



Campbell County High School  
Board Report  
2023-2024

## School Demographics

Staff	2021-2022	2022-2023	2023-2024
Certified	85	87	90
ESP	50	52	51

## School Enrollment

Fall	9th	10th	11th	12th	Total
Oct. 1st 2021	323	294	263	217	1115
Oct. 1st 2022	351	295	244	216	1106
2023-2024 (Current)	322	325	256	219	1122

## Subgroups

\*Subgroup data from the state is a year behind.

		2021-2022			2022-2023			2023-2024 (Current)		
Category		School	District	State	School	District	State	School	District	State
Gender	Female	50%	49%	48%	50%	50%	48%	50%	49%	TBD
	Male	50%	51%	52%	50%	50%	52%	50%	51%	TBD
IEP		7%	11%	17%	7%	12%	15%	8%	13%	TBD
Free/Reduced		19%	28%	35%	30%	39%	34%	36%	34%	TBD
Mobility		20%	16%	NA	20%	15%	NA	TBD	TBD	NA
ELL		5%	4%	3%	7%	4%	2%	7%	4%	TBD
Ethnicity	White	83%	83%	78%	85%	85%	77%	84%	84%	TBD
	Hispanic	12%	12%	14%	11%	11%	15%	11%	11%	TBD
Other Minority		5%	5%	8%	4%	4%	8%	5%	5%	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 midpoint in test window)

Indicator	WAEA Target Level	ESSA Norm Category	Description
Growth	Meets Target 54	Above Average 55.8	WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades nine through eleven as measured from prior year WY-TOPP to current year WY-TOPP and ACT (grade eleven only).
			ESSA: The mean student growth percentile (MGP) in reading and math combined for all students grades four through ten.
Equity	Meets Target 55	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. The reported count of students for this indicator reflects the number of students with tests in the consolidated subgroup and the number of students with tests not included in the consolidated subgroup. In some cases, students have a test in each group.
Achievement	Below Target 46	Below Average 45.4	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	Below Target 16	Below Average 16.4	The percent of English learners who met their annual goal for English language proficiency.
Extended Graduation	Below Target 79	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	Below Average 79.2	ESSA: The prior year four year, on-time graduation rate. This is a lagged indicator.
Post-Secondary Readiness	Below Target 56	Average 55.8	The percent of all prior year graduates demonstrating college or career readiness. This is a lagged indicator.
Grade Nine Credits	Meets Target 88	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.

A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

WY-TOPP Participation Rate Status WAEA: **Met**

WY-TOPP Participation Rate Status ESSA: **Met**

ACCESS Participation Rate Status WAEA and ESSA: **Met**

## Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 49	>= 49 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 49	>= 49 and < 60	>= 60	N/A	N/A	N/A
Achievement	< 48	>= 48 and < 60	>= 60	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 19	>= 19 and < 40	>= 40	< 27.7	>= 27.7 and < 50.0	>= 50.0
Graduation	< 85	>= 85 and < 93	>= 93	< 82.3	>= 82.3 and < 90.3	>= 90.3
Post-Secondary Readiness	< 67	>= 67 and < 80	>= 80	< 41.8	>= 41.8 and < 65.4	>= 65.4
Grade 9 Credits	< 88	>= 88 and < 95	>= 95	N/A	N/A	N/A

Overall School Performance (Past Five School Years)

School Year	Overall Rating
2017-2018	Not Meeting Expectations
2018-2019	Not Meeting Expectations
2019-2020	No Rating
2020-2021	No Rating
2021-2022	Partially Meeting Expectations
2023-2024	Partially Meeting Expectations

## State Assessment (WY-TOPP)

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

		School 2022	School 2023
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
9	ELA	39.80	48.40
9	Math	29.50	38.50
10	ELA	44.00	49.30
10	Math	40.80	44.80
10	Science	45.00	47.80

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

		School 2023	State 2023
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
9	ELA	48.40	52.60
9	Math	38.50	40.98
10	ELA	49.30	53.66
10	Math	44.80	43.73
10	Science	47.80	46.56

## Campbell County High School Graduation Rate

Year	Number of Graduates	School	District	State
2017-18	235	82.2%	83.0%	81.7%
2018-19	186	84.2%	80.1%	82.1%
2019-20	197	85.3%	84.3%	82.3%
2020-21	173	83.2%	84.0%	82.4%
2021-22	198	79.2%	83.9%	81.8%

## ACT

Test Year	Total Students Tested	English Score Average	Math Score Average	Reading Score Average	Science Score Average	Composite Score Average
2022-23	234	15.2	17.5	18.1	17.8	17.3
2021-22	245	16.2	18.1	18.2	18.5	17.9
2020-21	220	17.2	18.8	20.2	19.6	19.2
2019-20	No Data (COVID)					

# ACCOUNTABILITY REPORT GOALS

## Graduation Rate

- **Strategic Goal:** 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

- **Strategic Goal:** 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

- **Strategic Goal:** 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:

- **Strategic Goal:** 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:

- **Strategic Goal:** 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:**

- **Strategic Goal:** 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.