



Home > Stafford Senior High Quality Profile

# Stafford Senior High

## GENERAL SCHOOL INFORMATION

**Category:** High (09-12) School

**Phone:** 540-371-7200

**Address:** 63 Stafford Indian Lane  
Fredericksburg, VA 22405

**Principal:** Mr. Allen J. Hicks

**Superintendent:** Dr. Thomas W Taylor

**School Number:** 20

**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): **1 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 Two	

Achievement Gaps		
English	Level One	
Mathematics	Level Two	

Student Engagement & Outcomes		
Chronic Absenteeism	Level Three	
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

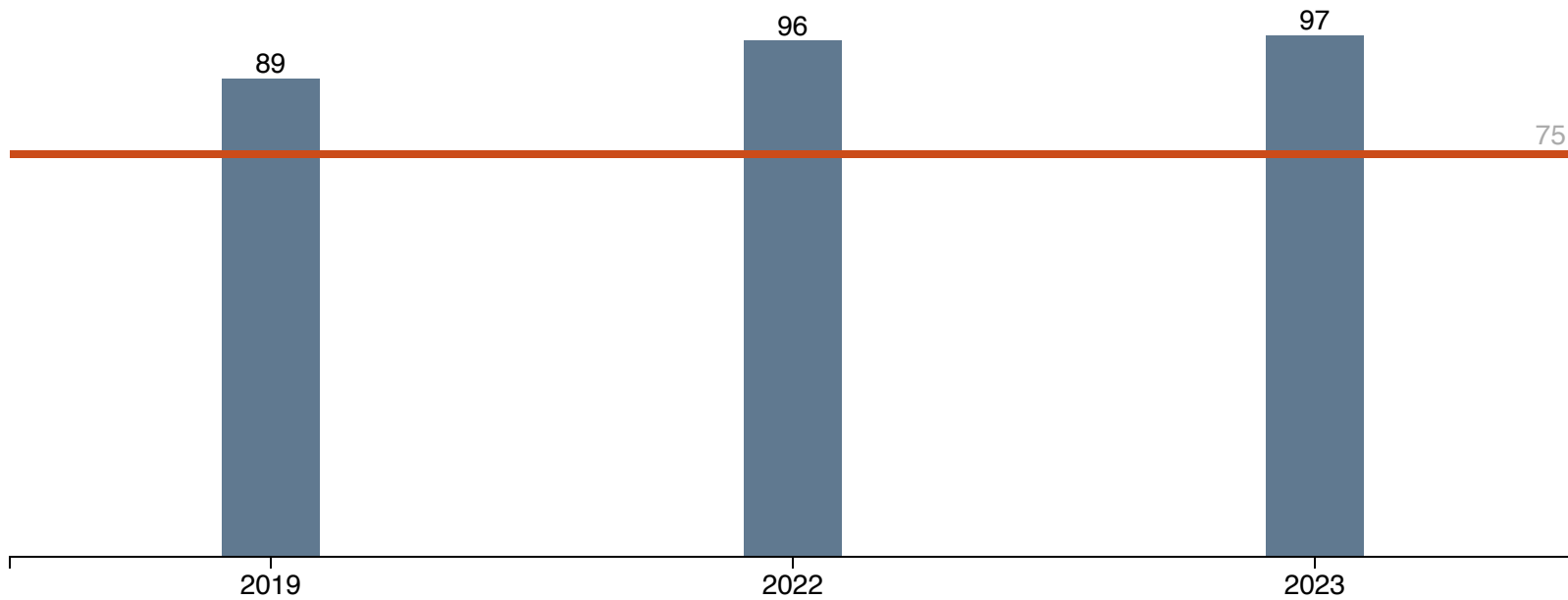
Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One 	Level One 
Black	Level One 	Level Two 
Economically Disadvantaged	Level One 	Level Two 
English Learners	Level One 	Level One 
Hispanic	Level One 	Level Two 
Multiple Races	Level One 	Level One 
Students with Disabilities	Level One 	Level Three 
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	96	0	0	1	97	3
Previous Year	95	0	0	1	96	4
Cumulative 3 Year	93	0	0	1	94	6

## 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.

29.86% 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	1461	622	2083	29.86
2021 - 2022	1478	537	2015	26.65
2018 - 2019	1601	332	1933	17.18

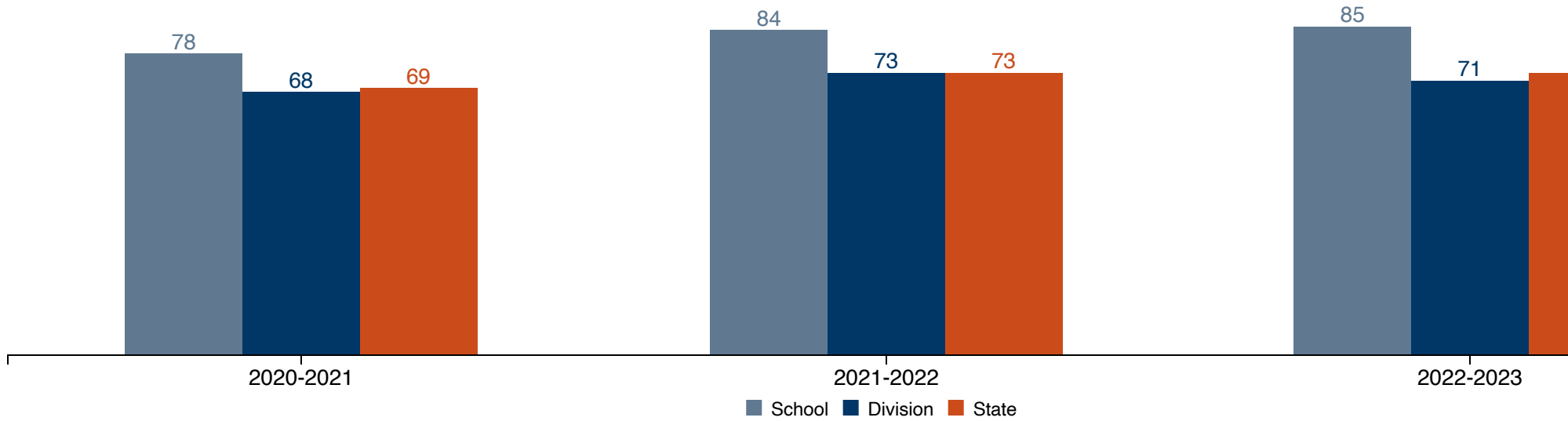
# ASSESSMENTS

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

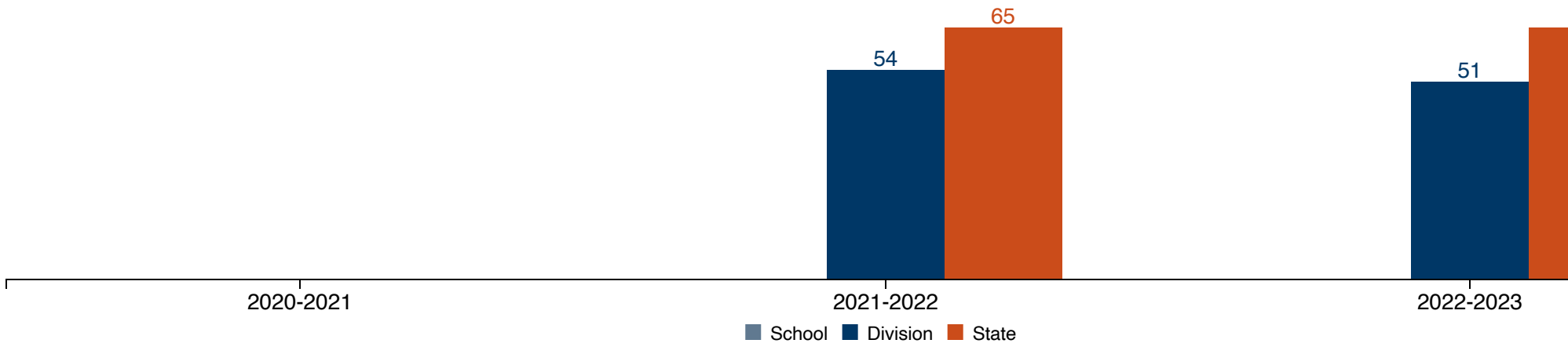
### Reading Performance: All Students

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

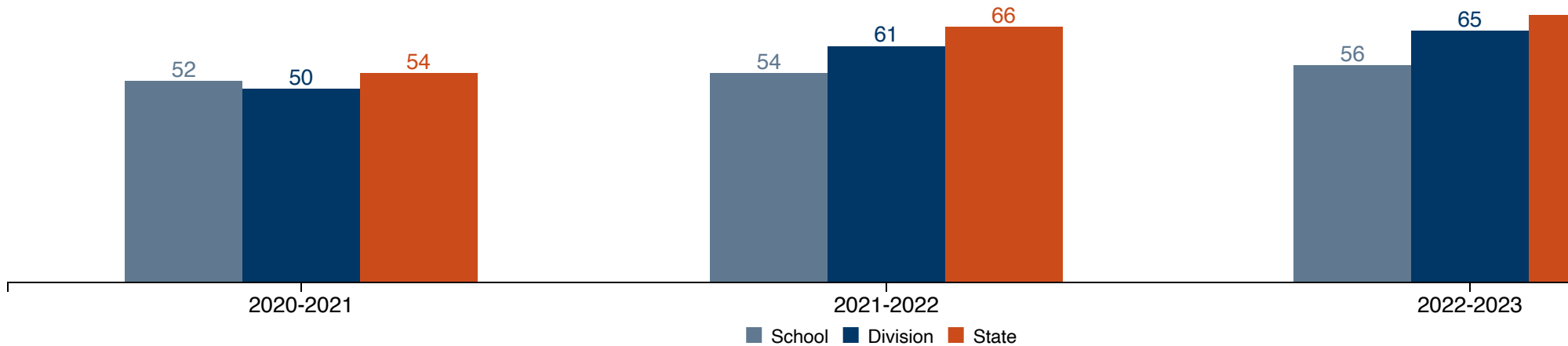
2020-2021 writing results are not reported due to the widespread use of local writing assessments because of the continuing impact of COVID-19 on schools.





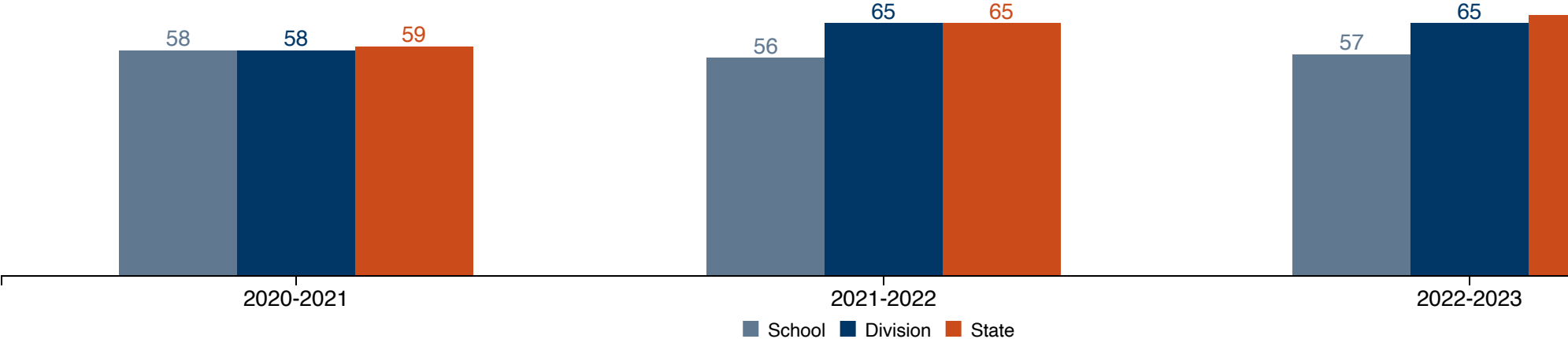
# Math Performance: All Students

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.



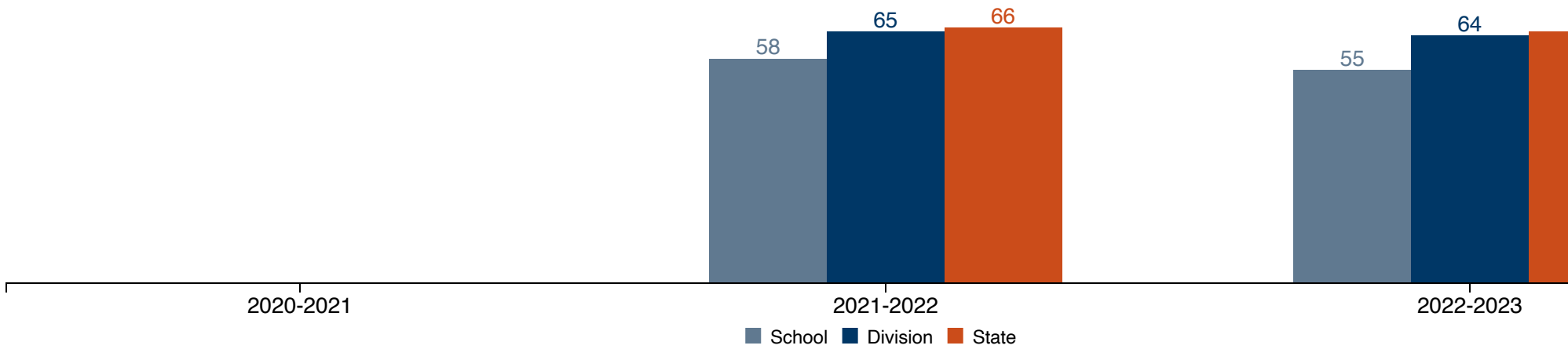
# Science Performance: All Students

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	3	453	0.7%

## ENROLLMENT

### Fall Membership by Grade

Grade	2020-2021	2021-2022	2022-2023
Grade 9	541	607	565
Grade 10	493	509	604
Grade 11	479	439	454
Grade 12	497	507	499
Total Students	2,010	2,062	2,122

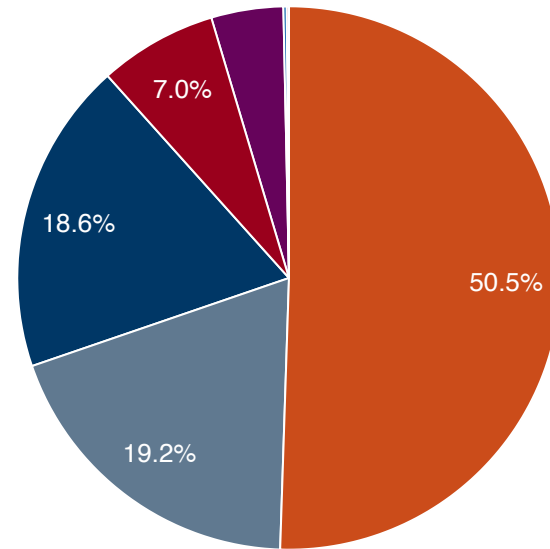
< = A group below state definition for personally identifiable results

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# Fall Membership by Subgroups

## 2022 Fall Membership By Subgroup: Racial and Ethnic Groups

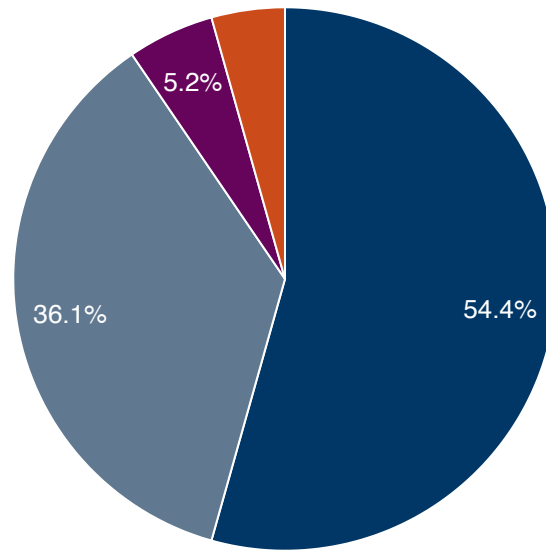


■ Black ■ Hispanic ■ White ■ Asian ■ Multiple Races ■ American Indian ■ Native Hawaiian

## COLLEGE & CAREER READINESS

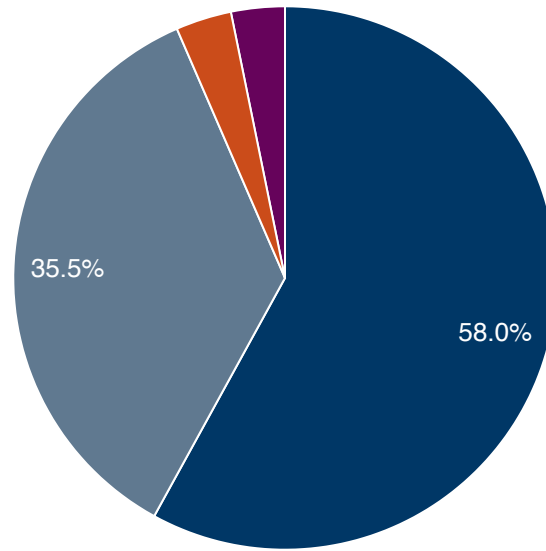
Diplomas and Completion: Class of 2023: All Students

School



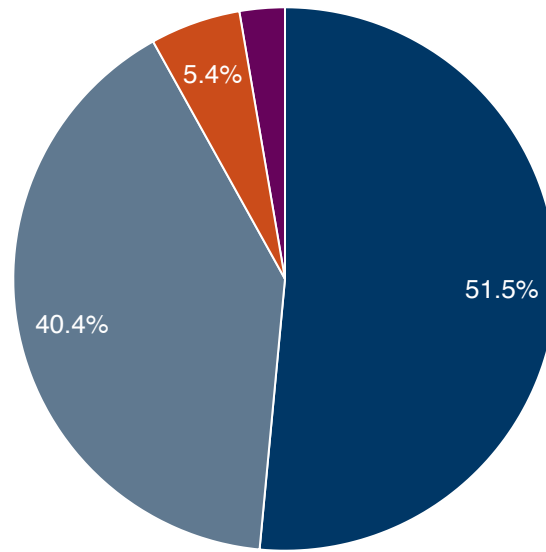
■ Advanced Diplomas ■ Standard and Other Diplomas ■ GEDs, Certificates and Other Non-Graduates ■ Dropouts

### Division



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

### State

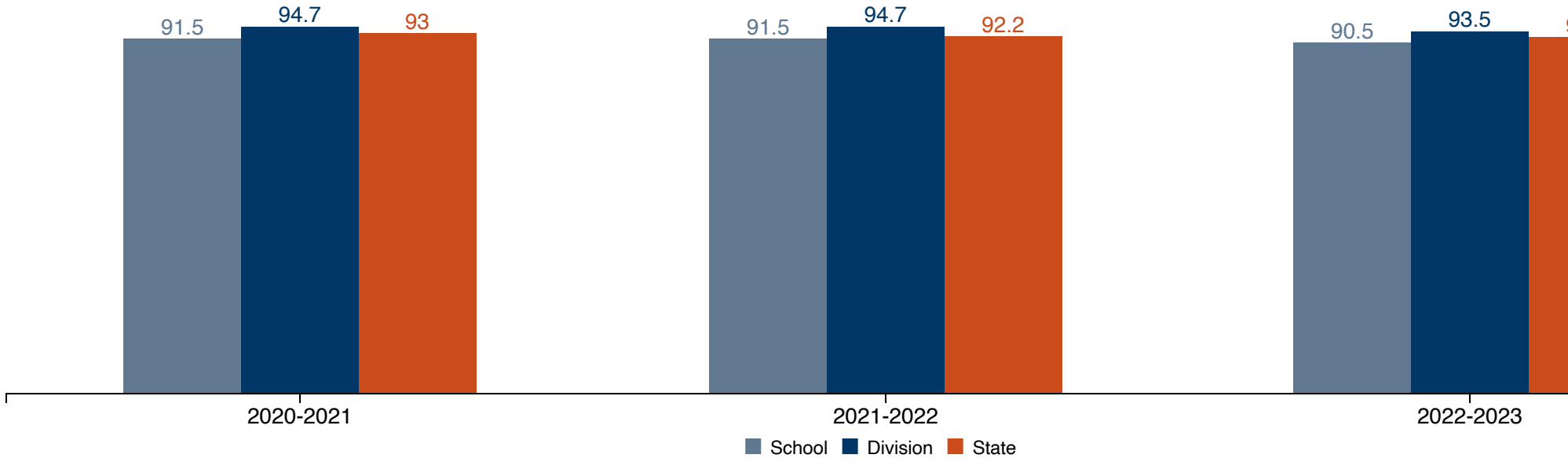


■ Advanced Diplomas ■ Standard and Other Diplomas ■ GEDs, Certificates and Other Non-Graduates ■ Dropouts



# 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	-	-	298 / 14.06%
Advanced Placement Course Enrollment	498 / 24.79%	450 / 21.84%	542 / 25.57%
Dual Enrollment	162 / 8.06%	103 / 5%	142 / 6.7%
Governor's School Enrollment	77 / 3.83%	59 / 2.86%	65 / 3.07%
IB Course Enrollment	-	-	-
Senior Enrolled in IB Program	-	-	-

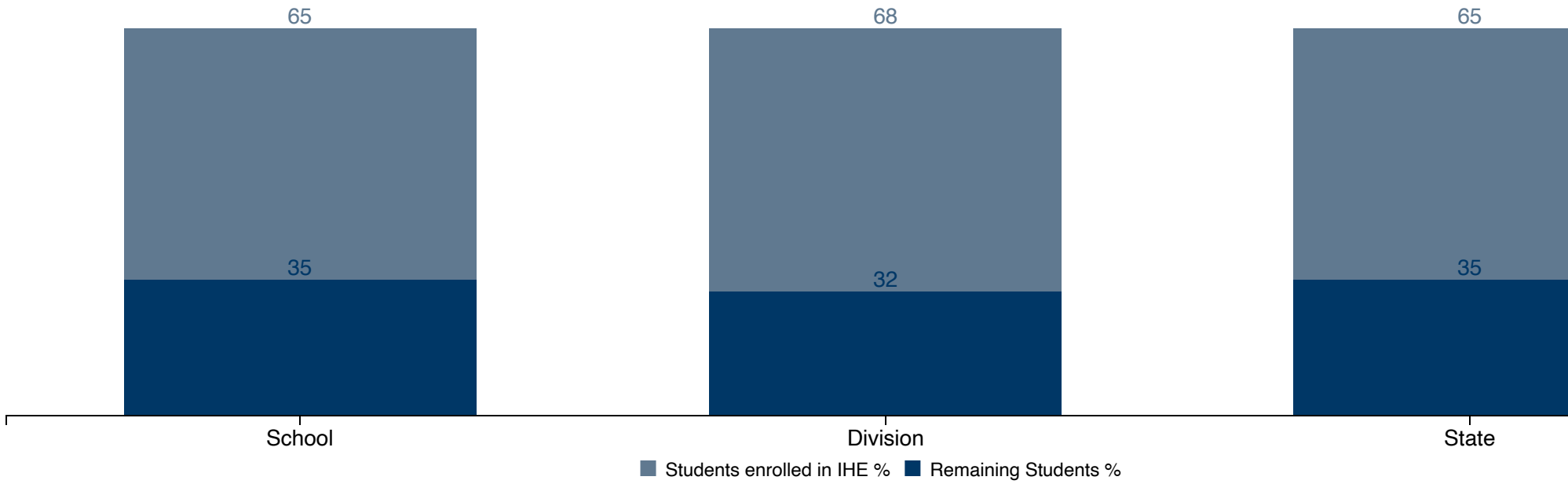
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# Postsecondary Enrollment

## 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	12	7
	Division	5	48	47
	State	1,077	1,236	1,563
Industry Certification	School	423	614	601
	Division	2,195	3,452	3,306
	State	51,685	95,688	100,255
Workplace Readiness	School	1	336	264
	Division	5	1,685	1,518
	State	16,885	44,348	41,819
Total Credentials Earned	School	425	962	872
	Division	2,215	5,199	4,911
	State	71,189	143,862	147,481
Students Earning One or More Credentials	School	416	771	727
	Division	2,067	3,973	3,876
	State	60,992	115,682	117,932
Armed Services Vocational Aptitude Battery Examination	School	4	12	18
	Division	77	128	125
	State	302	761	962

## Career and Technical Education

CTE Completers	School	218	225	218
	Division	1,354	1,348	1,315
	State	42,303	45,094	45,627
NOCTI Assessments	School	-	-	-
	Division	10	14	40
	State	1,542	2,590	3,844

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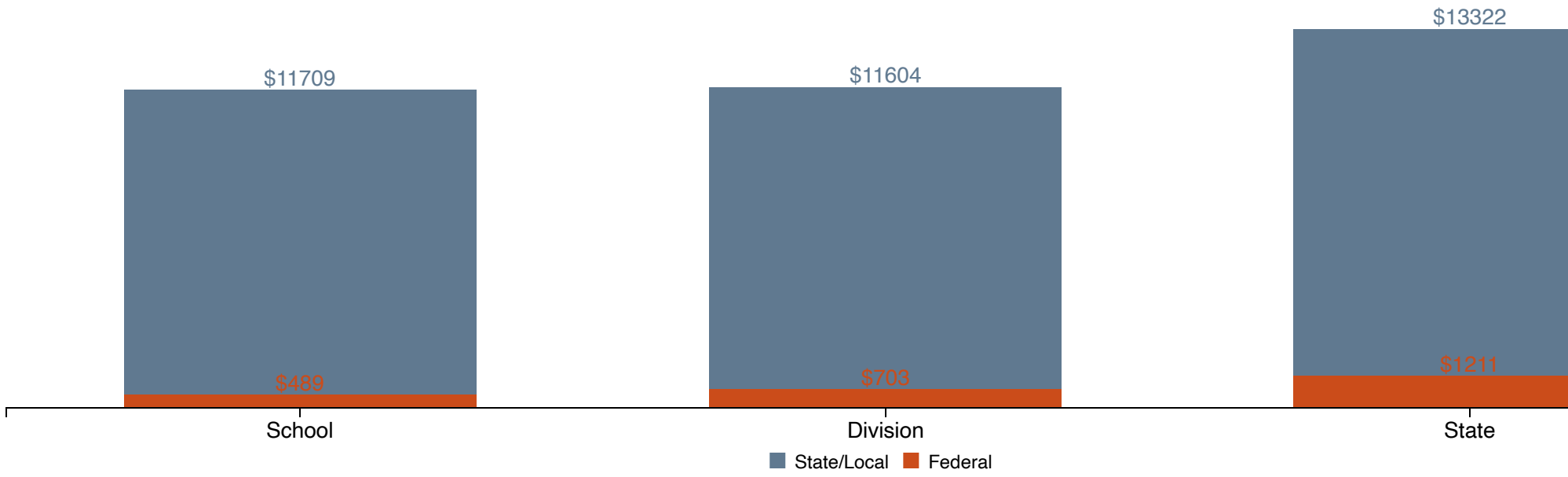
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# FINANCE

## Per-Pupil Spending

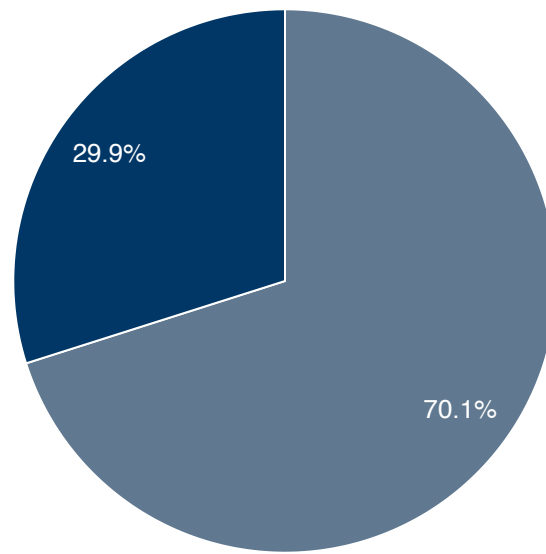
### 2021-2022 Per-Pupil Spending



# 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	1,709
Behaviors related to School Operations	2,568
Relationship Behaviors without Physical Harm	245
Behaviors of a Safety Concern	263
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	71

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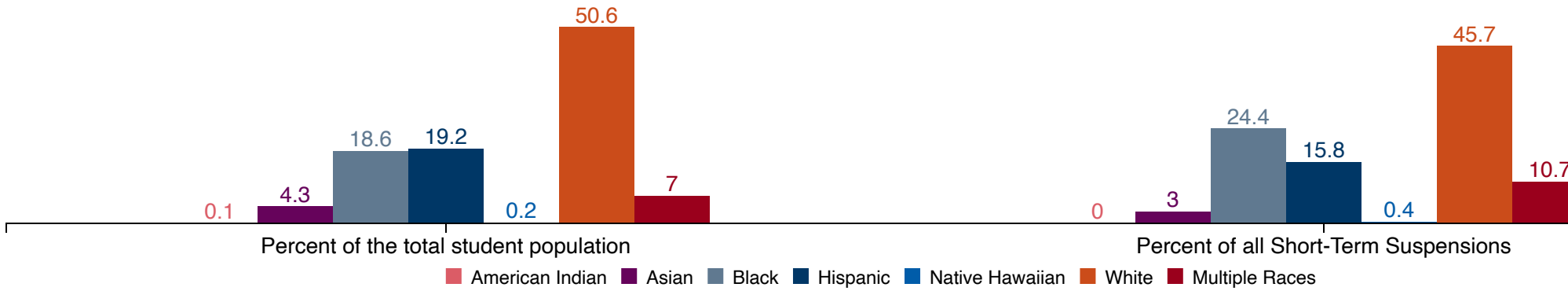
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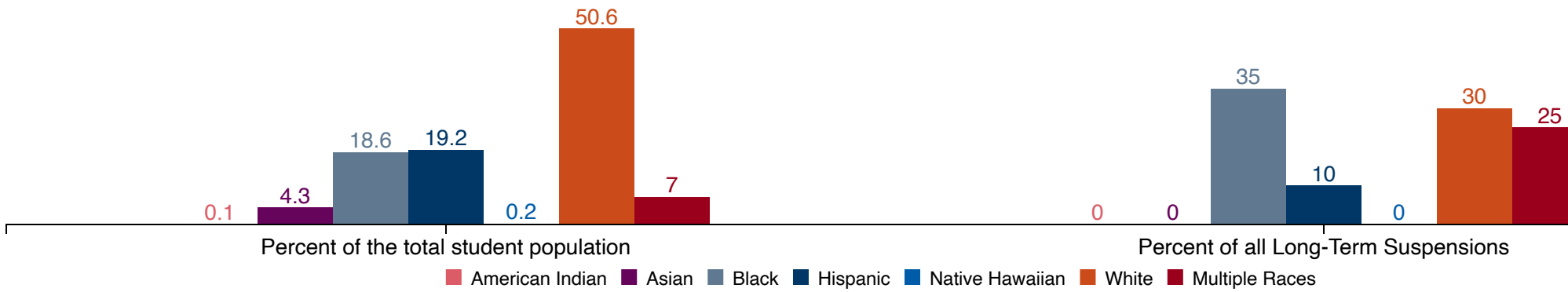
# Short-Term Suspensions

## Short-Term Suspensions: 2022-2023



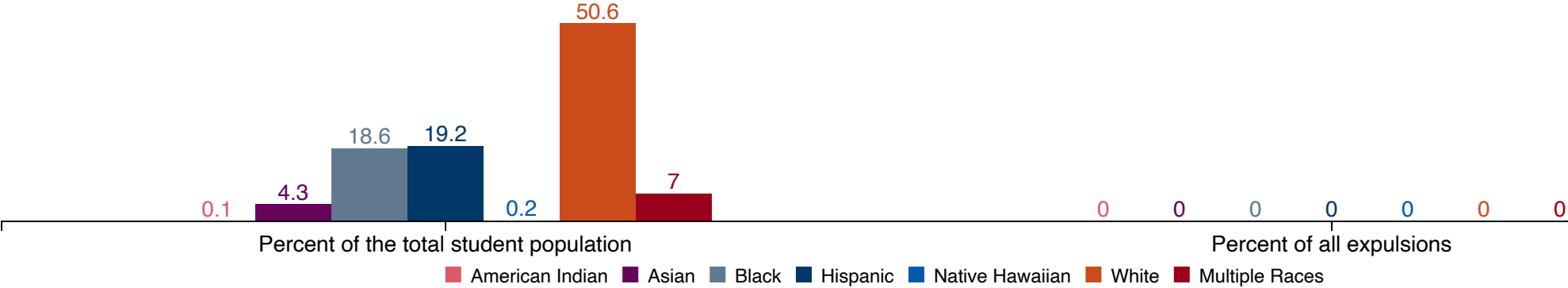
# Long-Term Suspensions

## Long-Term Suspensions: 2022-2023



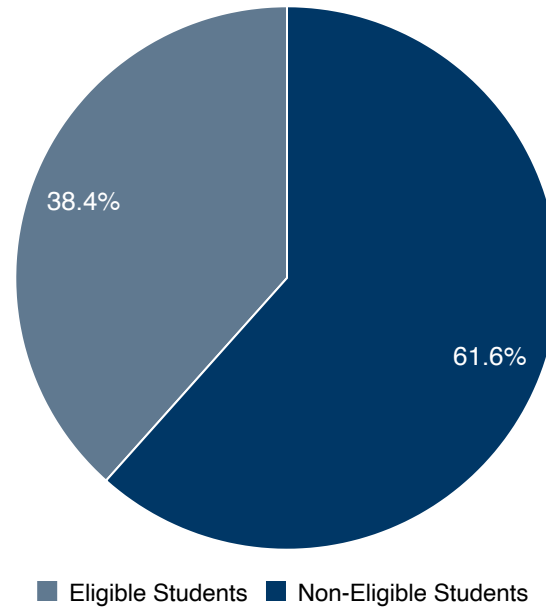
# Expulsions

Expulsions: 2022-2023



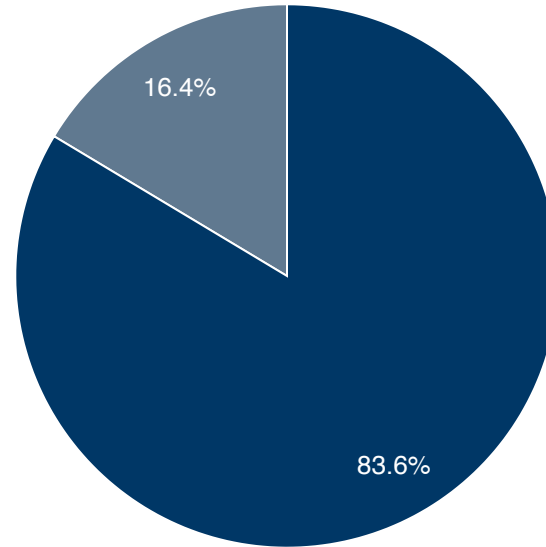
# Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2022-2023



# Free and Reduced Breakfast Participation of Eligible Students

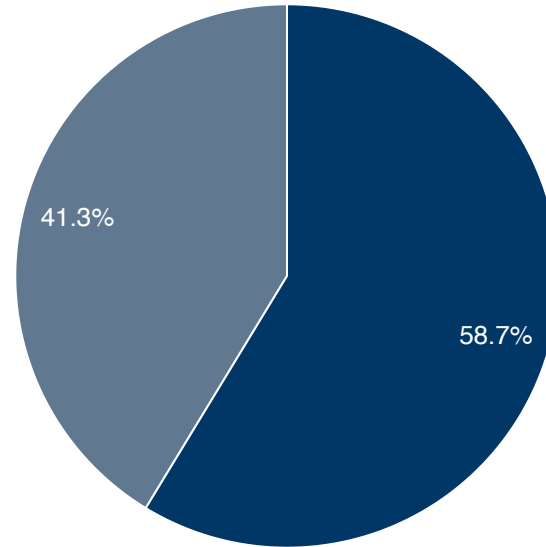
Free and Reduced Breakfast Participation of Eligible Students : 2022-2023



■ 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	Medium Poverty	7.5%	2.2%	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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\* = Data not yet available



# Provisionally Licensed Teachers

Provisionally Licensed Teachers All Schools			
	Poverty Level	All Teachers	Special Education Teachers
This School	Medium Poverty	9.7%	0.7%
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%

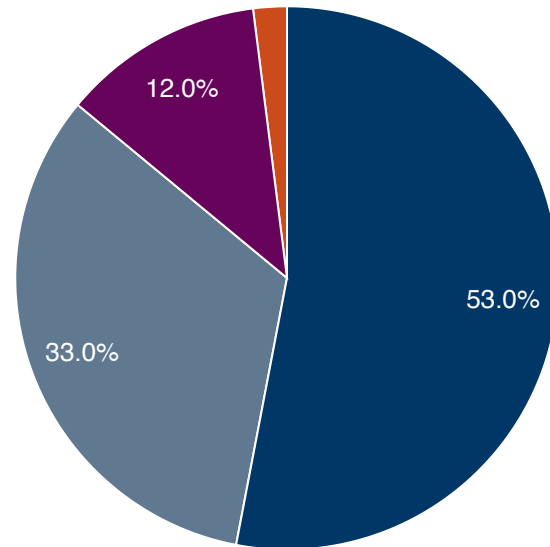
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# Teacher Educational Attainment

## 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	TS	TS	-	No	TS
Black	Yes - CP	Yes	-	No	Yes - No CP
Hispanic	Yes - CP	Yes	-	No	Yes - CP
White	Yes - CP	Yes	-	No	Yes - No CP
Multiple Races	TS	Yes	-	No	No
Economically Disadvantaged	Yes - CP	Yes	-	No	Yes - CP
English Learners	TS	Yes	Yes	No	Yes - 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	87%	85%	77%	88%
Asian	79%	76%	91%	88%
Black	86%	81%	64%	88%
Hispanic	80%	81%	63%	88%
White	89%	89%	84%	88%
Multiple Races	90%	81%	82%	88%
Economically Disadvantaged	74%	75%	63%	88%
English Learners	37%	45%	53%	88%
Students with Disabilities	63%	55%	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%	85%	72%	85%
Asian	<	73%	90%	85%
Black	57%	73%	56%	85%
Hispanic	56%	79%	58%	85%
White	76%	91%	80%	85%
Multiple Races	<	84%	75%	85%
Economically Disadvantaged	53%	76%	57%	85%
English Learners	<	52%	52%	85%
Students with Disabilities	59%	52%	47%	85%

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# ESSA Pass Rates: Science

Student Group	Current Rate
All Students	53%
Asian	<
Black	44%
Hispanic	38%
White	60%
Multiple Races	63%
Economically Disadvantaged	39%
English Learners	9%
Students with Disabilities	36%

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# Federal Graduation Indicator

Student Group	Current Rate	Annual Target	Long-Term Goal
All Students	88%	84%	84%
Asian	87%	90%	84%
Black	87%	83%	84%
Hispanic	88%	82%	84%
White	89%	86%	84%
Multiple Races	83%	89%	84%
Economically Disadvantaged	82%	81%	84%
English Learners	80%	74%	84%
Students with Disabilities	74%	70%	84%
Homeless	<	-	-
Foster Care	<	-	-

# Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	30%	30%	12%	10%
Asian	29%	29%	10%	10%
Black	27%	27%	13%	10%
Hispanic	34%	34%	13%	10%
White	29%	29%	13%	10%
Multiple Races	33%	33%	14%	10%
Economically Disadvantaged	40%	40%	15%	10%
English Learners	35%	35%	12%	10%
Students with Disabilities	32%	32%	16%	10%

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# English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	57%	52%	58%
English Learner Proficiency	9%	-	-

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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	98%	2%	70%	30%	97%	3%
Asian	100%	-	<	<	100%	-
Black	100%	-	75%	25%	98%	2%
Hispanic	98%	2%	100%	-	97%	3%
White	98%	2%	60%	40%	96%	4%
Multiple Races	100%	-	<	<	100%	-
Economically Disadvantaged	98%	2%	81%	19%	96%	4%
Not Economically Disadvantaged	99%	1%	63%	37%	-	-
English Learners	96%	4%	<	<	96%	4%
Students with Disabilities	96%	4%	96%	4%	97%	3%
Students without Disabilities	99%	1%	64%	36%	-	-
Female	100%	-	56%	44%	-	-
Male	97%	3%	87%	13%	-	-
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](#)