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Colonial Forge High

GENERAL SCHOOL INFORMATION

Category: High (09-12) School

Phone: 540-658-6115

Address: 550 Courthouse Rd Stafford, VA 22554

Principal: Mr. Gregory O. Daniel

Superintendent: Dr. Thomas W Taylor

School Number: 424

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 9**





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	
College, Career, and Civic Readiness Index (CCCRI)	Level Two	
Dropout Rate	Level One	
Graduation and Completion	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

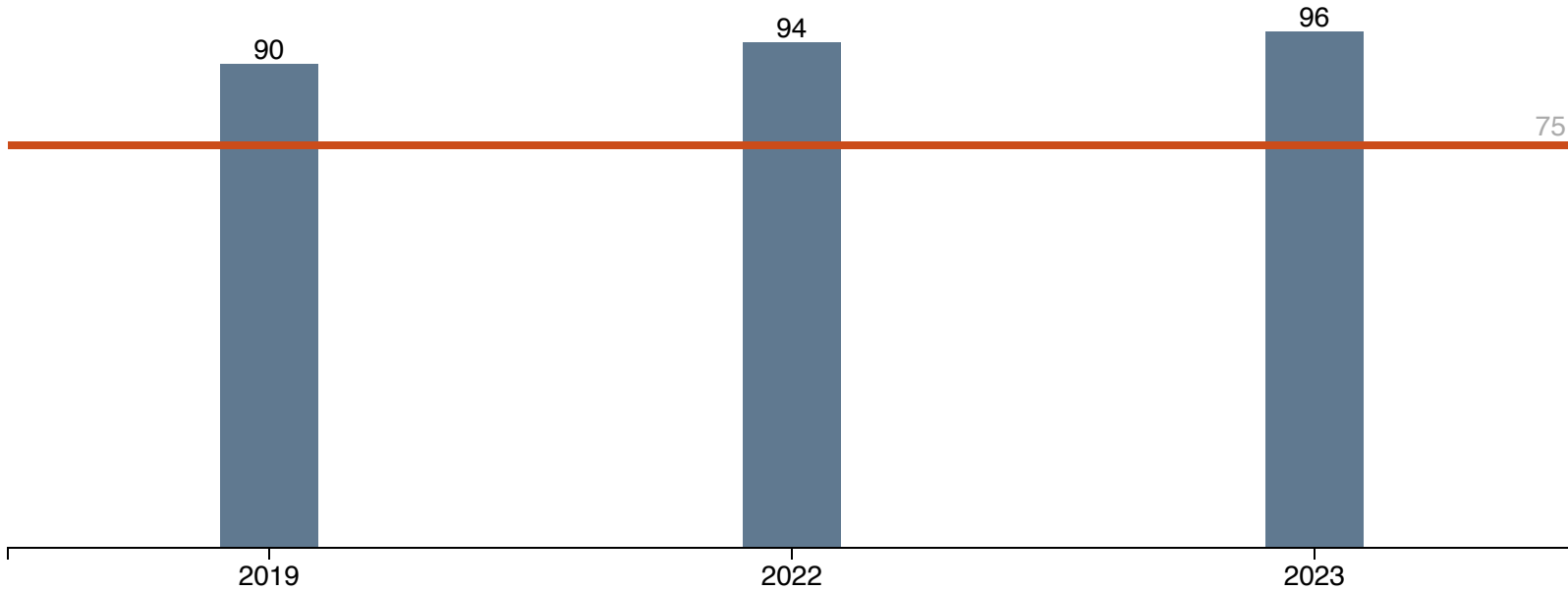
Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

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 One 	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	95	0	0	1	96	4
Previous Year	94	0	0	0	94	6
Cumulative 3 Year	93	0	0	0	93	7

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.

21.75% 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	1543	429	1972	21.75
2021 - 2022	1564	353	1917	18.41
2018 - 2019	1823	236	2059	11.46

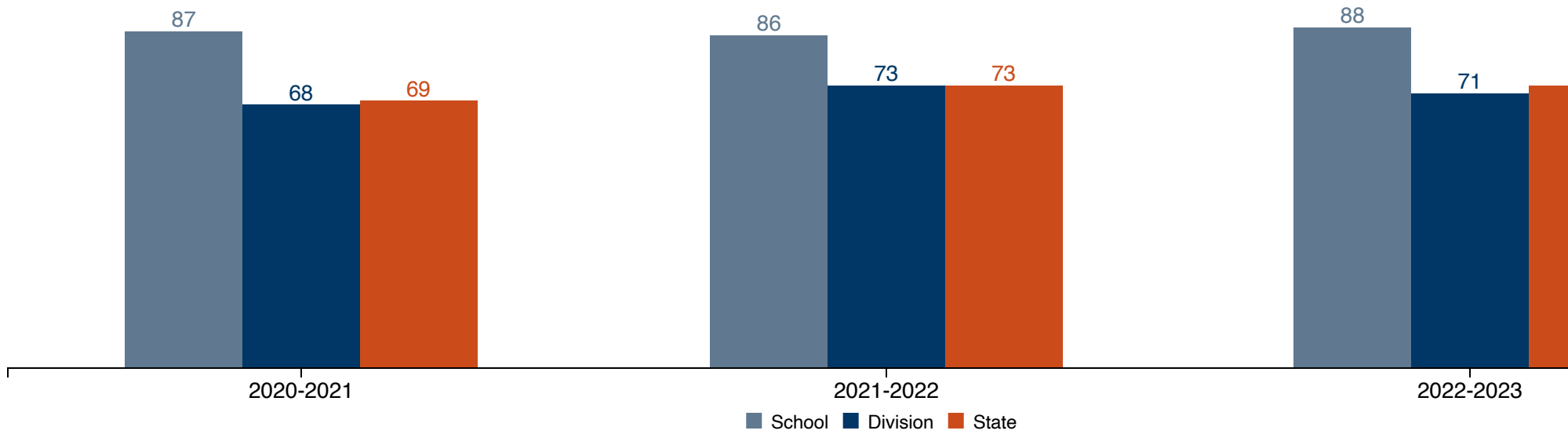
ASSESSMENTS

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

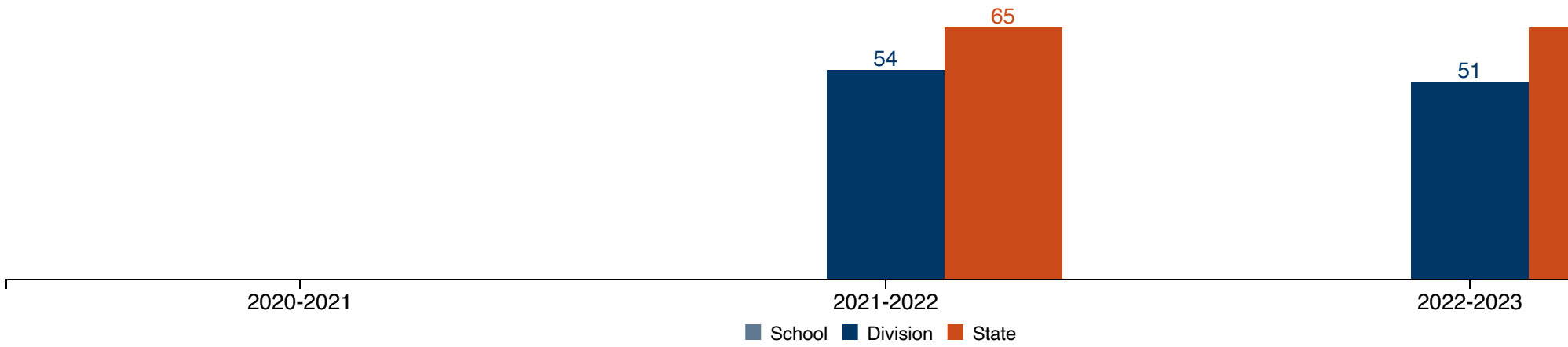
Reading Performance: All Students

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.



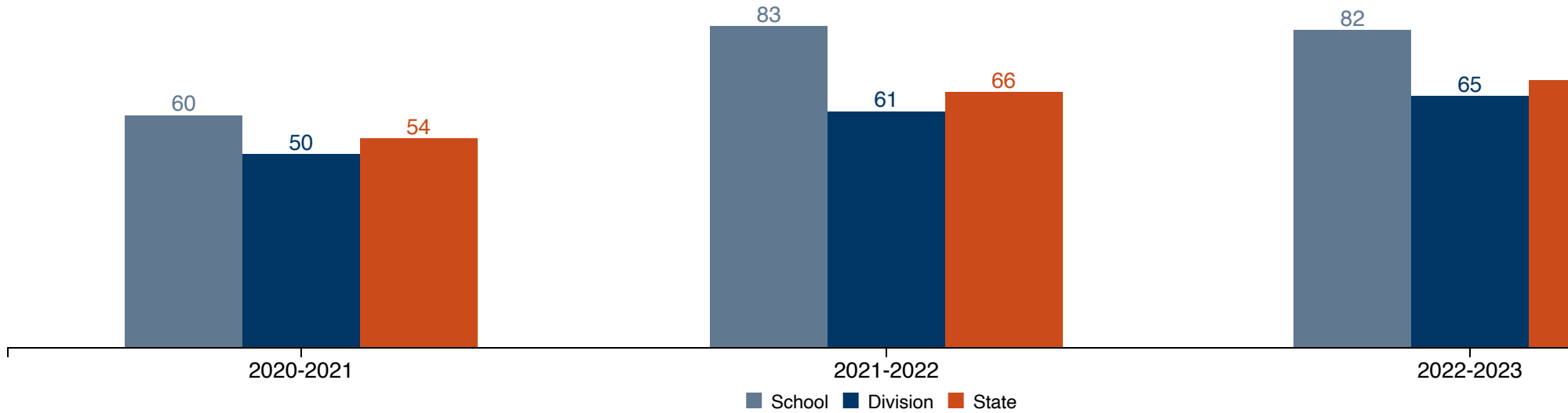
Writing Performance: All Students

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.



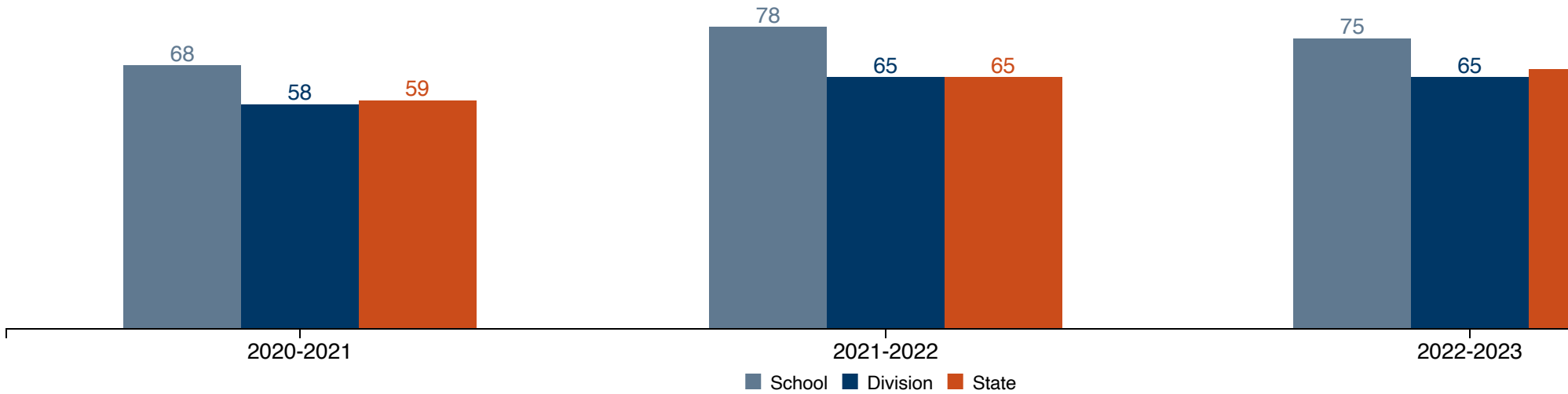
Math Performance: All Students

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.



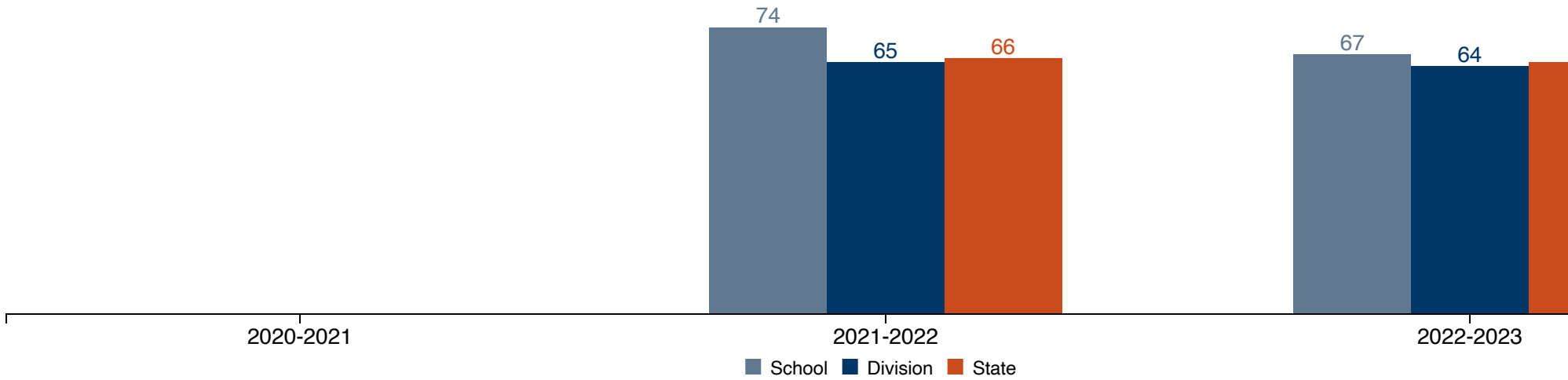
Science Performance: All Students

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	-	-	-
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
End of Course Reading	7	436	1.6%

ENROLLMENT

Fall Membership by Grade

Grade	2020-2021	2021-2022	2022-2023
Grade 9	475	570	521
Grade 10	497	469	551
Grade 11	450	454	436
Grade 12	533	506	496
Total Students	1,955	1,999	2,004

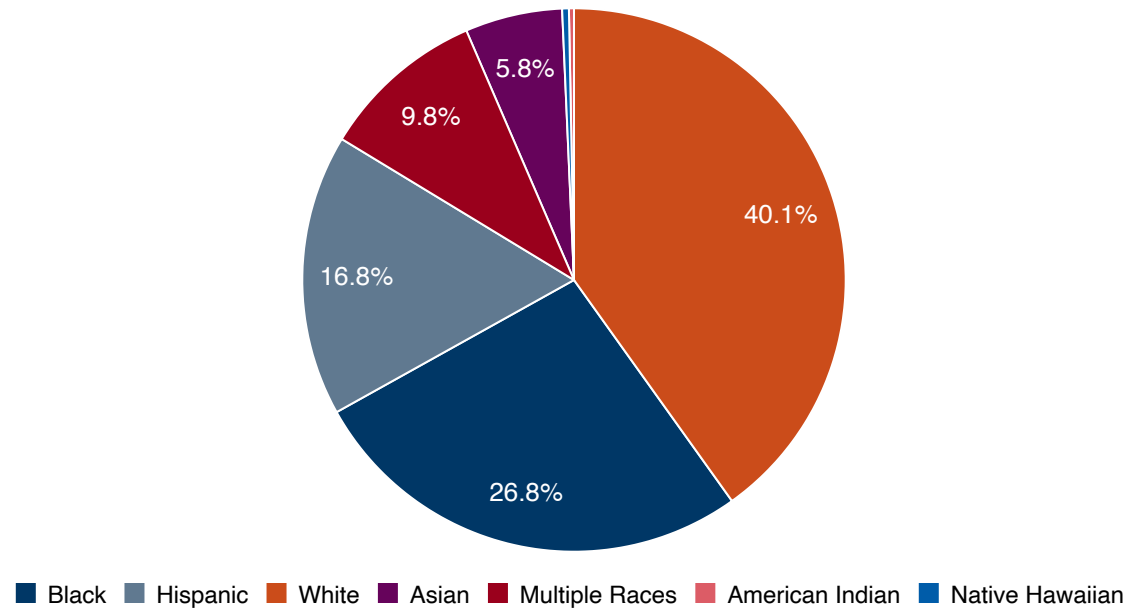
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Fall Membership by Subgroups

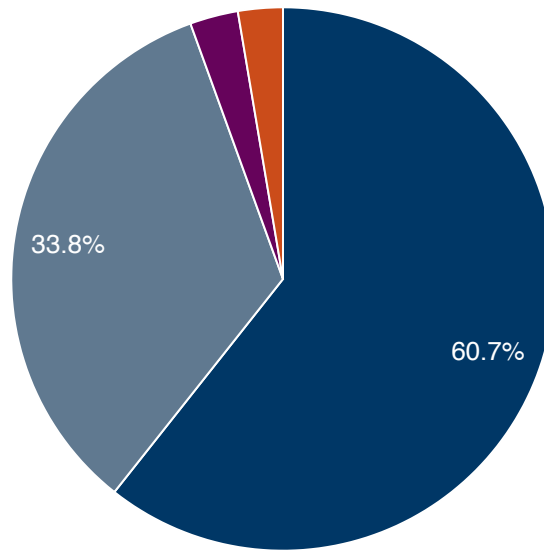
2022 Fall Membership By Subgroup: Racial and Ethnic Groups



COLLEGE & CAREER READINESS

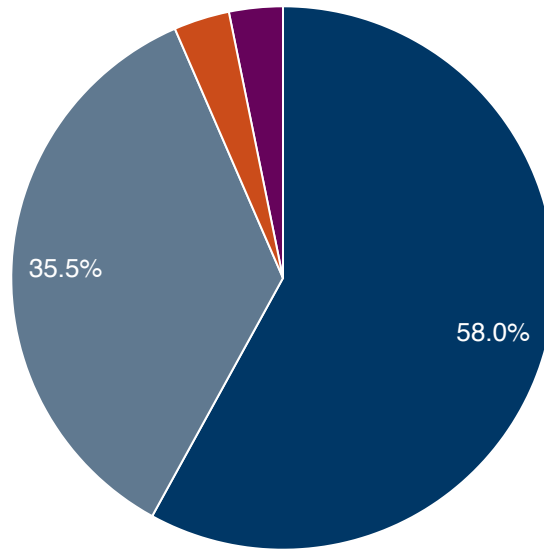
Diplomas and Completion: Class of 2023: All Students

School



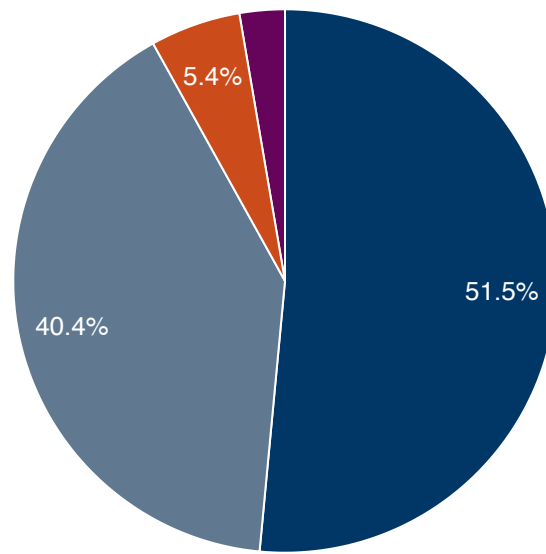
■ Advanced Diplomas ■ Standard and Other Diplomas ■ GEDs, Certificates and Other Non-Graduates ■ Dropouts

Division



■ Advanced Diplomas ■ Standard and Other Diplomas ■ GEDs, Certificates and Other Non-Graduates ■ Dropouts

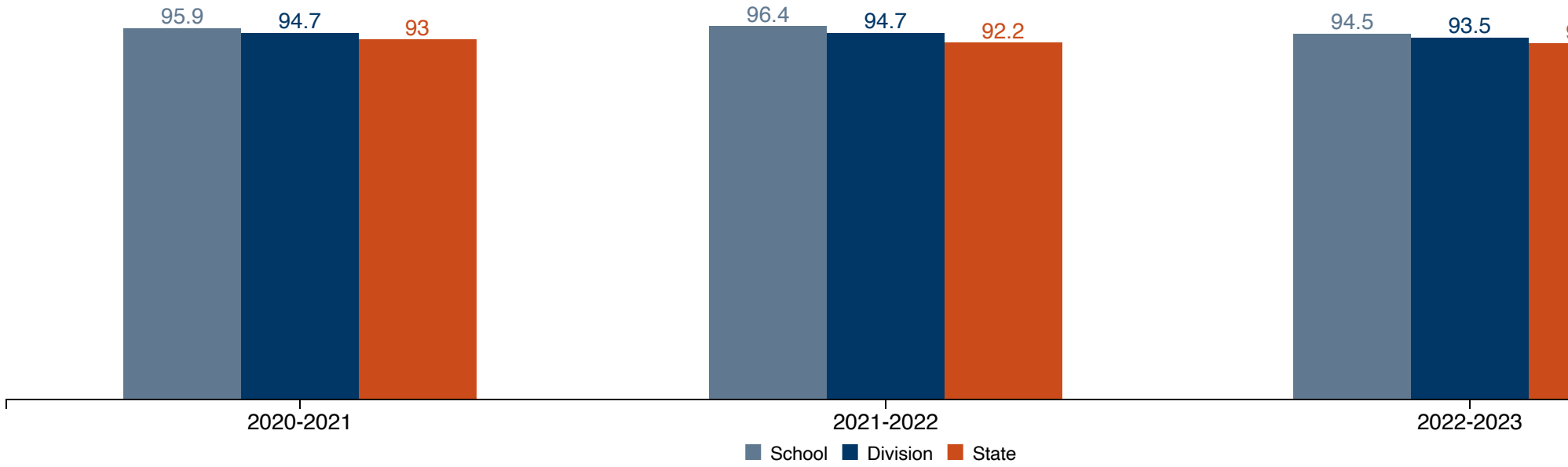
State



■ Advanced Diplomas ■ Standard and Other Diplomas ■ GEDs, Certificates and Other Non-Graduates ■ Dropouts

Four-Year Virginia On-Time Graduation Rate

On-Time Graduation Rate Over Time: All Students



Advanced Program Information: Number and Percentage of Students Enrolled in Advanced Programs

Advanced Program Information - Count/Percentage			
Program Type	2020-2021	2021-2022	2022-2023
Advanced Placement Test Taken	2 / .1%	-	383 / 19.13%
Advanced Placement Course Enrollment	557 / 28.51%	553 / 27.68%	581 / 29.02%
Dual Enrollment	94 / 4.81%	87 / 4.35%	131 / 6.54%
Governor's School Enrollment	51 / 2.61%	97 / 4.85%	110 / 5.49%
IB Course Enrollment	-	1 / .05%	-
Senior Enrolled in IB Program	-	-	-

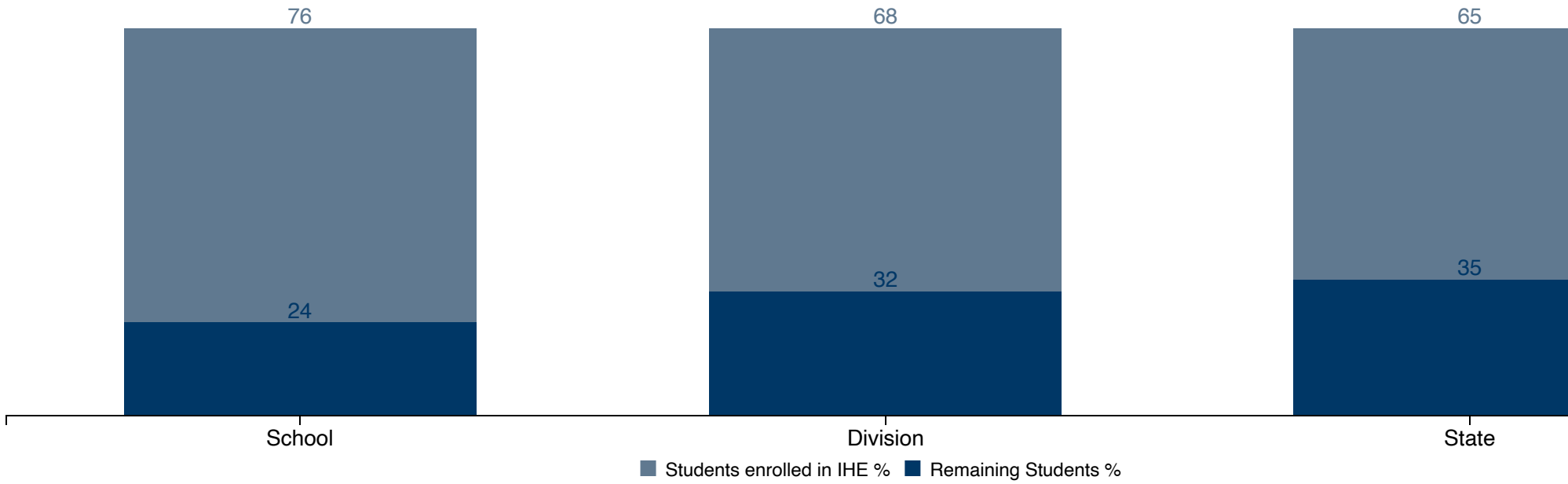
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Postsecondary Enrollment

2019-2020 Postsecondary Enrollment: All Students



Career & Technical Education

Students Earning One or More CTE Credentials: All Students

Career and Technical Education				
		2020-2021	2021-2022	2022-2023
State Licensures	School	1	3	8
	Division	5	48	47
	State	1,077	1,236	1,563
Industry Certification	School	291	532	488
	Division	2,195	3,452	3,306
	State	51,685	95,688	100,255
Total Credentials Earned	School	292	768	821
	Division	2,215	5,199	4,911
	State	71,189	143,862	147,481
Students Earning One or More Credentials	School	288	633	648
	Division	2,067	3,973	3,876
	State	60,992	115,682	117,932
Armed Services Vocational Aptitude Battery Examination	School	15	11	5
	Division	77	128	125
	State	302	761	962
CTE Completers	School	298	286	243
	Division	1,354	1,348	1,315
	State	42,303	45,094	45,627

Career and Technical Education

NOCTI Assessments	School	-	-	-
	Division	10	14	40
	State	1,542	2,590	3,844
Workplace Readiness	School	-	233	325
	Division	5	1,685	1,518
	State	16,885	44,348	41,819

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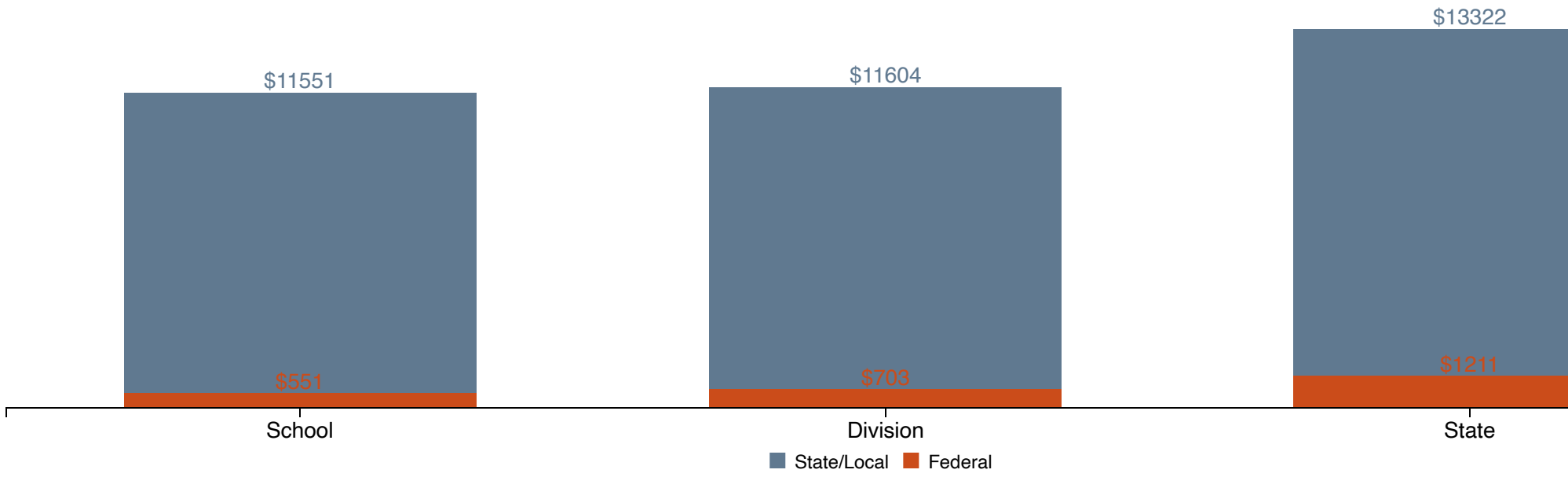
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FINANCE

Per-Pupil Spending

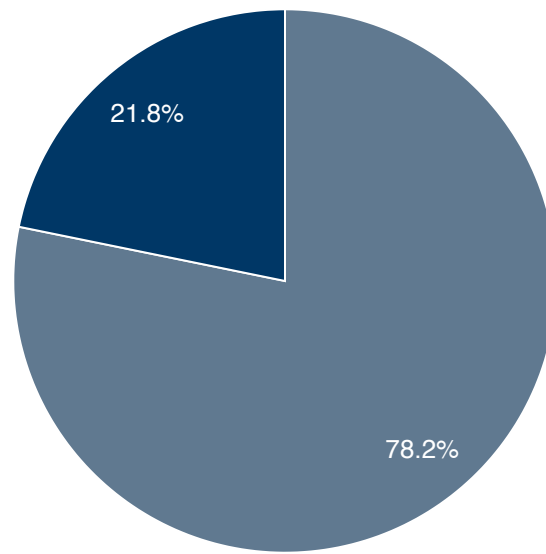
2021-2022 Per-Pupil Spending



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	633
Behaviors related to School Operations	990
Relationship Behaviors without Physical Harm	181
Behaviors of a Safety Concern	147
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	90
Behaviors used to determine Persistently Dangerous Schools	2

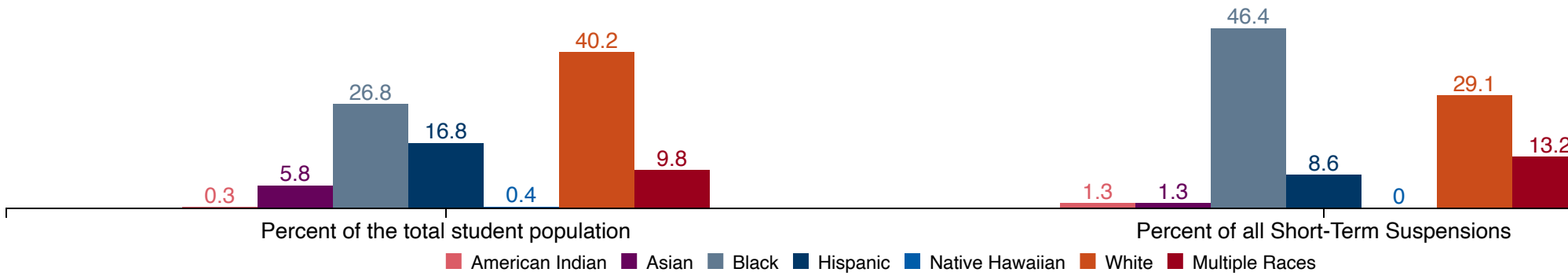
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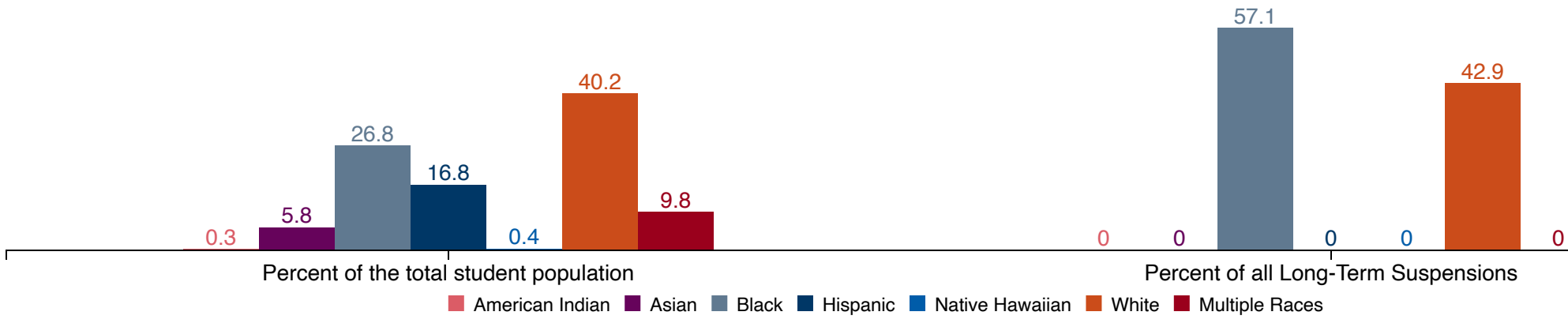
Short-Term Suspensions

Short-Term Suspensions: 2022-2023



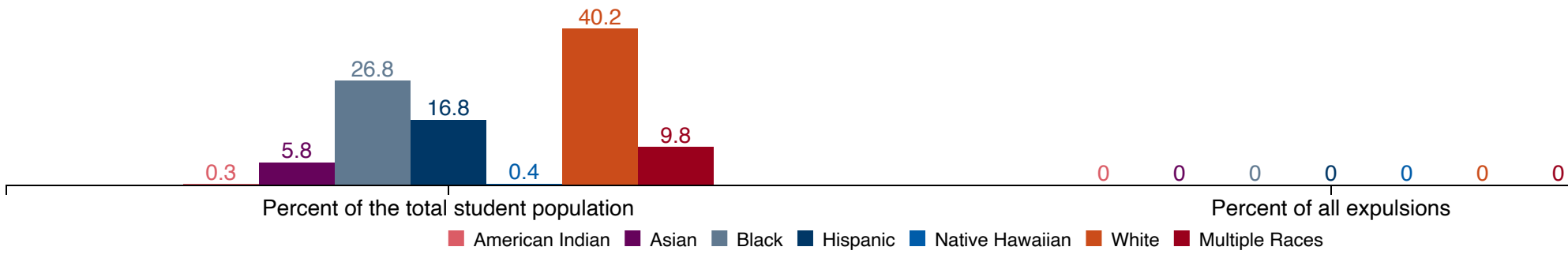
Long-Term Suspensions

Long-Term Suspensions: 2022-2023



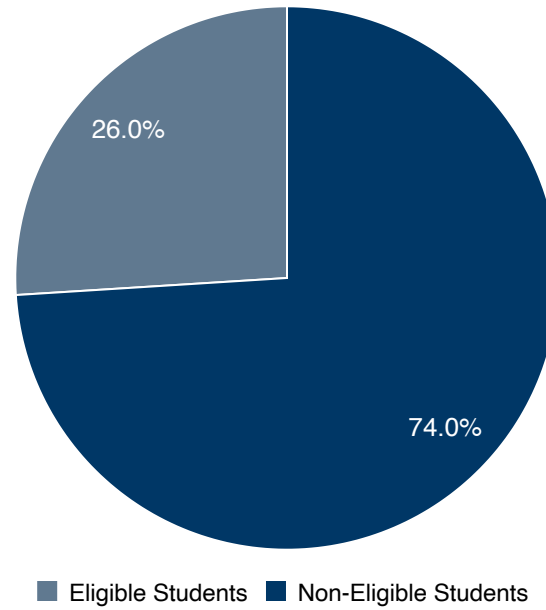
Expulsions

Expulsions: 2022-2023



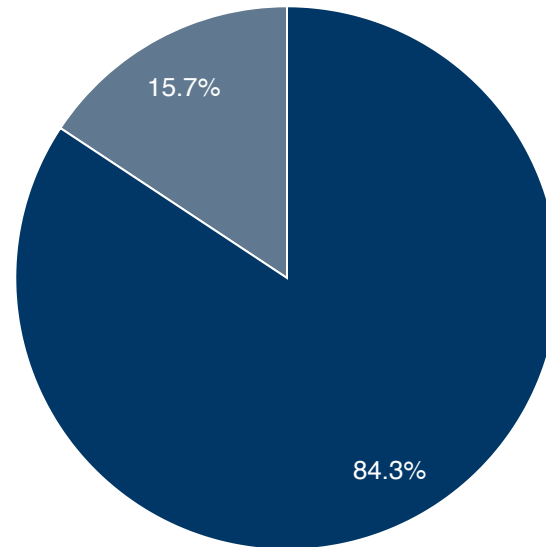
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2022-2023



Free and Reduced Breakfast Participation of Eligible Students

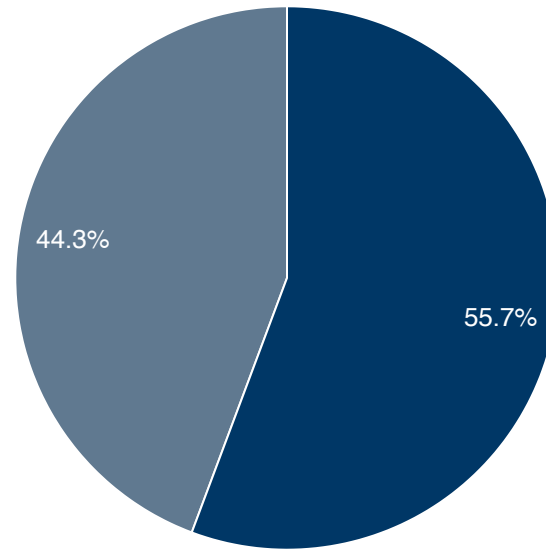
Free and Reduced Breakfast Participation of Eligible Students : 2022-2023



■ 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



■ 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	Low Poverty	11.6%	3.6%	1.4%
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%

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Provisionally Licensed Teachers

Provisionally Licensed Teachers All Schools			
	Poverty Level	All Teachers	Special Education Teachers
This School	Low Poverty	13.8%	4.3%
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%

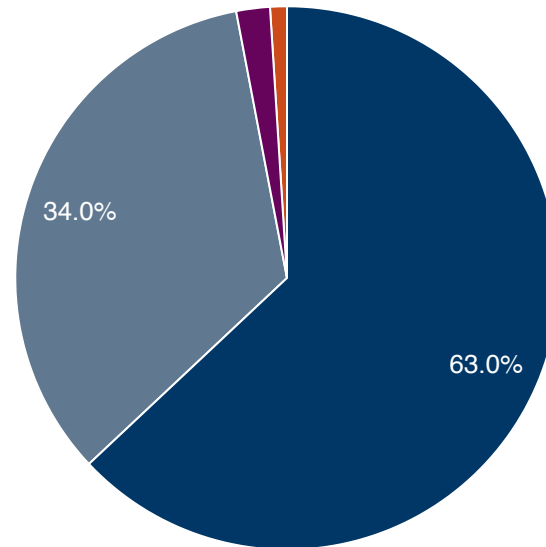
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Teacher Educational Attainment

Teacher Educational Attainment: 2022-2023



■ 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	Yes - CP	Yes	-	No	Yes - No CP
Asian	Yes	TS	-	No	No
Black	Yes - CP	Yes	-	No	Yes - No CP
Hispanic	Yes - CP	Yes	-	No	No
White	Yes - CP	Yes	-	No	Yes - No CP
Multiple Races	Yes - No CP	Yes	-	No	Yes - No CP
Economically Disadvantaged	Yes - CP	Yes	-	No	No
English Learners	TS	Yes	No	No	Yes - No CP
Students with Disabilities	Yes - CP	Yes	-	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	90%	90%	77%	88%
Asian	86%	93%	91%	88%
Black	88%	85%	64%	88%
Hispanic	92%	85%	63%	88%
White	93%	93%	84%	88%
Multiple Races	91%	92%	82%	88%
Economically Disadvantaged	80%	78%	63%	88%
English Learners	60%	52%	53%	88%
Students with Disabilities	66%	58%	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	66%	89%	72%	85%
Asian	<	89%	90%	85%
Black	66%	85%	56%	85%
Hispanic	50%	87%	58%	85%
White	71%	91%	80%	85%
Multiple Races	<	89%	75%	85%
Economically Disadvantaged	50%	83%	57%	85%
English Learners	<	71%	52%	85%
Students with Disabilities	38%	63%	47%	85%

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ESSA Pass Rates: Science

Student Group	Current Rate
All Students	71%
Asian	74%
Black	60%
Hispanic	71%
White	77%
Multiple Races	75%
Economically Disadvantaged	53%
English Learners	25%
Students with Disabilities	48%

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Federal Graduation Indicator

Student Group	Current Rate	Annual Target	Long-Term Goal
All Students	90%	84%	84%
Asian	83%	90%	84%
Black	92%	83%	84%
Hispanic	81%	82%	84%
White	91%	86%	84%
Multiple Races	92%	89%	84%
Economically Disadvantaged	80%	81%	84%
English Learners	74%	74%	84%
Students with Disabilities	67%	70%	84%
Homeless	<	-	-
Foster Care	-	-	-

Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	22%	22%	12%	10%
Asian	21%	21%	10%	10%
Black	16%	16%	13%	10%
Hispanic	31%	31%	13%	10%
White	22%	22%	13%	10%
Multiple Races	22%	22%	14%	10%
Economically Disadvantaged	35%	35%	15%	10%
English Learners	38%	38%	12%	10%
Students with Disabilities	37%	37%	16%	10%

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English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	42%	52%	58%
English Learner Proficiency	6%	-	-

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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	99%	1%	87%	13%	97%	3%
Asian	100%	-	<	<	100%	-
Black	99%	1%	88%	12%	98%	2%
Hispanic	98%	2%	100%	-	94%	6%
White	100%	-	79%	21%	96%	4%
Multiple Races	98%	2%	<	<	97%	3%
Economically Disadvantaged	98%	2%	91%	9%	95%	5%
Not Economically Disadvantaged	100%	-	86%	14%	-	-
English Learners	100%	-	<	<	100%	-
Students with Disabilities	98%	2%	96%	4%	98%	2%
Students without Disabilities	99%	1%	84%	16%	-	-
Female	100%	-	87%	13%	-	-
Male	98%	2%	88%	12%	-	-
Migrant	-	-	-	-	-	-

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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](#)