SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

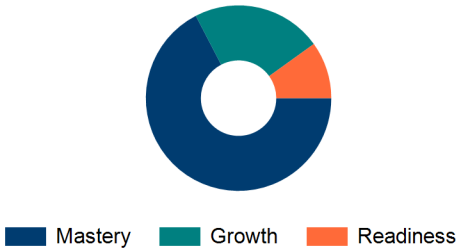
T. Ryland Sanford Elementary
Newport News City

Performance Category	Accreditation Designation	Federal Identification Status
Needs Intensive Support	Fully Accredited	Targeted Support and Improvement

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: 52.9 / 65 pts Growth: 17.8 / 25 pts Readiness: 7.7 / 10 pts Total: 78.5 /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:

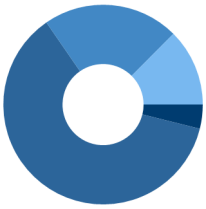
Reflect how students are meeting academic and English language proficiency standards.

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: 19.35 out of 22.5 pts

All Students	Percentage
Pass/Advanced	3.89%
Pass/Proficient	61.47%
Fail/Basic	22.07%
Fail/Below Basic	12.55%
Score of Zero	0.00%



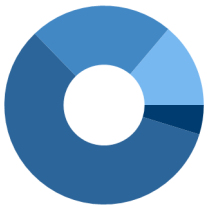
Mastery Index Performance by Percent for each Student Group

All Students	86.03%
Asian	<
Black	85.86%
Hispanic	82.95%
White	89.00%
Multiple Races	85.15%
Economically Disadvantaged	83.44%
English Learners	63.39%
Students with Disabilities	68.54%

Math Performance

Indicator Score: 19.11 out of 22.5 pts

All Students	Percentage
Pass/Advanced	4.76%
Pass/Proficient	58.00%
Fail/Basic	23.37%
Fail/Below Basic	13.85%
Score of Zero	0.00%



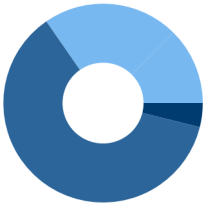
Mastery Index Performance by Percent for each Student Group

All Students	84.95%
Asian	<
Black	80.49%
Hispanic	84.09%
White	92.50%
Multiple Races	82.03%
Economically Disadvantaged	80.20%
English Learners	81.03%
Students with Disabilities	55.64%

Science Performance

Indicator Score: 9.02 out of 10 pts

All Students	Percentage
Pass/Advanced	5.97%
Pass/Proficient	49.25%
Fail/Does not Meet	44.77%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	90.29%
Asian	<
Black	89.42%
Hispanic	93.33%
White	<
Multiple Races	<
Economically Disadvantaged	89.63%
English Learners	<
Students with Disabilities	<

English Learner (EL) Progress

Indicator Score: 5.41 out of 10 pts

All Students	Percentage
Progress	54.16%
No Progress	45.84%

Progress Rate by Student Group

All Students	54.16%
Asian	<
Black	<
Hispanic	50.00%
White	<
Multiple Races	<
Economically Disadvantaged	50.00%
English Learners	54.16%
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: 9.12 out of 12.5 pts

All Students	Percentage
Exceeds Growth	12.14%
Meets Growth	40.71%
Below Expected Growth	34.28%
Did not Meet Growth	12.85%

Growth Index Performance by Percent for each Student Group

All Students	73.03%
Asian	<
Black	75.83%
Hispanic	66.96%
White	72.11%
Multiple Races	75.00%
Economically Disadvantaged	73.68%
English Learners	52.94%
Students with Disabilities	67.59%

Math Growth

Indicator Score: 8.7 out of 12.5 pts

All Students	Percentage
Exceeds Growth	15.10%
Meets Growth	34.53%
Below Expected Growth	32.37%
Did not Meet Growth	17.98%

Growth Index Performance by Percent for each Student Group

All Students	69.60%
Asian	<
Black	68.22%
Hispanic	63.39%
White	76.92%
Multiple Races	68.75%
Economically Disadvantaged	69.47%
English Learners	80.88%
Students with Disabilities	65.74%

Readiness Indicators:

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

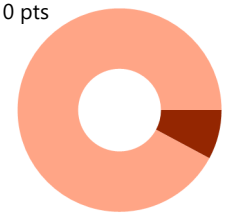
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

Research shows that missing 10 percent of the school year, or about 18 days in most school divisions- that's just two days a month- negatively affects a student's academic performance.

Chronic Absenteeism

Indicator Score: 7.79 out of 10 pts

All Students	Percentage
Missed Above 10%	22.02%
Missed Below 10%	77.97%



Percent of Chronic Absenteeism by Student Group

All Students	22.02%
Asian	4.76%
Black	26.96%
Hispanic	26.04%
White	13.67%
Multiple Races	20.37%
Economically Disadvantaged	27.67%
English Learners	8.10%
Students with Disabilities	29.23%