SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

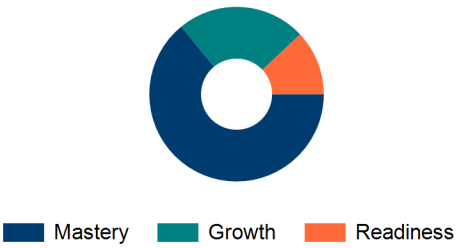
Carlin Springs Elementary
Arlington County

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: 46 / 65 pts Growth: 17.1 / 25 pts Readiness: 8.6 / 10 pts Total: 71.8 /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:

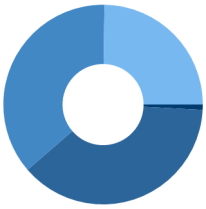
Reflect how students are meeting academic and English language proficiency standards.

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: 16.1 out of 22.5 pts

All Students	Percentage
Pass/Advanced	0.84%
Pass/Proficient	37.81%
Fail/Basic	36.55%
Fail/Below Basic	24.78%
Score of Zero	0.00%



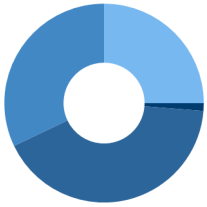
Mastery Index Performance by Percent for each Student Group

All Students	71.57%
Asian	82.14%
Black	65.62%
Hispanic	68.44%
White	<
Multiple Races	<
Economically Disadvantaged	76.30%
English Learners	65.93%
Students with Disabilities	53.80%

Math Performance

Indicator Score: 16.47 out of 22.5 pts

All Students	Percentage
Pass/Advanced	1.25%
Pass/Proficient	41.66%
Fail/Basic	32.08%
Fail/Below Basic	25.00%
Score of Zero	0.00%



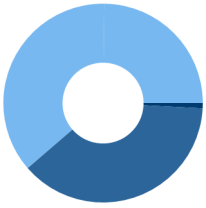
Mastery Index Performance by Percent for each Student Group

All Students	73.23%
Asian	82.14%
Black	59.37%
Hispanic	70.98%
White	<
Multiple Races	<
Economically Disadvantaged	76.69%
English Learners	69.94%
Students with Disabilities	49.44%

Science Performance

Indicator Score: 8.35 out of 10 pts

All Students	Percentage
Pass/Advanced	1.25%
Pass/Proficient	40.00%
Fail/Does not Meet	58.75%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	83.53%
Asian	<
Black	<
Hispanic	81.89%
White	<
Multiple Races	<
Economically Disadvantaged	87.20%
English Learners	79.50%
Students with Disabilities	83.82%

English Learner (EL) Progress

Indicator Score: 5.12 out of 10 pts

All Students	Percentage
Progress	51.27%
No Progress	48.73%

Progress Rate by Student Group

All Students	51.27%
Asian	61.11%
Black	<
Hispanic	49.37%
White	<
Multiple Races	<
Economically Disadvantaged	55.19%
English Learners	51.27%
Students with Disabilities	30.00%

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: 9.39 out of 12.5 pts

All Students	Percentage
Exceeds Growth	16.05%
Meets Growth	40.87%
Below Expected Growth	28.46%
Did not Meet Growth	14.59%

Growth Index Performance by Percent for each Student Group

All Students	75.18%
Asian	76.56%
Black	<
Hispanic	75.49%
White	<
Multiple Races	<
Economically Disadvantaged	75.00%
English Learners	73.00%
Students with Disabilities	62.50%

Math Growth

Indicator Score: 7.8 out of 12.5 pts

All Students	Percentage
Exceeds Growth	11.67%
Meets Growth	32.84%
Below Expected Growth	29.92%
Did not Meet Growth	25.54%

Growth Index Performance by Percent for each Student Group

All Students	62.40%
Asian	68.75%
Black	<
Hispanic	63.11%
White	<
Multiple Races	<
Economically Disadvantaged	66.56%
English Learners	62.00%
Students with Disabilities	50.89%

Readiness Indicators:

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

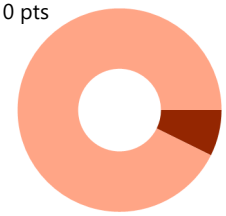
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

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: 8.62 out of 10 pts

All Students	Percentage
Missed Above 10%	13.73%
Missed Below 10%	86.26%



Percent of Chronic Absenteeism by Student Group

All Students	13.73%
Asian	23.80%
Black	7.31%
Hispanic	13.05%
White	11.76%
Multiple Races	<
Economically Disadvantaged	15.51%
English Learners	12.31%
Students with Disabilities	20.40%