VIRGINIA DEPARTMENT OF
EDUCATION
S C H O O L   Q U A L I T Y   P R O F I L E S

Home   >   King George High Quality Profile

King George High

GENERAL SCHOOL INFORMATION
Category: High (09-12) School
Phone: 540-775-3535
Address: 10100 Foxes Way King
George, VA 22485
Principal: Dr. William Travis Burns
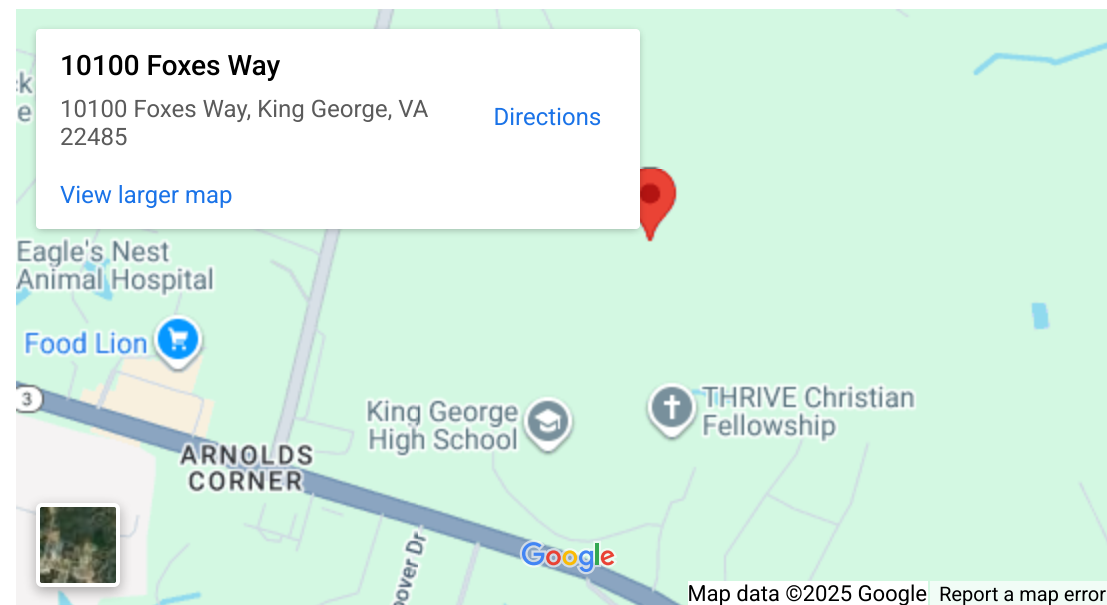**Superintendent:** Dr. Jesse Boyd
School Number: 120
Region: 3
Division: King George County Public
Schools
Division Number: 48
Division Website

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

10100 Foxes Way

10100 Foxes Way, King George, VA
22485

Directions

View larger map

Map data ©2025 Google   Report a map error

ACCREDITATION

Accreditation Designation for SY 2025-2026

Fully Accredited

School submitted all required evidence to the Department of Education as prescribed in the Standards of Accreditation and all evidence is satisfactory and approved for compliance.

Areas of Compliance

Areas of Accreditation Legend

✓

All submitted evidence was satisfactory and approved for compliance.

○

Additional evidence was submitted and is deemed to meet the conditions by the Department.

✗

Not all the submitted evidence was satisfactory.

▶ Show explanation

✓ ## Promotion and Retention Policies

This policy makes sure schools are being fair and doing everything they can to help each student move up to the next grade. If they don't follow these rules, they may lose their accreditation. For example, this could happen if they don't give all the required tests or fail to support students who need extra help. For further detail, please see the associated code 8VAC20-132-300 B. 1

✓ ## Graduation Requirements

Schools must offer all the classes and programs students need to earn a diploma. This includes regular, honors, or advanced courses, either in person or online. Career and technical programs must be available too. Schools should also give students chances to build job skills, earn special diploma seals, or finish credits in summer school. If a school doesn't offer enough of these options, it may lose full accreditation. For further detail, please see the associated code 8VAC20-132-300 B. 2

Instructional Program

Schools must teach all core subjects—like reading, math, science, and history—based on the state's Standards of Learning (SOLs). SOLs are the learning expectations of what students should know and be able to do in each subject and grade. Schools are also expected to give students opportunities to explore and prepare for careers, take advanced classes that prepare them for college-level work, and participate in work experiences. Lessons should help students think clearly and work well with others, and should be taught in ways that meet students' needs. If a school doesn't offer a strong and fair learning program that includes these things, it may lose full accreditation. For further detail, please see the associated code 8VAC20-132-300 B. 3-4

Leadership and Staffing Requirements

Schools need strong leaders and enough qualified staff to support learning for all students. This means principals must help teachers do their best by providing support. They also create a safe and positive school environment and work with families. Teachers must be properly trained, meet state expectations, and help all students learn. Schools also must have counselors, support staff, and planning time for teachers. If a school doesn't have all required staff or isn't fully supporting teachers and families, it could lose full accreditation. For further detail, please see the associated code 8VAC20-132-300 B. 5

Facilities and Safety Provisions

Schools must be clean, safe, and up to code. This means having classrooms, labs, libraries, and nursing areas that are usable and big enough for students and staff. Schools also must be prepared for emergencies with first aid and plans for drills. Some staff must be CPR-certified and able to help with common medical emergencies, like allergic reactions. If a school doesn't follow these safety expectations, they might lose accreditation. For further detail, please see the associated code 8VAC20-132-300 B. 6

Parental Notification

Each year, schools must tell families what their child will learn, when they'll take state tests like the Standards of Learning assessments, and what is needed to move up a grade. Schools also have to share a school performance report, that, similar to a student report card, shows how the school is doing. This includes information like test scores, student enrollment, and teacher quality. If a school doesn't share this information, it can lose full accreditation. For further detail, please see the associated code 8VAC20-132-300 B. 7

Standards of Learning

Schools are required to teach the Standards of Learning (SOLs), which are the learning expectations of what students should know and be able to do in each subject based on their grade level. If a school doesn't teach all of the standards for each grade and subject, they may lose their accreditation. For further detail, please see the associated code 8VAC20-132-300 B. 8

Long-Range Comprehensive Plan

Every year, school divisions and schools have to identify the steps they need to take to give every student a quality education and publish their plans on the division and school websites. Schools that are identified for additional state support work with the school division, teachers, and parents to make a multi-year plan to boost student learning and school quality. The school, division, and VDOE regularly review these plans to make sure the schools are improving and getting the support they need. Schools that do not create and follow these plans may lose their accreditation. For further detail, please see the associated code 8VAC20-132-300 B. 9

Federally Identified Schools

Schools that are identified for Comprehensive Support must work with VDOE and their division to create and follow their improvement plan. Every year, the schools identified for any type of support must report what they have done to the division and VDOE. Schools have three years to improve student learning or receive more support from VDOE. Schools that the state identifies for Targeted Support or Additional Targeted Support must work with the school division, teachers, and parents to create and follow a multi-year plan to boost student learning, including identifying the school's needs and available resources, and deciding how the division and school will work together to get those resources. For further detail, please see the associated code 8VAC20-132-300 B.10
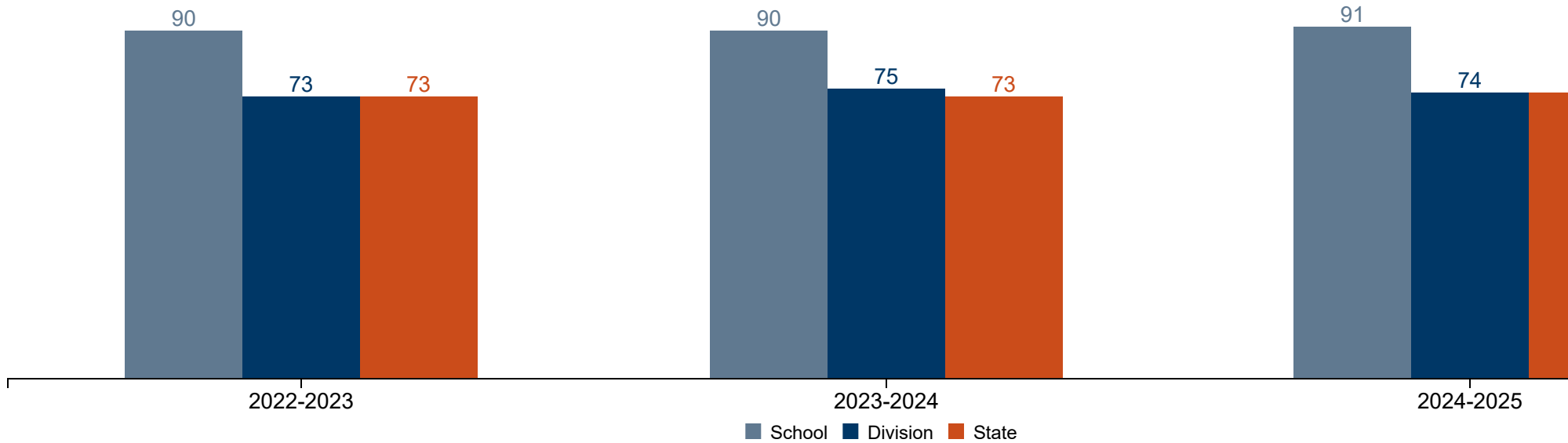
Compliance

Actions taken to correct any noncompliance issues that the school reported in the previous year. For further detail, please see the associated code 8VAC20-132-300 B.11

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

	2022-2023	2023-2024	2024-2025
School	90	90	91
Division	73	75	74
State	73	73	

Legend: ■ School ■ Division ■ State

Writing Performance: All Students

	2022-2023	2023-2024	2024-2025
School	100	89	100
Division	63	89	95
State	65	76	

■ School ■ Division ■ State

Math Performance: All Students

	2022-2023	2023-2024	2024-2025
School	74	78	84
Division	67	68	72
State	69	71	

Legend: School, Division, State
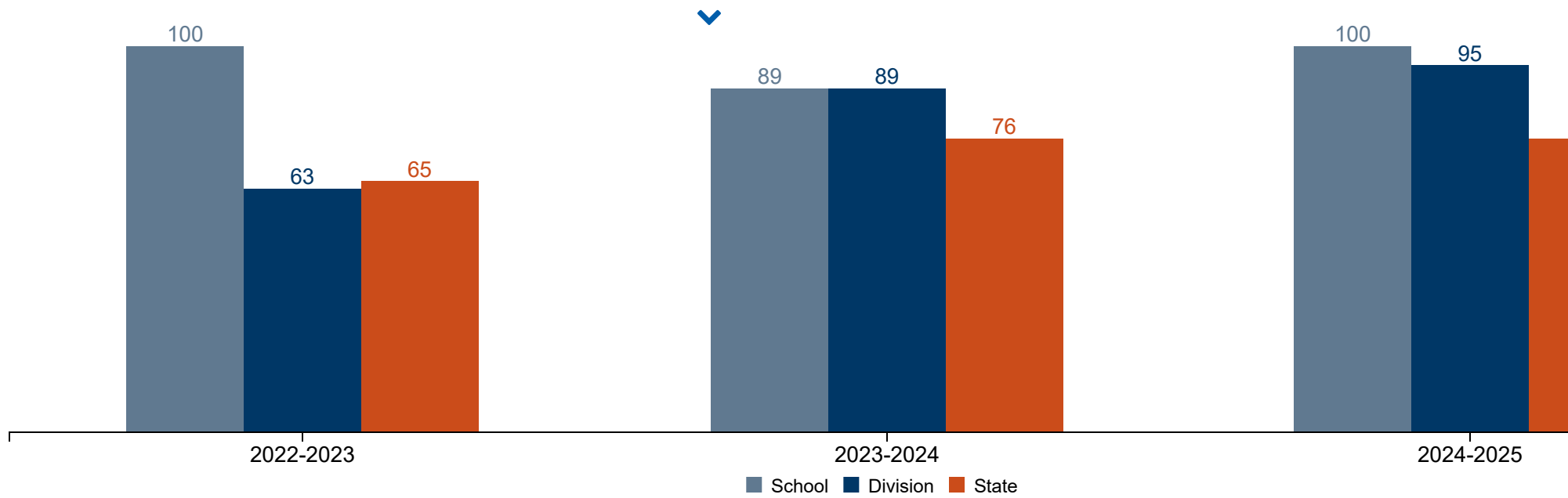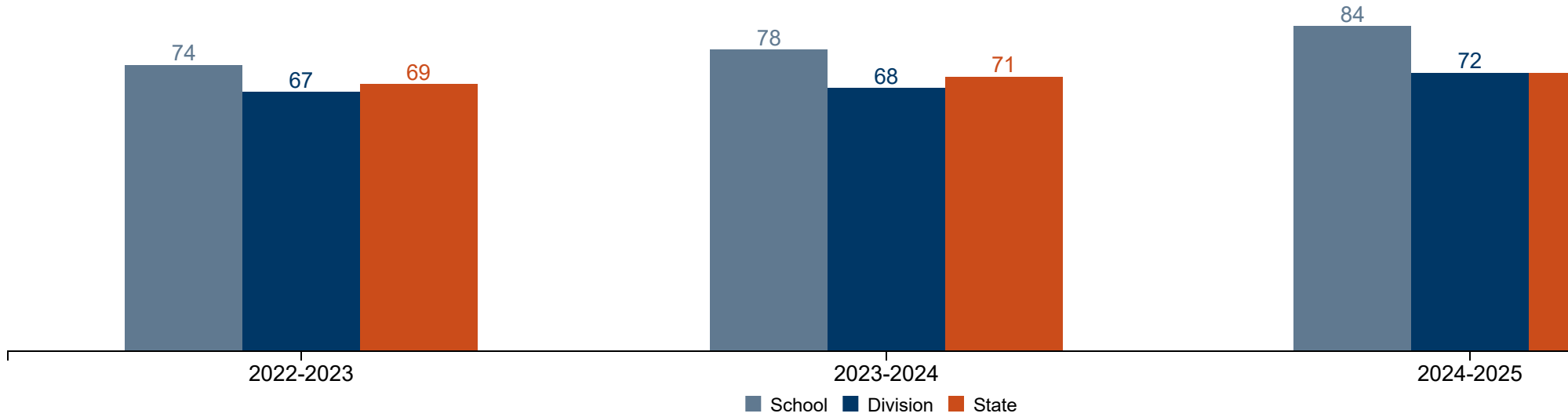
Science Performance: All Students

	2022-2023			2023-2024			2024-2025		
School	67			67			76		
Division		67			68			71	
State			67			68			
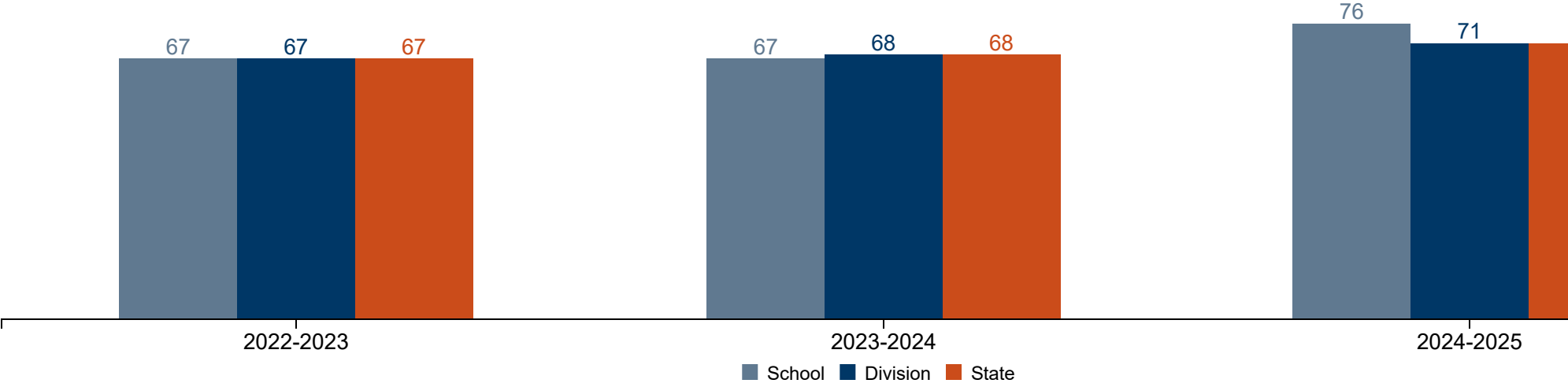
History Performance: All Students
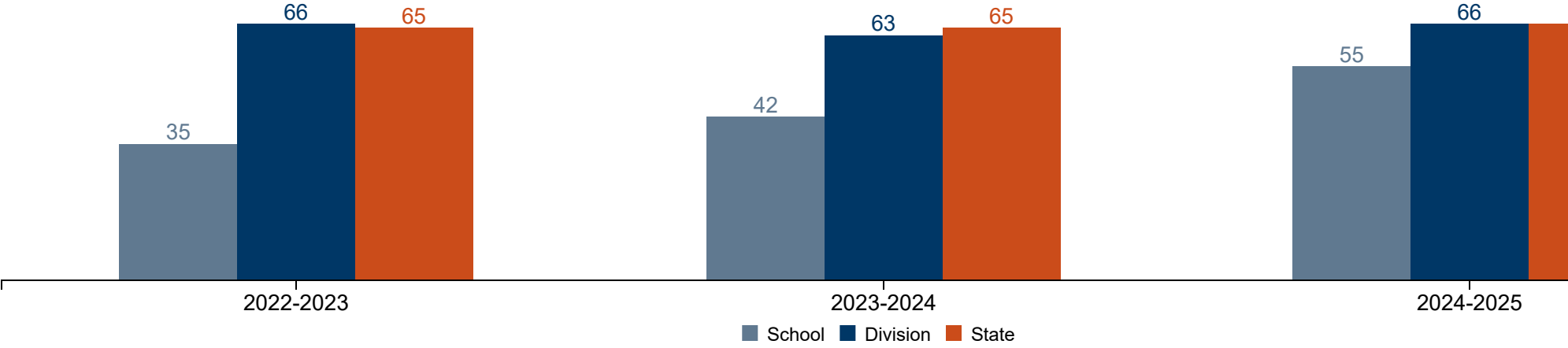
	2022-2023	2023-2024	2024-2025
School	35	42	55
Division	66	63	66
State	65	65	

School ■ Division ■ State

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	-	3	-
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	2	380	0.5%

ENROLLMENT

Fall Membership by Grade

Grade	2022-2023	2023-2024	2024-2025
Grade 9	436	388	365
Grade 10	375	413	370
Grade 11	325	346	380
Grade 12	353	347	380
Total Enrollment	1,489	1,494	1,495

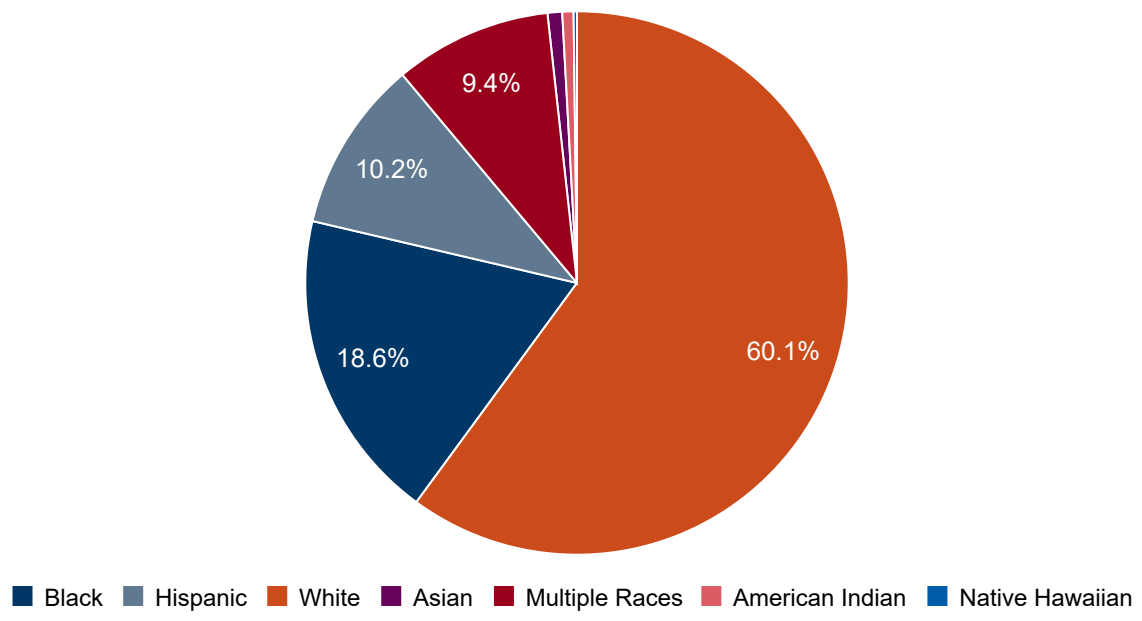< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Fall Membership by Student Group

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

Legend: Black, Hispanic, White, Asian, Multiple Races, American Indian, Native Hawaiian

- White: 60.1%
- Black: 18.6%
- Hispanic: 10.2%
- Multiple Races: 9.4%

Chronic Absenteeism

Chronic Absenteeism 2024-2025 School Year: All Students

28.1%

71.9%

■ Missed less than 10%   ■ Missed 10% or more
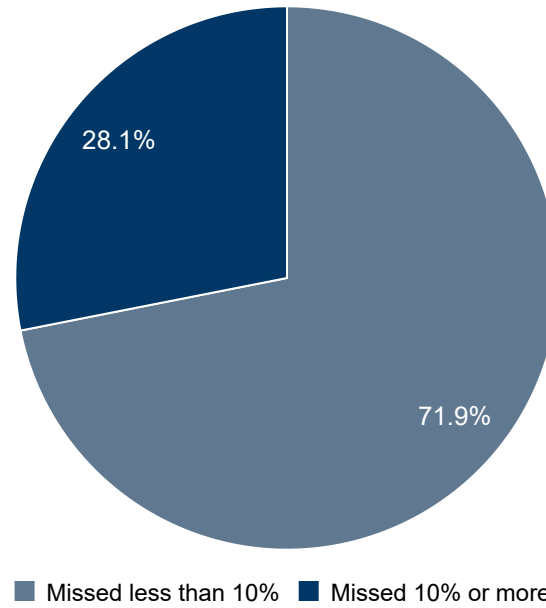
COLLEGE, CAREER, & MILITARY

Diplomas and Completion: Class of 2025: All Students

School
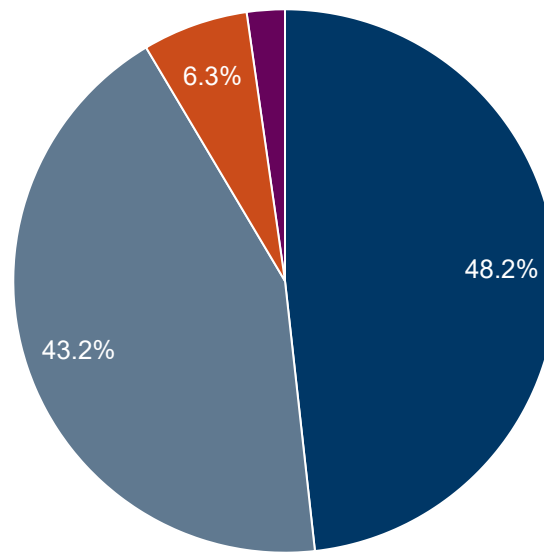
48.2%

43.2%

6.3%

■ Advanced Diplomas   ■ Standard and Other Diplomas   ■ GEDs, Certificates and Other Non-Graduates   ■ Dropouts

Division
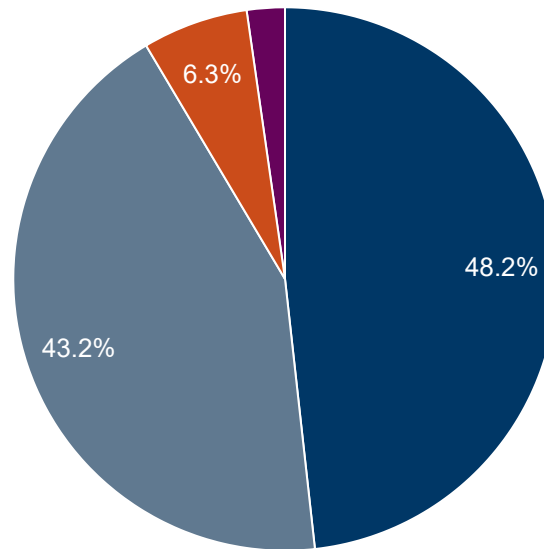
48.2%

43.2%

6.3%

■ Advanced Diplomas   ■ Standard and Other Diplomas   ■ GEDs, Certificates and Other Non-Graduates   ■ Dropouts

State

Advanced Diplomas Standard and Other Diplomas GEDs, Certificates and Other Non-Graduates Dropouts
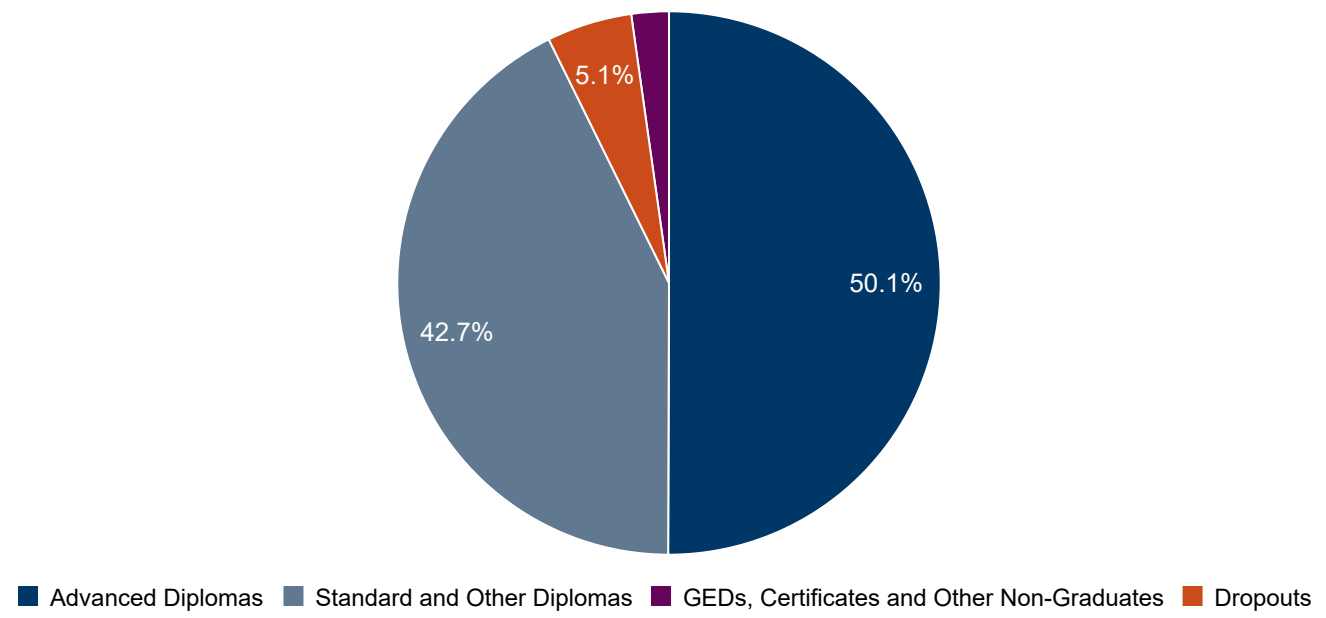
Four-Year Virginia On-Time Graduation Rate

On-Time Graduation Rate Over Time: All Students

	2022-2023			2023-2024			2024-2025	
School	92			91			91.5	
Division		92			91			91.5
State			92			92.9		

Legend: School ■ Division ■ State ■
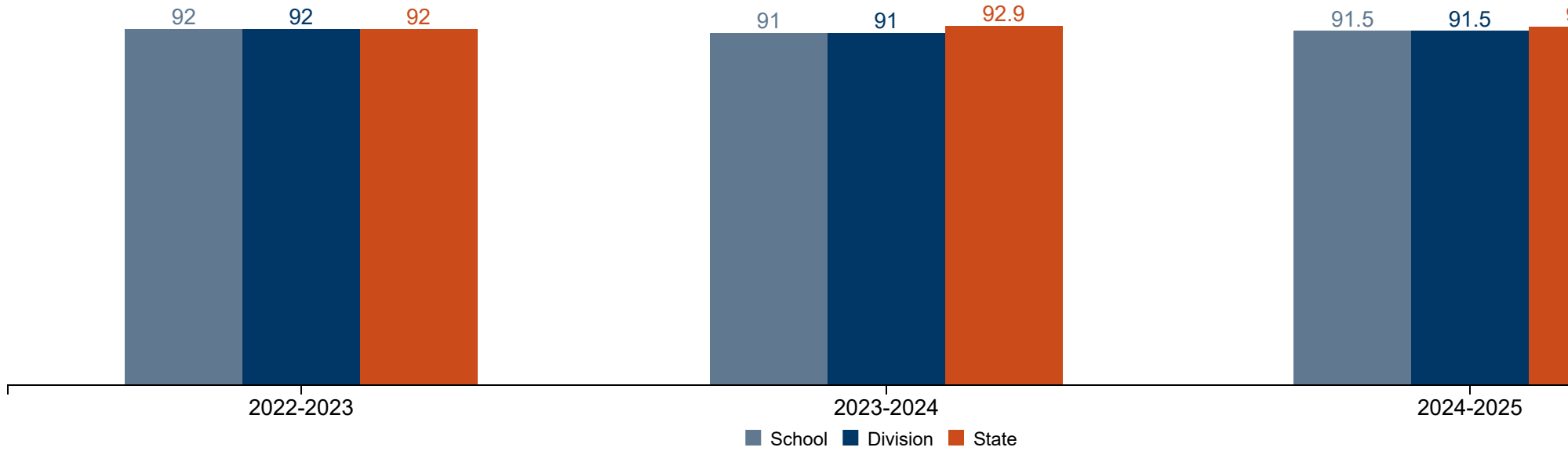
Advanced Program Information: Number and Percentage of Students Enrolled in Advanced Programs

Advanced Program Information - Count/Percentage			
Program Type	2022-2023	2023-2024	2024-2025
Advanced Placement Test Taken	200 / 13.43%	244 / 16.34%	353 / 23.64%
Advanced Placement Course Enrollment	250 / 16.79%	307 / 20.56%	362 / 24.25%
Dual Enrollment	117 / 7.86%	190 / 12.73%	244 / 16.34%
Governor's School Enrollment	98 / 6.58%	98 / 6.56%	97 / 6.5%
IB Course Enrollment	-	-	-
Senior Enrolled in IB Program	-	-	-

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* = Data not yet available

Postsecondary Enrollment

2021-2022 Postsecondary Enrollment: All Students

Legend: Students enrolled in IHE % Remaining Students %

	School	Division	State
Students enrolled in IHE %	56	56	67
Remaining Students %	44	44	33

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	13	29	28
	Division	15	29	28
	State	1,573	2,069	2,206
Industry Certification	School	596	483	609
	Division	623	487	616
	State	100,965	101,956	105,973
Workplace Readiness	School	250	96	47
	Division	250	96	47
	State	41,819	35,066	38,829
Total Credentials Earned	School	859	608	698
	Division	888	612	705
	State	148,201	142,668	150,233
Students Earning One or More Credentials	School	538	444	534
	Division	554	448	540
	State	118,467	115,609	120,035
CTE Completers	School	150	194	212
	Division	150	194	212
	State	46,028	48,643	51,357

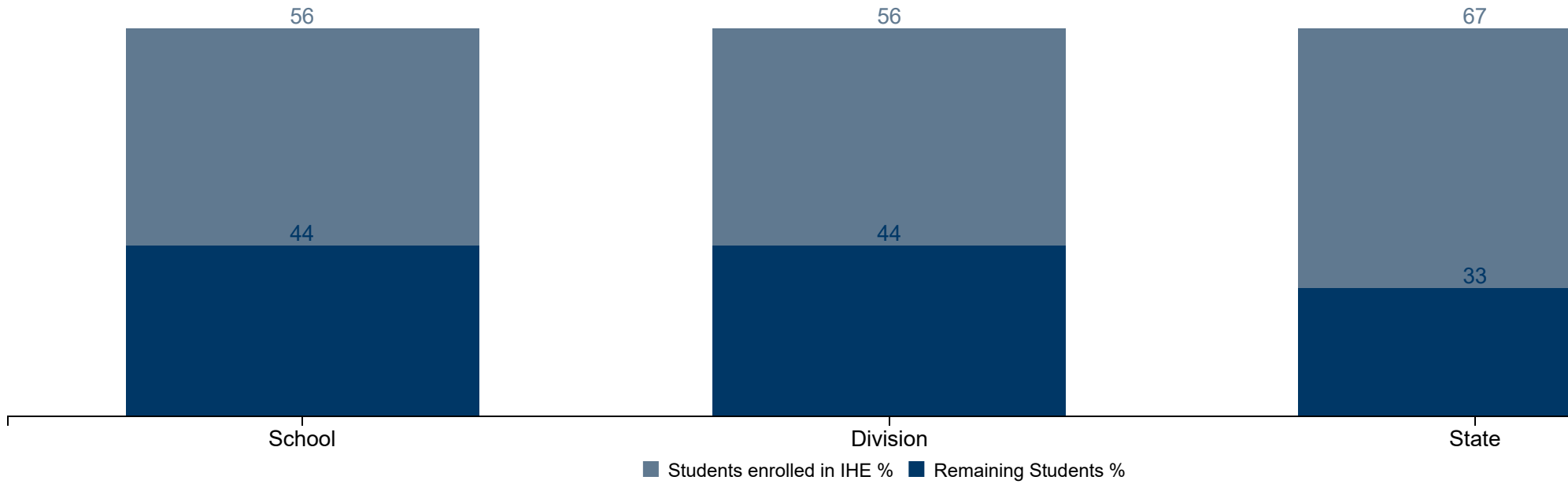| Career and Technical Education				
NOCTI Assessments	School	-	-	14
	Division	-	-	14
	State	3,844	3,577	3,225
Armed Services Vocational Aptitude Battery Examination	School	-	-	-
	Division	-	-	-
	State	962	1,022	-

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FINANCE

Per-Pupil Spending

2023-2024 Per-Pupil Spending

The chart shows funding per student comparing School, Division, and State:

	School	Division	State
State/Local	$12472	$12050	$15286
Federal	$1104	$1080	$1202
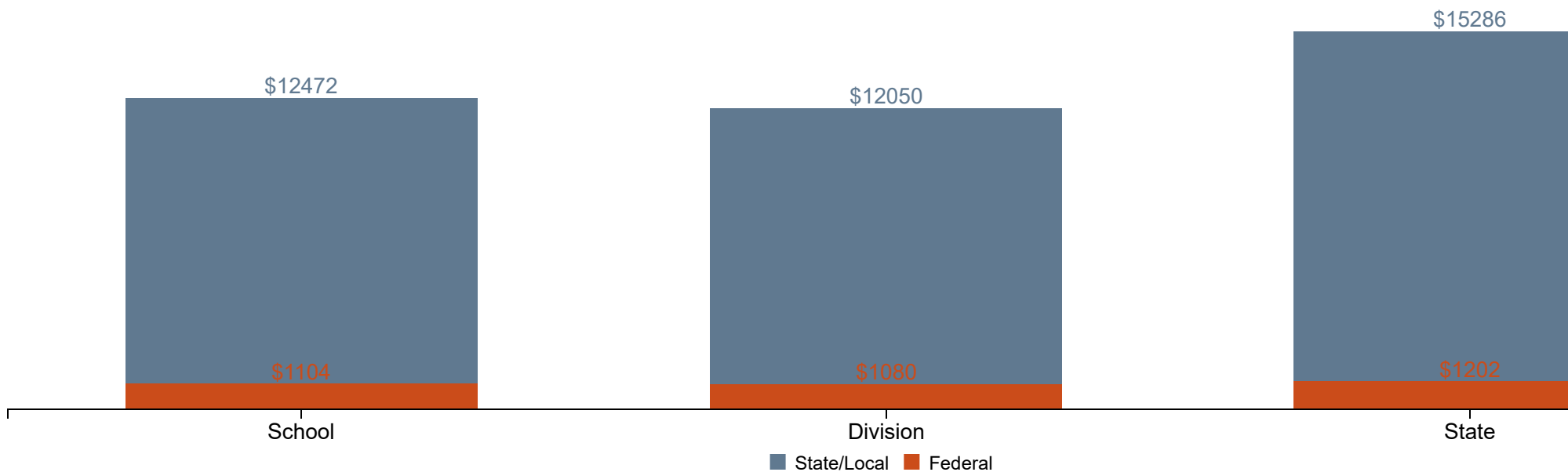
SCHOOL ENVIRONMENT

Student Behavior

Number of Events by Behavior Category	
	2023-2024
Behaviors that Impede Academic Progress	46
Behaviors related to School Operations	469
Relationship Behaviors without Physical Harm	140
Behaviors of a Safety Concern	65
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	52
Behaviors used to determine Persistently Dangerous Schools	2

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Administrative Response to Student Behavior

Number of Students receiving each Response			
	2022-2023	2023-2024	2024-2025
In-School Suspension	664	458	415
Out-of-School Suspension	214	167	137
Explusion and Alternative Placement	3	2	8
Referral to Law Enforcement	48	13	19
Bus Suspension	2	1	0

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:

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	Low Poverty	16.5%	17	9.7%	10	2.9%	3
Division							
	All Schools	10.5%	35	7.8%	26	1.5%	5
	Low Poverty	10.5%	29	8.3%	23	1.4%	4

Teacher Quality All Schools: 2024-2025

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

< = A group below state definition for personally identifiable results

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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	25%	1
	Low Poverty	0%	0	25%	1
Division					
	All Schools	0%	0	38.5%	5
	Low Poverty	0%	0	36.4%	4
State					
	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	Low Poverty	24.3%	25	7.8%	8
Division					
	All Schools	20.1%	67	7.2%	24
State	Low Poverty	20.2%	56	6.9%	19
	All Schools	9.3%	10326	2.8%	3121
	High Poverty	11.5%	2300	2.3%	454
	Low Poverty	7.1%	2374	2.7%	900

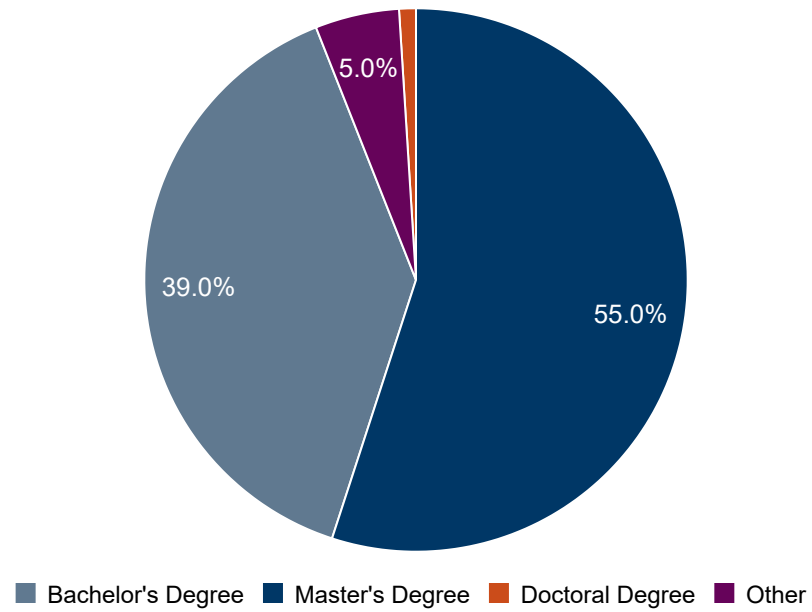< = A group below state definition for personally identifiable results

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Teacher Educational Attainment

Teacher Educational Attainment: 2024-2025

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

EVERY STUDENT SUCCEEDS ACT

2024-2025 Data Used for Required Federal Reporting:

ESSA School Quality Indicators Summary

Student Group	English Reading Performance	Mathematics Performance	English Learner Progress	Federal Graduation Indicator
All Students	Yes - No CP	Yes	-	Yes - CP
Asian	TS	TS	-	TS
Black	Yes - No CP	Yes	-	No
Hispanic	Yes - No CP	Yes	-	Yes - No CP
White	Yes - CP	Yes	-	Yes - CP
Multiple Races	Yes	Yes	-	Yes - No CP
Economically Disadvantaged	Yes - No CP	Yes	-	No
English Learners	TS	TS	TS	TS
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	Annual Target	Long-Term Goal
All Students	92%	81%	88%
Asian	<	91%	88%
Black	78%	73%	88%
Hispanic	86%	73%	88%
White	97%	86%	88%
Multiple Races	89%	84%	88%
Economically Disadvantaged	82%	73%	88%
English Learners	<	67%	88%
Students with Disabilities	59%	64%	88%

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available

ESSA Annual Targets and Long-Term Goals: Mathematics

Student Group	Current Rate	Annual Target	Long-Term Goal
All Students	85%	76%	85%
Asian	<	90%	85%
Black	72%	67%	85%
Hispanic	94%	68%	85%
White	85%	82%	85%
Multiple Races	100%	79%	85%
Economically Disadvantaged	75%	67%	85%
English Learners	<	64%	85%
Students with Disabilities	50%	61%	85%

< = A group below state definition for personally identifiable results

— = Not applicable or no data for group

* = Data not yet available

ESSA Pass Rates: Science

Student Group	Current Rate
All Students	75%
Asian	<
Black	51%
Hispanic	74%
White	83%
Multiple Races	73%
Economically Disadvantaged	57%
English Learners	<
Students with Disabilities	33%

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* = Data not yet available

Federal Graduation Indicator

Student Group	Current Rate	Annual Target	Long-Term Goal
All Students	89%	84%	84%
Asian	<	90%	84%
Black	79%	83%	84%
Hispanic	88%	83%	84%
White	91%	86%	84%
Multiple Races	90%	89%	84%
Economically Disadvantaged	73%	83%	84%
English Learners	<	80%	84%
Students with Disabilities	60%	79%	84%
Homeless	<	-	-
Foster Care	<	-	-

English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	<	56%	58%
English Learner Proficiency	18%	-	-

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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	98.1%	-	98.1%	-	98.9%	-
Asian	<	-	<	-	<	-
Black	95.8%	-	98.6%	-	98.6%	-
Hispanic	100%	-	97.2%	-	100%	-
White	98.2%	-	97.7%	-	98.6%	-
Multiple Races	100%	-	100%	-	100%	-
Economically Disadvantaged	95.4%	-	96.3%	-	97.1%	-
Not Economically Disadvantaged	99.2%	-	98.8%	-	99.6%	-
English Learners	<	-	<	-	<	-
Students with Disabilities	92.1%	-	97.4%	-	100%	-
Students without Disabilities	98.8%	-	98.2%	-	98.8%	-
Female	100%	-	98.2%	-	99.4%	-
Male	96.5%	-	98%	-	98.4%	-

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Federal Designation

Schools Identified for Federal Support and Improvement 2024-2025
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