

The MAP (Measures of Academic Progress) assessment is given to all students in grades 2 through 10 in our school district. This assessment is given in the fall and again in the spring of each year to determine the academic growth of each student in the areas of mathematics, and reading.

2015-2016	Percent of Students By Proficiency Level		
2nd Grade	Above Grade Level	At Grade Level	Below Grade Level
Reading	66	12	23
Math	64	13	23
3rd Grade	Above Grade Level	At Grade Level	Below Grade Level
Reading	68	12	19
Math	64	11	25
4th Grade	Above Grade Level	At Grade Level	Below Grade Level
Reading	72	9	19
Math	73	10	17
5th Grade	Above Grade Level	At Grade Level	Below Grade Level
Reading	64	14	22
Math	68	14	18
6th Grade	Above Grade Level	At Grade Level	Below Grade Level
Reading	63	15	22
Math	77	13	10
7th Grade	Above Grade Level	At Grade Level	Below Grade Level
Reading	66	12	22
Math	67	10	23
8th Grade	Above Grade Level	At Grade Level	Below Grade Level
Reading	60	10	30
Math	59	13	28
9th Grade	Above Grade Level	At Grade Level	Below Grade Level
Reading	67	11	22
Math	65	12	23
10th Grade	Above Grade Level	At Grade Level	Below Grade Level
Reading	61	16	23
Math	58	13	29

Graduation Rate

Graduation Rate Per School

	GRHS	EXP
2015-2016	93%	59%
2014-2015	94.4%	52.4%
2013-2014	94.3%	55.6%
2012-2013	90.5%	55.5%
2011-2012	93.5%	47.0%

2015-2016 District Report Card

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School Board Members:

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Brad Cutler	Sherie Smith
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For more information about Sweetwater County School District #2 visit the Wyoming Department of Education website at <https://edu.wyoming.gov/>

Statement from the Superintendent

One of the results of the No Child Left Behind Act is the accountability of school districts for student learning. Students in Sweetwater County School District #2 are administered assessments throughout the year to demonstrate their level of learning. This District Report Card is our report to the community on how well our students are doing on the major assessments given in our school district.

Donna Little-Kaumo, Superintendent

ACT Test Ten Year Trends

	English		Math		Reading		Science		Composite	
	Local	State	Local	State	Local	State	Local	State	Local	State
2007	20.8	20.7	21.6	21.1	22.4	22.2	22.0	21.4	21.8	21.5
2008	19.8	20.1	20.5	20.8	22.0	21.8	21.4	21.0	21.1	21.1
2009	18.4	18.9	19.2	19.8	20.2	20.4	20.0	20.2	19.5	20.0
2010	19.4	19.0	19.9	19.8	20.4	20.4	20.3	20.1	20.1	20.0
2011	18.4	19.4	19.4	20.0	20.1	20.8	20.4	20.4	19.7	20.3
2012	16.1	19.2	18.28	20.2	18.68	20.5	18.8	20.6	18.1	20.3
2013	17.2	18.8	18.5	19.6	19.7	20.1	19.0	19.8	18.9	19.7
2014	18.3	19.0	19.2	19.7	19.6	20.3	20.0	20.1	19.4	19.9
2015	18.0	18.8	18.8	19.5	19.6	20.0	20.0	20.1	20.2	19.8
2016	18.7	19.2	19.0	19.6	20.2	20.4	20.3	20.4	19.7	20.0

The PAWS (Performance Assessment of Wyoming Students) assessment is administered to all students in grades 3 through 8 in the state of Wyoming. This assessment is given each year in the spring. The PAWS provides each school district a snap shot of how our students are progressing in their mastery of the standards in the areas of mathematics and language arts. Wyoming has recently added science to the PAWS assessment in grades 4, 8 and 11, although only mathematics and language arts are used to determine if school districts are meeting Adequate Yearly Progress (AYP).

The ACT is administered to all Wyoming 11th grade students. This assessment is a curriculum-and-standards-based tool that assesses the educational development in English, Mathematics, Reading, and Science and is designed to measure the skills needed for students' success in the first year of college

PAWS Testing

Percent of Students Scoring Proficient or Advanced

	<u>Math</u>		<u>Reading</u>		<u>Science</u>	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
3	44.67	57.01	55.84	57.01	n/a	n/a
4	58.69	61.58	66.20	68.95	54.72	64.74
5	46.93	59.52	50.84	59.52	n/a	n/a
6	50.47	51.43	52.36	56	n/a	n/a
7	36.36	47.62	53.37	59.52	n/a	n/a
8	45.54	42.11	54.93	49.04	40.38	31.1

School districts in Wyoming are required to identify specific groups of students and report their scores on the PAWS test. Groups we are required to track include All Students, American Indian/Alaskan Native Students, Asian Students, Black (non-Hispanic) Students, English Language Learners, students who qualify for Free or Reduced Lunches, Hispanic Students, students with Individualized Education Plans, and White (non-Hispanic) Students. Groups with less than 30 students are not to be reported.

Student Groups
Percent Proficient or Advanced

PAWS 2016	Math	Reading	Science
All Students	53.2	58.34	47.92
American Indian/Alaskan Native	Less than 30 in group		
Asian	Less than 30 in group		
Black (non-Hispanic)	Less than 30 in group		
ELL	Less than 30 in a group		
Free/Reduced Lunch	41.43	45.70	37.76
Hispanic	41.29	44.51	33.82
IEP	26.48	24.16	25.00
White (non-Hispanic)	56.07	61.58	50.63