



Home > Conway Elementary Quality Profile

Conway Elementary

GENERAL SCHOOL INFORMATION

Category: Elementary (KG-05) School

Phone: 540-361-1455

Address: 105 Primmer House Road
Fredericksburg, VA 22405

Principal: Mr. William S. Raybold

Superintendent: Dr. Thomas W Taylor

School Number: 431

Region: 3

Division: [Stafford County Public](#)

[Schools](#)

Division Number: 89

[Division Website](#)

Map results may not reflect school division or attendance zone boundaries.



ACCREDITATION




2023 Accreditation Status: **Accredited**

Number of School Quality Indicators at Level Three (Below Standard): **0 of 6**


Accreditation Status Last Year: **Accredited**

Triennial Accreditation: **2019 through 2023**

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Two	

Achievement Gaps		
English	Level One	
Mathematics	Level One	

Student Engagement & Outcomes		
Chronic Absenteeism	Level One	













Accredited: All indicators at Level One or Level Two or Waiver





Accredited With Conditions: One or more indicators at Level Three

Accreditation Denied: Under State Sanction

Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

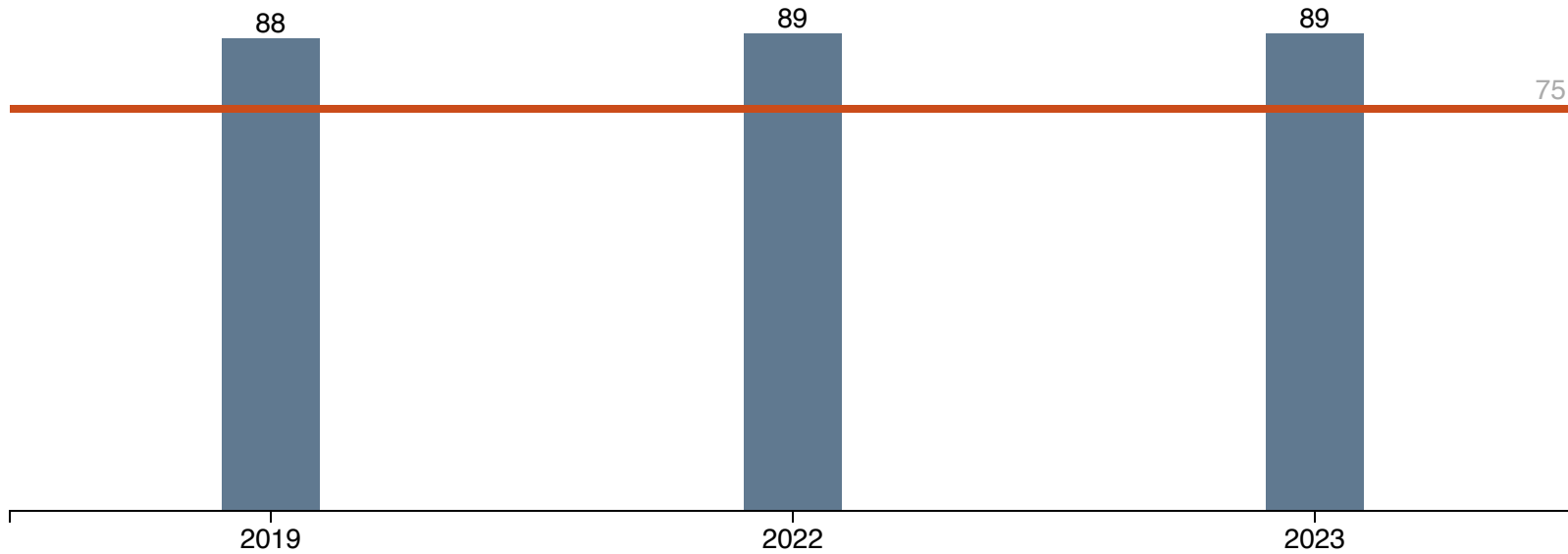
Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One 	Level One 
Black	Level One 	Level One 
Economically Disadvantaged	Level One 	Level One 
English Learners	Level One 	Level One 
Hispanic	Level One 	Level One 
Multiple Races	Level One 	Level One 

Student Group	Achievement Gap - English	Achievement Gap - Math
Students with Disabilities	Level One 	Level Two 
White	Level One 	Level One 

English Academic Achievement: All Students

The school quality indicator for academic achievement in English provides equal credit for students who pass state English tests and for non-passing students who show significant improvement.

Combined rates for 2020 and 2021 are not calculated because accreditation was waived due to the pandemic.



English Academic Achievement: All Students

Percentage of Students

Data Source	Percent Passing	Percent Passing With Recovery	Percent Showing Growth	Percent Showing EL Progress or Proficiency	Accreditation Combined Rate	No Proficiency or Growth
Current Year	67	6	13	3	89	11
Previous Year	49	31	7	2	89	11
Cumulative 3 Year	62	17	8	2	89	11

Student Engagement and Outcomes: Chronic Absenteeism

Students who attend school consistently are more likely to succeed. Chronic absenteeism is defined as missing 10 percent or more of the school year, regardless of reason.

13.63% of the students in this school were chronically absent in the 2022 - 2023 school year.

Chronic Absenteeism Detail

Data Source	Less than 10% Absenteeism	At or above 10% Absenteeism	Total Students	Rate
2022 - 2023	773	122	895	13.63
2021 - 2022	789	147	936	15.71
2018 - 2019	746	43	789	5.45

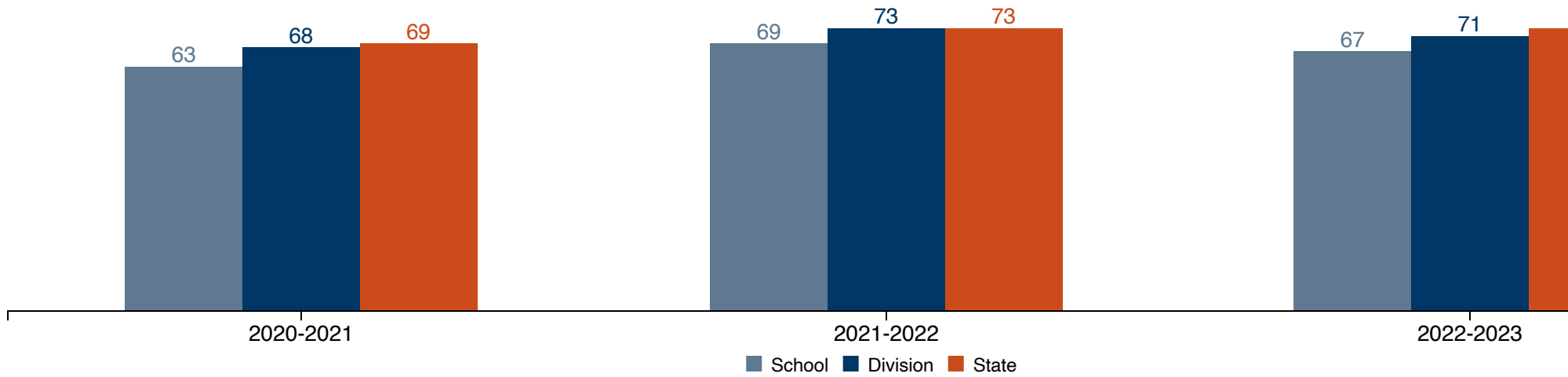
ASSESSMENTS

The annual pass rate data reported on the Assessment tab includes all grade level and content area state assessments (Standards of Learning assessments and Virginia Alternate Assessment Program assessments).

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

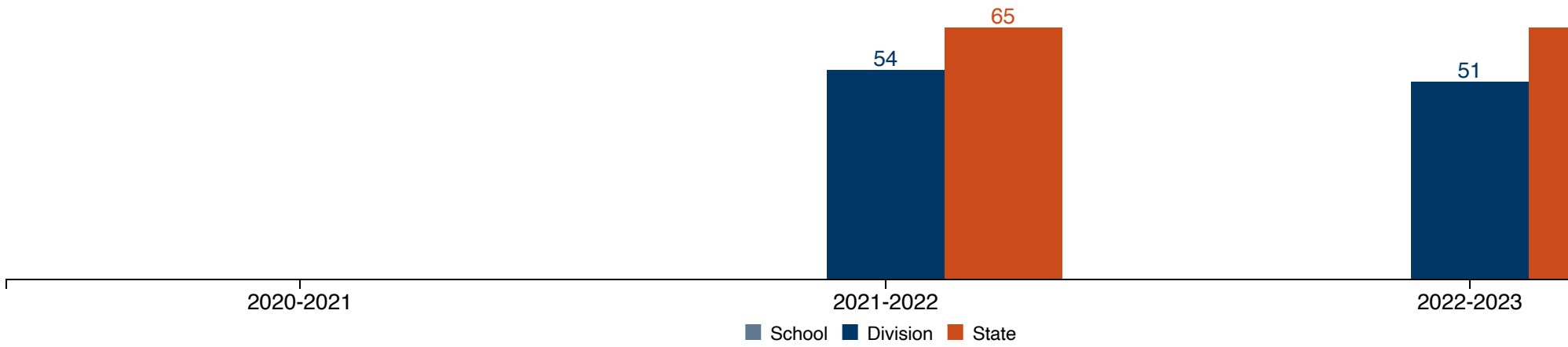
Reading Performance: All Students

2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.



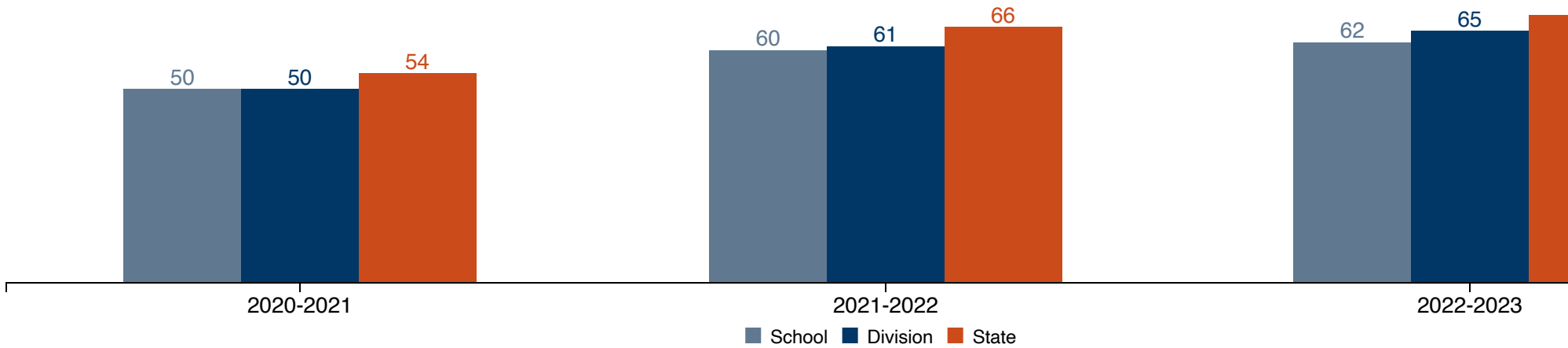
Writing Performance: All Students

2020-2021 writing results are not reported due to the widespread use of local writing assessments because of the continuing impact of COVID-19 on schools.



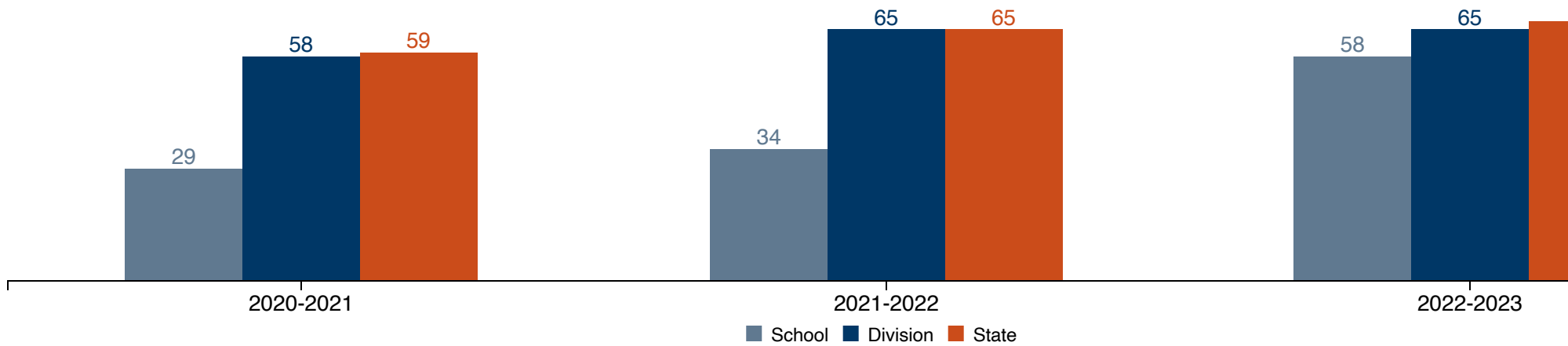
Math Performance: All Students

2020-2021 math results reflect reduced student participation in state math assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.



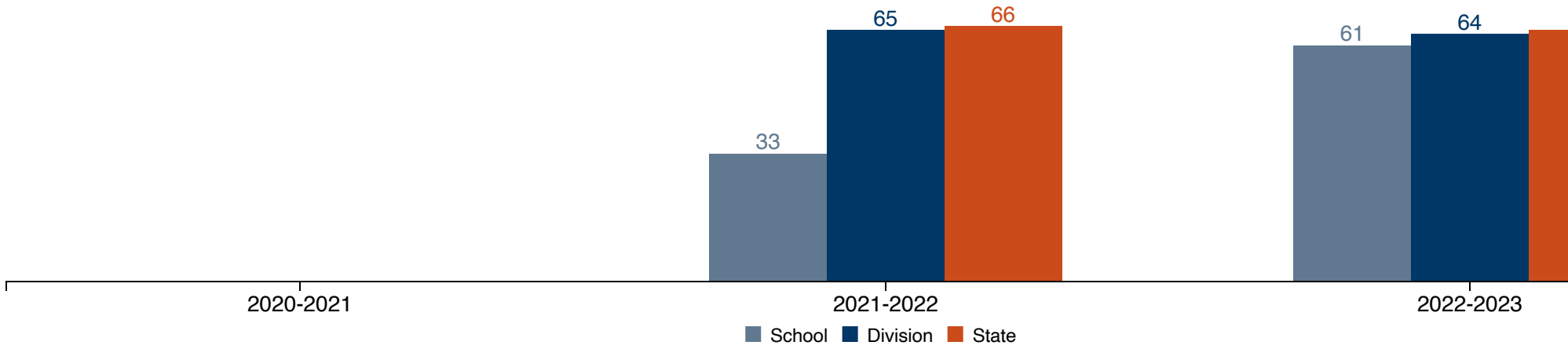
Science Performance: All Students

2020-2021 science results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.



History Performance: All Students

History results for 2020-2021 are not reported due to the widespread use of local history assessments because of the impact of COVID-19.



Number of Recently Arrived English Language Learners Exempted From State Reading Assessments

Number of Recently Arrived English Language Learners Exempted From State Reading Assessments			
	2020-2021	2021-2022	2022-2023
School	-	8	2
Division	14	46	38
State	1,324	4,006	4,460

Virginia Alternate Assessment Program Participation Rates

Reading			
Subject Area	Number of Students Taking VAAP Tests	Total Number of Students	Percent of Students Taking VAAP Tests
Grade 3 Reading	0	141	0%
Grade 4 Reading	2	153	1.3%
Grade 5 Reading	1	178	0.6%

ENROLLMENT

Fall Membership by Grade

Grade	2020-2021	2021-2022	2022-2023
Kindergarten	103	164	122
Grade 1	142	120	172
Grade 2	148	150	127
Grade 3	156	162	141
Grade 4	155	175	153
Grade 5	139	171	178
Pre-kindergarten	-	0	0
Total Students	843	942	893

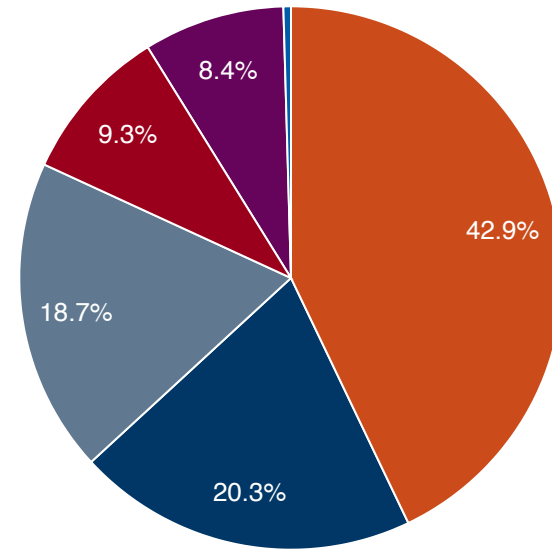
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Fall Membership by Subgroups

2022 Fall Membership By Subgroup: Racial and Ethnic Groups

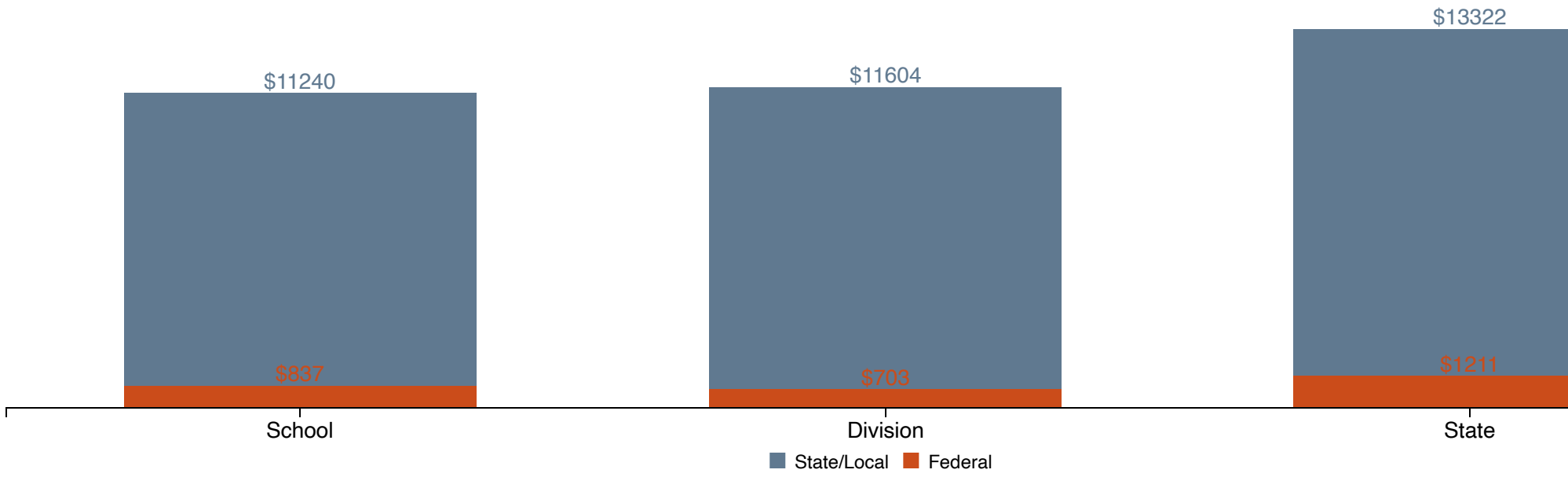


■ Black ■ Hispanic ■ White ■ Asian ■ Multiple Races ■ American Indian ■ Native Hawaiian

FINANCE

Per-Pupil Spending

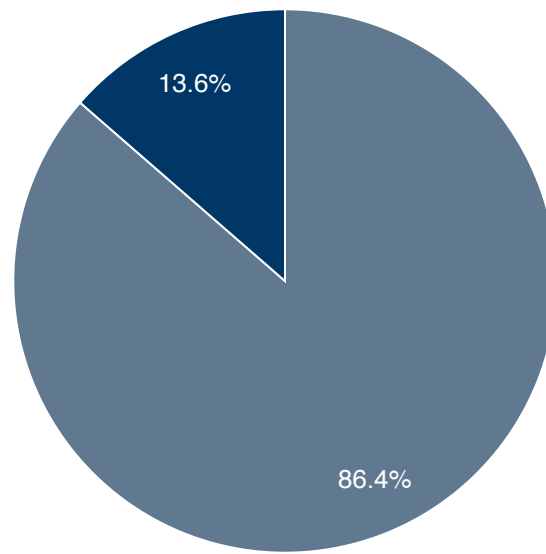
2021-2022 Per-Pupil Spending



LEARNING CLIMATE

Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students



■ Missed less than 10% ■ Missed 10% or more

Standards of Accreditation (SOA) Offenses Data

2022-2023 Offenses	
	Number of Offenses
Behaviors related to School Operations	4
Relationship Behaviors without Physical Harm	5
Behaviors of a Safety Concern	8
Behaviors that Endanger the Health, Safety, or Welfare of Self or Others	13

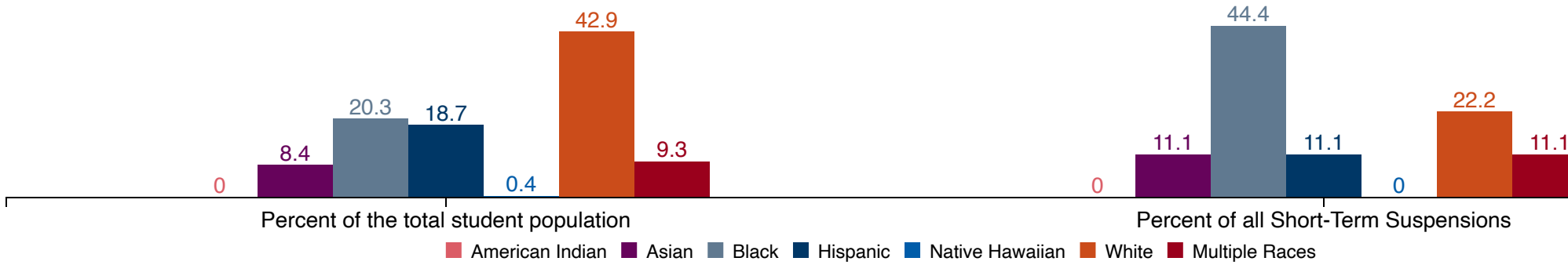
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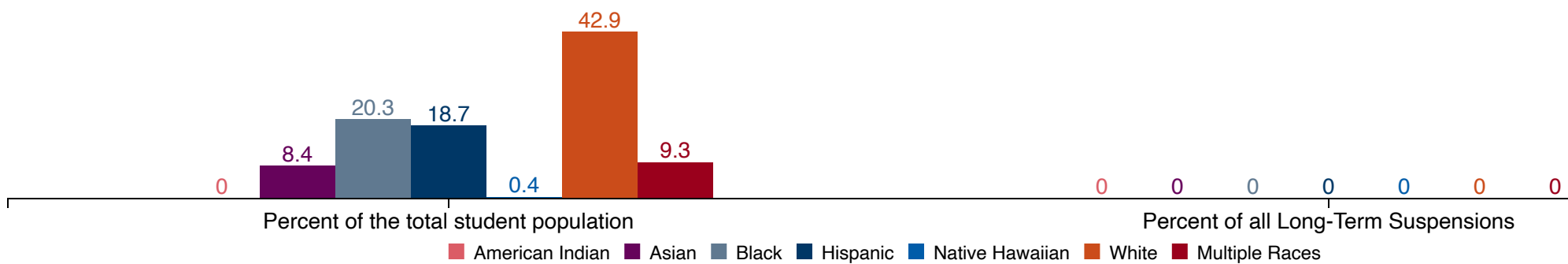
Short-Term Suspensions

Short-Term Suspensions: 2022-2023



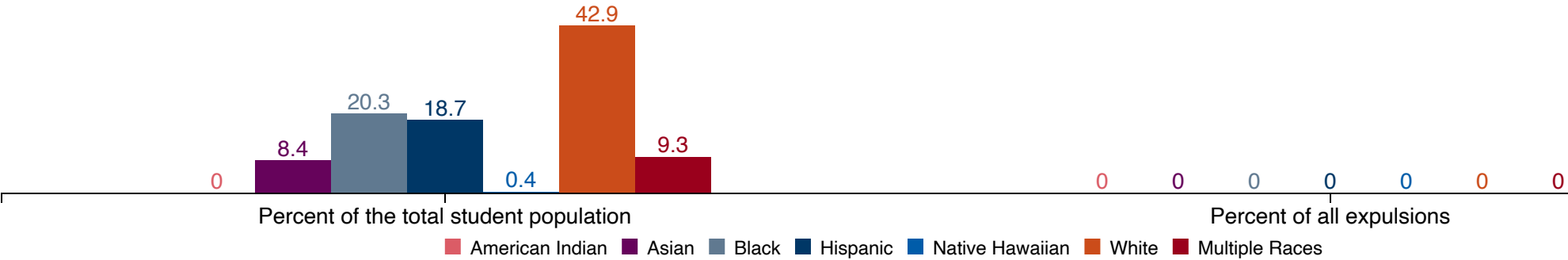
Long-Term Suspensions

Long-Term Suspensions: 2022-2023



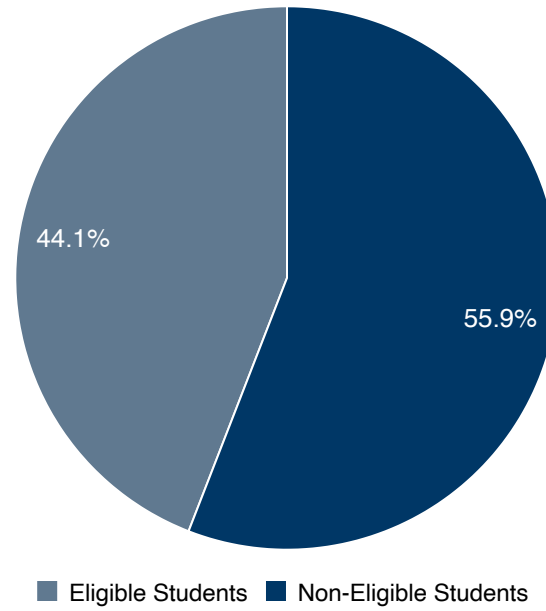
Expulsions

Expulsions: 2022-2023



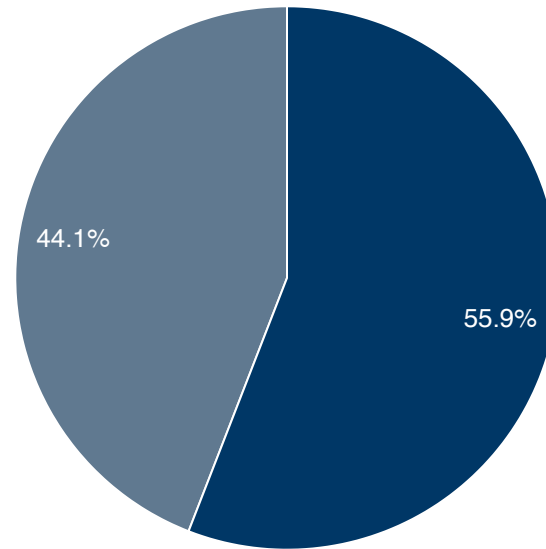
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2022-2023



Free and Reduced Breakfast Participation of Eligible Students

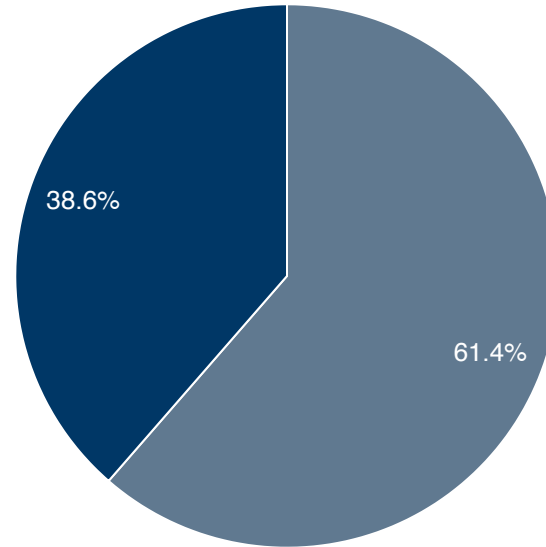
Free and Reduced Breakfast Participation of Eligible Students : 2022-2023



■ Participating Eligible Students ■ Non-Participating Eligible Students

Free and Reduced Lunch Participation of Eligible Students

Free and Reduced Lunch Participation of Eligible Students: 2022-2023



■ Participating Eligible Students ■ Non-Participating Eligible Students

Civil Rights Data Collection

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC includes data on student access to courses, programs, staff, and resources relevant to educational equity and opportunity for students. The U.S. Department of Education's Office of Civil Rights reports information collected through the CRDC in carrying out its mission "to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights." More information about the Civil Rights Data Collection is available on the [Virginia Department of Education website](#).

- [2017-2018 school data](#) (Excel)
- [Data Elements](#)
- [Flat File Specifications](#)
- [User Guide](#)
- [Usage Agreement](#)

TEACHER QUALITY

Teacher Quality

Teacher Quality All Schools				
	Poverty Level	Out-of-Field Teachers	Inexperienced Teachers	Out-of-Field and Inexperienced Teachers
This School	Medium Poverty	8.2%	4.1%	4.1%
Division				
	All Schools	10.1%	4%	2%
	Low Poverty	9.6%	4.4%	1.8%
State				
	All Schools	6.4%	5.2%	1.3%
	High Poverty	9.2%	6.3%	1.9%

Teacher Quality All Schools

	Poverty Level	Out-of-Field Teachers	Inexperienced Teachers	Out-of-Field and Inexperienced Teachers
	Low Poverty	4.7%	3.8%	0.7%

< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Provisionally Licensed Teachers

Provisionally Licensed Teachers All Schools			
	Poverty Level	All Teachers	Special Education Teachers
This School	Medium Poverty	2%	0%
Division			
	All Schools	13%	3.1%
	Low Poverty	13.4%	3.2%
State			
	All Schools	8.6%	2.5%
	High Poverty	12.1%	2.6%
	Low Poverty	6.5%	2.4%

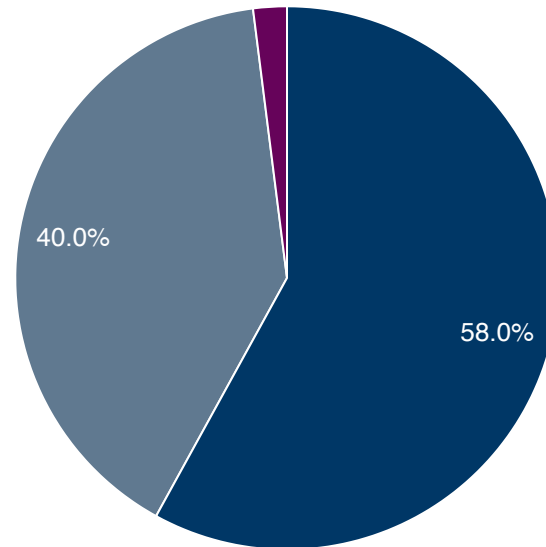
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Teacher Educational Attainment

Teacher Educational Attainment: 2022-2023



■ Bachelor's Degree ■ Master's Degree ■ Doctoral Degree ■ Other

EVERY STUDENT SUCCEEDS ACT

2023 ESSA Status: **Pending**
2023 Accreditation Status: **Accredited**

ESSA School Quality Indicators Summary

Student Group	English Reading Performance	Mathematics Performance	English Learner Progress	Chronic Absenteeism	Federal Graduation Indicator
All Students	No	No	-	No	-
Asian	No	No	-	No	-
Black	Yes - No CP	Yes	-	Yes	-
Hispanic	No	Yes	-	No	-
White	No	No	-	Yes	-
Multiple Races	No	No	-	Yes	-
Economically Disadvantaged	No	No	-	No	-
English Learners	No	No	Yes	No	-
Students with Disabilities	No	No	-	No	-

Yes = Annual target met

Yes - CP = Annual target met and improved from previous year

Yes - No CP = Annual target met and did not improve from previous year

No = Annual target not met

TS = Too few students to evaluate

-- = Not applicable or no students

ESSA Annual Targets and Long-Term Goals: Reading

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	69%	73%	77%	88%
Asian	48%	59%	91%	88%
Black	70%	70%	64%	88%
Hispanic	56%	61%	63%	88%
White	81%	82%	84%	88%
Multiple Races	54%	61%	82%	88%
Economically Disadvantaged	54%	59%	63%	88%
English Learners	37%	43%	53%	88%
Students with Disabilities	40%	43%	50%	88%

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ESSA Annual Targets and Long-Term Goals: Mathematics

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	63%	69%	72%	85%
Asian	45%	53%	90%	85%
Black	63%	59%	56%	85%
Hispanic	54%	61%	58%	85%
White	75%	79%	80%	85%
Multiple Races	44%	58%	75%	85%
Economically Disadvantaged	48%	54%	57%	85%
English Learners	38%	42%	52%	85%
Students with Disabilities	30%	39%	47%	85%

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ESSA Pass Rates: Science

Student Group	Current Rate
All Students	58%
Asian	43%
Black	59%
Hispanic	50%
White	68%
Multiple Races	40%
Economically Disadvantaged	43%
English Learners	36%
Students with Disabilities	24%

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Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	14%	14%	12%	10%
Asian	19%	19%	10%	10%
Black	10%	10%	13%	10%
Hispanic	29%	29%	13%	10%
White	8%	8%	13%	10%
Multiple Races	11%	11%	14%	10%
Economically Disadvantaged	20%	20%	15%	10%
English Learners	19%	19%	12%	10%
Students with Disabilities	26%	26%	16%	10%

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English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	60%	52%	58%
English Learner Proficiency	7%	-	-

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ESSA Participation Rates

Student Group	English Reading Participation		Mathematics Participation		Science Participation	
	Assessed	Not Assessed	Assessed	Not Assessed	Assessed	Not Assessed
All Students	100%	-	100%	-	100%	-
Asian	100%	-	100%	-	100%	-
Black	100%	-	100%	-	100%	-
Hispanic	100%	-	100%	-	100%	-
White	100%	-	100%	-	100%	-
Multiple Races	100%	-	100%	-	100%	-
Economically Disadvantaged	100%	-	100%	-	100%	-
Not Economically Disadvantaged	100%	-	100%	-	100%	-
English Learners	100%	-	100%	-	100%	-
Students with Disabilities	100%	-	100%	-	100%	-
Students without Disabilities	100%	-	100%	-	100%	-
Female	100%	-	100%	-	100%	-
Male	100%	-	100%	-	100%	-
Migrant	-	-	-	-	-	-

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Growth in Reading and Mathematics

Student Group	Growth English Reading	Growth Mathematics
All Students	81%	75%
Asian	64%	63%
Black	83%	78%
Hispanic	71%	69%
White	89%	84%
Multiple Races	75%	52%
Economically Disadvantaged	72%	66%
English Learners	59%	59%
Students with Disabilities	72%	52%

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Federal Designation

[Schools Identified for Federal Support and Improvement 2022-2023](#)

[Schools Identified for Federal Support and Improvement 2020-2021](#)

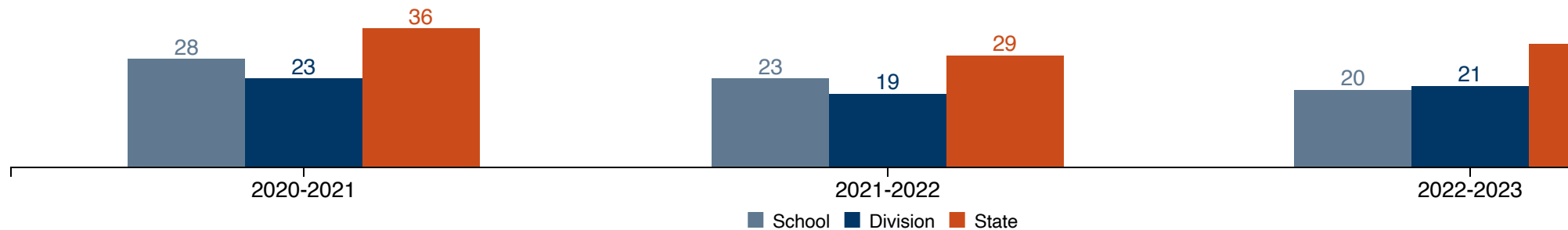
[Schools Identified for Federal Support and Improvement 2019-2020](#)

[Schools Identified for Federal Support and Improvement 2018-2019](#)

[Federal targets and long-term goals, and Federal Support and Improvement Identification and Exit Criteria](#)

SCHOOL READINESS

Kindergarten Students' Public Preschool Experience



Kindergarten Students Meeting Fall Literacy Benchmarks

