

School Summary Report 2025

Woodson High Fairfax County

<u>Performance Category</u>	<u>Accreditation Designation</u>	<u>Federal Identification Status</u>
Distinguished	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 ■ Graduation ■ Readiness

Mastery: 46.7 / 50 pts Graduation: 14.4 / 15 pts Readiness: 34.5 / 35 pts Total: 95.7 / 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. Graduation 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.

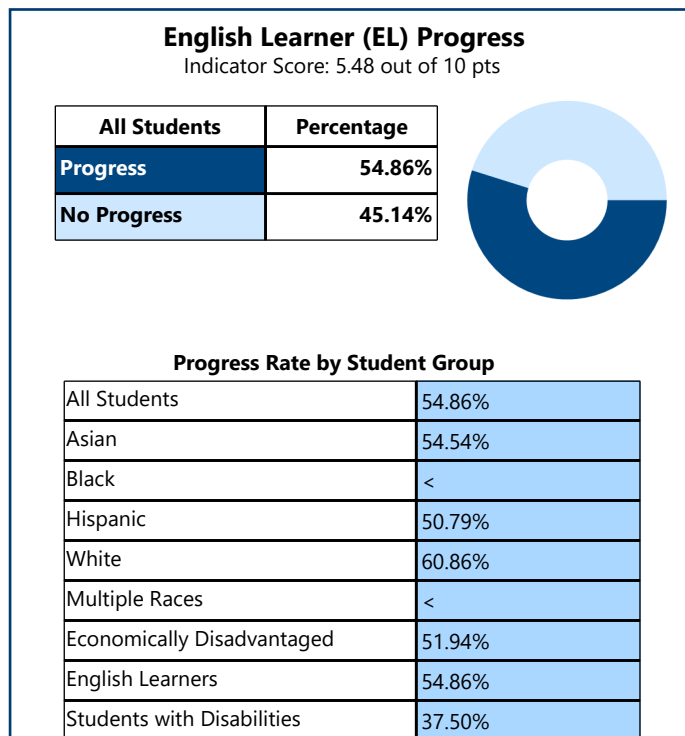
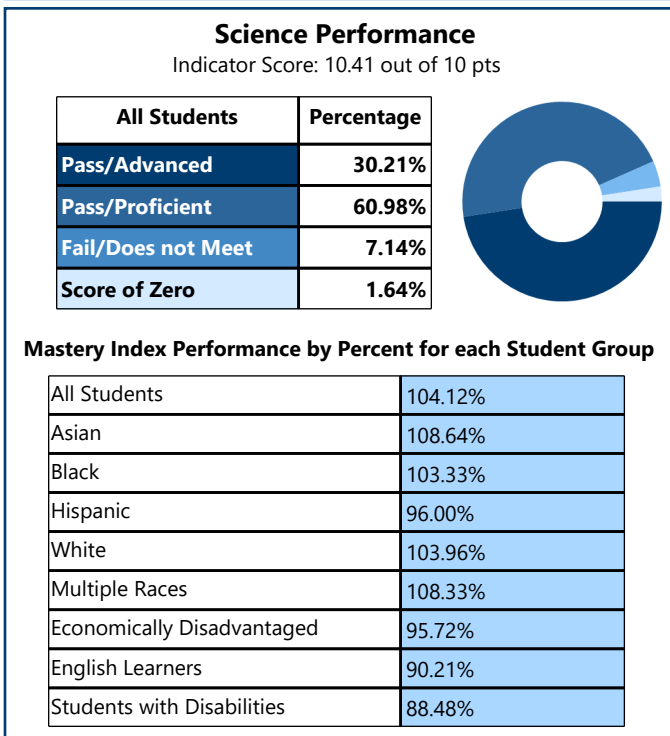
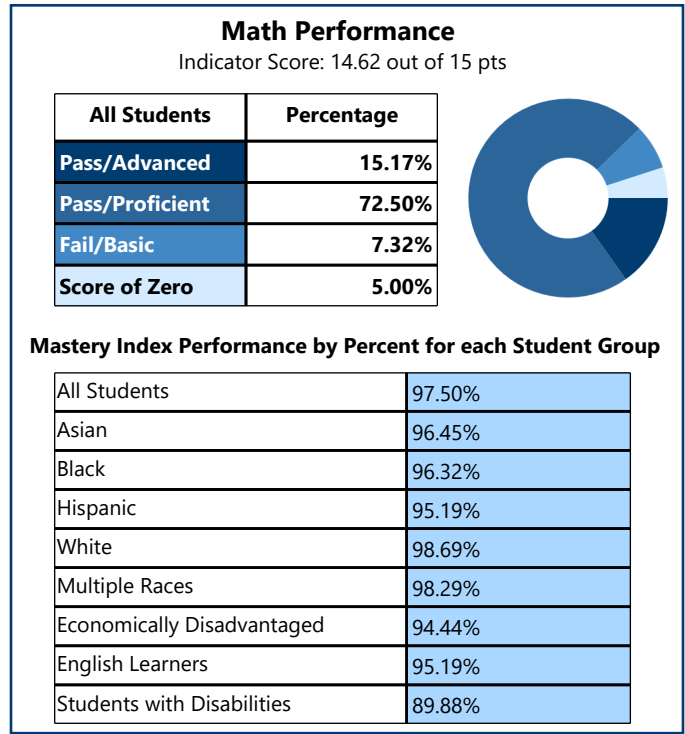
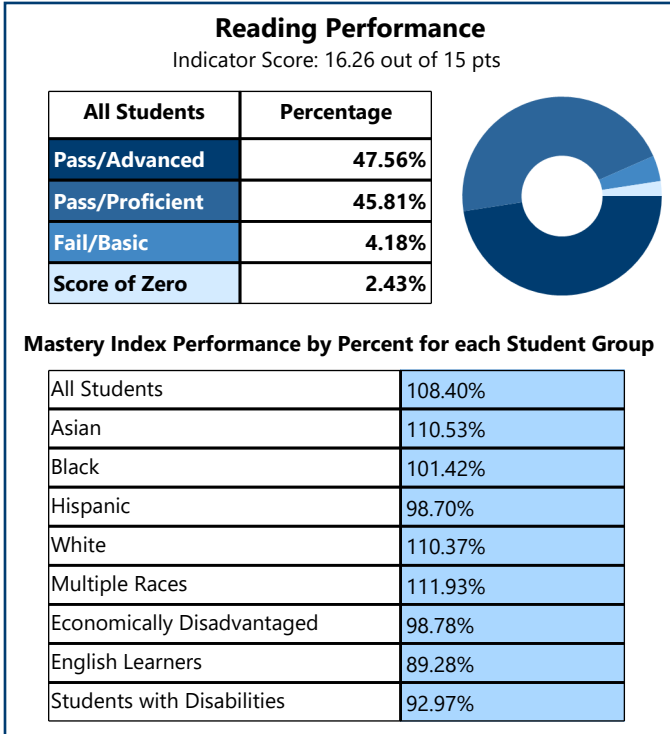
[Road to Readiness](#)
[Resources for Families](#)



Mastery Indicators:

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

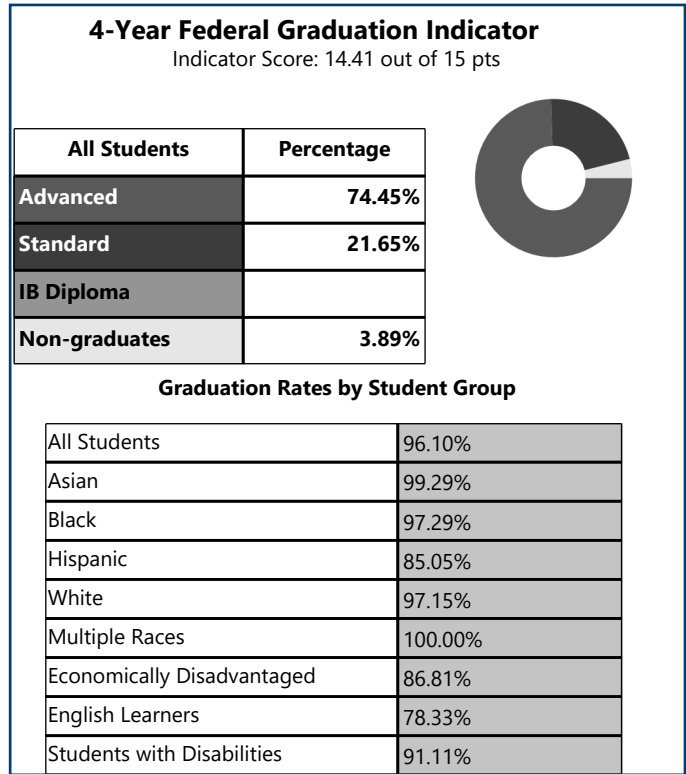
Factors that make up performance scores include Standards of Learning (SOL) assessments and Virginia Alternative Assessment Program (VAAP) tests in Reading, Mathematics, and Science. English Learner (EL) progress is measured by annual growth on the WIDA ACCESS assessment, which tracks proficiency in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



Graduation Indicators:

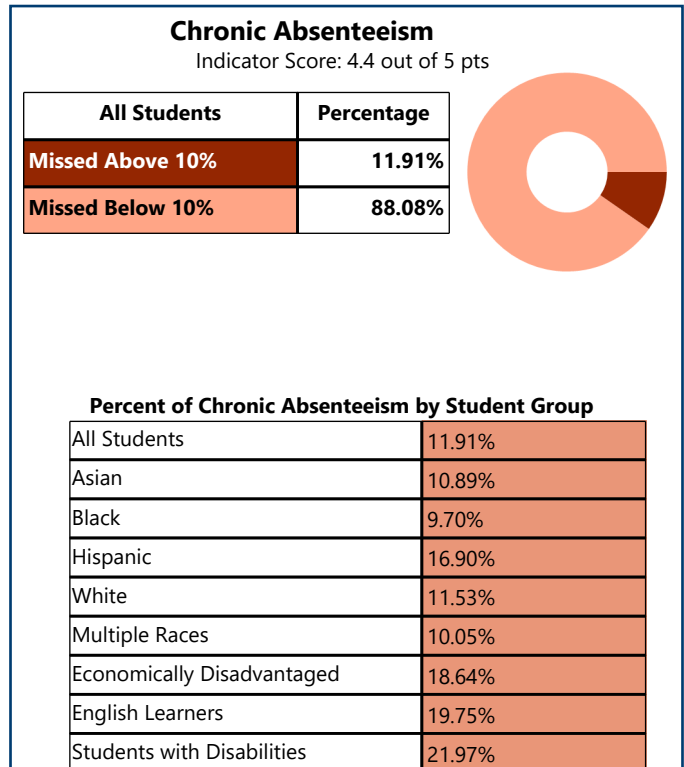
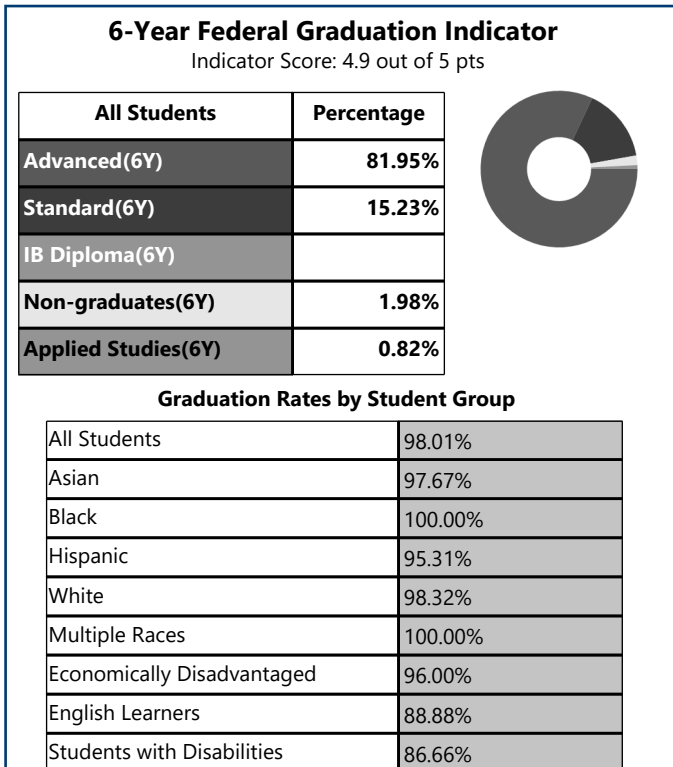
Reflect how students are fulfilling graduation requirements.

The 4-Year Graduation Indicator is a federal requirement and reflects the percent of students who graduated within 4 years of entering high school with an Advanced, Standard, or International Baccalaureate (IB) diploma. Non-graduates are those who did not complete one of these diploma types within four years.



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

The 6-year Federal Graduation Indicator reflects the percentage of students who graduate within six years of entering high school and includes students with the Applied Studies Diploma. The Chronic Absenteeism Indicator is the percentage of students who miss 10 percent or more of the school year for any reason.



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

The 3E Readiness Framework focuses on students graduating high school ready for Enrollment, Employment, and/or Enlistment. Each of the 3E Readiness indicators includes an index assigning value to opportunities based on the rigor of the experience as it translates to postsecondary outcomes, based on workforce, military, and educational attainment:

- Enrollment- transferable post-secondary credits, either through dual enrollment (DE) or accelerated, rigorous college credit-bearing coursework through programs such as Advanced Placement (AP) or International Baccalaureate (IB).
- Employment- CTE (Career and Technical Education) completion of a sequence of courses, high-demand industry recognized credentials for employment, and high-quality work-based learning (WBL).
- Enlistment- military preparation based on performance (AFQT Score) on the ASVAB (Armed Services Vocational Aptitude Battery).

The percents shown in the Indicators below are based on the number of students who earned points in each area based on the criteria for each section.

[Visit this site to learn more about the full criteria and point values for the 3E Readiness Framework](#)

3E Readiness
Indicator Score: 25.25 out of 25 pts

All Students	Percentage
Enrollment	72.27%
Employment	24.61%
Enlistment	3.10%

Percent of Performance by Student Group

All Students	101.01%
Asian	111.31%
Black	87.50%
Hispanic	79.00%
White	103.00%
Multiple Races	106.81%
Economically Disadvantaged	75.33%
English Learners	64.13%
Students with Disabilities	46.22%

3E Readiness - Enrollment
Percent of students earning points based on the Enrollment criteria

All Students	Percentage
Associate's Degree	
3+ AP/IB Exams or DE	66.16%
1-2 AP/IB Exams or DE	26.24%
Complete AP/IB Exams or DE	7.59%

3E Readiness - Employment
Percent of students earning points based on the Employment criteria

All Students	Percentage
CTE, High Demand, & WBL	4.51%
CTE & High Demand Credential	60.00%
CTE & Industry Credential	29.67%
CTE & Work-based Learning	5.80%

3E Readiness - Enlistment
Percent of students earning points based on the Enlistment criteria

All Students	Percentage
AFQT Score of 65+	70.00%
AFQT Score of 50-64	15.00%
AFQT Score of 31-49	15.00%