



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.

2016-17 School Performance Report For Elementary and Middle School Grades

District Name: **Albany #1**

School Name: **Velma Linford Elementary**

Grades Served: **P-5**

Enrollment: **338**

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	Meeting Targets	55.5	111	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	54.0	39	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	51 %	171	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.

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

Name	Grade	All	Reading	Mathematics	Count of Students
Velma Linford Elementary	ALL	55.5	52.0	58.0	111

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
Velma Linford Elementary	ALL	54.0	44.0	59.0	39

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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
Velma Linford Elementary	ALL	51 %	58 %	51 %	29 %	171

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	413	392	413	Met
	Level 2	413	371	413	Met
Equity**	Level 1	101	95	101	Met
	Level 2	101	90	101	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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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.