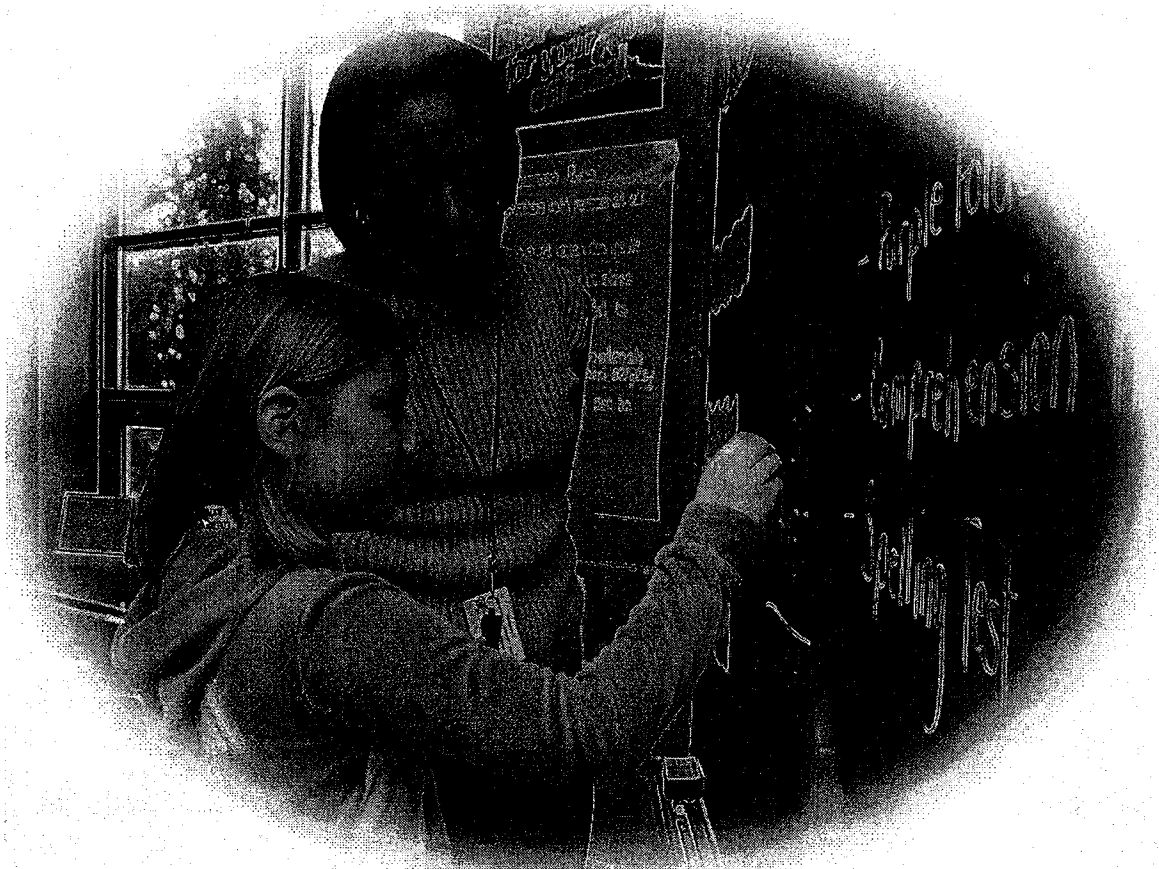




# DIFFERENTIAL FUNDING

Williamsburg-James City County Public Schools



School Board Meeting  
November 15, 2005

# DIFFERENTIAL FUNDING

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# DIFFERENTIAL FUNDING

## *Foreword*

In order to allow all children to succeed academically, sufficient resources must be available to meet their needs. Given the fact that all students come with different needs and strengths, differentiated support is often required. “Differential funding” and “equity funding” are the same for purposes of this discussion. Ruth Johnson in *Using Data to Close Achievement: How to Measure Equity In Our Schools* defines equity “as an operational principle for shaping policies and practices which provide high expectations and **appropriate resources** so that all students achieve at the same rigorous standard--with minimal variance due to race, income, language or gender” [author emphasis] (Hart & Germaine-Watts, 1996).

## *Framework*

**X (Base) + Y (Additional School Resources) + Z (Additional School Staff)**

In exploring the concept of differential funding, we break funding down into three distinct components:

- **X (Base)** represents base funding that is allocated to the schools. Generally, this funding is allocated to schools based on the number of students and does not factor in differences for special needs, e.g., poverty, etc. For example, staffing allocated based on prescribed student teacher ratios and supplies/equipment based on a per pupil amount. The bulk of operating budget allocations is this type of funding.
- **Y (Additional School Resources)** funding represents additional resources (supplies, equipment, etc.) that are allocated to schools based on particular student characteristics, e.g. social economic status (SES). This funding is in addition to the “X”/base allocations provided to schools.
- **Z (Additional School Staffing)** is similar to “Y” funding but it incorporates additional staffing support to the schools based on particular needs. The allocation of “Y” and/or “Z” funding is based on established criteria that can include: (SES) indicators, bilingual needs, academic success indicators (AYP, SOLs, etc.)

## *Review of Our Base "X"*

### X (BASE)

Examples of base funding include:

School resources allocation levels for supplies, equipment, etc. Currently this support equates to approximately \$2 million.

Variable Allocations per Pupil:

Elementary	\$	130
Middle	\$	144
High	\$	218

Fixed Allocation Per School:

Elementary	\$	18,545
Middle	\$	38,160
High	\$	47,740

Middle and High Schools are allocated one teaching position for every 25 students.

Grades K-3 will have a base allocation for Grades K-3 based on a 20:1 student teacher ratio. Grades 4 and 5 base allocation will be based on a ratio of 25:1.

Additional, non-core teachers are allocated in addition to the allocation standards stated above. Please see attached staffing matrix for 2006.

### **Grant Funded Differential Funding Already In Place...**

- The District receives Federal Grant funds that are intended to provide supplemental support to our schools. For example:
  - Title I funds thirteen 13 reading recovery teachers in our elementary schools
  - Title II funds three (3) class size reduction teachers (two at James River and one at Norge) and one SOL support at James Blair
  - Special Education funds including IDEA/VI-B funds are differentiated in the respect that they help meet individual IEP student needs.

## ***Criteria for "Y" and "Z" Differential Funding***

### ***Possible Criteria (For demonstration purposes only)***

#### **➤ Student Performance Data**

Schools that receive less-than-satisfactory State SOL and/or Federal AYP results would receive additional funding. WJCC schools currently have three schools with this status (James Blair Middle School, Toano Middle School, and D.J. Montague Elementary School).

#### **➤ Social Economic Status**

Schools with a high percentage of economically disadvantaged students attending their schools could receive additional funding. Although free and reduced numbers are not a perfect measure, they are frequently used to identify (as a proxy) disadvantaged students. WJCC's current free and reduced statistics are attached. Two schools (James River Elementary and James Blair Middle School) have a significantly higher percentage of free and reduced.

#### **➤ Specialized Educational Programming Needs**

Schools with students that require a specialized educational program could receive additional funding. English as a Second Language (ESL) and special education students are examples of this criterion.

## ***Differential Funding Typologies (Methods)***

### ***Possible Typologies (Methods) (For demonstration purposes only)***

#### **➤ Formula Driven (Weighted Per Pupil Allocation Based On Demographics)**

There is an approach that differentiates funding for schools based on particular characteristics of the students that go to that school. These characteristics include such things as SES, ESL status, etc. This is a formula driven method which allocates resources depending on the characteristics of the students in a building, rather than just the number of students. This can include personnel and/or non-personnel resources. This is at times referred to as a "weighted formula" or "student based budgeting."

#### **➤ Direct/Targeted**

There is a direct/target method of differentiation whereby funds are identified within the budget to address specific needs of certain schools. For example, funds could be identified for the funding of "equity" reading/math positions. Direct/targeted funding towards specific needs is often effective towards meeting the specific needs of our "at-risk" students.

### ***Differential Funding Alternatives***

Criteria for “Y” and “Z” Differential Funding Combined With Differential Funding Typologies (Methods)

#### ***Possible Criteria Combined With Typologies (Methods) (For demonstration purposes only)***

<b>Y</b> (ADDITIONAL SCHOOL RESOURCES)	<b>Z</b> (ADDITIONAL SCHOOL STAFF)
<p>Examples of differential/equity funding include:</p> <p><b>Criteria</b> = Social Economic Status  <b>Method</b> = Formula Driven -Weighted Per Pupil</p> <p>In addition to the base school resources provided by the base formula, schools would receive additional funding based on the characteristics of their student body. Under a “weighted formula” a student that is low SES could be given an incremental weight of 1.25, resulting in additional schools resources funding. Likewise, weights for ESL and special education could be provided.</p> <p>(please see attached examples Option 1a &amp; 1b)</p> <p><b>Criteria</b> = Student Performance  <b>Method</b> = Direct/Targeted</p> <p>Under this approach a school that did not meet AYP (SOL) would be allocated 25% over current allocations which could be used for additional materials, professional development, etc. in order to address student/teacher needs to improve instruction.</p> <p>(please see attached examples Option 2)</p>	<p>Examples of differential/equity funding include:</p> <p><b>Criteria</b> = Social Economic Status  <b>Method</b> = Formula Driven – Differentiated Student Teacher ratios</p> <p>Schools that have a high percentage of low SES students would be allocated teachers at a lower student teacher ratio than the base allocation.</p> <p><i>(Given the various State SOQ, K-3 guidelines, we believe it would be very difficult to redistribute FTEs to any large degree. Therefore, if differentiation in staffing is considered additional resources will need to be identified.)</i></p> <p>(please see attached examples Option 3)</p> <p><b>Criteria</b> = Student Performance  <b>Method</b> = Direct/Targeted</p> <p>Under this approach a school that did not meet AYP (SOL) would be allocated \$55,000 which could be used for additional reading/math specialist in order to address specific student needs.</p> <p>(please see attached examples Option 4)</p>

**Differential Funding**

## School Statistics

The information below is to provide information related to various student characteristics for the discussion of differential funding and possible alternatives.

	<i>Enrollment (9/30/05)</i>	<i>AYP (Yes/No)</i>	<i>Total Free &amp; Reduced</i>	<i>%</i>	<i>TotalES L</i>	<i>%</i>	<i>Total Spec. Ed.</i>	<i>%</i>
Clara Byrd Baker	752	Yes	143	19.0%	24	3.2%	90	12.0%
DJ Montague	779	No	187	24.0%	15	1.9%	82	10.5%
James River	469	Yes	239	51.0%	19	4.1%	88	18.8%
Matthew Whaley	555	Yes	139	25.0%	30	5.4%	69	12.4%
Norge	657	Yes	175	26.6%	29	4.4%	112	17.0%
Rawls Byrd	520	Yes	133	25.6%	29	5.6%	87	16.7%
Stonehouse	605	Yes	95	15.7%	5	0.8%	73	12.1%
<b>Total</b>	<b>4,337</b>		<b>1,111</b>	<b>25.6%</b>	<b>151</b>	<b>3.5%</b>	<b>601</b>	<b>13.9%</b>
Berkeley MS	876	Yes	146	16.67%	21	2.4%	86	9.8%
Blair MS	628	No	201	32.01%	11	1.8%	86	13.7%
Toano MS	831	No	181	21.78%	12	1.4%	112	13.5%
<b>Total</b>	<b>2,335</b>		<b>528</b>	<b>22.6%</b>	<b>44</b>	<b>1.9%</b>	<b>284</b>	<b>12.2%</b>
Jamestown HS	1,524	Yes	221	14.50%	19	1.2%	159	10.4%
Lafayette HS	1,624	Yes	231	14.22%	19	1.2%	188	11.6%
<b>Total</b>	<b>3,148</b>		<b>452</b>	<b>14.4%</b>	<b>38</b>	<b>1.2%</b>	<b>347</b>	<b>11.0%</b>
<b>Grand Total/Avg.</b>	<b>9,820</b>		<b>2,091</b>	<b>21.3%</b>	<b>233</b>	<b>2.4%</b>	<b>1,232</b>	<b>12.5%</b>

## Teacher Allocation Worksheet

### OPERATING FUND

**Differential Funding Examples/Options:**

Differentiated Student Teacher Ratios

Base Staffing Matrix

	Core (Base) Staffing				Non-Base Staffing												
	Enrollment	Desired Core Ratio	Number of Core Teachers (100)*	Core Ratio	Overall Ratio	Free and Reduced %	Art (100)	Music (100)	PE/H (100)	SS/ At-Risk (100)	Reading** (100)	ESL (100)	Tech (100)	AVID (100)	Other *** (100)	C&T/ Voc (300)	Regular Program Teachers 100-51120000
Clara Byrd Baker	752		37.0	20.3	16.2	19.0%	1.0	1.0	1.5	2.0	3.0	0.0	1.0	0.0	0.0	0.0	46.5
DJ Montague	779		40.0	19.5	16.1	24.0%	1.0	1.0	1.5	1.0	3.0	0.0	1.0	0.0	0.0	0.0	48.5
James River	469	K-3 20:1	24.0	19.5	12.8	51.0%	1.0	1.0	1.0	3.0	4.0	0.0	1.0	0.0	1.5	0.0	36.5
Matthew Whaley	555	4-5 25:1	29.0	19.1	14.2	25.0%	1.0	2.0	1.0	2.0	3.0	0.0	1.0	0.0	0.0	0.0	39.0
Norge	657	student/teacher ratio	33.0	19.9	15.6	26.6%	1.0	1.0	1.0	2.0	3.0	0.0	1.0	0.0	0.0	0.0	42.0
Rawls Byrd	520		28.0	18.6	14.1	25.6%	1.0	1.0	1.0	1.0	3.0	1.0	1.0	0.0	0.0	0.0	37.0
Stonehouse	605		31.0	19.5	15.1	15.7%	1.0	2.0	1.0	1.0	3.0	0.0	1.0	0.0	0.0	0.0	40.0
<b>Total</b>	4,337		222.0	19.5	15.0	25.6%	7.0	9.0	8.0	12.0	22.0	1.0	7.0	0.0	1.5	0.0	289.5
Berkeley MS	876	25:1	36.0	24.3	16.7	16.7%	1.0	3.0	5.0	1.0	1.0	0.5	2.0	1.0	0.0	2.0	52.5
Blair MS	628	25:1	26.0	24.2	15.7	32.0%	1.0	3.0	4.0	1.0	1.0	0.0	1.0	1.0	0.0	2.0	40.0
Toano MS	831	25:1	34.0	24.4	17.3	21.8%	1.0	1.0	5.0	2.0	1.0	0.0	1.0	1.0	0.0	2.0	48.0
<b>Total</b>	2,335		96.0	24.3	16.6	22.6%	3.0	7.0	14.0	4.0	3.0	0.5	4.0	3.0	0.0	6.0	140.5
Jamestown HS	1,524	25:1	61.0	25.0	17.3	13.6%	4.0	4.0	7.0	0.0	0.5	0.5	2.0		0.0	9.0	88.0
Lafayette HS	1,624	25:1	65.0	25.0	16.6	15.1%	5.0	2.0	8.0	1.0	0.5	0.5	2.0		0.0	14.0	98.0
<b>Total</b>	3,148		126.0	25.0	16.9	14.3%	9.0	6.0	15.0	1.0	1.0	1.0	4.0			23.0	186.0
<b>Grand Total/Avg.</b>	9,820		444.0	22.1	15.9	21.3%	19.0	22.0	37.0	17.0	26.0	2.5	15.0	3.0	1.5	29.0	616.0

▨ = included in base allocation

\* Core teachers include math, language arts, science, social studies, as well as foreign language for allocation purposes.

\*\* Title I funds 11.75 of the Reading Recovery teachers listed. In next year's budget, we will not include these positions as part of the operating budget but will include them in the grants

\*\*\* 1.5 FTE listed for James River is for IB program (one foreign language and .5 coordinator)

*Teacher Allocation Worksheet*

**OTHER STAFFING**

	<b>Title I</b>	<b>Title II</b>	<b>Title V</b>
Clara Byrd Baker			
DJ Montague	2.00		
James River	2.25	2.0	
Matthew Whaley	2.00		
Norge	2.00	1.0	
Rawls Byrd	1.50		0.4
Stonehouse	2.00		
<b>Total</b>	<b>11.75</b>	<b>3.0</b>	<b>0.4</b>
Berkeley MS			
Blair MS		1.0	
Toano MS			
<b>Total</b>	<b>0.0</b>	<b>1.0</b>	<b>0.0</b>
Jamestown HS			
Lafayette HS			
<b>Total</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Stud. Services/Central</b>			
<b>Grand Total</b>	<b>11.75</b>	<b>4.0</b>	<b>0.4</b>

<b>SPED Operating</b>	<b>SPED (Flow Thru)</b>	<b>SPED Total</b>	<b>SPED Total</b>
5.0		5.0	6.0%
3.0		3.0	3.6%
2.0		2.0	2.4%
2.0		2.0	2.4%
7.0	1.5	8.5	10.2%
5.0		5.0	6.0%
5.0	1.0	6.0	7.2%
<b>29.0</b>	<b>2.5</b>	<b>31.5</b>	<b>37.7%</b>
6.0		6.0	7.2%
4.0	2.0	6.0	7.2%
11.0	1.0	12.0	14.4%
<b>21.0</b>	<b>3.0</b>	<b>24.0</b>	<b>28.7%</b>
9.0	2.0	11.0	13.2%
13.0	1.0	14.0	16.8%
<b>22.0</b>	<b>3.0</b>	<b>25.0</b>	<b>29.9%</b>
1.0	2.0	3.0	3.6%
<b>73.0</b>	<b>10.5</b>	<b>83.5</b>	<b>100.0%</b>

<b>Media</b>	<b>Guid.</b>
1.0	1.5
1.0	1.5
1.0	1.0
1.0	1.0
1.0	1.0
1.0	1.0
1.0	1.0
<b>7.0</b>	<b>8.0</b>
1.0	2.0
1.0	2.0
1.0	2.0
<b>3.0</b>	<b>6.0</b>
2.0	5.0
2.0	5.0
<b>4.0</b>	<b>10.0</b>
<b>14.0</b>	<b>24.0</b>

**Differential Funding Examples/Options**

"Weighted & Percentage Variance" Approach

Under this approach, a particular criteria for Y (school resource), in this example SES (proxy of free and reduced used), as a way to distribute resources.

**Option 1A** assigns a weight of 1.25 over current per pupil amounts for students that are on free and reduced lunch. Other student (students not on free and reduced) funding is reduced to stay within current aggregate funding level.

**Option 1B** reduces/increases current allocation levels based on the percentage of free and reduced under/over the school level average. If a school's free and reduced count was over the average by 10%, the funding for that school was increased by roughly that amount. Other criteria can be used with the same methodologies.

	Enrollment	AYP (Yes/No)	Total Free & % Free and Reduced		Current Allocation Method	Option 1A			Option 1B		
			Reduced	% Free and Reduced		Revised Allocation	\$ Diff.	% change from current	Revised Allocation	\$ Diff.	% Diff.
Clara Byrd Baker	752	Yes	143	19.0%	116,305	116,081	(225)	-0.19%	108,628	(7,677)	-6.6%
DJ Montague	779	No	187	24.0%	119,815	121,157	1,342	1.12%	117,884	(1,931)	-1.6%
James River	469	Yes	239	51.0%	79,515	85,443	5,928	7.45%	99,666	20,151	25.3%
Matthew Whaley	555	Yes	139	25.0%	90,695	91,885	1,190	1.31%	90,176	(519)	-0.6%
Norge	657	Yes	175	26.6%	103,955	105,787	1,832	1.76%	105,015	1,060	1.0%
Rawls Byrd	520	Yes	133	25.6%	86,145	87,372	1,227	1.42%	86,111	(34)	0.0%
Stonehouse	605	Yes	95	15.7%	97,195	96,203	(993)	-1.02%	87,559	(9,636)	-9.9%
<b>Total</b>	4,337		1,111	25.6%	693,625	703,925	10,300	1.48%	695,039	1,414	0.2%
Berkeley MS	876	Yes	146	16.67%	164,304	162,990	(1,314)	-0.80%	154,535	(9,769)	-5.9%
Blair MS	628	No	201	32.01%	128,592	131,985	3,393	2.64%	140,672	12,080	9.4%
Toano MS	831	No	181	21.78%	157,824	158,490	666	0.42%	156,512	(1,312)	-0.8%
4th MS	0		0								
<b>Total</b>	2,335		528	22.6%	450,720	453,465	2,745	0.61%	451,719	999	0.2%
Jamestown HS	1,524	Yes	221	14.50%	379,972	373,808	(6,165)	-1.62%	380,515	543	0.1%
Lafayette HS	1,624	Yes	231	14.22%	401,772	394,892	(6,880)	-1.71%	401,233	(539)	-0.1%
3rd HS (2007)	0		0								
<b>Total</b>	3,148		452	14.4%	781,744	768,699	-13,045	-1.67%	781,748	4	0.0%
<b>Grand Total/Avg.</b>	9,820		2,091	21.3%	1,926,089	1,926,089	0	0.00%	1,928,506	2,417	0.1%

**Differential Funding Examples/Options**

"Direct/Percentage Add On" Approach

Under this approach, a particular criteria for Y (school resource) is focused upon student performance data and the possible need to direct additional resources to those schools that did not meet AYP. Option 2 allocates an additional 25% over current allocations if the school did not meet AYP.

Additional cost if no reductions are made from current per pupil allocated amounts (\$101,558)

	<i>Enrollment</i>	<i>AYP (Yes/No)</i>	<i>ESL</i>	<i>% ESL</i>	<i>Current Allocation Method</i>	<b>Option 2</b>		
						<i>School Improvement</i>	<i>\$ Diff.</i>	<i>% Diff.</i>
Clara Byrd Baker	752	Yes	24	3.2%	116,305	108,785	(7,520)	-6.5%
DJ Montague	779	No	15	1.9%	119,815	149,769	29,954	25.0%
James River	469	Yes	19	4.1%	79,515	74,825	(4,690)	-5.9%
Matthew Whaley	555	Yes	30	5.4%	90,695	85,145	(5,550)	-6.1%
Norge	657	Yes	29	4.4%	103,955	97,385	(6,570)	-6.3%
Rawls Byrd	520	Yes	29	5.6%	86,145	80,945	(5,200)	-6.0%
Stonehouse	605	Yes	5	0.8%	97,195	91,145	(6,050)	-6.2%
<b>Total</b>	4,337		151	3.5%	693,625	687,999	-5,626	-0.8%
Berkeley MS	876	Yes	21	2.40%	164,304	154,668	(9,636)	-5.9%
Blair MS	628	No	11	1.75%	128,592	160,740	32,148	25.0%
Toano MS	831	No	12	1.44%	157,824	197,280	39,456	25.0%
<b>Total</b>	2,335		44	1.9%	450,720	512,688	61,968	13.7%
Jamestown HS	1,524	Yes	19	1.25%	379,972	352,701	(27,271)	-7.2%
Lafayette HS	1,624	Yes	19	1.17%	401,772	372,701	(29,071)	-7.2%
3rd HS (2007)	0		0					
<b>Total</b>	3,148		38	1.2%	781,744	725,402	-56,342	-7.2%
<b>Grand Total/Avg.</b>	9,820		233	2.4%	1,926,089	1,926,089	0	0.0%

## Teacher Allocation Worksheet

### OPERATING FUND

Option 3

**Differential Funding Examples/Options:**

Differentiated Student Teacher Ratios

Base Staffing Matrix

	Core (Base) Staffing				Non-Base Staffing													
	Enrollment	Desired Core Ratio	Number of Core Teachers (100)*	Core Ratio	Overall Ratio	Free and Reduced %	Art (100)	Music (100)	PE/H (100)	FL (100)	SS/At-Risk (100)	Reading* (100)	ESL (100)	Tech (100)	AVID (100)	Other *** (100)	C&T/V oc (300)	Regular Program Teachers 100-51120000
Clara Byrd Baker	752	K-3 20:1 4-5 25:1 student/ teacher ratio	37.0	20.3	16.2	19.0%	1.0	1.0	1.5		2.0	3.0	0.0	1.0	0.0	0.0	0.0	46.5
DJ Montague	779		40.0	19.5	16.1	24.0%	1.0	1.0	1.5		1.0	3.0	0.0	1.0	0.0	0.0	0.0	48.5
James River	469		26.0	18.0	12.2	51.0%	1.0	1.0	1.0		3.0	4.0	0.0	1.0	0.0	1.5	0.0	38.5
Matthew Whaley	555		29.0	19.1	14.2	25.0%	1.0	2.0	1.0		2.0	3.0	0.0	1.0	0.0	0.0	0.0	39.0
Norge	657		33.0	19.9	15.6	26.6%	1.0	1.0	1.0		2.0	3.0	0.0	1.0	0.0	0.0	0.0	42.0
Rawls Byrd	520		28.0	18.6	14.1	25.6%	1.0	1.0	1.0		1.0	3.0	1.0	1.0	0.0	0.0	0.0	37.0
Stonehouse	605		31.0	19.5	14.8	15.7%	1.0	2.0	1.0		1.0	4.0	0.0	1.0	0.0	0.0	0.0	41.0
<b>Total</b>	4,337			224.0	19.4	14.8	25.6%	7.0	9.0	8.0		12.0	23.0	1.0	7.0	0.0	1.5	0.0
Berkeley MS	876	25:1	36.0	24.3	16.7	16.7%	1.0	3.0	5.0		1.0	1.0	0.5	2.0	1.0	0.0	2.0	52.5
Blair MS	628	23:1	28.0	22.4	15.0	32.0%	1.0	3.0	4.0		1.0	1.0	0.0	1.0	1.0	0.0	2.0	42.0
Toano MS	831	25:1	34.0	24.4	17.3	21.8%	1.0	1.0	5.0		2.0	1.0	0.0	1.0	1.0	0.0	2.0	48.0
<b>Total</b>	2,335		98.0	23.8	16.4	22.6%	3.0	7.0	14.0		4.0	3.0	0.5	4.0	3.0	0.0	6.0	142.5
Jamestown HS	1,524	25:1	61.0	25.0	17.3	13.6%	4.0	4.0	7.0		0.0	0.5	0.5	2.0		0.0	9.0	88.0
Lafayette HS	1,624	25:1	65.0	25.0	16.6	15.1%	5.0	2.0	8.0		1.0	0.5	0.5	2.0		0.0	14.0	98.0
<b>Total</b>	3,148		126.0	25.0	16.9	14.3%	9.0	6.0	15.0		1.0	1.0	1.0	4.0			23.0	186.0
<b>Grand Total/Avg.</b>	9,820		448.0	21.9	15.8	21.3%	19.0	22.0	37.0	0.0	17.0	27.0	2.5	15.0	3.0	1.5	29.0	621.0

Previous	616.0
+/-	5.0
	275,000.0

\*Core teachers include math, language arts, science, social studies, as well as foreign language for allocation purposes.

\*\*Title I funds 11.75 of the Reading Recovery teachers listed. In next year's budget, we will not include these positions as part of the operating budget but will include them in the grants budget.

\*\*\* 1.5 FTE listed for James River is for IB program (one foreign language and .5 coordinator)

////// = included in base allocation

**Differential Funding Examples/Options**

Direct Staffing Support

Option 4

	<i>Enrollment</i>	<i>AYP (Yes/No)</i>	<i>Additional Staff</i>	<i>Funding Amount</i>
Clara Byrd Baker	752	Yes		
DJ Montague	779	No	1	55,000
James River	469	Yes		
Matthew Whaley	555	Yes		
Norge	657	Yes		
Rawls Byrd	520	Yes		
Stonehouse	605	Yes		
<b>Total</b>	<b>4,337</b>		<b>1</b>	<b>55,000</b>
Berkeley MS	876	Yes		
Blair MS	628	No	1	55,000
Toano MS	831	No	1	55,000
<b>Total</b>	<b>2,335</b>		<b>2</b>	<b>110,000</b>
Jamestown HS	1,524	Yes		
Lafayette HS	1,624	Yes		
3rd HS (2007)	0			
<b>Total</b>	<b>3,148</b>		<b>0</b>	<b>0</b>
<b>Grand Total/Avg.</b>	<b>9,820</b>		<b>3</b>	<b>165,000</b>