SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

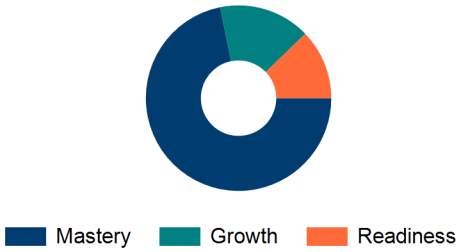
Oakland Elementary
Carroll County

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: 54.5 / 65 pts Growth: 12.1 / 25 pts Readiness: 9.2 / 10 pts Total: 75.9 /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:

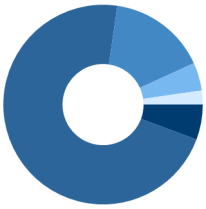
Reflect how students are meeting academic and English language proficiency standards.

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: 20.64 out of 22.5 pts

All Students	Percentage
Pass/Advanced	5.68%
Pass/Proficient	71.59%
Fail/Basic	15.90%
Fail/Below Basic	4.54%
Score of Zero	2.27%



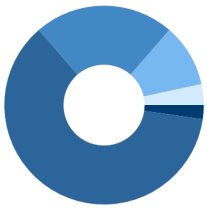
Mastery Index Performance by Percent for each Student Group

All Students	91.76%
Black	<
Hispanic	80.00%
White	94.48%
Multiple Races	<
Economically Disadvantaged	91.36%
English Learners	79.41%
Students with Disabilities	<

Math Performance

Indicator Score: 18.85 out of 22.5 pts

All Students	Percentage
Pass/Advanced	2.27%
Pass/Proficient	61.36%
Fail/Basic	22.72%
Fail/Below Basic	10.22%
Score of Zero	3.40%



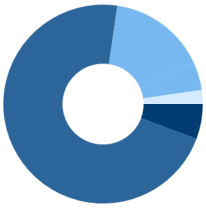
Mastery Index Performance by Percent for each Student Group

All Students	83.80%
Black	<
Hispanic	66.66%
White	87.50%
Multiple Races	<
Economically Disadvantaged	80.45%
English Learners	67.64%
Students with Disabilities	<

Science Performance

Indicator Score: 9.44 out of 10 pts

All Students	Percentage
Pass/Advanced	13.88%
Pass/Proficient	58.33%
Fail/Does not Meet	25.00%
Score of Zero	2.77%



Mastery Index Performance by Percent for each Student Group

All Students	94.44%
Black	<
Hispanic	<
White	96.42%
Multiple Races	<
Economically Disadvantaged	91.30%
English Learners	<
Students with Disabilities	<

English Learner (EL) Progress

Indicator Score: 5.55 out of 10 pts

All Students	Percentage
Progress	55.55%
No Progress	44.45%

Progress Rate by Student Group

All Students	55.55%
Black	<
Hispanic	60.00%
White	<
Multiple Races	<
Economically Disadvantaged	<
English Learners	55.55%
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: 8.52 out of 12.5 pts

All Students	Percentage
Exceeds Growth	11.86%
Meets Growth	35.59%
Below Expected Growth	35.59%
Did not Meet Growth	16.94%

Growth Index Performance by Percent for each Student Group

All Students	68.22%
Black	<
Hispanic	<
White	69.02%
Multiple Races	<
Economically Disadvantaged	69.73%
English Learners	<
Students with Disabilities	<

Math Growth

Indicator Score: 3.6 out of 12.5 pts

All Students	Percentage
Exceeds Growth	
Meets Growth	6.77%
Below Expected Growth	44.06%
Did not Meet Growth	49.15%

Growth Index Performance by Percent for each Student Group

All Students	28.81%
Black	<
Hispanic	<
White	29.34%
Multiple Races	<
Economically Disadvantaged	27.63%
English Learners	<
Students with Disabilities	<

Readiness Indicators:

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

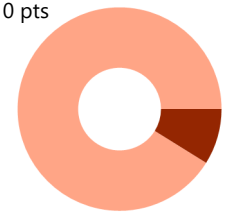
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

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: 9.26 out of 10 pts

All Students	Percentage
Missed Above 10%	7.30%
Missed Below 10%	92.69%



Percent of Chronic Absenteeism by Student Group

All Students	7.30%
Black	<
Hispanic	9.09%
White	5.92%
Multiple Races	<
Economically Disadvantaged	9.16%
English Learners	8.57%
Students with Disabilities	7.69%