

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.



Matt Erickson
Superintendent

Jason Horsley
Assistant Superintendent

Nate Wescott
Director Special Education

Kory Hokanson
Director of Instruction

JC Inskeep
Business Manager

To view the State Report Card, please visit [wyomingmeasuresup.com](https://www.wyomingmeasuresup.com)

EVERY STUDENT SUCCEEDS ACT

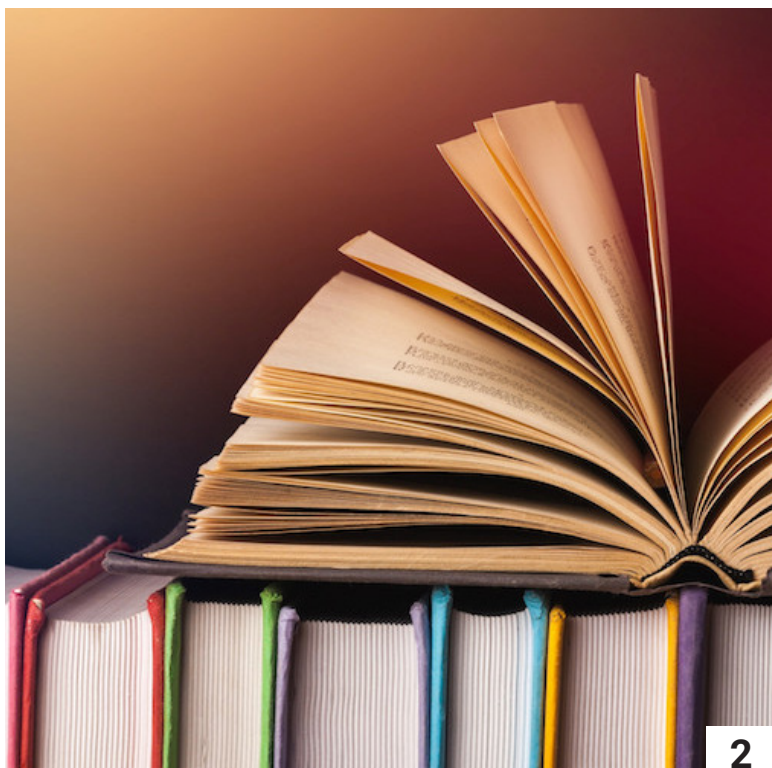
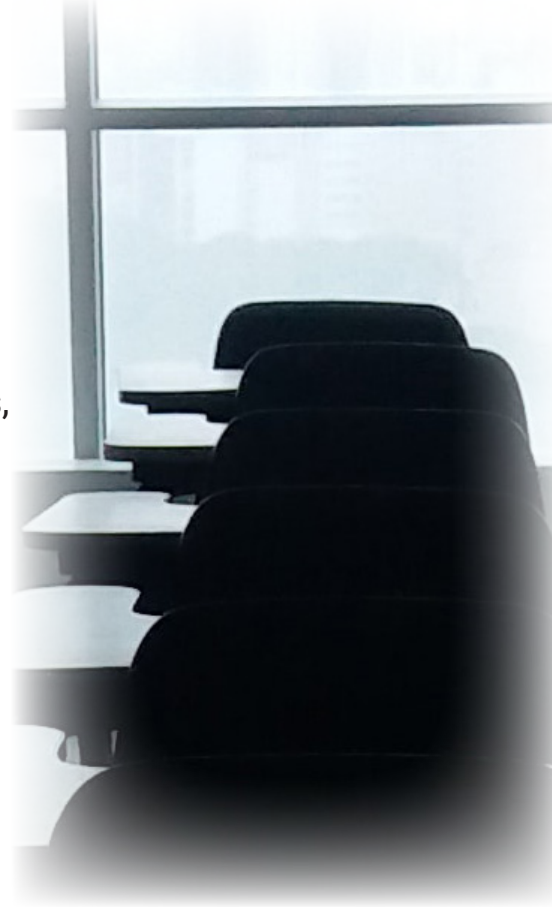
85.7%
GRADUATION RATE
Class of 24-25
85.66 % for Class of 23-24

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
- Measurement of 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 59% proficient for elementary and 53% for high school. Math goals are 57% proficient for elementary and 47% for high school.
(WDE: Accountability FAQ-page 1)



2024-2025

2,924

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 Jason Horsley at jhorsley@lcsd2.org
- Para solicitar información sobre este boletín de calificaciones en español, envíe un correo electrónico a Jason Horsley a jhorsley@lcsd2.org
- Pour demander des informations sur ce bulletin en français, veuillez envoyer un courriel à Jason Horsley à jhorsley@lcsd2.org

Teacher Qualification at Low Income vs Non-Low Income Schools

Inexperienced teacher: Any teacher with less than three years teaching experience in total.

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 | 2924 | 212.28 | 30.73 | 14.48 | 1.73 | 0.82 | 0 | 0 |
| Non-Low Income Schools: <75% | 2 | 1195 | 74.96 | 6.25 | 8.34 | 0 | 0 | 0 | 0 |
| Mid Non-Low Income Schools: 50.1-75% | 6 | 1657 | 130.32 | 21.48 | 16.48 | .73 | 0.56 | 0 | 0 |
| Mid Low Income Schools: 25.1-50% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Low Income Schools: >25% | 1 | 72 | 7 | 3 | 42.86 | 1 | 14.29 | 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.

Wyoming cut scores were set according to the following: 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 is 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.
 - This year Wyoming students will be assessed on the new science standards
- Teachers will have the option to access free interim and modular tests for grades K-10
- To see a sample test, go to wyoassessment.org/students.html
- 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% | 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 | 3% | 0 to 9 | 3% | | |
| 8 | 0 to 9 | 0-1% | 0 to 9 | 0-1% | 0 to 9 | 0-1% |
| 9 | 0 to 9 | 0-1% | 0 to 9 | 0-1% | | |
| 10 | 0 to 9 | 0-1% | 0 to 9 | 0-1% | 0 to 9 | 0-1% |

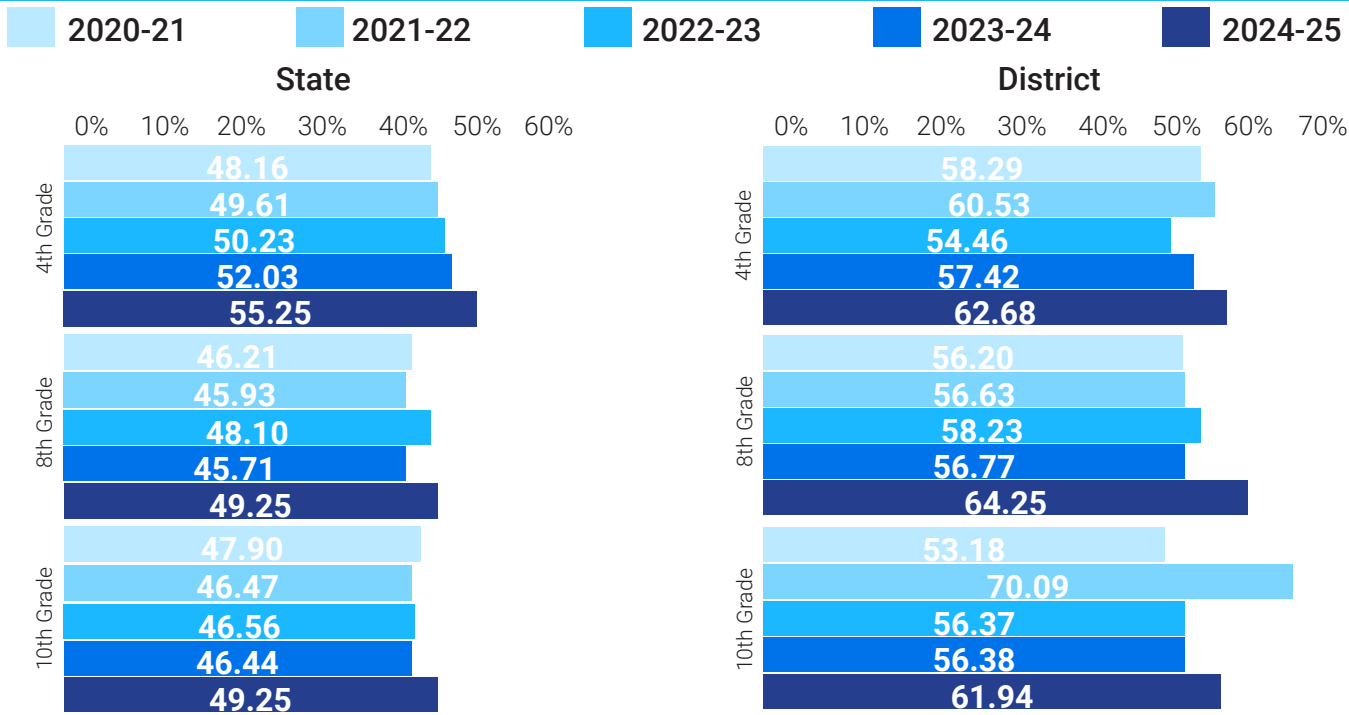
ENGLISH LEARNERS
ENROLLED DURING
TESTING
51 to 60

PERCENT
ENGLISH
PROFICIENT
0-5%

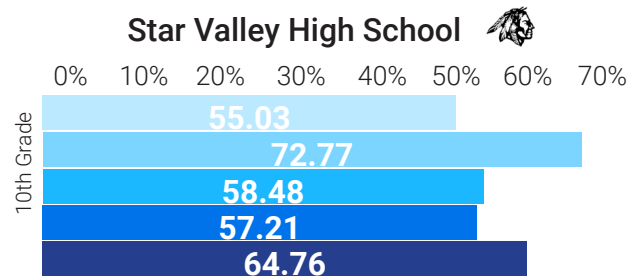
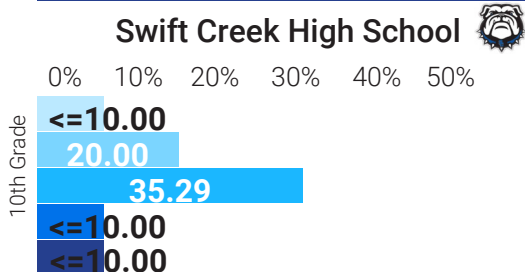
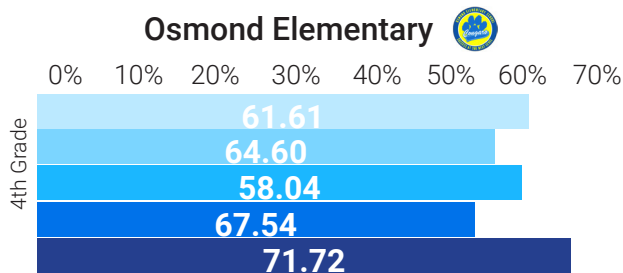
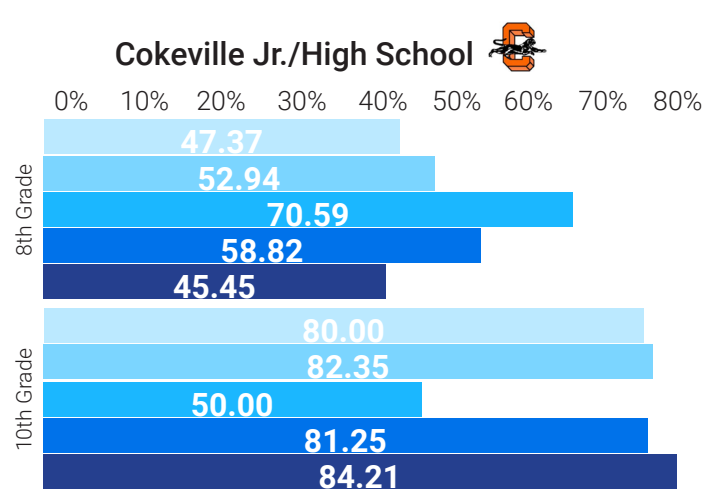
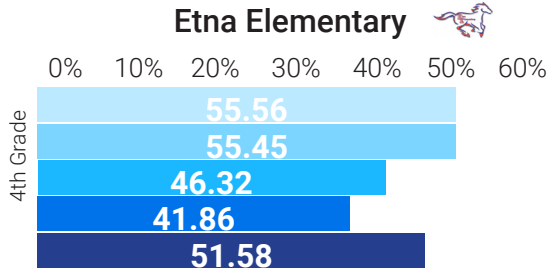
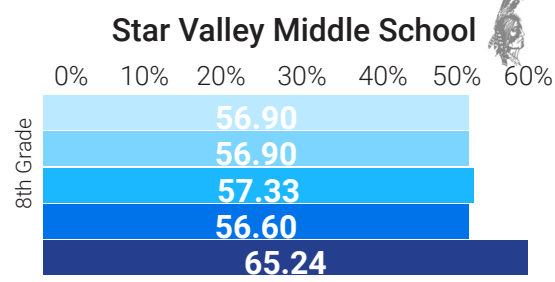
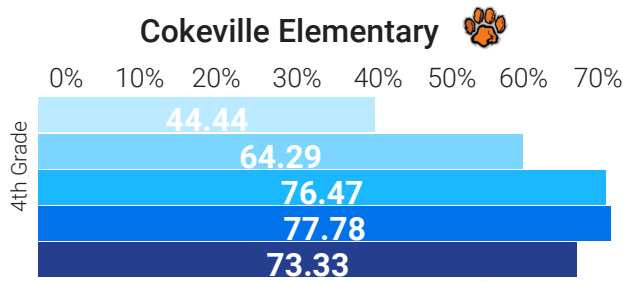
PERCENT
MAKING PROGRESS
20-25%

STATE & DISTRICT TESTING RESULTS: WY-TOPP

Science - Percent Proficient or Advanced



Results by School



STATE & DISTRICT TESTING RESULTS: WY-TOPP

Reading (ELA)

Percent Proficient or Advanced

2020-21

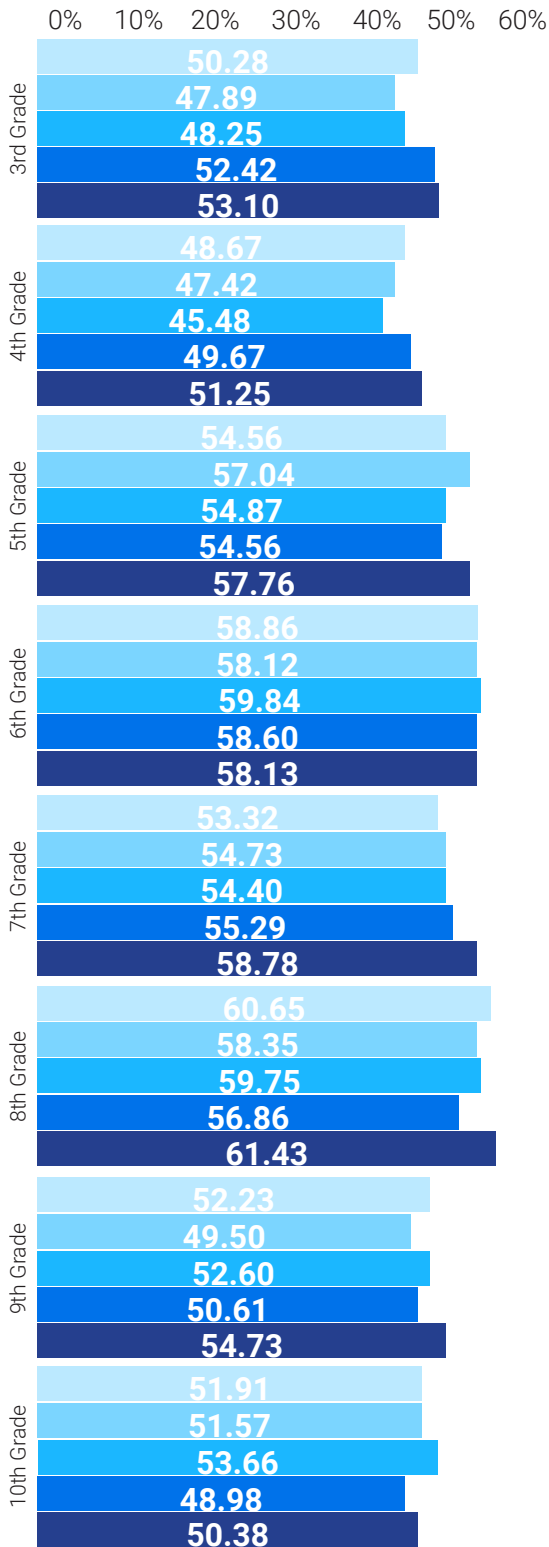
2021-22

2022-23

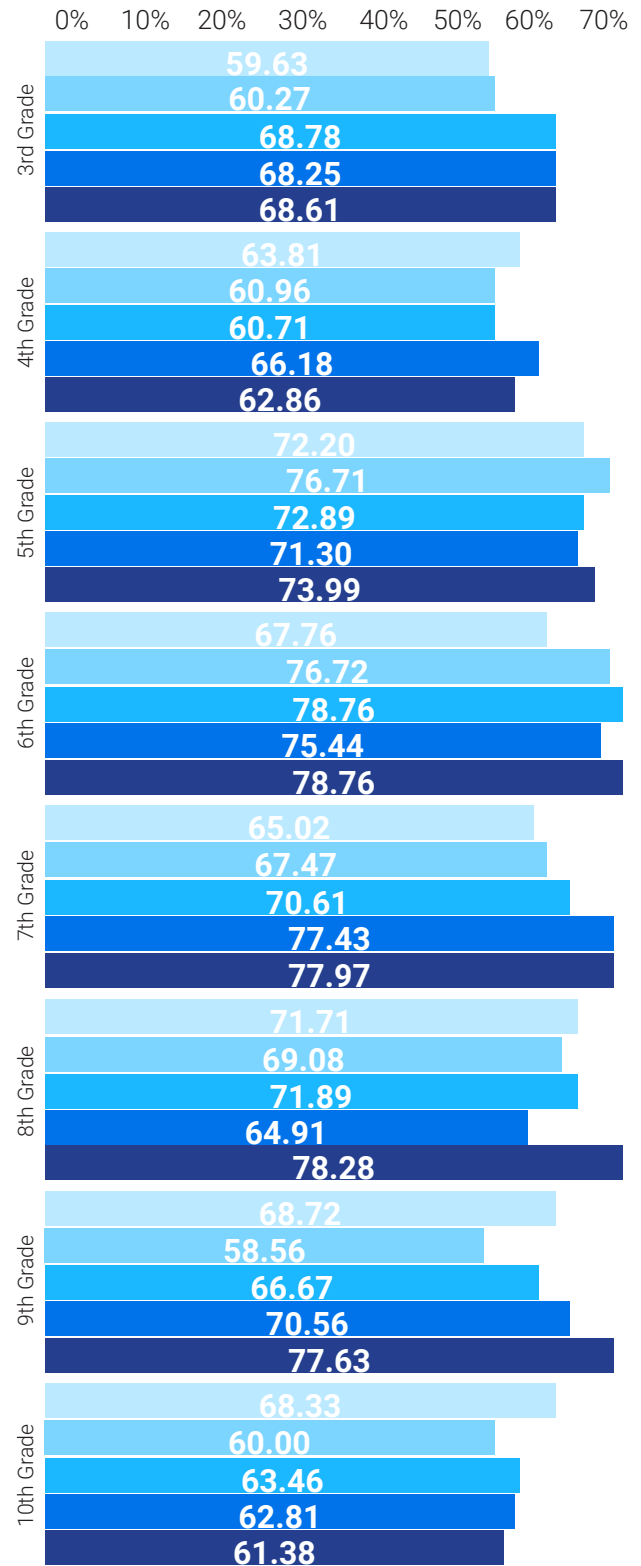
2023-24

2024-25

State



District



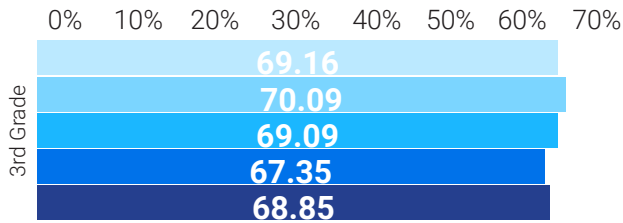
STATE & DISTRICT TESTING RESULTS: WY-TOPP

Results by School: Reading/ELA (Elementary)

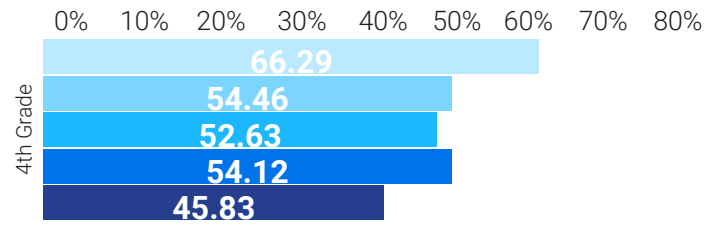
Percent Proficient or Advanced

2020-21 2021-22 2022-23 2023-24 2024-25

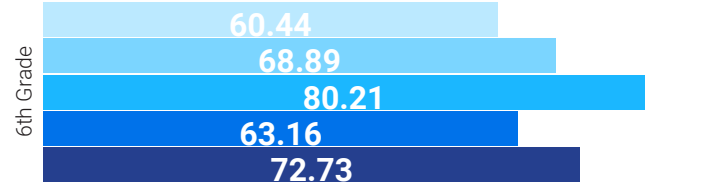
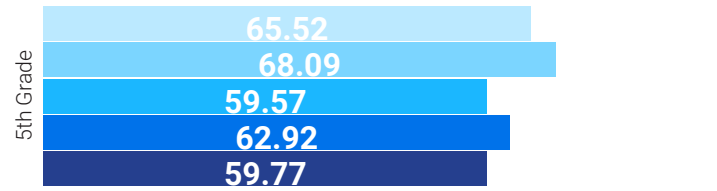
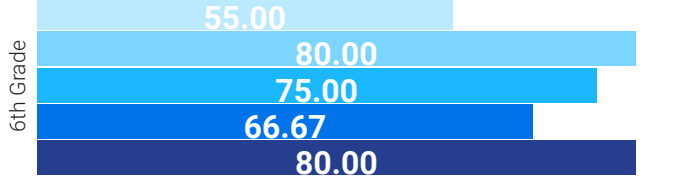
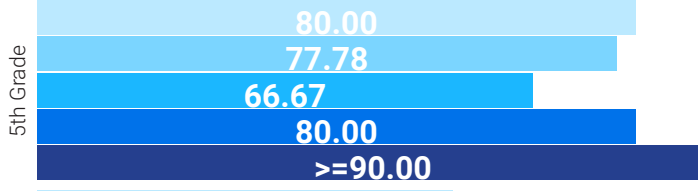
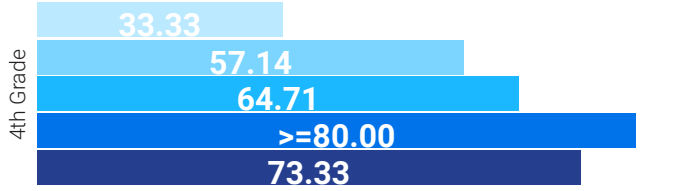
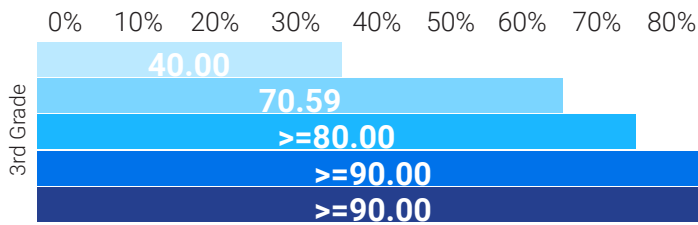
Afton Elementary



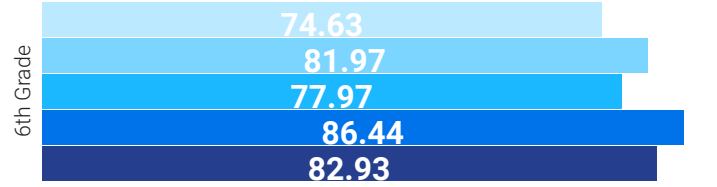
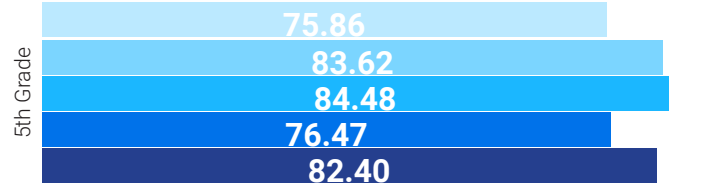
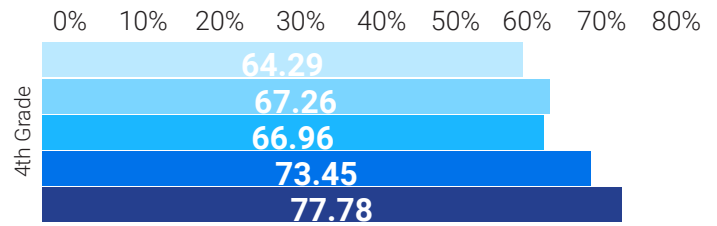
Etna Elementary



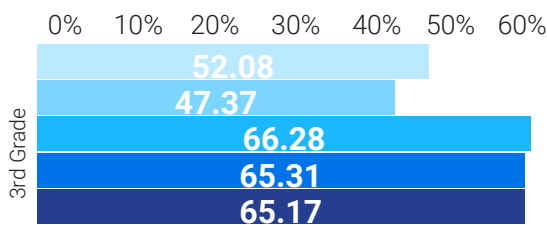
Cokeville Elementary



Osmond Elementary



Thayne Elementary



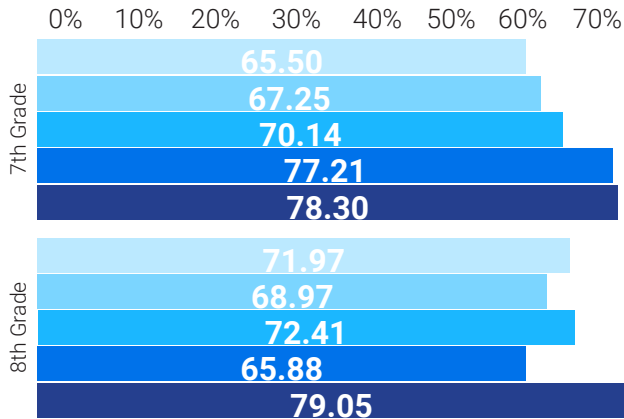
STATE & DISTRICT TESTING RESULTS: WY-TOPP

Results by School: Reading/ELA (Secondary)

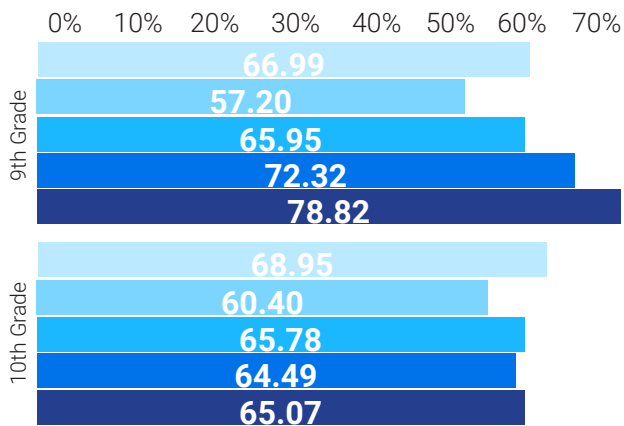
Percent Proficient or Advanced

2020-21 2021-22 2022-23 2023-24 2024-25

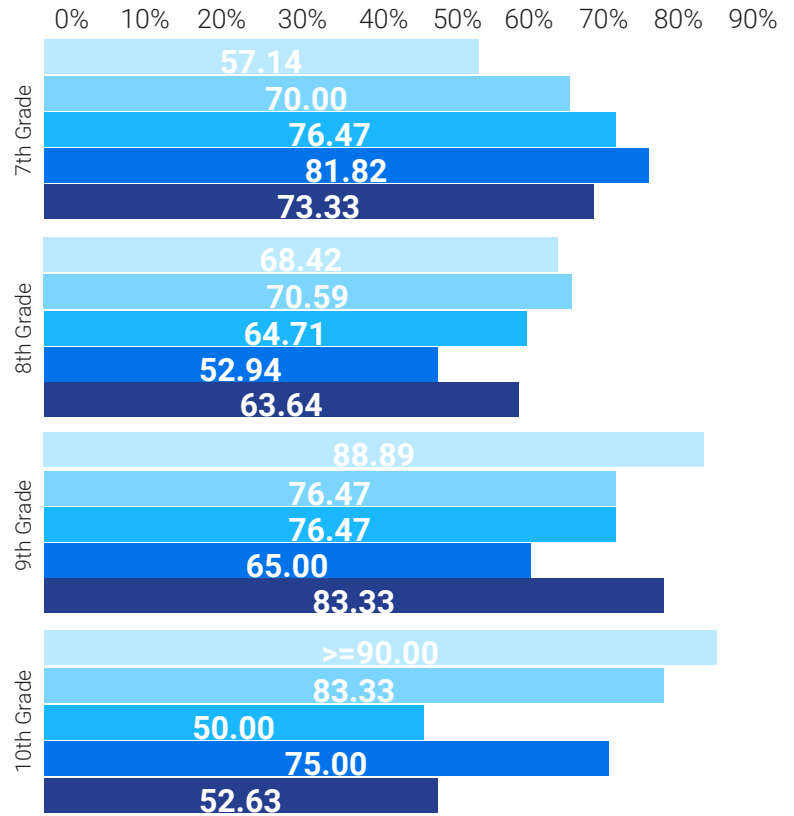
Star Valley Middle School



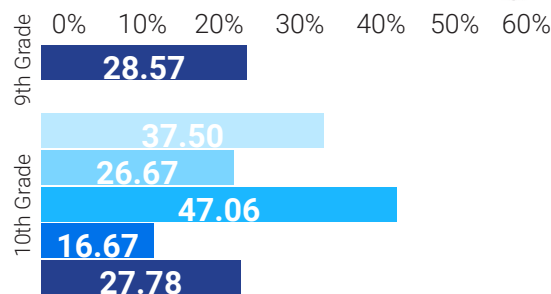
Star Valley High School



Cokeville Jr./High School



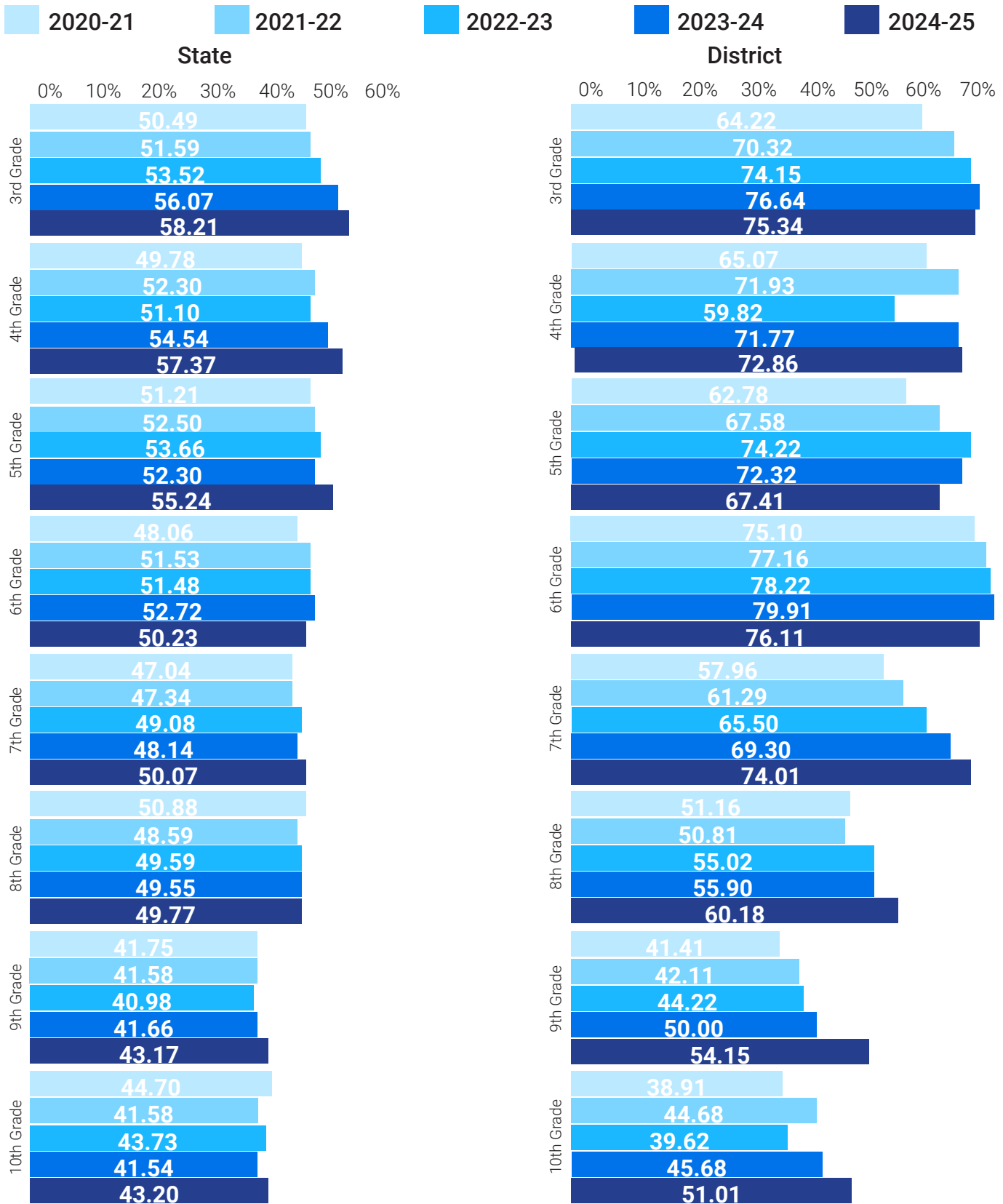
Swift Creek High School



STATE & DISTRICT TESTING RESULTS: WY-TOPP

Math

Percent Proficient or Advanced



STATE & DISTRICT TESTING RESULTS: WY-TOPP

Results by School: Math (Elementary)

Percent Proficient or Advanced

2020-21

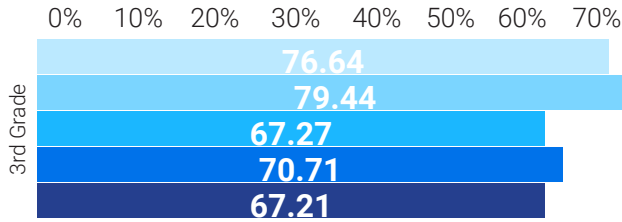
2021-22

2022-23

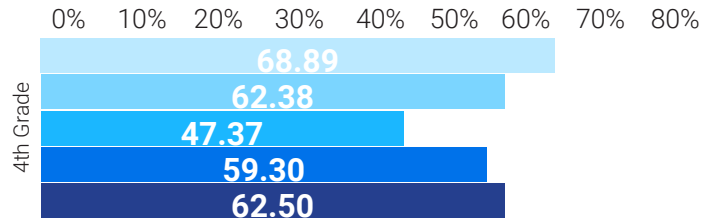
2023-24

2024-25

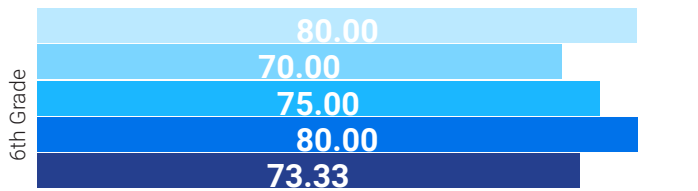
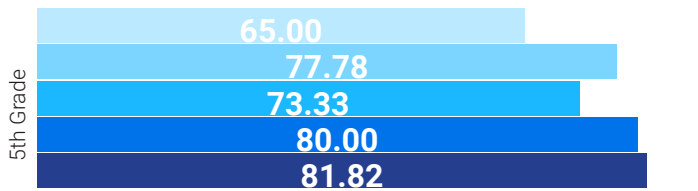
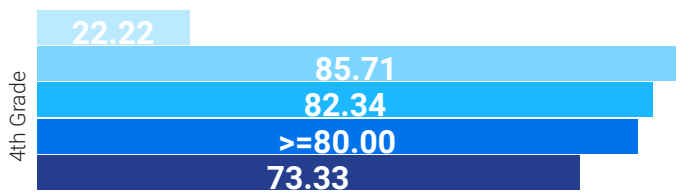
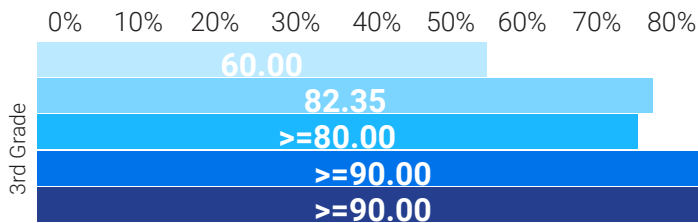
Afton Elementary



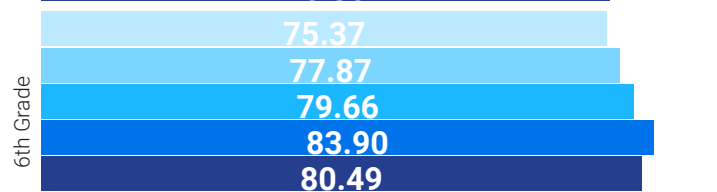
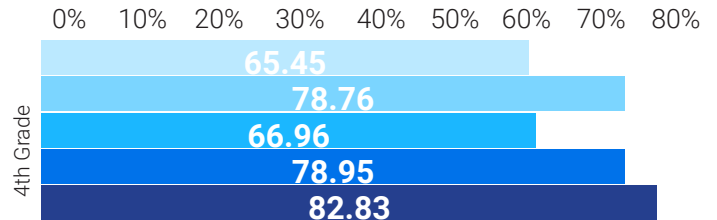
Etna Elementary



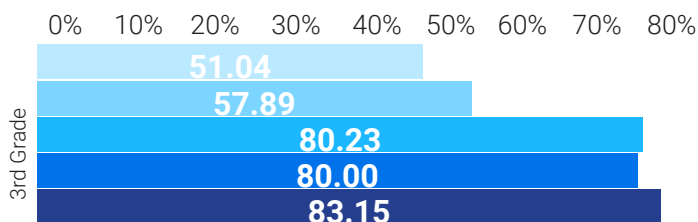
Cokeville Elementary



Osmond Elementary



Thayne Elementary

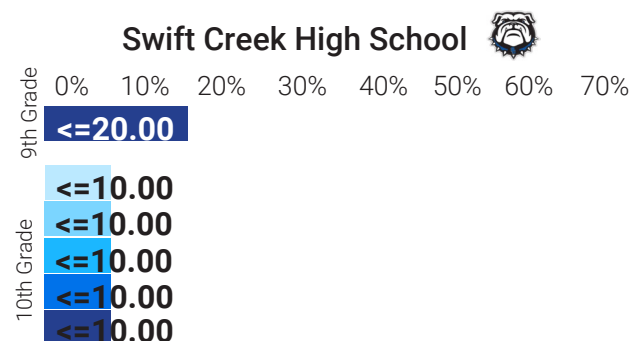
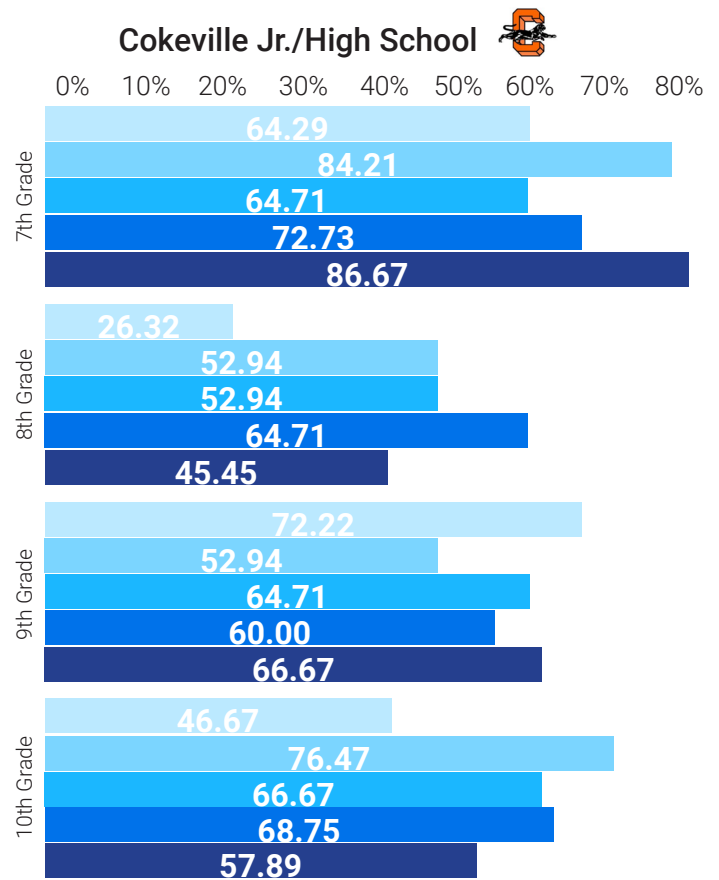
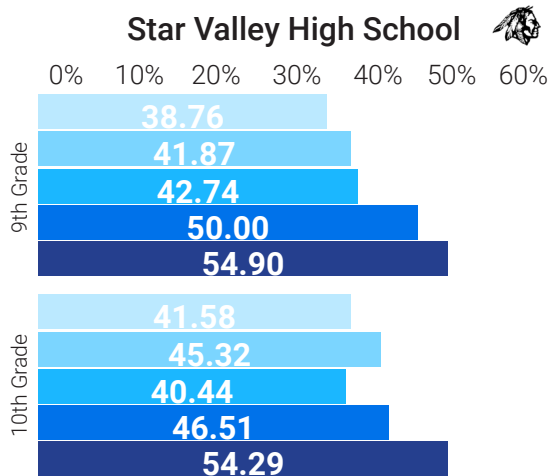
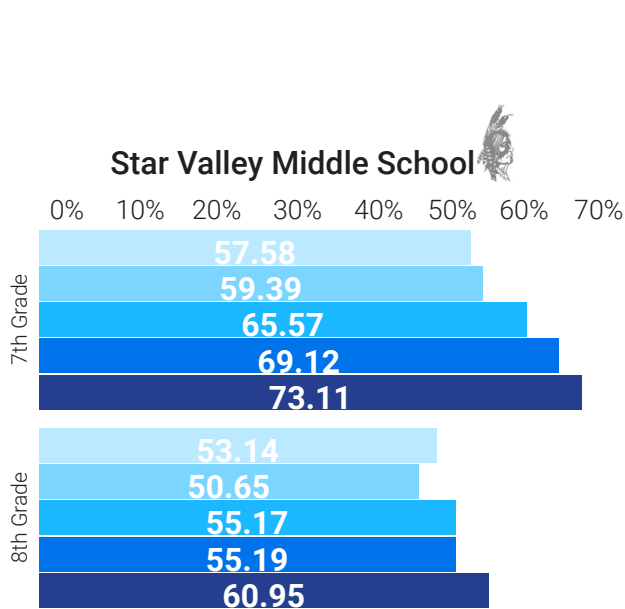


STATE & DISTRICT TESTING RESULTS: WY-TOPP

Results by School: Math (Secondary)

Percent Proficient or Advanced

2020-21 2021-22 2022-23 2023-24 2024-25



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 | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | |
|-----------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| | State | LCSD#2 | State | LCSD#2 | State | LCSD#2 | State | LCSD#2 | State | LCSD#2 |
| English | 17.8 | 19.6 | 17.4 | 20.2 | 17.7 | 19.8 | 17.8 | 18.6 | 17.6 | 18.5 |
| Math | 18.8 | 19.8 | 18.4 | 19.5 | 18.6 | 19.6 | 18.6 | 18.7 | 18.5 | 18.9 |
| Reading | 19.8 | 21.0 | 19.1 | 21.0 | 19.5 | 21.0 | 19.6 | 20.6 | 19.2 | 19.9 |
| Science | 19.3 | 19.8 | 19.1 | 20.6 | 19.1 | 20.4 | 19.2 | 19.2 | 19.0 | 19.5 |
| Composite | 19.0 | 20.2 | 18.6 | 20.5 | 18.8 | 20.4 | 18.9 | 19.4 | 18.7 | 19.3 |

Results by School

| SVHS | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | |
|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | State | SVHS | State | SVHS | State | SVHS | State | SVHS | State | SVHS |
| English | 17.8 | 20.5 | 17.4 | 21.0 | 17.7 | 20.0 | 17.8 | 19.3 | 17.6 | 19.0 |
| Math | 18.8 | 20.4 | 18.4 | 20.0 | 18.6 | 19.8 | 18.6 | 19.1 | 18.5 | 19.3 |
| Reading | 19.8 | 21.8 | 19.1 | 21.6 | 19.5 | 21.3 | 19.6 | 21.2 | 19.2 | 20.4 |
| Science | 19.3 | 20.4 | 19.1 | 21.1 | 19.1 | 20.5 | 19.2 | 19.9 | 19.0 | 19.9 |
| Composite | 19.0 | 20.9 | 18.6 | 21.1 | 18.8 | 20.6 | 18.9 | 20.0 | 18.7 | 19.8 |

| CHS | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | |
|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | State | CHS | State | CHS | State | CHS | State | CHS | State | CHS |
| English | 17.8 | 15.3 | 17.4 | 20.7 | 17.7 | 22.0 | 17.8 | 18.1 | 17.6 | 18.1 |
| Math | 18.8 | 17.7 | 18.4 | 19.9 | 18.6 | 20.4 | 18.6 | 18.7 | 18.5 | 18.6 |
| Reading | 19.8 | 15.7 | 19.1 | 19.5 | 19.5 | 22.8 | 19.6 | 18.9 | 19.2 | 20.4 |
| Science | 19.3 | 17.8 | 19.1 | 20.8 | 19.1 | 21.5 | 19.2 | 17.6 | 19.0 | 18.9 |
| Composite | 19.0 | 16.8 | 18.6 | 20.3 | 18.8 | 21.8 | 18.9 | 18.6 | 18.7 | 19.2 |

| SCHS | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | |
|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | State | SCHS | State | SCHS | State | SCHS | State | SCHS | State | SCHS |
| English | 17.8 | 13.5 | 17.4 | 13.6 | 17.7 | 13.4 | 17.8 | 13.4 | 17.6 | 11.8 |
| Math | 18.8 | 15.1 | 18.4 | 15.2 | 18.6 | 15.5 | 18.6 | 14.6 | 18.5 | 14.5 |
| Reading | 19.8 | 17.0 | 19.1 | 16.3 | 19.5 | 13.8 | 19.6 | 16.3 | 19.2 | 13.8 |
| Science | 19.3 | 14.6 | 19.1 | 15.7 | 19.1 | 16.8 | 19.2 | 14.5 | 19.0 | 14.9 |
| Composite | 19.0 | 15.1 | 18.6 | 15.4 | 18.8 | 15.0 | 18.9 | 14.8 | 18.7 | 13.9 |

LCSD#2 Performance Level

Schools in Wyoming may fall within one of four performance levels for overall school performance based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and English Learner Progress (ELP).

| School | WAEA School Performance Rating |
|--------------------------------|----------------------------------|
| Afton Elementary | Exceeding Expectations |
| Cokeville Elementary | Meeting Expectations |
| Thayne Elementary | Meeting Expectations |
| Etna Elementary | Meeting Expectations |
| Osmond Elementary | Exceeding Expectations |
| Star Valley Middle School | Meeting Expectations |
| Cokeville Jr. High/High School | Meeting Expectations |
| Star Valley High School | Meeting Expectations |
| Swift Creek High School | Meeting Alternative Expectations |

LCSD#2 Elementary & Middle School Indicators

| School | WAEA Target Level: Growth | ESSA Norm Category: Growth | WAEA Target Level: Equity | ESSA Norm Category: Equity | WAEA Target Level: Achievement | ESSA Norm Category: Achievement | WAEA Target Level: ELP | ESSA Norm Category: ELP |
|---------------------------|---------------------------|----------------------------|---------------------------|----------------------------|--------------------------------|---------------------------------|------------------------|-------------------------|
| Afton Elementary | Meets Target | Above Average | Exceeds Target | Above Average | Exceeds Target | Above Average | N/A | N/A |
| Cokeville Elementary | Below Target | Below Average | N/A | N/A | Exceeds Target | Above Average | N/A | N/A |
| Thayne Elementary | Meets Target | Average | Below Target | Below Average | Meets Target | Above Average | Meets Target | Average |
| Etna Elementary | Meets Target | Average | Below Target | Below Average | Meets Target | Above Average | Meets Target | Average |
| Osmond Elementary | Meets Target | Above Average | Exceeds Target | Above Average | Exceeds Target | Above Average | N/A | N/A |
| Star Valley Middle School | Below Target | Average | Meets Target | Average | Exceeds Target | Above Average | N/A | N/A |
| Cokeville Jr. High School | Below Target | Average | N/A | N/A | Meets Target | Above Average | N/A | N/A |

| Description | |
|-------------|---|
| Growth | 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 | 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 test in the consolidated subgroup and 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 | WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science. |
| | ESSA: The percent proficient or above on the state test in English language arts and mathematics. |
| ELP | The percent of English learners who met their annual goal for English language proficiency. |

LCSD#2 High School Indicators

| | Cokeville High School | | Star Valley High School | |
|------------------------------|-----------------------|--------------------|-------------------------|--------------------|
| | WAEA Target Level | ESSA Norm Category | WAEA Target Level | ESSA Norm Category |
| Growth | Meets Target | Average | Meets Target | Above Average |
| Equity | Exceeds Target | N/A | Exceeds Target | N/A |
| Achievement | Exceeds Target | Above Average | Exceeds Target | Above Average |
| ELP | N/A | N/A | Meets Target | Average |
| Extended Graduation | N/A | N/A | N/A | N/A |
| Four-Year On-Time Graduation | Exceeds Target | Above Average | Meets Target | Average |
| Post-Secondary Readiness | Exceeds Target | Above Average | Below Target | Average |
| Grade Nine Credits | Exceeds Target | N/A | Meets Target | N/A |

| Description | |
|------------------------------|---|
| Growth | 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 | 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 test in the consolidated subgroup and 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 | WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science. |
| | ESSA: The percent proficient or above on the state test in English language arts and mathematics. |
| ELP | The percent of English learners who met their annual goal for English language proficiency. |
| Extended Graduation | WAEA: Prior year extended graduation rate including the four year, on-time cohort plus all five, six, and seven year graduates. This is a lagged indicator. |
| Four-Year On-Time Graduation | ESSA: The prior year four year, on-time graduation rate. This is a lagged indicator. |
| Post-Secondary Readiness | The percent of all prior year graduates demonstrating college or career readiness. This is a lagged indicator. |
| Grade Nine Credits | WAEA Only: The percent of all prior year first year grade nine students who earned one fourth of the credits needed to graduate. This is a lagged indicator. |

LCSD#2 Alternative High School Indicators

| | Swift Creek High School | | |
|--|-------------------------|--------------------|--|
| | WAEA Target Level | ESSA Norm Category | Description |
| Growth | Exceeds Target | Above Average | WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eleven as measured from prior year WY-TOPP to current year WY-TOPP and ACT (grade eleven only). |
| | | | ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten. |
| Achievement | Meets Target | Below Average | WAEA: The Average Achievement Index Score on the WY-TOPP in grades 9 and 10. Index scores for students are Advanced = 150 points, Proficient = 100 points, Basic = 50 points, and Below Basic = 0 points. |
| | | | ESSA: The percent proficient or above on the state test in ELA and mathematics. |
| ELP | N/A | N/A | The percent of English learners who met their annual goal for English language proficiency. |
| High School Credential | N/A | N/A | WAEA: Prior year extended graduation rate including the four-year, on-time cohort plus all graduates from earlier cohorts. Non-completers with a high school equivalency credential from the four-year, on-time cohort are included in the numerator for rate calculation. This is a lagged indicator. |
| Four-Year On-Time Graduation | Below Target | Below Average | ESSA: The prior year four year, on-time graduation rate. Target "Met" if at or above 67%. This is a lagged indicator. |
| College and Career Readiness | N/A | N/A | WAEA: An index awarding points for various levels of post-secondary preparation for college and career. This is a lagged indicator. |
| Post-Secondary Readiness | Below Target | Below Average | ESSA: The percent of all prior year graduates demonstrating college or career readiness. This is a lagged indicator. |
| Grade Nine, Ten, and Eleven Credits Earned | Below Target | N/A | WAEA Only: The percent of all prior year first year grade nine, ten, and eleven students who earned one fourth of the credits needed to graduate. This is a lagged indicator. |
| School Climate | Meets Target | N/A | WAEA Only: School performance on the alternative school student climate survey. A combined participate rate of below 85% yields a Below Target designation. |
| Engagement | Yes | N/A | WAEA Only: Principal certification that school has a functioning student success plan process at the school. |

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 |
| | EL | 43% | Yes | Yes |
| | Free/Reduced Lunch | 55% | Yes | Yes |
| | Hispanic | 54% | Yes | Yes |
| | IEP | 37% | Yes | Yes |
| | Two or More Races | 62% | No | No |
| | White | 62% | Yes | Yes |
| Cokeville Elementary | All | 59% | Yes | Yes |
| | Free/Reduced Lunch | 55% | Yes | Yes |
| | White | 62% | Yes | Yes |
| Thayne Elementary | All | 59% | Yes | Yes |
| | EL | 43% | No | No |
| | Free/Reduced Lunch | 55% | Yes | Yes |
| | Hispanic | 54% | No | No |
| | IEP | 37% | No | No |
| | Two or More Races | 62% | No | No |
| | White | 62% | Yes | Yes |
| Etna Elementary | All | 59% | Yes | Yes |
| | EL | 43% | No | No |
| | Free/Reduced Lunch | 55% | Yes | Yes |
| | Hispanic | 54% | No | No |
| | IEP | 37% | No | No |
| | Two or More Races | 62% | No | No |
| | White | 62% | Yes | Yes |
| Osmond Elementary | All | 59% | Yes | Yes |
| | EL | 43% | Yes | Yes |
| | Free/Reduced Lunch | 55% | Yes | Yes |
| | Hispanic | 54% | Yes | Yes |
| | IEP | 37% | Yes | Yes |
| | Two or More Races | 62% | No | No |
| | 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 |
| | EL | 43% | Yes | Yes |
| | Free/Reduced Lunch | 53% | Yes | Yes |
| | Hispanic | 53% | Yes | Yes |
| | IEP | 35% | Yes | Yes |
| | Two or More Races | 65% | No | Yes |
| | White | 61% | Yes | Yes |
| Cokeville Elementary | All | 57% | Yes | Yes |
| | Free/Reduced Lunch | 53% | Yes | Yes |
| | White | 61% | Yes | Yes |
| Thayne Elementary | All | 57% | Yes | Yes |
| | EL | 43% | No | No |
| | Free/Reduced Lunch | 53% | Yes | Yes |
| | Hispanic | 53% | No | No |
| | IEP | 35% | No | No |
| | Two or More Races | 65% | Yes | Yes |
| | White | 61% | Yes | Yes |
| Etna Elementary | All | 57% | Yes | Yes |
| | EL | 43% | No | No |
| | Free/Reduced Lunch | 53% | Yes | Yes |
| | Hispanic | 53% | No | No |
| | IEP | 35% | No | No |
| | Two or More Races | 65% | Yes | Yes |
| | White | 61% | Yes | Yes |
| Osmond Elementary | All | 57% | Yes | Yes |
| | EL | 43% | Yes | Yes |
| | Free/Reduced Lunch | 53% | Yes | Yes |
| | Hispanic | 53% | Yes | Yes |
| | IEP | 35% | Yes | Yes |
| | Two or More Races | 65% | No | 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 |
| | EL | 43% | Yes | Yes |
| | Free/Reduced Lunch | 55% | Yes | Yes |
| | Hispanic | 54% | Yes | Yes |
| | IEP | 37% | Yes | Yes |
| | Two or More Races | 62% | Yes | Yes |
| | White | 62% | Yes | Yes |
| Cokeville Jr. High School | All | 59% | Yes | Yes |
| | Free/Reduced Lunch | 55% | Yes | Yes |
| | White | 62% | Yes | Yes |
| Cokeville High School | All | 53% | Yes | Yes |
| | Free/Reduced Lunch | 48% | Yes | Yes |
| | White | 55% | Yes | Yes |
| Star Valley High School | All | 53% | Yes | Yes |
| | EL | 16% | No | No |
| | Free/Reduced Lunch | 48% | Yes | Yes |
| | Hispanic | 45% | Yes | Yes |
| | IEP | 20% | Yes | Yes |
| | Two or More Races | 51% | Yes | Yes |
| | White | 55% | Yes | Yes |
| Swift Creek High School | All | 53% | No | Yes |
| | Free/Reduced Lunch | 48% | No | No |
| | IEP | 20% | Yes | Yes |
| | White | 55% | No | No |

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

| 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 |
| | EL | 43% | No | No |
| | Free/Reduced Lunch | 53% | Yes | Yes |
| | Hispanic | 53% | Yes | Yes |
| | IEP | 35% | No | No |
| | Two or More Races | 65% | Yes | Yes |
| | White | 61% | Yes | Yes |
| Cokeville Jr. High School | All | 57% | Yes | Yes |
| | Free/Reduced Lunch | 53% | Yes | Yes |
| | White | 61% | Yes | Yes |
| Cokeville High School | All | 47% | Yes | Yes |
| | Free/Reduced Lunch | 41% | No | No |
| | White | 51% | Yes | Yes |
| Star Valley High School | All | 47% | Yes | Yes |
| | EL | 15% | No | No |
| | Free/Reduced Lunch | 41% | Yes | Yes |
| | Hispanic | 37% | No | Yes |
| | IEP | 17% | Yes | Yes |
| | Two or More Races | 43% | Yes | Yes |
| | White | 51% | No | Yes |
| Swift Creek High School | All | 47% | No | No |
| | Free/Reduced Lunch | 41% | No | No |
| | IEP | 17% | No | Yes |
| | White | 51% | No | No |

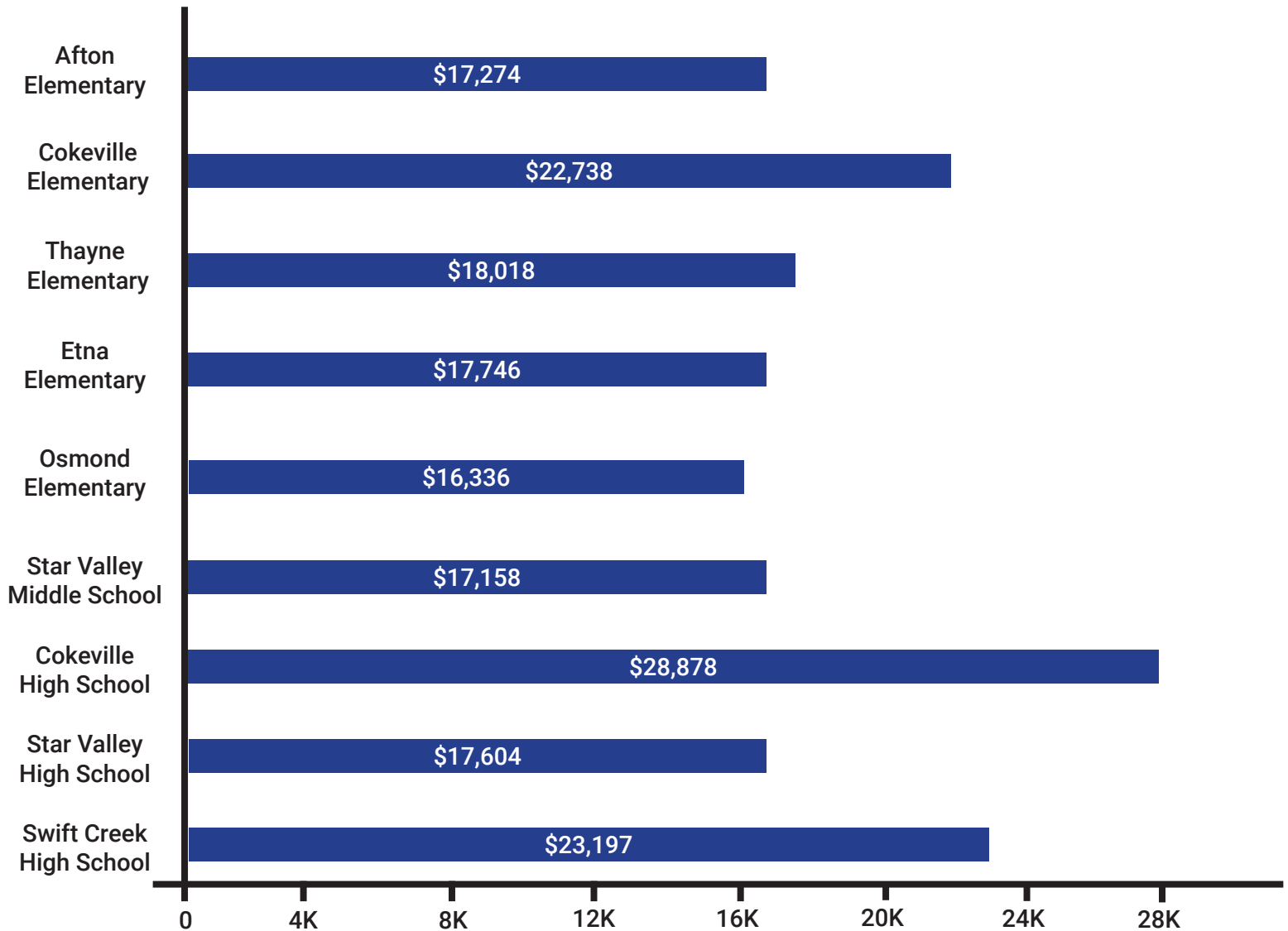
LCSD#2 Long-term/Interim goal progress - Graduation Rate

| School | Student Group | 15-Year Goal | At or Above Goal | Current Year Interim Target At or Above |
|-------------------------|--------------------|--------------|------------------|---|
| Cokeville High School | All | 88% | Yes | Yes |
| | Free/Reduced Lunch | 88% | Yes | Yes |
| | White | 90% | Yes | Yes |
| Star Valley High School | All | 88% | Yes | Yes |
| | EL | 53% | No | No |
| | Free/Reduced Lunch | 88% | Yes | Yes |
| | Hispanic | 86% | Yes | Yes |
| | IEP | 78% | Yes | Yes |
| | 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 |



Dollars Spent Per Student

2023-2024



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