SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

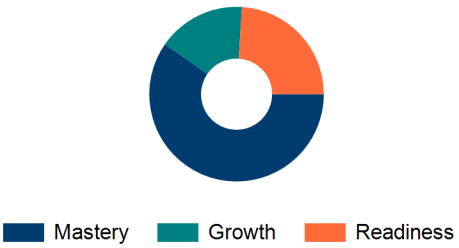
Caroline Middle
Caroline County

Performance Category	Accreditation Designation	Federal Identification Status
Off 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: 46.7 / 60 pts Growth: 12.7 / 20 pts Readiness: 18.7 / 20 pts Total: 78.2 / 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

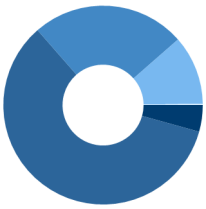
Mastery Indicators:

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: 17.23 out of 20 pts

All Students	Percentage
Pass/Advanced	4.31%
Pass/Proficient	59.26%
Fail/Basic	24.94%
Fail/Below Basic	11.26%
Score of Zero	0.21%



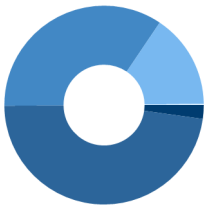
Mastery Index Performance by Percent for each Student Group

All Students	86.18%
Asian	<
Black	83.20%
Hispanic	81.96%
White	89.28%
Multiple Races	84.30%
Economically Disadvantaged	81.06%
English Learners	74.03%
Students with Disabilities	64.58%

Math Performance

Indicator Score: 16.03 out of 20 pts

All Students	Percentage
Pass/Advanced	2.22%
Pass/Proficient	47.66%
Fail/Basic	34.53%
Fail/Below Basic	15.36%
Score of Zero	0.21%



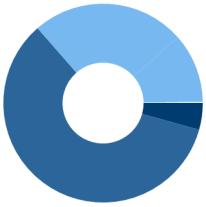
Mastery Index Performance by Percent for each Student Group

All Students	80.19%
Asian	<
Black	73.99%
Hispanic	78.21%
White	83.85%
Multiple Races	81.11%
Economically Disadvantaged	74.49%
English Learners	67.30%
Students with Disabilities	59.03%

Science Performance

Indicator Score: 8.91 out of 10 pts

All Students	Percentage
Pass/Advanced	2.20%
Pass/Proficient	52.05%
Fail/Does not Meet	45.74%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	89.11%
Asian	<
Black	85.80%
Hispanic	87.50%
White	91.43%
Multiple Races	86.80%
Economically Disadvantaged	86.56%
English Learners	82.81%
Students with Disabilities	81.54%

English Learner (EL) Progress

Indicator Score: 4.51 out of 10 pts

All Students	Percentage
Progress	45.16%
No Progress	54.84%

Progress Rate by Student Group

All Students	45.16%
Asian	<
Black	<
Hispanic	44.44%
White	<
Multiple Races	<
Economically Disadvantaged	56.25%
English Learners	43.33%
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.

Reading Growth

Indicator Score: 6.87 out of 10 pts

All Students	Percentage
Exceeds Growth	14.39%
Meets Growth	35.49%
Below Expected Growth	30.54%
Did not Meet Growth	19.56%

Growth Index Performance by Percent for each Student Group

All Students	68.76%
Asian	<
Black	69.12%
Hispanic	70.07%
White	68.85%
Multiple Races	66.11%
Economically Disadvantaged	69.45%
English Learners	65.76%
Students with Disabilities	65.09%

Math Growth

Indicator Score: 5.89 out of 10 pts

All Students	Percentage
Exceeds Growth	8.49%
Meets Growth	29.13%
Below Expected Growth	38.41%
Did not Meet Growth	23.95%

Growth Index Performance by Percent for each Student Group

All Students	58.96%
Asian	<
Black	58.36%
Hispanic	58.20%
White	59.39%
Multiple Races	58.33%
Economically Disadvantaged	59.19%
English Learners	58.69%
Students with Disabilities	57.04%

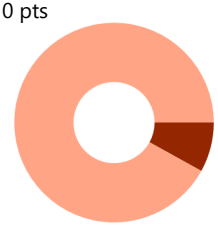
Readiness Indicators: Reflect how schools are preparing students for what's next.

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.

Chronic Absenteeism

Indicator Score: 9.49 out of 10 pts

All Students	Percentage
Missed Above 10%	5.03%
Missed Below 10%	94.96%



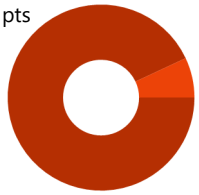
Percent of Chronic Absenteeism by Student Group

All Students	5.03%
Asian	<
Black	6.08%
Hispanic	1.38%
White	4.90%
Multiple Races	6.93%
Economically Disadvantaged	8.62%
English Learners	5.45%
Students with Disabilities	6.52%

Advanced Coursework

Indicator Score: 9.3 out of 10 pts

All Students	Percentage
Passing	93.02%
Not Passing	6.97%
Eligible but Not Enrolled	0.00%



Percent of Students Passing EOC Math in Middle School

All Students	93.02%
Asian	<
Black	<
Hispanic	<
White	94.23%
Multiple Races	<
Economically Disadvantaged	95.23%
English Learners	<
Students with Disabilities	<