

Conestoga Elementary
Board Report
2021-2022

# **School Demographics**

Staff	2019-2020	2020-2021	2021-2022	
Certified	40	38	38	
ESP	29	28	27	

# **School Enrollment**

Fall	JK	K	1	2	3	4	5	6	Total
Oct. 1st 2019	NA	50	50	47	45	63	52	59	366
Oct. 1st 2020	NA	53	47	52	49	50	59	62	366
2021-2022 (Current)	NA	49	58	52	56	53	57	57	382

# <u>Subgroups</u>

\*Subgroup data from the state is a year behind.

		2019-2020		2020-2021			2021-2022 Current			
Cate	egory	School	District	State	School	District	State	School	District	State
Gender	Female	47%	49%	48%	49%	49%	48%	48%	49%	48%
	Male	53%	51%	52%	51%	51%	52%	52%	51%	52%
IEP		18%	12%	14%	17%	12%	14%	15%	11%	14%
Free/Redu	Free/Reduced		32%	35%	30%	35%	33%	20%	22%	33%
Mobility		15%	16%	NA	15%	14%	NA	TBD	TBD	NA
ELL		0%	4%	3%	1%	4%	3%	1%	5%	2%
Ethnicity	White	88%	83%	78%	89%	83%	77%	91%	85%	77%
	Hispanic	7%	12%	14%	7%	12%	14%	6%	11%	14%
Other Minority		5%	5%	8%	4%	5%	9%	3%	4%	9%

## Overall School Performance

#### **Overall School Performance on Indicators**

Only students enrolled for a full academic year (FAY) are included (FAY is from first school day in October to midpoint in test window)

	WAEA Target	ESSA Norm	Count of		
Indicator	Level	Category	Students	Description	
Growth	N/A	N/A		WAEA: The mean student growth percentile (MGP) in reading and	
				math combined for all students in grades four through eight as	
				measured from prior year PAWS to current year WY-TOPP.	
				ESSA: The mean student growth percentile (MGP) in ELA and	
				math combined for all students grades four through ten.	
Equity	N/A	N/A	;	The weighted mean student growth percentile (MGP) with MGP of	
				students who scored in the bottom 25% of students on the prior	
				year test weighted at 80% and the MGP of the remaining students	
				weighted at 20%. The reported count of students for this indicator	
				reflects the number of students with tests in the consolidated	
				subgroup and the number of students with tests not included in	
				the consolidated subgroup. In some cases, students have a test in	
				each group.	
Achievement*	Below Target	Below Average	212	WAEA: The percent proficient or above on the state test in English	
	44	43.9		language arts, mathematics, and science.	
			212	ESSA: The percent proficient or above on the state test in English	
				language arts and mathematics.	
ELP	N/A	N/A	4	The percent of English learners who met their annual goal for	
				English language proficiency.	

<sup>\*</sup> A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

FAY School Participation Rate Status WAEA: Met

FAY School Participation Rate Status ESSA: Met

#### **Overall School Performance**

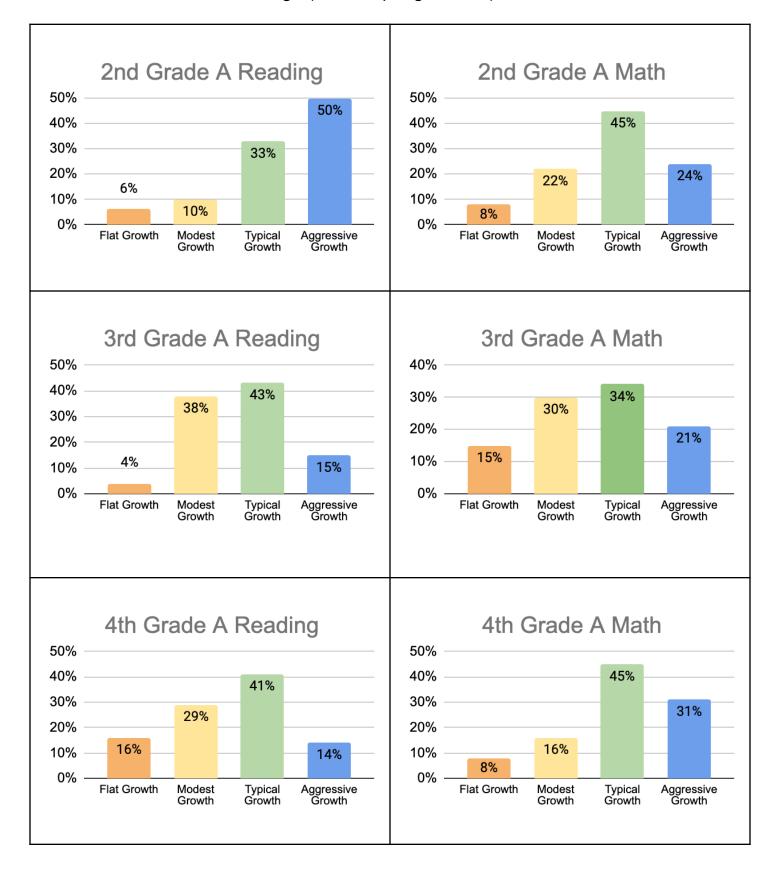
	WAEA F	Performance Category Cut	Scores	ESSA Performance Category Cut Scores			
	Below	Meeting	Exceeding	Below		Above	
	Targets	Targets	Targets	Average	Average	Average	
Growth	<	>= and <	>=	<	>= and <	>=	
Equity	<	>= and <	>=	<	>= and <	>=	
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6	>= 58.6	
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0	

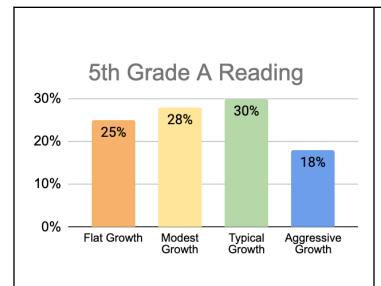
## State Assessment WY-TOPP

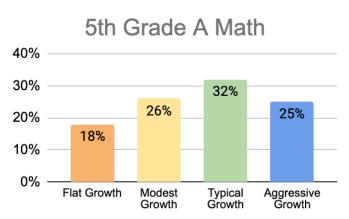
\*District grade levels will exceed the state average in content areas measured by Wyoming state assessments.

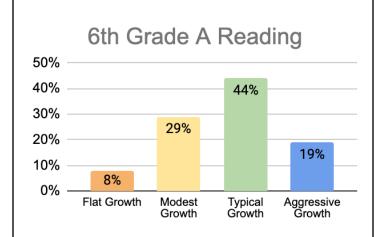
			School	District	State
Year	Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
2020-21	3	Math	46.3	38.6	50.5
2020-21	3	ELA	35.2	45.6	50.3
2020-21	4	Math	43.1	49.2	49.8
2020-21	4	ELA	52.9	44.9	48.7
2020-21	4	Science	47.1	49.6	48.2
2020-21	5	Math	31.1	48.5	51.2
2020-21	5	ELA	31.1	47.5	54.6
2020-21	6	Math	50.0	49.9	48.1
2020-21	6	ELA	51.6	54.4	58.9

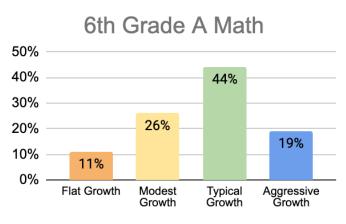
### <u>District Assessment - Fastbridge (Fall to Spring Growth)</u>











### **School Improvement Goals:**

School Improvement Goal #1:

• Our school will increase the achievement score in ELA by 10 percent as measured by the state assessment.

School Improvement Goal #2:

• Our school will increase the achievement score in Math by 5-7 percent, focusing on 3rd and 5th Grade, as measured by the state assessment.