

MISSION

Success at the Next Level

VISION

Our vision is to become a place where: Relationships, Learning at High Levels, Collaborative Culture & Results help students succeed at the next level.



2019-2020 Education Snapshot

Matt Erickson
Superintendent

Amanda McAdams
Director Elementary Education

Nate Wescott
Director Special Education

Jason Horsley
Director Secondary Education

JC Inskip
Business Manager

To access the State Report Card, please go to: wyomingmeasuresup.com

EVERY STUDENT SUCCEEDS ACT

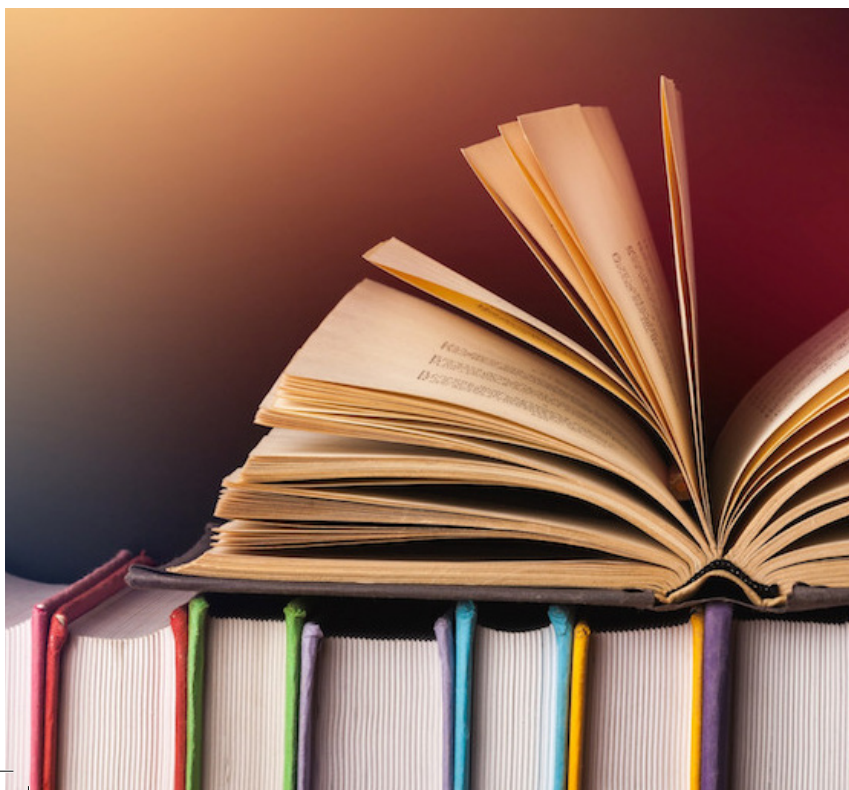
Wyoming's Consolidated State Plan for the Every Student Succeeds Act (ESSA) allows us to continue creating opportunities for students to keep Wyoming strong by ensuring they are ready for college, career, or the military. It is built on Wyoming's strengths and designed to have a single, coherent school accountability system which supports schools, while meeting federal and state requirements. To meet the federal requirements, Wyoming's ESSA plan includes:

- Achievement and graduation rate goals for students
- Measures for how well schools are doing
- Priorities for the use of federal funds to support schools, students, and educators

The long-term goals are based on schools that performed among the 65th percentile of all public schools in Wyoming. In the 2015-16 school year, the top 35% of schools had a graduation rate of at least 88%. The long-term goal aims to have all schools perform at the same level within 15 years.

The long-term goals for reading are 65% proficient for elementary and 39% for high school. Math goals are 59% proficient for elementary and 46% for high school.
(ESSAClean.pdf, page 68)

88.9%
GRADUATION RATE
Class of 19-20



2019-2020

2,984

LCSD#2 TOTAL ENROLLMENT

14.1%

STUDENTS RECEIVE SPECIAL
EDUCATION SERVICES

56

ENGLISH LANGUAGE LEARNERS
(Percent Proficient Not Reported*)

*Anything less than 10% is not reported

Report Card Accessibility



Lincoln County School District #2 (LCSD2) is committed to and is making every possible effort to ensure that all electronic and information technology developed, procured, maintained, or used by LCSD2 is accessible to people with disabilities, including both employees and the customers we serve. If you cannot fully access the information on a particular page, please utilize the contact information below. (This may include providing the information to you in an alternate format.)

- To request information on this report card in another language, please email Amanda McAdams at ammcadams@lcsd2.org
- Para solicitar información sobre esta boleta de calificaciones en español, envíe un correo electrónico a Amanda McAdams at ammcadams@lcsd2.org
- Pour demander des informations sur ce bulletin en français, veuillez envoyer un courriel à Amanda McAdams at ammcadams@lcsd2.org

Teacher Qualification at Low Income vs Non-Low Income Schools

Inexperienced teacher: Any teacher with less than three years teaching experience in Wyoming and other states.

Emergency/Provisional Credentialed Teachers: A teacher with an exception authorization allowing them to teach in an area other than that for which they hold a standard license and endorsement.

Out-of-field teacher: A teacher who has an educator license, but who does not have an educator license or an endorsement in the field they are currently teaching; an out-of-field teacher is designated as an unqualified teacher.

	# Schools	Enrollment	Total Teacher FTE	Inexperienced Teachers		Emergency/Provisional Credentialed Teachers		Out-of-field Teachers	
				FTE	%	FTE	%	FTE	%
Total Schools	9	2,917	195.84	22.10	11.285	0	0	0	0
Non-Low Income Schools	1	118	10.50	1.0	9.524	0	0	0	0
Mid Non-Low Income Schools	7	2,742	179.09	21.10	11.782	0	0	0	0
Mid Low Income Schools	0	0	0	0	0	0	0	0	0
Low Income Schools	1	57	6.25	0	0	0	0	0	0

Civil Rights Data Collection (CRDC)

Since 1968, the U.S. Department of Education (ED) has conducted the Civil Rights Data Collection (CRDC) to collect data on key education and civil rights issues in our nation's public schools. The CRDC is collected every two years and gathers a variety of information including: enrollment demographics, preschool, math and science courses, advanced placement, ACT & SAT, discipline, school expenditures and teacher experience. The CRDC is a longstanding and important aspect of the ED Office for Civil Rights (OCR) overall strategy for administering and enforcing the civil rights statutes for which it is responsible. Below are the instructions for accessing the most recent state-level CRDC reports on the Office for Civil Rights website:

- ocrdata.ed.gov
- Select 'State and National Estimations'
- Select the Year
- Click the gray bars to read more information and access report links



Federal School Performance & Accountability

To determine how schools are performing, several indicators are used. All schools are held accountable for Achievement, Growth, and English Learner Progress. Additionally, elementary and middle schools use Equity as an indicator, and high schools use Graduation Rate and Post-Secondary Readiness. Different measures are used for each indicator:

- **Achievement** is measured using the statewide assessment, the Wyoming Test of Proficiency and Progress (WY-TOPP).
- **Growth** is measured by comparing how students did on WY-TOPP compared to how they did on prior statewide assessments.
- **English Learner Progress** is measured by how well students learning the English language improve on an assessment of English.
- **Equity** is measured by focusing heavily on the growth of the students who scored the lowest on prior statewide assessments.
- **Graduation Rate** is measured by the percent of students that graduated in four years in the prior school year.
- **Post-Secondary Readiness** is measured by the percent of students that demonstrate readiness for college or career.

The cut scores were set by being broken into thirds for all Wyoming schools. The bottom third of scores are Below Average, the middle third of scores are Average, and the top third of scores are Above Average. Schools are scored for every indicator that represents at least ten students. Scores of 1, 2, and 3 are given for Below Average, Average, and Above Average, respectively. The scores are averaged and the lowest scoring school are identified for support to help them improve their performance.

WY-TOPP

WYTOPP-WYOMING TEST OF PROFICIENCY AND PROGRESS

- WY-TOPP will assess students on the state standards in reading, math, and science. It will also assess writing at grades 3, 5, 7, and 9. WY-TOPP is administered online with a computer adaptive assessments.
- Teachers will have the option to access free interim and modular tests for grades K-10
- To see a sample test, go to edu.wyoming.gov/assessment/wy-topp
- LCSD#2 had 99-100% participation from students in assessments.

USED granted a waiver for the cancellation of the state assessment and federal accountability for the 2019-2020 academic year due to the COVID pandemic. Subsequently, the only achievement data available for the 2019-20 school year is the English Learner (EL) proficiency rates.

WY-ALT

The Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities (WY-ALT) was administered for the first time in spring 2015. The WY-ALT is aligned to the Wyoming Extended Content and Performance Standards (WYECPS) and designed to allow students to demonstrate their knowledge and skills in an appropriately rigorous assessment.

Grade	Math		Language Arts		Science	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
3	0 to 9	0-1%	0 to 9	0-1%		
4	0 to 9	0-1%	0 to 9	0-1%		
5	0 to 9	0-1%	0 to 9	0-1%		
6	0 to 9	0-1%	0 to 9	0-1%		
7	0 to 9	0-1%	0 to 9	0-1%		
8	0 to 9	2%	0 to 9	2%	0 to 9	2%
9	0 to 9	0-1%	0 to 9	0-1%		
10	0 to 9	2%	0 to 9	2%		

ENGLISH
LEARNERS
ENROLLED DURING
TESTING
41-50

PERCENT ENGLISH
PROFICIENT
10-15%

STATE & DISTRICT TESTING RESULTS: WY-TOPP

Science

Percent Proficient or Advanced

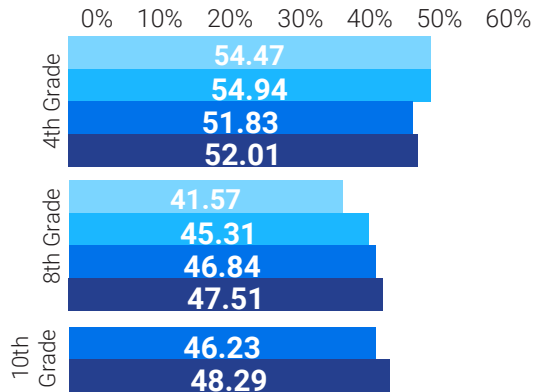
2015-16

2016-17

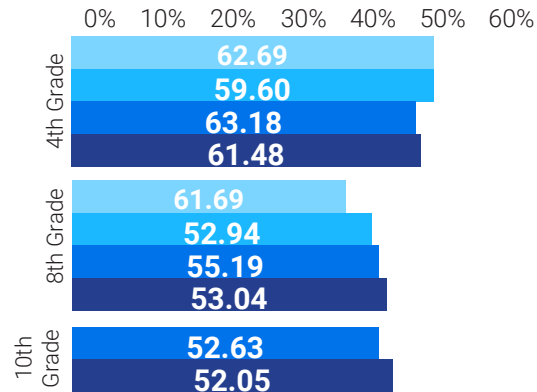
2017-18

2018-19

State

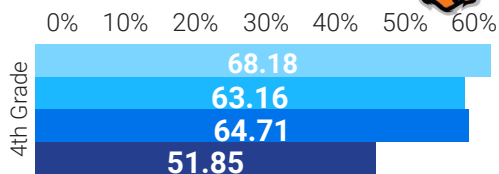


District

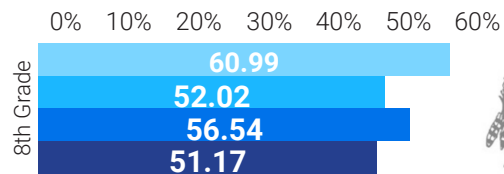


Results by School

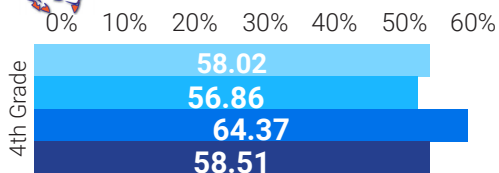
Cokeville Elementary



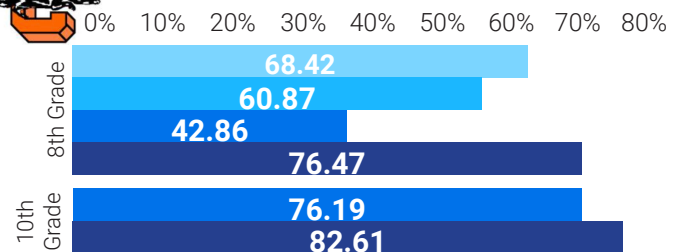
Star Valley Middle School



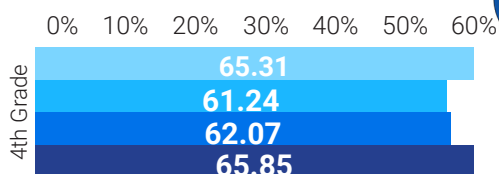
Etna Elementary



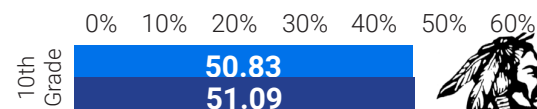
Cokeville Jr./High School



Osmond Elementary



Star Valley High School



STATE & DISTRICT TESTING RESULTS: WY-TOPP

Reading (ELA)

Percent Proficient or Advanced

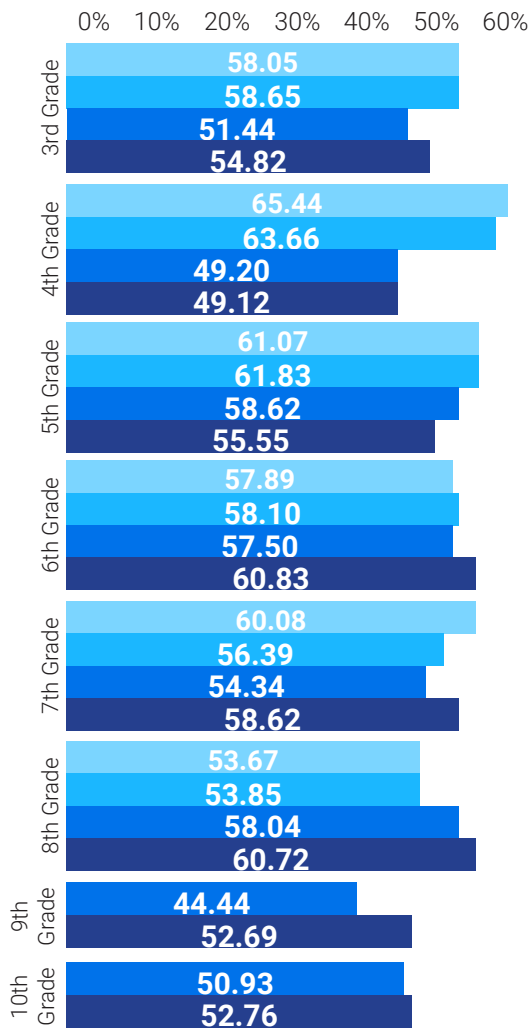
2015-16

2016-17

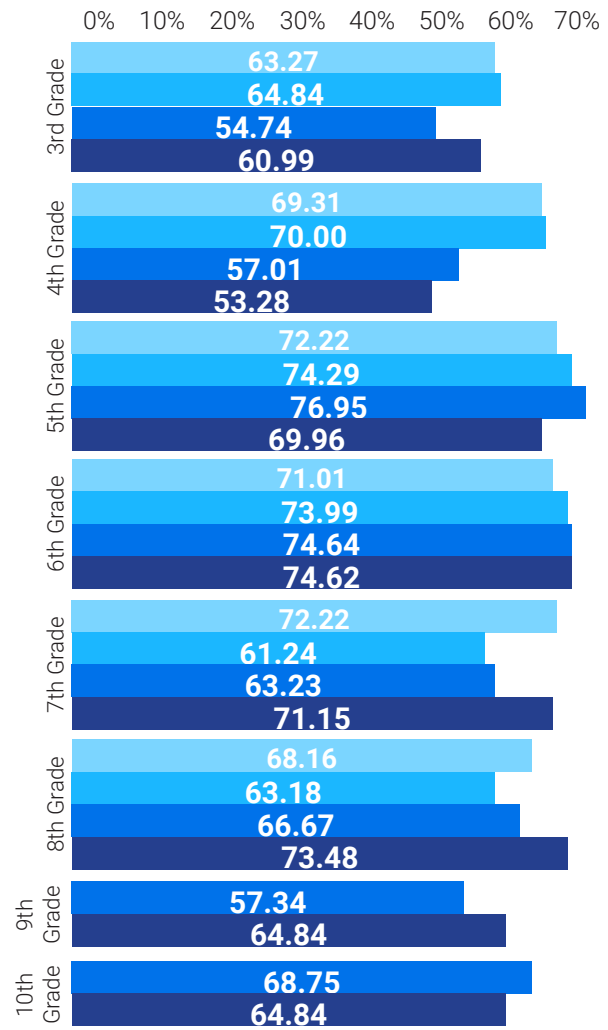
2017-18

2018-19

State



District



STATE & DISTRICT TESTING RESULTS: WY-TOPP

Results by School: Reading/ELA

Percent Proficient or Advanced

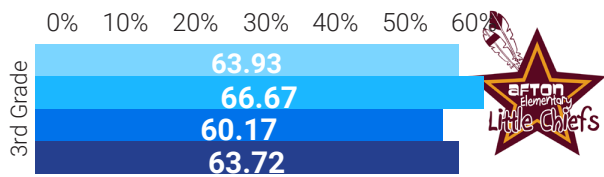
2015-16

2016-17

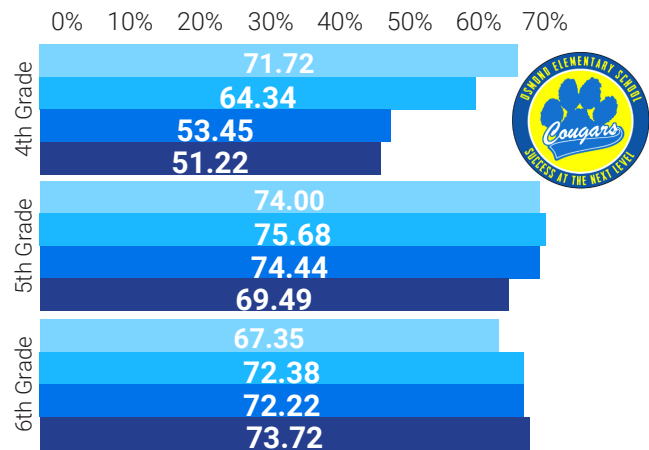
2017-18

2018-19

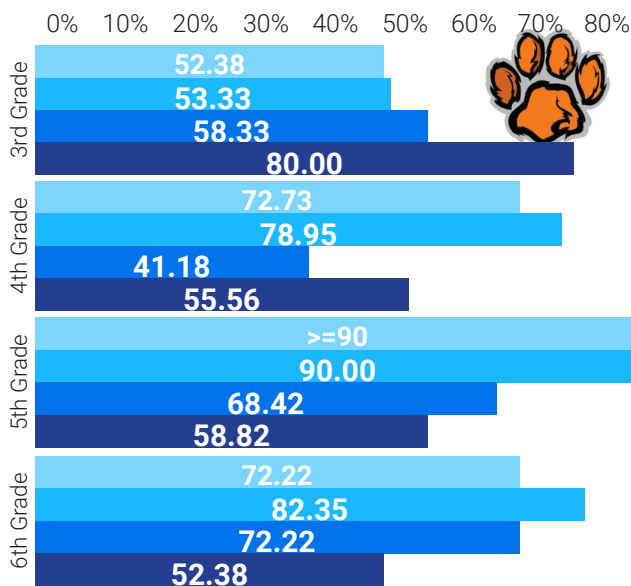
Afton Elementary



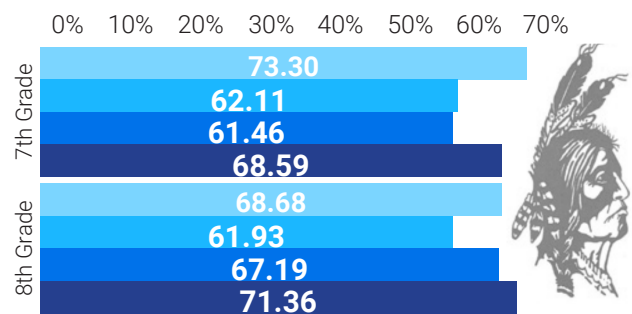
Osmond Elementary



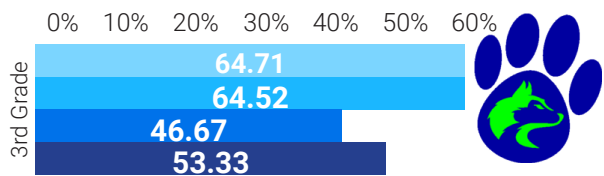
Cokeville Elementary



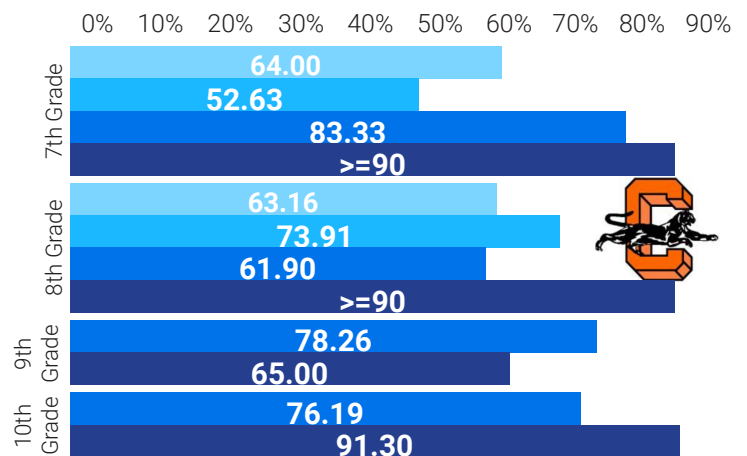
Star Valley Middle School



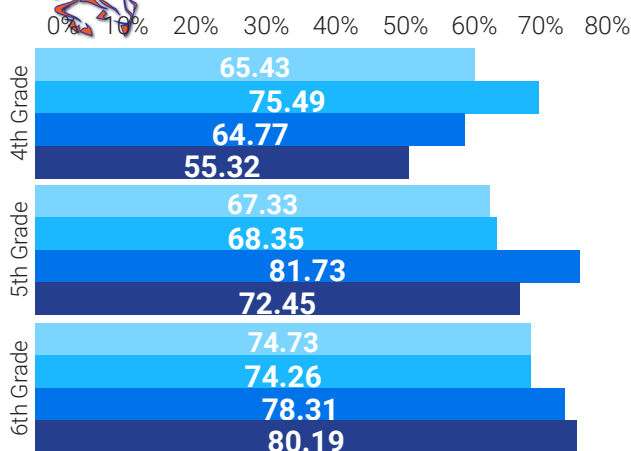
Thayne Elementary



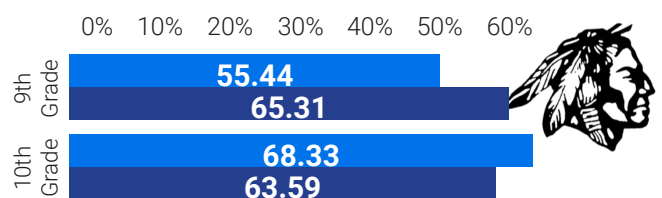
Cokeville Jr./High School



Etna Elementary



Star Valley High School



STATE & DISTRICT TESTING RESULTS: WY-TOPP

Math

Percent Proficient or Advanced

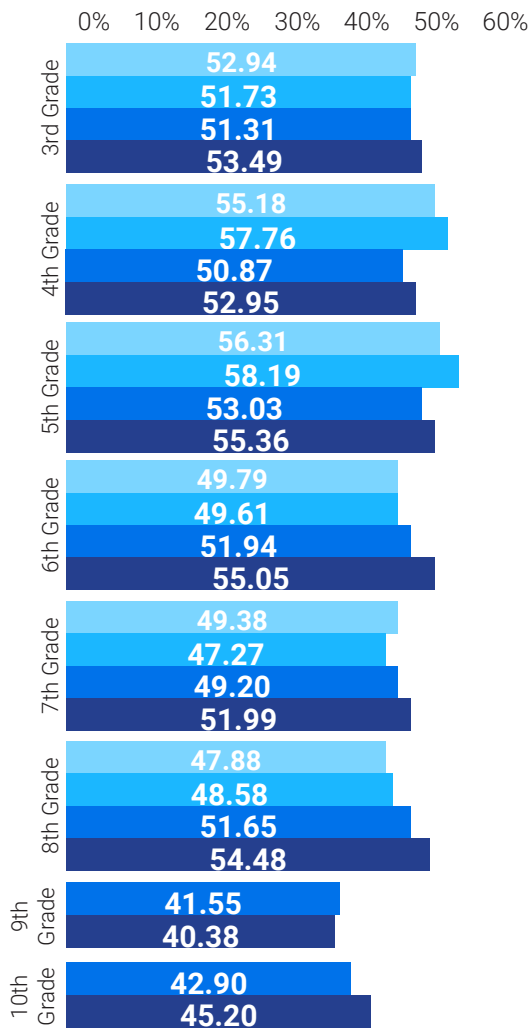
2015-16

2016-17

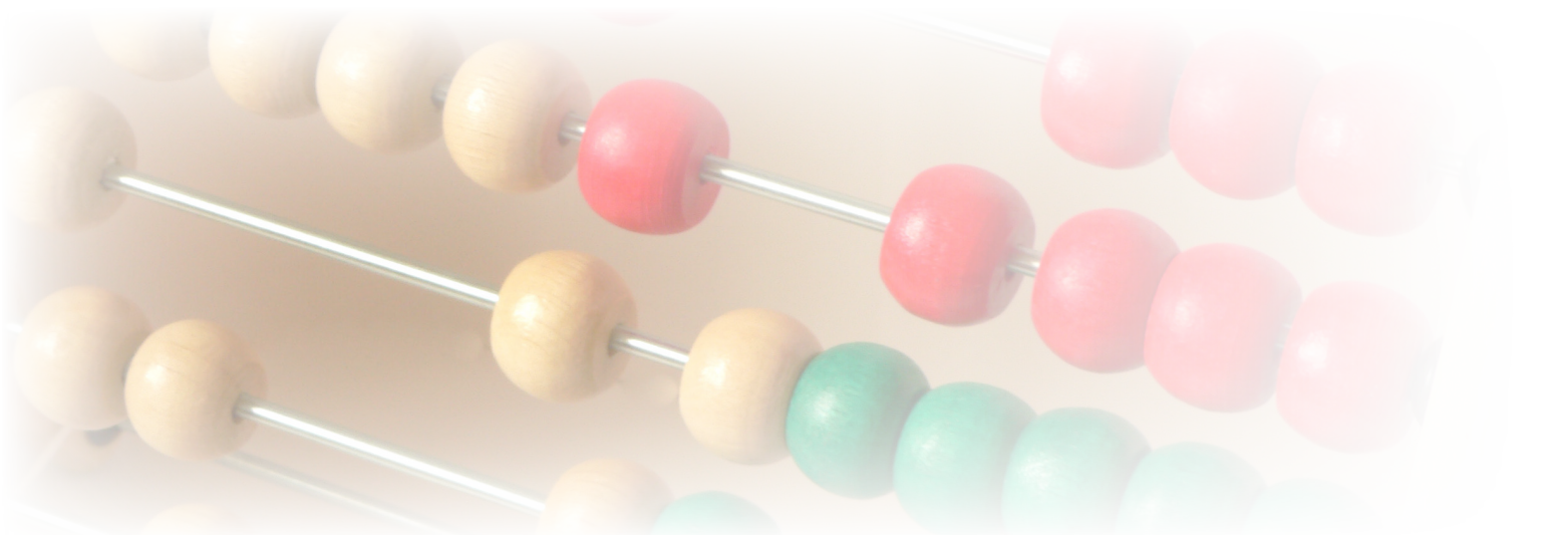
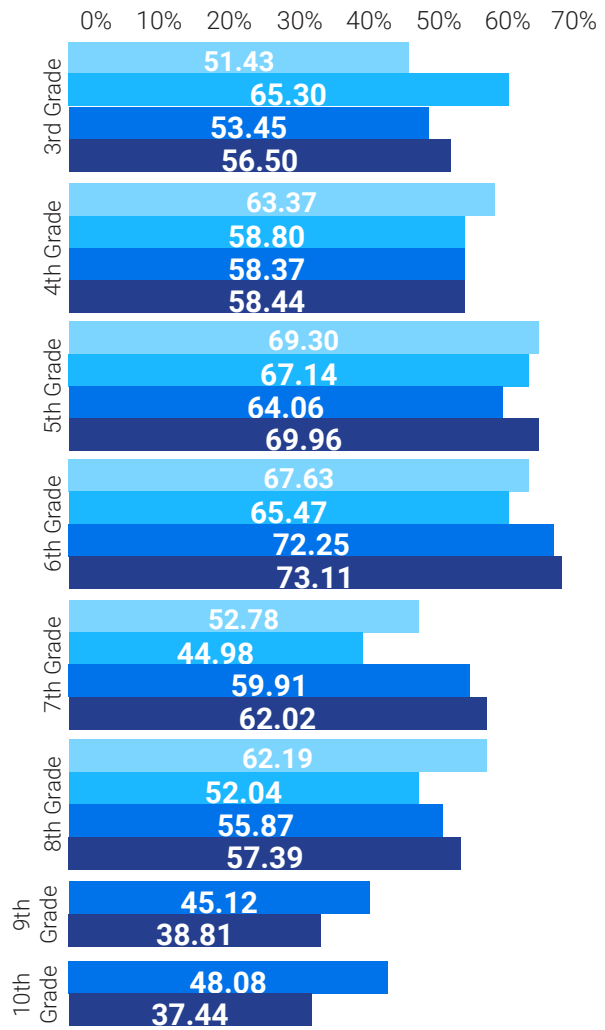
2017-18

2018-19

State



District



STATE & DISTRICT TESTING RESULTS: WY-TOPP

Results by School: Math
Percent Proficient or Advanced

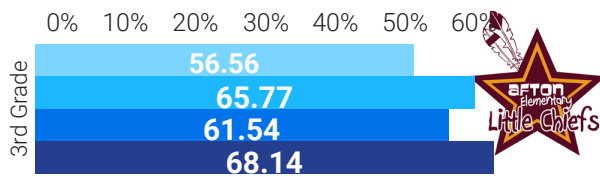
2015-16

2016-17

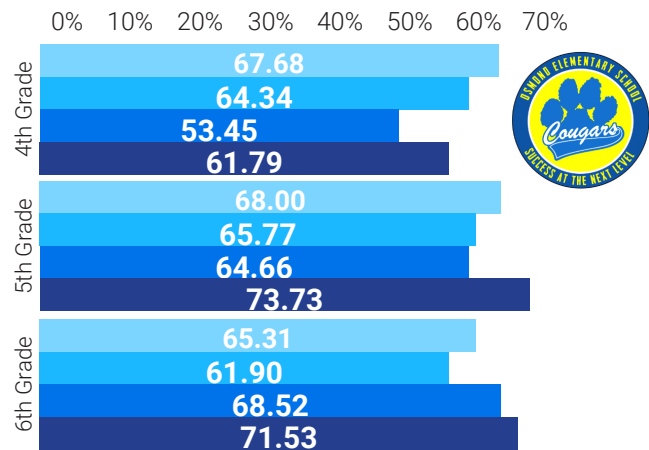
2017-18

2018-19

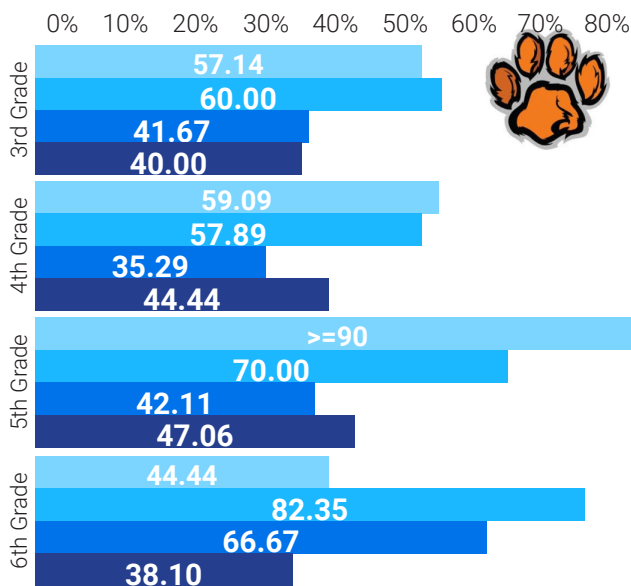
Afton Elementary



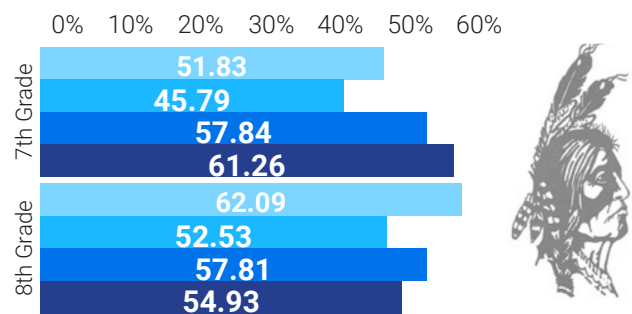
Osmond Elementary



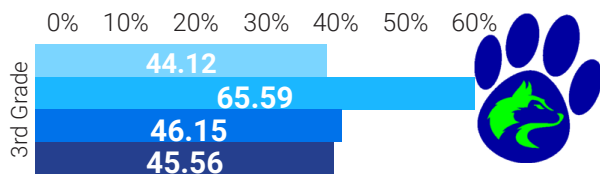
Cokeville Elementary



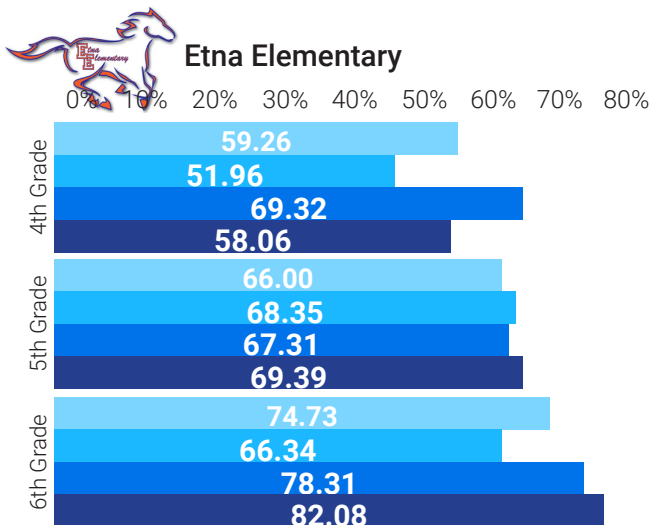
Star Valley Middle School



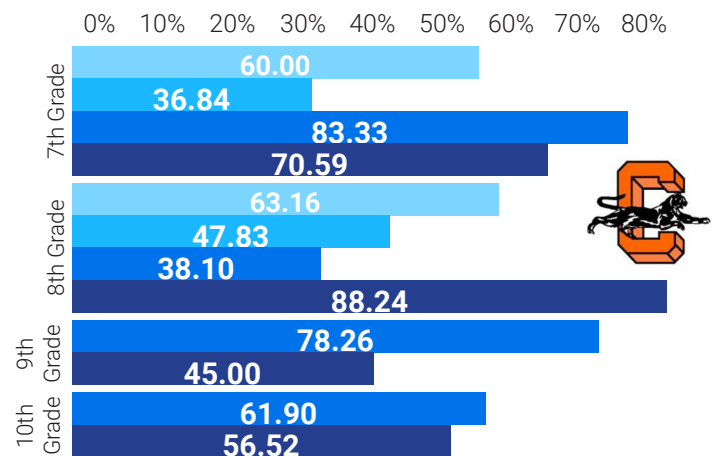
Thayne Elementary



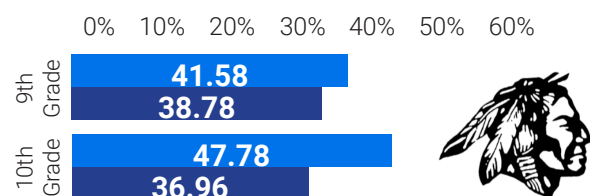
Etna Elementary



Cokeville Jr./High School



Star Valley High School



STATE & DISTRICT TESTING RESULTS: ACT

Students in Grade 11 took the ACT, and will continue to do so as the rest of state assessment moves to WY-TOPP.

SUBJECT	2015		2016		2017		2018	
	State	LCDS#2	State	LCSD#2	State	LCSD#2	State	LCSD#2
English	18.8	21.1	19.1	20.9	18.6	20.3	18.4	20.2
Math	19.5	20.6	19.7	20.6	19.5	20.1	19.3	20.6
Reading	20.0	22.2	20.5	21.7	20.2	21.4	20.0	21.5
Science	20.2	20.8	20.4	21.5	20.1	20.4	19.8	20.2
Composite	19.8	21.3	20	21.3	19.7	20.6	19.5	20.8

Results by School

SVHS	2015		2016		2017		2018	
	State	SVHS	State	SVHS	State	SVHS	State	SVHS
English	18.8	21.4	19.1	21.0	18.6	21.8	18.4	20.5
Math	19.5	21.1	19.7	20.5	19.5	21.2	19.3	20.7
Reading	20.0	22.1	20.5	21.9	20.2	22.1	20.0	21.6
Science	20.2	22.1	20.4	20.9	20.1	21.1	19.8	20.4
Composite	19.8	21.8	20	21.2	19.7	21.6	19.5	20.9

CHS	2015		2016		2017		2018	
	State	CHS	State	CHS	State	CHS	State	CHS
English	18.8	20.2	19.1	18.9	18.6	19.8	18.4	21.0
Math	19.5	19.7	19.7	19.7	19.5	21.6	19.3	21.3
Reading	20.0	21.0	20.5	22.1	20.2	21.6	20.0	23.0
Science	20.2	20.0	20.4	20.1	20.1	22.0	19.8	21.0
Composite	19.8	20.4	20	20.3	19.7	21.5	19.5	21.8



Due to the small number of students who took the ACT at Swift Creek High School, a cumulative score is unavailable.

LCSD#2 Indicators

	Accountability and academic indicators		School quality or student success indicators	
School	WAEA Target Level: Growth	ESSA Norm Category: Growth	WAEA Target Level: Equity	ESSA Norm Category: Equity
Afton Elementary	Meets Target	Above Average	Meets Target	Above Average
Cokeville Elementary	Meets Target	Average	Meets Target	Average
Thayne Elementary	Exceeds Target	Above Average	Exceeds Target	Above Average
Etna Elementary	Exceeds Target	Above Average	Exceeds Target	Above Average
Osmond Elementary	Meets Target	Above Average	Meets Target	Above Average
Star Valley Middle School	Below Target	Below Average	Meets Target	Above Average
Cokeville Jr. High/High School	Meets Target	Above Average	Meets Target	Above Average

	Post-Secondary Readiness	
School	WAEA Target Level	ESSA Norm Category
Cokeville Jr. High/High School	Below Target	Average
Star Valley High School	Below Target	Average
Swift Creek High School	N/A	Below Average

LCSD#2 Long-term/Interim goal progress - Elementary ELA

School	Student Group	15-Year Goal	At or Above Goal	Current Year Interim Target At or Above
Afton Elementary	All	59%	Yes	Yes
	Free/Reduced Lunch	55%	Yes	Yes
	IEP	37%	No	Yes
	White	62%	Yes	Yes
Cokeville Elementary	All	59%	Yes	Yes
	Free/Reduced Lunch	55%	Yes	No
	White	62%	Yes	Yes
Thayne Elementary	All	59%	Yes	Yes
	Free/Reduced Lunch	55%	Yes	Yes
	Hispanic	54%	Yes	Yes
	IEP	37%	No	No
	Two or More Races	62%	Yes	Yes
	White	62%	Yes	Yes
Etna Elementary	All	59%	Yes	Yes
	Free/Reduced Lunch	55%	Yes	Yes
	Hispanic	54%	Yes	Yes
	IEP	37%	No	No
	Two or More Races	62%	Yes	Yes
	White	62%	Yes	Yes
Osmond Elementary	All	59%	Yes	Yes
	Free/Reduced Lunch	55%	Yes	Yes
	IEP	37%	No	Yes
	White	62%	Yes	Yes

LCSD#2 Long-term/Interim goal progress - Elementary Math

School	Student Group	15-Year Goal	At or Above Goal	Current Year Interim Target At or Above
Afton Elementary	All	57%	Yes	Yes
	Free/Reduced Lunch	53%	Yes	Yes
	IEP	35%	Yes	Yes
	White	61%	Yes	Yes
Cokeville Elementary	All	57%	No	No
	Free/Reduced Lunch	53%	No	No
	White	61%	No	No
Thayne Elementary	All	57%	Yes	Yes
	Free/Reduced Lunch	53%	Yes	Yes
	Hispanic	53%	No	Yes
	IEP	35%	No	No
	Two or More Races	65%	Yes	Yes
	White	61%	Yes	Yes
Etna Elementary	All	57%	Yes	Yes
	Free/Reduced Lunch	53%	Yes	Yes
	Hispanic	53%	No	Yes
	IEP	35%	No	No
	Two or More Races	65%	Yes	Yes
	White	61%	Yes	Yes
Osmond Elementary	All	57%	Yes	Yes
	Free/Reduced Lunch	53%	Yes	Yes
	IEP	35%	Yes	Yes
	White	61%	Yes	Yes

LCSD#2 Long-term/Interim goal progress - Secondary

ELA	Student Group	15-Year Goal	At or Above Goal	Current Year Interim Target At or Above
Star Valley Middle School	All	59%	Yes	Yes
	Free/Reduced Lunch	55%	Yes	Yes
	Hispanic	54%	No	Yes
	IEP	37%	No	No
	White	62%	Yes	Yes
Cokeville Jr. High/ High School	All	53%	Yes	Yes
	Free/Reduced Lunch	48%	Yes	Yes
	White	55%	Yes	Yes
Star Valley High School	All	53%	Yes	Yes
	Free/Reduced Lunch	48%	Yes	Yes
	IEP	30%	Yes	Yes
	White	55%	Yes	Yes
Math	Student Group	15-Year Goal	At or Above Goal	Current Year Interim Target At or Above
Star Valley Middle School	All	57%	Yes	Yes
	Free/Reduced Lunch	53%	No	No
	Hispanic	53%	No	No
	IEP	35%	No	Yes
	White	61%	Yes	Yes
Cokeville Jr. High/ High School	All	47%	Yes	No
	Free/Reduced Lunch	41%	Yes	Yes
	White	51%	Yes	No
Star Valley High School	All	47%	No	No
	Free/Reduced Lunch	41%	No	No
	IEP	26%	No	No
	White	51%	No	No

LCSD#2 Long-term/Interim goal progress - Graduation Rate

School	Student Group	15-Year Goal	At or Above Goal	Current Year Interim Target At or Above
Cokeville Jr. High/ High School	All	88%	Yes	Yes
	Free/Reduced Lunch	88%	Yes	Yes
	White	90%	Yes	Yes
Star Valley High School	All	88%	Yes	Yes
	Free/Reduced Lunch	88%	Yes	No
	Hispanic	86%	Yes	Yes
	IEP	78%	No	No
	White	90%	Yes	Yes
Swift Creek High School	All	88%	No	No
	Free/Reduced Lunch	88%	No	No
	IEP	78%	No	No
	White	90%	No	No





POINTS OF PRIDE-2019-2020 School Year

- We have 13 Nationally Board Certified Teachers.
- Our teams at SVHS won 4 state championships: football, dance hip-hop, dance jazz, and wrestling. Band received a superior rating. We had All-State students in the following areas: football-13, music (band, orchestra, choir)-36, golf-3, cross-country-7, drama-7, journalism-1, wrestling-7, basketball-2.
- WHSAA Scholastic Achievement Award has two categories: Distinguished(D) (3.0-3.49 GPA), and Outstanding(O) (3.5-4.0 GPA). Any team can earn this award based on the average of the cumulative GPA for all team members. Here are the following SVHS teams that received the award: band-D (3.29), cross country-O (3.69), dance-D (3.46), football-D (3.3), golf-D (3.05), journalism-O (3.53), and volleyball-O (3.57).
- Our teams at CHS won 2 state championships: volleyball & cheer stunt. One student was picked as an All-State Choir member.
- SVHS had an outstanding musical performance of The Little Mermaid via SVI Broadcast.
- CHS prepared Oklahoma, but was unable to perform it due to COVID.
- 130 of SVHS graduates in 2019 earned \$155,400; 11 of CHS graduates in 2019 earned \$132,720 in Hathaway Scholarships.



Dollars Spent Per Student

2019-2020

