

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

1. Number of schools in the district: 31 Elementary schools
 (per district designation) 8 Middle/Junior high schools
8 High schools
0 K-12 schools
47 Total schools in district
2. District per-pupil expenditure: 13670

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	36	41	77
3	0	0	0		10	39	36	75
4	0	0	0		11	16	42	58
5	0	0	0		12	14	49	63
Total in Applying School:								273

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
85 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
10 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2009	248
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 45%
 Total number of students who qualify: 112

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%
 Total number of students served: 11

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>8</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>23</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	96%	97%	93%	92%
Daily teacher attendance	91%	92%	91%	93%	91%
Teacher turnover rate	6%	12%	6%	0%	0%
High school graduation rate	100%	100%	100%	100%	100%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>42</u>
Enrolled in a 4-year college or university	<u>96%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>2%</u>
Military service	<u>0%</u>
Other	<u>2%</u>
Total	<u>100%</u>

PART III - SUMMARY

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Located on the north side of the city of Richmond, Virginia, Richmond Community High School is an alternative public high school with an enrollment of approximately 270 students in grades 9-12. Since its inception in 1977, the school has provided a rigorous program of study for the development of students with above-average ability, creativity and innate desire to learn.

Richmond Community High School's mission is to provide students in the city's public schools with a focused curriculum emphasizing the development of academic skills and personal attitudes for achievement in higher education, leadership in the professions and community and success in their lives. The school's mission is achieved by:

- Nurturing students' abilities stressing strong personal development and academic preparation for college through the creative teaching of a challenging curriculum;
- Cultivating attitudes and interpersonal skills towards learning as a cooperative, mutual and communal activity among students, parents, teachers, administrators and the larger community; and,
- Preparing each student for admission to a college or university where his or her talent, academic ability and unique character will continuously develop towards success in his or her personal life, career and community.

Richmond Community High School is the only public secondary school in Virginia, and one of a few in the nation, that targets academically gifted children from disadvantaged backgrounds. Nearly 60 percent of the school's students come from deprived backgrounds, and the majority are African-American. The remaining 40 percent come from middle-class families to create a diverse student body whose members learn from each other's experiences and views. Since the school began in 1977, it has graduated over 1,100 students, most of whom otherwise might never have had the chance for reaching their potential.

Richmond Community High School allows students to come to terms with their exceptional abilities. They come face to face with a program that encourages them, often for the first time, to consider a future of promise. The first year is often difficult and different for many students. However, the school's organization and support systems promote the nurturing of students at all levels: academically, socially, culturally, and emotionally.

Richmond Community High School consistently has produced the highest achievement levels for all students. Since its inception, 100 percent of the students have been accepted by distinguished institutions of higher learning, including Ivy League schools, prestigious engineering and technical universities, and the armed forces academies. Ninety-nine (99) percent have attended college. Each year the graduating class of roughly 45-50 students is awarded between 3 and 4.5 million dollars in scholarships and grants.

Over the years, the school has received important recognitions from around the nation that include the following:

- Recognition by the Carnegie Foundation as one of 200 high schools in the nation that promote excellence in education.
- Kappa Delta Pi, a national honorary fraternity, listed RCHS in its *"Report of the Good School Project: One Hundred Good Schools."*
- The school won the Redbook Award for the 1991-92 school year.

- Education Week, one of the foremost national school publications, featured the school in its publication in July 1997;
- In 1998, Charles Osgood's national radio program featured the school as a model;
- U.S. News and World Report magazine has ranked the school among the nation's top 500 high schools for the years 2007, 2008, 2009, and 2010; and,
- In November 2010, Richmond Magazine listed Richmond Community High School as one of the top 13 high schools in the Richmond region.

The application process for admittance to Richmond Community High School begins in late November with an interest meeting for students and parents. During the meeting, students are advised to submit an application for admission to their zone middle school guidance counselor. The counselor then forwards the completed application with an official transcript, recommendations forms and attendance and achievement test data to the RCHS staff.

All applicants are required to interview and complete admission tests in the areas of reading, writing and mathematics. Testing and interviews are conducted in February. A rubric is used by the selection committee to award points to each applicant based on his/her academic performance, attendance, and interview results. Interviews are conducted by members of the RCHS staff, advisory council, alumni, and current RCHS seniors.

Letters of notification of the status of admission are mailed to candidates during March. Because each applicant receives a score, he/she is notified of the score earned and position among all applicants tested (*i.e.*, 25 of 260). Other factors that are considered by the admission committee include the socio-economic status of the family, creativity/talents of the applicant and potential of the applicant to contribute to the school. Only approximately 60-70 applicants are admitted to each incoming class.

The faculty and staff of Richmond Community High School continue to enroll disadvantaged students, not only those identified as gifted students but also those whose potential has not been recognized. The staff is proud of its efforts to work closely with the administrators, teachers, counselors and parents from all public and many private middle schools in the city of Richmond.

1. Assessment Results:

The Richmond Community High School vision emphasizes that every student will graduate from our school in four years with the academic knowledge and skills necessary to make a successful and smooth transition to postsecondary education.

A review of student achievement data for the school for the past five years clearly shows that our students consistently exceed federal "*No Child Left Behind*" requirements. During the past five years nearly every Richmond Community student achieved success on Virginia's Standards of Learning (SOL) tests in English/language arts and at least 89 percent achieved success in the area of mathematics during any given year. The school is proud to have earned Adequate Yearly Progress (AYP) each year during the period.

Richmond Community High School students' performance on state mandated testing in English/ language arts has consistently been among the highest in the district and metropolitan area. Students' scores for the past five years are as follows:

- 2005-2006 - 100 percent pass rate
- 2006-2007 - 100 percent pass rate
- 2007-2008 - 100 percent pass rate
- 2008-2009 - 97 percent pass rate
- 2009-2010 - 100 percent pass rate

Student performance in the area of mathematics on state mandated testing, while not as impressive as the results in English/language arts, has also been consistently high. Student achievement results on the Standards of Learning (SOL) in mathematics over the past five years are shown below:

- 2005-2006 - 98.89 percent pass rate
- 2006-2007 - 98.23 percent pass rate
- 2007-2008 - 89.31 percent pass rate
- 2008-2009 - 96.43 percent pass rate

Not only are Richmond Community High School students demonstrating proficiency on state mandated tests, many achieve "*advanced proficiency*" on the Standards of Learning (SOL). The number of students achieving advanced proficiency in English/language arts on the Standards of Learning has consistently reached 50 to 60 percent of the test takers each year. Advanced proficiency levels in mathematics are not nearly as high with scores ranging from 20-30 percent annually. Data on the school's performance on state testing is available at the Virginia Department of Education's website at <http://doe.virginia.gov>.

In order to close the achievement gap that exists between the numbers of students achieving "*advanced proficiency*" in English/language arts and mathematics, the faculty and staff have embraced an initiative over the past three years that involves increasing academic rigor in the school's curriculum. Our plan to increase the level of rigor in the school's curriculum has guided the staff to implement an array of supports to meet the needs of our students. The initiative includes providing expanded access to Advanced Placement (AP) classes, dual enrollment and other post-secondary exposure and acceleration strategies; improving guidance and counseling services and other efforts to increase individualization and personalization for students; providing increased academic supports for struggling students through revising our extended day tutorial program; investing in professional development for all teachers; and, providing multiple pathways and options for students.

2. Using Assessment Results:

The faculty and staff of Richmond Community High School make every effort to use data from student performance on district, state and national assessments to improve teaching and learning. Each year, the School Planning and Management Team (SPMT) prepares aggressive school-wide student achievement targets in the core subjects (*English, mathematics, science, social studies and foreign languages*) and select elective subjects (*career and technical education, visual and performing arts and health & physical education*). These targets are designed to be meaningful in terms of expected gains but achievable in practical terms. The targets are revisited annually to assure the “*stretching*” that is so necessary to continually improve the school’s performance. The targets are designed to motivate staff; form the basis of an accountability system that recognizes staff members and students; reflect the expectation of the superintendent and the Richmond City School Board; and, provide stakeholders with a standard to judge the success of the school.

Each year, new targets may be added where they do not exist, existing targets become more rigorous and emphasis is placed on increasing the number of students performing at the highest performance levels on state and national assessments that include Virginia’s Standards of Learning (SOLs), advanced placement and the SAT/ACT. School achievement targets are shared with staff, students, parents, and stakeholders at the beginning of each year via newsletters, PTA meetings, advisory council meetings, community meetings, posted on the website and other communication modes. The targets are also prominently posted in a “*data room*” in the main office and discussed during monthly instructional review meetings. Feedback from all stakeholders on the validity of the targets is encouraged and valued.

The use of school data throughout the school plays a vital role in our efforts in measuring the effectiveness of the staff’s efforts to support students, reach identified achievement targets and maintain a focus on instruction. Student achievement data is reviewed very carefully during monthly instructional review meetings between the principal and teachers. As a result, the principal is able to extrapolate from the review meetings which students are struggling. The size of the school (*approximately 270 students*) and the keen focus on instruction makes this possible. Efforts are launched promptly to inform and engage parents, school staff, district staff and others in supporting struggling students at Richmond Community and developing a plan to ensure that they have every opportunity to experience success.

Monthly instructional review meetings that involve the principal and individual teachers provide the platform for the efficient analysis of and planning for the use of school achievement data. The instructional review meetings are held during the time designated for teacher planning. The meetings are designed to help decrease the student failure rate, improve student attendance, increase opportunities for meaningful parental involvement, support struggling teachers and ensure that the principal is totally involved in all aspects of instruction. During the instructional review meetings the principal examines, documents and discusses with the teacher standards/objectives taught; skills mastered; instructional strategies used; student attendance issues; assessments administered; and, the levels of student performance on teacher made, district, state and national assessments. At times, other support staff members participate in the meetings. These persons may include the guidance counselor, social worker, and/or specific district instructional specialists.

3. Communicating Assessment Results:

The Richmond Community High School (RCHS) faculty and staff have developed and maintain a number of resources to ensure that open lines of communication with its stakeholders are in place. The resources used by the staff to communicate with both its internal and external publics include the following: publication and the electronic dissemination of a weekly newsletter (*The Community Chronicle*); daily morning community meetings with the entire student body; bi-weekly “family” advisement meetings with students; regular PTA meetings; bi-monthly faculty/staff meetings; periodic grade level meetings with students; “Parent Link” automated telephone calls to parents; and, much more.

The RCHS Advisory Council also assists the school with communicating with its stakeholders and partners. A primary goal of the Advisory Council involves working with the principal to develop an annual plan of activities. Elements of the plan focus on strengthening the school's ties to the community, educational institutions and agencies, businesses and interested citizens. In consultation with the principal, the Advisory Council also reviews the goals, standards, and accomplishments of Richmond Community High School programs.

Our efforts for student success are enhanced with significant parental involvement. Parents are an integral part of the vision of RCHS. We embrace the core belief that "*Parents are Partners.*" Our PTA enrollment and involvement has increased in recent years. All PTA meetings have an academic focus. In addition, parents serve as voting members of the RCHS Advisory Council and the School Planning and Management Team (SPMT).

Richmond Community continues to strive to create meaningful parental relationships and to keep parents informed of school programs and activities through our website, emails, newsletter, "Parent Link" telephone calls and regular PTA meetings. PTA meetings are held every other month on the second Tuesday. Teachers are available by appointment to meet with parents during their planning period and after school. In addition, the guidance counselor and administrative support staff facilitates parent-teacher meetings, as needed. The PTA also works to garner business partnerships for the school in order to foster relationships and opportunities for all students.

Finally, the school also provides parents with access to "EnGrade" online grade review during the school year. "EnGrade" enables parents to obtain a user ID and password to access their child's class attendance and grades at any time.

4. Sharing Lessons Learned:

The Richmond Community High School staff recognizes that our school, though small, is a very complex organization. We understand that our students are confronted with many developmental adolescent challenges; therefore, the breadth and depth of knowledge and skills that students must master to achieve high standards represents a very complex and challenging curriculum. The staff realizes that there are many reasons why our school isn't more successful, and we are often tempted to settle for just working really hard and blaming outside influences for our lack of results. Yet, we believe we must be willing to "*face the brutal facts*" that our school achievement data show about the difference between our high expectations and our students' current reality, and to work together to adjust instructional practices and programs to meet the challenges identified by the data.

The staff also recognizes that we have not "*arrived*" – that we will need to continue to learn and improve and discuss ways to do such. Rather than dwelling on past failures and fiscal and other limitations, our annual instructional targets have become the focus of our time and talk – more and more students being successful with rigorous school work.

Teachers at Richmond Community understand that they must work co-dependently and will benefit from the lessons learned by other educators. We also recognize the importance of sharing our success stories and challenges with others. Each year, our teachers attend district, regional, state and national conferences. During the past three years our teachers have presented at district and regional conferences for advanced placement teachers in English, science, mathematics and history/social studies. Our foreign language, health and physical education, and career and technical education teachers have attended regional, state and national conferences annually. Recently, our media specialist was selected to present at the national conference for media and technology.

1. Curriculum:

All core classes (*English, mathematics, science, social studies and foreign languages*) are honors or advanced placement level, and graduating automatically qualifies students for the Commonwealth of Virginia's Advanced Studies Diploma. Students are also encouraged to take at least one college-level class at a local college/university during their four years at Richmond Community.

The 90-minute 4x4 block schedule provides students with the time needed to achieve success. The 4x4 block schedule ensures that instructional time supports student learning across ability levels. A uniform block-scheduling design (*i.e., writing, oral presentations, test construct review, thematic focus and etc.*) is utilized throughout the school to ensure a common instructional focus. This common focus promotes student mastery of subject content.

Students at Richmond Community High School must take four years of English, mathematics, science and history/social studies. Students are required to take 11 AP English Language and 12 AP English Literature. Other English offerings include 10 and 11 honors English, honors creative writing, 09 honors reading and SAT verbal. Another important element of the English curriculum is the senior thesis. Each student is required to research, write and present the findings of a senior thesis before a panel of distinguished school and community leaders. Students earn 0.5 credits towards graduation for the senior thesis component upon graduation.

The mathematics curriculum at Richmond Community High School includes honors offerings in Algebra I, Geometry, Algebra II, Math Analysis, Calculus and Statistics. Students also have an opportunity to enroll in AP Calculus and AP Statistics.

Richmond Community High School's science offerings include honors classes in Environmental Science, Ecology, Biology, Chemistry and Physics. Advanced placement classes are available in Environmental Science, Biology and Chemistry. Additionally, all ninth graders are required to prepare a research paper related to a local, regional, state or national environmental science issue. Upon completion of the research paper, the students are awarded 0.5 credits towards graduation.

History/social studies offerings at Richmond Community High School include honors classes in World History I, World History II, US/VA History, and U.S. Government. Students may also elect to enroll in AP US History and AP Government.

Foreign language courses are available at Richmond Community High School and include honors levels classes in French, German, Spanish and Japanese at levels one through four. Students are required to complete at least three years in one foreign language or two years of two foreign languages prior to graduation. AP French is also available.

The fine and performing arts program at Richmond Community High School includes honors art one through four and AP art. Students may also select drama/theatre, instrumental music, advanced music theory, guitar, harp and choir. AP music theory is also offered.

Finally, the school offers a mandatory two-credit health & physical education program for students. Students may select from offerings that include 09 physical education, 10 physical education, swimming, and driver's education. Most recently, the school began offering an online health & physical education course to some students.

2. Reading/English:

The English departmental team at Richmond Community High School is very diverse and includes a blend of veteran teachers and those who are somewhat new to the profession. There are 3.5 teachers on the team at the present time.

Richmond Community High School's English Department offers a variety of writing and literature courses to students at each grade level. Course offerings range from developmental classes, which prepare students for the challenge of honors high school writing, to advanced placement (AP) classes in which students craft expository essays that persuade, synthesize, analyze, and inform. This sequence of composition classes is designed to develop and strengthen the critical thinking and writing skills that students need to succeed at the college level, in their future professions, and in their lives. Moreover, the department offers several elective classes such as creative writing and SAT preparation. Underlying all of the English department's offerings is the belief that language is essential to articulating ideas, collaborating with others, and creating solutions—fundamental skills for participating in the modern world.

All course offerings in English at Richmond Community High School are either honors or advanced placement level. Students at the honors and advanced placement levels are taught to become perceptive and enthusiastic readers. In advanced placement classes students are required to independently read scholarly and difficult texts for understanding, inference and context. Students must analyze various texts and synthesize information from those texts in order to reach new conclusions and formulate and defend positions. The primary goal of the English Department is to help students become comprehensive readers, writers, and revisers who can work independently on a variety of assignments and long-term projects. Our teachers require students to write with clarity, precision and depth with a strong sense of audience and voice, with good command of grammatical rules of academic English.

Students who experience difficulty in reading and writing are expected to take advantage of the school's extended day tutorial program. The program is designed to increase traditional learning time by adding two additional intensive hours of instruction to students' school day at least three times each week. During the tutorial sessions, teachers work to identify competencies that need reinforcing in each student through providing meaningful intense instruction. The goal of the program is to provide additional instruction and practice that is necessary for students to achieve higher academic performance.

3. Mathematics:

The Richmond Community High School mathematics teachers believe a solid foundation in mathematics is essential for success in the 21st century. The staff understands that many of the careers our students will pursue will require a strong foundation in mathematics.

The mathematics department is comprised of three full-time highly qualified mathematics teachers. Courses available to our students include honors Algebra 1, Algebra 2, Geometry, Math Analysis, SAT Math, Calculus, and Statistics all of which meet Virginia Department of Education standards. The Math Department also offers two Advanced Placement (AP) courses that have been approved for credit by the AP College Board: Calculus for AB as well as Statistics. For further math credit students may enroll in dual enrollment classes offered at J. Sargeant Reynolds Community College (JSRCC).

Students experiencing difficulty in mathematics frequently take advantage of the school's extended day tutorial program. Math tutorials are available three days a week after school for two hours. Transportation home is provided for the students. Each member of the school's math department tutors students for one or more days during the week. Funding to support the school's tutorial program is provided by the School Board of the City of Richmond.

Our teachers also utilize technology extensively to support the teaching of mathematics. Resources available include smart boards, document cameras, graphing calculators and select content specific

software such as geometry sketch pad. Two members of the team have undergone extensive advanced placement training in preparation for teaching the AP curriculum.

4. Additional Curriculum Area:

The Science Department at Richmond Community High School strives to meet the needs of all students. The program is designed to prepare students to use science for improving their lives and coping with our rapidly changing and increasingly technological society. Courses available in science at RCHS include honors Environmental Science, Biology, Ecology, Chemistry and Physics. Students may also enroll in advanced placement Environmental Science, Biology and/or Chemistry.

Our science teachers work tirelessly to produce informed students who are knowledgeable of and prepared to deal responsibly with science related social issues. The program strives to heighten students' awareness of the nature and scope of a wide variety of science and technology-related careers. For those students who aspire to pursue careers in science, the teachers strive to provide them with the knowledge every student needs to be successful.

The members of the Science Department recognize the need to encourage scientific literacy in students that goes beyond the regurgitation of facts, figures, and word meanings. RCHS students must understand the process of scientific inquiry and discovery and its effects on society. The teachers believe a successful science program must insure that all students see the need for competency in science and understand that science is a tool for solving everyday problems.

The science department at Richmond Community High School attempts to develop in all students the following knowledge, skills or attitudes:

- An ability to think in a manner which is logical, critical, creative, and independent.
- An ability to observe natural phenomena objectively and draw conclusions from these observations.
- An understanding of the process of science and its use as a tool to help solve personal and societal problems.
- An understanding and appreciation of our limited natural environment and a concern for its protection and future.
- An appreciation of the beauty and grandeur inherent in the order of the universe.
- A comprehensive scientific background necessary to function in a rational and intelligent manner.
- A realization that science is not only a body of knowledge and understanding but is also a search for knowledge.
- An ability to integrate science, technology, and society.
- An understanding of the interdependence of science with mathematics and the humanities.
- The realization that in order to become life-long learners and make meaningful contributions to society, they must not only learn and understand science but also must do science.

5. Instructional Methods:

The principal maintains a current log of the amount of time spent daily focusing on instruction and has established the goal of spending no less than 60 percent of each school day engaged in activities that improve instruction. These activities include formal, walk through and informal classroom observations; instructional review meetings with teachers, staff, students and parents; SPMT, curriculum, departmental and faculty meetings with an instructional focus; meetings with district and community leaders that relate to instruction and student achievement; preparing instructional reports; and, other tasks.

Richmond Community High School's instructional program promotes students' mastery of Virginia's Standards of Learning and beyond. All core classes (*English, mathematics, science, history/social studies and foreign languages*) offered at the school are honors or advanced placement (AP) level. Students must earn 32 credits prior to graduation. Graduating from Richmond Community High School automatically qualifies students for the Commonwealth of Virginia's Advanced Studies Diploma.

Students are also encouraged to take at least one college level class at a local university during their four years at Richmond Community High School. An articulation agreement allows RCHS students to take dual enrollment classes at J. Sargeant Reynolds Community College without charge.

Numerous advanced placement (AP) courses are offered at Richmond Community. The school's advanced placement science offerings include Environment Science, Biology and Chemistry. In the area of mathematics students may enroll in advanced placement Calculus AB and Statistics. English/ language arts offerings include 11 AP English Language and 12 AP English Literature. Finally, AP United States History and AP Government make up the history/social studies offerings for the school. Other AP offerings include AP Art and AP Music Theory.

Richmond Community's teachers also understand the importance of differentiating instruction in order to match the varied learning styles of our students. The staff recognizes that young people today learn differently and, as such, lessons must be presented in multiple formats. Teachers work to integrate technology, utilize small group instruction, plan project based activities, assign writing assignments and many other instructional methodologies. Teachers also plan and deliver collaborative lessons. It is not uncommon to find our art teacher working with a Geometry class or the instrumental music teacher collaborating with the history/social studies teacher.

Students who need support to succeed in their honors or advanced placement classes are encouraged to take advantage of the school's extended day tutorial program. The program adds two additional intensive hours of instruction to students' school day at least three times each week. The goal of the tutorial program is to provide students with the additional instruction and practice that is necessary to achieve higher academic performance.

6. Professional Development:

Professional development for teachers is an integral component of Richmond Community High School's efforts to create a professional learning community that focuses on academic achievement. The members of the School Planning and Management Team (SPMT) assist the principal in identifying appropriate professional development topics for the school year. Additionally, data collected from classroom observations, teacher surveys, student achievement reports and other sources is used to determine and identify professional development needs.

Richmond Community High School's professional development program over the past three years has primarily focused on increasing academic rigor in the school's curriculum. Because a number of the students at Richmond Community perform above the proficiency level on state mandated testing, they need and deserve the opportunity to experience the rigor and vigor of higher-level classes. To meet this challenge, a number of the core and elective teachers have been introduced to Advanced Placement (AP) training.

The following strategies have been implemented to promote increased rigor in the school and the implementation of AP classes:

- Increasing AP course offerings to support student interest;
- Providing teachers with opportunities to attend local, regional, state-wide and national AP training sessions;
- Initiating a mentoring program for AP teachers; and,
- Offering teachers incentives when their students achieve determined passing rates on AP exams.

Additionally, teachers new to the school are assigned a tenured mentor teacher during the first two years. The mentor has the responsibility of supporting the new teacher as he/she adjusts to the culture of the school and the demands of teaching in a small urban high school.

7. School Leadership:

The School Planning and Management Team (SPMT) is the lead decision-making and planning group for Richmond Community High School. SPMT members include the school principal, guidance counselors, teachers representing English, mathematics, science, history/social studies, foreign language, and career & technical education. Other members of the SPMT include the media specialist, school secretary, custodial crew leader and a parent. The SPMT meets bi-monthly or more frequently if circumstances dictate the need to do so. All meetings are documented with minutes that include an attendance roster and agenda.

Richmond Community High School's SPMT members are responsible for building a community where all members of the faculty and staff have a voice in the decision making process. The duties of SPMT members include: improving school curriculum and instruction; establishing policy guidelines for the school; responding to school concerns either directly or through delegating; monitoring and evaluating the implementation of the school plan; promoting effective resource utilization and coordination; and, planning for staff development, new student admissions, school-wide testing, public relations and more.

The principal is the instructional leader of the school and meets every two weeks with the SPMT to review student achievement, attendance and discipline data and to discuss strategies which support and improve the delivery of instruction and school operations. He also conducts daily classroom observations and monthly instructional review meetings with teachers. The instructional review meetings allow the principal to examine and document lesson objectives taught, skills mastered, student absences, assessments administered, level of student performance on teacher made, district, Standards of Learning (SOL) and advanced placement (AP) assessments.

For the past two years, RCHS has participated in a partnership with the *Virginia Advanced Studies Strategies, Inc. (VASS)*, a non-profit corporation affiliated with the National Math and Science Initiative (NMSI) that coordinates the planning, management, implementation and funding of teacher training and incentive training for the College Board's Advanced Placement (AP) and pre-AP mathematics, science and English courses. The VASS program has provided extensive training for teachers; additional time on task for students; financial incentives for teachers and students based on academic results; and, mentoring for teachers. The primary goal of the partnership is to increase the number of students taking AP exams and to increase the number of students attending and graduating from college.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: mathematics

Edition/Publication Year: Unknown/Unknown Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	99	98	98	99	100
Advanced Proficiency	29	20	24	33	66
Number of students tested	116	136	136	158	86
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100	100	100	100
Advanced Proficiency	26	22	31	30	42
Number of students tested	27	46	13	44	19
2. African American Students					
Proficient	99	98	98	99	100
Advanced Proficiency	25	20	25	36	33
Number of students tested	100	128	118	140	73
3. Hispanic or Latino Students					
Proficient					
Advanced Proficiency					
Number of students tested					
4. Special Education Students					
Proficient	100	83	100	94	
Advanced Proficiency	36	25	39	27	
Number of students tested	11	12	13	17	
5. English Language Learner Students					
Proficient					
Advanced Proficiency					
Number of students tested					
6. White					
Proficient	100			100	100
Advanced Proficiency	54			21	36
Number of students tested	13			14	11
NOTES:					

11VA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: English Reading

Edition/Publication Year: Unknown/Unknown Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	100	100	100	100
Advanced Proficiency	58	76	69	75	67
Number of students tested	65	43	48	58	39
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100		100	100
Advanced Proficiency	62	81		75	60
Number of students tested	21	11		20	10
2. African American Students					
Proficient	100	100	100	100	100
Advanced Proficiency	58	79	64	75	65
Number of students tested	62	39	42	49	32
3. Hispanic or Latino Students					
Proficient					
Advanced Proficiency					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced Proficiency					
Number of students tested					
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient					
Advanced Proficiency					
Number of students tested					
NOTES:					

11VA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	98	99	99	99	100
Advanced Proficient	29	20	24	33	66
Number of students tested	116	136	136	158	86
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100	100	100	100
Advanced Proficient	26	22	31	30	42
Number of students tested	27	46	13	44	19
2. African American Students					
Proficient	99	98	98	99	100
Advanced Proficient	25	20	25	36	33
Number of students tested	100	128	118	140	73
3. Hispanic or Latino Students					
Proficient					
Advanced Proficient					
Number of students tested					
4. Special Education Students					
Proficient	100	83	100	94	
Advanced Proficient	36	25	39	27	
Number of students tested	11	12	13	17	
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6. White					
Proficient	100			100	100
Advanced Proficient	54			21	36
Number of students tested	13			14	11
NOTES:					

11VA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	100	100	100	100
Advanced Proficient	58	76	69	75	67
Number of students tested	65	43	48	58	39
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
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Number of students tested	62	39	42	49	32
3. Hispanic or Latino Students					
Proficient					
Advanced Proficient					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced Proficient					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient					
Advanced Proficient					
Number of students tested					
NOTES:					

11VA1