
“Making Everyone Better for Life”

Cokeville Jr./Sr. High School

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Lincoln Co. School District #2

Table of Contents:

Introduction.....	pg 2
Faculty Characteristics.....	pg 2
Student Characteristics.....	pg 3
3 Year ADA Percentage.....	pg 4
Student & Patron Survey Results.....	pg 4
Student Achievement Data.....	pg 4
PAWS 7th Grade.....	pg 5
PAWS 8th Grade.....	pg 6
PAWS 11th Grade.....	pg 7
Accelerated Reader	pg 8
Summary.....	pg 8
School Improvement Goals.....	pg 8



“Making Everyone Better for Life”

Committee Members:

Principal: Keith Harris

Vision & Purpose: Jesse Willie / Scott Thomas

Governance & Leadership: Keith Harris / Brian Toomer

Teaching & Learning: Marty Linford / Steve Beck

Documenting & Using Results: Bill Thompson / Wade Fiscus

Resource & Support: Joe Wilson / Ben Barnes

Stakeholder-Communication-Relationship: Linda Nate / Dennis Nate

Commitment to Continuous Improvement: Lonnie Helm / Todd Dayton

Introduction:

Cokeville Jr./Sr. High School (CHS) is accredited by the North Central Association (NCA) and by the State of Wyoming. Cokeville Jr. / Sr. High School was constructed in 1999. The building sits in the center of the city of Cokeville. The Cokeville schools are part of the Lincoln County School District #2. The district offices are located in Afton, WY, approximately 50 miles north of Cokeville. Cokeville Jr. / Sr. High School serves students grades 7 – 12. There are 96 students enrolled in the Cokeville Jr. / Sr. High School for the 2009-10 school year. The Cokeville schools service the communities of Cokeville, Border, Raymond, and Sage, Wyoming.

Cokeville Jr./Sr. High School provides an environment for “Making Everyone Better for Life”. Cokeville Jr. / Sr. High School has a tradition of excellence in academics and extra-curricular activities. The school enjoys broad community and parental support and involvement. The school’s faculty is talented, and involved in classroom and extra-curricular activities. Although a small school, the staff of Cokeville Jr. / Sr. High School is committed to providing their students with a world-class education. Commitment is evidenced by the traditionally strong performance Cokeville students demonstrate in academic results, standardized test results and extra-curricular. Cokeville Jr. / Sr. High School’s climate and students’ opportunities at CHS, presents the environment which makes everyone better for life.

Cokeville Jr./Sr. High School mission statement, “Making Everyone Better for Life” was newly created in the spring of 2008. CHS had over 40 individuals (students, faculty, staff, and other stakeholders) working to improve the CHS mission statement.

Faculty Characteristics:

Cokeville Jr. / Sr. High School is fortunate to have a capable and stable staff. The CHS staff is made up of 12 certified teachers, 3 instructional aides, 1 attendance / office secretary, 2 full time maintenance / custodial staff & 2 part time custodial staff and ½-time administrator. The certified CHS staff has an experience level of 15 – 20 years of teaching. The average duration of employment for certified staff at CHS is 12.2 years. Five (38%) of the CHS staff has earned advanced degrees.

As a staff we use a number of instructional strategies in our teaching: AR Reading, IMP Math, test and lecture, project based learning, daily math, science, and language arts labs, Six-Traits of Reading, Six Traits of Writing, team teaching, Reading Mastery, reading action strategies. Many of these strategies are researched based techniques or programs for providing all students the best opportunities for success in learning.

Jr. / Sr. High Teaching Staff

Keith Harris - Principal	Lynne Pope - Secretary
Jessie Willie - Music	Scott Thomas - History/Drivers Ed./HS Boys BBall
Steve Beck - English/Journalism	Marty Linford - English/Spanish/Buckle Reading/HS Wrestling/Jr.High-High School Football
Bill Thompson - Business/Yearbook/FilmMaking/ HS VB Coach	Wade Fiscus - Counselor/Math/HS Boys BBall
Joe Wilson - Sciences/Speech/Jr. Boys BBall	Ben Barnes - Math/ PE/Jr. High Track/Jr. Girls BBall
Linda Nate - Consumer Sciences	Lonnie Helm - Industrial Arts
Todd Dayton - AD/Sciences/PE/HS Football	Dennis Nate - Art
Brian Toomer - Special Ed/Technology/HS VB/ Jr. Girls BBall/HS Track	

Student Characteristics:

Ninety-one students are enrolled in Cokeville Jr. / Sr. High School for the 2009-10 school year. Ninety-two percent of the students are Caucasian. The remaining eight percent are combined of Pacific Island, African American & Hispanic. The table below shows the student enrollment by grade.

Student Enrollment grades 7 - 12

Grade	Total
7 th	22 15 / 7
8 th	8 5 / 3
9 th	14 8 / 6
10 th	16 7 / 9
11 th	19 11 / 8
12 th	17 9 / 8
TOTAL	96 55 / 41

- 55 males / 41 females enrolled
- Largest class size was 22
- Smallest class size 8
- 37% participate in the Free and Reduce Lunch Program.
- Last four years, 100% graduation rate.
- Drop-out rate significantly lower than State and National averages.
- Students are meeting AYP
- 07-08 GPA average grades 9-12 equaled 3.53.
- 08-09 GPA average grades 9-12 equaled 3.57.
- 30 of 91 students met National Honor Society criteria.
- 2/3 of high school students participated in school musical production.
- Extra curricular state championship tradition.

***Blue** is males. **Pink** is females. **Black** is total

3 Year CHS ADA Percentage

Back in 2004-05 school year Cokeville Schools went to a four-day school week. The four-day week was adopted to address the low attendance rate (61% ADA) the school was suffering. Along with the new schedule, extra-curricular activities were scheduled more on Friday and Saturdays to avoid conflict with instructional time. This change resulted in a significant change in our ADA-percentage.

2001-2002	2005-2006	2006-2007	2007-2008
61%	89%	88%	90%

- Last three years ADA percentage compared to the 01-02, the last year before implementing the four-day week.

Student and Patron Survey Results:

In an attempt to find areas of improvement as well to better understand perceptions of community, staff and students, Cokeville Jr./Sr. High conducted a survey to measure the following four areas: Quality of Instruction, Support for Students, School Climate & Student/School Relationships.

Results below are based on a five-point scale. Overall results suggest our school is doing well in many areas, but there are also areas to improve.

Parent Results

Quality of Instruction	Support for Students	School Climate	Student/School Relationship
3.8	3.8	3.8	3.7

Jr./Sr. High School Student Results

Quality of Instruction	Support for Students	School Climate	Student/School Relationship
3.8	3.9	3.8	3.7

Jr./Sr. High School Faculty Results

Quality of Instruction	Support for Students	School Climate	Student/School Relationship
3.8	3.8	3.8	3.7

Student Achievement Data

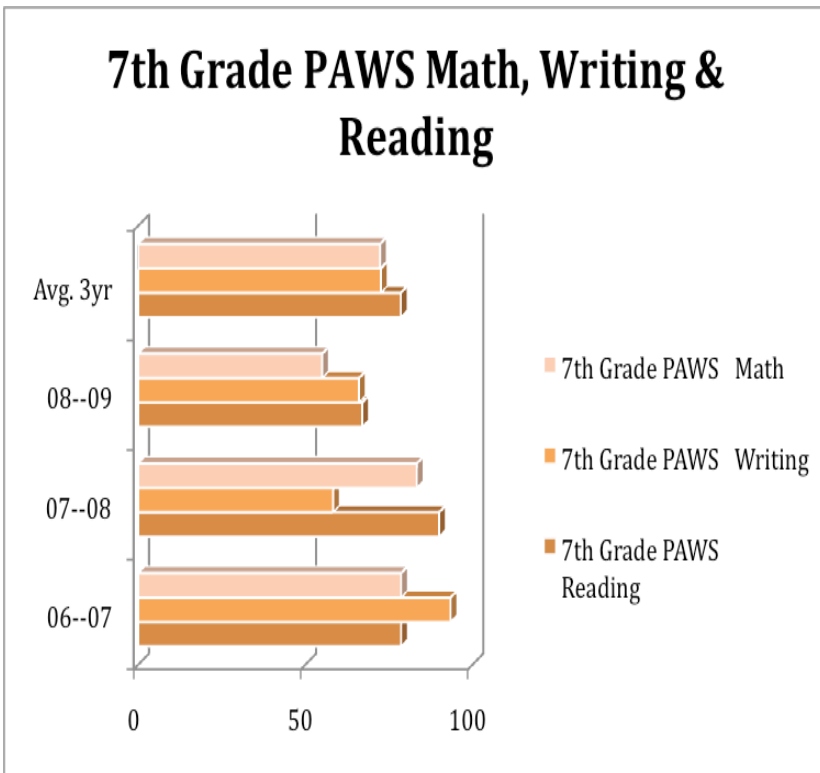
Over the last three years all of the students in the eighth and eleventh grades participated in the taking of standardized tests. The main assessment was the PAWS. The PAWS measures student proficiency in three major categories: Reading, Writing, and Math. The PAWS results are used to determine if a school is meeting its AYP objectives.

The Proficiency Assessments for Wyoming Students (PAWS) is the assessment system developed by the Wyoming Department of Education in cooperation with Harcourt Assessment, Inc. The instructionally supportive design of PAWS presents a palette of information focusing on individual student growth and performance. Assessments in PAWS include reading, writing, math and science.

The PAWS test is used to show school growth and trends over time. Results from tests are used to find areas of concern that we need to begin working to fix as a school. We also feel that comparing classes wasn't necessarily the best indicator of student growth over time. We therefore decided to use the Star Reading test, that the students take a minimum of three times a year to show class growth.

The following series of graphs show how the Cokeville High School students scored on the PAWS assessments.

PAWS 7th Grade:



- The trend shows a rise in math & reading.
- Writing shows the lowest average over the three years.
- Reading shows the highest consistency of 86%.

PAWS 7th Grade: (Reading)

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Avg. 3 yrs</u>
CHS	78.6%	90%	67%	87%
District	80.2%		62%	71.1%
State	70.0%	64.9%	57%	63.3%

PAWS 7th Grade: (Writing)

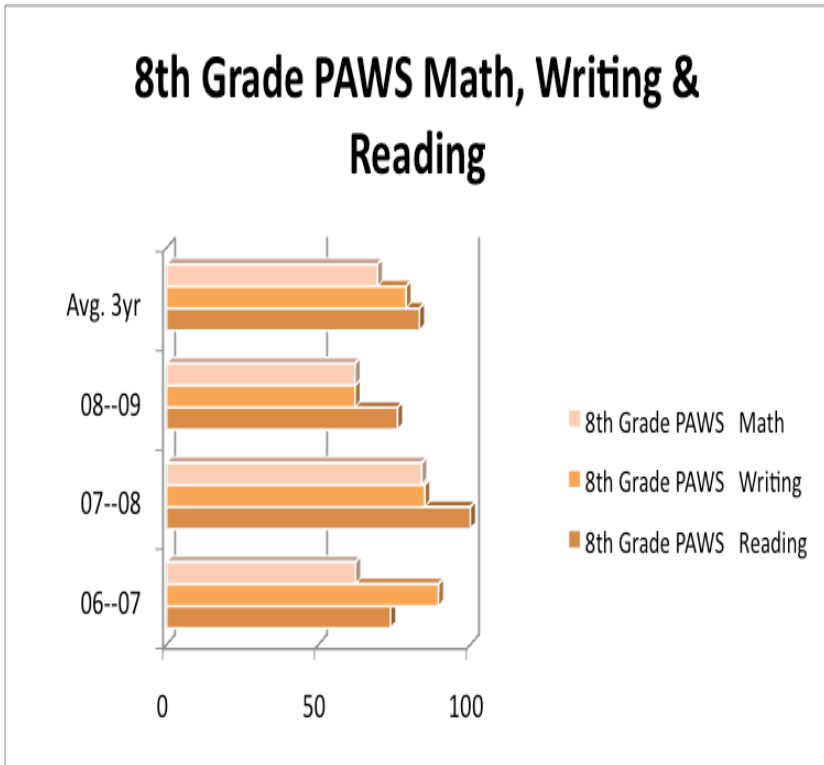
	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Avg. 3 yrs</u>
CHS	93.4%	58.3%	66%	87%
District	79.9%		72%	75.9%
State	64.9%	47.6%	65%	59.1%

PAWS 7th Grade: (Math)

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Avg. 3 yrs</u>
CHS	78.6%	83.3%	55%	77%
District	80.2%		69%	74.6%
State	70%	72.2%	73%	71.7%

- #### Percent "Proficient/Advanced" Comparison of CHS, State & District
- CHS shows a 3yr average trend leading all three areas
 - Improvement area has been in the areas of Math & Reading
 - Data indicates math & writing may benefit from

PAWS 8th Grade:



- The shows an increase in math & reading.
- Math is the lowest average over the three years.
- Reading is the highest consistency of 86%.

PAWS 8th Grade: (Reading)

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Avg. 3 yrs</u>
CHS	73.7%	100%	73.7%	83%
District	73.7%		79%	76.3%
State	70.7%	70.5%	65%	68.7%

PAWS 8th Grade: (Writing)

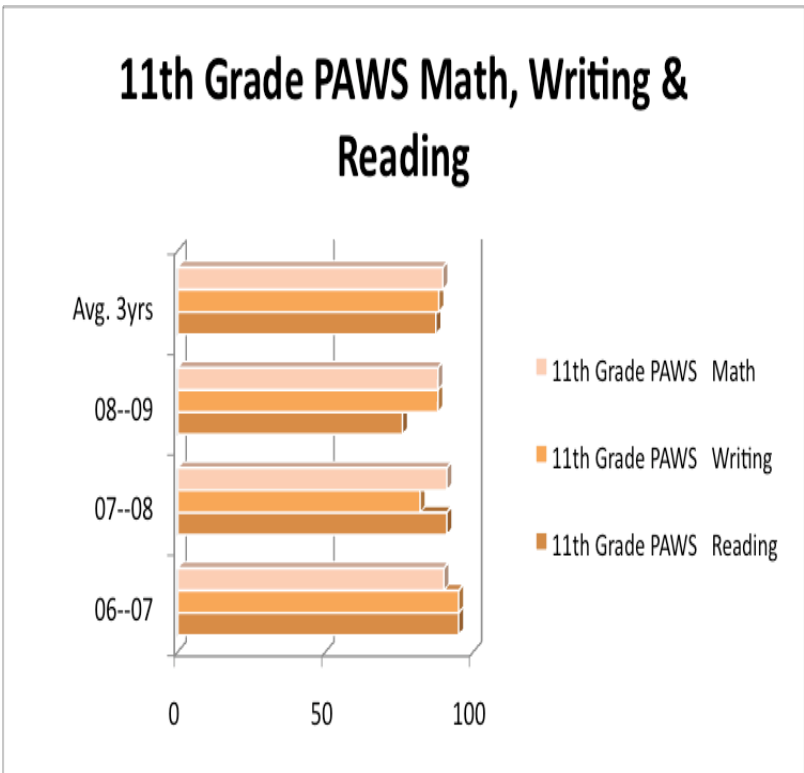
	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Avg. 3 yrs</u>
CHS	89.5%	85%	62%	79%
District	88.6%		73%	80.8%
State	78.5%	58.2%	66%	67.5%

PAWS 8th Grade: (Math)

	<u>2007</u>	<u>2008</u>	<u>2008</u>	<u>Avg. 3 yrs</u>
CHS	62.2%	84%	62%	69%
District	65.5%		79%	72.2%
State	60.4%	67.7%	62%	63.3%

- Percent “Proficient/Advanced” Comparison of CHS, State & District**
- CHS shows a 3yr average trend leading all three areas
 - Improvement area has been in the areas of Math & Reading
 - Data indicates math & writing needs focus

PAWS 11th Grade:



- The trend shows a rise in Math.
- Math is the lowest average over the three years
- Reading is the highest

PAWS 11th Grade: (Reading)

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Avg. 3 yrs</u>
CHS	95.0%	91.0%	76%	87.3%
District	82.9%		82%	82.4%
State	72.0%	65.0%	65%	67.3%

PAWS 11th Grade: (Writing)

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Avg. 3 yrs</u>
CHS	95.0%	82%	88%	88.3%
District	86.8%		74%	80.4%
State	71.8%	73.0%	77%	73.9%

PAWS 11th Grade: (Math)

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Avg. 3 yrs</u>
CHS	90.0%	91.0%	88%	89.7%
District	68.7%		71%	69.8%
State	62.7%	64.4%	62%	63.0%

- #### Percent “Proficient/Advanced” Comparison of CHS, State & District
- CHS shows a 3yr average trend leading all three areas
 - Improvement area has been in the areas of Math & Reading
 - Data indicates writing & math needs focus

Accelerated Reader Grade Level Diagnostic Report

Grade Level	Total No. Test Taken	Avg. Score on Test
7 th Grade	316	86.2%
8 th Grade	130	79.6%
9 th Grade	247	85%
10 th Grade	130	84.7
11 th Grade	117	89%
Total	820	85%

AR tests: In conjunction with Star Reading, we use the AR Reading program. In this program, the students read a book and then take a test to measure their reading comprehension. They then get a score according to how many points the book was worth. The books had different point values according to the reading level and the length of the book. A student has to score 70% or better to receive points for the book. Since we implemented the program, we have seen a significant jump in the number of books read in our school. The table shows the average percentage scored by each class and the schools overall average in the 2007-2008 school year.

Summary

Cokeville Jr./Sr. High School is a leader of schools. Students have opportunities to develop their personal skills in academics, extra curricular, life skills and leadership. Students' participation can involve a full class schedule, team sport membership, and student leadership concurrently. Results stage Cokeville Jr./Sr. High School leading with high test scores, multiple state championships, sophisticated musical productions, high graduation rate and superior student leadership. Students at CHS are becoming better for life.

After discussing the data gathered as a team and a faculty the following goals will drive us for the next five years:

School Improvement Goal:

- (1) Helping all students to improve in the area of mathematics by strengthening their skills in Geometry relationships and measurements.
- (2) Helping all students to improve in the area of writing by strengthening their skills of conventions, word choice and organization.

Measurement toward these goals will be based on student performance on multiple assessments: Star Reading test, PAWS, Ascend, CBAs and PSAT tests.



“Making Everyone Better for Life”

