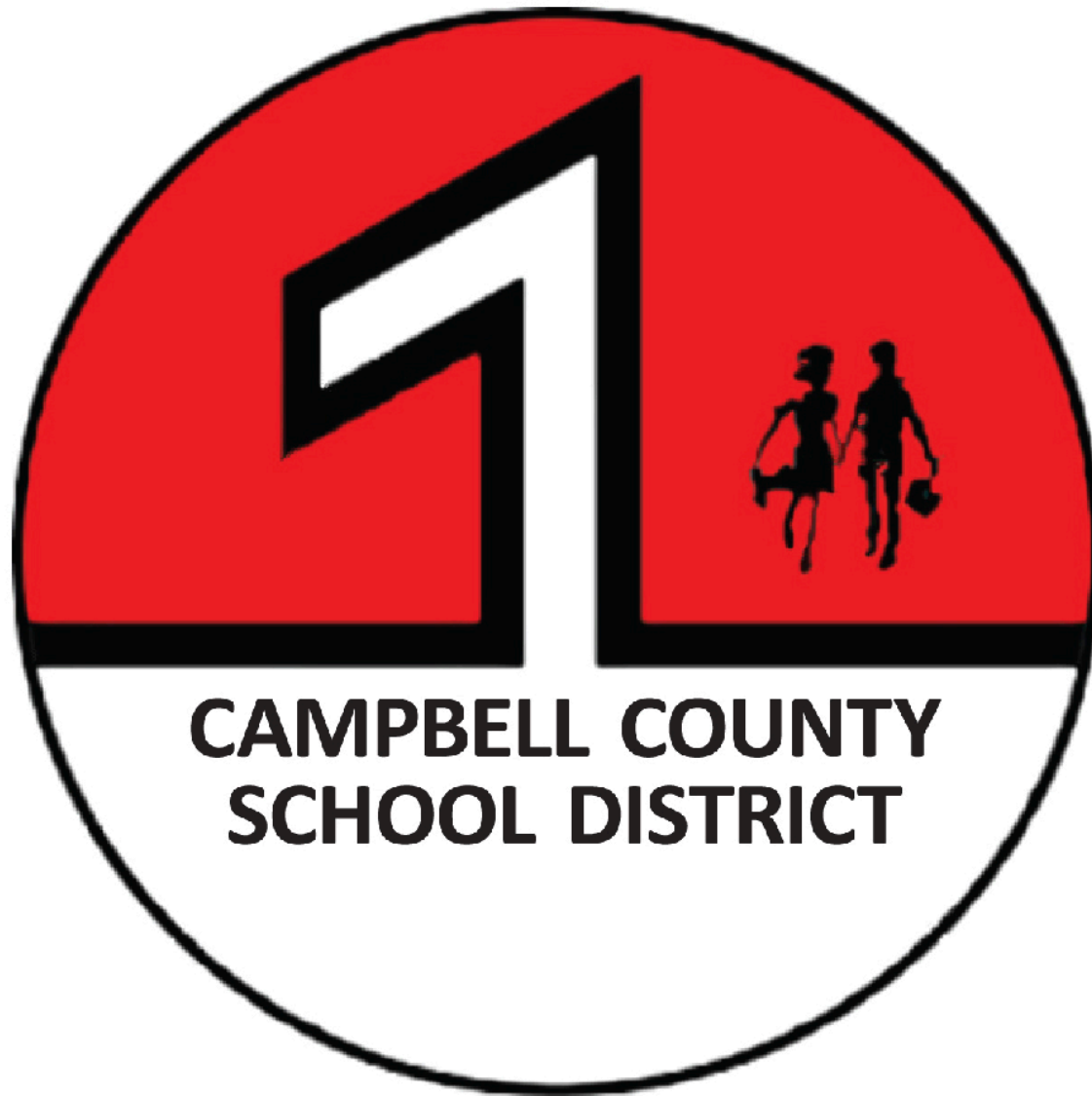




Campbell County High School
Board Report
2024-2025

School Demographics

Staff	2022-2023	2023-2024	2024-2025
Certified	87	90	90
ESP	52	51	51

School Enrollment

Fall	9th	10th	11th	12th	Total
Oct. 1st 2022	351	295	244	216	1106
Oct. 1st 2023	322	325	256	219	1122
2024-2025 (Current)	337	295	264	238	1134

Subgroups

*Subgroup data from the state is a year behind.

		2022-2023			2023-2024			2024-2025 (Current)		
Category		School	District	State	School	District	State	School	District	State
Gender	Female	50%	50%	48%	50%	49%	48%	50%	49%	TBD
	Male	50%	50%	52%	50%	51%	52%	50%	51%	TBD
IEP		7%	12%	15%	8%	13%	15%	9%	14%	TBD
Free/Reduced		30%	39%	34%	36%	34%	34%	35%	42%	TBD
Mobility		20%	15%	NA	16%	21%	NA	TBD	TBD	NA
ELL		7%	4%	2%	7%	4%	2%	6%	5%	TBD
Ethnicity	White	85%	85%	77%	84%	84%	77%	85%	83%	TBD
	Hispanic	11%	11%	15%	11%	11%	15%	10%	11%	TBD
Other Minority		4%	4%	8%	5%	5%	8%	5%	6%	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 the midpoint of the testing window).



Indicator	Accountability Model	Student Count	School Score	Low Cut	High Cut	Performance Category	Participation Rate	Indicator Description
Achievement	WAEA Traditional High Schools	594	42	48.0	60.0	Below Target	Met	The Percent Proficient or above on the state test in English Language Arts, Mathematics, and Science in grades 9 and 10.
	ESSA	594	42.1	47.7	58.6	Below Average	Met	The Percent Proficient or above on the state test in English Language Arts and Mathematics.
Growth	WAEA Traditional High Schools	801	48	49.0	60.0	Below Target	N/A	The MGP in reading and math combined for all students in grades 9 - 11 as measured from prior to current year WY-TOPP and ACT (Grade 11)
	ESSA	571	50.6	47.1	54.5	Average	N/A	The MGP in reading and math combined for all students grades 4 - 10 as measured from prior to current year WY-TOPP.
Equity	WAEA Traditional High Schools	184	52	49.0	60.0	Meets Target	N/A	The weighted MGP with the Consolidated Subgroup weighted at 80% and Non-Consolidated Subgroup weighted at 20%. The count of students is the count of students in the Consolidated Subgroup.
	ESSA	0	N/A	47.5	56.2	N/A	N/A	The weighted MGP with the Consolidated Subgroup weighted at 80% and Non-Consolidated Subgroup weighted at 20%. The count of students is the count of students in the Consolidated Subgroup.
English Learner Progress	WAEA Traditional High Schools	63	13	19.0	40.0	Below Target	Met	The percent of English Learners who met their annual goal for English Language Proficiency.
	ESSA	63	12.7	27.7	50.0	Below Average	Met	The percent of English Learners who met their annual goal for English Language Proficiency.
Graduation	WAEA Traditional High Schools	259	80	85.0	93.0	Below Target	N/A	Prior Year Extended graduation rate including the 4-Year cohort plus all 5, 6, and 7 year graduates.
	ESSA	258	80.2	82.3	90.3	Below Average	N/A	The prior year 4-Year On-Time graduation rate.
Postsecondary Readiness	WAEA Traditional High Schools	208	68	67.0	80.0	Meets Target	N/A	The percent of all prior year graduates demonstrating college, career, or military readiness.
	ESSA	208	68.3	41.8	65.4	Above Average	N/A	The percent of all prior year graduates demonstrating college, career, or military readiness.
Credits Earned	WAEA Traditional High Schools	339	86	88.0	94.5	Below Target	N/A	The percent of all prior year first year grade 9 students who earned one fourth of the credits needed to graduate.

State Assessment (WY-TOPP)

*Students will demonstrate proficiency or growth as measured by WY TOPP

		School 2023	School 2024
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
9	ELA	48.40	45.60
9	Math	38.50	33.20
10	ELA	49.30	43.20
10	Math	44.80	42.40
10	Science	47.80	41.80

*Grade levels will exceed the state average in content areas measured by WY TOPP

		School 2024	State 2024
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
9	ELA	45.60	41.66
9	Math	33.20	50.61
10	ELA	43.20	41.54
10	Math	42.40	46.44
10	Science	41.80	48.98

ACT

Test Year	Total Students Tested	English Score Average	Math Score Average	Reading Score Average	Science Score Average	Composite Score Average
2020-21	220	17.2	18.8	20.2	19.6	19.2
2021-22	245	16.2	18.1	18.2	18.5	17.9
2022-23	234	15.2	17.5	18.1	17.8	17.3
2023-24	238	16.1	17.5	18.1	18.4	17.7

Overall School Performance (Past Six School Years)

School Year	Overall Rating
2018-2019	Not Meeting Expectations
2019-2020	No Rating
2020-2021	No Rating
2021-2022	Partially Meeting Expectations
2022-2023	Partially Meeting Expectations
2023-2024	Not Meeting Expectations

School Improvement Areas of Focus

High Impact Domains:

Data Informed Planning
Professional Development
Learning Support
Leadership

School Improvement Areas of Focus:

→ **Graduation:** Campbell County High School Students will meet or exceed the state average graduation rate.

- ◆ **Strategy:** Continue to develop and refine a dynamic intervention structure that provides academic support during the regular school day.
- ◆ **Strategy:** Continue to utilize Reading and Math Interventionists to provide content specific support during the regular school day
- ◆ **Strategy:** Maximize the social capacity of all CCHS staff by ensuring all CCHS students have a meaningful and trusted connection with at least one CCHS staff member.

→ **WY-Topp:** Meet or exceed the state average in all content areas

- ◆ **Strategy:** Improve student performance on WY-TOPP Interim assessments as well as district common assessments

→ **ACT:** CCHS students will meet or exceed the composite state average on the ACT.

- ◆ **Strategy:** Encourage Juniors to take the ACT preparation class
- ◆ **Strategy:** Present all Juniors with practice ACT testing experiences during the fall and spring of Junior year
- ◆ **Strategy:** Continue to embed ACT practice questions into the regular classroom setting
- ◆ **Strategy:** Continue to have content teacher ensure alignment between content standards and ACT readiness benchmarks

→ **Growth:** All students exceed the state average in their academic growth

- ◆ **Strategy:** Continue to work on curricular alignment between district common assessment and WY-TOPP benchmarks
- ◆ **Strategy:** Continue to promote testing literacy and testing strategies by utilizing WY-TOPP Interim and modular assessment

→ **Equity:** All students in the Equity component show grade appropriate levels of academic growth.

- ◆ **Strategy:** Identify Equity students and ensure that classroom level instruction and intervention is as supportive and customized as possible.
- ◆ **Strategy:** Utilize the targeted support of Reading and Math interventionists for student identified in the Equity component, to ensure proactive academic support

→ **ESL:** All student learning English as a second language will score at or above the state average on district and state assessments

- ◆ **Strategy:** Utilize ESL staff to provide content specific support in the regular classroom.
- ◆ **Strategy:** Provide beginner level ESL students with targeted language acquisition support.