



May 24, 2005

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UNITED STATES  
COMMISSION ON  
CIVIL RIGHTS

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**MEMORANDUM TO KENNETH L. MARCUS, STAFF DIRECTOR**

Subject: Transmittal of Wyoming Advisory Committee Briefing Summary Report

Enclosed is the briefing summary report of the Wyoming Advisory Committee, *Dropout Rates of Minority Students in Wyoming Public Secondary Schools*. This briefing summary is based on three community forums and an education symposium conducted in Casper, Torrington, Riverton, and Laramie between May 1999 and November 2002. Testimony was received from over 60 individuals representing an array of experiences and viewpoints from local, state, and federal agencies, public schools, tribal education departments and tribal leadership. Community-based organizations, advocacy groups, students, parents, and interested citizens also provided their perspectives.

Staff also conducted background research, interviews, and follow-up data collection in preparation of the briefing summary.

The enclosed document was approved by the Wyoming Advisory Committee by a formal vote of 11 to 1 in December 2003. Ballots were mailed to each Committee member. All Committee members received an earlier draft of the briefing summary for review, allowing the membership a full opportunity to participate in the preparation of this report. Committee comments have been considered and incorporated in the document.

The briefing summary draft was initially submitted to the Staff Director on February 20, 2004 for review and assistance with editing and preparation in final form. That request was approved, however the staff person assigned to the report was instructed not to proceed with this task. On July 26, 2004, this office notified the staff director of our decision to review and update the report in this office to expedite its completion. On August 12, 2004 this office received a partially edited draft from RPCU. RMRO staff then proceeded to formally complete work on the report.

Since that time, the briefing summary has been updated and we believe the report to be balanced, and reflective of a broad spectrum of interests. We have also attached the SAC Report Checklist for your consideration.

The Wyoming Advisory Committee is hopeful that this report will be approved by the Commission for publication and released in a timely manner. Expedited review and transmittal to the Commissioners will be greatly appreciated by the Advisory Committee.

JOHN F. DULLES  
Regional Director

Enclosures (3, disk included)

**SAC REPORT CHECKLIST** (to be sent in by regional office with report for legal and editorial review)

State: Wyoming

Project Name: Dropout Rates of Minority Students in Wyoming Public Secondary Schools

**Approval of report by SAC<sup>1</sup>**

Was the report voted on by the SAC by mail or in a meeting?

Mail only     Meeting     Meeting and mail

If a meeting was held, when was the report sent to members? \_\_\_\_\_

What date was the meeting? \_\_\_\_\_

What was the vote on the report? 11 to 1

**For votes taken by mail:**

When was the report mailed to members? November 26, 2003

What was the response date? December 17, 2003

For nonrespondents, was a followup call made?     Yes     No

List those who failed to respond: N/A

Do any special circumstances apply to any of the nonrespondents? N/A

**To be completed by OSD:**

**Balance of sources**

Were the various and opposing views to be covered according to the proposal in fact researched and/or invited to speak?     Yes     No

Were these views identified and discussed in the report?     Yes     No

**Writing and reviews of report**

Is the report in clear and literate language representative of Commission work?     Yes     No

Has the report undergone legal sufficiency review?     Yes     No

Has the report undergone affected agency/individual review?     Yes     No

**Report conclusions**

Does the evidence, testimony, and research in the report support the conclusions?     Yes     No

<sup>1</sup> Nonrespondents are counted as voting "no."

# **Dropout Rates of Minority Students in Wyoming Public Secondary Schools**

**Wyoming Advisory Committee  
to the U.S. Commission on Civil Rights**

**May 2005**

*A report of the Wyoming Advisory Committee to the United States Commission on Civil Rights prepared for the information and consideration of the Commission. Viewpoints and recommendations in this report should not be attributed to the Commission, but only to the Wyoming Advisory Committee or those persons whose opinions are quoted.*

### **The United States Commission on Civil Rights**

The United States Commission on Civil Rights, first created by the Civil Rights Act of 1957, and reestablished by the United States Commission on Civil Rights Act of 1983, is an independent, bipartisan agency of the Federal Government. By the terms of the 1983 act, as amended by the Civil Rights Commission Amendments Act of 1994, the Commission is charged with the following duties pertaining to discrimination or denials of the equal protection of the laws based on race, color, religion, sex, age, disability, or national origin, or in the administration of justice: investigation of individual discriminatory denials of the right to vote; study and collection of information relating to discrimination or denials of the equal protection of the law; appraisal of the laws and policies of the United States with respect to discrimination or denials of equal protection of the law; maintenance of a national clearinghouse for information respecting discrimination or denials of equal protection of the law; investigation of patterns or practices of fraud or discrimination in the conduct of Federal elections; and preparation and issuance of public service announcements and advertising campaigns to discourage discrimination or denials of equal protection of the law. The Commission is also required to submit reports to the President and the Congress at such times as the Commission, the Congress, or the President shall deem desirable.

### **The State Advisory Committees**

An Advisory Committee to the United States Commission on Civil Rights has been established in each of the 50 States and the District of Columbia pursuant to section 105(c) of the Civil Rights Act of 1957 and section 3(d) of the Civil Rights Commission Amendments Act of 1994. The Advisory Committees are made up of responsible persons who serve without compensation. Their functions under their mandate from the Commission are to: advise the Commission of all relevant information concerning their respective States on matters within the jurisdiction of the Commission; advise the Commission on matters of mutual concern in the preparation of reports of the Commission to the President and the Congress; receive reports, suggestions, and recommendations from individuals, public and private organizations, and public officials upon matters pertinent to inquiries conducted by the State Advisory Committee; initiate and forward advice and recommendations to the Commission upon matters in which the Commission shall request the assistance of the State Advisory Committee; and attend, as observers, any open hearing or conference that the Commission may hold within the State.

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This report is available on diskette in ASCII and WordPerfect 5.1 for persons with visual impairments. Please call (202) 376-8110.

Wyoming Advisory Committee  
to the U.S. Commission on Civil Rights

**Members of the Commission**

Gerald A. Reynolds, *Chairman*  
Abigail Thernstrom, *Vice Chair*  
Jennifer C. Braceras  
Peter N. Kirsanow  
Ashley L. Taylor  
Michael Yaki

Kenneth L. Marcus, *Staff Director*

As part of its responsibility to assist the Commission in its fact-finding function, the Wyoming Advisory Committee submits this report of its study of minority students who drop out of public school at the secondary level for the Commissioners' consideration.

Eleven Advisory Committee members have voted in favor of the briefing summary report and one opposed.

The briefing summary report is based on three community forums and an education symposium conducted in Casper, Torrington, Riverton, and Laramie between May 1999 and November 2002. Staff also conducted background research, interviews, and follow-up data collection in preparation of the briefing summary report.

The Wyoming Advisory Committee has had a long-standing interest in the education of minorities in the state. With numerous concerns brought to its attention, the Advisory Committee, agreed to address dropout rates of minority students in Wyoming public secondary schools. The Committee heard from parents, citizens, and educators regarding the education of minority students in Wyoming public secondary schools. Reports of a disproportionately high dropout rate among minority students and the lack of equal educational opportunity for minority students were of major concern. In addition, the Wyoming Department of Education provided the Wyoming Advisory Committee data on the seven counties in the state with the highest dropout rates. Wyoming schools and school districts were also concerned about dropout rates and the quality of education minority children received.

Based on the education issues raised surrounding the dropout rates of minority students in Wyoming public schools at the secondary level, the Advisory Committee determined that the briefing summary report would focus on three counties. The Committee's goal was to identify factors that result in minority students dropping out of school and to focus on strategies for reducing the dropout rate.

In addition to examining concerns with enrollment, attendance, retention, and graduation, this briefing summary report is intended to be an information resource for school districts, parents, and students.

Among its findings, the Wyoming Advisory Committee noted that minority students are at

risk of dropping out of school during their freshman year in high school and not returning to school to graduate.

The Wyoming Advisory Committee urges the Commission to accept this report for publication.

Sincerely,

Marirose Morris, *Chairperson*  
Wyoming Advisory Committee

**Wyoming Advisory Committee to the  
U.S. Commission on Civil Rights**

**Marirose Morris, *Chairperson***  
Cheyenne

**Shawna M. Greene**  
Casper

**W. M. (Woody) Absher**  
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Rock Springs

**Dolores S. Cardona**  
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**Ralph E. Curry\***  
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**Thomas F. Stroock**  
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**Kathryn R. Ferris**  
Ft. Washakie

**Marilyn K. Yee**  
Laramie

**Anne L. Gardetto**  
Torrington

\*No longer a member of the Wyoming Advisory Committee

**Acknowledgments**

The Wyoming Advisory Committee wishes to thank staff of the Rocky Mountain Regional Office for its help in the preparation of this report. The project was the principal assignment of Malee V. Craft. Evelyn S. Bohor provided essential support services. The community forums, workshops, and education symposium were carried out by Malee V. Craft under the overall supervision of John F. Dulles, regional director; report drafting and follow-up were done by Malee V. Craft; and subsequent processing of the report was under the overall supervision of John F. Dulles. The report was edited by \_\_\_\_\_ and legal review provided by \_\_\_\_\_.

## **Preface**

The Wyoming Advisory Committee to the U.S. Commission on Civil Rights is charged with assisting the Commission in its fact-finding, investigative, and information dissemination functions. In keeping with these responsibilities, the Wyoming Advisory Committee conducted three community forums and an education symposium across the state targeting secondary level education in the public schools. The forums were held in Casper (May 1999); Torrington (September 2000) and Riverton (April 2001) and the education symposium held in Laramie (November 2002).

The purpose of the community forums and education symposium was to review education data and statistics, hear testimony from administrators, teachers, students, and parents regarding factors that cause minority students to drop out of school. In addition, strategies for improving retention and graduation rates were among the topics discussed.

During the three community forums and the education symposium, over 60 individuals participated representing an array of experiences and viewpoints from local, state, and federal agencies, public schools, tribal education departments and tribal leadership. Community-based organizations, advocacy groups, students, parents, and interested citizens also provided their perspectives.

It is expected that the information found in this briefing summary report will contribute to efforts across the state to decrease the dropout rate of minority students and improve their retention and graduation numbers.

To address this issue, the briefing summary report examines factors that cause minority students to drop out of public school at the secondary level, including concerns with enrollment, attendance, retention, and graduation. The briefing summary report also examines selected programs and policies that have been instituted to address the problems and provides an overview of the state of education in Wyoming as it affects minority students.



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# DRAFT

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## Dropout Rates of Minority Students in Wyoming Public Secondary Schools

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### Briefing Summary

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## Chapter 1: Introduction and Background Information

Although the value of a high school education has changed over the past 50 years, advances in technology have fueled the demand for a highly skilled labor force. A high school diploma continues to open doors to many promising career opportunities, and today is increasingly a minimum requirement for entry into the labor market.<sup>1</sup>

Because high school completion has become even more important, the economic consequences of leaving high school without a diploma are severe. On average, high school dropouts are more likely to be unemployed than high school graduates and earn less money.<sup>2</sup> High school dropouts are also more likely to receive public assistance than high school graduates. Young women who drop out of school are more likely to have children at younger ages and more likely to be single parents than high school graduates.<sup>3</sup>

For well over a decade, the federal government has been concerned with the number of students not graduating from high school, and in 1988 the Congress enacted legislation to monitor graduation rates. The Hawkins-Stafford Elementary and Secondary School Improvement

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<sup>1</sup> *Dropout Rates in the United States: 2000*, National Center for Education Statistics (NCES), Office of Educational Research and Improvement, U.S. Department of Education, p. 1. NCES is the primary federal entity for collecting, analyzing, and reporting data related to the condition of education in the United States.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

Amendments of 1988<sup>4</sup> mandated that the U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics (NCES), collect and publish data on dropout rates.<sup>5</sup> NCES released the first annual report on school dropouts in 1989. Although federal law no longer requires the reporting of dropout statistics, the report, *Dropout Rates in the United States*, has been continued because of the importance of charting dropout behavior among America's youth.<sup>6</sup>

NCES, in its report, *Dropout Rates in the United States: 1993*, found that although student dropout rates had declined over the previous decade, the dropout problem continued. Statistics showed that black and Hispanic youth were disproportionately represented in the dropout population. National data on the dropout rate of Native American and Asian American students was not provided by NCES, and no explanation was given for either group's absence in the 1993 report.<sup>7</sup>

At the state level, the Wyoming Education Progress Report,<sup>8</sup> released in June 1994, indicated that the state's overall education performance was hurt by several factors, including an increase in the high school dropout rate. Wyoming's statewide public school dropout rates, grades 9-12, between school years 1991-1992 and 1999-2000, ranged from 5.25 to 5.70 percent.<sup>9</sup>

The increase in high school dropout rates was highlighted in an educational news article in the *Casper Star-Tribune*. In July 1994, several Campbell County (Gillette) officials expressed concern over the increasing high school dropout rate in the county. During the 1993-1994 school year, 3.8 percent or 136 of 3,592 secondary students dropped out of school based on the district's definition of a dropout. Of those 136, 27 were enrolled and never showed up for a day of school. Another 22 decided to drop out rather than attend a board hearing for disciplinary action.<sup>10</sup> The associate superintendent of Campbell County School District No. 1 said, "We need to go back and see if we can find out [the reasons]. We need to see if these kids are falling through the cracks and whether we're meeting their needs."<sup>11</sup>

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<sup>4</sup> (P.L. 100-297). *Ibid.*, p. vii. See also *Digest of Education Statistics, 2001*, chapter 4, Federal Programs for Education and Related Activities, National Center for Education Statistics (NCES), U.S. Department of Education, p. 12.

<sup>5</sup> *Ibid.*

<sup>6</sup> *Dropout Rates in the United States: 2000*, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, NCES 2002-114, p. vii.

<sup>7</sup> *Dropout Rates in the United States: 1993*, National Center for Education Statistics, Office of Educational Research and Improvement, U. S. Department of Education, NCES 94-669, published September 1994. The state of Wyoming was not required to begin reporting dropout statistics to NCES until 1995.

<sup>8</sup> *Wyoming's Education Progress Report -1993*, culmination of efforts between Wyoming state government agencies: governor's office, Department of Education, and Department of Administration and Information, Computer Technology Division, published June 1994. This was the third and final report of this collaboration of agencies.

<sup>9</sup> Historical Dropout Rate (grades 9-12), Education Statistics, Wyoming Department of Education, [www.k12.wy.us/pls/warehouse/octm.wh\\_st\\_drops\\_9\\_12\\_rate\\_chart.show](http://www.k12.wy.us/pls/warehouse/octm.wh_st_drops_9_12_rate_chart.show), November 21, 2002.

<sup>10</sup> "School Drop-outs Worry County Officials," *Casper Star-Tribune*, July 19, 1994.

<sup>11</sup> *Ibid.*

by the U.S. Department of Education for determining the number of students still in school and those who have dropped out.

Variations in definitions of dropouts are embedded in different data sources, and make an assessment of the problem difficult. Definitions vary greatly among local, state, and federal reporting systems. Many concerned with educational equity see a need to develop and implement a nationally consistent definition of a dropout.

Determining graduation or dropout rates is a complex process. The exact numbers differ in many studies based on the formula and philosophy used by those examining the problem. The Manhattan Institute, for example, identified the number of students who entered ninth grade and compared it to the number who graduated from 12<sup>th</sup> grade four years later, then adjusted the data to account for students who moved between school districts or states.<sup>13</sup>

The Institute stated:

The low graduation rates among minorities (class of 2000) are perhaps the most disturbing results...another disturbing result we found was the often-large disparity between our estimate and the national graduation rates as reported by the National Center for Education Statistics (NCES). According to a report by NCES, the national high school completion rate in 2000 was 86.5%.<sup>14</sup> The national graduation rate according to our analysis is 69%. Much of the difference between our result and NCES can be attributed to their counting recipients of high school equivalency certificates, such as the GED, as graduates<sup>15</sup>. The NCES national high school completion rate is also subject to inflation because it is derived from a survey that relies upon accurate self-reporting by respondents. People who received a certificate other than a regular diploma or above are not counted as graduates in this report.<sup>16</sup>

The national high school graduation rate for the class of 2001 was 70%. The overall graduation rate for white students was 72%; for black students, 51%; for Hispanic students, 52%, for Asian students, 79%; and for American Indian students, 54%. The states with the lowest graduation rates for particular racial groups were Florida for white students (61%), Wisconsin for black students (44%), New York for Hispanic students (42%), Mississippi for Asian students (65%), and Wyoming for American Indian students (40%).<sup>17</sup>

Wyoming high school graduation rates have declined significantly in the past decade. Data from a new study by the Manhattan Institute for Policy Research shows that although the overall graduation rate for Wyoming is slightly better than the national average (71 percent), it has decreased more dramatically than across the country as a whole. Wyoming's graduation rate

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<sup>13</sup> *Public High School Graduation and College-Readiness Rates: 1991-2002*, Education Working Paper No. 8, Education Research Office of the Center for Civic Innovation, Manhattan Institute for Policy Research, February 2005.

<sup>14</sup> *Public School Graduation Rates in the United States*, Civic Report No. 31, Education Research Office of the Center for Civic Innovation, Manhattan Institute for Policy Research, November 2002.

<sup>15</sup> *Ibid.*

<sup>16</sup> *Ibid.*

<sup>17</sup> *Public High School Graduation and College Readiness Rates in the United States*, Education Working Paper No. 3, Education Research Office of the Center for Civic Innovation, Manhattan Institute for Policy Research, September 2003.

students (44%), New York for Hispanic students (42%), Mississippi for Asian students (65%), and Wyoming for American Indian students (40%).<sup>17</sup>

Wyoming high school graduation rates have declined significantly in the past decade. Data from a new study by the Manhattan Institute for Policy Research shows that although the overall graduation rate for Wyoming is slightly better than the national average (71 percent), it has decreased more dramatically than across the country as a whole. Wyoming's graduation rate dropped from 86 percent in 1991 to 73 percent in 2002. According to the study, schools continue to struggle in identifying the roots of the growing problem.<sup>18</sup>

In January 2003, the issue of dropouts was again addressed when Christopher Edley, Jr., member of the U.S. Commission on Civil Rights, said, "This issue of disparities in dropout rates and what might be done about it is hugely important." He also said, "The data on high school dropout rates that is typically reported by school districts and states in almost all circumstances dramatically understates the magnitude of the problem. Commissioner Edley further stated that many schools do not count a student as a dropout unless they actually have a signed document saying so. Those students who may transfer to another school, move out of the state, or just stop coming to school, won't be counted as a dropout, so there is clearly a problem."<sup>19</sup>

Schools are also faced with the challenge of improving curriculums in order to strengthen the knowledge base of high school graduates, while at the same time increasing the number of students who graduate from high school. Monitoring high school dropout and graduation rates provides one measure toward meeting those goals. Over the past decade, national educational goals call for a number of outcomes, including a high school graduation rate of at least 90 percent, and adult literacy for all Americans.<sup>20</sup>

Between 1994 and 1998, the Wyoming Advisory Committee to the U.S. Commission on Civil Rights heard numerous concerns regarding the education of minority students in Wyoming public secondary schools. Foremost among these concerns were reports of a disproportionately high dropout rate among minority students and the lack of educational opportunity for minority students. The Wyoming Department of Education provided the Wyoming Advisory Committee data on the seven counties with the highest dropout rates: Natrona (Casper), Sweetwater (Rock Springs), Laramie (Cheyenne), Carbon (Rawlins), Albany (Laramie), Fremont (Lander/Riverton, which includes the Wind River Indian Reservation), and Goshen (Torrington).<sup>21</sup>

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<sup>17</sup> *Public High School Graduation and College Readiness Rates in the United States*, Education Working Paper No. 3, Education Research Office of the Center for Civic Innovation, Manhattan Institute for Policy Research, September 2003.

<sup>18</sup> *Public High School Graduation and College-Readiness Rates: 1991-2002*, Education Working Paper No. 8., Education Research Office of the Center for Civic Innovation, Manhattan Institute for Policy Research, February 2005.

<sup>19</sup> Christopher Edley, Jr., Commissioner, U.S. Commission on Civil Rights, Commission meeting in Albuquerque, NM, Jan. 10, 2003, Transcript, pp. 106-08.

<sup>20</sup> *Dropout Rates in the United States: 2000*, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, NCES 2002-114, p. vii.

<sup>21</sup> Jan Sheinker, administrator, School Improvement Program, Wyoming Department of Education, minutes of Wyoming Advisory Committee meeting, Cheyenne, Wyoming, Jan. 17, 1998.

The Advisory Committee found that Wyoming schools and school districts were also concerned about dropout rates and the quality of education minority and at-risk children were receiving in public schools. With the many concerns, the Advisory Committee, agreed to address the dropout rates of minority students in Wyoming public secondary schools. The Advisory Committee members believe that the education of children is vital to the future of their state and the nation.

As the Advisory Committee moved toward addressing the issue of minority students who drop out of school, three counties (Fremont, Goshen, and Natrona) were selected for review. The Advisory Committee focused on strategies for reducing the dropout rate of minority students in Wyoming public schools. Three community forums, targeting secondary-level education, grades 9 through 12, were conducted across the state (see state map, appendix 1). The forums were held in Casper (May 1999); Torrington (September 2000); and Riverton (April 2001) (see appendix 2). The final phase of the project was completed through an education symposium held at the University of Wyoming in Laramie (November 2002).

School district superintendents, administrators, teachers, and counselors; tribal leaders and tribal education personnel; state and federal education officials; representatives of community organizations; and students and parents were among those invited to make presentations or participate in workshops and roundtable discussions.<sup>22</sup> Those participating in the community forums and education symposium reviewed education data and statistics, and discussed factors that cause minority and at-risk students to drop out of school. In addition, strategies for improving retention and graduation rates were among the topics of discussion.

The Wyoming Advisory Committee believes that the information and data collected during the community forums and education symposium will contribute to efforts across the state to keep minority students in school. The Committee would also like to note that although each of the three community forums and education symposium addressed different aspects of the issue, continuity on the subject of dropout rates of minority students was maintained.<sup>23</sup>

This briefing summary examines factors that cause minority students to drop out of public school at the secondary level, including concerns with enrollment, attendance, retention, and graduation.

In attempting to offer as realistic a view as possible of the number of students who drop out of school, attendance and graduation data was evaluated longitudinally (tables 1-10). Students were tracked from 9<sup>th</sup> through 12<sup>th</sup> grade. The number of students who entered the 12<sup>th</sup> grade was also compared to the actual number of students who graduated. Similar evaluations

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<sup>22</sup> See appendix 3, List of speakers at community forums. Persons are referenced in the report according to the position they held during the forums and education symposium.

<sup>23</sup> The Casper forum addressed the need for the school district to take a more active role in ensuring that minority students stay in school; the Torrington forum addressed concerns of discrimination against minority students and parents; the Riverton forum focused on the high dropout rate and numerous factors that impact dropout rates of Native American students in six school districts in Fremont County; and the education symposium was convened to gather concrete proposals and recommendations to reverse the high dropout rates of minority students in Wyoming's public secondary schools.

(summary tables 1-5, 7, 8, 10) located throughout the report and included in the text were also conducted specifically for minority students. The Wyoming Advisory Committee also notes that the data is not exact, but provides a picture of minority student movement in the public schools discussed in the report.

The summary also examines unique mechanisms, policies, and procedures that have been instituted to address these issues, and provides an overview of the state of education in Wyoming as it affects minority students. The summary is also intended to be an information resource for school districts, parents, and students.

## Chapter 2: Wyoming—The Equality State

In landmass, Wyoming is the ninth largest state encompassing 97,914 square miles. Components of Wyoming's economy differ significantly from those of other states in that the mineral extraction industry and travel and tourism are the main drivers behind the state's economy. The federal government owns 50 percent of its landmass, while 6 percent is controlled by the state.<sup>1</sup> Over 91 percent of land in Wyoming is classified as rural. Because of the vast areas of undeveloped land, communities are far apart and urban centers have relatively small populations. Ranked last among all states in total population, Wyoming has less than 500,000 people. 1990 and 2000 census figures show the following:

	1990 Census	%	2000 Census	%
<b>Total Population</b>	453,588	100.00	493,782	100.00
<b>White</b>	412,711	90.98	454,670	92.10
<b>Hispanic or Latino (any race)</b>	25,751	5.67	31,669	6.40
<b>Native American or Alaska Native</b>	8,857	1.95	11,133	2.30
<b>Black or African American</b>	3,426	0.75	3,722	0.80
<b>Asian</b>	2,622	0.57	2,771	<sup>2</sup> 0.60
<b>Other</b>	222	<sup>3</sup> 0.04		

Over the past 10 years, Wyoming's population increased by 40,194 persons (8.15 percent). Hispanics accounted for 5,918 persons and Native Americans, 2,276 persons for a total of 8,194 (20.4 percent) of the state's population increase.<sup>4</sup> The data indicates that Wyoming is quickly becoming a more diverse state.

The average annual salary is \$26,837 and the state minimum wage rate is \$5.15 per hour.<sup>5</sup> The state of Wyoming also reported that 55,303 persons (11.2 percent) live in poverty.<sup>6</sup> In 2000, 90 percent (444,403) of Wyoming residents (aged 25 or older) had a high school diploma, and 24 percent (118,503) had earned a bachelor's degree.<sup>7</sup> Although the public high school graduation rate in 2000 was 73.2 percent,<sup>8</sup> it was well below the national goal of 90 percent mentioned earlier.

<sup>1</sup> Wyoming's Economy, State of Wyoming—General Wyoming Information, [www.state.wy.us](http://www.state.wy.us).

<sup>2</sup> U.S. Department of Commerce, Bureau of the Census, Census 2000 Summary File 1 (SF 1) 100-Percent Data, Geographic Area: Wyoming; population estimates for states by race and Hispanic origin. Total population of 493,782 includes Hispanic or Latino total of 31,669.

<sup>3</sup> Summary Population and Housing Characteristics, U.S. Department of Commerce, Bureau of the Census, CPH-1-52, table 4, 1990.

<sup>4</sup> Ibid. and U.S. Department of Commerce, Bureau of the Census, Summary Population and Housing Characteristics, CPH-1-52, table 4, 1990.

<sup>5</sup> Wyoming 2002—Just the Facts. Source: U.S. Bureau of the Census, 2000.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.



The Wyoming Department of Education directs public education for the state. The Wyoming Constitution prohibits the agency from establishing curriculum and textbook selections and leaves those decisions solely to local school boards.<sup>9</sup> The agency is organized to provide services to school districts and the public, while maximizing the use of federal funds, conserving state funds, and maximizing human resources.<sup>10</sup>

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<sup>9</sup> State of Wyoming—General Wyoming Information, [www.state.wy.us](http://www.state.wy.us), 2003.

<sup>10</sup> Wyoming Department of Education, 2001–2002 Annual Report, [www.k12.wy.us/DATATECH/annualreport.htm](http://www.k12.wy.us/DATATECH/annualreport.htm).

## Chapter 3: The Casper Community Forum

The Advisory Committee's first forum was held in Casper on May 6, 1999. The community of Casper, with 49,673 residents, is located in the central region of the state (see appendix 1). City population recorded in 2000 showed the following breakdown: white, 45,280 (93.4 percent); Hispanic or Latino, 2,671 (5.4 percent); black, 412 (0.8 Percent); Native American and Alaska Native, 445 (0.9 percent); Asian, 216 (0.4 percent); and other, 649 (1.3 percent).<sup>1</sup>

Census data of Natrona County residents (aged 25 and older) educational achievement through high school provided interesting statistics. Table 11 shows that in Natrona County for 2000, 17.5 percent of minorities achieved less than a 9th grade education; 11.7 percent of minorities completed 9th to 12th grade, with no diploma; and 6.2 percent of minorities earned a high school diploma (including GED).<sup>2</sup>

In the city of Casper, Natrona County School District No. 1 has three high schools.<sup>3</sup> They are Natrona County, Kelly Walsh, and Roosevelt.<sup>4</sup>

Natrona County School District No. 1 is known as a "school of choice" district in which parents may enroll their children in any school, regardless of location. The district believes that the school-of-choice policy leads to improved learning and parental/student involvement. Parents and students are encouraged to consider important structures and styles that best match the learner.<sup>5</sup>

Student enrollment for the three high schools for the 2001–2002 school year totaled 2,883, with the following racial/ethnic breakdown: white, 2,676 (93 percent); Hispanic, 116 (4 percent); Asian, 26 (0.9 percent); Native American, 29 (1.0 percent); and black, 36 (1.2 percent). Minority students totaled 207 (approximately 7.1 percent) of the three schools' combined student population of 2,883.<sup>6</sup>

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<sup>1</sup> QT-PL, Race, Hispanic or Latino, and Age: 2000, U.S. Census Bureau, Census 2000 Redistricting Data (Public Law 94-171) Summary File. \*Other category includes Native Hawaiian and other Pacific Islander, some other race, and two or more races.

<sup>2</sup> Census 2000, Summary File 3 (Sample Data), U.S. Census Bureau.

<sup>3</sup> In Natrona County School District No. 1, in addition to the three high schools located in Casper, one additional high school is located in the town of Midwest. Natrona County School District, [ncsdweb.ncsk.k12.us/district](http://ncsdweb.ncsk.k12.us/district).

<sup>4</sup> Wyoming Enrollment by School by Grade with Ethnicity and Gender, school year reports 1993–1994 through 2001–2002, Wyoming Department of Education. Roosevelt High School (alternative school) opened in 1994 and serviced students in grades 9–12; school year 1995, serviced students in grades 8–12; school years 1996, 1997, 1998, and 1999, serviced students in grades 9–12; and school years 2000 and 2001, serviced students in grades 7–12.

<sup>5</sup> Natrona County School District No. 1, <http://ncsdweb.ncsd.k12.wy.us>.

<sup>6</sup> Wyoming Enrollment by School by Grade with Ethnicity and Gender, 2001–2002 school year, Wyoming Department of Education. Seventh- and eighth-grade students (total 7, no minority students) at Roosevelt High were not counted in total.

As of October 1, 2002, there were 190 administrators, teachers, and counselors for the three high schools. The racial/ethnicity breakdown for staff was as follows: white, 181 (95 percent); Hispanic, 5 (5.0 percent); black, 2 (2.0 percent); Asian, 2 (2.0 percent); and Native American, 0 (0.0 percent).<sup>7</sup> Minority staff totaled 9 (4.7 percent) out of a total staff of 190. Page 14 of appendix 4 provides staffing numbers in more detail.

The Casper forum focused primarily on the need for the school district to take a more active role in ensuring that minority students do not drop out of school.

Dr. Stan Olson, superintendent of Natrona County School District No. 1, said several factors have affected enrollment in the district, including an increase in minority student enrollment and students dropping out of school. He said staff should be concerned with student enrollment patterns, and educators, parents, and the general public must accept the fact that our communities are becoming more diverse and everyone counts.<sup>8</sup>

To better evaluate its student population, beginning in October 1998, Natrona County School District No. 1 instituted a data collection process to track student enrollment and dropout data.<sup>9</sup> During the 1998–1999 school year, the district recorded 281 dropouts, including four Native Americans, one Asian American, four African Americans, 36 Hispanics, and 236 whites. The overall dropout rate in the district was approximately 5 percent, and the minority rate was 16 percent.<sup>10</sup>

Dr. Olson explained that the district dropout rate was too high, and because data had not been maintained before, staff were unaware of the seriousness of the situation.<sup>11</sup> Although school administrators took a student head count at the beginning of the school year and were aware that some students had left by midyear, they had no idea of the actual numbers lost. The district does try to contact students, but fails to reach some.<sup>12</sup> He said there had been discussions within the district on the severity of the student dropout rate.<sup>13</sup>

Dr. Olson outlined some of the district's approaches to the education of minority students. Natrona County School District No. 1 created two "subset" experiences for minority students because the large traditional high schools were not meeting their needs. Also, school administrators did not consider their educational experiences nor acknowledge minority students' diverse backgrounds. The "subset" programs were housed in the district's two largest high schools and offered learning alternatives to students within their own high school.<sup>14</sup> Kelly Walsh

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<sup>7</sup> School Staff Summary Report, October 1, 2002, Wyoming Department of Education, Statistics Division.

<sup>8</sup> Dr. Stan Olson, superintendent, Natrona County School District No. 1, notes taken by Malee V. Craft, Civil Rights Analyst, Rocky Mountain Region, U.S. Commission on Civil Rights, at a community forum of the Wyoming Advisory Committee to the U.S. Commission on Civil Rights, Casper, WY, May 6, 1999 (hereafter cited as notes of Casper forum, May 6, 1999).

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

High School's program is the "Best Chance Program" and Natrona County High School's is the "Lab School Program." Both programs start a little later in the school day, and are interdisciplinary offering academic, scientific, and artistic courses. Classes are taught through the use of a teaching team and conducted in modified blocks of instruction time to create flexibility. If the student leaves the district, a counseling contact is assigned to that student to get the student reengaged in school through Roosevelt High School, also known as the "Rebound School."<sup>15</sup>

Roosevelt High (rebound school) began instruction during the 1994 school year and was the first accredited alternative high school for at-risk students in Wyoming, and one of the first in the Rocky Mountain region.<sup>16</sup> The school offers students smaller classes, close contact with teachers and other staff, and academic counseling. The district understands the importance of recognizing different learning styles and through Roosevelt High and its staff, practices respect and positive communication toward at-risk students.

Dr. Olson felt that the programs at Natrona County School District No. 1 in Casper were excellent and could be implemented in other districts across the state.

Melvin Hamilton, principal at East Junior High School, said minority students are "suffering" and not given the necessary motivation to succeed. Mr. Hamilton explained that educators must act on the reasons for failure of minority students, including the lack of role models, poverty, discrimination, etc.<sup>17</sup> Unfairness of curriculums in school districts across the country and insensitivity of educators help to fuel the problem, he said. Mr. Hamilton also explained that because Natrona County School District No. 1 has a significant number of minority students, and many of these students' parents speak limited English and lack a high school education, the district has a legal obligation to provide information in the language and at a level (in lay terms) that parents can understand, and the school district, where needed, must have an interpreter.

Mr. Hamilton said the district needs more cultural awareness programs and should insist that cultural history, arts, and other subjects be taught. "It is difficult to keep children from missing school when the mandatory attendance is through grade 10 or age 16," he added.<sup>18</sup> Mr. Hamilton had several recommendations: (1) to keep children in school, educators should find out what their interests are and build on those interests; (2) teachers should interact more with students; (3) school meetings should be conducted in locations where the parent(s) would be more comfortable (teachers and administrators need to be more sensitive to the cultural background of parents); (4) students should be paired with peers to enhance learning and enforce the concept of team work; (5) teachers should help minority children further build character by tapping into organizations that can provide additional services, such as the Girls and Boys Clubs

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<sup>15</sup> "Rebound" referred to providing students a second chance or the opportunity to bounce back from dropping out of school or some other negative factor that impeded their education.

<sup>16</sup> Ibid.

<sup>17</sup> Melvin Hamilton, principal, East Junior High School, Natrona County School District No. 1, notes of Casper forum, May 6, 1999. Mr. Hamilton is the only African American administrator in the school district and is one of very few African American school administrators in the state.

<sup>18</sup> Ibid.

and federal TRIO Programs;<sup>19</sup> (6) districts should set goals and develop plans to keep kids in school; (7) districts should put the needs of students first and demonstrate their commitment through various programs; (8) students should be taught by teachers who believe that they can learn; (9) districts should provide enhanced bilingual education and recruit additional minority teachers; (10) districts should recruit administrators, teachers, and counselors who know how to relate to minority students; (11) districts should develop teacher training programs that address diversity; and (12) minority children should be encouraged at the earliest grade possible to achieve and do their very best.<sup>20</sup>

Ken Hufslander, institutional school coordinator and Office for Civil Rights (OCR) representative, Wyoming Department of Education,<sup>21</sup> said that it will take a systematic change in the state to tackle diversity, although there are a few specific components of the statewide accreditation system that address diversity issues. The components are staff development, school climate, standards, school improvement, and procedures for working with at-risk students. Mr. Hufslander also said that educators must make every effort to provide positive learning environments where students can learn and meet state-mandated achievement standards.<sup>22</sup>

Mr. Hufslander said Wyoming's 1997–1998 statewide dropout rate was 5.7 percent.<sup>23</sup> Minority students' average dropout rate was 6.18 percent and, collectively totaled, they equaled 24.72 percent (Native American, 10.03 percent; Hispanic, 7.07 percent; black, 5.75 percent; and Asian, 1.87 percent) compared with white students' dropout rate of 3.72 percent.<sup>24</sup> The dropout rate statewide for grades 9-12 was 6.42 percent.<sup>25</sup>

At the grassroots level, a number of community groups across the state formed organizations to address education and the high dropout rates of minority students in Wyoming public schools. During the Casper forum, the Advisory Committee heard from the representative of one such organization located in Laramie who provided the following summary of events: In the fall of 1995, several parents met with the Albany County School Board to discuss racial discrimination and unequal treatment of minority students at Laramie Middle School. Albany County School District No. 1 (Laramie) Superintendent Charles Head said officials were

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<sup>19</sup> Ibid. The mission of the Girls and Boys Clubs of Central Wyoming is to inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, and caring citizens. The mission is supplemented with programs specially set up to benefit youth in five areas: character and leadership development, education and career development, health and life skills, the arts, and sports, fitness, and recreation. Federal TRIO Programs provide outreach and support programs to help low-income, first-generation college, and disabled students progress through the academic pipeline from middle school to post baccalaureate programs.

<sup>20</sup> Ibid.

<sup>21</sup> Ken Hufslander, institutional school coordinator and Office for Civil Rights (OCR) representative, Wyoming Department of Education, notes of Casper forum, May 6, 1999. Mr. Hufslander's duties as OCR representative included the acceptance of complaints from parents, teachers, and students in schools and districts across the state.

<sup>22</sup> Ibid.

<sup>23</sup> Wyoming Education Statistics, Wyoming Department of Education, 1998.

<sup>24</sup> Ibid.

<sup>25</sup> Historical dropout rate (grades 9-12), Wyoming Education Statistics, [www.k12.wy.us](http://www.k12.wy.us).

working to solve the problem, and a list of possible solutions, such as better staff instructions and sensitivity training, were under consideration.<sup>26</sup>

Members of the Multicultural Awareness Committee,<sup>27</sup> organized as a result of complaints from parents and students of Laramie Middle School, shared their experiences and responses to their concerns during the Casper forum. Concerns included discriminatory treatment, suspension, and disciplinary actions that influenced whether students stayed in school. Specific to discipline, parents felt that the school district involved the police too often in matters that could be handled by school officials.<sup>28</sup>

A complaint was filed with the Office for Civil Rights, U.S. Department of Education, Region VIII, that alleged discriminatory treatment. The U.S. Department of Education, Office for Civil Rights (OCR), is charged with enforcing the federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance.<sup>29</sup> The civil rights laws represent a national commitment to end discrimination in educational programs. OCR's primary mission is to provide equal educational access for all students.<sup>30</sup> OCR interacts with school districts to ensure that the institution is complying with civil rights laws, including procedures that school districts and schools should follow to ensure equal access to education and to promote educational excellence for all students.<sup>31</sup> OCR also helps school districts improve the climate for all students to learn; and can provide technical assistance to schools and individuals, as well as attempt to resolve complaints or grievances filed by students, parents, and others.<sup>32</sup>

After the issue received much local publicity, Albany County School District No. 1 determined that it would be more appropriate to discuss parent concerns rather than ignore them. Ultimately, the complaint was withdrawn and Albany County School District No. 1 made a commitment to support the Multicultural Awareness Committee.<sup>33</sup>

Although there appeared to be a strong commitment by the administration and the school board to promote multicultural awareness, sensitivity training, and conflict resolution in the school district (approximately 30 percent of faculty showed an interest in participating), committee members said much still needed to be accomplished. Because of the publicity

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<sup>26</sup> The Associated Press, "Parents, students protest racism in Laramie schools," *Casper Star-Tribune*, Oct. 29, 1995.

<sup>27</sup> Multicultural Awareness Committee, organized in 1996 by a group of parents, primarily Hispanic, to address education issues affecting minority students. The committee consists of representatives of the school district (Albany County School District No. 1 in the city of Laramie), a retired principal of Laramie Middle School, a community representative, two teachers, and the assistant superintendent of schools. Notes of Casper forum, May 6, 1999.

<sup>28</sup> Shirley Kingston, chairperson, Multicultural Awareness Committee, notes of Casper forum, May 6, 1999.

<sup>29</sup> Staff, Office for Civil Rights (OCR), U.S. Department of Education, Region VIII, Denver, CO, presentation at the Casper and Torrington forums, held May 6, 1999 and Sept. 21, 2000, respectively.

<sup>30</sup> *Ibid.* Specifically, the civil rights laws are Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

<sup>31</sup> Office for Civil Rights (OCR), U.S. Department of Education, [www.ed.gov/offices/list/ocr/aboutocr.html](http://www.ed.gov/offices/list/ocr/aboutocr.html).

<sup>32</sup> *Ibid.*

<sup>33</sup> *Ibid.*

generated around the concerns of Hispanic families in Laramie, and the Multicultural Awareness Committee's belief that discrimination was taking place, tension persisted at the junior high level among some faculty and teachers who had taught there for years.<sup>34</sup>

The Multicultural Awareness Committee found the following problems to persist in Albany County School District No. 1 for Hispanic students: (1) teachers routinely demonstrate preference toward white students; (2) Hispanic students are negatively stereotyped; (3) teachers spend less time answering questions of Hispanic students; and (4) teachers make non-criticizing comments to white students while being more critical toward Hispanic students. The Multicultural Awareness Committee believes these behaviors set up minority students for failure, which results in their dropping out of high school. The committee reported that dropout rates of minority students in Laramie schools in grades 10 through 12 were approximately 10 percent.<sup>35</sup>

The Multicultural Awareness Committee highlighted their plans to help bring the issues of discriminatory treatment of minority students, suspension, and disciplinary actions that affect whether a student remains in school, to the forefront in their community. The committee plans to work with the media to expose the community to existing problems, because many white parents do not realize that disparity exists.

A former student of Casper schools (Natrona County School District No. 1) confirmed the need to address many of the issues discussed by other panelists. Melissa Rodriguez-Benson, a Hispanic high school graduate, saw racial issues affecting minorities as a real problem. Ms. Rodriguez-Benson believes that minority students do not get recognized for their talents and are not encouraged to succeed.<sup>36</sup> She expressed the importance of living in a diverse community should be taught to students at an early age. She recalled negative remarks made by teachers such as, "They live in North Casper, and their parents can't afford a car." Ms. Rodriguez-Benson felt that Hispanic students drop out more frequently than other students; and parents have a difficult time communicating with faculty about their child's grades. Some parents cannot speak English, and parents who have only completed the fifth or sixth grade feel inadequate to attend parents' nights at schools. Many parents have also had negative experiences when they were in school, some having dropped out themselves, therefore making it difficult for students to get help at home in addition to teachers not helping them at school.<sup>37</sup>

Jesse Whiting, Hispanic female age 18, dropped out of Dean Morgan Junior High School when she was 15. Ms. Whiting told the Advisory Committee that she had problems with school starting at an early age and dropped out of the 9th grade. When she tried to re-enroll, she was put on a waiting list. By the time she became eligible for enrollment—a year later—she was not interested in school. However, a slot subsequently opened up and she attended Roosevelt High School for about one month during the 1995–1996 school year, but again dropped out. Ms. Whiting said that the teachers were insensitive, recounting an incident when a teacher embarrassed her by saying to the entire class, "Look who finally decided to grace us with her

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<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> Melissa Rodriguez-Benson, Casper community activist and volunteer, notes of Casper forum, May 6, 1999.

<sup>37</sup> Ibid.

presence.” She also expressed concern with the low number of minority teachers in the school district, and said she did not remember ever having a minority teacher.<sup>38</sup> Appendix 4, p. 13, identifies only one minority teacher at Dean Morgan Junior High School out of 66 teachers, counselors, and administrators.<sup>39</sup>

Presenters at the Casper forum believed that programs to develop character and build self-esteem are important because they have seen a decrease in student absenteeism, fighting, and altercations when those types of programs have been initiated. Examples of such programs included The Boys and Girls Club of Central Wyoming (North Casper Branch), which makes available numerous after school and weekend programs to low income and minority students. Even Start was also mentioned as an excellent alternative (program that assists teenage parents to return to school and provides child care).<sup>40</sup> The lack of parental involvement appeared to be an important aspect that needed to be addressed as well as to identify approaches to better develop a positive dialogue with minority students and develop programs to encourage them to stay in school. Participants expressed concern that parents are not as active as they should be in their child’s education. It was noted that many parents are uneducated, feel inadequate when communicating with school officials, and often feel that they cannot or do not get adequate answers or explanations to their questions or concerns. Some individuals believed that racism was an underlying factor that negatively affects minority students and parents.<sup>41</sup>

As the Wyoming Advisory Committee further studied minority drop outs in Wyoming’s public secondary schools, the following data was collected to provide a more detailed overview of the school district as it relates to student retention. As discussed above, Natrona County School District No. 1 in the city of Casper has three high schools, Natrona County, Kelly Walsh, and Roosevelt.

Student enrollment (October 1) and graduation data by ethnicity for each high school was compared for two sets of school years, 1995–1997 and 1999–2001 for Kelly Walsh and Natrona County High School and school years 1994-1997 and 1999-2001 for Roosevelt High School. This information was compiled and can be reviewed in tables 1, 2, and 3, which break down data for each group, including whites. A summary of findings is provided for each high school while further detailed information can be gleaned from reviewing each school individually.<sup>42</sup> The following tables provide an overview of minority student enrollment data:

<b>Kelly Walsh High School, minority students enrolled/graduated, (summary/table 1):</b>		
<b>1995–1997</b>	<b>vs.</b>	<b>1999–2001</b>
<b>33, enrolled in 10th grade (1995)</b>		<b>27, enrolled in 10th grade (1999)</b>

<sup>38</sup> Jessie Whiting, former student of Dean Morgan Junior High School and Roosevelt High School, notes of Casper forum, May 6, 1999.

<sup>39</sup> 2002 School Staff Summary Report, Data and Technology Unit, Wyoming Department of Education, Oct. 1, 2002.

<sup>40</sup> Natrona County School District No. 1 also offers a comprehensive K-12 substance abuse program where students learn how drugs can negatively impact their future. Students who are already users and desire to stop are counseled and provided options to assist them with recovery. Notes of Casper forum, May 6, 1999.

<sup>41</sup> Notes of Casper forum, May 6, 1999.

<sup>42</sup> See tables 1-3. Statistical Report Series No. 2, Wyoming School Districts—Fall Report of Staff and Enrollment, Wyoming Department of Education, (for years 1995-1997 and 1999-2001).



43, enrolled in 11 <sup>th</sup> grade (1996)	25, enrolled in 11 <sup>th</sup> grade (2000)
25, enrolled in 12th grade (1997)	23, enrolled in 12th grade (2001)
18, graduated spring 1998	24, graduated spring 2002

<b>Natrona Co. High School, minority students enrolled/graduated, (summary/table 2):</b>		
<b>1995–1997</b>	<b>vs.</b>	<b>1999–2001</b>
60, enrolled in 10th grade (1995)		27, enrolled in 10th grade (1999)
21, enrolled in 11 <sup>th</sup> grade (1996)		21, enrolled in 11 <sup>th</sup> grade (2000)
21, enrolled in 12th grade (1997)		21, enrolled in 12th grade (2001)
17, graduated spring 1998		12, graduated spring 2002

<b>Roosevelt High School, minority students enrolled/graduated, (summary/table 3):</b>		
<b>1994–1997</b>	<b>vs.</b>	<b>1998–2001</b>
3, enrolled in 9th grade (1994)		2, enrolled in 9th grade (1998)
9, enrolled in 10 <sup>th</sup> grade (1995)		6, enrolled in 10 <sup>th</sup> grade (1999)
8, enrolled in 11 <sup>th</sup> grade (1996)		3, enrolled in 11 <sup>th</sup> grade (2000)
14, enrolled in 12th grade (1997)		9, enrolled in 12th grade (2001)
9, graduated spring 1998		3, graduated spring 2002

Educational sources have admitted the problem with obtaining accurate dropout figures; however the data for the three high schools in tables 1, 2, and 3, found in the rear of this report, strongly suggests that disproportionately higher numbers of minority than white students are not staying in school and are not graduating.

More recently, the Natrona County School District has increased its efforts to reach at-risk students. These have included online grade and attendance tracking for parents; catch-up programs for students who fall behind; and alternative programs for students who don't succeed in a traditional high school environment. Nonetheless, educators say high-school dropout rates remain out of control, posing problems not just for youth who reach adulthood without a complete education, but also for the community in general.<sup>43</sup>

Dal Curry, director of student support services for Natrona County School District No. 1, Casper said the most recent data from the Wyoming Department of Education shows a 7.5 percent drop-out rate for students in grades nine through 12. That data is based on the number of students who left school during the 2002-2003 school year and had not re-enrolled by October 2003.<sup>44</sup> He said, "regardless of how the data is calculated, one thing is certain: Too many students are leaving school without a diploma. Most kids tell us...they weren't attached to school and they didn't feel like they belonged."<sup>45</sup> Sally Keith, a counselor at Roosevelt High School said the need for "connection and support" is especially evident among students of minority backgrounds.<sup>46</sup>

<sup>43</sup> "Graduation Rates Drop in Wyoming Schools," *Casper Star-Tribune*, February 28, 2005, p. A1.

<sup>44</sup> Ibid.

<sup>45</sup> Ibid.

<sup>46</sup> Ibid.

## Chapter 4: The Torrington Community Forum

Torrington was the site for the second forum on dropout rates of minority students, which was held on September 21, 2000. This community, in the southeastern part of the state (see appendix 1), is home to Goshen County School District No. 1. Students from both Torrington and South Torrington are serviced by the school district. Main industries in the county are farming, ranching, cattle feeding, sugar beet processing, and ethanol production. There are only a few towns in Goshen County, and Torrington, the county seat, was incorporated on January 1, 2000.<sup>1</sup> The city of Torrington has a population of 10,757 and the county population is 12,538. Specific 2000 Census totals for the city of Torrington include: white, 10,058 (93.5 percent); Hispanic, 1,036 (9.6 percent); black, 24 (0.2 percent); Native American or Alaska Native, 91 (0.8 percent); and Asian, 20 (0.2 percent).<sup>2</sup> Hispanics are the largest minority group in Torrington.

The community of South Torrington is located south of the North Platte River and the city of Torrington. South Torrington is unincorporated and not included in the city limits of Torrington. The only form of government in South Torrington is the South Torrington Water and Sewer District.<sup>3</sup> Approximately 500 residents, of whom an estimated two-thirds are of Hispanic descent, live in South Torrington. In 2001, a group of citizens in South Torrington called for the community to consider becoming incorporated, however, that effort was defeated.<sup>4</sup>

There are several opinions among residents regarding why South Torrington is not part of the city of Torrington. One, the city of Torrington does not want to take on the added burden and cost of bringing South Torrington into the city limits because of the improvements needed, and second, many residents want South Torrington to remain as it is.<sup>5</sup> South Torrington has no sidewalks, curbs, or gutters, and waterlines need to be replaced. Because South Torrington has no form of government other than the water district, residents are allowed to house livestock and no permits are required for building.<sup>6</sup> Main avenues are asphalt and side streets are dirt. Any improvements are handled through the county. Many South Torrington residents purchase electricity and water from the city of Torrington, while about 150 residents and a few businesses purchase their water from the South Torrington Water and Sewer District. Refuse pickup is contracted with a private firm. Also, services such as a post office or grocery store are not available in South Torrington.<sup>7</sup>

Because of the conditions in South Torrington and the community's location, many residents believe that they are treated differently. Due to these concerns, expressed primarily by

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<sup>1</sup> City of Torrington, Goshen County History, [www.city-of-torrington.org](http://www.city-of-torrington.org).

<sup>2</sup> DP-1, Profile of General Demographic Characteristics: 2000, Summary File 1, 100-Percent Data, U.S. Census Bureau.

<sup>3</sup> Cliff Hickman, board chairman, South Torrington Water and Sewer District, telephone interview with Malee V. Craft, Civil Rights Analyst, U.S. Commission on Civil Rights, Oct. 15, 2003.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

Hispanics, the Torrington forum specifically addressed disparities in the Goshen County school system, which serves South Torrington.

Concerns of alleged discrimination against minority students and parents were the primary focus of the Torrington forum. Many minority parents and students attended the forum to voice their concerns.

Although over twenty-five Goshen County School District staff were in attendance, including the assistant superintendent, none had comments during the community forum and chose not to participate. No representatives of the school district made any statements nor did they respond to any **concerns of parents or students during the course of the forum.**<sup>8</sup> **The district superintendent, however, provided some general information about the district.**

According to information provided by the district, Goshen County School District No. 1 is dedicated to producing competent graduates. Small class sizes, comprehensive curriculum, excellent technology, students who know how to work, and supportive communities are strong features of the district.<sup>9</sup> Since Torrington (including South Torrington) is the largest population center in the county, and has the largest minority population, the Advisory Committee chose to review Torrington High School.

Hispanic students comprise the largest minority group in the district. Student enrollment at Torrington High School for the 2001–2002 school year totaled 445 students in grades 9–12. The following are enrollment figures at Torrington High School by ethnicity: white, 376 (84.5 percent); Hispanic, 57 (13 percent); Native American, 7 (1.6 percent); Asian, 4 (0.9 percent); and black, 1 (0.2 percent).<sup>10</sup>

Table 4 provides detailed student enrollment (October 1) and graduation data by ethnicity (including whites) for two sets of school years 1994-1997 and 1998-2001. Findings specific to minority students are provided below in the summary table.

<b>Torrington High School, minority students enrolled/graduated, (summary/table4)</b>		
<b>1994–1997</b>	<b>vs.</b>	<b>1998–2001</b>
<b>31, enrolled in 9<sup>th</sup> grade (1994)</b>		<b>14, enrolled in 9<sup>th</sup> grade (1998)</b>
<b>30, enrolled in 10<sup>th</sup> grade (1995)</b>		<b>20, enrolled in 10<sup>th</sup> grade (1999)</b>
<b>33, enrolled in 11<sup>th</sup> grade (1996)</b>		<b>14, enrolled in 11<sup>th</sup> grade (2000)</b>
<b>30, enrolled in 12<sup>th</sup> grade (1997)</b>		<b>16, enrolled in 12<sup>th</sup> grade (2001)</b>
<b>26, graduated spring 1998</b>		<b>12, graduated spring 2002</b>

<sup>8</sup> Examples of school district staff in attendance included principals, teachers, counselors, and a school board member. Attendance roster and notes of Torrington forum, Sept. 21, 2000.

<sup>9</sup> Goshen County School District No. 1, [www.goshen.k12.wy.us](http://www.goshen.k12.wy.us).

<sup>10</sup> 2001 Wyoming Enrollment by School by Grade with Ethnicity and Gender, Data and Technology Unit, Wyoming Department of Education.

In comparison, few minorities are on staff at Torrington High School. Among administrators, teachers, and counselors, the following are staffing figures: white, 41 and Hispanic, 1.<sup>11</sup> Appendix 4, p. 8, provides school staffing in more detail.

Superintendent Jim Clark provided the Advisory Committee an overview of the district. He explained the district's suspension and expulsion procedures and told the Advisory Committee that no students have ever been expelled because of attendance.<sup>12</sup> He further explained that the district has a Tuesday and Saturday school for students who are truants.<sup>13</sup> Superintendent Clark also said that the district is considering an alternative school to address the needs of those students who do not do well in a regular high school environment.<sup>14</sup>

Through coordination with the superintendent, school district staff (teachers, counselors, and administrators) were briefed during the community forum on civil rights laws and best practices for the school district by representatives of the Office for Civil Rights, U.S. Department of Education. Also during a segment of the forum, minority students, parents, and citizens voiced concerns about the school system's impact on Hispanic students.

Mark Muñoz, a father with three children in Torrington schools, said he believes that teachers allow students to fall through the cracks on a continuous basis. He went to the 12<sup>th</sup> grade but lost interest and subsequently dropped out, although he later obtained his GED. Mr. Muñoz said students do not get the support from the school district at the same level as nonminority students. He felt that residents of South Torrington are not made to feel that they are part of the community. He said he has been the brunt of racial jokes and that Hispanics are made to feel like they are invisible. He said that Hispanic students are not encouraged to stay in school.<sup>15</sup>

Maria Chavez, a former student at Torrington High School told the Advisory Committee that she was one and one-half credits from graduating and just did not receive the support from her teachers to go on and graduate. As a parent, she also believes that there is little coordination between the school and minority parents.<sup>16</sup>

Pamela Delgado-Garcia told the Advisory Committee that two weeks before she was to graduate, school personnel informed her she did not have enough credits to graduate. Disappointed and shocked, she dropped out and never went back. She believed that many of the teachers appear not to want Hispanic students to achieve and be successful. Ms. Delgado-Garcia also said her son was told he could not speak Spanish in school.<sup>17</sup>

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<sup>11</sup> School Staff Summary Report, Oct. 1, 2002, Data and Technology Unit, Wyoming Department of Education.

<sup>12</sup> Jim Clark, superintendent, Goshen County School District No. 1, notes taken by Malee V. Craft, Civil Rights Analyst, Rocky Mountain Region, U.S. Commission on Civil Rights, at a community forum of the Wyoming Advisory Committee to the U.S. Commission on Civil Rights, Torrington, WY, Sept. 21, 2000 (hereafter cited as notes of Torrington forum, Sept. 21, 2000).

<sup>13</sup> Ibid. The Tuesday and Saturday School is an alternative to help students slowly resume attending school on a regular basis.

<sup>14</sup> Ibid.

<sup>15</sup> Notes of Torrington forum, Sept. 21, 2000.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

Connie Hernandez told the Advisory Committee her son stayed in school until the 11th grade. She said he was not encouraged by his teachers, was not motivated, and he eventually dropped out.<sup>18</sup>

Yolanda Loya said her son was one of the fortunate students and graduated from high school with honors; however, she told the Advisory Committee a high school counselor was unwilling to provide him scholarship information. As of the date of the forum, Ms. Loya's son was still seeking out scholarships.<sup>19</sup>

Other comments from parents and students included the need to enhance bilingual education and the fact that many parents do not speak or read English and therefore are unable to read announcements or notes sent home with their children.

Many Hispanic parents living in South Torrington expressed their feelings of neglect and of not being part of the education community or of the community as a whole.<sup>20</sup> During the pre-forum field visit, Superintendent Clark also said that his impression of the Torrington community was that people have not historically wanted minorities involved in school, confirming the sentiments of many Hispanic parents.<sup>21</sup>

Recommendations made by parents included: (1) more programs for Spanish-speaking students, (2) community acceptance of the Hispanic culture, and (3) increased number of Hispanic teachers (appropriate as role models) in the school district.

Carlos Leal, former professor at the University of Northern Colorado in Greeley, Colorado, and a member of the Colorado Advisory Committee, participated in the forum and shared some ideas that could benefit the minority residents of South Torrington. Mr. Leal described a program designed to empower communities called Community Organized for Public Service (COPS). He suggested the school district consider the following: (1) be more accepting of different cultures, (2) increase the number of Hispanic teachers in the schools, (3) establish additional programs for children, (4) develop a diverse curriculum, (5) set standards to hold teachers and administrators accountable, and (6) hire educators who really want to teach minority students.<sup>22</sup>

Many Hispanic parents and students expressed an urgency about addressing what they believe are serious discrimination issues. During a pre-forum field visit on April 24-27, 2000,

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<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

<sup>20</sup> The community of Torrington is split by railroad tracks on the south side of town. Whites live in the city of Torrington, and most Hispanics live in South Torrington, an area that is not officially within the city limits of Torrington. Therefore, parents and students who live on that side of town believe that they receive minimal support from the school district, and residents do not receive the same city services. Notes of Torrington forum, Sept. 21, 2000.

<sup>21</sup> Personal interview with Superintendent Clark during pre-forum information field trip to Torrington, conducted by Malee V. Craft, Apr. 27, 2000.

<sup>22</sup> Notes of Torrington forum, Sept. 21, 2000.

over 25 parents shared their concerns with Rocky Mountain regional staff.<sup>23</sup> Many parents voiced feelings of hopelessness. The following issues were presented and discussed: (1) teachers allow children to “fall through the cracks” (teachers do not take an interest in minority students to help ensure their success); (2) racial jokes appear to be acceptable in the district (minorities feel they are invisible); (3) Hispanic students are not encouraged or helped to stay in school even if they have an illness or some other problem; (4) parents do not receive help from the school or the district; (5) linkage between Torrington High School and Eastern Wyoming College (the local community college) is very weak; (6) Hispanic students have been told they cannot speak Spanish at school; (7) teachers are not accountable; and (8) there are few employment opportunities for minority teenagers in Torrington.

Determining the exact number of high school dropouts is difficult due to problems with tracking students. However, 2000 Census data (see table 12) about the educational attainment for Goshen County residents 25 years and over is instructive. While minorities make up only 10.2 percent of the county population, they account for larger percentages in several categories. Table 12 indicates that 26 percent of minorities achieved less than a 9th grade education; 12.5 percent completed the 9th to 12th grade, but did not obtain a diploma; and 11.7 percent earned a high school diploma or GED.<sup>24</sup>

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<sup>23</sup> Pre-forum information field trip to Torrington, WY, conducted by Malee V. Craft, Apr. 27, 2000.

<sup>24</sup> Educational Attainment for Population 25 Years and Over, Census 2000, Summary File 3 (Sample Data), U.S. Census Bureau.

## Chapter 5: The Riverton Community Forum

The third forum was held in Riverton on April 19, 2001. Riverton, located within the boundaries of the Wind River Indian Reservation, is also a part of Fremont County (see appendix 1). 2000 Census population figures show Fremont County with a population of 35,804 persons. Broken out by ethnicity, the data indicates: White, 26,693 (74.6 percent); Native American and Alaska Native, 6,743 (18.8 percent); Hispanic or Latino, 1,566 (4.4 percent); Asian, 100 (0.3 percent); black, 43 (0.1 percent); and other, 659 (1.8 percent).<sup>1</sup>

Because Fremont County schools' minority student population is predominantly Native American, this forum focused on their high dropout rates and the numerous factors that impact those rates.

The county's 6,739 students, grades K-12,<sup>2</sup> are distributed among eight separate public school districts.<sup>3</sup> Public secondary school population, grades 9-12, totaled 2,198; and students are educated between six school districts.<sup>4</sup> Their ethnic composition is: white, 1,663 (75.7 percent); Native American, 468 (21.3 percent); Hispanic, 58 (2.6 percent); Asian, 9 (.041 percent); and black, 0 (0 percent).<sup>5</sup>

Within the public school system, students are allowed to move between schools (and school districts) at will. This movement makes keeping an accurate count of students and the school they are attending difficult.

At the forum held in Riverton, several presenters shared information on tribal and district efforts to combat this problem.

Members of both the Northern Arapaho and Eastern Shoshone tribes expressed their concerns that more must be done to ensure that Native American children are successful in school.<sup>6</sup> Wes Martel, council member of the Shoshone Tribal Business Council, said there needs to be more unity and an improved working relationship between the tribes, Fremont County schools, and Central Wyoming College (CWC).<sup>7</sup> He stressed the importance of the school

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<sup>1</sup> Race, Hispanic or Latino, and Age: 2000, Census 2000 Redistricting Data (Public Law 94-171) Summary File, U.S. Census Bureau.

<sup>2</sup> Statistical Report Series No. 2, 2000 Wyoming School Districts' Fall Report of Staff and Enrollment, Wyoming Department of Education.

<sup>3</sup> The eight school districts (grades 9-12) are Fremont County School Districts #1, 2, 6, 14, 21, 24, 25, and 38.

<sup>4</sup> The six school districts with student populations (grades 9-12) are: Fremont County School District No. 1, Lander; Fremont County School District No. 2, Dubois; Fremont County School District No. 6, Pavillion; Fremont County School District No. 14, Ethete; Fremont County School District No. 24, Shoshoni; and Fremont County School District No. 25, Riverton.

<sup>5</sup> Ibid.

<sup>6</sup> Community forum of the Wyoming Advisory Committee to the U.S Commission on Civil Rights, Riverton, WY, Apr. 19, 2001 (hereafter cited as Riverton Transcript, Apr. 19, 2001), pp. 15, 32-33, and 53.

<sup>7</sup> Wes Martel, council member of the Shoshone Tribal Business Council, Riverton Transcript, p. 15. Central Wyoming College, one of seven community colleges in the state, is located in Riverton.

districts and the college not isolating the work that the tribes are doing, and that a collective process should be put in place. Mr. Martel expressed concern about the general community's negative attitudes toward Native Americans and its perception that Native Americans are not on the same level as whites. He noted that Native American students experience negative attitudes and derogatory comments such as "there's them Indians."<sup>8</sup> These stereotypes and discouraging remarks profoundly affect Native American children, and the belief that they will never be anything or go to college impedes their success. Historically, Native American students have traditionally been directed toward vocational careers, while nonminority students have been directed toward higher education.<sup>9</sup>

Developing respect for Native American culture throughout the community and the schools plays a critical role in Native American children's educational future, according to Council Member Martel. He mentioned that racial profiling and involvement with law enforcement and the judicial system all play a major role in student absenteeism. He also noted that because of the severity of the problem, the American Civil Liberties Union was interested in doing a study in the Riverton and Lander communities with regard to the number of arrests of Native Americans and those currently in jail or prison.<sup>10</sup>

To address family issues that many times negatively impact Native American students' ability to stay in school, he suggested a "wrap-around" concept where the schools in Fremont County work not only with tribal leaders but also with social services and other support programs.<sup>11</sup> Funding for education has been a concern among the tribes, said Mr. Martel; and he explained that there has been much discussion that certain monies are not being used for Indian education as intended.

Gail Leon Ridgley, president of Wind River Community College (tribal college) and a member of the Northern Arapaho Tribe, said that Native American students, whether preschool or post secondary, have unique educational needs.<sup>12</sup> Mr. Ridgley, also former principal at St. Stephen's (Bureau of Indian Affairs) School on the Wind River Indian Reservation, identified truancy, discipline, alcohol, lack of parental supervision, and single parenting as negative factors that impact the success of children in school.<sup>13</sup>

Ms. Shawna Harris, former director, Shoshone Higher Education (a program that assists tribal students to enter college) said that education for Native American children must begin with pre-Head Start and Head Start programs, and at the elementary school level.<sup>14</sup> She emphasized the importance of beginning the education process as early as possible, to allow students to

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<sup>8</sup> Ibid., p. 14.

<sup>9</sup> Ibid., p. 54.

<sup>10</sup> Ibid., p. 18.

<sup>11</sup> Ibid., p. 17.

<sup>12</sup> Gail Leon Ridgley, member, Northern Arapaho Tribe, Riverton Transcript, p. 23.

<sup>13</sup> Ibid., p. 40.

<sup>14</sup> Shawna Harris, Riverton Transcript, p. 32.



broaden their thoughts and level of learning.<sup>15</sup> There should be a greater focus on math and English.

According to Ms. Harris, most Native American children who have not had the opportunity to participate in a head start program are already behind when they enter kindergarten. Native American children are basically shy, she observed, and do not always ask for help, resulting in high numbers in special education programs.<sup>16</sup> Once those students are placed in special education, they usually remain there throughout their school years. By the time the students reach middle school, they are lagging behind and those that do enter high school are usually struggling to keep up. As a result, many get discouraged and drop out of school.

Ms. Harris also said that she would like to see more emphasis on early intervention such as improving school curriculum and raising school standards beginning at the elementary level. She suggested that a tutorial program could be established utilizing students from Central Wyoming College (CWC). Many times it is easier for a student to learn from another student, and the CWC student could also act as a role model.<sup>17</sup> She also said many teachers in Fremont County have been in the teaching ranks for over 30 years and need to utilize new books and materials and update their curriculum.

Parents also need to take more responsibility and should be held accountable for their children and getting them to school.<sup>18</sup>

Native American children do not have role models to identify with, said Ms. Harris, because the majority of Wyoming's public school teachers are nonminority. Wyoming Indian High School had fifteen Native American teachers accounting for 15 percent of the teacher population at that school. Wind River Secondary School had no Native American teachers.<sup>19</sup> Ms. Harris felt that school districts demonstrating a greater commitment to hiring more Native American teachers would have a positive impact on the self-esteem of Native American students in the schools.<sup>20</sup>

School districts in Fremont County do not have a structured system in which to track students who move from one school district to another, thus many students end up dropping out of school. Tribal leaders told the Advisory Committee that there is limited or no follow-up regarding students exiting one school and enrolling at another. Many students feel that no one really cares about them so they just do not come back, and truancy laws are not stringently enforced. In addition, many students would also like to go to school, but they lack transportation.<sup>21</sup> Transportation is a huge issue on the reservation. Although the Wind River

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<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid., p. 36.

<sup>18</sup> Ibid., p. 38.

<sup>19</sup> Ibid., p. 55.

<sup>20</sup> Ibid.

<sup>21</sup> Tribal leaders: Wes Martel, Shoshone Tribal Business Council; Shawna Harris, director, Shoshone Higher Education; and Merle Haas, education director, Sky People Higher Education, Arapaho Tribe, Riverton. Riverton Transcript, p. 35.

Transportation Authority is available to transport students, they have to be able to get to the bus stop in order to get to school (many students live several miles from the pickup point).<sup>22</sup>

Merle Haas, education director of Sky People Higher Education, a program of the Arapaho Tribe that assists high school graduates to further their education, identified a number of issues of concern to her. Ms. Haas noted that Native Americans frequently score very low on standardized tests and those testing instruments are primarily written for white middle class students.<sup>23</sup> She said that standardized tests were irrelevant to Native American children and cited a question (what is wind surfing?) asked on standardized tests as an example of a test question that most Native American children would not know the answer to. She stated that Wyoming Indian High School (with the largest Native American student population in the state) is ranked at the bottom of the scale in student achievement on standardized tests in the state.<sup>24</sup>

Ms. Haas said that economics significantly impact Native American students' ability to stay in school and graduate. Due to high unemployment among many Native Americans on and off the reservation, many Native American children do not have educational materials (school supplies) when they start school. Elementary-age Native American students are also at a disadvantage because there are limited educational materials in the home to give them a head start in school. She said many children from non-minority middle class homes already know how to read when they enter kindergarten.<sup>25</sup>

Tom Martin, superintendent of Fremont County School District No. 1, Lander, said, "educators also have to do a better job of delivering educational services to our at-risk youth in our K-12 program, not just high school."<sup>26</sup> He stated that the district really begins to lose a lot of students at the beginning of grade 7, and quite frankly, "We're doing a lousy job serving the students."<sup>27</sup> He further explained that the district needs much improvement in serving average and below average students, regardless of race or disability.<sup>28</sup>

Staffing (teachers, counselors, administrators) totals at Lander Valley High School as of October 1, 2002 showed the following: whites, 44 and minorities, 1. The one minority employed at the school was a female Native American teacher (see appendix 4).<sup>29</sup>

Enrollment for Lander Valley High School for the 2000-2001 school year totaled 773 and included: white, 616 (79.9 percent); Native American, 136 (17.6 percent); Hispanic, 19 (2.4 percent); Asian, 2 (0.2 percent); and black, 0 (0 percent).<sup>30</sup>

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<sup>22</sup> Ibid., p. 36.

<sup>23</sup> Merle Haas, Riverton Transcript, pp. 27-28.

<sup>24</sup> Ibid., pp. 27-31. Ms. Haas has over 17 years' teaching experience at the public school, community college, and university level.

<sup>25</sup> Ibid., p. 28.

<sup>26</sup> Tom Martin, Riverton Transcript, p. 135.

<sup>27</sup> Ibid., p. 138. The dropout rate for one year, between grades 7 and 9, was 4 percent, slightly under the state average.

<sup>28</sup> Ibid.

<sup>29</sup> School Staff Summary Report, October 1, 2002, Data and Technology Unit, Wyoming Department of Education.

<sup>30</sup> Statistical Report Series No. 2, 2000 Wyoming School Districts' Fall Report of Staff and Enrollment.

Fremont County School District No. 1 also includes Pathfinder High School (formerly Pathfinder Learning Center) that provides an educational setting for students who have previously been incarcerated, had drug and alcohol problems, emotional issues, and were socially maladjusted.<sup>31</sup> The concept of Pathfinder High School is that no student is considered a “throw-away,” and Fremont County school officials and educators have committed to do all they can to encourage kids to stay in school. Another initiative set in motion by Fremont County School District No. 1 are their efforts to work closely with students detained in the Fremont County jail. The district serves approximately 8 to 10 students, with a teacher assigned to the jail to help students keep up with school assignments.<sup>32</sup>

Pathfinder High School staff for the 2002 school year totaled one white administrator, and four white teachers. No minorities were on staff in any positions at the school (see appendix 4, p. 2). Student enrollment for the 2000–2001 school year totaled 35: Native American, 23 (65.7 percent); white, 11 (31.4 percent); and Hispanic, 1 (2.9 percent). No black or Asian students were enrolled.<sup>33</sup>

Fremont County School District No. 1 had undergone a full evaluation and review of programs, conducted by experts outside of the district. While the elementary programs were acceptable, the middle and secondary programs did not meet district or state goals.<sup>34</sup>

To offer a different view of the movement of students in the district, student enrollment (October 1 and graduation data by ethnicity for Lander Valley High School) was compared for two sets of school years, 1994–1997 and 1998–2001. A summary of findings is provided below while further detailed information can be obtained from examining table 5.

<b>Lander Valley High School, minority students enrolled/graduated, summary/table 5):</b>		
<b>1994–1997</b>	<b>vs.</b>	<b>1998–2001</b>
<b>57, enrolled in 9<sup>th</sup> grade (1994)</b>		<b>49, enrolled in 9<sup>th</sup> grade (1998)</b>
<b>36, enrolled in 10<sup>th</sup> grade (1995)</b>		<b>49, enrolled in 10<sup>th</sup> grade (1999)</b>
<b>23, enrolled in 11<sup>th</sup> grade (1996)</b>		<b>34, enrolled in 11<sup>th</sup> grade (2000)</b>
<b>22, enrolled in 12<sup>th</sup> grade (1997)</b>		<b>34, enrolled in 12<sup>th</sup> grade (2001)</b>
<b>18, graduated spring 1998</b>		<b>27, graduated spring 2002</b>

<sup>31</sup> Tom Martin, superintendent, Fremont County School District No. 1, Lander, Riverton Transcript, p. 135. Pathfinder High School (formerly Pathfinder Learning Center), was established in 1999 and located on the Wind River Indian Reservation (funded through a grant allocated by former Governor Geringer to assist at-risk youth) but later moved to Lander as part of that school district; however, students throughout Fremont County can attend Pathfinder High School. Students are enrolled through the recommendation of a principal or superintendent.

<sup>32</sup> Ibid., p. 136. Full emotional, social, and academic assessments were done on each student while incarcerated to determine individual needs.

<sup>33</sup> 2000 Wyoming Enrollment by School by Grade with Ethnicity and Gender, Data and Technology Unit, Wyoming Department of Education.

<sup>34</sup> Tom Martin, Riverton Transcript, p. 138. School district evaluation was in progress at the time of the forum, April 2001.

Betsy Noller, counselor at Fremont County School District No. 2, Dubois, represented the superintendent at the Advisory Committee forum. Ms. Noller said that tourism (hunting and skiing) is the major year-round industry in that community, and a significant portion of the population base are absentee residents (who live in Dubois only during ski season). As a result, there is little investment or interest in the youth by adults. Also, most single parents work odd hours and many at-risk students lack supervision. She said that parents call her any time, day or night, for assistance with their children.<sup>35</sup> For the first time, Dubois High School is participating in the Upward Bound Program and the school is hopeful that the program will keep the students on track. Ms. Noller said that because of limited resources, the district has established contracts with other agencies to provide special education services and special counseling for students.<sup>36</sup> For the first time in many years, summer school will be made available.<sup>37</sup>

Ms. Noller also said that because the community is so small, and the school is on the block system (90 minute classes), it is difficult for students to skip school. One, there is really nowhere to go and if students are seen in town, residents call and tell us, “Hey, I just saw so-and-so downtown.”<sup>38</sup>

Dubois High School attempts to get all of its students involved in extracurricular activities. The district has found that when students are engaged in these activities, they have better grades.

Although this community is not as diverse as others in Fremont County, Ms. Noller said the district attempts to get the students exposed to other cultures and other people. She said education and the elimination of ignorance is important and recounted an incident where a student from Dubois High was afraid to attend an event at Wyoming Indian High School because “I’ve been told we’re going to get beat up when we get there.”<sup>39</sup>

Dubois High School student enrollment for the 2000–2001 school year was 98 white students and 1 Native American student. Between school years 1993 and 2000, an average of 3 minority students were enrolled per school year out of an average student body of 103 students. The majority of the minority students have been Native American.<sup>40</sup> Table 6 provides enrollment and graduation data for two sets of school years. Appendix 4, p. 2, shows that all 9 staff (teachers, counselors, and administrators) for Dubois High School (2002) are white.<sup>41</sup>

Fremont County School District No. 6 covers over 1,200 square miles of Fremont County. It is not uncommon for students to have a 45-mile bus ride to school each morning.<sup>42</sup>

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<sup>35</sup> Betsy Noller, counselor, Dubois High School, Fremont County School District No. 6, Riverton Transcript, p. 222.

<sup>36</sup> A social worker is contracted from Jackson, WY, (80 miles away) to address special education needs and a social worker employed by Fremont Counseling assists the district with the counseling overload. Ibid., p. 222.

<sup>37</sup> Ibid., pp. 222–23.

<sup>38</sup> Ibid., p. 224.

<sup>39</sup> Ibid., p. 229.

<sup>40</sup> 1993–2000 Wyoming Enrollment by School by Grade with Ethnicity and Gender, Data and Technology Unit, Wyoming Department of Education.

<sup>41</sup> School Staff Summary Report, October 1, 2002, Data and Technology Unit, Wyoming Department of Education.

<sup>42</sup> Fremont County School District No. 6, Wyoming Department of Education web site: [www.fre6.k12.wy.us](http://www.fre6.k12.wy.us).

The district’s mission is to “provide all students a variety of academic and extracurricular opportunities to serve as tools for their continued success in a changing world.”<sup>43</sup>

2002 Wind River Secondary School staff, Pavillion, (teachers, counselors, and administrators) totaled 26. (See appendix 4, p. 3). Whites, 24 and minorities, 2.<sup>44</sup> The school had a student enrollment of 376 students for school year 2000–2001. Seventy-three percent were white (275), 25 percent were Native American (94), and 1 percent were Hispanic (5).<sup>45</sup> (See table 7).

Minority enrollment data for Wind River Secondary School was compared for two sets of school years, 1994-1997 and 1998-2001. (See table 7 for more detailed information).

<b>Wind River Secondary School, minority students enrolled/graduated, (summary/table 7):</b>		
<b>1994–1997</b>	<b>vs.</b>	<b>1998–2001</b>
9, enrolled in 9 <sup>th</sup> grade (1994)		7, enrolled in 9 <sup>th</sup> grade (1998)
8, enrolled in 10 <sup>th</sup> grade (1995)		6, enrolled in 10 <sup>th</sup> grade (1999)
6, enrolled in 11 <sup>th</sup> grade (1996)		5, enrolled in 11 <sup>th</sup> grade (2000)
7, enrolled in 12 <sup>th</sup> grade (1997)		2, enrolled in 12 <sup>th</sup> grade (2001)
4, graduated spring 1998		2, graduated spring 2002

Merle Nelson, the school’s superintendent, expressed concern that because Native American students’ cultural tradition relies on verbal communication, these students generally struggle with the written language and there is a need to improve reading scores and written language scores.

Wind River Secondary School developed interventions for at-risk and minority students. The interventions were coordinated by three social workers on staff. Plans in the upcoming school year were to have one social worker function in a tutorial capacity and act as a Native American advocate to address specific needs of students in the district.<sup>46</sup> The district used the process of “leveling” to instruct English and social studies. The technique of leveling allowed teachers to instruct at six different attainment levels within each discipline. That type of instruction was put in place to meet the student at their point of achievement and need while ensuring that state standards were met.<sup>47</sup>

Wind River Secondary School holds classes on a four-day rather than a five-day schedule. Fridays are earmarked for students to participate in enrichment and remediation classes. Superintendent Nelson believed the program communicated to students that failure was not an option because one day had been set aside to allow students to review material previously presented. As the district becomes more familiar with state standards, plans were to identify

<sup>43</sup> Ibid.

<sup>44</sup> School Staff Summary Report, Oct. 1, 2002, p. 3, Data and Technology Unit, Wyoming Department of Education.

<sup>45</sup> Merle Nelson, superintendent, Fremont County School District No. 6, Wind River Secondary School, Pavillion, Riverton Transcript, p. 139.

<sup>46</sup> Merle Nelson, Riverton Transcript, p. 140. The district planned to institute a Native American component.

<sup>47</sup> Ibid., pp. 140–41.

subjects that the students are deficient in, such as language arts, and staff would work with each student to help them perform at the state standards level.<sup>48</sup> Summer school opportunities were going to be offered and teachers would work specifically on standard-based education and share information with parents on subjects in which students were not doing well.<sup>49</sup>

Lonny Hoffman, superintendent of Fremont County School District No. 14, Wyoming Indian High School, located in Ethete, told the Advisory Committee that he has held various positions (teacher, curriculum coordinator, and superintendent) in the district for the past 17 years. He outlined factors in his district that negatively affect students. Poverty, the most significant factor, inhibits parents from providing reading materials for their children. After students have moved three or more times, they generally are behind in their assignments and they lose interest in school. Drug and alcohol use and reliance on the welfare system all correlate to dropping out of school and high dropout rates among Native American students.<sup>50</sup>

Garrett Goggles, federal programs officer at Wyoming Indian High School, provided some specific examples and data to support the superintendent's comments. Mr. Goggles said juvenile arrest rates are 69 percent above the U.S. rate, and unemployment on the Wind River Indian Reservation ranges from 81 to 86 percent, when compared to the state average of around 6 percent. Ninety-four percent of the youth on the reservation ages 18 to 24 are unemployed.<sup>51</sup> Mr. Goggles said that 70 percent of Wyoming Indian High School students scored below the 50 percentile on standardized achievement tests. He also said that 65 percent of the students missed more than 15 days of school per year.<sup>52</sup>

Superintendent Hoffman voiced his concern with what he termed "high stakes testing." He explained that he was not against standards, but he believed that multiple assessments would be more appropriate for minority and at-risk students.<sup>53</sup> He asked the Advisory Committee to be leery of high stakes testing. Superintendent Hoffman said that studies show that those schools that have instituted single standardized testing have seen achievement levels go up, but the irony of the situation is that dropout rates also go up.<sup>54</sup> Superintendent Hoffman expressed his concern with standards and cautioned that curriculums must include, in addition to academics, elective classes for art, music, and cultural activities.<sup>55</sup>

According to Superintendent Hoffman, approximately seventeen years ago in 1984, Fremont County School District No. 14 had a dropout rate of 50 percent. In their 2001 school

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<sup>48</sup> Ibid., p. 141.

<sup>49</sup> Ibid., p. 142. Teachers will be asked to identify specific standards that students were not meeting so that during the summer school session teachers can be more direct as far as instruction.

<sup>50</sup> Lonny Hoffman, superintendent, Fremont County School District No. 14, Ethete (located on the Wind River Indian Reservation). Riverton Transcript, pp. 146–55.

<sup>51</sup> Garrett Goggles, counselor and federal programs coordinator, Wyoming Indian High School, Fremont County School District No. 14, Riverton Transcript, p. 205.

<sup>52</sup> Ibid.

<sup>53</sup> Lonny Hoffman, Riverton Transcript, pp. 153–54.

<sup>54</sup> Ibid., p. 154.

<sup>55</sup> Ibid., p. 192.

year, the dropout rate was 19 percent.<sup>56</sup> Recent efforts that positively impacted students resulting in the lower dropout rate included a districtwide team composed of parents, staff, and community members who identified barriers to achievement. Those barriers are studied and then an action plan is developed. Each subsequent year, the plan is revised.<sup>57</sup> Other programs offered include night school, after school, and summer school program.

All programs are focused on enrichment and remediation.<sup>58</sup> The building intervention team process utilizes peers, teachers, and parents in addressing problems a student might be having, including home, the courts, or teen parenting. The teacher ratio of 14 to 1 and district standards developed by teachers, parents, and the community all are aligned with state standards.<sup>59</sup> Culture and language have been incorporated into the curriculum.

Several superintendents expressed their concern that they fight for time (school year is too short) and money (increased funding). Superintendent Hoffman said it is more difficult for other school districts to incorporate Native American culture in their curriculum. He said, "My district was born out of the beliefs of Native American culture and language. The other school districts weren't born out of that ... they weren't brought up or raised the way my district was."<sup>60</sup>

Wyoming Indian High School has taken advantage of numerous grants to enhance services to its minority students.<sup>61</sup> The grants fund programs to conduct assessments and identify needs of Native American students. The students are surveyed seven times per year on issues such as alcohol, drugs, tobacco, and self-esteem. The district has focused on various techniques that work—educational and Native cultural traditions—and have used them continuously. Examples include working with families (particularly grandparents) through mentoring and role modeling for Native American students while addressing tribal ethnicity and moral values. The grandparents bring the students in when they are having behavioral problems and are able to instruct them properly while stressing the importance of moral values and accountability. Grandparents might say, "This behavior is not correct. It's not correct for the Arapaho girl, for the Shoshone boy, for the Lakota boy."<sup>62</sup> Mr. Goggles explained that the grandparents' program did not discount or take the place of school counselors or psychologists, it was just a plus for the district overall.

Superintendent Hoffman said that 25 percent of the school's professional staff (2000-2001) were Native American (30 out of a total staff of 120) while the administration

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<sup>56</sup> Ibid., p. 148. In 1998, the school district was recognized by the Education Trust for having high poverty schools exceeding expectations in the United States. P. 148.

<sup>57</sup> Ibid., p. 149.

<sup>58</sup> Ibid. The district was also exploring year-round education.

<sup>59</sup> Ibid., p. 151.

<sup>60</sup> Ibid., p. 193.

<sup>61</sup> Garrett Goggles, Riverton Transcript, pp. 197-99. Entitlement and nationwide competitive grants received included the Safe Schools Grant (\$900,000 a year for three years), and competitive grants (\$16 million per year).

<sup>62</sup> Ibid., p. 199. Nine grandparents from the Arapaho, Shoshone, and Northern Cheyenne tribes were hired for grades K-12. Also a non-Native American attorney was hired to assist with some of the students who found themselves in the legal system.

continuously attempts to recruit additional Native American teachers.<sup>63</sup> Student enrollment at Wyoming Indian High School, for the 2000–2001 school year, totaled 169 students, all Native American.<sup>64</sup>

Wyoming Indian High School had the greatest success hiring minority teachers among the school districts in the county. It had a certified staff of 25 percent minorities, and none of the other districts came close to that percentage. Superintendent Hoffman explained that they work closely with the University of Wyoming, actively network with other areas where they know Native American professionals are graduating from college, and use word of mouth. He explained that the district had improved their reputation as a public school district serving Native American students and have been able to attract teachers and professionals from other school districts across the country.<sup>65</sup>

Although the district is 100 percent Native American students, an analysis of enrollment and graduation data showed the following (see table 8).

<b>Wyoming Indian High School, minority students enrolled/graduates, (summary/table 8):</b>		
<b>1994–1997</b>	<b>vs.</b>	<b>1998–2001</b>
47, enrolled in 9 <sup>th</sup> grade (1994)		50, enrolled in 9 <sup>th</sup> grade (1998)
41, enrolled in 10 <sup>th</sup> grade (1995)		55, enrolled in 10 <sup>th</sup> grade (1999)
39, enrolled in 11 <sup>th</sup> grade (1996)		33, enrolled in 11 <sup>th</sup> grade (2000)
33, enrolled in 12 <sup>th</sup> grade (1997)		28, enrolled in 12 <sup>th</sup> grade (2001)
27, graduated spring 1998		27, graduated spring 2002

Jesse Farr, superintendent of Fremont County School District No. 24, Shoshoni High School, Shoshoni, told the Wyoming Advisory Committee that her district (K-12) is small (only about 350 students) and for the 2000-2001 school year enrollment included 18 Hispanic (5 percent) and no Native American students.<sup>66</sup> Because of the size of the district, no child falls through the cracks, resulting in a very low dropout rate.<sup>67</sup> However, Table 9 provides a sample snapshot of all students for two sets of school years at the secondary level. The data indicates that a few Native American students attended Shoshoni High School over the past several years, despite Superintendent Farr’s statement. Between school years 1994-1997, 25 minority students were enrolled and between school years 1998-2001, 22 minority students were enrolled.

Superintendent Farr explained that although the district’s dropout numbers are low, there is much work needed when children enter school for the first time. She said their focus is different from other school districts in that it concentrates on programs for children in their early

<sup>63</sup> Lonny Hoffman, Riverton Transcript, p. 152. The district was also involved with the University of Wyoming in home-growing teachers from the community. P. 152.

<sup>64</sup> 2000 Wyoming Enrollment by School by Grade with Ethnicity and Gender, Data and Technology Unit, Wyoming Department of Education.

<sup>65</sup> Lonny Hoffman, Riverton Transcript, pp. 182–83.

<sup>66</sup> Jesse Farr, superintendent, Fremont County School District No. 24, Shoshoni, WY, Riverton Transcript, p. 155.

<sup>67</sup> Ibid., p. 155. Fremont County School District No. 24 had one dropout in 2000 and none in 1999. The current school year (2001) had one student transfer to another school district, resulting in no dropouts.



years of education. Research has shown that the sooner intervention takes place, the better prepared students will be when they enter high school.<sup>68</sup> The district found at least half of the kindergarten students were not ready to learn, which is a definite indication of the future success of the student.<sup>69</sup> Superintendent Farr said children need to know how to read by fourth grade, and it is a known fact that it is difficult for children to learn to read at a later age. Another concern was that students entering the seventh grade have lower grades by the end of the school year. They also found that it is difficult for students to transition from one teacher in a self-contained classroom to seven teachers; therefore, the district was exploring a middle school concept.

Staffing (teachers, counselors, and administrators) at Shoshoni High School for the 2002 school year (see appendix 4) totaled 13 whites and no minorities. However, table 9 provides a detailed overview of enrollment and graduation rates for two sets of school years, 1994–1997 and 1998–2001. Although the superintendent stated that no children fall through the cracks, the 1998–2001 data showed that 5 minority students entered the 12<sup>th</sup> grade and only 2 graduated (1 Hispanic and 1 Asian). Two Native American students and 1 Hispanic student did not graduate.<sup>70</sup>

Superintendent Farr echoed the same sentiments as Superintendent Hoffman in commenting on the negative effects of testing minority children. If states continue to push the standards movement and high stakes testing, dropout rates will increase because kids get discouraged. She said that if the education system tries to develop “cookie cutter” kids by pushing the standards movement and evaluating all kids the same way, some of those kids will walk away. Everyone is different, and all kids do not learn the same way.<sup>71</sup> Superintendent Farr cautioned the Advisory Committee that the standards movement would increase the dropout rate unless it gets tempered a bit. She said that the education system is discouraging those students who do not plan to go to college and is sending them the message that a high school diploma is not good enough. Ms. Farr also said that Wyoming does so much testing that it takes away from teaching.<sup>72</sup>

Superintendent Farr explained that the district established (with guidance from the state department of education) educational goals and developed reading assessments for students at the elementary and middle school level. The reading assessments would be conducted for kindergarten, first, and second grade to make sure that children are not passing on without the skills to help them be successful.<sup>73</sup> Additionally, Superintendent Farr said that the district was attempting to build a base for learning that will be very individualistic to each child. Students would be introduced to materials at an early age—second grade, first grade, and possibly down to kindergarten—that would give them the opportunity to choose and learn career paths of their interest. Superintendent Farr said, “If you make education relevant to the child, and the child is

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<sup>68</sup> Ibid., p. 156. The district planned to institute a preschool on campus under the umbrella of the elementary school. It was in the process of applying for Twenty-First Century Grant monies to fund the project.

<sup>69</sup> Ibid., pp. 156–57. The district did not have a preschool or head start program. The closest was 23 miles away in Riverton.

<sup>70</sup> Shoshoni High School, Student Enrollment and Graduation by Ethnicity, table 9.

<sup>71</sup> Jesse Farr, Riverton Transcript, pp. 160–61.

<sup>72</sup> Ibid., p. 163.

<sup>73</sup> Ibid., pp. 156–58.

aware of what they need to do to pursue that career path and see a reason for staying in school, maybe that relevance will prevent students from dropping out of school.”<sup>74</sup> Superintendent Farr also said every child should be successful when they leave school, and the district planned to prepare an individual education plan for each child.

Craig Beck, superintendent of Fremont County School District No. 25, Riverton High School, Riverton, said that their dropout rate was nearly 11 percent; however, the 2001 figure is expected to fall below 6 percent.<sup>75</sup> The district is experiencing a 26 percent mobility rate, i.e. students entering and leaving the district.<sup>76</sup> Minority enrollment is approximately 18 percent, and Native American students comprise the largest percent in that group. During the 2001 school year, the district saw an increase in the number of Native American students wanting to attend Riverton High School. That increase posed additional challenges for the school. Thus, the school needed to address specific problems faced by Native American students. The increase in enrollment also challenged the district’s ability to initiate special programs to address special problems of at-risk students.<sup>77</sup>

Riverton High School teacher, counselor, and administration staff totaled 59: whites, 58 (98.3 percent) and 1 (1.7 percent) Asian teacher (see appendix 4, p. 6). Student enrollment for the 2000–2001 school year was as follows: white, 702 (84.3 percent); Native American, 96 (11.5 percent); Hispanic, 31 (3.7 percent); Asian, 4 (0.5 percent); and black, 0 (0 percent).<sup>78</sup>

Superintendent Beck said the district received Temporary Assistance for Needy Families (TANF) funds and with those funds, ran some expanded after-school programs for students who were not meeting standards, including minority youth.<sup>79</sup> Academic coaches were hired to teach the students how to develop relationships with other students and reconnect with the high school. Study skills and time management techniques were also taught. The Gear Up Program, an after-school program, would allow students to participate in enrichment classes and students who live on the reservation (outside district boundaries), would receive transportation. NovaNet, a remedial learning system available only through night school attendance, provided learning materials for students, particularly those who were highly mobile. The NovaNet system allows the student to receive education that is not necessarily connected to the pace at which it is being delivered in the classroom.<sup>80</sup>

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<sup>74</sup> Ibid., p. 159.

<sup>75</sup> Craig Beck, superintendent, Fremont County School District No. 25, Riverton Transcript, p. 164. Figures are for the secondary school level.

<sup>76</sup> Ibid., p. 165. The mobility rate means that the number of students who were enrolled at the beginning of the school year were gone and there were new students in their place. One elementary school experienced a mobility rate of over 54 percent.

<sup>77</sup> Ibid., p. 165.

<sup>78</sup> 2000 Wyoming Enrollment by School by Grade with Ethnicity and Gender, Data and Technology Unit, Wyoming Department of Education.

<sup>79</sup> Craig Beck, Riverton Transcript, p. 166.

<sup>80</sup> Ibid., pp. 168–69. Beginning fall 2002, a night school will engage students who were dropouts and maybe did not want to come back during the day, which might have been part of the difficulty, or they were employed during the day.

Beverly Elgin, counselor at Riverton High School, said that the counseling center is responsible for checking the grades of students on a regular basis. Parents are informed every six weeks as to the progress of their children. Ms. Elgin said that if a counselor assesses that a student is really struggling, they bring the student in and talk to them about various services available such as academic coaching and the district's alternative school.<sup>81</sup> She said each week the counselors receive a list of the students who are failing and they try to connect the student with the proper resources. In addition to the in-school services, various social services programs are available such as System Wide Assistance Team (SWAT), which provides what the district terms a "wrap around" approach. This approach provides day care, employment, and other needed services to students.<sup>82</sup>

District class schedules operate under the "block system" in that classes are 90 minutes in length. Ms. Elgin said that 90-minute classes are equivalent to two days of class instruction at other schools. She also said, "if you're on a block system and you've missed very much school, you're not going to make it . . . so attendance is a huge issue at our school, because without good attendance, you're not going to be very successful."<sup>83</sup>

Superintendent Beck said that students who are highly mobile usually are so far behind they just kind of look up at what is facing them and say, "I'm not going to be able to make it."<sup>84</sup>

Comparing two sets of school years, 1994–1997 and 1998–2001 below, provides a view of minority student enrollment at Riverton High School. A more detailed review can be found in table 10.

<b>Riverton High School, minority students enrolled/graduated, (summary/table 10):</b>		
<b>1994–1997</b>	<b>vs.</b>	<b>1998–2001</b>
<b>32, enrolled in 9<sup>th</sup> grade (1994)</b>		<b>40, enrolled in 9<sup>th</sup> grade (1998)</b>
<b>41, enrolled in 10<sup>th</sup> grade (1995)</b>		<b>52, enrolled in 10<sup>th</sup> grade (1999)</b>
<b>36, enrolled in 11<sup>th</sup> grade (1996)</b>		<b>28, enrolled in 11 grade (2000)</b>
<b>29, enrolled in 12<sup>th</sup> grade (1997)</b>		<b>26, enrolled in 12<sup>th</sup> grade (2001)</b>
<b>28, graduated spring 1998</b>		<b>22, graduated spring 2002</b>

School districts in Fremont County all offer various types of cultural diversity programs such as Native American student organizations. However, most superintendents felt that more needed to be done. A few superintendents noted that some teachers felt slighted by their peers and received limited support from school administrators when they attempted to incorporate cultural and educational activities in the school.<sup>85</sup>

<sup>81</sup> Beverly Elgin, counselor, Riverton High School, Fremont County School District No. 25, Riverton Transcript, pp. 206–08.

<sup>82</sup> Ibid., p. 209.

<sup>83</sup> Ibid., p. 210.

<sup>84</sup> Craig Beck, superintendent, Riverton High School, Riverton Transcript, p. 169.

<sup>85</sup> Riverton Transcript, pp. 133–96.

Despite efforts in Fremont County, educators were still concerned with the dropout rate. Although contested by some superintendents, it was reported by Jill Naylor-Yarger of Pathfinder High School that approximately 800 students were not enrolled in any school in the county.<sup>86</sup> The superintendents all admitted that they don't know where the students are. Superintendent Craig Beck said if students don't come and register, he would have no idea of their whereabouts.<sup>87</sup> The problem is that students can attend school anywhere in Fremont County and the schools do not track them. Unless a request for records is made, the district is unsure of the number of students not in school. Subsequently, school districts could lose millions of dollars per year because school funding is based on the head count conducted each year on October 1. Although there is a form of tracking system in place, it is limited to parents going to the school and completing transfer documents and then delivering those documents to the new high school so the student can enroll.<sup>88</sup>

Table 13 provides an overview of persons age 25 and over who resided in Fremont County in the year 2000. Those persons age 25 would have completed high school in approximately 1993 or 1994. The data is as follows: 23.6 percent of minorities achieved less than a 9th grade education; 31.6 percent of minorities completed 9th to 12th grade, with no diploma; and 18.4 percent of minorities were high school graduates (includes GED).<sup>89</sup>

Several recommendations came forth at the closing of the community forum in Fremont County from school administrators, teachers, counselors, students, and parents. They were:

1. school administrators must hire school personnel who demonstrate positive attitudes towards Native American students and who believe that they can learn;
2. school districts must hire more Native Americans as teachers and administrators to fulfill the need for role models;
3. school districts need to reach out and coordinate with pre-kindergarten programs in curriculum development to ensure those students are ready to learn when they enter kindergarten or first grade;
4. Native American culture, history, and language should be incorporated in each school's curriculum;
5. teachers need to visit the student's home to review the report card with the parents and offer suggestions for remediation and enrichment, and the visit should be a district policy;
6. districts need to expand at-school counseling, follow-up, and truancy services for minority students;
7. districts need to ensure that students are safe (teachers need training to be able to spot children who may hurt others); and

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<sup>86</sup> Jill Naylor-Yarger, Riverton Transcript, p. 102. Ms. Naylor-Yarger designed the program that eventually became the alternative school (Pathfinder High School, formerly Pathfinder Learning Center) for Fremont County School District No. 1, Lander.

<sup>87</sup> Craig Beck, superintendent, Fremont School District No. 25, Riverton, Riverton Transcript, p. 175.

<sup>88</sup> Tom Martin, Riverton Transcript, pp. 179–80. In some instances a sign-off may not occur due to disciplinary actions or expulsion.

<sup>89</sup> Census 2000, Summary File 3 (Sample Data), U.S. Census Bureau.

8. districts need to better utilize outside resources.<sup>90</sup>

Fremont County administrators had a number of suggestions including: (1) encourage schools and school districts to apply and use grant funds where possible, and (2) establish a Fremont County-wide alternative school to offer job training in addition to basic educational training.<sup>91</sup>

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<sup>90</sup> Fremont County tribal leaders and administrators: Wes Martel, Shoshone Tribal Business Council, p. 52; Jesse Farr, superintendent, FSCD, #24, Shoshoni, p. 69; and Shawna Harris, education coordinator, Shoshone Higher Education, p. 54; Fremont County public school counselors: Garrett Goggles, Wyoming Indian High School; Beverly Elgin, Riverton High School; Margaret Shaw, Wind River High School; and Betsy Noller, Dubois High School, Riverton Transcript, pp. 197–230.

<sup>91</sup> Merle Nelson, Riverton Transcript, p. 143.

## Chapter 6: The Education Symposium

The education symposium, held on November 22, 2002, at the University of Wyoming in Laramie, was the final phase of the Advisory Committee's project on the dropout rates of minority students in Wyoming Public secondary schools.<sup>1</sup>

During the Wyoming Advisory Committee's education symposium, Dr. Francisco Rios of the University of Wyoming shared his own professional and personal perspective on this very important issue. He presented a different outlook on the education of minority students and discussed programs that are working well in the university's College of Education that can be undertaken in terms of teacher preparation. He outlined efforts administered at the university level and the continuing struggles facing educators as they prepare the next generation of teachers to meet the needs of ethnic and linguistic minority students in the state.<sup>2</sup>

Dr. Rios explained there are faculty members carrying out projects (field work and internships) to infuse their coursework with concerns about how best to educate children of cultural and linguistically diverse backgrounds, both in terms of the way they teach, in their research, and also in their service. He said, likewise, there are individual faculty members who resist dealing with those issues.<sup>3</sup> He commented that many College of Education students at the university are not from ethnic or linguistically diverse backgrounds themselves and this makes reaching the goal of meeting the educational needs of minority students more difficult. Many students do not have an understanding of what it means to live in a race, class, and gender-based society.<sup>4</sup> The College of Education also has a difficult time providing relevant field-based components of their teaching experience. Because most College of Education students live in Laramie, they do not have the opportunity to work on the Wind River Indian Reservation, with newly relocated Latinos in Jackson, or with second-language learners that live in the Rock Springs area, and so on.<sup>5</sup> In addition, the College of Education has not come to a decision on how to incorporate this needed component (infusion of multicultural efforts throughout the entire college, creating a separate course, or some combination of the two) into the teacher training program, therefore, current efforts are individually undertaken by departments within the College of Education.<sup>6</sup>

Professor Rios said the College of Education graduate programs do not require educators, as part of their Master's degree or Ph.D. experience, to take course work on ethnicity or diversity.<sup>7</sup> However, Dr. Rios said that professional development schools on the Wind River

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<sup>1</sup> Laramie is home to Wyoming's only university, although there are seven community colleges in the state that feed students into the university system

<sup>2</sup> Dr. Rios, professor, University of Wyoming, transcript of education symposium of the Wyoming Advisory Committee to the U.S. Commission on Civil Rights, Laramie, WY, Nov. 22, 2002, (hereafter cited as Laramie Transcript), p. 14.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid., p. 17.

<sup>5</sup> Ibid., pp. 17-18.

<sup>6</sup> Ibid., p. 18.

<sup>7</sup> Ibid., pp. 18-19.

Indian Reservation and at Cheyenne schools located on the south side of town offer great opportunities for the College of Education. Through these programs, students of the College of Education have the opportunity to work closely with Native American and minority high school students and become more knowledgeable of their culture and the challenges they face.<sup>8</sup> Additionally, the university brings in exemplary speakers who share their personal experiences and who focus on a variety of issues concerning ethnically and culturally responsible education.<sup>9</sup>

Dr. Rios spoke to the need for teachers to be more flexible in their instructional approach and not use styles of learning as an excuse for why minority students are not learning or achieving. He believes that educators need to teach in a variety of ways. Also high stakes testing makes the assumption that there is only one way for students to demonstrate what they learn, when, in fact, there are many ways students can demonstrate what they have learned without using a pencil and paper.<sup>10</sup>

With regard to teacher training, Dr. Rios was concerned with Wyoming's plan for administering tests to future teachers and how that might affect minority students vying for a teaching credential. He said, "I'm concerned about ... who those tests are going to leave out ... who's not going to be able to pass those tests." Dr. Rios also was concerned that the people who have the cultural and linguistic assets to really help students may not be able to get into teaching.<sup>11</sup> He also said that the critical component is the number of ethnic minorities coming into the teaching profession. Many times students engaged in teacher education are much more impressed and influenced by instructors who are their peers, and compelling evidence has shown that when an institution has more minority faculty, minority academic achievement rates improve.<sup>12</sup> As an example, it would be easier for a teacher who has African American students in their class to go to a fellow faculty member who is African American and say, 'I'm struggling, do you have suggestions on how to get my students motivated?' or 'Do you know the student's family?', or 'Help me figure this problem out.'<sup>13</sup>

The concern was raised as to recertification of teachers, classes offered and those actually taken by teachers to address multicultural issues. Dr. Rios noted that there are two schools of thought summarized from research. One perspective is that courses may not make a difference for people who have been socialized for 17 or 18 years of their life to harbor racist or sexist perspectives, and second, a three-credit or even a six-credit course may not make a difference in terms of how they look at the world. On the other hand, coursework, in combination with powerful field experiences (working with minority students), could be a transforming kind of experience; however, unless it is required, it is usually not taken.<sup>14</sup> Representing the Advisory

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<sup>8</sup> Ibid., p. 19.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid., p. 64.

<sup>11</sup> Ibid., pp. 19–20.

<sup>12</sup> Ibid., p. 48.

<sup>13</sup> Ibid., pp. 48–49.

<sup>14</sup> Ibid., pp. 46–47. At the graduate level, (College of Education, University of Wyoming), multicultural education and second-language acquisition are offered but not necessarily taken unless the individual already has an interest.

Committee, the chair posed the question, “How do needed subjects become ‘requirements’ rather than just an offering?”<sup>15</sup>

Dr. Cheryl Schroeder, regional administrator, North Central Accreditation, Wyoming Department of Education, responded to the question and said that the issue is not addressed in her department but rather through the Professional Teaching Standards Board. Her thoughts were that the best of all possible worlds would be to imbed diversity training throughout the curriculum, and not have it just in a course called “diversity,” but individually teach it to students and as well as teachers coming back for recertification.<sup>16</sup>

Dr. Schroeder provided the Advisory Committee statistics on the enrollment of students in public schools in the state. The Wyoming Department of Education has recorded a loss of 2,000 students per year the past several years. The 2002-2003 school year enrollment totaled 85,000 students.<sup>17</sup> Student enrollment is largest in grades 9, 10, and 11, consecutively. The ethnicity of students were as follows: white, 88 percent; Hispanic, 7 percent; Native American, 3 percent; black, 1 percent, and Asian, 1 percent.<sup>18</sup> Based on this data, Dr. Schroeder acknowledged that diversity and ways to educate minority students were lacking. Dr. Schroeder also stated that high percentages of free and reduced lunches and high poverty at the elementary level (39 percent of third graders) strongly indicate the need to take a closer look at minority students at an earlier age. The percentage was high compared to the rest of the country and she said that parents at the elementary level are saying, “we need some help.”<sup>19</sup>

Dr. Schroeder discussed special education needs of students in the state. It is a known fact that when students with special education needs are not identified early, they are at a very high risk of not succeeding and not completing school. During the 2000–2001 school year, 5,767 students had a learning disability.<sup>20</sup> She told the Advisory Committee that it is important to know that some of these students do not ever get identified until they are well into their academic program. She said the areas that need to be addressed by the department include identifying at-risk students and finding ways to help them much earlier in the education program.

Dr. Schroeder said, “What is especially troubling to us at the [Wyoming] Department of Education is our dropout rate.”<sup>21</sup> She said that 2000 statewide dropout figures for grades 9 through 12 were approximately 5 percent per grade for a total of 20 percent for the year.<sup>22</sup> Graduation data showed 23 percent of the students did not graduate. The 3 percent discrepancy,

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<sup>15</sup> Marirose Morris, chair, Wyoming Advisory Committee, Laramie Transcript, p. 47.

<sup>16</sup> Dr. Cheryl Schroeder, Laramie Transcript, p. 47.

<sup>17</sup> *Ibid.*, p. 31. In contrast, Wyoming student enrollment for the 1999–2000 school year totaled 91,883 students, Wyoming Department of Education, Statistical Report Series No. 2, 1999 Wyoming School Districts’ Fall Report of Staff and Enrollment, May 2000, p. 93.

<sup>18</sup> *Ibid.*, pp. 31–32.

<sup>19</sup> *Ibid.*, pp. 32–33.

<sup>20</sup> *Ibid.*, p. 33.

<sup>21</sup> *Ibid.*, p. 34.

<sup>22</sup> *Ibid.*



Dr. Schroeder said, “also shows some holes that we need to work with.”<sup>23</sup> The state of Wyoming received funding from a number of sources to address the dropout issue. They included a youth collaborative project, and before and after school programs, funded by sources such as the Department of Education, Department of Health, Department of Family Services, Workforce Services, and the governor’s office. Those programs address risk factors that include safe schools, alcohol, tobacco, and drug use. In addition, the Wyoming Department of Education goes into the schools and examines the accreditation process and determines if the schools are complying with state and federal regulations as they utilize state and federal funds.<sup>24</sup>

Melvin Hamilton, director of the Alternative Learning Center, Natrona County School District No. 1, Casper, suggested that hands-on learning needed to take place—a combination of core curriculum subjects and vocational training. He said that at the Alternative Learning Center in Casper, “When given a building trade along with their course subjects, students excel because they finally have something hands-on and something that interests them.”<sup>25</sup>

Mr. Hamilton also said that the majority of minority students in his school are employed and when they work until 11:00 or 12:00 at night, they sleep in class. The solution is not to require them to be at school at 7:30 or even 9:00 a.m., they can come to school between 7:30 a.m. and 7:30 p.m., Mondays, Wednesdays, and Fridays, and between 7:30 a.m. and 9:30 p.m. on Tuesdays and Thursdays.<sup>26</sup> The Alternative Learning Center has an enrollment of about 150 students and out of that number, 25–30 girls are pregnant, yet they are allowed to bring their children to school and are not stigmatized for being pregnant or a young parent.

He also said schools need to hire teachers who are not racist and who embrace minority kids. He said, “I know it’s not popular to say, but we have a lot of racist teachers in our system and in Wyoming.”<sup>27</sup> He expressed the fact that he has personally experienced very damaging and hateful things said to minority students. Mr. Hamilton also told the Advisory Committee “if you overlook racism, you will never put a dent in that dropout rate,” and as long as the educational community is in denial about racism, the true root of the problem may never be uncovered.<sup>28</sup> Research shows that students perform better where teachers learn about their family, home situation, and economic situation. The Diversity Task Force of Casper, mandated by the Natrona County School Board, plans to develop a district policy and search out minority instructors and administrators to be hired by the district.<sup>29</sup> Mr. Hamilton said that the excuse used by schools and school districts that they cannot find minority teachers and administrators is not true. The district

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<sup>23</sup> Ibid., p. 35.

<sup>24</sup> Ibid., pp. 36–37. Other sources of funds included the National Association of Governors, State Incentive Grant, Twenty-First Community Learning Research Center, Tobacco Settlement Grant, and the governor’s portion of Safe and Drug-Free Schools. Grant totals are \$4.3 million.

<sup>25</sup> Melvin Hamilton, director, Alternative Learning Center, Natrona County School District No. 1, Casper, Laramie Transcript, pp. 148–49. See also pp. 10 and 11 for additional contributions made by Mr. Hamilton.

<sup>26</sup> Ibid., p. 149.

<sup>27</sup> Ibid., p. 150.

<sup>28</sup> Ibid., pp. 157–58.

<sup>29</sup> Ibid., pp. 152–53. Mr. Hamilton is chair of the Diversity Task Force. The task force is funded by a \$100,000 grant from Natrona County School District No. 1. Members of the task force come from the district as well as the Casper community including the NAACP, city council, city of Casper, and citizens.

recruited a black teacher who had lived in Casper all her life and finally offered her a position as an intern that would lead to an administrator position. But that only occurred after the task force complained. He said, "We know that there are qualified in-house 'Wyoming' people who are of minority descent who can be administrators and educators in the Natrona County School District and in the state."<sup>30</sup>

Mr. Hamilton made the following recommendations: (1) findings of the Wyoming Advisory Committee's study should be published in newspapers; (2) the Advisory Committee should attend as many district Board of Education meetings as possible and present findings and recommendations to those boards; and (3) the Advisory Committee should request action.<sup>31</sup>

Dominic Martinez, assistant director of minority student recruitment at the University of Wyoming, said that unless educators are willing to give the best of themselves they will not expect the best from children. He said that young people form their self-image largely based on how they think and feel adults in their lives perceive them.<sup>32</sup> Mr. Martinez said, "Children are always seeking role models, people they can center their life after. We as adults need to be positive, open minded, and caring, because we are that spark that our children need in becoming adults, too."<sup>33</sup>

Mr. Martinez said that as he travels across the state visiting various schools and school districts, there are few minority teachers and administrators. He recalled that as a student teacher at Rawlins High School, there were two minority instructors. He believes that the lack of minority teachers impacts minority students who then question who they are, and how they can succeed.<sup>34</sup> Mr. Martinez explained that the Department of Education at the University of Wyoming has a diversity and teacher education program that encourages minority students to become teachers.<sup>35</sup> Other programs for minority students offered by the University of Wyoming were also identified.<sup>36</sup>

During the education symposium, Mr. Martinez suggested that Wyoming's education system should institute programs similar to the university's Minority Student Leadership Initiative Program. The program offers minority students various opportunities that make it possible for them to become leaders while at the university. He felt that a program of that type could be emulated across the state at the middle school and high school level as well as in communities. He also suggested that minority adults should get involved in a school, even if they do not have children in school, to help balance the lack of minority role models in schools. He

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<sup>30</sup> Ibid., p. 153.

<sup>31</sup> Ibid., p. 160.

<sup>32</sup> Dominic Martinez, Laramie Transcript, p. 26.

<sup>33</sup> Ibid., p. 27.

<sup>34</sup> Ibid., pp. 50-51.

<sup>35</sup> Ibid., p. 56.

<sup>36</sup> Ibid., pp. 57-60. Other programs at the University of Wyoming include the Chicano Summer Study Semester, offered through the College of Arts and Sciences. Chicano students from around the state come for a weekend to learn about their culture and are in partnership with the Grants Fund Summer Program and receive college credit for their participation. The admissions office sponsors a program for minority students in grades 4 through 6 and their parents called "Going Away to College." They are brought to the university for an orientation to college.

suggested involvement on boards or assisting teachers in their classes and developing a positive influence. Minority students in the schools need more role models than just cafeteria workers and janitors.<sup>37</sup>

As part of his closing remarks, Mr. Martinez suggested the following: (1) money for continuing education needs to be earmarked for those instructors who want to learn more about diversity and how to assist minority students; (2) private citizens and community groups should organize themselves, apply for grants that are available to them, and then contact schools and school district administrators to develop a working relationship as curricula are being developed or revised to include multiethnic information and material;<sup>38</sup> (3) incentives need to be developed and put in place to encourage and draw minority students entering college to go into teaching and go back to their communities as teachers and role models for students; and (4) students should be accountable themselves and more cooperative toward educators.<sup>39</sup>

Shaun Hays, counselor at Rawlins High School, Rawlins, (one of the schools/districts not surveyed) told the Advisory Committee, "It must be very odd to go to school in your own country and hear nothing about your own people in that school."<sup>40</sup> She said the sense of belonging is critical during the high school years and if students cannot find it in school, they ultimately will find it in other places, such as gangs, or their extended family.

Ms. Hays said it is amazing when one student drops out of school, within one week or so, the whole group is ready to drop out, or they enroll in the Cooperative High School, particularly if their friends are currently attending.<sup>41</sup> Carbon County School District No. 1, Rawlins, has an alternative school (Cooperative High School) for students who have dropped out of school and would like to return, but in a different setting. Students can earn a GED or alternative high school diploma. The school program hours are flexible so that students who are working or maintaining a family can attend. The cooperative school has been especially effective for older persons in their early 20s who want to come back to school but would never go back to a regular high school with 17- and 18-year-olds.<sup>42</sup>

She said, "If your friends are all elsewhere, it's hard to stay in school."<sup>43</sup> She further explained that minority students (all students) need to have a shared feeling within a group, and if a student is excluded from that group, it is difficult to find purpose or joy. She also said that there are no minority teachers at Rawlins High School and it is very frustrating for Hispanic and other minority students.<sup>44</sup>

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<sup>37</sup> Ibid., pp. 29–30.

<sup>38</sup> Ibid., pp. 43–44.

<sup>39</sup> Ibid., pp. 51–52.

<sup>40</sup> Shaun Hays, counselor, Rawlins High School, Laramie Transcript, p. 85.

<sup>41</sup> Ibid., pp. 85–86.

<sup>42</sup> Ibid., pp. 112–13.

<sup>43</sup> Ibid., p. 86. Rawlins High School and the community of Rawlins have a large Hispanic population.

<sup>44</sup> Ibid., p. 88.

Another concern Ms. Hays addressed is Wyoming's legal dropout age of 16. She said, "I see sometimes 14-year-olds just thinking: 'oh, well, I've only got two more years to go. Then I'm going to drop out, so what the heck,' rather than thinking, 'I've got four years to do some really wonderful things.'"<sup>45</sup>

Asked if there is enough funding and scholarships for minority students to further their education and go to college in the state, Ms. Hays said, "I think the University of Wyoming does an outstanding job of offering money for minority students and it is an incentive, and it does get kids to this school."<sup>46</sup>

Merle Haas, education director of Sky People Higher Education, Arapaho Tribe, said the population on the Wind River Indian Reservation accounted for 7,273 tribally enrolled Northern Arapaho and 3,400 enrolled Shoshone. A labor force study conducted in 2000 by the Bureau of Indian Affairs and tribal enrollment departments found that among the Northern Arapaho, one-third of the population were 16 years and younger.<sup>47</sup> The population is increasing at such a rapid pace that tribal, state, and federal programs, and public schools on the reservation are experiencing problems in meeting the socioeconomic and educational needs of the children.<sup>48</sup> She said, "There's a lack of understanding by non-Native American educators, administration, teachers, and counselors, who apply their own theories and abide by standards set by the State, but do not understand the specific and unique needs of the Indian child."<sup>49</sup> Considerations need to be made with regard to the learning style of Native American and other minority children.

Ms. Haas suggested that non-Native American educators must accept the Native American child into the classroom as possessing unique characteristics with the ability to learn. They must become sensitive to the child's life-learning experience, and know that it may not be the same as the middle-class white child. Administrators who have minority students in their schools should require teachers to take in-service training in cultural sensitivity and appreciation.<sup>50</sup>

Carolyn Mills of the Shoshone Tribe and the Fort Washakie Learning Center told the Advisory Committee that the lines of communication between the tribes and Fremont County schools need to be opened. She suggested that information on what is working to eliminate the dropout problem must be shared among educators, especially among middle and high school personnel, and high school teachers should share information with junior high teachers about what students need to know.<sup>51</sup>

Pastor Benjamin Watson, president of the Cheyenne chapter of the NAACP, explained to the Advisory Committee that minority students will get pushed in a corner if parents do not

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<sup>45</sup> Ibid., p. 89.

<sup>46</sup> Ibid., p. 124.

<sup>47</sup> Merle Haas, Laramie Transcript, pp. 144-45.

<sup>48</sup> Ibid., p. 145.

<sup>49</sup> Ibid.

<sup>50</sup> Ibid., p. 147.

<sup>51</sup> Carolyn Mills, Shoshone Tribe, Ft. Washakie Learning Center, Laramie Transcript, p. 178.

advocate for them. He said there must be open communication between students, teachers, and parents. There is also a need for advocacy from parents and leaders in the community. Many times important career decisions are being contemplated and made, and “that’s when they need us the most,” said Pastor Watson.<sup>52</sup> He emphasized the need for communities to work together and develop strategies to help reduce the dropout rate.<sup>53</sup>

The Cheyenne chapter of the NAACP, Pastor Watson explained, operates a program where parents form teams and each team member works closely with a student. The NAACP’s Cheyenne chapter also works with single parents and represents them at school when they do not have time to go to school to see why their children are not making good grades.<sup>54</sup>

Pastor Watson offered the suggestion of providing tutoring for students at the kindergarten level or when a problem is first identified, not when the student is in his or her junior or senior year or in college.<sup>55</sup> He said money must be raised or earmarked to pay fees for minority students who are unable to participate in extracurricular activities, because these activities have a positive impact on students and their success in school.<sup>56</sup> He suggested that the state of Wyoming could follow the example of other professions and pay minorities to stay in the state as teachers for a specified number of years.<sup>57</sup>

Ms. Veronica Zuniga, a community activist from Cheyenne with extensive social work background, said that she herself was pushed out of the education system in the state. She does not refer to leaving school as the “dropout rate” but refers to leaving school as the “push out rate.”<sup>58</sup> Ms. Zuniga told the Advisory Committee that while in high school, she got pregnant but lost the baby, and when she tried to go back to school, was kicked out. She said the administrators told her that she was a disgrace to the school system. She said, “I felt that I was totally pushed down to the ground.”<sup>59</sup> She ended up going to summer school and night school which was extremely difficult. Upon returning to school in her senior year, she was not given a student ID card and felt she was not welcome.<sup>60</sup>

Ms. Zuniga shared that through the Wyoming Cultural Community Service program, many students and parents have sought help with difficulties at school in the areas of tardiness or absences. She said that in the Cheyenne school district, three tardies constituted an absence, and with three unexcused absences, the student was expelled.<sup>61</sup> Students who did not maintain at least four classes were not considered full-time students and because of that they were forced to

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<sup>52</sup> Pastor Benjamin Watson, president, NAACP, Cheyenne chapter, Laramie Transcript, pp. 23–24.

<sup>53</sup> *Ibid.*, p. 24.

<sup>54</sup> *Ibid.*, p. 22.

<sup>55</sup> *Ibid.*, p. 24.

<sup>56</sup> *Ibid.*, p. 53.

<sup>57</sup> *Ibid.*, p. 56.

<sup>58</sup> Veronica Zuniga, president, Wyoming Cultural Community Service, and a member of a new organization, Latina/Latino Coalition, Laramie Transcript, p. 137. Ms. Zuniga has a B.A. degree in elementary education.

<sup>59</sup> *Ibid.*, p. 136.

<sup>60</sup> *Ibid.*

<sup>61</sup> *Ibid.*, pp. 137–38.

drop out of school. And then teachers and administrators said, “What can we do? We have a high dropout rate.”<sup>62</sup>

Ms. Zuniga said that she asks educators to find ways to keep minority kids in school. “I say to them, ‘then don’t kick them out, find ways.’” She said, “Why are the students tardy? Is it because they don’t have a ride?, They went to bed late because they had to work?, They don’t have a support system to help them to get to school?”<sup>63</sup> Ms. Zuniga was also concerned with the three-tier graduation system in the state. This system awards three types of diplomas—advanced, comprehensive, and general.<sup>64</sup> Her fear was that those minority students with a language barrier could receive a third-level graduation certificate. It could become a label and a hindrance to employment and could be another tool to discourage minority students from going forward.

Ms. Zuniga recommended that more cultural sensitivity training classes be required of teachers and that classes be taught by students and parents themselves so that teachers and educators can hear from the source how their behavior and attitudes impact people.<sup>65</sup> Teachers need to learn how to work with their students similar to other professions that take their customer base seriously. Ms. Zuniga suggested role-play as a tool in meeting the need. Through that approach, teachers would be able to see that they are prejudiced in their actions though they may not realize it. She also suggested a staff liaison for students of color in all schools as well as to work with parents<sup>66</sup> who many times do not feel welcome at school. She said usually the only time parents are called to school is when there is a problem.<sup>67</sup> It would be ideal to have a liaison person from grade to grade and even on to higher education. Parents need to feel more comfortable in the classroom, know how the grading system works, and be familiar with school policies, rules, and regulations. Ms. Zuniga said she would also like to see the state legislature establish multicultural days.

During the Laramie education symposium, several students attending the University of Wyoming addressed the Advisory Committee. Although none of these students attended high school in those school districts reviewed by the Advisory Committee, their input and personal school experiences at Rawlins High School supported similar concerns already reported. Following are their comments:

Carissa Pereda, sophomore, University of Wyoming, said she had encouragement from both her parents to attend college. She also had positive teachers who would ask, “What college are you planning on attending?” rather than negative questions such as, “What are you planning

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<sup>62</sup> Ibid., p. 138.

<sup>63</sup> Ibid.

<sup>64</sup> Ibid. The three types of diplomas (called endorsements) and their specific requirements are spelled out within Wyoming Department of Education Rules.

<sup>65</sup> Ibid., pp. 138–39.

<sup>66</sup> Ibid., p. 140.

<sup>67</sup> Ibid., p. 141.

on doing after you graduate from high school?”<sup>68</sup> Ms. Pereda suggested that diversity workshops might be helpful in opening lines of communication between teachers and minority students.<sup>69</sup>

Adrian Molina, senior, University of Wyoming, said that the dropout problem is institutional and systemwide. He said that of all his friends from the south side of Rawlins (located in south central Wyoming), only two or three actually graduated from high school; only one friend went on to college. He also said that, as a minority, he did not feel that he belonged. Mr. Molina said that since elementary school, he could not remember being taught Hispanic or minority history and recalled studying the civil rights movement for only one week.<sup>70</sup> He said that because of the limited education of his parents and their lack of knowledge of the importance of higher education, he was not encouraged by them to go to college. Also, prior to his junior year in high school, he had no knowledge of the process or requirements to enroll in college.

Mr. Molina explained that the presence and influence of Dominic Martinez<sup>71</sup> was the turning point for him. Until his junior year in high school, he would sit in the back of the class with headphones on and not get involved in anything. He said, through the University of Wyoming Minority Student Outreach program, he was introduced to so many new things—cultural literature and history—information never offered or taught in high school.<sup>72</sup> Mr. Molina said that the programs offered at the University of Wyoming had been especially important and were the catalyst for him remaining in school for the past four years. He also said that many times the majority (white students) believed that minority students wanted a handout or special treatment, but “We want whatever other students want, to belong to a group ... and the exact same thing as Caucasian students, just in a format like I feel like I belong.”<sup>73</sup>

Mr. Molina told the Advisory Committee the only time a minority parent is called is when their kids are in trouble. As the demographics of Wyoming have changed due to the large influx of immigrant families who speak only Spanish, there is no mechanism for communication with these parents within the schools. He credits the problem to the fact that the faculty is mainly white and there are no staff or teachers who speak Spanish.<sup>74</sup>

Mr. Molina said that through the university’s Minority Recruitment Office,

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<sup>68</sup> Carissa Pereda, Laramie Transcript, p. 73. Ms. Pereda’s major was sociology and physiology with a minor in psychology. Ms. Pereda’s mother is a graduate of the University of Wyoming and her father did not graduate from high school.

<sup>69</sup> *Ibid.*, p. 100.

<sup>70</sup> Adrian Molina, Laramie Transcript, pp. 72–73. Mr. Molina’s major was criminal justice and psychology. He was scheduled to graduate May 2003 and start law school in the fall of 2003. His father finished six years of school and his mother graduated from high school.

<sup>71</sup> Dominic Martinez was assistant director of Admissions and coordinator of Minority Student Recruitment at the University of Wyoming.

<sup>72</sup> *Ibid.*, pp. 74–76. Mr. Molina was involved in the following university programs: METCHA, Office of Cultural Affairs, Multicultural Resource Center, Minority Student Leadership Initiative, and others.

<sup>73</sup> *Ibid.*, p. 77.

<sup>74</sup> *Ibid.*, pp. 103–04.

he personally contacted several elementary schools to ask them to participate in introducing those students to the idea of going to college. His suggestion was positively received by the schools, particularly at Rawlins, Rock Springs, and on the Wind River Indian Reservation. However, he experienced resistance to the idea from other schools and their administrators. He suggested that the program needed to be expanded across the state. He also said that issues of minority student dropouts, discipline problems, and other related issues would not be a problem if early on the school curriculum included subjects that relate to the students.<sup>75</sup>

Mr. Molina believes that the public school system should enact a multicultural education curriculum from kindergarten through 12th grade.<sup>76</sup> He suggested that multicultural education could easily be used in all disciplines. As an example, he briefly explained how the information he received from taking a class on Aztec culture had empowered him because it related to his culture.<sup>77</sup> He said it is empowering to learn of the achievements of people during the civil rights era, the Native American movement and the Chicano movement, and the history surrounding those eras. If students began learning about their culture at an earlier age, they would want to stay in school, because there would be a reason for them to go and sit, listen, and learn.

Gilberto Chico, senior at Rawlins High School, said role models, (people he looks up to and respects), have been a major factor in his success to make it to his senior year. He said his participation in school clubs was very helpful in addition to the opportunity to interact with the minority recruitment program at the University of Wyoming. Mr. Chico said that when he was in middle school he had a “don’t care” attitude because he could not identify anyone around him who had finished high school, let alone gone to college.<sup>78</sup> He said it is difficult to pursue education because his culture believes in working and earning money to support the family, and his parents did not understand the importance of getting an education. He said that he gets pressure from his parents because of his current involvement in school activities. He added, “Being involved, that’s what’s getting me through high school ... sports helped me out a great deal.”<sup>79</sup>

Mr. Chico told the Advisory Committee that many of his friends have dropped out of high school and one reason is that they were not involved in school activities. Out of a beginning 2002–2003 class of approximately 200 students at Rawlins High School, the senior class consisted of 101 students. Of that number, about 25 were Hispanic.<sup>80</sup>

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<sup>75</sup> Ibid., p. 93.

<sup>76</sup> Ibid. Mr. Molina recently established the nonprofit organization Students for Progressive Action. Their long-term goal over the next three to four years was to lobby at the state level for a multicultural education curriculum from kindergarten through 12th grade.

<sup>77</sup> Ibid., p. 94.

<sup>78</sup> Gilberto Chico, student, Rawlins High School, Laramie Transcript, p. 70. Mr. Chico is originally from Mexico. His mother went to sixth grade and his father to third grade. He could not recall any of his immediate family members going past elementary school. He did have two cousins in college.

<sup>79</sup> Ibid., p. 79.

<sup>80</sup> Gilbert Chico and Shaun Hays, Laramie Transcript, pp. 130–31.



Because of the university's involvement, Hispanic students at Rawlins High School have begun to participate in more school activities. He credited Mr. Martinez for his caring attitude and for teaching them the importance of getting involved.<sup>81</sup>

Mr. Chico said that if parents were more involved and had knowledge of what their children were doing in school, the dropout rates would go down.<sup>82</sup> Role models and more Hispanic teachers are needed who know the culture and who are sensitive to the challenges Hispanic students face. Students need people to look up to and the only person he felt comfortable talking to in his school was his counselor. At Rawlins High School, the only adult Hispanics students see are people who work in the cafeteria. He also said that teachers must make an effort to get to know their students, their students' families, and their backgrounds rather than judge students by what they are wearing.<sup>83</sup> Mr. Chico said, "I dress like everybody else and it just hurts for a teacher to just judge you like that. It hurts."<sup>84</sup> He said when teachers relate to students in that negative manner, students do not want to go to school, and if someone tells a student they are a troublemaker, then they are going to be a troublemaker. Students need encouragement.

Mr. Chico stated that Rawlins High School did not have a bilingual parent coordinator and that on many occasions he functioned in that role. He said that he had taken on the responsibility of calling Spanish-speaking parents and providing them with important education information. He suggested that a parent coordinator would help a great deal. Because the school does not send out bilingual notices, he actually translates the notices for the parents.<sup>85</sup>

Rigo Rodriguez, senior, Rawlins High School, said he was not motivated in school and by his junior year, he was kicked out of his parents' house and had dropped out of school. His only thoughts were to make money and education was not important. Mr. Rodriguez shared that from kindergarten through fifth grade he really could not read, write, or spell, but he was passed year after year. His teachers never showed an interest in his learning nor did they try to find out why he could not learn. He said, "If they would have taken the time to sit down with me and shown me, this is what this means and this is how you spell it, and just try to show me, I bet I could have learned a lot more. And they barely found out that I had a learning disability when I was in the seventh grade. You know, how did that help me? I mean, that's part of the reason, too, I thought of dropping out when I did. I was thinking to myself: How am I going to go through college not learning how to read or how to write, and just learning how to spell and all that stuff."<sup>86</sup> Mr. Rodriguez said that fellow student Adrian Molina and representatives of the Minority Recruitment Program at the University of Wyoming encouraged him to finish school.<sup>87</sup> Rigo said that he now wants to assist his peers to get through high school and try for college.

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<sup>81</sup> Gilbert Chico, p. 108.

<sup>82</sup> *Ibid.*, p. 80.

<sup>83</sup> *Ibid.*, p. 95.

<sup>84</sup> *Ibid.*, p. 96.

<sup>85</sup> *Ibid.* p. 106 Approximately 30 percent of parents whose children attend Rawlins High School are Spanish-speaking. Laramie Transcript, p. 107.

<sup>86</sup> Rigo Rodriguez, Laramie Transcript, pp. 117-18.

<sup>87</sup> *Ibid.*, pp. 81-82. Mr. Rodriguez's parents both completed sixth grade.

Students need help and sometimes those persons who say they are going to help, do not; but he has tried to focus on those persons who keep their word.

Rigo Rodriguez attended Cooperative High School (part of Rawlins School District) for three weeks and then dropped out because he faced problems similar to the ones in regular school. He felt that Cooperative High School did not have enough teachers to accommodate the number of students in attendance. Computers were used as the main learning tool and he could not get the one-on-one assistance he needed even though he was reading far below grade level. Reading and understanding the computer instructions were very difficult. In addition, he noted there was an absence of minority teachers.<sup>88</sup>

Mr. Rodriguez suggested that any sense of support coming from the minority community would be helpful especially if minority teachers could be identified. He said information for all ethnic groups incorporated in school curriculum would pique the interest of students from different ethnicities and then they would take an interest and want to be in a school setting.<sup>89</sup> He also suggested that schools need to include histories in the curriculum that reflect the ethnic background of the students.

Christian Valtierra, junior, University of Wyoming,<sup>90</sup> was born in Mexico and came to the United States in 1990 with his mother when he was 10 years old. Although he was taught the history of his culture during his early years in Mexico, Mr. Valtierra said he had not been taught anything about his culture or the role that Chicanos played in building Wyoming or the United States, and he felt that he was cheated. He said the opportunity to learn those things was never presented.<sup>91</sup>

Mr. Valtierra said, "What got me [through] high school wasn't teachers that I related to, or ... people that talked to me, it was actually my mom."<sup>92</sup> He expressed the need for schools to encourage and help parents, especially minority and/or Spanish-speaking parents, to get involved in school activities. He said that his mother only spoke Spanish, and "there was not communication between the teachers and my mom, so that made it very difficult for her to get involved with any school activities or anything."<sup>93</sup> The only way she was involved was by telling him to do a good job, congratulating him on a job well done, or to encourage him to do his best.

Mr. Valtierra said that the issue of diversity is important but teachers do not want to address it. "A lot of teachers that I've seen just won't acknowledge that there is an issue. They'll

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<sup>88</sup> Ibid., pp. 125–26. Rawlins High School has a student population of approximately 500 students. Ethnicity breakout is as follows: about 50 percent white and 50 percent Hispanic, 1 black, 2 Russian, 4 Asian, and 0 Native American.

<sup>89</sup> Ibid., p. 84.

<sup>90</sup> Christian Valtierra, junior, University of Wyoming, Laramie Transcript, p. 72. Mr. Valtierra's major was political science and secondary education, with a minor in African American studies. He graduated from Rawlins High School.

<sup>91</sup> Rigo Rodriguez, Laramie Transcript, p. 83.

<sup>92</sup> Ibid., pp. 83–84. Rigo's mom completed sixth grade.

<sup>93</sup> Mr. Valtierra, Laramie Transcript, p. 104.

just close their door and turn away.”<sup>94</sup> He suggested that action be taken regarding teachers who refuse to address diversity.

The students discussed why minority students do not get involved in school and school activities. Rigo Rodriguez said he was not motivated and after dropping out of school his sophomore year, he had to work to support himself. He said, “I can’t go to wrestling practice after school because I’ve got to go to work.”<sup>95</sup> Others concurred that minority student participation is low. Ms. Pereda commented that her school (with a population of approximately 1,000 students) may have, as an example, three Hispanic students on the school track team.<sup>96</sup> Ms. Pereda also said that she has seen a lot of female students drop out of school due to pregnancy, even though her school has a daycare center.<sup>97</sup>

The development and administration of a student survey was suggested as a tool to evaluate teachers, school administration, and school climate. Students could voice their opinions through this survey. Further discussion included the possibility of a policy coming from the school board, district, or state level that would set standards for administrators and teachers to follow regarding curriculum, treatment of students, and discipline. If educators do not meet the requirements they would be held accountable and possibly denied a contract or terminated.<sup>98</sup> However, students presenting at the forum were skeptical that such a policy could be put in place. It was felt by student Adrian Molina that there is a growing push to eliminate gains in the area of multicultural education and ban bilingual education and promote English-only programs.<sup>99</sup>

During the education symposium in Laramie, parents shared with the Advisory Committee their concerns. Ms. Linda Torres of Laramie, a parent of three, said schools need to provide accurate historical information and regularly teach about all cultures, not just during Black History Week or Hispanic History Week.<sup>100</sup> Students also need to have the opportunity for curriculum choices. Ms. Torres gave the example of her daughter studying the civil war year after year, while no other historical events were taught.

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<sup>94</sup> Ibid., p. 99.

<sup>95</sup> Rigo Rodriguez, Laramie Transcript, p. 109.

<sup>96</sup> Carissa Pereda, Laramie Transcript, pp. 110–11. Ms. Pereda attended Kelly Walsh High School, Casper, WY.

<sup>97</sup> Ibid., pp. 128–29.

<sup>98</sup> Adrian Molina, Laramie Transcript, pp. 116–17.

<sup>99</sup> Ibid., p. 117.

<sup>100</sup> Linda Torres, parent, Laramie Transcript, p. 176.

## Chapter 7: Committee Observations

The Wyoming Department of Education, local school districts and the schools within those districts all have, as their first priority, the full education of all students attending public schools in a safe learning environment and to ensure that they are receiving an equal and quality education.<sup>1</sup> The Wyoming Department of Education has put in place programs that include school improvement committees, tutoring, peer counseling, in-school social workers, and counselors to work with targeted groups. In addition, knowledge standards, high attendance, and graduation are all achievements expected of students.

The Wyoming Department of Education, through legislation mandated by the federal government, such as “No Child Left Behind,”<sup>2</sup> has attempted to increase the number of minority and at-risk students who stay in school and graduate.

In addition, the minority high school student population is at risk of not completing their freshman year of high school. These students are dropping out at an early age and are not coming back to school.

Although the Wyoming Department of Education records those students as dropouts who were in school the previous year but are not in school on October 1 of the current year and did not graduate, there are still significant problems with obtaining a real dropout number. And because the state does not require students to attend public school past age 16, this policy makes it even more difficult to know how many students have actually dropped out of school and are not counted on any district or statewide reports.

It is known that public education institutions begin to lose a greater number of students, especially minority students, after they enter their freshman year (9<sup>th</sup> grade) of high school. Many factors have been identified including:

- \*Students are not ready for high school, they have a hard time adapting to a high school setting, and students also have peer pressure that many times hinder them from succeeding and striving to make good grades.

- \*Students lack motivation, they have no role models in schools, and there are limited resources.

- \*Outside influences such as economics, family environment, poverty, dysfunctional families, students not functioning at grade level, inability to read or write, and inability to do basic math were additional factors that affect minority students staying in school.

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<sup>1</sup> Wyoming Department of Education, Mission and Goals, April 2005, [www.k12.wy.us/goals.asp](http://www.k12.wy.us/goals.asp).

<sup>2</sup> *No Child Left Behind*, [www.NoChildLeftBehind.gov](http://www.NoChildLeftBehind.gov). Federal legislation requiring that all children are educated. It gives states more flexibility on how they spend their education dollars and school districts across the state are administering individual district initiatives. In return, it requires them to set standards for student achievement and to hold students, teachers and other educators accountable for results. *No Child Left Behind* also gives parents new opportunities to make sure their children receive the very best education possible.

The three community forums, Casper, Torrington, and Riverton, reflected several common concerns and problems that need to be addressed. The common thread among the forums was very clear. At a disproportionately higher rate, minority students do not stay in school to graduate. Factors that cause students to be dissatisfied with school and cause them to drop out were discussed.

Following are some specific findings that were identified during the forums and education symposium:

1. Many minority families suffer from poverty. Elements of poverty include high unemployment for parents as well as students; in many cases minority children have limited or no access to reading materials or exposure to current events in the home. Lack of adequate economics in the home also impacts students' ability to participate in school activities, or for the purchase of books and school supplies. Also the reliance by some minority families on the welfare system determines when and the amount of money available for such purchases.
2. Curriculum relevant to minority students is lacking in the schools. Minority parents and their children do not feel welcome in school, and there is resistance to cultural diversity. Parents are not encouraged to participate on school committees and minority students are not encouraged to participate in school activities or sports.
3. Standardized tests are not relevant to many minority students' life experiences and result in low test scores on required exams. As school districts are now accountable for the success of their schools as a result of No Child Left Behind legislation, low test scores are impacting the districts financially through the loss of revenue.
4. Because the public school system in the state allows students to move from one school or district at will, the ability of students to do so has created problems. Students and their parents don't always complete the paperwork to formally withdraw from school. Also, schools do not have in place adequate tracking procedures. In addition, many low-income families are forced to move from one location to another in search of work or housing which negatively impacts their school age children.
5. Drug and alcohol use harm minority students and often lead to truancy and involvement in the legal system.
6. Additional obstacles impinging on the educational success of minority students were highlighted. They included racism, negative attitudes of non-minority teachers and counselors (90+ percent of education workforce) towards minority students and their ability to learn. Minority students are not encouraged to succeed.

7. Minority students in Wyoming's public secondary schools drop out of school at a higher rate than white students, leaving these students with an uncertain future and the reality of earning lower wages and possibly living in poverty.
8. Although the Wyoming Department of Education and the school districts reviewed have made numerous affirmations regarding their concern with the increasing dropout rate of minority students, those efforts have not reaped tangible outcomes. Minority students continue to be adversely affected by the public school system's failure to find ways to keep these students engaged in school.
9. Minority students and white students, as well as teachers and administrators, are harmed by public education's failure to incorporate minority culture, language, and history in the curriculum. Teachers and administrators are not provided adequate information about minority issues in their professional course of study, and therefore are unable to share multiethnic curricula in their classes.
10. There are insufficient numbers of teachers, counselors, bilingual staff, and other education professionals working in Wyoming Public schools. School personnel also fail to effectively communicate with parents and students who have limited or no English proficiency. Many schools are not complying with federal mandates to provide notices, bulletins, and other materials in English as well as Spanish or other languages.

The Wyoming Advisory Committee believes that the various school districts reviewed are sincere about their goal to provide the best educational opportunities for minority students in Wyoming public schools. The Advisory Committee also believes that the programs, and other efforts in place have provided some benefits to minority students. Working relationships between schools, community colleges, and collaboration groups comprised of teachers, parents, and students is one approach that can positively impact the problem of minority students who drop out of school. However, there need to be concrete goals and timetables established for improving minority students' retention and graduation rates. Minority students continue to drop out of school at a disproportionate rate. A significant number of minority students in Wyoming public secondary schools do not graduate from high school and few go on to college. Families of minority students are seldom able to see a bright future for their children. Too often, minority students in Wyoming public secondary schools are not excited about their own future or the future of their friends and relatives.

The Wyoming Advisory Committee offers the following recommendations for the consideration of education policy-makers in Wyoming:

1. **Ensure that each minority student's first semester in middle school and high school is successful.** It is important to identify each student's skill level and place them in appropriate classes. If children begin their school year struggling, there is a likelihood that the school will eventually lose them. No child wants to attend school if they are failing. Elementary and middle school teachers and counselors should conduct an education planning session for each student prior to their entry into middle school or high

school. A curriculum designed to provide the student with a successful first semester should be a priority.

2. **School districts must monitor and ensure that each school and staff adhere to district guidelines.** Superintendents should be held accountable to ensure that each school is complying with district policies such as curriculum and textbook use, regular communication with minority parents to include bilingual notices and reports, and appropriate and equitable discipline, communication and treatment of minority students.
3. **Develop specific procedures for educators to follow for the academic success of minority students.** It is a known fact that many minority students rarely have any form of in-depth meetings with their teachers or counselors. Many minority students see or meet with their counselor only one time during a school year. Also, many minority and bilingual parents are intimidated by the school system. Some dropped out themselves and have a negative or fearful impression of educational administrators. Some parents reading and comprehension abilities are limited which hinders them from effectively communicating with school personnel. A system should be put in place to review with each minority student (and their parents) his or her progress and to determine if the student has been informed of special in-school programs such as accelerated classes, tutoring sessions, or scholarships.
4. **Develop a mechanism to involve minority parents in developing and implementing educational policy.** Forming parental advisory committees bridges the gap between staff, parents, and students. Topics of discussion and action should include barriers to students staying in school and completing high school, discipline, discrimination, goals and mission of school, and annual school progress report. The annual school progress report should be a culmination of information and data that can be used by all parties to strengthen minority retention and graduation rates.
5. **Develop relationships with community colleges around the state and the University of Wyoming to establish guidelines for curriculum development, and teacher training, and internal upward mobility career paths for minority employees (teacher aides and others) to become teachers, counselors, and administrators.** Also, establish programs with the university to “grow your own” minority teachers who will return to communities across the state as educators. Former minority students returning as teachers and administrators in schools and school districts would make a positive impact on minority students. In addition, programs should be initiated to assist minority personnel already working in the schools as teacher aides and assistants to pursue and acquire a college degree. One option could include the availability of scholarships.
6. **Require certified teachers in Wyoming to complete a multicultural/multiethnic course specific to ethnic studies and culture.** Through such courses and practical experience, teachers could learn how to motivate, teach, guide, challenge, and better interact with a diverse student population. They could also learn how to incorporate multicultural studies into daily lesson plans and special projects.

7. **Recruit more minorities as administrators, teachers, and counselors in the public school system.** Wyoming's minority students need positive role models. The Wyoming Department of Education, along with local school districts, must come together and develop an aggressive recruitment strategy to increase the number of minority educators in the state. An action plan with goals and timetables should be developed without delay. These school districts and the Wyoming Department of Education must embrace the same goals.
8. **Improve tracking and follow-up procedures and policies between schools and school districts, statewide. Also, additional emphasis should be placed on Native American students who attend school on the Wind River Indian Reservation and those in nearby towns.** Because there is a great deal of mobility among Native American students between the six Fremont County school districts, measures need to be taken to prevent the gaps in student attendance and performance created by their mobility. In all districts, procedures should be established to track students who do not return to their schools.
9. **Establish in each school a community ombudsman as a link between minority parents and the schools.** Communication among parents, teachers, and schools needs to improve. Many parents and educators have observed that a friendly school environment creates an opportunity for children to receive a better education. In communities with limited-English speaking parents and students, the ombudsman should be bilingual and priority should be placed on establishing these positions in schools with the highest minority student enrollment. Another option is the utilization of tribal education coordinators to work closely with schools and school districts where there is a large Native American student population.
10. **State civil rights enforcement.** The Advisory Committee also believes that the Wyoming Department of Education, responsible for directing public education for the state, should increase its civil rights monitoring and compliance activities in the state. The Wyoming Department of Education conducts compliance reviews for each school district once every five years.



**Table 1**  
**Natrona County School District No. 1**  
**Kelly Walsh High School (Casper, Wyoming), Student Enrollment and Graduation by Ethnicity**

School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1995-1996	10	7	5	5	16	441	474
1996-1997	11	17	2	4	20	335	378
1997-1998	12	3	5	5	12	400	425
Class of 1998 Graduates	Grads	2	4	2	10	302	320
<b>Class of 2002</b>							
1999-2000	10	1	4	5	17	344	371
2000-2001	11	3	4	7	11	341	366
2001-2002	12	0	6	5	12	327	350
Class of 2002 Graduates	Grads	2	4	4	14	267	291

Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1995-1997 and 1999-2001).

Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were unaccounted for.

Table 2 Natrona County School District No. 1 Natrona County High School (Casper, Wyoming) Student Enrollment and Graduation by Ethnicity							
School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1995-1996	10	3	4	10	43	582	483
1996-1997	11	1	3	1	16	642	504
1997-1998	12	1	3	2	15	428	449
Class of '98 Graduates	Grads	1	3	1	12	400	417
<b>Class of 2002</b>							
1999-2000	10	3	3	1	20	544	571
2000-2001	11	15	3	3	15	492	528
2001-2002	12	3	2	3	13	419	440
Class of 2002 Graduates	Grads	0	1	2	9	376	388
Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1995-1997 and 1999-2001).							
Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were unaccounted for.							

**Table 3**  
**Natrona County School District No. 1**  
**Roosevelt High School (Casper, Wyoming) Student Enrollment and Graduation by Ethnicity**

School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1994-1995	9	1	0	0	2	16	19
1995-1996	10	0	0	2	7	28	37
1996-1997	11	2	0	2	4	26	34
1997-1998	12	1	0	3	10	31	45
Class of '98 Graduates	Grads	1	0	2	6	20	29
<b>Class of 2002</b>							
1998-1999	9	2	0	0	0	16	18
1999-2000	10	3	0	0	3	41	47
2000-2001	11	0	0	0	3	42	45
2001-2002	12	1	0	1	7	70	79
Class of 2002 Graduates	Grads	0	0	2	1	37	40

Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1994-1997 and 1998-2001).

Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were unaccounted for.

**Table 4**  
**Goshen County School District No. 1**  
**Torrington High School (Torrington, Wyoming) Student Enrollment and Graduation by Ethnicity**

School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1994-1995	9	0	0	0	31	110	141
1995-1996	10	0	0	0	30	112	142
1996-1997	11	0	0	0	33	104	137
1997-1998	12	0	0	0	30	99	129
Class of '98 Graduates	Grads	0	0	0	26	84	110
<b>Class of 2002</b>							
1998-1999	9	1	0	0	14	106	121
1999-2000	10	3	1	1	15	103	123
2000-2001	11	0	1	0	13	102	116
2001-2002	12	1	2	1	12	99	115
Class of 2002 Graduates	Grads	1	2	1	9	78	91

Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1994-1997 and 1998-2001).

Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were unaccounted for.

Table 5 Fremont County School District No. 1 Lander Valley High School (Lander, Wyoming) Student Enrollment and Graduation by Ethnicity							
School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1994-1995	9	47	2	1	7	138	195
1995-1996	10	29	2	0	5	141	177
1996-1997	11	19	2	0	2	123	146
1997-1998	12	18	2	0	2	114	136
Class of '98 Graduates	Grads	15	2	0	1	103	121
<b>Class of 2002</b>							
1998-1999	9	47	0	0	2	175	224
1999-2000	10	47	0	0	2	161	210
2000-2001	11	31	0	0	3	154	188
2001-2002	12	31	0	0	3	132	166
Class of 2002 Graduates	Grads	25	0	0	2	117	144

Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1994-1997 and 1998-2001).

Comments: School Years 1994-1997

\*For each school year, minority student enrollment declined

\*35 (61.4%) of the minority students who entered 9th grade did not enter 12th grade

\*21 (36.8%) of the minority students who entered 9th grade did not return for the 10th grade

\*13 (36.1%) of the minority students who entered 10th grade did not return for the 11th grade

\*Of the 57 minority students who entered the 9th grade, only 18 graduated for a loss of 39 students or 68.4% non-graduation rate

Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were unaccounted for.

**Table 6**  
**Fremont County School District No. 2**  
**Dubois High School (Dubois, Wyoming) Student Enrollment and Graduation by Ethnicity**

School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1994-1995	9	1	0	1	0	32	34
1995-1996	10	1	0	1	0	29	31
1996-1997	11	1	0	0	0	28	29
1997-1998	12	1	0	0	1	23	25
Class of 1998 Graduates	Grads	1	0	0	1	22	24
<b>Class of 2002</b>							
1998-1999	9	2	0	0	0	33	35
1999-2000	10	0	0	0	0	31	31
2000-2001	11	0	0	0	0	31	31
2001-2002	12	0	0	0	0	32	32
Class of 2002 Graduates	Grads	0	0	0	0	30	30

Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1994-1997 and 1998-2001).

Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were unaccounted for.

**Table 7**  
**Fremont County School District No. 6**  
**Wind River Secondary School (Pavillion, WY) Student Enrollment and Graduation by Ethnicity**

School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1994-1995	9	8	0	0	1	33	42
1995-1996	10	7	0	0	1	32	40
1996-1997	11	5	0	0	1	26	32
1997-1998	12	6	0	0	1	23	30
Class of '98 Graduates	Grads	3	0	0	1	24	28
<b>Class of 2002</b>							
1998-1999	9	6	0	0	1	17	24
1999-2000	10	5	0	0	1	17	23
2000-2001	11	3	1	0	1	20	25
2001-2002	12	1	0	0	1	17	19
Class of 2002 Graduates	Grads	1	0	0	1	17	19

Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1994-1997 and 1998-2001).

Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were accounted for.

**Table 8**  
**Fremont County School District No. 14**  
**Wyoming Indian High School (Ethete, Wyoming) Student Enrollment and Graduation by Ethnicity**

School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1994-1995	9	47	0	0	0	0	47
1995-1996	10	41	0	0	0	0	41
1996-1997	11	39	0	0	0	0	39
1997-1998	12	33	0	0	0	0	33
Class of '98 Graduates	Grads	27	0	0	0	0	27
<b>Class of 2002</b>							
1998-1999	9	50	0	0	0	0	50
1999-2000	10	55	0	0	0	0	55
2000-2001	11	33	0	0	0	0	33
2001-2002	12	28	0	0	0	0	28
Class of 2002 Graduates	Grads	27	0	0	0	1	28

Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1994-1997 and 1998-2001).

Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were unaccounted for.



Table 9 Fremont County School District No. 24 Shoshoni High School (Shoshoni, Wyoming) Student Enrollment and Graduation by Ethnicity							
School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1994-1995	9	5	0	0	1	29	35
1995-1996	10	5	0	0	1	26	32
1996-1997	11	4	0	0	2	28	34
1997-1998	12	5	0	0	2	27	34
Class of '98 Graduates	Grads	5	0	0	2	25	32
<b>Class of 2002</b>							
1998-1999	9	3	1	0	3	41	48
1999-2000	10	1	1	0	3	37	42
2000-2001	11	2	1	0	2	40	45
2001-2002	12	2	1	0	2	38	43
Class of 2002 Graduates	Grads	0	1	0	1	38	40
Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1994-1997 and 1998-2001).							
Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were unaccounted for.							

**Table 10**  
**Fremont County School District No. 25**  
**Riverton High School (Riverton, Wyoming) Student Enrollment and Graduation by Ethnicity**

School Year	Grade	American Indian	Asian	Black	Hispanic	White	Total
<b>Class of 1998</b>							
1994-1995	9	24	4	0	4	214	246
1995-1996	10	27	4	0	10	267	308
1996-1997	11	22	4	0	10	200	236
1997-1998	12	20	3	0	6	187	216
Class of '98 Graduates	Grads	18	3	0	7	173	201
<b>Class of 2002</b>							
1998-1999	9	33	1	0	6	212	252
1999-2000	10	44	1	0	7	206	258
2000-2001	11	22	1	0	5	178	206
2001-2002	12	13	2	0	11	153	179
Class of 2002 Graduates	Grads	10	2	0	10	154	176

Source: Statistical Report Series No. 2, Wyoming School Districts--Fall Report of Staff and Enrollment, Wyoming Department of Education (for years 1994-1997 and 1998-2001).

Note: Because tracking of students varies among schools and school districts, data presented above illustrates the actual number of students enrolled and graduated. The data does not make assumptions for new enrollees, students who officially transferred to another school or moved out of state, or students who dropped out of school or were unaccounted for.

**Table 11  
Educational Attainment for Population 25 Years and Over, Year 2000  
Natrona County**

<b>Male</b>	<b>White</b>	<b>Black</b>	<b>American Indian</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Total</b>
Less than 9th grade	518	11	3	0	79	611
9th to 12th grade, no diploma	1,775	7	45	0	121	1,948
High school graduate (includes equivalency)	6,069	41	76	22	320	6,528
<b>Total male</b>	<b>8,362</b>	<b>59</b>	<b>124</b>	<b>22</b>	<b>520</b>	<b>9,087</b>
<b>Female</b>						
Less than 9th grade	508	0	19	19	86	632
9th to 12th grade, no diploma	1,662	24	49	44	166	1,945
High school graduate (includes equivalency)	6,264	0	121	34	199	6,618
<b>Total Female</b>	<b>8,434</b>	<b>24</b>	<b>144</b>	<b>97</b>	<b>451</b>	<b>9,195</b>
<b>Total All Population</b>	<b>16,796</b>	<b>83</b>	<b>268</b>	<b>119</b>	<b>971</b>	<b>18,282</b>

Note: Totals for education categories--some college, no degree, associate degree, bachelor's degree, graduate or profession degree--were not used in this table. Source: Census 2000, Summary File 3 (Sample Data), U.S. Census Bureau.

**Comments:**

- \*17.5% of minorities achieved less than a 9th grade education
- \*11.7% of minorities completed 9th to 12th grade (with no diploma)
- \*6.2% of minorities earned a high school diploma or GED

**Table 12**  
**Educational Attainment for Population 25 Years and Over**  
**Year 2000**  
**Goshen County**

<b>Male</b>	<b>White</b>	<b>Black</b>	<b>American Indian</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Total</b>
Less than 9th grade	203	6	5	0	68	282
9th to 12th grade, no diploma	341	0	2	0	45	388
High school graduate (includes equivalency)	1,265	0	16	0	119	1,400
Total male	1,809	6	23	0	232	2,070
<b>Female</b>						
Less than 9th grade	180	5	2	0	48	235
9th to 12th grade, no diploma	415	0	0	0	61	476
High school graduate (includes equivalency)	1,359	0	15	0	197	1,571
Total Female	1,954	5	17	0	306	2,282
Total All Population	3,763	11	40	0	538	4,352

Source: Census 2000, Summary File 3 (Sample Data), U.S. Census Bureau.

Note: Totals for education categories--some college, no degree, associate degree, bachelor's degree, graduate or professional degree--were not used in this table.

Comments:

\*25.9 % of minorities achieved less than a 9th grade education

\*12.5% of minorities completed 9th to 12th grade (with no diploma)

\*11.7% of minorities earned a high school diploma or GED

**Table 13**  
**Educational Attainment for Population 25 Years and Over**  
**Year 2000**  
**Fremont County**

<b>Male</b>	<b>White</b>	<b>Black</b>	<b>American Indian</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Total</b>
Less than 9th grade	523	0	1	95	39	658
9th to 12th grade, no diploma	816	0	5	286	94	1,201
High school graduate (includes equivalency)	3,045	6	567	0	171	3,789
Total male	4,384	6	573	381	304	5,648
<b>Female</b>						
Less than 9th grade	303	0	2	95	23	423
9th to 12th grade, no diploma	847	0	8	326	48	1,229
High school graduate (includes equivalency)	3,236	0	546	11	118	3,911
Total Female	4,386	0	556	432	189	5,563
Total	8,770	6	1,129	813	493	11,211

Source: Census 2000, Summary File 3 (Sample Data), U.S. Census Bureau.

Note: Totals for education categories--some college, no degree, associate degree, bachelor's degree, graduate or professional degree--were not used in this table.

Comments:

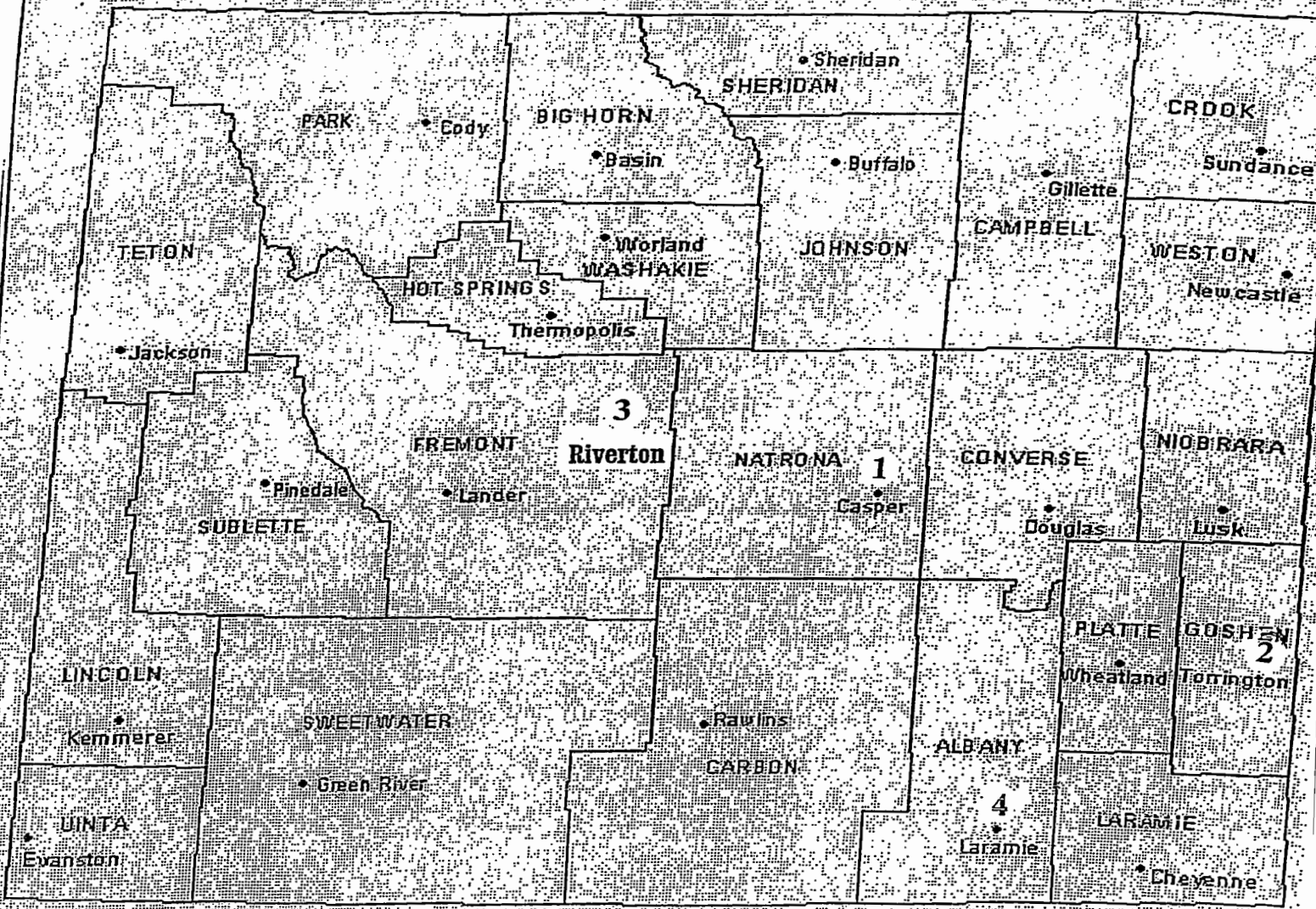
\*23.6% of minorities achieved less than a 9th grade education

\*31.6% of minorities completed 9th to 12th grade (with no diploma)

\*18.4% of minorities earned a high school diploma or GED

# Wyoming County Map with Cities of County Seat

• County Seat	□ County Boundary
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- 1) First Community Forum, Casper, Natrona County School District No. 1
- 2) Second Community Forum, Torrington, Goshen County School District No. 1
- 3) Third Community Forum, Riverton, Fremont County School District Nos. 1, 2, 6, 14, 24, and 25
- 4) Education Symposium, Laramie

## COMMUNITY FORUMS

<u>Date</u>	<u>Forum Location</u>	<u>School District</u>	<u>Schools</u>	<u>School Location</u>
5/1999	Casper	Natrona Co. School District #1	Kelly Walsh High School Natrona Co. High School Roosevelt High School	Casper Casper Casper
9/2000	Torrington	Goshen Co. School District #1	Torrington High School	Torrington
4/2001	Riverton	Fremont Co. School District #1	Lander Valley High School Pathfinder High School	Lander Lander
		Fremont Co. School District #2	Dubois High School	Dubois
		Fremont Co. School District #6	Wind River Secondary School	Pavillion
		Fremont Co. School District #14	Wyoming Indian High School	Ethete
		Fremont Co. School District #24	Shoshoni High School	Shoshoni
		Fremont Co. School District #25	Riverton High School	Riverton

**List of speakers at the community forums are as follows:**

Appendix 3

**Casper Community Forum/Workshop (titled Education Issues Affecting Minority Students in Wyoming Secondary Schools), Thurs., May 6, 1999. Speakers and workshop presenters included:**

- Eric Espinoza, equal opportunity specialist, Office for Civil Rights, U.S. Department of Education, Region VIII, Denver, CO
- Betty J. Roybal, equal opportunity specialist, Office for Civil Rights, U.S. Department of Education, Region VIII, Denver, CO
- Stan Olson, superintendent, Natrona County School District No. 1, Casper, WY
- Shirley Kingston, chairperson, Multi-Cultural Awareness Committee, Laramie Junior High School, Laramie, WY
- Jesse Vialpando, representative, Albany County School District No. 1, Laramie, WY
- Kevin Daly, attorney advisor, Office for Civil Rights, U.S. Department of Education, Region VIII, Denver, CO
- William Pierce, community relations spokesperson, Casper Chapter, NAACP, Casper, WY
- Margo Bean, chair, Parents Pulling Together, Casper, WY
- Mel Hamilton, principal, East Junior High School, Natrona County School District No. 1, Casper, WY
- Melissa Rodriguez-Benson, community volunteer, Casper, WY
- Michelle Holden, branch director, Boys and Girls Clubs of Central Wyoming, Casper, WY
- Jessie Whiting, former student, Roosevelt High School, Natrona County School District No. 1, Casper, WY
- Dick Drasang, executive director, Youth Crisis Center, Casper, WY
- Ken Hulslander, school improvement consultant and institutional schools coordinator, Wyoming Department of Education, Cheyenne, WY

**Torrington Community Forum/Workshops (titled: Education Issues Affecting Minority Students in Wyoming Secondary Schools), Thurs., Sept. 21, 2000. Speakers and workshop presenters included:**

- Jim Clark, superintendent, Goshen County School District No. 1, Torrington, WY
- Betty J. Roybal and Eric Espinoza, equal opportunity specialists, Office for Civil Rights, U.S. Department of Education, Region VIII, Denver, CO
- John F. Dulles, regional director, Rocky Mountain Regional Office, U.S. Commission on Civil Rights, Denver, CO
- Carlos Leal, professor emeritus, University of Northern Colorado (Greeley, CO) and member, Colorado Advisory Committee, U.S. Commission on Civil Rights

**Riverton Community Forum (titled: Education Issues Affecting Minority Students in Wyoming Secondary Schools), Thurs., Apr. 19, 2001. Speakers included:**

- Wes Martel, council member, Shoshone Tribal Business Council, Wind River Indian Reservation, Fort Washakie, WY
- Gail Ridgley, president, Wind River Community College, Wind River Indian Reservation, Ethete, WY
- Shawna Harris, director, Shoshone Higher Education, Wind River Indian Reservation, Fort Washakie, WY
- Merle Haas, education director, Sky People Higher Education, Arapaho Tribe, Wind River Indian Reservation, Ethete, WY
- Tobey Cass, assistant principal, Lander Valley High School, Fremont County School District No. 1, Lander, WY
- Jefferie Thielbar, principal, Wind River Secondary School, Fremont County School District No. 6, Pavillion, WY
- JoAnne Flanagan, principal, Riverton High School, Fremont County School District No. 25, Riverton, WY
- Tom Martin, superintendent, Fremont County School District No. 1, Lander, WY
- Merrell Nelson, superintendent, Fremont County School District No. 6, Pavillion, WY



- Lonny Hoffman, superintendent, Fremont County School District No. 14, Ethete, WY
- Jessie Farr, superintendent, Fremont County School District No. 24, Shoshoni, WY
- Craig Beck, superintendent, Fremont County School District No. 25, Riverton, WY
- Betsy Noller, counselor, Dubois High School, Fremont County School District No. 2, Dubois, WY
- Margaret Shaw, counselor, Wind River Secondary School, Fremont County School District No. 6, Pavillion, WY
- Garrett Goggles, federal projects coordinator, Fremont County School District No. 14, Ethete, WY
- Beverly Elgin, counselor, Riverton High School, Fremont County School District No. 25, Riverton, WY
- Justin Snyder, junior, Lander Valley High School, Fremont County School District No. 1, Lander, WY
- Malcolm Bowers, senior, Wind River Secondary School, Fremont County School District No.6, Pavillion, WY
- Kayla Brown, junior, Riverton High School, Fremont County School District No. 25, Riverton, WY
- Josh Marshall, junior, Riverton High School, Fremont County School District No. 25, Riverton, WY
- Dave Snyder, parent of student at Lander Valley High School, Fremont County School District No. 1, Lander, WY

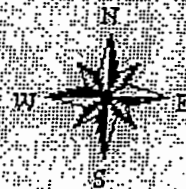
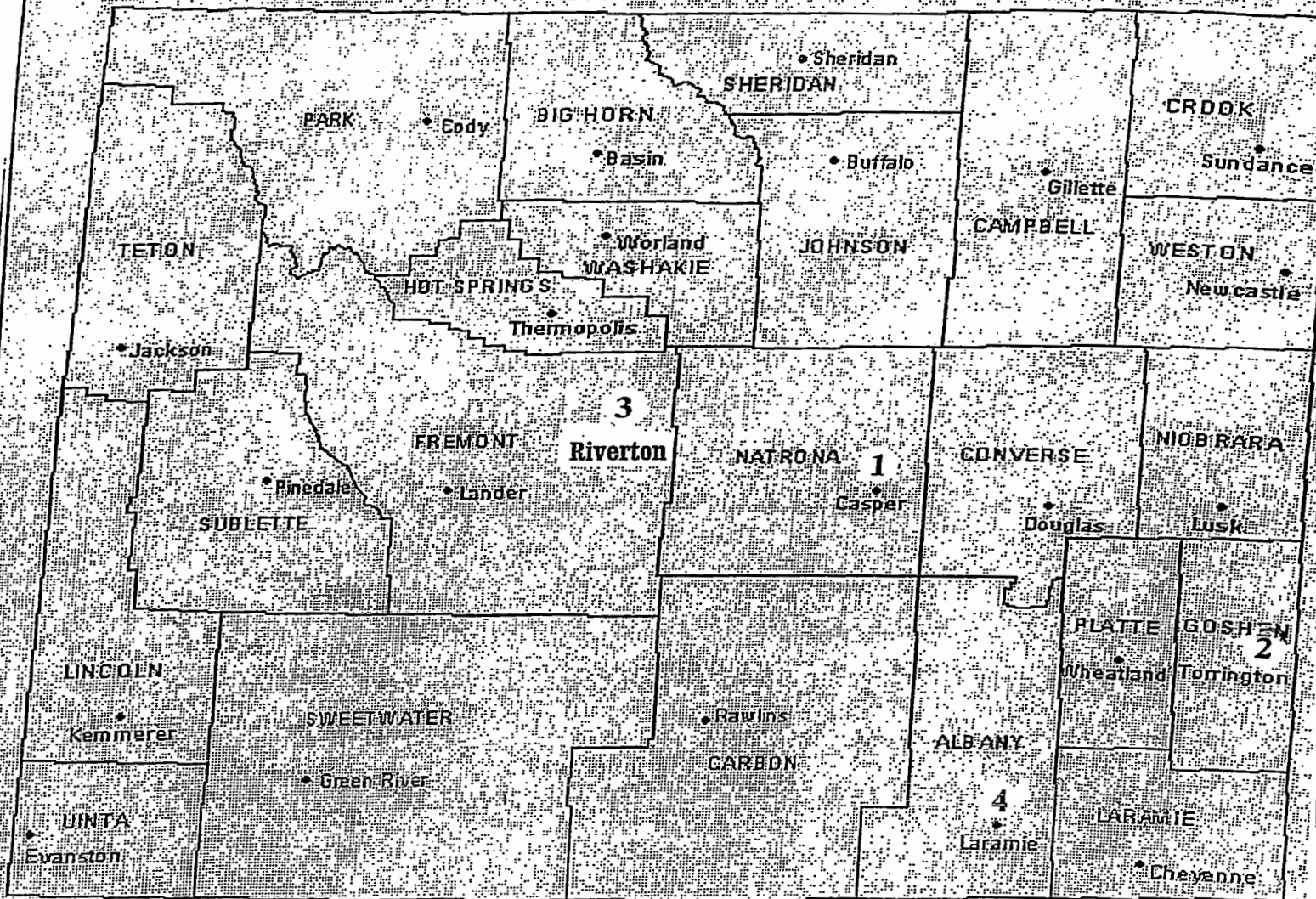
**Laramie Education Symposium (titled: Dropout Rates in Minority Students at the Secondary Level in Wyoming's Public Schools), Fri., Nov. 22, 2002. Symposium speakers included:**

- Francisco Rios, chairman/professor, College of Education, University of Wyoming, Laramie, WY
- Cheryl Schroeder, regional administrator, North Central Accreditation, Wyoming Department of Education, Cheyenne, WY
- Dominic Martinez, assistant director, Admissions and Coordinator, Minority Student Recruitment, University of Wyoming, Laramie, WY
- Benjamin Watson, vice president, NAACP-Cheyenne Branch, Cheyenne, WY
- Carissa Pereda, sophomore, University of Wyoming, Laramie, WY
- Adrian Molina, senior, University of Wyoming, Laramie, WY
- Joshua Martinez, freshman, Laramie Jr. High School, Laramie, WY (attended but didn't present)
- Gilbert Chico, senior, Rawlins High School, Carbon County School District No. 1, Rawlins, WY
- Rigo Rodriguez, senior, Rawlins High School, Carbon County School District No. 1, Rawlins, WY
- Christian Valtierra, sophomore, University of Wyoming, Laramie, WY
- Shaun Hays, guidance counselor, Rawlins High School, Carbon County School District No. 1, Rawlins, WY
- Melvin Hamilton, director, Alternative Learning Center, Natrona County School District No. 1, Casper, WY
- Merle Haas, education director, Sky People Higher Education, Arapaho Tribe, Wind River Indian Reservation, Ethete, WY
- Veronica Zuniga, co-chair, Wyoming Latina/Latino Coalition, Cheyenne, WY
- Jesse Vialpando, member, Districtwide Multicultural Advisory Committee, Albany County School District No. 1, Laramie, WY
- Ernest Duran, professional development site coordinator, Professional Development Site Program, University of Wyoming, Laramie, WY
- Gary Hauswirth, vocational advisor/alternative program coordinator, Triumph High School, Laramie County School District No. 1, Cheyenne, WY
- Vernon Hill, chairman, Shoshone Tribal Business Council, Wind River Indian Reservation, Fort Washakie, WY
- Linda Torres, executive director, SAFE Project, Laramie, WY (not on agenda)
- Caroline Mills, Wind River Indian Reservation, Ft. Washakie, WY (not on agenda)
- John Ornelas, past president, HOPE, Cheyenne, WY

# Wyoming County Map with Cities of County Seat

• County Seat

□ County Boundary



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		Fremont Co. School District #6	Wind River Secondary School	Pavillion
		Fremont Co. School District #14	Wyoming Indian High School	Ethete
		Fremont Co. School District #24	Shoshoni High School	Shoshoni
		Fremont Co. School District #25	Riverton High School	Riverton

## School Staff Summary Report October 01, 2002

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b><u>Fremont County School District # 1 - 0701000</u></b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.24	0.00	3.24
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.80	2.80
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.20	18.79	27.99
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12.44	21.59	34.03
<b>Hudson Elementary - 0701001</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.88	0.50	1.38
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.87	0.75	1.62
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.75	2.25	4.00
<b>North Elementary - 0701002</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.50	13.00	16.50
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.70	0.00	0.70
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.40	6.00	7.40
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.86	7.86
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00	3.25	6.25
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	7.60	32.11	39.71
<b>South Elementary - 0701003</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	14.00	17.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.76	0.00	0.76
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.30	4.50	5.80
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.58	7.58
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.00	2.43	6.43
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	8.06	30.51	38.57
<b>West Elementary - 0701004</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00	11.00	16.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	5.50	5.80
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	0.93	0.00	0.00	0.00	0.84	0.81	5.90	8.48
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	3.68	5.68
	<b>Totals</b>	0.00	0.00	0.00	0.93	0.00	0.00	0.00	0.84	9.11	28.08	37.96
<b>Jeffrey City Elementary - 0701006</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	0.00	0.30
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.18	0.00	0.00	0.00	0.00	0.00	0.00	0.18
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	<b>Totals</b>	0.00	0.00	0.00	0.18	0.00	0.00	0.00	0.00	0.30	1.00	1.48

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Starrett Junior High School - 0701050</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.00	9.00	16.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.00	2.50
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	1.50	4.50	6.50
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.88	6.21	7.09
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.00	3.43	7.43
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	15.88	24.14	38.02
<b>Lander Valley High School - 0701055</b>												
	Teachers	0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	23.75	14.50	39.25
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	3.00	3.50
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	2.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.50	7.50	8.50
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	2.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.87	8.12	8.99
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.00	8.43	18.43
	<b>Totals</b>	0.00	1.00	0.00	0.00	0.00	0.00	0.50	0.00	38.62	42.55	79.17
<b>Pathfinder High School - 0701056</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.75	1.00	3.75
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.75	7.00	10.75
<b>Fremont County School District # 2 - 0702000</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	1.00	3.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.75	3.75
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00	4.15	9.15
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.00	13.40	19.40
<b>Dubois Elementary &amp; Middle School - 0702001</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12.64	12.64
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.50
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.85	2.85
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00	3.00
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	17.99	19.99
<b>Dubois High School - 0702055</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.32	3.86	8.18
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	3.00
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.32	7.86	13.18

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Fremont County School District # 6 - 0706000</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Administrator	0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	2.00	6.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	General Support	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50	5.55	10.55
	<b>Totals</b>	0.00	1.50	0.00	0.00	0.00	0.00	0.00	0.00	10.50	7.55	18.55
<b>Crowheart Elementary - 0706001</b>												
	Teachers	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.50
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	<b>Totals</b>	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.50	2.50
<b>Wind River Elementary - 0706002</b>												
	Teachers	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.50	10.85	11.85
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.60	1.60
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	5.00	6.00
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.70	2.70
	<b>Totals</b>	0.00	0.50	0.00	1.00	0.00	0.00	0.00	0.00	0.50	21.15	23.15
<b>Wind River Secondary School - 0706055</b>												
	Teachers	0.00	0.50	1.00	0.00	0.00	0.00	0.00	0.00	7.00	15.15	23.65
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.00	4.00
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.75	3.75
	<b>Totals</b>	0.00	0.50	1.00	0.00	0.00	0.00	0.00	0.00	8.00	25.90	34.40
<b>Fremont County School District #14 - 0714000</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.70	0.00	1.70
	Student Support Professional	0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00
	Staff Support Professional	1.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	1.00	3.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	General Support	10.25	3.75	0.00	0.00	0.00	0.00	0.00	0.00	1.80	0.00	15.80
	<b>Totals</b>	11.75	4.75	0.00	0.00	0.00	0.00	0.00	0.00	5.00	2.00	23.50
<b>Wyoming Indian Elementary - 0714001</b>												
	Teachers	0.00	9.50	0.00	0.00	0.00	0.00	0.00	0.00	2.00	20.00	31.50
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	2.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	3.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	1.00	13.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14.00
	General Support	4.00	4.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	9.75
	<b>Totals</b>	5.00	27.25	0.00	0.00	0.00	0.00	0.00	0.00	4.00	26.00	61.25

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Wyoming Indian Middle School - 0714050</b>												
	Teachers	2.17	2.50	0.00	0.00	0.00	0.00	0.00	0.00	4.06	9.25	17.98
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	3.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.75	0.75
	Instructional Support Classified	2.50	4.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	8.00
	General Support	7.50	9.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16.50
<b>Totals</b>		12.17	16.00	0.00	0.00	0.00	0.00	0.00	0.00	4.06	17.00	47.23
<b>Wyoming Indian High School - 0714055</b>												
	Teachers	2.33	4.00	0.00	0.00	0.00	0.00	1.00	0.50	5.44	7.00	20.27
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	3.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	3.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	2.75	5.75	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.00	9.00
	General Support	7.50	9.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	17.50
<b>Totals</b>		12.58	18.75	0.00	0.00	0.00	0.00	1.00	1.00	6.44	15.00	51.77
<b>Fremont County School District #24 - 0724000</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.75	1.46	3.21
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.50
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.86	1.76	2.62
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.38	2.96	10.28	13.62
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.38	6.57	14.00	20.95
<b>Shoshoni Elementary - 0724001</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.53	9.56	13.09
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.84	1.17
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.29	0.29
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.88	0.00	3.52	4.40
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.88	4.86	15.21	20.95
<b>Shoshoni Junior High School - 0724050</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.27	0.70	2.97
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.83	0.83
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.29	0.29
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.27	1.82	4.09
<b>Shoshoni High School - 0724055</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.01	3.00	12.01
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.75	0.00	0.75
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.33
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.28	0.28
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.88	0.88
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.76	5.49	15.25

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Fremont County School District #25 - 0725000</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.00	2.00	6.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.00	4.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	2.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	5.14	8.14
	General Support	0.00	1.10	0.00	0.00	0.00	0.00	1.00	0.00	11.27	23.98	37.35
<b>Totals</b>		0.00	1.10	0.00	0.00	0.00	0.00	1.00	0.00	20.27	36.12	57.49
<b>Ashgrove Elementary - 0725001</b>												
	Teachers	0.00	0.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00	18.95	19.61
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	1.00	1.33
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.33	5.65	6.98
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.25	0.25
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.75	0.00	6.88	7.63
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	2.00	1.75	4.25
<b>Totals</b>		0.00	0.66	0.00	0.00	0.00	0.00	0.00	1.25	3.66	35.48	39.72
<b>Jackson Elementary - 0725003</b>												
	Teachers	0.00	0.34	0.00	0.00	0.00	0.00	0.00	0.00	1.00	14.32	15.66
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	4.91	5.91
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12.21	12.21
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.13	4.13
<b>Totals</b>		0.00	0.34	0.00	0.00	0.00	0.00	0.00	0.00	5.00	34.57	38.91
<b>Lincoln Elementary - 0725005</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16.84	16.84
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8.58	8.58
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.75	0.00	0.00	0.00	0.75	0.00	10.03	11.53
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.31	4.31
<b>Totals</b>		0.00	0.00	0.00	0.75	0.00	0.00	0.00	0.75	2.00	39.76	42.26
<b>Rendevous Elementary - 0725007</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.00	15.50	25.50
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	2.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.42	4.42
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.75	0.00	14.03	14.78
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	4.15	6.15
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.75	13.00	40.10	52.85
<b>Riverton Middle School - 0725050</b>												
	Teachers	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.00	29.00	40.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.33	2.00	4.33
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.33	2.00	5.33
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	1.69	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.19	11.88
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00	7.35	10.35
<b>Totals</b>		1.00	1.69	0.00	0.00	0.00	0.00	0.00	1.00	17.66	53.54	70.56



School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Riverton High School - 0725056</b>												
	Teachers	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	25.50	25.21	51.71
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.34	2.00	4.34
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	1.00	3.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.34	3.00	5.34
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81	0.25	9.71	10.77
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	9.50	7.84	19.34
	<b>Totals</b>	0.00	0.00	0.00	1.00	0.00	0.00	2.00	0.81	41.93	50.76	92.16
<b>Goshen County School District #1 - 0801000</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	2.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	2.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	1.00	4.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	6.75	7.75
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	2.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.24	5.24
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	11.89	13.51	26.40
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	20.89	26.50	47.39
<b>Southeast Elementary - 0801002</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.67	5.67	8.34
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40	0.40
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.70	0.70
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.28	0.28
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	5.67	6.17
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.81	2.81
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	3.67	14.53	18.30
<b>La Grange Elementary - 0801004</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.70	2.70
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.10
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	1.18	1.68
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.42	1.42
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.10	5.40	6.00
<b>Lingle-Ft. Laramie Elementary - 0801005</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	8.97	10.47
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.34	0.34
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.00	0.20
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.34	0.34
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.20
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.48	6.48
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.62	2.62
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.70	17.95	20.31
<b>Trail Elementary - 0801006</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	20.50	23.50
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	2.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.80	0.80
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.62	0.00	8.10	9.72
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	3.93	5.93
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.62	8.00	34.33	42.95

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Lincoln Elementary - 0801007</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.00	16.50	20.50
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.43	0.00	9.72	12.15
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	4.43	6.43
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.43	6.00	33.65	42.08
<b>Prairie Center School - 0801008</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81	0.81
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.12	0.00	0.12
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.12	1.81	1.93
<b>Lingle-Ft. Laramie Middle School - 0801050</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.15	5.01	7.16
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.33
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.47	0.00	0.47
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.33
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81	0.81
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.62	4.62
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.62	10.10	13.39
<b>Southeast Junior High School - 0801051</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.34	4.42	5.76
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	0.30
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	0.00	0.30
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.60	0.60
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.16	0.28	0.44
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81	0.81
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.80	7.91	9.41
<b>Torrington Middle School - 0801052</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12.75	17.50	30.25
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	2.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.56	1.56
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81	0.81	1.62
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	7.24	9.24
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17.56	29.11	45.67
<b>Southeast High School - 0801055</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.83	4.74	9.57
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	0.30
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.50
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.60	0.60
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.28	0.28
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81	0.81
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.62	4.62
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.33	9.35	16.38

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Lingle-Ft Laramie High School - 0801058</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.51	4.65	10.16
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.33
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.50
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.33
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.33
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.86	4.86
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.81	3.81
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.01	13.31	19.99
<b>Torrington High School - 0801059</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	17.29	20.00	38.29
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	2.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.44	2.44
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.63	0.00	1.63
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.05	4.05
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00	3.00	8.00
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	25.92	31.49	56.41
<b>Natrona County School District #1 - 1301000</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.37	13.01	18.38
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.64	3.30	5.94
	Administrator	0.00	0.00	1.00	0.00	1.00	1.00	1.00	1.00	15.46	6.34	26.80
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	3.89	9.05	13.01
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.38	8.79	16.17
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	8.88	26.19	36.07
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	1.56	2.34	39.87	80.66	124.43
	<b>Totals</b>	0.00	0.00	1.00	0.00	1.00	1.00	2.56	4.41	83.49	147.34	234.86
<b>Alcova Elementary - 1301001</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.17	2.17
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.02
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.16	0.16
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.16	1.16
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.27	1.27
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.78	4.76
<b>Crest Hill Elementary - 1301002</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.80	19.01	20.81
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40	0.20	0.60
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.40	3.15	4.55
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.44	0.00	6.76	7.20
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.54	0.50	1.00	3.53	5.57
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.54	0.94	5.60	32.65	39.13
<b>Evansville Elementary - 1301003</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.63	15.59	18.22
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.40	1.40
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.36	4.36
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.40	4.40
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.57	3.57
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.63	30.32	31.55

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Fairdale Elementary - 1301004</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.12	12.30	13.42
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.20
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.18	2.18
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.91	5.91
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81	3.09	3.90
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.93	24.68	26.41
<b>Ft Caspar Academy - 1301006</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.85	20.59	21.44
	Counselors	0.00	0.00	0.00	0.10	0.00	0.00	0.00	0.00	0.00	0.00	0.10
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.10	0.00	0.00	0.00	0.00	0.00	1.09	1.19
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.59	6.59
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.95	4.95
	<b>Totals</b>	0.00	0.00	0.00	0.20	0.00	0.00	0.00	0.00	1.85	33.22	35.17
<b>Garfield Elementary - 1301007</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.50	8.41	10.91
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.20	0.30
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.50	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.50	0.60
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.15	2.15
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.25	0.00	3.00	3.25
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.25	3.20	14.76	17.91
<b>Grant Elementary - 1301008</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.52	13.00	15.52
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.23	0.23
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.20	2.33	2.53
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.67	0.00	4.97	5.64
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.97	3.97
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.67	4.72	23.50	28.66
<b>Sagewood Elementary - 1301009</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.02	16.41	17.43
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	0.20	0.50
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	1.01	1.31
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.24	6.24
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.38	3.38
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.62	27.24	29.36
<b>Jefferson Elementary - 1301010</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.02	7.77	9.79
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.15	0.15
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.24	1.09	1.33
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.83	5.83
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.29	1.73	3.02
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.55	16.57	20.97

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Manor Heights Elementary - 1301011</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.71	15.74	18.45
	Counselors	0.00	0.40	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.90
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.40	0.00	0.00	0.00	0.00	0.00	0.00	0.83	4.02	5.25
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.88	0.00	0.00	0.00	0.00	0.00	10.62	11.50
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	1.81	0.00	0.00	2.79	4.60
	<b>Totals</b>	0.00	0.80	0.00	0.88	0.00	0.00	1.81	0.00	5.04	33.17	40.80
<b>McKinley Elementary - 1301012</b>												
	Teachers	0.00	0.00	0.00	0.00	0.50	0.00	0.00	0.00	1.10	14.90	16.50
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.80	2.80
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14	6.04	6.18
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15.20	15.20
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.02	4.01	5.03
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.50	0.00	0.00	0.00	3.26	43.95	44.91
<b>Mills Elementary - 1301014</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.51	15.31	15.82
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.70	0.70
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.06	3.70	3.76
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.71	7.71
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.38	3.38
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.57	32.30	32.17
<b>Mountain View Elementary - 1301015</b>												
	Teachers	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	1.51	15.10	17.61
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.90	0.90
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.15	0.00	1.15
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.55	4.55
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81	0.00	11.47	12.28
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.56	1.04	13.95	15.55
	<b>Totals</b>	0.00	0.00	0.00	0.00	1.00	0.00	0.00	1.37	3.70	45.97	51.14
<b>North Casper Elementary - 1301016</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	1.41	13.14	15.05
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40	1.43	1.83
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.40	3.54	4.27
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13.51	13.51
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.99	3.99
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.83	3.21	35.61	37.82
<b>Paradise Valley Elementary - 1301017</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.15	19.69	21.84
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40	1.30	1.70
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40	4.02	4.42
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.53	0.49	5.56	6.58
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.47	0.52	5.16	6.15
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.96	36.73	39.99

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Park Elementary - 1301018</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.14	17.05	19.19
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.20
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.95	1.05
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.46	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.62	7.08
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.90	2.90
<b>Totals</b>		0.00	0.46	0.00	0.00	0.00	0.00	0.00	1.00	1.34	28.62	31.22
<b>Pineview Elementary - 1301019</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.02	11.99	13.01
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.30	0.50
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.60	0.20	1.24	2.04
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.70	7.70
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.97	3.97
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.60	1.42	26.20	27.72
<b>Poison Spider Elementary - 1301020</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.56	9.60	12.16
	Counselors	0.00	0.00	0.00	0.20	0.00	0.00	0.00	0.00	0.00	0.02	0.22
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.20	0.00	0.00	0.00	0.00	0.10	0.95	1.25
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.96	3.96
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.02	4.02
<b>Totals</b>		0.00	0.00	0.00	0.40	0.00	0.00	0.00	0.00	3.66	18.55	22.39
<b>Powder River Elementary - 1301021</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.27	1.27
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.02
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.02
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.84	0.84
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.50
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.65	2.63
<b>Red Creek Elementary - 1301022</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.16	1.16
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.02
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.12	0.12
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.75	0.75
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.15	0.15
<b>Totals</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.20	2.18
<b>Southridge Elementary - 1301023</b>												
	Teachers	0.00	0.00	0.00	0.00	0.50	0.00	0.00	0.00	4.10	11.88	16.48
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.20	0.40
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.85	1.05
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.63	0.00	3.69	4.32
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.65	4.65
<b>Totals</b>		0.00	0.00	0.00	0.00	0.50	0.00	0.00	0.63	6.50	20.27	27.50

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>University Park Elementary - 1301024</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.02	17.24	17.76
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	0.30
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.40	1.40
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.83	4.83
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.93	2.93
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.02	27.70	27.92
<b>Verda James Elementary - 1301025</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.05	22.13	24.18
	Counselors	0.00	0.00	0.00	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.25
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.25	0.00	0.00	0.00	0.00	0.00	3.79	4.04
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.69	8.39	10.08
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.38	3.39	5.77
	<b>Totals</b>	0.00	0.00	0.00	0.50	0.00	0.00	0.00	0.00	6.12	38.70	45.07
<b>Westwood Elementary - 1301026</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.10	11.06	12.16
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.24	0.24
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.21	1.21
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.22	0.00	4.26	4.48
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.38	0.83	2.77	3.98
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.60	1.93	20.54	22.83
<b>Willard Elementary - 1301027</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.24	11.23	13.47
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.63	0.63
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.50	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.40	3.40
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	7.43	8.43
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.62	0.00	0.71	2.19	3.52
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.62	1.00	4.45	24.38	29.82
<b>Willow Creek Elementary - 1301028</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.02
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.02
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.04	1.02
<b>Woods Learning Center - 1301029</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.56	7.26	10.82
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.65	1.65
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.95	4.95
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	4.26	5.26
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.56	18.12	22.68

School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Oregon Trail Elementary - 1301031</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.71	16.31	18.02
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.34	1.34
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.50	1.33	3.83
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.10	6.10
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.46	4.46
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.21	28.54	33.41
<b>Bar Nunn Elementary - 1301033</b>												
	Teachers	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	2.57	7.83	11.40
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.70	0.70
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	0.00	4.25	4.55
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.56	0.00	8.73	9.29
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.57	3.35	3.92
	<b>Totals</b>	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.86	3.14	26.86	31.16
<b>Casper Classical Academy - 1301038</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.37	5.03	7.40
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.03	0.03
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.75	0.75
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.17	0.17
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.87	1.87
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.35	1.00	1.35
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.72	8.85	11.54
<b>Midwest School - 1301049</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8.90	10.01	18.91
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.20	0.20	1.40
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.52	0.00	1.52
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.70	2.91	4.61
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.17	0.00	0.17
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.95	5.95
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.12	7.22	8.34
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14.61	26.29	39.50
<b>C Y Junior High School - 1301050</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13.30	34.57	47.87
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.20	0.50	1.70
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.01	1.00	3.01
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.20	2.58	3.78
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.94	11.29	13.23
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.94	1.29	11.83	15.06
	<b>Totals</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.94	18.94	62.77	83.95
<b>Dean Morgan Junior High School - 1301051</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.60	0.00	21.58	35.81	57.99
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.10	2.50	3.60
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.02	0.00	4.02
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.10	6.15	7.25
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.69	2.32	14.28	18.29
	General Support	0.00	0.00	0.00	0.13	0.00	0.00	1.00	0.88	2.26	11.19	15.46
	<b>Totals</b>	0.00	0.00	0.00	0.13	0.00	0.00	1.60	2.57	32.38	70.93	104.01



School ID & Name	Category	Indian		Asian		Black		Hispanic		White		Total FTE
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>East Junior High School - 1301052</b>												
	Teachers	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13.50	14.23	29.73
	Counselors	0.00	0.60	0.00	0.00	0.00	0.00	0.00	0.00	0.25	2.30	3.15
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.52	1.00	2.52
	Student Support Professional	0.00	0.60	0.00	0.00	0.00	0.00	0.00	0.40	2.03	5.93	8.96
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.76	1.78	14.67	18.21
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	3.16	9.68	14.34
	<b>Totals</b>	<b>2.00</b>	<b>1.20</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3.66</b>	<b>23.24</b>	<b>47.81</b>	<b>74.76</b>
<b>Centennial Junior High School - 1301054</b>												
	Teachers	1.00	0.00	0.00	0.00	1.00	0.00	1.00	1.00	21.56	16.19	41.75
	Counselors	0.00	0.00	0.00	0.65	0.00	0.00	0.00	0.00	0.80	1.00	2.45
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.20	1.00	3.20
	Student Support Professional	1.00	0.00	0.00	0.65	0.00	0.00	0.00	0.00	0.84	5.20	7.69
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
	Instructional Support Classified	0.00	0.88	0.00	0.00	0.00	0.00	0.00	0.00	1.88	11.42	14.18
	General Support	0.00	0.00	0.00	1.00	0.00	1.00	1.00	0.00	2.39	13.73	19.12
	<b>Totals</b>	<b>2.00</b>	<b>0.88</b>	<b>0.00</b>	<b>2.30</b>	<b>1.00</b>	<b>1.00</b>	<b>2.00</b>	<b>1.00</b>	<b>29.67</b>	<b>49.54</b>	<b>86.94</b>
<b>Kelly Walsh High School - 1301055</b>												
	Teachers	0.00	0.00	0.00	0.94	0.00	0.00	0.00	1.00	31.11	32.76	65.81
	Counselors	0.00	0.00	0.00	0.80	0.00	0.00	0.00	0.00	0.10	4.00	4.90
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.06	1.00	3.06
	Student Support Professional	0.00	0.00	0.00	0.80	0.00	0.00	0.00	0.00	0.23	10.71	11.74
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.17	1.00	2.17
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.88	2.76	25.15	28.79
	General Support	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.17	9.77	20.48	32.42
	<b>Totals</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>2.54</b>	<b>0.00</b>	<b>0.00</b>	<b>1.00</b>	<b>2.05</b>	<b>47.20</b>	<b>95.10</b>	<b>143.99</b>
<b>Natrona County High School - 1301057</b>												
	Teachers	0.00	0.00	0.00	0.23	1.00	1.00	0.40	3.33	47.41	37.52	90.89
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.10	5.90	7.00
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.02	1.00	4.02
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.33	12.05	14.38
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.17	1.00	2.17
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.88	25.17	28.05
	General Support	0.00	0.00	0.00	0.00	0.46	1.00	0.00	1.00	7.80	22.92	33.18
	<b>Totals</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.23</b>	<b>1.46</b>	<b>2.00</b>	<b>1.40</b>	<b>4.33</b>	<b>64.71</b>	<b>105.56</b>	<b>172.69</b>
<b>Roosevelt High School - 1301058</b>												
	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00	5.81	10.81
	Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.65	0.23	1.88
	Administrator	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
	Student Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	3.65	1.95	5.90
	Staff Support Professional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Instructional Support Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.88	0.88	0.88	5.08	7.72
	General Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.62	3.69	5.31
	<b>Totals</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.88</b>	<b>2.18</b>	<b>12.80</b>	<b>16.76</b>	<b>30.74</b>
<b>Report Total</b>		<b>46.50</b>	<b>78.38</b>	<b>2.00</b>	<b>13.04</b>	<b>5.46</b>	<b>5.00</b>	<b>19.41</b>	<b>53.10</b>	<b>794.98</b>	<b>2,256.64</b>	<b>3,274.51</b>