SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

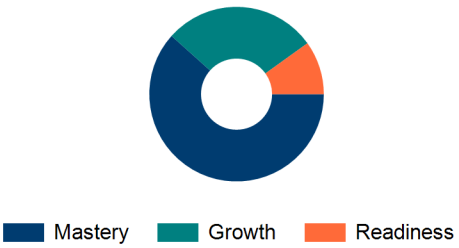
Gilbert Linkous Elementary
Montgomery County

Performance Category	Accreditation Designation	Federal Identification Status
Distinguished	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: 56.6 / 55 pts Growth: 26.1 / 35 pts Readiness: 9.1 / 10 pts Total: 91.9 /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: 22.95 out of 22.5 pts

All Students	Percentage
Pass/Advanced	29.37%
Pass/Proficient	56.87%
Fail/Basic	10.00%
Fail/Below Basic	3.75%
Score of Zero	0.00%

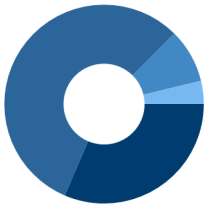
Mastery Index Performance by Percent for each Student Group

All Students	102.03%
Asian	111.45%
Black	<
Hispanic	<
White	101.09%
Multiple Races	<
Economically Disadvantaged	86.84%
English Learners	92.10%
Students with Disabilities	79.68%

Math Performance

Indicator Score: 23.13 out of 22.5 pts

All Students	Percentage
Pass/Advanced	31.44%
Pass/Proficient	55.97%
Fail/Basic	8.80%
Fail/Below Basic	3.77%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	102.83%
Asian	117.70%
Black	<
Hispanic	<
White	101.54%
Multiple Races	<
Economically Disadvantaged	85.52%
English Learners	98.68%
Students with Disabilities	81.25%

Science Performance

Indicator Score: 10.56 out of 10 pts

All Students	Percentage
Pass/Advanced	43.10%
Pass/Proficient	36.20%
Fail/Does not Meet	20.68%
Score of Zero	0.00%

Mastery Index Performance by Percent for each Student Group

All Students	105.60%
Asian	<
Black	<
Hispanic	<
White	100.00%
Multiple Races	<
Economically Disadvantaged	83.82%
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: 12.6 out of 17.5 pts

All Students	Percentage
Exceeds Growth	19.09%
Meets Growth	26.36%
Below Expected Growth	43.63%
Did not Meet Growth	10.90%

Growth Index Performance by Percent for each Student Group

All Students	72.04%
Asian	57.89%
Black	<
Hispanic	<
White	74.39%
Multiple Races	<
Economically Disadvantaged	79.54%
English Learners	<
Students with Disabilities	<

Math Growth

Indicator Score: 13.56 out of 17.5 pts

All Students	Percentage
Exceeds Growth	22.01%
Meets Growth	33.02%
Below Expected Growth	33.94%
Did not Meet Growth	11.00%

Growth Index Performance by Percent for each Student Group

All Students	77.52%
Asian	96.05%
Black	<
Hispanic	<
White	71.29%
Multiple Races	<
Economically Disadvantaged	72.61%
English Learners	<
Students with Disabilities	<

Readiness Indicators:

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

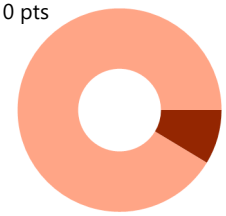
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

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: 9.11 out of 10 pts

All Students	Percentage
Missed Above 10%	8.84%
Missed Below 10%	91.15%



Percent of Chronic Absenteeism by Student Group

All Students	8.84%
Asian	10.86%
Black	<
Hispanic	23.52%
White	7.10%
Multiple Races	10.00%
Economically Disadvantaged	20.00%
English Learners	10.52%
Students with Disabilities	6.66%