SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

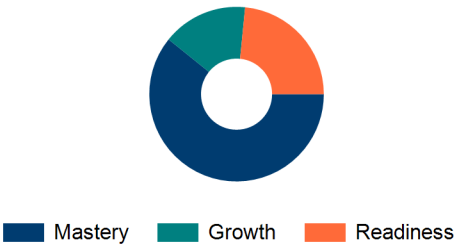
Woodbridge Middle
Prince William County

Performance Category	Accreditation Designation	Federal Identification Status
On Track	Fully Accredited	No Identification

Learn more about the School Quality Profiles

This report helps families, teachers, principals, and community members understand how well their school is performing. It shares student performance in reading, math, and science, along with other important factors that affect school quality, such as student attendance.

Overall School Performance



Mastery: 48.6 / 60 pts Growth: 12.6 / 20 pts Readiness: 18.7 / 20 pts Total: 80 / 100 pts

*If a school is missing one or more indicators because the number of students in a group was less than 15, then the weight for the missing indicator(s) is reallocated to the other indicators and may increase the component's score above the model weight. **Schools that are federally identified as Targeted or Additional Targeted Support and Improvement (TSI/ATSI) will have their performance category lowered by one level (8VAC20-132-270. F). *** The "<" symbol used in the Indicator tables represents too few students in a group to evaluate.

The School Performance and Support Framework has an overall rating based on points earned in the categories below.

1. Mastery 2. Growth 3. Readiness

These factors are weighted and combined to place each school in one of four performance categories:

Performance Category	Point Range
Distinguished	90–100
On Track	80–89
Off Track	65–79
Needs Intensive Support	< 65

Take Action! How Can You Support Your Child's Learning?

Talk to your student's teacher, counselor, or principal about ways to support your student and school, and to learn about your school. You will learn ways to celebrate and support areas of success and meet any needs identified in this report.

Road to Readiness
Resources for Families

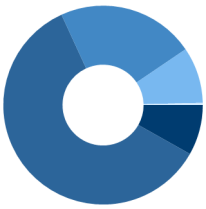
Mastery Indicators:

Reflect how students are meeting academic and English language proficiency standards.
Factors that make up performance scores include Standards of Learning (SOL) assessments and Virginia Alternative Assessment Program (VAAP) tests in Reading, Mathematics, and Science. English Learner (EL) progress is measured by annual growth on the WIDA ACCESS assessment, which tracks proficiency in listening, speaking, reading, and writing.

Reading Performance

Indicator Score: 17.84 out of 20 pts

All Students	Percentage
Pass/Advanced	8.17%
Pass/Proficient	59.97%
Fail/Basic	22.35%
Fail/Below Basic	9.13%
Score of Zero	0.36%



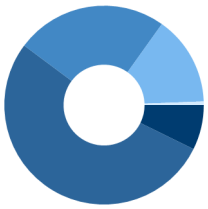
Mastery Index Performance by Percent for each Student Group

All Students	89.24%
Asian	91.99%
Black	92.08%
Hispanic	83.70%
White	96.40%
Multiple Races	91.44%
Economically Disadvantaged	86.19%
English Learners	78.52%
Students with Disabilities	72.60%

Math Performance

Indicator Score: 16.82 out of 20 pts

All Students	Percentage
Pass/Advanced	7.28%
Pass/Proficient	52.92%
Fail/Basic	24.61%
Fail/Below Basic	14.57%
Score of Zero	0.59%



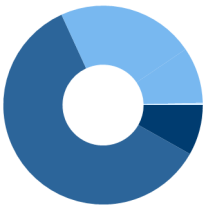
Mastery Index Performance by Percent for each Student Group

All Students	84.13%
Asian	91.90%
Black	84.34%
Hispanic	78.03%
White	92.63%
Multiple Races	89.47%
Economically Disadvantaged	81.01%
English Learners	73.39%
Students with Disabilities	64.48%

Science Performance

Indicator Score: 9.31 out of 10 pts

All Students	Percentage
Pass/Advanced	5.79%
Pass/Proficient	62.16%
Fail/Does not Meet	31.66%
Score of Zero	0.38%



Mastery Index Performance by Percent for each Student Group

All Students	93.14%
Asian	96.62%
Black	92.30%
Hispanic	90.04%
White	100.00%
Multiple Races	<
Economically Disadvantaged	91.12%
English Learners	86.41%
Students with Disabilities	85.36%

English Learner (EL) Progress

Indicator Score: 4.68 out of 10 pts

All Students	Percentage
Progress	46.82%
No Progress	53.18%

Progress Rate by Student Group

All Students	46.82%
Asian	60.00%
Black	<
Hispanic	43.20%
White	<
Multiple Races	<
Economically Disadvantaged	41.48%
English Learners	46.82%
Students with Disabilities	32.50%

Growth Indicators: Reflect how students are progressing academically over time.

Growth is measured by comparing expected learning to actual learning at the end of the year based on past SOL and VAAP performance.

Reading Growth

Indicator Score: 7.01 out of 10 pts

All Students	Percentage
Exceeds Growth	14.58%
Meets Growth	34.16%
Below Expected Growth	35.53%
Did not Meet Growth	15.71%

Growth Index Performance by Percent for each Student Group

All Students	70.16%
Asian	69.83%
Black	76.15%
Hispanic	68.13%
White	69.23%
Multiple Races	66.21%
Economically Disadvantaged	67.57%
English Learners	72.07%
Students with Disabilities	61.49%

Math Growth

Indicator Score: 5.62 out of 10 pts

All Students	Percentage
Exceeds Growth	8.85%
Meets Growth	25.31%
Below Expected Growth	39.65%
Did not Meet Growth	26.18%

Growth Index Performance by Percent for each Student Group

All Students	56.20%
Asian	62.89%
Black	56.32%
Hispanic	54.28%
White	57.26%
Multiple Races	52.63%
Economically Disadvantaged	54.71%
English Learners	53.94%
Students with Disabilities	43.75%

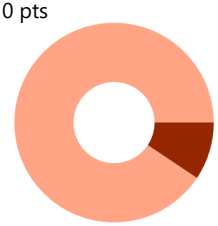
Readiness Indicators: Reflect how schools are preparing students for what's next.

Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason. Advanced Coursework measures the performance of students who are eligible to take High School End-of-Course mathematics courses while in Middle School.

Chronic Absenteeism

Indicator Score: 8.76 out of 10 pts

All Students	Percentage
Missed Above 10%	12.38%
Missed Below 10%	87.61%



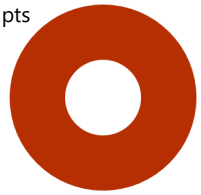
Percent of Chronic Absenteeism by Student Group

All Students	12.38%
Asian	6.54%
Black	9.67%
Hispanic	14.94%
White	14.28%
Multiple Races	10.00%
Economically Disadvantaged	15.30%
English Learners	12.42%
Students with Disabilities	14.61%

Advanced Coursework

Indicator Score: 10 out of 10 pts

All Students	Percentage
Passing	100.00%
Not Passing	0.00%
Eligible but Not Enrolled	0.00%



Percent of Students Passing EOC Math in Middle School

All Students	100.00%
Asian	100.00%
Black	100.00%
Hispanic	100.00%
White	100.00%
Multiple Races	<
Economically Disadvantaged	100.00%
English Learners	<
Students with Disabilities	<