

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 Dr. Brenda R. Mayo

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

Official School Name Cosby High School

(As it should appear in the official records)

School Mailing Address 14300 Fox Club Parkway

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

City Midlothian State VA Zip Code+4 (9 digits total) 23112-6366

County Chesterfield County State School Code Number* 470503

Telephone 804-639-8340 Fax 804-639-8359

Web site/URL http://cosby.mychesterfieldschools.com E-mail Brenda_Mayo@ccpsnet.net

Twitter Handle twitter.com/ccpsinfo Facebook Page facebook.com/ChesterfieldSchools Google+ _____

YouTube/URL youtube.com/ccpsva Blog superintendentnewsome.blogspot.com 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. Marcus Newsome E-mail: mj_newsome@ccpsnet.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chesterfield County Public Schools Tel. 804-748-1497

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 Mrs. Carrie Coyner
(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):
- 38 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 12 High schools
 - 0 K-12 schools
- 62 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. 10 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 | 225 | 265 | 490 |
| 10 | 270 | 232 | 502 |
| 11 | 248 | 257 | 505 |
| 12 | 250 | 281 | 531 |
| Total Students | 993 | 1035 | 2028 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 14 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 3 % 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: 3%

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 | 30 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 28 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 58 |
| (4) Total number of students in the school as of October 1 | 2068 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.028 |
| (6) Amount in row (5) multiplied by 100 | 3 |

7. English Language Learners (ELL) in the school: 1 %
23 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: Amharic, Arabic, Chinese, Mandarin, French, German, Gujarati, Hungarian, Inupik, Italian, Japanese, Korean, Polish, Portuguese, Punjabi, Romanian, Russian, Spanish, Tagalog, Tamil, Telugu, Thai, Urdu, Vietnamese, Yoruba
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 26

Information for Public Schools Only - Data Provided by the State

The state has reported that 11 % 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: 8 %
160 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>19</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>46</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>73</u> Specific Learning Disability |
| <u>12</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

| | Number of Staff |
|---|------------------------|
| Administrators | 6 |
| Classroom teachers | 84 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 25 |
| Paraprofessionals | 5 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 10 |

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 25:1

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 | 97% | 97% | 97% | 96% | 96% |
| High school graduation rate | 99% | 97% | 96% | 96% | 96% |

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 | 549 |
| Enrolled in a 4-year college or university | 68% |
| Enrolled in a community college | 27% |
| Enrolled in career/technical training program | 2% |
| Found employment | 0% |
| Joined the military or other public service | 1% |
| Other | 2% |

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: Cosby, in partnership with teachers, students, families and communities, promotes and supports high academic achievement through a global education for all students.

PART III – SUMMARY

Cosby High School is located in the northern area of Chesterfield County, approximately ten miles west of Richmond's boundary line. Chesterfield County has been named six times as one of the 100 Best Communities for Young People by America's Promise Alliance. The vision of Chesterfield County Public Schools is to provide an engaging and relevant education that prepares every student to adapt and thrive in a rapidly changing world. The area is experiencing the effects associated with rapid residential and commercial development. Both suburban and rural lifestyles are represented in our community.

We are a comprehensive public high school which opened for grades nine through eleven in September 2006 to provide overcrowding relief for three neighboring schools. Our first graduating class was in June 2008 and the Governor's Academy of Health Science opened in September 2007. The students for the academy are selected by application from all 12 county middle schools, garnering over 300 applicants annually for the 86 freshman slots available.

From 2010 to present, Cosby has been named as one of America's Best High Schools by Newsweek and U.S. News & World Report. Cosby is the highest ranked high school in Chesterfield County and is ranked in the top ten percent of U.S. high schools, according to the 2014 list of America's Most Challenging High Schools. Only 2,093 of the country's 22,000 public high schools have earned this recognition.

A crucial building block to our success is the way in which Cosby students are supported and empowered. Through the implementation of CRISS (Creating Independence Through Student-Owned Strategies), teachers utilize strategies to increase student engagement and develop a sense of collective responsibility. Innovative programs for Homework Recovery and Assignment Recovery have been instituted as an intervention plan in response to our school's refusal to accept any student's failure due to absences or lack of homework completion. Through an after-school program, students are provided the opportunity to complete non-completed work for reduced credit. Simply put: failure is not an option.

Cosby also incorporates Project Based Learning across the curriculum, helping students build 21st century competencies that are valuable in today's world. We offer 20 advanced placement courses, 37 honors-level courses, 21 vocational courses, and four dual enrollment courses with John Tyler Community College. Students also have the opportunity to explore over 34 job-preparation courses through the two Chesterfield Technical Centers, while enrolled at Cosby High School. Cosby students demonstrate the mindset that as American citizens it is our civic duty to support our community and our nation. Through the work of our Health Science students and 55 extracurricular clubs, our school actively supports our local community through extensive service and volunteer work.

Participation in Rachel's Challenge is a key factor in our success. Based on the writings and life of 17 year-old Rachel Scott, who was the first person killed at Columbine High School in 1999, this program infuses our school community with a culture of kindness and compassion and equips students and adults with resources to ensure a safe, caring, and supportive learning environment.

Despite being one of the newest high schools in the region, Cosby has rapidly become synonymous with high achievement and excellence. Whether in the classroom, on the athletic fields and courts, or in the fine and performing arts, Cosby has amassed numerous noteworthy accolades. Cosby's Drafting and Design Program was the Region 1 winner of the 2013 Creating Excellence CTE Secondary Program, presented for exemplary programs and partnerships. Our girls' basketball team won the 2014 state championship for Group 6A of the Virginia High school League and was honored by MaxPreps.com as one of the 10 best basketball teams in the country. Three Cosby athletes have been recognized with Gatorade Player of the Year awards, two at the state level and one at the national level. In girls track, our medley relay team won the 2012 National Championship. The Cosby Titans won the 2012 Wells Fargo Cup for Group AAA in the Virginia High School League. This award goes to the school that achieves the best overall record in 27 sports, making the Wells Fargo Cup winner the state champion of state champions. The Cosby band has

been recognized as a Virginia Honor Band for five consecutive years. Only 60 schools in Virginia achieved Virginia Honor Band status.

While each school nominated for Blue Ribbon consideration has earned impressive accolades, what sets Cosby High School apart is that our staff, students, and parents share a vision for a culture of rigor and academic excellence. We subscribe to Aristotle's tenet, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." Through our collective efforts, Cosby embodies the traits of a school of excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Innovative programming enhances the instruction provided to Cosby students and emphasizes the development of 21st century skills.

Secondary English/Reading - The goal of the English department is to develop language, critical thinking, and problem solving skills through active reading, writing, sharing, and thinking. Our 21st century environment prepares students to be responsible citizens who make global connections and have a positive impact on the world. Students engage in the careful reading of literary works in comprehensive, dual enrollment and advanced placement classes. Through such study, students sharpen their awareness of language and understanding of the writer's craft. They also develop an independent appreciation of any literary work, and increase their sensitivity to literature as shared experience. Students study the work's language, characters, action, and themes as well as its structure, meaning, and value, and its relationship to contemporary experience as well as to the context in which it is written. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become aware of the resources of language.

Mathematics - Cosby's math department uses state standards and county frameworks as a foundation with core math classes taught in the following sequence: Algebra I, Algebra II then Geometry; even though this is not the county norm. Our teachers recognize that foundational skills from Algebra I are more easily transitioned into Algebra II, and geometry teachers can reinforce algebra skills needed in Trig Analysis and Calculus. Students lacking foundational skills for this sequence are identified by teacher recommendations, common assessments, and are taught with a hands-on approach following the sequence of Algebra I, Geometry, and Algebra Functions and Data Analysis if their foundational algebraic skills are not ready for Algebra II. Cosby offers three days of after school tutoring weekly. With a school goal that students take mathematics four years, the department offers courses, such as Probability Statistics, Capstone Math and a variety of computer programming classes. Students can earn college credits in AP Statistics, AP Calculus (AB and BC) and AP Programming. Teachers have created project-based learning (PBL) for all students and have presented Creating Musical Instruments and Geometry Transformation PBLs for all math teachers at county training sessions.

Social Studies - The Social Studies department encourages the development of historical thinking skills and research talents that serve to create civic-minded citizens and students who value the past. In addition to state mandated courses, Cosby offers a wide array of both advanced placement courses and exploratory classes in the social sciences. These include advanced placement courses in Human Geography, World History, US History, Government and European History. Additional exploratory electives are offered in the areas of Practical Law, Sociology and World Religions which seek to stimulate a deeper appreciation for the law and other cultures. Our singular Historical Research class uses online databases as well as local historical records to recreate the past. We will offer a course designed to explore contemporary issues while focusing on debating international and national conflicts this fall. Our staff has presented at local, state and national conferences and has been involved in both the test development and grading of the national AP exams as well as the Virginia State Standards of Learning tests.

Science and The Governor's Academy of Health Science

Cosby's Science department and The Governor's Academy of Health Science are an interwoven curriculum whose main goal is to form lifelong learners. As a society, we are keenly aware that there is, and continues to be, a critical shortage of quality healthcare workers in all areas of allied health, and our entire science department is committed to inspiring students to enter this field. We offer all core classes and their advanced placement counterparts, priding ourselves on the unique courses within the health sciences. In addition to traditional classroom instruction and successful SOL scores, students partner with the community for practical learning compatible with 21st century skills. Our students have the opportunity to become Emergency Medical Technicians through John Tyler Community College and EKG Technicians through ECPI University. Additionally, Cosby's extraordinary partnership with healthcare workers at VCU/MCV

blends application and instruction, both in house and on their university campus. These partnerships support Cosby's mission for student success.

College and Career Readiness

Cosby's curriculum and students' access to two technical schools support division/state college and career readiness. Each course embeds relevant workplace skill development as well as high levels of academic rigor. A career interest inventory (VA Wizard), administered during tenth grade, matches course selection with student career goals. In 2014, participation in dual enrollment classes (575 credits) and advanced placement options (1240 tests taken) resulted in 256 students earning Virginia's Early College Scholars designation.

Additional school programs include college fairs and information nights, visits from military recruiters and speakers from local businesses. Parent scholarship meetings are held and a GRASP advisor assists parents and students with FAFSA forms. In 2014, Cosby graduates had a 69 percent FAFSA completion rate - the highest in Chesterfield - while earning \$6.3 million in scholarships (a 20 percent increase from 2013 - \$4.9 million).

2. Other Curriculum Areas:

Cosby offers students a wide variety of full year courses in the visual, performing, physical education, foreign languages, and career and technical education curriculums. Each class is an integral part in preparing students for 21st century learning. Students participate in PBL projects, technology based learning and community service in each area.

The national award winning Visual Arts department offers entry level to honors and college level advanced placement courses with a variety of offerings in art, 3-D design, digital arts and analog / digital photography. Providing students with an interdisciplinary, cross-curricular education, students are enriched with a myriad of community service opportunities. Students are engaged in creating, studying and critiquing art while also learning about its cultural and historical context. Contributing to learning outside of the art classroom, the art program interfaces with other instructional disciplines, such as math, social studies, English and science. Through their art studies, students broaden their cultural horizons as they become empowered as lifelong learners and future consumers.

The Performing Arts department offers a progression in a number of musical disciplines, as well as theater. There are two bands, an orchestra and a guitar ensemble, six choral ensembles, and four levels of theater. The programs constantly challenge students to stretch and refine their performance skills, as well as develop aesthetic sensibilities, self-discipline, the fundamentals of working in groups, and confidence. Band, chorus, orchestra and theater participate in a variety of local, regional, and state competitions and assessments, as well as performing community service through Tri-M and International Thespian honor societies. The band and choral programs also perform in a variety of national venues. These highly decorated and successful performance programs give students an awareness of the contribution that art makes to a culture - transmitting values and concepts of civilization from one generation to another.

The Physical Education department offers required classes to all ninth and tenth graders and elective offerings to eleventh and twelfth graders. Students may take Physical Education, Health, Drivers Ed, Fitness for Life and Advanced P.E. Physical education emphasizes the strengthening of both body and mind by teaching good sportsmanship, healthy life-styles, sports history, and safety. Students who take physical education courses successfully acquire the skills and knowledge necessary to become healthy, lifelong citizens.

Sixty-eight percent of Cosby students are enrolled in a world language course, with more than 53 percent of those students electing to continue at advanced levels beyond the minimum two years. Selected students can take advantage of the option to develop leadership skills through an independent study in cadet teacher courses. All four languages have national honor societies and very active clubs, with opportunities for participation at the community, county, state and national levels. Students travel and study internationally

with Cosby teacher-led programs. A small scholarship to honor a deceased colleague is awarded yearly to recognize the value of world language study.

The Career and Technology Education Department (CTE) offers a wide range of business, marketing, and architectural & engineering drawing classes to all students. Students taking classes in CTE can earn industry certifications in Workplace Readiness Skills, Customer Service Certification & Sales Certification(NRF), W!SE Financial Literacy, IC3, MOS, AUTOCAD, REVIT, and Inventor. Students in Architectural & Engineering Design have access to our 3D printer where digital drawings can be translated into real objects. Students take part in community service projects where they build homes with Habitat for Humanity. This gives them real life experiences from designing a home to actual construction. Students compete in district, state and national competitions where marketing scenarios and marketing plans are presented and adjudged by industry experts. During the school year, Distributive Education Clubs of America (DECA), the co-curricular segment of marketing, sponsors events such as DECA week, a fashion show benefiting a national fund raising organization, and tailgate parties. CTE students learn real workplace responsibilities, behaviors, and expectations, which are incorporated into their daily work schedules at home and in school. These skills give CTE students an advantage in preparing for a life after high school, both in college and in the business world.

3. Instructional Methods and Interventions:

Faculty members use differentiated instruction to ensure learning is both attainable and challenging for all students. Teachers use state and county assessments as well as common assessments to help guide these instructional modes. All teachers, as well as all ninth grade students, are trained in CRISS strategies and these methods are then used throughout students' high school career. Currently, we are using a computer program, Interactive Achievement (IA), which provides immediate feedback in SOL tested subject areas for county and school made common assessments. This data is then used to create real time lessons based on areas identified as needing remediation. One major area of remediation within our school is our work with low performing geometry students. Using a program designed by one of our teachers during a 2014 Science, Technology, Engineering and Math Institute (STEM) at George Mason University, we are working to increase student understanding of geometry through staff professional development and peer observations, increased use of online geometry programs, and increased work on spatial sense activities.

Trained in Project Based Learning, the staff implements a yearly project to promote the development of students' 21st century skills. Supported by state and national training, AP teachers provide Saturday and/or before/after school review sessions in preparation for AP exams which have garnered higher student pass rates.

The staff uses a tiered instructional support plan in both language arts and math. Using the CCPS Balanced Literacy Model, language arts instruction supports reading and writing skills with an emphasis on reading comprehension strategies across all genres, fluencies and vocabularies. It also uses writing and process traits across various modes to enhance critical thinking and problem solving. Tenth grade classes are scheduled in the computer lab weekly to work on writing skills. Students' work is analyzed through quarterly common assessments, IA programs, anecdotal notes and analysis of student writing samples.

Math teachers use culturally responsive, differentiated instruction based on the CCPS curriculum. A typical class structure includes warm-ups (student centered question/open ended questions/SOL formatted questions/spiral review), homework review (focused on explanation and understanding), lesson (a mixture of application/group work/activities and games/manipulatives/lecture/note-taking/guided and independent practice), and closure. Using questioning techniques throughout each lesson, our emphasis is processing and application. Subject area teacher leaders and the departmental professional learning communities (PLCs) analyze student results from IA, common assessments and students' daily work. Targeted students are provided differentiated intervention during in-school, small group, pullout remediation sessions or in larger after-school remediation sessions.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In Virginia, fully accredited high schools must achieve overall SOL pass rates of 75 percent or higher in English and 70 percent or higher in mathematics, science and history; and attain a point value of 85 or greater based on the Graduation and Completion Index (GCI). Since 2007, Cosby has exceeded state and national benchmarks and in 2014, in reviewing the top 10 high schools statewide, Cosby ranked seventh-highest in the state with a 98.7 (GCI) percentage rate, up from 96.8 percent last year.

With revised reading and mathematics SOLs in 2012-2013, Cosby exceeded the federal annual measurable objectives/benchmarks in reading and mathematics for each Gap Group in 2014 (Gap Group 1 – Students with Disabilities, English Language Learners, Economically Disadvantaged Students; Gap Group 2 – Black Students; Gap Group 3 – Hispanic Students) while maintaining progress within several subgroups. There has been an intense focus on remediation efforts for students with disabilities in the areas of mathematics, reading and writing, with specific emphasis on instructional strategies and collaborative models to address learning challenges.

In 2013, English reading pass rates declined by three percent which resulted in a revamping of Cosby's ninth through eleventh grade language arts program. Remediation plans were also implemented to support all sub-groups with a specific emphasis on Gap Group 1 who experienced a pass rate decline from 94 percent in 2012 to 79 percent in 2013. With instructional interventions, Gap Group 1 rebounded to a 91 percent pass rate in 2014.

In mathematics, similar declines in achievement were noted with Gap Group 1, falling from a 74 percent pass rate in 2012 to 59 percent in 2013. These declines were also attributed to new math SOL formats which included technology enhanced questions. With a focus on each student's weaknesses and an increased use of computers for instruction and assessments, this group's pass rate increased to 71 percent in 2014.

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

The use of data to drive instruction and track student progress to improve student achievement is a primary focus of Cosby High School's faculty. Teachers are committed to providing a minimum of three summative and ten formative assessments each marking period. Teachers are required to post grades bi-weekly and establish direct parent communication for those with lower than a C at interim and end of term. Teacher-parent-student teams have become a unifying force for improvement. Grading practices are detailed in course syllabi posted on each teacher's Student VUE portal. Consistency is supported in weighting summative versus formative assessments by content area PLCs.

Math teachers utilize Interactive Achievement for common assessment items every four weeks, while many other subjects utilize two common assessments followed by an IA simulation in late spring. Data is disaggregated by PLCs for re-teaching, review and pacing purposes. SOL test data is reviewed by specific strands to support modification in instruction for the next year as well as direct remediation for expedited re-takes. Teachers access resources such as SOL specific assessments and project rubrics from our Curriculum and Instruction Department through the CCPS site CNET. Rubrics are provided in advance and developed in conjunction with PBL projects, presentations, research papers and writing samples to support students as self-directed learners.

Nationally based testing is another method of assessing student achievement and supporting advanced curriculum choices. Sophomores take the PSAT to begin tracking AP Potential and juniors are strongly encouraged to repeat it for National Merit opportunities and SAT practice. Students are provided their results along with a College Board presentation by school counselors. This presentation, and many others, is available for parent and community review on the Cosby School Counseling website. Standardized testing results are published on the DOE website and in local newspapers.

Part VI School Support

1. School Climate/Culture

What strategies do we use at Cosby High School to create a vibrant, inclusive culture, resulting in academic, social, and emotional growth? How do we prove to our students that knowledge of history, mathematics and science will prepare them for careful crafting of their own futures, that excellence in athletics requires preparation of the mind, as well as the body, and that language imparts life to the page? We marry the technology on which our students thrive with their belief that they can change the world. As a faculty and staff, we encourage students to view all disciplines through the lens of ownership. As agents of change involved in project-based learning, students identify concepts and issues about which they are passionate, choose the genre or medium best-suited to their purpose, and discover ways to practice advanced citizenship. While national honor societies are teeming with membership at Cosby, and students excel at standardized testing, they must go beyond content and improve their personal character as well as the lives of those around themselves. Students in the advanced research class interview veterans and host them at a reception held in their honor after Cosby's all-community Memorial Day Celebration. We pause, not to glorify war, but to remember those who have died that we can be free, and support everyone whose families are now serving in the United States military. Coaches model and instruct students in problem-solving techniques, demanding fierce examination of self in order to improve performance. Fifty-five extra-curricular clubs, many initiated by students, make service the essential element of their missions.

How do we sustain an environment in which teachers feel valued and supported? The answers lie in why we came to Cosby. We came to claim a place that belonged to us from the beginning, where failure wasn't an option, where we would close the distance between ourselves by practicing transparency. We wanted to build and take ownership of a school that would become extraordinary! While Cosby teachers travel the world on Fulbright Scholarships, attend transatlantic outreach programs, and function as faculty editors in the publication of major textbooks, these are but by-products of our original determination to create the kind of world for ourselves that our students will emulate and improve upon in the future. The education we give them is a credible invitation to become citizens of the same world, but heirs to the fulfillment of their passions, their dreams.

2. Engaging Families and Community

Cosby's staff trademark is effective parent and student communication. New students are welcomed by student volunteers either called "Crutches" (Health Science) or "Titan Trackers" in order to assist in transition to a new school.

Using the school's four year plan, the administrative team and school counseling department communicate with each student and family regarding requirements for on-time graduation and post-secondary opportunities. The staff supports Cosby's Homework Recovery Policy which accepts "no zeros" to ensure completion of assigned work, class seat time requirements and academic success. Parents are connected to the school through ParentVue, StudentVue, and Edmodo – on-line communication portals that offers 24/7 access to grades, assignments and instructional supports. Additionally, the school's website also posts school and community resources, important dates and deadlines.

Cosby thrives as a school largely because of the involvement of our strong PTSO, and the extraordinary volunteer efforts of boosters who support our athletic, band, and choral programs. In collaboration with our principal, these groups have undertaken grounds beautification and facility enhancements, ticket sales for events, and fundraising for classroom equipment. Since 2007, Cosby has been rewarded by the collegial partnership between Virginia Commonwealth University/MCV and Cosby's Governor's Academy of Health Science. As a state university with a teaching medical school, VCU has assisted with the design of health science courses and the willingness to provide direct student access to their grounds and facilities to enhance student learning.

Cosby's Principal's Advisory Committee, with student representation from all clubs, meets once a month as an internal student communication link with administration to discuss school concerns/events and provide updates on community service projects. Our students are very involved with community projects and volunteer opportunities. All Health Science students volunteer over 20 hours each year at hospitals, retirement homes, and doctor offices. Their current project involves collecting baby blankets for new mothers in Africa. Art students collect art materials for one of our elementary schools yearly so that each student can have their own art supplies, and the Red Cross Club has a yearly blood drive and an annual sock and coat drive. Many clubs organize food drives for the Chesterfield County Food Bank and our Varsity Club, National Honor Society, BETA Club and Key Club volunteer weekly in the middle and elementary schools assisting teachers and students. To further assist families in need, our school has a confidential Clothes Closet, and each year we provide families with Thanksgiving meals.

3. Professional Development

Cosby's professional development efforts are aligned with Chesterfield County's comprehensive plan – Design for Excellence: 2020 which establishes division priorities and teachers' professional growth opportunities. The county's guiding principles address expectations for students and staff in accordance with Virginia Standards of Quality. Three division principles guide Cosby's professional development plans: Student Engagement, Community of Learners, and the Creation of a Safe, Supportive and Nurturing Learning Environment.

The reform concepts of Breaking Ranks II – Strategies for Leading High School Reform are used to guide Cosby's curricular and instructional vision in the area of student engagement. Understanding the concepts of equity and excellence, staff created a student personalization model to increase academic achievement and developed continuous plans to close achievement gaps. With a goal to provide a rigorous program of studies for all students, the staff embarked on a professional development plan: Project CRISS, to help teachers gain a deeper awareness of the various forms of intelligence, student engagement and integrated instructional strategies for student remediation. This program is designed to help staff teach in ways that fostered acquisition of knowledge, critical-thinking and problem-solving skills.

Effective teaching is the essential factor in student learning, and effective leaders strive to create a community of learners. Trained in the concepts of rigor and relevance from the International Center for Leadership in Education, teachers have embraced the rigor/relevance framework as a tool for instructional design and assessment. Utilizing PLCs, activities are designed to analyze instructional effectiveness and interpret formative and summative assessments/benchmarks to refine instruction and support student remediation. Many teachers have presented instructional and assessment strategies at school, county and state conferences.

To strengthen instruction in AP mathematics, science and English courses as well as students' qualifying scores on AP exams, Cosby teachers participated in the Virginia Advanced Study Strategies (VASS), a program of the National Math and Science Initiative. In addition, a number of teachers in social studies participate in the National AP Readings and the American History Grant – garnering invaluable insights with which to provide their students.

Trusting relationships and our core values – respect, responsibility, honesty and accountability – foster learning in a safe and supportive environment. Teachers, students and parents are being trained in the county's anti-bullying programs, Promote Respect, and are encouraged to use these strategies in school, social and parental environments to foster positive relationships. To support Cosby's on-time graduation rates, The Virginia Mentoring Partnership trains students and teachers for mentorship. This collaboration pairs "at risk" freshman and sophomore students with teachers to give our students the opportunity to share their concerns and ask for assistance in overcoming challenges.

4. School Leadership

Cosby's leadership model is based on shared decision making, performance accountability, and professional growth. The principal serves as the instructional leader and aligns administrators, teachers, and counselors' performance goals with the county's objectives and academic achievement standards; but the leadership team consist of administration and teachers working together to meet state and national benchmarks. Cosby counts as its partners not only teachers, students and parents but also its PTSO, four non-profit parent booster organizations, and numerous business partnerships which work to enhance student learning.

Guided by Chesterfield's Design for Excellence: 2020 strategic plan, professional development offerings are focused on blended learning, project-based learning, effective use of Google applications, Chromebook implementation, student goal setting, and assessing student performance on 21st century skills. Educational opportunities are delivered on-line, through individual courses and workshops, and school based staff development days.

With a physical plant organized by interdisciplinary houses to maximize instructional collaboration, teachers are provided curricular leadership opportunities by serving as department chairs, content and course leaders and PLC collaborators. Teachers, administrators and counselors, through extensive parent communication, work to reduce student failure each nine weeks. John Maxwell's 17 Indisputable Laws of Teamwork has helped staff and students embrace the concepts of critical thinking, problem-solving, student self-direction, collaboration, cultural competence, service learning and leadership development. We realize that our greatest assets are working together and allowing our talents to dictate the leadership roles within our building.

Teachers, administrators, and counselors have received intensive training in the county's Professional Growth Performance Plans (PGPP-T, PGPP-A, PGPP-I). The performance plan components outline an annual process for staff based on student academic progress, the school improvement plan, a reflection on performance standards and previous evaluation results. As a result of these efforts, Cosby has received three performance recognitions from the Virginia State Board of Education: 2009 – Excellence Award; 2010 – Competence to Excellence Award; 2014 – Distinguished Achievement Award. With an instructional emphasis on advanced placement instruction and college and career preparations, Cosby has been recognized since 2010 as one of America's Best Schools in Newsweek and U.S. News and World Report Magazines.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

| | |
|---|---|
| Subject: <u>Math</u> | Test: <u>Mathematics Performance (Algebra I, Algebra II, and Geometry)</u> |
| All Students Tested/Grade: <u>11</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>Pearson Education</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 | 85 | 89 | 95 | 96 |
| Advanced | 22 | 9 | 13 | 25 | 23 |
| Number of students tested | 1010 | 1096 | 1135 | 1230 | 1285 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 1 | 1 | 1 | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 86 | 73 | 77 | 90 | 95 |
| Advanced | 29 | 0 | 11 | 17 | 14 |
| Number of students tested | 14 | 22 | 35 | 59 | 56 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 66 | 54 | 72 | 76 | 82 |
| Advanced | 7 | 2 | 11 | 1 | 2 |
| Number of students tested | 70 | 95 | 71 | 92 | 65 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | 100 | 75 | 80 | 100 | 100 |
| Advanced | | | | | |
| Number of students tested | 5 | 4 | 5 | 3 | 5 |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 97 | 87 | 93 | 97 | 94 |
| Advanced | 29 | 13 | 17 | 13 | 22 |
| Number of students tested | 38 | 52 | 41 | 32 | 32 |
| 5. African- American Students | | | | | |
| Proficient and above | 86 | 80 | 85 | 89 | 93 |
| Advanced | 13 | 2 | 9 | 16 | 12 |
| Number of students tested | 143 | 147 | 122 | 142 | 160 |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 85 | 90 | 100 | 93 |
| Advanced | 52 | 18 | 44 | 38 | 42 |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | 42 | 40 | 41 | 42 | 45 |
| 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 | 92 | 86 | 89 | 95 | 97 |
| Advanced | 22 | 10 | 12 | 26 | 24 |
| Number of students tested | 752 | 823 | 893 | 966 | 1031 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | 97 | 90 | 91 | 100 | |
| Advanced | 26 | 13 | 15 | 29 | |
| 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: 2010-2011 was the first year that the code - Two or More Races identified students was used.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>EOC English (2010)</u> |
| All Students Tested/Grade: <u>11</u> | Edition/Publication Year: <u>2014</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 | 98 | 96 | 99 | 99 | 98 |
| Advanced | 13 | 11 | 62 | 62 | 58 |
| Number of students tested | 555 | 552 | 541 | 491 | 583 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 1 | 1 | 1 | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 100 | 88 | 100 | 100 | 85 |
| Advanced | 0 | 13 | 32 | 45 | 30 |
| Number of students tested | 4 | 24 | 19 | 20 | 20 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 89 | 73 | 90 | 83 | 81 |
| Advanced | 11 | 0 | 28 | 21 | 11 |
| Number of students tested | 38 | 45 | 29 | 24 | 37 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | 100 | 100 | | 100 | 100 |
| Advanced | | | | | |
| Number of students tested | 3 | 1 | | 4 | 2 |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 96 | 95 | 100 | 100 | 100 |
| Advanced | 15 | 19 | 73 | 63 | 33 |
| Number of students tested | 26 | 21 | 11 | 19 | 12 |
| 5. African- American Students | | | | | |
| Proficient and above | 95 | 94 | 97 | 96 | 96 |
| Advanced | 6 | 6 | 56 | 37 | 33 |
| Number of students tested | 64 | 54 | 66 | 52 | 67 |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 96 | 93 | 100 | 96 |
| Advanced | 10 | 8 | 67 | 85 | 58 |
| Number of students tested | 21 | 26 | 15 | 20 | 26 |
| 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 | 99 | 97 | 99 | 99 | 98 |
| Advanced | 14 | 11 | 64 | 64 | 62 |
| Number of students tested | 433 | 432 | 425 | 376 | 473 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | 100 | 94 | 100 | 100 | |
| Advanced | 10 | 19 | 48 | 70 | |
| 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: 2010-2011 was the first year that the code - Two or More Races identified students was used.