



2023 COMPREHENSIVE PLAN UPDATE TO THE COMMUNITY

Surry County Public Schools



**BUILDING EXCELLENCE, ONE
STUDENT AT A TIME**

DECEMBER 2023

DR. SERBRENIA J. SIMS, SUPERINTENDENT
MR. GIRON WOODEN, JR, ASSISTANT TO THE SUPT.

SURRY COUNTY
PUBLIC SCHOOLS

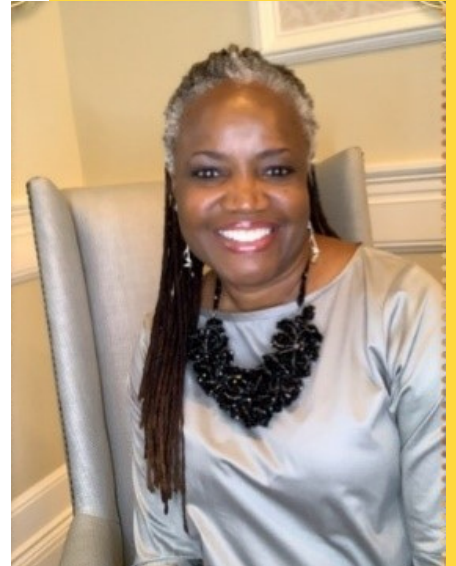
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MESSAGE FROM THE SUPERINTENDENT

Dr. Serbrenia J. Sims

SURRY COUNTY PUBLIC SCHOOLS



Periodically, Surry County Public Schools (SCPS) provides a detailed Comprehensive Plan report to the community and our stakeholders about the successes and challenges of the school division. The Comprehensive Plan report is not all encompassing, but it is intended to provide a snapshot of the school division in alignment with our 2022 – 2028 Strategic Plan. This report will also be used to make essential decisions on the best ways to use limited resources, to include financial and personnel resources to achieve the overall vision for the school division.

As you read through the report, you will discover many reasons to be proud of our schools and our school division. You will also find multiple areas for improvement that have been exacerbated by the remnants of the COVID-19 pandemic. For example, our students at Surry Elementary and Luther Porter Jackson Middle Schools continue to struggle with delayed learning in reading and mathematics. In addition, the school division has been plagued with chronic absenteeism. These problems are not insurmountable, but will require collaboration between home and school to resolve.

We are asking our families to connect with our schools and become active participants in the educational process. Thank you for your continued support as we work together “Building Excellence, One Student at a Time!”

Dr. Serbrenia J. Sims, Superintendent of Schools

SCHOOL BOARD MEMBERS

MESSAGE FROM THE SCHOOL BOARD CHAIR

Ms. Laura P. Ruffin, Chair,
Claremont District
8616 Swann's Point Road
Spring Grove, VA 23881
757-294-0151



On behalf of the Surry County School board, I want to thank you for electing us to serve the children and families of Surry County. It is a privilege to work alongside the dedicated staff, students and community members to make our school the best that they can be.

The school board's main goals and responsibilities are to:

- Promote high student achievement;
- Support and maintain a positive school climate;
- Attract, develop and retain, highly qualified employees;
- Promote sound fiscal stewardship and transparency;
- Assert the role as the educational policy leader in the community.

In addition to the above goals and responsibilities, other duties include establishing a vision and mission, setting goals for success and planning for future needs. These responsibilities are worked on daily by our 195 employees. However, we know that in order to fulfill all objectives, there must be a positive partnership between the schools and the community at large. Therefore, we encourage all students, families, and community members to become involved in supporting our vision by attending monthly board meetings or by simply contacting us with questions or concerns. We are here to support and serve you.

Laura P. Ruffin, School Board Chair

VISION STATEMENT

Surry County Public Schools' vision is to provide a safe, healthy learning environment that prepares all students to be competitive and productive citizens in a highly technical and global society.

Theme: Building Excellence, One Student at a Time



Dr. Valencia Williams, Vice-
Chair, Surry District
25 Moorings Road
Dendron, VA 23839
757-294-3429



Dr. Marion H. Wilkins, Board
Member, Carsley District
2714 Martin Luther King
Highway
Waverly, VA 23890
804-834-3661



Ms. E. Faye Perkins, Board
Member
Dendron District
78 Railroad Avenue
Dendron, VA
757-880-0847



Ms. Elsie M. Dennis, Board
Member, Bacon's Castle District
4529 Colonial Trail East
Surry, VA 23883
757-294-3511

PRINCIPALS

SURRY ELEMENTARY SCHOOL

MR. PRESTON MCKELLAR

**1600 Hollybush Road
Dendron, VA 23839**

Phone: 757-267-2558

Fax: 757-267-0107



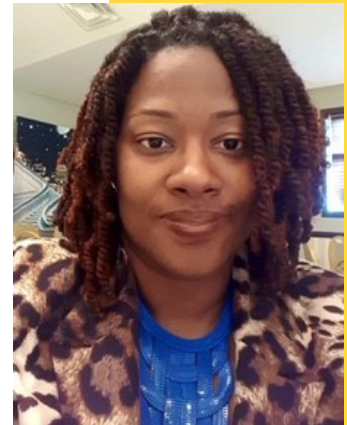
LUTHER PORTER JACKSON MIDDLE SCHOOL

MS. TRINA CRADDOX

**4255 New Design Road
Dendron, VA 23839**

Phone: 757-267-2558

Fax: 757 267-0809



SURRY COUNTY HIGH SCHOOL

MR. JAMES POPE, JR

**1675 Hollybush Road
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DEMOGRAPHICS, ENROLLMENT, ADM, AND LCI

SURRY COUNTY PUBLIC SCHOOLS

SCPS student enrollment numbers are projected by the University of Virginia and give a ballpark figure for future school enrollment based on live births in Surry County. The student enrollment number serves as a projection to determine the amount of funds needed to educate the student population. In addition to enrollment numbers, the state uses both the Average Daily Membership (ADM) and the Local Composite Index (LCI) to determine funding for state and federal aid to SCPS.

The ADM is the student enrollment count that drives most state funds for public school divisions. The ADM is reported to the Virginia Department of Education (VDOE) twice a year, as a projected number in the fall and a final ADM number in the spring. ADM is determined by the total days in membership for all students over the school year divided by the number of school days school was in session. ADM has continued to increase as a result of an increase in enrollment primarily due to non-resident students.

The LCI is based on a complex formula that looks at three indicators for a locality's ability to fund the school budget: true value of real property (50 percent of measure), adjusted gross income (40 percent of measure), and taxable retail sales (10 percent of measure). The LCI for Surry County is .8000. This number indicates that the locality (Surry County) is expected to fund 80% of the school division's budget. The remaining 20% will come from state and federal funding. An LCI of .8000 is the highest rating that is assigned by the state and less than 10% of localities receive this rating. Historically, Surry County has received a LCI of .8000 which significantly reduced the amount of funding received from the state and federal government.

Total Number of Students (K-12): 662

Hispanic: 6.05%

American Indian/Alaskan Native: 1.05%

Asian: .06%

Black: 44.47%

White: 46.14%

Native Hawaiian/Pacific Islander: .45%

Two or More Races: 7.11%

Economically Disadvantaged: 54.91%

English Language Learners (ELs): 1.51%

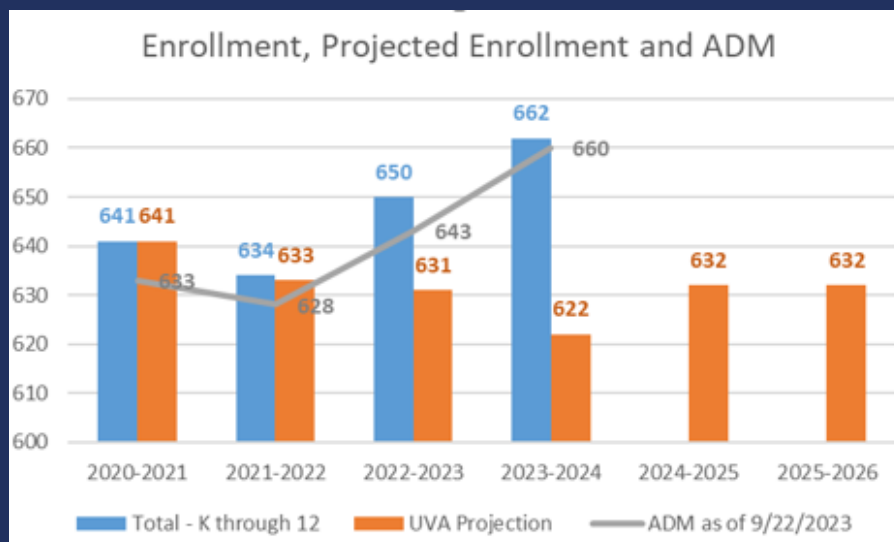
Students with Disabilities (SWD): 22.23%

Non-Resident Students: 5.28%

DEMOGRAPHICS, ENROLLMENT, ADM, AND LCI

SURRY COUNTY PUBLIC SCHOOLS

The number of enrolled students along with the ADM and LCI is used to determine the amount of state and federal funds that will be received by SCPS. As a school division we will continue to advocate for funding from the state and federal governments, but we also must manage chronic absenteeism (missing 18 or more days a year) which negatively impacts our ADM, as well as student achievement. The chart below shows the differences between SCPS's actual enrollment, projected enrollment, ADM and LCI over the past few years. It should be noted that some of the projections in this chart are difficult to forecast due to the impact of COVID-19 on enrollment and attendance.



NEEDS - GAP ANALYSIS (PERFORMANCE DATA)

SURRY COUNTY PUBLIC SCHOOLS

SCPS performance data as associated with Standards of Learning (SOL) tests and other state indicators was reviewed to determine trends in our overall performance. Data was analyzed according to subgroups in an effort to determine which students need intensive learning acceleration resources and support. Pandemic learning loss resulted in learning gaps primarily for elementary and middle school students as a whole, but also for multiple subgroups to include economically disadvantaged students and students with disabilities. These gaps were exacerbated by chronic absenteeism for many students in these groups.

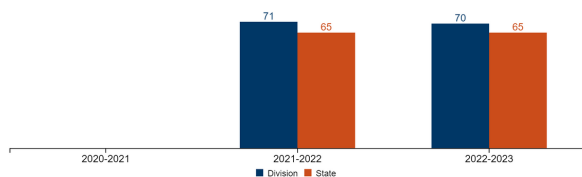
Data will be presented according to pass percentages at the division, elementary, middle and high school levels. However, detailed data that displays subgroup performance is available via links in the electronic copies of this document. Each school has the ability to identify students who fall into identified subgroups and thereby can tailor individual instruction accordingly. It should be noted that 2020-2021 SOL results reflect reduced student participation in state English Reading, math and science assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing SOL data.

School Quality Profile Website Link

Writing Performance: All Students

2020-2021 writing results are not reported due to the widespread use of local writing assessments because of the continuing impact of COVID-19 on schools.

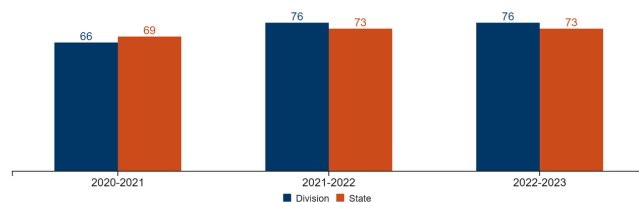
English Writing UPDATE CHART



Reading Performance: All Students

2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

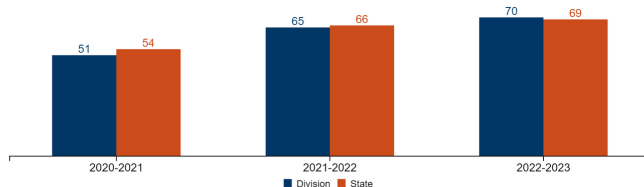
English Reading UPDATE CHART



Math Performance: All Students

2020-2021 math results reflect reduced student participation in state math assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

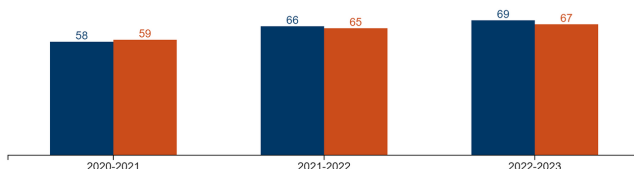
Mathematics UPDATE CHART



Science Performance: All Students

2020-2021 science results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

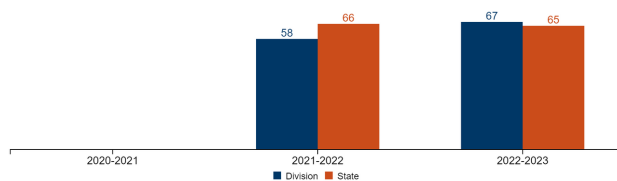
Science UPDATE CHART



History Performance: All Students

History results for 2020-2021 are not reported due to the widespread use of local history assessments because of the impact of COVID-19.

History UPDATE CHART



SURRY ELEMENTARY SCHOOL SOL PASS RATES AND OVERVIEW

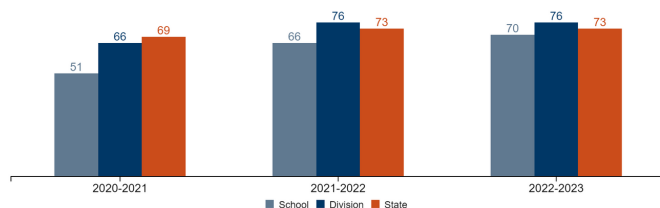
- SOL test scores were below state and division averages for all tested subjects for the 2022-2023 school year. However, with the exception of English Reading, all tested areas showed a significant increase compared to previous years. English Reading decreased by one percentage point.
- Attention will be placed on economically disadvantaged and black students in the area of mathematics as we attempt to close achievement gaps between subgroups. Economically disadvantaged students were 11 percentage points below their white peers. Black students were 18 percentage points below their white peers.
- 20.59% of students were chronically absent for the 2022-2023 school year. This is a significant reduction from 30.88% the previous year. Incentives will continue to be put in place to improve the chronic absenteeism rate at the elementary school level.

Reading Performance: All Students

2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

English Reading

UPDATE CHART

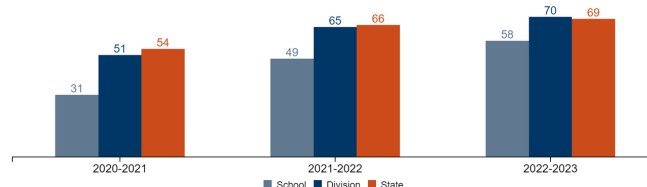


Math Performance: All Students

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Mathematics

UPDATE CHART

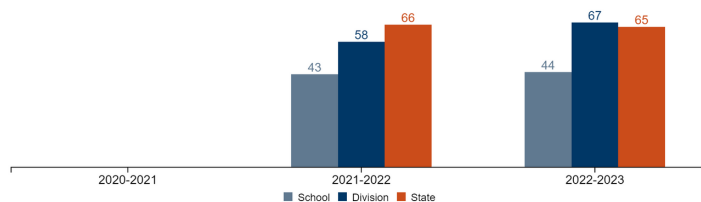


History Performance: All Students

History results for 2020-2021 are not reported due to the widespread use of local history assessments because of the impact of COVID-19.

History

UPDATE CHART



LUTHER PORTER JACKSON MIDDLE SCHOOL SOL PASS RATES AND OVERVIEW

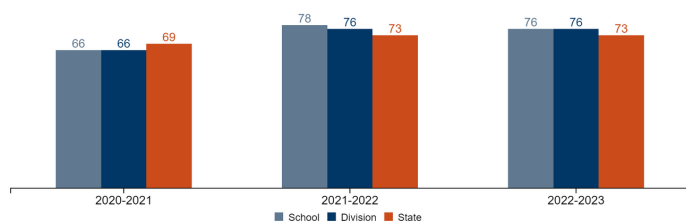
- SOL test scores were at or above state averages for all tested subjects for the 2022-2023 school year. With the exception of English Reading, there was growth in all areas over 2020-2021 and 2021-2022 school years. English Reading showed a two percentage point decrease in comparison to the previous year.
- English and math academic achievement for students with disabilities continues to be areas of concern. Additional support resources and interventions will be focused on the needs of these students.
- 3.94% of students were chronically absent for the 2022-2023 school year. This is a significant reduction from 20.44% the previous year. Incentives will continue to be put in place to maintain or improve the chronic absenteeism rate at the middle school level.

Reading Performance: All Students

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English Reading

UPDATE CHART

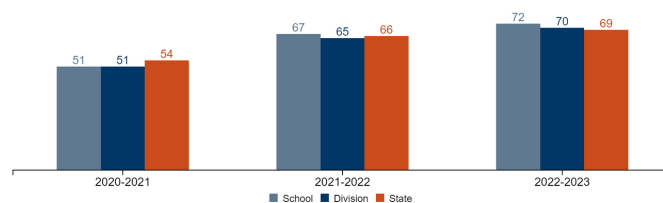


Math Performance: All Students

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Mathematics

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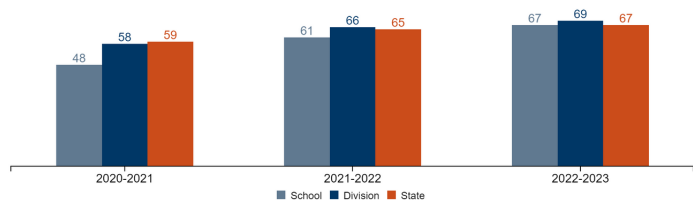


Science Performance: All Students

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Science

UPDATE CHART

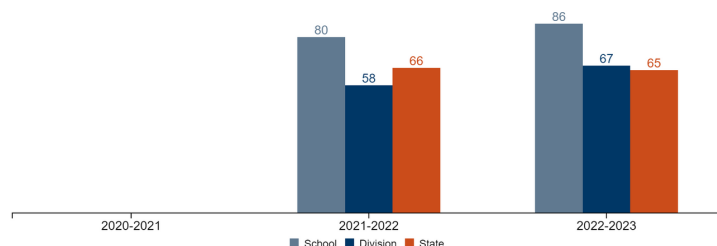


History Performance: All Students

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History

UPDATE CHART



SURRY COUNTY HIGH SCHOOL SOL PASS RATES AND OVERVIEW

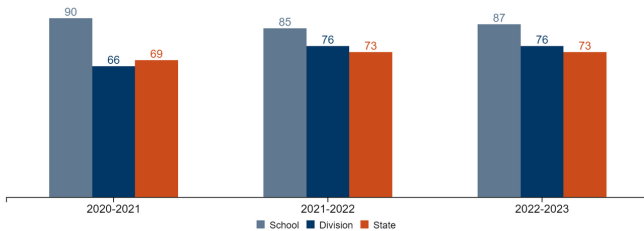
- SOL scores for high school students were strong, with all tested subjects significantly exceeding the division and state averages.
- SOL scores for Students with Disabilities in English Reading declined by 22 percentage points from the previous year. Additional support resources and interventions will be focused on the needs of these students.
- 17.54% of students were chronically absent for the 2022-2023 school year. This is a significant reduction from 36.41% the previous year. Incentives will continue to be put in place to improve the chronic absenteeism rate at the high school level.
- The dropout rate for the Class of 2023 was 3.39%.
- The graduation and completion rate for the Class of 2023 was 95.6%.
- 94.92% of the Class of 2023 met at least one of the College, Career and Civic Readiness indicators while in high school.

Reading Performance: All Students

2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

English Reading

UPDATE CHART

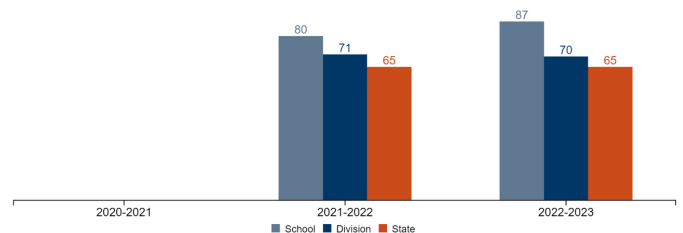


Writing Performance: All Students

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English Writing

UPDATE CHART

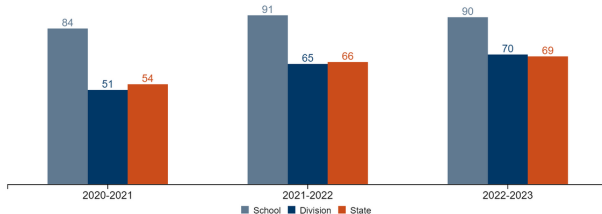


Math Performance: All Students

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Mathematics

UPDATE CHART

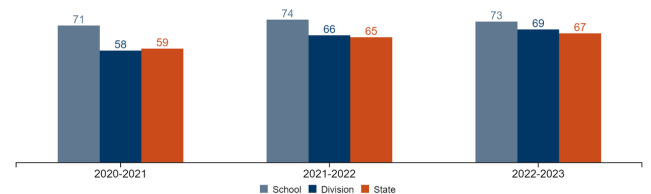


Science Performance: All Students

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Science

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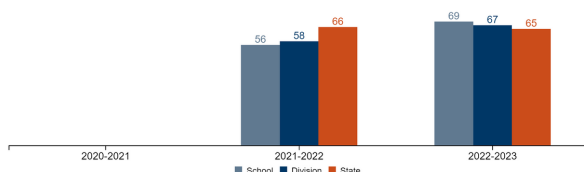


History Performance: All Students

History results for 2020-2021 are not reported due to the widespread use of local history assessments because of the impact of COVID-19.

History

UPDATE CHART



2022-2028 STRATEGIC PLAN - FOCUS AREAS

In an effort to achieve its stated vision, SCPS in conjunction with stakeholders and the community developed five focus areas to assist in decision making as strategies are put in place to achieve goals and objectives. The focus areas are:

- Academic Achievement and Student Growth
- Safe and Supportive School Climate and Culture
- Community Relations and Family Engagement
- Fiscal and Operational Management
- Human Resources, Professional Development and Performance

As a school division we remain committed to providing resources to combat problem areas such as chronic absenteeism, low academic performance for subgroups of students, and bullying. We will continue to accelerate learning and the social emotional health of our school division by employing research based strategies for success in each identified focus area as detailed below. In an effort to identify stakeholder concerns, surveys were sent to parents, students and staff. The results of the surveys are included in tables associated with each focus area. Most questions on the survey were identical, however some were slightly revised to accommodate each responding stakeholder group. Parents' survey questions and responses are in black and student and staff survey questions and responses are in red below.

Focus Area 1: Academic Achievement and Student Growth

The primary goal for Focus Area 1 is to prepare every student for success in college, careers and citizenship.

- SCPS received a level one performance level on all of the Virginia Department of Education's accreditation requirements in this focus area.
 - Graduation and Completion Index - 95%
 - Dropout Rate - 3%
 - College, Career, and Civic Readiness Index - 95%
- SCPS continues to develop and refine a personalized/tiered learning experience for each student by developing tiered online lesson plans and a full digital curriculum that can be accessed virtually.
- SCPS continues to focus on tiered instructional practices that support reading, writing and mathematics at all school levels.
- SCPS continues to provide a structured early childhood program (PreK) through the Virginia Preschool Initiative and special education PreK experiences.
- SCPS continues to review quantitative and qualitative data at the school level in order to guide instruction and interventions.
- SCPS continues to provide opportunities for vertical alignment of the curriculum.

Academic Achievement and Student Growth

Survey Questions	Responses %
Adults in SCPS have high expectations for student learning. Adults in SCPS have high expectations for student learning.	81.5% 80.1%
My child's school provides learning opportunities in and out of the classroom. My school provides learning opportunities in and out of the classroom.	74.7% 79.4%
What is taught in school provides connections to the community. What is taught in school provides connections to the community.	61.1% 67.9%
My child's school encourages students to attend school every day. My school encourages students to attend school every day.	92.3% 79%
My child's school offers career-focused classes. My school offers career-focused classes.	70.3% 83.1%
My child's school staff prepares students for their future by exposing them to college and career opportunities. At my school staff prepare students for their future by exposing them to college and career opportunities.	65.4% 74%
At my child's school reading and writing are important tools for learning and communicating. At my school reading and writing are important tools for learning and communicating.	86.4% 87.6%
I am satisfied with the rigor and quality of education in my child's school. I am satisfied with the rigor and quality of education in my child's school.	69.9% 73.1%

Focus Area 2: Safe and Supportive School Climate and Culture

The primary goal for Focus Area 2 is to provide a safe, equitable, and nurturing school environment that supports the behavioral, social, and emotional needs of students and staff.

- SCPS reduced chronic absenteeism from 30% during the 2021-2022 school year to 14% for the 2022-2023 school year.
- SCPS continues to partner with therapeutic day treatment centers to support the mental health and behavioral needs of our students
- SCPS continues to provide school counseling services to support the mental health and trauma support for all students
- SCPS continues to upgrade technology infrastructure to support safety in school facilities and on campus
- SCPS continues to promote digital citizenship instruction for all students in an effort to reduce online bullying and the proper use of social media
- SCPS continues to partner with the local sheriff's office who provides a school resource officer (SRO) support to the schools

2022-2028 STRATEGIC PLAN - FOCUS AREAS

Safe and Supportive School Climate and Culture

Survey Questions	Responses %
My child's school buildings are safe and in good condition. My work environment is safe and in good condition.	82.5% 81.3%
My child knows what to do if there is an emergency or dangerous situation during the school day. I know what to do if there is an emergency or dangerous situation during the school day.	84.4% 92.4%
My child has a trusted SCPS adult that they can go to for help or assistance if necessary. I have a trusted SCPS adult that I can go to for help or assistance if necessary.	81.5% 84%
My child's school teaches the consequences for breaking rules. My school teaches the consequences for breaking rules.	81.6% 75.4%
My child's school helps students to develop socially and emotionally. My school helps students develop socially and emotionally.	69.4% 67.5%
My child's school teaches students how to respond to conflict in a safe and peaceful manner. My school teaches students how to respond to conflict in a safe and peaceful manner.	70.9% 72.4%
If my child tells an adult that someone is bullying them, the adult will do something to help. If I tell an adult that someone is bullying me, the adult will do something to help.	67.7% 74.8%
Bullying (physical, verbal and cyber) is not a problem at SCPS. Bullying (physical, verbal and cyber) is not a problem at SCPS	45.6% 59.5%

Focus Area 3:Community Relations and Family Engagement

The primary goal for Focus Area 3 is to create and maintain a culture of open communication and engagement with stakeholders that support and enhance student development.

- SCPS continues to communicate with local media organizations (Sussex-Surry Dispatch, The Smithfield Times and the Daily Press)
- Instant Alert notifications are sent as needed to inform the school community of school related closings, delays, weather conditions and other major notifications
- PowerSchool's Parent Portal is used to communicate grades and other student concerns with parents
- SCPS partners with the Parent Teacher Association to establish a chapter that will serve the community
- SCPS partners with outside agencies in the use of school resources and facilities
- SCPS offers multiple family engagement opportunities to include Title I Night, Open House, Parent Teacher Conferences, and Homecoming
- SCPS offers multiple family engagement opportunities to include Title I Night, Open House, Parent Teacher Conferences, and Homecoming
- SCPS collaborates with local government to promote school and community events (National Night Out, weekly Farmer's Markets, and Homecoming parade and events)

Community Relations and Family Engagement

Survey Questions	Responses %
My child's school keeps parents/guardians updated on grades and test scores. My school keeps parents/guardians updated on grades and test scores.	78.6% 85.2%
My child's school provides programs that encourage the community and families to support education. My school provides programs that encourage the community and families to support education.	66.0% 74.4%
Communication with my child's school is timely and informative. Communication with my school is timely and informative.	71.8% 73.4%
I feel welcomed in my child's school. I feel welcomed in my school.	79.7% 72.6%
In SCPS, students and parents are partners in the decision making process that affects my child. In SCPS, students and parents are partners in the decision making processes.	73.5% 71.6%
Students and parents in SCPS receive information about academic programs. Students and parents in SCPS receive information about academic programs.	68.3% 79.9%

2022-2028 STRATEGIC PLAN - FOCUS AREAS

Focus Area 4: Fiscal and Operational Management

The primary goal for Focus Area 4 is to develop and maintain fiscal and operational policies and practices that promote effectiveness, efficiency and public trust.

- 53% of SCPS' fiscal year operating expenditures were dedicated to instruction costs
- 65% of SCPS' state operating expenditures were dedicated to instruction costs

Percentage of Expenditures			
	2019-2020	2020-2021	2021-2022
Percentage of fiscal year state operating expenditures for instructional costs	67.5	67.4	64.7
Percentage of fiscal year division operating expenditures for instructional costs	59.1	56.7	52.9

- SCPS continues to promote budgetary transparency by publicly displaying the existing budget and presenting monthly updates at public school board meetings
- SCPS continues to identify opportunities to partner with local government to maximize school and county resources
- SCPS continues to provide a five-year Capital Improvement Plan to guide fiscal support of facilities, grounds and vehicle purchase.

Fiscal and Operational Management

Survey Questions	Responses %
SCPS' budgetary funds are used efficiently to support instruction, extracurricular and other student needs.	65.9% 67.4%
SCPS promotes budgetary transparency by publicly displaying the budgetary calendar, existing budget and monthly updates that are presented at the public school board meetings.	70.8% 69.5%
Are you aware that SCPS' budget is developed annually with staff and community involvement?	51.0% 56.4%
Are you aware that SCPS' current budget reflects the needs described in its Capital Improvement Plan as it relates to facilities renovations, maintenance, energy maintenance, and school bus purchase and replacement.	50.5% 61.9%

Focus Area 5: Human Resources, Professional Development and Performance

The primary goal for Focus Area 5 is to recruit, develop, and retain a high-performing workforce that leads and supports the school division's mission of teaching and learning.

- 50% of SCPS teachers have a Master's or Doctoral Degree

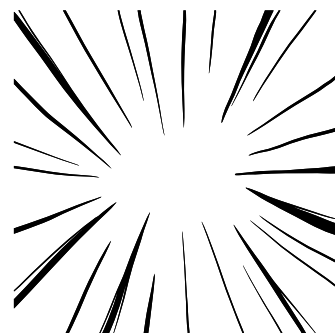
Teacher Educational Attainment				
	Bachelor's Degree	Master's Degree	Doctoral Degree	Other
2020-2021	36%	61%	1%	2%
2021-2022	43%	53%	1%	3%
2022-2023	47%	49%	1%	3%

- SCPS continues to use research-based recruitment strategies (job fairs, radio advertisements, social media, print and online options).
- SCPS developed a "Grow Your Own" teacher pipeline in collaboration with Virginia Commonwealth University.
- SCPS provides professional development opportunities for new teaching staff to support their needs (Mentor-Mentee program supports, SURN's New Teacher Academy, and quarterly professional development).
- SCPS completed a salary compensation study and is continuing to align employee compensation with school divisions around the state.
- SCPS implemented a two-way communication system to identify areas of concern for faculty and staff members (Faculty and Staff Forums).

Human Resources, Professional Development and Performance

Survey Questions	Responses %
SCPS' students to staff ratio should be aligned to maintain the needs of existing and state mandated programs that are offered at the elementary, middle and high schools.	90.1% 79.3%
SCPS should continue to fund its staff compensation, salary and stipend scales to achieve competitive salaries with similar school districts.	92.1% 72.3%
To attract and retain qualified professional staff members, SCPS must continue to provide quality professional development activities designed to support the needs of our student population.	92.1% 80%
SCPS must use research-based recruitment strategies to recruit, develop and retain a high-performing workforce that supports teaching and learning.	93.0% 80.6%

OUR SCHOOLS IN ACTION



SURRY COUNTY PUBLIC SCHOOLS SCHOOL QUALITY PROFILE

Accreditation Status: ALL SCHOOLS ACCREDITED

School Division Snapshot

The Virginia Department of Education School Quality Profile provides data on student achievement, college and career readiness, and other topics of interest to the community. These profiles are intended to give educators, parents, students and the community a snapshot of how well our students are learning the concepts presented to them in the classroom. Data is gathered in the areas of Reading, Math, History, Science and Writing.

This report will document achievement over the last three academic school years according to subject areas at the division and school levels.

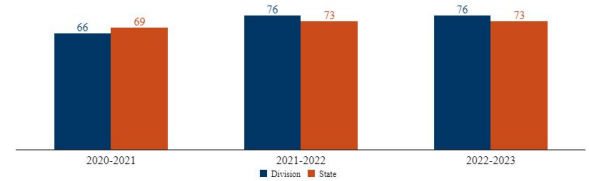
School Division Achievements

- Surry County Public School students outperformed the state on the Reading, Math, Science, and History SOL Assessments for 2022-2023.
- Surry County Public Schools demonstrated Growth/improvement in all SOL subjects.
- Surry County Public Schools significantly reduced chronic absenteeism for 2022-2023.

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Reading Performance: All Students

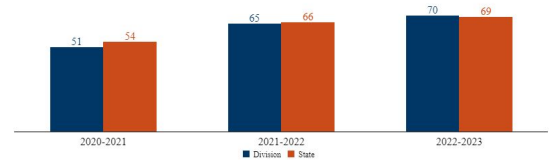
2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.



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Math Performance: All Students

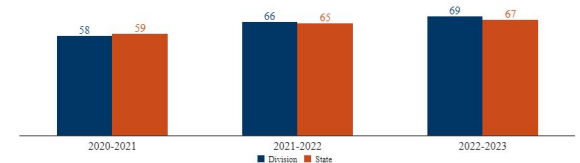
2020-2021 math results reflect reduced student participation in state math assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.



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Science Performance: All Students

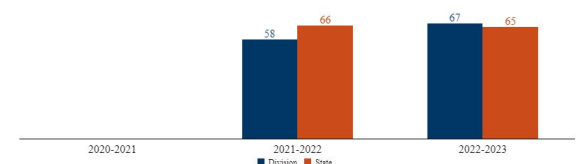
2020-2021 science results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.



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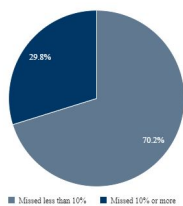
History Performance: All Students

History results for 2020-2021 are not reported due to the widespread use of local history assessments because of the impact of COVID-19.



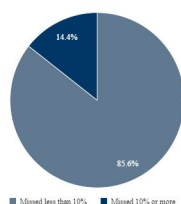
Chronic Absenteeism

Chronic Absenteeism 2021-2022 School Year: All Students



Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students



SURRY COUNTY PUBLIC SCHOOLS

POINTS OF PRIDE

- 100% of the division's schools earned full accreditation.
- Surry County High School's On-Time Graduation Rate of 95.6% exceeds the statewide average rate of 91.9% for the 2022-2023 school year.
- Surry County High School's students exceeded the statewide average in all tested subjects for the 2022-2023 school year.
- LP Jackson Middle School's students exceeded or matched the statewide average in all tested subjects for the 2022-2023 school year.
- 90% of Surry Elementary School's kindergarten students met the Fall PALS-K Literacy Benchmark (2023).
- SCPS provides a personal computing device (iPad, Laptop, or Chromebook) to every student.
- SCPS students earn an average of 260-300 dual enrollment college credits per year, representing a tuition savings of approximately \$200,000.
- Dual enrollment participation increased from 9.65% (22 students) to 14.62% (31 students) for the 2022-2023 school year.
- SCPS starting teacher salary of \$51,488 is competitive with area school divisions.
- Multiple campus buildings have been renovated or replaced as a part of the Capital Improvement Plan.
 - Storage buildings - SCHS
 - Fire Suppression Tank - LPJMS
 - HVAC Upgrades - SES, LPJMS, and SCHS



SURRY COUNTY PUBLIC SCHOOLS

Conclusion

This report and its analysis relied heavily on the School Quality Profiles for each school in Surry County as issued by the Virginia Department of Education. The School Quality Profiles provide information about student achievement, college and career readiness, and program completion. The Profiles allow us to compare our success to the state's success levels. In addition, stakeholder surveys of parents, students and staff were done in October and November 2023 to determine areas of success and opportunities for improvement according to the five focus areas of the school division 2022-2028 Strategic Plan. It should be noted that Stakeholder surveys had similar items across each focus area; however the wording of some questions were revised to reflect the targeted group. Each question was rated on a six point scale that ranged from 1= Completely Disagree to 6 = Completely Agree. To determine the levels of agreement, the percentage of respondents who selected 4, 5, or 6 as their survey response to each question was totaled to determine the overall level of satisfaction with the survey item. The survey results will serve as a baseline for comparison for future years of the Strategic Plan and will serve as a decision making guide to inform division administrators as they work to support the students, staff and parents of SCPS.

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