

STUDENT OUTCOMES

Converse County School District #2

2015-2016



PAWS

MAP

ACT Suite



Universal Screeners



Compiled October 2016
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FAQ Assessments

What tests do students take?

Wyoming students take a variety of tests that are used to measure student achievement and growth:

- **School-level:** Classroom quizzes and tests are given by teachers to assess general daily learning. Schools may also create school-wide or grade-level assessments.
- **District-level:** Districts use computerized tests to gauge how well students are learning reading, math, and science. Districts may also create district-wide or grade-level assessments.
- **State-level:** PAWS, ACT Suite (Aspire®, ACT®), and Wy-ALT (for students with significant cognitive disabilities).

What statewide tests are students expected to take?

Students in grades 3 through 8 take the statewide Proficiency Assessments for Wyoming Students (PAWS) in reading and math. Students in grades 4 and 8 also take the science portion of the PAWS test. Students in grades 9 and 10 take the ACT Aspire, while students in grade 11 take the ACT Plus Writing. These standardized tests are indicators of college readiness and student achievement in English, math, reading, and science.

How are these tests used?

PAWS and ACT results are used to help evaluate a school's strengths and weaknesses, and to produce a school performance rating. Parents receive a report on the statewide test, which outlines the child's performance level in each area tested. *PAWS and ACT scores have no direct effect on student grades.*

Who decides what is on the statewide tests?

The Wyoming Department of Education (WDE) works with Educational Testing Services (ETS) to craft the PAWS. The WDE decides the content on each test to ensure the questions accurately measure Wyoming standards. Wyoming teachers review and provide feedback on potential test questions each summer. ACT Inc. creates the ACT suite, including the ACT and Aspire tests. Wyoming does not develop or have input in the content of these tests.

What did the 2016 statewide student assessment bill change?

The bill placed a 1% cap on classroom time allowed for statewide assessments, allows for questions other than Multiple Choice to appear on statewide assessments, better aligns assessments in grades 3-10, and calls for an assessment which provides results that can be compared to other states. The bill maintains the requirement for all juniors to take a college entrance exam, but also requires the state to provide an optional career readiness assessment to juniors and seniors. These changes were made based on recommendations from an Assessment Task Force, which was meant to refine and strengthen our statewide assessment system.



Is PAWS going away?

Both PAWS and the ACT are provided on a contract basis, and are not permanent. The contract the WDE holds with the PAWS vendor will expire at the end of 2017. A Request for Proposals (RFP) will be issued in the fall of 2016, and a new statewide assessment will be administered in the spring of 2018 for grades 3-10.

Is the ACT going away?

The contract the WDE holds with ACT Inc. will expire at the end of 2017. An RFP for a college entrance exam for all 11th grade students and an optional career readiness assessment for 11th and 12th grade students will be issued in the fall of 2016.

Does the Every Student Succeeds Act affect statewide testing?

The Every Student Succeeds Act reinforces the authority of states to decide which statewide assessments are the most appropriate for its students. It still requires annual testing and reporting in reading and math in grades 3-8 and once in high school, as well as in science once elementary, middle, and high school. ESSA does not include provisions for opting out of statewide assessments, and it maintains the 95% student participation requirement.

FAQ ACCOUNTABILITY

updated 06.07.16

What is accountability in education?

- Accountability means reviewing how well teachers, principals, and superintendents help students grow.

How does accountability work in Wyoming?

- Wyoming is held accountable at both a state and federal level.
- State accountability is defined in the Wyoming Accountability in Education Act (WAEA), of 2013. This law takes into account measures specifically related to educational goals in Wyoming.
- Federal accountability is transitioning from the requirements of No Child Left Behind (NCLB) to a locally controlled Wyoming accountability system that meets federal guidelines defined in the recently passed Every Student Succeeds Act.

What is the Every Student Succeeds Act (ESSA)?

- The ESSA is a reauthorization of the Elementary and Secondary Education Act, the principal federal law affecting K-12 education. It replaces No Child Left Behind.

What happens to Adequate Yearly Progress (AYP)?

- AYP does not exist under ESSA, and it will no longer be calculated for Wyoming schools and districts.

What if a school is considered “in improvement”?

- Schools and districts identified as being in improvement will remain in their current improvement status for the 2016-17 school year and continue to implement required NCLB interventions with some exceptions.
- School improvement strategies are not prescribed under ESSA, and the law prohibits the federal government from prescribing interventions.

How will Wyoming get information about student performance?

- ESSA still requires annual testing and reporting in reading and math in grades 3-8 and once in grades 10-12, as well as in science once in grade spans 3-5, 6-9, and 10-12.
- Wyoming will still require a 95% participation rate on statewide assessments per the WAEA. ESSA does not include provisions for opting out of statewide assessments.

Does it affect standards?

- ESSA restricts the federal government’s ability to influence standards. Wyoming will continue to set content and performance standards using the standards review process mandated in state law.

FAQ ACCOUNTABILITY

(CONT'D)

Does it affect funding?

- Yes. In general, state agencies are given more flexibility in utilizing federal funds, with the requirement that certain percentages go to identified schools.
- ESSA contains several transition provisions that impact Title I accountability. The state will develop, in consultation with state stakeholders, a new Title I plan that incorporates the state accountability law.

How is Pre-K involved?

- ESSA includes a Preschool Development Grants program. Funds will be authorized through the Department of Health and Human Services, and the program will be jointly administered by HHS and U.S. Department of Education.

How are schools rated?

- School performance levels are determined from a variety of data sources, and are calculated to help determine which schools are doing well and which schools are in need of assistance.
- WAEA looks at student growth, readiness, achievement, equity, and participation. Based on these indicators, schools are rated using a traditional grade scale with varying levels of performance that can be achieved: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations.
- Under ESSA, Wyoming will use the framework created by the WAEA to make federal accountability determinations. This means schools will no longer receive two accountability ratings.

How do the ratings affect my child's school?

- Under WAEA, schools that are rated as exceeding expectations must provide a communication plan of their best practices. Those rated as Meeting, Partially Meeting, or Not Meeting Expectations have to submit a school improvement plan which addresses areas that need improvement.
- Before ESSA is fully implemented in the 2017-18 school year, some of the requirements from No Child Left Behind may remain. The WDE is developing a transition plan to provide guidance to schools and districts.
- The school ratings are just one indicator of school quality. The best way to understand how your school is doing is to get involved. Take the opportunity to visit with teachers, parents, and principals at your local school.

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

- If a school is rated as "not meeting expectations", 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 the school is just one step in that process.

TEST INFORMATION

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:

The reading and math MAP tests were given three times during the year (fall, winter and spring) to all students in grades 1-8, twice a year (fall and spring) to students in grades 9-11 and in the winter and spring to kindergarten students. Additionally, the science test was administered to students in grades 5-8.

Interpreting the Results:

The 2015 MAP norms 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 is included.

ACT Suite

ACT Aspire Test Description:

ACT Aspire is an on-line assessment given to students in grades 9 and 10 that predicts performance on the ACT. It measures students' progress toward college and career readiness and includes tests for English, mathematics, reading, science and writing.

ACT Test Description:

The ACT is a national college admissions examination given to students in grade 11 that consists of subject area tests in English, mathematics, reading and science. ACT results are accepted by all four-year colleges and universities in the U.S.

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 difficulty 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 and Administration:

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 critical aspects of reading development including phonological awareness, alphabetic understanding and reading fluency. Testing is done using a series of short (generally one minute) probes administered individually. DIBELS Next is used as a universal reading screener for all students in grades K-4.

Interpreting the Results:

Phoneme Segmentation Fluency: PSF is a measure that assesses phonemic awareness skills and is very predictive of future reading success.

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 and Administration:

The AIMSweb M-COMP (Mathematics Computation) probe is a measure of math calculation, used at the elementary and middle school levels and given in a whole-group setting. M-COMP is used as a universal screener for all students in grades 1-8.

Interpreting the Results:

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

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.

School 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.

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).

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 norms in the tables below have a very straightforward interpretation. For example, in the status norms for Reading, grade 2 students in the middle of the “begin-year” period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be subtracted from the mean and added to the mean to produce a range of about 159–190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63

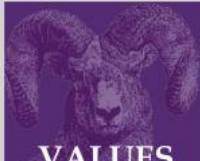
Percentage of Students Meeting RIT Target Growth (Fall to Spring) by School Percentile Rank

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



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 the 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.

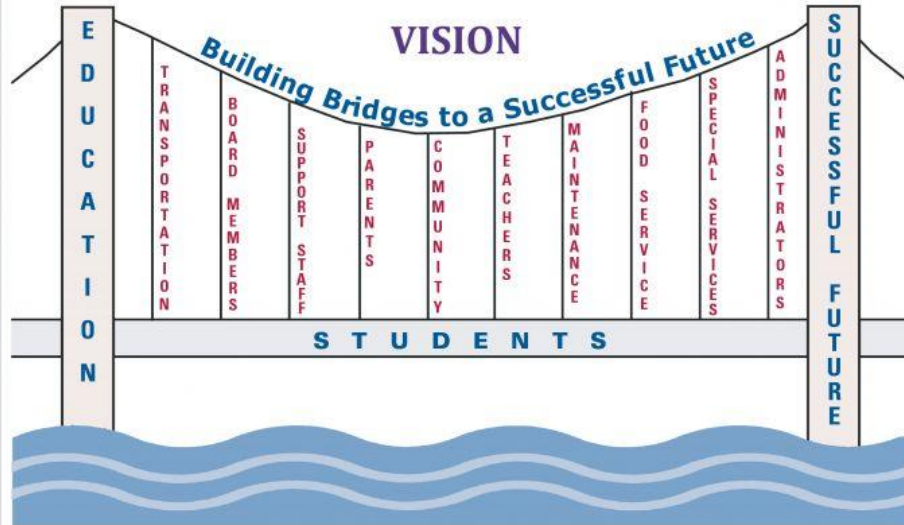
Work Ethic

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

Converse County School District #2

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.



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 receive an 'exceeding expectations' rating on the WDE School Performance Rating Report.
3. All schools in the district will perform in the top 10% of schools in the nation using MAP testing.

Goal 2: Improve Student Academic Behaviors

OBJECTIVES:

1. The district will meet or exceed 95% daily attendance on an annual basis.
2. To enhance a safe and orderly learning environment, all students will demonstrate the academic behaviors that predict success at school and in the future.

Goal 3: The District Will Operate Efficiently and Effectively

OBJECTIVES:

1. Evaluate district, building, and department operational process each year.
2. Update and revise operational processes.

Projected vs. Actual PAWS Proficiency by Spring 2016 MAP Scores

Reading	Projected 2016 % Prof/Adv	Actual PAWS 2016 % Prof/Adv	State Average/Difference
3 rd Grade	63% (Meets)	66% (Meets)	58% (+8)
4 th Grade	70% (Exceeds)	62% (Meets)	65% (-3)
5 th Grade	74% (Exceeds)	67% (Exceeds)	61% (+6)
6 th Grade	56% (Meets)	51% (Meets)	58% (-7)
7 th Grade	71% (Exceeds)	67% (Meets)	60% (+7)
8 th Grade	64% (Meets)	55% (Meets)	54% (+1)
11 th Grade	NA	38% (Meets)	36% (+2)
Math	Projected 2016 % Prof/Adv	Actual PAWS 2016 % Prof/Adv	State Average/Difference
3 rd Grade	50% (Below)	50% (Below)	53% (-6)
4 th Grade	28% (Below)	36% (Below)	55% (-19)
5 th Grade	45% (Below)	53% (Meets)	56% (-3)
6 th Grade	56% (Meets)	51% (Meets)	50% (+1)
7 th Grade	64% (Meets)	44% (Below)	49% (-5)
8 th Grade	57% (Meets)	45% (Below)	48% (-3)
11 th Grade	NA	36% (Meets)	40% (-4)

Projected 2016%: The percentage of students predicted to score proficient or advanced on PAWS based on their MAP scores, as determined by the WDE in their PAWS-MAP linking study (this study did not include 11th grade).

Actual PAWS 2016%: Percentages as reported through the WDE's Fusion platform, which is used in creating all of the PAWS grade level charts in this data book. The percent proficient or advanced for both the district and the state are sometimes different on the School Performance Reports than on the official Fusion reports due to the student counts not being consistent between the two sources.

Note that the "exceeds," "meets" or "below" designations refer to the achievement indicator on the 2016 Wyoming School Performance Report issued for each school. It does not refer to whether or not the percentage is above or below the state average (that is indicated numerically in the third column) and reflects the percentages on the SPR, not on the Fusion platform.

Projected vs. Actual PAWS Proficiency by Spring 2015 MAP Scores

Reading	Projected 2015 % Prof/Adv	Actual PAWS 2015 % Prof/Adv	State Average/Difference
3 rd Grade	75% (Exceeds)	68% (Exceeds)	61% (+7)
4 th Grade	70% (Exceeds)	53% (Meets)	60% (-7)
5 th Grade	49% (Below)	46% (Below)	59% (-13)
6 th Grade	66% (Meets)	63% (Meets)	57% (+6)
7 th Grade	62% (Meets)	59% (Meets)	57% (+2)
8 th Grade	68% (Meets)	65% (Meets)	52% (+13)
11 th Grade	NA	38% (Meets)	32% (+6)
Math	Projected 2015% Prof/Adv	Actual PAWS 2015 % Prof/Adv	State Average/Difference
3 rd Grade	34% (Below)	30% (Below)	49% (-19)
4 th Grade	23% (Below)	16% (Below)	51% (-35)
5 th Grade	51% (Below)	33% (Below)	53% (-20)
6 th Grade	65% (Meets)	60% (Meets)	49% (+11)
7 th Grade	48% (Below)	51% (Meets)	43% (+8)
8 th Grade	66% (Meets)	40% (Below)	47% (-7)
11 th Grade	NA	38% (Meets)	38% (0)

CCSD #2 PAWS Results Longitudinal

Reading	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
2014	70 (62)	68 (64)	62 (58)	54 (57)	65 (59)	50 (58)
2015	68 (61)	53 (60)	46 (59)	63 (57)	59 (57)	65 (52)
2016	66 (58)	62 (65)	67 (61)	51 (58)	67 (60)	55 (54)

Math	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
2014	54 (51)	39 (47)	56 (54)	62 (49)	48 (43)	27 (50)
2015	30 (49)	16 (51)	33 (53)	60 (49)	51 (43)	40 (47)
2016	50 (53)	36 (55)	53 (56)	51 (50)	44 (49)	45 (48)

The number in each cell shows the percent of students who scored proficient or advanced by grade level in our district. The number in parentheses is the percent of students statewide scoring proficient or advanced by grade level. If you follow the same colored cells diagonally, you will see the results from that cohort of students over time. When you follow the data vertically, it shows the results of the grade level over time.

CCSD #2 MAP Results: 5 Year Longitudinal Data

Reading	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016	
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	District Mean RIT	National Mean RIT
Kdg	163	156	161	156	163	156	161	156	160	158
1	181	177	184	177	180	177	179	177	178	178
2	195	190	193	190	194	190	190	190	192	189
3	203	199	206	199	203	199	205	199	200	199
4	210	207	211	207	210	207	211	207	209	206
5	216	212	214	212	216	212	213	212	217	212
6	216	216	223	216	219	216	220	216	221	216
7	218	220	218	220	223	220	222	220	225	218
8	224	222	221	222	225	222	227	222	226	220
9	230	223	231	223	229	223	231	223	230	222
10	230	224	230	224	230	224	231	224	228	221
11	235	224	234	224	233	224	235	224	229	222

Math	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016	
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	District Mean RIT	National Mean RIT
Kdg	164	156	162	156	166	156	162	156	162	159
1	180	179	185	179	182	179	183	179	182	181
2	194	191	192	191	194	191	190	191	191	192
3	207	203	207	203	204	203	204	203	205	203
4	214	213	216	213	212	213	211	213	212	214
5	226	221	220	221	225	221	220	221	220	221
6	227	226	234	226	229	226	229	226	230	225
7	231	231	228	231	235	231	232	231	233	229
8	238	235	233	235	233	235	238	235	234	231
9	240	236	240	236	236	236	237	236	241	233
10	245	237	241	237	242	237	242	237	240	232
11	248	238	248	238	246	238	246	238	243	235

Green=3 or more points above national mean

Yellow=3 or more points below national mean

CCSD #2 MAP Results: Status and Growth Compared to National Norms

Reading	2013-2014 (2011 Norms)				2014-2015 (2011 Norms)				2015-2016 (2015 Norms)				
Grade	Status	Growth (by student)	Ben	Int	Status	Growth (by student)	Ben	Int	Status	Growth (by student)	Growth (across grade)	Ben	Int
K	89	NA	80%	7%	81	NA	71%	10%	62	NA	NA	72%	8%
1	89	NA	82%	7%	82	NA	70%	9%	55	NA	50	62%	15%
2	90	86	73%	7%	71	65	71%	17%	64	76	92	75%	11%
3	81	41	87%	10%	90	7	88%	6%	61	69	70	77%	11%
4	84	61	77%	0%	88	53	79%	10%	70	6	26	75%	9%
5	80	90	82%	6%	63	72	75%	0%	83	99	98	86%	0%
6	76	73	72%	14%	79	96	83%	11%	79	91	86	83%	3%
7	77	35	78%	10%	69	54	80%	10%	83	54	36	82%	7%
8	70	93	73%	13%	80	42	76%	13%	78	69	67	82%	8%
9	77	98	84%	6%	85	95	81%	2%	87	14	59	90%	5%
10	77	43	81%	8%	83	72	84%	4%	78	71	52	78%	7%
Math	2013-2014 (2011 Norms)				2014-2015 (2011 Norms)				2015-2016 (2015 Norms)				
Grade	Status	Growth (by student)	Ben	Int	Status	Growth (by student)	Ben	Int	Status	Growth (by student)	Growth (across grade)	Ben	Int
K	90	NA	84%	2%	77	NA	71%	10%	67	NA	NA	81%	6%
1	86	NA	80%	8%	87	NA	83%	5%	61	NA	84	72%	13%
2	85	56	71%	7%	56	39	59%	14%	40	18	51	56%	13%
3	69	66	75%	12%	63	38	61%	15%	61	80	95	77%	9%
4	62	18	63%	15%	54	11	67%	11%	41	22	54	57%	17%
5	84	82	63%	27%	56	91	64%	8%	47	84	94	64%	11%
6	81	89	68%	8%	78	95	73%	13%	73	96	99	70%	13%
7	83	17	80%	8%	67	40	78%	10%	70	61	57	78%	11%
8	55	62	64%	13%	80	42	87%	10%	68	5	17	78%	2%
9	45	83	71%	10%	53	95	64%	9%	77	46	37	90%	5%
10	76	87	79%	13%	76	92	78%	4%	76	96	68	83%	7%

See reverse page for information on interpreting the data

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

Growth (by student)=How our percentage of students meeting their own individual growth targets from fall to spring compares nationally.

Growth (across grade)=How the growth of the entire grade as a group 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 2nd grade reading, 2015-2016 school year:

Status: Our spring average RIT score across the entire grade was equal to or higher than 64% of schools nationally.

Growth (by student): Our percentage of students who met their individual growth targets from fall to spring was higher than that of 76% of schools nationally.

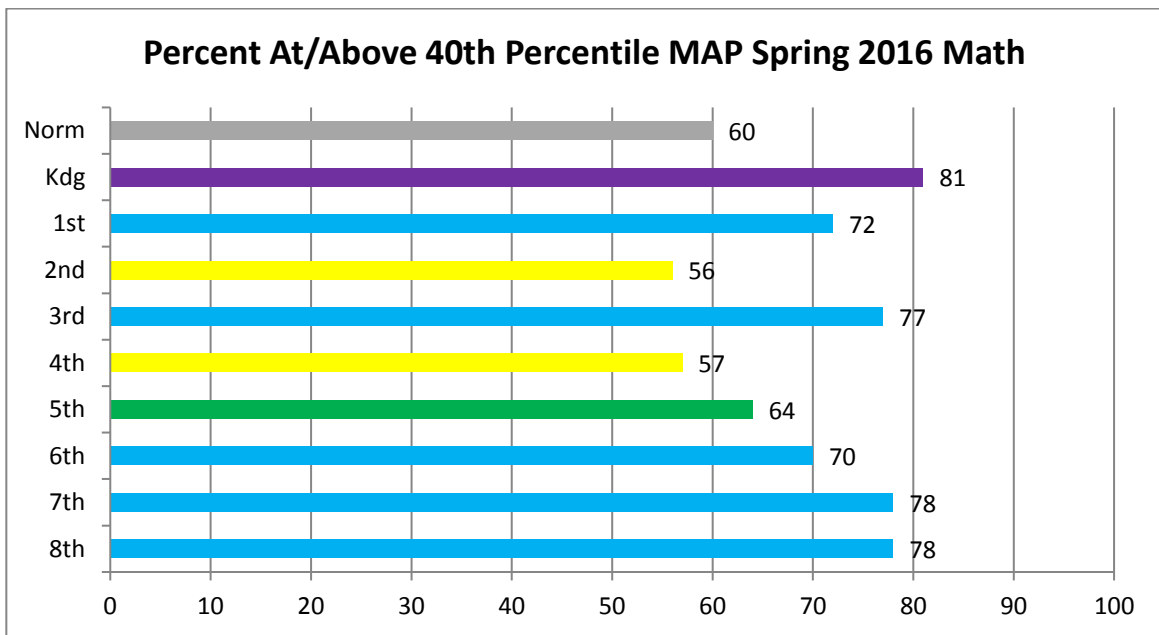
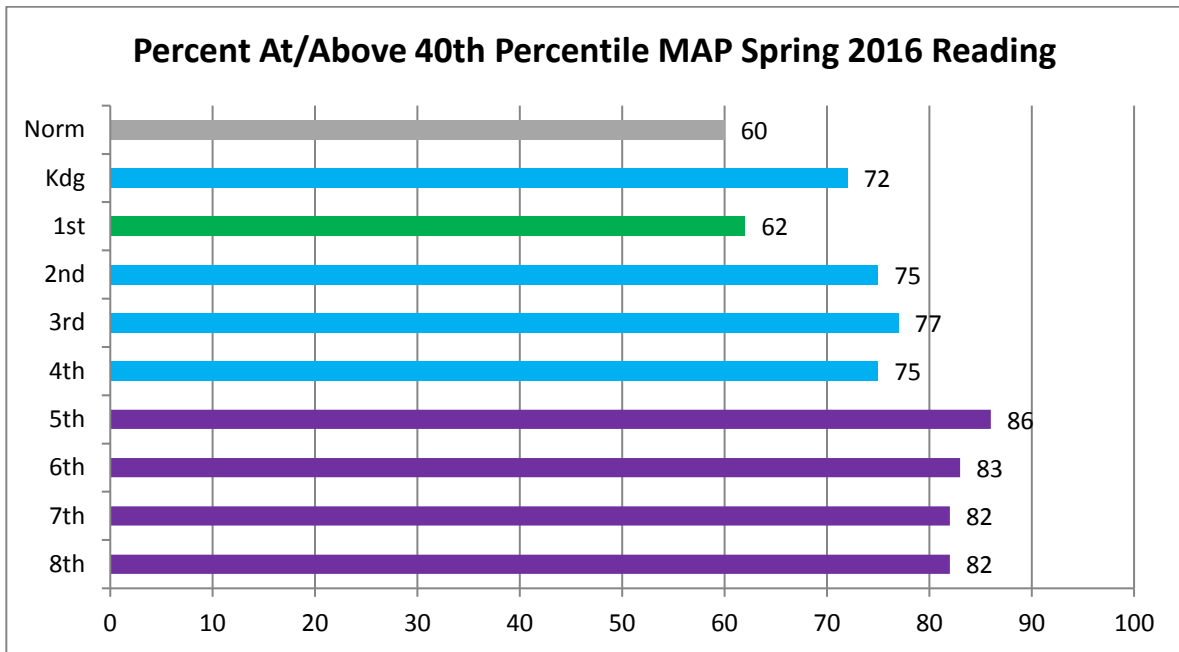
Growth (across grade): The total growth across the entire grade from fall to spring was higher than that of 92% of schools nationally.

Benchmark: 75% of our students were at or above the 40th percentile.

Intensive: 11% of our students were at or below the 20th percentile.

Note: Some growth percentiles are not available for MAP for Primary Grades (given in K-1).

CCSD #2 MAP Summary K-8



Red: 49% or less at benchmark (typical is 60%)

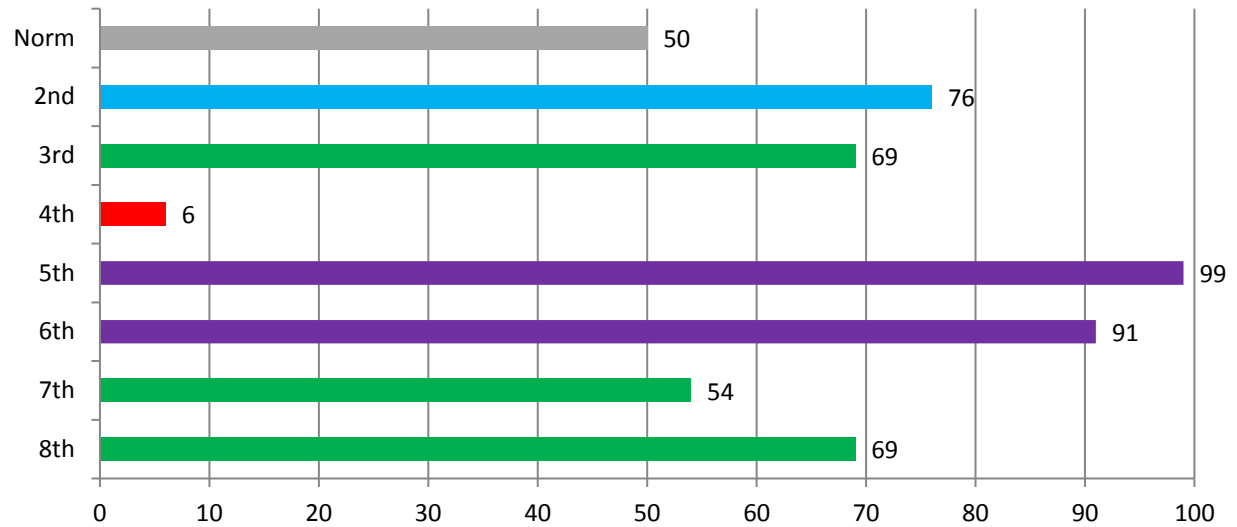
Yellow: 50-59% benchmark (less than but close to national average)

Green: 60-69% at benchmark (at or slightly above typical)

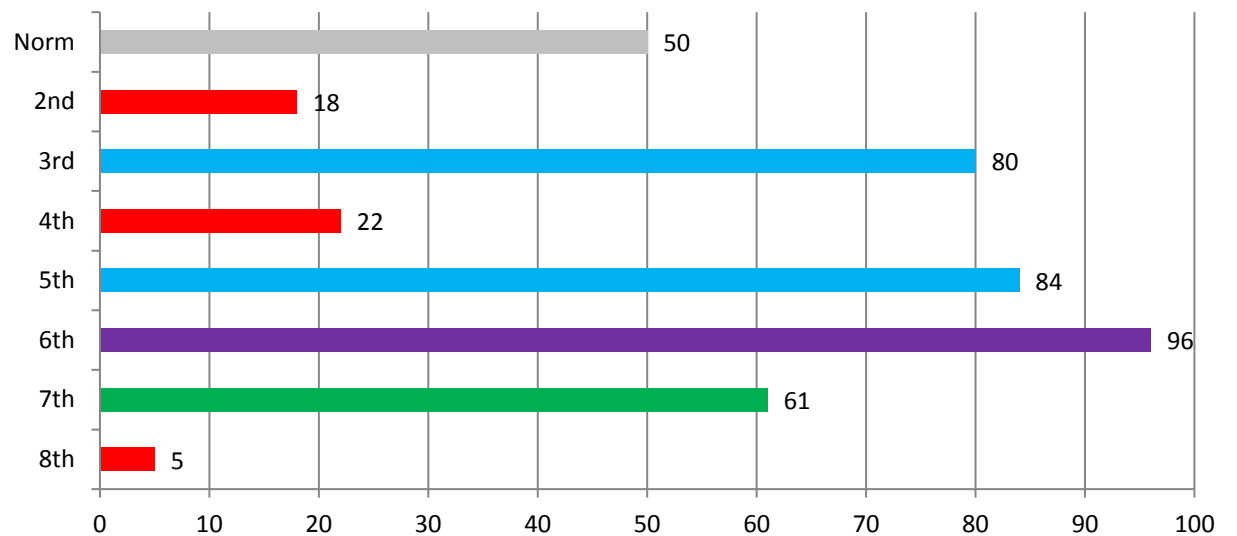
Blue: 70-79% or more at benchmark (10-19 percentage points above typical)

Purple: 80% or more at benchmark (20 or more percentage points above typical)

School Percentile Rank for MAP Target Growth Met: Spring 2016 Reading



School Percentile Rank for MAP Target Growth Met: Spring 2016 Math



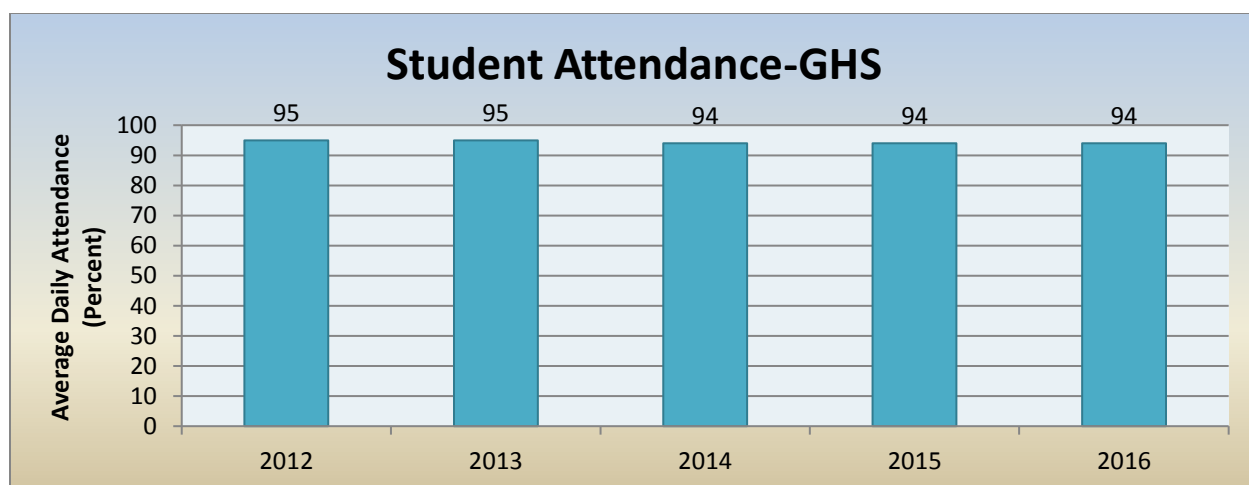
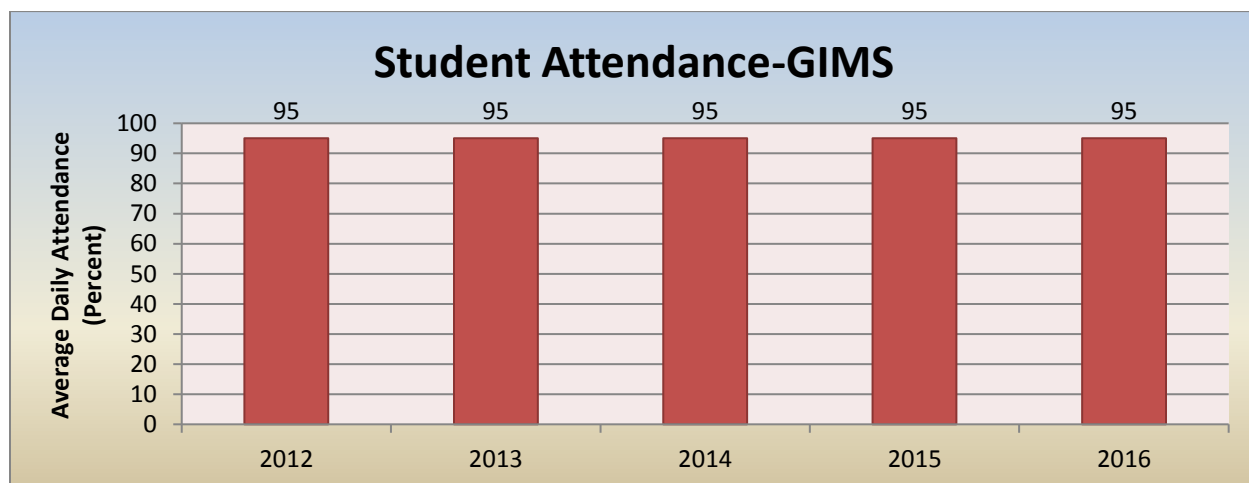
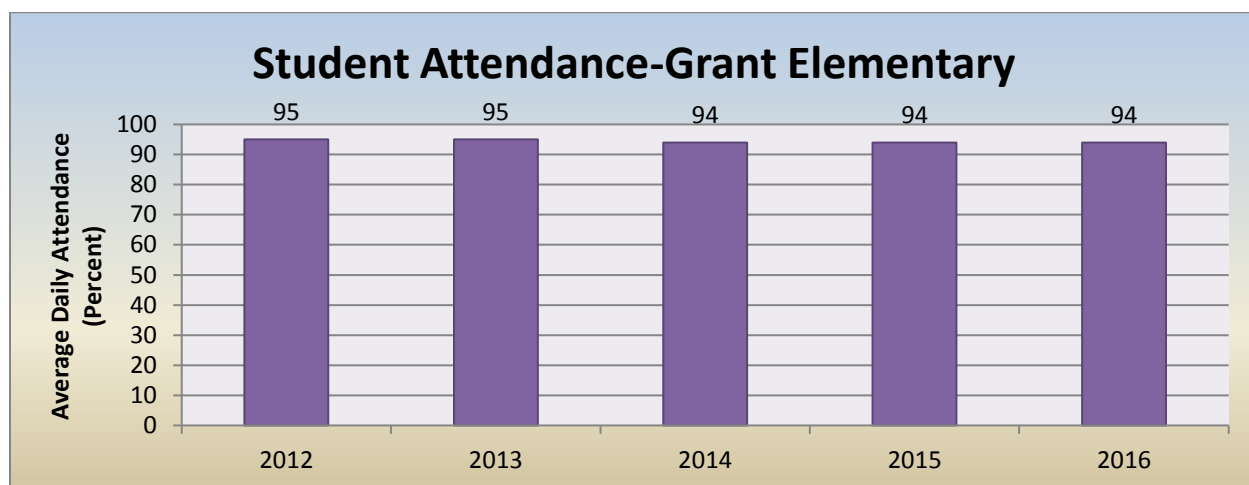
Red: 1st-24th percentile

Yellow: 25th-49th percentile

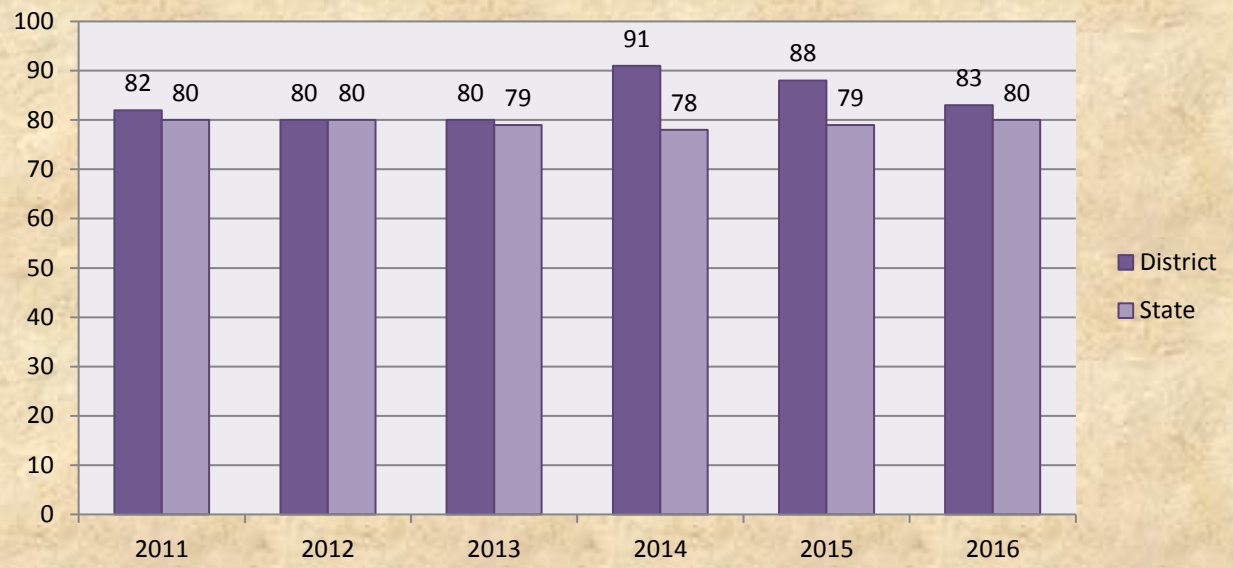
Green: 50th-75th percentile

Blue: 76th-89th percentile (top 25% of schools)

Purple: 90th percentile and above (top 10% of schools)



Graduation Rate 2011-2016



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.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Converse #2**
 School Name: **Grant Elementary**
 Grades Served: **K-4**
 Enrollment: **278**

PARTIALLY MEETING EXPECTATIONS

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

The FOUR performance levels are:

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

(For a description of the performance levels see the end of this report.)

School Accountability Implementation Handbook

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
 Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Score	Count of Students	Description
Growth	Below Targets	42.0	50	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Meeting Targets	47.0	23	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Meeting Targets	54 %	108	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met			The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

2015-16 School Performance Report For Elementary and Middle School Grades

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

[Click on link to Growth Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	Count of Students
Grant Elementary	ALL	42.0	38.5	44.5	50
Wyoming	ALL	49.0	49.0	50.0	6,747
Grant Elementary	04	42.0	38.5	44.5	50
Wyoming	04	49.0	49.0	50.0	6,747

EQUITY: The median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.

[Click on link to see Equity Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	Count of Students
Grant Elementary	ALL	47.0	32.0	56.5	23
Wyoming	ALL	50.0	49.0	50.0	2,215
Grant Elementary	04	47.0	32.0	56.5	23
Wyoming	04	50.0	49.0	50.0	2,215

2015-16 School Performance Report For Elementary and Middle School Grades

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

[Click on link to view Achievement Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	Science	Count of Students
Grant Elementary	ALL	54 %	64 %	43 %	56 %	108
Wyoming	ALL	58 %	62 %	55 %	55 %	14,541
Grant Elementary	03	56 %	64 %	48 %	NA	56
Wyoming	03	56 %	59 %	54 %	NA	7,377
Grant Elementary	04	52 %	63 %	37 %	56 %	52
Wyoming	04	59 %	66 %	56 %	55 %	7,164

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)	Tests with Scores Needed to Meet Requirement	Actual Tests With Scores	Outcome
Achievement*	Level 1	275	260	275	Met
	Level 2	275	245	275	Met
Equity**	Level 1	72	66	72	Met
	Level 2	72	63	72	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.

*PAWS tests in math, reading, and science test are included.

**PAWS tests in math and reading for students in the consolidated subgroup.

2015-16 School Performance Report For Elementary and Middle School Grades

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and 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. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

Grant School Performance Reports by Subject Area: Reading

Reading Indicator	2013-2014 3 rd Grade	2014-2015 3 rd Grade	2015-2016 3 rd Grade
Growth	NA	NA	NA
Equity	NA	NA	NA
Achievement	67% (meeting targets)	71% (exceeding targets)	64% (meeting targets)

Reading Indicator	2013-2014 4 th Grade	2014-2015 4 th Grade	2015-2016 4 th Grade
Growth	31.5 (below targets)	39 (below targets)	38.5 (below targets)
Equity	80 (meeting targets)	61 (exceeding targets)	32 (below targets)
Achievement	68% (meeting targets)	56% (meeting targets)	63% (meeting targets)

Grant School Performance Reports by Subject Area: Math

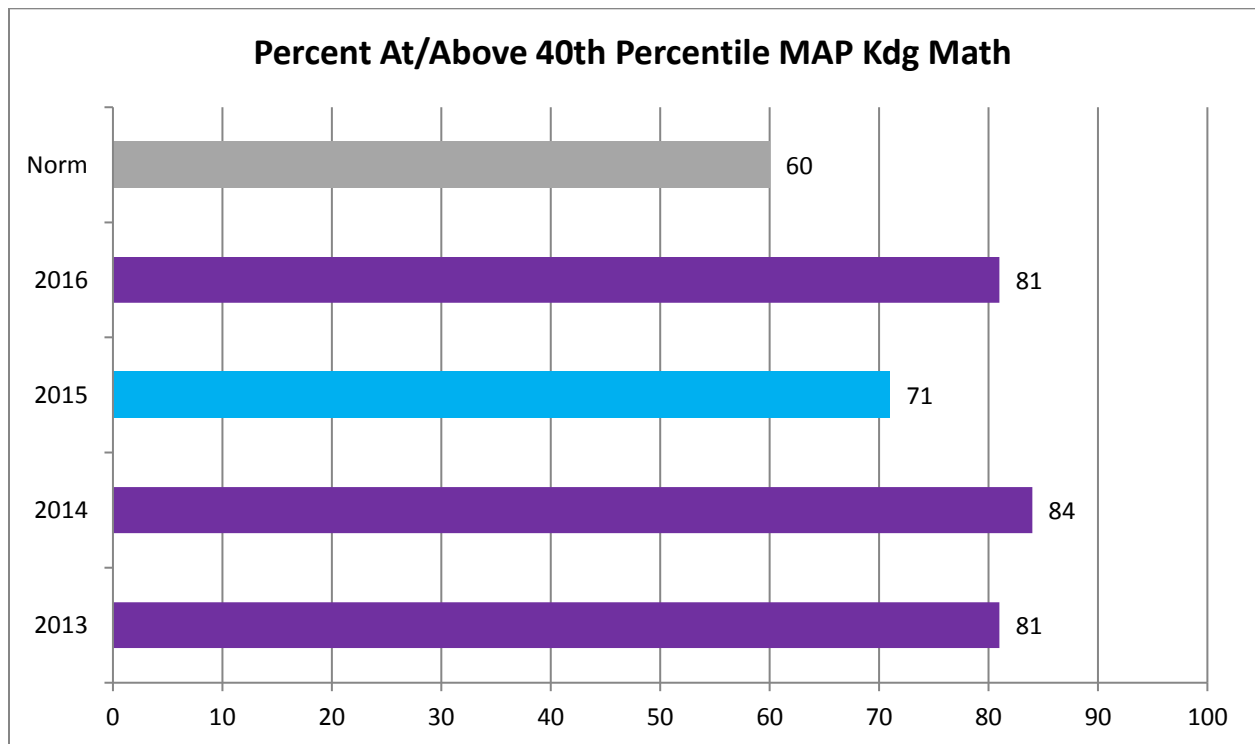
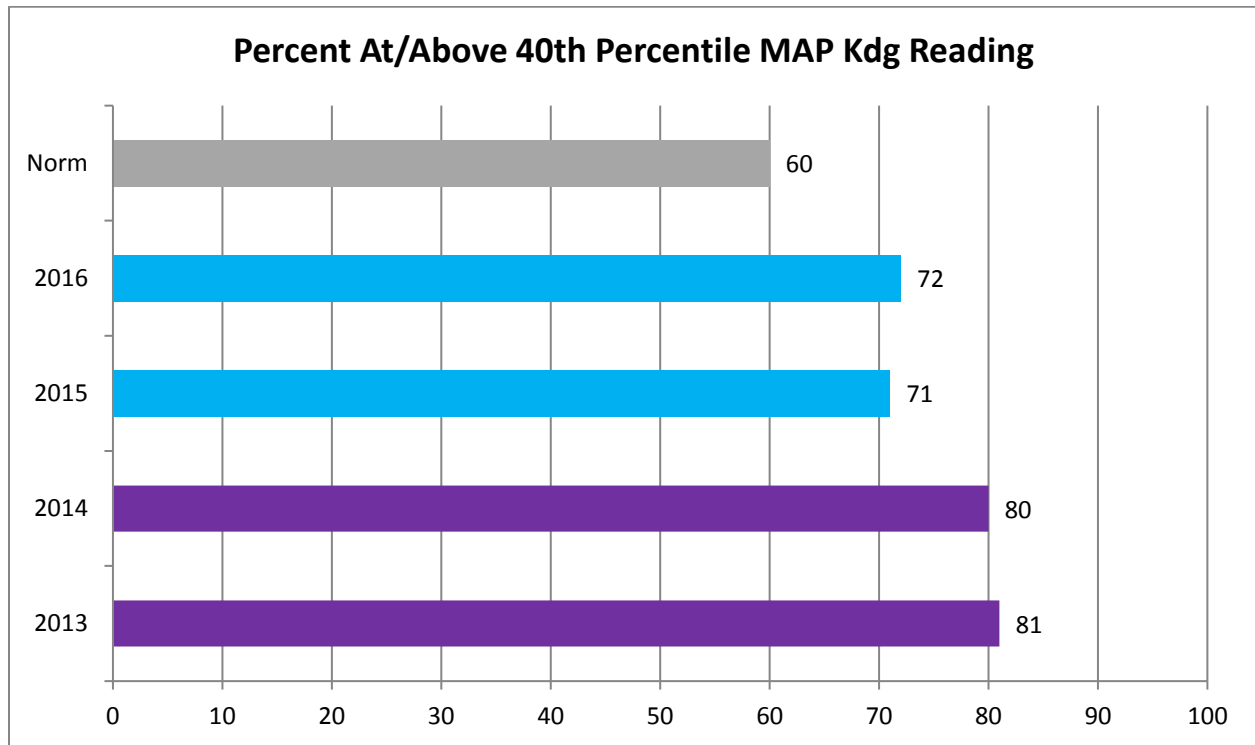
Math Indicator	2013-2014 3 rd Grade	2014-2015 3 rd Grade	2015-2016 3 rd Grade
Growth	NA	NA	NA
Equity	NA	NA	NA
Achievement	53% (meeting targets)	31% (below targets)	48% (below targets)

Math Indicator	2013-2014 4 th Grade	2014-2015 4 th Grade	2015-2016 4 th Grade
Growth	25.5 (below targets)	10 (below targets)	44.5 (below targets)
Equity	79 (below targets)	31.5 (below targets)	56.5 (meeting targets)
Achievement	39% (below targets)	15% (below targets)	37% (below targets)

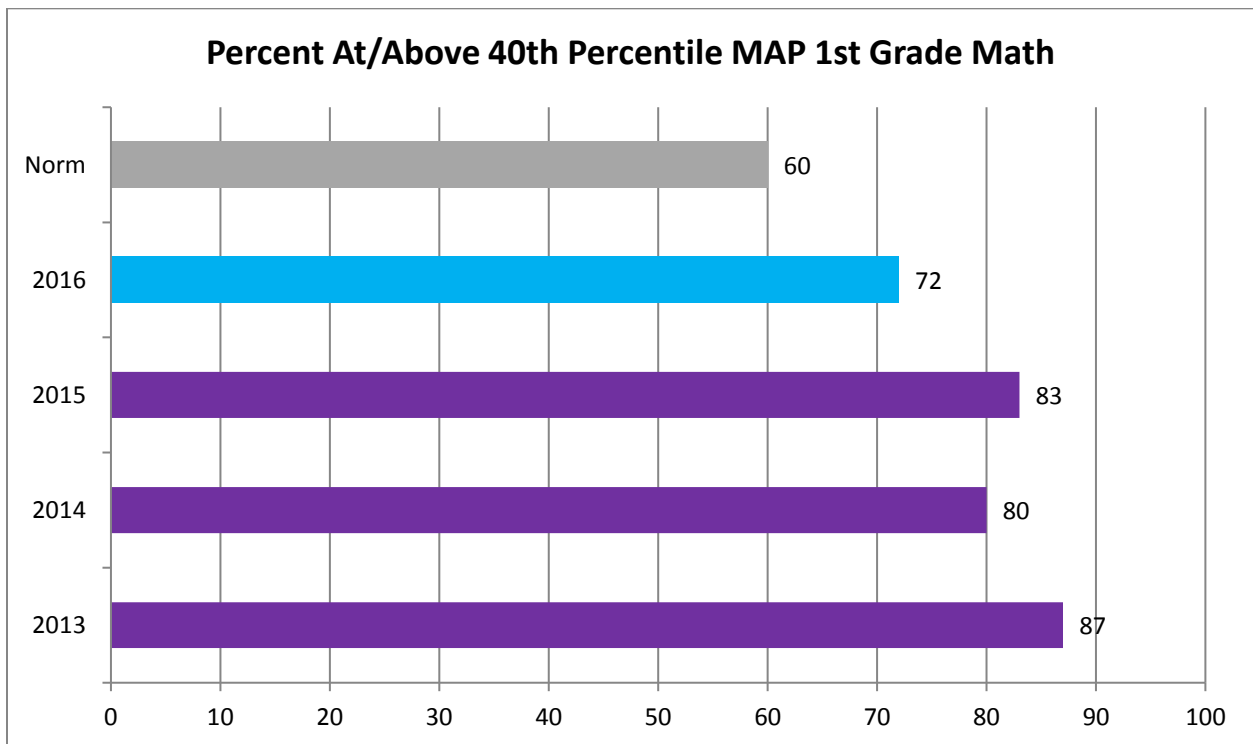
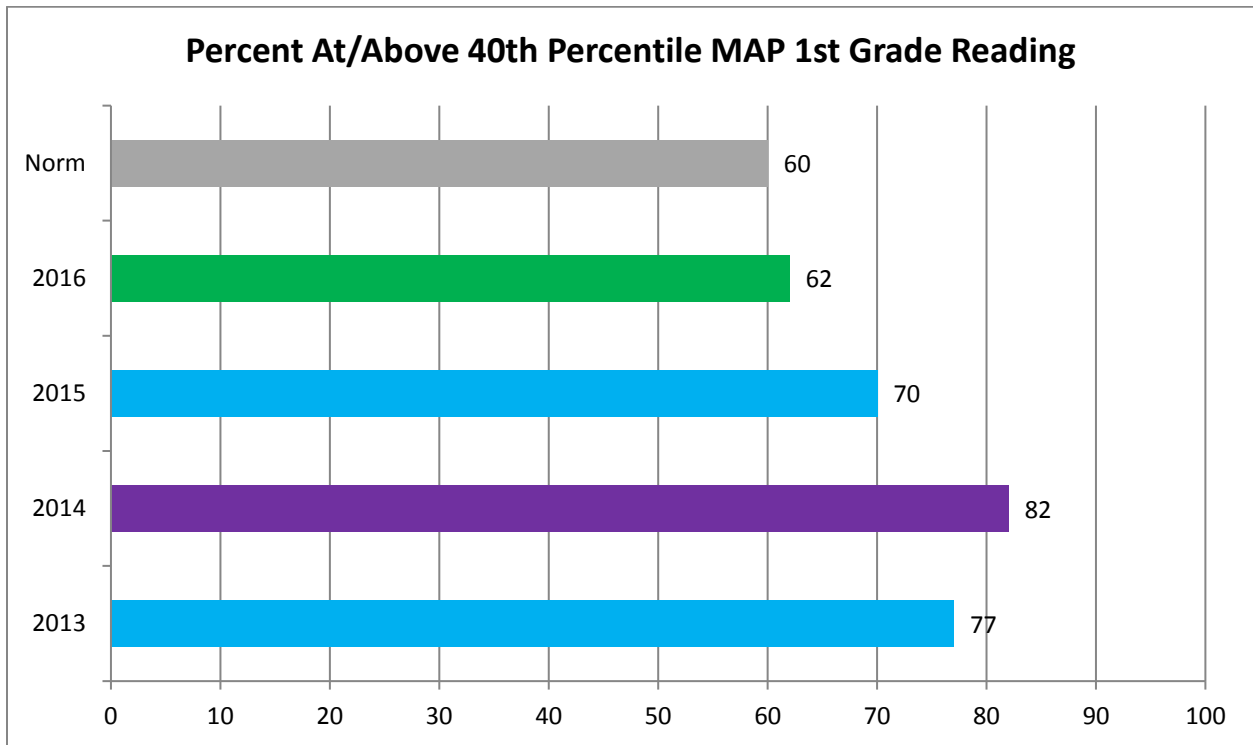
Grant School Performance Reports by Subject Area: Science

Math Indicator	2013-2014 4 th Grade	2014-2015 4 th Grade	2015-2016 4 th Grade
Growth	NA	NA	NA
Equity	NA	NA	NA
Achievement	53% (meeting targets)	46% (below targets)	56% (meeting targets)

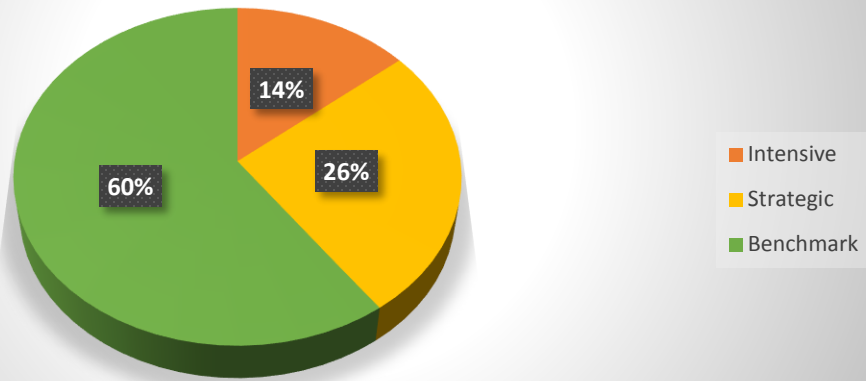
Kindergarten MAP Summary



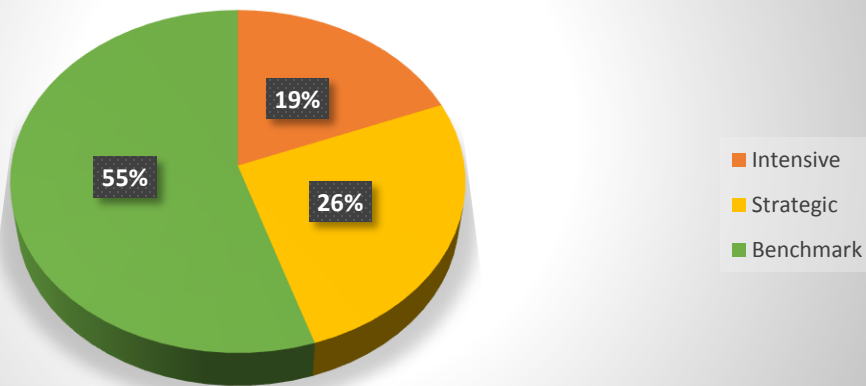
1st Grade MAP Summary



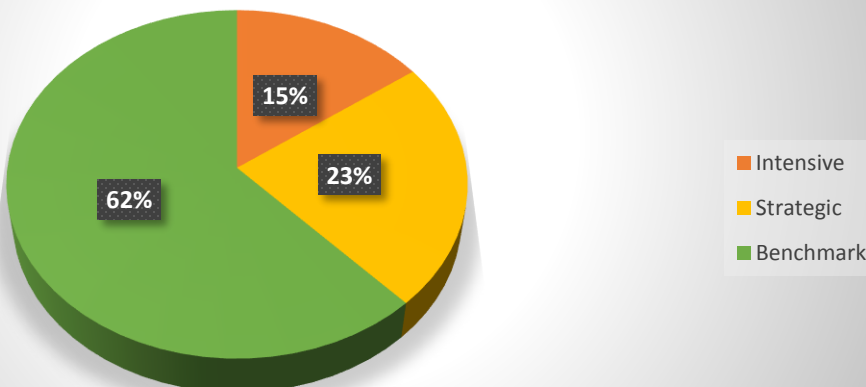
1st Grade MAP Reading Fall 2015



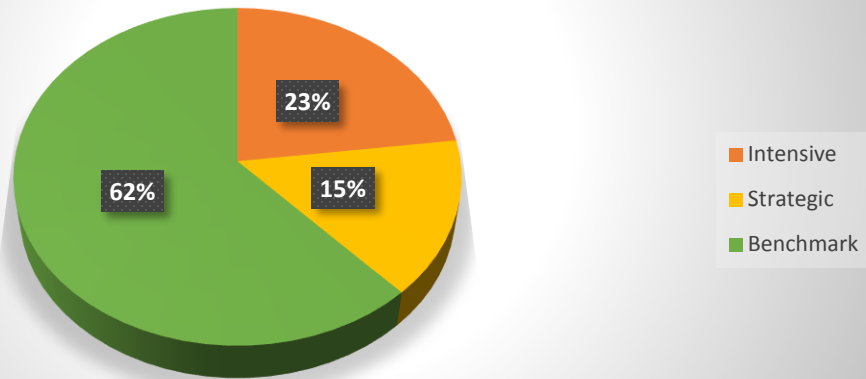
1st Grade MAP Reading Winter 2016



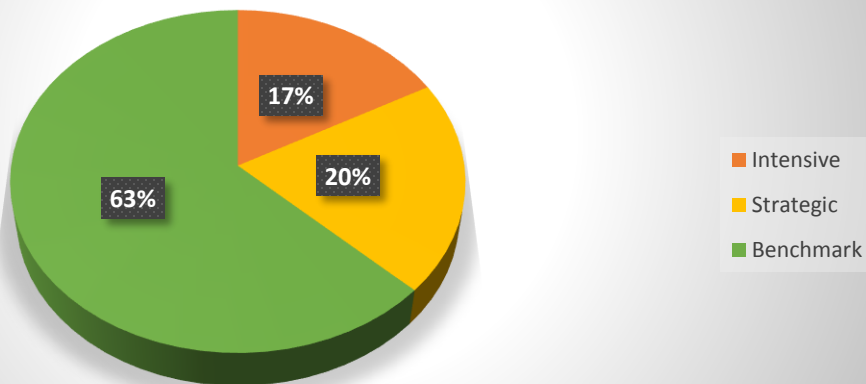
1st Grade MAP Reading Spring 2016



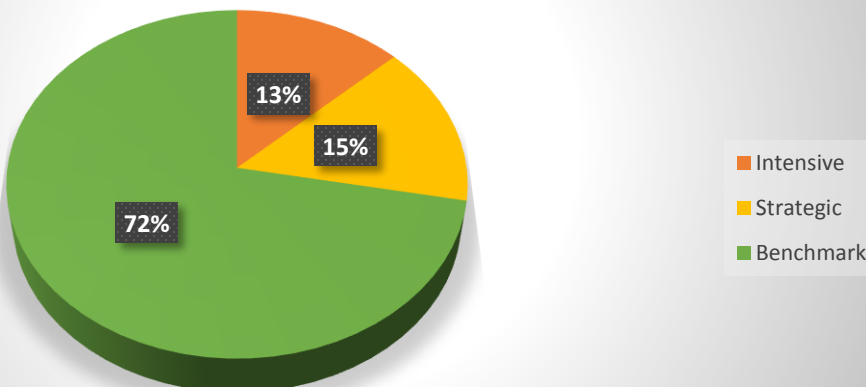
1st Grade MAP Math Fall 2015



1st Grade MAP Math Winter 2016



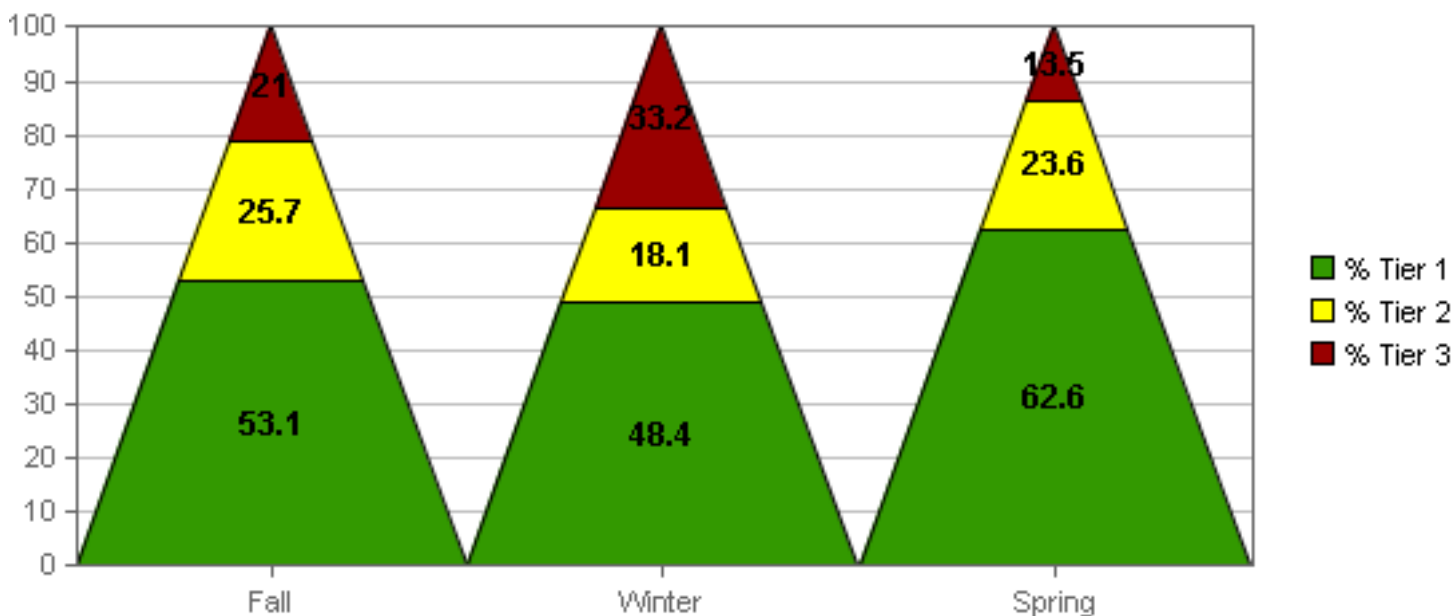
1st Grade MAP Math Spring 2016



FILTER:
Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

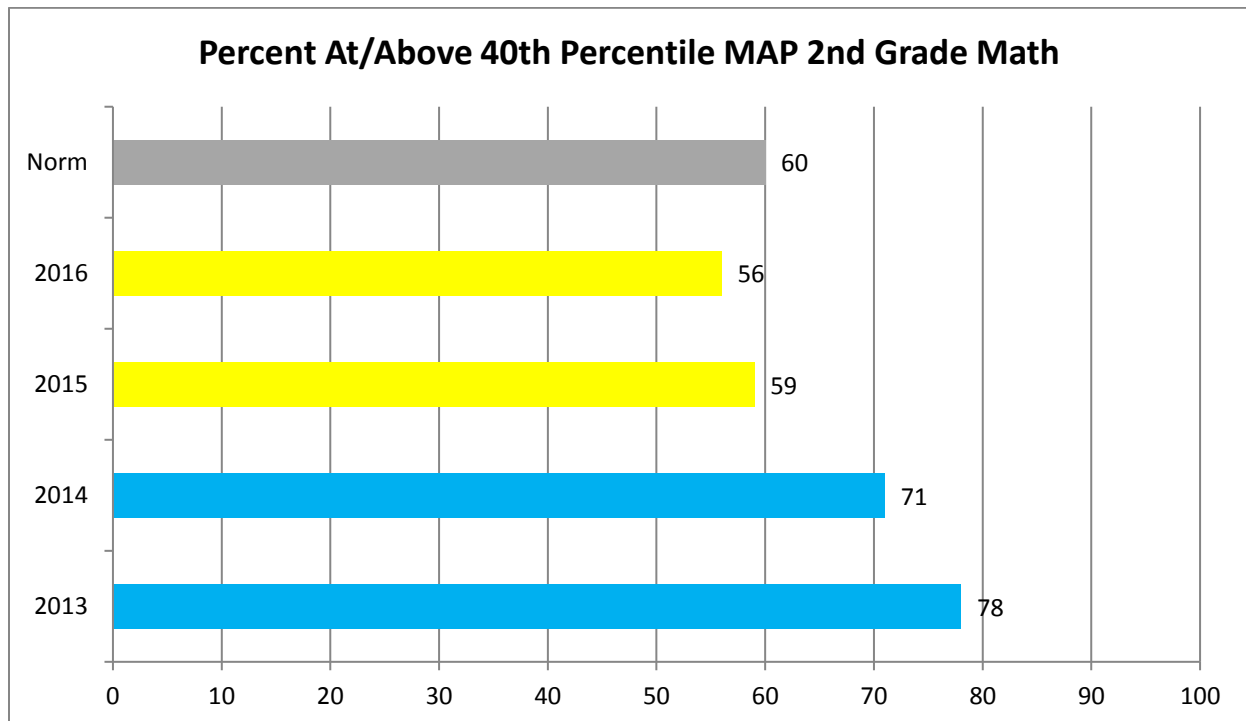
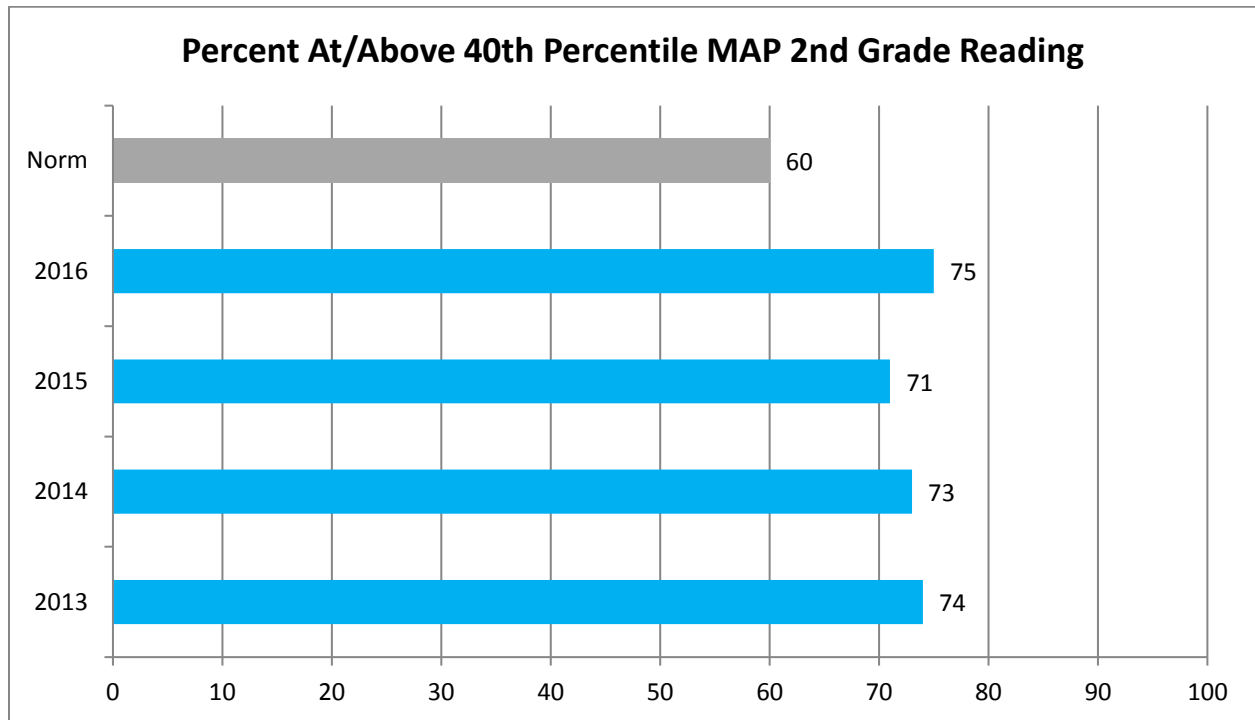
Tier Transition Report
Converse County School District #2 - ccsc2-Grant Elementary
Math Computation
Grade 1 : 2015-2016 School Year



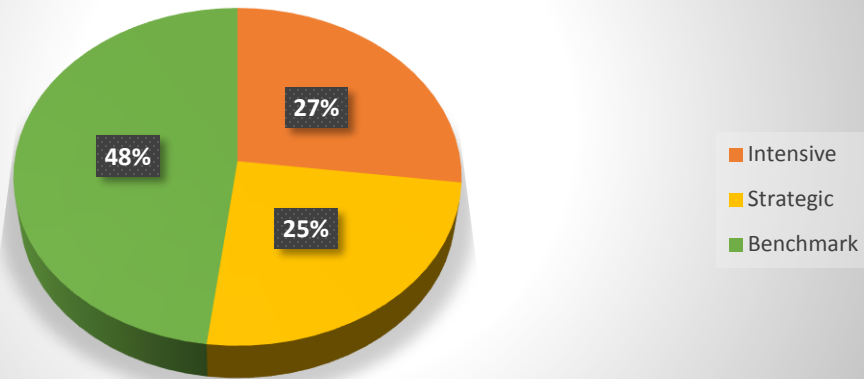
	Fall	Transition	Winter	Transition	Spring
Tier 3	13 (21.0%)	<div>11</div> <div>1</div> <div>1</div>	22 (33.2%)	<div>8</div> <div>3</div> <div>9</div>	8 (13.5%)
Tier 2	16 (25.7%)	<div>5</div> <div>5</div> <div>6</div>	12 (18.1%)	<div>0</div> <div>3</div> <div>8</div>	14 (23.6%)
Tier 1	33 (53.1%)	<div>5</div> <div>5</div> <div>22</div>	32 (48.4%)	<div>0</div> <div>8</div> <div>20</div>	37 (62.6%)
New Student		5		0	
Unscored		1		7	
Total Students	62		66		59

Note: Unscored also includes any students who may have been transferred.

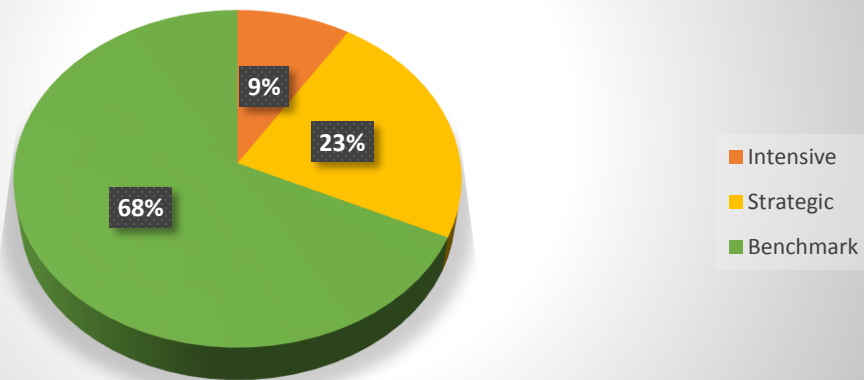
2nd Grade MAP Summary



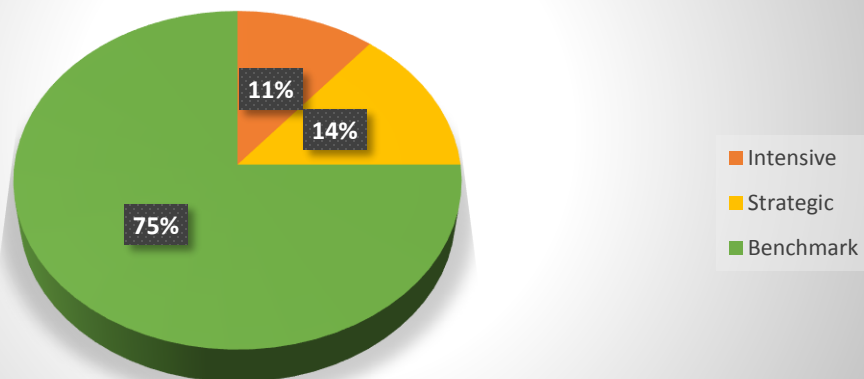
2nd Grade MAP Reading Fall 2015



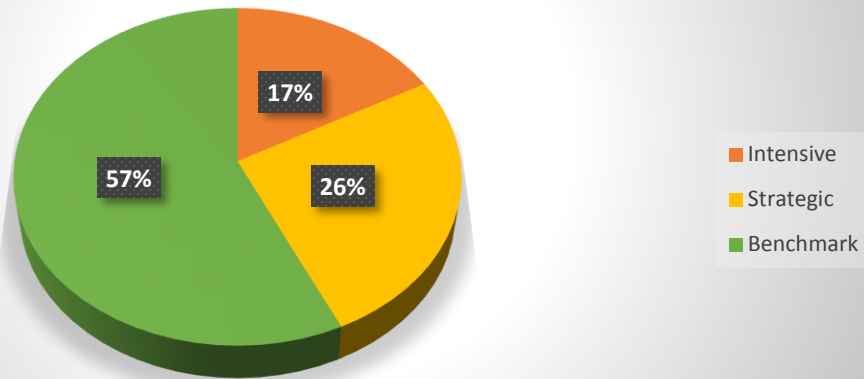
2nd Grade MAP Reading Winter 2016



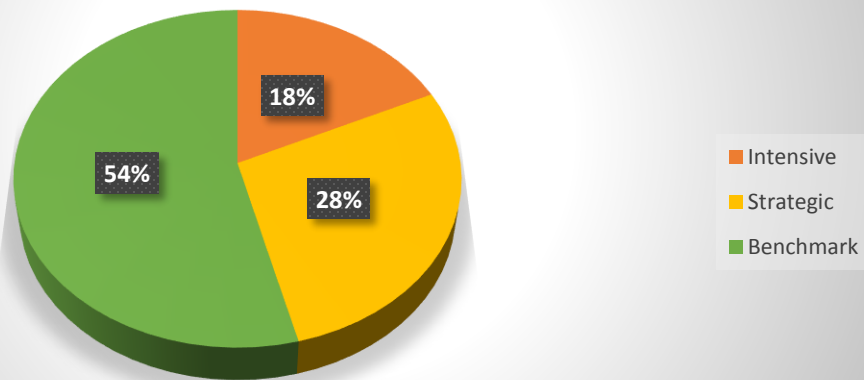
2nd Grade MAP Reading Spring 2016



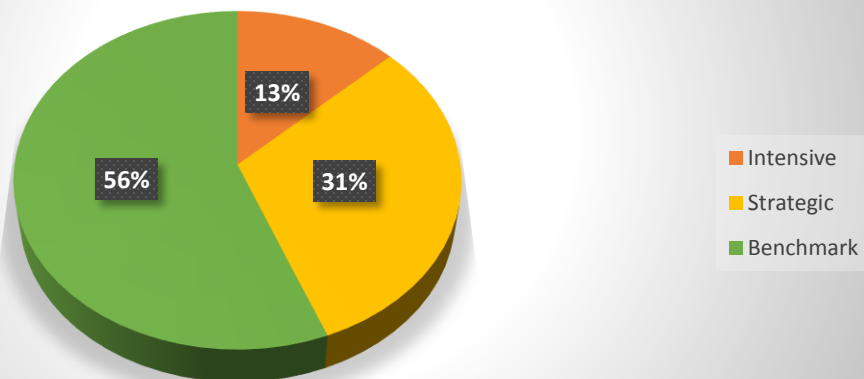
2nd Grade MAP Math Fall 2015



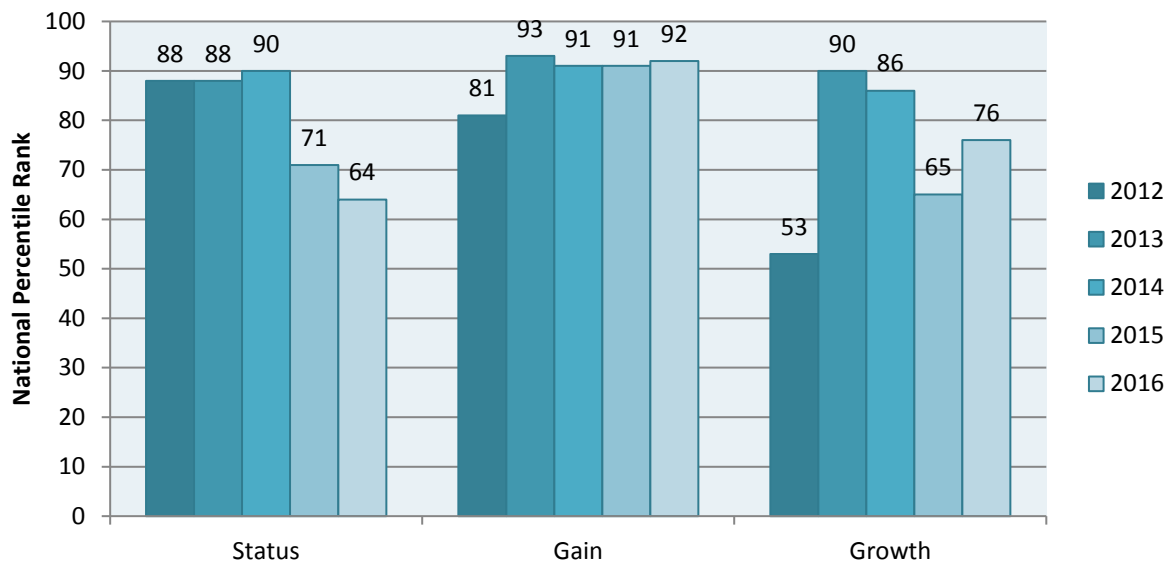
2nd Grade MAP Math Winter 2016



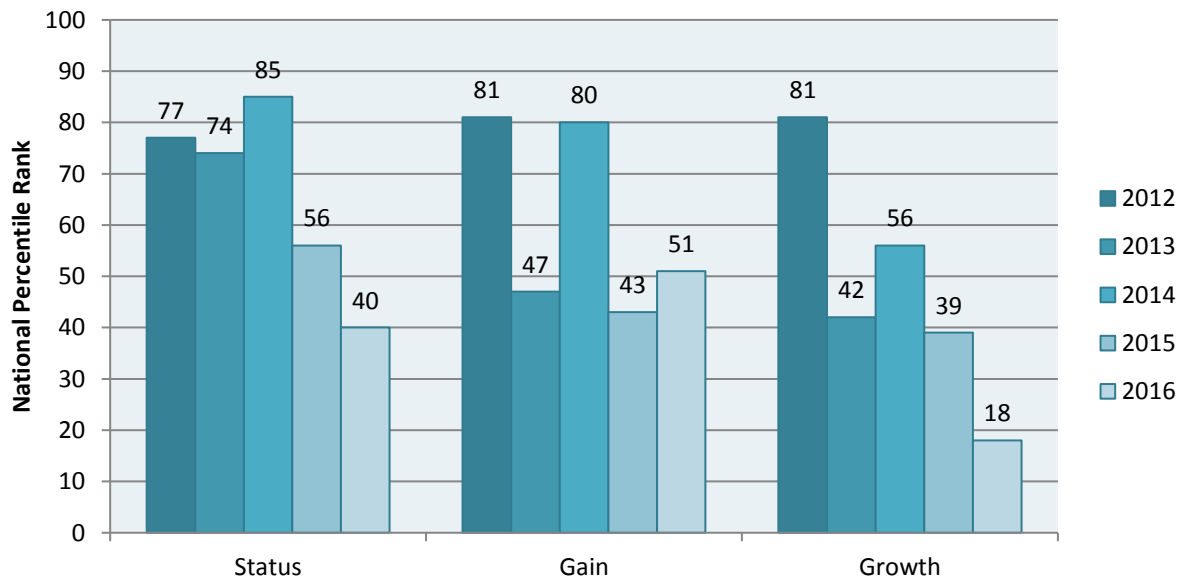
2nd Grade MAP Math Spring 2016



2nd Grade MAP Reading National Comparison

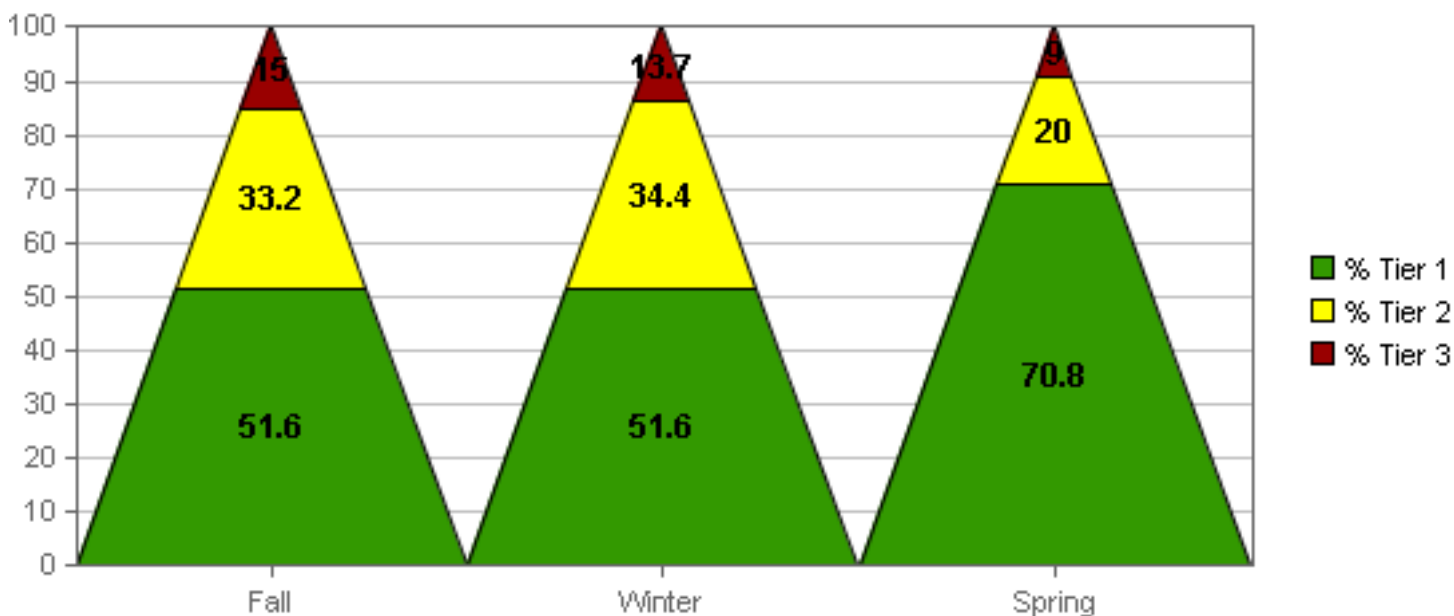


2nd Grade MAP Math National Comparison



FILTER:
Demographics: Not filtering on demographics

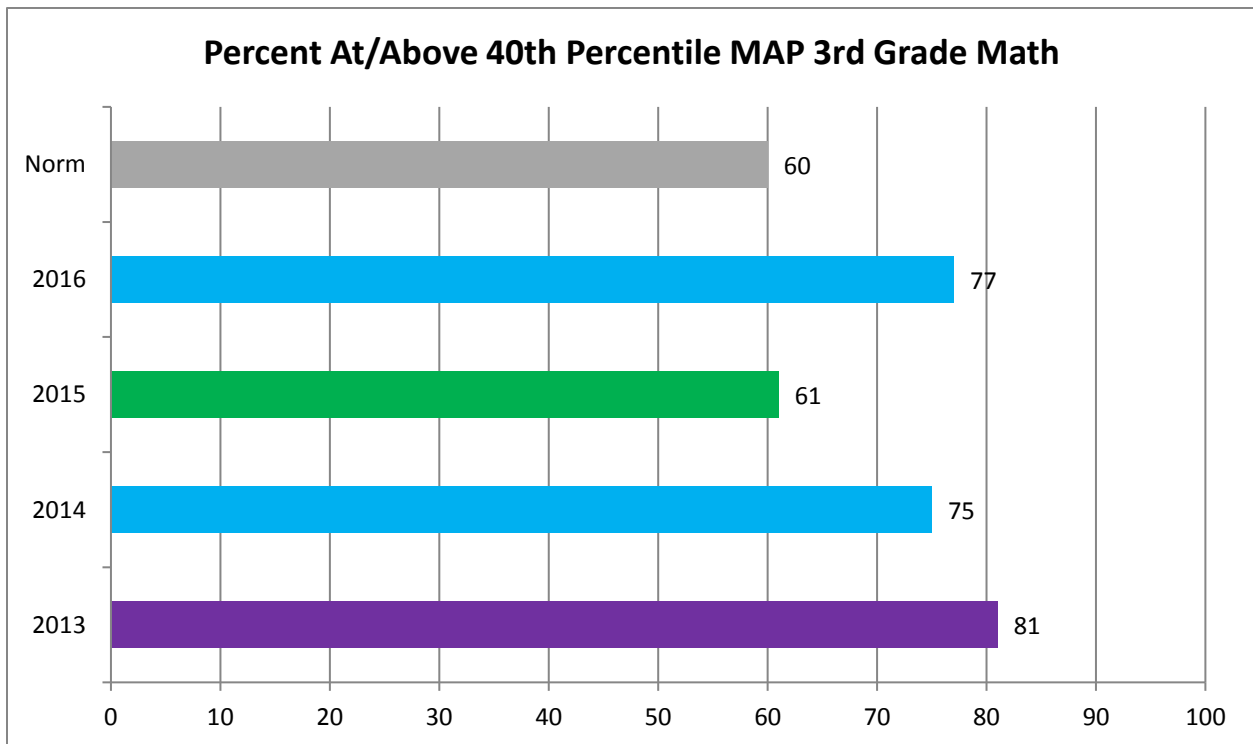
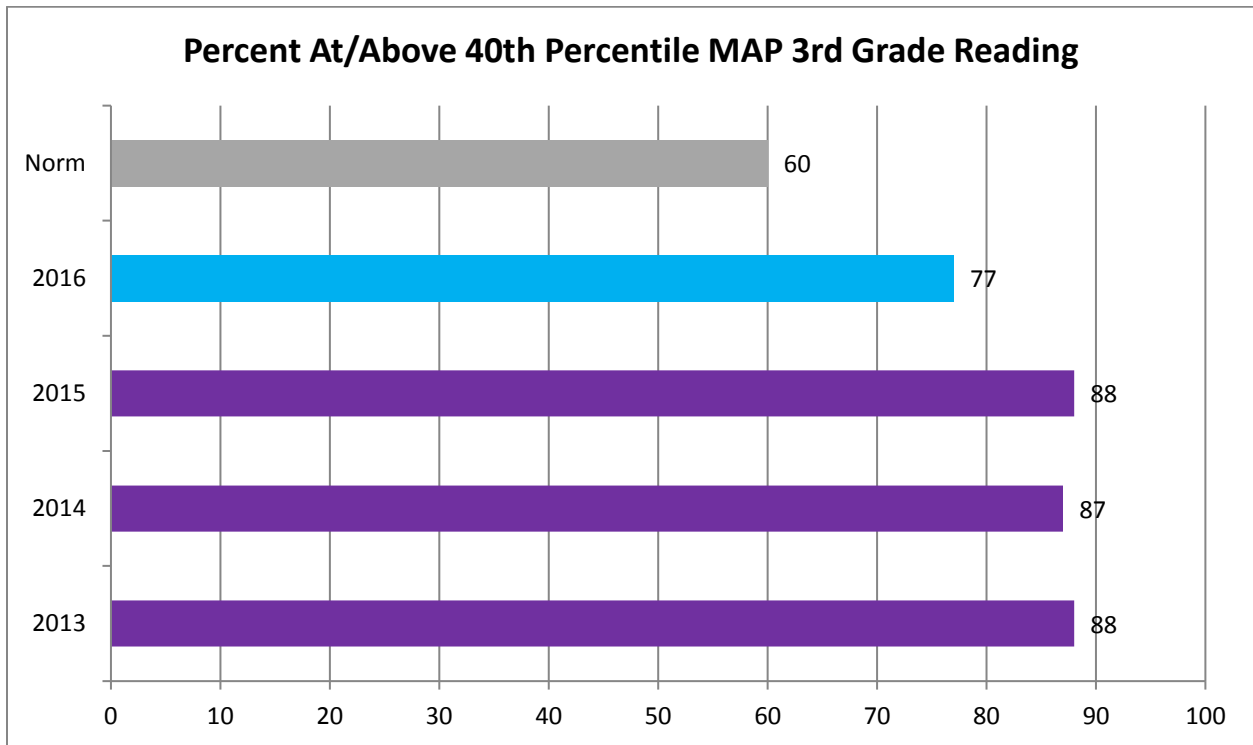
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Converse County School District #2 - ccsc2-Grant Elementary
Math Computation
Grade 2 : 2015-2016 School Year


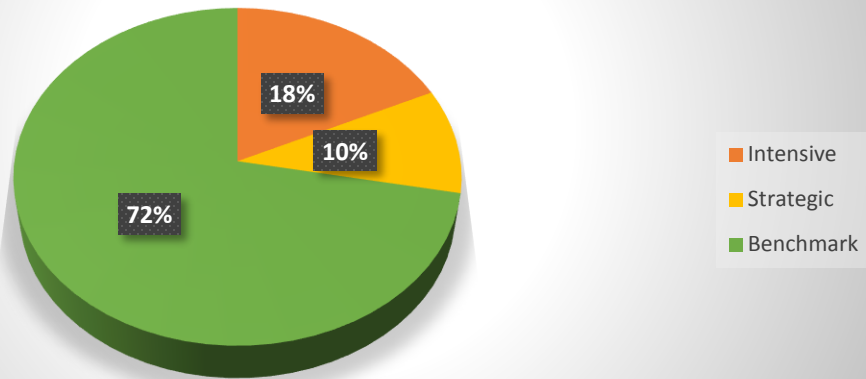
	Fall	Transition	Winter	Transition	Spring
Tier 3	9 (15.0%)	<div>3</div> <div>4</div> <div>1</div>	8 (13.7%)	<div>3</div> <div>3</div> <div>1</div>	5 (9%)
Tier 2	20 (33.2%)	<div>3</div> <div>9</div> <div>8</div>	20 (34.4%)	<div>2</div> <div>6</div> <div>12</div>	11 (20.0%)
Tier 1	31 (51.6%)	<div>2</div> <div>7</div> <div>19</div>	30 (51.6%)	<div>0</div> <div>2</div> <div>26</div>	39 (70.8%)
New Student		2		0	
Unscored		4		3	
Total Students	60		58		55

Note: Unscored also includes any students who may have been transferred.

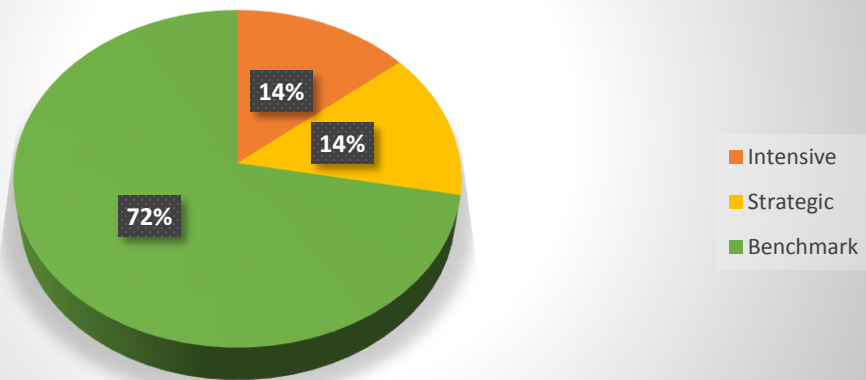
3rd Grade MAP Summary



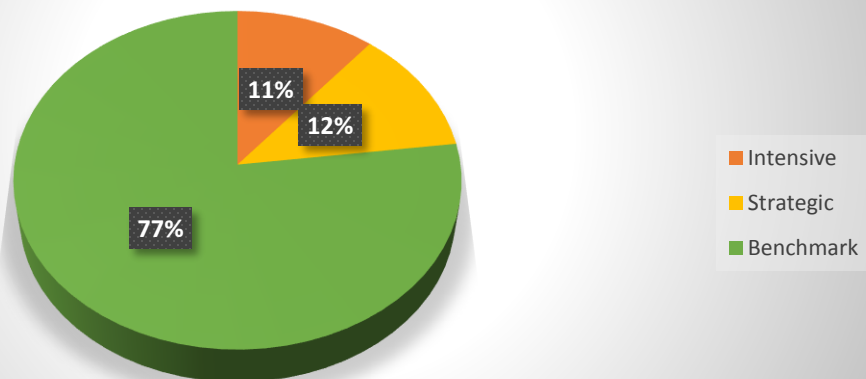
3rd Grade MAP Reading Fall 2015



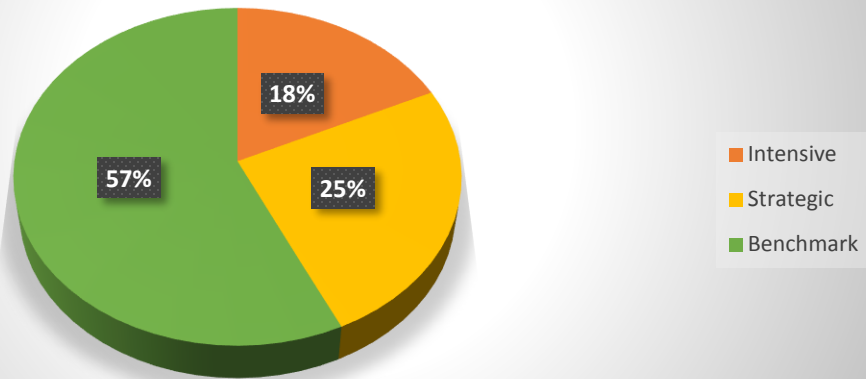
3rd Grade MAP Reading Winter 2016



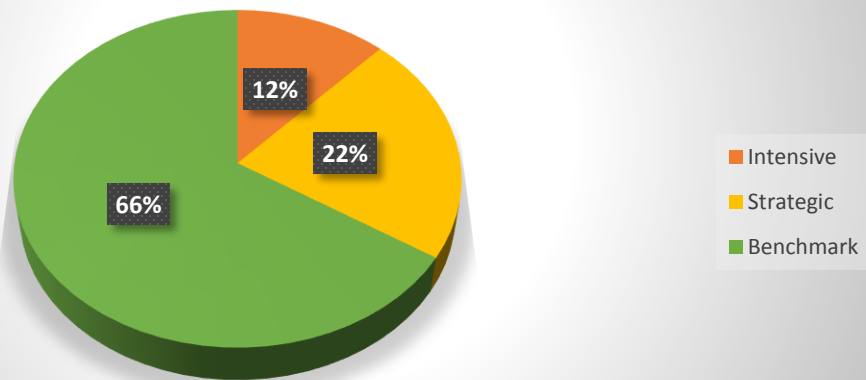
3rd Grade MAP Reading Spring 2016



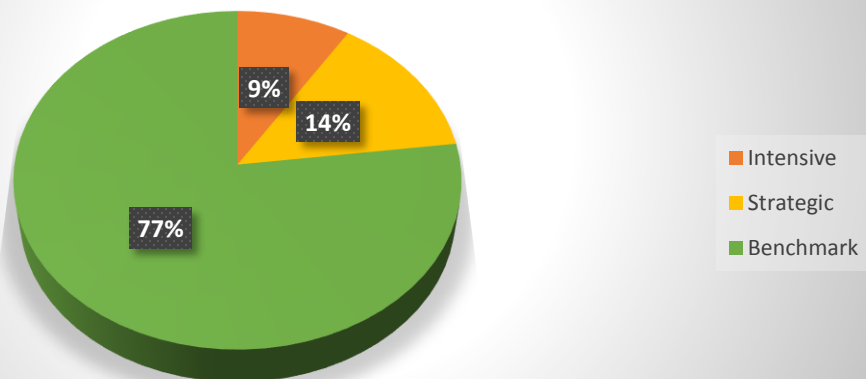
3rd Grade MAP Math Fall 2015



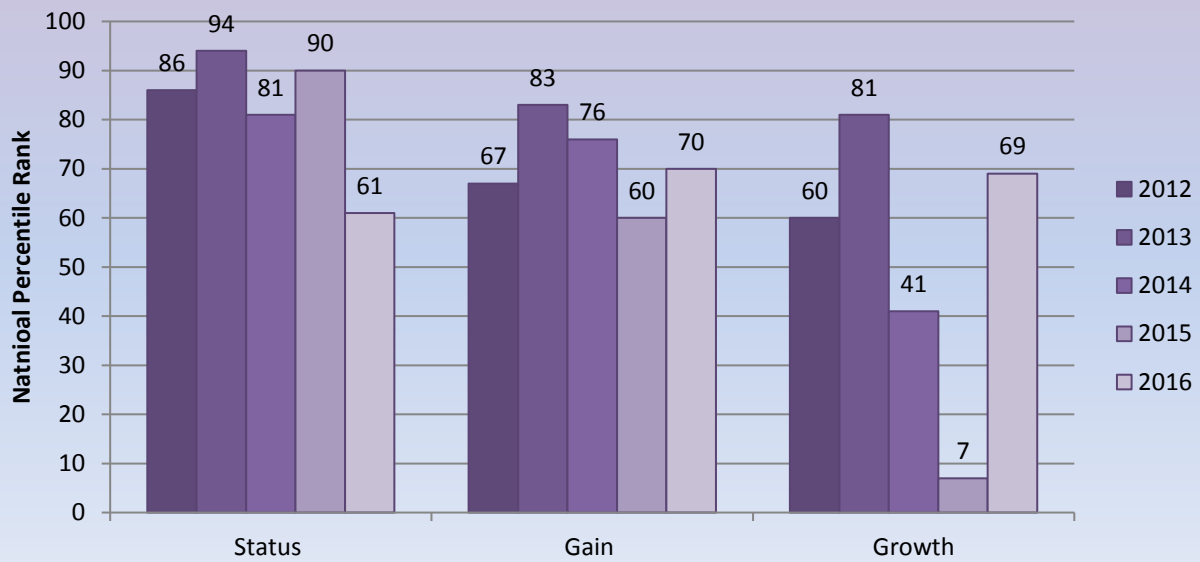
3rd Grade MAP Math Winter 2016



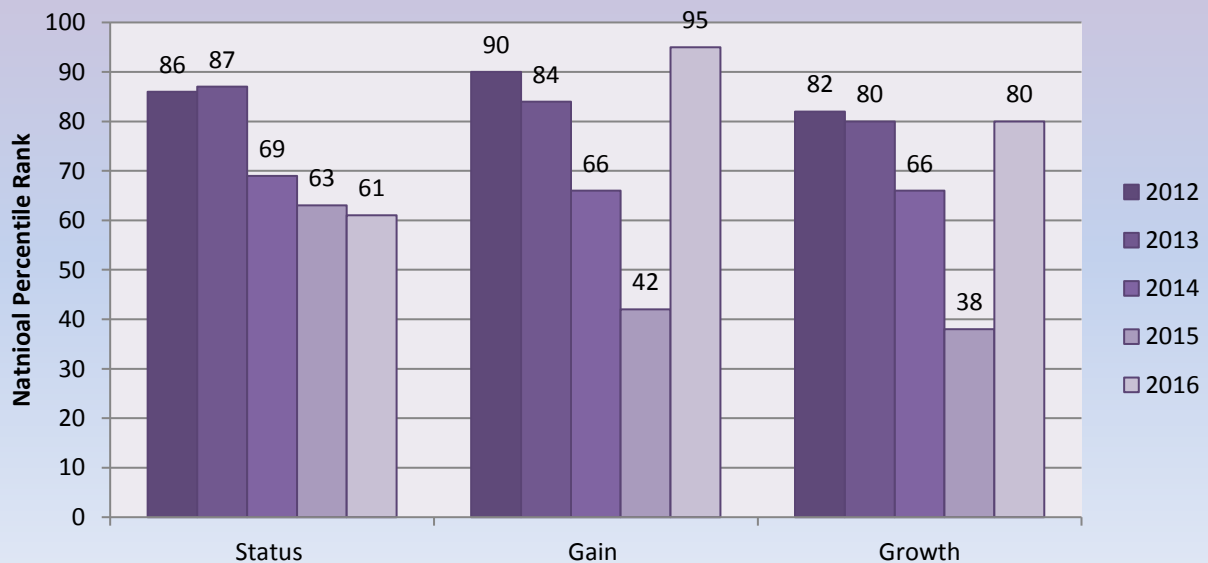
3rd Grade MAP Math Spring 2016



3rd Grade MAP Reading National Comparison



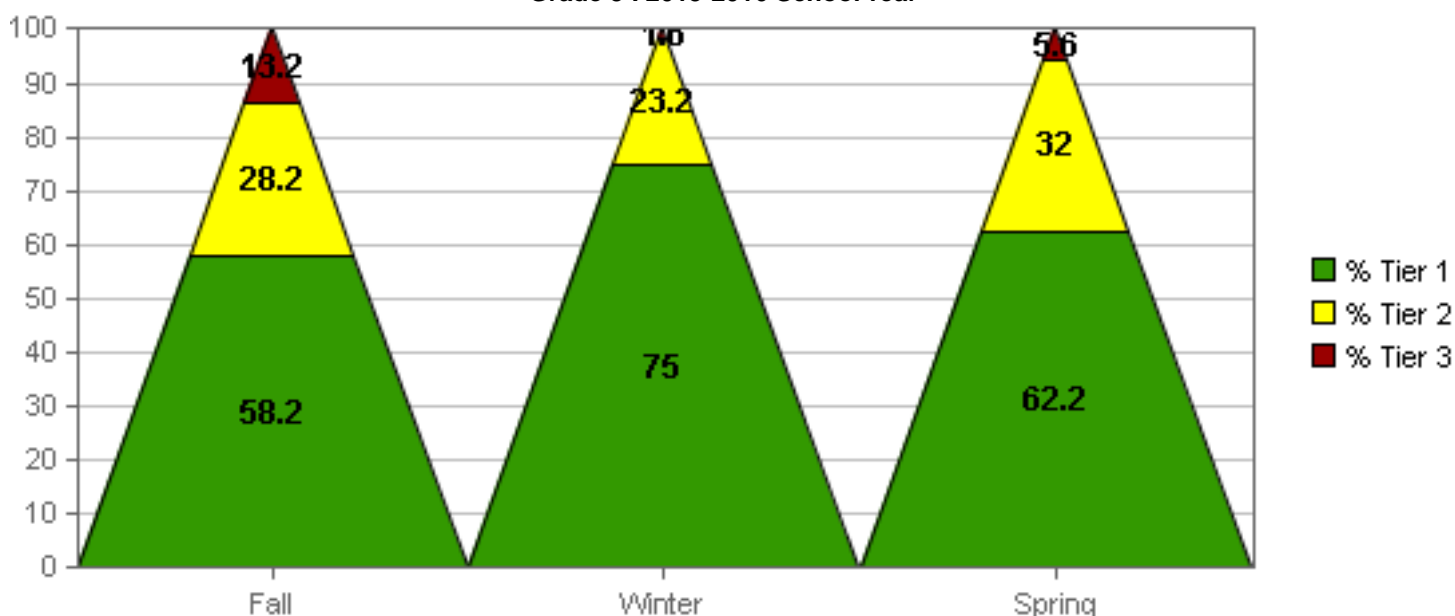
3rd Grade MAP Math National Comparison



FILTER:
Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

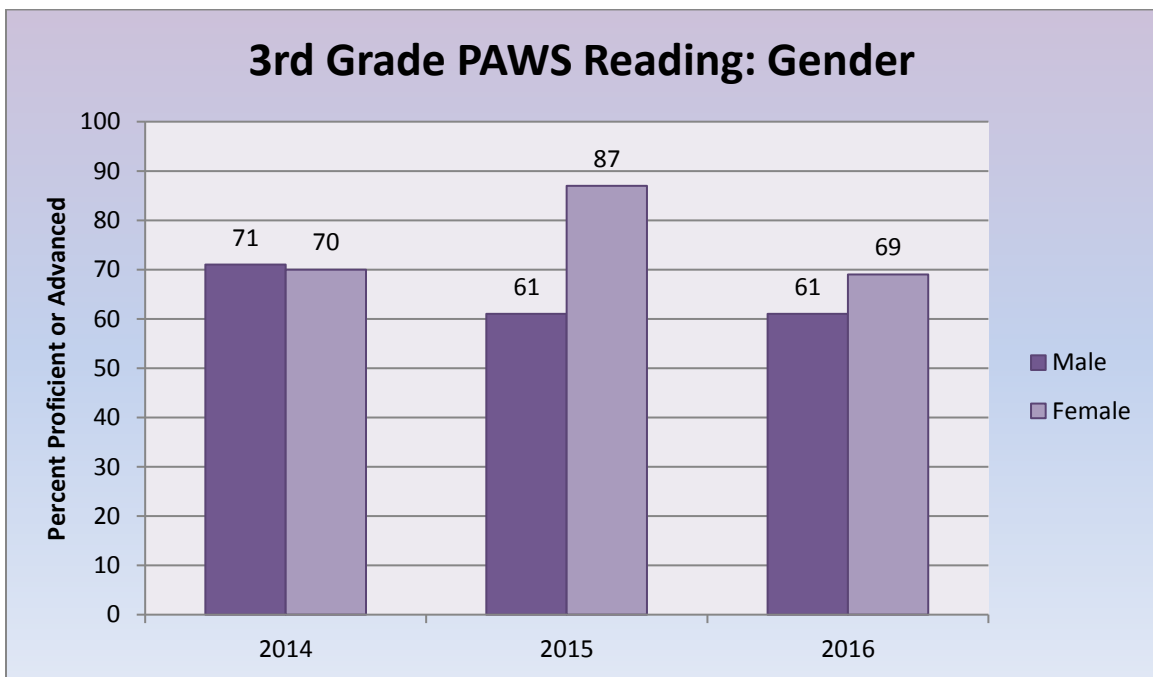
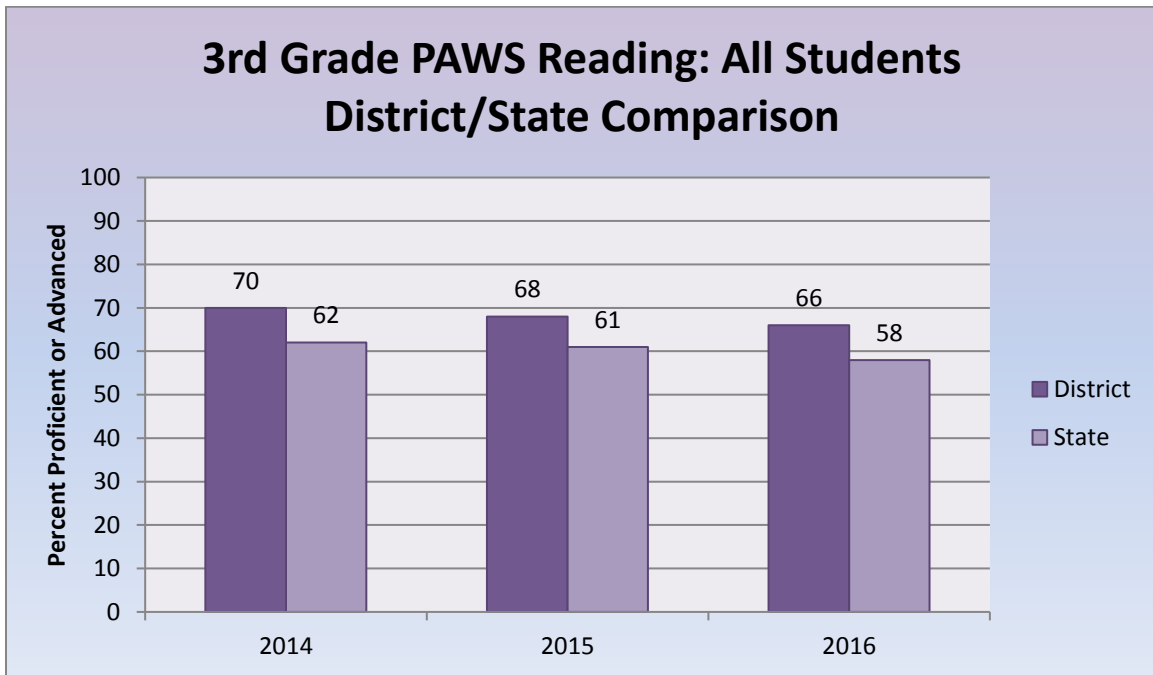
Tier Transition Report
Converse County School District #2 - ccsc2-Grant Elementary
Math Computation
Grade 3 : 2015-2016 School Year



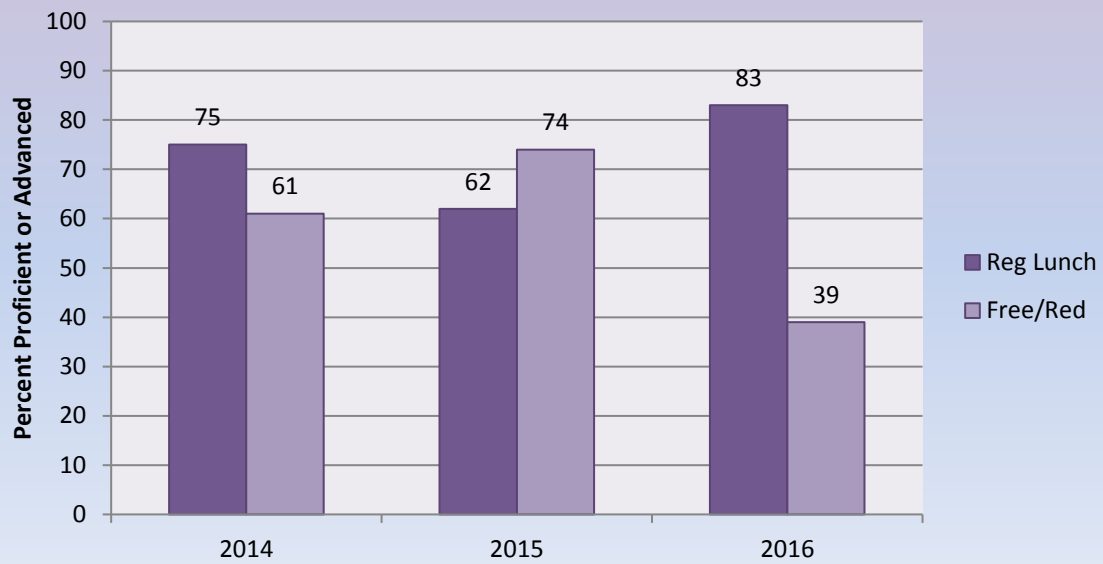
	Fall	Transition	Winter	Transition	Spring
Tier 3	8 (13.2%)	<div>0</div> <div>4</div> <div>3</div>	1 (1.6%)	<div>1</div> <div>0</div> <div>0</div>	3 (5.6%)
Tier 2	17 (28.2%)	<div>0</div> <div>6</div> <div>10</div>	14 (23.2%)	<div>2</div> <div>7</div> <div>5</div>	17 (32%)
Tier 1	35 (58.2%)	<div>1</div> <div>4</div> <div>29</div>	45 (75.0%)	<div>0</div> <div>10</div> <div>28</div>	33 (62.2%)
New Student		3		0	
Unscored		3		7	
Total Students	60		60		53

Note: Unscored also includes any students who may have been transferred.

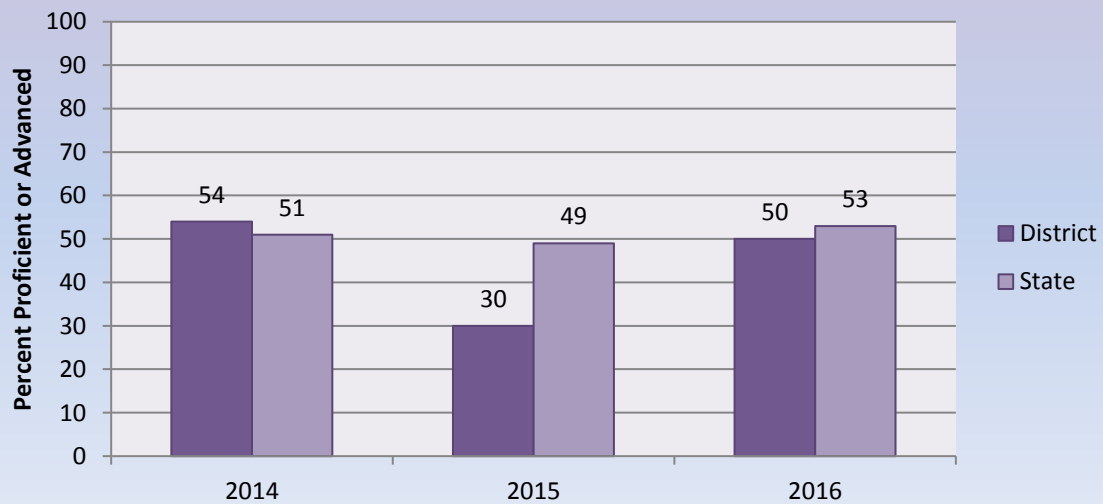
3rd Grade PAWS Summary



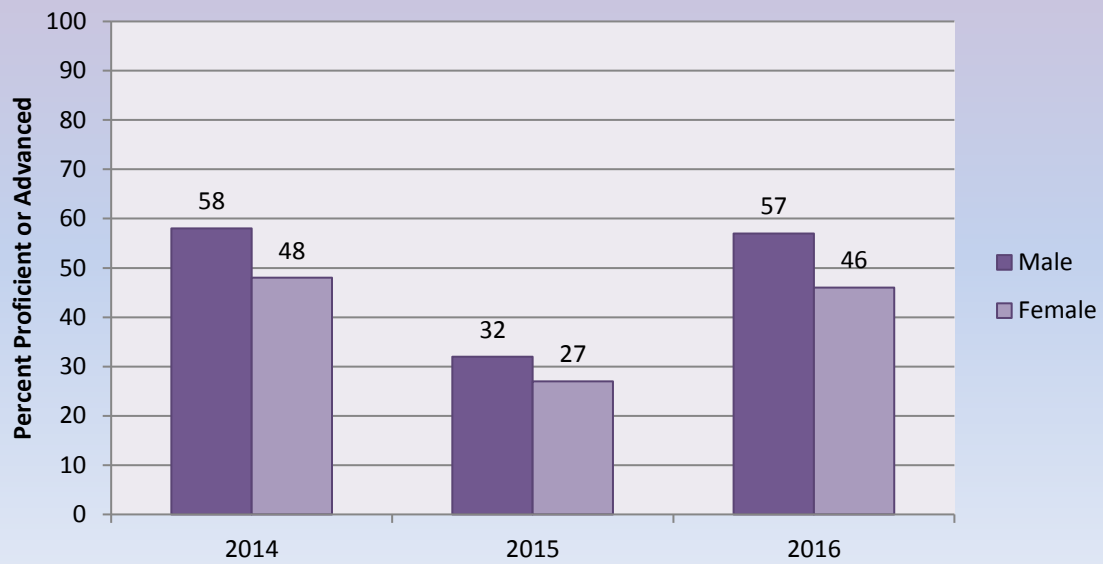
3rd Grade PAWS Reading: SES



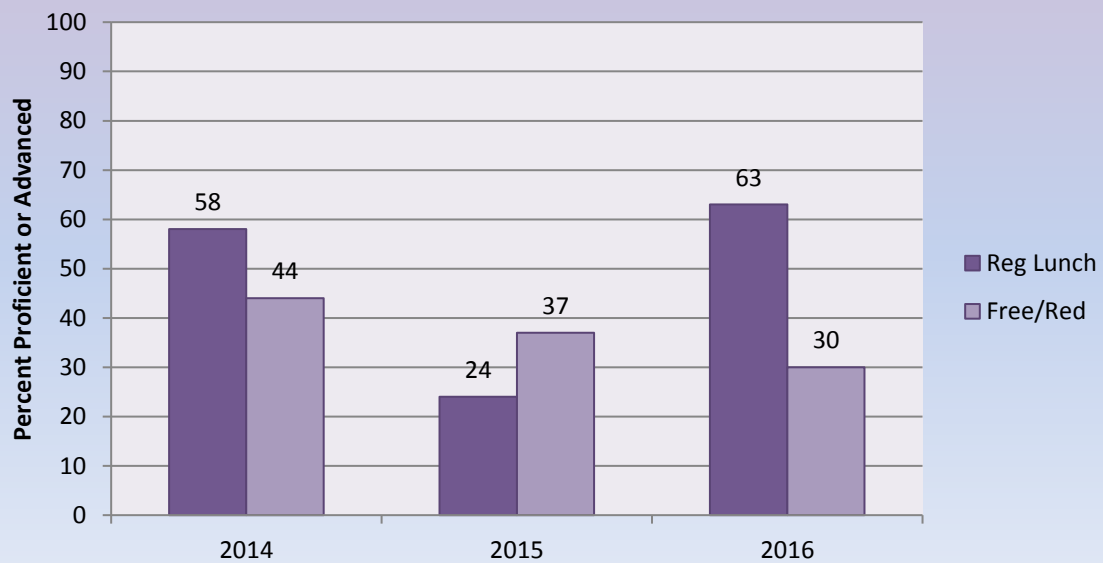
3rd Grade PAWS Math: All Students District/State Comparison



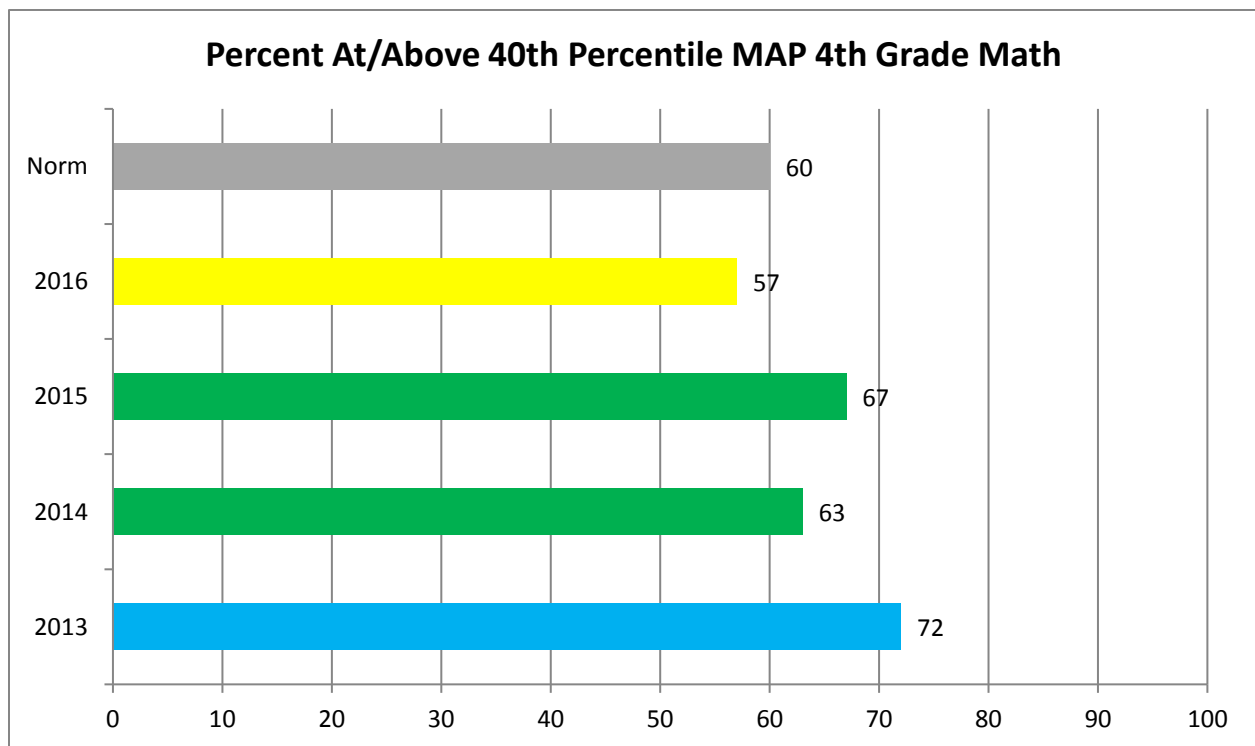
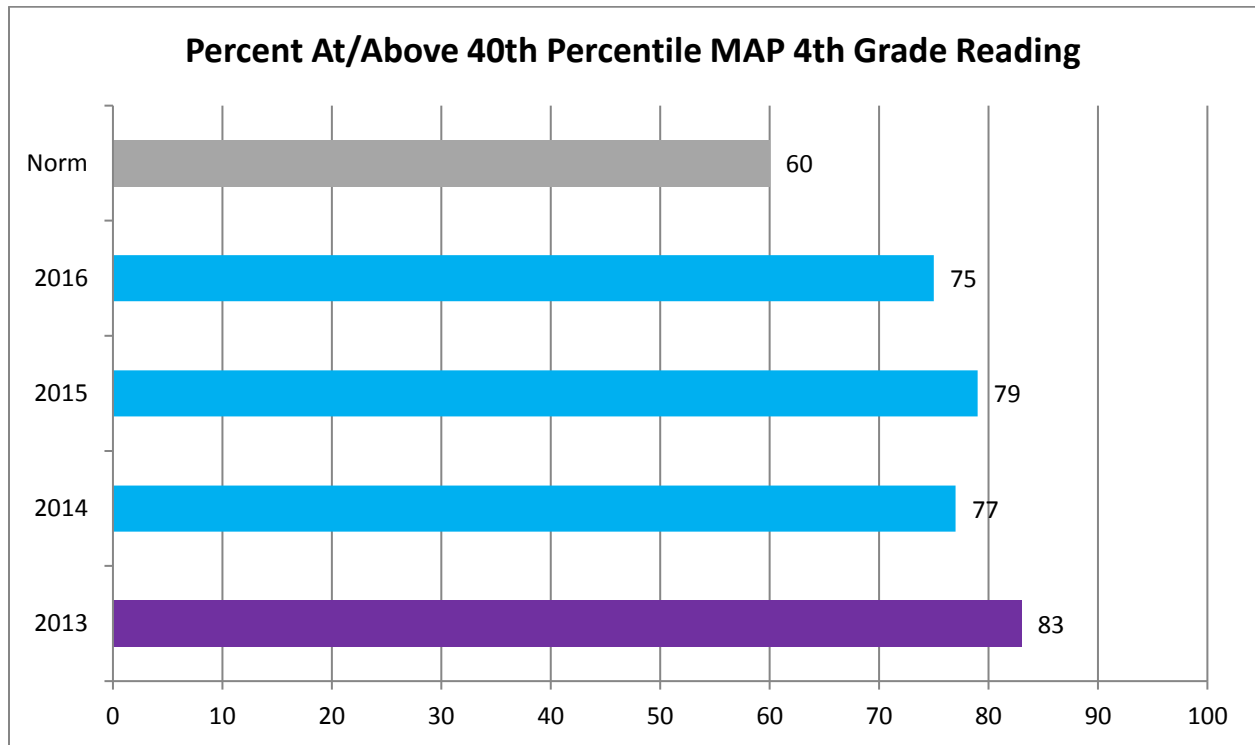
3rd Grade PAWS Math: Gender



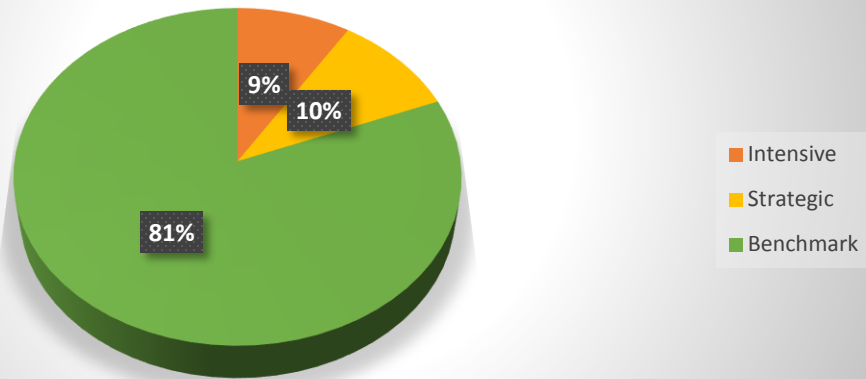
3rd Grade PAWS Math: SES



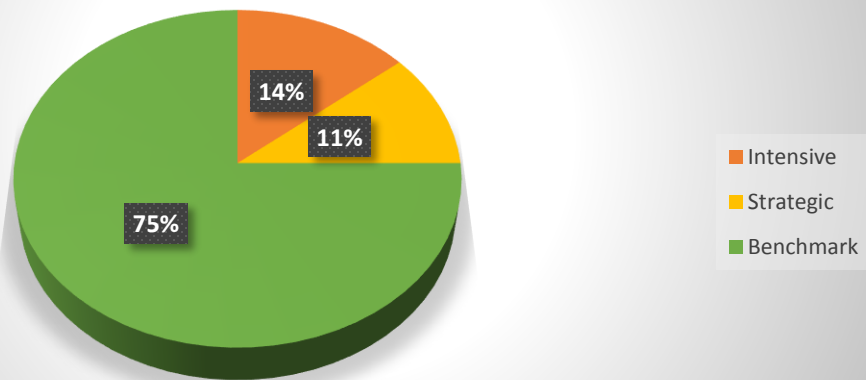
4th Grade MAP Summary



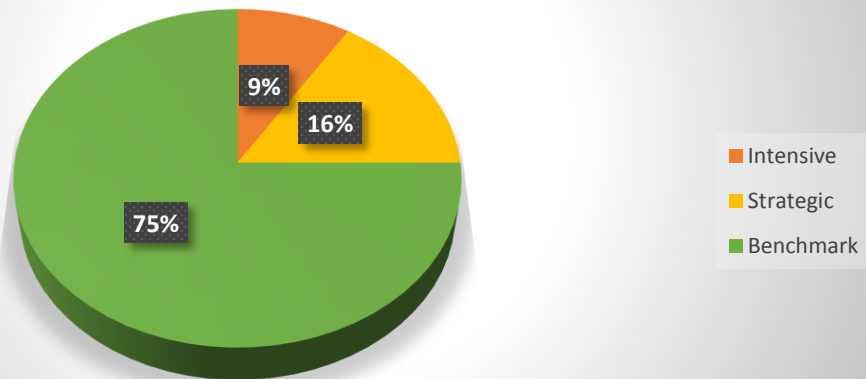
4th Grade MAP Reading Fall 2015



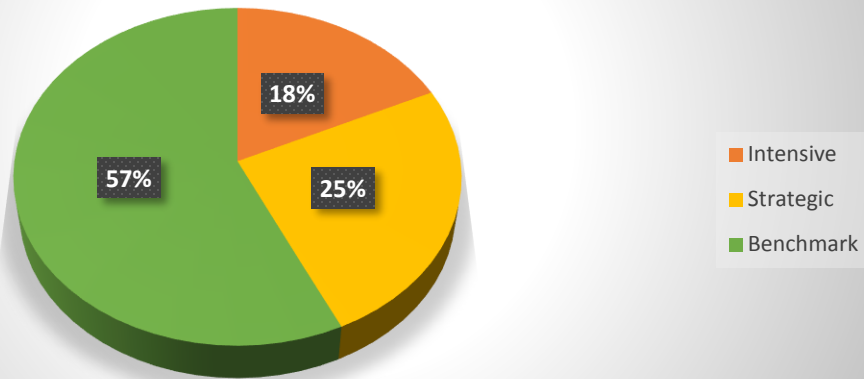
4th Grade MAP Reading Winter 2016



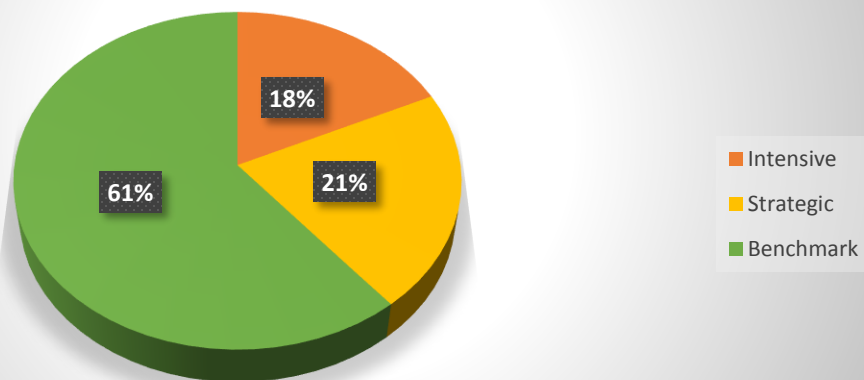
4th Grade MAP Reading Spring 2016



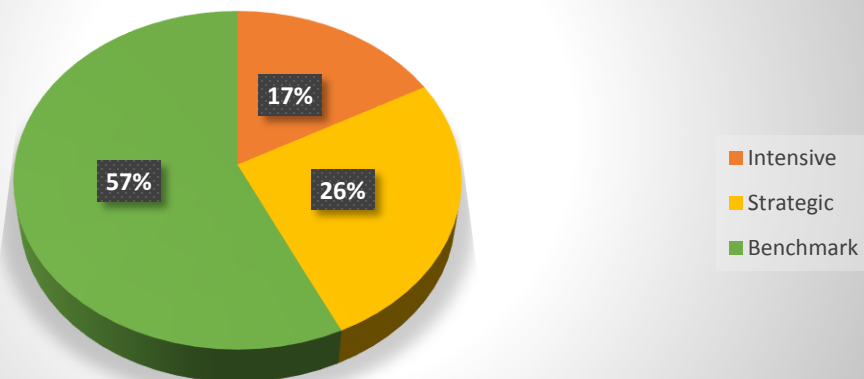
4th Grade MAP Math Fall 2015



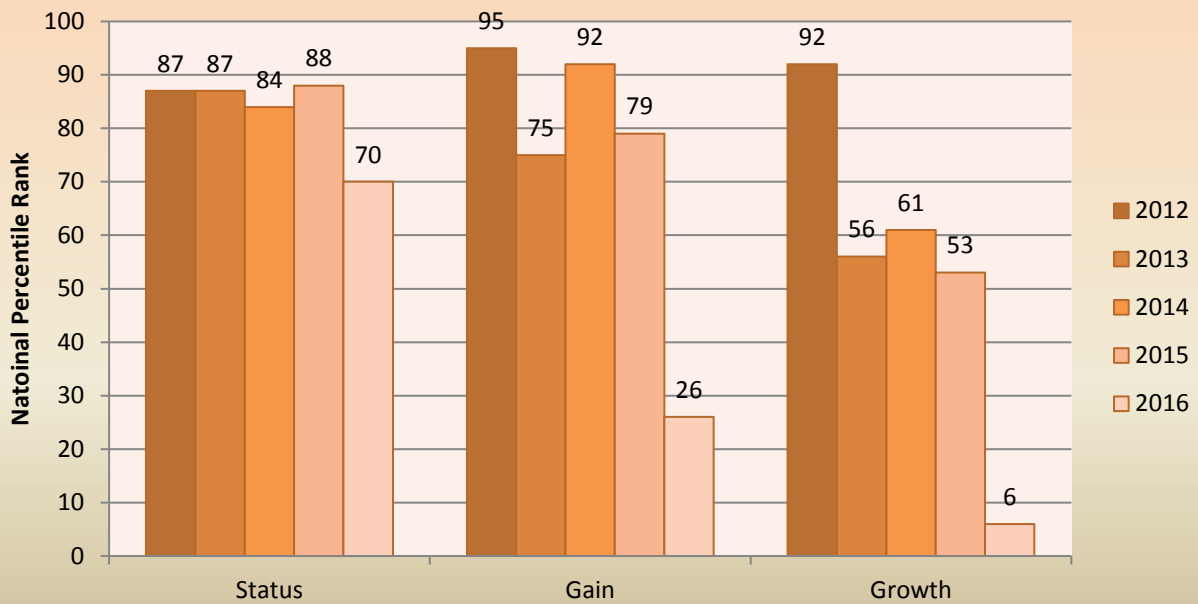
4th Grade MAP Math Winter 2016



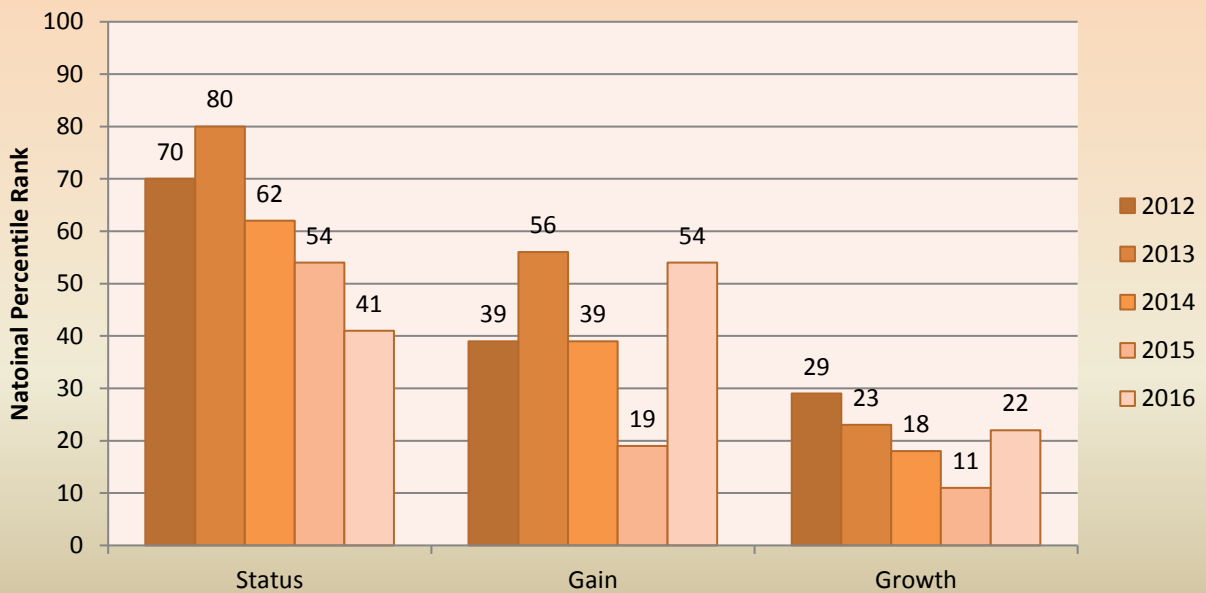
4th Grade MAP Math Spring 2016



4th Grade MAP Reading National Comparison

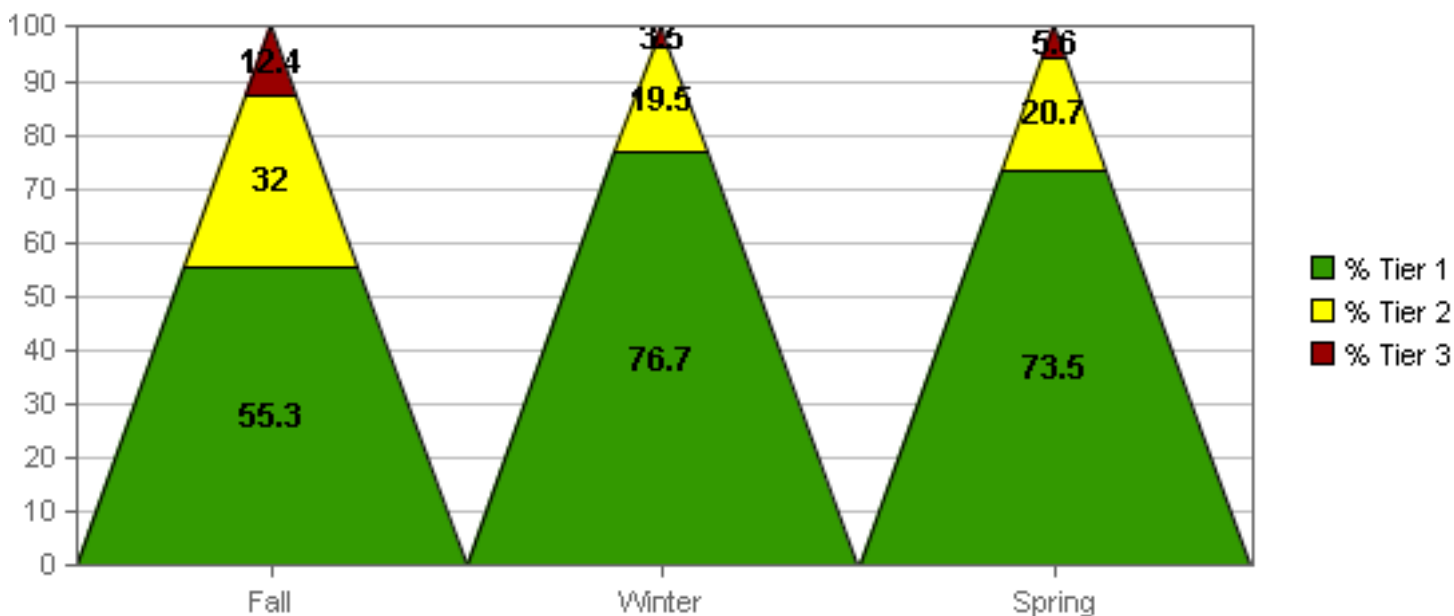


4th Grade MAP Math National Comparison



FILTER:
Demographics: Not filtering on demographics

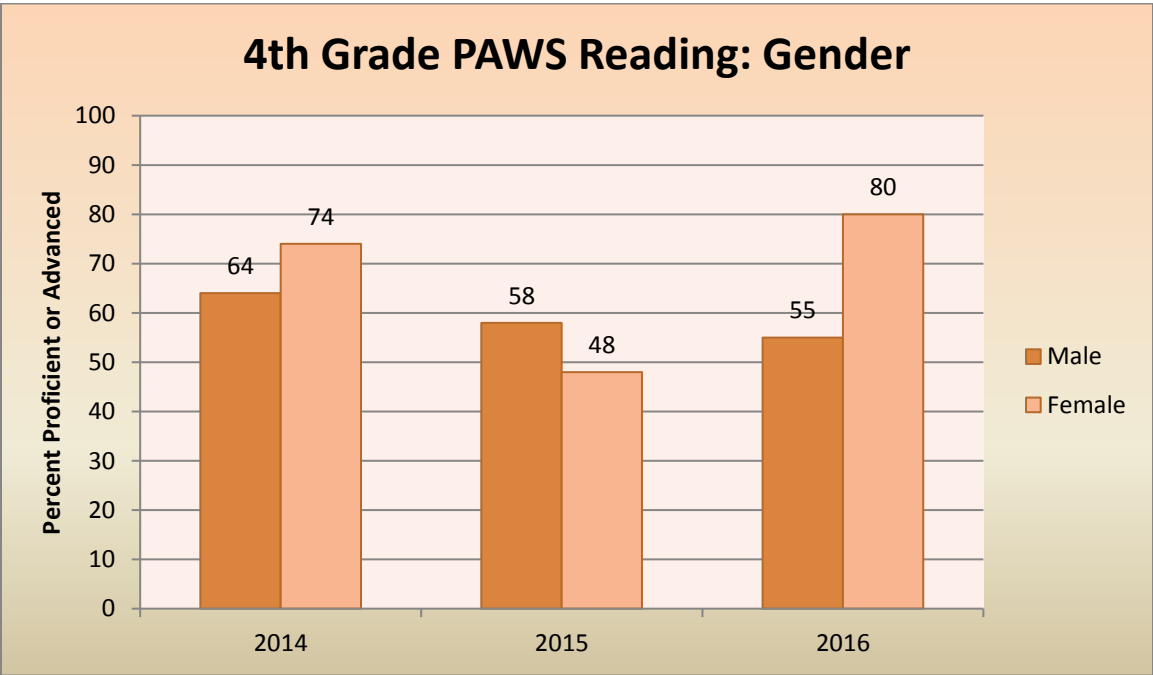
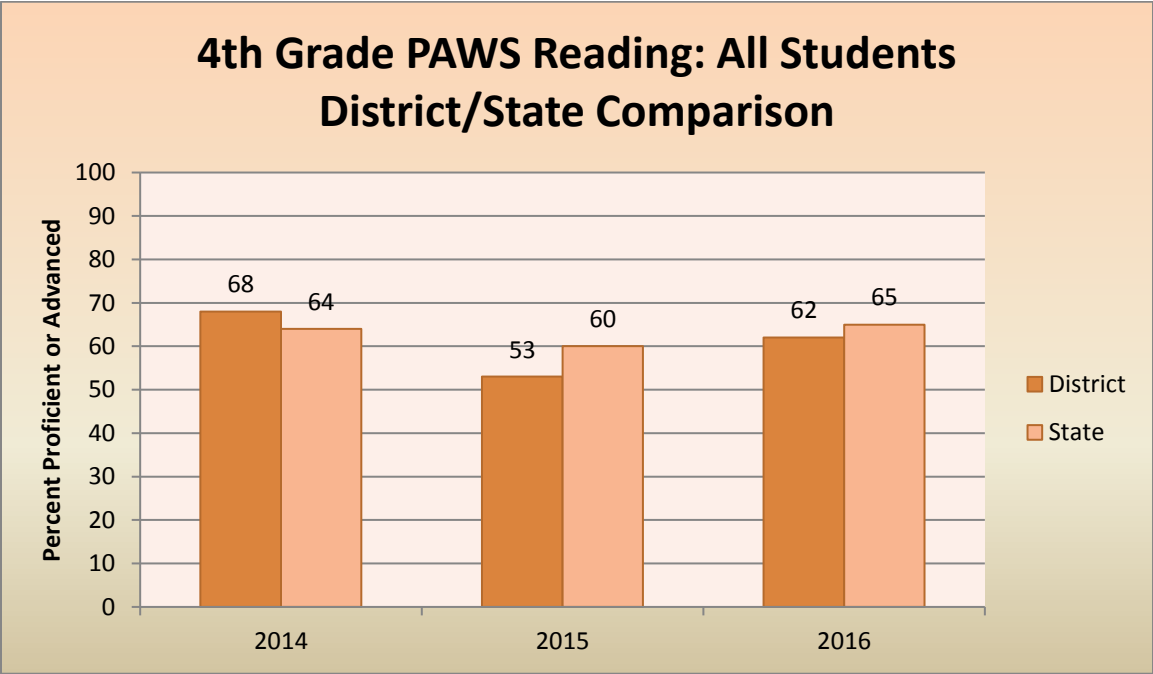
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Converse County School District #2 - ccsc2-Grant Elementary
Math Computation
Grade 4 : 2015-2016 School Year


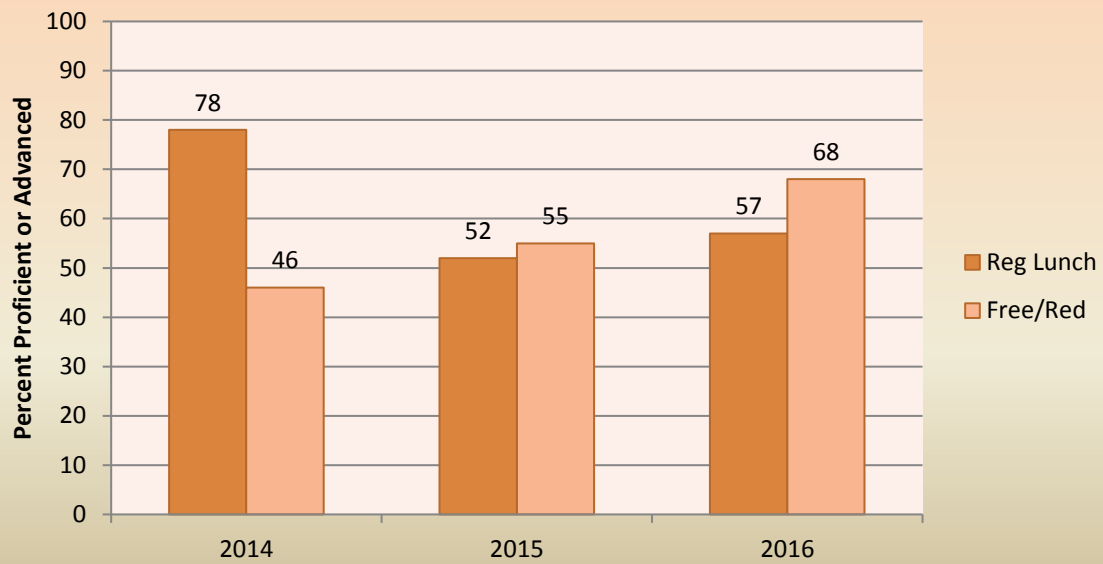
	Fall	Transition	Winter	Transition	Spring
Tier 3	7 (12.4%)	<div>2</div> <div>3</div> <div>2</div>	2 (3.5%)	<div>1</div> <div>0</div> <div>0</div>	3 (5.6%)
Tier 2	18 (32%)	<div>0</div> <div>5</div> <div>13</div>	11 (19.5%)	<div>1</div> <div>5</div> <div>5</div>	11 (20.7%)
Tier 1	31 (55.3%)	<div>0</div> <div>3</div> <div>26</div>	43 (76.7%)	<div>1</div> <div>6</div> <div>34</div>	39 (73.5%)
New Student		2		0	
Unscored		2		3	
Total Students	56		56		53

Note: Unscored also includes any students who may have been transferred.

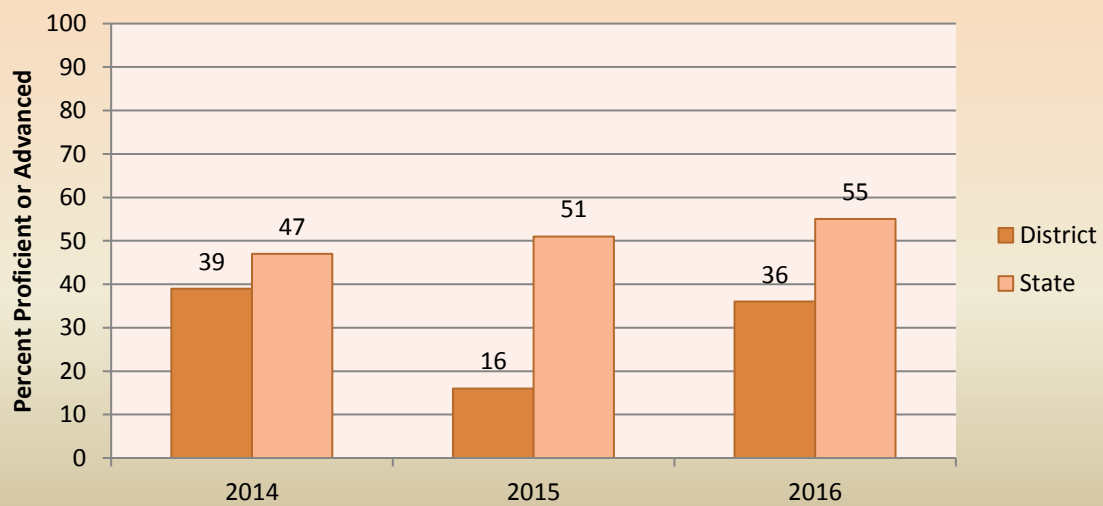
4th Grade PAWS Summary



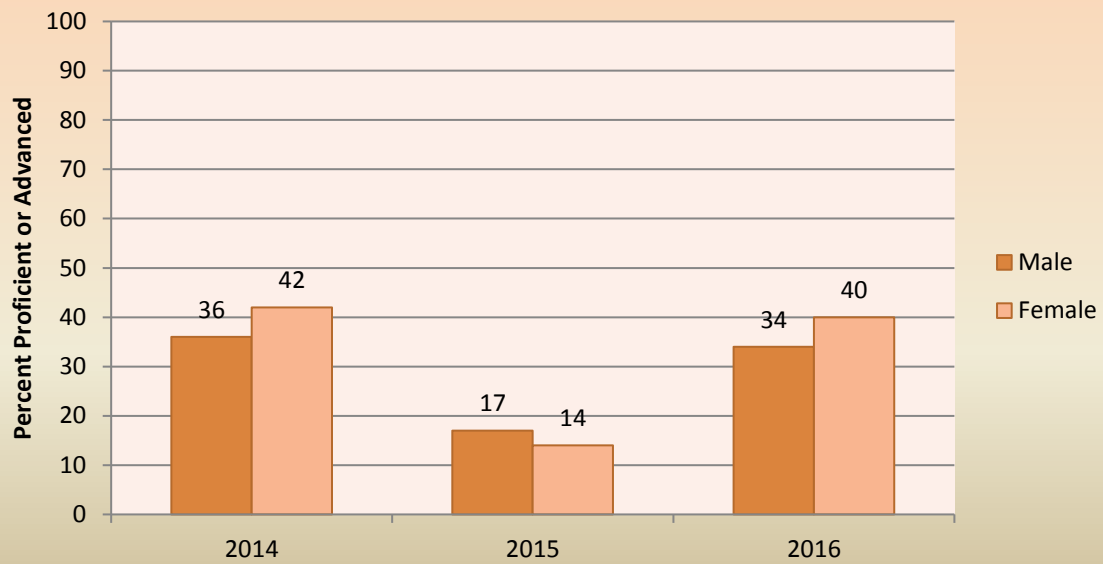
4th Grade PAWS Reading: SES



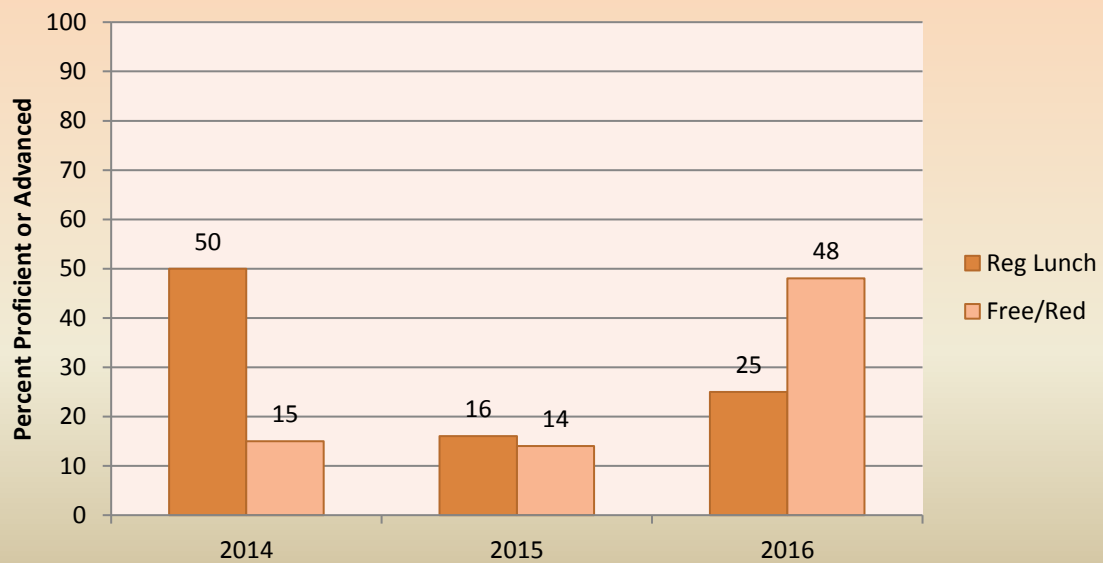
4th Grade PAWS Math: All Students District/State Comparison



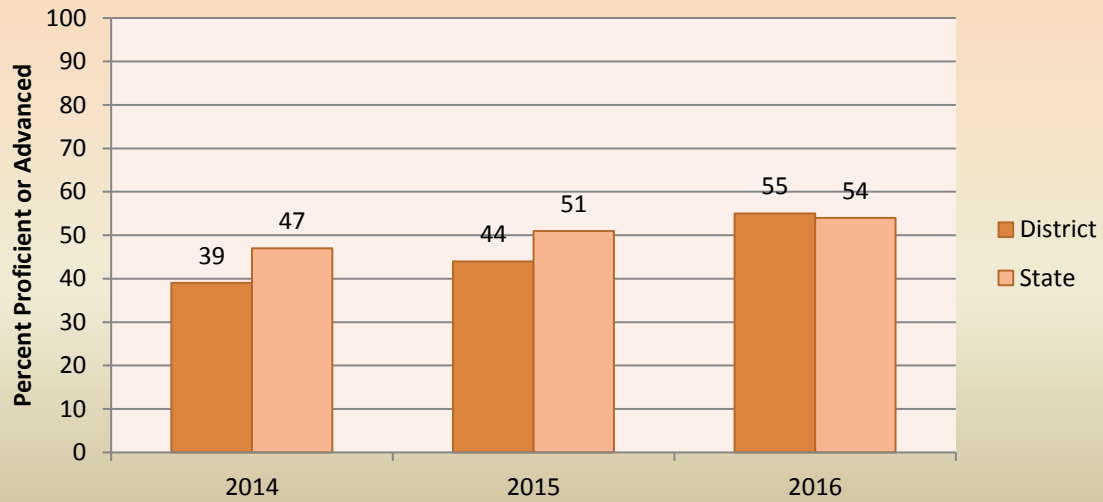
4th Grade PAWS Math: Gender



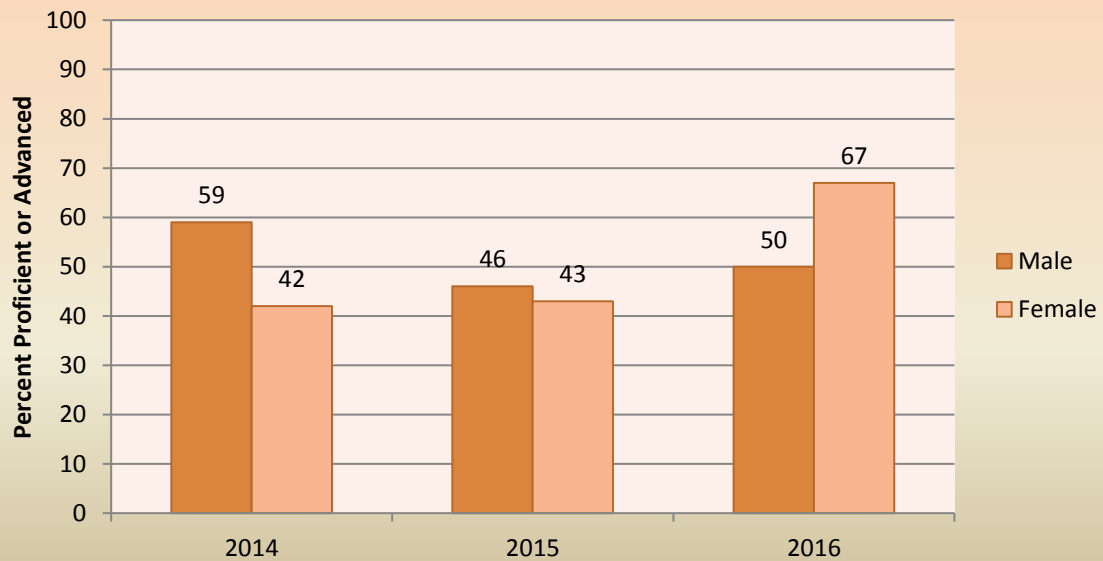
4th Grade PAWS Math: SES



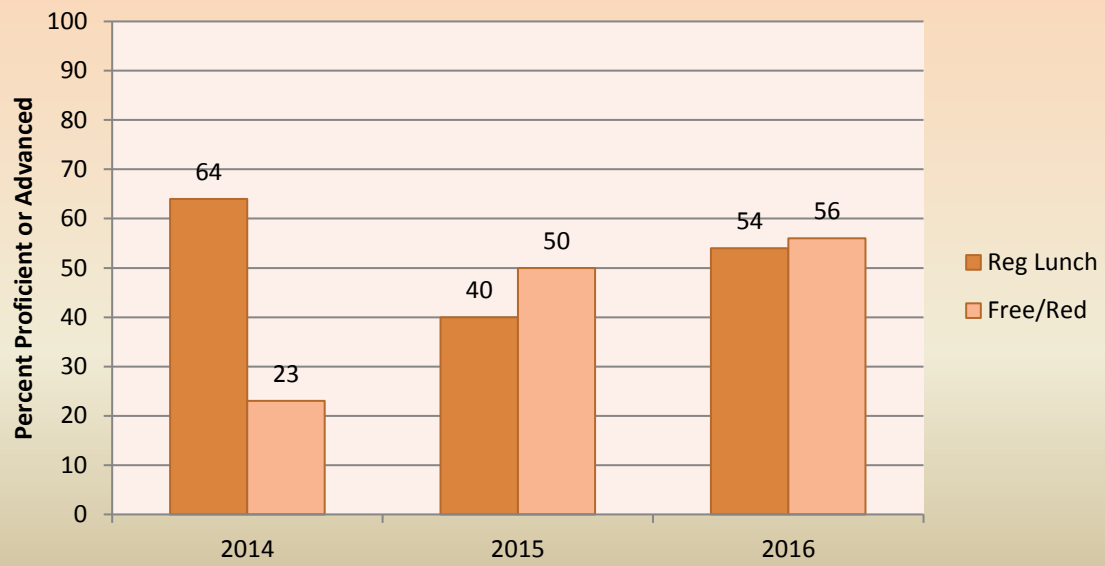
4th Grade PAWS Science: All Students District/State Comparison



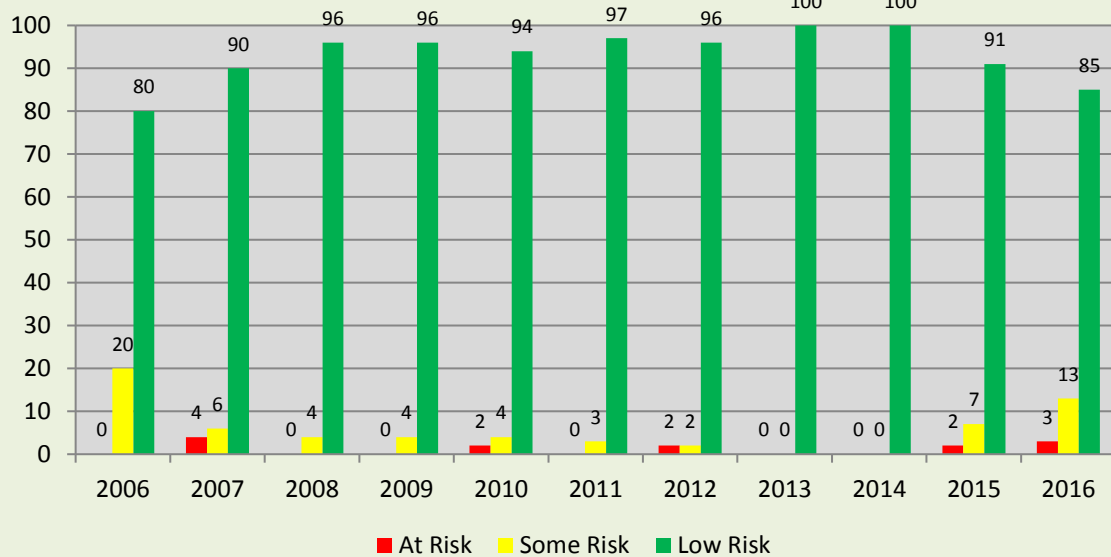
4th Grade PAWS Science: Gender



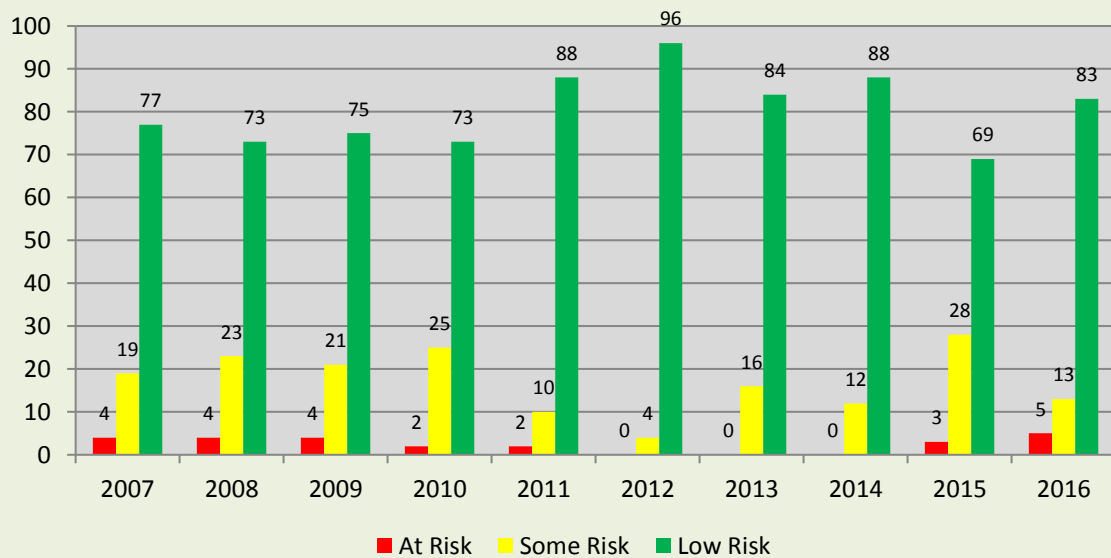
4th Grade PAWS Science: SES



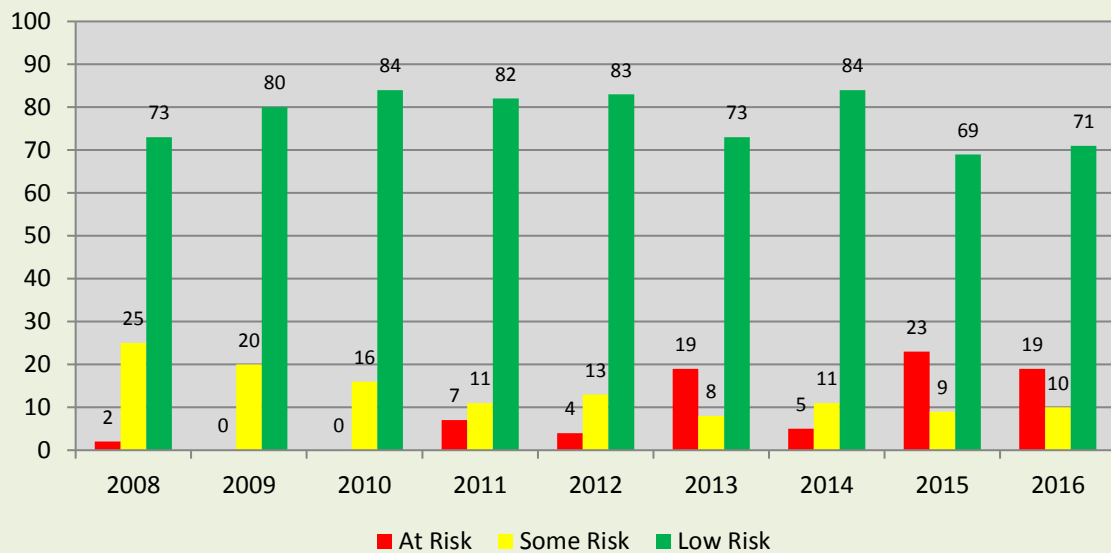
DIBELS Kdg: Phoneme Segmentation Fluency



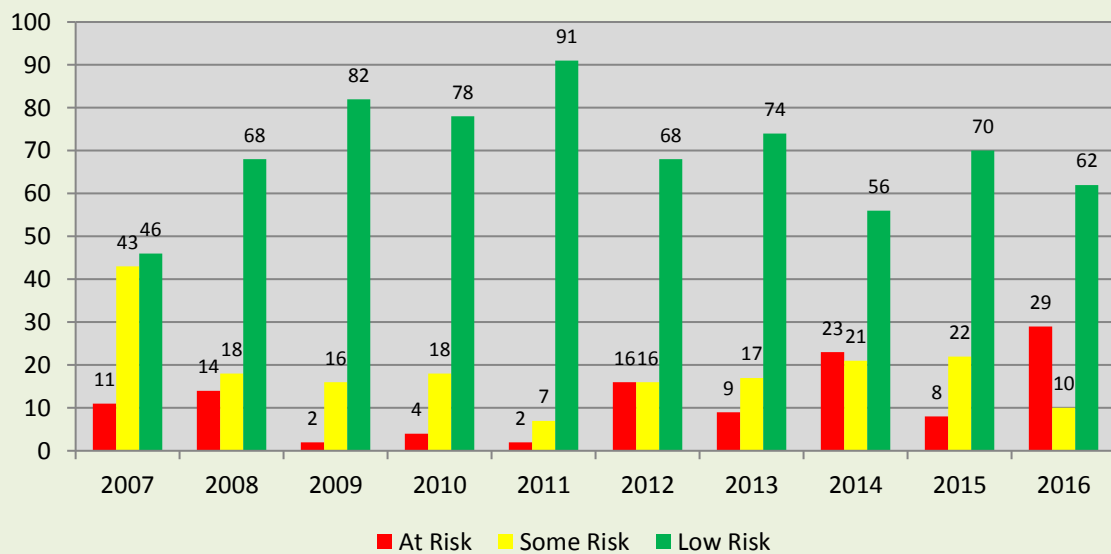
DIBELS: Kdg Nonsense Word Fluency



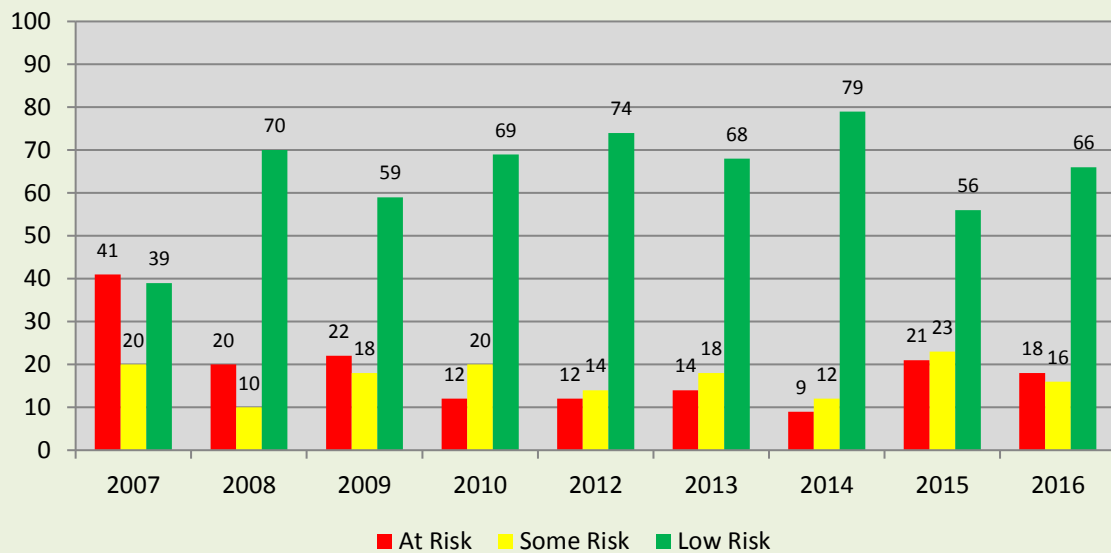
DIBELS 1st Grade: Nonsense Word Fluency



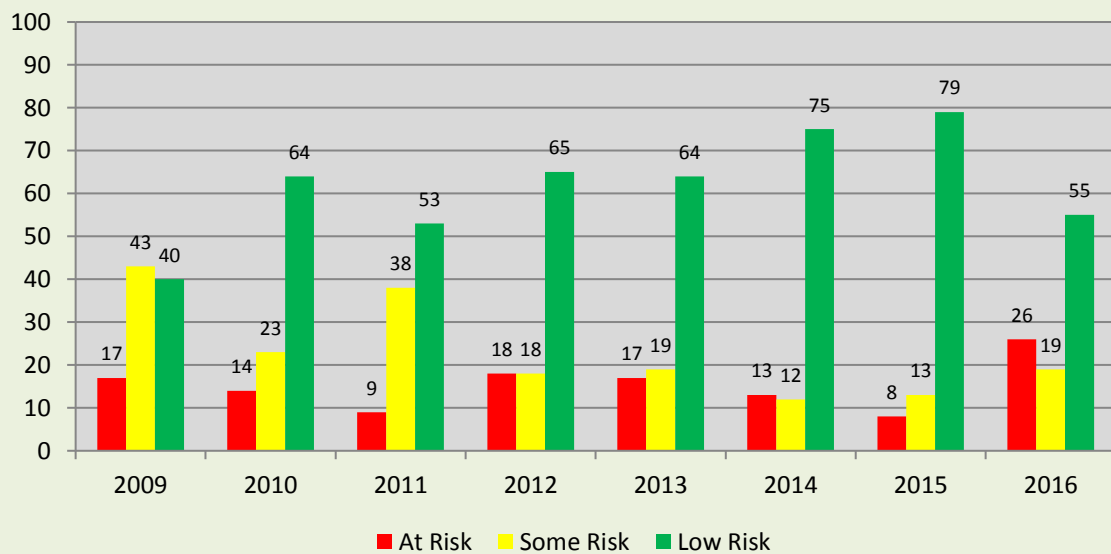
DIBELS 1st Grade: Oral Reading Fluency



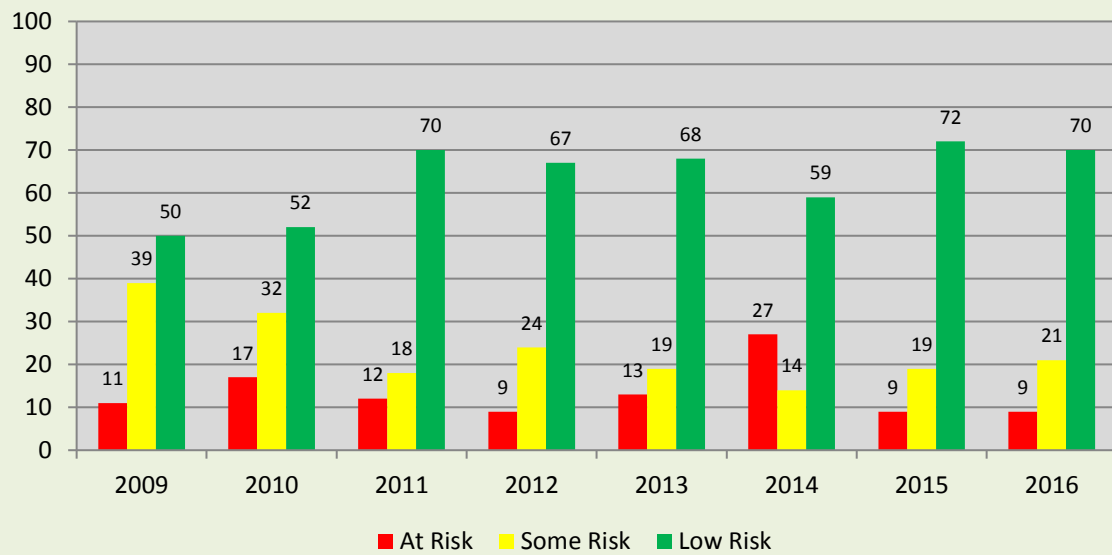
DIBELS 2nd Grade: Oral Reading Fluency



DIBELS 3rd Grade: Oral Reading Fluency



DIBELS 4th Grade: Oral Reading Fluency



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.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Converse #2**
 School Name: **Glenrock Intermediate School**
 Grades Served: **5-6**
 Enrollment: **85**

MEETING EXPECTATIONS

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

The FOUR performance levels are:

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

(For a description of the performance levels see the end of this report.)

School Accountability Implementation Handbook

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
 Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Score	Count of Students	Description
Growth	Exceeding Targets	63.0	73	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Meeting Targets	52.0	33	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Meeting Targets	58 %	78	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met			The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

2015-16 School Performance Report For Elementary and Middle School Grades

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

[Click on link to Growth Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	Count of Students
Glenrock Intermediate School	ALL	63.0	57.0	73.0	73
Wyoming	ALL	50.0	50.0	50.0	12,988
Glenrock Intermediate School	05	59.0	54.0	70.0	37
Wyoming	05	50.0	50.0	50.0	6,623
Glenrock Intermediate School	06	65.5	59.5	75.0	36
Wyoming	06	50.0	50.0	50.0	6,365

EQUITY: The median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.

[Click on link to see Equity Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	Count of Students
Glenrock Intermediate School	ALL	52.0	53.5	52.0	33
Wyoming	ALL	50.0	50.0	50.0	4,031
Glenrock Intermediate School	05	41.0	43.5	41.0	16
Wyoming	05	50.0	50.0	50.0	2,121
Glenrock Intermediate School	06	53.0	55.0	53.0	17
Wyoming	06	50.0	50.0	49.0	1,910

2015-16 School Performance Report For Elementary and Middle School Grades

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

[Click on link to view Achievement Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	Science	Count of Students
Glenrock Intermediate School	ALL	58 %	62 %	55 %	NA	78
Wyoming	ALL	57 %	60 %	54 %	NA	13,844
Glenrock Intermediate School	05	64 %	70 %	57 %	NA	37
Wyoming	05	59 %	61 %	57 %	NA	7,069
Glenrock Intermediate School	06	54 %	54 %	54 %	NA	41
Wyoming	06	54 %	58 %	51 %	NA	6,775

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)	Tests with Scores Needed to Meet Requirement	Actual Tests With Scores	Outcome
Achievement*	Level 1	166	156	165	Met
	Level 2	166	148	165	Met
Equity**	Level 1	68	64	68	Met
	Level 2	68	60	68	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.

*PAWS tests in math, reading, and science test are included.

**PAWS tests in math and reading for students in the consolidated subgroup.

2015-16 School Performance Report For Elementary and Middle School Grades

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and 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. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

GIS School Performance Reports by Subject Area: Reading

Reading Indicator	2013-2014 5 th Grade	2014-2015 5 th Grade	2015-2016 5 th Grade
Growth	45.5 (meeting targets)	47 (meeting targets)	54 (meeting targets)
Equity	84 (meeting targets)	79.5 (exceeding targets)	43.5 (below targets)
Achievement	63% (meeting targets)	39% (below targets)	70% (exceeding targets)

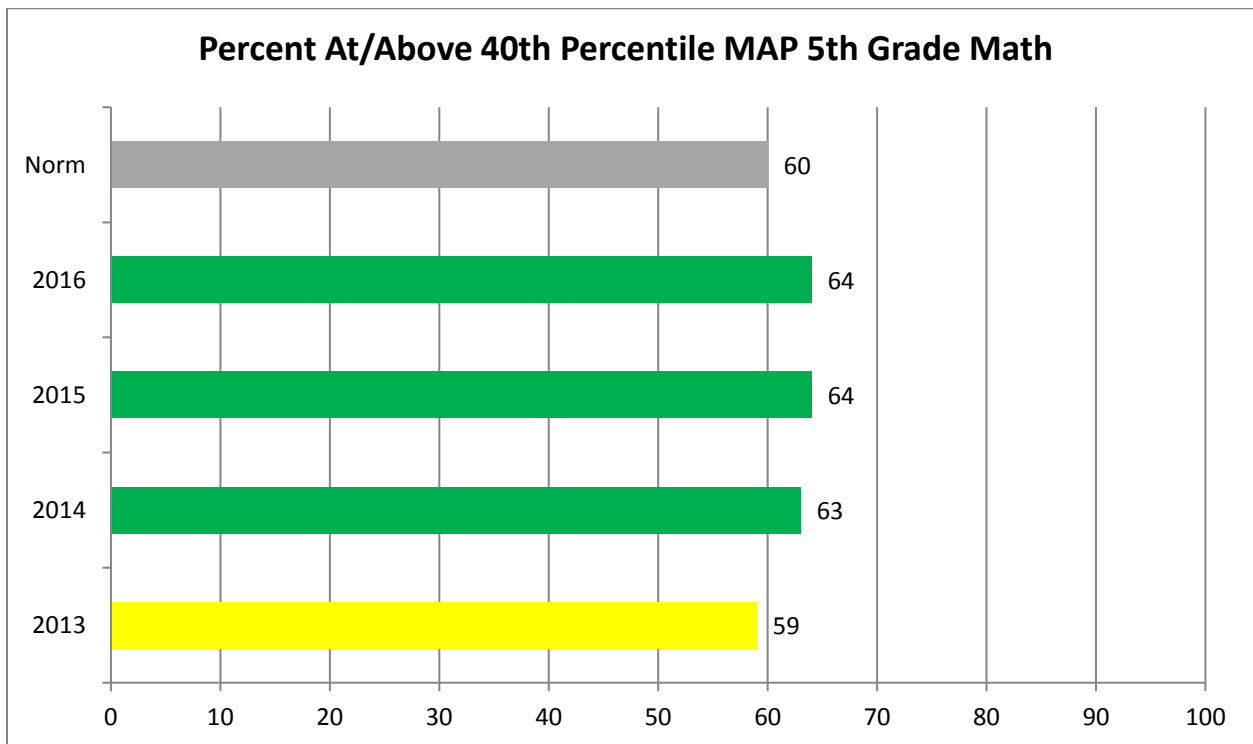
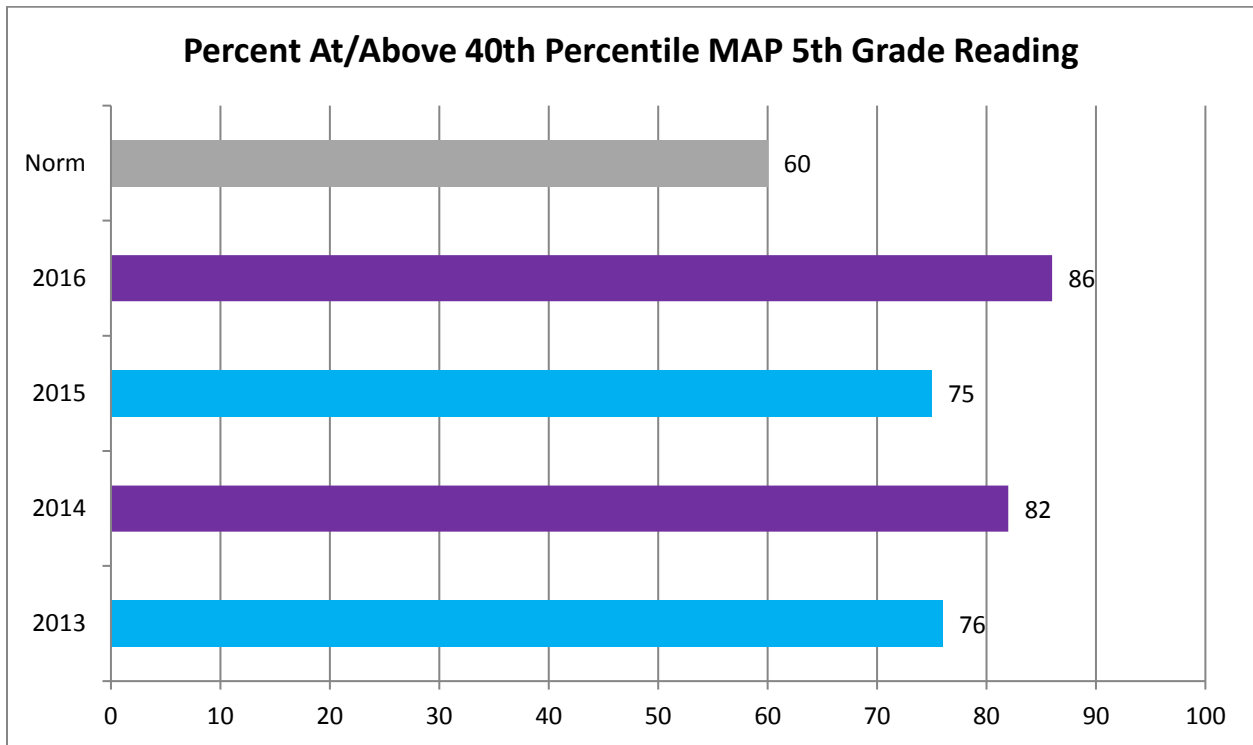
Reading Indicator	2013-2014 6 th Grade	2014-2015 6 th Grade	2015-2016 6 th Grade
Growth	53 (meeting targets)	50 (meeting targets)	59.5 (meeting targets)
Equity	82 (meeting targets)	58 (meeting targets)	55 (meeting targets)
Achievement	56% (meeting targets)	63% (meeting targets)	54% (meeting targets)

GIS School Performance Reports by Subject Area: Math

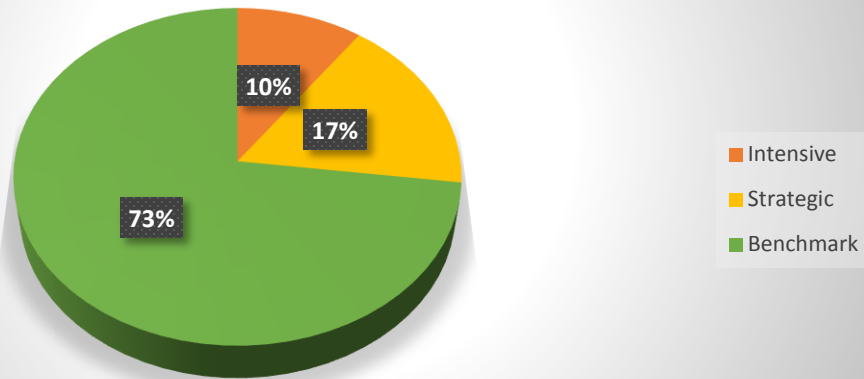
Math Indicator	2013-2014 5 th Grade	2014-2015 5 th Grade	2015-2016 5 th Grade
Growth	31.5 (below targets)	25 (below targets)	70 (exceeding targets)
Equity	68 (below targets)	42.5 (below targets)	41 (below targets)
Achievement	57% (meeting targets)	31% (below targets)	57% (meeting targets)

Math Indicator	2013-2014 6 th Grade	2014-2015 6 th Grade	2015-2016 6 th Grade
Growth	73.5 (exceeding targets)	70 (exceeding targets)	75 (exceeding targets)
Equity	87 (exceeding targets)	66.5 (exceeding targets)	53 (meeting targets)
Achievement	62% (meeting targets)	59% (meeting targets)	54% (meeting targets)

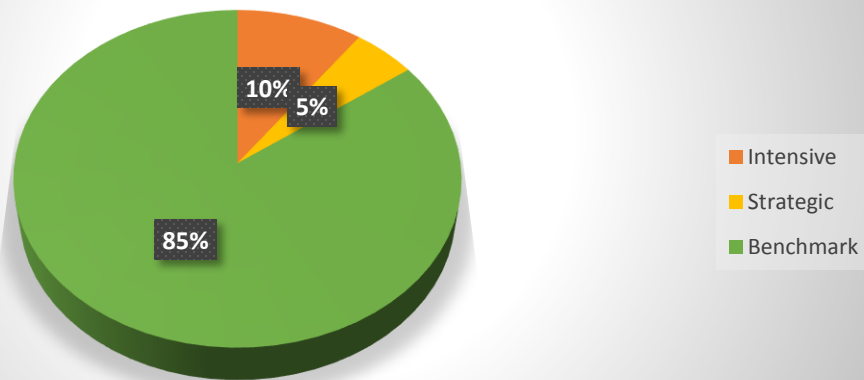
5th Grade MAP Summary



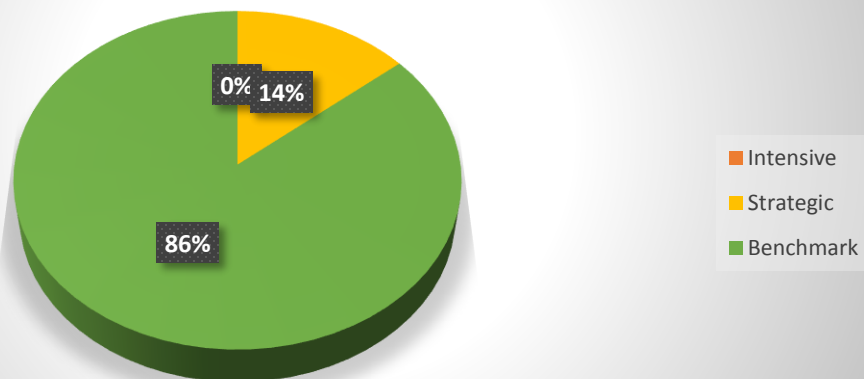
5th Grade MAP Reading Fall 2015



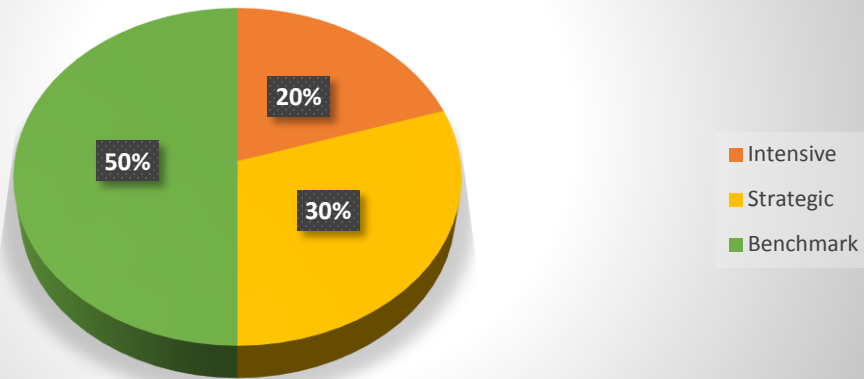
5th Grade MAP Reading Winter 2016



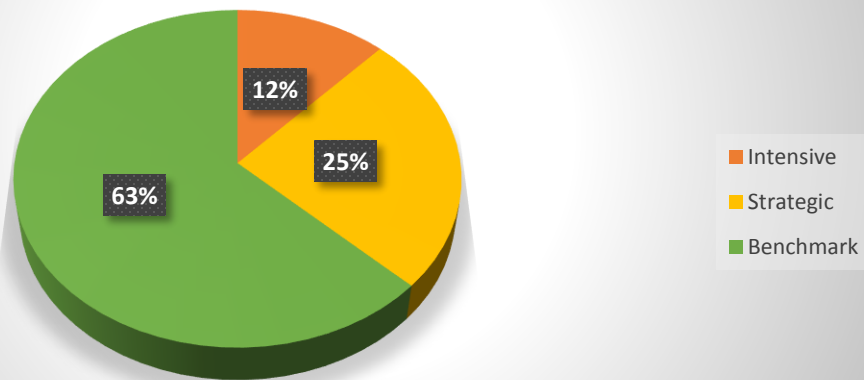
5th Grade MAP Reading Spring 2016



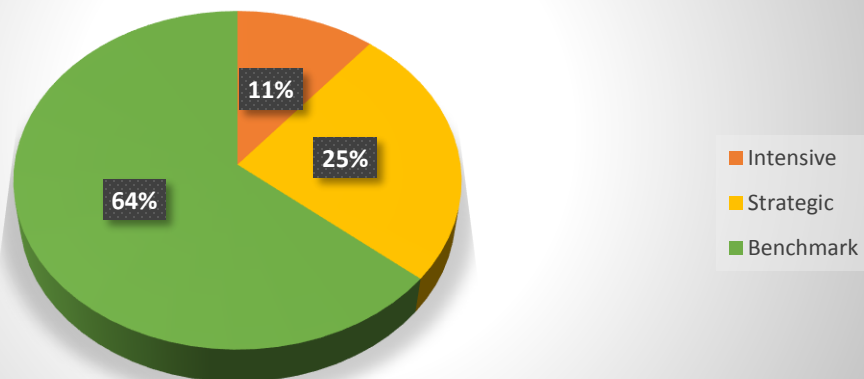
5th Grade MAP Math Fall 2015



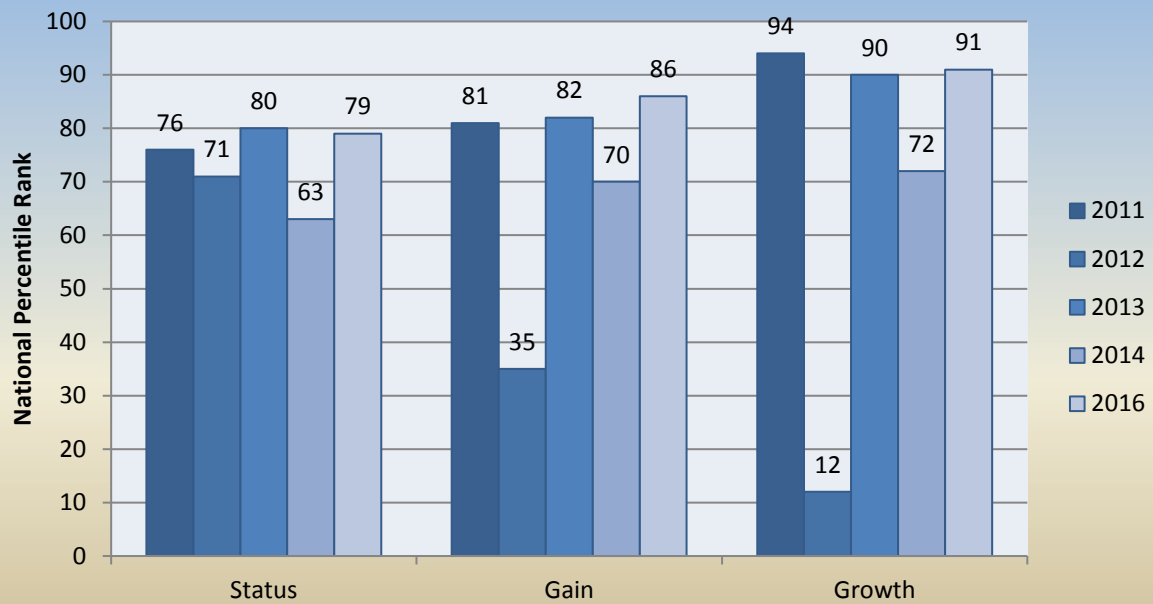
5th Grade MAP Math Winter 2016



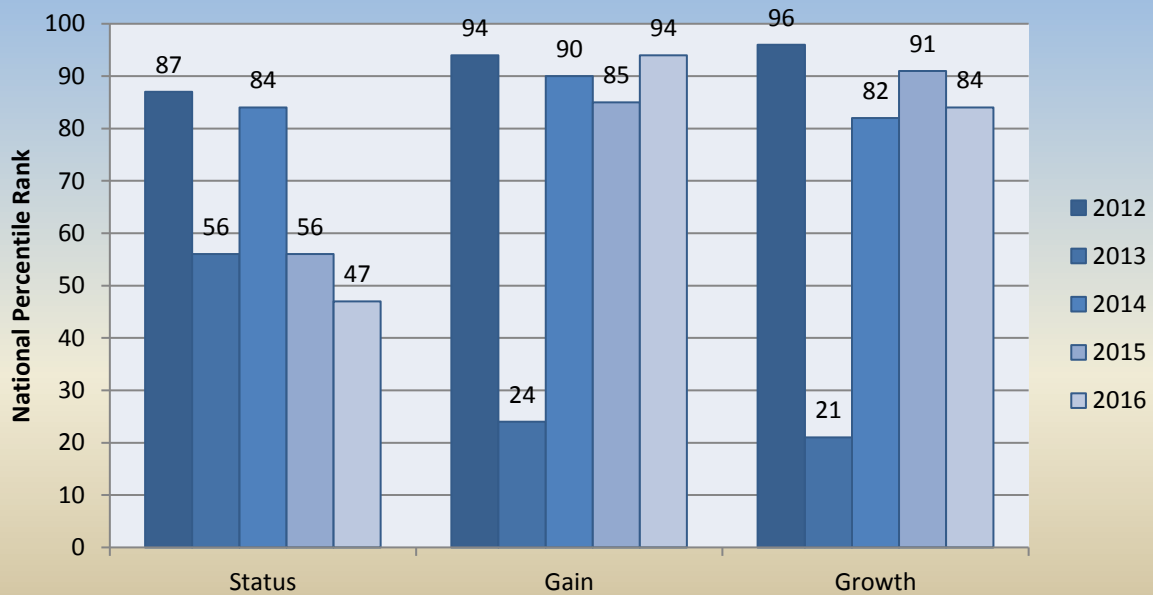
5th Grade MAP Math Spring 2016



5th Grade MAP Reading National Comparison

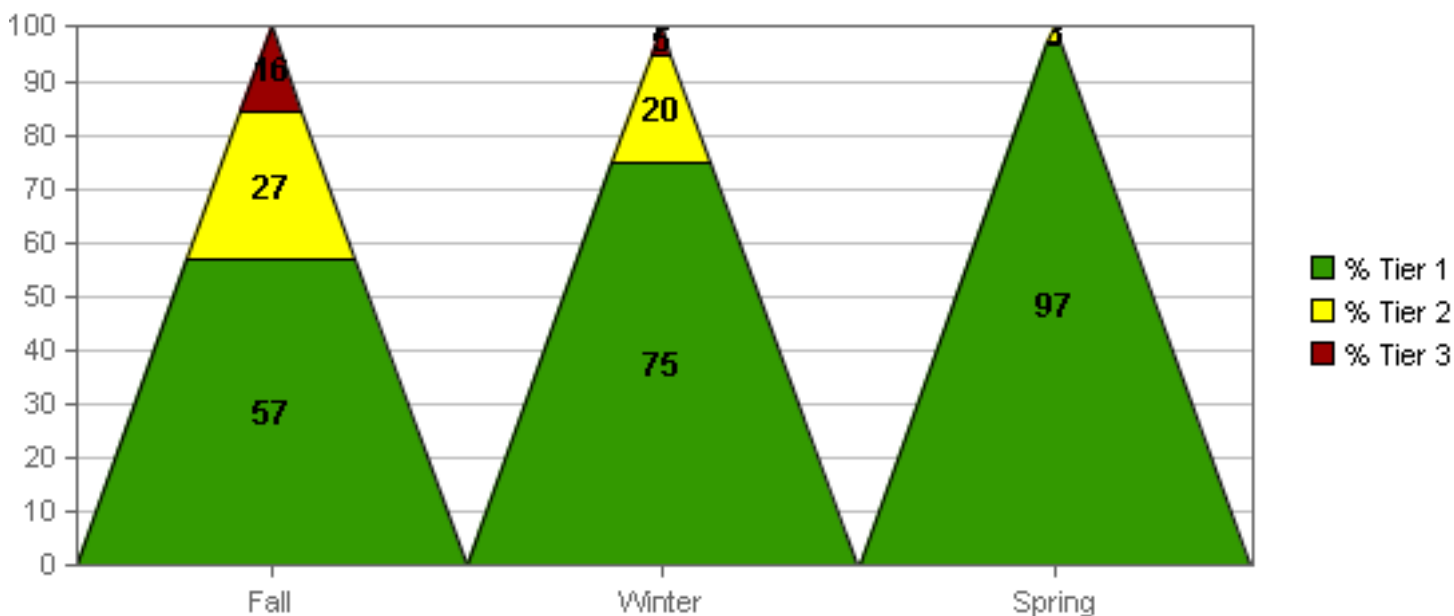


5th Grade MAP Math National Comparison



FILTER:
Demographics: Not filtering on demographics

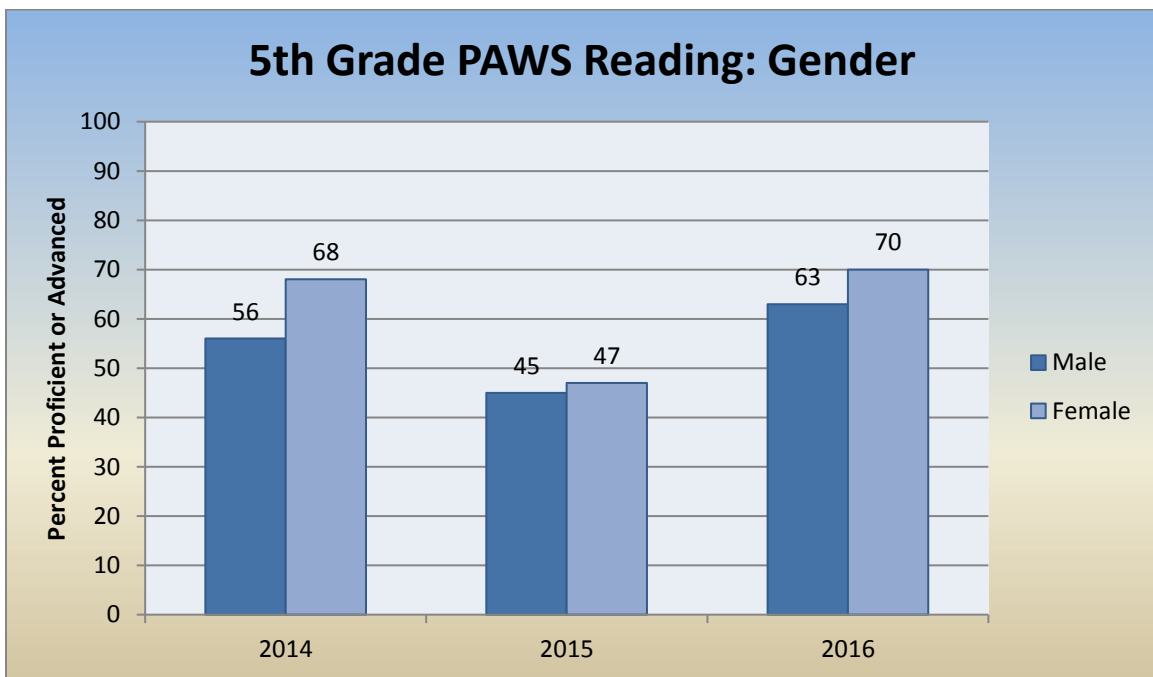
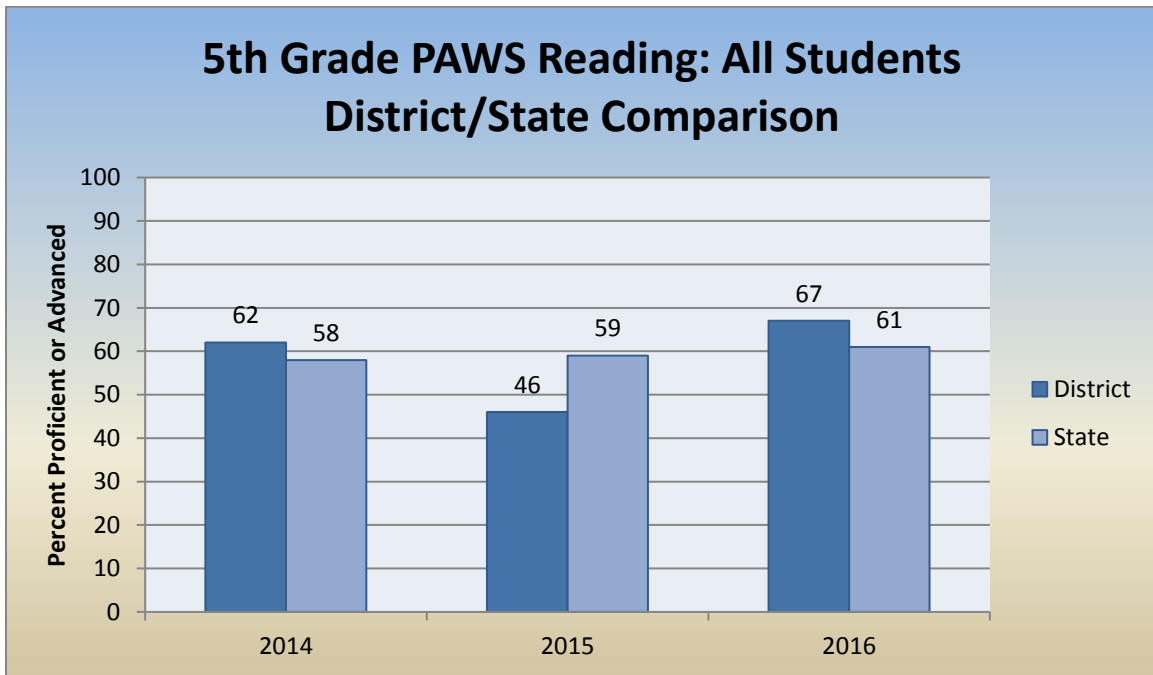
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Converse County School District #2 - ccsc2-Glenrock Intermediate/Middle School
Math Computation
Grade 5 : 2015-2016 School Year


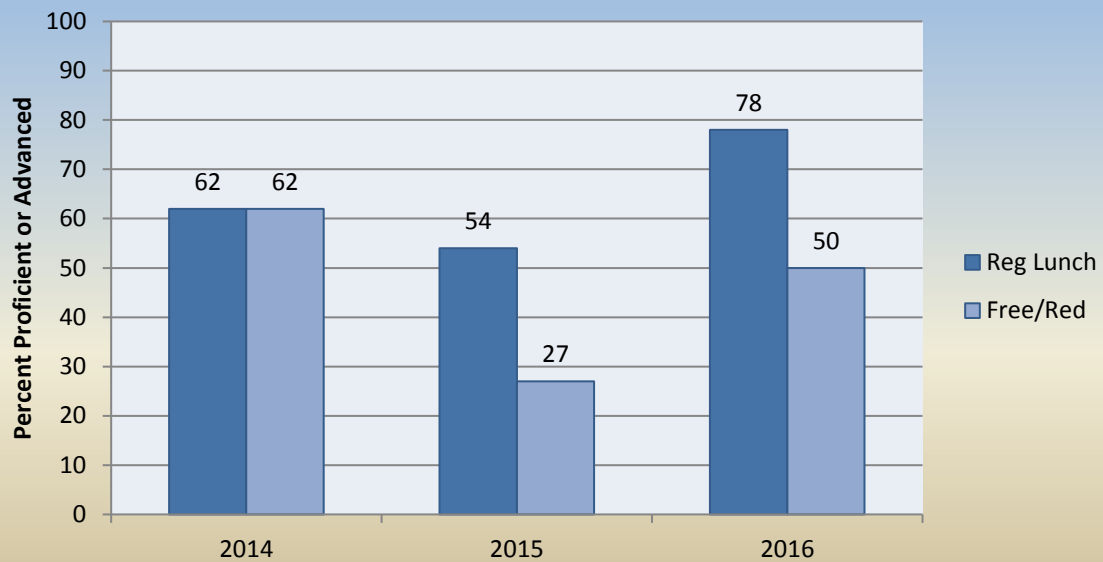
	Fall	Transition	Winter	Transition	Spring
Tier 3	6 (16%)	2 2 2	2 (5%)	0 0 0	0 (0%)
Tier 2	10 (27%)	0 2 8	8 (20%)	0 0 5	1 (3%)
Tier 1	21 (57%)	0 3 17	30 (75%)	0 1 23	28 (97%)
New Student		4		0	
Unscored		1		11	
Total Students	37		40		29

Note: Unscored also includes any students who may have been transferred.

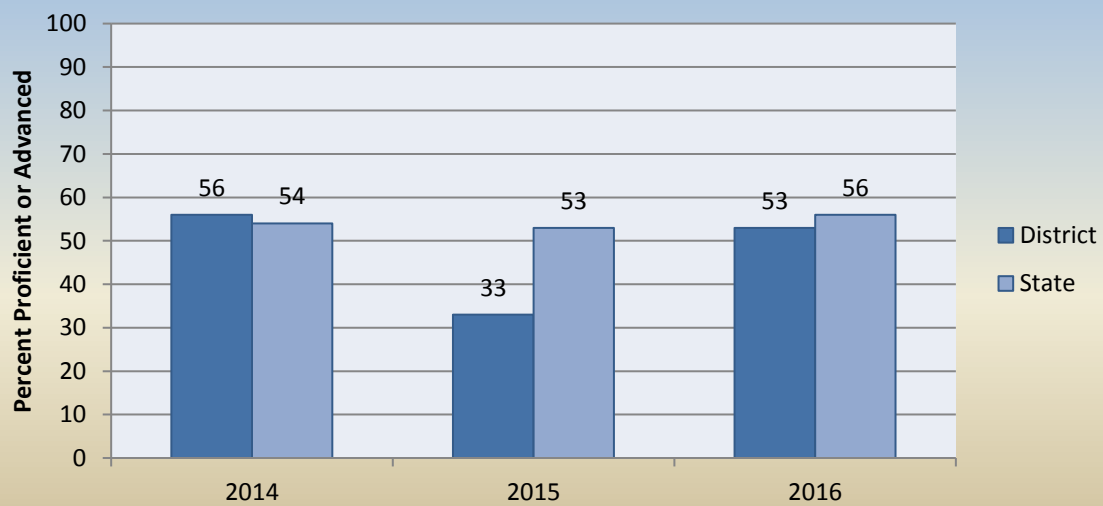
5th Grade PAWS Summary

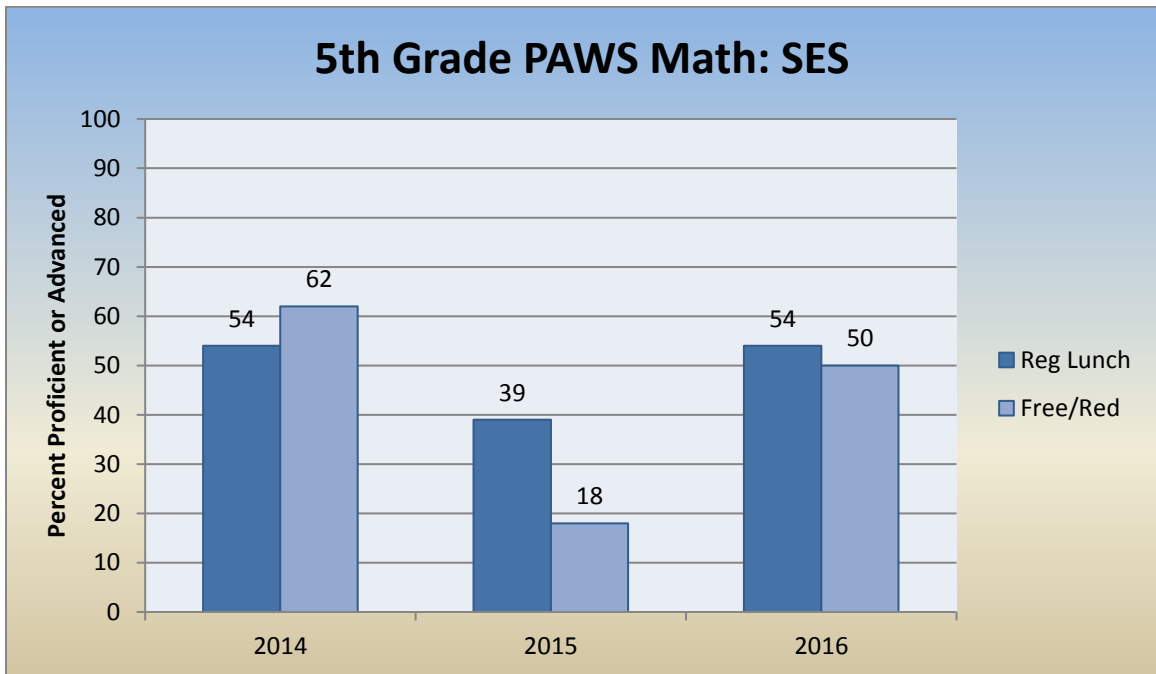
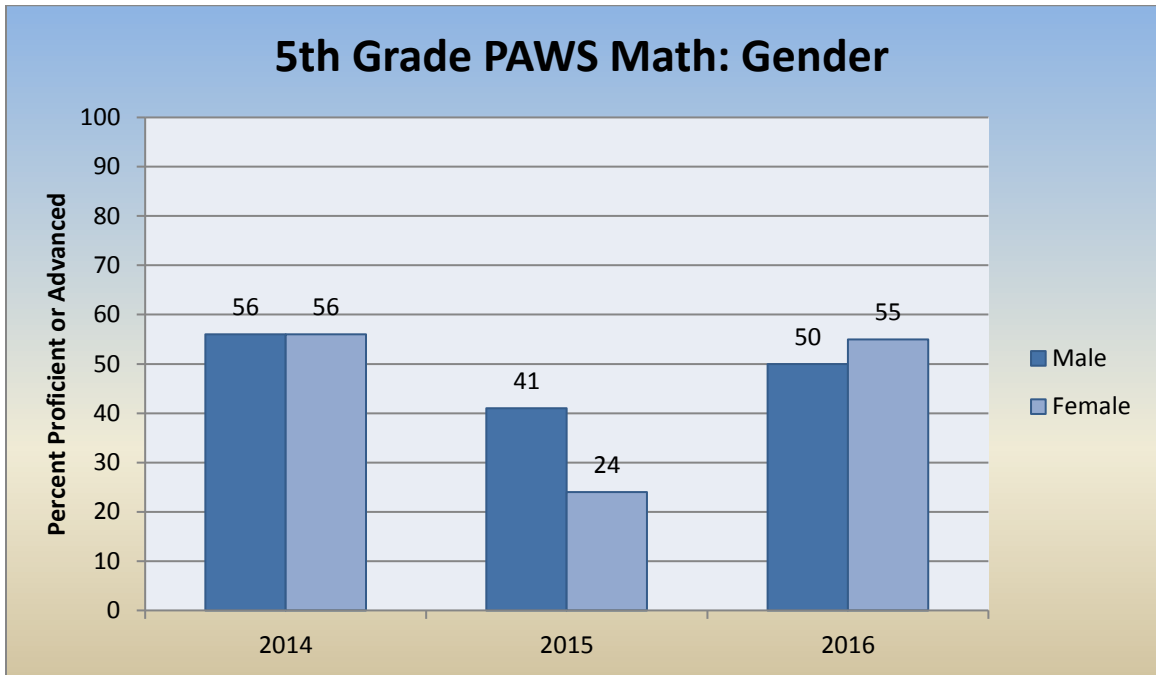


5th Grade PAWS Reading: SES

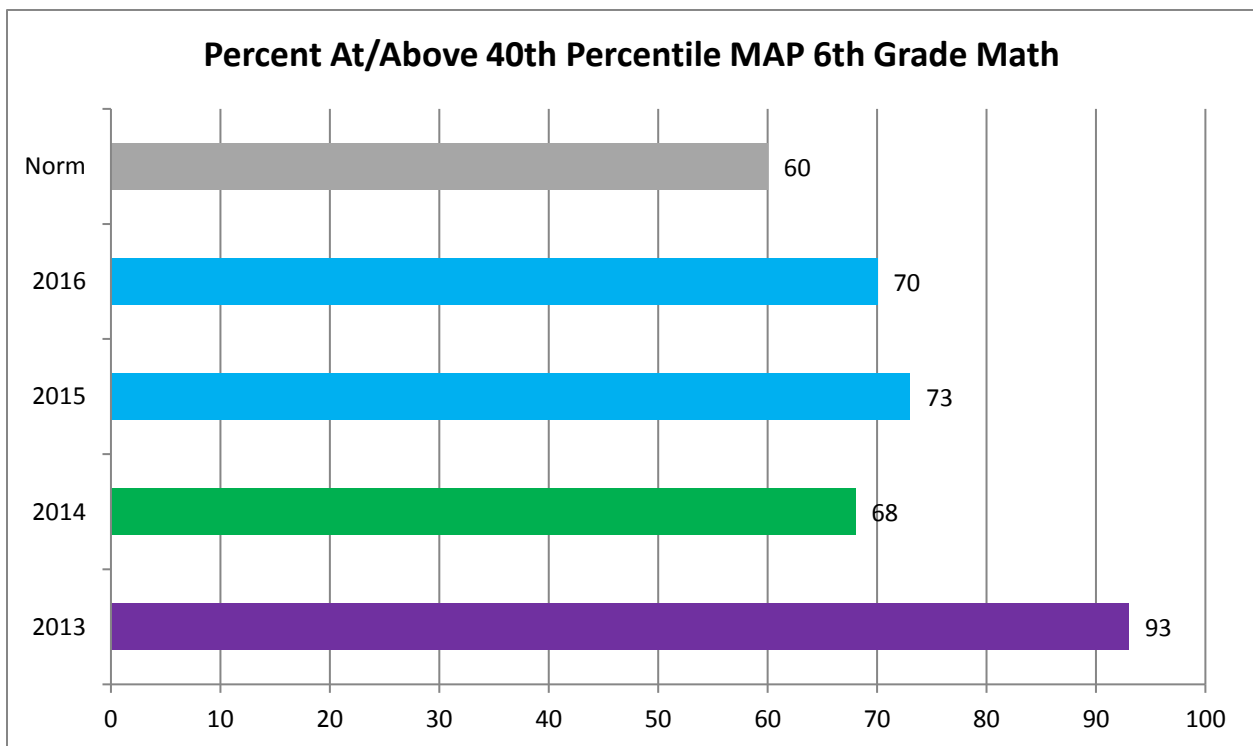
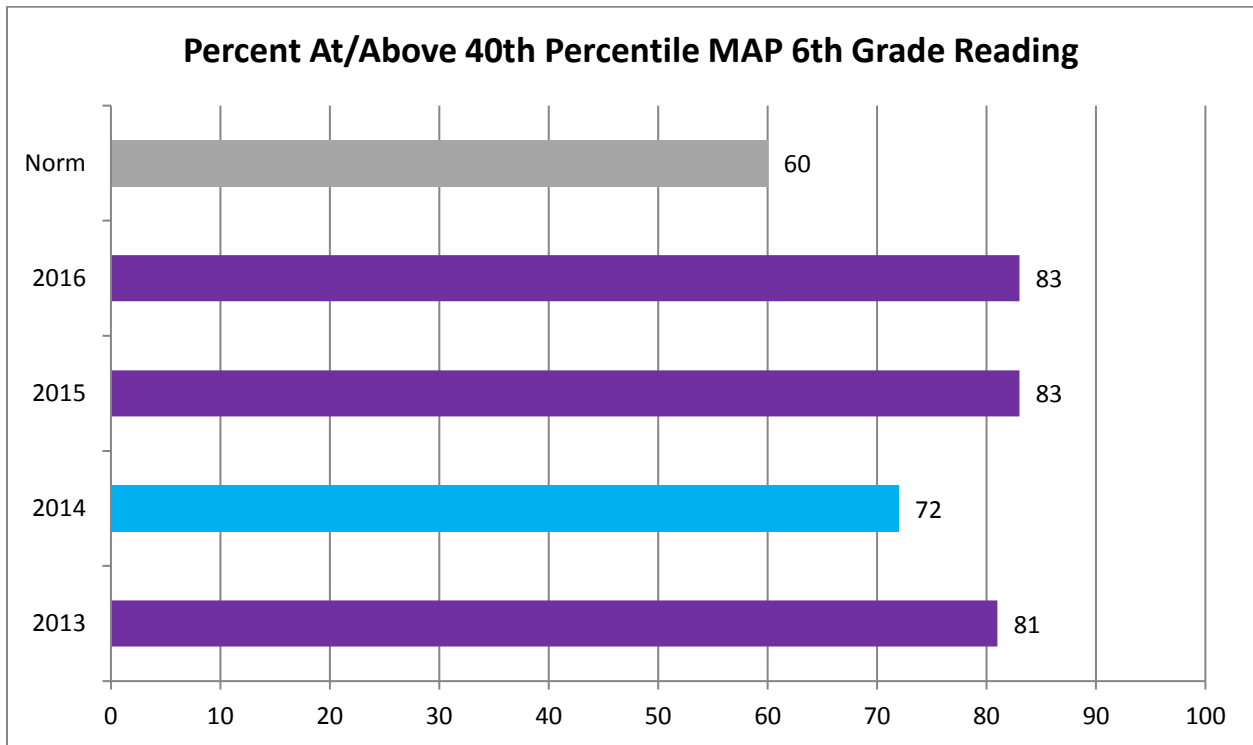


5th Grade PAWS Math: All Students District/State Comparison

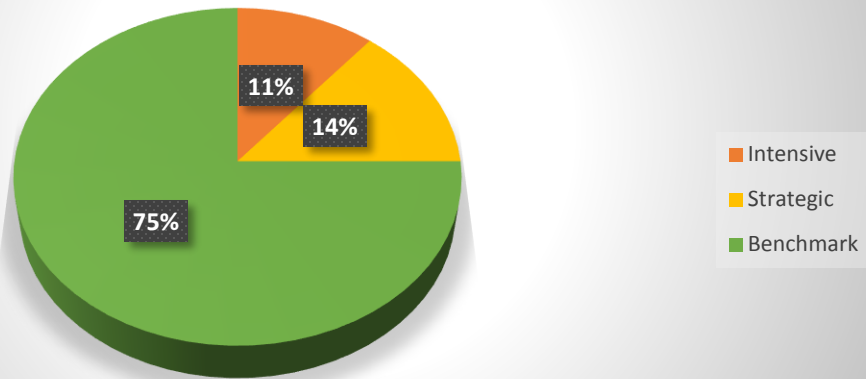




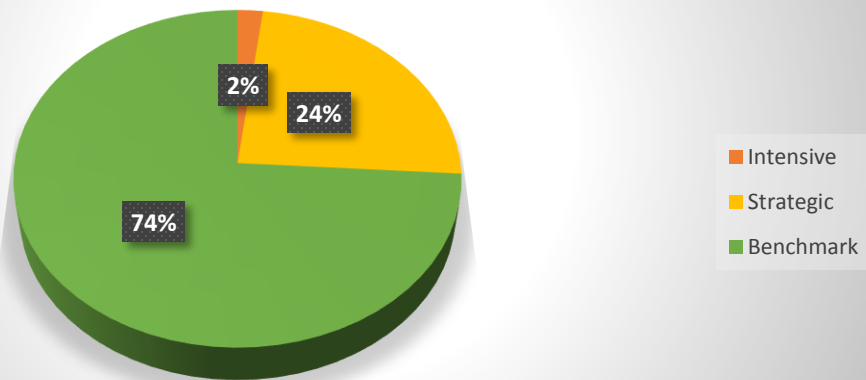
6th Grade MAP Summary



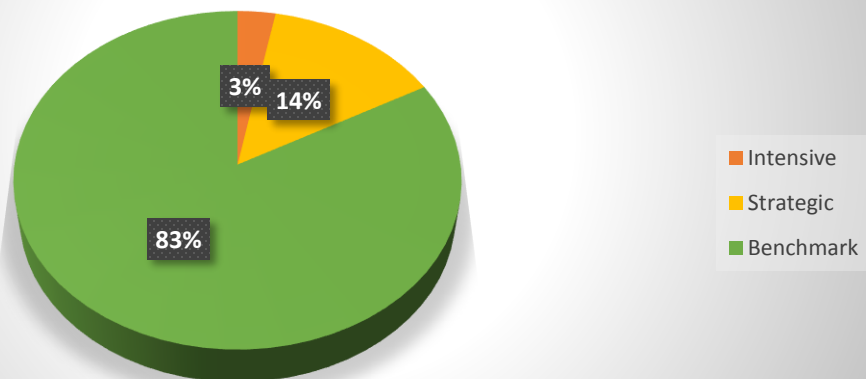
6th Grade MAP Reading Fall 2015



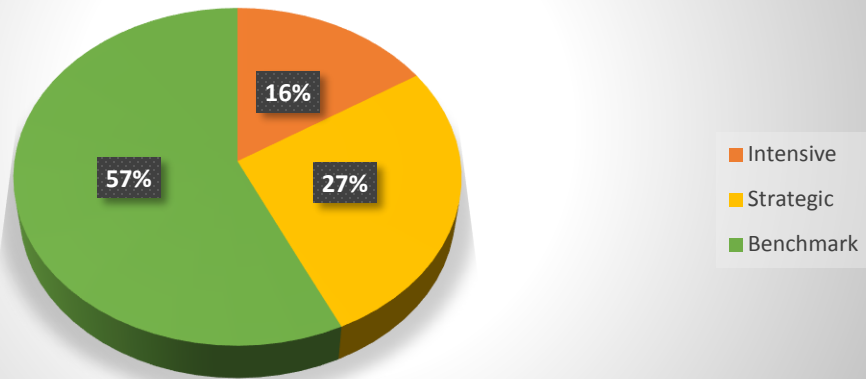
6th Grade MAP Reading Winter 2016



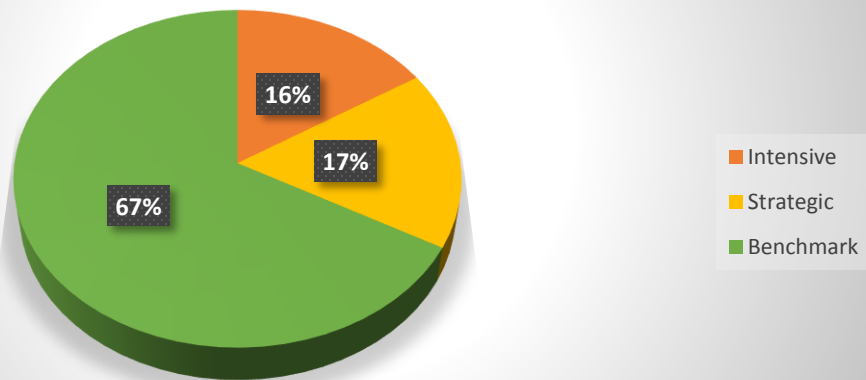
6th Grade MAP Reading Spring 2016



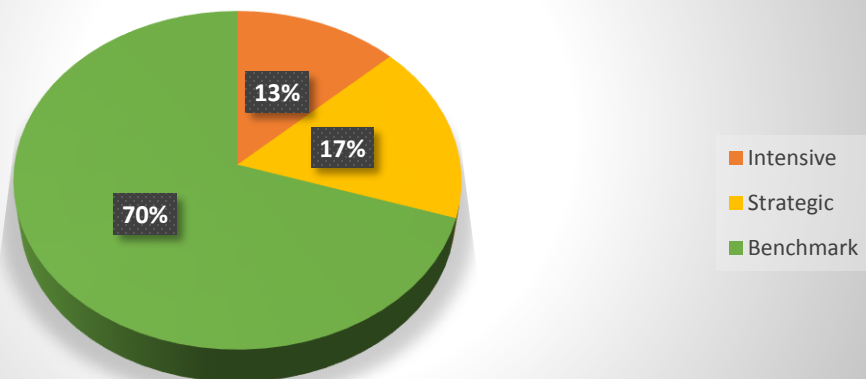
6th Grade MAP Math Fall 2015



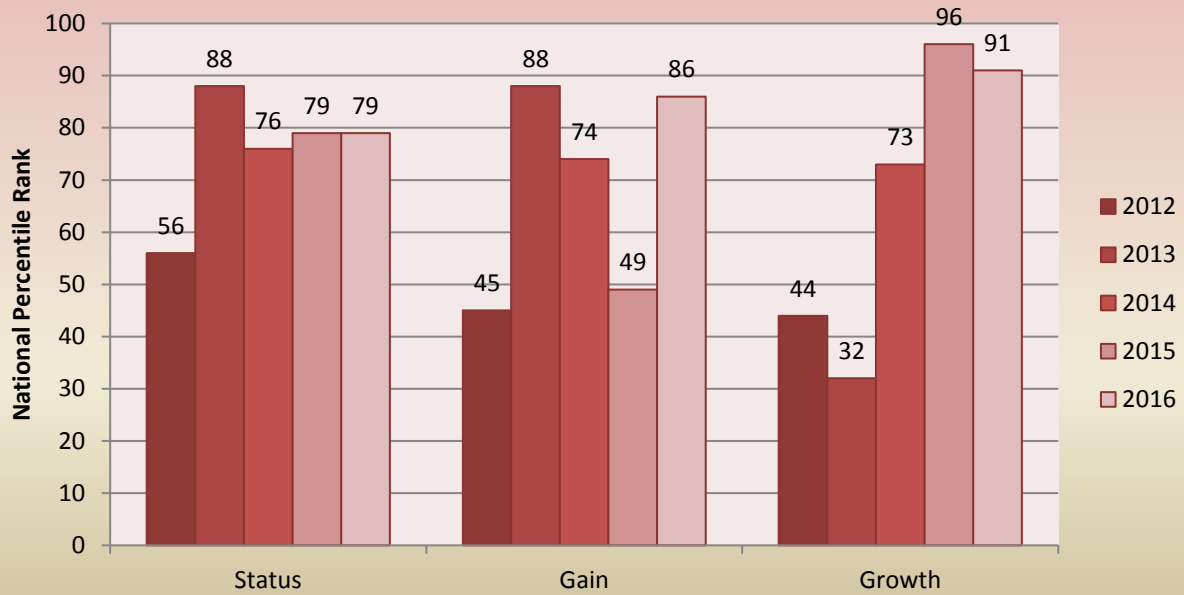
6th Grade MAP Math Winter 2016



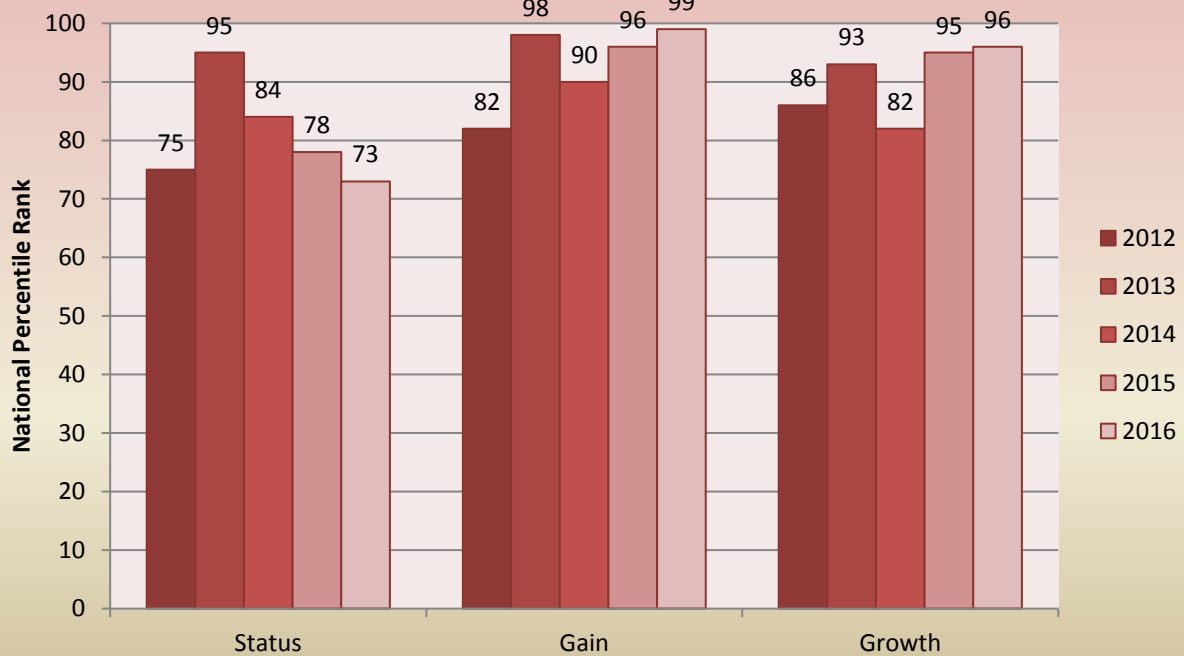
6th Grade MAP Math Spring 2016



6th Grade MAP Reading National Comparison

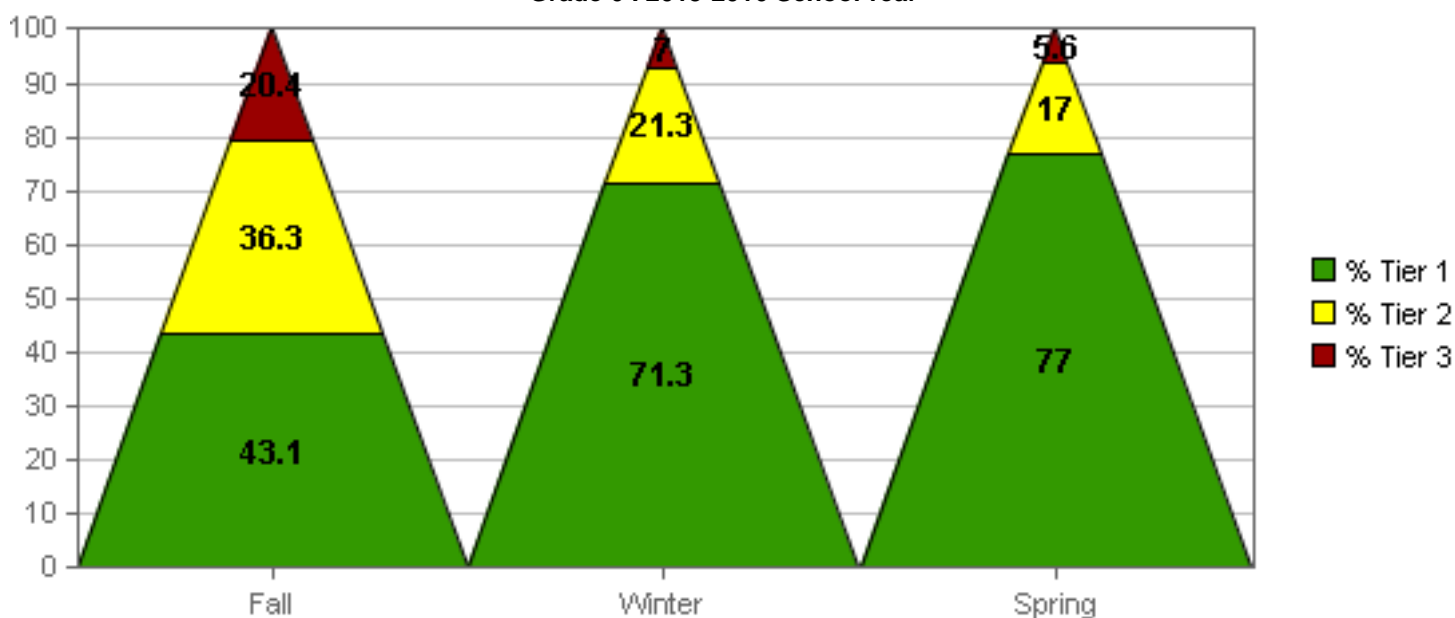


6th Grade MAP Math National Comparison



FILTER:
Demographics: Not filtering on demographics

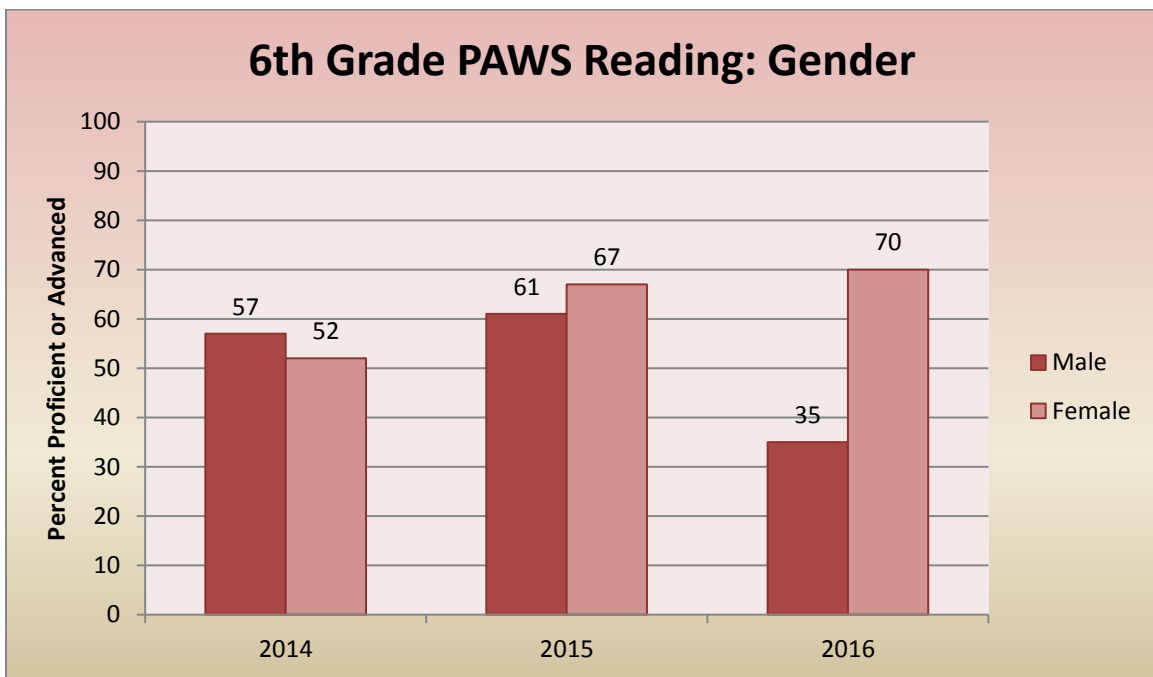
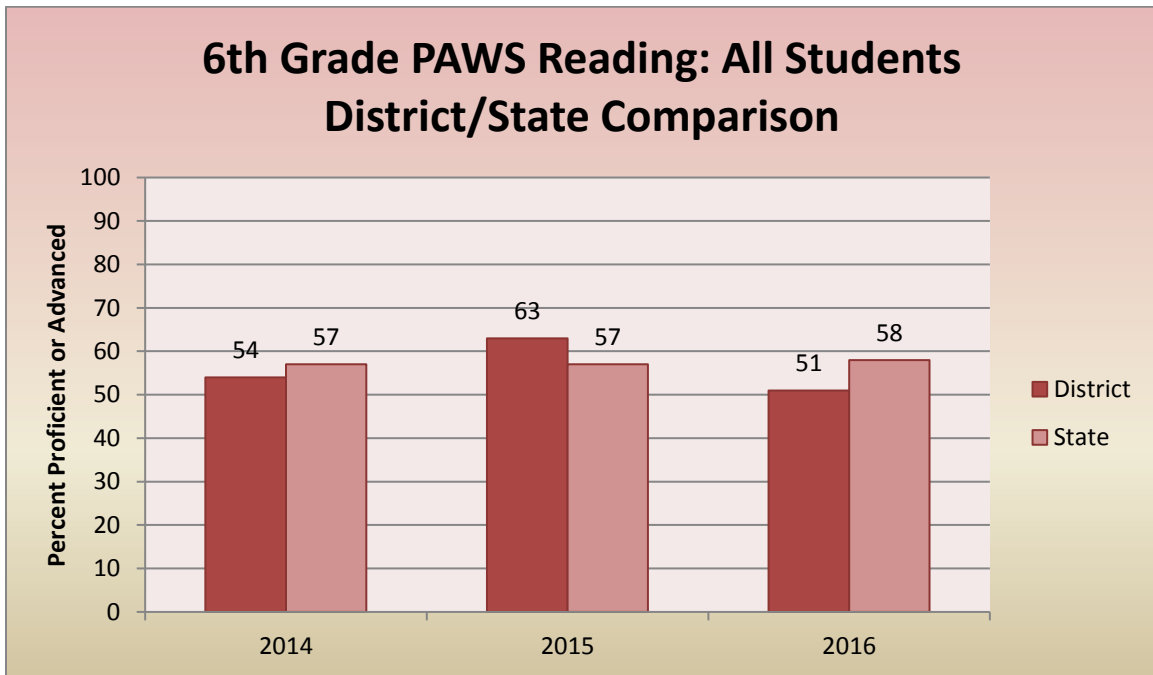
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Converse County School District #2 - ccisd2-Glenrock Intermediate/Middle School
Math Computation
Grade 6 : 2015-2016 School Year


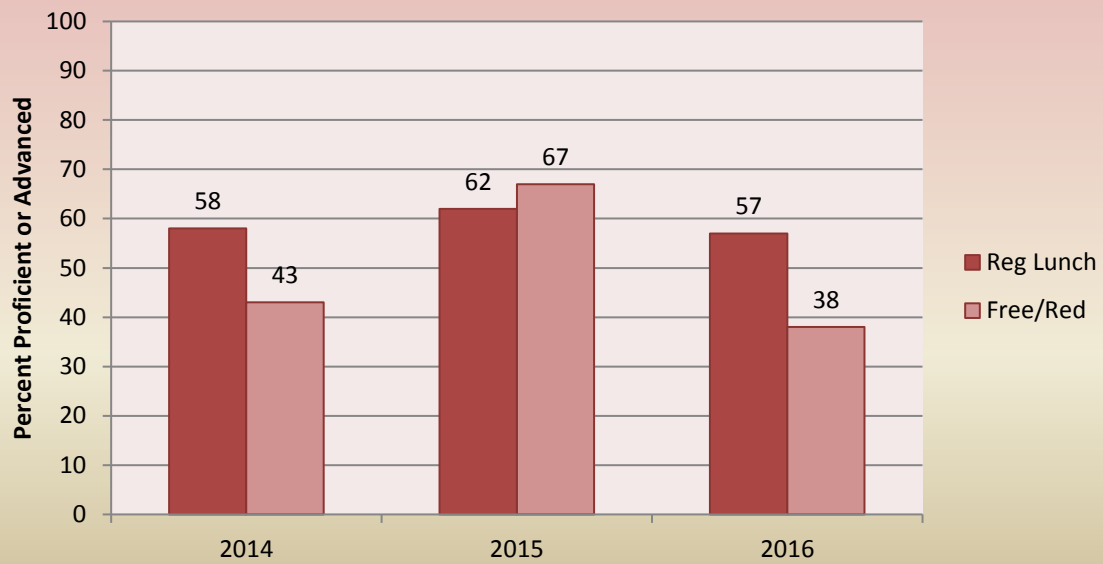
	Fall	Transition	Winter	Transition	Spring
Tier 3	9 (20.4%)	<div>2</div> <div>2</div> <div>4</div>	3 (7%)	<div>0</div> <div>0</div> <div>0</div>	2 (5.6%)
Tier 2	16 (36.3%)	<div>1</div> <div>6</div> <div>8</div>	9 (21.3%)	<div>0</div> <div>4</div> <div>2</div>	6 (17%)
Tier 1	19 (43.1%)	<div>0</div> <div>0</div> <div>18</div>	30 (71.3%)	<div>2</div> <div>2</div> <div>25</div>	27 (77%)
New Student		1		0	
Unscored		3		7	
Total Students	44		42		35

Note: Unscored also includes any students who may have been transferred.

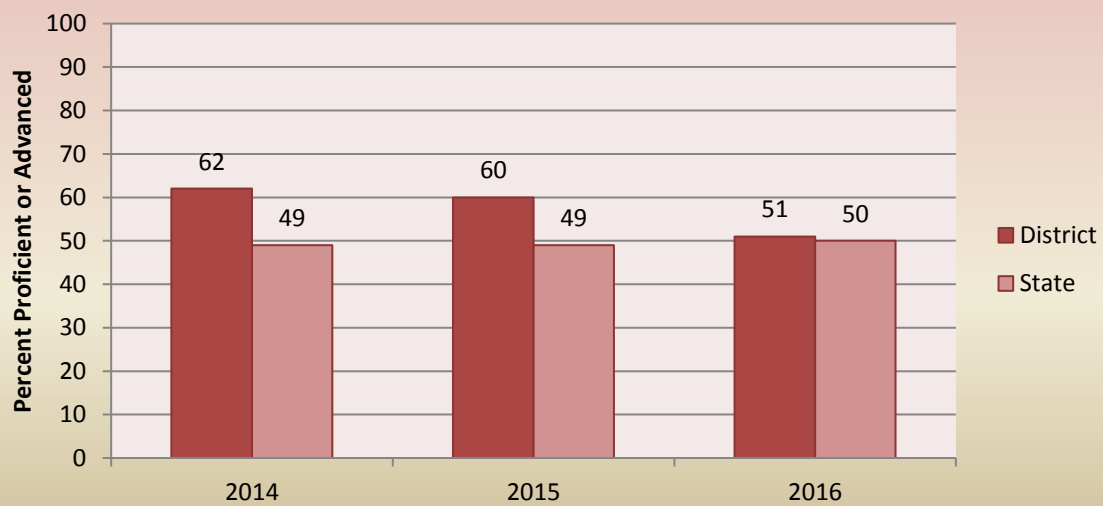
6th Grade PAWS Summary



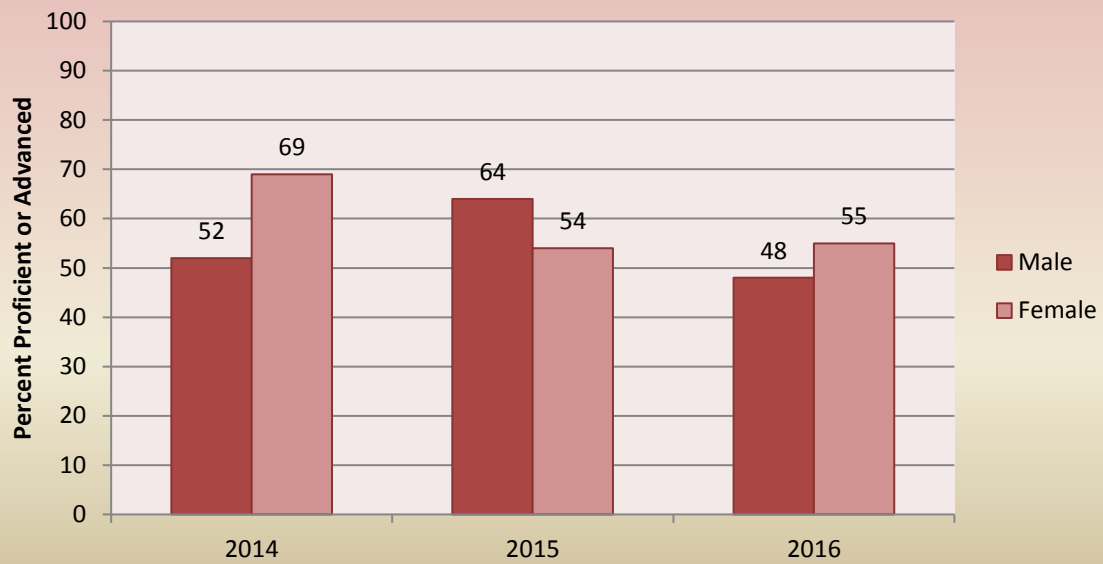
6th Grade PAWS Reading: SES



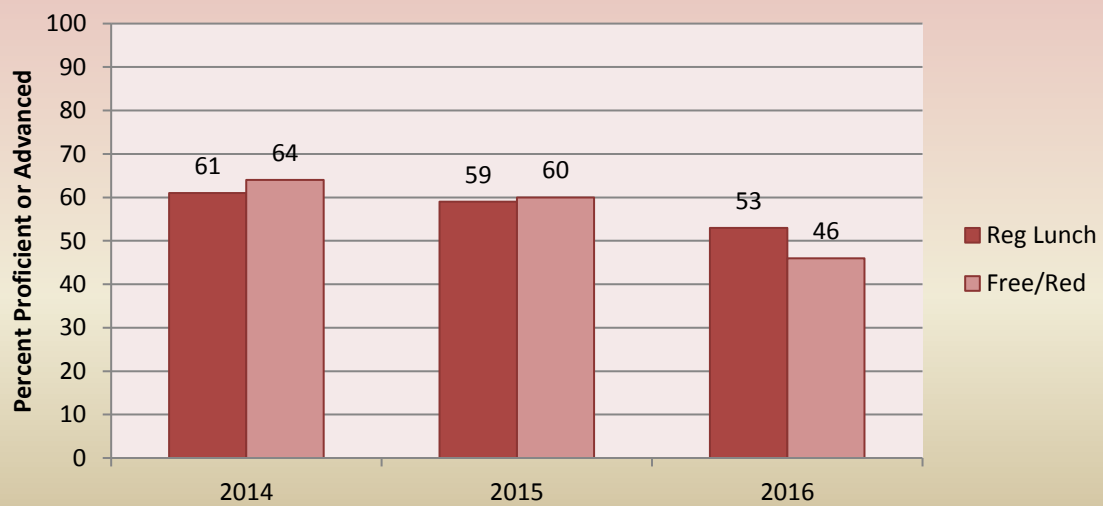
6th Grade PAWS Math: All Students District/State Comparison



6th Grade PAWS Math: Gender



6th Grade PAWS Math: SES District/State Comparison



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.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Converse #2**
 School Name: **Glenrock Middle School**
 Grades Served: **7-8**
 Enrollment: **96**

NOT MEETING EXPECTATIONS

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

The FOUR performance levels are:

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

(For a description of the performance levels see the end of this report.)

School Accountability Implementation Handbook

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
 Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Score	Count of Students	Description
Growth	Below Targets	37.5	91	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Below Targets	39.0	21	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Below Targets	50 %	93	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met			The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

2015-16 School Performance Report For Elementary and Middle School Grades

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

[Click on link to Growth Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	Count of Students
Glenrock Middle School	ALL	37.5	44.0	34.0	91
Wyoming	ALL	50.0	50.0	50.0	12,462
Glenrock Middle School	07	37.5	39.0	36.5	46
Wyoming	07	50.0	50.0	50.0	6,369
Glenrock Middle School	08	37.5	45.0	30.0	45
Wyoming	08	49.0	50.0	49.0	6,093

EQUITY: The median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.

[Click on link to see Equity Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	Count of Students
Glenrock Middle School	ALL	39.0	44.0	32.0	21
Wyoming	ALL	50.0	50.0	50.0	3,789
Glenrock Middle School	07	43.0	39.0	47.0	11
Wyoming	07	51.0	51.0	51.0	1,942
Glenrock Middle School	08	34.0	45.0	23.5	10
Wyoming	08	49.0	49.0	50.0	1,847

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.

2015-16 School Performance Report For Elementary and Middle School Grades

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

[Click on link to view Achievement Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	Science	Count of Students
Glenrock Middle School	ALL	50 %	61 %	45 %	37 %	93
Wyoming	ALL	51 %	57 %	49 %	42 %	13,282
Glenrock Middle School	07	55 %	66 %	45 %	NA	47
Wyoming	07	55 %	60 %	50 %	NA	6,776
Glenrock Middle School	08	46 %	57 %	46 %	37 %	46
Wyoming	08	48 %	54 %	49 %	42 %	6,506

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)	Tests with Scores Needed to Meet Requirement	Actual Tests With Scores	Outcome
Achievement*	Level 1	249	236	249	Met
	Level 2	249	223	249	Met
Equity**	Level 1	61	56	61	Met
	Level 2	61	53	61	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.

*PAWS tests in math, reading, and science test are included.

**PAWS tests in math and reading for students in the consolidated subgroup.

2015-16 School Performance Report For Elementary and Middle School Grades

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and 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. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

GMS School Performance Reports by Subject Area: Reading

Reading Indicator	2013-2014 7 th Grade	2014-2015 7 th Grade	2015-2016 7 th Grade
Growth	53 (meeting targets)	49 (meeting targets)	39 (below targets)
Equity	77 (below targets)	51 (meeting targets)	39 (below targets)
Achievement	67% (meeting targets)	60% (meeting targets)	66% (meeting targets)

Reading Indicator	2013-2014 8 th Grade	2014-2015 8 th Grade	2015-2016 8 th Grade
Growth	38 (below targets)	67 (exceeding targets)	45 (meeting targets)
Equity	77 (below targets)	38 (below targets)	45 (below targets)
Achievement	51% (below targets)	68% (meeting targets)	57% (meeting targets)

GMS School Performance Reports by Subject Area: Math

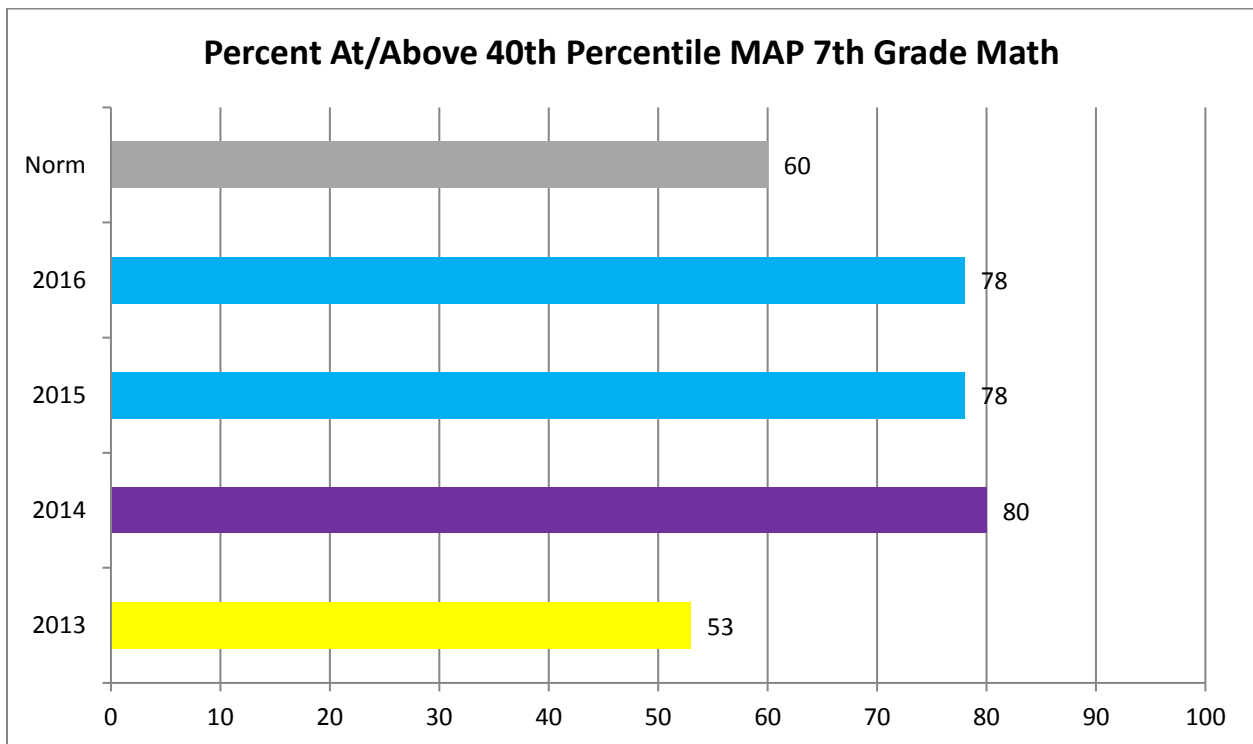
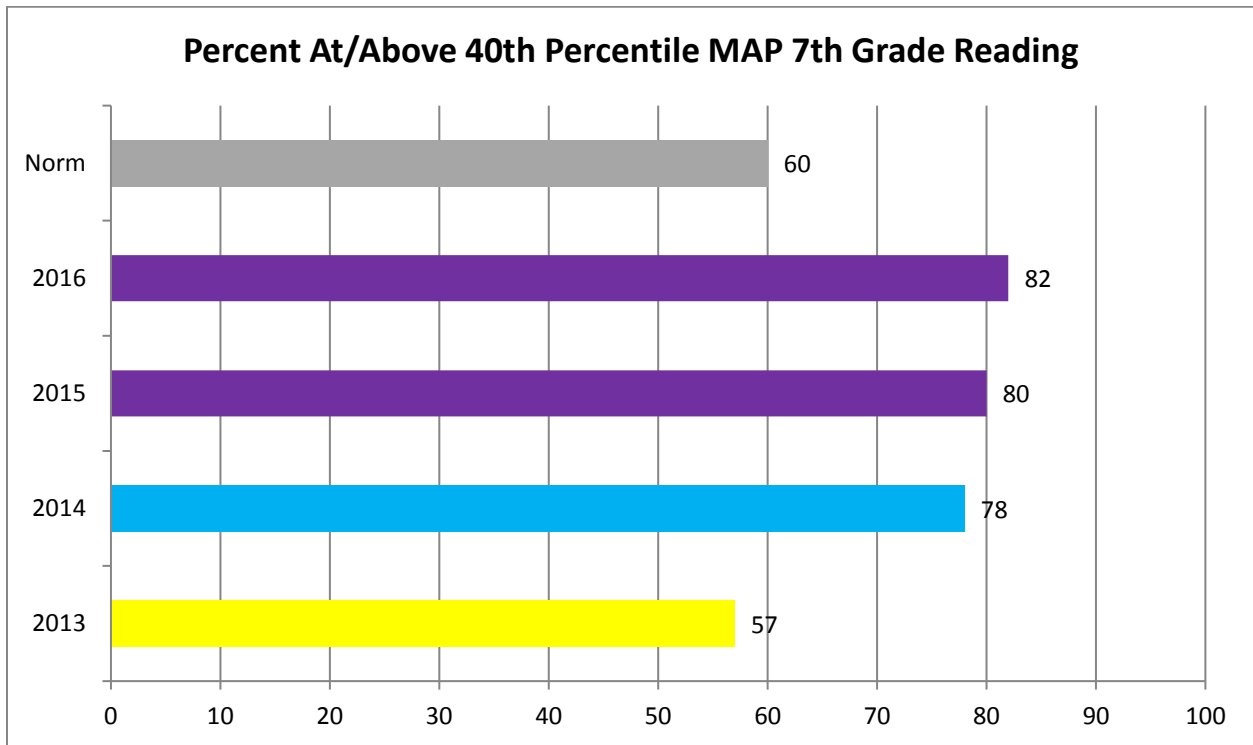
Math Indicator	2013-2014 7 th Grade	2014-2015 7 th Grade	2015-2016 7 th Grade
Growth	44 (below targets)	56 (meeting targets)	36.5 (below targets)
Equity	80 (meeting targets)	56 (meeting targets)	47 (meeting targets)
Achievement	49% (below targets)	52% (meeting targets)	45% (below targets)

Math Indicator	2013-2014 8 th Grade	2014-2015 8 th Grade	2015-2016 8 th Grade
Growth	33 (below targets)	48 (meeting targets)	30 (below targets)
Equity	76 (below targets)	22 (below targets)	23.5 (below targets)
Achievement	28% (below targets)	44% (below targets)	46% (below targets)

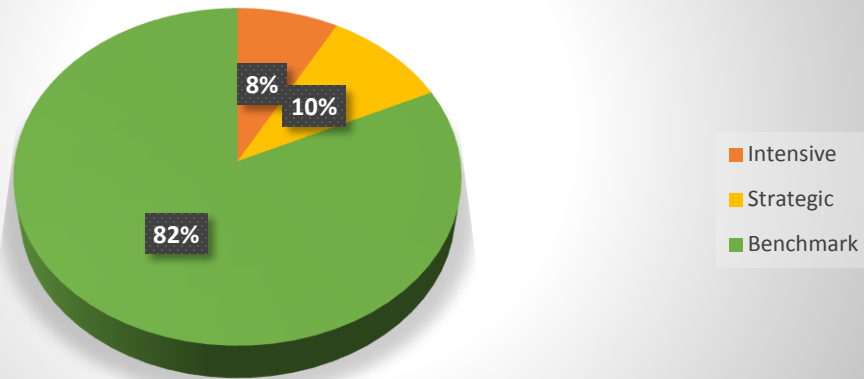
GMS School Performance Reports by Subject Area: Science

Math Indicator	2013-2014 8 th Grade	2014-2015 8 th Grade	2015-2016 8 th Grade
Growth	NA	NA	NA
Equity	NA	NA	NA
Achievement	45% (below targets)	37% (below targets)	37% (below targets)

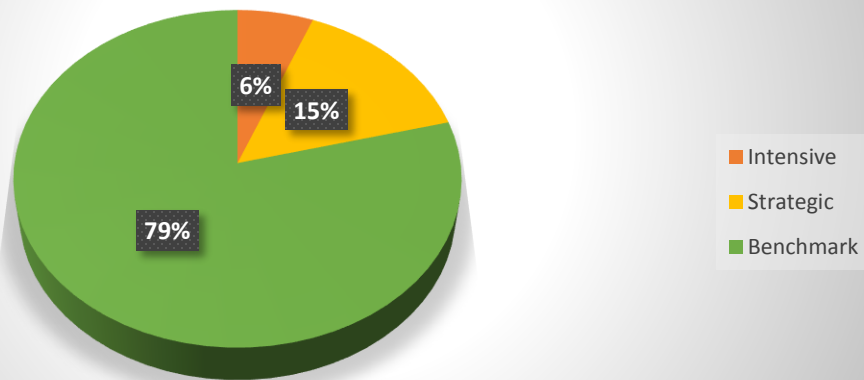
7th Grade MAP Summary



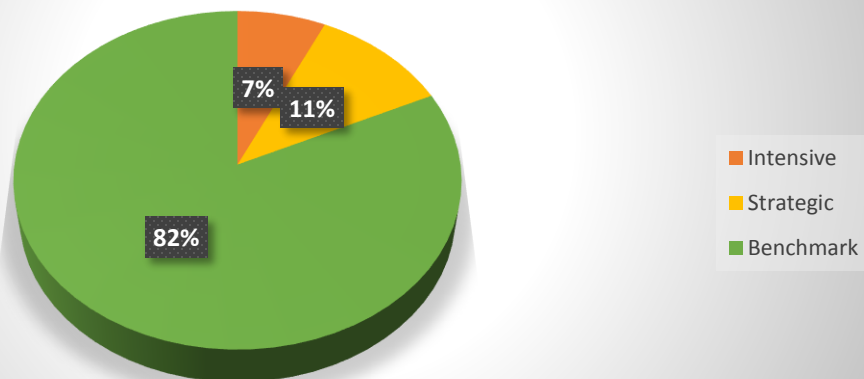
7th Grade MAP Reading Fall 2015



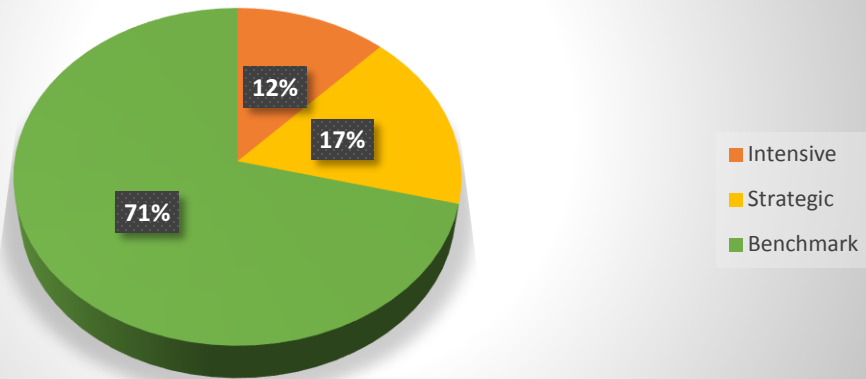
7th Grade MAP Reading Winter 2016



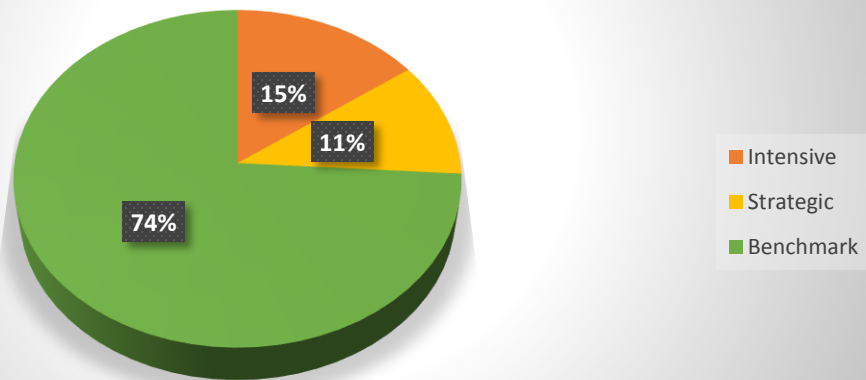
7th Grade MAP Reading Spring 2016



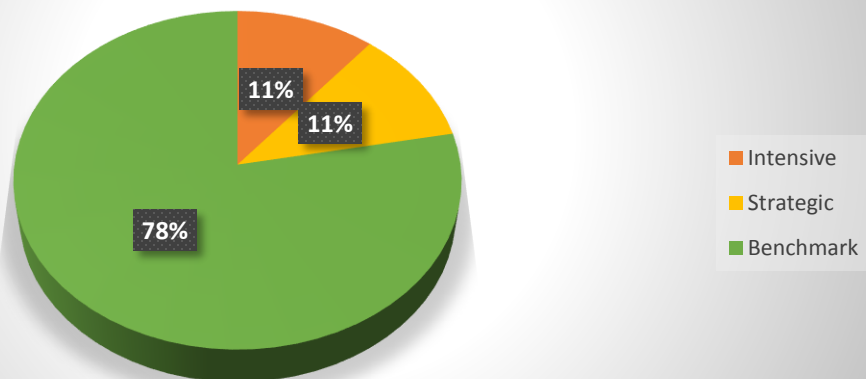
7th Grade MAP Math Fall 2015



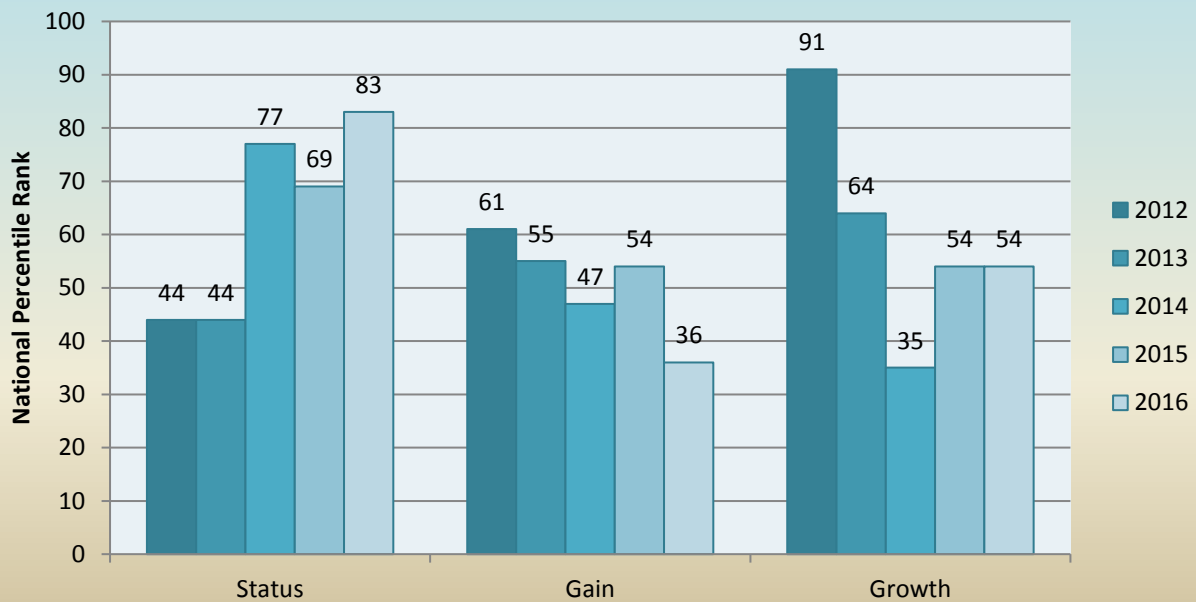
7th Grade MAP Math Winter 2016



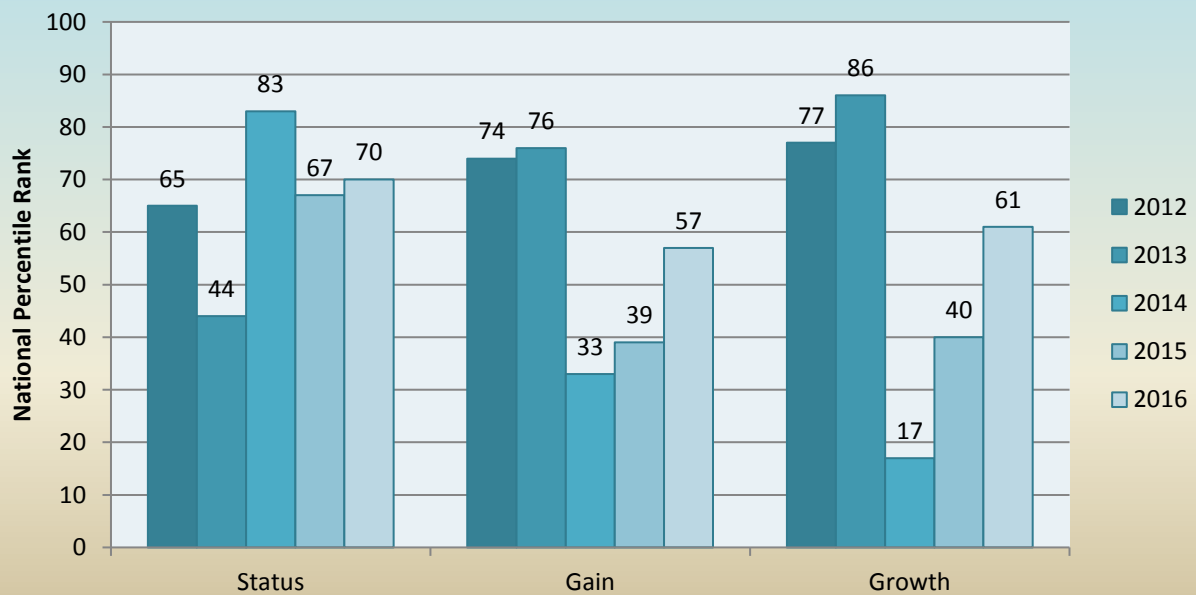
7th Grade MAP Math Spring 2016



7th Grade MAP Reading National Comparison

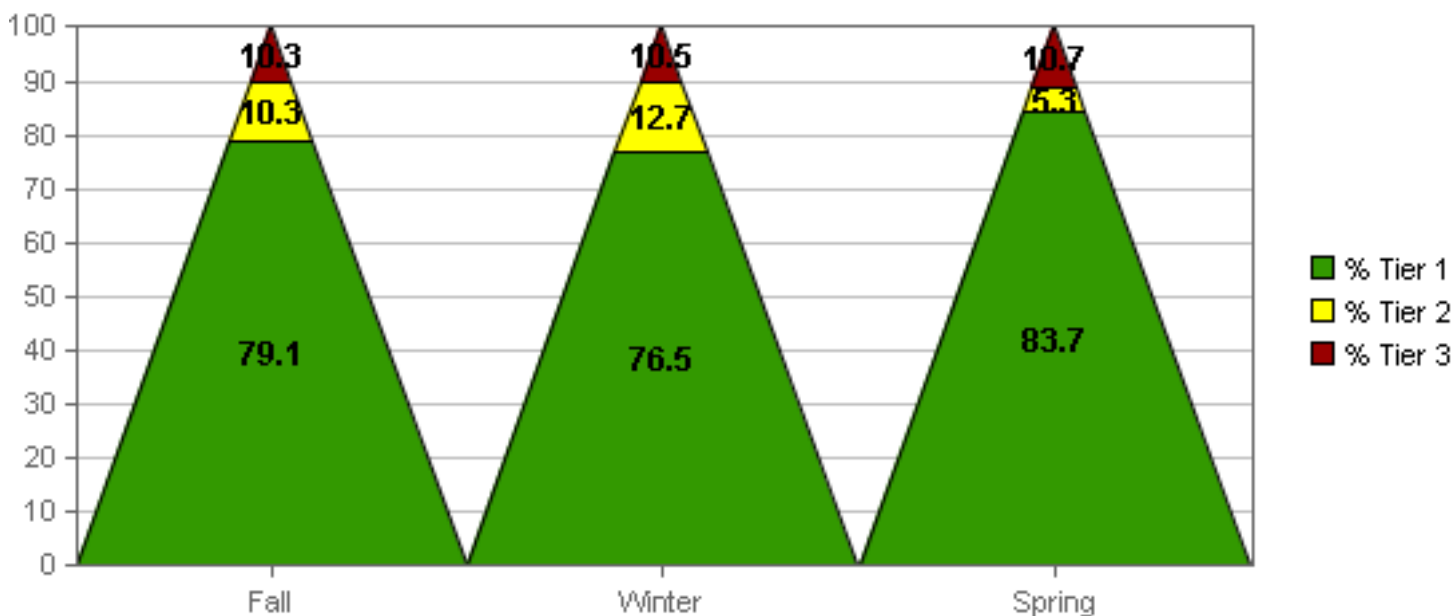


7th Grade MAP Math National Comparison



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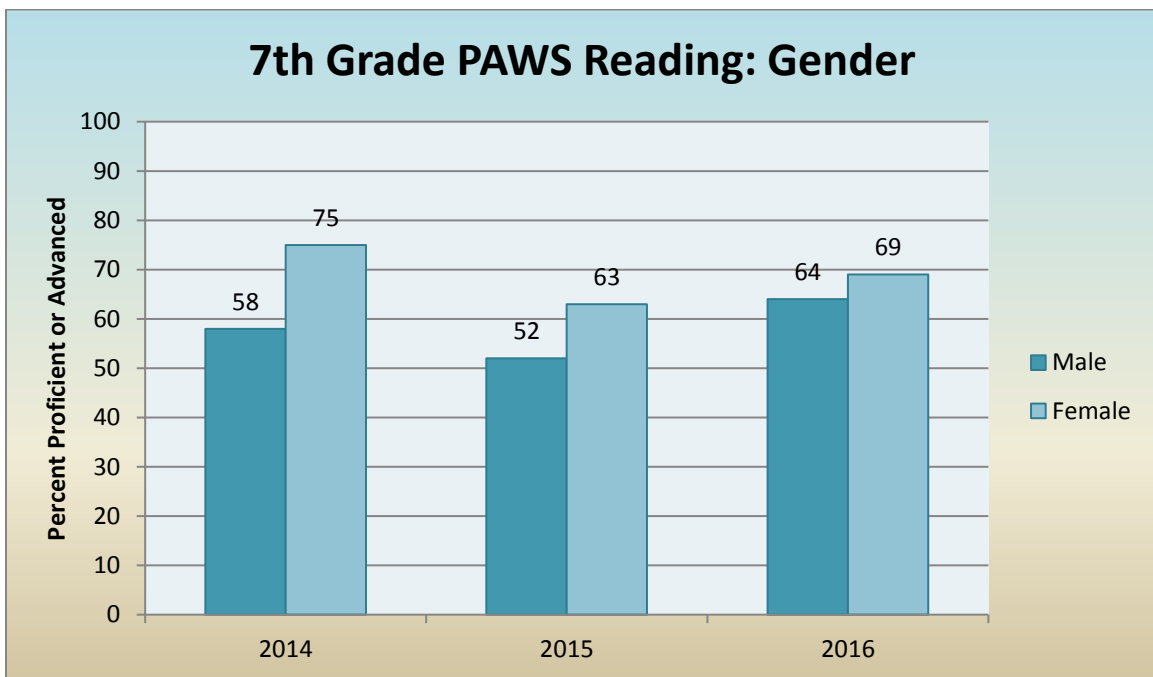
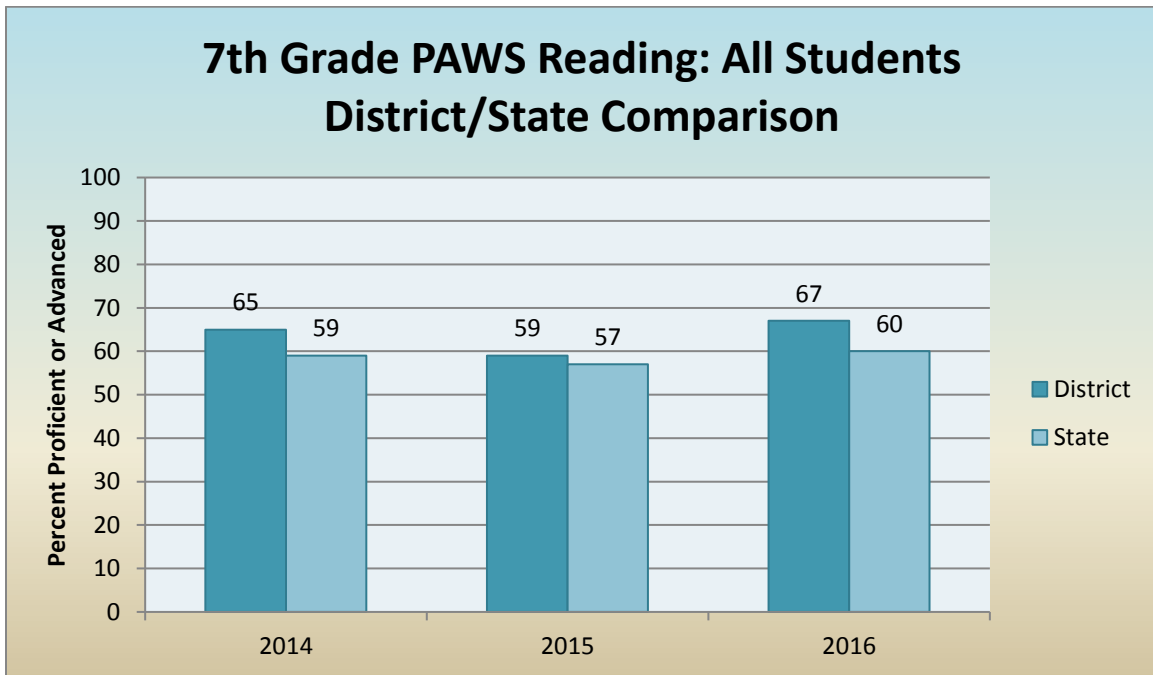
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Converse County School District #2 - ccsd2-Glenrock Intermediate/Middle School
Math Computation
Grade 7 : 2015-2016 School Year


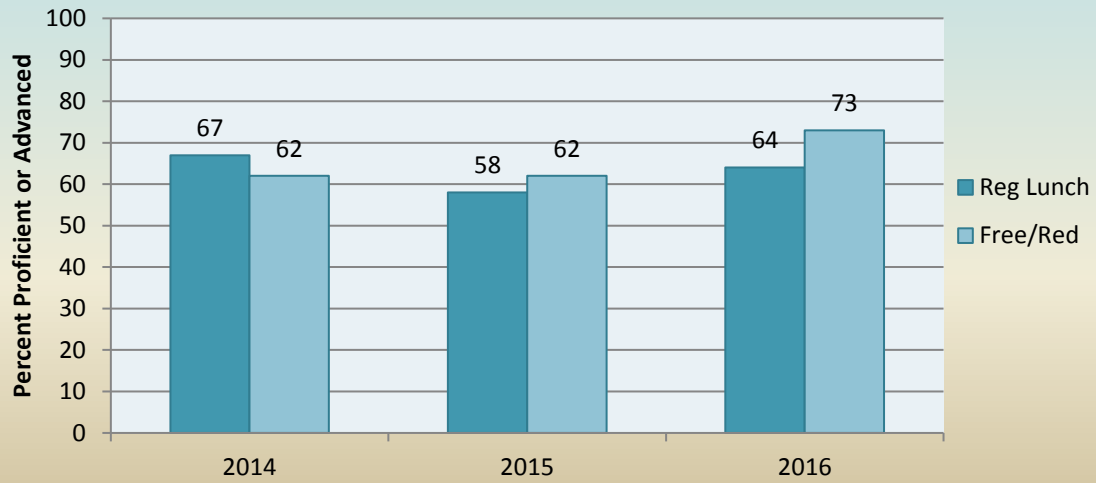
	Fall	Transition	Winter	Transition	Spring
Tier 3	5 (10.3%)	5 0 0	5 (10.5%)	3 1 0	4 (10.7%)
Tier 2	5 (10.3%)	0 3 2	6 (12.7%)	1 1 2	2 (5.3%)
Tier 1	38 (79.1%)	0 2 34	36 (76.5%)	0 0 29	31 (83.7%)
New Student		1		0	
Unscored		2		10	
Total Students	48		47		37

Note: Unscored also includes any students who may have been transferred.

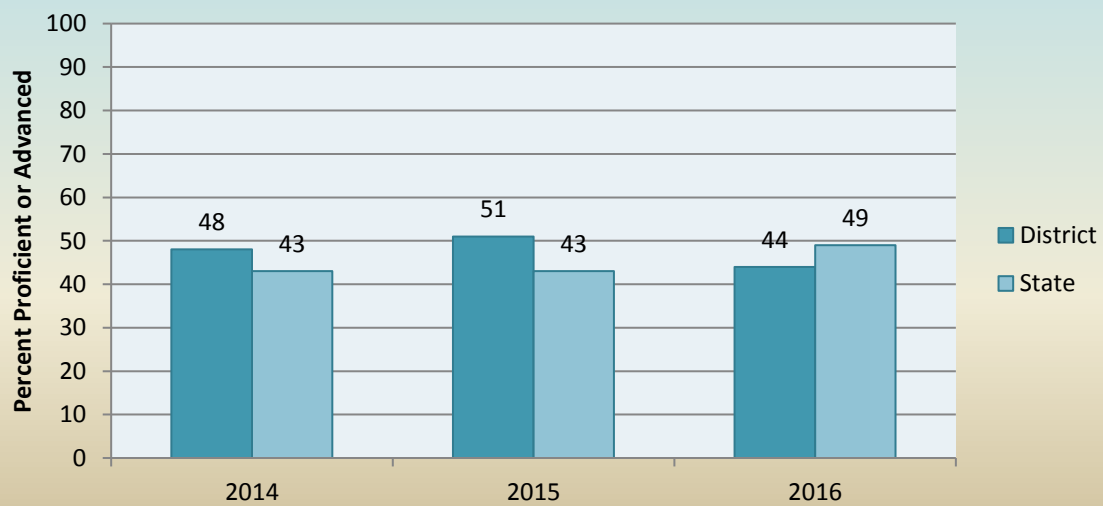
7th Grade PAWS Summary



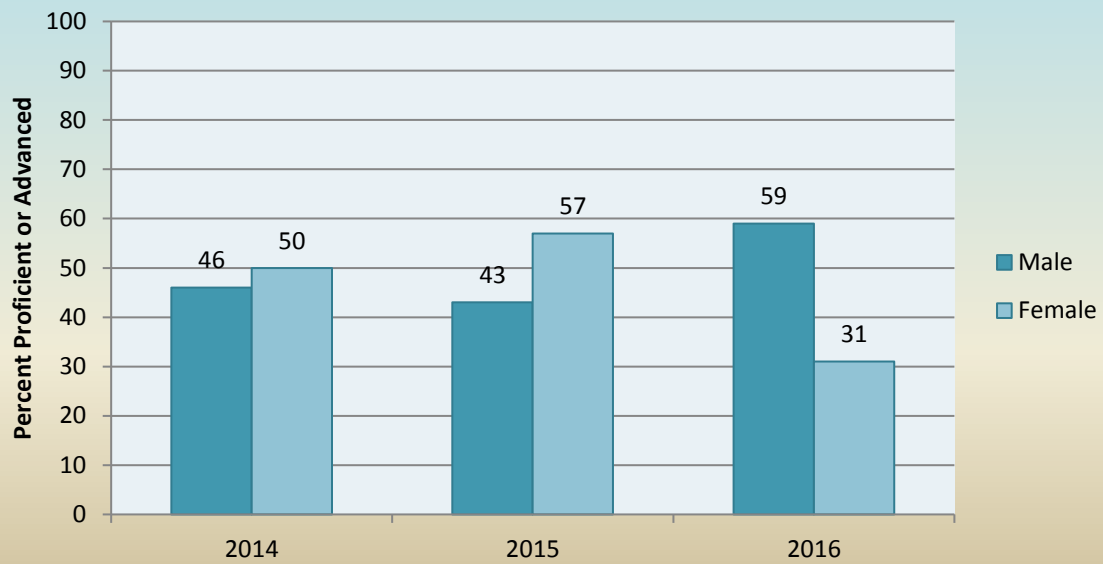
7th Grade PAWS Reading: SES



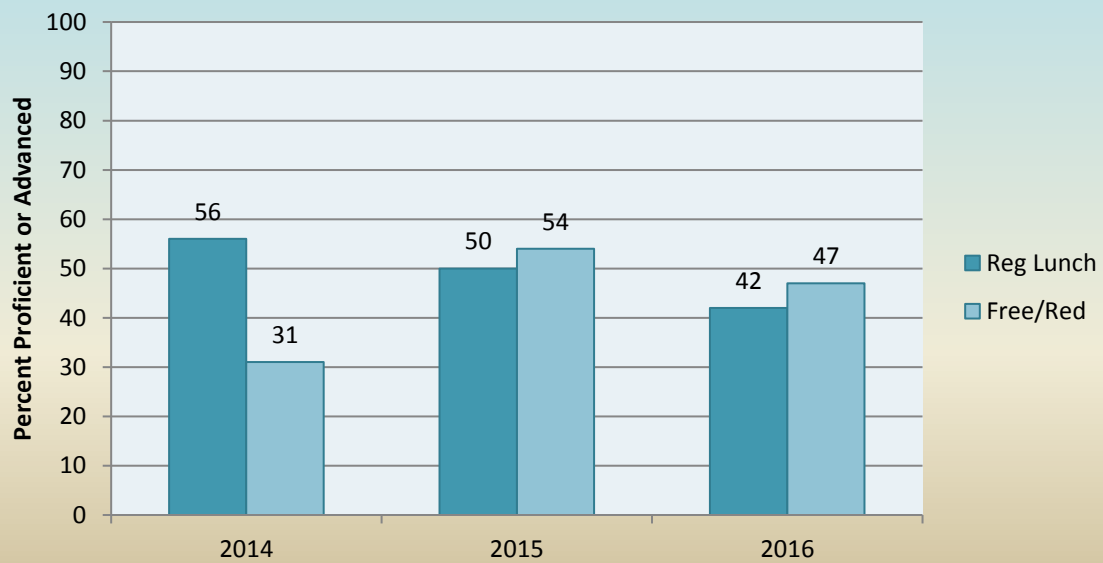
7th Grade PAWS Math: All Students District/State Comparison



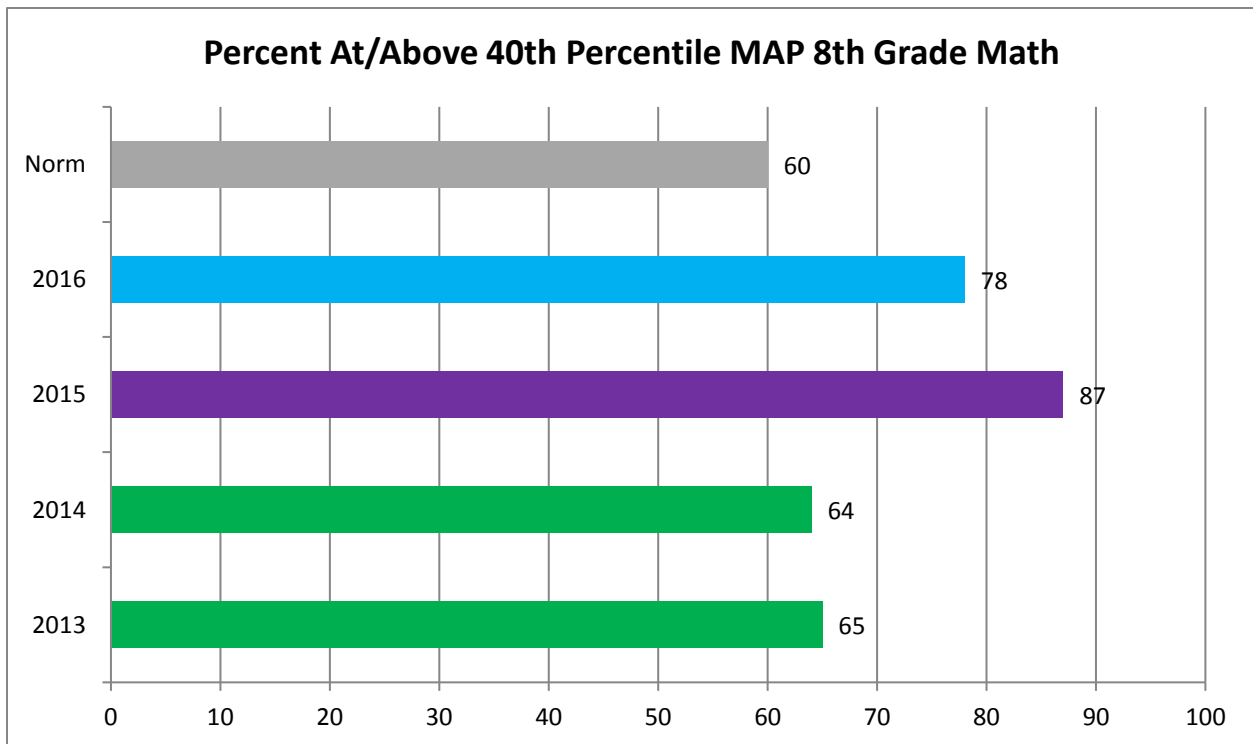
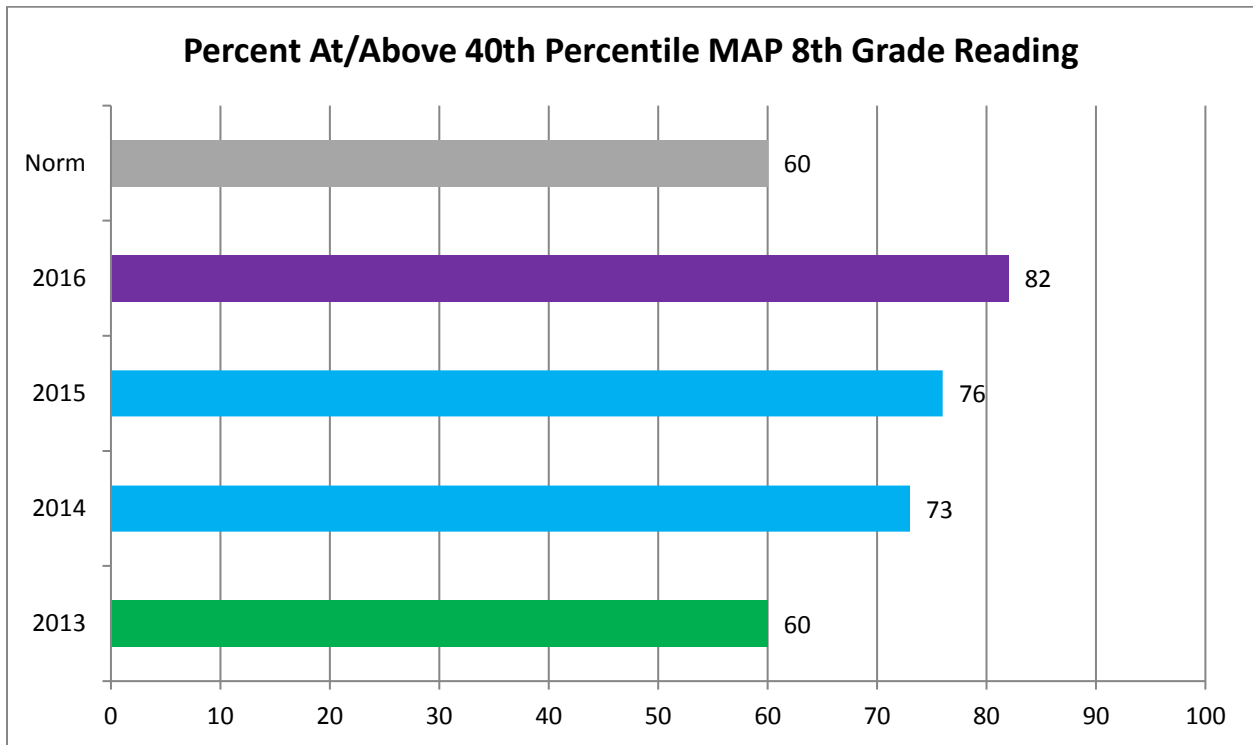
7th Grade PAWS Math: Gender



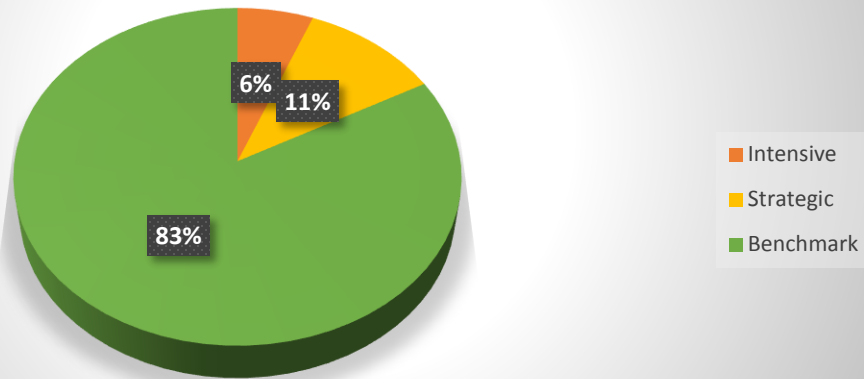
7th Grade PAWS Math: SES



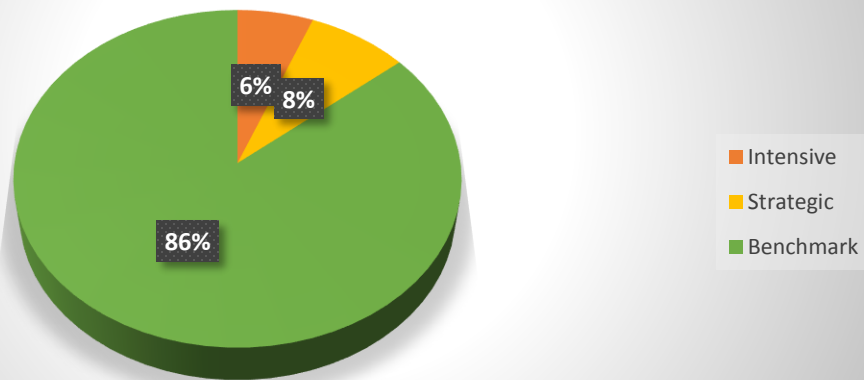
8th Grade MAP Summary



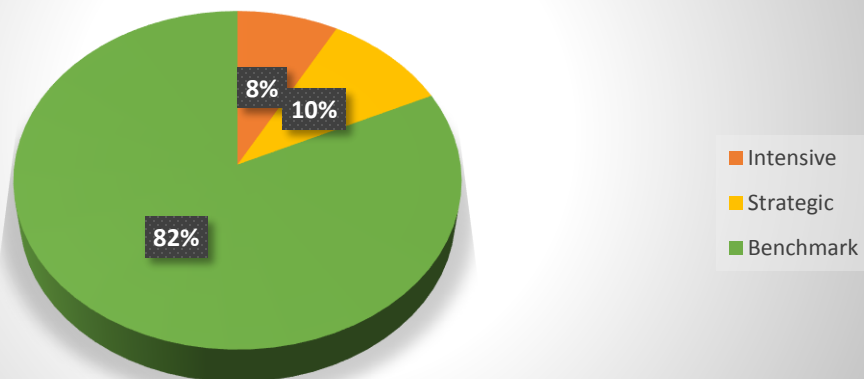
8th Grade MAP Reading Fall 2015



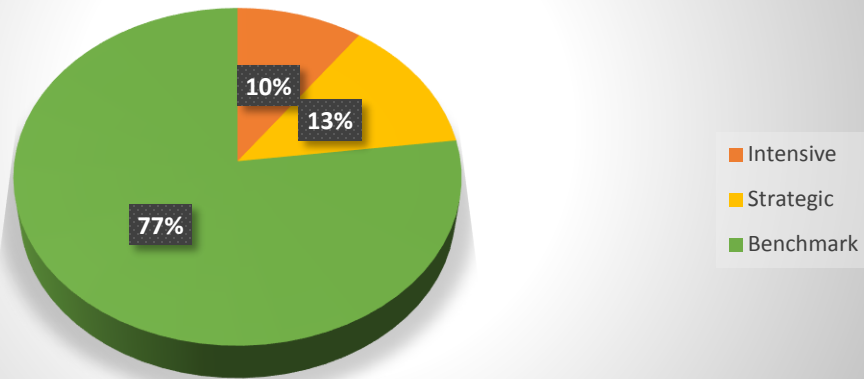
8th Grade MAP Reading Winter 2016



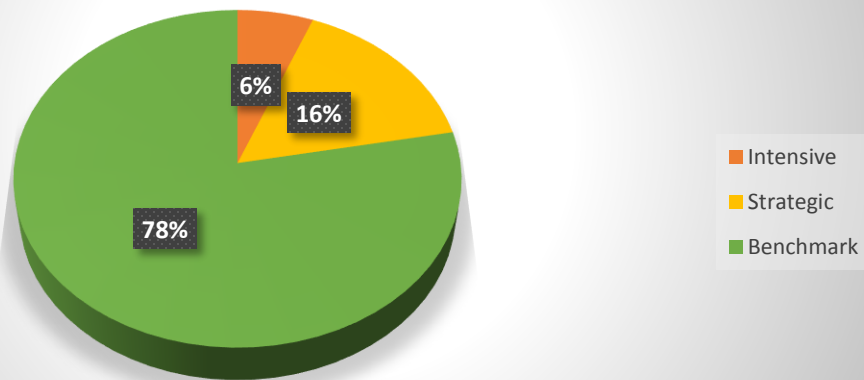
8th Grade MAP Reading Spring 2016



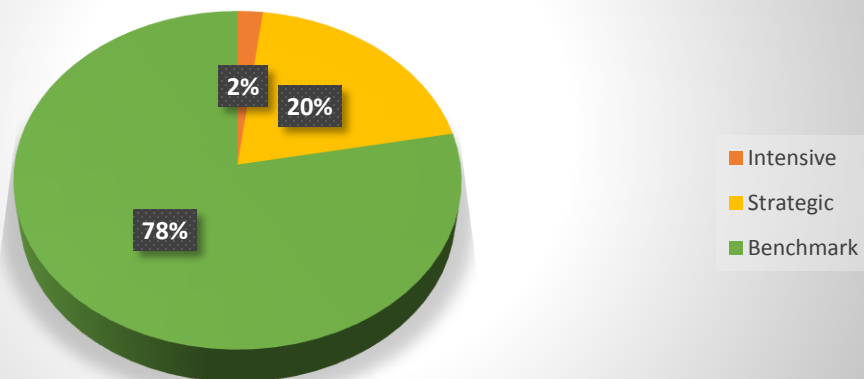
8th Grade MAP Math Fall 2015



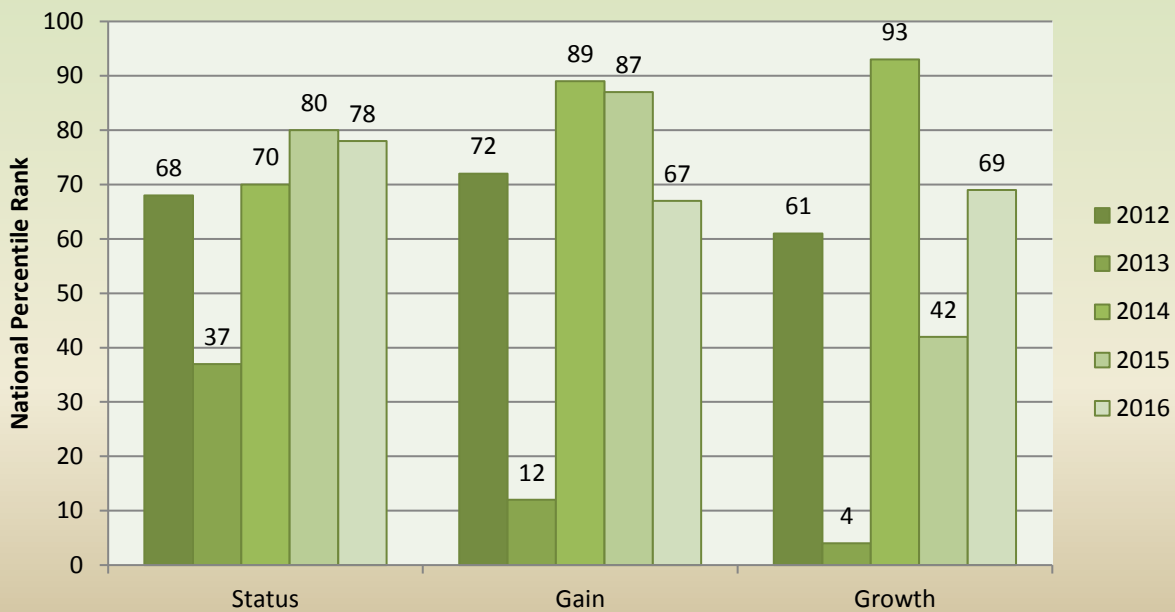
8th Grade MAP Math Winter 2016



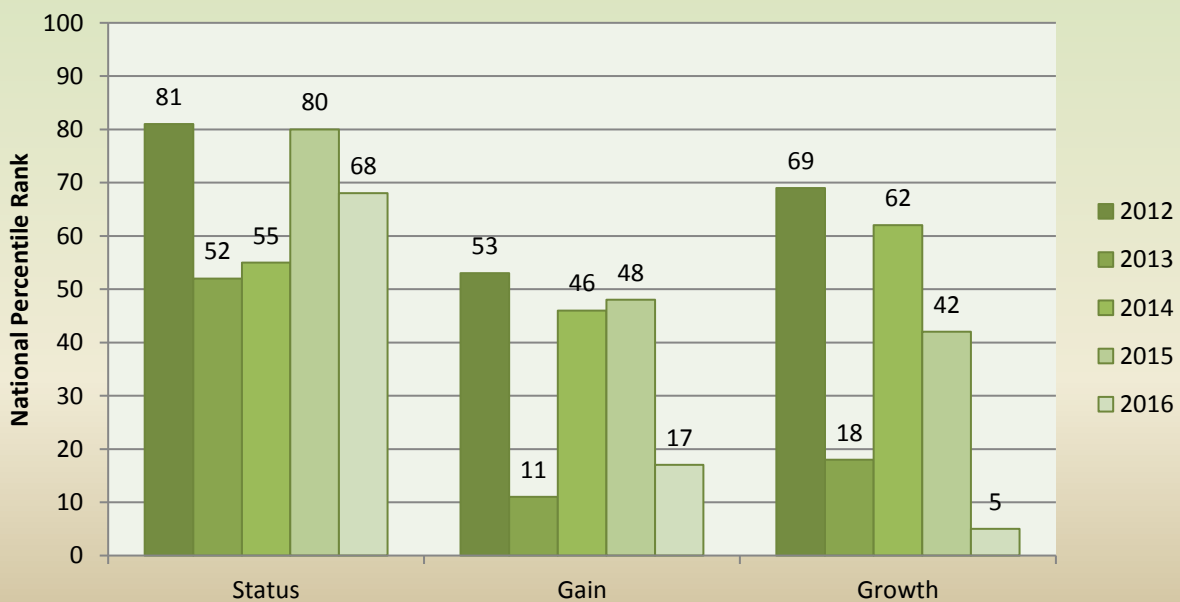
8th Grade MAP Math Spring 2016



8th Grade MAP Reading National Comparison

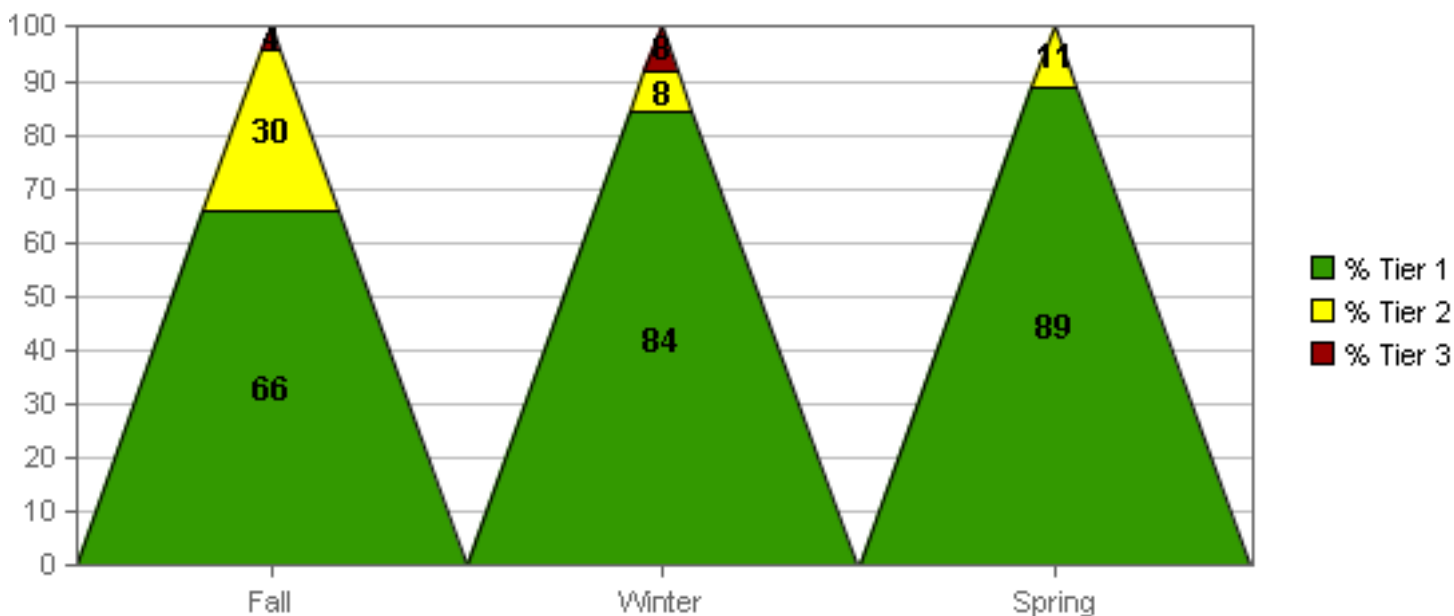


8th Grade MAP Math National Comparison



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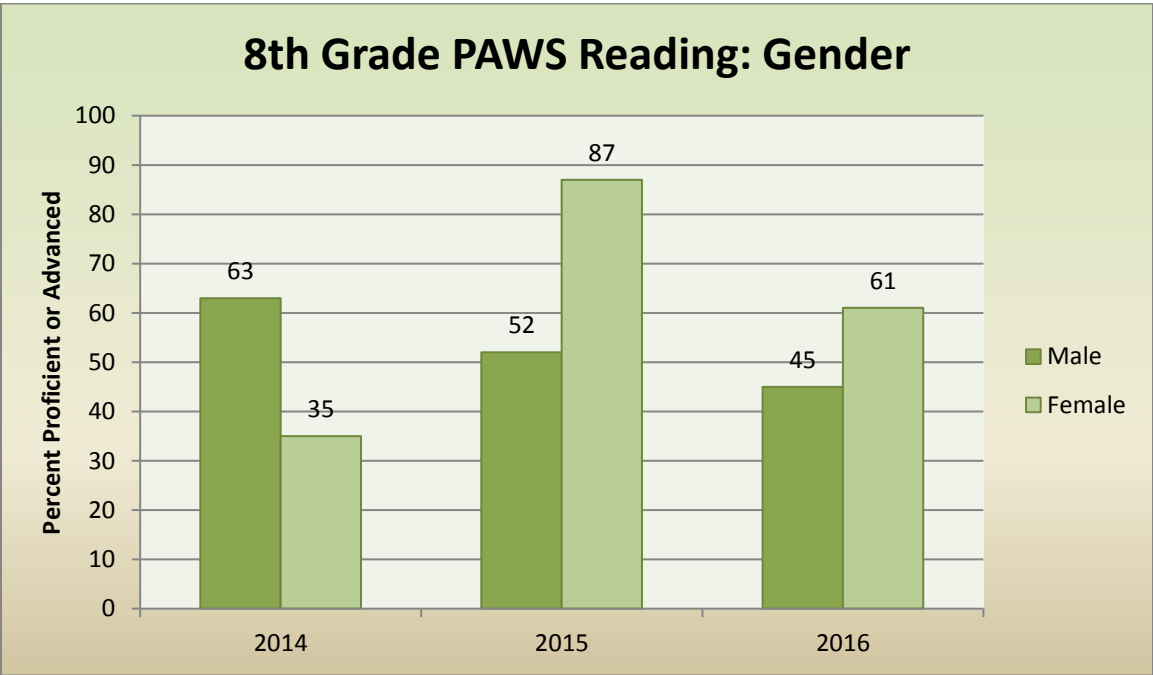
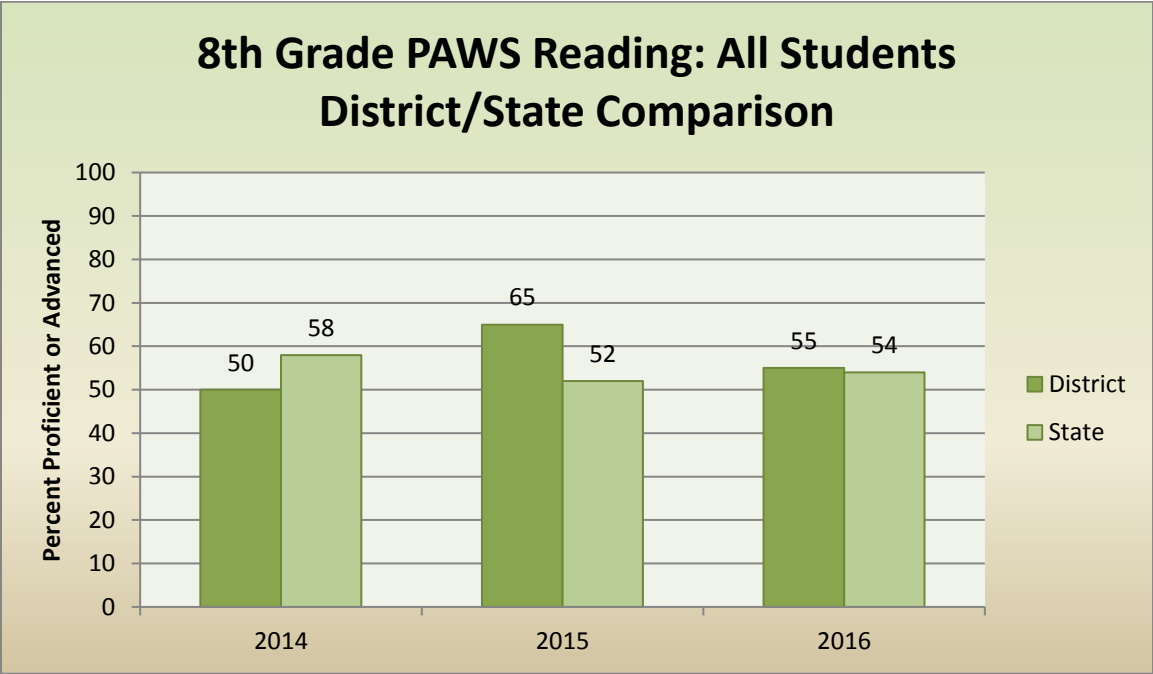
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Converse County School District #2 - ccsd2-Glenrock Intermediate/Middle School
Math Computation
Grade 8 : 2015-2016 School Year


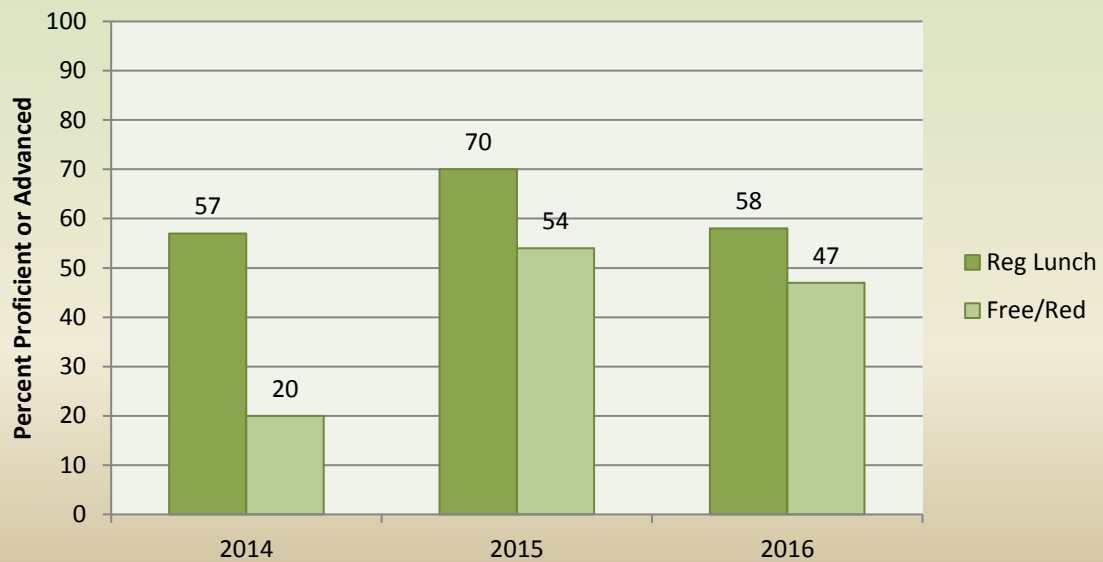
	Fall	Transition	Winter	Transition	Spring
Tier 3	2 (4%)	1 0 0	4 (8%)	0 0 1	0 (0%)
Tier 2	14 (30%)	2 3 9	4 (8%)	0 1 1	4 (11%)
Tier 1	31 (66%)	0 1 30	41 (84%)	0 3 29	31 (89%)
New Student		3		0	
Unscored		1		14	
Total Students	47		49		35

Note: Unscored also includes any students who may have been transferred.

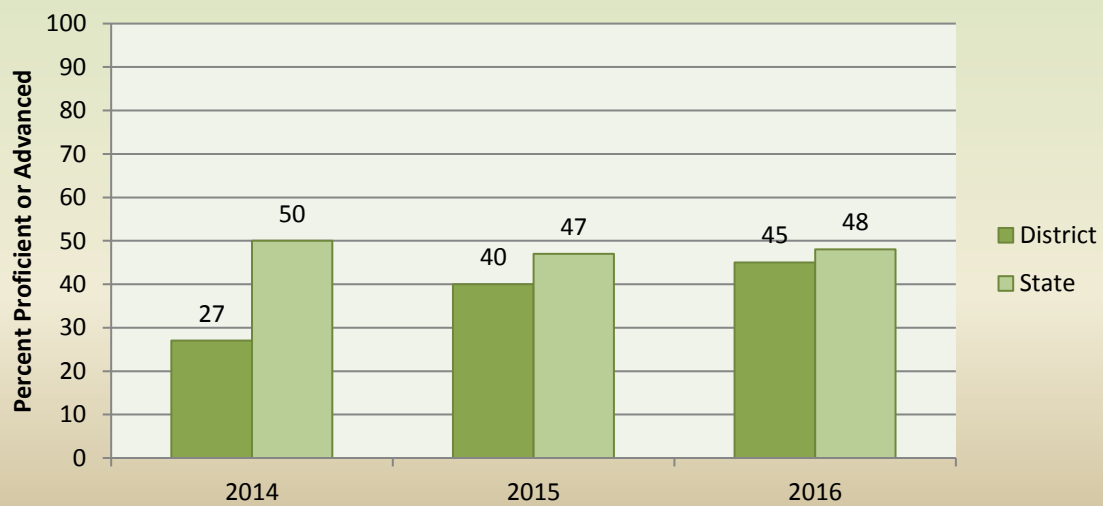
8th Grade PAWS Summary



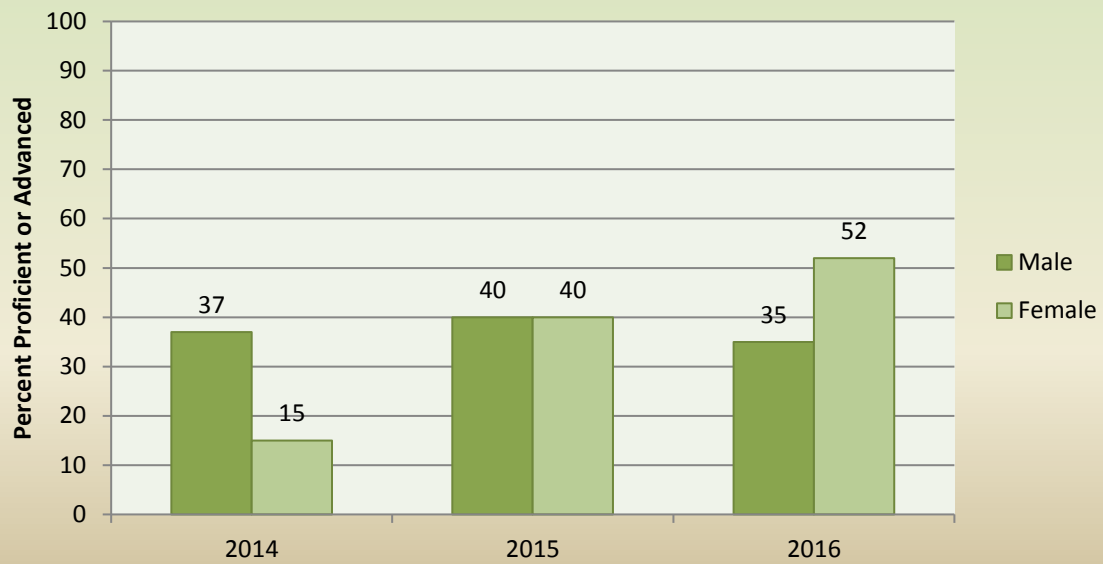
8th Grade PAWS Reading: SES



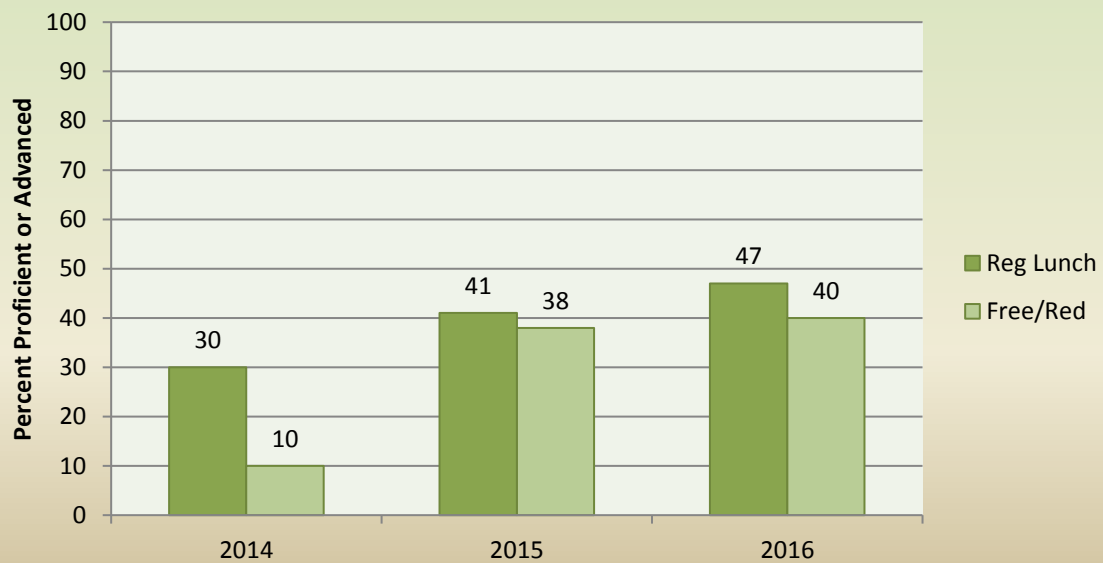
8th Grade PAWS Math: All Students District/State Comparison



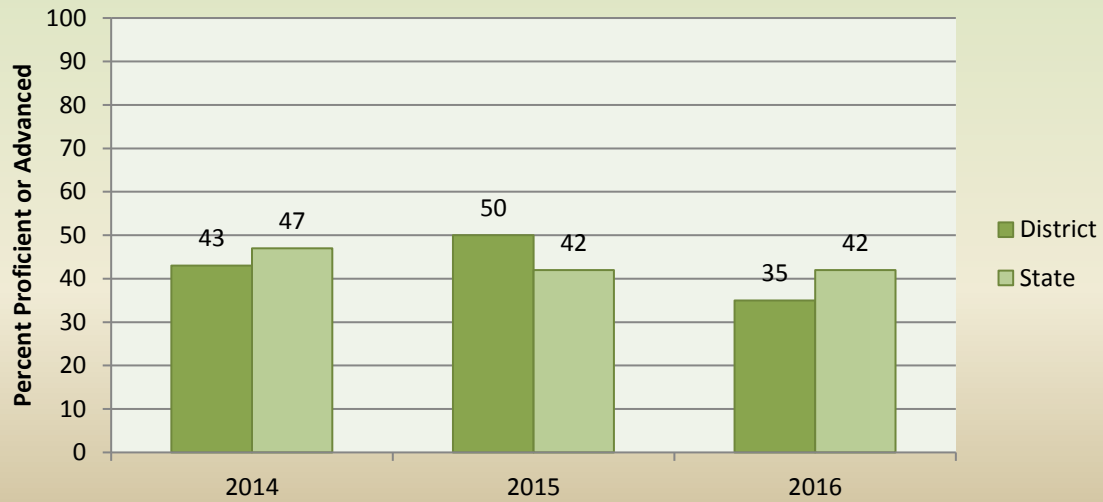
8th Grade PAWS Math: Gender



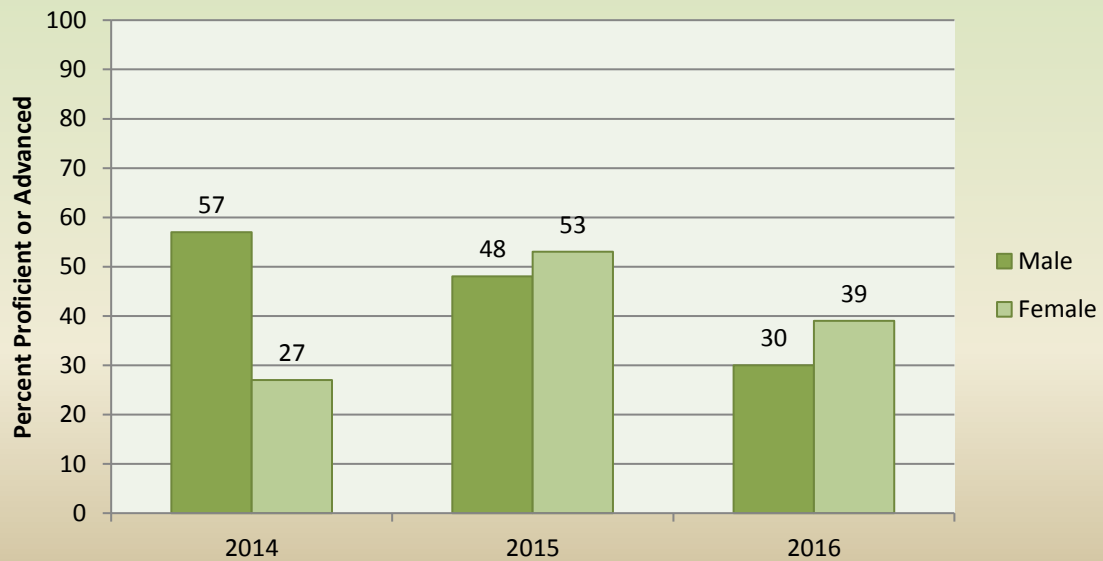
8th Grade PAWS Math: SES



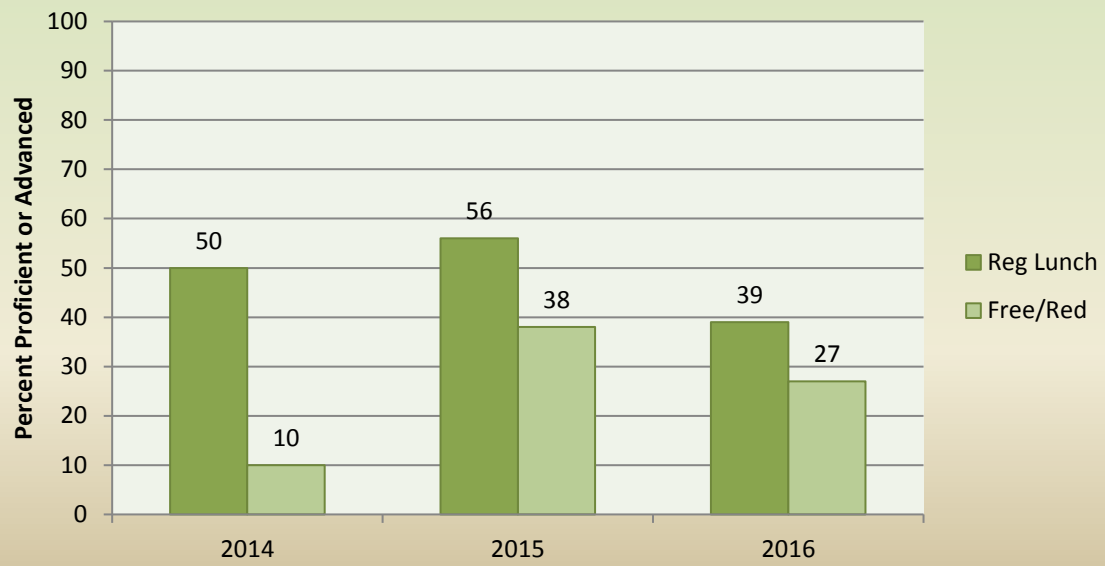
8th Grade PAWS Science: All Students District/State Comparison



8th Grade PAWS Science: Gender



8th Grade PAWS Science: SES



2015-16 High School Performance Report

District Name: **Converse #2**
 School Name: **Glenrock High School**
 Grades Served: **9-12**
 Enrollment: **194**

MEETING EXPECTATIONS

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**

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

[School Accountability Implementation Handbook](#)

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.

School Indicator Performance				
Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.				
Indicator	Category	Score	Count of Students	Description
ACADEMIC PERFORMANCE				
Equity	Below Targets	43.0	20	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of grade eleven students who had low reading and math test scores in the prior year.
Achievement	Meeting Targets	33 %	47	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.
Growth	Meeting Targets	46	90	Growth is a median student growth percentile (MGP) in reading and math combined for all students during grades ten and eleven as measured on subject area tests of the Aspire, Explore, Plan, and ACT.
OVERALL READINESS				
Graduation Rate	Meeting Targets	83 %	48	Graduation rate is a measure of the extended rate (i.e., four year on-time cohort plus five, six and seven year graduates).
Additional Readiness	Meeting Targets	72		Additional Readiness/Hathaway index based on unweighted GPA, highest ACT composite score, and the success curriculum level reported on the transcript (weight = 40%). Tested readiness is an index based on composite scores on the ACT (weight = 30%). Percent of grade 9 students earning 1/4th of the credits needed for graduation (weight = 30%).
Participation Rate	Met			The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2015-16 High School Performance Report

Indicator Categories	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
ACADEMIC PERFORMANCE			
Equity	< 47	>=47 and < 60	>= 60
Achievement	< 32	>= 32 and < 45	>= 45
Growth	< 45	>= 45 and < 60	>= 60
OVERALL READINESS			
Graduation Rate Indicator*	< 80	>= 80 and < 90	>= 90
Additional Readiness Indicator**	< 68	>= 68 and < 79	>= 79
* Cut scores for schools vary based on the sub-indicators available.			

ACADEMIC PERFORMANCE

EQUITY: The median student growth percentile (MGP) in reading and math combined for a subgroup of grade eleven students who had low reading and math test scores in the prior year.

[Click on link to view Equity Subgroup Report](#)

Name	All Tests	Reading	Mathematics	Count of Students
Glenrock High School	43.0	23.5	48.0	20
Wyoming	50.0	50.0	50.0	2,523

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

[Click on link to view Achievement Subgroup Report](#)

Name	All Tests Combined	Reading	Mathematics	Science	English/ Writing	Count of Students
Glenrock High School	33 %	38 %	36 %	28 %	31 %	47
Wyoming	36 %	37 %	41 %	34 %	34 %	5,684

GROWTH: The median student growth percentile (MGP) in reading and math combined for all students during grades ten and eleven as measured on subject area tests of the Aspire, Explore, Plan, and ACT.

[Click on link to view Growth Subgroup Report](#)

Name	Grade	All	Reading	Mathematics	N
Glenrock High School	ALL	46.0	51.0	44.5	90
Wyoming	ALL	49.0	49.0	49.0	11,024
Glenrock High School	10	56.0	67.5	32.5	44
Wyoming	10	49.0	49.0	49.0	5,750
Glenrock High School	11	43.5	29.0	48.0	46
Wyoming	11	50.0	50.0	50.0	5,274

OVERALL READINESS

2015-16 High School Performance Report

[Click on link to view Graduation Subgroup Report](#)

	Graduation			
	Glenrock High School		Wyoming	
	Rate	Count of Students	Rate	Count of Students
4 Year Rate	83 %	48	80 %	6,794
Extended Year Rate	83 %	48	80 %	7,019

	Performance on Additional Readiness							
	Glenrock High School				Wyoming			
	Weight	Score	Weighted Score	Count of Students	Weight	Score	Weighted Score	Count of Students
Hathaway	40 %	72	28.9	40	40 %	67	26.7	5,579
Tested Readiness	30 %	60	18.0	136	30 %	60	18.0	17,449
Grade 9 Credits	30 %	82	24.6	45	30 %	88	26.4	6,284
Total Additional Readiness			72				71	

	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 %	30 %	15 %	22 %	10 %	40
Wyoming	41 %	15 %	14 %	16 %	14 %	5,700

2015-16 High School Performance Report

Three Components of Hathaway Scholarship

	Unweighted GPA (on a scale of 0.0 to 4.0)				
GPA Ranges	< 2.5	>=2.5 and < 3.0	>= 3.0 and < 3.5	>= 3.5	Count of Students
Glenrock High School	18 %	22 %	35 %	25 %	40
Wyoming	23 %	23 %	25 %	29 %	5,700

	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	10 %	25 %	20 %	30 %	15 %	40
Wyoming	22 %	15 %	14 %	27 %	22 %	5,581

	Success Curriculum Level for Hathaway				
	None	Provisional Opportunity	Opportunity	Honors/Performance	Count of Students
Glenrock High School	0 %	48 %	12 %	40 %	40
Wyoming	35 %	18 %	12 %	35 %	5,697

[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 Aspire Grade 9	ACT Aspire Grade 10	ACT Test Grade 11	Index Points
Level 4	433-452	435-452	25-36	100
Level 3	427-432	429-434	21-24	80
Level 2	420-426	422-428	17-20	50
Level 1	400-419	400-421	1-16	20

Tested Readiness Average Index Score By Test

Name	All Tests Combined	Aspire Grade 9	Aspire Grade 10	ACT	Alt	Count of Students
Glenrock High School	60	69	59	54	50	136
Wyoming	60	59	61	60	68	17,449

Grade 9 Credits

Name	% with Required Credits	Count of Students	Expected Grade 9 Credits
Glenrock High School	82 %	45	30
Wyoming	88 %	6,284	Varies by District

2015-16 High School Performance Report

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	187	175	186	Met
	Level 2	187	167	186	Met
Equity**	Level 1	80	76	79	Met
	Level 2	80	72	79	Met
Tested Readiness***	Level 1	136	129	136	Met
	Level 2	136	122	136	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, Aspire in Grade 9 and 10.

Performance Level Descriptors for High Schools

Exceeding Expectations

This category is reserved for schools considered models of performance. These schools demonstrated high achievement and exceeded target on at least one other performance indicator – equity or readiness – 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 acceptable or better levels of achievement, student readiness, and/or in promoting equity for students with below-proficient achievement.

Partially Meeting Expectations

Schools in this category demonstrated either unacceptable levels of achievement *or* were below target on improving the achievement of below-proficient students *and* on graduation rate and tested readiness. Many schools in this category showed acceptable performance in promoting equity based on growth for low achieving students *and/or* met target for student readiness.

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 have low levels of achievement, fall short of targets on graduation and tested readiness, and have large achievement gaps that show little or no improvement.

GHS School Performance Reports by Subject Area: Reading

Reading Indicator	2013-2014 10 th Grade	2014-2015 10 th Grade	2015-2016 10 th Grade
Growth	NA	56.5 (meeting targets)	67.5 (exceeding targets)
Equity	NA	NA	NA
Achievement	NA	NA	NA

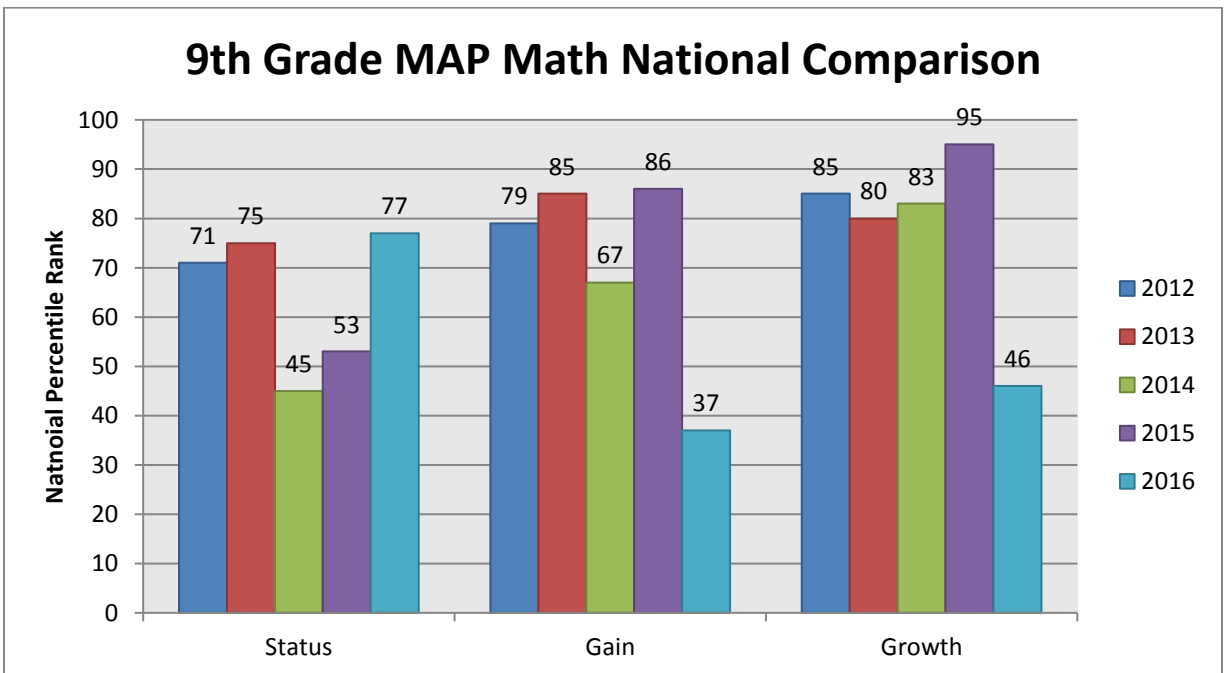
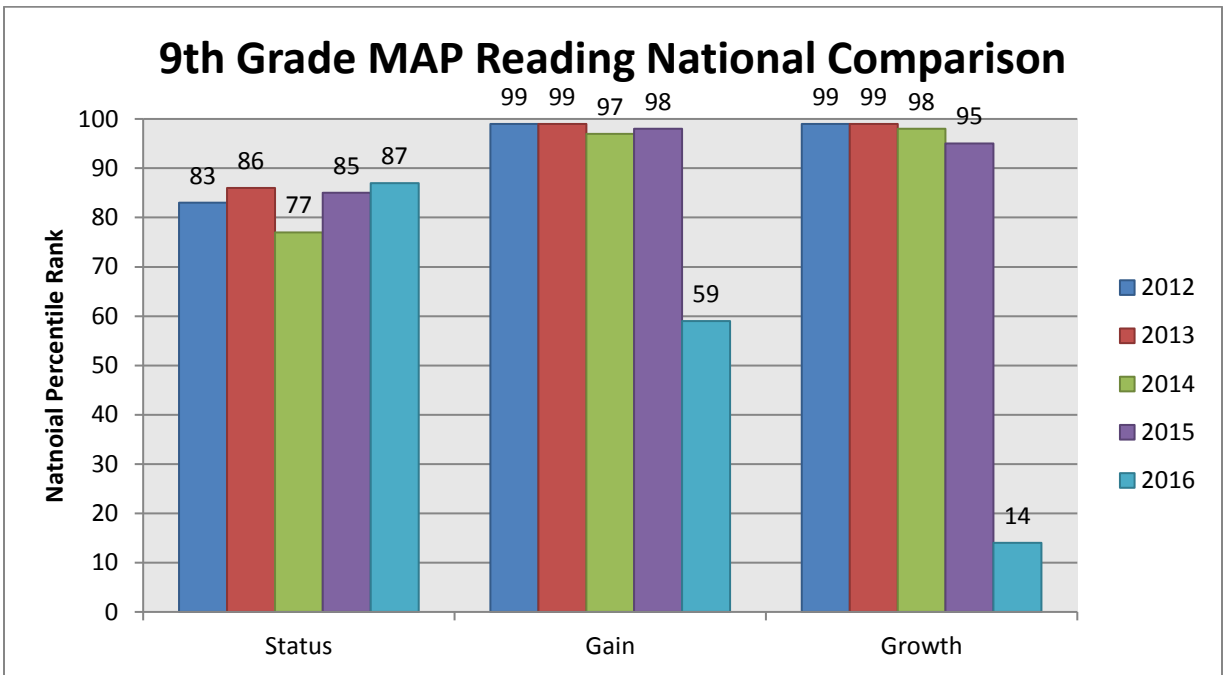
Reading Indicator	2013-2014 11 th Grade	2014-2015 11 th Grade	2015-2016 11 th Grade
Growth	NA	46 (below targets)	29 (below targets)
Equity	124 (meeting targets)	35.5 (below targets)	23.5 (below targets)
Achievement	39% (meeting targets)	39% (meeting targets)	38% (meeting targets)

GHS School Performance Reports by Subject Area: Math

Math Indicator	2013-2014 10 th Grade	2014-2015 10 th Grade	2015-2016 10 th Grade
Growth	NA	55.5 (meeting targets)	32.5 (below targets)
Equity	NA	NA	NA
Achievement	NA	NA	NA

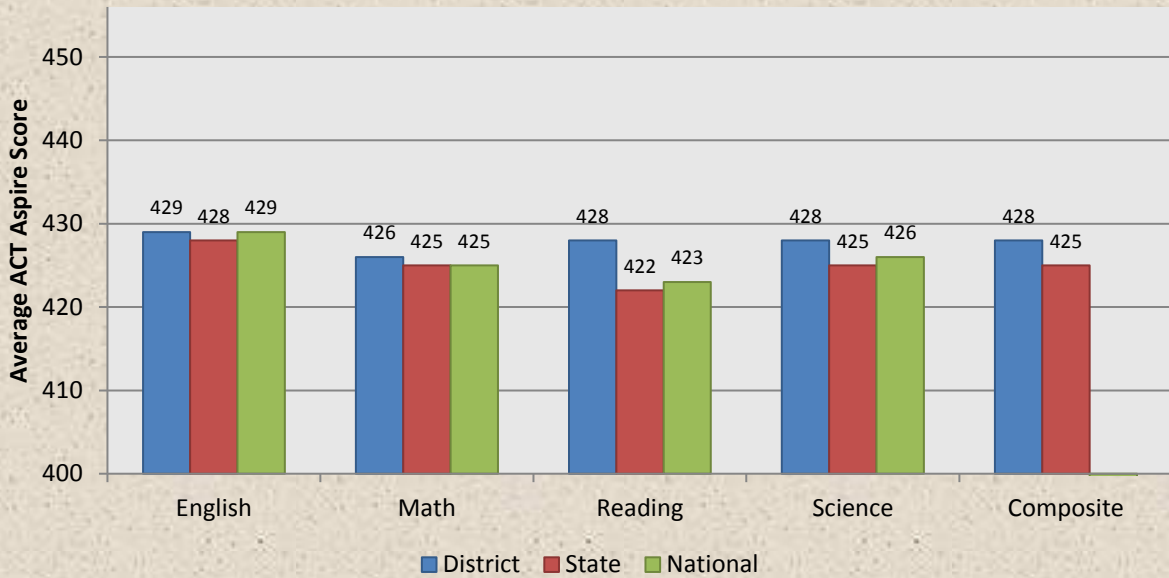
Math Indicator	2013-2014 11 th Grade	2014-2015 11 th Grade	2015-2016 11 th Grade
Growth	NA	47 (meeting targets)	48 (meeting targets)
Equity	130 (exceeding targets)	49 (meeting targets)	48 (meeting targets)
Achievement	36% (meeting targets)	39 (meeting targets)	36% (meeting targets)

9th Grade MAP Summary

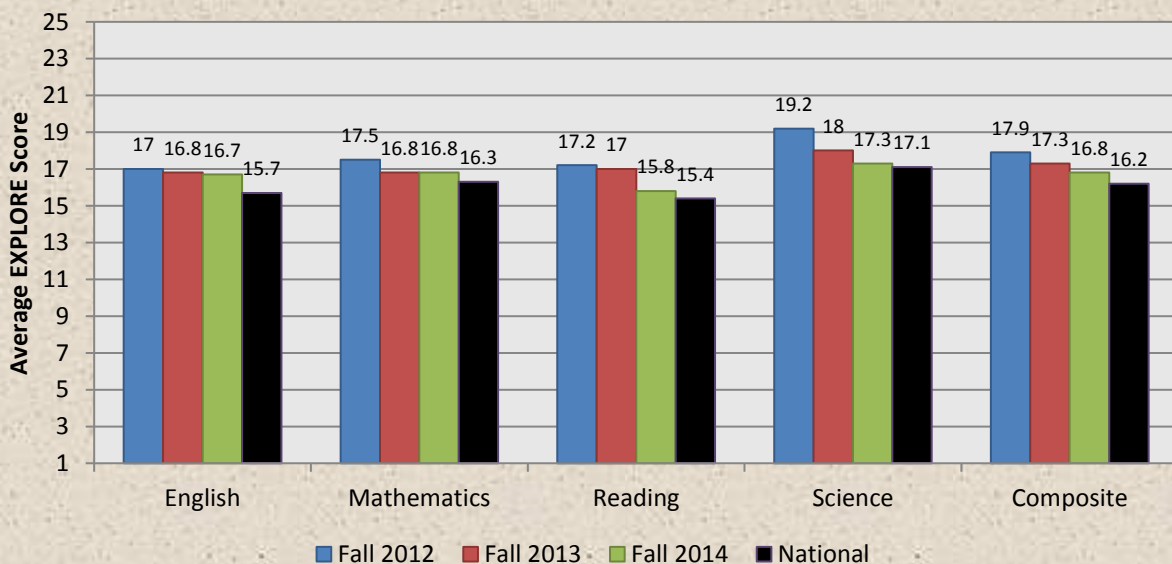


9th Grade ACT Aspire Summary

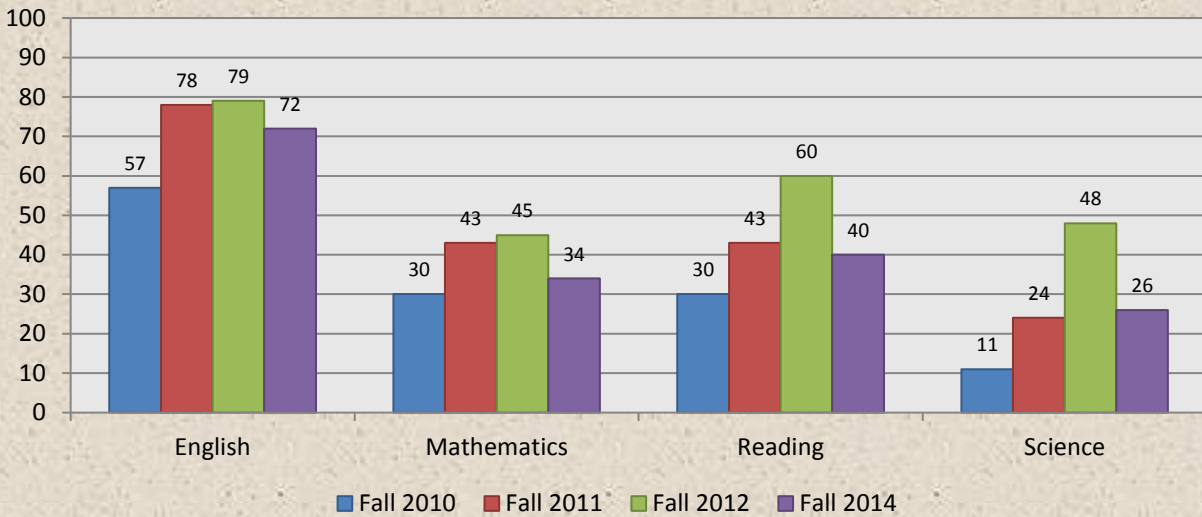
2016 ACT Aspire Composite Scores (9th)



EXPLORE Scores: Three Year Longitudinal



EXPLORE Scores: Percent Meeting College Readiness Standards (Longitudinal)

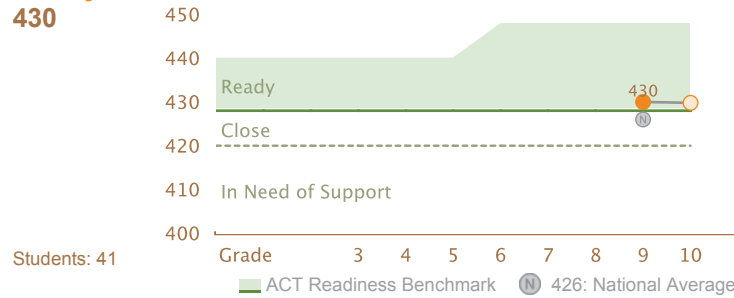


COMPOSITE SCORE **428**
PREDICTED ACT COMPOSITE SCORE **22.1**
Maximum: 36

College and Career Readiness: Current and Predicted Path

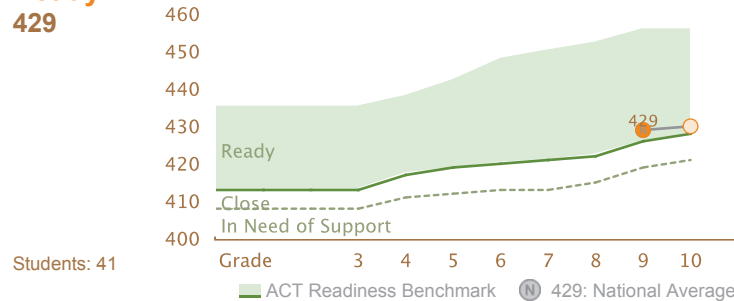
WRITING

Ready
430



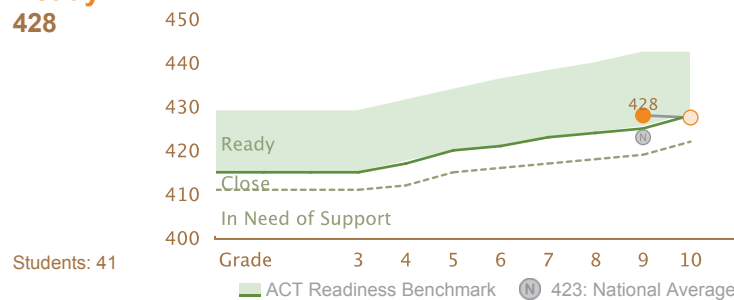
ENGLISH

Ready
429



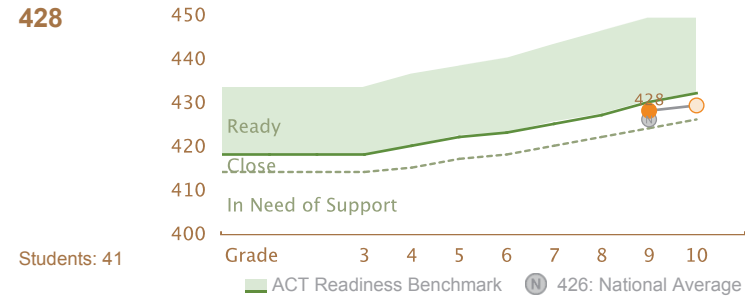
READING

Ready
428



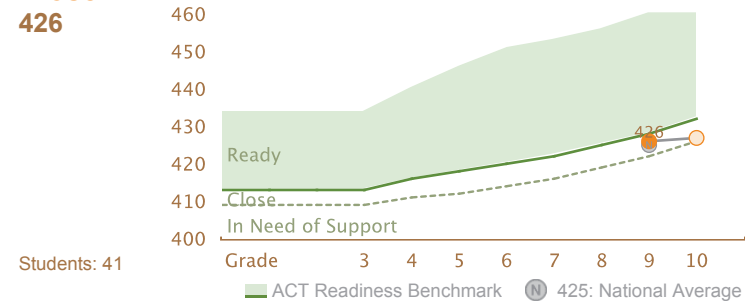
SCIENCE

Close
428



MATH

Close
426



ABOUT PROGRESS

The progress charts summarize aggregate performance of students for GLENROCK HIGH SCHOOL against the backdrop of the ACT Readiness Levels. Gray circles plot average (mean) scores for current students who also have a prior year test score. If gray circles are not shown, prior year scores are unavailable.

Based on all current students, the orange circles plot current year average scores and projected average scores for future ACT Aspire assessments. When grade 9 or 10 is tested, projected scores for the ACT College Readiness Assessment are presented.

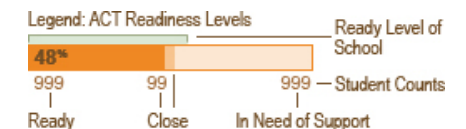
Score projections are based on expected growth rates.

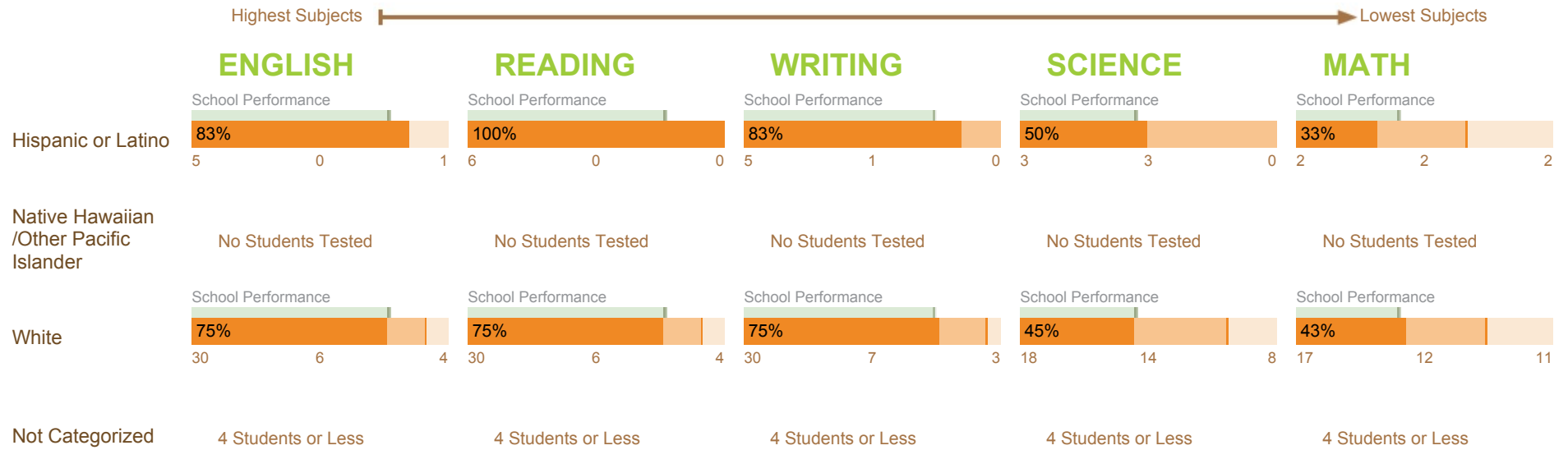
All Your Students
● Current Average
○ Predicted Average

Your Students with Score History
● Current and Past Average

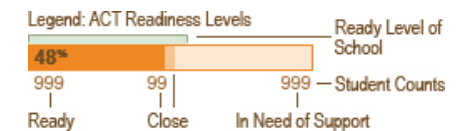


Results for groups with 4 or fewer students are not shown

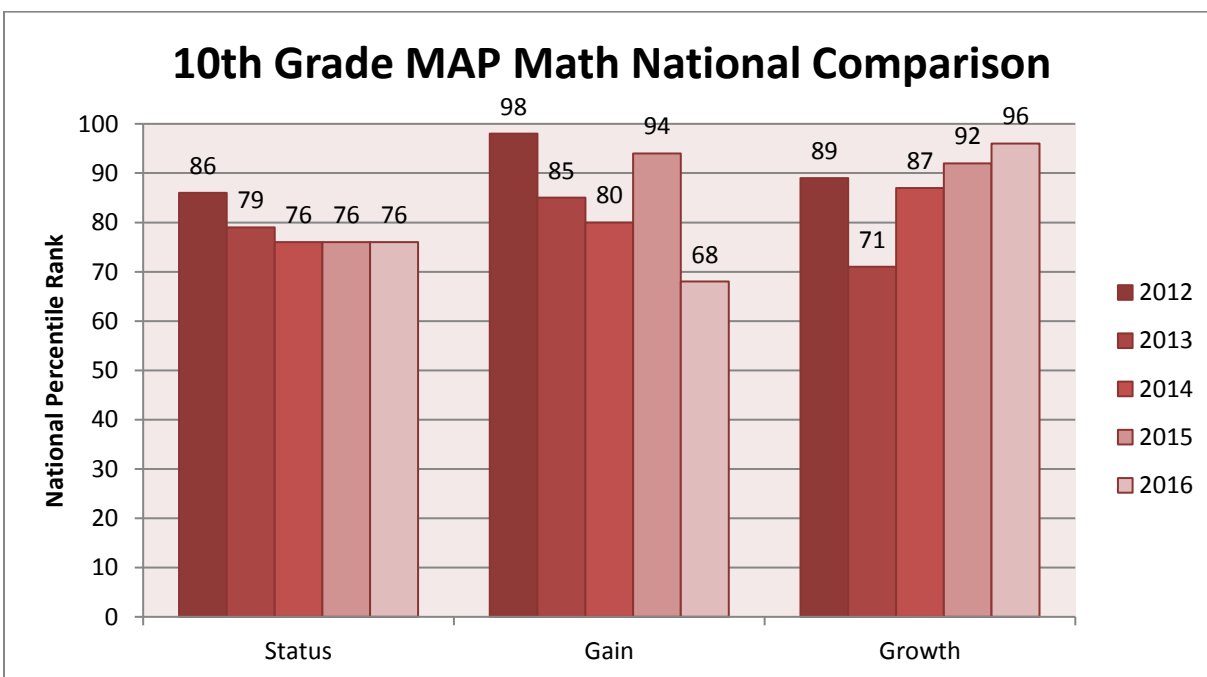
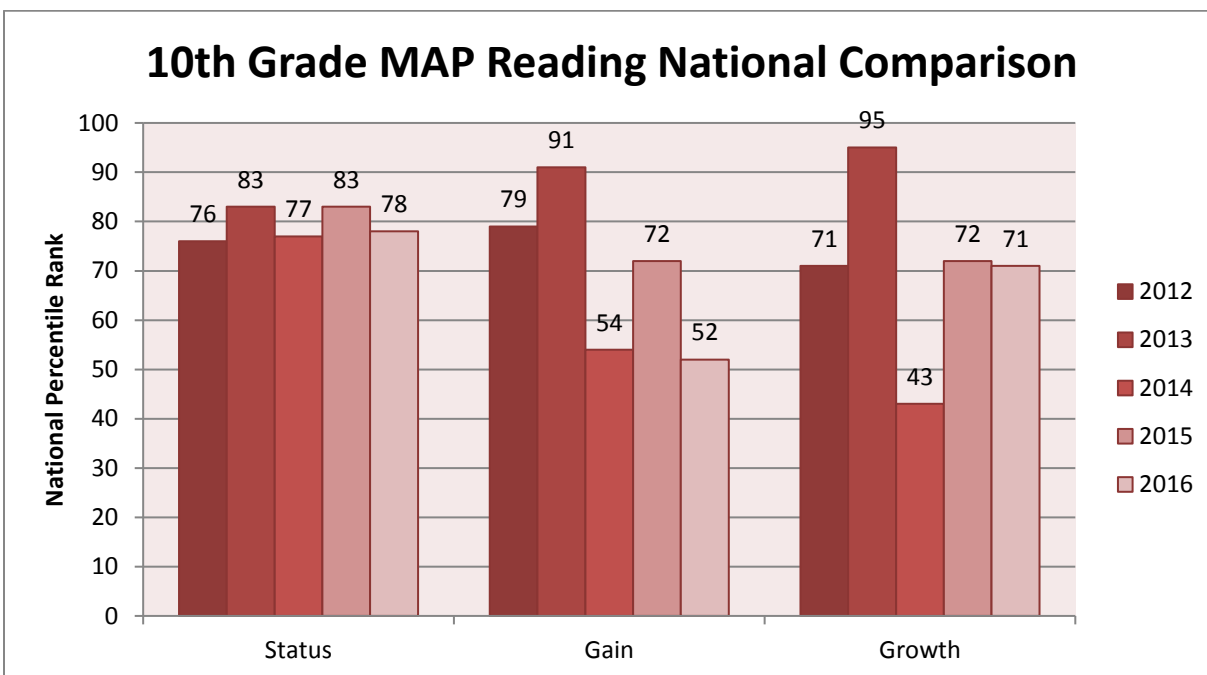




Results for groups with 4 or fewer students are not shown

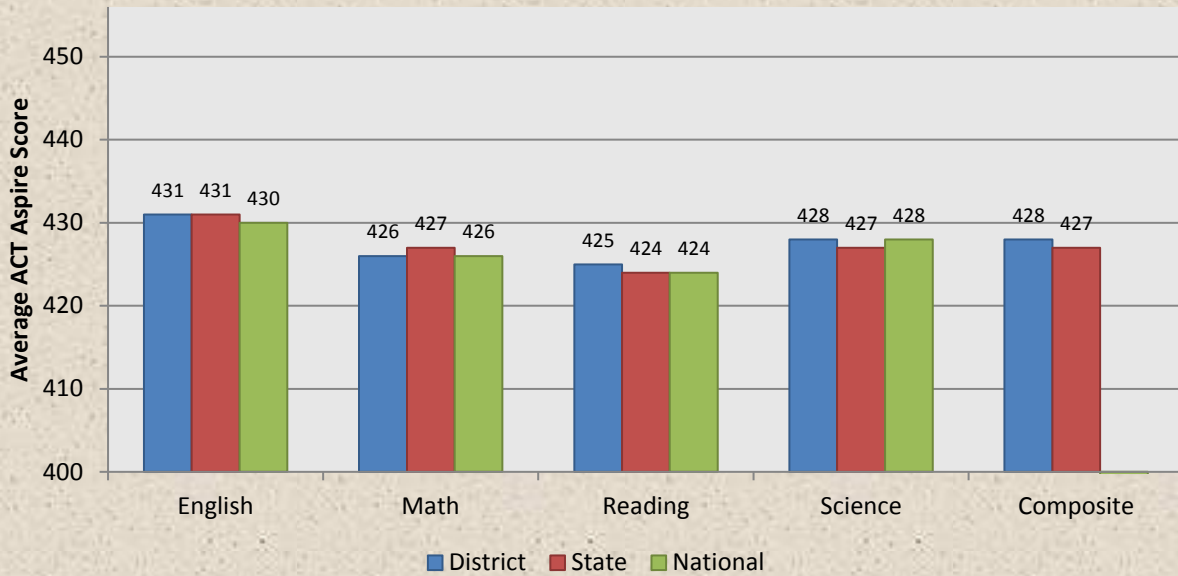


10th Grade MAP Summary

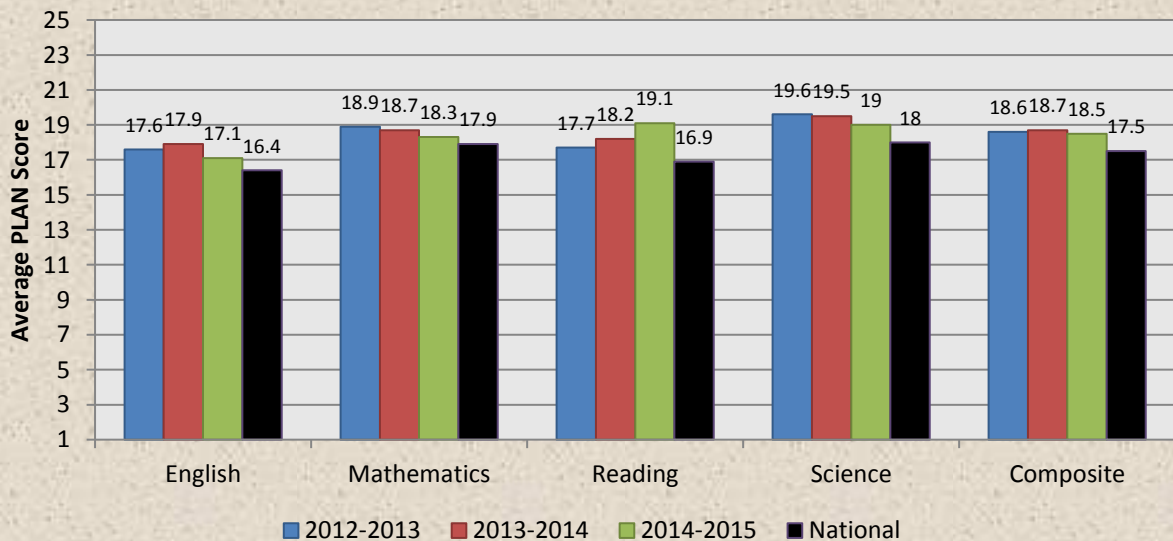


10th Grade ACT Aspire Summary

2016 ACT Aspire Composite Scores (10th)



PLAN Scores: Three Year Longitudinal

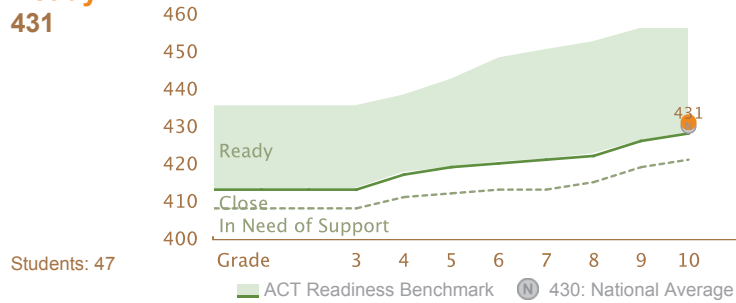


COMPOSITE SCORE **428**
PREDICTED ACT COMPOSITE SCORE **20.6**
Maximum: 36

College and Career Readiness: Current and Predicted Path

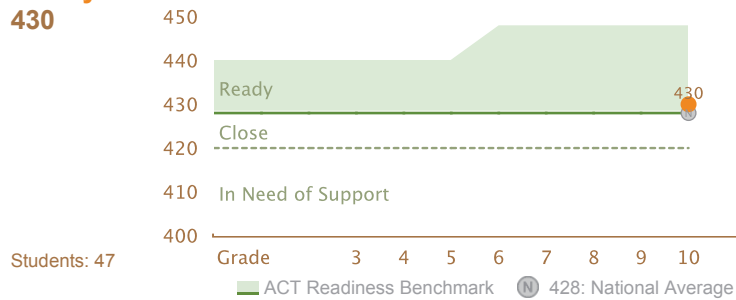
ENGLISH

Ready
431



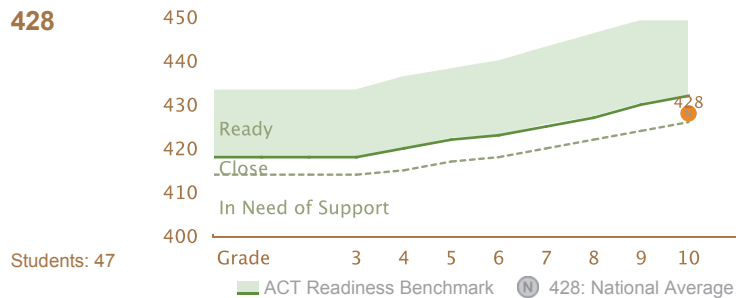
WRITING

Ready
430



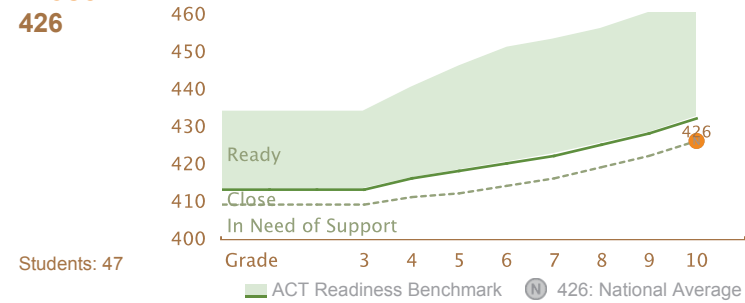
SCIENCE

Close
428



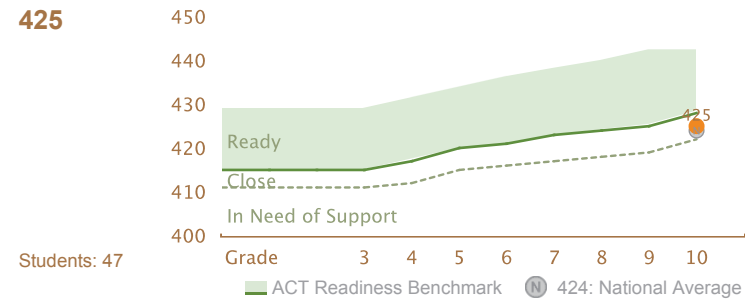
MATH

Close
426



READING

Close
425



ABOUT PROGRESS

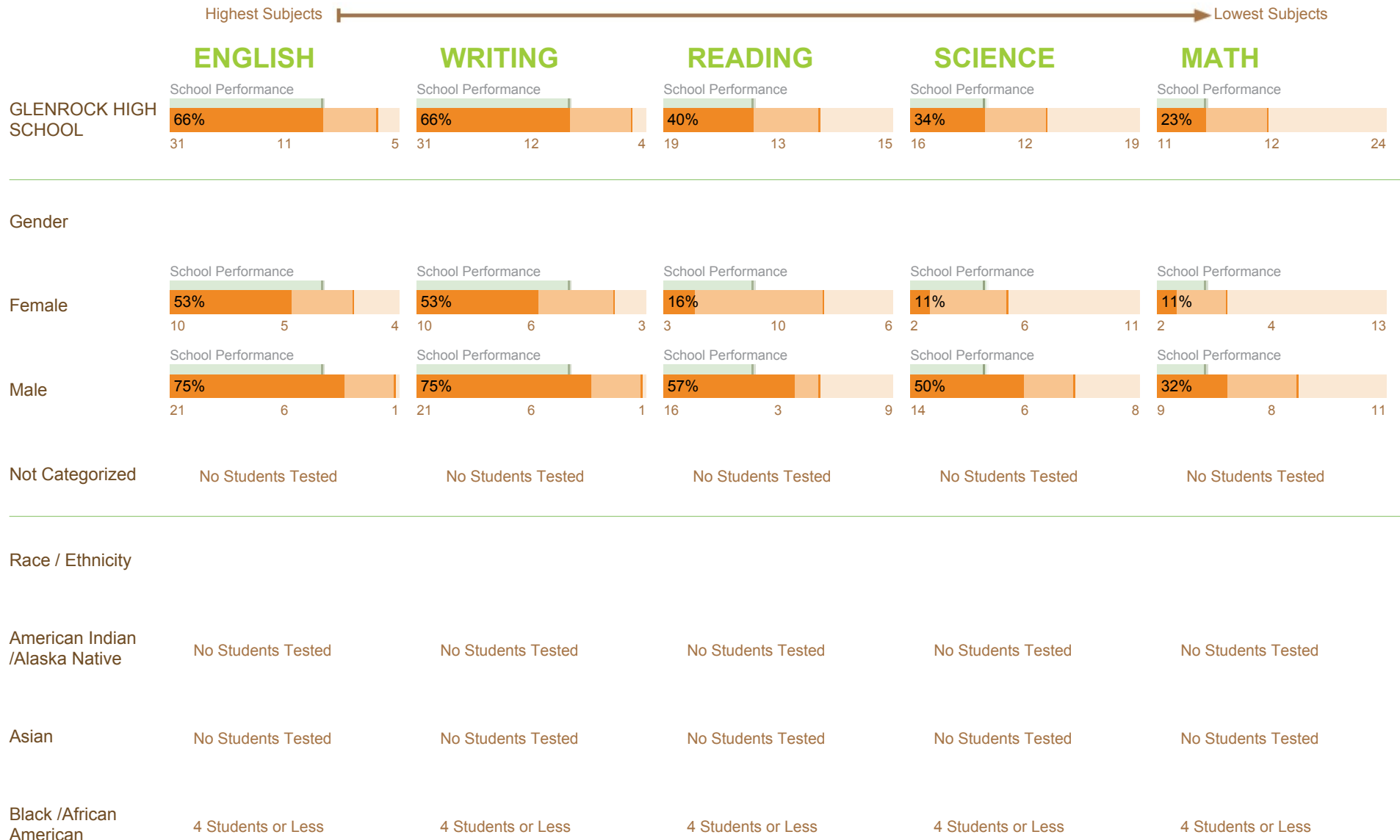
The progress charts summarize aggregate performance of students for GLENROCK HIGH SCHOOL against the backdrop of the ACT Readiness Levels. Gray circles plot average (mean) scores for current students who also have a prior year test score. If gray circles are not shown, prior year scores are unavailable.

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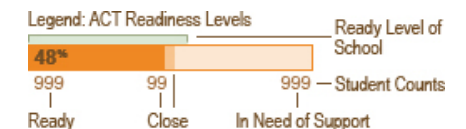
Score projections are based on expected growth rates.

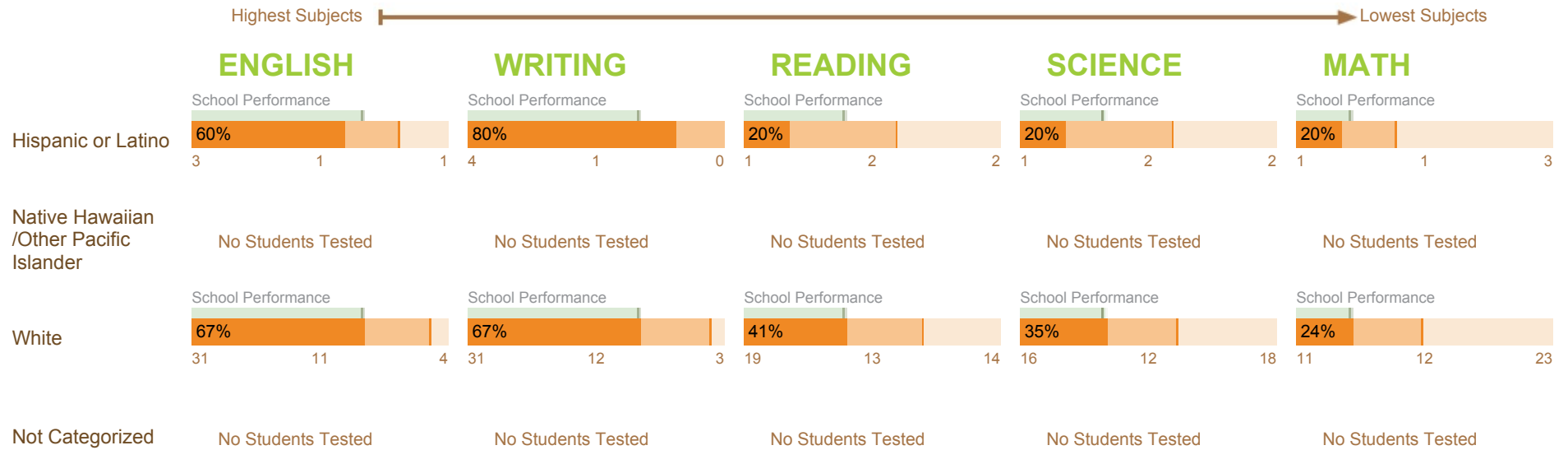
All Your Students
● Current Average
○ Predicted Average

Your Students with Score History
● Current and Past Average

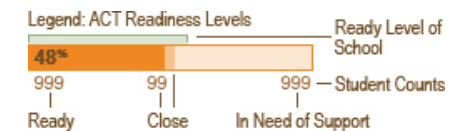


Results for groups with 4 or fewer students are not shown

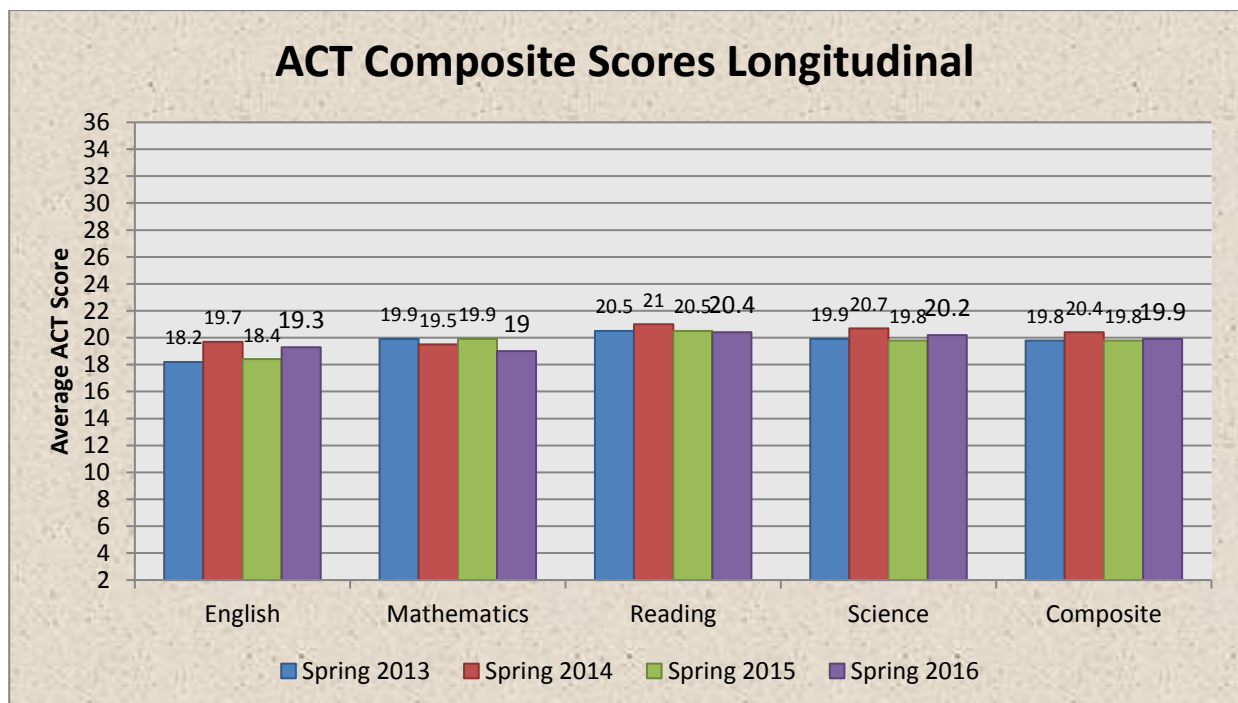
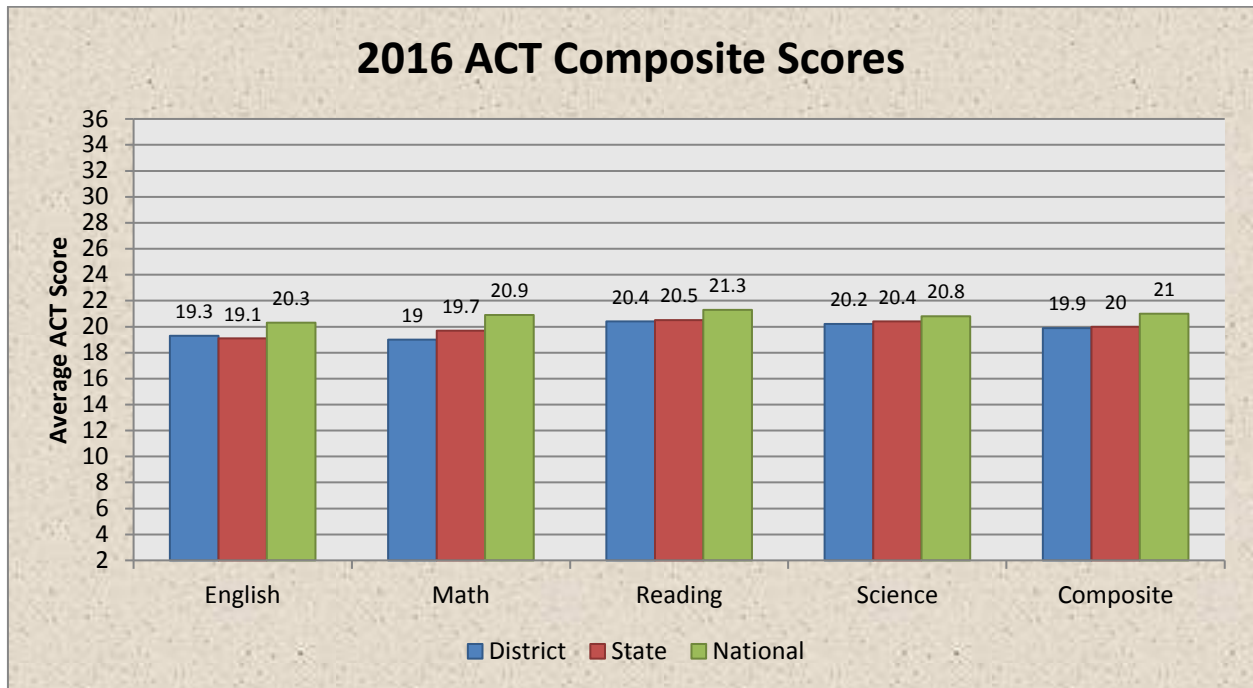




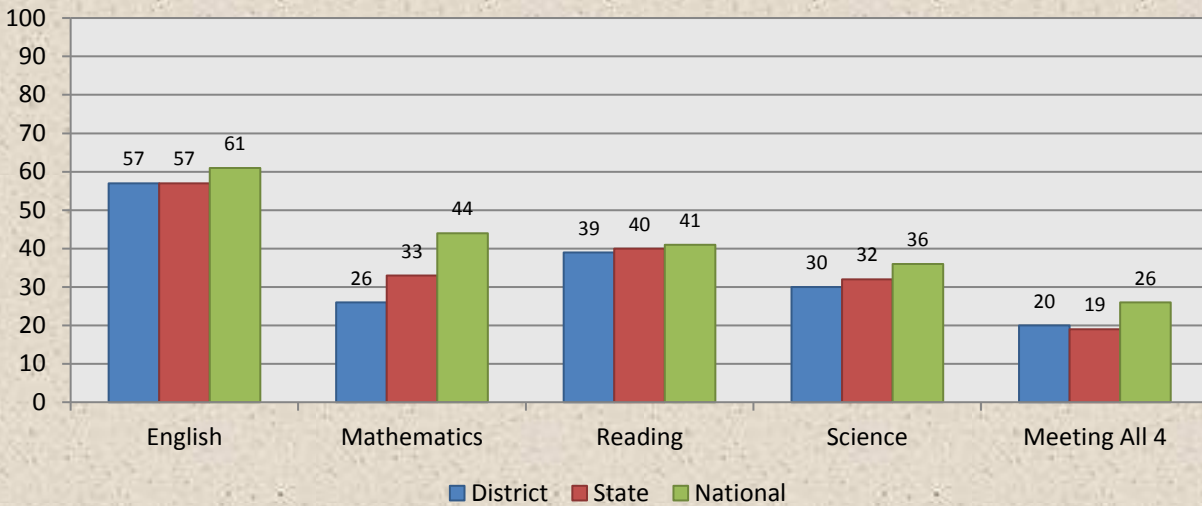
Results for groups with 4
or fewer students are not
shown



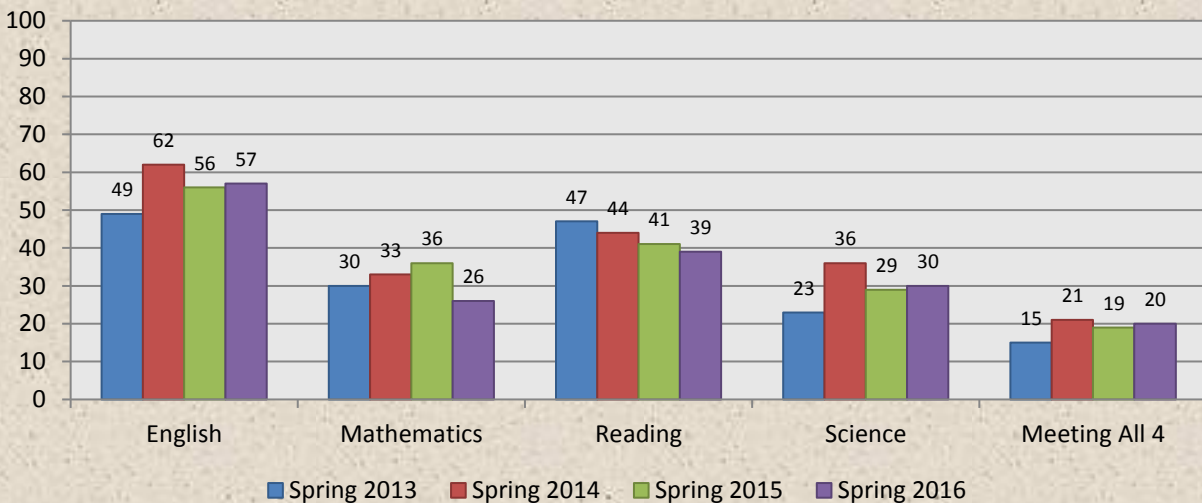
11th Grade ACT Summary



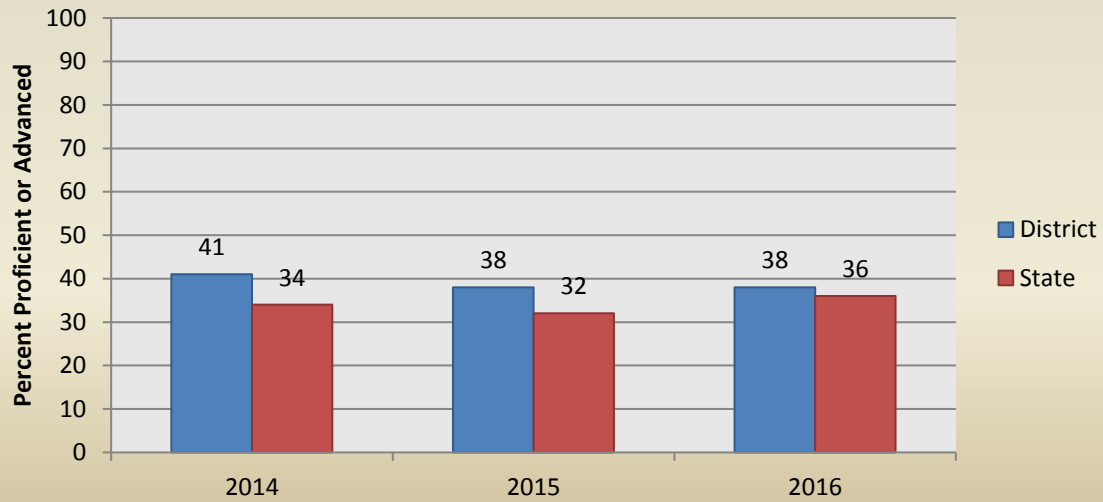
ACT Scores: 2016 Percent of Students Meeting College Readiness Benchmarks



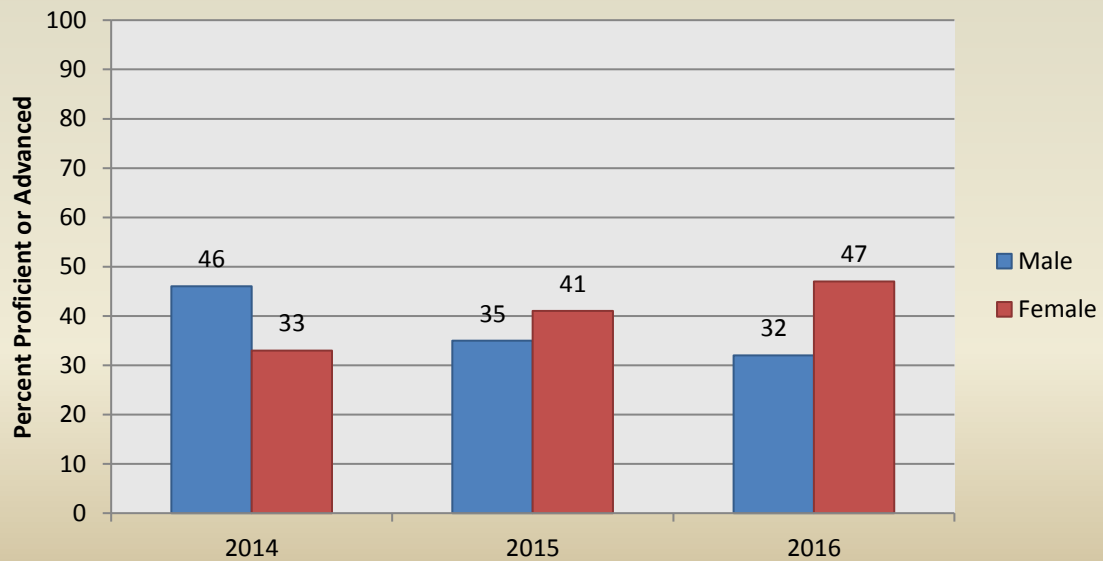
ACT Scores: Percent Meeting College Readiness Standards (Longitudinal)



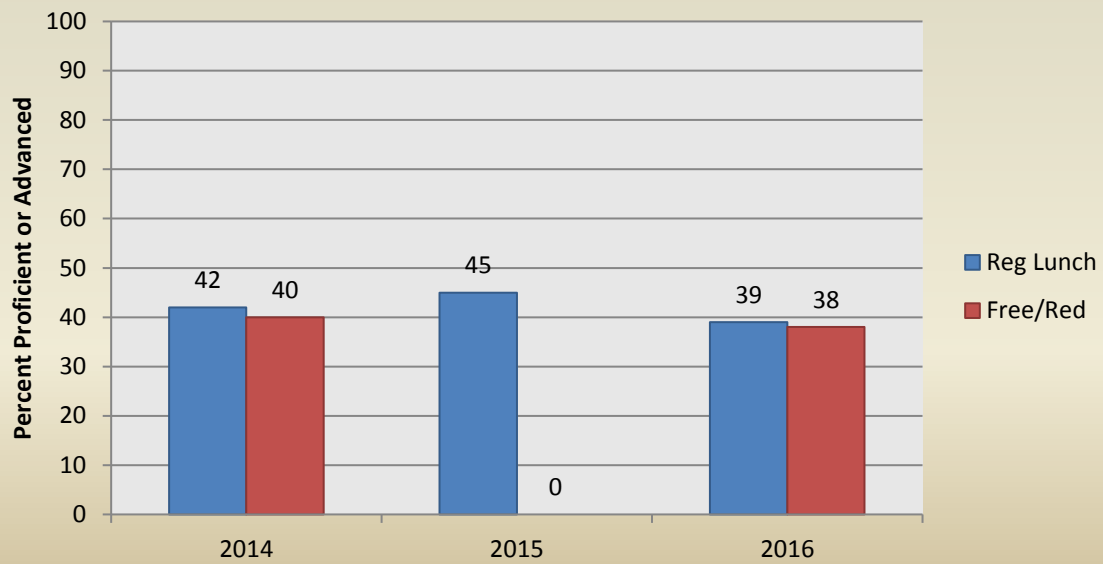
11th Grade ACT Reading: All Students District/State Comparison



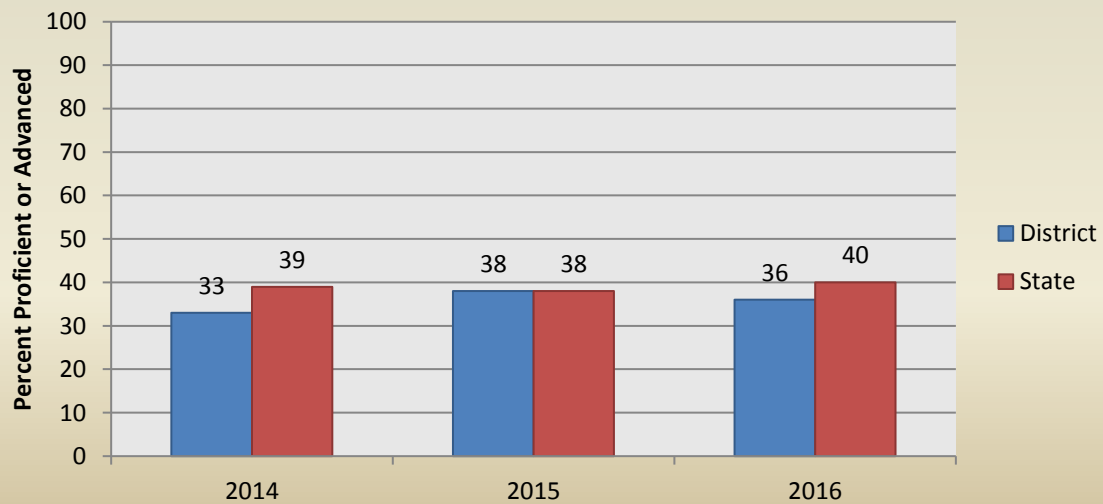
11th Grade ACT Reading: Gender



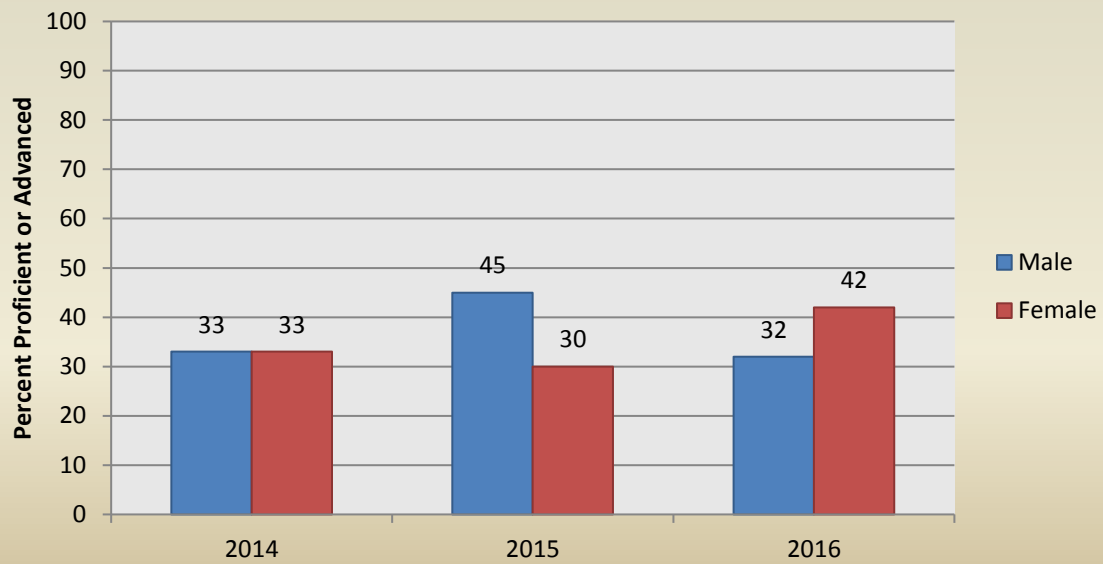
11th Grade ACT Reading: SES



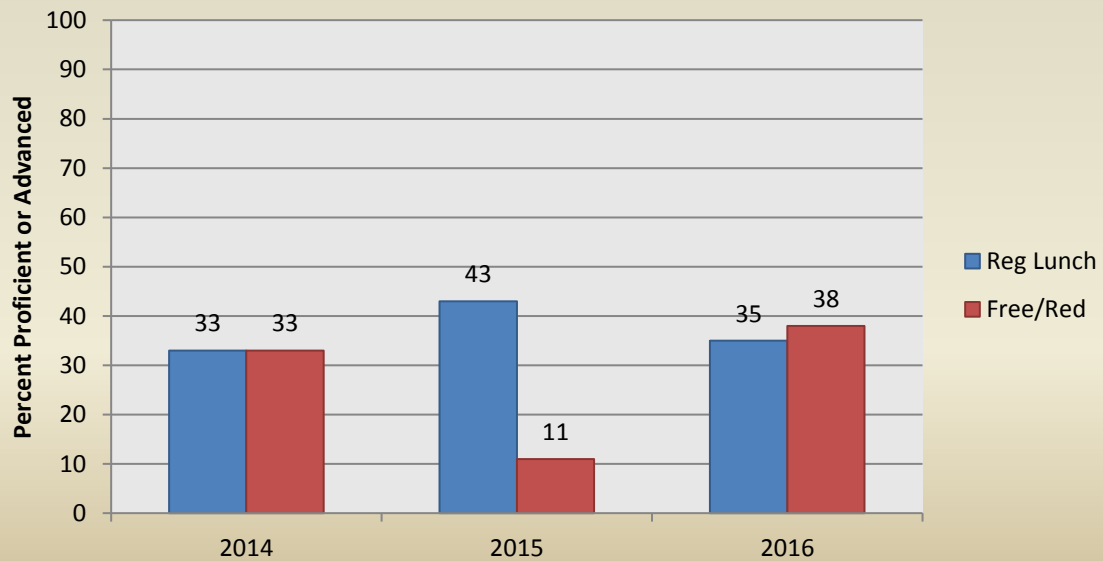
11th Grade ACT Math: All Students District/State Comparison



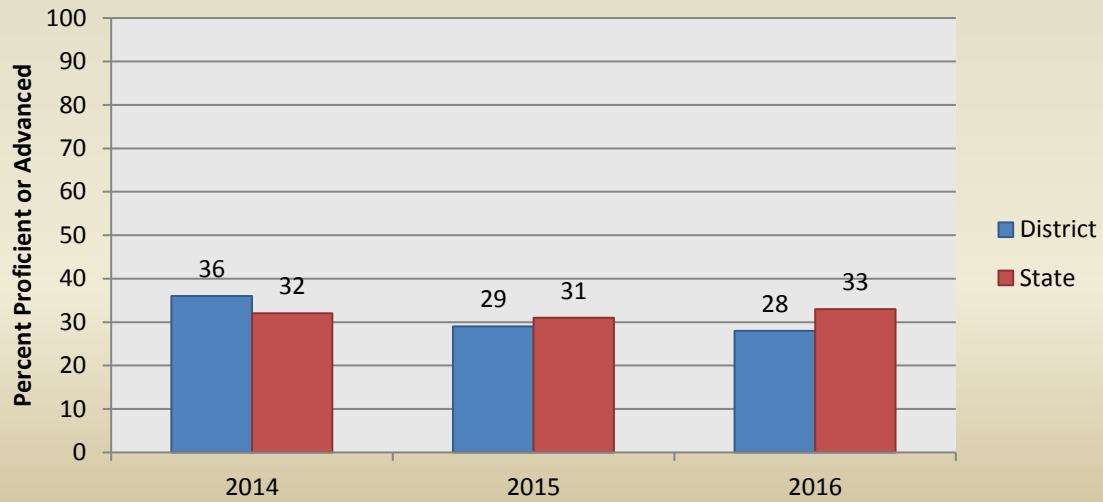
11th Grade ACT Math: Gender



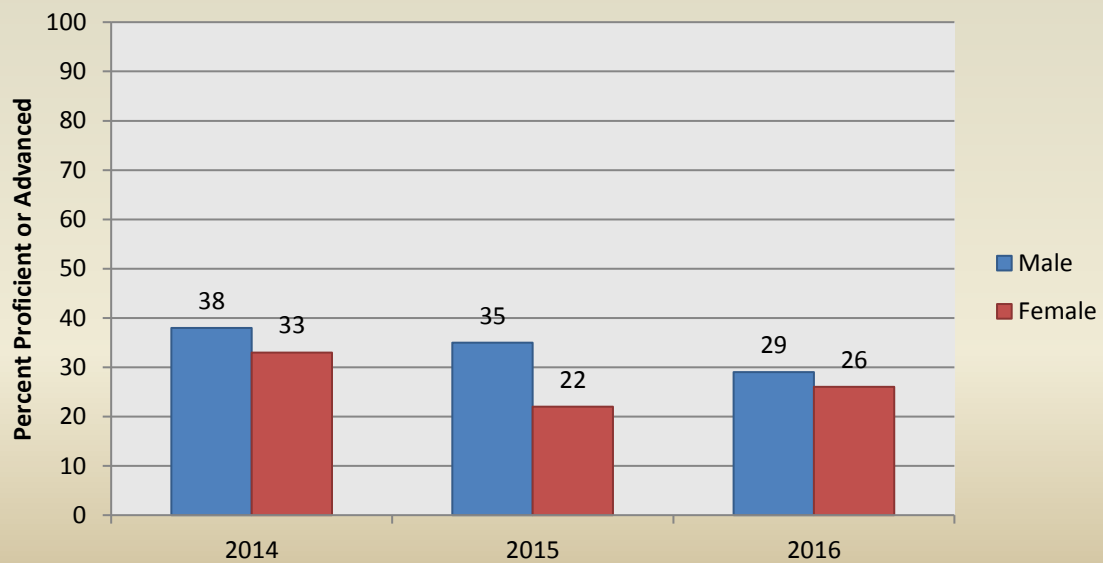
11th Grade ACT Math: SES



11th Grade ACT Science: All Students District/State Comparison



11th Grade ACT Science: Gender



11th Grade ACT Science: SES

