



Home > Mountain View High Quality Profile

Mountain View High

GENERAL SCHOOL INFORMATION

Category: High (09-12) School

Phone: 540-658-6840

Address: 2135 Mountain View Road
Stafford, VA 22556

Principal: Ms. Stefanie M. Sullivan

Superintendent: Dr. Thomas W Taylor

School Number: 430

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

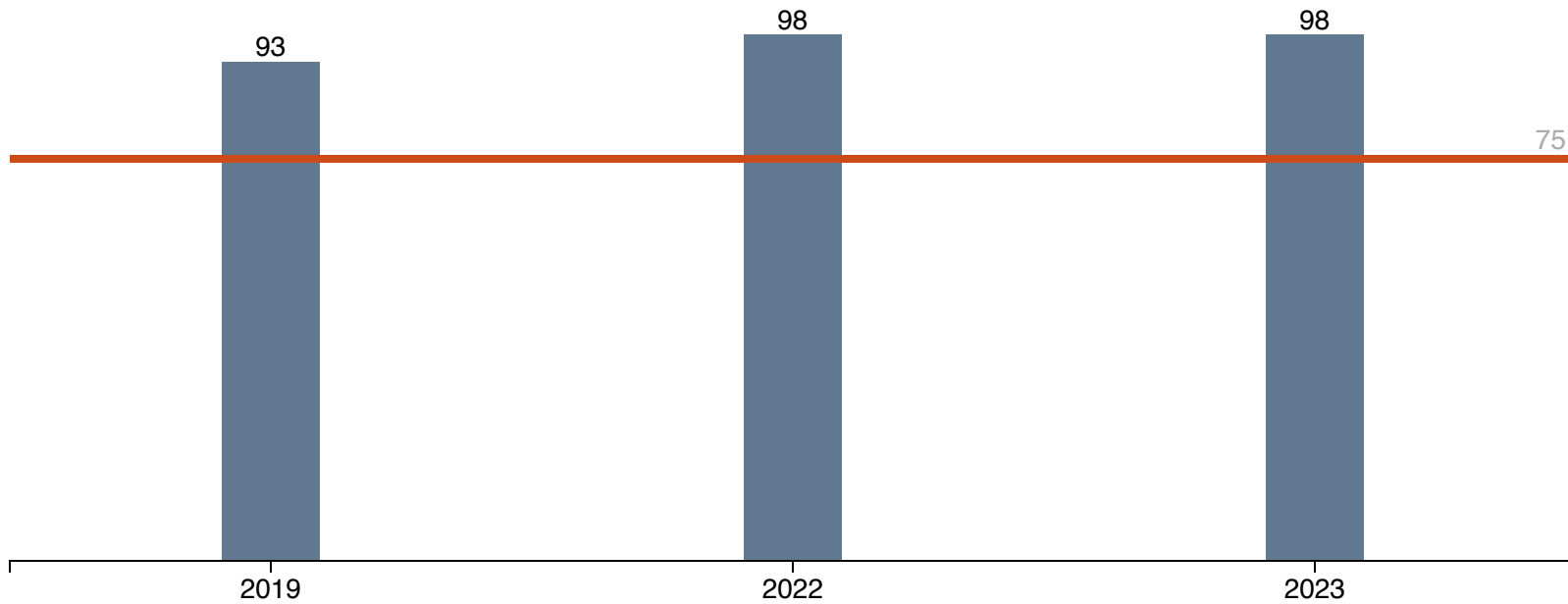
Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

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	98	0	0	0	98	2
Previous Year	98	0	0	0	98	2
Cumulative 3 Year	97	0	0	0	97	3

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.

21.67% 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	1681	465	2146	21.67
2021 - 2022	1751	312	2063	15.12
2018 - 2019	1627	167	1794	9.31

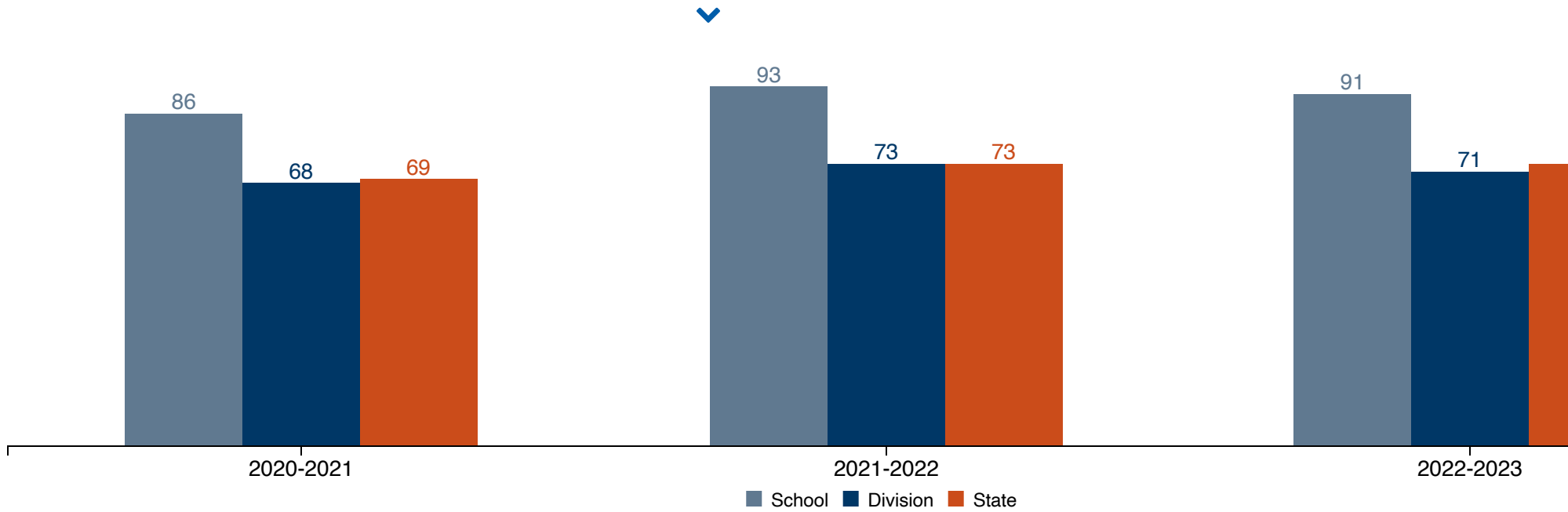
ASSESSMENTS

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

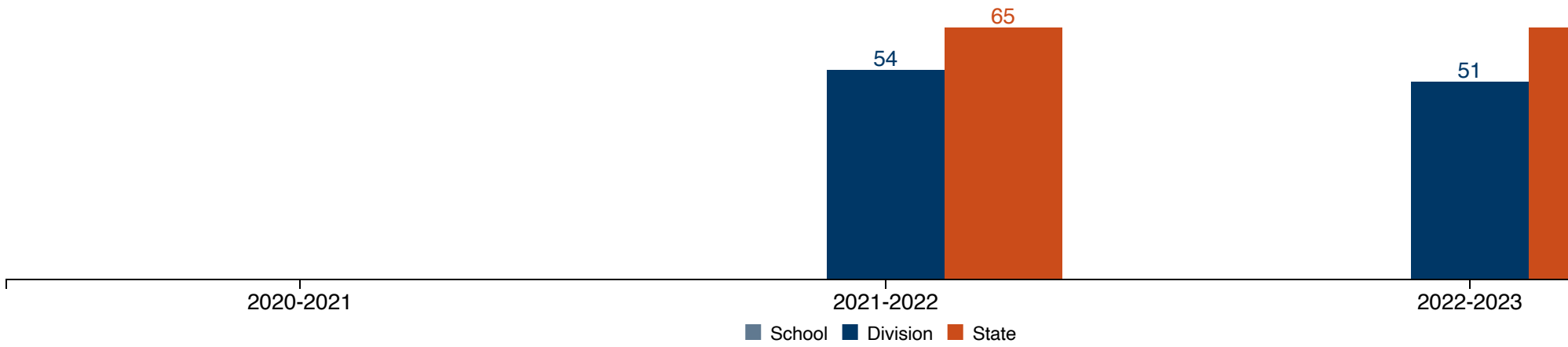
Reading Performance: All Students

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.



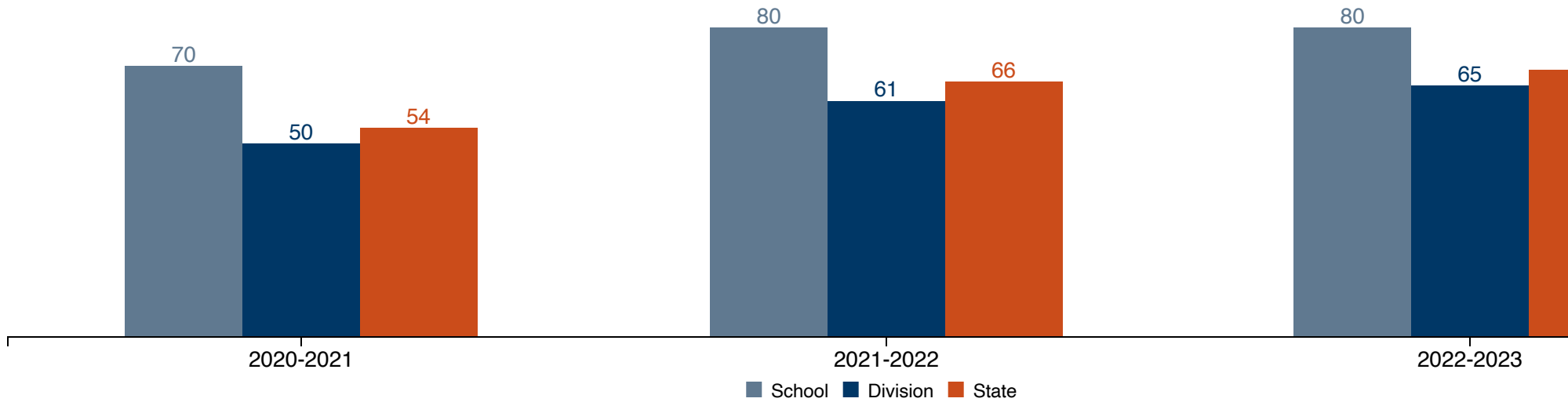
Writing Performance: All Students

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.



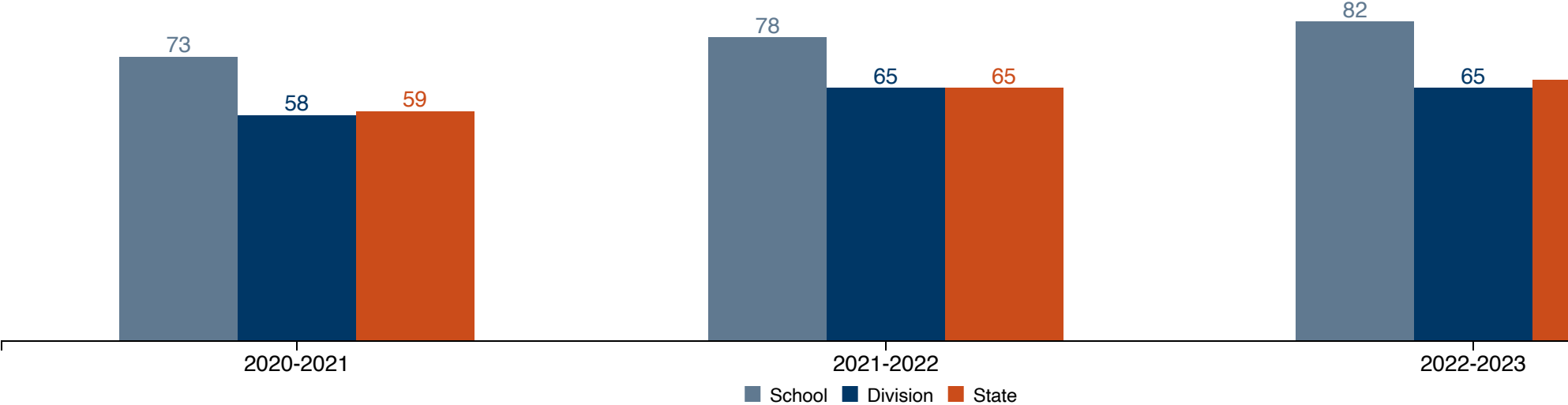
Math Performance: All Students

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.



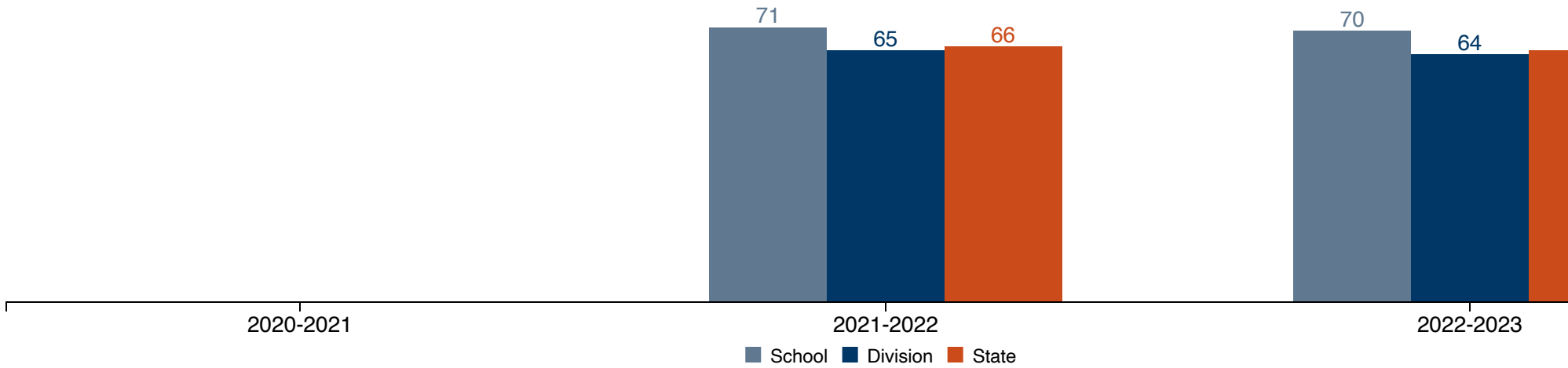
Science Performance: All Students

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	5	550	0.9%

ENROLLMENT

Fall Membership by Grade

Grade	2020-2021	2021-2022	2022-2023
Grade 9	540	549	565
Grade 10	530	562	558
Grade 11	495	510	550
Grade 12	490	525	532
Total Students	2,055	2,146	2,205

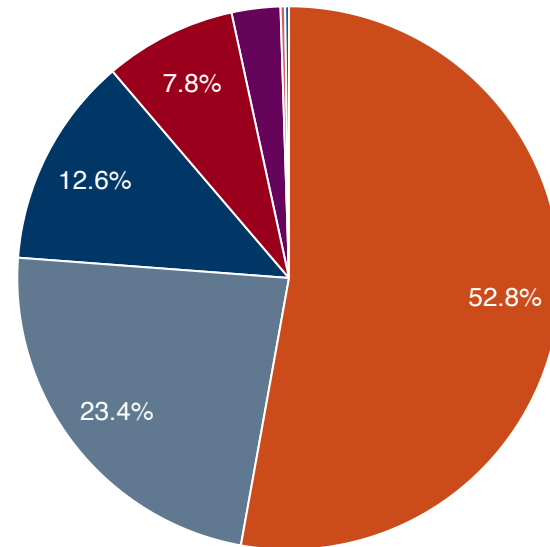
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Fall Membership by Subgroups

2022 Fall Membership By Subgroup: Racial and Ethnic Groups

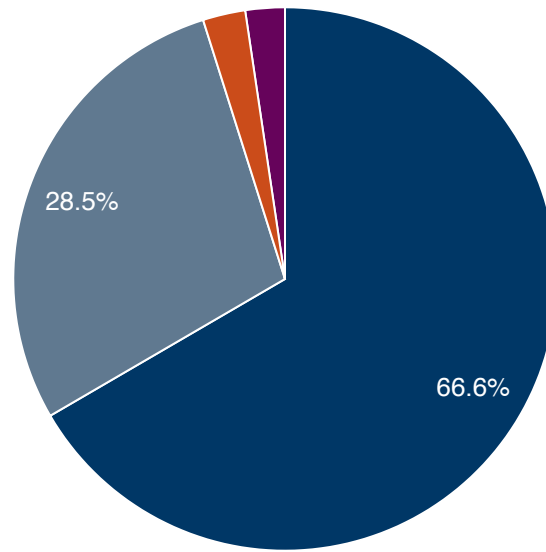


■ Black ■ Hispanic ■ White ■ Asian ■ Multiple Races ■ American Indian ■ Native Hawaiian

COLLEGE & CAREER READINESS

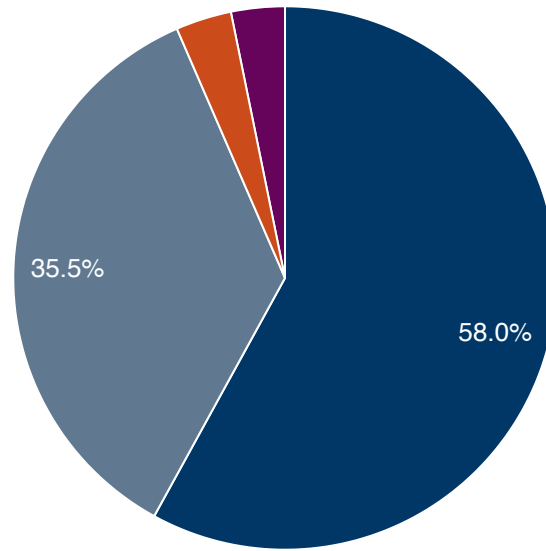
Diplomas and Completion: Class of 2023: All Students

School



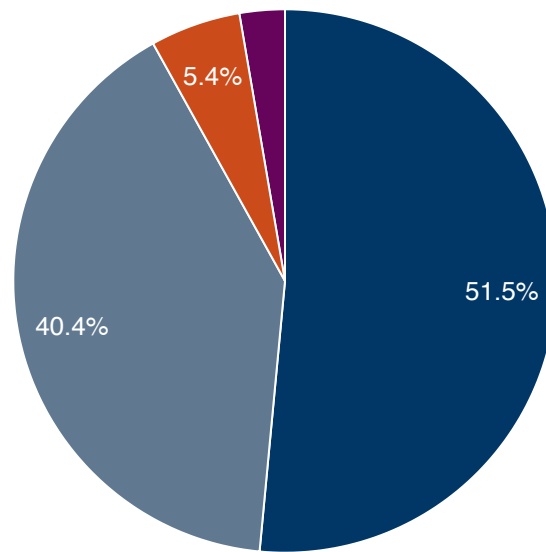
■ Advanced Diplomas ■ Standard and Other Diplomas ■ GEDs, Certificates and Other Non-Graduates ■ Dropouts

Division



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

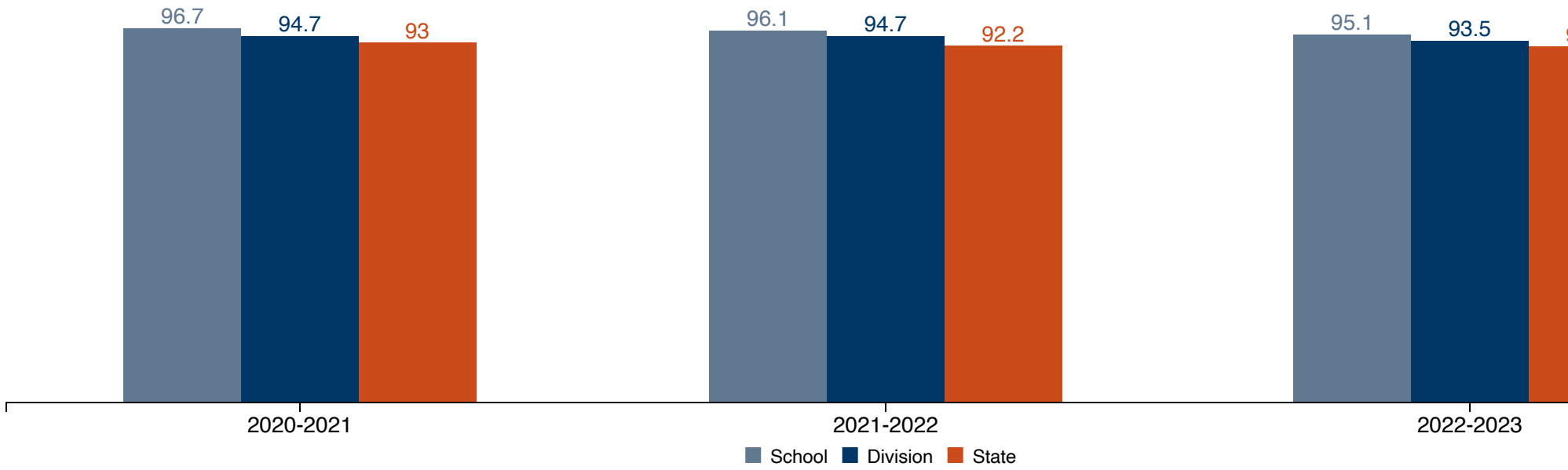
State



■ 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	-	1 / .05%	216 / 9.8%
Advanced Placement Course Enrollment	363 / 17.73%	363 / 16.93%	380 / 17.25%
Dual Enrollment	227 / 11.09%	226 / 10.54%	269 / 12.21%
Governor's School Enrollment	46 / 2.25%	40 / 1.87%	39 / 1.77%
IB Course Enrollment	274 / 13.39%	218 / 10.17%	275 / 12.48%
Senior Enrolled in IB Program	-	25 / 1.17%	20 / .91%

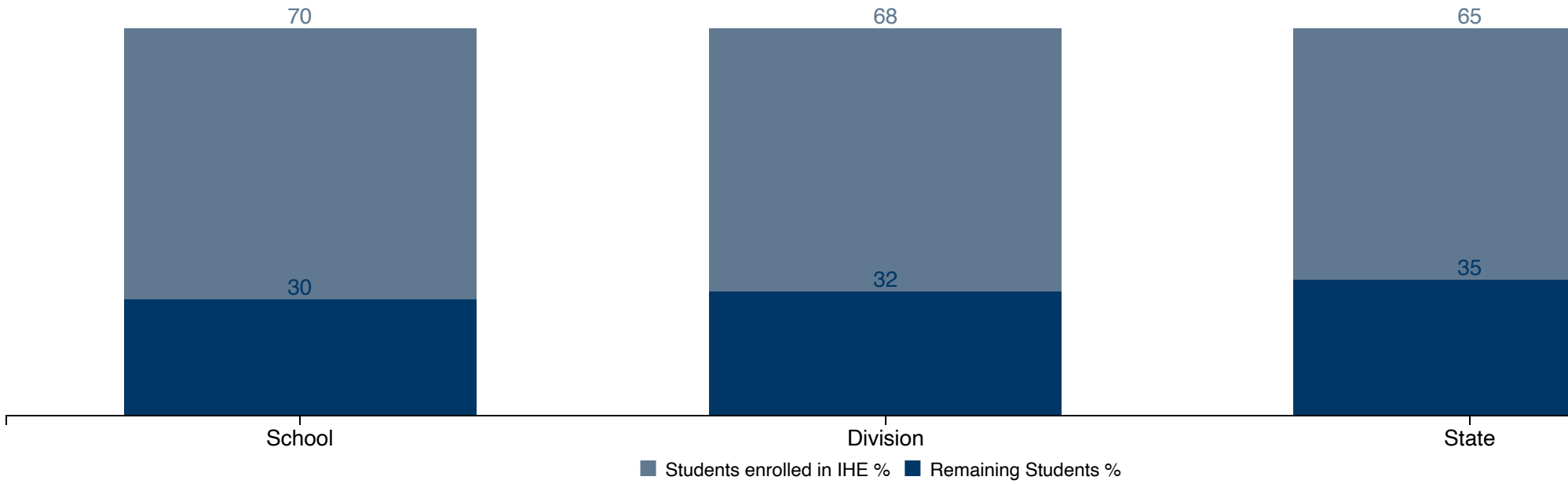
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Postsecondary Enrollment

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
NOCTI Assessments	School	6	14	15
	Division	10	14	40
	State	1,542	2,590	3,844
State Licensures	School	1	15	17
	Division	5	48	47
	State	1,077	1,236	1,563
Industry Certification	School	458	699	710
	Division	2,195	3,452	3,306
	State	51,685	95,688	100,255
Total Credentials Earned	School	465	1,111	1,113
	Division	2,215	5,199	4,911
	State	71,189	143,862	147,481
Students Earning One or More Credentials	School	453	831	853
	Division	2,067	3,973	3,876
	State	60,992	115,682	117,932
Armed Services Vocational Aptitude Battery Examination	School	40	74	62
	Division	77	128	125
	State	302	761	962

Career and Technical Education

CTE Completers	School	225	280	270
	Division	1,354	1,348	1,315
	State	42,303	45,094	45,627
Workplace Readiness	School	-	383	371
	Division	5	1,685	1,518
	State	16,885	44,348	41,819

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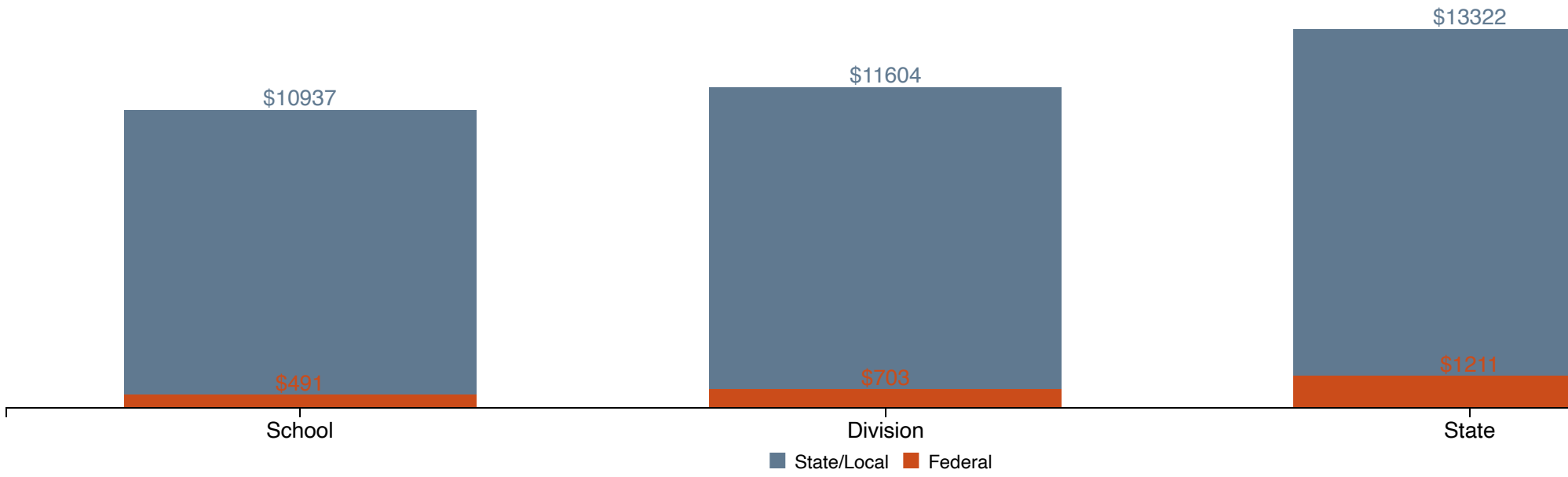
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FINANCE

Per-Pupil Spending

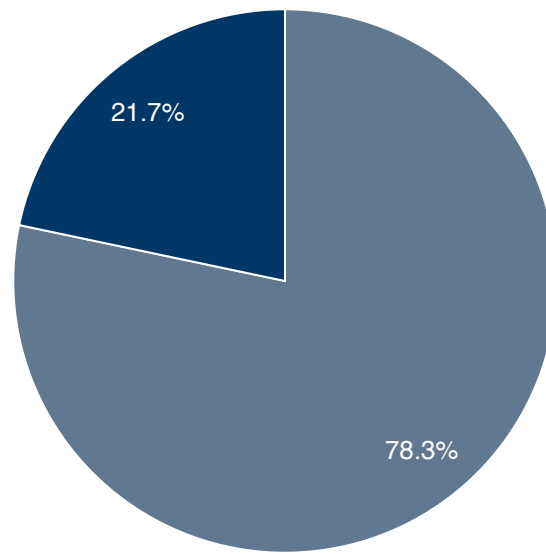
2021-2022 Per-Pupil Spending



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	443
Behaviors related to School Operations	354
Relationship Behaviors without Physical Harm	117
Behaviors of a Safety Concern	178
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	52
Behaviors used to determine Persistently Dangerous Schools	3

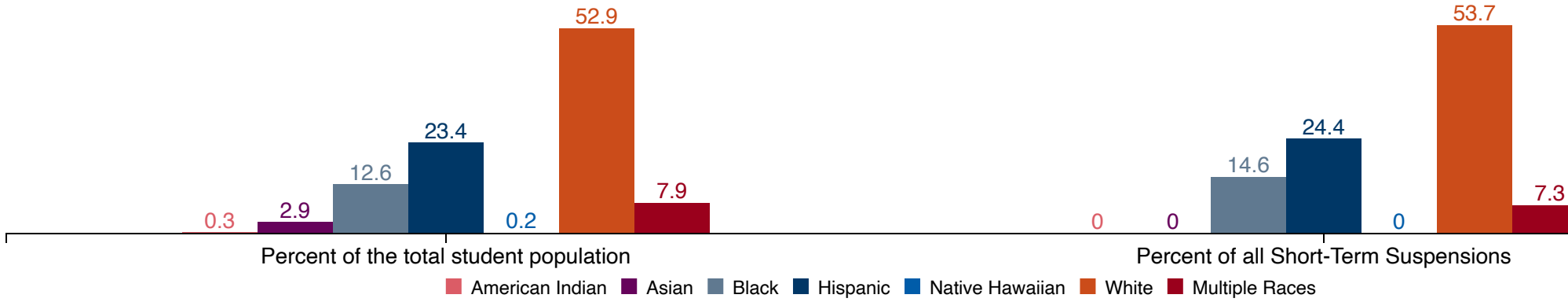
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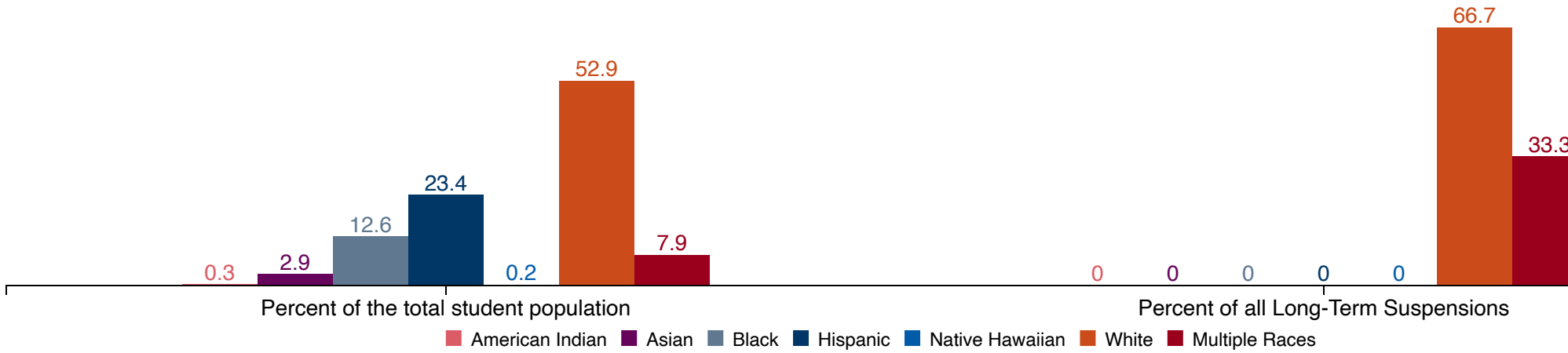
Short-Term Suspensions

Short-Term Suspensions: 2022-2023



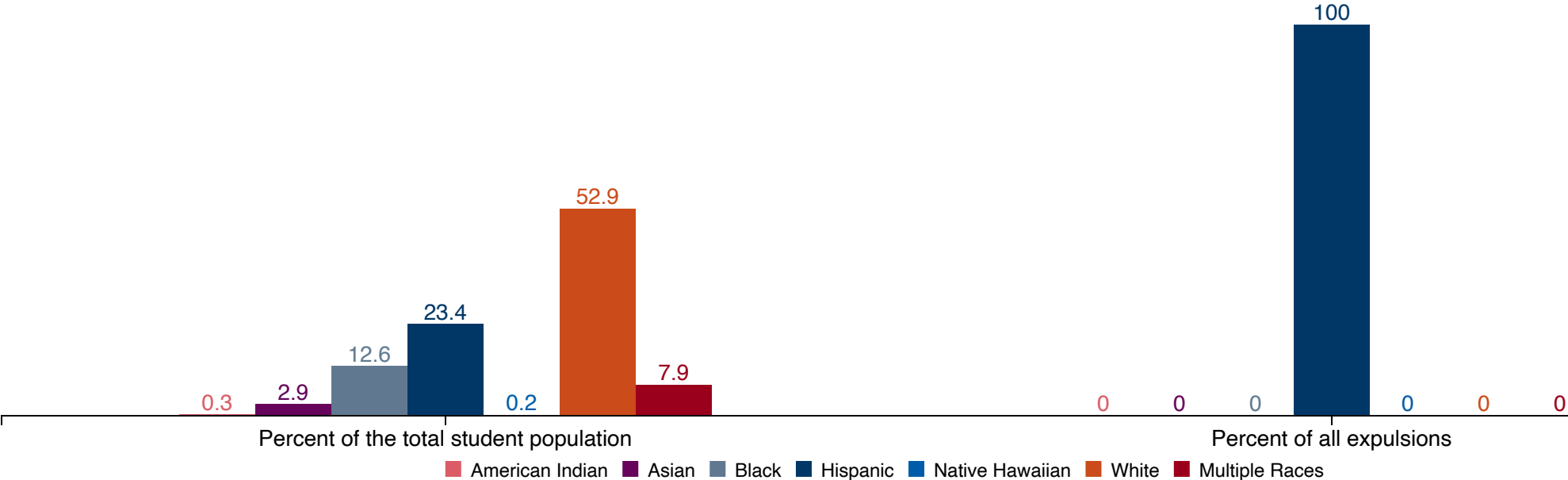
Long-Term Suspensions

Long-Term Suspensions: 2022-2023



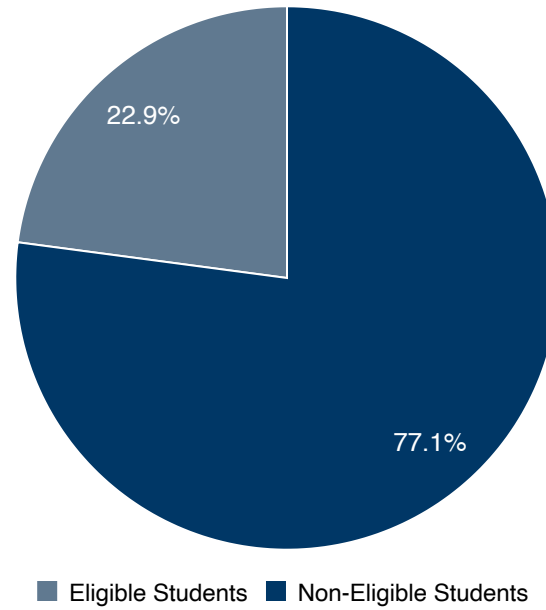
Expulsions

Expulsions: 2022-2023



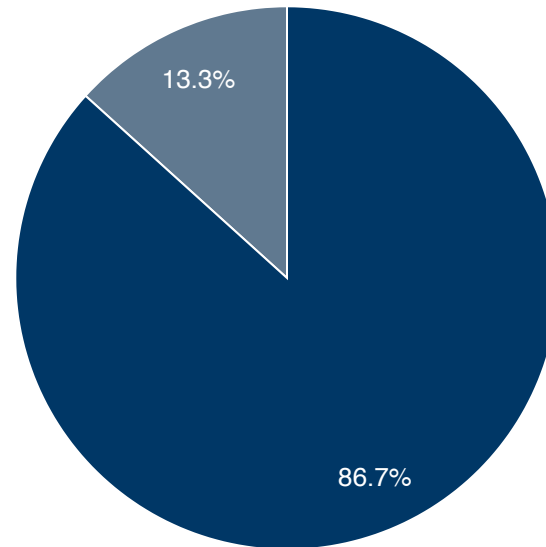
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2022-2023



Free and Reduced Breakfast Participation of Eligible Students

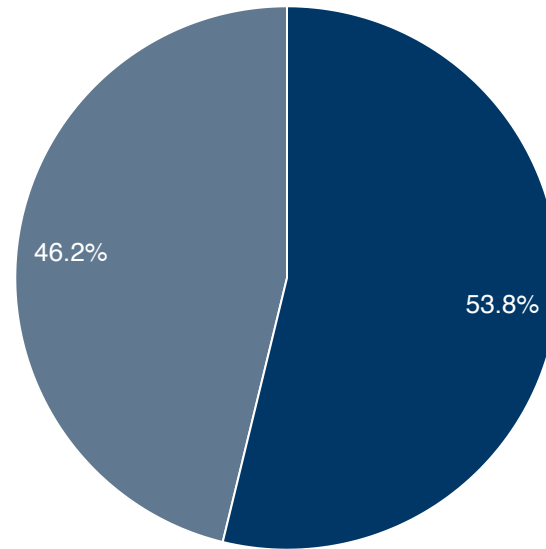
Free and Reduced Breakfast Participation of Eligible Students : 2022-2023



■ 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	6.1%	1.5%	1.5%
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	15.3%	4.6%
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%

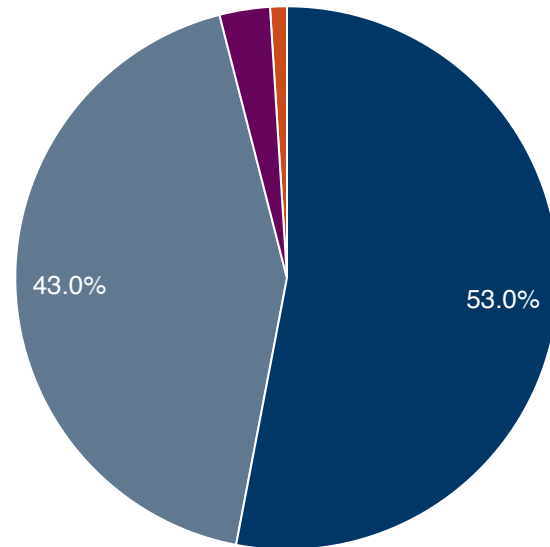
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Teacher Educational Attainment

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 - CP
Asian	Yes	TS	-	No	TS
Black	Yes - CP	Yes	-	No	Yes - No CP
Hispanic	Yes - CP	Yes	-	No	Yes - No CP
White	Yes - CP	Yes	-	No	Yes - CP
Multiple Races	Yes - No CP	Yes	-	No	Yes - CP
Economically Disadvantaged	Yes - CP	Yes	-	No	Yes - CP
English Learners	Yes	Yes	No	No	Yes - No CP
Students with Disabilities	Yes - CP	Yes	-	No	Yes - CP

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	94%	92%	77%	88%
Asian	100%	98%	91%	88%
Black	93%	92%	64%	88%
Hispanic	92%	89%	63%	88%
White	96%	93%	84%	88%
Multiple Races	88%	90%	82%	88%
Economically Disadvantaged	89%	85%	63%	88%
English Learners	58%	56%	53%	88%
Students with Disabilities	81%	76%	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	90%	90%	72%	85%
Asian	<	100%	90%	85%
Black	87%	88%	56%	85%
Hispanic	83%	87%	58%	85%
White	93%	91%	80%	85%
Multiple Races	82%	86%	75%	85%
Economically Disadvantaged	92%	87%	57%	85%
English Learners	<	74%	52%	85%
Students with Disabilities	<	75%	47%	85%

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ESSA Pass Rates: Science

Student Group	Current Rate
All Students	76%
Asian	92%
Black	65%
Hispanic	68%
White	81%
Multiple Races	62%
Economically Disadvantaged	65%
English Learners	40%
Students with Disabilities	61%

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* = Data not yet available

Federal Graduation Indicator

Student Group	Current Rate	Annual Target	Long-Term Goal
All Students	95%	84%	84%
Asian	95%	90%	84%
Black	95%	83%	84%
Hispanic	93%	82%	84%
White	96%	86%	84%
Multiple Races	94%	89%	84%
Economically Disadvantaged	93%	81%	84%
English Learners	83%	74%	84%
Students with Disabilities	84%	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	16%	16%	10%	10%
Black	15%	15%	13%	10%
Hispanic	26%	26%	13%	10%
White	21%	21%	13%	10%
Multiple Races	22%	22%	14%	10%
Economically Disadvantaged	33%	33%	15%	10%
English Learners	27%	27%	12%	10%
Students with Disabilities	25%	25%	16%	10%

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English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	41%	52%	58%
English Learner Proficiency	4%	-	-

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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%	96%	4%	95%	5%
Asian	100%	-	<	<	92%	8%
Black	98%	2%	97%	3%	90%	10%
Hispanic	100%	-	96%	4%	99%	1%
White	98%	2%	96%	4%	96%	4%
Multiple Races	97%	3%	100%	-	86%	14%
Economically Disadvantaged	99%	1%	95%	5%	95%	5%
Not Economically Disadvantaged	99%	1%	97%	3%	-	-
English Learners	100%	-	<	<	100%	-
Students with Disabilities	95%	5%	82%	18%	90%	10%
Students without Disabilities	99%	1%	97%	3%	-	-
Female	98%	2%	96%	4%	-	-
Male	99%	1%	96%	4%	-	-
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](#)