

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Dianne H. Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Clover Hill Elementary
(As it should appear in the official records)

School Mailing Address 5700 Woodlake Village Parkway
(If address is P.O. Box, also include street address)

Midlothian VA 23112-2434
City State Zip Code+4 (9 digits total)

Tel. (804) 739-6220 Fax (804) 739-6227

Website/URL <http://chesterfield.k12.va.us/~wwhiteoa/CloverHillElem/Home/html>
Email Dianne_Smith@ccpsnet.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Billy K. Cannaday, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chesterfield County Public Schools Tel. (804) 748-1411

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Elizabeth B. Davis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. 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.
5. 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.
6. 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

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 36 Elementary schools
 12 Middle schools
 N/A Junior high schools
 11 High schools
 60 TOTAL
2. District Per Pupil Expenditure: \$6,392.00*
 Average State Per Pupil Expenditure: \$7,649.00* (*Figures represent 2001-2002 school year)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 10 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	52	81	133	7			
1	75	82	157	8			
2	60	80	140	9			
3	56	66	122	10			
4	78	82	160	11			
5	70	67	137	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							849

10. Students receiving special education services: $\frac{9}{76}$ %
 Total Number of Students Served
- Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___ Autism	___ Orthopedic Impairment
___ Deafness	<u>7</u> Other Health Impaired
___ Deaf-Blindness	<u>18</u> Specific Learning Disability
___ Hearing Impairment	<u>36</u> Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	<u>2</u> Visual Impairment Including Blindness
<u>8</u> <i>Emotionally Disabled</i>	<u>5</u> <i>Developmentally Delayed</i>

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)	2	0
Classroom teachers	35	1
Special resource teachers/specialists	9	6
Paraprofessionals	9	0
Support staff	0	6
Total number	45	13

12. Student-“classroom teacher” ratio: 24:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.35	96.59	96.70	96.21	96.78
Daily teacher attendance	NA	95.50	96.10	96.05	96.17
Teacher turnover rate	3%	9%*	3%	0%	3%
Student dropout rate					
Student drop-off rate					

(*Two teachers relocated due to husband’s employment, one teacher transferred to middle school)
 (NA – Attendance totals not available from Chesterfield County Central Office)

PART III - SUMMARY

Built on timbered woodland, Clover Hill Elementary, a K through 5 school in Midlothian, Virginia, opened its doors in September 1986. The school derived its name from Clover Hill Plantation, one of Chesterfield County's oldest land holdings, dating back to 1670. Mrs. Delores Cale welcomed 432 children and 30 teachers. After Delores Cale's retirement, Dianne Smith became principal. Since its inception, enrollment has increased to 849 students and 44 teachers.

Clover Hill Elementary School's mission is to create a safe, stimulating environment in which children receive quality instruction that fosters academic accomplishment, high self-esteem, and life-long learning. Administrators, teachers, and parents foster an educational environment that stresses academic achievement, social skills, and good health and fitness. Unique learning styles are addressed so that each child can achieve competence in communication, computation, and organizational skills. The school community teaches and models respect, responsibility, honesty, and accountability. Developing self-discipline, students learn to accept responsibility for their actions. Teachers provide activities that build basic skills and knowledge, as well as stimulate inquiry, problem solving, and creative thinking. Cultural diversity is recognized and respected. Clover Hill aspires to be values led, people centered, and achievement oriented.

Nestled among the neighborhoods of Woodlake, the school assumes joint responsibility with the home and community for its educational programs. PTA membership exceeds 100 percent, and 100 percent of the staff joins the organization. A Volunteers in Education Program provides about 300 participants each year. Shared successes include: Career Day, Fall Festival, partnerships with local businesses, before-school parent coffees, a Walking/Jogging Club, a weather garden and an amphitheater, after-school enrichment classes, an after-school Chess Club, and visits from special performers. Open communication and cooperation make these opportunities possible.

Clover Hill boasts numerous academic and student achievements. In 1997, it became one of two schools in Chesterfield County to pass the Virginia Standards of Learning Assessments, achieving full accreditation. Third and fifth graders have passed all areas of the tests during the last six years. Other successes include: tutorial partnerships and Latin instruction with neighboring high schools; a first and third grade Spanish program; poetry winners in the Junior American Citizenship Program; four state level winners in the Virginia Thanksgiving Festival Essay Contest; winners in the National East Coast Region NASA Project; winners in the Stock Market Games; and participation in the Virginia Mathematics League, School Safety Patrol, and Student Council.

The staff is proud of its accomplishments. One hundred percent of the staff completed the LCI (Learning, Creating, and Integrating) technology projects. A teacher won the REB award to study abroad. Clover Hill staff members sponsor: the Student Government Association, the Safety Patrol, the Art Club, the Pride Club, the Pyramid Concert, the Talent Show, Fitness Night, the Columbia Student Visitation Program, and small group parent programs.

Clover Hill continuously identifies and responds to new and changing educational programs to meet student needs. Its focus areas, as stated in the School Improvement Plan 2001 – 2006, are academics and technology. Concern for children remains its number one priority. With the support and dedication of its excellent staff and community, Clover Hill will remain one of the finest elementary schools in the Commonwealth.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Clover Hill Elementary School measures student achievement using both criterion-referenced and norm-referenced tests. The Virginia Standards of Learning assessments are the criterion-referenced assessments which are administered in the spring of the third and fifth grades. The Stanford Achievement Tests are the norm-referenced tests, which are administered in the fall of grade 4. Clover Hill has consistently been rated as a “high achieving” school on both instruments.

The Virginia Standards of Learning (SOL) were adopted in the summer of 1995 by the state Board of Education to emphasize the importance of instruction in the core academic areas of English, mathematics, history/social science, and science. As cited in the *Virginia SOL Technical Manual* (May 2000, p.1) the standards are intended “to set reasonable targets and expectations for what teachers are expected to teach and students are expected to learn.” The assessments of the standards are designed to inform teachers and parents what students are learning in relation to those standards and to hold schools accountable for teaching the content covered. Virginia’s accreditation standards are based on school performance on these tests in terms of the percentage of the students passing. A 600 point scaled score is used to determine levels of proficiency; 400-499 scores are rated Pass and 500-600 scores are rated Advanced. In general the Advanced rating is given for achievement levels of 90% or higher. Students at Clover Hill Elementary School have consistently been among the top scoring in the state in English and Mathematics. Total percentage passing rates for the school have ranged from 88 to 99 over the past three years. This passing rate is significantly higher than the passing rate for the state for all five years. Disaggregating the scores reveals two groups of students with percentages that exceed 10% of the school population for some of the tested years. The percentage of students with disabilities has ranged from 9% to 19%, and the percentage of African-American students has ranged from 5% to 13%. Clover Hill’s students with disabilities have passed the SOL tests in higher percentages than students with disabilities in the state and the state as a whole in English and mathematics for third and fifth grades in all of the past five years. The pass rates for third grade African American students at Clover Hill have also exceeded average pass rates for third grade African American students as well as third graders statewide. However, in fifth grade the school’s percentage pass rate exceeded the state’s for African American students with the exception of English scores in 2001-02. Noteworthy, three of the six students in this subgroup had IEP’s. The African American students at Clover Hill surpassed the total fifth grade state average for three of the five years. Increasing SOL scores for all students is a goal that the school is actively pursuing through the implementation of the current School Improvement Plan.

Clover Hill has also been a high achieving school, resulting in NCE scores ranging from 60.5 – 70.8, in reading and mathematics achievement as measured by the Stanford Achievement Tests. The Stanford is administered in the fall of grade 4 as part of the Virginia State Assessment program. For the past five years, NCE scores in reading have ranged from 60.5 to 63.0 and from 61.5 to 70.8 in mathematics. Another indicator of academic success, the quartile distribution has shown relatively few students in the lower quartile (2%-6% in mathematics and reading, respectively) over the five-year period. From 74% - 81% of the students in the fourth grade have obtained scores at or above the 50th national percentile in reading achievement and from 79%-90% of the students have received scores at or above the 50th national percentile in mathematics. Disaggregating the Stanford data reveals that performance for both groups has been consistently higher than their counterparts statewide.

2. Clover Hill Elementary School uses assessment data to understand and improve student and school performance. To direct instruction, remediation, and enrichment, teachers use formal and informal assessments, classroom observation and questioning, and item analyses from standardized test scores. Teachers design lessons and assessments based on standards of learning before the lesson is taught. When students have a clear understanding of the learning objective and the assessment is directly aligned with the standard, there is confirmation that knowledge has been gained. Continually, teachers evaluate Clover Hill's performance to that of other schools in Chesterfield County and Virginia to guide curriculum revisions. Each school in Chesterfield County has Lead Teachers in all curriculum areas. Lead Teachers attend a monthly county meeting and at Clover Hill report to a school Curriculum Committee following the meeting. They present significant test data and current research on testing. Curriculum Committee members report to the faculty at grade level team meetings. The Flannigan Tests of Higher Standards, designed by a professor at the College of William and Mary, simulate state SOL tests. Clover Hill was a target school for the Flannigan Tests in 2001 - 2002, purchasing the assessments through a school fund initiative. During that school year, teachers used these assessments to help third, fourth, and fifth graders prepare for the SOL tests. Teachers and students analyzed and discussed test answers, using the information for additional learning and instruction. Clover Hill's success with the Flannigan Tests of Higher Standards contributed to the decision to purchase these assessments countywide for 2002 - 2003.

3. Clover Hill Elementary School effectively communicates student performance to students, parents, and the community. Report cards, issued each nine weeks, reflect student achievement through grades and pertinent teacher comments. Children earning all A's are placed on Distinguished Honor Roll, and those earning all A's and B's are placed on Scholastic Honor Roll. Students who do not make honor roll receive a Certificate of Improvement if they show progress in a subject area. Music, art, and physical education teachers also give Certificates of Improvement. Additionally, interim reports are sent home midway through the grading period. Special recognition is given to members of the Math Hall of Fame, Spirit Award winners, Spelling Bee winners, Mathematic League Test winners, Physical Best Award winners, Presidential Academic Fitness Award winners, and students who achieve their Accelerated Reader goals. Teachers in fifth grade present the Pat Pagels Award to an outstanding student each year. Administrative, teacher, and PTA monthly newsletters celebrate student accomplishments. Clover Hill's expectation is for each teacher to conference with parents or guardians the first nine weeks of school. Teachers in the primary grades use this opportunity to discuss evaluative tests administered. Fifth grade teachers use this conference to discuss student performance on the Writing Predictor Test given the previous spring. Teachers and administrators are available for additional conferences as needed throughout the year. Administrators conference with parents during the summer to discuss a student's past performance and to make recommendations for the upcoming year. Monthly parent coffees, hosted by the principal Dianne Smith, inform parents of student progress and give them a forum to voice their concerns. Test results are shared at PTA Executive Board and Curriculum Night meetings. Clover Hill mails the results of standardized testing to parents or guardians. Stanford 9 test results are mailed in the fall and SOL test results are mailed in July. Additionally, parents or guardians receive by mail test results of students screened for giftedness. A School Report Card, sent to the community during the first semester, compares Clover Hill's test scores to county and state scores.

4. Clover Hill Elementary School shares its successes with other schools willingly. Teachers attend countywide, curriculum share sessions. At county meetings and inservices, Lead Teachers present innovative curriculum ideas and strategies that have worked well in our school. An invitation is extended to the Superintendent, his staff, School Board members, and Program Specialists to attend unique events. Not only does this allow us to demonstrate how we engage students, but it also serves as a vehicle for advertising our successes. Our school welcomes visits from other schools and school divisions to observe teaching techniques and programs. Clover Hill invites other schools to use our teacher-made websites and WebQuests, and inquiry-oriented activities in which most or all information used by learners is drawn from the Web. Teachers have created SOL assessments and made them available on the Internet. Administrators and teachers meet with other elementary schools in geographic teams to review test results and share ideas for successful remediation programs. Articles are submitted to the county newsletter, The Direct Line, for recognition of teacher and class achievements.

PART V – CURRICULUM AND INSTRUCTION

1. Clover Hill’s curriculum is driven by the Virginia Standards of Learning. Curriculum Overviews, Curricula Planning Resources, and Pacing Guides provided by Chesterfield County direct classroom instruction. Lessons are tailored to meet the high standards stated in these documents.

The highly qualified teachers of Clover Hill know the standards of subject content and how to effectively deliver instruction. A challenging curriculum assures that children will learn to think and become lifelong learners. Quality curriculum is current and pertinent. Knowledge gained from the curriculum enables students to meet challenges in the real world. Clover Hill’s curriculum applies research and uses effective teaching practices to improve student learning. It is implemented by highly qualified, caring teachers and engages students in rigorous and diverse learning activities.

In language arts, the goals are to become fluent and strategic readers, writers, and speakers; to appreciate reading as a leisure activity; and to use the English language proficiently. This spiraling curriculum continues to build on and refine the skills, strategies, and behaviors that will enable students to fulfill the program goals. Reading is a priority and students are encouraged to read a variety of literature. Effective communication skills are practiced in group activities and in presentations. Reading comprehension strategies are applied in all subjects.

In mathematics, students analyze problems, reason and communicate mathematically, and understand real life mathematical situations. Hands-on, interactive approaches are used to develop number sense, measurement, and geometric concepts. Emphasis is placed on operations with numbers, units of measurement and time, geometry, and estimation. Problem solving strategies are developed through activities that allow comparing, counting, graphing, and patterning. Opportunities are provided for students to analyze problems, reason and communicate mathematically, and use math as a tool for daily living and learning. Students are encouraged to make connections between mathematics and other subject areas in order to see the relevance of mathematics in today’s world.

History and social sciences are divided into four categories: history, geography, economics, and civics. In history, students learn about famous people, ancient countries, American Indians, historical events, and communities. Map skills, tables, graphs, and charts are stressed in geography. Students are expected to understand economic decision-making, basic needs and wants, goods and services, and uses of natural resources. Good citizenship, responsibility, and patriotism are emphasized in civics. Students recognize cultural and ethnic diversity and develop tolerance for those who are different. Concepts of government are introduced and connections are made to ancient and present day systems of ruling.

The science curriculum is activity-based with well-designed, student-centered activities that provide meaningful, thoughtful science experiences. Students learn about science in our program by conducting simple experiments, making observations, measuring, and collecting data. The science curriculum is a theme-based approach. During the elementary school years, students are exposed to the following four categories: Earth/Space Systems and Cycles; Force, Motion, Energy, and Matter; Life Processes and Living Systems; and Scientific Investigations. Students develop an open-mindedness, a respect for logic, a consideration for premises and consequences, and an appreciation for the world in which they live. Science knowledge, skills, and processes acquired will increase performance and understanding in all subject areas and will lay the foundation for future learning and problem solving.

Students are engaged in significant content in all curricula areas as they apply the essential skills of: critical thinking, listening, oral communication, problem solving, reading, writing, research, and technology.

2. Students at Clover Hill Elementary are presented with a balanced approach to reading instruction. As early as kindergarten, there is an emphasis on phonemic awareness and recognition of basic sight words. Teachers in the primary grades display words used frequently on Word Walls. These words are used to enhance phonetic awareness, encourage correct spelling, develop vocabulary, and enrich children's writing. Children write daily, and their pieces are prominently displayed throughout the school. Teachers present students with a wealth of diverse literature. They are committed to instilling a love of reading in all grades. As students move into grades 3, 4, and 5, the Accelerated Reader Program becomes an intricate part of each child's day. For this program, pupils read a variety of books at a predetermined independent level and take computer-generated tests. Even the most reluctant reader enjoys this motivational reading experience. The Reading Specialist, instructional aides, and classroom teachers provide small group instruction in language arts. There is an emphasis on early intervention by the Reading Specialist. With this approach, most children are reading at or above grade level by the end of third grade. In our school, children are encouraged to become independent readers by the end of first grade. They are expected to read independently for pleasure and to respond to reading assessments without teacher assistance. Each grade level builds reading skills on a firm foundation. Communication of precise expectations among administration, parents, and teachers help to make our reading program successful.

3. The history and social sciences curriculum shows great relevance to essential skills and knowledge based on our school's mission. Our mission statement indicates that we will foster academic accomplishments, high self-esteem, and life-long learning in a safe, stimulating environment. In all areas of history and social sciences there is a quest to motivate students to continue their search for knowledge and academic excellence. Particularly in the category of civics, the students are exposed to skills that teach them to assume responsibility for their actions. In this area of study, pupils learn that consequences follow actions and that rules in any community are necessary and important for the safety of all. Civics delves into the topics of individual rights and respect for the property of others. It is in this unit of study that students repeatedly hear the words accountability, respect, honesty and responsibility, our core values. Diversity is a topic of study in civics. Children are taught to respect diverse ethnic origins, customs, and traditions. They discover that many people of various ethnicities have made contributions to their communities. Regardless of our heritage, we are all united as Americans by common principles. Students are lead to realize that respect for all people is essential for a safe school and community.

4. In an effort to improve and enhance learning, our teachers utilize a variety of instructional methods that incorporate technology in the classroom. Our school is equipped with a fully operational student lab, a mini lab, and two computers in every classroom. In all grades, students work in both small and large group settings, using interactive programs to reinforce reading, math, science, and social studies skills. Weekly, students receive technology instruction provided by a resource teacher in the school lab. During this time, students learn grade level appropriate skills such as word processing, spreadsheets, and the use and development of database activities. In the regular classroom, primary students utilize software programs during center time on a daily basis. Upper grade level students have the opportunity to work as individuals or with partners using teacher-made WebQuest activities. The WebQuest concept supports “safe surfing” on the Internet to research academic topics and further enhance curriculum. Our library instruction incorporates interactive programs to reinforce book authors and story elements. It also supports the Accelerated Reader Program in which students take tests on the computer after reading books from an approved list. This program motivates, encourages, supports, and rewards quality reading by students of any ability. Effective use of technology in the classroom has proven to be a positive influence on the outcome of student achievement in our school.

5. For the past three years, Chesterfield’s Instructional Division has presented a Curriculum Academy as a countywide vehicle for staff development. Each school selected a group of teachers to participate in these three-day institutes, held during the summer break. These teachers attended a series of lectures, workshops, and small group breakout sessions which focused upon achieving success for each student. Sessions addressed the instructional framework necessary for the teaching and learning which supports the growth and achievement of each student. Our cadre of teachers and administrators evaluated staff needs and set as priority goals the delivery of staff development which would:

- assist all teachers in the diagnosis and assessment of student learning through the timely use of data;
- inform all teachers of strategies, methods, and skills necessary to deliver quality instruction.

To these ends, the Teacher Training Teachers model has been implemented. Designated staff development time was devoted to exploring a variety of topics common to the above goals. Additional time was devoted to mini-lessons presented by teachers at faculty meetings, the school’s monthly Curriculum Committee meetings, and at weekly grade level meetings. Timely sharing of information was done daily through the use of our intranet/e-mail system. Some topics were understanding the use of both formal and informal data to guide instruction, the varied forms of assessment, the role data plays in planning, and the varied instructional practices necessary to meet the diverse learning needs of students.

As a result of these efforts, our staff is cognizant of the best practices for improving student achievement. They are actively implementing the strategies presented and enhancing their instructional repertoire. Differentiation of instruction, small group remediation, Review and Refresh instructional days, and increased use of technology in the classroom serve as evidence of change that has positively impacted each student’s achievement.

VIRGINIA STANDARDS OF LEARNING TEST RESULTS CLOVER HILL ELEMENTARY SCHOOL - FIFTH GRADE ENGLISH SCORES ARE IN PERCENTAGES					
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
TOTAL SCHOOL PASSING RATES	96	91	95	91	95
PROFICIENT	64	75	63	56	73
ADVANCED	32	15	32	35	22
No. of Students Tested	121	159	123	122	119
% of Students Tested	100	100	99	100	98
No. of Students Excluded	0	0	1**	0	2**
Percent of Students Excluded	0	0	1**	0	2**
Subgroup Scores					
1. Students with Disabilities	83	81	82	73	NA*
Proficient	61	71	73	60	NA*
Advanced	22	10	9	13	NA*
2. African American Students	50	83	100	66	92
Proficient	17	75	75	33	92
Advanced	33	8	25	33	0
STATE SCORES					
TOTAL	78	73	68	69	68
PROFICIENT	61	60	53	53	57
ADVANCED	17	13	16	17	11
STUDENTS WITH DISABILITIES	54	45	41	NA*	NA*
AFRICAN AMERICAN STUDENTS	62	55	47	48	47

* Total figures for the “Students with Disabilities” subgroup were not available for these years. Each category of Exceptionality was reported separately.

**Students whose IEP’s indicated they would not participate in testing were not administered the SOL assessments. Informal assessments and/or formal assessments were administered to ascertain levels of achievement.

VIRGINIA STANDARDS OF LEARNING TEST RESULTS CLOVER HILL ELEMENTARY SCHOOL - FIFTH GRADE MATHEMATICS SCORES ARE IN PERCENTAGES					
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
TOTAL SCHOOL PASSING RATES	93	89	94	86	81
PROFICIENT	50	62	63	66	65
ADVANCED	43	28	31	20	16
No. of Students Tested	120	159	123	122	115
% of Students Tested	99	100	99	100	95
No. of Students Excluded	1**	0	1**	0	5**
Percent of Students Excluded	1**	0	1**	0	5**
Subgroup Scores					
1. Students with Disabilities	82	81	82	54	NA*
Proficient	50	65	64	47	NA*
Advanced	32	16	18	7	NA*
2. African American Students	60	75	94	56	75
Proficient	0	58	69	56	75
Advanced	60	17	25	0	0
STATE SCORES					
TOTAL	71	67	63	50	47
PROFICIENT	55	52	53	42	41
ADVANCED	16	14	11	8	5
STUDENTS WITH DISABILITIES	42	36	33	NA*	NA*
AFRICAN AMERICAN STUDENTS	53	46	40	27	24

* Total figures for the “Students with Disabilities” subgroup were not available for these years. Each category of Exceptionality was reported separately.

**Students whose IEP’s indicated they would not participate in testing were not administered the SOL assessments. Informal assessments and/or formal assessments were administered to ascertain levels of achievement.

VIRGINIA STANDARDS OF LEARNING TEST RESULTS CLOVER HILL ELEMENTARY SCHOOL - THIRD GRADE ENGLISH SCORES ARE IN PERCENTAGES					
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
TOTAL SCHOOL PASSING RATES	92	88	90	84	89
PROFICIENT	60	65	75	66	55
ADVANCED	32	26	15	18	33
No. of Students Tested	133	115	110	138	123
% of Students Tested	97	99	100	99	96
No. of Students Excluded	4**	1**	0	1**	5**
Percent of Students Excluded	3**	1**	0	1**	4**
Subgroup Scores					
1. Students with Disabilities	78	68	77	62	NA*
Proficient	64	42	62	52	NA*
Advanced	14	26	15	10	NA*
2. African American Students	88	77	63	64	70
Proficient	88	69	38	64	62
Advanced	0	8	25	0	8
STATE SCORES					
TOTAL	72	65	61	61	55
PROFICIENT	55	53	51	50	44
ADVANCED	16	11	10	11	11
STUDENTS WITH DISABILITIES	48	35	33	NA*	NA*
AFRICAN AMERICAN STUDENTS	55	46	42	42	33

* Total figures for the “Students with Disabilities” subgroup were not available for these years. Each category of Exceptionality was reported separately.

**Students whose IEP’s indicated they would not participate in testing were not administered the SOL assessments. Informal assessments and/or formal assessments were administered to ascertain levels of achievement.

VIRGINIA STANDARDS OF LEARNING TEST RESULTS CLOVER HILL ELEMENTARY SCHOOL – THIRD GRADE MATHEMATICS SCORES ARE IN PERCENTAGES					
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
TOTAL SCHOOL PASSING RATES	96	99	93	91	95
PROFICIENT	31	33	33	42	33
ADVANCED	66	66	60	49	62
No. of Students Tested	137	113	110	138	126
% of Students Tested	100	100	100	99	98
No. of Students Excluded	0	0	0	2**	3**
Percent of Students Excluded	0	0	0	1**	2**
Subgroup Scores					
1. Students with Disabilities	85	100	85	86	NA*
Proficient	31	28	23	57	NA*
Advanced	54	72	62	29	NA*
2. African American Students	100	92	88	73	86
Proficient	38	54	50	55	50
Advanced	63	38	38	18	36
STATE SCORES					
TOTAL	80	77	71	68	63
PROFICIENT	40	39	39	46	39
ADVANCED	40	38	32	22	24
STUDENTS WITH DISABILITIES	58	52	48	NA*	NA*
AFRICAN AMERICAN STUDENTS	65	59	49	45	40

* Total figures for the “Students with Disabilities” subgroup were not available for these years. Each category of Exceptionality was reported separately.

**Students whose IEP’s indicated they would not participate in testing were not administered the SOL assessments. Informal assessments and/or formal assessments were administered to ascertain levels of achievement.

VIRGINIA STATE ASSESSMENT PROGRAM RESULTS
 CLOVER HILL ELEMENTARY SCHOOL
 FOURTH GRADE READING RESULTS
 SCORES ARE IN NORMAL CURVE EQUIVALENTS

Test : Stanford Achievement Test Series

Edition/publication year: 9/1996

Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Students whose IEPs indicated that they would not participate in testing were not included in the standard administration of the tests.

Why, and how were they assessed? Students were assessed using individually administered tests or informal assessments.

Scores are reported here as (check one): NCEs X Scaled scores Percentiles

READING	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	60.5	60.5	63.0	62.0	61.7
Number of students tested	145	121	109	144	127
Percent of total students tested	99	100	100	99	100
Number of students excluded	1	0	0	1	0
Percent of students excluded	1	0	0	1	0
SUBGROUP SCORES					
1. African-American	46.3	49.5	50.0	57.5	52.1
2. Disabled	51.6	47.4	59.8	50.0	65.6
STATE SCORES					
Total Score	52.1	52.1	51.6	51.1	50.0
1. African-American	NA**	41.3	40.7	40.2	39.0
2. Disabled	NA**	37.1	39.0	37.7	NA*

* Total figures for the "Students with Disabilities" subgroup were not available for these years. Each category of Exceptionality was reported separately

** The Virginia State Assessment Program Detailed Report showing disaggregated scores was not available at the time of the preparation of this report.

VIRGINIA STATE ASSESSMENT PROGRAM RESULTS
 CLOVER HILL ELEMENTARY SCHOOL
 FOURTH GRADE MATHEMATICS RESULTS
 SCORES ARE IN NORMAL CURVE EQUIVALENTS

Test : Stanford Achievement Test Series

Edition/publication year: 9/1996

Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Students whose IEPs indicated that they would not participate in testing were not included in the standard administration of the tests.

Why, and how were they assessed? Students were assessed using individually administered tests or informal assessments.

Scores are reported here as (check one): NCEs X Scaled scores Percentiles

MATHEMATICS	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	65.5	67.6	70.8	67.9	61.5
Number of students tested	143	117	105	138	127
Percent of total students tested	99	100	100	99	100
Number of students excluded	1	0	0	1	0
Percent of students excluded	1	0	0	1	0
SUBGROUP SCORES					
1. African-American	53.7	59.8	67.0	57.0	54.8
2. Disabled	59.8	59.3	70.9	58.7	61.0
STATE SCORES					
Total Score	57.0	55.9	55.3	53.7	51.6
1. African-American	NA**	46.3	45.2	43.6	41.3
2. Disabled	NA**	45.2	46.3	43.6	NA*

* Total figures for the “Students with Disabilities” subgroup were not available for these years. Each category of Exceptionality was reported separately

** The Virginia State Assessment Program Detailed Report showing disaggregated scores was not available at the time of the preparation of this report.