VIRGINIA DEPARTMENT OF
EDUCATION
SCHOOL QUALITY PROFILES

Home > Nandua Middle Quality Profile

Nandua Middle

GENERAL SCHOOL INFORMATION
Category: Middle (06-08) School
Phone: 757-787-7037
Address: 20330 Warrior Dr. Onley, VA 23418
Principal: Mr. Javan Thompson
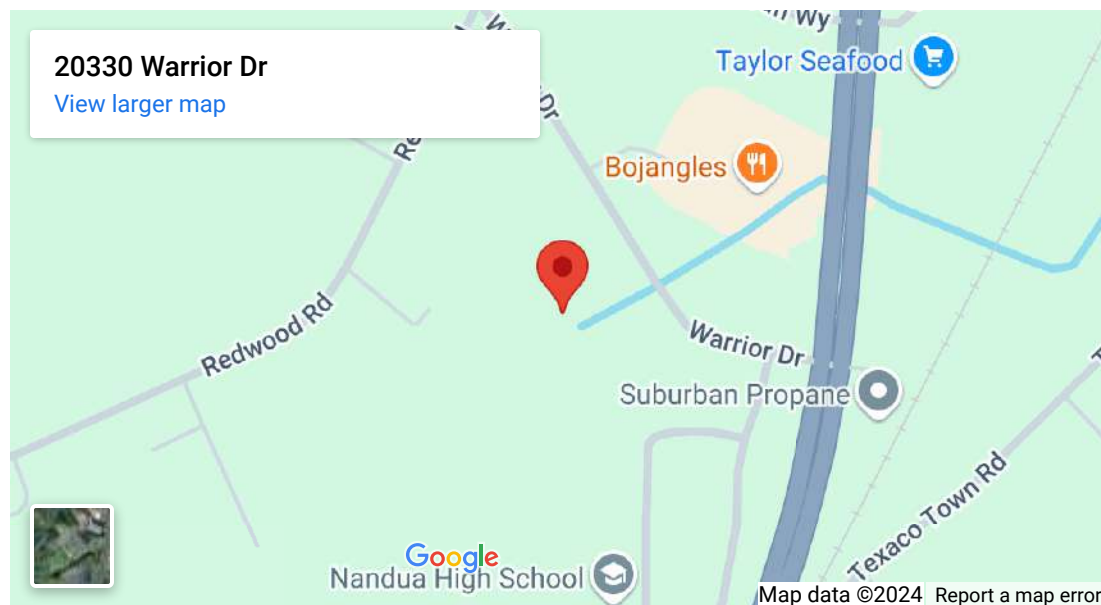**Superintendent:** Dr. Rhonda A. Hall
School Number: 703
Region: 2
Division: Accomack County Public Schools
Division Number: 1
Division Website

Map results may not reflect school division or attendance zone boundaries.

20330 Warrior Dr
View larger map

ACCREDITATION

Accreditation Ratings and related data for 2024 (based on data from the 2023-2024 school year will be posted before the end of September. Please check the Assessment section of the School Quality Profiles for 2023-2024 pass rates.

2023 Accreditation Status: **Accredited**
Number of School Quality Indicators at Level Three (Below Standard): **0 of 6**
Triennial Accreditation: **2023 through 2025**

School Quality Indicators

Academic Achievement

English	Level One
Mathematics	Level One
Science	Level One

Achievement Gaps

English	Level Two
Mathematics	Level Two

Student Engagement & Outcomes

Chronic Absenteeism	Level One

Accredited: All indicators at Level One or Level Two or Waiver

Accredited With Conditions: One or more indicators at Level Three

Accreditation Denied: Under State Sanction

Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One	Level One
Black	Level Two	Level One
Economically Disadvantaged	Level One	Level One
English Learners	Level One	Level One
Hispanic	Level One	Level One
Multiple Races	Level One	Level One
Students with Disabilities	Level Three	Level Three
White	Level One	Level One

English Academic Achievement: All Students

The school quality indicator for academic achievement in English provides equal credit for students who pass state English tests and for non-passing students who show significant improvement.

Combined rates for 2020 and 2021 are not calculated because accreditation was waived due to the pandemic.
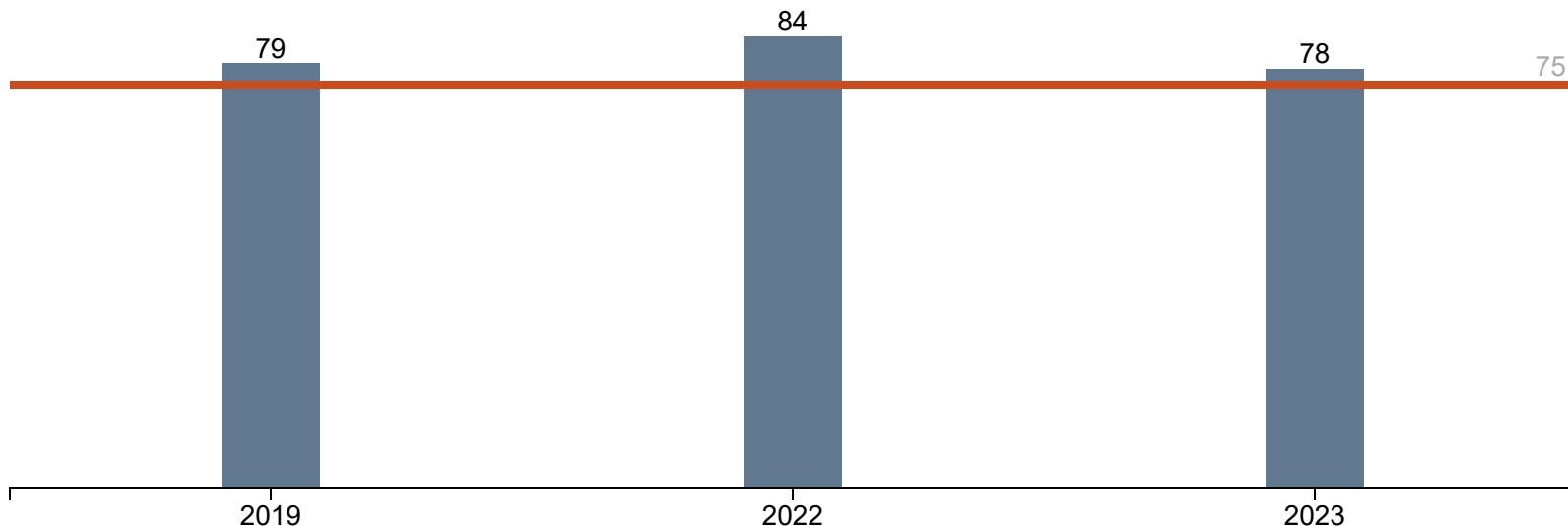
English Academic Achievement: All Students

Percentage of Students

Data Source	Percent Passing	Percent Passing With Recovery	Percent Showing Growth	Percent Showing EL Progress or Proficiency	Accreditation Combined Rate	No Proficiency or Growth
Current Year	70	4	3	1	78	22
Previous Year	67	8	9	1	84	16
Cumulative 3 Year	68	5	5	1	80	20

Student Engagement and Outcomes: Chronic Absenteeism

Students who attend school consistently are more likely to succeed. Chronic absenteeism is defined as missing 10 percent or more of the school year, regardless of reason.

12.85% of the students in this school were chronically absent in the 2022 - 2023 school year.

Chronic Absenteeism Detail				
Data Source	Less than 10% Absenteeism	At or above 10% Absenteeism	Total Students	Rate
2022 - 2023	407	60	467	12.85
2021 - 2022	365	80	445	17.98
2018 - 2019	472	38	510	7.45

ASSESSMENTS

The annual pass rate data reported on the Assessment tab includes all grade level and content area state assessments (Standards of Learning assessments and Virginia Alternate Assessment Program assessments).

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

Reading Performance: All Students

⌄

	2021-2022	2022-2023	2023-2024
School	75	73	72
Division	67	67	66
State	73	73	

■ School ■ Division ■ State

Writing Performance: All Students

	2021-2022			2022-2023			2023-2024		
School	62			65			81		
Division		63			62			66	
State			65			65			

Legend: ■ School ■ Division ■ State

Math Performance: All Students

	2021-2022			2022-2023			2023-2024		
School	73			71			72		
Division		63			66			66	
State			66			69			

Legend: School, Division, State
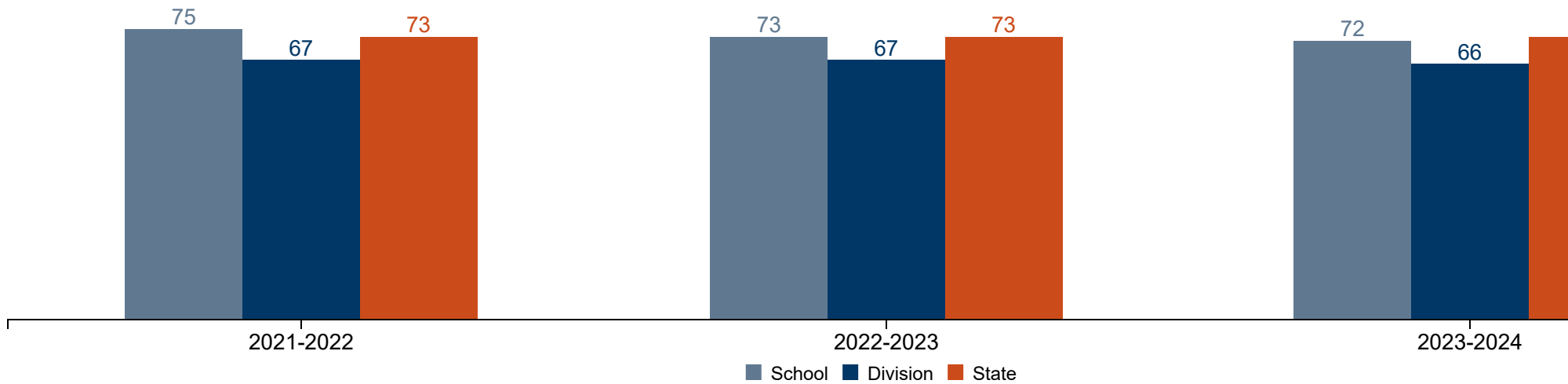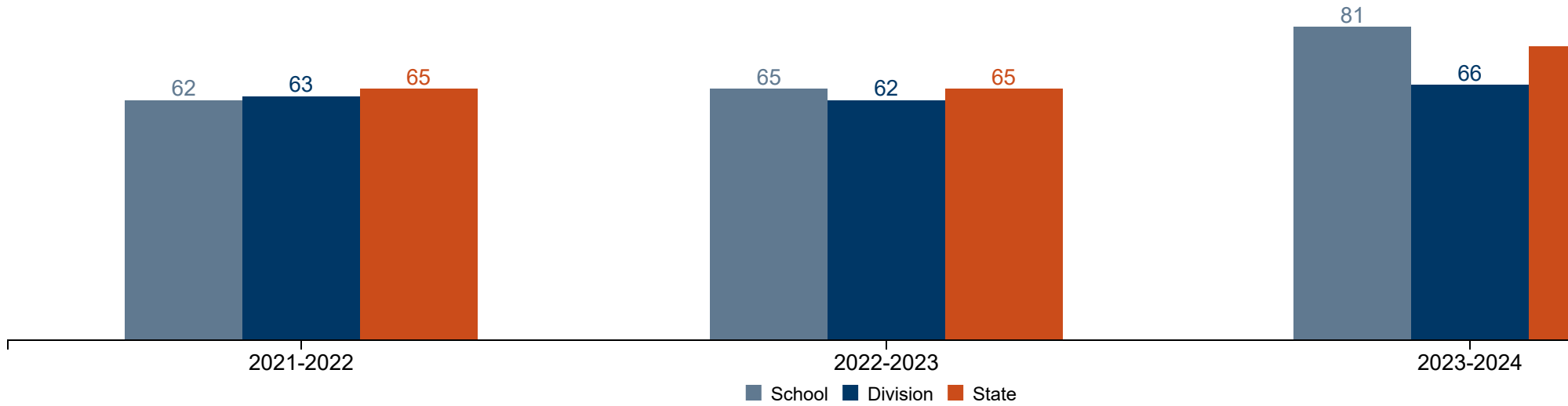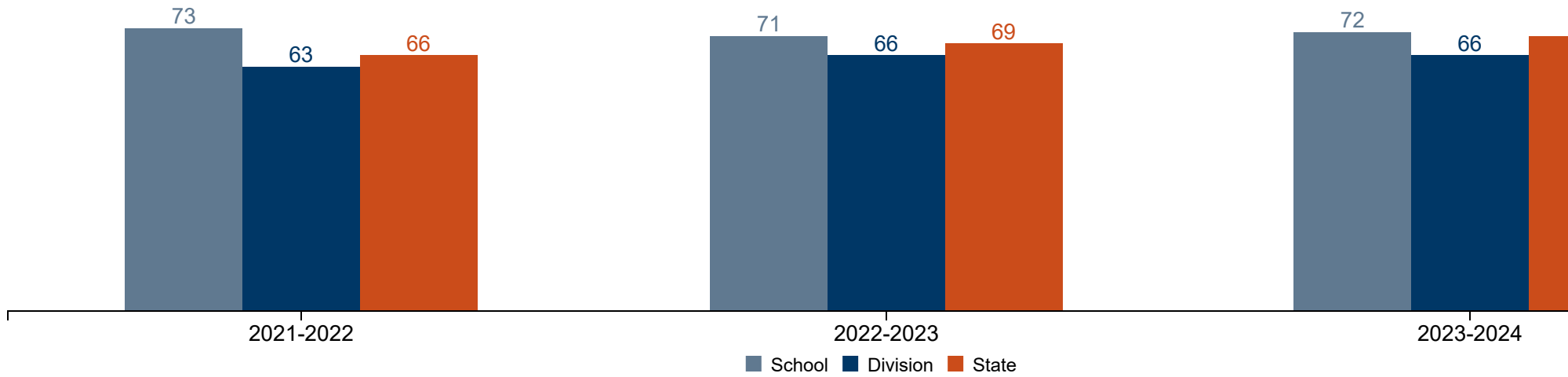
Science Performance: All Students

	2021-2022			2022-2023			2023-2024		
School	62			70			60		
Division		61			63			62	
State			65			67			

■ School ■ Division ■ State
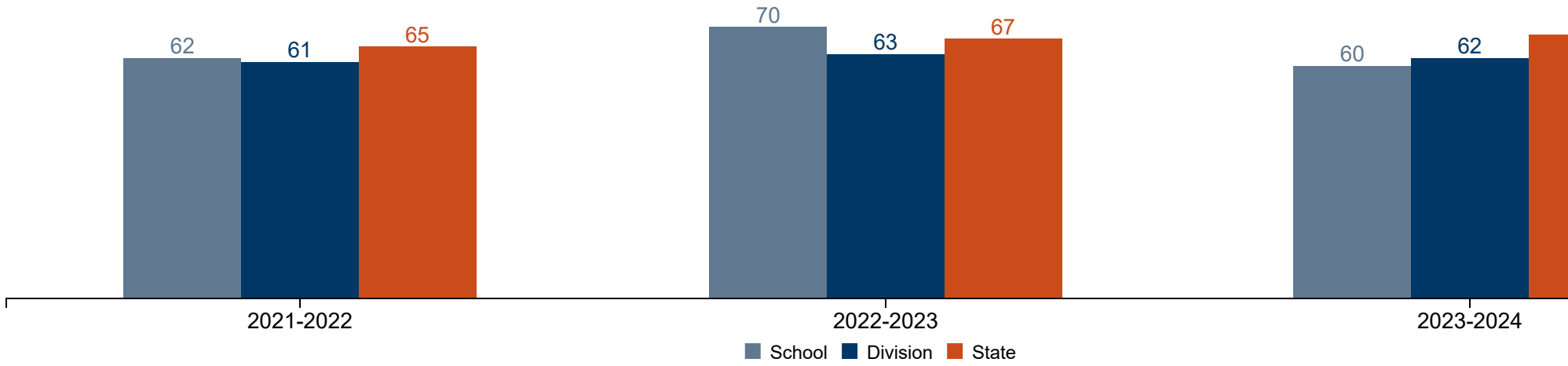
History Performance: All Students
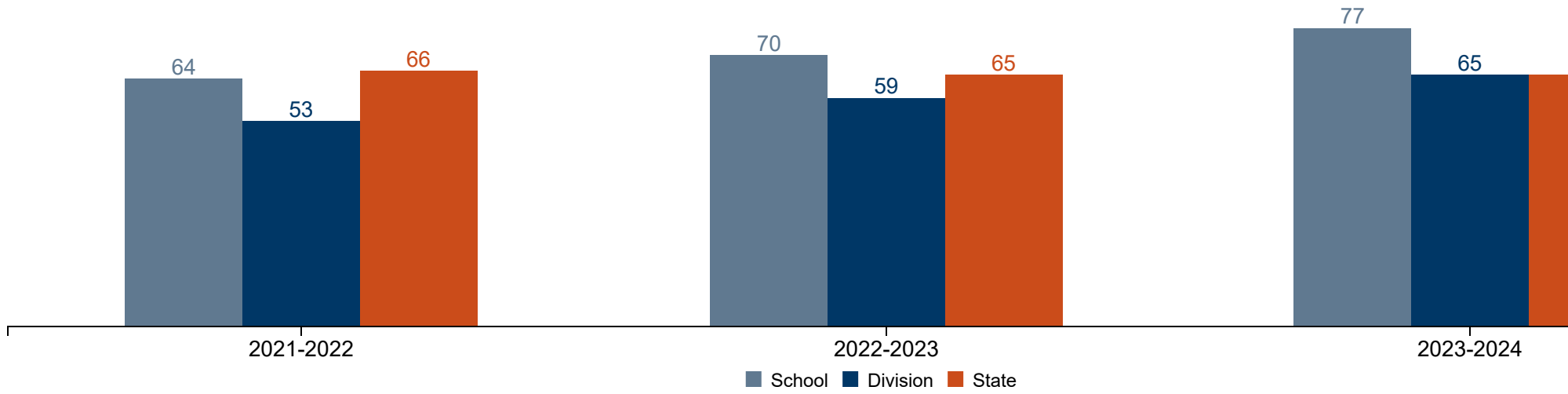
	2021-2022	2022-2023	2023-2024
School	64	70	77
Division	53	59	65
State	66	65	

■ School ■ Division ■ State

Number of Recently Arrived English Language Learners Exempted From State Reading Assessments

Number of Recently Arrived English Language Learners Exempted From State Reading Assessments			
	2020-2021	2021-2022	2022-2023
School	2	2	4
Division	6	5	13
State	1,324	4,006	4,460

Virginia Alternate Assessment Program Participation Rates

Reading			
Subject Area	Number of Students Taking VAAP Tests	Total Number of Students	Percent of Students Taking VAAP Tests
Grade 6 Reading	2	166	1.2%
Grade 7 Reading	2	154	1.3%
Grade 8 Reading	2	154	1.3%

ENROLLMENT

Fall Membership by Grade

Grade	2021-2022	2022-2023	2023-2024
Grade 6	143	166	136
Grade 7	149	154	169
Grade 8	163	154	163
Total Students	455	474	468

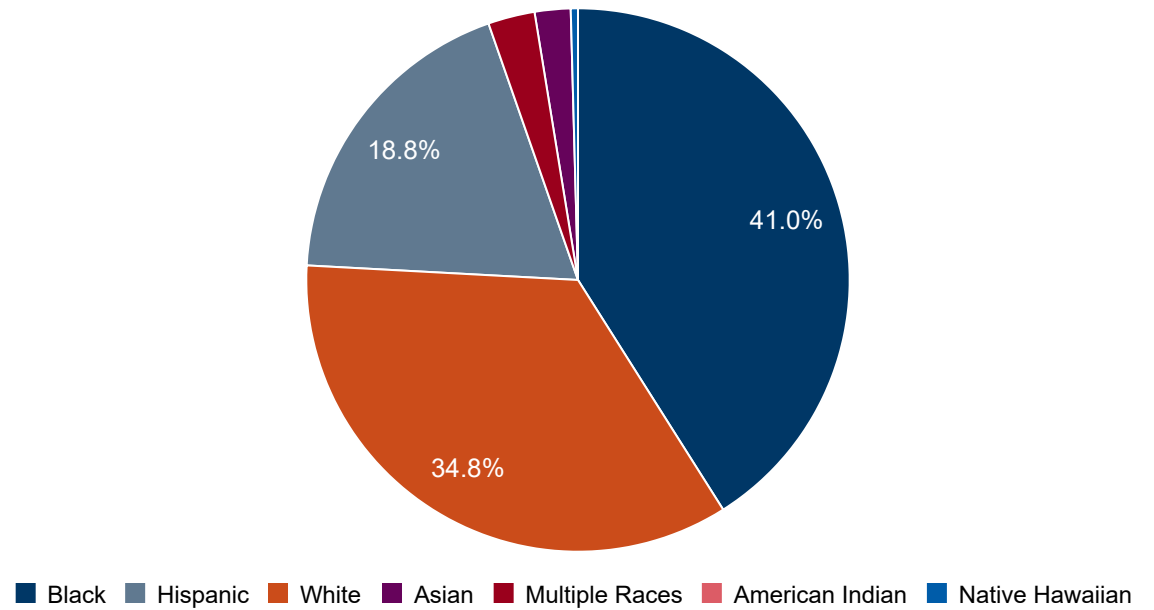< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Fall Membership by Subgroups

2023 Fall Membership By Subgroup: Racial and Ethnic Groups

41.0%
34.8%
18.8%

■ Black ■ Hispanic ■ White ■ Asian ■ Multiple Races ■ American Indian ■ Native Hawaiian

FINANCE

Per-Pupil Spending

2022-2023 Per-Pupil Spending

$12690

$11724

$14262

$1828

$1720

$1311

School   Division   State

■ State/Local   ■ Federal

LEARNING CLIMATE

Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students

12.8%

87.2%
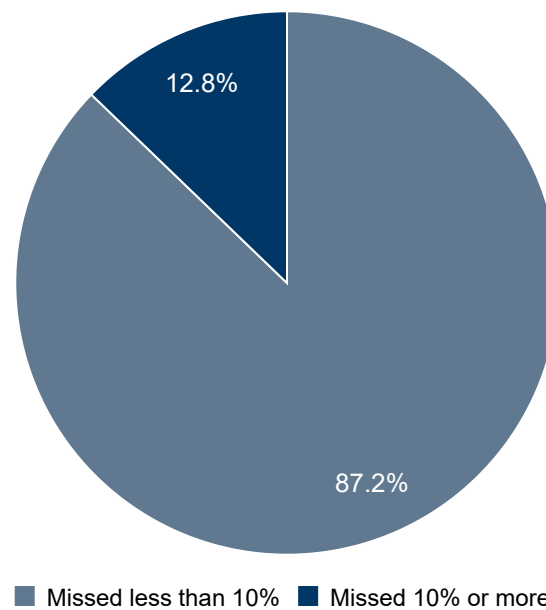
■ Missed less than 10%　■ Missed 10% or more

Standards of Accreditation (SOA) Offenses Data

2022-2023 Offenses	
	Number of Offenses
Behaviors that Impede Academic Progress	81
Behaviors related to School Operations	116
Relationship Behaviors without Physical Harm	96
Behaviors of a Safety Concern	130
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	6

< = A group below state definition for personally identifiable results

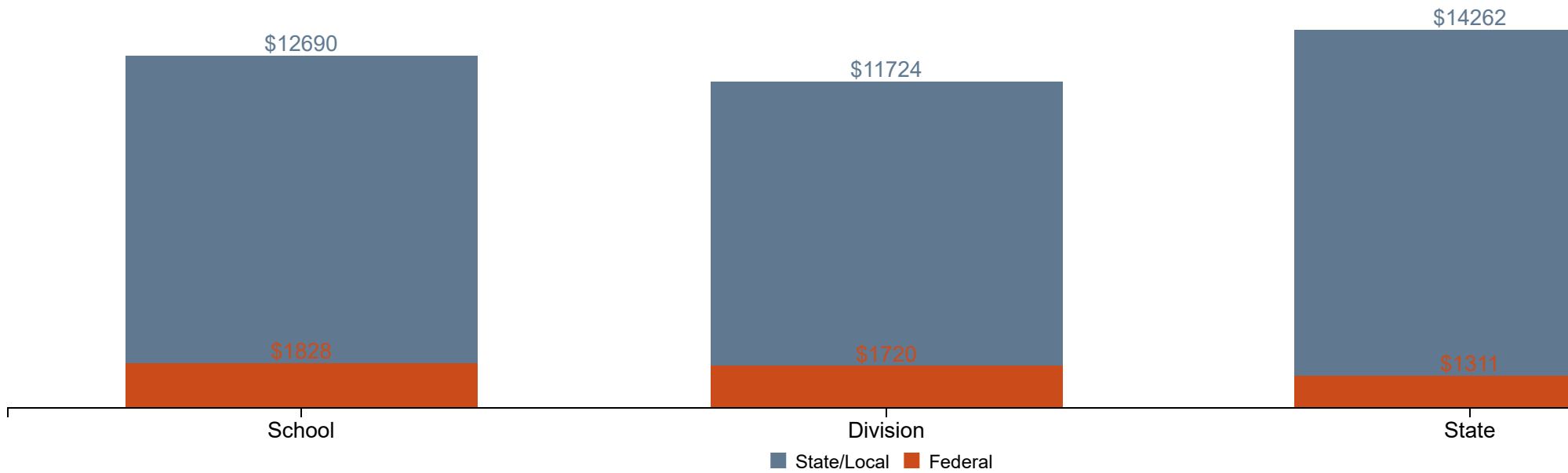- = Not applicable or no data for group

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Short-Term Suspensions

Short-Term Suspensions: 2022-2023

Percent of the total student population

- American Indian: 0
- Asian: 1.3
- Black: 43.2
- Hispanic: 21.3
- Native Hawaiian: 0.6
- White: 32.3
- Multiple Races: 1.3

Percent of all Short-Term Suspensions

- American Indian: 0
- Asian: 1.1
- Black: 55.1
- Hispanic: 15.7
- Native Hawaiian: 0
- White: 25.8
- Multiple Races: 2.2

Legend: ■ American Indian ■ Asian ■ Black ■ Hispanic ■ Native Hawaiian ■ White ■ Multiple Races
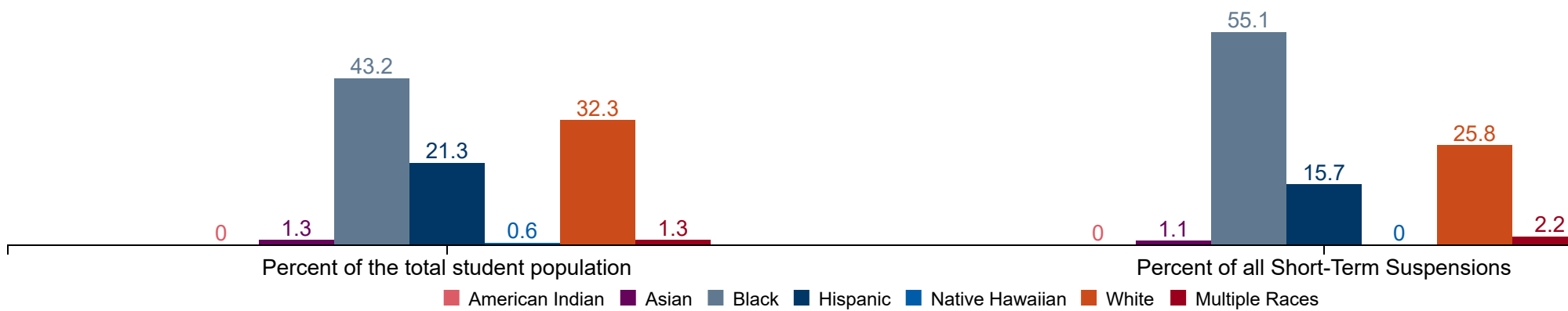
Long-Term Suspensions

Long-Term Supensions: 2022-2023

Percent of the total student population

- 0 (American Indian)
- 1.3 (Asian)
- 43.2 (Black)
- 21.3 (Hispanic)
- 0.6 (Native Hawaiian)
- 32.3 (White)
- 1.3 (Multiple Races)

Percent of all Long-Term Suspensions

- 0 (American Indian)
- 0 (Asian)
- 55.6 (Black)
- 22.2 (Hispanic)
- 11.1 (Native Hawaiian)
- 11.1 (White)
- 0 (Multiple Races)

Legend: ■ American Indian ■ Asian ■ Black ■ Hispanic ■ Native Hawaiian ■ White ■ Multiple Races

Expulsions

Expulsions: 2022-2023

Percent of the total student population   Percent of all expulsions

| 0 | 1.3 | 43.2 | 21.3 | 0.6 | 32.3 | 1.3 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

■ American Indian ■ Asian ■ Black ■ Hispanic ■ Native Hawaiian ■ White ■ Multiple Races
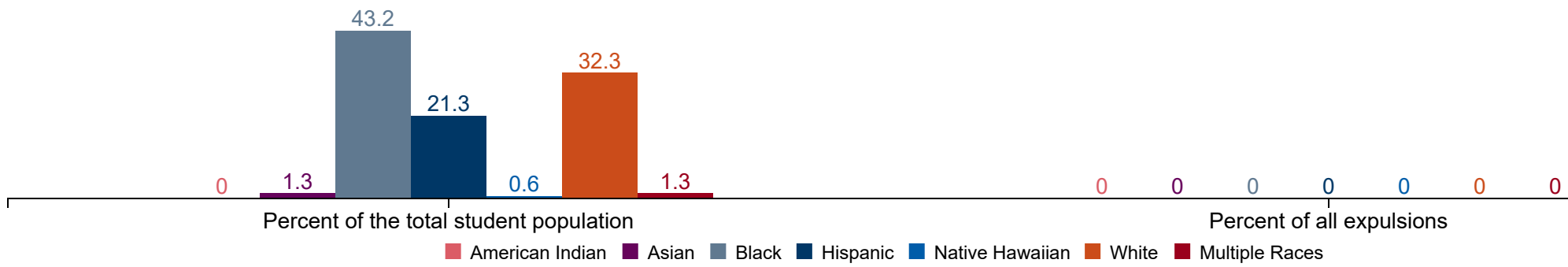
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2022-2023
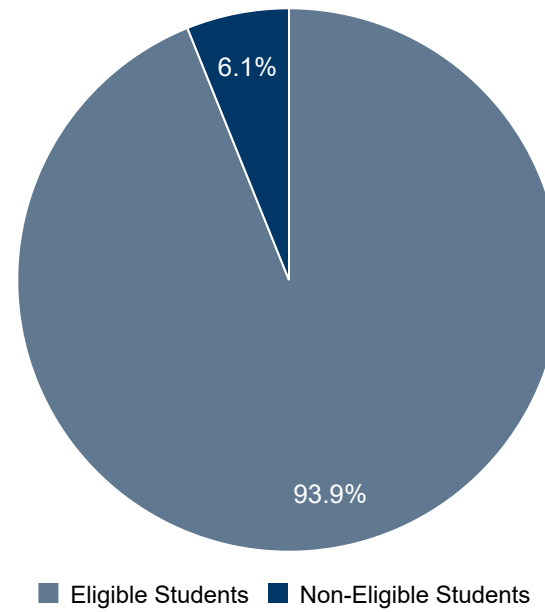
6.1%

93.9%

■ Eligible Students ■ Non-Eligible Students

Free and Reduced Breakfast Participation of Eligible Students

Free and Reduced Breakfast Participation of Eligible Students : 2022-2023

38.0%

62.0%

■ Participating Eligible Students ■ Non-Participating Eligible Students

Free and Reduced Lunch Participation of Eligible Students

Free and Reduced Lunch Participation of Eligible Students: 2022-2023

38.5%

61.5%
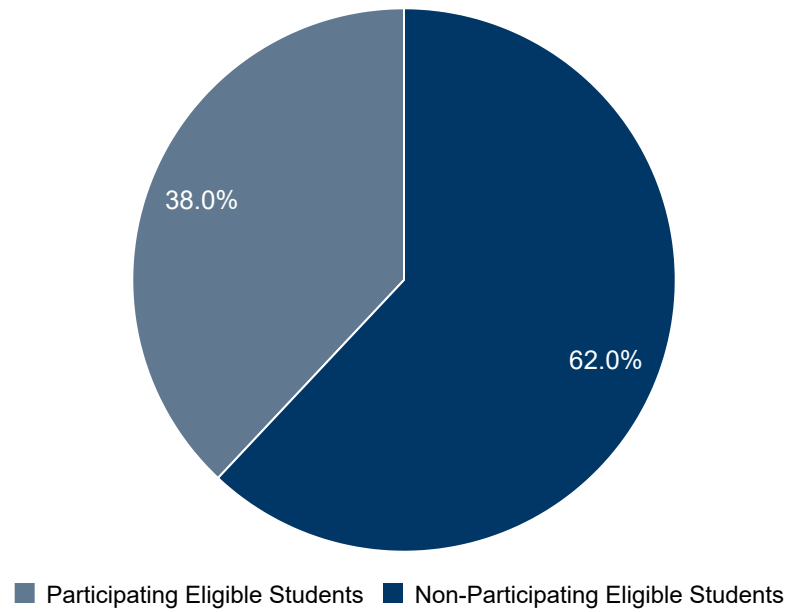
■ Participating Eligible Students   ■ Non-Participating Eligible Students
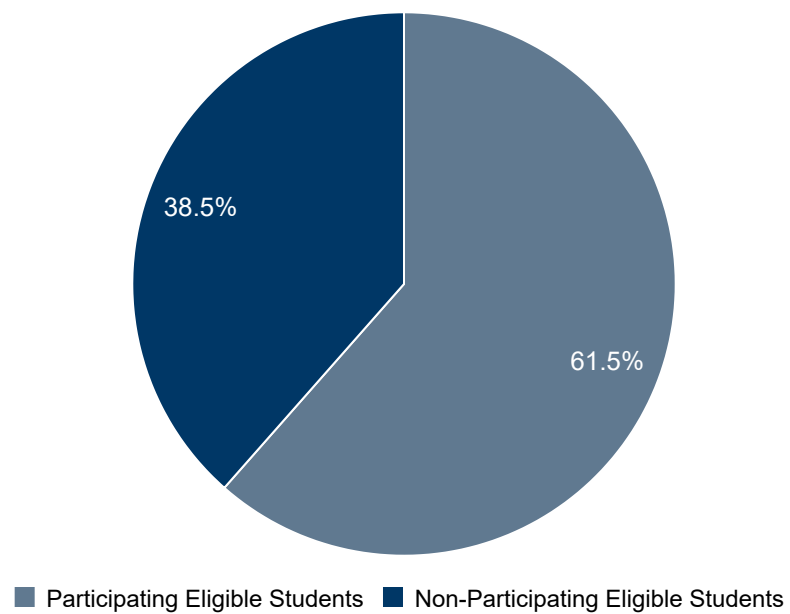
Civil Rights Data Collection

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC includes data on student access to courses, programs, staff, and resources relevant to educational equity and opportunity for students.The U.S. Department of Education's Office of Civil Rights reports information collected through the CRDC in carrying out its mission "to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights."More information about the Civil Rights Data Collection is available on the Virginia Department of Education website.

- 2020-2021 school data (Excel)
- Data Elements
- Flat File Specifications
- User Guide
- Usage Agreement

TEACHER QUALITY

Teacher Quality

Teacher Quality All Schools: 2022-2023

Teacher Quality All Schools: 2022-2023							
	Poverty Level	Out-of-Field Teachers		Inexperienced Teachers		Out-of-Field and Inexperienced Teachers	
		Percent	Number	Percent	Number	Percent	Number
This School	High Poverty	10.3%	4	7.7%	3	5.1%	2
Division							
	All Schools	9.9%	37	10.9%	41	4.5%	17
	High Poverty	9.9%	37	10.9%	41	4.5%	17

Teacher Quality All Schools: 2022-2023

State	Poverty Level	Out-of-Field Teachers		Inexperienced Teachers		Out-of-Field and Inexperienced Teachers	
		Percent	Number	Percent	Number	Percent	Number
	All Schools	6.4%	6915	5.2%	5533	1.3%	1346
	High Poverty	9.2%	1719	6.3%	1188	1.9%	357
	Low Poverty	4.7%	1548	3.8%	1269	0.7%	224

< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

School Leaders

Inexperienced (First-Year) School Leaders All Schools: 2022-2023

Inexperienced (First-Year) School Leaders All Schools: 2022-2023		Principals		Assistant Principals	
	Poverty Level	Percent	Number	Percent	Number
This School					
	All Schools	0%	0	0%	0
	High Poverty	0%	0	0%	0
Division					
	All Schools	7.1%	1	27.3%	6
	High Poverty	7.1%	1	27.3%	6
State					
	All Schools	2.2%	47	11.3%	346
	High Poverty	3.3%	17	16.9%	121
	Low Poverty	1.7%	8	8.6%	72

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Provisionally Licensed Teachers

Provisionally Licensed Teachers All Schools: 2022-2023

| Provisionally Licensed Teachers All Schools: 2022-2023	Poverty Level	All Teachers		Special Education Teachers	
		Percent	Number	Percent	Number
This School	High Poverty	5.1%	2	0%	0
Division					
	All Schools	8.3%	31	0.5%	2
State	High Poverty	8.3%	31	0.5%	2
	All Schools	8.6%	9402	2.5%	2775
	High Poverty	12.1%	2482	2.6%	544
	Low Poverty	6.5%	2134	2.4%	777

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Teacher Educational Attainment

Teacher Educational Attainment: 2022-2023

49.0% 51.0%

■ Bachelor's Degree ■ Master's Degree ■ Doctoral Degree ■ Other
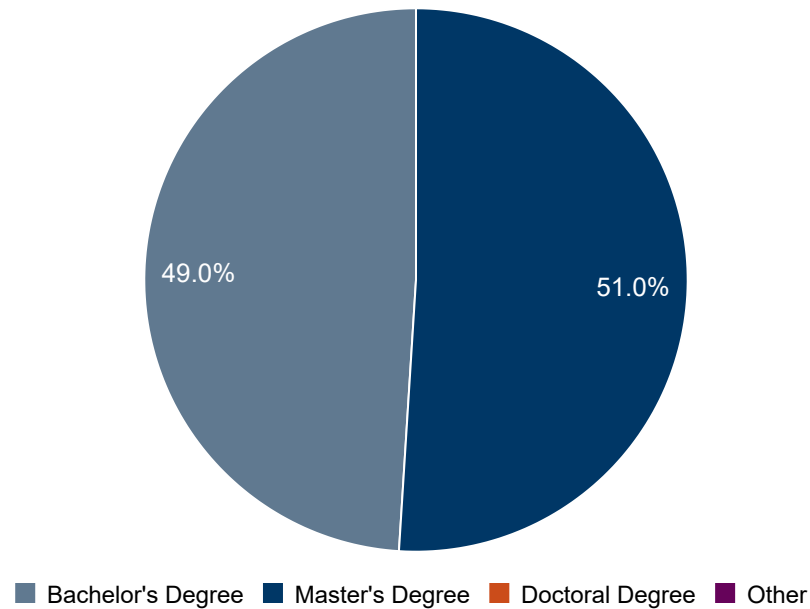
EVERY STUDENT SUCCEEDS ACT

Federal Accountability School Designations and related data for 2024 (based on data from the 2023-2024 school year will be posted before the end of September. Please check the Assessment section of the School Quality Profiles for 2023-2024 pass rates.

2023 ESSA Status: **Not Identified for Support and Improvement**
2023 Accreditation Status: **Accredited**

ESSA School Quality Indicators Summary

Student Group	English Reading Performance	Mathematics Performance	English Learner Progress	Chronic Absenteeism	Federal Graduation Indicator
All Students	No	Yes	-	No	-
Asian	TS	TS	-	TS	-
Black	Yes - No CP	Yes	-	No	-
Hispanic	Yes - No CP	Yes	-	Yes	-
White	Yes - No CP	Yes	-	No	-
Multiple Races	TS	TS	-	TS	-
Economically Disadvantaged	Yes - No CP	Yes	-	Yes	-
English Learners	Yes - No CP	Yes	TS	Yes	-
Students with Disabilities	No	No	-	Yes	-

Yes = Annual target met

Yes - CP = Annual target met and improved from previous year

Yes - No CP = Annual target met and did not improve from previous year

No = Annual target not met

TS = Too few students to evaluate

— = Not applicable or no students

ESSA Annual Targets and Long-Term Goals: Reading

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	73%	73%	77%	88%
Asian	<	88%	91%	88%
Black	64%	62%	64%	88%
Hispanic	73%	75%	63%	88%
White	84%	84%	84%	88%
Multiple Races	71%	76%	82%	88%
Economically Disadvantaged	69%	68%	63%	88%
English Learners	75%	72%	53%	88%
Students with Disabilities	33%	34%	50%	88%

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* = Data not yet available

ESSA Annual Targets and Long-Term Goals: Mathematics

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	72%	76%	72%	85%
Asian	<	94%	90%	85%
Black	58%	64%	56%	85%
Hispanic	81%	85%	58%	85%
White	83%	85%	80%	85%
Multiple Races	53%	62%	75%	85%
Economically Disadvantaged	68%	72%	57%	85%
English Learners	81%	82%	52%	85%
Students with Disabilities	28%	38%	47%	85%

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— = Not applicable or no data for group

* = Data not yet available

ESSA Pass Rates: Science

Student Group	Current Rate
All Students	70%
Asian	<
Black	58%
Hispanic	79%
White	76%
Multiple Races	<
Economically Disadvantaged	66%
English Learners	72%
Students with Disabilities	32%

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available

Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	13%	13%	12%	10%
Asian	<	<	10%	10%
Black	14%	14%	13%	10%
Hispanic	3%	3%	13%	10%
White	16%	16%	13%	10%
Multiple Races	<	<	14%	10%
Economically Disadvantaged	14%	14%	15%	10%
English Learners	4%	4%	12%	10%
Students with Disabilities	13%	13%	16%	10%

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* = Data not yet available

English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	31%	52%	58%
English Learner Proficiency	6%	-	-

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ESSA Participation Rates

Student Group	English Reading Participation		Mathematics Participation		Science Participation	
	Assessed	Not Assessed	Assessed	Not Assessed	Assessed	Not Assessed
All Students	100%	-	100%	-	99%	1%
Asian	<	<	<	<	<	<
Black	100%	-	99%	1%	98%	2%
Hispanic	100%	-	100%	-	100%	-
White	100%	-	100%	-	100%	-
Multiple Races	100%	-	100%	-	<	<
Economically Disadvantaged	100%	-	100%	-	99%	1%
Not Economically Disadvantaged	100%	-	100%	-	100%	-
English Learners	100%	-	100%	-	100%	-
Students with Disabilities	100%	-	100%	-	100%	-
Students without Disabilities	100%	-	100%	-	99%	1%
Female	100%	-	100%	-	100%	-
Male	100%	-	100%	-	99%	1%
Migrant	<	<	<	<	<	<

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* = Data not yet available

Growth in Reading and Mathematics

Student Group	Growth English Reading	Growth Mathematics
All Students	77%	77%
Asian	<	<
Black	70%	67%
Hispanic	76%	84%
White	85%	86%
Multiple Races	71%	71%
Economically Disadvantaged	73%	74%
English Learners	79%	83%
Students with Disabilities	46%	42%

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Federal Designation

Schools Identified for Federal Support and Improvement 2023-2024
Schools Identified for Federal Support and Improvement 2022-2023
Schools Identified for Federal Support and Improvement 2020-2021
Schools Identified for Federal Support and Improvement 2019-2020
Schools Identified for Federal Support and Improvement 2018-2019

Federal targets and long-term goals, and Federal Support and Improvement Identification and Exit Criteria