SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

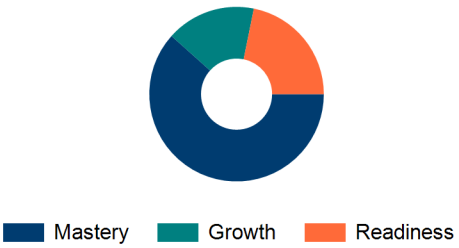
Donald B. Dixon-Lyle R. Smith Middle
Stafford County

Performance Category	Accreditation Designation	Federal Identification Status
On Track	Fully Accredited	No Identification

Learn more about the School Quality Profiles

This report helps families, teachers, principals, and community members understand how well their school is performing. It shares student performance in reading, math, and science, along with other important factors that affect school quality, such as student attendance.

Overall School Performance



Mastery: 51.1 / 60 pts Growth: 13.7 / 20 pts Readiness: 18.1 / 20 pts Total: 83 / 100 pts

*If a school is missing one or more indicators because the number of students in a group was less than 15, then the weight for the missing indicator(s) is reallocated to the other indicators and may increase the component's score above the model weight. **Schools that are federally identified as Targeted or Additional Targeted Support and Improvement (TSI/ATSI) will have their performance category lowered by one level (8VAC20-132-270. F). *** The "<" symbol used in the Indicator tables represents too few students in a group to evaluate.

The School Performance and Support Framework has an overall rating based on points earned in the categories below.

1. Mastery 2. Growth 3. Readiness

These factors are weighted and combined to place each school in one of four performance categories:

Performance Category	Point Range
Distinguished	90–100
On Track	80–89
Off Track	65–79
Needs Intensive Support	< 65

Take Action! How Can You Support Your Child's Learning?

Talk to your student's teacher, counselor, or principal about ways to support your student and school, and to learn about your school. You will learn ways to celebrate and support areas of success and meet any needs identified in this report.

Road to Readiness
Resources for Families

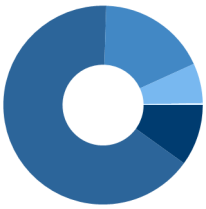
Mastery Indicators:

Reflect how students are meeting academic and English language proficiency standards.
Factors that make up performance scores include Standards of Learning (SOL) assessments and Virginia Alternative Assessment Program (VAAP) tests in Reading, Mathematics, and Science. English Learner (EL) progress is measured by annual growth on the WIDA ACCESS assessment, which tracks proficiency in listening, speaking, reading, and writing.

Reading Performance

Indicator Score: 18.57 out of 20 pts

All Students	Percentage
Pass/Advanced	9.94%
Pass/Proficient	65.54%
Fail/Basic	17.68%
Fail/Below Basic	6.47%
Score of Zero	0.34%



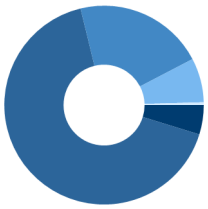
Mastery Index Performance by Percent for each Student Group

All Students	92.86%
Asian	90.17%
Black	85.29%
Hispanic	88.15%
White	95.39%
Multiple Races	97.30%
Economically Disadvantaged	86.68%
English Learners	78.57%
Students with Disabilities	69.31%

Math Performance

Indicator Score: 18 out of 20 pts

All Students	Percentage
Pass/Advanced	4.76%
Pass/Proficient	66.43%
Fail/Basic	21.13%
Fail/Below Basic	7.20%
Score of Zero	0.46%



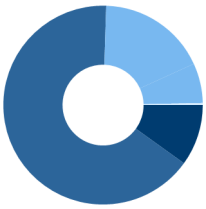
Mastery Index Performance by Percent for each Student Group

All Students	90.04%
Asian	85.71%
Black	83.82%
Hispanic	83.77%
White	93.12%
Multiple Races	90.62%
Economically Disadvantaged	83.40%
English Learners	76.80%
Students with Disabilities	67.89%

Science Performance

Indicator Score: 9.45 out of 10 pts

All Students	Percentage
Pass/Advanced	5.37%
Pass/Proficient	67.38%
Fail/Does not Meet	27.24%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	94.53%
Asian	<
Black	91.07%
Hispanic	92.30%
White	96.06%
Multiple Races	95.31%
Economically Disadvantaged	90.36%
English Learners	88.46%
Students with Disabilities	83.33%

English Learner (EL) Progress

Indicator Score: 5.12 out of 10 pts

All Students	Percentage
Progress	51.28%
No Progress	48.72%

Progress Rate by Student Group

All Students	51.28%
Asian	<
Black	<
Hispanic	45.45%
White	<
Multiple Races	<
Economically Disadvantaged	54.05%
English Learners	51.28%
Students with Disabilities	<

Growth Indicators: Reflect how students are progressing academically over time.

Growth is measured by comparing expected learning to actual learning at the end of the year based on past SOL and VAAP performance.

Reading Growth

Indicator Score: 6.91 out of 10 pts

All Students	Percentage
Exceeds Growth	13.73%
Meets Growth	33.69%
Below Expected Growth	36.55%
Did not Meet Growth	16.00%

Growth Index Performance by Percent for each Student Group

All Students	69.14%
Asian	70.53%
Black	68.01%
Hispanic	77.73%
White	67.04%
Multiple Races	71.37%
Economically Disadvantaged	68.73%
English Learners	75.98%
Students with Disabilities	52.64%

Math Growth

Indicator Score: 6.85 out of 10 pts

All Students	Percentage
Exceeds Growth	13.92%
Meets Growth	34.57%
Below Expected Growth	33.13%
Did not Meet Growth	18.36%

Growth Index Performance by Percent for each Student Group

All Students	68.54%
Asian	70.53%
Black	73.43%
Hispanic	70.03%
White	66.71%
Multiple Races	71.31%
Economically Disadvantaged	69.02%
English Learners	73.33%
Students with Disabilities	62.64%

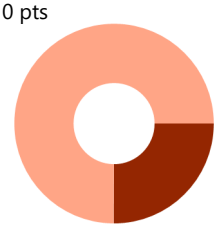
Readiness Indicators: Reflect how schools are preparing students for what's next.

Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason. Advanced Coursework measures the performance of students who are eligible to take High School End-of-Course mathematics courses while in Middle School.

Chronic Absenteeism

Indicator Score: 8.28 out of 10 pts

All Students	Percentage
Missed Above 10%	17.19%
Missed Below 10%	82.80%



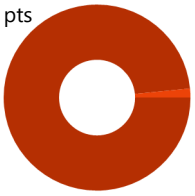
Percent of Chronic Absenteeism by Student Group

All Students	17.19%
Asian	24.13%
Black	21.60%
Hispanic	19.56%
White	15.44%
Multiple Races	15.87%
Economically Disadvantaged	25.47%
English Learners	23.86%
Students with Disabilities	28.28%

Advanced Coursework

Indicator Score: 9.84 out of 10 pts

All Students	Percentage
Passing	98.43%
Not Passing	1.56%
Eligible but Not Enrolled	0.00%



Percent of Students Passing EOC Math in Middle School

All Students	98.43%
Asian	<
Black	<
Hispanic	96.15%
White	99.21%
Multiple Races	100.00%
Economically Disadvantaged	97.50%
English Learners	<
Students with Disabilities	<