SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

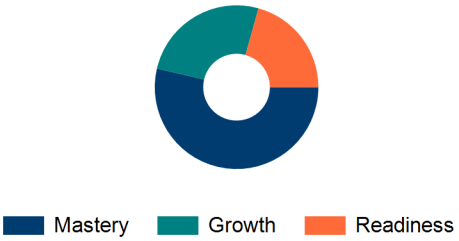
Glenvar Middle
Roanoke County

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: 48.1 / 50 pts Growth: 23 / 30 pts Readiness: 18.5 / 20 pts Total: 89.8 / 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

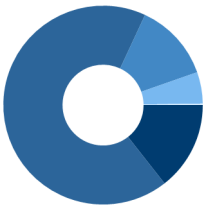
Mastery Indicators:

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: 19.26 out of 20 pts

All Students	Percentage
Pass/Advanced	14.42%
Pass/Proficient	67.48%
Fail/Basic	12.71%
Fail/Below Basic	5.13%
Score of Zero	0.24%



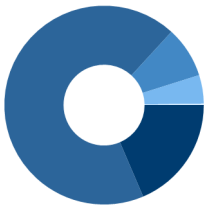
Mastery Index Performance by Percent for each Student Group

All Students	96.33%
Asian	<
Black	81.66%
Hispanic	87.50%
White	97.86%
Multiple Races	<
Economically Disadvantaged	89.96%
English Learners	76.56%
Students with Disabilities	80.85%

Math Performance

Indicator Score: 19.76 out of 20 pts

All Students	Percentage
Pass/Advanced	18.58%
Pass/Proficient	68.21%
Fail/Basic	8.31%
Fail/Below Basic	4.64%
Score of Zero	0.24%



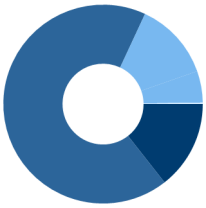
Mastery Index Performance by Percent for each Student Group

All Students	98.83%
Asian	<
Black	88.33%
Hispanic	90.27%
White	99.85%
Multiple Races	<
Economically Disadvantaged	91.98%
English Learners	81.25%
Students with Disabilities	82.79%

Science Performance

Indicator Score: 9.15 out of 10 pts

All Students	Percentage
Pass/Advanced	2.94%
Pass/Proficient	60.29%
Fail/Does not Meet	36.76%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	91.54%
Asian	<
Black	<
Hispanic	<
White	92.60%
Multiple Races	<
Economically Disadvantaged	85.71%
English Learners	<
Students with Disabilities	83.57%

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.

Reading Growth

Indicator Score: 10.41 out of 15 pts

All Students	Percentage
Exceeds Growth	13.35%
Meets Growth	34.50%
Below Expected Growth	36.52%
Did not Meet Growth	15.61%

Growth Index Performance by Percent for each Student Group

All Students	69.45%
Asian	<
Black	65.00%
Hispanic	81.94%
White	69.35%
Multiple Races	<
Economically Disadvantaged	64.83%
English Learners	67.18%
Students with Disabilities	57.10%

Math Growth

Indicator Score: 12.63 out of 15 pts

All Students	Percentage
Exceeds Growth	24.56%
Meets Growth	40.60%
Below Expected Growth	25.81%
Did not Meet Growth	9.02%

Growth Index Performance by Percent for each Student Group

All Students	84.21%
Asian	<
Black	75.00%
Hispanic	90.27%
White	84.50%
Multiple Races	<
Economically Disadvantaged	83.89%
English Learners	78.12%
Students with Disabilities	78.73%

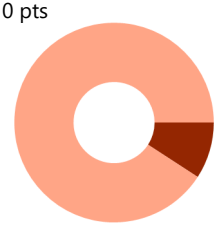
Readiness Indicators: Reflect how schools are preparing students for what's next.

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: 8.93 out of 10 pts

All Students	Percentage
Missed Above 10%	10.66%
Missed Below 10%	89.33%



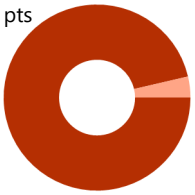
Percent of Chronic Absenteeism by Student Group

All Students	10.66%
Asian	<
Black	36.84%
Hispanic	11.11%
White	9.16%
Multiple Races	20.00%
Economically Disadvantaged	21.81%
English Learners	12.50%
Students with Disabilities	21.15%

Advanced Coursework

Indicator Score: 9.63 out of 10 pts

All Students	Percentage
Passing	96.34%
Not Passing	0.00%
Eligible but Not Enrolled	3.65%



Percent of Students Passing EOC Math in Middle School

All Students	96.34%
Asian	<
Black	<
Hispanic	<
White	95.94%
Multiple Races	<
Economically Disadvantaged	<
English Learners	<
Students with Disabilities	<