

**Gentry School District**  
**Annual Equity Compliance Report**  
**2021-2022**

- I. Goals
  - A. Increase male teaching staff so that the percentage of male staff members is reflective of similar percentages of male students enrolled.
  - B. Increase minority staff in relation to percentage of minority students and strive to reflect identified minorities in the composition of staff.
  - C. Monitor racial and gender composition of staff and students in order to make decisions concerning the employment of minority staff people.
- II. Actions
  - A. Gentry School District is an Equal Opportunity Employer and will not discriminate against any individual on the basis of race, color, religion, sex, or national origin.
  - B. Gentry School District will advertise vacant positions on a statewide basis in an effort to seek out the best-qualified candidates. Preference will be given to male and minority applicants if all other factors are equal.
  - C. Gentry School District will comply with the provisions of legislation in regard to recruitment and employment of minorities.
  - D. Building Administrations are creating relationships and communication avenues with area colleges to seek out current graduates or upcoming graduates for teaching positions.
- III. Steps to encourage students to pursue careers in education
  - A. Gentry School District will follow state guidelines in providing career awareness for all students.
  - B. Gentry High School will make an effort to organize tutoring, mentoring, and other types of programs that will allow high school students an opportunity to interact with elementary age students. The school will place special emphasis on placing minority high school students in these programs and allow them the opportunity to interact with younger students from the same minority backgrounds. This type of field experience will assist these students in making decisions about education and education related fields as a career choice while providing support for younger minority students. Activities will include, but not limited to, the following:

1. Job Shadowing Day - Vocational Staff
2. Vocational Clubs (i.e. FCCLA, FBLA-activities to involve high school students with elementary students.)
3. GHS Multicultural Club - ESL Coordinator
4. GHS Community Service/AmeriCorp -GHS students placed with Primary students and teachers
5. Gentry Public Schools has an afterschool program with Boys and Girls Club. They offer high school students interested in jobs with the after school program.

C. Gentry High School introduced Orientation to Teaching 1 in 2015-2016. Orientation to Teaching 1 and 2 began being offered in 2016-2017.

D. Gentry School District will offer students in higher education the opportunity to observe and interact with all students. Hopefully, students will recognize that a career in education is important to people outside their daily school experiences.

**Number and Percentage of Racial Minorities Employed Last Five Years**

	Number	Percentage
2020-2021	13	5.5%
2019-2020	08	4.0%
2018-2019	12	4.1%
2017-2018	15	6.7%
2016-2017	13	5.9%

## **Minority Teacher and Administrator Recruitment Plan Data Analysis**

### **Student Data:**

Based on analysis of the data collected, Gentry School District is experiencing some additional growth in Hispanic/Latino and Pacific Island student minority populations. The total number of Hispanic students fluctuates throughout the course of each year and is continually changing as families move in or out of the district. Even though these minority numbers seem small, for a district of our size, they represent notable changes within our student population. However, our overall figures still indicate that our enrollment is predominantly white, with 62.3% of the student population falling into this category. Hispanic/Latino population has increased to 15.9%. Hawaiian/Pacific Islander has shown growth of .3% of our population.

### **Staff Data:**

The composition of the staff has changed this year with many more openings. We currently have two people of Hispanic origin, one of African American origin, three of Native American origin, and two of Asian origin on our certified staff. The district will continue to seek out qualified minority applicants for any positions that are available. This is especially true of those minorities represented in our student population. We also hired 3 male teachers for our grades K-5.

The biggest challenge facing the district comes from the fluctuating population in Hispanic students to be served. This seems to be the population that requires the most support in terms of language acquisition and development. Our Native American students speak English as a first language and are very easily assimilated into the school culture. This is also true of most Asian students. However, many of our Hispanic students come from homes where Spanish is the primary language spoken. The communication between home (parents or guardians) and school can be a challenge at times. Even though the student may speak some English, there can be some difficulty as the student is immersed into a totally English-speaking environment such as school. Gentry School District is striving to alleviate this barrier by providing services for these students through the Migrant program, Title 1 program, and ESL program. Staff members in these programs are providing support for these students in the whole class, small group, and individual instructional settings. The district has also purchased the program TalkingPoints which allows communication through multilingual text messages. The district also has two teachers that are fluent and are used as interpreters. The district has also hired on an as needed basis other interpreters. This helps our parents communicate with teachers during Parents Nights, Parent Teacher Conferences, Meetings, and any other needed communication. Students are provided support in content areas and with language development.

## GENTRY SCHOOL DISTRICT Staff Demographics 2021-2022

### **Certified Staff:142**

<b>Race</b>	<b>Number</b>	<b>Percentage</b>
White	134	94.4%
Native American	3	2.1%
Hispanic	2	1.4%
Asian/Pacific Islander	2	1.4%
Africa American	1	.7%

### **Classified Staff:92**

<b>Race</b>	<b>Number</b>	<b>Percentage</b>
White	87	95%
Native American	4	4%
Hispanic	1	1%
Asian/Pacific Islander	0	00%
African American	0	00%

### **Certified Staff - Gender**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	40	28.2%
Female	102	71.8%

### **Classified Staff - Gender**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	21	22.8%
Female	71	77.2%

## GENTRY SCHOOL DISTRICT Student Demographics

Race	#Male	%Male	#Female	%Female	Total #	Total %
White	472	61%	459	61%	931	61%
Native American	29	4%	22	3%	51	3%
Hispanic	117	15%	137	18%	254	17%
Asian	71	9%	51	7%	122	8%
Hawaiian/ Pacific Islander	5	>1% (.6%)	4	>1% (.5%)	9	>1% (.6%)
African American	3	>1% (.4%)	2	>1% (.3%)	5	>1% (.3%)
2 or more	82	11%	75	10%	157	10%
<b>Totals</b>	779		750		1529	

### Racial Composition of County Residents

(Numbers represent statistics based on 2020 census)

Race	Number	Percentage
White	201,188	70.8%
Native American	5,093	1.8%
Hispanic	25,559	9%
Asian	13,721	4.8%
Hawaiian/Pacific Islander	2,629	0.9%
African American	4,732	1.7%
2 or More	31,411	11%
<b>Totals</b>	<b>284,333</b>	<b>100%</b>

