

**2020-2021**

# **Converse County School District #2 Student Assessment and Outcome Data**

STATE AND DISTRICT MEASURES

**WY-TOPP Results**

**MAP Data**

**ACT Scores**

**Universal Screeners**

***Compiled November 2021  
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# FAQ ASSESSMENT

## 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: MAP, DIBELS, STAR, et. al.** 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:** The [State Assessment System](#) includes WY-TOPP, ACT®, WY-ALT (for students with significant cognitive disabilities), ACCESS for ELLs, and ALT ACCESS. Wyoming statewide tests are objective, standardized measures of student achievement on proficiency standards. Students, families, teachers, and administrators use statewide test results as part of a comprehensive system for evaluating learning.

## WHAT STATEWIDE TESTS ARE STUDENTS EXPECTED TO TAKE?

Students in 3rd-10th grades take the Wyoming Test of Proficiency and Progress (WY-TOPP) in reading and math. Writing is tested in 3rd, 5th, 7th, and 9th grades. Students in 4th, 8th, and 10th grades take the science portion of WY-TOPP. Students in 11th grade take the ACT. These standardized tests are indicators of college readiness and student achievement in English, math, reading, science and writing.

## HOW ARE STATEWIDE TEST RESULTS USED?

WY-TOPP and ACT results are used to help evaluate a school's strengths and weaknesses, and to produce a school performance rating. Parents receive an individual student report which outlines their child's performance level in each area tested.

*WY-TOPP 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 Cambium Assessment Inc., (CAI) previously American Institutes for Research (AIR) to craft WY-TOPP and WY-ALT. The WDE decides the content on each test to ensure the questions accurately measure [Wyoming Standards](#). ACT Inc. creates the ACT. Wyoming does not develop or have input in the content of this test.

# FAQ ASSESSMENT

## 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. Science is also assessed once each in elementary, middle, and high school. ESSA does not include provisions for opting out of statewide assessments, and it maintains the 95 percent student participation requirement.

## WHAT TESTS DO STUDENTS LEARNING ENGLISH TAKE?

Students who are English Learners (EL aka ELL) take the ACCESS for ELLs which stands for “Assessing Comprehension and Communication in English State-to-State for English Language Learners”. States are mandated to identify and annually administer a standards-based English language proficiency exam in the four domains of speaking, listening, reading, and writing. This assessment is given to students in grades K-12 to assess their progress in learning English. This does not replace the state English Language Arts (ELA) tests (WY-TOPP) required by state law.

## WHO DECIDES WHAT IS ON THE ACCESS FOR ELLS?

The Wyoming Department of Education (WDE) works with WIDA (World-Class Instructional Design and Assessment), which is an educational consortium of state departments of education to obtain the ACCESS for ELLs. WIDA provides a flexible suite of tests that are suitable for all students. The content of the assessments align with the five WIDA English Language Development (ELD) Standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

# FAQ ACCOUNTABILITY

## WHAT IS ACCOUNTABILITY IN EDUCATION?

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

## HOW DOES ACCOUNTABILITY WORK IN WYOMING?

Wyoming has a system that supports schools while meeting both state and federal requirements.

[State accountability](#) is defined in the Wyoming Accountability in Education Act (WAEA). This law takes into account measures specifically related to educational goals in Wyoming.

[Federal accountability](#) is defined in the Every Student Succeeds Act (ESSA). Under ESSA, each state submits its own plan with achievement and graduation rate goals for schools, measures for how well schools are doing, and priorities for the use of federal funds.

## 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 replaced No Child Left Behind.

## WHAT ARE THE GOALS FOR SCHOOLS?

Under ESSA, states set their own long-term and interim goals for schools. Wyoming's plan contains goals for achievement in math and reading, the on-time graduation rate, and English language proficiency.

Wyoming's goals are based on having each school perform as well as schools in the top 35 percent:

- 88 percent Graduation Rate
- Grade 3-8 Math = 57 percent of students Proficient or Better
- Grade 3-8 Reading = 59 percent of students Proficient or Better
- High School Math = 47 percent of students Proficient or Better
- High School Reading = 53 percent of students Proficient or Better
- Growth for students learning English = 59 percent of students learning English making progress

All Wyoming schools will have 15 years to meet the long-term goals.

# FAQ ACCOUNTABILITY

## HOW ARE SCHOOLS MEASURED?

School performance levels are determined from a variety of indicators and are calculated to help determine which schools are doing well and which schools are in need of support. WAEA looks at student growth, readiness, achievement, equity, and English language proficiency. Based on these indicators, schools receive one of four overall performance ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations.

For alternative schools, the measures are similar to traditional schools with Climate and Engagement as additional indicators.

Under ESSA, schools that are struggling the most are identified for support.

## HOW DO THE RATINGS AFFECT SCHOOLS?

Under WAEA, schools that are rated as Partially Meeting or Not Meeting Expectations have to submit a school improvement plan which addresses areas that need improvement.

Under ESSA, schools with a graduation rate below 67 percent and the bottom 5 percent of Title I schools are identified for state-led support. Additionally, schools with specific student groups in the bottom 10 percent are identified for supports and interventions led by the local school and district. This information will be included in the report card.

## HOW WILL WYOMING GET INFORMATION ABOUT STUDENT PERFORMANCE?

ESSA 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 students in grades 3-10 take the Wyoming Test of Proficiency and Progress, or WY-TOPP.

A 95 percent participation rate is required on statewide assessments per the WAEA and ESSA. ESSA does not include provisions for opting out of statewide assessments.

## HOW HAS THE COVID-19 PANDEMIC AFFECTED ACCOUNTABILITY?

Due to the COVID-19 emergency declaration, the Wyoming Department of Education received a waiver from the U.S. Department of Education for the statewide assessment and accountability for the 2019-20 school year. Additionally, the State Board of Education waived state accountability requirements due school's inability to administer the statewide assessment. Therefore, no school accountability determinations will be made for the 2019-20 school year and schools will continue to hold the identification and School Performance Rating they received for the 2018-19 school year.

# **TEST INFORMATION**

## **MAP**

### ***Test Description:***

MAP (Measures of Academic Progress) is a set of computer-administered, adaptive tests including 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 K-3. MAP was not administered grades 4 and above.

### ***Interpreting the Results:***

MAP provides national percentile ranks and RIT scores. The *2020 Normative Data* document is included for reference.

## **ACT**

### ***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.

## **DIBELS Next**

### ***Test Description:***

The DIBELS Next measures (Dynamic Indicators of Basic Early Literacy Skills) were developed by the University of Oregon and are based on the essential literacy domains identified by the National Reading Panel and National Research Council. DIBELS Next assesses four critical aspects of reading development: phonological awareness, alphabetic understanding, reading

fluency and reading comprehension. Testing is done using a series of short (generally one minute) probes administered individually.

### ***Test Administration:***

DIBELS Next is used as a universal reading screener for all students in grades K-3.

### ***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.

## **School Performance Reports**

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

Schools ratings are based primarily on WY-TOPP performance in three categories:

**Achievement** reflects the percent proficient or advanced on WY-TOPP.

**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).



## Student achievement norms

The norms in the tables below have a very straightforward interpretation. For example, in the achievement norms for reading, grade 2 students in the fall had a mean score of 172.35 and a standard deviation of 15.19. To get a sense of how much variation there was, the SD of 15.19 can be subtracted from the mean and added to the mean to produce a range of about 157-188. Since the norms are based on the bell curve, we know that 68% of all grade 2 reading scores are expected to fall within this range.

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Language Usage Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 General Science Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

\* These science status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in typically differentiated high school science courses (e.g., biology, chemistry, physics).



At the high school level, seven indicators are used to inform the ratings: Achievement, Growth, Equity, English Learner Progress (ELP), Extended Graduation Rate, Post-Secondary Readiness, and Grade Nine Credits. All schools are also held accountable for meeting expected participation rates.

For the 2019-2020 school year, Wyoming received a waiver from the US Education Department holding constant all School Performance Levels from the 2018-2019 school year. The most recent School Performance Reports provided by the Wyoming Department of Education are included below.

### Grant School Performance Reports Longitudinal

Indicator	2015-2016	2016-2017	2017-2018	2018-2019
Growth	Below Target	Meeting Targets	Below target	Below targets
Equity	Meeting Targets	Meeting Targets	Below target	Below targets
Achievement	Meeting Targets	Meeting Targets	Below target	Below targets
Overall Rating	Partially Meeting Expectations	Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations

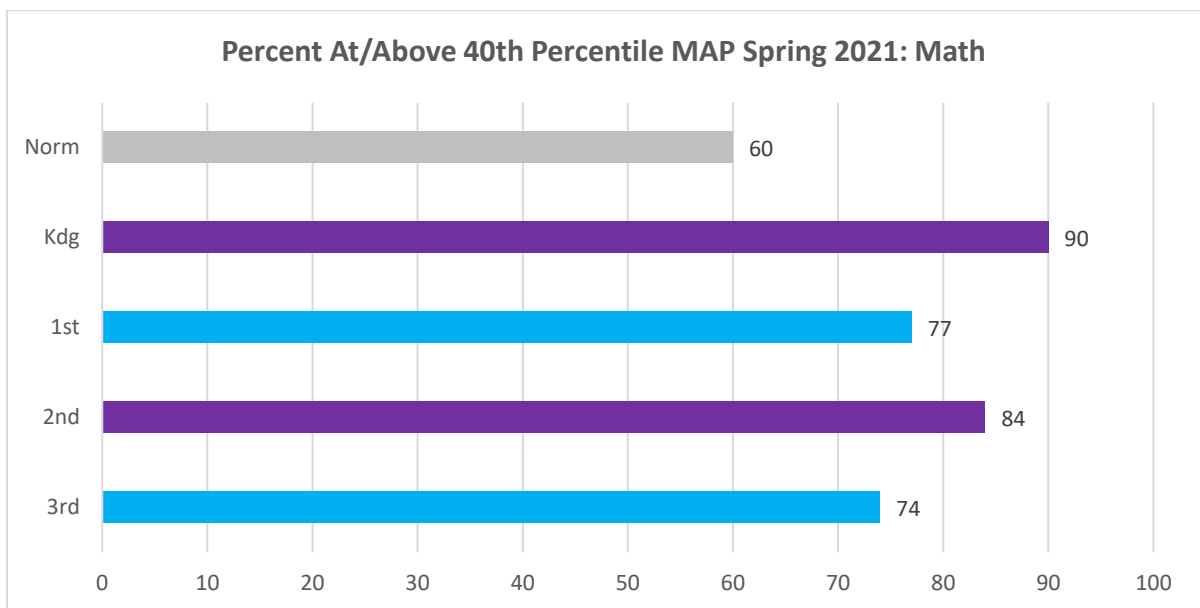
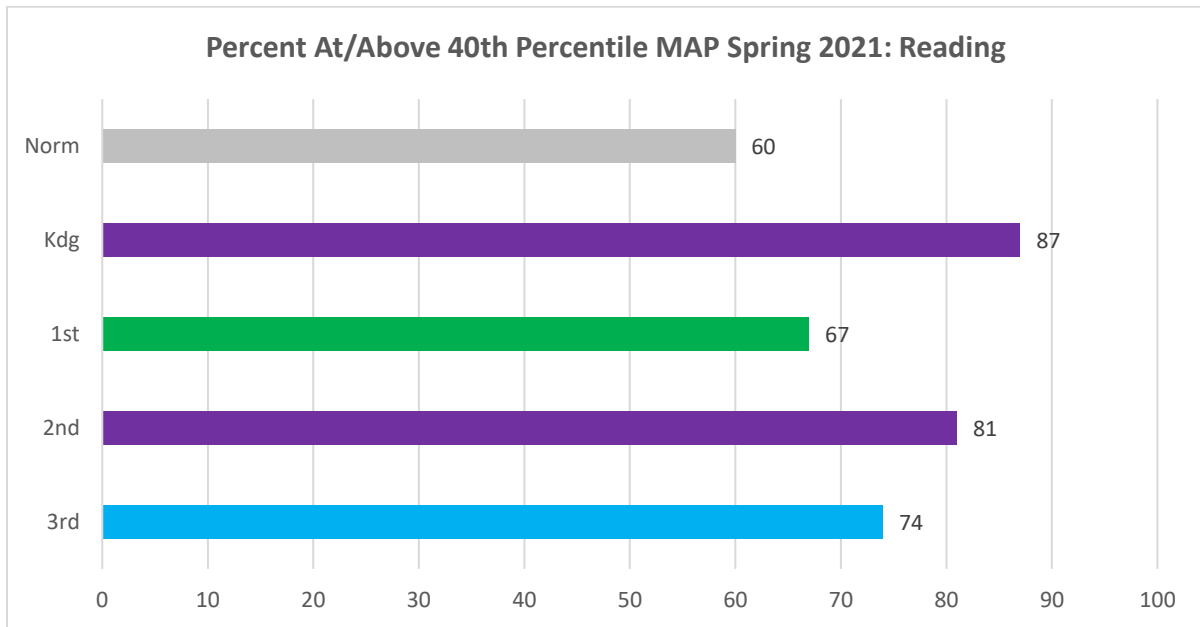
### GIS School Performance Reports Longitudinal

Indicator	2015-2016	2016-2017	2017-2018	2018-2019
Growth	Exceeding Targets	Meeting Targets	Meeting Targets	Below target
Equity	Meeting Targets	Meeting Targets	Below targets	Below targets
Achievement	Meeting Targets	Meeting Targets	Below targets	Below targets
Overall Rating	Meeting Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations

### GJSHS School Performance Reports Longitudinal

Indicator	2015-2016	2016-2017	2017-2018	2018-2019
Grad Rate	Meeting Targets	Meeting Targets	Below Targets	No data provided
Additional Indicator	Meeting Targets	Meeting Targets	Meeting Targets	No data provided
Equity	Below Targets	Meeting Targets	Meeting Targets	Meets Targets
Achievement	Meeting Targets	Meeting Targets	Meeting Targets	Meets Targetss
Growth	Meeting Targets	Below Targets	Meeting Targets	Below Targets
Overall Rating	Mtg Expectations	Mtg Expectations	Mtg Expectations	Partially Meeting Expectations

# CCSD#2 MAP Summary K-3



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)

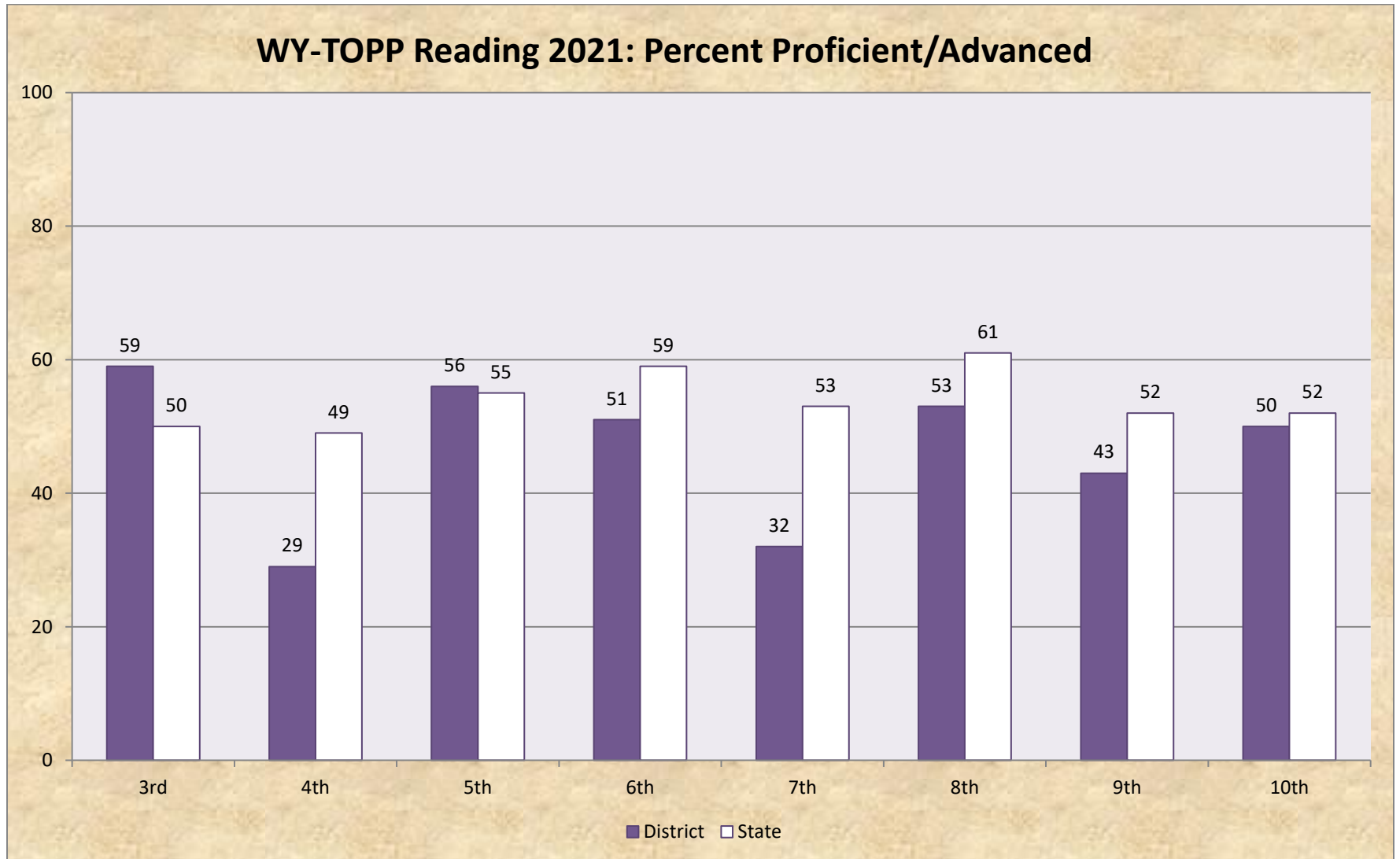
Purple: 80% or more at benchmark (20 or more percentage points above typical)

## MAP: Percent at Benchmark and Intensive (Longitudinal Data)

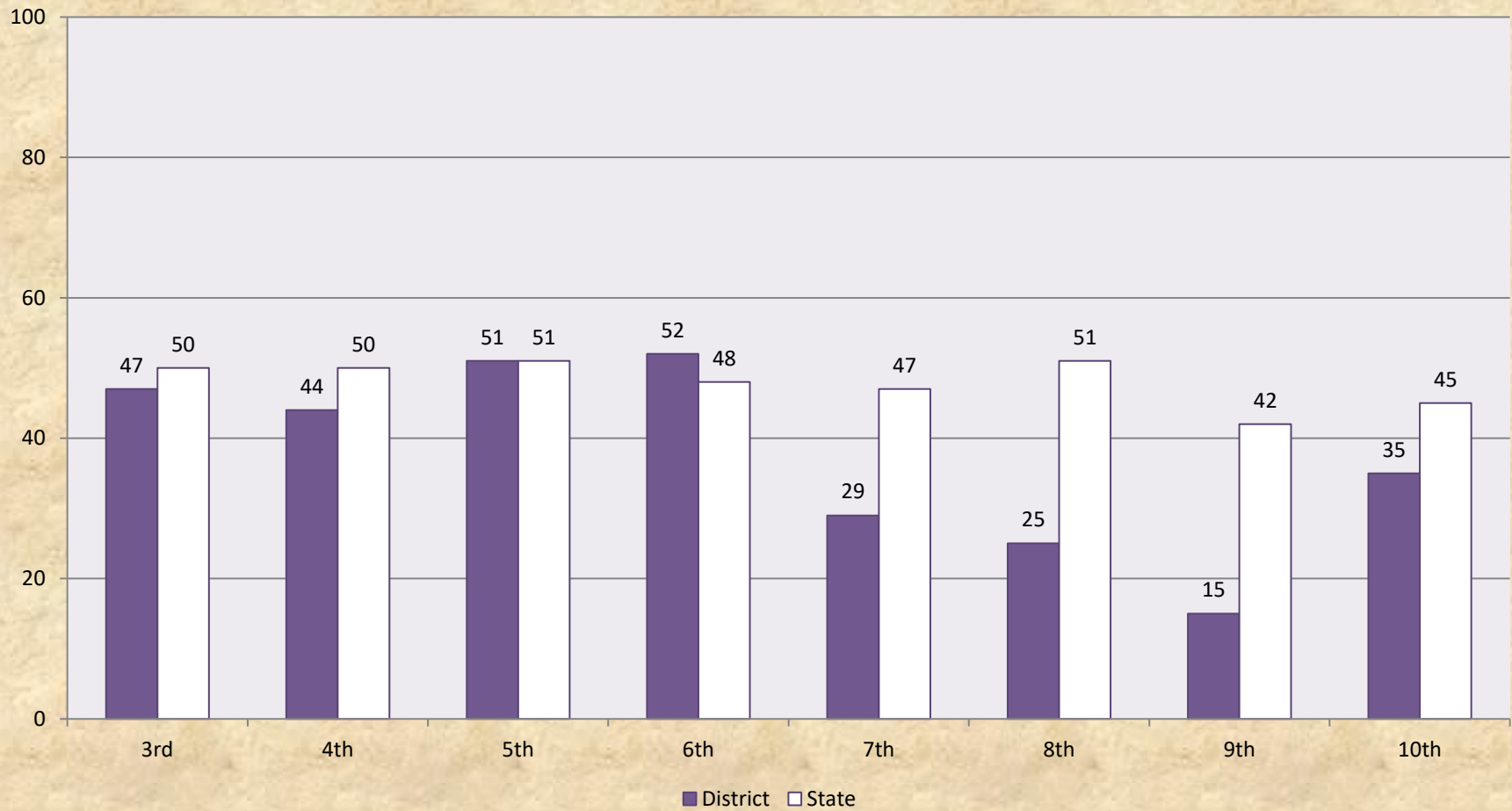
Reading	Benchmark				Intensive			
Grade	2017	2018	2019	2021	2017	2018	2019	2021
K	73%	71%	78%	87%	9%	7%	7%	4%
1	73%	58%	64%	67%	18%	19%	12%	19%
2	70%	64%	52%	81%	17%	21%	24%	12%
3	80%	86%	69%	74%	14%	8%	13%	14%

Math	Benchmark				Intensive			
Grade	2017	2018	2019	2021	2017	2018	2019	2021
K	81%	61%	73%	90%	6%	14%	15%	2%
1	72%	73%	68%	77%	13%	12%	18%	5%
2	56%	71%	58%	84%	13%	11%	12%	2%
3	77%	78%	69%	74%	9%	14%	13%	16%

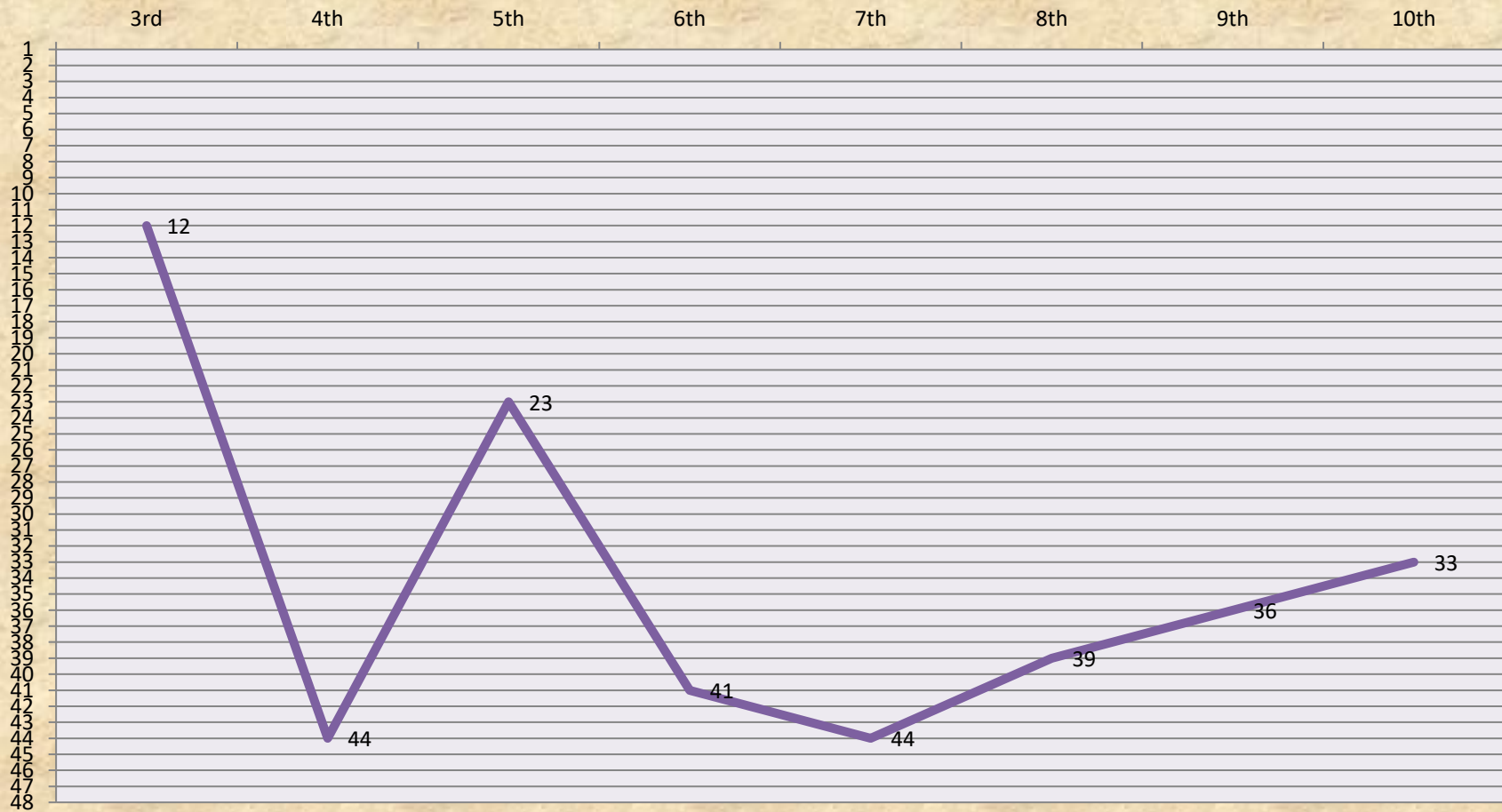
# CCSD#2 2021 WY-TOPP Summary All Grades



## WY-TOPP Math 2021: Percent Proficient/Advanced

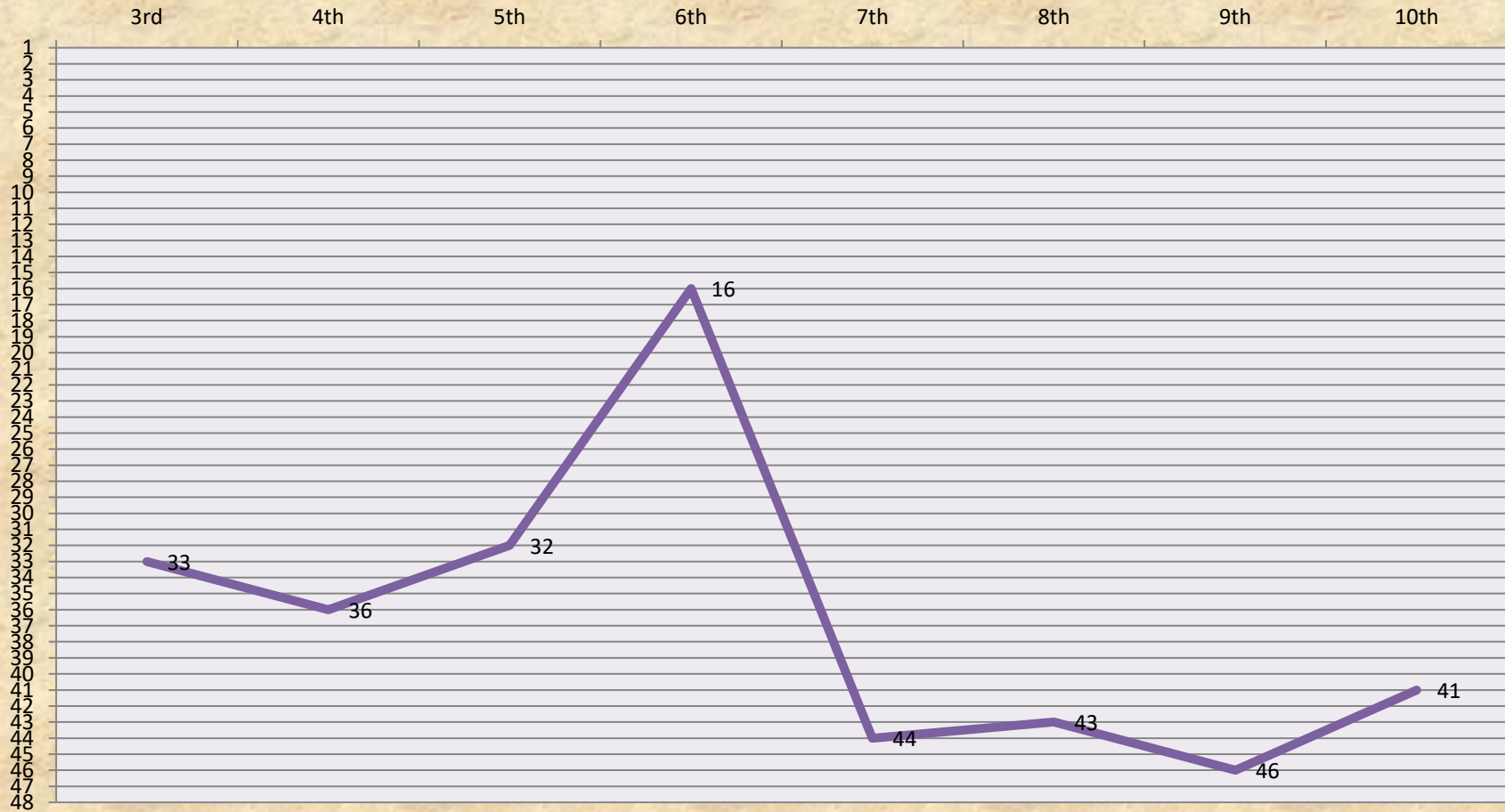


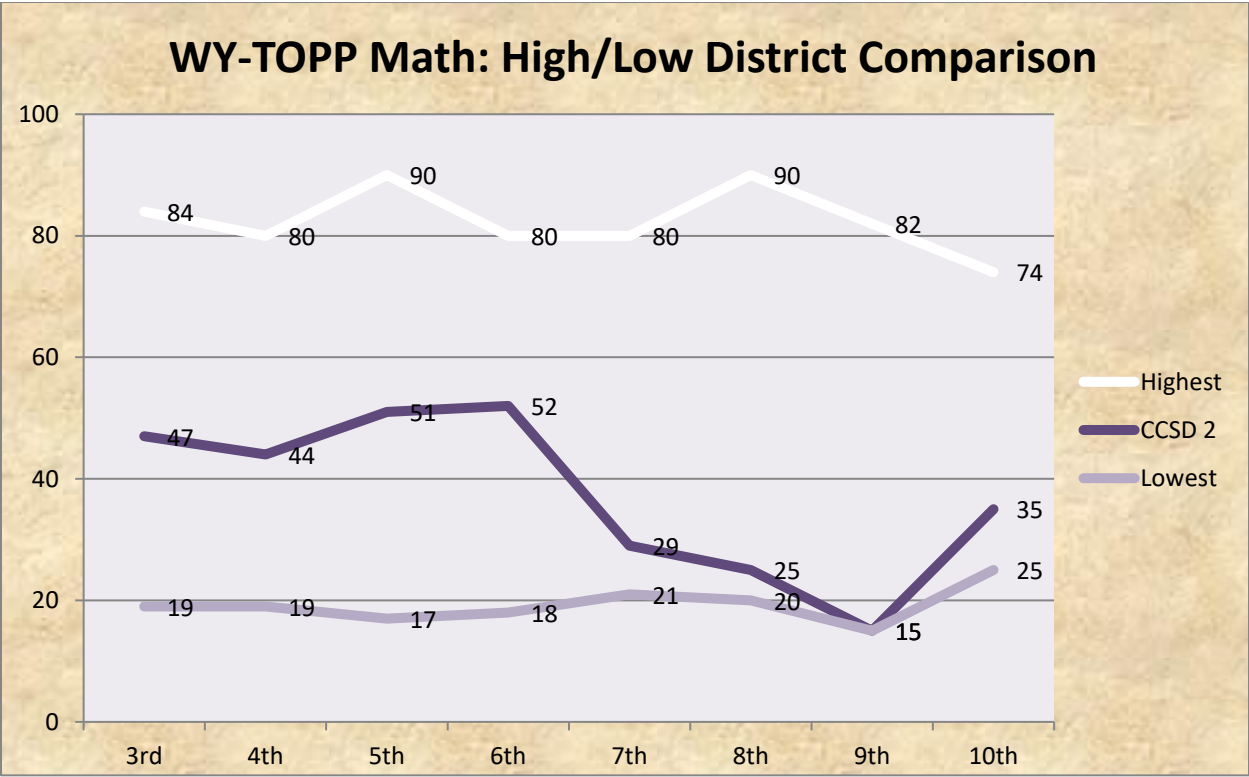
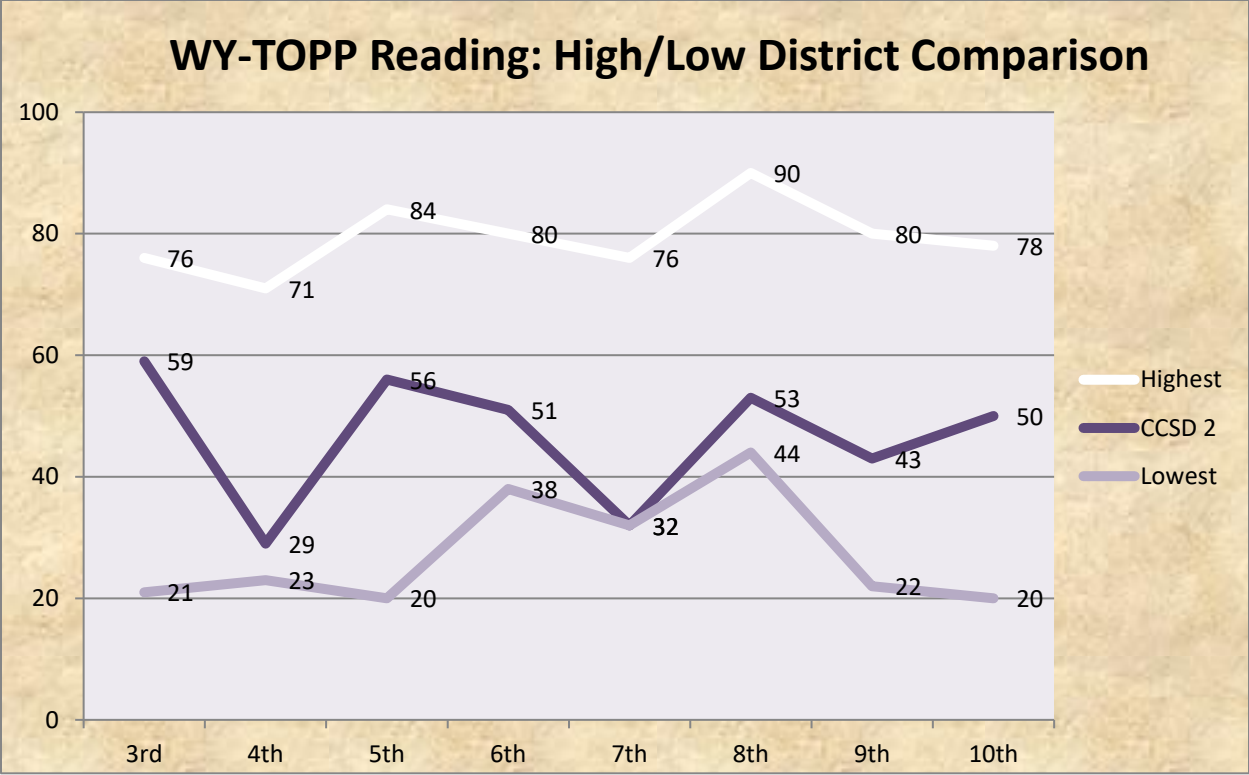
## WY-TOPP Reading: State Rank by Grade Level





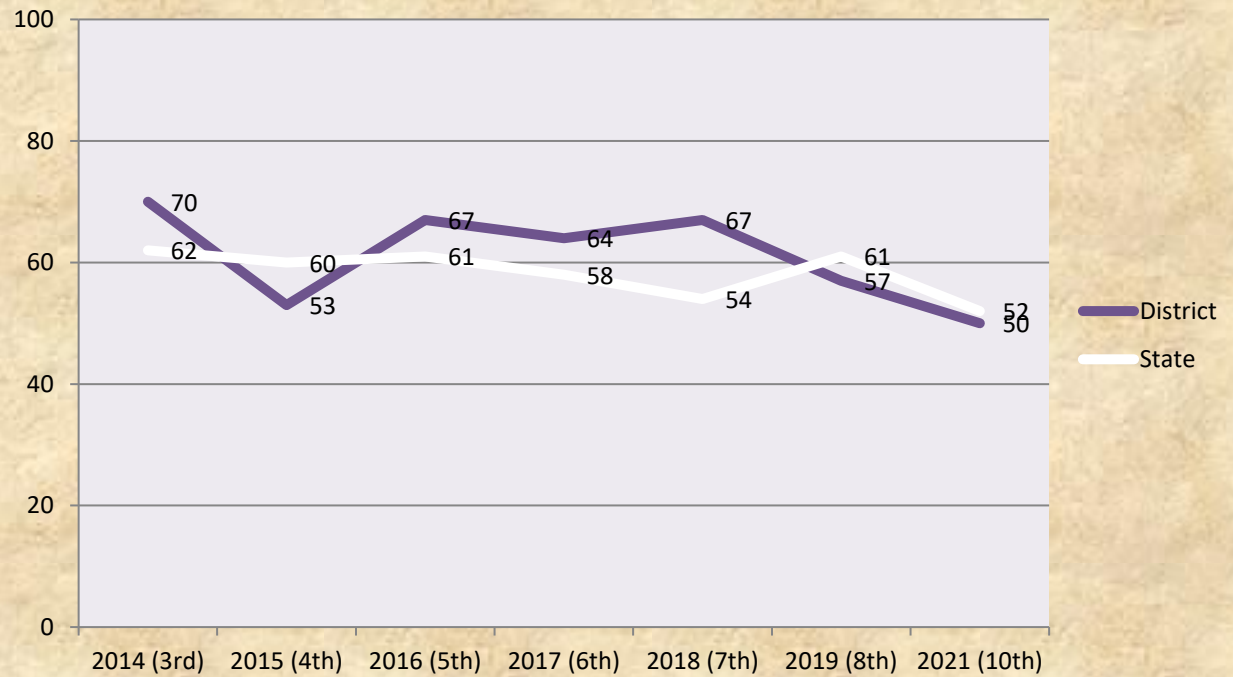
## WY-TOPP Math: State Rank by Grade Level



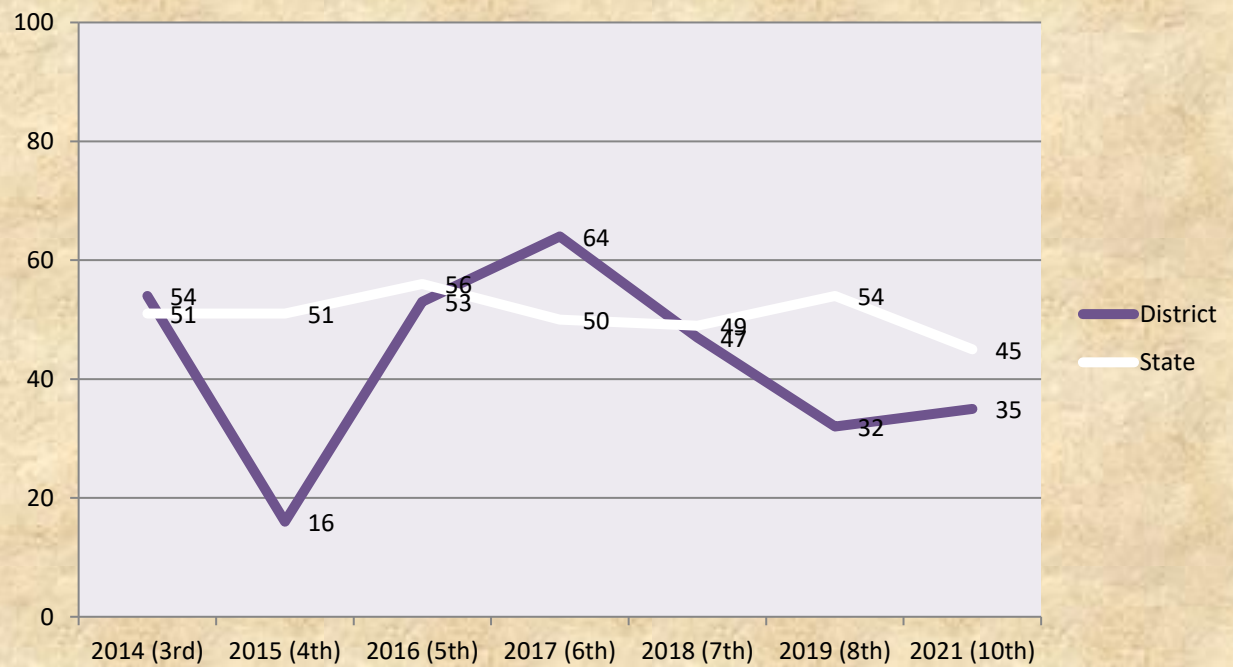


Highest scoring district, CCSD #2 scores, and lowest district (excluding outliers at <10% prof)

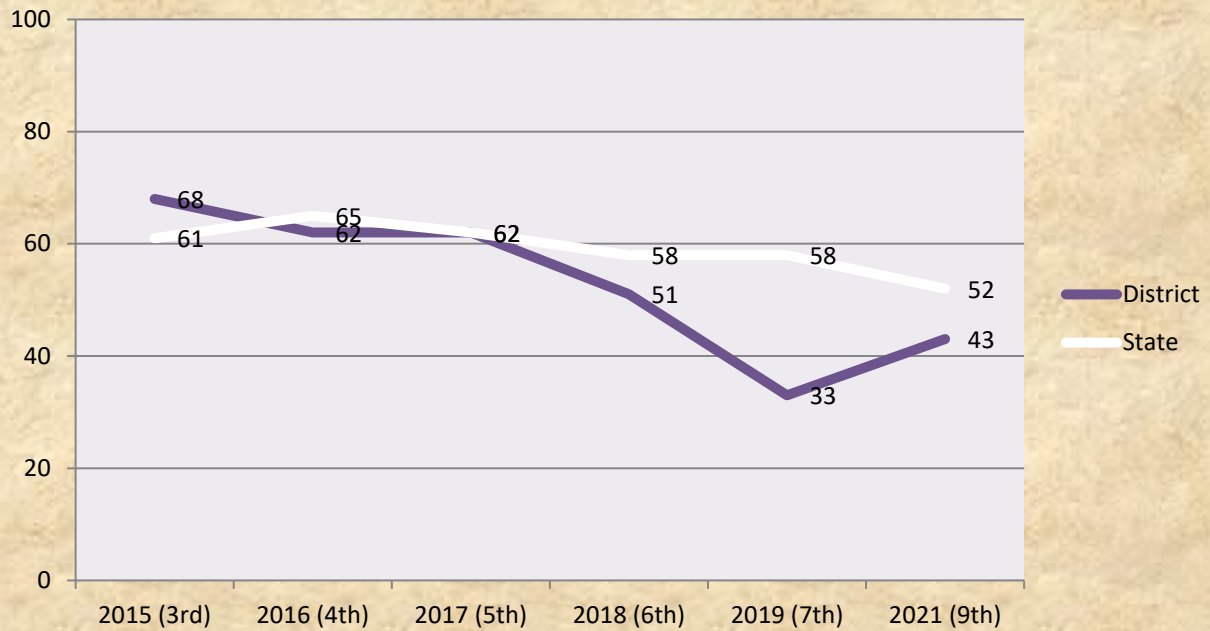
### WY-TOPP Reading by Cohort: 2021 10th Graders



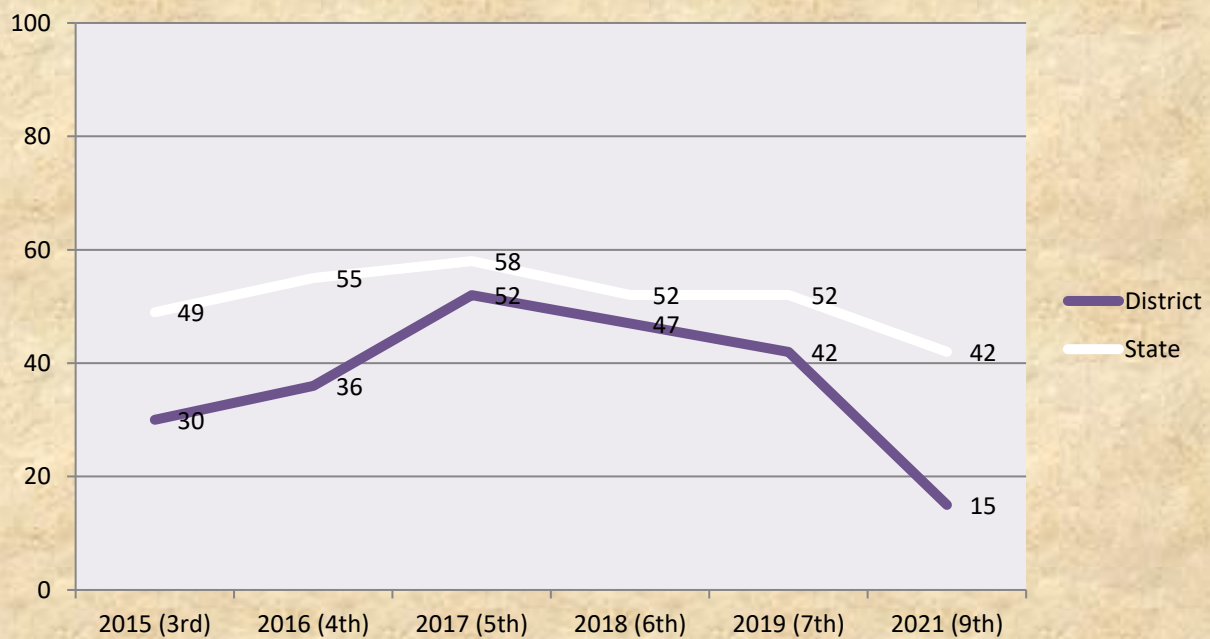
### WY-TOPP Math by Cohort: 2021 10th Graders



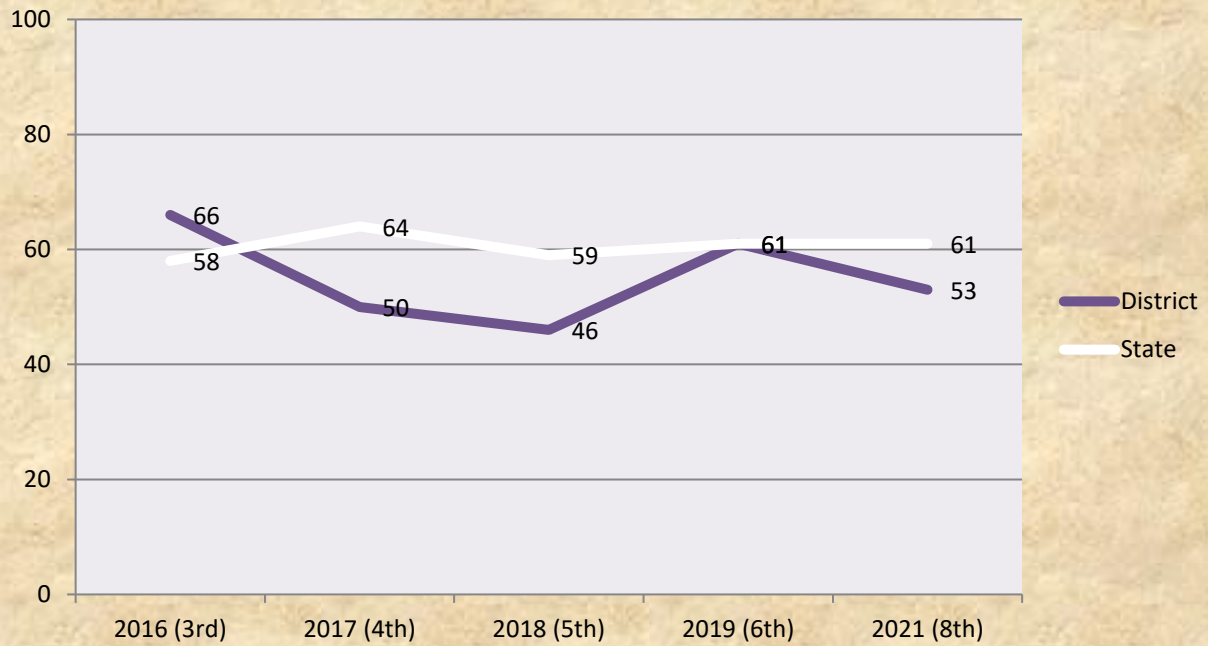
### WY-TOPP Reading by Cohort: 2021 9th Graders



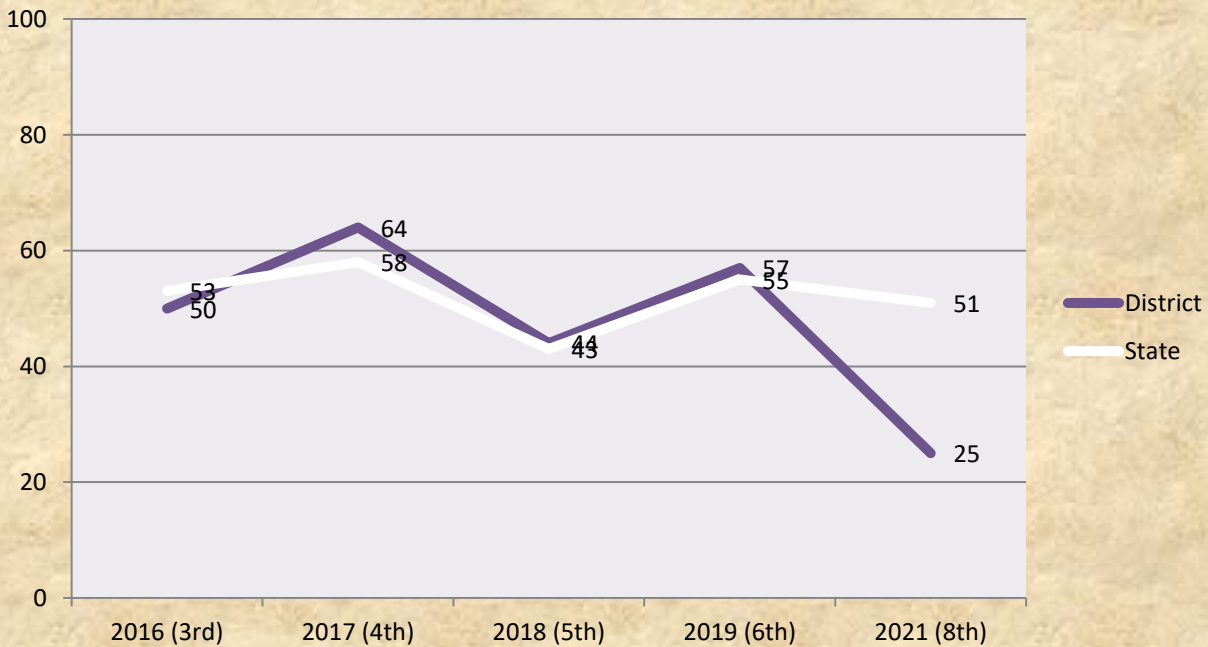
### WY-TOPP Math by Cohort: 2021 9th Graders



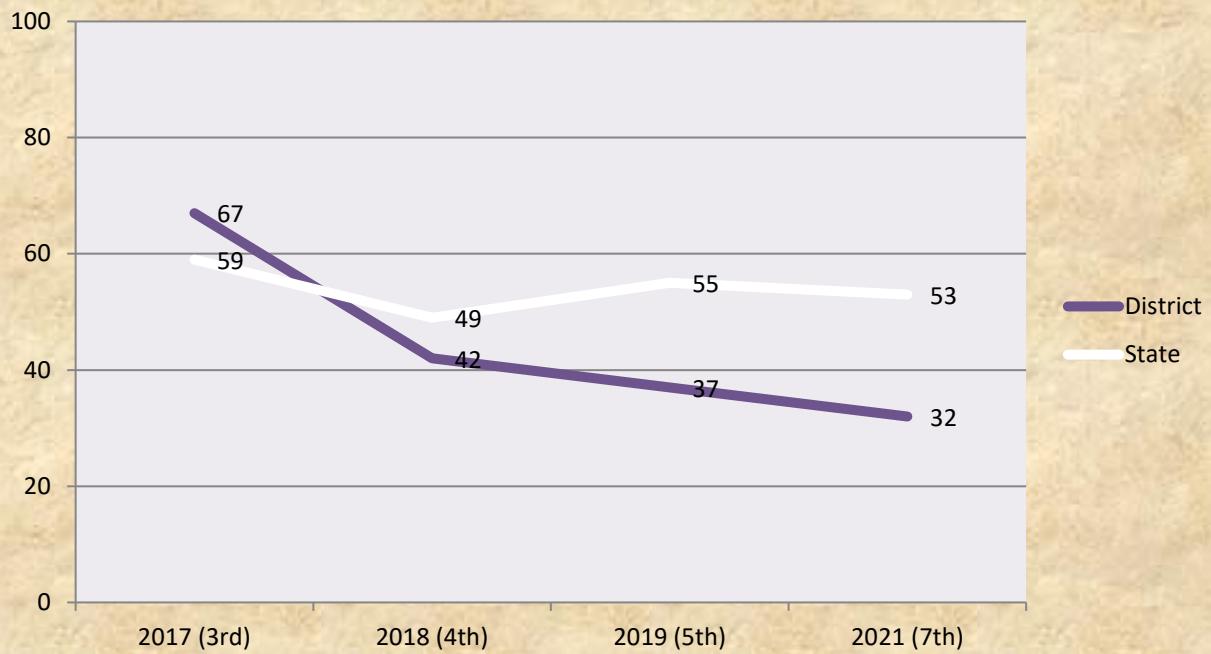
### WY-TOPP Reading by Cohort: 2021 8th Graders



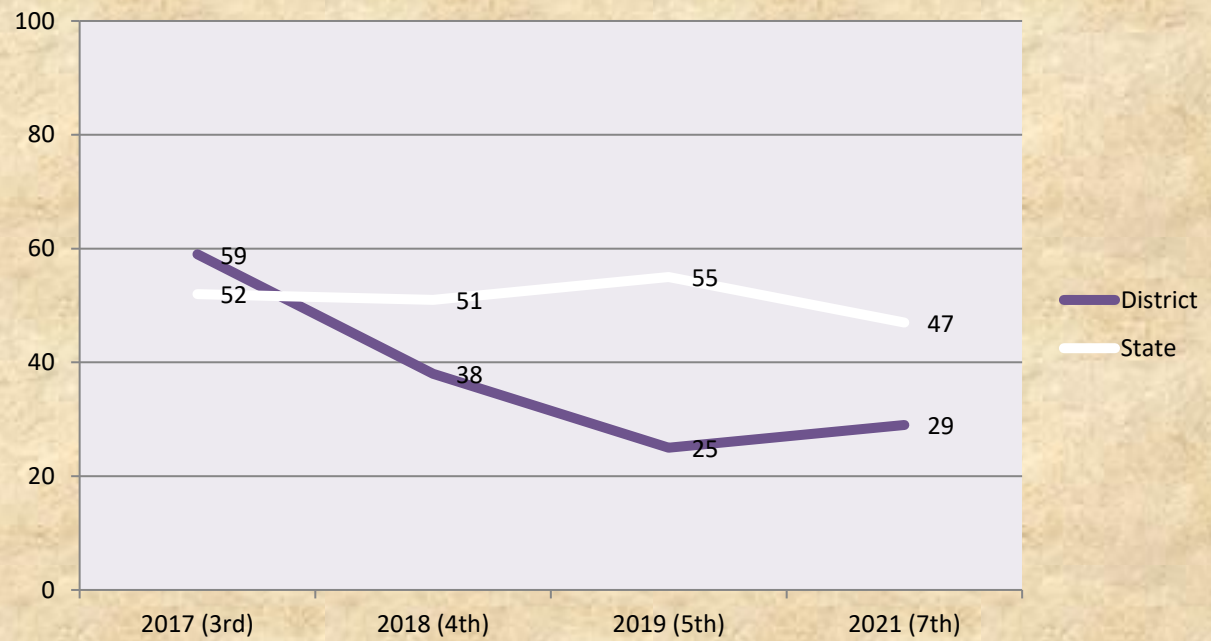
### WY-TOPP Math by Cohort: 2021 8th Graders



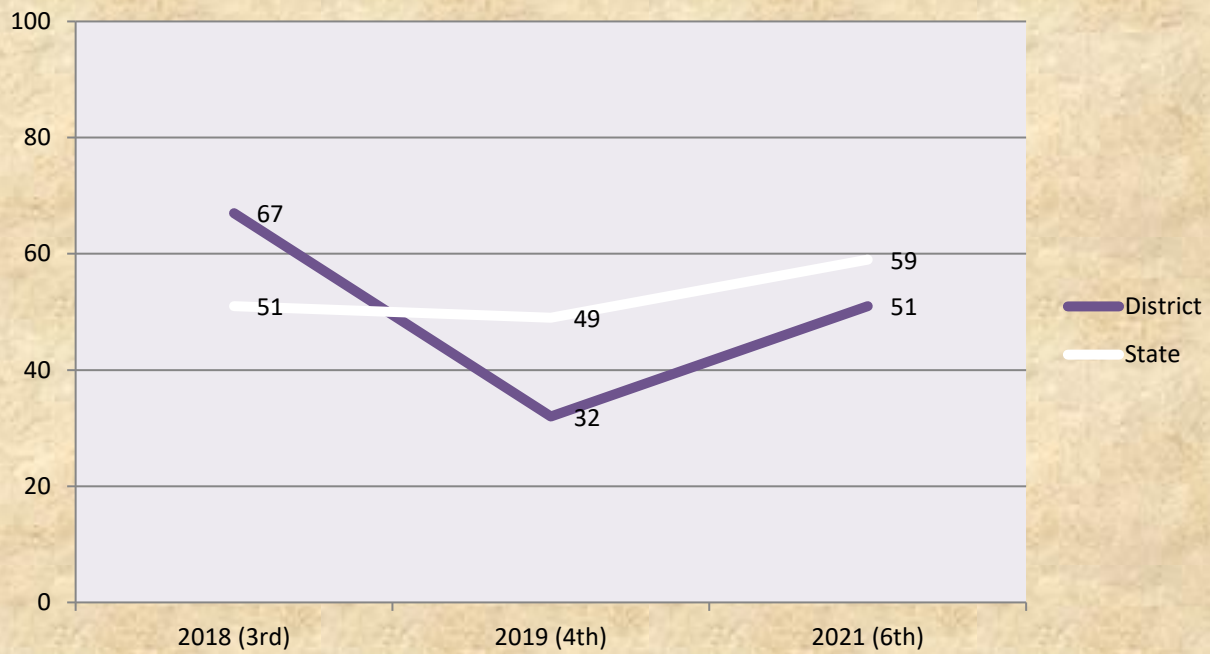
### WY-TOPP Reading by Cohort: 2021 7th Graders



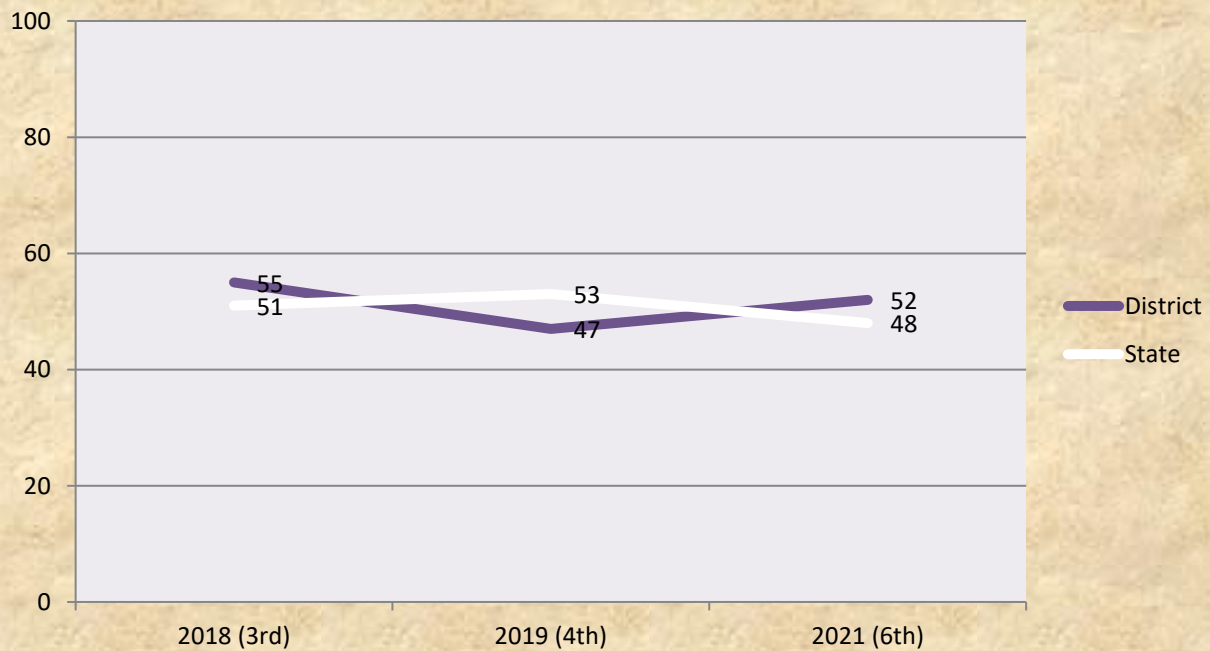
### WY-TOPP Math by Cohort: 2021 7th Graders

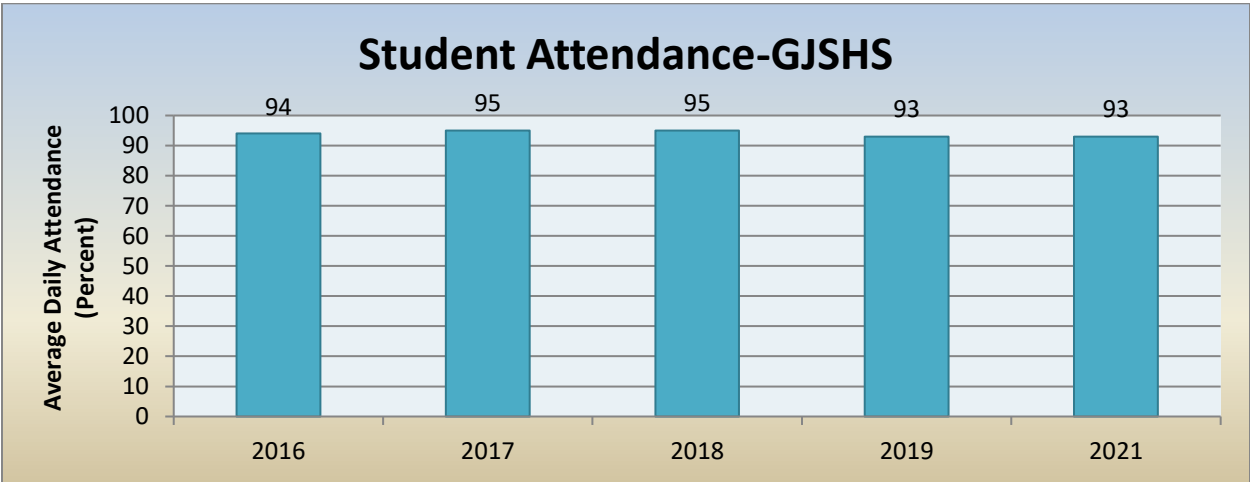
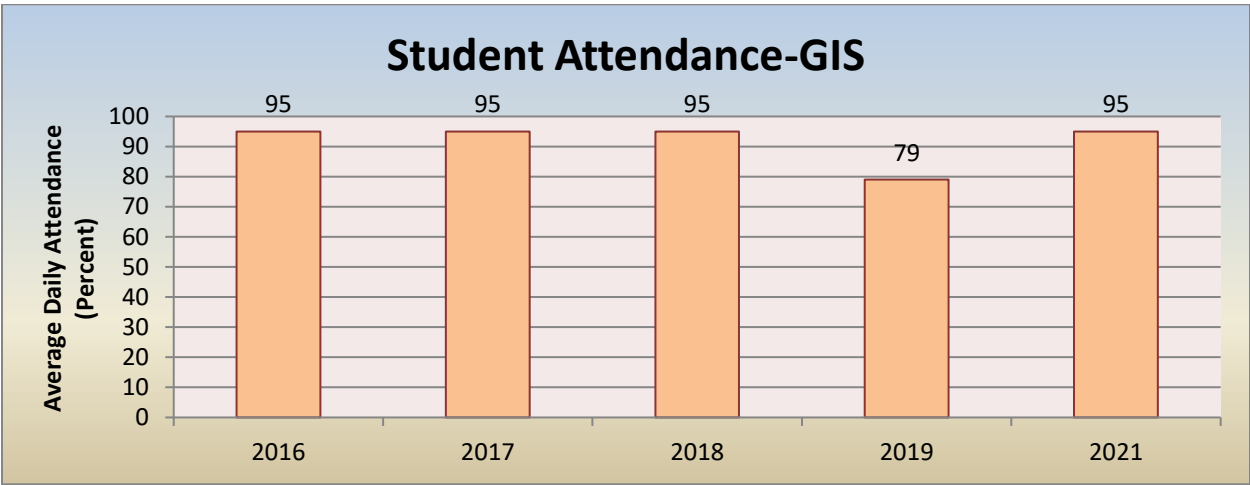
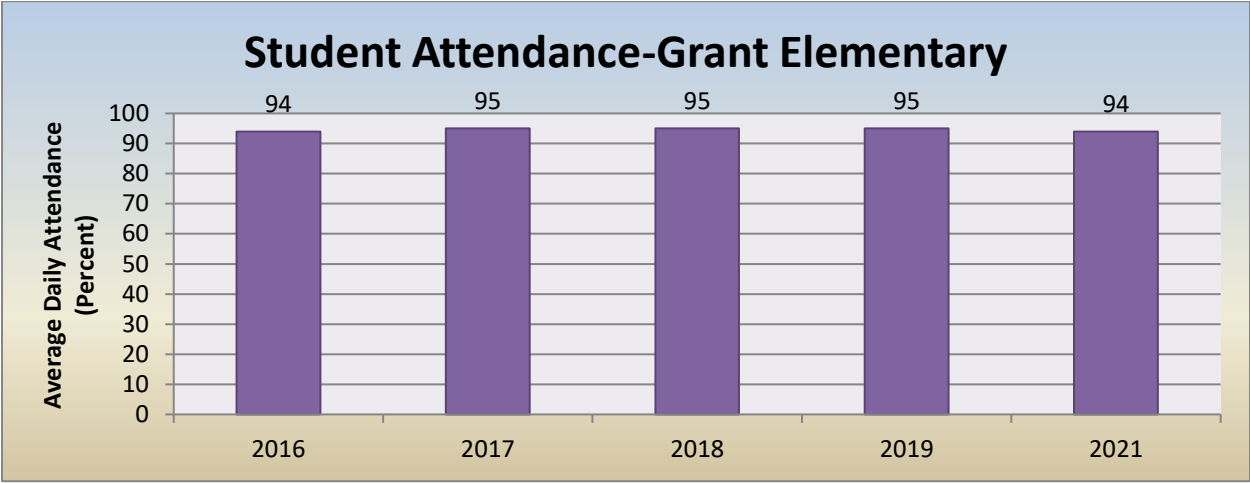


### WY-TOPP Reading by Cohort: 2021 6th Graders



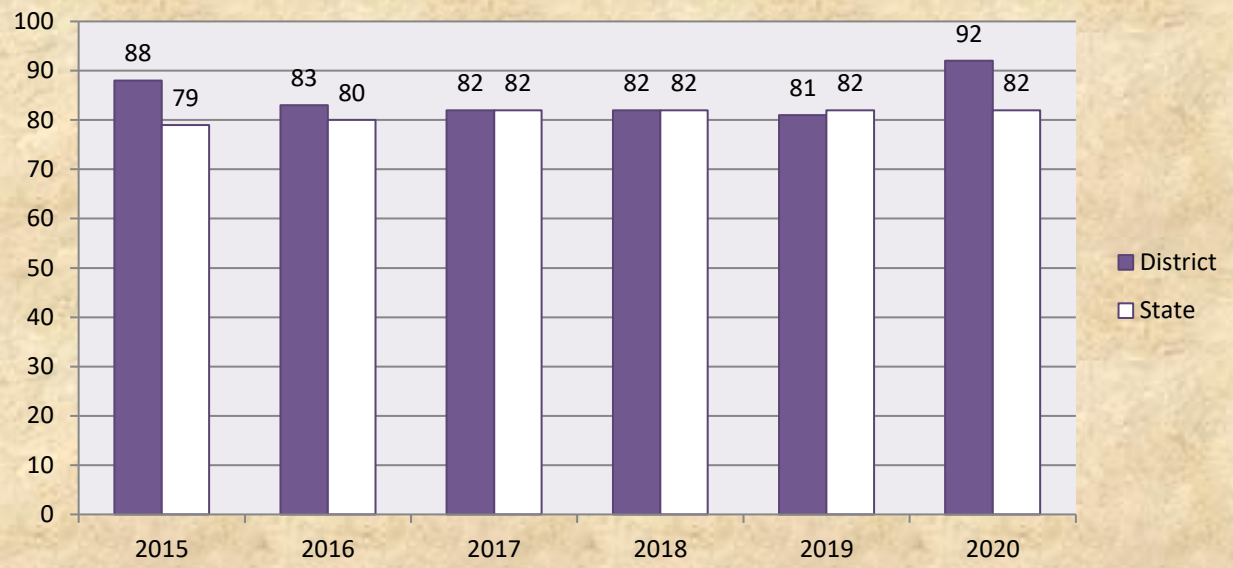
### WY-TOPP Math by Cohort: 2021 6th Graders





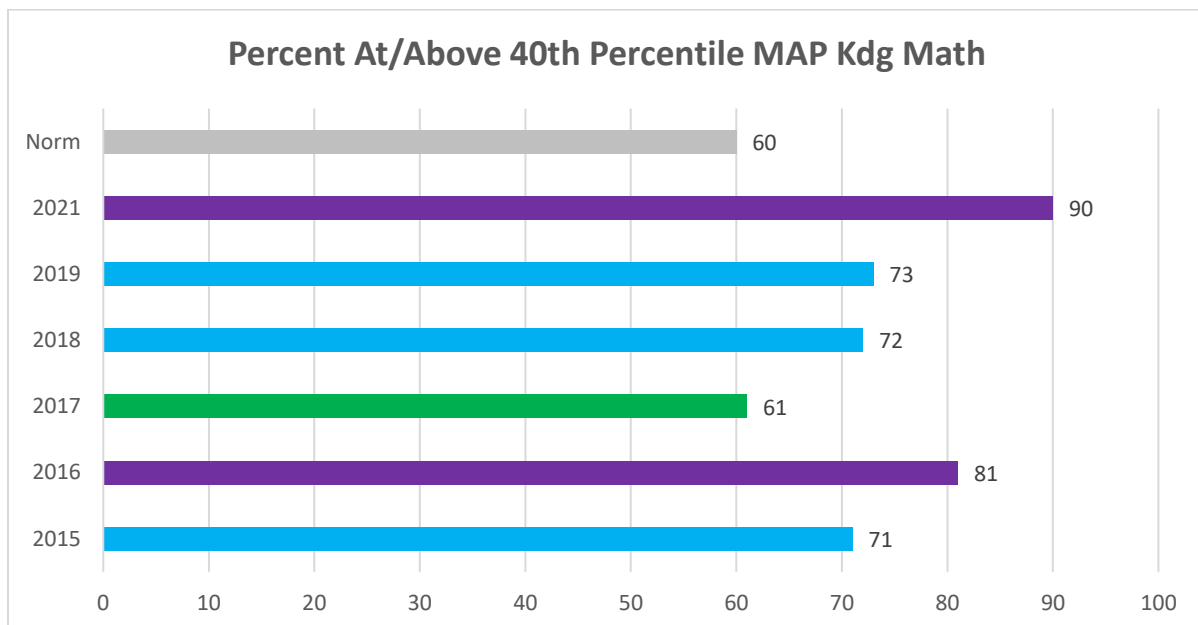
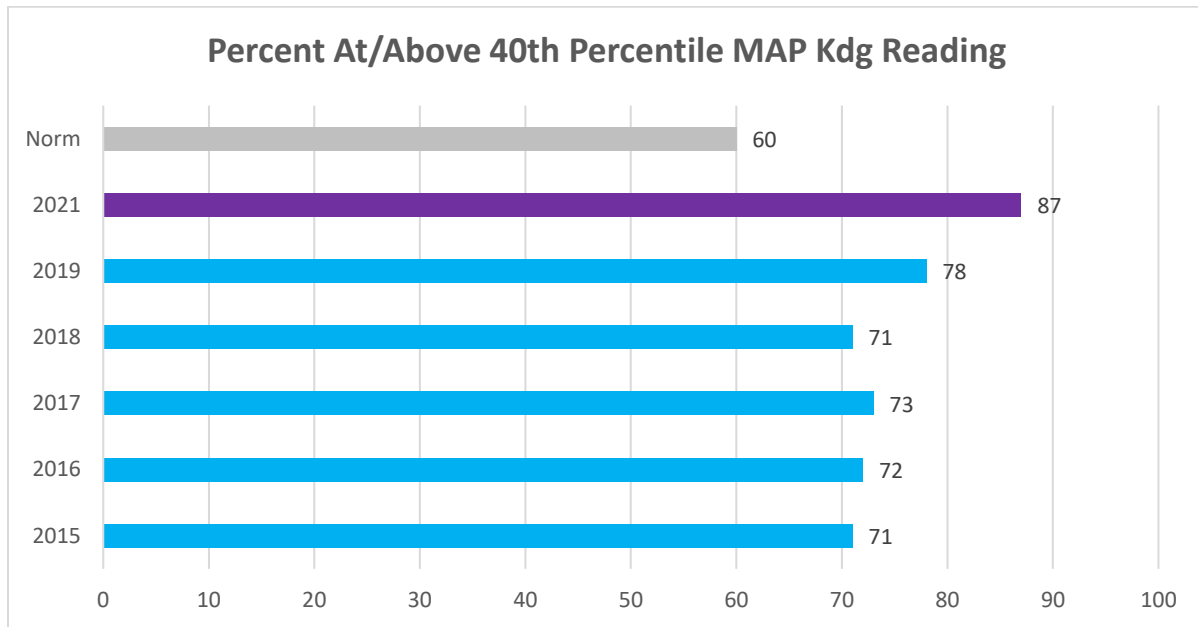


## Graduation Rate 2015-2020

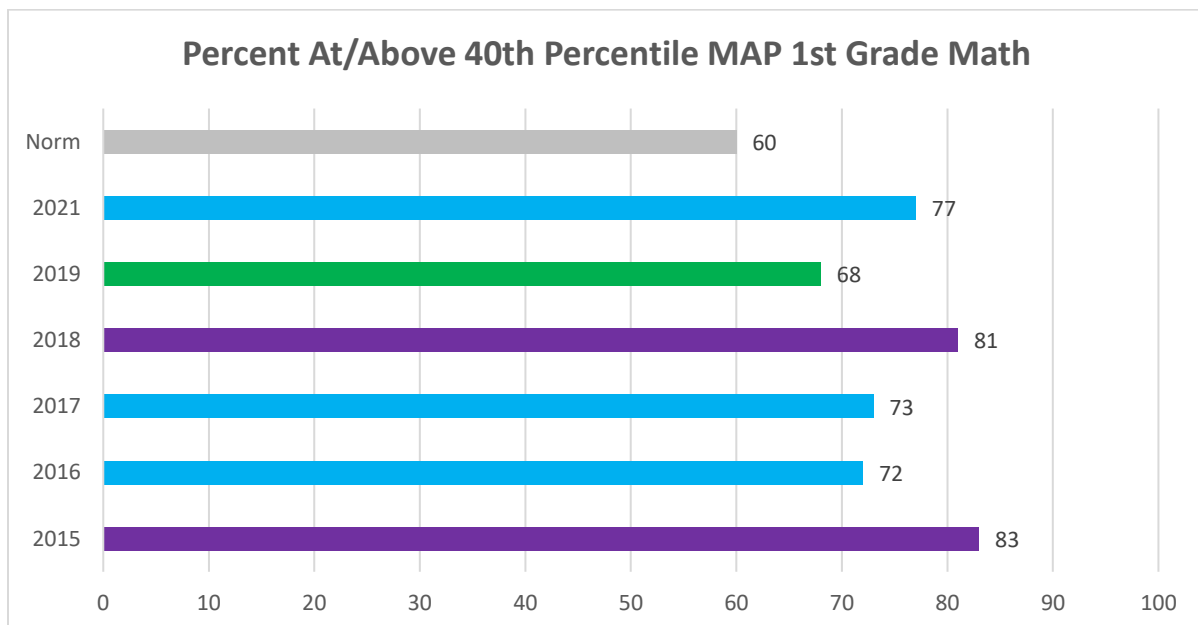
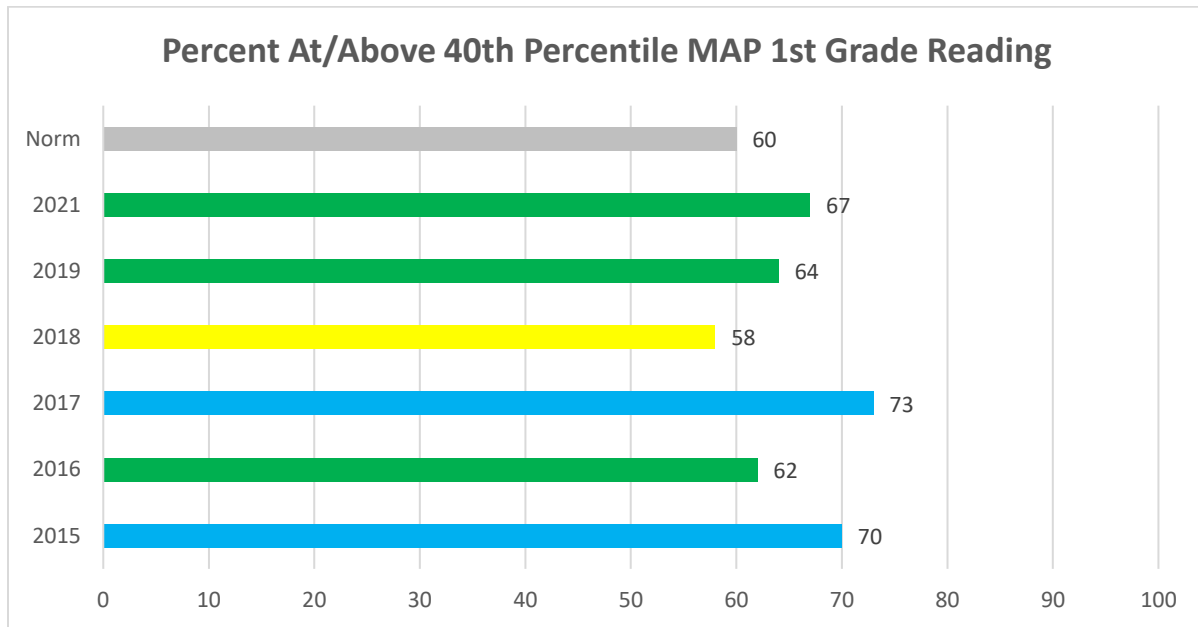




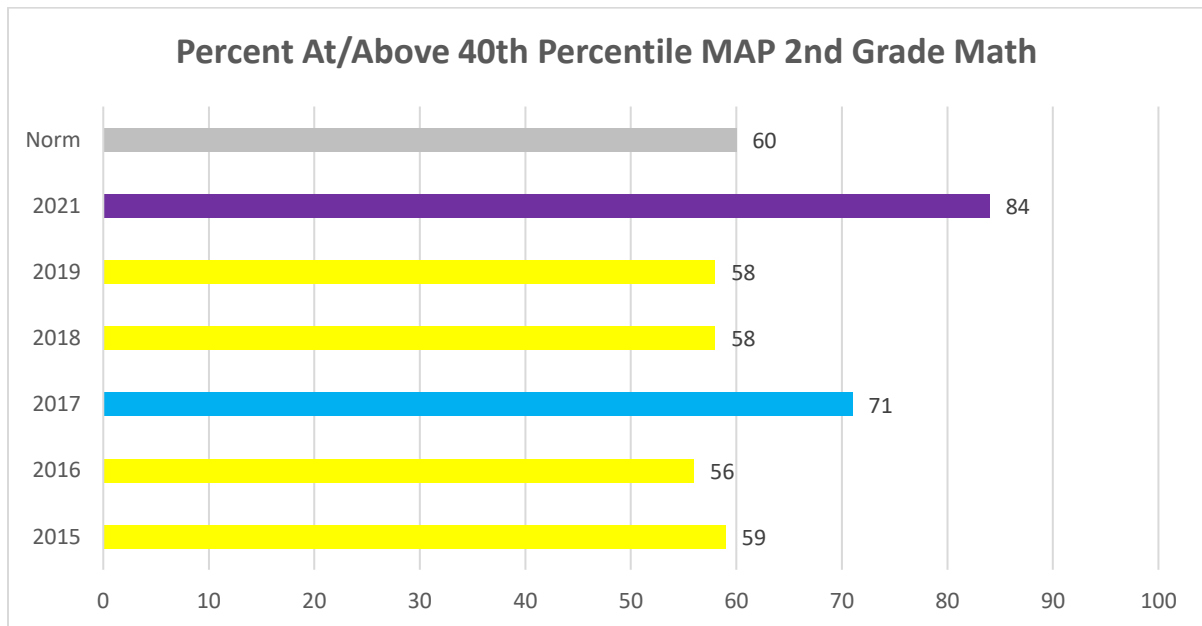
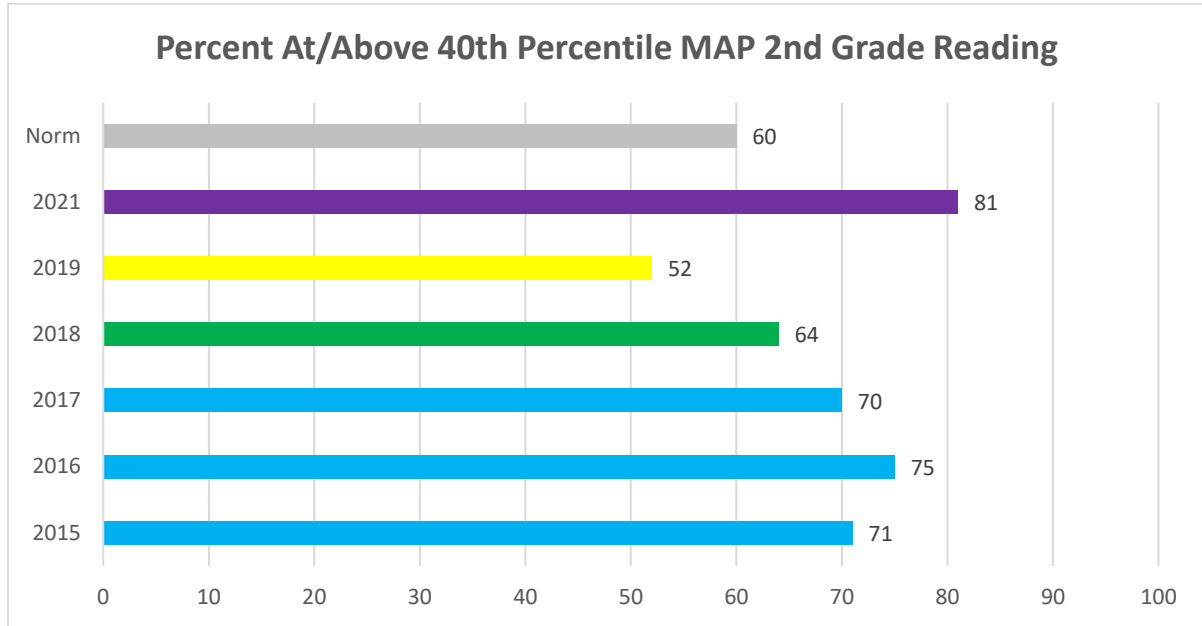
# Kindergarten MAP Summary



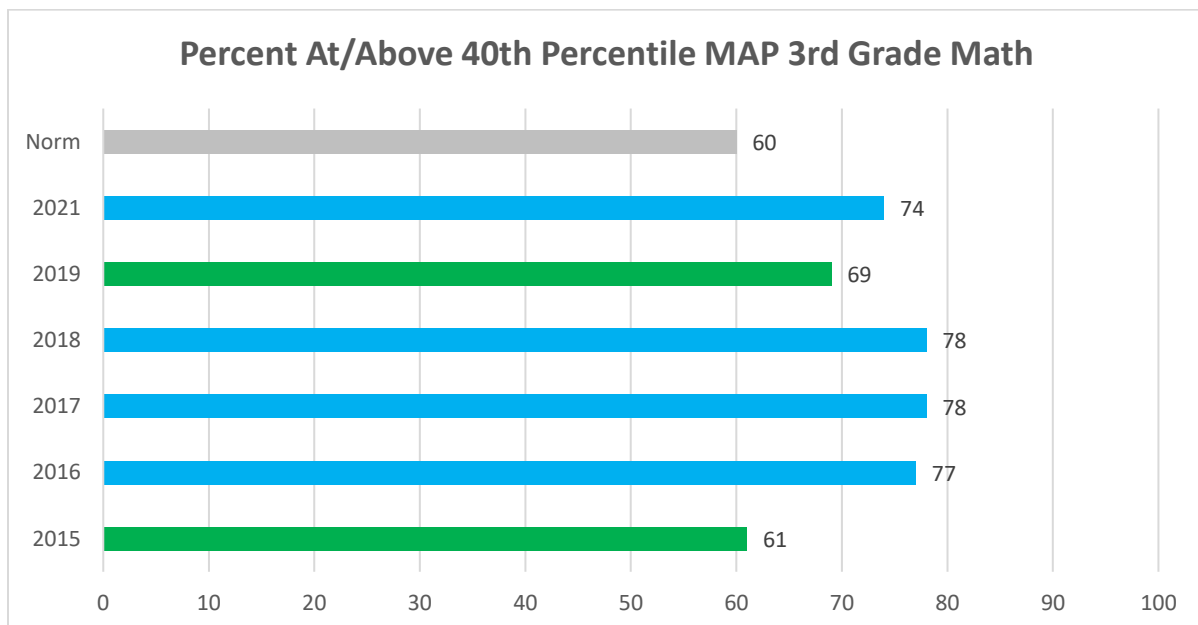
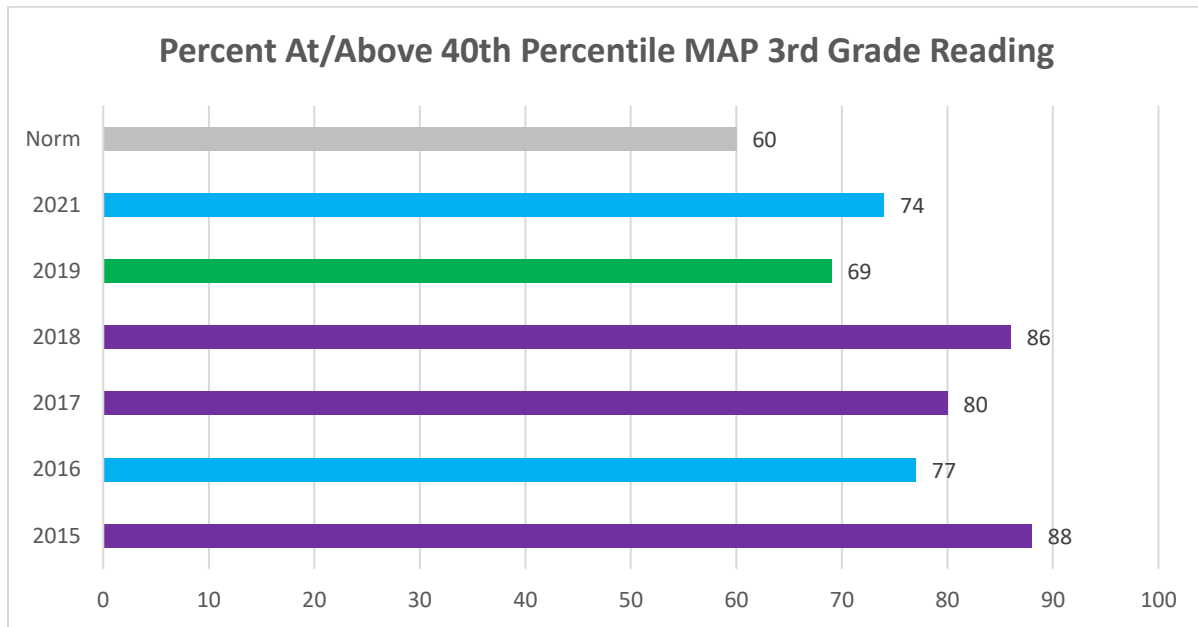
# 1<sup>st</sup> Grade MAP Summary



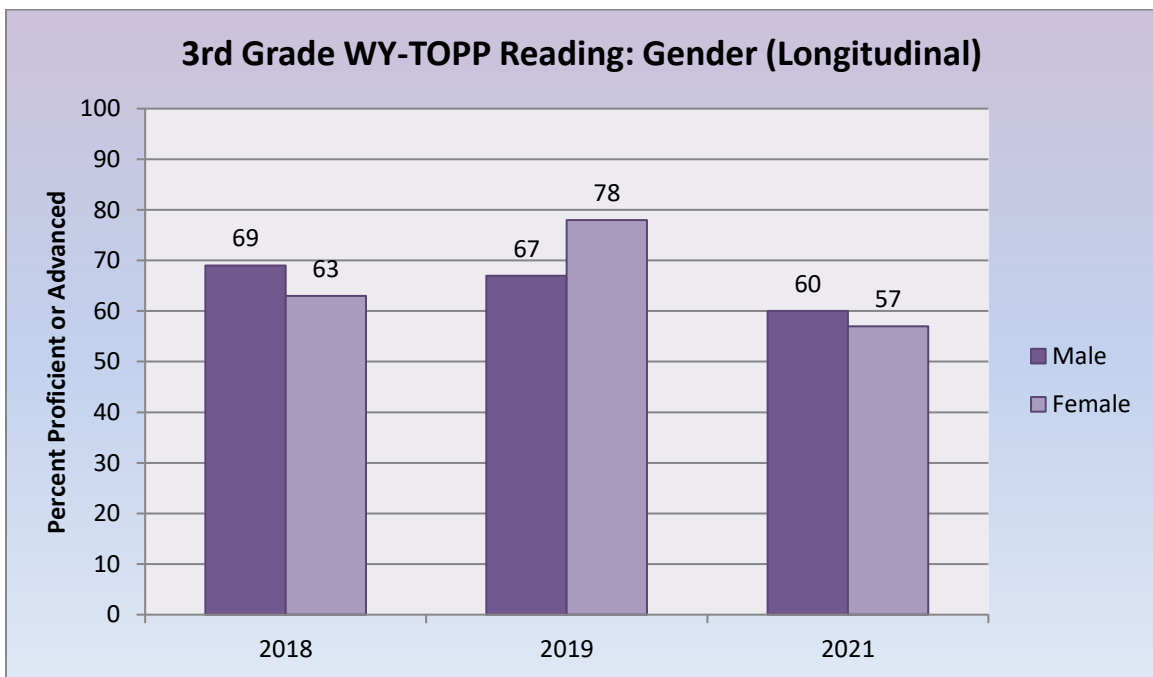
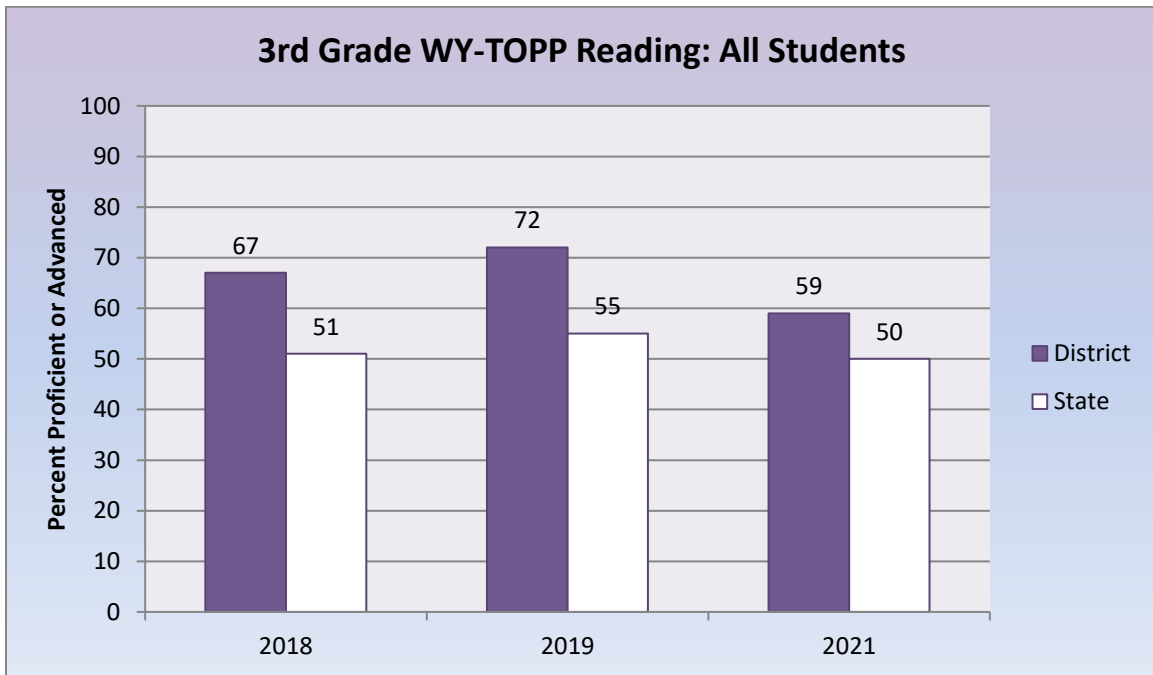
# 2<sup>nd</sup> Grade MAP Summary



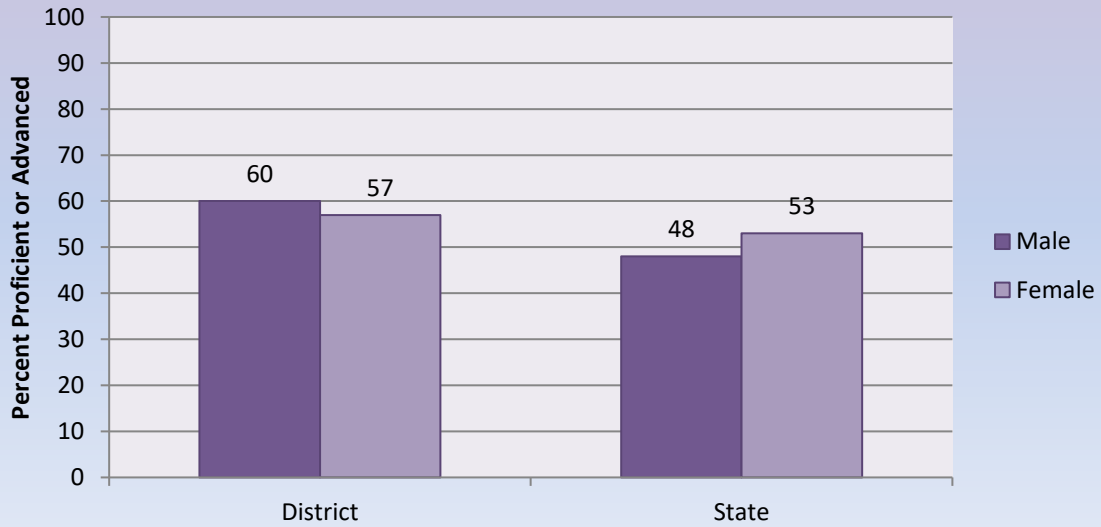
# 3<sup>rd</sup> Grade MAP Summary



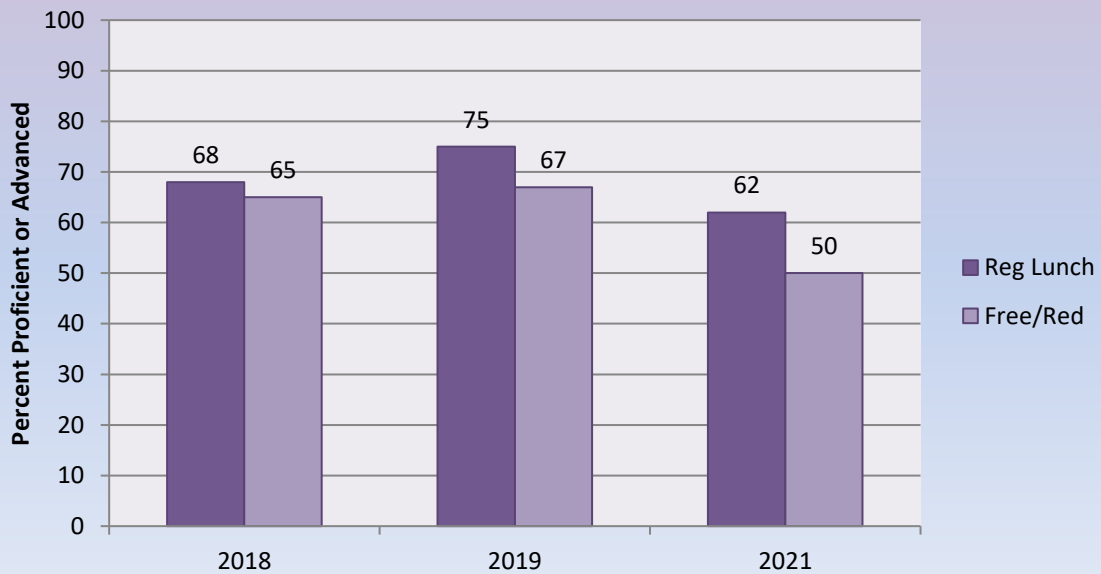
# 3<sup>rd</sup> Grade WY-TOPP Summary



### 3rd Grade WY-TOPP Reading: Gender 2021 District/State Comparison

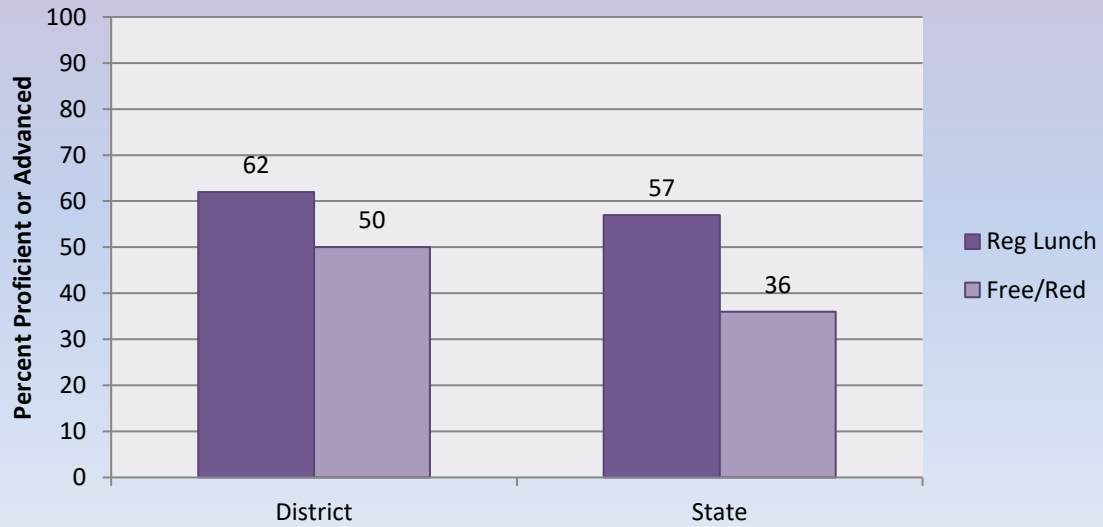


### 3rd Grade WY-TOPP Reading: SES (Longitudinal)

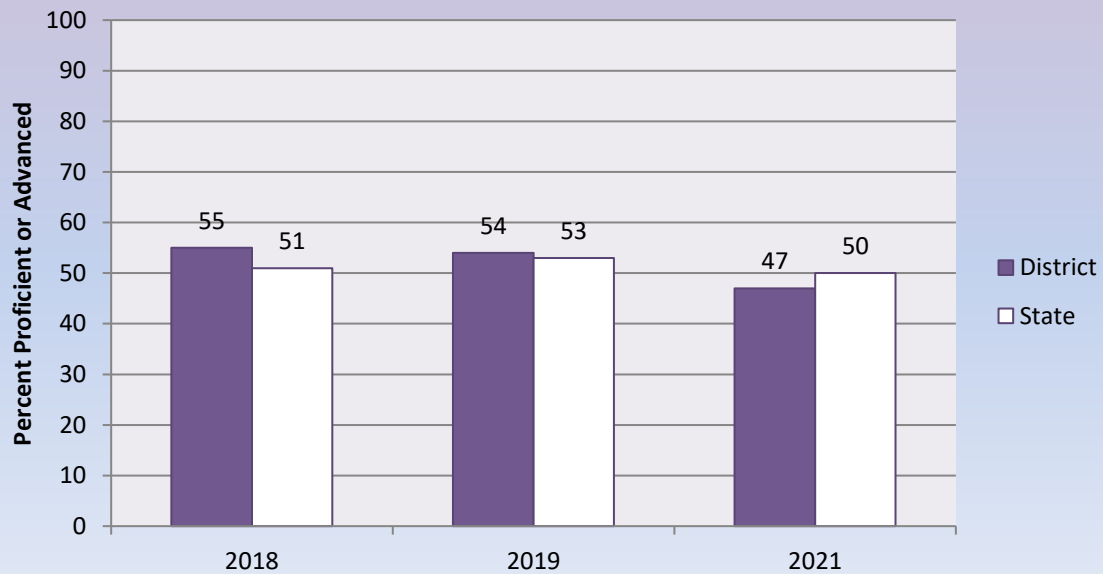


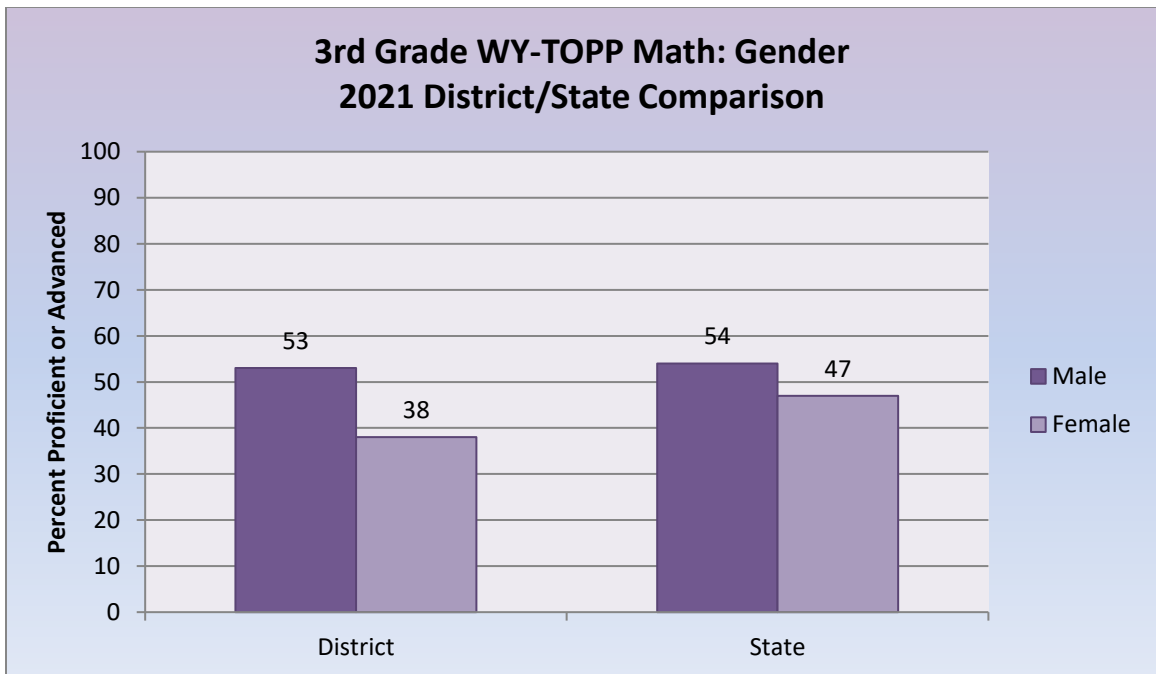
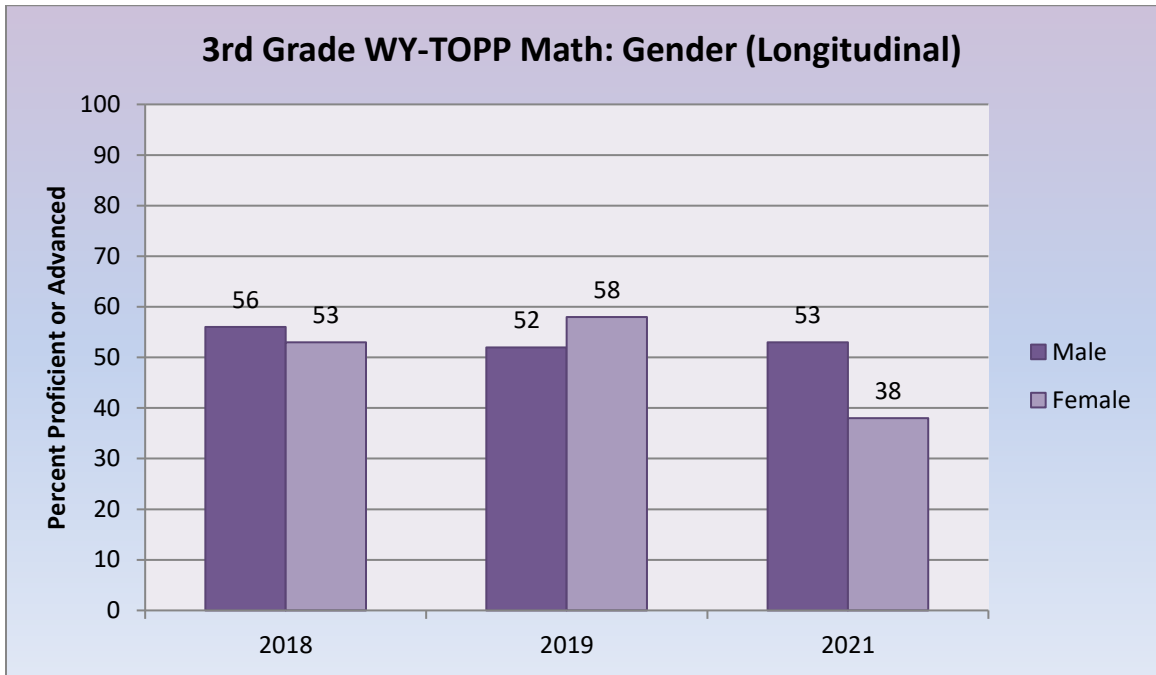


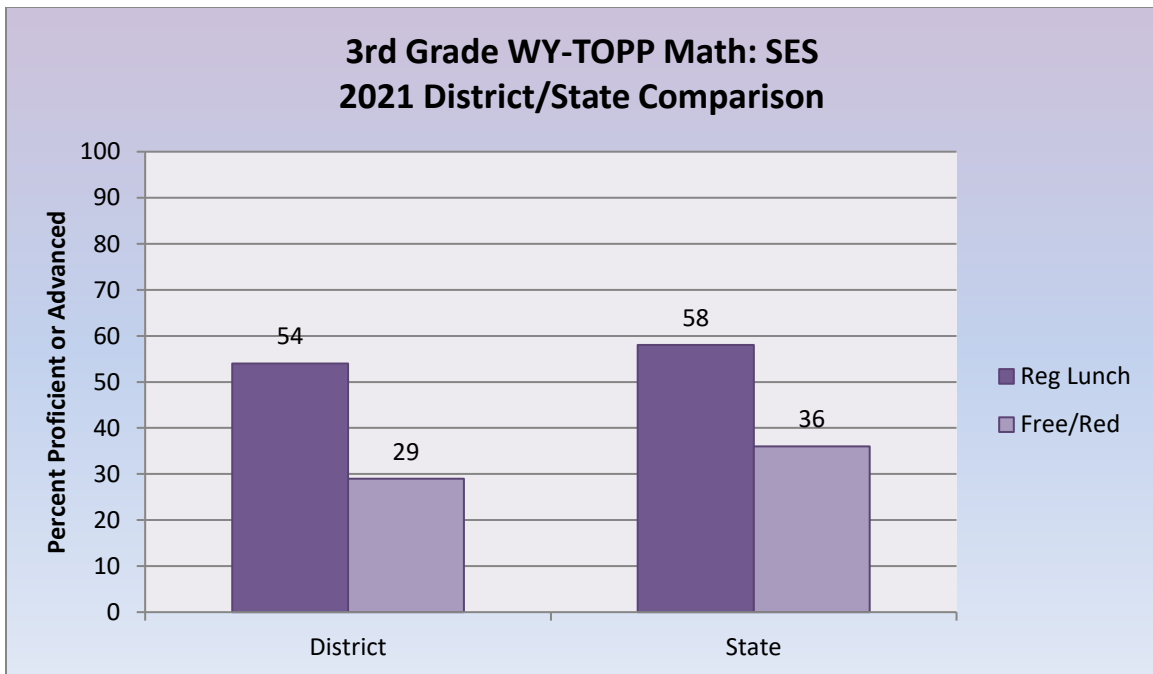
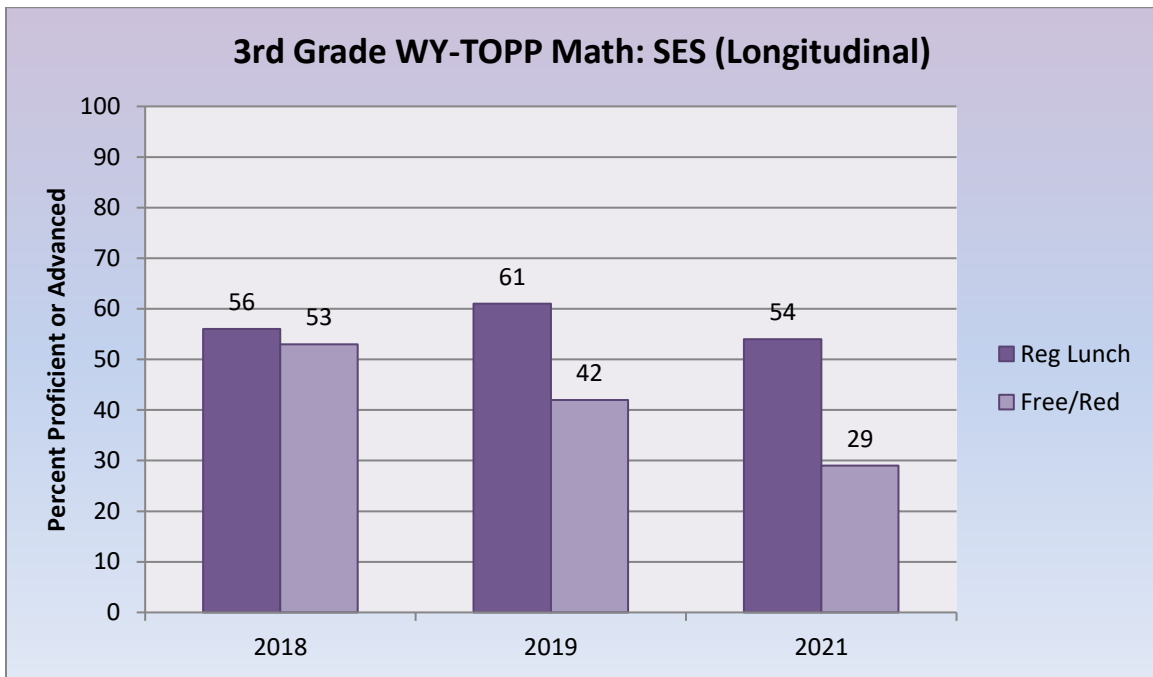
### 3rd Grade WY-TOPP Reading: SES 2021 District/State Comparison



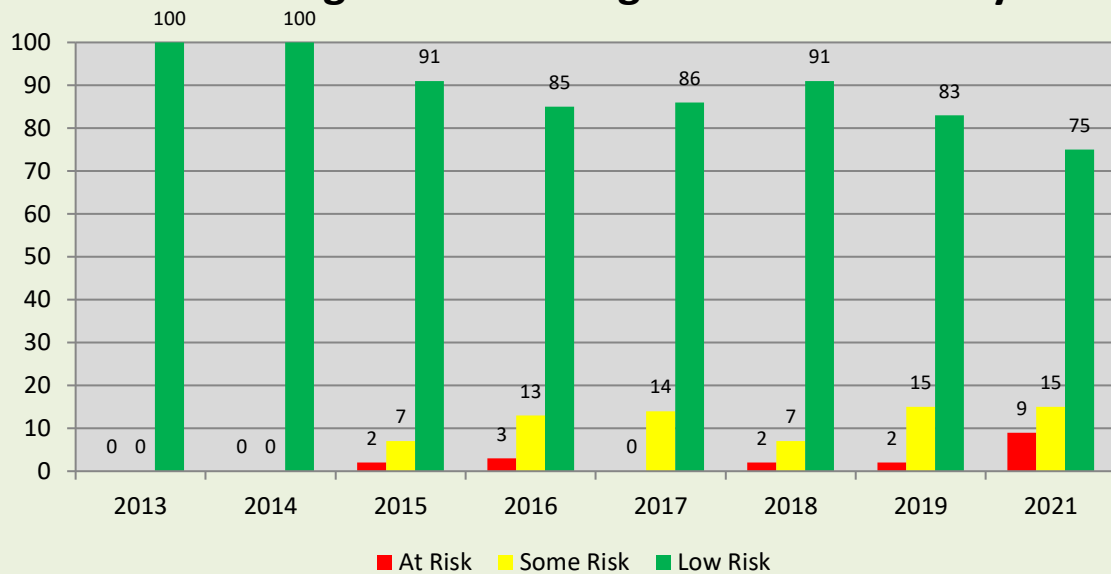
### 3rd Grade WY-TOPP Math: All Students



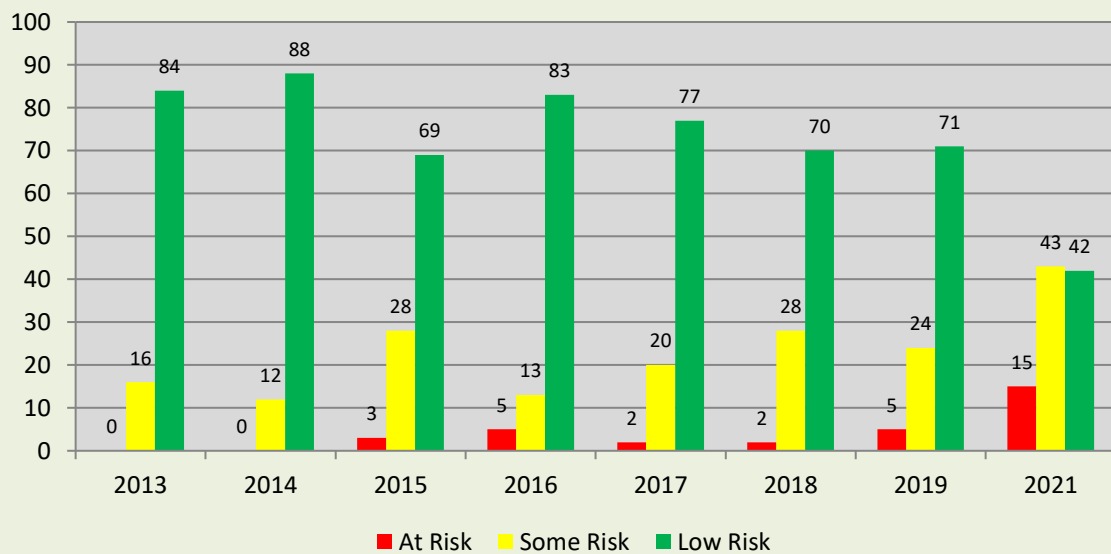




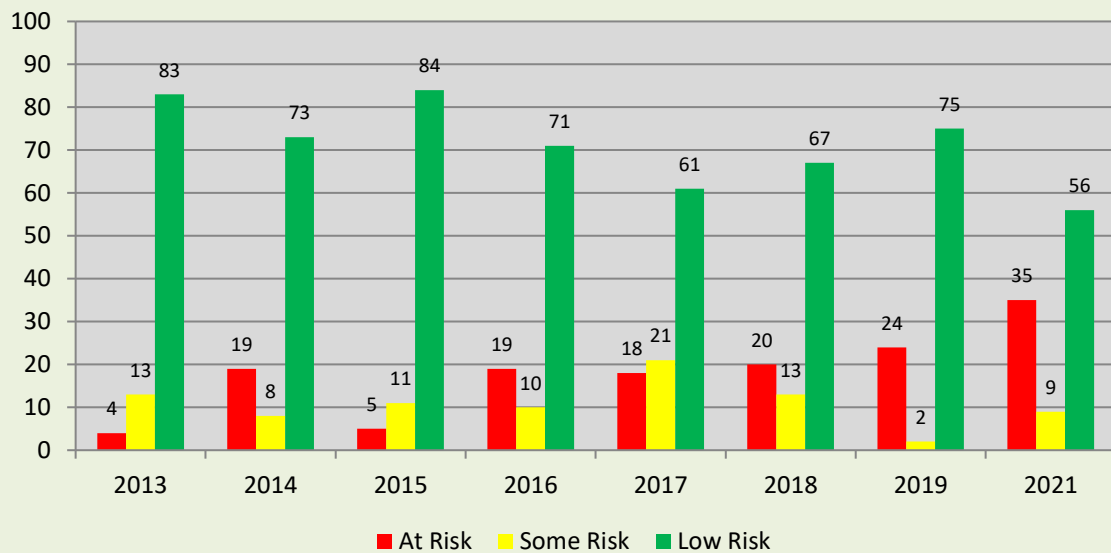
## DIBELS Kdg: Phoneme Segmentation Fluency



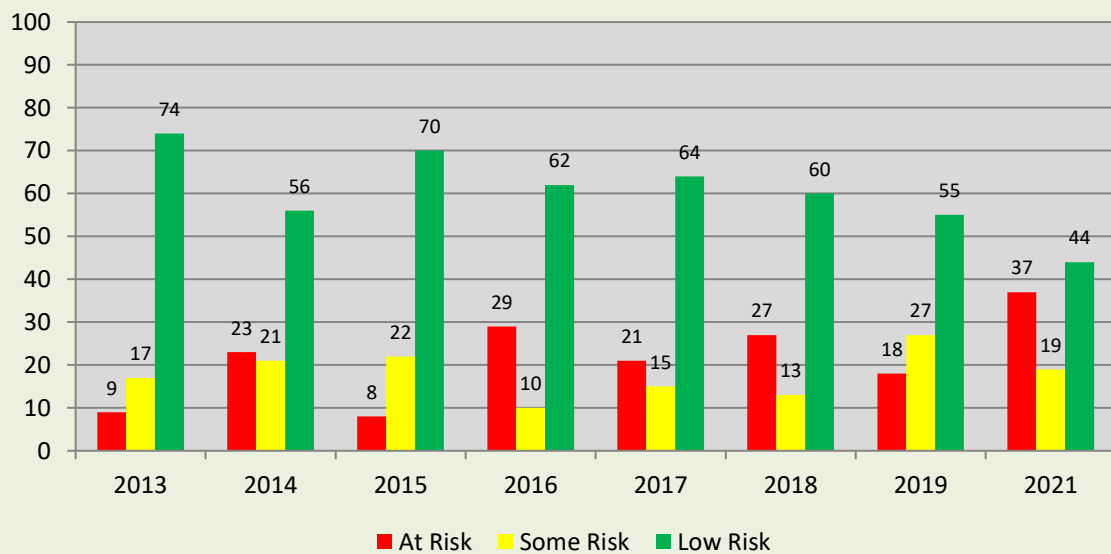
## DIBELS: Kdg Nonsense Word Fluency

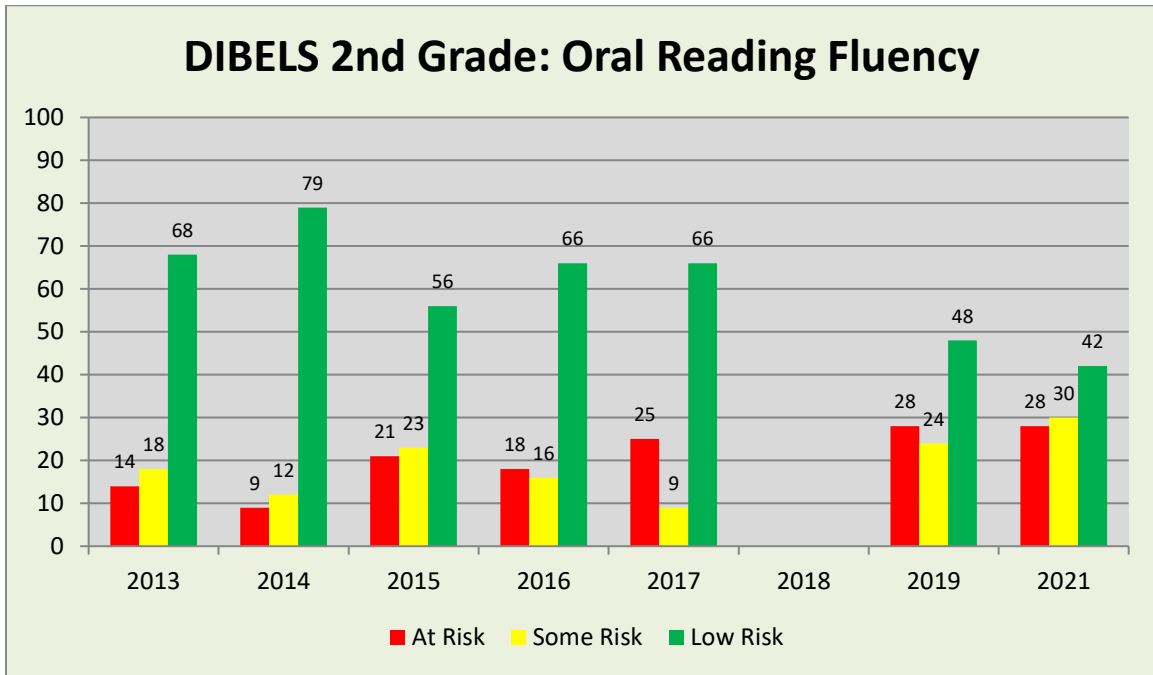


## DIBELS 1st Grade: Nonsense Word Fluency

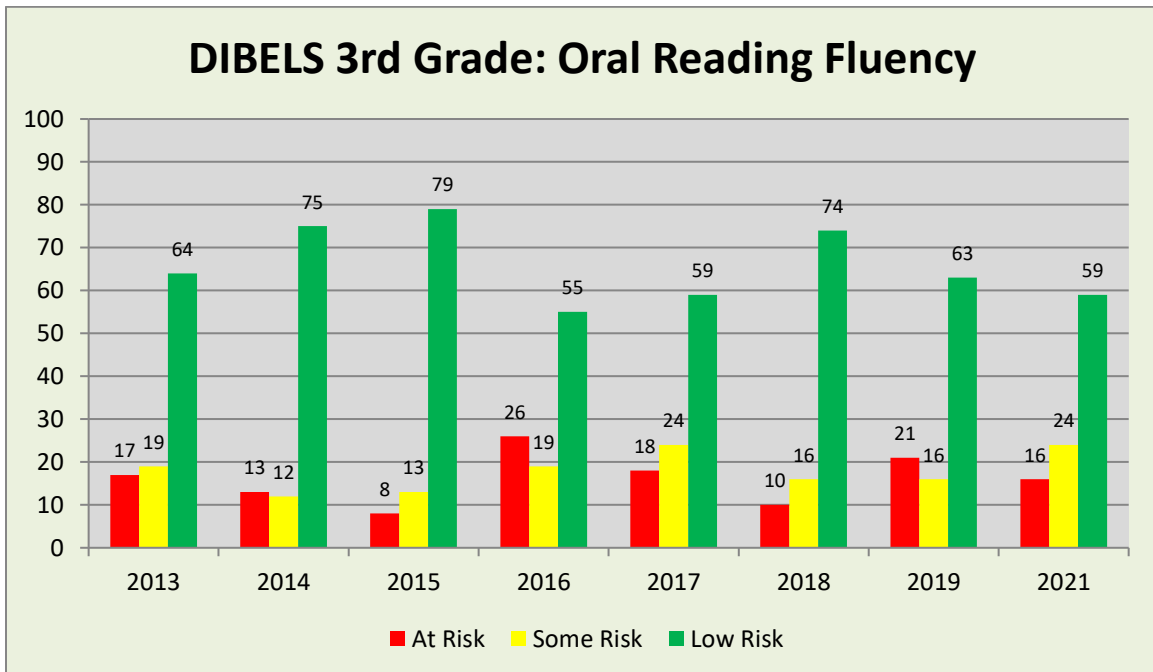


## DIBELS 1st Grade: Oral Reading Fluency

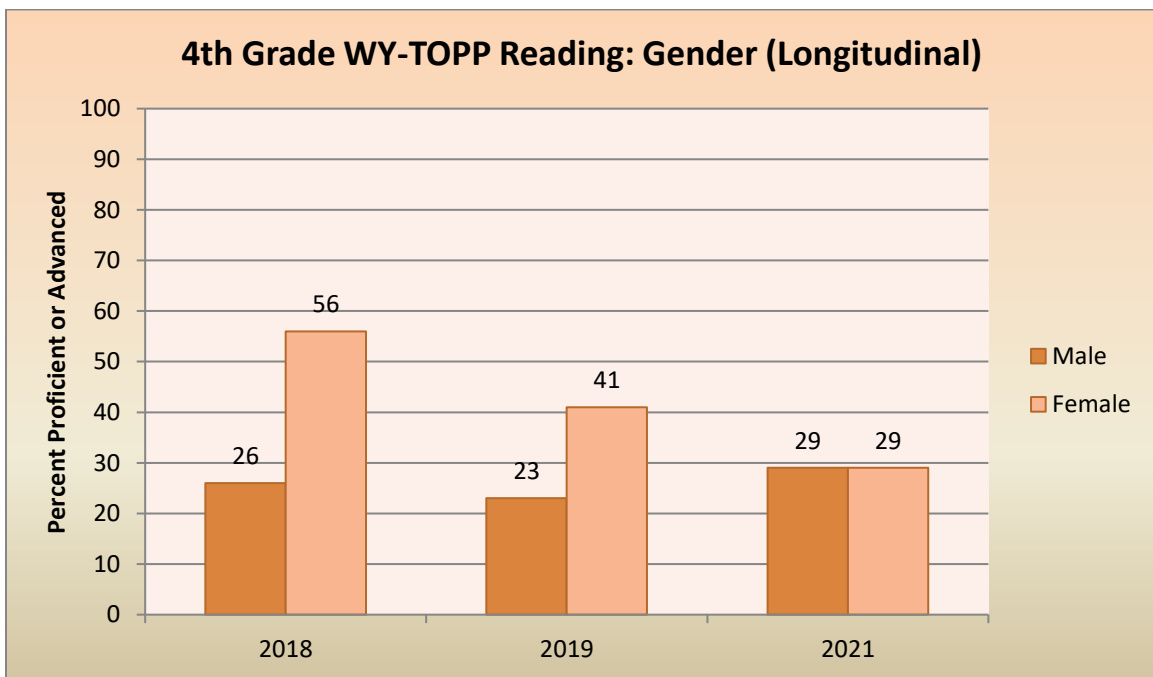
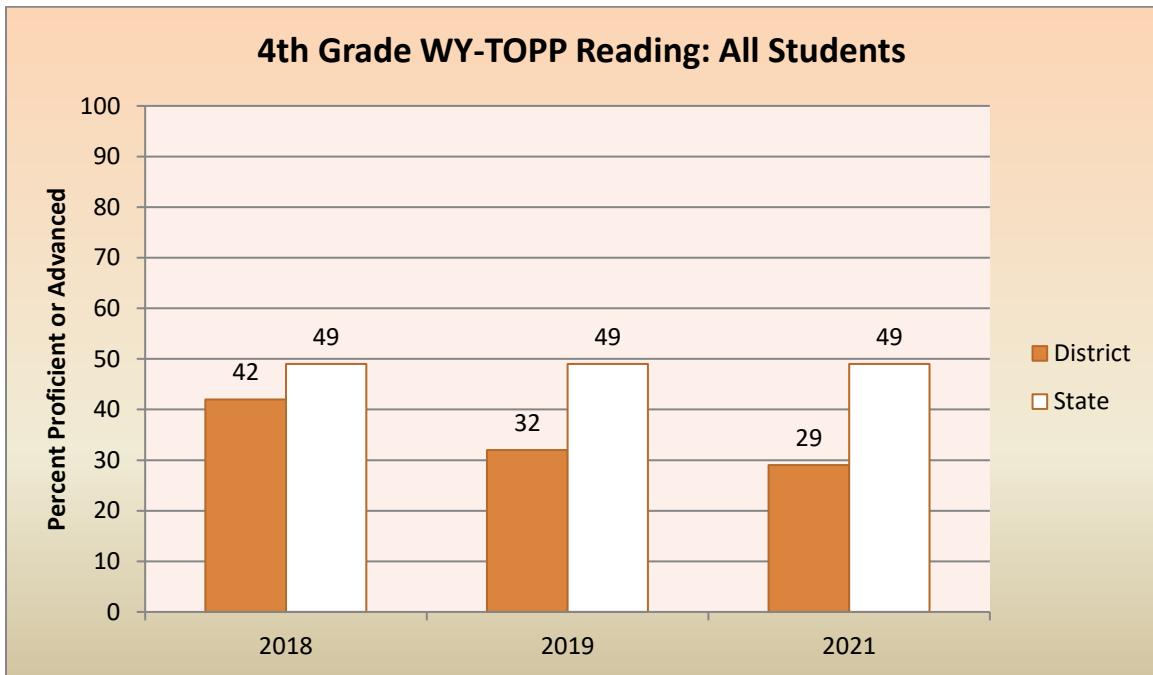




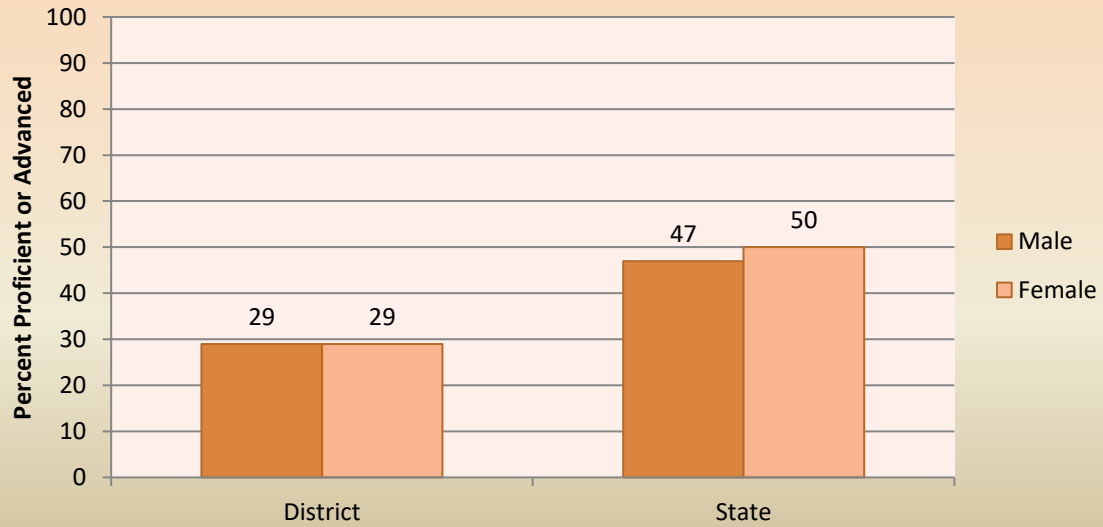
**DIBELS was not administered by second grade teachers in 2018.**



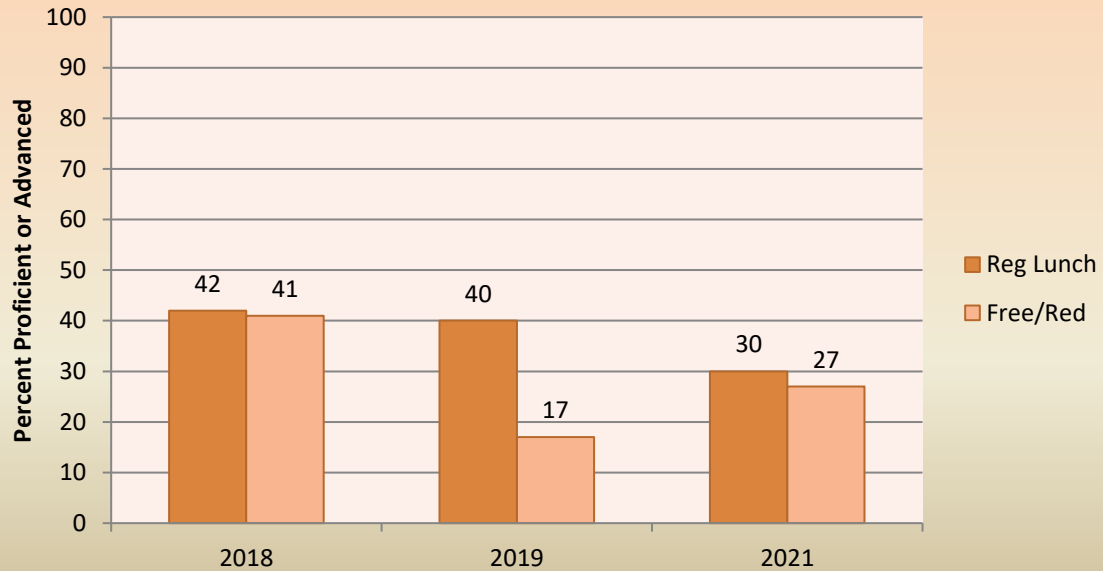
# 4th Grade WY-TOPP Summary



### 4th Grade WY-TOPP Reading: Gender 2021 District/State Comparison

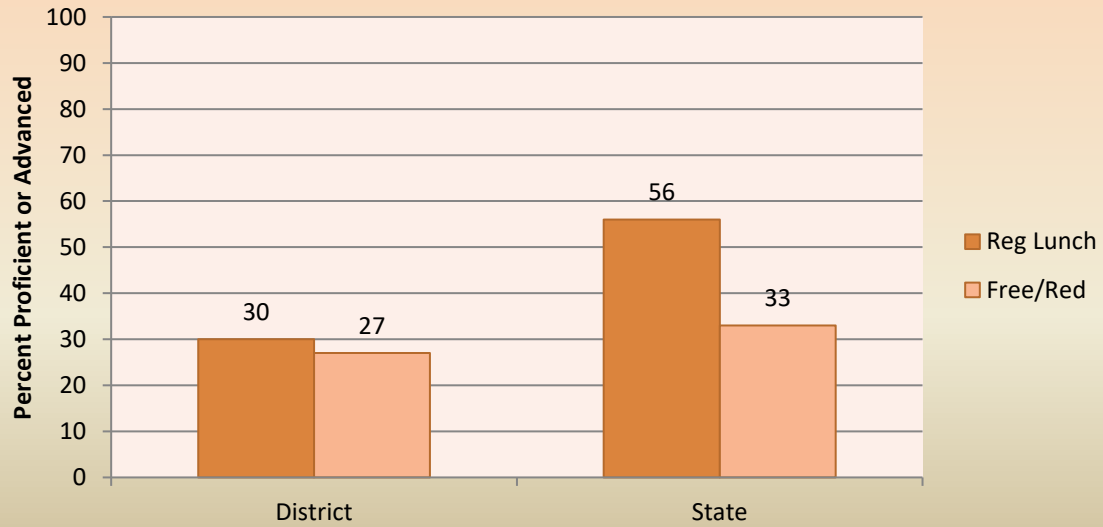


### 4th Grade WY-TOPP Reading: SES (Longitudinal)

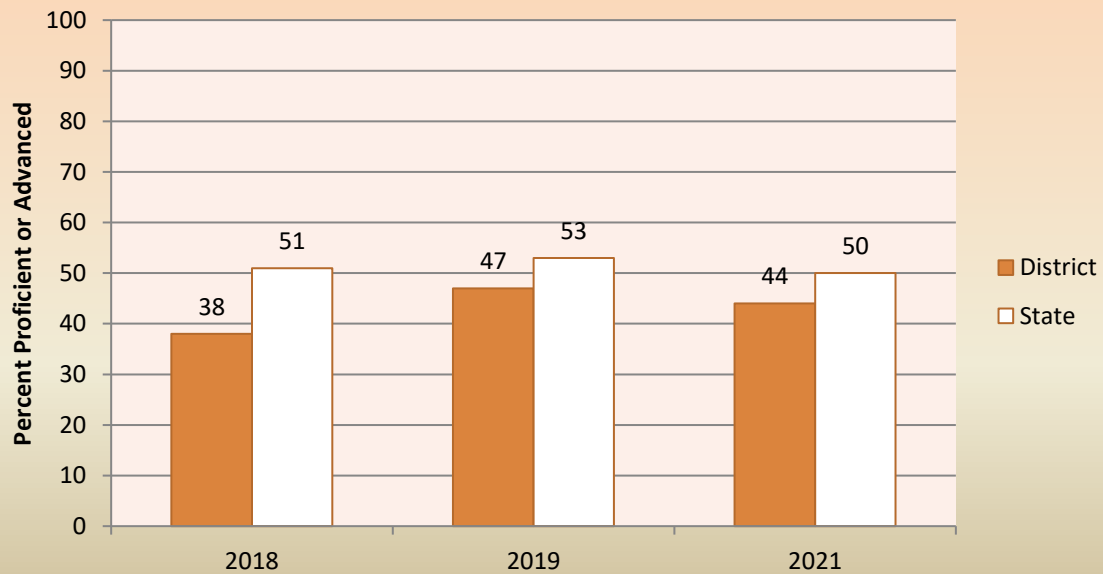


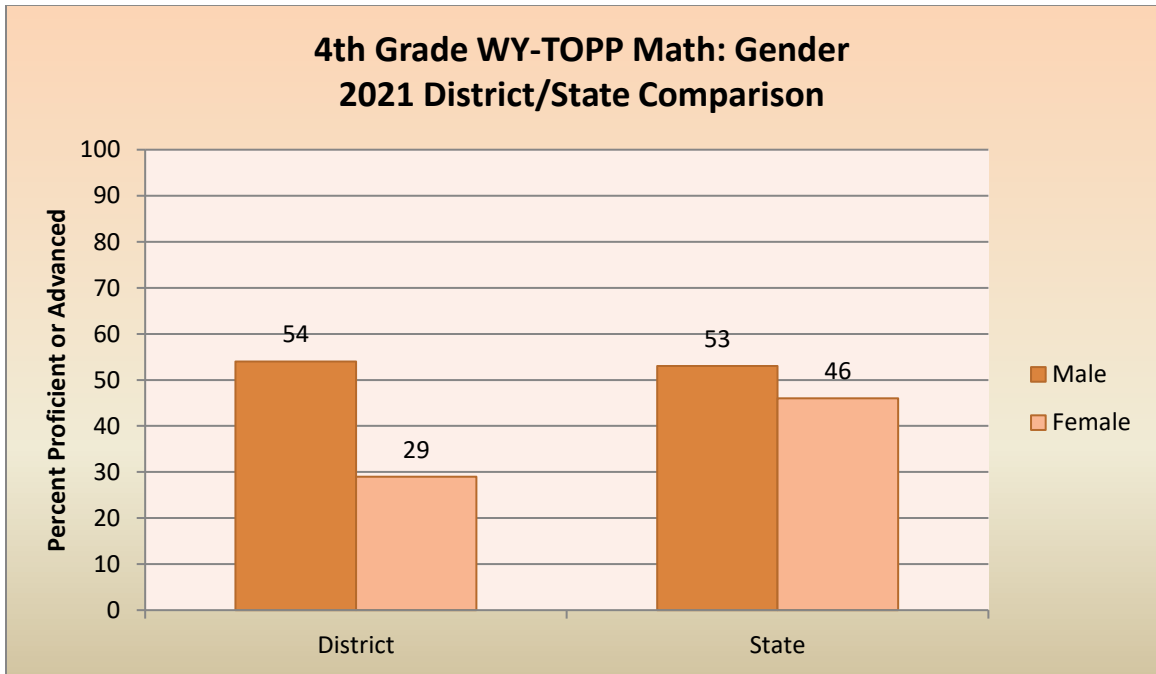
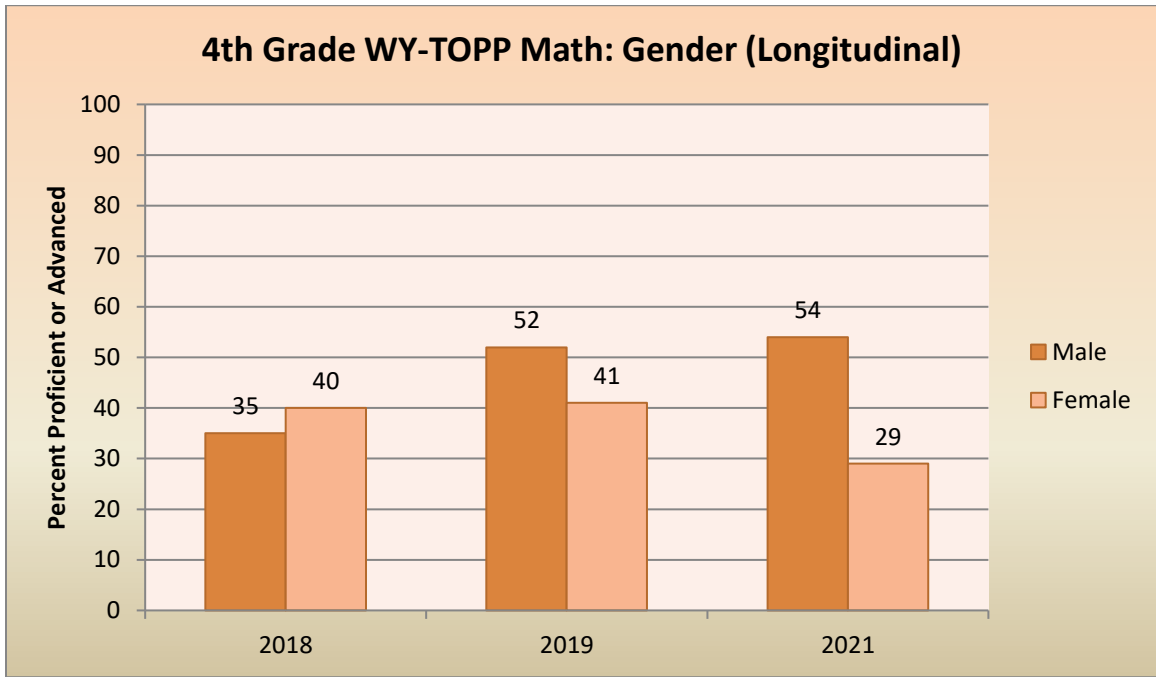


### 4th Grade WY-TOPP Reading: SES 2021 District/State Comparison

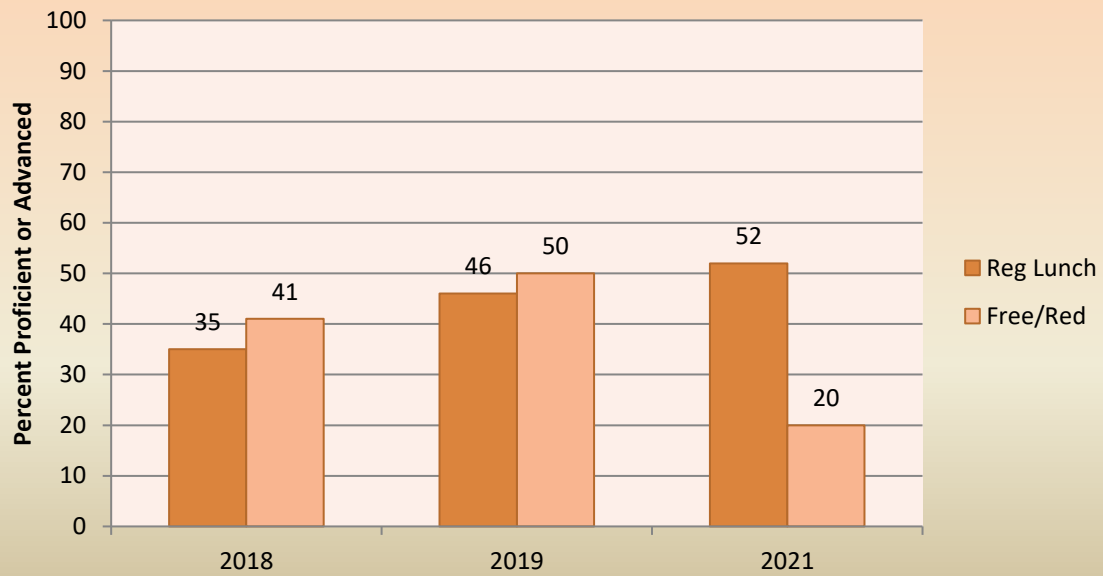


### 4th Grade WY-TOPP Math: All Students

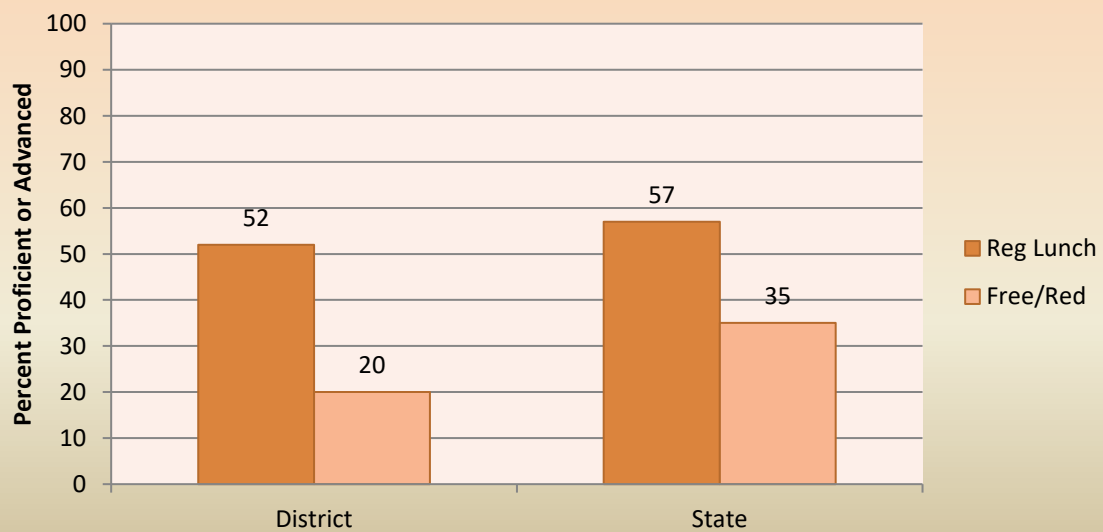


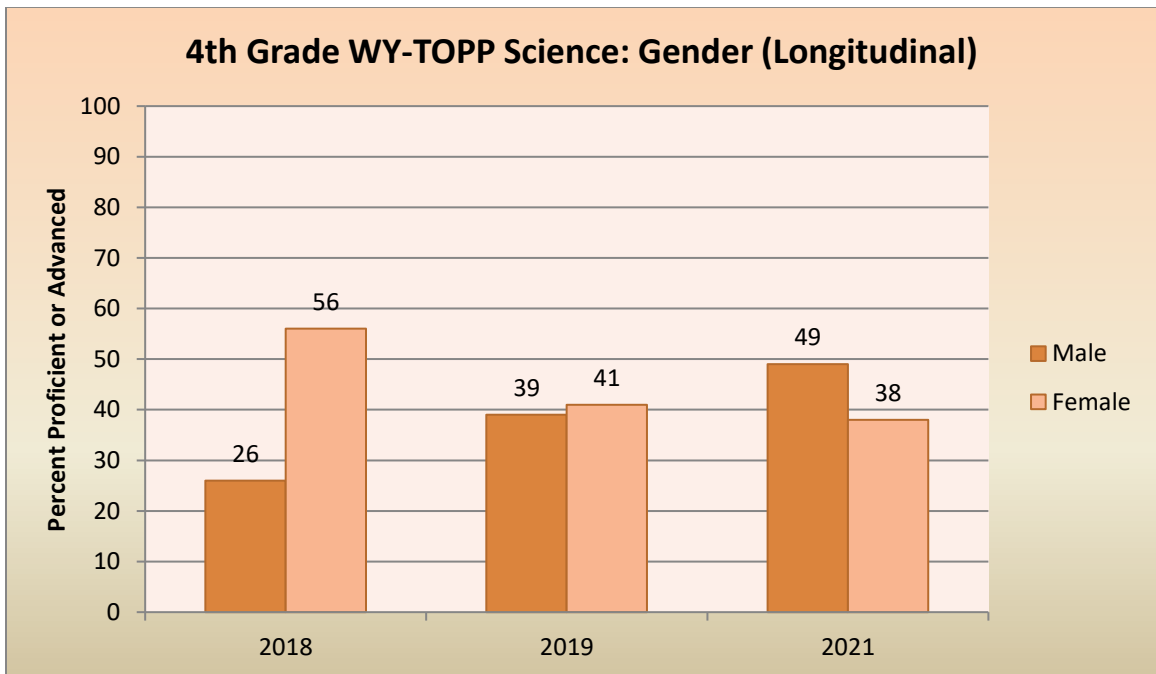
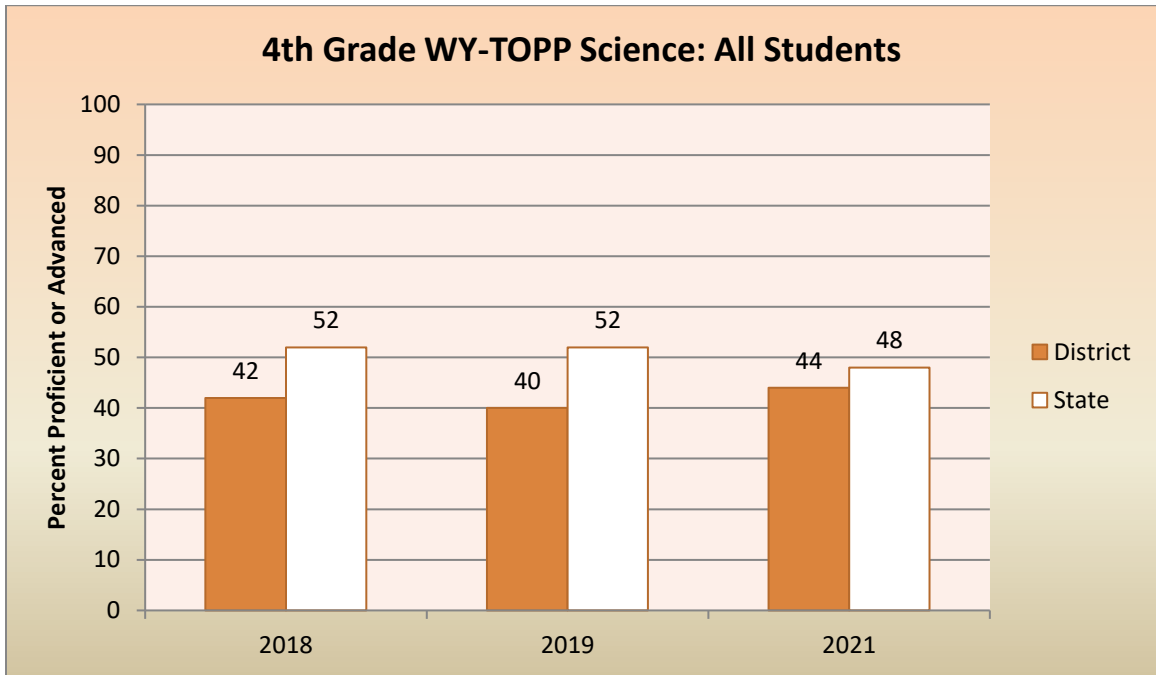


**4th Grade WY-TOPP Math: SES (Longitudinal)**

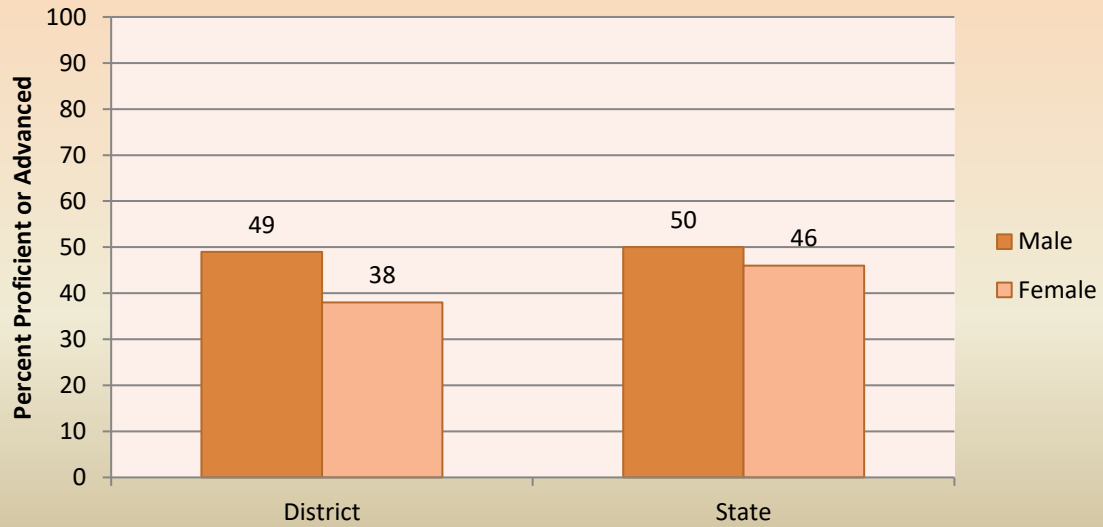


**4th Grade WY-TOPP Math: SES  
2021 District/State Comparison**

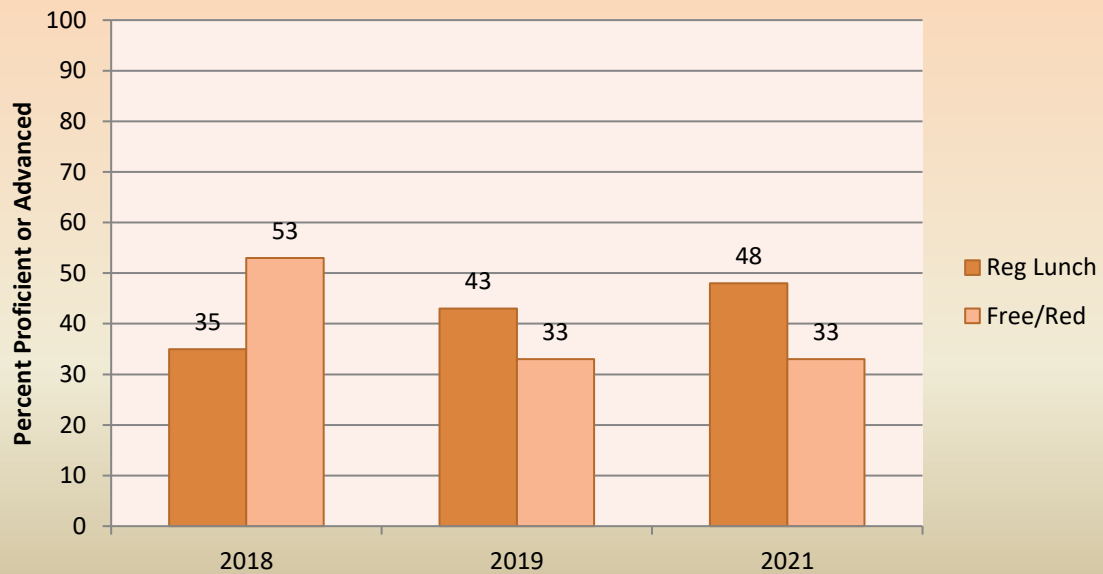




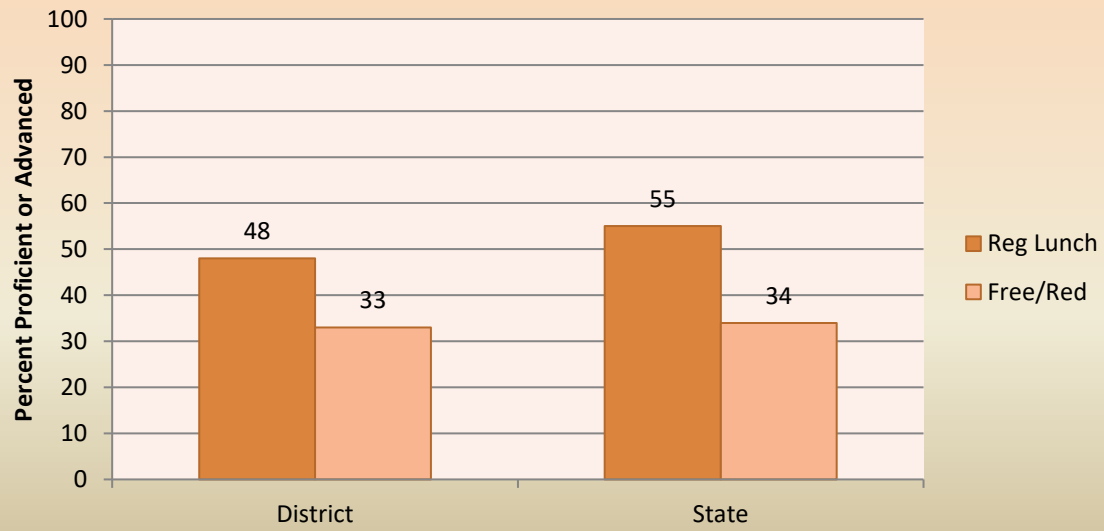
### 4th Grade WY-TOPP Science: Gender 2021 District/State Comparison



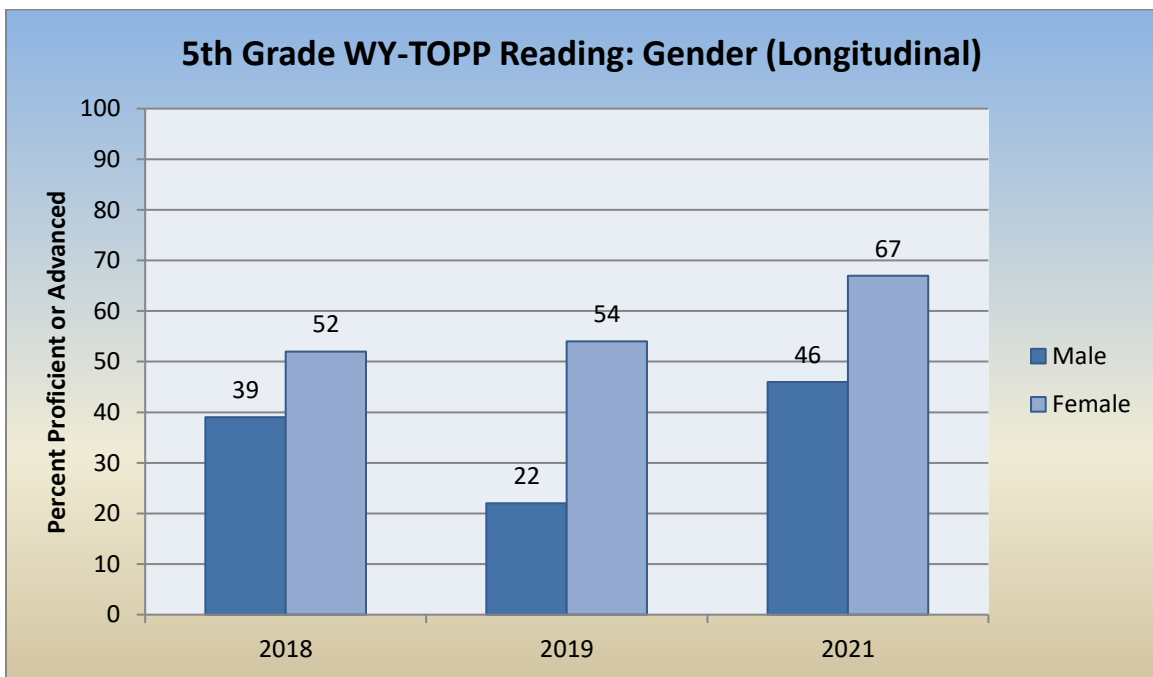
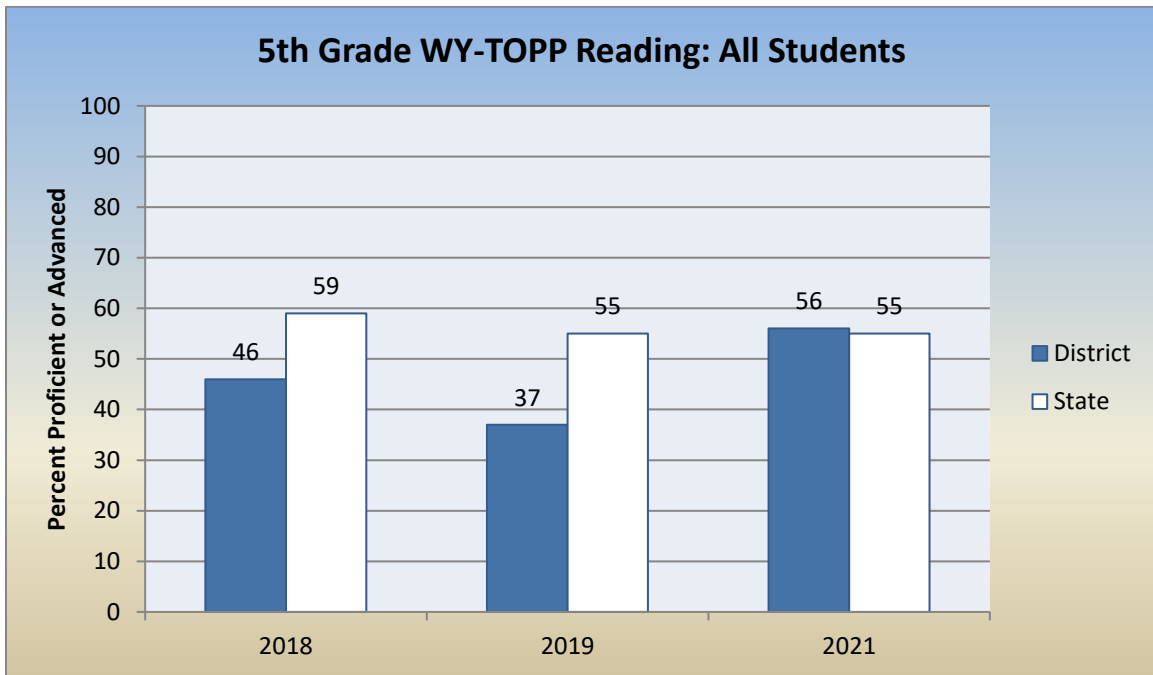
### 4th Grade WY-TOPP Science: SES (Longitudinal)



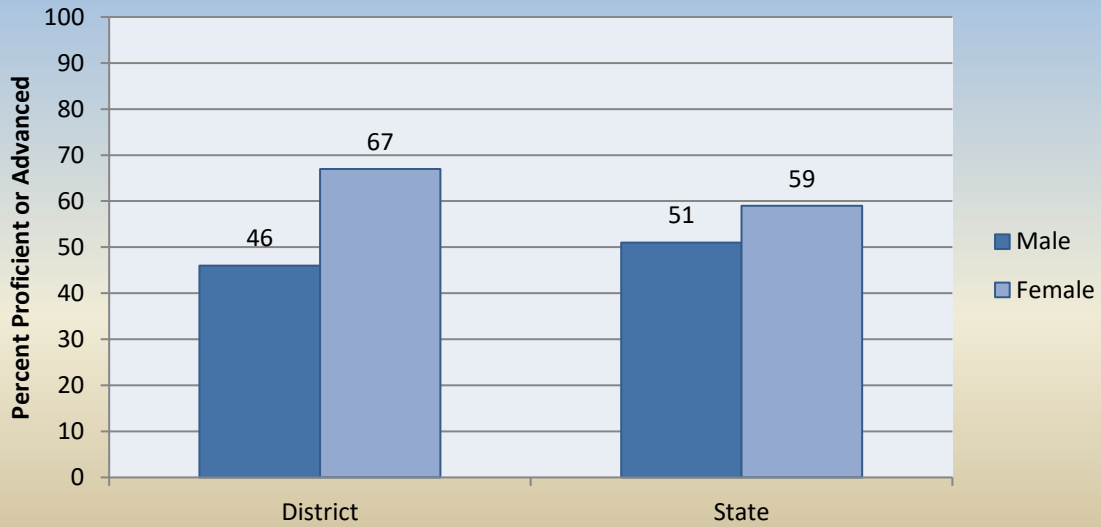
### 4th Grade WY-TOPP Science: SES 2021 District/State Comparison



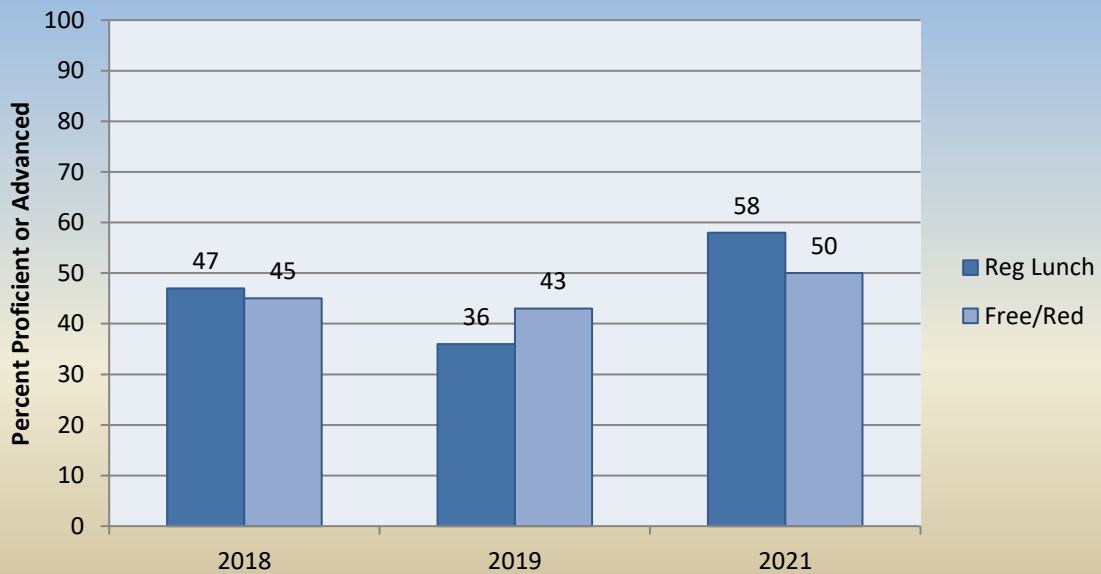
# 5<sup>th</sup> Grade WY-TOPP Summary



**5th Grade WY-TOPP Reading: Gender  
2021 District/State Comparison**

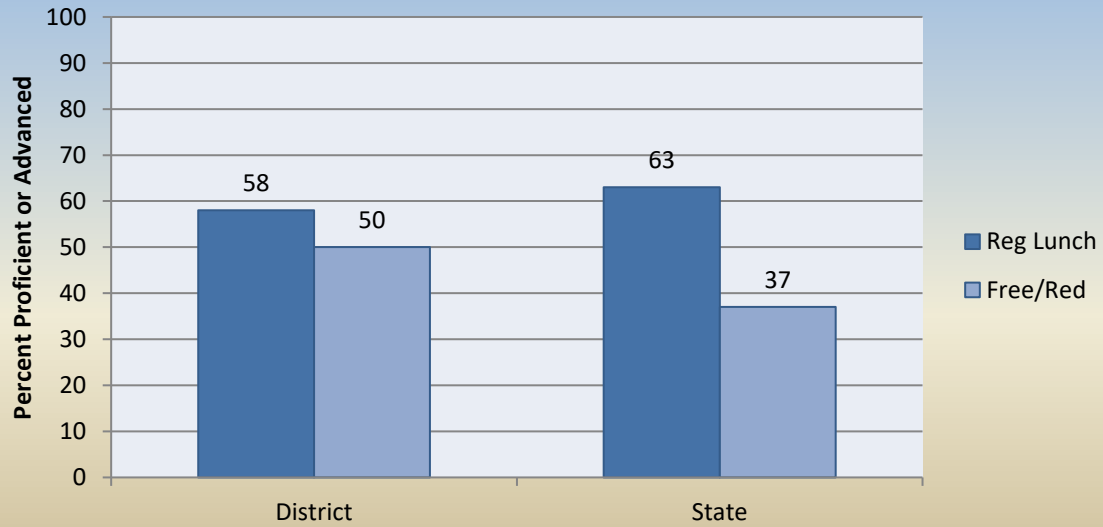


**5th Grade WY-TOPP Reading: SES (Longitudinal)**

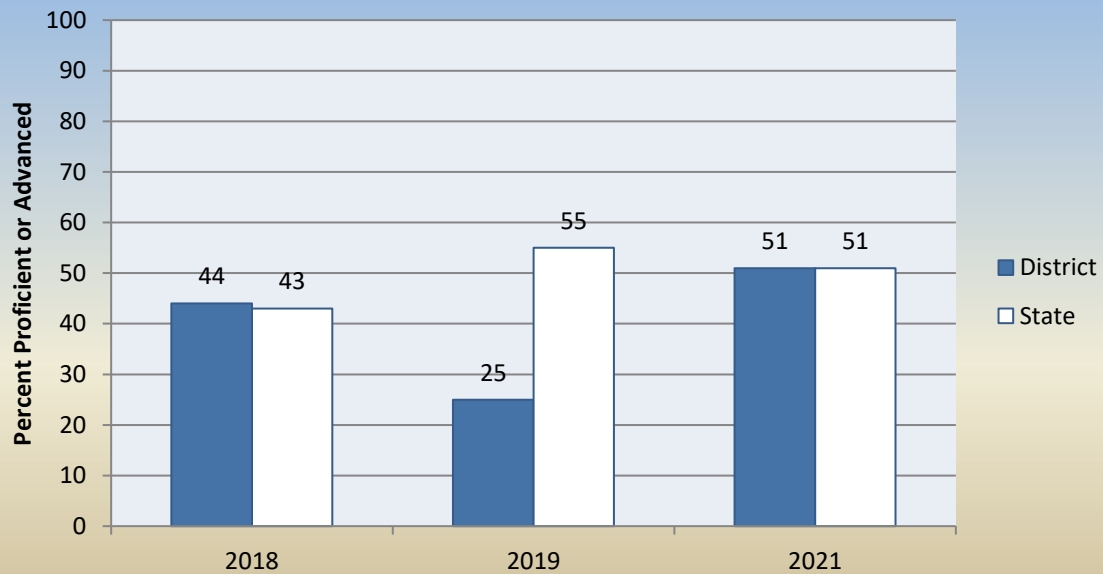


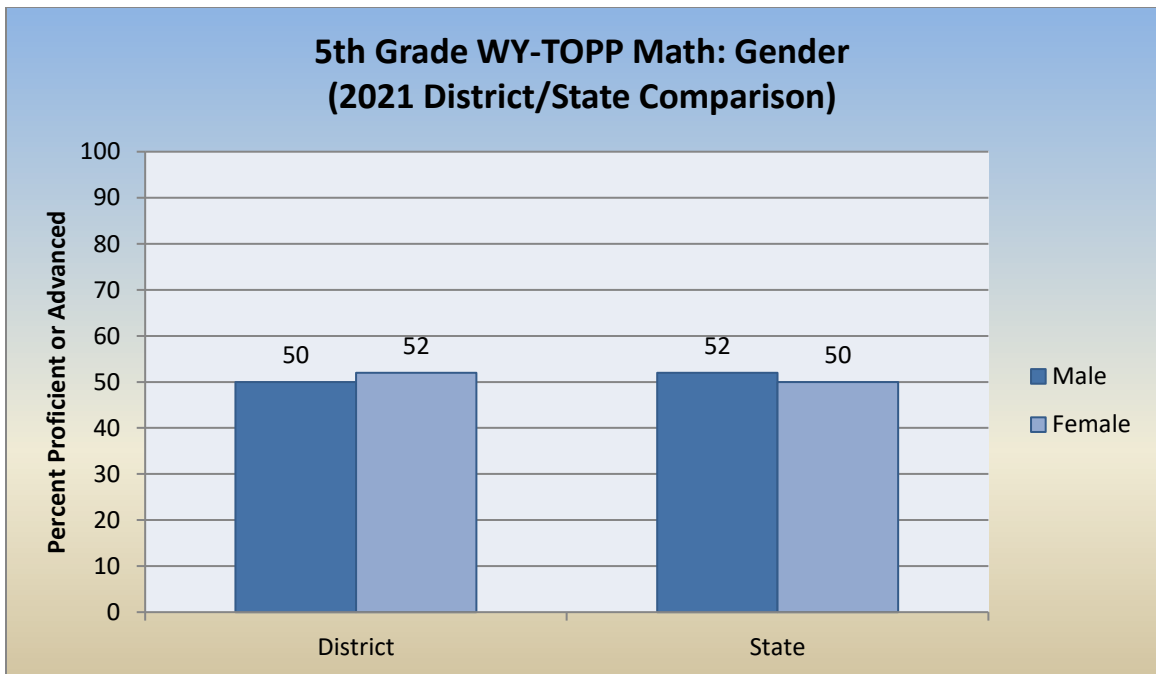
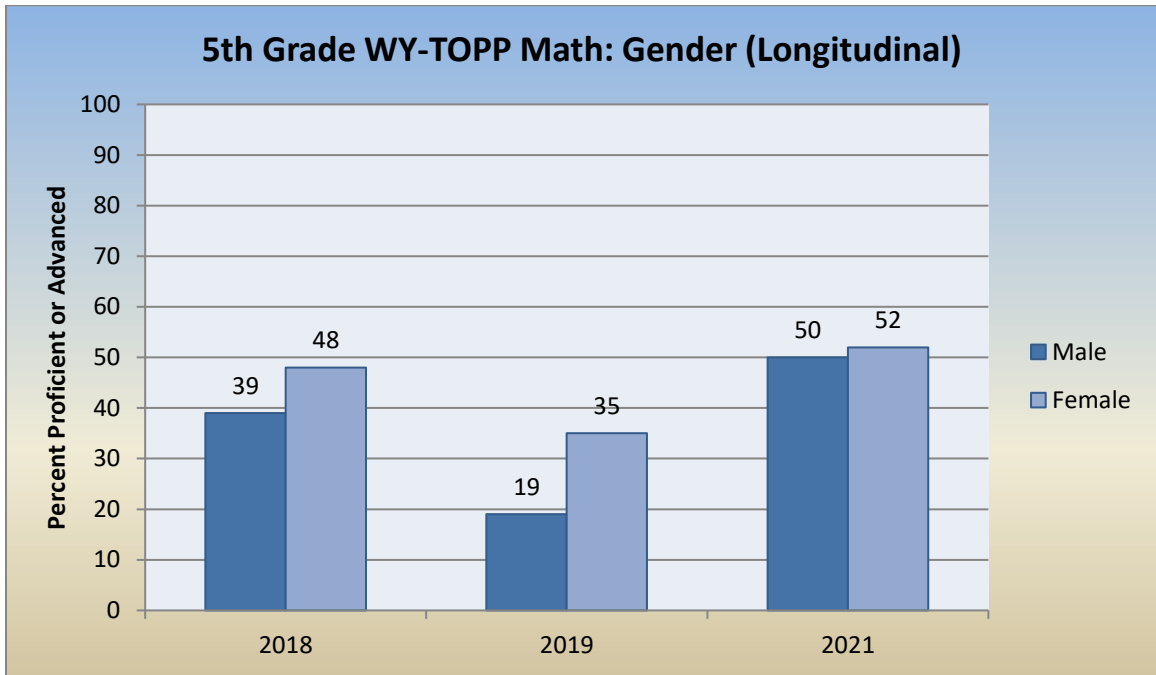


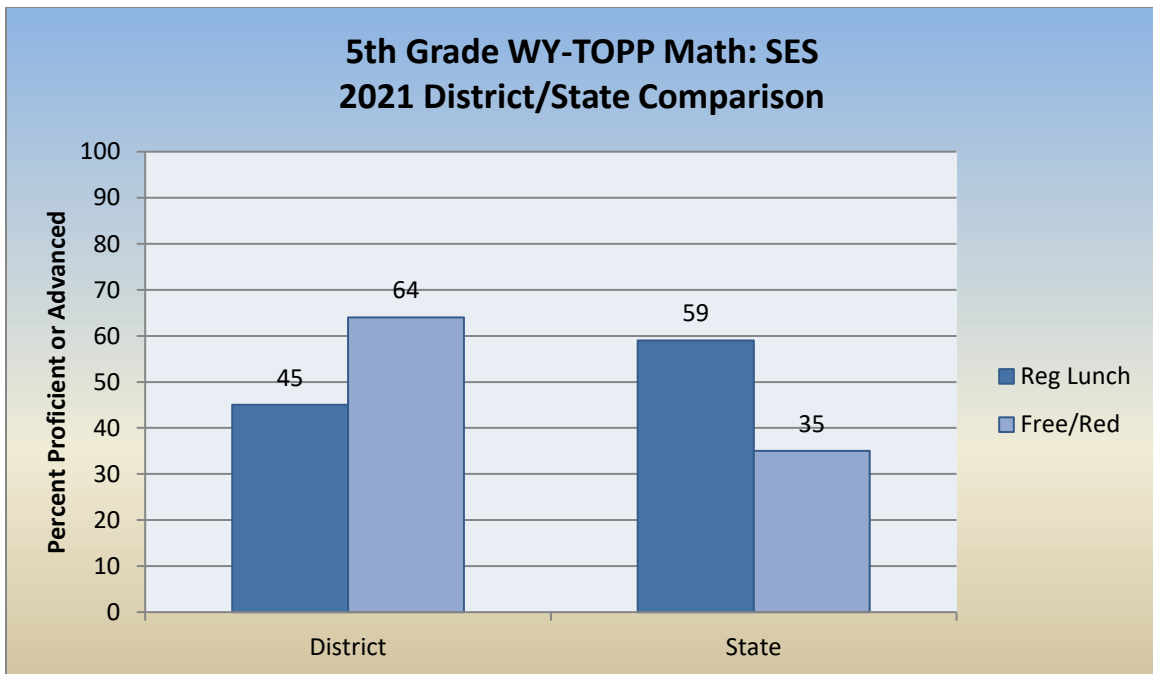
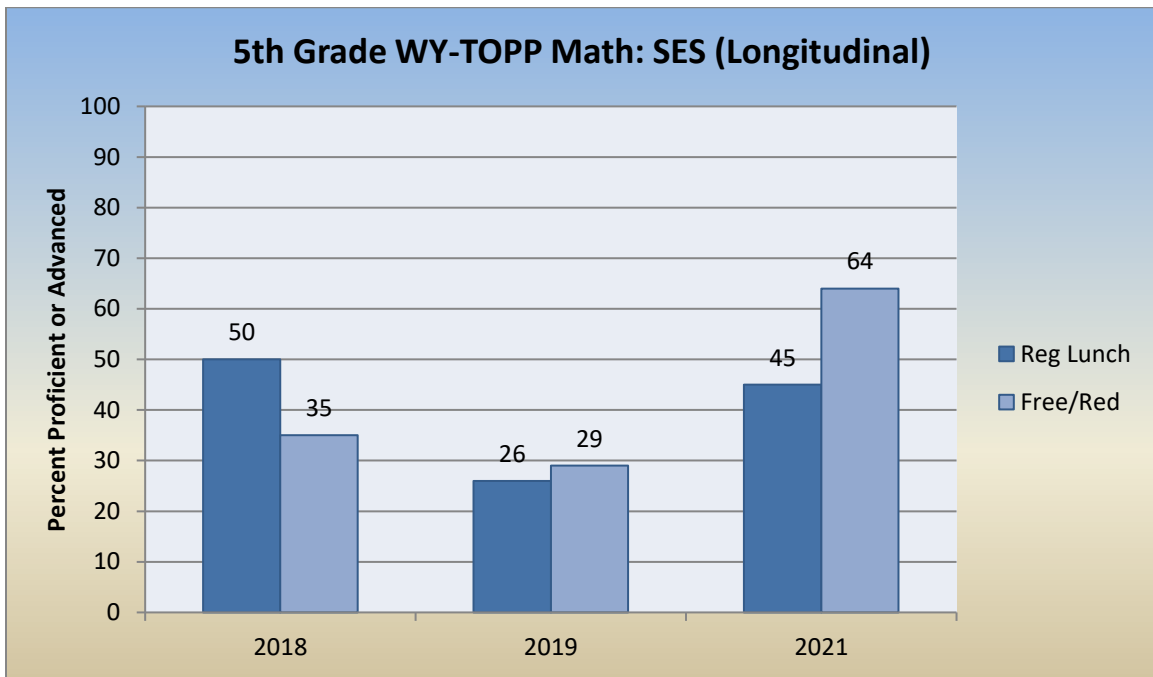
### 5th Grade WY-TOPP Reading: SES 2021 District/State Comparison



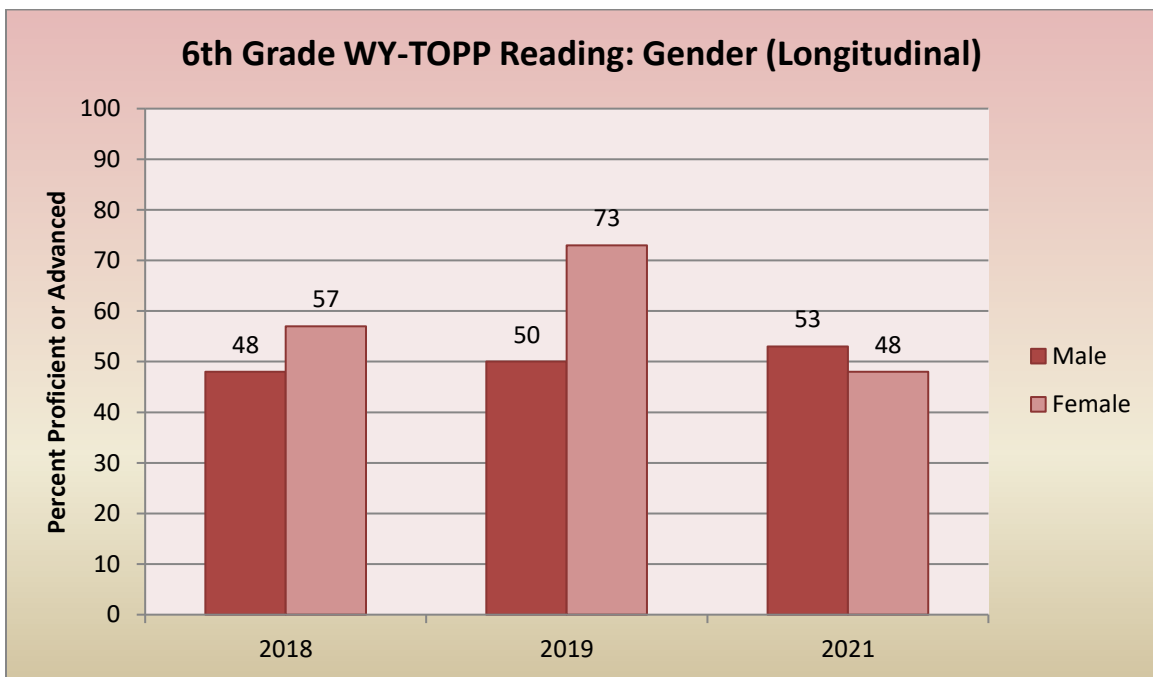
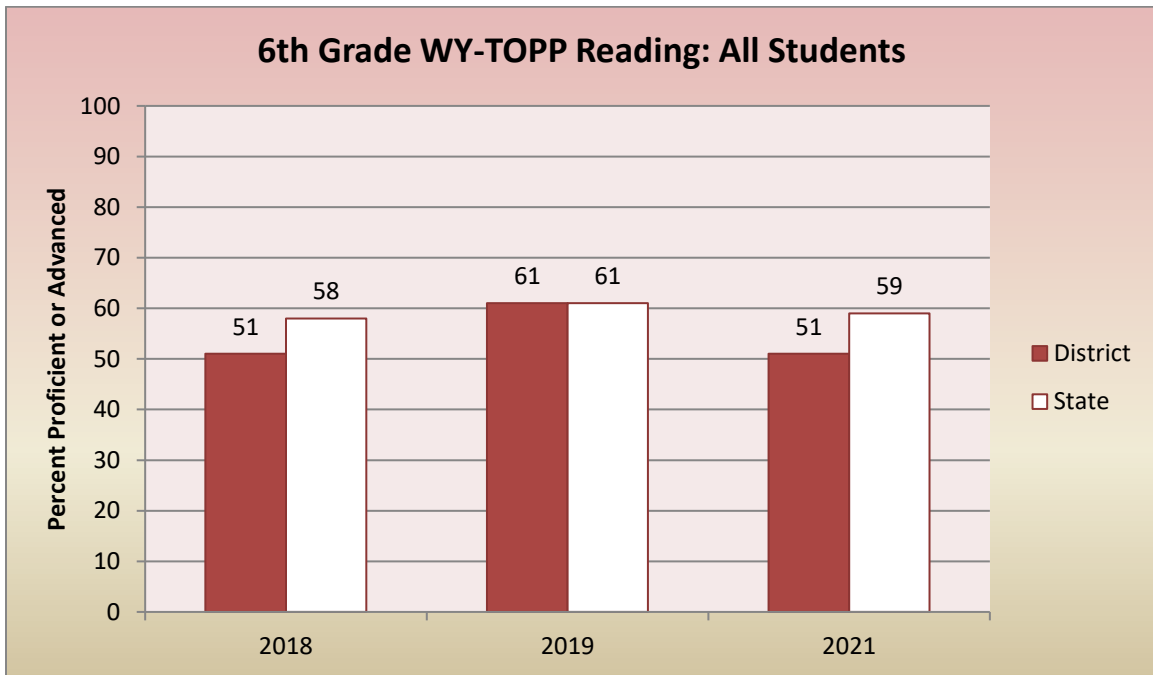
### 5th Grade WY-TOPP Math: All Students



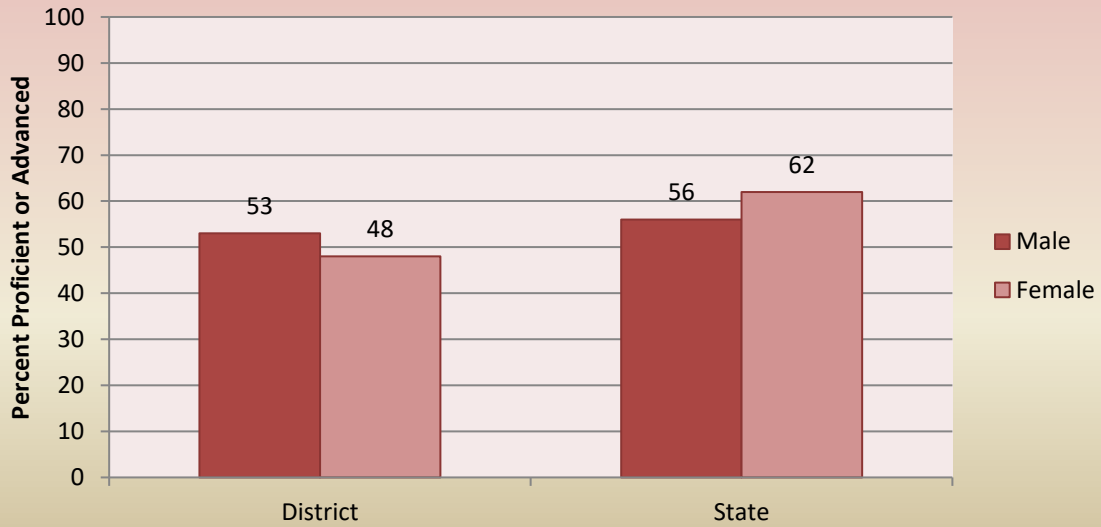




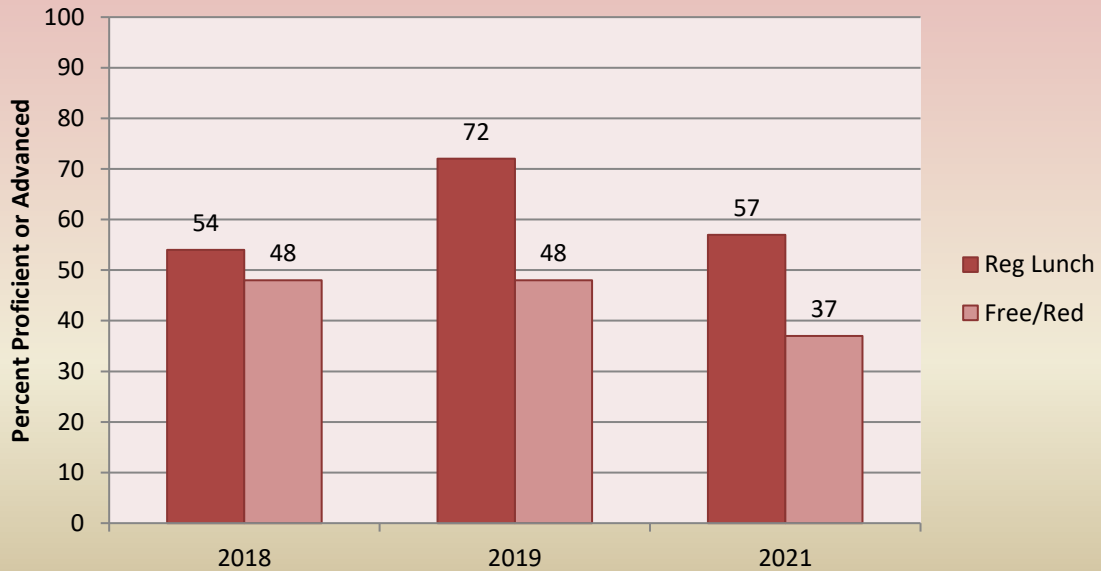
# 6<sup>th</sup> Grade WY-TOPP Summary



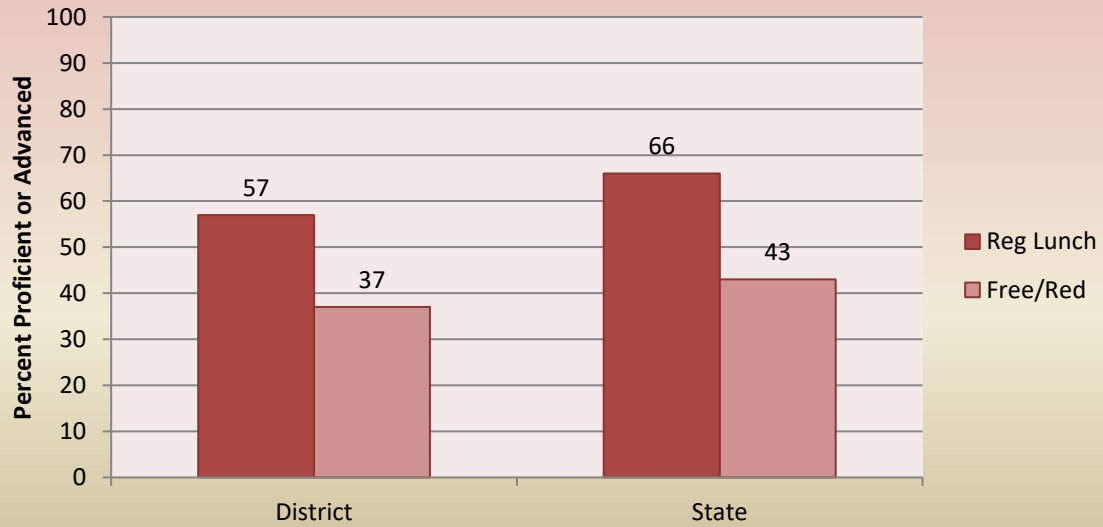
### 6th Grade WY-TOPP Reading: Gender 2021 District/State Comparison



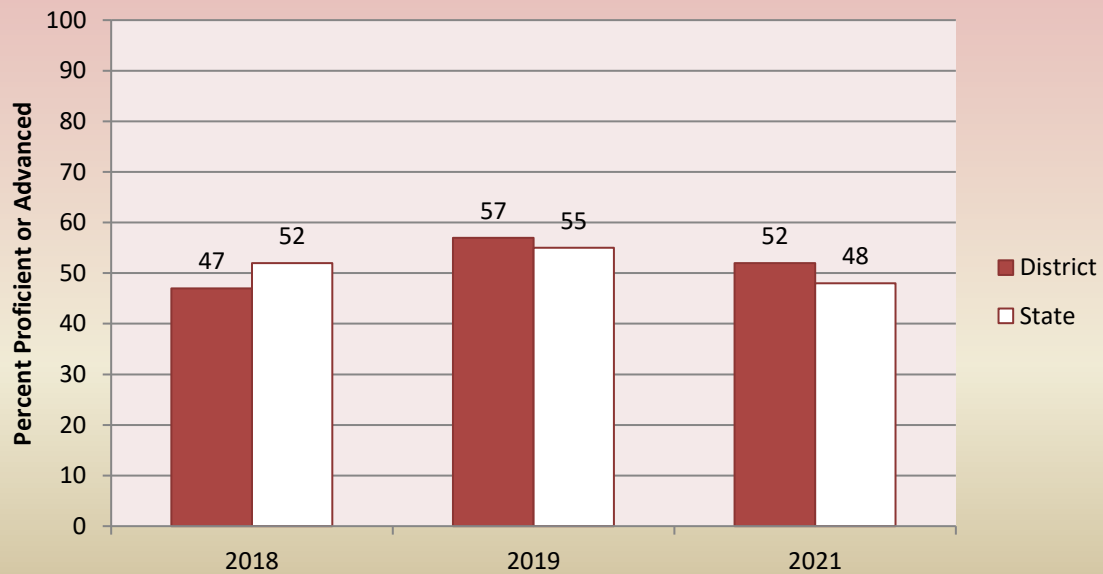
### 6th Grade WY-TOPP Reading: SES (Longitudinal)

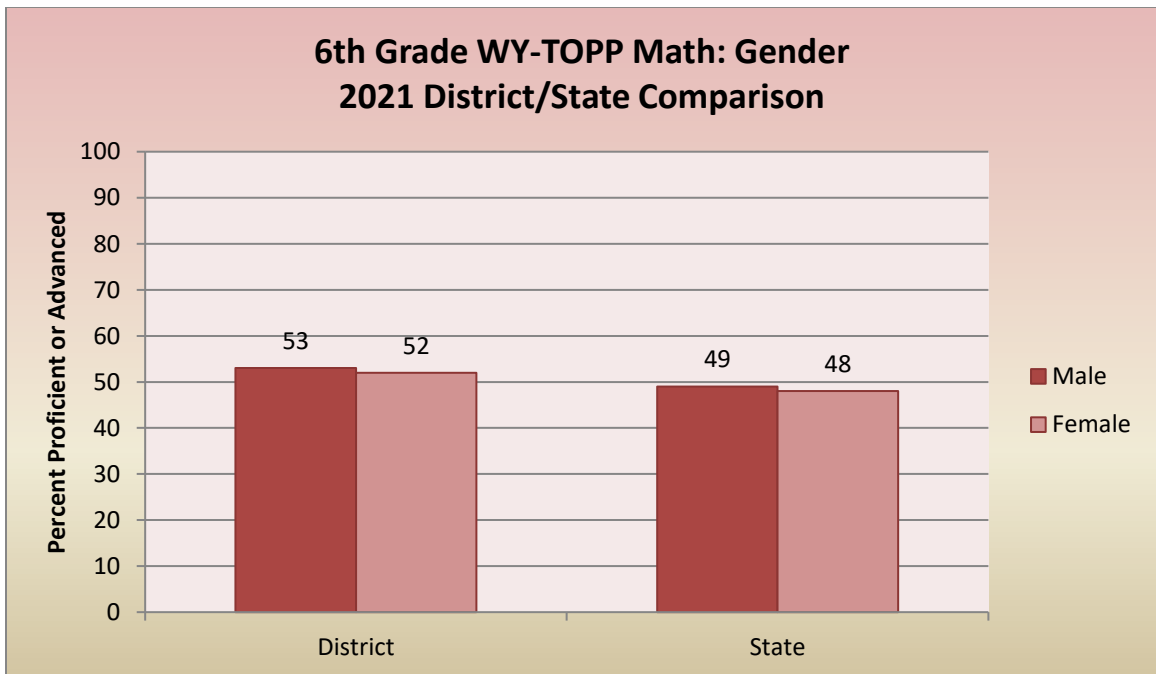
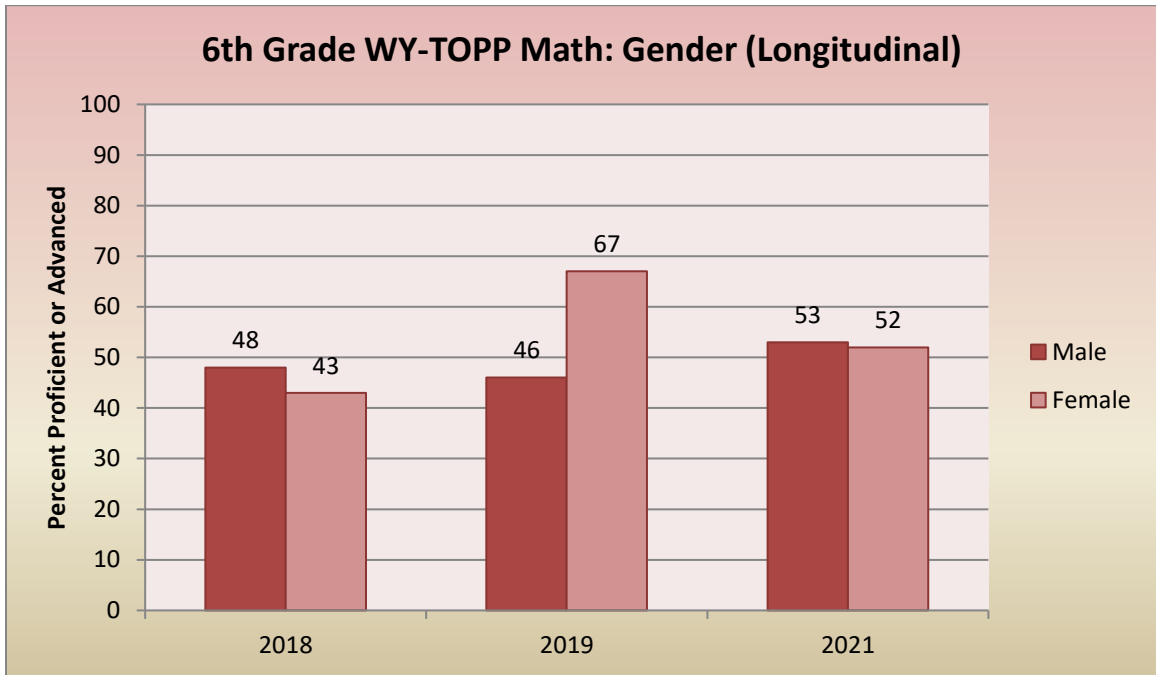


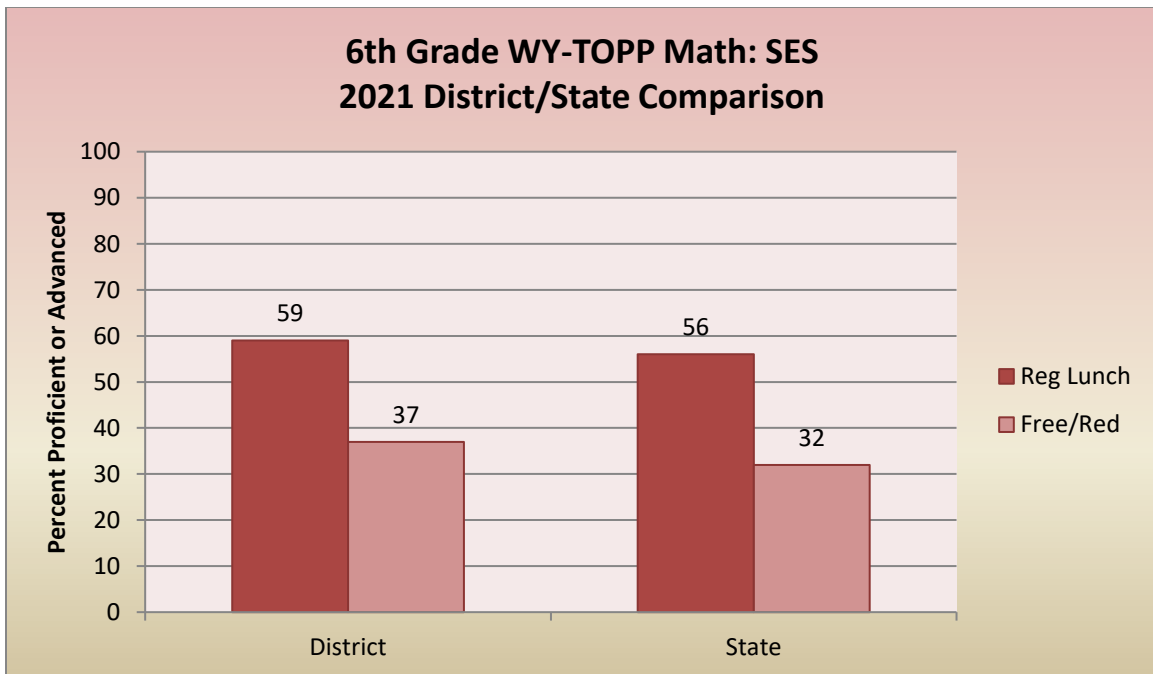
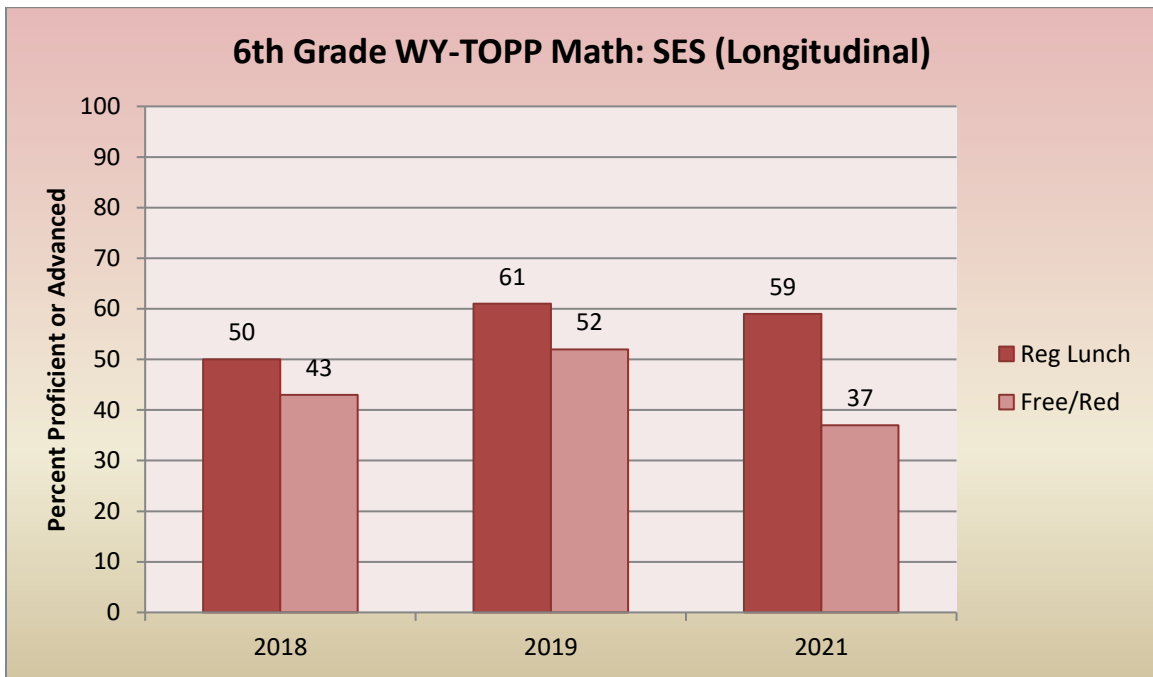
### 6th Grade WY-TOPP Reading: SES 2021 District/State Comparison



### 6th Grade WY-TOPP Math: All Students

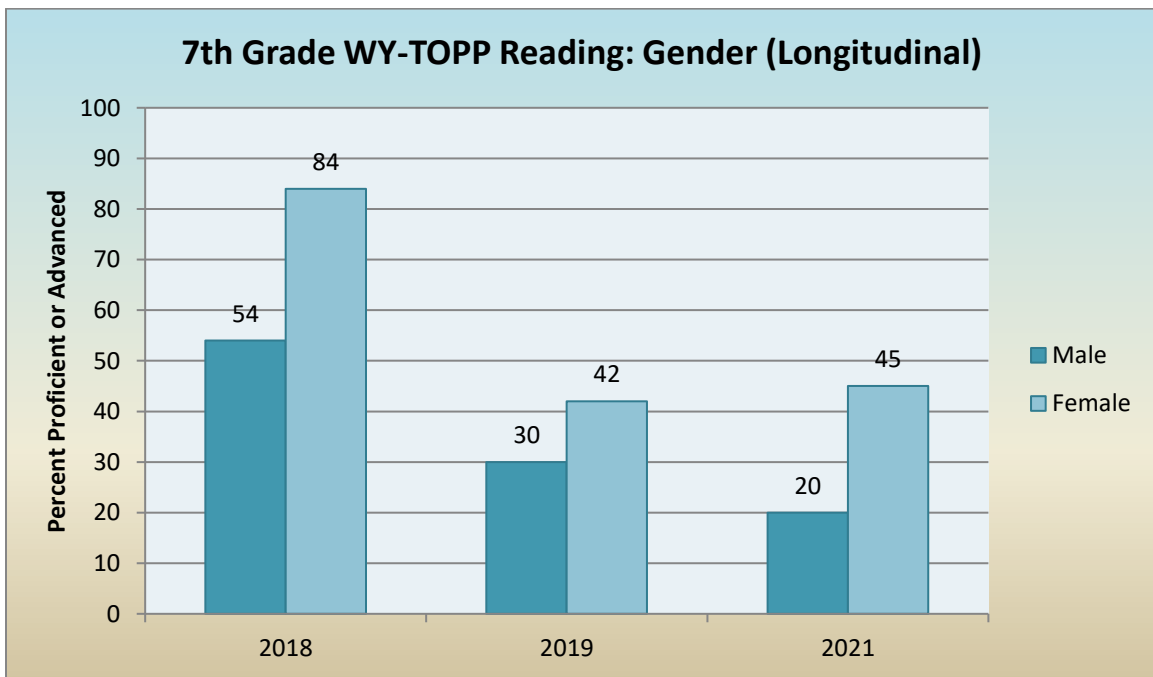
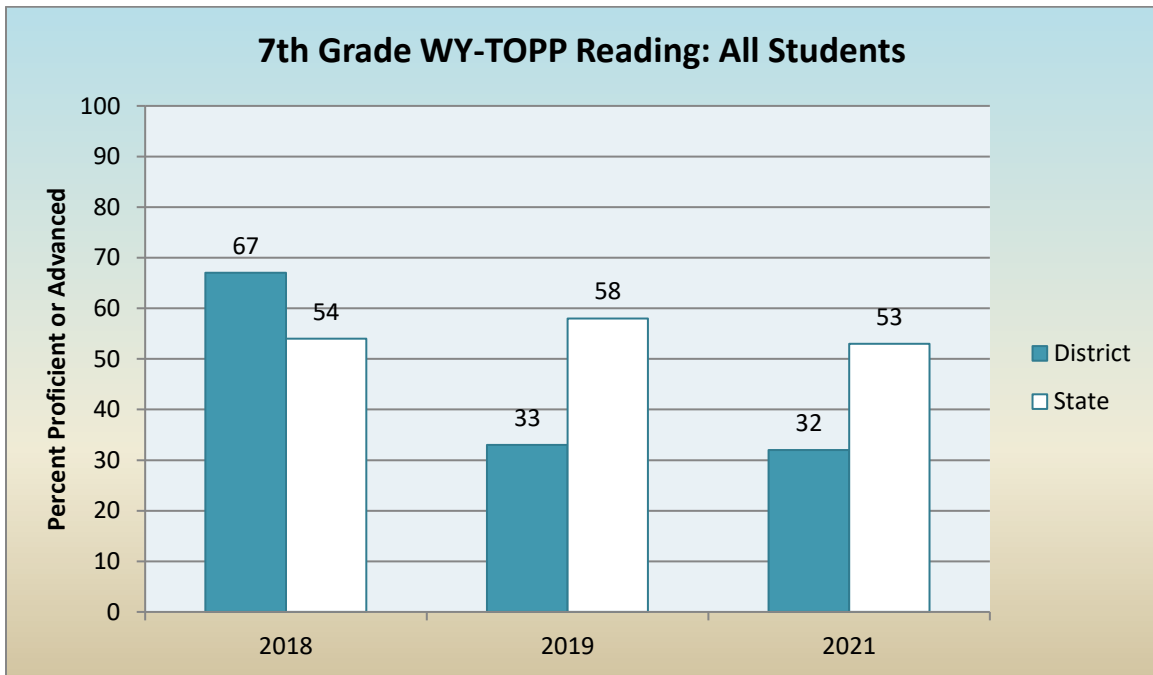




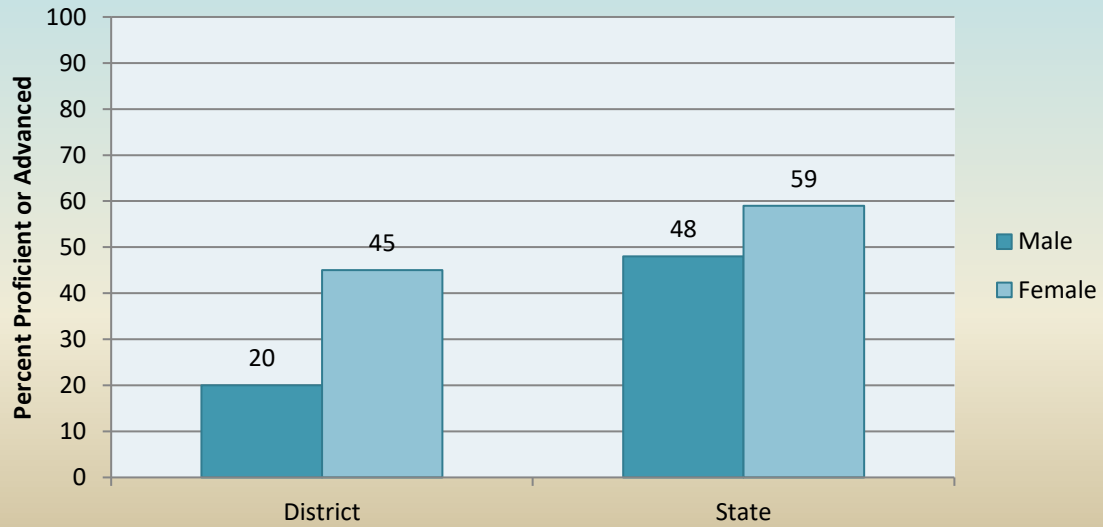




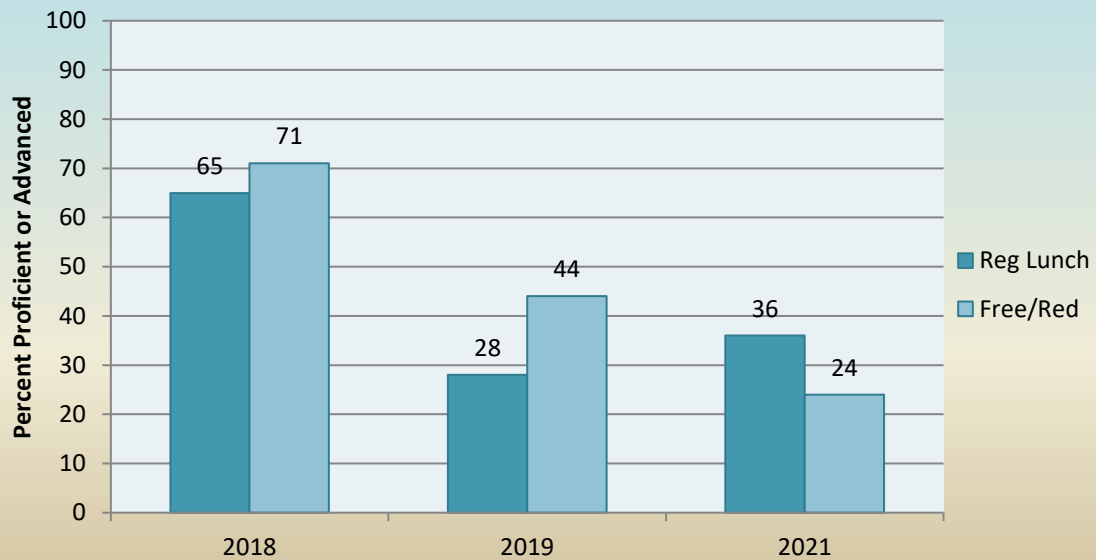
# 7<sup>th</sup> Grade WY-TOPP Summary

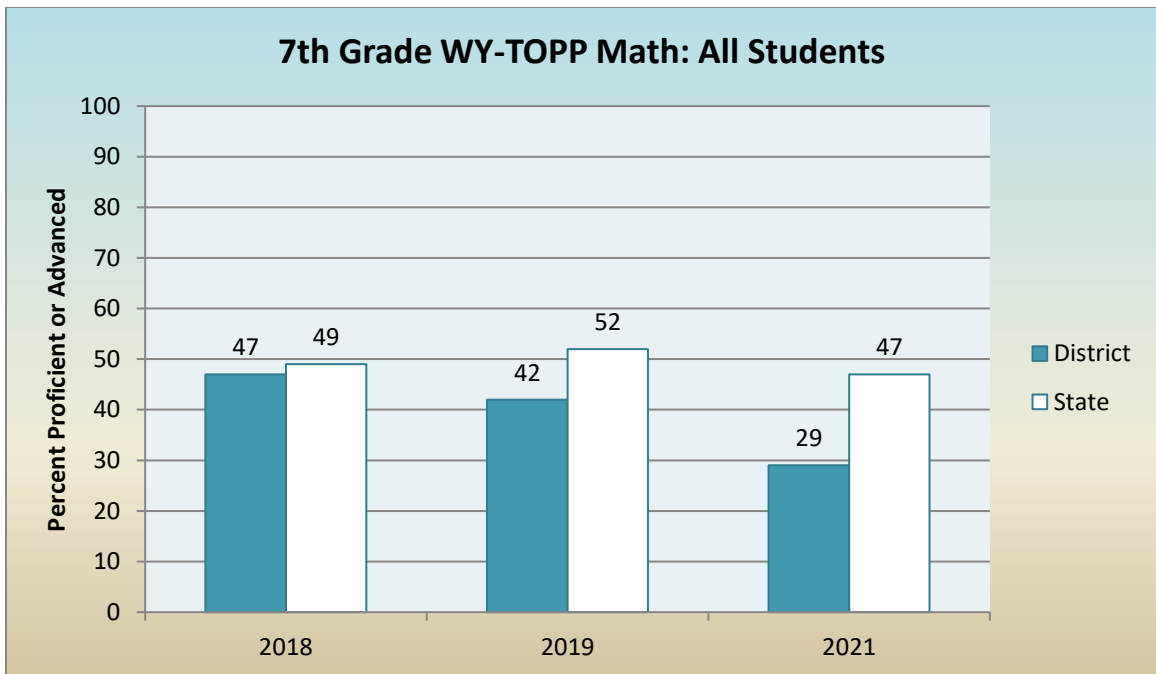
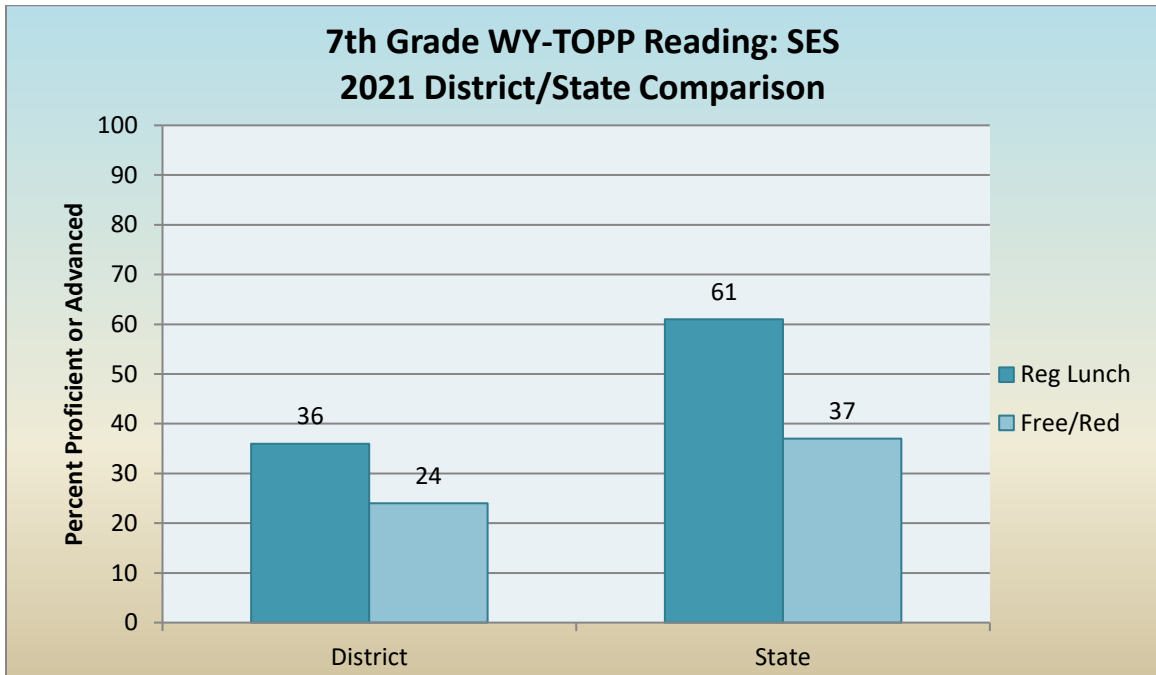


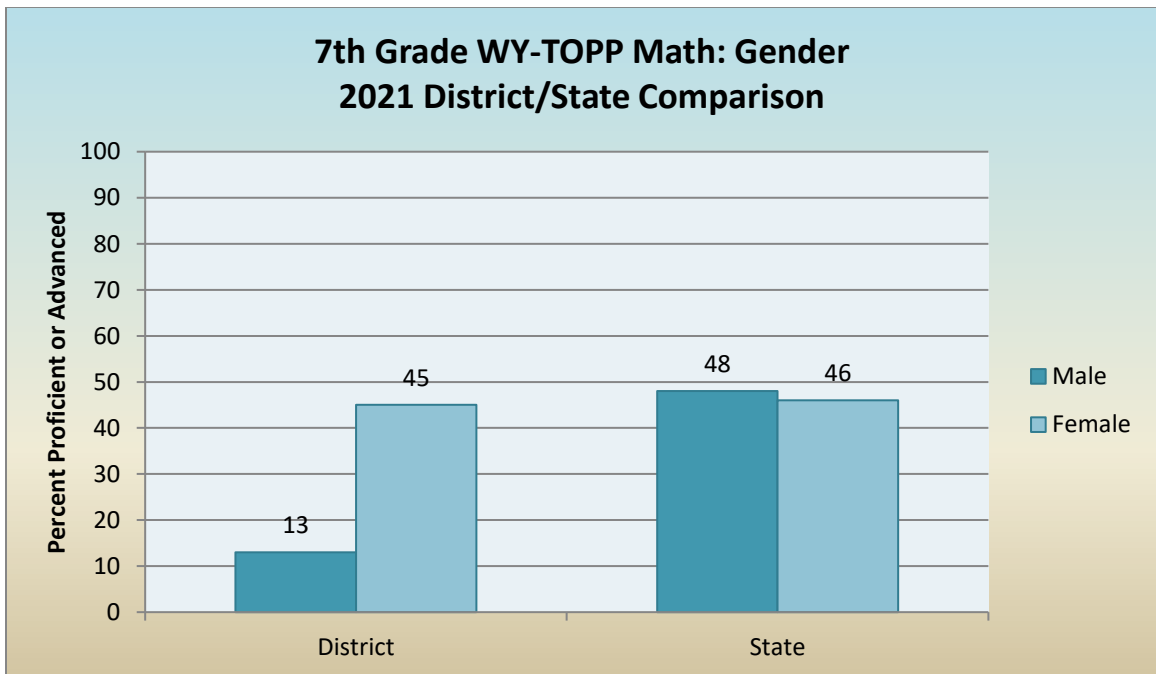
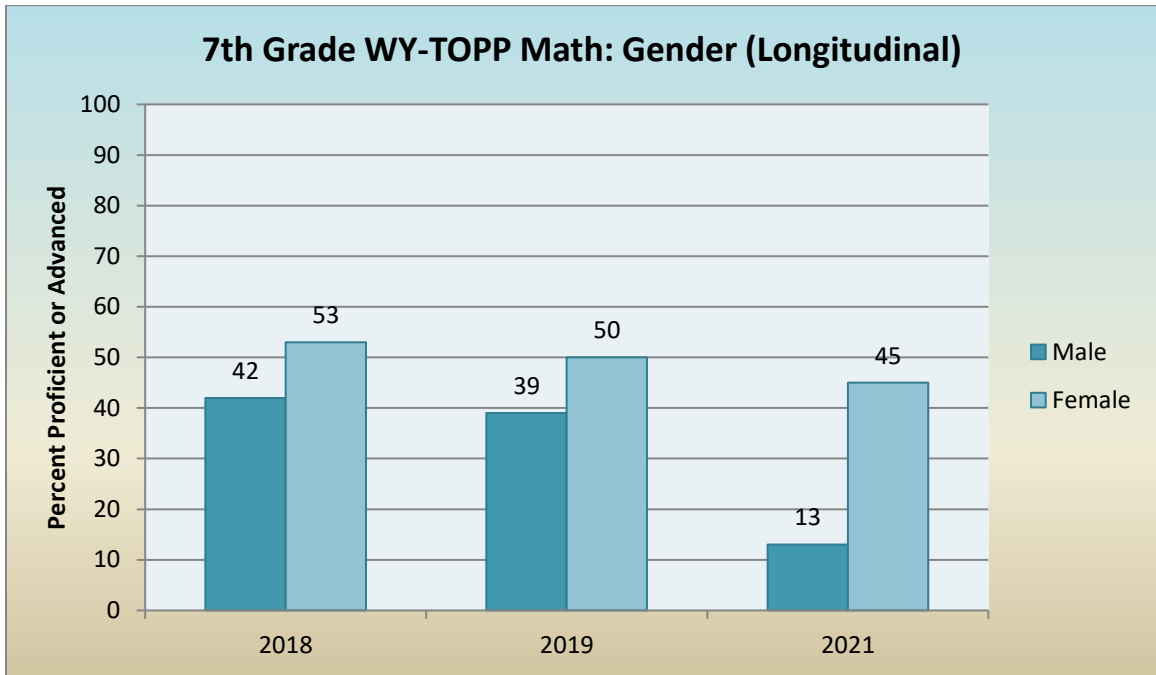
**7th Grade WY-TOPP Reading: Gender  
2021 District/State Comparison**

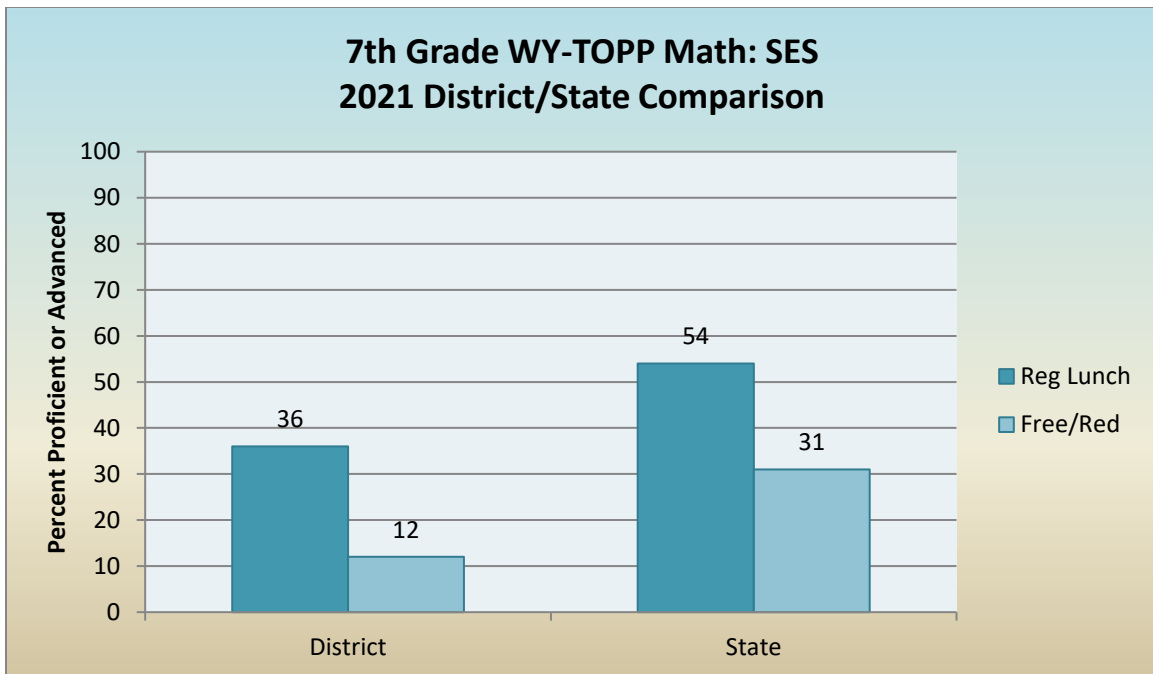
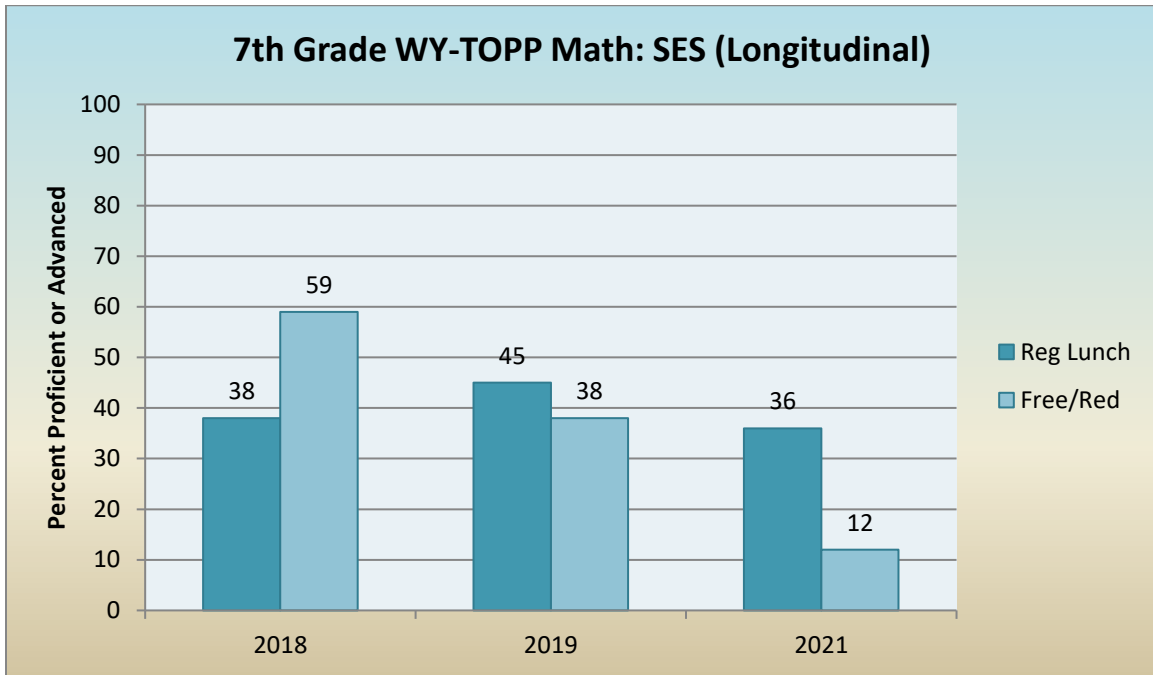


**7th Grade WY-TOPP Reading: SES (Longitudinal)**

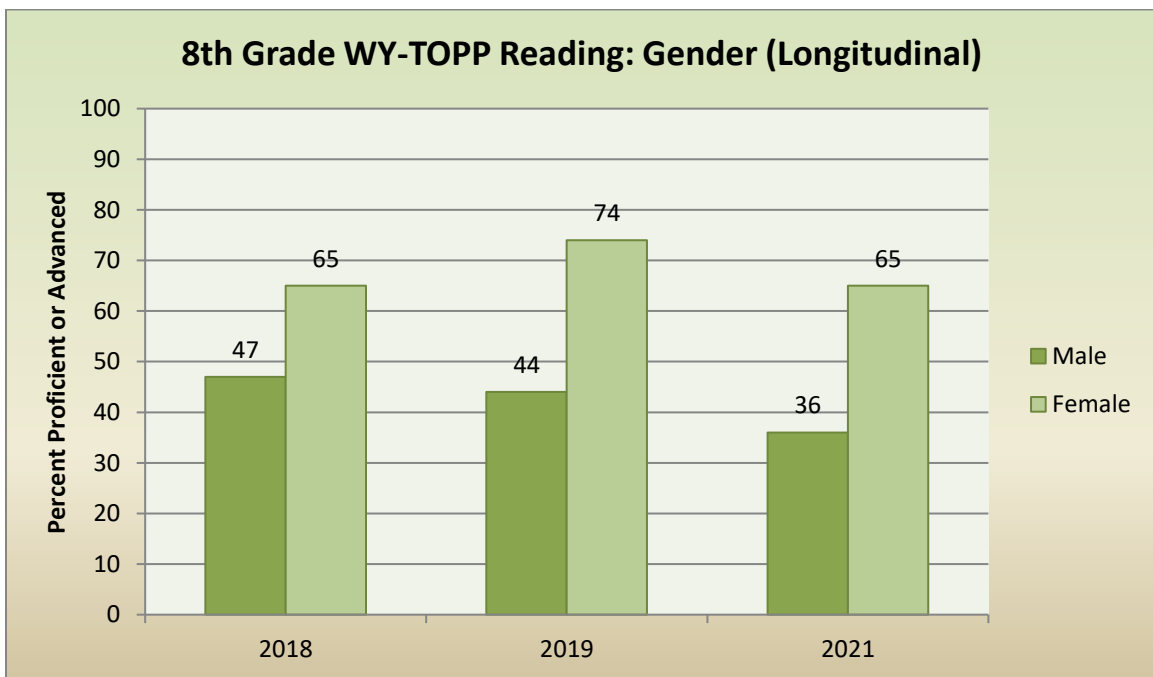
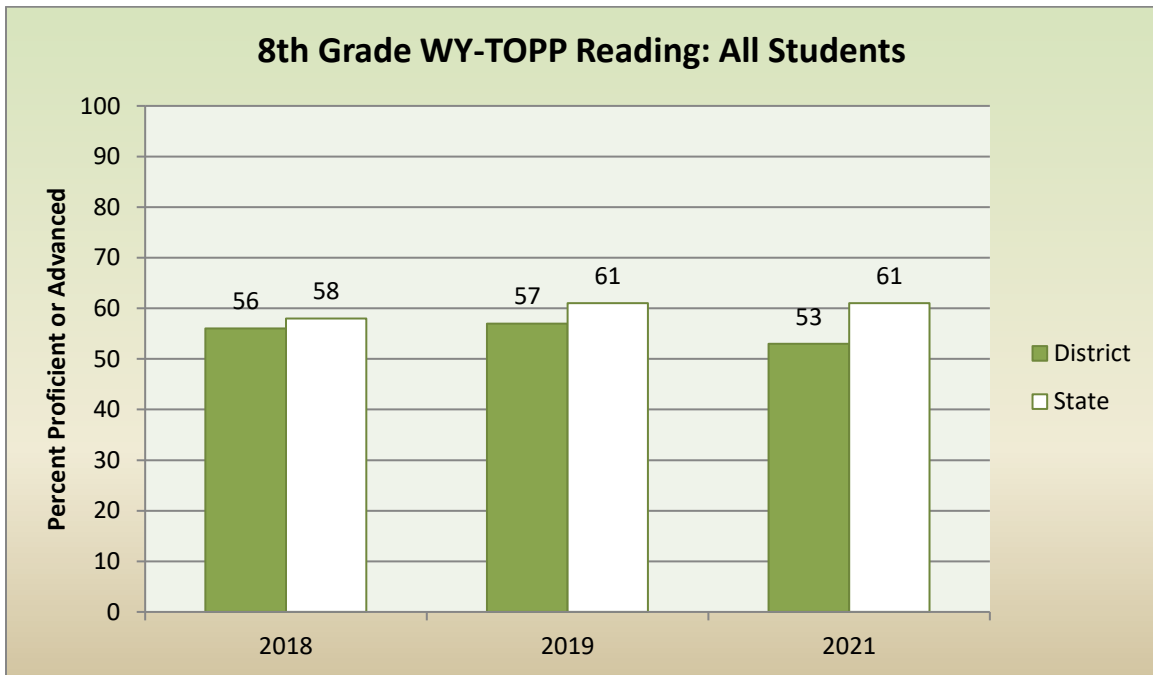




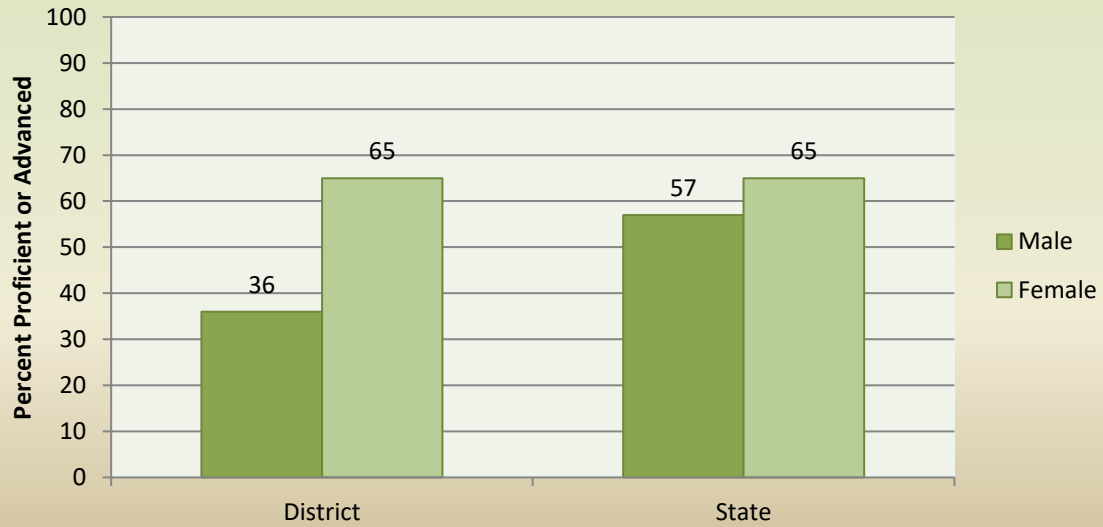




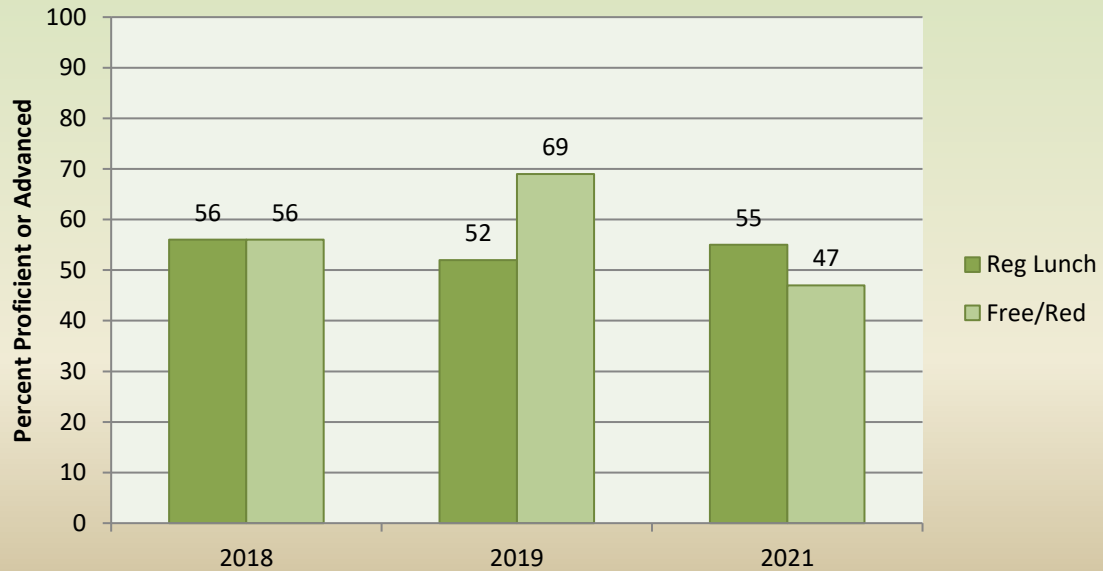
# 8<sup>th</sup> Grade WY-TOPP Summary



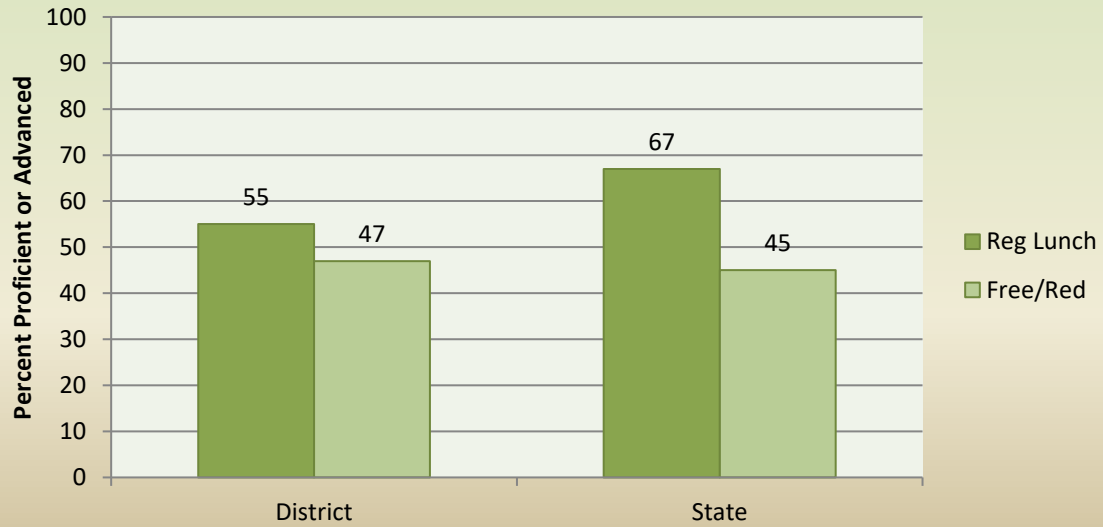
### 8th Grade WY-TOPP Reading: Gender 2021 District/State Comparison



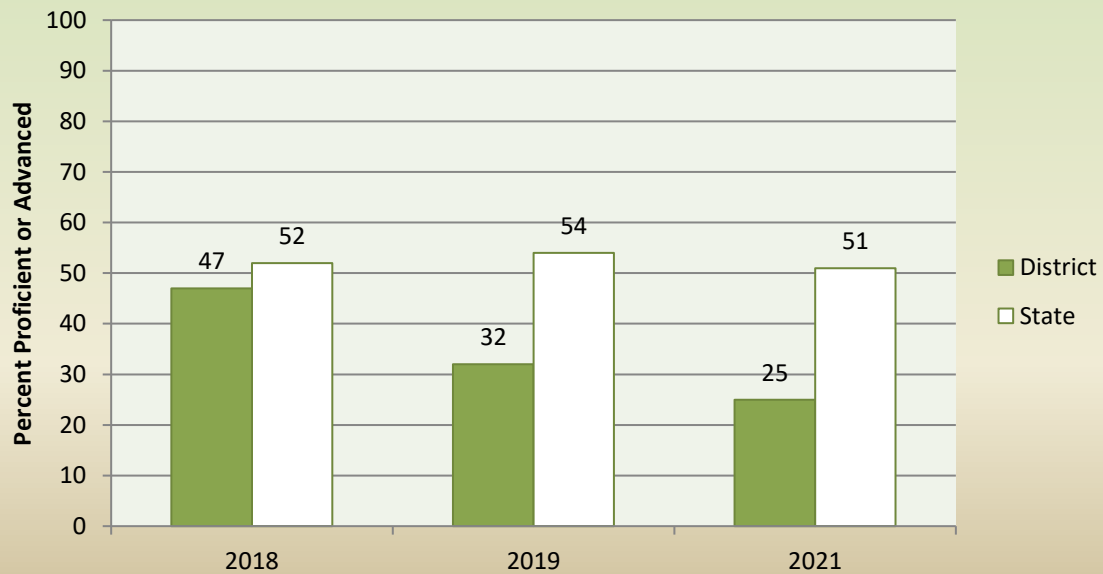
### 8th Grade WY-TOPP Reading: SES (Longitudinal)



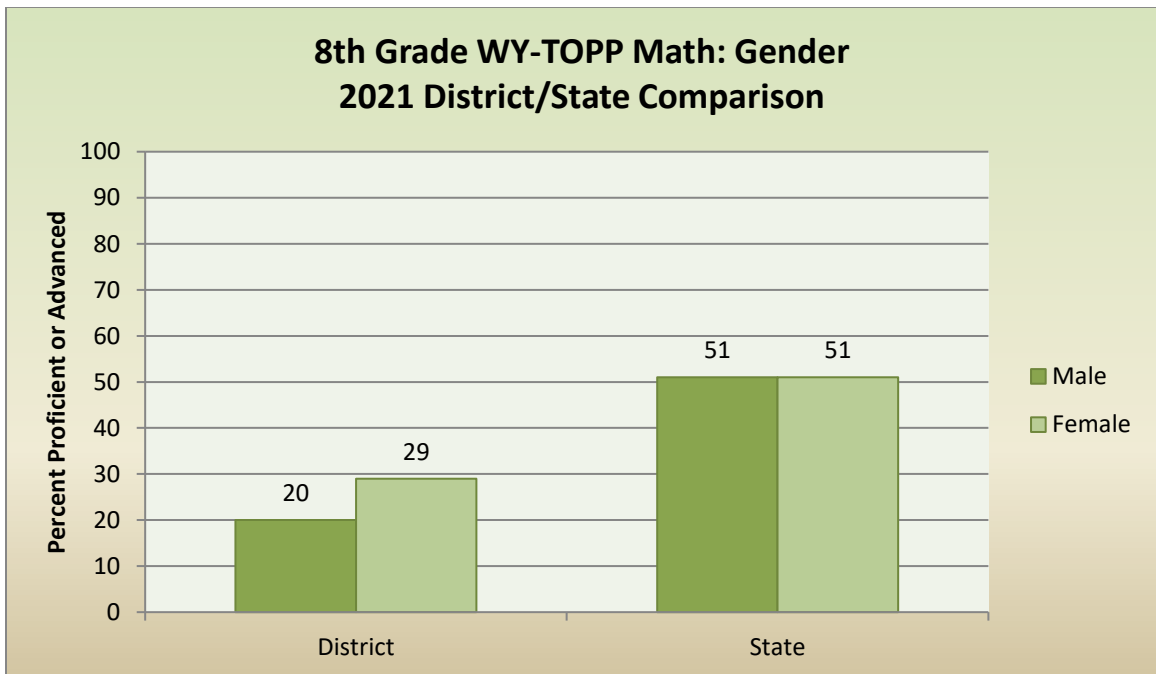
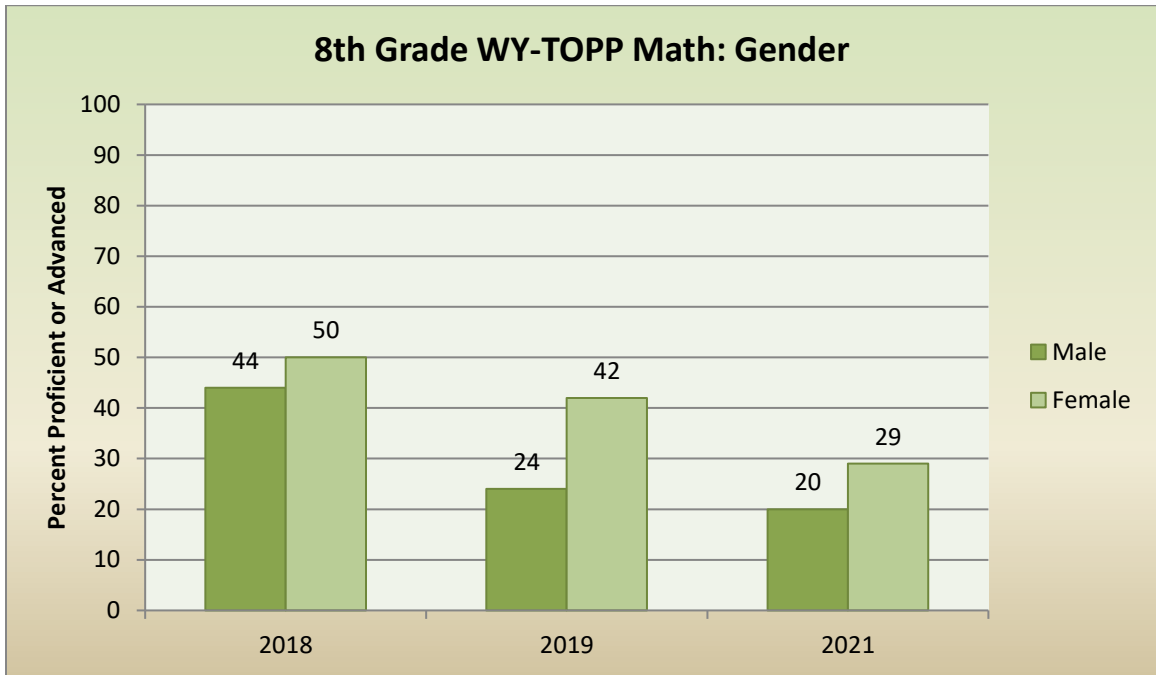
### 8th Grade WY-TOPP Reading: SES 2021 District/State Comparison

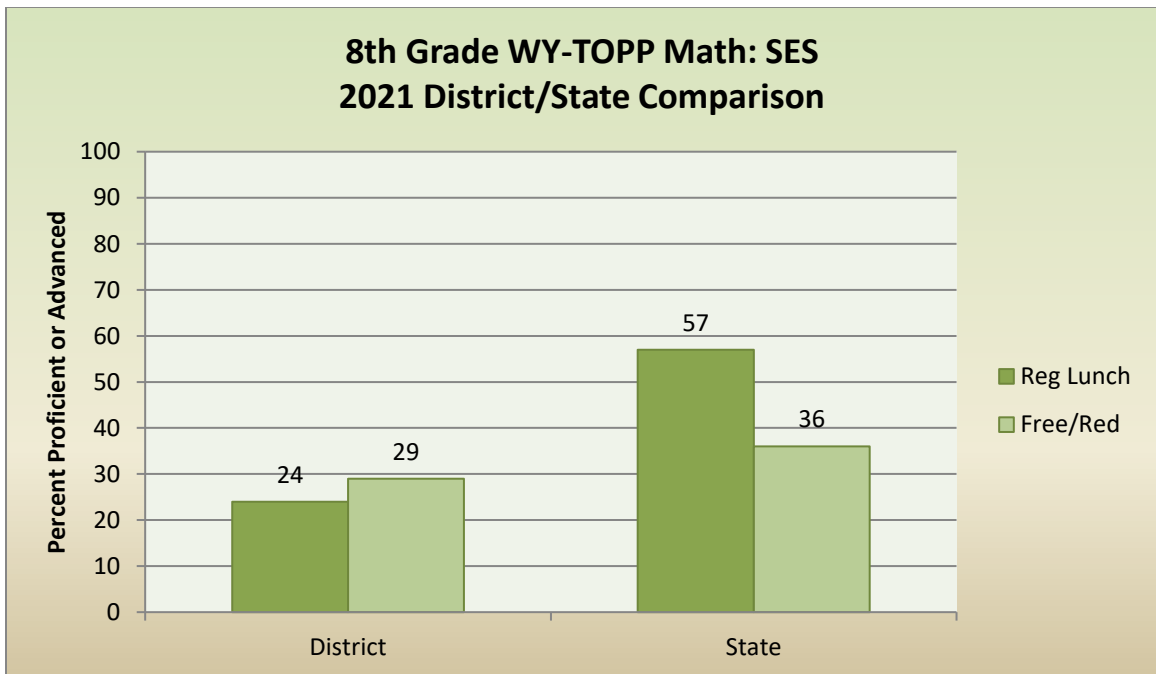
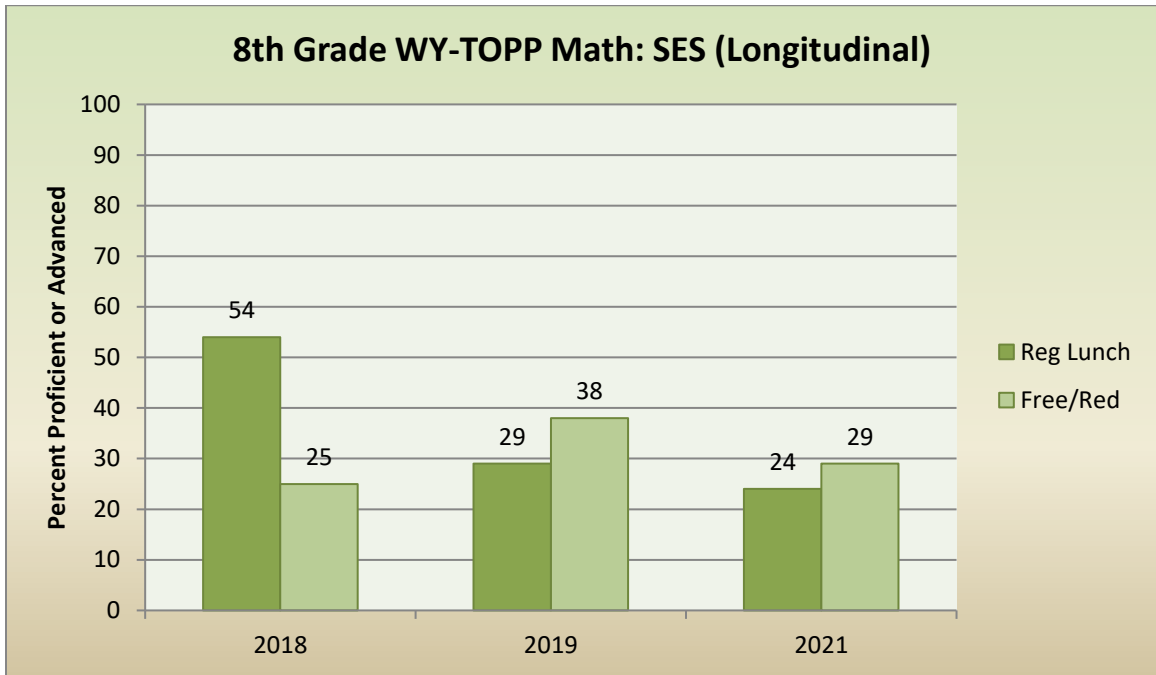


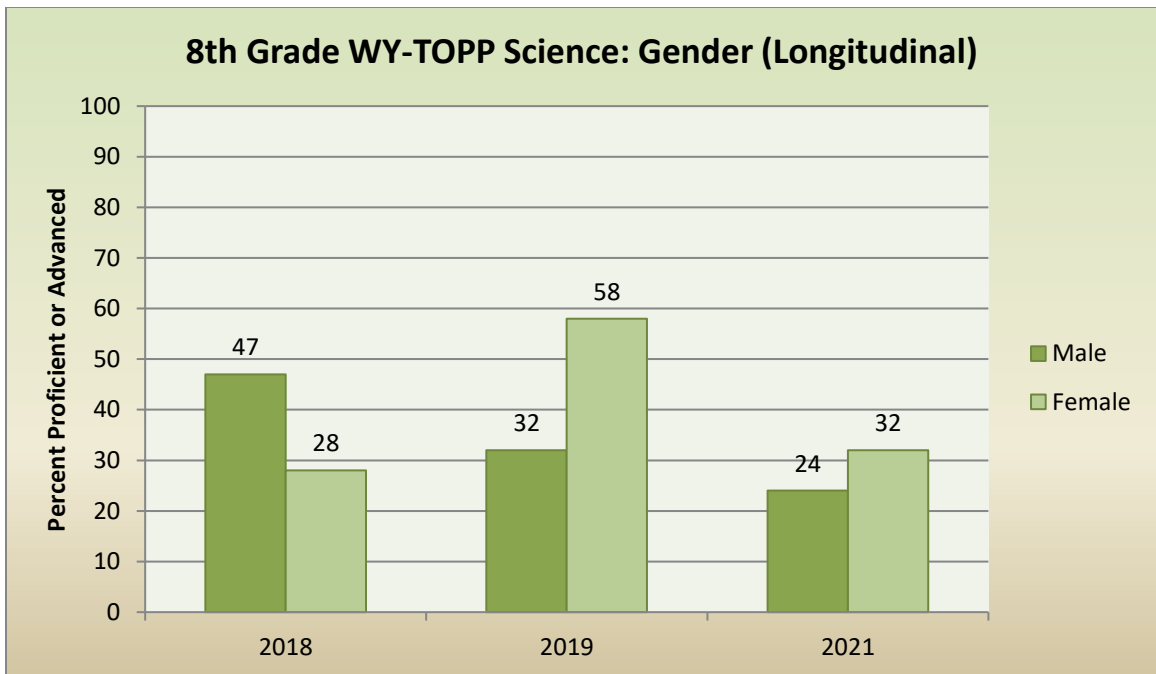
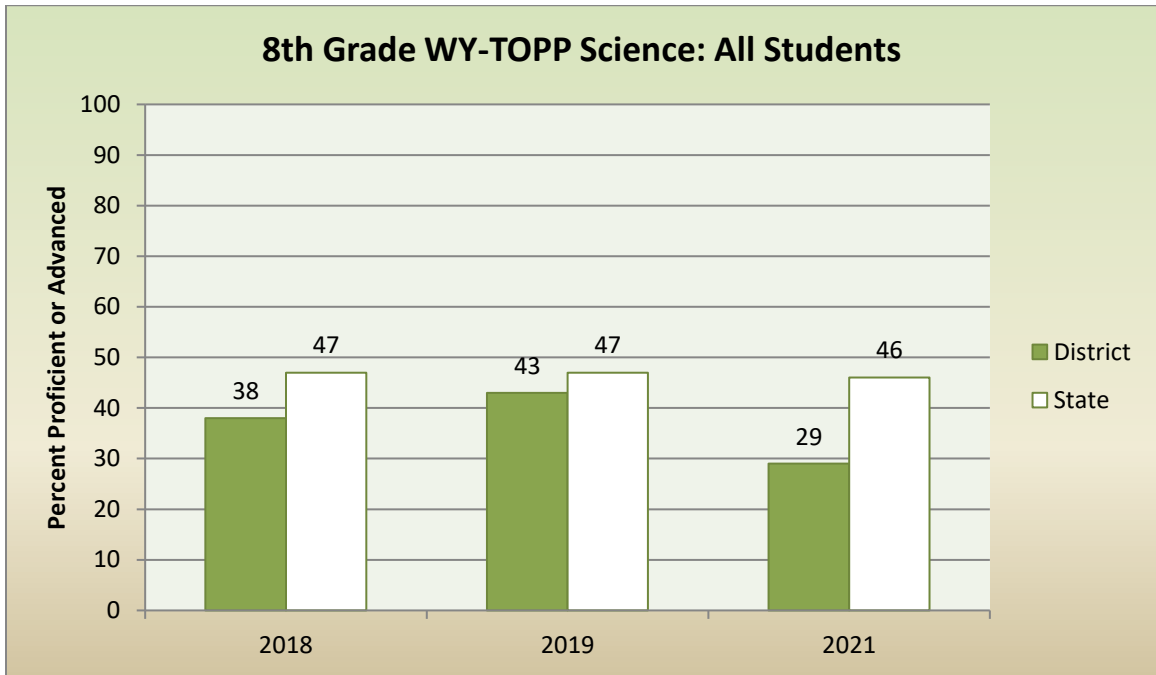
### 8th Grade WY-TOPP Math: All Students



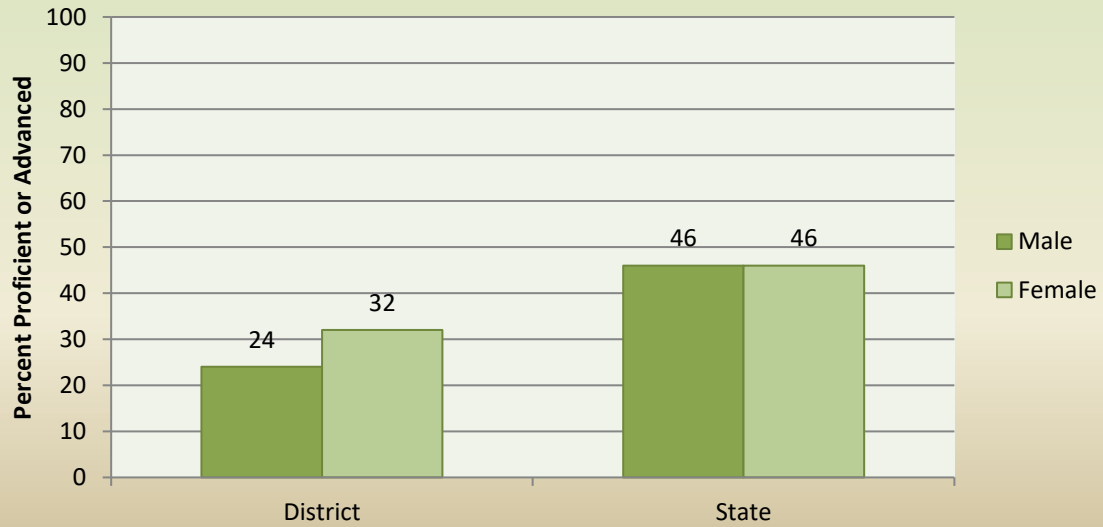




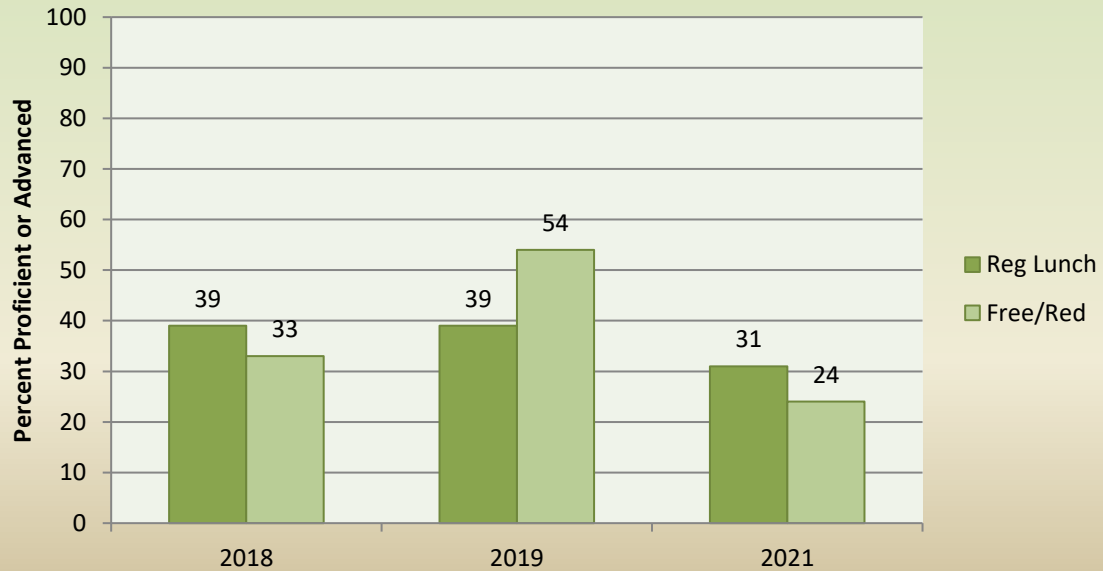




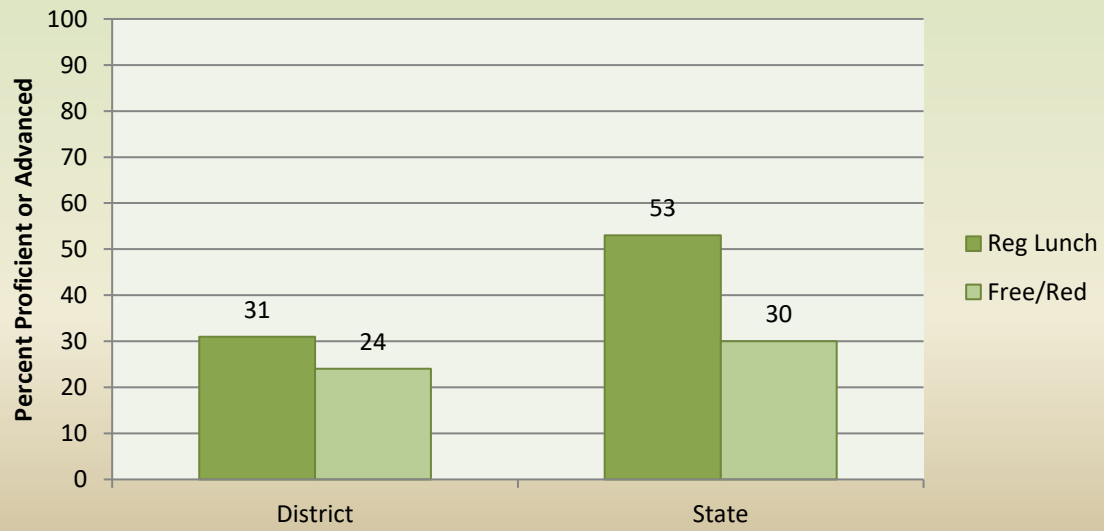
### 8th Grade WY-TOPP Science: Gender 2021 District/State Comparison



### 8th Grade WY-TOPP Science: SES (Longitudinal)

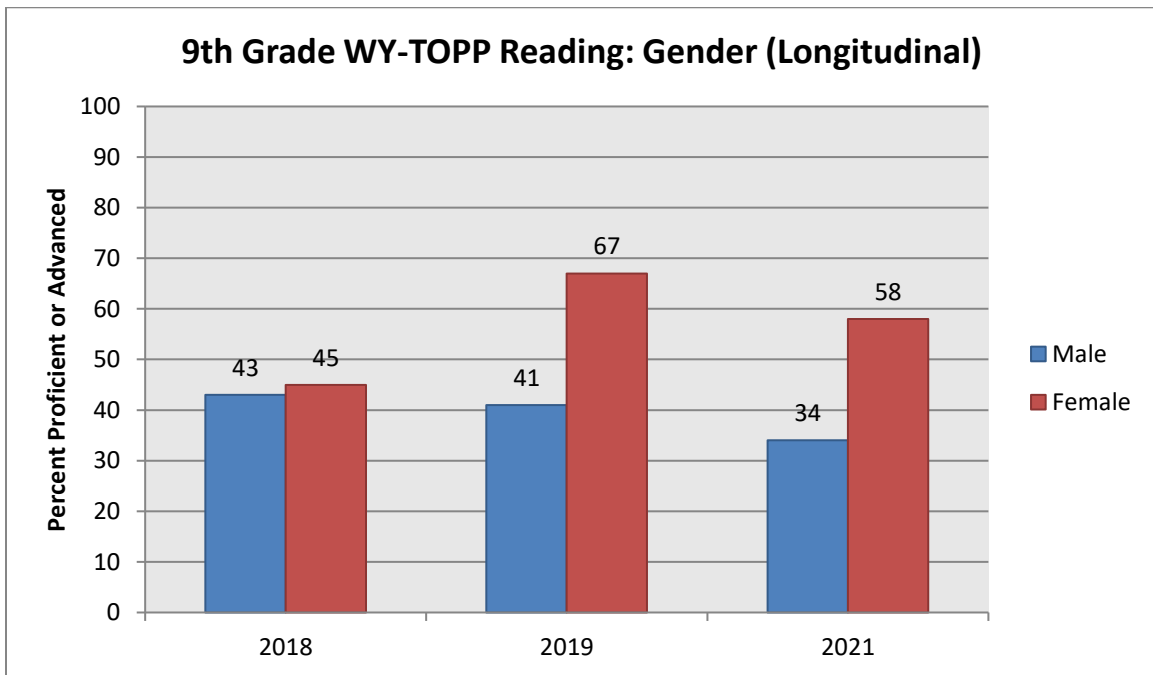
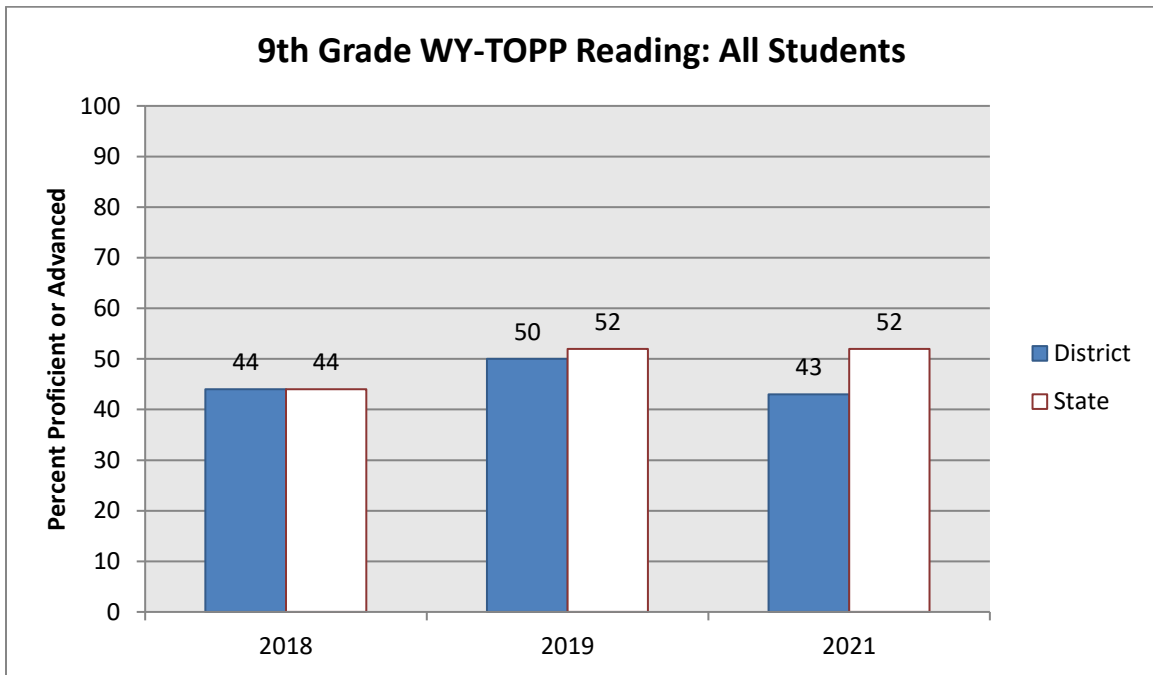


### 8th Grade WY-TOPP Science: SES 2021 District/State Comparison

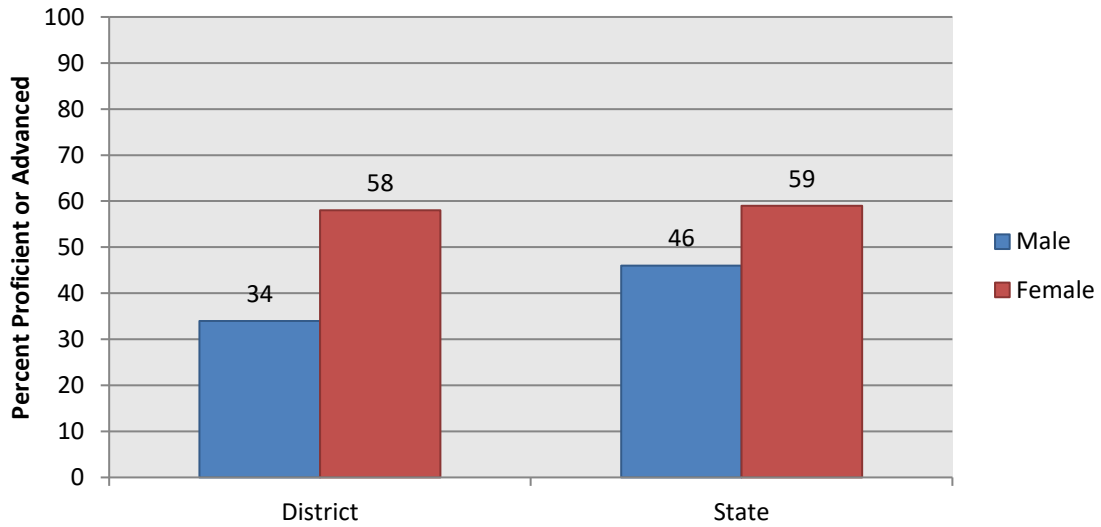




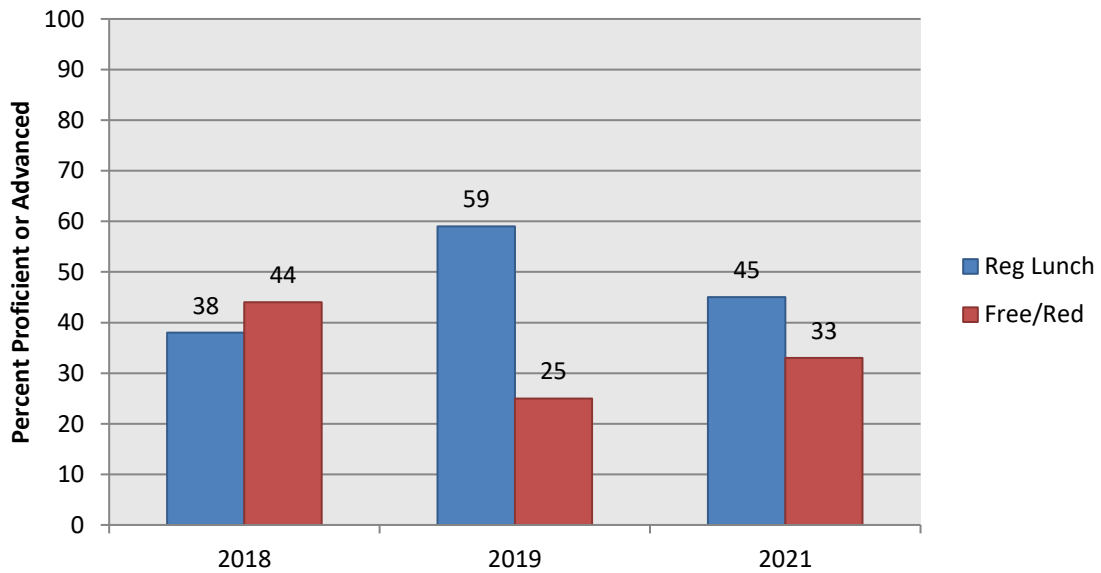
# 9<sup>th</sup> Grade WY-TOPP Summary



**9th Grade WY-TOPP Reading: Gender  
2021 District/State Comparison**

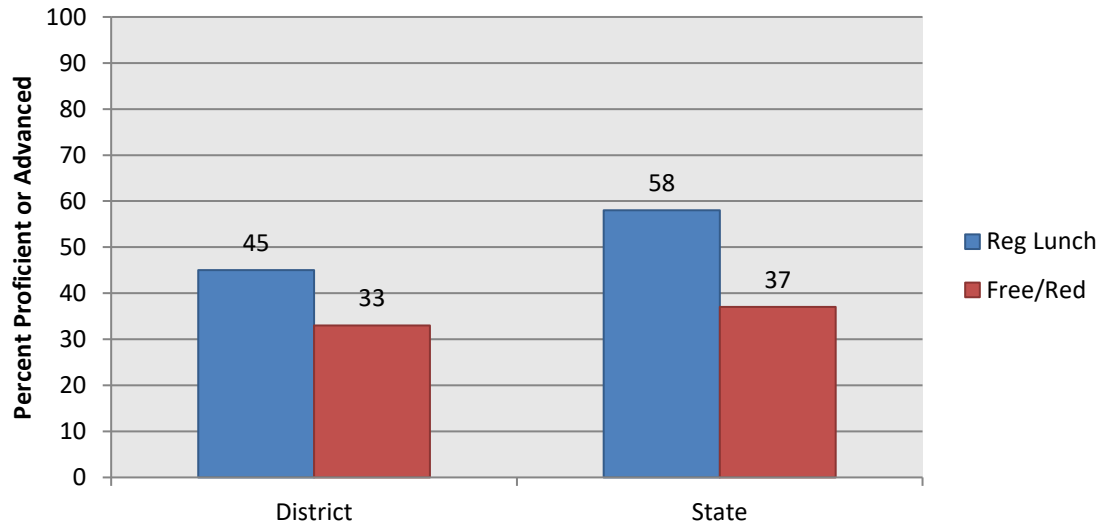


**9th Grade WY-TOPP Reading: SES (Longitudinal)**

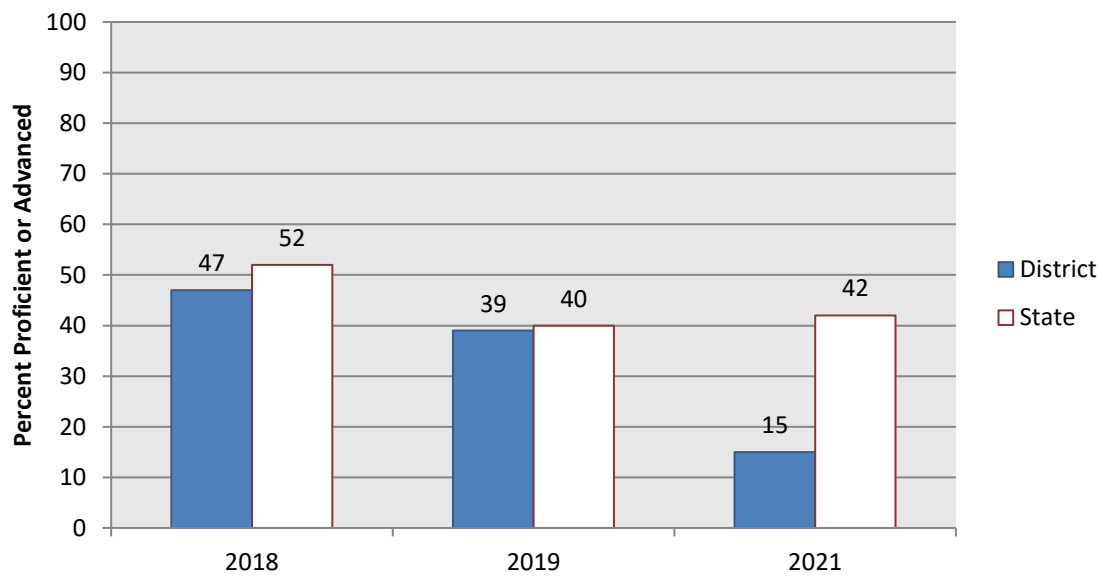




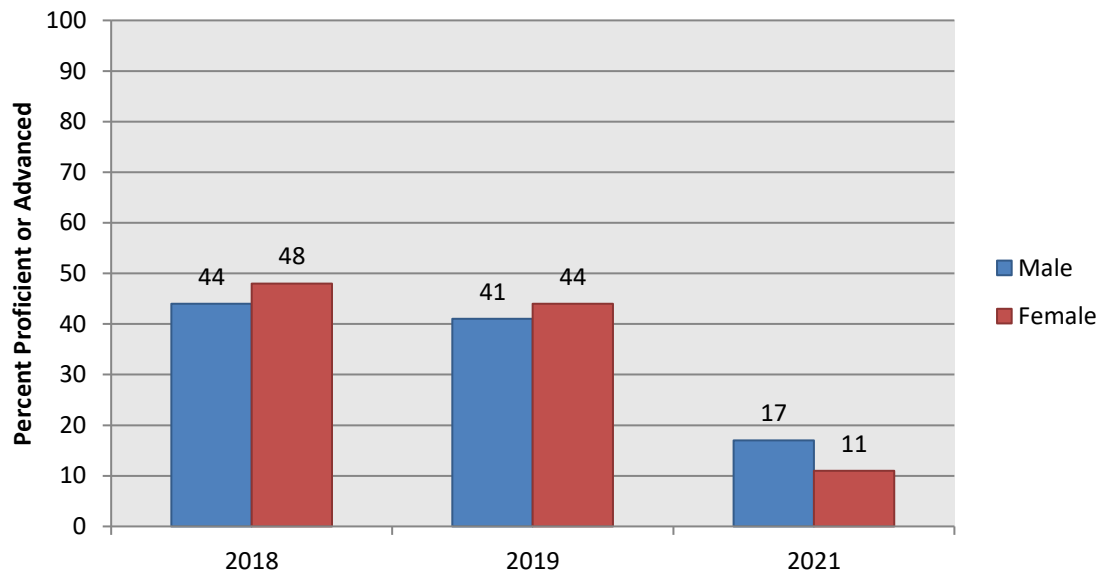
### 9th Grade WY-TOPP Reading: SES 2021 District/State Comparison



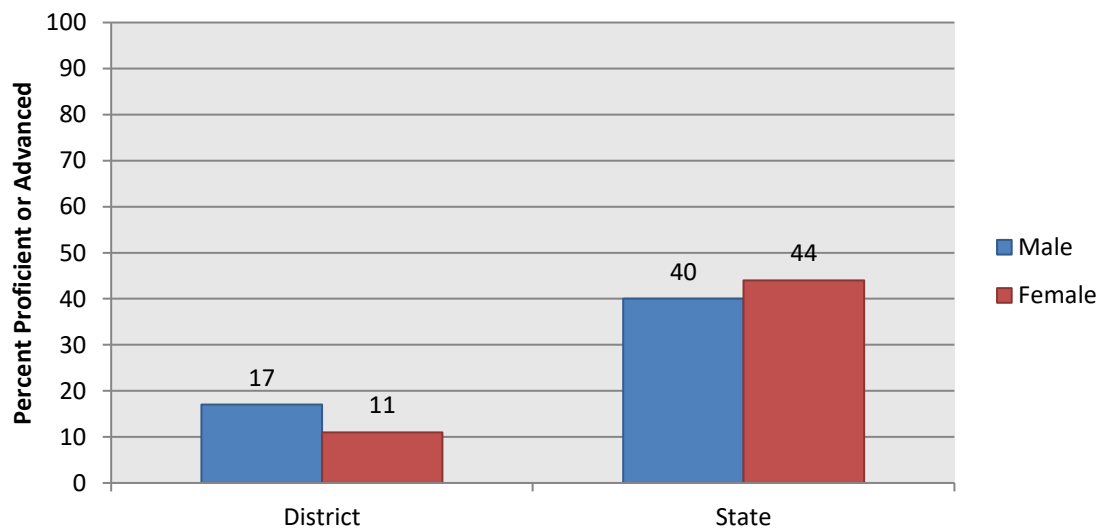
### 9th Grade WY-TOPP Math: All Students



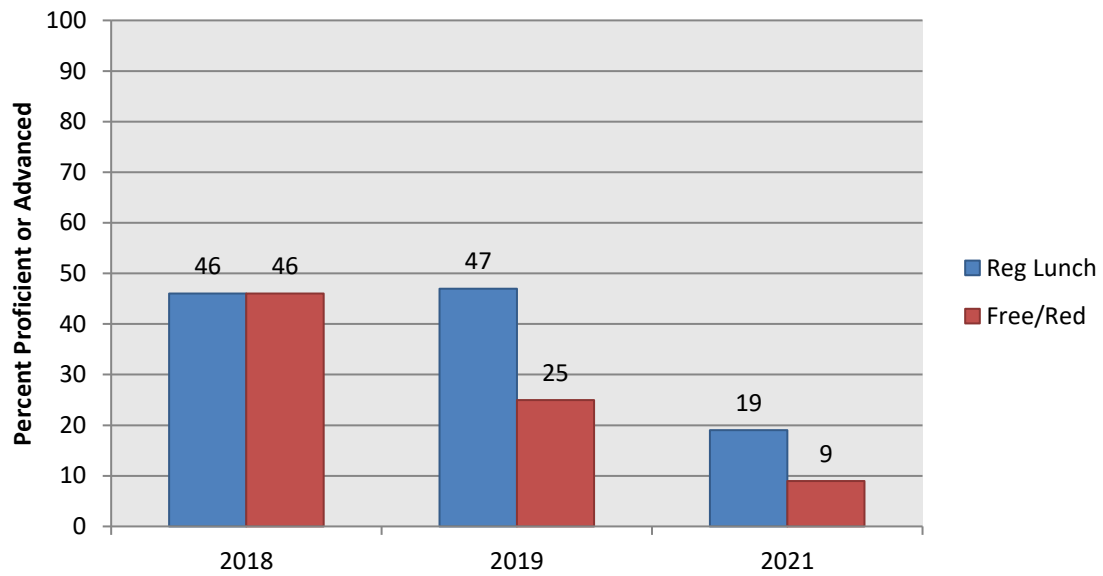
**9th Grade WY-TOPP Math: Gender (Longitudinal)**



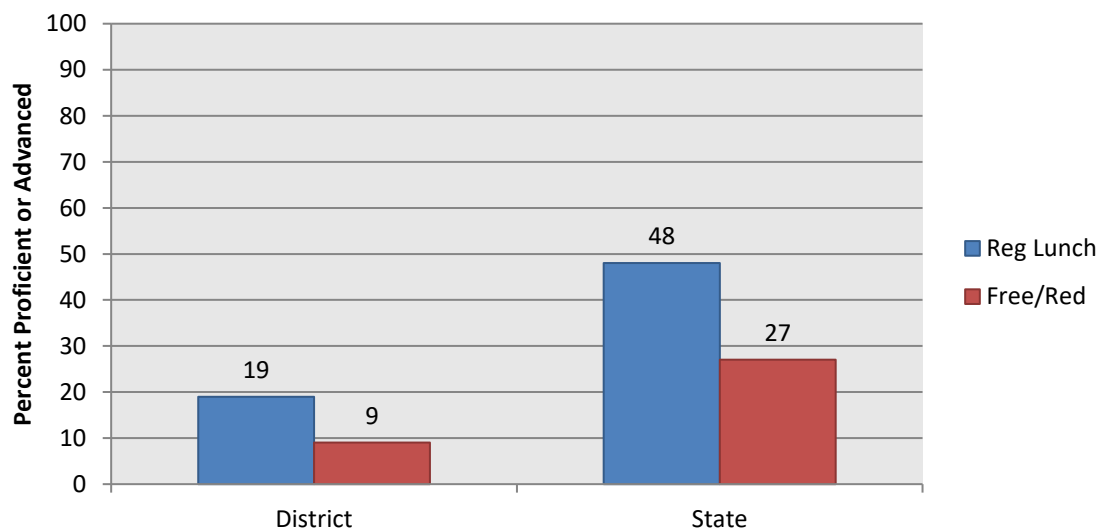
**9th Grade WY-TOPP Math: Gender  
2021 District/State Comparison**



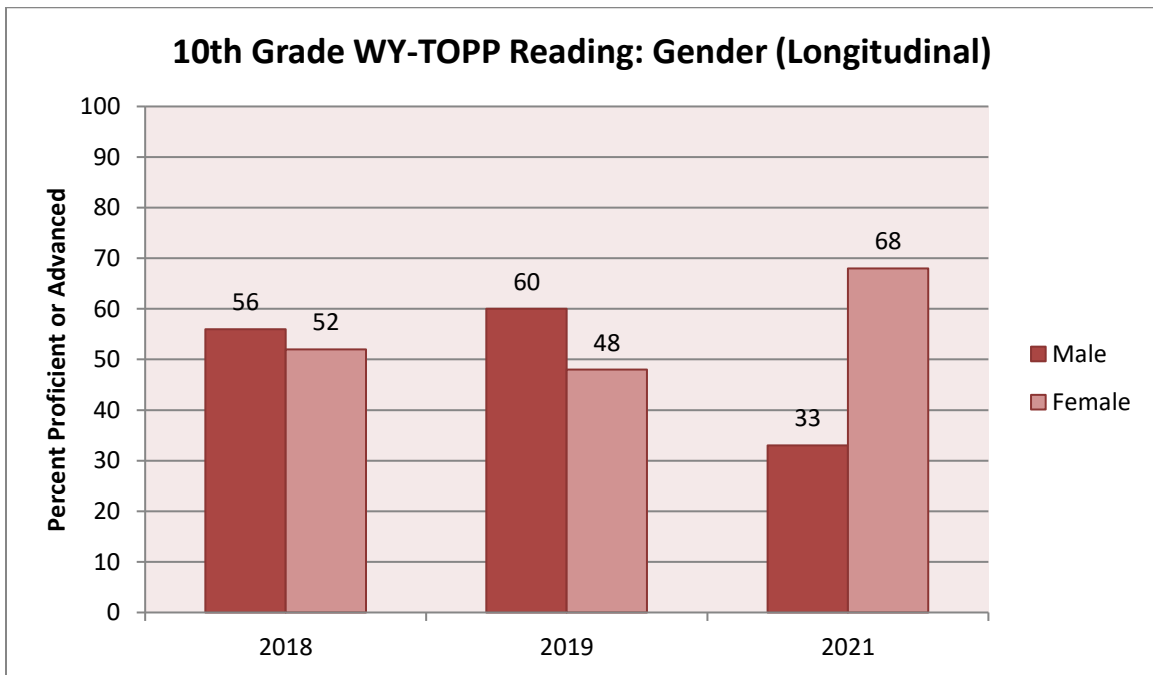
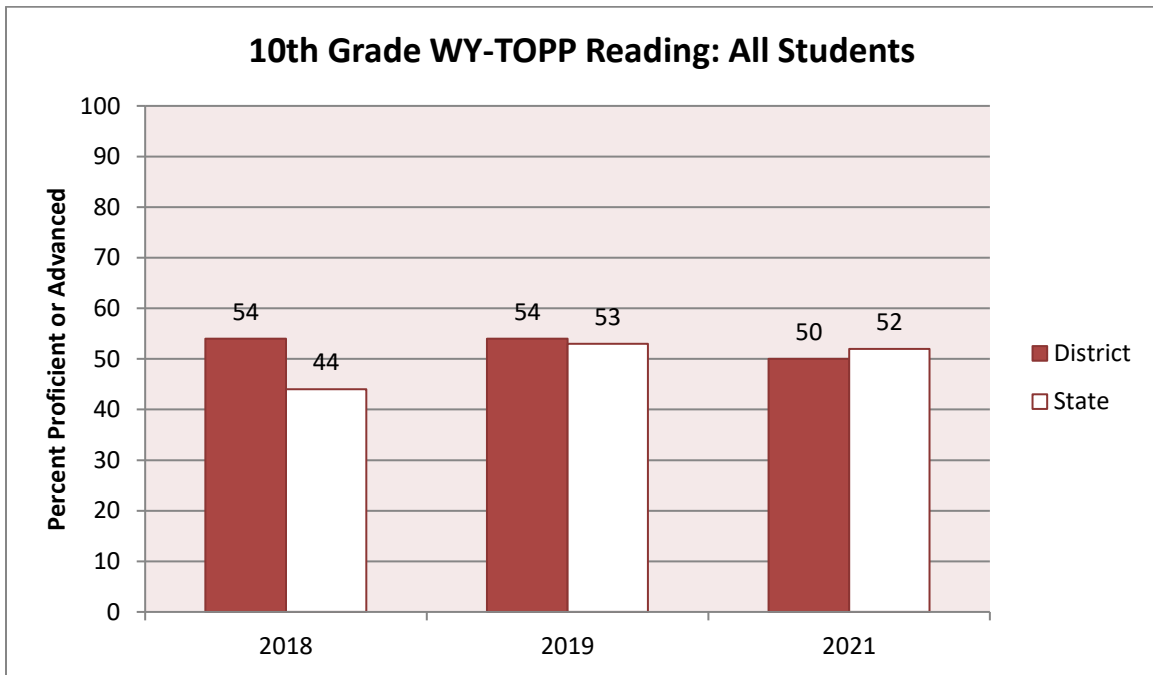
**9th Grade WY-TOPP Math: SES (Longitudinal)**



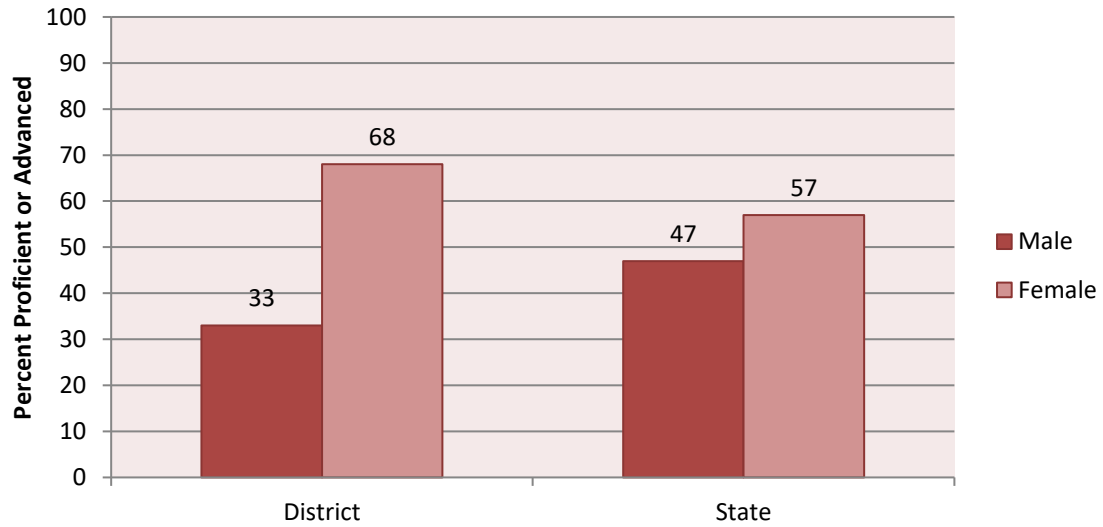
**9th Grade WY-TOPP Math: SES  
2021 District/State Comparison**



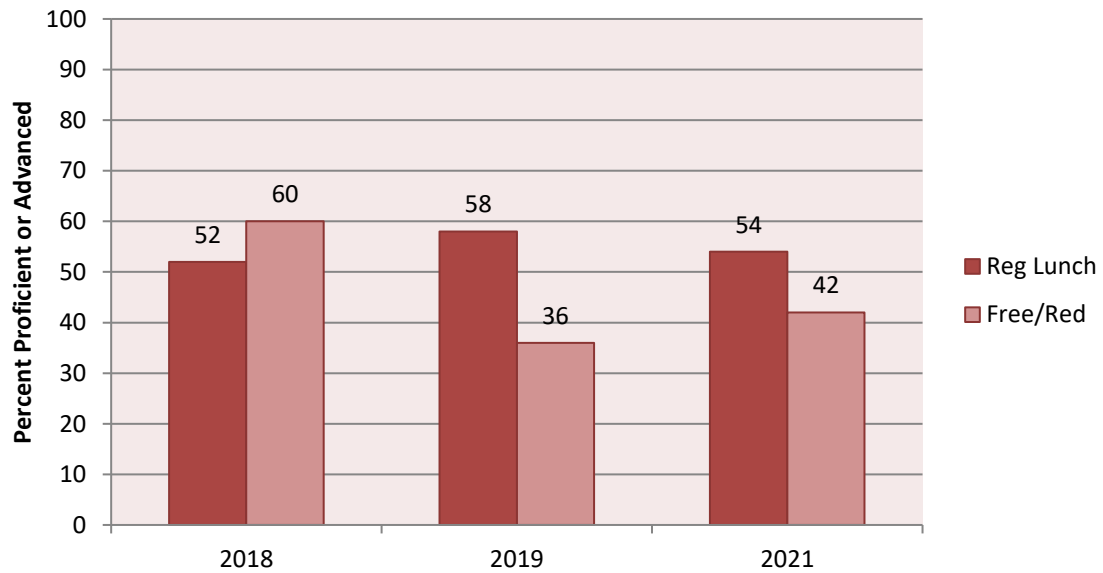
# 10<sup>th</sup> Grade WY-TOPP Summary



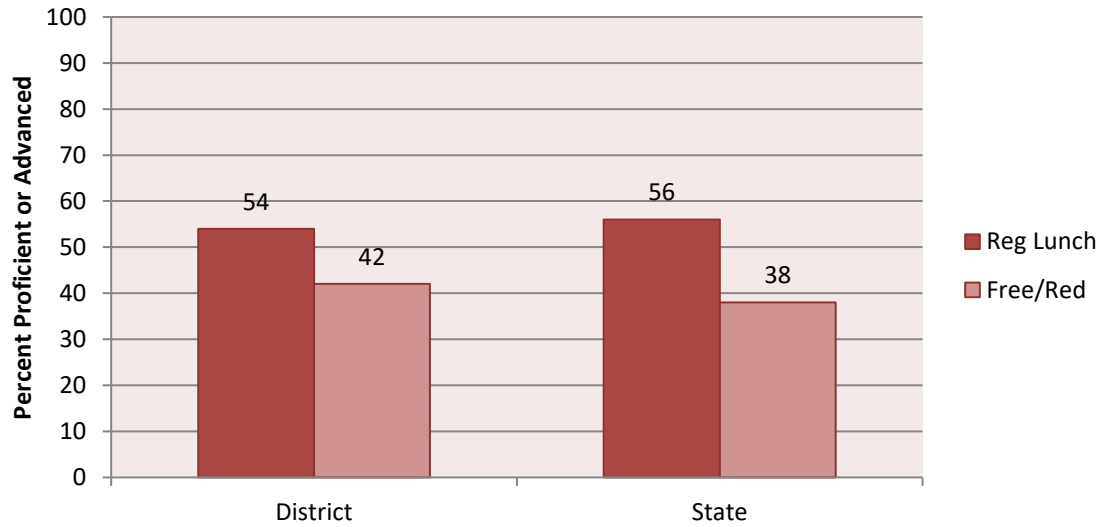
### 10th Grade WY-TOPP Reading: Gender 2021 District/State Comparison



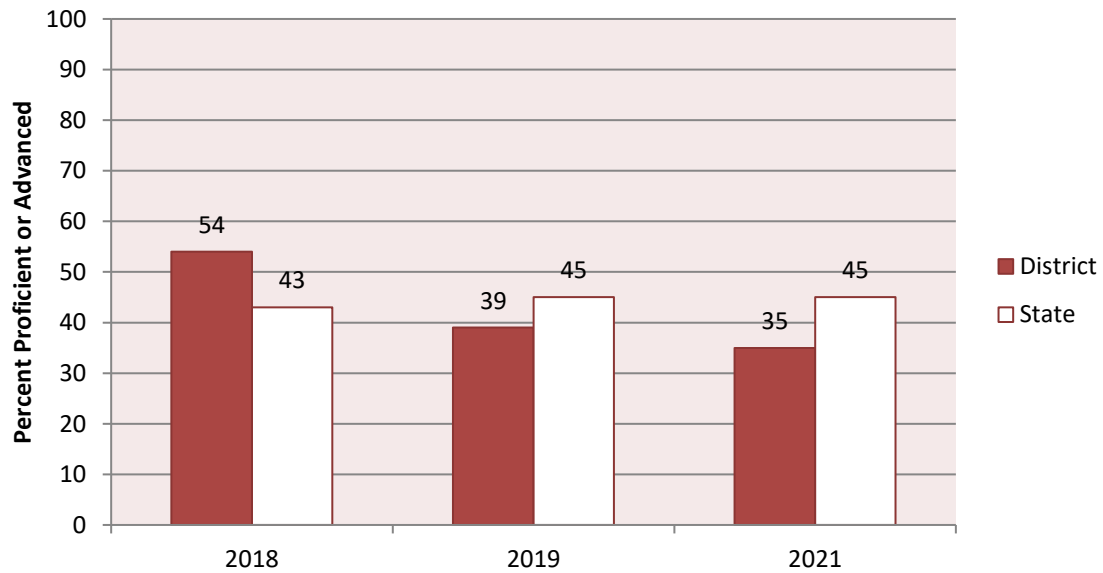
### 10th Grade WY-TOPP Reading: SES (Longitudinal)



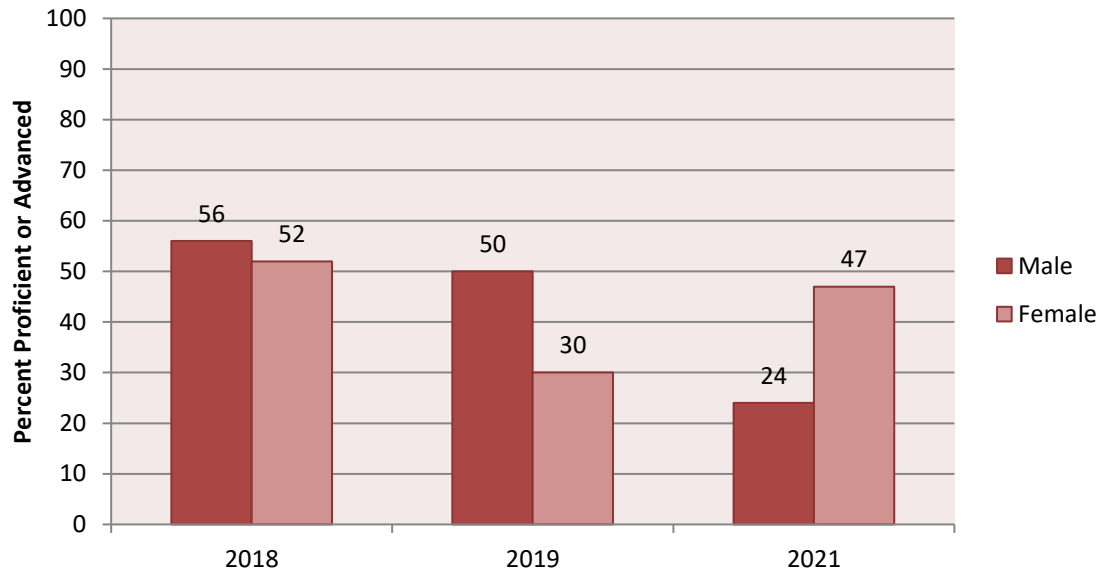
### 10th Grade WY-TOPP Reading: SES 2021 District/State Comparison



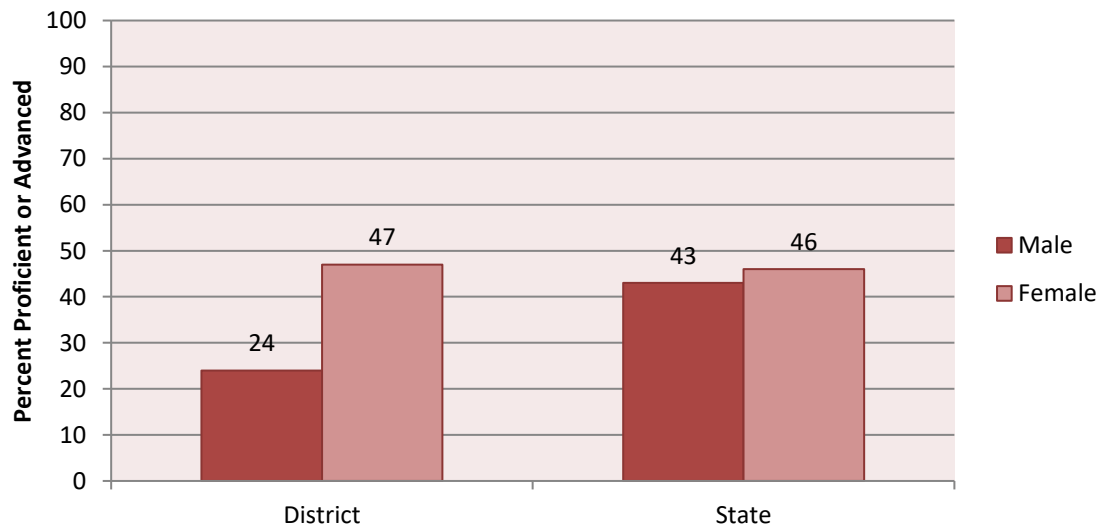
### 10th Grade WY-TOPP Math: All Students



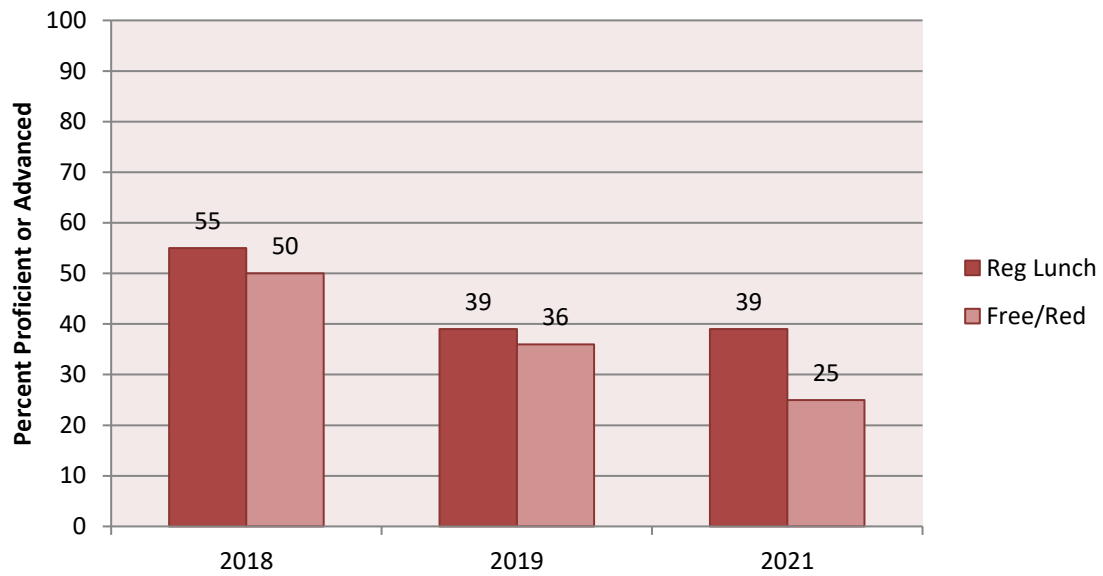
**10th Grade WY-TOPP Math: Gender (Longitudinal)**



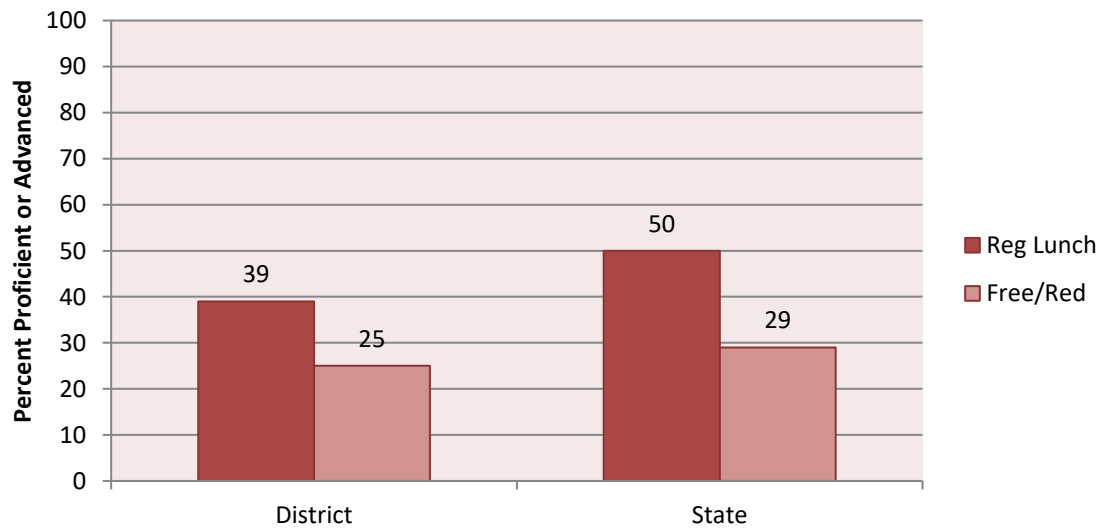
**10th Grade WY-TOPP Math: Gender  
2021 District/State Comparison**



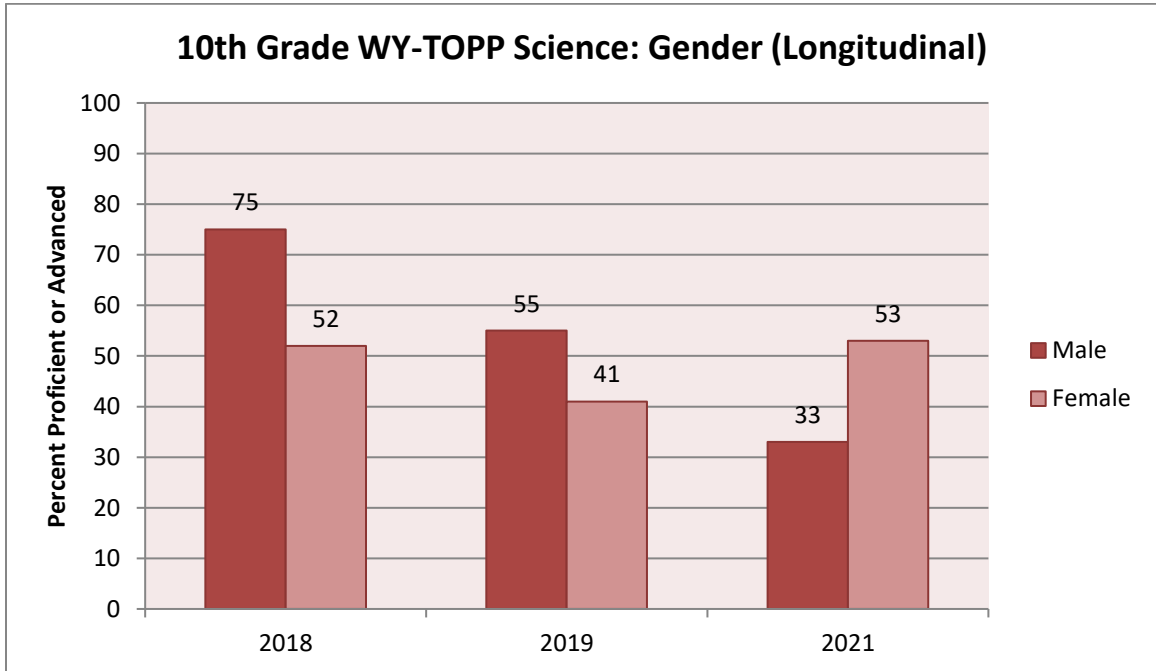
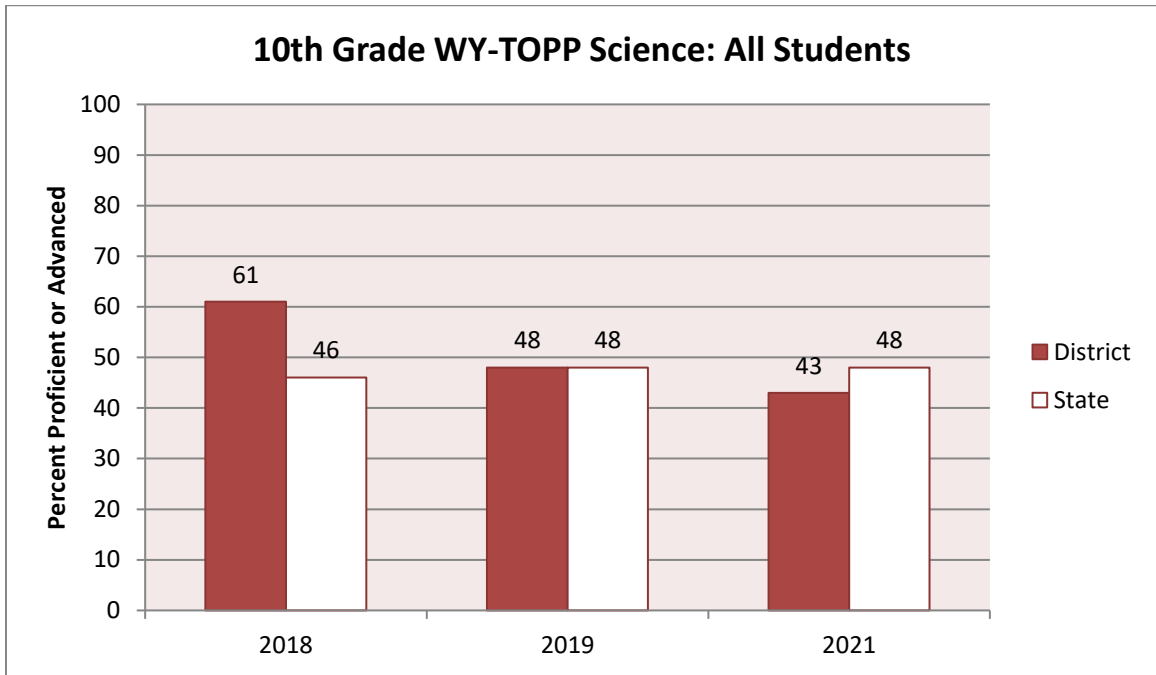
**10th Grade WY-TOPP Math: SES (Longitudinal)**



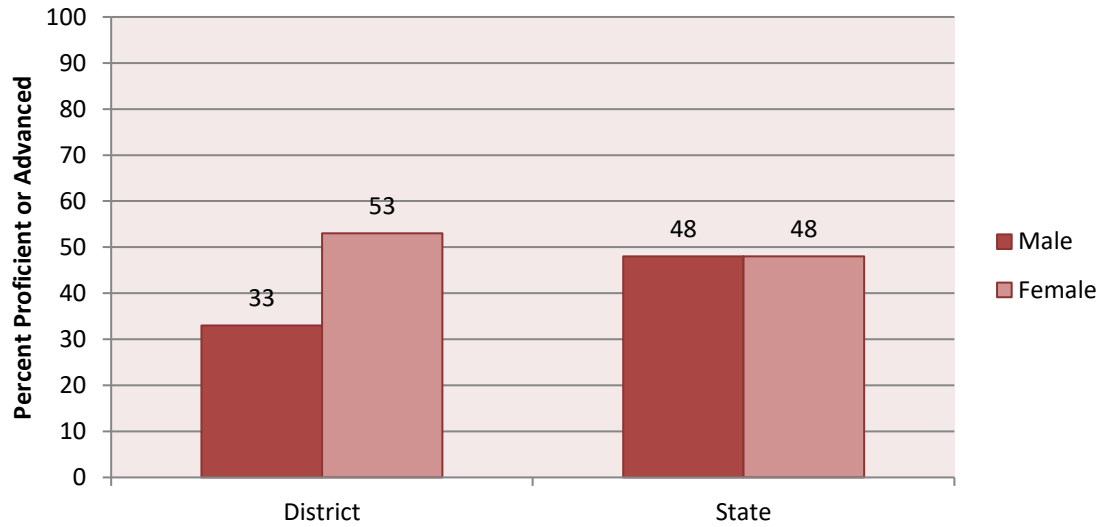
**10th Grade WY-TOPP Math: SES  
2021 District/State Comparison**



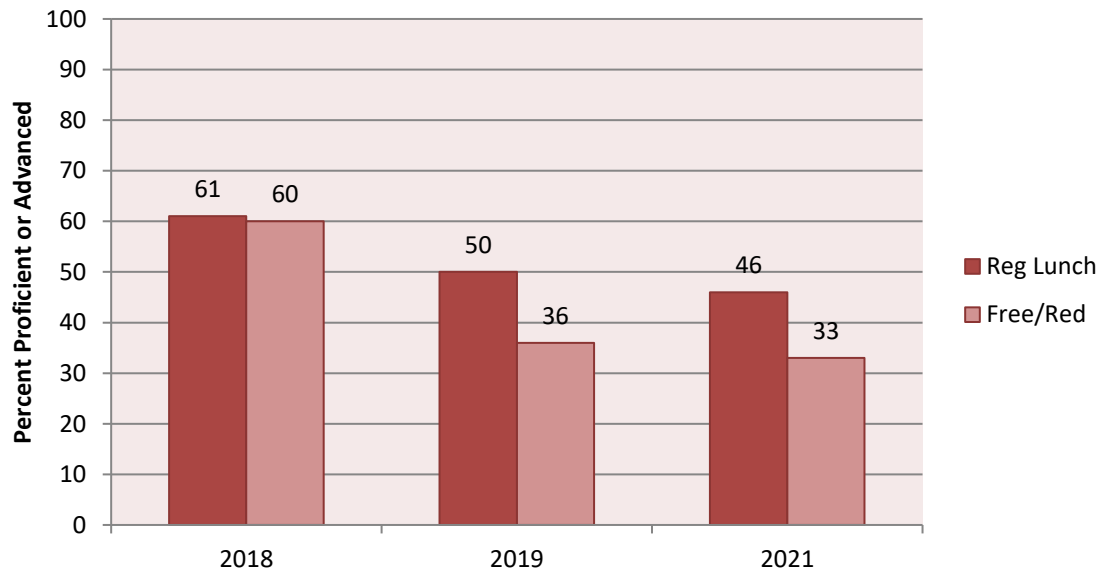




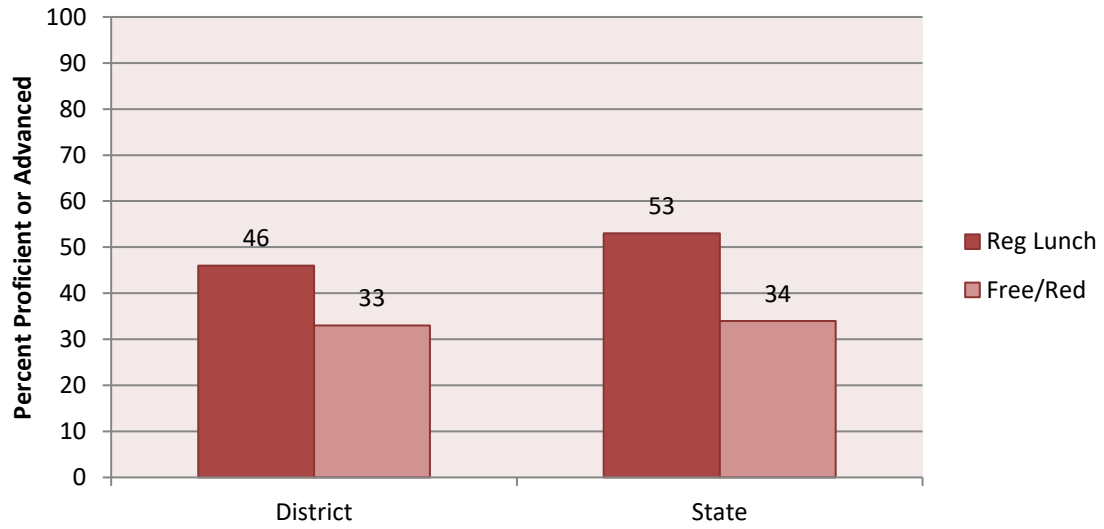
### 10th Grade WY-TOPP Science: Gender 2021 District/State Comparison



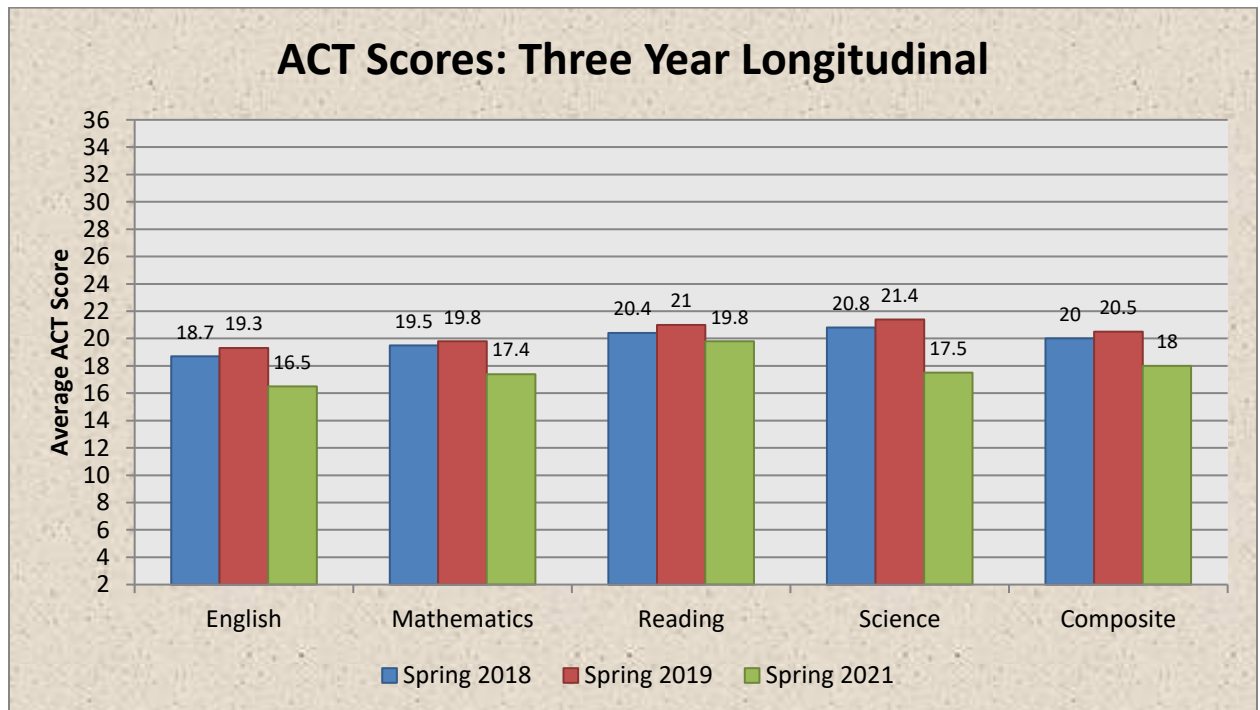
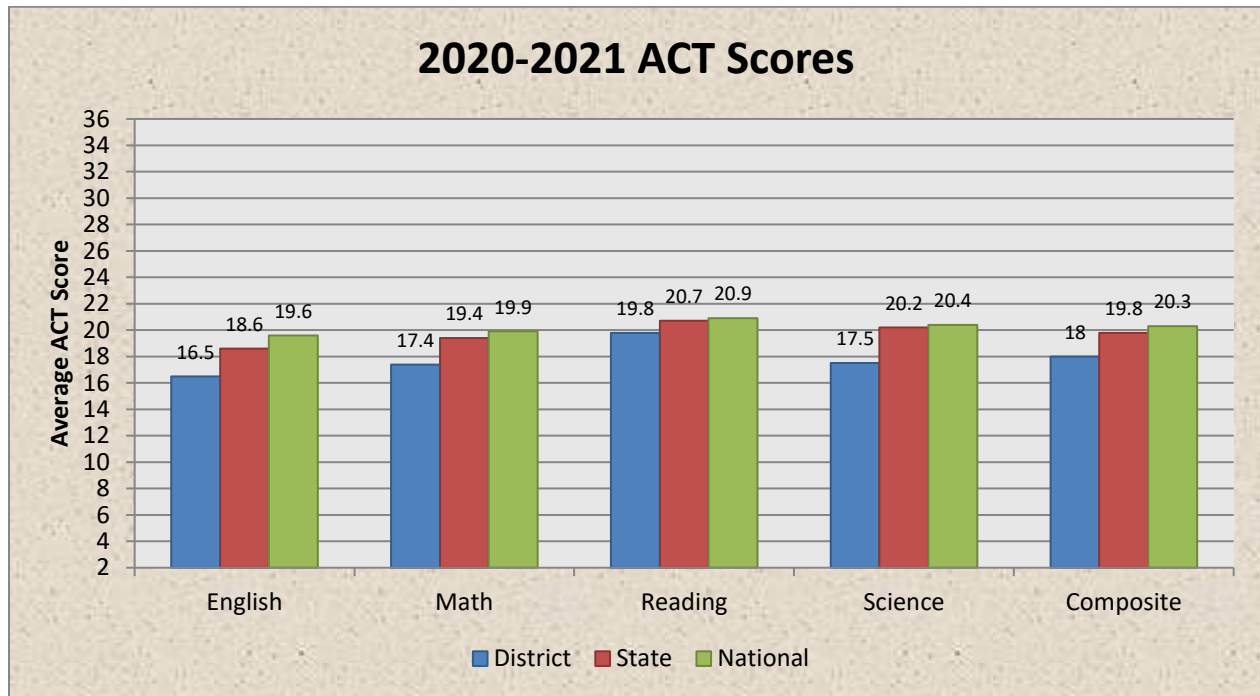
### 10th Grade WY-TOPP Science: SES (Longitudinal)



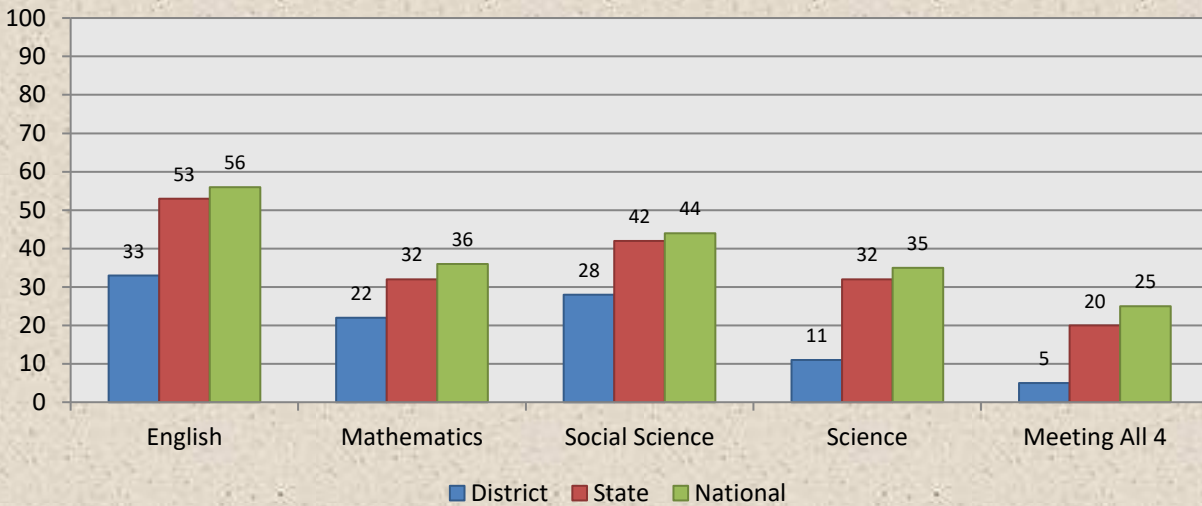
### 10th Grade WY-TOPP Science: SES 2021 District/State Comparison



# 11<sup>th</sup> Grade ACT Summary



## ACT Scores: 2021 Percent of Students Meeting College Readiness Benchmarks



## ACT Scores: Percent Meeting College Readiness Standards (Longitudinal)

