

School Summary Report 2025

Goochland Middle Goochland County

Performance Category **Accreditation Designation** **Federal Identification Status**
 On Track Fully Accredited No Identification

[Learn more about the School Quality Profiles](#)

This report helps families, teachers, principals, and community members understand how well their school is performing. It shares student performance in reading, math, and science, along with other important factors that affect school quality, such as student attendance.

Overall School Performance



■ Mastery ■ Growth ■ Readiness

Mastery: 46 / 50 pts Growth: 16.1 / 30 pts Readiness: 17.8 / 20 pts Total: 80 / 100 pts

*If a school is missing one or more indicators because the number of students in a group was less than 15, then the weight for the missing indicator(s) is reallocated to the other indicators and may increase the component’s score above the model weight. **Schools that are federally identified as Targeted or Additional Targeted Support and Improvement (TSI/ATSI) will have their performance category lowered by one level (8VAC20-132-270. F). *** The "<" symbol used in the Indicator tables represents too few students in a group to evaluate.

The School Performance and Support Framework has an overall rating based on points earned in the categories below.

1. Mastery 2. Growth 3. Readiness

[These factors are weighted and combined to place each school in one of four performance categories:](#)

Performance Category	Point Range
Distinguished	90–100
On Track	80–89
Off Track	65–79
Needs Intensive Support	< 65

Take Action! How Can You Support Your Child’s Learning?

Talk to your student's teacher, counselor, or principal about ways to support your student and school, and to learn about your school. You will learn ways to celebrate and support areas of success and meet any needs identified in this report.

[Road to Readiness](#)
[Resources for Families](#)



Mastery Indicators:


Reflect how students are meeting academic and English language proficiency standards.

Factors that make up performance scores include Standards of Learning (SOL) assessments and Virginia Alternative Assessment Program (VAAP) tests in Reading, Mathematics, and Science. English Learner (EL) progress is measured by annual growth on the WIDA ACCESS assessment, which tracks proficiency in listening, speaking, reading, and writing.

Reading Performance

Indicator Score: 19.11 out of 20 pts

All Students	Percentage
Pass/Advanced	14.38%
Pass/Proficient	64.29%
Fail/Basic	16.24%
Fail/Below Basic	4.39%
Score of Zero	0.67%



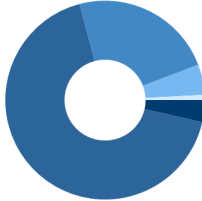
Mastery Index Performance by Percent for each Student Group

All Students	95.55%
Asian	<
Black	86.89%
Hispanic	88.46%
White	97.98%
Multiple Races	93.33%
Economically Disadvantaged	86.08%
English Learners	72.91%
Students with Disabilities	68.00%

Math Performance

Indicator Score: 18.1 out of 20 pts

All Students	Percentage
Pass/Advanced	3.57%
Pass/Proficient	67.29%
Fail/Basic	23.33%
Fail/Below Basic	4.94%
Score of Zero	0.85%




Mastery Index Performance by Percent for each Student Group

All Students	90.50%
Asian	<
Black	82.50%
Hispanic	85.57%
White	92.66%
Multiple Races	92.50%
Economically Disadvantaged	81.02%
English Learners	69.79%
Students with Disabilities	66.33%

Science Performance

Indicator Score: 8.82 out of 10 pts

All Students	Percentage
Pass/Advanced	2.81%
Pass/Proficient	53.05%
Fail/Does not Meet	42.25%
Score of Zero	1.87%



Mastery Index Performance by Percent for each Student Group

All Students	88.26%
Asian	<
Black	83.33%
Hispanic	84.72%
White	89.54%
Multiple Races	<
Economically Disadvantaged	81.71%
English Learners	<
Students with Disabilities	81.45%

English Learner (EL) Progress

Indicator Score: out of pts

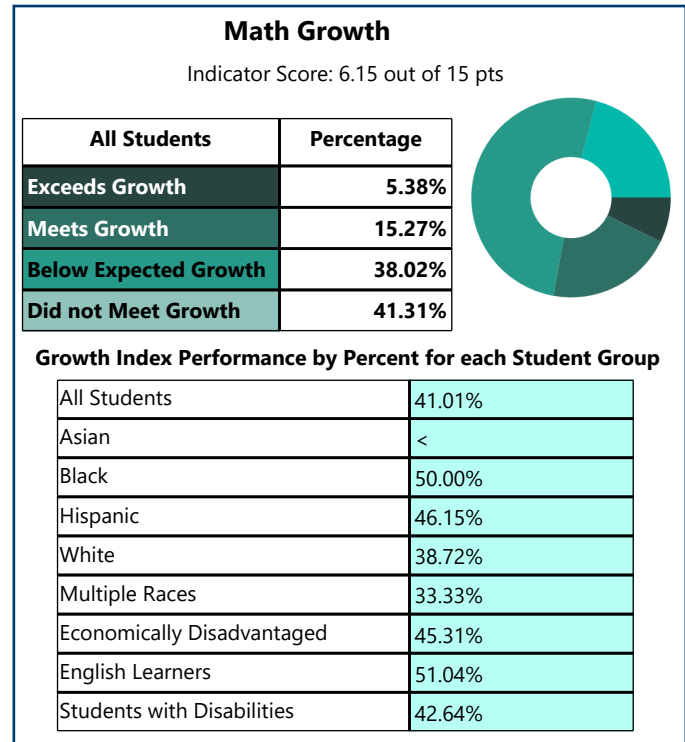
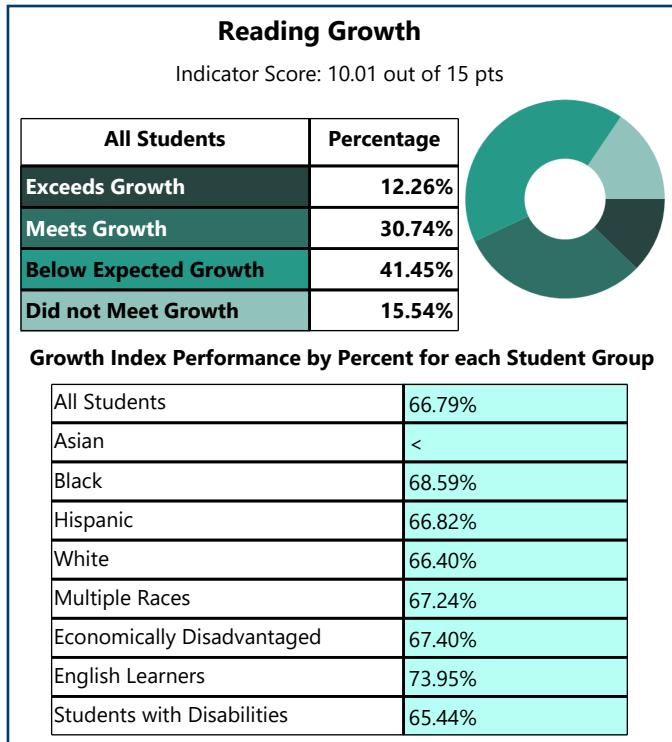
All Students	Percentage
Progress	<
No Progress	<

Progress Rate by Student Group

All Students	<
Asian	<
Black	<
Hispanic	<
White	<
Multiple Races	<
Economically Disadvantaged	<
English Learners	<
Students with Disabilities	<

Growth Indicators: Reflect how students are progressing academically over time.

Growth is measured by comparing expected learning to actual learning at the end of the year based on past SOL and VAAP performance.



Readiness Indicators: Reflect how schools are preparing students for what’s next.

Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

Advanced Coursework measures the performance of students who are eligible to take High School End-of-Course mathematics courses while in Middle School.

