



Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

MEMORANDUM NO. 2007 - 153

TO: School District Superintendents

FROM:  Dr. Jim McBride
Wyoming Superintendent of Public Instruction

DATE: September 7, 2007

SUBJECT: Wyoming Education Summary

IMPORTANT - PLEASE READ

Attached is our first ever effort to publish a statewide report card. This will be an annual effort published about this time each year. I expect it will grow and continue to improve.

This "Wyoming Education Summary," will be an insert in almost every newspaper in the state next week. It is really an effort to do three things. First, to fulfill a campaign promise to be transparent and accountable; second, our legislators have asked for the data; and finally, it supports the Wyoming Department of Education and the State Board of Education joint strategic plan.

The summary supports agency goals one and two, which are "To improve student achievement by building capacity in our districts, the Department of Education, the State Board of Education, institutions and our Legislature" and "To improve communication."

We are excited to work with you during the upcoming months and years to maintain and build an environment of continuous improvement. Please retain this report and if possible, place it on your district board of education agenda for discussion at your next meeting. Please emphasize to your board members that this is a baseline year. It will be used to measure improvement in the coming years.

JM:tl

A Snapshot of Wyoming by Numbers

Enrollment

Fall 2006 Enrollment: K-12 students — 84,611

Smallest Enrollment: One student — Cozy Hollow Elementary, Albany #1

Largest Enrollment: 1,586 students — East High School, Laramie #1

Teachers

Teacher Average Base Salary for 2006-07: \$50,691.81

Highly Qualified Teachers for 2006-07: 95.7%

National Board Certified Teachers for 2006-07: 77

Total Instructional/General Support Staff FTE in Districts
for 2006-07: 6566.22

Students

Attendance for 2005-06: 93.3%

Pupils per Teacher for 2006-07: 13.14

Special Education Population for 2006-07: 11,755 students – 13.89%

School Buses: Annually 17,812,562 miles traveled during the school year
providing over 13,000,000 rides

Career-Technical Education (CTE) Courses: At the high school level,
90% of Wyoming students take at least one CTE course.

School Buildings

From 2002-08 School Facilities Budget: \$940,352,377.

From 2002-07 School Construction Cost (per square foot): Increased
from \$124 to \$181.

Number of School Buildings as of 2006-07:

Elementary buildings: 209

Middle school buildings: 67

High school buildings: 80

K-12 comprehensive: 3

Public School Expenditures – Per ADM

From 1997-98 through 2005-06: Per pupil expenditure
increased from \$6,711 to \$12,493

For a comprehensive profile of Wyoming numbers, please
visit the Wyoming Department of Education's Web site:
www.k12.wy.us and

1* go to **Popular Items** on the home page

2* find the **Data Collection and Education Statistics**

3* under **Education Statistics**

4* go to **Every Student Counts – State Report Card**

or visit http://www.k12.wy.us/statistics/stat_series.aspx

**MISSION
STATEMENT**
*The Wyoming
Department
of Education (WDE)
will model the
highest possible
character, integrity,
and leadership
focused on
the support
of continuous
academic
achievement.*

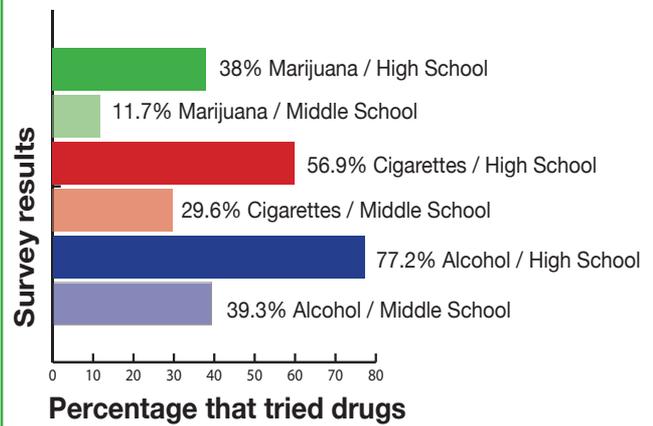


Youth Risk Behavior Survey (YRBS)

Each year we ask students to complete an anonymous survey. In 2005, almost 3,000 students returned surveys. Students reported their risk behaviors are slowly improving; however, data indicates that there is still much to be done. The graph shows shockingly early exposure.

Please visit <http://www.k12.wy.us/HS/yrbs/yrbs.asp> for details.

2005 MIDDLE and HIGH SCHOOL DRUG USE



What can you do to help? This is the time to be very clear on the rules and your expectations. Please know that students are often introduced to tobacco and alcohol with “friends,” but home is often a source for controlled substances. Control, secure, and if necessary, inventory your tobacco and alcohol. Also, be vigilant with prescription drugs. There is an alarming nationwide increase in student abuse of prescription drugs.

NAEP National Assessment of Educational Progress

We are making superb progress in **NAEP (The National Assessment of Educational Progress)**. NAEP is the only nationally representative assessment that allows the federal government to compare progress between states.

- Not every student is tested.
- Tests are not given every year.
- Scores are not provided by schools or districts.

NAEP offers results regarding subject-matter achievement and student populations. Wyoming has done remarkably well in recent years, particularly with our “at risk” students. **Note the blue highlights in 2005 show that we are #1 in the nation for these students.**

There is not a question—WDE, the Wyoming Legislature, and the dedicated school personnel at every level are making a difference!

Wyoming Students—ranking compared to other states

	4th Grade		8th Grade	
	MATHEMATICS	READING	MATHEMATICS	READING
1990	-	-	8th*	-
1992	10th*	7th*	9th*	-
1994	-	9th*	-	-
1996	25th*	-	18th*	-
1998	-	13th	-	17th
2000	15th	-	17th	-
2002	-	20th	-	20th
2003	7th	17th	13th	16th
2005	7th	15th	18th	11th

**No testing accommodations permitted during this year
--No testing this year

Subgroup during 2005: Wyoming “Free/Reduced Lunch” students are ranked #1 in Grade Four Mathematics and Reading in the nation.



Graduating from high school is one of the first key indicators of the future success in life! The majority of new jobs being created in the U.S. require a specialized, well-trained, well-educated work force.

Reading Proficiency — Reading ability at the 5th grade level is a key indicator of current and future success. If your student is reading at a “proficient” level or above, they usually like school and are enjoying success in other areas.

Math Proficiency — A student with “proficient” or above in 8th grade math is more likely to take a rigorous math and science path in high school. They are also more likely to graduate and enter post-secondary technical training or college.

**2005–06
Graduation Rate Percentage
by District**

School District	Graduation Rate %
Fremont # 2	100.00
Park # 16	100.00
Sheridan #3	100.00
Weston #7	100.00
Crook #1	96.84
Fremont #6	96.30
Big Horn #1	95.31
Park #6	93.41
Teton #1	93.37
Fremont #24	93.33
Sheridan #1	92.86
Sublette #1	92.59
Big Horn #2	91.67
Lincoln #1	91.53
Uinta #4	91.18
Big Horn #4	90.91
Converse #2	90.38
Washakie #2	90.00
Uinta #6	89.36
Lincoln #2	89.10
Weston #1	89.09
Carbon #2	87.72
Platte #2	87.50
Johnson #1	87.25
Goshen #1	86.54
Platte #1	86.32
Park #1	85.50
Niobrara #1	85.29
Big Horn #3	84.44
Converse #1	84.14
Albany #1	84.01
Campbell #1	82.93
Sublette #9	82.61
Sweetwater #2	82.11
Uinta #1	81.65
Carbon #1	81.45
Hot Springs #1	79.71
Laramie #1	78.41
Sheridan #2	77.19
Laramie #2	74.07
Natrona #1	73.70
Washakie #1	73.53
Fremont #25	73.02
Sweetwater #1	70.80
Fremont #1	69.86
Fremont #14	66.67
Fremont #21	44.44
Fremont #38	*

*Rates reported only when six or more students graduate.

**2006-07 5th Grade Reading
Proficient and Advanced
Percentage by District**

School District	Proficient and Advanced %
Park #6	94.7
Fremont #2	85.7
Big Horn #2	83.7
Big Horn #1	83.3
Washakie #1	83.1
Sheridan #2	82.6
Sweetwater #2	80.5
Park #1	80.2
Teton #1	80.1
Laramie #1	79.9
Albany #1	79.7
Lincoln #2	79.6
Big Horn #3	79.5
Goshen #1	79.4
Crook #1	78.6
Uinta #4	78.3
Sublette #9	77.8
Campbell #1	77.3
Hot Springs #1	75.8
Johnson #1	75.6
Big Horn #4	75.0
Sheridan #1	75.0
Converse #1	74.0
Fremont #24	73.9
Sublette #1	73.3
Natrona #1	71.2
Niobrara #1	71.0
Carbon #2	70.5
Weston #1	69.1
Fremont #6	69.0
Converse #2	68.9
Carbon #1	68.1
Laramie #2	67.1
Fremont #25	66.7
Park #16	66.7
Uinta #6	66.7
Fremont #1	64.4
Uinta #1	63.8
Sheridan #3	62.5
Platte #1	61.9
Sweetwater #1	59.3
Lincoln #1	58.2
Weston #7	52.9
Fremont #38	47.5
Platte #2	45.5
Fremont #14	35.1
Fremont #21	35.1
Washakie #2	*

*Data not reported due to student confidentiality purposes.

**2006-07 8th Grade Math
Proficient and Advanced
Percentage by District**

School District	Proficient and Advanced %
Fremont #2	84.6
Sheridan #1	80.8
Big Horn #1	77.8
Teton #1	76.7
Hot Springs #1	76.6
Johnson #1	76.5
Park #1	76.2
Converse #1	75.6
Washakie #1	75.5
Weston #7	75.0
Big Horn #4	73.3
Albany #1	72.2
Crook #1	71.3
Fremont #25	70.5
Fremont #1	70.1
Sublette #1	69.8
Sheridan #2	69.1
Park #6	66.9
Fremont #6	66.7
Uinta #4	66.7
Lincoln #2	65.6
Campbell #1	65.1
Sheridan #3	62.5
Sublette #9	61.4
Laramie #2	61.3
Big Horn #3	60.5
Carbon #2	60.4
Platte #2	59.1
Uinta #1	58.6
Goshen #1	58.0
Big Horn #2	57.8
Uinta #6	57.8
Laramie #1	57.3
Sweetwater #2	56.3
Weston #1	55.0
Lincoln #1	53.1
Natrona #1	53.1
Niobrara #1	51.4
Sweetwater #1	51.4
Platte #1	51.2
Converse #2	51.0
Fremont #24	42.3
Carbon #1	40.0
Park #16	30.0
Fremont #38	25.0
Fremont #21	21.9
Fremont #14	21.6
Washakie #2	*

*Data not reported due to student confidentiality purposes.

From the School Facilities Commission: Approved Minor Capital Construction (Less than \$200,000): 950 projects
Approved Major Capital Construction: (More than \$200,000): 234 projects



Jim McBride

Superintendent's Call to Action

Dear Friends and Citizens of Wyoming,

Thank you for taking the time to review the information I have provided. Some entries certainly require an explanation. For example, we have improved our national standing on NAEP (the National Assessment of Education Progress) data when compared to other states. Yet Wyoming does not have the best graduation rates and test scores. Why?

The truth is Wyoming has some of the highest education standards (what students need to know at graduation) in the nation. We have chosen to keep our standards rigorous; some states have chosen to reduce the rigor in their standards or their state tests. Their numbers may look better for No Child Left Behind (NCLB) reporting but our students learn more and perform better nationally.

I would also expect you to question how a district could have a very high graduation rate and yet be doing poorly on the Proficiency Assessments for Wyoming Students (PAWS) state assessment. That is a fair question. PAWS is aligned with our state standards. Wyoming teachers and administrators reviewed and approved most of the test items. How can the diverging data be explained?

It's possible that high schools with very high graduation rates but low test scores may not be as focused on teaching (or requiring mastery of) our state standards. For our districts, it can be a difficult balancing act. A focus on standards will likely generate higher standardized measures of success but can also generate higher dropout rates. We applaud any district that can have a high graduation rate and high test scores. In this report Fremont #2, Big Horn #1 and Teton #1 score consistently high. They deserve special recognition for a job well done!

This year, 11th grade students took the ACT (a college entrance examination). This data will be a baseline for Wyoming scores and future improvement. My prediction is that students (and their schools) that do well on ACT will also be the schools teaching to the standards and achieving high PAWS and NAEP scores.

Many of our schools are meeting these challenges; we have seen districts that have made a commitment to innovation, data based decision making, and standards based instruction. They will likely be our future stars.

We must recognize how very lucky we are in Wyoming. The data given to you shows an unwavering commitment by our Legislature, the School Facilities Commission, my department (WDE) and our school district staff to support our students. Please get involved; business internships, apprentice programs, job sharing, mentors, volunteers, readers, and escorts are just a few options. Everyone can help. Working together, we will develop an environment of continuous improvement in all areas.

I am committed to the statement "One Team One Effort." We truly are all on the same side when it comes to our children and grandchildren. With all of us working together – our schools can be fun, safe and great places to learn. Thank you for your support.

Sincerely,

Jim McBride, Ed.D
State Superintendent of Public Instruction

To help prevent school crime:

School arson fires
Weapons on campus
Bullying

Child molestation
Child pornography
Drug sales

Drug trafficking
Gang violence
Graffiti

Call WeTip 1-800-78-CRIME

Please share this number with your students – place it prominently at home and enter it in your cell phone. Calling this number is an effective tool to help prevent school crime!

1-800-78-CRIME is

- Anonymous — No one will ever know who the caller is...not ever.
- 24/7 hotline
- National non-profit organization
- Initiated by the WDE
- Bi-lingual operators available

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 2300 Capitol Ave., Cheyenne, WY, 82002-0050 or 307-777-7673, or the Office of Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417. This information will be provided in an alternative format upon request.