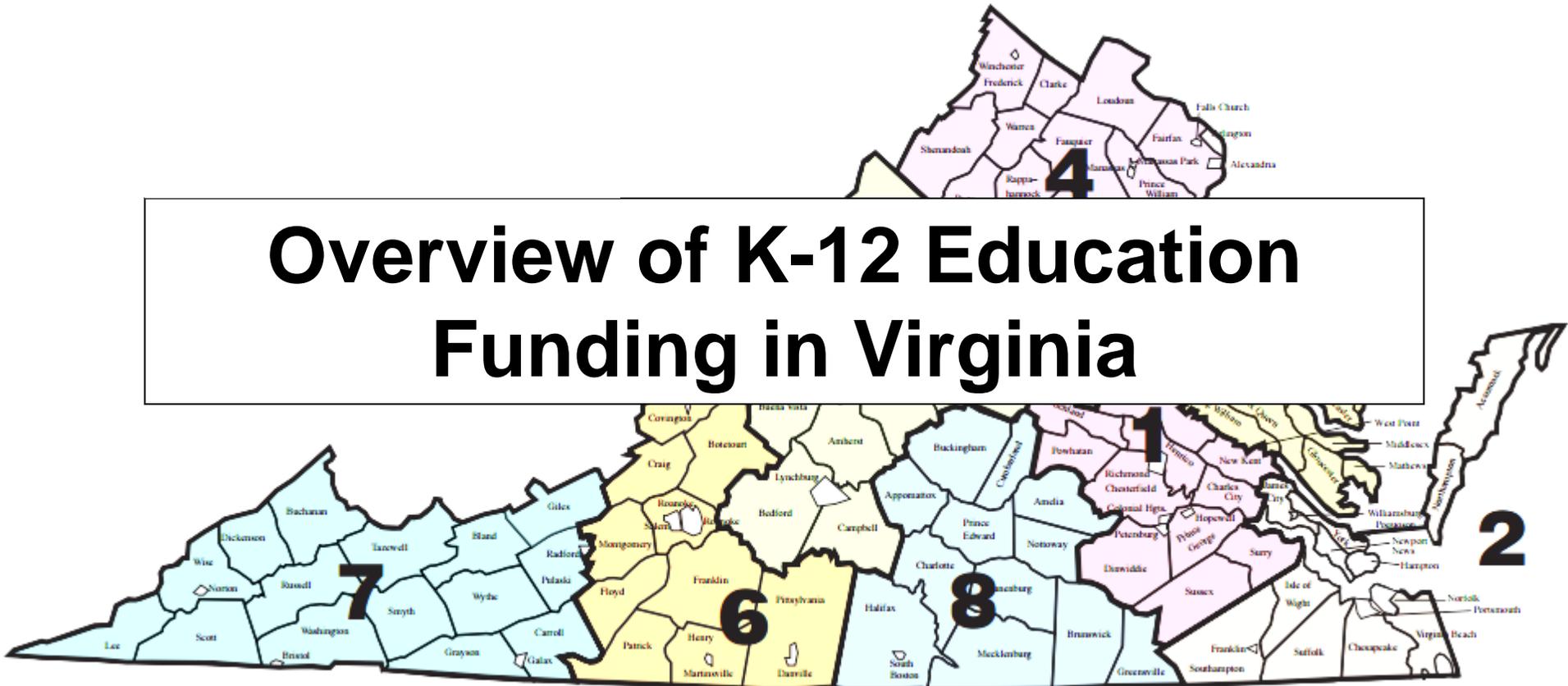


SENATE OF VIRGINIA

Senate Finance Committee

Overview of K-12 Education Funding in Virginia



Map of VDOE Superintendent's Regions

November 20, 2015



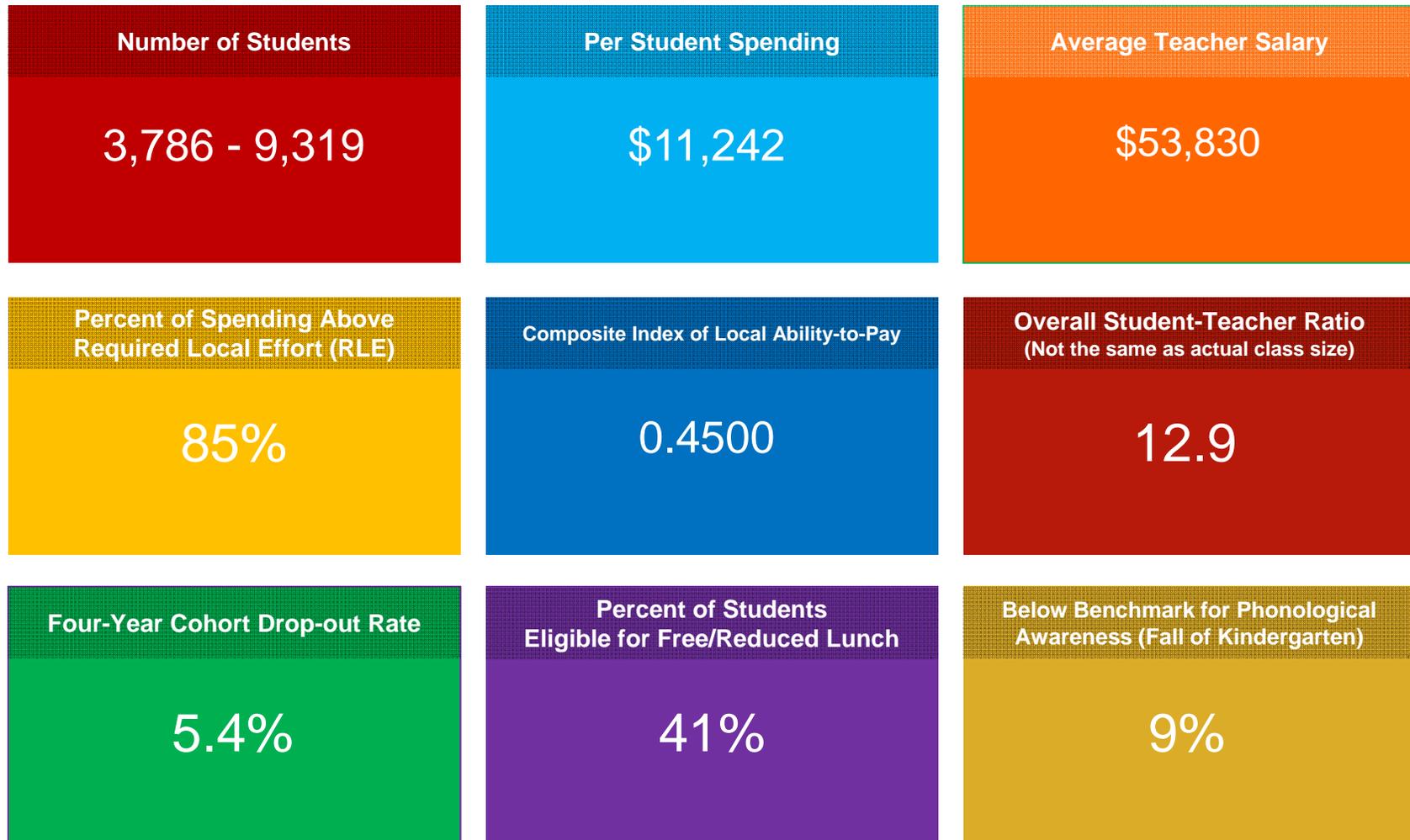
# Overview

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- Snapshot of key school division data and state outcome indicators
- Funding framework pursuant to Virginia's Constitution
- Trends over last ten years
- Recent actions and looking to 2016-18 biennial budget and beyond



# What does the “average” school division in Virginia look like?



2014 Data



## There is no “average” Virginia school division

KEY SCHOOL DIVISION DATA*	Average	Division Average	Division Median	Lowest	Highest
Number of Students (ADM Enrollment)		9,319	3,786	190 (Highland)	179,387 (Fairfax)
Per Pupil (PP), All Sources	\$11,242	\$10,865	\$10,387	\$8,591 (King George)	\$19,400 (Arlington)
Average Teacher Salary	\$53,830	\$47,856	\$47,457	\$37,245 (Grayson)	\$73,846 (Arlington)
% of Spending Above Required Local Effort	85%	84%	77%	9% (Tazewell)	221% (Sussex)
Composite Index of Local Ability-to-Pay	0.4500	.3969	.3600	0.1826 (Lee)	0.8000 (9 capped)
Student-Teacher Ratio (Not the same as actual class size)	12.9	12.1	12.1	7.3 (Highland)	16.5 (Prince Wm.)
Dropout Rate	5.4%	5.6%	5.4%	0.0% (Clarke, W. Point)	14.9% (Rockbridge)
Students Eligible for Free/Reduced Lunch	41%	50%	51%	10% (Falls Church)	83% (Petersburg)
Below Min. Benchmark for Phonological Awareness (Fall of Kindergarten)	9%	14%	13%	0% (Highland)	33% (Covington)
<i>*See Appendix for these same data points for ALL 132 SCHOOL DIVISIONS.</i>					



# Virginia Compares Favorably to Other 50 States on Key Outcomes Measures, But Gaps Remain

Education Indicators (ordered so that #1 is understood to be best)	1-10	11-20	21-30	31-40	41-50
<b><u>Virginia Performs (Council on Virginia's Future Initiative, Updated June 29, 2015)</u></b>					
4 <sup>th</sup> Grade Reading	6 <sup>th</sup>				
4 <sup>th</sup> Grade Math		12 <sup>th</sup>			
High School Graduation		20 <sup>th</sup>			
High School Dropout	5 <sup>th</sup>				
College Grad (Bachelor's)	8 <sup>th</sup>				
College Grad (Associate's)			23 <sup>rd</sup>		
% of Adults w/ High School Completion			28 <sup>th</sup>		
% of Adults w/ Bachelor's Degree or Better	6 <sup>th</sup>				
<b><u>Quality Counts 2015 (Education Week national education newspaper), Selected Indicators</u></b>					
K-12 Achievement Index	10 <sup>th</sup>				
8 <sup>th</sup> Grade Reading			22 <sup>nd</sup>		
Math 8 <sup>th</sup> Grade Poverty Gap				39 <sup>th</sup>	
High Advanced Placement Test Scores	2 <sup>nd</sup>				

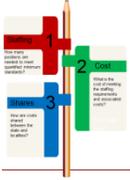


# Virginia's Constitution Tasks the General Assembly With Determining Education Costs and Shares

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- Pursuant to the Constitution of Virginia, public education is a shared responsibility of the state and localities.
  - Article VIII, Sections 1 and 2:
    - The General Assembly has responsibility to provide a system of free public schools for all children and to ensure that an educational program of high quality is established and continually maintained.
    - The State Board of Education must prescribe the Standards of Quality (SOQ) for the school divisions, subject to revision only by the General Assembly.
    - The General Assembly decides what the costs are and how they will be shared between the state and localities.





# Funding Framework

Based on the number of students enrolled by school by grade.

Of the recognized costs, average state share is 55 percent, based on the Composite Index.

A key exception is the distribution of sales tax based only on school-aged population (NOT equalized through Composite Index).

## Staffing

1

How many positions are needed to meet quantified minimum standards?

## Shares

3

How are costs shared between the state and localities?

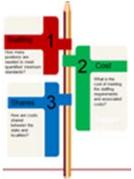
2

## Cost

What is the cost of meeting the staffing requirements and associated costs?

Since spending in part reflects local decisions, rather than simply reimburse spending, the model is intended to recognize reasonable costs based on what most school divisions spend, **with some adjustments.**





# Funded Minimum Staffing

## SOQ Funds Less Than 70% of Actual Reported Positions

Basic Instructional Standards in Standard 2 of the Standards of Quality Funded through SOQ Basic Aid										
<i>Maximum Class Sizes &amp; Schoolwide/Divisionwide Ratios</i>					<i>School-level Positions Staffing</i>					
Grade	Maximum Class Sizes	Pupil-Teacher Ratio	Divisionwide Pupil-Teacher Ratio	Divisionwide English Pupil-Teacher Ratio	Guidance Counselor	Librarian	Assistant Principal	Principal		
K	24; 29 w/aide		24 to 1		<i>Elementary School Positions:</i>					
1	30				25 to 1		.20 per 100 students (500 to 1)	less than 300 students = .50; 300 or greater students = 1.0	less than 600 students = 0.0; 600 to 899 students = .50; 900 or greater students = 1.0	less than 300 students = .50; 300 or greater students = 1.0
2	30									
3	30									
4	35									
5	35	21 to 1	25 to 1		<i>Middle School Positions:</i>					
6	35				24 to 1		.20 per 80 students (400 to 1)	less than 300 students = .50; 300 to 999 students = 1.0; 1,000 or greater students = 2.0	less than 600 students = 0.0; 1.0 per each 600 students	1.0
7	35									
8										
9										
10										
11										
12										
					.20 per 70 students (350 to 1)	less than 300 students = .50; 300 to 999 students = 1.0; 1,000 or greater students = 2.0	less than 600 students = 0.0; 1.0 per each 600 students	1.0		

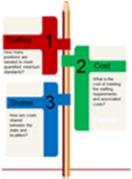
*\*Funding for Basic Instructional Standards includes a minimum floor number of positions of 51 per 1,000 students.*

**Other funded divisionwide SOQ standards:**

5.0 elementary resource teachers in art, music, and physical education per 1,000 students in grades kindergarten through 5.

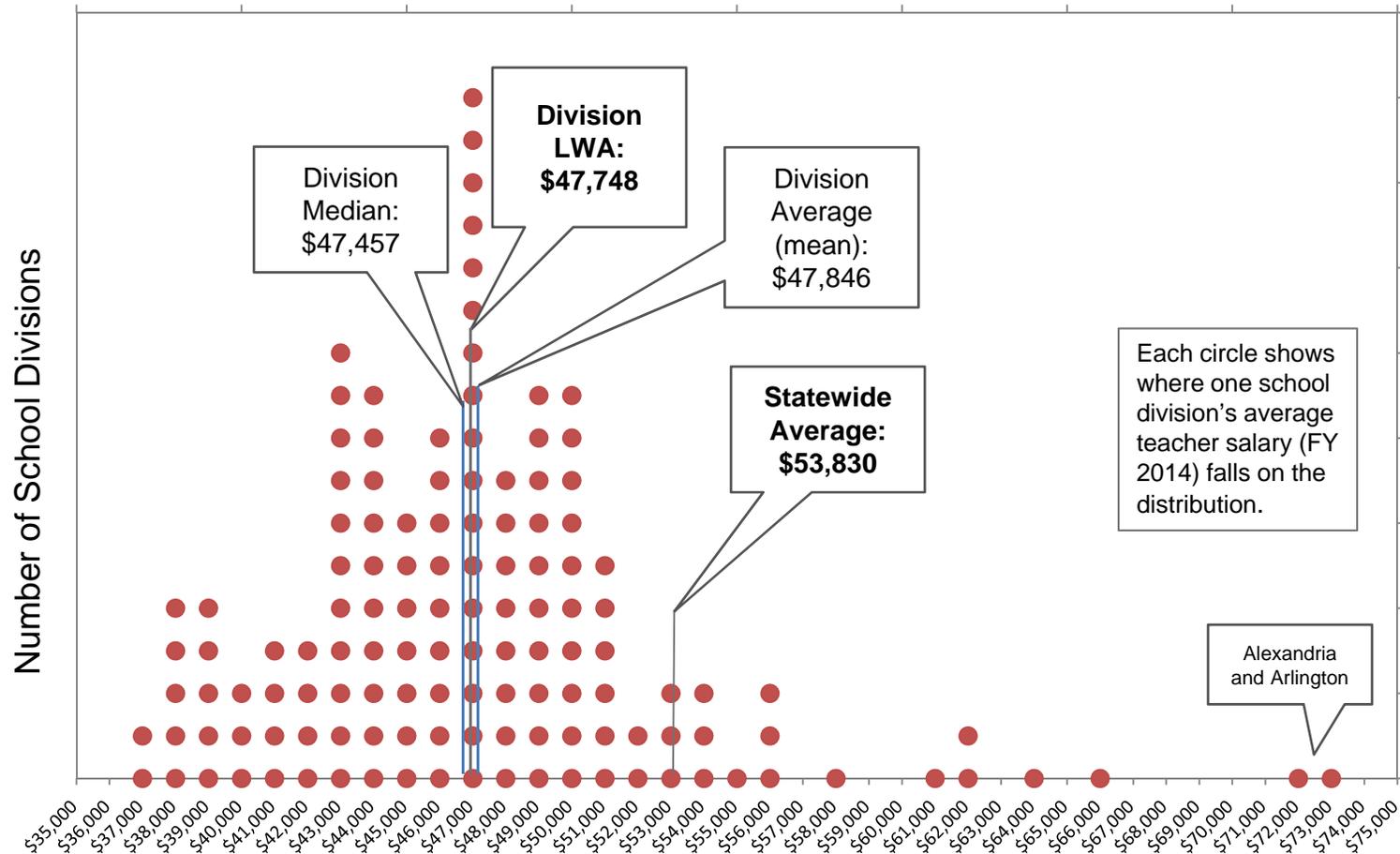
1.0 technology support position and 1.0 instructional technology position per 1,000 students in grades kindergarten through 12.

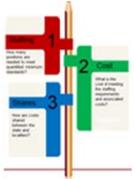




# Prevailing Cost: Level Around Which Most Tend to Cluster

- Since the mid-1980s, the SOQ funding framework has relied on a Linear Weighted Average (LWA), with the division as the unit of analysis, as the best measure of “expenditure levels around which most school divisions tend to cluster.”





# Components of the Composite Index of Local Ability-to-Pay

<b>Tax Year 2011</b> (for 2014-16 LCI)	<b>Statewide</b>	<b>Per Capita</b> Weighted One-Third	<b>Per Student</b> Weighted Two-Thirds
<b>True Value of Property</b> Weighted 50%	\$1.05 trillion	\$129,452	\$862,388
<b>Adjusted Gross Income</b> (including non-resident) Weighted 40%	\$231.7 billion	\$28,617	\$190,645
<b>Taxable Sales</b> Weighted 10%	\$89.0 billion	\$10,997	\$73,257



# 91% of Direct Aid Funds SOQ Accounts

- As more programs have been funded with Lottery Proceeds, the distinctions between the categories has become less meaningful.

State Direct Aid to Public Education	FY 2016 (\$ in millions)
<b>Standards of Quality (SOQ) Accounts</b> Basic Aid (\$3.1B), Sales Tax (\$1.3B), Textbooks (\$21.9M), CTE/Gifted/Special Ed/ Intervention, VRS/Social Security/Group Life, Remedial Summer School	\$5,573.4
<b>Lottery Proceeds-Funded Accounts (SOQ and Incentive)</b> SOQ Textbooks (\$44.9M), ESL (\$50.8M); Regional Special and Alt. Ed, K-3 Class Size, Preschool, At-Risk, Algebra Readiness, Early Intervention Reading, Project Graduation, CTE Equipment, School Breakfast	\$531.7
<b>Other Incentive Accounts (generally optional to locals with required match)</b> Compensation Supplement (\$52.4M), Governor's Schools (\$16.1M), Math/Reading Instructional Specialist, Special Ed, School Breakfast	\$74.8
<b>Categorical Accounts (generally required by federal or state law)</b> Special Ed State Operated Programs (\$33.7M), Adult Ed, School Lunch, Virtual Virginia	\$56.9
<b>Supplemental Accounts (generally not distributed to school divisions)</b> Extended School Year Grants (\$7.8M), National Board Certification Bonuses (\$5.9M), Teaching Scholarships, Teach for America, Communities in Schools, Project Discovery, Jobs for Virginia Graduates, CTE Resource Center, GRASP, Regional Consortia	<u>\$22.5</u>
	<b>\$6,259.3</b>



# 2016-18 Re-benchmarking

- Re-benchmarking is the formula-driven cost adjustment to meet the SOQ minimum staffing requirements and related support services and updates, from FY 2012 to FY 2014 base year actual data, to the Direct Aid accounts.
- The partial estimate of \$387.8 million (as of September) has since been updated to \$477.1 million, with some remaining data to be updated prior to the introduced budget.

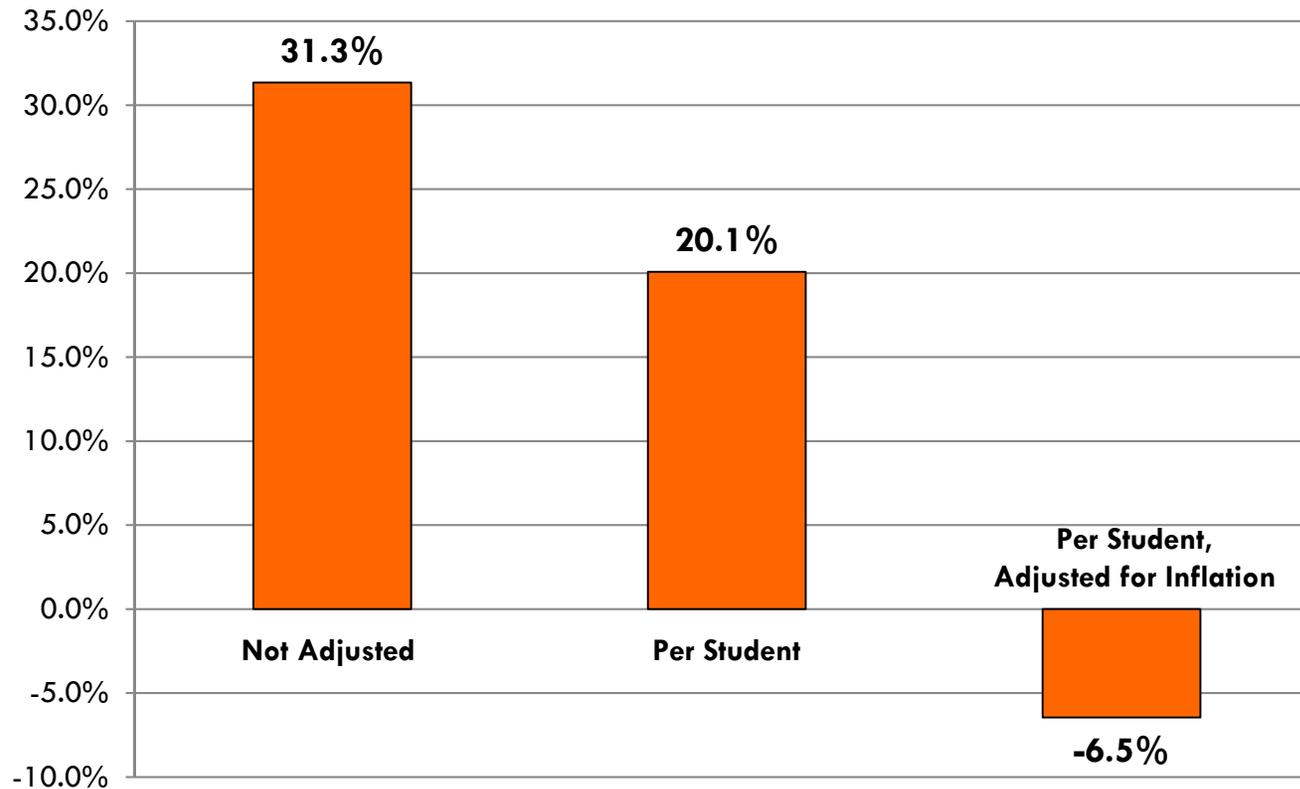
\$ in millions	Direct Aid	Prelim. (Increase Over Base)	Plus VRS Rates	Plus Composite Index	Subtotal To Date	Incr. Over Prior Year
FY 2016 Base Budget	<b>\$6,259.3</b>					
FY 2017	6,438.0	\$178.7	\$19.3	\$25.2		<b>3.6%</b>
FY 2018	6,468.4	<u>209.1</u>	<u>\$19.4</u>	<u>25.4</u>		0.5%
Biennial		\$387.8	\$38.7	\$50.6	<b>\$477.1</b>	

- Of the approximately 27 steps to-date, the biggest cost drivers are salaries, the “federal revenue deduct”, health care, inflation, and enrollment.
  - Other factors include free lunch eligibility, textbooks, and transportation.
  - The number of distinct Career and Technical Education courses offered declined.



# FY 2005 - 2014: Total (State, Local & Federal) Per Pupil Spending Has Not Kept Up with Inflation

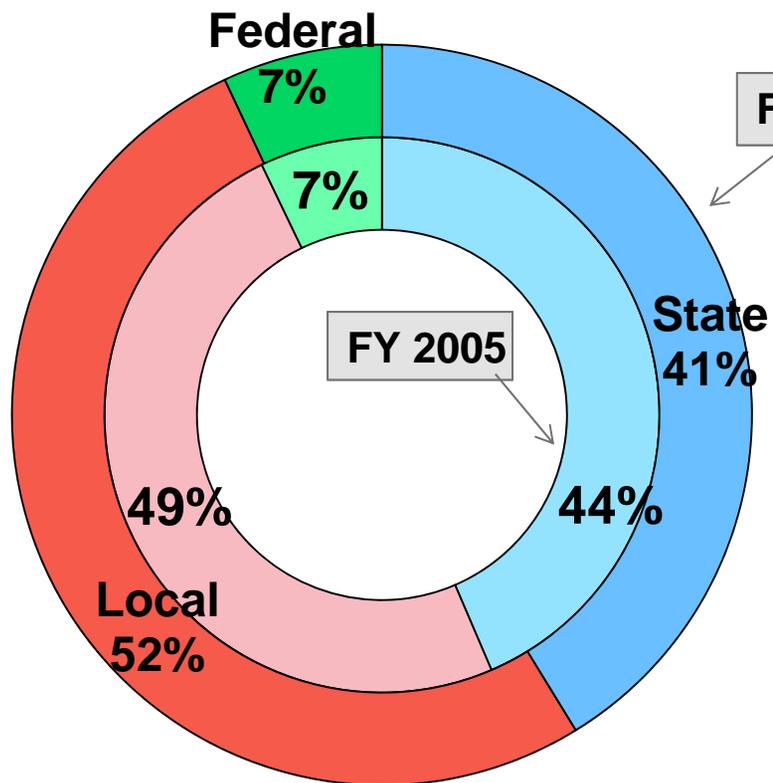
Change in Spending Measures from FY 2005 to FY 2014



Source: Data set used in 2015 JLARC Report on K-12 Spending



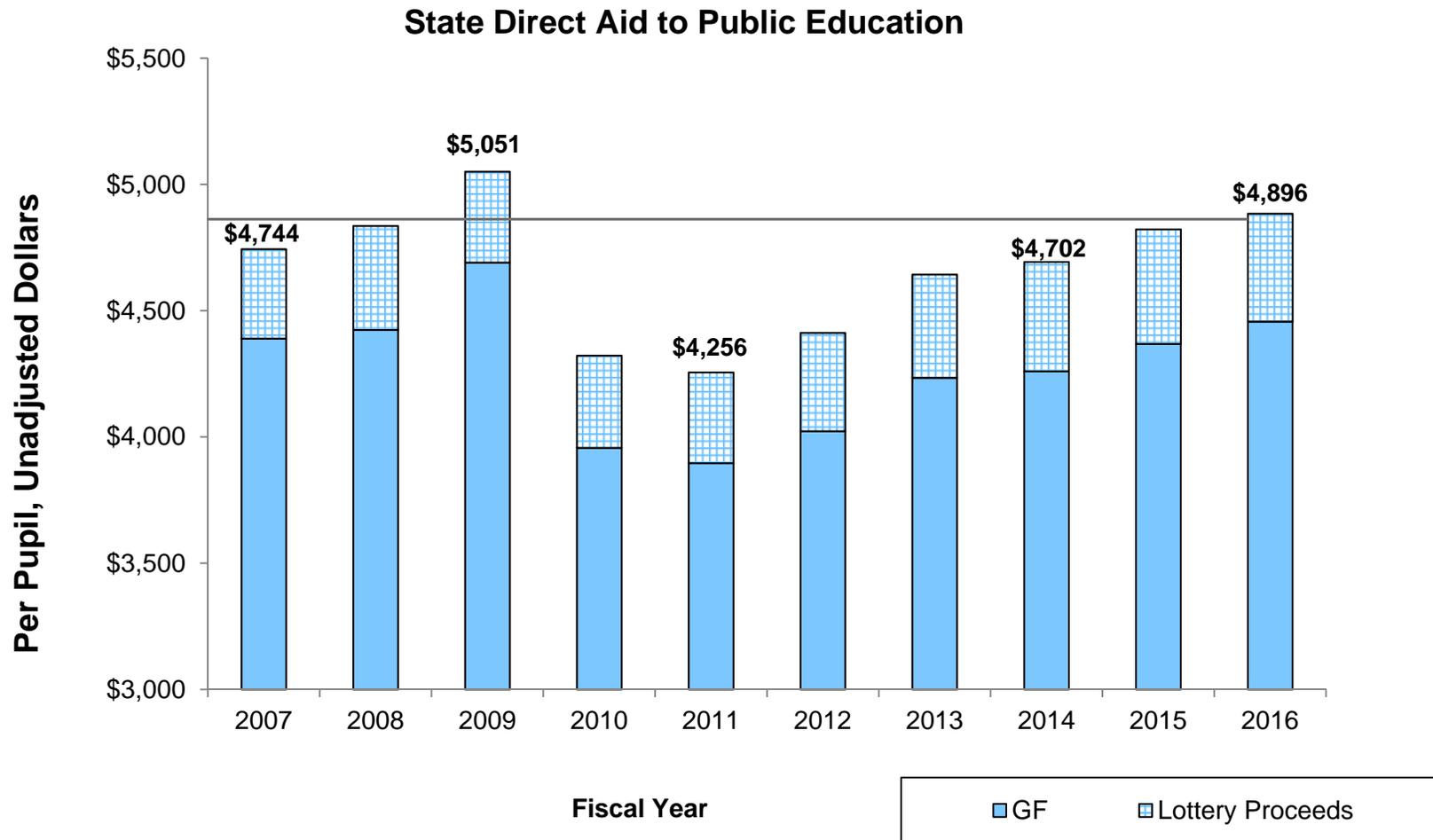
# FY 2005 – FY 2014: Shift in State-Local Shares



(\$ in millions)	2005	2014	Change
State	\$4,722.4	\$5,870.8	24%
Local	5,350.2	7,376.9	38%
Federal	773.8	993.8	28%
<b>All Sources</b>	<b>\$10,846.4</b>	<b>\$14,241.5</b>	<b>31%</b>



**FY 2007 – FY 2016: Unadjusted for Inflation,  
FY 2016 State Per Pupil Funding is 3.2% Above FY 2007**



## Key Funding Changes During the Great Recession - Primarily Technical Refinements to Cost Formulas

- Range of options considered during the Great Recession:
  - Allowing more local flexibility by reducing minimum required staffing levels or standards, scaling back, or eliminating programs (i.e. “doing less”);
  - Finding more efficiencies in the delivery of services; or
  - Redefining responsibility for cost sharing between the state and localities.
    - Most of the state’s actions were changes to recognized costs or other calculations.

Key State Funding Policy Changes From 2009-2012	Biennial (\$ in millions)
Cap funding for support positions (O&M, technology, school-based clerical, attendance and health, other)	(\$754)
Adjust health care for participation rates; include \$0 values in Linear Weighted Average calculation; update federal deduct percentage	(\$382)
Eliminate certain school expenditures from SOQ calculation (certain equipment, travel, misc.)	(\$244)
Eliminate school construction grants, and eliminate Lottery support for school construction and operating costs	(\$122)
Reduce funding for K-3 class size program; use Kindergarten enrollment as proxy for four-year-olds for VPI; extend the funded school bus replacement cycle from 12 to 15 years; eliminate enrollment loss assistance	(\$98)



# Lower Wealth School Divisions Lose More Per Pupil From Reductions in SOQ Funding

- State reductions tend to disproportionately impact lower wealth school divisions (just as state increases drive more dollars per student to lower LCI divisions). Example using the support positions cap:

All Are Per Pupil Amounts	FY 2010 Reduction Due to Support Cap	Total State Aid (FY 2010)	Total Funding All Sources (FY 2010)
<b>All Divisions</b>	<b>(\$283)</b>	<b>\$4,921</b>	<b>\$11,020</b>
Divisions with LCI < 0.3000	(\$377)	\$6,725	\$10,403
Divisions with LCI > 0.6000	(\$147)	\$3,344	\$13,558

- The General Assembly avoided cuts to programs targeted to at-risk students, and also limited reductions to K12, especially in the 2014 round of budget reductions.



# Local School Division Budget Reduction Strategies

## *Fewer Positions*

- School divisions make different budget decisions depending on their local circumstances. Many reduced the number of staff, limited salary increases and deferred facilities projects and maintenance.
  - 43 buildings were closed, mostly elementary schools.

<b>Actions Implemented Since 2008</b>	<b># of School Divisions</b> (112 responses out of 132)
Reduced number of staff (5,138 teachers, 4,485 support staff, and 557 school- and division-level administrators)	At least 103 (out of 112 responding)
Reduced Professional Development	At least 85
Increased class sizes (average largest class sizes of 26 for elementary, 29 for middle, and 30 for high school)	At least 79
Reduced benefits	At least 49
Reduced clubs/athletics	At least 32
Reduced pay	At least 22
Source: Spring 2015 survey by the Virginia Association of School Superintendents	



# Most Cost Effective Strategies

## *What the Research Suggests*

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- Even with budget challenges, in recent years the General Assembly has made targeted research-based investments in education, including those related to:
  - Third grade reading,
  - Extended school year, and
  - Other efforts to improve low performing schools, including teacher residency programs, the Achievable Dream model, and Communities in Schools' support services.
- Last month, JLARC presented to the Senate Finance Committee its key takeaways of over 200 recent (high quality) studies to help identify additional opportunities to improve the quality of education students receive in consideration of the funds spent:
  - 1) Teaching:** Quality of teaching is the most important in-school factor.
    - Identify early and reduce turnover of most effective teachers as well as improve others.
  - 2) Low Performing Students:** Improving low achievement is cost-effective.
- Other legislative efforts to continue to improve efficiency and effectiveness include:
  - **Consolidation.** The Commission on Local Government just completed its work on incentives.
  - **School Readiness.** The new legislative Joint Subcommittee on the Virginia Preschool Initiative met four times in 2015 and heard a wide range of viewpoints on early childhood and school readiness.



# School Readiness

## *Update on Joint Subcommittee on Pre-K*

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- The Joint Subcommittee on the Virginia Preschool Initiative (VPI) recommends extending its work into 2016. Key themes so far have included:
  - Reforming student income eligibility criteria to ensure that in all school divisions the neediest students are served first and are the target of limited state dollars.
    - Other states have income eligibility requirements, usually with flexibility.
  - Understanding the barriers to expanding a “mixed delivery” model, rather than primarily serving young children in public school settings.
    - Looking to other states that have had success with private providers.
  - Re-examining minimum VPI teacher qualifications (B.A. or other) and addressing related workforce issues.
  - Looking broadly at the continuum of early childhood (birth through age four).
  - Improving data, evaluation, and research; and
  - State capacity.



# Looking to the 2016-18 Biennium and Beyond

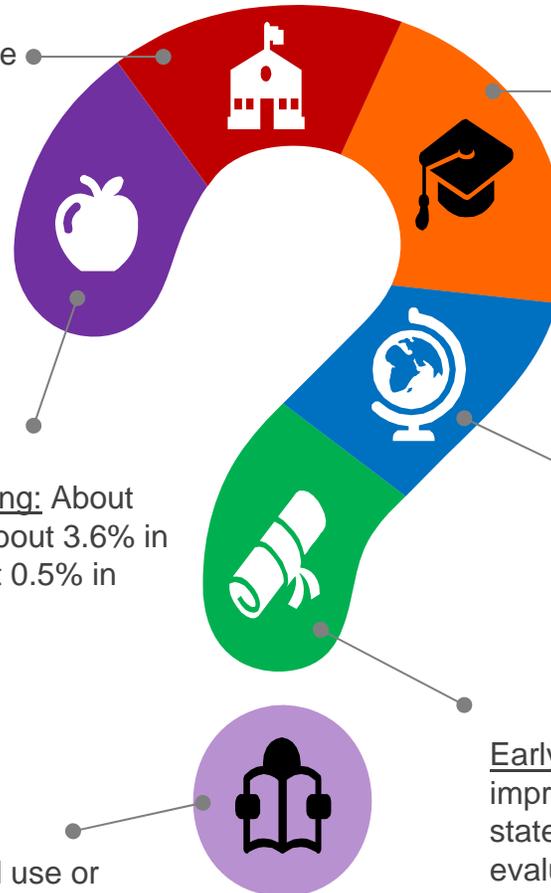
## What are options for how state dollars for K-12 should be directed?

Better Recognize Prevailing Practice/Improve Funding Equity: Such as exclude technology positions from the support cap, recognize more kindergarten aides, smaller classes, assistant principals, etc.

Teacher Salaries/Turnover: Ex. A first year salary increase of 1% would cost state approx. \$40 million/year; may want to consider local share impact by pairing with other state support.

Re-benchmarking: About \$477 million (About 3.6% in first year, about 0.5% in second year).

Other Formula Changes: Cost of competing, LCI land use or other adjustments, re-examine other cost practices and options.



Lottery Proceeds: Restore flexibility (in FY 2008 was \$150 million/year, with half for non-recurring expenses).

Literary Fund School Construction: Direct more to school construction loans (rather than retirement costs, currently \$165 million in FY 2016 base budget).

Targeted: Continue efforts on low performing schools, workforce/career and technical education, virtual education, incentivizing innovation, STEAM Academy. Support efficiency reviews, provide facilities and transportation expertise (JLARC). Requests for Governors' Schools, PISA international assessment participation, computer adaptive testing.

Early Childhood/School Readiness: Quality improvement in preschool and childcare, state capacity for technical assistance and evaluation, reduce unmet need for home visiting.



Appendix:  
Key School Division Data (FY 2014)

School Division	Per Pupil All Sources	% Above Required Local Effort	Composite Index of Ability-to-Pay	Average Daily Membership ADM Enrollment	Eligibility Free/Reduced Price Lunch	Average Teacher Salary	Student- Teacher Ratio	Below Benchmark (Fall of K)	Dropout Rate
<b>COUNTIES</b>									
Accomack	\$ 10,042	Not Rptd	0.3719	4,964	71%	Not Rptd	11.0	17%	5.0
Albemarle	\$ 12,775	140%	0.6502	12,961	28%	\$ 54,586	11.3	15%	2.2
Alleghany	\$ 11,005	180%	0.2297	2,402	45%	\$ 47,477	10.6	8%	6.8
Amelia	\$ 9,917	45%	0.3473	1,734	49%	\$ 49,019	14.3	15%	5.3
Amherst	\$ 10,386	94%	0.3075	4,095	51%	\$ 45,527	10.7	9%	4.8
Appomattox	\$ 8,704	15%	0.2945	2,251	47%	\$ 39,904	12.7	6%	3.8
Arlington	\$ 19,400	194%	0.8000	22,418	32%	\$ 73,846	9.7	4%	5.5
Augusta	\$ 9,348	77%	0.3627	10,329	40%	\$ 47,061	12.6	12%	3.7
Bath	\$ 16,576	119%	0.8000	601	44%	\$ 46,784	9.4	17%	9.1
Bedford County/City*	\$ 9,300	87%	0.3132	10,024	37%	\$ 43,653	12.5	12%	6.5
Bland	\$ 10,521	38%	0.3029	854	40%	\$ 43,775	11.5	19%	7.6
Botetourt	\$ 10,506	133%	0.3710	4,771	22%	\$ 51,189	12.7	9%	1.9
Brunswick	\$ 11,226	18%	0.2837	1,847	81%	\$ 41,712	11.7	22%	9.0
Buchanan	\$ 10,950	74%	0.3263	3,076	68%	\$ 39,840	10.3	23%	5.8
Buckingham	\$ 10,553	37%	0.3104	1,984	69%	\$ 42,193	11.8	12%	6.0
Campbell	\$ 8,890	113%	0.2655	7,926	44%	\$ 43,257	12.6	5%	4.5
Caroline	\$ 9,145	37%	0.3306	4,231	53%	\$ 47,144	15.0	10%	4.9
Carroll	\$ 10,351	102%	0.2831	3,811	58%	\$ 44,042	11.8	11%	5.2
Charles City	\$ 13,209	95%	0.4483	703	58%	\$ 45,722	10.1	8%	2.1
Charlotte	\$ 11,369	35%	0.2365	1,885	57%	\$ 44,298	10.1	20%	3.0
Chesterfield	\$ 9,023	82%	0.3539	58,523	33%	\$ 50,087	14.8	12%	5.5
Clarke	\$ 10,556	102%	0.4892	1,997	20%	\$ 50,728	13.1	10%	0.0
Craig	\$ 10,329	39%	0.3163	684	51%	\$ 45,277	12.5	23%	5.5
Culpeper	\$ 9,222	60%	0.3668	7,878	45%	\$ 48,769	13.3	13%	3.6
Cumberland	\$ 10,546	70%	0.2971	1,332	66%	\$ 48,069	12.1	10%	4.4
Dickenson	\$ 10,755	63%	0.2547	2,221	56%	\$ 38,948	11.8	13%	7.5
Dinwiddie	\$ 9,581	71%	0.2850	4,403	51%	\$ 47,901	13.5	19%	9.7
Essex	\$ 10,329	49%	0.4364	1,485	70%	\$ 45,007	11.4	26%	7.1
Fairfax County/City*	\$ 14,133	128%	0.6789	179,387	28%	\$ 64,580	12.4	15%	5.4
Fauquier	\$ 11,920	112%	0.5377	10,989	24%	\$ 56,267	12.5	18%	2.1
Floyd	\$ 9,771	46%	0.3440	2,009	47%	\$ 44,747	13.4	16%	5.0
Fluvanna	\$ 9,218	66%	0.3924	3,562	31%	\$ 50,524	13.7	7%	2.9
Franklin	\$ 10,387	64%	0.4181	7,025	50%	\$ 44,974	12.6	11%	6.5
Frederick	\$ 10,483	124%	0.3601	12,973	35%	\$ 50,689	13.6	17%	4.6
Giles	\$ 9,602	43%	0.2706	2,460	45%	\$ 40,759	11.5	30%	6.7
Gloucester	\$ 9,767	98%	0.3798	5,445	37%	\$ 49,567	13.5	11%	3.4

Appendix:  
Key School Division Data (FY 2014)

School Division	Per Pupil All Sources	% Above Required Local Effort	Composite Index of Ability-to-Pay	Average Daily Membership ADM Enrollment	Eligibility Free/Reduced Price Lunch	Average Teacher Salary	Student- Teacher Ratio	Below Benchmark (Fall of K)	Dropout Rate
Goochland	\$ 11,089	60%	0.8000	2,387	28%	\$ 48,187	12.4	8%	1.6
Grayson	\$ 12,096	38%	0.3385	1,744	62%	\$ 37,245	8.7	26%	9.0
Greene	\$ 9,376	73%	0.3724	2,968	38%	\$ 44,856	12.1	10%	2.7
Greensville/Emporia*	\$ 9,753	28%	0.2174	2,438	71%	\$ 46,397	12.2	13%	10.9
Halifax	\$ 9,696	34%	0.2943	5,202	59%	\$ 38,883	10.1	9%	6.2
Hanover	\$ 9,049	59%	0.4203	17,928	21%	\$ 48,334	12.3	6%	2.2
Henrico	\$ 8,978	69%	0.4276	49,271	40%	\$ 50,428	14.3	12%	6.6
Henry	\$ 9,528	39%	0.2430	6,977	66%	\$ 44,957	13.5	16%	5.6
Highland	\$ 18,034	23%	0.8000	190	61%	\$ 46,255	7.3	0%	10.5
Isle Of Wight	\$ 9,667	69%	0.4258	5,301	37%	\$ 54,956	14.2	7%	3.6
King George	\$ 8,591	54%	0.3787	4,179	33%	\$ 47,457	14.4	8%	5.1
King & Queen	\$ 12,681	74%	0.4469	769	69%	\$ 47,586	11.7	11%	5.9
King William	\$ 10,038	100%	0.3375	2,204	35%	\$ 48,618	13.1	14%	2.0
Lancaster	\$ 11,812	77%	0.7934	1,164	72%	\$ 47,480	11.4	12%	5.8
Lee	\$ 10,061	10%	0.1826	3,183	67%	\$ 39,243	10.5	22%	6.1
Loudoun	\$ 12,611	138%	0.5666	70,019	17%	\$ 61,485	13.3	8%	2.4
Louisa	\$ 11,628	70%	0.5659	4,617	47%	\$ 48,671	11.7	9%	6.9
Lunenburg	\$ 9,933	24%	0.2535	1,490	69%	\$ 44,401	11.9	17%	7.3
Madison	\$ 12,039	136%	0.4486	1,795	41%	\$ 44,490	11.1	15%	0.6
Mathews	\$ 10,874	58%	0.5589	1,143	40%	\$ 44,931	11.2	11%	5.8
Mecklenburg	\$ 9,347	29%	0.3650	4,442	62%	\$ 43,750	12.4	9%	4.8
Middlesex	\$ 9,519	36%	0.7232	1,152	51%	\$ 43,881	11.3	21%	2.8
Montgomery	\$ 10,083	80%	0.4053	9,463	38%	\$ 47,338	12.3	16%	6.5
Nelson	\$ 12,489	102%	0.5928	1,906	51%	\$ 50,967	11.9	25%	5.3
New Kent	\$ 9,227	82%	0.4414	2,882	22%	\$ 46,996	13.1	9%	4.9
Northampton	\$ 12,431	31%	0.5103	1,556	75%	\$ 41,427	10.3	11%	6.4
Northumberland	\$ 10,980	56%	0.8000	1,357	56%	\$ 48,024	12.0	12%	10.6
Nottoway	\$ 9,539	27%	0.2447	2,147	64%	\$ 47,793	13.0	11%	6.1
Orange	\$ 9,314	63%	0.3842	4,945	43%	\$ 47,465	14.0	13%	2.5
Page	\$ 9,504	65%	0.3143	3,331	52%	\$ 43,358	11.8	18%	1.5
Patrick	\$ 9,157	11%	0.2866	2,718	56%	\$ 42,447	13.3	26%	7.5
Pittsylvania	\$ 8,896	23%	0.2475	8,927	54%	\$ 40,865	12.1	16%	7.7
Powhatan	\$ 10,143	108%	0.4230	4,182	18%	\$ 51,846	13.4	13%	4.2
Prince Edward	\$ 10,987	96%	0.3265	2,125	69%	\$ 42,916	10.4	14%	9.8
Prince George	\$ 9,397	45%	0.2513	6,199	40%	\$ 51,816	13.6	20%	8.5
Prince William	\$ 10,445	99%	0.3787	82,674	39%	\$ 62,046	16.5	16%	6.5
Pulaski	\$ 10,153	65%	0.3052	4,317	51%	\$ 45,209	11.9	23%	6.8

Appendix:  
Key School Division Data (FY 2014)

School Division	Per Pupil All Sources	% Above Required Local Effort	Composite Index of Ability-to-Pay	Average Daily Membership ADM Enrollment	Eligibility Free/Reduced Price Lunch	Average Teacher Salary	Student- Teacher Ratio	Below Benchmark (Fall of K)	Dropout Rate
Rappahannock	\$ 13,715	76%	0.8000	893	35%	\$ 51,519	11.1	23%	1.6
Richmond	\$ 11,032	77%	0.3599	1,219	55%	\$ 49,185	12.8	16%	2.1
Roanoke	\$ 9,701	104%	0.3657	13,923	27%	\$ 49,968	12.7	10%	3.5
Rockbridge	\$ 10,617	82%	0.4903	2,538	44%	\$ 45,971	10.9	17%	14.9
Rockingham	\$ 10,094	139%	0.3675	11,301	40%	\$ 47,503	12.3	10%	4.1
Russell	\$ 9,241	29%	0.2430	3,936	57%	\$ 38,804	12.6	14%	5.3
Scott	\$ 8,958	13%	0.1831	3,627	59%	\$ 45,962	11.7	13%	4.6
Shenandoah	\$ 9,561	85%	0.3706	6,019	44%	\$ 46,694	12.3	14%	2.1
Smyth	\$ 9,630	45%	0.2178	4,608	58%	\$ 43,259	11.0	12%	5.9
Southampton	\$ 10,045	68%	0.3171	2,726	49%	\$ 43,171	14.3	14%	9.3
Spotsylvania	\$ 9,974	121%	0.3326	23,308	36%	\$ 53,178	14.7	14%	4.6
Stafford	\$ 10,063	124%	0.3305	26,898	27%	\$ 53,031	14.2	10%	5.4
Surry	\$ 16,340	137%	0.7642	867	64%	\$ 50,198	7.7	9%	7.1
Sussex	\$ 17,017	221%	0.3375	1,092	82%	\$ 52,978	11.1	12%	2.4
Tazewell	\$ 8,971	9%	0.2695	6,156	52%	\$ 38,762	11.8	17%	6.4
Warren	\$ 9,649	84%	0.3890	5,390	41%	\$ 47,916	13.3	13%	2.7
Washington	\$ 10,109	109%	0.3533	7,147	46%	\$ 47,414	12.4	9%	3.1
Westmoreland	\$ 10,729	54%	0.4649	1,582	74%	\$ 44,675	11.3	11%	8.2
Wise	\$ 9,695	102%	0.2045	5,907	60%	\$ 49,693	12.8	17%	5.0
Wythe	\$ 9,458	65%	0.3204	4,162	49%	\$ 47,288	13.2	16%	8.6
York	\$ 9,896	81%	0.4049	12,266	21%	\$ 49,883	14.4	6%	2.5
<u>CITIES</u>									
Alexandria	\$ 17,845	184%	0.8000	13,220	60%	\$ 72,942	11.5	13%	9.2
Bristol	\$ 10,402	45%	0.3190	2,200	65%	\$ 43,926	10.5	15%	5.5
Buena Vista	\$ 9,709	63%	0.1895	1,000	51%	\$ 40,483	11.3	16%	9.1
Charlottesville	\$ 14,911	154%	0.6861	4,012	53%	\$ 54,886	10.4	14%	5.6
Colonial Heights	\$ 12,645	172%	0.4448	2,796	43%	\$ 51,300	10.7	12%	2.6
Covington	\$ 11,266	152%	0.2775	898	54%	\$ 51,141	11.5	33%	13.5
Danville	\$ 10,598	89%	0.2653	5,955	77%	\$ 47,879	12.6	17%	5.4
Falls Church	\$ 17,077	171%	0.8000	2,392	10%	\$ 66,589	10.6	4%	0.5
Fredericksburg	\$ 13,262	134%	0.6511	3,238	54%	\$ 49,493	11.7	16%	12.9
Galax	\$ 10,015	71%	0.2725	1,264	65%	\$ 46,328	12.0	23%	2.1
Hampton	\$ 10,426	88%	0.2912	20,139	58%	\$ 47,516	12.8	7%	4.9
Harrisonburg	\$ 11,706	102%	0.4274	5,018	71%	\$ 43,974	9.8	18%	7.8
Hopewell	\$ 10,260	73%	0.2376	3,944	77%	\$ 48,013	12.2	15%	11.1
Lynchburg	\$ 10,789	103%	0.3727	8,115	63%	\$ 39,037	9.9	13%	8.8
Martinsville	\$ 10,920	111%	0.2175	2,108	75%	\$ 43,210	11.4	25%	8.0

Appendix:  
Key School Division Data (FY 2014)

School Division	Per Pupil All Sources	% Above Required Local Effort	Composite Index of Ability-to-Pay	Average Daily Membership ADM Enrollment	Eligibility Free/Reduced Price Lunch	Average Teacher Salary	Student- Teacher Ratio	Below Benchmark (Fall of K)	Dropout Rate
Newport News	\$ 10,563	110%	0.2934	27,746	61%	\$ 49,682	14.1	8%	2.8
Norfolk	\$ 10,671	91%	0.3102	29,907	67%	\$ 49,908	11.9	9%	8.0
Norton	\$ 9,353	47%	0.3274	820	60%	\$ 41,463	12.6	22%	4.6
Petersburg	\$ 10,906	44%	0.2516	4,074	83%	\$ 42,150	12.0	11%	8.7
Portsmouth	\$ 10,206	86%	0.2755	14,048	63%	\$ 38,872	10.5	13%	6.4
Radford	\$ 9,387	84%	0.2630	1,574	42%	\$ 50,428	13.2	22%	3.9
Richmond	\$ 12,731	90%	0.4779	21,782	74%	\$ 50,148	11.1	22%	13.6
Roanoke	\$ 11,840	133%	0.3728	12,657	73%	\$ 50,509	12.4	21%	12.2
Staunton	\$ 10,086	88%	0.3987	2,526	55%	\$ 46,730	11.8	18%	3.5
Suffolk	\$ 9,437	66%	0.3530	13,904	47%	\$ 49,809	13.6	9%	8.8
Virginia Beach	\$ 10,825	121%	0.4110	68,853	36%	\$ 56,048	14.7	9%	4.8
Waynesboro	\$ 10,472	120%	0.3690	2,989	57%	\$ 47,484	11.6	15%	2.4
Williamsburg/James City	\$ 10,974	61%	0.8000	10,964	31%	\$ 52,920	13.2	6%	4.0
Winchester	\$ 12,126	134%	0.4645	4,106	58%	\$ 53,910	11.3	31%	6.4
Franklin	\$ 12,925	103%	0.3276	1,166	76%	\$ 46,430	10.1	26%	10.0
Chesapeake	\$ 10,692	115%	0.3678	38,735	35%	\$ 56,484	14.0	9%	2.9
Lexington	\$ 9,089	52%	0.5059	669	18%	\$ 39,402	10.3	12%	
Salem	\$ 11,057	143%	0.3628	3,761	32%	\$ 55,115	13.4	10%	3.5
Poquoson	\$ 9,511	98%	0.3816	2,116	15%	\$ 46,887	13.0	9%	2.1
Manassas	\$ 12,729	172%	0.3599	6,928	59%	\$ 62,534	12.5	29%	4.8
Manassas Park	\$ 10,527	103%	0.2600	3,077	58%	\$ 58,089	14.3	21%	9.2
<u>TOWNS</u>									
Colonial Beach	\$ 11,658	65%	0.3527	549	66%	\$ 41,498	10.6	21%	5.2
West Point	\$ 11,127	218%	0.2838	787	30%	\$ 37,914	8.8	9%	0.0
<b>Division Average</b>	<b>\$ 10,865</b>	<b>84%</b>	<b>0.3969</b>	<b>9,319</b>	<b>50%</b>	<b>\$ 47,856</b>	<b>12.1</b>	<b>14%</b>	<b>5.6</b>
<b>Division Median</b>	<b>\$ 10,387</b>	<b>77%</b>	<b>0.3600</b>	<b>3,786</b>	<b>51%</b>	<b>\$ 47,457</b>	<b>12.1</b>	<b>13%</b>	<b>5.4</b>

\*Most data is reported jointly for jointly-operated school divisions. For Required Local Effort and Composite Index, which are reported separately, for purposes of this table, the division listed first only is shown.