VIRGINIA DEPARTMENT OF
EDUCATION
SCHOOL QUALITY PROFILES

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Andrew G. Wright Middle

GENERAL SCHOOL INFORMATION

Category: Middle (06-08) School

Phone: 540-658-6240

Address: 100 Wood Dr Stafford, VA 22556

Principal: Ms. Carly R. Hegna

Superintendent: Dr. Thomas W Taylor

School Number: 40

Region: 3

Division: Stafford County Public 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 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 Two	📊	Level One	📊
Economically Disadvantaged	Level Two	📊	Level One	📊
English Learners	Level One	📊	Level One	📊
Hispanic	Level Two	📊	Level One	📊
Multiple Races	Level One	📊	Level One	📊

Student Group	Achievement Gap - English	Achievement Gap - Math
Students with Disabilities	Level Three	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.

	83	76	73	75
	2019	2022	2023	
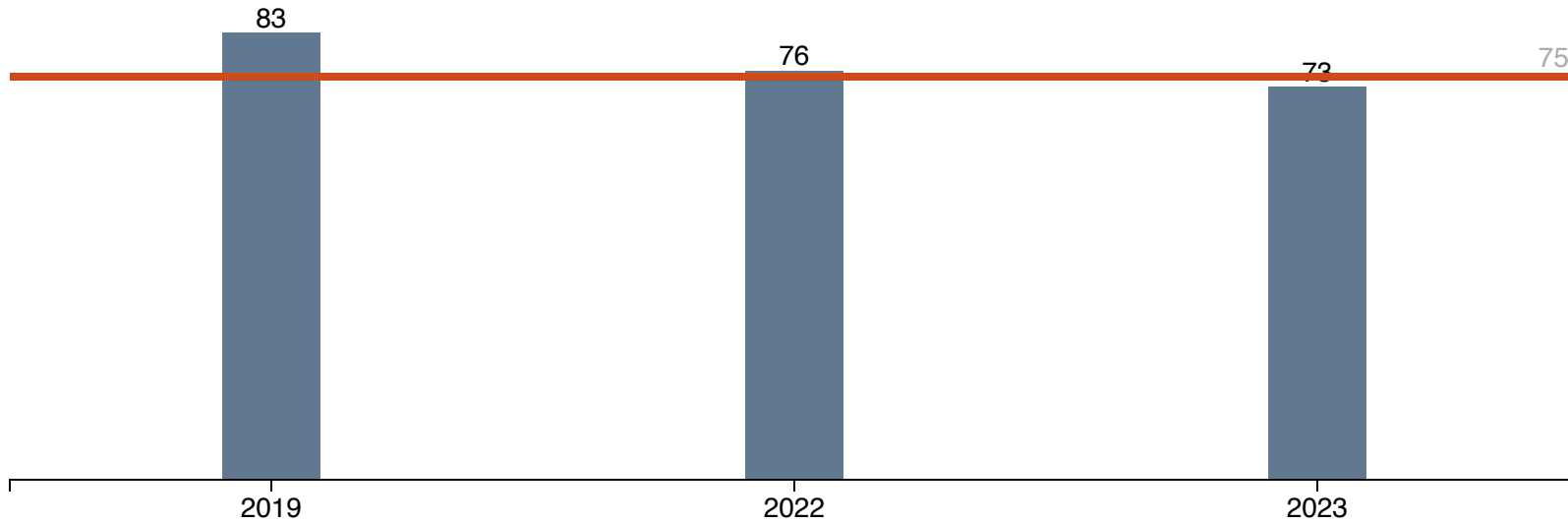
English Academic Achievement: All Students

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	64	4	3	1	73	27
Previous Year	64	5	6	1	76	24
Cumulative 3 Year	69	4	4	1	77	23

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.

18.55% 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	707	161	868	18.55
2021 - 2022	785	109	894	12.19
2018 - 2019	834	68	902	7.54

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	71	70	68
Division	68	73	71
State	69	73	

■ School   ■ Division   ■ State
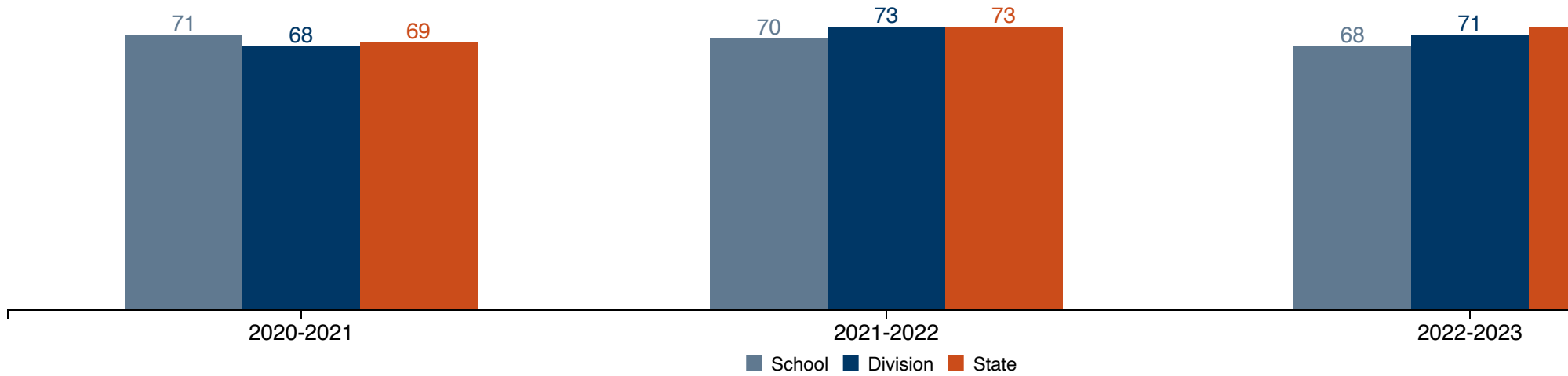
Writing Performance: All Students

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.

	2020-2021	2021-2022	2022-2023
School		57	58
Division		54	51
State		65	

Legend: ■ 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	43	49	64
Division	50	61	65
State	54	66	

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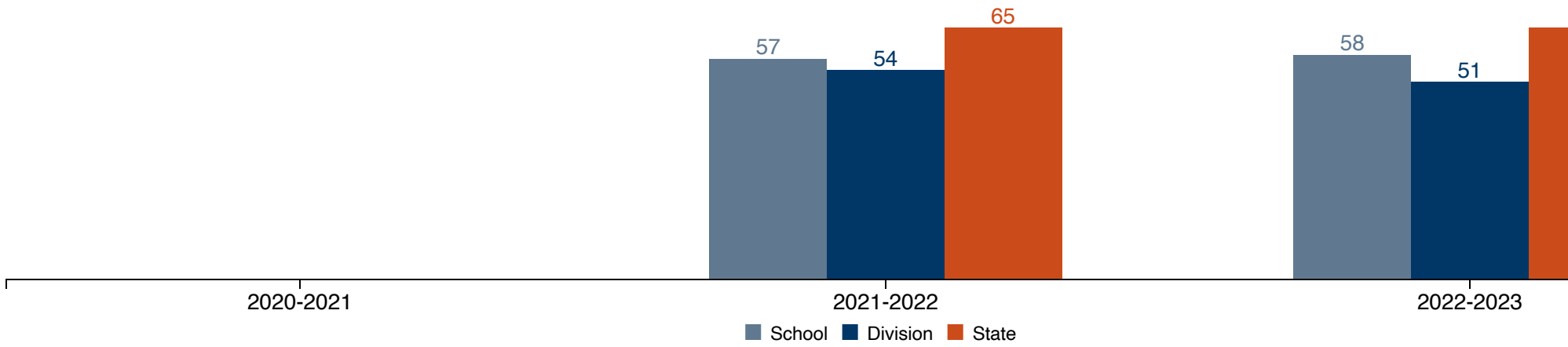
Science Performance: All Students

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.
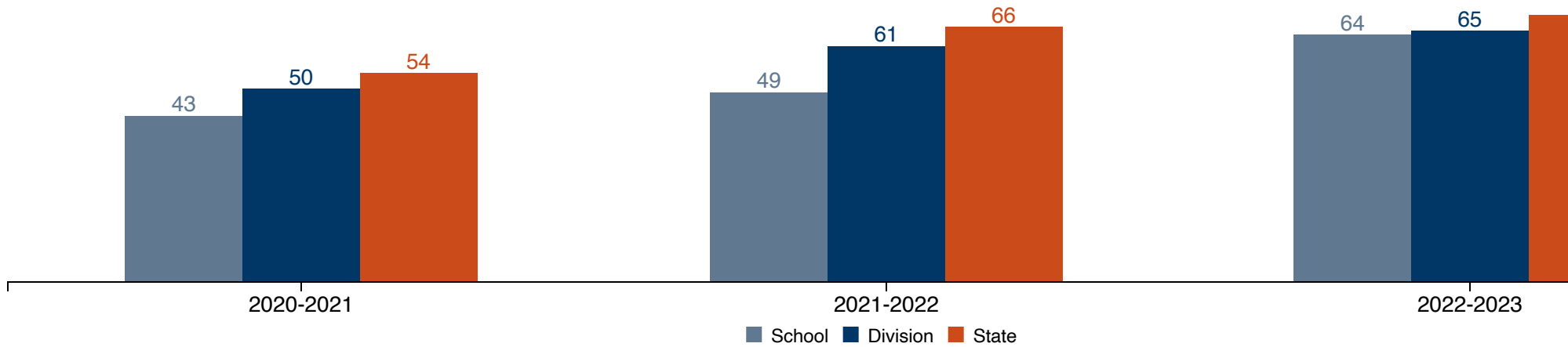

	2020-2021	2021-2022	2022-2023
School	66	64	63
Division	58	65	65
State	59	65	

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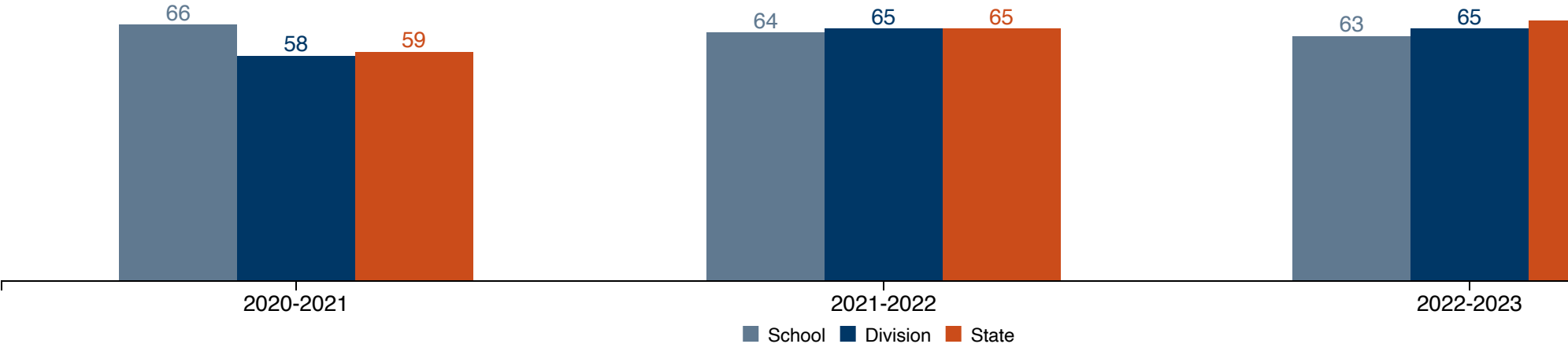
History Performance: All Students

	2020-2021	2021-2022	2022-2023
School		61	66
Division		65	64
State		66	

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 6 Reading	2	262	0.8%
Grade 7 Reading	6	294	2%
Grade 8 Reading	2	313	0.6%

ENROLLMENT

Fall Membership by Grade

Grade	2020-2021	2021-2022	2022-2023
Grade 6	287	282	263
Grade 7	305	292	294
Grade 8	317	313	313
Total Students	909	887	870

< = 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
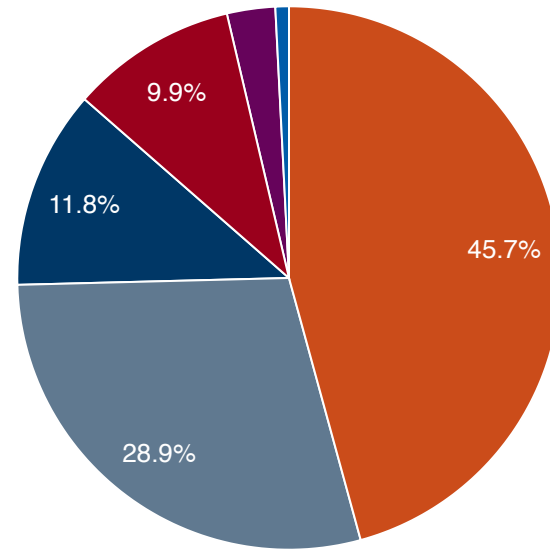
Legend: Black, Hispanic, White, Asian, Multiple Races, American Indian, Native Hawaiian

Pie chart values: 45.7%, 28.9%, 11.8%, 9.9%

FINANCE

Per-Pupil Spending

2021-2022 Per-Pupil Spending

$13322

$11450

$11604

$614

$703

$1211

School

Division

State

■ State/Local ■ Federal
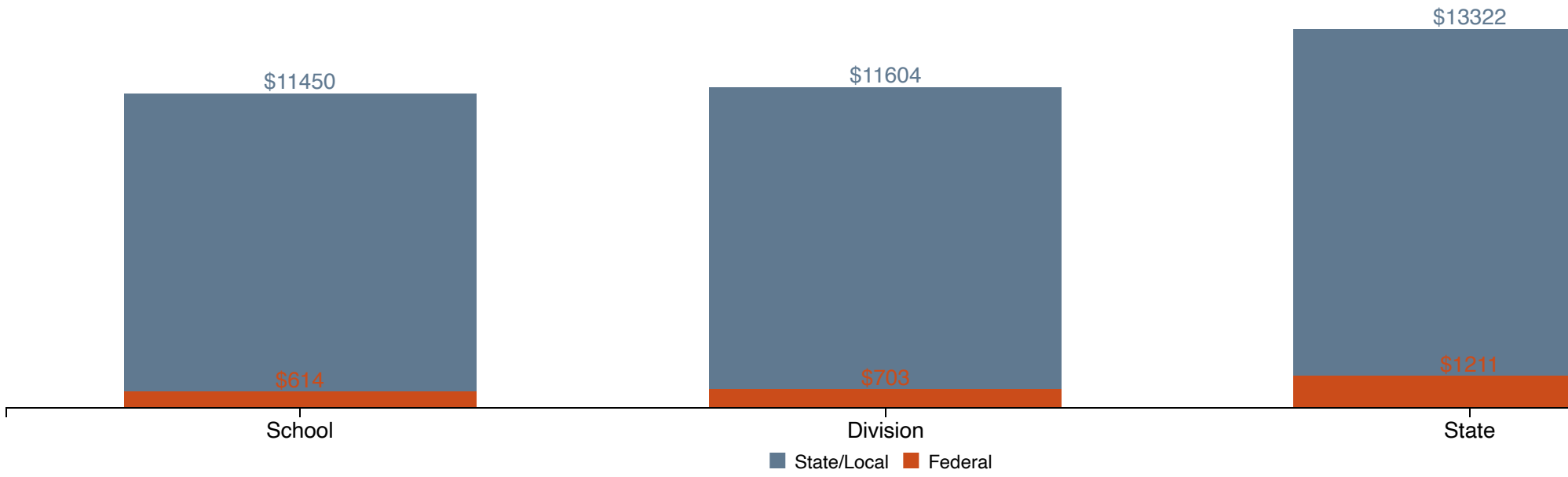
LEARNING CLIMATE

Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students

18.5%

81.5%
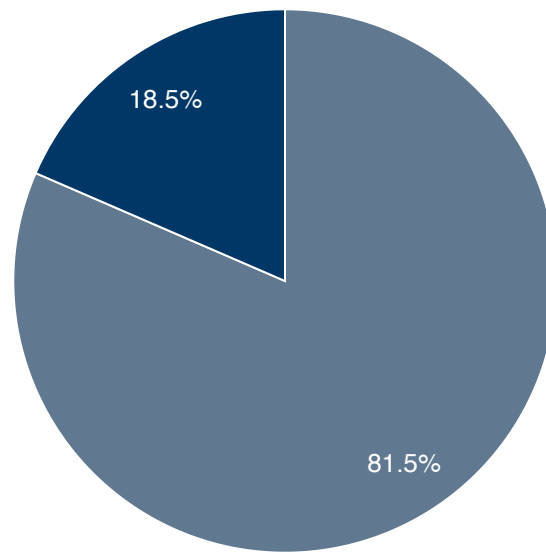
Missed less than 10% Missed 10% or more

Standards of Accreditation (SOA) Offenses Data

| 2022-2023 Offenses	
	Number of Offenses
Behaviors that Impede Academic Progress	78
Behaviors related to School Operations	140
Relationship Behaviors without Physical Harm	163
Behaviors of a Safety Concern	95
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	35
Behaviors used to determine Persistently Dangerous Schools	1

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Short-Term Suspensions

Short-Term Suspensions: 2022-2023

Percent of the total student population

- American Indian: 0
- Asian: 2.9
- Black: 11.9
- Hispanic: 28.9
- Native Hawaiian: 0.8
- White: 45.8
- Multiple Races: 9.9

Percent of all Short-Term Suspensions

- American Indian: 0
- Asian: 2.3
- Black: 16.1
- Hispanic: 21.8
- Native Hawaiian: 2.3
- White: 39.1
- Multiple Races: 18.4

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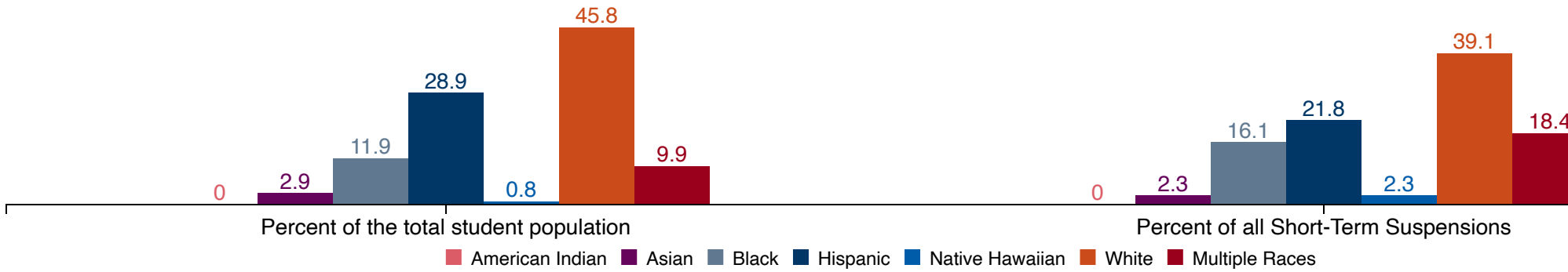
Long-Term Suspensions

Long-Term Supensions: 2022-2023

Percent of the total student population

- American Indian: 0
- Asian: 2.9
- Black: 11.9
- Hispanic: 28.9
- Native Hawaiian: 0.8
- White: 45.8
- Multiple Races: 9.9

Percent of all Long-Term Suspensions

- American Indian: 0
- Asian: 0
- Black: 50
- Hispanic: 16.7
- Native Hawaiian: 0
- White: 16.7
- Multiple Races: 16.7

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

Expulsions

Expulsions: 2022-2023

0	2.9	11.9	28.9	0.8	45.8	9.9	

Percent of the total student population

0   0   0   0   0   0   0

Percent of all expulsions

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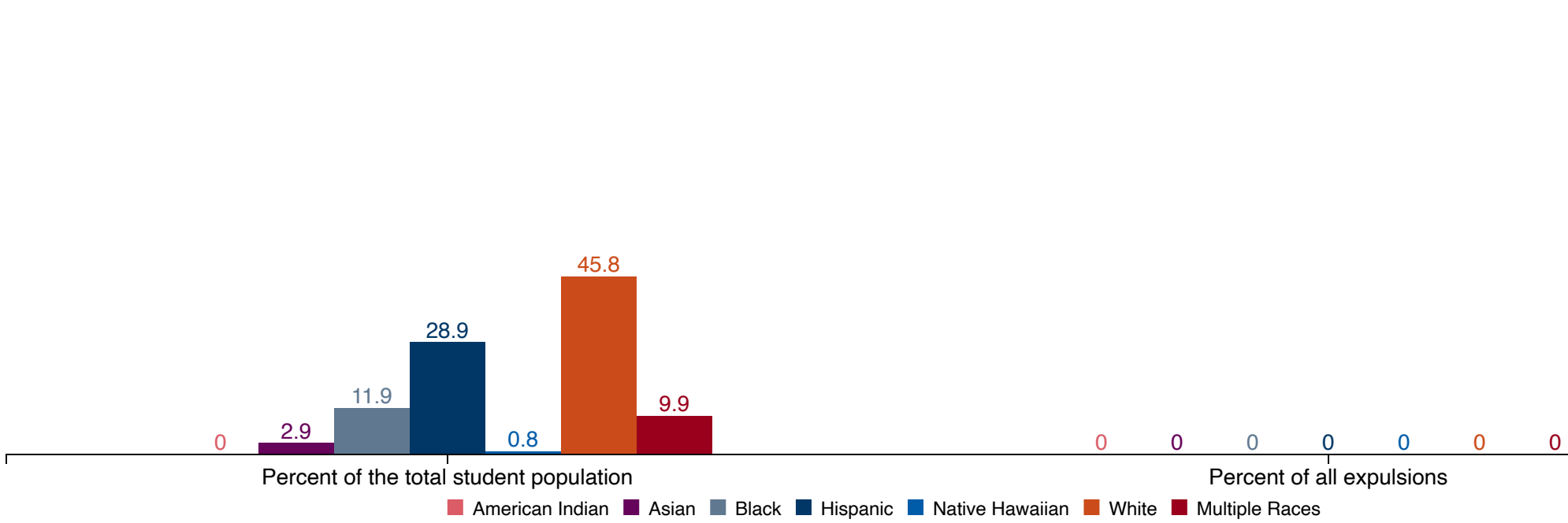
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2022-2023
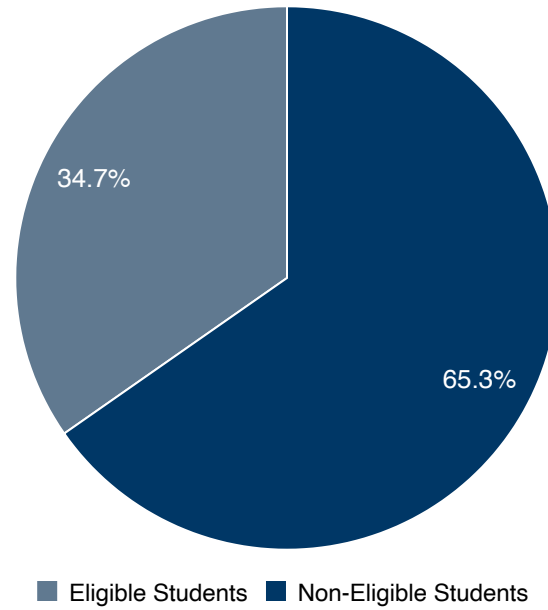
34.7%

65.3%

■ Eligible Students ■ Non-Eligible Students

Free and Reduced Breakfast Participation of Eligible Students

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

25.1%

74.9%

■ 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

34.4%

65.6%
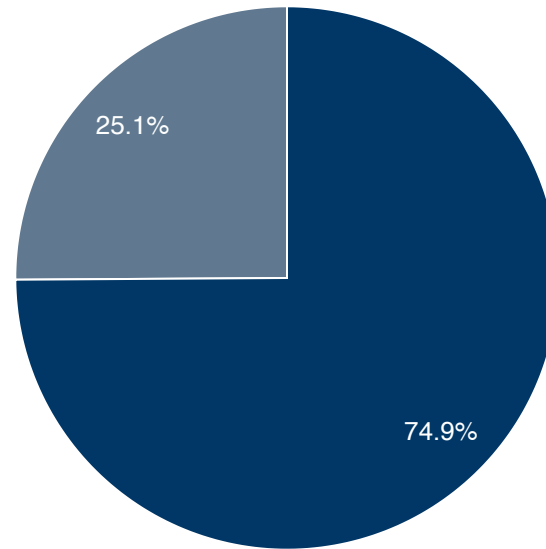
■ Participating Eligible Students   ■ Non-Participating Eligible Students

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 equ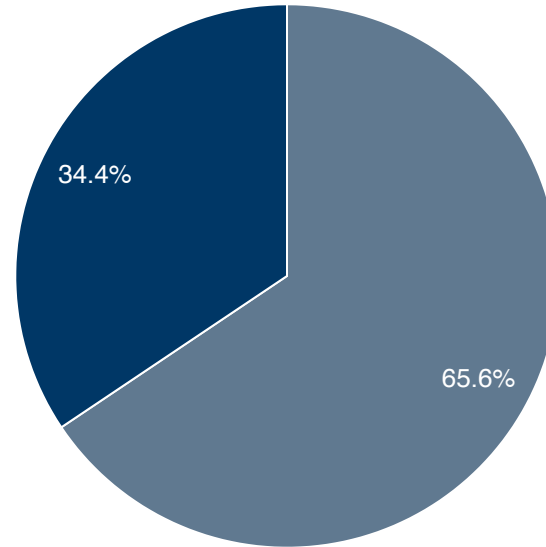al access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights."More information about the Civil Rights Data Collection is available on the [Virginia Department of Education website](#).

- [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	Low Poverty	7.9%	7.9%	3.2%
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	Low Poverty	23.8%	6.3%
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%

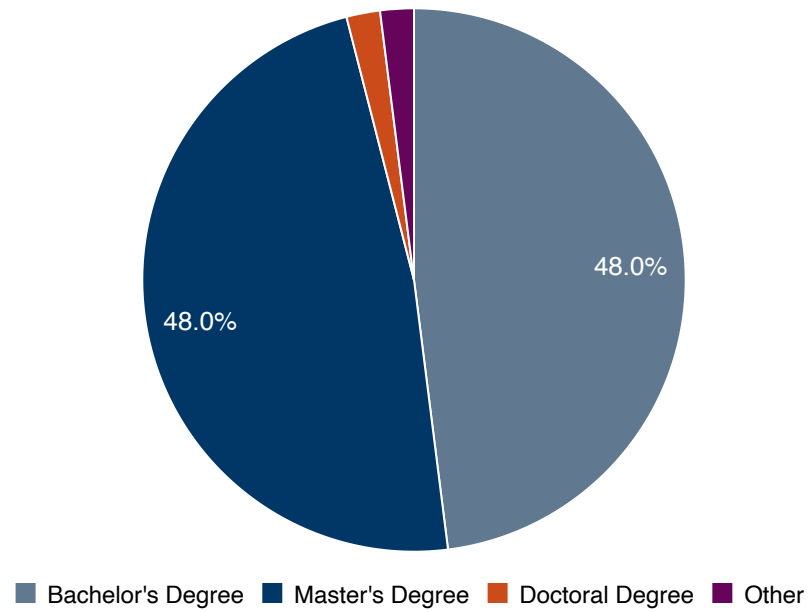< = A group below state definition for personally identifiable results

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Teacher Educational Attainment

Teacher Educational Attainment: 2022-2023

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

48.0%

48.0%

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	TS	-	TS	-
Black	Yes - No CP	Yes	-	Yes	-
Hispanic	Yes	Yes	-	No	-
White	No	No	-	No	-
Multiple Races	No	No	-	No	-
Economically Disadvantaged	No	Yes	-	No	-
English Learners	No	No	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	68%	74%	77%	88%
Asian	76%	78%	91%	88%
Black	66%	74%	64%	88%
Hispanic	57%	63%	63%	88%
White	75%	79%	84%	88%
Multiple Races	70%	74%	82%	88%
Economically Disadvantaged	52%	58%	63%	88%
English Learners	39%	45%	53%	88%
Students with Disabilities	41%	44%	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	64%	69%	72%	85%
Asian	82%	83%	90%	85%
Black	59%	66%	56%	85%
Hispanic	56%	60%	58%	85%
White	70%	74%	80%	85%
Multiple Races	65%	67%	75%	85%
Economically Disadvantaged	54%	59%	57%	85%
English Learners	49%	49%	52%	85%
Students with Disabilities	34%	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	63%
Asian	<
Black	42%
Hispanic	54%
White	68%
Multiple Races	70%
Economically Disadvantaged	46%
English Learners	41%
Students with Disabilities	31%

< = 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	19%	19%	12%	10%
Asian	11%	11%	10%	10%
Black	13%	13%	13%	10%
Hispanic	20%	20%	13%	10%
White	18%	18%	13%	10%
Multiple Races	26%	26%	14%	10%
Economically Disadvantaged	25%	25%	15%	10%
English Learners	25%	25%	12%	10%
Students with Disabilities	30%	30%	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	43%	52%	58%
English Learner Proficiency	10%	-	-

< = 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%	-	100%	-	100%	-
Asian	100%	-	100%	-	<	<
Black	100%	-	100%	-	100%	-
Hispanic	100%	-	100%	-	100%	-
White	100%	-	100%	-	100%	-
Multiple Races	100%	-	100%	-	100%	-
Economically Disadvantaged	100%	-	100%	-	100%	-
Not Economically Disadvantaged	100%	-	100%	-	100%	-
English Learners	100%	-	99%	1%	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	73%	72%
Asian	79%	86%
Black	70%	67%
Hispanic	63%	68%
White	79%	75%
Multiple Races	73%	72%
Economically Disadvantaged	59%	64%
English Learners	47%	61%
Students with Disabilities	52%	52%

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* = 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