

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	49	48
Number of public schools (CCD)		
Elementary	239	217
Middle	86	78
High	75	77
Combined	n/a	16
Other	1	1
Total	401	389
Number of charter schools (CCD)		
		1

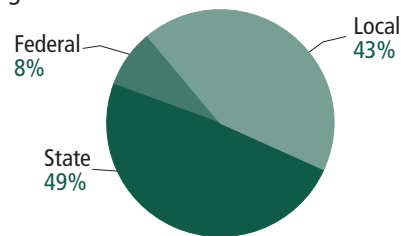
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$441,819	\$463,839
Noninstructional	25,162	25,150
Support	247,815	272,841
Total	714,796	761,830

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$7,085	\$8,645
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Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$23,956,094

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	n/a	n/a
K-8	71,402	58,258
9-12	29,497	28,190
Total (K-12)	100,899	86,448

Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	3%
Asian/Pacific Islander	*	1
Black, non-Hispanic	4%	1
Hispanic	*	8
White, non-Hispanic	95	87

Students with disabilities (OSEP)	12%	12%
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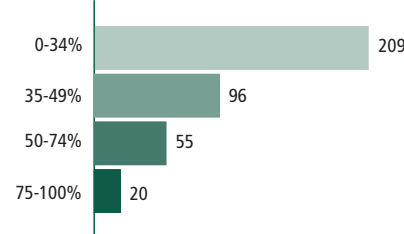
Students with limited English proficiency (NCELA)	n/a	4%
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Migrant students (OME)	* <th>1%</th>	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	23%	25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 25,953

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]9 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	3,105	303
Middle	1,408	1,540
High	1,805	1,859
Combined	n/a	157
Other	219	2,937
Total	6,537	6,795

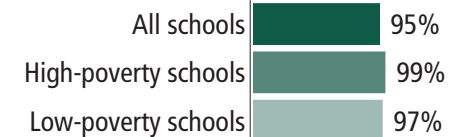
Number of FTE non-teacher staff (CCD)

	1994	2000
Instructional aides	1,301	1,804
Instructional coordinators	81	155
Administrators	435	620
Other	4,630	4,463
Total	6,447	7,042

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	75%	79%
Mathematics	78	79
Science	80	78
Social studies	81	70

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	7%	6%
Avg. freshman graduation rate (NCES)	85	73
College-going rate (IPEDS/NCES)	53	52

NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	32%	33%
Basic level or above	68	68
Math, Grade 8		
Proficient level or above	22%	32%
Basic level or above	68	76

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Statewide Accountability Information

See Appendix B for Wyoming's definitions of proficient for English language arts and mathematics for grades 4, 8, and 11.

See https://wdesecure.k12.wy.us/stats/wde_esc.show_menu for more details on the statewide accountability system.

State assessment for NCLB accountability: Wyoming Comprehensive Assessment System
State student achievement levels: Basic, Proficient, Advanced

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	English language arts	30.4%	30.4%
	Mathematics	23.8	23.8
Grade 8	English language arts	34.5	34.5
	Mathematics	25.3	25.3
Grade 11	English language arts	30.4	48.4
	Mathematics	35.8	35.8

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	151 (88%)	302 (86%)	27 (56%)
Identified for improvement:			
Year 1	20 (12%)	55 (14%)	21 (44%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Reading performance	Reduce percentage of students scoring in lowest (novice) level	Met
High school indicator: Graduation rate	Meet or progress toward 80%.	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	0	0

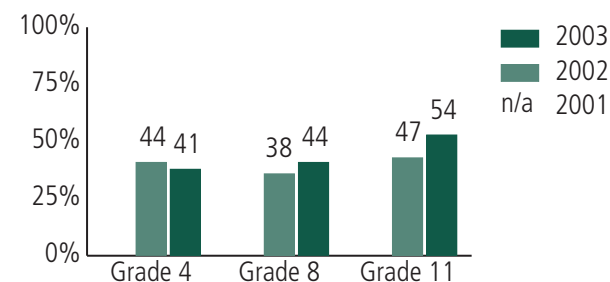
*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

Student Achievement 2002-03

Wyoming Comprehensive Assessment System, used for NCLB accountability English or language arts

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	41%	44%	54%
Economically disadvantaged students	27	28	37
Migrant students	<5	50	<5
Students with disabilities	9	5	9
Students with limited English proficiency	13	11	21
Black, non-Hispanic students	33	20	40
Hispanic students	30	27	37
White, non-Hispanic students	43	48	57

Student achievement trend: English or language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	37%	35%	44%
Economically disadvantaged students	26	18	29
Migrant students	22	13	<5
Students with disabilities	16	<5	7
Students with limited English proficiency	12	6	13
Black, non-Hispanic students	21	17	24
Hispanic students	25	19	24
White, non-Hispanic students	40	38	46

Student achievement trend: Mathematics percent proficient level or above

