

**2006-2007 No Child Left Behind - Blue Ribbon Schools Program**  
*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary [ ] Middle [ ] High [ ] K-12 [ ] Charter

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

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

School Mailing Address 9900 Conway Road  
(If address is P.O. Box, also include street address.)

St. Louis MO 63124-1651  
City State Zip Code+4 (9 digits total)

County St. Louis State School Code Number\* 096106

Telephone ( 314 ) 993-2878 Fax ( 314 ) 994-3988

Web site/URL www.ladue.k12.mo.us/conway/ E-mail lnarvaez@ladue.k12.mo.us

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 1/15/07

Name of Superintendent\* Dr. David Benson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ladue School District Tel. (314) 994-7080

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 1/15/07

Name of School Board President/Chairperson Mrs. Susan Dielmann  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date 1/15/07

## **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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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

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All data are the most recent year available.

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

1. Number of schools in the district:       4   Elementary schools  
   1   Middle schools  
   1   Junior high schools  
   1   High schools  
    Other  
  
   7   TOTAL
2. District Per Pupil Expenditure:      \$11,984   
  
     Average State Per Pupil Expenditure:      \$7,770

**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.  12  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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	23	32	55	8			
1	34	34	68	9			
2	35	26	61	10			
3	31	37	68	11			
4	25	30	55	12			
5	39	24	63	Other			

<b>6</b>						
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>						<b>370</b>

6. Racial/ethnic composition of the school:
- 87 % White
  - 6 % Black or African American
  - 2 % Hispanic or Latino
  - 5 % Asian/Pacific Islander
  - 0 % American Indian/Alaskan Native
- 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	6
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	10
<b>(4)</b>	Total number of students in the school as of October 1	329
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	3.29
<b>(6)</b>	Amount in row (5) multiplied by 100	329

8. Limited English Proficient students in the school: 1 %  
4 Total Number Limited English Proficient  
 Number of languages represented: 4  
 Specify languages: Russian, Catalan, Spanish and Chinese

9. Students eligible for free/reduced-priced meals: 5 %  
 Total number students who qualify: 17

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.



## **PART III - SUMMARY**

Nestled in a small suburban neighborhood within the St. Louis, Missouri metropolitan area, Conway School is a place where children thrive and grow. Conway School is a public elementary school serving 370 children in the Ladue School District. Conway is a closely-knit, supportive and safe community. Our population is ethnically, socio-economically and academically diverse. Many of our children return as parents of the next generation of Conway students. This positive cycle of growth and renewal is promoted by Conway's traditions of the highest academic achievement, the commitment to serving every student's individual needs and the intense involvement of parents and community members. We are proud of our tradition of excellence. The mat at Conway's front door announces our school motto, "Welcome to Conway, A Great Place to Learn."

*Our mission is to promote the joy and challenge of lifelong learning for each of our students, to embrace the unique and diverse qualities each child brings to school, to empower our students to identify and use their strengths in order to become resilient and responsible citizens and to love and value each and every child in our care. Our beliefs guide our decision-making and practices. We believe each child is unique and has immeasurable value. We believe that human potential is limitless. We believe each child has the need to love and be loved. We believe that every child has the right to opportunities.*

Our curriculum addresses the whole child, focusing on academic, intellectual, social, emotional and physical health. Students receive a strong foundation in citizenship and personal growth, as well as in the academic areas. Life skills such as communicating with others, getting along with peers, problem solving, time management and effective organization are continuously taught. Our rigorous program both challenges and supports academic achievement. For the past five years, Conway students have scored among the "Top 10" elementary schools for sustained performance on the Missouri Assessment Program in Mathematics and Communication Arts. We provide a formal program to assist the intellectually gifted in reaching their potential. One full time and one half time teacher provide services for students well beyond mastery and grade level expectations. We encourage each child to explore, dream and discover in the classroom and through our numerous co-curricular activities. One hundred percent of Conway students participate in at least one co-curricular activity.

Conway children create a partnership with the arts and participate in culturally diverse experiences. Monthly whole-school enrichment assemblies introduce students to mime, storytelling, dance and magic. Each year, all students attend performances at the Florissant Valley Civic Center to enhance their appreciation of theatre and literature. Art Museum and St. Louis Symphony field trips parallel units of study.

Conway staff members are role models, coaches, mentors and friends to their students. Our guidance program is another avenue of support. Classroom lessons and small group sessions center around personal and social development, career exploration and educational and vocational development. We received national recognition through the 2001 ABCs of Career Awareness and Career Guidance Exemplary Program Award and state recognition through the 2001 Exemplary Elementary Career Guidance and Counseling Program. To further support individual needs, Ladue implemented all day kindergarten and passed a class size policy of 17-19 students in grades K-3 and 19-22 students in grades 4-5. Eight additional certified teacher assistants support learning at Conway. Parents are a crucial part of our learning community. Each year, we average 140 volunteers who provide services to the children and the school. Our strong, caring Conway School Association supports the school by sponsoring and funding activities that increase our children's enjoyment of learning. Parent and community partnerships teach children to be responsible citizens through service projects like the "Kids Caring 4 Kids" Toy Drive and the "Adopt an Acre" campaign to save the rainforest. Our newly formed Dad's Club sponsors activities for children such as movie night and "Conway Cupids" – a service project to feed the homeless. Our home-school partnership is strengthened by Conway's commitment to parent education. *Raising Healthy Children* conferences invite parents to hear experts discuss issues such as discipline, self-esteem and study skills.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results:**

The MAP (Missouri Assessment Program) is the assessment tool used by our state to identify knowledge, skills and competencies and evaluate student progress towards state standards. There are 40 ‘Content’ standards and 33 ‘Process’ standards called the Show-Me Standards. Grade Level Expectations (GLEs) have been developed at each grade level for each subject based on these standards. The MAP items are aligned with the Show-Me Standards/GLE Strands. The MAP involves three types of test items: selected response items, constructed response items and performance events. For more detailed information on the Show-Me Standards/GLEs visit the DESE website for Missouri (<http://dese.mo.gov/standards/index.html>).

There are four achievement level descriptors for the MAP: Advanced, Proficient, Basic and Below Basic. A student in the Proficient or Advanced level has met the standards for the content area tested. When analyzing Conway’s scores in reading, results in the past have shown continual upward movement. In third grade, 72% of students have met or exceeded state standards. Of note is that our percent of students scoring in the advanced level rose from 7% to 47%. In fourth grade reading, during our first year of testing, 77% of our students met or exceeded state standards, with 42% of the students scoring at the advanced level. In fifth grade reading, 88% of our students met or exceeded state standards, with 37% scoring at the advanced level. To put this in perspective with state averages, in third grade reading 43% of students in Missouri met or exceeded standards, 44% of fourth graders met or exceeded standards and 46% of fifth graders met or exceeded standards. In math, 72% of Conway third graders met or exceeded standards; 75% of fourth graders met or exceeded standards; and 73% of fifth graders met or exceeded standards. This compares with states averages of 44% for third grade, 44% for fourth grade and 44% for fifth grade Missouri students.

Conway student scores are shifting upward year by year toward the top (advanced) and proficient levels. Our goal is for every child to score in the proficient or advanced level of state standards of assessment. All of our students are tested and there are no discrepancies among groups.

### **2. Using Assessment Results:**

Administrators, district curriculum committees, teachers and counselors analyze test results to provide an in-depth analysis of student and school strengths and weaknesses. After careful examination, recommendations are made and action plans are developed. District curriculum committees use these results to determine if our curriculum is properly addressing objectives. One example is our district wide effort working with second and third grade teachers in analyzing social studies and science objectives. After analyzing test data and teaching the newly aligned objectives for a year, third grade teachers were concerned that the high number of objectives did not allow them the time needed to go in depth with some units of study. Second grade teachers agreed that there were developmentally appropriate objectives that could be moved to their grade level to provide students with a more thorough understanding of the concepts and material presented. Recommendations on these types of curriculum revisions are made by the committee and then approved by the Board.

Conway’s grade level teams use test results and the Clear Access database to study state assessment data. From this analysis, they present a yearly action plan to the principal and to the district office. This year, one focus was to determine student achievement on constructed responses versus multiple choice questions in grades 2-5. Results showed that students performed well in both areas. We believe that this is a positive result of the efforts of our MAP Committee in training teachers to create and implement

learning events to incorporate these skills. Our test results are consistently among the Top Ten in Missouri for Communication Arts and Mathematics. We have no students in Level 1. Our goal is for all students to score at the proficient and advanced levels. We believe that the action plans developed by our grade level teams will enable us to achieve this goal.

### **3. Communicating Assessment Results:**

Assessment data is shared with parents in an effort to communicate and clarify their understanding of test results regarding their child's learning progress. Individual test results and interpretation of the Terra Nova and MAP are mailed to parents with a letter from the principal inviting parents to call or set up a conference if further explanation is needed. The conference is a one-on-one opportunity for parents to ask questions regarding their child's performance and for the school to describe the interventions in place to move each child forward. The principal also holds afternoon and evening meetings for all parents to describe the tests, interpret test results for the building and explain how Conway compares to national scores and Missouri state standards. State assessment results are published in "The Link", the district's formal newsletter, which is received by all community members in the Ladue attendance area, in local newspapers, and on both DESE and Ladue websites. The results are also reported to the Board and to district curriculum committees. Formal and informal assessments are reviewed with parents during parent/teacher conferences. Teachers use group and individual data to analyze our program delivery.

### **4. Sharing Success:**

Conway is in the seventh year of school-wide differentiation and staff has learned a great deal on its journey. As a learning community we feel that it is important to share the understandings that we have gained regarding students and their unique approaches to learning. We have developed strategies to motivate students by tapping into their interests and learning styles and have incorporated rigor into all objectives and activities for all students regardless of readiness level.

At the district level our teachers have provided workshops to other teachers in the district during professional development days. They have shared their philosophy, lessons and strategies. In addition, Conway has hosted over 200 teachers and administrators who observed differentiated lessons in practice. Teachers have visited from the local area as well as Virginia, California and Australia.

Our principal has been selected to present workshops at three ASCD (Association for Supervision and Curriculum Development) national conferences and an ASCD summer conference on differentiation in New York City. She has also presented workshops for two years at SIAD, the Summer Institute for Academic Diversity, at the University of Virginia. Last summer she was invited to present at the Oxford Round Table in Oxford, England. Conway teachers have presented at two national ASCD conferences on differentiation and shared our program success with other educators across the country.

Two years ago, ASCD videotaped teachers for a three video series on differentiated instruction. The video included interviews with Conway teachers as well as portions of lessons identifying the various strategies incorporated into their differentiated lessons. The title of this series is "The Common Sense of Differentiation." It was released in July, 2005. Conway was also featured in an article in the Fall 2005 *Journal of Staff Development* entitled, "View From the Classroom." As a school we have learned a great deal about ourselves as educators and about students as learners. We welcome the opportunity to share what we have learned with others.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum:**

Conway offers all students opportunities to become engaged with significant content. Curriculum articulation is systematic. District grade level and content meetings review all curricula. Grade level meetings track curriculum at the building level and Cross-Grade Level meetings articulate issues pertaining to the whole school. Conway teachers write weekly newsletters to parents describing learning activities and objectives and suggest strategies to help the children prepare for upcoming assignments.

English (Language Arts): A process writing approach is emphasized in which students learn to write and to refine their work through conference and revision. All children write daily, addressing topics in all curriculum areas. Daily drill on mechanics and grammar is used as a tool to sharpen written expression. Writer’s Workshop and portfolios are incorporated in grades K-5 to further develop writing skills and to provide a vehicle for student reflection and assessment. Effective oral language is the key to successful communication. Children learn how to organize their thoughts through basic Show and Tell, oral presentations and Shakespeare Radio Theater.

Mathematics: Goals include building a strong foundation of concepts, using situations readily understood and applicable to the lives of our students, encouraging a variety of problem solving techniques and fostering a genuine enjoyment of mathematics. We successfully used the *Comprehensive School Mathematics Program (CSMP)* for over 30 years. After five years of research, we adopted *Investigations in Number, Data, and Space* and the *Scott Foresman Series*. These programs provide students with experiences to help them understand the fundamental ideas underlying numeric arithmetic, data, measurement, and geometric and algebraic thinking. Students engage in cognitively demanding mathematical tasks, which allow for a variety of different approaches, thereby helping them to become flexible and resourceful problem solvers. Concepts and skills are reinforced through real life simulations, manipulatives, calculators, and the computer.

Science: Conway’s focus in science is the acquisition of a foundation of scientific principles and process skills through an inquiry-based approach using “hands-on, minds-on” activities. The science program fosters a sense of discovery and curiosity within students while developing critical thinking skills. The major strands for each grade level are: life science, physical science, earth science and health. An abundance of shared materials and supplies are available to all teachers to provide students with first hand experiences. Conway students and their families actively participate in our annual Science Nights.

Social Studies: Our social studies curriculum offers students the opportunities to explore, analyze and gain an appreciation for the cultural diversity of their world. It provides developmentally appropriate experiences with integrated civics, social-cultural, historical, economic and geographic concepts which help students learn that they are a part of a larger, interdependent global community. Objectives are taught and mastered through authentic instruction in which students learn and apply skills that become a part of their everyday lives. Units are interwoven with reading, language arts and mathematics.

The Arts: The fine arts curriculum encourages creativity and self-discovery. Our program provides students the opportunity to experience a wide variety of two and three-dimensional media as they are introduced to drawing, painting, sculpture, weaving, printmaking, ceramics, pottery and crafts. Scoring guides are posted with each new unit so that all students know the expectations for their work. The study of music is also an essential part of the education of all students at Conway. A sequential curriculum builds music literacy and understanding through performing, listening, responding to, creating and analyzing music. Kodaly, Orff and traditional music approaches are integrated into instruction to address all learning styles. In the fifth grade, band and orchestra are part of the music rotation.

Foreign Languages: Conway's ultimate goal is to provide opportunities for students to attain a high level of fluency. The Symtalk (symbol-talk) Method is highly interactive; students take ownership of their language learning and have success from the beginning of instruction. The curriculum includes the instruction of proficient communication skills, understanding of other cultures, connections to other disciplines, language comparisons and community enrichment.

## **2a. Reading:**

The goal of our balanced literacy program is for students to be skilled, independent lifelong readers and writers. To achieve this, Conway provides a well-rounded integrated communication arts program which includes a solid structure of reading, writing, spelling, speaking and listening. A literature-based, integrated program published by Houghton Mifflin entitled Invitations to Literacy, is used throughout the grades. It introduces students to significant literary works along with real world resources (magazines and newspaper articles, recipes, brochures) and uses collaborative learning and higher level thinking skills to build on students' interests and experiences. Following the Differentiated Instruction model, teachers use whole group instruction when introducing skills. After pre-assessment of their knowledge, students who demonstrate mastery are challenged with more rigorous activities to broaden their understanding of the skill being taught. Those who have not displayed mastery receive additional instruction and practice. Special Services reading teachers are also available to assist these students. Teachers use supplementary materials, including novels, to teach the five general skill areas: decoding, vocabulary development, comprehension skills, research and study skills and literary skills. Book reports begin at the second grade level and class novels are introduced at third grade. The novels correlate with other content areas of the curriculum. Midnight Lantern and Sarah Bishop are two novels with different readability levels taught in fifth grade that correlate with the study of the American Revolution. In this instance, the groups are based upon student reading readiness. At other times, students choose from a selection of novels based upon interest. The groups collaborate and discuss key issues and events that occur in the novels. Library lessons are also coordinated with the reading curriculum. As fourth grade students study Missouri in their classrooms, the librarian collaborates with their teachers to develop a research unit on Missouri, providing a wealth of resources of varying readability levels. The librarian has also amassed a large collection of resources that focus on minority heritage groups and women. She has provided a topic card file that cross-references culturally diverse books and materials. Supplemental materials, such as stories on audio and videocassettes, CDs and computer software are incorporated into classroom reading instruction. Classroom projects that correlate with reading units enhance student learning. When third grade finishes their study of Pompeii and Herculaneum in their reading books, students conduct experiments making volcanic eruptions. Another link to this story is the creation of paper mosaics emulating the artwork prominent in the Roman culture.

## **3. Additional Curriculum Area:**

Technology is infused into every aspect of Conway's curriculum and instruction. Our written curriculum guides include activities that integrate technology throughout all subject areas. The district also prepares a five year technology plan and submits it to the state department. Conway's ITC (Instructional Technology Coordinator) collaborates with classroom teachers to develop and update computer activities and projects that enhance our curriculum. Each grade is scheduled into the lab for 45 minute blocks, five days a week on a rotating basis. Students have daily access to computers both in their classroom and in the lab. There are 97 wireless laptops available for checkout. This allows students to work in small research groups. The seven base stations placed throughout the building permit Internet and email access anywhere in the building. In total, Conway has 53 iMacs, 16 eMacs and 97 laptops and all are available to staff and students. Older computers are provided for home use to families who express a need.

Students learn how to program, word-process, create graphics, collect data and illustrate stories. Students and teachers regularly use multimedia software including MicroWorlds, Powerpoint, Hyperstudio and AppleWorks. Lego Programming Language is used in all grades for math and statistical data. Conway students and teachers also integrate Smart Board technology into instruction and learning. There are 12 permanent classroom Smart Board systems, one technology lab Smart Board and 3 portable Smart Boards available for special area classes. Teachers and students use the boards to enhance instruction, share their work, complete class assignments and deliver presentations based on individual research or cooperative group work.

Conway has a school website that provides information for the parents about curriculum and instruction, features student work and displays current school activities. All classrooms are equipped with FM amplification systems. Teachers use the system when delivering whole group instruction and children use the hand held microphone when they are presenting to the class. The Flexcam is consistently used in art and other classrooms as a tool for allowing all children to see intricate details while a project is being modeled in the classroom. Large monitors allow students to remain in their seats and get a good view of instruction.

Twenty digital cameras and four digital video cameras are available to Conway teachers. Digital media is clearly integrated into many student projects, student performances, teacher newsletters and parent/teacher events. For example, continuous student slide shows are shown in the library during our Open House. In an after school club, students use digital video cameras and digital cameras to design their own i-movies.

#### **4. Instructional Methods:**

Conway's teaching practices and learning experiences reflect current knowledge about successful teaching and learning. Research has documented that early intervention programs increase success in school. Our all day kindergarten provides a strong educational foundation during the beginning school years.

For the past seven years, Conway has been involved in second-order change in its initiative to develop school wide differentiation. Second order change demands a dramatic departure from the way things are. The differentiation change initiative challenged teachers to shift from "teaching curriculum" to determining what students need to "Know, Understand and Do" and then pre-assessing student knowledge to determine readiness level regarding the objectives being taught. Within a heterogeneous class, student readiness, learning style and interest are considered when creating lessons to meet learning objectives.

Differentiated Instruction and Thoughtful Education are the two comprehensive teaching practices that define our philosophy of instruction. All Conway teachers receive extensive training in both areas. Our goal is to provide staff with a common language, vocabulary and understanding so that they develop and share strategies and lessons. Differentiated Instruction provides research-based strategies and techniques that offer students additional ways to succeed and teachers alternative ways to teach. With this information, the teacher can effectively tailor instruction to individual student needs. An example of a differentiated activity is a RAFT (Role, Audience, Format and Topic) assignment. For this activity, students have choices in selecting how they will complete the assignment. The choices are based on learning style, readiness and/or interest. All are rigorous. Format choices could include a letter, an article, a discussion dialogue, a diary or a written speech. Additional strategies include flexible grouping patterns, tiering, scaffolding, learning contracts, cubing, reciprocal teaching, graphic and visual organizers, curriculum compacting and cooperative learning arrangements.

Thoughtful Education is a philosophy that recognizes individual learning differences and capitalizes on each student's natural ability and preferred style of learning to promote educational success. Teachers plan assignments, projects, teaching strategies and assessments based on students' styles. This results in multiple options for grouping, tailored instruction and assessment design. Research demonstrates that children achieve their potential and develop intrinsic motivation when engaging their talents and strengths. Therefore, interwoven throughout our curriculum are strategies that are sensitive to learning style and complex thinking. Our mission and goals place children's unique needs and styles at the center of daily lesson planning, classroom configurations and teaching practices. This results in high levels of achievement for all students.

## **5. Professional Development:**

Fostering the professional development of each staff member is at the core of our building's goal - to improve instruction and to promote student achievement. For the last seven years, Conway staff has worked with Dr. Kay Brimijoin, professor of education at Sweet Briar College in Virginia, to learn how to implement and refine Differentiated Instruction. Ladue provides release time and funds for professional development activities in and out of the district. Staff is encouraged to attend state and national workshops and conferences that further our long term PDC plan. Upon return, they take leadership roles in sharing new information with their colleagues during faculty meetings and during professional development days. Fifteen of our teachers have attended a 5-day summer workshop at the University of Virginia's Diversity Institute. Our ITC's "techy time" supports and enriches staff technology skills.

The results of Conway's PDC needs assessment survey drive our professional development. Topics are aligned with our school's goals and our staff and student needs. Conway's PDC analyzes and evaluates each professional development experience. Focused, consistent, and ongoing evaluation for all Conway teachers helps ensure the implementation of a strong foundation of instructional strategies.

Conway's PDC works closely with the district's PDC and administrators to ensure that each staff member has a foundation in district policies and educational strategies. New teachers are valued at Conway for their fresh ideas, new insights and enthusiasm. All new staff members receive a sponsor and a mentor. The sponsor is a veteran teacher at the same grade level who guides the new teacher through the curriculum and explains grade level expectations. The mentor acquaints the new teacher with school policies and procedures and guides the new teacher through the evaluation process, professional development expectations and state certification requirements. During their 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year, new staff attend systematic professional development training.

Conway recognizes the fundamental role of all support staff and encourages the ongoing professional development of these vital staff members. All office personnel participate in professional development. Our custodial staff also meets to discuss the quality of the school's facilities and to ensure the safety of our students and staff. Counselors are trained in new child abuse reporting procedures and changes in special education referrals. Professional growth, for both certified and non-certified staff, is a continuous process of refining skills, keeping current with new developments and creating new visions in education.

# **PART VII - ASSESSMENT RESULTS**

## **STATE CRITERION-REFERENCED TESTS**

Subject Communication Arts Grade 3 Test MAP – Missouri Assessment Program

Edition/Publication Year 2006 Publisher CTB/McGraw-Hill

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	April	March	March	March	April
<b>SCHOOL SCORES*</b>					
% “Meeting” plus “Exceeding” State Standards	72	66	63	67	71
% “Exceeding” State Standards	47	7	2	4	6
Number of students tested	47	61	47	51	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					

Subject Mathematics Grade 3 Test MAP – Missouri Assessment Program

Edition/Publication Year 2006 Publisher CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	April
<b>SCHOOL SCORES*</b>		N/A	N/A	N/A	N/A
% “Meeting” plus “Exceeding” State Standards	72				
% “Exceeding” State Standards	15				
Number of students tested	47				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>	N/A				
1. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					

Subject Communication Arts Grade 4 Test MAP – Missouri Assessment Program

Edition/Publication Year 2006 Publisher CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	April
<b>SCHOOL SCORES*</b>		N/A	N/A	N/A	N/A
% “Meeting” plus “Exceeding” State Standards	77				
% “Exceeding” State Standards	42				
Number of students tested	60				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>	N/A				
1. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					

Subject Mathematics Grade 4 Test MAP – Missouri Assessment Program

Edition/Publication Year 2006 Publisher CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	April
<b>SCHOOL SCORES*</b>					
% “Meeting” plus “Exceeding” State Standards	75	73	65	79	76
% “Exceeding” State Standards	23	14	25	24	34
Number of students tested	60	52	50	59	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					

Subject Communication Arts Grade 5 Test MAP – Missouri Assessment Program

Edition/Publication Year 2006 Publisher CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	April
<b>SCHOOL SCORES*</b>		N/A	N/A	N/A	N/A
% “Meeting” plus “Exceeding” State Standards	88				
% “Exceeding” State Standards	37				
Number of students tested	51				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>	N/A				
1. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					

Subject Mathematics Grade 5 Test MAP – Missouri Assessment Program

Edition/Publication Year 2006 Publisher CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	April
<b>SCHOOL SCORES*</b>		N/A	N/A	N/A	N/A
% “Meeting” plus “Exceeding” State Standards	73				
% “Exceeding” State Standards	18				
Number of students tested	51				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>	N/A				
1. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					