Find a Commonwealth Resource

VIRGINIA DEPARTMENT OF
EDUCATION
SCHOOL QUALITY PROFILES

Home  >  Ferry Farm Elementary Quality Profile

# Ferry Farm Elementary

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

**20 Pendleton Rd**

20 Pendleton Rd, Fredericksburg, VA 22405

Directions

View larger map

**GENERAL SCHOOL INFORMATION**
**Category:** Elementary (PK-05) School
**Phone:** 540-373-7366
**Address:** 20 Pendleton Rd
Fredericksburg, VA 22405
**Principal:** Ms. Alissa Fraser
**Superintendent:** Dr. Thomas W Taylor
**School Number:** 230
**Region:** 3
**Division:** Stafford County Public Schools
**Division Number:** 89
**Division Website**

Map data ©2023 Google    Report a map error

# 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 Two |

| Achievement Gaps | |
|---|---|
| English | Level Two |
| 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 Three | 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.



| Year | Rate |
|------|------|
| 2019 | 90 |
| 2022 | 86 |
| 2023 | 84 |
| (threshold) | 75 |
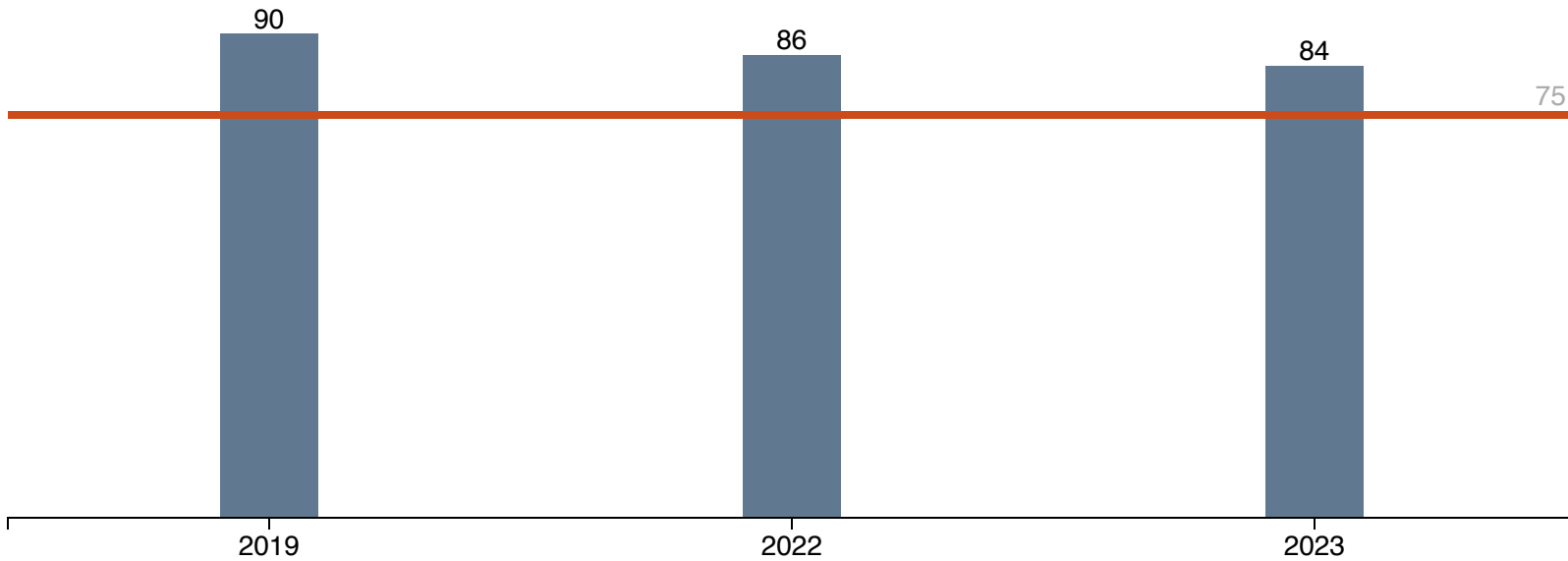
## English Academic Achievement: All Students

### 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 | 65 | 7 | 10 | 1 | 84 | 16 |
| Previous Year | 65 | 7 | 13 | 1 | 86 | 14 |
| Cumulative 3 Year | 70 | 7 | 8 | 1 | 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.

18.17% 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 | 482 | 107 | 589 | 18.17 |
| 2021 - 2022 | 530 | 84 | 614 | 13.68 |
| 2018 - 2019 | 563 | 57 | 620 | 9.19 |

# 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.

⌄

| | 2020-2021 | | | 2021-2022 | | | 2022-2023 | |
|---|---|---|---|---|---|---|---|---|
| School | 69 | | | 69 | | | 69 | |
| Division | | 68 | | | 73 | | | 71 |
| State | | | 69 | | | 73 | | |

■ School  ■ Division  ■ State
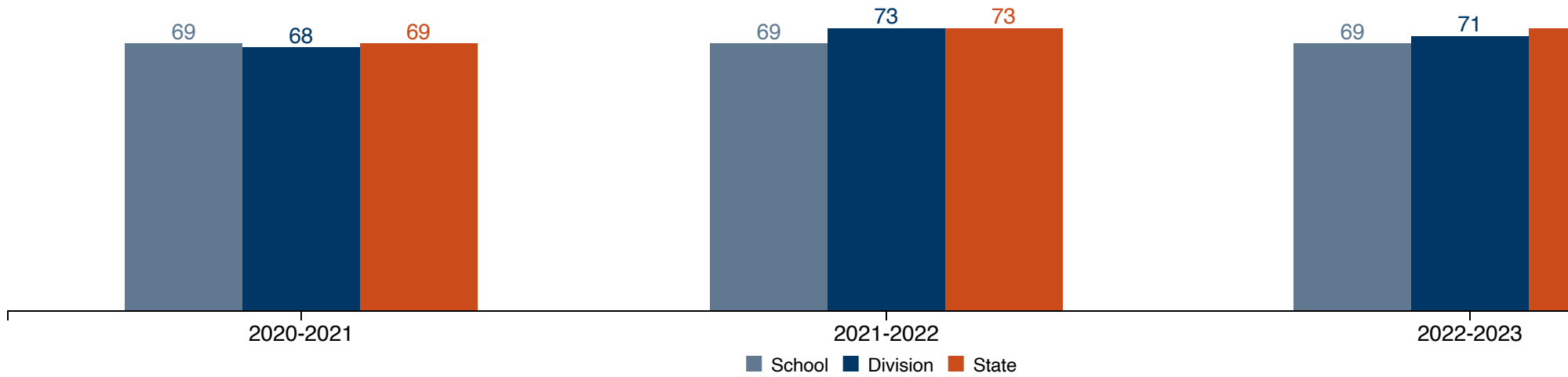
# Writing Performance: All Students

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.

ˇ

| | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|
| Division | | 54 | 51 |
| State | | 65 | |

■ School  ■ Division  ■ State

# 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.

⌄

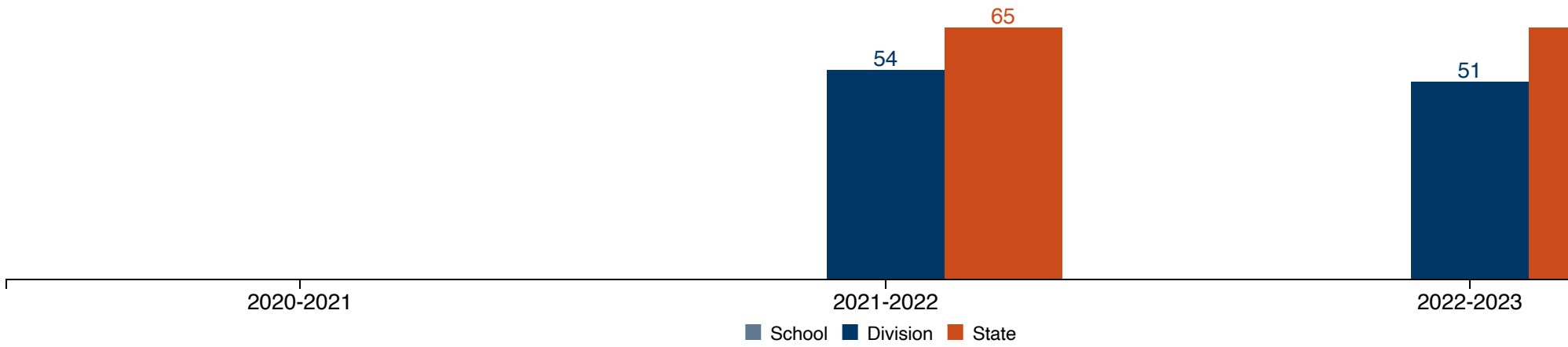| | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|
| School | 56 | 64 | 71 |
| Division | 50 | 61 | 65 |
| State | 54 | 66 | |

■ School  ■ Division  ■ State

# 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.
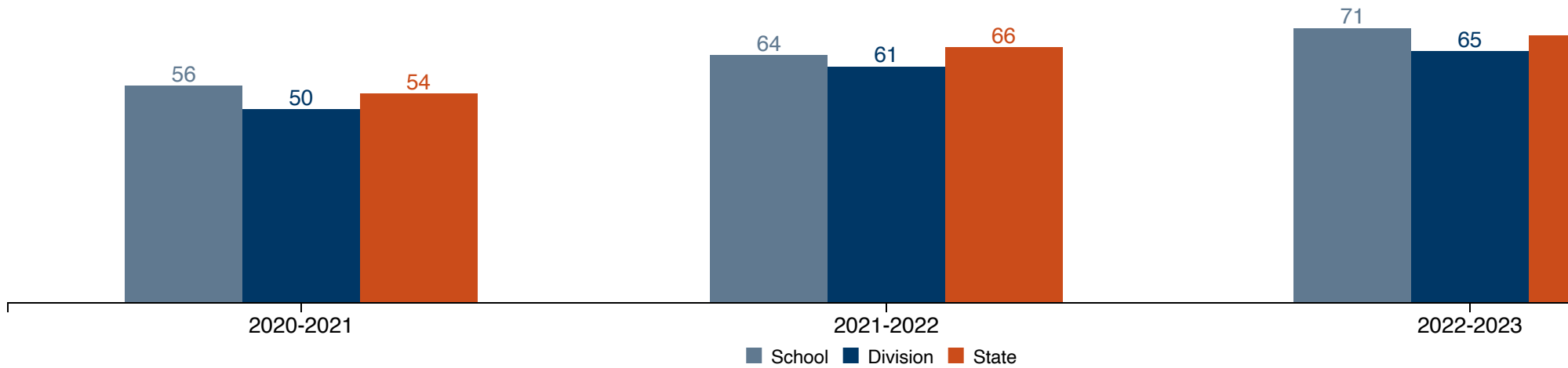
⌄

| | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|
| School | 53 | 59 | 60 |
| Division | 58 | 65 | 65 |
| State | 59 | 65 | |

School  Division  State
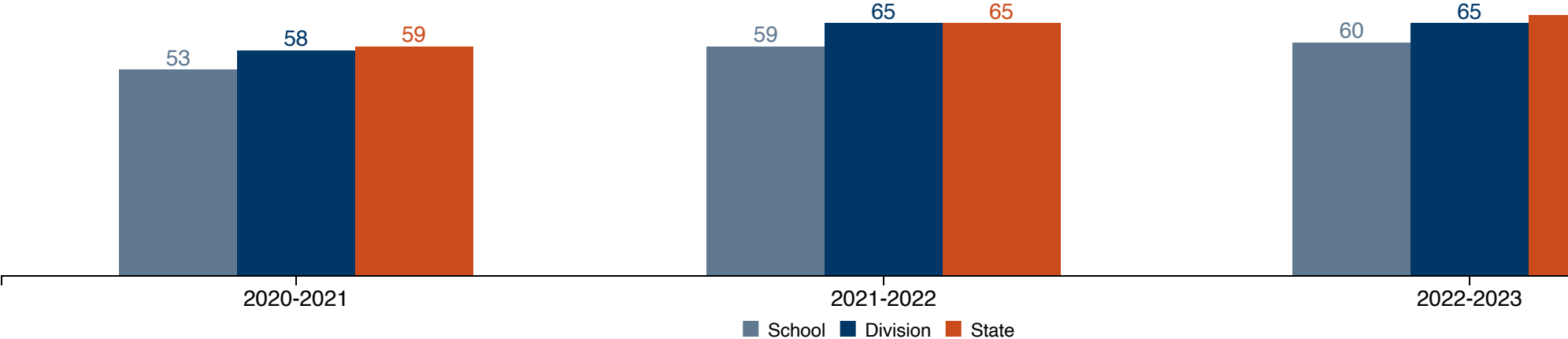
# History Performance: All Students

|  | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|
| School |  | 74 | 76 |
| Division |  | 65 | 64 |
| State |  | 66 |  |

■ 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 | - | - | 1 |
| 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 | 102 | 1% |
| Grade 4 Reading | 1 | 96 | 1% |
| Grade 5 Reading | 1 | 116 | 0.9% |

## ENROLLMENT

### Fall Membership by Grade

| Grade | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|
| Kindergarten | 79 | 99 | 75 |
| Grade 1 | 89 | 102 | 103 |
| Grade 2 | 77 | 99 | 103 |
| Grade 3 | 99 | 95 | 102 |
| Grade 4 | 109 | 113 | 96 |
| Grade 5 | 104 | 110 | 116 |
| Pre-kindergarten | - | 0 | 0 |
| Total Students | 557 | 618 | 595 |

< = 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



- 9.1%
- 10.3%
- 20.2%
- 57.0%

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

# FINANCE

## Per-Pupil Spending

### 2021-2022 Per-Pupil Spending
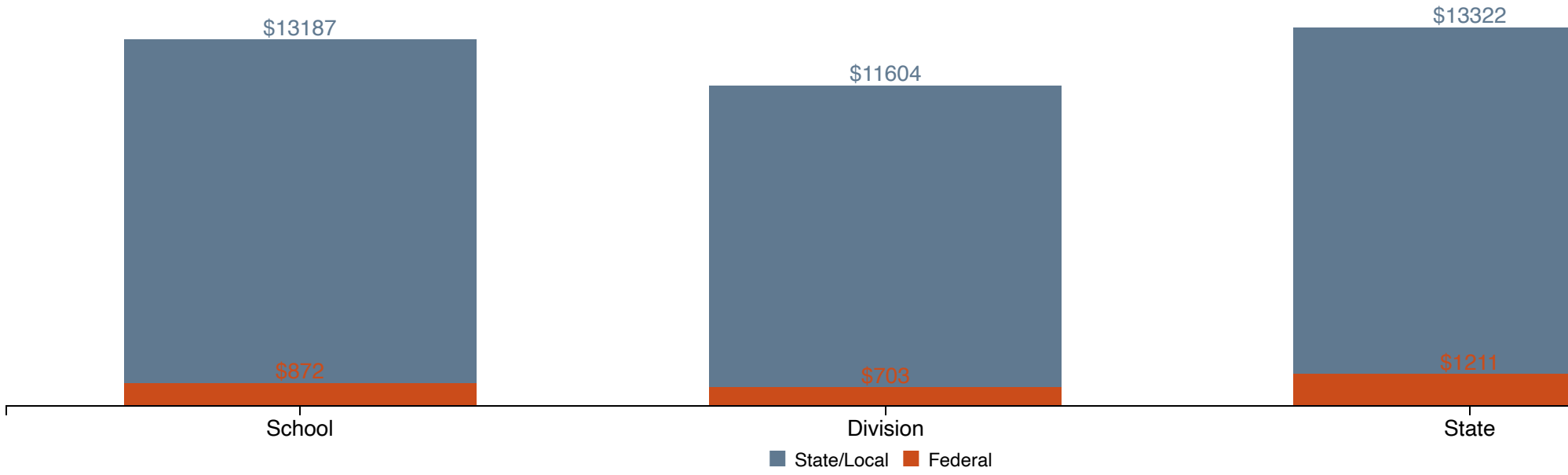
## LEARNING CLIMATE

Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students

18.2%

81.8%
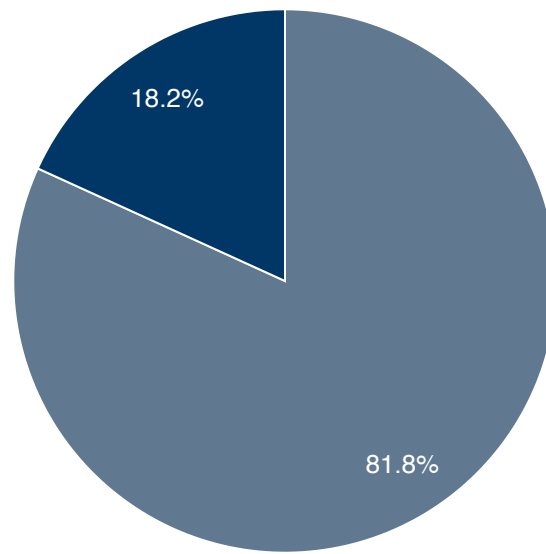
■ Missed less than 10%   ■ Missed 10% or more

# Standards of Accreditation (SOA) Offenses Data

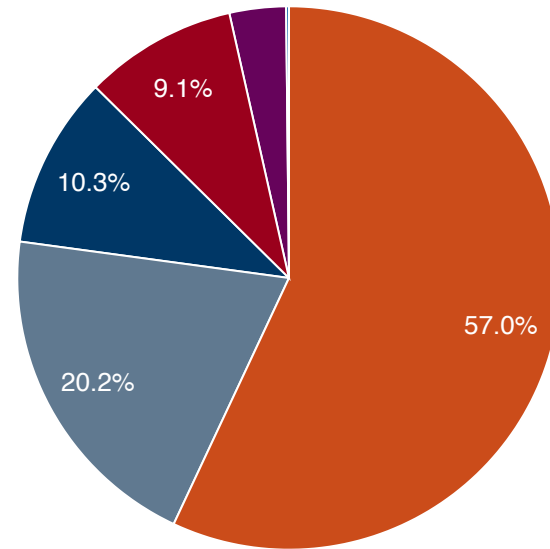| 2022-2023 Offenses | |
|---|---|
| | Number of Offenses |
| Behaviors related to School Operations | 1 |
| Relationship Behaviors without Physical Harm | 2 |
| Behaviors of a Safety Concern | 22 |
| Behaviors that Endanger the Health, Safety, or Welfare of Self or Others | 8 |

< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

# Short-Term Suspensions

## Short-Term Suspensions: 2022-2023



Percent of the total student population

| Race | Percent |
|------|---------|
| American Indian | 0 |
| Asian | 3.4 |
| Black | 10.3 |
| Hispanic | 20.2 |
| Native Hawaiian | 0.2 |
| White | 57 |
| Multiple Races | 9.1 |

Percent of all Short-Term Suspensions

| Race | Percent |
|------|---------|
| American Indian | 0 |
| Asian | 0 |
| Black | 35.7 |
| Hispanic | 21.4 |
| Native Hawaiian | 0 |
| White | 28.6 |
| Multiple Races | 14.3 |

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

# Long-Term Suspensions

## Long-Term Supensions: 2022-2023



Percent of the total student population

Percent of all Long-Term Suspensions

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

Values (Percent of the total student population): 0, 3.4, 10.3, 20.2, 0.2, 57, 9.1

Values (Percent of all Long-Term Suspensions): 0, 0, 0, 0, 0, 0, 0

# Expulsions

## Expulsions: 2022-2023



Percent of the total student population

Percent of all expulsions

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

0    3.4    10.3    20.2    0.2    57    9.1

0    0    0    0    0    0    0
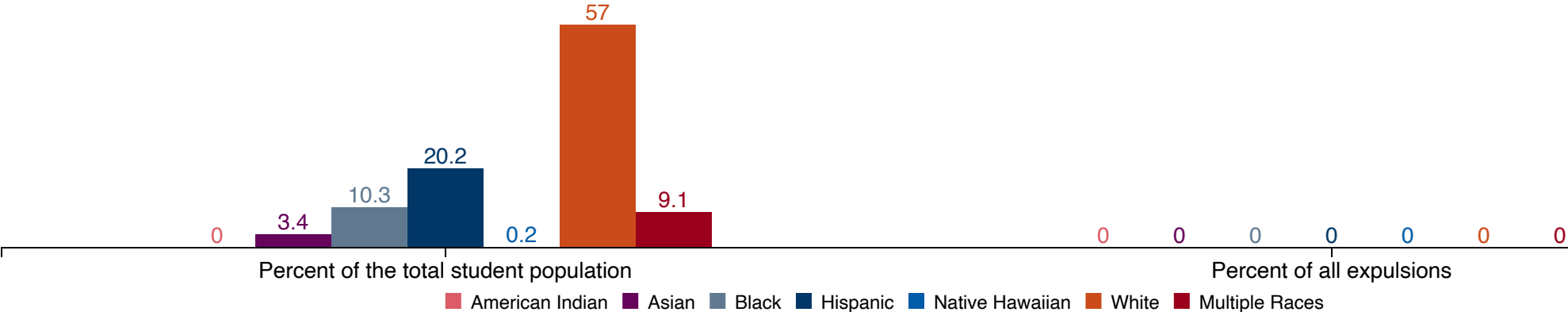
# Free and Reduced Meal Eligibility

## Free and Reduced Meal Eligibility: 2022-2023
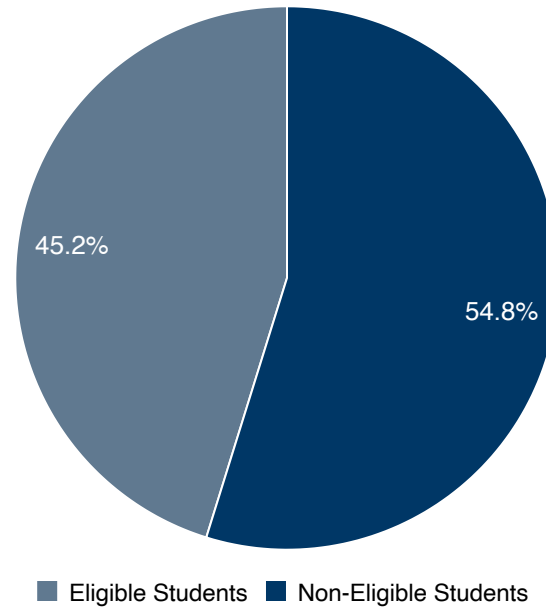


45.2%

54.8%

■ Eligible Students  ■ Non-Eligible Students

# Free and Reduced Breakfast Participation of Eligible Students

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



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: 2022-2023



39.2%

60.8%
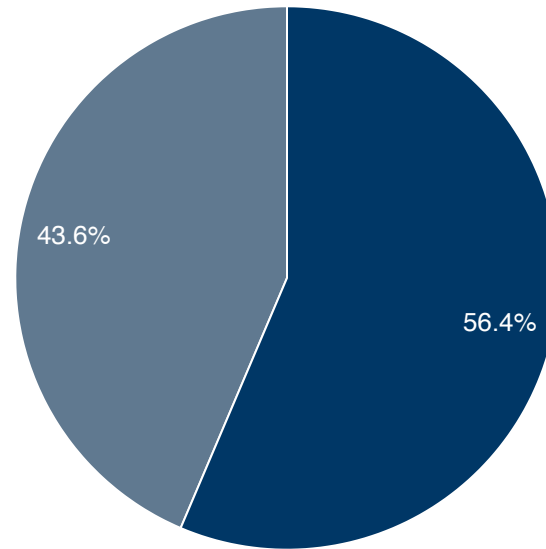
■ Participating Eligible Students  ■ Non-Participating Eligible Students

# 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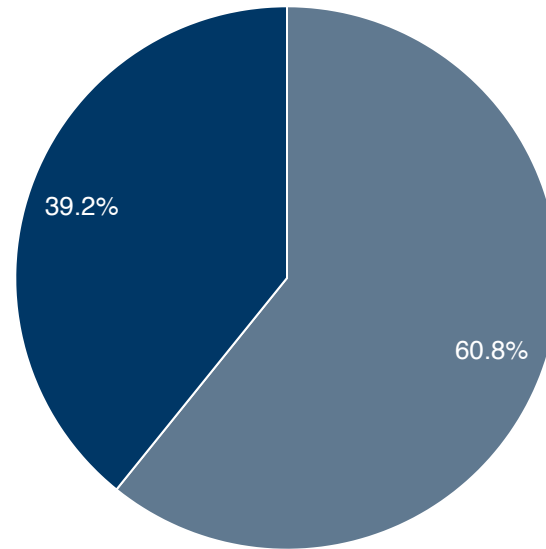.S. Department of Education's Office of Civil Rights reports information collected through the CRDC in carrying out its mission "to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights."More information about the Civil 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 | Medium Poverty | 5.3% | 0% | 0% |
| 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 | 2.6% | 0% |
| Division | | | |
| | All Schools | 13% | 3.1% |
| | Low Poverty | 13.4% | 3.2% |
| State | | | |
| | All Schools | 8.6% | 2.5% |
| | High Poverty | 12.1% | 2.6% |
| | Low Poverty | 6.5% | 2.4% |

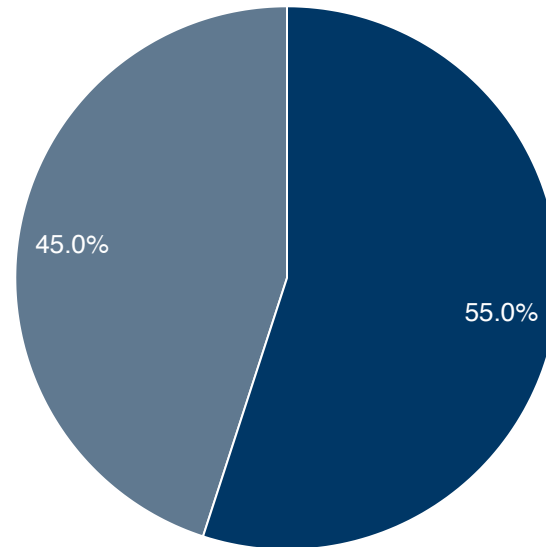< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

# Teacher Educational Attainment

## Teacher Educational Attainment: 2022-2023



45.0%

55.0%

- Bachelor's Degree
- Master's Degree
- Doctoral Degree
- Other

# 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 | Yes | - | No | - |
| Asian | TS | TS | - | TS | - |
| Black | TS | TS | - | No | - |
| Hispanic | Yes - No CP | Yes | - | No | - |
| White | No | Yes | - | No | - |
| Multiple Races | No | Yes | - | No | - |
| Economically Disadvantaged | Yes - CP | Yes | - | No | - |
| English Learners | Yes - CP | Yes | No | 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 | 69% | 74% | 77% | 88% |
| Asian | 70% | 80% | 91% | 88% |
| Black | 36% | 49% | 64% | 88% |
| Hispanic | 68% | 69% | 63% | 88% |
| White | 74% | 79% | 84% | 88% |
| Multiple Races | 74% | 79% | 82% | 88% |
| Economically Disadvantaged | 63% | 66% | 63% | 88% |
| English Learners | 58% | 58% | 53% | 88% |
| Students with Disabilities | 26% | 44% | 50% | 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 | 71% | 77% | 72% | 85% |
| Asian | 73% | 81% | 90% | 85% |
| Black | 29% | 47% | 56% | 85% |
| Hispanic | 74% | 75% | 58% | 85% |
| White | 76% | 82% | 80% | 85% |
| Multiple Races | 77% | 76% | 75% | 85% |
| Economically Disadvantaged | 60% | 66% | 57% | 85% |
| English Learners | 69% | 69% | 52% | 85% |
| Students with Disabilities | 26% | 46% | 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 | 60% |
| Asian | < |
| Black | 29% |
| Hispanic | 57% |
| White | 68% |
| Multiple Races | < |
| Economically Disadvantaged | 54% |
| English Learners | 45% |
| Students with Disabilities | 33% |

< = 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% | 18% | 12% | 10% |
| Asian | 25% | 25% | 10% | 10% |
| Black | 18% | 18% | 13% | 10% |
| Hispanic | 22% | 22% | 13% | 10% |
| White | 15% | 15% | 13% | 10% |
| Multiple Races | 31% | 31% | 14% | 10% |
| Economically Disadvantaged | 23% | 23% | 15% | 10% |
| English Learners | 23% | 23% | 12% | 10% |
| Students with Disabilities | 22% | 22% | 16% | 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 | 50% | 52% | 58% |
| English Learner Proficiency | 15% | - | - |

< = 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% | - | 100% | - | 100% | - |
| Asian | 100% | - | 100% | - | < | < |
| Black | 100% | - | 100% | - | 100% | - |
| Hispanic | 100% | - | 100% | - | 100% | - |
| White | 100% | - | 100% | - | 100% | - |
| Multiple Races | 100% | - | 100% | - | < | < |
| 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 | - | - | - | - | - | - |

< = 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 | 78% | 82% |
| Asian | 90% | 91% |
| Black | 46% | 61% |
| Hispanic | 76% | 82% |
| White | 82% | 84% |
| Multiple Races | 84% | 90% |
| Economically Disadvantaged | 74% | 78% |
| English Learners | 71% | 81% |
| Students with Disabilities | 42% | 50% |

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available

# Federal Designation

# SCHOOL READINESS

## Kindergarten Students' Public Preschool Experience



| | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|
| School | 27 | 18 | 24 |
| Division | 23 | 19 | 21 |
| State | 36 | 29 | |
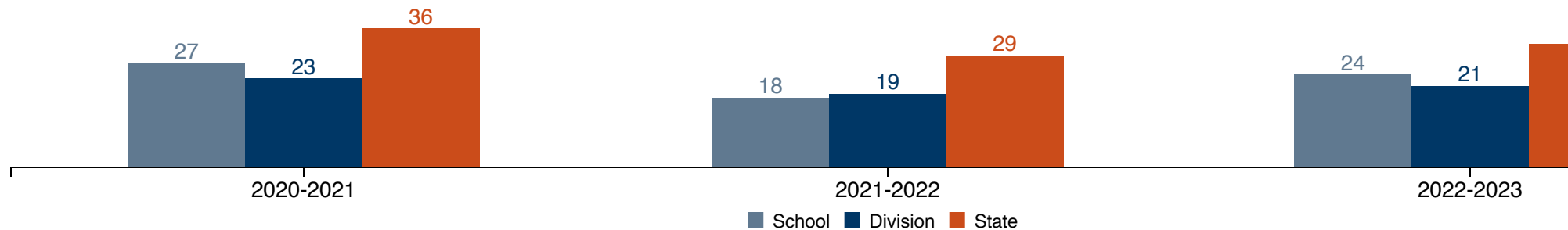
# Kindergarten Students Meeting Fall Literacy Benchmarks

## 2021-2022

- School: 68
- Division: 72
- State: 74

## 2022-2023

- School: 79
- Division: 78
- State: 77

**Legend:** School | Division | State