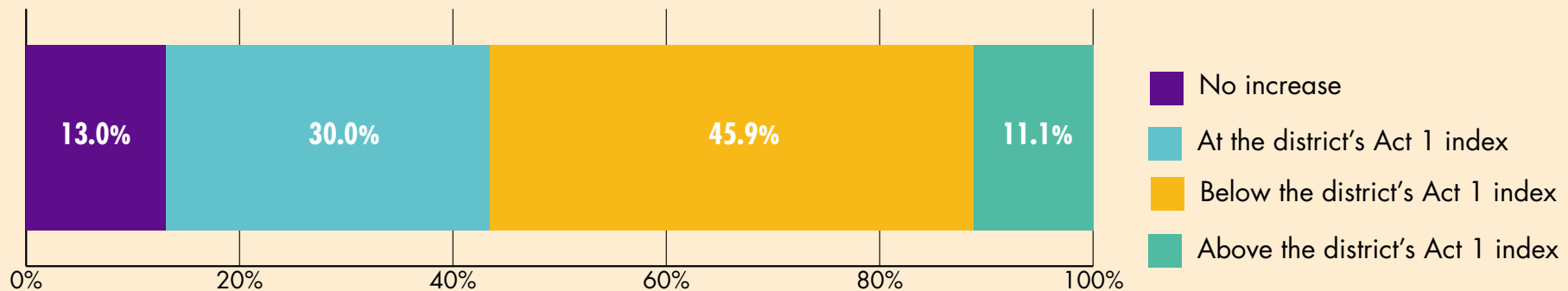
## Property taxes

Property taxes are the single largest source of local revenue for school districts. In 2015-16, school districts collected more than \$12.6 billion in property taxes, which accounted for 44.3% of total school district revenue.<sup>13</sup> Suburban school districts, with their significantly higher local share of revenue, are more reliant on property taxes to generate local revenue and their residents are sending more of their personal income to property taxes.



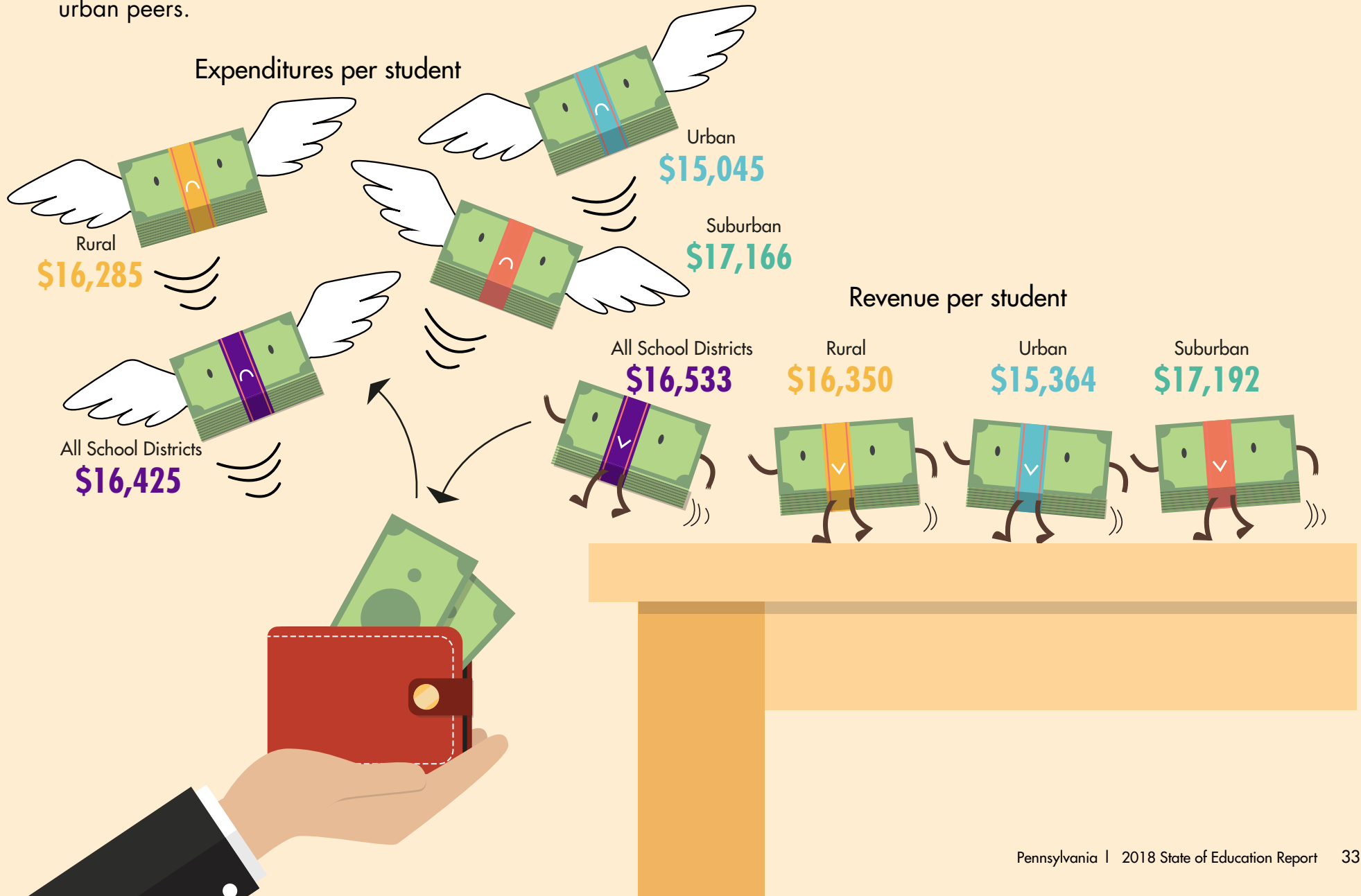
For most school districts, 2018-19 will bring more increases to local property taxes. While the vast majority of those increases are anticipated to be at or below the school district's Act 1 Index, in some districts, the increase will likely be higher.

What will be your anticipated property tax increase for 2018-19?



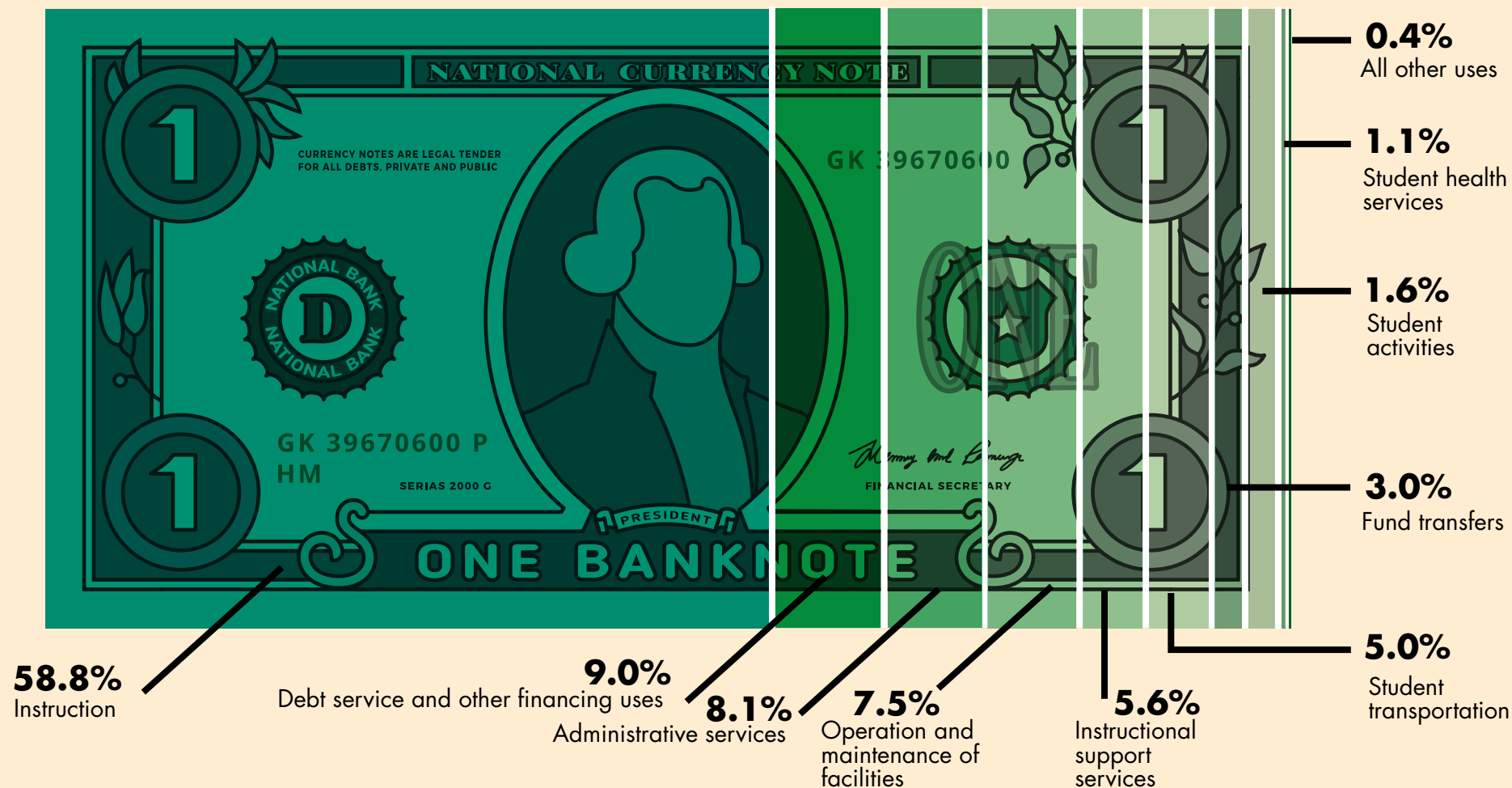
## Revenue and expenditures per student

Revenue and expenditures per student both increased over last year for all community types.<sup>15</sup> The ability of suburban school districts to generate greater local revenues translates into higher revenue and expenditures per student than their rural and urban peers.

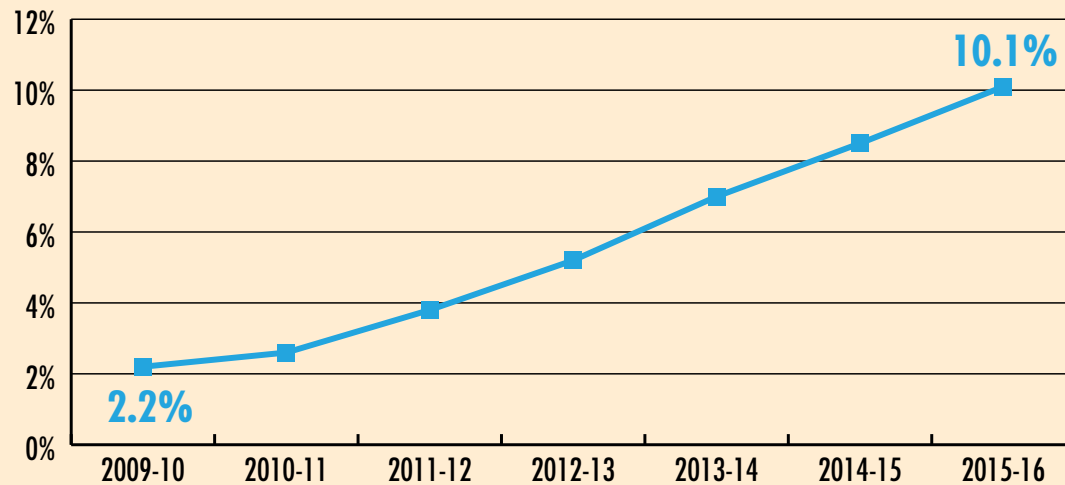


## Expenditures

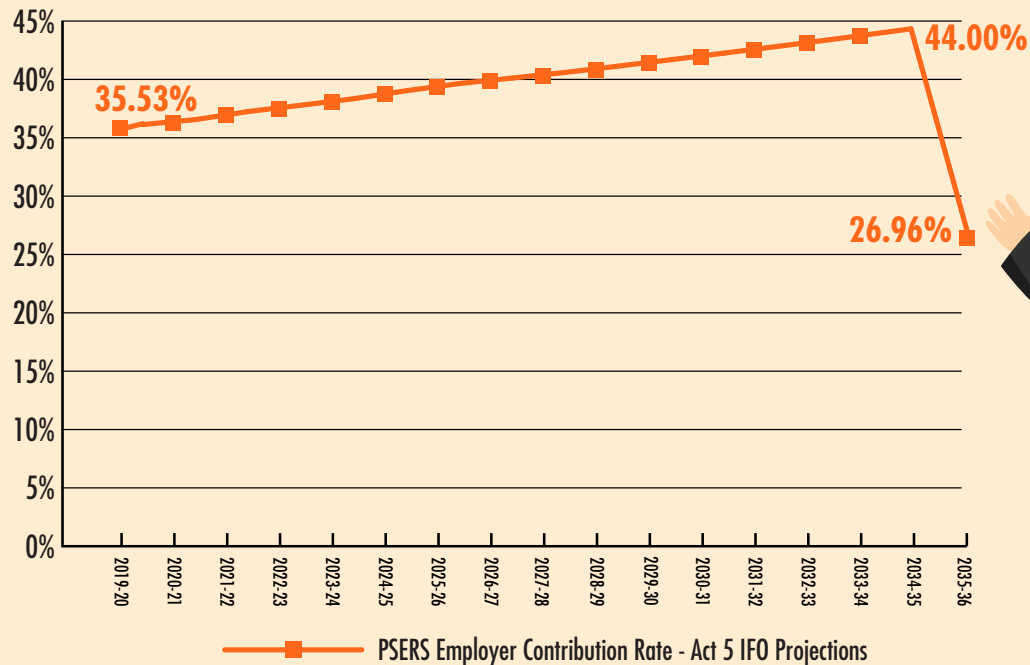
School districts spent slightly more than \$28.3 billion in 2015-16 which was a 3.4% increase over 2014-15.<sup>16</sup> Specific expenditures will be examined next, but first, a high-level overview of how school districts are spending their money.



### Pension Costs as % of Expenses



### PSERS Employer Contribution Rates

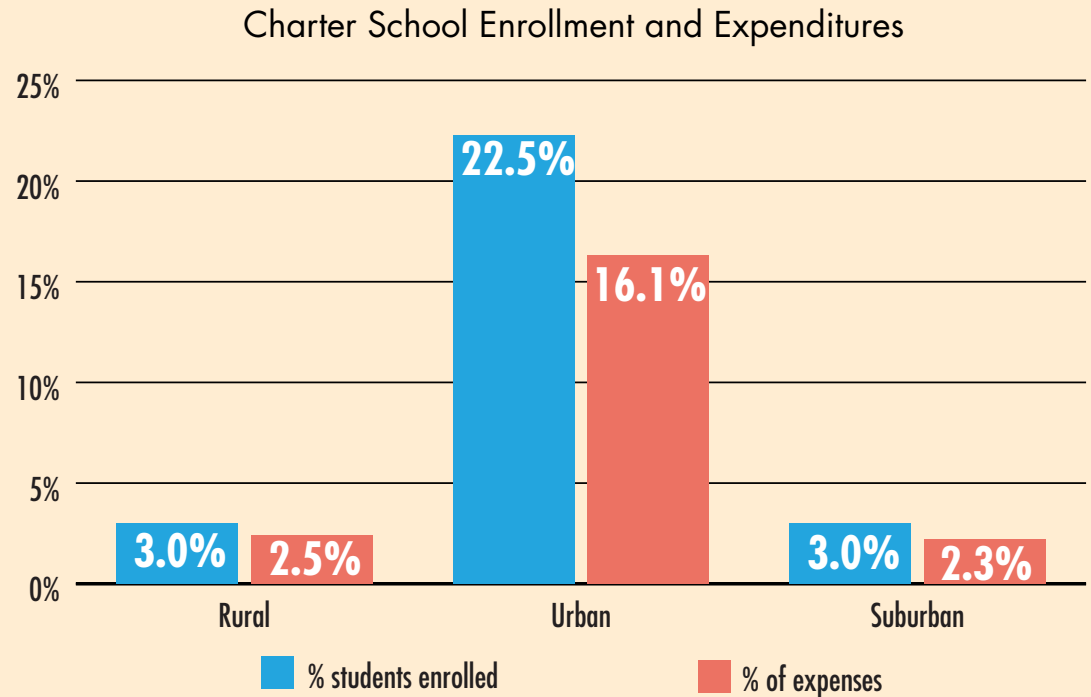


## Pensions

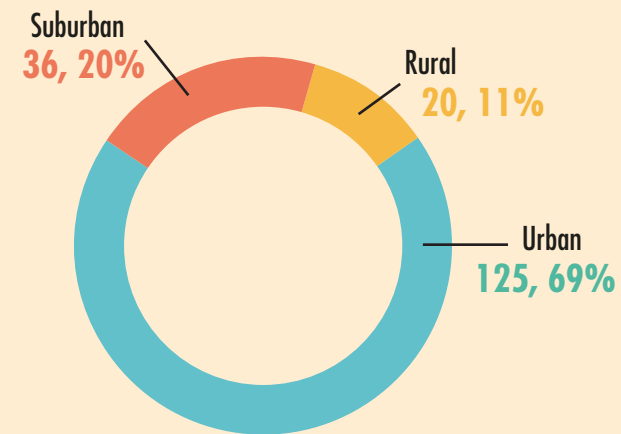
Rising mandatory pension costs warrant a closer look. Since 2009-10, pension costs have increased 434%. Pension costs now consume more than 10% of all school district spending.<sup>17</sup> While pension reform legislation was enacted this past year, school districts will have to wait another 17 years before seeing any relief from historically high employer contribution rates.<sup>18</sup>

## Charter school tuition payments

In 2015-16, school district charter school tuition payments eclipsed \$1.5 billion which represents 5.5% of all school district spending. More than two-thirds of brick-and-mortar charter schools are located in urban areas. As such, charter school tuition payments affect urban school districts to a much greater extent.<sup>19</sup>



## Location of Brick & Mortar Charter Schools\*



\* Regional charter schools may be included in more than one community type.

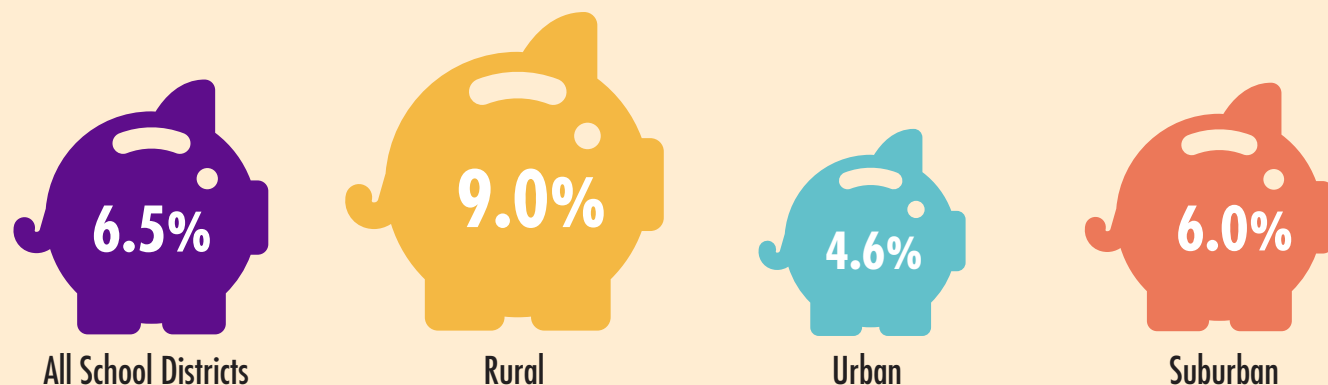
“Charter school reform is so badly needed.”  
- superintendent



## Fund balances

A school district's reserve funds, or fund balance, can be crucial to helping school districts pay for emergency repairs, keep taxes down or keep school doors open in the event state funding stops. A school district's unassigned fund balance is money held in reserve that can be used for any purpose. The financial industry recommends that school districts maintain an unassigned fund balance between 5-10% of expenditures.<sup>20</sup>

What is the average unassigned fund balance for school districts (as a percentage of total expenditures)?



How many school districts have \$0 or a negative fund balance?



We have a sizable negative balance, which remains our #1 concern and challenge.

- superintendent

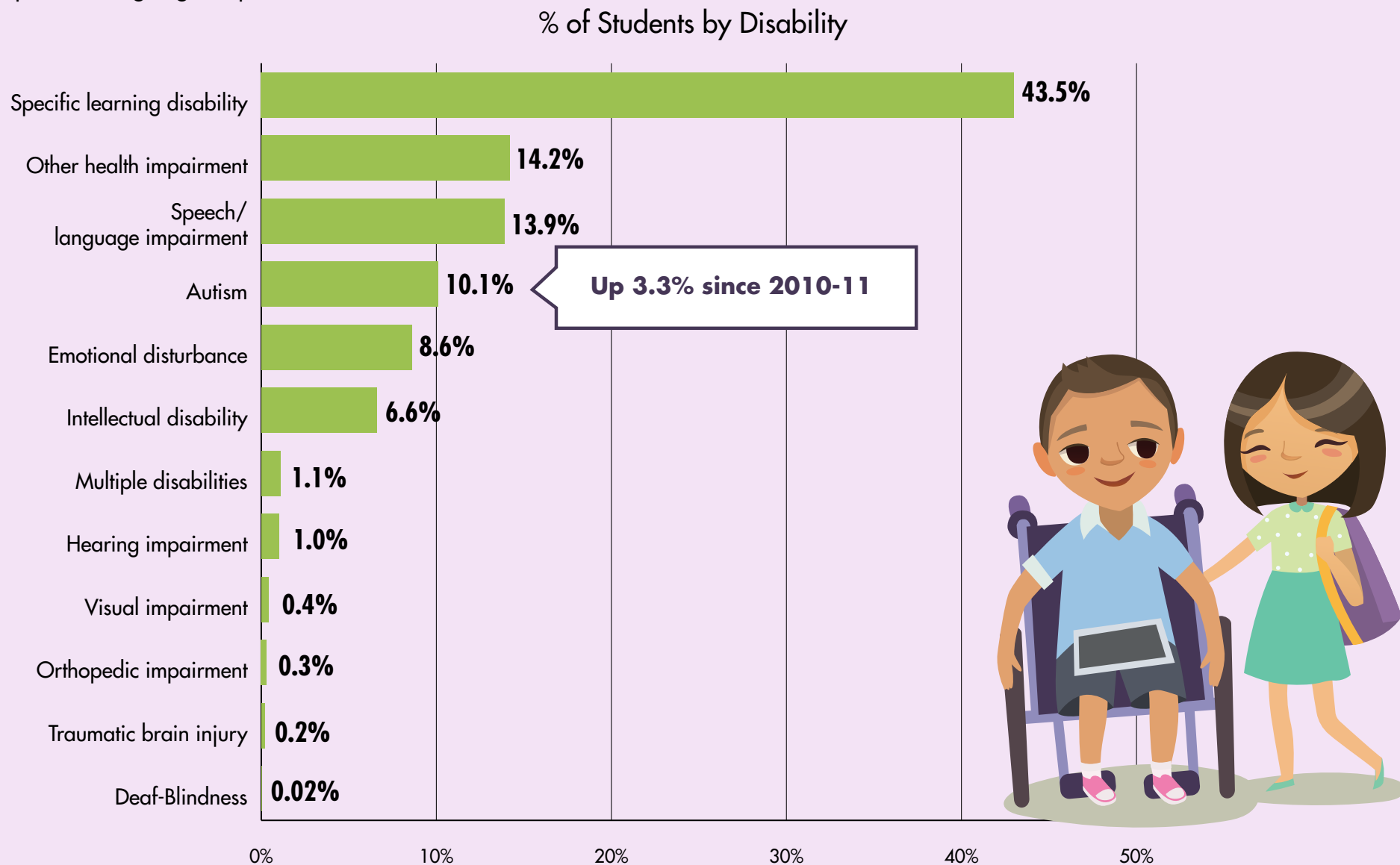
# Special Education

Special education programs and services are imperative to helping students with disabilities learn and achieve, but providing all of the necessary programs and services in a cost-effective manner presents a unique set of challenges.



## Disabilities and placements

In 2015-16, more than 270,000 students in Pennsylvania public schools (15.6% of enrollment) received special education programs and services.<sup>21</sup> The most common disabilities were specific learning disabilities, other health impairments and speech/language impairments.<sup>22</sup>



The vast majority of special education students (over 85%) were able to be educated in their regular classrooms more than 40% of the time.<sup>23</sup>

## Special Education Student Placement

**62.1%**  
In regular class  
more than 80%

**23.3%**  
In regular class  
between 79-40%

**9.6%**  
In regular class  
less than 40%

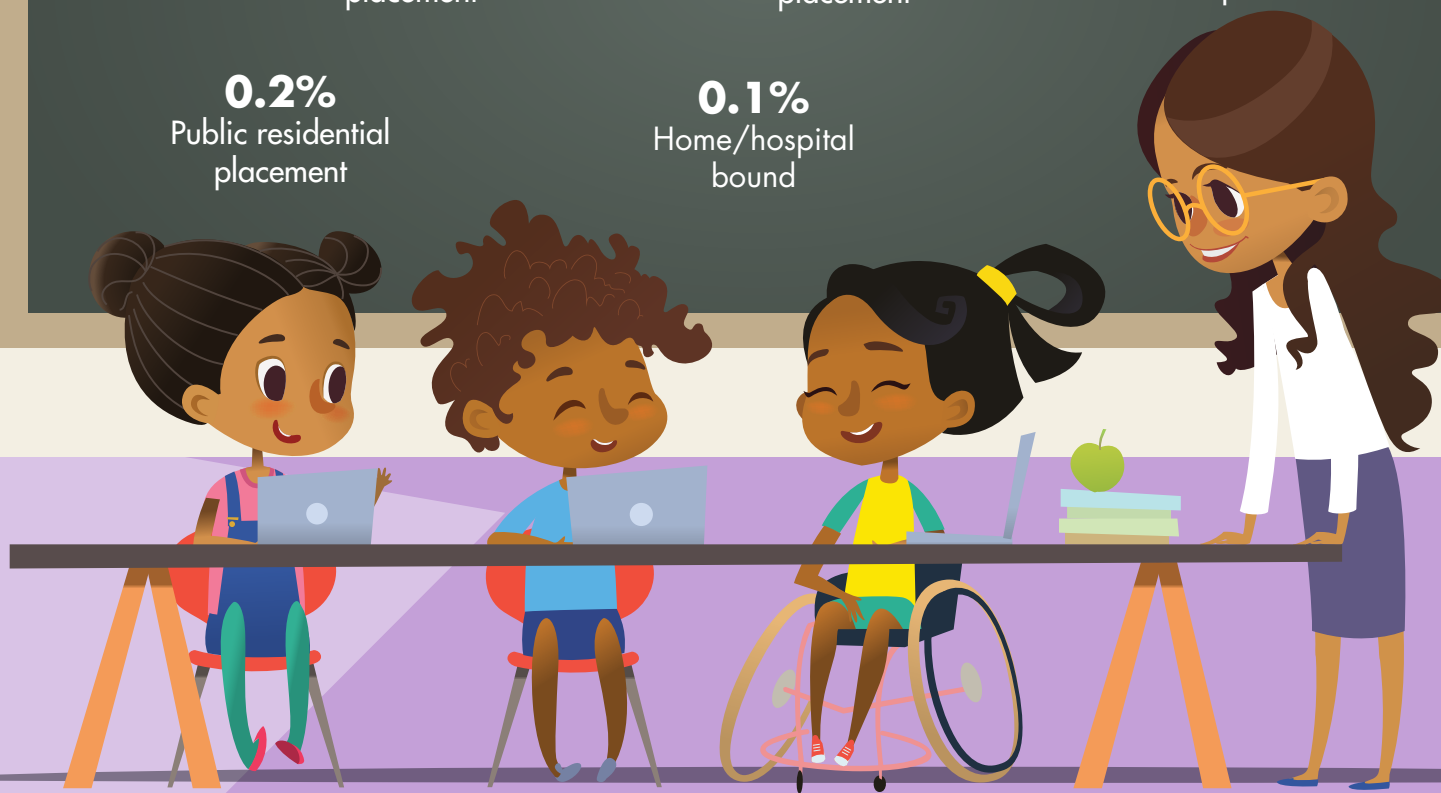
**2.7%**  
Separate private  
placement

**1.7%**  
Separate public  
placement

**0.4%**  
Private residential  
placement

**0.2%**  
Public residential  
placement

**0.1%**  
Home/hospital  
bound



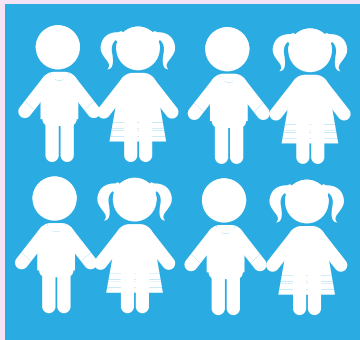
## Special education as an expense

Special education costs, which nearly surpassed \$4.26 billion in 2015-16, were again reported as one of the biggest sources of budget pressure and while there are numerous factors contributing to that result, among the most prominent are enrollments and funding. Between 2010-11 and 2015-16: <sup>24</sup>

Total public school enrollments decreased 2.6% while special education enrollments increased 2.1%

Special education expenses have increased 28.8% while state revenue for special education has only increased 4.3%.

### Change in Enrollments



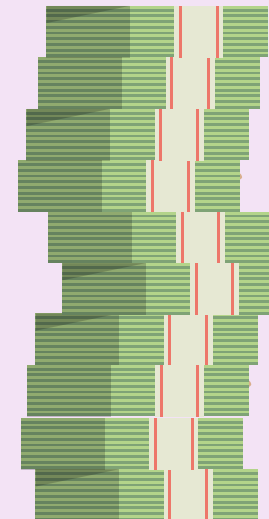
Total Enrollment **-2.6%**



Special Education **+2.1%**

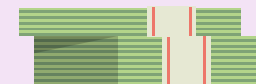
### Special Education Expenses and State Special Education Funding

**28.8% Growth**



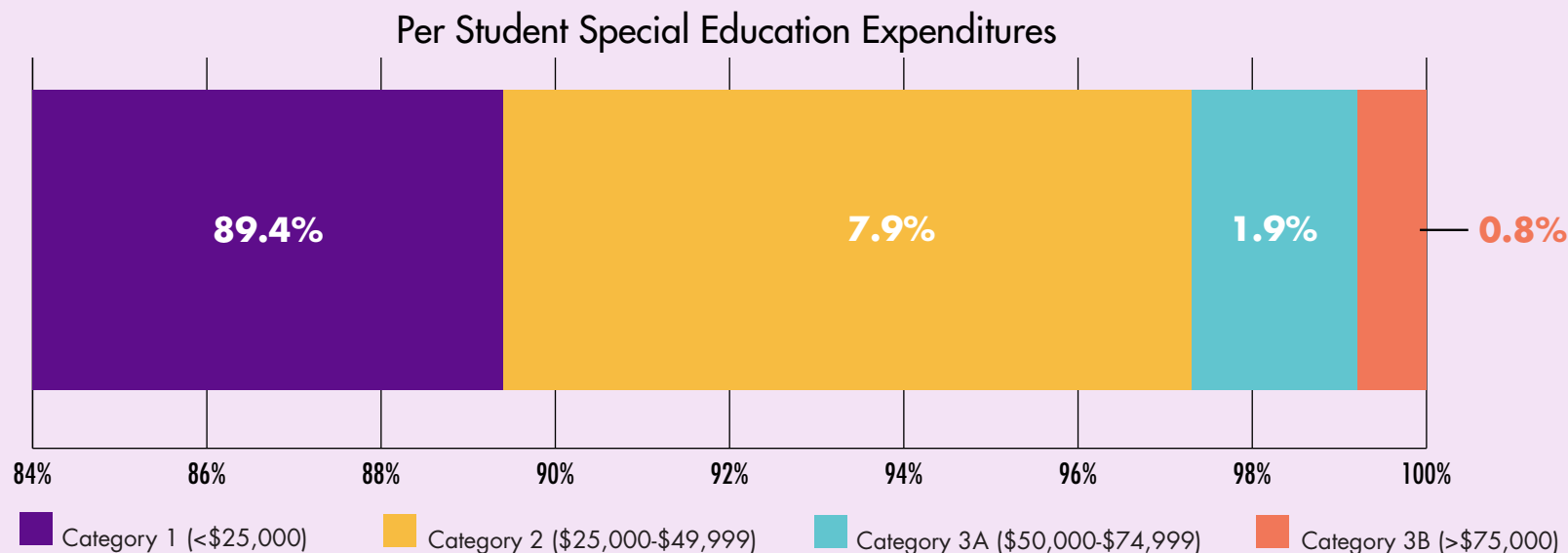
Expenses

**4.3% Growth**



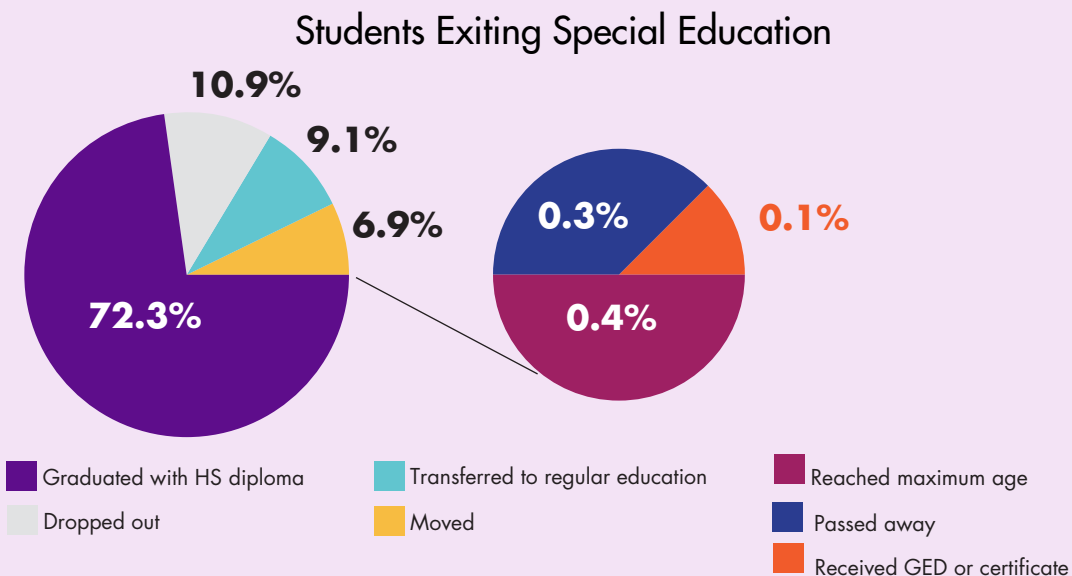
State Revenue

Similar to the trends in educational environment, almost 90% of special education students were provided educational programs, supports and services for less than \$25,000 per student while less than 1% of students required programs, supports and services costing more than \$75,000 per student.<sup>25</sup>



## Educational outcomes

In terms of educational outcomes for students in special education, more than 72% of students with disabilities were able to graduate from high school with a diploma.<sup>26</sup>



# Transportation

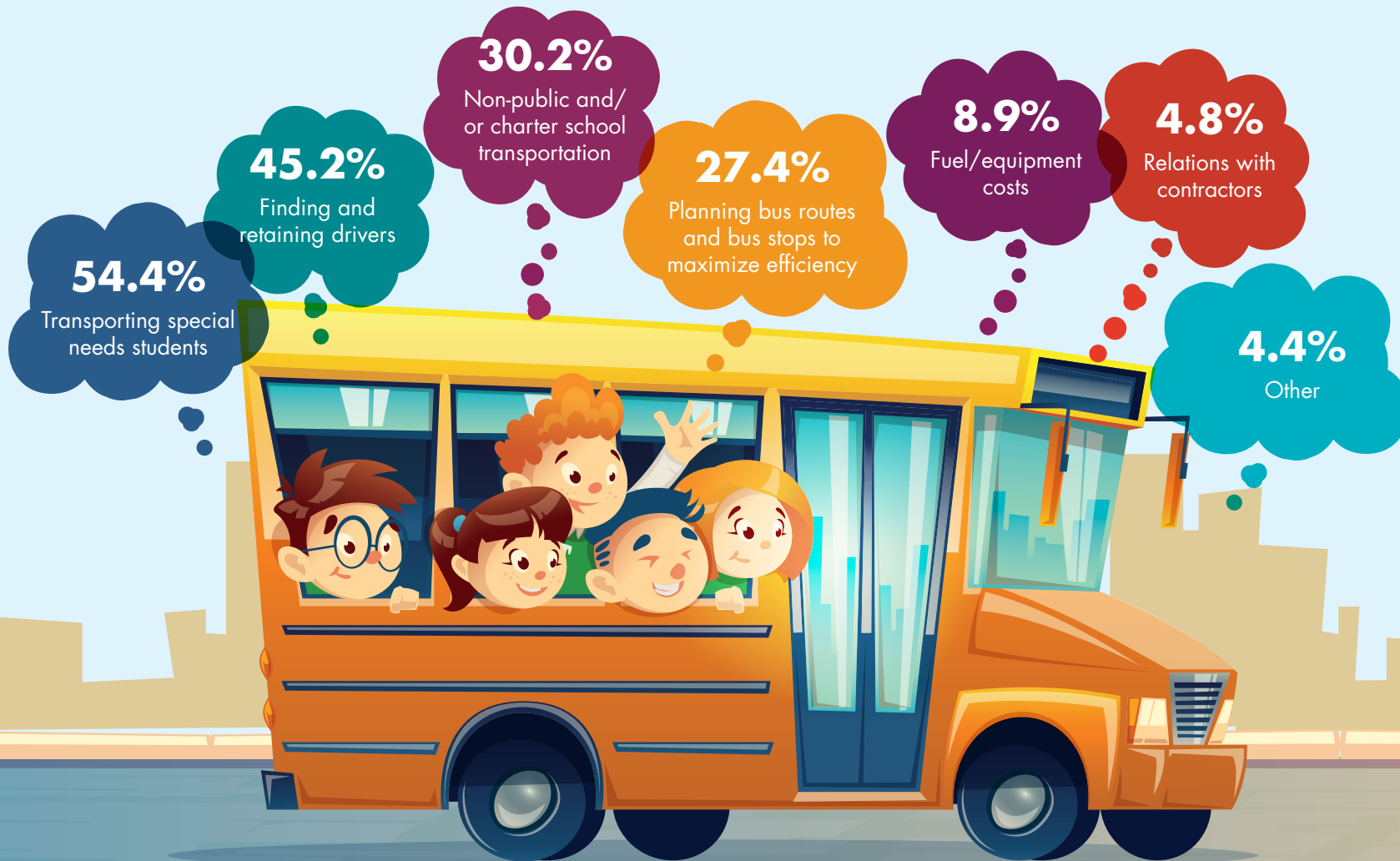
Getting students to and from school and other school activities safely and efficiently is a primary concern for school leaders and parents.



## Challenges

Transportation presents numerous challenges for school leaders. When asked about the biggest transportation challenges facing their school districts, chief school administrators reported transporting students with special needs as the biggest challenge.

What are the biggest transportation challenges faced by your school district?

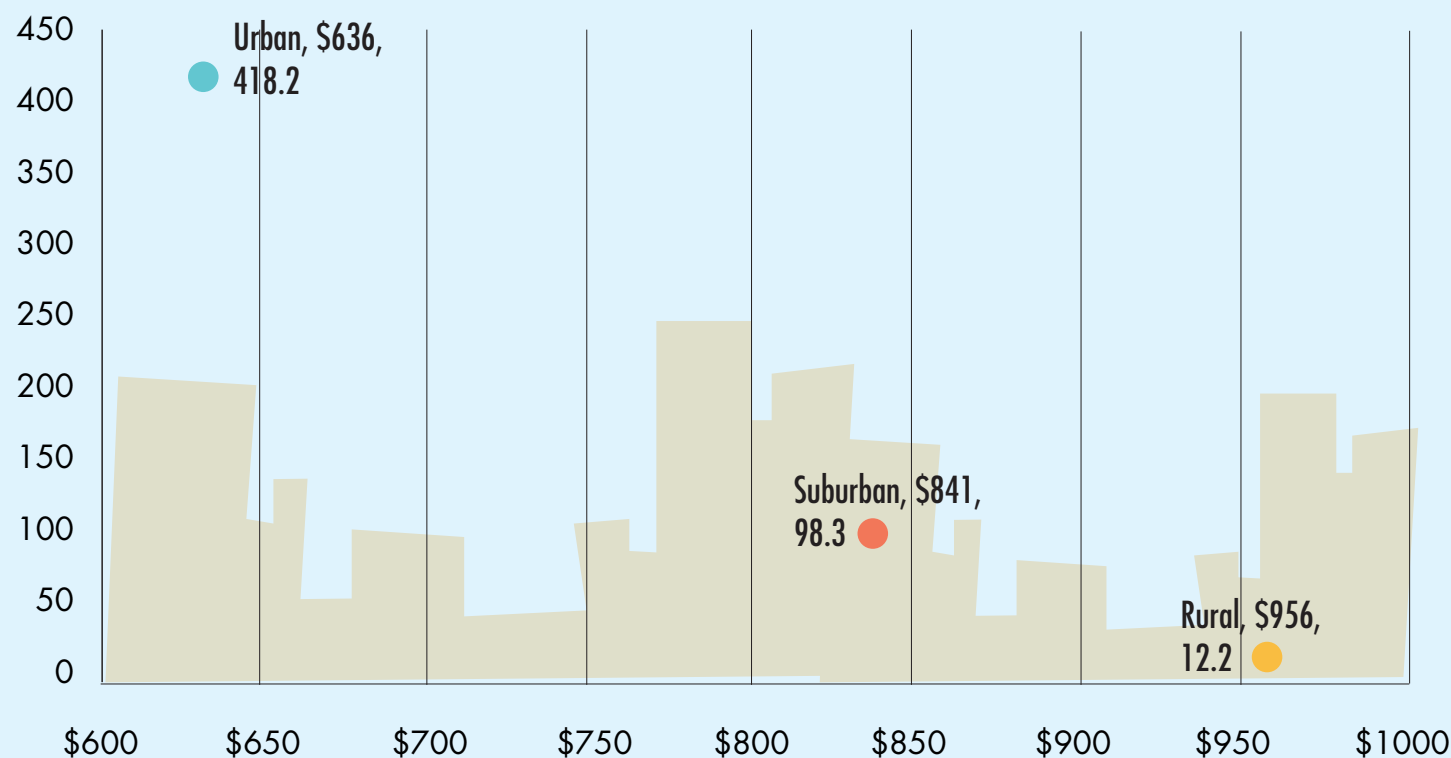




## Transportation as an expense

School districts spent slightly more than \$1.4 billion on student transportation in 2015-16, or 5% of total spending. Nearly \$200 million (or 14.1%) of that being spent on mandatory transportation of students to non-public schools.<sup>27</sup> Rural school districts, with their greater area to cover and lower population density, have the highest transportation costs per student as well as the highest percentage of their budgets being consumed by transportation costs.<sup>28</sup>

Transportation Cost per Student vs. Students per Square Mile



“We have students in rural areas where a bus can’t go, so we have to send alternative, expensive transportation.”  
- superintendent

Percent of expenditures



5.9%  
Rural

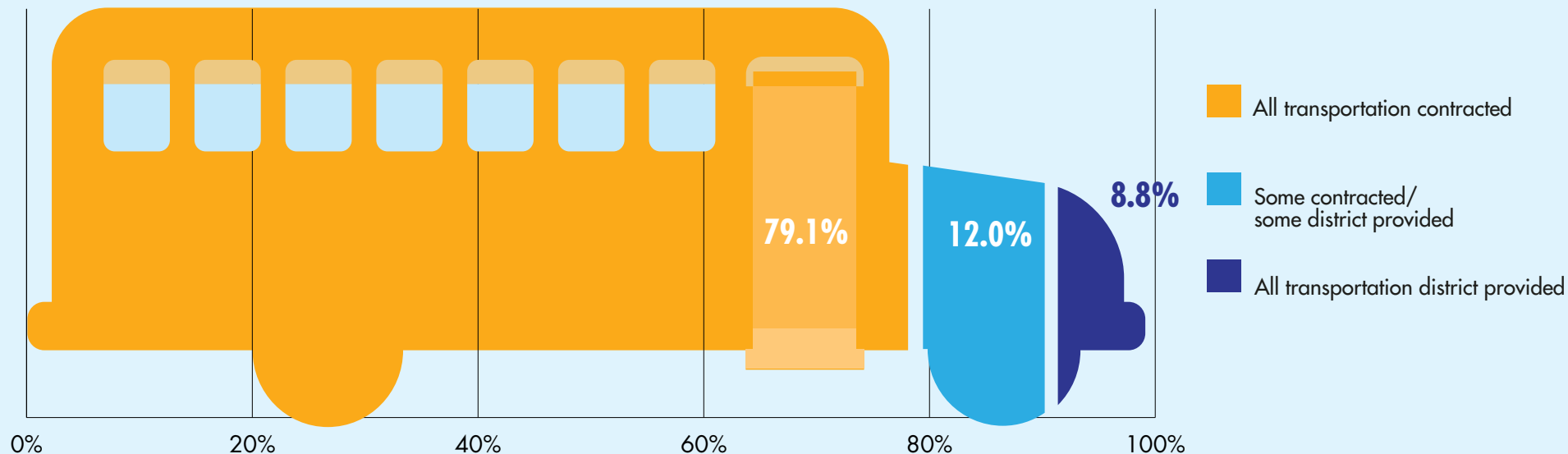
4.9%  
Suburban

4.2%  
Urban

## Other Transportation Issues

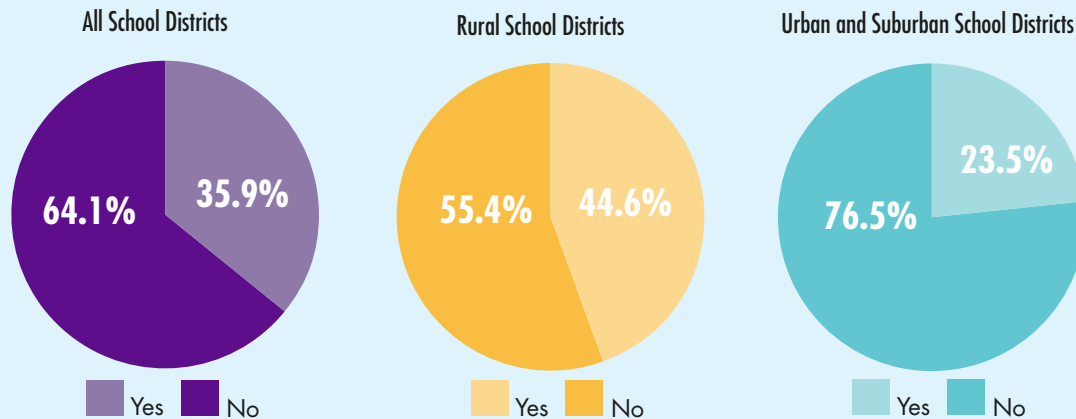
The expense of purchasing and maintaining a fleet of buses, vans and other vehicles for student transportation, as well as the difficulty in finding drivers, have compelled most school districts to turn to independent contractors for all or some of their transportation services.

Does your school district contract for transportation services?



Another primary concern of school leaders when planning transportation services includes the amount of time that students are required to ride the bus on trips to and from school.

Does your school district have regular bus routes that keep students on buses for more than an hour?<sup>29</sup>



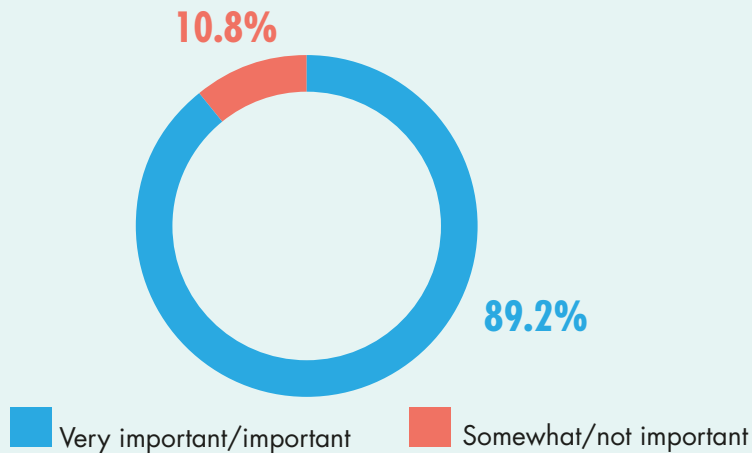
# Educational Equity

Gaps in achievement between groups of students and schools highlight the fact that not all of Pennsylvania's public schools are able to provide their students with access to the programs, services and resources that would enable them to reach their highest potential.



Educational equity recognizes that some students and schools need more resources and supports to obtain/provide equal access to a high-quality education than others. In nearly 90% of school districts, incorporating educational equity was rated as either very important or important.

How important is incorporating equity into your district/school programs and practices for student achievement?



“Zip code plays a huge role in lack of equity.”

- superintendent

Topics, along with problems/solutions affecting educational equity include, but are not limited to:

### **Staffing**

- Teacher and substitute shortages
- Lack of diverse teachers, administrators, school board directors
- Inequitable distribution of highly qualified teachers

### **Curriculum and instructional practices**

- Culturally competent development of curriculum
- Gender expansion and transgender policies
- Access to AP, STEM, and gifted/talented opportunities
- Special education
- English learner (EL) policies

### **Infrastructure**

- Racially and/or socioeconomic segregated public schools and districts
- Access to transportation
- Access to technology

### **Discipline**

- Examining discipline rates
- Restorative justice policies

### **Access to career and technical education**

### **Access to higher education**

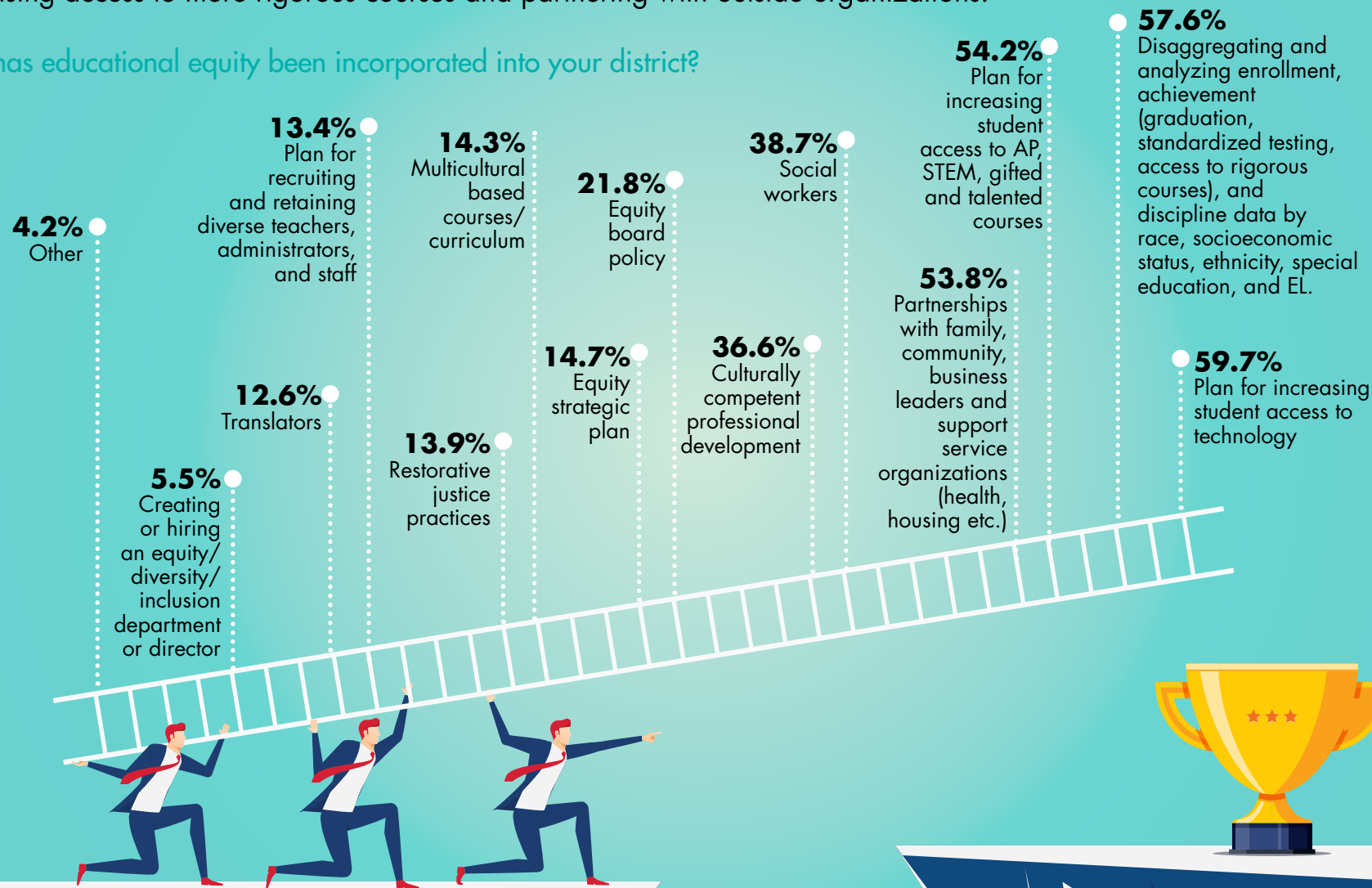
### **Family and community engagement**

- Increasing access for families and communities to schools
- Housing, health care, environmental justice

### **Addressing trauma (e.g., poverty, opioid crisis, homelessness, migration)**

Many school districts are taking action to incorporate equity into their programs and services. The most common methods of incorporating equity were increasing student access to technology, analyzing data by subgroup (race/ethnicity, etc.), increasing access to more rigorous courses and partnering with outside organizations.

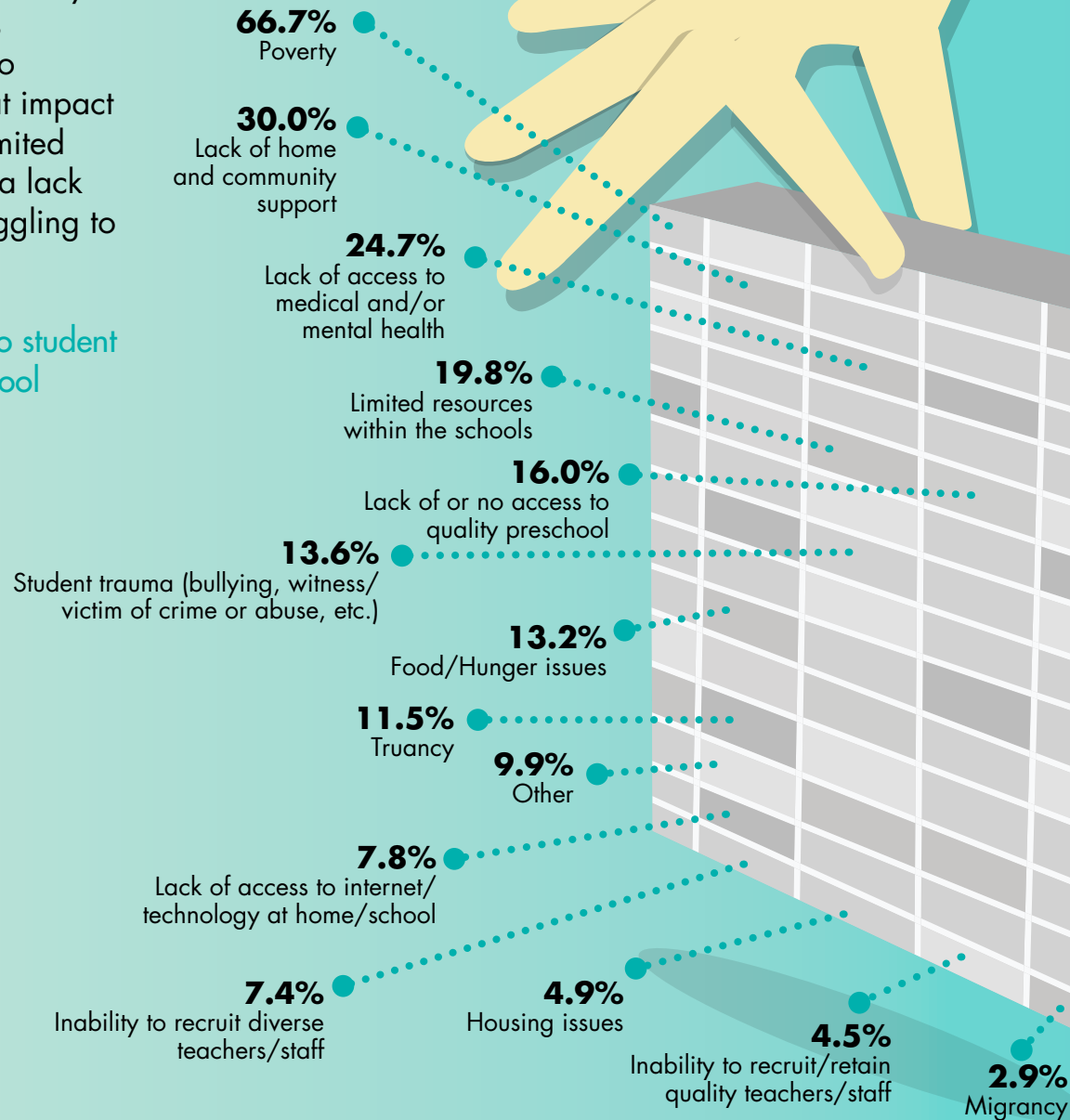
## How has educational equity been incorporated into your district?



## Poverty

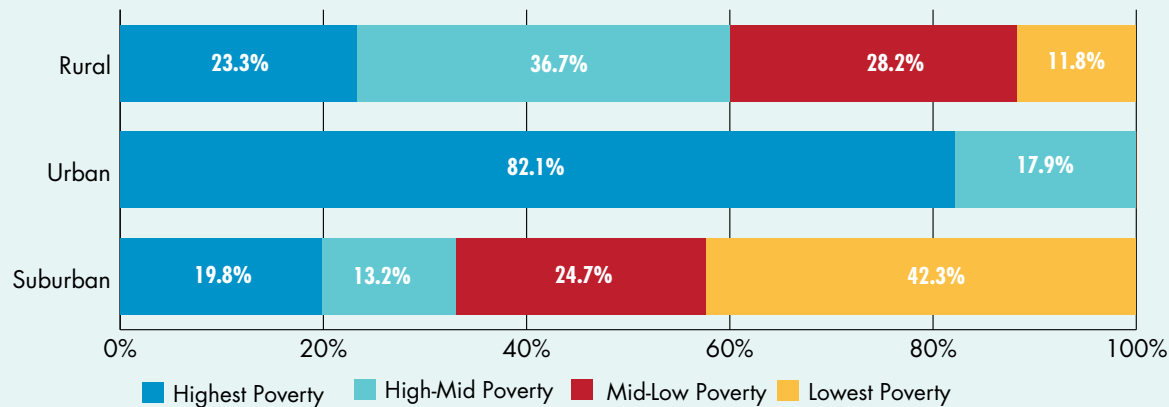
Barriers to achievement exist in every public school, the most obvious of which is poverty. Poverty also contributes to other barriers that impact student performance such as limited access to technology at home, a lack of permanent housing and struggling to keep food on the table.

What are the primary barriers to student achievement present in your school district?



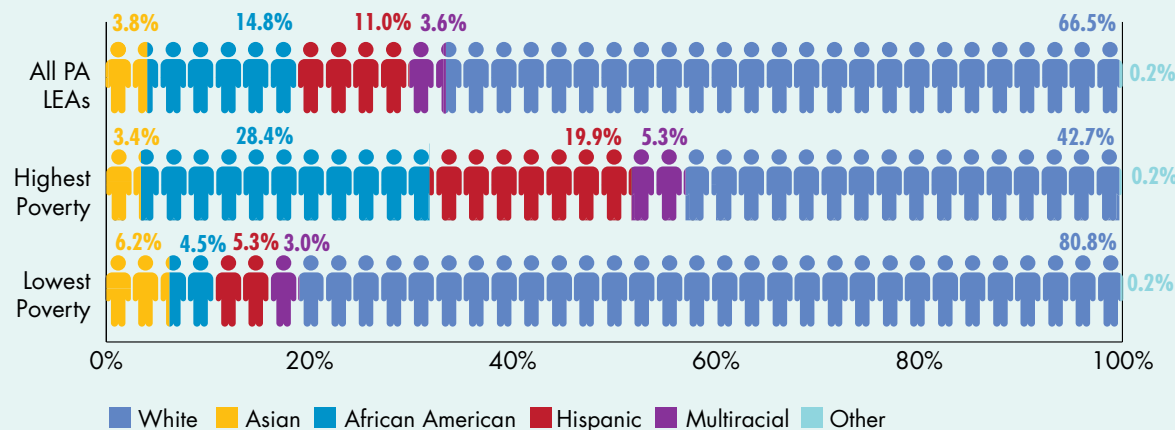
When school districts are divided into quartiles based on their acute poverty levels, 100% of urban school districts and 60% of rural school districts fall into the highest or next highest poverty quartiles.<sup>31</sup>

% of School Districts in Poverty Quartiles



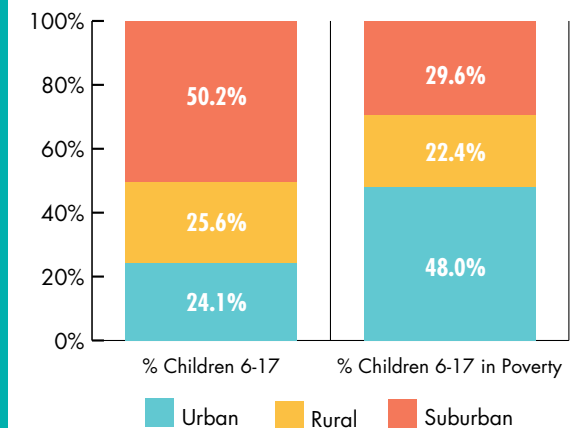
School districts in the highest poverty quartile have nearly three times the student-of-color concentration as the lowest poverty school districts and more than 1.5 times the state's public schools as a whole.<sup>32</sup>

Racial Composition of Highest and Lowest Poverty School Districts



## Poverty and child populations

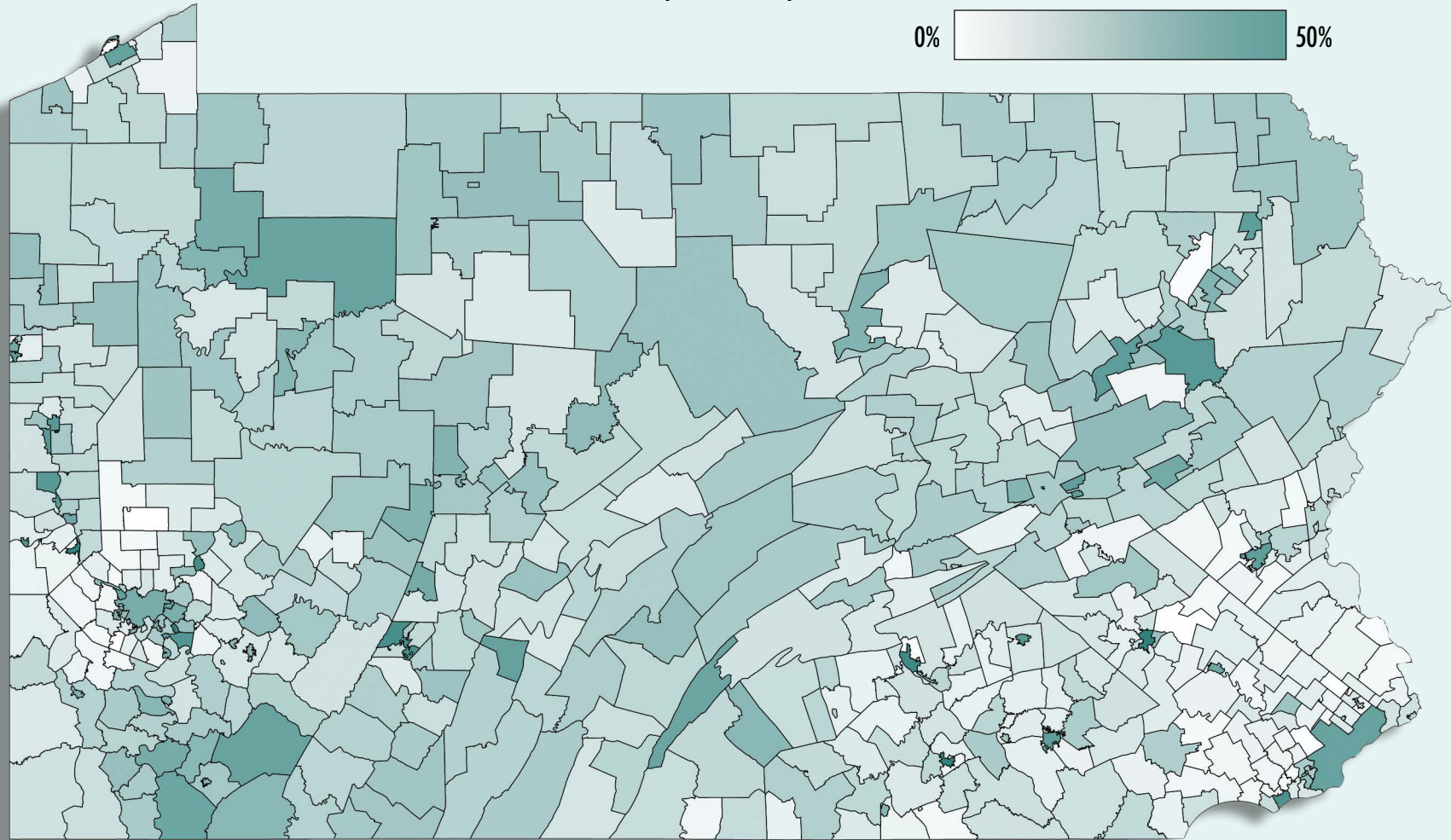
An estimated 328,000 Pennsylvania children ages 6-17 live in households below the federal poverty limit (in acute poverty). Nearly half of those children live in areas served by urban school districts despite urban districts only containing a quarter of the total population of children ages 6-17.<sup>30</sup>





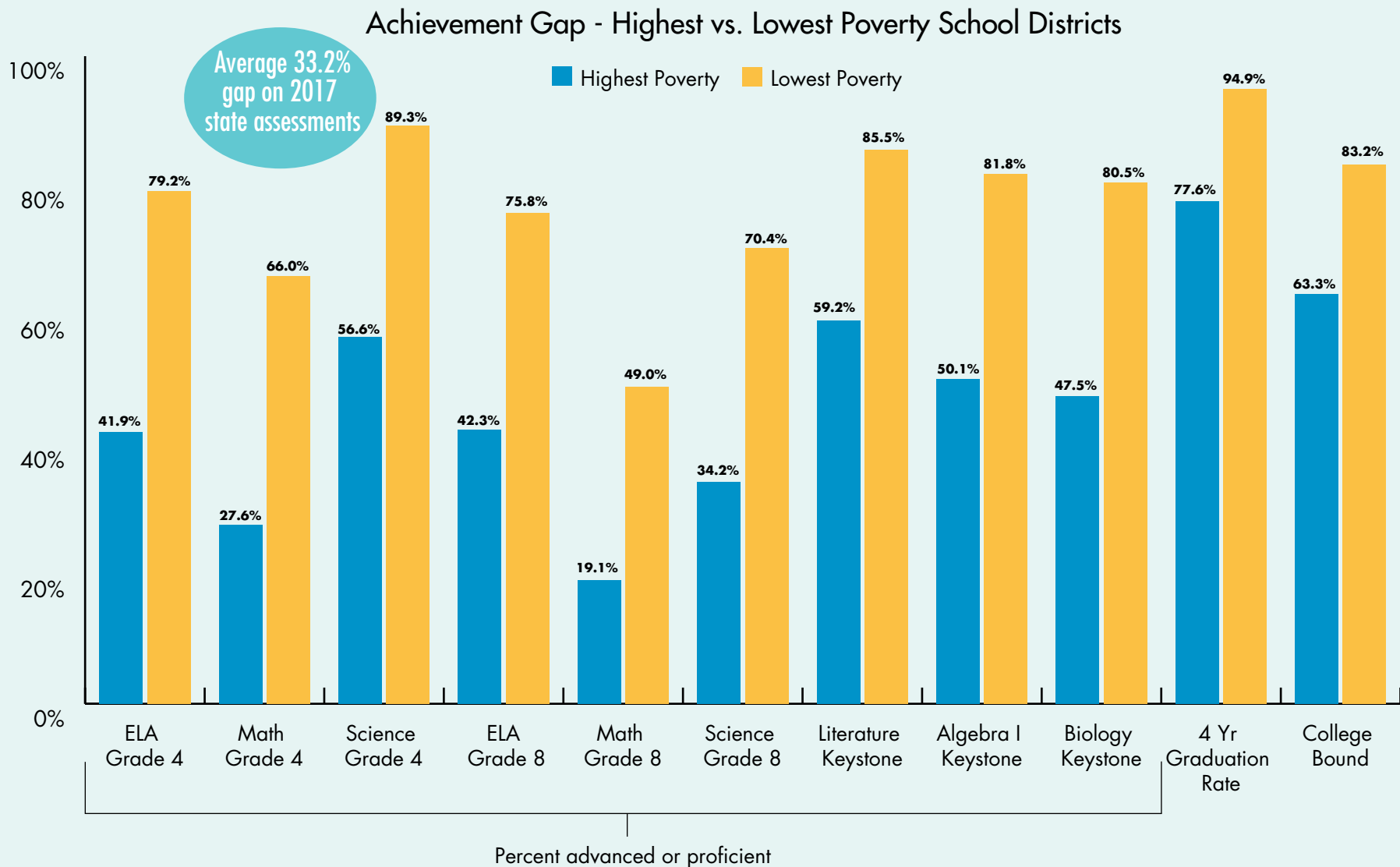
When poverty rates are mapped across all 500 school districts, it becomes clear that poverty is not only an urban or student-of-color issue. Large stretches of rural, predominantly white school districts are also dealing with high poverty.

Acute Poverty Rates by School District



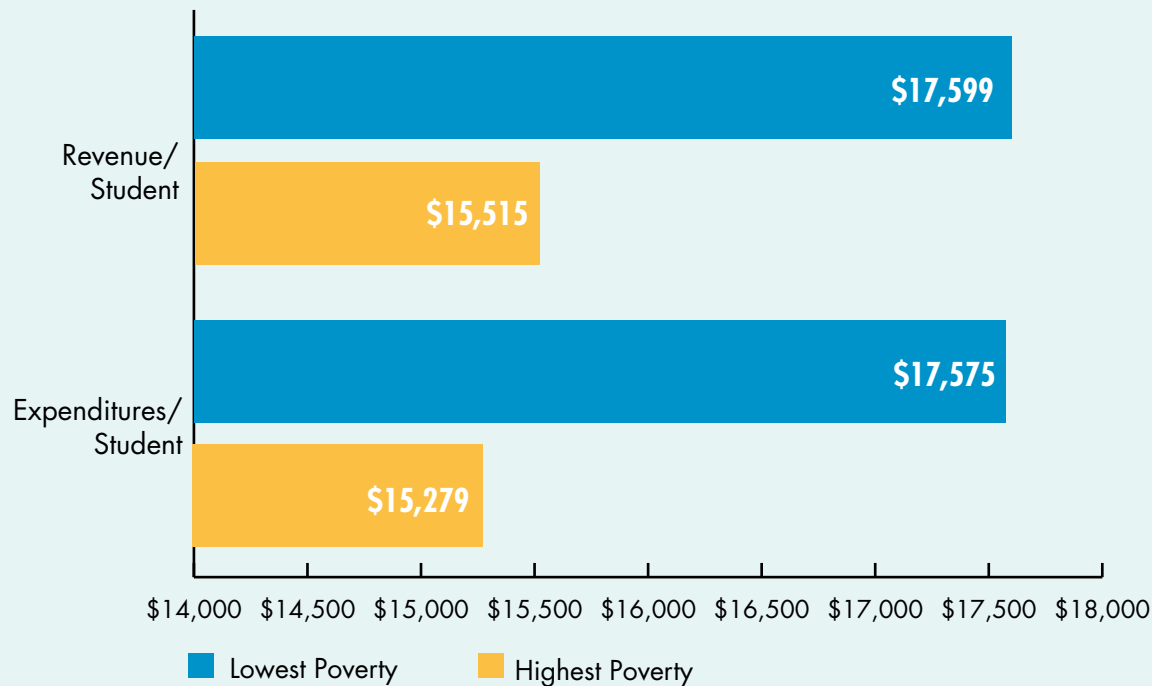


Wherever poverty is present or whoever is affected by it, the impact on achievement is clear. Regardless of what academic achievement metric is examined, the achievement gap between the highest and lowest poverty school districts is considerable.<sup>33</sup>

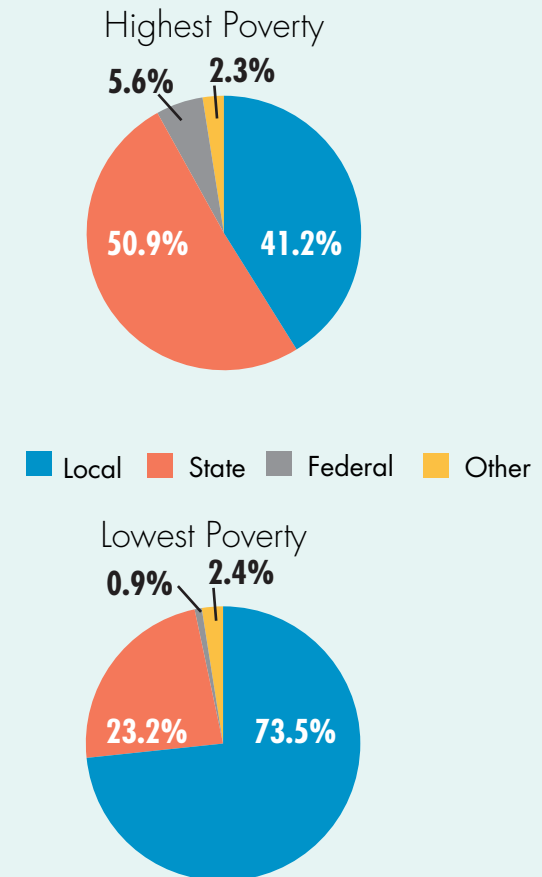


Overcoming the negative effects of poverty requires additional funding and resources. However; school districts with the highest poverty do not have the same level of revenue and expenditures as their lowest poverty peers, due largely to their reduced ability to generate local revenues.<sup>34</sup>

Revenue and Expenditures per Student



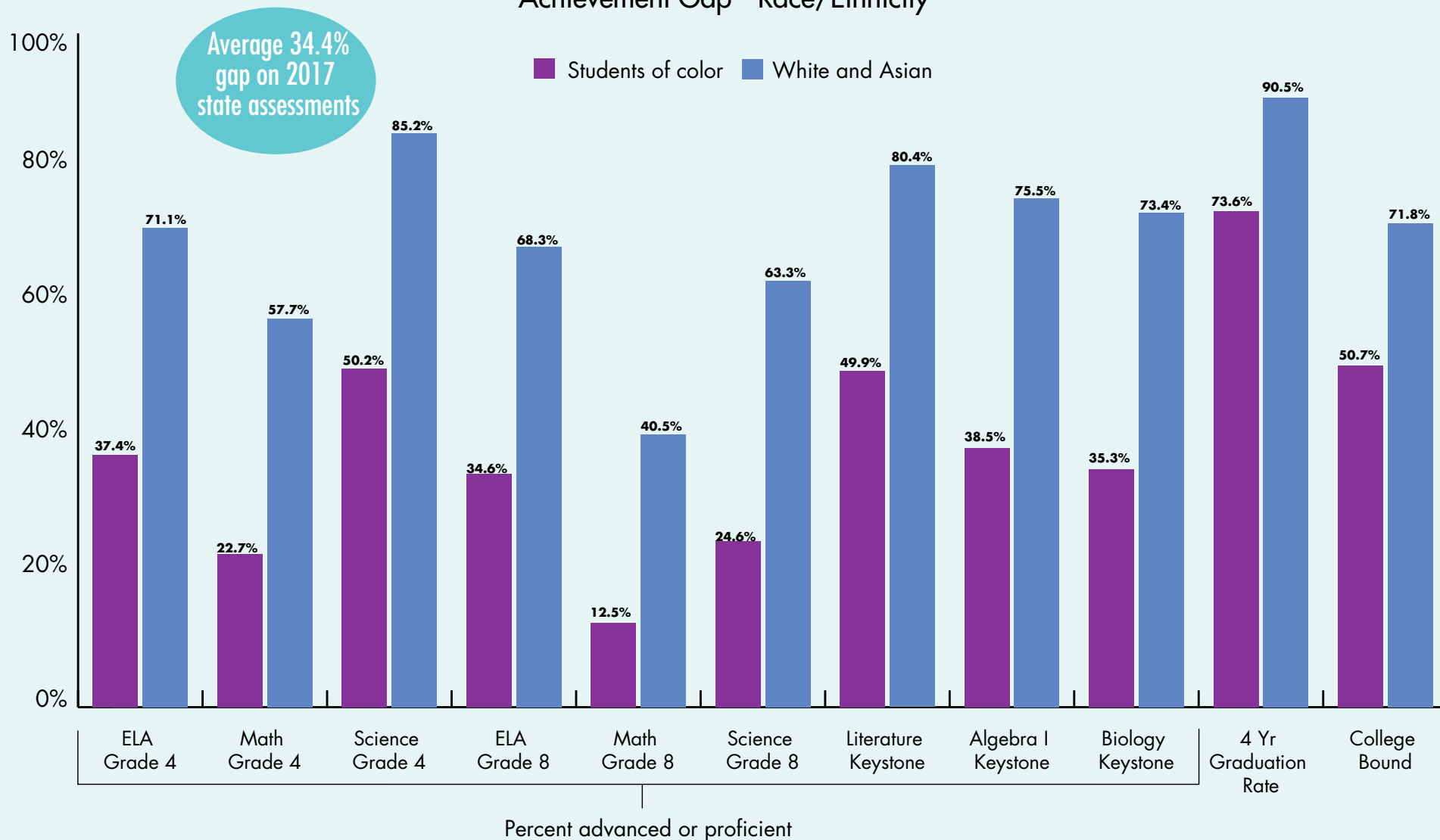
Revenue Sources



## Achievement gap by race/ethnicity and English language proficiency

With the goal of ensuring all students are reaching their highest potential, educational equity also seeks to eliminate the gaps between students in different racial/ethnic groups and students with varying degrees of English language proficiency when looking at proficiency rates on state assessments, graduation rates and college bound rates.<sup>35</sup>

Achievement Gap - Race/Ethnicity



There were more than 51,000 students enrolled in Pennsylvania school districts with limited English proficiency in 2016-17. While English learners (ELs) represent only 3.2% of total school district enrollment, in urban school districts, ELs represent more than 9% of enrollment.<sup>36</sup>



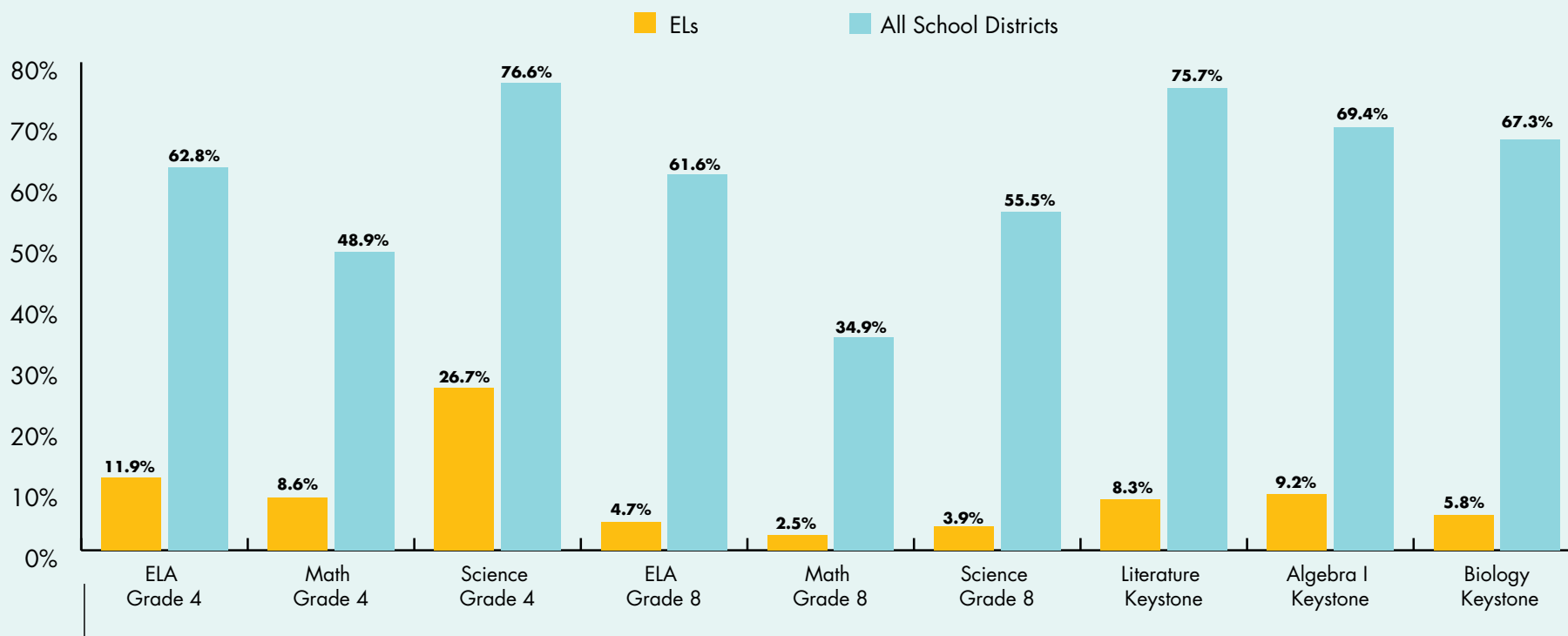
**9.2%**  
Urban

**2.2%**  
Suburban

**0.7%**  
Urban

For those students learning the English language and taking state standardized tests at the same time, proficiency rates are on average, 52.3% lower than the proficiency rates for all school district students.<sup>37</sup>

### Achievement Gap - English Learners (ELs)

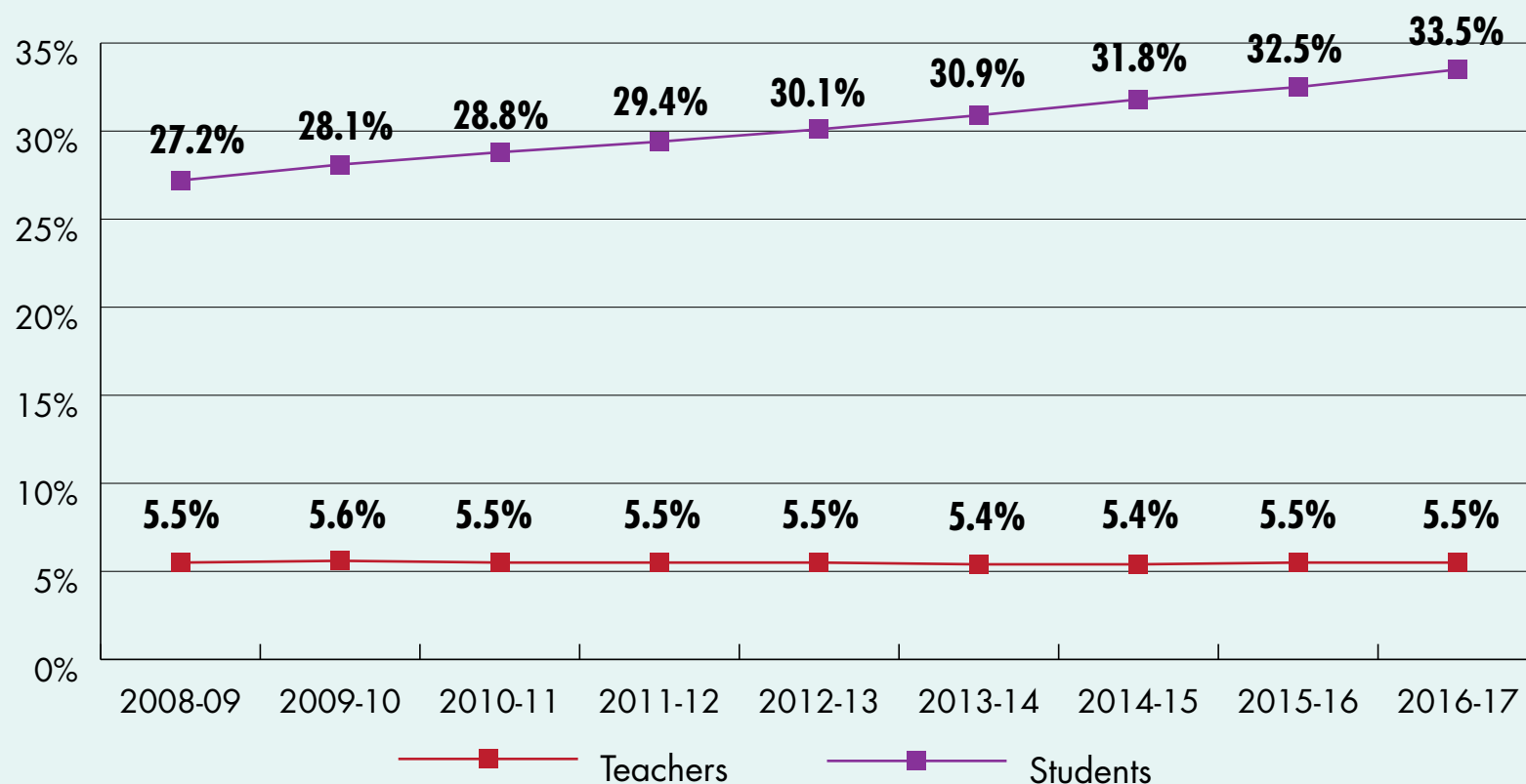


## Spotlight on Opportunity Gaps

Another important aspect of educational equity focuses on overcoming the opportunity gaps that may be present in a school district. The opportunity gap represents how a school district delivers education to different groups of students. Disparities in educational delivery have been shown to contribute to divergent outcomes among students.

One example of an opportunity gap present in Pennsylvania schools is the underrepresentation of teachers of color, especially when compared to the student population. While the percentage of students of color has grown steadily since 2008-09, the percentage of teachers of color has remained relatively unchanged.<sup>38</sup>

Students and Teachers of Color 2008-09 to 2016-17

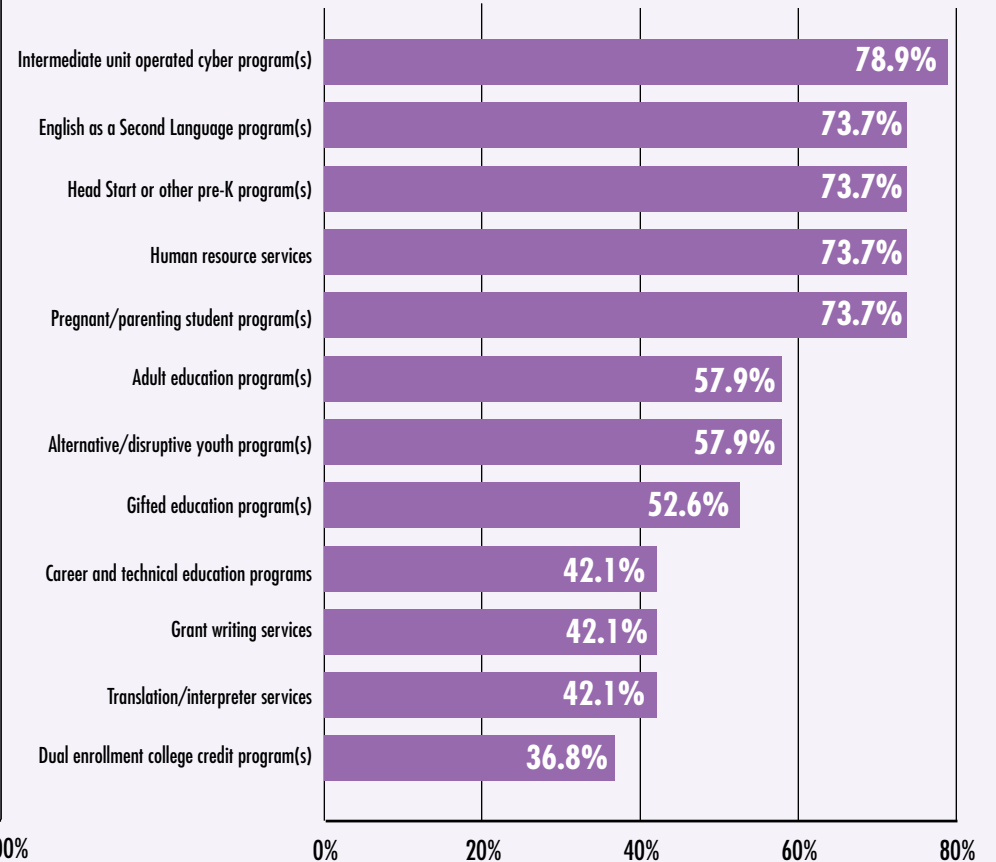
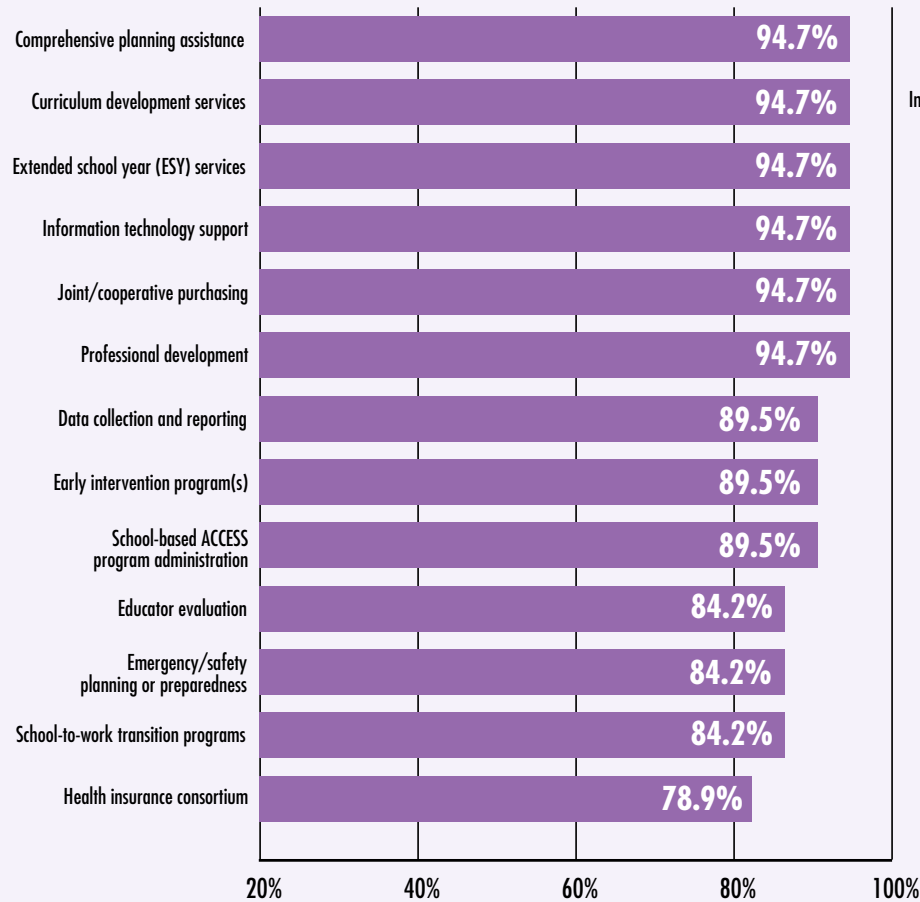


# Intermediate Units

Pennsylvania's 29 intermediate units provide vital programs and services to their participating school districts that go well beyond special education.



## Which of the following programs and services are offered by your intermediate unit?

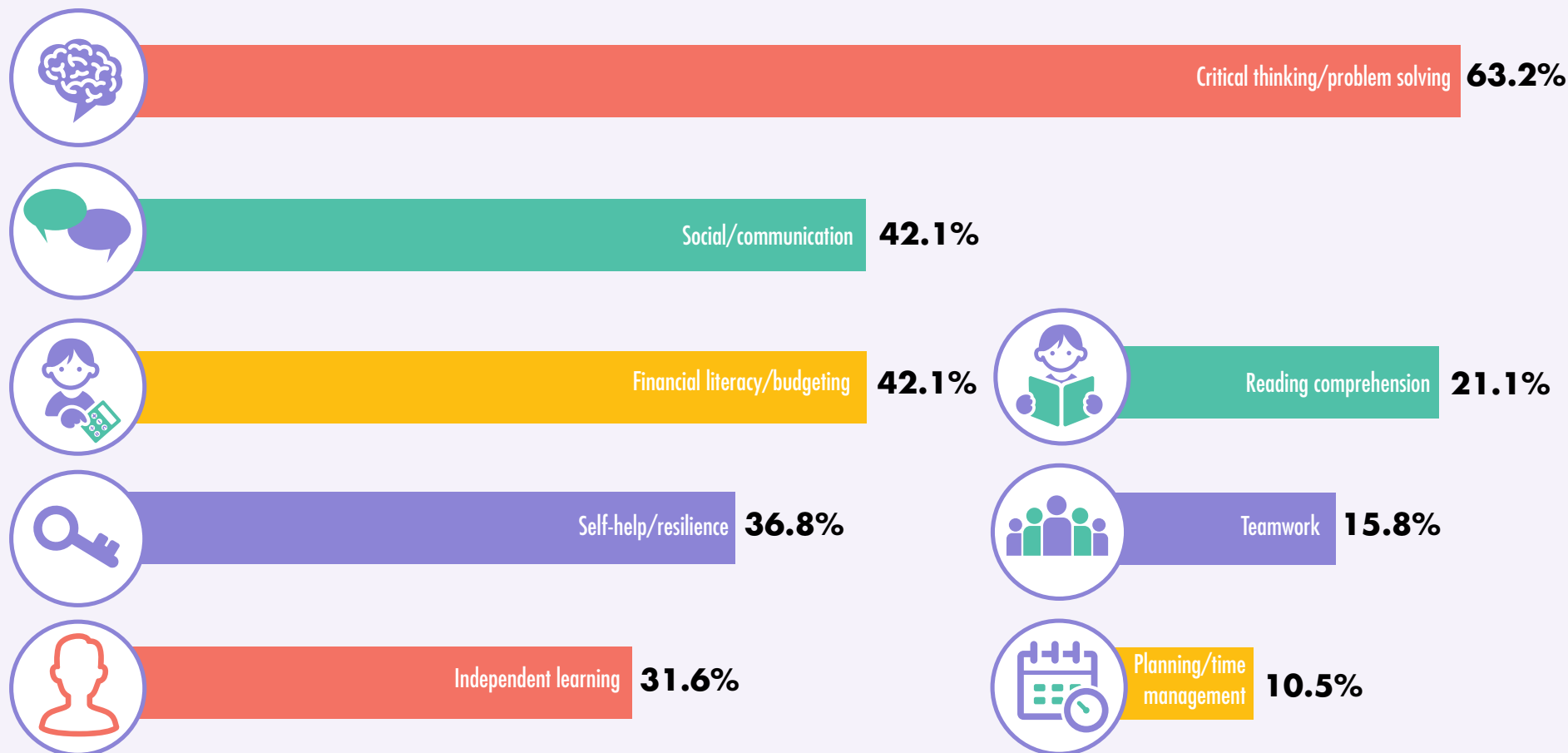


“We provide a broad range of programs and services...however, a majority of students would benefit from continued services.”  
- IU director

## Life after school

Intermediate unit leaders rated critical thinking and problem solving as the most important skills needed for life after school, but to a lesser degree than school district and career and technical directors.

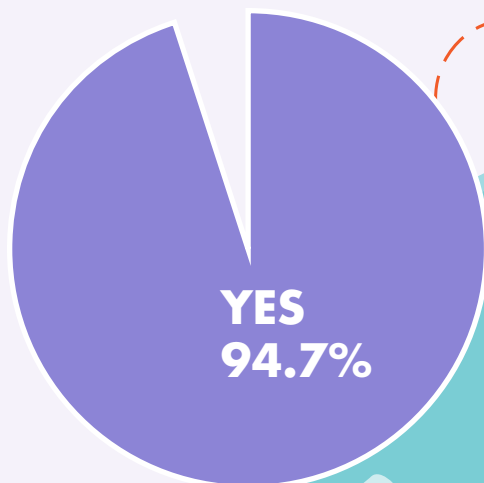
In your opinion, what are the most critical skills necessary for life after school?



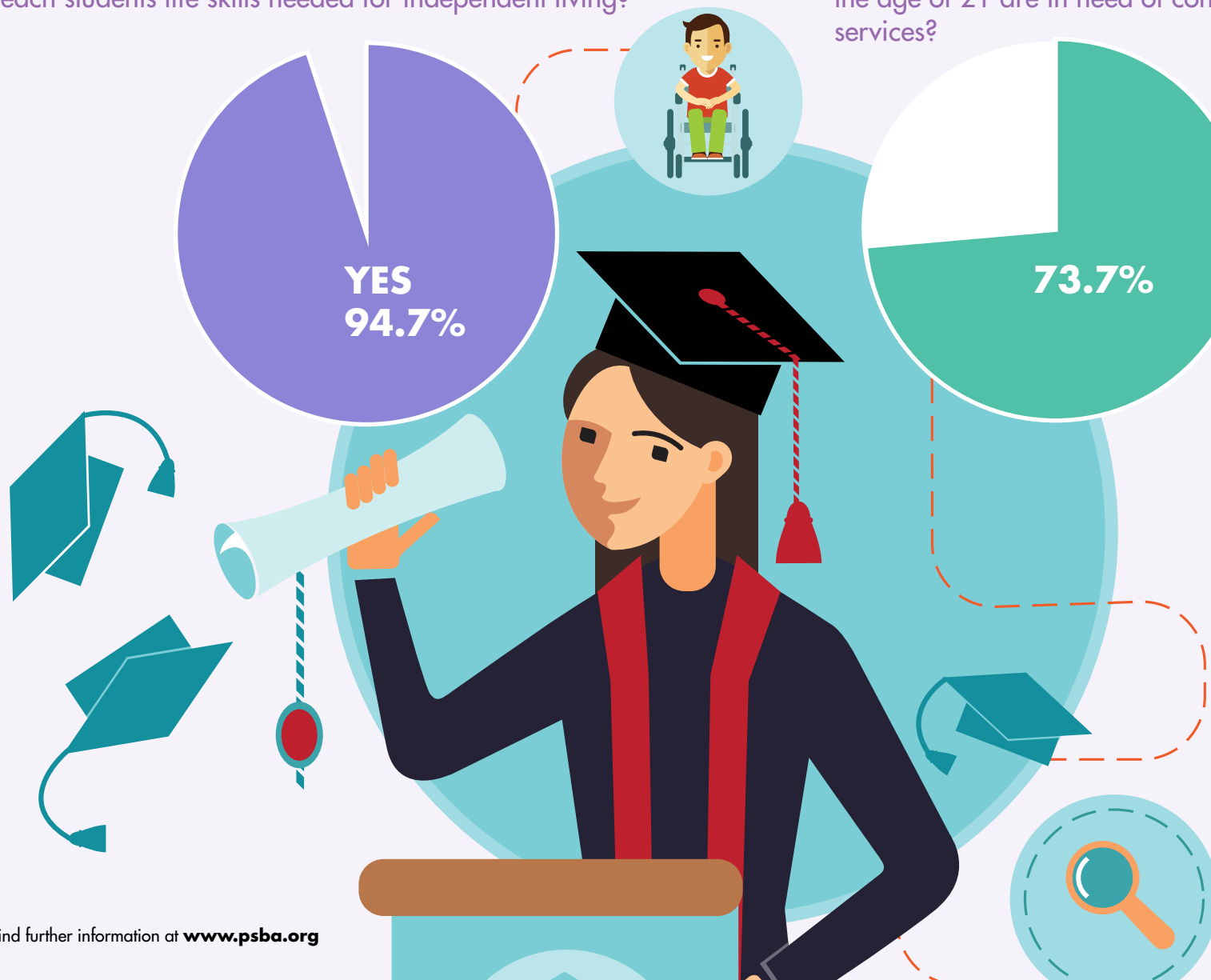
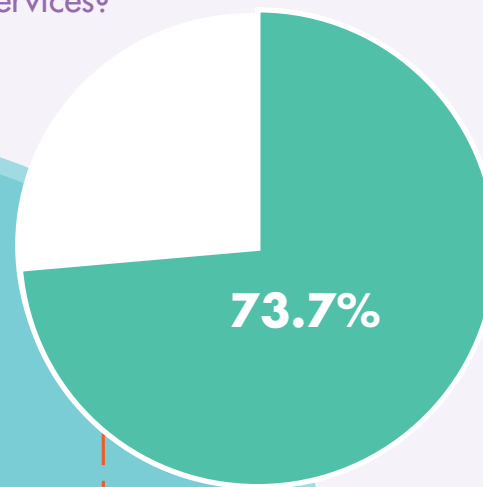


Almost all of responding intermediate units reported including coursework in basic life skills and all responding intermediate units reported that some of their students need continuing programs and services after leaving school.

Does your intermediate unit have a program or courses to teach students life skills needed for independent living?

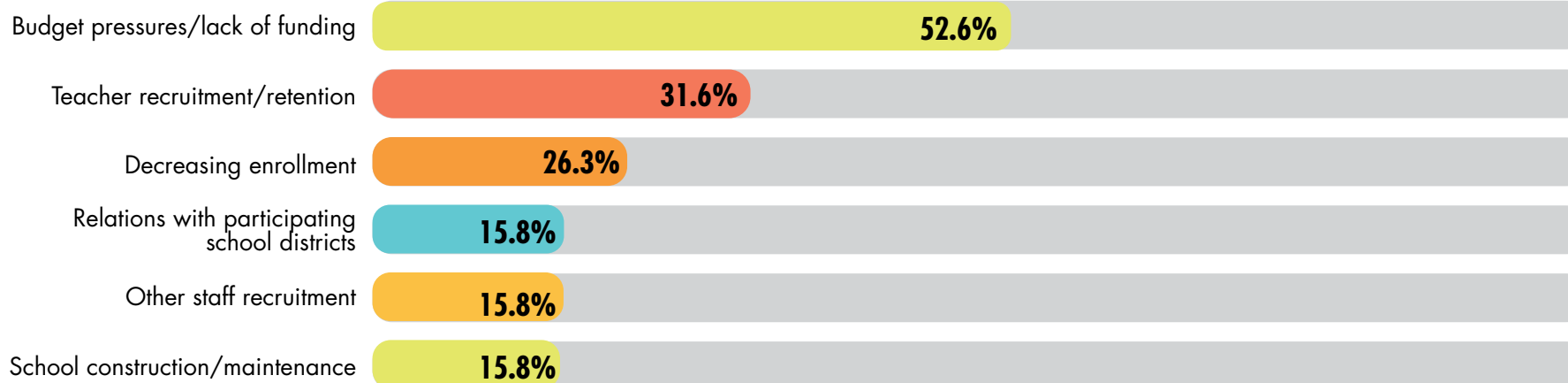


In your opinion, what percentage of students that reach the age of 21 are in need of continuing programs and services?



## Current Challenges

When asked which of the following areas were most difficult to manage over the **last year**, intermediate unit directors responded as follows:



Principal/administrator recruitment/retention	10.5%
---	-------

Teacher evaluations	10.5%
---------------------	-------

Healthcare costs	10.5%
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Uniform Grant Guidance implementation	10.5%
---------------------------------------	-------

Other	10.5%
-------	-------

Preparing for or administering standardized tests	5.3%
---	------

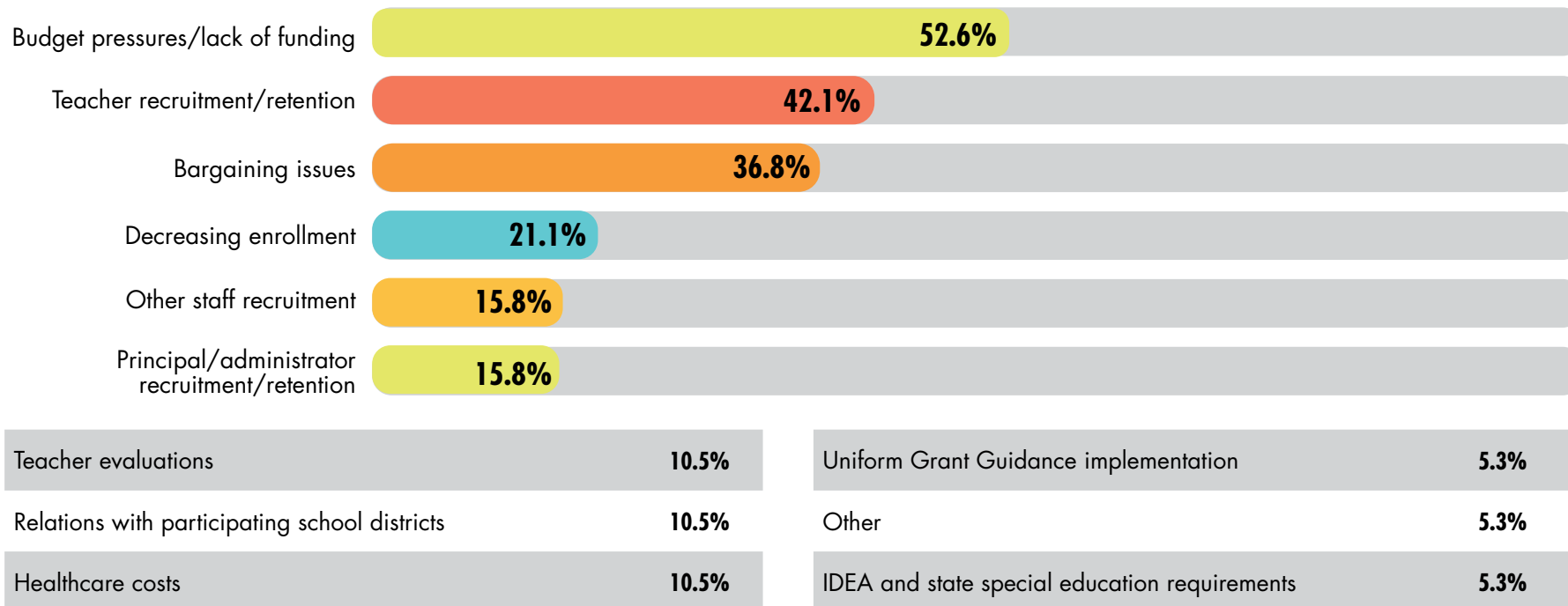
School employee training requirements	5.3%
---------------------------------------	------

Curriculum requirements	5.3%
-------------------------	------

IDEA and state special education requirements	5.3%
---	------

## Future Challenges

When asked which of the following areas are expected to be the most difficult to manage over the **next year**, intermediate unit directors responded as follows:

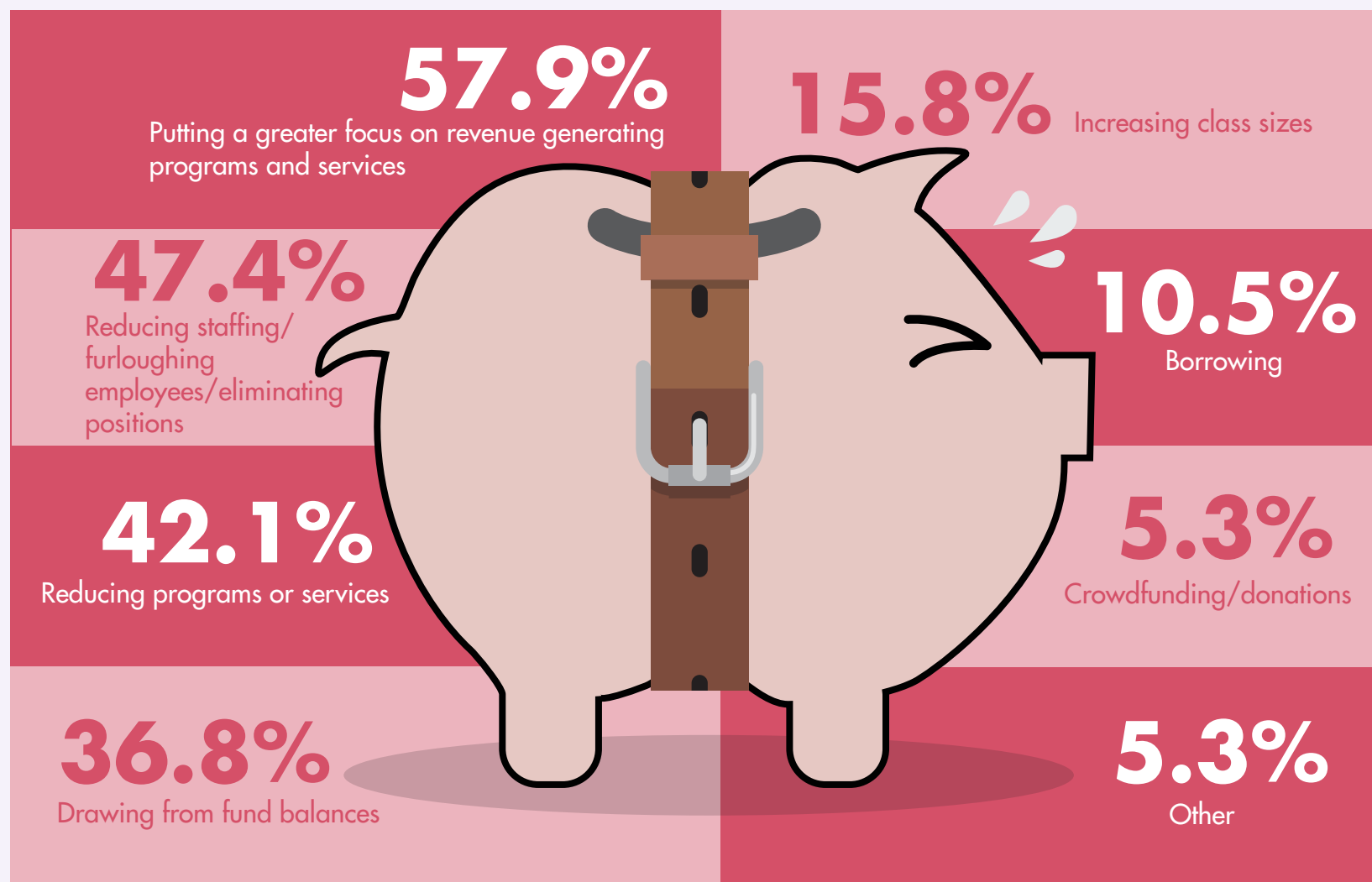


## Budget pressures

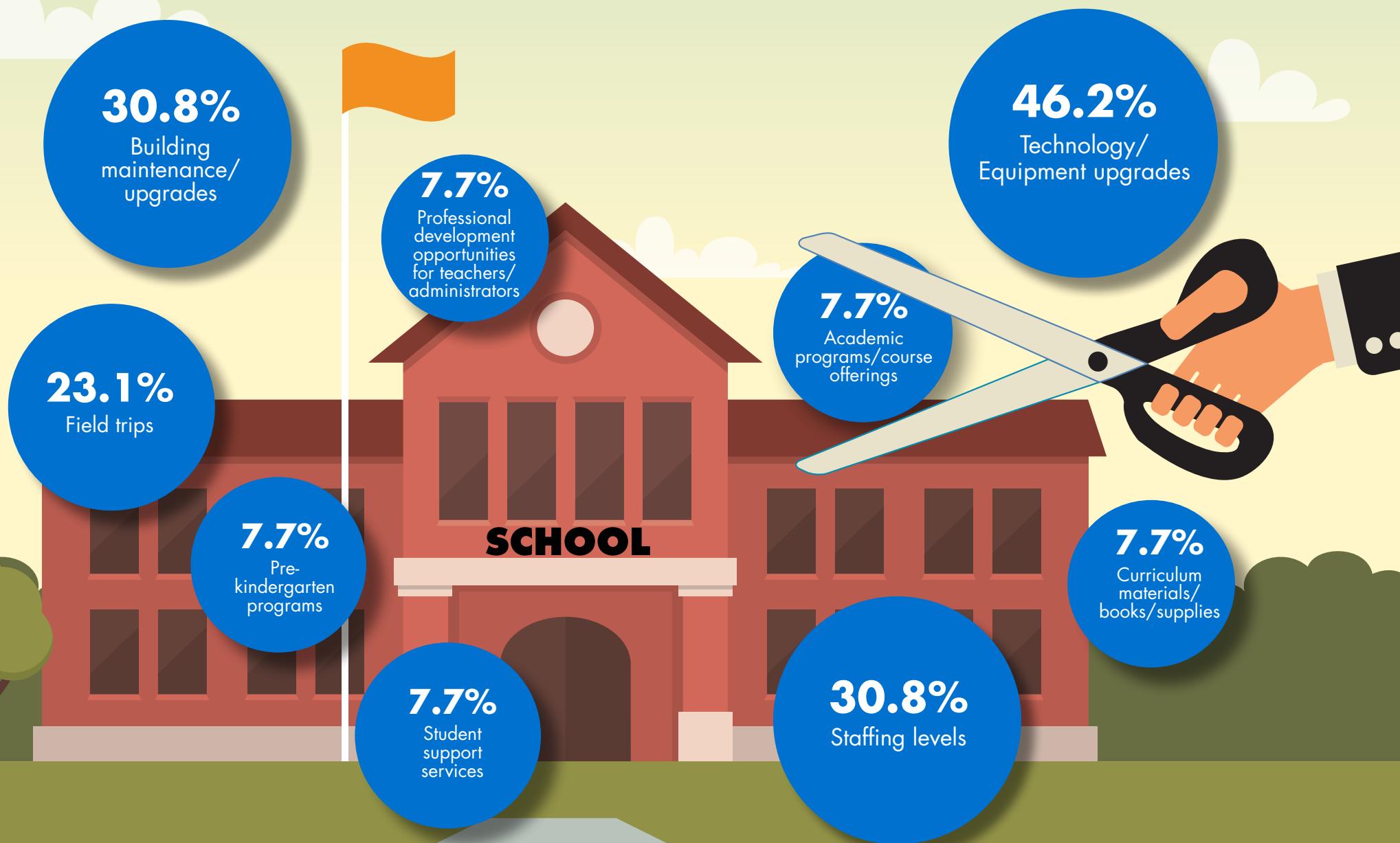
When asked to select the biggest sources of budget pressure facing their intermediate unit, IU directors once again identified pension costs as the most common source of budget pressure.



Intermediate unit directors reported taking, or anticipated taking, the following actions because of budget pressures in the upcoming fiscal year.



Intermediate unit directors were also asked if their IU would be cutting and/or postponing any of the following programs, services or activities they offer.



# Career and Technical Education

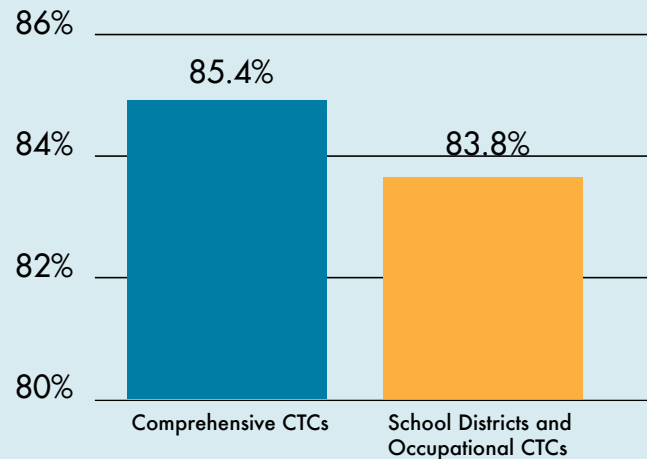
Students pursuing a career and technical education are being provided with the skills and education that will prepare them to begin a career and/or pursue postsecondary education.



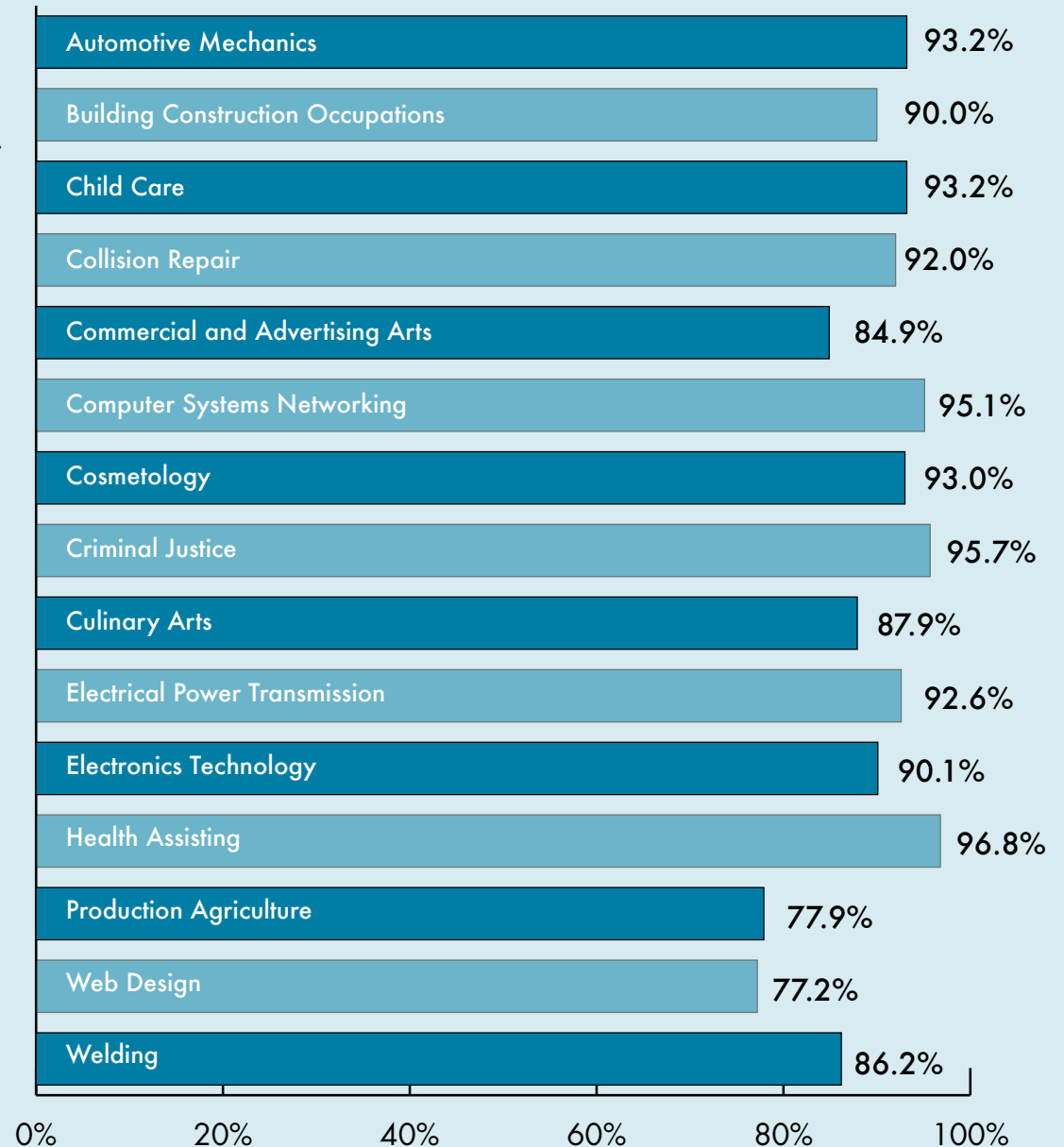
## Career and technical education achievement

Students enrolled in a career and technology center or program are engaged in a career-focused curriculum that usually culminated with an industry-specific assessment or exam. More than eight out of 10 students taking these assessments are achieving at the competent or advanced level.<sup>39</sup>

Industry Standards-Based Competency Assessments –  
Average % Competent or Advanced

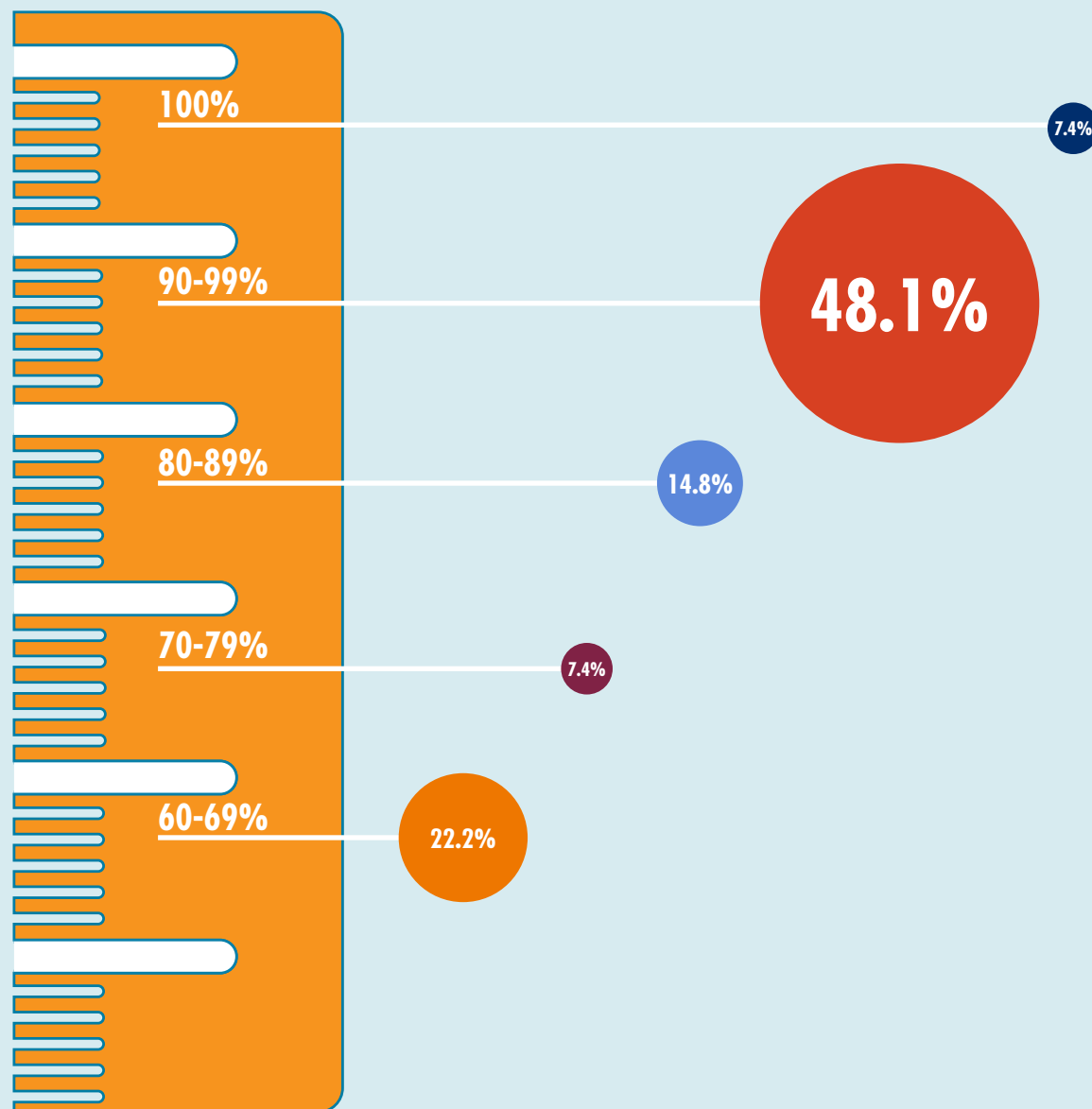


Average NOCTI Performance Scores for Pennsylvania





In your opinion, what percentage of the graduates from your school(s) are ready for life after graduation?



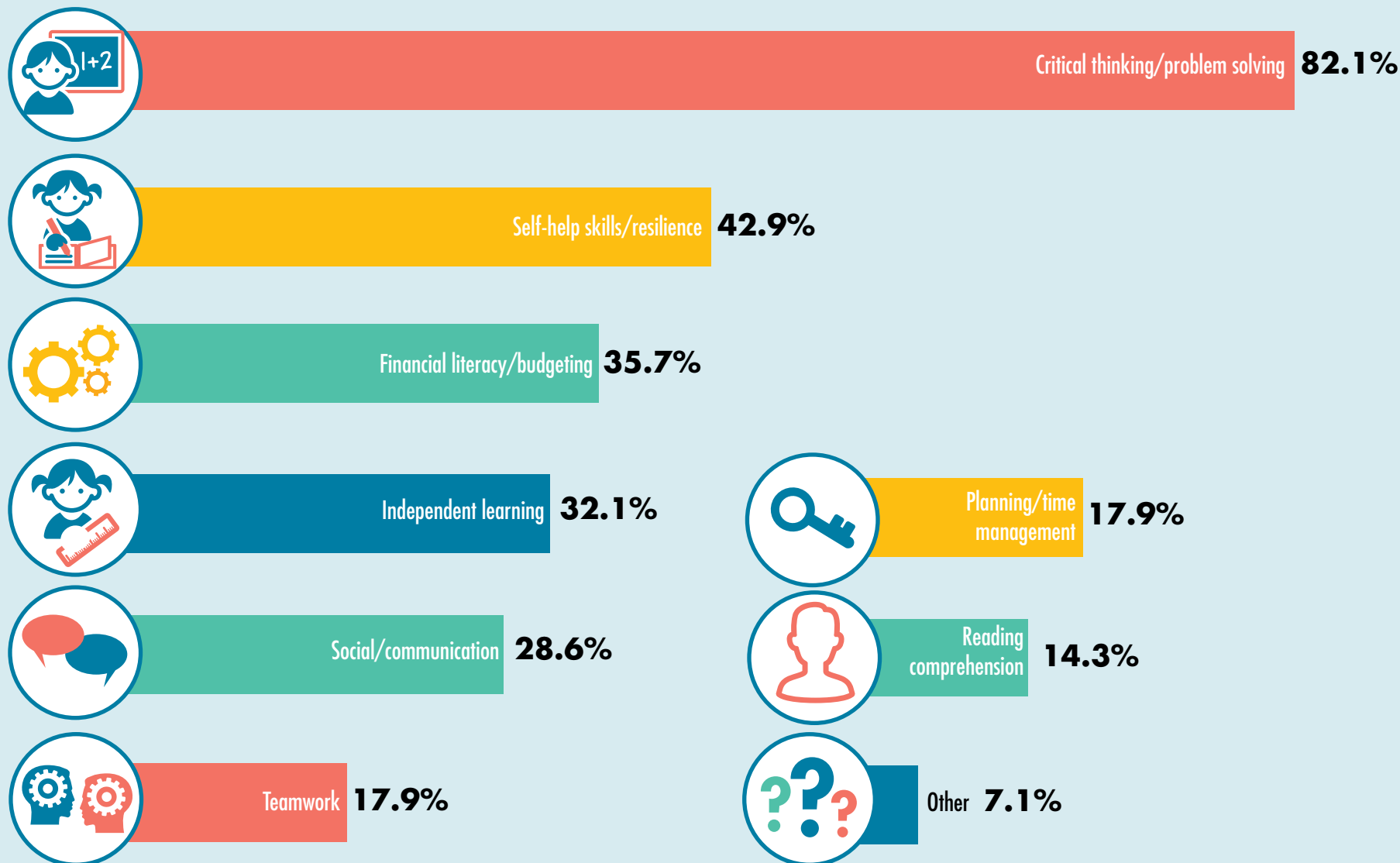
## Life after school

Career and technical centers are in a unique position of preparing their students not only to start their careers after graduation, but also to be in a position to pursue postsecondary opportunities. More than half of responding career and technical directors were confident that at least 90% of their graduates were ready for the next steps in their educational or vocational lives.

“Any new programing will be based on high priority occupations and eliminations of current programs to fund the new ones.”  
- CTC director

Critical thinking/problem solving were the most important skills for graduates to leave school with according to career and technical directors; nearly double the next highest rated skill set – self-help/resilience.

In your opinion, what are the most critical skills necessary for life after school?



## Participation in career and technical education

While some school districts have their own career and technical education programming, most school districts participate in a regional career and technical center or area vocational technical school. Being reliant on participating school districts for enrollment also presents challenges for career and technical centers.

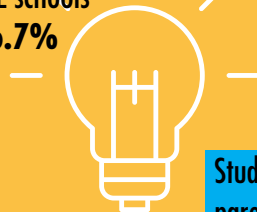
In the current school year, what percentage of seats/spots for grades 9/10 to 12 are being utilized?



81.4%

What is the biggest challenge in attracting students to attend a career and technical school?

The perception of  
CTE schools  
**76.7%**



Lack of  
publicity/  
cooperation at  
participating  
schools **6.7%**



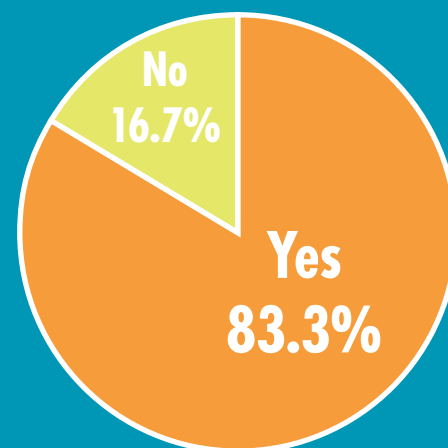
Students/  
parents aren't  
aware of the  
opportunities  
provided  
**13.3%**



Increase in school  
district provided CTE  
courses  
**3.3%**

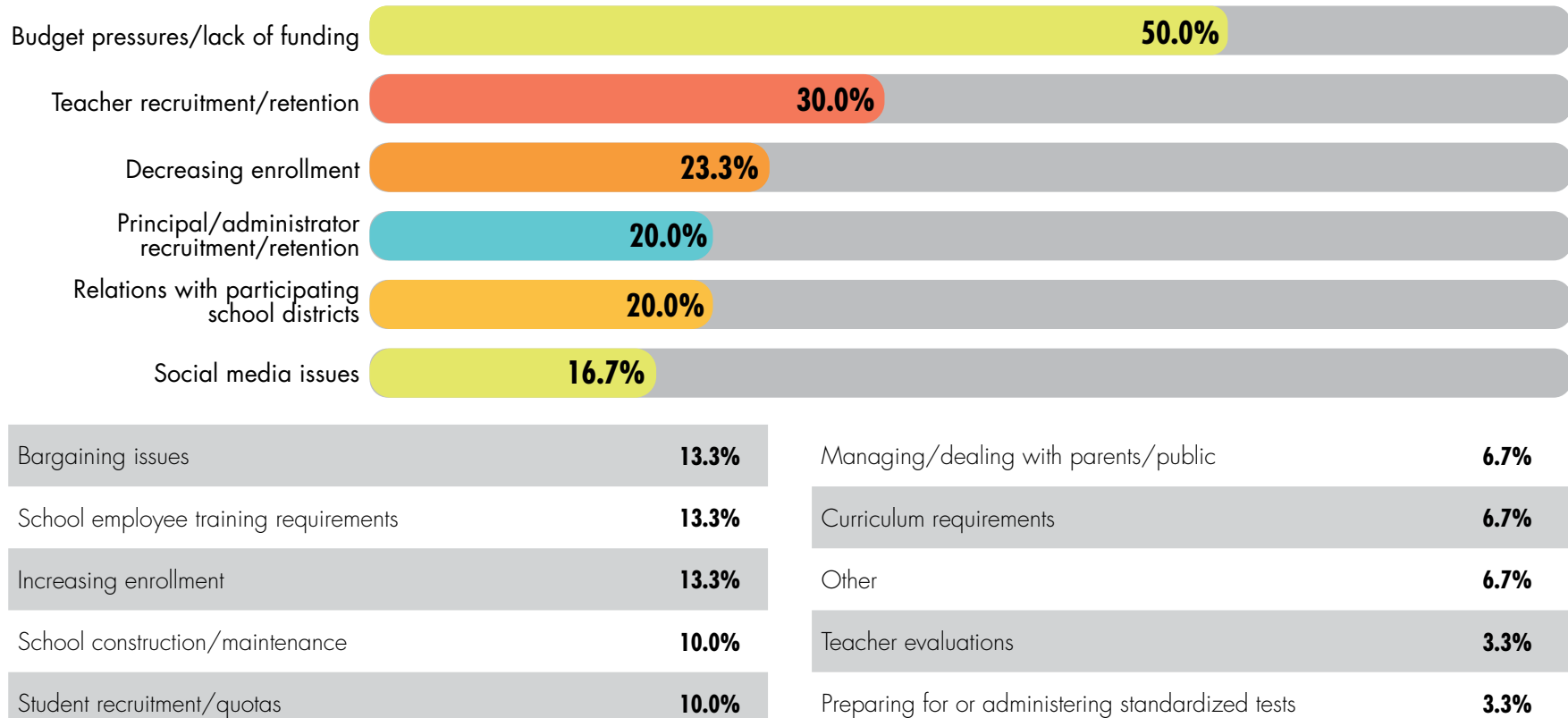


Does your school advertise any of its programs on radio, TV, print, online, etc.? Not including promotional material or activities in participating school districts.



## Current challenges

When asked which of the following areas were most difficult to manage over the **last year**, career and technical directors responded as follows:

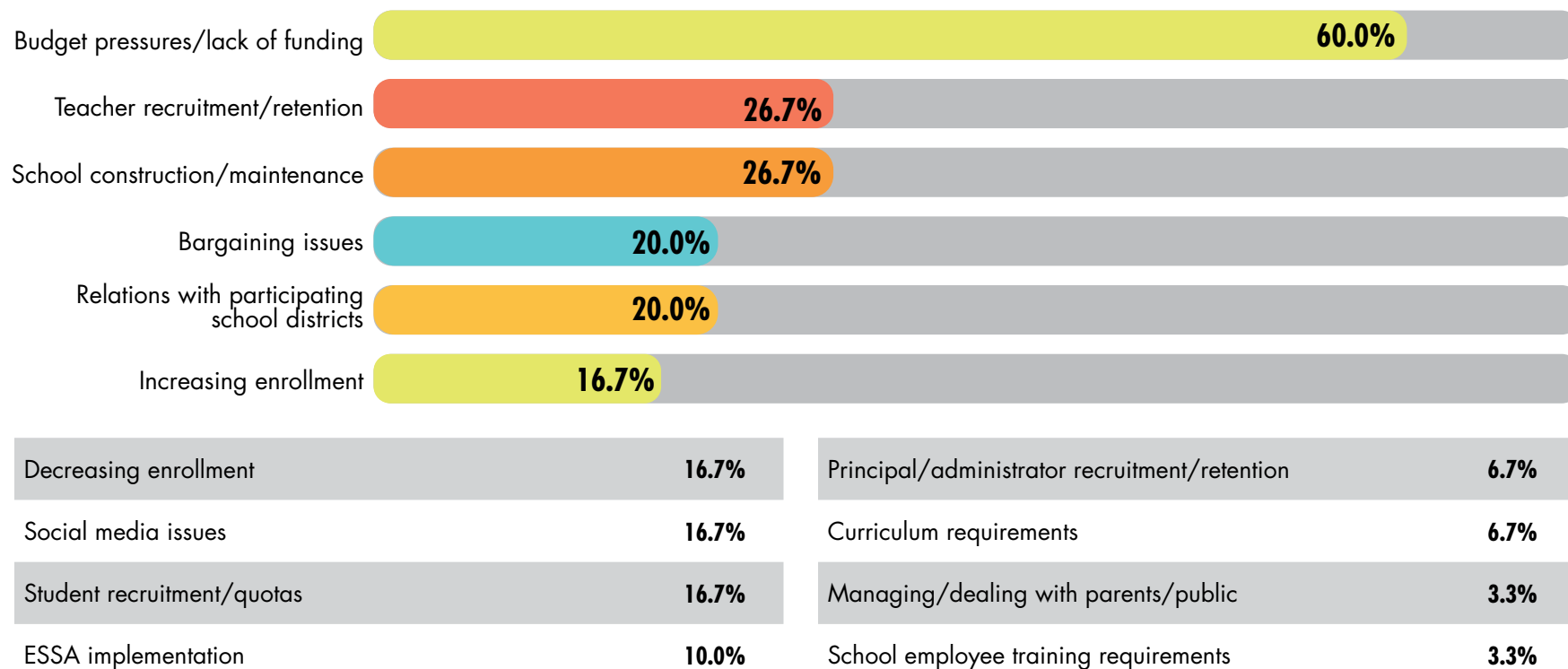


“We need to reach parents of middle schoolers concerning CTC”

- CTC director

## Future challenges

When asked which of the following areas are expected to be the most difficult to manage over the **next year**, career and technical directors responded as follows:



Students also need skills such as showing up on time and good work ethic.

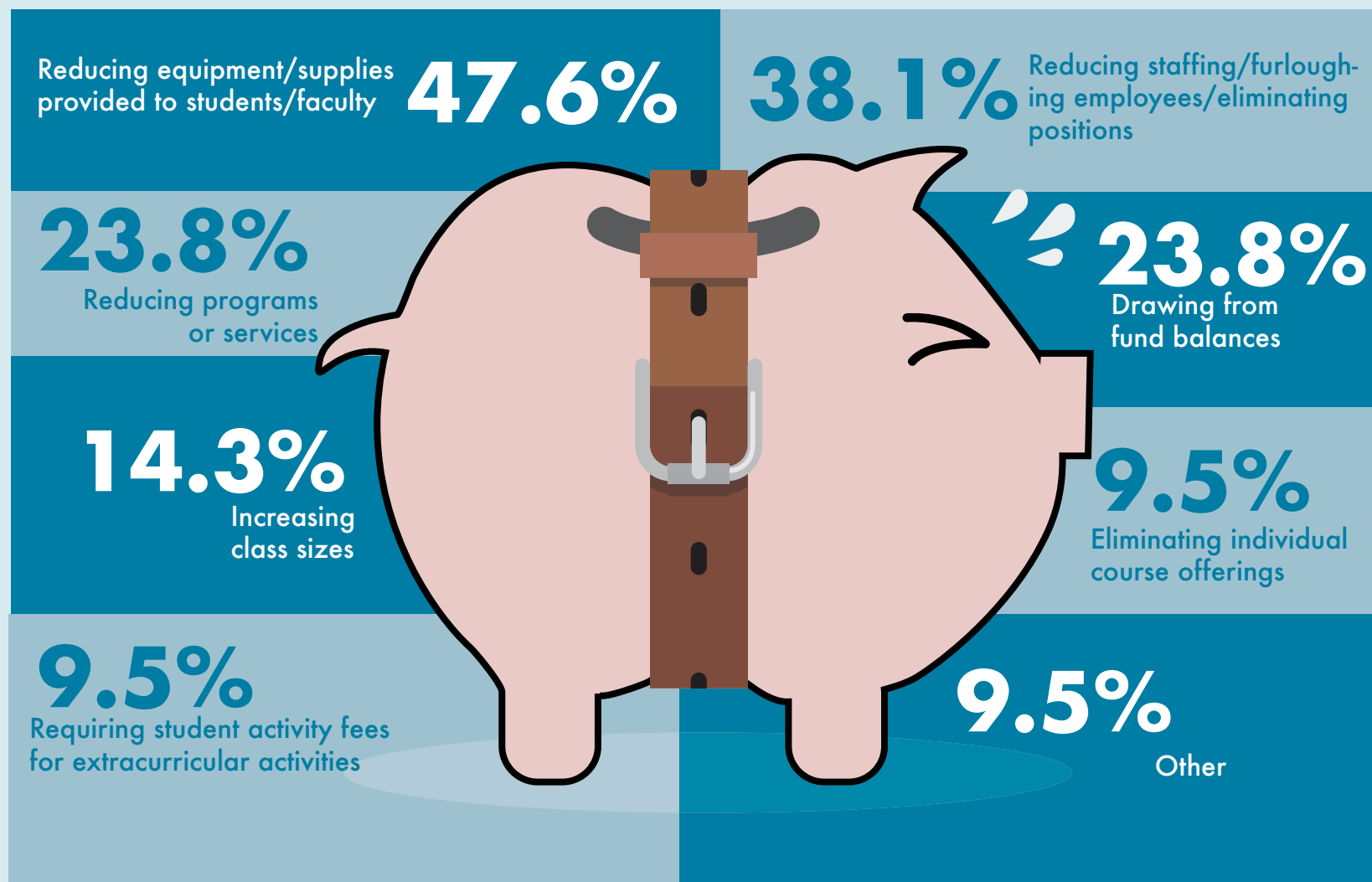
- CTC director

## Budget Pressures

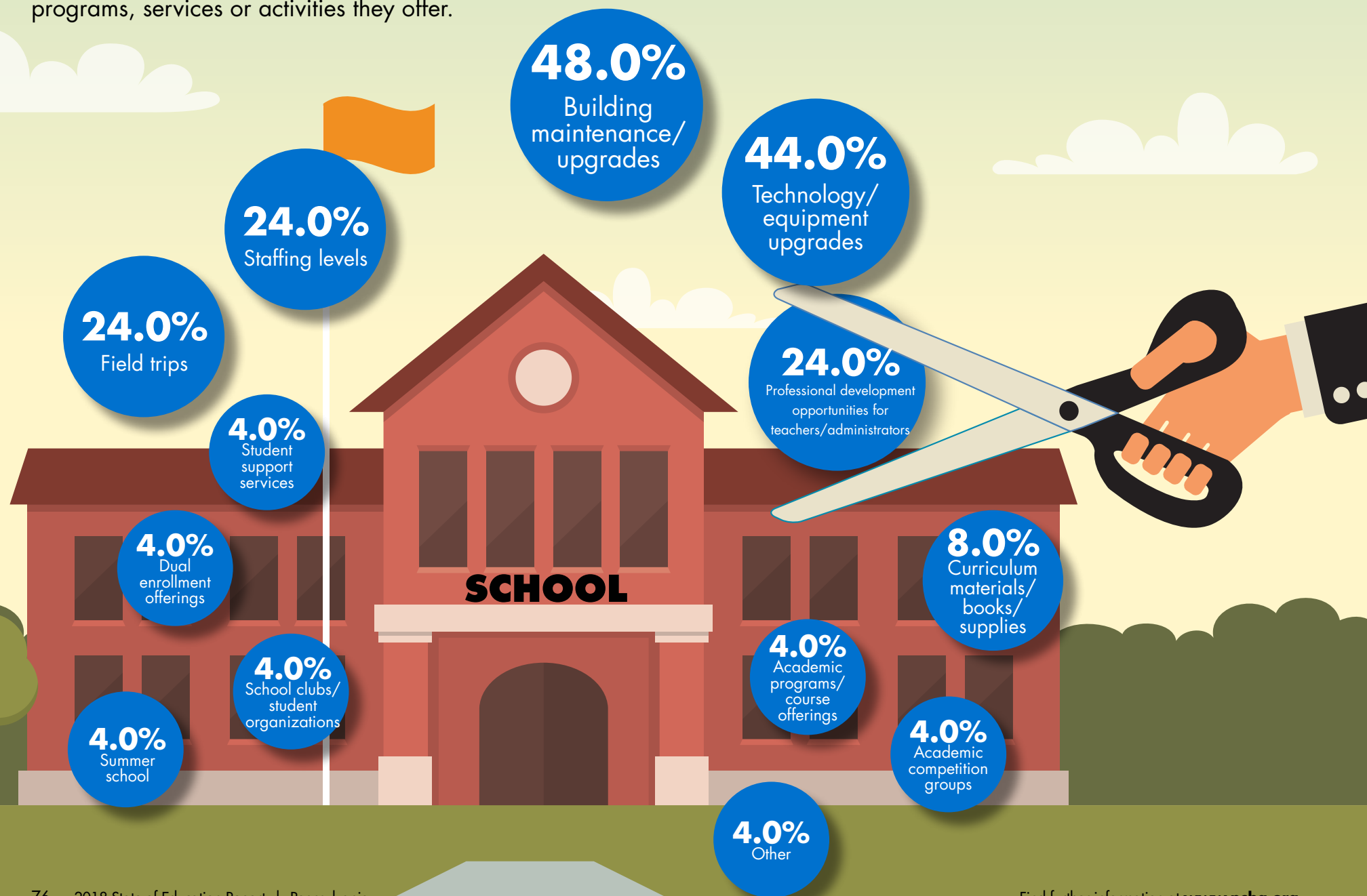
When asked to select the biggest sources of budget pressure facing their school, career and technical directors once again identified pension costs as the most common source of budget pressure.



Career and technical directors reported taking, or anticipated taking, the following actions because of budget pressures in the upcoming fiscal year.



Career and technical directors were also asked if their school would be cutting and/or postponing any of the following programs, services or activities they offer.





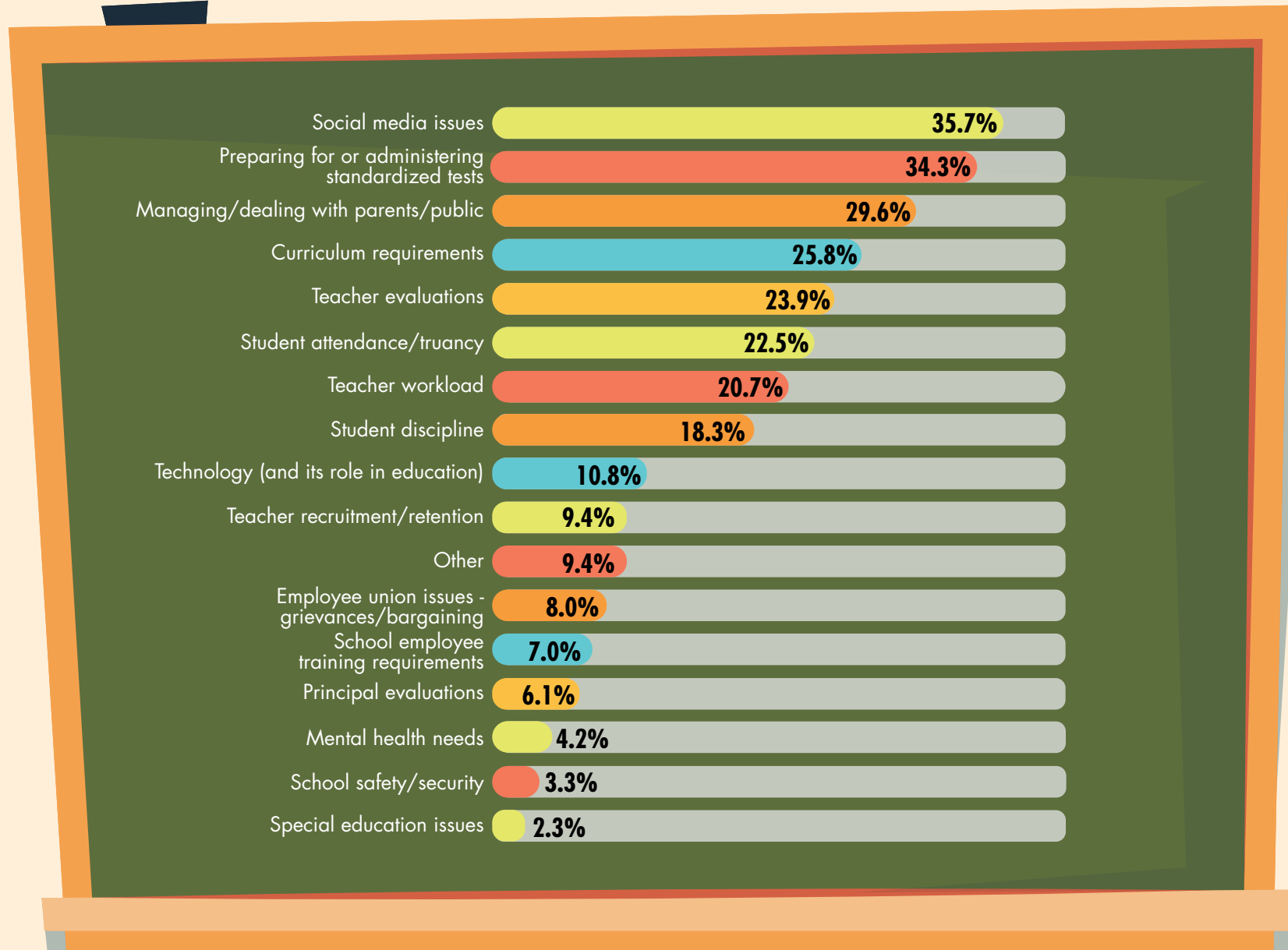
# Principals' Perspective

Building principals have a unique perspective on the state of public education. In this section we explore their views on the biggest challenges facing them.



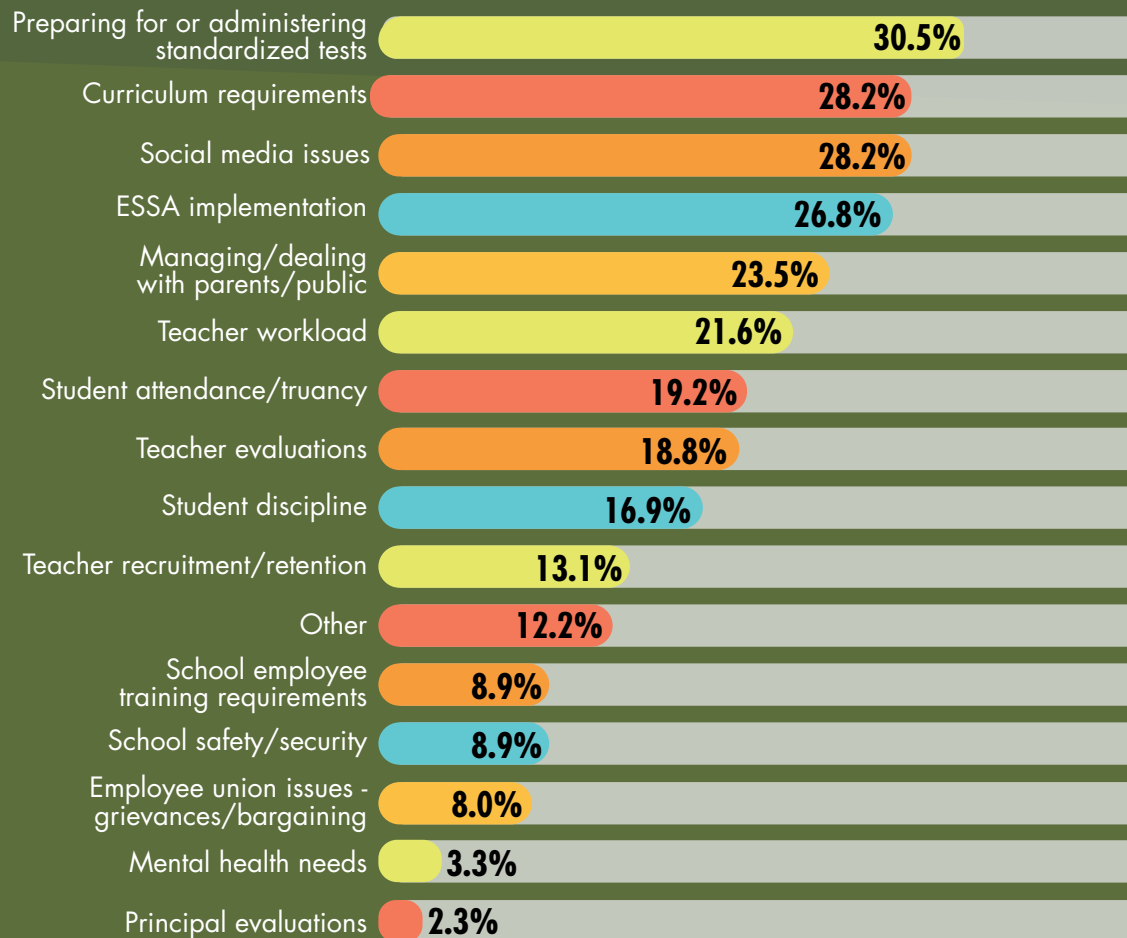
## Current challenges

When asked which of the following areas were most difficult to manage over the **last year**, building principals responded as follows:

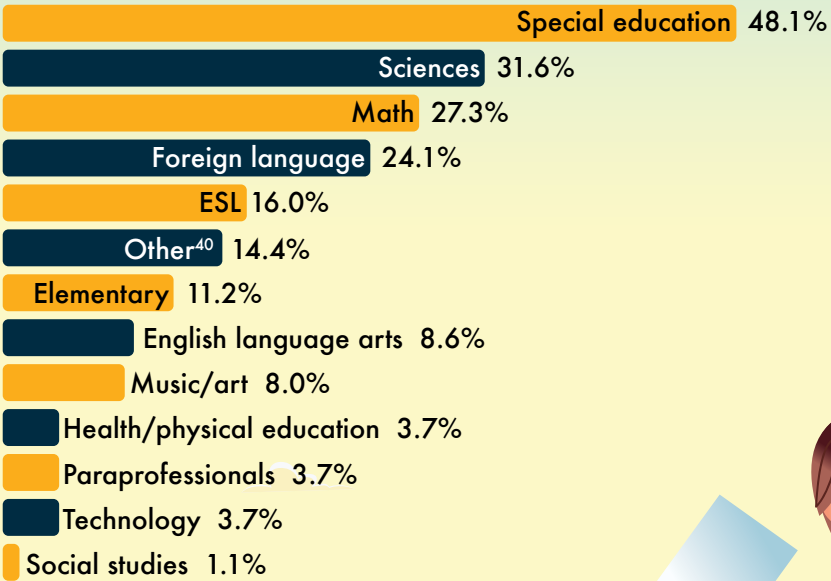


## Future challenges

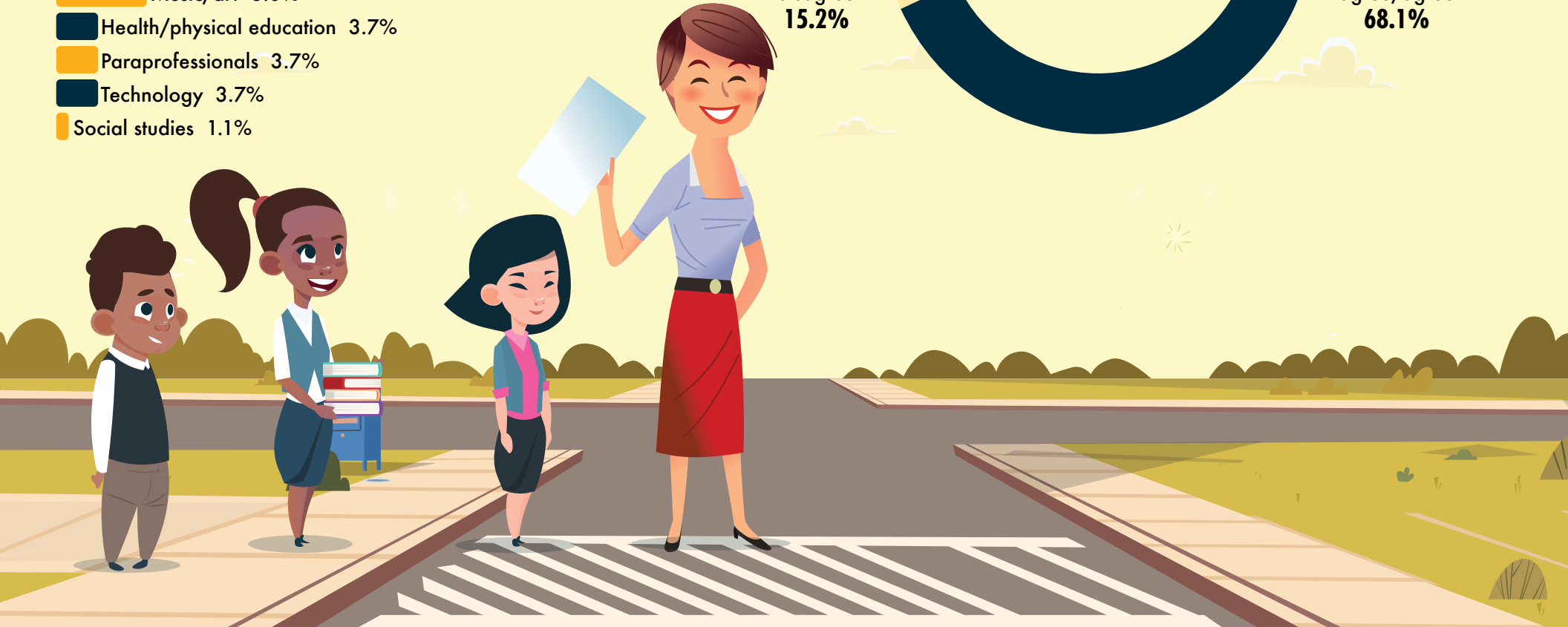
When asked which of the following areas are expected to be the most difficult to manage over the **next year**, building principals responded as follows:



When asked which areas building principals experienced a shortage of highly qualified candidates during the recruiting process, special education and sciences were the biggest areas of need.



Another area of concern for building principals is the availability of Act 45 credits which are required to maintain professional certification as a principal.



1. Based on an analysis of 2015-16 public and private non-public enrollment data from the Pennsylvania Department of Education.
2. Survey invitations were emailed on Dec. 4, 2017, to 587 chief school administrators (CSAs) and 1,200 school principals. When the survey was closed on Jan. 19, 2018, 323 responses were received from CSAs and 247 from school principals. Response rates within each group are as follows: intermediate units – 19 of 27 (70.4%); career and technical centers – 30 of 62 (48.4%); school districts – 274 of 498 (55.0%); school principals 247 of 1,200 (20.6%).
3. Enrollments based on Pennsylvania Department of Education (PDE) Oct. 1, 2016, enrollment snapshot by LEA unless otherwise noted. There may be some overlap between school districts, career and technical centers and intermediate units. Intermediate Unit enrollment does not include Philadelphia (IU 26) and Pittsburgh (IU 2) because enrollments in those intermediate units is included with the home school district. Career and technical center enrollment does not include students enrolled in a CTE program provided by their home school district due to unavailability of the data. PDE enrollment snapshots available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Enrollment%20Reports%20and%20Projections.aspx>
4. Race/Ethnicity derived from School Performance Profile data available: <http://paschoolperformance.org/Downloads>.
5. 2008-09 was the earliest year racial composition data were available from PDE. Available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Enrollment%20Reports%20and%20Projections.aspx>
6. Oct. 1, 2016, enrollment snapshot available <http://www.education.pa.gov/Data-and-Statistics/Pages/Enrollment%20Reports%20and%20Projections.aspx>
7. Other reasons mentioned included; lack of preschool experience (which is considered separate from lack of access to preschool), experience in social situations, and fine motor skills.
8. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math and every Pennsylvania student in grades 4 and 8 is assessed in science. Keystone exams are designed to be taken at the end of courses in literature, algebra and biology to measure a student's proficiency in the subject area. Scores shown are for all students. 2017 PSSA School Level Data available <http://www.education.pa.gov/Data-and-Statistics/PSSA/Pages/default.aspx>. 2017 Keystone Exam School Level Data available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Keystone-Exams-Results.aspx>.
9. 2015-16 Pennsylvania 4-Year Cohort Graduation Rates available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Cohort-Graduation-Rate.aspx>. Graduates by Public School 2015-16 available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Graduates.aspx>.
10. Revenue comes from four primary sources – local sources such as local property taxes; state sources such as state budget line items like basic education funding; federal sources such as federal programs to educate students with disabilities; and other sources such as issuing bonds. 2015-16 Annual Financial Reports for revenues available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed.aspx#>.
11. Public Education Finances. 2015, U.S. Census Bureau available: <https://www.census.gov/programs-survey/school-finances.html>.
12. Excludes federal and other revenue.
13. Local revenues - current and interim property taxes (revenue codes 6111 and 6112). Available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed.aspx#>.

14. 2015-16 current and interim property taxes (available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed.aspx#>) divided by 2015 adjusted personal income (available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/FinancialDataElements/Pages/default.aspx>).
15. Based on total revenue per average daily membership (ADM).
16. 2015-16 Annual Financial Reports for expenditures by function available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed.aspx#>.
17. Retirement contributions (object code 230) divided by total expenditures. Available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed.aspx#>.
18. Independent Fiscal Office (IFO) Actuarial Note Transmittal Amendments 01354 and 01558 to Senate Bill 1, Printer's Number 853, June 3, 2017. Available: [http://www.ifo.state.pa.us/download.cfm?file=/Resources/Documents/ACN\\_SB1\\_A01354\\_A01558\\_2017\\_06\\_03a.pdf](http://www.ifo.state.pa.us/download.cfm?file=/Resources/Documents/ACN_SB1_A01354_A01558_2017_06_03a.pdf).
19. Tuition to Pennsylvania charter schools (object code 562) divided by total expenditures. Enrollment percentages derived from School Performance Profile data available: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
20. 2015-16 Annual Financial Reports for general fund balance. Available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed.aspx#>.
21. Includes only students ages 6-21. 2015-16 Special Education Statistical Summary available: [https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical\\_Summary\\_2015-2016.pdf](https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical_Summary_2015-2016.pdf).
22. 2015-16 Special Education Statistical Summary, Table 13. Available: [https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical\\_Summary\\_2015-2016.pdf](https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical_Summary_2015-2016.pdf).
23. Students ages 6-21. 2015-16 Special Education Statistical Summary, Table 11. Available: [https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical\\_Summary\\_2015-2016.pdf](https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical_Summary_2015-2016.pdf).
24. 2010-11 Special Education Statistical Summary available: [https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical\\_Summary\\_2010-2011.pdf](https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical_Summary_2010-2011.pdf). 2015-16 Special Education Statistical Summary available: [https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical\\_Summary\\_2015-2016.pdf](https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical_Summary_2015-2016.pdf). 2010-11 and 2015-16 Annual Financial Reports for expenditures by function – Function 1200 minus 1243. Available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed.aspx#>.
25. A Report of Expenditures Relating to Exceptional Pennsylvania Students February 2017 available: <http://www.education.pa.gov/K-12/Special%20Education/Pages/Act-16-Reporting-of-Expenditures-Relating-to-Exceptional-Students.aspx>
26. 2015-16 Special Education Statistical Summary, Table 8. Available: [https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical\\_Summary\\_2015-2016.pdf](https://penndata.hbg.psu.edu/Portals/66/documents/PennDataBooks/Statistical_Summary_2015-2016.pdf).
27. 2015-16 Annual Financial Reports for expenditures by function – Functions 2700 and 2750 available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed.aspx#>.
28. Square mileage and sparsity derived from 2017-18 Estimated Basic Education funding calculations. Available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Education%20Budget/Pages/default.aspx>. Transportation cost per student calculated by taking total school district pupil transportation (function 2700) spending and dividing by ADM. Costs per student actually transported were not calculated due to unavailability of data.

29. Results for rural school districts based on the 139 responses to this question from rural school districts. Results for urban and suburban school districts based on the 108 responses to this question from urban and suburban school districts.
30. Acute poverty and child population estimates based on American Community Survey 5-year estimates from the U.S. Census Bureau Ratio of Income to Poverty by Age Group available: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
31. To establish poverty quartiles, school districts were ranked and then divided into four equal groups based on the percent of children ages 6-17 living in acute poverty.
32. Race/Ethnicity derived from School Performance Profile data available: <http://paschoolperformance.org/Downloads>.
33. 2017 PSSA School Level Data available <http://www.education.pa.gov/Data-and-Statistics/PSSA/Pages/default.aspx>. 2017 Keystone Exam School Level Data available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Keystone-Exams-Results.aspx>. 2015-16 Pennsylvania 4-Year Cohort Graduation Rates available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Cohort-Graduation-Rate.aspx>. Graduates by Public School 2015-16 available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Graduates.aspx>.
34. 2015-16 Annual Financial Reports for revenues and expenditures available: <http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed.aspx#>.
35. Students of color include all non-white or Asian subgroups. 2017 PSSA and Keystone Exam results by subgroup obtained from PDE by the Public Interest Law Center. Data is for all Pennsylvania public school students because PDE data did not provide information at the school district level. 2015-16 Pennsylvania 4-Year Cohort Graduation Rates available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Cohort-Graduation-Rate.aspx>. Graduates by Public School 2015-16 available: <http://www.education.pa.gov/Data-and-Statistics/Pages/Graduates.aspx>.
36. Derived from School Performance Profile data available: <http://paschoolperformance.org/Downloads>.
37. PSSA and Keystone Exam results by subgroup obtained from PDE by the Public Interest Law Center.
38. Students of color can benefit from seeing teachers with a similar racial/ethnic background as role models and from the higher expectations that teachers of color have for their students of color. Additionally, seeing diverse teachers benefits all students by helping them dismiss racial stereotypes. Pennsylvania teacher data obtained from PDE and includes all full and part-time teachers. Students and teachers of color include all non-white subgroups. Specific racial composition for each group in 2016-17 is as follows:
- |                  | Students | Teachers |
|------------------|----------|----------|
| White            | 66.5%    | 94.5%    |
| Asian            | 3.8%     | 0.6%     |
| African American | 14.8%    | 3.6%     |
| Hispanic         | 11.0%    | 0.9%     |
| Multiracial      | 3.6%     | 0.3%     |
| Other            | 0.2%     | 0.1%     |
39. Percentage of students advanced or proficient derived from School Performance Profile data available: <http://paschoolperformance.org/Downloads>. National Occupational Competency Testing Institute (NOCTI) 2017 Pennsylvania state averages available <http://www.nocti.org/StateCustomized-PA.cfm>. NOCTI exams also include a written component. Written component scores are generally lower than scores on the performance component.
40. Other areas mentioned were: school psychologist, school counselor, speech/language therapists, vocational certification areas, business, and reading specialists.



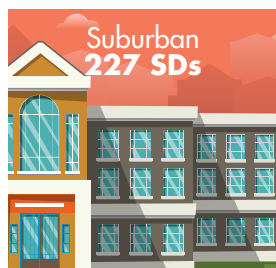
## Urban

Includes both large and small urban areas. In this group there is typically no space for new construction except through urban renewal-type programs. The State Department of Labor and Industry has defined the area as the center of a *labor market area*. It serves as the economic center of an area or region which is characterized by commercial, industrial employment, a retail/wholesale trade center or medical service center. Population density would generally be high and would include municipalities classed as cities. These areas may also be characterized by disproportionate numbers of poor, elderly and minorities. Urban areas are generally noted for a high percentage of tax exempt properties.

School District	County
Duquesne City SD	Allegheny
McKeesport Area SD	Allegheny
Pittsburgh SD	Allegheny
Wilkesburg Borough SD	Allegheny
Reading SD	Berks
Altoona Area SD	Blair
Butler Area SD	Butler
Greater Johnstown SD	Cambria
Carlisle Area SD	Cumberland
Harrisburg City SD	Dauphin
Chester-Upland SD	Delaware
William Penn SD	Delaware
Erie City SD	Erie
Scranton SD	Lackawanna
Lancaster SD	Lancaster
New Castle Area SD	Lawrence
Lebanon SD	Lebanon
Allentown City SD	Lehigh

School District	County
Wilkes-Barre Area SD	Luzerne
Williamsport Area SD	Lycoming
Sharon City SD	Mercer
Norristown Area SD	Montgomery
Bethlehem Area SD	Northampton
Easton Area SD	Northampton
Philadelphia City SD	Philadelphia
Pottsville Area SD	Schuylkill
Washington SD	Washington
York City SD	York





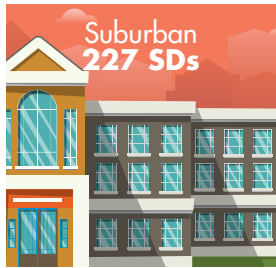
## Suburban

Includes both large and small areas. Generally includes boroughs, townships and cities surrounding the core economic entity. This group would generally be part of a *labor market area* as defined by the State Department of Labor and Industry. This group may have room for new construction of housing or business activity. There may be a core business area or shopping mall, but is primarily residential in nature. Residents of this type of area generally commute to another area for employment. This area may have some tax exempt properties, but the amount of exempt property is a small percentage of the total tax base.

School District	County
Allegheny Valley SD	Allegheny
Avonworth SD	Allegheny
Baldwin-Whitehall SD	Allegheny
Bethel Park SD	Allegheny
Brentwood Borough SD	Allegheny
Carlynton SD	Allegheny
Chartiers Valley SD	Allegheny
Clairton City SD	Allegheny
Cornell SD	Allegheny
Deer Lakes SD	Allegheny
East Allegheny SD	Allegheny
Elizabeth Forward SD	Allegheny
Fox Chapel Area SD	Allegheny
Gateway SD	Allegheny
Hampton Twp SD	Allegheny
Highlands SD	Allegheny
Keystone Oaks SD	Allegheny
Montour SD	Allegheny
Moon Area SD	Allegheny
Mt Lebanon SD	Allegheny
North Allegheny SD	Allegheny
North Hills SD	Allegheny
Northgate SD	Allegheny

School District	County
Penn Hills SD	Allegheny
Pine-Richland SD	Allegheny
Plum Borough SD	Allegheny
Quaker Valley SD	Allegheny
Riverview SD	Allegheny
Shaler Area SD	Allegheny
South Allegheny SD	Allegheny
South Fayette Twp SD	Allegheny
South Park SD	Allegheny
Steel Valley SD	Allegheny
Sto-Rox SD	Allegheny
Upper Saint Clair SD	Allegheny
West Allegheny SD	Allegheny
West Jefferson Hills SD	Allegheny
West Mifflin Area SD	Allegheny
Woodland Hills SD	Allegheny
Leechburg Area SD	Armstrong
Aliquippa SD	Beaver
Ambridge Area SD	Beaver
Beaver Area SD	Beaver
Big Beaver Falls Area SD	Beaver
Central Valley SD	Beaver
Freedom Area SD	Beaver

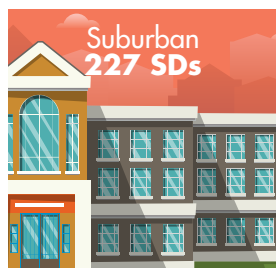
School District	County
Hopewell Area SD	Beaver
Midland Borough SD	Beaver
New Brighton Area SD	Beaver
Riverside Beaver County SD	Beaver
Rochester Area SD	Beaver
Antietam SD	Berks
Boyertown Area SD	Berks
Conrad Weiser Area SD	Berks
Daniel Boone Area SD	Berks
Exeter Twp SD	Berks
Fleetwood Area SD	Berks
Governor Mifflin SD	Berks
Kutztown Area SD	Berks
Muhlenberg SD	Berks
Wilson SD	Berks
Wyomissing Area SD	Berks
Holidaysburg Area SD	Blair
Bensalem Twp SD	Bucks
Bristol Borough SD	Bucks
Bristol Twp SD	Bucks
Centennial SD	Bucks
Central Bucks SD	Bucks
Council Rock SD	Bucks



School District	County
Morrisville Borough SD	Bucks
Neshaminy SD	Bucks
New Hope-Solebury SD	Bucks
Pennridge SD	Bucks
Pennsbury SD	Bucks
Quakertown Community SD	Bucks
Mars Area SD	Butler
Seneca Valley SD	Butler
Central Cambria SD	Cambria
Ferndale Area SD	Cambria
Richland SD	Cambria
Westmont Hilltop SD	Cambria
State College Area SD	Centre
Avon Grove SD	Chester
Coatesville Area SD	Chester
Downingtown Area SD	Chester
Great Valley SD	Chester
Kennett Consolidated SD	Chester
Owen J Roberts SD	Chester
Phoenixville Area SD	Chester
Tredyffrin-Easttown SD	Chester
Unionville-Chadds Ford SD	Chester
West Chester Area SD	Chester
Camp Hill SD	Cumberland
Cumberland Valley SD	Cumberland
East Pennsboro Area SD	Cumberland
Mechanicsburg Area SD	Cumberland
Shippensburg Area SD	Cumberland
Central Dauphin SD	Dauphin
Derry Twp SD	Dauphin

School District	County
Middletown Area SD	Dauphin
Steelton-Highspire SD	Dauphin
Susquehanna Twp SD	Dauphin
Chichester SD	Delaware
Garnet Valley SD	Delaware
Haverford Twp SD	Delaware
Interboro SD	Delaware
Marple Newtown SD	Delaware
Penn-Delco SD	Delaware
Radnor Twp SD	Delaware
Ridley SD	Delaware
Rose Tree Media SD	Delaware
Southeast Delco SD	Delaware
Springfield SD	Delaware
Upper Darby SD	Delaware
Wallingford-Swarthmore SD	Delaware
Fairview SD	Erie
Harbor Creek SD	Erie
Iroquois SD	Erie
Millcreek Twp SD	Erie
North East SD	Erie
Laurel Highlands SD	Fayette
Chambersburg Area SD	Franklin
Greencastle-Antrim SD	Franklin
Waynesboro Area SD	Franklin
Indiana Area SD	Indiana
Abington Heights SD	Lackawanna
Carbondale Area SD	Lackawanna
Dunmore SD	Lackawanna
Mid Valley SD	Lackawanna

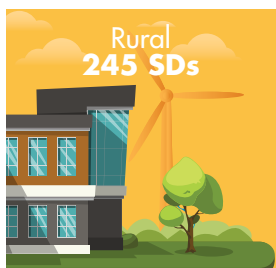
School District	County
Old Forge SD	Lackawanna
Riverside SD	Lackawanna
Columbia Borough SD	Lancaster
Conestoga Valley SD	Lancaster
Donegal SD	Lancaster
Elizabethtown Area SD	Lancaster
Ephrata Area SD	Lancaster
Hempfield SD	Lancaster
Lampeter-Strasburg SD	Lancaster
Manheim Twp SD	Lancaster
Penn Manor SD	Lancaster
Warwick SD	Lancaster
Ellwood City Area SD	Lawrence
Neshannock Twp SD	Lawrence
Shenango Area SD	Lawrence
Union Area SD	Lawrence
Annville-Cleona SD	Lebanon
Palmyra Area SD	Lebanon
Catasauqua Area SD	Lehigh
East Penn SD	Lehigh
Northern Lehigh SD	Lehigh
Parkland SD	Lehigh
Salisbury Twp SD	Lehigh
Southern Lehigh SD	Lehigh
Whitehall-Coplay SD	Lehigh
Dallas SD	Luzerne
Greater Nanticoke Area SD	Luzerne
Hanover Area SD	Luzerne
Hazleton Area SD	Luzerne
Pittston Area SD	Luzerne



School District	County
Wyoming Area SD	Luzerne
Wyoming Valley West SD	Luzerne
Loyalsock Twp SD	Lycoming
South Williamsport Area SD	Lycoming
Farrell Area SD	Mercer
Grove City Area SD	Mercer
Hermitage SD	Mercer
Mercer Area SD	Mercer
Sharpsville Area SD	Mercer
East Stroudsburg Area SD	Monroe
Stroudsburg Area SD	Monroe
Abington SD	Montgomery
Bryn Athyn SD	Montgomery
Cheltenham Twp SD	Montgomery
Colonial SD	Montgomery
Hatboro-Horsham SD	Montgomery
Jenkintown SD	Montgomery
Lower Merion SD	Montgomery
Lower Moreland Twp SD	Montgomery
Methacton SD	Montgomery
North Penn SD	Montgomery
Perkiomen Valley SD	Montgomery
Pottsgrove SD	Montgomery
Pottstown SD	Montgomery
Souderton Area SD	Montgomery
Springfield Twp SD	Montgomery
Spring-Ford Area SD	Montgomery
Upper Dublin SD	Montgomery
Upper Merion Area SD	Montgomery
Upper Moreland Twp SD	Montgomery

School District	County
Upper Perkiomen SD	Montgomery
Wissahickon SD	Montgomery
Nazareth Area SD	Northampton
Pen Argyl Area SD	Northampton
Wilson Area SD	Northampton
Shamokin Area SD	Northumberland
Shikellamy SD	Northumberland
Delaware Valley SD	Pike
Windber Area SD	Somerset
Oil City Area SD	Venango
Titusville Area SD	Venango
Canon-McMillan SD	Washington
Charleroi SD	Washington
Peters Twp SD	Washington
Ringgold SD	Washington
Trinity Area SD	Washington
Belle Vernon Area SD	Westmoreland
Burrell SD	Westmoreland
Franklin Regional SD	Westmoreland
Greater Latrobe SD	Westmoreland
Greensburg Salem SD	Westmoreland
Hempfield Area SD	Westmoreland
Jeannette City SD	Westmoreland
Kiski Area SD	Westmoreland
Monessen City SD	Westmoreland
New Kensington-Arnold SD	Westmoreland
Norwin SD	Westmoreland
Penn-Trafford SD	Westmoreland
Central York SD	York
Dallastown Area SD	York

School District	County
Dover Area SD	York
Hanover Public SD	York
Northeastern York SD	York
South Eastern SD	York
South Western SD	York
West Shore SD	York
West York Area SD	York
York Suburban SD	York



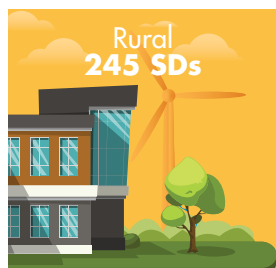
## Rural

Includes areas where the economic emphasis is agricultural or recreational. Population density is low. There may be small pockets of development such as a borough or village, but is typically open space. Infrastructure such as sewer and water does not serve the entire area. In these areas, large proportions of tax exempt property would generally be for public parks, game lands or forest.

School District	County
Bermudian Springs SD	Adams
Conewago Valley SD	Adams
Fairfield Area SD	Adams
Gettysburg Area SD	Adams
Littlestown Area SD	Adams
Upper Adams SD	Adams
Apollo-Ridge SD	Armstrong
Armstrong SD	Armstrong
Freeport Area SD	Armstrong
Blackhawk SD	Beaver
South Side Area SD	Beaver
Western Beaver County SD	Beaver
Bedford Area SD	Bedford
Chestnut Ridge SD	Bedford
Everett Area SD	Bedford
Northern Bedford County SD	Bedford
Tussey Mountain SD	Bedford
Brandywine Heights Area SD	Berks
Hamburg Area SD	Berks
Oley Valley SD	Berks
Schuylkill Valley SD	Berks
Tulpehocken Area SD	Berks
Twin Valley SD	Berks
Bellwood-Antis SD	Blair
Claysburg-Kimmel SD	Blair

School District	County
Spring Cove SD	Blair
Tyrone Area SD	Blair
Williamsburg Community SD	Blair
Athens Area SD	Bradford
Canton Area SD	Bradford
Northeast Bradford SD	Bradford
Sayre Area SD	Bradford
Towanda Area SD	Bradford
Troy Area SD	Bradford
Wyalusing Area SD	Bradford
Palisades SD	Bucks
Karns City Area SD	Butler
Moniteau SD	Butler
Slippery Rock Area SD	Butler
South Butler County SD	Butler
Blacklick Valley SD	Cambria
Cambria Heights SD	Cambria
Conemaugh Valley SD	Cambria
Forest Hills SD	Cambria
Northern Cambria SD	Cambria
Penn Cambria SD	Cambria
Portage Area SD	Cambria
Cameron County SD	Cameron
Jim Thorpe Area SD	Carbon
Lehigh Area SD	Carbon

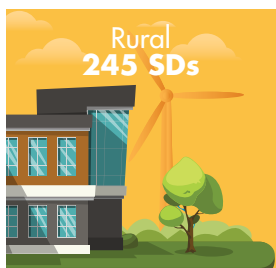
School District	County
Palmerton Area SD	Carbon
Panther Valley SD	Carbon
Weatherly Area SD	Carbon
Bald Eagle Area SD	Centre
Bellefonte Area SD	Centre
Penns Valley Area SD	Centre
Octorara Area SD	Chester
Oxford Area SD	Chester
Allegheny-Clarion Valley SD	Clarion
Clarion Area SD	Clarion
Clarion-Limestone Area SD	Clarion
Keystone SD	Clarion
North Clarion County SD	Clarion
Redbank Valley SD	Clarion
Union SD	Clarion
Clearfield Area SD	Clearfield
Curwensville Area SD	Clearfield
DuBois Area SD	Clearfield
Glendale SD	Clearfield
Harmony Area SD	Clearfield
Moshannon Valley SD	Clearfield
Philipsburg-Osceola Area SD	Clearfield
West Branch Area SD	Clearfield
Keystone Central SD	Clinton
Benton Area SD	Columbia



School District	County
Berwick Area SD	Columbia
Bloomsburg Area SD	Columbia
Central Columbia SD	Columbia
Millville Area SD	Columbia
Southern Columbia Area SD	Columbia
Conneaut SD	Crawford
Crawford Central SD	Crawford
Penncrest SD	Crawford
Big Spring SD	Cumberland
South Middleton SD	Cumberland
Halifax Area SD	Dauphin
Lower Dauphin SD	Dauphin
Millersburg Area SD	Dauphin
Upper Dauphin Area SD	Dauphin
Johnsonburg Area SD	Elk
Ridgway Area SD	Elk
Saint Marys Area SD	Elk
Corry Area SD	Erie
Fort LeBoeuf SD	Erie
General McLane SD	Erie
Girard SD	Erie
Northwestern SD	Erie
Union City Area SD	Erie
Wattsburg Area SD	Erie
Albert Gallatin Area SD	Fayette
Brownsville Area SD	Fayette
Connellsville Area SD	Fayette
Frazier SD	Fayette
Uniontown Area SD	Fayette
Forest Area SD	Forest

School District	County
Fannett-Metal SD	Franklin
Tuscarora SD	Franklin
Central Fulton SD	Fulton
Forbes Road SD	Fulton
Southern Fulton SD	Fulton
Carmichaels Area SD	Greene
Central Greene SD	Greene
Jefferson-Morgan SD	Greene
Southeastern Greene SD	Greene
West Greene SD	Greene
Huntingdon Area SD	Huntingdon
Juniata Valley SD	Huntingdon
Mount Union Area SD	Huntingdon
Southern Huntingdon Co. SD	Huntingdon
Blairsville-Saltsburg SD	Indiana
Homer-Center SD	Indiana
Marion Center Area SD	Indiana
Penns Manor Area SD	Indiana
Purchase Line SD	Indiana
United SD	Indiana
Brockway Area SD	Jefferson
Brookville Area SD	Jefferson
Punxsutawney Area SD	Jefferson
Juniata County SD	Juniata
Lakeland SD	Lackawanna
North Pocono SD	Lackawanna
Valley View SD	Lackawanna
Cocalico SD	Lancaster
Eastern Lancaster County SD	Lancaster
Manheim Central SD	Lancaster

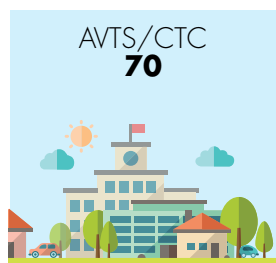
School District	County
Pequea Valley SD	Lancaster
Solanco SD	Lancaster
Laurel SD	Lawrence
Mohawk Area SD	Lawrence
Wilmington Area SD	Lawrence
Cornwall-Lebanon SD	Lebanon
Eastern Lebanon County SD	Lebanon
Northern Lebanon SD	Lebanon
Northwestern Lehigh SD	Lehigh
Crestwood SD	Luzerne
Lake-Lehman SD	Luzerne
Northwest Area SD	Luzerne
East Lycoming SD	Lycoming
Jersey Shore Area SD	Lycoming
Montgomery Area SD	Lycoming
Montoursville Area SD	Lycoming
Muncy SD	Lycoming
Bradford Area SD	McKean
Kane Area SD	McKean
Otto-Eldred SD	McKean
Port Allegany SD	McKean
Smethport Area SD	McKean
Commodore Perry SD	Mercer
Greenville Area SD	Mercer
Jamestown Area SD	Mercer
Lakeview SD	Mercer
Reynolds SD	Mercer
West Middlesex Area SD	Mercer
Mifflin County SD	Mifflin
Pleasant Valley SD	Monroe



School District	County
Pocono Mountain SD	Monroe
Danville Area SD	Montour
Bangor Area SD	Northampton
Northampton Area SD	Northampton
Saucon Valley SD	Northampton
Line Mountain SD	Northumberland
Milton Area SD	Northumberland
Mount Carmel Area SD	Northumberland
Warrior Run SD	Northumberland
Greenwood SD	Perry
Newport SD	Perry
Susquenita SD	Perry
West Perry SD	Perry
Wallenpaupack Area SD	Pike
Austin Area SD	Potter
Coudersport Area SD	Potter
Galeton Area SD	Potter
Northern Potter SD	Potter
Oswayo Valley SD	Potter
Blue Mountain SD	Schuylkill
Mahanoy Area SD	Schuylkill
Minersville Area SD	Schuylkill
North Schuylkill SD	Schuylkill
Pine Grove Area SD	Schuylkill
Saint Clair Area SD	Schuylkill
Schuylkill Haven Area SD	Schuylkill
Shenandoah Valley SD	Schuylkill
Tamaqua Area SD	Schuylkill
Tri-Valley SD	Schuylkill
Williams Valley SD	Schuylkill

School District	County
Mid-West SD	Snyder
Selinsgrove Area SD	Snyder
Berlin Brothersvalley SD	Somerset
Conemaugh Twp Area SD	Somerset
Meyersdale Area SD	Somerset
North Star SD	Somerset
Rockwood Area SD	Somerset
Salisbury-Elk Lick SD	Somerset
Shade-Central City SD	Somerset
Shanksville-Stonycreek SD	Somerset
Somerset Area SD	Somerset
Turkeyfoot Valley Area SD	Somerset
Sullivan County SD	Sullivan
Blue Ridge SD	Susquehanna
Elk Lake SD	Susquehanna
Forest City Regional SD	Susquehanna
Montrose Area SD	Susquehanna
Mountain View SD	Susquehanna
Susquehanna Community SD	Susquehanna
Northern Tioga SD	Tioga
Southern Tioga SD	Tioga
Wellsboro Area SD	Tioga
Lewisburg Area SD	Union
Mifflinburg Area SD	Union
Cranberry Area SD	Venango
Franklin Area SD	Venango
Valley Grove SD	Venango
Warren County SD	Warren
Avella Area SD	Washington
Bentworth SD	Washington

School District	County
Bethlehem-Center SD	Washington
Burgettstown Area SD	Washington
California Area SD	Washington
Chartiers-Houston SD	Washington
Fort Cherry SD	Washington
McGuffey SD	Washington
Wayne Highlands SD	Wayne
Western Wayne SD	Wayne
Derry Area SD	Westmoreland
Ligonier Valley SD	Westmoreland
Mount Pleasant Area SD	Westmoreland
Southmoreland SD	Westmoreland
Yough SD	Westmoreland
Lackawanna Trail SD	Wyoming
Tunkhannock Area SD	Wyoming
Eastern York SD	York
Northern York County SD	York
Red Lion Area SD	York
Southern York County SD	York
Spring Grove Area SD	York



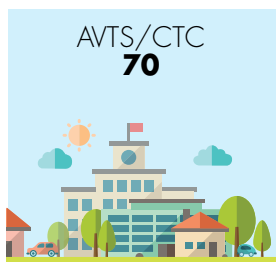
## Area Vocational Technical Schools/Career and Technical Centers

### Comprehensive/Full-Day

AVTS/CTC	County
Bucks County Technical High School	Bucks
Carbon Career & Technical Institute	Carbon
Columbia-Montour AVTS	Columbia
Connellsville Area CTC	Fayette
Dauphin County Technical School	Dauphin
Jefferson County-DuBois AVTS	Jefferson
Lawrence County CTC	Lawrence
Lenape Technical School	Armstrong
West Side CTC	Luzerne
York County School of Technology	York

### Occupational/Partial Day

AVTS/CTC	County
A W Beattie Career Center	Allegheny
Admiral Peary AVTS	Cambria
Beaver County CTC	Beaver
Bedford County Technical Center	Bedford
Berks CTC	Berks
Bethlehem AVTS	Northampton
Butler County AVTS	Butler
CTC of Lackawanna County	Lackawanna
Career Institute of Technology	Northampton
Central Montco Technical High School	Montgomery
Central PA Institute of Science & Technology	Centre
Central Westmoreland CTC	Westmoreland
Chester County Tech College High School	Chester
Clarion County Career Center	Clarion
Clearfield County CTC	Clearfield
Crawford County CTC	Crawford
Cumberland Perry AVTS	Cumberland
Delaware County Technical High School	Delaware
Eastern Center for Arts & Technology	Montgomery
Eastern Westmoreland CTC	Westmoreland
Erie County Technical School	Erie
Fayette County Career & Technical Institute	Fayette
Forbes Road CTC	Allegheny
Franklin County CTC	Franklin
Fulton County AVTS	Fulton
Greater Altoona CTC	Blair



AVTS/CTC	County
Greater Johnstown CTC	Cambria
Greene County CTC	Greene
Hazleton Area Career Center	Luzerne
Huntingdon County CTC	Huntingdon
Indiana County Technology Center	Indiana
Keystone Central CTC	Clinton
Lancaster County CTC	Lancaster
Lebanon County CTC	Lebanon
Lehigh Career & Technical Institute	Lehigh
Lycoming CTC	Lycoming
McKeesport Area Tech Center	Allegheny
Mercer County Career Center	Mercer
Middle Bucks Institute of Technology	Bucks
Mifflin County Academy of Science & Tech	Mifflin
Mon Valley CTC	Washington
Monroe Career & Tech Institute	Monroe
North Montco Tech Career Center	Montgomery
Northern Tier Career Center	Bradford
Northern Westmoreland CTC	Westmoreland

AVTS/CTC	County
Northumberland County CTC	Northumberland
Parkway West CTC	Allegheny
Reading Muhlenberg CTC	Berks
SUN Area Technical Institute	Union
Schuylkill Technology Centers	Schuylkill
Seneca Highlands CTC	McKean
Somerset County Technology Center	Somerset
Steel Center for Career & Technical Ed	Allegheny
Susquehanna County CTC	Susquehanna
Upper Bucks County Technical School	Bucks
Venango Technology Center	Venango
Warren County AVTS	Warren
Western Area CTC	Washington
Western Montgomery CTC	Montgomery
Wilkes-Barre Area CTC	Luzerne





## Intermediate Units

Intermediate Unit 1	Pittsburgh-Mount Oliver IU 2
Allegheny IU 3	Midwestern IU 4
Northwest Tri-County IU 5	Riverview IU 6
Westmoreland IU 7	Appalachia IU 8
Seneca Highlands IU 9	Central IU 10
Tuscarora IU 11	Lincoln IU 12
Lancaster-Lebanon IU 13	Berks County IU 14
Capital Area IU 15	Central Susquehanna IU 16
BlaST IU 17	Luzerne IU 18
Northeastern Educational IU 19	Colonial IU 20
Carbon-Lehigh IU 21	Bucks County IU 22
Montgomery County IU 23	Chester County IU 24
Delaware County IU 25	School District of Philadelphia, IU 26
Beaver Valley IU 27	ARIN IU 28
Schuylkill IU 29	



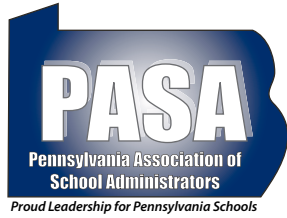
Our public schools are entrusted with educating nearly 90% of Pennsylvania’s school children. As a result, public schools are confronted with the challenge of overcoming whatever barriers to achievement are present in each student, school, and surrounding community. Overcoming those barriers and providing educational equity takes planning and adequate resources, both of which present unique challenges for every public school.

The Pennsylvania School Boards Association (PSBA) believes that the state of public education in the commonwealth continues to be strong despite being faced with serious challenges. Our public schools and their boards of school directors continuously strive to provide the best possible education for their students while being asked to do more with less.

Last year’s pension reform legislation was a positive step toward long-term relief from the budget crippling pension increases seen since 2009. However, school districts will have to wait another 17 years before seeing any real relief. The result is that pension costs will continue contributing to the financial distress facing our schools for the foreseeable future and thus limit the resources schools have to maintain and improve school offerings and student achievement.

We look forward to working with the General Assembly and administration to provide schools with much needed relief from costly mandates and to provide public schools with the necessary funding and resources. PSBA believes that its members and other public school leaders are ready to meet the challenges facing public education so that every public school student has the opportunity to reach their highest potential.

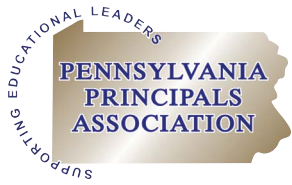
Nathan G. Mains  
PSBA Chief Executive Officer



Public education in Pennsylvania is a contradiction of realities. The first reality is that most school districts continue to struggle financially to meet the educational needs of their students. Since the 2010-2011 school year, four billion additional dollars have been added to annual employer contributions to the state retirement system. This contribution amount has grown from \$560 million to a projected \$4.6 billion over the past eight years. It has been a crushing weight on school districts. Almost every new state and federal dollar that has been allocated to school districts over that time period has gone to increased mandated costs including pensions, special education, charter and cyber-charter school tuition instead of reaching students in the vast majority of our classrooms.

Our public schools have performed remarkably well under these extreme challenges. Our high school graduation rate now tops 88% and 73% of graduates are attending higher education. Both of these rates are the highest in the history of our state. School directors, superintendents, teachers, staff members, parents, and community members have worked together to provide our children with the best education possible under difficult circumstances. However, the report clearly shows that many of our students are not receiving the resources and programs they need to be prepared for a successful future. Adequate financial resources will be required to ensure that we not only meet our mandated financial obligations, but keep the promise of a quality education to all our children.

Mark D. DiRocco, Ph.D.  
PASA Executive Director



The PA Principals Association strongly believes in an effective and equitable educational system for all Pennsylvania students. Strong public school educational systems result in vibrant communities and a strong society. Now more than ever we must make sure that the investments in public education are a top priority for Pennsylvania's current and future students.

The 2018 State of Education report highlights some of the current challenges our schools are facing and how they are coping with these challenges. Our public schools have been faced with inadequate state funding while costs in health care, pensions, charter schools, and general operational expenses have dramatically escalated. As a result, schools have curtailed programs and reduced personnel at alarming rates in order to balance their budgets from one year to the next. Now is the time for the state government to deal with the numerous economic challenges districts face such as charter school tuition, special education, pensions, health care, school construction and school safety.

In spite of these challenges, our teachers and school leaders remain committed to meeting the needs of the learners under their care. Educators know and understand that all children deserve a quality education no matter where they live. It is important to note that these challenges are now having a profound impact on the teaching profession. We now face a teacher shortage crisis across the country. National estimates suggest that between 19%-30% of new teachers leave the profession within the first five years and that the number of individuals pursuing education as a career has declined dramatically.

It will take all of us working together to meet our current challenges to ensure that our public schools are thriving. Pennsylvania has a rich tradition of quality public school education, and we have an obligation to maintain this vital tradition. There is no greater resource than our children – they deserve our very best efforts.

Paul M. Healey, Ph.D.  
Executive Director, PA Principals Association



The Pennsylvania Association of Intermediate Units (PAIU) is pleased to be a partner in the State of Education report. Professional staff at IUs are engaged with public schools every day in every corner of the commonwealth. Whether it is curriculum and instruction, special education, technology, business services or human resources, IUs are working to support students, schools and communities.

Because of the role IUs play in so many aspects of public education, IUs are in a unique position to assess the state of education in Pennsylvania. The exciting news is that communities remain committed to the quality of education in their local schools, school leaders are embracing innovation, educators are reinventing teaching and learning to be relevant to 21st century demands, and students are finding success.

At the same time IUs fully recognize the challenges schools face in ensuring children succeed in an environment where resources are often not sufficient, state and federal requirements often create burdens, and children and their families often need supports that are hard to find. IUs face these same realities.

If we measure both the successes and challenges of public education, we are in a better position to find solutions that will make a difference for children. Ultimately, this is why The State of Education report is important and why PAIU is pleased to be a partner in the effort.

Tom Gluck  
PAIU Executive Director



The Pennsylvania Association of Career and Technical Administrators (PACTA) believes that the state of career and technical education in the state is strong and is serving both students and employers well. Our students are well prepared to enter the workforce immediately after high school and to continue their education. They perform well on end-of-program occupational assessments and earn a variety of industry credentials. Many graduate from high school with post-secondary credits earned through articulation agreements between secondary and post-secondary institutions.

There are, however, many challenges facing career and technical centers as they prepare students to support the economic growth of the Commonwealth. The funding issues that are facing the rest of public education are also impacting career and technical schools. For example, pension costs are increasing at career and technical centers in the same way they are at school districts. Career and technical centers also face unique challenges in updating curriculum and equipment to meet industry standards. The vast majority of a career and technical center's budget is funded by the school districts which send students to the center. When school districts are facing funding issues it impacts the support they provide to career and technical centers and the number of students who they can afford to send to the center. In addition, there has not been increase in state career and technical funding in nearly a decade.

Career and technical centers are eager to serve more students and better support the employers of the commonwealth. Career and technical centers can only do so when the centers are adequately resourced and districts can afford to send all of the students who can benefit from career and technical education. We look forward to working the administration and General Assembly to improve the funding and resources available for all of public education, including career and technical education.

Jackie Cullen  
PACTA Executive Director



The Pennsylvania Public Education Foundation (PaPEF) is committed to helping schools create opportunities that have a positive impact on students' education, which is why the PaPEF is proud to once again partner on the second annual State of Education report. This report not only shows that Pennsylvania's commitment to public schools continue to show great return despite ever-increasing mandates and other challenges, but also highlights areas that need to be addressed to ensure schools can overcome those challenges and every student receives the effective and equitable education needed to succeed.

Our hope is that policymakers and other educational organizations use the report to further support our students through data-driven, strategic initiatives based on this valuable information. PaPEF will continue to support this work through innovative solutions and increased awareness of equitable opportunities that benefit all Pennsylvania students because a strong foundation for our students is a strong foundation for Pennsylvania.

Christina Griffiths  
PaPEF Executive Director

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