SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

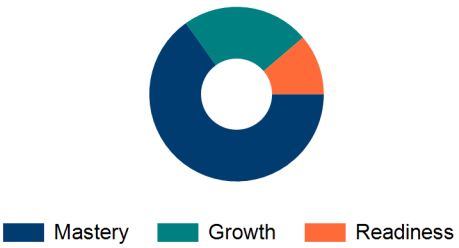
Annandale Terrace Elementary
Fairfax County

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: 51.1 / 65 pts Growth: 18.5 / 25 pts Readiness: 8.8 / 10 pts Total: 78.4 /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:

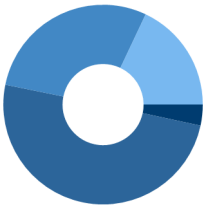
Reflect how students are meeting academic and English language proficiency standards.

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: 18.03 out of 22.5 pts

All Students	Percentage
Pass/Advanced	3.37%
Pass/Proficient	49.81%
Fail/Basic	28.83%
Fail/Below Basic	17.97%
Score of Zero	0.00%



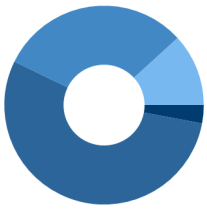
Mastery Index Performance by Percent for each Student Group

All Students	80.14%
Asian	93.75%
Black	83.78%
Hispanic	74.15%
White	87.50%
Multiple Races	<
Economically Disadvantaged	77.66%
English Learners	76.84%
Students with Disabilities	71.22%

Math Performance

Indicator Score: 18.92 out of 22.5 pts

All Students	Percentage
Pass/Advanced	2.95%
Pass/Proficient	54.24%
Fail/Basic	30.99%
Fail/Below Basic	11.80%
Score of Zero	0.00%



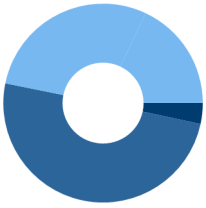
Mastery Index Performance by Percent for each Student Group

All Students	84.13%
Asian	93.18%
Black	88.15%
Hispanic	79.47%
White	93.75%
Multiple Races	<
Economically Disadvantaged	81.46%
English Learners	81.95%
Students with Disabilities	77.31%

Science Performance

Indicator Score: 9 out of 10 pts

All Students	Percentage
Pass/Advanced	2.15%
Pass/Proficient	55.91%
Fail/Does not Meet	41.93%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	90.05%
Asian	95.00%
Black	<
Hispanic	87.94%
White	<
Multiple Races	<
Economically Disadvantaged	90.15%
English Learners	89.28%
Students with Disabilities	91.66%

English Learner (EL) Progress

Indicator Score: 5.15 out of 10 pts

All Students	Percentage
Progress	51.52%
No Progress	48.48%

Progress Rate by Student Group

All Students	51.52%
Asian	63.63%
Black	60.00%
Hispanic	48.94%
White	40.00%
Multiple Races	<
Economically Disadvantaged	50.25%
English Learners	51.52%
Students with Disabilities	22.64%

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: 9.43 out of 12.5 pts

All Students	Percentage
Exceeds Growth	16.76%
Meets Growth	38.92%
Below Expected Growth	31.13%
Did not Meet Growth	13.17%

Growth Index Performance by Percent for each Student Group

All Students	75.44%
Asian	88.33%
Black	73.86%
Hispanic	71.19%
White	76.56%
Multiple Races	<
Economically Disadvantaged	72.99%
English Learners	78.99%
Students with Disabilities	73.38%

Math Growth

Indicator Score: 9.11 out of 12.5 pts

All Students	Percentage
Exceeds Growth	14.28%
Meets Growth	37.50%
Below Expected Growth	35.11%
Did not Meet Growth	13.09%

Growth Index Performance by Percent for each Student Group

All Students	72.91%
Asian	65.83%
Black	63.63%
Hispanic	76.88%
White	78.12%
Multiple Races	<
Economically Disadvantaged	70.31%
English Learners	75.41%
Students with Disabilities	83.59%

Readiness Indicators:

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

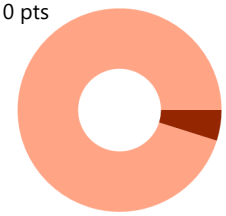
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

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: 8.81 out of 10 pts

All Students	Percentage
Missed Above 10%	11.86%
Missed Below 10%	88.13%



Percent of Chronic Absenteeism by Student Group

All Students	11.86%
Asian	11.23%
Black	4.87%
Hispanic	13.59%
White	12.67%
Multiple Races	<
Economically Disadvantaged	13.06%
English Learners	12.21%
Students with Disabilities	14.07%