



Home > Anne E. Moncure Elementary Quality Profile

Anne E. Moncure Elementary

GENERAL SCHOOL INFORMATION

Category: Elementary (KG-05) School

Phone: 540-658-6300

Address: 75 Moncure Lane Stafford, VA 22556

Principal: Mr. Gregory R. Machi

Superintendent: Dr. Thomas W Taylor

School Number: 260

Region: 3

Division: [Stafford County Public Schools](#)

[Schools](#)

Division Number: 89

[Division Website](#)

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



ACCREDITATION

2023 Accreditation Status: **Accredited**



Number of School Quality Indicators at Level Three (Below Standard): **0 of 6**


Accreditation Status Last Year: **Accredited**

Triennial Accreditation: **2019 through 2023**

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 Two |  |













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.

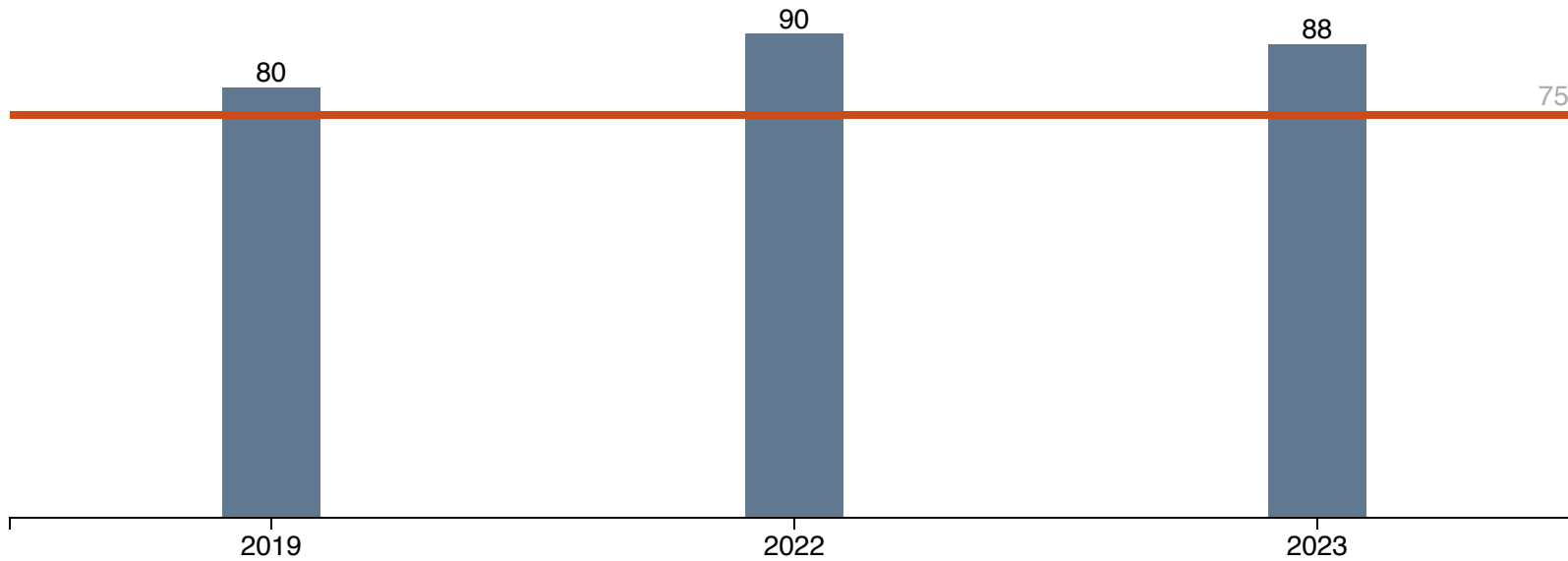
| Student Group | Achievement Gap - English | Achievement Gap - Math |
|----------------------------|---|---|
| Asian | Level One  | Level One  |
| Black | Level One  | Level One  |
| Economically Disadvantaged | Level One  | Level One  |
| English Learners | Level One  | Level One  |
| Hispanic | Level One  | Level One  |
| Multiple Races | Level One  | Level One  |

| Student Group | Achievement Gap - English | Achievement Gap - Math |
|----------------------------|---|---|
| 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.



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 | 59 | 6 | 17 | 6 | 88 | 12 |
| Previous Year | 44 | 27 | 16 | 2 | 90 | 10 |
| Cumulative 3 Year | 57 | 14 | 13 | 3 | 87 | 13 |

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.

20.29% 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 | 719 | 183 | 902 | 20.29 |
| 2021 - 2022 | 727 | 134 | 861 | 15.56 |
| 2018 - 2019 | 756 | 69 | 825 | 8.36 |

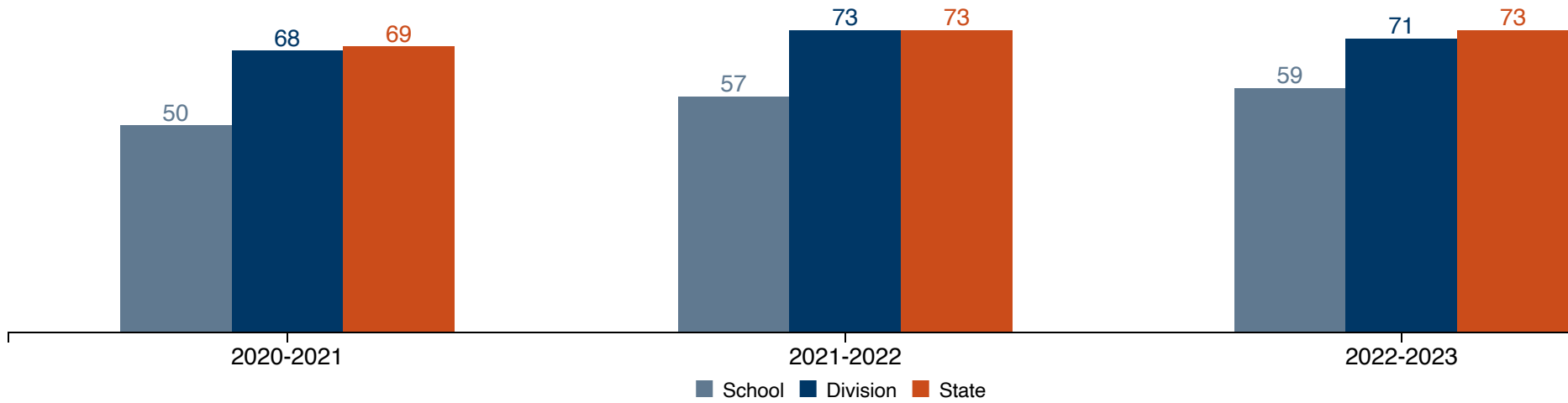
ASSESSMENTS

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

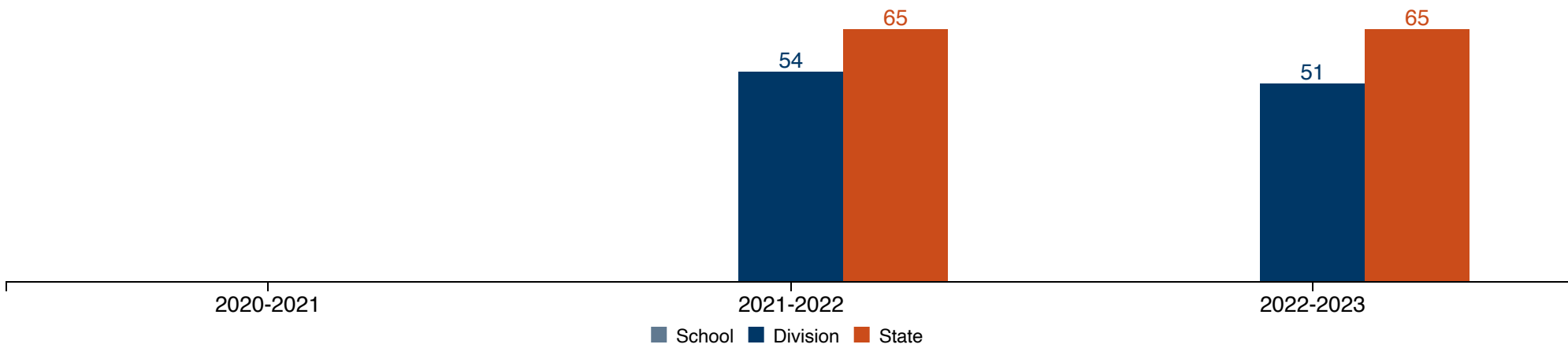
Reading Performance: All Students

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.



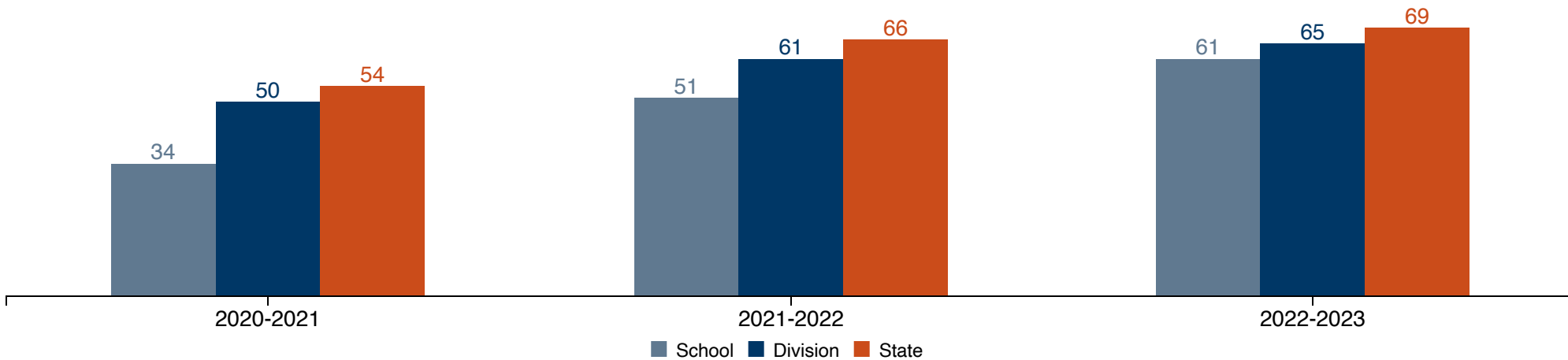
Writing Performance: All Students

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.



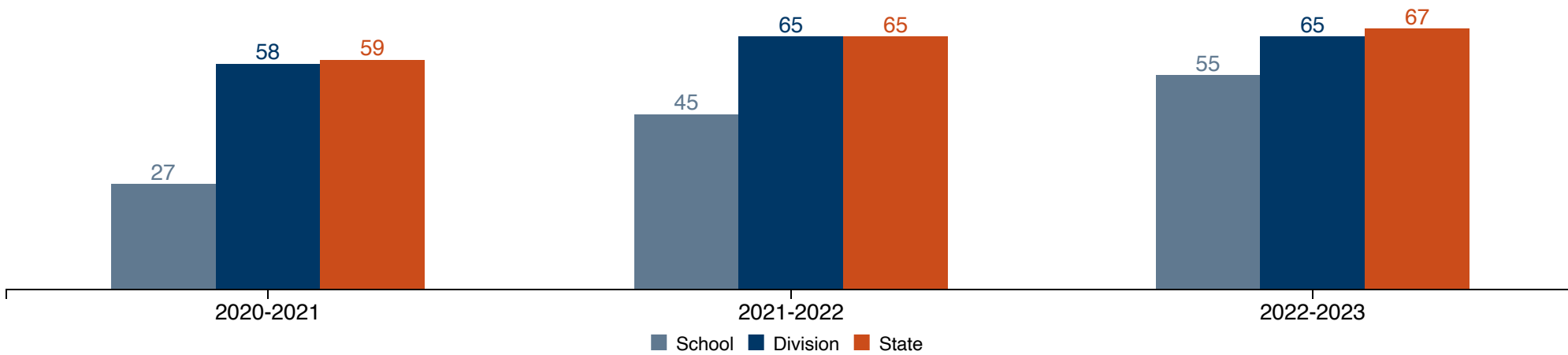
Math Performance: All Students

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.



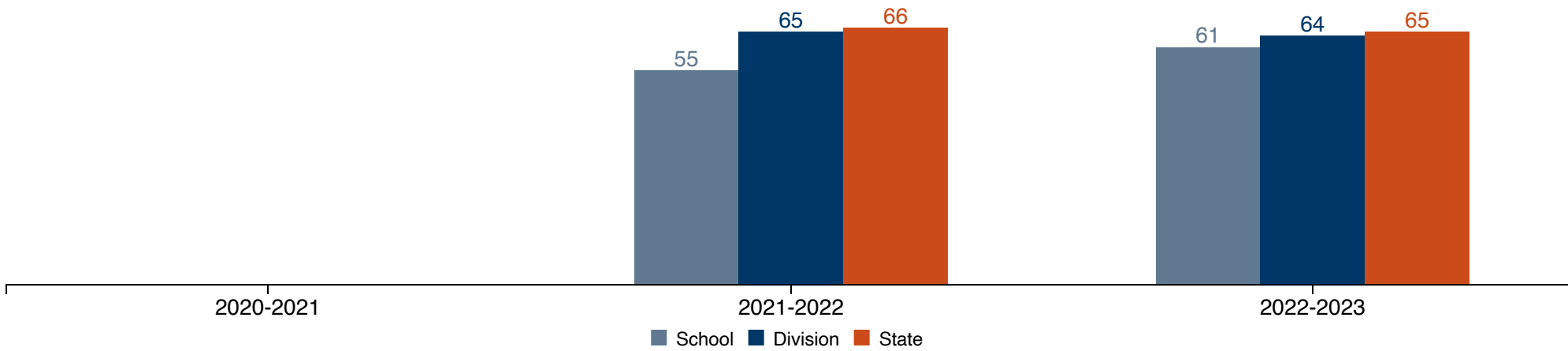
Science Performance: All Students

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 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 | 2022-2023 |
| School | 3 | - | 5 |
| Division | 14 | 46 | 38 |
| 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 3 Reading | 1 | 152 | 0.7% |
| Grade 4 Reading | 1 | 148 | 0.7% |
| Grade 5 Reading | 1 | 156 | 0.6% |

ENROLLMENT

Fall Membership by Grade

| Grade | 2020-2021 | 2021-2022 | 2022-2023 |
|------------------|-----------|-----------|-----------|
| Kindergarten | 120 | 146 | 130 |
| Grade 1 | 134 | 131 | 169 |
| Grade 2 | 145 | 134 | 146 |
| Grade 3 | 148 | 146 | 152 |
| Grade 4 | 153 | 150 | 148 |
| Grade 5 | 143 | 151 | 156 |
| Pre-kindergarten | - | - | 1 |
| Total Students | 843 | 858 | 902 |

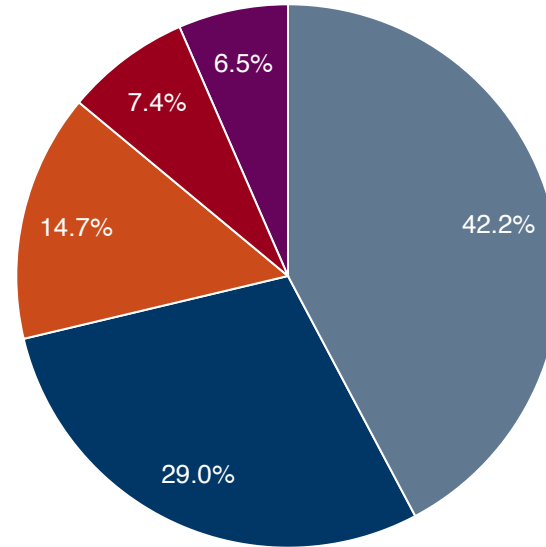
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Fall Membership by Subgroups

2022 Fall Membership By Subgroup: Racial and Ethnic Groups

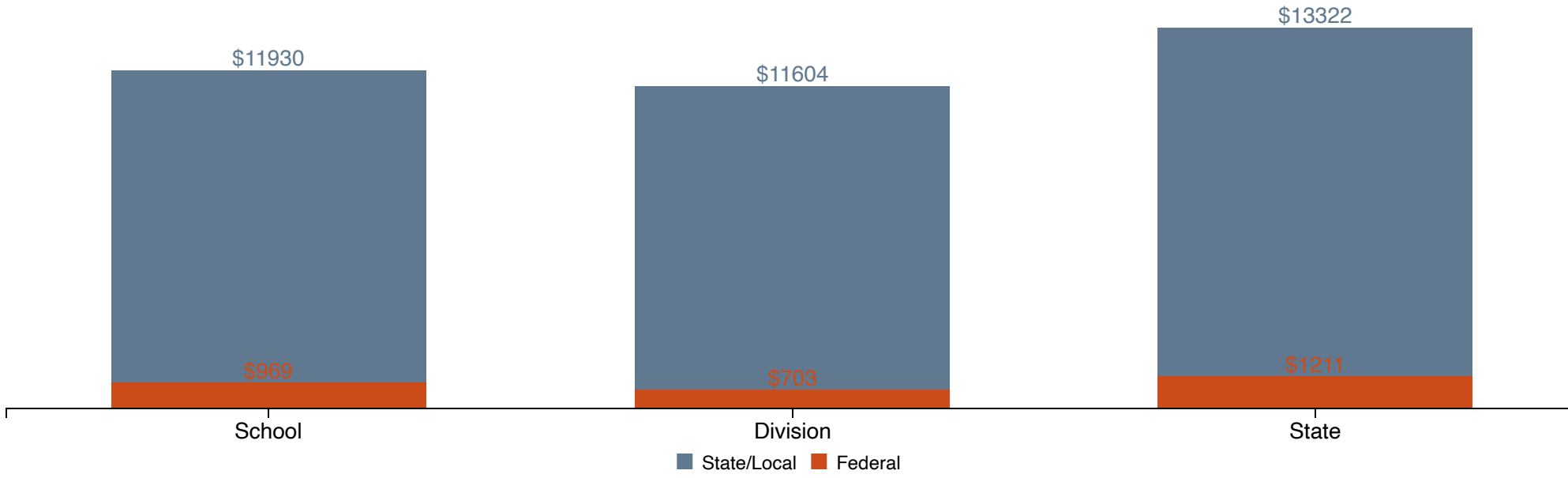


■ Black ■ Hispanic ■ White ■ Asian ■ Multiple Races ■ American Indian ■ Native Hawaiian

FINANCE

Per-Pupil Spending

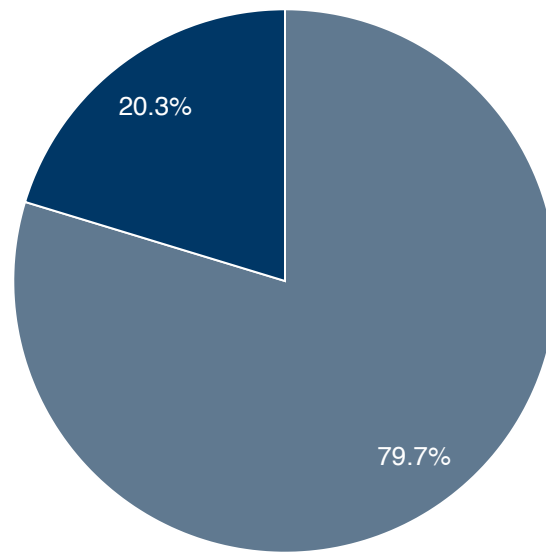
2021-2022 Per-Pupil Spending



LEARNING CLIMATE

Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students



■ 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 | 9 |
| Behaviors related to School Operations | 30 |
| Relationship Behaviors without Physical Harm | 15 |
| Behaviors of a Safety Concern | 41 |
| Behaviors that Endanger the Health, Safety, or Welfare of Self or Others | 35 |

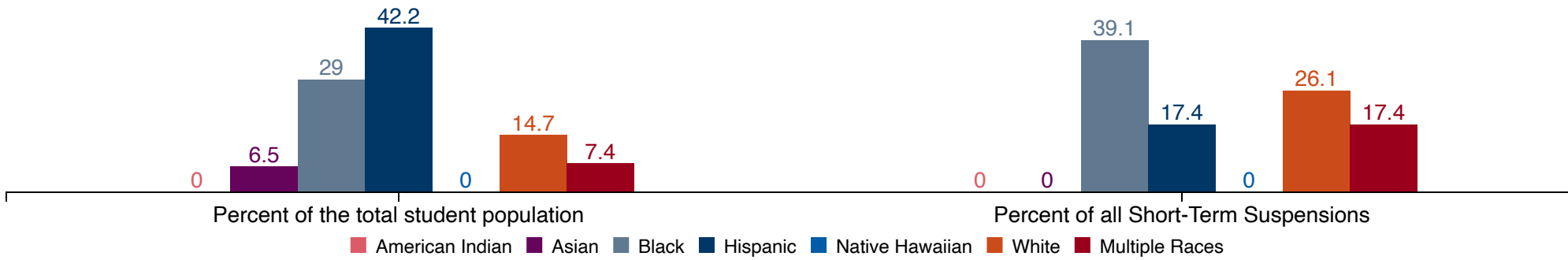
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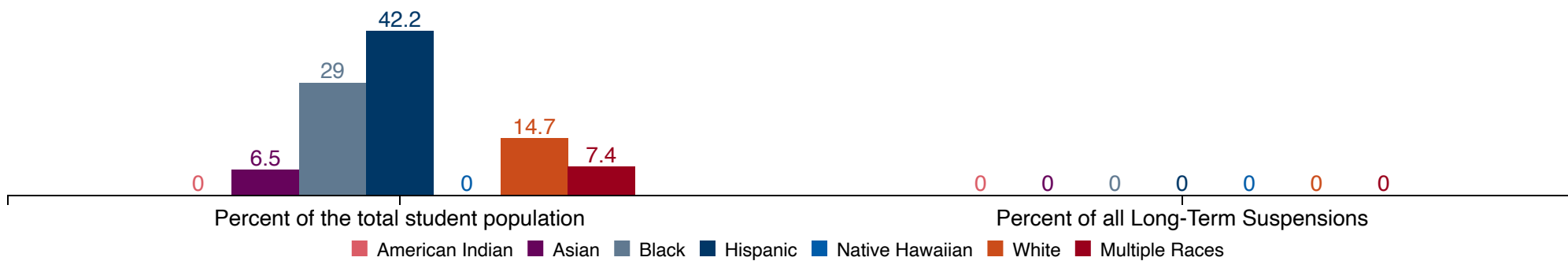
Short-Term Suspensions

Short-Term Suspensions: 2022-2023



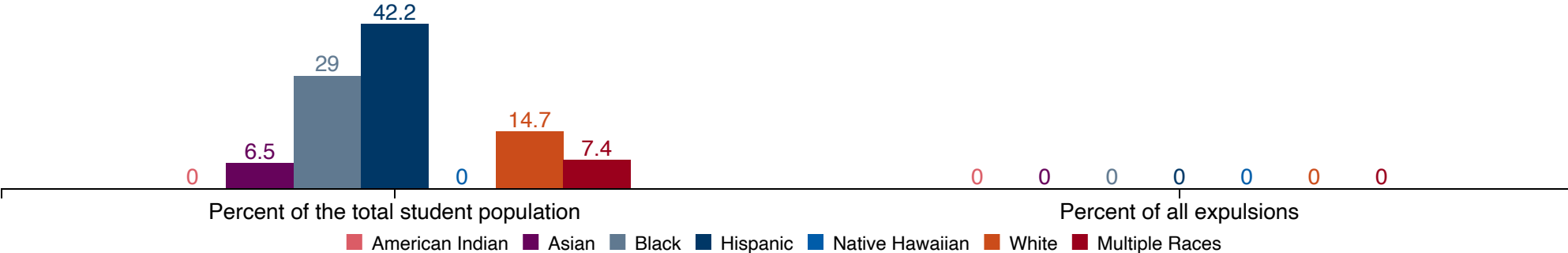
Long-Term Suspensions

Long-Term Suspensions: 2022-2023



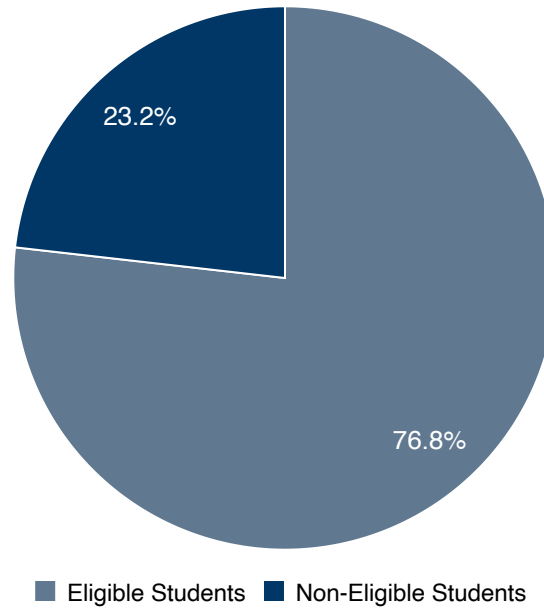
Expulsions

Expulsions: 2022-2023



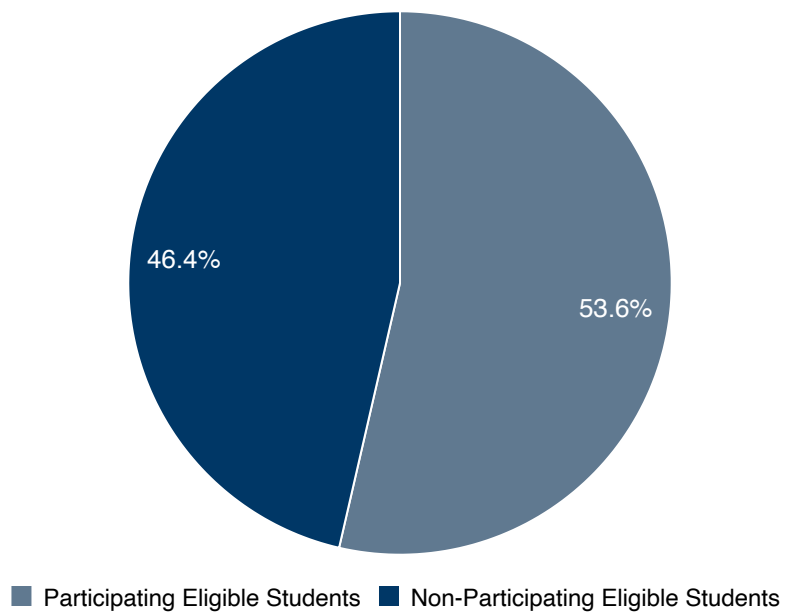
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2022-2023



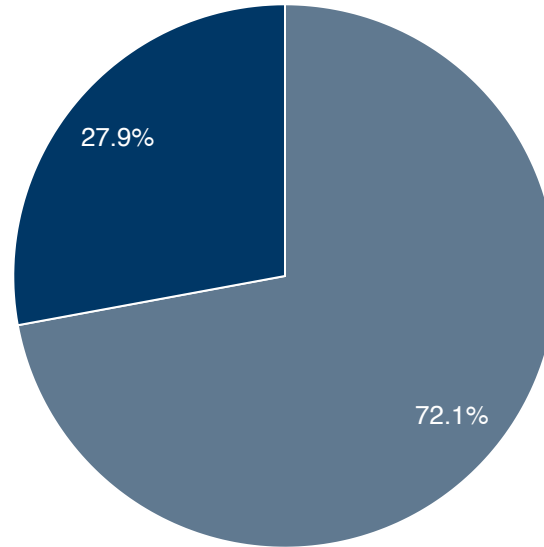
Free and Reduced Breakfast Participation of Eligible Students

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



Free and Reduced Lunch Participation of Eligible Students

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



■ 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 | Medium Poverty | 18.8% | 8.3% | 6.3% |
| Division | | | | |
| | All Schools | 10.1% | 4% | 2% |
| | Low Poverty | 9.6% | 4.4% | 1.8% |
| State | | | | |
| | All Schools | 6.4% | 5.2% | 1.3% |
| | High Poverty | 9.2% | 6.3% | 1.9% |

Teacher Quality All Schools

| | Poverty Level | Out-of-Field Teachers | Inexperienced Teachers | Out-of-Field and Inexperienced Teachers |
|--|---------------|-----------------------|------------------------|---|
| | Low Poverty | 4.7% | 3.8% | 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 | Medium Poverty | 4.2% | 0% |
| Division | | | |
| | All Schools | 13% | 3.1% |
| State | Low Poverty | 13.4% | 3.2% |
| | All Schools | 8.6% | 2.5% |
| | High Poverty | 12.1% | 2.6% |
| | Low Poverty | 6.5% | 2.4% |

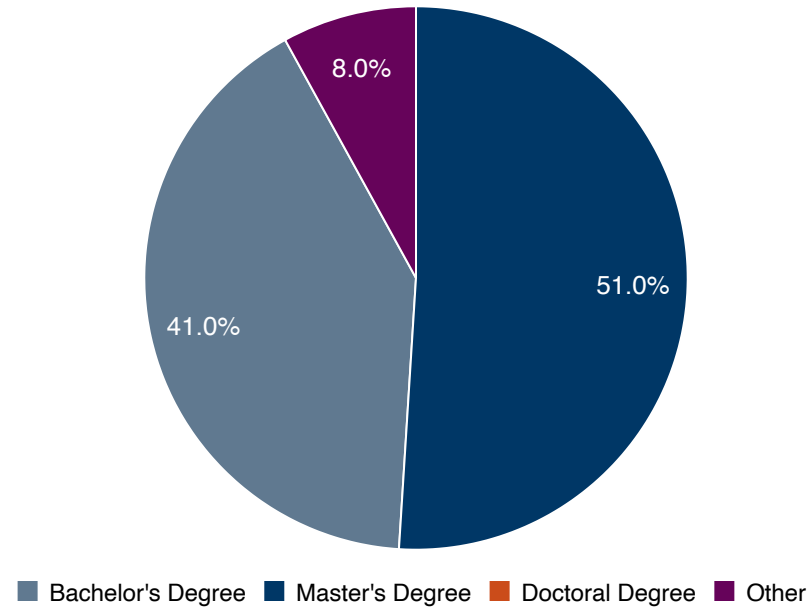
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Teacher Educational Attainment

Teacher Educational Attainment: 2022-2023



EVERY STUDENT SUCCEEDS ACT

2023 ESSA Status: **Pending**
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 | No | - | No | - |
| Asian | TS | No | - | No | - |
| Black | No | No | - | No | - |
| Hispanic | No | Yes | - | No | - |
| White | No | Yes | - | No | - |
| Multiple Races | Yes - CP | Yes | - | No | - |
| Economically Disadvantaged | No | No | - | No | - |
| English Learners | No | Yes | Yes | No | - |
| Students with Disabilities | No | No | - | 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 | 60% | 64% | 77% | 88% |
| Asian | 69% | 73% | 91% | 88% |
| Black | 57% | 59% | 64% | 88% |
| Hispanic | 51% | 54% | 63% | 88% |
| White | 73% | 76% | 84% | 88% |
| Multiple Races | 82% | 80% | 82% | 88% |
| Economically Disadvantaged | 54% | 54% | 63% | 88% |
| English Learners | 49% | 49% | 53% | 88% |
| Students with Disabilities | 34% | 35% | 50% | 88% |

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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% | 66% | 72% | 85% |
| Asian | 70% | 66% | 90% | 85% |
| Black | 51% | 54% | 56% | 85% |
| Hispanic | 59% | 58% | 58% | 85% |
| White | 79% | 85% | 80% | 85% |
| Multiple Races | 88% | 82% | 75% | 85% |
| Economically Disadvantaged | 54% | 53% | 57% | 85% |
| English Learners | 57% | 53% | 52% | 85% |
| Students with Disabilities | 39% | 43% | 47% | 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 | 56% |
| Asian | < |
| Black | 53% |
| Hispanic | 49% |
| White | 74% |
| Multiple Races | 75% |
| Economically Disadvantaged | 50% |
| English Learners | 51% |
| Students with Disabilities | 35% |

< = 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 | 20% | 20% | 12% | 10% |
| Asian | 18% | 18% | 10% | 10% |
| Black | 17% | 17% | 13% | 10% |
| Hispanic | 22% | 22% | 13% | 10% |
| White | 20% | 20% | 13% | 10% |
| Multiple Races | 24% | 24% | 14% | 10% |
| Economically Disadvantaged | 23% | 23% | 15% | 10% |
| English Learners | 21% | 21% | 12% | 10% |
| Students with Disabilities | 35% | 35% | 16% | 10% |

< = A group below state definition for personally identifiable results

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* = Data not yet available

English Learner Progress and Proficiency

| English Learners | Percent | Annual Target | Long-Term Goal |
|-----------------------------|---------|---------------|----------------|
| English Learner Progress | 64% | 52% | 58% |
| English Learner Proficiency | 12% | - | - |

< = A group below state definition for personally identifiable results

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* = 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% | - | 99% | 1% | 98% | 2% |
| Asian | 100% | - | 100% | - | < | < |
| Black | 100% | - | 99% | 1% | 100% | - |
| Hispanic | 100% | - | 100% | - | 96% | 4% |
| White | 100% | - | 98% | 2% | 100% | - |
| Multiple Races | 100% | - | 100% | - | 100% | - |
| Economically Disadvantaged | 100% | - | 99% | 1% | 98% | 2% |
| Not Economically Disadvantaged | 100% | - | 100% | - | 98% | 2% |
| English Learners | 100% | - | 99% | 1% | 95% | 5% |
| Students with Disabilities | 100% | - | 98% | 2% | 94% | 6% |
| Students without Disabilities | 100% | - | 100% | - | 99% | 1% |
| Female | 100% | - | 100% | - | 97% | 3% |
| Male | 100% | - | 99% | 1% | 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 | 74% | 78% |
| Asian | 86% | 90% |
| Black | 76% | 75% |
| Hispanic | 67% | 75% |
| White | 78% | 81% |
| Multiple Races | 91% | 88% |
| Economically Disadvantaged | 71% | 74% |
| English Learners | 66% | 74% |
| Students with Disabilities | 57% | 71% |

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available

Federal Designation

[Schools Identified for Federal Support and Improvement 2022-2023](#)

[Schools Identified for Federal Support and Improvement 2020-2021](#)

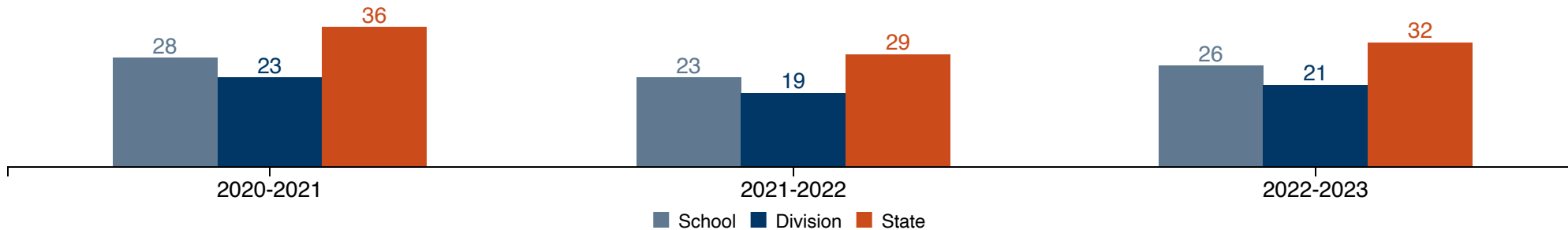
[Schools Identified for Federal Support and Improvement 2019-2020](#)

[Schools Identified for Federal Support and Improvement 2018-2019](#)

[Federal targets and long-term goals, and Federal Support and Improvement Identification and Exit Criteria](#)

SCHOOL READINESS

Kindergarten Students' Public Preschool Experience



Kindergarten Students Meeting Fall Literacy Benchmarks

