

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

District Name: Carbon #2
School Name: Encampment K-12 School
Grades Served: K-12
Enrollment: 134

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](#)

Additional data from the previous 1 year(s) was used to meet the minimum student count for the Equity Indicator.

[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	Count of Students	Description
Growth	Meeting Targets	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	Below Targets	10	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	Exceeding Targets	65	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.

2016-17 High School Performance Report

District Name: **Carbon #2**

School Name: **Encampment K-12 School**

Grades Served: **K-12**

Enrollment: **134**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on three indicators: Academic Performance, 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	Count of Students	Description

ACADEMIC PERFORMANCE

Equity		1	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	Exceeding Targets	10	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	Below Targets	18	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 and ACT.

OVERALL READINESS

Graduation Rate	Meeting Targets	14	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	Exceeding Targets	12	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.

2016-17 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.		

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.

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	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

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.