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King George Middle

GENERAL SCHOOL INFORMATION

Category: Middle (06-08) School

Phone: 540-775-2331

Address: 8246 Dahlgren Road King George, VA 22485

Principal: Casey Nice

Superintendent: Dr. Jesse Boyd

School Number: 10

Region: 3

Division: [King George County Public Schools](#)

Division Number: 48

[Division Website](#)

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



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

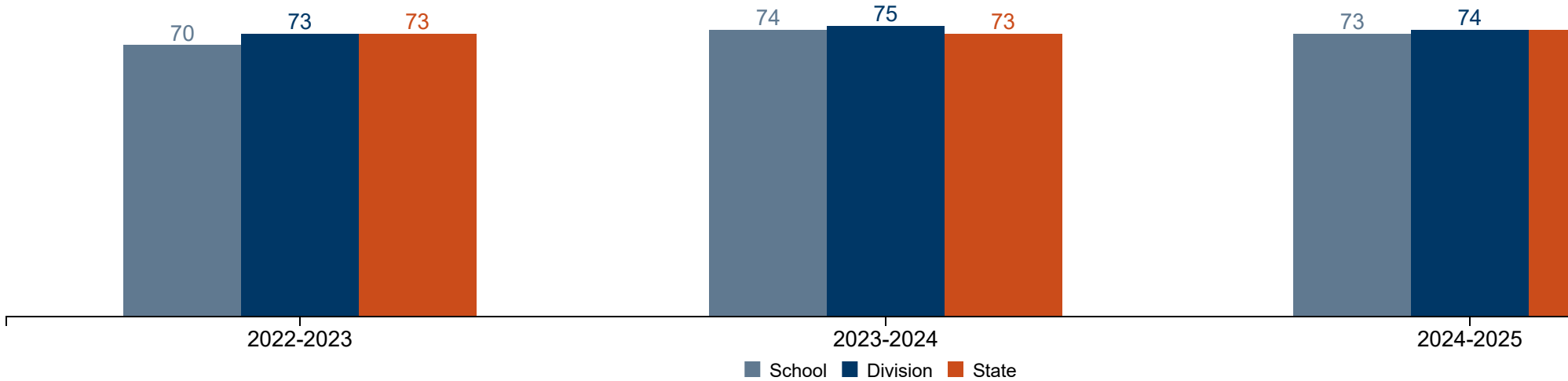
Actions taken to correct any noncompliance issues that the school reported in the previous year. For further detail, please see the associated code [8VAC20-132-300 B.11](#)

ASSESSMENTS

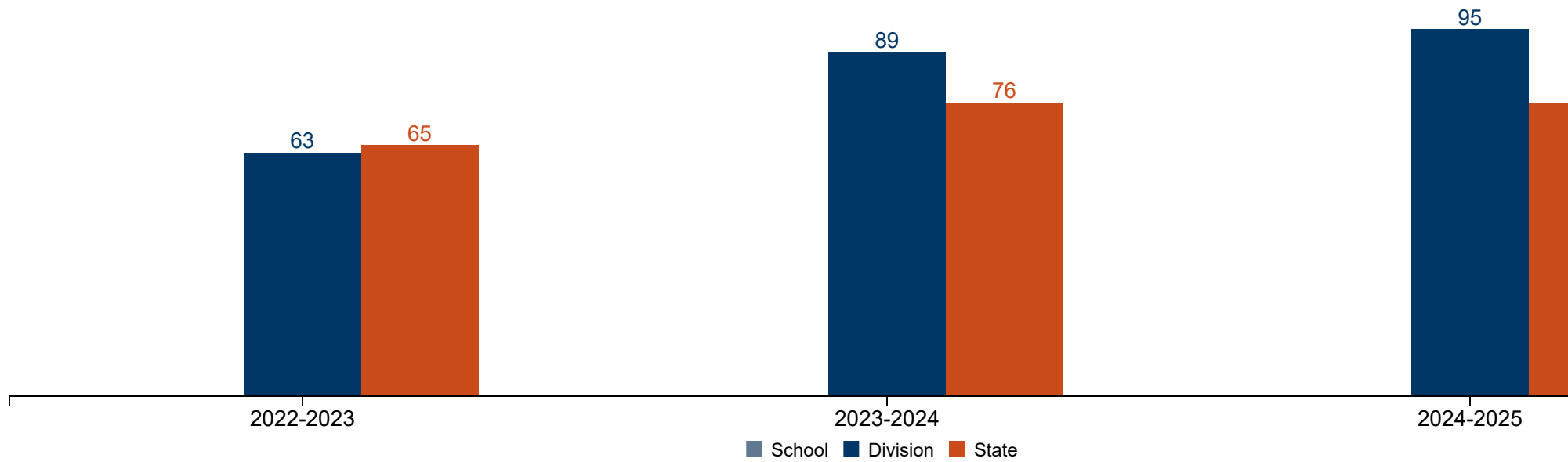
The annual pass rate data reported on the Assessment tab includes all grade level and content area state assessments (Standards of Learning assessments and Virginia Alternate Assessment Program assessments).

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

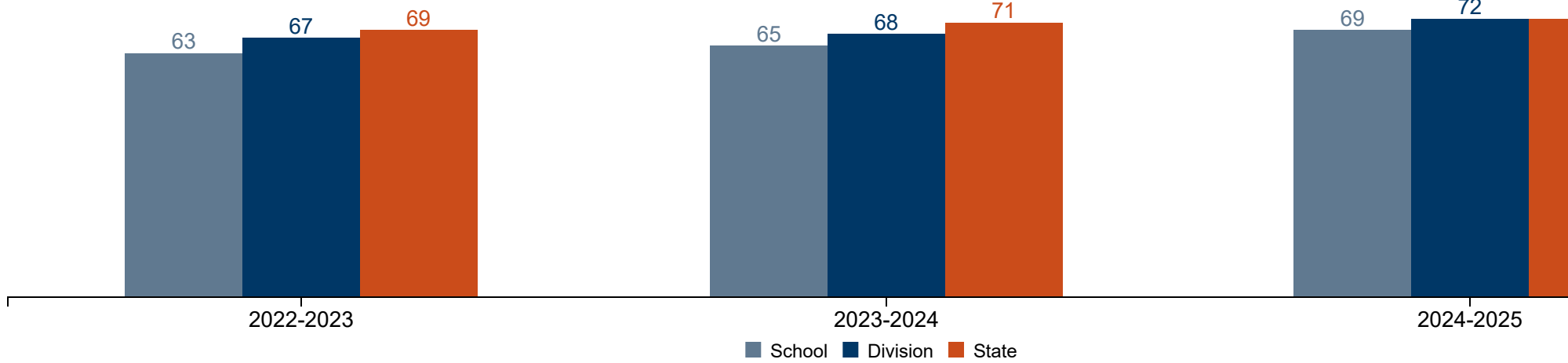
Reading Performance: All Students



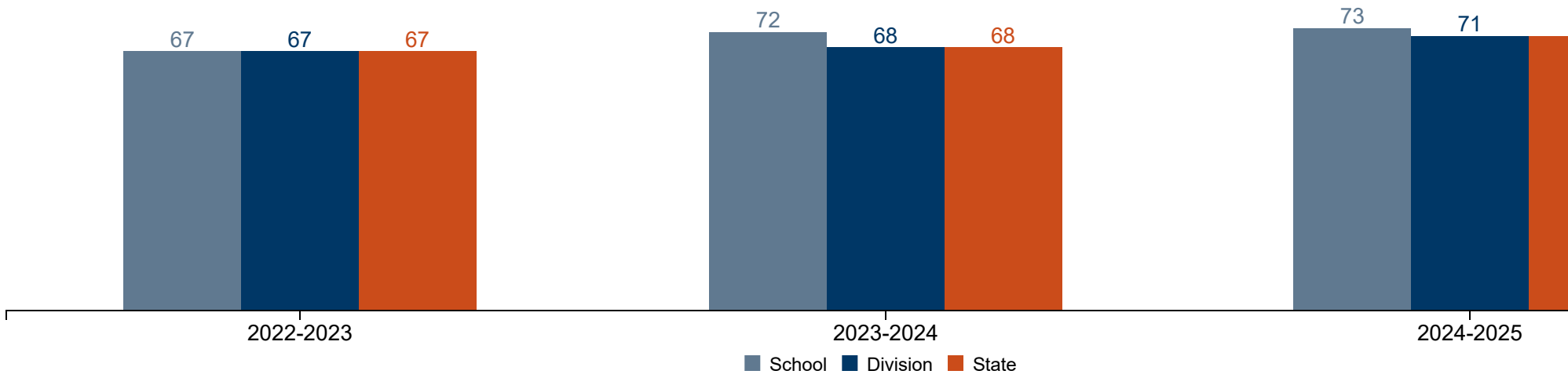
Writing Performance: All Students



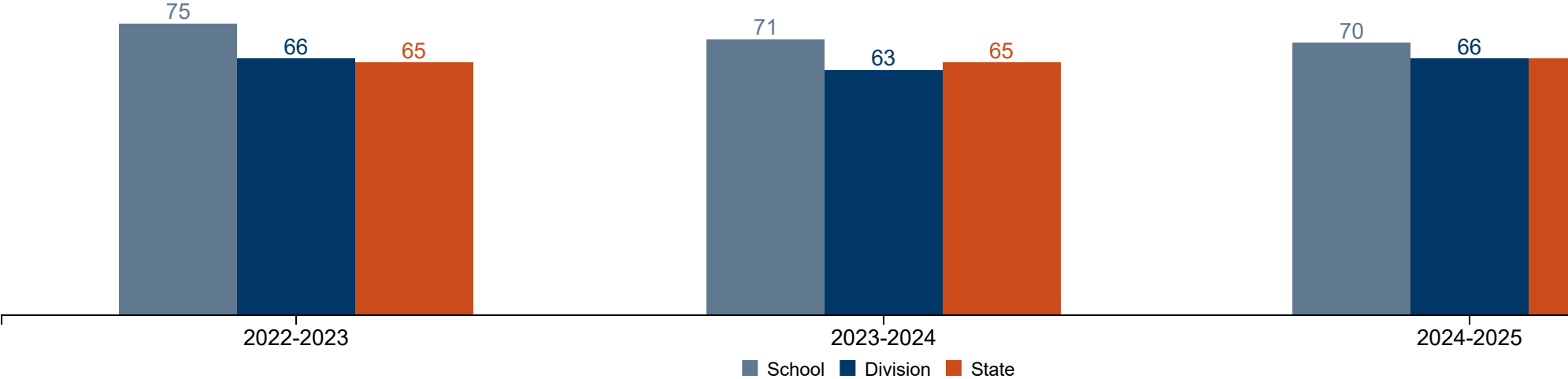
Math Performance: All Students



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	-	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
Grade 6 Reading	3	337	0.9%
Grade 7 Reading	0	380	0%
Grade 8 Reading	1	380	0.3%

ENROLLMENT

Fall Membership by Grade

Grade			
	2022-2023	2023-2024	2024-2025
Grade 6	361	373	337
Grade 7	306	366	380
Grade 8	334	318	381
Total Enrollment	1,001	1,057	1,098

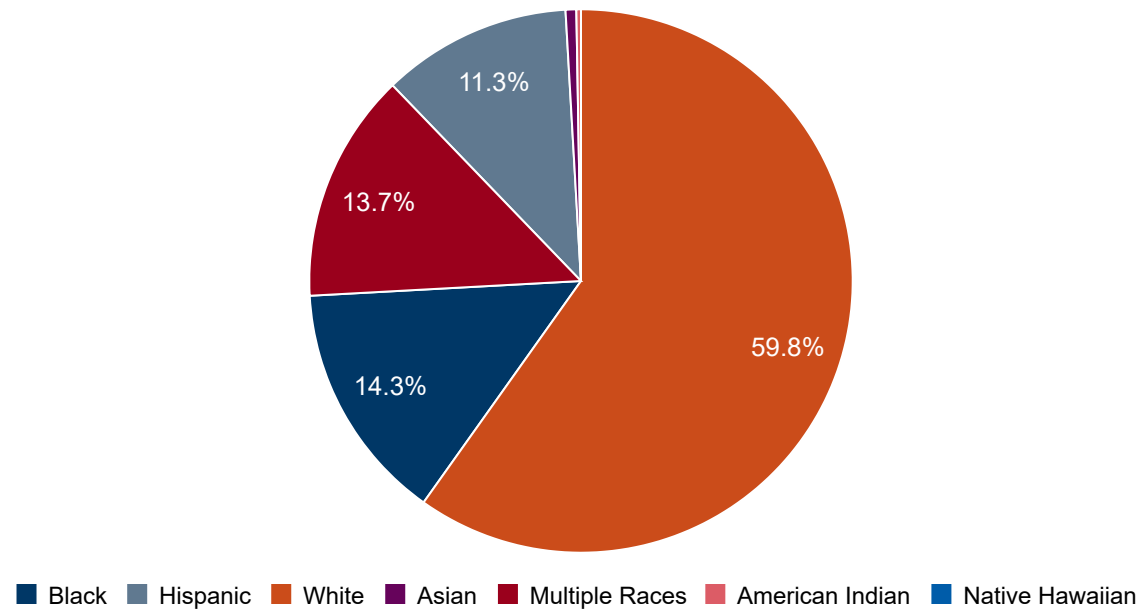
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

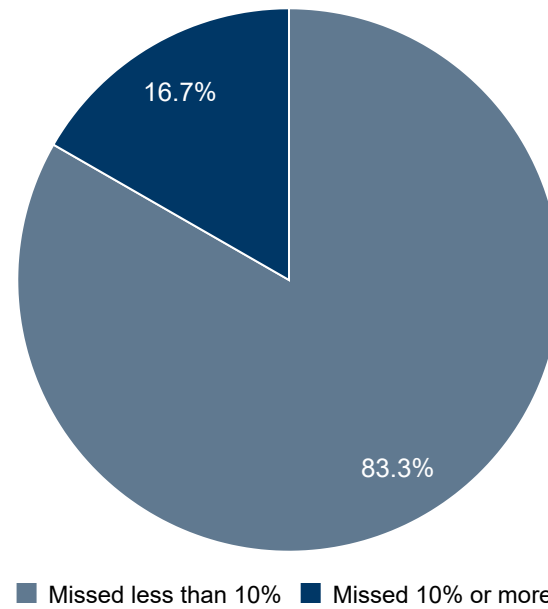
Fall Membership by Student Group

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



Chronic Absenteeism

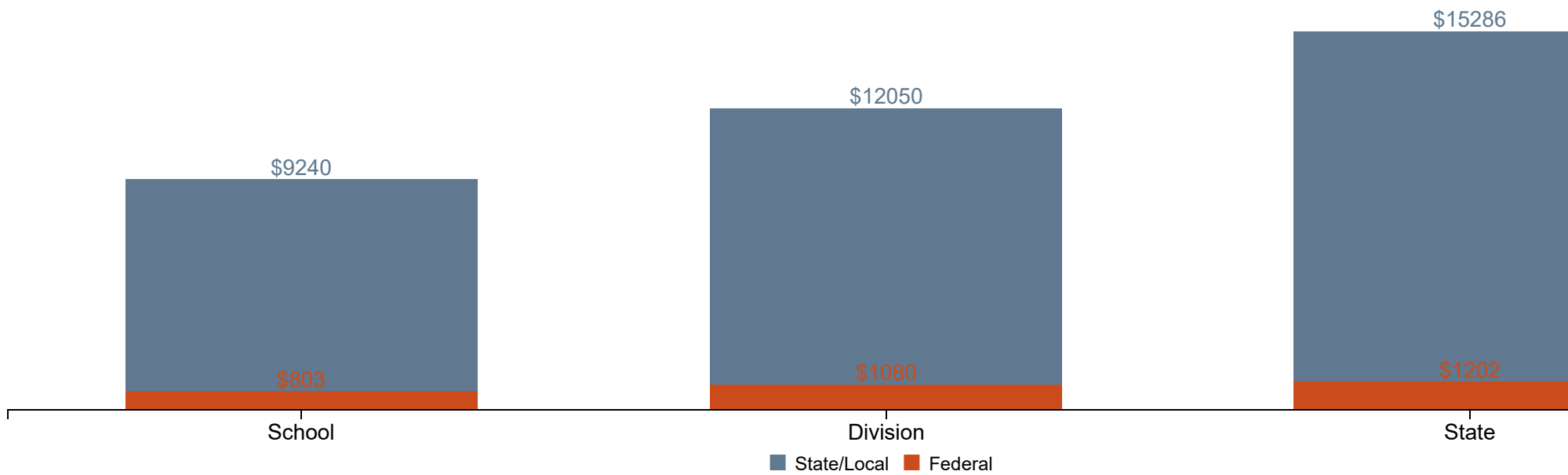
Chronic Absenteeism 2024-2025 School Year: All Students



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	303
Behaviors related to School Operations	124
Relationship Behaviors without Physical Harm	546
Behaviors of a Safety Concern	181
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	57

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Administrative Response to Student Behavior

Number of Students receiving each Response			
	2022-2023	2023-2024	2024-2025
In-School Suspension	353	275	411
Out-of-School Suspension	190	158	177
Expulsion and Alternative Placement	0	0	1
Referral to Law Enforcement	5	0	4
Bus Suspension	11	11	6

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	Low Poverty	11.1%	9	7.4%	6	1.2%	1
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

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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	33.3%	1
	Low Poverty	0%	0	33.3%	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	19.8%	16	4.9%	4
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

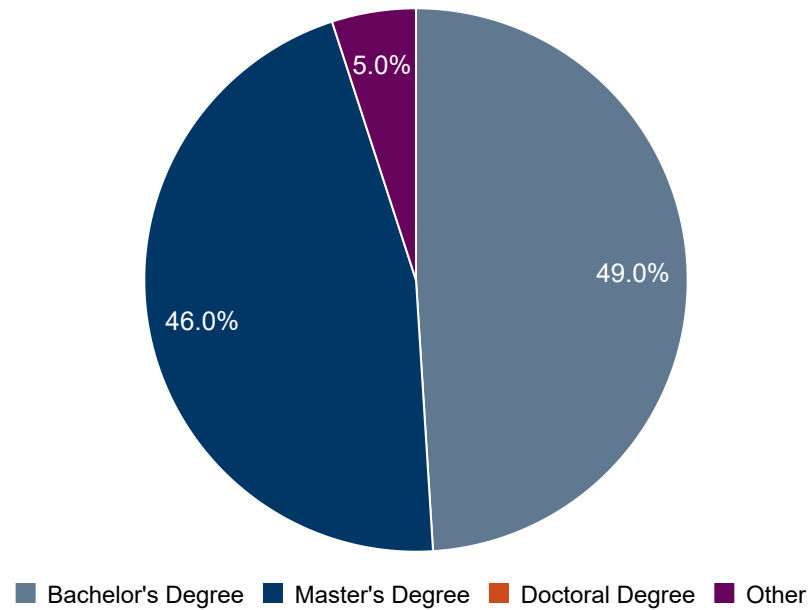
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Teacher Educational Attainment

Teacher Educational Attainment: 2024-2025



EVERY STUDENT SUCCEEDS ACT

2024-2025 Data Used for Required Federal Reporting: **Identified for Targeted Support and Improvement**

ESSA School Quality Indicators Summary

Student Group	English Reading Performance	Mathematics Performance	English Learner Progress	Federal Graduation Indicator
All Students	No	No	-	-
Asian	TS	TS	-	-
Black	No	No	-	-
Hispanic	No	No	-	-
White	No	No	-	-
Multiple Races	No	No	-	-
Economically Disadvantaged	No	No	-	-
English Learners	No	No	TS	-
Students with Disabilities	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	74%	81%	88%
Asian	<	91%	88%
Black	52%	73%	88%
Hispanic	66%	73%	88%
White	81%	86%	88%
Multiple Races	69%	84%	88%
Economically Disadvantaged	57%	73%	88%
English Learners	30%	67%	88%
Students with Disabilities	28%	64%	88%

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ESSA Annual Targets and Long-Term Goals: Mathematics

Student Group	Current Rate	Annual Target	Long-Term Goal
All Students	70%	76%	85%
Asian	<	90%	85%
Black	48%	67%	85%
Hispanic	61%	68%	85%
White	77%	82%	85%
Multiple Races	67%	79%	85%
Economically Disadvantaged	52%	67%	85%
English Learners	27%	64%	85%
Students with Disabilities	26%	61%	85%

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ESSA Pass Rates: Science

Student Group	Current Rate
All Students	74%
Asian	<
Black	42%
Hispanic	59%
White	84%
Multiple Races	69%
Economically Disadvantaged	50%
English Learners	<
Students with Disabilities	39%

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English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	43%	56%	58%
English Learner Proficiency	-	-	-

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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%	-	97.5%	-	99.5%	-
Asian	<	-	<	-	<	-
Black	97.5%	-	95.6%	-	98.2%	-
Hispanic	100%	-	97.5%	-	100%	-
White	98.3%	-	98.6%	-	100%	-
Multiple Races	95.8%	-	95.1%	-	97.7%	-
Economically Disadvantaged	97.2%	-	95.3%	-	98.2%	-
Not Economically Disadvantaged	98.3%	-	98.6%	-	100%	-
English Learners	100%	-	100%	-	<	-
Students with Disabilities	93.1%	-	90.8%	-	98.1%	-
Students without Disabilities	98.9%	-	98.8%	-	99.7%	-
Female	98.4%	-	98%	-	99.5%	-
Male	97.6%	-	97%	-	99.4%	-

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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](#)