



Buford Middle School

Melanie Reed, *Principal*

Dr. Geye Hamby, *Superintendent*

Buford City Schools

Buford City School System serves approximately 4400 students in a campus-like setting of four schools. Our schools have a rich tradition of success in academics, the arts, and athletics. The children of Buford City Schools are afforded beautiful facilities with state of the art instructional materials.

Buford City Schools has an accountability system that systematically measures systemic growth and the sustainability of student academic achievement. This report provides clear and concise information regarding the progress and achievements of Buford Middle School (BMS) for the 2014-2015 school year.

Key Results from Local School Plan for Improvement

The Buford Middle School Improvement Plan was developed by the BMS Leadership Team (comprised of teachers and other staff members), parent advisory groups, and school administrators. This plan outlines actions, strategies, and interventions used to achieve the goals set forth by all stakeholders. The BMS School Improvement Plan is available for review on the BMS website and in the BMS Parent Resource Center.

Goal: All students at BMS will Meet or Exceed state standards on the Georgia Milestones Test. We strive for an increase in students achieving at the Exceeds category in all areas. Methods for achieving this goal include, but are not limited to, vertical teams, flex classes, frequent parent contacts, collaborative planning, an emphasis on writing across the curriculum, differentiated instruction, benchmark testing, increasing the number of students in advanced content courses, constant data review, and various forms of technology, including student-owned devices.

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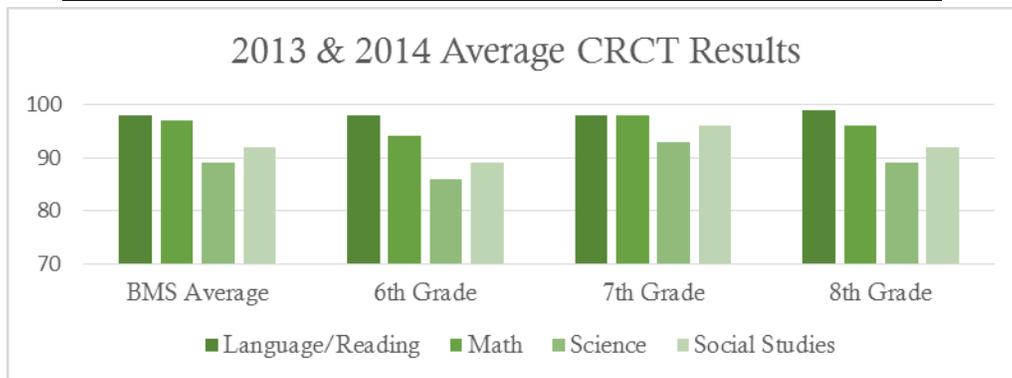
2013-2014 Results: Criterion-Referenced Competency Test (CRCT)

The CRCT uses multiple-choice questions to measure how well students have learned the skills and knowledge included in the state-adopted Common Core Georgia Performance Standards (CCGPS) in mathematics, language arts, and literacy standards in science, social studies, and technical subjects. Students' test performance on the CRCT fall into three levels of mastery of the state's curriculum: Exceeds Standards, Meets Standards, and Does Not Meet Standards. The number of students passing and exceeding state standards continues to increase yearly.

The new Georgia Milestones Assessment System replaced the CRCT and results for 2014-2015 will be available at a later date. Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning—be it in the next grade, the next course, or endeavor (college or career).

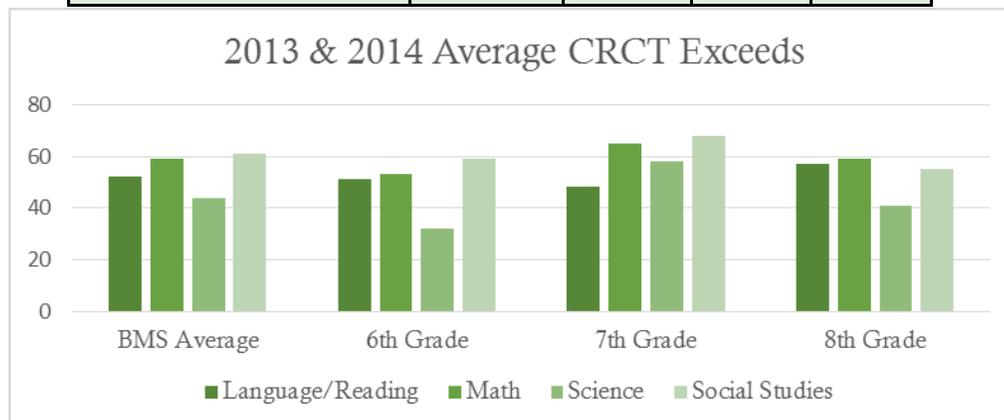
Average Percentage of Students Meeting and Exceeding on CRCT 2013 & 2014

	BMS Average	6th Grade	7th Grade	8th Grade
Language/Reading	98	98	98	99
Math	97	94	98	96
Science	89	86	93	89
Social Studies	92	89	96	92



Percentage of Students Exceeding State Standards on CRCT 2013 & 2014

	BMS Average	6th Grade	7th Grade	8th Grade
Language/Reading	52	51	48	57
Math	59	53	65	59
Science	44	32	58	41
Social Studies	61	59	68	55



Georgia Moves to Performance Index as Measure of Progress

Georgia’s report card for grading a school’s yearly performance is called the College and Career Readiness Performance Index (CCRPI). A school’s performance is graded on a scale of 0-100, with the opportunity to earn up to 10 challenge points. The CCRPI measures student participation and achievement on statewide assessments and other indicators. The State of Georgia, each local school district, and each individual school is held accountable for the academic success of its students. Schools are scored in four areas: Achievement, Progress, Achievement Gap, and Challenge Points. The current CCRPI score is actually a reflection of the 2013-2014 school year. Buford Middle School’s rating indicates strong growth and achievement. The current BMS CCRPI score is 92.1, which is among the top scores in the state. The State of Georgia average for middle schools is 74.1.

Additionally, schools receive a School Climate Rating using data from student, parent, and school personnel surveys, along with student discipline, and attendance records for students and school personnel. Each school will receive a 1-5 star rating, with five stars representing an excellent school climate, and one star representing a school climate most in need of improvement. Buford Middle School’s current School Climate Rating is five stars. For additional information regarding the CCRPI report or School Climate Rating, go to: ccrpi.gadoe.org.

CCRPI Score						
92.1						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
56.7	18.5	12	3.9	1		

A Message from the Principal About Student Achievement and Academic Initiatives

The purpose of Buford Middle School is to Believe, Motivate, and Succeed. We believe in our students, we strive to motivate them, and we watch them succeed beyond all expectations! At BMS, we expect all students to learn and achieve at high levels, and for our teachers to follow a rigorous and differentiated curriculum. Our faculty and staff take pride in rising to the daily challenge of meeting the needs of each and every student. This helps ensure we meet the purpose of Buford City Schools, which is “to empower all students to become critical thinkers, innovative problem solvers, responsible individuals, and productive citizens who are college and career ready.”

Key expectations for our staff are reviewed continually in order to maintain an academic focus. Staff pride and loyalty is evidenced not only by the low percentage of teacher turn over, but also the high faculty participation in continuing education activities and pursuing advanced degrees.

Teachers, parents, and students consistently work together for student success. Friendly faces, engaging smiles, and a positive energy can be seen and felt every day! BMS is a perfect combination of high expectations, a caring environment, and a supportive community. This results in our students’ transformation into productive, lifelong learners ready to use their unique skills and talents throughout life.

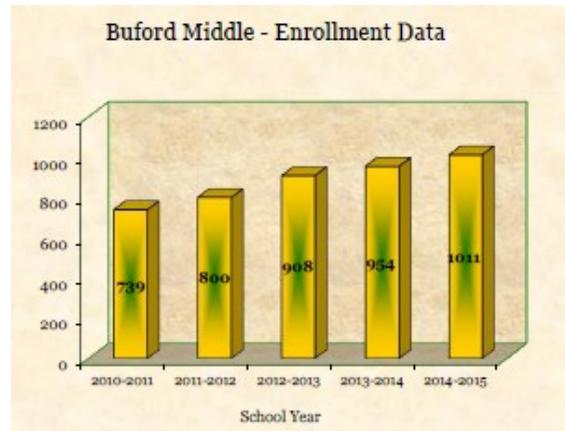
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Other Highlights...

- Enhanced technology through the purchase of 100 Chrome books, 310 iPads, and 11 storage carts
- Provided the “flipped classroom” for math instruction, which allows students to watch a podcast at home for instruction and then practice the skills during class time
- Offered the anti-bullying program, “How Wolves Rise Up”, where students were provided the opportunity to talk with their teachers about how to stop and overcome bullying, and how bystanders can stand up for others
- Utilized the connections classes to expose students to a variety of career topics and to assist with Career Pathways selection at the high school
- Assisted every student with completing a career assessment or interest inventory through GA College 411
- Ensured that every 8th grader developed an Individual Graduation Plan
- Provided support classes in math and writing to assist struggling students
- Utilized the Flex Period, a 25-minute segment for enrichment and support in smaller settings
- Implemented STEM Day where teachers prepared fun, hands-on activities involving science, technology, engineering, and math
- Hosted Career Day, which used community members to expose students to a variety of careers
- Offered *English, Yes I Can*, a free program designed to teach English to all K-12 non-English speaking parents
- Provided after school support sessions for all students of all abilities

2014-2015 Staff Data Staff Certification Level

- 24% of teachers with BS
- 25% of teachers MEd
- 49% of teachers with EdS
- 2% with PhD
- 14 average years of experience



2014-2015 Student Data/Demographics Data

Buford Middle School	School Year		
	2012-13	2013-14	2014-15
Enrollment	908	954	1011
American Indian / Alaskan Native *	>1%	>1%	>1%
Asian *	>1%	>1%	>1%
Black / African American *	15%	14%	13%
Hispanic or Latino, any race	24%	25%	28%
Multiracial, two or more races *	>1%	>1%	>1%
Native Hawaiian / Pacific Islander *	>1%	>1%	>1%
White *	56%	55%	54%
Special Education	10%	11%	10%
ESOL	2%	2%	3%
Free/Reduced Lunch	50%	49%	49%
Average Attendance	97%	97%	97%

*Not Hispanic or Latino

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