

See instructions at the end to view report in a different language.  
Vea las instrucciones al final para ver el informe en un idioma diferente.  
Judī judī bhāṣāmāṁ ripōṛṭa jōvā māṭē antē sūcanā'ō ju'ō.  
Va'ai faatonuga i le faaiuga e matamata i le lipoti i se isi gagana.



# LITTLE SNAKE RIVER VALLEY SCHOOL

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## Overview

## School and District Contact Information

### **Little Snake River Valley School**

Web Address: <http://lsrv.crb1.net>  
Principal: Joel Thomas  
Address: PO Box 9 Baggs WY 82321  
E-mail: [jthomas@crb1.net](mailto:jthomas@crb1.net)  
Phone: (307)328-9280

### **Carbon County School District**

Web Address: <http://www.crb1.net>  
Superintendent: Mike Hamel  
Address: 615 Rodeo St, Rawlins, WY 82301  
E-mail: [mhamel@crb1.net](mailto:mhamel@crb1.net)  
Phone: (307)328-9200

## At A Glance

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Category

Little Snake River

Carbon County School

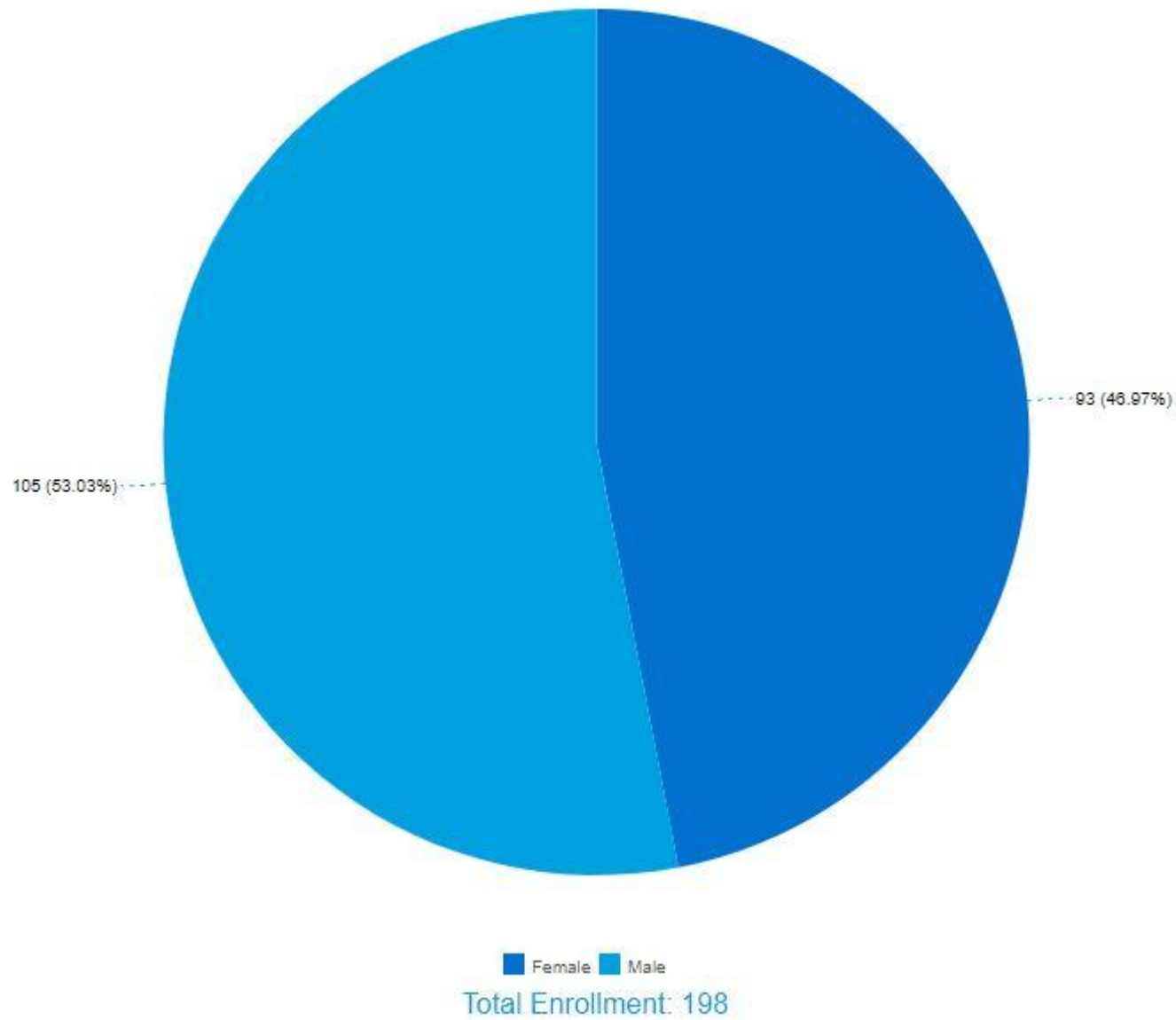
Wyoming

	Valley School	District 1	
Total Enrollment	198	1,762	92,976
Teachers	21	142	7,388
English Learner Students Gaining Language Proficiency	<=20%	18%	13%
Proficient in Math	54-55%	39%	49%
Proficient in English Language Arts	56-57%	39%	53%
4 Year Graduation Rate	100.0%	73.8%	80.2%
Average ACT Score	N/R	17.9	19.5
Cost of Education (Dollars Spent Per Student)	\$22,082	\$15,201	\$15,624
Number of Hathaway Scholarship Recipients	17	26	2,179

## WAEA School Performance Rating- Meeting Expectations

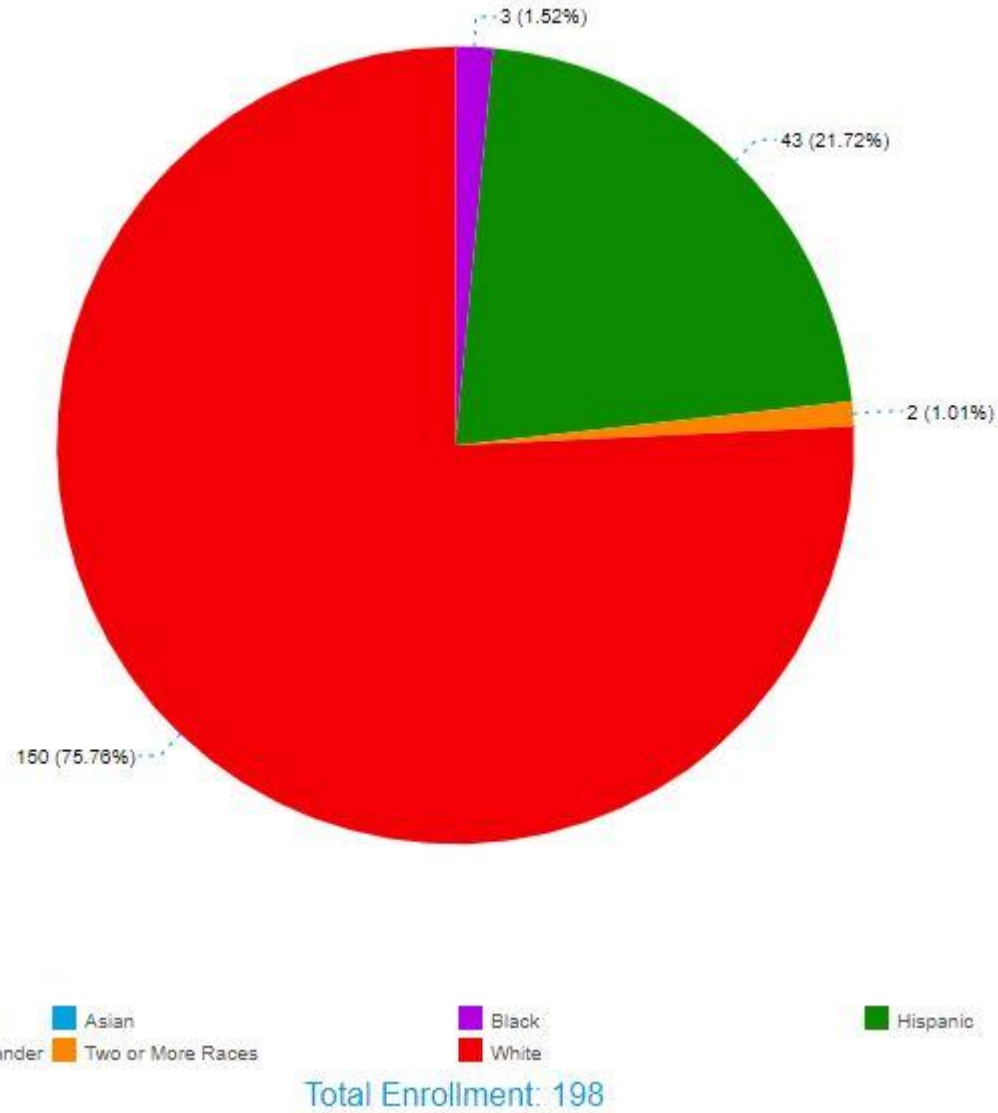
# Enrollment Breakdown

## Little Snake River Valley School Enrollment by Gender



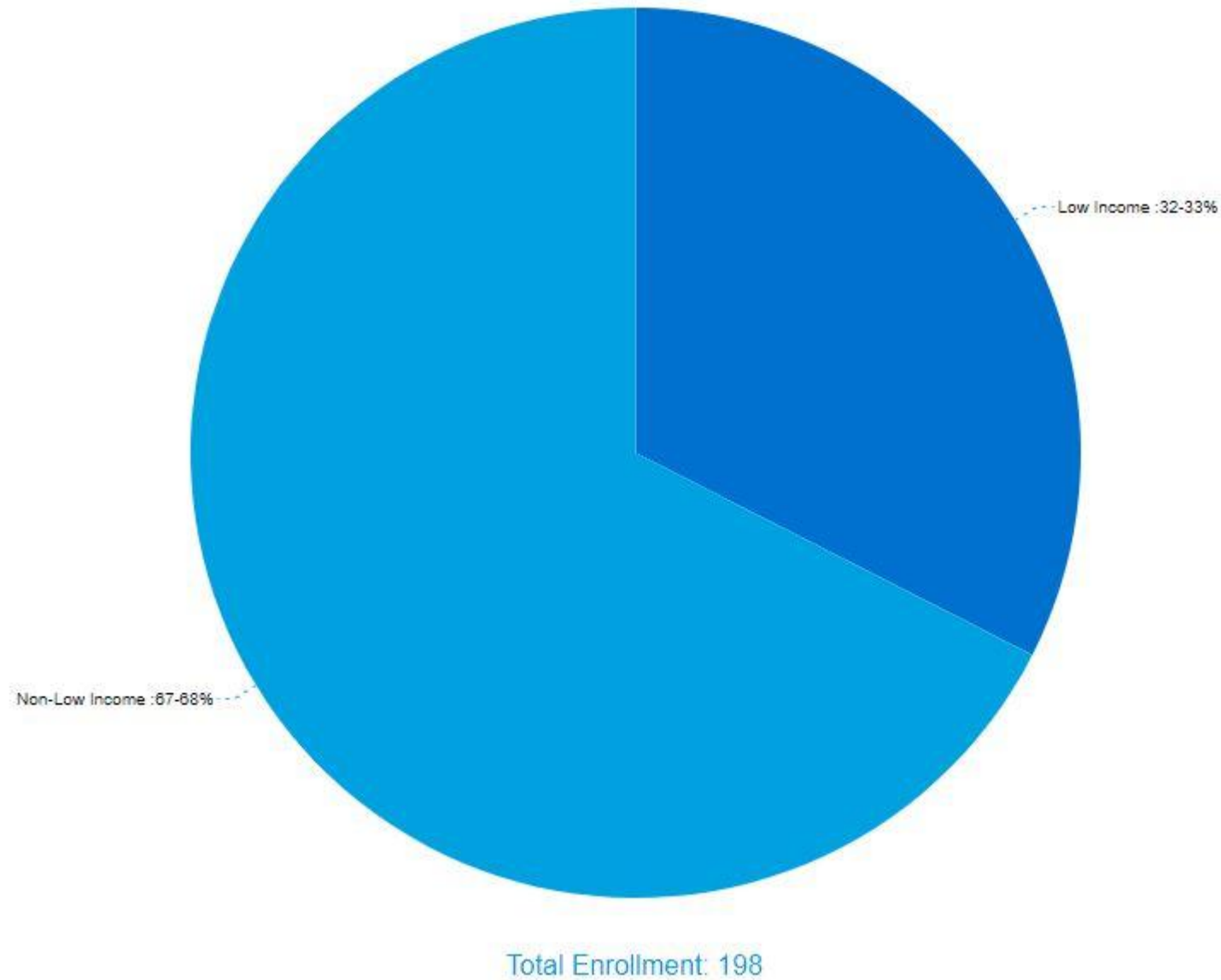
Female- 105 (53.03%)  
Male 93 (46.97%)

## Little Snake River Valley School Enrollment by Race/Ethnicity



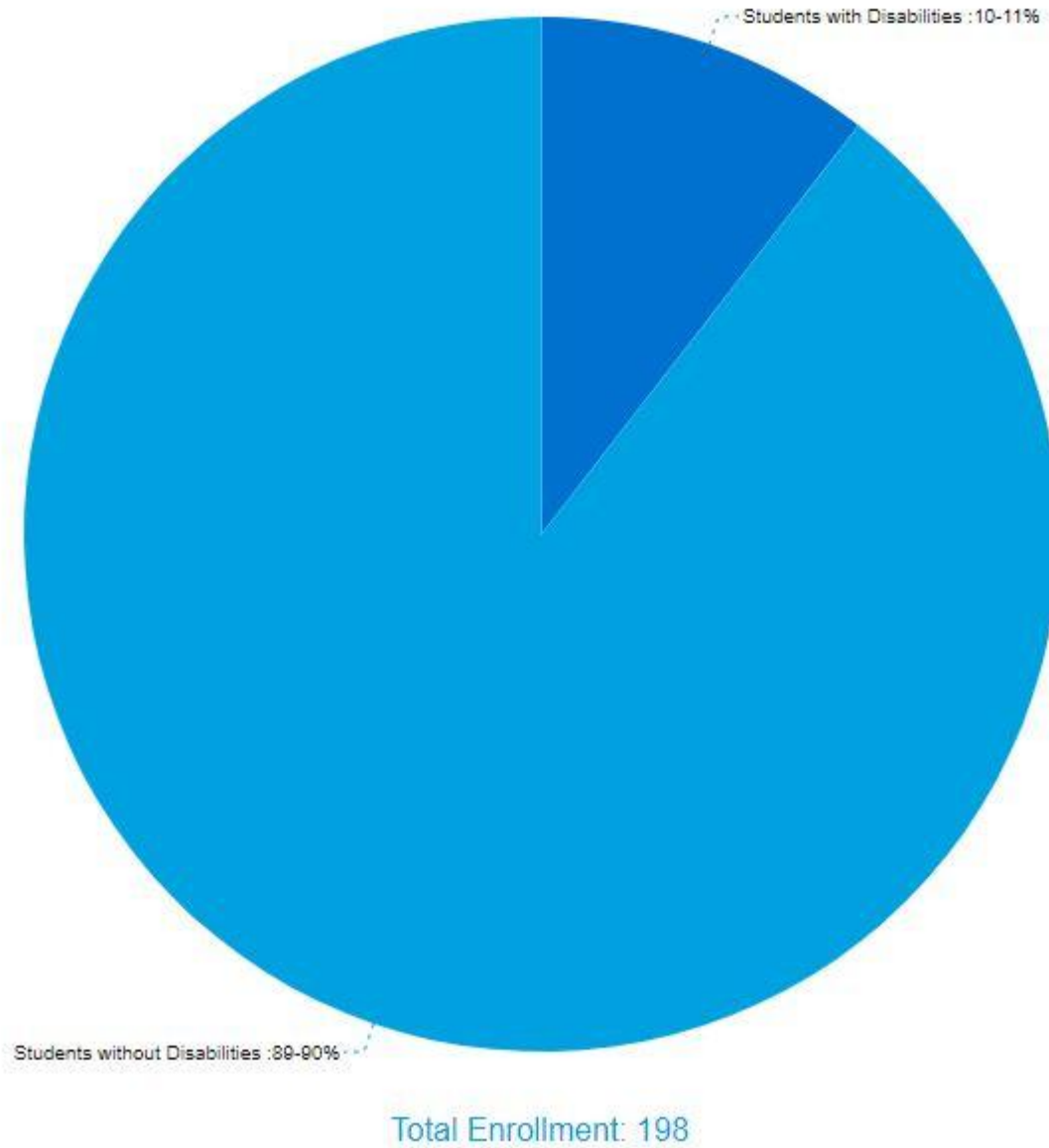
White- 150 (75.76%)  
Hispanic- 43 (21.72%)  
Black- 3 (1.52%)  
Two or More Races 2 (1.01%)

## Little Snake River Valley School Enrollment by Income Status



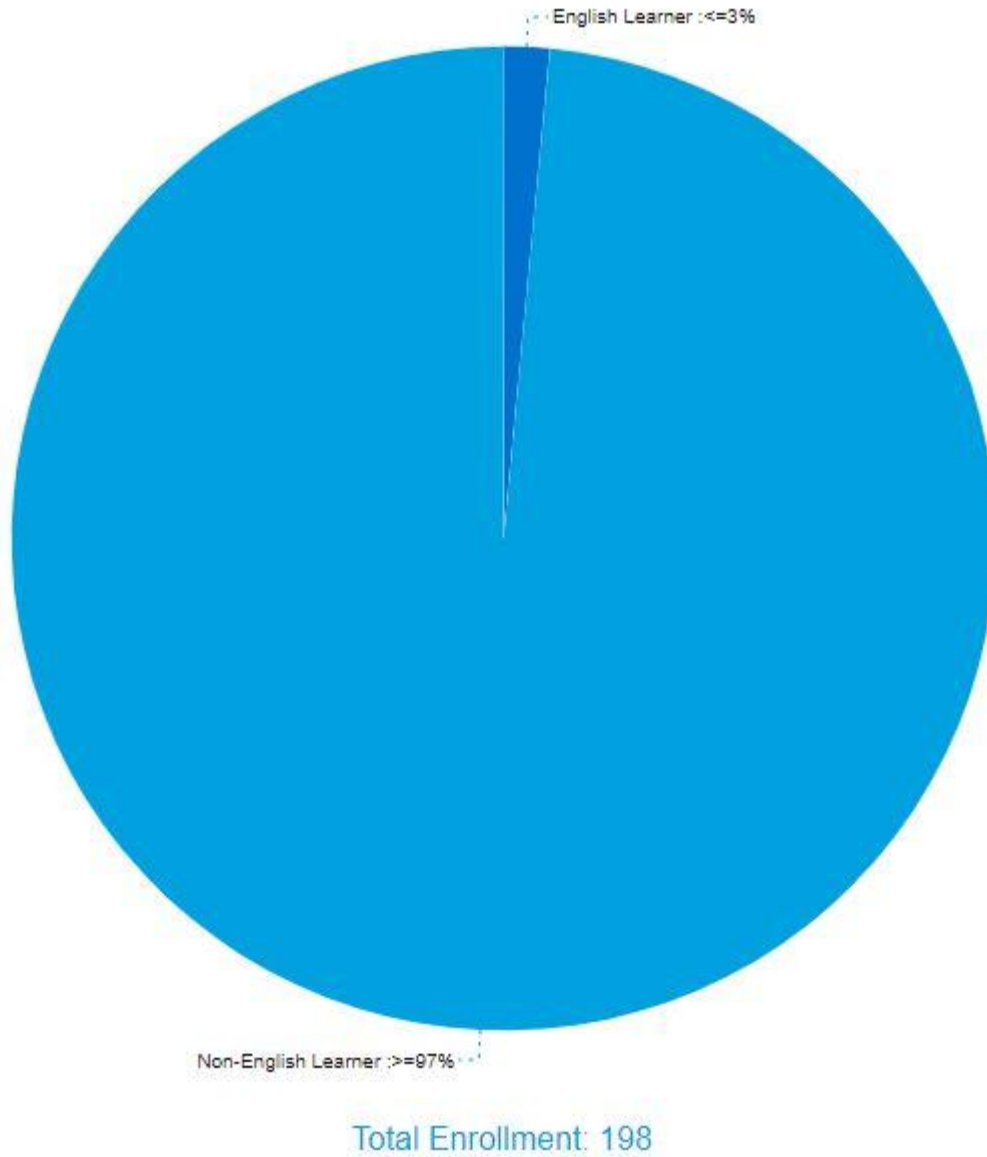
Low Income- 32-33%  
Non-Low Income- 67-68%

## Little Snake River Valley School Enrollment by Disability Status



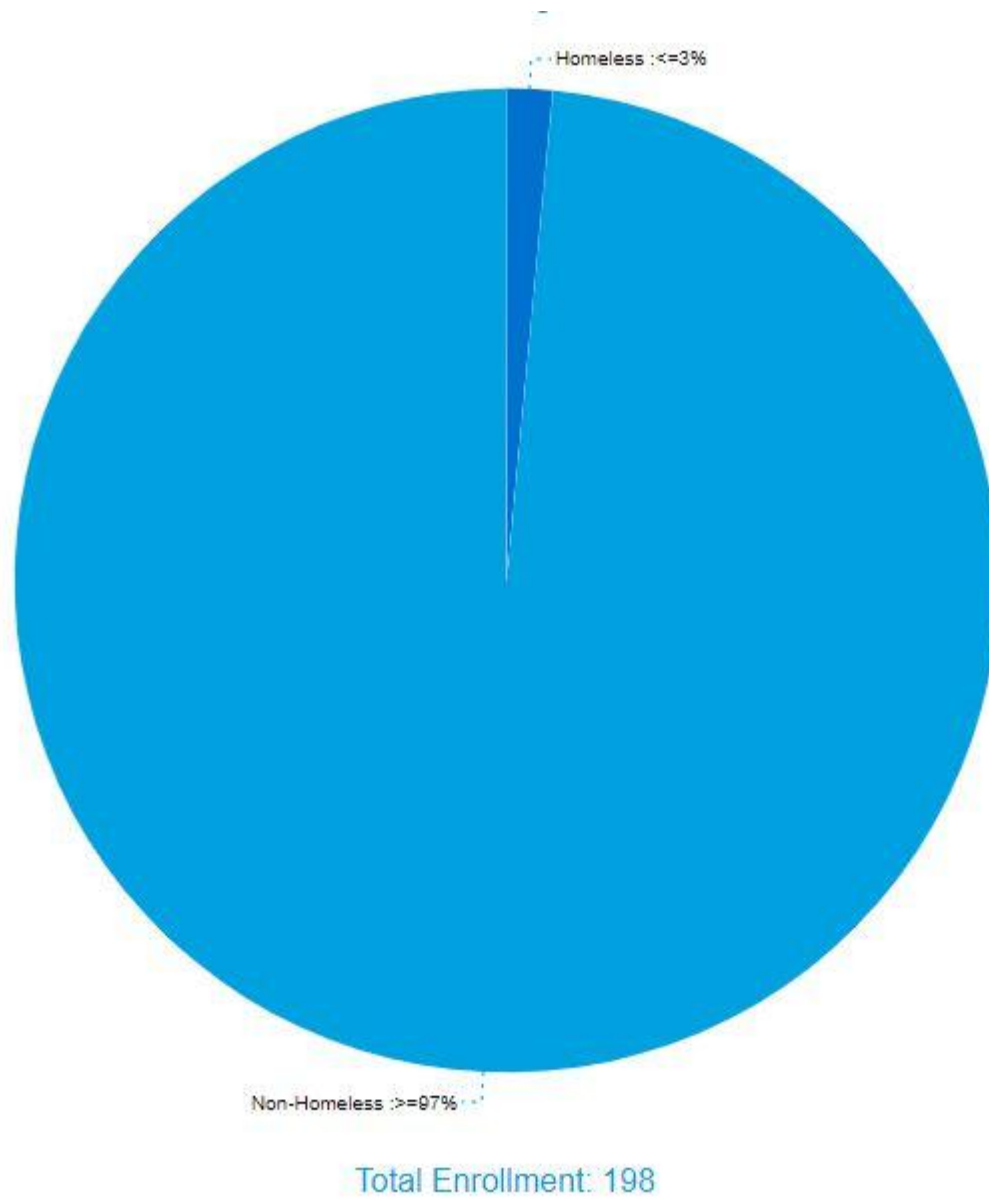
Students with Disabilities- 10-11%  
Students without Disabilities- 89-90%

## Little Snake River Valley School Enrollment by English Learner Status



English Learner- <=3%  
Non-English Learner- >=97%

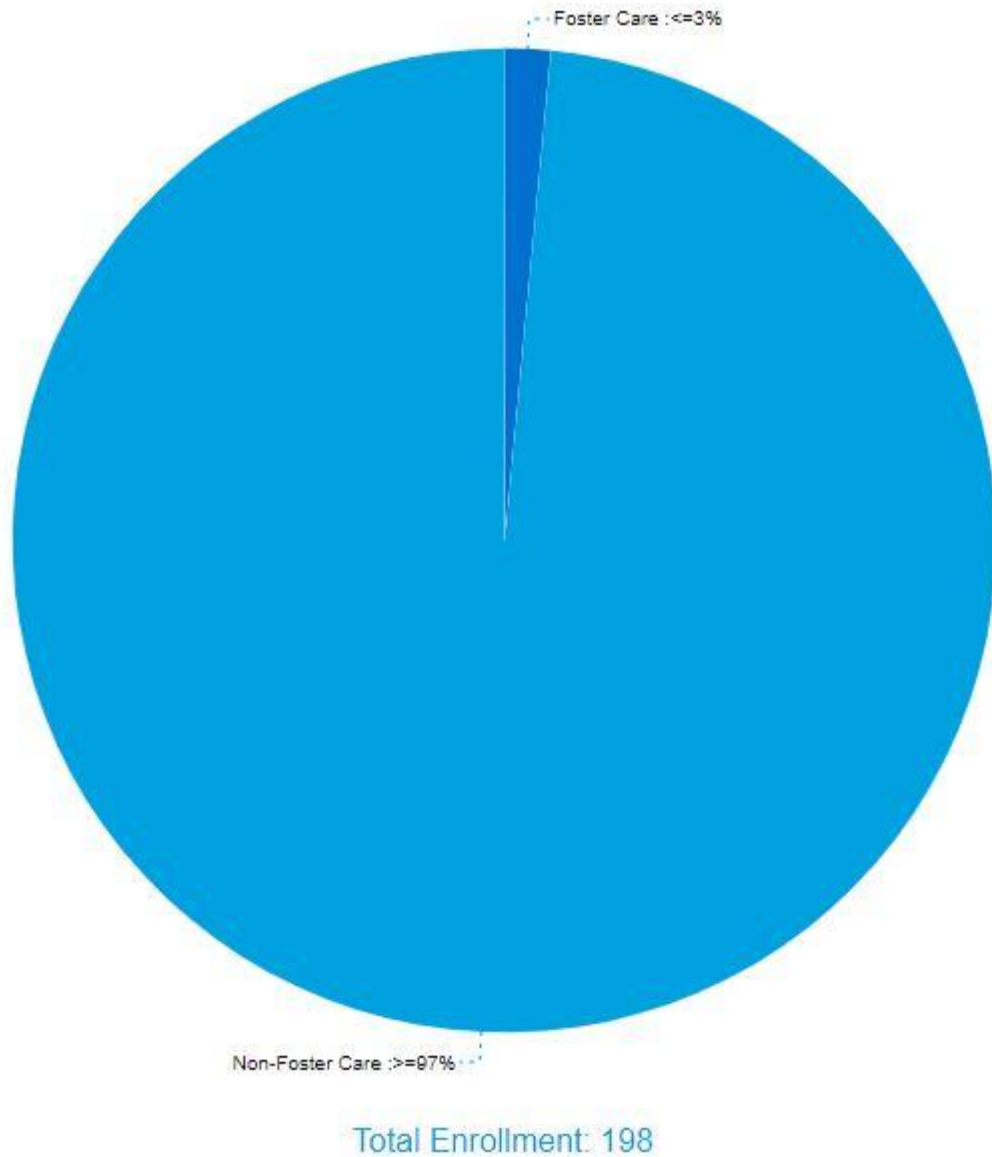
## Little Snake River Valley School Enrollment by Homeless Status



Homeless <=3%  
Non-Homeless >=97%

## Little Snake River Valley School Enrollment by Foster Care Status





Foster Care <=3%  
Non-Foster Care >=97%

# Wyoming Public School Assessment Results

## English Language Arts Proficiency

(Little Snake River Valley School Participation Rate:  $\geq 98\%$ )

(Grades 3 to 10)

Little Snake River Valley School: 56-57%

Carbon #1: 39%

Wyoming: 53%

## Math Proficiency

(Little Snake River Valley School Participation Rate:  $\geq 98\%$ )

(Grades 3 to 10)

Little Snake River Valley School: 54-55%

Carbon #1: 39%

Wyoming: 49%

English Learners Enrolled During Testing: 10 to 20

Percent English Proficient:  $\leq 20\%$ 

## Alternate Assessment Participation

Subject	Grade	# of Students	% of Students
Math	3	0 to 9	$\leq 20\%$
Math	4	0 to 9	$\leq 10\%$
Math	5	0 to 9	$\leq 20\%$
Math	6	0 to 9	$\leq 20\%$
Math	7	0 to 9	$\leq 20\%$
Math	8	0 to 9	$\leq 20\%$
Math	9	0 to 9	$\leq 20\%$
Math	10	0 to 9	$\leq 20\%$
Language Arts	3	0 to 9	$\leq 20\%$
Language Arts	4	0 to 9	$\leq 10\%$

Language Arts	5	0 to 9	<=20%
Language Arts	6	0 to 9	<=20%
Language Arts	7	0 to 9	<=20%
Language Arts	8	0 to 9	<=20%
Language Arts	9	0 to 9	<=20%
Language Arts	10	0 to 9	<=20%
Science	4	0 to 9	<=10%
Science	8	0 to 9	<=20%
Science	10	0 to 9	<=20%

## Teacher Qualification at Little Snake River Valley School

Category	FTE	Percent
Little Snake River Valley School Teachers	20.50	100%
Inexperienced Teachers	5.00	24.39%
Emergency/Provisional Credential Teachers	1.00	4.88%
Out of Field Teachers	0.00	0%

**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.

# Elementary and Middle School Performance

## State Accountability

All Wyoming high schools receive one of four School Performance Ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations. Seven indicators are used to inform the ratings: Achievement, Growth, Equity, English Learner Progress (ELP), Extended Graduation Rate, Post-Secondary Readiness, and Grade Nine Credits. 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 or ACT compared to how they did on prior statewide assessments.
- Equity is measured by focusing heavily on the growth of the students who scored the lowest on prior statewide assessments.
- English Learner Progress (ELP) is measured by how well students learning the English language improve on an assessment of English.
- Extended Graduation Rate is measured by the last year's graduation rate and the five-, six-, and seven-year graduates.
- Post-Secondary Readiness (PSR) is measured by the percent of students that demonstrate readiness for college or career.
- Grade Nine Credits is measured by the percent of last year's freshman that earned one fourth the course credits needed to graduate

## Federal Accountability

All schools are required to report annually on progress toward long-term goals and short-term targets for English Language Arts (ELA) Achievement, Math Achievement, Graduation Rate, and English Learner Progress (ELP). Federal law requires the schools that are struggling the most to be identified for support. There are three types of support:

- Comprehensive Support and Improvement (CSI) is for Title I schools performing among the lowest in the state.

Any school with a graduation rate below 67 percent will automatically be identified for CSI.

- Targeted Support and Improvement (TSI) is for schools that have a specific group of students that is not performing well.
- Additional Targeted Support and Improvement (ATSI) is for schools that have a specific group of students that is chronically not performing well.
- Schools that are not identified for support are noted as "Not Identified."

To determine which schools need support, similar indicators and measures are used to those used to determine the School Performance Ratings for high schools. Achievement, Growth, English Learner Progress, and Post-Secondary Readiness are measured the same way they are for state accountability. However, only the four-year graduation rate is used to measure high schools for federal accountability, and Equity and Grade Nine Credits are not included as indicators.

## Overall School Performance on Indicators

Indicator	WAEA Target Level	ESSA Norm Category	Description
Growth	Meets Target	Average	WAEA: The mean student growth percentile (MGP) in ELA and math combined for all students in grades nine through eleven as measured from prior year Aspire 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.
Equity	Meets Target	Above Average	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% for grades nine and ten.
Achievement*	Meets Target	Average	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	Meets Target	N/A	The percent of English learners who met their annual progress goal for English language proficiency
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## Long-term Goal for Students Proficient or Advanced on WY-TOPP

Student Group	15 Year Goal*	At or Above Goal	At or Above 2017-2018 Interim Target
4YR Grad Rate	88%	Yes	Yes
EL Progress	59%	No	Yes
Grade 3-8 ELA	59%	No	Yes
Grade 3-8 Math	57%	No	Yes

## Long-term Goal for Students Proficient or Advanced on WY-TOPP ELA

Student Group	15 Year Goal*	At or Above Goal	At or Above 2017-18 Interim Target
All	59%	No	Yes
EL	43%	No	Yes
Free/Reduced Lunch	55%	No	Yes
Hispanic	54%	No	Yes
IEP	37%	No	Yes
White	62%	No	Yes

## Long-term Goal for Students Proficient or Advanced on WY-TOPP Math

Student Group	15 Year Goal*	At or Above Goal	At or Above 2017-18 Interim Target
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All	57%	No	Yes
EL	43%	No	Yes
Free/Reduced Lunch	53%	No	Yes
Hispanic	53%	No	Yes
IEP	35%	No	Yes
White	61%	No	Yes

## Long-term Goal for English Learner Progress

Student Group	15 Year Goal*	At or Above Goal	At or Above 2017-18 Interim Target
All	59%	No	Yes

\*The Baseline year for ELP, ELA, and Math is 2017-2018. The interim target during the baseline year is equal to the school's baseline score. Note: Must meet minimum of 10 to be included.

# High School Performance

## Overall School Performance on Indicators

Indicator	WAEA Target Level	ESSA Norm Category	Description
Growth	Exceeds Target	Average	<p>WAEA: The mean student growth percentile (MGP) in ELA and math combined for all students in grades nine through eleven as measured from prior year Aspire to current year WY-TOPP and ACT (grade eleven only)</p> <p>ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.</p>

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% for grades nine and ten.
Achievement*	Meets Target	Average	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	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency
Extended Graduation	Exceeds Target	N/A	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	N/A	Above Average	ESSA: The prior year four year, on-time graduation rate. This is a lagged indicator.
Post-Secondary Readiness	Meets Target	Above Average	The percent of all prior year graduates demonstrating college or career readiness. This is a lagged indicator
Grade Nine Credits	Exceeds Target	N/A	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

## Long-term Goal for Students Proficient or Advanced on WY-TOPP

Goal Area	15 Year Goal*	At or Above Goal	At or Above 2017-2018 Interim Target
EL Progress	59%	No	Yes
Graduation Rate	88%	Yes	Yes
HS ELA	53%	Yes	Yes



HS Math                      47%                      Yes                      Yes

## Long-term Goal for Students Proficient or Advanced on WY-TOPP ELA

Student Group	15 Year Goal*	At or Above Goal	At or Above 2017-18 Interim Target
All	53%	Yes	Yes
Free/Reduced Lunch	48%	No	Yes
Hispanic	45%	No	Yes
White	55%	Yes	Yes

## Long-term Goal for Students Proficient or Advanced on WY-TOPP Math

Student Group	15 Year Goal*	At or Above Goal	At or Above 2017-18 Interim Target
All	47%	Yes	Yes
Free/Reduced Lunch	41%	No	Yes
Hispanic	37%	Yes	Yes
White	51%	Yes	Yes

## Long-term Goal for English Learner Progress

Student Group	15 Year Goal*	At or Above Goal	At or Above 2017-18 Interim Target
All	59%	No	Yes

## Long-term Goal for Student Groups Four-year, On-time Graduation Rate

Student Group	15 Year Goal*	At or Above Goal	At or Above 2017-18 Interim Target
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All	88%	Yes	Yes
White	90%	Yes	Yes

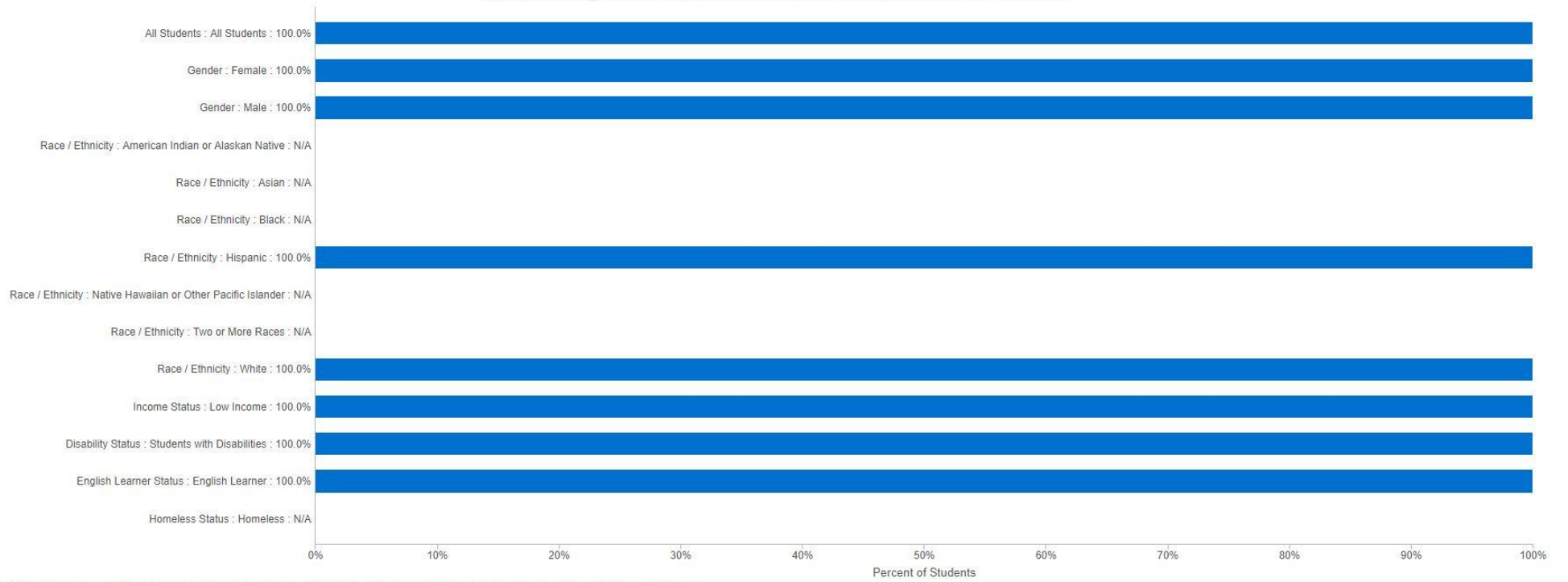
\*The Baseline year for ELP, ELA, and Math is 2017-2018. The interim target during the baseline year is equal to the school's baseline score. Note: Must meet minimum of 10 to be included.

## Federal Adjusted Graduation Rates for the 2016-17 Cohort

Student Group	Graduation Rate
All	100.0%
Female	100.0%
Male	100.0%
American Indian or Alaskan Native	N/A
Asian	N/A
Black	N/A
Hispanic	100.0%
Native Hawaiian or Other Pacific Islander	N/A
Two or More Races	N/A
White	100.0%
Low Income	100.0%
Students with Disabilities	100.0%
English Learner	100.0%
Homeless	N/A

Note: Graduation rate is a lagged indicator this data is from 2016-17 . The Foster Care student group will not be available until 2020-21

### Federal Adjusted Graduation Rates for the 2016-17 Cohort



# School Climate

## Staffing and Finance

Staffing Characteristics	School	District
Total Teachers (FTE)	21.0	150.5
Total Counselors (FTE)	1.0	6.0
Teachers Meeting all State Licensing and Certification Requirements (FTE)	100.0%	99.3%
Teachers in 1st Year of Teaching (FTE)	9.5%	13.0%

Teachers in 2nd Year of Teaching (FTE)	4.8%	4.7%
Teachers Absent > 10 Days of the School Year (FTE)	0.0	10.0
Students to Teachers (FTE) Ratio	8.33 : 1	12.52 : 1
School Expenditures	School Amount	Amount Per Pupil
Personnel Salary Expenditures - Teachers	\$1,126,803.00	\$6,438.87
Personnel Salary Expenditures - Instructional Aides	\$42,615.16	\$243.52
Non-Personnel Expenditures	\$114,710.00	\$655.49

## Chronic Absenteeism

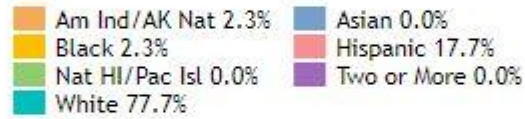
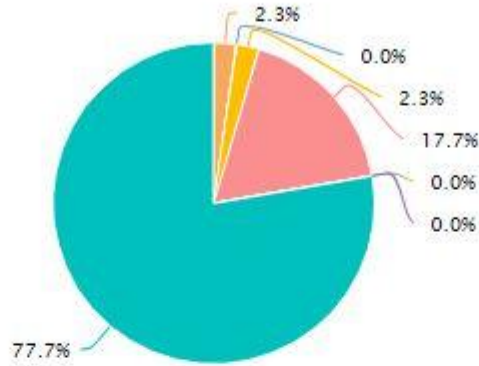
Student Group	Percentage of Enrollment	Chronically Absent
All Students	100%	0.0%
American Indian or Alaskan Native	2.3%	0.0%
Asian	0.0%	0.0%
Black or African American	2.3%	0.0%
Hispanic or Latino of any race	17.7%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%
Two or more races	0.0%	0.0%
White	77.7%	0.0%
Limited English Proficiency (LEP)	5.7%	0.0%
Disability (IDEA + Section 504)	11.4%	0.0%

# College and Career Readiness

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

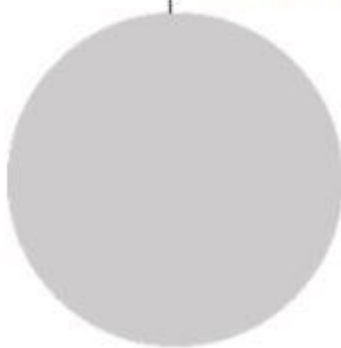
### School Enrollment

n=175



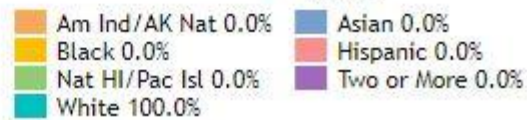
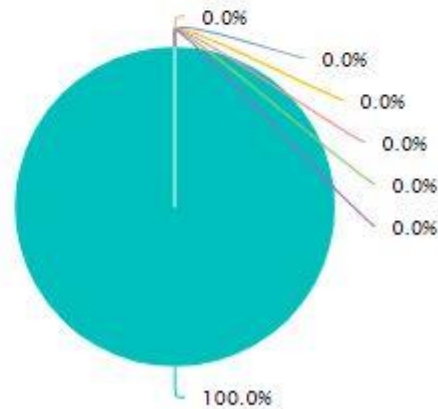
### Gifted & Talented Enrollment

No Students Reported



### Algebra I Enrollment in 8th

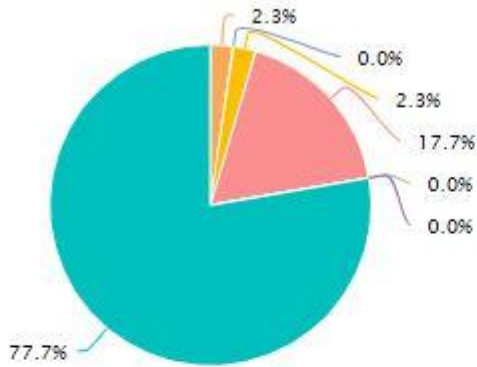
n=2



Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

**School Enrollment**

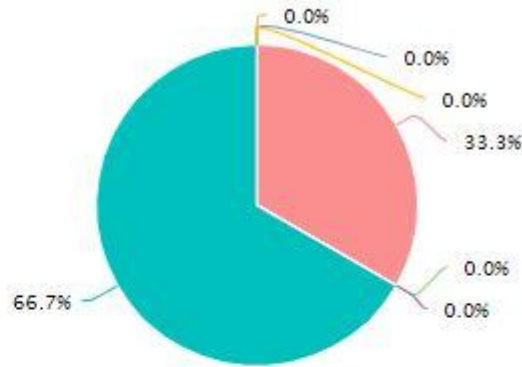
n=175



- Am Ind/AK Nat 2.3%
- Black 2.3%
- Nat HI/Pac Isl 0.0%
- White 77.7%
- Asian 0.0%
- Hispanic 17.7%
- Two or More 0.0%

**Calculus Enrollment**

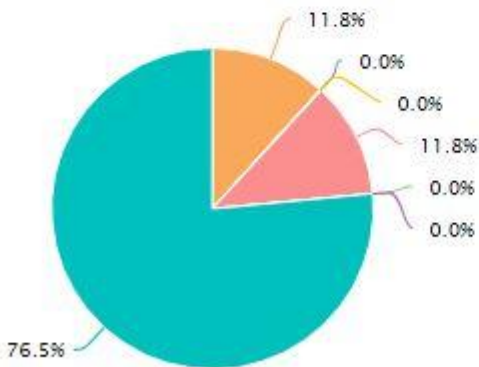
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- Am Ind/AK Nat 0.0%
- Black 0.0%
- Nat HI/Pac Isl 0.0%
- White 66.7%
- Asian 0.0%
- Hispanic 33.3%
- Two or More 0.0%

**Chemistry Enrollment**

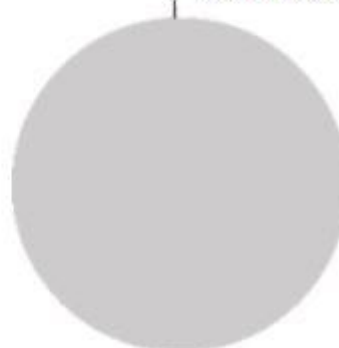
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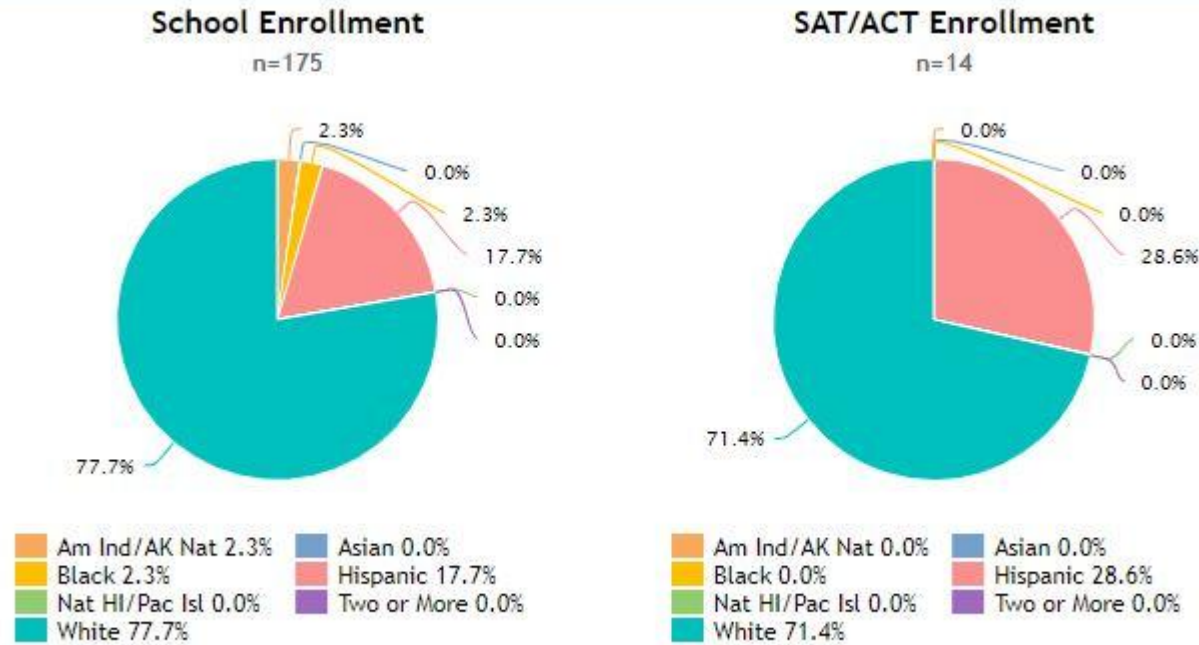
- Am Ind/AK Nat 11.8%
- Black 0.0%
- Nat HI/Pac Isl 0.0%
- White 76.5%
- Asian 0.0%
- Hispanic 11.8%
- Two or More 0.0%

**Physics Enrollment**

No Students Reported



Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?



Total number of students participating in SAT/ACT = 14

## Enrollments Percentage by Race/Ethnicity

Student Group	School	Calculus	Chemistry	SAT/ACT	Algebra I in 8th
American Indian or Alaskan Native	2.3%	0.0%	11.8%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	2.3%	0.0%	0.0%	0.0%	0.0%
Hispanic	17.7%	33.3%	11.8%	28.6%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
White	77.7%	66.7%	76.5%	71.4%	100.0%



Two or More

N/A

N/A

N/A

N/A

N/A

## Participation in SAT/ACT

Student Group	% of Enrollment	% of Participants in SAT/ACT
LEP Students	5.7%	0.0%
Students with Disabilities	11.4%	0.0%
Female/Male	47.4% / 52.6%	50.0% / 50.0%

Students enrolled in a dual enrollment/dual credit program- Yes

Students participate in credit recovery program- No

## Discipline, Restraints/Seclusion, Harassment/Bullying

### Removal by Race/Ethnicity

No reported student suspensions or expulsions.

Total Number of Students Referred to Law Enforcement	0
Total Number of Students with School-Related Arrests	0
Total Number of Students Expelled under Zero-Tolerance Policies	0
Total Number of Students Who Received Corporal Punishment	0
Does this school have sworn law enforcement officers?	No

## 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.

### School Reports on OCR Site:

1. [ocrdata.ed.gov](http://ocrdata.ed.gov)
2. Select 'School and District Search'
3. On the Find School(s) Tab, Type in the School Name (Rawlins High School)
4. Select the Year (2015)
5. Select the State (Wyoming)
6. Select School Search link
7. To access the report click on the school name (Rawlins High School).

## Obtaining Alternative Copies

To view this report online visit: [lsrv.crb1.net/ESSA](http://lsrv.crb1.net/ESSA)

To obtain a physical copy of this report please use one of the following methods:

Visit Little Snake River Valley School 333 N St, Baggs, WY 82321

Or visit Carbon County School District #1 Main Office 615 Rodeo St, Rawlins, WY 82301

Para obtener una copia física de este informe, utilice uno de los siguientes métodos:

Visitar Little Snake River Valley School 333 N St, Baggs, WY 82321

O visitar Carbon County School District #1 Main Office 615 Rodeo St, Rawlins, WY 82301

Ā ripōrtanī bhautika kōpi mēļavavā māṭē kṛpā karīnē nīcē āpēlāmānthī kō'tī ēka pad'dhatinō upayōga karō:

Mulākāta lō Little Snake River Valley School 333 N St, Baggs, WY 82321

Athavā mulākāta lō Carbon County School District #1 Main Office 615 Rodeo St, Rawlins, WY 82301

Ina ia maua se kopi fa'apitoa o lenei lipoti fa'amolemole faaaoga se tasi o metotia nei:

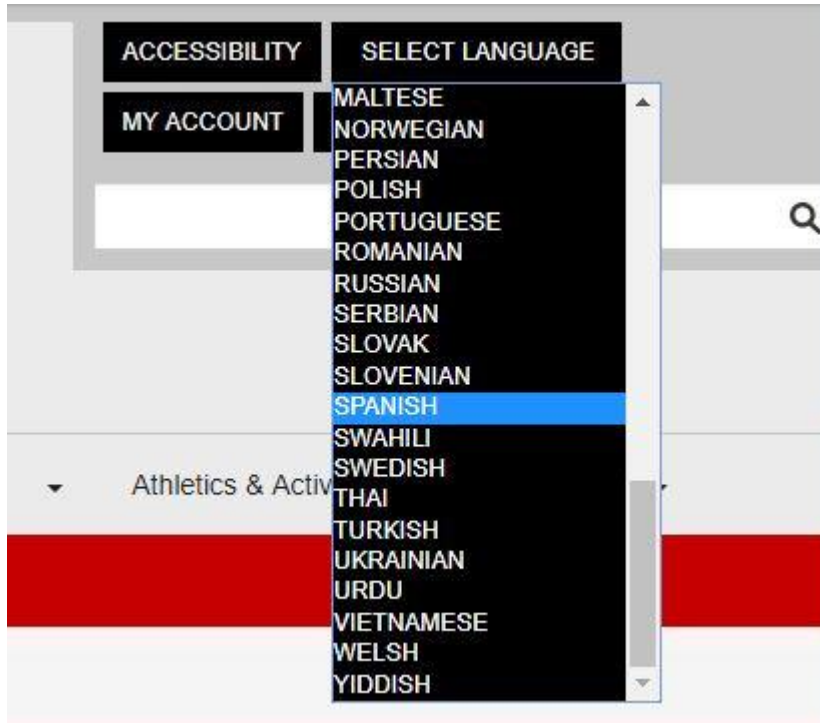
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Pe asiasi Carbon County School District #1 Main Office 615 Rodeo St, Rawlins, WY 82301

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Click the "Select Language" button at the top right hand corner of the page.

Select your preferred language from the drop down list.



Para ver este informe en un idioma diferente en línea:  
Haga clic en el botón "Select Language" en la esquina superior derecha de la página.  
Seleccione su idioma preferido de la lista desplegable.

Ã ripõrtanē õnalã'ina bĭjĭ bhãšãmãm jõvã mãtē:  
Prŕŕthanã uparanã jamañã khũñã para "Select Language" bañananē klika karõ.  
Drõpa dã'una sũcimãnthĭ tamãrĭ prãdhãn'yavãlĭ bhãšã pasanda karõ.

Ina ia maimoa i lenei lipoti i se isi gagana Online:  
Kiliki le ki o le "Select Language" i le pito i luga o le taumatau pito i luga o le itulau.  
Filifili lau gagana e sili ona fiafia mai le lisi pa'ũ lisi.