

SECRETARY OF EDUCATION

REPORT

**ACADEMIC-YEAR
GOVERNOR'S SCHOOLS
FUNDING FORMULA STUDY**

OCTOBER 1, 2014 (REVISED)

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I. OVERVIEW OF STUDY REQUIREMENTS

- The General Assembly required in the *2014 Appropriation Act* that the Secretary of Education conduct a study of the formula used to determine governor's school funding (Item 127, Paragraph E., *2014 Appropriation Act*):

E. The Secretary of Education, with the support of the Department of Education, shall conduct a study of the formula used to determine governor's school payments by October 1, 2014, and submit it to the Chairmen of House Appropriations and Senate Finance Committees. The study shall include, but not be limited to, consideration of the length of the program, appropriate state and local shares, and the academic model used by governor's schools in the configuration of the funding formula.

II. OVERVIEW OF ACADEMIC-YEAR GOVERNOR'S SCHOOLS

- The Academic-Year Governor's Schools originated to offer educational services to gifted students in the areas of the arts, economics, government, humanities, international studies, mathematics, science, and/or technology that could not be provided through the gifted education programs in the students' local high schools. Through "communities of learners," students in these programs experience an environment where individual abilities and interests are not restricted by age-level considerations, and where their emotional needs are recognized and addressed through appropriate strategies. The programs must demonstrate that they incorporate the following opportunities for those who attend:
 - To develop their own separate identity as a community of learners;
 - To learn and grow in an environment that nurtures the unique abilities and needs of gifted learners;
 - To develop a positive and realistic concept of self and others;
 - To belong to a community of learners who share interests and abilities;
 - To learn about subjects of interest to them;
 - To be risk takers and decision makers in a non-threatening environment;
 - To provide career exploration and/or advanced classes that may help students as they prepare for college or other postsecondary opportunities; and

- To expand their knowledge of and interest in science and technology, the humanities, and the arts by providing interaction with the community, industry, professionals, and higher education.
- The Virginia Department of Education (VDOE) administers funds that are appropriated by the General Assembly for Governor’s Schools.
- The Department of Education maintains a Web site that contains information related to the Academic-Year Governor’s School Programs.
http://www.doe.virginia.gov/instruction/governors_school_programs/academic_year/index.shtml
- The first four Governor’s Schools opened in September 1985. Those schools, with their initial enrollment, participating school divisions, and locations are indicated in Table 1.

TABLE 1: Original Academic-Year Governor’s Schools (1985)

SCHOOL NAME	INITIAL ENROLLMENT	PARTICIPATING DIVISIONS	LOCATION (FISCAL AGENT)
Central Virginia Governor’s School	48 (ninth graders only)	Amherst County, Appomattox County, Bedford County, Campbell County, Lynchburg City	Heritage High School (Lynchburg City)
New Horizons Governor’s School	95	Hampton City, Poquoson City, Newport News City, Williamsburg-James City County, York County	New Horizons Regional Education Center (Hampton City)
Roanoke Valley Governor’s School	200	Botetourt County, Franklin County, Roanoke County, Roanoke City, Salem City	Patrick Henry High School (Roanoke City)
Thomas Jefferson High School for Science and Technology	393	Falls Church City, Manassas City, Manassas Park City, Fairfax County, Loudoun County, Prince William County	Thomas Jefferson High School (Fairfax County)
Total	736	21 localities	

- Currently, 19 Academic-Year Governor’s Schools serve 6,548 high school students from 122 school divisions. Information about the 2013-2014 Academic-Year Governor’s Schools can be found in Appendix A. In 2013-2014, students from twenty-one (21) school divisions had access to more than one Academic-Year Governor’s School. A map of the sites and participating school divisions operating in 2013-2014 is provided as Appendix B.
- Each Academic-Year Governor’s School is governed by a regional board comprised of at least one school board representative from each of the participating school divisions in accordance with the *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs [8VAC20-281-20]*. The regional governing board is charged with developing policies for the school including the school’s admission process, budget and local tuition contribution, and curricu-

lum. Governor's Schools are unique in their focus area, selection of students, funding scenario, and curriculum in order to best serve their regional constituency.

- Each school is funded in part by the state and by participating local school divisions.

III. FUNDING HISTORY OF ACADEMIC-YEAR GOVERNOR'S SCHOOLS

- FY 2013 state funding = \$12.0 million
FY 2014 state funding = \$12.3 million
FY 2015 state funding = \$13.4 million
- State funding for the Academic-Year Governor's Schools (AYGS) is provided to the fiscal agents of each program based on a funding formula using the certified number of students enrolled from each division and the funded per pupil amount. The state payment allocated to each participating division is adjusted for the division's composite index. Funding is further adjusted based on the portion of the day the program is in operation. Schools receive funds allocated in Item 136, Paragraph C. 28.a (*2014 Appropriation Act*). The *2014 Appropriation Act* states that:
 - a. *Out of the amounts for Governor's School Payments, the Department of Education shall provide assistance for the state share of the incremental cost of regular school year Governor's Schools based on each participating locality's composite index of local ability-to-pay. Participating school divisions must certify that no tuition is assessed to students for participation in this program.*
- AYGS students are included in the average daily membership (ADM) of their home school division. ADM enrollment is the basis for all state per pupil funding (such as Basic Aid funding under the Standards of Quality) received by school divisions. The *2014 Appropriation Act*, (Item 136, Paragraph C.28.f.1) includes language from earlier biennia stating that "*local school divisions are encouraged to provide the appropriate portion of basic aid per pupil funding to the Governor's Schools for students attending these programs, adjusted for costs incurred by the school division for transportation, administration, and any portion of the day that the student does not attend a Governor's School.*" In the *2013 Appropriation Act*, the program membership cap for funding was increased from 1,700 to 1,725 students beginning in FY 2014:

Regular school year Governor's Schools are funded through this Item based on the state's share of the incremental per pupil cost for providing such programs for each

student attending a Governor's School up to a cap of 1,650 students per Governor's School in the first year and a cap of ~~1,700~~ 1,725 students per Governor's School in the second year. This incremental per pupil payment shall be adjusted for the composite index of the school division that counts such students attending an Academic Year Governor's School in their March 31 Average Daily Membership...

- Table 2 depicts the historical per pupil amount in the state AYGS funding formula.

TABLE 2: Academic-Year Governor's Schools Historical Per Pupil Amount in the State Funding Formula

FISCAL YEAR	GOVERNOR'S SCHOOLS PER PUPIL AMOUNT*
1987	\$1,000
1988	1,000
1989	2,250
1990	2,250
1991	2,593
1992 -1998	2,765
1999	2,900
2000	2,900
2001	3,185
2002	3,185
2003	3,410
2004	3,412
2005	3,541
2006	3,543
2007	3,933
2008	3,933
2009	4,479
2010	4,479
2011	4,327
2012	4,327
2013	4,368
2014	4,369
2015	4,624

* These are the total per pupil amounts that apply only to the Academic-Year Governor's Schools. Governor's School per pupil funding amounts are increased or decreased at the same percentage that Basic Aid per pupil amounts are adjusted for each state biennial budget. All per pupil figures reflect the total per pupil funding before application of the composite index of local ability-to-pay for student share of funding and the program classification weight (i.e., 1 for full-time; 1/2 or 5/6 for shared-time programs).

- The 2012 General Assembly appropriated funds to encourage part-day programs to offer a full-day course of study to each of its students, and if possible, to expand to grades 9 through 12. Specifically, a \$100,000 appropriation for FY 2013 provided planning grants for one or more existing part-day Academic-Year Governor's Schools to expand to full-day programs, including the possibility of merging with another Governor's School.
 - The grant was awarded to Southwest Virginia Governor's School for Science, Mathematics, and Technology (SWVGS) located in Pulaski. The current program serves students in grades 11 and 12 for a portion of the day.
 - An additional appropriation of \$100,000 was awarded in FY 2014 to support start-up of an expanded program for Southwest Virginia Governor's School expansion. A full-time program at SWVGS is anticipated to be operational in the 2015-2016 school year.
- The 2012 General Assembly appropriated one-time funds in FY 2013 to provide a planning grant of \$100,000 for a new full-day regional science and technology Governor's School serving grades 9 through 12 in the greater Hampton Roads area.
 - The grant was awarded jointly to Norfolk Public Schools and Portsmouth Public Schools to conduct their planning prior to June 30, 2013, and present a full proposal to the Virginia Board of Education for first review no later than September 2013, with final review and approval in October 2013.
 - The participating school divisions would then seek operational funding from the General Assembly during the 2015 session, with the Governor's School anticipated to be fully operational for the 2015-2016 school year.

IV. ACADEMIC-YEAR GOVERNOR'S SCHOOLS: CURRENT FUNDING STRUCTURE

- Overview of revenues and expenditures of Academic Year Governor's Schools
 - In FY 2013, the per pupil expenditure for regular day operation for the 19 Governor's Schools overall, based on student enrollment adjusted for program length, was \$8,730 (source of regular day operation cost data: Table 13, FY 2013 Superintendent's Annual Report).
 - Based on revenues reported on the FY 2013 Annual School Reports submitted by the 19 Academic Year Governor's Schools, across all programs, 26.4 percent of revenues were from state sources and 73.6 percent of revenues

were from local and other sources. The percentage of revenues from state sources ranged from 13.6 percent to 99.7 percent across the programs, and the percentage of revenues from local and other sources ranged from 0.3 percent to 86.4 percent. The total cost of each Governor's School program and the composite index of the school divisions participating in each program impact the portion of revenues from state compared to local and other sources.

- In FY 2013, the percentage of Academic Year Governor's Schools expenditures for instruction was 92.3 percent (source: Table 13, FY 2013 Superintendent's Annual Report). While Governor's Schools' FY 2013 expenditures contain some non-instructional costs, school divisions participating in the Governor's Schools may make non-instructional expenditures on behalf of the Governor's Schools, with these costs included in the expenditures of the participating school divisions and not in the expenditures of the Governor's Schools themselves.
- AYGS vary by program length. There are three Program Length Classifications: 1) shared-time program (multiplier of 1/2); 2) shared-time program (multiplier of 5/6), and 3) full-time program (multiplier of 1). Instructional hours under the 5/6 Program Length Classification include classroom time and additional hours outside of class to meet course requirements. These classifications serve as general guidelines for the Board of Education's program approvals as follows:
 - Schools classified as full-time (1) enroll students for at least 27.5 instructional hours per week and receive funding for each student served using the multiplier of 1.
 - Schools classified as shared-time (5/6) enroll students for greater than 13.75 and less than 27.5 instructional hours per week and receive funding for each student served using the multiplier of 5/6.
 - Schools classified as shared-time (1/2) typically enroll two groups of students, each for at least 13.75 (27.5 x 1/2) instructional hours per week. These schools enroll one group in the morning and another group in the afternoon and receive funding for each student served using the multiplier of 1/2.

- The current state funding formula has been in existence since the beginning of Academic-Year Governor’s Schools programs in 1985.

$$\# \text{ enrolled } \times (\text{program length classification}) = \# \text{ of students (value must be rounded up or down)}$$

$$\# \text{ of students } \times (1 - \text{composite index}) \times \text{total per pupil amount} = \text{state entitlement received}$$

- The current formula contains the following components for determining each AYGS state entitlement (state funding amount):
 - The first component determines the weighted number of students by school division:

(number of students enrolled by division) x (Program Length Classification) = weighted number of students by division (value must be rounded up or down)
 - The second component determines the state AYGS entitlement by division:

(weighted number of students by division) x (per pupil amount[†]) x (1 – composite index) = state AYGS entitlement amount by division
- [†] from Table 2
- An example of AYGS funding formula outcomes for a shared-time program (5/6) can be seen in Table 3.

Table 3: Central Virginia Governor’s School FY 2015 Projected Funding

CENTRAL VIRGINIA GS - Continuous						
115	LYNCHBURG		Approved Program Classification:	5/6		
Code	Divisions	FY 2015 Composite Index	Projected FY 2015 Fall Semester Enrollment	Students x Program Length Classification (5/6)	Calculated FY 2015 Fall Semester Enrollment	Total FY 2015 Entitlement
005	AMHERST	0.3079	14.00	(11.666)	12.00	38,403.00
006	APPOMATTOX	0.3080	4.00	(3.333)	3.00	9,599.00
010	BEDFORD COUNTY	0.3132	40.00	(33.333)	33.00	104,800.00
016	CAMPBELL	0.2760	28.00	(23.333)	23.00	76,999.00
115	LYNCHBURG	0.3680	34.00	(28.333)	28.00	81,826.00
260	Total		120.00		99.00	311,627.00

- The individual Governor’s School Regional Governing Board makes all budgetary decisions for each program, such as the establishment of the local share of the cost that is paid by the participating school divisions. Public school divisions must certify annually that no tuition is charged to students or their parents.

V. STAKEHOLDER INPUT

- Input shared by stakeholders regarding AYGS funding issues:
 - The initial AYGS state per pupil funding amount (\$1,000) was arbitrarily determined. While state per pupil funding is now associated with the increase or decrease of basic aid, the AYGS state per pupil amount has not been studied to determine if it accurately represents a reasonable per pupil funding amount (current per pupil funding for AYGS is \$4,624, while per pupil funding for the Virginia Preschool Initiative is \$6,000) or adequately funds the cost of operation.
 - Since the local per student tuition contributions are consistent regardless of division composite index, it is advantageous for AYGS to have more students from divisions with a lower composite index (and thus a greater state funding level). However, divisions with a lower composite index tend to minimize participation.
 - Fluctuating enrollment levels from school divisions impact local appropriations to AYGS, making year-to-year AYGS budgeting very challenging when local school divisions reduce AYGS enrollment as a cost-cutting strategy.
 - Dual enrollment partnerships often provide more funding to Community Colleges via college Average Daily Membership (ADM) appropriation than Governor's schools receive through AYGS entitlement.
 - AYGS programs do not have access to categorical funds, such as Virginia Retirement System (VRS) supplements, textbook funds, health care premiums, and teacher salary increases.
 - Governor's schools have been encouraged to provide full-day instruction by *2014 Appropriation Act* language, yet increased enrollment, not increased instructional program length, is the primary driver of increased state appropriation under the current funding formula.
 - The values used in the current formula to classify programs according to program length effectively cause AYGS programs not to be able to "count" every student.
 - Calculated values are rounded, which may reduce student numbers in the formula to a lower number than actual students served and reduce overall funding (see example Table 3 on page 7).

- The pupil-based funding cap (1,725 students) prevents any program that exceeds the cap from receiving funding for every attending student.
- The current funding formula does not consider resources necessary to support shared-time and full-time programs.
 - Research programs, internships, and other specialized opportunities are costly components of AYGS programs not typically provided in a stand-alone public high school.
 - Full-time AYGS offer activities (such as athletics) typically provided in a stand-alone public high school.
 - Several AYGS programs must support transportation costs to and from their programs.
 - Most AYGS programs have facility costs, such as electricity and other utility bills, as part of their operating expenses.
 - Shared-time programs pay building expenses for a full day even though funding supports only a portion of the day.
- Non-instructional personnel are typically not funded in most AYGS, yet services (such as academic guidance) are still provided, often by instructional staff.
- Funding suggestions from stakeholders:
 - Review the state per pupil funding amount to determine the appropriate level of funding (perhaps based on a staffing funding model).
 - Address the reduction in the number of students due to rounding as reflected within the current formula to ensure that the number of students funded reflects actual enrollment numbers.
 - Remove the pupil-based funding cap so that all attending students are supported by state funding.
 - Consider incorporation of a stipend instead of a program classifier in the funding formula.
 - Provide direct access for AYGS to categorical funding appropriations for school divisions (e.g., VRS supplements, textbook funds, health care premiums, and teacher salary increases).

- Make AYGS eligible for expanded supplemental grants under Direct Aid public budget similar to school divisions.
- Provide a minimum maintenance of effort requirement and/or incentives for local school divisions to maintain local tuition contributions when state appropriation increases.
- Provide a hold harmless clause so that funding formula changes do not lead to funding loss for some programs.
- Cap the composite index in re-formulating the Governor's School entitlement at 0.5, similar to other funding formulas, such as the Virginia Pre-school Initiative formula.
- Consider elimination of the composite index from the current funding formula.
- Consider a funding model based upon either the number of courses taken, credits earned by students, or staffing of AYGS programs.
- Seek legislative change to make education tax credits allowable for public school foundations and/or Governor's schools (many AYGS do not have nonprofit foundations).

VI. ALTERNATIVE STATE FUNDING FORMULA OPTIONS

- This section presents various options as alternatives to the current AYGS state funding formula. The first several options present different approaches to establishing a funded per pupil amount for the formula, compared to the historical practice of updating the per pupil amount for each state biennial budget for the rate of change in the Basic Aid per pupil amount. The current per pupil funding amount is not based on any specific staffing or cost standard. Due to the scope and time limitations of this study, these options are presented as conceptual models. More detailed analysis is required beyond the scope of this study to determine the fiscal and distributional impacts of these options.

Proposed AYGS State Funding Formula Options:

1. Base the total per pupil funding amount in the AYGS formula on the Basic Aid per pupil amount of the student's home school division. Basic Aid funding supports the required instructional staffing costs under the Standards of Quality (SOQ) as well as recognized support costs of the K-12 education program in school divisions. For FY15, the average division total Basic Aid

- per pupil funding amount is approximately \$5,600. Optionally, the per pupil amount for SOQ Gifted Education for the student's school division could be added to the total per pupil funding amount to recognize gifted staffing costs as determined through the SOQ formula. In FY15, the average division total Gifted Education per pupil funding amount is \$47. The state funds provided would be adjusted for the existing program classification weight and composite index as is currently done.
2. Apply the Basic Aid school-level instructional staffing standards to enrollment for each AYGS to generate the cost of funded instructional positions and convert that cost to a total per pupil cost. This standard is a schoolwide pupil-teacher ratio of 21 to 1, plus staffing for principal, assistant principal, librarian, and guidance counselor positions. Optionally, apply the SOQ Gifted Education staffing standard of one position per 1,000 students for additional per pupil funding. To recognize support costs, add an average per pupil amount calculated for Basic Aid support costs. The state funds provided would be adjusted for the existing program classification weight and composite index as is currently done.
 3. Base the total per pupil funding amount in the formula on a specific AYGS instructional staffing standard, similar to the model used for the state Regional Alternative Education Programs funding formula. (The Regional Alternative Education Program formula applies a 10 to 1 pupil-teacher ratio standard to a base 50-student program enrollment, and then adds funds for a program director position and various support positions needed to staff alternative education programs. The total cost is converted to a per pupil cost for use in the program funding formula to provide funds for each student in enrollment.) One suggested standard for gifted programs such as the AYGS is a 15 to 1 pupil-teacher ratio. Since the 15 to 1 ratio would cover classroom teachers only, the model would need to reflect administrative and support position costs in the per pupil amount. Optionally, non-personnel support costs, such as instructional supplies, could be added. The existing per pupil amount for Basic Aid support costs could be used to capture support costs in lieu of establishing a specific support standard.
 4. For options 1-3 above, require a minimum local share of funding based on the composite index of each school division to be incorporated into the formula to provide both a state and minimum local share of funding. Localities could choose to provide additional funds above the local minimum. If this approach were to provide increased funding overall, to offset the increased state costs, consideration could be given to not counting (or prorating)

- AYGS students in the ADM of their home division. AYGS students would not drive other state funding through ADM, but this option would increase the overall amount of AYGS funding currently provided.
5. Cap the Composite Index at 0.5000 for purpose of the AYGS formula so that the state funds a minimum 50 percent state share (as is done with the Summer Governor's Schools programs and the Virginia Preschool Initiative funding). While this approach would provide additional state support for AYGS, it would only impact programs and participating divisions where the division composite index is greater than 0.5000.
 6. Allow "rounding up" to the next whole student where application in the formula of the shared-time Program Classification Weights ($1/2$ or $5/6$) to AYGS student enrollment results in the "loss" of a student due to rounding down to the nearest whole student. Rounding up would recognize that the student slot affected by rounding must be accounted for as a full student in program operation. Another option in the formula is to recognize each AYGS student served by removing the current enrollment cap of 1,725.
 7. Include AYGS programs in certain state Direct Aid funding streams that school divisions receive related to compensation or other operational support. Examples include funding for VRS contributions; textbooks; employee health care premiums; teacher salary increases; and state hold harmless payments (when funded). Alternatively, state appropriation act language could require that a prorated portion of such funds must be passed through from the participating school divisions to the AYGS based on the average daily membership of students attending AYGS. Or, the existing appropriation act language in which school divisions are encouraged to pass through a portion of per pupil Basic Aid funding to AYGS could become a requirement.
 8. Provide a base per pupil amount for all AYGS programs, and a per course or per instructional hour add-on to better reflect the larger volume of course offerings or increased credit hours offered by longer programs.
 9. Adjust the Program Length Classification weight applied to full-time AYGS programs so that the weight used for full-time programs is more consistent with the value of the weight for shared-time programs that use a weight of $5/6$ for an instructional day. Hold $1/2$ and $5/6$ shared-time program funding harmless. Approaches such as the " $9/6$ " weight for full-time

programs proposed at the 2014 General Assembly session could be considered.

VII. CONCLUSIONS

- The current state AYGS funding formula is not based on any specific staffing or cost standard that relates to best practice or actual costs of the programs. Consequently, the current formula does not adequately reflect the actual costs of operation and the programmatic and staffing needs of the programs. In addition, the AYGS, particularly the self-contained, full-time programs, provide many of the programs, functions, and staffing present in comprehensive high schools, but also various specialized course offerings and enrichment activities adding to their cost. AYGS are not directly included in certain state Direct Aid funding streams that support significant K-12 operational costs such as VRS, health care premiums, teacher pay increases, and textbooks.
- Current state funding for AYGS supports just over 25 percent of the operational costs of the programs overall, while state support for public schools generally is significantly higher at over 40 percent. In addition, the funded per pupil amount in the state AYGS funding formula (\$4,624 for FY15) is approximately 53 percent of the average operational cost for AYGS of \$8,730, but actual state funding support is only a portion of the \$4,624 per pupil amount after the composite index is applied for funding. Certain state programs receive per pupil support at higher amounts than does the AYGS program.

VIII. RECOMMENDATIONS

- The various state AYGS funding formula options presented in Section VI. should be studied further for technical feasibility as a funding model for AYGS, for fiscal impact to the state and localities, and for distributional impact on individual programs and participating school divisions.
- As budgetary conditions and priorities allow, the Governor and General Assembly may consider adopting an alternative state AYGS funding formula that better reflects the costs and operations of these programs, as well as provide increased state funding for AYGS given current levels of state support relative to the costs of operating these specialized programs and the level of state support provided for other Direct Aid programs and public schools in general.

- Optionally, consideration could be given to directly including AYGS in certain state Direct Aid funding streams to support significant operational costs of the programs as discussed in Section VI.
- In the event an increased state investment is made in funding AYGS, to ensure overall funding support increases, consideration could be given to adopting a local funding maintenance of effort requirement or local funding supplanting prohibition.

Appendix A: 2013-2014 Academic-Year Governor’s Schools Information

NAME (Fiscal Agent) (Program Classification)	FOCUS	GRADES	ACTUAL ENROLLMENT 2013-2014	PARTICIPATING DIVISIONS IN 2013-2014
A. Linwood Holton Governor’s School (Washington County) (Shared-time 5/6)	Core Academics And Engineering	11 – 12	380	Bristol City, Galax City, Norton City, and the counties of Bland, Buchanan, Carroll, Dickenson, Grayson, Highland, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise and Wythe
Appomattox Regional Governor’s School (Chesterfield County) (Full-time)	Visual and Performing Arts and Technology	9 – 12	361	Colonial Heights City, Franklin City, Hopewell City, Petersburg City, Richmond City, and the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Powhatan, Prince George, Southampton, Surry and Sussex
Blue Ridge Governor’s School (Fluvanna County) (Shared-time 1/2)	Science, Mathematics, and Technology	11 – 12	429	Counties of Fluvanna, Goochland, Greene, Louisa, Madison, Nelson and Orange
Central Virginia Governor’s School (Lynchburg City) (Shared-time 5/6)	Science, Mathematics, and Technology	11 – 12	123	Lynchburg City, and the counties of Amherst, Appomattox, Bedford and Campbell
Chesapeake Bay Governor’s School (Essex County) (Shared-time 5/6)	Marine and Environmental Science	10 – 12	265	Counties of Caroline, Colonial Beach, Essex, Gloucester, King George, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond and Westmoreland
Commonwealth Governor’s School (Spotsylvania County) (Shared-time 1/2)	Core Academics	9 – 12	584	Counties of Caroline, King George, Spotsylvania, and Stafford
Governor’s School for the Arts (Norfolk City) (Full-time*)	Visual and Performing Arts	9 – 12	355	Chesapeake City, Franklin City, Norfolk City, Portsmouth City, Suffolk City, Virginia Beach City, and the counties of Isle of Wight and Southampton
Governor’s School of Southside Virginia (Charlotte County) (Shared-time 5/6)	Humanities or Science, Technology, Engineering, and Mathematics	11 – 12	186	Counties of Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Lunenburg, Mecklenburg, Nottoway and Prince Edward

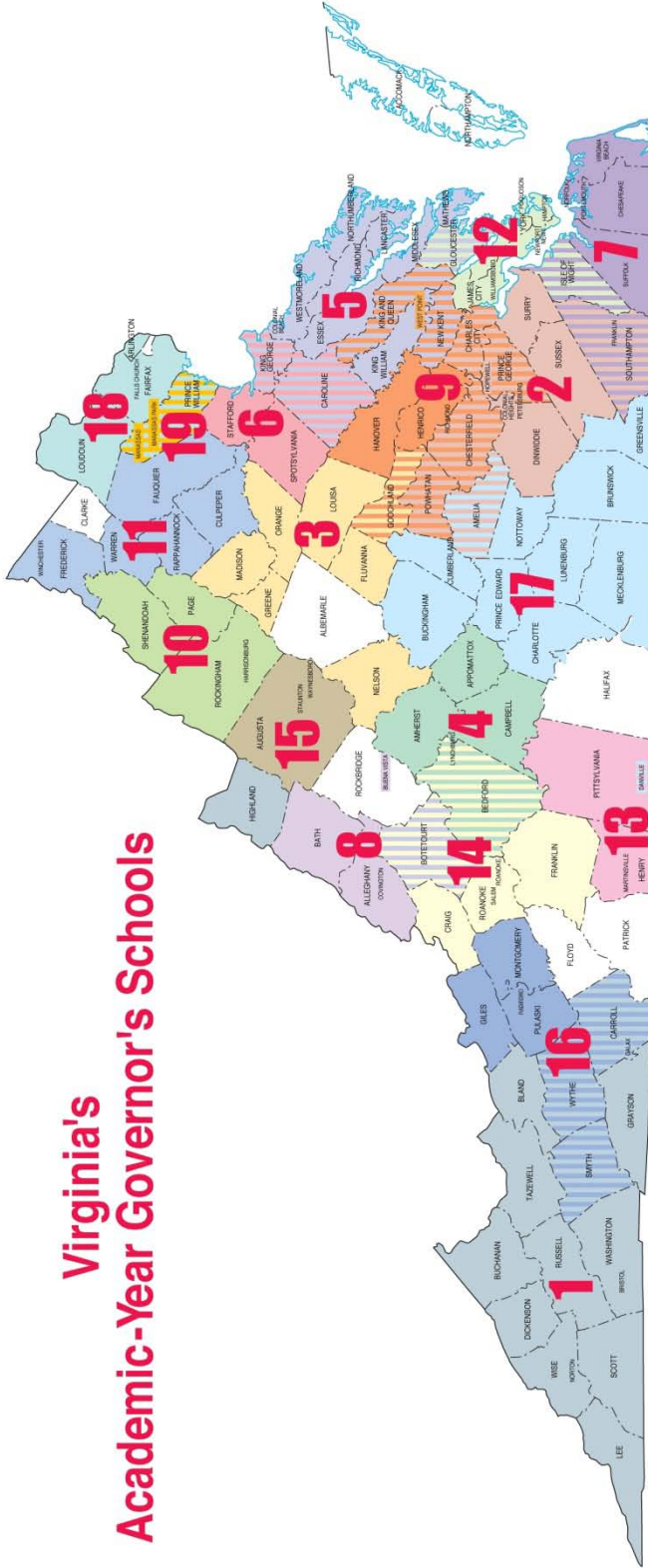
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NAME (Fiscal Agent) (Program Classification)	FOCUS	GRADES	ACTUAL ENROLLMENT 2013-2014	PARTICIPATING DIVISIONS IN 2013-2014
Governor's School at Innovation Park (Prince William County) (Shared-time 5/6)	Science, Technology, Engineering, and Mathematics	11 – 12	110	Manassas City, Manassas Park City, and Prince William County
Jackson River Governor's School (Alleghany County) (Shared-time 1/2)	Science, Mathematics, and Technology	11 – 12	38	Buena Vista City, Covington City, and the counties of Alleghany, Bath and Botetourt
Maggie L. Walker Governor's School for Government and International Studies (Richmond City) (Full-time)	Government and International Studies	9 – 12	726	Petersburg City, Richmond City, the counties of Charles City, Chesterfield, Goochland, Hanover, Henrico, King & Queen, New Kent, Powhatan, Prince George, and the Township of West Point
Massanutten Regional Governor's School (Shenandoah County) (Shared-time 5/6)	Environmental Studies and Integrated Technology	11 – 12	76	Harrisonburg City and the counties of Page, Rockingham and Shenandoah
Mountain Vista Governor's School (Fauquier County) (Shared-time 5/6)	Science, Mathematics, and Technology	11 – 12	130	Winchester City and the counties of Culpeper, Fauquier, Frederick, Rappahannock and Warren
New Horizons Governor's School (Hampton City) (Shared-time 5/6)	Science, Technology, Engineering, and Mathematics	11 – 12	170	Hampton City, Newport News City, Poquoson City, James City County/Williamsburg and the counties of Gloucester, Isle of Wight and York
Piedmont Governor's School (Henry County) (Shared-time 5/6)	Science, Mathematics, and Technology	11 – 12	149	Danville City, Martinsville City, and the counties of Henry and Pittsylvania
Roanoke Valley Governor's School (Roanoke City) (Shared-time 1/2)	Science, Mathematics, and Technology	9 – 12	267	Roanoke City, Salem City, and the counties of Bedford, Botetourt, Craig, Franklin and Roanoke
Shenandoah Valley Governor's School (Augusta County) (Shared-time 5/6)	Arts and Humanities or Science, Technology, Engineering, and Mathematics	11 – 12	223	Staunton City, Waynesboro City, and Augusta County
Southwest Virginia Governor's School (Pulaski County) (Shared-time 5/6)	Science, Mathematics, and Technology	11 – 12	139	Galax City and the counties of Carroll, Giles, Montgomery, Pulaski, Smyth and Wythe
Thomas Jefferson High School for Science and Technology (Fairfax County) (Full-time)	Science, Mathematics, and Technology	9 – 12	1,837	Falls Church City and the counties of Arlington, Fairfax, Loudoun and Prince William
Total			6,548	

*The Governor's School for the Arts (GSA) was approved as full-time for the purpose of funding. To meet program goals, students are required to participate in after school and weekend hours for rehearsals and performances. Therefore, GSA students average 6 hours per week day of instruction.

Appendix B: 2013-2014 Map of Academic-Year Governor's Schools

Virginia's Academic-Year Governor's Schools



- 1** A. Linwood Holton Governor's School
- 2** Appomattox Regional Governor's School for Arts and Technology
- 3** Blue Ridge Governor's School
- 4** Central Virginia Governor's School for Science and Technology
- 5** Chesapeake Bay Governor's School for Marine and Environmental Science
- 6** Commonwealth Governor's School
- 7** Governor's School for the Arts
- 8** Jackson River Governor's School
- 9** Maggie L. Walker Governor's School for Government and International Studies
- 10** Massanutten Governor's School for Integrated Environmental Science and Technology

- 11** Mountain Vista Governor's School
- 12** New Horizons Governor's School for Science and Technology
- 13** Piedmont Governor's School
- 14** Roanoke Valley Governor's School for Science and Technology
- 15** Shenandoah Valley Governor's School
- 16** Southwest Virginia Governor's School for Science, Mathematics, and Technology
- 17** The Governor's School of Southside Virginia
- 18** Thomas Jefferson High School for Science and Technology
- 19** The Governor's School at Innovation Park

Stripes indicate participation in two regional programs.