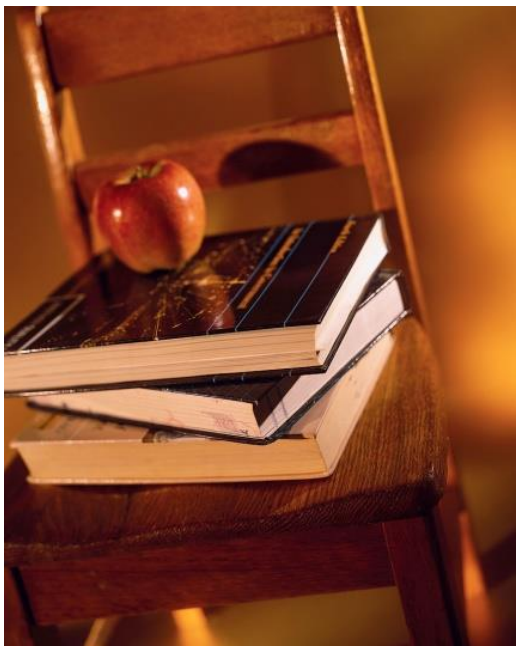
# STUDENT OUTCOMES
## Converse County School District #2
## 2013-2014



PAWS

MAP

RTI Assessments

ACT/PLAN
EXPLORE

*Compiled November 2014*
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# FAQ Assessment

## What tests do students have to take?

Students in grades 3 through 8 take the statewide Proficiency Assessments for Wyoming Students (PAWS) test in reading and math. Students in grades 4 and 8 also take the science portion of the PAWS test.

Students in grades 3, 5, and 7 take a test called the Student Assessment of Writing Skills (SAWS), which is used to measure a student's writing skills.

Students in grades 9, 10, and 11 take EXPLORE, PLAN, and ACT, respectively. These standardized tests are used for high school achievement and college admissions in the United States, as well as a measurement of student proficiency in reading, math, and science for Wyoming standards. Students in grade 11 also participate in the ACT Writing test.

## How are the tests changing?

Some of the material on the PAWS tests as well as the cut scores for PAWS, SAWS, and the ACT tests have been revised so that they align with the content standards that were adopted by the State Board of Education.

The new standards are consistent with the shifts most states have made, moving to rigorous content to better address the skills and knowledge gaps in high school graduates seen by both employers and colleges across the country. Basically, what is covered on the PAWS and SAWS, and how much students need to know and be able to do at each grade level was adjusted so that each test accurately measures student understanding of our state's content standards.

### Defining the Terminology

**Cut Scores**
define the score ranges associated with each of the four performance levels in each grade. Similar to how a 90 percent (cut score) defines an A (performance level).

**Proficiency**
is a measure of how thoroughly a student grasps the material and is able to demonstrate that knowledge on the test.

**Proficiency Rates**
are the percent of students within a school who score proficient and advanced on the test.

**Standards**
describe what students need to know and be able to do by the end of each grade level.

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# FAQ Assessment

## What's different about the 2014 test results?

Since the 2012 standards in English language arts and mathematics established higher expectations for students, the 2014 PAWS will be setting an entirely new baseline for student performance. Consistent with experiences of both Kentucky and New York, we can anticipate lower proficiency rates than we have seen in the past. This does not mean that students know less than 2013 and earlier, or that schools are doing a poor job educating their students – it's that the test itself reflects the much higher expectations we now have for Wyoming students.

A period of adjustment is expected over the short term as everyone involved in education adjusts to the new standards. Over time, more and more students will achieve to the new standards and proficiency rates will increase as the schools and districts decide how to work the new standards into their classrooms.

## What's different about what's on the tests?

The spring 2014 PAWS changes were only in the reading and math portions of the test. Questions were designed to allow students to demonstrate a working knowledge of the material rather than repeating memorized facts. For example, they require students to read and contrast more than one text passage at a time, and in math, topics that were formerly addressed in the upper grades are now being tested in lower grades. These changes are consistent with the shifts students should be seeing in classrooms as their teachers adjust their lessons to reflect the newer standards. There are no changes in content for the science portion of PAWS or any of the ACT tests at this time. Since the SAWS is a new test, it was developed from the beginning to address the newer standards.

## Who decides what is on the test?

The Wyoming Department of Education works with a major testing company, Educational Testing Services (ETS), to craft the PAWS and SAWS. In this process, the WDE decides the content on each test to ensure they accurately measure Wyoming standards. Wyoming teachers are involved each year, reviewing and providing feedback on potential test questions each summer. ACT Inc., creates the ACT suite which includes the ACT, PLAN, and EXPLORE tests. Wyoming does not develop or have input in the content of these tests.

## How does the new test affect my child's grades?

PAWS results are used by the Wyoming Department of Education to evaluate school performance. Students are grouped and rated by performance levels to gain an understanding of a school's strengths and weaknesses. Districts use their own methods to directly evaluate individual students, and PAWS scores have no direct effect on student grades.

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# FAQ Accountability

## What is accountability?

The accountability system provides information about the quality of education received by Wyoming students to help determine which schools are doing well and which schools are in need of assistance.

## What accountability systems are used in Wyoming?

AYP (Adequate Yearly Progress) calculations are annual measurements of school quality required under No Child Left Behind (NCLB) that allows the United States Department of Education to determine how schools are performing academically in each state. WAEA was created specifically for Wyoming and takes into account measures specifically related to educational goals in Wyoming.

## Why are there two accountability systems and what do they do?

AYP is a federal measurement that allows the United States Department of Education to determine how schools and districts are performing academically across the country. AYP calculations are required under NCLB if Wyoming doesn't get a waiver from the law or if NCLB is not re-authorized by congress. WAEA was created by the Wyoming legislature specifically for Wyoming and takes into account measures specifically related to educational goals in Wyoming.

Both accountability systems have the general goal of improving student achievement in general and to improve the performance of low achieving students specifically.

## Defining the Terminology

### No Child Left Behind (NCLB)

is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), the principle federal law affecting K-12 education.

### Adequate Yearly Progress (AYP)

is the school performance measurement for the federal accountability system NCLB.

### Wyoming Accountability in Education Act (WAEA)

is the Wyoming state education accountability system enacted by legislature in 2013, and established by the state board through the WDE.

### School Performance Report (SPR)

is the performance level determination based on a school's performance, according to WAEA indicators.

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# FAQ Accountability

## What's the difference between the NCLB system and the WAEA system?

While the general goals of both systems are the same, the largest difference between the two systems is that they use different measures to evaluate overall school performance. Under NCLB, schools are measured each year by Adequate Yearly Progress (AYP) calculations, while WAEA uses a different set of measures reported in the annual School Performance Report (SPR). The two systems may produce different results; for example, a school that is rated as "in need of improvement" according to the NCLB could be "exceeding expectations" under WAEA.

## How are schools rated?

School performance levels are determined from a variety of data, such as test scores and graduation rates, and are calculated to help determine which schools are doing well and which schools are in need of assistance.
The state system is similar to the traditional grade scale in that there are varying levels of performance that can be achieved: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations. The federal system, on the other hand, is more similar to a pass/fail system, as schools are only rated as "in need of improvement" when they fail to meet that year's requirements.

## How do the ratings affect my child's school?

Each school will be offered a multi-tiered system of supports, interventions, and consequences depending on the rating the school receives, and for how many consecutive years that rating has been received.

## Should I be concerned if my child's school is failing?

If a school is labeled as "in need of improvement" under NCLB or "not meeting expectations" under WAEA, it does not mean that school is completely failing to educate its students. It may mean that it has a few weaknesses that need to be addressed and accommodated. The WDE is leading an effort to ensure that all Wyoming students receive the quality education they deserve, and identifying weaknesses within school is just one step in that process.

# OTHER TEST INFORMATION

## EXPLORE

### *Test Description*:

EXPLORE includes four multiple-choice tests: English, Math, Reading and Science. It is designed to help 9th graders explore a broad range of options for their future. It prepares students for their high school coursework as well as post–high school choices as well. EXPLORE is an entry point into the ACT testing program and is followed by PLAN in 10th grade and the ACT in 11th grade.

### *Test Administration:*

EXPLORE is taken by all students during their freshman year of high school.

## PLAN

### *Test Description*:

PLAN includes four multiple-choice tests: English, Math, Reading and Science. As a "pre-ACT" test, PLAN is considered a strong predictor of success on the ACT. It takes approximately 1 hour and 55 minutes to complete.

### *Test Administration:*

PLAN is taken by all students during their sophomore year of high school.

## ACT

### *Test Description*:

The ACT is a national college admissions examination that consists of subject area tests in English, Mathematics, Reading and Science. The test includes 215 multiple-choice questions and takes approximately 3 hours and 30 minutes to complete, including a short break. The highest possible ACT score is 36. ACT results are accepted by all four-year colleges and universities in the U.S.

### *Test Administration:*

The ACT is taken by all students during their junior year of high school.

# Response to Intervention (RTI)

As part of the district's commitment to implementing a Response to Intervention model to meet student needs, assessments that screen all students for academic difficulties in reading and math are currently being implemented. An RTI model screens every student three times per year to determine if additional support is needed in either reading or math; those students identified as being at risk for academic difficulties are then assessed either once or twice per month to monitor their progress toward reaching grade-level goals. Results from two universal screening/progress monitoring assessment systems, DIBELS and AIMSweb, are reported in this book.

# DIBELS Next

## *Test Description*:

The DIBELS Next measures (Dynamic Indicators of Basic Early Literacy Skills) were developed by the University of Oregon and are based on the essential literacy domains identified by the National Reading Panel and the National Research Council. DIBELS Next assesses four critical aspects of reading development: phonological awareness, alphabetic understanding, reading fluency and reading comprehension. Testing is done using a series of short (generally one minute) probes administered individually.

## *Test Administration:*

DIBELS Next is used as a universal reading screener for all students in grades K-6.

## *Interpreting the Results:*

Phoneme Segmentation Fluency: PSF is a measure that assesses phonemic awareness skills and is very predictive of future reading success. Note: PSF measures higher-level phonemic awareness skills than First Sound Fluency, another kindergarten measure, and is a more important indicator in considering risk for future reading difficulties; therefore, PSF is reported rather than FSF.

Nonsense Word Fluency: NWF is a measure that assesses alphabetic principle skills. The alphabetic principle is the understanding that words are composed of letters that represent sounds, and using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed word or to spell words.

Oral Reading Fluency: ORF is a measure that assesses fluency with text, or the ability to translate letters-to-sounds-to-words fluently and effortlessly. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text. Research has found ORF to be the single best predictor of reading comprehension at the elementary level.

# AIMSweb

## *Test Description*:

Similar to DIBELS Next, the AIMSweb measures are based on essential skills in reading and math. Probes assessing math problem solving and math calculation are used at the elementary and middle school levels and are given in a whole-group setting.

## *Test Administration:*

AIMSweb MAZE, a measure of reading comprehension, is used as a universal screener for all students in grades 5-8. AIMSweb M-COMP (Mathematics Computation) is used as a universal screener for all students in grades 1-8 and M-CAP (Math Concepts and Applications) is given in grades 2-8.

## *Interpreting the Results:*

MAZE: The MAZE probe is a measure of reading comprehension using a cloze procedure.

M-COMP: Mathematics Computation assesses basic computation skills, which have been found through the research literature to be predictive of overall achievement in mathematics.

M-CAP: Mathematics Concepts and Applications assesses general mathematics problem-solving skills, including number sense, operations, patterns and relationships, data and probability, measurement, data and statistics, geometry, and algebra.

# MAP

## *Test Description*:

MAP (Measures of Academic Progress) is a computer-administered, adaptive test of reading, math, language usage and science created by Northwest Evaluation Association (NWEA).

## *Test Administration:*

MAP is given three times during the year (fall, winter and spring) to all students in grades 1-11 and in the winter and spring to kindergarten students.

## *Interpreting the Results:*

Please refer to the following document, *MAP Basics Overview*, for detailed information regarding this assessment. Also included are the *2011 Normative Data* sheets and a chart that shows what school percentile rank is associated with the percentages of students at each grade level who meet their fall to spring target growth.

# School Performance Rating Model Reports

In accordance with the Wyoming Accountability in Education Act (WAEA), the WDE provides all districts in the state with a School Performance Rating Report. Under this system schools can earn one of four ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations and Not Meeting Expectations.

Schools ratings are based primarily on PAWS performance in three categories. Achievement reflects the percent proficient or advanced on PAWS, Growth is an indicator of how all students improved from year to year, and Equity measures the growth of students scoring below the proficient level and if that growth is sufficient to reach proficiency within three years (or by eighth grade, whichever comes first). The high school ratings are based on a variety of factors including performance on the ACT suite of tests, Hathaway Scholarship eligibility and graduation rates. All schools are also held accountable for meeting expected participation rates.

The NWEA's computerized adaptive tests provide educators the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP® tests to develop targeted instructional strategies and to plan school improvement. MAP® test results help educators make student-focused, data-driven decisions. MAP® tests are available in Reading, Language Usage, Mathematics, and Science.

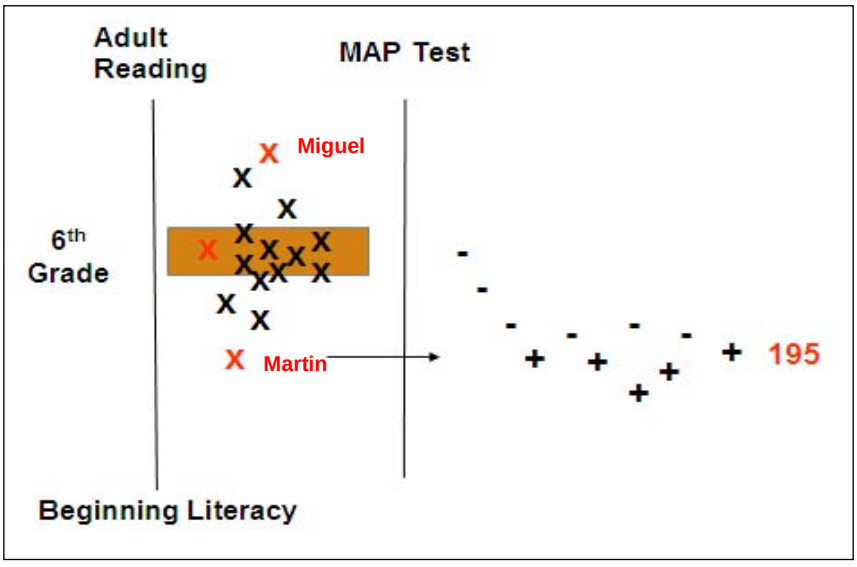
## Our Mission is "Partnering to help all kids learn."

- We help schools create a culture that uses data to make instructional decisions.
- We provide training and support.
- We conduct research to improve learning.
- Our purpose is growth and improvement of learning.
- We promote the instructional needs of every child, creating the most growth possible.

## The Classroom Experience

Consider the students in a typical sixth grade classroom. Imagine each "**x**" in the diagram below represents a student. Miguel is a student who performs quite well, excelling in reading and always scoring well on traditional standardized tests. Martin, on the other hand, is a student who struggles to keep up with the academic demands in a typical sixth grade classroom. Imagine Martin is taking a test. A traditional test would present Martin with questions appropriate for most sixth graders. As an under performer, Martin might only be able to comprehend the vocabulary in the first few questions. He would quickly become frustrated and might not put forth his best effort. He could even spend the remainder of the test guessing at answers, without attempting to even read the questions.

The results from this traditional test would not provide his teacher any information that could be used to help Martin. They would only indicate that he was performing below the sixth-grade level, something his teacher already knew.



## The MAP® Test Experience

Instead of a traditional standardized test, Martin is taking NWEA's MAP® computerized adaptive test. When Martin sits down at the computer for the first time, the computer will select and display a question that is appropriate for a typical sixth grader. From here on out, the computer will select questions specifically for Martin depending on how he performs on all of the previous questions.

- Martin will more than likely miss the first question because it is a question that is appropriate for a typical sixth grader. The computer will select an easier question from the next goal strand and display it on the screen.
- Martin misses the next question as well. Based on his two responses so far, the computer will display another easier question on the screen.
- Martin misses this one too. Based on his three responses so far, the computer will choose another question.
- Each time Martin answers a question, the computer scores all the questions taken so far to make a placement for the next question.
- The computer will continue to select questions, cycling through the goal strands, until Martin reaches the end of the test.
- The score is immediately available to Martin and his teacher and is reported in a Rausch unIT (RIT). Martin scored a 195 RIT on his Reading test.

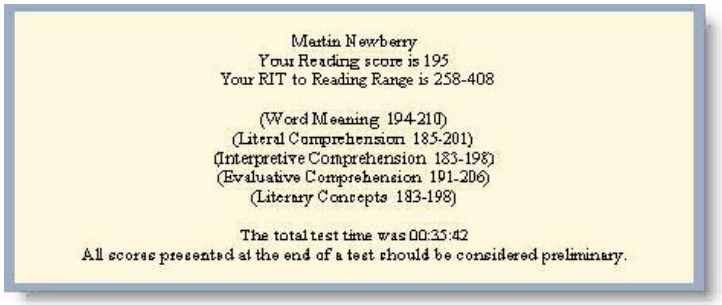
## Sample MAP® Test Computer Screens

**The first screen that Martin sees looks like this.**


**This is a sample question from a Reading test.**


Once Martin begins the test, he would see a variety of questions that would assess his knowledge across all of the goal performance areas. Martin would simply select a response and **Go on** to the next question.

**When the end of the test is reached, a score screen will appear with the data from that test event immediately available.**



An overall RIT score is provided plus information around each goal performance area. The information can be directly related to ***DesCartes: A Continuum of Learning®***–an instructional tool that allows educators to translate a MAP® test score into skills and concepts a student may be ready to learn. Reading tests also report a student's RIT to Reading Range–a score resulting from a correlation between NWEA's RIT score and the MetaMetrics® Lexile® scale.

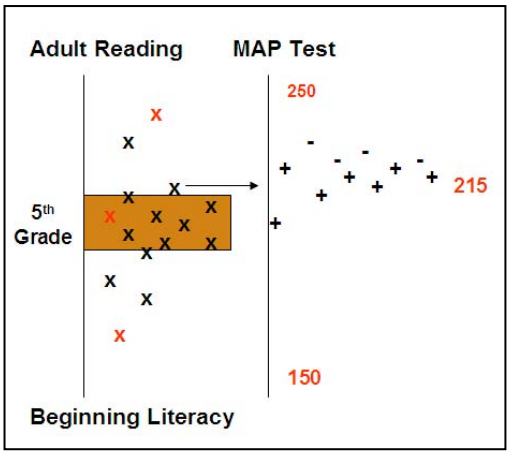
### Features of MAP® Tests

- They provide a challenging test for every student. Students are not expected to get every question right or every question wrong.
- They are dynamically built based on the achievement level of the student and will give accurate and reliable information for every student.
- They are untimed. Students should be given as much time as needed to complete a test as long as they are making progress.
- Tests are given for internal accountability. They provide educators information about students within the district, school, or classroom and are used for their own purposes. Even though NWEA provides external norms, these are for a general reference.
- They measure growth and show how students are progressing. Because the data can be looked at historically and is consistent from season to season, growth can be measured.
- Results are received immediately. They are displayed at the end of the test event.
- Students can be tested up to four times a year in Reading, Language Usage and Mathematics in order to monitor their growth. Science can be tested up to three times a year.

## Meeting the Needs of All Students

As educators, we start with a curriculum scale. In reading, for example, children come to us knowing that letters have sounds attached to them. We want them to leave us able to read college-level materials. How do we do this? We assign curriculum that will be taught at each grade level.

We can assume that most schools are *graded*. That is, students are divided into 13 grade-level groups. Curriculum is divided in accordance with these grade levels and is articulated upward by skills. In reality, however, we have students who are performing above, at, and below this grade-level structure. So we have to ask ourselves how we foster growth for all of these students, no matter where they are performing along our curriculum scale.

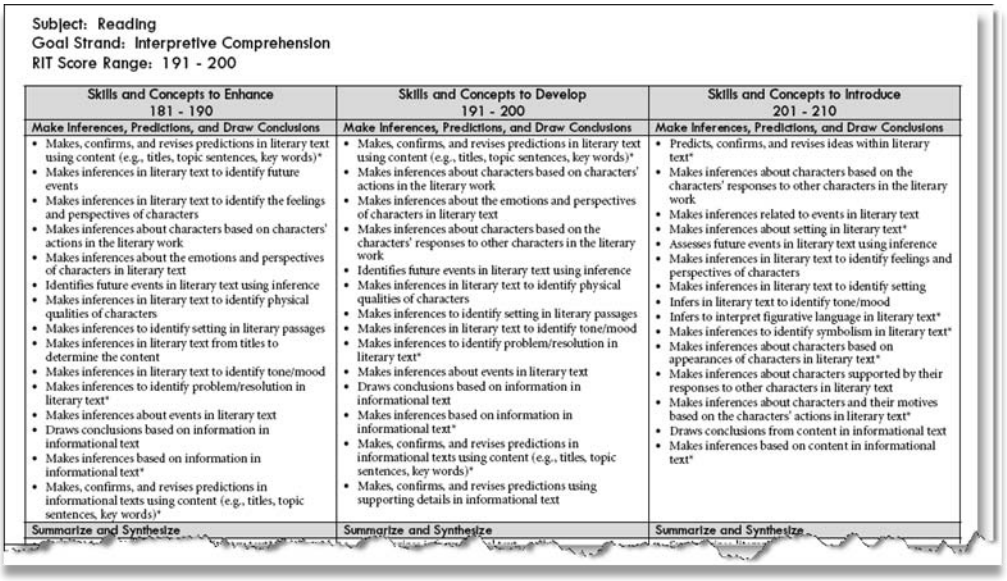



The answer to that question lies in knowing where every student is performing and delivering instruction directly related to that performance level. The MAP system can help us with both by giving us scores that are accurate and reliable.

The RIT scale measures student achievement and growth. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. The scores make it possible to follow a student's educational growth from year to year.

## DesCartes: A Continuum of Learning®

***DesCartes: A Continuum of Learning®*** orders specific Reading, Language Usage, Mathematics, and Science skills and concepts by achievement level. For Reading, Language Usage, and Mathematics, the skills and concepts align to the goal structures and content of your state standards. For Science, the skills and concepts are state-aligned for several states, and nationally aligned for others, for the two domains of Science: Concepts & Processes and General Science. Please visit **www.nwea.org >> Our Research** to verify the availability and alignment of your state. For easy reference, the skills and concepts are grouped along the continuum according to the NWEA RIT measurement scale. ***DesCartes*** may be accessed from the Reports Site.



Subject: Reading
Goal Strand: Interpretive Comprehension
RIT Score Range: 191 - 200

| Skills and Concepts to Enhance 181 - 190 | Skills and Concepts to Develop 191 - 200 | Skills and Concepts to Introduce 201 - 210 |
|---|---|---|
| **Make Inferences, Predictions, and Draw Conclusions** | **Make Inferences, Predictions, and Draw Conclusions** | **Make Inferences, Predictions, and Draw Conclusions** |
| • Makes, confirms, and revises predictions in literary text using content (e.g., titles, topic sentences, key words)*<br>• Makes inferences in literary text to identify future events<br>• Makes inferences in literary text to identify the feelings and perspectives of characters<br>• Makes inferences about characters based on characters' actions in the literary work<br>• Makes inferences about the emotions and perspectives of characters in literary text<br>• Identifies future events in literary text using inference<br>• Makes inferences in literary text to identify physical qualities of characters<br>• Makes inferences to identify setting in literary passages<br>• Makes inferences in literary text from titles to determine the content<br>• Makes inferences in literary text to identify tone/mood<br>• Makes inferences to identify problem/resolution in literary text*<br>• Makes inferences about events in literary text<br>• Draws conclusions based on information in informational text<br>• Makes inferences based on information in informational text*<br>• Makes, confirms, and revises predictions in informational texts using content (e.g., titles, topic sentences, key words)* | • Makes, confirms, and revises predictions in literary text using content (e.g., titles, topic sentences, key words)*<br>• Makes inferences about characters based on characters' actions in the literary work<br>• Makes inferences about the emotions and perspectives of characters in literary text<br>• Makes inferences about characters based on the characters' responses to other characters in the literary work<br>• Identifies future events in literary text using inference<br>• Makes inferences in literary text to identify physical qualities of characters<br>• Makes inferences to identify setting in literary passages<br>• Makes inferences in literary text to identify tone/mood<br>• Makes inferences to identify problem/resolution in literary text*<br>• Makes inferences about events in literary text<br>• Draws conclusions based on information in informational text<br>• Makes inferences based on information in informational text*<br>• Makes, confirms, and revises predictions in informational texts using content (e.g., titles, topic sentences, key words)*<br>• Makes, confirms, and revises predictions using supporting details in informational text | • Predicts, confirms, and revises ideas within literary text*<br>• Makes inferences about characters based on the characters' responses to other characters in the literary work<br>• Makes inferences related to events in literary text<br>• Makes inferences about setting in literary text*<br>• Assesses future events in literary text using inference<br>• Makes inferences in literary text to identify feelings and perspectives of characters<br>• Makes inferences in literary text to identify setting<br>• Infers in literary text to identify tone/mood<br>• Infers to interpret figurative language in literary text*<br>• Makes inferences to identify symbolism in literary text*<br>• Makes inferences about characters based on appearances of characters in literary text*<br>• Makes inferences about characters supported by their responses to other characters in literary text<br>• Makes inferences about characters and their motives based on the characters' actions in literary text*<br>• Draws conclusions from content in informational text<br>• Makes inferences based on content in informational text* |
| **Summarize and Synthesize** | **Summarize and Synthesize** | **Summarize and Synthesize** |

## MAP® Tests Provide Students' *Instructional* Levels

MAP® tests are based on a continuum of skills in Mathematics, Reading, Language Usage, and Science from low skill levels to high skill levels. We can consider them to be one long test in a particular subject, rather than a series of shorter tests that assess students over specific criteria at various grade levels. MAP® assessments are not tests that determine mastery. Rather, MAP® assessments provide teachers with the *instructional* level of the student. They provide a way–a road map–for determining where each student is performing in relation to local or state standards, curriculum, or other criteria.

## Uses of MAP® Tests

- Tests can be administered to new students as they enter the district to determine appropriate instructional levels.
- Tests can be given before parent conferences if a measure is needed at that time.
- Student growth can be monitored throughout the school year and from year to year.
- Winter testing is useful to further monitor progress and determine if instruction needs to be adjusted.
- MAP data provides information to help inform instructional decisions.*
- Student progress in special programs such as Title I can be monitored by using MAP data.

*The ***Comparative Data to Inform Instructional Decisions*** document is available at **www.nwea.org >> Partner Support.**

## Normative Data

typical

What are ~~expected~~ RIT and growth scores?

Educators use data from the most recent ***RIT Scale Norms Study*** to help determine what is *typical*, i.e., students scoring at the 50th percentile in the ***Norms Study.*** We use the word **typical** rather than **should be** or **expected**, as we treat each student as a unique individual. The ***RIT Scale Norms Study*** may be accessed from the Reports Site.

**2008 READING STATUS NORMS (RIT VALUES)**

| Grade | Beginning-of-Year Median | Beginning-of-Year Mean | Middle-of-Year Median | Middle-of-Year Mean | End-of-Year Median | End-of-Year Mean |
|---|---|---|---|---|---|---|
| K | 146 | 147.6 | 151 | 152.4 | 155 | 156.3 |
| 1 | 160 | 160.2 | 167 | 166.5 | 173 | 171.9 |
| 2 | 179 | 179.7 | 186 | 186.0 | 190 | 189.6 |
| 3 | 192 | 191.6 | 197 | 196.3 | 200 | 199.0 |
| 4 | 201 | 200.1 | 205 | 203.7 | 207 | 205.8 |
| 5 | 208 | 206.7 | 211 | 209.6 | 212 | 211.1 |
| 6 | 213 | 211.6 | 215 | 213.8 | 216 | 214.8 |
| 7 | 217 | 215.4 | 219 | 217.3 | 219 | 217.9 |
| 8 | 220 | 219.0 | 222 | 220.6 | 223 | 221.2 |
| 9 | 222 | 220.9 | 223 | 221.9 | 224 | 222.6 |
| 10 | 226 | 223.9 | 227 | 224.9 | 228 | 225.4 |
| 11 | 227 | 225.2 | 228 | 225.6 | 227 | 225.6 |

This table was extracted from the ***Normative Data*** document found at **www.nwea.org >> Partner Support.**

## RIT Point Growth Norms

From our ***RIT Scale Norms Study,*** we know that low-performing students and high-performing students don't tend to grow at the same rate. A simple grade-level growth average doesn't capture this information and may lead us to inaccurate decisions about students.

As shown in the table below, we can see that students scoring a 160 fall RIT showed an average (mean) growth of 16.5 RITs. Students scoring a 210 fall RIT grew, on average, 5.8 RITs.

**Grade 3 Reading: Beginning-of-Year to End-of-Year RIT Point Growth Norms**

| Start RIT | 160 | 170 | 180 | 190 | 200 | 210 | 220 |
|---|---|---|---|---|---|---|---|
| Mean Growth | 16.5 | 13.5 | 11.1 | 9.0 | 7.3 | 5.8 | 4.1 |

From the ***RIT Scale Norms Study***, Grade 3 Reading: Beginning-of-Year to End-of-Year Growth Chart.

# NWEA™ Resources

## NWEA™ Web Site – nwea.org

### Partner Support

For the latest updates and resources relating to our partner support services, please visit the **Partner Support** section of the web site. There you will find many documents and tools that provide support and information regarding MAP® Administration and other NWEA products and services.

### SPARK Community

SPARK is an online community of educators coming together to ignite kid-centric education. SPARK members can learn from one another and share what's working. The SPARK Community has forums and blogs where you can discuss ideas with fellow educators, NWEA staff, and thought leaders from throughout the education community. You can discover and share lesson plans and other resources for using MAP data to its fullest extent. Visit **nwea.org** to register for the SPARK Community and take full advantage of all the community has to offer!

## Other Web Resources

Find us on Facebook at NWEA or follow us at twitter.com/NWEA to get updates from NWEA and the SPARK Community and stay current with the latest education headlines.

# 2011 Normative Data

Having the right data is a key component of individualizing instruction for each child. NWEA has the ability to measure a student's achievement and academic growth, independent of grade, across time. From the insight provided with Measures of Academic Progress® (MAP®) and its reports, educators can compare class- or grade-level performance to students from a wide variety of schools across the country. Status norms provide a starting point for educators to review data, and help them gain an understanding of each child's current academic level, where they need focused instruction, and the extent of their progress. Additional information about how status and growth norms were determined can be found in NWEA's **2011 NWEA RIT Scale Norms Study**.

## Measures of Academic Progress (MAP) Status and Growth Norms

The 2011 NWEA RIT Scale Norms Study provides growth and status norms for all five RIT scales: Reading, Language Usage, Mathematics, General Science, and Science Concepts and Processes. The study's results are based on grade level (K-11) samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population.

The 2011 norms allow for flexible interpretations of both growth and status by taking instructional weeks into account. For example, the norms may be used to locate a student's status (as a percentile rank) for any specified instructional week of the school year. Similarly, typical growth, conditioned on the student's initial score, may be determined for any number of instructional weeks separating two test occasions within a 12-month period. This flexibility allows educators to test students at times that make the most sense in view of their own informational needs. And, regardless of when they conduct testing, they can make norm-referenced interpretations of test results that are consistent with their chosen testing schedule.

As an additional reference, the norms can provide the percentile rank corresponding to a student's observed gain for a given instructional interval. This helps educators to move beyond the simple conclusion that a student either "made target growth" or did not to discern how a particular student's growth compares to the growth of similar students. These norms also allow school-grade level performance for one school to be compared to other schools in the same state that operate under a similar set of conditions. This allows school and district administrators to use the norms to make "apples to apples" comparisons between their schools and schools from the same state with similar characteristics.

| 2011 READING STATUS NORMS (RIT VALUES) | | | |
|---|---|---|---|
| Grade | Beginning-of-Year Mean | Middle-of-Year Mean | End-of-Year Mean |
| K | 142.5 | 150.6 | 156.0 |
| 1 | 160.3 | 170.7 | 176.9 |
| 2 | 175.9 | 183.6 | 189.6 |
| 3 | 189.9 | 194.6 | 199.2 |
| 4 | 199.8 | 203.2 | 206.7 |
| 5 | 207.1 | 209.8 | 212.3 |
| 6 | 212.3 | 214.3 | 216.4 |
| 7 | 216.3 | 218.2 | 219.7 |
| 8 | 219.3 | 221.2 | 222.4 |
| 9 | 221.4 | 221.9 | 222.9 |
| 10 | 223.2 | 223.4 | 223.8 |
| 11 | 223.4 | 223.5 | 223.7 |

| 2011 MATHEMATICS STATUS NORMS (RIT VALUES) | | | |
|---|---|---|---|
| Grade | Beginning-of-Year Mean | Middle-of-Year Mean | End-of-Year Mean |
| K | 143.7 | 150.5 | 156.1 |
| 1 | 162.8 | 172.4 | 179.0 |
| 2 | 178.2 | 185.5 | 191.3 |
| 3 | 192.1 | 198.5 | 203.1 |
| 4 | 203.8 | 208.7 | 212.5 |
| 5 | 212.9 | 217.8 | 221.0 |
| 6 | 219.6 | 222.8 | 225.6 |
| 7 | 225.6 | 228.2 | 230.5 |
| 8 | 230.2 | 232.8 | 234.5 |
| 9 | 233.8 | 234.9 | 236.0 |
| 10 | 234.2 | 235.5 | 236.6 |
| 11 | 236.0 | 237.2 | 238.3 |

| 2011 LANGUAGE USAGE STATUS NORMS (RIT VALUES) | | | |
|---|---|---|---|
| Grade | Beginning-of-Year Mean | Middle-of-Year Mean | End-of-Year Mean |
| 2 | 175.4 | 185.3 | 190.0 |
| 3 | 191.1 | 196.5 | 200.3 |
| 4 | 200.9 | 204.4 | 207.0 |
| 5 | 208.0 | 211.0 | 212.9 |
| 6 | 212.3 | 214.4 | 216.2 |
| 7 | 215.8 | 217.3 | 218.7 |
| 8 | 218.7 | 220.2 | 221.3 |
| 9 | 220.6 | 221.0 | 221.8 |
| 10 | 221.9 | 222.2 | 222.7 |
| 11 | 222.1 | 222.7 | 223.3 |

In the samples, each district's base school calendar was used to determine instructional days. Using the instructional days data, time frames for beginning-of-year tests, middle-of-year tests, and end-of-year tests were established. The centers of these time frames were roughly 20 days, 80 days, and 130 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.

| 2011 GENERAL SCIENCE STATUS NORMS (RIT VALUES) | | | |
|---|---|---|---|
| Grade | Beginning-of-Year Mean | Middle-of-Year Mean | End-of-Year Mean |
| 3 | 189.0 | 192.5 | 195.5 |
| 4 | 196.4 | 198.7 | 200.8 |
| 5 | 201.3 | 203.7 | 205.3 |
| 6 | 205.4 | 206.8 | 208.1 |
| 7 | 208.2 | 209.5 | 210.9 |
| 8 | 211.2 | 212.4 | 213.5 |
| 9 | 213.2 | 213.6 | 214.3 |
| 10 | 214.9 | 215.6 | 216.2 |

| 2011 SCIENCE CONCEPTS STATUS NORMS (RIT VALUES) | | | |
|---|---|---|---|
| Grade | Beginning-of-Year Mean | Middle-of-Year Mean | End-of-Year Mean |
| 3 | 188.0 | 191.7 | 194.5 |
| 4 | 195.4 | 197.5 | 199.5 |
| 5 | 200.6 | 202.8 | 204.3 |
| 6 | 204.6 | 205.9 | 207.1 |
| 7 | 207.5 | 208.7 | 209.9 |
| 8 | 210.4 | 211.5 | 212.4 |
| 9 | 213.2 | 213.6 | 214.3 |
| 10 | 213.9 | 214.3 | 214.6 |

# Percentage of Students Meeting RIT Target Growth (Fall to Spring) by School Percentile Rank

**READING**

| School Percentile | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|---|---|---|---|---|---|---|---|---|
| **1** | 35 | 32 | 30 | 30 | 30 | 26 | 27 | 17 | 19 |
| **10** | 48 | 46 | 46 | 46 | 42 | 40 | 41 | 37 | 32 |
| **20** | 55 | 50 | 50 | 51 | 47 | 45 | 46 | 42 | 40 |
| **30** | 59 | 54 | 54 | 54 | 50 | 49 | 49 | 44 | 43 |
| **40** | 62 | 57 | 56 | 57 | 54 | 50 | 51 | 48 | 46 |
| **50** | 65 | 60 | 59 | 59 | 56 | 53 | 53 | 50 | 49 |
| **60** | 68 | 63 | 61 | 61 | 58 | 55 | 55 | 52 | 50 |
| **70** | 71 | 66 | 64 | 64 | 60 | 57 | 58 | 54 | 55 |
| **80** | 74 | 69 | 66 | 67 | 62 | 59 | 60 | 55 | 58 |
| **90** | 78 | 73 | 70 | 70 | 67 | 64 | 64 | 59 | 59 |
| **99** | 87 | 83 | 80 | 81 | 78 | 77 | 77 | 72 | 72 |

**MATH**

| School Percentile | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|---|---|---|---|---|---|---|---|---|
| **1** | 26 | 30 | 35 | 32 | 28 | 24 | 29 | 27 | 25 |
| **10** | 47 | 45 | 48 | 48 | 42 | 43 | 46 | 42 | 36 |
| **20** | 53 | 52 | 54 | 54 | 48 | 48 | 50 | 46 | 51 |
| **30** | 57 | 55 | 58 | 58 | 53 | 51 | 53 | 50 | 55 |
| **40** | 60 | 59 | 60 | 62 | 56 | 54 | 56 | 52 | 58 |
| **50** | 63 | 62 | 62 | 65 | 59 | 57 | 59 | 55 | 60 |
| **60** | 67 | 65 | 65 | 68 | 63 | 59 | 61 | 58 | 62 |
| **70** | 70 | 69 | 68 | 71 | 66 | 63 | 65 | 61 | 65 |
| **80** | 74 | 72 | 71 | 75 | 70 | 67 | 68 | 64 | 67 |
| **90** | 79 | 77 | 75 | 80 | 76 | 72 | 73 | 70 | 70 |
| **99** | 88 | 88 | 90 | 92 | 89 | 86 | 89 | 92 | 93 |

# Converse County School District #2

## VALUES

**Accountability**
We accept responsibility for achieving goals by evaluating our progress individually and collectively.

**Collaboration**
We work together by supporting the decision-making process and its resolution.

**Commitment**
We are dedicated to continuous improvement in all areas.

**Excellence**
We embrace high expectations and believe every person can learn.

**Integrity**
We are honest, trustworthy, and take ownership for our actions.

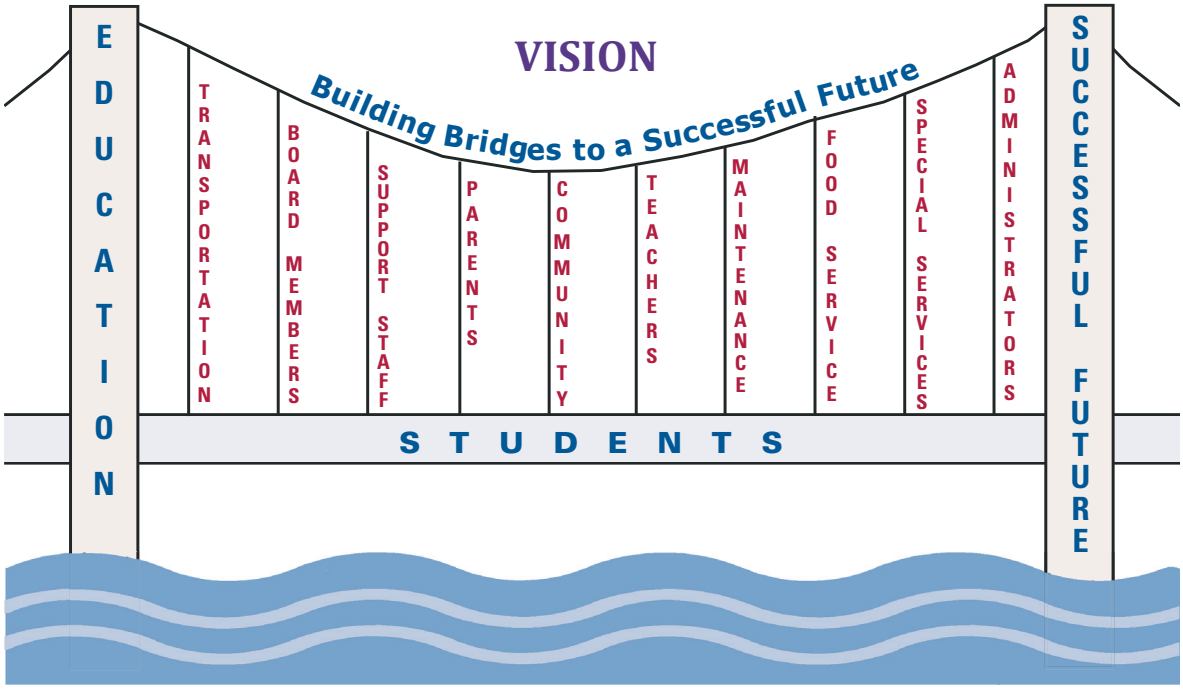
**Respect**
We value diversity, acknowledge others' opinions, and treat each other with dignity.

**Work Ethic**
We value hard work and diligence and lead by example. Success requires effort.

## MISSION

In partnership with students, parents, staff, and community, our purpose is to ensure a safe and orderly environment where all students receive quality educational experiences which empower them to be responsible citizens and lifelong learners.

## VISION




## Goal 1: Improve Student Achievement

**OBJECTIVES:**

1. All grade levels assessed will meet or exceed the Adequate Yearly Progress (AYP) target goals on the required state assessment.
2. All schools in the district will perform in the top 10% of schools in the nation using Measures of Academic Progress (MAP) testing.
3. Graduation rate will meet or exceed the state average.
4. The high school composite score on the ACT will meet or exceed the state average.

## Goal 2: Improve Student Academic Behaviors

**OBJECTIVES:**

1. The district will meet or exceed 95% daily attendance rate on an annual basis.
2. To enhance a safe and orderly learning environment, written behavioral referrals resulting in In-School Suspension (ISS) or Out-of-School Suspension (OSS) will decrease from the previous year.
3. The district will decrease the percentage of failing grades from the previous year.

## Goal 3: The District Will Operate Efficiently and Effectively

**OBJECTIVES:**

1. Identify and prioritize operational processes.
2. Evaluate and update three district, building, and department operational processes each year.

120 Boxelder Trail • Post Office Box 1300 • Glenrock, Wyoming 82637 • Phone 307-436-5331 • Fax 307-436-8235 • www.cnv2.k12.wy.us

# CCSD #2 MAP Results: Status, Gain & Growth Compared to National Norms

| Reading | 2010-2011 | | | | | 2011-2012 | | | | | 2012-2013 | | | | | 2013-2014 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Status | Gain | Growth | Ben | Int | Status | Gain | Growth | Ben | Int | Status | Gain | Growth | Ben | Int | Status | Gain | Growth | Ben | Int |
| K | 80 | 71 | NA | 76% | 10% | 88 | 63 | NA | 76% | 4% | 83 | NA | NA | 81% | 3% | 89 | NA | NA | 80% | 7% |
| 1 | 92 | 92 | NA | 89% | 2% | 88 | 70 | NA | 73% | 7% | 97 | 87 | NA | 77% | 4% | 89 | 53 | NA | 82% | 7% |
| 2 | 85 | 56 | 40 | 75% | 14% | 88 | 81 | 53 | 81% | 7% | 88 | 93 | 90 | 74% | 7% | 90 | 91 | 86 | 73% | 7% |
| 3 | 75 | 50 | 41 | 64% | 8% | 86 | 67 | 60 | 80% | 12% | 94 | 83 | 81 | 88% | 2% | 81 | 76 | 41 | 87% | 10% |
| 4 | 79 | 54 | 23 | 76% | 10% | 87 | 95 | 92 | 81% | 5% | 87 | 75 | 56 | 83% | 6% | 84 | 92 | 61 | 77% | 0% |
| 5 | 70 | 56 | 56 | 82% | 6% | 76 | 81 | 94 | 74% | 12% | 71 | 35 | 12 | 76% | 7% | 80 | 82 | 90 | 82% | 6% |
| 6 | 49 | 42 | 53 | 60% | 15% | 56 | 45 | 44 | 63% | 12% | 88 | 88 | 32 | 81% | 5% | 76 | 74 | 73 | 72% | 14% |
| 7 | 66 | 50 | 49 | 72% | 16% | 44 | 61 | 91 | 61% | 16% | 44 | 55 | 64 | 57% | 27% | 77 | 47 | 35 | 78% | 10% |
| 8 | 58 | 34 | 37 | 76% | 8% | 68 | 72 | 61 | 72% | 9% | 37 | 12 | 4 | 60% | 19% | 70 | 89 | 93 | 73% | 13% |
| 9 | 74 | 96 | 99 | 85% | NA | 83 | 99 | 99 | 88% | NA | 86 | 99 | 99 | 89% | 3% | 77 | 97 | 98 | 84% | 6% |
| 10 | 84 | 82 | 92 | 80% | NA | 76 | 79 | 71 | 92% | NA | 83 | 91 | 95 | 90% | 6% | 77 | 54 | 43 | 81% | 8% |
| | | | | | | | | | | | | | | | | | | | | |
| **Math** | **2010-2011** | | | | | **2011-2012** | | | | | **2012-2013** | | | | | **2013-2014** | | | | |
| Grade | Status | Gain | Growth | Ben. | Int. | Status | Gain | Growth | Ben. | Int. | Status | Gain | Growth | Ben. | Int. | Status | Gain | Growth | Ben | Int |
| K | 74 | 79 | NA | 78% | 8% | 83 | 63 | NA | 78% | 6% | 76 | NA | NA | 81% | 9% | 90 | NA | NA | 84% | 2% |
| 1 | 85 | 99 | NA | 80% | 9% | 69 | 23 | NA | 76% | 11% | 93 | 72 | NA | 87% | 2% | 86 | 65 | NA | 80% | 8% |
| 2 | 91 | 99 | 76 | 76% | 16% | 77 | 81 | 81 | 78% | 17% | 74 | 47 | 42 | 78% | 9% | 85 | 80 | 56 | 71% | 7% |
| 3 | 83 | 99 | 99 | 83% | 8% | 86 | 90 | 82 | 70% | 10% | 87 | 84 | 80 | 81% | 12% | 69 | 66 | 66 | 75% | 12% |
| 4 | 85 | 85 | 58 | 82% | 4% | 70 | 39 | 29 | 66% | 14% | 80 | 56 | 23 | 72% | 15% | 62 | 39 | 18 | 63% | 15% |
| 5 | 71 | 63 | 53 | 82% | 10% | 87 | 94 | 96 | 83% | 10% | 56 | 24 | 21 | 59% | 19% | 84 | 90 | 82 | 63% | 27% |
| 6 | 69 | 57 | 34 | 73% | 12% | 75 | 82 | 86 | 63% | 14% | 95 | 98 | 93 | 93% | 0% | 81 | 94 | 89 | 68% | 8% |
| 7 | 76 | 71 | 43 | 72% | 9% | 65 | 74 | 77 | 74% | 10% | 44 | 76 | 86 | 53% | 20% | 83 | 33 | 17 | 80% | 8% |
| 8 | 71 | 65 | 87 | 74% | 11% | 81 | 53 | 69 | 71% | 10% | 52 | 11 | 18 | 65% | 12% | 55 | 46 | 62 | 64% | 13% |
| 9 | 67 | 92 | 92 | 85% | NA | 71 | 79 | 85 | 73% | NA | 75 | 85 | 80 | 69% | 15% | 45 | 67 | 83 | 71% | 10% |
| 10 | 85 | 91 | 96 | 77% | NA | 86 | 98 | 89 | 81% | NA | 79 | 85 | 71 | 72% | 8% | 76 | 80 | 87 | 79% | 13% |

See reverse page for information on interpreting the data

Status=Status percentile: How our spring average RIT score by grade level compares nationally.

Gain=Gain percentile: How our average growth in RIT points across the entire grade level from fall to spring compares nationally.

Growth=Growth percentile: How our percentage of students meeting typical growth from fall to spring compares nationally.

Ben=Benchmark: Percentage of students who were at or above the 40th percentile in the spring (typical is 60%).

Int=Intensive: Percentage of students who were at or below the 20th percentile in the spring (typical is 20%).

| | |
|---|---|
| Purple: | 90th percentile and above (Top 10% of schools) |
| Blue: | 76th-89th percentile (Higher quartile excluding top 10%) |
| Green: | 50th-75th percentile (Average quartile; middle 25% of schools) |
| Yellow: | 25th-49th percentile (Lower quartile) |
| Red: | 24th percentile and lower (Lowest quartile) |

Example using 3rd grade reading, 2012-2013 school year:
Status: Our spring average RIT score across the entire grade was equal to or higher than 94% of schools nationally.

Gain: Our growth in RIT points from the fall average to the spring average across the entire grade was higher than 83% of schools nationally.

Growth: Our percentage of students who met typical growth from fall to spring was higher than that of 81% of schools nationally.

Benchmark: 88% of our students were at or above the 40th percentile.

Intensive: Only 2% of our students were at or below the 20th percentile.

Note: Growth percentiles are not available for MAP for Primary Grades.

# CCSD #2 MAP Results: 4 Year Longitudinal Data

| Reading | Spring 2011 | | | Spring 2012 | | | Spring 2013 | | | Spring 2014 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | District Mean RIT | National Mean RIT | | District Mean RIT | National Mean RIT | | District Mean RIT | National Mean RIT | | District Mean RIT | National Mean RIT |
| Kdg | 161 | 155 | | 163 | 156 | | 161 | 156 | | 163 | 156 |
| 1 | 179 | 173 | | 181 | 177 | | 184 | 177 | | 180 | 177 |
| 2 | 195 | 190 | | 195 | 190 | | 193 | 190 | | 194 | 190 |
| 3 | 203 | 200 | | 203 | 199 | | 206 | 199 | | 203 | 199 |
| 4 | 211 | 207 | | 210 | 207 | | 211 | 207 | | 210 | 207 |
| 5 | 214 | 212 | | 216 | 212 | | 214 | 212 | | 216 | 212 |
| 6 | 215 | 216 | | 216 | 216 | | 223 | 216 | | 219 | 216 |
| 7 | 224 | 219 | | 218 | 220 | | 218 | 220 | | 223 | 220 |
| 8 | 222 | 223 | | 224 | 222 | | 221 | 222 | | 225 | 222 |
| 9 | 228 | 224 | | 230 | 223 | | 231 | 223 | | 229 | 223 |
| 10 | 231 | 228 | | 230 | 224 | | 230 | 224 | | 230 | 224 |
| 11 | NA | NA | | 235 | 224 | | 234 | 224 | | 233 | 224 |

| Math | Spring 2011 | | | Spring 2012 | | | Spring 2013 | | | Spring 2014 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | District Mean RIT | National Mean RIT | | District Mean RIT | National Mean RIT | | District Mean RIT | National Mean RIT | | District Mean RIT | National Mean RIT |
| Kdg | 160 | 158 | | 164 | 156 | | 162 | 156 | | 166 | 156 |
| 1 | 180 | 178 | | 180 | 179 | | 185 | 179 | | 182 | 179 |
| 2 | 200 | 191 | | 194 | 191 | | 192 | 191 | | 194 | 191 |
| 3 | 208 | 203 | | 207 | 203 | | 207 | 203 | | 204 | 203 |
| 4 | 218 | 211 | | 214 | 213 | | 216 | 213 | | 212 | 213 |
| 5 | 224 | 220 | | 226 | 221 | | 220 | 221 | | 225 | 221 |
| 6 | 229 | 225 | | 227 | 226 | | 234 | 226 | | 229 | 226 |
| 7 | 233 | 230 | | 231 | 231 | | 228 | 231 | | 235 | 231 |
| 8 | 235 | 234 | | 238 | 235 | | 233 | 235 | | 233 | 235 |
| 9 | 240 | 236 | | 240 | 236 | | 240 | 236 | | 236 | 236 |
| 10 | 246 | 239 | | 245 | 237 | | 241 | 237 | | 242 | 237 |
| 11 | NA | NA | | 248 | 238 | | 248 | 238 | | 246 | 238 |

Green=3 or more points above national mean

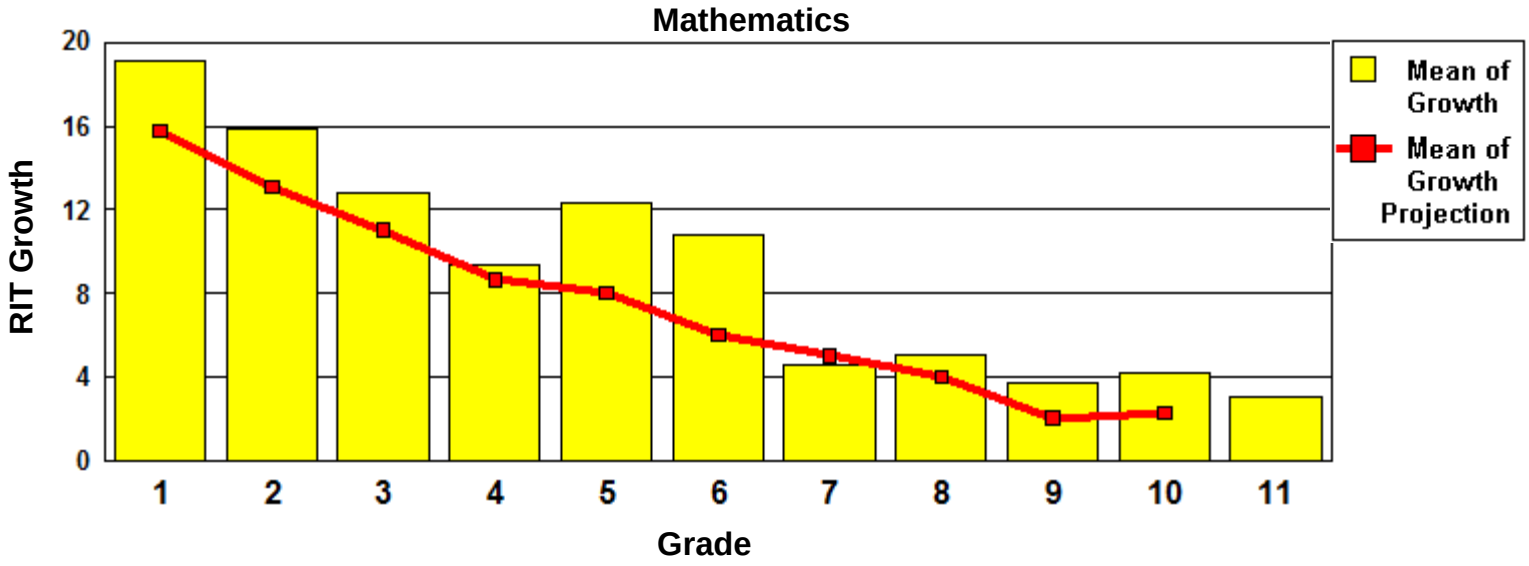
Yellow=3 or more points below national mean

# Student Growth District Summary - Fall 2013 to Spring 2014

## District: Converse County School District #2

*( Small Group Summary Display is OFF)

| Mathematics | | Fall 2013 | | Spring 2014 | | Growth | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade (Spring 2014) | Count | Mean RIT | Std Dev | Mean RIT | Std Dev | Mean | Std Dev | Sampling Error | Mean** Growth Projection | Growth Index | Percent of Projection | Count Meeting Growth Projection | Percent Meeting Growth Projection |
| Grade 1 | 58 | 163.6 | 9.3 | 182.7 | 9.9 | 19.1 | 5.8 | 0.8 | 15.8 | 3.4 | 121.4 | 43 | 74.1 |
| Grade 2 | 48 | 178.8 | 10.5 | 194.7 | 10.4 | 15.9 | 7.4 | 1.1 | 13.1 | 2.8 | 121.1 | 31 | 64.6 |
| Grade 3 | 48 | 192.1 | 9.0 | 204.9 | 9.2 | 12.8 | 5.6 | 0.8 | 11.0 | 1.8 | 116.1 | 32 | 66.7 |
| Grade 4 | 36 | 202.9 | 10.9 | 212.2 | 10.4 | 9.3 | 6.1 | 1.0 | 8.6 | 0.7 | 107.7 | 19 | 52.8 |
| Grade 5 | 46 | 213.3 | 12.5 | 225.7 | 16.3 | 12.4 | 7.9 | 1.2 | 8.0 | 4.4 | 154.6 | 35 | 76.1 |
| Grade 6 | 48 | 219.0 | 9.3 | 229.7 | 11.2 | 10.7 | 5.8 | 0.8 | 6.0 | 4.8 | 179.5 | 36 | 75.0 |
| Grade 7 | 37 | 230.8 | 11.3 | 235.4 | 11.7 | 4.6 | 5.6 | 0.9 | 5.0 | -0.4 | 91.4 | 17 | 45.9 |
| Grade 8 | 52 | 227.9 | 13.0 | 232.9 | 14.3 | 5.0 | 5.4 | 0.7 | 4.0 | 1.0 | 125.0 | 32 | 61.5 |
| Grade 9 | 46 | 231.8 | 14.2 | 235.5 | 14.3 | 3.7 | 6.8 | 1.0 | 2.0 | 1.7 | 183.7 | 30 | 65.2 |
| Grade 10 | 62 | 238.0 | 17.8 | 242.1 | 19.5 | 4.1 | 5.8 | 0.7 | 2.3 | 1.9 | 183.7 | 42 | 67.7 |
| Grade 11 | 40 | 243.3 | 13.2 | 246.3 | 12.7 | 3.0 | 5.3 | 0.8 | | | | | |




* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

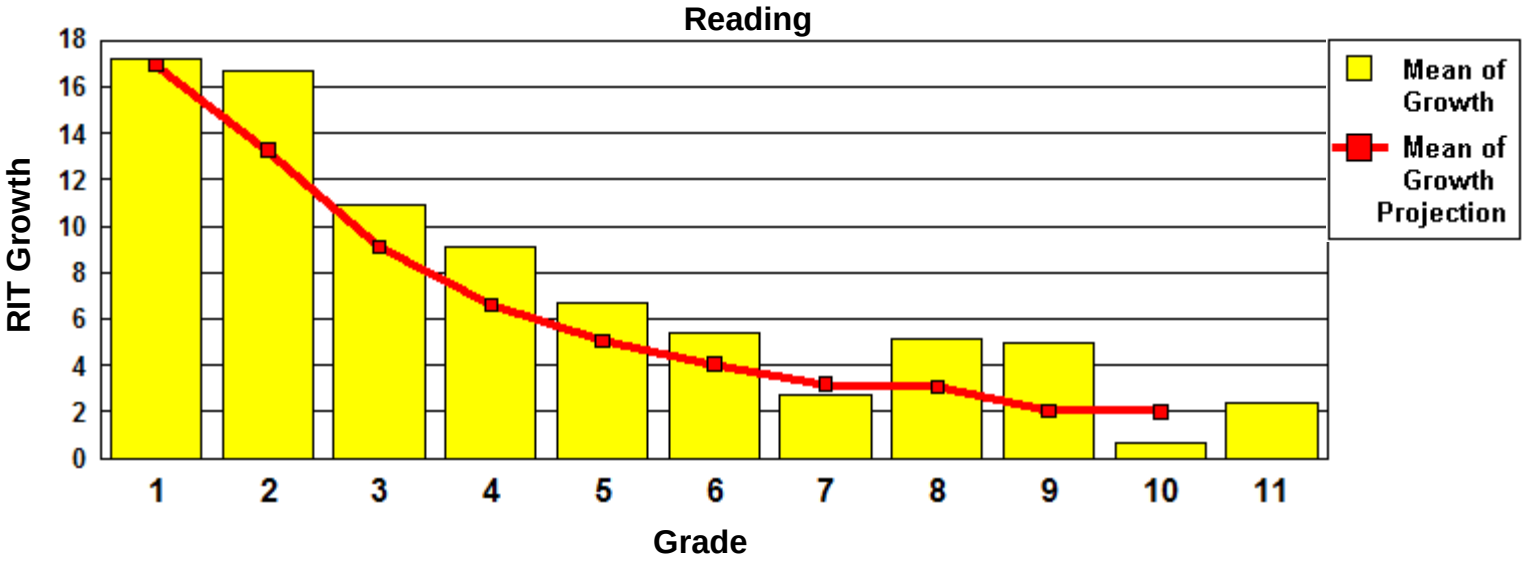
** All projections based on the most recent NWEA RIT Scale Norms study.

# Student Growth District Summary - Fall 2013 to Spring 2014

## District: Converse County School District #2

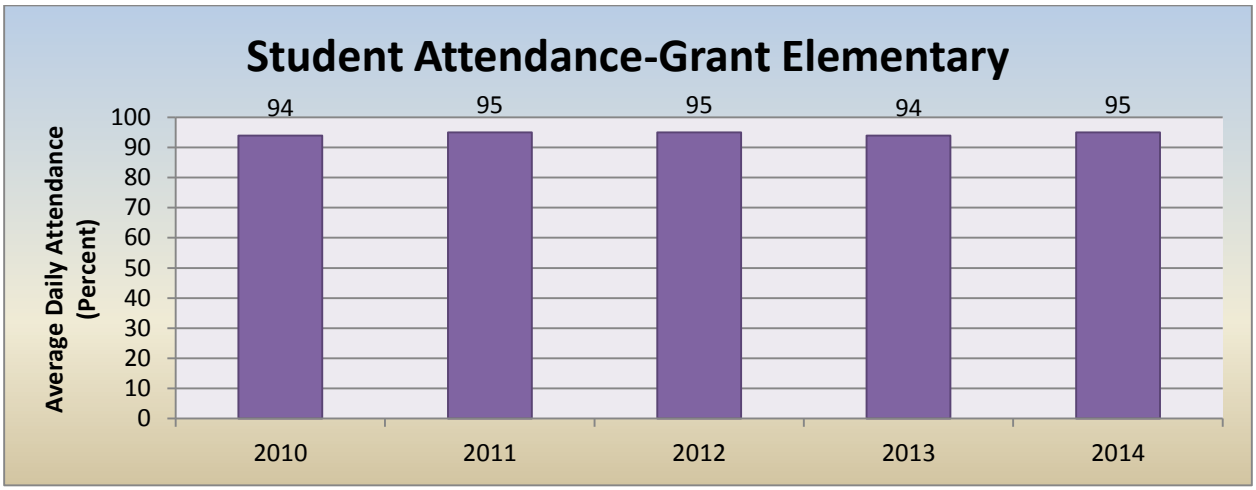
*( Small Group Summary Display is OFF)

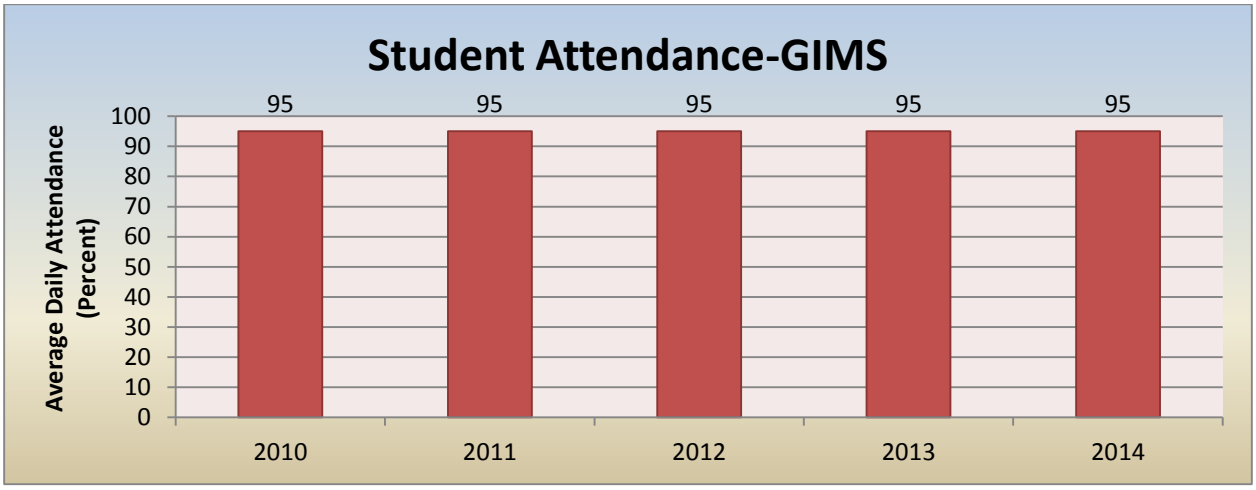
| Reading | | Fall 2013 | | Spring 2014 | | Growth | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade (Spring 2014) | Count | Mean RIT | Std Dev | Mean RIT | Std Dev | Mean | Std Dev | Sampling Error | Mean** Growth Projection | Growth Index | Percent of Projection | Count Meeting Growth Projection | Percent Meeting Growth Projection |
| Grade 1 | 58 | 163.6 | 9.5 | 180.8 | 10.5 | 17.2 | 7.1 | 0.9 | 16.9 | 0.3 | 101.7 | 33 | 56.9 |
| Grade 2 | 50 | 178.5 | 15.6 | 195.1 | 11.9 | 16.6 | 10.3 | 1.5 | 13.3 | 3.4 | 125.5 | 38 | 76.0 |
| Grade 3 | 47 | 192.1 | 12.6 | 203.0 | 11.1 | 10.9 | 6.8 | 1.0 | 9.1 | 1.8 | 119.6 | 27 | 57.4 |
| Grade 4 | 36 | 202.7 | 12.5 | 211.8 | 10.5 | 9.1 | 9.4 | 1.6 | 6.6 | 2.5 | 138.2 | 22 | 61.1 |
| Grade 5 | 46 | 209.7 | 12.3 | 216.5 | 9.9 | 6.8 | 7.7 | 1.1 | 5.1 | 1.7 | 132.6 | 32 | 69.6 |
| Grade 6 | 48 | 214.3 | 10.4 | 219.8 | 11.6 | 5.5 | 7.0 | 1.0 | 4.0 | 1.4 | 134.0 | 29 | 60.4 |
| Grade 7 | 37 | 220.0 | 11.5 | 222.7 | 14.7 | 2.7 | 7.8 | 1.3 | 3.2 | -0.5 | 84.7 | 18 | 48.6 |
| Grade 8 | 52 | 220.4 | 13.0 | 225.6 | 13.2 | 5.2 | 7.1 | 1.0 | 3.1 | 2.1 | 166.9 | 34 | 65.4 |
| Grade 9 | 47 | 223.9 | 12.6 | 228.9 | 14.0 | 5.0 | 7.5 | 1.1 | 2.0 | 2.9 | 243.8 | 32 | 68.1 |
| Grade 10 | 62 | 228.7 | 14.0 | 229.4 | 15.4 | 0.7 | 8.8 | 1.1 | 2.0 | -1.3 | 33.1 | 29 | 46.8 |
| Grade 11 | 41 | 230.9 | 11.7 | 233.2 | 11.4 | 2.3 | 7.1 | 1.1 | | | | | |

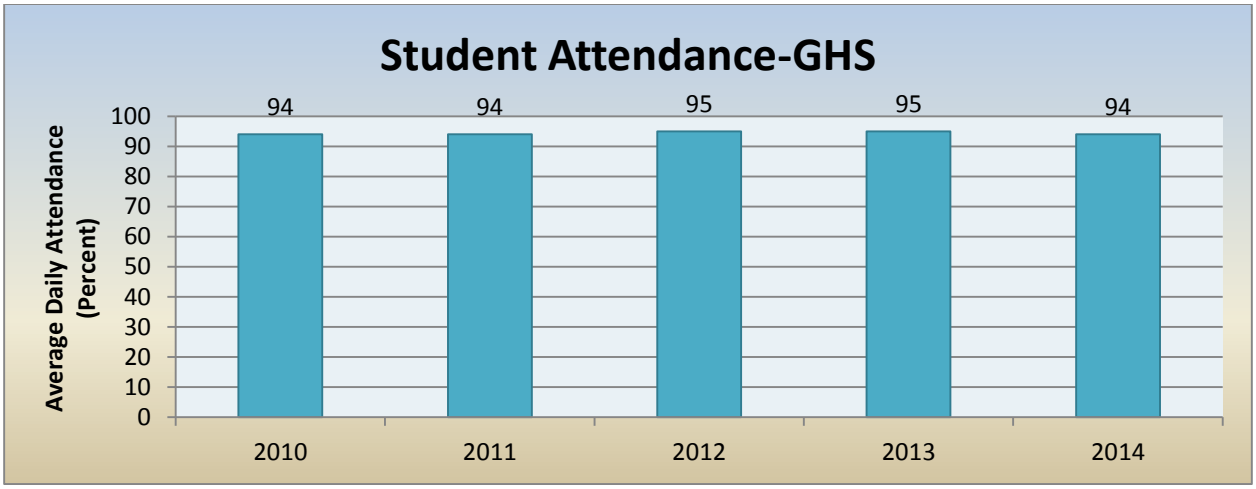


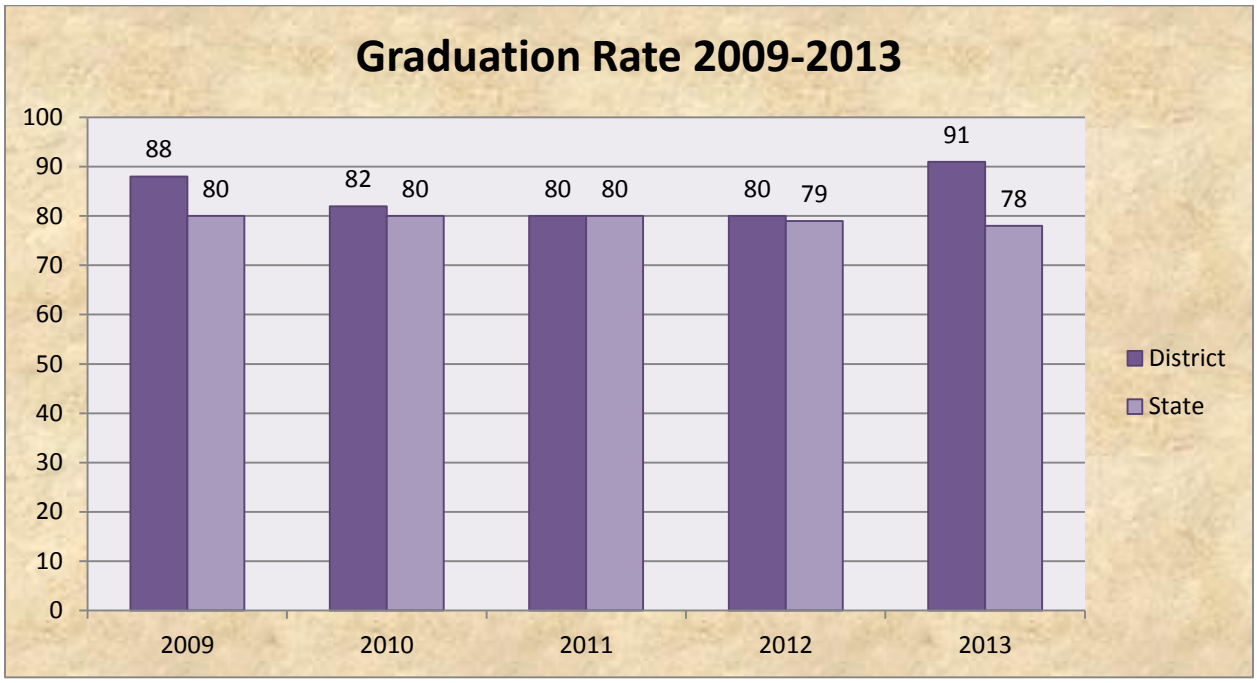

* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

** All projections based on the most recent NWEA RIT Scale Norms study.


Student Attendance-Grant Elementary
Average Daily Attendance (Percent)
100
90
80
70
60
50
40
30
20
10
0
94
95
95
94
95
2010
2011
2012
2013
2014


Student Attendance-GIMS
Average Daily Attendance (Percent)
100
90
80
70
60
50
40
30
20
10
0
95
95
95
95
95
2010
2011
2012
2013
2014


Student Attendance-GHS
Average Daily Attendance (Percent)
100
90
80
70
60
50
40
30
20
10
0
94
94
95
95
94
2010
2011
2012
2013
2014


Graduation Rate 2009-2013
100
90
80
70
60
50
40
30
20
10
0
88
80
82
80
80
80
80
79
91
78
2009
2010
2011
2012
2013
District
State

# Converse County School District #2

## *Mission Statement*

**In partnership with students, parents, staff, and community, our purpose is to ensure all students receive quality educational experiences which empower them to be responsible citizens and lifelong learners.**

**Mission/Purpose Statement**

Grant Elementary School in cooperation with parents and community will:

**G**ive quality educational experiences

**R**espect our world, others and ourselves

**A**llow all students to learn to their full potential in a safe environment

**N**urture positive attitudes for learning

**T**each skills necessary to meet the challenges of a changing society

## *Grant Elementary School Vision Statement*

**All Grant Elementary students will engage in rich and balanced learning experiences that target academic success in preparation for intermediate/middle school.**

## Goal 1: Improve reading skills for all students

**Measurable Objective 1:**
80% of Kindergarten, First, Second, Third, and Fourth grade students will demonstrate a proficiency in reading in English Language Arts by 5/23/2014 as measured by DIBELS.

**Measurable Objective 2:**
80% of Third and Fourth grade students will demonstrate a proficiency of reading in English Language Arts by 9/9/2014 (or when results are received) as measured by PAWS.

**Measurable Objective 3:**
80% of Kindergarten, First, Second, Third, and Fourth grade students will demonstrate a proficiency in reading in English Language Arts by 5/23/2014 as measured by MAP.

## Goal 2: Improve writing skills for all students

**Measurable Objective 1:**
75% of Kindergarten, First, Second, Third, and Fourth grade students will demonstrate a proficiency in Writing by meeting the spring target by 5/23/2014 as measured by the Spring Writing Day Summative Assessment.

## Goal 3: Improve math skills for all students

**Measureable Objective 1:**
80% of Kindergarten, First, Second, Third, and Fourth grade students will demonstrate a proficiency in Math by 5/23/2014 as measured by MAP.

# 2013-14 Grade 3 Through 8 School Performance Report For Grant Elementary Converse #2

Grant Elementary

PARTIALLY MEETING EXPECTATIONS

**School and District Information**

**Summary of Accountability Model for Elementary Schools**

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on three indicators: Growth, Equity, and Achievement.

**The FOUR performance levels are:**

- **EXCEEDING EXPECTATIONS**
- **MEETING EXPECTATIONS**
- **PARTIALLY MEETING EXPECTATIONS**
- **NOT MEETING EXPECTATIONS**

Note: In order to have an indicator score, a school must have 10 students with evidence on the indicator.

**Growth** — **Below Targets**

| MGP | Count of Students |
|---|---|
| 28.5 | 34 |

Growth measures how much students improved on the state test in reading and math from the prior year to the current year compared to other students in the same grade with similar prior test scores.

**Equity** — **Meeting Targets**

| Score | Count of Students |
|---|---|
| 80 | 12 |

Equity is a measure of average test scores in reading and math from the current school year for all students at a school who were below proficient in reading and/or math during the prior school year. Students in this group with higher scores are more likely to become proficient within a reasonable time frame.

**Achievement** — **Meeting Targets**

| Score | Count of Students |
|---|---|
| 57 % | 87 |

Achievement is the percent proficient or above on state tests in reading, mathematics, science, and writing.

| Indicators | Performance Categories and Associated Scores | | |
|---|---|---|---|
| | Below Targets | Meeting Targets | Exceeding Targets |
| Growth | < 45 | >= 45 and < 60 | >= 60 |
| Equity | < 80 | >=80 and < 85 | >= 85 |
| Achievement | < 53 | >= 53 and < 70 | >= 70 |

**Participation Rate** — **Met**

| Score | 100.0 % |
|---|---|

Expected participation rate on all tests used for all students in the consolidated subgroup is 95% or higher. A score of 90% - <95% will result in being docked one performance level. A score of <90% results in a performance level of *Not Met*.



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# 2013-14 Grade 3 Through 8 School Performance Report For Grant Elementary Converse #2

GROWTH: School Median Student Growth Percentile (MGP) on the PAWS.

| Name | Grade | Reading and Math Combined | Mathematics | Reading | Count of Students |
|---|---|---|---|---|---|
| Grant Elementary | ALL | 28.5 | 25.5 | 31.5 | 34 |
| Wyoming | ALL | 50.0 | 50.0 | 50.0 | 6,294 |
| Grant Elementary | 04 | 28.5 | 25.5 | 31.5 | 34 |
| Wyoming | 04 | 50.0 | 50.0 | 50.0 | 6,294 |

EQUITY: The equity score is an average student standardized score for mathematics and reading combined for all students who were below proficient in the prior year in mathematics and/or reading. The score is on a scale where 100 is the average standardized score for all students and the standard deviation is 20.

| Name | Grade | Reading and Math Combined | Mathematics | Reading | Count of Students |
|---|---|---|---|---|---|
| Grant Elementary | ALL | 80 | 79 | 80 | 12 |
| Wyoming | ALL | 84 | 86 | 83 | 2,201 |
| Grant Elementary | 04 | 80 | 79 | 80 | 12 |
| Wyoming | 04 | 84 | 86 | 83 | 2,201 |

ACHIEVEMENT: The percent of proficient or above test scores on the state test in mathematics, reading, science and writing.

| Name | Grade | All Contents Combined | Math | Reading | Science | Writing | Count of Students |
|---|---|---|---|---|---|---|---|
| Grant Elementary | ALL | 57 % | 47 % | 68 % | 53 % | | 87 |
| Wyoming | ALL | 56 % | 50 % | 64 % | 53 % | | 13,630 |
| Grant Elementary | 03 | 60 % | 53 % | 67 % | | | 49 |
| Wyoming | 03 | 57 % | 52 % | 63 % | | | 6,952 |
| Grant Elementary | 04 | 54 % | 39 % | 68 % | 53 % | | 38 |
| Wyoming | 04 | 55 % | 48 % | 64 % | 53 % | | 6,678 |



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# 2013-14 Grade 3 Through 8 School Performance Report For Grant Elementary Converse #2

| | Participation Rates | |
|---|---|---|
| | All Students | Consolidated Subgroup |
| Grant Elementary | 100.0 % | 100.0 % |
| Wyoming | 99.7 % | 99.8 % |

**2014 Performance Level Descriptors for Schools with Grades 3 through 8**

**Exceeding Expectations**
This category is reserved for schools considered models of performance. These schools typically exceeded target for achievement and for at least one other performance indicator - equity or growth – while meeting target on the other indicator.

**Meeting Expectations**
Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had levels of achievement meeting or exceeding state targets, and met or exceeded targets on student growth and promotion of equity for students with below-Proficient achievement or fell below target on growth or equity while exceeding target on achievement.

**Partially Meeting Expectations**
Schools in this category performed below target on multiple performance indicators *or* were below target in achievement. Many schools in this category showed acceptable or higher performance in student growth *and/or* promoting equity for below-Proficient students.

**Not Meeting Expectations**
Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools had below-target levels of achievement and student growth and showed insufficient improvement for below-Proficient achievers.



Contact Information:
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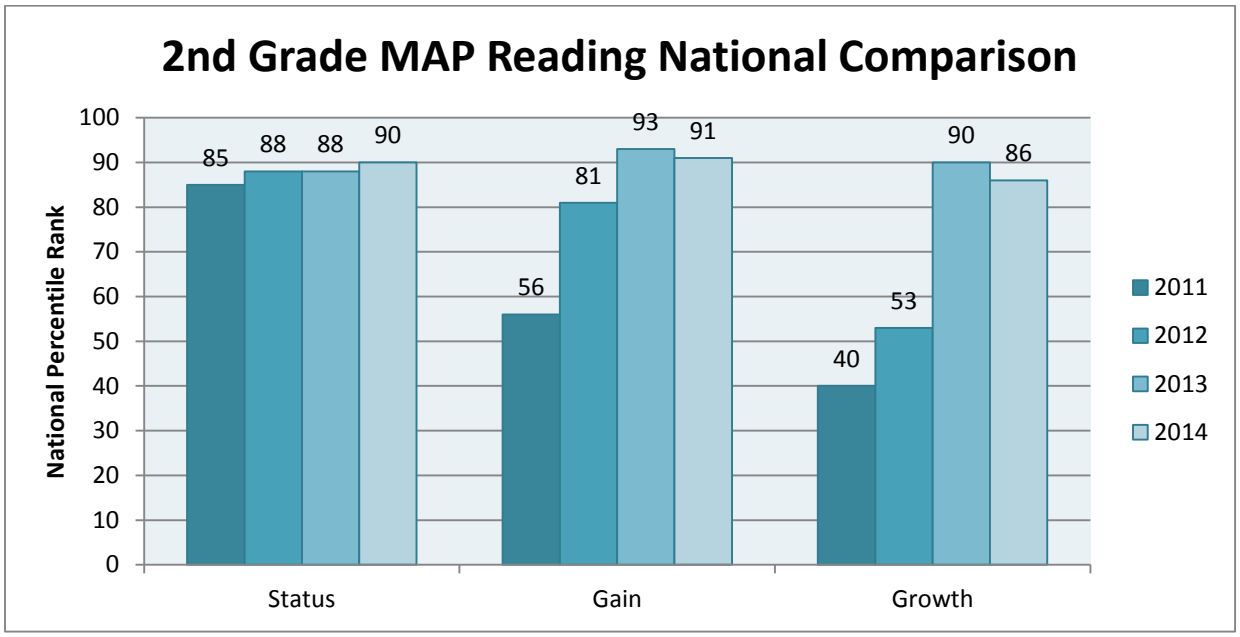
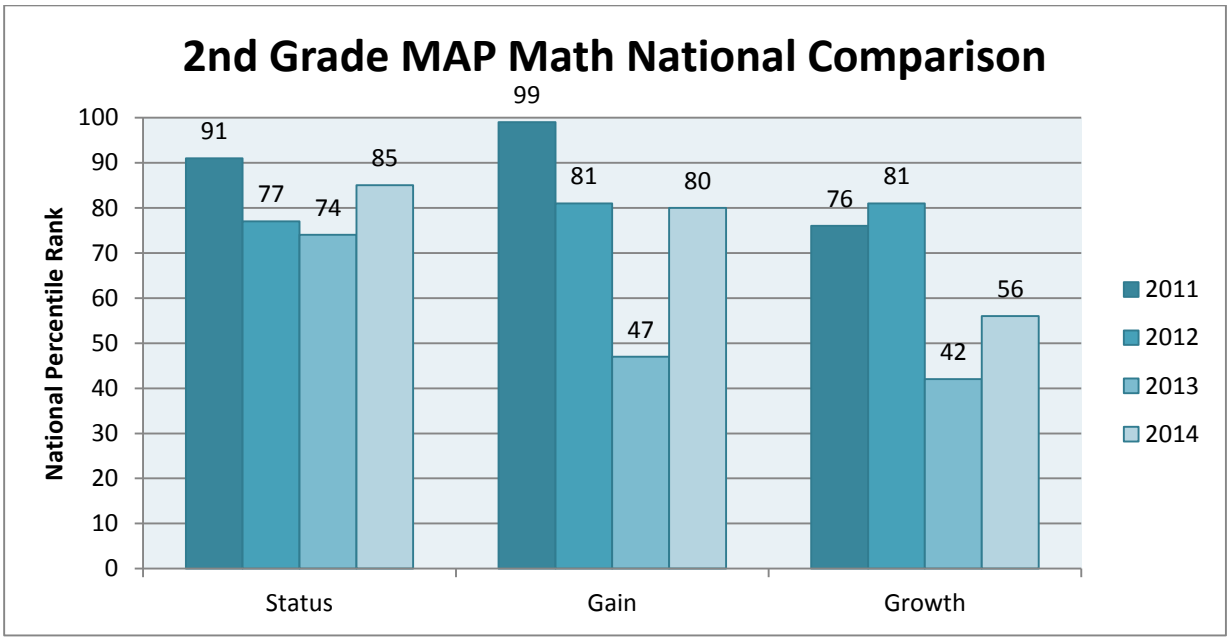
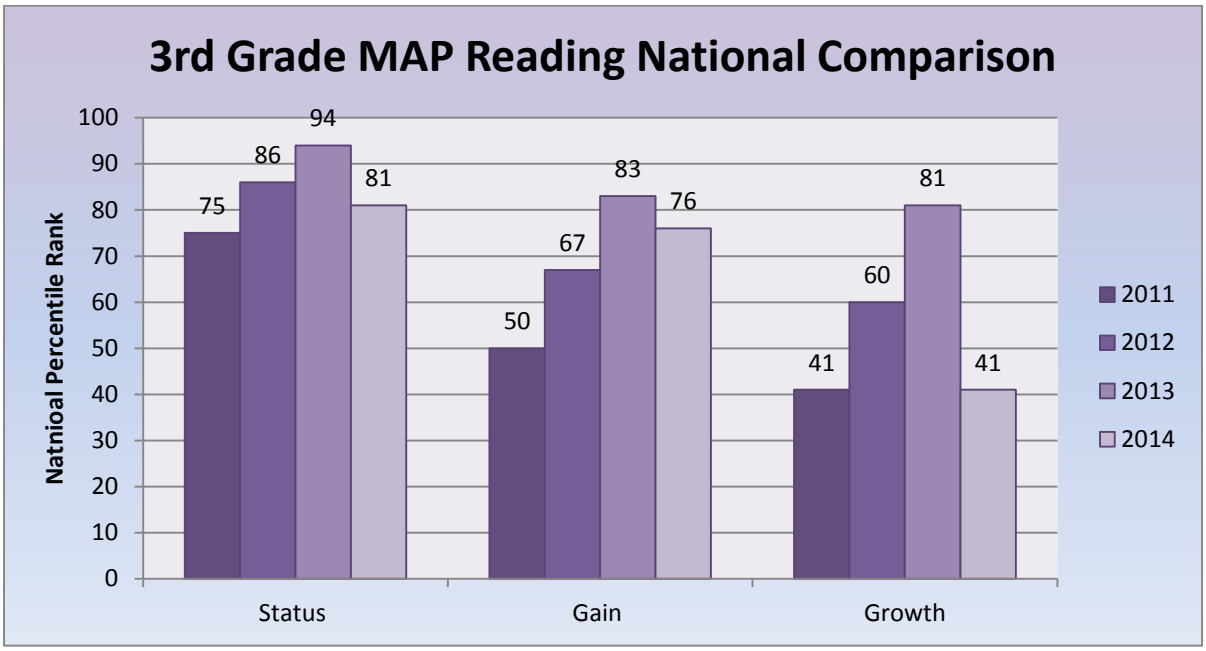
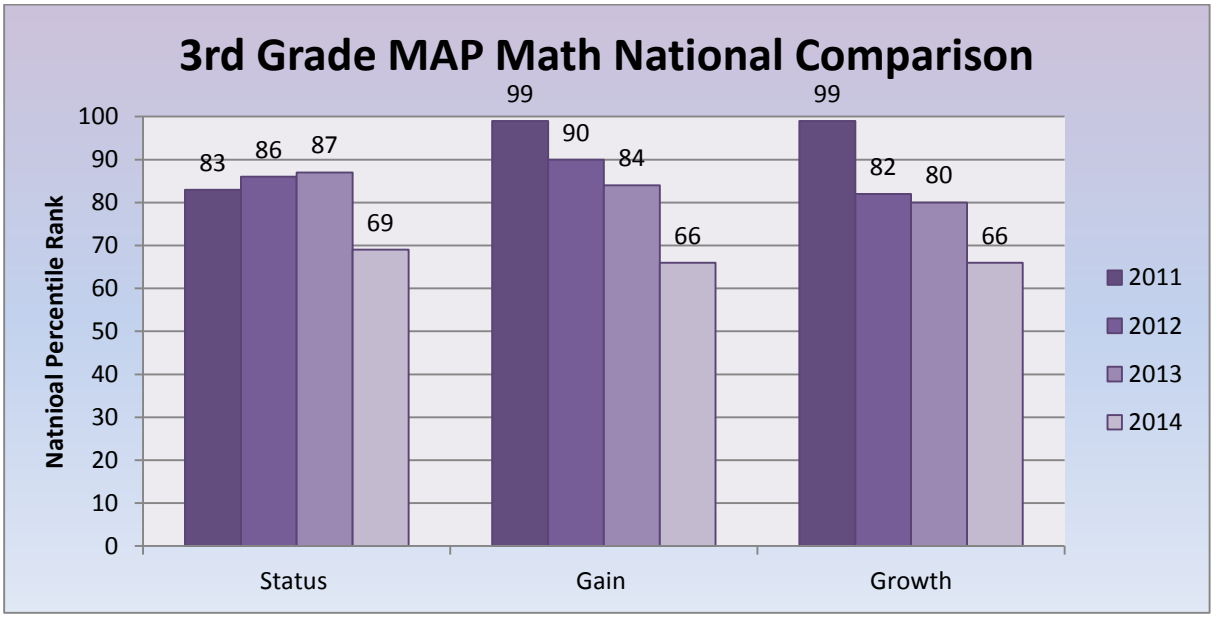
# 2nd Grade MAP Summary



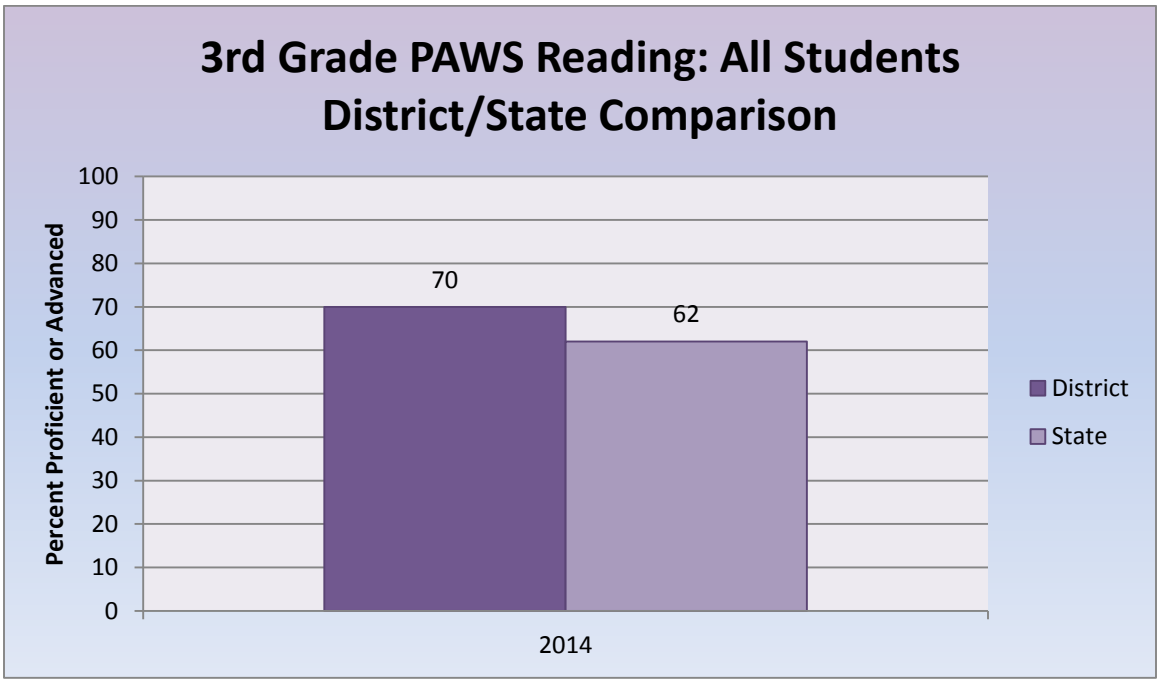



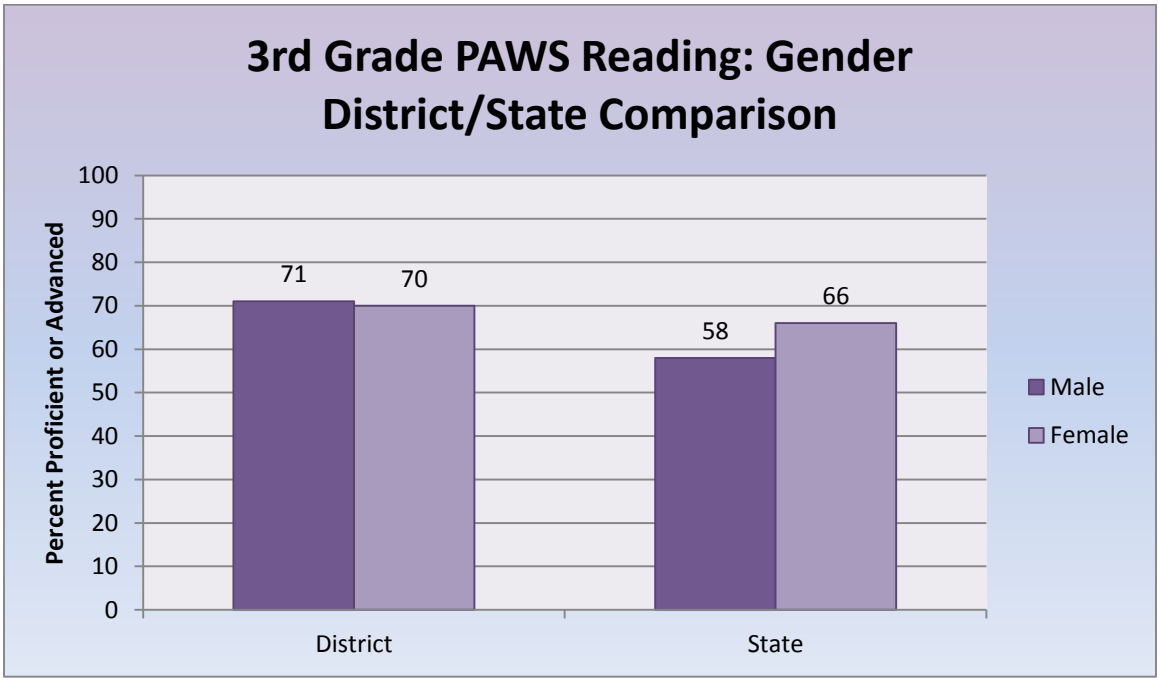
# 3rd Grade MAP Summary



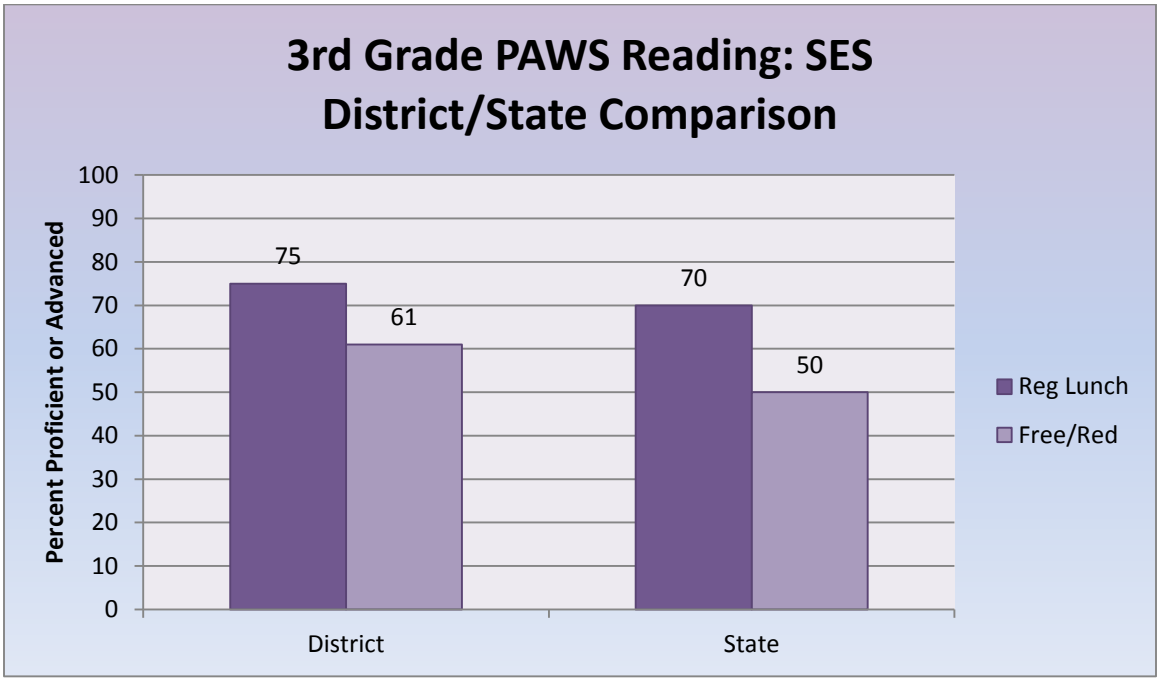



# 3rd Grade PAWS Summary




2014 Student Count: Female=23. Interpret with caution.

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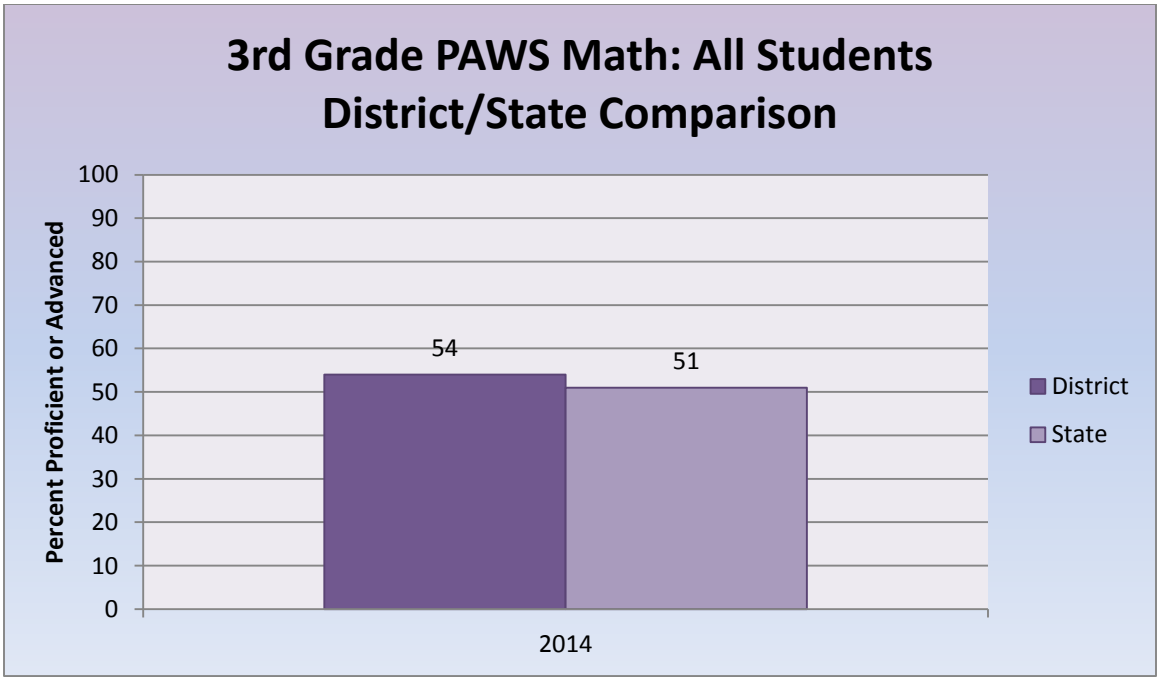
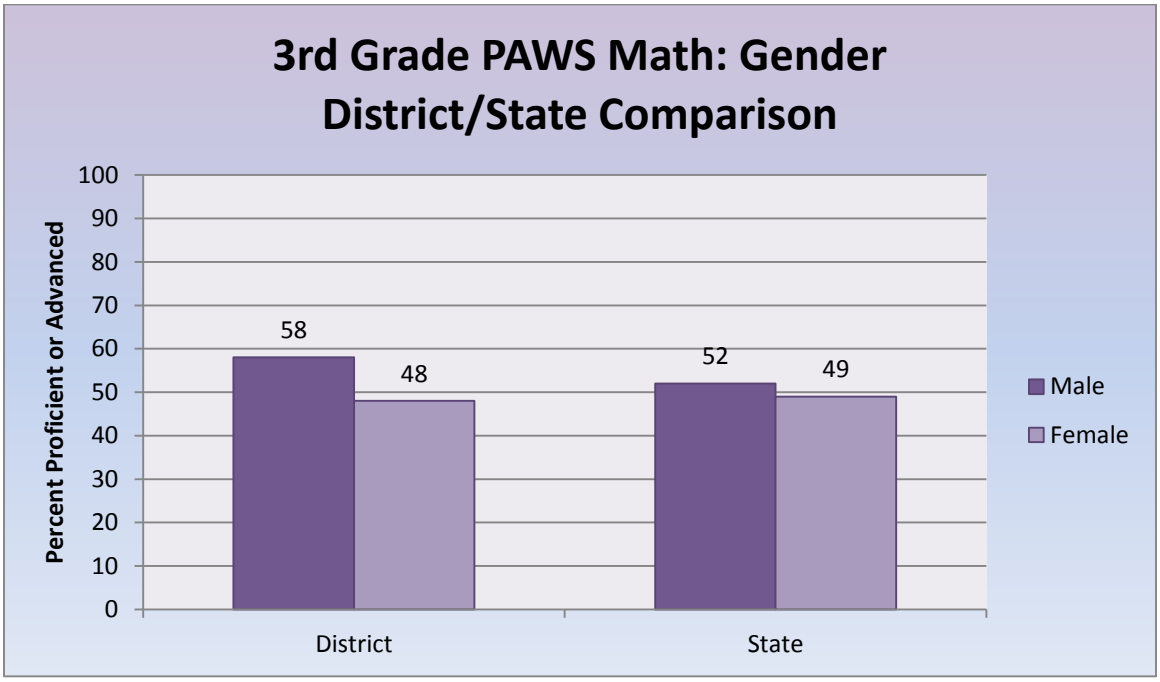
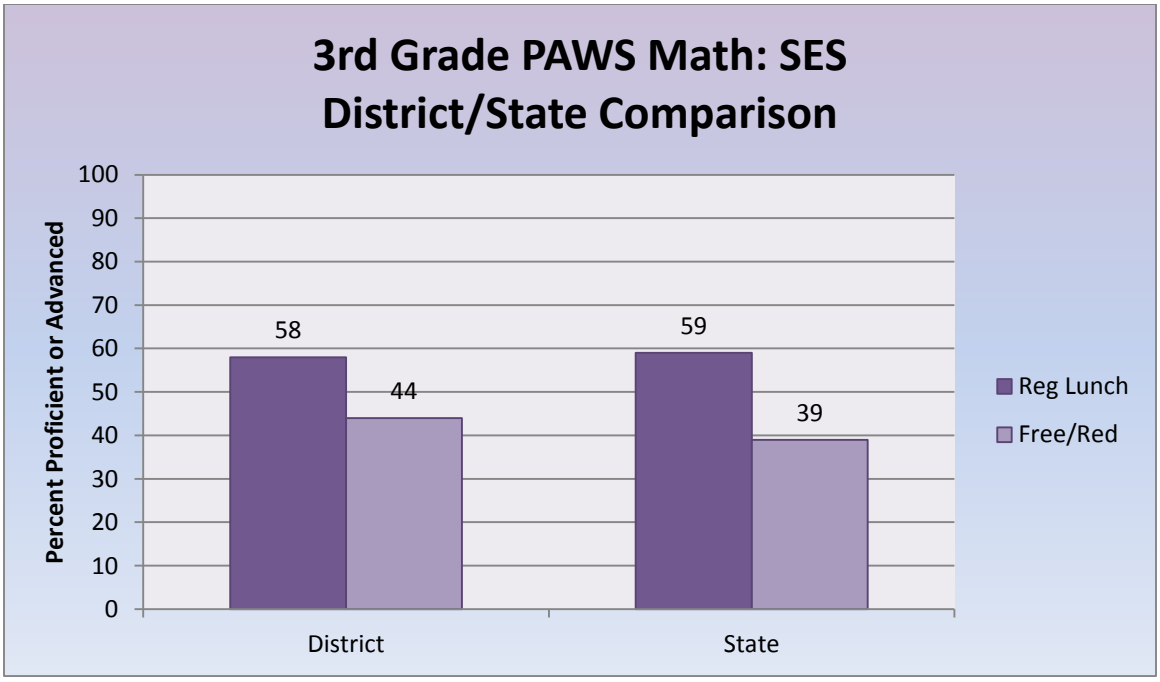


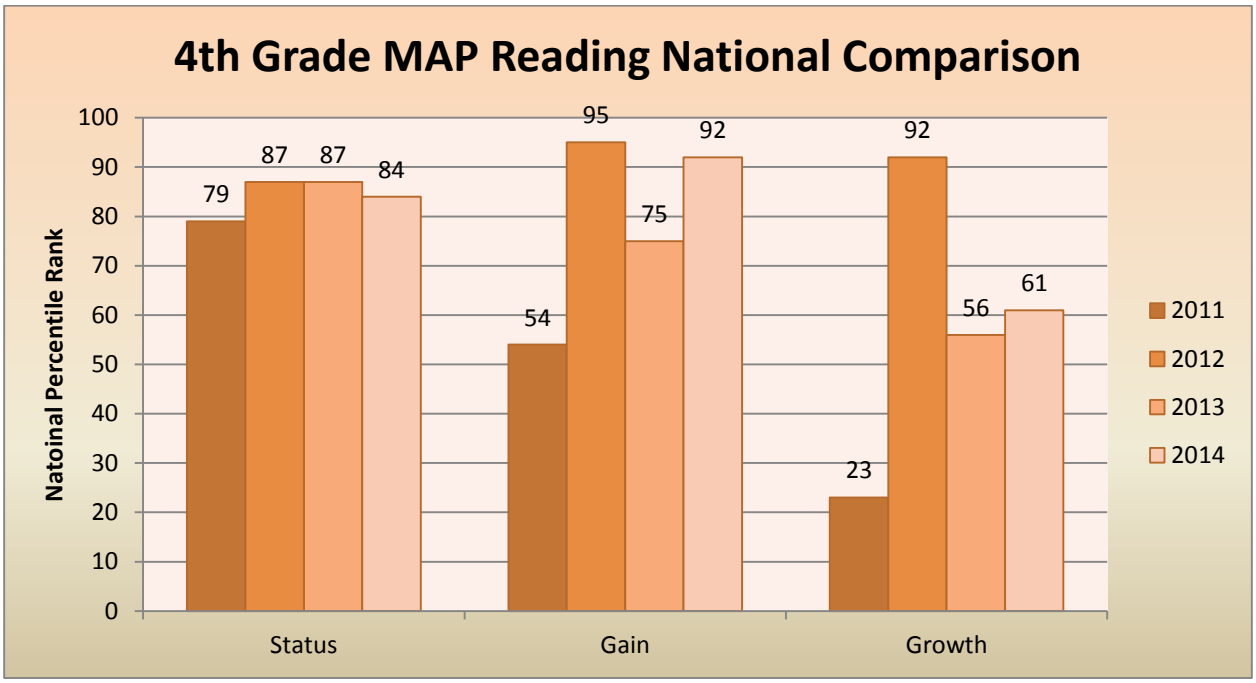


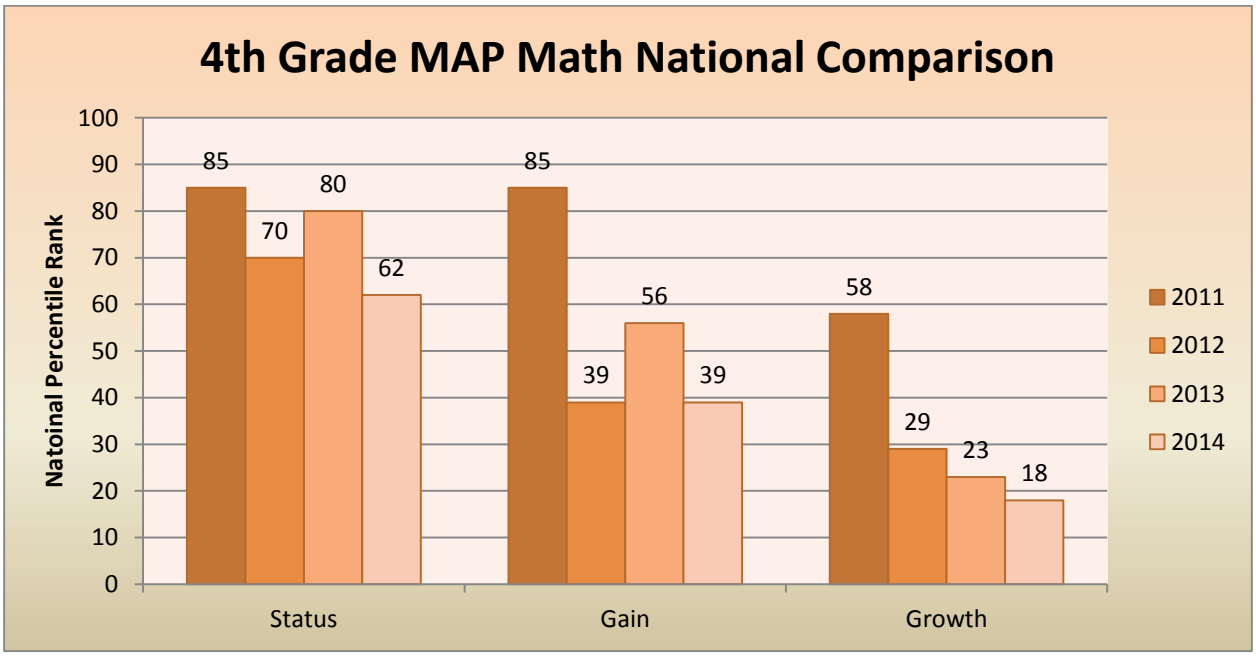

2014 Student Count: Female=23. Interpret with caution.



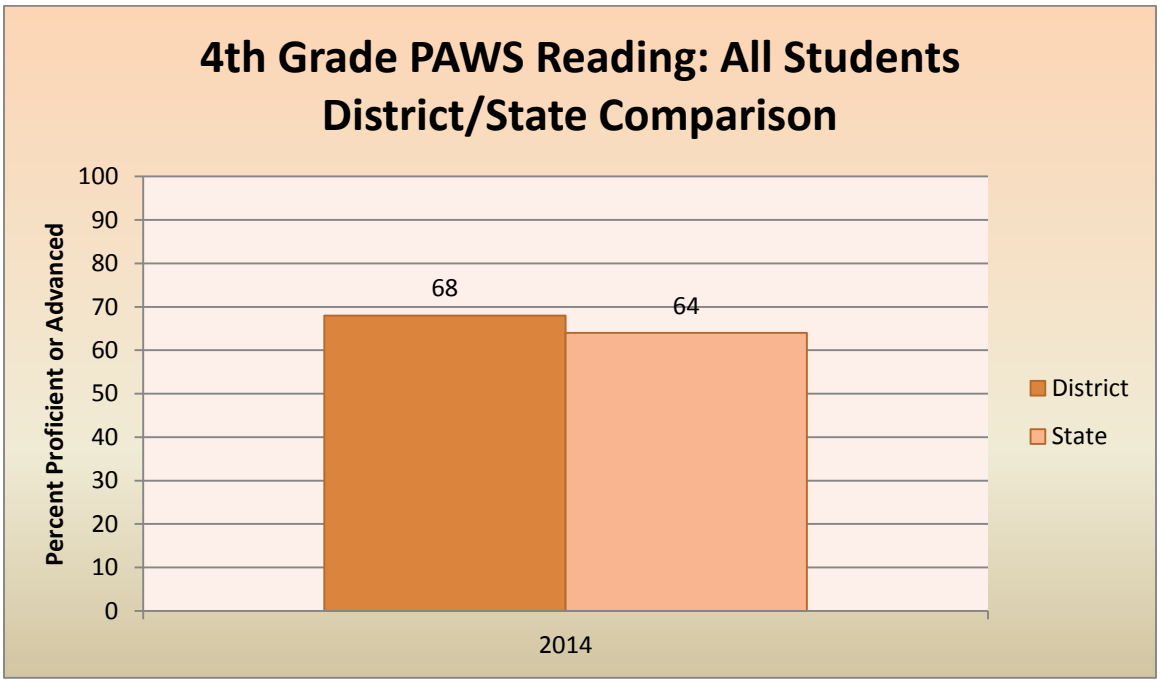

2014 Student Count: Free/Reduced=18. Interpret with caution.

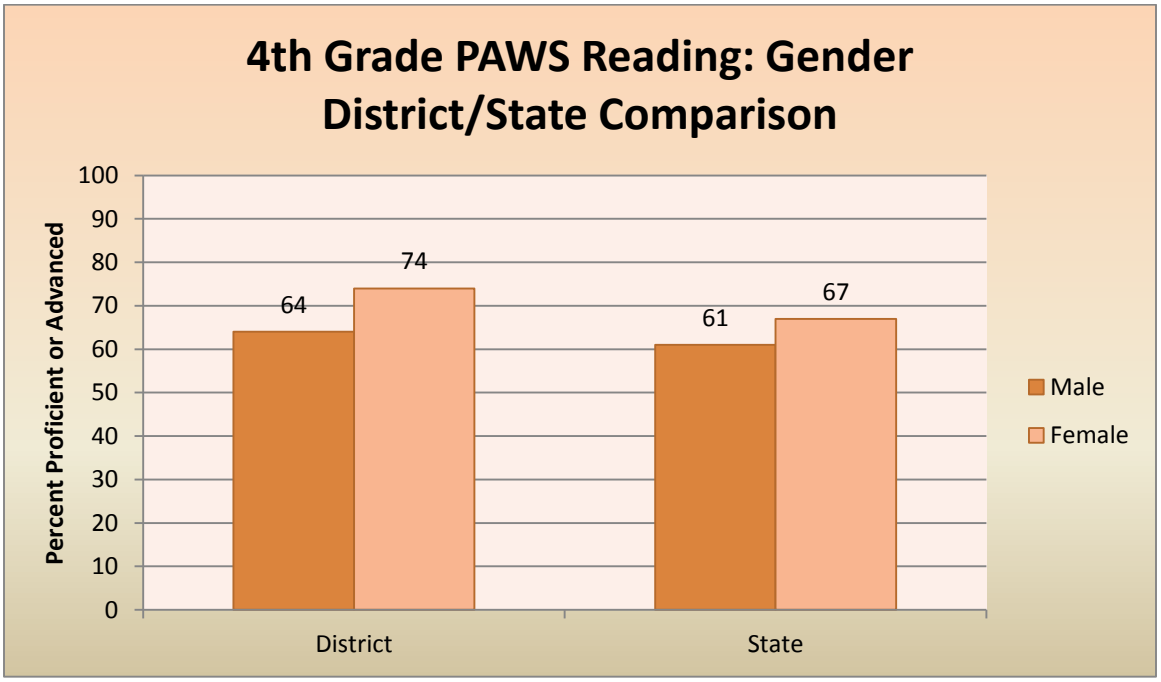
# 4th Grade MAP Summary



# 4th Grade PAWS Summary

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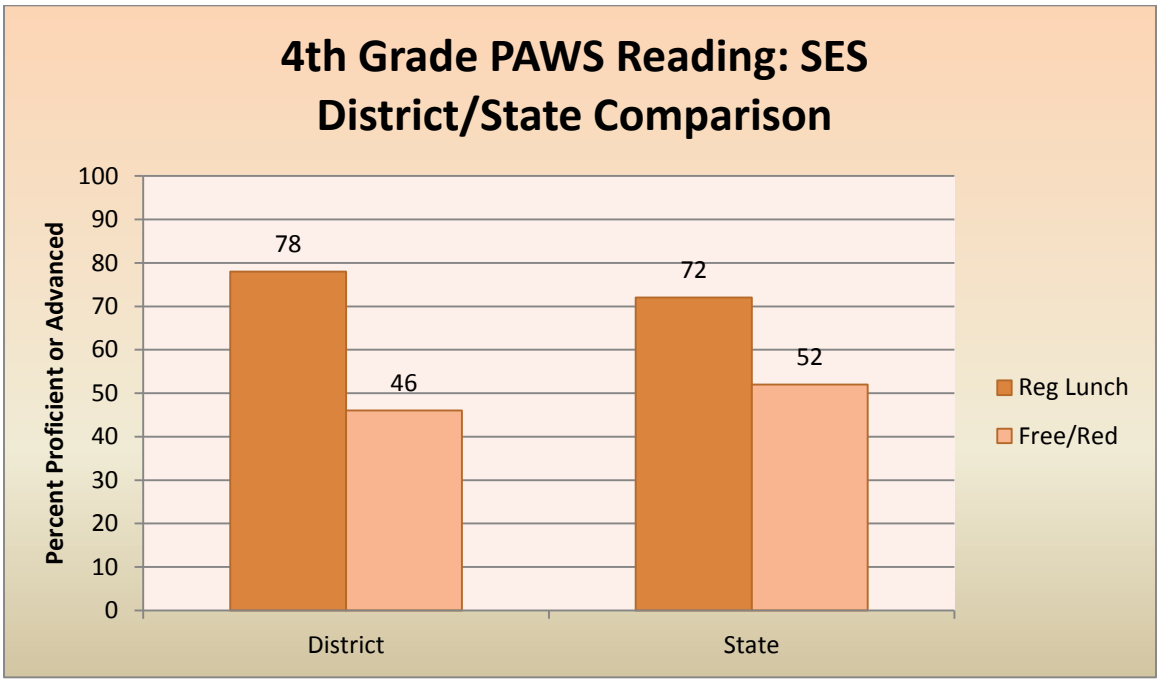


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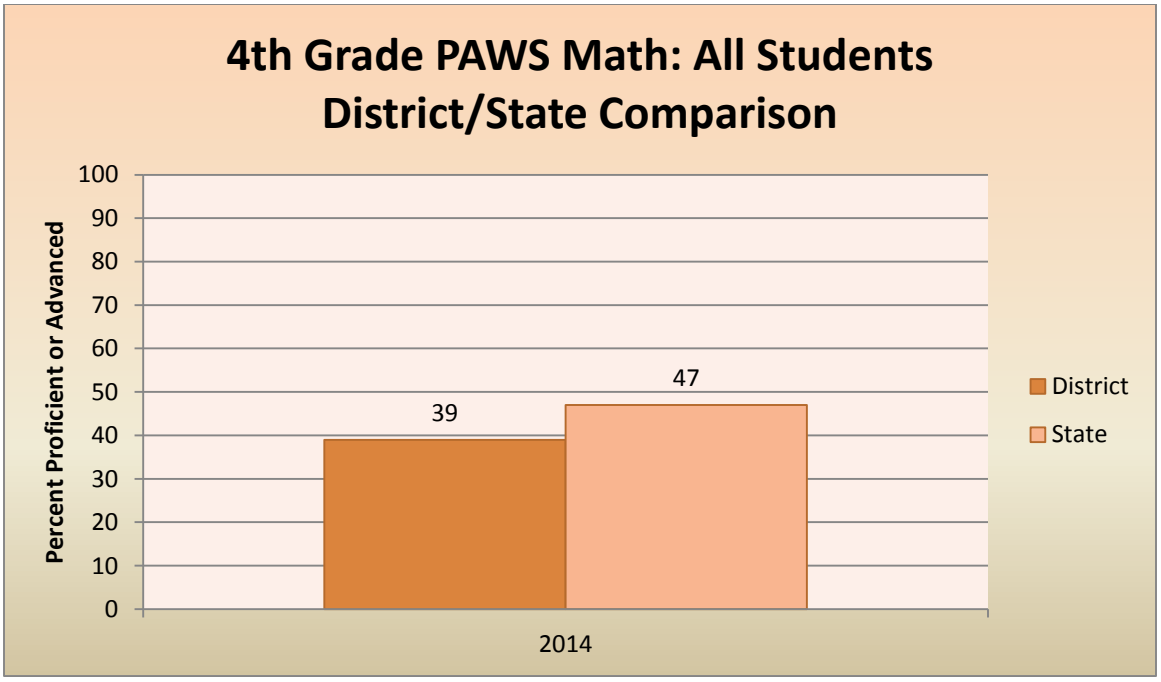
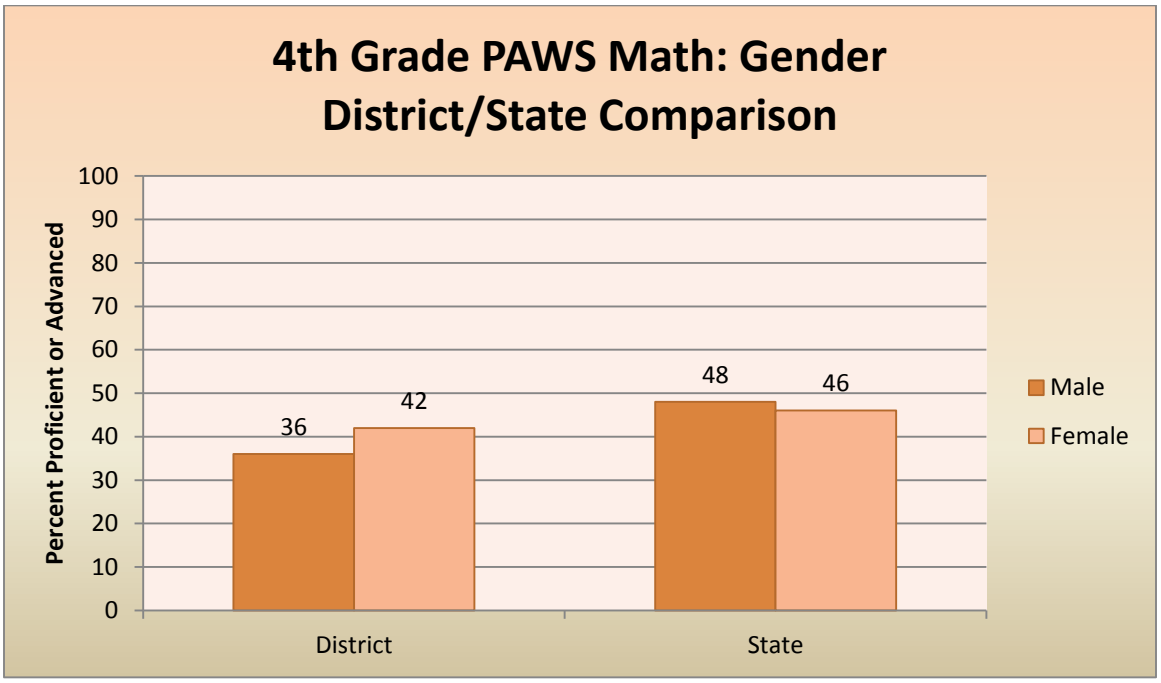
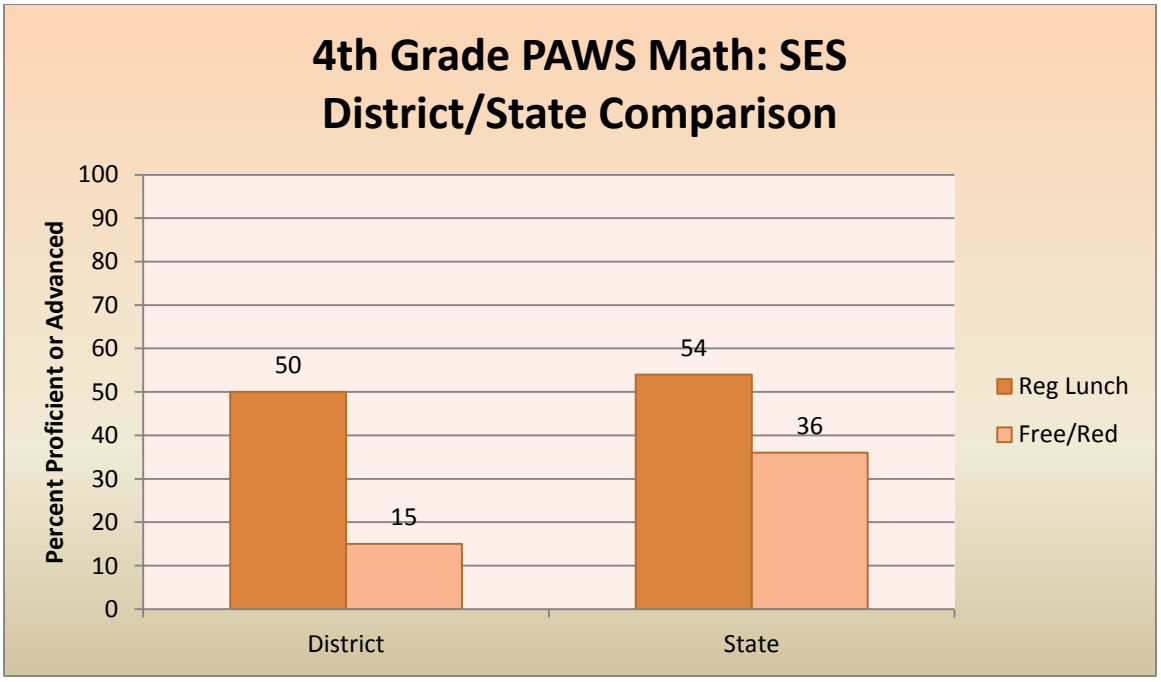
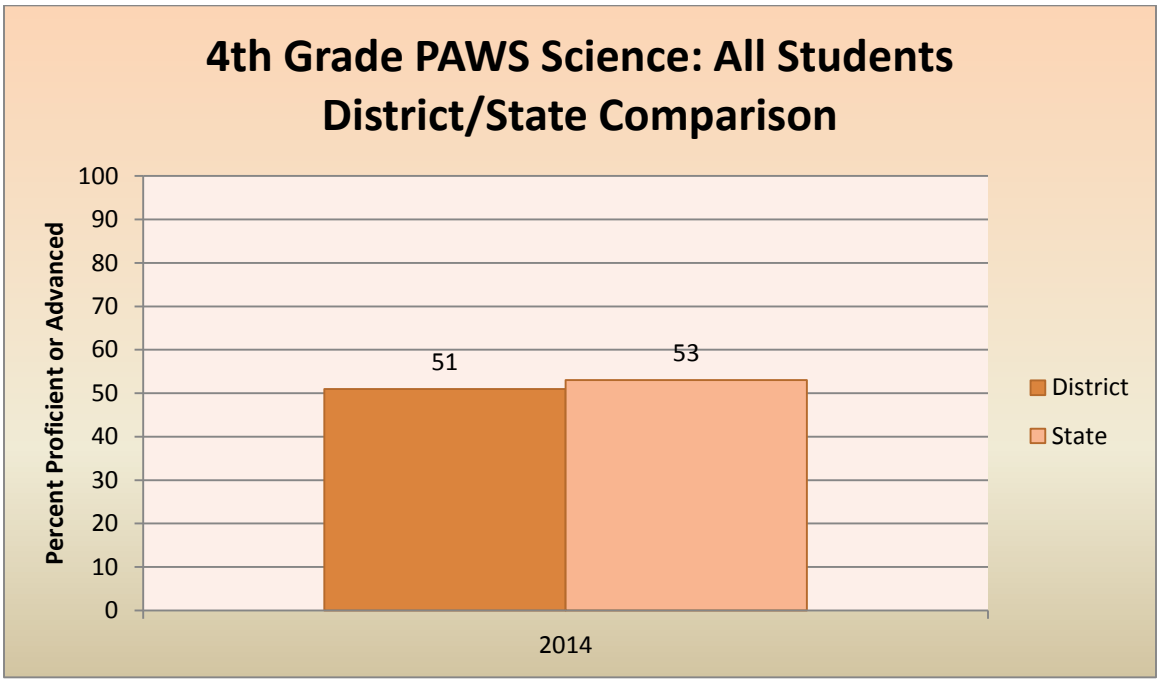


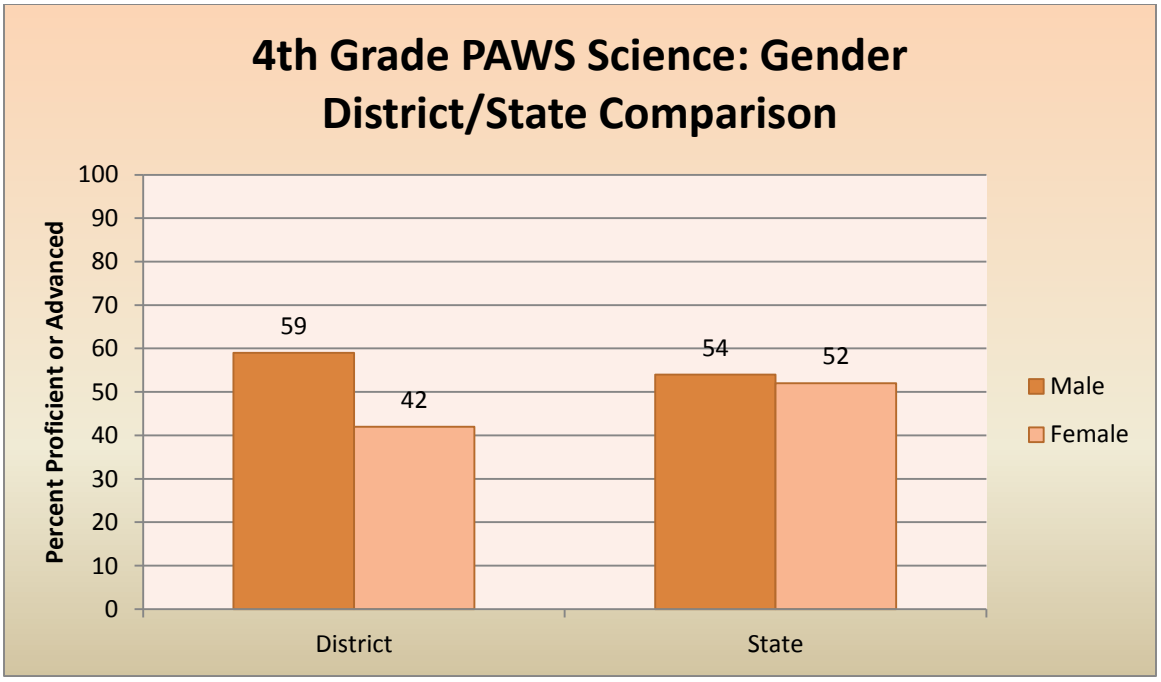



2014 Student Count: Male=22, Female=19. Interpret with caution.

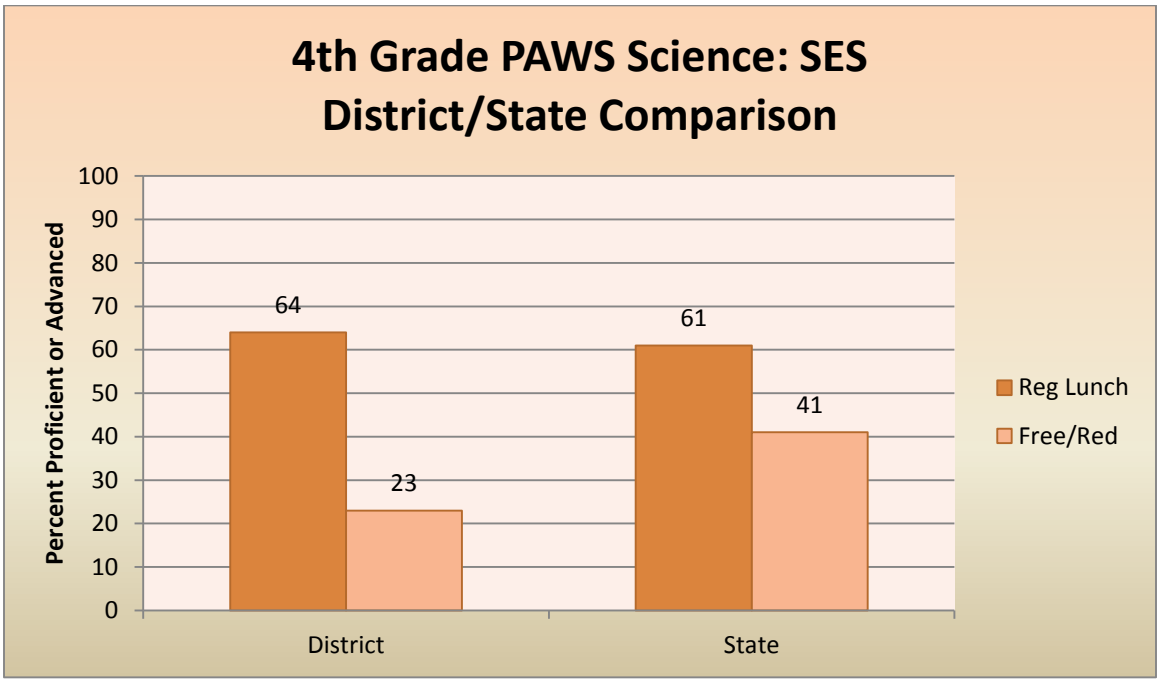



2014 Student Count: Free/Reduced=13. Interpret with caution.

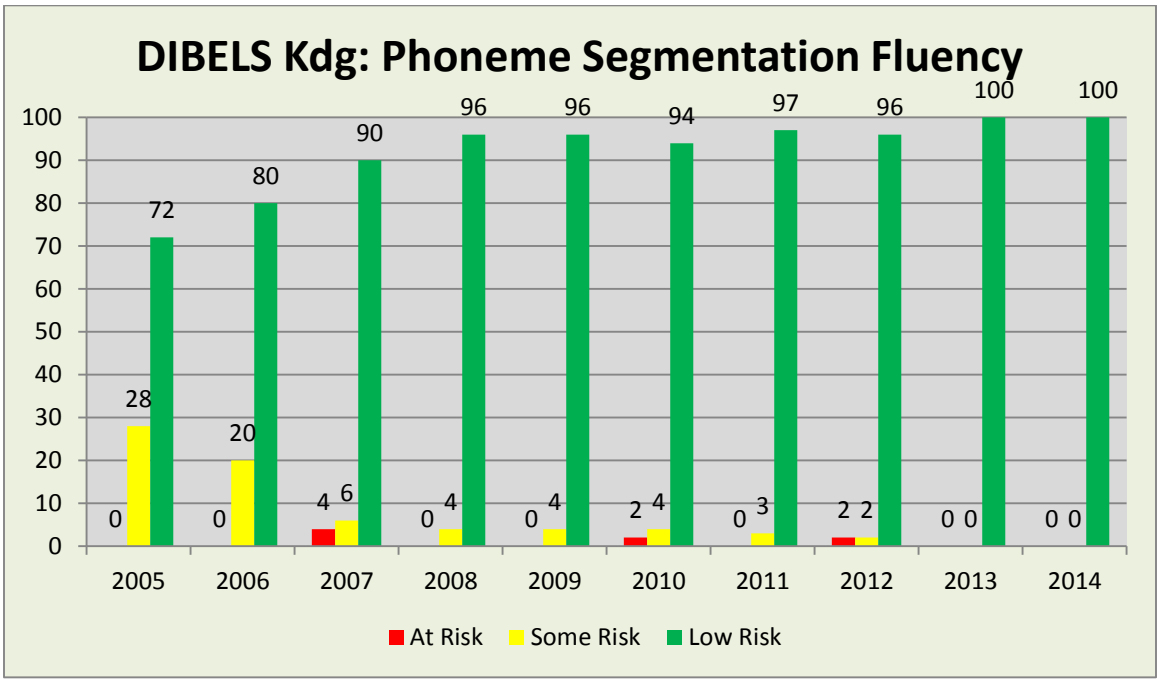


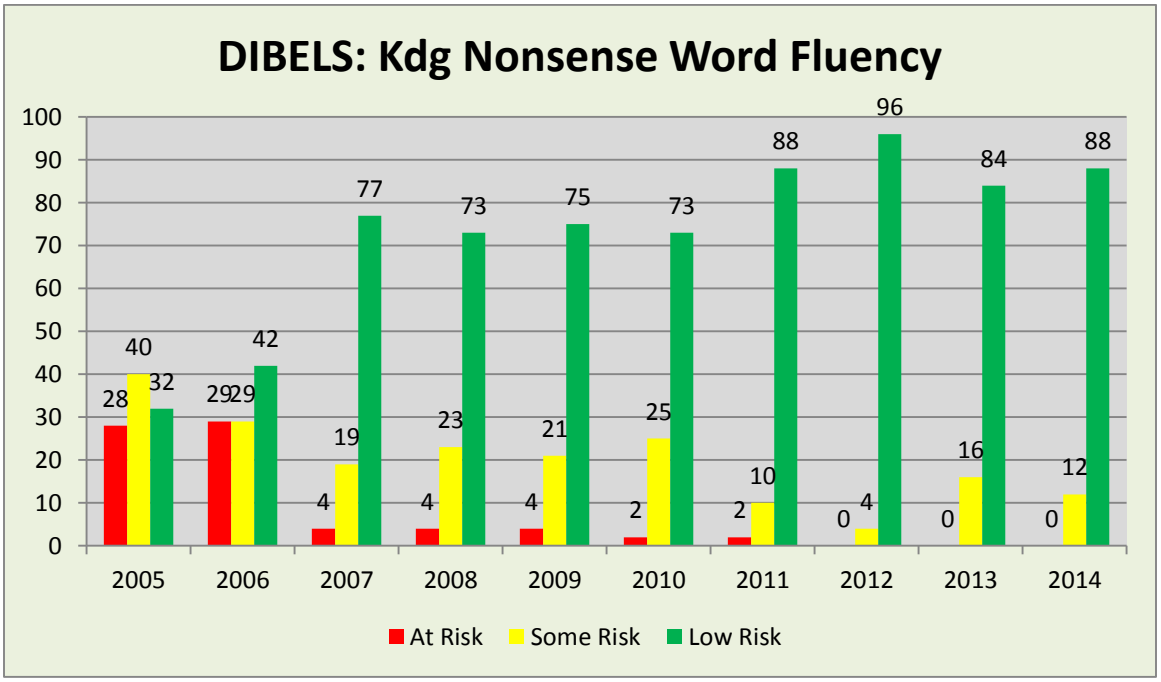



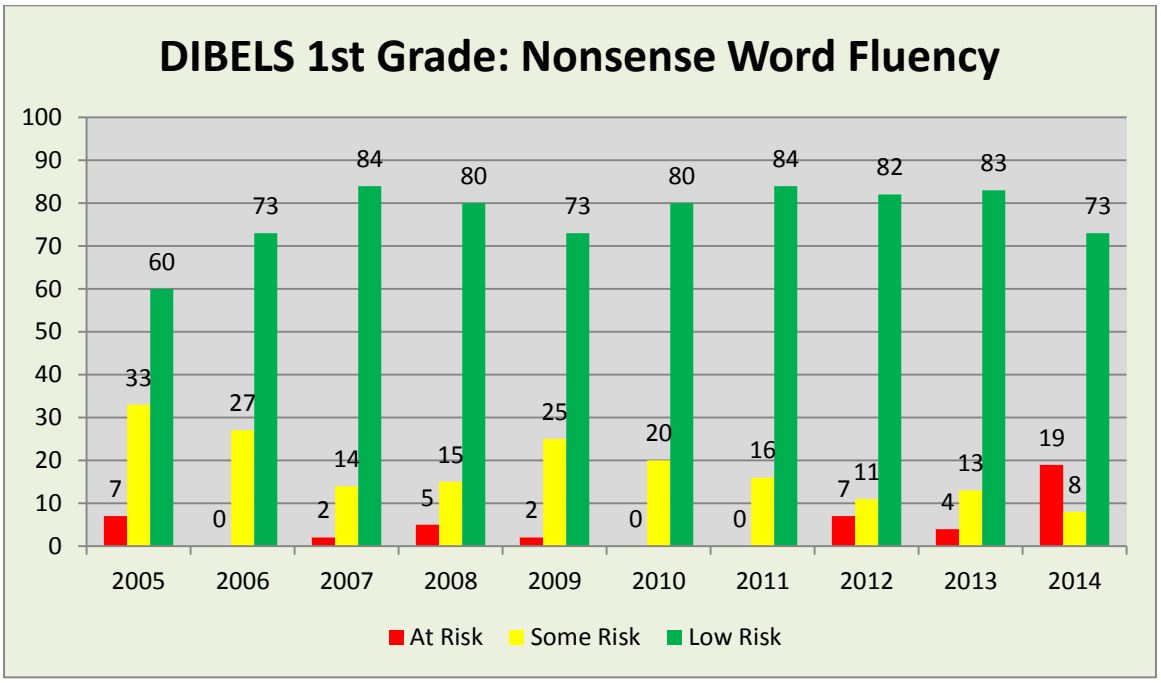

2014 Student Count: Male=22, Female=19. Interpret with caution.

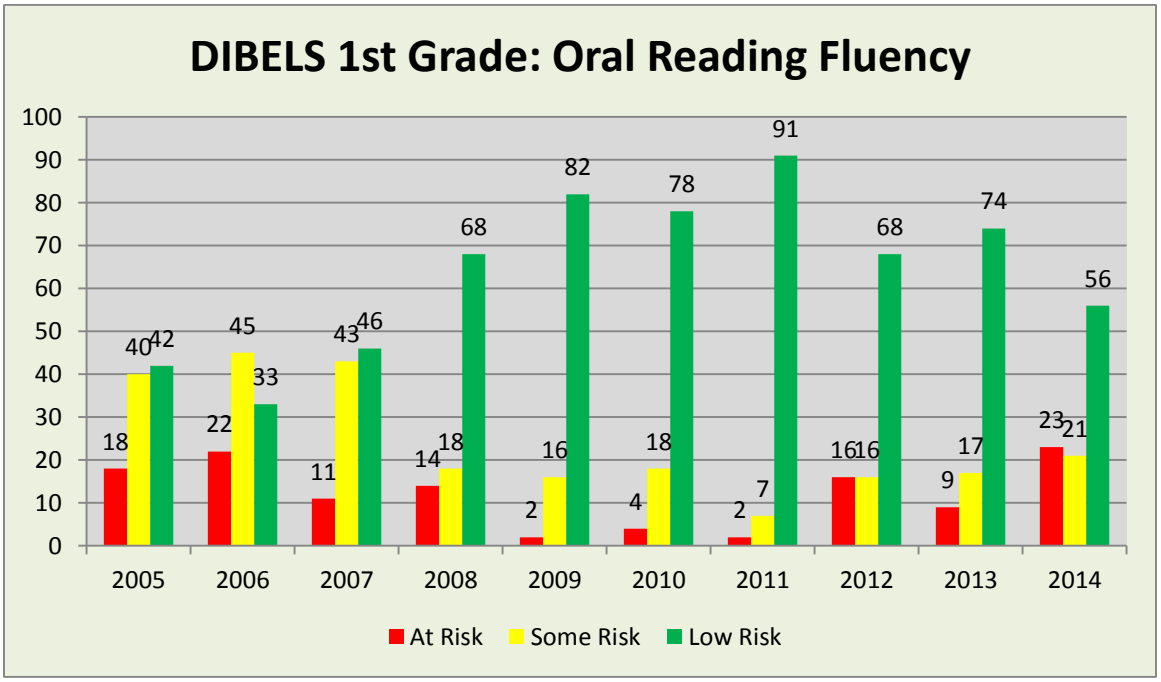


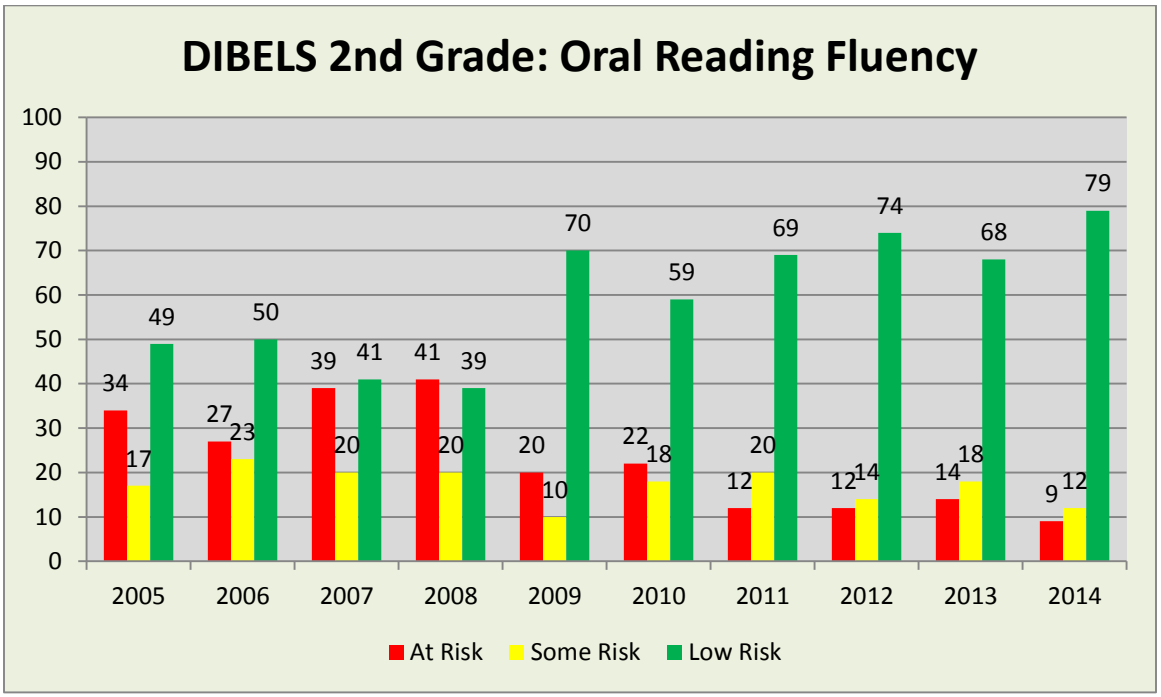

2014 Student Count: Free/Reduced=13. Interpret with caution.

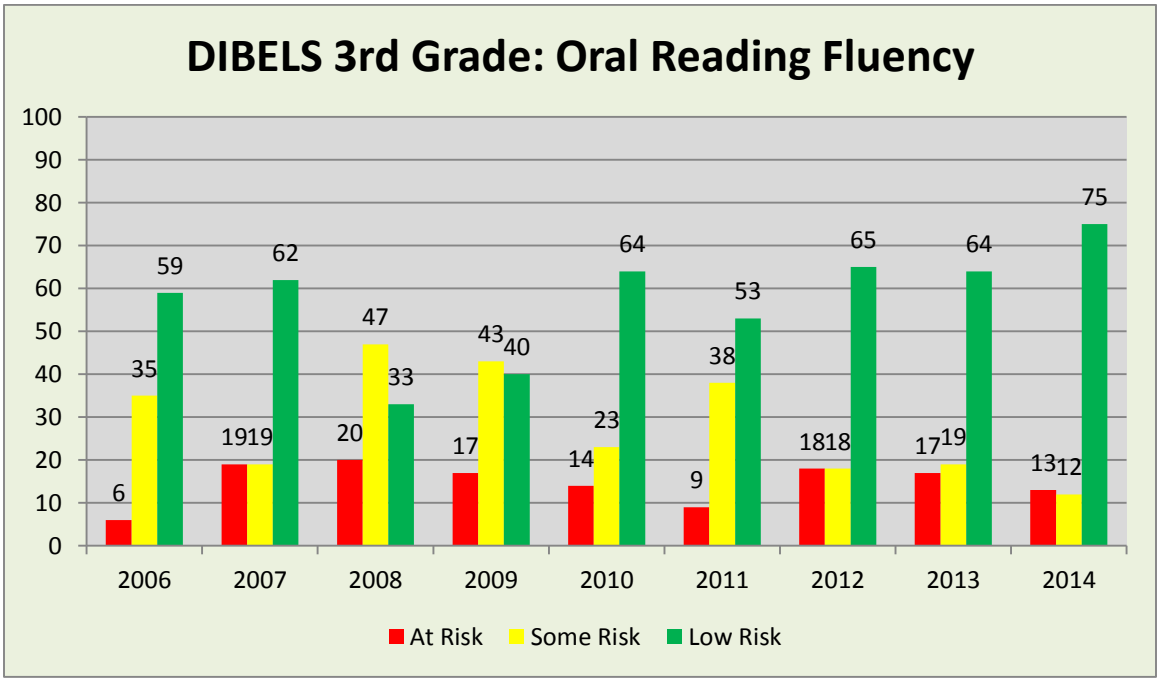

DIBELS Kdg: Phoneme Segmentation Fluency
100
90
80
70
60
50
40
30
20
10
0
0 28 72
0 20 80
4 6 90
0 4 96
0 4 96
2 4 94
0 3 97
2 2 96
0 0 100
0 0 100
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
At Risk
Some Risk
Low Risk

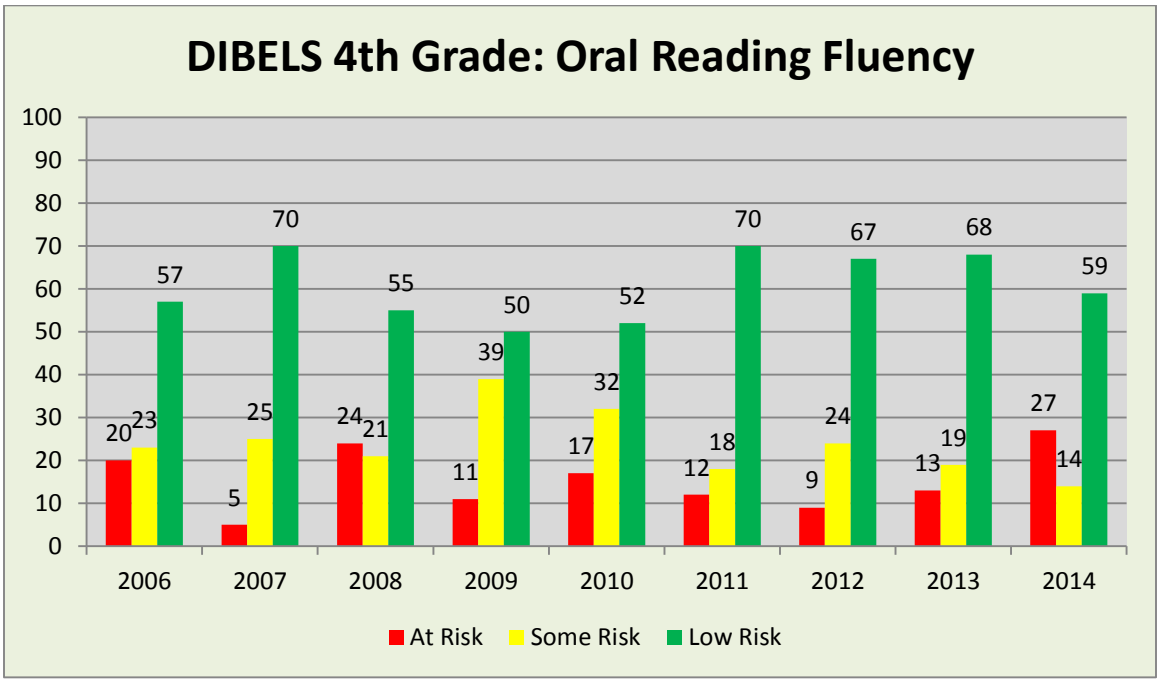

DIBELS: Kdg Nonsense Word Fluency
100
90
80
70
60
50
40
30
20
10
0
28 40 32
29 29 42
4 19 77
4 23 73
4 21 75
2 25 73
2 10 88
0 4 96
0 16 84
0 12 88
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
At Risk
Some Risk
Low Risk

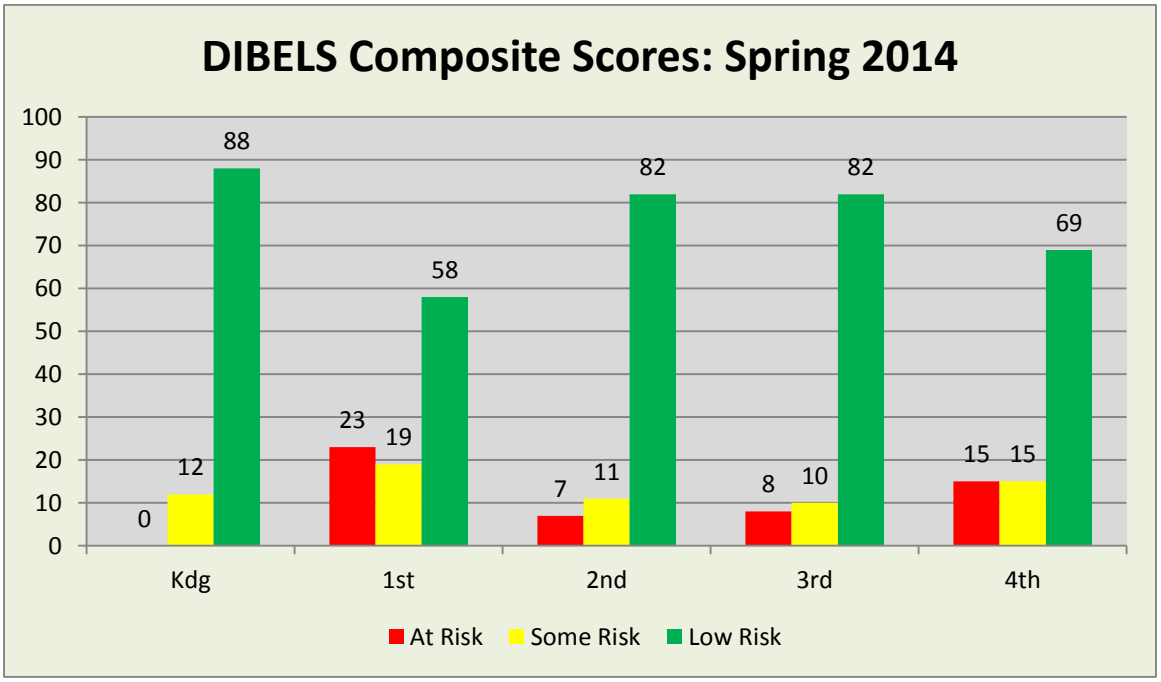

DIBELS 1st Grade: Nonsense Word Fluency
100
90
80
70
60
50
40
30
20
10
0
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
7
33
60
0
27
73
2
14
84
5
15
80
2
25
73
0
20
80
0
16
84
7
11
82
4
13
83
19
8
73
At Risk
Some Risk
Low Risk


DIBELS 1st Grade: Oral Reading Fluency
100
90
80
70
60
50
40
30
20
10
0
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
18
40
42
22
45
33
11
43
46
14
18
68
2
16
82
4
18
78
2
7
91
16
16
68
9
17
74
23
21
56
At Risk
Some Risk
Low Risk


DIBELS 2nd Grade: Oral Reading Fluency
100
90
80
70
60
50
40
30
20
10
0
34
17
49
27
23
50
39
20
41
41
20
39
20
10
70
22
18
59
12
20
69
12
14
74
14
18
68
9
12
79
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
At Risk
Some Risk
Low Risk


DIBELS 3rd Grade: Oral Reading Fluency
100
90
80
70
60
50
40
30
20
10
0
6
35
59
19
19
62
20
47
33
17
43
40
14
23
64
9
38
53
18
18
65
17
19
64
13
12
75
2006
2007
2008
2009
2010
2011
2012
2013
2014
At Risk
Some Risk
Low Risk

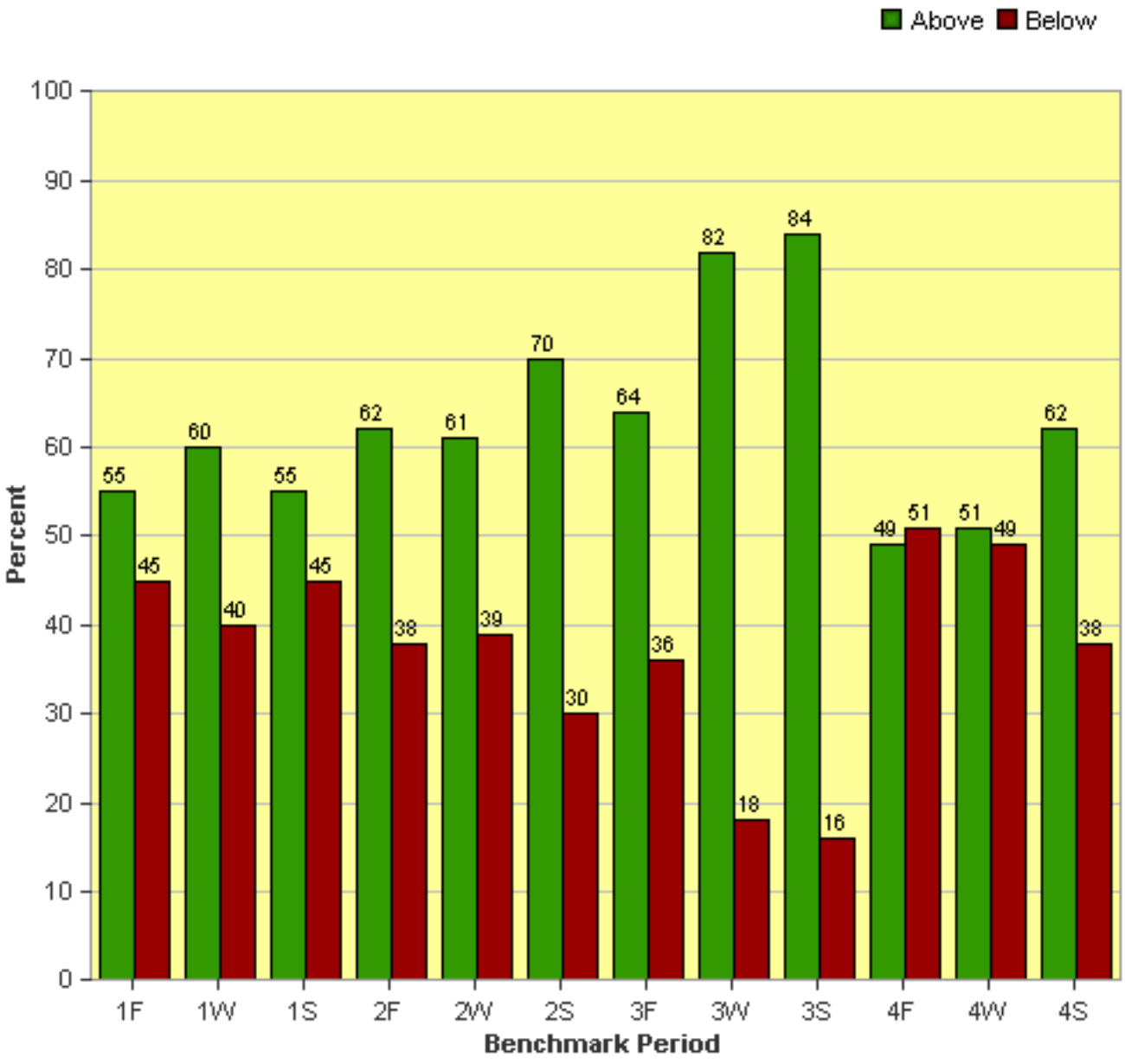

DIBELS 4th Grade: Oral Reading Fluency
100
90
80
70
60
50
40
30
20
10
0
20
23
57
5
25
70
24
21
55
11
39
50
17
32
52
12
18
70
9
24
67
13
19
68
27
14
59
2006
2007
2008
2009
2010
2011
2012
2013
2014
At Risk
Some Risk
Low Risk


DIBELS Composite Scores: Spring 2014
100
90
80
70
60
50
40
30
20
10
0
0
12
88
23
19
58
7
11
82
8
10
82
15
15
69
Kdg
1st
2nd
3rd
4th
At Risk
Some Risk
Low Risk

**FILTER:**
**Demographics:** Not filtering on demographics
**Display:** Current Year
**Target Sets:** AIMSweb Defaults

## Percent of Students Above & Below Target

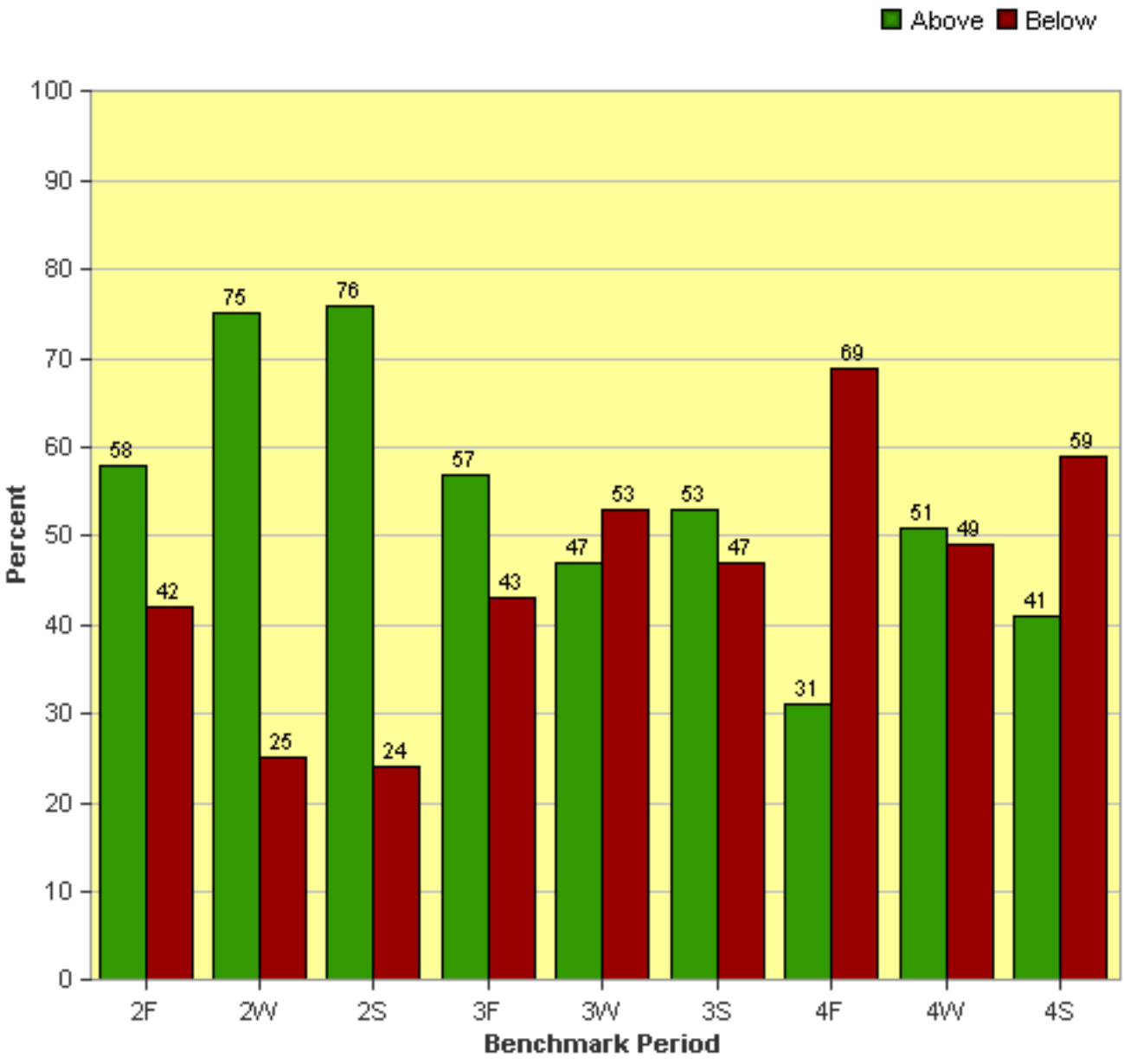
Converse County School District #2 - Grant Elementary
2013-2014 School Year
Math Computation



**FILTER:**
**Demographics:** Not filtering on demographics
**Display:** Current Year
**Target Sets:** AIMSweb Defaults

## Percent of Students Above & Below Target

Converse County School District #2 - Grant Elementary
2013-2014 School Year
Mathematics Concepts and Applications



***VISION:***
***All GIMS students will be:***

***CONFIDENT RESPONSIBLE and SKILLED***

***when they enter high school.***

**GIMS VALUES**

**RESPECT**

We respect ourselves, the school, the community and others. We value cultural and individual differences.

**EXCELLENCE**

We embrace high expectations and always make our best effort. We do not take short cuts.

**INTEGRITY**

We demonstrate honesty and uprightness of character. We are trustworthy and loyal.

**RESPONSIBILITY**

We meet expectations and are accountable for our actions. We do not make excuses or blame others.

# Glenrock Intermediate/Middle School

***The mission of Glenrock Intermediate/Middle School is to create lifelong learners by providing a safe and respectful learning environment where parents, staff, and students work together to help each child succeed personally and academically.***

## *Goals:*

1. ***To improve the computational and problem solving skills of all students.***

   **(MS 80% MAP growth target, 100% PAWS AMO)**
   **(IS 80% MAP growth target, 100% PAWS AMO)**

2. ***To improve the English language arts skills of all students.*** **(MS 80% MAP growth target, 100% PAWS AMO)**
   **(IS 80% MAP growth target, 100% PAWS AMO)**

3. ***To ensure that every student passes all classes for the year.*** **(MS 0% failure rate. IS 0% failure rate)**

WYOMING DEPARTMENT OF EDUCATION

Confidential - This report may contain counts and percentages which would compromise student confidentiality if publicized and is intended solely for school and district administrators for reviewing WAEA School Performance Reporting.

# 2013-14 Grade 3 Through 8 School Performance Report For Glenrock Intermediate School
# Converse #2

Glenrock Intermediate School

MEETING EXPECTATIONS

**School and District Information**

**Summary of Accountability Model for Elementary Schools**

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on three indicators: Growth, Equity, and Achievement.

**The FOUR performance levels are:**

- **EXCEEDING EXPECTATIONS**
- **MEETING EXPECTATIONS**
- **PARTIALLY MEETING EXPECTATIONS**
- **NOT MEETING EXPECTATIONS**

Note: In order to have an indicator score, a school must have 10 students with evidence on the indicator.

**Growth** **Meeting Targets**

| MGP | Count of Students |
|---|---|
| 50.5 | 94 |

Growth measures how much students improved on the state test in reading and math from the prior year to the current year compared to other students in the same grade with similar prior test scores.

**Equity** **Meeting Targets**

| Score | Count of Students |
|---|---|
| 82 | 31 |

Equity is a measure of average test scores in reading and math from the current school year for all students at a school who were below proficient in reading and/or math during the prior school year. Students in this group with higher scores are more likely to become proficient within a reasonable time frame.

**Achievement** **Meeting Targets**

| Score | Count of Students |
|---|---|
| 61 % | 97 |

Achievement is the percent proficient or above on state tests in reading, mathematics, science, and writing.

| Indicators | Performance Categories and Associated Scores | | |
|---|---|---|---|
| | Below Targets | Meeting Targets | Exceeding Targets |
| Growth | < 45 | >= 45 and < 60 | >= 60 |
| Equity | < 80 | >=80 and < 85 | >= 85 |
| Achievement | < 53 | >= 53 and < 70 | >= 70 |

**Participation Rate** **Met**

| Score | 100.0 % |
|---|---|

Expected participation rate on all tests used for all students in the consolidated subgroup is 95% or higher. A score of 90% - <95% will result in being docked one performance level. A score of <90% results in a performance level of *Not Met*.



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# 2013-14 Grade 3 Through 8 School Performance Report For Glenrock Intermediate School Converse #2

GROWTH: School Median Student Growth Percentile (MGP) on the PAWS.

| Name | Grade | Reading and Math Combined | Mathematics | Reading | Count of Students |
|---|---|---|---|---|---|
| Glenrock Intermediate School | ALL | 50.5 | 50.0 | 50.5 | 94 |
| Wyoming | ALL | 50.0 | 50.0 | 50.0 | 12,374 |
| Glenrock Intermediate School | 05 | 38.0 | 31.5 | 45.5 | 46 |
| Wyoming | 05 | 50.0 | 50.0 | 50.0 | 6,356 |
| Glenrock Intermediate School | 06 | 65.5 | 73.5 | 53.0 | 48 |
| Wyoming | 06 | 50.0 | 50.0 | 50.0 | 6,018 |

EQUITY: The equity score is an average student standardized score for mathematics and reading combined for all students who were below proficient in the prior year in mathematics and/or reading. The score is on a scale where 100 is the average standardized score for all students and the standard deviation is 20.

| Name | Grade | Reading and Math Combined | Mathematics | Reading | Count of Students |
|---|---|---|---|---|---|
| Glenrock Intermediate School | ALL | 82 | 80 | 83 | 31 |
| Wyoming | ALL | 82 | 83 | 82 | 3,679 |
| Glenrock Intermediate School | 05 | 76 | 68 | 84 | 11 |
| Wyoming | 05 | 82 | 83 | 81 | 1,745 |
| Glenrock Intermediate School | 06 | 85 | 87 | 82 | 20 |
| Wyoming | 06 | 83 | 84 | 82 | 1,934 |



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Confidential - This report may contain counts and percentages which would compromise student confidentiality if publicized and is intended solely for school and district administrators for reviewing WAEA School Performance Reporting.

## 2013-14 Grade 3 Through 8 School Performance Report For Glenrock Intermediate School Converse #2

ACHIEVEMENT: The percent of proficient or above test scores on the state test in mathematics, reading, science and writing.

| Name | Grade | All Contents Combined | Math | Reading | Science | Writing | Count of Students |
|---|---|---|---|---|---|---|---|
| Glenrock Intermediate School | ALL | 61 % | 60 % | 60 % | | 66 % | 97 |
| Wyoming | ALL | 57 % | 53 % | 59 % | | 65 % | 13,164 |
| Glenrock Intermediate School | 05 | 62 % | 57 % | 63 % | | 66 % | 49 |
| Wyoming | 05 | 60 % | 55 % | 59 % | | 65 % | 6,737 |
| Glenrock Intermediate School | 06 | 59 % | 62 % | 56 % | | | 48 |
| Wyoming | 06 | 54 % | 50 % | 58 % | | | 6,427 |



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# 2013-14 Grade 3 Through 8 School Performance Report For Glenrock Intermediate School
# Converse #2

| | Participation Rates | |
|---|---|---|
| | All Students | Consolidated Subgroup |
| Glenrock Intermediate School | 100.0 % | 100.0 % |
| Wyoming | 99.7 % | 99.8 % |

**2014 Performance Level Descriptors for Schools with Grades 3 through 8**

**Exceeding Expectations**
This category is reserved for schools considered models of performance. These schools typically exceeded target for achievement and for at least one other performance indicator - equity or growth – while meeting target on the other indicator.

**Meeting Expectations**
Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had levels of achievement meeting or exceeding state targets, and met or exceeded targets on student growth and promotion of equity for students with below-Proficient achievement or fell below target on growth or equity while exceeding target on achievement.

**Partially Meeting Expectations**
Schools in this category performed below target on multiple performance indicators *or* were below target in achievement. Many schools in this category showed acceptable or higher performance in student growth *and/or* promoting equity for below-Proficient students.

**Not Meeting Expectations**
Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools had below-target levels of achievement and student growth and showed insufficient improvement for below-Proficient achievers.



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# 2013-14 Grade 3 Through 8 School Performance Report For Glenrock Middle School
# Converse #2

Glenrock Middle School

NOT MEETING EXPECTATIONS

**School and District Information**

**Summary of Accountability Model for Elementary Schools**

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on three indicators: Growth, Equity, and Achievement.

**The FOUR performance levels are:**

- **EXCEEDING EXPECTATIONS**
- **MEETING EXPECTATIONS**
- **PARTIALLY MEETING EXPECTATIONS**
- **NOT MEETING EXPECTATIONS**

Note: In order to have an indicator score, a school must have 10 students with evidence on the indicator.

**Growth** — **Below Targets**

| MGP | Count of Students |
|---|---|
| 40.0 | 85 |

Growth measures how much students improved on the state test in reading and math from the prior year to the current year compared to other students in the same grade with similar prior test scores.

**Equity** — **Below Targets**

| Score | Count of Students |
|---|---|
| 77 | 29 |

Equity is a measure of average test scores in reading and math from the current school year for all students at a school who were below proficient in reading and/or math during the prior school year. Students in this group with higher scores are more likely to become proficient within a reasonable time frame.

**Achievement** — **Below Targets**

| Score | Count of Students |
|---|---|
| 52 % | 92 |

Achievement is the percent proficient or above on state tests in reading, mathematics, science, and writing.

| Indicators | Performance Categories and Associated Scores | | |
|---|---|---|---|
| | Below Targets | Meeting Targets | Exceeding Targets |
| Growth | < 45 | >= 45 and < 60 | >= 60 |
| Equity | < 80 | >=80 and < 85 | >= 85 |
| Achievement | < 53 | >= 53 and < 70 | >= 70 |

**Participation Rate** — **Met**

| Score | 100.0 % |
|---|---|

Expected participation rate on all tests used for all students in the consolidated subgroup is 95% or higher. A score of 90% - <95% will result in being docked one performance level. A score of <90% results in a performance level of *Not Met*.

# 2013-14 Grade 3 Through 8 School Performance Report For Glenrock Middle School
# Converse #2

GROWTH: School Median Student Growth Percentile (MGP) on the PAWS.

| Name | Grade | Reading and Math Combined | Mathematics | Reading | Count of Students |
|---|---|---|---|---|---|
| Glenrock Middle School | ALL | 40.0 | 38.0 | 44.0 | 85 |
| Wyoming | ALL | 50.0 | 50.0 | 50.0 | 12,141 |
| Glenrock Middle School | 07 | 49.5 | 44.0 | 53.0 | 36 |
| Wyoming | 07 | 50.0 | 50.0 | 50.0 | 6,075 |
| Glenrock Middle School | 08 | 34.0 | 33.0 | 38.0 | 49 |
| Wyoming | 08 | 50.0 | 50.0 | 50.0 | 6,066 |

EQUITY: The equity score is an average student standardized score for mathematics and reading combined for all students who were below proficient in the prior year in mathematics and/or reading. The score is on a scale where 100 is the average standardized score for all students and the standard deviation is 20.

| Name | Grade | Reading and Math Combined | Mathematics | Reading | Count of Students |
|---|---|---|---|---|---|
| Glenrock Middle School | ALL | 77 | 77 | 77 | 29 |
| Wyoming | ALL | 82 | 83 | 81 | 3,512 |
| Glenrock Middle School | 07 | 78 | 80 | 77 | 6 |
| Wyoming | 07 | 81 | 82 | 80 | 1,551 |
| Glenrock Middle School | 08 | 77 | 76 | 77 | 23 |
| Wyoming | 08 | 83 | 83 | 82 | 1,961 |



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# 2013-14 Grade 3 Through 8 School Performance Report For Glenrock Middle School
## Converse #2

ACHIEVEMENT: The percent of proficient or above test scores on the state test in mathematics, reading, science and writing.

| Name | Grade | All Contents Combined | Math | Reading | Science | Writing | Count of Students |
|---|---|---|---|---|---|---|---|
| Glenrock Middle School | ALL | 52 % | 37 % | 58 % | 45 % | 82 % | 92 |
| Wyoming | ALL | 55 % | 47 % | 59 % | 48 % | 70 % | 12,961 |
| Glenrock Middle School | 07 | 66 % | 49 % | 67 % | | 82 % | 39 |
| Wyoming | 07 | 58 % | 44 % | 60 % | | 70 % | 6,512 |
| Glenrock Middle School | 08 | 42 % | 28 % | 51 % | 45 % | | 53 |
| Wyoming | 08 | 52 % | 51 % | 59 % | 48 % | | 6,449 |



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# 2013-14 Grade 3 Through 8 School Performance Report For Glenrock Middle School
# Converse #2

| | Participation Rates | |
|---|---|---|
| | All Students | Consolidated Subgroup |
| Glenrock Middle School | 100.0 % | 100.0 % |
| Wyoming | 99.7 % | 99.8 % |

**2014 Performance Level Descriptors for Schools with Grades 3 through 8**

**Exceeding Expectations**
This category is reserved for schools considered models of performance. These schools typically exceeded target for achievement and for at least one other performance indicator - equity or growth – while meeting target on the other indicator.

**Meeting Expectations**
Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had levels of achievement meeting or exceeding state targets, and met or exceeded targets on student growth and promotion of equity for students with below-Proficient achievement or fell below target on growth or equity while exceeding target on achievement.

**Partially Meeting Expectations**
Schools in this category performed below target on multiple performance indicators *or* were below target in achievement. Many schools in this category showed acceptable or higher performance in student growth *and/or* promoting equity for below-Proficient students.

**Not Meeting Expectations**
Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools had below-target levels of achievement and student growth and showed insufficient improvement for below-Proficient achievers.



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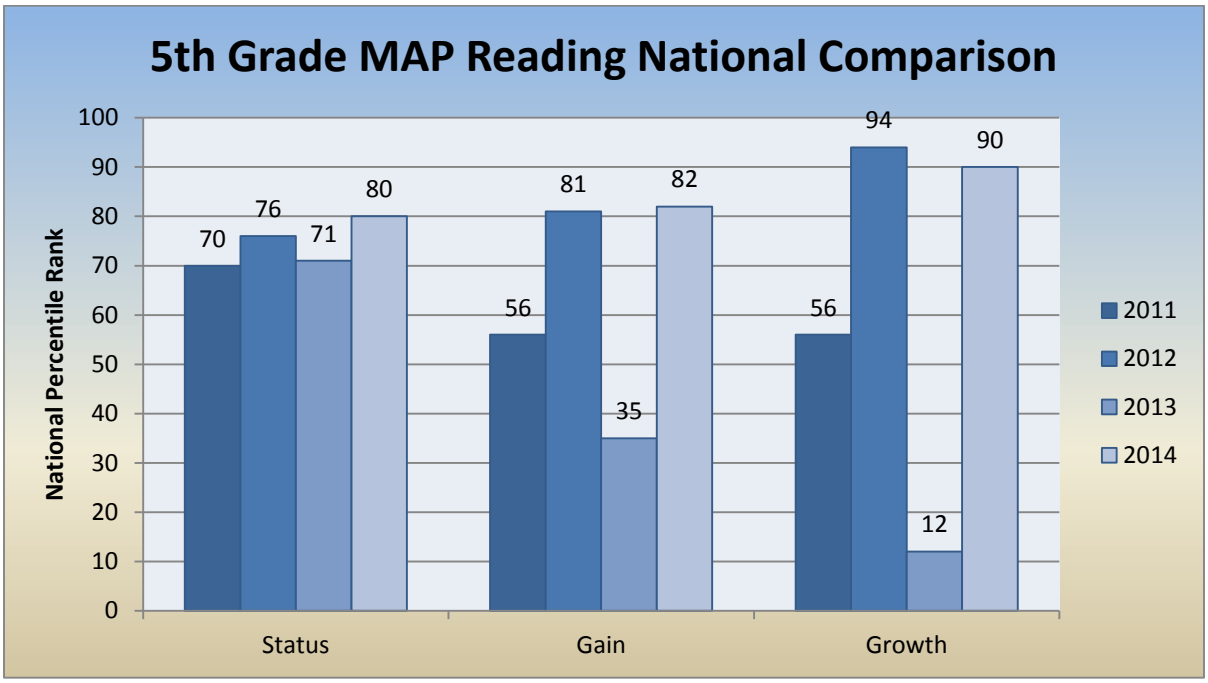
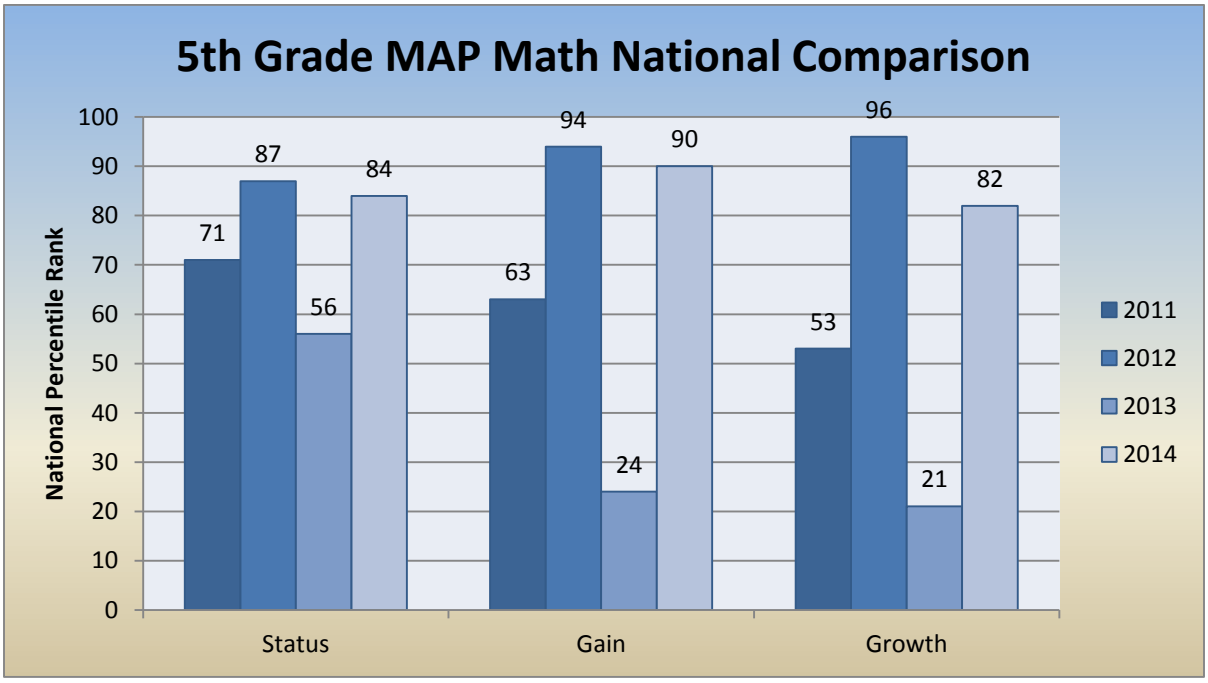
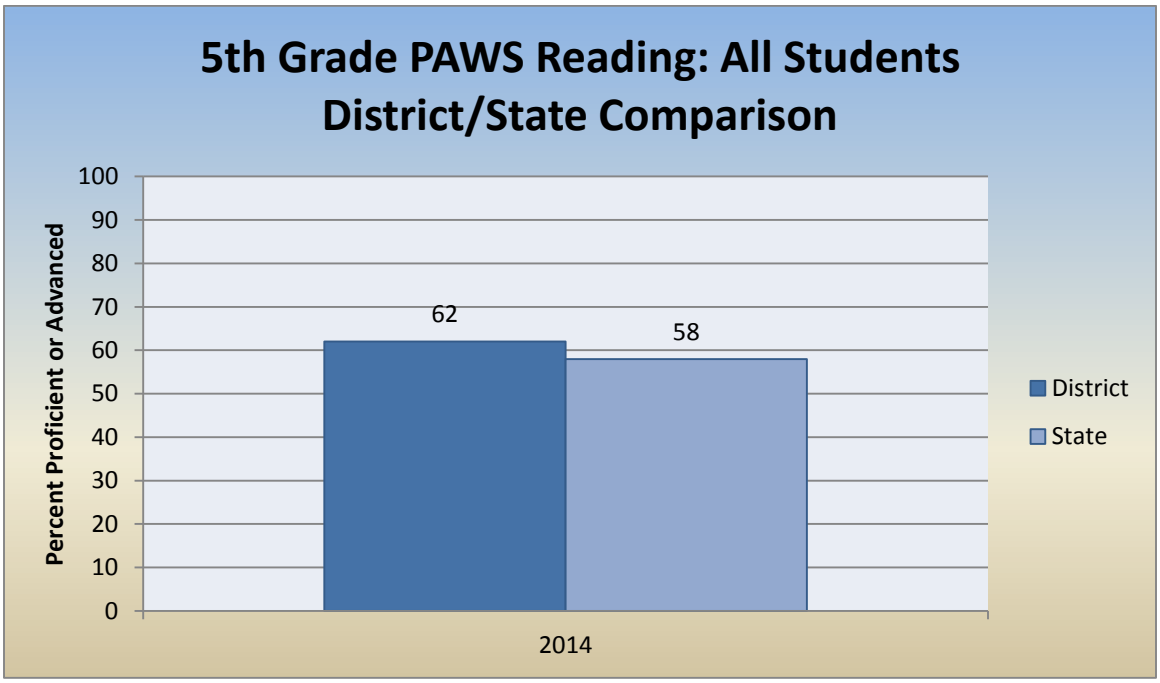
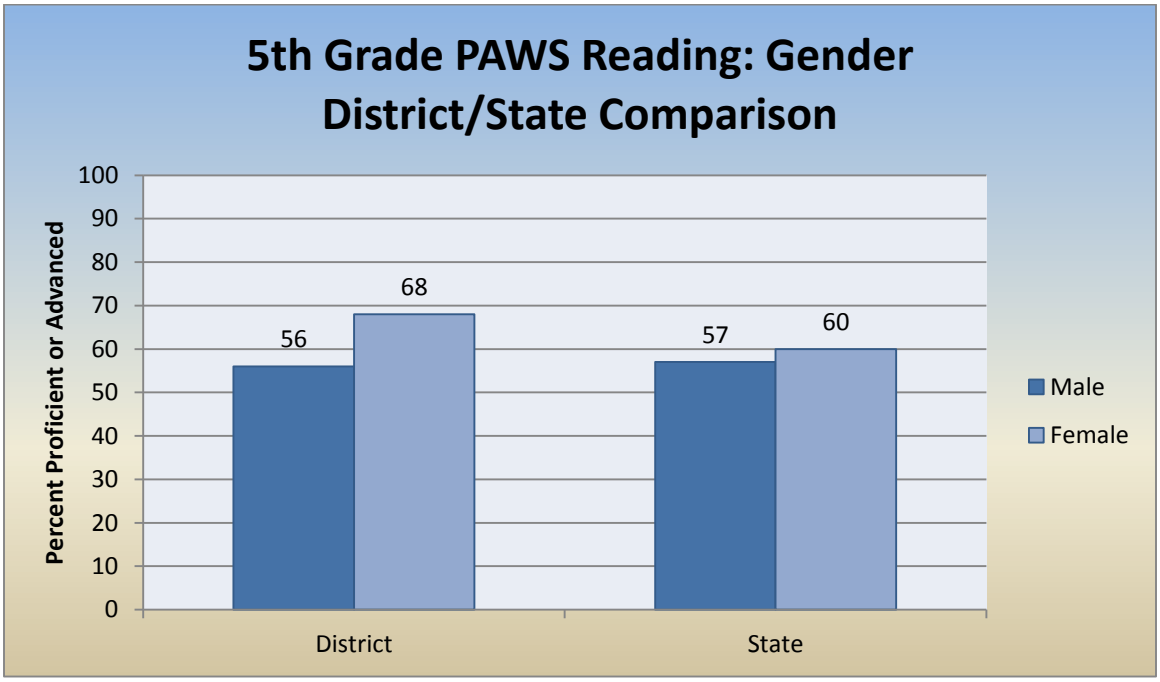
# 5th Grade MAP Summary

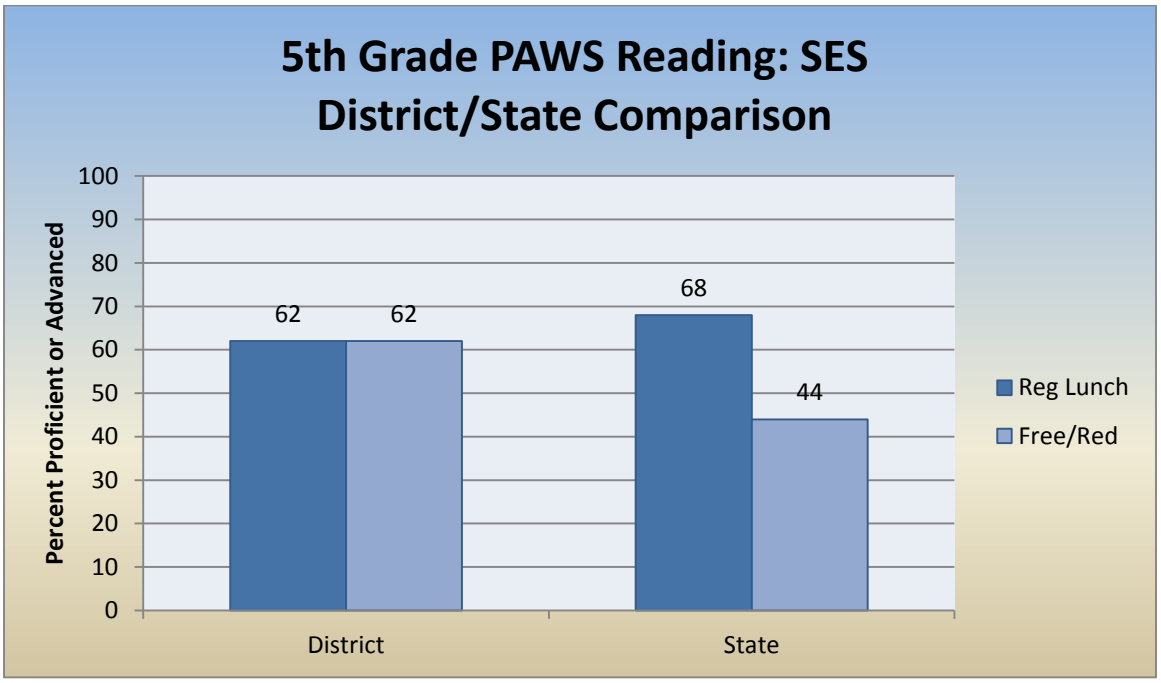


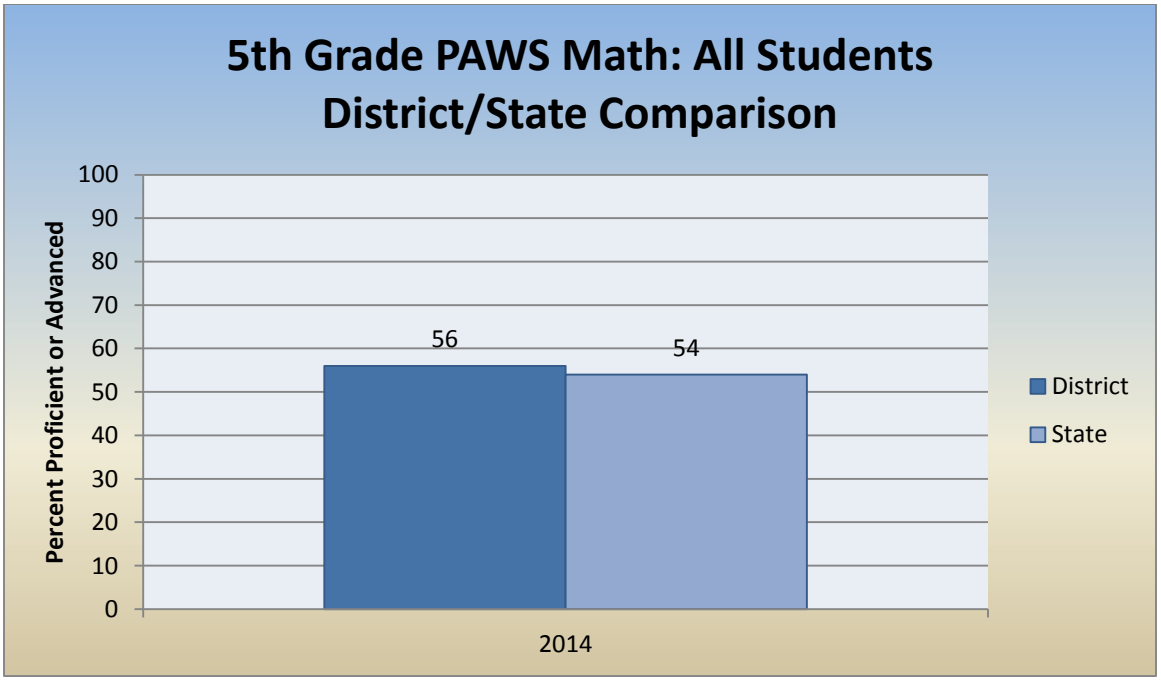
# 5th Grade PAWS Summary

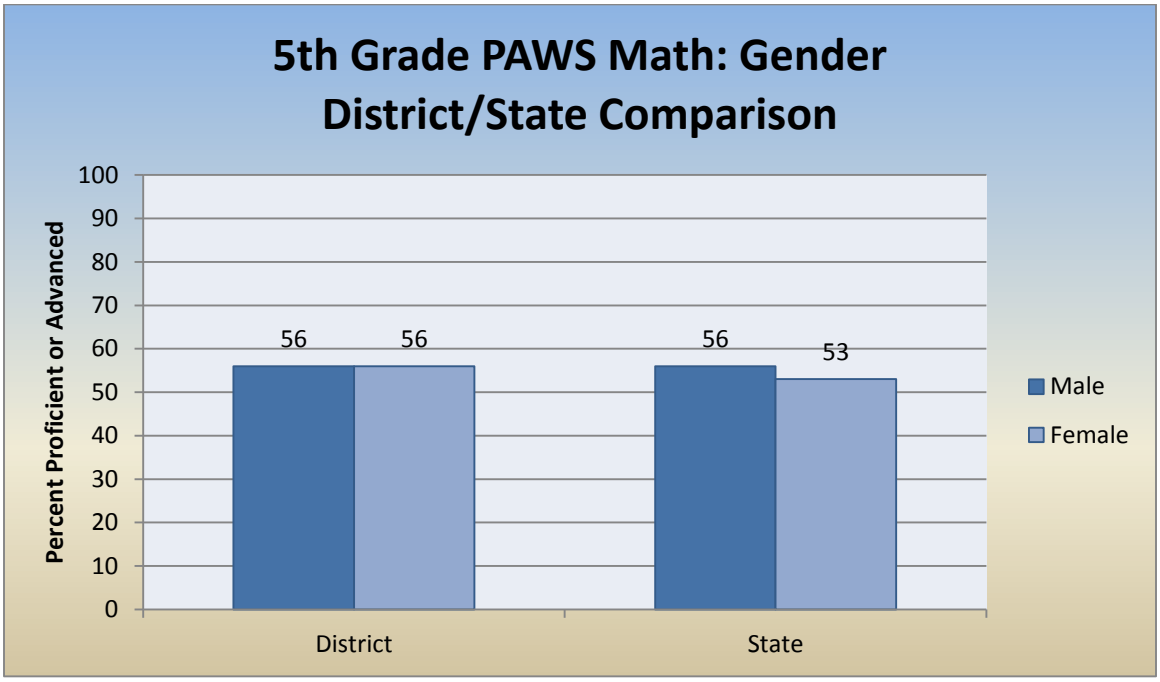


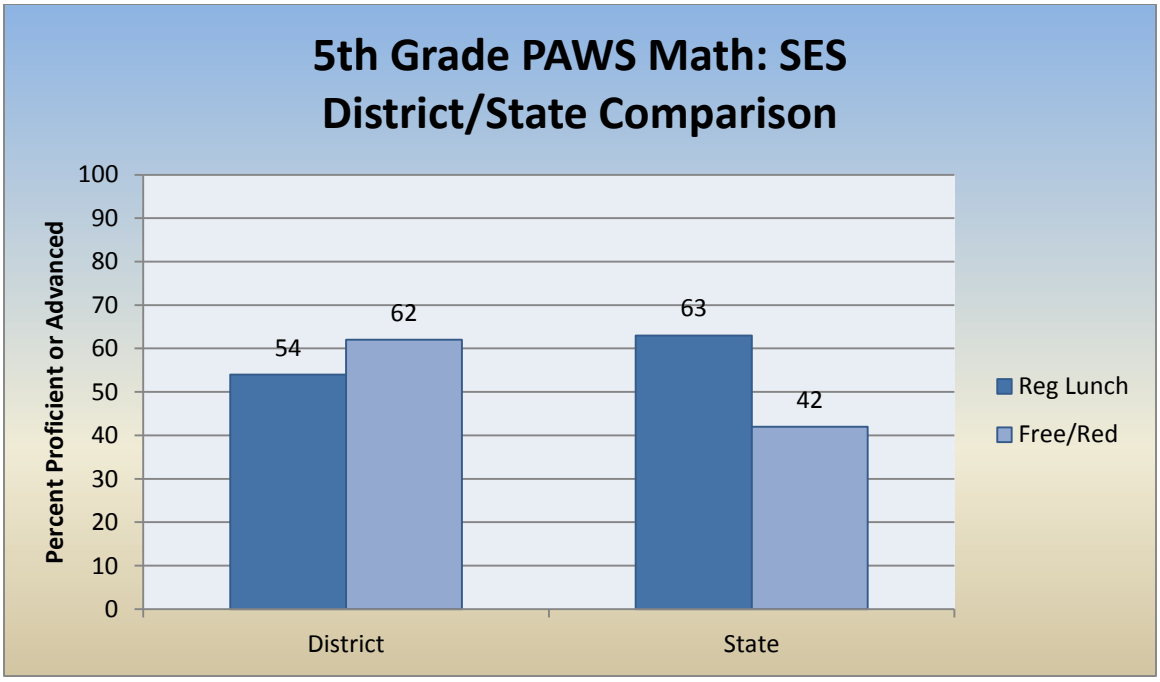





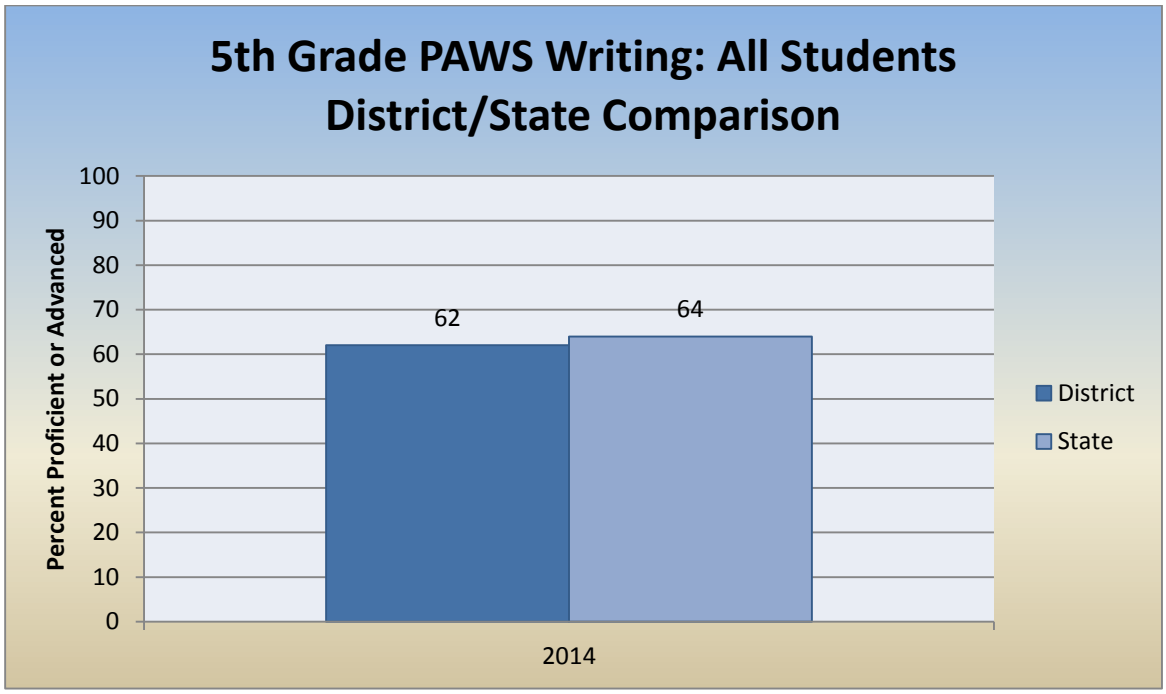

2014 Student Count: Free/Reduced=13. Interpret with caution.

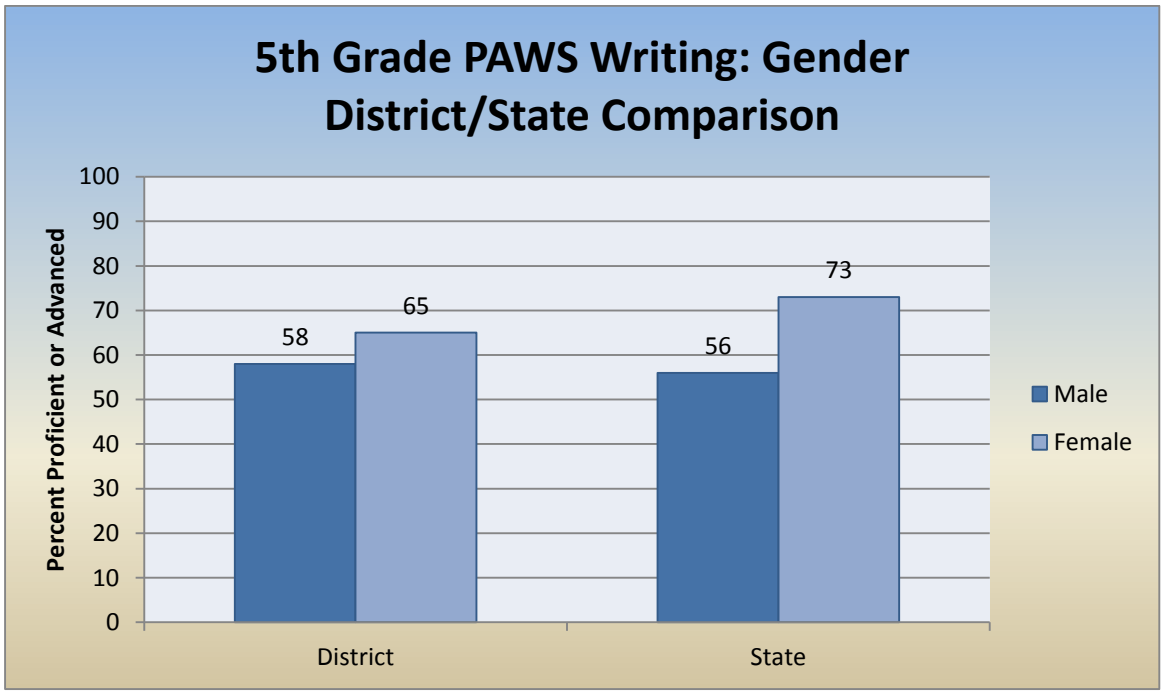


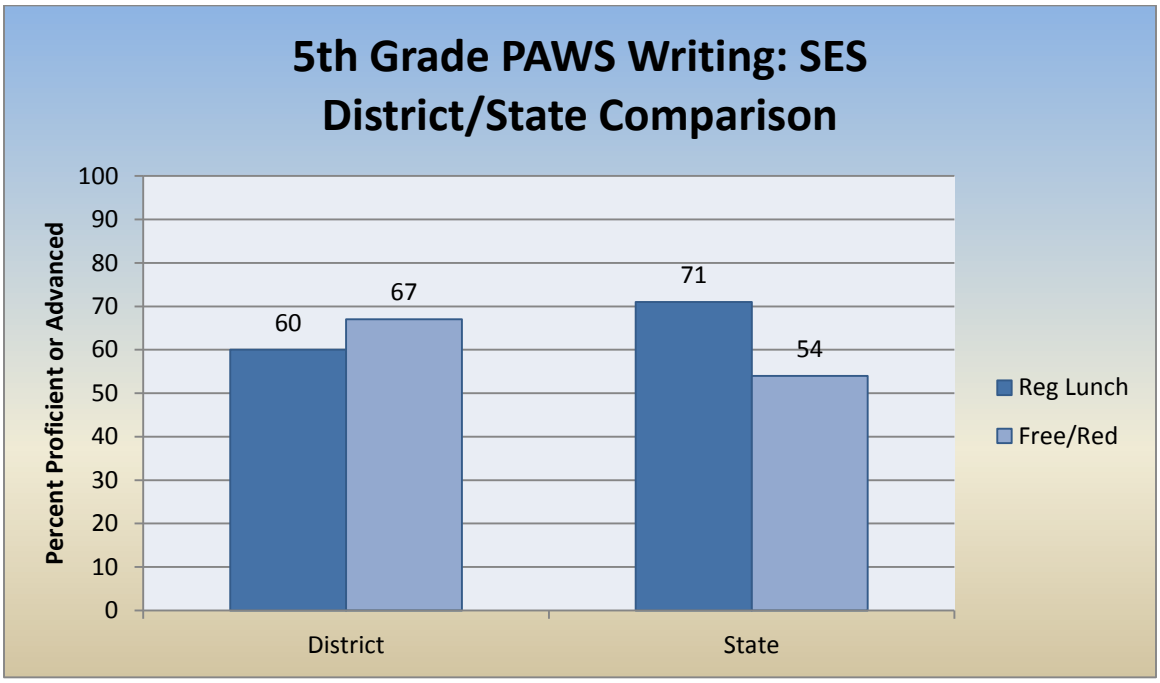



2014 Student Count: Free/Reduced=13. Interpret with caution.

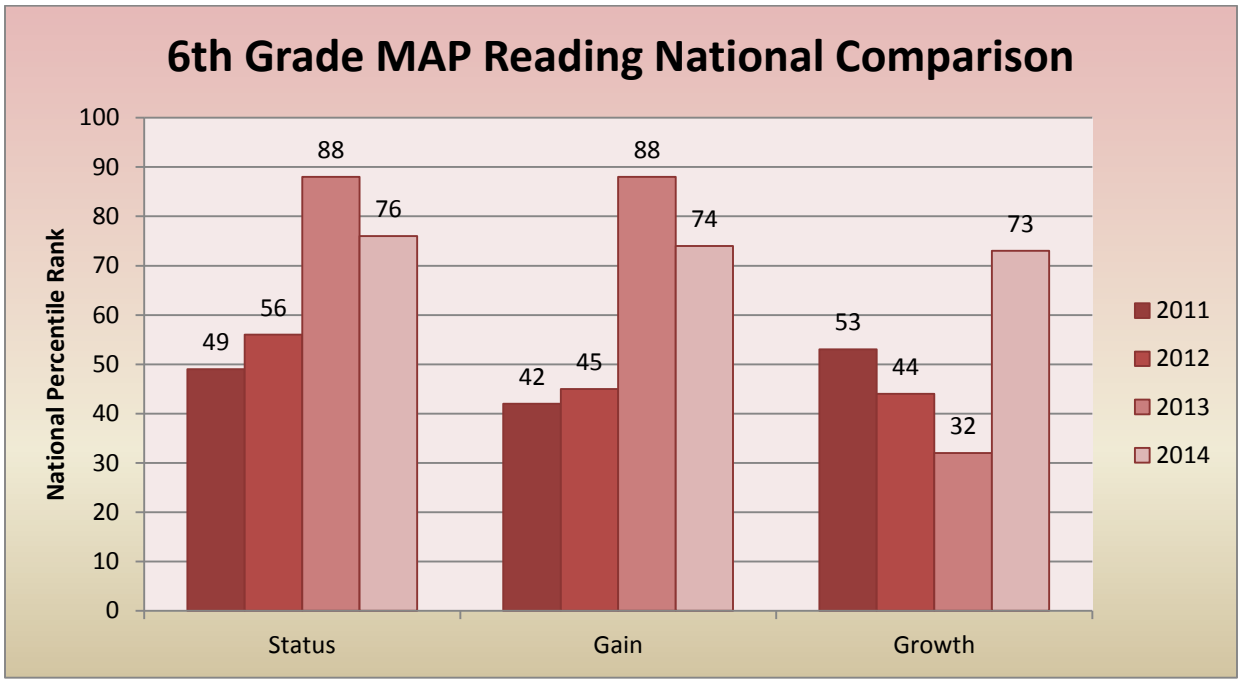

5th Grade PAWS Writing: All Students
District/State Comparison
Percent Proficient or Advanced
100
90
80
70
60
50
40
30
20
10
0
62
64
2014
District
State

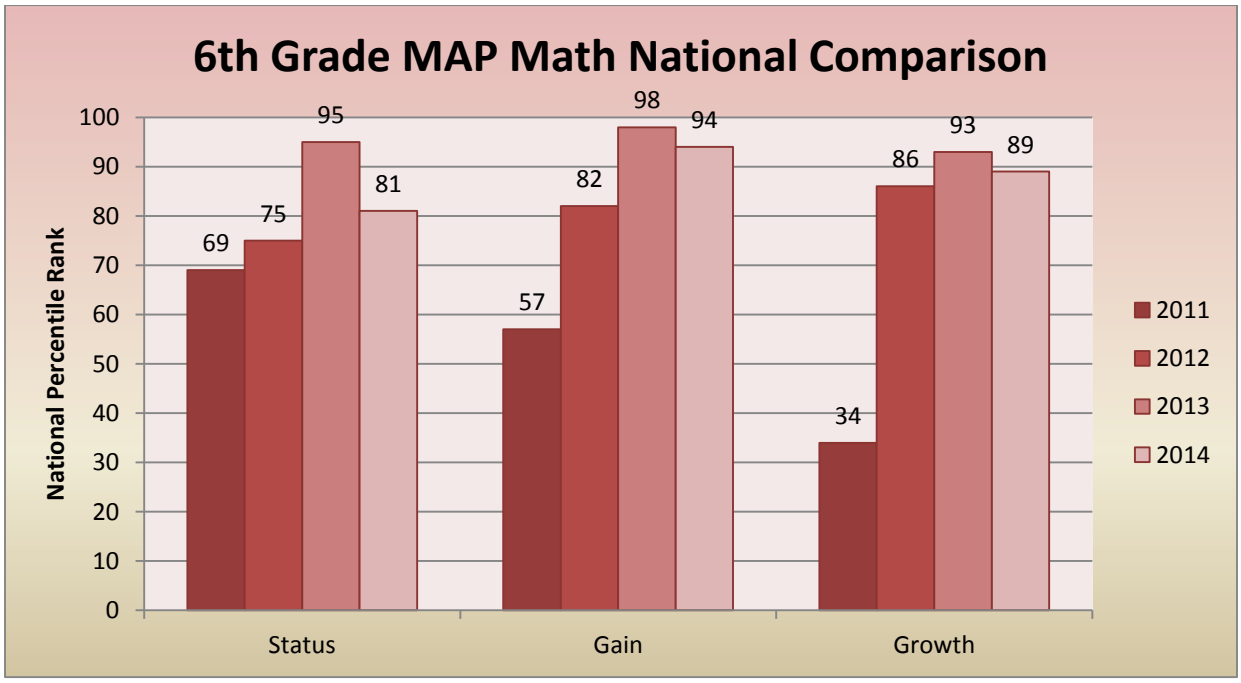

5th Grade PAWS Writing: Gender
District/State Comparison
Percent Proficient or Advanced
100
90
80
70
60
50
40
30
20
10
0
58
65
56
73
District
State
Male
Female



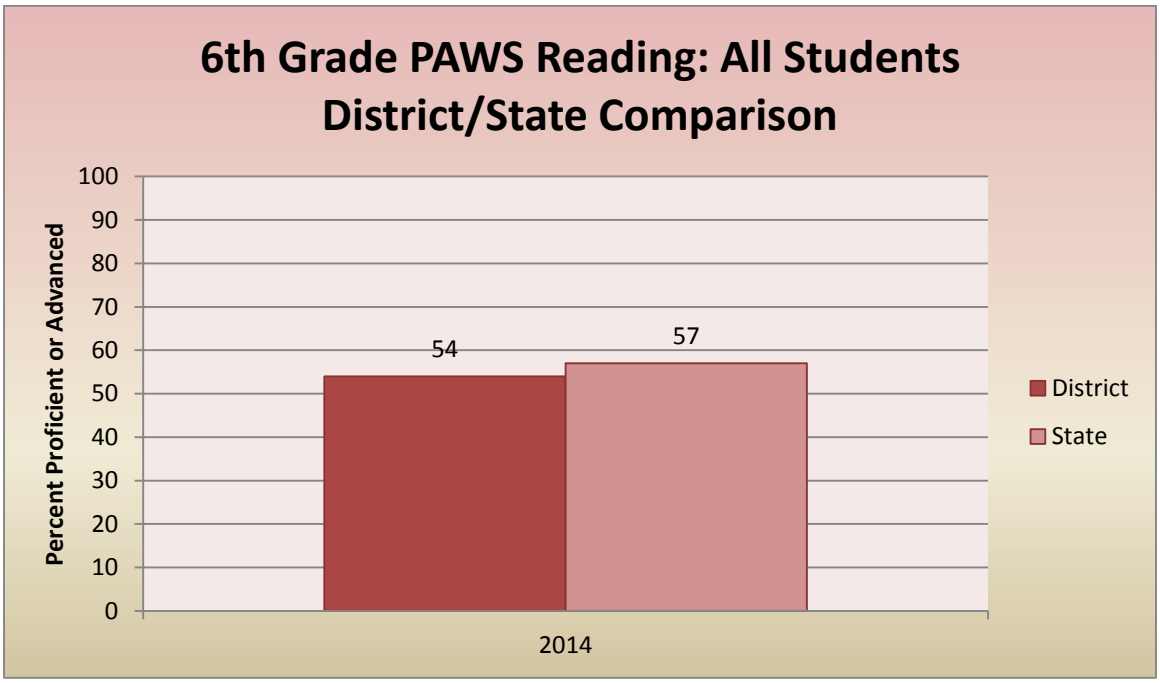

2014 Student Count: Free/Reduced=13. Interpret with caution.

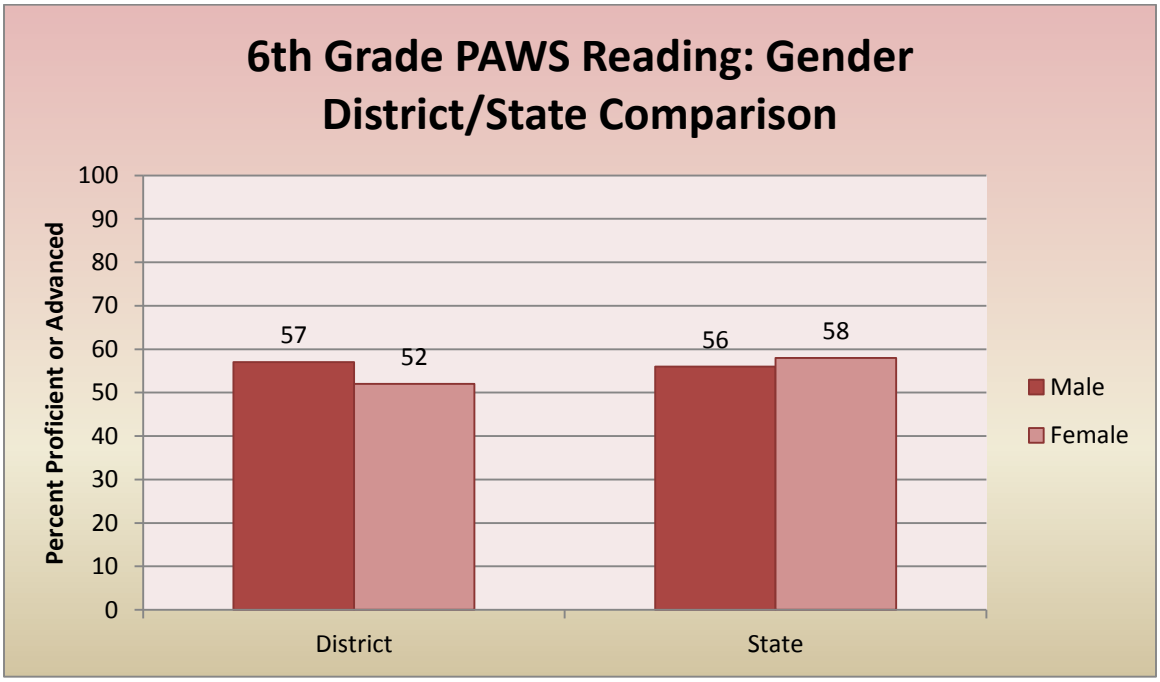
# 6th Grade MAP Summary



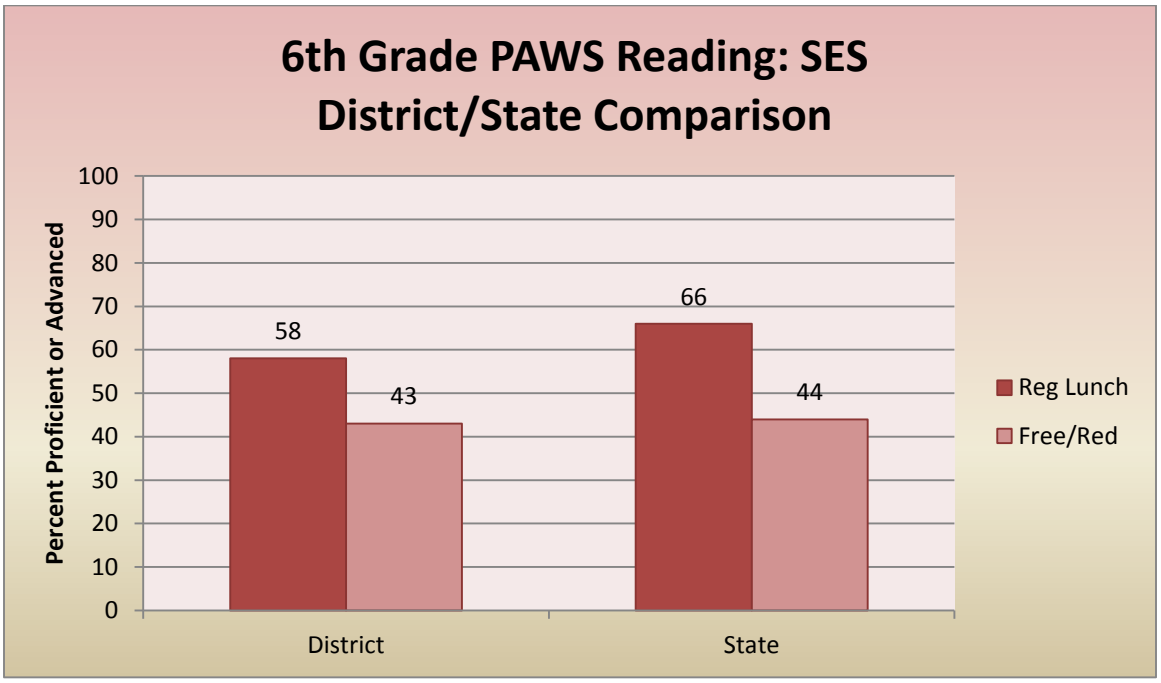



# 6th Grade PAWS Summary

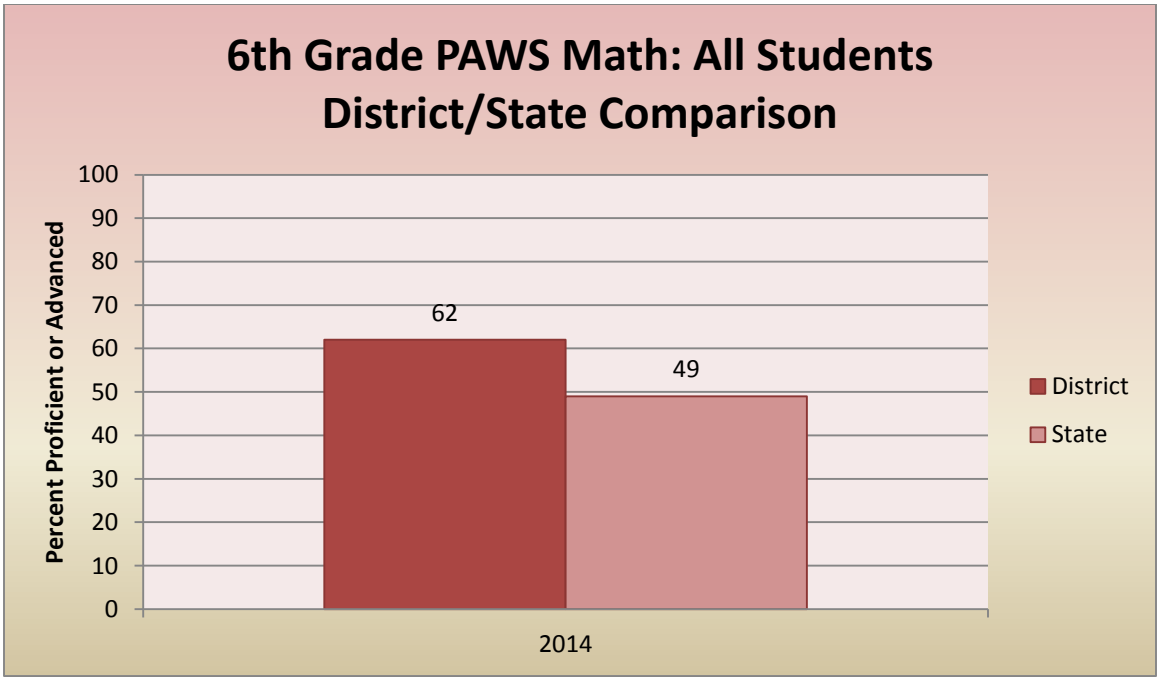


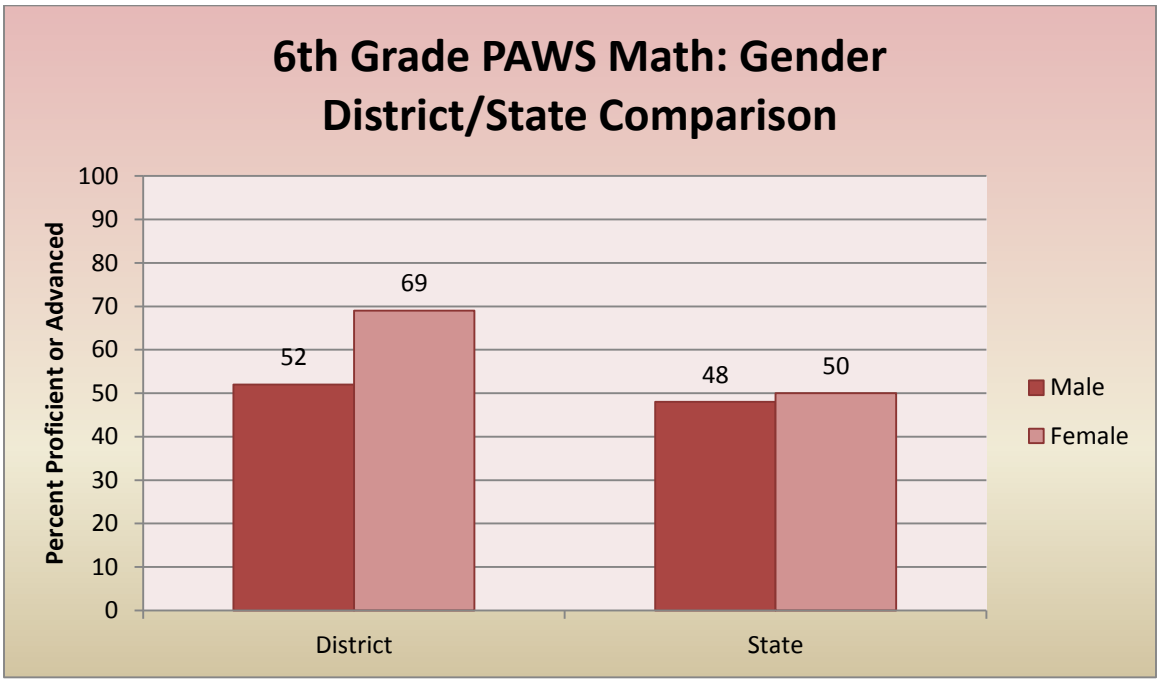




2014 Student Count: Male=21. Interpret with caution.

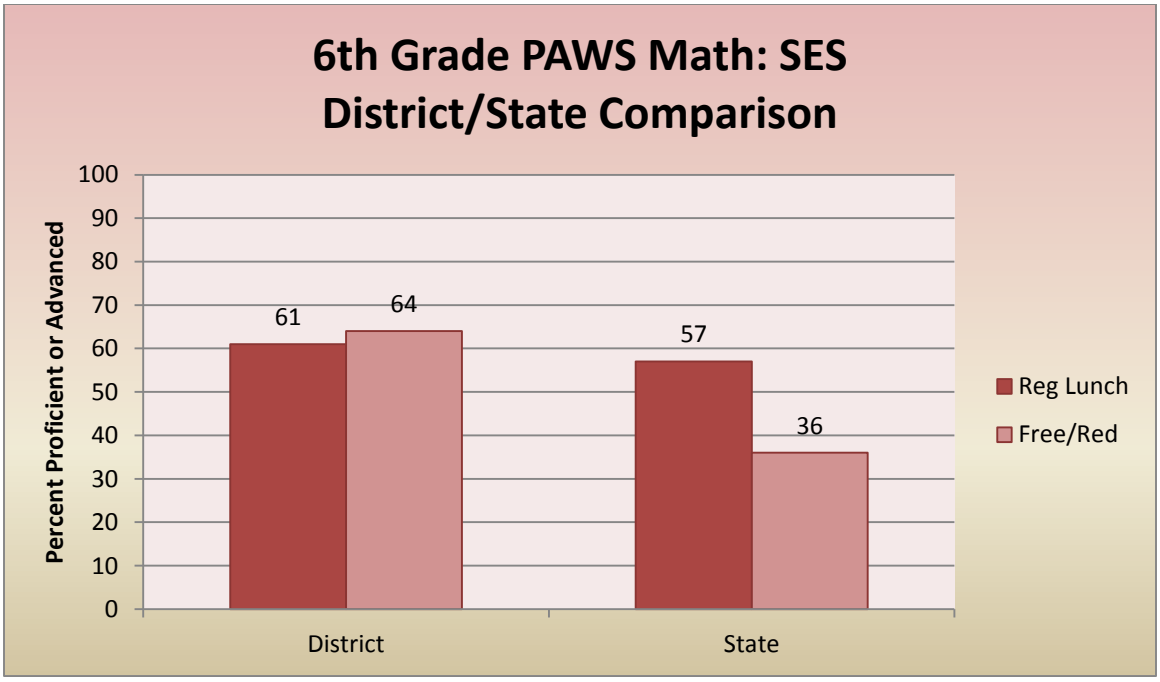



2014 Student Count: Free/Reduced=14. Interpret with caution.



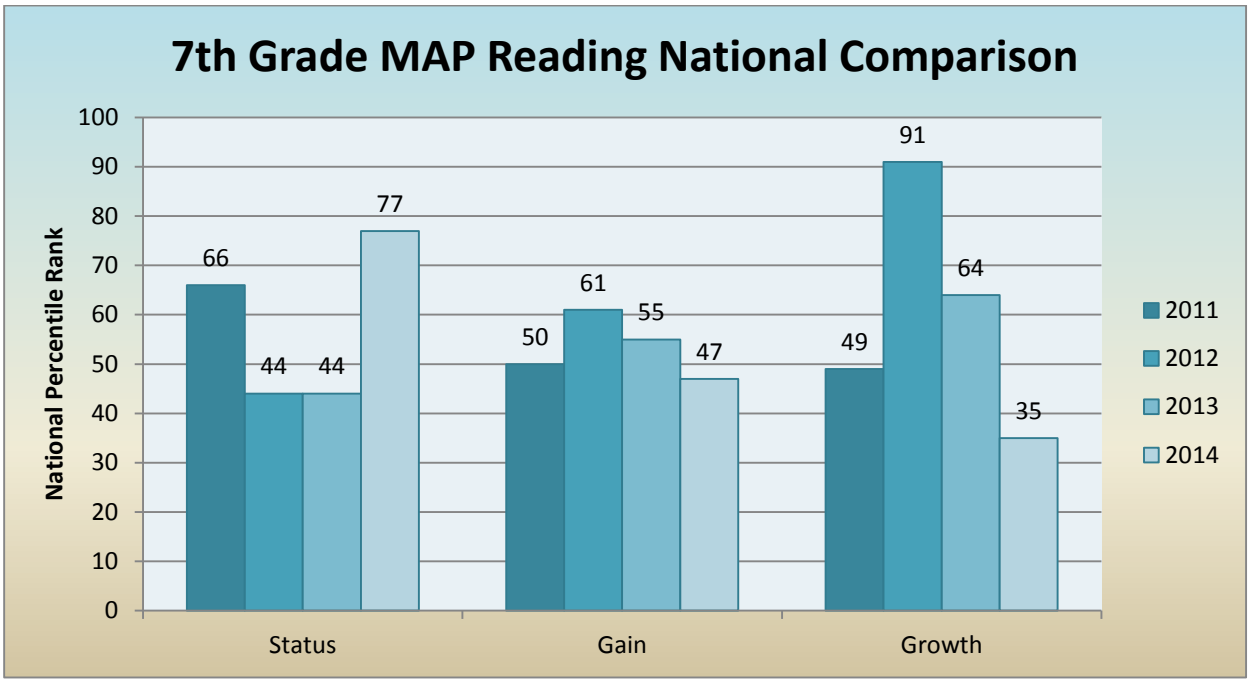


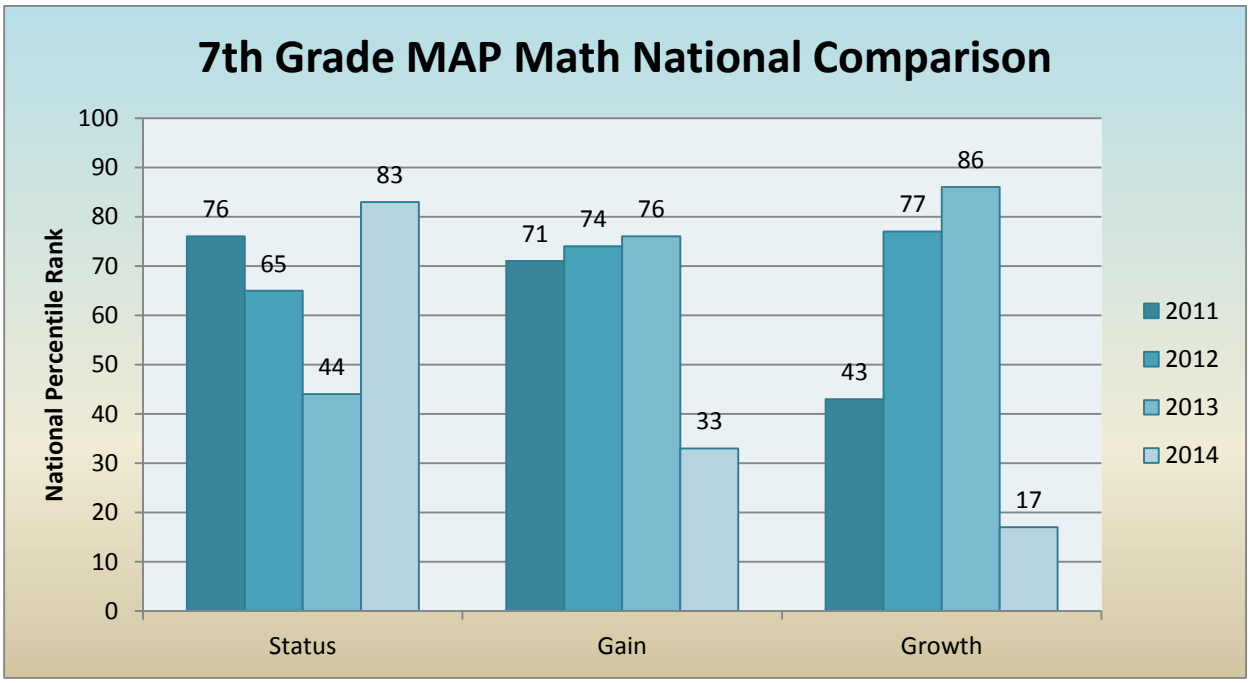

2014 Student Count: Male=21. Interpret with caution.




2014 Student Count: Free/Reduced=14. Interpret with caution.

# 7th Grade MAP Summary



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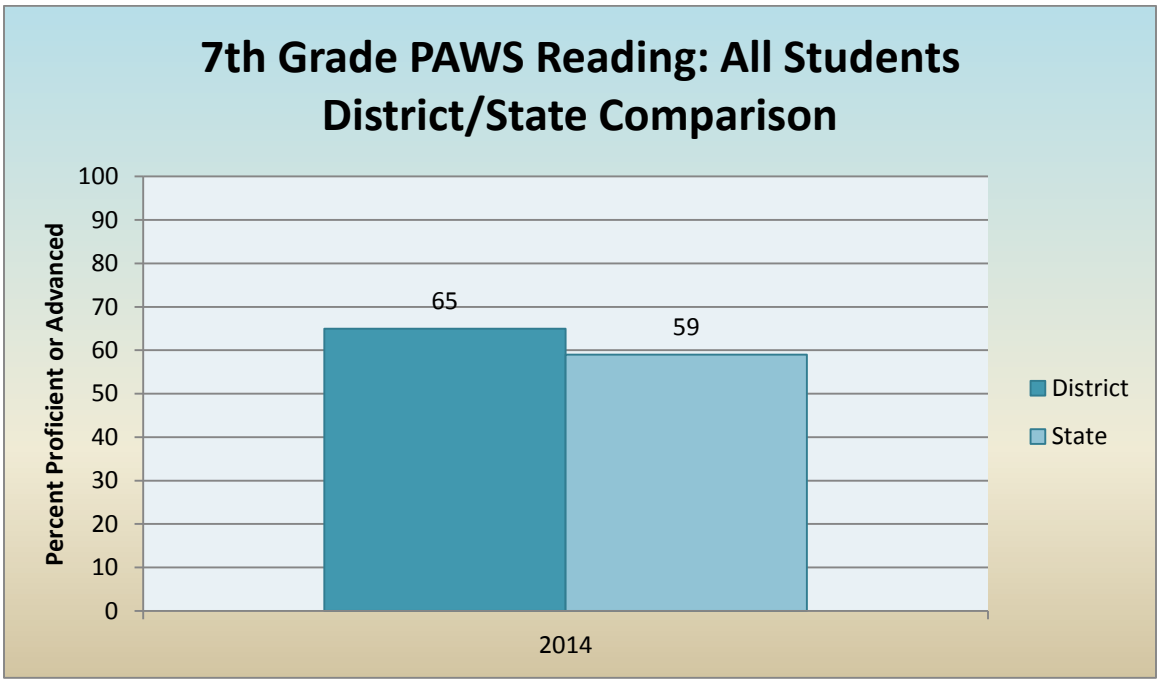
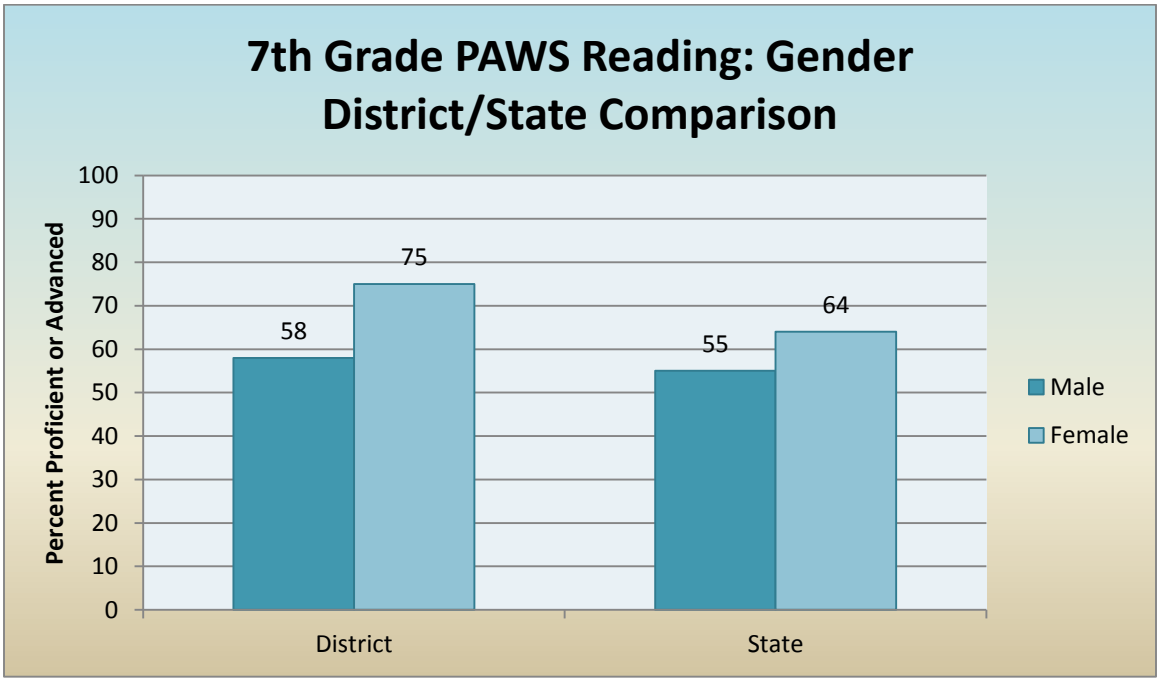
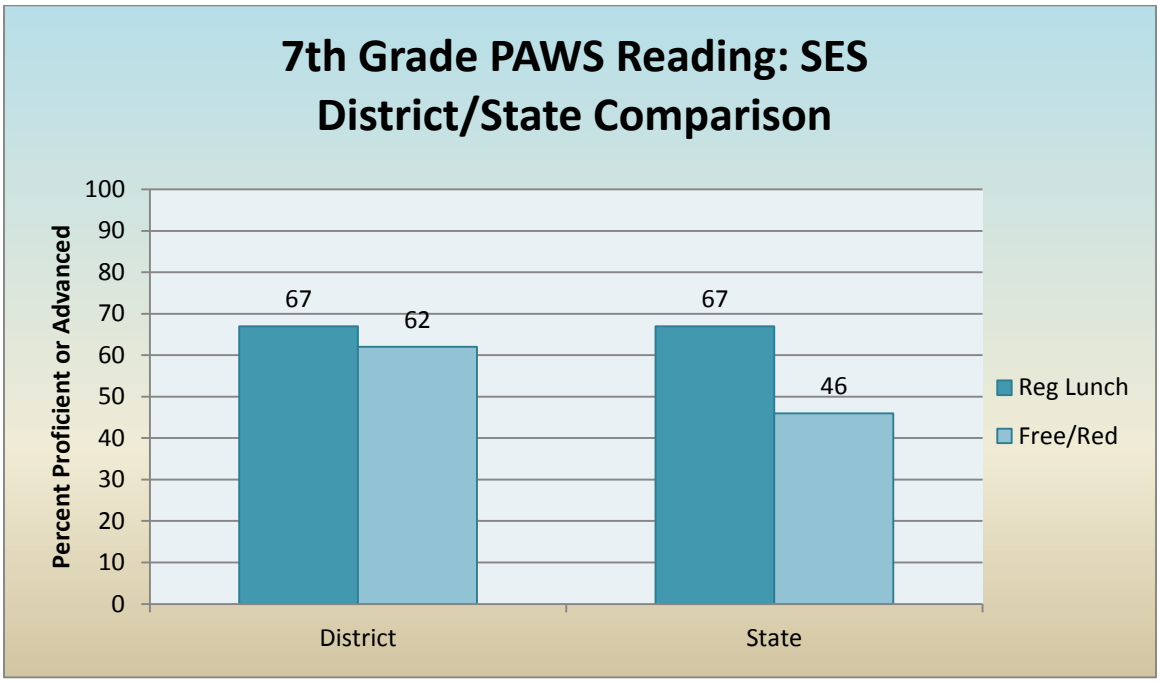
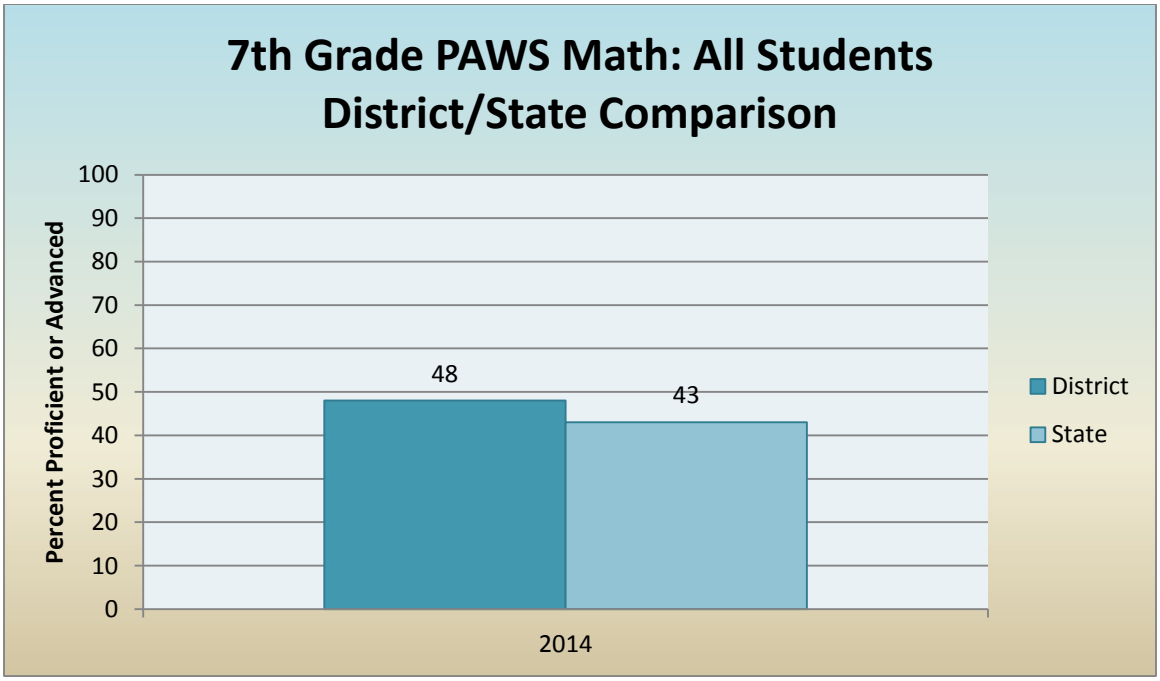


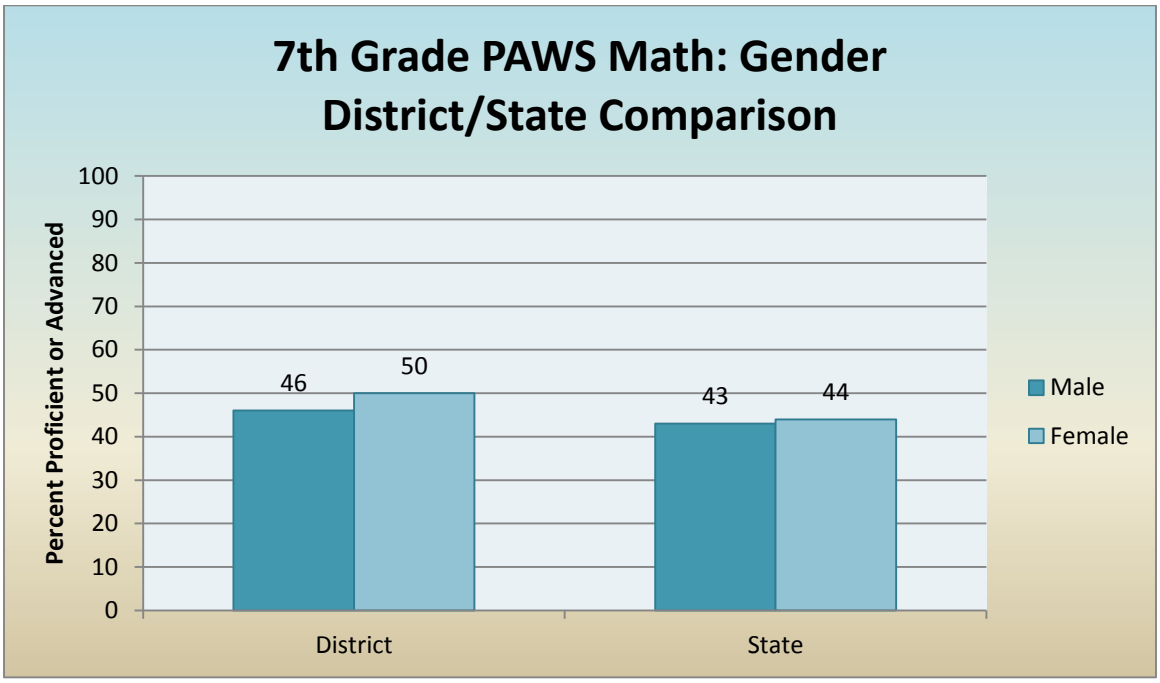




2014 Student Count: Male=16, Female=24. Interpret with caution.

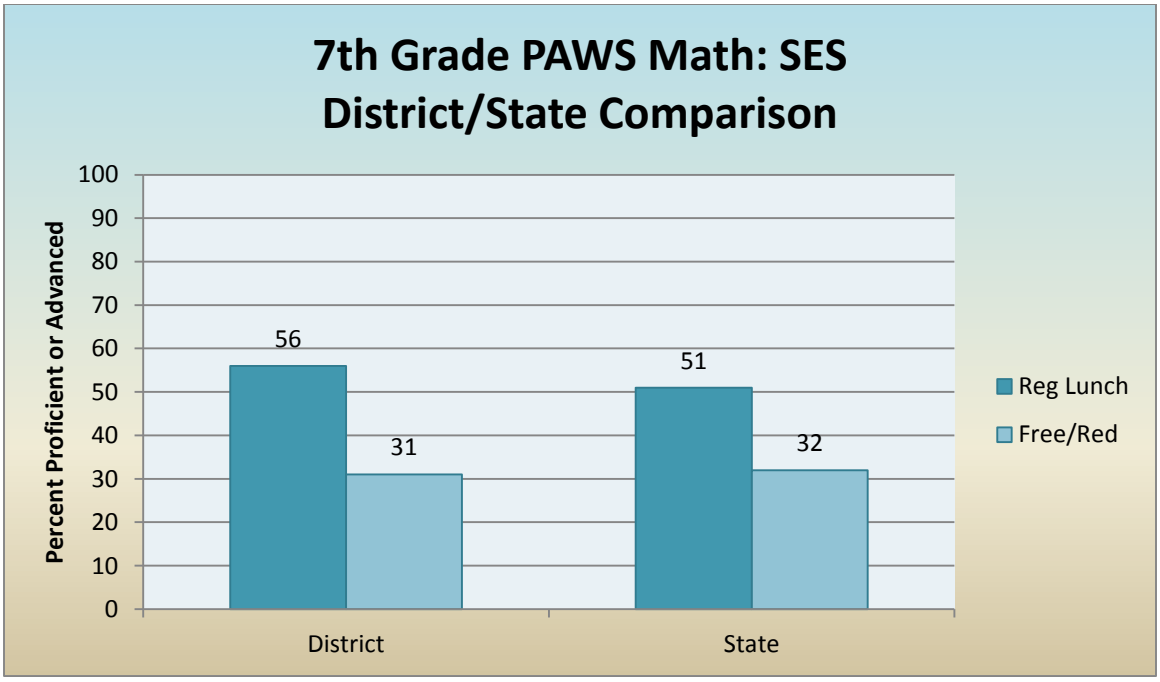



2014 Student Count: Free/Reduced=13. Interpret with caution.

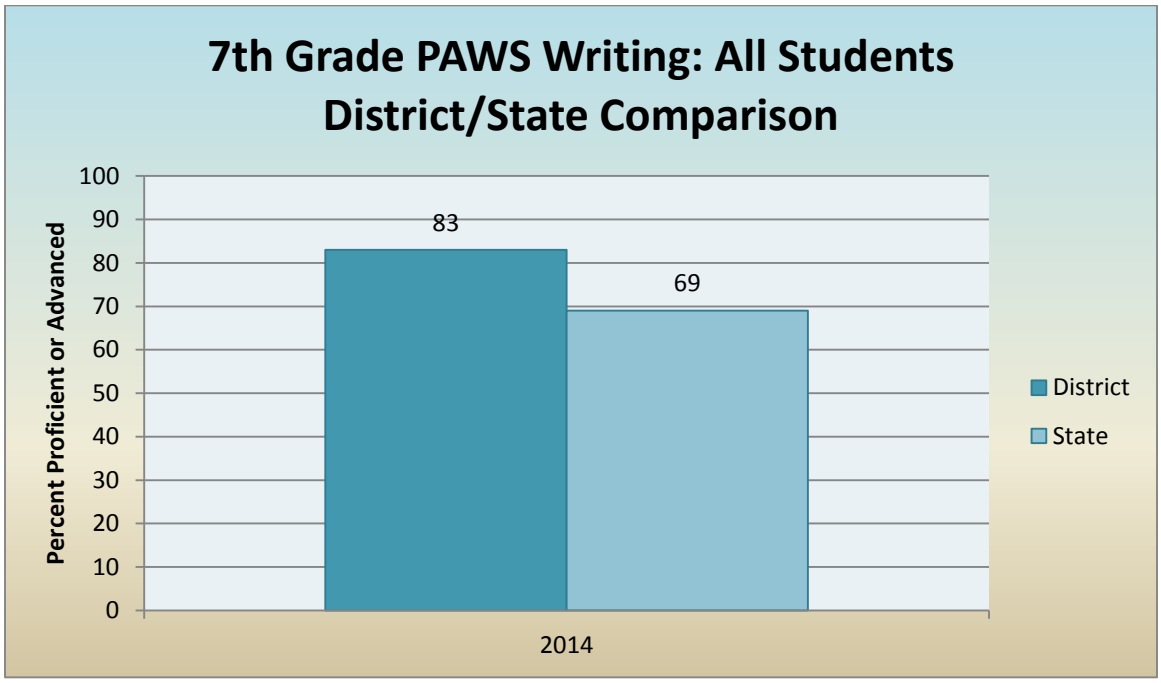


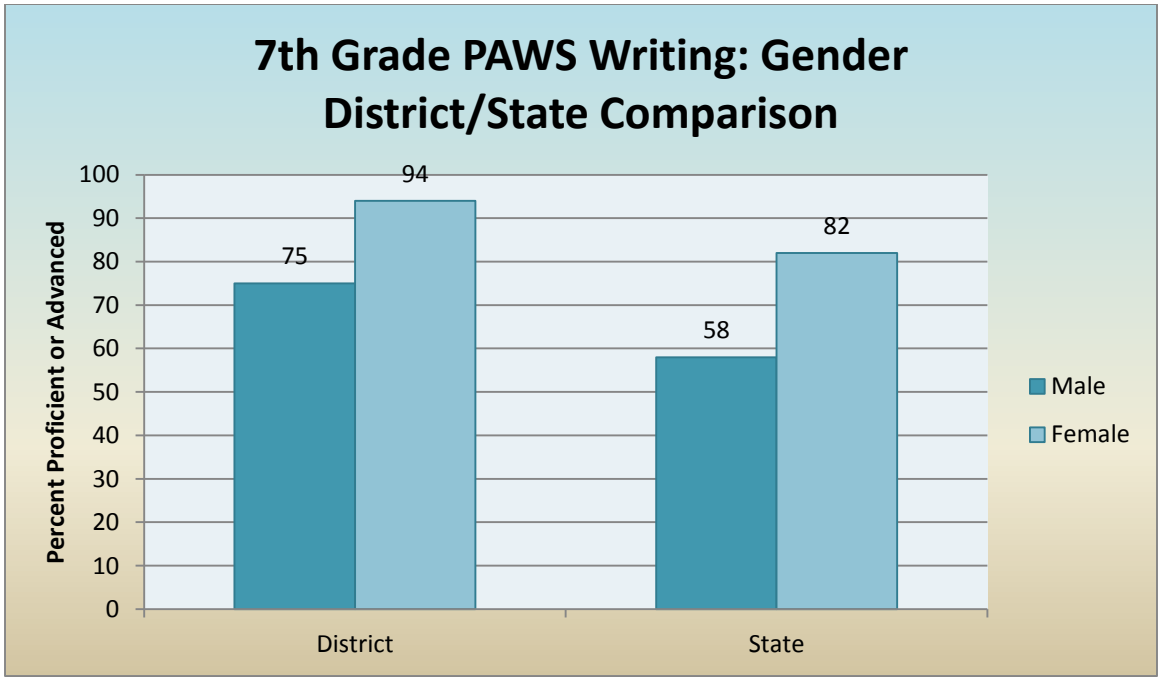



2014 Student Count: Male=16, Female=24. Interpret with caution.

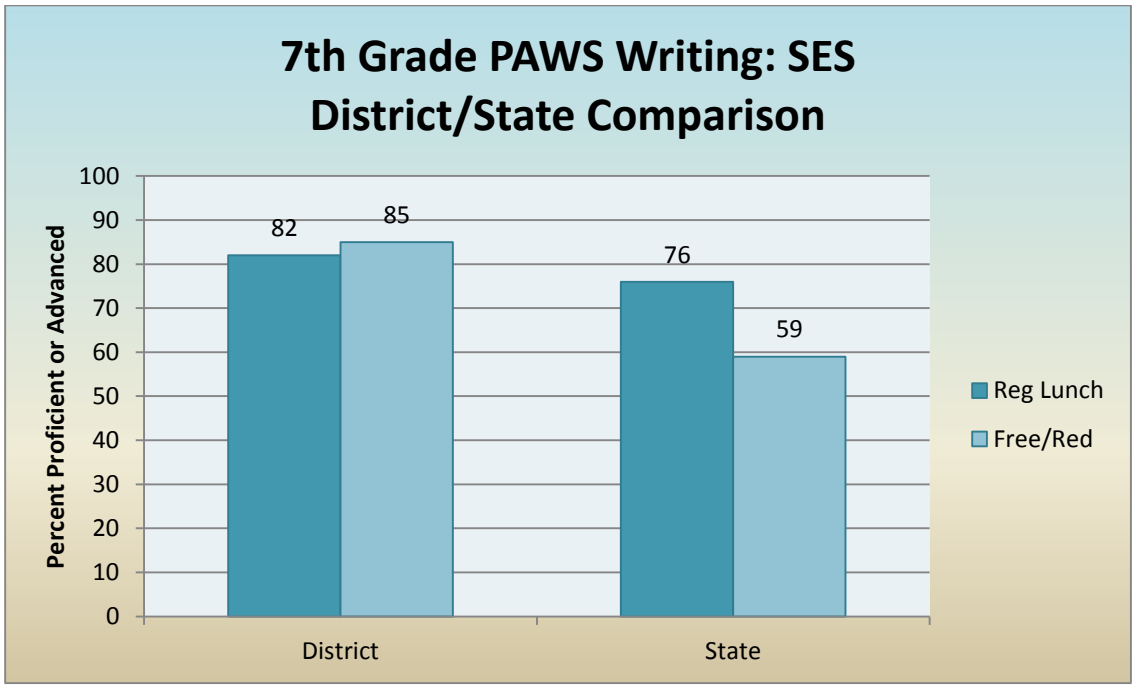



2014 Student Count: Free/Reduced=13. Interpret with caution.



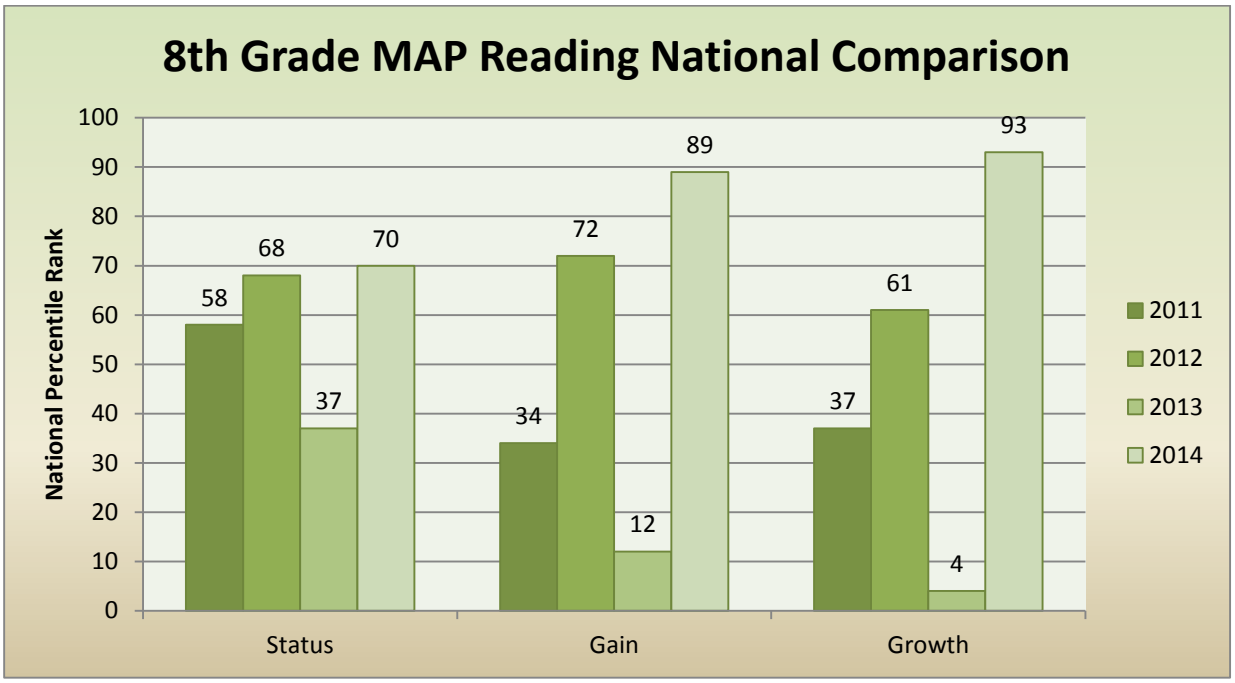



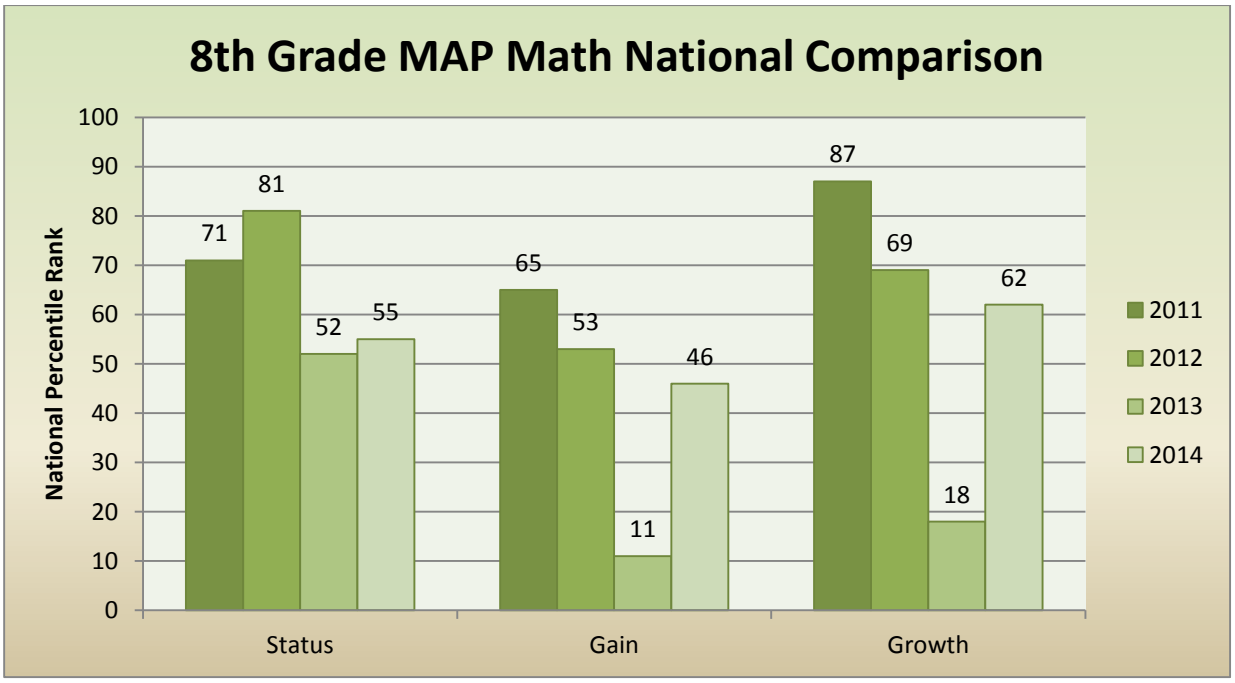

2014 Student Count: Male=16, Female=24. Interpret with caution.



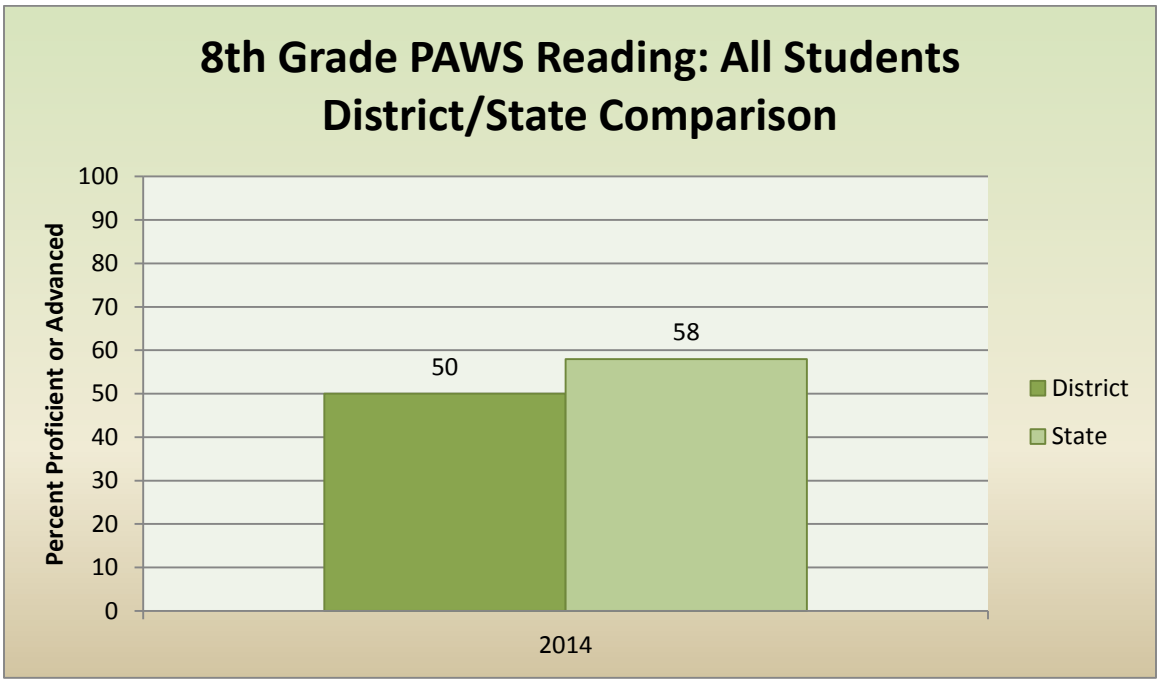

2014 Student Count: Free/Reduced=13. Interpret with caution.

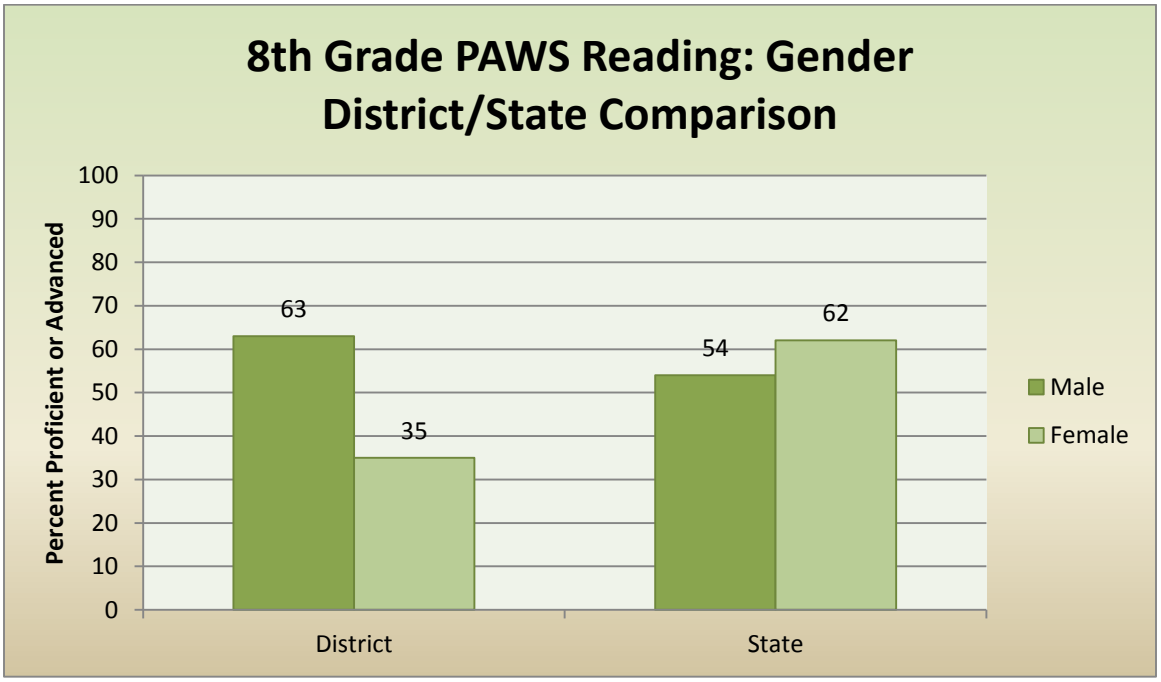
# 8th Grade MAP Summary

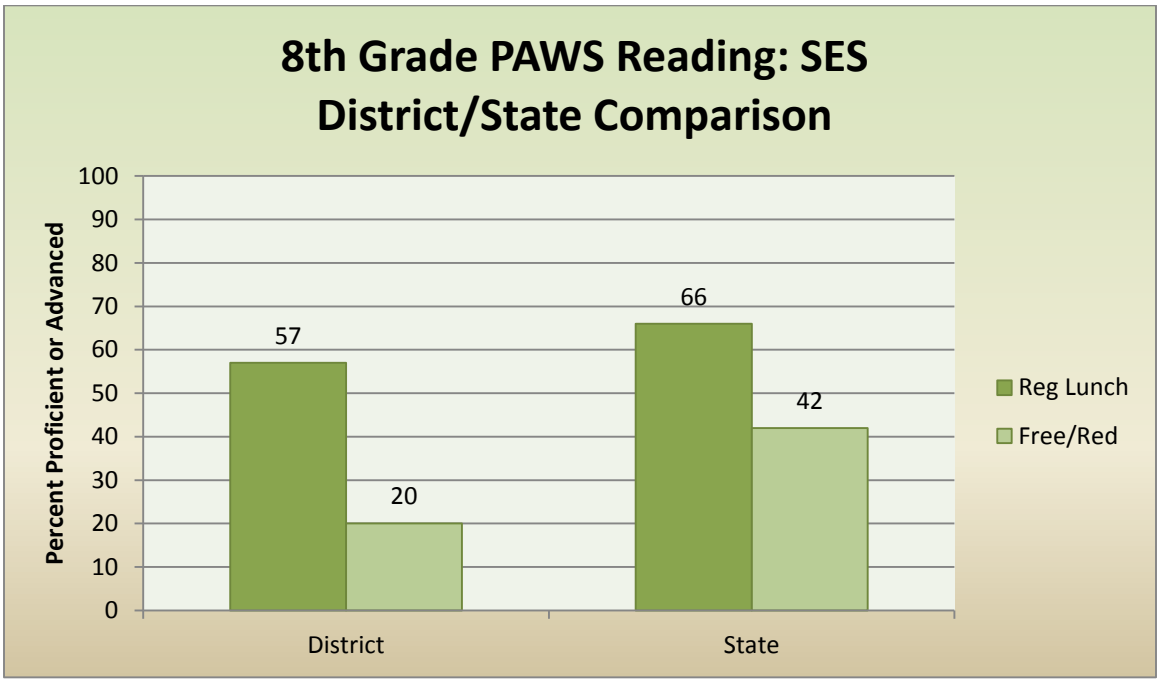


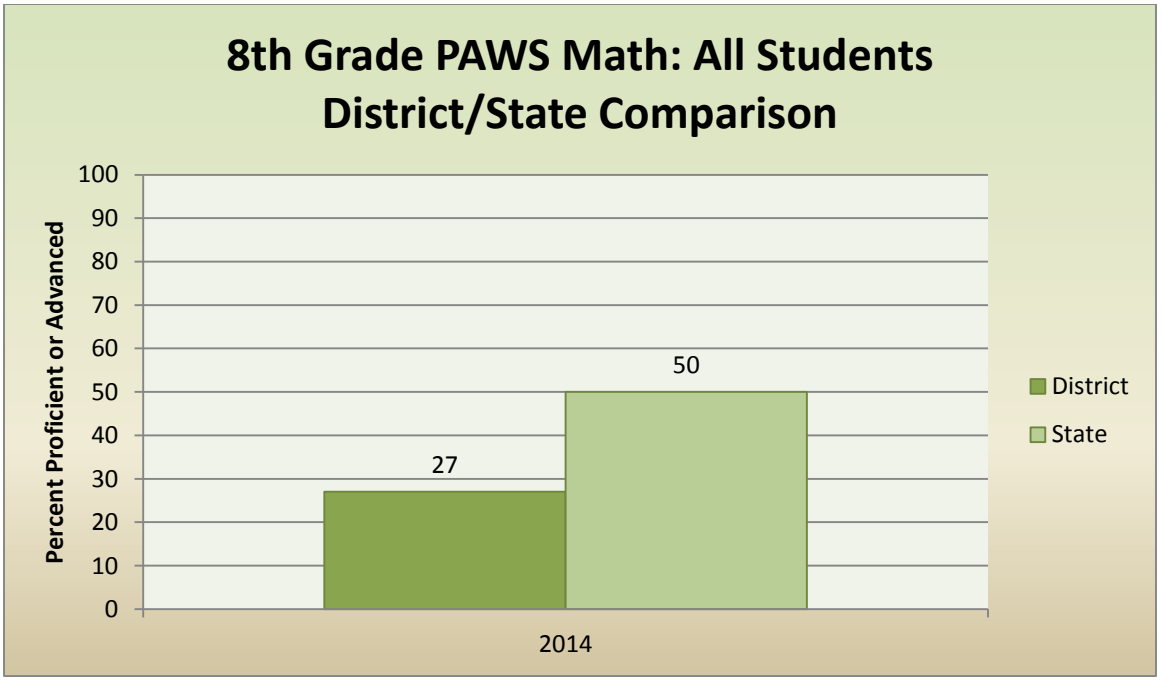
# 8th Grade PAWS Summary

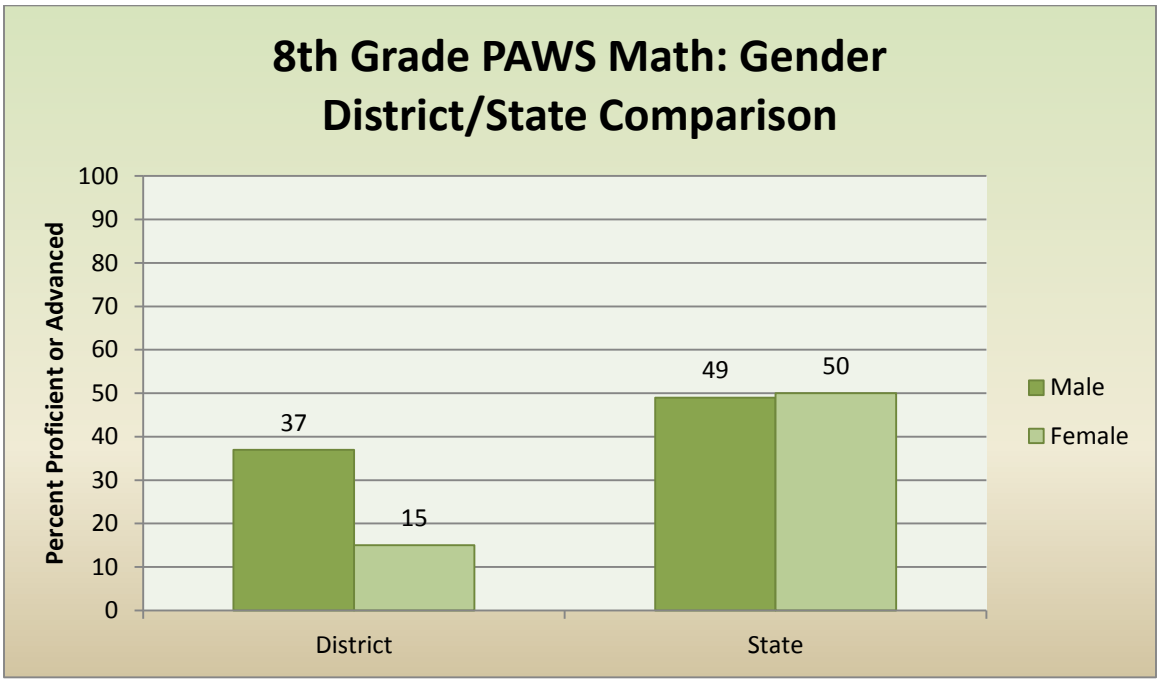


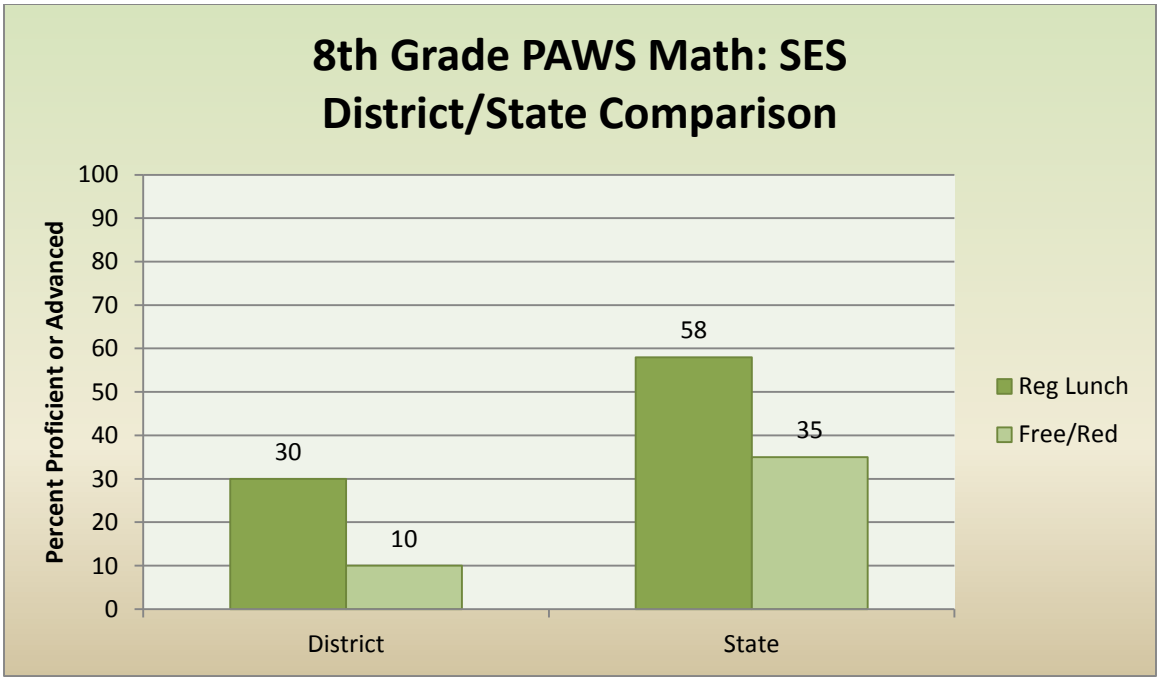





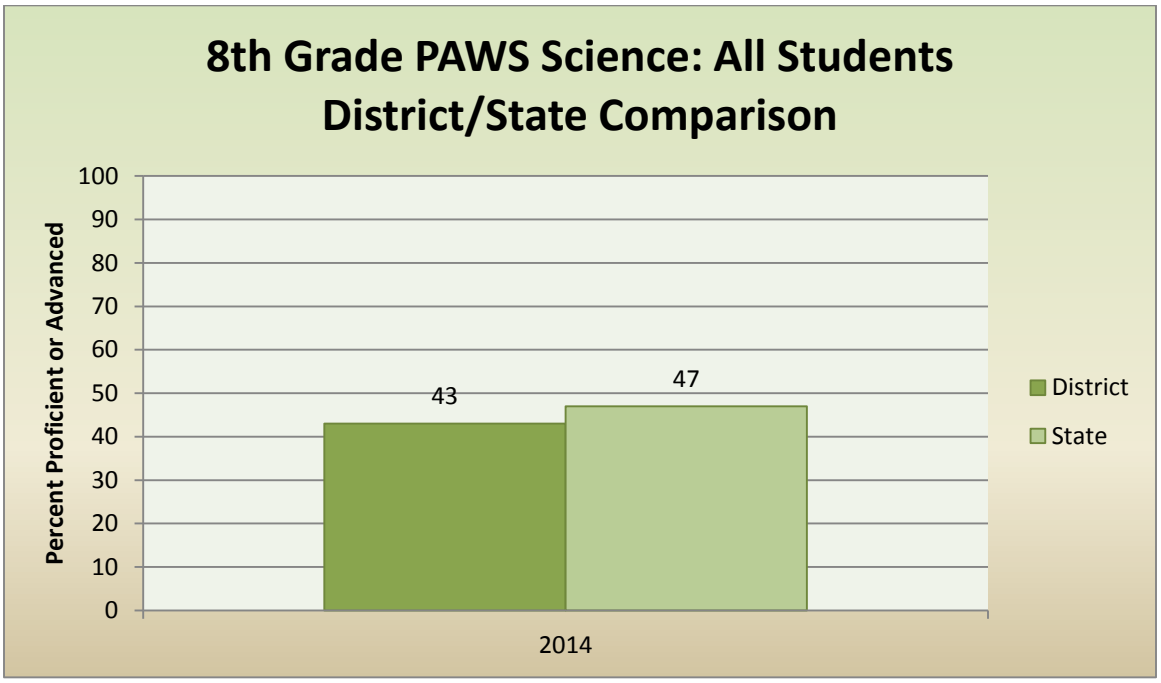

2014 Student Count: Free/Reduced=10. Interpret with caution.

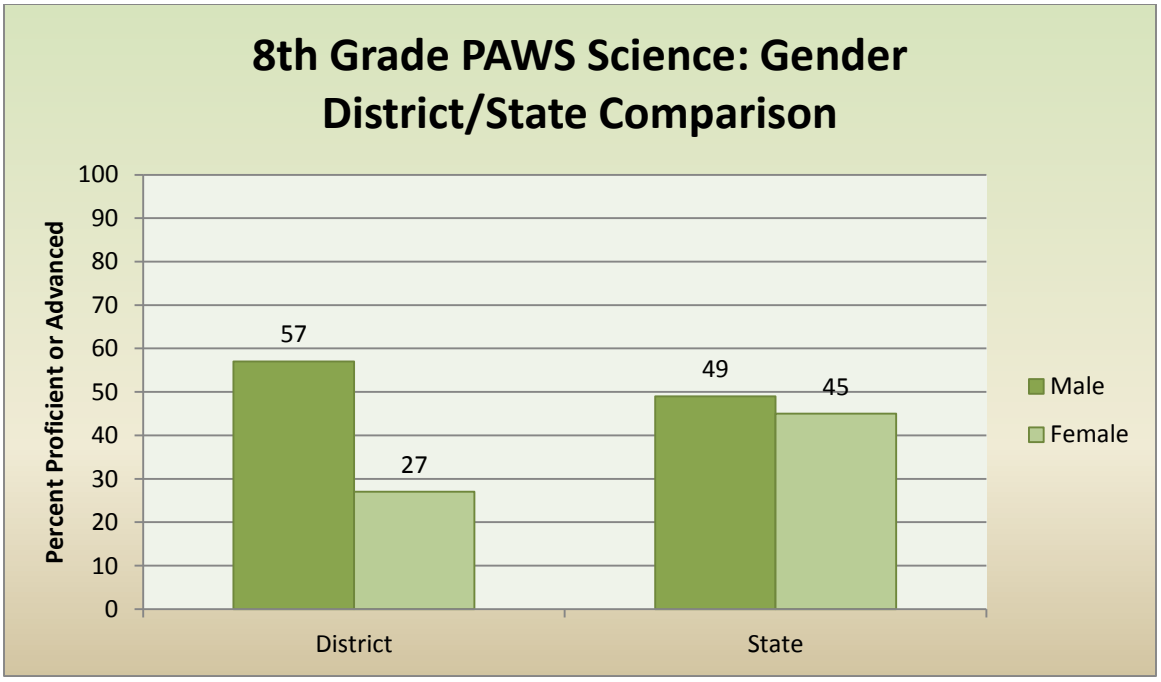


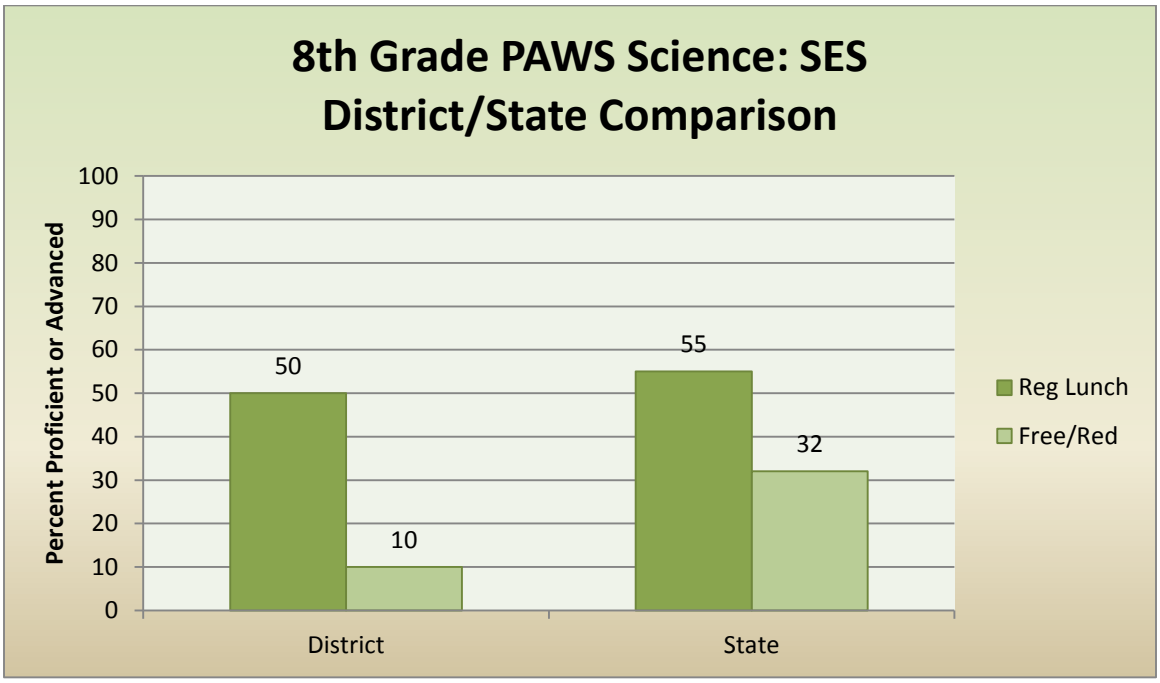



2014 Student Count: Free/Reduced=10. Interpret with caution.


8th Grade PAWS Science: All Students
District/State Comparison
Percent Proficient or Advanced
100
90
80
70
60
50
40
30
20
10
0
43
47
2014
District
State


8th Grade PAWS Science: Gender
District/State Comparison
Percent Proficient or Advanced
100
90
80
70
60
50
40
30
20
10
0
57
27
49
45
District
State
Male
Female

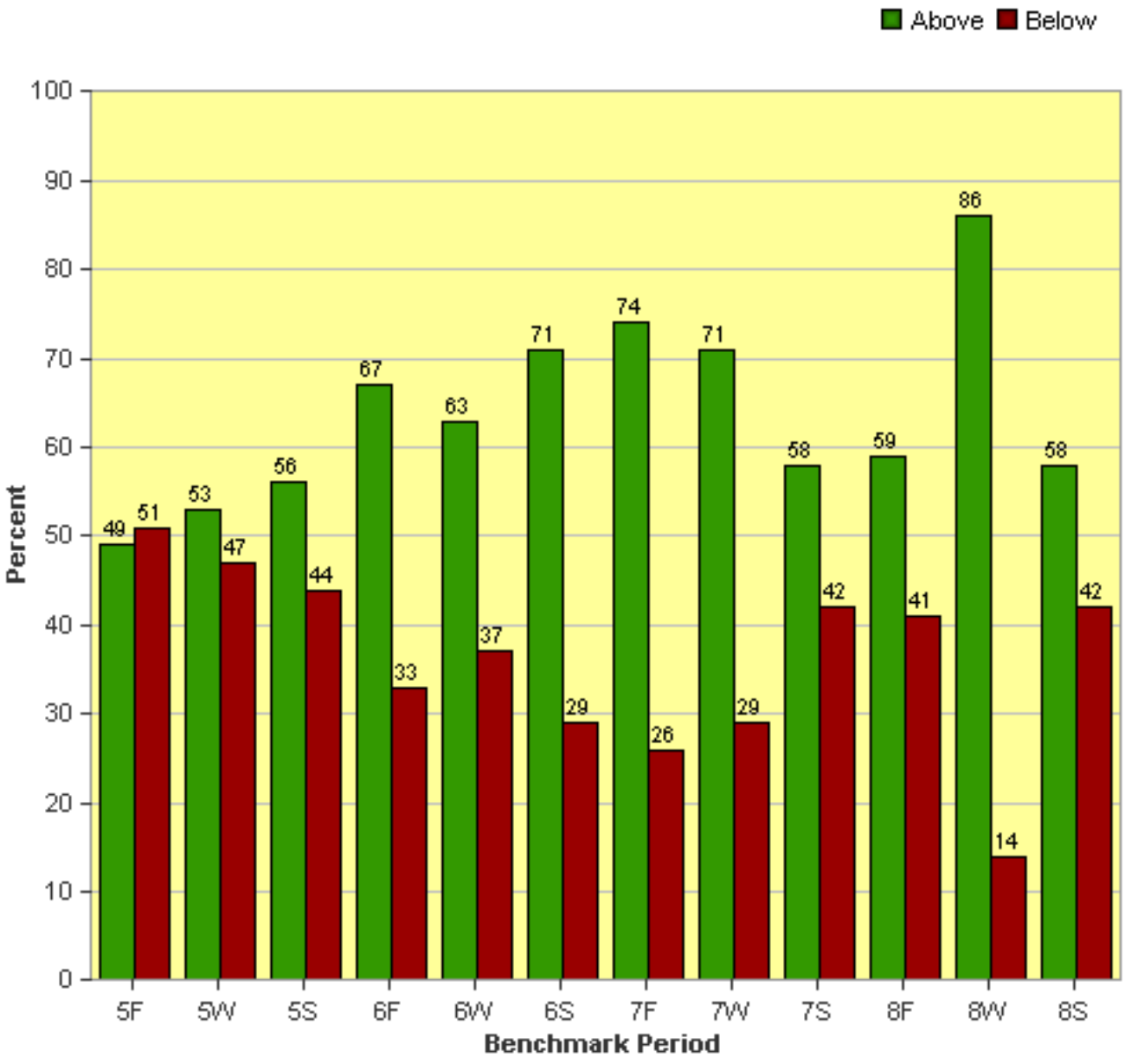



2014 Student Count: Free/Reduced=10. Interpret with caution.

**FILTER:**
**Demographics:** Not filtering on demographics
**Display:** Current Year
**Target Sets:** AIMSweb Defaults

## Percent of Students Above & Below Target

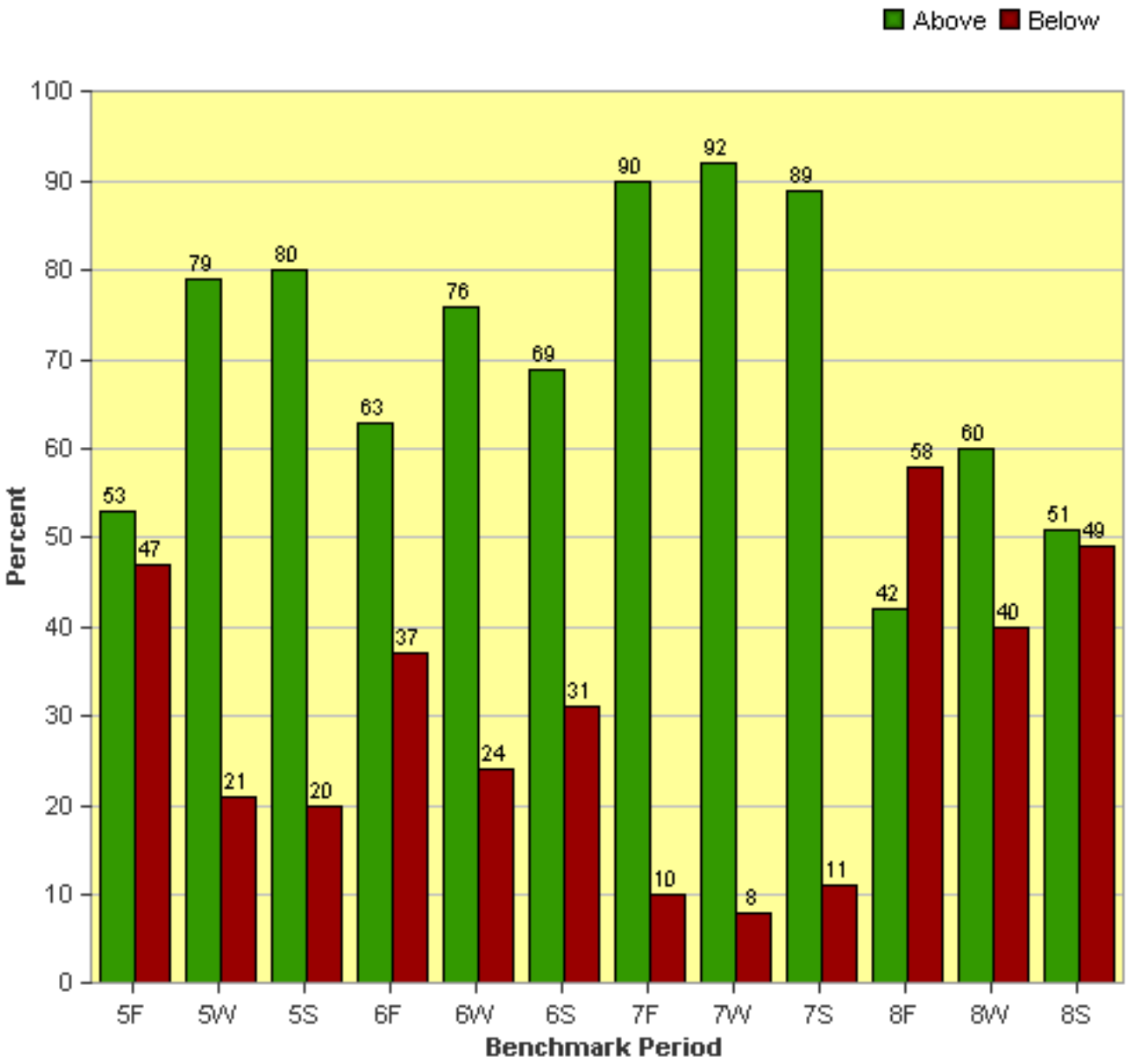
Converse County School District #2 - Glenrock Intermediate/Middle School
2013-2014 School Year
MAZE - Comprehension



**FILTER:**
**Demographics:** Not filtering on demographics
**Display:** Current Year
**Target Sets:** AIMSweb Defaults

## Percent of Students Above & Below Target

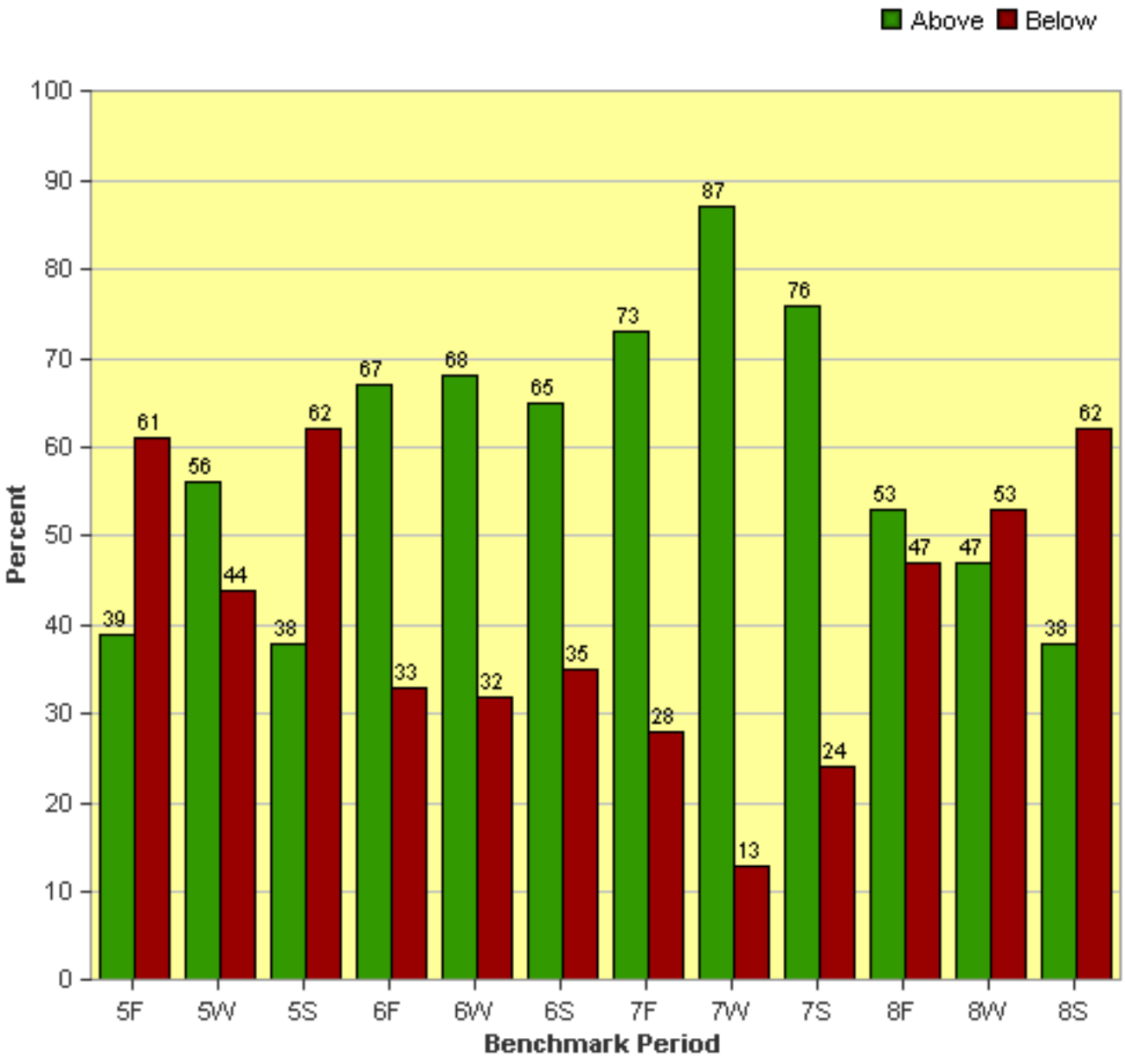
Converse County School District #2 - Glenrock Intermediate/Middle School
2013-2014 School Year
Math Computation



**FILTER:**
**Demographics:** Not filtering on demographics
**Display:** Current Year
**Target Sets:** AIMSweb Defaults

## Percent of Students Above & Below Target

Converse County School District #2 - Glenrock Intermediate/Middle School
2013-2014 School Year
Mathematics Concepts and Applications



## CONVERSE COUNTY SCHOOL DISTRICT #2

## MISSION STATEMENT

**In partnership with students, parents, staff and community, our purpose is to ensure all students receive quality educational experiences which empower them to be responsible citizens and lifelong learners.**

## VISION STATEMENT

**Building Bridges to a Successful Future**

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## GLENROCK HIGH SCHOOL

## MISSION STATEMENT

**Glenrock High School in conjunction with parents and our community will prepare our students for a responsible role in society by: Providing students with a quality education, Maintaining a safe caring environment and Instilling an understanding of the value of hard work and ethical behavior.**

## VISION STATEMENT

**Maximum Dedication-Quality Education**

**Goal 1: Improve Reading skills for all students**

**Measurable Objective 1:**

100% of Juniors, taking the ACT test will score proficient or better, in order for the high school to meet the AYP goal in Language Arts.

**Measurable Objective 2:**

80% of Freshmen and Sophomores , taking the MAP assessment, will score an RIT average at the 40% level.

**Goal 2: Improve Math skills for all students**

**Measurable objective 1:**

100% of Juniors, taking the ACT test will score proficient or better, in order for the high school to meet the AYP goal in Math.

**Measurable objective 2:**

75% of Freshmen and Sophomores, taking the MAP assessment, will score an RIT average at the 40% level.

# 2013-14 High School Performance Report for Glenrock High School
# Converse #2

Glenrock High School

MEETING EXPECTATIONS

**School and District Information**

**Summary of Accountability Model for High Schools**

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on three indicators: Achievement, Overall Readiness, and Equity.

**The FOUR performance levels are:**

- **EXCEEDING EXPECTATIONS**
- **MEETING EXPECTATIONS**
- **PARTIALLY MEETING EXPECTATIONS**
- **NOT MEETING EXPECTATIONS**

Note: In order to have an indicator score, a school must have 10 students with evidence on the indicator. When available up to two years of prior data was included to meet this minimum student count.

Academic Performance — Exceeding Targets

## Equity — Exceeding Targets

| Score | Count of Students |
|---|---|
| 127 | 19 |

Equity is a measure of average test scores in reading and math from the current school year (i.e., grade 11) for all students at a school who with low scores in reading and /or math during grade 10. Students in this group with higher scores are more likely to become proficient within a reasonable time frame.

## Achievement — Meeting Targets

| Score | Count of Students |
|---|---|
| 41 % | 36 |

Achievement is the percent of student test scores proficient or above in grade 11 on ACT subject area tests of mathematics, reading, science, and English/writing.

Overall Readiness — Exceeding Targets

Graduation Rate: Exceeding Targets

On Time Rate = 90.9 %
Extended Rate = 91.1 %

Graduation rate is a measure of a four-year on-time rate, extended rate (i.e., 4, 5, 6 and 7 year), or progress toward meeting or exceeding four-year on-time targets.

Additional Readiness: Meeting Targets

| Score | Count of Students |
|---|---|
| 75 | 41 |

**Additional Readiness**

***** Hathaway index is based on unweighted GPA and highest ACT composite score (weight = 40%).

* Tested readiness on composite scores on the ACT in grade 11, the Plan in grade 10 and the Explore in grade 9 (weight = 30%).
* Grade 9 credits which is the percent of students who earned 1/4th of the credits needed to graduate (weight = 30%).

# 2013-14 High School Performance Report for Glenrock High School
# Converse #2

| Indicators | Sub-Indicators | Performance Categories and Associated Scores | | |
|---|---|---|---|---|
| | | BelowTargets | Meeting Targets | Exceeding Targets |
| Equity | | < 120 | >=120 and < 127 | >= 127 |
| Achievement | | < 32 | >= 32 and < 45 | >= 45 |
| Overall Readiness | Graduation Rate Indicator* | < 80 | >= 80 and < 90 | >= 90 |
| | Additional Readiness Indicator** | < 70 | >= 70 and < 80 | >= 80 |

*** Schools can meet graduation rate targets by meeting an improvement target.**
**** Cut scores for schools vary based on the sub-indicators available.**

Participation Rate | Docked

The participation rate requirement is 95%. The participation rate threshold is 90%. Schools below the requirement but above threshold are docked one performance level. Schools below the threshold are considered not scorable and will be placed in the not meeting expectations performance level.

## Overall Readiness

* Graduation rate is a measure of a four-year on-time rate, extended rate (i.e. 4,5,6, and 7 year), or progress toward meeting or exceeding four-year on-time targets.
*Additional Readiness is a weighted combination of three sub-indicators:
  * Hathaway index is based on unweighted GPA and highest ACT composite score.
  * Tested readiness is based on composite scores on the ACT in grade 11, the PLAN in grade 10 and the Explore in grade 9.
  * Grade 9 credits which is the percent of students who earned 1/4th of the credits needed to graduate.

### Graduation Rates

Schools can meet or exceed targets on the 4 year rate or the extended rate. Schools can move up one category by achieving the 4 year on-time improvement target.

| | Glenrock High School | | Wyoming | |
|---|---|---|---|---|
| | Rate | Count of Students | Rate | Count of Students |
| 4 Year Rate | 90.9 % | 44 | 78.2 % | 6,771 |
| Extended Year Rate | 91.1 % | 45 | 78.9 % | 6,970 |

School 4 Year Graduation Rate Improvement Target = NA

| | Performance on Additional Readiness | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Glenrock High School | | | | Wyoming | | | |
| | Weight | Score | Weighted Score | Count of Students | Weight | Score | Weighted Score | Count of Students |
| Hathaway | 40 % | 75 | 30.0 | 41 | 40 % | 69 | 27.6 | 5,493 |
| Tested Readiness | 30 % | 62 | 18.6 | 144 | 30 % | 60 | 18.0 | 16,847 |
| Grade 9 Credits | 30 % | 88 | 26.4 | 56 | 30 % | 90 | 27.0 | 6,269 |
| Total Additional Readiness | | | 75 | | | | 73 | |

# 2013-14 High School Performance Report for Glenrock High School
## Converse #2

| | Percent of students in each Hathaway Category for school accountability | | | | | |
|---|---|---|---|---|---|---|
| | Not Eligible | Provisional | Opportunity | Performance | Honors | Count of Students |
| Index Points | 40 | 70 | 80 | 90 | 100 | |
| Glenrock High School | 22 % | 22 % | 12 % | 29 % | 15 % | 41 |
| Wyoming | 37 % | 10 % | 18 % | 22 % | 14 % | 5,493 |

| | Unweighted GPA | | | | |
|---|---|---|---|---|---|
| GPA Ranges | < 2.5 | >=2.5 and < 3.0 | >= 3.0 and < 3.5 | >= 3.5 | Count of Students |
| Glenrock High School | 15 % | 20 % | 29 % | 37 % | 41 |
| Wyoming | 22 % | 23 % | 26 % | 29 % | 5,426 |

| | Best Composite ACT for Hathaway | | | | | |
|---|---|---|---|---|---|---|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Count of Students |
| ACT Levels | < 17 | >= 17 and < 19 | >= 19 and < 21 | >= 21 and < 25 | >= 25 | |
| WorkKeys | < 12 | >= 12 | NA | NA | NA | |
| Glenrock High School | 15 % | 28 % | 10 % | 30 % | 18 % | 40 |
| Wyoming | 25 % | 15 % | 15 % | 26 % | 19 % | 5,140 |

Click here for the Hathaway Scholarship Eligibility Levels for WAEA - Legend.

ACT College Readiness Index Score Ranges

Composite Score Ranges

| Wyoming ACT Readiness Levels | ACT Explore Grade 9 | ACT Plan Grade 10 | ACT Test Grade 11 | Index Points |
|---|---|---|---|---|
| Level 4 | 21-25 | 22-32 | 25-36 | 100 |
| Level 3 | 18-20 | 19-21 | 21-24 | 80 |
| Level 2 | 15-17 | 16-18 | 17-20 | 50 |
| Level 1 | 1-14 | 1-15 | 1-16 | 20 |

| | Tested Readiness Average Index Score By Test | | | | | |
|---|---|---|---|---|---|---|
| Name | All Contents Combined | Explore | Plan | ACT | Alt | Count of Students |
| Glenrock High School | 62 | 61 | 63 | 63 | 20 | 144 |
| Wyoming | 60 | 60 | 60 | 59 | 75 | 16,847 |

| | Grade 9 Credits | | |
|---|---|---|---|
| Name | % with Required Credits | Count of Students | Expected Grade 9 Credits |
| Glenrock High School | 88 % | 56 | 70.000 |
| Wyoming | 90 % | 6,269 | |

**Academic Performance**

# 2013-14 High School Performance Report for Glenrock High School
## Converse #2

Equity: The equity score is the average grade 11 ACT test score for mathematics and reading combined for students with low grade 10 PLAN test scores in mathematics and/or reading. The score is on a scale where a score of 150 is the lowest proficient score and the standard deviation is 20.

| Name | Mathematics | Reading | Combined | Count of Students |
|---|---|---|---|---|
| Glenrock High School | 130.0 | 124.0 | 127.0 | 19 |
| Wyoming | 125.0 | 120.0 | 122.0 | 2,204 |

Achievement: Percent of Students Proficient and Above on the grade 11 ACT subject area tests.

| Name | All Tests Combined | Reading | Mathematics | Science | English/ Writing | Count of Students |
|---|---|---|---|---|---|---|
| Glenrock High School | 41 % | 39% | 36 % | 39 % | 50 % | 36 |
| Wyoming | 37 % | 35% | 40 % | 33 % | 38 % | 5,494 |

# 2013-14 High School Performance Report for Glenrock High School
# Converse #2

## Participation Rates

When "Actual Tests with Scores" equals or exceeds "Tests with Scores Needed to Meet Requirements" the "Outcome" is "Met."

| Indicator | Requirement Level | Count of All Tests Expected (i.e. if 100% Tested) | Test with Scores Needed to Meet Requirement | Actual Tests With Scores | Outcome |
|---|---|---|---|---|---|
| Achievement* | Level 1 | 168 | 156 | 156 | Met |
| | Level 2 | 168 | 148 | 156 | Met |
| Equity** | Level 1 | 46 | 42 | 40 | Not Met |
| | Level 2 | 46 | 40 | 40 | Met |
| Tested Readiness*** | Level 1 | 154 | 146 | 151 | Met |
| | Level 2 | 154 | 138 | 151 | Met |

When the requirements is met at Level 1 for all indicators, the school's performance level is not affected. When the requirement is not met at Level 1, the school is docked 1 performance level. When the requirement is not met at Level 2, the school is considered not scoreable and assigned to the "not meeting expectations" performance level.

*ACT Subject Area Tests in mathematics, reading, and science and English/Writing.
**ACT Subject Areas Tests in mathematics and reading for students in the consolidated subgroup.
***Composite test score on ACT in grade 11, PLAN in grade 10, and EXPLORE in grade 9.

### 2014 Performance Level Descriptors for High Schools

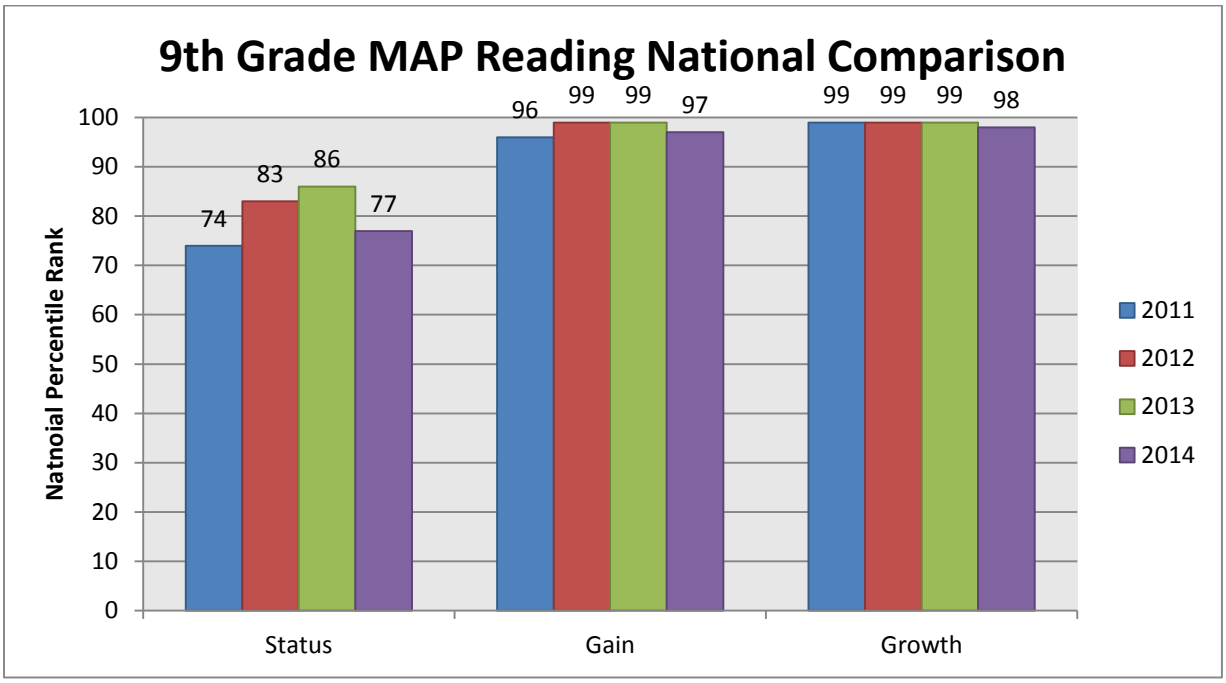
**Exceeding Expectations**
This category is reserved for schools considered models of performance. These schools exceeded state target for overall readiness for college and careers *and* for the performance indicator combining the school's achievement and equity.

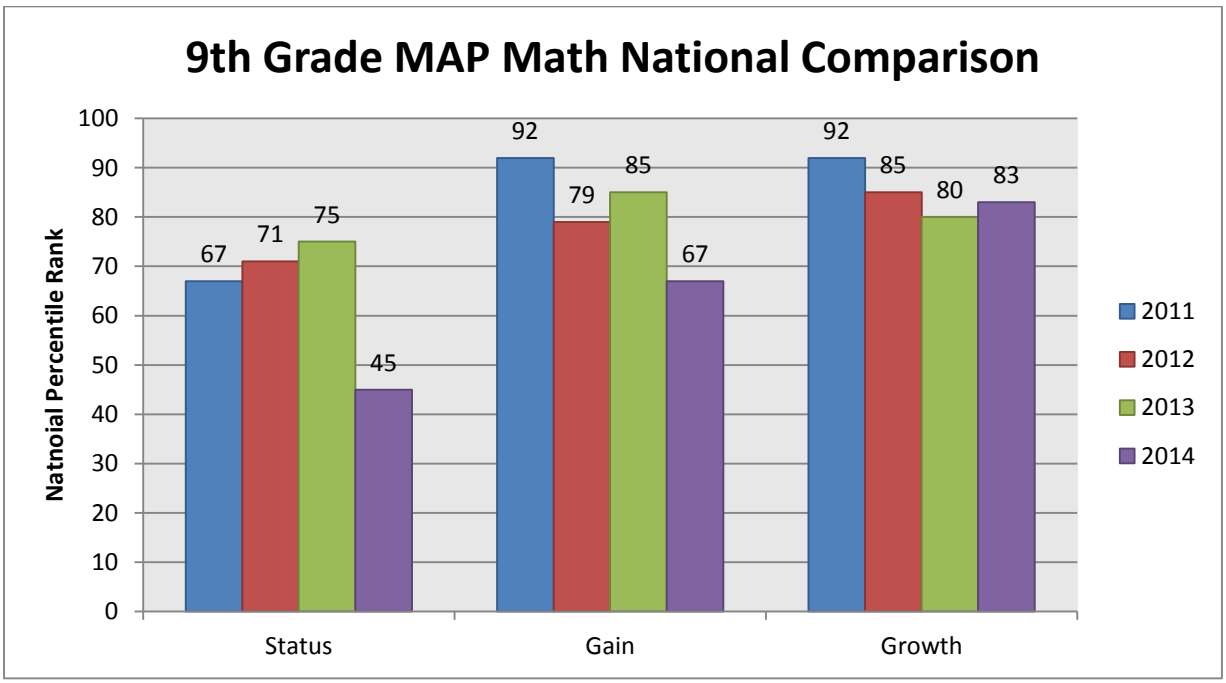
**Meeting Expectations**
Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools performed at levels that met or exceeded target on the combined indicator for achievement and equity. Their performance met or exceeded target in overall readiness *or* exceeded target in the achievement/equity indicator while being below target in overall readiness.

**Partially Meeting Expectations**
Schools in this category typically performed below target on the indicator combining achievement and equity. Some schools met state target for achievement/equity, but were below target in overall readiness for college and careers.

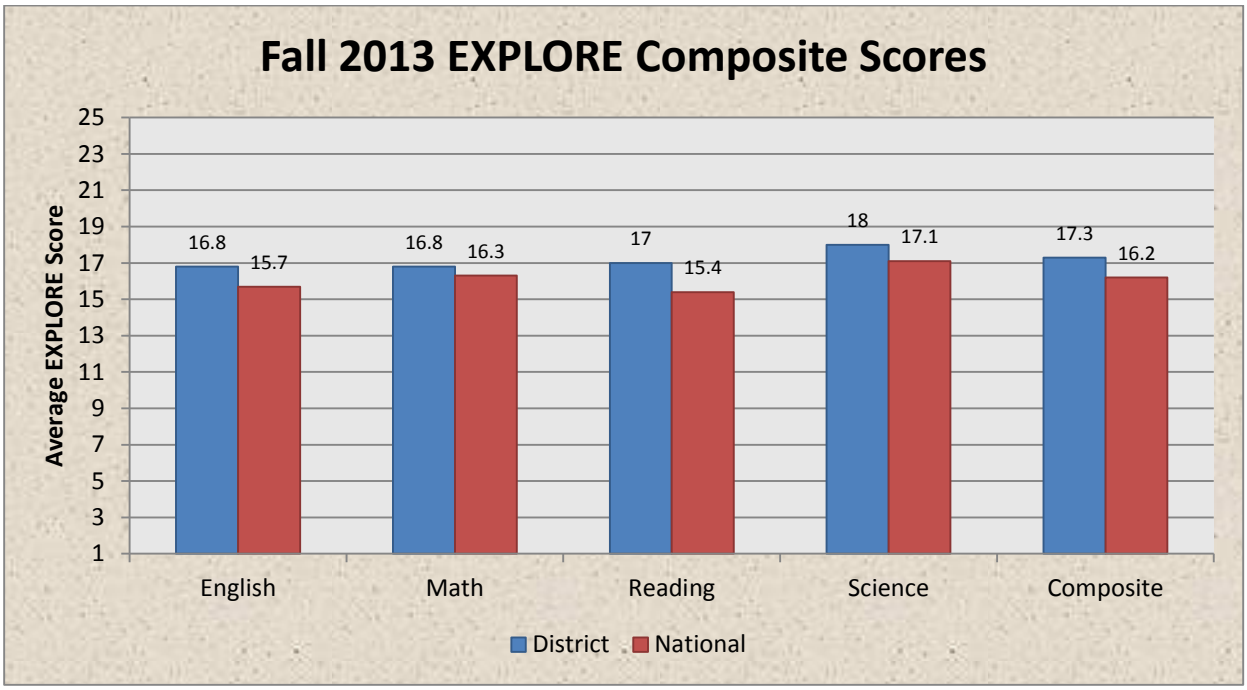
**Not Meeting Expectations**
Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools typically had low levels of achievement, showed below-target levels of change in the performance of below-Proficient students, *and* fell short of targets in overall readiness for college and careers.

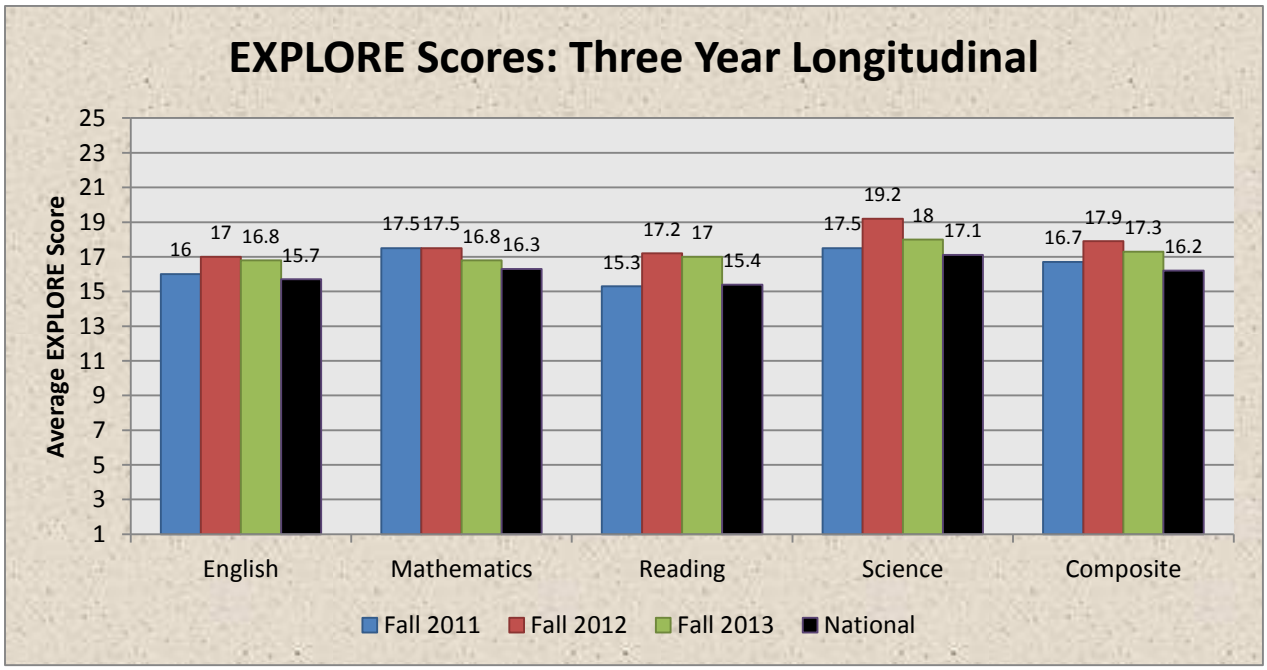
# 9th Grade MAP Summary



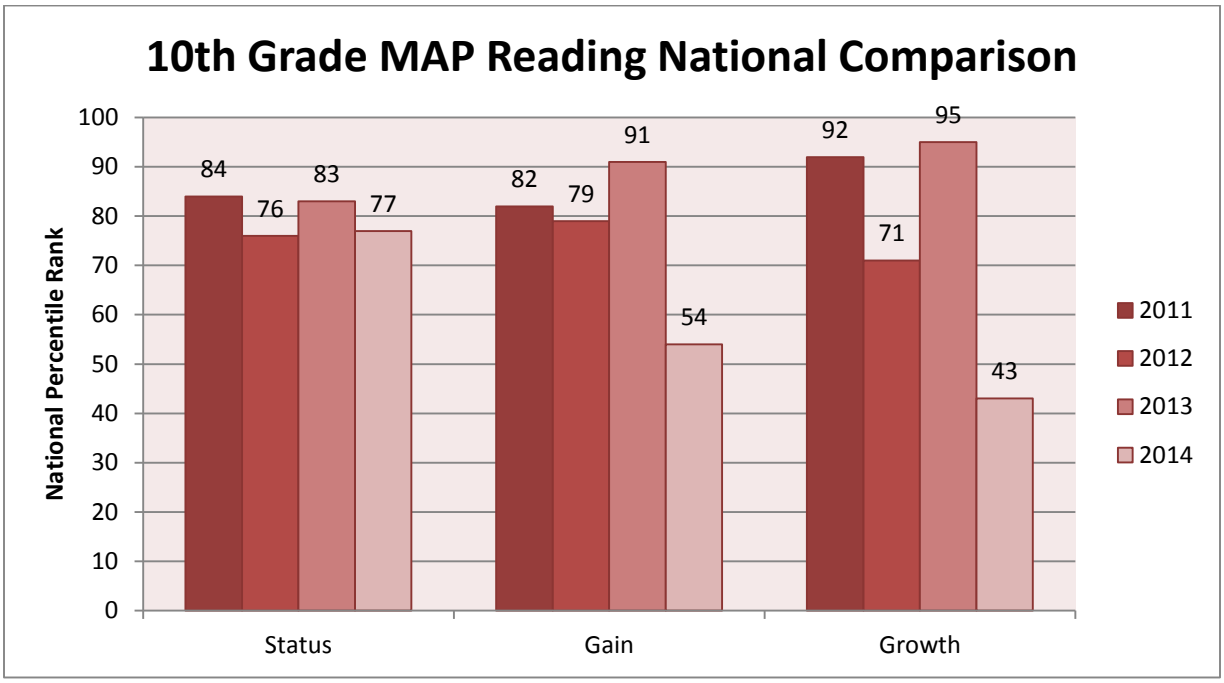



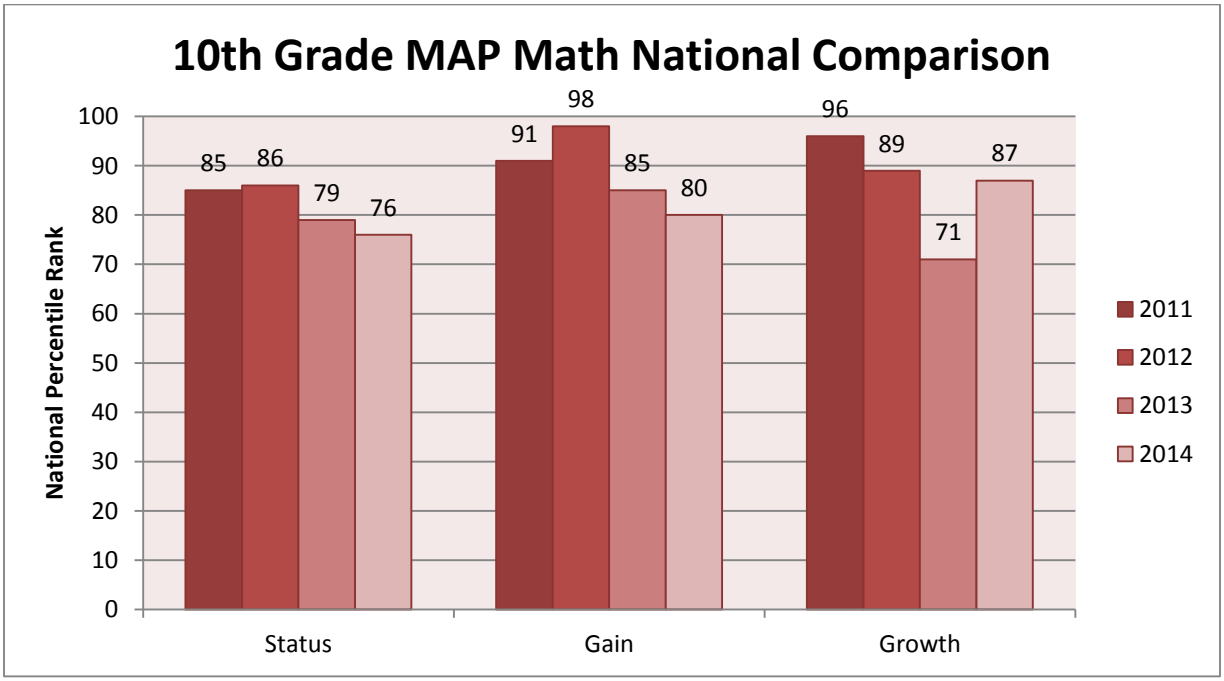
# 9th Grade EXPLORE Summary



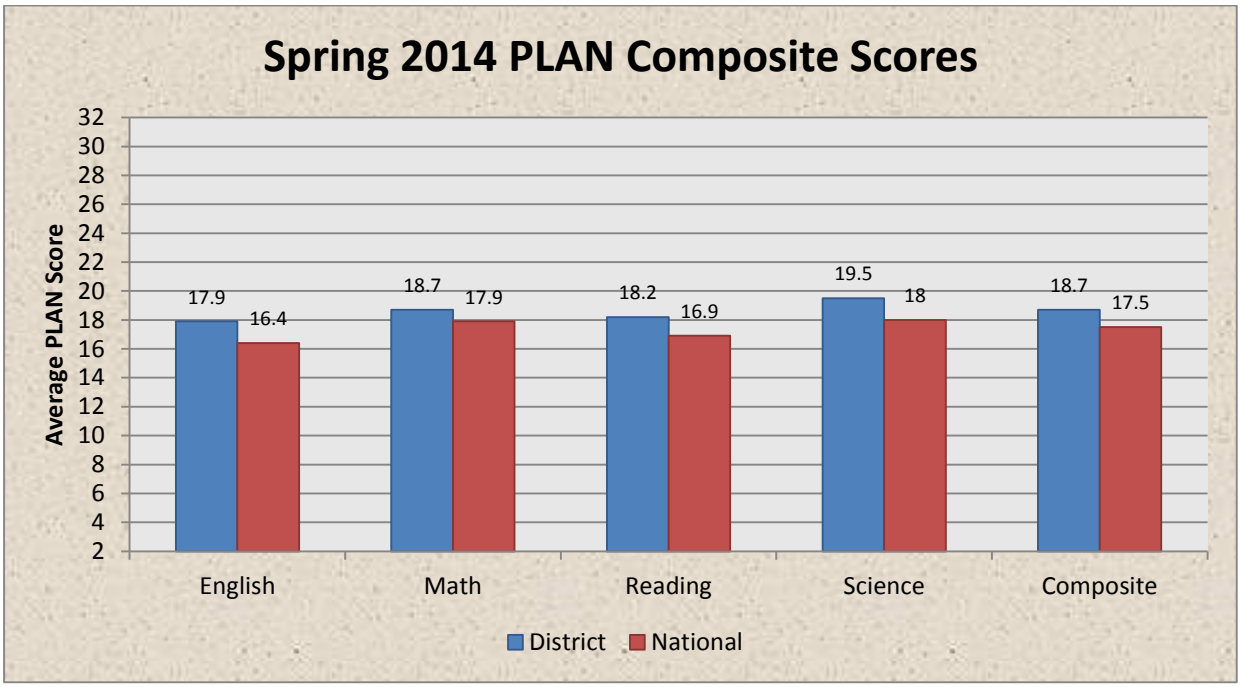



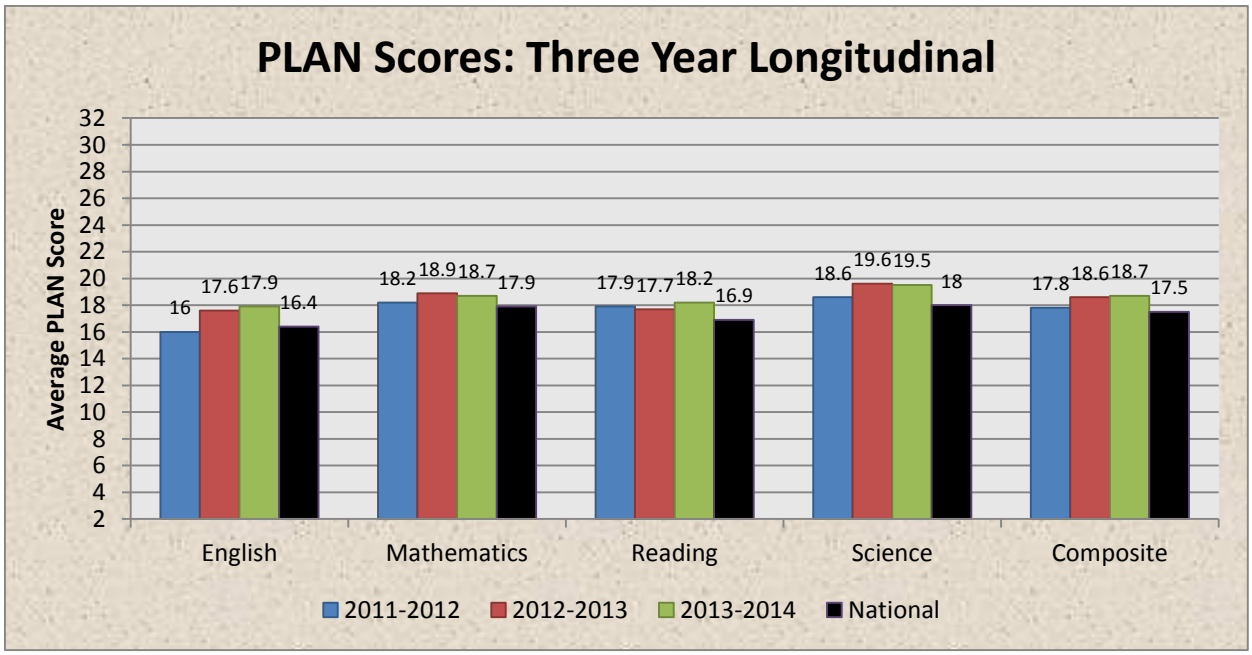
# 10th Grade MAP Summary

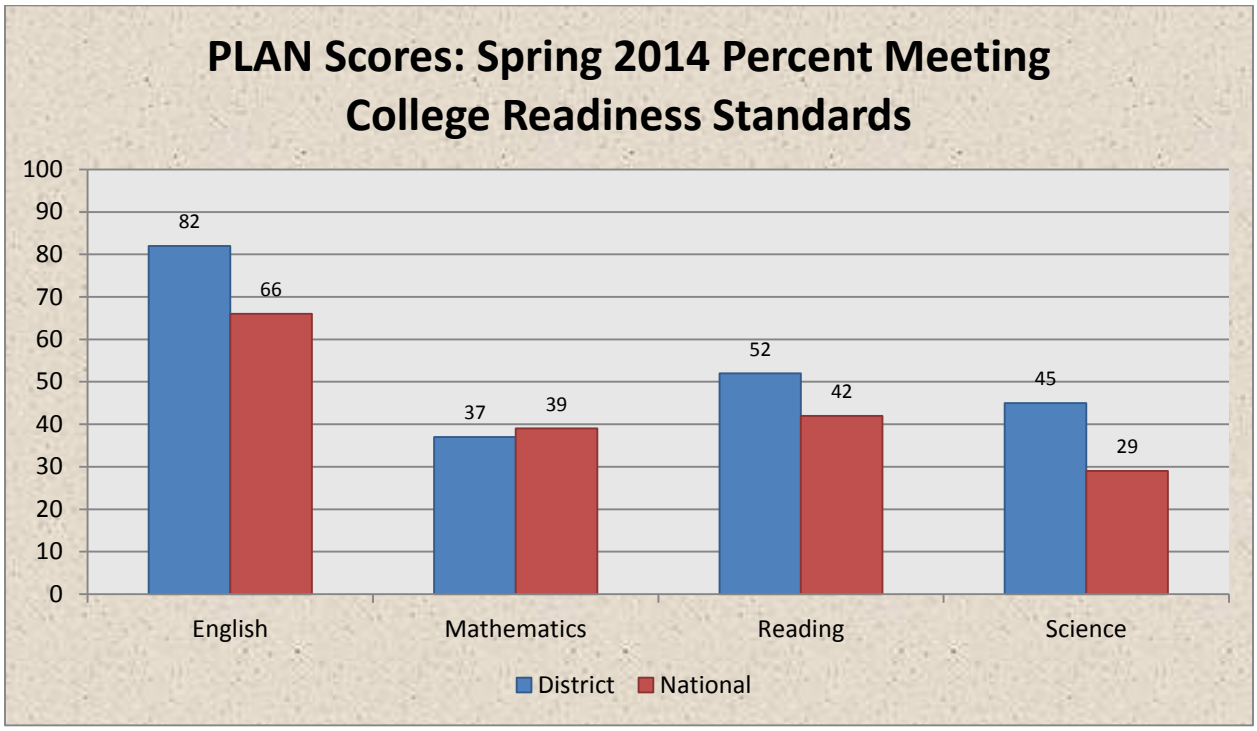


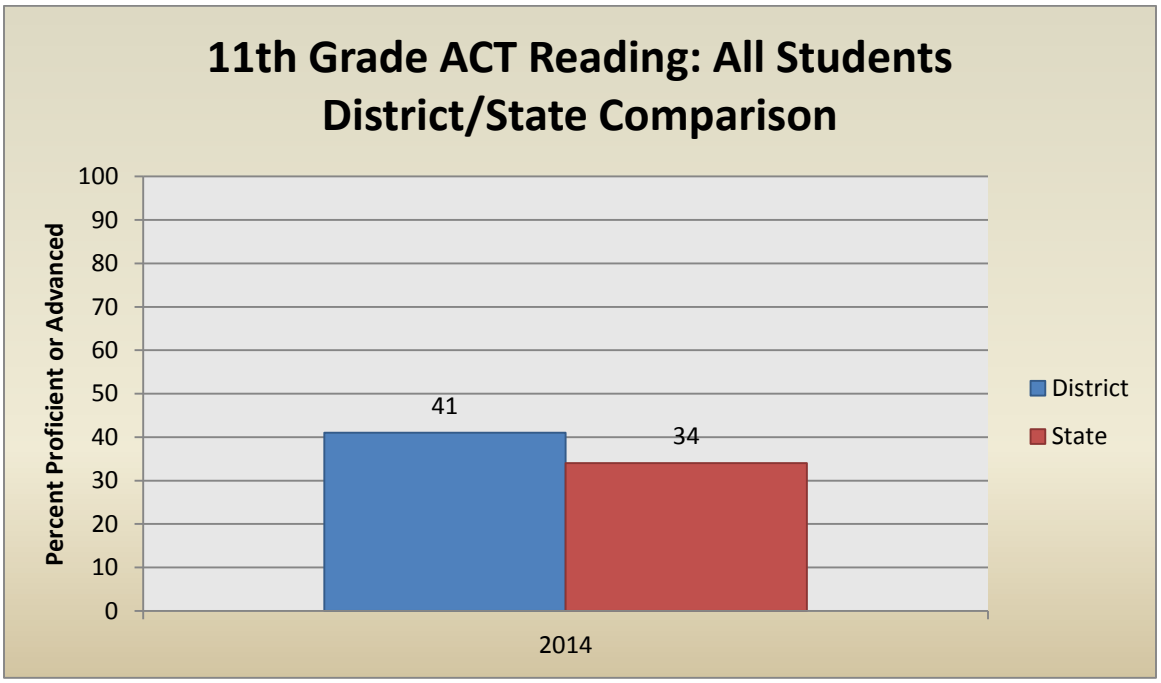
# 10th Grade PLAN Summary

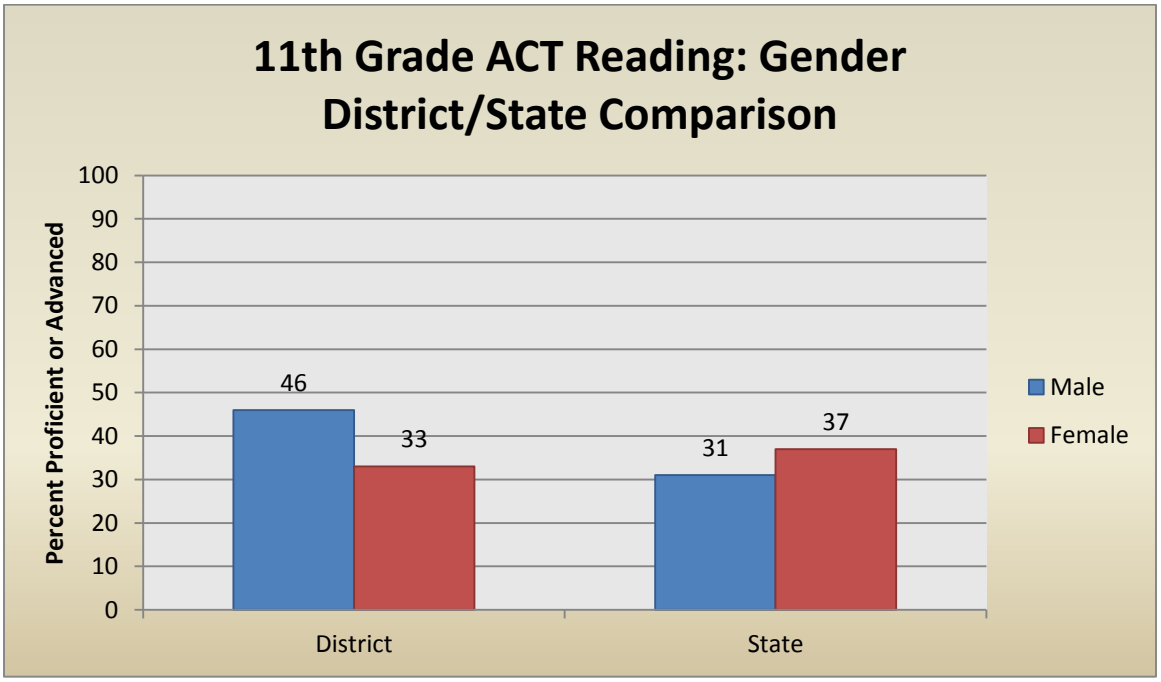


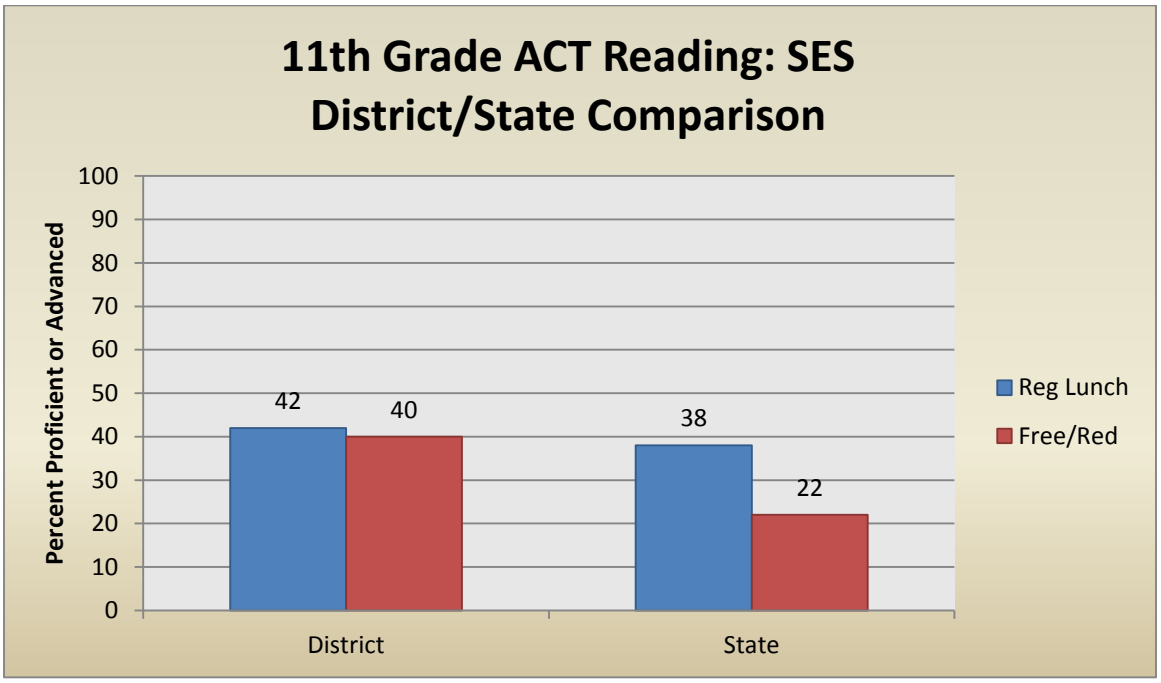

PLAN Scores: Spring 2014 Percent Meeting College Readiness Standards
100
90
80
70
60
50
40
30
20
10
0
82
66
37
39
52
42
45
29
English
Mathematics
Reading
Science
District
National

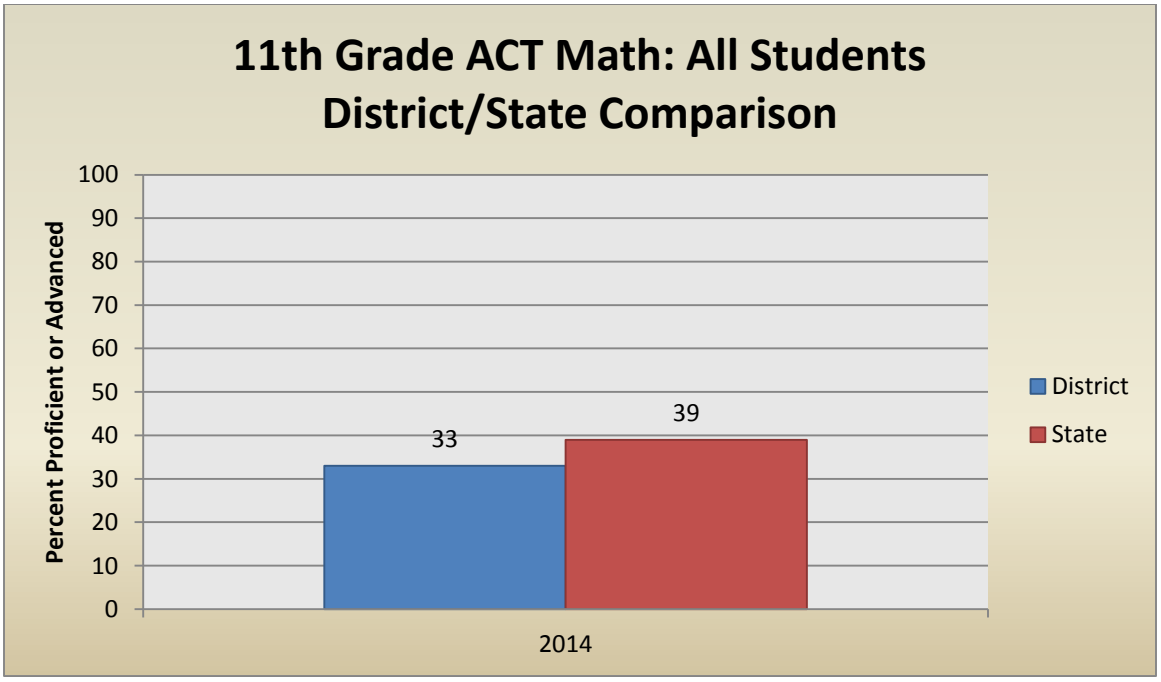
# 11th Grade ACT Summary

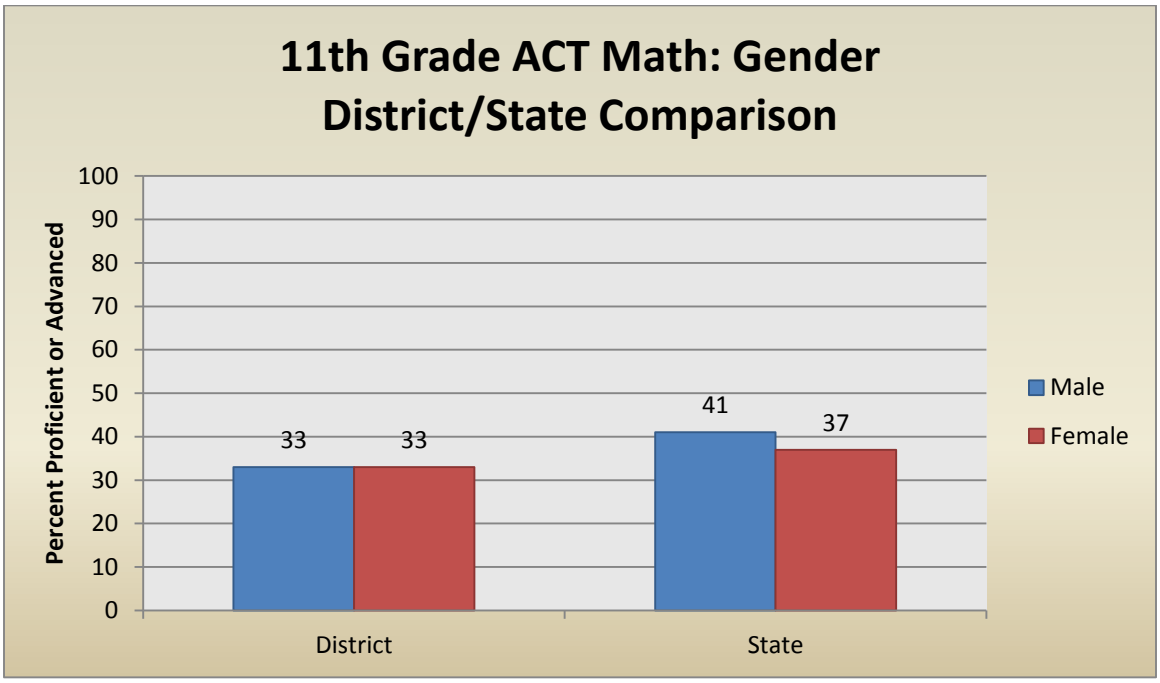


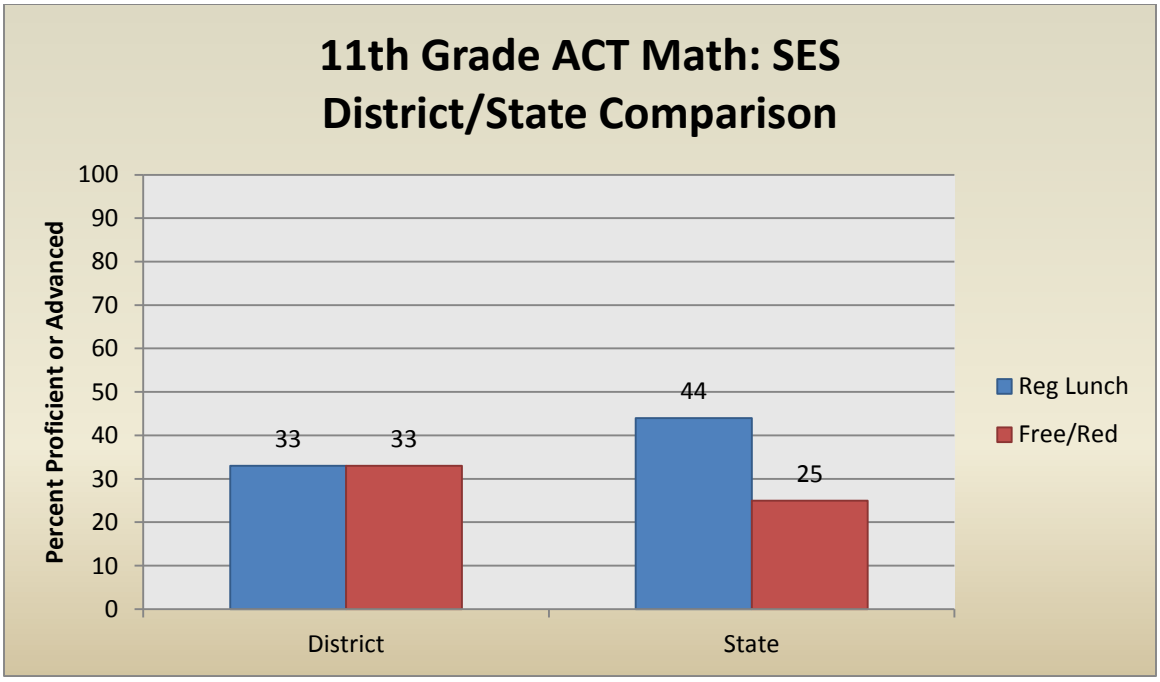

2014 Student Count: Male=24, Female=15. Interpret with caution.

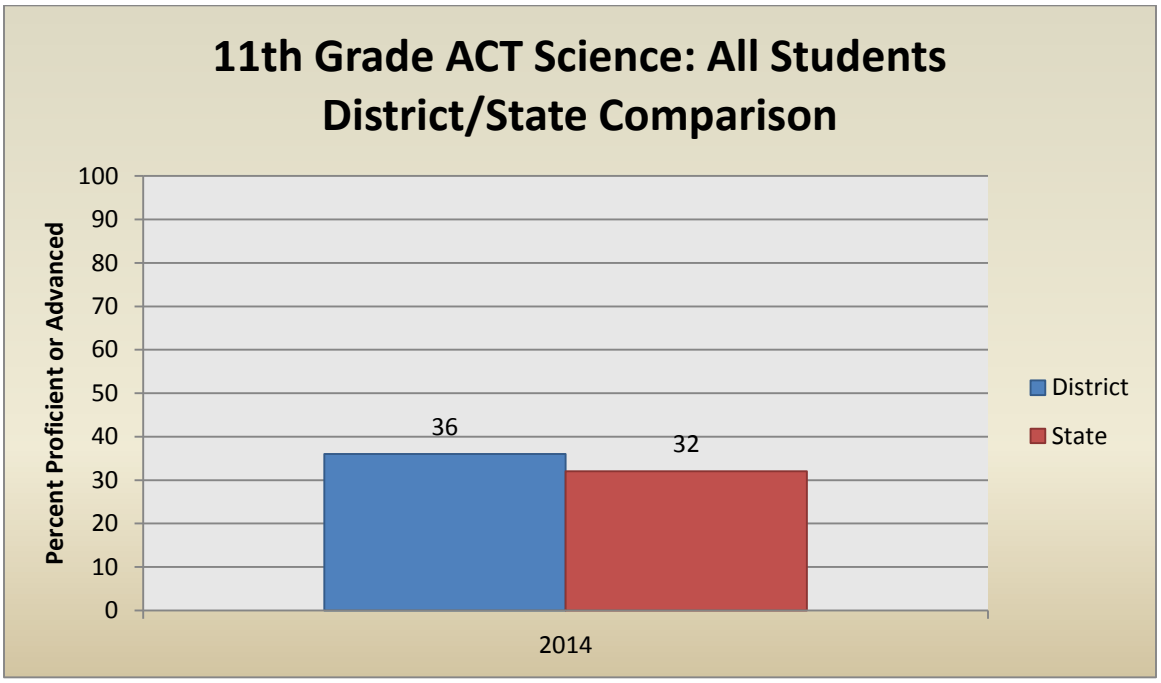

11th Grade ACT Reading: SES
District/State Comparison
Percent Proficient or Advanced
100
90
80
70
60
50
40
30
20
10
0
42
40
38
22
District
State
Reg Lunch
Free/Red

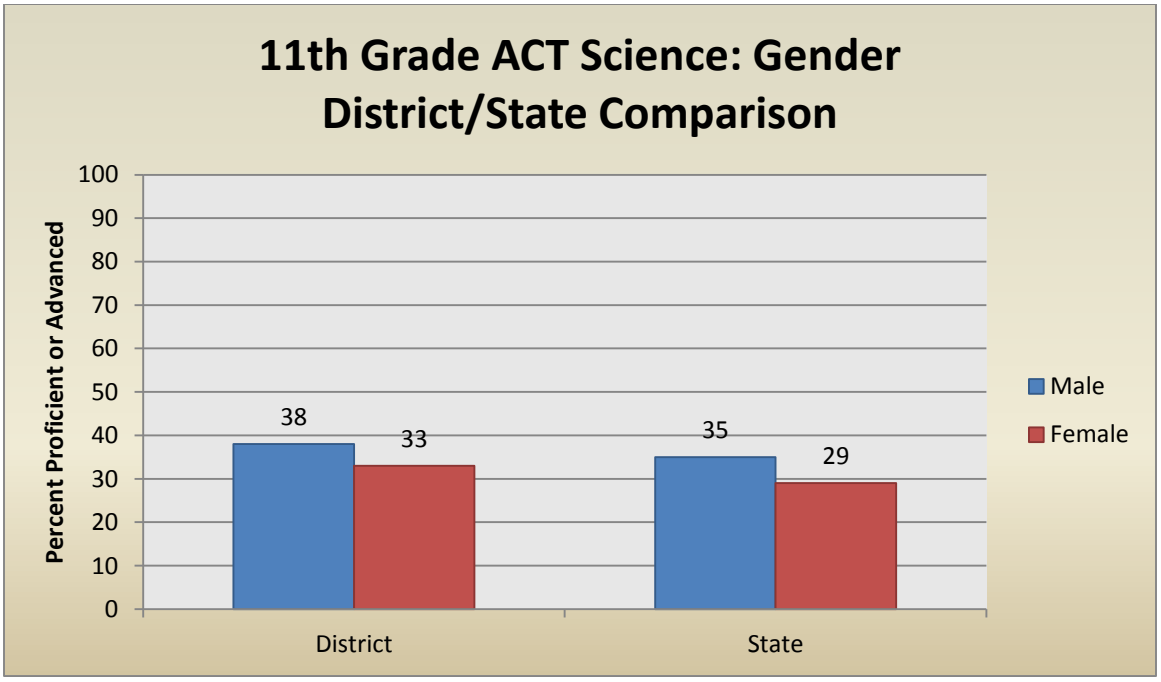

11th Grade ACT Math: All Students
District/State Comparison
Percent Proficient or Advanced
100
90
80
70
60
50
40
30
20
10
0
33
39
2014
District
State



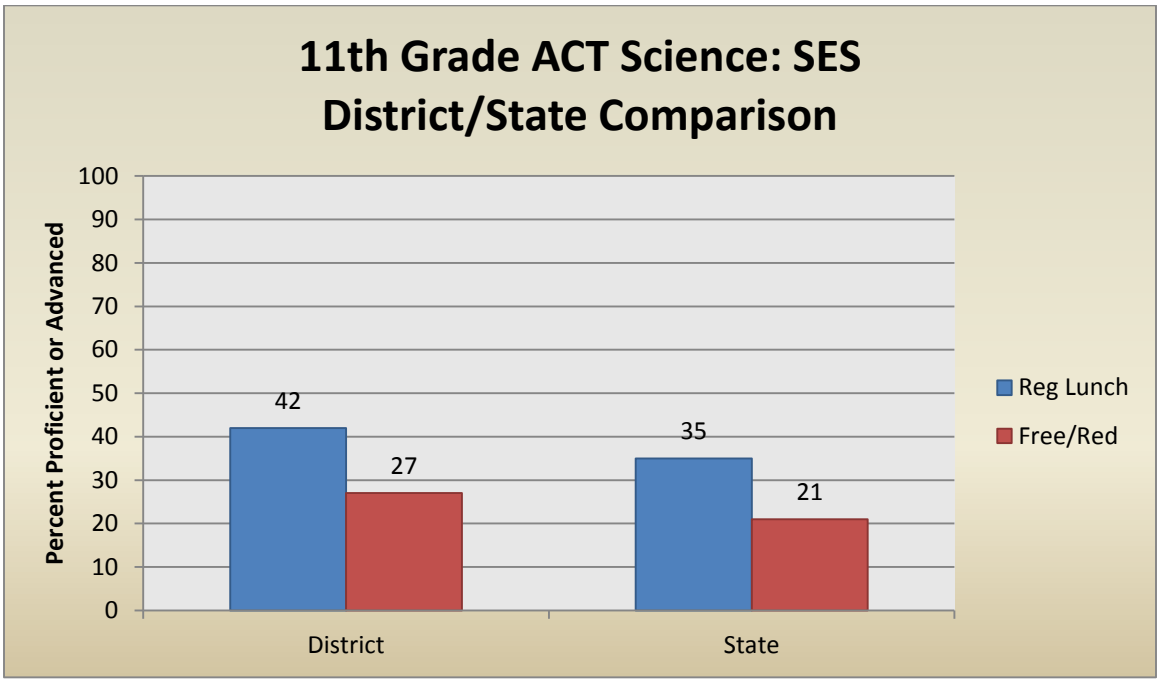

2014 Student Count: Male=24, Female=15. Interpret with caution.

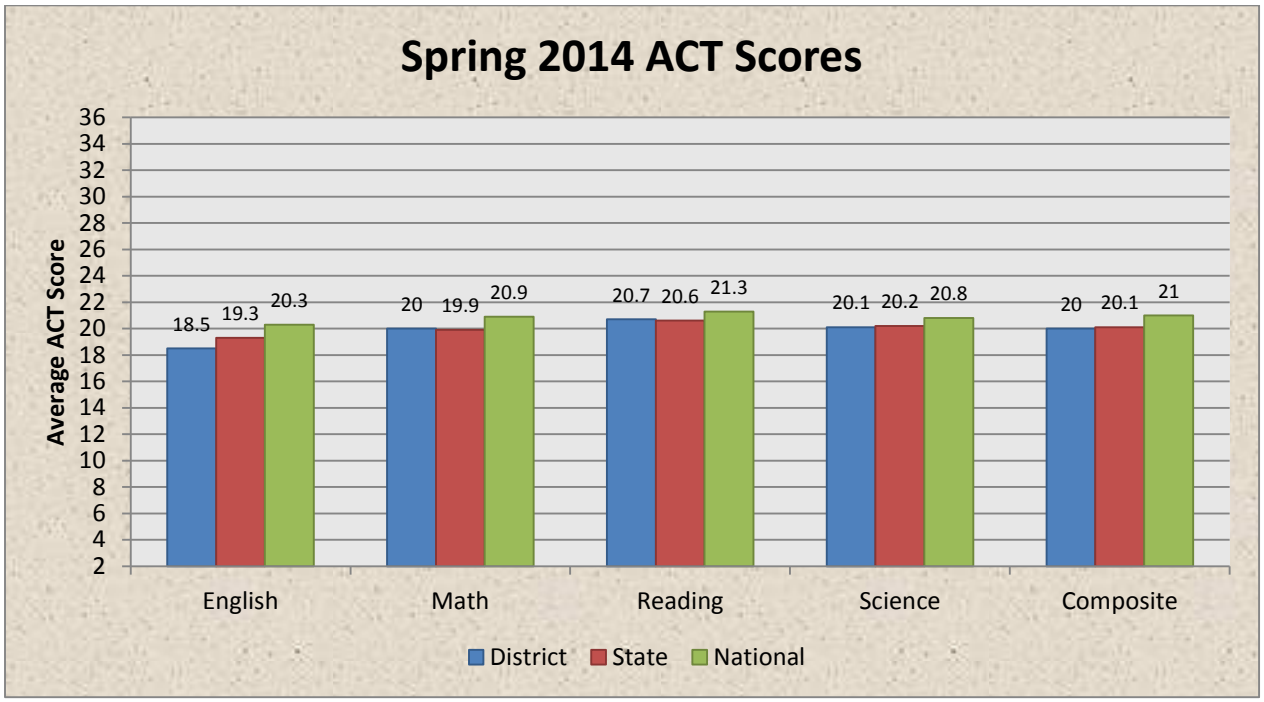


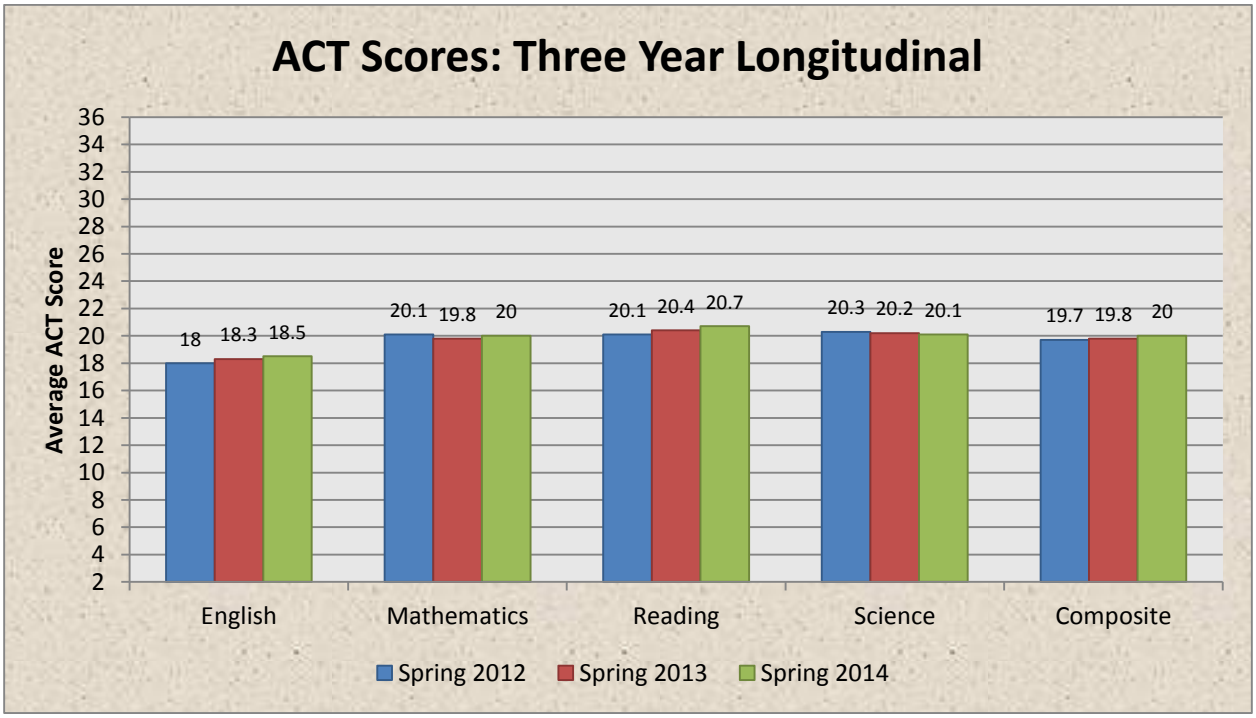


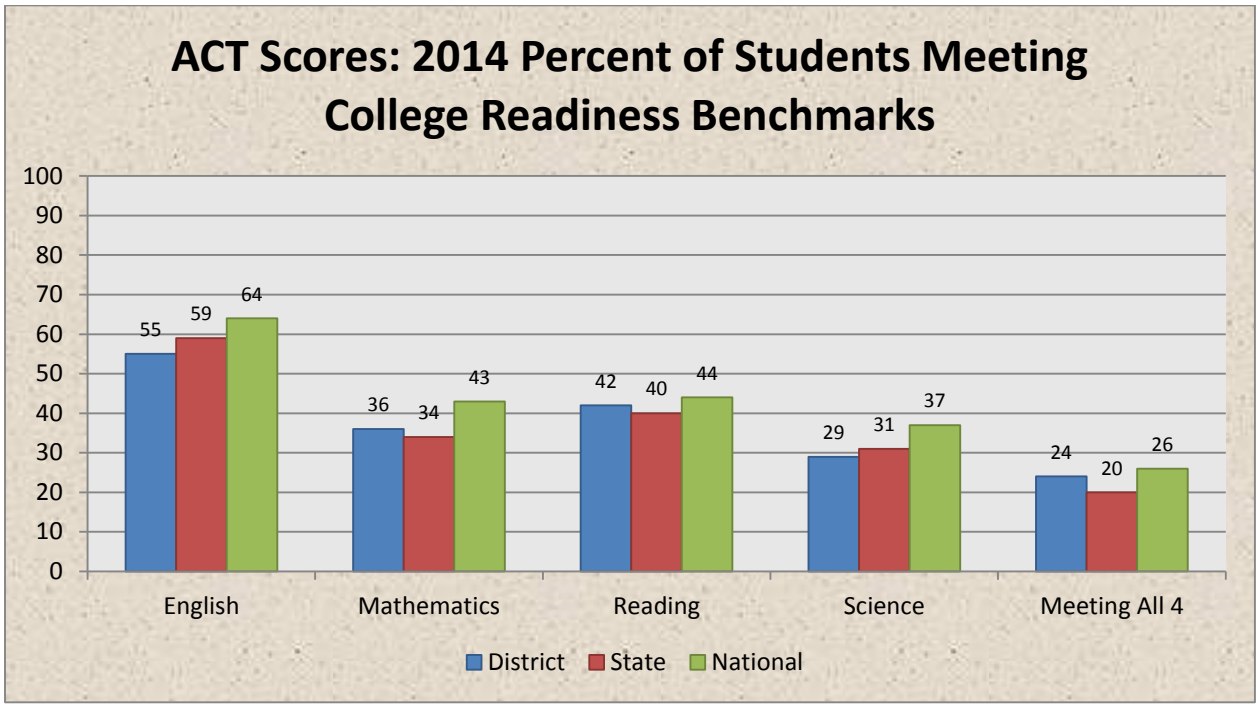




2014 Student Count: Male=24, Female=15. Interpret with caution.


11th Grade ACT Science: SES
District/State Comparison
Percent Proficient or Advanced
100
90
80
70
60
50
40
30
20
10
0
42
27
35
21
District
State
Reg Lunch
Free/Red


Spring 2014 ACT Scores
Average ACT Score
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
18.5
19.3
20.3
20
19.9
20.9
20.7
20.6
21.3
20.1
20.2
20.8
20
20.1
21
English
Math
Reading
Science
Composite
District
State
National


ACT Scores: Three Year Longitudinal
Average ACT Score
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
18
18.3
18.5
20.1
19.8
20
20.1
20.4
20.7
20.3
20.2
20.1
19.7
19.8
20
English
Mathematics
Reading
Science
Composite
Spring 2012
Spring 2013
Spring 2014


ACT Scores: 2014 Percent of Students Meeting College Readiness Benchmarks
100
90
80
70
60
50
40
30
20
10
0
55
59
64
36
34
43
42
40
44
29
31
37
24
20
26
English
Mathematics
Reading
Science
Meeting All 4
District
State
National