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 ripōrṭa jōvā māṭē antē sūcanā'ō ju'ō.
Vaʻai faatonuga i le faaiuga e matamata i le lipoti i se isi gagana.

Overview

School and District Contact Information

Rawlins High School
Web Address: http://res.crb1.net
Principal: Benita Allard
Address: 1301 Darnley Rd, Rawlins, WY 82301
E-mail: ballard@crb1.net
Phone: (307)328-7900

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 High School	Carbon County School District 1	Wyoming
Total Enrollment	751	1,762	92,976
Teachers	64	142	7,388
English Learner Students Gaining Language Proficiency	16-20%	18%	13%
Proficient in Math	42%	39%	49%
Proficient in English Language Arts	36%	39%	53%
Cost of Education (Dollars Spent Per Student)	$13,613	$15,201	$15,624

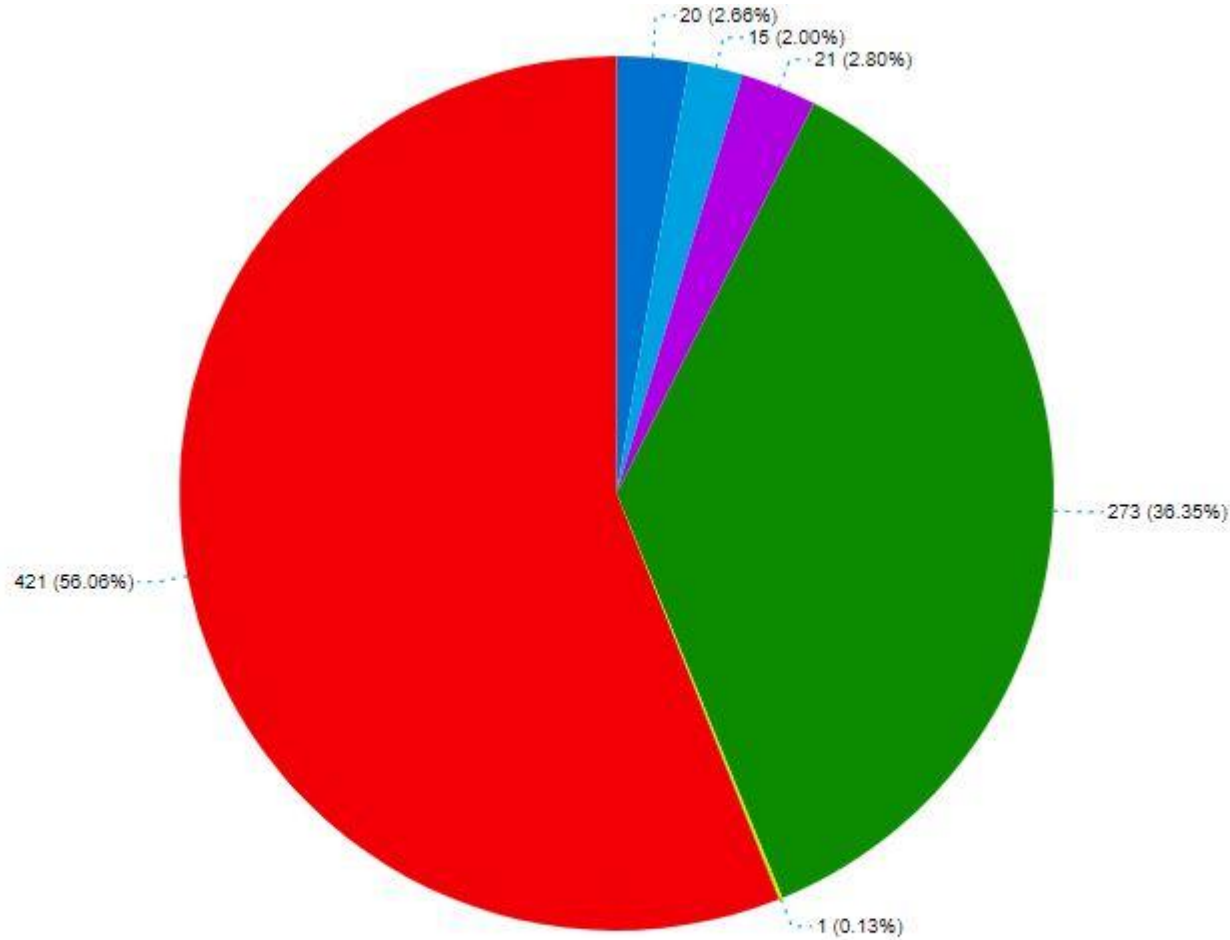## WAEA School Performance Rating- Partially Meeting Expectations

Enrollment Breakdown

Rawlins Elementary School Enrollment by Gender

343 (45.67%)

408 (54.33%)

Female ■ Male

Total Enrollment: 751
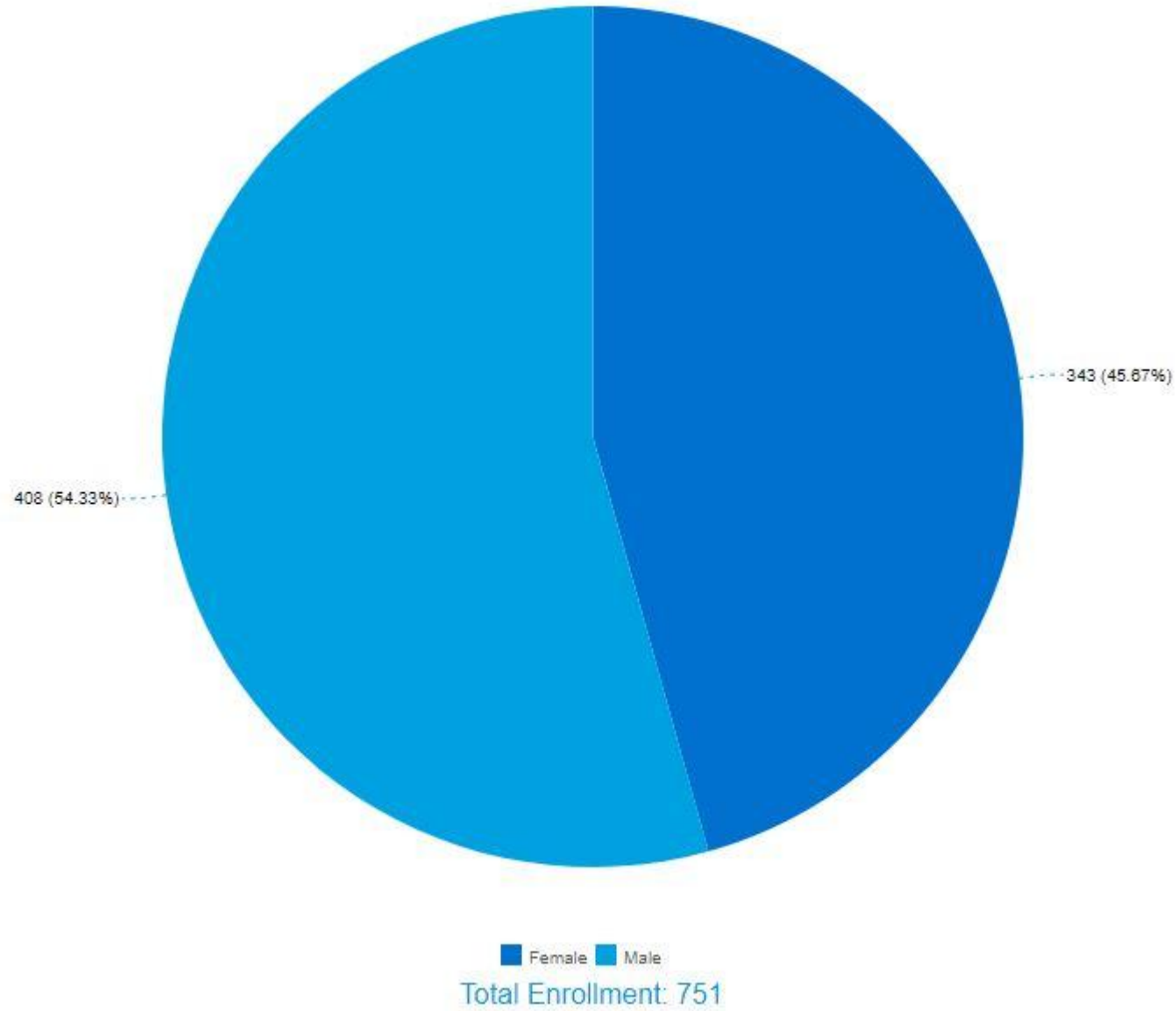
Male- 408 (54.33%)
Female 343 (45.67%)

Rawlins Elementary School Enrollment by Race/Ethnicity

- 20 (2.66%)
- 15 (2.00%)
- 21 (2.80%)
- 273 (36.35%)
- 421 (56.06%)
- 1 (0.13%)

■ American Indian or Alaskan Native   ■ Asian   ■ Black   ■ Hispanic
■ Native Hawaiian or Other Pacific Islander   ■ Two or More Races   ■ White

Total Enrollment: 751

White- 421 (56.06%)
Hispanic- 273 (36.35%)
Black- 21 (2.80%)
Asian- 15 (2.00%)
Native Hawaiian or Other Pacific Islander 1 (0.13%)
American Indian or Alaskan Native- 20 (2.66%)

Rawlins Elementary School Enrollment by Income Status

Low Income :42%

Non-Low Income :58%

Total Enrollment: 751
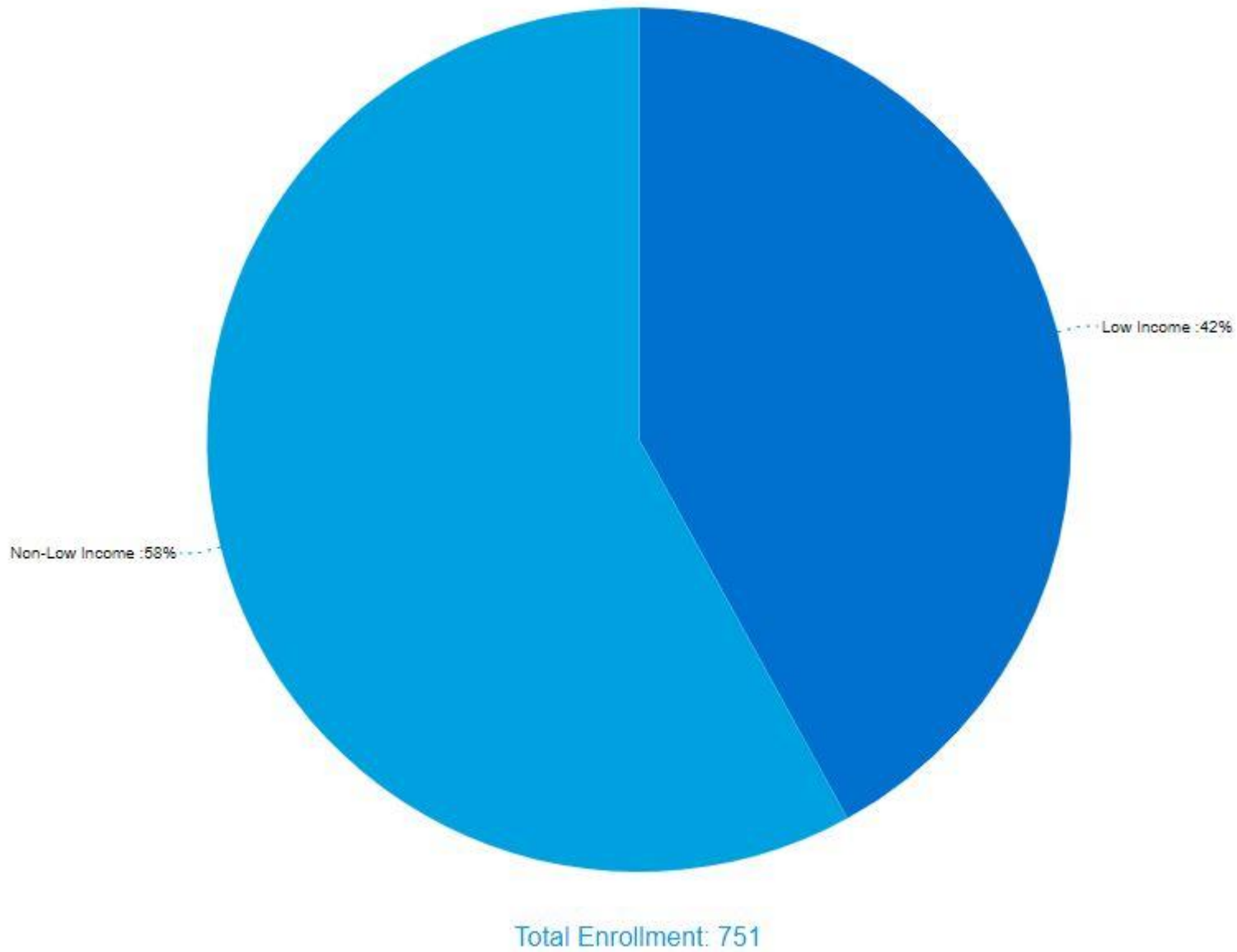
Low Income- 42%
Non-Low Income- 58%

Rawlins Elementary School Enrollment by Disability Status

Students with Disabilities :17%

Students without Disabilities :83%

Total Enrollment: 751
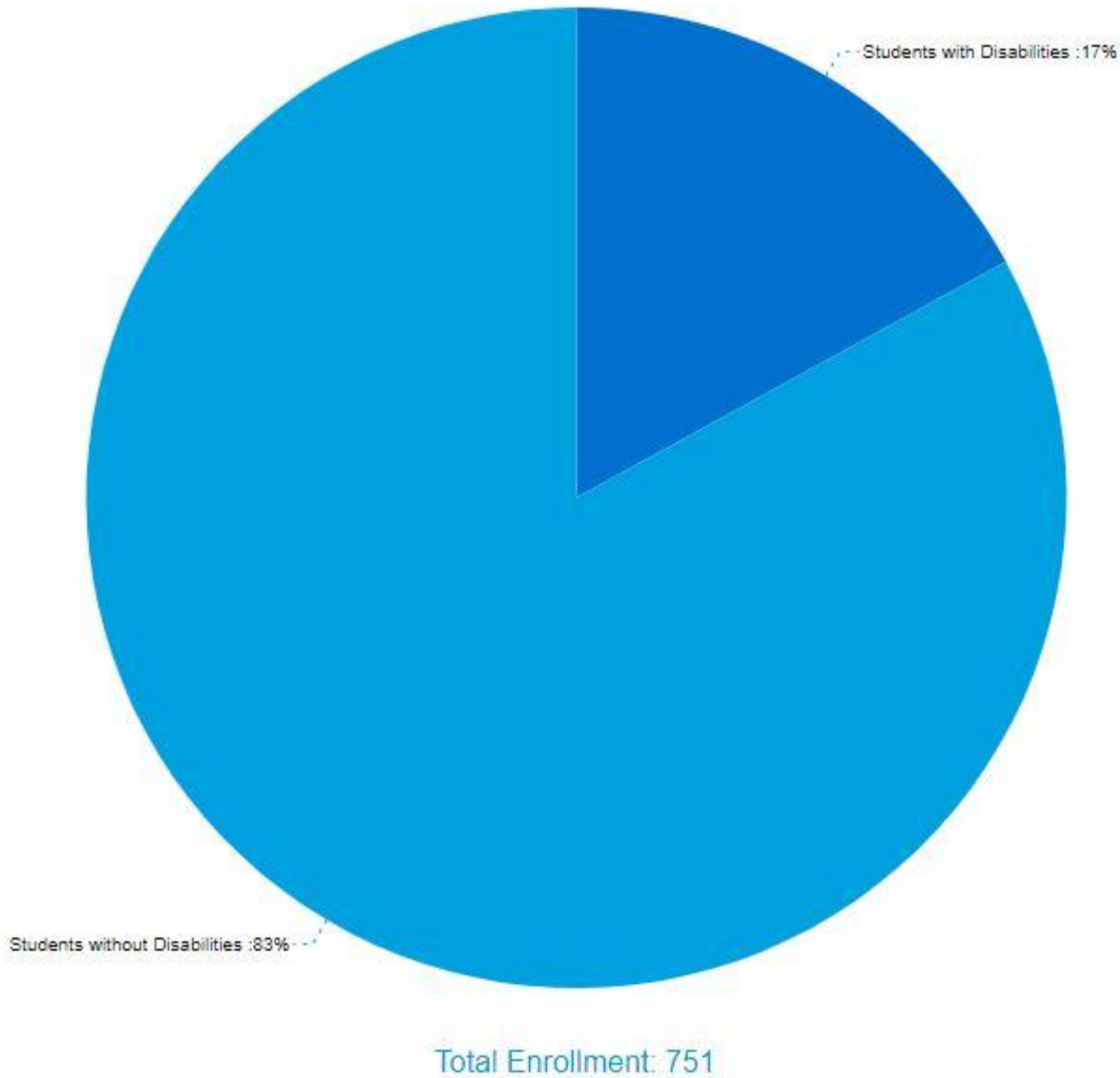
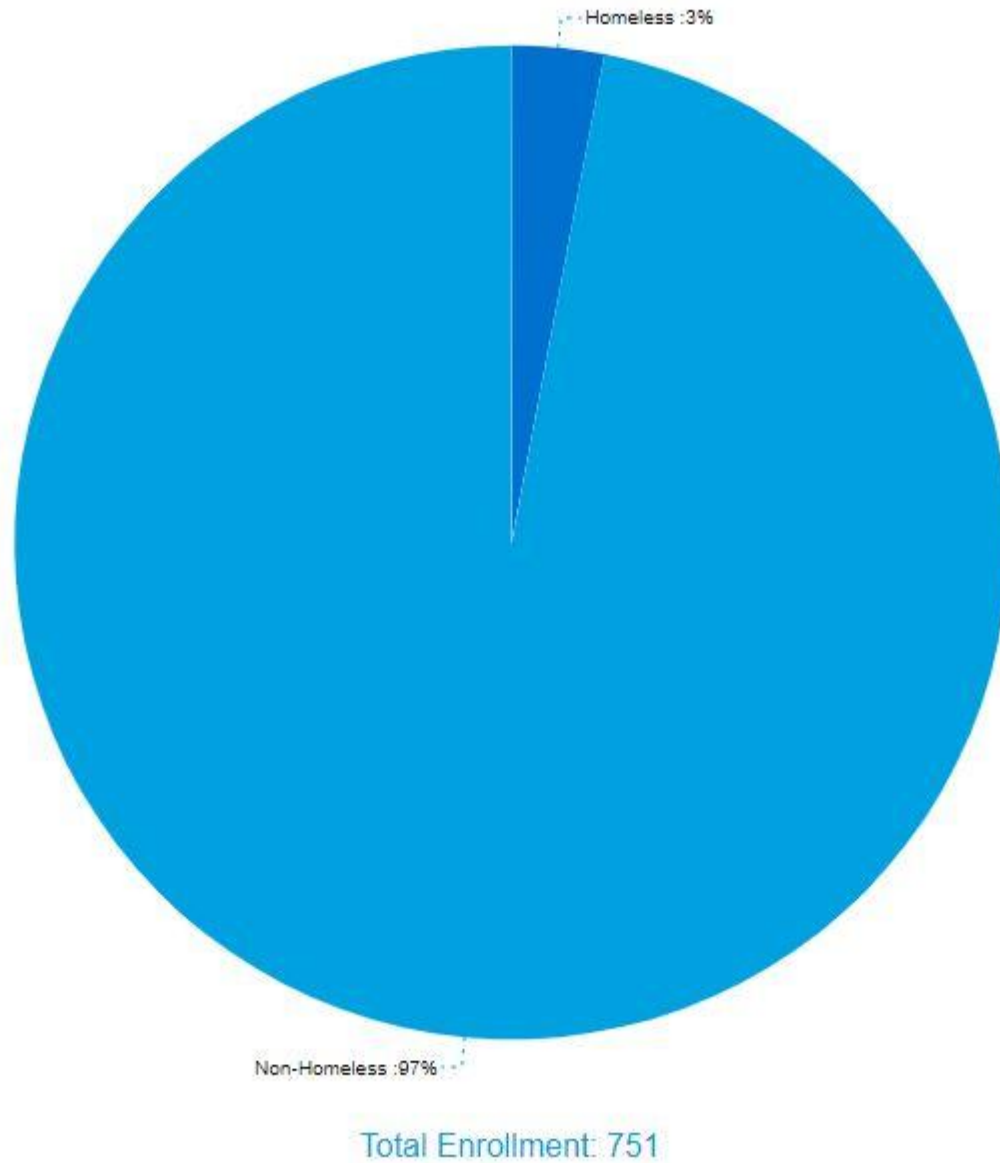Students with Disabilities- 17%
Students without Disabilities- 83%

Rawlins Elementary School Enrollment by English Learner Status

English Learner :9%

Non-English Learner :91%
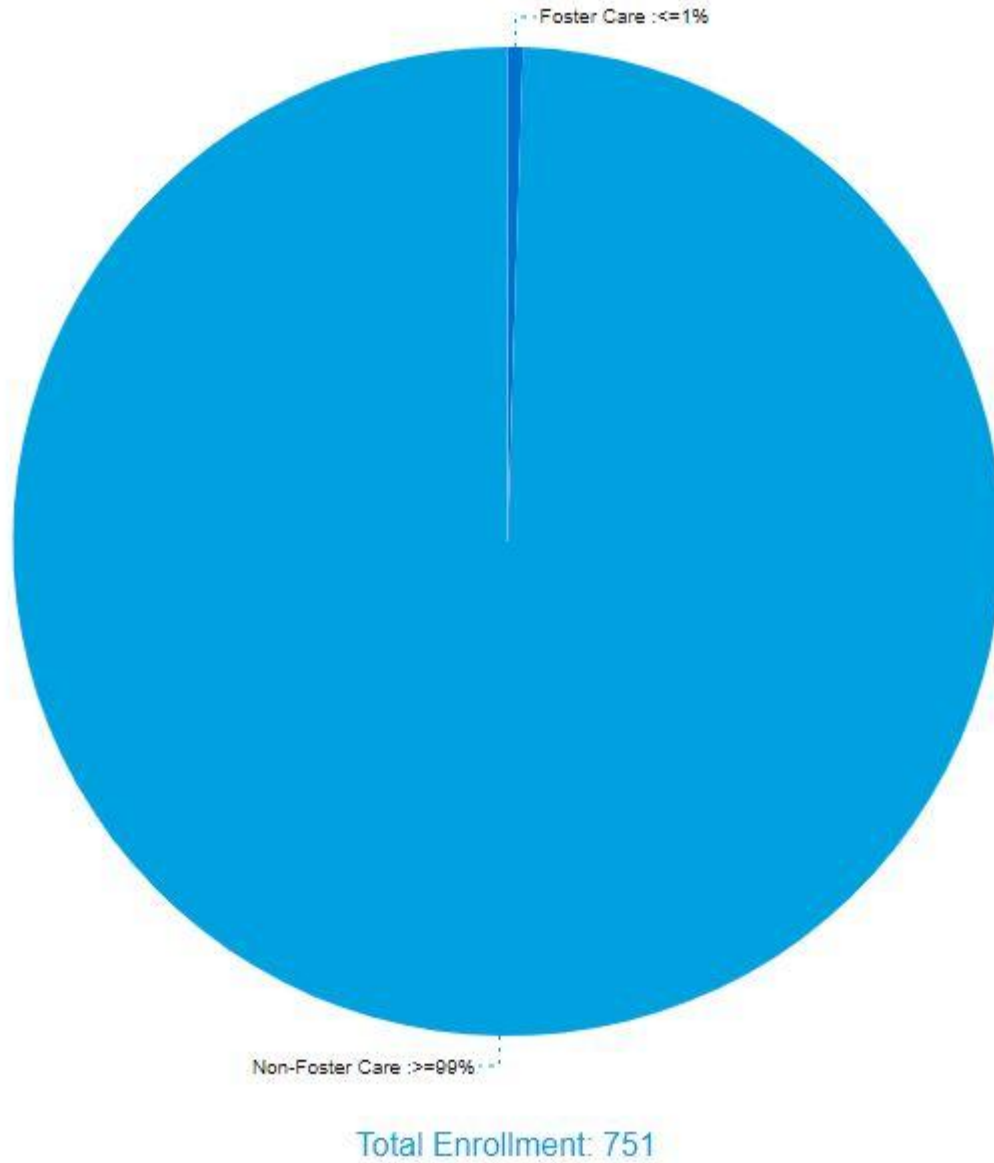
Total Enrollment: 751
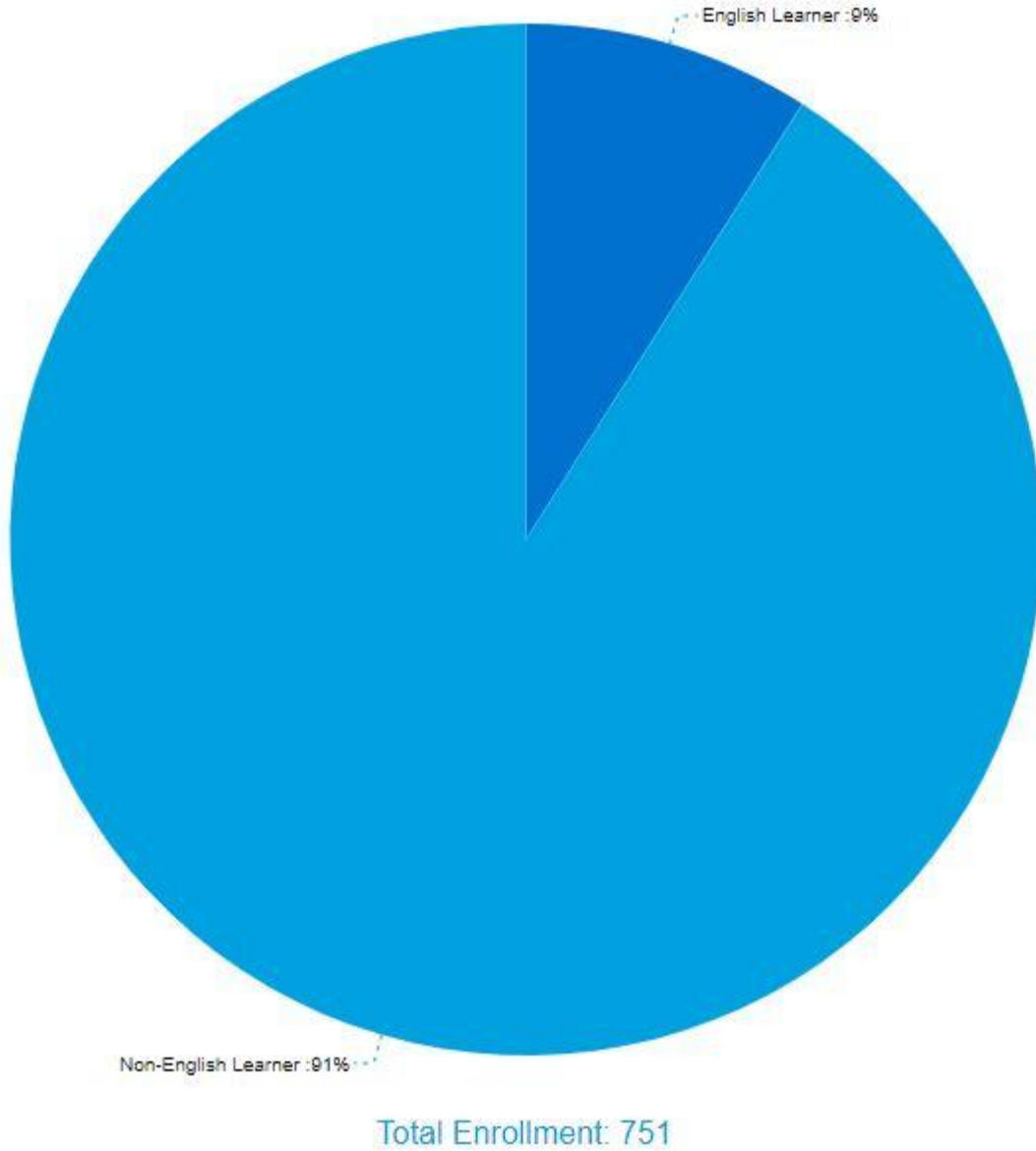
English Learner- 9%
Non-English Learner- 91%

Rawlins Elementary School Enrollment by Homeless Status

Homeless :3%

Non-Homeless :97%

Total Enrollment: 751

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

Rawlins Elementary School Enrollment by Foster Care Status

Foster Care :<=1%

Non-Foster Care :>=99%

Total Enrollment: 751

Foster Care <=1%
Non-Foster Care >=99%

Wyoming Public School Assessment Results

English Language Arts Proficiency
(Rawlins Elementary School Participation Rate: >=99%)
(Grades 3 to 5)
Rawlins Elementary School: 36%
Carbon #1: 39%
Wyoming: 53%

Math Proficiency
(Rawlins Elementary School Participation Rate: >=99%)
(Grades 3 to 5)
Rawlins Elementary School: 42%
Carbon #1: 45%
Wyoming: 52%

English Learners Enrolled During Testing: 71 to 80
Percent English Proficient: 16-20%

Alternate Assessment Participation

Subject	Grade	# of Students	% of Students
Math	3	0 to 9	<=2%
Math	4	0 to 9	<=2%
Math	5	0 to 9	<=2%
Language Arts	3	0 to 9	<=2%
Language Arts	4	0 to 9	<=2%
Language Arts	5	0 to 9	<=2%
Science	4	0 to 9	<=2%

Teacher Qualification at Rawlins Elementary School

Category	FTE	Percent
Rawlins High School Teachers	63.50	100%
Inexperienced Teachers	18.50	29.13%
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	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	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*	Below Target	Below 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

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
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

Asian	66%	No	Yes
Black	57%	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
All	57%	No	Yes
Asian	64%	No	Yes
Black	46%	No	Yes
EL	43%	No	Yes
Free/Reduced Lunch	53%	No	Yes
Hispanic	53%	No	Yes
IEP	35%	No	Yes
Native American	34%	No	Yes
White	51%	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.

School Climate

Staffing and Finance

Staffing Characteristics	School	District
Total Teachers (FTE)	64.0	150.5
Total Counselors (FTE)	2.0	6.0
Teachers Meeting all State Licensing and Certification Requirements (FTE)	100.0%	99.3%
Teachers in 1st Year of Teaching (FTE)	10.9%	13.0%
Teachers in 2nd Year of Teaching (FTE)	6.3%	4.7%
Teachers Absent > 10 Days of the School Year (FTE)	1.0	10.0
Students to Teachers (FTE) Ratio	13.34 : 1	12.52 : 1

School Expenditures	School Amount	Amount Per Pupil
Personnel Salary Expenditures - Teachers	$2,986,153.63	$3,496.67
Personnel Salary Expenditures - Instructional Aides	$181,872.66	$212.97

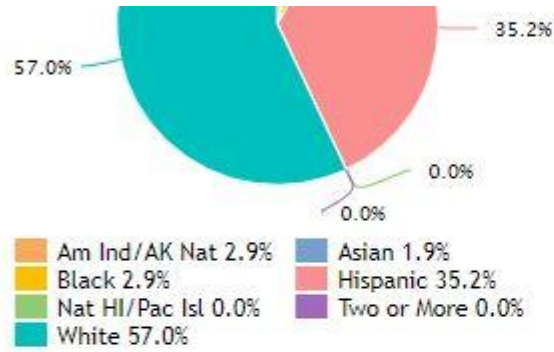Non-Personnel Expenditures $177,816.00 $208.22

Chronic Absenteeism

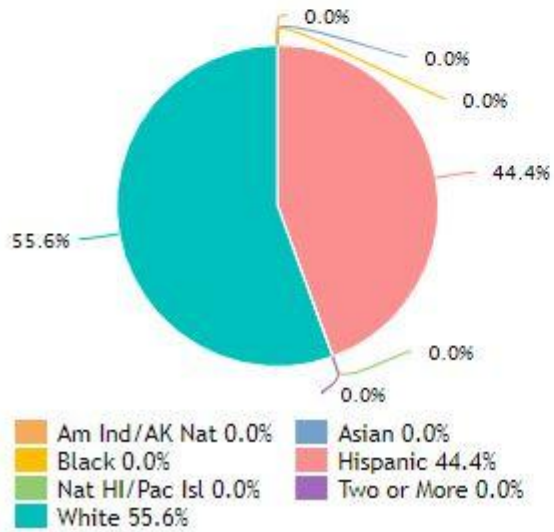| Student Group	Percentage of Enrollment	Chronically Absent
All Students	100%	0.0%
American Indian or Alaskan Native	2.9%	0.0%
Asian	1.9%	0.0%
Black or African American	2.9%	0.0%
Hispanic or Latino of any race	35.2%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%
Two or more races	0.0%	0.0%
White	57.0%	0.0%
Limited English Proficiency (LEP)	5.4%	0.0%
Disability (IDEA + Section 504)	14.8%	0.0%

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?

School Enrollment
n=854

2.9%
1.9%
2.9%
46.7%

In-School Suspensions
n=45

8.9%
4.4%
0.0%

57.0%   35.2%

0.0%

0.0%

■ Am Ind/AK Nat 2.9%	■ Asian 1.9%
■ Black 2.9%	■ Hispanic 35.2%
■ Nat HI/Pac Isl 0.0%	■ Two or More 0.0%
■ White 57.0%	

46.7%   40.0%

0.0%

0.0%

■ Am Ind/AK Nat 8.9%	■ Asian 4.4%
■ Black 0.0%	■ Hispanic 40.0%
■ Nat HI/Pac Isl 0.0%	■ Two or More 0.0%
■ White 46.7%	

Out-of-School Suspensions
n=27

0.0%

0.0%

0.0%

44.4%

55.6%

0.0%

0.0%

■ Am Ind/AK Nat 0.0%	■ Asian 0.0%
■ Black 0.0%	■ Hispanic 44.4%
■ Nat HI/Pac Isl 0.0%	■ Two or More 0.0%
■ White 55.6%	

Expulsions

No Students Reported

*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	2.9%	8.9%	0.0%
Asian	1.9%	4.4%	0.0%

Black	2.9%	0.0%	0.0%
Hispanic	35.2%	40.0%	44.4%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	57.0%	46.7%	55.6%
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 (Rawlins Elementary)
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 Elementary) .

Obtaining Alternative Copies

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

To obtain a physical copy of this report please use one of the following methods:
Visit Rawlins Elementary School 1301 Darnley Rd, Rawlins, WY 82301
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 Rawlins Elementary School 1301 Darnley Rd, Rawlins, WY 82301
O visitar Carbon County School District #1 Main Office 615 Rodeo St, Rawlins, WY 82301

Ā ripōrṭanī bhautika kŏpi mēḷavavā māṭē kṛpā karīnē nīcē āpēlāmānthī kō'ī ēka pad'dhatinō upayōga karō:
Mulākāta lō Rawlins Elementary School 1301 Darnley Rd, Rawlins, WY 82301
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:
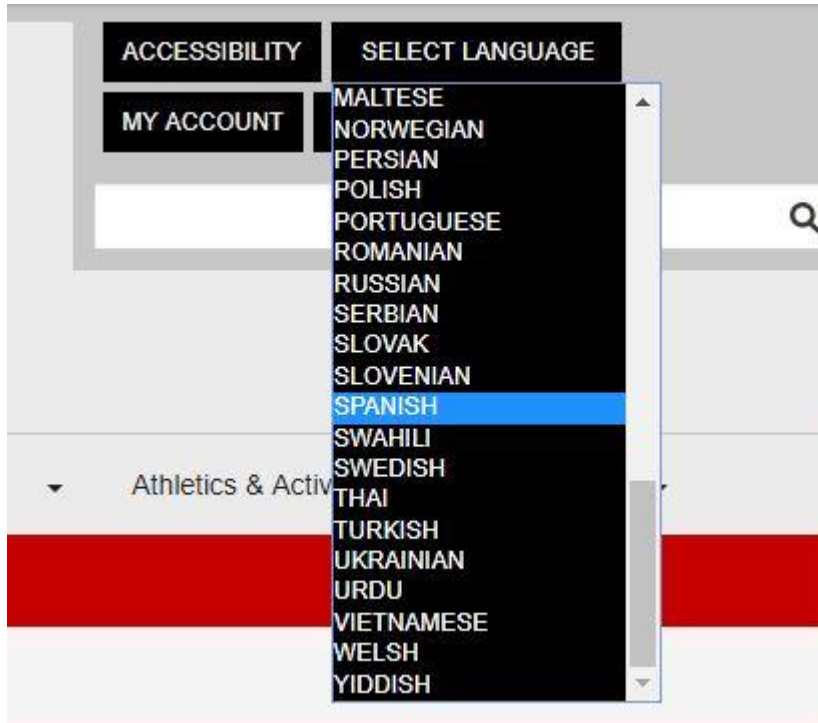Asiasi Rawlins Elementary School 1301 Darnley Rd, Rawlins, WY 82301
Pe asiasi Carbon County School District #1 Main Office 615 Rodeo St, Rawlins, WY 82301

To view this report in a different language Online:

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.

Ā ripōrṭanē ŏnalā'ina bījī bhāṣāmāṁ 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.