

[Home](#) > [Matoaca High Quality Profile](#)

Matoaca High

GENERAL SCHOOL INFORMATION

Category: High (09-12) School

Phone: 804-590-3108

Address: 17700 Longhouse Lane
Chesterfield, VA 23838

Principal: Elizabeth Baber

Superintendent: Dr. John Murray

School Number: 530

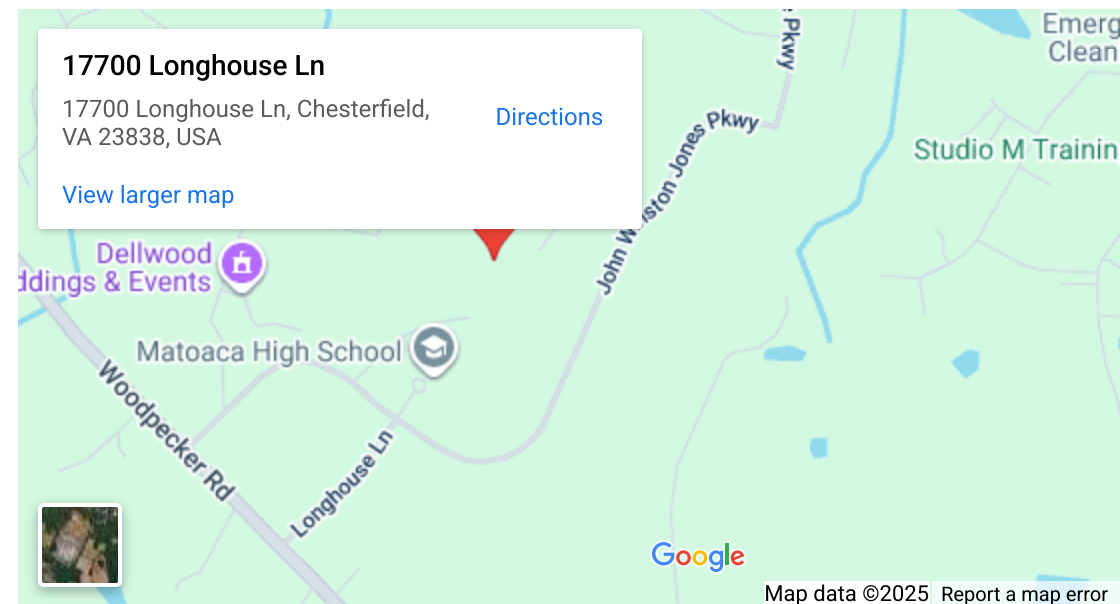
Region: 1

Division: [Chesterfield County Public Schools](#)

Division Number: 21

[Division Website](#)

Map results may not reflect school division or attendance zone boundaries.



ACCREDITATION

Coming Fall 2025 a new look for School Accreditation

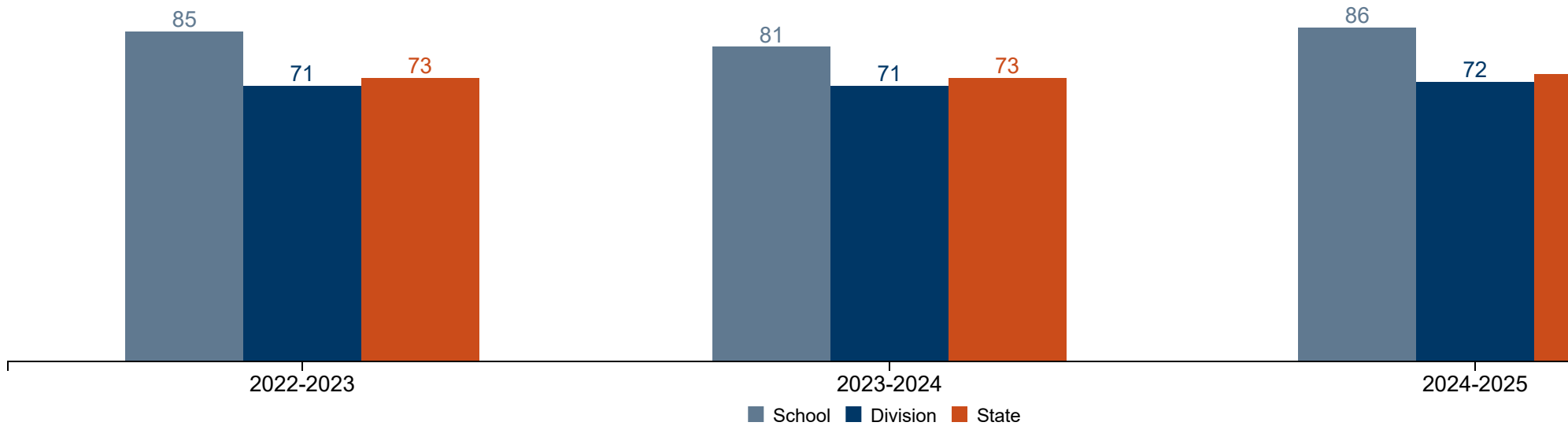
Chapter 132. Virginia Standards of Accreditation
§VAC20-132

ASSESSMENTS

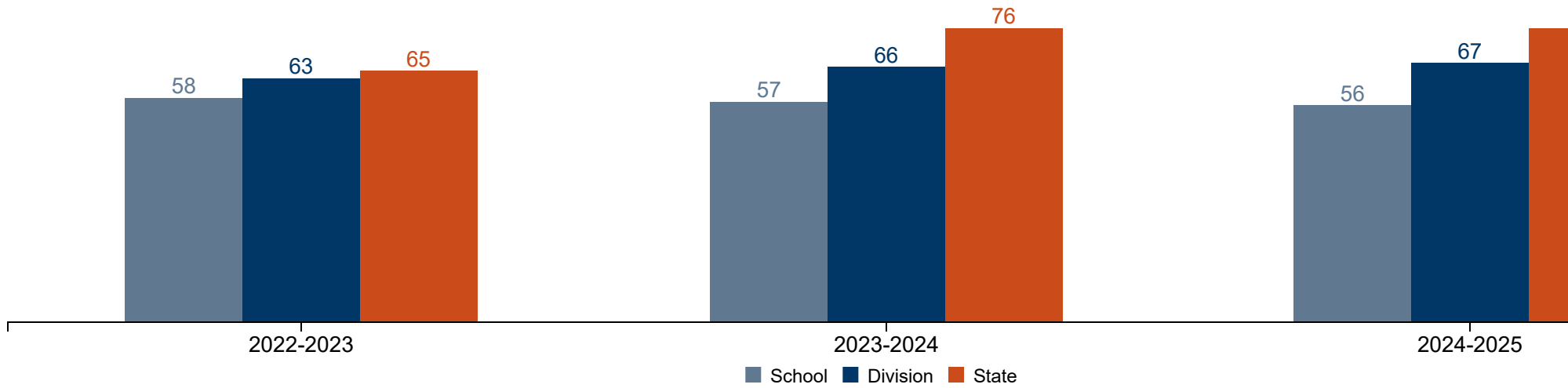
The annual pass rate data reported on the Assessment tab includes all grade level and content area state assessments (Standards of Learning assessments and Virginia Alternate Assessment Program assessments).

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

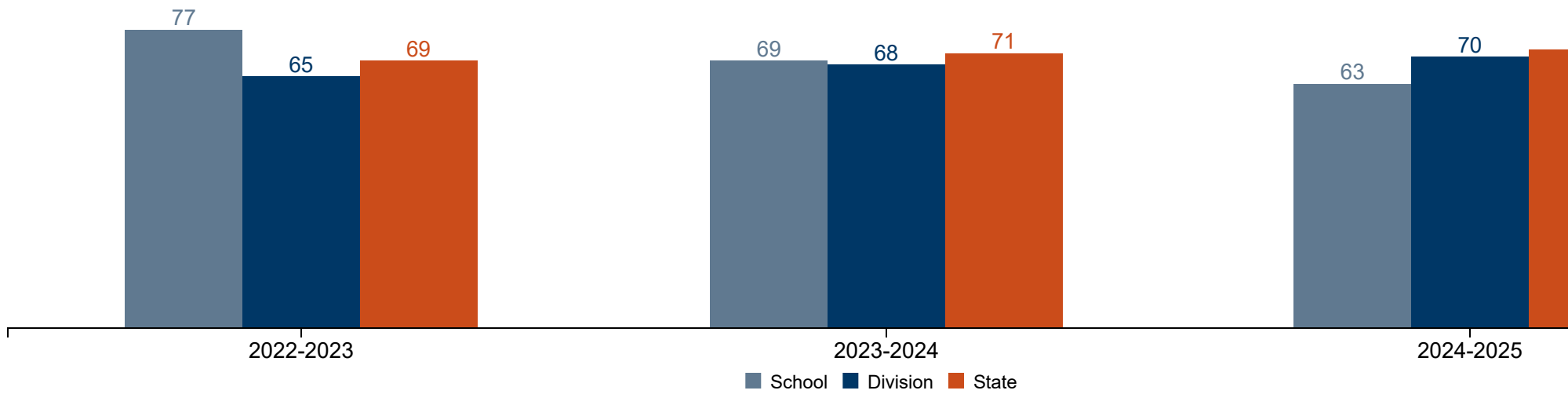
Reading Performance: All Students



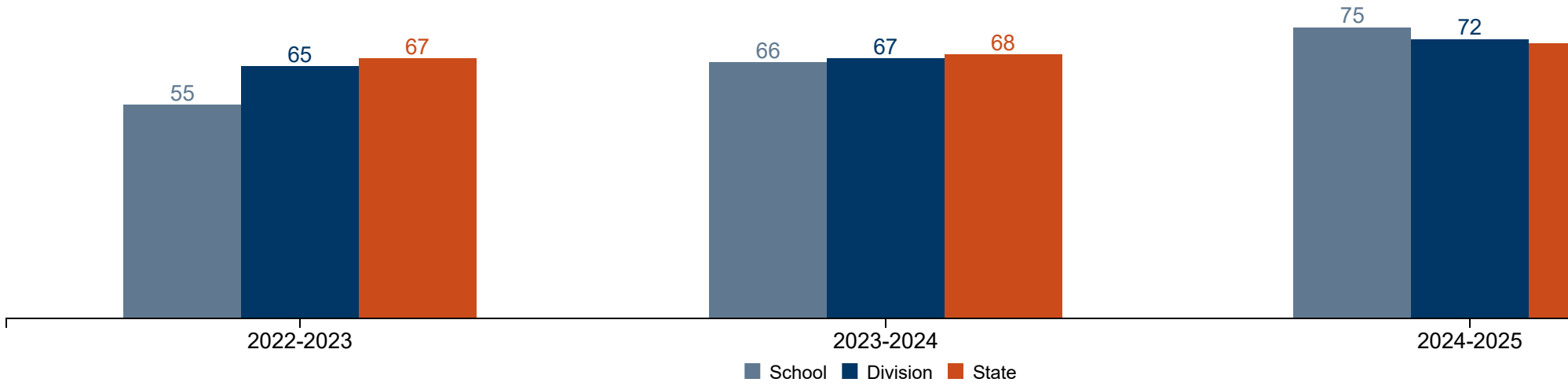
Writing Performance: All Students



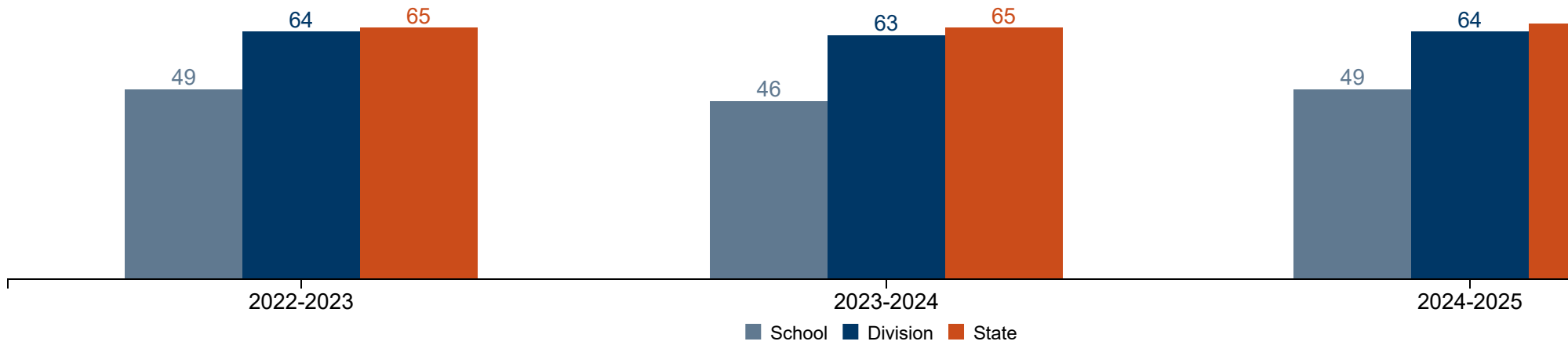
Math Performance: All Students



Science Performance: All Students



History Performance: All Students



Number of Recently Arrived English Language Learners Exempted From State Reading Assessments

Number of Recently Arrived English Language Learners Exempted From State Reading Assessments			
	2022-2023	2023-2024	2024-2025
School	-	-	-
Division	196	289	175
State	4,460	6,361	4,559

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	4	398	1%

ENROLLMENT

Fall Membership by Grade

Grade			
	2022-2023	2023-2024	2024-2025
Grade 9	443	432	430
Grade 10	406	430	416
Grade 11	395	385	400
Grade 12	393	410	382
Total Enrollment	1,637	1,657	1,628

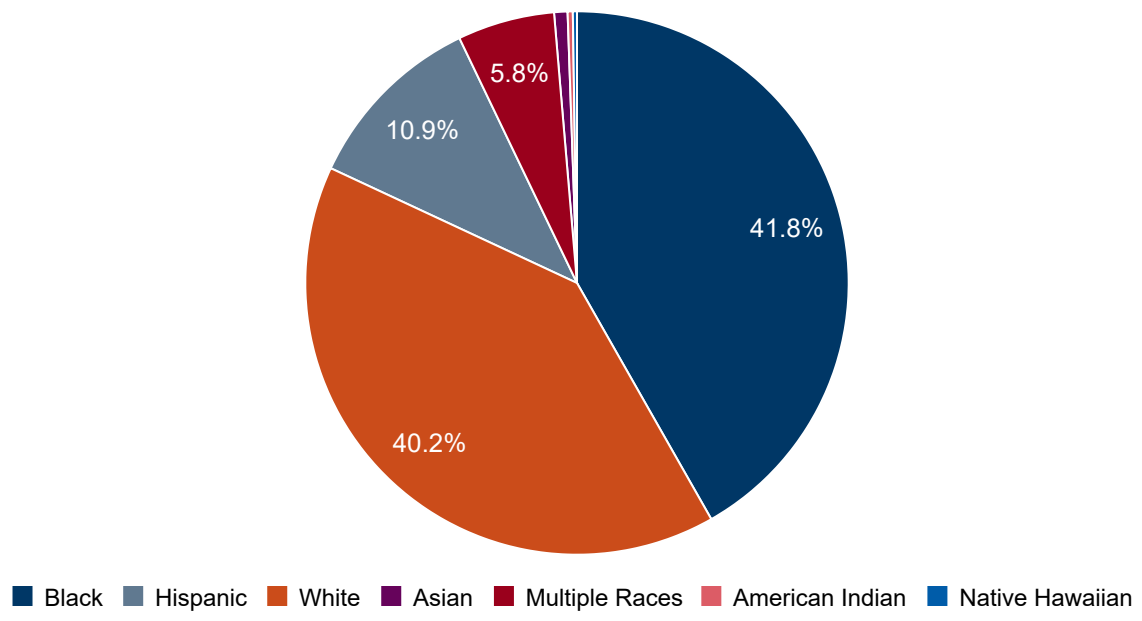
< = A group below state definition for personally identifiable results

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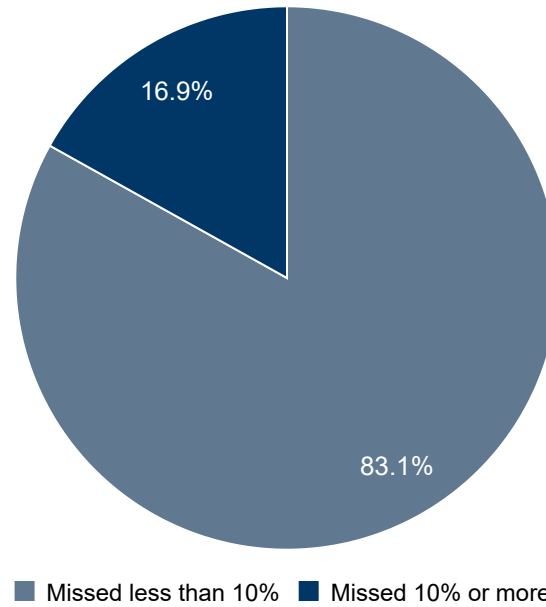
Fall Membership by Student Group

2024-2025 Fall Membership By Student Group: Racial and Ethnic Groups



Chronic Absenteeism

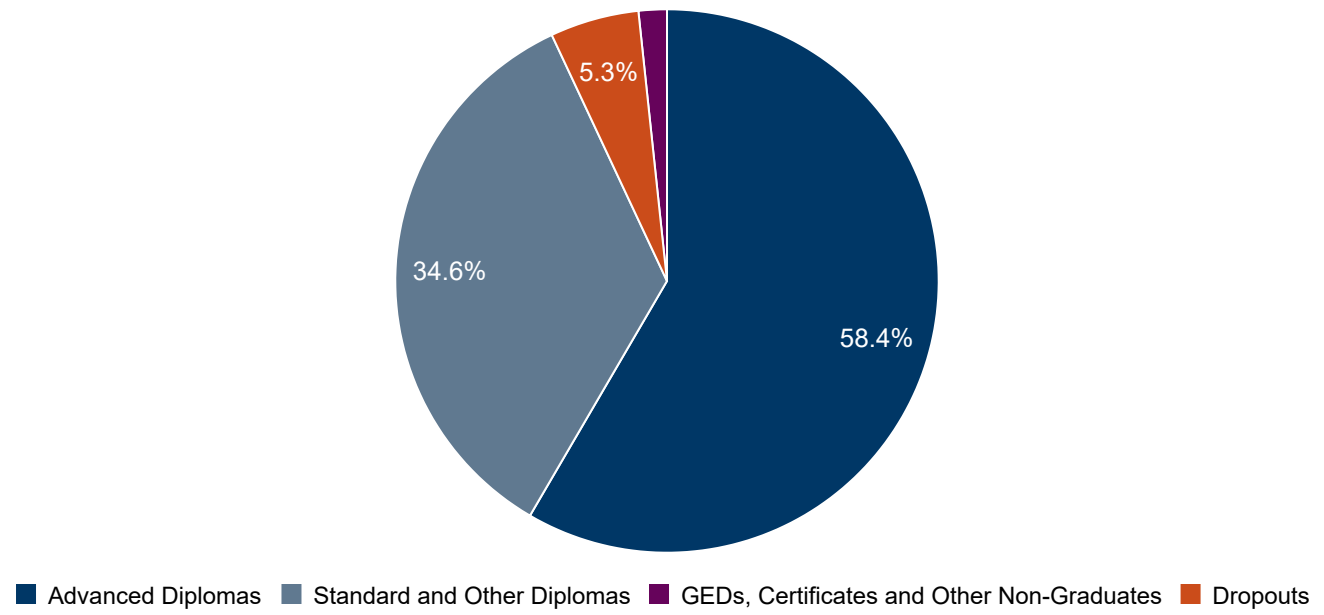
Chronic Absenteeism 2024-2025 School Year: All Students



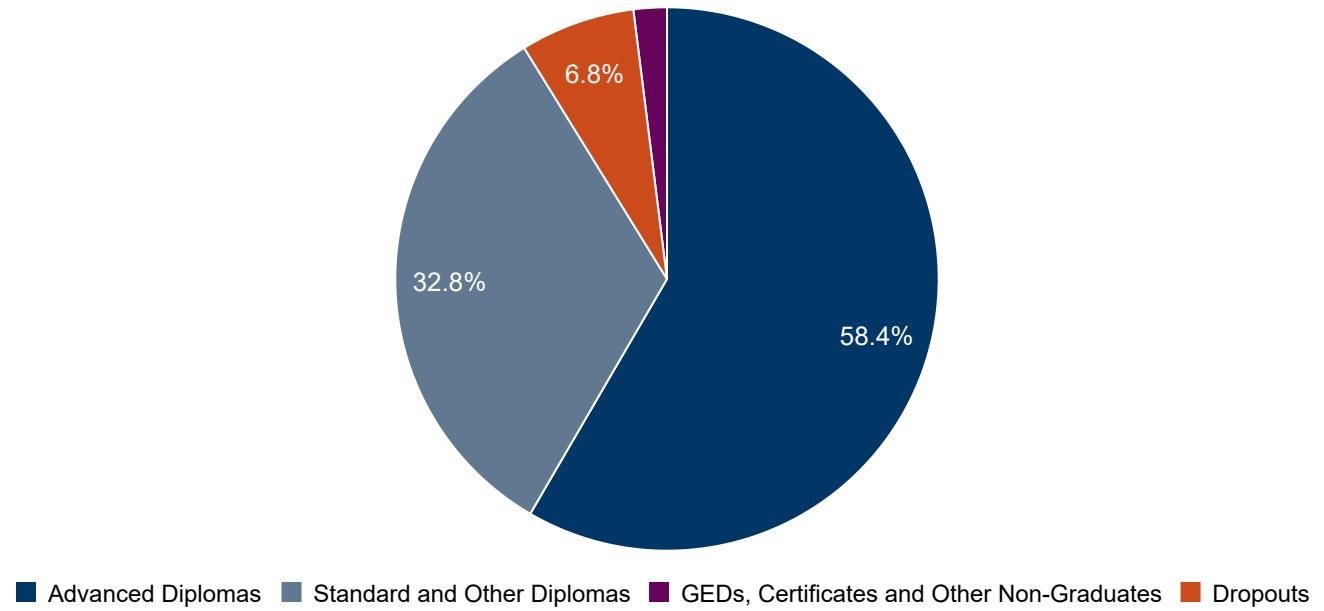
COLLEGE, CAREER, & MILITARY

Diplomas and Completion: Class of 2024: All Students

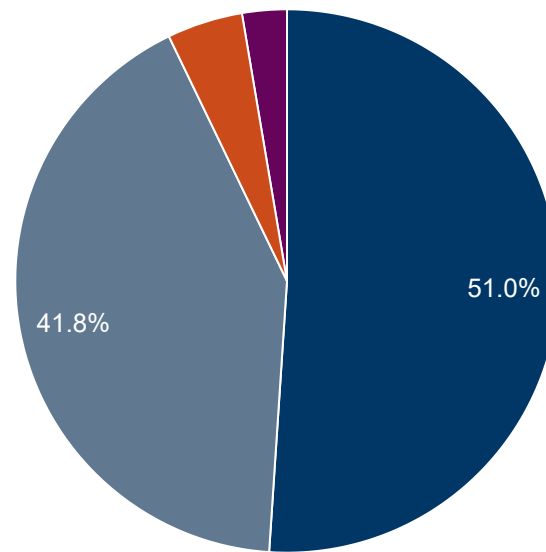
School



Division



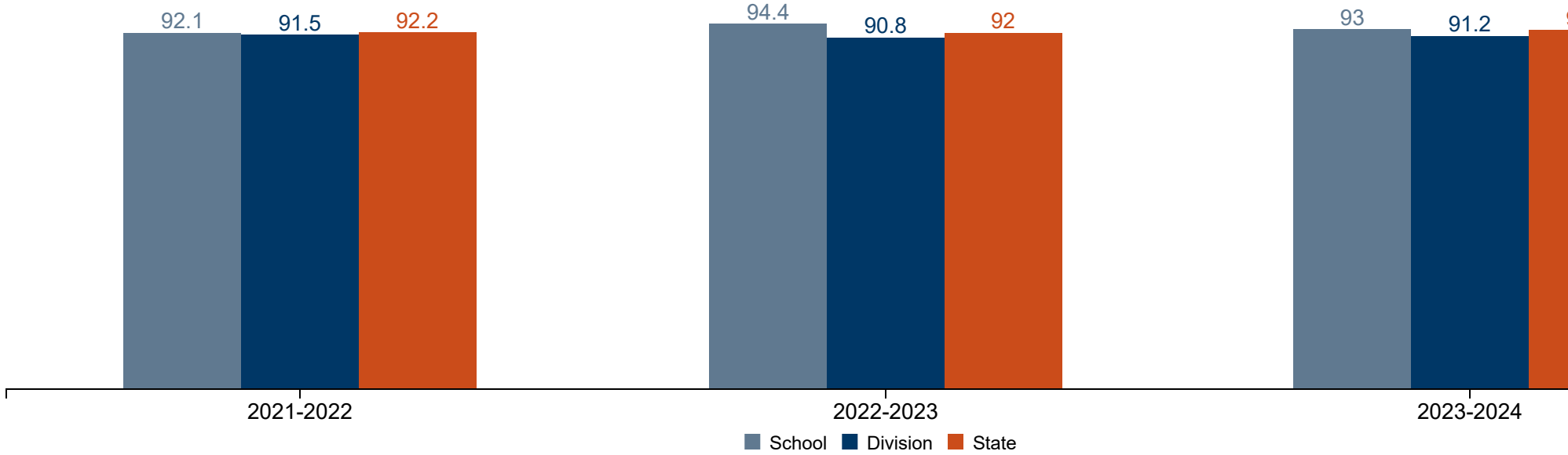
State



■ 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	2022-2023	2023-2024	2024-2025
Advanced Placement Test Taken	193 / 11.84%	203 / 12.3%	242 / 14.9%
Advanced Placement Course Enrollment	271 / 16.63%	304 / 18.42%	382 / 23.52%
Dual Enrollment	181 / 11.1%	232 / 14.06%	227 / 13.98%
Governor's School Enrollment	33 / 2.02%	28 / 1.7%	27 / 1.66%
IB Course Enrollment	-	-	-
Senior Enrolled in IB Program	-	-	-

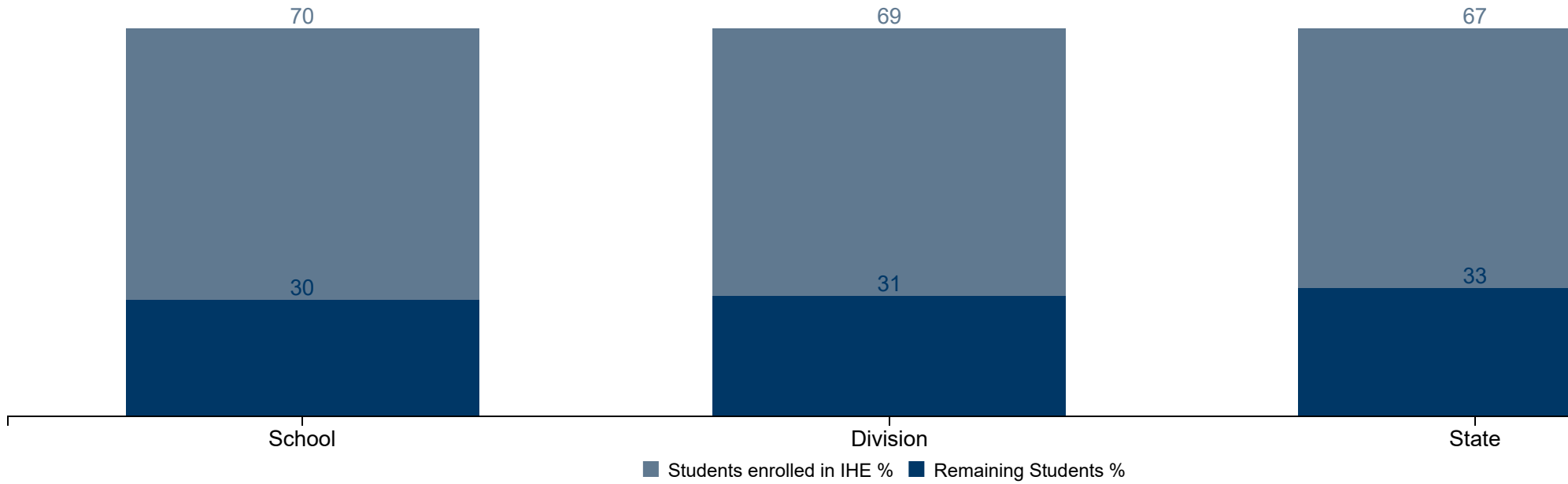
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Postsecondary Enrollment

2021-2022 Postsecondary Enrollment: All Students



Career & Technical Education

Students Earning One or More CTE Credentials: All Students

Career and Technical Education				
		2022-2023	2023-2024	2024-2025
State Licensures	School	2	2	7
	Division	46	95	91
	State	1,573	2,069	2,206
Industry Certification	School	475	370	455
	Division	5,312	5,156	5,208
	State	100,965	101,956	105,973
Workplace Readiness	School	409	307	266
	Division	2,951	2,445	2,916
	State	41,819	35,066	38,829
Total Credentials Earned	School	886	679	728
	Division	8,309	7,696	8,215
	State	148,201	142,668	150,233
Students Earning One or More Credentials	School	693	555	589
	Division	7,026	6,625	6,933
	State	118,467	115,609	120,035
CTE Completers	School	160	206	246
	Division	1,776	2,031	2,201
	State	46,028	48,643	51,126

Career and Technical Education				
Armed Services Vocational Aptitude Battery Examination	School	-	-	-
	Division	31	4	-
	State	962	1,022	-
NOCTI Assessments	School	-	-	-
	Division	-	-	-
	State	3,844	3,577	3,225

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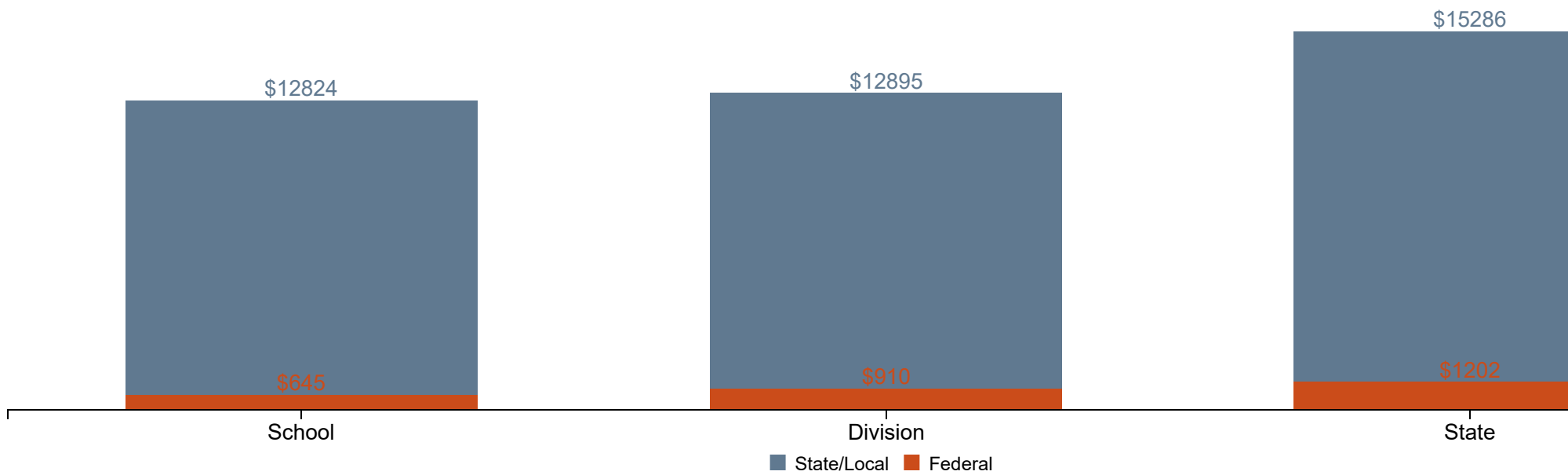
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FINANCE

Per-Pupil Spending

2023-2024 Per-Pupil Spending



SCHOOL ENVIRONMENT

Student Behavior

Number of Events by Behavior Category	
	2023-2024
Behaviors that Impede Academic Progress	421
Behaviors related to School Operations	675
Relationship Behaviors without Physical Harm	161
Behaviors of a Safety Concern	178
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	48

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Administrative Response to Student Behavior

Number of Students receiving each Response			
	2022-2023	2023-2024	
In-School Suspension	391	328	
Out-of-School Suspension	255	232	
Expulsion and Alternative Placement	6	3	
Referral to Law Enforcement	0	0	
Bus Suspension	1	4	

Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility:

Free and Reduced Breakfast Participation of Eligible Students

Free and Reduced Breakfast Participation of Eligible Students :

Free and Reduced Lunch Participation of Eligible Students

Free and Reduced Lunch Participation of 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](#).

- [2020-2021 school data](#) (Excel)
- [Data Elements](#)
- [Flat File Specifications](#)
- [User Guide](#)
- [Usage Agreement](#)

TEACHER QUALITY

Teacher Quality

Teacher Quality All Schools: 2024-2025

Teacher Quality All Schools: 2024-2025							
	Poverty Level	Out-of-Field Teachers		Inexperienced Teachers		Out-of-Field and Inexperienced Teachers	
		Percent	Number	Percent	Number	Percent	Number
This School	Medium Poverty	6.5%	8	8.9%	11	3.3%	4
Division							
	All Schools	5.5%	314	8.2%	462	3.5%	200
	Low Poverty	2.5%	49	4.4%	86	1.4%	28

State	Poverty Level	Out-of-Field Teachers		Inexperienced Teachers		Out-of-Field and Inexperienced Teachers	
		Percent	Number	Percent	Number	Percent	Number
	All Schools	8.1%	8889	5%	5510	1.7%	1857
	High Poverty	13.4%	2477	7.3%	1339	3.9%	725
	Low Poverty	5.3%	1788	3.5%	1184	0.9%	307

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School Leaders

Inexperienced (First-Year) School Leaders All Schools: 2024-2025

Inexperienced (First-Year) School Leaders All Schools: 2024-2025					
	Poverty Level	Principals		Assistant Principals	
		Percent	Number	Percent	Number
This School	All Schools	0%	0	0%	0
Division					
	All Schools	0%	0	13%	16
State	Low Poverty	0%	0	9.3%	4
	All Schools	1.7%	36	11.1%	366
	High Poverty	5.2%	25	15.9%	105
	Low Poverty	0.4%	2	7.9%	69

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Provisionally Licensed Teachers

Provisionally Licensed Teachers All Schools: 2024-2025

Provisionally Licensed Teachers All Schools: 2024-2025					
	Poverty Level	All Teachers		Special Education Teachers	
		Percent	Number	Percent	Number
This School	Medium Poverty	10.6%	13	1.6%	2
Division					
	All Schools	10.4%	589	3%	172
State	Low Poverty	6.9%	134	2.6%	51
	All Schools	9.3%	10326	2.8%	3121
	High Poverty	11.5%	2300	2.3%	454
	Low Poverty	7.1%	2374	2.7%	900

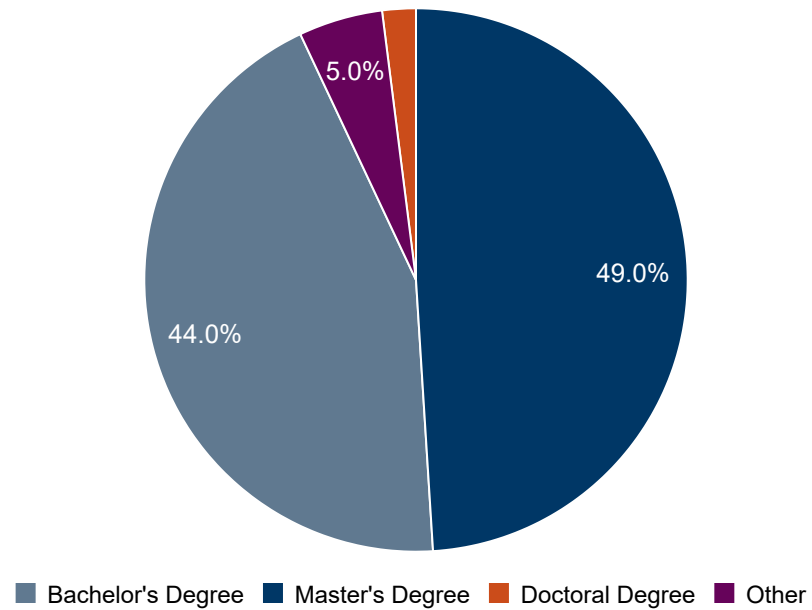
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Teacher Educational Attainment

Teacher Educational Attainment: 2024-2025



EVERY STUDENT SUCCEEDS ACT

Coming Soon: A new look for ESSA and long-term goals.

ESSA School Quality Indicators Summary

Student Group	English Reading Performance	Mathematics Performance	English Learner Progress	Chronic Absenteeism	Federal Graduation Indicator
All Students	Yes - CP	No	-	No	Yes - CP
Asian	TS	TS	-	TS	TS
Black	Yes - CP	No	-	No	Yes - CP
Hispanic	Yes - CP	No	-	No	Yes - CP
White	Yes - CP	No	-	No	Yes - No CP
Multiple Races	Yes	TS	-	No	TS
Economically Disadvantaged	Yes - CP	No	-	No	Yes - No CP
English Learners	TS	TS	TS	No	TS
Students with Disabilities	Yes	TS	-	No	No

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	89%	84%	79%	88%
Asian	<	81%	91%	88%
Black	83%	75%	68%	88%
Hispanic	85%	75%	68%	88%
White	96%	93%	85%	88%
Multiple Races	91%	95%	83%	88%
Economically Disadvantaged	83%	74%	68%	88%
English Learners	53%	47%	60%	88%
Students with Disabilities	52%	58%	57%	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	57%	64%	74%	85%
Asian	<	86%	90%	85%
Black	43%	53%	61%	85%
Hispanic	53%	56%	63%	85%
White	65%	73%	81%	85%
Multiple Races	73%	76%	77%	85%
Economically Disadvantaged	44%	51%	62%	85%
English Learners	43%	44%	58%	85%
Students with Disabilities	22%	40%	54%	85%

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ESSA Pass Rates: Science

Student Group	Current Rate
All Students	66%
Asian	<
Black	53%
Hispanic	47%
White	78%
Multiple Races	81%
Economically Disadvantaged	50%
English Learners	40%
Students with Disabilities	41%

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Federal Graduation Indicator

Student Group	Current Rate	Annual Target	Long-Term Goal
All Students	91%	84%	84%
Asian	<	90%	84%
Black	91%	83%	84%
Hispanic	90%	83%	84%
White	93%	86%	84%
Multiple Races	83%	89%	84%
Economically Disadvantaged	84%	82%	84%
English Learners	82%	77%	84%
Students with Disabilities	68%	74%	84%
Homeless	<	-	-
Foster Care	-	-	-

Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	19%	20%	12%	10%
Asian	13%	7%	10%	10%
Black	22%	24%	12%	10%
Hispanic	31%	28%	12%	10%
White	16%	15%	12%	10%
Multiple Races	13%	15%	12%	10%
Economically Disadvantaged	31%	31%	13%	10%
English Learners	30%	27%	12%	10%
Students with Disabilities	29%	26%	14%	10%

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English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	58%	54%	58%
English Learner Proficiency	3%	-	-

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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%	98%	2%	97%	3%
Asian	<	<	<	<	<	<
Black	100%	-	99%	1%	98%	2%
Hispanic	100%	-	100%	-	95%	5%
White	99%	1%	98%	2%	98%	2%
Multiple Races	96%	4%	96%	4%	95%	5%
Economically Disadvantaged	100%	-	99%	1%	99%	1%
Not Economically Disadvantaged	99%	1%	98%	2%	-	-
English Learners	100%	-	100%	-	100%	-
Students with Disabilities	93%	7%	93%	7%	93%	7%
Students without Disabilities	100%	-	99%	1%	-	-
Female	99%	1%	97%	3%	-	-
Male	100%	-	99%	1%	-	-
Migrant	-	-	-	-	-	-

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Federal Designation

[Schools Identified for Federal Support and Improvement 2023-2024](#)

[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](#)