

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 Mr. Max W. Lowe

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

Official School Name Riverheads High School

(As it should appear in the official records)

School Mailing Address 19 Howardsville Road

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

City Staunton State VA Zip Code+4 (9 digits total) 24401-5714

County Augusta State School Code Number* 008-0680

Telephone 540-337-1921 Fax 540-337-0258

Web site/URL http://www.augusta.k12.va.us E-mail mwlowe@augusta.k12.va.us

Twitter Handle _____ Facebook Page _____ Google+ _____

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 Eric Bond E-mail: ewbond@augusta.k12.va.us

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

District Name Augusta County Public Schools Tel. 540-245-5100

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 Dr. John Ocheltree, 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):
- 11 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 20 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. 2 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	61	67	128
10	65	52	117
11	59	64	123
12	65	56	121
Total Students	250	239	489

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 1 % 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: 7%

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	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1	463
(5) Total transferred students in row (3) divided by total students in row (4)	0.067
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 27 %
 Total number students who qualify: 127

Information for Public Schools Only - Data Provided by the State

The state has reported that 30 % 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: 5 %
23 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</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	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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%	94%	94%	94%	94%
High school graduation rate	94%	89%	90%	83%	87%

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	121
Enrolled in a 4-year college or university	30%
Enrolled in a community college	36%
Enrolled in career/technical training program	0%
Found employment	29%
Joined the military or other public service	5%
Other	0%

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: The goal of Riverheads High School is to provide an environment that encourages both the academic and personal growth of all students.

PART III – SUMMARY

Riverheads High School is a rural school located in southern Augusta County, Virginia. Riverheads High School serves 489 students and is the smallest of five high schools within the Augusta County Public School Division that serves 10,495 students. The average direct cost expenditure per student at Riverheads High School is \$6,906. The 2013 census reported that Augusta County has a population of 73,912. Riverheads High School was founded in 1962 through the consolidation of the Greenville, Middlebrook, and Spotswood community schools. In September, 2012, Riverheads celebrated its 50th anniversary by inviting all graduating classes to celebrate this milestone event. The school has fostered a strong relationship with its students, graduates, parents, and community, and is recognized for student success and traditional values.

The school year begins in the middle of August and concludes the first week of June. Riverheads High School's schedule is based on a 4x4 block, offering students the opportunity to experience eight classes each year. The first block of school begins at 8:08 A.M., and the school day dismisses at 3:16 P.M. Each block of classes is eighty-nine minutes in length, with a thirty minute "Gladiator Block" scheduled after second block. Gladiator Block is a daily period in which students spend additional time in each of their classes throughout the week. Its purpose is to provide an opportunity for remediation, make-up work, and for enrichment. Students at RHS are welcomed to their first day of school with an Opening Day Assembly, during which students are inspired to uphold "Red Pride" by respecting self, family, school, and community. Students' academic accomplishments are also recognized during this assembly.

The mission of Riverheads High School is to provide an environment that encourages both the academic and personal growth of all students. A demanding curriculum stimulates learning experiences that will prepare students to compete in the quickly evolving global educational and business markets. Strategies that support this statement include the following:

- Teachers provide sound learning experiences through collaborative and progressive instruction.
- Teachers offer multiple technology-centered activities.
- Learning activities guide each student in determining identity, direction, and purpose in life.
- Community stakeholders provide opportunities to assist in student learning and personal development.

The 2014 graduating class at Riverheads High School earned over \$925,000 in scholarship monies. Sixty-six percent of Riverheads High School graduates attend either a two year or four year college or university to pursue academic goals. Riverheads High School students also received recognition as Commended National Merit Scholarship candidates. Advanced Placement scores have improved from sixty percent in May of 2012 to eighty-seven percent in May of 2014, as teachers increased the instructional rigor and expectations in the AP classes. Current graduates of Riverheads High School are following in the footsteps of previous graduates who have attended schools such as University of Virginia, Duke University, Virginia Tech, University of Pittsburgh, George Mason University, James Madison University, The College of William and Mary, University of Richmond, and Blue Ridge Community College.

Opportunities for character-building and leadership are provided through the following classes and organizations at Riverheads High School:

- *Family and Consumer Science/ (FACS)—curriculum and club
- Agricultural Science/Family Career and Community Leaders of America/ (FCCLA)—curriculum and club
- Riverheads Future Farmers of America (FFA)
- Student Council Association (SCA)
- Riverheads National Honor Society
- Guidance Department Peer Mentoring Initiative addressing the academic and social barriers of at-risk freshmen students.

Riverheads High School, its teachers, and its students are recognized on the local, regional, state, and national levels in its academic and co-curricular disciplines. Awards for Riverheads High School include:

- Board of Education Distinguished Achievement Award, 2014
- Board of Education Competence to Excellence Award, Virginia Board of Education, 2011, 2010, 2009, 2008
- 100 Best W!SE High School - National Ranking
- Governor's Challenge Personal Finance Finalist
- National Silver Ranking Livestock Teams
- State and National Ranking Dairy Judging Team
- State Honor for Sportsmanship, 2012, 2009, 2007, 2006

Riverheads High School students have achieved success both in, and beyond, the classroom. RHS students and student/athletes have earned individual and team championships on both the regional and state levels in the following Virginia High School League competitions: debate, forensics, scholastic bowl, football, girls' basketball, boys' tennis, boys' soccer, baseball, softball, girls' cross country, boys' cross country, wrestling, girls' track, boys' track, and golf.

Riverheads High School is exemplary in its accomplishments. The administration, faculty, community members, and student body are committed to working towards a high level of achievement in all areas of student life, including academics, citizenship, leadership, and character. Riverheads High School is honored to have been selected as a Blue Ribbon School candidate, and proud to represent Augusta County Public Schools.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

All core classes (English, mathematics, science, social studies) are offered with advanced levels (designated by “A” behind the course name), Dual Enrollment (DE) credit, or Advanced Placement (AP). Students may also participate in the Early College Scholars program which allows eligible high school students to complete their high school diploma while earning at least 15 hours of transferrable credits towards a college degree, resulting in a more academically rigorous senior year and reduced expense of college tuition for families.

English offerings at Riverheads High School include English 9, English 9B, English 10, English 10A, English 10B, English 11, English 11A, English 11B, English 11A Yearlong, English 12, English 12A, AP English Literature and Composition, Speech and Drama, Debate I & II, and Photo Journalism I, II, III, IV. Classes with a “B” are designed to help the struggling student through more personalized instruction by limiting enrollment and providing access to a SPED co-teacher. All English courses focus on critical thinking and reading/writing skills necessary for success in any post secondary endeavor. Lessons in the English department are student-centered and often involve students using available technology to explore, inquire, research, and present information. Teachers collaborate with the Instructional Technology Resource Teacher (ITRT) liaison and the Media Specialist to provide students with current websites and educational applications to support learning. The department’s aim is to cultivate a class of “thinkers,” citizens who know how to inform themselves and learn independently.

Mathematic offerings include Algebra I pt I, Algebra I pt IP, Algebra I pt II, Algebra I pt IIP, Geometry, Algebra II/Trigonometry, Algebraic Functions and Data Analysis, Personal Living and Finance, Discrete Math, Pre Calculus, Calculus, and AP Calculus. Classes with a “P” address the needs of struggling math learners by limiting enrollment and providing access to a SPED co-teacher. The focus of mathematics instruction is for each individual student to attain the highest level of understanding possible, with an emphasis on high school graduation and preparation for post high school education, whether technical school or college level courses. Instruction is presented with an emphasis on problem solving skills at every course level, relating subject matter to relevant careers and skills needed to obtain success in the work place and personal finance.

History/social studies offerings include World Geography, World History, United States and Virginia History, AP United States and Virginia History, Virginia and United States Government, AP Government, AP Comparative Politics, Psychology, and Sociology. Social studies teachers provide insightful instruction, using visuals, music, reading, and writing. Riverheads High School is located in a culturally rich and historical community that offers valuable hands-on learning experiences for students to enrich their classroom learning, particularly beneficial to students struggling with academics. Students are required to attend local history lectures, government meetings, cultural events, and interviews with veterans and local historians as part of community outreach.

Science offerings include Earth Science, Biology, Chemistry, Physics, Ecology Biology, Advanced Environmental Science, Anatomy, and Physiology. Scientific inquiry is stressed, using the laboratory to create a hands-on approach. In order to stimulate critical thinking skills, the laboratory may frequently extend outside the walls of the classroom as students visit local streams and natural habitats to observe and record data. The science department has received several grants within the last five years. In January 2015, the Kappa Delta Pi Educational Grant was awarded to the science department to complete a library in order to add a literary component to the advanced courses. In August 2014, the Chesapeake Bay Trust Environmental Education Grant was awarded to allow funding for canoe trips and a three day residential program for a gifted and talented or highly motivated science student. Augusta County Recycling grants were awarded in 2012, 2013, 2014 for the recycling program at Riverheads. This grant has allowed the science department to purchase recycling containers and rent a collection bin from a local agency. A Riverheads High School science teacher will present her classes’ restoration project at the Green Schools Conference in March (2015). Riverheads students have worked since 2012 to restore the stream bank, and

through service-learning, have collected stream quality data, released classroom raised trout, studied historic flood patterns, and presented information to the community. The presentation will focus on the multiple goals, learning opportunities, and challenges of projects in small communities.

Career readiness is promoted through the programs/clubs previously mentioned; in addition, approximately fifty juniors and seniors attend Valley Career and Technical Center (VCTC). Its primary objective is to prepare our students to become responsible citizens through the development of career awareness, workforce readiness, and industry-specific job skills. VCTC partners with local community colleges to provide Dual Enrollment opportunities for students.

College readiness is provided through AP and dual enrollment classes; in addition, approximately 30 juniors/seniors attend Shenandoah Valley Governor's School (SVGS). SVGS is a regional program designed to challenge gifted and highly motivated students. Students choose one of three curriculum areas: STEM (Science, Technology, Engineering and Mathematics), Visual Arts with Humanities, and Theatre Arts with Humanities.

2. Other Curriculum Areas:

Visual and performing arts offerings include Art I, II, III, IV, Studio Art, Band, Chorus, and Music Theory. The art program encourages critical thinking and builds creativity, skills essential for 21st-century learners. The curriculum includes art production, art history, art criticism, and aesthetics. Students experiment with a wide variety of two- and three-dimensional media, as well as modern-day technology. Students enrolled in the arts participate in art exhibits, community activities, and contests. In 2013, the symphonic band from RHS attended the Virginia Beach Band and Orchestra Director's Association's District Assessment event, receiving "Superior" ratings. In the fall of 2014, a student from the music department submitted a composition to the James Madison University's Young Composers Competition, where it was judged the best of the forty-two entries.

Health and physical education offerings include Health and Physical Education 9, Health and Physical Education 10/Driver's Education, Advanced Physical Education I & II, and Athletic Training I & II. The health and physical education department at Riverheads gives every student the opportunity take responsibility for their wellbeing. All students experience the cognitive and practical components of physical fitness, health, and wellness. The health and physical education classes motivate students to become active for a lifetime. Emphasis is placed on cardiovascular fitness, flexibility, muscular strength, muscular endurance, and body mass index.

Foreign language offerings include Spanish I, II, III, IV, V, French I, II, III, IV, V, AP French Language, and Latin I, II, III, IV, V. The curricula for Spanish and French integrate essential vocabulary and grammar, with an emphasis on practical communication skills. Equal time is given to all four modes of communication, and cultural information is an integral part of each lesson. In addition, English language skills are strengthened through connections and comparisons with the target language. The modern language classrooms incorporate many facets of group learning and peer teaching. Class collaboration fosters a sense of community and allows all students a chance for participation. All language classrooms use variations of guided discovery and inductive reasoning so that students take an active role in the learning process. Teachers also employ differentiation through their daily questioning, allowing novice students the chance to gain confidence in their skills. In addition, variations in activities, such as Total Physical Response (TPR), song cloze, skits, logic puzzles, and journaling, engage multiple intelligences.

Technology education offerings include Technology Foundations and Basic Technical Drawing. Agriculture offerings include Introduction to Animal Systems, Small Engine Repair, Introduction to Power, Structural and Technical Systems, Agricultural Production III, Agricultural Structural Systems, Agricultural Fabrication and Emerging Technologies, Agriculture Leadership Development, Horticulture Science, Floral Design, Veterinary Science, and Equine Management. The Riverheads Future Farmers of America chapter has had many successful Career Development Event teams. These include Northern Area Creed Speaking Winner, State Winner in Livestock Evaluation, National Silver Ranking Livestock Teams, and a Gold Ranking State Winning Dairy Judging Team, who was 7th overall in the nation. Additionally, Riverheads

students placed 5th high overall individual and 1st high overall individual in the National Dairy Judging CDE. More than \$4,000 in grants has been received by the agriculture and technology departments.

Business offerings include Computer Applications, Dual Enrollment Computer Information Systems, Economics and Personal Finance, Principles of Business and Marketing. Riverheads' business department has been a W!SE Blue Star School for Economics and Personal Finance since 2010 and was nominated as a one of the 100 Best W!SE Schools in national rankings in 2014. There has been a 100% pass rate on the W!SE Personal Finance exam since 2013.

Family and consumer science offerings include Individual Development, Nutrition and Wellness, Family Relations, Child Development and Parenting, Introduction to Interior Design and Fashion, and Introduction to Early Childhood Education. Family and consumer sciences empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Students become proficient in the management of their individual, family, and work lives and learn how to apply these skills to jobs and careers. Family and consumer science courses are partnered with the Family, Career and Community Leaders of America (FCCLA) club. Students in the Riverheads chapter of FCCLA participate in fundraisers, community service projects, and blood drives to support our community and school.

3. Instructional Methods and Interventions:

Riverheads High School teachers strive to maximize instructional time. RHS teachers effectively collaborate with colleagues to exchange teaching strategies/ideas that create positive learning environments. RHS curriculum department meetings and teacher peer observations are scheduled during the year to observe and discuss assessment methods, questioning strategies, introduction/closure of lessons, incorporation of lesson review strategies, and classroom management. RHS teachers share ideas and resources that promote the development of critical thinking, problem solving, and student performance.

Teachers are the primary instructional decision makers in the classroom. Analysis of data is used to monitor student academic progress. This data, compiled through pre/mid/post assessments, provides information for adjusting teaching strategies and identifying students for differentiated instruction, whether falling below or surpassing the benchmark. Division curriculum supervisors provide an additional support for RHS teachers through classroom observations and inservice opportunities.

Currently, Riverheads High School is in the implementation phase of a digital transformation. The goal of this initiative is to engage students and provide them with the skills necessary to become 21st century learners, employees, and citizens. RHS teachers have embraced this initiative by incorporating and sharing Google documents and using Google Classroom for lesson plans and instruction.

Student progress is monitored on a daily basis through communication with guidance, special education teachers, and regular education teachers. It is RHS policy that teachers make personal contact by phone regarding inadequate student progress and inappropriate behavior. In order to meet the needs of students with accommodations, RHS provides inclusion classes. RHS special education teachers work collaboratively with the classroom teacher to effectively decrease student/teacher ratio and enhance instruction. The Riverheads High School Teacher Assistant Team (TAT), comprised of a special education teacher, regular education teacher, administrator, social worker, and school psychologist, effectively discuss and evaluate at-risk students. The team determines whether a student should be evaluated and/or found eligible for accommodations. A Strategies Class, instructed by a special education teacher, assists students who are deficient in math and English. The RHS Gladiator Block, a thirty-minute block scheduled within the four block instructional day, is designed for differentiated instruction, including enrichment and remediation.

Student progress reports are shared with parents each six weeks; in addition, interim reports are distributed at the midterm. The RHS administrative team and guidance counselors discuss strategies and avenues of assistance with each student receiving below average grades.

RHS is committed to a collaborative approach to ensure student success.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The data presented in the application tables represents a consistent level of performance by students at Riverheads High School. It is the goal of Riverheads High School to attain and maintain a pass rate of 90% or higher on the Virginia Standards of Learning tests. The data from the past five years reflects an overall average of 92% in math, 92% in English, 91% in social studies, and 92% in science.

In math and English courses, teachers align instruction and assessments to the rigor of the Standards of Learning objectives, emphasizing critical thinking skills. It is the policy of RHS that teachers administer pre, mid, and post assessments in order to track student performance and differentiate instruction. A major factor contributing to the success of Riverheads High School is differentiation, which provides support to students who need more intensive instruction. In addition, the math and English teachers analyze the SOL results in their respective subject areas to determine areas of strengths and weaknesses. Department-level discussions are held concerning strategies to raise scores in deficient areas.

The English department meets annually to discuss vertical articulation in order to ensure that there is a continuum of literary terminology in each grade level. Consistency across grade levels helps students establish and build on a foundation of literacy.

If Standards of Learning tests fall below an overall average of 90%, administrators and teachers review areas in which there is an achievement gap. Category results in each content area are analyzed along with the sub-groups to develop the proper assessment strategy to close the gap. These practices resulted in significant improvement in English after the 2009-2010 assessments and in mathematics after the SOL tests changed in 2011-2012. To help ensure that assessments create positive results, school level department meetings are conducted throughout the school year. Meaningful discussions on student progress, remediation strategies, and effective assessment take place on a continual basis.

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

Before the start of each school year, administrators at Riverheads High School provide a comprehensive review of data to all teachers who administer the Virginia Standards of Learning (SOL) tests. A summary of the school's test results from the prior year is reviewed and analyzed in each of the SOL content areas as well as in each category on those tests. Understanding areas of strength and areas of needed improvement is a vital component to help drive instruction and improve assessment strategies. Teachers use the data to help formulate and adjust assessments during the instructional process.

All teachers are required to develop a SMART (Specific, Measureable, Appropriate, Realistic, Time bound) goal each year. Teachers must administer a pre, mid, and post assessment related to the goal. This allows teachers to gauge a student's level of performance at the beginning, middle, and end of each semester. The relevant data aids teachers in differentiating their instruction and providing the proper academic rigor for students.

The Virginia Department of Education (VDOE) releases past Standards of Learning tests in math, English, science and social studies. Released tests are used by teachers to prepare for the current year's tests. Using Standards of Learning objectives, as well as released tests, helps teachers measure student growth and performance in a particular area or category.

The Virginia Standards of Learning test results are communicated with students shortly following the test session. In addition, results are mailed to parents/guardians within a two-week time period. Students, parents, and community members can view the VDOE school report card online using a link on the RHS website. Overall results are posted in the hallway by the main office at the entrance to the school. Students are recognized for SOL perfect scores in a school-wide assembly at the beginning of each year.

Part VI School Support

1. School Climate/Culture

Riverheads High School engages and motivates its students prior to the opening day of school with a “Back to School” evening for the upcoming freshman class and parents. School policies, procedures, academic classes, curricular/co-curricular activities, and school athletics are introduced. Freshman students and parents have the opportunity to meet teachers and experience an abbreviated schedule of the student’s school day. A major point of emphasis is the commitment Riverheads High School has to student success. The walls of RHS are covered with displays of student achievements, including honor roll, perfect standardized test scores, art work, projects, photographs, trophies, etc., demonstrating a long tradition of excellence. Students realize that Riverheads High School is invested in their accomplishments.

Since its opening in 1962, Riverheads High School has conducted an “Opening Day Assembly” during the first hour of the first day of school, in order to recognize student achievement of the previous school year and establish student goals for the upcoming school year. The administrative team conducts class meetings twice a year with the freshman, sophomore, junior, and senior classes to establish and review school policies and procedures. Class meetings review the standards for RHS students regarding academic achievement, citizenship, and leadership. Student success in meeting those standards is recognized. Students facing difficulties in any aspect of student life are made aware of how to attain support.

Riverheads High School is truly a community school. Some members of the student body are second and third generation Riverheads High School students. There is stability among the staff as well: teachers frequently make the statement, “I taught that student’s parents,” or, “I went to school at Riverheads with that student’s parents.” A true sense of ownership is instilled within the students, parents, faculty, staff, and community; locally, it’s described as “Red Pride.” Recently, “Red Pride” was demonstrated when, in a two-week timeframe, the RHS student body and various school clubs sponsored a fundraising spaghetti dinner for a student receiving a heart transplant, raising over \$10,000 for the family. This act of kindness defines Riverheads High School and its community.

The Riverheads High School faculty is best described as a team. Beginning with the new teacher mentor program, teachers teach teachers what it means to teach at Riverheads High School. Sharing of instructional ideas, teaching strategies, and professional development creates a positive atmosphere for an instructional environment.

2. Engaging Families and Community

The Riverheads High School administrative team has an open door policy and encourages feedback from students, parents/guardians, staff, and community members. Whether answering questions, discussing student needs, setting up parent/teacher conferences, etc., the RHS administration is resolved to handle such concerns immediately.

Two strong RHS parent organizations are the Riverheads Band Boosters and the Athletic Boosters. Both organizations meet on a monthly basis, and have weekly communication with the administration. Although these organizations are parent organized, the RHS administrative team provides guidance to ensure that club goals meet the needs of RHS students. The two organizations engage over sixty-five percent of the parents through various sponsored club activities.

The RHS Student Council Association (SCA), Future Farmers of America (FFA), and National Honors Society (NHS) work closely with community stakeholders and businesses. These school-based chapters annually engage the community through numerous community projects: Toy Convoy, Christmas Alive, Toys for Tots, Church-sponsored Food Banks, and the Heavenly Hats Project, and others.

The Riverheads High School career coach, sponsored by Blue Ridge Community College, engages the community, parents, and businesses. With the assistance of RHS guidance counselors, the RHS career

coach organizes two major events: Reality Town and Career Fair. These events provide RHS students the opportunity to understand the relationship between career choice and lifetime goals. Both events involve local businesses and professionals interacting with students, helping them better understand the value of education, vocational training, military commitments, and work experience.

The RHS guidance department plays an integral role in communication with community stakeholders, businesses, and local organizations. Substantial scholarship monies are annually donated to students to pursue educational and vocational goals.

Communication with parents is essential, and is provided on a continual basis. Scheduled parent/teacher conferences are conducted each semester, including evening hours to accommodate various work schedules. Parents of rising seniors receive a letter regarding the graduation status of their child and any concerns regarding this status are immediately addressed. Our student information system has a parent/student portal that gives parents and students the opportunity to access student academic progress on a daily basis. Parents receive letters regarding state standardized assessment dates, tri-weekly academic progress reports, and disciplinary reports. The RHS school website is updated daily to afford parents and community members immediate information regarding school news. An automated phone call system is used to notify parents regarding school events and emergencies.

The success of RHS students is a result of the combined support of the RHS staff, parents/guardians, and community members.

3. Professional Development

Riverheads High School is dedicated to the professional development of its teachers; administrators and staff work closely together to create and support staff development opportunities. RHS teachers pursue professional development with peers at school, within the district, and with neighboring universities.

The philosophy of professional development at Riverheads High School is that teachers are the best teachers of teachers; therefore, the staff works collaboratively for the benefit of student success. One professional development opportunity afforded to new teachers at RHS is the new teacher mentorship program. This program is designed to support new teachers individually and enhance their instruction in the classroom. Mentor teachers assist new staff members throughout the year, discussing academic and non-academic student needs and addressing such needs. Both staff members benefit from this program: veteran teachers contribute the wisdom of experience and resources, and new teachers provide novel ideas.

RHS staff members also assist with professional development during school-led inservices. Teachers are encouraged to attend professional conferences in their specific academic areas, in order to keep abreast of research, strategies, and techniques that enhance student learning. Upon their return from the conference, the teachers share their expertise with colleagues at RHS. Although academics is the primary focus of school inservices, other aspects of a student's life have an impact on student success. Non-academic staff members have also led inservices for the faculty and administration; for example, CPR/First Aid Training was provided by the school nurse, and ongoing Infinite Campus and Google + Digital Transformation training is being led by the ITRT staff. Other staff members, including the school resource officer, guidance counselors, school psychologist, school social worker, media specialist, and building administrators have also provided inservice training to the RHS staff in recent years.

Augusta County Public Schools employs curriculum supervisors, who offer professional development in their respective curriculum areas. The supervisors hold countywide and schoolwide departmental meetings in order to share their expertise, analysis of data, and offer assistance to staff members. Augusta County teachers also use Teacher Direct, a Virginia Department of Education website that provides professional development information, including a calendar of conferences and webinars which support the SOLs.

Augusta County Public Schools also offers its professionals the opportunity to further their education

through reimbursement of post-graduate class tuition fees. RHS staff members are currently pursuing master's degrees through this program.

The RHS staff is supported by one another, the administration, the division, and the state.

4. School Leadership

The Riverheads High School leadership team consists of three administrators: the principal, assistant principal, and assistant principal/athletic director. An open-door policy has been communicated with teachers, parents, students, and community stakeholders. The philosophy of the Riverheads High School administration is to provide leadership, set goals, and enable the faculty and staff to be successful leaders within the classroom.

The administrative team has established a collaborative atmosphere with faculty, parents, and students, creating a culture of teamwork that promotes student success. The size of the student body allows a familiarity with all student subgroups. All RHS students have the opportunity to engage the administrative team at any time regarding the challenges they face, many of which can impact academic success. Administration, guidance, and faculty work together as a team to address challenges and resolve conflicts.

The Riverheads High School administrative team conducts daily classroom walkthroughs in order to ensure that instruction and student time-on-task are maximized. A meeting with each faculty member to discuss and assess student achievement goals is conducted before, during, and after each semester.

In addition to scheduled faculty meetings, the administrative team has organized a Faculty Chairperson Committee for the purpose of communication between the faculty and administrative team. Furthermore, a Faculty Concerns Committee has been established in order to provide the faculty with an avenue to express concerns regarding students, school climate, school safety, discipline, and any other issues that may be hurdles to students' academic success.

Promoting school leadership with the student body has been addressed through assemblies that pertain to bullying, appropriate use of the social media, drug awareness, and accepted social interactions. In addition to school assemblies, RHS school clubs provide leadership opportunities for students. The Riverheads High School SCA (Student Council Association) has provided an avenue of leadership opportunities for students to initiate programs, such as the SCA's ITITC (It's The Inside That Counts) program to address bullying. The SCA also has provided opportunities for the student body to raise money for community needs; such fundraisers have resulted in contributions of over \$24,000 in the last five years. The Riverheads FFA (Future Farmers of America) has established leadership opportunities within the school and community, including a successful working relationship with the local area food banks, as well as with local farmers.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>EOC Mathematics - Standards of Learning (2009)</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2009</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	94	94	84	93	96
Advanced	20	14	15	18	29
Number of students tested	226	290	301	325	248
Percent of total students tested	100	98	99	99	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	90	94	71	87	94
Advanced	7	8	1	11	15
Number of students tested	73	94	77		
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					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
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	94	94	84	93	96
Advanced	21	14	16	18	28
Number of students tested	217	280	291	312	238
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: The state's SOL Mathematics assessments were revised beginning with school year 2011-12. The revision took into account the more rigorous Standards of Learning put in place in 2009.

The state's longitudinal reporting system could not confirm Economically Disadvantaged participation counts. Division records allowed for manual verification through the 2011-2012 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>EOC Reading - Standards of Learning (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	94	96	92	94	90
Advanced	6	5	39	42	56
Number of students tested	136	143	127	125	141
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	88	94	85	94	76
Advanced	0	3	26	22	29
Number of students tested	41	41	29		
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					
Advanced					
Number of students tested					
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					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	94	96	92	93	88
Advanced	6	5	37	43	55
Number of students tested	132	142	121	123	134
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: The state's assessments were revised beginning with school year 2012-13. The revision took into account the more rigorous Standards of Learning put in place in 2010.

The state's longitudinal reporting system could not confirm Economically Disadvantaged participation counts. Division records allowed for manual verification through the 2011-2012 school year.