SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

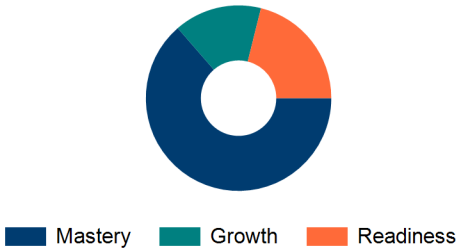
Blacksburg Middle
Montgomery County

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: 56.5 / 60 pts Growth: 13.5 / 20 pts Readiness: 18.7 / 20 pts Total: 88.8 / 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

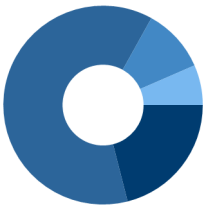
Mastery Indicators:

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: 19.54 out of 20 pts

All Students	Percentage
Pass/Advanced	21.03%
Pass/Proficient	62.01%
Fail/Basic	10.40%
Fail/Below Basic	6.54%
Score of Zero	0.00%



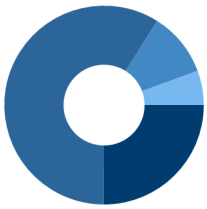
Mastery Index Performance by Percent for each Student Group

All Students	97.74%
Asian	108.78%
Black	73.68%
Hispanic	88.21%
White	99.00%
Multiple Races	99.05%
Economically Disadvantaged	81.17%
English Learners	86.89%
Students with Disabilities	71.76%

Math Performance

Indicator Score: 19.88 out of 20 pts

All Students	Percentage
Pass/Advanced	25.02%
Pass/Proficient	58.89%
Fail/Basic	10.46%
Fail/Below Basic	5.60%
Score of Zero	0.00%



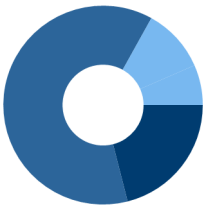
Mastery Index Performance by Percent for each Student Group

All Students	99.43%
Asian	113.81%
Black	79.60%
Hispanic	91.76%
White	99.92%
Multiple Races	99.52%
Economically Disadvantaged	82.81%
English Learners	92.85%
Students with Disabilities	69.82%

Science Performance

Indicator Score: 9.69 out of 10 pts

All Students	Percentage
Pass/Advanced	11.02%
Pass/Proficient	79.18%
Fail/Does not Meet	5.30%
Score of Zero	4.48%



Mastery Index Performance by Percent for each Student Group

All Students	96.93%
Asian	93.75%
Black	<
Hispanic	83.69%
White	99.02%
Multiple Races	<
Economically Disadvantaged	92.14%
English Learners	82.81%
Students with Disabilities	<

English Learner (EL) Progress

Indicator Score: 7.39 out of 10 pts

All Students	Percentage
Progress	73.91%
No Progress	26.09%

Progress Rate by Student Group

All Students	73.91%
Asian	<
Black	<
Hispanic	<
White	<
Multiple Races	<
Economically Disadvantaged	<
English Learners	73.91%
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: 6.25 out of 10 pts

All Students	Percentage
Exceeds Growth	11.03%
Meets Growth	28.50%
Below Expected Growth	40.45%
Did not Meet Growth	20.00%

Growth Index Performance by Percent for each Student Group

All Students	62.52%
Asian	65.44%
Black	59.55%
Hispanic	71.75%
White	61.79%
Multiple Races	56.12%
Economically Disadvantaged	59.06%
English Learners	72.66%
Students with Disabilities	48.61%

Math Growth

Indicator Score: 7.32 out of 10 pts

All Students	Percentage
Exceeds Growth	20.32%
Meets Growth	31.40%
Below Expected Growth	32.79%
Did not Meet Growth	15.47%

Growth Index Performance by Percent for each Student Group

All Students	73.21%
Asian	88.60%
Black	67.64%
Hispanic	74.35%
White	71.73%
Multiple Races	76.00%
Economically Disadvantaged	64.73%
English Learners	79.05%
Students with Disabilities	60.51%

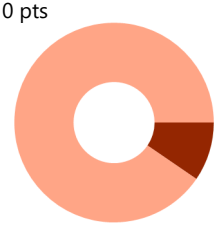
Readiness Indicators: Reflect how schools are preparing students for what's next.

Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason. Advanced Coursework measures the performance of students who are eligible to take High School End-of-Course mathematics courses while in Middle School.

Chronic Absenteeism

Indicator Score: 8.75 out of 10 pts

All Students	Percentage
Missed Above 10%	12.42%
Missed Below 10%	87.57%



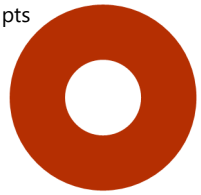
Percent of Chronic Absenteeism by Student Group

All Students	12.42%
Asian	6.75%
Black	30.95%
Hispanic	25.84%
White	9.84%
Multiple Races	17.30%
Economically Disadvantaged	26.35%
English Learners	19.54%
Students with Disabilities	25.40%

Advanced Coursework

Indicator Score: 10 out of 10 pts

All Students	Percentage
Passing	100.00%
Not Passing	0.00%
Eligible but Not Enrolled	0.00%



Percent of Students Passing EOC Math in Middle School

All Students	100.00%
Asian	100.00%
Black	<
Hispanic	<
White	100.00%
Multiple Races	100.00%
Economically Disadvantaged	100.00%
English Learners	<
Students with Disabilities	<