



Home > Donald B. Dixon-Lyle R. Smith Middle Quality Profile

# Donald B. Dixon-Lyle R. Smith Middle

## GENERAL SCHOOL INFORMATION

**Category:** Middle (06-08) School

**Phone:** 540-899-0860

**Address:** 503 Deacon Road  
Fredericksburg, VA 22405

**Principal:** Mr. Andrew M. Bathke

**Superintendent:** Dr. Thomas W Taylor

**School Number:** 432

**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): **0 of 6**


Accreditation Status Last Year: **Accredited**

Triennial Accreditation: **2019 through 2023**

# School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level One	

Achievement Gaps		
English	Level Two	
Mathematics	Level Two	

Student Engagement & Outcomes		
Chronic Absenteeism	Level Two	

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.

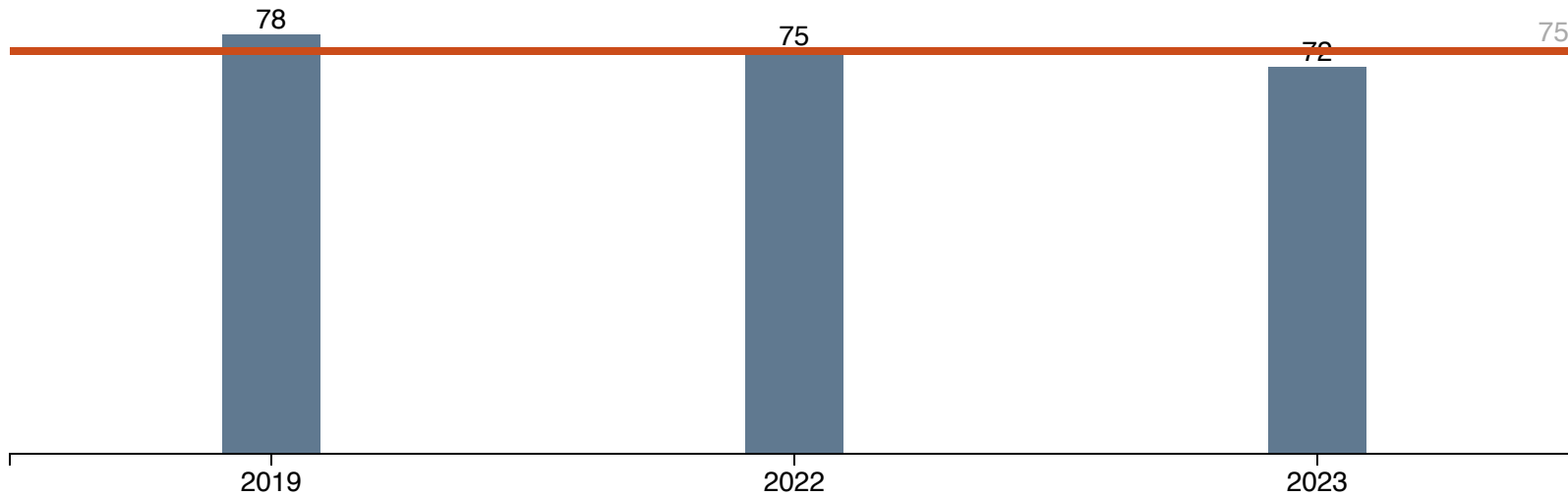
Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One 	Level One 
Black	Level Two 	Level Two 
Economically Disadvantaged	Level Two 	Level One 
English Learners	Level One 	Level One 
Hispanic	Level Two 	Level One 
Multiple Races	Level One 	Level One 

Student Group	Achievement Gap - English	Achievement Gap - Math
Students with Disabilities	Level Three 	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	63	4	4	1	72	28
Previous Year	66	4	5	0	75	25
Cumulative 3 Year	67	4	3	1	75	25

## 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.

21.33% 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	708	192	900	21.33
2021 - 2022	690	117	807	14.5
2018 - 2019	705	72	777	9.27

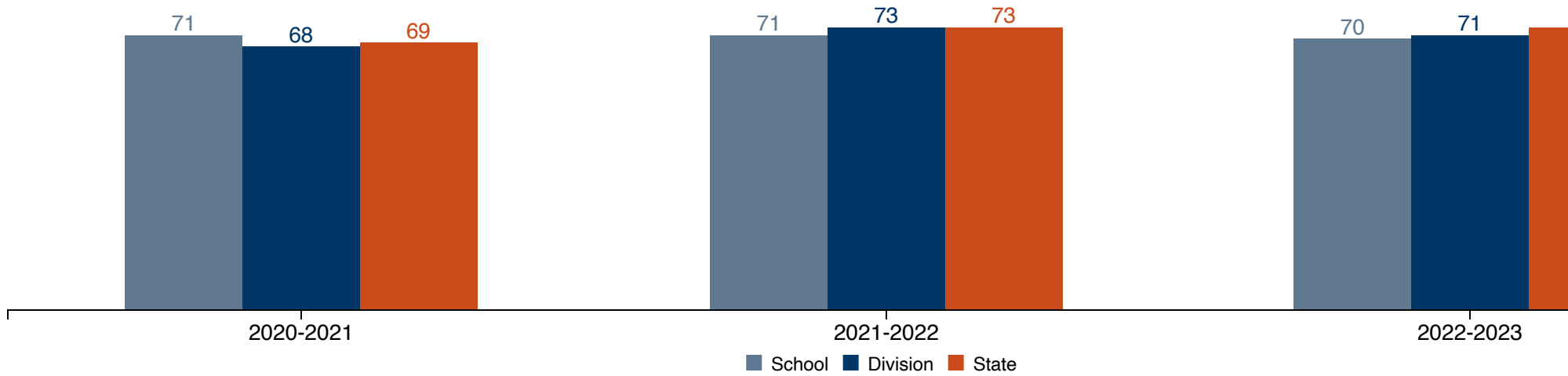
# ASSESSMENTS

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

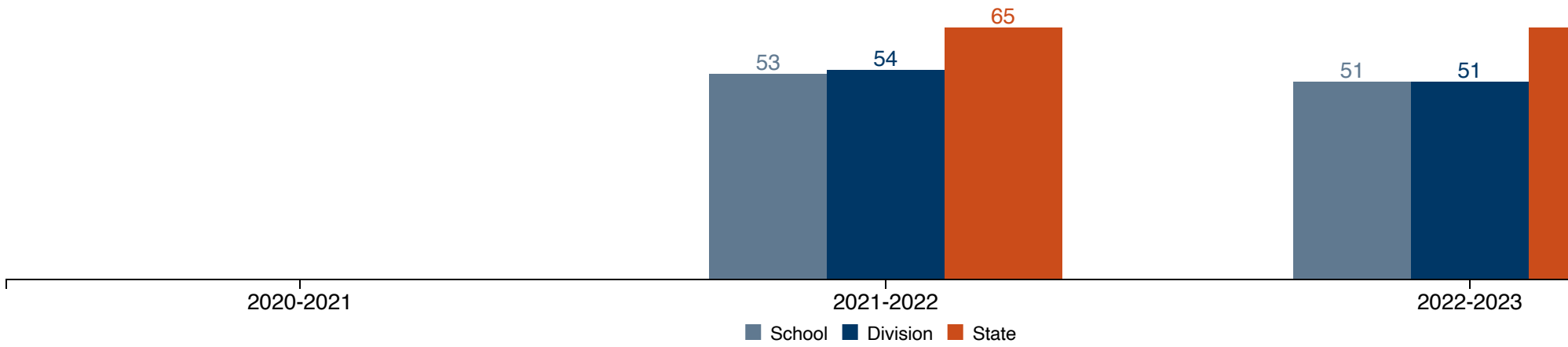
2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.





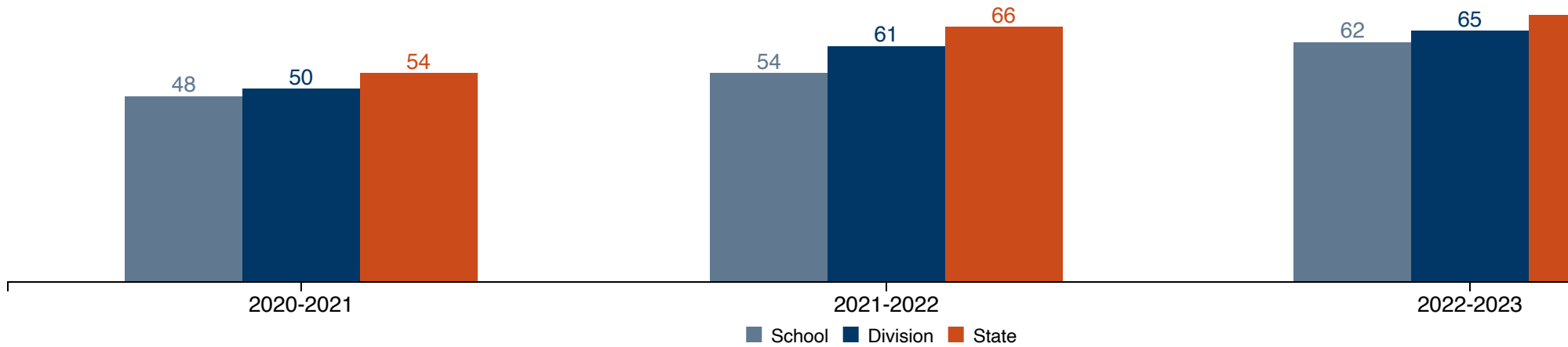
# Writing Performance: All Students

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.



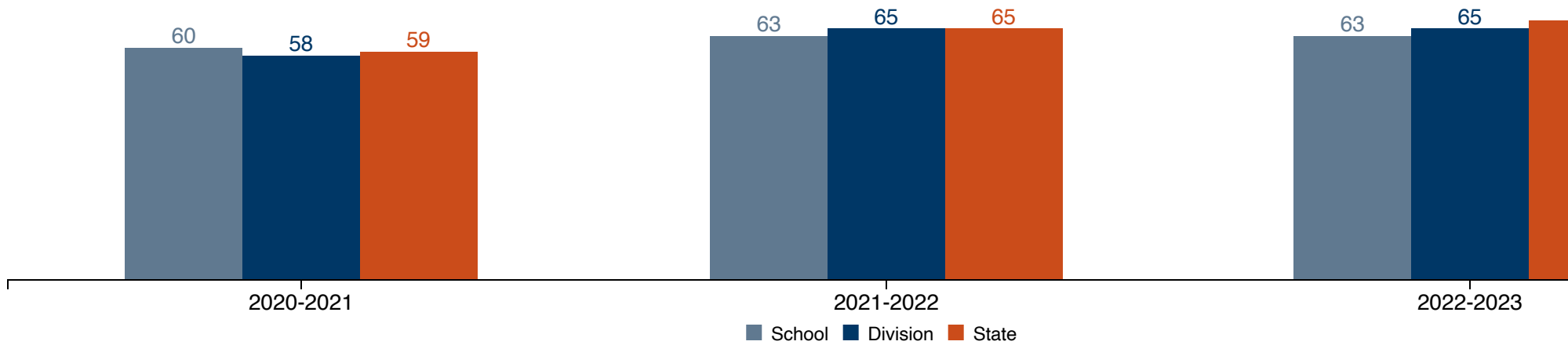
# Math Performance: All Students

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.



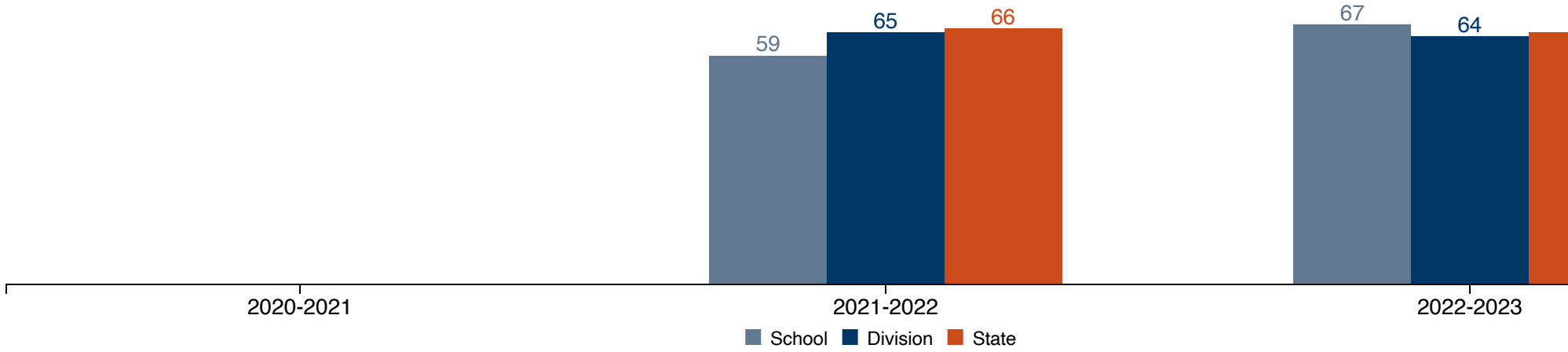
# Science Performance: All Students

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	1	1	-
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
Grade 6 Reading	5	286	1.7%
Grade 7 Reading	6	279	2.2%
Grade 8 Reading	3	332	0.9%

## ENROLLMENT

### Fall Membership by Grade

Grade	2020-2021	2021-2022	2022-2023
Grade 6	271	256	286
Grade 7	259	294	280
Grade 8	249	268	333
Total Students	779	818	899

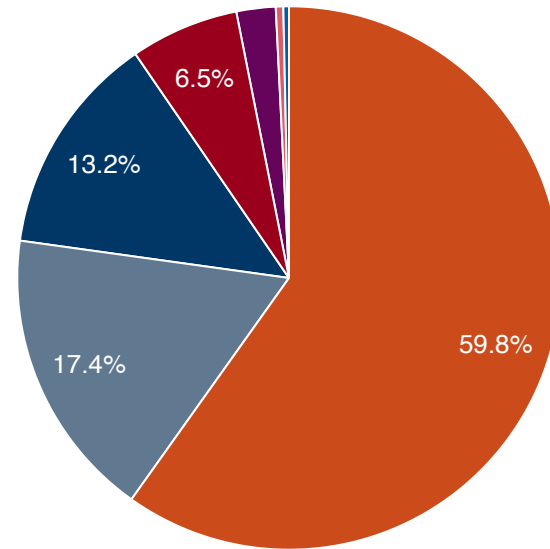
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

\* = Data not yet available

# Fall Membership by Subgroups

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

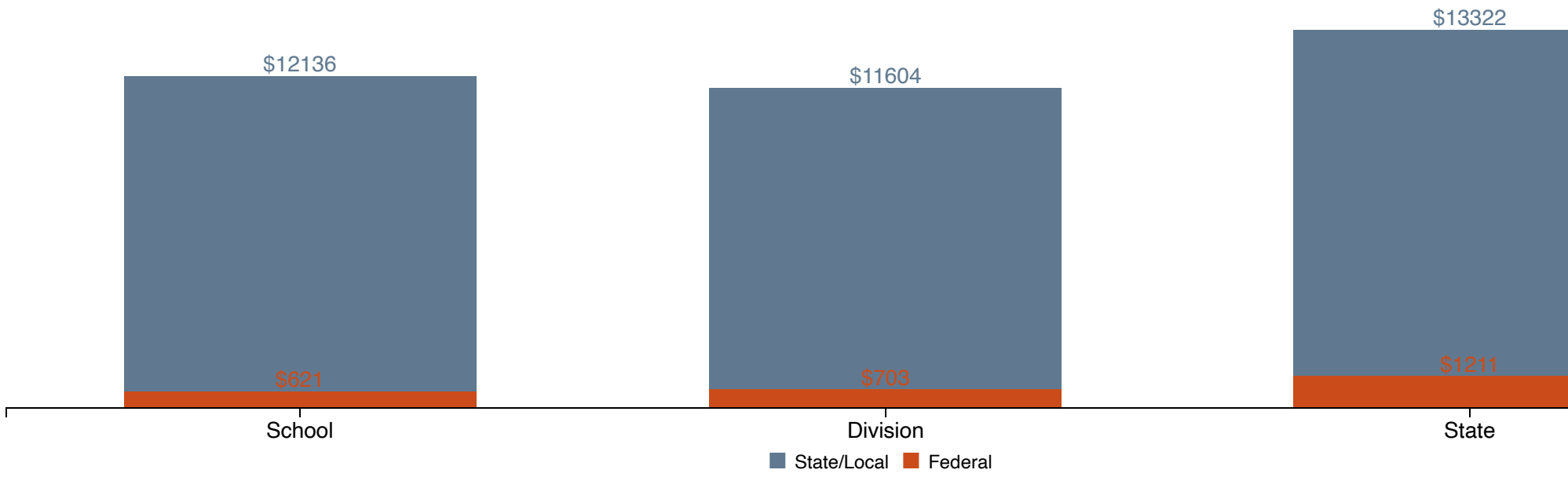


■ Black ■ Hispanic ■ White ■ Asian ■ Multiple Races ■ American Indian ■ Native Hawaiian

## FINANCE

### Per-Pupil Spending

#### 2021-2022 Per-Pupil Spending

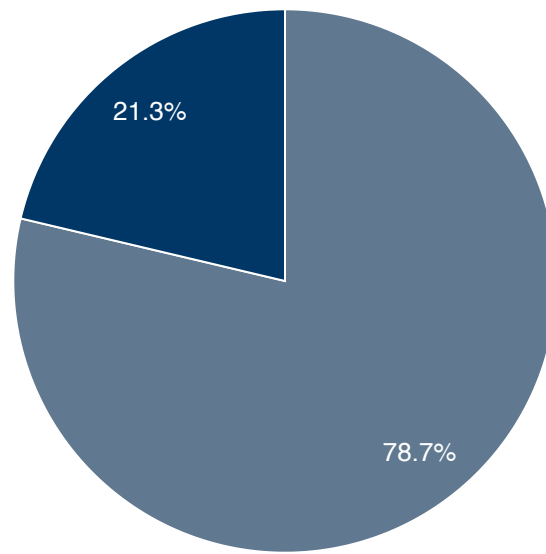


# LEARNING CLIMATE

## 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	166
Behaviors related to School Operations	250
Relationship Behaviors without Physical Harm	182
Behaviors of a Safety Concern	173
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	38

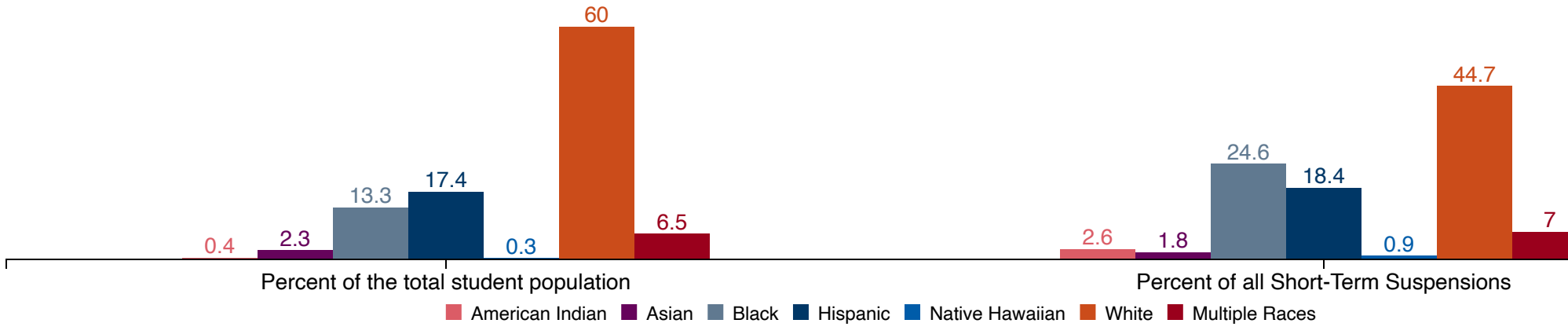
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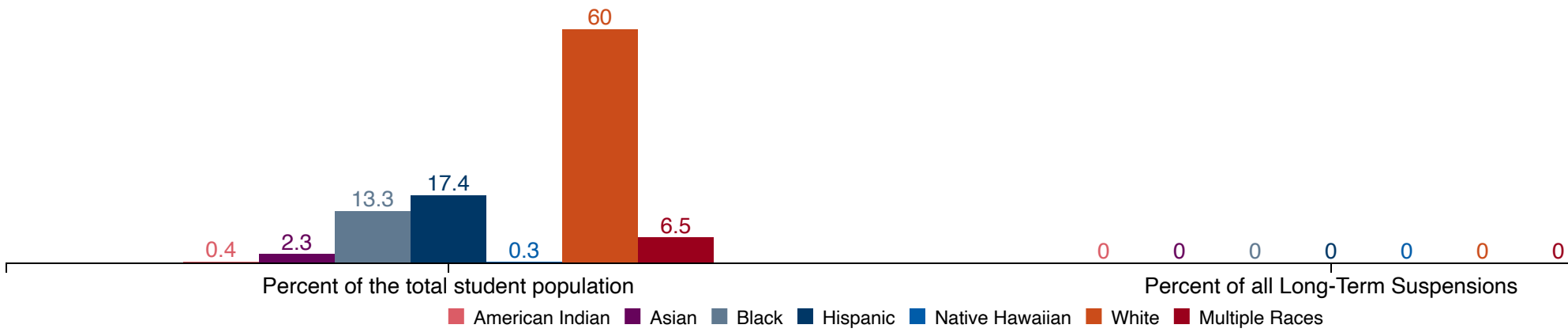
# Short-Term Suspensions

## Short-Term Suspensions: 2022-2023



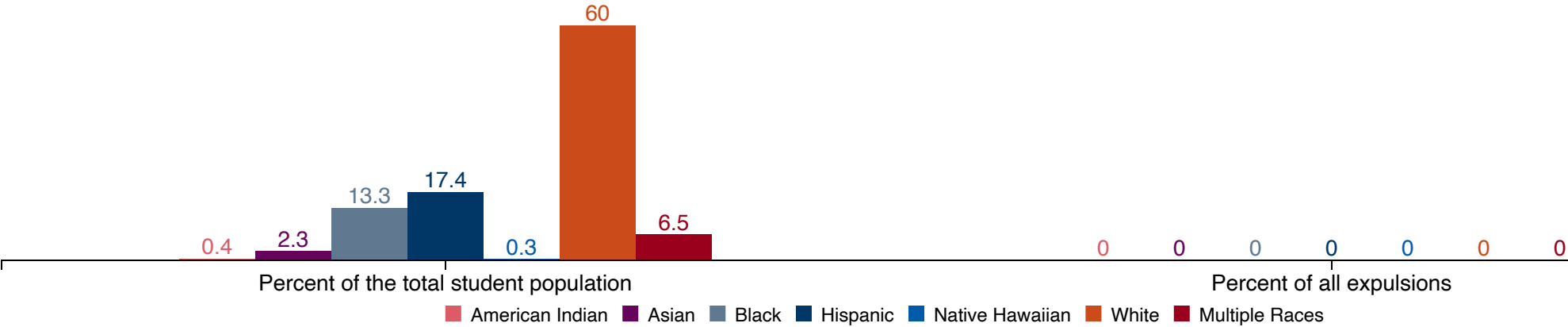
# Long-Term Suspensions

## Long-Term Suspensions: 2022-2023



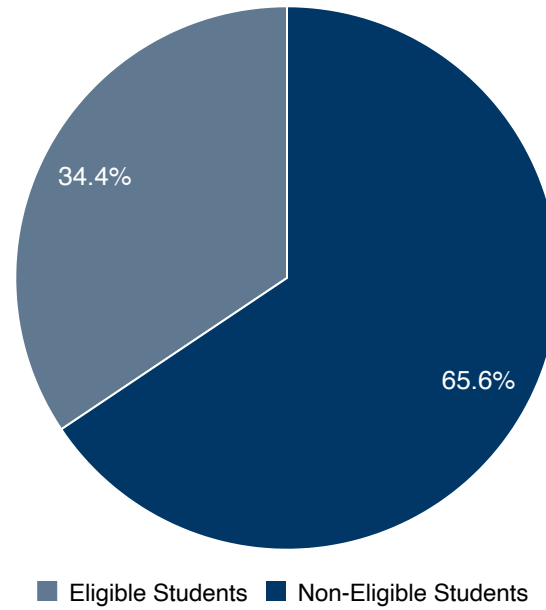
# Expulsions

Expulsions: 2022-2023



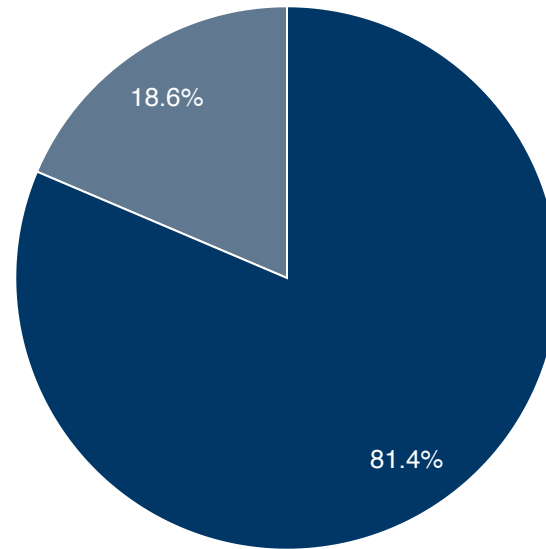
# Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2022-2023



# Free and Reduced Breakfast Participation of Eligible Students

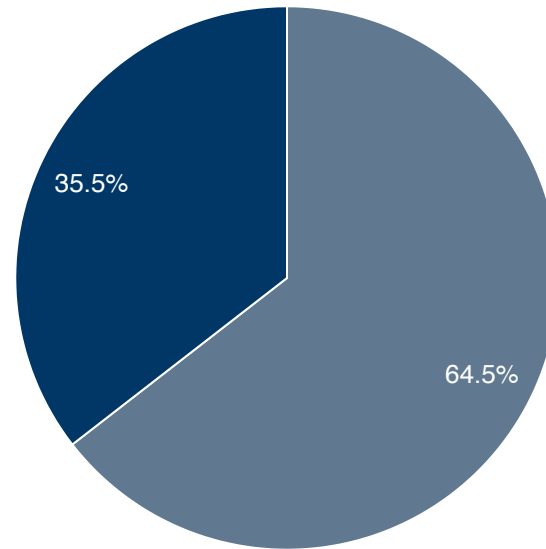
Free and Reduced Breakfast Participation of Eligible Students : 2022-2023



■ 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	Low Poverty	10%	3.3%	1.7%
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%

< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

\* = Data not yet available

# Provisionally Licensed Teachers

Provisionally Licensed Teachers All Schools			
	Poverty Level	All Teachers	Special Education Teachers
This School	Low Poverty	18.3%	6.7%
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%

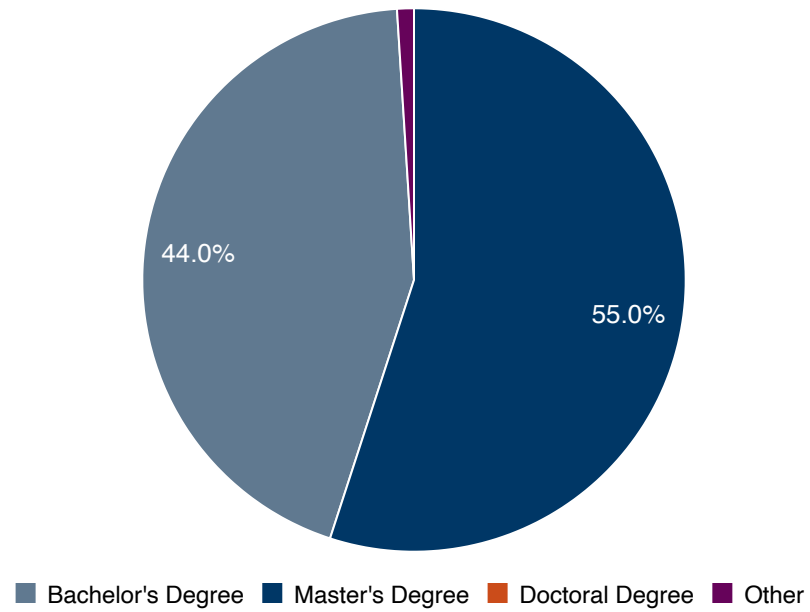
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# Teacher Educational Attainment

## Teacher Educational Attainment: 2022-2023



## 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	No	No	-	No	-
Asian	TS	TS	-	TS	-
Black	No	No	-	No	-
Hispanic	Yes	Yes	-	No	-
White	No	No	-	No	-
Multiple Races	No	No	-	No	-
Economically Disadvantaged	Yes	Yes	-	No	-
English Learners	No	No	TS	No	-
Students with Disabilities	No	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	70%	74%	77%	88%
Asian	68%	73%	91%	88%
Black	57%	62%	64%	88%
Hispanic	57%	63%	63%	88%
White	76%	79%	84%	88%
Multiple Races	72%	70%	82%	88%
Economically Disadvantaged	50%	63%	63%	88%
English Learners	34%	41%	53%	88%
Students with Disabilities	35%	42%	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	63%	68%	72%	85%
Asian	68%	78%	90%	85%
Black	39%	49%	56%	85%
Hispanic	56%	60%	58%	85%
White	69%	73%	80%	85%
Multiple Races	64%	65%	75%	85%
Economically Disadvantaged	38%	58%	57%	85%
English Learners	34%	43%	52%	85%
Students with Disabilities	29%	37%	47%	85%

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# ESSA Pass Rates: Science

Student Group	Current Rate
All Students	64%
Asian	<
Black	40%
Hispanic	48%
White	73%
Multiple Races	74%
Economically Disadvantaged	43%
English Learners	26%
Students with Disabilities	31%

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# Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	21%	21%	12%	10%
Asian	26%	26%	10%	10%
Black	18%	18%	13%	10%
Hispanic	25%	25%	13%	10%
White	20%	20%	13%	10%
Multiple Races	24%	24%	14%	10%
Economically Disadvantaged	31%	31%	15%	10%
English Learners	29%	29%	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	39%	52%	58%
English Learner Proficiency	6%	-	-

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\* = Data not yet available

# ESSA Participation Rates

Student Group	English Reading Participation		Mathematics Participation		Science Participation	
	Assessed	Not Assessed	Assessed	Not Assessed	Assessed	Not Assessed
All Students	100%	-	100%	-	100%	-
Asian	100%	-	100%	-	<	<
Black	100%	-	100%	-	100%	-
Hispanic	100%	-	100%	-	100%	-
White	100%	-	100%	-	100%	-
Multiple Races	100%	-	100%	-	100%	-
Economically Disadvantaged	100%	-	100%	-	100%	-
Not Economically Disadvantaged	100%	-	100%	-	100%	-
English Learners	100%	-	100%	-	100%	-
Students with Disabilities	100%	-	100%	-	100%	-
Students without Disabilities	100%	-	100%	-	100%	-
Female	100%	-	100%	-	100%	-
Male	100%	-	100%	-	100%	-
Migrant	-	-	-	-	-	-

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# Growth in Reading and Mathematics

Student Group	Growth English Reading	Growth Mathematics
All Students	74%	70%
Asian	68%	82%
Black	66%	53%
Hispanic	65%	68%
White	79%	74%
Multiple Races	81%	70%
Economically Disadvantaged	64%	50%
English Learners	46%	57%
Students with Disabilities	50%	47%

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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](#)