

Little Powder School Board Report 2021-2022

School Demographics

Staff	2019-2020	2020-2021	2021-2022
Certified	4	4	4
ESP	4	4	4

School Enrollment

Fall	Jr K	K	1	2	3	4	5	6	7	8	Total
Oct. 1st 2019	NA	3	4	3	2	5	4	3	2	0	26
Oct. 1st 2020	NA	2	3	3	2	2	4	4	1	2	23
2021-2022 (Current)	NA	5	2	3	2	2	2	4	1	1	22

<u>Subgroups</u>

*Subgroup data from the state is a year behind.

		2	2019-2020)	2020-2021			2021-2022 Current		
Category		School	District	State	School	District	State	School	District	State
Gender	Female	16%	49%	48%	22%	49%	48%	36%	49%	TBD
	Male	84%	51%	52%	78%	51%	52%	64%	51%	TBD
IEP		16%	12%	14%	17%	12%	14%	9%	11%	TBD
Free/Redu	Free/Reduced		32%	35%	9%	35%	33%	0%	30%	TBD
Mobility		8%	16%	NA	8%	14%	NA	TBD	TBD	NA
ELL		0%	4%	3%	0%	4%	3%	0%	4%	TBD
Ethnicity	White	100%	83%	78%	100%	83%	77%	100%	85%	TBD
	Hispanic	0%	12%	14%	0%	12%	14%	0%	11%	TBD
Other Minority		0%	5%	8%	0%	5%	9%	0%	4%	TBD

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*	Meets Target	Above Average	15	WAEA: The percent proficient or above on the state test in English	
	62	66.7		language arts, mathematics, and science.	
			15	ESSA: The percent proficient or above on the state test in English	
				language arts and mathematics.	
ELP	N/A	N/A	0	The percent of English learners who met their annual goal for	
				English language proficiency.	

^{*} 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

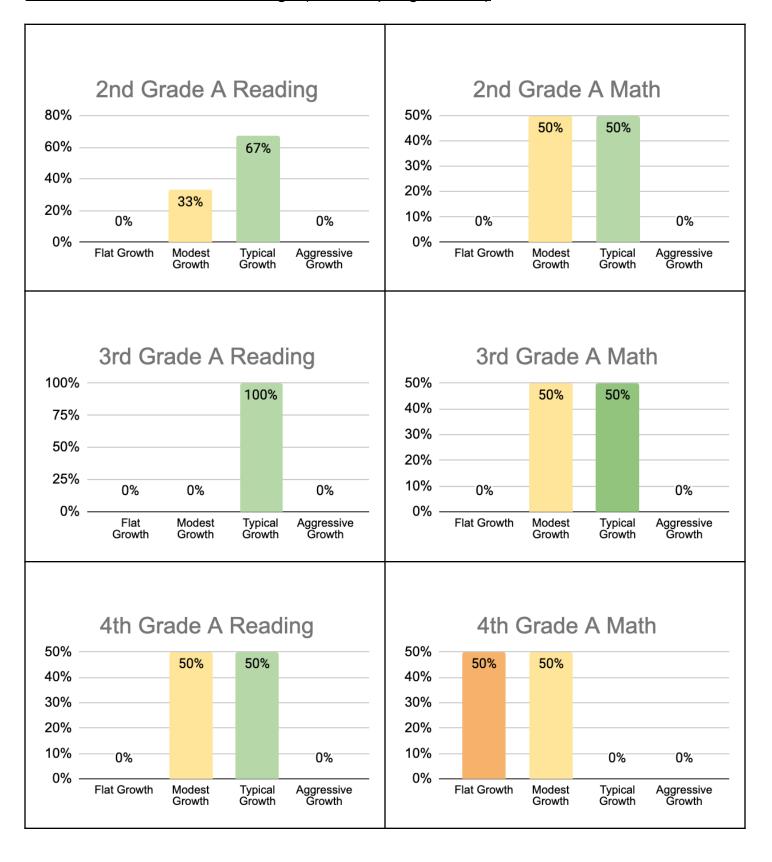
	WAEA I	Performance Category Cut	Scores	ESSA Performance Category Cut Scores			
	Below	Meeting	Exceeding	Below		Above	
	Targets	Targets	Targets	Average	Average	Average	
Growth	<	>= and <	>=	<	>= and <	>=	
Equity	<	>= and <	>=	<	>= and <	>=	
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6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

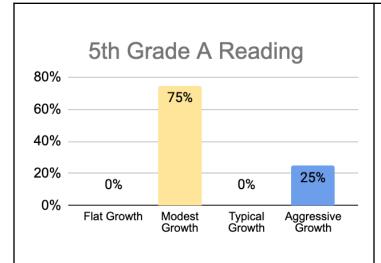
State Assessment WY-TOPP

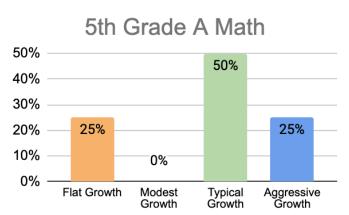
*District grade levels will exceed the state average in content areas measured by Wyoming state assessments.

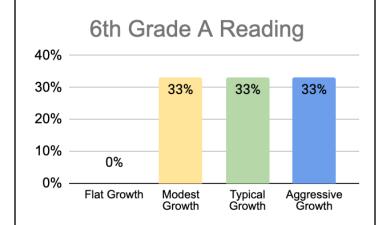
			School	District	State
Year	Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
2020-21	3	Math	100	38.6	50.5
2020-21	3	ELA	100	45.6	50.3
2020-21	4	Math	100	49.2	49.8
2020-21	4	ELA	100	44.9	48.7
2020-21	4	Science	50	49.6	48.2
2020-21	5	Math	50	48.5	51.2
2020-21	5	ELA	75	47.5	54.6
2020-21	6	Math	50	49.9	48.1
2020-21	6	ELA	75	54.4	58.9
2020-21	7	Math	100	44.3	47.0
2020-21	7	ELA	100	49.0	53.3
2020-21	8	Math	NA	47.3	50.9
2020-21	8	ELA	NA	53.0	60.7
2020-21	8	Science	NA	36.9	46.2

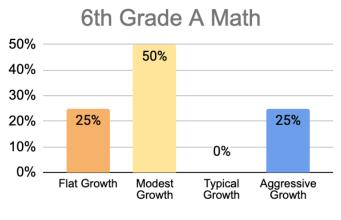
<u>District Assessment - Fastbridge (Fall to Spring Growth)</u>











School Improvement Goal #1

Goal: School Improvement Goal #1:

Our school will increase our growth score by 2 points in math as measured by the state assessment.

School Improvement Goal #2

Goal: Our school will increase our growth score by 2 points in ELA as measured by the state assessment.