

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.

2014-15 School Performance Report For Elementary and Middle School Grades

District Name: **Albany #1**
 School Name: **Velma Linford Elementary**
 Grades Served: **P-6**
 Enrollment: **378**

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 contacts and 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	44.0	126	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	44	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	46 %	193	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

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

Name	Grade	All	Reading	Mathematics	Count of Students
Velma Linford Elementary	ALL	44.0	39.0	50.0	126
Wyoming	ALL	50.0	50.0	50.0	19,208
Velma Linford Elementary	04	31.0	29.0	36.0	38
Wyoming	04	49.0	49.0	50.0	6,563
Velma Linford Elementary	05	46.0	41.0	51.0	54
Wyoming	05	50.0	50.0	50.0	6,279
Velma Linford Elementary	06	64.0	55.0	70.5	34
Wyoming	06	50.0	50.0	51.0	6,366

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.

Name	Grade	All	Reading	Mathematics	Count of Students
Velma Linford Elementary	ALL	39.0	39.0	38.0	44
Wyoming	ALL	50.0	50.0	50.0	6,197
Velma Linford Elementary	04	31.0	30.0	32.0	19
Wyoming	04	50.0	50.0	49.0	2,151
Velma Linford Elementary	05	55.0	50.5	55.0	17
Wyoming	05	50.0	50.0	51.0	1,971
Velma Linford Elementary	06	57.0	55.0	72.0	8
Wyoming	06	50.0	51.0	50.0	2,075

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

Name	Grade	All	Reading	Mathematics	Science	Count of Students
Velma Linford Elementary	ALL	46.0	56.0	39.0	25.0	193
Wyoming	ALL	55.0	59.0	51.0	52.0	27,587
Velma Linford Elementary	03	53.0	72.0	35.0	NA	60
Wyoming	03	56.0	61.0	50.0	NA	7,142
Velma Linford Elementary	04	22.0	28.0	15.0	25.0	40
Wyoming	04	55.0	61.0	51.0	52.0	6,976
Velma Linford Elementary	05	45.0	53.0	37.0	NA	57
Wyoming	05	56.0	59.0	53.0	NA	6,684
Velma Linford Elementary	06	74.0	69.0	78.0	NA	36
Wyoming	06	54.0	57.0	50.0	NA	6,785

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	447	422	447	Met
	Level 2	447	400	447	Met
Equity**	Level 1	92	86	92	Met
	Level 2	92	82	92	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.

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2015 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.