

2026 Academic Year Governor’s School Report

Submitted in accordance with FY2027 Budget Item Chapter 725, Item 125(C)(27)(i) Item 125 (DOE/ DAPE) State Education Assistance Programs. HB1600 - Chapter 725

Each Academic Year Governor’s School shall set diversity goals for its student body and faculty and develop a plan to meet said goals in collaboration with community partners at public meetings. Each school shall submit a report to the Governor by October 1 of each year on its goals and status of implementing its plan. The report shall include but not be limited to the following: utilization of universal screenings in feeder divisions; admission processes in place or under consideration that promote access for historically underserved students; and outreach and communication efforts deployed to recruit historically underserved students. The report shall include the racial/ethnic make-up and socioeconomic diversity of its students, faculty, and applicants.

To ensure accuracy, each Academic Year Governor’s School (AYGS) will report demographic data from SY25-26 to be submitted to the Governor’s Office on October 1, 2026.

School Information	
Governor’s School Name	Chesapeake Bay Governor’s School for Marine and Environmental Science
School Address	13027 Historyland Highway Warsaw, VA 22572
School Phone Number	804-443-0267
Director	Dr. Rob Wright
Grade Levels Served	10-12
Number of Students	225
Participating School Districts	Colonial Beach, Essex, King George, Lancaster, Middlesex, Richmond County, Westmoreland, King and Queen, Gloucester, King William, Mathews, Caroline, Northumberland, New Kent
Area(s) of Focus	Math, Science, and Marine and Environmental Science
Anticipated College Credits Awarded per Student	Minimum 51 credits, maximum 66 credits (5 optional summer courses)
College Matriculation Rate for SY24-25	100%

Primary Diversity Goal(s)

1. CBGS will partner with our participating home school divisions to broaden recruitment and strengthen retention of students that results in a diversified applicant pool of students and enrolled student body that is representative of the demographics of each participating home school division.
2. CBGS will recruit and retain a highly qualified faculty who reflect the diversity of the students and communities we serve.

Plan for Progress toward Goal(s)

CBGS Student Recruitment Strategies

- The CBGS Director will continue to partner with the CBGS Advisory and Parent Advisory Committees to identify strategies for improving recruiting efforts.
- The CBGS Director will partner with CBGS and division staff to host events to share information with prospective students and their families to build program awareness and knowledge of the application and selection process. These include:
 - Evening open houses
 - Parent information nights at participating high schools
 - CBGS campus tours
 - High school lunchroom visits
- CBGS will maintain a social media presence to build program awareness.
- CBGS will use promotional and recruitment materials that represent the diversity of our student body.
- CBGS will continue to use a selection process that relies on multiple criteria for evaluating applicants.
- CBGS will continue outreach events at local elementary and middle schools to build program awareness from an earlier age.
- The CBGS Director will educate CBGS Advisory members and School Counselors on the program's eligibility requirements to ensure that all interested students have taken the required math courses by the end of 9th grade.

Division-level Student Recruitment Strategies

- Identify eligible students through coursework, math placement, and GPA to ensure all qualified students, including underserved populations are informed of the opportunity to apply.
- School counselors and division staff provide individualized outreach and encouragement to students and families through meetings, phone calls, emails, and application support to reduce barriers to apply.

- Some divisions provide students with early exposure to CBGS through middle school outreach, classroom presentations, information sessions, to help students and families better understand the program and envision themselves as future participants.
- Divisions work to expand their student pipeline by promoting enrollment in advanced math coursework and ensuring students are placed in math courses to meet CBGS eligibility requirements.

CBGS Student Retention Strategies

- CBGS teachers will offer tutoring weekly to all students, with targeted efforts for students who are underachieving.
- CBGS will provide academic plans of support for students who are academically struggling to support the retention of enrolled students.

Staff Recruitment and Retention Strategies

- CBGS will continue to expand recruitment efforts to include professional networks and college and university connections, including at HBCUs.
- CBGS will continue to prioritize staff salaries and benefits.
- New staff will be provided with a mentor for additional support during their first year at CBGS.

Current Practices for Screening and Admission of Students

CBGS has a standardized admissions process across all divisions. The CBGS recruitment process begins in the fall semester each year with recruitment events in each participating division. Student applications are due at the division level in December or January.

Division-level teams review applications in February/March to make admissions decisions based on the following standardized criteria:

- Science Writing Prompt (20%)
- Teacher Recommendation (30%)
- MAP Math Assessment (30%)
- GPA (20%)

Some divisions elect to include a student interview as part of their application process, using the following rubric:

- Science Writing Prompt (20%)
- Teacher Recommendation (20%)
- MAP Math Assessment (30%)
- GPA (20%)
- Interview (10%)



**2025-2026 CBGS Student Body by Subgroup
(reported in percentages)**

Subgroup	CBGS Total	Division 1	Division 2	Division 3	Division 4	Division 5	Division 6	Division 7
American Indian/ Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	2.6%	0.0%	0.0%	0.0%	4.5%	4.5%	0.0%	0.0%
Black, not of Hispanic origin	13.4%	0.0%	16.7%	10.5%	4.5%	13.6%	14.3%	0.0%
Hispanic	5.2%	0.0%	11.1%	0.0%	4.5%	9.1%	14.3%	13.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races	6.1%	10.5%	5.6%	0.0%	4.5%	13.6%	0.0%	13.3%
White, not of Hispanic origin	72.7%	89.5%	66.7%	89.5%	81.8%	59.1%	71.4%	73.3%
Economically Disadvantaged	19.5%	36.8%	55.6%	10.5%	Data not available	0.0%	85.7%	13.3%

Subgroup	Division 8	Division 9	Division 10	Division 11	Division 12	Division 13	Division 14
American Indian/ Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	7.1%	0.0%	10.5%	5.3%	0.0%	0.0%	0.0%
Black, not of Hispanic origin	0.0%	33.3%	36.8%	0.0%	20.0%	19.0%	50.0%
Hispanic	0.0%	0.0%	5.3%	0.0%	0.0%	14.3%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races	0.0%	8.3%	5.3%	0.0%	0.0%	14.3%	0.0%

White, not of Hispanic origin	92.9%	58.3%	42.1%	94.7%	80.0%	52.4%	50.0%
Economically Disadvantaged	14.3%	0.0%	15.8%	26.3%	25.0%	14.3%	0.0%

**2025-2026 Applicants by Subgroup
(reported in percentages)**

Subgroup	CBGS Total	Division 1	Division 2	Division 3	Division 4	Division 5	Division 6	Division 7
American Indian/ Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	5.1%	14.3%	37.5%	7.1%	0.0%	0.0%	0.0%	0.0%
Black, not of Hispanic origin	11.7%	0.0%	25.0%	0.0%	12.5%	14.3%	14.3%	14.3%
Hispanic	7.3%	0.0%	0.0%	7.1%	12.5%	0.0%	14.3%	14.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races	5.1%	0.0%	12.5%	0.0%	0.0%	14.3%	0.0%	0.0%
White, not of Hispanic origin	70.8%	85.7%	25.0%	85.7%	75.0%	71.4%	71.4%	71.4%
Economically Disadvantaged	21.9%	21.4%	62.5%	7.1%	Data not available	0.0%	85.7%	0.0%

Subgroup	Division 8	Division 9	Division 10	Division 11	Division 12	Division 13	Division 14
American Indian/ Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%
Black, not of Hispanic origin	0.0%	16.7%	16.7%	6.7%	18.2%	9.1%	75.0%
Hispanic	0.0%	0.0%	16.7%	0.0%	9.1%	36.4%	0.0%

Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races	15.4%	0.0%	16.7%	0.0%	9.1%	9.1%	0.0%
White, not of Hispanic origin	84.6%	83.3%	50.0%	93.3%	63.6%	36.4%	25.0%
Economically Disadvantaged	23.1%	8.3%	16.7%	26.7%	18.2%	18.2%	50.0%

2025-2026 AYGS Faculty by Subgroup

Sub-Group	Faculty Percentage
American Indian/ Alaska Native	
Asian	6.25%
Black, not of Hispanic origin	
Hispanic	
Native Hawaiian or Pacific Islander	
Two or more races	6.25%
White, not of Hispanic origin	87.5%