SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

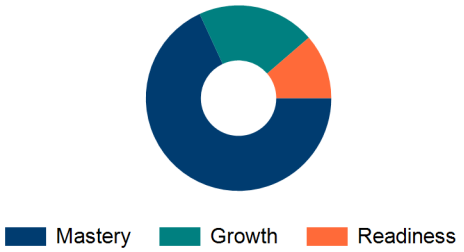
Anne E. Moncure Elementary
Stafford County

Performance Category	Accreditation Designation	Federal Identification Status
Needs Intensive Support	Fully Accredited	Targeted Support and Improvement

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: 52.5 / 65 pts Growth: 15.8 / 25 pts Readiness: 8.7 / 10 pts Total: 77.1 /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:

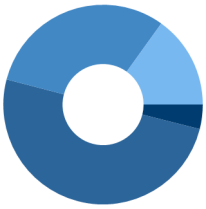
Reflect how students are meeting academic and English language proficiency standards.

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: 18.44 out of 22.5 pts

All Students	Percentage
Pass/Advanced	3.94%
Pass/Proficient	50.11%
Fail/Basic	30.85%
Fail/Below Basic	15.08%
Score of Zero	0.00%



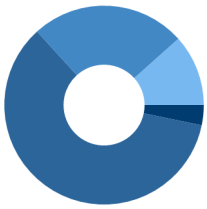
Mastery Index Performance by Percent for each Student Group

All Students	81.96%
Asian	84.61%
Black	83.73%
Hispanic	75.99%
White	91.66%
Multiple Races	85.41%
Economically Disadvantaged	78.86%
English Learners	76.43%
Students with Disabilities	65.72%

Math Performance

Indicator Score: 19.3 out of 22.5 pts

All Students	Percentage
Pass/Advanced	3.25%
Pass/Proficient	60.00%
Fail/Basic	25.11%
Fail/Below Basic	11.62%
Score of Zero	0.00%



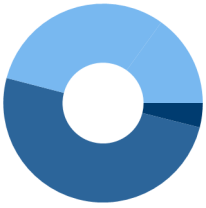
Mastery Index Performance by Percent for each Student Group

All Students	85.81%
Asian	91.34%
Black	84.72%
Hispanic	82.00%
White	95.83%
Multiple Races	84.78%
Economically Disadvantaged	83.30%
English Learners	84.71%
Students with Disabilities	65.57%

Science Performance

Indicator Score: 9.02 out of 10 pts

All Students	Percentage
Pass/Advanced	6.04%
Pass/Proficient	48.99%
Fail/Does not Meet	44.96%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	90.26%
Asian	95.83%
Black	89.88%
Hispanic	87.10%
White	95.31%
Multiple Races	<
Economically Disadvantaged	87.63%
English Learners	89.23%
Students with Disabilities	80.95%

English Learner (EL) Progress

Indicator Score: 5.79 out of 10 pts

All Students	Percentage
Progress	57.93%
No Progress	42.07%

Progress Rate by Student Group

All Students	57.93%
Asian	72.34%
Black	<
Hispanic	55.82%
White	<
Multiple Races	<
Economically Disadvantaged	58.42%
English Learners	57.93%
Students with Disabilities	45.94%

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: 8.43 out of 12.5 pts

All Students	Percentage
Exceeds Growth	14.01%
Meets Growth	28.78%
Below Expected Growth	42.42%
Did not Meet Growth	14.77%

Growth Index Performance by Percent for each Student Group

All Students	67.51%
Asian	78.03%
Black	62.33%
Hispanic	63.96%
White	80.83%
Multiple Races	70.00%
Economically Disadvantaged	66.14%
English Learners	71.22%
Students with Disabilities	65.13%

Math Growth

Indicator Score: 7.45 out of 12.5 pts

All Students	Percentage
Exceeds Growth	10.56%
Meets Growth	25.28%
Below Expected Growth	42.26%
Did not Meet Growth	21.88%

Growth Index Performance by Percent for each Student Group

All Students	59.62%
Asian	73.48%
Black	63.33%
Hispanic	53.79%
White	63.33%
Multiple Races	46.66%
Economically Disadvantaged	58.28%
English Learners	64.85%
Students with Disabilities	62.50%

Readiness Indicators:

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

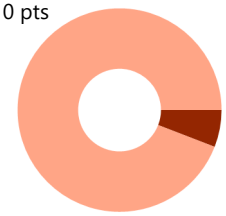
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

Research shows that missing 10 percent of the school year, or about 18 days in most school divisions- that's just two days a month- negatively affects a student's academic performance.

Chronic Absenteeism

Indicator Score: 8.73 out of 10 pts

All Students	Percentage
Missed Above 10%	12.66%
Missed Below 10%	87.33%



Percent of Chronic Absenteeism by Student Group

All Students	12.66%
Asian	5.88%
Black	13.30%
Hispanic	11.64%
White	15.38%
Multiple Races	22.91%
Economically Disadvantaged	14.33%
English Learners	10.14%
Students with Disabilities	28.03%