SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

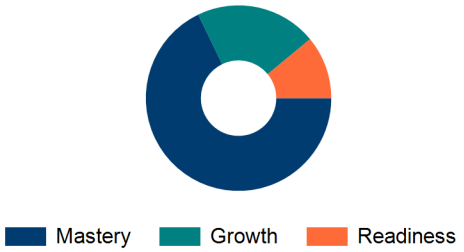
Willis A. Jenkins Elementary
Newport News City

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: 50.3 / 65 pts Growth: 15.7 / 25 pts Readiness: 8.1 / 10 pts Total: 74.2 /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:

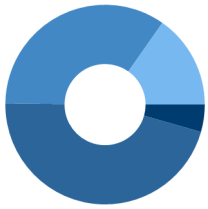
Reflect how students are meeting academic and English language proficiency standards.

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: 18.23 out of 22.5 pts

All Students	Percentage
Pass/Advanced	4.41%
Pass/Proficient	45.78%
Fail/Basic	34.53%
Fail/Below Basic	15.26%
Score of Zero	0.00%



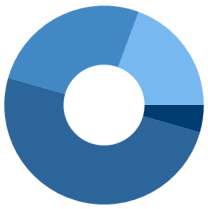
Mastery Index Performance by Percent for each Student Group

All Students	81.02%
Asian	<
Black	79.78%
Hispanic	79.89%
White	84.75%
Multiple Races	<
Economically Disadvantaged	78.91%
English Learners	75.96%
Students with Disabilities	52.70%

Math Performance

Indicator Score: 18 out of 22.5 pts

All Students	Percentage
Pass/Advanced	4.43%
Pass/Proficient	50.00%
Fail/Basic	26.20%
Fail/Below Basic	19.35%
Score of Zero	0.00%



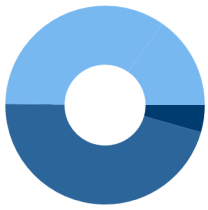
Mastery Index Performance by Percent for each Student Group

All Students	80.04%
Asian	<
Black	75.00%
Hispanic	83.69%
White	85.36%
Multiple Races	<
Economically Disadvantaged	77.71%
English Learners	80.28%
Students with Disabilities	50.00%

Science Performance

Indicator Score: 9.21 out of 10 pts

All Students	Percentage
Pass/Advanced	9.30%
Pass/Proficient	50.00%
Fail/Does not Meet	40.69%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	92.15%
Asian	<
Black	87.75%
Hispanic	96.66%
White	<
Multiple Races	<
Economically Disadvantaged	90.16%
English Learners	93.75%
Students with Disabilities	<

English Learner (EL) Progress

Indicator Score: 4.92 out of 10 pts

All Students	Percentage
Progress	49.29%
No Progress	50.71%

Progress Rate by Student Group

All Students	49.29%
Asian	<
Black	<
Hispanic	50.00%
White	40.00%
Multiple Races	<
Economically Disadvantaged	49.15%
English Learners	49.29%
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: 8.13 out of 12.5 pts

All Students	Percentage
Exceeds Growth	12.08%
Meets Growth	33.55%
Below Expected Growth	32.88%
Did not Meet Growth	21.47%

Growth Index Performance by Percent for each Student Group

All Students	65.10%
Asian	<
Black	67.28%
Hispanic	64.13%
White	62.50%
Multiple Races	<
Economically Disadvantaged	63.93%
English Learners	68.18%
Students with Disabilities	35.86%

Math Growth

Indicator Score: 7.59 out of 12.5 pts

All Students	Percentage
Exceeds Growth	12.08%
Meets Growth	27.51%
Below Expected Growth	36.24%
Did not Meet Growth	24.16%

Growth Index Performance by Percent for each Student Group

All Students	60.73%
Asian	<
Black	56.38%
Hispanic	66.30%
White	76.25%
Multiple Races	<
Economically Disadvantaged	61.06%
English Learners	72.72%
Students with Disabilities	67.39%

Readiness Indicators:

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

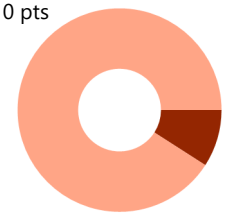
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

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: 8.15 out of 10 pts

All Students	Percentage
Missed Above 10%	18.49%
Missed Below 10%	81.50%



Percent of Chronic Absenteeism by Student Group

All Students	18.49%
Asian	<
Black	20.71%
Hispanic	18.62%
White	17.97%
Multiple Races	9.09%
Economically Disadvantaged	20.05%
English Learners	11.76%
Students with Disabilities	26.58%