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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 HIGH SCHOOL

Overview

School and District Contact Information

Rawlins High School

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

Principal: Darren Heslep

Address: 1401 Colorado Rd, Rawlins, WY 82301

E-mail: dheslep@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

Phone: (307)328-9200

At A Glance

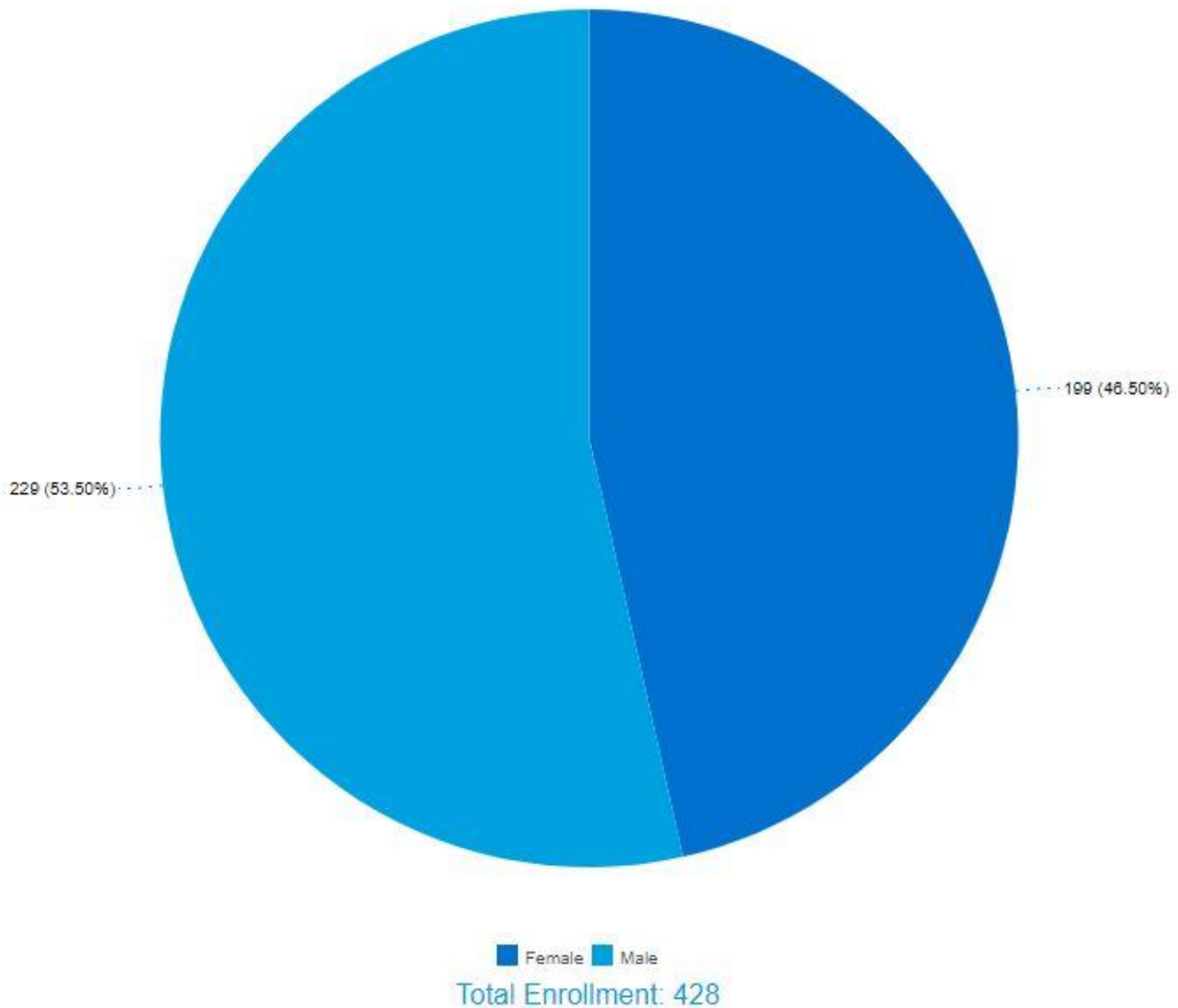
Category	Rawlins High School	Carbon County School District 1	Wyoming
Total Enrollment	428	1,762	92,976
Teachers	29	142	7,388
English Learner Students Gaining Language Proficiency	<=20%	18%	13%
Proficient in Math	30%	39%	49%
Proficient in English Language Arts	37%	39%	53%
4 Year Graduation Rate	82.4%	73.8%	80.2%

Average ACT Score	18.2	17.9	19.5
Cost of Education (Dollars Spent Per Student)	\$14,663	\$15,201	
Number of Hathaway Scholarship Recipients		26	2,179

WAEA School Performance Rating- Not Meeting Expectations

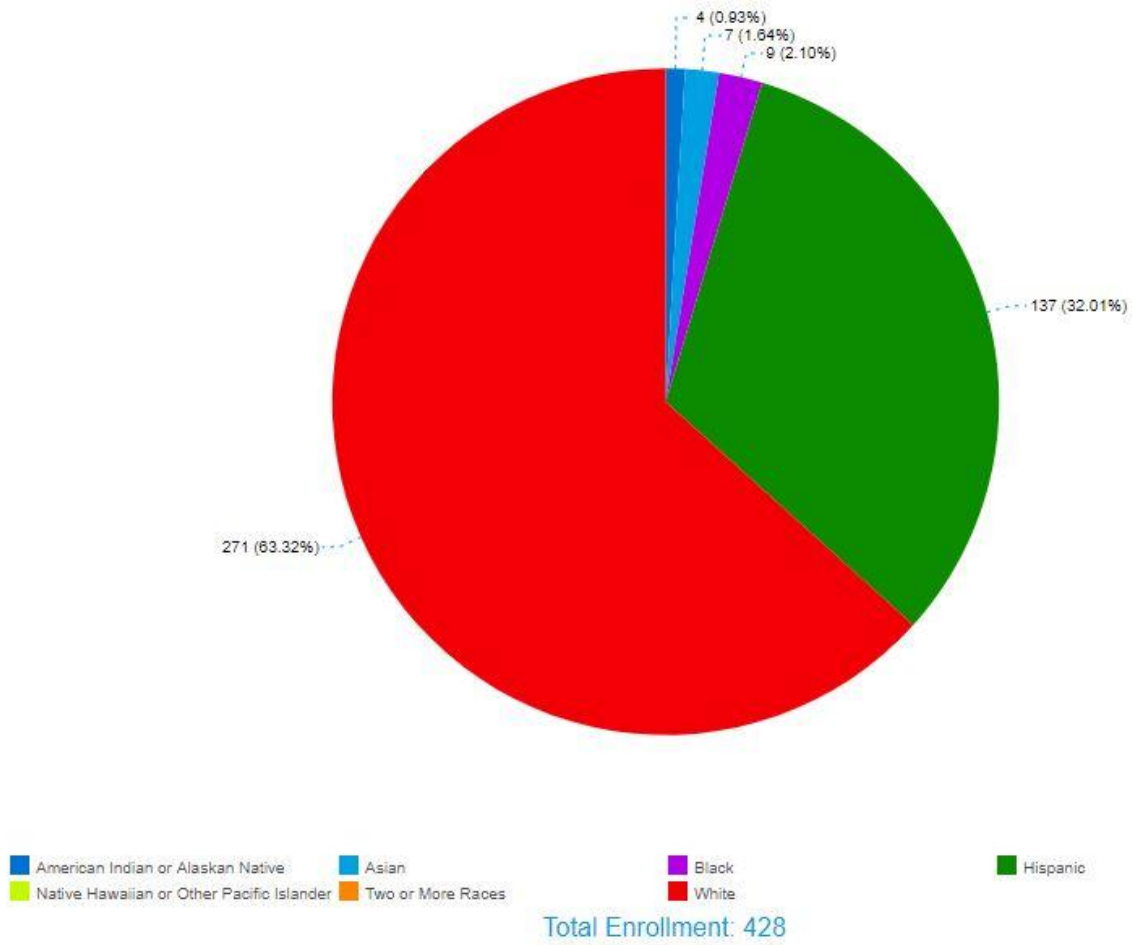
Enrollment Breakdown

Rawlins High School Enrollment by Gender



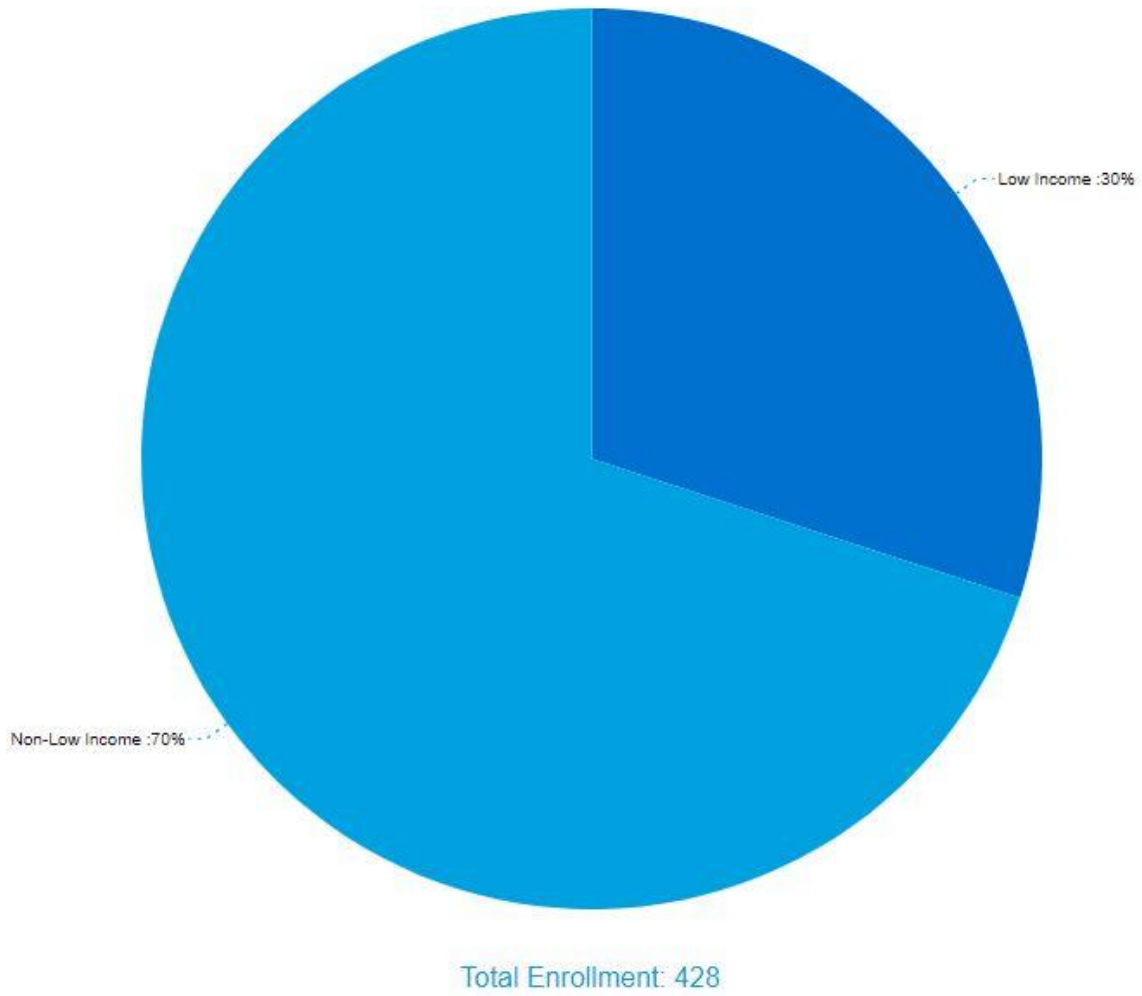
Male- 229 (53.50%)
Female 199 (46.50%)

Rawlins High School Enrollment by Race/Ethnicity



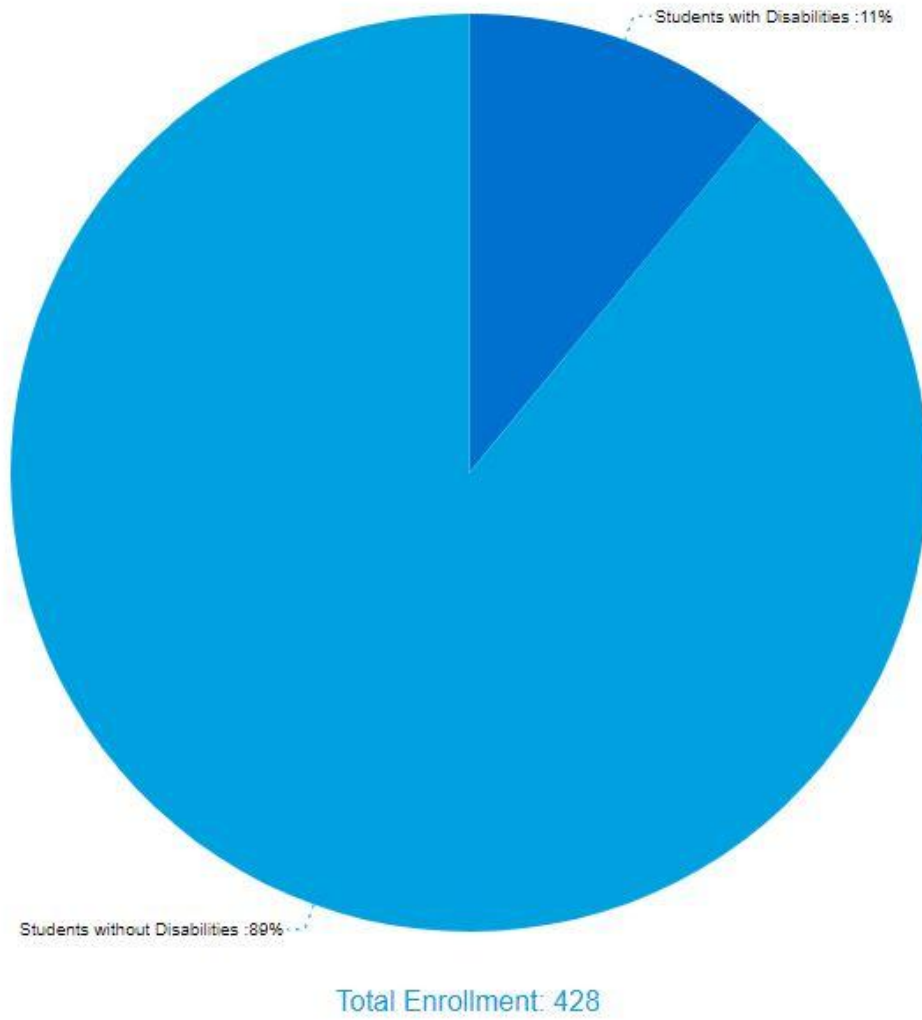
White- 271 (63.32%)
Hispanic- 137 (32.01%)
Black- 9 (2.10%)
Asian- 7 (1.64%)
American Indian or Alaskan Native- 4 (0.93%)

Rawlins High School Enrollment by Income Status



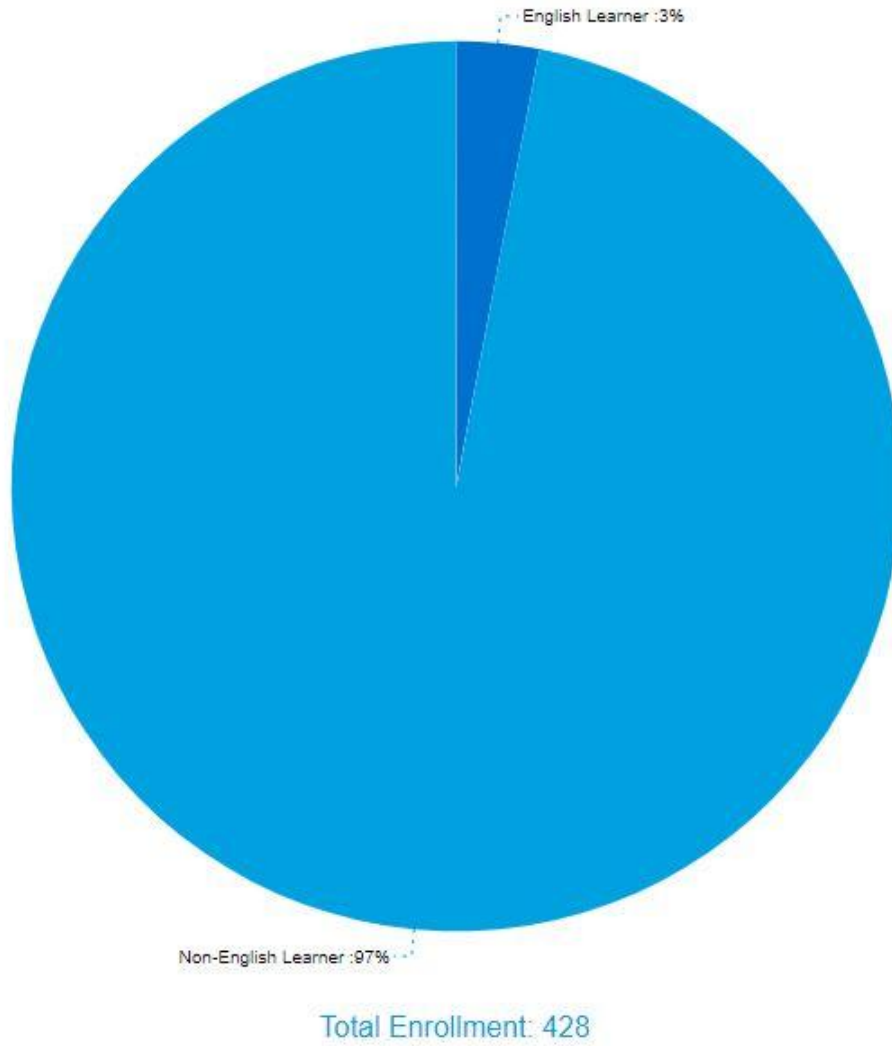
Low Income- 30%
Non-Low Income- 70%

Rawlins High School Enrollment by Disability Status



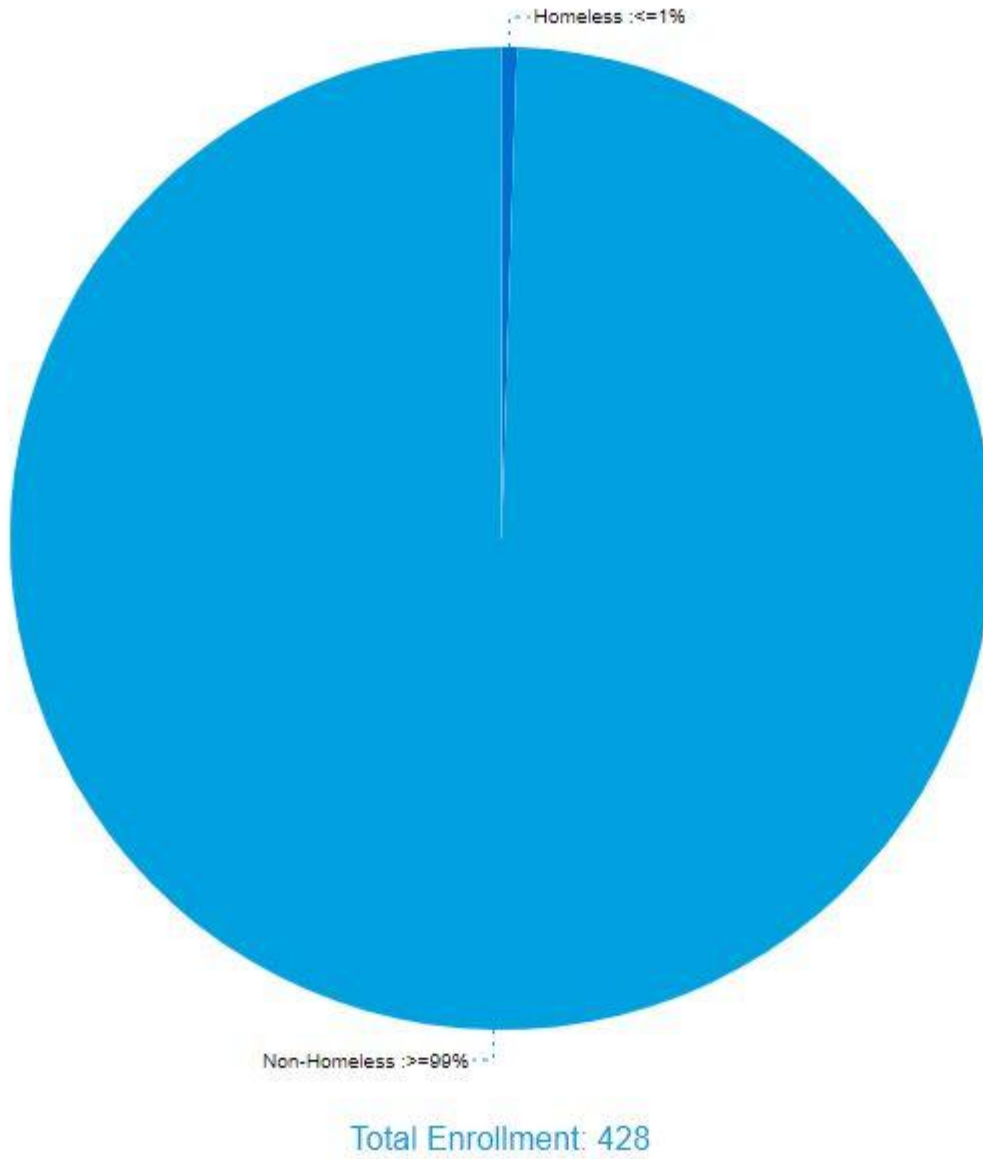
Students with Disabilities- 11%
Students without Disabilities- 89%

Rawlins High School Enrollment by English Learner Status



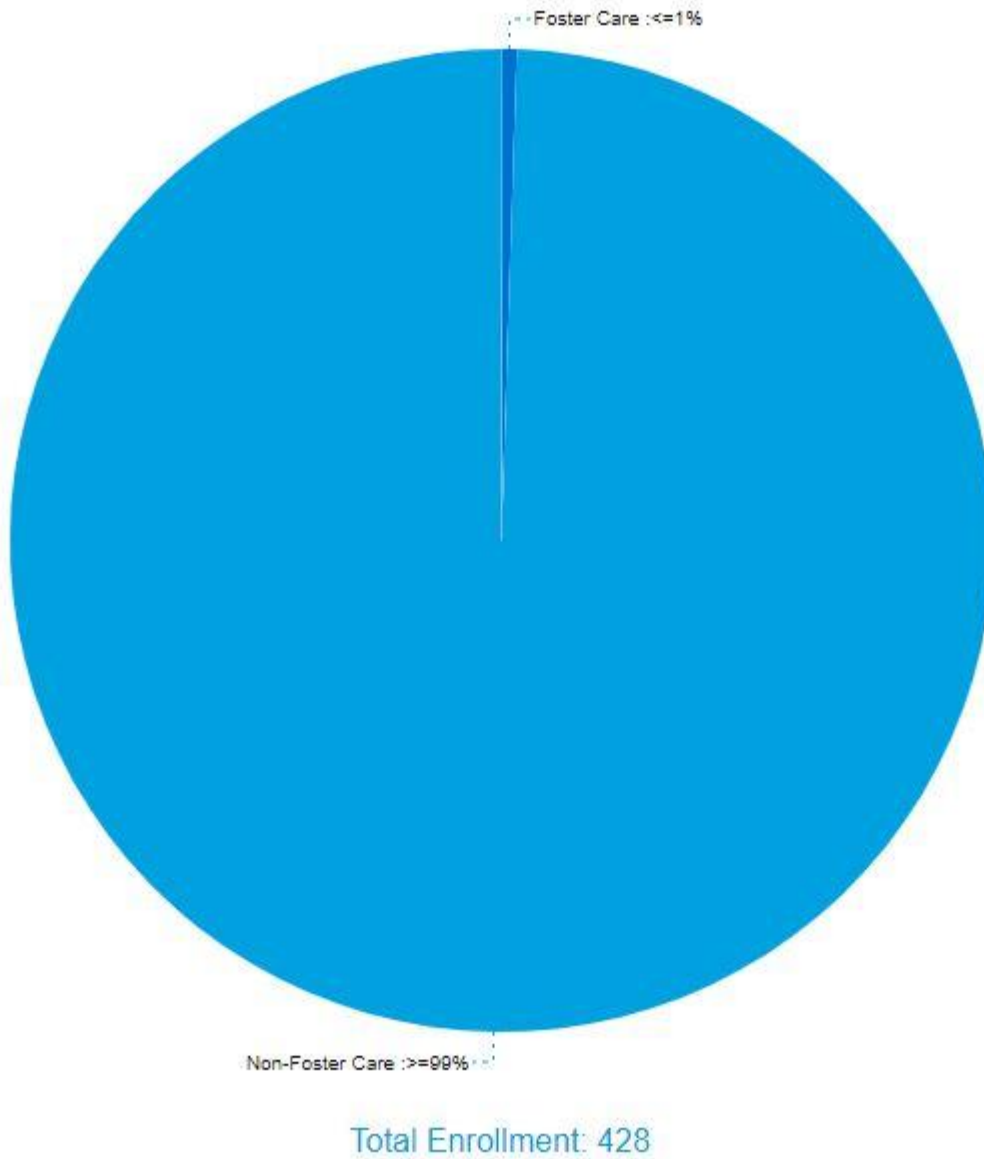
English Learner- 3%
Non-English Learner- 97%

Rawlins High School Enrollment by Homeless Status



Homeless <=1%
Non-Homeless >=99%

Rawlins High School Enrollment by Foster Care Status



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

Wyoming Public School Assessment Results

English Language Arts Proficiency
(Rawlins High School Participation Rate: 98%)
(Grades 9 to 10)
Rawlins High School: 37%
Carbon #1: 38%
Wyoming: 48%

Math Proficiency
(Rawlins High School Participation Rate: >=99%)
(Grades 9 to 10)
Rawlins High School: 30%
Carbon #1: 32%
Wyoming: 42%

English Learners Enrolled During Testing: 10 to 20

Percent English Proficient: <=20%

Alternate Assessment Participation

Subject	Grade	# of Students	% of Students
Math	9	0 to 9	<=2%
Math	10	0 to 9	<=2%
Language Arts	9	0 to 9	<=2%
Language Arts	10	0 to 9	<=2%
Science	10	0 to 9	<=2%

Teacher Qualification at Rawlins High School

Category	FTE	Percent
Rawlins High School Teachers	27.20	100%
Inexperienced Teachers	9.10	33.46%
Emergency/Provisional Credential Teachers	3.00	11.03%
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	Below Target	Below 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	Below Target	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*	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	Average	The percent of English learners who met their annual progress goal for English language proficiency
Extended Graduation	Below 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	Average	ESSA: The prior year four year, on-time graduation rate.This is a lagged indicator.
Post-Secondary Readiness	Below Target	Average	The percent of all prior year graduates demonstrating college or career readiness.This is a lagged indicator
Grade Nine Credits	Meets 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%	No	No
HS ELA	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
Asian	59%	No	Yes
Black	43%	No	Yes
EL	28%	No	Yes
Free/Reduced Lunch	48%	No	Yes
Hispanic	45%	No	Yes
IEP	30%	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
Asian	60%	No	Yes
Black	35%	Yes	Yes
EL	26%	No	Yes
Free/Reduced Lunch	41%	No	Yes
Hispanic	37%	No	Yes
IEP	26%	No	Yes

White	51%	No	Yes
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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
All	88%	No	No
EL	81%	Yes	No
Free/Reduced Lunch	88%	No	No
Hispanic	86%	No	No
IEP	78%	No	No
White	90%	No	No

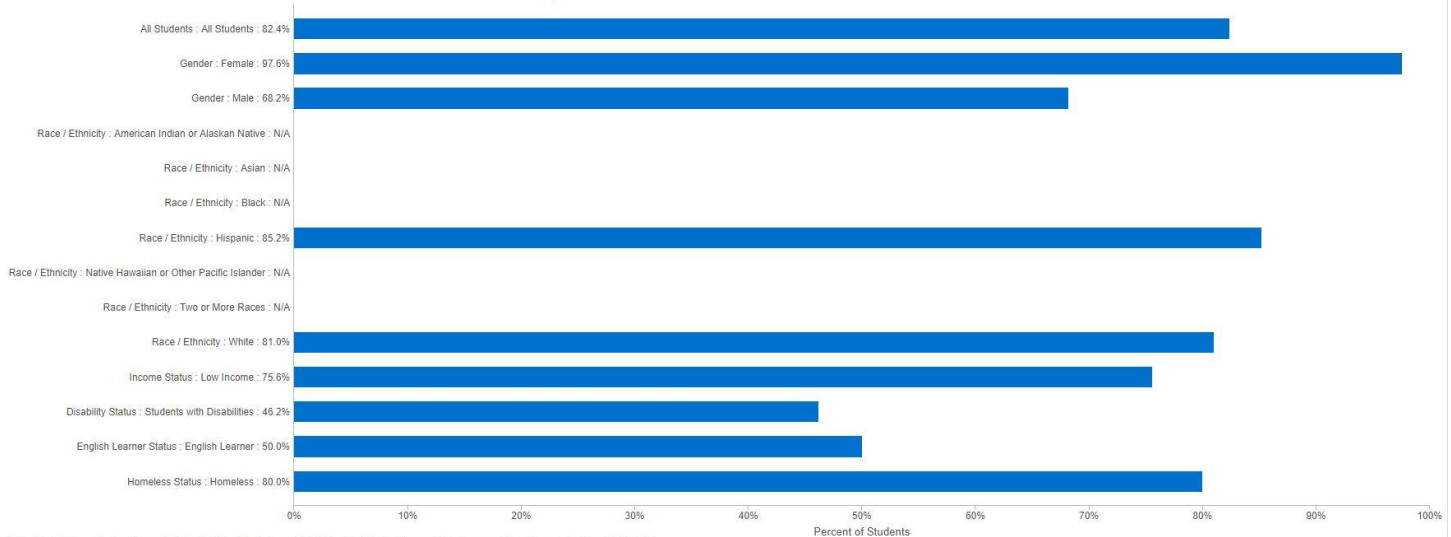
*The Baseline year for ELP, ELA, and Math is 2017-2018. The interim target during the baseline year is equal to the school's baseline score. Note: Must meet minimum of 10 to be included.

Federal Adjusted Graduation Rates for the 2016-17 Cohort

Student Group	Graduation Rate
All	82.4%
Female	97.6%
Male	68.2%
American Indian or Alaskan Native	N/A
Asian	N/A
Black	N/A
Hispanic	85.2%
Native Hawaiian or Other Pacific Islander	N/A

Two or More Races	N/A
White	81.0%
Low Income	75.6%
Students with Disabilities	46.2%
English Learner	50.0%
Homeless	80.0%

Federal Adjusted Graduation Rates for the 2016-17 Cohort



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

School Climate

Staffing and Finance

Staffing Characteristics	School	District
Total Teachers (FTE)	32.5	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)	15.4%	13.0%
Teachers in 2nd Year of Teaching (FTE)	0.0%	4.7%
Teachers Absent > 10 Days of the School Year (FTE)	2.0	10.0
Students to Teachers (FTE) Ratio	13.69 : 1	12.52 : 1

School Expenditures	School Amount	Amount Per Pupil
Personnel Salary Expenditures - Teachers	\$1,412,068.80	\$3,173.19
Personnel Salary Expenditures - Instructional Aides	\$98,350.63	\$221.01
Non-Personnel Expenditures	\$247,065.00	\$555.20

Chronic Absenteeism

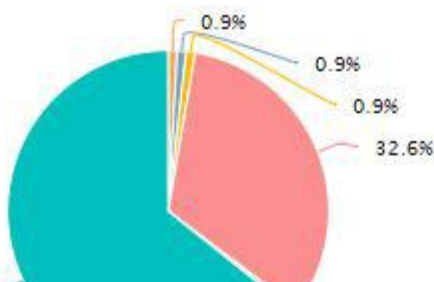
Student Group	Percentage of Enrollment	Chronically Absent
All Students	100%	19.1%
American Indian or Alaskan Native	0.9%	0.9%
Asian	0.9%	0.0%
Black or African American	0.9%	0.4%
Hispanic or Latino of any race	32.6%	7.6%
Native Hawaiian or Other Pacific Islander	0.4%	0.4%
Two or more races	0.0%	0.0%
White	64.3%	9.7%
Limited English Proficiency (LEP)	2.9%	0.9%
Disability (IDEA + Section 504)	13.5%	1.8%

College and Career Readiness

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

School Enrollment

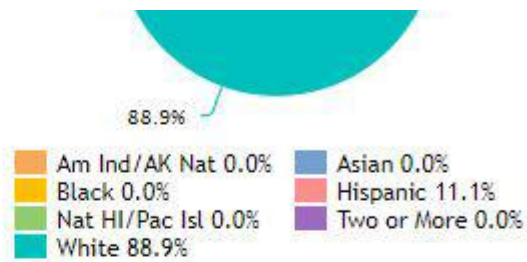
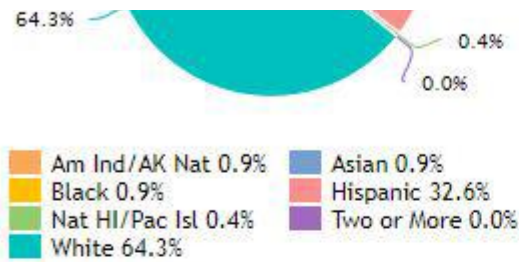
n=445



Calculus Enrollment

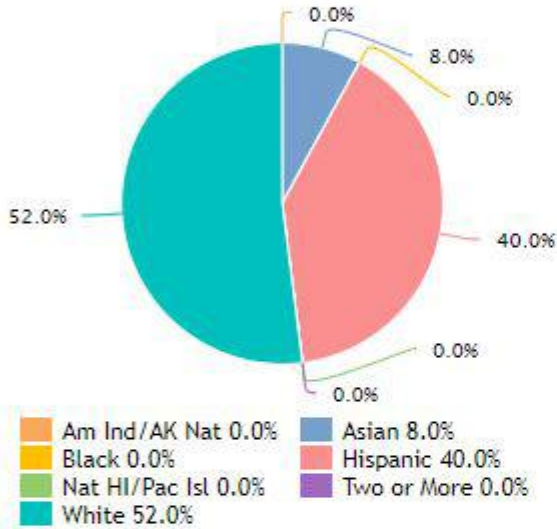
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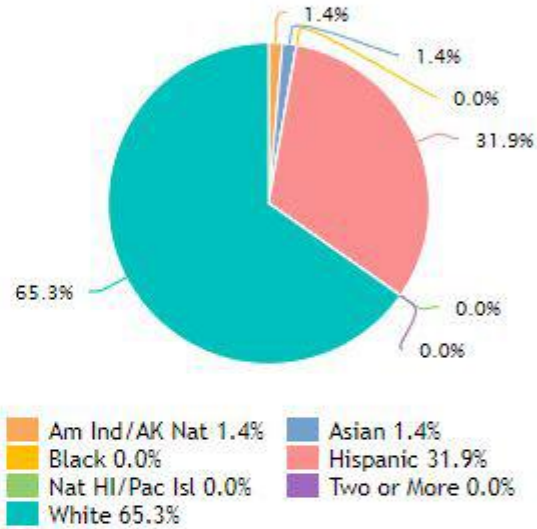
Chemistry Enrollment

n=25



Physics Enrollment

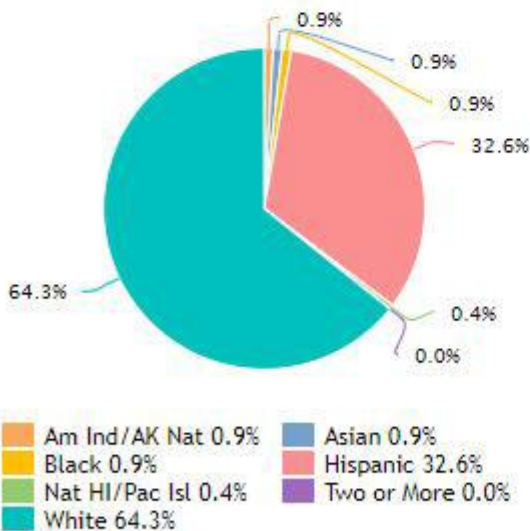
n=144



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

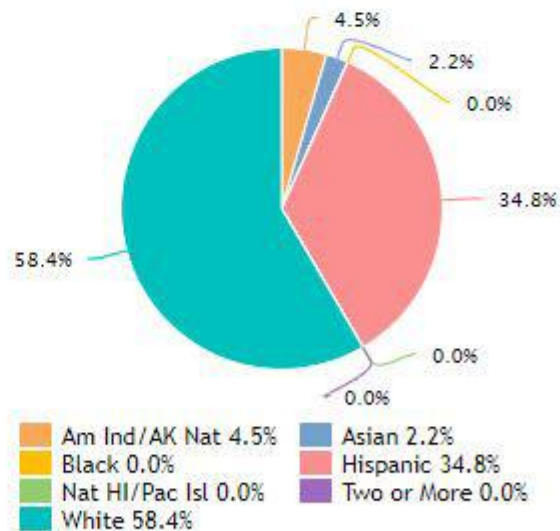
School Enrollment

n=445



SAT/ACT Enrollment

n=89



Total number of students participating in SAT/ACT = 89

Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

	% of Enrollment	% of Participants in SAT/ACT
LEP Students	2.9%	4.5%
Students With Disabilities	11.9%	11.2%

Female/Male	46.7% / 53.3%	49.4% / 50.6%
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Dual Enrollment & Credit Recovery

Students enrolled in a dual enrollment/dual credit program	Yes
Students participate in credit recovery program	Yes

Enrollments Percentage by Race/Ethnicity

Student Group	School	Calculus	Chemistry	Physics	SAT/ACT
American Indian or Alaskan Native	0.9%	0.0%	0.0%	1.4%	4.5%
Asian	0.9%	0.0%	8.0%	1.4%	2.2%
Black or African American	0.9%	0.0%	0.0%	0.0%	0.0%
Hispanic	32.6%	11.1%	40.0%	31.9%	34.8%
Native Hawaiian or Other Pacific Islander	0.4%	0.0%	0.0%	0.0%	0.0%
White	64.3%	88.9%	52.0%	65.3%	58.4%
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	2.9%	4.5%
Students with Disabilities	11.9%	11.2%
Female/Male	46.7% / 53.3%	49.4% / 50.6%

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

Students participate in credit recovery program- Yes

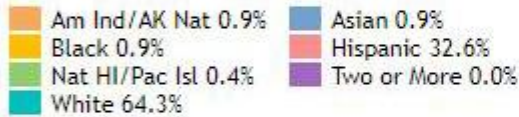
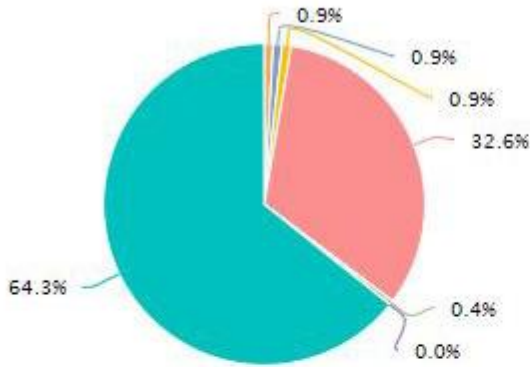
Discipline, Restraints/Seclusion, Harassment/Bullying

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?

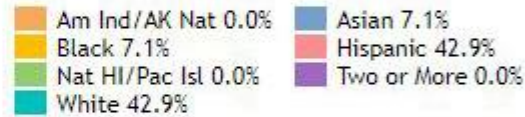
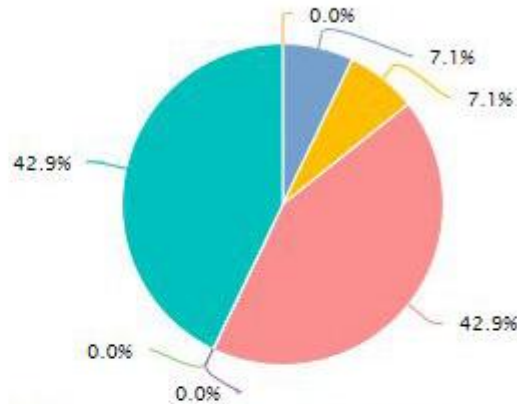
School Enrollment

n=445



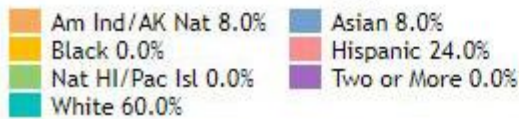
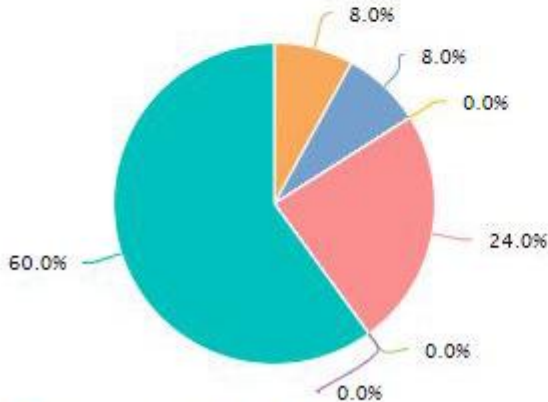
In-School Suspensions

n=28



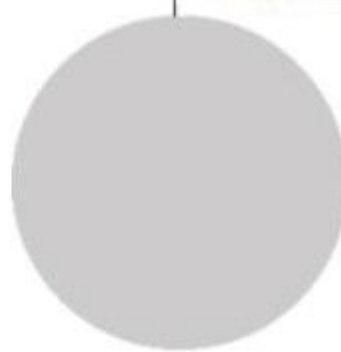
Out-of-School Suspensions

n=25



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	0.9%	0.0%	8.0%

Asian	0.9%	7.1%	8.0%
Black	0.9%	7.1%	0.0%
Hispanic	32.6%	42.9%	24.0%
Native Hawaiian or Other Pacific Islander	0.4%	0.0%	0.0%
White	64.3%	42.9%	60.0%
Two or More	N/A	N/A	N/A

No reported student expulsions.

Total Number of Students Referred to Law Enforcement	10
Total Number of Students with School-Related Arrests	2
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 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: rhs.crb1.net/ESSA

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

Visit Rawlins High School 1401 Colorado Rd, Rawlins, WY 82301

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

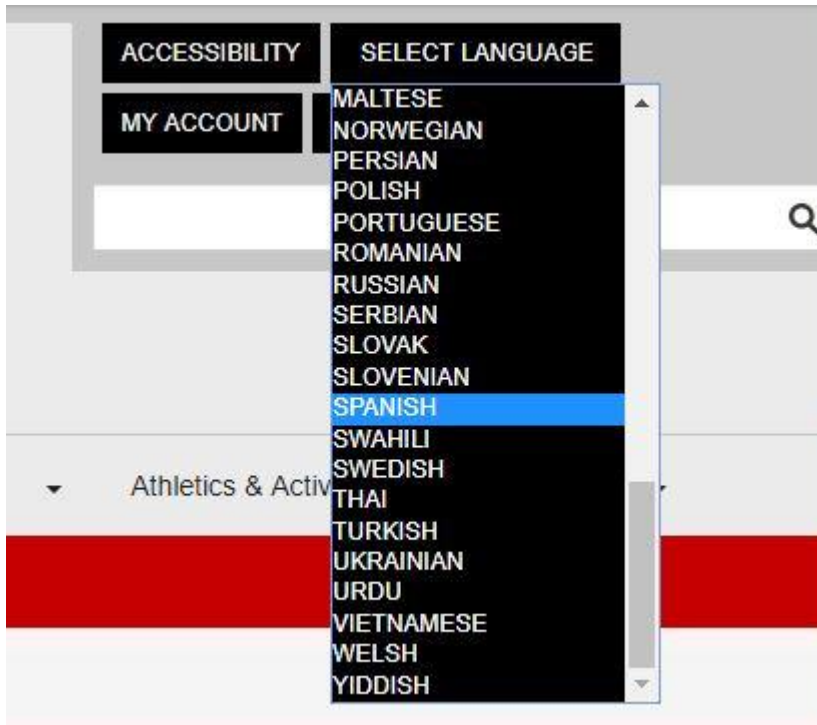
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 Visitar Rawlins High School 1401 Colorado Rd, Rawlins, WY 82301
 O visitar Carbon County School District #1 Main Office 615 Rodeo St, Rawlins, WY 82301

Ā ripōrṭanī bhautika kōpi mēlavavā māṭē kṛpā karīnē nīcē āpēlāmānthī kōṭī ēka pad'dhatinō upayōga karō:
 Mulākāta lō Rawlins High School 1401 Colorado 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 faaoga se tasi o metotia nei:
 Asiasi Rawlins High School 1401 Colorado Rd, Rawlins, WY 82301
 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.

Ā ripōrṭanē 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