



Buffalo Gap High

1800 Buffalo Gap Hwy, Swoope, VA 24479

Grade Span: 09-12

Augusta County Public Schools

<p>Principal: Mr. William R. Deardorff (540) 337-6021</p> <p>Superintendent: Dr. William C. Bishop (540) 245-5100</p> <p>School's Designation: Not In Improvement</p>	<p>The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.</p> <p>AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.</p> <p>This School's Focus Area(s): Career & Technical Education (CTE), English as a Second Language, General Education, Remedial Program, Special Education, Talented/Gifted Program, Technical Prep (CTE)</p> <p>This School's Other Academic Indicator for AYP is Graduation</p>
<p>This School - Made AYP</p> <p>This School Division - Did Not Make AYP</p> <p>The State - Did Not Make AYP</p>	<p>Annual Measurable Objective for Mathematics is 79</p> <p>Annual Measurable Objective for Reading/Language Arts is 81</p>

School - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

School - Summary			
	2008-2009	2009-2010	2010-2011
Student Population	614	607	571
Accreditation Status	Fully Accredited	Fully Accredited	Fully Accredited
AYP Status	Made AYP	Made AYP	Made AYP
Open Status	Open	Open	Open
School Improvement	Not In Improvement	Not In Improvement	Not In Improvement
English Improvement	Not In Improvement	Not In Improvement	Not In Improvement
Mathematics Improvement	Not In Improvement	Not In Improvement	Not In Improvement
LEP Reading Exempt	-	-	-

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Accreditation Adjusted Pass Rates

The Commonwealth of Virginia accredits schools based on the overall achievement of students on Standards of Learning (SOL) tests and approved substitute assessments in English, mathematics, history/social science, and science. Adjusted pass rates represent achievement in all tested grade levels and allowances made for transfer students and limited English proficient students and credit awarded schools for the successful remediation of students.

Accreditation Adjusted Pass Rates			
Subject	2008-2009	2009-2010	2010-2011
English	95	98	94
Mathematics	97	97	93
History	93	91	96
Science	93	93	95

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School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2007-2008	2008-2009	2009-2010
09 - Grade 9	172	159	153
10 - Grade 10	156	154	152
11 - Grade 11	153	149	143
12 - Grade 12	138	152	159

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Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
Program type	2007-2008	Count / Percentage	
		2008-2009	2009-2010
Advanced Placement Test Taken	33 / 5.33%	36 / 5.86%	38 / 6.26%
Advanced Placement course enrollment	33 / 5.33%	36 / 5.86%	38 / 6.26%
Dual Enrollment courses taken	-	13 / 2.12%	39 / 6.43%
Governors School enrollment	<	<	11 / 1.81%

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School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2007-2008	2008-2009	2009-2010
Weapons Offenses	0	1	0
Offenses Against Student	0	2	4
Offenses Against Staff	3	0	0
Other Offenses Against Persons	21	13	20
Alcohol, Tobacco, and Other Drug Offenses	15	19	29
Property Offenses	8	1	3
Disorderly or Disruptive Behavior Offenses	78	48	90
Technology Offenses	1	5	6
All Other Offenses	16	38	38

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Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the No Child Left Behind Act of 2001 (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014. Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: white, black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. Only student subgroups represented are listed.

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2007-2008			2008-2009			2009-2010		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	School	95	100	0	98	100	0	93	100	0
	Division	88	100	0	89	100	0	89	100	0
	State	87	100	0	89	100	0	89	100	0
Black	School	<	<	<	<	<	<	<	<	<
	Division	81	99	1	82	100	0	84	99	1
	State	78	99	1	81	100	0	81	100	0
Hispanic	School	<	<	<	<	<	<	<	<	<
	Division	83	100	0	79	100	0	87	100	0
	State	81	100	0	85	100	0	85	100	0
White	School	94	100	0	98	100	0	94	100	0
	Division	88	100	0	89	100	0	89	100	0
	State	91	100	0	93	100	0	93	100	0
Students with Disabilities	School	70	100	0	91	100	0	71	100	0
	Division	68	99	1	70	99	1	70	99	1
	State	67	99	1	73	99	1	73	99	1
Economically Disadvantaged	School	87	100	0	100	100	0	87	100	0
	Division	80	99	1	80	100	0	83	100	0
	State	77	99	1	81	100	0	81	100	0
Limited English Proficient	School	<	<	<	-	<	<	<	<	<
	Division	82	100	0	-	<	<	80	100	0
	State	79	100	0	-	<	<	83	100	0
Mathematics Performance										
All Students	School	96	99	1	97	100	0	93	100	0
	Division	87	100	0	88	100	0	90	100	0
	State	84	100	0	86	100	0	88	100	0
Black	School	100	100	0	79	100	0	<	<	<
	Division	77	100	0	79	100	0	82	100	0
	State	73	99	1	77	99	1	79	99	1
Hispanic	School	<	<	<	<	<	<	<	<	<
	Division	83	99	1	83	100	0	84	99	1
	State	75	99	1	79	99	1	82	99	1
White	School	96	99	1	97	100	0	94	100	0
	Division	88	100	0	89	100	0	90	100	0
	State	88	100	0	90	100	0	91	100	0
Students with Disabilities	School	86	98	2	86	100	0	77	100	0
	Division	71	99	1	72	99	1	75	99	1
	State	65	99	1	71	99	1	73	99	1
Economically Disadvantaged	School	97	99	1	95	100	0	91	100	0
	Division	80	99	1	81	99	1	84	100	0
	State	73	99	1	77	99	1	80	99	1
Limited English Proficient	School	<	<	<	<	<	<	<	<	<
	Division	83	100	0	83	100	0	81	99	1
	State	75	100	0	79	100	0	82	100	0
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Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. Only student subgroups represented are listed.

Other Academic Indicators							
Student Subgroup	Type	2007-2008		2008-2009		2009-2010	
		Passed	Tested	Passed	Tested	Passed	Tested
Writing Performance							
All Students	School	95	99	97	99	94	99
	Division	88	-	88	-	90	-
	State	89	-	89	-	90	-
Black	School	<	89	<	83	<	100
	Division	82	-	80	-	85	-
	State	82	-	83	-	84	-
Hispanic	School	<	100	<	100	<	100
	Division	79	-	77	-	83	-
	State	83	-	83	-	85	-
White	School	95	100	97	99	94	99
	Division	88	-	88	-	90	-
	State	92	-	92	-	93	-
Students with Disabilities	School	68	100	92	100	74	100
	Division	55	-	57	-	60	-
	State	61	-	61	-	62	-
Economically Disadvantaged	School	94	97	95	98	92	98
	Division	79	-	77	-	82	-
	State	79	-	80	-	83	-
History Performance							
All Students	School	93	99	91	99	96	100
	Division	88	-	91	-	91	-
	State	88	-	89	-	89	-
Black	School	92	100	94	100	<	100
	Division	81	-	88	-	86	-
	State	79	-	81	-	81	-
Hispanic	School	<	100	<	100	<	100
	Division	82	-	90	-	89	-
	State	79	-	82	-	82	-
White	School	93	99	91	99	96	100
	Division	89	-	91	-	91	-
	State	92	-	93	-	93	-
Students with Disabilities	School	81	98	62	98	80	100
	Division	67	-	68	-	69	-
	State	70	-	72	-	72	-
Economically Disadvantaged	School	84	97	86	100	92	100
	Division	80	-	83	-	84	-
	State	77	-	80	-	80	-
Limited English Proficient	School	<	100	<	100	<	100
	Division	84	-	87	-	83	-
	State	77	-	80	-	80	-
Science Performance							
All Students	School	93	99	94	99	95	99
	Division	91	-	90	-	92	-
	State	88	-	89	-	90	-
Black	School	<	100	86	100	<	100
	Division	86	-	78	-	82	-
	State	79	-	80	-	81	-
Hispanic	School	<	100	<	100	<	100
	Division	81	-	85	-	87	-
	State	78	-	80	-	82	-
White	School	93	99	94	99	96	99
	Division	91	-	91	-	93	-
	State	94	-	94	-	94	-
Students with Disabilities	School	69	98	80	98	62	100
	Division	71	-	72	-	71	-

Other Academic Indicators							
Student Subgroup	Type	2007-2008		2008-2009		2009-2010	
		Passed	Tested	Passed	Tested	Passed	Tested
Economically Disadvantaged	State	69	-	69	-	71	-
	School	90	98	88	99	93	98
	Division	84	-	82	-	87	-
Limited English Proficient	State	78	-	79	-	82	-
	School	<	100	<	100	<	100
	Division	80	-	86	-	77	-
	State	74	-	76	-	78	-

Notes:
 Science Performance: the percentage of students passing science

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Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. Only student subgroups represented are listed.

Other Academic Indicators				
Student Subgroup	Type	2007-2008 Percentage	2008-2009 Percentage	2009-2010 Percentage
Attendance Rate				
All Students	School	93	93	93
	Division	95	95	95
	State	95	95	95
Black	School	93	92	93
	Division	95	95	95
	State	95	95	95
Hispanic	School	<	<	<
	Division	96	96	95
	State	95	95	95
White	School	93	93	93
	Division	95	95	95
	State	95	95	95
Students with Disabilities	School	91	92	92
	Division	94	94	94
	State	94	94	94
Economically Disadvantaged	School	90	91	91
	Division	93	94	94
	State	94	94	94
Limited English Proficient	School	<	<	<
	Division	96	96	96
	State	96	96	96
Notes:				
Attendance Rate: average daily attendance percentage				
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

Federal Graduation Indicator

High schools, school divisions and the state must meet annual objectives for the percentage of students who graduate with a Standard or Advanced Studies Diploma. This AYP objective is known as the Federal Graduation Indicator to distinguish it from the Virginia On-Time Graduation Rate, which includes all Board of Education-approved diplomas.

Federal Graduation Indicator				
Student Subgroup	Type	Percent of students who earned a standard or advanced studies diploma in:		
		Four Years	Five Years	Six Years
All Students	School	82	84	NA
	Division	78	77	NA
	State	77	77	NA
Black	School	100	67	NA
	Division	77	64	NA
	State	67	67	NA
Hispanic	School	100	67	NA
	Division	56	63	NA
	State	60	63	NA
White	School	81	85	NA
	Division	78	78	NA
	State	83	82	NA
Students with Disabilities	School	63	50	NA
	Division	45	34	NA
	State	43	40	NA
Economically Disadvantaged	School	74	82	NA
	Division	64	63	NA
	State	61	62	NA
Limited English Proficient	School	NA	100	NA
	Division	64	78	NA
	State	56	64	NA

Key: < = A group below state definition for personally identifiable results
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AYP Objectives

No Child Left Behind requires states to set annual objectives for proficiency in reading, mathematics and participation in testing in these subjects. In addition, schools, school divisions and the commonwealth also must meet objectives for other indicators of academic achievement, including attendance, science, writing, history/social science and graduation. The table below shows how many and which AYP objectives were met.

AYP Objectives			
Annual Measurable Objectives	2007-2008	2008-2009	2009-2010
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	Y
English Performance - Black	Y	Y	Y
English Performance - Economically Disadvantaged	Y	Y	Y
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	Y	Y	Y
English Performance - Students with Disabilities	Y	Y	Y
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black	Y	Y	Y
Mathematics Performance - Economically Disadvantaged	Y	Y	Y
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y
Key: Y = Met objectives N = Did not meet objectives RN = Reduced failure by ten percent but did not meet other academic indicator			

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2007-2008				2008-2009				2009-2010			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading													High School
All Students	School	44	51	95	5	44	54	98	2	44	50	93	7
	Division	42	51	93	7	42	54	95	5	44	49	93	7
	State	45	49	94	6	47	48	95	5	46	48	94	6
Female	School	44	54	98	2	46	52	98	2	52	45	97	3
	Division	45	51	95	5	42	54	96	4	47	48	95	5
	State	46	49	95	5	48	48	96	4	47	48	94	6
Male	School	43	48	91	9	42	57	99	1	35	54	89	11
	Division	40	51	91	9	41	53	95	5	41	50	91	9
	State	45	49	94	6	46	48	95	5	46	48	93	7
Black	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	12	72	84	16	17	79	96	4	24	67	91	9
	State	24	65	89	11	24	66	91	9	24	65	89	11
Hispanic	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	6	76	82	18	25	71	96	4	25	56	81	19
	State	30	61	91	9	31	62	93	7	29	61	90	10
White	School	46	48	94	6	45	53	98	2	44	50	94	6
	Division	44	49	94	6	43	52	95	5	45	48	93	7
	State	55	41	97	3	57	40	97	3	57	39	96	4
Students with Disabilities	School	20	50	70	30	5	86	91	9	14	57	71	29
	Division	19	51	70	30	10	62	72	28	15	49	65	35
	State	20	56	76	24	21	58	79	21	20	55	75	25
Economically Disadvantaged	School	42	45	87	13	24	76	100	0	34	53	87	13
	Division	28	57	85	15	25	69	94	6	30	58	87	13
	State	25	64	89	11	26	65	90	10	25	63	88	12
Limited English Proficient	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	8	77	85	15	-	-	-	-	<	<	<	<
	State	15	72	87	13	-	-	-	-	13	71	84	16
English: Writing													High School
All Students	School	36	60	95	5	32	64	97	3	36	58	94	6
	Division	29	63	91	9	34	59	93	7	31	61	92	8
	State	31	61	92	8	33	60	92	8	34	58	92	8
Female	School	42	56	98	2	37	62	99	1	45	52	97	3
	Division	38	57	95	5	38	57	95	5	37	58	95	5
	State	36	58	95	5	38	57	94	6	39	55	94	6
Male	School	28	65	92	8	28	67	94	6	26	65	91	9
	Division	21	68	88	12	29	61	90	10	26	64	90	10
	State	26	64	90	10	28	63	90	10	28	61	90	10
Black	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	7	66	72	28	24	68	92	8	23	66	89	11
	State	14	73	86	14	16	71	86	14	16	70	86	14
Hispanic	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	6	76	82	18	21	67	88	13	22	72	94	6
	State	17	71	88	12	19	69	88	12	20	68	87	13
White	School	38	57	95	5	34	63	97	3	35	59	94	6
	Division	30	62	92	8	34	59	93	7	32	61	93	7
	State	39	56	95	5	40	55	95	5	42	53	95	5
Students with Disabilities	School	0	68	68	32	0	92	92	8	16	58	74	26
	Division	3	61	64	36	4	65	69	31	10	53	63	37
	State	7	62	69	31	6	62	68	32	7	60	67	33
Economically Disadvantaged	School	22	72	94	6	21	74	95	5	37	55	92	8
	Division	17	65	82	18	21	65	86	14	20	67	87	13
	State	13	73	86	14	14	71	85	15	15	70	85	15
Mathematics (Alternate Assessment)													High School