E. L. Hamm & Associates, Inc.

School Efficiency Review:
Surry County Public Schools Division

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Executive Summary

As part of his *Education for a Lifetime Initiative*, Governor Warner is pursuing a comprehensive efficiency review of Virginia's school divisions to ensure that Virginia's education dollars are spent wisely and effectively. In fiscal year 2002-2003, Virginia spent almost $9.5 billion in state, federal and local money for elementary and secondary education – approximately $1,300 for every man, woman, and child in the Commonwealth. Governor Warner is committed to directing as much of that funding as possible into the classroom. The efficiency review consists of two components: 1) conducting intensive reviews of individual school systems, helping them realize greater efficiencies and identifying good practices that can be shared with other school divisions; and 2) conducting a statewide performance review to give parents, policymakers, and all taxpayers a clear picture of how their schools are performing.

The individual school system reviews are modeled after successful programs in Texas and Arizona. Since its inception in 1991, the Texas program has conducted nearly 100 audits of public school districts and recommended net savings totaling $750 million dollars. The goal of the reviews is to identify administrative savings that can be gained through best practices in school division administration, education delivery, human resources, facilities, finance, transportation, technology management and other non-instructional expenditures – thereby allowing divisions to put administrative savings back into the classroom for an even greater investment in our children.

The emphasis of the reviews is to identify and generate savings through administrative and management best practices. This study is not a review of classroom instruction or student achievement.

The Surry County Public Schools Division (SCPSD)

SCPSD is one of six school divisions that volunteered to participate in the school efficiency review program in 2004-2005.

This study was initiated in November 2004 and concluded in March 2005. This report identifies SCPSD's exemplary operating practices and suggests concrete ways to further improve division management and operations to increase efficiencies in non-instructional areas. The potential gross savings identified in this report amount to $428,536 and the potential investments suggested in this report amount to $100,898. If fully implemented, the recommendations contained herein can result in net savings of more than $327,638 annually, or approximately 2.47 percent of the 2004-2005 operating budget.

Surry County is located between Petersburg/Hopewell and Hampton Roads along the south side of the James River. U. S. Highway 10 is the major east-west corridor that traverses the entire length of the county. The 2000 U.S. Census data reports that Surry County has a population of 6,829 and, according to that data report, enrolled 1,232 students in its three schools. The student enrollment is currently decreasing at a rate of approximately 2.4 percent annually, and is reported in September 2004 to be 1,115 students. The county is rural and agrarian in nature, lacking a significant business tax base, except for the Dominion Power Nuclear Power Plant and some small retail and wholesale businesses. The racial makeup of the county is 46.87 percent Caucasian, 51.60 percent African American, with the remaining 1.5 percent distributed among several race/ethnic categories. The county is 310 square miles and has

a population density of 22 people per square mile. In 2000, the county's average per capita income was $16,682.

The SCPSD currently employs 254 full and part time employees, including 110 full-time instructional staff comprised of teachers, Title I, guidance, special education, media and Title VIB. It operates and maintains three schools and at least 26 buses daily on a 2003-2004 budget of $13,863,620 based on SCPSD's annual school report to Virginia Department of Education (VDOE). In 2002-2003, the average SCPSD teacher salary was $38,331.

The VDOE has established clusters of divisions to support comparability of selected criteria across similar school divisions. There are 30 other peer school divisions in the cluster to which SCPSD is compared. Among its peers in this cluster, the 2002-2003 SCPSD budget of $12,893,904 ranks it just about at the median point in gross dollars. It ranks 29th out of 31 divisions, or the 3rd highest, however, when total spending is shown as a per pupil amount of $11,636.

The most complete comparison data available at the time of this study is for 2002-2003. Data for 2002-2003 in the cluster group of school divisions shows SCPSD ranking at the top of its peer group in per pupil spending for instruction at $7,633. This figure amounts to 65.6 percent of its total expenditures. It also ranks at the top of its peer group in per pupil spending for administration at $558. This amounts to 4.8 percent of total expenditures.

In other categories, SCPSD ranks 24th in transportation expenditures per pupil, 29th in operations and maintenance, and 26th in expenditures per pupil for debt service and transfer. Conversely, it ranks as 6th lowest in spending for technology at $196 per pupil. SCPSD has the 7th lowest student enrollment among the peer group in the 2002-2003 school year.

SCPSD ranks as the highest in its peer group in percentage of local revenues to total revenues received by the school division. This percentage is 77.3 percent for FY 2003, and it is driven by the composite index of local ability-to-pay that is calculated for Surry County. The composite index was developed for the Commonwealth of Virginia to measure a locality's ability to pay for education based on a calculation that involves variables of population, adjusted gross income, and taxable retail sales on both local and state levels. The SCPSD has the highest composite index of 0.8000. This means that 80 percent of the school division's responsibility required for school funding comes from local sources and 20 percent comes from the state. This high index is very much influenced by the presence of the nuclear power plant on its tax rolls. Only Bath and Goochland counties share this rating within the peer group comprised of 31 school divisions. By contrast, the counties that surround Surry receive considerably higher percentages of funds from state sources by virtue of enjoying lower composite index ratings – Prince George's rating is .2596, Sussex's rating is .7003, and Isle of Wight's rating is .3632.

The SCPSD faces unique challenges by virtue of being a small school division with a declining student enrollment. As a small school division, it cannot achieve certain economies of scale on its own. It must find ways to form alliances or partnerships with other divisions that will allow stronger negotiating clout. As it is now, the staff must attempt to do great things with fewer resources than most school divisions. Many of the staff are engaged in multi-tasking activities that only becomes possible out of a driving desire on their part to enhance the educational possibilities for the students. Without this kind of dedication from the staff, much of what gets accomplished at SCPSD would go undone. The challenges facing SCPSD are further exacerbated by the declining student enrollment. A declining student enrollment means that the

fixed costs associated with providing a public education translate into a higher cost per student. This gives the appearance that more dollars are being spent on each student, when, in fact, a reallocation of the same fixed costs are just being spread among fewer students. Fixed costs do not change with a declining enrollment. Cluster comparisons, consequently, tend to give a false sense that more dollars are being spent on each student in the school division where there is declining enrollment. It is true that more fixed-cost expense dollars are being allocated to each student in this situation; however, it is not true that more education dollars are being spent on each student in this situation.

Best Practices

SCPSD has many commendable practices that contribute to increased efficiency and effectiveness. The division:

- Locates the coordinators for special education and career and technical education at the schools where their services will be most readily available;
- Uses effective mediation practices in its special education program to reduce the number of due process hearings and special education complaints filed against the division;
- Provides well-planned professional and staff development for all employees based on data analysis;
- Located its three schools in close proximity to each other for greater efficiencies;
- Utilizes its employees to perform multiple functions in order to save the school division and Surry County a significant amount of money;
- Provides specialized training for teachers to gain skills necessary for licensure and certification;
- Conducts an exemplary mentor program for all new teachers;
- Provides formal training sessions and handbooks for all substitutes in the division;
- Provides varied course offerings for students using the talents of the faculty;
- Spends the majority of its funding on student learning and instruction;
- Provides a favorable student/teacher ratio overall, which is desirable for a better learning environment;
- Practices some co-op buying of food products, which freezes the prices on staple items and minimizes some of the risk of price fluctuations;
- Purchases some commodities through the USDA at lower costs than can be obtained from other sources;
- Participates in Local Choice for its health insurance program;
- Explores the possibility of offering online and virtual classroom programs as an alternative to providing some courses locally where the enrollment of the class may make it cost prohibitive;
- Out-sources educational services when the division cannot provide the service internally due to low enrollment;

- Utilizes the inclusion model for its special education program;
- Provides a full-day pre-kindergarten program for all four-year-olds in the county;
- Provides a full-day kindergarten program;
- Maintains clean and graffiti-free facilities; and
- Implements an integrated and comprehensive technology plan.

Summary of Potential Savings and Investments

The study team has identified up to $428,536 in potential gross savings for SCPSD. The table, below, shows the potential savings identified. Each item listed is explored in depth in the body of this report. The 2004-2005 annual operating budget, excluding debt service and capital project expenses, is $13,258,846.

Summary of SCPSD Savings Opportunities

Proposed Recommendation	Savings	Frequency	Notes
Late Fees & Lost Discounts	$ 4,096	Annual	
Eliminate Pre-Approved Overtime	$ 92,220	Annual	Non-exempt personnel
Phase Out one Assistant Principal Position	$ 75,000	Annual	Salary plus benefits
Phase Out two Custodian Positions	$ 44,833	Annual	Salary plus benefits
Increase Energy Awareness	$ 40,000	Annual	All 3 Facilities
Reduce Food Service Personnel by four Positions	$ 70,776	Annual	Phase-out of longest tenured
Increase Food Service Revenue	$ 41,311	Annual	Price Management and Marketing
Eliminate one Bus Mechanic Position	$ 38,700	Annual	Salary plus benefits
Eliminate one bus from daily service	$ 21,600	Annual	Estimate based on data from another study
Total Estimated Savings:	$428,536	Annual	
Percent of Annual Operating Budget (04-05):	3.23%		

This report also includes recommended investments by SCPSD to achieve best practices or to generate savings. If savings cannot support these investments in the short-term, then the division may need to consider requesting additional funds from the county. If the savings are not generated as expected from a specific initiative within reasonable time frames, SCPSD should consider discontinuing the initiative. The major investments are presented in the following table:

Summary of SCPSD Investments

Proposed Recommendations	Initial Investment	Annual Investment	Notes
Add two Computer Resource Lab Assistants		$52,800	One at high school and one at elementary school-salary, benefits & health
Motion Devices	$2,100	none	14 Vending Machines
Grants Writer		$48,098	
Total Investment:	$2,100	$100,898	
Percent of Annual Operating Budget (04-05):	0.02%	0.76%	

If all recommendations are implemented, the net annual savings to SCPSD is $327,638, or 2.47 percent of SCPSD's 2004-2005 operating budget.

Accountability and Efficiency Reviews

As part of his *Education for a Lifetime* Initiative, Governor Warner initiated a comprehensive school efficiency review program to ensure that Virginia's education dollars are spent wisely and effectively. In fiscal year 2002-2003, Virginia spent almost $9.5 billion in state, federal, and local money for elementary and secondary education. This amount equates to approximately $1,300 for every man, woman and child in the Commonwealth. Governor Warner is committed to directing as much of that funding as possible into the classroom.

I. Introduction

The purpose of this report is to provide an objective review of the efficiency of non-instructional services in SCPSD. The overall goals of this endeavor are to: 1) identify opportunities to reduce costs in non-instructional areas to allow the division to channel any such savings into instruction and 2) identify best practices followed by the division that may be shared with other divisions statewide. Analysis of the effectiveness of the educational process itself is not included as part of this review. The primary objective is to use a consultative approach to effect analyses and make recommendations for improvement in the nature of school division costs, efficiency, and effectiveness in non-instructional areas.

Scope

The scope of the accountability and efficiency review of SCPSD included a review of the administrative areas listed below, however it did not include a review of classroom instruction, community involvement, or student safety and security.

1. School Division Administration
    - 1.A Organization and Management
    - 1.B Policy and Procedures
    - 1.C Campus Administration and Site-Based Decision-Making
    - 1.D Planning, Budgeting and Evaluation
    - 1.E Review and Evaluation of Contracting Process
2. Educational Service Delivery
    - 2.A Organization and Management
    - 2.B Policy and Procedures
    - 2.C Instructional and Administrative Technology
    - 2.D Staff Development
    - 2.E Special Programs
3. Human Resources Management
    - 3.A Organization and Management
    - 3.B Policy and Procedures
    - 3.C Recruitment, Hiring and Retention
    - 3.D Compensation and Classification Systems
4. Facilities Use and Management
    - 4.A Facilities Management and Organization
    - 4.B SCPSD O&M Comparisons within Cluster Group
    - 4.C Maintenance Operations
    - 4.D Custodial Operations
    - 4.E Energy Management
5. Financial Management and Purchasing

5.A Organization and Staffing
5.B Financial Management
5.C Financial Accounting
5.D Budget Trends
5.E Purchasing

6. Transportation
   6.A Organization and Staffing
   6.B Planning, Policies, and Procedures
   6.C Routing and Scheduling
   6.D State Reporting
   6.E Safety and Training
   6.F Vehicle Maintenance and Bus Replacement
7. Computers and Technology
   7.A Organization and Management
   7.B Budget
8. Food Service
   8.A Organization and Management
   8.B Food Service Revenue
   8.C Food Service Expense

Methodology

In conducting this review, the study team:

- Interviewed SCPSD staff;
- Obtained and reviewed documents pertaining to the above operational aspects of SCPSD;
- Compiled and analyzed data about the operations of SCPSD;
- Interviewed professionals in other school divisions that are statistically similar to SCPSD;
- Documented the processes and organizations of SCPSD;
- Compared the expenditures and revenues of SCPSD with those of statistically similar school divisions:
- Obtained information pertinent to the study from other state agencies, including the Department of Education, Department of General Services, Department of Human Resource Management, Department of Mines, Minerals, and Energy, and the Joint Legislative Audit and Review Commission; and
- Reviewed SCPSD policies and procedures in areas such as Administration, Education Delivery, Human Resources, Facilities Use and Management, Finance, Transportation, Food Service, and Information Technology.

Surry County

Surry County is located between Petersburg/Hopewell and Hampton Roads along the south side of the James River. The 2000 U.S. Census data reports that Surry County has a population of 6,829. The major employer, besides the county government, is Dominion Power

Nuclear Power Plant. The county is 310 square miles and has a population density of 22 people per square mile.

Surry County Public Schools Division (SCPSD)

SCPSD had a combined September 2004 enrollment of 1,115 students in one elementary, one middle, and one high school. The school division employs 254 part and full-time instructional and non-instructional employees. Its overall student-teacher ratio is 13:1. This ratio excludes Title 1, guidance, special education, media and Title VIB staff. The Surry County School Board is a five-member elected board that is a policy-making and oversight board for the school division.

The SCPSD student enrollment has been declining at a rate of approximately 2.4 percent annually. The following table presents total enrollment by ethnicity at the beginning of the 2003-2004 school year.

SCPSD Student Enrollment September 30, 2003

Ethnicity Group	Enrollment	Percent of Total
Asian/Pacific Islander	1	0.09%
African American	762	66.73%
Hispanic	4	0.35%
Caucasian	375	32.84%
Total:	**1,142**	**100.00%**

The 2003-2004 SCPSD budget of $13,863,620, from the annual superintendent's report, shows four primary sources of revenue: state funds, federal funds, county funds, and other. Its composite index of local ability-to-pay is 0.8000. The following table summarizes the division's breakdown from state, federal, and local sources.

SCPSD Revenue 2003-2004

Revenue Source	Amount Received	Percent of Total
State Funds	$ 2,149,241	15.50%
Federal Funds	$ 847,003	6.11%
Local Funds	$10,823,452	78.07%
Other Funds	$ 43,924	0.32%
Total:	**$13,863,620**	**100.00%**

The SCPSD categorizes eight primary uses of funds in its annual budget, as shown in the following table.

SCPSD Expenditures 2003-2004

Category	Amount Spent	Percent of Total
Instruction	$ 8,860,509	63.91%
Administration, Attendance & Health	$ 768,420	5.54%
Pupil Transportation	$ 797,146	5.75%
Operation & Maintenance	$ 1,611,672	11.63%
Food Services	$ 674,458	4.86%
Facilities	$ 140,335	1.01%
Debt Service & Fund Transfer	$ 759,644	5.48%

Category	Amount Spent	Percent of Total
Technology	$ 251,436	1.81%
Total:	**$13,863,620**	**100.00%**

From the above table it is clear that the largest single expenditure in the SCPSD budget is for instruction, as is expected in all school divisions in Virginia. Expenditures for instruction make up 63.91 percent of the total budget.

II. Clusters

When discussing school divisions it is sometimes useful to compare the various divisions to each other. School divisions, however, vary greatly in size, resources, and the population base that they serve. There is not much to be gained, for example, from a straight comparison of many aspects of Surry County Schools and Fairfax County Schools because of the great differences between the counties and their populations. Comparing school divisions that are similar, however, can present opportunities for insights into performance.

In order to develop comparable clusters of similar school divisions, the VDOE contracted with Virginia Commonwealth University (VCU) to perform a statistical analysis of four primary criteria for all school divisions in the state. These criteria were population density, average daily membership, percent of students eligible for free lunch, and the composite index[1]. Data for every school division were compared against these four key criteria and then the data sets were further divided by separating urban, suburban, and rural school systems in some clusters.

The result of this analysis was seven clusters of school divisions. These clusters can be used to make some comparisons on performance of the divisions within the cluster. The specific school divisions within the comparative cluster to which SCPSD was included are shown in Table 1, on page 5 of this report.

To utilize the cluster data in conjunction with this accountability and efficiency review the study team created a database to analyze cluster-related data along with data from the VDOE Superintendent's Annual Report for 2002-03. This data details expenditures in categories such as instruction, administration, transportation, etc. It also includes revenue data from state, local, and federal sources received by the school divisions.

This information has a key limitation – it is all self-reported by the school divisions to VDOE. Each school division uses a different accounting system and tracks expenditures differently. In order to compare them, VDOE issues specific instructions about what is to be reported in each of these categories and then each school division sorts its accounting data into VDOE's categories. The state does not validate the data reported by each division to ensure reporting standardization, so it is very possible that school divisions are not accounting for expenditures in the same manner for this report, despite the VDOE instructions.

By comparing SCPSD's expenditure and revenue data to the other thirty school divisions in its cluster, the study team was able to rank SCPSD in each expenditure or revenue category. The team attempted to discern why the division ranked as it did in each of these categories, especially in those categories in which it was an outlier one way or another.

[1] The composite index is a number developed by VDOE to measure the local government's ability to pay for schools.

The data in the table below show how SCPSD compares to the other divisions in its cluster. There are thirty-one school divisions within this cluster. The ranking of 31st indicates the division with the highest expenditure per pupil in that category, whereas a ranking of 1st indicates the division with the lowest per pupil expenditures in that category. The data are sorted on a per pupil basis to remove the distinctions between larger and smaller divisions within the cluster. SCPSD ranks 8th (out of 31 divisions) in number of students (with 1,108 students at end of year 2003-2004).

SCPSD Compared to Cluster School Divisions

Category	Amount per Pupil	Rank (31 is highest)
Administration	$ 558.29	31st
Attendance and Health	$ 112.19	14th
Transportation	$ 640.60	24th
Instruction	$ 7,633.81	31st
Facilities	$ 299.46	25th
Debt Service & Transfers	$ 868.80	26th
Ops & Maintenance	$ 1,326.95	29th
Technology	$ 196.00	6th
Total Expenditures	**$11,636.10**	**29th**
Local Revenue	$ 9,588.93	30th
State Revenue	$ 2,065.97	2nd
Federal Revenue	$ 746.86	24th

It is important to note that comparing school division expenditure data often creates questions but not answers. These comparisons cannot be used to draw definitive conclusions about any school division. Only by carefully examining the reasons for the expenditures can these questions be answered.

Below is a brief explanation of what each of these categories means and why SCPSD falls where it does in that category. Please see Attachment 1 for a complete table showing SCPSD spending per pupil and as a percentage of the total budget for each of the categories identified in the above table.

Administration

SCPSD is ranked 31st, or highest, out of 31 school divisions in its cluster group in administrative spending per pupil. This category includes administrative staff salary and benefits, and other functions, such as school board costs and division legal fees.

According to VDOE's reporting guidelines, administration is defined as, "any activity concerned with establishing and administering policy for operating the [division]." These activities include school board, executive administration, information, personnel, planning, fiscal, purchasing, and reprographics services. SCPSD expended $558.29 in administrative costs for each attending student during the 2002-2003 school year, ranking it highest among its peers. When administrative spending is considered as a percentage of the entire school budget, SCPSD ranks 2nd highest at 4.8 percent.

Several factors are driving SCPSD's administrative expenditures to be the highest in its peer group. They are:

1) costs associated with the change in leadership for the division from the previous year;
2) all secretarial salaries in the central office are charged to the school administration budget, instead of to the functional areas they support;
3) operational maintenance contracts were included in the school administration budget;
4) few economies of scale due to small enrollment; and
5) school board member training is more extensive and expensive for new members, and there are several new board members.

Attendance and Health

SCPSD is ranked 14th out of 31 similar school divisions in attendance and health spending per pupil. This category includes salary and benefits for those employees assigned to track student attendance and other health related employees – nurses, clinic aides, psychologists, etc. This ranking is near the middle of the group.

Transportation

SCPSD is ranked 24th out of 31 similar school divisions in transportation spending per pupil. This amounts to $640.60 per pupil. Several key factors contribute to this relatively high number. Transportation costs include additional expenses to operate a vehicle (bus) that makes daily runs to the Appomattox Governor's School, located in Petersburg; another vehicle (car) that makes daily runs to a special education facility, located in Petersburg; and a vehicle (car) that makes daily runs to the Hampton School for the Deaf and Blind. Additionally, even though bus drivers only work 3-4 hours per day, their salary and compensation package includes full benefits and retirement.

Instruction

SCPSD is ranked 31st, or highest, out of 31 school divisions in its cluster group in instructional spending per pupil; however, as a percentage of its overall budget, SCPSD ranks 11th among its peers. In gross dollars spent on instruction, it ranks 13th among its peers. This category refers to the direct costs of instruction, primarily instructional salaries. SCPSD spends $7,633.81 per pupil for instruction. The majority of school divisions in the cluster group spend between $5,000 and $6,000 per pupil on instruction.

Instructional expenditures are the largest item in the school budget. These expenditures consist of classroom instruction, guidance and social work services, homebound instruction, professional development, curriculum development, and media services. Of the 31 school divisions in the SCPSD cluster, in 2002-2003, the average annual salaries for teachers in SCPSD ranked 21th at $38,331. Yet, SCPSD had the lowest teacher salaries of its neighboring divisions, including Sussex ($41,093), Isle of Wight ($40,301) and Prince George ($39,224) counties. This difference gives the competitive edge to the surrounding counties, which may lead to an increase in teacher turnover in SCPSD. One tactic used by SCPSD to attract new teachers is to offer a larger starting salary than its peers. See the report section on Human Resources for a full discussion of teacher salaries.

Facilities

SCPSD ranks 25th in spending per pupil for facilities among its peer group. This category is composed of acquiring land and buildings, remodeling and constructing buildings, and improving sites. SCPSD is presently engaged in a renovation effort involving heating and air conditioning at the high school, which explains its relatively high ranking in this category. This category does not include normal building maintenance.

Debt Service and Transfers

SCPSD is ranked 26th highest out of 31 comparable school divisions in debt service and transfer spending per pupil. This category includes debt service payments and transfers to other organizations, or transfers from one fund to another.

Typically, school divisions in the Commonwealth either use bonds or loans to finance projects that are too large and long-term to be funded through regular operations. School divisions are considered a component unit of the local government. The local government appropriates operating dollars to the local school divisions and the appropriations include amounts specified as debt service payments. The outlays of government funds associated with these obligations are accounted for as debt service payments (principal and interest) along with certain transfers of monies from one fund to another fund.

Operations and Maintenance

SCPSD is ranked 29th out of 31 comparable school divisions in operations and maintenance spending per pupil. It also ranks 25th as a percentage of total budget when compared to the cluster group. This includes the cost of operating and maintaining the schools and other division buildings, including utility bills.

The Facilities and Operations section of the SCPSD budget lists expenditures for activities directed toward keeping buildings comfortable and safe; and keeping the grounds, buildings, and equipment in working order. The budget includes costs for general facilities, utilities, and building, equipment, warehouse, and energy management services. In the school division cluster that includes SCPSD, operations and maintenance expenditures range from 4.65 percent of the division budget (Powhatan) to 12.76 percent (Madison County). SCPSD's costs total 11.4 percent of the budget. The comparisons of expenditures among the 31 divisions in the cluster are shown in Attachment 1.

Strict comparison among school divisions in operations and maintenance costs are very difficult. Divisions vary greatly in the number of buildings they maintain, the age of the buildings, their sizes, and the degree to which buildings may have been renovated or systems upgraded. It appears that SCPSD is solidly in the upper range when comparing costs per pupil, and without much more extensive review of all the cluster divisions, it is of questionable validity to draw conclusions from operations and maintenance spending. Because the maintenance work order data are not maintained in an easily usable format and were not available for this review, the efficiency of the maintenance effort in the SCPSD cannot be clearly assessed. On the other hand, an effective energy awareness plan, properly implemented, should serve to reduce this expenditure overall.

Technology

SCPSD is ranked 6th lowest out of 31 comparable school divisions in technology spending per pupil - meaning that it spends less than most of its peer group in this category. This category includes technology-related expenditures and ongoing expenses such as internet service providers. SCPSD spent $217,164.68 on technology in 2002-2003, which is 4th lowest in total dollars spent in the cluster group. This relatively small amount, however, comes after two years of considerably more spending by SCPSD for technology. SCPSD spent roughly twice this amount in 2001-2002, and spent roughly twice the 2001-2002 amount in 2000-2001. SCPSD is in more of a maintenance mode than an acquisition mode at the present time.

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1.A. Organization and Management

The Surry County Schools Division (SCPSD) consists of three school sites: an elementary school serving grades pre-kindergarten through four, a middle school serving grades five through eight, and a high school with grades nine through twelve. The three schools are geographically within close proximity, which facilitates communication, interaction, transportation, and service delivery.

The division currently employs 254 full and part time employees of whom 84 are full-time teachers and 25 instructional personnel (includes Title I, guidance, special education, media and Title VIB) for a total of 110 instructional staff. There are 18 teachers with 29 or more years of service. Of the 254 employees in the school division, ten are located in the central office.

The administrative team, composed of the superintendent, assistant superintendent, transportation supervisor, bus garage supervisor, director of operations, director of technology, federal programs coordinator, food service supervisor, and director of finance, is closely aligned with the needs of the three schools. Responsibilities for supervision of instruction reside with the assistant superintendent, special education coordinator, federal programs coordinator, and the three principals.

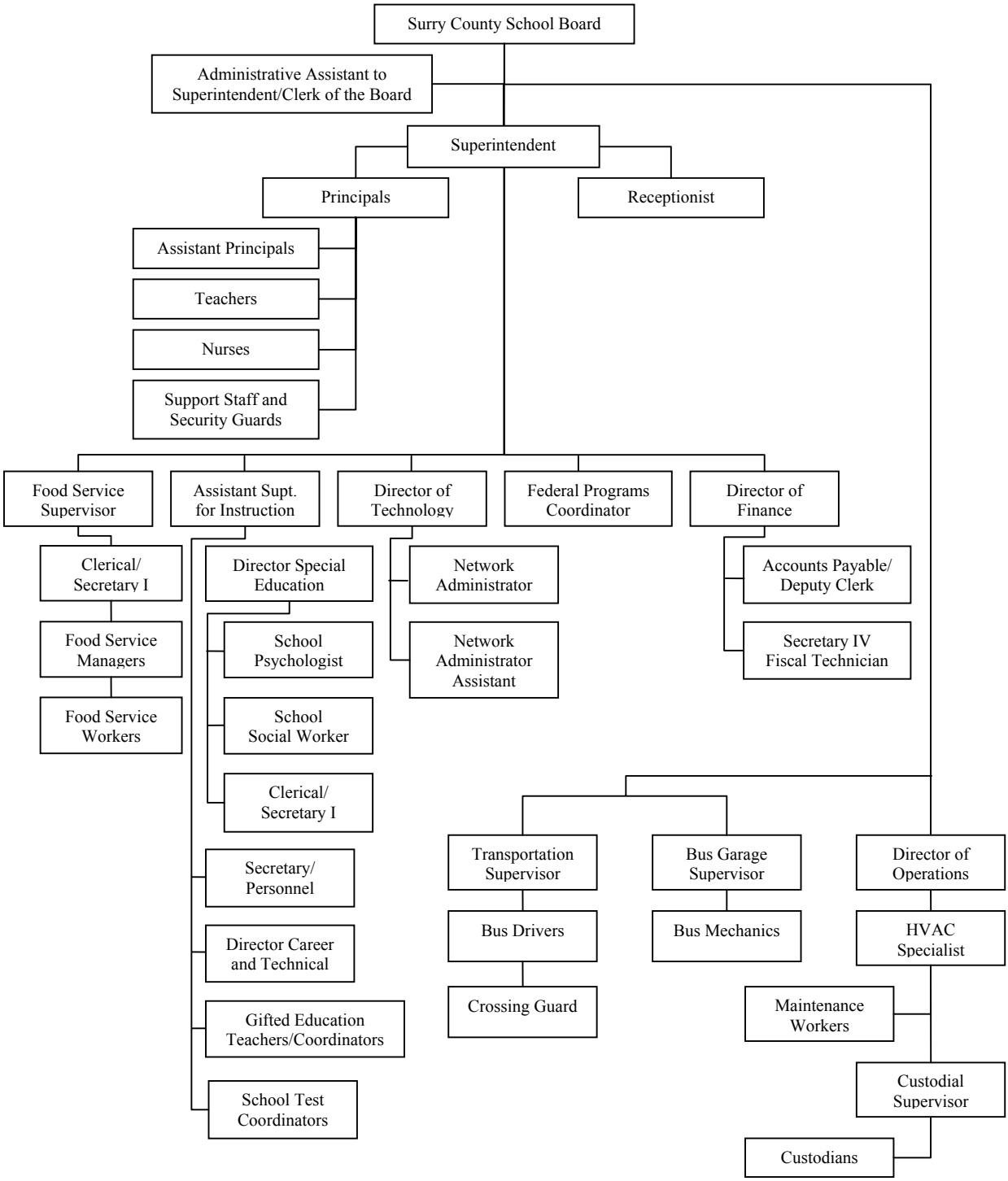
The SCPSD is a lean organization with employees performing multiple duties. For example, the assistant superintendent for instruction also coordinates programs for gifted students, staff development activities, and, with the superintendent, interviews applicants for employment in the division.

The superintendent meets regularly with the administrative team and the instructional team to plan, provide direction, and receive input. She uses a collegial approach to management with regularly scheduled staff meetings, memos and e-mails, and small group discussions.

There is direct support for the three schools with accountability at all levels through School Improvement Plans, Standards of Learning (SOL) planning sessions, and direct communication. The principals and assistant principals of each school meet with the superintendent and assistant superintendent for instruction on a regular basis. There is on-going evaluation of programs and plans.

The current organizational chart for SCPSD is shown in Figure 1, on the following page.

Figure 1: SCPSD Organizational Chart



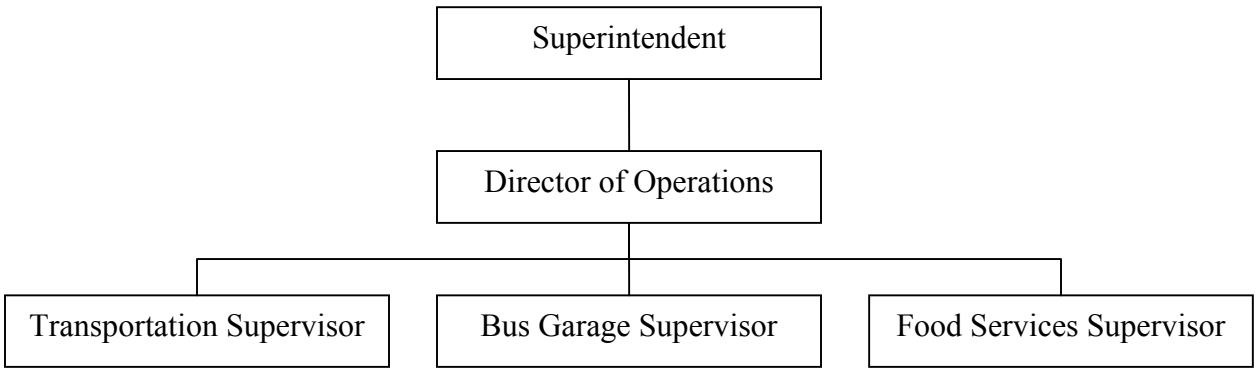
Finding:

All administrative department chairpersons report directly to the superintendent.

Conclusion:

This reporting procedure may result in limitations being artificially imposed on the areas of responsibility and negatively impacting the timeliness of decision-making. While maintaining her open-door policy, the superintendent, Dr. Marion Wilkins, may wish to consider delegating some of the routine decision making to key personnel who would report directly to her. The result of this procedural change would be more productive use of time, and greater efficiency in decision-making by the personnel in this department. For example, the director of operations could be the direct contact for the transportation supervisor, bus garage supervisor, and food services supervisor as illustrated in the Figure 2, below.

Figure 2: SCPSD Suggested Reorganization for Support Services



Recommendation:

Consider reorganization of the division administration to reduce the number of personnel reporting directly to the superintendent to ensure that efficiency and expediency are maintained.

SCPSD School Board

The SCPSD School Board consists of five members, the majority of whom are newly elected and first-time school board members who have been in a steep learning curve involving school board administration. The school board chairman (a first term member clearly articulates the board's role as being policy matters rather than the day-to-day operations. The policy manual for the division outlines the positions and requirements for both the board and the superintendent. Revisions to the policies are communicated verbally at board meetings and in print in the policy manuals. Policy decisions are made at the board level. The site-based decisions concerning instruction are made at the school level in collaboration with the administrative staff, and then supported by the board.

There is a good working relationship between the board and the administrative staff and school site personnel. The chairman does not perceive any disconnect between the decisions made at the school level, central office level, or board level. The chairman believes that communication with Surry County residents is essential and a brochure was sent to all homes last year in an effort to inform and elicit comments from the general population. The web site for

SCPSD publishes the board agenda and minutes of the meetings. Printed materials describing the division and educational opportunities to students are available in school and administrative offices.

The board participates in Virginia School Board Association (VSBA) training and conferences to facilitate their knowledge of public school operations. The board also subscribes to the VSBA for policy maintenance service, which ensures that policies are current with the latest Virginia Department of Education (VDOE) regulations.

Finding:

Since the majority of school board members are newly elected, the school board did not establish new detailed objectives or long-range goals for the current year. The board has embraced the on-going plans for improvement previously established by the prior board and school division. These goals include the virtual classroom initiative and improved communication with the community. The virtual classroom initiative is designed to provide additional instructional opportunities that the district cannot provide through conventional methods due to small enrollments and limited local funding.

Conclusion:

The lack of a new detailed long-range strategic plan is due to the carry-forward of the previously developed strategic plan for implementation by the recently elected school board. The school board could make valuable use of a summer workshop where board members can work with the superintendent to re-affirm the focus for the school division's annual and long-range strategic goals. To reach any strategic goals, there needs to be a monitoring process, evaluation, and budget alignment between the school board goals and the programs of the division. Long-range goals, as established in the strategic plan, should identify large cost items, such as buses, computers, copiers, and food services equipment, which could be purchased in bulk. With goals and outcomes in mind, the SCPSD could identify other school divisions with similar needs and could pursue collaboration in the use of consultants, purchase agreements, and other contracts to reduce unit costs.

Recommendation:

Consider using the expertise of the VSBA to facilitate a strategic planning and goal setting process during a formal workshop session.

Potential Savings:

Savings will be realized by virtue of the efficiencies that are gained through taking advantage of an established knowledge base, such as what can be found at the VSBA.

Finding:

The administrative expenditures for 2002-2003 are listed among cluster group data as $558.29 per pupil for a total of $618,588.32. When compared to the cluster group school divisions, SCPSD spent the highest amount per pupil for administrative costs. Administrative funds include administrative staff salaries and benefits and other functions related to board expenses and division legal fees. Also included in this category are information planning, fiscal planning, purchasing, and reprographic services. Comparative school division cluster data showing administrative costs is provided in Table 1, on the following page.

Table 1: Administrative Costs Comparison for 2002-2003

School District	Number of Students	Administration	Per Pupil
Surry County	1,108	$ 618,588.32	$558.29
Charles City	879	$ 480,162.76	$546.24
Highland	293	$ 136,469.73	$465.77
Greene	2,610	$1,060,359.10	$406.27
Bath	788	$ 99,018.00	$384.31
Amelia	1,591	$ 591,700.72	$371.90
Rappahannock	1,034	$ 373,212.46	$360.94
Bland	911	$ 305,790.74	$335.66
Richmond	1,218	$ 377,882.45	$310.25
Nelson	2,006	$ 666,302.96	$332.16
Louisa	4,227	$1,189,445.78	$281.39
King William	1,886	$ 526,409.70	$279.11
Rockbridge	2,927	$ 800,737.47	$273.57
Clarke	2,008	$ 513,088.22	$255.52
Craig	697	$ 175,689.89	$252.07
Madison	1,824	$ 454,565.45	$249.21
Lancaster	1,407	$ 322,700.67	$229.35
Mathews	1,305	$ 298,703.72	$228.89
Powhatan	3,792	$ 865,074.50	$228.13
Goochland	2,023	$ 424,835.96	$210.00
Giles	2,531	$ 527,653.66	$208.48
King George	3,037	$ 623,316.19	$205.24
New Kent	2,469	$ 499,087.38	$202.14
Fluvanna	2,338	$ 416,838.10	$197.54
Essex	1,608	$ 315,502.56	$196.21
Middlesex	1,294	$ 237,341.93	$183.42
Orange	3,995	$ 678,325.07	$169.79
Northumberland	1,450	$ 243,367.12	$167.85
Floyd	2,033	$ 359,356.33	$176.76
Botetourt	4,704	$ 653,020.94	$138.82
Shenandoah	5,635	$ 548,947.33	$ 97.42
Note: Number of Students data is based upon student populations at end of 2002-2003 school year.			

Conclusion:

In 2002-2003, SCPSD administrative costs were highest per pupil when compared to other school divisions within the cluster group. Further study revealed that in 2003-2004 the actual administrative spending was $531,985.00 or $86,603.32 less than the previous year. With a2003-2004 end of the year student enrollment of 1,075 students, the administrative spending per student was $494.87. This figure represents a reduction in administrative costs of $63.42 per student in 2003-2004. The superintendent explained that the 2002-2003 report was inflated due, in part, to extraordinary costs related to the change in leadership of the division just prior to that year.

Additionally, in the SCPSD budget report, a maintenance contract is reported under the administrative budget category instead of within the operations category in which it should more appropriately have been reflected. As a result, the administrative costs are artificially inflated, causing misleading comparisons with other school divisions.

Recommendation:

The SCPSD should continue to examine the spending in the administration budget for possible savings or move reporting of non-administrative costs to other areas more in line with the function. For example, the maintenance service contracts may be better reflected in the area of operations. This recommendation will not result in savings, only a more accurate way of reporting the expense.

1.B. Policy and Procedures

The Surry County School Board consists of five elected members, the majority of whom are newly elected and serving their first term. Consequently, they are novices with the operations and procedures of the school division. They believe that they were elected on a platform of fiscal responsibility. The school division budget is presented to the board of supervisors on a needs-basis with built-in replacement costs. The school board is working to coordinate the five-year projections between the county board of supervisors and the school system. A coordinated effort would be helpful with scheduling capital improvements for the school division.

Members of the administrative team, including principals of the three schools, attend all school board meetings to remain informed on all issues and decisions. They are currently exploring the Virtual Classroom as an alternative to providing some courses locally where the low enrollment of the class would ordinarily make it cost prohibitive. Board Doc is another initiative that the school board chairman would like to implement in the division to create paperless board meetings with all issues, agenda items, and policies being stored electronically. The school board faces an organized citizenship within Surry County that is dedicated to preventing increased taxes in the county and, as a result, a major renovation plan for the high school was not approved in its entirety. Instead, repairs at the school facilities are being made as part of a long-range improvement plan by dealing first with high priority items rather than the entire renovation proposal as a whole.

Finding:

The school board reviews and approves all fiscal transactions of the school division, except the individual school activity funds, at the bimonthly school board meetings before payment is authorized. The board chairman co-signs all checks. Fiscal control resides with the school board and not with the school division administration.

Conclusion:

Serious financial inefficiencies occur because of the current system of paying the school division bills. Financial responsiveness needs to reside with the school administration. Late fees paid on overdue bills and possible discounts missed for early payment are commonplace. (Refer to paragraph 5.B. in the financial management section for specific data regarding potential savings that could be gained by avoiding late fees.)

Recommendation:

While the concern for fiscal responsibility of the school division is commendable, the school board should develop a more efficient way to provide for prompt payment of bills. For example, the school board could establish guidelines for the authorization and payment of bills below a specified dollar amount in a timely manner by the school administration. The procedure would be to check bills for accuracy and then issue payment from the school administration office. A monthly financial report to the board could be made to include a listing of expenditures below the specified amount that were paid in the previous month. This approach would save time spent in review and align the approval steps with the areas of responsibility.

1.C. Campus Administrations and Site-Based Decision-Making

SCPSD operates three schools:

Surry Elementary	Grades: Pre-K-4	Enrollment: 414
Luther P. Jackson	Grades: 5-8	Enrollment: 331
Surry High	Grades: 9-12	Enrollment: 370

The elementary school, with an enrollment of 414 students, and middle school, with an enrollment of 331 students, are each administered by a principal and assistant principal. A principal and two assistant principals administer the high school, which has an enrollment of 370 students. One of the high school assistants also serves as the athletic director.

The principals serve as the operational and instructional leaders of their schools. They provide input on staffing, control the staff and professional development for their schools, and determine the assignments for special duties in the building. They are responsible for evaluation, discipline, and remediation of faculty, staff, and students. The principals have broad responsibilities in budgeting for the school instructional materials, in spending within the budgeted amounts, and in compliance with local and state policies. Table 2, below, compares the ratio of principals and assistant principals per 1,000 students with other school divisions within Surry County's comparative cluster.

Table 2: Administrative Staff Comparison for 2002-2003

School Division	Student ADM	Principals/ Assistant Principals	Per 1000 Students
Surry County	1,108	7.00	6.32
Charles City	879	5.00	5.69
Amelia	1,591	9.00	5.66
Bath	788	4.00	5.08
Richmond	1,218	6.00	4.93
Greene	2,610	12.85	4.92
Nelson	2,006	9.00	4.49
Rockbridge	2,927	13.00	4.44
Bland	911	4.00	4.39
Craig	679	3.00	4.30
Lancaster	1,407	6.00	4.26
King William	1,886	8.70	4.61

School Division	Student ADM	Principals/ Assistant Principals	Per 1000 Students
Northumberland	1,450	6.00	4.14
Louisa	4,227	17.00	4.02
Goochland	2,023	8.00	3.95
Rappahannock	1,034	4.00	3.87
Middlesex	1,294	5.00	3.86
Madison	1,824	7.00	3.84
Mathews	1,305	5.00	3.83
Botetourt	4,704	18.00	3.83
Essex	1,608	6.00	3.73
Shenandoah	5,635	21.00	3.73
Floyd	2,033	7.19	3.54
Orange	3,995	14.00	3.50
Highland	293	1.00	3.41
New Kent	2,469	8.00	3.24
Giles	2,531	7.98	3.15
Fluvanna	3,228	10.00	3.10
King George	3,037	9.00	2.96
Powhatan	3,792	11.00	2.90
Clarke	2,008	5.30	2.64

Finding:

SCPSD school-based administration staffing per pupil is the highest, at 6.32 per 1,000 students, when compared with the other school divisions within its cluster group. This staffing profile includes a high school assistant principal who also serves as the athletic director.

Conclusion:

Based on Virginia's Standards of Quality (SOQ) requirements and the ratio of administrators to students, the number of school-based administrators in the SCPSD appears to be higher than necessary, or required, unless there are extenuating circumstances. Administrative duties that could be handled by an intern/master teacher could be delegated to an intern/master teacher, reducing the need for a second assistant principal in the high school. The current administrators at the high school are within or close to retirement age, making it reasonably easy to phase out the extra position through attrition.

Recommendation:

Reduce the administrative staff at the high school level and assign administrative duties currently performed by the second assistant principal to a master teacher or to a full-time teacher who does not have a full class load.

Potential Savings:

Annual savings would be the sum of one administrator's salary plus benefits. The benefits costs to SCPSD for each professional employee currently amounts to 19.87 percent of salary (7.65 percent for FICA, plus 11.58 percent for the Virginia Retirement System, plus .64

percent for unemployment compensation = 19.87) plus health care premiums of $300 per month. Using the average assistant principal's salary, this should result in annual savings of approximately $75,000.

Finding:

The employees responsible for the areas of special education and career and technical education are based at the school, which makes them readily available to the teachers, students, and parents of the division. This on-site presence keeps them at the scene of the instruction where their expertise is essential.

Commendation:

SCPSD is commended for the efficient placement of key specialized personnel at locations where they have the greatest impact and are the most needed**.**

1.D. Planning, Budgeting and Evaluation

The goals of the SCPSD are detailed in the Six Year School Improvement Plan, with itemized steps to reach each goal, and responsibility assigned for achieving each goal. The annual school board budget reflects the goals through line allocations. For example, one of the technology goals was to increase the number of new computer network servers in the schools. The division was able to purchase six additional computer servers last year.

For budgeting purposes, the superintendent receives preliminary budget requests from each department manager, which she reviews and aligns with the goals of the division in both the instructional and operational areas. The principal works with the instructional personnel at his/her school to ascertain the needs of the program for the upcoming year. The principals then meet with the superintendent and her administrative staff to provide input for the budget concerning needs and projected instructional expenses for the upcoming year.

Finding:

SCPSD uses a needs-based system for each year's budget. There is not a specified amount allocated per student, but the request is based on the needs of the students, the instructional program, and the level of service.

Conclusion:

The goals of instructional improvement and academic success guide the funding decisions. The salaries of the instructional staff are budgeted centrally. The principal has discretion on the stipends designated for specific duties and sponsorship of activities at his/her individual building within the budgeted amount. There is no system in place to provide for staffing modifications based on the declining student enrollment. The school board works with the administrative staff in both formal and informal meetings to finalize the budget that is to be submitted to the Surry County Board of Supervisors.

Recommendation:

Working together, the SCPSD school board and the superintendent should establish guidelines for staffing and allocation of resources, including financial allocations, to facilitate the budgeting process and provide guidance for spending and staffing in times of diminishing resources and student enrollment. Guidelines would also provide direction if resources including staff have to be reallocated.

1.E. Review and Evaluation of Contracting Process

The SCPSD out-sources services when the division cannot provide the service internally due to low enrollment or limited need.

Finding:

SCPSD uses contracted services to augment the instructional, operational and supportive services for the division.

Conclusion:

Contracts for all contracted services at SCPSD are written in accordance with school board regulations and delineate the service to be delivered, the personnel to deliver the service, the cost of the service, and the period of performance of the contract.

When speech therapists are not available, for instance, the division contracts with part-time therapists to provide the services. Occupational Therapy (OT) and Physical Therapy (PT) are provided through an agency rather than by therapists employed full or part-time by the school system with the director of special education in charge of contract management. Another example would be the recently completed reading audit by the College of William and Mary which placed the assistant superintendent in charge of the contract.

Commendation:

SCPSD is commended on their use of outside experts and organizations to provide the best services for the division at an economical cost.

2. Educational Service Delivery

2.A. Organization and Management

Public schools are established to provide students with a wide range of instructional opportunities from the earliest and most basic, through mastery of increasingly difficult material that ultimately prepares the students for additional education and/or entry into the workplace. Schools also provide special education services to students with physical, mental, or emotional disabilities, outstanding talents in academics or other areas, or temporary challenges as is the case with immigrant children learning English as a second language. Schools also provide opportunities for participation in social, athletic, and community activities and often serve as the focus of the district's interest and involvement.

Surry County, which includes the towns of Surry, Dendron, and Claremont, is home to 6,829 residents with 30.5 percent of the households having children under the age of eighteen according to the 2000 U.S. Census. The racial make up of the county is 46.87 percent White, 51.60 percent African American. The remaining 1.53 percent include Native American, Asian, Pacific Islander, other races, two or more races, and Hispanic or Latino of any race. The median income for a household in the county is $37,558, and the median income for a family is $42,234 and the per capita income for the county is $16,682. Out of the total number of people in the county living below the poverty level, 13.40 percent are under the age of eighteen.

Currently (2004-2005), the school division provides educational services to 1,115 students in grades pre-kindergarten through 12, and spends over 65 percent of its total budget on instruction. Included in the instruction category are teachers, substitute teachers, and staff development and materials necessary for instruction. SCPSD spending on instruction places the division highest among the 31 divisions that constitute the cluster of similar divisions in the percent of spending. SCPSD also ranks highest in the instructional spending per pupil category.

The SCPSD student population is declining by an average of 24 students per year. The September 30, 2003 student membership for the SCPSD registered 375 white students (33 percent), 762 African American students (67 percent), and 5 Hispanic and Asian/Pacific Islander students. The percentage of students participating in the free and reduced lunch program is 51.97 percent, compared to a state average of 33.43 percent. Among the cluster divisions, SCPSD ranks 31st, or highest, in terms of the percent of students eligible for free and reduced lunches.

Educational services for instruction are organized under the assistant superintendent for instruction (ASI). This position supervises all instructional efforts in the division including the traditional subjects of English, math, social studies and science as well as special education, gifted education, and career and technology education. The ASI also coordinates the staff development and curriculum development for the division.

SCPSD consists of three schools: Surry Elementary School, Luther P. Jackson Middle School, and Surry High School. The elementary and middle schools are each administered by a principal and assistant principal while the high school is administered by a principal and two assistants. The principals and assistant principals are the instructional and operational leaders of their schools and set the climate for instructional improvement and student success. They are responsible for periodic evaluations of the personnel assigned to their buildings and work with

the teachers to formulate plans for the school year. The school administrators work closely with the superintendent and the administrative staff.

For the 2004-2005 school year, the school division employs 84 full-time teachers and 25 instructional personnel (includes Title I, guidance, special education, media and Title VIB) for a total of 110 instructional staff. There are 39 instructional staff in the high school, 37 in the middle school and 34 in the elementary school. The high school employs 31 teachers for 370 students, the middle school employs 27 teachers for 331 students and the elementary school employs 26 teachers for 414 students. The student-teacher ratios for the division are shown in Table 3, below.

Table 3: SCPSD Student-Teacher Ratio 2004-2005

School	Enrollment	All Instructional Staff	Ratio	Instructional Staff (excluding Title I, Guidance, Spec. Ed., Media and Title VIB)	Ratio
Surry Elem. Pre-K-4	414	34	12:1	26	16:1
L.P. Jackson Gr.5-8	331	37	9:1	27	12:1
Surry High Gr. 9-12	370	39	9:1	31	12:1
Total	**1,115**	**110**	**10:1**	**84**	**13:1**

Table 4, below, shows the student-teacher ratios for 2002-2003 for all school divisions in the comparative peer group cluster. The VDOE uses two categories for student-teacher ratios – grades K-7 and grades 8-12.

Table 4: Cluster Student-Teacher Ratio 2002-2003

Division	Elementary Teaching Positions	End of Year Membership K-7	Pupil/ Teacher Ratio K-7	Secondary Teaching Positions	End of Year Membership 8-12	Pupil/ Teacher Ratio 8-12
Amelia	86.90	1,048	12.1	67.25	622	9.2
Bath	49.15	482	9.8	34.15	303	8.9
Bland	48.50	560	11.5	34.50	356	10.3
Botetourt	164.44	2,867	17.4	206.90	1,807	8.7
Charles City	56.36	571	10.1	34.50	323	9.4
Clarke	94.46	1,248	13.2	71.36	761	10.7
Craig	37.20	440	11.8	24.95	265	10.6
Essex	88.60	961	10.8	48.50	644	13.3
Floyd	104.92	1,271	12.1	60.55	750	12.4
Fluvanna	143.50	2,069	14.4	100.24	1,175	11.7
Giles	111.76	1,530	13.7	93.56	987	10.5
Goochland	113.00	1,361	12.0	61.00	728	11.9
Greene	155.03	1,649	10.6	90.33	951	10.5
Highland	12.64	161	12.7	19.36	137	7.1
King George	144.53	1,891	13.1	106.65	1,153	10.8

Division	Elementary Teaching Positions	End of Year Membership K-7	Pupil/ Teacher Ratio K-7	Secondary Teaching Positions	End of Year Membership 8-12	Pupil/ Teacher Ratio 8-12
King William	97.00	1,200	12.4	60.00	673	11.2
Lancaster	91.00	830	9.1	43.00	558	13.0
Lousia	207.89	2,611	12.6	133.91	1,638	12.2
Madison	114.00	1,095	9.6	49.15	729	14.8
Mathews	62.45	776	12.4	42.10	517	12.3
Middlesex	74.00	804	10.9	36.00	515	14.3
Nelson	92.12	1,152	12.5	75.75	784	10.3
New Kent	108.52	1,557	14.3	87.81	920	10.5
Northumberland	57.00	905	15.9	57.00	546	9.6
Orange	224.00	2,549	11.4	107.50	1,457	13.6
Rappahannock	48.30	582	12.0	42.15	449	10.7
Powhatan	180.43	2,422	13.4	131.78	1,375	10.4
Richmond	57.43	741	12.9	34.77	478	13.7
Rockbridge	184.22	1,661	9.0	94.77	1,264	13.3
Shenandoah	312.15	3,557	11.4	142.00	2,137	15.0
Surry	79.04	646	8.2	45.00	368	8.1

Finding:

The teacher-student ratios in SCPSD are low when compared to its peer group and are below SOQ requirements for class size. SCPSD has the lowest ratio among its peers at the elementary level. It has the second lowest ratio at the secondary level.

Conclusion:

These low ratios for SCPSD should translate to a better learning environment for the students with more individualization of instruction. The class size, variety of course offerings, and declining enrollment impact the expenditure per pupil and escalate instructional costs. SCPSD's commitment to small class size benefits the students with more personalized instruction to meet individual needs and maximize student potential. The variety of courses offered afford students opportunities and preparation for future endeavors that are provided in larger school divisions. These benefits for students must be weighed carefully against the expenses incurred. The declining student enrollment while maintaining level of staffing also results in higher costs and should be monitored carefully.

Commendation:

SCPSD is commended for its commitment to providing small classes, which allows for more individualized instruction to meet the needs of all the students.

Finding:

The student enrollment of the school division for the past four years indicated a loss of students from September to June at an average of 67.5 students annually, and a gain of students from June to September at an average of 42.25 annually. The net average annual loss computes

to 25.25 students. Table 5, below, shows SCPSD student enrollment data from 2000 to the current school year.

Table 5: SCPSD Student Enrollment

School Year	Sept. 30	Mar. 31	End of Year
2000-2001	1,216	1,173	1,104
2001-2002	1,170	1,165	1,143
2002-2003	1,172	1,119	1,108
2003-2004	1,142		1,075
2004-2005	1,115		

Source: VDOE Reports: Table 1: Membership for 2000-01, 2001-02, 2002-03/ *2003-2004 Annual School Report

Recommendation:

Although the net loss to an individual grade level or class may be negligible or produce an insignificant impact, the division should continue to monitor enrollment to ascertain if shifts in staffing and/or funding are needed to maintain appropriate class sizes at each level.

Finding:

A comparison of SCPSD with other schools in its peer cluster, as shown in Table 6, below, indicates that the instructional cost per pupil exceeded the cost of all other divisions. This determination is based on comparative cluster data available for the 2002-2003 school year.

Table 6: Instructional Expenditures: Total and Per-Pupil 2002-2003

School District	Enrollment	Instructional Expenditures	Per Student
Surry County	1,108	$ 8,458,257.12	$7,633.81
Fluvanna	2,338	$17,214,671.06	$7,362.99
Charles City	879	$ 6,326,253.60	$7,197.10
Bath	788	$ 5,406,130.85	$6,860.57
Greene	2,610	$16,061,976.25	$6,154.01
Goochland	2,023	$12,298,868.41	$6,079.32
Highland	293	$ 1,753,471.24	$5,984.54
Rappahannock	1,034	$ 6,169,039.65	$5,966.19
Lancaster	1,407	$ 8,119,099.27	$5,770.50
Clarke	2,008	$ 1,486,092.45	$5,720.17
Orange	3,995	$22,714,630.31	$5,685.76
Rockbridge	2,927	$16,625,796.44	$5,680.15
Northumberland	1,450	$ 8,215,213.85	$5,665.66
Botetourt	4,704	$26,358,827.67	$5,603.49
King William	1,886	$10,565,817.22	$5,602.24
Craig	697	$ 3,841,358.81	$5,511.28
Madison	1,824	$10,027,930.79	$5,497.77
Shenandoah	5,635	$30,133,341.91	$5,347.53
Essex	1,608	$ 8,588,620.52	$5,341.18
Nelson	2,006	$10,584,499.46	$5,276.42
King George	3,037	$15,995,649.98	$5,266.92

School District	Enrollment	Instructional Expenditures	Per Student
Amelia	1,591	$ 8,291,317.04	$5,211.39
Floyd	2,033	$10,462,096.99	$5,146.14
Middlesex	1,294	$ 6,654,480.72	$5,142.57
Richmond	1,218	$ 6,218,555.64	$5,105.55
Louisa	4,227	$21,546,160.18	$5,097.27
Bland	911	$ 4,556,354.78	$5,001.49
Giles	2,531	$12,534,070.84	$4,952.22
Mathews	1,305	$ 6,430,435.85	$4,927.54
New Kent	2,469	$11,711,361.43	$4,743.36

Source: VDOE Superintendent's Report, 2002-2003.

Commendation:

SCPSD is commended for dedicating the majority of its educational dollars to the direct instruction of the students while facing declining enrollment and ever-increasing operating and maintenance costs.

2.B. Policies and Procedures

Finding:

Curriculum development is an ongoing process with teams of teachers in the division working to develop the curricula for the grades/subjects they are responsible for teaching.

Conclusion:

The teams work across grade level to align the objectives of grades K-12 in all subject areas. The work is usually done in the summer following a new textbook adoption in preparation for the upcoming school year. The ASI coordinates all curriculum development to ensure that it encompasses all the SOL and No Child Left Behind requirements for the individual grade levels/subject areas.

The teams also evaluate current class offerings to determine if a class should be added, dropped, combined with another, or developed as an on-line offering. Class offerings are designed to reflect the needs of the students and provide for individual learning styles and talents. For example the Algebra I class, which is required for graduation, is divided into two parts for greater flexibility in instructional methods for the students. Piano is also offered for Carnegie unit credit in fine arts.

Commendation:

SCPSD is commended on the organization of the curriculum teams and their continued assessment of the instructional program in the core areas.

Joint Legislative Audit and Review Commission (JLARC)

The SCPSD has some significant built-in factors that research indicates will tend to work against high SOL achievement scores and which demand strong efforts on the part of the division to overcome. In 2003 the Joint Legislative Audit and Review Commission (JLARC) released a report on the factors and practices associated with school performance in Virginia. The analysis revealed that poverty, as defined by the number of students participating in the free

and reduced price lunch program; race, as indicated by the number of black/African American students; and adult educational attainment in the community, represented by the number of adults in the community who hold college degrees, appear to have the strongest associations with SOL test scores.

SCPSD contains two of the demographics that tend to depress SOL scores. The percentage of students eligible for and participating in the free and reduced lunch program is 51 percent, and the African American population in the school division is currently at approximately 67 percent.

JLARC ascertained that substantial disparities in teacher qualifications and experience exist between localities with a large proportion of black students and other localities. According to JLARC, divisions with a large percentage of African American students have:

- a higher percentage of provisionally licensed teachers,
- a higher percentage of classes not taught by highly qualified teachers, and
- a higher percentage of inexperienced teachers.

JLARC's findings indicate that in schools with a high percentage of African-American students, on average, 12 percent of the teachers are provisionally licensed. On the other hand, JLARC's findings indicate that schools with a low percentage of African-American students generally have just six percent of the teachers as provisionally licensed.

Finding:

SCPSD employs 110 instructional staff members for 2004-2005, of whom nine (8.18 percent) are new to the division and five (4.55 percent) are first year teachers. There are 13 (11.82 percent) provisionally licensed teachers and seven (6.36 percent) conditionally licensed teachers, which indicates that they are pursuing endorsement, and five locally licensed teachers, for a total of 25 (22.73 percent) teachers who are not permanently licensed. As a comparison, the city of Richmond has 16 percent of its teachers who are not permanently licensed. The category of provisionally licensed teachers at SCPSD shows approximately twice the percentage of provisionally licensed teachers as might be expected considering the findings in the JLARC study. This difference is significant enough to impact student achievement.

Conclusion:

Effective practices promote high achievement in school divisions that are challenged by demographics. Table 7, on the following page, lists four effective practices identified during the JLARC Study and their application in schools.

Many of these practices have been incorporated into the climate of the SCPSD. The SCPSD is focused on SOL goals for achievement in all schools. They provide strong and stable leadership, offer extensive staff and professional development, and encourage collaboration across all grade levels.

Table 7: Practices and Application in Schools, JLARC Study

Effective Practice	Application in Schools
Provide strong and stable leadership	Recognize and address gaps between student needs and actual support provided.
Provide an environment conducive to learning	Convey belief in students who are not motivated and suffer from low self-esteem.
	Set high expectations for students and do not accept demographics as an excuse for low expectations.
	Address larger incidence of behavioral problems.
Provide academic support	Provide more extensive and intensive remediation.
	Maximize the amount of instructional time throughout the day and year.
Provide instructional support	Address issues involving ineffective teachers.
	Provide extensive professional development.
	Use data analysis.
	Provide more support through instructional specialists.
	Encourage collaboration across schools.

Commendation:

SCPSD administrators are commended for working to close gaps in achievement and to attain full accreditation by using many strategies recognized as best practices by the JLARC study. These strides have occurred in spite of the fact that a large number of its teaching staff is provisionally licensed.

Educational Achievement

Accreditation for Virginia schools is achieved in the Commonwealth of Virginia through SOL testing. The SOL for Virginia public schools describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education. These standards represent a broad consensus of what parents, classroom teachers, school administrators, academics, and business and community leaders believe schools should teach and students should learn. In the four core areas of English, mathematics, science, and history/social science, a curriculum framework also is provided that details the specific knowledge and skills which students must possess to meet the standards for these subjects.

Finding:

Surry High and Surry Elementary are fully accredited as a result of their improved test scores, as shown in Table 8, on the following page. Surry High showed a gain in math and science last year and a gain in three subjects in the testing results of 2001-2002. Surry Elementary demonstrated a gain in all four areas over the 2002-2003 scores with the highest gain in science from 64 percent to 84 percent passing. Although gains were made in math, science, and history/social studies in grade 8 and in history and social studies at grade 5, declining scores in math at grade 5 and English at grade 8 caused the middle school to receive an Accredited with Warning status. An improvement plan has been formulated to address strategies and methods to increase scores and to reach full accreditation.

Table 8: Virginia Standards of Learning Test Results

Surry High School

Subject	98-99	99-00	00-01	01-02	02-03	03-04	Passing % Required
English	72	69	84	81	93	80	70
Math	14	34	60	64	67	73	70
Science	48	60	65	58	60	73	70
History/Social Studies	26	33	48	68	77	73	70

Luther P. Jackson Middle School - Grade 8

Subject	98-99	99-00	00-01	01-02	02-03	03-04	Passing % Required
English	58	69	72	64	63	61	70
Math	73	62	54	66	63	78	70
Science	69	75	78	82	80	91	70
History/Social Studies	39	47	46	67	72	84	70

Luther P. Jackson Middle School – Grade 5

Subject	98-99	99-00	00-01	01-02	02-03	03-04	Passing % Required
English	74	70	77	63	82	76	75
Math	38	43	42	53	62	47	70
Science	65	61	70	55	79	73	70
History/Social Studies	58	43	49	54	76	83	70

Surry Elementary – Grade 3

Subject	98-99	99-00	00-02	01-02	02-03	03-04	Passing % Required
English	70	61	59	79	68	75	75
Math	64	74	52	73	83	90	70
Science	63	84	72	71	64	84	50
History/Social Studies	76	75	80	61	72	83	50

Recommendation:

Continue to explore explanations for the drop in scores at the middle school in the areas of English (grade 8) and math (grade 5). Continue to work with the middle school teachers and administrators toward full accreditation.

Finding:

The varied course selection at the high school provides students differentiated avenues to attain the advanced studies and standard diplomas. The high school curriculum contains full programs of study defined for basic core classes, accelerated core classes, as well as the regular core class offerings. There are five Advanced Placement (AP) classes offered. AP classes are offered in English, U.S. History, Calculus, Biology, and U.S. Government. Courses in the Arts and Humanities include Art I and II, Talented Art, Crafts, Band I, II & Advanced Band,

Advanced Band III & IV, Chorus I and II, Piano I, II, III, and IV and Commercial Photography I and II. There are twenty-three classes in Career and Technical education including nine in computer technology. Dual enrollment opportunity for English with the community college is available, and students are also eligible for application to the Appomattox Governor's School for Arts and Technology. The Junior Reserve Officer Training Corps (JROTC) program and Cooperative Education program are provided for students. An internal audit is conducted annually for enrollment in elective courses for possible combination or elimination.

Conclusion:

The course offerings for students are varied and well designed to meet individual student needs and talents. The ASI indicated that the strengths of the teachers are used to provide additional class opportunities for students, which also serves to provide a full contract for each teacher. For example, the algebra teacher is also certified in piano. Having the algebra teacher also teach piano enables the system to provide both classes and maintain a full-time employee which would be difficult to otherwise achieve.

Recommendation:

Continue to explore offering additional courses to meet the student needs including on-line courses and/or implementation of the virtual classroom to provide some of the core classes that have low enrollment. In the electives, continue to evaluate objectives and enrollment to avoid offering classes that are not cost effective or that could be offered alternate years.

Commendation:

For a small rural school system where acquiring teachers can be difficult, SCPSD demonstrates creativity and flexibility in the creation of new classes for students while using the talents available to it through instructional staffing. SCPSD is commended for this effort.

Finding:

SCPSD demonstrates an improving level of student achievement when program completion information is reviewed.

Conclusion:

Table 9, on the following page, shows the number and percentage of students earning high school diplomas, by type, during the last four school years. Over the period of three years, 2000-2001 through 2002-2003, an increasing number of high school graduates earned the advanced studies, standard diplomas, and the Modified Standard Diploma (MSD), which became a graduation option for students with disabilities in 2003-2004. The number receiving the Individualized Student Alternative Education Program (ISAEP) and certificate of completion decreased during the same years, as indicated in the Table 10, on the following page. However, in 2003-2004 the trend did not continue and the number of Advanced Studies and Standard diplomas declined last year by 12%. The ISAEP and Certificate of Completion, which were declining prior to last year increased in the 2003-2004 school year. Four students received the Modified Standard diploma, which was new in 2003-2004, further decreasing the number and percentage of students who received the Advanced Studies and Standard diplomas.

Table 9: High School Diplomas by Type

School Year	AS*	Standard	Total: AS and Standard	ISAEP	*Certificate Completion*	Modified Standard	Total
2003-04	34 49%	25 36%	59 85%	4 6%	4 6%	4 6%	70 100%
2002-03	27 38%	42 59%	69 97%	1 1%	1 1%	0 0	71 100%
2001-02	36 46%	37 47%	73 93%	3 4%	3 4%	0 0	79 100%
2000-01	31 41%	34 45%	65 86%	7 10%	4 5%	0 0	76 100%

Notes: Percentages rounded to nearest whole number explain discrepancies. There were no graduates receiving the GED or special diploma in the years 2000-2004 and are, therefore, not included in this table.
*Advanced Studies

Recommendation:

The administrators of the division should continue to monitor the number and percentage of students receiving the Advanced Studies and Standard diplomas to ascertain if this was an abnormality, or if it indicates a need for a change in course alignment, offerings, or pacing in the instructional program.

Table 10, below, shows the total number and percentage of graduating students per ninth grade membership during the 2000-2001, 2001-2002, and 2002-2003 school years. The number and percentage of students receiving the standard diploma fell 23 percentage points in 2003-2004 while the number and percentage of students receiving the advanced studies diploma increased by 11 percentage points. The number of ISAEP, certificate of completion and modified standard diplomas that were awarded increased in 2003-2004.

Table 10: Graduation Rate per Ninth Grade Enrollment

School Year	Ninth Grade Membership/ Year	Total Graduates	Percent
2002-2003	98 / 1999-00	71	72.4
2001-2002	110/ 1998-99	79	71.7
2000-2001	118/ 1997-98	76	64.4

The graduation percentage as compared to the ninth grade enrollment continues to increase, while the percentage of students earning the ISAEP and certificate of completion is decreasing.

Recommendation:

This data needs to be monitored and reviewed annually to develop long-term trends which will be useful in projecting any needed program or instructional revisions.

2.C. Instructional and Administrative Technology

The technology goals for the SCPSD are to provide a 1:5 ratio of up-to-date internet-ready computers to students, an up-to-date internet-ready desktop/laptop for each teacher and

administrator, up-to-date internet-ready multimedia computers for all administrative offices, ten laptop computers for parent checkout from each building, and 75 Personal Digital Assistants (PDAs) for each building by 2008-2009. A capacity evaluation of each building has been completed to determine network infrastructure and hardware needs.

Teachers are required to meet the Technology Standards for Instructional Personnel (TSIP), and training is provided through staff development and local community college courses. Electronic grade records and attendance records are being implemented.

Findings:

The curriculum teams infuse instructional technology and student technology competencies into the curriculum at all levels through the development of the curriculum guides for K-12. At grades five, eight and twelve, students maintain portfolios to demonstrate mastery of the technology standards. All three of the schools contain computer labs for use by classes during instruction. Teachers use the labs with their students; however, there is not a computer lab assistant to assist with the use of the lab or the instruction. Varying degrees of expertise among the teachers result in irregular instruction for the students.

Within the division, communications, documents, and other information are disseminated electronically, with hard copies at the administrative level. The administrative staff communicates with each other through e-mails and other electronic communications. The Student Handbooks for all three schools are printed on the Web site for the division, and all data is linked to VDOE for easy reference. The school board agenda and minutes are also available on the Web site.

Conclusion:

SCPSD has not yet achieved a paperless state, although the hardware exists to help them move in that direction. Technologically, the school system has a developed plan, which is well defined in the six-year school plan. Implementation is in process; however, there is not a time line for specific objectives with budget amounts delineated.

Recommendations:

Establish a timeline and budget amount for the six-year plan to measure attainment of intermediate technology goals.

Consider hiring a computer resource lab assistant for the high school and the elementary school to assist with student instruction and data analysis. The revised Standards of Quality (SOQ) provides funding for two technology positions. The middle school has an assistant available. Estimated expense is two full-time salaries plus benefits ($20,000 plus 14.04 percent plus $3,600 = $26,400 times 2 = $52,800).

2.D. Staff Development

There is a fully developed staff and professional development program for the employees of SCPSD beginning with the orientation for new employees and continuing throughout their employment with the system. New teachers attend workshops prior to orientation week to learn the expectations and requirements for employees. All teachers attend orientation week prior to the start of the school year for updated information on job requirements, curricula responsibilities, new techniques, and instructional strategies. They are updated on new policies or revisions. There is a well-developed mentorship program for new teachers with a manual for

collaboration between the mentor and the new teacher. The SCPSD offers to pay on half the tuition expense, up to $800, for the instructional staff to complete additional outside coursework.

Finding:

Staff development for all classifications of personnel is thorough and provides allowances for the needs of the school division and students.

Conclusion:

There is a scheduled program for professional development at each school and for the division. The division gives special attention to the health and safety of all employees with required workshops annually and reminders through memos and other means. They also provide access to classes and workshops for teachers seeking additional skills or to meet requirements, such as TSIP.

The teachers at the schools use data from the previous year to focus on an area they perceive needs improvement. For example, the implementation of a hands-on math program resulted in the hiring of a math consultant for the year to work with the staff on strategies and techniques to enhance implementation. The consultant worked with the teachers on three early release days during the school year to provide practice and feedback on the techniques as they were tried in the classrooms.

Teachers in special content areas are exposed to the research of other divisions and states by membership in content-specific organizations. For example, the county has membership in the Virginia Association for Education of the Gifted, and three staff members attend the state conference.

SCPSD conducts training for prospective substitute teachers before they substitute in the schools. They learn about school policies, regulations at the three school levels, and best practices for classroom management. They receive a handbook, which contains a complete Student Discipline Policy, the handbooks of all three schools and information necessary for successful operation of a classroom. Substitutes evaluate the preparations, plans, and materials provided for their day and can indicate what would improve the experience. Likewise, the regular teacher can evaluate the performance of the substitute to ensure the best supervision in the classroom.

Commendation:

The Mentor Program and Substitute Training Program are exemplary.

2.E. Special Programs

The Code of Virginia provides: "The (Virginia) Board of Education (Code of Virginia, 322.1-214) is responsible for preparing and supervising the implementation by each school division of a program of special education designed to educate and train children with disabilities. The program… shall be designed to ensure that all children with disabilities have available to them a free and appropriate education, including specially designed instruction to meet the unique needs of such children. The Virginia Administrative Code (8VAC20-80-60) further delineates that a free appropriate public education shall be available to all children with disabilities who need special education and related services aged birth to 21, inclusive. VDOE has a goal of providing full educational opportunity to all children with disabilities aged birth through 21 inclusive by 2010." Additionally, the Virginia General Assembly passed the

Comprehensive Services Act (CSA) in 1992 with the intent of creating a collaborative system of services and funding that is child-centered, family focused and community-based when addressing the strengths and needs of troubled and at-risk youths and their families in the Commonwealth.

The Individuals with Disabilities Education Act (IDEA) (federal law) mandates a free and appropriate public education for all children, regardless of the severity of the disability. Additionally, this law requires school divisions to provide an education to students with disabilities in the least restrictive environment. Designed to protect children and parents in educational decision-making, this law requires school divisions to conduct non-discriminatory assessment and develop an Individual Educational Plan (IEP) for each child with a disability.

IDEA was re-authorized in 1997 and included significant revisions. Among these significant revisions were requirements that the IEP must be more clearly aligned with those students in general education and include general education teachers in the decision-making process. The 1997 law also requires including students with disabilities in the state and division assessment programs, and in setting and reporting performance goals.

In 1995, the Virginia Board of Education (VBOE) revised the Standards of Learning (SOL) to emphasize the importance of instruction in four core subjects: English, mathematics, science, and history and social science. The SOL is an important part of Virginia's efforts to provide challenging educational programs in the public schools. The standards are minimum requirements in each grade level from K to12. The standards set reasonable targets and expectations for what teachers need to teach and students need to learn.

Students with disabilities are expected to participate in the SOL tests based on each student's individualized program and information from current and historical sources. The SOL testing of special education students must meet the requirements of the IEP of the student. For example, if the IEP of the student provides for using a calculator in order to master mathematical problems, then the student will be allowed to use a calculator when taking the SOL mathematics test. The Virginia Alternate Assessment Program (VAAP) provides alternative testing if it is determined that a student's performance cannot be assessed appropriately using the SOL testing.

The special education programs include multiple services with psychological and occupational/physical therapies (which are out-sourced), nursing services, speech services (which are out-sourced), and transitional services. In addition, the special education program is responsible for federal and state compliance, development of the Annual Special Education Plan, dissemination of information and the provision of certified and trained personnel. SCPSD has 15 positions, including the psychologist, dedicated to serving the needs of its special education students.

SCPSD piloted an inclusion model for special education services during the last school year and expanded it to another grade level this year. The pilot program provides for collaboration and planning between the special education teacher and the regular teacher. The special education personnel are actively involved in the inclusion classroom. Preliminary data indicate that achievement has increased using this model; however, studies will continue to ascertain the value to the students for the additional costs involved. Table 11, on the following page, provides a breakdown of the numbers of special education students enrolled in Surry County public schools by specific impairment/disability category.

Table 11: Special Education Students

	Age																	
	3	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**Tot**
MR	-	-	-	1	1	1	-	1	1	7	3	5	4	4	3	2	1	**34**
SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**
HI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	**1**
SLI	2	1	2	7	2	1	3	3	1	-	-	1	-	-	-	-	-	**23**
VI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**
ED	-	-	-	-	-	-	-	1	-	1	2	1	5	3	2	1	-	**16**
OI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**
OHI	-	-	-	-	-	3	3	1	2	1	4	4	1	5	1	2	-	**27**
SLD	-	-	-	-	-	1	3	5	3	12	1	8	15	3	14	2	2	**69**
DB	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**
MD	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	**2**
AUT	-	-	-	-	-	-	-	-	1	-	1	1	-	-	1	-	-	**4**
TBI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**
DD	-	2	5	3	3	2	-	-	-	-	-	-	-	-	-	-	-	**15**
Totals	**2**	**3**	**7**	**11**	**6**	**8**	**9**	**11**	**8**	**21**	**11**	**20**	**26**	**15**	**23**	**7**	**3**	**191**

Notes: There were no identified special education students at ages 0-2 and 20-22.
Refer to the following legend for abbreviations.

Legend:			
MR	Mental Retardation	OHI	Other Health Impairment
SD	Severe Disability	SLD	Specific Learning Disability
HI	Hearing Impairment	DB	Deaf-Blindness
SLI	Speech & Language Impairment	MD	Multiple Disabilities
VI	Visual Impairment	AUT	Autism
ED	Emotional Disturbance	TBI	Traumatic Brain Injured
OI	Orthopedic Impairment	DD	Developmental Delay

Finding:

SCPSD contracts with speech therapists and occupation/physical therapists to provide services for identified students.

Conclusion:

The small number of students identified; the cost of full-time employees to provide the services; and the limited providers in the area are factors that encouraged the special education coordinator to use flexible staffing methods to ensure that service is provided to the students.

Commendation:

SCPSD is commended for the creative staffing used to ensure that all services are provided and for the innovative planning and implementation of the inclusion model for students.

Gifted Services

The gifted services for the SCPSD are provided through a comprehensive K-12 program. The objectives are clearly defined, and the students are provided a differentiated curriculum

through a variety of services including classroom acceleration, enrichment opportunities, AP classes, dual enrollment English at John Tyler Community College, extra-curricula opportunities, and career partnerships. Students are eligible to apply to the Appomattox Regional Governor's School for Arts and Technology (ARGS).

The gifted program serves 56 students in the three schools. Eight students are enrolled in the ARGS. Table 12, below, provides a breakdown of the number of students participating in gifted programs by grade and area of giftedness.

Table 12: Students in Gifted Programs (2003-2004)

Number of Students served by area of Giftedness	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
General Intellectual Aptitude		2	1	2	4	5	2	3	2	2	5	5	1	34
Specific Academic Aptitude								1	3	2		1	2	9
Visual and Performing Arts											2	3	3	8
Technical and Practical Arts										2	1	1	1	5
Totals:		2	1	2	4	5	2	4	5	6	8	10	6	56

There is a Gifted Advisory Committee, comprised of students, parents, administrators, teachers, community representatives, and support persons that meets three times a year. The committee makes recommendations to the school board. The ASI coordinates the gifted program.

There are ten part-time teachers identified for providing gifted education. This number includes five teachers at the high school who teach the AP courses, three teachers for the general intellectual and specific aptitude program and two for the visual arts aptitude program. Teachers with part-time responsibilities for gifted services are trained on the nature and characteristics of gifted learners and appropriate strategies to meet their needs. The teachers for the general intellectual aptitude are endorsed in gifted education or are actively seeking endorsement. Teachers are also required to attend at least one in-service on a topic related to gifted at the local or state level.

Finding:

There has been no cost analysis of the gifted program to ascertain the cost per student or program.

Conclusion:

The school system needs a baseline from which to launch a method of analysis and control in order to determine if the gifted program is effective in its delivery of a service, as well as being cost effective.

Recommendation:

The division should undertake a program evaluation of the procedures, programs, and effectiveness to determine if the gifted program, as currently executed, is meeting the needs of all the students. Included should be an investigation of the possibility of partnerships with local businesses to cover a portion of the cost of the Appomattox Regional Governor's School for Arts and Technology to ensure the enrollment of all qualified students.

Finding:

SCPSD provides a pre-kindergarten program for all four-year olds in the county.

Conclusion:

Three teachers and two teacher assistants are employed to provide the curriculum of instruction that involves readiness and socialization skills. Materials and supplies are furnished to the program from the local budget. Transportation costs are negligible because the students are transported with the regular K-12 students to avoid additional bus routes. The pre-kindergarten program was established based on research data that indicates that early intervention is the best method to ensure academic success for children. In a rural school division that is sparsely populated, this program provides students the opportunity for interaction and socialization skills, prior to their entry into kindergarten.

In 2003-2004, all of the students passed and/or reached the benchmark on Phonological Awareness Literacy Screening (PALS). This means that these children enter kindergarten ready for kindergarten instruction, i.e., no remediation is necessary for these children to continue. This surpasses the average of 90 percent for this program.

Commendation:

SCPSD is commended on its commitment to early education for county children which is illustrated by provision of a pre-kindergarten program for all four year olds.

3. Human Resources Management

3.A. Organization and Management

SCPSD Human Resources Management functions are performed by three of the division's staff members who have other primary jobs and functions. The superintendent provides oversight and management of HR functions and assures compliance with all federal and state laws and regulations and VDOE policies. The staff central office secretary/personnel position performs and/or coordinates all daily/routine HR functions. She has completed training on the Bright Payroll Accounting System software program and has participated in and completed the Freedom of Information Act Workshop, the VSBA Policy Workshop, and the VDOE Licensure Workshop. The staff benefits coordinator/fiscal technician position manages the "Local Choice Health Benefits Program" and the Virginia Retirement System (VRS) for SCPSD's full-time employees. The teacher recruitment process requires the involvement of the superintendent, assistant superintendent, principals, assistant principals, director of special education, and the central office secretary/personnel position.

Finding:

SCPSD is comprised of 254 part and full-time instructional and non-instructional employees. The instructional staff is comprised of 26 Title I, guidance, special education, media, Title VIB staff, and 84 teachers. As is often necessary for smaller school divisions, HR functions, including the recruitment and hiring of employees and ensuring the division's compliance with federal and state employment and labor laws, must be performed along with many other ongoing and necessary routine administrative functions. Aside from labor costs and, with the exception of minimal costs incurred for mileage on recruiting trips and advertising for recruiting, HR functions are performed by staff who are also responsible for performing other administrative functions. As a result, only minimal human resources costs are incurred by the school division.

Conclusion:

Unlike larger school divisions comprised of hundreds of teaching staff generating a substantially high quantity of human resource management workload, smaller school divisions, such as SCPSD, have a relatively low level of workload demand in accomplishing their human resource management functions and, therefore, cannot afford to establish nor fund a separate HR Department with its own director to meet the human resource management needs of its smaller workforce.

Commendation:

Many smaller school divisions must rely on their ability to multi-task their administrative staff in order to accomplish routine and recurring functional requirements including Human Resource functions. SCPSD is no exception. SCPSD staff are commended for effectively managing their workload to accomplish all tasks within the human resource function, including up-to-date training for the HR function, without having to hire additional employees to staff a separate HR office.

Recommendation:

SCPSD should continue to maintain its current organization and efficient management of human resource functions.

Finding:

SCPSD's comparison with industry standards is based on the division's ongoing accreditation and process improvement efforts via The Southern Association of Colleges and Schools (SACS) Council on Accreditation and School Improvement (CASI) next generation of accreditation and school improvement. SACS CASI helps schools improve student learning through accreditation. SACS CASI accredits over 13,000 schools and school systems throughout the United States and overseas. Those schools accredited by SACS CASI must meet research-based standards that reflect the essential elements of a quality and effective school, engage in a continuous school improvement process, and demonstrate quality assurance.

Accreditation is a voluntary activity, and by electing to participate, schools agree to meet the accreditation standards and to demonstrate the capacity to engage in continuous school improvement. SACS CASI-accredited schools must identify and implement a continuous school improvement process that is focused on guiding professional personnel and other stakeholders in the school community to create action plans to improve student learning. Continuous improvement requires each school to collect and analyze student achievement data as a basis for determining the school's priorities for improving student performance. Each participating school is expected to implement a continuous improvement plan that is focused to improve student learning, to execute and demonstrate progress in achieving the goals of the action plan, and to participate in a regular cycle of peer review. All three schools of the SCPSD are currently accredited under SACS CASI. Refer to Table 13, below.

Table 13: SACS-CASI Accreditation

School Name	# of Students	Year of Accreditation
Surry County High School	344 students	1989
Luther P. Jackson Middle School	350 students	1998
Surry Elementary School	420 students	1989

Each accredited school sets its own levels for improvement, which takes into consideration an analysis of student performance data including student achievement requirements that are set by both the state and federal education agencies. Annually, each of SCPSD's three schools is required to report its progress in improving student learning to SACS CASI through the on-line Annual Accreditation Application process. SCPSD has measured student learning via participation of its students in the Stanford Achievement Test Series and in the SOL testing.

Comparative Virginia 2002 School Division Test Performance Data is shown in Attachment 6. During the period of September 15-October 15, 2002, the Stanford Achievement Test Series, Ninth Edition, Form TA, Abbreviated (Stanford 9) was administered to 269,926 students throughout Virginia, including SCPSD students in grades 4, 6, and 9. The Stanford 9 was the norm-referenced test used for the Virginia State Assessment Program (VSAP). The tables in Attachment 6 compare SCPSD test performance of forth, sixth and ninth grade students with other school divisions within its divisional cluster as well as the statewide average percentile rankings. Specific school division test scores that are lower than Surry's test scores are highlighted in these tables. SCPSD's comparative cluster ranking within each test category is provided at the bottom of each table. State averages are provided in the last row of each table. SCPSD's fourth grade performance on the 2002 Stanford Achievement Test Series was below

state averages in every test category except "Prewriting" and "Composing", in which they met the state averages. Within SCPSD's cluster, they ranked within the bottom 20 percent in every test category except "Language Arts", "Prewriting", "Composing", and "Editing".

SCPSD's sixth grade performance on the 2002 Stanford Achievement Test Series was below state averages in all categories. Within SCPSD's cluster, they ranked within the bottom 26 percent in every test category except "Composing".

Surry's ninth grade performance on the 2002 Stanford Achievement Test Series was below state averages in every test category except "Language Arts", "Prewriting", and "Editing". Within SCPSD's cluster, they ranked in the bottom 20 percent in every test category except "Language Arts", "Prewriting", and "Editing".

Virginia SOL testing was also implemented state-wide beginning in 2001. SCPSD third grade, fifth grade, eighth grade, and high school students were tested in Reading/Language Arts, History/Social Science, and Mathematics. Surry's SOL test results compared to statewide averages (shown in percentages) for school years 2001-2002, 2002-2003, and 2003-2004 are shown in Attachment 2. SCPSD's three schools have demonstrated continuing progress toward improvement in their test results since implementation as indicated by their percentages of Division Proficient compared to percentages of State Proficient in most test categories and years tested.

Table 14, below, shows the number of Surry County graduates by type of diploma for the 2003-2004 school year.

Table 14: 2003-2004 SCPSD Graduates by Type of Diploma

Standard Diploma	Advanced Studies Diploma	Special Diploma	Certificate of Program Completion	GED/ GAD Certificate	ISAEP	Modified Standard Diploma	Total Graduates 2003-2004
34	25	0	4	0	4	3	70

The number of Surry County dropouts was 10 out of a student population of 557 in grades 7-12. SCPSD's percentage of dropouts (1.80 percent) was slightly less than the state average (1.87 percent).

Conclusion:

SCPSD is focused on continuing its forward progress toward improving student learning. Surry participates in the SACS CASI Annual Accreditation process, and measures its academic progress by continued improvement on Standards of Learning tests. The division has additionally developed a 2000-2006 Revised Six-Year School Improvement Plan. The primary goal detailed within this plan is to promote higher academic standards. The plan provides specific objectives and strategies for achieving these results. The schools have revised their K-12 curriculum guides to reflect the SOLs and are in the process of expanding the curriculum choices available to students to reflect additional college and career preparation classes. Other objectives detailed in their plan include improving parental involvement, expanding mentoring and training of the teaching staff, expanding their arts programs, providing for continuing feedback from students, and analyzing needs assessment of teachers for more effective instruction.

Recommendation:

SCPSD should continue its efforts to improve student learning and measure its progress with SOL testing, No Child Left Behind standards, and other indicators of improvement in student achievement. The schools should continue to place strong emphasis on adhering to the timelines and strategies established in their Revised Six-Year School Improvement Plan. SCPSD should evaluate its participation in the SACS CASI Annual Accreditation process to determine if its benefits balance out the associated cost and time.

Potential Savings:

Dollar savings may be realized over an extended period of time as SOL scores and student graduation rates continue to improve, thereby reducing student dropouts and the number of students required to repeat a grade level.

3.B. Policies and Procedures

Although SCPSD does not formally publish a local HR policy manual, the division makes VDOE policies and regulations available to staff at each of the school libraries and the county office. VDOE policies and Virginia Administrative Code, under VBOE, are also available on-line at the VDOE web site.

Finding:

SCPSD adheres to and is in compliance with federal, state, and VDOE policies and guidelines.

Conclusion:

SCPSD has locally developed and implemented separate paper-based periodic evaluation forms for its teachers, bus drivers, custodial staff, food service staff, maintenance, security and other staff, including psychologists, social workers and nurses within its workforce. These evaluation forms are in compliance with VDOE evaluation guidelines. The teacher evaluation process accommodates the needs of probationary teachers, veteran teachers and those teachers, veteran or new, requiring improvement. The process provides for teacher self-assessment and goal setting, collecting data to measure growth and improvement, and evaluation of teacher performance within the five domains established by the VBOE Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. The process is in compliance with Code of Virginia, sections 22.1-295 and 22.1-303 criteria.

Recommendation:

SCPSD could place greater emphasis on federal laws, state administrative code, and VDOE policies and guidelines by developing local Surry County policies and guidelines for their implementation and application. In order to provide greater visibility of this information to local staff, this information should be available via their existing website with links to state, VDOE, and federal websites which provide regulatory and policy information.

3.C. Recruitment, Hiring and Retention

The superintendent, principals, directors, and HR secretary are responsible for or involved with the recruiting and hiring of teaching and non-teaching staff, compensation, mentoring, and enforcing HR policies and laws such as the Americans with Disabilities Act

(ADA) and Equal Employment Opportunities Commission (EEOC). The flow chart, Figure 3 on the following page, illustrates the teacher recruitment/hiring process. The recruitment process begins when one of the principals of a respective school or a director identifies or generates a requirement for a new hire position or replacement position, which is forwarded to the superintendent. The superintendent must then obtain approval from the school board to proceed with hiring activities. Once approved the personnel/HR secretary generates a teaching or non-teaching job advertisement for input in the two locally published/distributed newspapers: the Sussex-Surry Dispatch and The Smithfield Times. SCPSD also advertises teaching jobs on the following two web sites: the VDOE "Job Opportunities in Virginia Education" and the "Teachers at Work" website. Additional recruitment efforts occur via "local community word of mouth" and interaction with nearby college campuses, including the College of William and Mary. School principals make occasional recruitment trips to local job fairs, many of which are announced on the VDOE web site. During the past year SCPSD principals participated in the Steven Kent Job Fair, the Great Teach-In Job Fair, and The College of William & Mary Job Fair. The results of these trips resulted in only one new hire for the 2004-2005 school year.

Upon receipt of job inquiries via personal contact, e-mail, telephone, or receipt of job application/resume, the HR secretary reviews candidate resumes and their completed Surry County Public Schools "Application for Professional Employment" form for completeness, then forwards them to the principals/superintendent for preliminary interviews and selection. Once a candidate is selected, the HR secretary performs fingerprinting and processes/forwards background check/fingerprinting forms to FBI via the Virginia State Police for investigation. A "Request for Search of the Central Registry and Release of Information Form" is also completed and forwarded to the Virginia Department of Social Services/Child Protective Services for check.

Finding:

SCPSD has experienced an average annual teacher turnover of 17 teachers or 15 percent, since the 1999-2000 school year. SCPSD's teacher turnover numbers during the past five years are shown in Table 15, below. Currently there are 18 teachers with 29 years or greater tenure in the SCPSD. This high number of long-term teachers suggests that SCPSD may experience an above average teacher turn-over rate in the near future.

Table 15: SCPSD Teacher Turn-over

	99-00	00-01	01-02	02-03	03-04
Surry Elementary School	4	6	2	3	4
L.P. Jackson Middle School	4	8	7	8	1
Surry County High School	7	5	6	7	11
Total Numbers:	15	19	15	18	16

Conclusion:

SCPSD's costs involved in the recruitment process are for advertising job openings in the local newspapers and the mileage rate that is paid for travel incurred during a recruiting trip. The primary source of new hires for both teaching and non-teaching staff is local "word of mouth" within the local community. Within the current teacher recruiting environment, SCPSD must rely on its offering of a slightly higher pay scale relative to its local per capita income than some

of its peer cluster school division averages in order to attract, hire, and retain teaching staff. Refer to Attachment 5 for a cluster comparison of teacher salaries.

The division incurs minimal costs for recruiting and hiring new teachers and may indeed be realizing budgetary savings resulting from the replacement of higher tenure salaried staff with entry-level, low tenure teachers.

SCPSD's close proximity to the College of William and Mary opens doors to possible opportunities to establish a long term "Teacher-Scholar Partnership" program. This program could be of mutual benefit to both college and the local school division by promoting learning and sharing of resources among undergraduate teacher scholars, college faculty, SCPSD K-12 teachers, and their students. Partnership activities would include mentoring and courting undergraduate students as prospective teachers, sharing of resources that could benefit both college and school division, and should result in the perpetuation of a long lasting partnering relationship.

The primary benefit of a partnership program to the undergraduate teacher scholar would be to provide the opportunity to gain on-the-job teaching experience within an authentic learning environment, thereby allowing undergraduate students, who are weighing several career options, to become familiar with teaching career possibilities. The benefit to SCPSD would be to establish a training pipeline for new entry-level teachers and possibly reduce the number of salaried teacher assistant positions needed within the school system. Undergraduate student teachers may discover their gift for teaching through the experience and choose to pursue a teaching career with its neighboring Surry County.

For liberal arts colleges, such as the College of William and Mary, a "Teacher-Scholar Partnership" program could open opportunities to strengthen community relationships by increasing civic engagement of its students and graduates via community service, summer work-for-stipend, or semester work-for-college-credit programs. With a relatively small financial commitment, the college could provide hands-on leadership and learning opportunities for a few of its undergraduate students while benefiting a relatively small school division in terms of providing enhanced student learning opportunities while cutting the number of salaried teacher assistants needed in each classroom. The school division could also leverage funds from other possible key local funding sources by developing partnerships for grant projects. Incentives for recruiting undergraduate teacher partners may include monetary stipends, independent-study academic credit, work-study allocation, or fulfill service-learning and/or community service college graduation requirements.

The case must come to point that, most recently, North Carolina had no recourse but to allocate hundreds of thousands of dollars toward teacher recruiting and hiring efforts for some of their more rural county school divisions that were falling behind in their teacher recruitment efforts.

Recommendation:

SCPSD should develop a partnership program with nearby colleges and universities, such as the College of William and Mary, Christopher Newport University, and Hampton University to employ undergraduate and graduate level students to work in the school system during the academic year.

Potential Savings:

At SCPSD, the establishment of a partnership program with one of its neighboring institutions of higher learning could be of significant long-term benefit to its teaching staff before recruitment becomes a problem. The result of this is long term savings in recruitment expenditures.

Finding:

SCPSD currently experiences a rate of 20 days off per instructional staff per school year.

Conclusion:

It is difficult to objectively and accurately assess the level of teacher satisfaction within a given school division. A case can be made that one indicator may be the amount of time that is taken off by teachers for sick leave and personal reasons above and beyond the normal holiday periods. Table 16, below, shows the breakdown of time taken off by SCPSD teachers during the past school year.

Table 16: Teacher Days Off

Reason for Time Off	Elementary School	Middle School	High School	Totals
Sick & Personal Leave	630	605	760.5	1,995.5
Average per Teacher	18.5	16.4	19.5	18.1
Conferences/Workshops/Other	65	45	93.5	203.5
Average per Teacher	1.9	1.2	2.4	1.85
Total Days Off:	695	650	854	**2,199**
Total Average per Teacher:	20.4	17.6	21.9	**20.0**

Every day off taken by a teacher must be filled by a substitute. Paying a substitute teacher results in an extra layer of wages that must be incurred by the SCPSD. The teacher is still being paid on leave while the substitute teacher must be concurrently paid as well.The cost for 2,199 days at a rate of $75 per day is approximately $165,000 per year. It is in the SCPSD's best interest to minimize the number of days taken off by the teaching staff. Other school divisions offer some incentives to the full-time staff to strive for better attendance.

Recommendation:

SCPSD should offer a meaningful incentive to is staff with the goal of improving the days off number. Survey the staff for ideas that would best motivate them. Talk with other school divisions concerning their success and failures. The potential savings may be significant.

3.D. Compensation and Classification Systems

SCPSD uses graduated pay scales that range from 0 to 30 plus year steps. Teacher salaries for the 2004-2005 school year range from $31,211 for an entry level 10 month (200 days worked) contracted teacher with a four-year college degree to $58,814 for a 12-month (240 days worked) teacher with 30 plus years of tenure. An additional $2,500 is paid annually to teachers with a Masters Degree and $3,000 for a Doctorate Degree. The tables in Attachment 3 provide a breakdown of SCPSD teacher salaries by position and years of service for each of the three schools, excluding county staff, school administrative staff, teacher assistants, food service,

maintenance, transportation, security, and custodial personnel. Refer to Attachment 3 for a detailed breakdown of contracted teacher salaries, for the current 2004-2005 school year.

The SCPSD provides additional teacher compensation in the form of stipends for time devoted to certain extracurricular school activities ranging from coaching sports and directing music programs to grade team leaders and department chairs. These extra duties and the amount of stipend associated with each are detailed in Attachment 4.

Surry County additionally spends $18,000 on continuing education training for the professional development of its teachers. Currently there are 35 teachers with 3 years or less tenure in SCPSD (14 elementary school, 11 middle school, and 10 high school) with 27 teachers not certified. It normally requires three years to achieve certification. Non-certified teachers are either provisionally certified or locally licensed by the school division. State law requires re-certification every five years in order to continue on as a licensed teacher. Re-certification requires teachers to earn 180 points through a variety of activities, including coursework at accredited institutions of higher education. Teaching staff must additionally demonstrate technological proficiency in order to obtain an initial license and to renew a license. SCPSD provides teaching staff with opportunities to meet these renewal requirements or to add other endorsements in new fields. Professional development opportunities are available via off-site conferences, the VDOE e-meeting/webinar and educational technology professional development monthly schedule of courses, and learning sessions offered through the College of William and Mary.

Finding:

Attachment 5 shows the average teacher salary compared to the average per capita income for each of the county school divisions within Surry's comparative cluster group (based upon 2001 data). The average SCPSD teacher salary, when compared with the Surry County average per capita income, ranks the highest (with a factor of 1.88) of the other school divisions within their comparative cluster group of school divisions. The comparison "Factor" shown in the last column in the table in Attachment 5 equals the average teacher salary divided by the average per capita income within the given county (e.g., 36,142 ÷ 19,258 = 1.8767 and, when rounded up, a Factor of 1.88). Although Surry has the highest comparative factor among its cluster, their salaries are not the highest of teacher salaries shown within the cluster. SCPSD's average teacher salary of $36,142 (2002-03), is 14th highest out of the 31 school divisions within the peer cluster. This is only slightly higher than the peer group average salary, $35,210.

According to statistical data collected from the 2000 census, Surry County including the towns of Surry, Dendron, and Claremont, is comprised of 6,829 people, 2,619 households, and 1,917 families. 30.50 percent of Surry County households have children under the age of 18 living with them. The median income for a household in the county is $37,558, and the median income for a family is $41,234. 10.80 percent of the population and 9.70 percent of families have incomes below the poverty line.

Conclusion:

SCPSD teacher salaries are competitive within their comparative cluster group, but not when compared to the neighboring county school divisions. Although when compared with local Surry County per capita income they rank highest among the cluster divisions, SCPSD must compete for teachers with the more populated, and higher paying, neighboring counties. Its

Revised Six Year School Improvement Plan includes measures to continue to improve their comprehensive employment packages by utilizing a Salary Committee to review, compare, and develop more competitive salary/fringe benefit/bonus packages that are designed to attract, recruit, and retain those teachers and staff who possess those special/critical skills needed by the division.

Commendation:

SCPSD is commended for its ongoing effort to retain highly qualified staff.

Recommendation:

SCPSD should continue to offer competitively higher than average compensation packages to attract and retain quality teachers, particularly given the rural nature of the division where there is extremely limited availability of local housing, entertainment, and other conveniences found in more populated areas.

Finding:

SCPSD currently takes advantage of the Local Choice Health Benefits Program to meet their employee health insurance needs. Local Choice is a program offered through the Virginia Department of Human Resource Management in which the state administers an optional health insurance program for local government employees. In this instance, SCPSD employees have access to the same provider network and provider discounts offered through the state employee health insurance plan. Currently 28 of Virginia's school divisions take advantage of Local Choice. Of these, 15 divisions combine their plans with their county government health insurance plan. SCPSD and the remaining 12 county school divisions use separate Local Choice plans and do not combine their coverage plans with their county Local Choice plans. The school divisions that maintain their own plans have employee cost levels ranging between several hundred to about two thousand dollars. The average premium cost for family coverage is $969 per month. SCPSD's costs for the Local Choice Health Benefits Program are shown in Table 17, below.

Table 17: SCPSD Local Choice Health Benefits Program 2004-2005

Type of Plan	Total Monthly Premium	Employer Pays Monthly	Employee Pays Monthly	Employee Pays per Pay Period
Keyshare Expanded - Single	378.00	300.00	78.00	39.00
Keyshare Expanded - Dual	699.00	300.00	399.00	199.50
Keyshare Expanded - Family	1021.00	300.00	721.00	360.50
Value Alliance - Single	357.00	300.00	57.00	28.50
Value Alliance - Dual	660.00	300.00	360.00	180.00
Value Alliance - Family	964.00	300.00	664.00	332.00
Advantage 65 (retirees)	275.00		275.00	

Conclusion:

SCPSD does not combine/leverage their health benefits plan with the Surry County government or any of its local area neighboring counties. Although it is difficult to compare health insurance plans with the variations among them, SCPSD has begun to investigate the

feasibility of achieving more favorable premiums through a consortium arrangement within Region 1, which is comprised of 10 school divisions, including Surry County. There are eight out of 10 school divisions within region 1 who, together, have decided to move forward with a Virginia School Boards Association (VSBA) Consortium Feasibility Analysis as proposed by Marsh USA, Inc. If Marsh USA, Inc. is successful in finding a more favorable health insurance premium through a group quote, then this result will be good for SCPSD, given that SCPSD has a high utilization rate. Ordinarily a high utilization rate translates into a higher health care insurance premium.

Recommendations:

Continue with the feasibility study, which may lead to lower heath care insurance premiums through the leverage made available with a group purchase. If a group purchase in conjunction with other school divisions is not successful, consider joining forces with the Surry County government health insurance plan to achieve any economies of scale that may be available through that combination. Finally, it is recommended that SCPSD conduct annual reviews of its health care plan and premiums as a prudent measure given the significant impact on the division's operating budget.

Potential Savings:

Cost savings to both employee and school division may be realized during the first year of implementation of any group health insurance plan.

4. Facilities Operations and Management

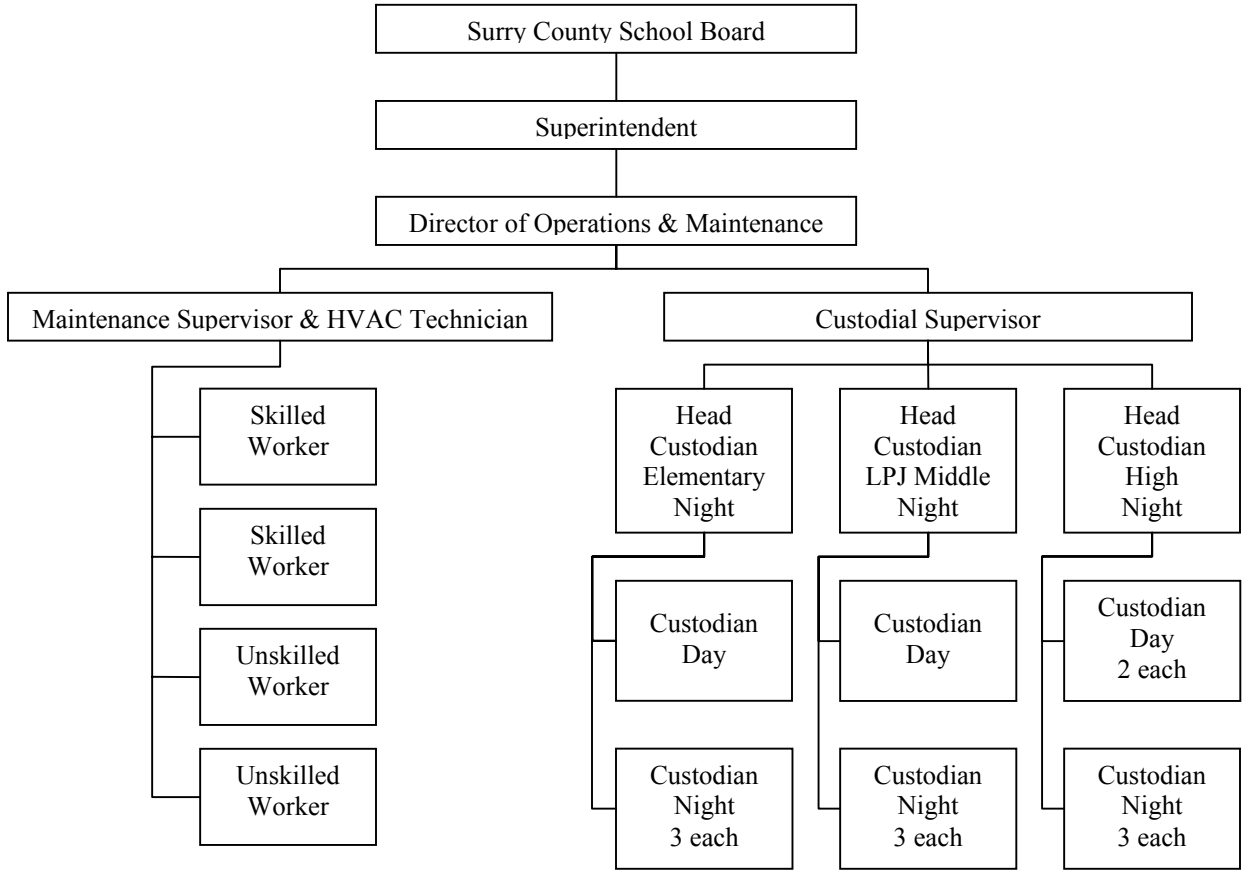
4.A. Facilities Management and Organization

The Operations and Maintenance (O&M) Department is responsible for the upkeep, maintenance, repair, custodial and grounds keeping for all three schools that comprise the SCPSD. The schools are Surry Elementary, L. P. Jackson Middle School and Surry High School. The schools are located centrally in the county, and clustered near each other on approximately 109 acres of land. O&M does not have responsibility for cleaning the school division's administrative offices located in the Surry County Government Center; however, the department does repair work, moves furniture and materials, and stocks supplies at the central office.

The staff consists of four maintenance workers who report to both the maintenance supervisor and HVAC technician. There are fifteen custodians who report to the custodian supervisor. The supervisors report to the director of operations and maintenance.

The current organizational relationships in facilities management are shown in Figure 3, below.

Figure 3: SCPSD Operations and Maintenance Organizational Chart



Facilities

The SCPSD has three school buildings - Surry Elementary, L. P. Jackson Middle and Surry High School. Basic physical data are shown in Table 18, below.

Table 18: SCPSD Building Data – September 2004

School Name	Grades	Yr Built	Renovations	# Students	SF	Grounds (Acres)
Surry Elementary	PK thru 4	1983		414	71,000	25.5
Luther Porter Jackson	5 thru 8	1995		331	72,500	40.0
Surry County High	9 thru 12	1975	Addition 1983	370	98,000	43.6
Totals:				**1,115**	**241,500**	**109.1**

The three schools of the SCPSD are located in close geographical proximity, as shown in the aerial view, Figure 4, below. Such close proximity of the schools helps facilitate the coordination of cleaning, repair and maintenance. It also helps improve the response time to service calls.

Figure 4: Aerial View of Surry County Public Schools

Finding:

The facilities of the SCPSD are clean and free of graffiti.

Conclusion:

The facilities of the SCPSD are clustered on 109 acres near the middle of the county. Consequently, custodial and maintenance activities are able to progress smoothly from one facility to the next and staff are able to respond easily to changing needs. Supervision of the custodial and maintenance staff is also more easily and efficiently achieved with multiple facilities located near each other.

Commendation:

The SCPSD is commended for the high state of cleanliness and good repair that the facilities exemplify.

4.B. SCPSD O&M Comparisons within Cluster Group

O&M cost and ranking within the SCPSD cluster is shown in Table 19, below.

Table 19: SCPSD Cluster Comparison of O& M Spending for 2002-2003

Code	Division	End-of-Year ADM for Determining Cost Per Pupil	Operation and Maintenance Services	O&M per Pupil	Rank
019	Charles City	879	$ 1,277,350.38	$1,453.19	31
045	Highland	293	$ 407,086.34	$1,389.37	30
090	**Surry**	**1,108**	**$ 1,470,264.38**	**$1,326.95**	29
009	Bath	788	$ 982,844.82	$1,247.27	28
023	Craig	699	$ 784,447.49	$1,122.24	27
056	Madison	1,830	$ 1,855,639.61	$1,014.01	26
037	Goochland	2,027	$ 1,987,816.06	$ 980.67	25
062	Nelson	2,006	$ 1,832,179.41	$ 913.35	24
059	Middlesex	1,289	$ 1,060,597.85	$ 822.81	23
085	Shenandoah	5,677	$ 4,529,165.83	$ 797.81	22
079	Richmond	1,223	$ 938,561.97	$ 767.43	21
004	Amelia	1,592	$ 1,207,297.91	$ 758.35	20
051	Lancaster	1,412	$ 1,049,271.57	$ 743.11	19
081	Rockbridge	2,927	$ 2,155,246.16	$ 736.33	18
057	Mathews	1,305	$ 927,885.44	$ 711.02	17
054	Louisa	4,231	$ 3,002,994.76	$ 709.76	16
035	Giles	2,531	$ 1,762,060.38	$ 696.19	15
066	Northumberland	1,450	$ 984,000.43	$ 678.62	14
012	Botetourt	4,704	$ 3,166,373.27	$ 673.12	13
028	Essex	1,608	$ 1,075,839.74	$ 669.05	12
011	Bland	911	$ 607,997.64	$ 667.40	11
032	Fluvanna	3,228	$ 2,144,970.90	$ 664.49	10
022	Clarke	2,008	$ 1,314,521.97	$ 654.64	9
048	King George	3,041	$ 1,967,063.99	$ 646.85	8

Code	Division	End-of-Year ADM for Determining Cost Per Pupil	Operation and Maintenance Services	O&M per Pupil	Rank
078	Rappahannock	1,037	$ 663,675.53	$ 640.00	7
063	New Kent	2,475	$ 1,567,346.00	$ 633.27	6
068	Orange	4,002	$ 2,515,464.44	$ 628.55	5
050	King William	1,894	$ 1,183,301.68	$ 624.76	4
072	Powhatan	3,809	$ 2,362,396.09	$ 620.21	3
039	Greene	2,610	$ 1,612,142.75	$ 617.68	2
031	Floyd	2,033	$ 1,250,459.95	$ 615.08	1
	Totals - Avg/Pupil	66,627	$49,646,264.74	**$ 745.14**	

Finding:

SCPSD is ranked 29th highest within its cluster group with its operation and maintenance cost per pupil of $1,326.95. This figure is based on data contained in Table 13 of the 2002-2003 Superintendents Annual Report, accessible on the VDOE website.

Conclusion:

The average O&M cost per pupil for the cluster group is $745.14. The SCPSD cost per pupil is almost twice the average within the cluster group. Contributing to the total O&M costs are factors that are controllable, such as labor and utilities, and those that are relatively fixed, such as insurance, supplies, etc. One key factor that does have a significant negative effect on comparisons with other divisions within the cluster is the relatively small student population of SCPSD and the fact that the existing school buildings were built to house more students. As Table 20, below, shows, labor and utilities costs per pupil make up the bulk of the total O&M costs. Discussions on these topics are presented in the following pages within this document.

Table 20: SCPSD O&M Costs Per Pupil

Item	Total Cost 2003 - 2004	Cost per Pupil
Total Labor Costs	$ 688,733.86	$ 632.45
Total Purchased Services	$ 133,359.17	$ 122.46
Total Utilities	$ 446,955.57	$ 410.43
Insurance	$ 124,483.00	$ 114.31
Janitorial Supplies	$ 25,697.85	$ 23.60
Repair and Maintenance Supplies	$ 48,037.69	$ 44.11
O&M Equipment Replacement	$ 6,865.97	$ 6.30
Total Facilities	**$1,474,133.11**	**$1,353.66**
Total Security	**$ 137,465.89**	**$ 126.23**
Totals:	**$1,611,599.00**	**$1,493.60**

Note: cost per pupil based on 1,115 pupils at beginning of school year.

Recommendation:

SCPSD should seek opportunities to reduce its expenditures for labor costs by examining its current productivity levels, and for utilities costs through an energy awareness program.

Finding:

SCPSD provides facilities space of approximately 217 square feet per student.

Conclusion:

As a comparison, other school divisions in Virginia range from approximately 100 to 140 square feet per student. Table 21, below, shows the breakdown of square feet per student for each of the three schoolhouses. On a per-school basis, the high school provides the highest square footage per student (265 square feet), and, consequently, tends to skew the average upward. As a result of the use of Surry's low student population as a comparison factor, the facilities costs are artificially inflated, which causes misleading comparisons with other school divisions. Further exacerbating the situation is the declining enrollment of students in the SCPSD. Continued investments in facilities are basically sunk costs which cannot be recouped. The existing facilities originally built for larger student enrollments, however, must be maintained properly in order to protect the initial investment and ensure the safety of students and SCPSD employees.

Table 21: SCPSD Square Foot per Pupil

School	# Students	SF	Average SF/Pupil
Surry Elementary	414	71,000	171.50
Luther Porter Jackson	331	72,500	219.03
Surry County High School	370	98,000	264.86
Totals:	1,115	241,500	216.59

Recommendation:

SCPSD should continue to maintain the school facilities to the high standards currently upheld.

Finding:

SCPSD custodial workers maintain 8,800 fewer square feet than their national counterparts. SCPSD maintenance workers maintain 20,060 fewer square feet than their national counterparts.

Conclusion:

Custodial and maintenance activities will, of course, vary among facilities based on numerous factors, such as location, size, configuration, age, condition, and use. At SCPSD custodial workers maintain fewer square feet in comparison, but they keep the facilities clean and free of graffiti. The degree of cleanliness at other schools is not ascertainable without conducting individual site visits to those schools.

Maintenance workers at SCPSD, according to the director of O&M, split their time with an estimated 60 percent on facilities maintenance and 40 percent on grounds maintenance. Both the facilities and grounds are well maintained.

The Table 22, on the following page, lists national averages of custodial and maintenance costs tracked by the American School and University magazine for public schools, and compares those averages with the SCPSD averages. All comparisons with the national averages

throughout this report refer to this source unless otherwise stated. It compares SCPSD with the national averages for square footage maintained per custodial worker and maintenance worker; for acres maintained per grounds worker; building square footage per student; and the average square footage maintained per building. SCPSD is most appropriately compared to those schools nationally that have 1,000 to 3,500 students.

Table 22: SCPSD Custodial and Maintenance Comparison with National Averages

	Nat'l Median	1-3.5k Students Avg.	SCPSD Average	Difference (SCPSD--Avg)	Surry Elementary	Luther Porter Jackson	Surry County High	Surry Staff
SF maintained per full-time **custodial** worker	24,167	24,900	16,100	**(8,800)**	14,200	14,500	19,600	15
SF maintained per full-time **maintenance** worker	95,120	116,660	96,600	**(20,060)**				2.5
Acres maintained per full-time **grounds** worker	36	60	73	**13**				1.5
SF of building maintained **per student**	169.85	183.63	216.59	**33**				
SF maintained **per building**	52,500	62,500	80,500	**18,000**				

Recommendation:

Continue to clean and maintain the facilities in an exemplary fashion. The facilities will enjoy a longer life, and the students and staff of SCPSD, as well as the citizens of Surry County will continue to enjoy a certain pride of ownership. Cost reduction opportunities should continue to be a point of focus while maintaining exemplary facilities.

4.C. Maintenance Operations

In-House Operations

Maintenance operations consist of service calls, preventive maintenance, and small projects. The in-house workforce consists of two skilled workers, two unskilled workers, and one supervisor. These workers maintain the facilities and the grounds. As previously noted, approximately 60 percent of maintenance worker time is used for facilities maintenance and 40 percent for grounds maintenance.

A service call procedure is currently being used for in-house operations, however all work is not captured. Verbal service calls are routinely performed, and no documentation is created. As a result, the SCPSD does not capture the maintenance trade of the call, the man-hours actually used to complete the call, or the number of these calls performed.

Preventive maintenance (PM) is being performed on a routine basis. However, there is no formal documentation of the in-house PM being performed. PM includes tasks such as changing filters, oiling motors, etc.

The in-house workforce also performs many small projects. Some examples are: painting, constructing handicap ramps, roofing of storage buildings, and grounds improvement projects. These projects are generally documented. The in-house maintenance plan overview consists of the following:

Routine Maintenance Tasks

- Check HVAC filters monthly and replace quarterly
- Oil electric pumps every six months
- Check all mechanical HVAC equipment daily
- Clean and check gas burners monthly (oil changed as required)
- Maintenance Request Forms are picked up daily from each school and acted upon, based on urgency and availability of parts. (Includes lights, plumping, minor electrical, carpentry, safety repairs, furniture repair and moving)
- Landscape daily by cutting grass and picking up leaves based on the season of the year
- Perform central office tasks (repairs, move furniture, stock paper etc.)

Non-routine Maintenance Tasks

- Repair roofing and shingles
- Form and finish concrete driveways and sidewalks
- Hang and finish interior sheet rock
- Gym and Stage floor refinishing (hardwood floors)
- Perform lawnmower repairs
- Landscape (trenches, drain pipe, topsoil)
- Perform minor tractor repairs
- Perform snow removal
- Respond to emergency reporting for unanticipated natural and weather-related facility damage (water leaks, carpet extractor, parking lots etc.)
- Perform general pest control and turf pest control

Summer Maintenance Tasks

- Paint classrooms, hallways, cafeterias, offices, gyms, playground equipment etc.
- Test and check all water outlets for leaks and/or damage
- Check all light fixtures and electrical outlets
- Clean HVAC equipment and change filters
- Sow grass seed and maintain athletic facilities
- Clean rooftops
- Complete items on extensive maintenance list from principals
- Replace playground mulch
- Cut grass daily

Finding:

The SCPSD does not currently have a written work control and maintenance management system to properly document maintenance work being performed.

Conclusion:

The maintenance department is composed of a supervisor, two skilled maintenance personnel, and two unskilled maintenance personnel. For a department this small, a complex and sophisticated maintenance management system would not be necessary, and would likely be over-kill. Some form of system, however, is necessary to provide documentation of work performed, inventory of equipment, job scheduling, etc. Initially, the system can be as informal as using hand written notes with basic information concerning each job, such as scope of work, date performed, time and materials used to complete, and who performed the work. This can then progress into the implementation and utilization of a more structured work control and maintenance management system.

As a beginning for creating a detailed work control and maintenance management system, the director of operations and maintenance (O&M) has started to create an Access® file to collect appropriate data. This approach is a cumbersome and time-consuming process to create a maintenance management plan from scratch. For reference, off-the-shelf computerized maintenance management information systems (CMMIS) have been available commercially since the late 1980's. Costs for CMMIS software varies widely, depending on complexity. The software's complexity ranges from simple to very complex. Some of the advantages of a CMMIS are: it documents workload, maintains equipment history, provides PM work orders, provides service call work orders, provides and maintains project work orders, and allows for efficient scheduling of the workload.

Paying for a CMMIS to be developed specifically for SCPSD is not required. As an alternative to developing a custom CMMIS for SCPSD, the director of O&M can contact the directors of O&M at similar school divisions that have CMMIS in place and find one that is fairly inexpensive, easy to use, easy to update, and capable of being upgraded. As a second alternative, an electronic copy of one of the free-ware CMMIS programs can be found and downloaded through a simple search on the internet.

There is a down side to finding and implementing an appropriate CMMIS, and that is the actual utilization by the maintenance workers for data inputs. Experience shows that having maintenance workers input data is not the desired approach; instead, this function should be performed by the supervisor.

Recommendation:

A system that provides proper written documentation of all work performed by the maintenance department should be implemented immediately. Each maintenance person should document daily, on a note pad or other means, the work performed, where performed, time to complete, materials used, and date completed, etc. Each maintenance person can provide this information to the supervisor who should compile the data each week and provide a written, weekly synopsis to the director of operations. This should be accomplished for all work performed, whether service orders or preventive maintenance. The transition from this system to a CMMIS should be seamless. When the director of operations and maintenance feels the time is

appropriate, the SCPSD should install a CMMIS either by downloading a free version via the internet or purchasing a commercially available version that they might observe in another school division that appears to meet their work control and management requirements. Better control and management of O&M work will result in a more productive and efficient operation.

Finding:

Payroll costs for the SCPSD maintenance force do not appear to be significantly out of line with the national averages as shown in Table 23 and Table 24, below.

Table 23: Building Maintenance Cost per Square Foot (SF)

		School District Size			
Payroll Costs/ SF	**National Mean**	**<1,000 Students**	**>3,500 Students**	**1,000 to 3,499 students**	**Surry Co. (1,115 Students)**
Maintenance **	$0.48	$0.37	$0.67	$0.41	$0.35

Table 24: Grounds Maintenance Cost per Square Foot (SF)

		School District Size			
Payroll Costs/ SF	**National Mean**	**<1,000 Students**	**>3,500 Students**	**1,000 to 3,499 Students**	**Surry Co. (1,115 Students)**
Grounds*	$0.12	$0.10	$0.18	$0.09	$0.04

* Assume 30 percent of the 109 acres are improved grounds

Conclusion:

SCPSD square foot costs were calculated based on the annual salaries of the maintenance workers, plus fringe benefits costs estimated at 14.04 percent plus $300 per month health insurance premium for each. The actual work schedules for the four maintenance workers were prorated – 2.5 FTE (60 percent) to maintenance and 1.5 FTE (40 percent) to grounds.

Facilities maintenance payroll costs per square foot are slightly lower than the national average for schools with 1,000 to 3,499 students. This is due primarily to SCPSD having more available square footage, 216 square feet per student, in its facilities than the national average of 183 square feet per student. Similarly, the grounds maintenance payroll costs per square feet of grounds maintained are lower than the national average for schools with 1,000 to 3,499 students. This, too, is due to the relatively large amount of acreage, 73 acres, maintained per grounds worker compared to the national average of 60 acres.

Recommendation:

No recommendation is provided on this issue.

Contract Operations

Finding:

The director of operations and maintenance supervises maintenance provided through the service contracts listed in Table 25, on the following page.

Table 25: SCPSD Maintenance Contracts

Service	Contractor	Monthly	Annual	Total	Remarks
HVAC	Damuth Services	NA	$112,320	$ 112,320	Contracted to maintain the heating and air conditioning for all the Surry schools under a limited maintenance agreement as a result of the 1999 HVAC remodeling contract of the high school
Water Quality Testing	Sussex Service Authority	$750	NA	$ 9,000	
Pest Control	Orkin	$295	NA	$ 3,545	
Fire and Security	Honeywell	NA	Cost Varies		
Annual Total:				**$121,320.00**	

Conclusion:

Maintenance contracts are a necessary component of facilities maintenance and are extremely important to the long-term care of the facilities. Some work simply cannot, and should not, be performed by in-house personnel because the skills required are needed on a limited basis and would prove too expensive to maintain full time. Contracts should be monitored to assure that the work is completed satisfactorily, and the contract document should be reviewed periodically for expiration of the term and to determine if the work being purchased is still required at the levels stated therein.

Recommendation:

Continue monitoring the work as well as the contract.

4.D. Custodial Operations

Finding:

Payroll costs per square foot for the SCPSD custodial force do not appear to be significantly out of line from the national averages, as shown in Table 26, below.

Table 26: Custodial Maintenance Cost per Square Foot

Payroll Costs Per SF	National Mean	School District Size			
		<1,000 Students	>3,500 Students	1,000 to 3,499 Students	Surry Co (1,115 Students)
Custodial **	$1.61	$1.55	$1.68	$1.53	$1.48

Conclusion:

SCPSD square foot costs were calculated based on the annual salaries of the custodial workers, plus fringe benefits costs estimated at 14.04 percent plus $300 per month health insurance premiums for each. Custodial payroll costs per square foot are slightly lower than the national average for schools with 1,000 to 3,499 students. This is due to SCPSD having more available square footage, 216 square feet per student, in its facilities than the national average of 183 square feet per student.

Recommendation:

No recommendation is provided on this issue.

Finding:

The SCPSD custodial workers clean an average of 14,200 square feet per custodian at Surry Elementary School; 14,500 square feet per custodian at L. P. Jackson Middle School; and 19,600 square feet per custodian at Surry High School. Refer to Table 22.

Conclusion:

The national average for custodial workers in school divisions comparable in size to SCPSD is 24,900 square feet per custodian. The Collaborative for High Performance Schools (CHIPS) Best Practices Manual states that janitorial experts recommend custodians be responsible for no more than 20,000 square feet per custodian.

SCPSD is below the national averages in custodial maintenance cost per square foot. SCPSD custodial staff workdays are only 7 hours per day (8 a.m. to 4 p.m. or 3 p.m. to 11 p.m.) with one hour for lunch. SCPSD is loosing 12.5 percent of custodial labor by utilizing this lunch policy. The high school custodial staff is cleaning 19,600 square feet per worker, which is close to the average. The elementary and middle school's custodial staff, however, are cleaning significantly less space per worker – 14,200 and 14,500 square feet, respectively.

Recommendation:

SCPSD custodial supervisor should review work plans and assignments to achieve an average output of approximately 20,000 square feet cleaned per custodian. This change would suggest that the custodial staff level at the high school is adequate, but the elementary and middle schools can each phase out one custodial worker through normal attrition as a result of resignation or retirement.

Potential Savings:

If two positions are eliminated through attrition, assuming they are relatively newly hired, the savings would be: two custodians at $16,500 salary per year plus fringe benefits of 14.04 percent and $300 per month health insurance premium, for a total of $44,833.

4.E. Energy Management

E.L. Hamm & Associates, Inc. obtained data relating to energy consumption from SCPSD, and requested an energy star rating from Rebuild America for each schoolhouse. Data received from Energy Star are shown in Table 27, below. The data shown below summarize the energy star data for each school.

Table 27: SCPSD Energy Star Data

School Name	Year Built	SF	Actual Annual Energy Intensity (kBtu/Sq. Ft)	Annual Energy Cost	Energy Star Rating	Target Energy Star Rating	Annual Energy Intensity (for Avg. Rating of 50) (kBtu/Sq. Ft.)
Surry Elementary	1983	71,000	50.6	$ 73,168	29	75	43.6
Luther Porter Jackson	1995	72,500	90.4	$131,395	7	75	49.3
Surry County High - Addition in 1983	1975	98,000	91.5	$188,030	3	75	39.4
Actual $/SF = $1.63		241,500		$392,593			

Finding:

Presently there is no energy awareness program implemented within SCPSD.

Conclusion:

Rebuild America is a program within the U.S. Department of Energy created to help improve the energy efficiencies of our nation's schools, among other things. With the appropriate data supplied, it will accomplish the necessary calculations to provide an Energy Star Rating for each facility for which data was provided. The rating will relate how energy efficient the facility is in relation to the target rating of 75. None of SCPSD's facilities received a rating near the target rating; however, the elementary school came closest with a rating of 29. The middle school scored a seven and the high school scored a three. Consequently, Larry Schoff of the U.S. Department of Energy, who was the point of contact for obtaining the Energy Star numbers, stated via email:

> **"**Based on these rankings I would estimate that over $40,000 could be saved by increasing energy awareness in the schools and providing some changes to the operations of the schools. Not even knowing the buildings I would estimate another $50,000 could be saved though minor upgrades to existing systems."

The electric bills for school year 2003-2004 for all three schools are shown in Table 28, below. End date refers to billing date and thus energy was actually used the month before the date shown. It is noted in the table below that the highest bill is for the energy used during the month of August, billing date of September 2003. The July bill is excessive, too. There is minimum occupancy of the buildings occurring in July and August. There are some summer school classes in July, and fall sports practices begin in August. Table 28 shows SCPSD energy costs compared to national averages.

Table 28: SCPSD Energy Costs

Billing Date	Energy Consumption (kwh)	Energy Cost	Late Charges
Jul-03 Total	384,480	$ 30,012.20	$ 412.69
Aug-03 Total	353,808	$ 27,371.93	$ 456.37
Sep-03 Total	419,088	$ 32,485.86	$ 417.42
Oct-03 Total	316,896	$ 27,620.64	$ -
Nov-03 Total	355,344	$ 28,025.22	$ -
Dec-03 Total	277,392	$ 25,288.67	$ -
Jan-04 Total	362,160	$ 29,573.84	$ 379.33
Feb-04 Total	407,472	$ 30,431.60	$ 449.29
Mar-04 Total	354,048	$ 28,165.87	$ -
Apr-04 Total	344,448	$ 26,464.15	$ -
May-04 Total	285,600	$ 23,583.08	$ -
Jun-04 Total	425,328	$ 31,290.24	$ -
Totals:	4,286,064	$340,313.30	$2,115.10

A comparison of SCPSD energy costs per student to the national averages is shown in Table 29, below.

Table 29: SCPSD Energy Costs Comparison to National Averages

		School District Size			
	National Mean	<1,000 Students	>3,500 Students	1,000 to 3,499 Students	Surry County (1,125 Students)
Gas and Electricity ($/SF)	$1.08	$1.22	$1.09	$0.94	$1.63

Upgrades to the HVAC system are currently under construction. This action will result in future energy savings. Achieving these savings will result in $1.25 per square foot energy cost. These savings are conservative. At a present cost to SCPSD of $1.63 per square foot, the savings will be approximately $0.38 per square foot, according to the U.S. Department of Energy.

Recommendation:

Continue with the upgrade program, especially at the elementary school. Assign the overall responsibility for monitoring energy consumption to one person. This continuous monitoring will result in additional energy savings.

Potential Savings:

The potential savings could exceed $50,000, according to Larry Schoff of the U. S. Department of Energy, when all schools have been upgraded.

Recommendation:

The director of O&M should develop an energy awareness program specific to SCPSD using the Department of Energy Guidebook "School Operations and Maintenance: Best Practices for Controlling Energy Costs." This publication is a guidebook for K-12 School Business Managers and Facilities Managers. The SCPSD program should address each item discussed in this guidebook. In addition, SCPSD should enroll in Rebuild America. Created by the U.S. Department of Energy (DOE) in 1994, Rebuild America is a network of hundreds of community-based partnerships across the nation that are saving energy, improving building performance, easing air pollution through reduced energy demand, and enhancing the quality of life through energy efficiency and renewable energy technologies. This program is free to local school divisions. Rebuild America will analyze utility bills, provide technical guidance, review architect and engineering drawings, provide on-site assistance to discuss how changing habits can save on energy, and numerous other activities both on their web site and thru their labs. Nine Virginia school divisions are partners in this program. Stafford County Public Schools just became a member on December 8, 2004. Other school divisions in Virginia include: Arlington, Chesapeake, Covington City, Fairfax County, Falls Church, Harrisonburg City, Roanoke County, and Virginia Beach City Schools.

Potential Savings:

When the SCPSD energy awareness program is fully implemented, savings may exceed $40,000, according to Larry Schoff of the U. S. Department of Energy.

Finding:

The SCPSD has embarked on an energy upgrade of the HVAC system as shown in Table 30, below.

Table 30: SCPSD Major Renovation to the High School

Renovation	Contractor	Contract Amount
HVAC Improvement Phase II (High School)	DE KIRBY Inc.	$597,800.00
Replace Rain Leader Piping	DE KIRBY Inc.	$ 49,500.00
Replace Dual Temperature Piping	DE KIRBY Inc.	$ 89,900.00
Performance And Payment Bond	DE KIRBY Inc.	$ 6,960.00
Total:		$744,160.00

Conclusion:

The energy upgrade was a part of a larger proposal to upgrade the school division facilities, which was presented to a previous school board. Other renovations and upgrades that were part of the larger proposal have been prioritized as less urgent, and have not been implemented. The energy upgrade construction is monitored by the director of operations and maintenance. He conducts daily site inspections and reports to the superintendent.

Recommendation:

Continue with the funding and implementation of the upgrades. The upgrades should be made a part of the formal energy program, then monitored and tracked for savings.

Potential Savings:

Savings related to this upgrade will come about through energy efficiencies that are shown as part of the 50,000 plus dollars in additional savings referred to by Mr. Larry Schoff of the U.S. Department of Energy.

Vending machines

Vending machines operating continuously may use 2500 to 4000 kWh/yr, or $200 to $350 at average U.S. rates. A commercially available energy control device for refrigerated vending machines consists of an infrared occupancy sensor combined with a controller that senses room temperature and powers up the machine when needed to keep the products cool. Savings average 47 percent, with a payback of less than two years. The device is now in use in hundreds of schools, some financed through local utilities. For example, in the Moscow, Idaho School District each device saves about 1500 kWh/yr, averaging $75 per year for each vending machine. Some beverage wholesalers are willing to install these controllers in schools at no additional charge. Vending machines are also equipped with fluorescent lamps that help advertise the name brand of the product being sold. A simple, no-cost strategy is to turn off the lights or de-lamp the vending machine during periods of no occupancy, or to permanently remove the lamps. Vending companies tend to believe that removing the lamps from the machines will reduce sales. Therefore, vending companies may not be willing to remove the lamps from their machines. Alternatively, schools can upgrade the vending machine lighting from T-12 to T-8 florescent bulbs. The T-8 florescent bulb consumes less electricity than the T-12 bulb that is in current use. This change can save about 1000 kWh per year.

Finding:

There are 14 lighted vending machines located throughout the three schools. The lighting and cooling for these units remain on twenty-four hours a day.

Conclusion:

Today energy costs for each vending machine vary from $200 to $350 per year. Devices are available that reduce energy costs of vending machines. Coke and Pepsi have endorsed many of these devices.

Basically, these devices are motion-sensing devices that:

- Completely power down the vending machine when the area around it is unoccupied, yet will maintain the desired product temperature.
- Automatically determine if the compressor is operating, and will not power down until it is done running. This means the compressor will never be short-cycled.
- When a vending machine is in the power-down mode and a potential customer approaches, these devices will power-up the vending machine immediately.

Recommendation:

SCPSD explore the possibility of a partnership with the soda vendor(s) where the vendor will supply the energy-saving control device as part of the agreement to continue supplying the sodas. If partnering fails, SCPSD should investigate purchasing and installing energy saving devices on the 14 vending machines. At a minimum, SCPSD should consider removing or turning out the lights on the machines, or changing the bulbs to the less expensive T-8s.

Potential Savings:

These energy-saving control devices cost approximately $150 each and will save approximately $100 per year for each machine after payback. Total savings for the fourteen machines will be approximately $1,400 per year after payback. These savings will be part of the energy awareness program and as such will be included in the $40,000 potential savings. If the lights are removed or disabled completely, a savings of approximately $80 to $140 annually will be realized, while changing the bulbs to T-8s will result in a savings of approximately $50 per year.

5. Financial Management and Purchasing

Mission

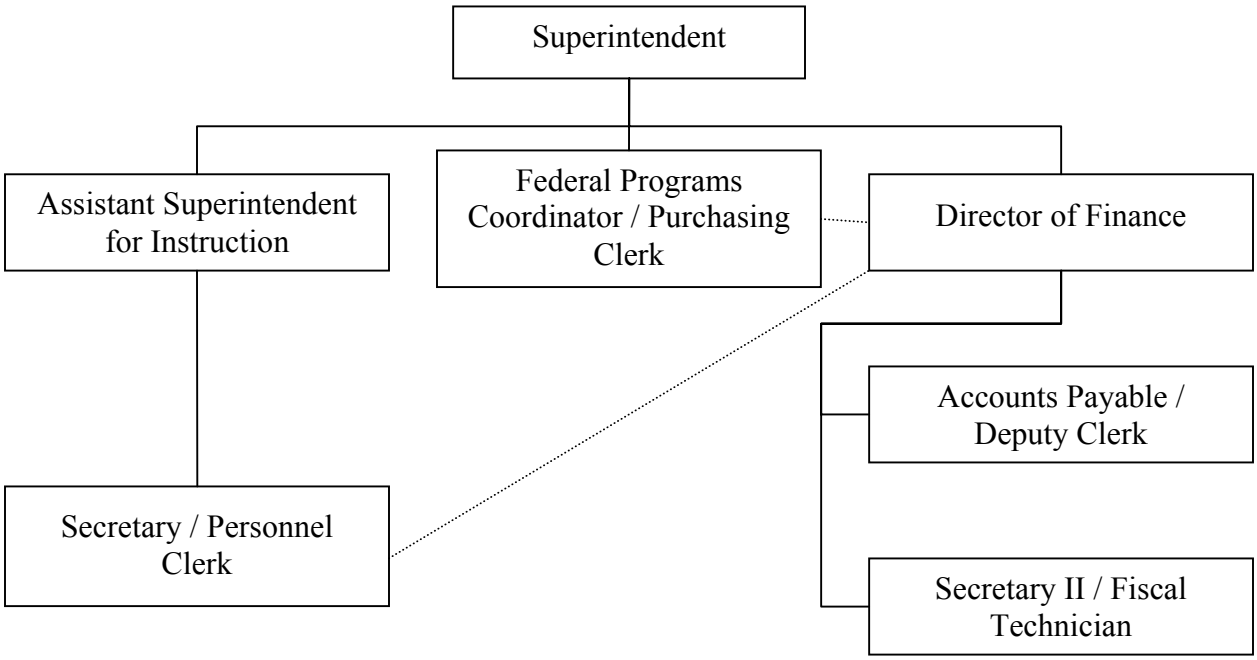
The mission of the SCPSD Finance Department is to manage and report on financial resources while maximizing the benefit to each enrolled student.

5.A. Staffing

The finance department consists of three full-time personnel – the finance director, an accounts payable/deputy clerk, and a secretary II/fiscal technician. The finance director is exempt from the Fair Labor Standards Act (FLSA). The accounts payable/deputy clerk, and secretary II/fiscal technician are non-exempt from FLSA. Non-exempt positions are entitled to overtime pay for all hours worked in excess of forty in one week. There are also two other positions that provide some support to the finance department – a secretary/personnel clerk who works for the assistant superintendent for instruction and a federal programs coordinator/purchasing who works for the SCPSD superintendent. Additionally, the secretary/personnel clerk position works for/supports the finance director annually during the preparation of work contracts. The position is also non-exempt from FLSA. The federal programs coordinator/purchasing clerk position works for/supports the finance director approximately 20 percent of the time. This position's FLSA status is not in the position description.

The organizational relationship between the positions within the finance department is shown in Figure 5, below.

Figure 5: SCPSD Financial Management Organizational Chart



Finding:

The SCPSD work hours practice is that all secretaries, custodians, and maintenance workers work 35 hours and get paid for 40 hours. These employees are non-exempt from FLSA, which means they are entitled to overtime pay for all hours worked in excess of 40 in one week.

Conclusion:

The present SCPSD work hours practice results in the five hours between 35-hour workweek and 40-hour workweek being used as a form of "pre-approved overtime" for FLSA non-exempt positions. When something needs to be done that will require working outside of a normal 35-hour workweek, these paid five hours of "pre-approved overtime" are used to accomplish the work. This practice evolved as a means to circumvent the requirement that the superintendent approve all overtime in advance. The usual practice is to work from 8:00 AM to 4:00 PM with one hour for lunch. The exact work hours differ slightly between the different groups of employees within the non-exempt category under FLSA guidelines. In effect, if the five hours are not worked every week, then 12.5 percent of the labor budget for these non-exempt employees is paid for but not utilized.

The employees covered by this policy – secretaries, custodians, and maintenance workers are all considered to be non-exempt under FLSA and therefore entitled to overtime for all hours worked in excess of 40 hours per week. The total annual payroll for all secretaries (14), custodians (14), and maintenance workers (4) is $707,649. In addition to an employee's salary, the employer (SCPSD) is also obligated to pay 7.65 percent of the salary for social security benefits, 5.75 percent of the salary for Virginia Retirement System (VRS), and 0.64 percent for unemployment compensation. The salary burden for non-professional employees at SCPSD amounts to 14.04 percent in aggregate. If a salary burden of 14.04 percent is used, plus insurance of $3,600 per person, then the annual payroll expense increases to $922,202.92. Thus, 12.5 percent of the burdened annual salaries for these individuals totals $115,275.37. If it is further assumed that 20 percent of this "pre-approved overtime" is actually used for productive work, then roughly $92,220, or 80 percent, is being paid for no work received. This assumption is made because the usual occurrence is that the maintenance staff will generally work more hours than the secretaries and custodians; although the number of hours is not quantifiable, since no records are kept for this statistic.

Discontinuing this abridged workweek practice offers SCPSD some options that can result in cost savings or increased productivity. If a review of the "pre-approved overtime" worked is conducted, the results may reveal that the savings allows for the elimination of one or more of these positions. On the other hand, if these positions are asked to actually work the additional five hours each week for which they are presently being paid, the SCPSD gains five productive hours of effort from each position weekly.

Recognizing the fact that some of this "pre-approved overtime" may occur in spikes at various times during the week or work year, the SCPSD may consider obtaining part-time support from the student population or the local community, or offering comp time to the individuals who are tasked to work in excess of the 40 hours during a particular week. If the "pre-approved overtime is more predictive as in the case of support to evening and weekend sporting events, concerts, etc., or snow storms, flex hours can prove to be a viable option to overtime.

Understanding human nature, if this workweek system is so ingrained that the employees presently working in this mode are reluctant to work the forty hours, SCPSD can continue allowing them to work only thirty-five hours each week, but only pay them for the 35 hours worked. Then, when it is necessary to work "overtime", these workers can be paid at regular pay for up to five additional hours per week and the superintendent will be required to approve overtime if the requirement exceeds 40 hours during a workweek. However, if the review of the work performed as "pre-approved overtime" reveals that little of it is actually used on an annual basis the required superintendent overtime approval should be minimal.

Recommendations:

Review the work hours presently being worked by each of these non-exempt FLSA positions to determine the percentage of "pre-approved overtime" they each work annually, when this "pre-approved overtime" occurred, and how many hours were worked during each incident/event.

Based on the findings of the review, evaluate this abridged workweek policy to determine if it is beneficial to the school system. If it is found that the employees involved are not actually working forty hours through "overtime" hours, then alter the policy based on the findings.

5.B. Financial Management

Findings:

Invoice payments are chronically late as a result of the system of payment imposed by the school board for payment of invoices. Invoices from the 2003-2004 school year revealed late fees totaling $4,096.22.

The school board has the duty to scrutinize claims/bills:

> "[The] school board shall examine all claims against it and, when approved, shall order or authorize the payment thereof . . .by a warrant drawn on the treasurer or other officer charged by law with the responsibility for the receipt, custody and disbursement of the funds of the school board." (Code of Virginia, Section 22.1-122.A)

Members of the Surry County School Board feel that they were elected, in part, on a "tight fiscal control" platform.

The school board does not allocate funds with the authority to school division administrative employees to pay on any kind of basis.

Conclusions:

Invoices for the 2003-2004 school year were reviewed for late fees and possible lost discounts. A significant number of invoices were paid beyond the terms on the invoice; however, not all late payments resulted in late fees being incurred.

The school board has taken their "tight fiscal control" platform literally to mean absolute control over the finances of the SCPSD. The invoice approval process implemented by the board is cumbersome and has introduced delays into the invoice payment process that result in late payments and financial penalties.

Presently, all invoices must be given to the board at their monthly meeting for certification by the board prior to payment. The procedure currently used for invoice approval is to cut off the invoices to be certified one week prior to the school board meeting in order to prepare the "invoice package". This procedure means that an invoice received the day after the cut off date will be more than 30 days old by the time it is included in the invoice package for the school board meeting the following month.

Late fees on utility bills from Prince George Electric Cooperative alone amounted to $2,154.43. (Note: This figure also includes late fees on those utility bills for field lights and entrance lights, which do not show up in the operations and maintenance figures.) Invoices were also reviewed for potential discounts for early payment. Two vendors were found who offered discounts: Central Diesel, Inc. and Snap-on Industrial. All available discounts should be taken. In accordance with the Budget Manual for Virginia Schools published by the Virginia School Boards Association a school board may appoint an agent and a deputy agent to examine and approve payment of claims (Va. Code Ann. 22.1-122.B) for them. If the school board were to appoint an agent to certify invoices for payment they would still be able to maintain their "tight fiscal control" platform and reap the benefits of prompt payment discounts and the avoidance of late payment penalties by processing the payments and having the board review the packet each month after payments have been made. Allocation of funds, on a periodic basis, with the authority to pay for goods and services, not to exceed the current allocation, will allow the SCPSD administrative office flexibility in determining which requirements are the priority spending needs of the division and to act upon those needs in a timely manner.

Recommendations:

Avoid all late fees. Appoint the superintendent (or the director of finance) as the school board's agent to accelerate the invoice payment process. Have the board receive a regular, periodic presentation by the school administrative office on invoices paid prior to board approval. Many of the invoices are routine in nature, and should not require board approval prior to payment.

As an alternative, have the board chair review invoices with the superintendent on a regular basis outside of scheduled board meetings.

Take advantage of all discounts offered.

The school board should allocate funds periodically, for example, quarterly or by the semester, for on-going operations.

5.C. Financial Accounting

Finding:

Discounts and late fees are not tracked, and are incorrectly recorded.

Conclusion:

Discounts not taken are ignored and late fees are recorded as an expense against the same account as the goods/services being purchased. This method of accounting can inadvertently hide the information from view, making it difficult to ascertain the magnitude of the problem.

To correct the problem, accounts should be established for both discounts and late fees. These accounts will serve as visible "red flags" for unnecessary expenses. Additionally, establishing accounts for these expense items will enable proper classification of late fees as interest expense and lost discounts as opportunity cost.

The software used by the finance department and the commissioner of revenue has the capability to track purchase/trade discounts and payment due dates. However, with existing school board review requirements, these features are not currently used. Using these features will facilitate payments occurring automatically a predetermined number of days prior to the due date to take available discounts and avoid late fees.

Recommendations:

Begin tracking late fees and discounts in separate accounts using the existing finance and accounting software.

The finance department should use the capabilities in their software, enter a due date, and discount information when entering invoices in the accounting software.

5.D. Budget Trends

The 2004-2005 school year budget is currently being executed. The budget for the 2005-2006 school year is proposed. The following tables show the overall school year budget trend in both unadjusted (period) dollars (Table 31, below) and in constant 2001-2002 school year dollars, adjusted for inflation (Table 32, on the following page).

Table 31: SCPSD Budget by School Year - Unadjusted

School Year	Period Dollars			
	Total	Without Debt Service and Capital Projects		
		Total	Change from Prior Year	Percent Change from Prior Year
2001-2002	$13,617,766.30	$12,571,179.25	N/A	N/A
2002-2003	$14,090,745.00	$12,747,343.00	$176,163.75	1.40%
2003-2004	$13,846,437.00	$12,946,458.00	$199,115.00	1.56%
2004-2005	$13,951,216.00	$13,258,846.00	$312,388.00	2.41%
2005-2006*	$17,684,209.00	$14,113,061.00	$854,215.00	6.44%

*Proposed budget

Unadjusted dollars for these years are shown in the above table. Capital projects were removed from the percentage change calculation because of the wide variation in annual expenditures (zero in 2001-2002, $373,415 in 2002-2003, to zero again in 2004-2005). Debt service was removed because the terms cannot be adjusted using U.S. Office of Management and Budget factors. The amounts shown were then adjusted to constant dollars using factors from the U.S. Office of Management and Budget.

Table 32: SCPSD Budget by School Year – Constant Dollars

School Year	Constant 2001-2002 Dollars			
	Total	Without Debt Service and Capital Projects		
		Total	Change from Prior Year	Percent Change from Prior Year
2001-2002	$13,617,766.30	$12,571,179.25	N/A	N/A
2002-2003	$13,650,842.20	$12,349,380.23	-$221,799.02	-1.76%
2003-2004	$12,962,904.64	$12,120,352.73	-$229,027.50	-1.85%
2004-2005	$12,871,582,83	$12,232,792.79	$112,440.06	0.93%
2005-2006*	$15,799,875.49	$12,597,188.77	$364,395.98	2.98%

*Proposed budget

Note: Budget percentages: labor = 76.29%; other = 22.79%; fuel = 0.92%

The overall budget trend does not, however, consider student population. SPCSD has a generally decreasing student population. Table 33, below, shows the student population at the start of each school year. Table 34, below, shows SCPSD's unadjusted cost per student and Table 35, on the following page, shows SCPSD's cost per student in constant dollars.

Table 33: SCPSD Student Population

Student Population at Start of School Year			
School Year	# Students (at start of year)*	Change from Prior Year**	% Change from Prior Year
2001-2002	1,170	(46)	-3.78%
2002-2003	1,172	2	0.17%
2003-2004	1,142	(30)	-2.56%
2004-2005	1,115	(27)	-2.36%
2005-2006	1,090	(25)	-2.24%

* 2005-2006 projected based on average per year decrease

**Average per year decrease 2001-2002 through 2004-2005 = 25.25

Table 34: SCPSD Cost per Student - Unadjusted

School Year	Period Dollars		
	Cost per Student	Change from Prior Year	% Change from Prior Year
2001-2002	10,744.60	NA	NA
2002-2003	10,876.57	131.97	1.23%
2003-2004	11,336.65	460.08	4.23%
2004-2005	11,891.34	554.69	4.89%
2005-2006*	12,947.76	1,056.42	8.88%

*2005-2006 projected based on proposed budget

Table 35: SCPSD Cost per Student – Constant Dollars

School Year	Constant 2001-2002 Dollars		
	Cost per Student	Change from Prior Year	% Change from Prior Year
2001-2002	10,744.60	NA	NA
2002-2003	10,537.01	-$207.58	-1.93%
2003-2004	10,613.27	$ 76.25	0.72%
2004-2005	10,971.11	$357.85	3.37%
2005-2006*	11,557.05	$585.94	5.34%

*2005-2006 projected based on proposed budget

Finding:

When viewed in constant 2001 – 2002 school year dollars, the amount spent per student decreased in 2002 – 2003 before beginning to climb again. In constant dollars, the amount spent per student in the 2002 – 2003 and 2003 – 2004 school years was below the amount spent per student in the 2001 – 2002 school year. When compared directly, the percentage change from the 2001 – 2002 school year to the 2004 – 2005 school year is 2.11 percent. The 2005 – 2006 cost per student and percentage change are based on a proposed budget and an estimated student population.

The SCPSD budget, when adjusted to remove debt service and capital projects, has increased annually an average of 1.82 percent from the 2001-2002 school year to the 2004-2005 school year. The SCPSD budget in constant dollars, which is further adjusted for inflation according to the U.S. Office of Management and Budget, declined for two years before rising slightly in 2004-2005. The SCPSD budget, in constant, dollars has actually declined by 0.9 percent on an average annual basis.

Conclusion:

While in actual dollars, the SCPSD budget grew at an annual average of 1.82 percent, when inflation is factored in, the budget actually declined by 0.9 percent on an average annual basis. Effectively, this means that the 2004-2005 budget, adjusted for debt service and capital projects, is less than it was in the 2001-2002 school year.

Recommendation:

The budgetary process at SCPSD should analyze the impact of inflation on the purchasing power of the budget annually during budget preparation and presentation. In other words, future budget requests should factor in inflation considerations to ensure adequate funds to meet expenses.

Finding:

The SCPSD budget, when examined on a per pupil basis, portrays a more improved outlook because of a declining student population. The SCPSD student population is declining annually at an average of 25 students since the 2001-2002 school year.

Conclusion:

The unadjusted (for inflation) budget dollars per student from the 2001-2002 school year to the 2004-2005 school year increased at an average of 3.56 percent annually. When adjusted for inflation, the increase is a more modest 0.7 percent annually. The adjusted budget dollars per student in 2004-2005 effectively amounts to the level of funding in the 2001-2002 school year.

Recommendation:

The budgetary process at SCPSD should annually analyze the impact of inflation on the purchasing power of the budget, as well as the impact of declining student enrollment to ensure adequate funds to meet expenses.

Finding:

The SCPSD budget, for 2004-2005 and 2005-2006 (proposed) saw an infusion of additional state funds via the State Entitlement for Direct Aid.

Conclusion:

The most significant impact caused by the infusion of additional state funds is seen in the Basic Aid program. The significance of the impact, of course, is predicated on a requirement to match funds at the local level. Table 36, below, shows the Basic Aid per pupil for fiscal years 2004 through 2006.

Table 36: State Dollars per Pupil

	FY 2004	FY 2005	FY 2006
Average Daily Membership	**1,084**	**1,053**	**1,029**
Basic Aid per Pupil	$762.49	$854.88	$882.03

As the above table indicates, even with the declining student enrollment at SCPSD, the Basic Aid per pupil is increasing. Consequently the infusion of additional state funds to SCPSD is having a beneficial impact on instructional expenditures on the students through the Basic Aid category.

Recommendation:

This is an observation. No recommendation is suggested at this time.

5.E. Purchasing

Purchasing Authority

The superintendent of SCPSD, with the school board's formal authority, may designate a qualified employee to serve as the purchasing agent for the board. In this capacity, the agent for the board may purchase or contract for all supplies, materials, equipment, and contractual services required by the school division subject to federal and state codes and school board policies.

All personnel in the division who desire to purchase equipment and supplies must follow the established procurement procedures within their departments or schools for the issuance of a requisition or purchase order. All purchase orders must be forwarded to the superintendent or her designee for approval and processing.

Internal Controls

The superintendent, or her designee, is responsible for the establishment of appropriate procedures for internal accounting controls.

Purchasing and Contracting

It is the policy of the SCPSD to encourage full and open competition whenever practicable among potential contractors and suppliers by competitive bidding practices; to centralize purchasing and contracting to realize the economies resulting therefrom; and to seek maximum educational value for every dollar expended. All procurements made by the school division are to be in accordance with the Virginia Public Procurement Act (VPPA).

Purchasing for all school system supplies and equipment is processed through the finance department, with the exception of bus garage purchases. The federal programs coordinator/ purchasing assistant has the responsibility of reviewing all purchase requests, coding the requests and forwarding the requests to the finance director who has the responsibility of ensuring that the purchase requests are within the approved annual operating budget. The purchasing assistant must follow up on purchases to ensure merchandise has been received in good working order.

The accounts payable clerk must process all invoice payments for the school system. The accounts payable clerk must ensure the current invoice payment is not a duplicate request for payment. She must also ensure all merchandise was received as requested. Once the invoices have been matched with the purchase requests and proper documentation has been attached to the receipt, the accounts payable clerk must forward all of this to the finance director for approval to process payment. Once the finance director has approved payment, the disbursement list is forwarded to the school board for their approval to remit payment. The accounts payable clerk remits payment for all invoices approved by the school board the day after the school board's business meeting.

Small Purchasing

The competitive bidding (or competitive negotiations) requirements do not apply to the purchase of goods, services other than professional services, insurance or construction, single or term contracts, the cost of which is, in the aggregate or the sum of all phases, not expected to exceed $50,000, and that are not otherwise exempt from competitive sealed bidding or negotiations. Purchases under this exception that are expected to exceed $30,000 shall require the written informal solicitation of a minimum of four bidders or offerors.

The Surry County School Board may purchase single or term contracts for professional services if the aggregate or sum of all phases is not expected to exceed $30,000 without undertaking competitive bidding by adopting written procedures for such purchases. However, such small purchase procedures shall provide for competition wherever practicable.

The acquisition of property or services, the estimated cost of which is less than $30,000, may, at the discretion of the superintendent, or her designee, be on the basis of "Open Market" or informal bid procedures under which the requirement for an advertised invitation to bid need not be observed. Such purchases must be in accordance with written procedures of the school division and must provide for competition whenever practicable. Specific procedures for purchases under this section must be published as an administrative regulation.

Emergency Contracts

Whenever, because of an emergency which does not allow sufficient time to engage in normal bidding procedures, it is deemed necessary and in the public interest by the superintendent to enter into any contract without following the formal or informal bidding procedures required, she must authorize such emergency contract. The superintendent must make a full report concerning the emergency contract at the next scheduled school board meeting. Table 37, below, identifies the processes and requirements for SCPSD procurements.

Table 37: Procurement Procedures and Requirements

Description	Thresholds	Process/Procedure
Small Purchases (supplies and non-professional services)	Less than $2,500	Competition not required. Approval by superintendent and/or finance director.
	$2,501 to $5,000	Solicit three sources (verbal) Approval by superintendent.
	$5,001 to $30,000	Solicit three sources (written) Approval by school board.
Competitive Procurements	Less than $30,000	Open Market, or informal bid. (Requirement for advertised invitation to bid may be waived by superintendent.)
	$30,001 to $50,000	Written informal solicitation, minimum 4 sources
Emergency Contracts	No specific limits	Superintendent may authorize, then report at next school board meeting.

The purchasing function at SCPSD is highly decentralized. Requests of less than $2,500 that originate at the teacher level are submitted to the school principal, who then approves and forwards them to the administrative offices. These requests, and requests of up to $5,000, can be approved in the superintendent's office. Requests greater than $5,000 must go to the school board for approval. Generally, a request for proposal (RFP) is utilized for construction and renovation projects. Sealed bids are utilized for vehicles and the like.

Finding:

The desired number of quotes for procurement purposes is difficult to obtain in rural areas such as Surry County. SCPSD uses local advertising effectively to dispose of surplus property.

Conclusion:

Three bids are usually sought for SCPSD procurement needs, however, the desired number of bids is not always obtained. Most of the purchasing activities at SCPSD do not involve solicitation for bids. Bid solicitation for big-ticket items, as well as renovation and

construction projects, are rare occurrences because of the small size of the school division. There are relatively few suppliers of buses, for instance. Likewise, the number of construction firms available to bid on jobs for the SCPSD is limited. There are, however, enough firms available to obtain the required three or four bids or proposals for the larger needs. The problem area for SCPSD lies in the mid-range where bids are desired for technology needs and other smaller jobs that are not large enough to attract bids from outside the area. SCPSD relies on the Department of General Services (DGS) program for purchasing custodial supplies, file cabinets and the like.

Recommendation:

SCPSD needs to continue to explore creative options for securing a sufficient number of bids as required by the VPPA. Direct solicitation of firms in the surrounding area, as well as to metropolitan areas within two hours drive of the schools' location, can produce the number of bids needed. Also, the internet provides a ready source for substantiating costs for just about everything.

Finding:

SWAM vendors (Small, Women and Minority owned firms) are not usually solicited by SCPSD.

Conclusion:

The Commonwealth of Virginia has an initiative put forth by Governor Warner to increase its business dealings with SWAM firms. Assistance is available through the Virginia Department of Minority Business Enterprise (DMBE) to identify these firms, complete with all contact information, in order to promote business dealings with them in Virginia. DMBE will assist SWAM firms in bidding on business with state and local agencies, including SCPSD. Another procurement tool that is available to SCPSD through the Surry County government is the Commonwealth of Virginia's electronic procurement system, eVA, which is utilized throughout the state to solicit for bids. eVA is an interactive web site for venders to display goods and services to the Commonwealth 's state and local government. This e-portal to public purchasing in Virginia is where more than $5 billion will be spent every year to deliver goods and services to support citizen programs. This system requires registration and some time devoted to learning and understanding the system. There is, however, an introductory arrangement provided for school systems, called "eVA Lite", that can get the school system on-line almost immediately (within a week). It provides the basic tools needed to operate within eVA, as well as access catalogues.

Recommendation:

SCPSD should make contact with the Virginia DMBE to establish a relationship, which would enhance its capability to solicit for bidders; which, in turn, may result in lower costs to the school division. SCPSD should also utilize the eVA procurement system through the Surry County government. Contact can be made through the website www.eva.state.va.us.

Finding:

SCPSD does not use the internet auction program for surplus property. SCPSD uses local advertising effectively to dispose of surplus property.

Conclusion:

SCPSD only rarely needs to dispose of surplus property. The attitude is to get as much use as possible from the division's assets. Auctions have been tried previously to dispose of items such as buses, but with limited success. The current process for disposing of surplus property involves informing the school board and advertising the item(s) in the local newspaper. Success has come when local churches bid on buses and the like.

Recommendation:

The current system of disposing of surplus property by SCPSD is effective and adequate. No change is recommended at this time. If the amount of surplus property to dispose of should increase in the future, then SCPSD should consider using the internet auction program. The Stafford County Public Schools Division enjoys great success with the internet auction program, and would be a likely contact for additional information concerning the effective use of the program.

Finding:

SCPSD does not utilize an electronic ordering process within the division for supplies, etc.

Conclusion:

SCPSD continues to use a hard copy system for ordering supplies and other items needed in the schoolhouses. Purchase orders come in from the principals to the director of finance in the administration office. The purchase order is assigned a number and is coded. Once the director of finance verifies that sufficient funding exists in the appropriate account for the item, the purchase order is signed and the order is faxed to the vendor. SCPSD has been under the impression that to implement an electronic ordering process, it would necessitate extensive training of all users and the purchase of software to operate the system. In actuality, an office supplies company will supply the software and any training that might be necessary for the users. All orders can still be consolidated in the director of finance office, but assignment of a purchase order number, a code and the verification of funds will be automatic. Time efficiencies are greatly enhanced by electronic ordering systems.

Recommendation:

Look into implementing an electronic ordering system for office supplies that is provided by an office supply vendor.

Finding:

SCPSD does not utilize open purchase orders with local vendors, except for bus garage purchases.

Conclusion:

An open purchase order with local vendors allows employees the freedom to purchase items locally on an open account when the need arises. The vendor then sends a bill once a month for items bought during the previous month. While this method is convenient and sometimes necessary for emergencies, it may present problems from a control perspective. One

of the steps in the purchasing process at SCPSD is to verify that funds are adequate to make the purchase. Another benefit of the current system is the provision of a built-in checks and balance by virtue of having another party involved to approve the purchase. Without the approval step, it becomes too easy to make the purchase and abuses can potentially occur. The SCPSD policy, however, does allow for the bus garage to operate under an open purchase order. This was provided because of the importance of keeping the buses running and safe.

Recommendation:

The current SCPSD system is adequate for the needs of the purchasing function, and there is no overriding reason to change the process.

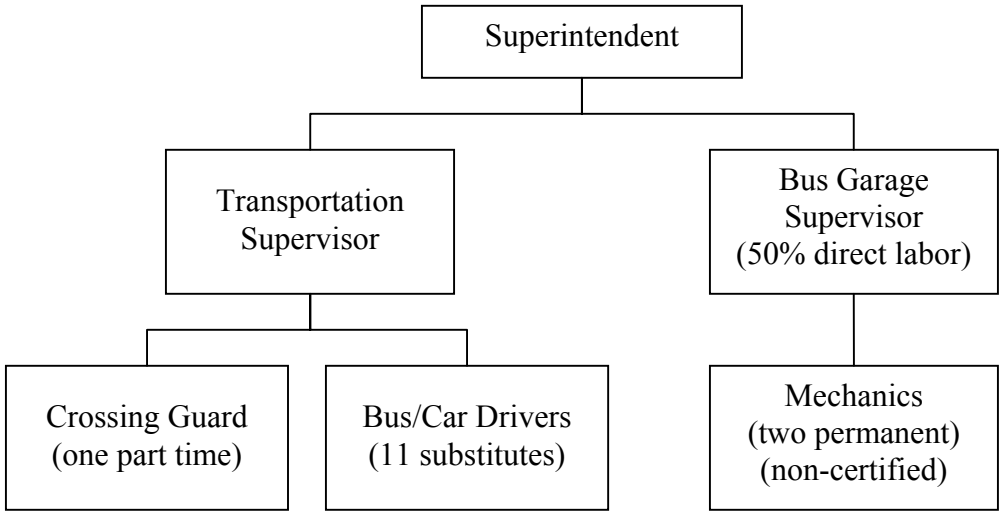
6. Transportation

6. A. Organization and Staffing

A full-time transportation supervisor who reports directly to the superintendent oversees the transportation department operations function. The transportation supervisor currently manages 28 permanent transportation drivers (for 23 regular buses, two special education buses, one 20-passenger Governor's School bus, and two cars), one permanent bus aide, and 11 substitute drivers. Additionally, there are nine school employees listed as substitute drivers that may be called upon if needed and if available. Also, if substitute drivers are not available, the transportation supervisor and the garage mechanics hold Commercial Driver's Licenses (CDLs) and are capable of filling in if needed. Substitute drivers are considered part-time employees, receive no benefits, and are not guaranteed a stated number of hours. The transportation supervisor also supervises the crossing guard.

The transportation department maintenance function is headed by a bus garage supervisor, who supervises two full-time mechanics and, like the transportation supervisor, reports directly to the superintendent. According to the bus garage supervisor, he is tasked to spend half of the workday performing supervision and management functions and half of the workday performing direct vehicle maintenance and repair tasks. If the transportation supervisor is absent, the bus garage supervisor fills in, and vice versa. Figure 6, below, is an organization chart of the transportation department.

Figure 6: SCPSD Transportation Department Organization Chart



Findings:

The organization chart for the SCPSD transportation department shows that the transportation supervisor and the bus garage supervisor occupy parallel positions directly reporting to the superintendent.

In recent years, the number of drivers has been adequate to cover all pupil transportation requirements.

Bus drivers do not work overtime, and are paid a flat fee when driving for extracurricular activities. Transportation department compensation used by SCPSD is provided in Table 38, below.

Table 38: SCPSD Transportation Compensation

Position	2004-2005 Compensation Schedule
Bus Driver (permanent)	Starting Salary: $8,469 (185 day contract), up to Maximum Salary: $13,298 (30+ years service) Plus: full benefits and retirement
Bus Driver (substitute)	Half Day: $20 (one route) Full Day: $40 (both routes)
Bus Driver (extracurricular trips)	Field Trip: $45 flat Athletic Trip: $45 first 6 hrs; $10 each addt'l hour
Bus Garage Mechanic	Starting Salary: $25,568 (based on 240 work days) Maximum Salary: $40,150 (30+ years service)
Crossing Guard	$3,565 annually (part-time)

Permanent bus driver staff exhibits low absenteeism and lengthy duration of service. Ten of the current drivers have been employed as bus drivers by SCPSD for at least 12 years.

Conclusions:

As suggested earlier in the school division administration section of this report, issues associated with day-to-day transportation operations and maintenance should be directed to an individual who makes decisions at an operations level, who reports to the superintendent, and who refers to the superintendent those higher level issues that require higher level authority. This will also improve timeliness and efficiency in decision making and handling of day-to-day issues.

Transportation operations staffing is adequate and permanent bus driver employment is stable from year to year.

Recommendations:

Revise the organizational structure to have the transportation supervisor and bus garage supervisor report to the director of operations instead of directly to the superintendent (as addressed in the school division administration section of this report).

Continue to foster good working relationships with permanent and substitute bus drivers through low cost, morale boosting awards and recognition actions such as safe driving awards, attendance awards, longevity of service certificates, etc.

6. B. Planning, Policies, and Procedures

The mission of the transportation department is to transport all students to and from school and approved extracurricular activities in a timely, safe and efficient manner. As shown in the detailed Annual Transportation Budget in Table 39, on the following page, the planned 2003-2004 transportation budget amounts to $780,578. This budgeted amount represents an increase of 8.87 percent over the 2002-2003 planned budget of $717,004. The actual costs incurred in the transportation department for fiscal years 2000 - 2004 are shown in the Annual Fiscal Year Report Summary, Table 40. Figure 7 is a bar graph comparing transportation budget costs with the actual costs incurred during each of the last four school years.

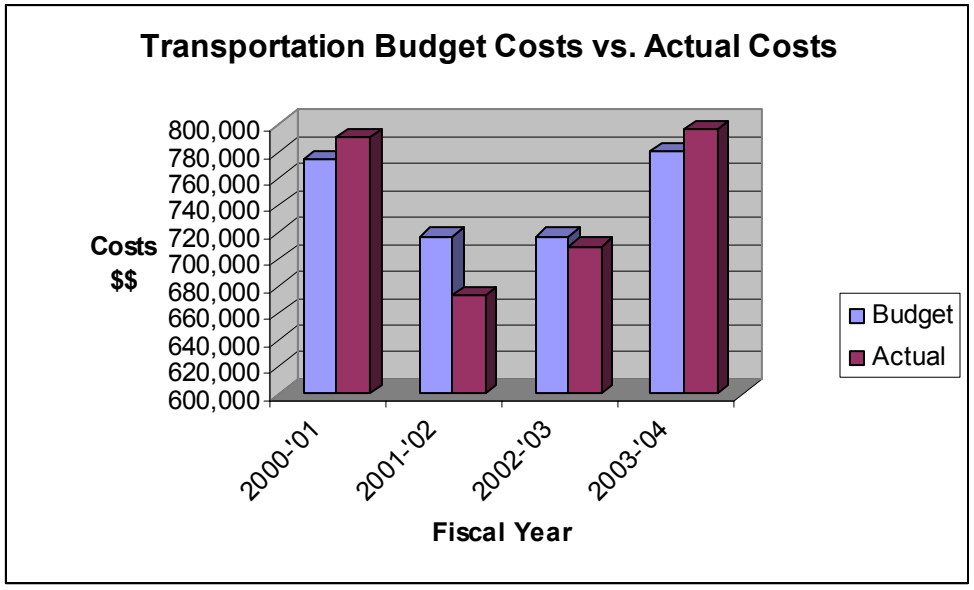
Table 39: SCPSD Annual Transportation Budget

Areas	2000-2001	2001-2002	2002-2003	2003-2004
Management and Direction	$ 35,939.57	$41,239.89	$40,440.62	$44,363.88
Transportation, Clerical	$ 27,366.54	$ 31,763.60	$ 32,187.12	$ 35,742.96
FICA Benefits	$ 1,861.81	$ 2,264.72	$ 2,121.24	$ 2,435.68
VRS Benefits	$ 3,700.45	$ 2,795.60	$ 2,974.08	$ 2,787.94
HMP Benefits	$ 2,760.00	$ 4,228.50	$ 3,132.00	$ 3,132.00
GLI Benefits	$ 236.08	$ 178.54		
Unemployment Insurance	$ 14.69	$ 8.93	$ 26.18	$ 25.82
Retiree Health Care Credit				$ 239.48
Vehicle Operation	$572,547.69	$452,396.45	$474,954.05	$566,633.34
Transportation, Operative	$314,637.89	$308,725.10	$305,955.41	$346,769.64
FICA Benefits	$ 22,884.63	$ 23,258.32	$ 21,348.05	$ 24,299.18
VRS Benefits	$ 22,788.10	$ 21,211.32	$ 16,395.00	$ 25,555.58
HMP Benefits	$ 36,660.00	$ 41,745.00	$ 46,195.64	$ 67,468.50
GLI Benefits	$ 1,504.17	$ 1,070.22		
Unemployment Insurance	$ 462.79	$ 276.74	$ 650.84	$ 1,131.60
Purchased Services	$ 9,208.56	$ 6,262.09	$ 1,828.42	$ 3,936.86
Vehicle and Powered Equipment Fuels	$ 65,377.55	$ 49,847.66	$ 59,926.50	$ 66,973.44
Insurance	$ 15,322.00		$ 22,000.00	$ 29,935.00
Capital Outlay Replacement	$ 37,736.00			
Capital Outlay Additions	$ 45,966.00			
Communications			$ 654.19	$ 563.54
Vehicle Maintenance	$182,510.09	$179,104.47	$194,388.36	$186,148.56
Transportation, Service	$ 90,840.83	$ 97,981.43	$ 94,993.75	$ 99,938.16
FICA Benefits	$ 6,499.80	$ 7,278.30	$ 6,981.55	$ 7,357.72
VRS Benefits	$ 10,728.77	$ 8,940.99	$ 9,176.52	$ 8,603.59
HMP Benefits	$ 11,040.00	$ 13,705.00	$ 9,918.00	$ 9,396.00
GLI Benefits	$ 759.72	$ 550.50		
Unemployment Insurance	$ 44.31	$ 28.89	$ 77.45	$ 76.12
Retiree Health Care Credit				$ 273.30
Purchased Services		$ 1,092.35	$ 4,773.87	$ 5,000.64
Communications			$ 1,429.76	$ 1,702.23
Travel			$ 156.70	
Vehicle and Powered Equipment Supplies	$ 62,596.66	$ 49,527.01	$ 66,880.76	$ 53,800.80
Totals:	$790,997.35	$672,740.81	$709,783.03	$797,145.78

Table 40: SCPSD Annual Fiscal Year Report Summary

Areas	2000-2001	2001-2002	2002-2003	2003-2004
Personal Services	$577,561	$546,423	$568,423	$618,997
Director of Transportation Compensation				
Transportation Supervisor Compensation	$ 27,239	$ 27,239	$ 32,187	$ 35,743
Bus Driver Compensation	$237,831	$232,469	$237,321	$260,004
School Crossing Guard Compensation	$ 3,441	$ 3,441	$ 3,441	$ 3,512
Substitute Bus Driver Compensation	$ 30,000	$ 30,000	$ 40,000	$ 40,000
Extracurricular trips	$ 30,000	$ 30,000	$ 30,000	$ 40,000
Bus Garage Supervisor Compensation	$ 37,518	$ 37,518	$ 37,518	$ 40,791
Bus Garage Mechanics Compensation	$ 50,133	$ 46,279	$ 57,099	$ 59,147
FICA	$ 31,836	$ 31,836	$ 34,239	$ 36,659
VRS Retirement	$ 41,425	$ 34,859	$ 29,994	$ 32,604
Health Insurance	$ 84,870	$ 59,508	$ 56,376	$ 70,290
Group Term Life Insurance	$ 2,822	$ 2,828		
Unemployment Insurance	$ 446	$ 446	$ 248	$ 248
Non-Personal Services	$196,684	$170,581	$148,581	$161,581
Purchased Services	$ 8,684	$ 10,000	$ 10,000	$ 10,000
Telephone	$ 3,000	$ 3,000	$ 3,000	$ 3,000
Motor Vehicle Insurance	$ 22,000	$ 22,000	$ 22,000	$ 35,000
Vehicle Equipment/Supplies	$ 50,000	$ 65,000	$ 61,286	$ 61,286
Fuel for Vehicles	$ 43,000	$ 70,581	$ 52,295	$ 52,295
Capital Outlay – Buses	$ 67,000			
Capital Outlay – New	$ 2,000			
Capital Outlay – Replacement	$ 1,000			
Totals:	$774,245	$717,004	$717,004	$780,578

Figure 7: SCPSD Transportation Graph



Findings:

The Comparison Budget and Actual Costs Table show a 12.31 percent increase of actual dollars spent on transportation costs for fiscal year 2003-2004.

Personal services accounts for 79.3 percent of the budget, which, overall, has increased slightly from the 74.6 percent of the budget expended for personal services in 2000-01.

Non-personal services decreased from $196,684 in 2000-01 to $161,581 in 2003-04, which equates to a 17.8 percent decrease (due in large part to the $70,000 capital outlay for buses in 2000-01 and none in subsequent years).

The only increase in non-personal services in 2003-04 from the previous year was a 59 percent increase in motor vehicle insurance cost (from $22,000 annually to $35,000).

Conclusion:

Over the last four fiscal years, there seems to be little consistency in the actual expenditures compared to the planned budgets for the same periods. Fiscal years 2000-2001 and 2003-2004 are over budget (by slightly over 2 percent), whereas in fiscal year 2001-2002, the department was 6.17 percent under budget. Increases in personal services costs are due to approved increases in salaries for operations, maintenance, and supervisory personnel. Increases in non-personal services costs, particularly vehicle insurance costs, are due largely to sharply rising insurance rates across the industry over the last several years.

Recommendation:

Continue to monitor actual expenditures each year against proposed budgets in an effort to stay within budget on a consistent basis.

6. C. Routing and Scheduling

The transportation department currently uses 23 buses to cover regular routes (eighteen 64-passenger buses and five 78-passenger buses), plus two buses with wheel chair lifts for special education students, and a 20-passenger bus to transport nine students to the Governor's School in Petersburg. In addition, two cars are used to transport a total of five students to the alternative schools – one in Petersburg/Prince George County and one that goes to the Hampton School for the Deaf and Blind. Refer to Attachment 7 for a complete breakdown of the SCPSD bus fleet. Student population density across the county's 310 square mile area is 3.57 students per square mile. Each bus and driver is single routed, and pupils for all three schools are transported on each bus. Bell times at each school are staggered slightly to allow buses ample arrival, loading/unloading, and departure times.

Bus routes are determined by the transportation supervisor based on familiarity with the county road system and population densities, bus capacities, and, to some extent, location of driver residences. The transportation supervisor maintains a color-coded map of the county depicting each bus route, and amends each route periodically to account for changes in student pick-up/drop-off locations. No automated routing system is used. For the most part, bus stops along the route are door-to-door. This is common practice in predominantly rural counties throughout the state. Three of the routes have cluster pick-up of students at apartment complex housing. According to the transportation supervisor, the current routing system and bus schedules pose no problems with on-time arrivals. A listing of each bus route, for the 2003-2004 school year is provided as Attachment 8.

On average most bus routes take approximately 55 minutes one-way from initial pick-up to the school complex. The longest route takes approximately 90 minutes one-way and involves only one bus. The shortest route time is approximately 35 minutes for two of the cluster pick-up routes. Average miles traveled per day (including morning and afternoon routes) for each of the 23 regular route buses is 60 miles. The shortest route covers 32 miles and the longest route covers 72 miles. There has been some discussion in the past to balance miles among buses, however, nothing has yet been resolved. According to the transportation supervisor, average ridership for the 64-passenger buses is approximately 46 students, and for the 78-passenger buses are approximately 58 students.

The current procedure allows bus drivers to take buses home at night upon completion of their routes. Again, this is common practice in rural areas. Upon completion of the morning segment of the route, each bus driver takes the bus through the line to be refueled (if necessary) at the fueling station at the school complex. One of the mechanics is dispatched from the bus garage each morning to refuel the buses. The bus drivers then park the buses at the school complex during the day, and all bus drivers are driven home on one of three buses going in different directions within the county. The driver for each bus is typically the bus driver who lives farthest away along the general direction of the route. The process is reversed to pick-up the drivers for the afternoon route segment. During the day, all remaining buses parked at the school complex are available for service and inspection if necessary. The mechanic takes buses requiring or scheduled for service to the bus garage, and returns the bus to the complex upon service completion. In the event a bus needs to be in the garage for a longer period, the mechanic takes one of the spare buses back to the complex for the driver to use.

Findings:

The transportation department does not use any routing software in developing and revising bus routes.

The current practice of allowing drivers to take buses home at night, park them at the school complex during the day, and using three spare buses to transport drivers to and from their homes during the day is reasonable given Surry's rural and sparsely populated character.

On the average, bus ridership on the 23 current routes is two to three students less per bus than the number that could be reasonably accommodated without impacting the comfort and safety of the students.

Conclusions:

According to figures cited in the Roanoke County School Division: School Efficiency Review report, the automated bus routing software marketed by VersaTrans Solutions, Inc. costs $25,000 to purchase and implement with in-house personnel. As of the time of the report, Roanoke County had not fully implemented the software as had adjacent Montgomery County. Roanoke County and Montgomery County have 153 bus routes and 103 bus routes to develop and manage, respectively. In locations where the software is implemented and personnel are trained to use the software effectively, savings over time have been significant as the software is adept at optimizing bus usage, eliminating unnecessary routes, and reducing transportation costs.

While VersaTrans software could be beneficial to SCPSD, it is not a necessity considering the rural setting and only 23 bus routes to maintain. However, the current method of maintaining all routes on a single, color-coded map could be refined to provide greater clarity

and more detail regarding the bus stop locations and student load. The current map is extremely busy and does not lend itself to visualizing and making alterations as routing changes occur. Developing more user-friendly routing maps can foster greater efficiencies in time and cost associated with routing and scheduling, higher average pupil ridership per bus, and decreased total route mileage. These maps will provide greater clarity, ability to display more data concerning each route, and will offer greater ability to make revisions and conduct "what-if" analyses.

The current policy regarding the physical location of buses throughout the day is to allow drivers to take buses home at night upon completion of an afternoon route, park them at the school complex during the day, and use three spare buses to transport drivers to and from their homes during the day. Bus drivers having transportation to and from work drastically reduces occurrences of absenteeism, makes buses readily available during the day for inspection and maintenance requirements, and significantly reduces overall fleet mileage and associated costs. In looking at ways to make the practice more efficient, the analysis team considered the feasibility of transporting the drivers to and from home in three minivans as opposed to three spare buses, as the minivans would be much more efficient to operate on a daily basis. However, the additional procurement and maintenance cost for the minivans would require a very long capital recovery time and cannot be recommended.

Bus ridership on 64-passenger buses averages approximately 46 students and on 78-passenger buses averages approximately 58 students. The transportation supervisor stated that due to the size of most students and their carry-ons (rolling bookbags, backpacks, etc.); the quoted bus capacity is overstated at three students to a seat. Considering that each bus carries a mix of elementary, middle, and high school students, it is reasonable to assume that several seats may accommodate three students while the remainder may accommodate only two students. Based on this assumption, it appears that the eighteen 64-passenger buses can easily accommodate 48 to 50 students, and the five 78-passenger buses can accommodate an average of 60 to 62 students. With careful route planning and adjustment of pick-up and drop-off times on many buses, the increased average ridership per bus could eliminate one daily route from the schedule. Potential savings would be approximately $21,600 annually on average in labor, maintenance, fuel, and procurement cost savings.

Recommendations:

Develop a larger hard copy or electronic routing map with a series of bus route overlays or a series of routing maps covering individual routes that provide greater detail on each route concerning bus stop locations, route mileage, driving time, and student loads.

Continue the current practice of allowing bus drivers to take buses home at night, park them at school during the day, and use a limited number of spare buses to transport bus drivers to and from home during the day.

Review all bus routes and schedules with the goal of adding two to three students on average per bus. Alter routes and schedules as necessary for each bus to safely maximize ridership and eliminate one bus route.

6. D. State Reporting

The transportation supervisor is responsible for assembling, verifying, and reporting the transportation department's data to the state. Pupil ridership is documented and verified from

tally forms filled out by bus drivers twice during the school year. These tallies are crosschecked with student lists at each of the three schools. Each bus driver is also tasked to record route mileage from home to school at the beginning and end of each school year to ensure accurate bus route mileage data is captured and reported. Table 41, below, shows the Pupil Transportation report for the VDOE.

Table 41: SCPSD VDOE Report for Pupil Transportation

Fiscal Years	Average Daily Ridership (# of Pupils)	# of Buses Operated Daily	Miles with Pupils on Board	Miles Special Trips (Athletic, Field, etc.)	Miles Summer School	Miles with no Pupils on Board
2000-2001	1,077	25	288,180	186,680	NA	10,700
2001-2002	895	25	289,080	180,741	NA	12,600
2002-2003	864	26	266,760	191,669	6,440	12,060
2003-2004	863	26	309,260	190,748	6,644	10,260

Findings:

Data processing and analysis to arrive at the transportation department figures to be reported to the state is not automated. All figures are generated manually and checked for accuracy.

The transportation supervisor stated that, other than occasional minor math errors associated with manually compiling statistics, there have been no major issues associated with state reporting requirements.

Conclusions:

While computational errors have been few and issues have been minor, state reporting needs to be as accurate as possible, especially due to the financial implications associated with the VDOE Report for Pupil Transportation. Electronic tools available to develop and compile statistics (e.g. spreadsheets, databases) minimize reporting errors and, in addition, enhance productivity by reducing labor required to produce the report.

Recommendations:

Continue to stress to bus drivers the importance of recording and reporting complete and accurate pupil transportation data in their logs, as well as the associated financial impact of reporting complete and accurate statistics to the VDOE. The regulations and instructions for this reporting is found in the "Regulations Governing Pupil Transportation" as well as the "Pupil Transportation Data Submission User Guide," which came on-line at the VDOE web site as of February 2005, and pupil transportation reporting via this on-line forum began in March 2005. The guide provides a step-by-step tutorial for properly completing the report to VDOE.

Develop and utilize spreadsheets and/or databases to support recording, compiling, and reporting complete and accurate data to support the annual VDOE Report for Pupil Transportation.

6. E. Safety and Training

All bus drivers are required by the state to complete 40 hours initial training (20 hours in the classroom and 20 hours driving) plus an additional eight hours training annually on defensive

driving, first aid, and CPR. An additional five hours of training is required for drivers of the larger 78-passenger buses. The transportation supervisor conducts the training using the VDOE's "Virginia School Bus Driver Training Curriculum Guide" 2004 Edition, and complies with all training guidelines. Re-training is conducted periodically on an as-needed basis.

The garage mechanics are not currently certified by the National Institute for Automotive Service Excellence (ASE). Mechanics periodically attend equipment manufacturer and dealership-sponsored local/regional training seminars, which typically last one to three days. All three mechanics (including the garage supervisor) are certified school bus inspectors. On an annual basis, the transportation department provides four to eight hours assertive discipline training to bus drivers and the bus aide. In recognition of drivers who exhibit safe and law-abiding performance, the transportation department issues VDOE Safe Driving Awards.

Findings:

Over the last three school years there have been few accidents/incidents with school buses involving students, as summarized in Table 42, below.

Table 42: SCPSD Accident Summary

School Year	# Accidents/Incidents Involving Pupil Transportation	Accident Rate Per 100K Mi.
2001-2002	0	0.00
2002-2003	1	0.33
2003-2004	2	0.67

Conclusions:

According to statistics compiled and reported by the National Safety Council, the national school bus accident rate is 0.02 per 100 million miles traveled. According to the statistics shown in the above table, the accident rate for SCPSD is higher than the national school bus accident rate involving students. It is not prudent, however, to draw inferences from the national data base which is compiled over a vastly diverse set of national driving conditions and circumstances, as well as over a time period of many years. A more meaningful comparison would come from the cluster group of school divisions or the neighboring school divisions; however, this data was not readily available at the time of this study.

Recommendations:

Review the current policy of re-training on an as-needed basis, and consider adding additional refresher classes on a scheduled (e.g. semiannual) basis.

Continue to stress to drivers the importance of defensive driving and observing all transportation safety rules.

Present safe drivers with certificates, plaques, awards, etc. to promote safety awareness and recognize exemplary performance.

6. F. Vehicle Maintenance and Bus Replacement

The bus garage is located approximately three miles from the school complex in the community of Dendron. The garage is a two-bay structure with a hydraulic bus lift and capable of servicing one bus or two cars in each bay.

Little inventory of parts and supplies is maintained at the garage, with the exception of a few sets of filters, bulbs, and other preventive maintenance-related items that are commonly used during vehicle inspections and 6,000-7,500 mile scheduled maintenance visits. The inventory is not computerized (in fact, the bus garage supervisor stated that only recently had they obtained a used PC for the garage, but it was not currently set-up). The supervisor stated that the department follows all purchasing laws and guidelines when seeking to procure higher dollar-value parts. Tires are purchased through state contract, where orders are pooled with those from other counties to obtain a pre-determined quantity discount. Bids are obtained for larger, higher cost parts, and smaller parts are usually obtained locally, primarily from two auto parts vendors in the county. The supervisor stated that the local parts vendors (NAPA and Carquest) agreed to offer the transportation department "jobber prices" for their business, which is a percentage mark-up over vendor cost. The school system has also set up accounts with vendors so that the transportation department can use purchase orders to obtain parts, tools, and supplies.

A listing of all vehicles (school buses, cars, pick-ups, and other trucks) that are owned, operated, and maintained by the transportation department is provided as Attachment 7. The transportation department has an "Inventory of School Buses and Replacement Schedule" table (provided as Attachment 9), which summarizes the total number of buses in inventory by model year and the projected replacement schedule by year up to the 2014-2015 school year. The table projects a 12-year replacement cycle for future years; however, for the past three school years, replacements have ranged from 13 to 16 years. The bus garage supervisor stated that buses are evaluated for their condition, repair history, and projected useful life when considering replacement, not only their mileage accrual and calendar cycle elements. Most buses in inventory are now diesel powered which enhances standardization of service/replacement parts.

The transportation department purchases buses through state contract, where their order is combined with orders from other localities to obtain a prescribed "block" discounted price from vendors based on total quantity ordered. Currently, buses are replaced on a "like-for-like" basis regarding size/seating capacity. Most retired buses are declared surplus and sold through sealed bids, where they bring a range of approximately $800 to $1,200 per bus. The transportation supervisor stated that the sealed bid method generally gains higher sale prices than selling them at auction or advertising in the newspaper, where they generally bring in the vicinity of $600. According to figures cited in the School Efficiency Review conducted for New Kent County, school bus trade-ins to school bus manufacturers yield approximately $1,000 per bus, depending upon overall condition and mileage at the time of trade-in.

In addition to the buses used on routes and as spares, the bus garage also services the two automobiles used for pupil transportation, sixteen other vehicles in the county's General Services Fleet, and a tractor-mower. Total cost of parts, material, and supplies incurred, during the 2003-2004 school year, in the maintenance and repair of these vehicles was $53,642.

Currently, buses are inspected on a 30-day cycle versus the 2,500-mile alternative option offered by VDOE. A scheduled preventive maintenance (PM) cycle is normally performed at the time of the nearest monthly inspection. As mentioned previously, there is no automated

scheduling and tracking system to monitor PM requirements of the vehicles in inventory. Manual logs and calendar schedules are maintained to keep track of vehicle maintenance requirements and schedules, and hard copy Shop Repair Orders are filled out and kept in file folders to provide vehicle maintenance history and cost data.

Bus drivers make daily pre-trip and post-trip inspections of their respective buses using a checklist provided to them by the transportation supervisor. The checklist is required to be turned into the transportation supervisor at the end of each month. If any problems are noted during an inspection, the driver is required to notify the transportation supervisor of the problem so it can be logged for correction. Bus drivers are not responsible for checking engine compartment fluid levels. According to the garage supervisor, the mechanic checks fluid levels at each fill-up.

The school division owns and replaces all tools and equipment used by the mechanics in service of the vehicles, including hand tools. The garage supervisor stated that the inability to account for lost or missing tools in inventory has not been a significant issue.

In June 2004, SCPSD requested and accepted sealed bids by local fuel vendors to supply gasoline, diesel fuel, #2 fuel oil, and propane during the period July 1, 2004 to June 30, 2005. The bidder was required to provide a rack price, freight cost, and differential or profit for each category of fuel to fill storage tanks at various locations within the county. According to the garage supervisor, the vendor that won the bid was the vendor the county had been using for many years, as the company provided the best value offer to the school system.

Table 43, below, shows the amount spent on fuels for the last four school years.

Table 43: SCPSD Fuel Expenditures

School Year	Fuel Cost ($)
2000-2001	$65,378
2001-2002	$49,848
2002-2003	$59,927
2003-2004	$72,269

Findings:

The transportation department currently inspects buses on a 30-day cycle versus a 2,500-mile cycle.

From analysis of hard-copy Shop Repair Order data for the 2003-04 school year (which includes inspection, maintenance, and repair data on all school buses, cars, and other general service vehicles), annual workload appears insufficient to support 2 full-time equivalent (FTE) mechanics plus 0.5 FTE of the bus garage supervisor's time (since the bus garage supervisor is 50 percent direct time and 50 percent indirect (i.e. supervisory) time.

The organization, quantity levels, and tracking of inventory of commonly used preventive maintenance and minor repair parts were observed to be inadequate to foster productivity within the garage.

When school buses are washed at the garage, the work is being performed by garage mechanic personnel.

Conclusions:

The transportation department currently inspects buses on a 30-day cycle. Based on collected data on mileage accumulated on each bus during the 2003-2004 school year, inspecting buses on a 30-day cycle results in approximately 60 percent more inspections during the year than would be the case if they used the 2,500-mile cycle. Changing cyclic inspections on buses to the 2,500 mile cycle would reduce inspection visits to an average of 3.75 visits per year per bus versus the six or more inspections currently being performed on the 30 operating day inspection cycle. This practice will provide an increase in available time to perform scheduled and unscheduled maintenance on buses and other vehicles. See the recommendation below regarding garage staffing.

Current direct labor staffing for the bus garage is 2.5 mechanics (2 full-time mechanics plus 50 percent of the garage supervisor's time.) During the interview and data collection process, hard copy Shop Repair Orders (SROs) for the 2003-04 school year were collected and analyzed. These documents show all maintenance actions performed on all vehicles (buses and automobiles) entering the bus garage during the year, including cyclic inspections, scheduled maintenance, and unscheduled maintenance visits. Parts and material costs are captured on each SRO, as well as the maintenance/inspection action performed on the vehicle. Labor hours are not captured. Table 44, below, represents the average times used in the workload analysis for the various categories of maintenance work performed.

Table 44: SCPSD Average Bus/Vehicle Maintenance Time by Category

Maintenance Category	Average Hours to Complete
Bus/Vehicle Inspection (no M&R or minor M&R required)	3
Bus/Vehicle Inspection and PM (or moderate M&R required)	6
Unscheduled Maintenance (minor to moderate M&R required)	8
Unscheduled Maintenance (moderate to major M&R required)	16
Note: M&R – Maintenance and Repair; PM – Preventative Maintenance	

According to findings reported in the school efficiency review report prepared for Roanoke County, bus inspection time typically averages less than two hours. For this analysis, an average of three hours was used since the bus garage is located approximately 3 miles from the school complex where the buses are parked during the day, requiring travel to and from the garage for service. If preventive maintenance was performed at the time of inspection and minor to moderate repairs were required, an additional three hours were allotted. Preventive maintenance should be performed at 6,000 to 7,500 mile intervals, which would equate to twice annually for most of the fleet based on current annual mileage figures.

For unscheduled maintenance actions, the bus garage supervisor stated that these requirements are generally completed within one day; thus, an average of eight hours is reasonable to complete most minor to moderate repairs. Major mechanical repairs may run longer, requiring the use of a spare bus until the repair is completed. For this analysis, an average of 16 hours is allotted to complete moderate to major mechanical repairs.

Figure 8, below, is a bar graph showing, by month, the number of shop repair orders accomplished by the bus garage. As would be reasonably expected, the graph shows that the number of SROs accomplished during each month of the school year is higher than the number during each of the summer months, with the exception of June when a surge of maintenance actions would be typically be accomplished at the end of the school year, and in September when the new school year is commencing.

Figure 9, on the following page, is a bar graph showing the number of hours spent each month on shop repair orders by bus garage mechanics. Table 45, on the following page, provides bus garage repair order statistics for the 2003-2004 school year. Based on analysis of all recorded workload completed on all buses, cars, pick-up trucks, and other specialty vehicles during the 2003-2004 school year, and using the average labor times as shown in Table 44, on the previous page, the workload could be accomplished with one full-time mechanic plus the half-time direct labor contributed by the supervisor to accomplish tasks requiring two mechanics and to handle most occurrences of peak workload. The graph shows that February 2004 and March 2004 were the only months in which the estimated time to perform maintenance and repair requirements exceeded 140 hours. A staffing level of 1.5 FTE would provide in excess of 220 available hours per month to accomplish maintenance and repair work (after leave and holiday time is factored in). Potential savings from reducing garage mechanic staff by one FTE would be approximately $38,700 annually in salary and benefits.

Figure 8: SCPSD Shop Repair Orders Numbers Graph

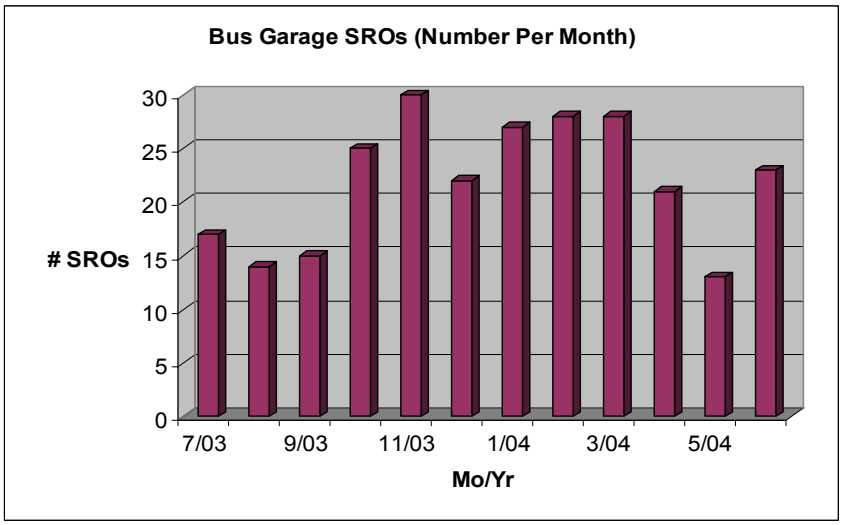


Figure 9: SCPSD Shop Repair Orders Hours Graph

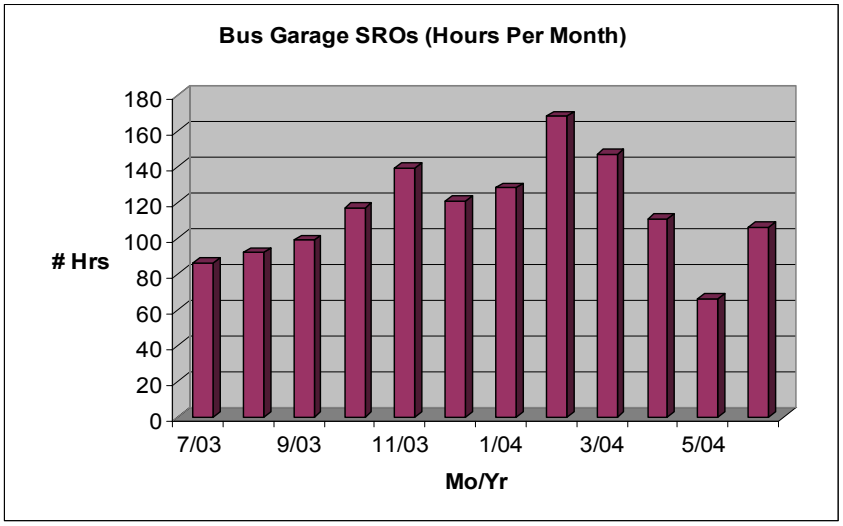


Table 45: SCPSD Bus Garage Shop Repair Orders Statistics

Month	# SROs	Est. Hrs.
7/03	17	86
8/03	14	92
9/03	15	99
10/03	25	117
11/03	30	139
12/03	22	121
1/04	27	128
2/04	28	168
3/04	28	147
4/04	21	111
5/04	13	66
6/04	23	106
Total 2003-04	263	1,380
Average/Month	22	115

Additional current practices need to be changed to better utilize a mechanic's time. A bus washing station is located behind the bus garage. When buses are washed at the garage, the work is being accomplished by mechanics. This practice is not an efficient use of a mechanic's time, as the salary level of a mechanic dictates that he needs to concentrate solely on performing skilled maintenance and repair work on the vehicle fleet. Also, one of the mechanics currently travels to the refueling station each morning to refuel buses that require refueling prior to being parked at the school during daytime hours. Again, this is not an efficient use of a mechanic's time. Training bus drivers to fuel their own buses and record fuel log data (which can be monitored for correctness and completeness) would free the mechanics to perform work more commensurate with their skills. An alternative to having bus drivers refuel their own buses would be to have each driver identify when their bus requires refueling prior to parking and use a part-time worker to refuel those buses during the day.

Parts and materials inventory in the bus garage, particularly those used for preventive maintenance and other commonly used parts, need to be stocked and available off-the-shelf in the garage when needed. The supervisor maintains an inventory of several parts commonly used (e.g. air filters, oil filters, bulbs, etc.), but the tracking and organization of the shop inventory appears lacking. A database with reporting capability of commonly used parts and materials would allow the supervisor to track usage data and assist in the ordering/restocking process. This procedural change would minimize wait times when parts and supplies are needed but not available. This change would also result in a more efficient use of the supervisor's and garage mechanic's available productive time.

The garage supervisor stated that some of the parts suppliers (primarily vehicle dealer parts operations) frequently deliver parts to the bus garage. This delivery is a frequent practice in commercial garages and vehicle repair shops. Having the order delivered versus driving to pick it up greatly increases available productive time.

Recommendations:

Consider trade-in of buses to the manufacturer when purchasing new buses in addition to the current policy of selling buses through sealed bids to determine which may yield the highest return.

Switch to the 2,500-mile cycle for inspecting buses. This policy is a more efficient use of the mechanic's time that can be applied to PM and unscheduled maintenance activities.

Reduce bus garage mechanic staff to 1.5 FTEs from the current 2.5 FTEs. Since the bus garage supervisor is devoted to direct labor for approximately half the day, maintenance and repair work requiring two mechanics could be coordinated accordingly.

Contract unforeseen instances of peak workload that could not be handled or rescheduled to a local service facility or use part-time hiring rather than maintain excess full-time staffing to handle peak requirements.

Develop an automated method (spreadsheet or database) to list and track commonly used parts and materials and use it to maintain an organized and readily accessible inventory to minimize trips to the parts store and maximize available productive time.

Aggressively pursue a commitment for parts delivery on a regular basis from local parts stores (e.g. NAPA, Carquest) and vehicle dealerships.

As recommended in the School Efficiency Review completed for Roanoke County Public School Division, use court-ordered weekend community service individuals to wash and clean school buses. As described on the JLARC website, Virginia Beach City School Division has adopted this option and saved $28,000 annually by eliminating the need for retail bus washing services. While adopting this option will not generate that level of savings for SCPSD, it will allow existing staff to concentrate on more productive work tasks, and allow community service individuals to pay their debts to the community.

Train and require bus drivers to refuel their own buses and record fuel log data, or have a part-time worker refuel buses as necessary at some point during the day, rather than use a skilled mechanic to staff the pumping station each morning.

7. Computers and Technology

7.A Organization and Management

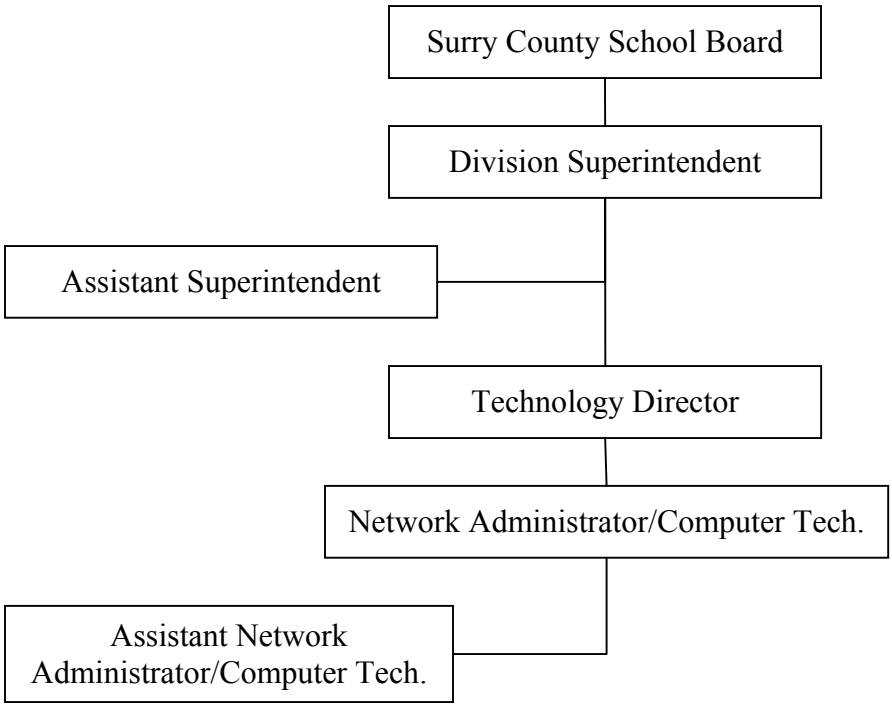
Mission

It is the mission of the SCPSD technology program to: provide the necessary infrastructure, hardware and software; effectively integrate technology into the curriculum and instructional practices; implement an intense and on-going professional development program; and incorporate technology in administrative practices. The technology director and technicians do not directly teach technology courses, but do assist teachers in the use of technology in the classroom and in curriculum development.

Organization

The separate position of technology director was created in 1998. The technology director reports directly to the superintendent. The technology director has two full-time network administrator/technicians and three part time technology lead teachers, one in each of the schools, to assist the technology department in performance of their duties. Figure 10, below, is an organizational chart of the technology department.

Figure 10: SCPSD Technology Department Organization Chart



Technology Planning

In May 2004, the county's school board approved the Surry County Public Schools Technology Plan 2004-2010. The plan was divided into four areas: integration, professional development and support programs, connectivity, and applications, with specific goals and objectives to reach within the four areas mentioned. In order to develop the county's technology plan, a technology committee composed of teachers, administrators, students, and parents was formed. In order to communicate the importance of the technology initiative, a school board member was included within the committee.

Technology Operations

The technology department is responsible for the following:

1) Manage the technology budget, which includes education technology grants, hardware, software, technology supplies, equipment needs, etc.

2) Review, recommend, and approve all technology related purchase requests.

3) Work with the assistant superintendents of instruction to incorporate hardware and software in the classroom/curriculum and assist with gathering student data required by VDOE.

4) Coordinate efforts for E-Rate applications and reimbursement process. Write proposals for and administer federal, state, and private grants.

5) Maintain an inventory and accountability of computer hardware and software. Refer to Attachments 10 and 11 for the current inventories of computer hardware and software.

6) Set up, repair, maintain, install, configure, and upgrade all computer software, hardware, and networks within SCPSD.

7.B. Budget

Revenue

The technology department has several sources of revenue. The primary source of revenue is the school division budget. The technology department also applies for and manages several technology related grants. Revenue from SCPSD's budget is used to pay salaries, purchase equipment and supplies, hire contractors, pay for software licenses and staff training.

There are several special revenue categories for the technology department:

1) The Virginia SOL Technology Initiative is a large-scale project funded by the Commonwealth of Virginia beginning in the year 1994 to assist school divisions in improving student achievement through the use of statewide, web-based computer resources. The initiative, currently focused on Virginia's high schools, includes funding that is targeted to achieve the following three goals:

- Provide a ratio of one computer for every five students;
- Create internet-ready local area network capability in every school; and
- Assure high-speed, high-bandwidth capabilities for instructional, remedial, and testing needs.

Funding is based on grants of $26,000 per school and $50,000 per division. SCPSD receives $128,000 per year under this initiative. The SCPSD is required to spend $25,600 in local matching funds to receive this state funding, of which $6,500 is designated for training.

2) The Technology Literacy Challenge Grant – VDOE also issued a competitive technology grant and instructed the school divisions to form consortiums to spend the grant. SCPSD is in the Four Rivers consortium with eleven divisions including New Kent, West Point, Caroline, and King William. The consortium receives $250,000/year for 5 years. Caroline Co. serves as the fiscal agent for the consortium.

3) The Enhancing Education through Technology Act of 2001 provided for Title II Part D. The purposes of the Title II Part D are to 1) improve student academic achievement through the use of technology in elementary and secondary schools; 2) assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of the 8th grade; and 3) encourage the effective integration of technology through teacher training and curriculum development to establish successful research-based instructional methods.

4) E-Rate is a federal program created by the Telecommunications Act of 1996. The purpose of the program is to have telecommunications services provided to local school divisions at a discounted rate. A non-profit corporation created by the FCC for that purpose administers the program. School divisions apply for reimbursement each year for expenses such as telephone service and internet service. The SCPSD receives reimbursement based on a 77 percent discount to these services. The average annual reimbursement for SCPSD over the past three years has been $30,139.

5) The Ed-Tech Grant is a federal grant which is formula driven. It comes from the No Child Left Behind Act of 2001. The funding rate is based on the number of students qualifying for the free and reduced price lunches in the division. SCPSD currently receives $6,782 from this grant.

Table 46, below, shows the revenues received by SCPSD for special technology, by category, during the three past school years.

Table 46: SCPSD Special Technology Revenue (Grants)

Grants	2001-2002	2002-2003	2003-2004
SOL Testing Initiative	$128,000	$128,000	$128,000
Technology Literacy Challenge	$ 56,300		
Title II D		$ 7,359	$ 7,042
E-Rate	$ 33,555	$ 25,888	$ 30,973
Ed-Tech			$ 6,782
Total Revenue:	**$222,855**	**$161,247**	**$168,515**

Expenditures

The primary expenditures for the technology division are for personal services and non-personal services that include new equipment, purchased services, and replacement of old equipment. Purchased services include software licenses and the cost of the division's internet service provider – Network Virginia. Internal services includes training for both the technology department staff and technology related staff development for the teachers and administrative staff. The new equipment line increased dramatically in 2001-2002 due to the influx of funds

from the SOL Online Initiative (these funds can be spent over 18 months and not the normal 12 month fiscal year). Personal services have also increased. Refer to Table 47, below, for a breakdown of technology expenditures during the last three years.

Table 47: SCPSD Technology Expenditures

Areas	2001-2002	2002-2003	2003-2004
Admin Salaries	$123,623	$122,243	$128,669
FICA	$ 9,457	$ 9,352	$ 9,843
VRS Retirement	$ 11,423	$ 11,295	$ 11,889
Health Insurance	$ 6,264	$ 9,396	$ 9,585
Group Life Insurance	$ 989		
Unemployment Insurance	$ 43	$ 24	$ 24
Sub-Total – Personal Services:	**$151,799**	**$152,310**	**$160,010**
Purchased Services			
Professional Development		$ 3,000	$ 3,000
VPSA Technology Initiative	$153,600	$153,600	$153,600
Materials/Supplies	$ 5,000	$ 5,000	$ 5,000
Computer Replacement		$ 49,241	$ 49,241
District Wide Technology/Oracle	$ 5,000	$ 5,000	$ 5,000
Sub-Total – Non-Personal Services:	**$163,600**	**$215,841**	**$215,841**
Total Expenditures:	**$315,399**	**$368,151**	**$375,851**

Finding:

The 2004-2005 budget does not contain a separate line item for computer repair supplies or computer replacement.

Conclusion:

In comparison of the 2003-2004 school year budget with the 2004-2005 budget, it was determined that the current school year budget did not contain funds for computer repair supplies or computer replacement. Previous school year budgets funded these items at $5,000 and $49,241 respectively. The Surry County School Board provides that department personnel are authorized to purchase goods and services within the approved budget. In the case of the technology department, the 2004-2005 school year budget does not contain separate funds for computer repair supplies or computer replacement. Thus, when purchase orders are generated, the purchasing department will not have funds identified to fulfill the purchase order requirement(s). The technology director stated that these funds for 2004-2005 were moved into capital expenditures.

Recommendation:

Prioritize the objectives within the technology plan, analyze the cost estimated for each objective, and establish a projected multi-year budget in order to meet those objectives. Re-establish line items under the current year and future year budgets for computer repair supplies and replacement, new/additional computer purchases, and software items. Technology funds from the state and other sources should be identified with specific goals within the technology plan. Implementing these recommendations will reduce down time and increase efficiency through greater productivity.

Finding:

There is not a plan in place to address the expiration of grant funds, especially at the local level. For example, Title II D funds were for 5 years to be used for professional development. These funds will expire in two years.

The current budget does not provide a separate line item for grant revenue/expenditure. Funds received may lose their identity and not be used for their intended purposes.

Conclusion:

Finding the resources to finance, maintain, and upgrade equipment, and to provide teacher training and technical support is universally one of the biggest hurdles that schools face when it comes to technology implementation. For many, the funds are simply unavailable via the conventional means of local tax-based school financing. Federal, state, local, corporate, and foundation grants provide technology funding to schools. The Surry County Technology Plan calls for a full-time grant writer by 2006.

Recommendation:

Work with the Four Rivers Technology in Education Consortium (TEC) and other agencies to find funds for those grants that will expire. Establish a grant writing committee/team consisting of teachers (at least one from each grade level) and the current grant coordinator. If necessary, provide the committee/team with in-service grant-writing classes. The purpose of the committee/team is to research, brainstorm, and generate a network with federal, state, local, corporate, and foundation agencies. Establish a separate line item for grants within the budget. If a budget line is not feasible, ensure that mechanisms are in place to identify that the funds received are being used for their intended purposes. Implementing the recommendations will increase the available research and grant writing capabilities immediately and ensure grant funds are realized in future school years.

Finding:

It was observed, by members of the review team that some daily operations have not been fully automated. In some cases, daily administrative functions are still being done manually.

Conclusion:

In this age of technology, it was observed that electric typewriters are still being used within some administrative offices. As mentioned earlier in this report, the transportation department does not use any routing software in developing and revising bus routes. The technology department is using written problem request forms and manually logging in these reports. Customer follow-ups are spotty or not being done at all by the technology department.

Many off-the-shelf applications are available in the retail marketplace for these and other routine functions. As mentioned during interviews, some users are not comfortable in using automated reporting procedures.

Recommendation:

Implement a technical problem-reporting process to decrease the receipt/response time and automatically generate historical data for individual pieces of equipment. Staff development and training should be provided to reduce anxiety and affirm the benefits of an automated process. Also to reduce the anxiety, utilize a mentor or buddy system until all individuals are comfortable in using current technology. Implementing the recommendations will increase time efficiencies and reduce computer down time, thus increasing availability, resulting in increased productivity.

Finding:

A user survey to determine customer satisfaction (student, staff and administration) has not been conducted recently.

Conclusion:

Conducting a survey will provide insight into the use of, and satisfaction with, past technology purchases and expenditures and will assist the technology committee in determining and prioritizing future technology needs/requirements.

Recommendation:

Develop and conduct a user satisfaction survey semi-annually. Ask about current uses, future needs anticipated, adequacy of the hardware and software applications, etc.

Finding:

In accordance with the county's technology plan, SCPSD would like to establish a computer replacement rotation cycle of three to five 5 years. The "Surry County Public Schools Technology Plan 2004-2010" has identified this requirement; however the plan does not seem to be directly linked to the resource allocation process. This disconnect can result in unfunded plans and budgets that fail to fulfill the division's technology goals.

Conclusion:

Some of the equipment currently being used, especially in the middle school, is reaching its useful life span and will need to be replaced.

Recommendation:

Prioritize the objectives within the technology plan. Analyze the cost estimated for each objective and establish a projected multi-year budget in order to meet those objectives. As new equipment is purchased with current technology and software packages, place them in the career and technical labs. The equipment currently within the labs can be rotated into areas where their hardware/software package is needed. Older equipment can be sold via school auction in order to generate revenue. Implementing the recommendations will reduce the age of the inventory and future requirements.

Finding:

Currently the technology department maintains an electronic inventory spreadsheet, which contains equipment descriptions, location(s), date placed in service, serial number, cost, and how funded.

Conclusion:

Inventories are being conducted; however, accountability for the equipment has not been established.

Recommendation:

Ensure that annual inventories are performed. Require employees to sign accountability forms and hold them responsible. Generate hand receipts to be signed by individuals who have control of the equipment. Automate the inventory process with current retail software. Inventory a certain percentage of equipment in common areas each month. Continue with 100 percent inventory of equipment at the end of the school year. Implementing the recommendations will result in better accountability for the equipment and make the hand receipt process more efficient.

Finding:

The current web administrator is the technology department director. She estimated that 10 percent of her time is directed to web update/maintenance.

Conclusion:

The current SCPSD web site contains information about the county's school board, minutes of meetings, and administrative information about each of the schools, however, it does not provide such things as school menus, homework assignments, and events.

Recommendation:

Assign the web site development and maintenance process to students from the "Design Multimedia and Web Technologies" class, with teacher and web administrator oversight. Initially, this will take some time to set up and implement, but in the long run this will free up 10 percent of the director of technology's time to perform other functions. It will also provide hands-on training for the students.

Finding:

In comparing Table 12 (Receipts by Division) and Table 13 (Disbursement by Division) of the Superintendent's Annual Report for Virginia for FY 2001 through FY 2004, analysis indicated a downward trend in technology disbursement although total receipts remained relatively steady. This downward trend follows an initial tooling-up for needed technology in FY 2001. FY 2004 shows a slight increase over FY 2003. Table 48, on the following page, provides a breakdown of technology disbursements during the last four years.

Table 48: SCPSD Technology Cost/Student

FY	Total Disbursements	Technology Disbursements	Percent of Disbursements	Cost per Student	# of Students*
2001	$13,737,746	$863,606	6.28%	$701	1,232
2002	$13,277,080	$443,118	3.33%	$364	1,217
2003	$13,741,149	$217,165	1.58%	$185	1,172
2004	$13,863,620	$251,436	1.81%	$220	1,142

Note: technology disbursement includes both personal and non-personal services.
* Number of students at beginning of school year.

Conclusion:

The future technology needs (networking, upgrades and expanded uses) of SCPSD have been addressed within the Surry County Technology Plan; however, the cost analysis has not been completed and the sources of funding have not yet been fully developed. The Technology Plan has not been tied to budget expectations.

Recommendation:

Increase efforts in grant research/writing and funding for those objectives established within the technology plan. Prioritize and establish a time frame to complete the cost analysis of future requirements established by the county's technology plan.

Finding:

Within its cluster group of peer school divisions, SCPSD ranked 6th lowest out of 31 school divisions in technology spending per pupil in 2003. (See Attachment 1.) In other words, 25 of the school divisions within the cluster group spent more per pupil on technology than SCPSD. Technology spending, as a percentage of the annual operating budget, ranked SCPSD as 3rd lowest out of 31 school divisions.

Conclusion:

SCPSD completed significant upgrades in technology hardware in FY 2001, and to a lesser extent in FY 2002. Expenditures have fallen off in the two most recent fiscal years. This trend, in the short term, is not necessarily bad, unless proper implementation and integration of the technology is falling short of what is necessary to gain full advantage of the technology.

Recommendation:

SCPSD should annually analyze the progress and needs of its technology plan in conjunction with the county's technology plan. The analysis should include implementation and integration of the technology to fulfill the needs of the SCPSD in terms of full utilization by the administration, as well as by the student body.

8. Food Service

The food service operation at SCPSD has been operating, and continues to operate, under a deficit. That deficit has been falling, and indeed, it is a goal of the food service supervisor to reduce the deficit to the point of self-sustainability for the food service operation. The food service operation can become self-sustaining through implementation of the recommendations put forth here. To do so, SCPSD food service operation should implement measures to increase revenues and decrease expenses.

8.A. Organization and Management

The food service department employs 19 full-time personnel -- one supervisor, one secretary, three managers (one at each school), and 14 food service workers dispersed among the three schools. Breakfast and lunch are served daily, as is an afternoon snack for students in class after normal hours. Catered lunches are prepared daily for up to 80 senior citizens in the Meals on Wheels program and at the local Recreation Center. Some faculty and staff also eat food service meals.

The food service operation is provided with sanitation guidelines by the Virginia Department of Health (VDH), and is subject to an annual inspection of the premises. Unlike the procedure for other commercial eating establishments, which are subject to unannounced inspections, VDH schedules an appointment to inspect for its sanitation guidelines. SCPSD's menu and nutritional guidelines are provided by the USDA. The USDA suggests a menu of meat, fruit, vegetable, bread, and dairy for meals, and requires three of the five items for the meal to be reimbursable. Federal review of the menu for nutritional value is provided every five years and state review is provided annually. Production records are kept by each cafeteria manager and provided to the USDA and state inspectors as proof that the nutritional guidelines are met. All kitchen equipment is bought and owned by the county of Surry.

Findings:

Cafeteria revenues do not meet expenses.

Two years ago, SCPSD food service operating deficit was approximately $311,000.

The operating deficit was reduced to $186,243 in 2003-2004 (i.e., expenses exceeded revenue by 27.55 percent). Refer to Attachment 12 for a breakdown of Food Service Revenue/Expenditures during the 2003-2004 school year.

The goal for 2004-2005 is a further reduction of the operating deficit to approximately $100,000.

Records show that waste, spoilage, and theft are not significant issues at Surry County school cafeterias.

Meals are designed with the students in mind, not the faculty and staff.

Bottlenecks in the delivery of food within the cafeterias make the cafeteria environment less appealing to students and adults than it could be.

Conclusions:

To the supervisor and three cafeteria managers' credit, significant strides in reducing the operating deficit over the last two years have been made. To find additional savings in the food service function, the cafeteria supervisor and managers will have to carefully review operations from both the revenue and expense perspectives to garner further savings to minimize the operating deficit they face each year.

School division food service operations by their very nature have limited opportunity to increase revenues. The only avenues come from increasing the number of meals sold, finding ways to cut the cost of ingredients, decreasing the personnel expenses, and increasing the price of the meals.

The theoretical maximum number of meals that could be served if all students and all faculty and staff were to eat two meals per day for the first two months of the 2004-2005 school year is 105,520. The actual number of meals served represents 35.24 percent of those possible. Allowing that some eat breakfast at home and some bring a lunch from home, and some do not eat lunch, the mission of the cafeteria supervisor and staff is to take actions that will entice the individuals in these three groups to change their eating habits. It is incumbent that they improve the percentage of meals served if they are to increase revenue.

The question for the supervisor and managers is how the cafeteria can change so that the adults and students find the meals more appealing and, therefore, opt to eat breakfast at school rather than home, not bring a "brown bag" lunch, or eat lunch rather than skip lunch. If the cost of the meal is reasonable, there must be something about the meals or the cafeterias themselves that deters them. To determine what should be done, the cafeteria supervisor and managers should develop a questionnaire that focuses on determining the reasons why people choose not to purchase cafeteria meals. The questionnaire can be administered to the students by their teachers and to the adults by their supervisors. Response should be high if a structured questionnaire is carefully administered and should give the cafeteria staff meaningful insight into ways in which "meal appeal" and "cafeteria appeal" can be fostered to increase revenue.

For instance, presently the daily menu consists of two entrees along with fruits and vegetables, and an item such as a chef salad at the elementary and middle schools. *A la carte* lines at the high school provide for an entrée, side dishes such as french fries and onion rings, and fruit drinks (no sodas). The meals are currently focused on appealing to the students. Administering a questionnaire to determine what foods will appeal to the adults can assist the cafeteria staff in designing menus to appeal to both constituent groups.

Although it is somewhat difficult to quantify, if the number of full cost meals are increased by even 10 percent, the result is an increase in gross revenue of approximately $16,000 annually. As shown in Attachment 12, the cost of food products and supplies during the 2003-2004 school year was $269,039.18 and the total sales revenue was $488,298.29. As a percent of sales revenue, food and supplies cost 55.1 percent. If gross revenue is increased by $16,000 annually and the raw materials (food and supplies) cost 55.1 percent, then the net revenue of $7,184 is available to apply toward the deficit that the food service operation currently operates under.

The food service supervisor has explained that the eating environment is also a central issue in promoting customers (students and staff) to buy cafeteria meals. He recognizes that the

current cafeteria designs do not promote a harmonious flow of people and result in a number of bottlenecks occurring during the food delivery process. Given the opportunity to make improvements to the food service operation, he would redesign the cafeterias to employ a "station" layout. He believes that this configuration would provide for a more enjoyable dining experience, which would result in an increase in business. At the time of this study, the food service supervisor had not obtained any estimates of the cost to redesign the cafeteria. It certainly bears looking into, but may prove cost prohibitive should major alterations be required.

Some school divisions have found that outsourcing the food service proves less expensive than operating the cafeterias themselves and promotes improved cafeteria utilization. However, for the SCPSD, outsourcing is really not a viable option. For a profit motivated commercial concern, such as Aramark as one example, the remoteness of the SCPSD and the lack of significant sales volume makes bidding for the work unattractive. Perhaps as part of a consortium, this approach would be more appealing.

There is a wealth of information available through the VDOE website that is specifically designed to aide the food service supervisor in all aspects of the food service operation. Major emphasis is placed on nutrition. However, assistance is available through publications, work sessions, seminars or personal counseling in any topic pertaining to food service. The website also provides links to professional chefs, and another that provides recipes and menus for school food service. This service is provided as a service to promote healthy school meals. The Food and Nutrition Information Center at the USDA website also provides a wealth of information, including resource materials for facility design and equipment.

In addition to the resources provided through the VDOE, food vendors, such as U.S. Foodservice and Sysco Foodservice, will assist in menu preparation and facility design and layout. Other school divisions also provide a good source for ideas that have been implemented and are effective relating to menu preparation and facility design.

Recommendations:

Attempt to increase the meal sales by 10 percent annually by conducting a survey of the students and adult employees to determine what changes to menu selections of nutritional items/meals will entice more students and adult employees to eat food service meals.

Survey students and adult employees to determine what cafeteria design changes will enhance the eating environment and entice them to eat more meals in the cafeteria.

Obtain estimates to redesign the cafeterias to eliminate the bottlenecks and enhance the food delivery process. Conduct a cost benefit analysis to determine if the breakeven point at which the benefits of the redesign will result in increased revenues, and, if appropriate, request funding from the capital improvement budget.

8.B. Food Service Revenue

Findings:

Federal reimbursement rates are shown in Table 49, below.

Table 49: Federal Reimbursement Rates - 2004

	Lunch Free	Lunch Reduced	Lunch Full Price	Breakfast Free	Breakfast Reduced	Breakfast Full Price	Snack Free
High School	$2.26	$1.86	$.23	$1.47	$1.17	$.23	-0-
Elementary	$2.26	$1.86	$.23	$1.47	$1.17	$.23	$.61
Middle	$2.26	$1.86	$.23	$1.47	$1.17	$.23	$.61

The Commonwealth of Virginia pays $ .05 per lunch once per year at the end of the school year. As of April 6, 2005, new legislation was passed in the form of the School Nutrition Federal Revenue Maximization Incentive Fund. This will provide from the state an incentive of twenty cents per new breakfast provided above the SCPSD baseline of breakfasts currently being served. According to state projections, SCPSD should benefit in the amount of approximately $1,417 in 2005-2006. Full meal prices are shown in Table 50, below.

Table 50: SCPSD Full Cost Meals

	Lunch	Breakfast	a la carte	Side	Drink
Student	$1.50	$ .75	$1.75	$1.00	$1.00
Faculty/Staff	$2.25		$1.75	$1.00	$1.00

Total Free/Reduced Meals for September 2004 are shown in Table 51, below.

Table 51: SCPSD Free/Reduced Meals for September 2004

School	# of Free/Reduced Meals	% of Free/Reduced
Surry Elementary	6,472	56.13%
L.P.J. Middle	3,463	30.03%
Surry High	1,596	13.84%
Total	**11,531**	**100.00%**

Total Free/Reduced Meals for October 2004 are shown in Table 52 below.

Table 52: SCPSD Free/Reduced Meals for October 2004

School	Free/Reduced Meals	% of Free/Reduced
Surry Elementary	7,682	54.95%
L.P.J. Middle	4,298	30.75%
Surry High	1,999	14.30%
Total	**13,979**	**100.00%**

Conclusions:

Of the total student population at SCPSD, based upon October 31, 2004 data, 51.97 percent of the students were eligible for free or reduced meals. This percentage places SCPSD

as the highest in its cluster group of peer school divisions. Table 53, below, provides the cluster comparison rankings.

Table 53: 2004-2005 Free and Reduced Price Lunch Eligibility Comparison

School District	Percentage Total F/R	
Amelia	40.48	25
Bath	32.96	17
Bland	34.85	20
Botetourt	14.45	5
Charles City	40.09	24
Clarke	14.25	2
Craig	28.19	13
Essex	50.00	29
Floyd	33.82	18
Fluvanna	19.10	6
Giles	33.97	19
Goochland	21.73	7
Greene	26.30	11
Highland	45.71	27
King George	21.74	8
King William	30.28	15
Lancaster	51.20	30
Louisa	40.64	26
Madison	22.00	9
Mathews	22.94	10
Middlesex	35.43	21
Nelson	40.08	23
New Kent	14.37	4
Northumberland	49.56	28
Orange	28.85	14
Powhatan	12.86	1
Rappahannock	14.34	3
Richmond	38.62	22
Rockbridge	32.12	16
Shenandoah	26.93	12
Surry	51.97	31

As the findings show, the subsidies received from the state and federal governments for the free and reduced meals actually exceed the full price meals charged to the non-qualifying students. Therefore, the cafeteria supervisor and managers should focus on ensuring that the maximum number of qualified students are identified and take advantage of the free/reduced price meals program.

At the start of the school year, each student is responsible for taking home an application to be filled out by their parents in order to qualify for free or reduced meals. Acceptance into the free/reduced program is based on the number of people in the household and the household

income. As the tables above for the months of September and October 2004 show, elementary and middle school students, for the most part, are not reluctant to take the application home and return it to school. As the numbers show, high school students, generally being more socially aware than the younger students, appear more reluctant to go through the process with the perceived negative social stigma attached to participating in the free/reduced program.

It was learned that the free/reduced meals Family Application program will be mandated for implementation in the 2005-2006 school year. This mandate comes as a result of the Child Nutrition and Reauthorization Act of 2004. Therefore, starting in the 2005-2006 school year, household or multi-child applications will be mandatory, so that a school or division may not request a separate application for each child in a household. This new approach is intended to ease the process for low-income families who do submit school meal applications, by allowing them to fill out only one application for all the children in the household who attend schools in the same school division. SCPSD may choose to implement the Family Application Program sooner. If the School System takes a more proactive approach to making sure that every eligible student gets enrolled in the free/reduced cost meal program in conjunction with the Family Application, the meal revenues will increase. Requiring the use of the Family Application for the free/reduced meals program beginning next school year (2005) can have an extremely positive enrollment impact on the program and revenues. By correctly identifying and increasing the number and percentage of students qualifying for free and reduced price meals, additional state and federal funds can be provided to the SCPSD food service operation. This would also benefit Surry by ensuring maximum eligible for state at-risk and grades K-3 primary class size funding at the state level, as well as the "No Child Left Behind" Program at the federal level.

To ensure that no negative connotation is attached to returning the Family Application, the supervisor and managers should consider mailing the application document to each family head. Additionally, each family head should be required to return the application to SCPSD either filled out and signed, or stating that the family is not interested and signed. The completed application can be returned to the school by one of the pupils in the family, or it can be mailed. In addition, the act allows households to submit applications electronically via the internet, when possible. There should be explicit instructions concerning how to return the application and to whom it should be returned. In that way, no students will be able to readily determine who is participating in the program. This will also help identify families who have not responded. A follow-up request can be made to those families not responding.

Again, the estimated revenue is somewhat difficult to pinpoint, but the most impact should be seen in the high school where currently the fewest number of students are taking advantage of the program. For 2003-2004, the food and supplies cost per meal served was $1.62. The average federal reimbursement for free and reduced meals is $2.06 per meal; and state reimbursement is $ .05 per lunch. The result is a positive spread of $0.49 per free/reduced meal. The high school utilization rate of free and reduced meals is only approximately 14 percent of all free and reduced meals sold. If the high school rate can be improved by 25 percent and the middle school rate improves by 25 percent over the October 2004 usage rate, the result will be 1,574 more free/reduced meals being served. At an average reimbursement of $2.11 per meal, gross revenue can be increased by $3,321. The positive spread of $0.49 per meal, means an additional $771 in net revenue per month, or $7,710 over the 10-month school year.

The food service supervisor and managers should also consider raising meal prices by $0.25 for breakfast, lunch, and a la carte items. This small increase will raise revenue for full

cost meals by approximately 15.6 percent or approximately $25,000 annually, using 2003-2004 revenues, assuming no drop off in usage as a result of the increase. Total potential net savings, to apply to the food service operating deficit, on the revenue side of operations based on these conclusions are as follows:

More meals served	$ 7,184.00
Price increase	$25,000.00
More free/reduced	$ 7,710.00
Breakfast Incentive	$ 1,417.00
Total net revenue increases	$41,311.00

Recommendations:

Increase the number of free/reduced cost meals by 10 percent in 2005 by more aggressively pursuing the Family Application to qualify more middle and high school students.

Mail a Family Application for free/reduced cost meals to every family and require that each family return the Family Application either completed or stating that the household is not interested. Follow up on those applications that are not returned.

Increase the cost of full meal prices by $0.25 for breakfast, lunch, and a la carte items.

Look into the recent legislation that passed the School Nutrition Federal Revenue Maximization Incentive Fund, and possibly implement the new program in the fall of 2005.

8.C. Food Service Expense

Labor Expense

Findings:

Average meals served per labor hour are currently as shown in Table 54, below.

Table 54: SCPSD Meals/Labor per hour Comparison

School	Meals/Labor Hour
Surry Elementary School	10.5 meals
L.P.J. Middle School	7.3 meals
Surry High School	9.5 meals
Overall Average	9.1 meals

Currently there are 14 food service workers, plus three managers, dispersed among the three schools.

Conclusions:

SCPSD food service workers are required to be at work for breakfast and lunch. There were six employees at each school cafeteria or a total of 18, including three managers, in 2003-2004. The elementary food service workers work from 7:00 AM to 1:30 PM, and the middle and high school food service workers work from 7:30 AM to 2:00 PM. One food service employee left school employment after the beginning of the 2003-2004 school year. The remaining 17 food service employees work six hours per day for 180 days, serving 166,297 meals. As a result, their overall average is approximately 9.1 meals per labor hour.

The standard labor hours to meals ratio is not a statistic that is maintained by the school nutrition division within the VDOE, although, it is a measure that is looked at by the region nutrition specialist annually. Productivity, as measured by this ratio, within the food service establishments, can be analyzed and compared effectively through processes laid out in the books: "School Food Service Management for the 21st Century" by Dorothy Pennell-Martin; and "Managing Child Nutrition Programs" by Josephine Martin and Martha T. Conklin. While comparable data is not available, it was readily apparent that most food service directors know how their operation compares to the standard ratio of 14-20 meals per labor hour. Neighboring school divisions to SCPSD revealed through phone conversations that they generally target the standard range, although none approached twenty meals per labor hour. Variables that impact the range include: type and condition of equipment, kitchen layout, the month of the year, average daily attendance, sickness (students and staff), etc. The consensus was that 20 meals per labor hour is too lean and does not allow for occurrences such as sick employees. The Hopewell Schools Division operates in the range of 16-17 meals per labor hour. The Prince George County Schools Division ranges from 10-15 meals per labor hour. Sussex County Public Schools Division did not have the ratio available, but did acknowledge that its labor expense for food service is too high based on the last measure that was taken by the nutrition specialist from VDOE. One suggestion was to utilize any extra labor to offer greater variety on the food line, or to prepare some foods from scratch, such as cobblers, pies, etc. The standard labor hour to meals ratio, as promoted by productivity publications, is 14 to 20 meals. Thus, it can be concluded that the labor expense within the SCPSD cafeteria operation, at 9.1 meals per labor hour, is too high. Applying the standard to the number of meals served annually, the ideal number of food service workers for a cafeteria of this school system's size is between 8 and 11.

Recently, one more food service worker left the food service organization, reducing the total to 16 food service workers. According to the food service supervisor, four food service workers at each facility, or 12 food service workers total, is his desired target; therefore, he has no plan to replace those who have left. The supervisor hopes to achieve the desired goal through attrition. Unfortunately, attrition may not be a timely method of reducing the labor force by four or five persons to obtain the needed labor savings to help reduce the deficit. Analysis of the current service personnel revealed that five of the present 16 food service personnel have 29 or more years of service with the school system. It may be of benefit to the school system to offer these individuals an incentive (e.g. paid insurance for five years) to retire early and enable the food service operation to capitalize on the reduced payroll expenses. The insurance expense for four individuals amounts to $14,400 per year. Alternatively, another approach to consider is terminating four employees with the least number of years of service [Last In/First Out (LIFO)]. The point is that the salary burden needs to be removed to further reduce the deficit.

Termination of four food service workers on the basis of an early retirement for longer tenured employees with an incentive, compared to termination of four of the most recently hired employees was analyzed. The benefits costs to SCPSD for each non-professional employee currently amounts to 14.04 percent of salary (7.65 percent for FICA, plus 5.75 percent for the Virginia Retirement System, plus .64 percent for unemployment compensation = 14.04). Table 55, on the following page, shows the results of the analysis of the two compensation options.

Table 55: SCPSD Compensation Analysis

Option	Salary	Benefits (14.04%)+ Insurance ($300/month)	Total
Option 1 – LIFO	$ 9,500.00	$4,933.80	$14,433.80
	9,561.00	$4,942.36	$14,503.36
	9,652.00	$4,955.14	$14,607.14
	9,955.00	$4,997.68	$14,952.68
Total Annual Cost:			**$58,496.98**
Option 2 – Retirement Buyout	$14,870.00	$5,687.75	$20,559.75
	18,060.00	$6,135.62	$24,195.62
	14,870.00	$5,687.75	$20,557.75
	14,263.00	$5,602.53	$19,865.53
Total Annual Cost:			**$85,176.65**

Analysis shows that savings are maximized if the school division selects Option 2 above. By selecting Option 2, the school division would incur an annual expense of $14,400 for five years. On the other hand, it would reduce payroll expenses (salary and benefits) by $85,176.65. The net annual savings to SCPSD would be $70,776.65 for five years, and then it would increase to $85,176.65 annually thereafter.

Recommendation:

Reduce SCPSD cafeteria service workers from 16 to 12 by offering four long-term employees an early buyout with paid insurance premiums paid for five years as an incentive. The total cost of the incentive for the four persons is $14,400 per year, or $72,000 for the five years.

Food Costs

Findings:

SCPSD food service belongs to the Southside Co-Op.

SCPSD gets $20,000 annually through the USDA commodities program based on its school population.

SCPSD has not used the Virginia Distribution Center (VDC) for food service purchasing.

Conclusions:

The Southside Co-Op includes seven school systems that are in close proximity to each other. The other six school systems include Sussex, Prince George, Hopewell, Charles City, New Kent, and Franklin (city). There are 15,000 students in the co-op. Richmond Restaurant Service in Ashland, Virginia, currently is the contract holder. Sysco Foodservice and U. S. Foodservice have bid in the past. Through the co-op contract, prices are frozen for staple items. Dairy products (milk and ice cream), bread, cleaning supplies and paper goods are under different group bids with companies like Marva Maid, Dan Valley Food Service, and Tidewater Paper.

Through the USDA commodities program the co-op school systems can arrange to process chickens into chicken patties, or peanuts into peanut butter and jelly sandwiches. Commodities are bought system-wide (within Surry County Schools) and split. Other types of goods are ordered by campus within SCPSD because of differing menus.

The Commonwealth of Virginia Department of General Services (DGS) has developed what is, in effect, a co-op of a much larger scale than regional co-ops like Southside Co-op. The volume of purchasing done through VDC is such that, if SCPSD were to opt to use it, it could result in a cost structure that will realize significant benefit to the SCPSD food service.

Although not a certainty that VDC will save on food costs because of the tight profit margins that are inherent in food costs, it is an exercise that should be completed to determine what benefits it may produce. At a food and supplies cost of 55.1 percent of revenue, savings of any kind bear looking into.

Recommendation:

Enter into talks with DGS to explore the possible benefits of purchasing food and supplies through VDC and if they prove to be such that a savings of 5 percent or more is obtainable, consider entering into agreement for VDC products.

8.C.3. Equipment Repair

Finding:

In obtaining equipment repair services, the supervisor and managers generally choose to employ a local repair firm who might be more expensive, but able to respond more quickly, than to employ a repair firm from outside of the local area who might make the repair cheaper, but in a less timely manner. Many repairs require replacement parts that may not be locally available due to limited resources.

Conclusion:

If equipment repair is needed, food service personnel first call the director of maintenance of SCPSD to determine if the problem can be dealt with in-house. If maintenance personnel cannot make the repair, an outside contractor is sought. For refrigeration, they call a firm in Waverly, Virginia, which is close by and most responsive. Unfortunately, it may not offer the best price. This system of using the closest contractor utilizes time and convenience as a trade off for price and availability of replacement parts bears further analysis. Getting something repaired at a cheaper cost can end up costing more in the long run if there is food spoilage or other loss. However, in seeking firms to make the repairs, contracts for service can be negotiated with response times to ensure that limited food loss is taken into consideration. Recognizing this fact, the cafeteria supervisor is looking into yearly service contracts for refrigeration with firms in neighboring communities and obtaining quotes to determine if there are savings to be gained.

Recommendation:

Continue pursuing potential food service maintenance and repair vendors in the neighboring communities that may have better access to part distribution resources and determine if there are savings to be obtained through the use of annual maintenance contracts.

School Efficiency Review Summary and Conclusions

A powerful theme emerged during the course of this study. That theme has to do with facing up to the challenges that confront a small school division with limited resources. Facing these challenges requires a staff willing to perform multiple roles within the system. This kind of staff is precisely what the study team found in the Surry County Public Schools Division. Many of the staff are engaged in multi-tasking endeavors continually. The staff is completely devoted to accomplishing the mission of educating the children in a complete and well-rounded fashion. If that means the algebra teacher also doubles as the piano instructor, then that is what they do. The variety of services and educational opportunities available to the students in this small school division is impressive, and due primarily to the extraordinary efforts of SCPSD staff.

Small school divisions, such as SCPSD, find it difficult to achieve economies of scale in making many required purchases. This is not because of inefficiencies or waste, but because of their relative size and willingness to offer as great a variety of educational services as it possibly can to their students. The staff is constantly seeking ways to do things better, whether it is academically, financially, or in terms of service to other staff or the county citizens. They are perpetually looking for grants for programs, or to form consortia for possible economies of scale opportunities.

SCPSD faces another challenge in its struggle to deal with a declining student enrollment at the three schools. Many of the costs associated with providing a public education are fixed costs; consequently, they do not diminish when the enrollment falls. The physical plant remains the same, maintenance and repair costs do not change, utility costs remain virtually the same, and the number of buses must travel the same number of miles. These non-variable expenses to operate the school division must therefore be spread over fewer and fewer students. These expenses have not increased, they are just apportioned to fewer people. For reporting purposes, this sheds a somewhat misleading light on the matter. The declining enrollment is a significant contributing factor to the apparent increase in expenditures per student in a number of categories within the cluster group comparisons.

This study shows that SCPSD can save money in its annual expenditures – money that can be re-directed appropriately into instructional needs. SCPSD is not intentionally wasting money nor is it engaged in fraud or abuse. The staff is so small and focused on education that additional time to focus on ways to save money is limited. They do, however, have saving money as a part of how they look at projects or programs. If they can find a way to do something cheaper, they will. They just do not have the time available to turn over every dollar-saving stone. With concrete suggestions and recommendations in hand, however, they may be better able to go forth and accomplish saving innovations they have not had time to identify themselves.

Summary of SCPSD Savings Opportunities

Proposed Recommendation	Savings	Frequency	Notes
Late Fees & Lost Discounts	$ 4,096	Annual	
Eliminate Pre-Approved Overtime	$ 92,220	Annual	Non-exempt personnel
Phase Out one Assistant Principal Position	$ 75,000	Annual	Salary plus benefits
Phase Out two Custodian Positions	$ 44,833	Annual	Salary plus benefits
Increase Energy Awareness	$ 40,000	Annual	All 3 Facilities
Reduce Food Service Personnel by four Positions	$ 70,776	Annual	Phase-out of longest tenured
Increase Food Service Revenue	$ 41,311	Annual	Price Management and Marketing
Eliminate one Bus Mechanic Position	$ 38,700	Annual	Salary plus benefits
Eliminate one bus from daily service	$ 21,600	Annual	Estimate based on data from another study
Total Estimated Savings	$428,536		
Percent of Annual Operating Budget (04-05)	3.23%		

Summary of SCPSD Investments

Proposed Recommendations	Initial Investment	Annual Investment	Notes
Add two Computer Resource Lab Assistants		$52,800	One at high school and one at elementary school-salary, benefits & health
Motion Devices	$2,100	none	14 Vending Machines
Grants Writer		$48,098	
Total Investment:	$2,100	$100,898	
Percent of Annual Operating Budget (04-05):	0.02%	0.76%	

If all recommendations are implemented, the net annual savings to SCPSD is $327,638, or 2.47 percent of SCPSD's 2004-2005 operating budget.

Attachment 1: SCPSD Spending per Pupil

Division	# Students	Administration	Admin.$/ Pupil	Admin. %/ Budget	Attendance and Health	A&H $/Pupil	A&H%/ Budget	Transportation	Trans. $/ Pupil	Trans. %/ Budget
Amelia	1591	$591,700.52	$371.90	4.69%	$179,888.71	$113.07	1.42%	$807,145.15	$507.32	6.39%
Bath	788	$302,838.00	$384.31	3.83%	$99,018.00	$125.66	1.25%	$579,768.00	$735.75	7.34%
Bland	911	$305,790.74	$335.66	4.44%	$87,100.35	$95.61	1.26%	$671,524.10	$737.13	9.75%
Botetourt	4704	$653,020.94	$138.82	1.88%	$563,637.97	$119.82	1.62%	$1,876,498.64	$398.92	5.39%
Charles City	879	$480,162.76	$546.26	4.79%	$159,738.25	$181.73	1.59%	$743,728.91	$846.11	7.42%
Clarke	2008	$513,088.22	$255.52	3.11%	$293,602.13	$146.22	1.78%	$798,925.94	$397.87	4.84%
Craig	697	$175,689.89	$252.07	3.18%	$41,520.80	$59.57	0.75%	$275,587.86	$395.39	4.98%
Essex	1608	$315,502.56	$196.21	2.48%	$324,872.64	$202.04	2.55%	$808,614.60	$502.87	6.34%
Floyd	2033	$359,356.33	$176.76	2.35%	$163,069.84	$80.21	1.07%	$1,205,895.01	$593.16	7.88%
Fluvanna	2338	$461,838.10	$197.54	2.03%	$287,554.72	$122.99	1.26%	$1,572,933.14	$672.77	6.90%
Giles	2531	$527,653.66	$208.48	2.72%	$261,252.30	$103.22	1.35%	$1,111,186.51	$439.03	5.73%
Goochland	2023	$424,835.96	$210.00	2.40%	$306,445.42	$151.48	1.73%	$1,698,404.72	$839.55	9.61%
Greene	2610	$1,060,359.10	$406.27	4.77%	$227,076.46	$87.00	1.02%	$981,792.06	$376.17	4.42%
Highland	293	$136,469.73	$465.77	4.64%	$0.00	$0.00	0.00%	$148,907.38	$508.22	5.06%
King George	3037	$623,316.19	$205.24	2.91%	$269,846.88	$88.85	1.26%	$1,382,426.26	$455.19	6.45%
King William	1886	$526,409.70	$279.11	3.47%	$316,731.46	$167.94	2.09%	$946,996.54	$502.12	6.25%
Lancaster	1407	$322,700.67	$229.35	2.63%	$111,537.06	$79.27	0.91%	$722,625.60	$513.59	5.88%
Louisa	4227	$1,189,445.78	$281.39	3.53%	$511,738.68	$121.06	1.52%	$2,703,489.82	$639.58	8.02%
Madison	1824	$454,565.45	$249.21	3.13%	$114,521.52	$62.79	0.79%	$1,061,955.52	$582.21	7.30%
Mathews	1305	$298,703.72	$228.89	2.81%	$163,018.29	$124.92	1.53%	$525,782.12	$402.90	4.94%
Middlesex	1294	$237,341.93	$183.42	2.23%	$175,035.57	$135.27	1.64%	$808,784.09	$625.03	7.58%
Nelson	2006	$666,302.96	$332.16	2.06%	$356,270.43	$177.60	1.10%	$1,573,045.04	$784.17	4.87%
New Kent	2469	$499,087.38	$202.14	2.91%	$584,777.91	$236.85	3.41%	$1,476,578.74	$598.05	8.61%
Northumberland	1450	$243,376.12	$167.85	2.05%	$185,743.60	$128.10	1.56%	$909,868.22	$627.50	7.65%
Orange	3995	$678,325.07	$169.79	2.10%	$270,353.87	$67.67	0.84%	$2,396,094.34	$599.77	7.40%
Powhatan	3792	$865,074.50	$228.13	1.70%	$510,303.13	$134.57	1.01%	$3,031,965.53	$799.57	5.97%
Rappahannock	1041	$373,212.46	$358.51	4.28%	$111,286.59	$106.90	1.28%	$574,585.20	$551.96	6.59%
Richmond	1218	$377,882.45	$310.25	4.26%	$48,944.20	$40.18	0.55%	$573,183.75	$470.59	6.46%
Rockbridge	2927	$800,737.47	$273.57	2.81%	$141,681.05	$48.40	0.50%	$1,539,207.41	$525.87	5.41%
Shenandoah	5635	$548,947.33	$97.42	1.40%	$814,470.91	$144.54	2.07%	$2,366,958.58	$420.05	6.02%
Surry	1108	$618,588.32	$558.29	4.80%	$124,311.37	$112.19	0.96%	$709,783.03	$640.60	5.51%

Note: All information is taken from 2002-2003 Superintendent's Report: Disbursement by Divisions Table 13

Division	Instruction	Instruction $/Pupil	Instruction %/Budget	Facilities	Fac. $/Pupil	Fac. %/Budget	Debt Service and Transfers	DS&T $/Pupil	DS&T %/Budget
Amelia	$8,291,317.04	$5,211.39	65.66%	$544,216.50	$342.06	4.31%	$612,777.80	$385.15	4.85%
Bath	$5,406,130.85	$6,860.57	68.46%	$0.00	$0.00	0.00%	$0.00	$0.00	0.00%
Bland	$4,556,354.78	$5,001.49	66.16%	$236,573.14	$259.69	3.43%	$161,428.76	$177.20	2.34%
Botetourt	$26,358,827.67	$5,603.49	75.73%	$147,272.95	$31.31	0.42%	$1,152,664.42	$245.04	3.31%
Charles City	$6,326,253.60	$7,197.10	63.08%	$0.00	$0.00	0.00%	$853,467.00	$970.95	8.51%
Clarke	$11,486,092.45	$5,720.17	69.53%	$152,380.05	$75.89	0.92%	$1,301,162.26	$647.99	7.88%
Craig	$3,841,358.81	$5,511.28	69.45%	$0.00	$0.00	0.00%	$124,000.00	$177.91	2.24%
Essex	$8,588,620.52	$5,341.18	67.39%	$203,879.61	$126.79	1.60%	$1,045,302.55	$650.06	8.20%
Floyd	$10,462,096.99	$8,467.62	112.52%	$389,076.45	$191.38	2.54%	$600,049.50	$295.15	3.92%
Fluvanna	$17,214,671.06	$7,362.99	75.57%	$0.00	$0.00	0.00%	$95,254.36	$40.74	0.42%
Giles	$12,534,070.84	$4,952.22	64.62%	$25,233.06	$9.97	0.13%	$1,760,404.85	$695.54	9.08%
Goochland	$12,298,868.41	$6,079.52	69.58%	$108,336.42	$53.55	0.61%	$249,688.96	$123.43	1.41%
Greene	$16,061,976.25	$6,154.01	72.32%	$49,250.00	$18.87	0.22%	$1,641,792.54	$629.04	7.39%
Highland	$1,753,471.24	$5,984.54	59.56%	$228,677.00	$780.47	7.77%	$222,350.53	$758.88	7.55%
King George	$15,995,649.98	$5,266.92	74.67%	$241,061.17	$79.37	1.13%	$318,544.79	$104.89	1.49%
King William	$10,565,817.22	$5,602.24	69.72%	$0.00	$0.00	0.00%	$1,462,017.75	$775.19	9.65%
Lancaster	$8,119,099.27	$5,770.50	66.10%	$886,499.59	$630.06	7.22%	$695,953.48	$494.64	5.67%
Louisa	$21,546,160.18	$5,097.27	63.91%	$195,402.82	$46.23	0.58%	$2,763,031.84	$653.66	8.20%
Madison	$10,027,930.79	$5,497.77	68.96%	$17,581.00	$9.64	0.12%	$616,583.70	$338.04	4.24%
Mathews	$6,430,435.85	$4,927.54	60.46%	$246,695.12	$189.04	2.32%	$1,738,287.52	$1,332.02	16.34%
Middlesex	$6,654,480.72	$5,142.57	62.40%	$166,245.73	$128.47	1.56%	$1,254,782.95	$969.69	11.77%
Nelson	$10,584,499.46	$5,276.42	32.78%	$14,327,702.20	$7,142.42	44.37%	$2,156,345.16	$1,074.95	6.68%
New Kent	$11,711,361.43	$4,743.36	68.30%	$81,556.74	$33.03	0.48%	$711,233.57	$288.07	4.15%
Northumberland	$8,215,213.85	$5,665.66	69.04%	$28,552.70	$19.69	0.24%	$986,980.78	$680.68	8.30%
Orange	$22,714,630.31	$5,685.76	70.16%	$0.00	$0.00	0.00%	$3,150,080.55	$788.51	9.73%
Powhatan	$19,535,567.45	$5,151.78	38.48%	$18,834,163.87	$4,966.82	37.10%	$3,668,637.33	$967.47	7.23%
Rappahannock	$6,169,039.65	$5,926.07	70.74%	$33,900.00	$32.56	0.39%	$485,246.26	$466.13	5.56%
Richmond	$6,218,555.64	$5,105.55	70.04%	$0.00	$0.00	0.00%	$272,423.14	$223.66	3.07%
Rockbridge	$16,625,796.44	$5,680.15	58.40%	$5,181,857.84	$1,770.36	18.20%	$1,436,381.57	$490.74	5.05%
Shenandoah	$30,133,341.91	$5,347.53	76.68%	$0.00	$0.00	0.00%	$0.00	$0.00	0.00%
Surry	$8,458,257.12	$7,633.81	65.60%	$331,797.35	$299.46	2.57%	$962,630.37	$868.80	7.47%

Division	Ops and Maintenance	O&M$/Pupil	O&M% /Budget	Technology	Tech. $/Pupil	Tech. %/Budget	Total Expenditures
Amelia	$1,207,297.91	$758.83	9.56%	$393,519.81	$247.34	3.12%	$12,627,863.44
Bath	$982,844.82	$1,247.27	12.45%	$526,513.65	$668.16	6.67%	$7,897,113.32
Bland	$607,997.64	$667.40	8.83%	$260,530.81	$285.98	3.78%	$6,887,300.32
Botetourt	$3,166,373.27	$673.12	9.10%	$888,050.26	$188.79	2.55%	$34,806,346.12
Charles City	$1,277,350.38	$1,453.19	12.74%	$187,568.00	$213.39	1.87%	$10,028,268.90
Clarke	$1,314,521.97	$654.64	7.96%	$659,295.11	$328.33	3.99%	$16,519,068.13
Craig	$784,447.49	$1,125.46	14.18%	$288,642.60	$414.12	5.22%	$5,531,247.45
Essex	$1,075,839.74	$669.05	8.44%	$382,075.48	$237.61	3.00%	$12,744,707.70
Floyd	$1,250,459.95	$615.08	8.17%	$869,713.50	$427.80	5.68%	$15,299,717.57
Fluvanna	$2,144,970.90	$917.44	9.42%	$1,003,927.99	$429.40	4.41%	$22,781,150.27
Giles	$1,762,060.38	$696.19	9.08%	$1,414,069.03	$558.70	7.29%	$19,395,930.63
Goochland	$1,987,816.06	$982.61	11.25%	$601,078.03	$297.12	3.40%	$17,675,473.98
Greene	$1,612,142.75	$617.68	7.26%	$575,428.53	$220.47	2.59%	$22,209,817.69
Highland	$407,086.34	$1,389.37	13.83%	$47,082.10	$160.69	1.60%	$2,944,044.32
King George	$1,967,063.99	$647.70	9.18%	$622,710.23	$205.04	2.91%	$21,420,619.49
King William	$1,183,301.68	$627.41	7.81%	$153,765.44	$81.53	1.01%	$15,155,039.79
Lancaster	$1,049,271.57	$745.75	8.54%	$374,464.04	$266.14	3.05%	$12,282,151.28
Louisa	$3,002,994.76	$710.43	8.91%	$1,801,913.56	$426.29	5.34%	$33,714,177.44
Madison	$1,855,639.61	$1,017.35	12.76%	$392,178.37	$215.01	2.70%	$14,540,955.96
Mathews	$927,885.44	$711.02	8.72%	$304,361.73	$233.23	2.86%	$10,635,169.79
Middlesex	$1,060,597.85	$819.63	9.95%	$307,356.12	$237.52	2.88%	$10,664,624.96
Nelson	$1,832,179.41	$913.35	5.67%	$795,690.95	$396.66	2.46%	$32,292,035.61
New Kent	$1,567,346.00	$634.81	9.14%	$516,136.81	$209.05	3.01%	$17,148,078.58
Northumberland	$984,000.43	$678.62	8.27%	$344,701.07	$237.72	2.90%	$11,898,436.77
Orange	$2,515,464.44	$629.65	7.77%	$649,189.76	$162.50	2.01%	$32,374,138.34
Powhatan	$2,362,693.09	$623.07	4.65%	$1,953,172.77	$515.08	3.85%	$50,761.577.67
Rappahannock	$663,675.53	$637.54	7.61%	$310,122.94	$297.91	3.56%	$8,721,068.63
Richmond	$938,561.97	$770.58	10.57%	$449,295.67	$368.88	5.06%	$8,878,846.82
Rockbridge	$2,155,246.16	$736.33	7.57%	$590,309.30	$201.68	2.07%	$28,471,217.24
Shenandoah	$4,529,165.83	$803.76	11.52%	$906,357.60	$160.84	2.31%	$39,299,242.16
Surry	$1,470,264.38	$1,326.95	11.40%	$217,164.68	$196.00	1.68%	$12,892,796.62

Attachment 2: Comparative Virginia School Division SOL Test Performance by Grade Proficiency Level - State Averages/Test Results for 2001 thru 2004

Grade 3 - Reading/Language Arts

The percentages displayed reflect student achievement in this subject area at this grade level for Surry School Division and the state.

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	<	74	75	25	14	58	71	29
	2002-2003	<	59	68	32	19	54	72	28
	2001-2002	<	72	79	21	17	55	72	28

Grade 5 - Reading/Language Arts

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004		54	76	24	31	53	85	15
	2002-2003	<	70	82	18	19	63	83	
	2001-2002	<	55	63	37	17	60	78	22

Grade 8 - Reading/Language Arts

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	<	55	61	39	22	50	72	28
	2002-2003	<	55	63	37	16	54		30
	2001-2002	<	53	64	36	19	51	69	31

High School - Reading/Language Arts

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	12		80	20	30	60	89	11
	2002-2003	15	78	93	<	32	60	92	8
	2001-2002	19	63	81	19	26	58	84	16

Grade 3 - History/Social Science

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	16	67	83	17	51	37	87	13
	2002-2003	<	63	72	28		56	82	18

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
	2001-2002	<	57	61		15	62	76	24

Grade 5 - History/Social Science

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	32	52	83	17	39	48	87	13
	2002-2003	<	68	76	24	20	59	79	21
	2001-2002		42	54	46	17	55	72	28

Grade 8 - History/Social Science

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	22	62	84	16	29	54	83	17
	2002-2003	<	69	72	28	14	66	80	20
	2001-2002	<	64	67	33	11	67	78	22

High School – History/Social Science

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	14	59	73	28	27	56		17
	2002-2003	7	70	77	23	17	64	81	19
	2001-2002	7	60	68	32	12	63	76	24

Grade 3 - Mathematics

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	15	75	90	<	49	38	87	13
	2002-2003	33	50	83	17	47	36	83	17
	2001-2002	31	41	72	28	40	41	80	20

Grade 5 - Mathematics

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	<	40	47	53	20	58	78	22
	2002-2003	<	57	62		18	56	74	26
	2001-2002	<		53	47	16	55	71	29

Grade 8 - Mathematics

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	<	70	78	22	22	58	80	20
	2002-2003	<	67	69	31	18	57	75	25
	2001-2002	<	60	66	34	19	52	71	29

High School - Mathematics

Subgroup	School Year	Div Advanced	Div Proficient	Div Passed	Div Failed	State Advanced	State Proficient	State Passed	State Failed
All Students	2003-2004	11	62	73	27	23	61	84	16
	2002-2003	7	59	67	33	20	59	80	20
	2001-2002	5	58	64	36	17	59	75	25

Attachment 3: Teacher and Staff Salaries by Position and Years of Service - 2004-2005

Surry County School Division Staff Position	Years	Salary 2004-2005	Suppl.	Total 2004-2005
Division Superintendent	32	97,840	3000	100,840
Assistant Superintendent	32	78,418	3000	81,418
Special Education Director (located at HS)	29	71,608	2500	74,108
Technology Director (located at HS)	24	65,210	2500	67,710
Finance Director	24	65,210		65,210
Career & Technical Ed. Director (located at HS)	19	60,640	2500	63,140
Operations & Maintenance Director	5	49,978	2500	52,478
Federal Programs Coordinator	26 -11	45,838		45,838
Social Worker (located at MS)	26	45,744	2500	48,244
Admin. Asst to Supt/Clerk of the Board	26	44,141		44,141
Benefits Coordinator/Fiscal Tech. (& HRM)	35	37,641	1500	39,141
Secretary/Personnel (& HRM)	13	35,339		35,339
Accts. Payable/Deputy Clerk	26	33,954	1500	35,454
Secretary/Receptionist	37	31,367		31,367
Network Administrator (located at HS)	3 - 0	33,958		33,958
Assistant Network Administrator (located at HS)	0	28,764		28,764
				0
Nurse (located at HS and ES)	31	39,699		39,699
Nurse (located at MS)	9	29,432		29,432
				0
School Psychologist (located at ES)	4	34,896	2500	37,396
Total County Staff Salaries				**953,677**

Elementary School Teachers & Staff Position	Years	Salary 2004-2005	Suppl.	Total 2004-2005
Elementary Principal	33	68,380	2500	70,880
Assistant Principal Elementary	29	61,378	2500	63,878
Guidance Counselor - Elementary	24	42,811	2500	45,311
Secretary - Elementary	28	29,447		29,447
Secretary/Bookkeeper - Elementary	30	33,185		33,185
Secretary - Elementary	29	30,727		30,727
Librarian - Elementary	25	43,411	2500	45,911
Library Assistant - S Elementary				0
Elementary Teacher	17	38,811		38,811
Elementary Teacher	3	31,811		31,811
Elementary Teacher	2	31,511		31,511
Elementary Teacher	31	49,011		49,011
Elementary Teacher	5	32,811		32,811
Elementary Teacher	2	31,511		31,511
Elementary Teacher	1	31,311		31,311
Elementary Teacher	6	33,311		33,311

Elementary School Teachers & Staff	Years	Salary		Total
Position		2004-2005	Suppl.	2004-2005
Elementary Teacher	22	41,611	2500	44,111
Elementary Teacher	23	42,211		42,211
Elementary Teacher	29	47,011	2500	49,511
Elementary Teacher	34	49,011	2500	51,511
Elementary Teacher	16	38,311	2500	40,811
Elementary Teacher	24	42,811	2500	45,311
Elementary Teacher	16	38,311		38,311
Elementary Teacher	20	40,411		40,411
Elementary Teacher	15	37,811		37,811
Elementary Teacher	3	31,811		31,811
Elementary Teacher	12	36,311		36,311
Elementary Teacher	3	31,811		31,811
Elementary Teacher	34	49,011		49,011
Elementary Teacher	1	31,311	2500	33,811
Elementary Teacher	6	33,311		33,311
Elementary Teacher - Class Reduct.	3	31,811		31,811
Elementary Teacher - (Title 1)	25	43,411	2500	45,911
Elementary Teacher - 4 Year Old Program	3	31,811		31,811
Elementary Teacher - 4 Year Old Program	2	31,511		31,511
Elementary Teacher - 4 Year Old Program	0	31,211		31,211
Elementary Teacher - Gifted	27	45,011	2500	47,511
Elementary Teacher - Special Ed.	32	49,011	2500	51,511
Elementary Teacher - Special Ed.	27	45,011	2500	47,511
Elementary Teacher - Special Ed.	34	49,011	2500	51,511
Elementary Teacher Asst. -VIB	19	19,508		19,508
Elementary Teacher Asst.	8	16,813		16,813
Elementary Teacher Asst.	4	15,833		15,833
Elementary Teacher Asst.	18	19,263		19,263
Elementary Teacher Asst.	0	15,294		15,294
Elementary Teacher Asst.	33	24,016		24,016
Elementary Teacher Asst.	1	15,343		15,343
Elementary Teacher Asst.	7	16,568		16,568
Elementary Teacher Asst. - Special Ed.	9	17,058		17,058
Elementary Teacher Asst. - Special Ed.	3	15,588		15,588
Elementary Teacher Asst. - 4 Year Old	36	24,016		24,016
Elementary Teacher Asst. - 4 Year Old	8	16,813		16,813
Total Teacher and Staff Salaries				**1,791,904**

Middle School Teachers & Staff	Years	Salary		Total
			Suppl.	2004-2005
Principal - Middle School	29	69,201	2500	71,701
Assistant Principal Middle School	13	56,677	2500	59,177
Guidance Counselor - Middle School	20	44,452	2500	46,952
Secretary - Middle School	1	20,039		20,039
Secretary/Bookkeeper - Middle School	5	22,679		22,679
Secretary - Middle School	0	19,975		19,975

Middle School Teachers & Staff	Years	Salary		Total
Position		2004-2005	Suppl.	2004-2005
Librarian - Middle School	5	32,811		32,811
Library Assistant - Middle School	17	19,018		19,018
Middle School Teacher	4	32,311		32,311
Middle School Teacher	3	31,811		31,811
Middle School Teacher	8	34,311	2500	36,811
Middle School Teacher	26	44,211		44,211
Middle School Teacher	32	49,011	2500	51,511
Middle School Teacher	10	35,311		35,311
Middle School Teacher	7	33,811		33,811
Middle School Teacher	7	33,811		33,811
Middle School Teacher	16	38,311		38,311
Middle School Teacher	14	37,311		37,311
Middle School Teacher	23	42,211	2500	44,711
Middle School Teacher	3	31,811	2500	34,311
Middle School Teacher	26	44,211		44,211
Middle School Teacher	5	32,811	2500	35,311
Middle School Teacher	32	49,011	2500	51,511
Middle School Teacher	36	49,011		49,011
Middle School Teacher	9	34,811	2500	37,311
Middle School Teacher	27	45,011		45,011
Middle School Teacher	3	31,811		31,811
Middle School Teacher	0	31,311		31,311
Middle School Teacher (Title 1)	29	47,011	2500	49,511
Middle School Teacher - Special Ed.	3	31,811		31,811
Middle School Teacher - Special Ed.	12	36,311	2500	38,811
Middle School Teacher - Special Ed.	1	31,311		31,311
Middle School Teacher - Special Ed.		31,211		31,211
Middle School Teacher - Special Ed.	14	37,311	2500	39,811
Middle School Teacher - VIB	2	31,511		31,511
Middle School Teacher - Voc. Ed.	9	34,811		34,811
Middle School Teacher - Voc. Ed.	1	31,311		31,311
Middle School Teacher Asst.	26	21,644		21,644
Middle School Teacher Asst.	32	25,368		25,368
Middle School Teacher Asst.	4	15,833		15,833
Middle School Teacher Asst. -VIB	15	18,528		18,528
Middle School Teacher Asst. -VIB Special Ed.	23	20,684		20,684
Middle School Teacher Asst. - Special Ed.	19	19,508		19,508
Middle School Teacher Asst. - Special Ed.	6	16,323		16,323
Middle School Teacher Asst. - Special Ed.	8	16,813		16,813
Middle School Teacher Asst. - Special Ed.	3	15,588		15,588
Total Teacher and Staff Salaries				**1,562,460**

High School Teachers & Staff	Years	Salary		Total
Position		2004-2005	Suppl.	2004-2005
Principal - High School	33	74,027	2500	76,527
Assistant Principal High School	33	67,753	2500	70,253
Assistant Principal High School	14	61,173	2500	63,673
Guidance Counselor - High School	29	56,414	2500	58,914
Secretary - High School	8	21,959		21,959
Secretary - High School	10	22,599		22,599
Secretary/Bookkeeper - High School	33	33,877		33,877
Secretary - High School	9	22,279		22,279
Secretary - High School - Special Ed.	23	27,015		27,015
Librarian - High School	17	38,811	2500	41,311
Library Assistant - SC High School	2	15,343		15,343
High School Teacher - ROTC	1	60,525		60,525
High School Instructor - ROTC	3 -13	44,174		44,174
High School Teacher	3	31,811		31,811
High School Teacher	4	32,311		32,311
High School Teacher	42	53,532	2500	56,032
High School Teacher	26	44,211		44,211
High School Teacher	6	33,311		33,311
High School Teacher	29	47,011		47,011
High School Teacher	19	39,811	2500	42,311
High School Teacher	24	42,811	2500	45,311
High School Teacher	24	42,811	2500	45,311
High School Teacher	2	31,511		31,511
High School Teacher	23	42,211	2500	44,711
High School Teacher	0	31,211		31,211
High School Teacher	16	38,311		38,311
High School Teacher	14	37,311		37,311
High School Teacher	32	49,011		49,011
High School Teacher	0	31,211		31,211
High School Teacher	20	40,411	2500	42,911
High School Teacher	11	35,811	2500	38,311
High School Teacher	18	39,311		39,311
High School Teacher	4	32,311	2500	34,811
High School Teacher	3	31,811		31,811
High School Teacher	7	33,811	2500	36,311
High School Teacher - Special Ed.	28	46,011	2500	48,511
High School Teacher - Special Ed.	0	31,211		31,211
High School Teacher - Special Ed.	3	31,811		31,811
High School Teacher - Special Ed.	33	49,011	2500	51,511
High School Teacher - Special Ed.	0	31,211		31,211
High School Teacher - Voc. Ed	24	42,811	2500	45,311
High School Teacher - Voc. Ed.	12	36,311		36,311
High School Teacher - Voc. Ed.	30	49,011	2500	51,511
High School Teacher - Voc. Ed.	29	47,011	2500	49,511
High School Teacher - Voc. Ed.	4	32,311		32,311

High School Teachers & Staff	Years	Salary		Total
Position		2004-2005	Suppl.	2004-2005
High School Teacher - Voc. Ed.	19	39,811	2500	42,311
High School Teacher - Voc. Ed.	29	47,011		47,011
High School Teacher - Voc. Ed.	27	45,011		45,011
High School Teacher Asst. - Special Ed.	22	20,390		20,390
High School Teacher Asst. - Special Ed.	12	17,793		17,793
High School Teacher Asst. - Special Ed.	6	16,323		16,323
High School Teacher Asst. - Special Ed.	12	17,793		17,793
Total Teacher and Staff Salaries				**2,038,654**

Attachment 4: School Employee Extra Duty Stipends

Extra Duties	Stipend
Volleyball Coach 114	2,460.00
Asst. Coach - JV Baseball	1,845.00
Drama Coach	1,500.00
SCHS Lead Technology Teacher	1,000.00
Career & Technical Ed. Dept. Chair	500.00
Pre-K Team Leader	500.00
LPJ Lead Technology Teacher	1,000.00
Athletes Medical Technician	4,000.00
3rd Grade Team Leader	500.00
Yearbook Sponsor	1,500.00
Athletic Director	5,227.50
Distance Learning	700.00
Exploratory Leader	500.00
Co-op	500.00
Asst Coach - Football	3,690.00
Special Olympics	1,050.00
Head Coach - Boys' Basketball	3,690.00
Boys' Tennis Coach	1,845.00
Special Olympics	2,400.00
Special Ed. Team Leader	500.00
Language Arts Dept. Chair	500.00
Academic Challenge	1,500.00
Humanities Dept. Chair	500.00
Director of Auxiliaries	1,845.00
Asst. Coach-Girls' Basketball	2,400.00
Girls' Track Coach	2,152.50
Head Coach - Soccer	2,400.00
Head Coach - Middle School Girls' Basketball	1,500.00
Head Coach - Football	4,612.50
Strength Coach	922.50
Boys' Track Coach	2,152.50
Extra Medical Duties	2,100.00
Stat Computer	1,500.00
TSA Coach	1,000.00
Asst. Coach - Football	2,000.00
2nd Grade Team Leader	500.00
8th Grade Team Leader	500.00
Cheerleaders-Football Coach	1,537.50
Cheerleaders - Basketball Coach	2,000.00
Discipline Report	1,500.00
Head Custodian - SES	1,000.00
4th Grade Team Leader	500.00

Extra Duties	Stipend
5th Grade Team Leader	500.00
6th Grade Team Leader	500.00
Honeywell Security	1,650.00
Head Coach - Golf	1,845.00
Head Coach - Baseball	2,460.00
Health & Physical Ed. Dept. Chair	500.00
Asst Coach-Volleyball	1,845.00
Cheerleaders - Basketball Coach	1,000.00
Math/Science Dept. Chair	500.00
Academic Challenge	1,500.00
Spec. Ed/JROTC Dept. Chair	500.00
SES Lead Technology Teacher	500.00
1st Grade Team Leader	500.00
Asst Coach - Football	3,690.00
Head Coach - Girls' Basketball	3,690.00
Head Custodian - LPJ	1,000.00
Special Ed. Dept. Chair	500.00
Marching Band Director	3,075.00
Concert Band Director	1,500.00
Jazz Band Director	1,500.00
Kindergarten Team Leader	500.00
Choir Director	1,500.00
Head Custodian - SCHS	1,000.00
Asst Coach - Football	3,690.00
Asst Coach - Softball	1,845.00
Head Coach - Softball	2,460.00
Asst Coach - Football	2,000.00
Asst Coach - Track	1,537.50
Asst Coach - Football	3,690.00
7th Grade Team Leader	500.00
Total:	**$117,007.50**

Attachment 5: Cluster Comparison of Average Teacher Salaries versus Average Per Capita Income

Note that the Factor equals the average teacher salary divided by the average per capita income within the given county (e.g., 36,142 ÷ 19,258 = 1.8767 and, when rounded up, a Factor of 1.88). The Surry County average Teacher Salary ranks 14th highest of the 31 school divisions within the peer cluster. This is only slightly higher than the average salary, $35,210.

Peer Cluster School Division	2001 Average Teacher Salary	2001 Average Per Capita Income	Factor
Surry County	$36,142	$19,258	1.88
Richmond County	$36,214	$19,320	1.87
Floyd County	$34,666	$18,740	1.85
Orange County	$43,275	$23,847	1.81
Giles County	$36,444	$20,300	1.80
Bland County	$31,013	$17,732	1.75
Nelson County	$38,047	$21,945	1.73
Essex County	$37,145	$22,086	1.68
Greene County	$33,377	$20,682	1.61
Fluvanna County	$36,631	$22,785	1.61
Amelia County	$34,184	$21,351	1.60
Northumberland County	$39,191	$24,912	1.57
Rockbridge County	$34,569	$22,863	1.51
Craig County	$33,009	$21,976	1.50
Botetourt County	$39,358	$26,839	1.47
Powhatan County	$36,671	$25,053	1.46
Madison County	$32,293	$23,009	1.40
King William County	$36,271	$25,937	1.40
Shenandoah County	$34,021	$24,346	1.40
Louisa County	$35,363	$25,788	1.37
Charles City County	$29,981	$23,142	1.30
Bath County	$30,883	$24,806	1.24
New Kent County	$35,068	$28,310	1.24
Middlesex County	$32,628	$26,629	1.23
Highland County	$28,566	$23,677	1.21
King George County	$36,748	$31,396	1.17
Clarke County	$40,532	$35,725	1.13
Lancaster County	$35,386	$32,318	1.09
Mathews County	$31,081	$29,542	1.05
Rappahannock County	$32,647	$31,849	1.03
Goochland County	$40,114	$40,698	0.99
Source: DOE Classroom Teacher Salary Survey & Weldon Cooper Center for Public Service (Average Factors are rounded up to the nearest one hundredth of a percent).			

Attachment 6: Comparative 2002 Virginia School Division Test Performance Data

School Division	Grade	# Tested	% Tested	Reading Total	Vocabulary	Comprehension	Total Math	Problem Solving	Procedures	Language Arts	Writing	Composing	Editing	Partial Battery
AMELIA	4	122	99	39	43	37	39	48	34	39	41	40	43	41
BATH	4	51	100	60	57	62	66	69	62	69	60	64	70	64
BLAND	4	68	100	46	50	43	41	48	35	47	58	47	45	47
BOTETOURT	4	341	100	61	55	63	64	73	54	67	63	63	68	64
CHARLES CITY	4	71	91	31	35	32	39	45	35	50	50	44	55	40
CLARKE	4	157	98	67	62	67	76	76	74	74	67	63	77	71
CRAIG	4	57	100	53	50	53	52	62	43	56	48	47	63	53
ESSEX	4	99	84	40	40	40	47	52	47	51	52	50	51	45
FLOYD	4	145	99	59	55	61	69	71	65	61	55	57	63	63
FLUVANNA	4	269	100	54	51	55	61	69	51	61	57	55	63	58
GILES	4	178	98	42	45	41	45	52	40	43	42	37	51	44
GOOCHLAND	4	145	99	57	55	57	65	69	60	64	65	60	60	62
GREENE	4	183	99	57	52	59	66	70	61	63	61	56	66	62
HIGHLAND	4	24	96	57	55	57	82	86	73	56	66	51	58	67
KING GEORGE	4	234	100	57	53	58	60	68	50	62	56	59	63	59
KING WILLIAM	4	266	98	47	45	49	61	63	59	58	56	55	56	56
LANCASTER	4	95	95	52	53	51	56	61	51	60	55	56	65	56
LOUISA	4	326	96	46	47	47	59	61	57	54	51	49	56	54
MADISON	4	116	98	54	50	56	59	63	55	64	55	56	68	57
MATHEWS	4	94	100	67	65	66	63	66	60	67	61	60	68	66
MIDDLESEX	4	100	100	54	53	53	65	73	57	65	62	64	60	61
NELSON	4	132	100	56	50	56	65	63	69	59	60	51	59	61
NEW KENT	4	192	98	57	55	57	61	68	52	64	62	61	62	61
NORTHUMBERLAND	4	94	94	56	53	55	64	67	62	56	54	51	57	60
ORANGE	4	288	96	51	50	50	56	63	50	53	52	51	54	55
POWHATAN	4	278	96	62	58	62	73	77	68	69	64	65	68	67
RAPPAHANNOCK	4	75	91	50	51	50	61	66	56	59	53	51	65	57
RICHMOND	4	85	96	39	42	38	53	54	53	50	50	50	49	48
ROCKBRIDGE	4	218	98	53	52	53	55	66	43	65	57	58	70	57
SHENANDOAH	4	408	98	48	48	48	55	64	47	56	54	51	57	54
SURRY	4	99	93	44	44	44	45	55	38	60	58	57	60	49
SURRY RANKING	4		28th	26th	27th	25th	27th	27th	28th	15th	13th	12th	18th	25th
STATEWIDE AVERAGES	4			54	51	55	63	67	57	63	58	57	65	60

School Division	Grade	# Tested	% Tested	Reading	Vocabulary	Comprehension	Math	Problem Solving	Procedures	Language Arts	Prewriting	Composing	Editing	Partial	Battery
AMELIA	6	156	100	40	44	39	50	57	43	37	29	42	47	46	
BATH	6	66	97	63	62	63	64	71	57	53	41	56	58	62	
BLAND	6	82	96	53	55	53	49	60	39	53	38	59	61	52	
BOTETOURT	6	368	100	67	65	67	65	74	53	60	45	61	67	66	
CHARLES CITY	6	74	100	40	38	43	47	53	43	47	38	53	50	46	
CLARKE	6	167	100	69	68	68	74	78	65	59	48	60	67	69	
CRAIG	6	61	100	67	71	65	62	68	55	60	46	66	64	64	
ESSEX	6	132	96	39	42	39	45	54	38	41	31	49	48	43	
FLOYD	6	154	98	65	65	63	70	73	65	55	40	58	62	65	
FLUVANNA	6	258	98	61	60	61	70	71	68	58	47	59	62	64	
GILES	6	178	98	53	55	53	52	58	47	46	35	48	54	53	
GOOCHLAND	6	203	99	59	57	60	71	72	69	54	39	54	66	63	
GREENE	6	237	97	54	52	57	65	71	56	52	38	55	61	60	
HIGHLAND	6	28	100	75	78	62	60	70	46	50	41	64	47	67	
KING GEORGE	6	228	100	64	62	65	69	73	63	57	42	59	65	65	
KING WILLIAM	6	135	96	46	44	47	59	64	54	50	35	51	60	54	
LANCASTER	6	120	97	48	51	44	45	51	40	36	32	40	46	47	
LOUISA	6	347	97	50	51	50	59	66	51	49	38	51	58	56	
MADISON	6	144	98	52	50	54	57	63	49	46	36	51	51	54	
MATHEWS	6	118	98	65	69	63	72	76	64	58	49	57	64	67	
MIDDLESEX	6	122	91	52	55	51	50	60	40	47	40	57	48	51	
NELSON	6	160	100	61	61	58	65	71	57	48	41	53	53	61	
NEW KENT	6	214	99	58	59	58	69	73	64	54	45	57	60	62	
NORTHUMBERLAND	6	105	90	53	53	54	62	67	56	52	41	51	61	57	
ORANGE	6	320	98	55	53	56	63	71	54	54	45	56	60	60	
POWHATAN	6	287	96	60	62	59	76	81	67	54	42	57	60	67	
RAPPAHANNOCK	6	82	96	64	59	66	70	71	67	55	34	59	65	65	
RICHMOND	6	90	97	58	59	58	69	75	59	65	47	62	75	64	
ROCKBRIDGE	6	227	96	56	55	57	62	68	54	51	37	56	59	58	
SHENANDOAH	6	489	97	48	50	48	52	59	44	39	31	44	47	49	
SURRY	6	64	85	41	41	44	54	61	45	48	35	57	53	49	
SURRY RANKING	6		31th	29th	29th	28th	23th	23th	24th	23th	26th	15th	23th	27th	
STATEWIDE AVERAGES	6			60	60	59	67	72	60	56	43	58	62	63	

School Division	Grade	# Tested	% Tested	Reading Total	Vocabulary	Comprehension	Total Math	Problem Solving	Procedures	Language Arts	Writing	Composing	Editing	Partial	Battery
AMELIA	9	123	92	57	59	55	39	60	16	41	44	44	41	47	
BATH	9	64	97	60	53	65	56	68	39	53	47	61	50	56	
BLAND	9	79	100	59	56	62	51	59	40	47	43	51	48	53	
BOTETOURT	9	355	97	66	62	69	57	72	34	61	57	60	59	61	
CHARLES CITY	9	65	100	41	45	41	32	47	18	39	47	41	36	37	
CLARKE	9	157	100	74	72	74	69	80	51	66	60	67	63	69	
CRAIG	9	56	100	71	68	73	46	65	23	59	57	59	57	58	
ESSEX	9	126	92	54	54	54	45	57	29	47	49	47	50	49	
FLOYD	9	174	97	60	60	61	56	71	34	54	53	57	51	58	
FLUVANNA	9	239	96	60	54	64	53	66	35	54	52	55	54	57	
GILES	9	230	99	57	55	59	52	66	34	48	44	50	50	54	
GOOCHLAND	9	161	100	60	60	60	64	71	51	52	44	52	56	60	
GREENE	9	219	99	56	55	57	36	47	23	43	41	45	46	45	
HIGHLAND	9	32	97	73	64	79	65	77	46	65	59	69	60	67	
KING GEORGE	9	249	94	62	59	64	59	72	39	50	51	52	47	58	
KING WILLIAM	9	143	97	53	50	55	57	63	47	47	44	50	48	55	
LANCASTER	9	107	89	41	40	44	43	59	26	41	41	44	45	43	
LOUISA	9	343	93	56	51	59	42	51	30	44	46	48	45	48	
MADISON	9	165	95	64	58	69	61	75	37	52	52	57	49	59	
MATHEWS	9	100	98	70	61	76	62	73	44	60	56	65	54	64	
MIDDLESEX	9	117	100	58	59	55	35	48	19	47	49	53	44	48	
NELSON	9	151	100	58	57	60	58	66	45	54	57	54	49	58	
NEW KENT	9	212	97	59	57	61	45	57	29	50	49	54	49	52	
NORTHUMBERLAND	9	117	89	51	47	55	42	54	29	43	43	43	46	47	
ORANGE	9	293	99	55	51	59	52	57	43	48	47	52	47	52	
POWHATAN	9	326	96	66	66	66	62	73	44	55	50	54	56	61	
RAPPAHANNOCK	9	107	98	68	64	69	53	66	35	60	51	60	62	62	
RICHMOND	9	90	87	64	63	65	59	76	35	59	55	58	57	60	
ROCKBRIDGE	9	278	96	63	62	63	54	59	45	52	47	55	52	57	
SHENANDOAH	9	466	93	58	54	62	54	69	33	51	48	53	50	54	
SURRY	9	106	97	46	50	45	37	48	25	53	54	53	53	46	
SURRY RANKING	9		20th	29th	28th	29th	28th	30th	26th	15th	8th	18th	12th	26th	
STATEWIDE AVERAGES	9			60	58	61	55	65	39	52	50	54	51	57	

Attachment 7: SCPSC Motor Vehicle Fleet Inventory

Bus #	Year/Model	License #	Original Cost
1	1991-Ford	94-266L	$32,000
2	**1994-BluBird**	**18-438L**	**$59,000**
3	**1997-BluBird**	**27-986L**	**$61,259**
6	1991-Ford	94-260L	$32,000
9	**1998-BluBird**	**18-494L**	**$63,500**
10	**1999-BluBird**	**33-977L**	**$65,000**
*11	1986-Ford	62-409L	$30,000
12	1990-Ford	56-898L	$32,000
**13	1990-Ford	56-900L	$32,000
14	**1993-BluBird**	**18-417L**	**$55,000**
15	**1993-BluBird**	**18-418L**	**$55,000**
16	1990-Ford	56-899L	$32,000
17	**2000-BluBird**	**38-911L**	**$70,537**
18	2003-Freight	107-548L	$53,000
19	1991-Ford	94-265L	$32,000
**21	1987-Int.	62-401L	$30,000
22	1990-Ford	56-902L	$32,000
23	2003-Freight	107-549L	$53,000
24	1990-Ford	56-901L	$32,000
25	2005-Freight	115-604L	$60,360
26	1991-Ford	94-264L	$32,000
27	2005-Freight	115-611L	$60,360
28	1991-Ford	94-263L	$32,000
**32	1989-Ford	62-411L	$32,000
33	1989-Ford	62-404L	$32,000
**34	1989-Ford	62-403L	$32,000
35	1989-Ford	62-407L	$32,000
**36	1989-Ford	62-405L	$32,000
**37	1989-Ford	62-406L	$32,000
**38	1991-Ford	94-259L	$32,000
39	1991-Ford	94-262L	$32,000
**40	1991-Ford	94-261L	$32,000
50	2001-Freight	38-935L	$61,929
**51	1993-GMC	18-495L	$36,000
**52	1995-Int.	18-439L	$44,000
53	2005-Freight	N/A	$64,916

Bold - 78 Passenger "D" Type Bus
* - Activity Bus
** - Spare Buses

Pick-Ups	Year/Model	License #	Original Cost
P-1	2002-Ford	107-859-L	$26,024
P-2	1986-Ford	N/A	$5,200
P-3	1983-Ford		$6,100
P-4	1986-Ford		$5,400
P-5	1978-Ford		$9,000

Miscellaneous	Year/Model	License #	Original Cost
Dump Truck	1968-Dodge	N/A	$7,600
White Van	1984-Ford	N/A	$8,400
*TRL 728	Pacer Trl.	N/A	$1,500
TRL 1968	International Tr.	N/A	$1,200

TRL - Trailers used for storage

Cars - Make/Model	Year	License #	Original Cost
Ford LTD SW	1984	94-293L	$9,000
Chev. Cap. SW	1985	18-436L	$7,200
LTD Cr. Victoria	1986	62-397L	$11,000
Chev. Caprice	1987	62-398L	$11,100
Bk Roadmaster	1991	18-441L	$23,000
Dodge Shadow	1992	33-976L	$10,800
Ford	1993	18-408L	$21,000
Ford T-Bird	1996	33-952L	$12,000
Ford - Taurus	1999	33-991L	$12,500
Ford - Taurus SW	2000	38-944L	$18,477
Ford - Taurus SW	2001	40-295L	$19,259
Ford - Taurus	2001	38-946L	$19,590

Attachment 8: Surry County Public Schools Bus Routes 2003-2004 School Year

Note: The time indicated is the approximate time of the first student pick-up on that route.
Bus #1 First pick-up is approximately 7:18 A.M. on Route 612 (Otterdam Rd.), right on Hwy 40 (Martin Luther King Hwy), right on Route 615 (Carsley Rd.), left on Route 645 (Milltown Rd.), left on Route 643 (Clubhouse Rd.), right on Route 614 (Blackwater Rd.), left on Route 630 (Spratley Mill Rd.) right on Route 616 (New Design Rd.), then to school.
Bus #2 First pick-up is approximately 7:10 A.M. on Hwy 40 east (Martin Luther King Hwy.), turn around, left on Route 611 (Salisbury Rd.), Right on Route 612 (Otterdam Rd.), left on Route 615 (Carsley Rd.), bear left on Route 616 (New Design Rd.), then to school.
Bus #3 First pick-up is approximately 7:10 A.M. on Route T626 (Old Burrough Rd.) which turn into Route 626 (Beechland Rd.), left on Route 634 (Brownsview Lane), right on Hwy 10 east (Colonial Trail East), left on Route 634 (Alliance Rd.), turn around at Chippokes State Park, right on Route 637 (Popular Lawn Rd.), right on Route 636 (Cobham Wharf Ln.), turn around at Cobham Bluff Lane, right on Route 637 (Pleasant Point Rd.), then to school.
Bus #6 First pick-up is approximately 7:10 A.M. on Route 647 (Cypress Swamp Lane), right on Hwy 40 (Martin Luther King Hwy), cross Hwy 10 (Colonial Trail West) onto Route 610 (Swanns Point Rd.), turn around at Ravine Drive, left on Route 618 (Southwark Rd.), left on Route 626 (Lebanon Rd.), right on Route 670 (Surry Village Dr.), turn around, right on Route 626 (Lebanon Rd.), right on Hwy 31 (Rolfe Hwy.) right on Route 648 (Gilpark Rd.), left on Route 618 (Hollybush Rd.), then to school.
Bus #9 First pick-up is approximately 6:42 A.M. on Route 616 (New Design Rd.), right on Route 615 (Carsley Rd.), right on Hwy 31 (Rolfe Hwy.), Left on Route 604 (Rocky Hock Rd.), left on 617 (White Marsh Rd.), right on Route 621 (Aberdeen Rd.), left on Route 618 (Walls Bridge Rd.), left on Route 617 (White Marsh Rd.), right on Route 604 (Rocky Hock Rd.), right on Hwy 31 (Rolfe Hwy), right on T1105 (Smith St.), right on T1106 (Railroad Ave.), turn around, left on T1103 (Devany St.), right on Hwy 31 (Rolfe Hwy.), left on Route 618 (Hollybush Rd.), then to school.
Bus #10 First pick-up is approximately 7:10 on Route 616 (Golden Hill Rd.), left on Route 653 (Edgar Lane Rd.), turn around, left on Route 616 (Golden Hill Rd.), right on Route 626 (Beechland Rd.), turn around, right on Route 616 (Golden Hill Rd.), right on Route 622 (Runnymede Rd.), right on Route 631 (Green Swamp Rd.), turn around, right on Route 622 (Runnymede Rd.), turn around, travel Route 622 to the end, turn around, left on Route 605 (Walkers Road) right on Route 618 (Sexton Rd.), then to school.
Bus #12 First pick-up is approximately 7:00 A.M. on Hwy 10 East (Colonial Trail East), right on Route 627 (Moonlight Rd.), turn around, left on Hwy 10 East, right on Route 650 (Hog Island Rd.), right on Route 628 (Burnt Mill Rd.), right on Route 627 (Mantura Rd.), right on Hwy 10 East, left on Route 650 (Mt. Ray Dr.), turn around, left on Hwy 10 East, then to school.

Bus #14 First pick-up is approximately 7:25 A.M. on Route 623 (Chapel Bottom Rd.), left on Hwy 10 East (Colonial Trail East), right on Hwy 31 (Rolfe Hwy.), left on Route 622 (Rocky Bottom Rd.), left on Route 626 (Lebanon Rd.), right on Route 670 (Surry Village Dr.), turn around, right on Route 626 (Lebanon Rd.), then to school.
Bus #15 First pick-up is approximately 7:15 A.M. at Poole Trailer Park, left on Route 628 (Burnt Mill Rd.), right on Fort Huger Rd., right on Hwy 10 East (Colonial Trail East), then to school.
Bus #16 First pick-up is approximately 7:05 A.M. on Route 626 (Beaverdam Rd.), right on Route 646 (Spring Grove Rd.), right on Rt. T1209 (Dillard St.), right on Route 609 (Sunken Meadow Rd.), right on Route 610 (Swanns Point Rd.), left on Hwy 10 West (Colonial Trail West), then to school.
Bus # 17 First pick-up is approximately 7:25 A.M. on Hwy 10 (West), left on Hwy 31, right on Beechland, left on Bank St., left on School Street, left on Hwy 31, left on Rt. 666 (Elberon Heights Rd.), left on Hwy 31, then to school.
Bus #18 First pick-up is approximately 6:52 A.M. on Hwy 10 West (Colonial Trail West), left on Route 613 (Cabin Point Rd.), right on T1201 (Old Church St.), left on T1215 (Penn. Ave.), turn around, right on T1201 (Church St.), right on Route 613 (Cabin Point Rd.), right on T1213 (Minnesota Rd.), turn around, left on Route 613 (Cabin Point Rd.), left on T1205 (Bethany Rd.), turn around, left on Rt. 613 (Cabin Point Rd.), right onto Claremont Beach, turn around, go out to Route 609 (Sunken Meadow Rd.), right on Route 612 (Virginia Ave.), turn around, right to Route 609 Sunken Meadow Rd.), right on T1203 (Mansion Ave.), left on Route 642 (Cool Springs Rd.), Claremont Manor, turn around at T1206 (Flying Point Bridge Rd.), left to Route 642 (Cool Springs Rd.), right to T1203 (Mansion Ave.), right to Route 646 (Spring Grove Ave.), left to Hwy 10 West, then to school.
Bus #19 First pick-up is approximately 7:10 A.M. on Route 629 (Terrapin Swamp Rd.), right on Route 617 (White Marsh Rd.), left on Hwy 460, left on Route 639 (Freeman's Pond Rd.), turn around, right on Hwy 460, right on Hwy 31 (Rolfe Hwy.), right on Rolfe Court, right on Hwy 31, left T1107 (Liberty St.), right on T1102 (Faison St.), left on Hwy 31, left on Route 630 (Spratley Mill Rd.), then to school.
Bus #22 First pick-up is approximately 7:20 A.M. on Route 636 (Cobham Wharf Rd.), right on Route 656 (toward ferry), right on Hwy 31 (Rolfe Hwy), left on Route 649 (Riverview Rd.), turn around, right on Hwy 31 (Rolfe Hwy), right on Route 659 (Marina Dr.), turn around, right on Hwy 31 (Rolfe Hwy.), right on Kings Landing, turn around, right on Hwy 31 (Rolfe Hwy.), then to school.

Bus #23 First pick-up is approximately 7:05 A.M. on Route 628 (Burnt Mill Rd.), right on Route 617 (Bacon's Trail), left on Route 650 (Hog Island Rd.), turn around at Landing Drive, left on Route 650 (Hog Island Rd,), right on Hwy 10 (Colonial Trail East), then to school.
Bus #24 First pick-up is approximately 7:00 A.M. on Deer Ridge, right on Hwy 10 (Colonial Trail West), right on Route 611 (Salisbury Rd.), right on Hwy 40 West, left on Route 601 (Hickory Hill Rd.), right on Route 614 (Camera Rd.), turn around, right on Route 615 (Carsley Rd.), then to school.
Bus #26 First pick-up is approximately 7:00 A.M. on Route 634 (Highgate Rd.), right on Route 633 (Chippokes Farm Rd.), turn around right on Route 616 (Golden Hill Rd.), right on Hwy 10 (Colonial Trail East), right on Route 635 (College Run Dr.), turn around, right on Hwy 10 (Colonial Trail East), right on Route 638 (Timberneck Rd.), turn around, right on Hwy 10 (Colonial Trail East), left on T1003 (Church St.), then to school.
Bus #28 First pick-up is approximately 7:08A.M. on Route 617 (Bacons Castle Trail), cross over to Hwy 10 (Colonial Trail East) onto Route 617 (White Marsh Rd.), turn around, left on Hwy 10 (Colonial Trail East), right on Route 633 (Chippokes Farm Rd.), left on Route 616 (Golden Hill Rd.), right on Hwy 10 (Colonial Trail East), Left on Hwy 31 (Rolfe Hwy.), then to school.
Bus # 33 First pick-up is approximately 7:20 A.M. on Route 626 (Lebanon Rd.), continue on Route 618 (Hollybush Rd.), cross Hwy 10 (Colonial Trail West), then to school.
Bus #35 First pick-up is approximately 7:10 A.M. on Route 617 (White Marsh Rd.), left on Route 625 (Bellevue Rd.), turn around, left on Route 617 (White Marsh Rd.), left on Route 622 (Berrymans Corner Rd.) turn around, left on Route 617 (White Marsh Rd.), right on Route 655 (Saints Rd.), turn around, right on Route 617 (White Marsh Rd.), right on Route 618 (Sexton Rd.), then to school.
Bus #38 First pick-up is approximately 7:15 A.M. at Cabin Point, left on Hwy 10 (Colonial Trail West), right on Hwy 40 (Martin Luther King Hwy.), left on Route 647 (Cypress Swamp Lane), turn around, right on Hwy 40 (Martin Luther King Hwy.), right on Hwy 10 (Colonial Trail West), right on Route 618 (Hollybush Rd.), right on Route 630 (Loafer Oak Rd.), turn around, then to school.
Bus #39 First pick-up is approximately 7:00 A.M. on Route 627 (Moonlight Rd.), right on Route 621 (Burwells Bay Rd.), right on Route 626 (Beechland Rd.), left on Route 616 (Golden Hill Rd.), left on Route 622 (Runnymede Rd.), right on Route 616 (New Design Rd.), left on Hwy 31 (Rolfe Hwy.), right on Route 618 (Hollybush Rd.) then to school.

Attachment 9: School Bus Replacement Schedule

Model Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total Units
1987			1	1											2
1989	2	1	1	2											6
1990				2	3										5
1991					4	4									8
1993							2	1							3
1994								1							1
1995			1												1
1997									1						1
1998										1					1
1999											1				1
2000												2			2
2003														3	3
Total	2	1	3	5	7	4	2	2	1	1	1	2	0	3	34

Note: During 2001-02, two buses were purchased using capital funds placed in the County Board of Supervisors' Capital Fund Account. During 2002-03, one bus was purchased and is being utilized to transport children to the Appomattox Governor's School.

Attachment 10: Computer Software Inventory

District Level	
Microsoft Office 2003 Server	9 Server Licenses
Microsoft Office 2003 Professional	450 Licenses
Microsoft Office 2000	Used at Middle School Only
Symantic Antivirus	521 District
Dreamweaver	3 Copies for Tech Department
Symantic I-Gear	District License
SASIxp Student Information	District License
Integrade Pro Electronic Gradebook	District License
Print Master	2 Copies
Address Book 7.0	1 Copy
Elementary School	
LightSpan	School Level License
Accelerated Reader	School Level License
Accelerated Math	School Level License
Star Reading	School Level License
Star Math	School Level License
Athena Library	School Level License
Lexia Reading	Title I Only
Orchard Reading	School Level License
Heartsoft Math and Reading	School Level License
Edmark Instructional Software	School Level License
Math Concepts: Number Sense K-3	School Level License (4 TEC)
Kidspiration	37 Licenses (4 TEC)
EPES Accounting	Single License
SOL To Go	Site License
Middle School	
Accelerated Reader	School Level License
Accelerated Math	School Level License
Star Reading	School Level License
Star Math	School Level License
Key Train	School Level License
Athena Library	School Level License
Electronic Tools	History Textbook Companion
Inspiration	25 Licenses (4 TEC)
Understanding Math Lisc	50 Licenses (4 TEC)
Print Shop Delux	2 Licenses
EPES Accounting	Single License
Microsoft Office XP	26 Single Licenses (Beumont)

High School	
Accelerated Reader	School Level License
Accelerated Math	School Level License
Athena Library	School Level License
Key Train	School Level License
Cival War	School Level License
Masterplots	School Level License
Complex 3.1	School Level License
EPES Accounting	Single License
Microsoft Office 2003	56 Licenses
Picture It	
Computer Assisted Drawing	
Photo Shop	
Microtype	
ALLDATA Automotive Information System	
Automated Accounting 7.0	

Attachment 11: Computer Hardware Inventory
Typing Room

Hardware #	CPU Model	CPU Serial	Monitor Model	Monitor serial	Location	Cost	Funding	Date
1	DelL Optiplex GX270	5KJM251	Dell 1703FPt	CN02Y31571618343PAG2P	CTYPING	$1,153.50	VPSA	Jun-04
2	DelL Optiplex GX270	8GJM251	Dell 1703FPt	CNO2Y3157161843OAFTM	CTYPING	$1,153.50	VPSA	Jun-04
3	DelL Optiplex GX270	JKJM251	Dell 1703FPt	MX02Y3114760544RAKZL	CTYPING	$1,153.50	VPSA	Jun-04
4	DelL Optiplex GX270	4KJM251	Dell 1703FPt	CNO2Y31571618443AH3K	CTYPING	$1,153.50	VPSA	Jun-04
5	DelL Optiplex GX270	2GJM251	Dell 1703FPt	CN02Y31571618443AGGV	CTYPING	$1,153.50	VPSA	Jun-04
6	DelL Optiplex GX270	1TJM251	Dell 1703FPt	CNO2Y31571618430AFTO	CTYPING	$1,153.50	VPSA	Jun-04
7	DelL Optiplex GX270	JDJM251	Dell 1703FPt	CN02Y31571618443AH3X	CTYPING	$1,153.50	VPSA	Jun-04
8	DelL Optiplex GX270	DFJM251	Dell 1703FPt	CNO2Y31571618430AFTL	CTYPING	$1,153.50	VPSA	Jun-04
9	DelL Optiplex GX270	22JM251	Dell 1703FPt	CNO2Y357161843PAEVM	CTYPING	$1,153.50	VPSA	Jun-04
10	DelL Optiplex GX270	JFJM251	Dell 1703FPt	MXO2Y3114760544RAJHP	CTYPING	$1,153.50	VPSA	Jun-04
11	DelL Optiplex GX270	8KJM251	Dell 1703FPt	CN02Y31571618430AFT4	CTYPING	$1,153.50	VPSA	Jun-04
12	DelL Optiplex GX270	FRJM251	Dell 1703FPt	CN02Y3157161843OAFT3	CTYPING	$1,153.50	VPSA	Jun-04
13	DelL Optiplex GX270	4QJM251	Dell 1703FPt	CNO2Y31571618430AG40	CTYPING	$1,153.50	VPSA	Jun-04
14	DelL Optiplex GX270	8FJM251	Dell 1703FPt	CNO2Y31571618443AH3Q	CTYPING	$1,153.50	VPSA	Jun-04
15	DelL Optiplex GX270	J0JM251	Dell 1703FPt	MX02Y3114760544RAKZC	CTYPING	$1,153.50	VPSA	Jun-04
16	DelL Optiplex GX270	GSJM251	Dell 1703FPt	CNO2Y3157161843PAG2Q	CTYPING	$1,153.50	VPSA	Jun-04
17	DelL Optiplex GX270	9JJM251	Dell 1703FPt	CN02Y31571618430AG3T	CTYPING	$1,153.50	VPSA	Jun-04
18	DelL Optiplex GX270	BFJM251	Dell 1703FPt	CNO2Y31571618430AFTG	CTYPING	$1,153.50	VPSA	Jun-04
19	DelL Optiplex GX270	CPJM251	Dell 1703FPt	CNO2Y31571618430AG42	CTYPING	$1,153.50	VPSA	Jun-04
20	DelL Optiplex GX270	6KJM251	Dell 1703FPt	CNO2Y31571618430AG3Y	CTYPING	$1,153.50	VPSA	Jun-04
21	DelL Optiplex GX270	8LJM251	Dell 1703FPt	CNO2Y31571618430AFTE	CTYPING	$1,153.50	VPSA	Jun-04
22	DelL Optiplex GX270	C0JM251	Dell 1703FPt	CN02Y31571618430AFT1	CTYPING	$1,153.50	VPSA	Jun-04
23	DelL Optiplex GX270	21JM251	Dell 1703FPt	CN02Y31571618430AFT7	CTYPING	$1,153.50	VPSA	Jun-04
24	DelL Optiplex GX270	BRJM251	Dell 1703FPt	CN02Y31571618430A3W	CTYPING	$1,153.50	VPSA	Jun-04
25	DelL Optiplex GX270	60JM251	Dell 1703FPt	CN02Y31571618430AFT8	CTYPING	$1,153.50	VPSA	Jun-04
26	DelL Optiplex GX270	H0JM251	Dell 1703FPt	CNO231571618430AFTD	CTYPING	$1,153.50	VPSA	Jun-04
27	DelL Optiplex GX270	7HJM251	Dell 1703FPt	CN02Y31571618430AFT2	CTYPING	$1,153.50	VPSA	Jun-04
28	DelL Optiplex GX270	2KJM251	Dell 1703FPt	CNO2Y3157161843PAFUU	CTYPING	$1,153.50	VPSA	Jun-04
29	DelL Optiplex GX270	HJJM251	Dell 1703FPt	MX02Y3114760544RAKZM	CTYPING	$1,153.50	VPSA	Jun-04
30	DelL Optiplex GX270	51JM251	Dell 1703FPt	CNO2Y3157161843PAG21	CTYPING	$1,153.50	VPSA	Jun-04
31	DelL Optiplex GX270	DGJM251	Dell 1703FPt	CN02Y3157161843PAG2M	CTYPING	$1,153.50	VPSA	Jun-04

Hardware #	CPU Model	CPU Serial	Monitor Model	Monitor serial	Location	Cost	Funding	Date
32	DelL Optiplex GX270	9QJM251	Dell 1703FPt	CN02Y31571618443AH3N	CTYPING	$1,153.50	VPSA	Jun-04
33	DelL Optiplex GX270	4GJM251	Dell 1703FPt	CNO2Y31571618443AH3J	CTYPING	$1,153.50	VPSA	Jun-04
34	DelL Optiplex GX270	61JM25	Dell 1703FPt	CNO2Y31571618443AH3M	CTYPING	$1,153.50	VPSA	Jun-04
35	DelL Optiplex GX270	3LJM251	Dell 1703FPt	CNO2Y31571618443AGGQ	CTYPING	$1,153.50	VPSA	Jun-04
37	DELL OPTIPLX 260	5LLJT21	Dell E772P	CN-04P121-47804-343-B7BJ	CTYPING			

Keyboarding Lab

Hardware #	CPU Model	CPU Serial	Monitor Model	Monitor serial		Cost	Funding	Date
1	DelL Optiplex GX270	BGJM251	Dell 1703FPt	CNO2Y31571618443AGGW	Keyboarding	$1,153.50	VPSA	Jun-04
2	DelL Optiplex GX270	C1JM251	Dell 1703FPt	CN02Y31571618443AGH1	Keyboarding	$1,153.50	VPSA	Jun-04
3	DelL Optiplex GX270	6GJM251	Dell 1703FPt	CN02Y31571618430AG3Q	Keyboarding	$1,153.50	VPSA	Jun-04
4	DelL Optiplex GX270	4TJM251	Dell 1703FPt	CN02Y31571618430AFTK	Keyboarding	$1,153.50	VPSA	Jun-04
5	DelL Optiplex GX270	GKJM251	Dell 1703FPt	CN02Y3157161843AGGU	Keyboarding	$1,153.50	VPSA	Jun-04
6	DelL Optiplex GX270	81JM251	Dell 1703FPt	CN02Y31571618430AFSY	Keyboarding	$1,153.50	VPSA	Jun-04
7	DelL Optiplex GX270	CQJM251	Dell 1703FPt	CN02Y31571618443AH3U	Keyboarding	$1,153.50	VPSA	Jun-04
8	DelL Optiplex GX270	6LJM251	Dell 1703FPt	CN02Y31571618443AGGX	Keyboarding	$1,153.50	VPSA	Jun-04
9	DelL Optiplex GX270	811K251	Dell 1703FPt	CN02Y31571618458AAFA	Keyboarding	$1,153.50	VPSA	Jun-04
10	DelL Optiplex GX270	421K251	Dell 1703FPt	CN02Y31571618458A514	Keyboarding	$1,153.50	VPSA	Jun-04
11	DelL Optiplex GX270	511K251	Dell 1703FPt	CN02Y31571618458AAFE	Keyboarding	$1,153.50	VPSA	Jun-04
12	DelL Optiplex GX270	F0JM251	Dell 1703FPt	CN02Y31571618443AH3L	Keyboarding	$1,153.50	VPSA	Jun-04
13	DelL Optiplex GX270	JRJM251	Dell 1703FPt	CN02Y31571618443AH3P	Keyboarding	$1,153.50	VPSA	Jun-04
14	DelL Optiplex GX270	J1JM251	Dell 1703FPt	CN02Y31571618443AH3W	Keyboarding	$1,153.50	VPSA	Jun-04
15	DelL Optiplex GX270	D11K251	Dell 1703FPt	CN02Y31571618458AAFC	Keyboarding	$1,153.50	VPSA	Jun-04
16	DelL Optiplex GX270	B11K251	Dell 1703FPt	CN02Y31571618458A515	Keyboarding	$1,153.50	VPSA	Jun-04
17	DelL Optiplex GX270	221K251	Dell 1703FPt	CN02Y31571618458A515	Keyboarding	$1,153.50	VPSA	Jun-04
18	DelL Optiplex GX270	621K251	Dell 1703FPt	CN02Y31571618458A513	Keyboarding	$1,153.50	VPSA	Jun-04
19	DelL Optiplex GX270	G11K251	Dell 1703FPt	CN02Y31571618458A512	Keyboarding	$1,153.50	VPSA	Jun-04
20	DelL Optiplex GX270	J11K251	Dell 1703FPt	CN02Y31571618458AAFB	Keyboarding	$1,153.50	VPSA	Jun-04
21	DelL Optiplex GX260	6KLJT21	Dell 17	CN-04P121-47804-344-COVS	Keyboarding	$1,153.50	VPSA	Jun-04

	Printer	Printer serial						
	HP CLJ 4550	JPWCB21369						
	HP LJ 2100	USBD040598						
	Xerox 2135	203A1002382						
	HP LJ 2100	USGH085779						
	HP JD 500X	SG08548						

Dominion Lab

Hardware #	CPU Model	CPU Serial	Monitor Model	Monitor serial	Location	Cost	Funding	Date
1	Micro Support Group	10287	KDS VS-7XP	7143DF001625	Dominion Lan			
2	Micro Support Group	10271	KDS VS-7XP	7143DF001603	Dominion Lab			
3	Micro Support Group	10279	KDS VS-7XP	7143DF001631	Dominion Lab			
4	Micro Support Group	10278	KDS VS-7XP	7143DF004410	Dominion Lab			
5	Micro Support Group	10268	ACER G772	9990271050	Dominion Lab			
6	Micro Support Group	10274	KDS XF-7e	17418AC46603856	Dominion Lab			
7	Micro Support Group	10275	KDS VS-7XP	7143DF001621	Dominion Lab			
8	Micro Support Group	10276	KDS VS-7XP	7143DF001628	Dominion Lab			
9	Micro Support Group	10285	KDS VS-7XP	7143DF001615	Dominion Lab			
10	Micro Support Group	10272	KDS VS-7XP	7143DF001632	Dominion Lab			
11	Micro Support Group	10284	KDS VS-7XP	7142DF005379	Dominion Lab			
12	Micro Support Group	10267	KDS VS-7XP	7143DF001627	Dominion Lab			
13	Micro Support Group	10270	KDS VS-7XP	7143DF001716	Dominion Lab			
14	Micro Support Group	10282	KDS VS-7XP	7143DF001629	Dominion Lab			
15	Micro Support Group	10266	KDS VS-7XP	7143DF001720	Dominion Lab			
16	Micro Support Group	10281	KDS VS-7XP	7143DF001616	Dominion Lab			
17	Micro Support Group	10283	KDS VS-7XP	7143DF001599	Dominion Lab			
18	Micro Support Group	10273	KDS VS-7XP	7143DF001620	Dominion Lab			
19	Micro Support Group	10279	KDS VS-7XP	7143DF001629	Dominion Lab			
20	Micro Support Group	10269	View Sonic E790	304002103109	Dominion Lab			
21	Micro Support Group	10264	KDS VS-7XP	7143DF001602	Dominion Lab			
	Printer	**Printer Serial**						
	HP DJ 6127	MY29KC072						
	HP LJ 2200TN	USBRB21050						

Student Lab

Hardware #	CPU Model	CPU Serial	Monitor Model	Monitor serial	Location	Cost	Funding	Date
1	Dell Optiplex GX270	7TJM251	Dell 1703FPt	CN02Y31571618430AFT9	Student Lab	Jun-04	$1,153	VPSA
2	Dell Optiplex GX270	9KJM251	Dell 1703FPt	CN02Y31571618430AFT3	Student Lab	Jun-04	$1,153	VPSA
3	Dell Optiplex GX270	2FJM251	Dell 1703FPt	CN02Y31571618430AG3Z	Student Lab	Jun-04	$1,153	VPSA
4	Dell Optiplex GX270	DKJM251	Dell 1703FPt	CNO2Y31571618430AG41	Student Lab	Jun-04	$1,153	VPSA
5	Dell Optiplex GX270	D1JM251	Dell 1703FPt	CNO2Y31571618430AG3V	Student Lab	Jun-04	$1,153	VPSA
6	Dell Optiplex GX270	G1JM251	Dell 1703FPt	CNO2Y31571618430AG3R	Student Lab	Jun-04	$1,153	VPSA
7	Dell Optiplex GX270	6FJM251	Dell 1703FPt	CNO2Y31571618443AH3Z	Student Lab	Jun-04	$1,153	VPSA
8	Dell Optiplex GX270	FJJM251	Dell 1703FPt	CNO2Y31571618443AH41	Student Lab	Jun-04	$1,153	VPSA
9	Dell Optiplex GX270	CJJM251	Dell 1703FPt	CNO2Y31571618443AGH7	Student Lab	Jun-04	$1,153	VPSA
10	Dell Optiplex GX270	4FJM251	Dell 1703FPt	CNO2Y31571618443AH3Y	Student Lab	Jun-04	$1,153	VPSA
11	Dell Optiplex GX270	FDJM251	Dell 1703FPt	CNO2Y31571618443AGH4	Student Lab	Jun-04	$1,153	VPSA
12	Dell Optiplex GX270	GDJM251	Dell 1703FPt	CNO2Y31571618430AFTF	Student Lab	Jun-04	$1,153	VPSA
13	Dell Optiplex GX270	JGJM251	Dell 1703FPt	CNO2Y31571618443AH42	Student Lab	Jun-04	$1,153	VPSA
14	Dell Optiplex GX270	1JJM251	Dell 1703FPt	CNO2Y31571618443AGH6	Student Lab	Jun-04	$1,153	VPSA
15	Dell Optiplex GX270	BSJM251	Dell 1703FPt	CNO2Y31571618443AGH0	Student Lab	Jun-04	$1,153	VPSA
16	Dell Optiplex GX270	GQJM251	Dell 1703FPt	CNO2Y31571618443AGH8	Student Lab	Jun-04	$1,153	VPSA
17	Dell Optiplex GX270	8SJM251	Dell 1703FPt	MX02Y3114760544MAH7H	Student Lab	Jun-04	$1,153	VPSA
18	Dell Optiplex GX270	BLJM251	Dell 1703FPt	CNO2Y31571618430AG3U	Student Lab	Jun-04	$1,153	VPSA
19	Dell Optiplex GX270	2HJM251	Dell 1703FPt	CNO2Y31571618443AGGY	Student Lab	Jun-04	$1,153	VPSA
20	Dell Optiplex GX270	DMJM251	Dell 1703FPt	CNO2Y31571618443AH3T	Student Lab	Jun-04	$1,153	VPSA
21	Dell Optiplex GX270	GFJM251	Dell 1703FPt	CNO2Y31571618443AH4O	Student Lab	Jun-04	$1,153	VPSA
22	Dell Optiplex GX270	2RJM251	Dell 1703FPt	CNO2Y31571618443AGH9	Student Lab	Jun-04	$1,153	VPSA
23	Dell Optiplex GX270	HHJM251	Dell 1703FPt	CNO2Y31571618443AGH5	Student Lab	Jun-04	$1,153	VPSA
24	Dell Optiplex GX270	9HJM251	Dell 1703FPt	CNO2Y31571618430AG3L	Student Lab	Jun-04	$1,153	VPSA
25	Dell Optiplex GX270	5SJM251	Dell 1703FPt	CNO2Y31571618430AFT6	Student Lab	Jun-04	$1,153	VPSA
	Printer	**Printer serial**						
	HP LJ 2100TN	USGW095244						
	HP DJ 2000C	SG04K3GOJC						

Office

Hardware #	CPU Model	CPU Serial	Monitor Model	Monitor serial	Location	Printer	Printer serial
1	Surry Custom Built	SCPS00023711	Viewsonic E771	AY01407829	SP ED OFFICE	HP LJ 1200	CNBJB22395
2	Compaq DeskPro	6705HVY6D55O	CTX 6468ES	K10-42102344	SP ED OFFICE	HP OJ 600	MY96BA21CW
3	Surry Custom Built	SCPS00023762	Viewsonic E771	AY01409478	SP ED OFFICE	HP LJ 1100	USGG000781
4	Surry Custom Built	SCPS00023736	Viewsonic E771	AY01402667	FRONT OFFICE	HP LJ 2100TN	USGW095258
5	Surry Custom Built	SCPS00023742	Viewsonic E771	AY01402664	FRONT OFFICE	HP OJ K60	TH1801H07P
6	SysteMax Venture	4226655	SysteMax DE 770-EA	GD8M03A114001141	NURSE	HP LJ 1200	CNBRC26727
7	Surry Custom Built	SCPS00023737	Viewsonic E771	AY01408085	ATTENDANCE	N/A	N/A
8	Surry Custom Built	2017	Viewsonic E771	AY01401625	ASST. PRIN	HP DJ 612C	MX0321203W
	Dell Optiplex 260	CWHT231	E772P ($893/Local)	CN-04P121-47804-357-LCBQ	Principal		
10	Surry Custom Built	SCPS0002376	Viewsonic E771	AY10602663	BOOKKEEPING	HP LJ 5P	USHB179662
11	Surry Custom Built	SCPS0002378	Viewsonic E771	AY10409469	GUIDANCE 9,10	HP DJ 940C	CN22P1B10K
12	Surry Custom Built	SCPS0002390	Viewsonic E771	AY10602463	GUIDANCE SEC.	HP DJ 612C	MX0321204P
13	Surry Custom Built	SCPS0002379	Viewsonic E771	AY10602668	GUIDANCE 11.12	HP LJ 2200D	CNGR661562

Library

Hardware #	CPU Model	CPU Serial	Monitor Model	Monitor serial	Location	Cost	Funding
1	SysteMax Venture	104400432	SysteMax DE 770-EA	GD8MO3B122002899	Library		
2	SysteMax Venture	104400428	SysteMax DE 770-EA	GD8MO3B12200276A	Library		
3	SysteMax Venture	104431283	SysteMax DE 770-EA	GD8MO3B122002577	Library		
4	SysteMax Venture	104400426	SysteMax DE 770-EA	GD8MO3B122002901	Library		
5	SysteMax Venture	104400431	SysteMax DE 770-EA	GD8MO3B122002900	Library		
6	SysteMax Venture	104400430	SysteMax DE 770-EA	GD8MO3B122002903	Library		
7	SysteMax Venture	104400427	SysteMax DE 770-EA	GD8MO3B122002802	Library		
8	SysteMax Venture	104400429	SysteMax DE 770-EA	GD8MO3B122002898	Library		
9	SysteMax Venture	104400433	SysteMax DE 770-EA	GD8MO3B122002905	Library		
10	Ktower CD Server	00408C393481	N/A	N/A	Library		

	Printer	Printer serial					
	HP LJ 2100 TN	USGW050627					
	Oki ML390 T	8088B2017128					

Library

Hardware #	CPU model	CPU Serial	Monitor Model	Monitor serial	Location	Printer	Printer serial
1	SysteMax	3897039	SysteMax DE-770	GROGL0048013561	Library	HP LJ 1100	USGG3G782
2	SysteMax	3897044	SysteMax DE-770	GROGL0048013570	Library	HP DJ 1220C	S50B6130W2B
3	SysteMax	3897040	SysteMax DE-770	GROGL0048013563	Library		
4	SysteMax	3897042	SysteMax DE-770	GROGL0048013571	Library		
5	SysteMax	3897041	SysteMax DE-770	GROGL0048013569	Library		
6	SysteMax	3897043	SysteMax DE-770	GR0GL0048013562	Library		
	Office						
1	Surry custom built	SCPS00023754	ViewSonic E771	AY01408089	Reception	HP LJ 6P	USCC120739
2	Surry custom built	SCPS00023755	ViewSonic E771	AY0140808473	Reception	HP DJ 612C	M99813047
3	Surry custom built	SCPS00023756	ViewSonic E771	AY01409476	Nurse	Hp 1350	MY36H1C2FV
4	Surry custom built	SCPS00023757	ViewSonic E771	AY01409471	Asst. Prin.	HP DJ 660C	CG56M1C226
5	Surry custom built	SCPS00023758	ViewSonic E771	AY01409468	Principal	HP DJ 612C	TH99T16D3P
7	Surry custom built	SCPS00023761	ViewSonic E771	AY01409465	Schraner		
8	Surry custom built	SCPS00023762	ViewSonic E771	AY014088081	Psyc	HP 660C	SG591140WG

Laptop inventory

Chembook Laptops			
	Serial Number	**Location**	
1	NB00126120NT14034	Schools	
2	NB00126120NT14037	Schools	
3	NB00126120NT14040	Schools	
4	NB00126120NT14033	Schools	
5	NB00126120NT14031	Schools	
6	NB00126120NT14042	Schools	
7	NB00126120NT14035	Schools	
8	NB00126120NT14032	Schools	
9	NB00126120NT14036	Schools	
10	NB00126120NT14038	Schools	
11	NB00126120NT14041	Schools	
12	NB00126120NT14039	Schools	
13	NB156120NDT14016	Elem IST	
Sony Laptops			
	Serial Number	**Location**	
1	00045-123-784-088	LPJ	
2	00045-123-562-992	LPJ	
3	00045-123-793-987	LPJ	
4	00045-123-793-953	Elementary School	
5	00045-123-793-949	Elementary School	
6	00045-123-793-972	High School	
7	00045-123-793-968	High School	
8	28397548 3000762		PCG-881R
9	6CTTAI-3553-M5-E	Surry High Bus.	

Attachment 12: SCPSD Food Service - Revenue and Expenses 2003-04

Revenues		Expenses	
School Lunch, Breakfast, Special Milk, and Summer School Lunch/Breakfast Program Sales	$ 66,234.15	Personal Services	$303,163.28
A La Carte and Adult Meal Sales	$ 94,614.21	Employee Benefits	$ 92,819.41
Rebates	$ 1,504.13	Purchased Services	$ 5,508.83
Other Revenues - Catering	$ 90,330.92	Other Charges	$ 2,944.59
Other Revenues - Misc	$ 1,578.60	Material & Supplies	$ 779.25
Program Reimbursement (Federal Funds)	$228,861.20	Food Products	$268,259.93
State Funds	$ 6,670.21	Capital Outlay	$ 4,139.91
Repayment of Loans / Fund Transfers	$186,234.18	Other Uses of Funds	$ -1,578.60
		Fund Transfer	$ 11,474.88
Total Revenues:	$676,036.60	**Total Expenses:**	$687,511.48