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# T. Benton Gayle Middle

## GENERAL SCHOOL INFORMATION

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

**Phone:** 540-373-0383

**Address:** 100 Panther Drive  
Fredericksburg, VA 22406

**Principal:** Ms. Katie B. Werner

**Superintendent:** Dr. Thomas W Taylor

**School Number:** 162

**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 Two	

Achievement Gaps		
English	Level Two	
Mathematics	Level One	

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.

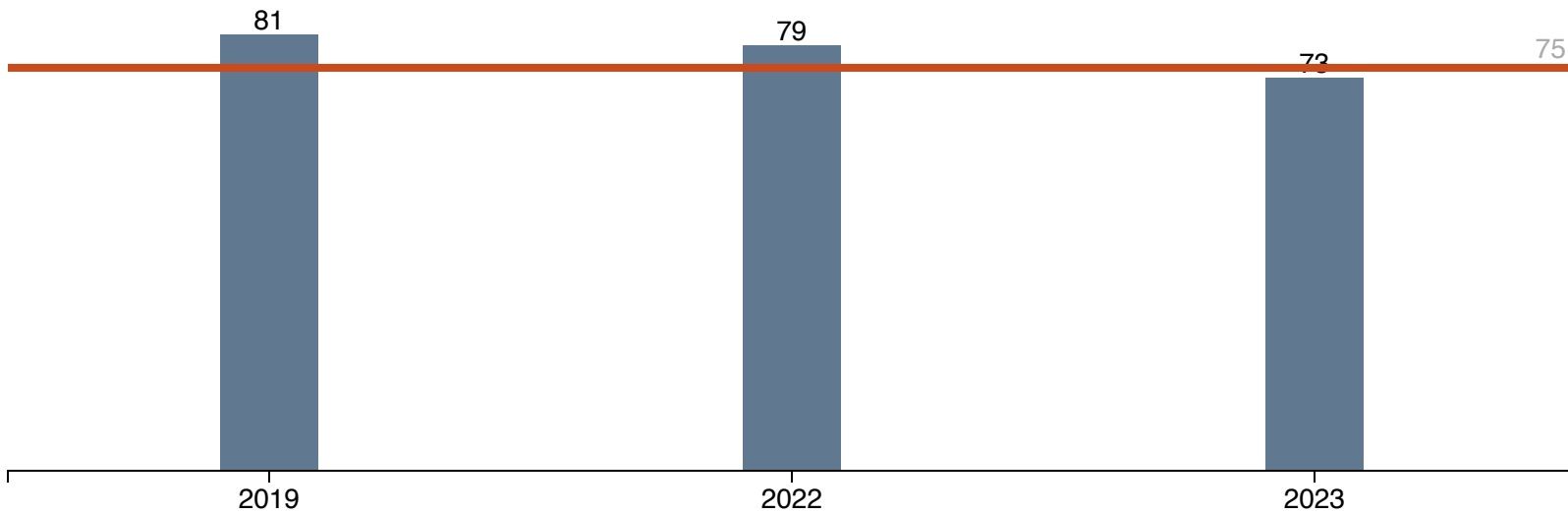
Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One 	Level One 
Black	Level Two 	Level One 
Economically Disadvantaged	Level Two 	Level One 
English Learners	Level One 	Level One 
Hispanic	Level One 	Level One 
Multiple Races	Level One 	Level One 

Student Group	Achievement Gap - English	Achievement Gap - Math
Students with Disabilities	Level Three 	Level One 
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	5	4	1	73	27
Previous Year	67	4	7	0	79	21
Cumulative 3 Year	69	4	5	0	78	22

## 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.

15.64% 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	766	142	908	15.64
2021 - 2022	760	179	939	19.06
2018 - 2019	822	104	926	11.23

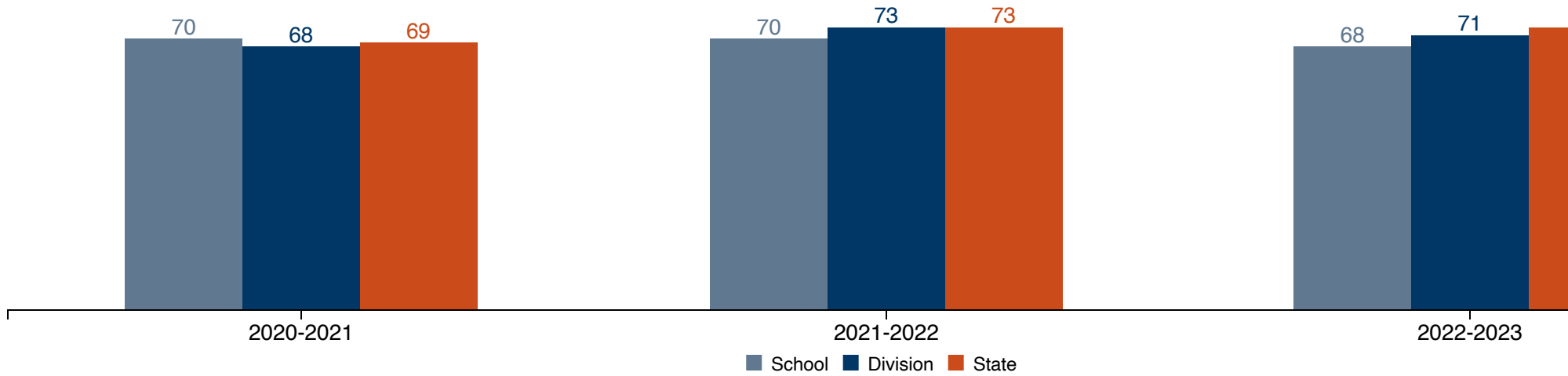
# ASSESSMENTS

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

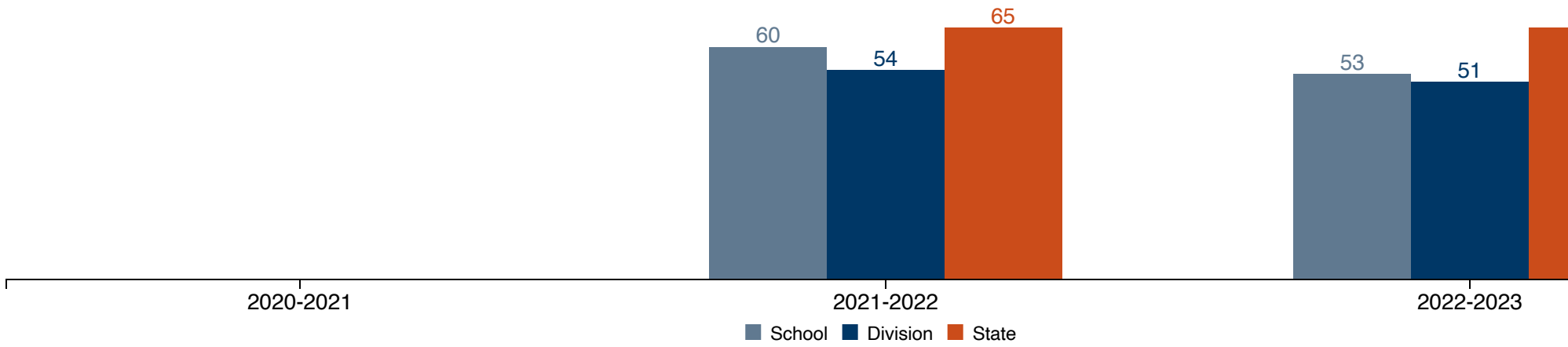
2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.





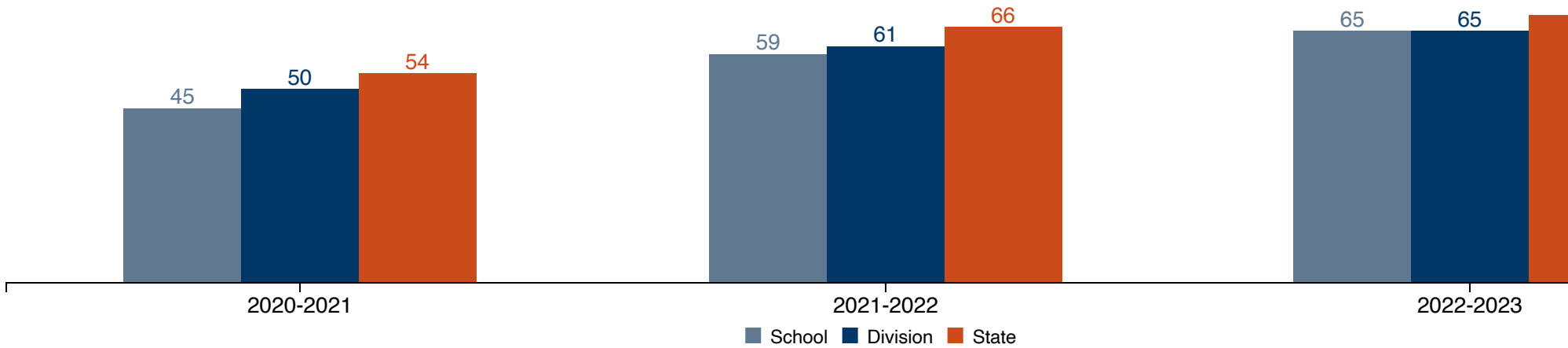
# Writing Performance: All Students

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.



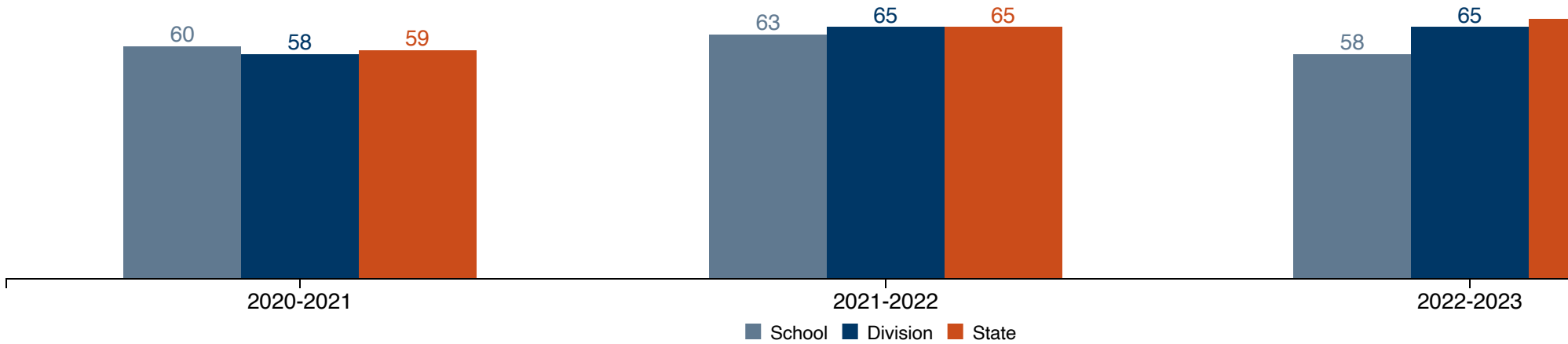
# Math Performance: All Students

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.



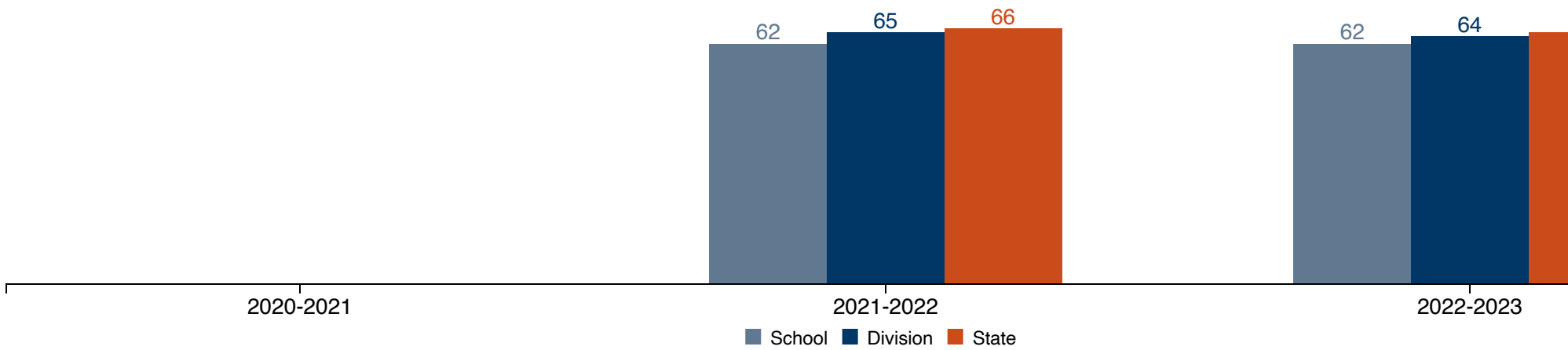
# Science Performance: All Students

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	-	6	3
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	3	278	1.1%
Grade 7 Reading	7	313	2.2%
Grade 8 Reading	1	312	0.3%

## ENROLLMENT

### Fall Membership by Grade

Grade	2020-2021	2021-2022	2022-2023
Grade 6	291	289	278
Grade 7	330	319	313
Grade 8	338	340	312
Total Students	959	948	903

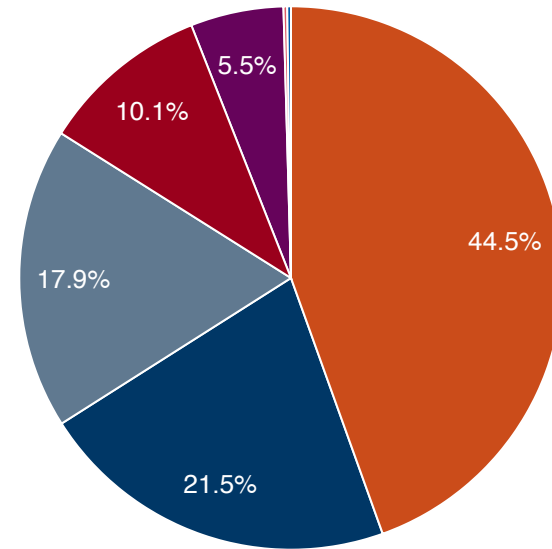
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

\* = Data not yet available

# Fall Membership by Subgroups

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

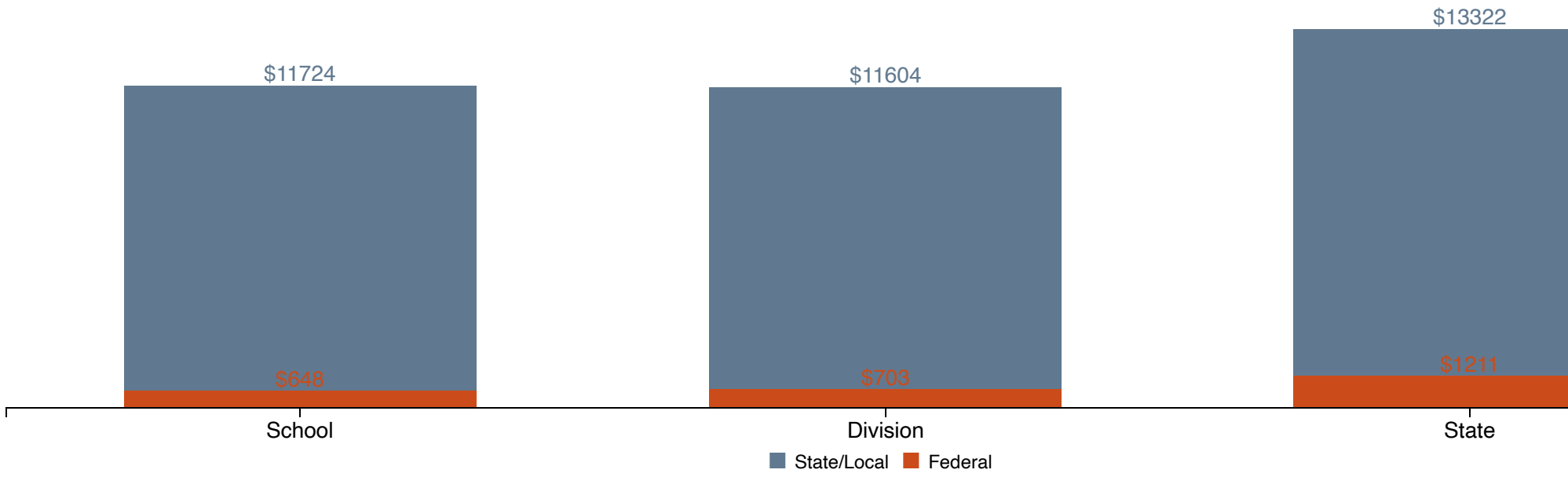


■ Black ■ Hispanic ■ White ■ Asian ■ Multiple Races ■ American Indian ■ Native Hawaiian

## FINANCE

### Per-Pupil Spending

#### 2021-2022 Per-Pupil Spending

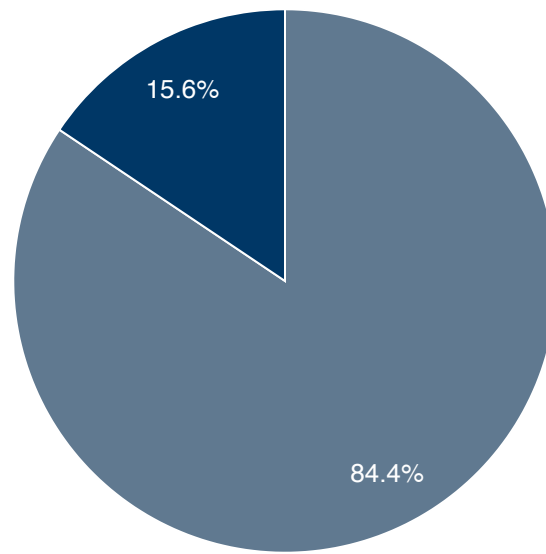


# LEARNING CLIMATE

## 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	63
Behaviors related to School Operations	95
Relationship Behaviors without Physical Harm	120
Behaviors of a Safety Concern	101
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	35

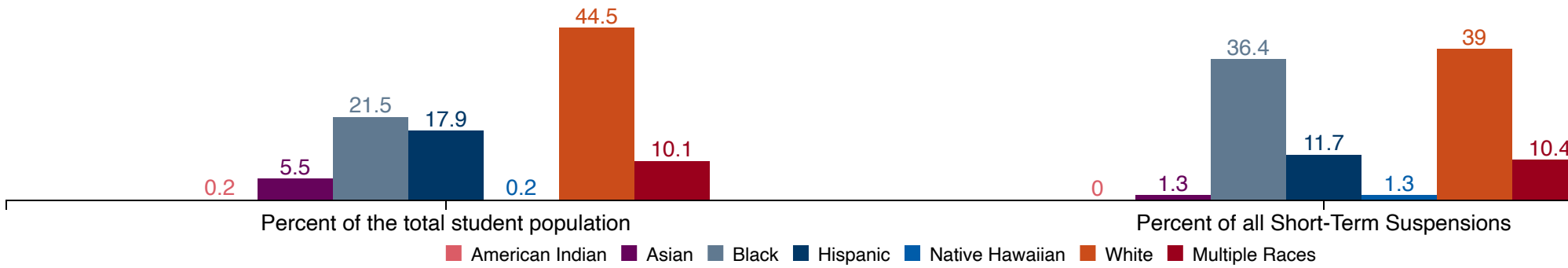
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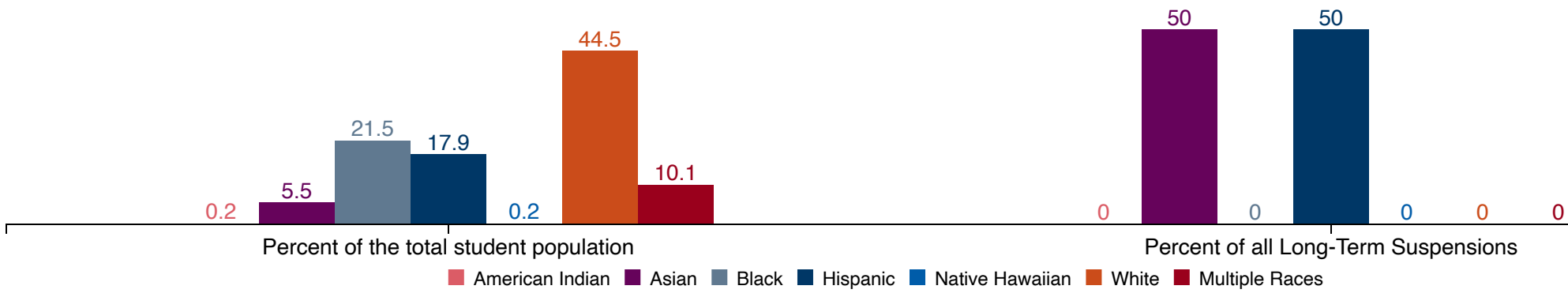
# Short-Term Suspensions

## Short-Term Suspensions: 2022-2023



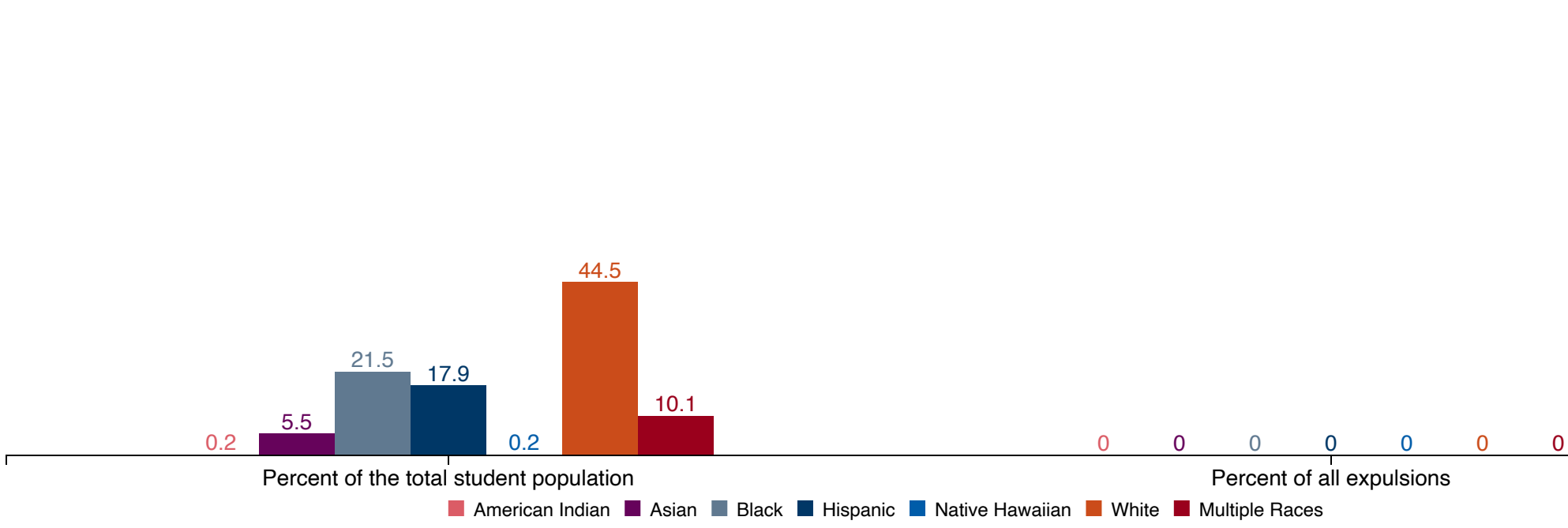
# Long-Term Suspensions

## Long-Term Suspensions: 2022-2023



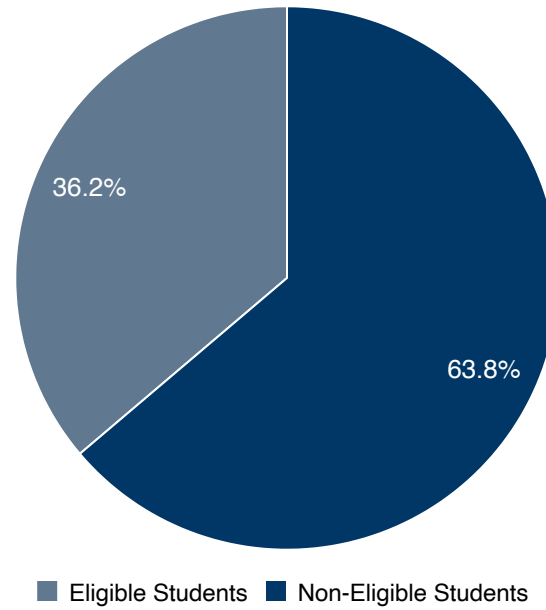
# Expulsions

## Expulsions: 2022-2023



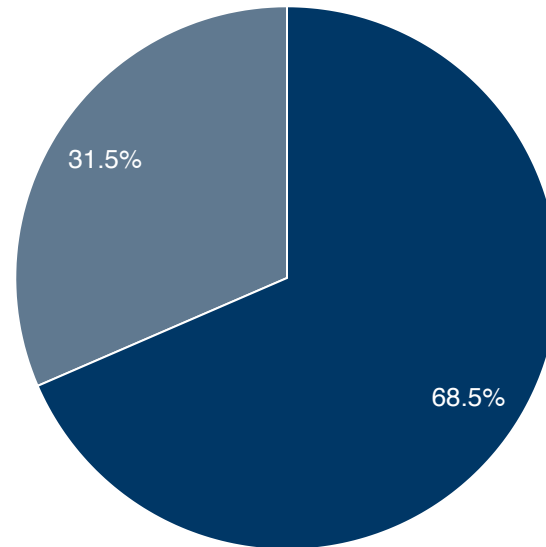
# Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2022-2023



# Free and Reduced Breakfast Participation of Eligible Students

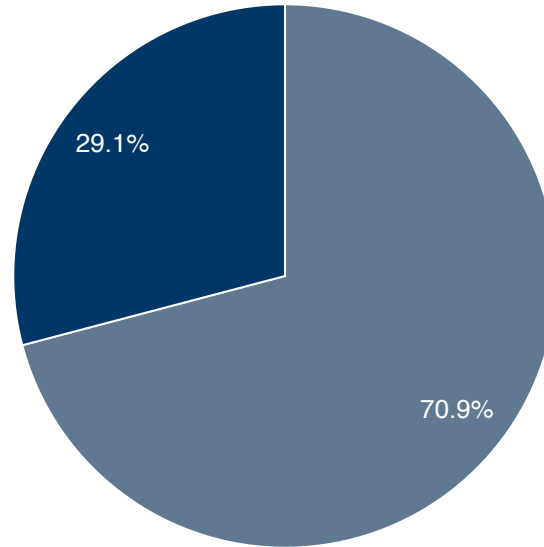
Free and Reduced Breakfast Participation of Eligible Students : 2022-2023



■ 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	Medium Poverty	2.9%	1.5%	1.5%
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	Medium Poverty	16.2%	2.9%
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%

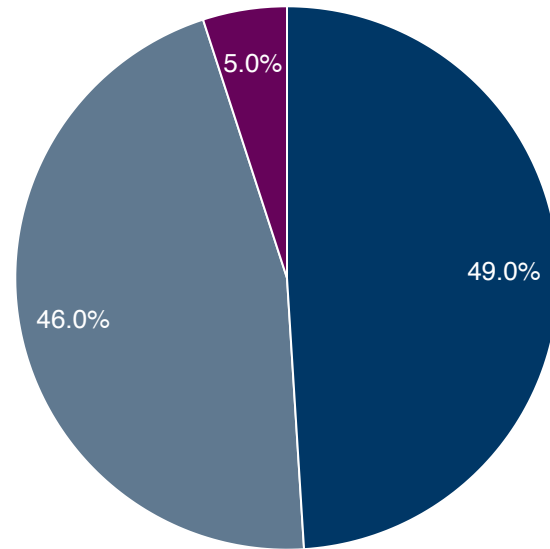
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# Teacher Educational Attainment

## Teacher Educational Attainment: 2022-2023



■ Bachelor's Degree ■ Master's Degree ■ Doctoral Degree ■ Other

## 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	No	No	-	No	-
Black	Yes	Yes	-	No	-
Hispanic	Yes - CP	Yes	-	No	-
White	No	No	-	No	-
Multiple Races	No	No	-	No	-
Economically Disadvantaged	No	No	-	No	-
English Learners	No	Yes	No	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	68%	73%	77%	88%
Asian	57%	66%	91%	88%
Black	60%	64%	64%	88%
Hispanic	70%	70%	63%	88%
White	74%	79%	84%	88%
Multiple Races	63%	68%	82%	88%
Economically Disadvantaged	50%	57%	63%	88%
English Learners	44%	46%	53%	88%
Students with Disabilities	35%	40%	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	67%	70%	72%	85%
Asian	59%	71%	90%	85%
Black	52%	57%	56%	85%
Hispanic	71%	68%	58%	85%
White	74%	77%	80%	85%
Multiple Races	60%	62%	75%	85%
Economically Disadvantaged	49%	55%	57%	85%
English Learners	48%	52%	52%	85%
Students with Disabilities	37%	37%	47%	85%

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# ESSA Pass Rates: Science

Student Group	Current Rate
All Students	59%
Asian	56%
Black	34%
Hispanic	55%
White	76%
Multiple Races	44%
Economically Disadvantaged	39%
English Learners	20%
Students with Disabilities	31%

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# Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	16%	16%	12%	10%
Asian	20%	20%	10%	10%
Black	14%	14%	13%	10%
Hispanic	14%	14%	13%	10%
White	16%	16%	13%	10%
Multiple Races	18%	18%	14%	10%
Economically Disadvantaged	22%	22%	15%	10%
English Learners	17%	17%	12%	10%
Students with Disabilities	19%	19%	16%	10%

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# English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	50%	52%	58%
English Learner Proficiency	4%	-	-

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

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# Growth in Reading and Mathematics

Student Group	Growth English Reading	Growth Mathematics
All Students	73%	74%
Asian	67%	72%
Black	66%	62%
Hispanic	76%	80%
White	77%	78%
Multiple Races	68%	69%
Economically Disadvantaged	56%	61%
English Learners	53%	63%
Students with Disabilities	47%	52%

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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](#)