SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

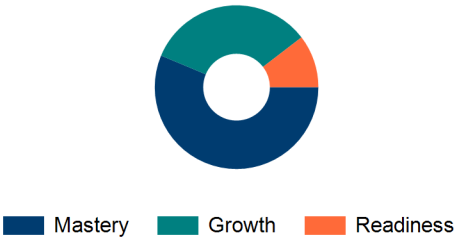
Charles City County Elementary
Charles City County

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: 41.5 / 55 pts Growth: 24.5 / 35 pts Readiness: 7.6 / 10 pts Total: 73.7 /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:

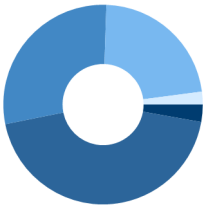
Reflect how students are meeting academic and English language proficiency standards.

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: 16.79 out of 22.5 pts

All Students	Percentage
Pass/Advanced	2.79%
Pass/Proficient	44.05%
Fail/Basic	28.67%
Fail/Below Basic	22.37%
Score of Zero	2.09%



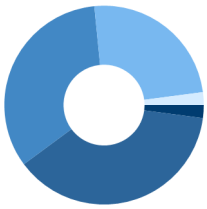
Mastery Index Performance by Percent for each Student Group

All Students	74.65%
Asian	<
Black	68.46%
Hispanic	<
White	79.06%
Multiple Races	80.43%
Economically Disadvantaged	71.87%
English Learners	<
Students with Disabilities	51.04%

Math Performance

Indicator Score: 16.12 out of 22.5 pts

All Students	Percentage
Pass/Advanced	2.09%
Pass/Proficient	37.76%
Fail/Basic	33.56%
Fail/Below Basic	24.47%
Score of Zero	2.09%



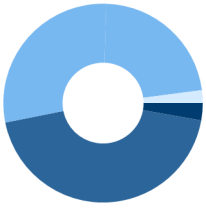
Mastery Index Performance by Percent for each Student Group

All Students	71.67%
Asian	<
Black	67.30%
Hispanic	<
White	73.25%
Multiple Races	76.08%
Economically Disadvantaged	69.01%
English Learners	<
Students with Disabilities	36.45%

Science Performance

Indicator Score: 8.61 out of 10 pts

All Students	Percentage
Pass/Advanced	6.66%
Pass/Proficient	37.77%
Fail/Does not Meet	53.33%
Score of Zero	2.22%



Mastery Index Performance by Percent for each Student Group

All Students	86.11%
Asian	<
Black	83.75%
Hispanic	<
White	79.68%
Multiple Races	<
Economically Disadvantaged	84.48%
English Learners	<
Students with Disabilities	<

English Learner (EL) Progress

Indicator Score: out of pts

All Students	Percentage
Progress	
No Progress	

Progress Rate by Student Group

All Students	<
Asian	<
Black	<
Hispanic	<
White	<
Multiple Races	<
Economically Disadvantaged	<
English Learners	<
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: 12.61 out of 17.5 pts

All Students	Percentage
Exceeds Growth	16.84%
Meets Growth	35.78%
Below Expected Growth	30.52%
Did not Meet Growth	16.84%

Growth Index Performance by Percent for each Student Group

All Students	72.10%
Asian	<
Black	57.44%
Hispanic	<
White	79.16%
Multiple Races	92.18%
Economically Disadvantaged	69.92%
English Learners	<
Students with Disabilities	60.00%

Math Growth

Indicator Score: 11.94 out of 17.5 pts

All Students	Percentage
Exceeds Growth	14.58%
Meets Growth	30.20%
Below Expected Growth	39.58%
Did not Meet Growth	15.62%

Growth Index Performance by Percent for each Student Group

All Students	68.22%
Asian	<
Black	57.81%
Hispanic	<
White	77.08%
Multiple Races	75.00%
Economically Disadvantaged	70.00%
English Learners	<
Students with Disabilities	59.37%

Readiness Indicators:

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

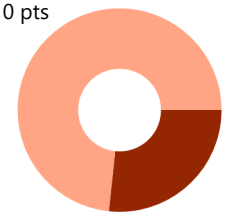
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

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: 7.68 out of 10 pts

All Students	Percentage
Missed Above 10%	23.16%
Missed Below 10%	76.83%



Percent of Chronic Absenteeism by Student Group

All Students	23.16%
Asian	<
Black	20.32%
Hispanic	<
White	28.98%
Multiple Races	23.91%
Economically Disadvantaged	25.43%
English Learners	<
Students with Disabilities	23.25%