VIRGINIA DEPARTMENT OF
EDUCATION
SCHOOL QUALITY PROFILES

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Nandua Middle

GENERAL SCHOOL INFORMATION

Category: Middle (06-08) School

Phone: 757-787-7037

Address: 20330 Warrior Dr. Onley, VA 23418

Principal: Ms. SuCora Owens

Superintendent: Mr. Warren C. Holland

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
20330 Warrior Dr, Onley, VA 23418

View larger map

Map data ©2023 Report a map er

ACCREDITATION

2022 Accreditation Status: **Accredited**
Accreditation Status Last Year: **Accreditation Waived**
Triennial Accreditation: **2018 through 2022**

School Quality Indicators

Academic Achievement	
English	Level One
Mathematics	Level One
Science	Level One

Achievement Gaps	
English	Level One
Mathematics	Level One

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 One	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 Two	Level One
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.

Year	Value
2018	77
2019	79
2022	84

Benchmark: 75
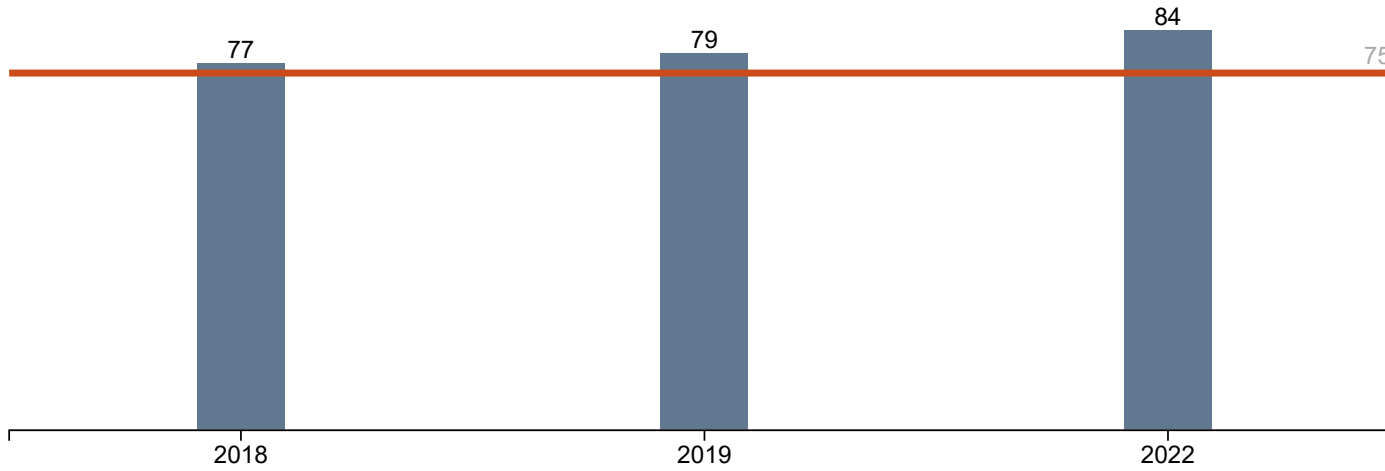
English Academic Achievement: All Students

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	67	8	9	1	84	16
Previous Year	69	4	4	3	79	21
Cumulative 3 Year	68	5	6	2	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.

17.98% of the students in this school were chronically absent in the 2021 - 2022 school year.

ASSESSMENTS

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

Reading Performance: All Students

Reading results for 2019-2020 are not available due to the closure of schools and cancellation of state assessments. 2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

⌄

	2020-2021	2021-2022
School	67	75
Division	59	67
State	69	73

■ School ■ Division ■ State
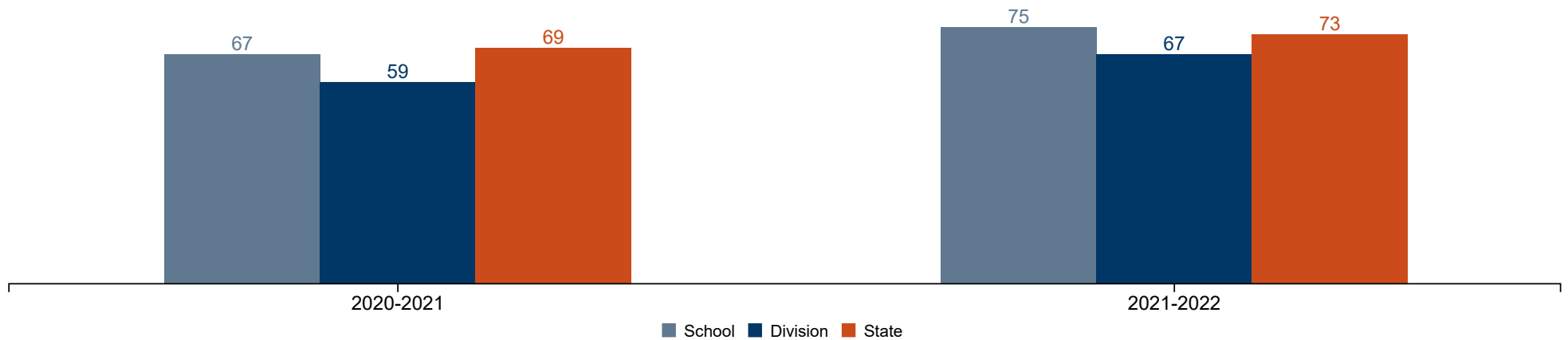
Writing Performance: All Students

Writing results for 2019-2020 are not available due to the closure of schools and cancellation of state assessments. 2020-2021 writing results are not reported due to the widespread use of local writing assessments because of the continuing impact of COVID-19 on schools.

⌄

	2020-2021	2021-2022
School		62
Division		63
State		65

■ School ■ Division ■ State
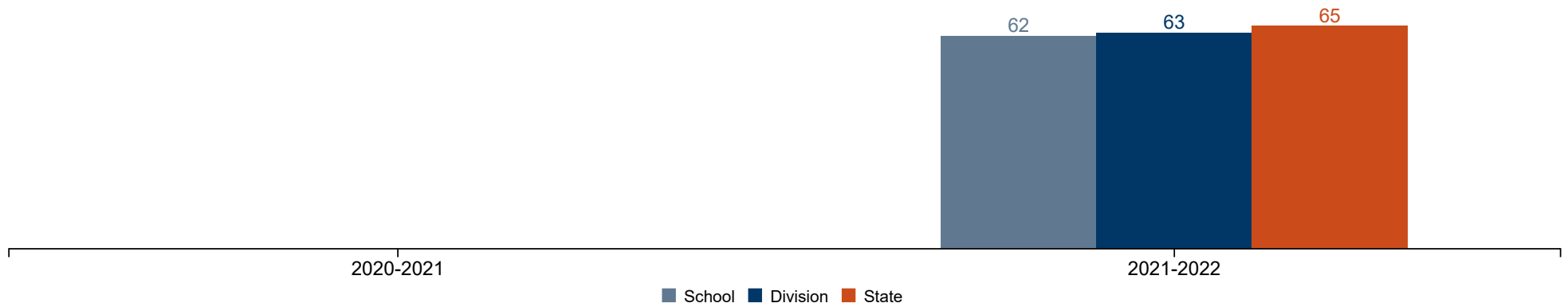
Math Performance: All Students

Mathematics results for 2019-2020 are not available due to the closure of schools and cancellation of state assessments. 2020-2021 math results reflect reduced student participation in state math assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

	2020-2021	2021-2022
School	48	73
Division	44	63
State	54	66
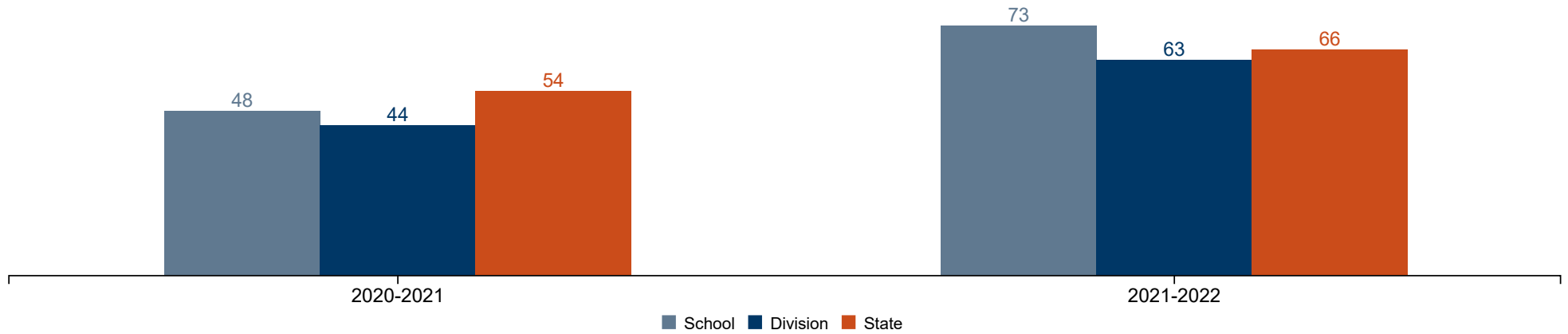
Science Performance: All Students

Science results for 2019-2020 are not available due to the closure of schools and cancellation of state assessments. 2020-2021 science results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

	2020-2021	2021-2022
School	53	62
Division	48	61
State	59	65
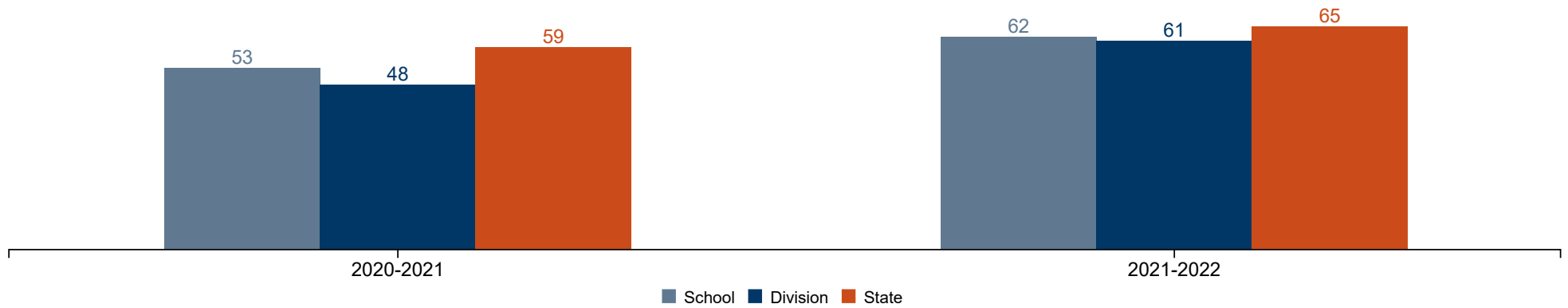
History Performance: All Students

	2020-2021	2021-2022
School		64
Division		53
State		66

Legend: ■ 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
School	2	2
Division	6	5
State	1,324	4,006

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	3	143	2.1%
Grade 7 Reading	1	149	0.7%
Grade 8 Reading	3	163	1.8%

ENROLLMENT

Fall Membership by Grade

Grade	2020-2021	2021-2022	2022-2023
Grade 6	159	143	166
Grade 7	162	149	154
Grade 8	164	163	154
Total Students	485	455	474

< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Fall Membership by Subgroups

2022 Fall Membership By Subgroup: Racial and Ethnic Groups

43.2%
32.3%
21.3%

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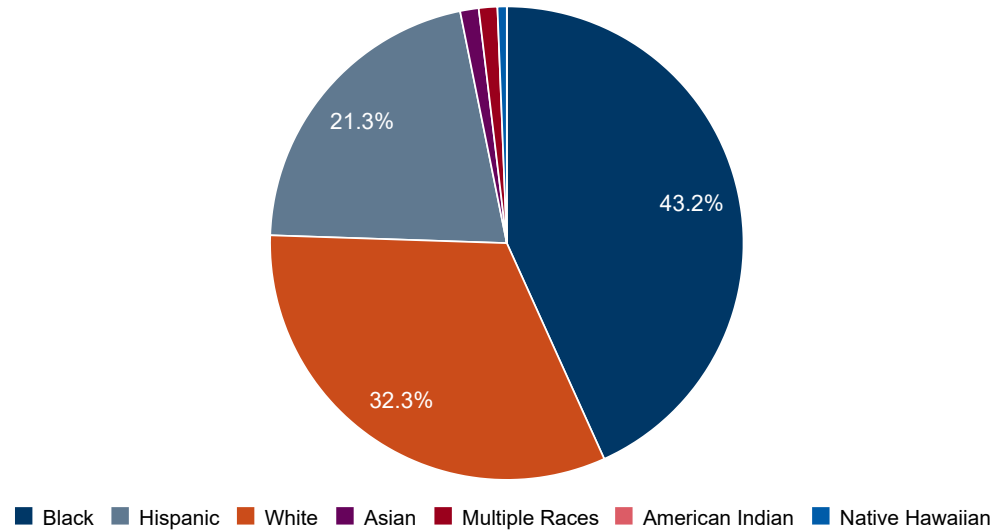
FINANCE

Per-Pupil Spending

2020-2021 Per-Pupil Spending

$10100 $9683 $12492

$1706 $1434 $916

School   Division   State

■ State/Local   ■ Federal
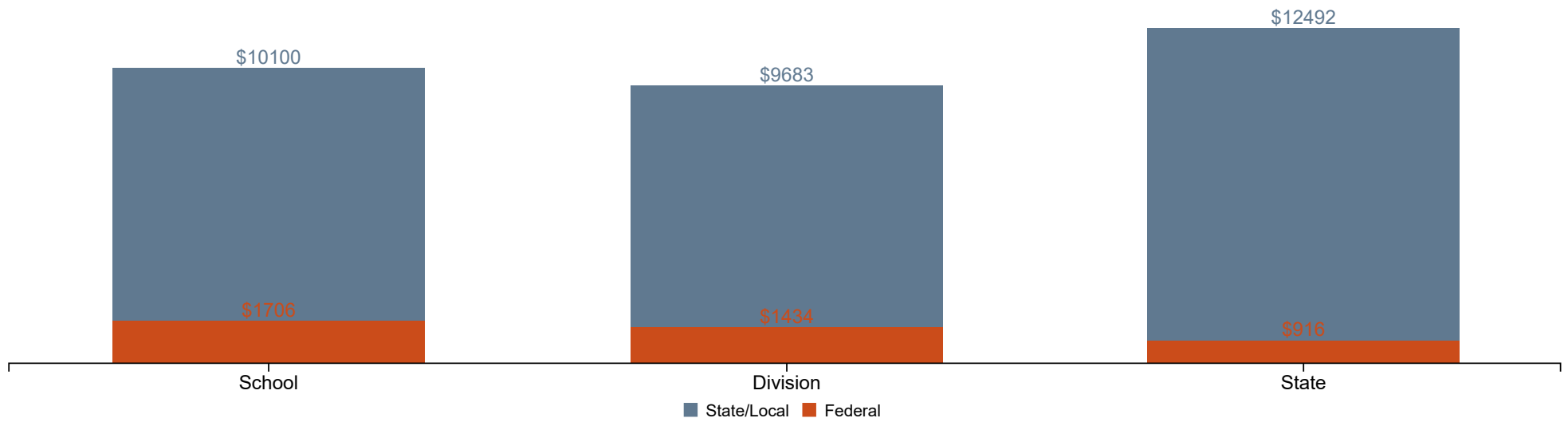
LEARNING CLIMATE

Chronic Absenteeism

Chronic Absenteeism 2021-2022 School Year: All Students

18.0%

82.0%

■ Missed less than 10%   ■ Missed 10% or more
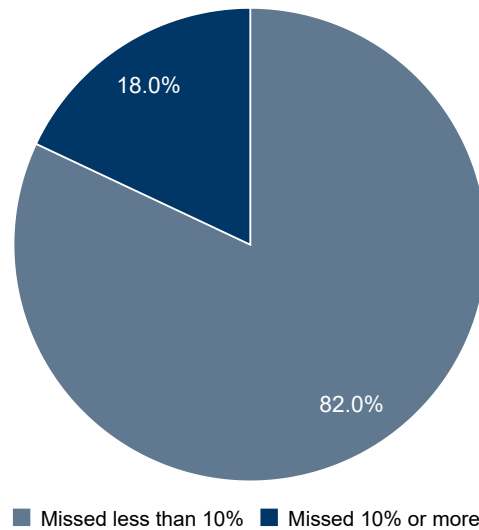
Standards of Accreditation (SOA) Offenses Data

2020-2021 Offenses	
	Number of Offenses
Alcohol, Tobacco, and Other Drug Offenses	<
Disorderly or Disruptive Behavior Offenses	<
Other Offenses Against Persons	<
Technology Offenses	<

< = A group below state definition for personally identifiable results

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Short-Term Suspensions

Short-Term Suspensions: 2020-2021

Percent of the total student population
- American Indian: 0
- Asian: 1.4
- Black: 42.7
- Hispanic: 21.2
- Native Hawaiian: 0.2
- White: 34
- Multiple Races: 0.4

Percent of all Short-Term Suspensions
- American Indian: 0
- Asian: 0
- Black: 66.7
- Hispanic: 16.7
- Native Hawaiian: 0
- White: 16.7
- Multiple Races: 0

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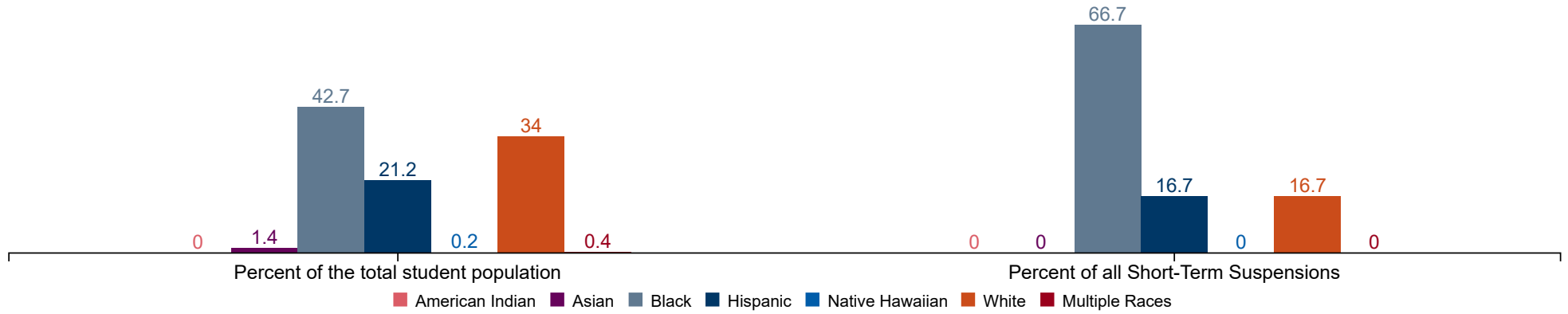
Long-Term Suspensions

Long-Term Supensions: 2020-2021

0	American Indian
1.4	Asian
42.7	Black
21.2	Hispanic
0.2	Native Hawaiian
34	White
0.4	Multiple Races

Percent of the total student population

0	
0	
0	
0	
0	
0	
0	

Percent of all Long-Term Suspensions

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

Expulsions

Expulsions: 2020-2021

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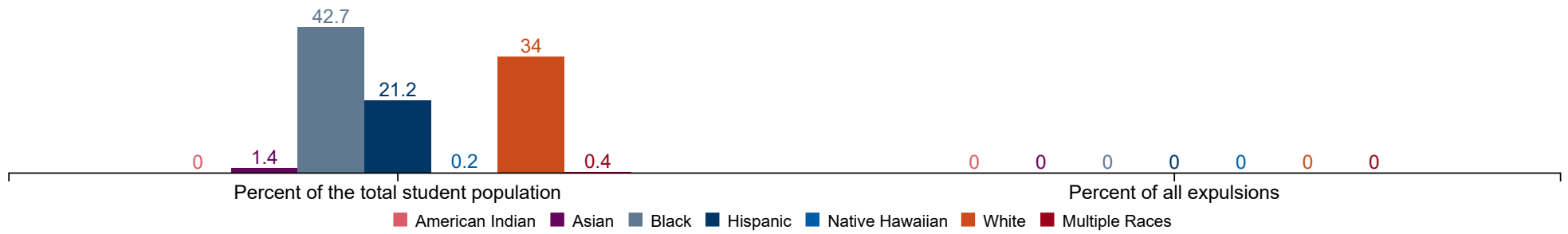
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2021-2022
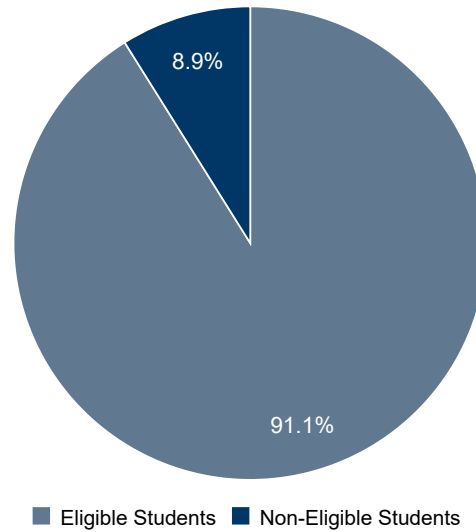
8.9%

91.1%

■ Eligible Students   ■ Non-Eligible Students

Free and Reduced Breakfast Participation of Eligible Students

Free and Reduced Breakfast Participation of Eligible Students : 2021-2022

43.6%

56.4%

■ Participating Eligible Students   ■ Non-Participating Eligible Students

Free and Reduced Lunch Participation of Eligible Students

Free and Reduced Lunch Participation of Eligible Students: 2021-2022

21.2%

78.8%
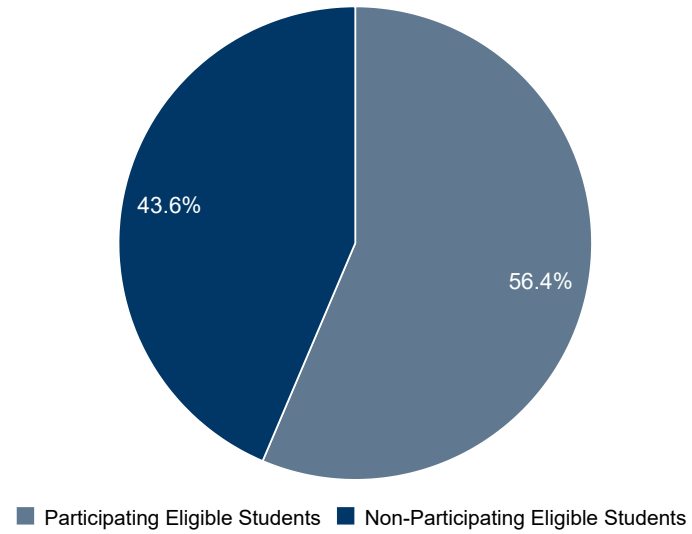
■ Participating Eligible Students ■ Non-Participating Eligible Students
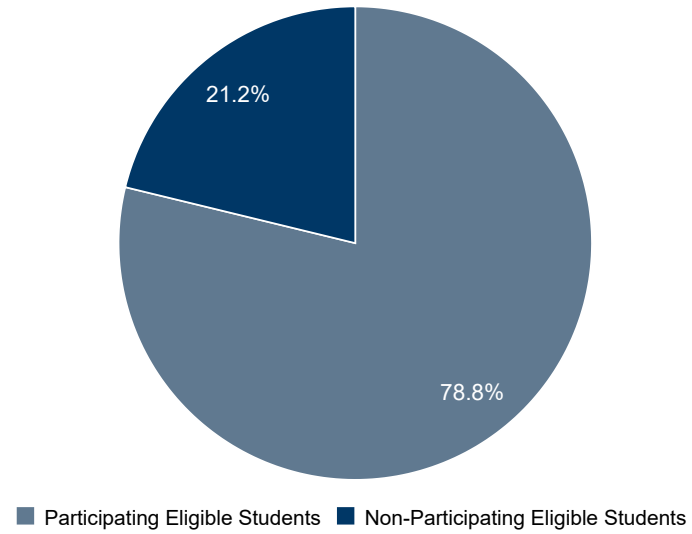
Civil Rights Data Collection

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](#).

- [2017-2018 school data](#) (Excel)
- [Data Elements](#)
- [Flat File Specifications](#)
- [User Guide](#)
- [Usage Agreement](#)

TEACHER QUALITY

Teacher Quality

Teacher Quality All Schools				
	Poverty Level	Out-of-Field Teachers	Inexperienced Teachers	Out-of-Field and Inexperienced Teachers
This School	High Poverty	7.3%	19.5%	7.3%
Division				
	All Schools	14.1%	11.9%	5.1%
	High Poverty	14.1%	11.9%	5.1%
State				
	All Schools	5.2%	5.3%	1.1%
	High Poverty	6.8%	5.6%	1.5%
	Low Poverty	3.9%	4.5%	0.7%

< = A group below state definition for personally identifiable results

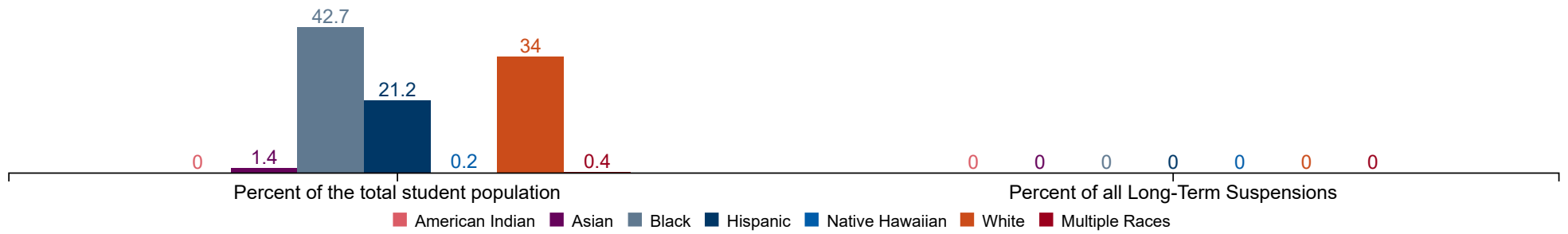- = Not applicable or no data for group

* = Data not yet available

Provisionally Licensed Teachers

Provisionally Licensed Teachers All Schools			
	Poverty Level	All Teachers	Special Education Teachers
This School	High Poverty	4.9%	0%
Division			
	All Schools	7.9%	0.5%
	High Poverty	7.9%	0.5%
State			
	All Schools	7.7%	2.3%
	High Poverty	10.4%	2.4%
	Low Poverty	6%	2.1%

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- = Not applicable or no data for group

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Teacher Educational Attainment

Teacher Educational Attainment: 2021-2022

5.0%

43.0%

52.0%

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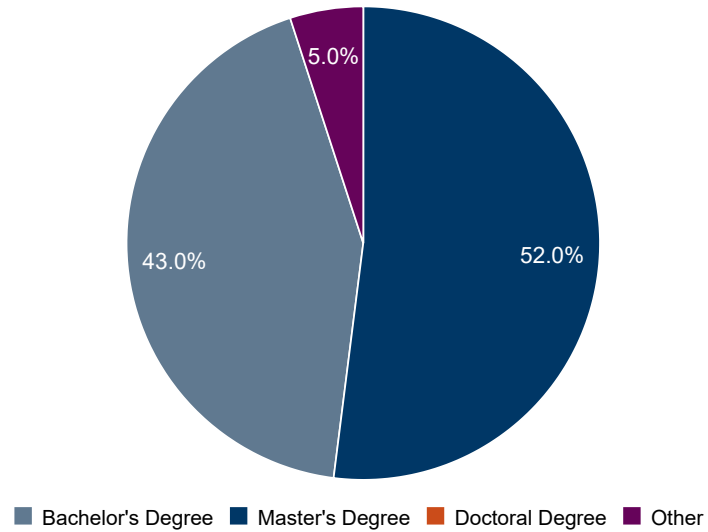
EVERY STUDENT SUCCEEDS ACT

2022 ESSA Status: **Not Identified for Support and Improvement**
2022 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	Yes	Yes	-	Yes	-
Asian	TS	TS	-	TS	-
Black	Yes	Yes	-	Yes	-
Hispanic	Yes	Yes	-	Yes	-
White	Yes	Yes	-	Yes	-
Multiple Races	TS	TS	-	TS	-
Economically Disadvantaged	Yes	Yes	-	Yes	-
English Learners	Yes	Yes	TS	Yes	-
Students with Disabilities	No	Yes	-	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	76%	71%	75%	88%
Asian	<	92%	91%	88%
Black	65%	60%	60%	88%
Hispanic	83%	73%	59%	88%
White	85%	84%	83%	88%
Multiple Races	77%	75%	81%	88%
Economically Disadvantaged	71%	65%	59%	88%
English Learners	76%	68%	47%	88%
Students with Disabilities	37%	32%	43%	88%

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = 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	74%	76%	70%	85%
Asian	<	100%	90%	85%
Black	65%	66%	51%	85%
Hispanic	82%	84%	53%	85%
White	82%	84%	79%	85%
Multiple Races	54%	72%	73%	85%
Economically Disadvantaged	68%	73%	52%	85%
English Learners	80%	81%	46%	85%
Students with Disabilities	36%	42%	40%	85%

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available

ESSA Pass Rates: Science

Student Group	Current Rate
All Students	62%
Asian	<
Black	44%
Hispanic	67%
White	82%
Multiple Races	<
Economically Disadvantaged	56%
English Learners	55%
Students with Disabilities	47%

< = 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	18%	9%	13%	10%
Asian	<	-	10%	10%
Black	22%	11%	14%	10%
Hispanic	6%	3%	14%	10%
White	21%	10%	14%	10%
Multiple Races	<	<	15%	10%
Economically Disadvantaged	20%	10%	17%	10%
English Learners	5%	2%	13%	10%
Students with Disabilities	29%	15%	18%	10%

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available

English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	54%	50%	58%
English Learner Proficiency	16%	-	-

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available

ESSA Participation Rates

Student Group	English Reading Participation		Mathematics Participation		Science Participation	
	Assessed	Not Assessed	Assessed	Not Assessed	Assessed	Not Assessed
All Students	100%	-	98%	2%	99%	1%
Asian	<	<	<	<	<	<
Black	99%	1%	98%	2%	97%	3%
Hispanic	100%	-	96%	4%	100%	-
White	100%	-	98%	2%	100%	-
Multiple Races	100%	-	100%	-	<	<
Economically Disadvantaged	100%	-	97%	3%	97%	3%
Not Economically Disadvantaged	100%	-	99%	1%	100%	-
English Learners	100%	-	96%	4%	100%	-
Students with Disabilities	100%	-	95%	5%	95%	5%
Students without Disabilities	100%	-	98%	2%	99%	1%
Female	100%	-	99%	1%	99%	1%
Male	100%	-	97%	3%	99%	1%
Migrant	<	<	<	<	<	<

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available

Growth in Reading and Mathematics

Student Group	Growth English Reading	Growth Mathematics
All Students	87%	86%
Asian	<	<
Black	82%	82%
Hispanic	88%	88%
White	92%	90%
Multiple Races	92%	77%
Economically Disadvantaged	86%	82%
English Learners	86%	88%
Students with Disabilities	71%	67%

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available