

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Melissa D. Hensley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Central High School

(As it should appear in the official records)

School Mailing Address 1147 Susan Avenue

(If address is P.O. Box, also include street address.)

City Woodstock State VA Zip Code+4 (9 digits total) 22664-1043

County Shenandoah County State School Code Number* 0850780

Telephone 540-459-2161 Fax 540-459-4198

Web site/URL http://shenandoahchs.sharpschool.net E-mail mdhensley@shenandoah.k12.va.us

Twitter Handle	Facebook Page	Google+
<u>https://twitter.com/FalconsCHS</u>	<u>https://www.facebook.com/central.scholarships</u>	<u>https://groups.google.com/a/shenandoah.k12.va.us/forum/?hl=en#!forum/chs-faculty</u>

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*Dr. Jeremy Raley E-mail: jjraley@shenandoah.k12.va.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Shenandoah County Public Schools Tel. 540-459-6222

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr Richard Koontz, Jr.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	111	92	203
10	90	94	184
11	109	88	197
12	103	102	205
Total Students	413	376	789

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	54
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	41
(3) Total of all transferred students [sum of rows (1) and (2)]	95
(4) Total number of students in the school as of October 1	776
(5) Total transferred students in row (3) divided by total students in row (4)	0.122
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 4 %
33 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, French, Tigrigna
8. Students eligible for free/reduced-priced meals: 34 %
 Total number students who qualify: 265

Information for Public Schools Only - Data Provided by the State

The state has reported that 45 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 18 %
138 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>14</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>55</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>23</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	53
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	94%	94%
High school graduation rate	96%	97%	93%	89%	91%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	203
Enrolled in a 4-year college or university	24%
Enrolled in a community college	52%
Enrolled in career/technical training program	5%
Found employment	10%
Joined the military or other public service	8%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Central High School is committed to a tradition of academic excellence, a culture of collaboration, and a vision of global impact.

PART III – SUMMARY

Central High School (CHS) opened its doors in 1959 as a result of a consolidation of two small secondary schools in Woodstock and Edinburg, Virginia. The school received renovations in 2005, 2011 and in the summer of 2014 to meet the changing educational and community needs. CHS is a rural school located in the County Seat of Woodstock, Virginia, which is the home of Shenandoah Memorial Hospital and Shenandoah County Government Offices. It is surrounded by an array of small communities with rich agricultural, historical, recreational, faith and community based activities and services. The community consists of farmers, businessmen/women, factory and production workers, and Washington, DC commuters. In addition, there is a sizable pocket of professionals including doctors, lawyers and educators. In 2013, the US Census Bureau State and County Quick Facts report stated that 42,684 residents reside in Shenandoah County with 5.6% under the age of five, 21.4% under the age of 18 and 19.9% are age 65 and above. Though not as diverse as other regions of Virginia or the country, the diversity of Shenandoah County is increasing and currently is 91.3% white, 2.2% black and 6.5% Hispanic. The educational level of residents age twenty-five and above shows 84.6% hold a high school diploma and that 19.8% hold a bachelor's degree or higher. The average household income in Shenandoah County is \$25,134 with a median income of \$49,625 placing 11.79% of the population below poverty level.

Central High School is the largest of three high schools served by the Shenandoah County Public School system and is home to approximately 785 students in grades nine through twelve and a post-secondary program for high school graduates with disabilities. The ninety-one members of the faculty and staff, students and educational community are proud of the average 96.5% graduation rate obtained over the past two years. The demographics of the school are reflective of the community in which it is situated with a predominately white population highlighted by a growing Hispanic population. Factors impacting the instructional programming of the school include the 34% of students receiving free/reduced lunch, 18% of students receiving special education services and the 4% of students receiving English Language Learner (ELL) services. Programs designed to address the needs of these students include but are not limited to: the addition of the newcomer program, a summer language acquisition program, foundational skill development courses in English and math, summer academic academies, credit recovery programs, and summer transition programs for students with disabilities as well as general education students. In addition, all faculty are trained in the use of research based instructional strategies to enhance the instructional delivery and learning process. Data shows that despite the increasing levels of students receiving free/reduced lunch, ELL services and/or special education services the academic programming continues to be successful as a result of the faculty's implementation of research based instructional strategies as is evidenced by our graduation rate of 96% as well the fact that 81% of our students attend a two or four year college or trade school upon graduation and another 8% enter the military. Of the remaining 11%, ten percent enter the work force and one percent seek other options based on individual needs.

In summary, in July 2012 a new administrative team took over the reins of CHS and worked collaboratively with faculty and staff to instill an inclusive philosophy that is grounded in the philosophical belief that student needs are placed at the forefront of all decisions. As such it is our belief that all students can and will learn when provided with a multi-tiered educational, social, and emotional support system where students are held accountable for reaching their potential within an educational framework designed to meet their unique needs and interests. Under the new administration CHS transformed into an inclusive collaborative teaching culture where students became a part of the instructional process as the faculty and staff transitions from being the holder of knowledge to being facilitators of the learning process to assist students in an inquiry based educational environment. This collaborative learning environment creates a stimulating atmosphere that contributes to a high level of performance and achievement through a challenging yet appropriate educational curriculum and instructional program that includes general educational courses, Advanced Placement courses, dual enrollment course offerings and specialized programming courses. Every member of the school community is respected and valued for the unique and diverse skills and character traits they bring to our community. Members of the educational community are valued, recognized and celebrated for their vast array of achievements. The faculty, staff and student population have taken ownership of the philosophy held by the school's administrative team and are thriving in the collaborative atmosphere designed to prepare students for college and career opportunities in an increasingly global society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Central High School’s academic achievement is rooted in the ability of the faculty to design and implement an instructional program that adheres to the Virginia Standards of Learning (VASOL) while using data to identify the strengths and areas of growth for students within each content area. Recently, the faculty has shifted from a predominately lecture style instructional delivery model to strategies that embrace the higher levels of Bloom’s Taxonomy while promoting student, faculty and staff collaboration; communication; problem solving; critical thinking; creativity and perseverance. Student academic progress, achievement and growth are monitored through ongoing reviews of statewide testing data and local benchmark assessments. The focus within core curriculum classes has shifted from teaching to the test to teaching for understanding and universal application in an environment where students are encouraged to think critically and to challenge the status quo through research and inquiry.

Science courses include opportunities for Advanced Placement (AP), dual enrollment (DE), research study through James Madison University and participation in the Regional Environmental Sciences Governor School. Science courses follow curriculum standards through the implementation of a hands-on, real-world application teaching models highlighted through laboratory experiences requiring creative and critical thinking to solve real-world issues. Students are challenged to develop scientific solutions justified through the application of applied research to these challenging scenarios. Instructional models utilized include the 5 E instructional model and flipped classroom instructional model which have shifted instruction from an instructor focused delivery model to a student centered learning model that infuses a variety of technologically enhanced learning experiences. As a testament to its ability to make real-world connections, the science department is a six time recipient of the Virginia Naturally Award for its focus on programs such as the installation of a wind turbine, rain garden and extensive recycling program.

English courses include opportunities for AP, DE, Regional Environmental Science Governor School, FUSION remedial reading courses and a variety of English electives. Courses offer a comprehensive and robust program of studies in English language, writing, reading, and literature. The program continues to develop students’ writing and analysis skills and provides a survey of American, British and world literature while offering students opportunities to improve their communication and media literacy skills through elective courses in creative writing, drama, photojournalism, and public speaking. A focus is on developing learning activities that encourage students to communicate in authentic texts through the creation of collaborative learning opportunities that require research and project based performances. Students are required to critically analyze language and media in order to utilize critical thinking skills to make informed decisions. Through the study of literature students are confronted with cultural exposure that challenges their personal beliefs by providing multiple perspectives and ideas that must be considered in persuasive argument. The department has developed the REVOLVE writing process to align best practices for improving the horizontal and vertical alignment of the writing instructional process.

The math department offers AP and DE courses as well as basic classes. The primary goal of the faculty is to ensure that students are able to apply mathematical concepts to non-routine, real-world situations. Instructional practices focus on developing students’ ability to solve problems, understand the meanings of operations and how they relate to each other; compute fluently and make reasonable estimates; develop algebraic thinking; use correct mathematical vocabulary with precision; become critical thinkers; understanding numbers, ways of representing numbers, relationships between numbers, and number systems, multiple representations, and reasoning and proof (National Council of Teachers of Mathematics). Strategies to enhance student learning include the use of “spirals” to emphasize the progression of mathematical skills, a foundations of algebra course coupled with Algebra I Part I for struggling math students, incorporation of scholastic basic math skills, students being looped with the same teacher for basic math courses and the use of KEVA planks to model and examine engineering concepts and encourage inquiry based learning and extension labs.

The social studies department offers AP and DE courses while offering a comprehensive program of instruction in the areas of history, geography, economics, world cultures, sociology, government, and psychology. The program strives to develop student awareness of, and appreciation for, these content areas, and to consistently improve students' social science skills and critical thinking abilities to enable them to become active, involved, competent and thoughtful citizens of Virginia, the United States and the world. The faculty takes history beyond the facts by teaching students how to use historical analysis to examine issues behind historical events. Faculty routinely utilize conceptual and compare-contrast instructional planning coupled with engaging, student-centered teaching methods to enhance and develop curriculum work through the utilization of 21st Century Skills including critical thinking, collaborative work, and global awareness.

College and career readiness initiatives are enhanced via the workplace readiness assessments. Career exploration is afforded through mentorships, cooperative job placements and professional job shadowing opportunities. Multiple career and college fairs are hosted at CHS along with community and business guest speakers and career exploration within each of the core content courses. Students are provided opportunities to enroll in dual enrollment and Advanced Placement courses to prepare for college. The academic program promotes higher order thinking, teamwork, collaboration and the development of inquiry and intellectual openness. All students leaving CHS have a blueprint in place for college and career success.

2. Other Curriculum Areas:

Central High School offers a variety of courses in the areas of fine arts, physical education, agriculture, career and technical education, and world language. Courses are offered on a daily basis and serve as elective courses for students seeking industry credentials or sequential electives to meet graduation requirements.

World language courses are elective courses and include Spanish and French and are offered to students in grades nine through twelve. Students also have access, through Virtual Virginia, to other world languages such as Chinese and Arabic. The world language department utilizes a globally connected language acquisition lab to help develop the skills and experiences for students in order to have a broad understanding of the world, proficiency in other languages, and knowledge and appreciation of other cultures.

Career and Technical Education (CTE) Programs include: agriculture, business and information technology, health and medical sciences, marketing, technology education, family and consumer sciences and trade and industrial education. Courses are offered to students in grades nine through twelve. CTE courses are characterized by the use of project based learning opportunities and the utilization of STEM teaching strategies including laboratory experiences requiring students to use critical thinking skills to develop solutions to a variety of scientifically based inquiries. The business department offers students in grades eleven and twelve the opportunity to participate in a financial literacy course offered online through Virtual Virginia. At the successful conclusion of the course, which is a graduation requirement, students complete the WISE financial literacy exam. The early childhood education class provides hands on experiences through a student run "preschool" program. CTE programs offered at the division's career and technical school include: electricity, auto technology, health sciences, collision repair, masonry, carpentry, cosmetology and culinary arts. Each of these programs are two year programs through which students obtain a technical career certification required for employment in these fields.

Physical education courses are offered to students in grades nine through twelve and align with the new VASOLs placing a significant emphasis on lifetime fitness and activities. Students are taught to develop fitness and healthy life style plans that are self-monitored through a variety of tracking systems designed to guide students in setting and monitoring progress towards goals. Students are afforded the opportunity to self-select from among a variety of lifetime activities units within a course. The physical education staff utilizes the 5 for Life curriculum which complements the Virginia Standards of learning. Health is taught in instructional units both in a classroom setting and in the gym through movement when appropriate. Driver's education is provided to students in grade ten.

Visual and performing arts programs are available to students in grades nine through twelve through a sequential, concept-based visual and performing art instructional program consisting of: band, chorus, orchestra, music theory and a variety of art courses. The music department is currently utilizing Smart Music, an app available on the I-pad, to measure student growth in tempo, note recognition, tone, etc. The program adapts to student ability and increasing achievement, and allows students to independently monitor their own progress. This program allows the music teachers to make evaluation of student academic achievement more objective. The data show that, as of December, 100% of Advanced Band students were able to play mini scale/tonic arpeggio in all 12 major keys with an 85% accuracy level. The visual arts program provides students the opportunity to master the process involved in discovering, exploring, analyzing, discussing, reflecting, recording, and synthesizing the personal, historic, and cultural importance of visual arts. Art students learn to develop personal initiative, self-discipline, critical thinking skills, and creative problem solving skills. In addition, students are able to demonstrate an understanding of the collective body of knowledge associated with the visual arts including: principles and elements of design, color theory, technical skills, critical/creative skills, historic and cultural comparisons, and the vocabulary pertaining to each area. Students are also challenged to understand and be able to discuss in written or oral forms the powerful communicative and transformative quality of visual arts. This approach encourages students to express themselves and demonstrate their personal visual communicative vocabulary and understanding of art history and cultures while placing their work in a stylistic and historic context. Students routinely exhibit their work within our school and community and participate in a variety of art contests.

3. Instructional Methods and Interventions:

The faculty is highly skilled in their use of the Center for Applied Linguistics' Sheltered Instructional Observation Protocol (SIOP) framework as well as strategies outlined through the Creating Independence through Student Owned Strategies (CRISS) program to prepare students to become college and career ready. General education instructors work directly with instructional specialists and coaches to design and deliver instruction designed to meet the needs of each individual student. Examples of research based instructional strategies utilized by instructional staff include: focused free writes, graphic organizers, one sentence summary, two column notes, power notes, sticky note and discussions. Differentiated instruction is driven through faculty assessment of data collected which are used to identify student's varying levels of background knowledge, readiness, language, preferences in learning and interests to select appropriate learning strategies. Instruction is then differentiated through the use of targeted SIOP and CRISS strategies and when appropriate coupled or supplemented with technology based educational learning tools to ensure all students are supported and challenged. In designing lessons teachers focus on differentiating content, process/activities and the product for all students. Because students vary in readiness, skill levels, interests and learning styles, staff differentiate content by providing materials at various reading levels, pre-teaching and re-teaching, providing interest centers with tasks at varying levels, and presenting through visual, auditory and kinesthetic modes. Differentiating the process/activities through varying learning activities and/or strategies provides ample opportunities for students to explore concepts and demonstrate mastery of concepts in a variety of ways. For example students may use graphic organizers, maps, diagrams or charts to demonstrate comprehension of concepts. Varying the complexity of the graphic organizer effectively facilitates differing levels of cognitive processing for students of differing ability. Other students are provided with opportunities to take on-line classes through APEX or Virtual Virginia to meet their individual needs. Multiple faculty and paraprofessionals are also adept in their knowledge and use of the Competent Learner Model as the basic foundation for instruction within their classroom. Because research shows that providing student choice increases student motivation this concept is embedded into teacher lesson plans. Other interventions include the newcomer program, tutorials provided during an extended lunch period, foundational skill development courses, and National Honor Society and Student Instructional Leadership Corp tutors provided within the classroom to offer immediate intervention. Instructional methods and interventions are designed to maintain high levels of rigor, support and accountability.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Trend data for CHS illustrates that students consistently exceed state accreditation standards in reading and math. For example, the state accreditation benchmark in these subjects is 65% and CHS has maintained an achievement level 15% or more above this indicator level. In comparison to the Annual Measurable Objectives set by the Virginia Department of Education, CHS has surpassed the benchmark of 69% with scores a minimum of 20% above the established standard. It should also be noted that the school's data represents an average 99% participation rate in each subject.

Standardized test score trends tend to fluctuate with the implementation of revised state assessments. Trend data shows a dip in mathematics scores with the implementation of the revised mathematics test in the fall of 2011 and in English in the fall of 2012. While scores in reading and math showed a slight decrease during the initial transition period for these tests, scores have steadily increased due to teachers more closely aligned instruction more closely with expected outcomes. For example, in mathematics the instructional focus shifted to solving multi-step problems and understanding and analyzing information presented in a variety of formats.

Identified groups illustrating an achievement gap are English Language Learners (ELL) and Students with Disabilities (SWD). To close this gap the faculty has consistently implemented the use of research based instructional strategies, provided summer intervention programs, mandated tutorials, increased the use of foundational skills development courses and using data to more precisely identify areas for pre-teaching, re-teaching and structured intervention. In addition, differentiating content, process, and product without compromising the rigor of the curriculum is a key factor in helping students develop the skills necessary to demonstrate a comprehensive and robust knowledge of the curriculum.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Formative assessments are used consistently and with fidelity to evaluate the effectiveness of the instructional and learning program and to enhance feedback provided to students regarding their learning. Formative assessment strategies from CRISS and SIOP trainings are implemented with fidelity and include but are not limited to: exit/entrance tickets, learning/response logs, Socratic seminars, visual representations, graphic organizers, appointment clocks, four corners, think-pair-share, use of individual white boards, peer/self-assessment and kinesthetic assessments. Lesson planning and delivery of instruction occurs with intentionality which is typified by frequent and on-going assessment of student performance as it relates to learning expectations and instruction and modifications as warranted based on the results. For example, formative assessments are used by teachers to immediately recognize when students are not grasping the key concepts and based on specific formative assessment information, the instructor immediately differentiates instruction to enhance the student's mastery of content. In addition to formative assessment data as described above, summative assessments are also used, though differently from formative assessments, to inform instructional programming decisions. Among the many and comprehensive summative assessments used at Central are: VASOL AIMSWEB MAZE Benchmarks, AIMSWEB RCBM, AIMSWEB Math, IMUSIC, Algebra Readiness Diagnostic Test (ARDT), Interactive Achievement ONTRAC assessments (pre-mid-post tests), tests, quizzes, projects, and student-created presentations. Summative assessment data analyzed to determine any trending specifically as it relates to academic performance of various identified groups to include students who received special education, English language learner, and/or gifted services.

Parents are made active partners in the education of their child through the frequent sharing of formative and summative assessment results via such venues as parent-teacher conferences, interim progress reports, report cards and through the student/parent Power School Portal accounts. State assessment results are presented to staff, students, parents, and public through various media including school district progress reports, school summary reports, individual student score reports and more collectively, the Virginia State School Report Card system.

Part VI School Support

1. School Climate/Culture

The school climate and culture has thrived within the past three years through the creation of a professional learning community (PLC) that has resulted in a model of shared leadership. This shared leadership has led to a culture of everyone taking responsibility for our students' success. This sense of a shared responsibility is best illustrated through the faculty initiated and administrative team supported "One School, One Goal" initiative. This initiative focuses on faculty led professional development to strategically identify the school's strengths and areas of growth. The faculty then works together to develop and implement a plan for continuous improvement. Although the school operates as a PLC administrators are careful to ensure a balanced approach between meetings and data analysis and the continued focus on building a creative and innovative environment. Faculty members are encouraged to take risks, to think outside the box and to continuously research new and innovative strategies for improving instruction and student learning. Several examples include the implementation of: project based learning, standards based grading, mastery learning model, flipped classrooms, STEM practices and the Competent Learner Model (CLM) implementation. At CHS we recognize, celebrate and reward staff and faculty accomplishments and milestones at a professional and personal level through letters of recognition, cards, notes, social media networks, share the positive time at every faculty meetings, staff luncheons/breakfasts and personal recognition from school administrators. The new administrative team has raised the expectations and standards for student engagement, development and achievement. All students are encouraged and expected to be active participants in the classroom and to participate in at least one club, community service project, co-curricular activity or extra-curricular activity. These expectations are introduced to our freshman class during the Falcon Final Four and Falcon Academy summer transition programs and reinforced by the upper classmen, staff and faculty through the daily routines and explicitly stated expectation for excellence. An example of a program implemented that promotes a positive school atmosphere is the "Push the Positives" program that encourages students to commit random acts of kindness. Other keys to maintaining a positive environment are: providing students with a "voice" in the decision making process, building positive relationships with school faculty, staff and school administrators, student/teacher mentor programs, and providing a variety of leadership opportunities for students. Student achievements, milestones and best efforts are celebrated via social media networks, school announcements, letters of commendation, and frequent phone calls to parents from teachers and school administrators.

2. Engaging Families and Community

Central High School has built strong relationships with the families and community members and organizations by maintaining an open door policy and establishing a welcoming and engaging climate that encourages positive and reciprocal relationships. Falcon families show support for their children by attending musical concerts, sporting events, drama productions and the school's annual spring fling that highlights all fine arts programs. In addition, our families are active participants in the music boosters, academic boosters and athletic boosters' organizations that work to raise funds to support co-curricular and extra-curricular endeavors and initiatives. Our families are also involved in the Falcon Final Four and Falcon Academy transition programs designed to ensure a solid foundation for our freshman class as they enter high school for the first time. Finally, our families are active participants in the school leadership committee, safe schools committee and after prom committee. The school's after prom events are noted throughout the region as some of the most extravagant and effective efforts to provide a safe environment for students on prom night. With the strong support of our parents, our students are receiving local, state and national recognition in the FFA, FCCLA and athletic programs. The strong ties with our parents translate in an overall support of our school and active support for ensuring the academic success of our students is at the forefront of our endeavors.

Partnerships with community organizations are vital to the success of our school and are evident in a multitude of areas. Examples of these partnerships include: hosting annual career, college and job fairs that are attended by students from other local and regional school divisions, sponsoring local blood drives,

sponsoring food drives to support families in need within our community and participating in raising money for cancer research. CHS also leverages expanded opportunity for our students through extensive partnerships with many local organizations including: Lord Fairfax Community College, James Madison University, the Farm Bureau, Forestry Service, the local Animal Shelter, Lions Club, Rotary Club, Shenandoah Memorial Hospital, local veterinarian offices, Northwestern Community Services, DuPont Community Credit Union, Alliance for Shelter, the Red Cross, local farmers, Shentel Communications, local area law enforcement and the Shenandoah Educational Foundation. Many of these organizations provide mentorships, job shadowing and scholarship opportunities for our students as well as partnerships to provide our youth with disabilities with primary work experiences. The services provided by our business partners and community members are vital to our educational endeavors.

3. Professional Development

The philosophy pervasive at CHS is that professional development is the linchpin to continuous school improvement; therefore it is imperative to design a program that meets the unique learning styles and needs of the faculty and staff. Professional development opportunities are situated within the Learning Forward's National Professional Learning Standards of learning communities, leadership, resources, data, learning designs, implementation, and outcomes. As such, professional learning is tailored to meet the distinctive needs of the faculty and staff as a collective group and as individuals verses using a one size fits all model. For example, the One School, One Goal initiative is a faculty led program designed to strategically identify the school's strengths and weaknesses as well as causes for any deficiency. The faculty then works together to design and implement a plan to improve upon one of the areas of concern. For example, for the current school year the faculty, based on close scrutiny of our data, has chosen to work on improving tier one classroom instruction through non-evaluative measures. To achieve this goal the faculty designed and implemented a peer coaching program. Faculty led in-services and workshops continue throughout the year to provide support and training for program implementation. In addition, the faculty has established an instructional blog where they share best practices and new ideas learned by visiting other teachers' classrooms. Feedback from staff regarding this program has been overwhelmingly positive and the instructional benefits are recognized by school administrators who have noted instructional improvement in classrooms. In addition to the One School, One Goal initiative teachers also routinely attend content specific professional meetings at the local, regional, state and national level and then do turnaround training by making presentations to the faculty regarding newly learned best practices. All presentations are structured to model best practices in instructional delivery. Another routine strategy of professional development utilized at CHS are book studies which are initiated by the faculty or school administrators based on interest or need. Differentiating professional development to meet the specific needs of the faculty and staff has resulted in improved tier one and tier two classroom instruction as noted in classroom observation data. An excellent example of the effectiveness of the program design occurred recently when a group of math teachers and a school administrator participated in a how to teach math online course offered by Stanford University. Teachers participated in this multi-part training, met to discuss the ideas presented after each session and developed a program of implementation that resulted in an average 94% pass rate for our lower level Algebra I students on the VASOL.

4. School Leadership

The administrative team, consisting of the principal and two assistant principals, create a climate in which teachers are encouraged and inspired to be innovative and students are provided the stimulation, opportunities, and resources to reach their potential—a climate of possibility. This approach is further supported by alignment with and encouragement and resources at the division level. The administrative team recognizes the inherent value of flattening the leadership structure, and leveraging the talents of faculty and staff to increase achievement for all students. This structure includes the utilization of instructional coaches, department chairs, and several committees, predominantly volunteer positions exemplified by an innate desire by teachers to make a difference. With the challenges framed and the debate encouraged by the administrative team, the skills and talents of the various experts within the building drive collaborative solutions. This leadership philosophy results in student learning benefiting from the collective knowledge, ideas, and best practices of many, rather than from the expertise of a few.

Instructional coaches work closely with the administrative team to determine specific pedagogical needs to improve classroom instruction. Using classroom observations, video recordings of instructional delivery, one-on-one learning conversations, and small-group professional development, the instructional coaches provide formative, non-evaluative peer feedback to teachers to ensure effective classroom instruction. Additionally, as a result of the non-evaluative feedback during the implementation phase, teachers are further inspired to take risks and to attempt new methodologies to reach all learners. Leveraging the content and pedagogical expertise of the instructional coaches exponentially increases the instructional capacity of classroom instructors, thus increasing achievement for all students.

Volunteer department chairs assist in the realization of student learning through bimonthly meetings focused on continuing curriculum development, instructional best-practices, and the implementation of new instructional initiatives. As an example, the administrative team presented the mathematics department with a challenge for all students to earn a verified credit in Algebra I by the end of 9th grade. The administrative team framed the question, nurtured a climate of possibility, and encouraged debate. The department evaluated the curriculum, instructional practices, and assessment data and systems and programmatically redefined mathematics in the building. The department commenced with intensive, focused professional development, resulting in innovative approaches to standards-based assessing, provision of new student support programs, and implementation of innovative remediation. Through their efforts, 97% of students earned a verified credit by the end of Grade 9!

Additionally, the collective ideas, talents, and skills of the entire faculty are leveraged to improve the conditions for student achievement through various voluntary committees tasked with establishing goals and implementing outcomes oriented action plans aligned with the instructional framework established by the administrative team.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Geometry</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	75	75	78	90	85
Advanced	15	5	4	24	17
Number of students tested	43	203	110	222	227
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	64	70	66	84	80
Advanced	0	4	1	15	17
Number of students tested	18	91	45		
2. Students receiving Special Education					
Proficient and above		42	62	67	56
Advanced		0	0	8	0
Number of students tested	2	24	8	14	20
3. English Language Learner Students					
Proficient and above		70	66	80	75
Advanced		0	3	13	13
Number of students tested	2	25	16	35	28
4. Hispanic or Latino Students					
Proficient and above		70	66	80	75
Advanced		0	3	13	13
Number of students tested	2	25	16	35	28
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	77	78	81	92	86
Advanced	19	6	4	28	18
Number of students tested	33	167	87	176	193
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: All data reported is from the VA state report card and the Pearson testing database. The data represents a combination of fall(January) and spring(May) testing results for each school year indicated.

Central High School alternative assessment numbers were either not administered or the numbers were too low to report on the VA state report card therefore no data was available for this category.

In the year 2009-2010, the number of students receiving ELL services was not available for reporting. In this year, the percentage and number of students tested in this subgroup category was too small to count towards accreditation.

In years 2009-2010 and 2010-2011, the number of students tested in the “disadvantaged” subgroup is not available.

In 2009-2010 the student descriptors for race and ethnicity were not yet separated and the option to be identified as a Multi-racial student was not available. Beginning in 2010-2011, the state of Virginia separated “race” and “ethnicity” and all students were tagged for both. First indicating if they were Hispanic or Latino as their “ethnicity” and then selecting a “race” (Asian, Indian, White, African-American, Hawaiian, multi-racial). For the first time, students could describe their culture and background in a much more defined way.

In 2013-2014, a new mathematics course was offered to students in the 10th and 11th grade. As a result, the geometry classes decreased in enrollment while the new course was implemented into the math department course offerings.

The Virginia Department of Education made a drastic change to the “Standards of Learning” (SOL) Mathematics assessments for the fall 2011 test administration. End-of-course Reading tests were revised and “technology enhanced” questions were added. Prior to this change, all SOL tests consisted solely of multiple-choice questions. “Technology enhanced” questions are not presented in a multiple-choice format and are generally multi-step, critical thinking style questions requiring students to use a variety of skills and knowledge to achieve the correct answer.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Algebra II</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	95	93	89	96	84
Advanced	33	28	18	22	21
Number of students tested	232	146	129	151	145
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	94	97	81	96	70
Advanced	22	15	12	28	11
Number of students tested	59	40	27		
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	89	90	75	89	80
Advanced	19	19	13	22	20
Number of students tested	31	25	17	19	10
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	95	91	97	84
Advanced	33	29	20	22	21
Number of students tested	192	112	106	130	133
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: All data reported is from the VA state report card and the Pearson testing database. The data represents a combination of fall(January) and spring(May) testing results for each school year indicated.

Central High School alternative assessment numbers were either not administered or the numbers were too low to report on the VA state report card therefore no data was available for this category.

In the year 2009-2010, the number of students receiving ELL services was not available for reporting. In this year, the percentage and number of students tested in this subgroup category was too small to count towards accreditation.

In years 2009-2010 and 2010-2011, the number of students tested in the “disadvantaged” subgroup is not available.

In 2009-2010 the student descriptors for race and ethnicity were not yet separated and the option to be identified as a Multi-racial student was not available. Beginning in 2010-2011, the state of Virginia separated “race” and “ethnicity” and all students were tagged for both. First indicating if they were Hispanic or Latino as their “ethnicity” and then selecting a “race” (Asian, Indian, White, African-American, Hawaiian, multi-racial). For the first time, students could describe their culture and background in a much more defined way.

The Virginia Department of Education made a drastic change to the “Standards of Learning” (SOL) Mathematics assessments for the fall 2011 test administration. End-of-course Reading tests were revised and “technology enhanced” questions were added. Prior to this change, all SOL tests consisted solely of

multiple-choice questions. “Technology enhanced” questions are not presented in a multiple-choice format and are generally multi-step, critical thinking style questions requiring students to use a variety of skills and knowledge to achieve the correct answer.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Algebra I</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	96	76	77	98	95
Advanced	5	8	1	21	14
Number of students tested	200	224	189	144	145
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	94	63	74	95	93
Advanced	3	2	1	8	13
Number of students tested	99	83	94		
2. Students receiving Special Education					
Proficient and above	77	32	43	100	91
Advanced	5	0	0	0	0
Number of students tested	15	13	13	1	2
3. English Language Learner Students					
Proficient and above	100	61	70	87	100
Advanced	8	6	0	7	0
Number of students tested	11	10	5	9	
4. Hispanic or Latino Students					
Proficient and above	91	65	83	90	100
Advanced	3	11	0	6	6
Number of students tested	31	31	25	24	13
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	81	78	92	86
Advanced	5	8	2	28	18
Number of students tested	148	177	149	110	130
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: All data reported is from the VA state report card and the Pearson testing database. The data represents a combination of fall(January) and spring(May) testing results for each school year indicated.

Central High School alternative assessment numbers were either not administered or the numbers were too low to report on the VA state report card therefore no data was available for this category.

In the year 2009-2010, the number of students receiving ELL services was not available for reporting. In this year, the percentage and number of students tested in this subgroup category was too small to count towards accreditation.

In years 2009-2010 and 2010-2011, the number of students tested in the “disadvantaged” subgroup is not available.

In 2009-2010 the student descriptors for race and ethnicity were not yet separated and the option to be identified as a Multi-racial student was not available. Beginning in 2010-2011, the state of Virginia separated “race” and “ethnicity” and all students were tagged for both. First indicating if they were Hispanic or Latino as their “ethnicity” and then selecting a “race” (Asian, Indian, White, African-American, Hawaiian, multi-racial). For the first time, students could describe their culture and background in a much more defined way.

The Virginia Department of Education made a drastic change to the “Standards of Learning” (SOL) Mathematics assessments for the fall 2011 test administration. End-of-course Reading tests were revised and “technology enhanced” questions were added. Prior to this change, all SOL tests consisted solely of

multiple-choice questions. “Technology enhanced” questions are not presented in a multiple-choice format and are generally multi-step, critical thinking style questions requiring students to use a variety of skills and knowledge to achieve the correct answer.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>End-of-course Reading</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	92	92	95	91	91
Advanced	7	7	46	43	38
Number of students tested	270	218	219	247	215
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	85	85	93	85	82
Advanced	4	8	33	21	25
Number of students tested	107	64	83		
2. Students receiving Special Education					
Proficient and above	48	60	88	67	65
Advanced	4	5	18	7	9
Number of students tested	40	19	23	24	28
3. English Language Learner Students					
Proficient and above	55		80	53	
Advanced	0		10	18	
Number of students tested	14	9	11	30	
4. Hispanic or Latino Students					
Proficient and above	83	86	86	70	77
Advanced	0	9	14	21	38
Number of students tested	53	28	28	55	21
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	93	96	95	92
Advanced	8	7	51	47	38
Number of students tested	198	179	180	182	189
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: All data reported is from the VA state report card and the Pearson testing database. The data represents a combination of fall(January) and spring(May) testing results for each school year indicated.

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The Virginia Department of Education made a drastic change to the “Standards of Learning” (SOL) Reading assessments for the fall 2012 test administration. End-of-course Reading tests were revised and “technology enhanced” questions were added. Prior to this change, all SOL tests consisted solely of multiple-choice

questions. “Technology enhanced” questions are not presented in a multiple-choice format and are generally multi-step, critical thinking style questions requiring students to use a variety of skills and knowledge to achieve the correct answer.