SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

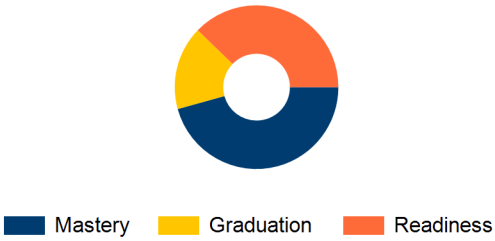
Buffalo Gap High
Augusta County

Performance Category	Accreditation Designation	Federal Identification Status
Distinguished	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: 44.3 / 44.45 pts Graduation: 16 / 16.67 pts Readiness: 36.6 / 38.9 pts Total: 97.1 / 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. Graduation 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

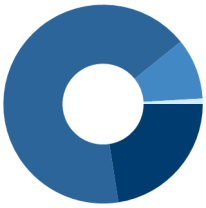
Mastery Indicators:

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: 17.04 out of 16.7 pts

All Students	Percentage
Pass/Advanced	22.52%
Pass/Proficient	66.66%
Fail/Basic	9.90%
Score of Zero	0.90%



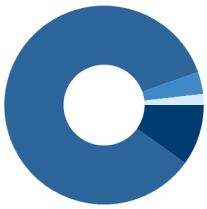
Mastery Index Performance by Percent for each Student Group

All Students	102.25%
Asian	<
Black	<
Hispanic	<
White	102.66%
Multiple Races	<
Economically Disadvantaged	98.38%
English Learners	<
Students with Disabilities	<

Math Performance

Indicator Score: 16.62 out of 16.7 pts

All Students	Percentage
Pass/Advanced	9.90%
Pass/Proficient	84.68%
Fail/Basic	3.60%
Score of Zero	1.80%



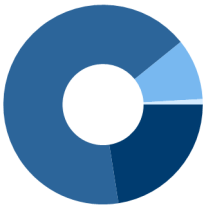
Mastery Index Performance by Percent for each Student Group

All Students	99.77%
Asian	<
Black	<
Hispanic	<
White	99.51%
Multiple Races	<
Economically Disadvantaged	95.16%
English Learners	<
Students with Disabilities	<

Science Performance

Indicator Score: 10.7 out of 11.1 pts

All Students	Percentage
Pass/Advanced	6.42%
Pass/Proficient	77.98%
Fail/Does not Meet	13.76%
Score of Zero	1.83%



Mastery Index Performance by Percent for each Student Group

All Students	96.33%
Asian	<
Black	<
Hispanic	<
White	96.03%
Multiple Races	<
Economically Disadvantaged	91.37%
English Learners	<
Students with Disabilities	<

English Learner (EL) Progress

Indicator Score: out of pts

All Students	Percentage
Progress	
No Progress	

Progress Rate by Student Group

All Students	<
Asian	<
Black	<
Hispanic	<
White	<
Multiple Races	<
Economically Disadvantaged	<
English Learners	<
Students with Disabilities	<

Graduation Indicators:

Reflect how students are fulfilling graduation requirements.

The 4-Year Graduation Indicator is a federal requirement and reflects the percent of students who graduated within 4 years of entering high school with an Advanced, Standard, or International Baccalaureate (IB) diploma. Non-graduates are those who did not complete one of these diploma types within four years.

4-Year Federal Graduation Indicator

Indicator Score: 16.07 out of 16.7 pts

All Students	Percentage
Advanced	39.28%
Standard	57.14%
IB Diploma	
Non-graduates	3.57%

Graduation Rates by Student Group

All Students	96.42%
Asian	<
Black	<
Hispanic	<
White	97.08%
Multiple Races	<
Economically Disadvantaged	90.62%
English Learners	<
Students with Disabilities	<

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

The 6-year Federal Graduation Indicator reflects the percentage of students who graduate within six years of entering high school and includes students with the Applied Studies Diploma. The Chronic Absenteeism Indicator is the percentage of students who miss 10 percent or more of the school year for any reason.

6-Year Federal Graduation Indicator

Indicator Score: 5.22 out of 5.6 pts

All Students	Percentage
Advanced(6Y)	32.77%
Standard(6Y)	60.50%
IB Diploma(6Y)	
Non-graduates(6Y)	5.88%
Applied Studies(6Y)	0.84%

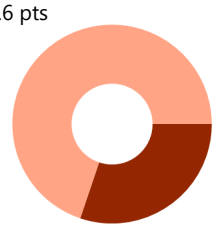
Graduation Rates by Student Group

All Students	94.11%
Asian	<
Black	<
Hispanic	<
White	95.41%
Multiple Races	<
Economically Disadvantaged	90.69%
English Learners	<
Students with Disabilities	<

Chronic Absenteeism

Indicator Score: 4.47 out of 5.6 pts

All Students	Percentage
Missed Above 10%	19.36%
Missed Below 10%	80.63%



Percent of Chronic Absenteeism by Student Group

All Students	19.36%
Asian	<
Black	<
Hispanic	<
White	19.42%
Multiple Races	<
Economically Disadvantaged	34.84%
English Learners	<
Students with Disabilities	20.00%

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

The 3E Readiness Framework focuses on students graduating high school ready for Enrollment, Employment, and/or Enlistment. Each of the 3E Readiness indicators includes an index assigning value to opportunities based on the rigor of the experience as it translates to postsecondary outcomes, based on workforce, military, and educational attainment:

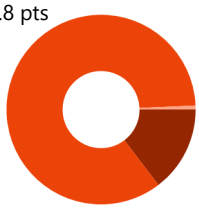
• Enrollment- transferable post-secondary credits, either through dual enrollment (DE) or accelerated, rigorous college credit-bearing coursework through programs such as Advanced Placement (AP) or International Baccalaureate (IB).
• Employment- CTE (Career and Technical Education) completion of a sequence of courses, high-demand industry recognized credentials for employment, and high-quality work-based learning (WBL).
• Enlistment- military preparation based on performance (AFQT Score) on the ASVAB (Armed Services Vocational Aptitude Battery).

The percents shown in the Indicators below are based on the number of students who earned points in each area based on the criteria for each section.
Visit this site to learn more about the full criteria and point values for the 3E Readiness Framework

3E Readiness

Indicator Score: 26.96 out of 27.8 pts

All Students	Percentage
Enrollment	14.61%
Employment	84.68%
Enlistment	0.69%



Percent of Performance by Student Group

All Students	97.07%
Asian	<
Black	<
Hispanic	<
White	99.01%
Multiple Races	<
Economically Disadvantaged	65.32%
English Learners	<
Students with Disabilities	<

3E Readiness - Enrollment

Percent of students earning points based on the Enrollment criteria

All Students	Percentage
Associate's Degree	
3+ AP/IB Exams or DE	47.36%
1-2 AP/IB Exams or DE	36.84%
Complete AP/IB Exams or DE	15.78%

3E Readiness - Employment

Percent of students earning points based on the Employment criteria

All Students	Percentage
CTE, High Demand, & WBL	25.00%
CTE & High Demand Credential	48.91%
CTE & Industry Credential	23.91%
CTE & Work-based Learning	2.17%

3E Readiness - Enlistment

Percent of students earning points based on the Enlistment criteria

All Students	Percentage
AFQT Score of 65+	
AFQT Score of 50-64	100.00%
AFQT Score of 31-49	