

Accountability Results for 25-26

School	Overall Score	Performance Category	Mastery Points Earned (%)	Growth/ Graduation (%)	Readiness (%)	Notes
Capron Elementary	95.97	Distinguished	97.15%	93.86%	96.80%	Fully Accredited. The only annual-model SCPS school with 2 consecutive Distinguished years.
Meherrin Elementary	87.81	Meets Expectations/ On Track	90.65%	82.80%	89.60%	Fully Accredited. Highest sustained score growth for any annual-model SCPS school: +~14 points over 2 years!
Nottoway Elementary	96.64	Distinguished	95.51%	98.26%	97.10%	Fully Accredited. 2nd in Math Growth and 5th in Chronic Absenteeism in the Region!
Riverdale Elementary	91.88	Meets Expectations/ On Track	94.84%	86.74%	93.50%	Fully Accredited. Downgraded 1 level due to federal identification. Showed 3 years of sustained overall increases (+~9 total)!
Southampton Middle	78.97	Approaching Expectations/ Off Track	84.68%	66.63%	83.10%	Fully Accredited. +~5 points from last year, rebounding from a prior ~6-point decrease. Working with consultant to continue increase.
Southampton High	103.49	Distinguished	98.43%	86.62%	116.43%	Fully Accredited. Data reflects only class of 2026 (cohort model). Exceptional 3E Readiness (CTE) - 4th in the region- helped drive highest score increase in the region!

Targeted Support & Intervention (TSI) Federal Identification - Riverdale Elementary Students with Disabilities

From the VDOE Accountability/SPSF handbook:

Parent Refusals (Grades 3-8 and High School)

Students not taking an assessment due to parent refusal are non-participants. In accordance with Virginia Code § 22.1-253.13:3.C, *parent refusals will be excluded from the calculation* unless participation is below 95% of All Students in the grade assessed who are enrolled in the school.

The number of students with disabilities at RES in SY 25-26 who did not test was high enough to pull the school's assessment participation rate (SOL and VAAP combined) for students with disabilities down to approximately 75% (federal requirement is 95%).

Adjust: if the cohort has more than 95% participation, then remove the non-test takers. If the school's participation rate is less than 95%, then non-test takers remain to reach 95% participation rate threshold.

As a result, multiple former VAAP students who did not participate in the SOL were factored into the school's scores as zeroes, and the resulting totals for the students with disabilities subgroup were low enough to trigger federal identification.

The Director of Special Education and the Division Director of Testing have met with the school principal to identify a path forward, to include direct work with parents to address the root causes of this issue, internal procedure revisions to prevent its recurrence, and specific corrective work on existing and future IEPs to ensure the root causes are fully addressed.