

Column Recurring Title: **Rooted and Growing: The Southampton Story**

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Specific Article Title: “Celebrating Our Progress, Growing through Our Challenges”

Specific Article Due Date: October 19, 2026

SCPS 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!

SCPS Accountability Results from 2025-26 School Year

One of the most important responsibilities we have as a school division is to take an honest look at how our students are doing, celebrate the progress they are making, and identify where we need to grow. Virginia’s 2025–2026 School Performance and Support Framework (SPSF) accountability results give us an opportunity to do just that. As we review these results, I am proud of the hard work happening throughout Southampton County Public Schools, grateful for the dedication of our teachers and staff, and focused on the work still ahead of us.

First, I am pleased to share that all six SCPS schools are Fully Accredited on the compliance side of the accountability system. Our performance results also show that three schools earned a Distinguished designation, two earned Meets Expectations, and one received Approaching Expectations. These results reflect different areas of strength across our schools and help us identify where additional support and attention are needed.

To understand these results, it helps to know what the state measures. Mastery reflects student performance on Standards of Learning (SOL) assessments. Growth measures changes in student achievement over time. Graduation reflects the percentage of students earning Standard or Advanced diplomas within four years, and Readiness includes measures such as chronic absenteeism, advanced coursework, and career and technical education (CTE), depending on the

school level. Virginia also updated some terminology this year: “On Track” is now “Meets Expectations,” and “Off Track” is now “Approaching Expectations.” The updated language is intended to create a more consistent scale for reporting school performance.

Our elementary schools have meaningful accomplishments to celebrate. **Capron Elementary School** earned a Distinguished designation for the second consecutive year, sustaining a very high level of performance. **Meherrin Elementary School** achieved approximately 14 points of overall score growth over two years, the greatest sustained increase among our annual-model schools. That kind of progress reflects the importance of consistent instruction, focused support, and a commitment to helping every student grow.

Nottoway Elementary School also earned a Distinguished designation and continued to stand out regionally, ranking second in math growth and fifth in chronic absenteeism among Region 2 elementary schools in 2025–2026. These accomplishments are worth celebrating and demonstrate the impact of the work happening in our classrooms.

At **Riverdale Elementary School**, we have seen three consecutive years of overall score increases, totaling nearly nine points since 2023–2024. Although Riverdale’s score fell within the Distinguished range, a federal accountability identification lowered its reported performance category to Meets Expectations. This distinction matters, and so does understanding the circumstances behind it. Federal accountability includes requirements beyond the state’s overall performance score, including participation in required assessments.

For Riverdale, the federal identification was connected to assessment participation among students with disabilities. More stringent statewide eligibility requirements for the Virginia Alternate Assessment Program (VAAP) meant that some students who had previously taken alternate assessments were instead expected to take SOL assessments. When some students did not participate following documented parent refusals, the school’s combined SOL and alternate-assessment participation rate for this subgroup fell to approximately 75%, below the federal requirement of 95%. This resulted in nonparticipating students being counted as zeroes for accountability purposes and triggered the federal identification.

We are addressing this matter directly and thoughtfully. Our Director of Special Education and Division Director of Testing are working with Riverdale’s principal to strengthen procedures, work with families, and review IEP practices so that we address the underlying causes and prevent a recurrence. Our responsibility is to support our students, communicate with families, and ensure that every student’s educational needs are appropriately addressed.

At **Southampton Middle School**, the overall score increased approximately five points from the previous year, rebounding from a decline of about six points. SMS is our only school in the Approaching Expectations category, and we recognize that continued, focused support is essential. Our ongoing consultation work at the middle school, alongside the division’s *Leverage*

Leadership 3.0 initiative, is designed to strengthen instructional practices, provide targeted support, and build the systems needed for sustained improvement.

At **Southampton High School**, the results reflect significant accomplishments, particularly in readiness. SHS earned the third-highest overall score in Region 2 and the fourth-highest 3E Readiness score, while recording the region's largest increase in overall score. The 3E measures reflect students' preparation for employment, enrollment, and enlistment, with career and technical education contributing to readiness. These results are a testament to the tremendous efforts of our teachers, counselors, administrators, and staff over the past four years to prepare the Class of 2026 for life beyond graduation. We celebrate their work and the opportunities they are creating for our students.

As we look ahead, Virginia is continuing to refine its accountability framework for the 2026–2027 school year. Some changes have already been approved, while other potential adjustments require additional regulatory action. As the state finalizes implementation details, we will continue to monitor the changes and use the information to guide our planning and support for schools.

Accountability results are important, but they tell only part of our story. Behind every score is a student, a teacher, a family, and a school community working toward a shared goal. We will celebrate our successes without losing sight of our challenges, and we will approach areas for improvement with honesty, urgency, and a commitment to getting better.

As we continue our work together, our focus remains on ensuring that every student belongs, is challenged to grow, and has the opportunity to succeed. We are rooted in the strengths of our Southampton County family, and we are growing together toward an even brighter future for our students.

Rooted in Excellence, Growing Together!