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 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.



RAWLINS COOPERATIVE HIGH SCHOOL

Overview

School and District Contact Information

Rawlins Cooperative High School

Web Address: <http://rchs.crb1.net>

Principal: Travis Moore

Address: 615 Rodeo ST , Rawlins, WY 82301

E-mail: tmoore@crb1.net

Phone: (307)328-9250

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

Phone: (307)328-9200

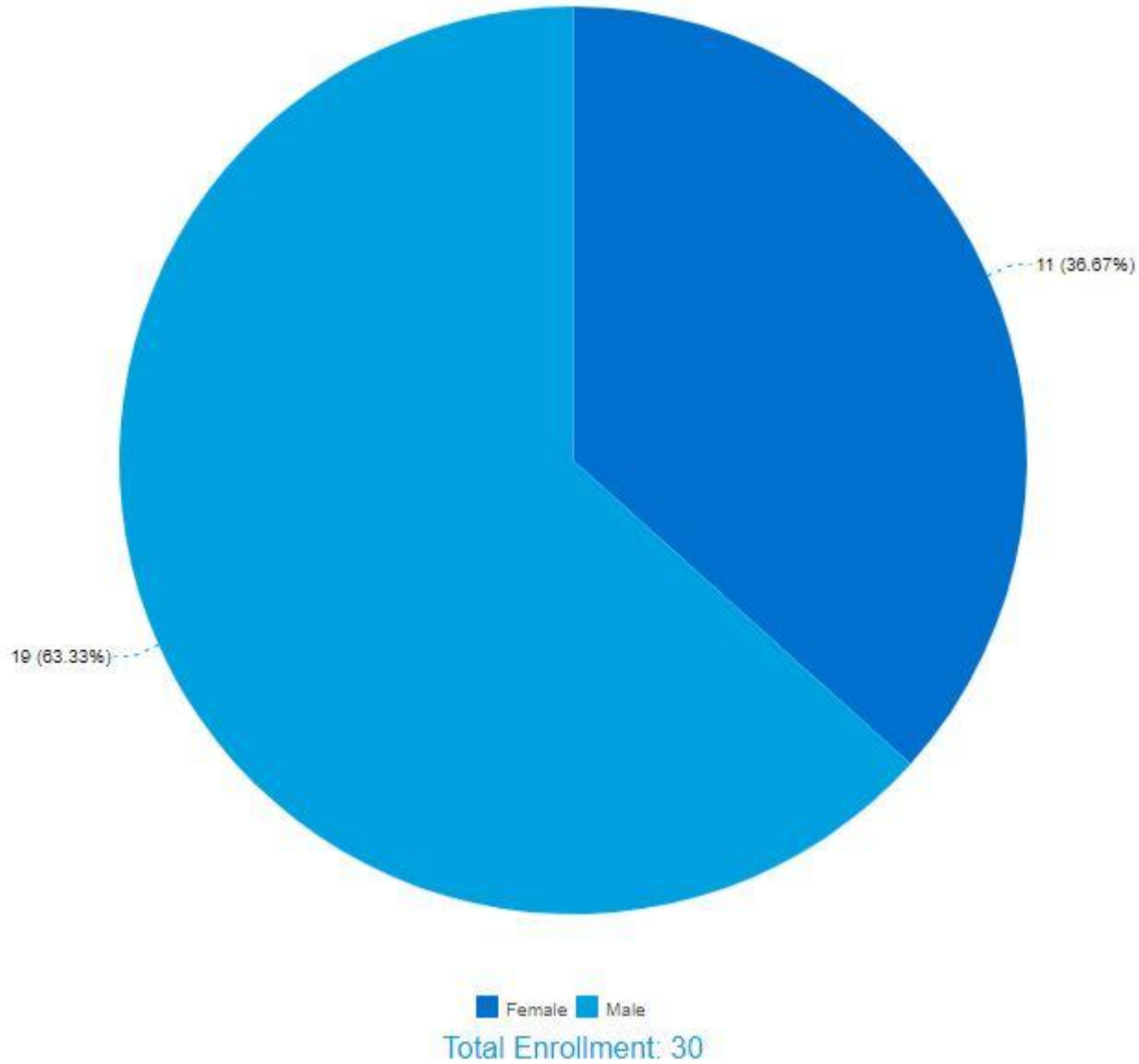
At A Glance

| | | | |
|----------|---------------------------------|---------------------------------|---------|
| Category | Rawlins Cooperative High School | Carbon County School District 1 | Wyoming |
|----------|---------------------------------|---------------------------------|---------|

| | | | |
|---|----------|----------|----------|
| Total Enrollment | 30 | 1,762 | 92,976 |
| Teachers | 5 | 142 | 7,388 |
| English Learner Students Gaining Language Proficiency | N/R | 18% | 13% |
| Proficient in Math | <=20% | 39% | 49% |
| Proficient in English Language Arts | <=20% | 39% | 53% |
| 4 Year Graduation Rate | 45.5% | 73.8% | 80.2% |
| Average ACT Score | 13.7 | 17.9 | 19.5 |
| Cost of Education (Dollars Spent Per Student) | \$16,013 | \$15,201 | \$15,624 |
| Number of Hathaway Scholarship Recipients | 5 | 26 | 2,179 |

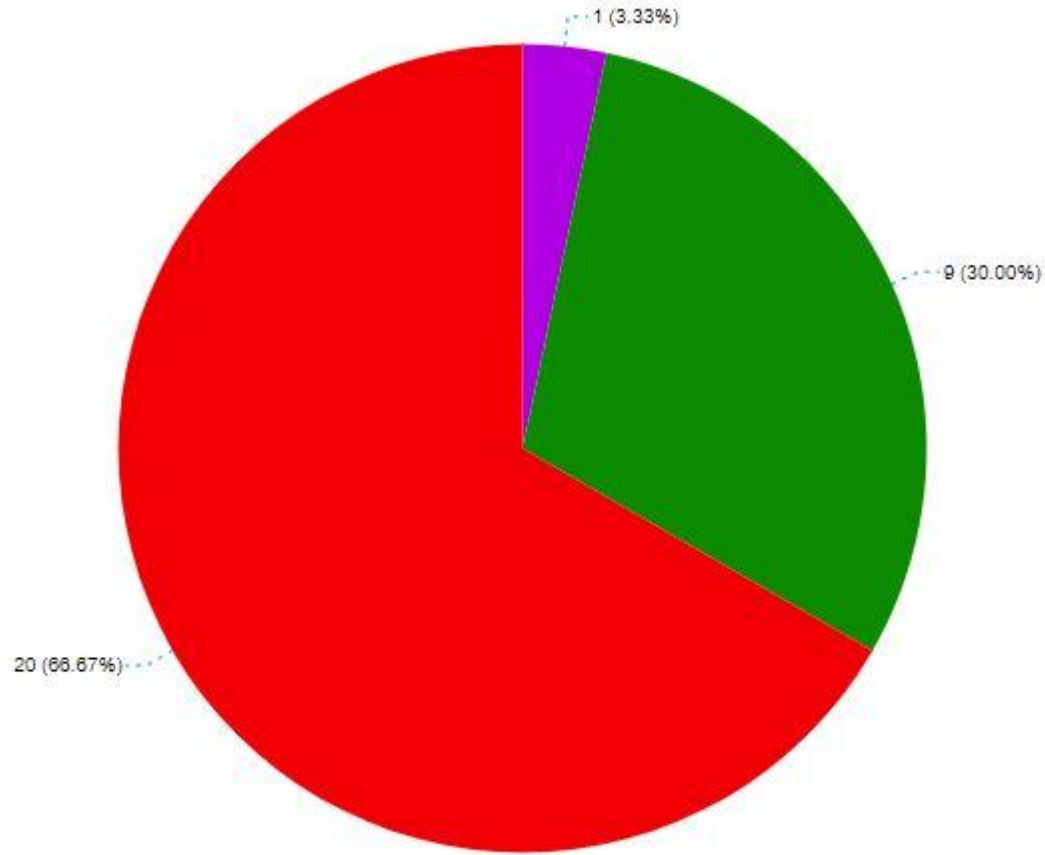
Enrollment Breakdown

Rawlins Cooperative High School Enrollment by Gender



Male- 19 (63.33%)
Female 11 (36.67%)

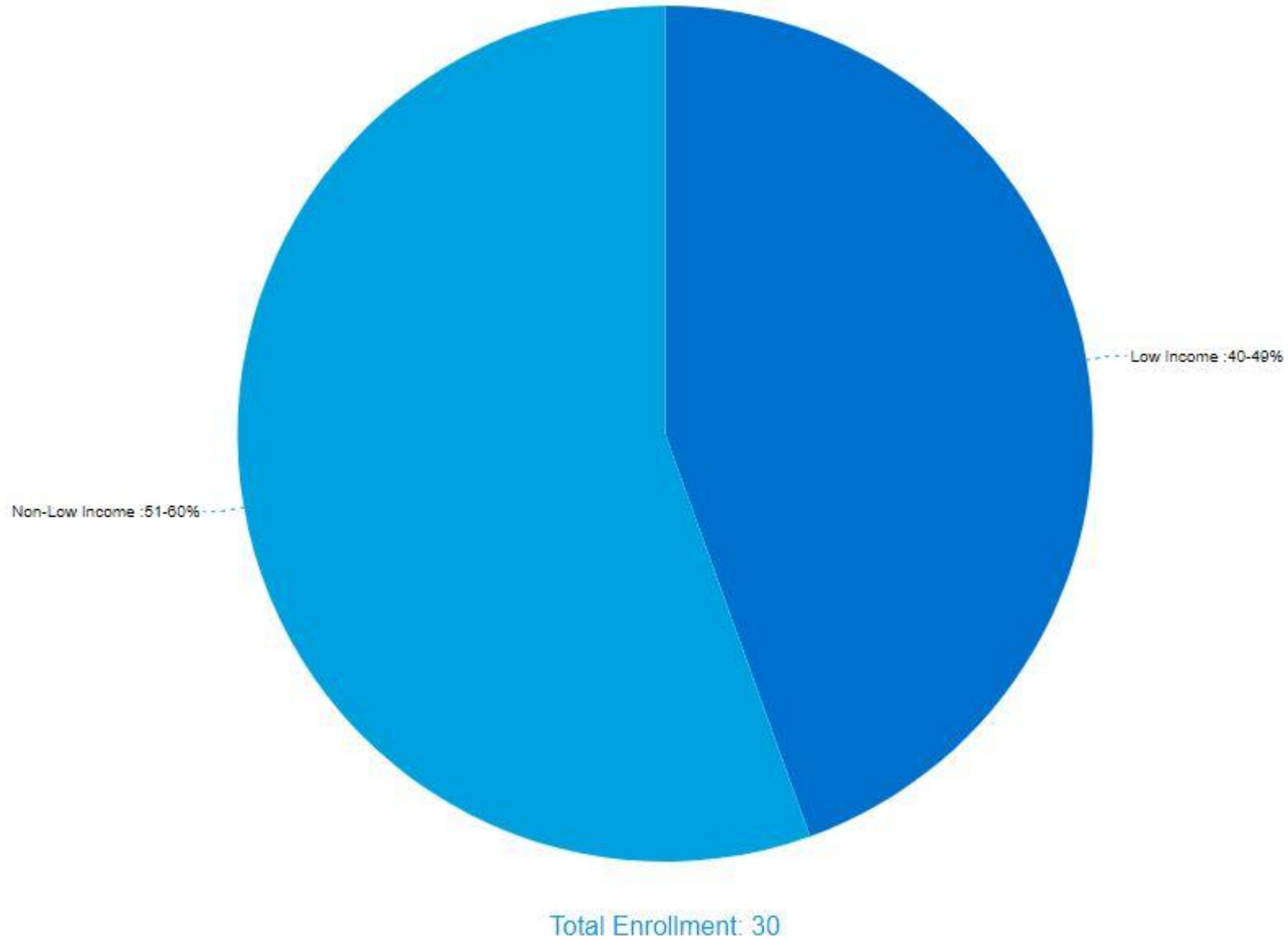
Rawlins Cooperative High School Enrollment by Race/Ethnicity



Total Enrollment: 30

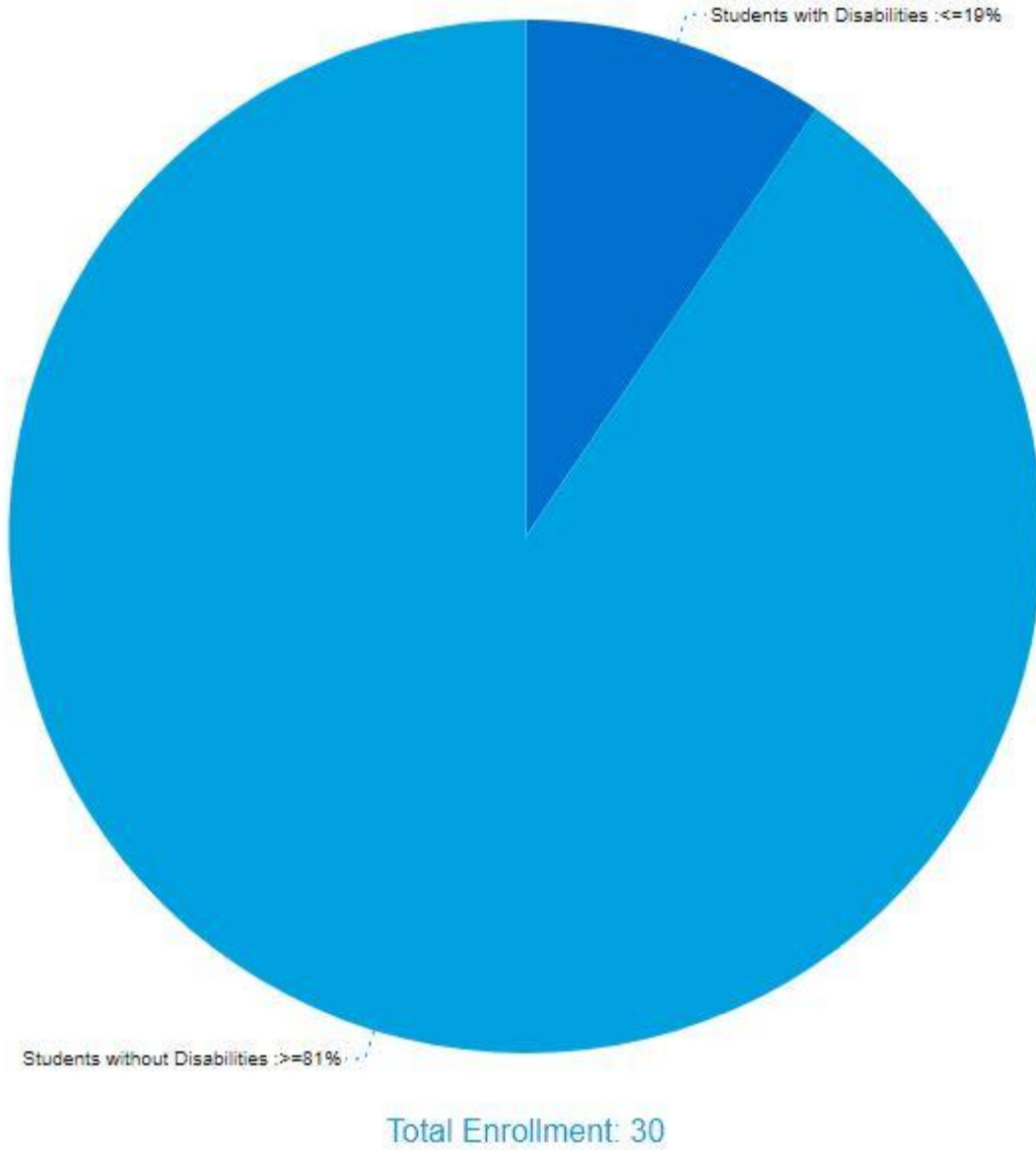
White- 20 (66.67%)
Hispanic- 9 (30.00%)
Black- 1 (3.33%)

Rawlins Cooperative High School Enrollment by Income Status



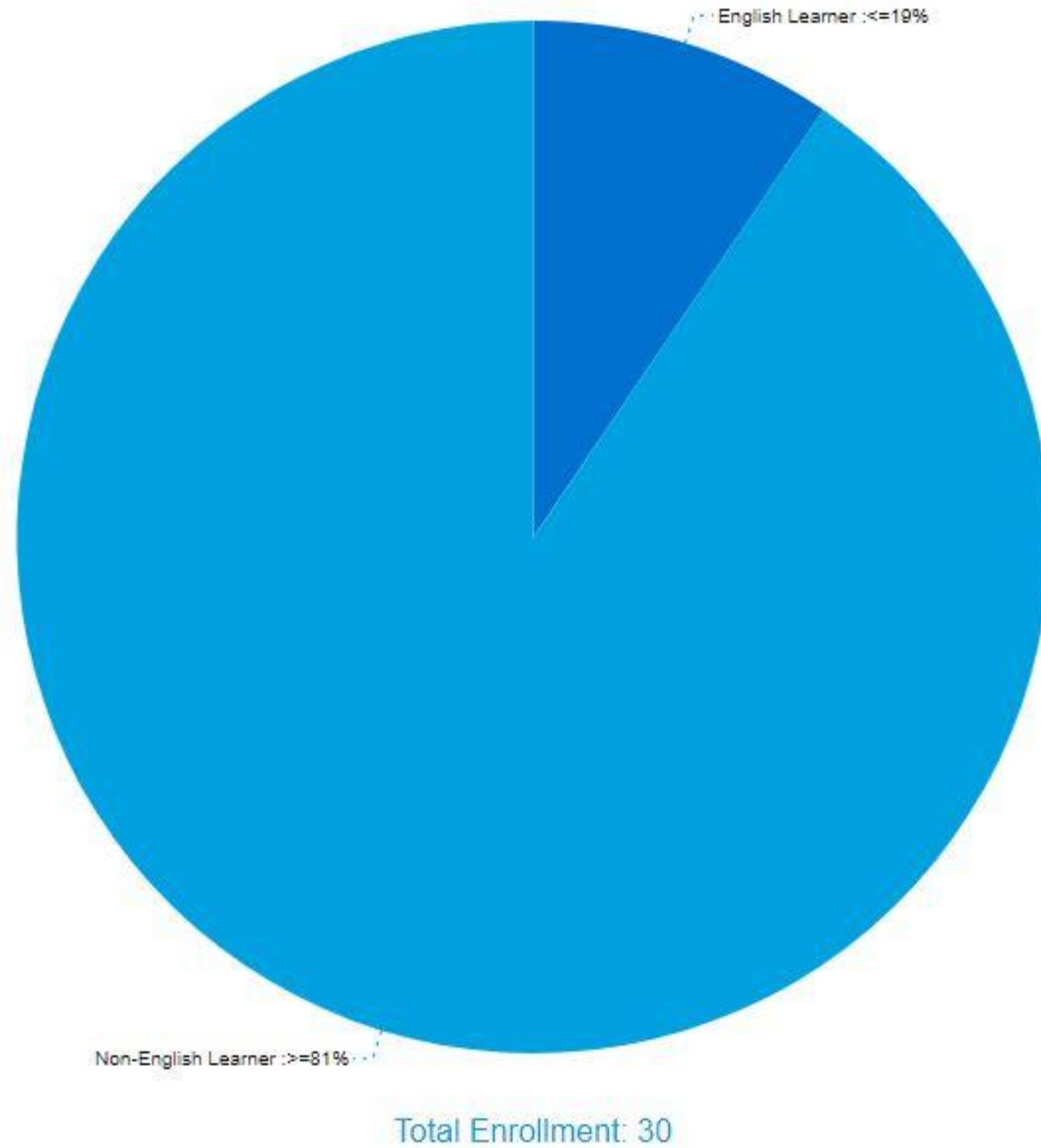
Low Income- 40-49%
Non-Low Income- 51-60%

Rawlins Cooperative High School Enrollment by Disability Status



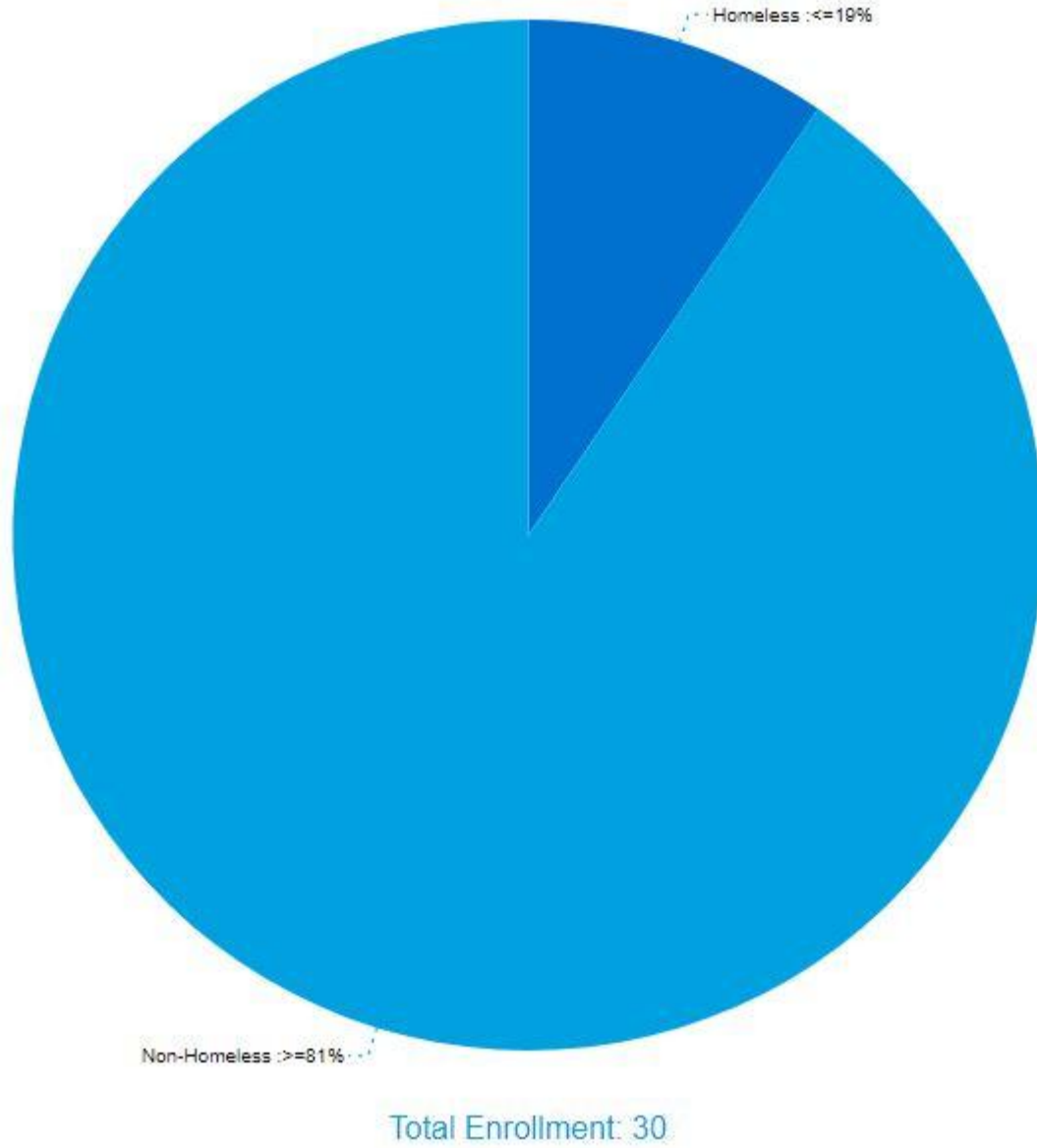
Students with Disabilities- 19%
Students without Disabilities- 81%

Rawlins Cooperative High School Enrollment by English Learner Status



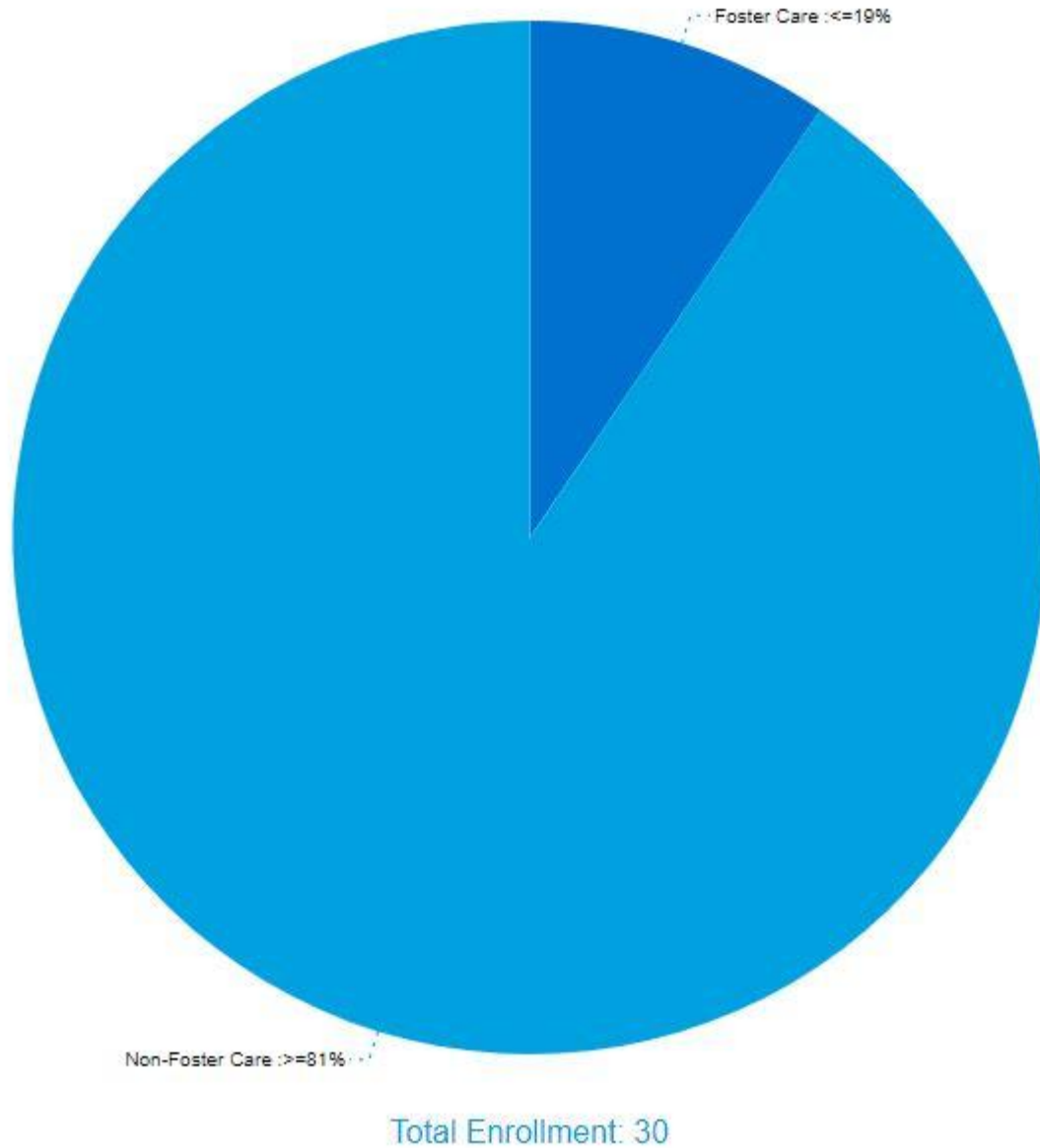
English Learner- 19%
Non-English Learner- 81%

Rawlins Cooperative High School Enrollment by Homeless Status



Homeless <=19%
Non-Homeless >=81%

Rawlins Cooperative High School Enrollment by Foster Care Status



Foster Care <=19%
Non-Foster Care >=81%

Wyoming Public School Assessment Results

English Language Arts Proficiency
 (Rawlins Cooperative High School Participation Rate: 70-79%)
 (Grades 9 to 10)
 Rawlins Cooperative High School: <=20%
 Carbon #1: 38%
 Wyoming: 48%

Math Proficiency
 (Rawlins Cooperative High School Participation Rate: =70-79%)
 (Grades 9 to 10)
 Rawlins Cooperative High School: <=20%
 Carbon #1: 32%
 Wyoming: 42%

English Learners Enrolled During Testing: 0
 Percent English Proficient: N/R

Alternate Assessment Participation

| Subject | Grade | # of Students | % of Students |
|---------------|-------|---------------|---------------|
| Math | 9 | 0 to 9 | N/R |
| Math | 10 | 0 to 9 | <=20% |
| Language Arts | 9 | 0 to 9 | N/R |
| Language Arts | 10 | 0 to 9 | <=20% |
| Science | 10 | 0 to 9 | N/R |

Teacher Qualification at Rawlins Cooperative High School

| Category | FTE | Percent |
|--|------|---------|
| Rawlins Cooperative High School Teachers | 3.30 | 100% |
| Inexperienced Teachers | 0.90 | 27.27% |

| | | |
|---|------|----|
| Emergency/Provisional Credential Teachers | 0.00 | 0% |
| 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.

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 | ESSA Norm Category | Description |
|--------------|--------------------|---|
| Growth | Below Average | ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten. |
| Achievement* | Below Average | ESSA: The percent proficient or above on the state test in English language arts and mathematics. |

| | | |
|------------------------------|---------------|--|
| ELP | N/A | The percent of English learners who met their annual progress goal for English language proficiency |
| Four-Year On-Time Graduation | Below Average | ESSA: The prior year four year, on-time graduation rate.This is a lagged indicator. |
| Post-Secondary Readiness | Below Average | The percent of all prior year graduates demonstrating college or career readiness.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 |
|------------------------|---------------|------------------|--------------------------------------|
| 4 Year Graduation Rate | 88% | No | No |
| HS Reading | 53% | No | Yes |
| HS Math | 47% | 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 | 53% | No | Yes |
| White | 55% | 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 |
|---------------|---------------|------------------|------------------------------------|
| All | 47% | No | Yes |
| White | 51% | 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 |
|--------------------|---------------|------------------|------------------------------------|
| All | 88% | No | No |
| Free/Reduced Lunch | 88% | No | Yes |
| Hispanic | 86% | No | No |
| IEP | 78% | No | Yes |
| White | 90% | No | No |

*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 | 45.5% |
| Female | 73.3% |
| Male | 22.2% |
| American Indian or Alaskan Native | 50.0% |
| Asian | N/A |
| Black | N/A |
| Hispanic | 33.3% |
| Native Hawaiian or Other Pacific Islander | N/A |
| Two or More Races | N/A |

| | |
|----------------------------|--------|
| White | 56.3% |
| Low Income | 52.4% |
| Students with Disabilities | 60.0% |
| English Learner | 75.0% |
| Homeless | 100.0% |

School Climate

Staffing and Finance

| Staffing Characteristics | School | District |
|---|--------|-----------|
| Total Teachers (FTE) | 3.0 | 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) | 0.0% | 13.0% |
| Teachers in 2nd Year of Teaching (FTE) | 0.0% | 4.7% |
| Teachers Absent > 10 Days of the School Year (FTE) | 0.0 | 10.0 |
| Students to Teachers (FTE) Ratio | 15: 1 | 12.52 : 1 |

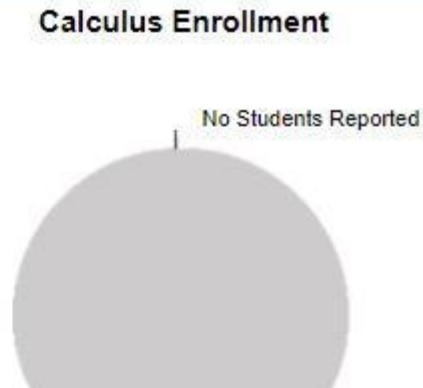
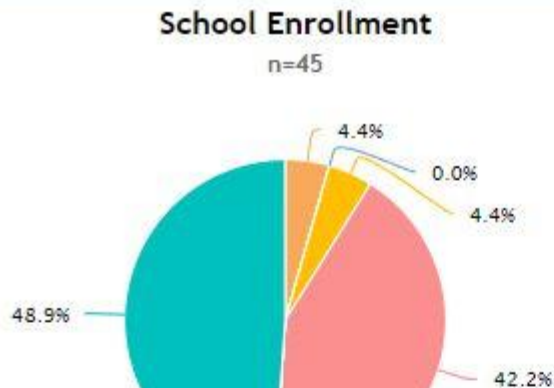
| School Expenditures | School Amount | Amount Per Pupil |
|---|---------------|------------------|
| Personnel Salary Expenditures - Teachers | \$177,738.91 | \$3,949.75 |
| Personnel Salary Expenditures - Instructional Aides | \$0.00 | \$0.00 |
| Non-Personnel Expenditures | \$124,995.50 | \$2,777.68 |

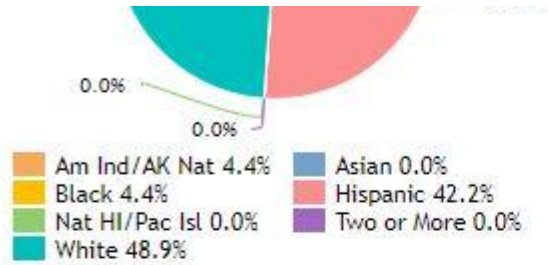
Chronic Absenteeism

| Student Group | Percentage of Enrollment | Chronically Absent |
|---|--------------------------|--------------------|
| All Students | 100% | 37.8% |
| American Indian or Alaskan Native | 4.4% | 0.9% |
| Asian | 0.0% | 0.0% |
| Black or African American | 4.4% | 0.0% |
| Hispanic or Latino of any race | 42.2% | 22.2% |
| Native Hawaiian or Other Pacific Islander | 0.0% | 0.0% |
| Two or more races | 0.0% | 0.0% |
| White | 48.9% | 15.6% |
| Limited English Proficiency (LEP) | 4.4% | 4.4% |
| Disability (IDEA + Section 504) | 13.3% | 4.4% |

College and Career Readiness

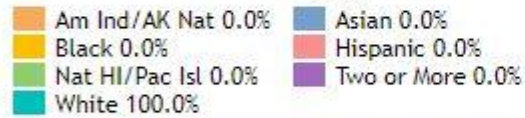
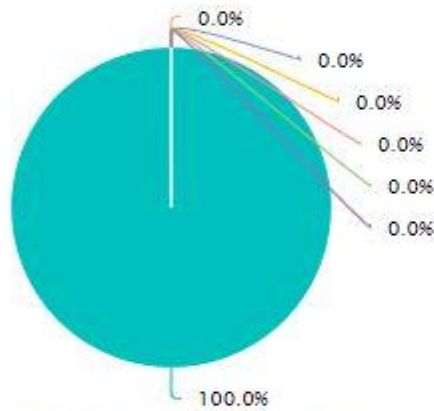
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?





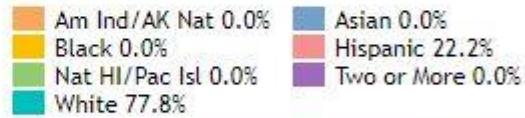
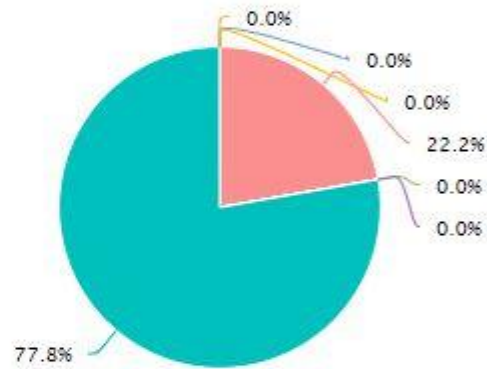
Chemistry Enrollment

n=2



Physics Enrollment

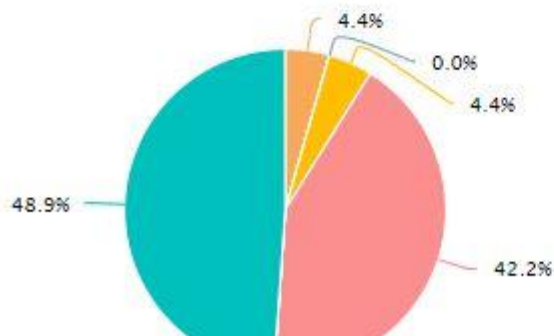
n=9



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

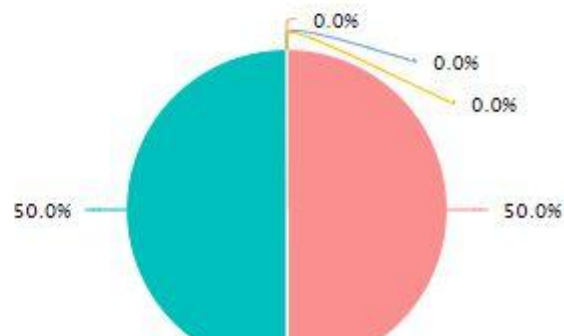
School Enrollment

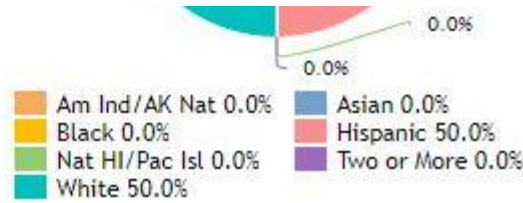
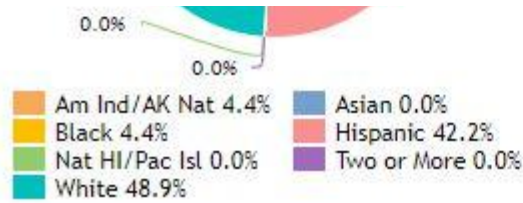
n=45



SAT/ACT Enrollment

n=8





Total number of students participating in SAT/ACT = 8

Enrollments Percentage by Race/Ethnicity

| Student Group | School | Chemistry | Physics | SAT/ACT |
|---|--------|-----------|---------|---------|
| American Indian or Alaskan Native | 4.4% | 0.0% | 0.0% | 0.0% |
| Asian | N/A | N/A | N/A | N/A |
| Black or African American | 4.4% | 0.0% | 0.0% | 0.0% |
| Hispanic | 42.2% | 0.0% | 22.2% | 50.0% |
| Native Hawaiian or Other Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 48.9% | 100.0% | 77.8% | 50.0% |
| Two or More | N/A | N/A | N/A | N/A |

Participation in SAT/ACT

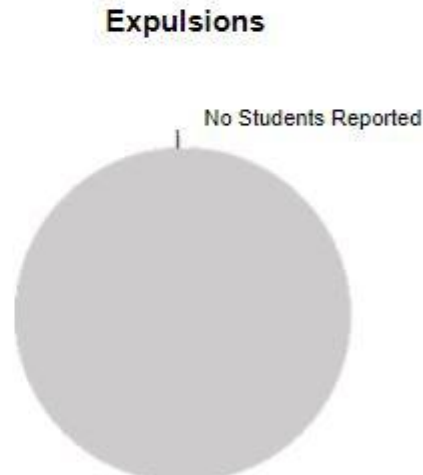
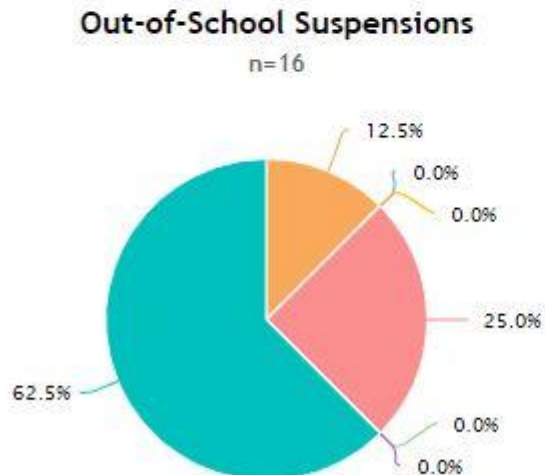
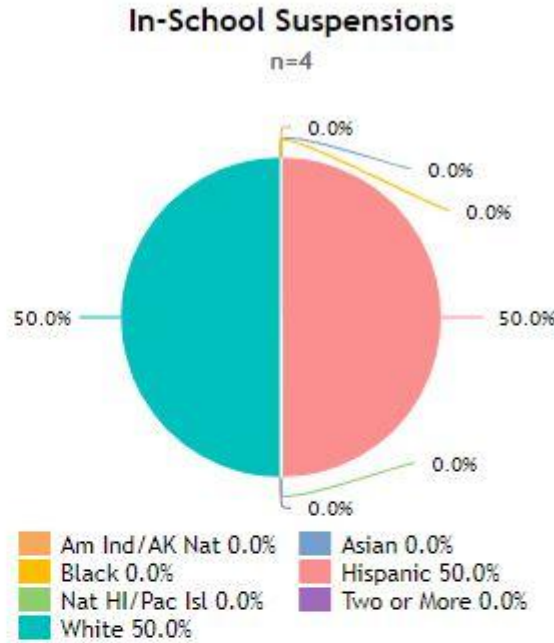
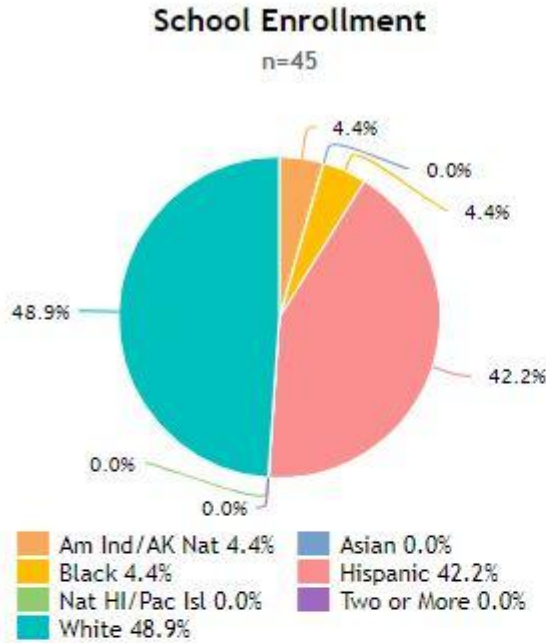
| Student Group | % of Enrollment | % of Participants in SAT/ACT |
|----------------------------|-----------------|------------------------------|
| LEP Students | 4.4% | 0% |
| Students with Disabilities | 8.9% | 25% |
| Female/Male | 42.2% / 57.8% | 50% / 50% |

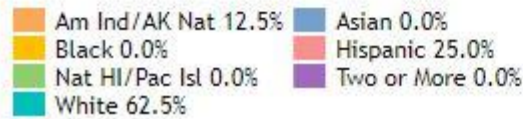
Students enrolled in a dual enrollment/dual credit program- No

Students participate in credit recovery program- Yes

Discipline, Restraints/Seclusion, Harassment/Bullying

Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?





* Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=0, Out of School Suspensions=0, Expulsions=0

Removal by Race/Ethnicity

| Student Group | School Enrollment | In-School Suspension | Out-of-School Suspensions |
|---|-------------------|----------------------|---------------------------|
| American Indian and Alaskan Native | 4.4% | 0.0% | 12.5% |
| Asian | N/A | N/A | N/A |
| Black | 4.4% | 0.0% | 0.0% |
| Hispanic | 42.2% | 50.0% | 25.0% |
| Native Hawaiian or Other Pacific Islander | N/A | N/A | N/A |
| White | 48.9% | 50.0% | 62.5% |
| Two or More | N/A | N/A | N/A |

No reported student 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
2. Select 'School and District Search'
3. On the Find School(s) Tab, Type in the School Name (Cooperative High)
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 (Cooperative High).

Obtaining Alternative Copies

To view this report online visit: rchs.crb1.net/ESSA

To obtain a physical copy of this report please visit Carbon County School District #1 Main Office 615 Rodeo St, Rawlins, WY 82301

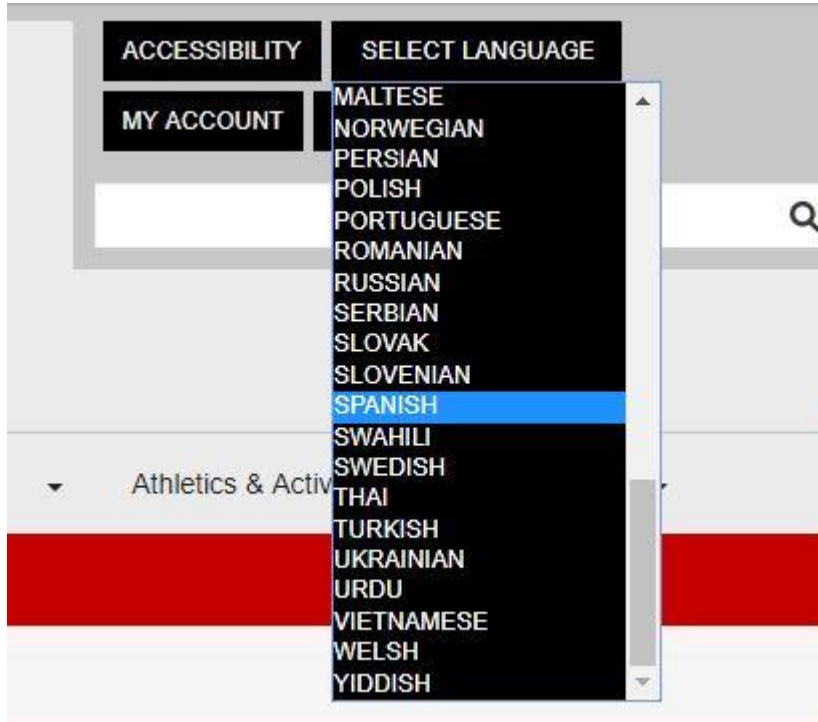
Para obtener una copia física de este informe visitar Carbon County School District #1 Main Office 615 Rodeo St, Rawlins, WY 82301

Ā ripōrtanī bhautika kōpi mēļavavā māṭē kṛpā karīnē nīcē āpēlāmānthī kōṭī ēka pad'dhatinō upayōga karō:
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:
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.
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 Haga clic en el botón "Select Language" en la esquina superior derecha de la página.
 Seleccione su idioma preferido de la lista desplegable.

Ā ripōrtanē ōnalā'ina bījī bhāṣāmām jōvā māṭē:
 Pṛṣṭhanā uparanā jamaṇā khūṇā para "Select Language" baṭananē klika karō.
 Ḍrōpa ḍā'una sūcimānthī tamārī prādhān'yavāḷī bhāṣā pasanda karō.

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'ū lisi.