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Pungoteague Elementary

GENERAL SCHOOL INFORMATION

Category: Elementary (PK-05) School

Phone: 757-787-4032

Address: 28480 Bobtown Rd Melfa, VA 23410

Principal: Mr. Brian Patterson

Superintendent: Mr. Warren C. Holland

School Number: 590

Region: 2

Division: [Accomack County Public Schools](#)

Division Number: 1

[Division Website](#)

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




Map data ©2022


ACCREDITATION

2022 Accreditation Status: **Accredited**
Accreditation Status Last Year: **Accreditation Waived**
Triennial Accreditation: **2020 through 2024**

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level One	

Achievement Gaps		
English	Level One	
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

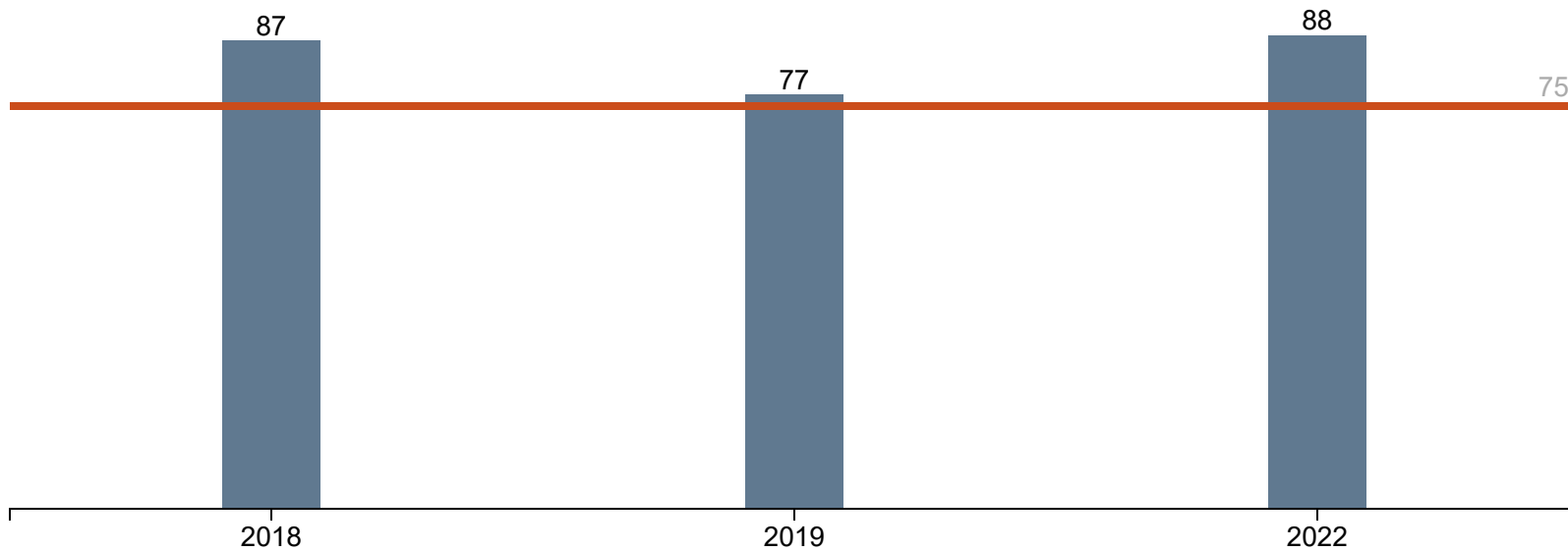
Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

Student Group	Achievement Gap - English		Achievement Gap - Math	
Asian	No Students		No Students	
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 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	56	12	20	1	88	12
Previous Year	69	2	5	2	77	23
Cumulative 3 Year	66	7	10	2	85	15

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.

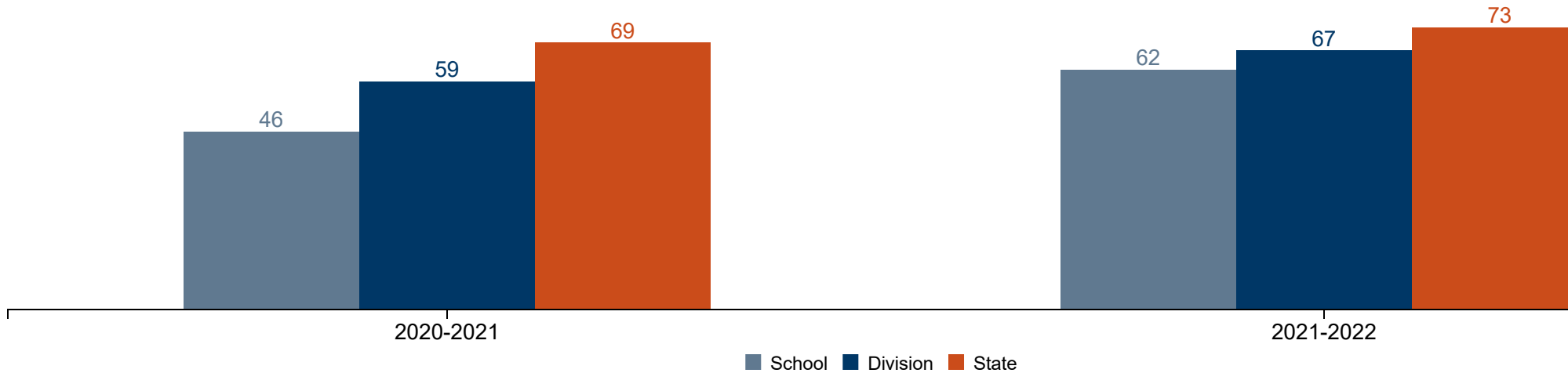
16% of the students in this school were chronically absent in the 2021 - 2022 school year.

ASSESSMENTS

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

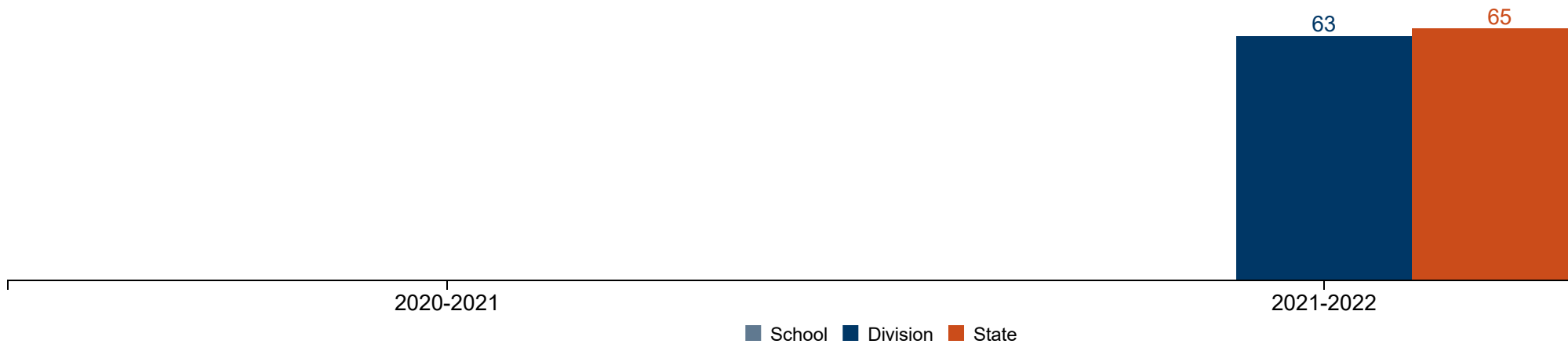
Reading Performance: All Students

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.



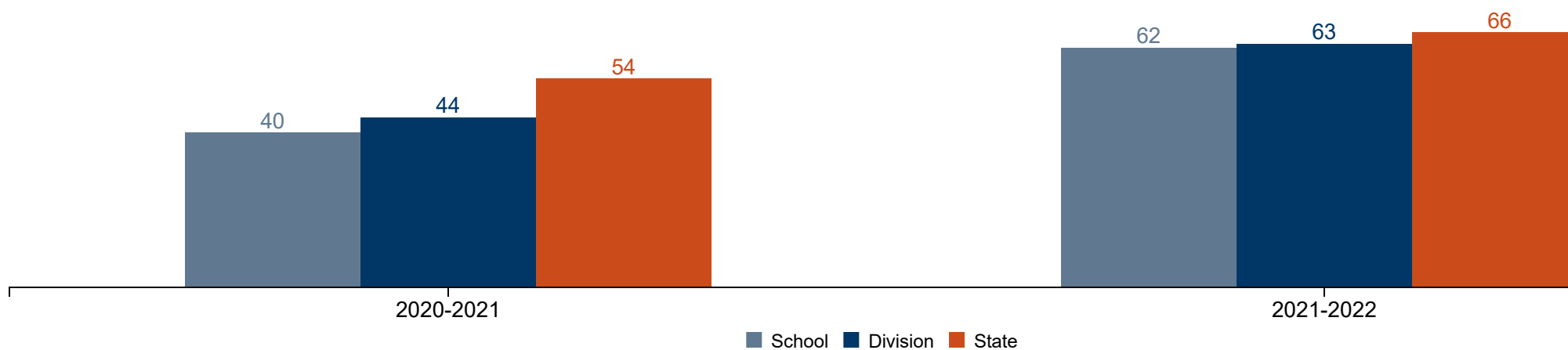
Writing Performance: All Students

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.



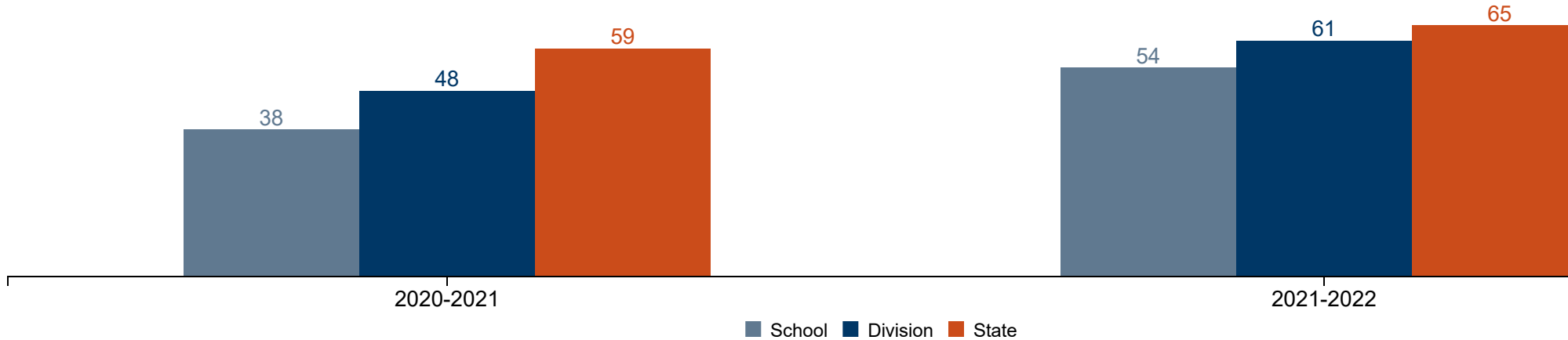
Math Performance: All Students

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.



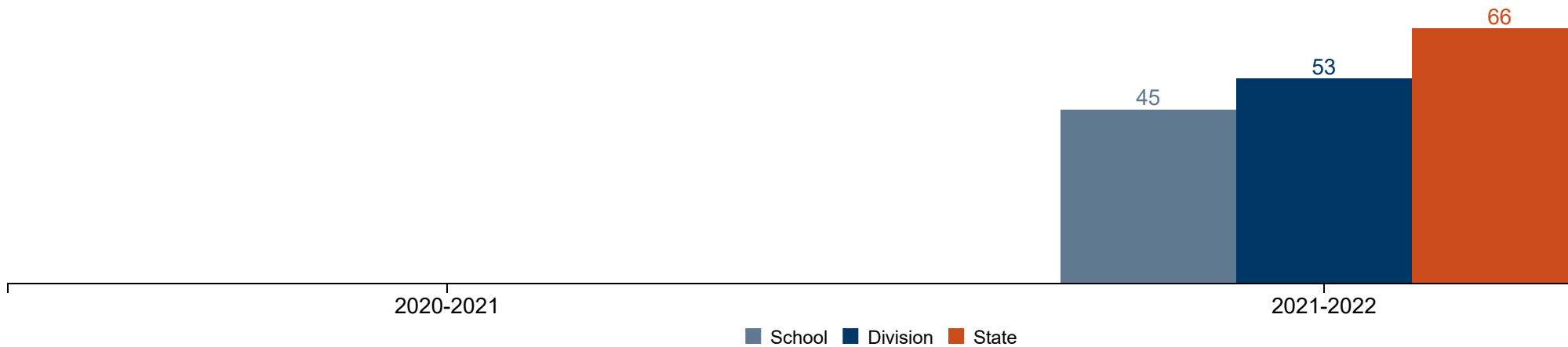
Science Performance: All Students

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.



History Performance: All Students

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



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	-	1
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 3 Reading	0	76	0%
Grade 4 Reading	0	67	0%
Grade 5 Reading	0	74	0%

ENROLLMENT

Fall Membership by Grade

Grade	2019-2020	2020-2021	2021-2022
Pre-kindergarten	28	27	28
Kindergarten	73	57	64
Grade 1	71	62	59
Grade 2	77	70	68
Grade 3	83	70	76
Grade 4	77	77	67
Grade 5	75	62	74
Total Students	484	425	436

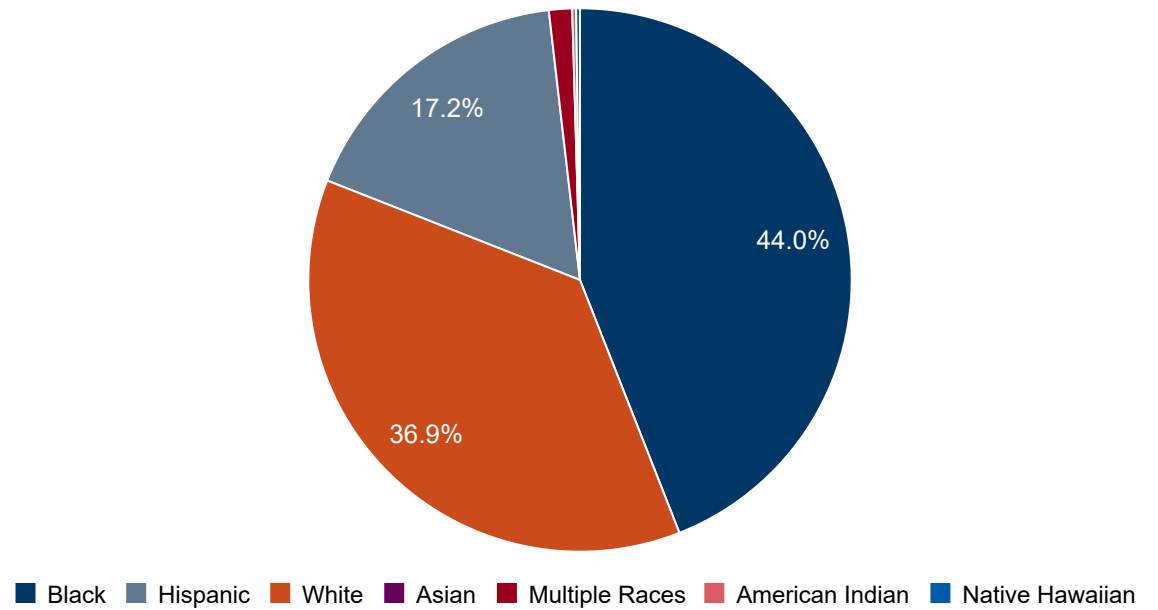
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Fall Membership by Subgroups

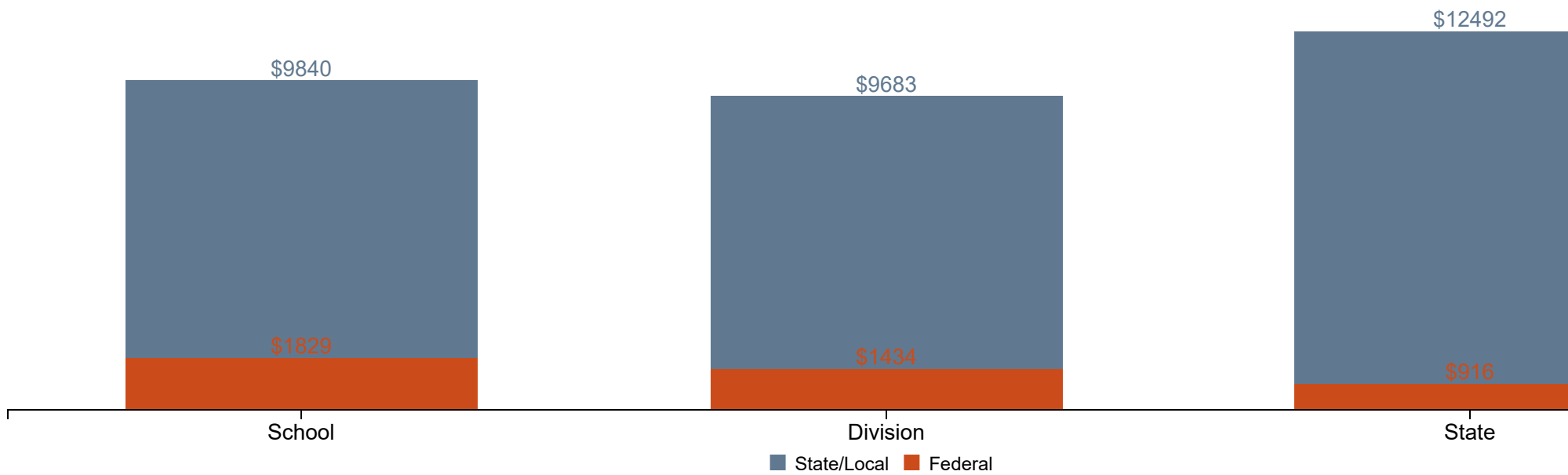
2021 Fall Membership By Subgroup: Racial and Ethnic Groups



FINANCE

Per-Pupil Spending

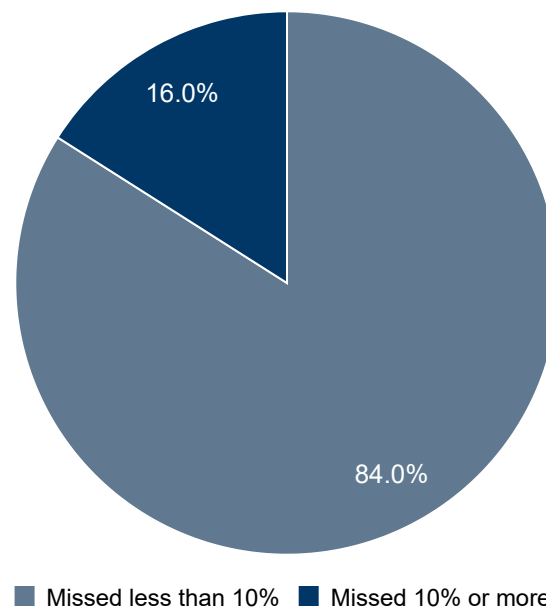
2020-2021 Per-Pupil Spending



LEARNING CLIMATE

Chronic Absenteeism

Chronic Absenteeism 2021-2022 School Year: All Students



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

Standards of Accreditation (SOA) Offenses Data

2020-2021 Offenses	
	Number of Offenses
Other Offenses Against Persons	<

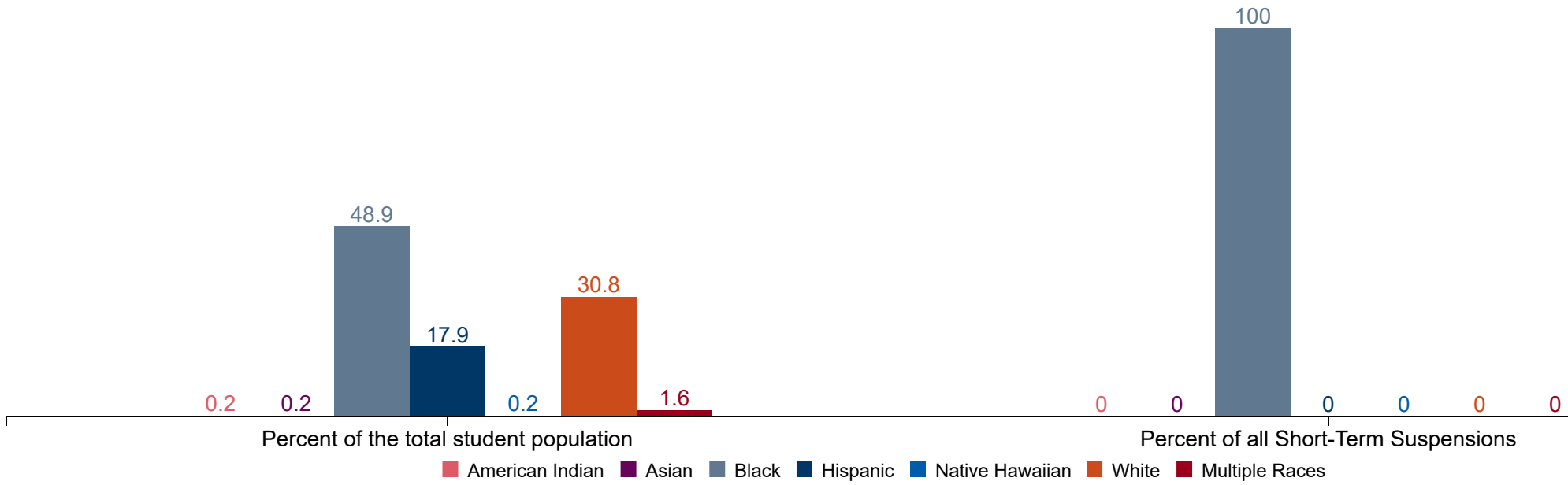
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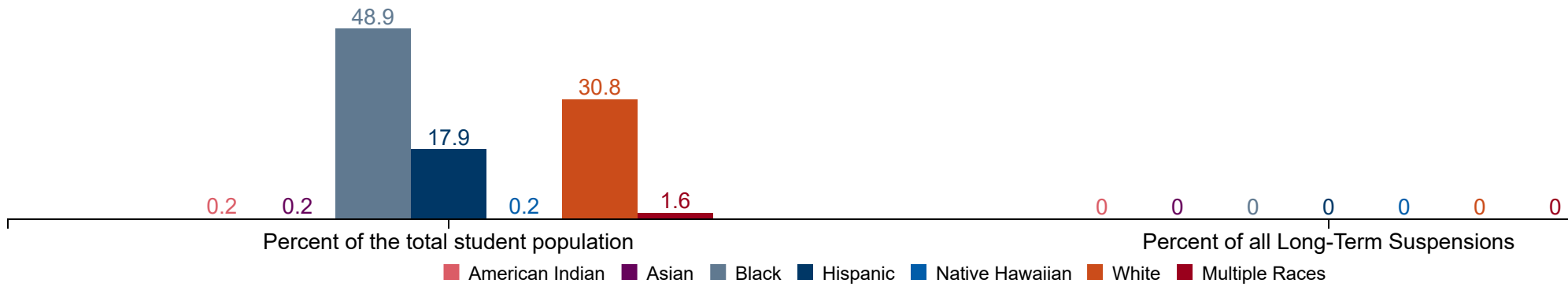
Short-Term Suspensions

Short-Term Suspensions: 2020-2021



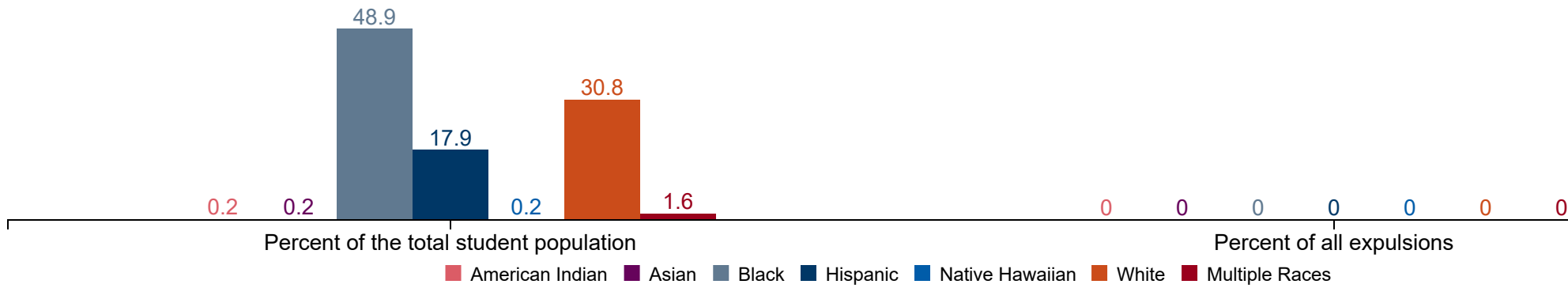
Long-Term Suspensions

Long-Term Suspensions: 2020-2021



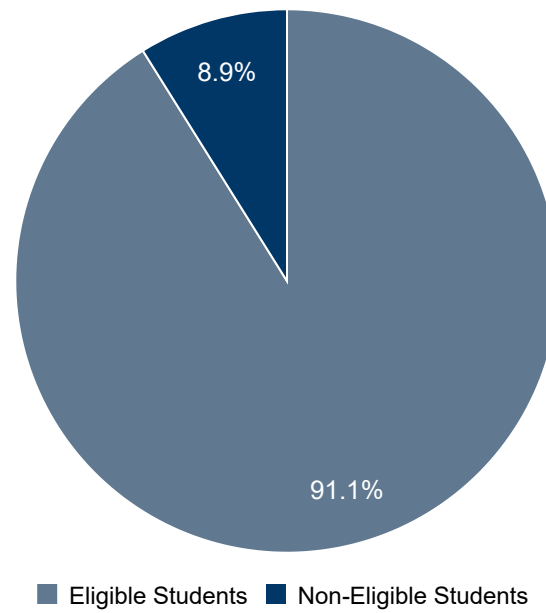
Expulsions

Expulsions: 2020-2021



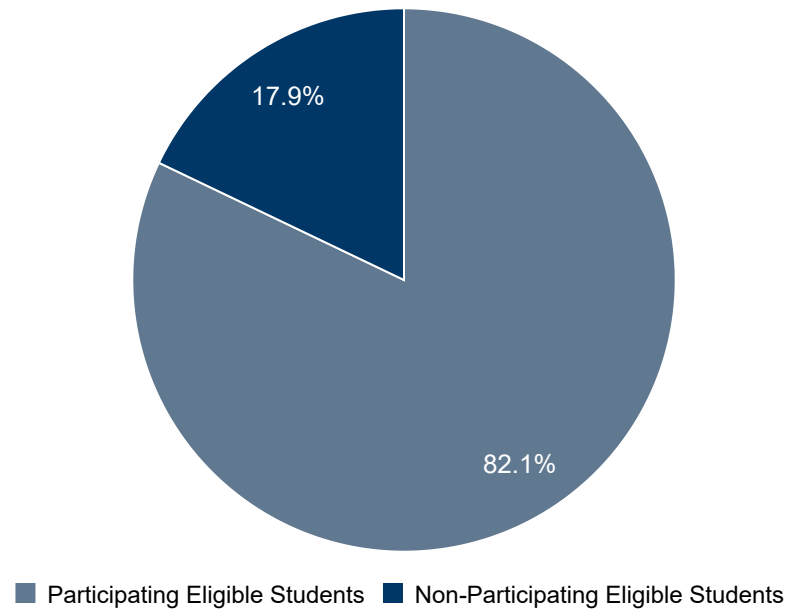
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2021-2022



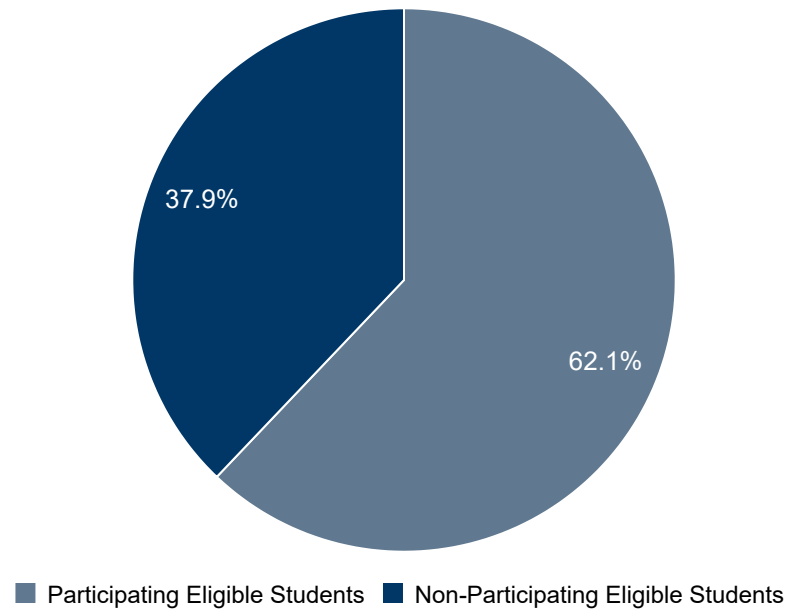
Free and Reduced Breakfast Participation of Eligible Students

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



Free and Reduced Lunch Participation of Eligible Students

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



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	13.3%	3.3%	0%
Division				
	All Schools	14.1%	11.9%	5.1%

Teacher Quality All Schools

	Poverty Level	Out-of-Field Teachers	Inexperienced Teachers	Out-of-Field and Inexperienced Teachers
	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	3.3%	3.3%
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%

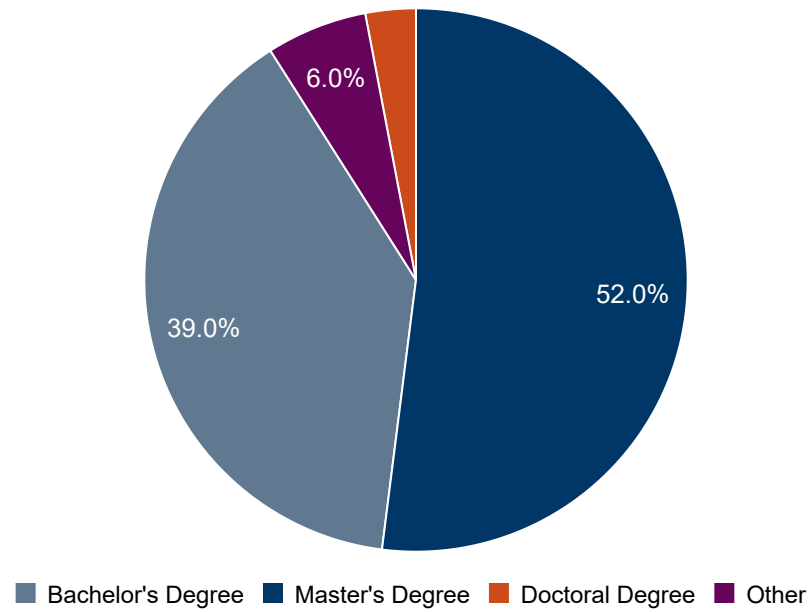
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Teacher Educational Attainment

Teacher Educational Attainment: 2021-2022



EVERY STUDENT SUCCEEDS ACT

2022 ESSA Status: **Pending**
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	pending	pending	-	Yes	-
Asian	pending	pending	-	-	-
Black	pending	pending	-	Yes	-
Hispanic	pending	pending	-	Yes	-
White	pending	pending	-	Yes	-
Multiple Races	pending	pending	-	TS	-
Economically Disadvantaged	pending	pending	-	Yes	-
English Learners	pending	pending	Yes	Yes	-
Students with Disabilities	pending	pending	-	No	-

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	62%	68%	-	-
Asian	-	-	-	-
Black	48%	61%	-	-
Hispanic	61%	68%	-	-
White	78%	82%	-	-
Multiple Races	<	70%	-	-
Economically Disadvantaged	60%	66%	-	-
English Learners	61%	65%	-	-
Students with Disabilities	24%	25%	-	-

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ESSA Annual Targets and Long-Term Goals: Mathematics

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	63%	77%	-	-
Asian	-	-	-	-
Black	51%	69%	-	-
Hispanic	64%	82%	-	-
White	76%	85%	-	-
Multiple Races	<	86%	-	-
Economically Disadvantaged	57%	75%	-	-
English Learners	68%	83%	-	-
Students with Disabilities	18%	30%	-	-

< = A group below state definition for personally identifiable results

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ESSA Pass Rates: Science

Student Group	Current Rate
All Students	54%
Asian	-
Black	38%
Hispanic	<
White	71%
Multiple Races	-
Economically Disadvantaged	49%
English Learners	73%
Students with Disabilities	8%

< = A group below state definition for personally identifiable results

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Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	16%	13%	13%	10%
Asian	-	-	10%	10%
Black	17%	14%	14%	10%
Hispanic	18%	8%	14%	10%
White	13%	13%	14%	10%
Multiple Races	<	<	15%	10%
Economically Disadvantaged	19%	15%	17%	10%
English Learners	16%	7%	13%	10%
Students with Disabilities	23%	22%	18%	10%

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English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	56%	50%	58%
English Learner Proficiency	18%	-	-

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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%	-	100%	-
Asian	-	-	-	-	-	-
Black	100%	-	100%	-	100%	-
Hispanic	100%	-	100%	-	<	<
White	100%	-	100%	-	100%	-
Multiple Races	<	<	<	<	-	-
Economically Disadvantaged	100%	-	100%	-	100%	-
Not Economically Disadvantaged	100%	-	100%	-	100%	-
English Learners	100%	-	100%	-	100%	-
Students with Disabilities	100%	-	100%	-	100%	-
Students without Disabilities	100%	-	100%	-	100%	-
Female	100%	-	100%	-	100%	-
Male	100%	-	100%	-	100%	-
Migrant	<	<	<	<	<	<

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Growth in Reading and Mathematics

Student Group	Growth English Reading	Growth Mathematics
All Students	84%	82%
Asian	-	-
Black	75%	76%
Hispanic	88%	73%
White	94%	92%
Multiple Races	<	<
Economically Disadvantaged	83%	79%
English Learners	89%	76%
Students with Disabilities	67%	52%

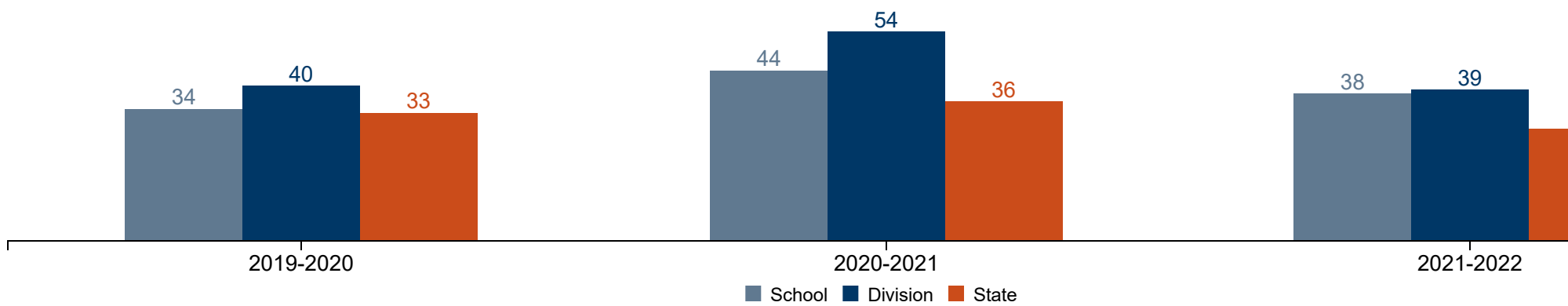
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SCHOOL READINESS

Kindergarten Students' Public Preschool Experience



Kindergarten Students Meeting Fall Literacy Benchmarks

