SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

# School Summary Report 2025

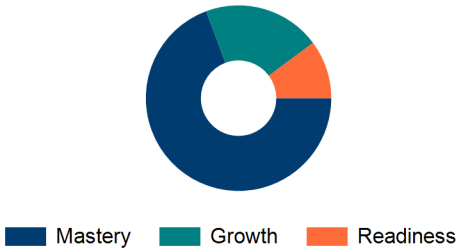
## Tussing Elementary
## Colonial Heights City

| 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: 57.2 / 65 pts  Growth: 16.9 / 25 pts  Readiness: 8.3 / 10 pts  Total: 82.5 /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: 21.22 out of 22.5 pts

| All Students | Percentage |
|---|---|
| Pass/Advanced | 11.29% |
| Pass/Proficient | 65.44% |
| Fail/Basic | 17.94% |
| Fail/Below Basic | 5.31% |
| Score of Zero | 0.00% |

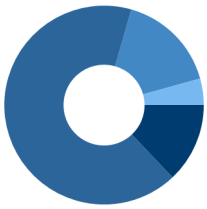
**Mastery Index Performance by Percent for each Student Group**

| | |
|---|---|
| All Students | 94.35% |
| Asian | < |
| Black | 87.93% |
| Hispanic | 81.87% |
| White | 99.07% |
| Multiple Races | 94.82% |
| Economically Disadvantaged | 91.61% |
| English Learners | 75.00% |
| Students with Disabilities | 84.92% |

## Math Performance

Indicator Score: 21.58 out of 22.5 pts

| All Students | Percentage |
|---|---|
| Pass/Advanced | 12.95% |
| Pass/Proficient | 66.44% |
| Fail/Basic | 16.27% |
| Fail/Below Basic | 4.31% |
| Score of Zero | 0.00% |



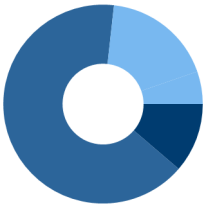
**Mastery Index Performance by Percent for each Student Group**

| | |
|---|---|
| All Students | 95.93% |
| Asian | < |
| Black | 89.28% |
| Hispanic | 89.37% |
| White | 99.54% |
| Multiple Races | 94.82% |
| Economically Disadvantaged | 92.85% |
| English Learners | 86.11% |
| Students with Disabilities | 82.53% |

## Science Performance

Indicator Score: 9.39 out of 10 pts

| All Students | Percentage |
|---|---|
| Pass/Advanced | 17.17% |
| Pass/Proficient | 44.44% |
| Fail/Does not Meet | 37.37% |
| Score of Zero | 1.01% |



**Mastery Index Performance by Percent for each Student Group**

| | |
|---|---|
| All Students | 93.93% |
| Asian | < |
| Black | 83.75% |
| Hispanic | < |
| White | 92.54% |
| Multiple Races | < |
| Economically Disadvantaged | 87.72% |
| English Learners | < |
| Students with Disabilities | 82.14% |

## English Learner (EL) Progress

Indicator Score: 5 out of 10 pts

| All Students | Percentage |
|---|---|
| Progress | 50.00% |
| No Progress | 50.00% |

**Progress Rate by Student Group**

| | |
|---|---|
| All Students | 50.00% |
| Asian | < |
| Black | < |
| Hispanic | 56.52% |
| White | < |
| Multiple Races | < |
| Economically Disadvantaged | 56.00% |
| English Learners | 50.00% |
| 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: 8.61 out of 12.5 pts

| All Students | Percentage |
|---|---|
| Exceeds Growth | 14.14% |
| Meets Growth | 29.29% |
| Below Expected Growth | 43.93% |
| Did not Meet Growth | 12.62% |

**Growth Index Performance by Percent for each Student Group**

| | |
|---|---|
| All Students | 68.93% |
| Asian | < |
| Black | 70.12% |
| Hispanic | 64.42% |
| White | 69.67% |
| Multiple Races | 64.06% |
| Economically Disadvantaged | 67.04% |
| English Learners | 48.33% |
| Students with Disabilities | 67.07% |

### Math Growth

Indicator Score: 8.32 out of 12.5 pts

| All Students | Percentage |
|---|---|
| Exceeds Growth | 13.06% |
| Meets Growth | 33.66% |
| Below Expected Growth | 33.16% |
| Did not Meet Growth | 20.10% |

**Growth Index Performance by Percent for each Student Group**

| | |
|---|---|
| All Students | 66.58% |
| Asian | < |
| Black | 65.85% |
| Hispanic | 68.26% |
| White | 65.36% |
| Multiple Races | 68.75% |
| Economically Disadvantaged | 63.61% |
| English Learners | 56.66% |
| Students with Disabilities | 60.71% |

## Readiness Indicators:

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

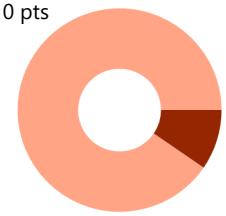
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

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: 8.39 out of 10 pts

| All Students | Percentage |
|---|---|
| Missed Above 10% | 16.09% |
| Missed Below 10% | 83.90% |



**Percent of Chronic Absenteeism by Student Group**

| | |
|---|---|
| All Students | 16.09% |
| Asian | 0.00% |
| Black | 26.66% |
| Hispanic | 9.89% |
| White | 16.03% |
| Multiple Races | 12.28% |
| Economically Disadvantaged | 23.25% |
| English Learners | 6.66% |
| Students with Disabilities | 29.23% |