SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

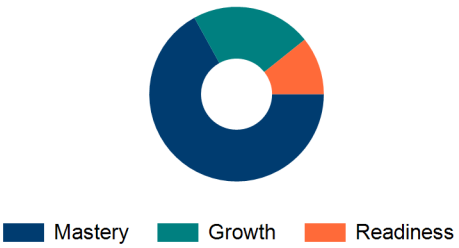
Greenbrier Intermediate
Chesapeake City

Performance Category	Accreditation Designation	Federal Identification Status
On 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: 57.3 / 65 pts Growth: 19 / 25 pts Readiness: 9.1 / 10 pts Total: 85.5 /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:

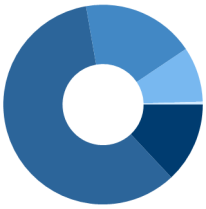
Reflect how students are meeting academic and English language proficiency standards.

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: 20.58 out of 22.5 pts

All Students	Percentage
Pass/Advanced	13.00%
Pass/Proficient	59.24%
Fail/Basic	18.33%
Fail/Below Basic	8.93%
Score of Zero	0.47%



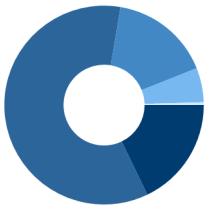
Mastery Index Performance by Percent for each Student Group

All Students	91.49%
Asian	100.86%
Black	85.84%
Hispanic	83.33%
White	96.19%
Multiple Races	95.00%
Economically Disadvantaged	87.15%
English Learners	85.62%
Students with Disabilities	73.12%

Math Performance

Indicator Score: 21.53 out of 22.5 pts

All Students	Percentage
Pass/Advanced	17.85%
Pass/Proficient	59.78%
Fail/Basic	16.30%
Fail/Below Basic	5.59%
Score of Zero	0.46%



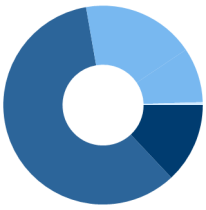
Mastery Index Performance by Percent for each Student Group

All Students	95.72%
Asian	107.62%
Black	89.89%
Hispanic	89.66%
White	98.99%
Multiple Races	98.75%
Economically Disadvantaged	89.59%
English Learners	100.59%
Students with Disabilities	78.94%

Science Performance

Indicator Score: 9.62 out of 10 pts

All Students	Percentage
Pass/Advanced	21.64%
Pass/Proficient	49.48%
Fail/Does not Meet	26.28%
Score of Zero	2.57%



Mastery Index Performance by Percent for each Student Group

All Students	96.26%
Asian	98.91%
Black	90.41%
Hispanic	77.77%
White	103.07%
Multiple Races	100.00%
Economically Disadvantaged	86.95%
English Learners	<
Students with Disabilities	79.05%

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%
Asian	<
Black	<
Hispanic	<
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: 8.5 out of 12.5 pts

All Students	Percentage
Exceeds Growth	13.81%
Meets Growth	31.96%
Below Expected Growth	37.59%
Did not Meet Growth	16.62%

Growth Index Performance by Percent for each Student Group

All Students	68.03%
Asian	63.12%
Black	67.42%
Hispanic	68.90%
White	71.16%
Multiple Races	66.27%
Economically Disadvantaged	68.02%
English Learners	74.00%
Students with Disabilities	58.43%

Math Growth

Indicator Score: 10.57 out of 12.5 pts

All Students	Percentage
Exceeds Growth	28.94%
Meets Growth	36.17%
Below Expected Growth	24.54%
Did not Meet Growth	10.33%

Growth Index Performance by Percent for each Student Group

All Students	84.62%
Asian	89.37%
Black	82.37%
Hispanic	82.92%
White	87.60%
Multiple Races	82.31%
Economically Disadvantaged	82.75%
English Learners	93.47%
Students with Disabilities	74.38%

Readiness Indicators:

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

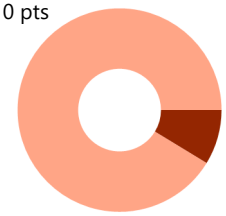
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

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: 9.18 out of 10 pts

All Students	Percentage
Missed Above 10%	8.16%
Missed Below 10%	91.83%



Percent of Chronic Absenteeism by Student Group

All Students	8.16%
Asian	1.63%
Black	11.15%
Hispanic	7.59%
White	7.80%
Multiple Races	6.25%
Economically Disadvantaged	15.31%
English Learners	2.38%
Students with Disabilities	9.39%