

School Summary Report 2025

Mayfield Intermediate Manassas City

Performance Category

Off Track

Accreditation Designation

Fully Accredited

Federal Identification Status

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 ■ Growth ■ Readiness

Mastery: 52.1 / 65 pts Growth: 19.7 / 25 pts Readiness: 8.6 / 10 pts Total: 80.5 /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.

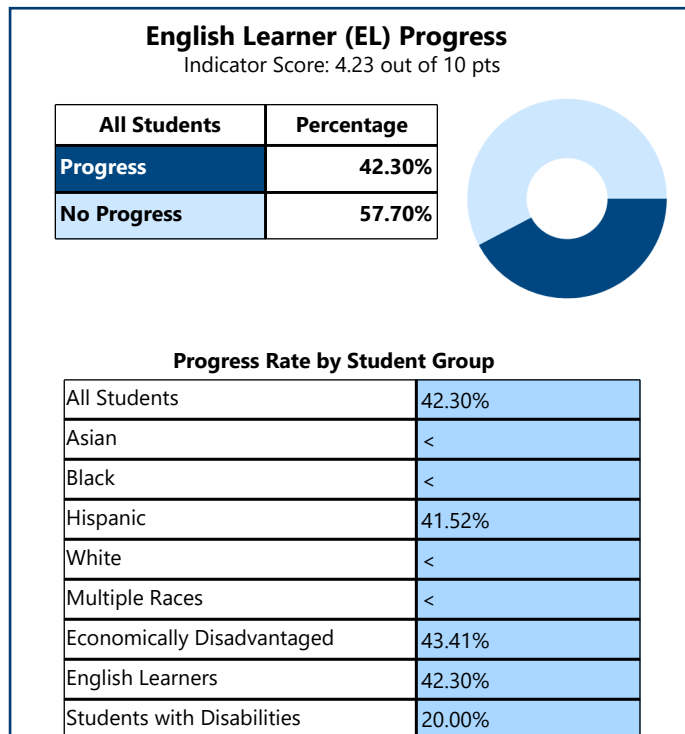
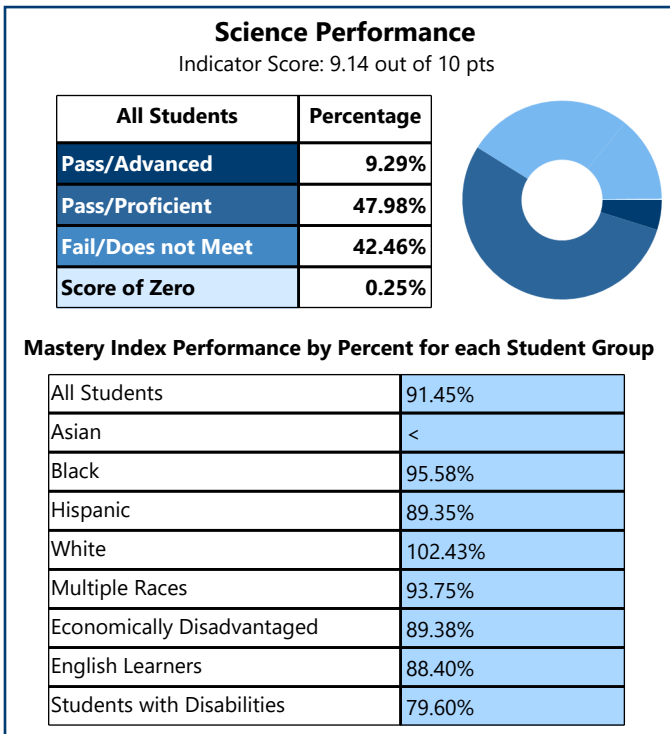
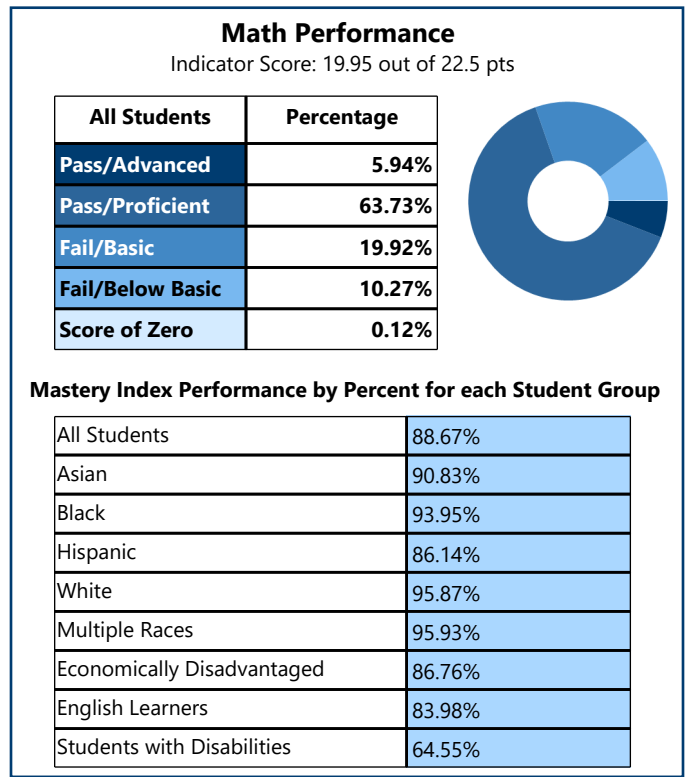
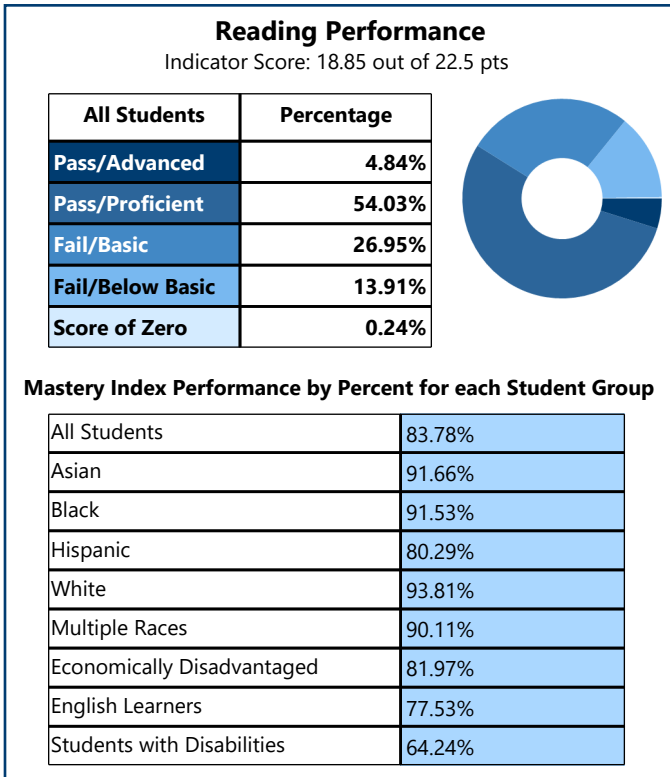
[Road to Readiness](#)
[Resources for Families](#)



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.



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: 9.05 out of 12.5 pts

All Students	Percentage
Exceeds Growth	15.46%
Meets Growth	36.59%
Below Expected Growth	32.98%
Did not Meet Growth	14.94%



Growth Index Performance by Percent for each Student Group

All Students	72.42%
Asian	74.07%
Black	63.93%
Hispanic	72.55%
White	74.73%
Multiple Races	79.26%
Economically Disadvantaged	71.46%
English Learners	73.07%
Students with Disabilities	65.41%

Math Growth

Indicator Score: 10.65 out of 12.5 pts

All Students	Percentage
Exceeds Growth	29.01%
Meets Growth	36.13%
Below Expected Growth	25.64%
Did not Meet Growth	9.19%



Growth Index Performance by Percent for each Student Group

All Students	85.23%
Asian	83.33%
Black	93.03%
Hispanic	84.27%
White	82.52%
Multiple Races	92.94%
Economically Disadvantaged	82.40%
English Learners	85.35%
Students with Disabilities	75.71%

Readiness Indicators:

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

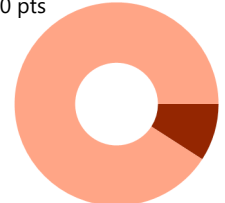
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

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: 8.66 out of 10 pts

All Students	Percentage
Missed Above 10%	13.32%
Missed Below 10%	86.67%



Percent of Chronic Absenteeism by Student Group

All Students	13.32%
Asian	10.34%
Black	10.93%
Hispanic	15.07%
White	7.21%
Multiple Races	9.30%
Economically Disadvantaged	14.84%
English Learners	14.54%
Students with Disabilities	17.28%