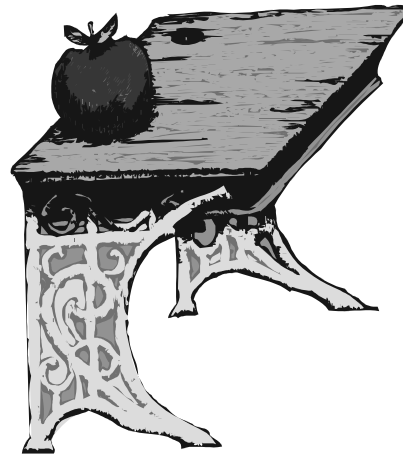# Southampton County Schools
Focus, Objectives, and Strategies

A team effort from the school board, central office, building administrators, teachers and the community

2010-2011

Southampton County Schools
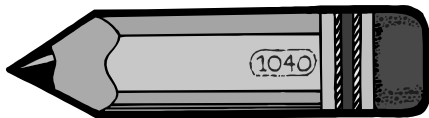
Focus Areas

2010-2011

Mission

The mission of Southampton County Public Schools through the combined efforts of staff, students, families and the community is to ensure a quality education in a safe environment that will prepare students to be successful learners and productive citizens in an ever-changing society.

Southampton County Schools
Focus, Objectives, and Strategies:
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2010-2011

Focus Area	Objective *	Strategies	Required Documentation
Student Achievement	Utilize benchmarks that result in maintaining the 70% pass rate on SOL tests – 75% in elementary English	•Continue to realign the PreK-12 curriculum in all core contents to continue meeting SOL and AYP objectives	•Realigned curriculum for all instructional staff
	Utilize benchmarks that result in reaching AYP under No Child Left Behind (NCLB)	•Continue to establish benchmarks which will result in each school reaching full accreditation and AYP under No Child Left Behind	
		•Finalize revisions to the math, health/physical education and family life curriculums	
		•Continue the character education program to address the development of respectful and well prepared individuals who are equipped to become productive members of their school and our society	•e.g. fraternities, sororities, civic organizations and church groups – Young Men of Distinction and Young Ladies of Excellence
		•Evaluate the current Character Education Program and explore its expansion to grades 7-12	

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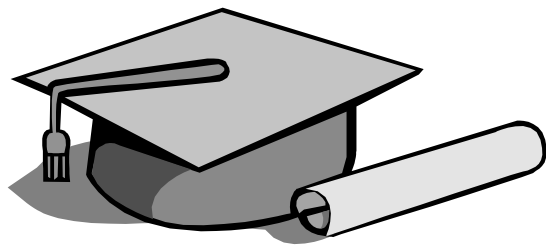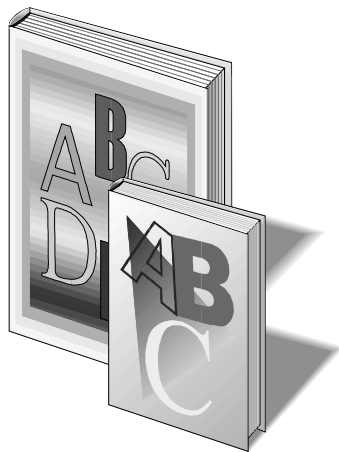| **Focus Area**	**Objective**	**Strategies**	**Required Documentation**
Student Achievement	Utilize benchmarks that result in maintaining the 70% pass rate on SOL tests – 75% in elementary English Utilize benchmarks that result in reaching AYP under No Child Left Behind (NCLB)	•Continue reviewing and updating the division-wide pacing guides to be followed in English, mathematics, science, and social studies at each grade level and end of course test •Continue to utilize the team at each school comprised of school-based and division personnel to update school improvement plans •Expand the strings program at the elementary level and explore the utilization of visiting artists from the community as well as music students from surrounding colleges and universities •Continue to expand staff development opportunities •Ensure that professional development is division-wide and addresses the needs identified by principals, teachers and central office staff	•Quarterly principal data meetings (data/instructional topics) •Continuing data analyzation

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2010-2011

Focus Area	**Objective** *	**Strategies**	**Required Documentation**
Student Achievement	Increase student proficiency in mathematics, reading and writing as they transition between elementary school to middle school and middle school to high school	•Evaluate staffing patterns at various grade levels

•Establish dialogue between teachers from elementary school to middle school and middle school to high school

•Design lessons to assist students in benchmarks and mastery of knowledge | •Student achievement data eg. SOL results, local benchmark data |
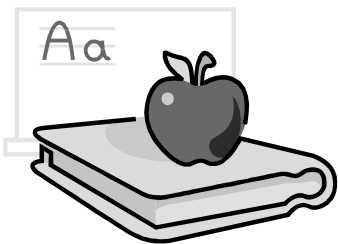
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Southampton County Schools
Focus, Objectives, and Strategies:
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2010-2011

Focus Area	Objective *	Strategies	Required Documentation
Student Achievement	Establish professional learning communities in each school	•Provide time for all teachers to receive professional development •Provide sufficient planning time for elementary teachers •Transfer training knowledge to daily classroom activities •Require building administrators to monitor instruction to ensure implementation of division training	•Report on professional development activities (July)

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2010-2011

Focus Area	Objective	Strategies	Required Documentation
Student Achievement	Establish professional learning communities in each school	•Continue to engage in practices closely linked to promoting student learning in order to establish learning communities in each school •Implement the utilization of student mentors for transfer students	

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Southampton County Schools
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2010-2011

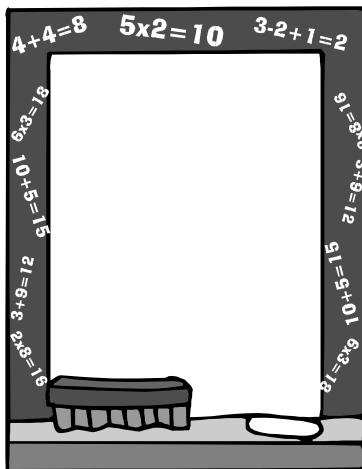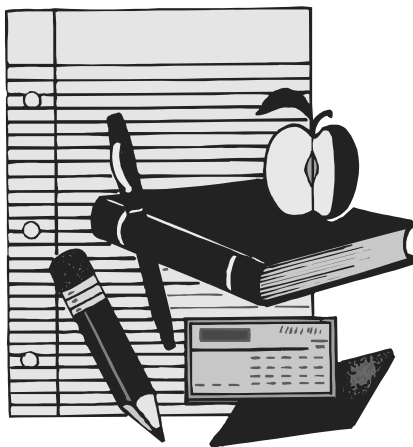| **Focus Area**	**Objective** *	**Strategies**	**Required Documentation**
Student Achievement	Evaluate Instructional Programs	•Continue reviewing new/existing instructional programs to establish division-wide evaluation criteria for monitoring student achievement	•Report on instructional programs (monthly)
		•Continue to use a systematic process for monitoring and evaluating implementation of the curriculum by teachers and administrators	•Report on effectiveness of enrichment/ intervention programs
		•Continue to use additional indicators other than SOL's to demonstrate student achievement	•SAT Scores, CTE Exams, Dual Credit Participation, AP Exams, etc.
		•Design and implement new report cards at the elementary level which will be more closely aligned with and provide better explanation for SOL instruction	•New kindergarten, grades 1 and 2 and grades 3 and 5 report cards

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2010-2011

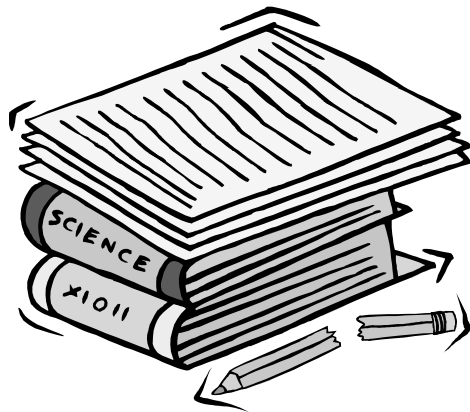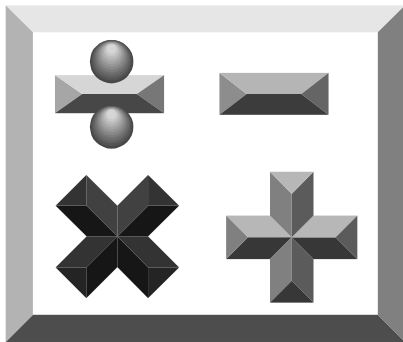| **Focus Area**	**Objective**	**Strategies**	**Required Documentation**
Student Achievement	Evaluate Instructional Programs	•Expand the utilization of the online benchmark assessment process for grades 3-high school core content that measures and reports at regular intervals on the status and the effectiveness of district programs •Continue the data teams in each building to focus on understanding achievement •Continue to increase graduation rates by examining policies, practices, and procedures that may be counterproductive in order to meet state and federal guidelines •Continue to expand the Fresh Start Program	•Report on instructional programs (monthly)

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Southampton County Schools
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2010-2011

| Focus Area	Objective *	Strategies	Required Documentation
Student Achievement	Each school shall design, implement, and evaluate parental involvement programs that support/improve student achievement	•Continue to provide training for parents in parenting skills and support of instruction in the home •Continue to develop opportunities for positive parent/student/teacher interaction •Continue to provide training for school staff on promoting a positive atmosphere in the building and interactions with parents	•Calendar of Parent/Family Events

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2010-2011

Focus Area	Objective *	Strategies	Required Documentation
Student Achievement	Participation in gifted/talented and Advanced Placement programs will increase among under-represented populations	•Continue to develop an awareness program/plan for parents and teachers related to identification of students for gifted/talented and advanced programs •Continue to provide inservice activities for teachers and parents of students in gifted/talented and advanced programs •Continue to increase participation by the under-represented population •Continue to seek ways to increase the Preliminary Scholastic Aptitude Test (PSAT) participation rate of enrolled sophomores •Continue to seek ways to increase the percentage of grades 11 and 12 students enrolled in Advanced Placement (AP) classes	•Report on progress of identifying under-represented populations (July) •Utilize the Naglieri Nonverbal Ability Test •Utilize the cluster grouping model
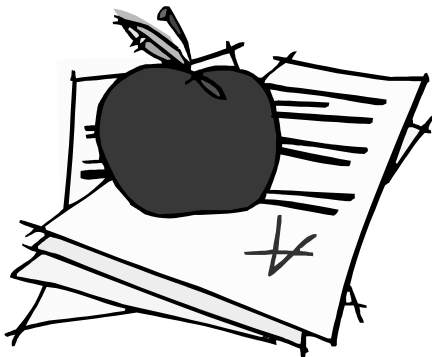
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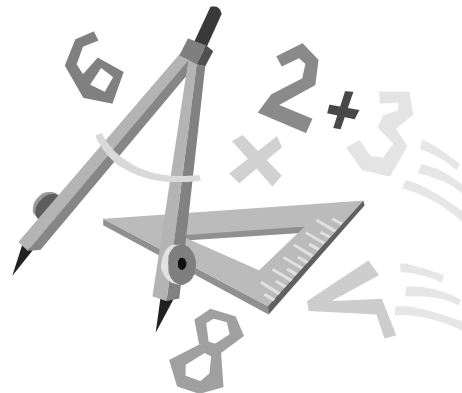| **Focus Area**	**Objective**	**Strategies**	**Required Documentation**
Student Achievement	Participation in gifted/talented and Advanced Placement programs will increase among under-represented populations	•Explore the re-establishment of the LEGO program at the middle school	

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Southampton County Public Schools Annual Report Card

Superintendent: Mr. Charles E. Turner (757) 653-2692	The Southampton County School Board will annual prepare and disseminate a division report card. The mission of Southampton County Public Schools through the combined efforts of the staff, students, families and the community is to ensure a quality education in a safe environment that will prepare students to be successful learners and productive citizens in an ever-changing society.
Title I Schools in Improvement – 0 (0%)	
This School Division – **Did Not Make AYP** The State – **Did Not Make AYP**	This Division's Other Academic Indicators for AYP are Attendance Rate and Graduation Annual Measurable Objective for Mathematics is 79 Annual Measurable Objective for Reading/Language Arts is 81
	Southampton County does not have any schools identified for schools improvement.

School Division Summary

School Division – Summary			
	2008-2009	2009-2010	2010-2011
Number of Schools	6	6	6
Student Population	2,850	2,929	2,887
LEP Reading Exempt	-	-	-
Key: - = No data for group			

School Division Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School Division – Fall Membership			
Grade	2007-2008	2008-2009	2009-2010
PK- Pre-kindergarten	116	89	120
KG- Kindergarten	199	201	193
01- Grade 1	222	216	235
02- Grade 2	179	212	220
03- Grade 3	201	186	226
04- Grade 4	206	198	194
05- Grade 5	177	208	216
06- Grade 6	233	188	218
07- Grade 7	218	226	188
08- Grade 8	239	217	227
09- Grade 9	337	274	260
10- Grade 10	235	257	247
11- Grade 11	192	206	201
12- Grade 12	178	172	184

Division Making Adequate Yearly Progress by School

Capron Elementary School

	2007-2008	2008-2009	2009-2010
English	Accredited	Accredited	Accredited
Math	Accredited	Accredited	Accredited
Science	Accredited	Accredited	Accredited
Social Studies	Accredited	Accredited	Accredited

Meherrin Elementary School

	2007-2008	2008-2009	2009-2010
English	Accredited	Accredited	Accredited
Math	Accredited	Accredited	Accredited
Science	Accredited	Accredited	Accredited
Social Studies	Accredited	Accredited	Accredited

Nottoway Elementary School

	2007-2008	2008-2009	2009-2010
English	Accredited	Accredited	Accredited
Math	Accredited	Accredited	Accredited
Science	Accredited	Accredited	Accredited
Social Studies	Accredited	Accredited	Accredited

Riverdale Elementary School

	2007-2008	2008-2009	2009-2010
English	Accredited	Accredited	Accredited
Math	Accredited	Accredited	Accredited
Science	Accredited	Accredited	Accredited
Social Studies	Accredited	Accredited	Accredited

Southampton Middle School

	2007-2008	2008-2009	2009-2010
English	Accredited	Accredited	Accredited
Math	Not Accredited	Accredited	Accredited
Science	Accredited	Accredited	Accredited
Social Studies	Accredited	Accredited	Accredited

Southampton High School

	2007-2008	2008-2009	2009-2010
English	Accredited	Accredited	Accredited
Math	Accredited	Accredited	Accredited
Science	Accredited	Accredited	Accredited
Social Studies	Accredited	Accredited	Accredited

Percentage of Students Passing/Tested/Not Tested

Percentage of Students Passing/Tested/Not Tested												
Student Subgroup		2007-2008				2008-2009				2009-2010		
	Type	Passed	Tested	Not Tested		Passed	Tested	Not Tested		Passed	Tested	Not Tested
English Performance												
All Students	Division	80	100	0		87	100	0		81	100	0
	State	87	100	0		89	100	0		89	100	0
Black	Division	72	100	0		81	100	0		73	100	0
	State	78	99	1		81	100	0		81	100	0
Hispanic	Division	88	100	0		88	100	0		87	100	0
	State	81	100	0		85	100	0		85	100	0
White	Division	86	100	0		91	100	0		87	100	0
	State	91	100	0		93	100	0		93	100	0
Students with Disabilities	Division	67	99	1		81	100	0		69	99	1
	State	67	99	1		73	99	1		73	99	1
Economically Disadvantaged	Division	72	100	0		83	99	1		73	100	0
	State	77	99	1		81	100	0		81	100	0
Math Performance												
All Students	Division	80	100	0		86	100	0		86	100	0
	State	84	100	0		86	100	0		88	100	0
Black	Division	72	100	0		81	99	1		78	100	0
	State	73	99	1		77	99	1		79	99	1
Hispanic	Division	63	100	0		75	100	0		94	100	0
	State	75	99	1		79	99	1		82	99	1
White	Division	85	100	0		89	100	0		91	100	0
	State	88	100	0		90	100	0		91	100	0
Students with Disabilities	Division	74	99	1		83	99	1		83	99	1
	State	65	99	1		71	99	1		73	99	1
Economically Disadvantaged	Division	72	100	0		82	99	1		80	99	1
	State	73	99	1		77	99	1		80	99	1

Other Academic Indicators												
Student Subgroup	Type	2007-2008				2008-2009				2009-2010		
		Passed	Tested	Not Tested		Passed	Tested	Not Tested		Passed	Tested	Not Tested
Writing Performance												
All Students	Division	90	97	3		88	92	8		90	90	10
	State	89	-	-		89	-	-		90	-	-
Black	Division	82	97	3		85	87	13		87	88	12
	State	82	-	-		83	-	-		84	-	-
Hispanic	Division	<	100	0		<	50	50		<	75	25
	State	83	-	-		83	-	-		85	-	-
White	Division	95	97	3		90	96	4		91	93	7
	State	92	-	-		92	-	-		93	-	-
Students with Disabilities	Division	83	83	17		81	58	42		69	44	56
	State	61	-	-		61	-	-		62	-	-
Economically Disadvantaged	Division	84	95	5		81	86	14		86	87	13
	State	79	-	-		80	-	-		83	-	-
History Performance												
All Students	Division	87	99	1		88	100	0		88	100	0
	State	88	-	-		89	-	-		89	-	-
Black	Division	79	99	1		81	99	1		79	100	0
	State	79	-	-		81	-	-		81	-	-
Hispanic	Division	87	100	0		92	100	0		83	92	8
	State	79	-	-		82	-	-		82	-	-
White	Division	92	99	1		93	100	0		93	100	0
	State	92	-	-		93	-	-		93	-	-
Students with Disabilities	Division	74	95	5		79	98	2		72	99	1
	State	70	-	-		72	-	-		72	-	-
Economically Disadvantaged	Division	79	99	1		82	99	1		80	99	1
	State	77	-	-		80	-	-		80	-	-
Science Performance												
All Students	Division	84	100	0		87	99	1		86	100	0
	State	88	-	-		89	-	-		90	-	-
Black	Division	74	100	0		78	99	1		77	100	0
	State	79	-	-		80	-	-		81	-	-
Hispanic	Division	<	100	0		<	100	0		92	92	8
	State	78	-	-		80	-	-		82	-	-
White	Division	92	100	0		94	100	0		93	100	0
	State	94	-	-		94	-	-		94	-	-
Students with Disabilities	Division	59	98	2		73	98	2		66	99	1
	State	69	-	-		69	-	-		71	-	-
Economically Disadvantaged	Division	76	100	0		80	99	1		78	99	1
	State	78	-	-		79	-	-		82	-	-

Assessment Results at each Level by Subgroup

Assessment Results at each Level by Subgroup					
School	Subgroup	Reading	Math	Science	Social Studies
Capron Elementary					
	Female	75	93	83	90
	Male	83	95	96	96
	Black	72	90	83	90
	White	83	97	96	96
	Disadvantaged	80	63	29	100
Meherrin Elementary					
	Female	87	96	95	93
	Male	84	95	93	100
	Black	81	93	92	96
	White	91	99	96	96
	Disadvantaged	88	96	94	93
Nottoway Elementary					
	Female	85	91	91	93
	Male	80	94	89	100
	Black	86	90	84	90
	White	84	93	93	98
	Disadvantaged	64	93	76	89
Riverdale Elementary					
	Female	76	79	67	69
	Male	68	81	76	69
	Black	62	68	55	51
	White	81	89	88	84
	Disadvantaged	40	63	63	43
Southampton Middle					
	Female	86	78	97	89
	Male	72	78	89	89
	Black	76	66	81	83
	White	90	87	98	92
	Disadvantaged	57	59	68	78
Southampton High					
	Female	86	87	80	82
	Male	88	84	82	89
	Black	79	77	70	72
	White	93	91	89	96
	Disadvantaged	66	79	54	58

Other Academic Indicators: Attendance Rate

Other Academic Indicators: Attendance Rate				
Student Subgroup	Type	2007-2008 Percentage	2008-2009 Percentage	2009-2010 Percentage
Attendance Rates				
All Students	Division	94	95	95
	State	95	95	95
Black	Division	94	95	95
	State	95	95	95
Hispanic	Division	96	97	93
	State	95	95	95
White	Division	95	96	95
	State	95	95	95
Students with Disabilities	Division	93	95	93
	State	94	94	94
Economically Disadvantaged	Division	93	94	94
	State	94	94	94

Program Completion Information

School Division- Program Completion Information			
	Counting/Percentage		
Credential type	2007-2008	2008-2009	2009-2010
Standard Diploma	102 / 54%	102 / 53%	77 / 40%
Advanced Diploma	67 / 36%	67 / 35%	83 / 43%
Special Diploma	5 / 3%	9 / 5%	3 / 1%
GED	3 / 2%	4 / 2%	5 / 3%
Modified Standards Diploma	10 / 5%	10 / 5%	25 / 13%
Certificates	0 / 0%	0 / 0%	0 / 0%
Did not Complete High School	0 / 0%	2 / 1%	1 / Less than 1%

Career and Technical Education

Career and Technical Education				
		Count		
	Type	2007-2008	2008-2009	2009-2010
NOCTI Assessments	Division	20	0	10
State Licensures	Division	2	6	7
Industry Certification	Division	114	104	65
CTE Completers	Division	128	125	135
Virginia Workplace Readiness Skills Assessments	Division	N/A	N/A	N/A

Federal Graduation Indicator

Federal Graduation Indicator		
		Percentage of Students who earned a standard or advanced studies diploma in:
Student Subgroup	Type	Four Years
All Students	Division	70
	State	77

School Performance Report Cards for Secondary Schools

School Performance Report Cards for Secondary Schools	
	Percentage 2009-2010
Dual Enrollment	26
Took Advanced Placement Course	22
Completing an Advanced Placement Exam	43
IB/Cambridge Program	0

Dropout Information

School Division – Dropout Information			
		Count / Percentage	
Student Subgroup	2007-2008	2008-2009	2009-2010
All Students	43 / 3.07%	38 / 2.81%	Yet to be Determined by State Board of Education
Female	15 / 2.12%	16 / 2.4%	
Male	28 / 4.06%	22 / 3.21%	
Other	<	<	
Black	24 / 3.74%	22 / 3.67%	
Hispanic	<	<	
White	18 / 2.45%	15 / 2.07%	
Asian	<	<	
American Indian	<	<	
Key: < = A group below state definition for personally identifiable results - = No Data for group			

School Division – School Safety

School Division – School Safety			
Offense Category	2007-2008	2008-2009	2009-2010
Severe Offenses Against Individuals	1%	0.3%	1%
Other Offenses Against Individuals	9%	9%	8%
Tobacco, Alcohol and Other Substance Offenses	1%	1%	1%
Property Offenses	1%	1%	1%
Disorderedly or Disruptive Behavior Offenses	22%	23%	29%
All Other Offenses	4%	5%	3%

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School Type	2007-2008	2008-2009	2009-2010
Division	0	0	0
All Schools	0	4	7

Provisionally and Conditionally Licensed Teachers (This table reports the percentage of teachers.)

Provisionally and Conditionally Licensed Teachers			
Credential type	2007-2008	2008-2009	2009-2010
Division			
Provisional	9	10	7
Special Education	2	2	1
State			
Provisional	7	6	5
Special Education	2	2	2

Teacher Education Attainment (This table reports the percentage of teachers.)

Teacher Education Attainment	
Degree Type	2009-2010
Division	
Bachelor's Degree	100
Master's Degree	37
Doctoral Degree	0.4
State	
Bachelor's Degree	46
Master's Degree	51
Doctoral Degree	1

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Focus Area	Objective *	Strategies	Required Documentation
Technology	Monitor the current technology program and provide updates as needs arise	•Expand the capabilities of the Power School student information system •Write a new six-year technology plan to correlate with the state plan and local incentives •Continue to update computer labs with new equipment •Continue to relocate replaced lab computers into classrooms •Continue to implement/improve school center classroom websites through relevant staff development •Continue to require principals to monitor utilization of classroom websites (i.e. assignments online)	•Report updates (January, July)

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Focus Area	**Objective**	**Strategies**	**Required Documentation**
Technology	Monitor the current technology program and provide updates as needs arise	•Continue to explore the expansion of online grade reporting •Continue to provide staff development activities relevant to technology •Update the Internet Safety Plan as needed •Revise the division's website	

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Focus Area	**Objective ***	**Strategies**	**Required Documentation**
School Safety	Maintain a safe and orderly environment at each facility	•Continue to conduct annual school safety audits •Revise and distribute the student code of conduct •Continue to emphasize bus behavior •Continue to participate in the county emergency service plan •Continue to update the crisis response plan as necessary •Continue to explore the implementation of an alarm system at all elementary schools	•State report (June)

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Focus Area	Objective *	Strategies	Required Documentation
School Facilities	Provide adequate, well-maintained, quality facilities that support the needs of the educational learning environment	•Continue to emphasize the need for a new Capron Elementary School •Continue to monitor utility costs at each facility •Continue to emphasize pride in the facilities •Continue to monitor space at each site •Continue to study the division's enrollment numbers and space needs •Update the long-term building program for the division	•Capital Improvement Plan

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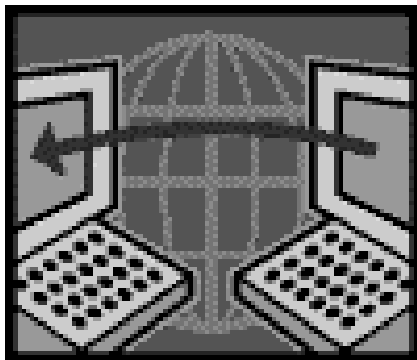| Focus Area	Objective *	Strategies	Required Documentation
Transportation	Provide a safe/efficient transportation system	•Continue to monitor fuel costs and its impact on the overall transportation system •Continue to study transportation needs, prioritizing long and short-term plans •Continue to recommend a 10% fleet replacement annually •Continue inservice training for staff •Continue to build on communication between principals and bus drivers as it relates to discipline issues •Explore incentives for recruiting and retaining bus drivers	•Report on bus/car fleet replacement needs (January/July)

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2010-2011

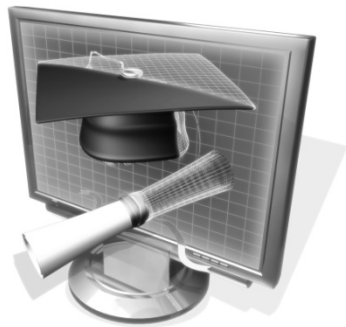| Focus Area	Objective *	Strategies	Required Documentation
Communication	Ensure the mission of the schools is communicated to the parents and the community	•Review mission statement and its objectives •Review the focus areas and their objectives •Continue to update the policy manual •Continue to work with the press (i.e. press releases/articles/event coverage) •Continue to advertise programs	•Provide data to Board on program offerings (ongoing) •Provide Board Members with a monthly calendar of events

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Southampton County Schools
Focus, Objectives, and Strategies:
A team effort from the school board, central office, building administrators, teachers and the community
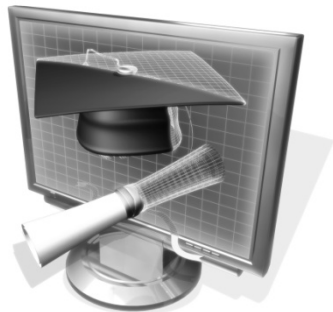2010-2011

Focus Area	Objective	Strategies	Required Documentation
Communication	Ensure the mission of the schools is communicated to the parents and the community	•Continue to provide data to the School Board on programs offered and measurements of student achievement •Continue to update information on school calendars •Continue to foster the communication of dialogue within the system •Continue to pursue mentorships for student	•Provide a calendar of events (on-going) •e.g. fraternities, sororities, civic organizations and church groups – Young Men of Distinction and Young Ladies of Excellence

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Focus Area	Objective	Strategies	Required Documentation
Communication	Ensure the mission of the schools is communicated to the parents and the community	•Continue to review the community volunteers program •Continue to explore the utilization of journalism classes in the area of public relations •Continue to seek outside speakers, including former graduates, to encourage and motivate the current student population	•Provide a calendar of events (on-going)

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Focus Area	Objective *	Strategies	Required Documentation
Professionalism	Emphasize professional competencies	•Continue to review and emphasize proper observation and evaluation of all personnel •Continue to emphasize professional and appropriate attire with all personnel •Continue to conduct workshops on effective/positive work climates •Review and emphasize importance of following policies and procedures with all personnel	•Report on workshops (on-going)

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Focus Area	Objective	Strategies	Required Documentation
Professionalism	Emphasize professional competencies	•Continue a comprehensive professional development program •Review observation/evaluation guidelines with appropriate personnel •Continue to provide incentives to individuals who have obtained National Board Certification and explore the possibility of assistance to those seeking National Board Certification •Continue to utilize and expand staff development offerings provided by WHRO	

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