

**Wisconsin Department of Public Instruction
Pupil Nondiscrimination
Self-Evaluation Report:
Spring 2017**

School District of Whitefish Bay

**Approved by the School Board on
03-22-17**

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Section I - General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

Please see the WI Department of Public Instruction webpage for additional information <https://dpi.wi.gov/sped/pupil-nondiscrimination/self-evaluation>

The self-evaluation required by PI 9.06, Wis. Admin. Code, is more than a legal requirement. It is an invaluable tool to support our ongoing commitment and efforts to ensure equity and access for all students.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. **The focus of Cycle I was primarily on whether compliance was achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin’s pupil nondiscrimination law.** School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

Cycle II: In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. **The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law.** In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity. In other words, school districts were asked to report “how they are doing,” in achieving these goals.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. **Reporting requirements under Cycle III were much different** than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- “Methods, practices, curriculum, and materials used in ... counseling...” (PI 9.06(1)(c), Wis. Admin. Code)
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district” (PI 9.06(1)(f), Wis. Admin. Code)
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code).

Cycle III: In 2011, districts were once again required to complete a Cycle III self-evaluation. **This report required districts to evaluate the same three elements** as in the first Cycle III, create an evaluation report, and assure the department of their work.

Cycle III: Cycle III continues during the 2016-2017 school year and all school districts must:

1. Evaluate the status of nondiscrimination and equality of educational opportunity in the school district. The evaluation should include the following:
 - a. Methods, practices, curriculum, and materials used in counseling;
 - b. Participation trends and patterns and school district support of athletics, extracurricular, and recreational activities; and
 - c. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.
2. Provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents, and residents of the school district.
3. Prepare a written report of the evaluation which shall be available for examination by residents of the school district.
4. Assure the department the evaluation has been completed.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

| Wisconsin State Statute 118.13 | Administrative Rule PI 9.06 |
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| <p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:</p> <ul style="list-style-type: none"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability | <p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ul style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p> |

**Section II - Contributors to the Pupil Nondiscrimination
Self-Evaluation Cycle III 2016-2017 Report
PI-9.06(2)**

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self Evaluation Cycle IV Report:

| Name | Position |
|---------------------------------------|--|
| Sarah Hall | High School Counselor |
| Bill Barbeau | High School Counselor |
| Anne Perina | High School Counselor |
| Mary Aussem | High School Counselor |
| Stacy Gahan | Director of Special Education & Pupil Services |
| Jason Kasmarick | Athletics and Activities Director |
| Dave Johnson | High School Teacher |
| Meg Kenning | Parent |
| Latoya Woodson | Parent |
| Principal Advisory Council | High School Students |
| Amy Levek | Principal |
| Kara Harmon | Associate Principal |
| Administrative Council | District Administrative Council |
| Elementary & Middle School Counselors | District Counselors |

**Opportunities to Participate in the Writing and/or Development of
the Pupil Nondiscrimination Self-Evaluation Cycle IV Report
PI-9.06(2)**

Opportunity for participation in the writing and/or development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Discussion item at administrative meetings
- Student Principal Advisory Council
- Posted on District website

**Opportunities to Participate in the Final Review/Evaluation of
the Pupil Nondiscrimination Self-Evaluation Cycle IV Report
9.06(2)**

Opportunity to participate in the final review of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Discussion item at administrative meetings
- Posted on District website

Section III - Methods, Practices, Curriculum and Materials used in School Counseling PI-9.06 (1)(c)

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school counseling to determine whether all students are being included in the learning process.

By evaluating this area, school districts will have an opportunity to:

1. Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district to ensure nondiscrimination.
2. Ensure no forms of bias or stereotyping are present in counseling strategies.
3. Emphasize that courses, programs, roles and careers are open to all regardless of protected class status.
4. Demonstrate counselors have high expectations for all students.

School Counseling (9.06 (1)c)
Suggested Questions for Consideration

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| Methods & Practices | <p>How are accommodations and support services provided to students? (Students with disabilities, ELL, etc...)</p> <p><i>The District offers support services to all students at all grade levels. Each staff member demonstrates varying areas of expertise, interests, and instructional styles. Along with valuing that uniqueness, the District believes a guaranteed and viable curriculum, through teaching from the adopted curriculum documents (including Common Core State Standards) helps to ensure consistent success for our students. Furthermore, the District believes every student deserves instruction through research-proven practices. Several “guarantees” outline the consistent instructional practices employed, for example, during English Language Arts instruction.</i></p> <p><i>WFB SD RtI system is a four-tiered process that supports meeting the needs of all students in all areas of curriculum. Special Education services, accommodations for students with 504 plans, interventions and accommodations for at-risk (in academic and social/emotional/behavioral domains) students, and indirect and direct services for English Language Learners are all present within the District system. Resources are offered during the school day as well as after school through various programs/supports within the least restrictive environment. Staff participate in a variety of ongoing professional learning opportunities to facilitate meeting the needs of all students.</i></p> <p>How are accommodations and support services provided to families?</p> <p><i>Counselors meet with all families in several grades as a part of the curriculum, and, as needed or requested, by families. Families have access to student grades, attendance, message centers, and other school-related information via an online portal. The online portal can be viewed in multiple languages.</i></p> <p>Are culturally and linguistically accessible support services to students and families provided?</p> <p><i>Yes. We have a teacher who provides English Language Learners with additional support during the school day. In addition, the District has several World Language teachers that can assist with interpretation and programming. The District also contracts on an as needed basis for any additional interpretation that is needed at any level.</i></p> <p>Does academic planning and support services assist students in closing the achievement gap?</p> <p><i>Yes. Our progress with minority student achievement would indicate that we are providing the necessary academic and support services which take into consideration cultural issues related to achievement. We continue to engage in</i></p> |
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| | <p><i>staff learning opportunities and collaboration around promoting equity and access for all students. While an achievement gap still exists, our minority students are outperforming other minority students in the state. We will continue to focus on closing this achievement gap through culturally relevant curriculum and continuing to strengthen and implement our Response to Intervention System.</i></p> <p>How do counselors emphasize that courses, programs, opportunities and careers are open to all students regardless of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability?</p> <p><i>Our counselors work with all students and make all information available in multiple venues and multiple audiences. Information about courses and programs is given during the school day to ensure that all students hear the same information and understand the opportunities available. All students have an individual meeting with a counselor in the spring prior to freshman year as well as during the student's junior year to review college and career options. Counselors also host parent information nights for incoming freshmen, sophomores, and juniors. Counselors also collaborate with special education and ELL staff to best support students.</i></p> <p>How have counselors been trained to recognize bias or stereotypes?</p> <p><i>Equity and Access professional learning (e.g., conferences, department team planning, article and book studies), focusing on how to recognize bias, and stereotypes, continue to be an integral part of our learning as District educators. All counselors participate in these professional learning sessions.</i></p> <p>How have counselors been trained to recognize and present multiple perspectives in and through counseling?</p> <p><i>Initial training and learning occurred with the counselors licensure work and continues during regularly scheduled staff professional learning sessions and building team meetings around equity and access. This occurs in both monthly staff meetings, as well as leadership and department meetings.</i></p> <p>What strategies do counselors use to monitor their own biases and stereotypes?</p> <p><i>The District's professional learning opportunities have focused on reducing the achievement gap through recognition of cultural differences. Accordingly, District counselors have participated and been actively involved in the professional learning programming and contributed to subsequent evaluation.</i></p> |
| Curriculum | Is the district trained and implementing the Wisconsin Comprehensive School Counseling Model? Explain how the model has improved the program. |

Yes. The counselors have been trained at Level 1 and 2 and have been implementing the model. It has provided accountability and structure to school counseling services. The model is student-driven and focuses on Academic and Career Planning (ACP) and conferencing for all students.

Is there a written counseling curriculum for the district?

Yes, the District has a written curriculum for all levels.

How are counseling and support services aligned with classroom curriculum, instruction and assessment?

The District's curriculum is informally continually reviewed. All support programming is based on the curricular objectives. In addition, our counselors serve as members of the problem-solving teams which review academic and social/emotional progress and provide accommodations and support based on the recommendations of the team.

Elementary counseling examined curriculum in 2010. In 2011, additional curriculum was reviewed as part of the Health Education Curriculum Review. In 2013, both the middle and elementary schools reviewed their curriculum.

How is the counseling curriculum implemented in the PK-12 classroom?

Classroom activities and interdisciplinary curricular development occur at all grade levels. Please see the High School College and Career Planning Guide for specific information pertaining to the High School.

Middle school counseling classroom guidance lessons include: 6th grade-stress and time management and development of the ACP 6th grade profile. 6th grade also marks the first ACP student led conferencing. 7th grade classroom guidance lessons are comprised of the development of the 7th grade ACP profile. The Career Key Survey also explores interests as they relate to career paths. 8th grade developmental guidance lessons include: suicide prevention and the Career Cluster Survey and the 8/9 Transition Survey.

In terms of elementary, counselors work directly with students in the K4 classrooms approximately 5 times a year (i.e., for 30 minute lessons), K5 and 1st every month for 30 minutes, and 2nd-5th monthly for 45 minutes.

What is the process that involves all students in Academic and Career Planning?

At the secondary level, counselors meet with all students to discuss course selection as it relates to academic planning. Counselors also have students access and use Course Planner in Naviance to create academic course plans to help map out options. Counselors also meet with all grade levels within the fall semester to

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| | <p><i>work on career inventories, self-assessments, and post-secondary research via classroom lessons.</i></p> <p><i>High School student leader feedback indicated that Whitefish Bay is a predominantly college-centric institution, and they appreciate why the focus is primarily on four-year colleges. The students noted that they felt if students wanted to explore other options, the counselors would help them navigate through, even if they didn't know. Overall, the students expressed support for college and career preparation was robust.</i></p> <p><i>In terms of general social-emotional components of counseling, the students indicated students are aware that pupil service staff is committed and there when needed, but some choose to seek outside resources instead.</i></p> |
| <p>Materials</p> | <p>What methods are used to insure that bias and stereotyping are absent from counseling resources and materials?</p> <p><i>By following the ASCA (American School Counselor Association) Model, the District ensures that resources and materials avoid bias and stereotyping. Counselors also cross check materials with ongoing professional learning that focuses on equity and access for all.</i></p> <p>When selecting instructional materials, what written guidelines are followed to insure that all perspectives are included and consideration is given to all protected groups listed in PI-9? (sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability)</p> <p><i>Per Board Policy 310 "Instructional Goals", our instructional materials are written to ensure that all perspectives are included and considered.</i></p> <p>Are materials and resources published and/or available in languages other than English?</p> <p><i>All materials and resources can be reproduced in other languages upon request.</i></p> <p>Does this department and department materials still refer to the name "Counseling and Guidance" or is the new term "School Counseling" in place?</p> <p><i>Yes, all of our materials reference School Counseling.</i></p> |
| <p>Summary Report Data</p> | <p>Methods of Analysis:</p> <p><i>The 2010-11 Whitefish Bay High School Counseling Department Summary, Whitefish Bay School Counseling Program Manual, relevant Board policies, the Whitefish Bay School Counseling Viewbook, and District RtI procedures were reviewed. In addition, several counselors provided input and feedback on daily</i></p> |

practices, input from the Principal Advisory Council, and Director of Teaching and Learning was solicited.

Findings:

Our counseling program, PK-12, services all students and ensures equity and excellence for all students. We continue to be mindful and cognizant of potential sources of bias. This will include components of the forthcoming social emotional learning competencies being put forth by the Wisconsin Department of Public Instruction.

Recommendations/Strategies for Improvement:

- *Generate and analyze additional student data and monitor progress more frequently as it relates to the achievement gap among disaggregated groups of students.*
- *Engage in a counseling curriculum review in 1-3 years to ensure continued equity, access, and alignment with the mainstream teaching and learning. This will include the forthcoming social emotional learning competencies being put forth by the state.*
- *High School student leader feedback suggests an opportunity for improvement in terms of laying out all post-secondary options early in the school career to include junior colleges and gap years. Examine/identify additional opportunities/strategies to ensure students have exposure/access to diverse post-secondary options beyond a four year college.*
- *Continue to enhance comprehensive Academic and Career Plans for students including both college and career as well as social/emotional components, and ensure that the appropriate resources are available to all students. Utilize building problem solving teams to facilitate the process.*

**Section IV - Trends and Patterns of School District Support of
Athletic, Extracurricular, and Recreational Activities
PI-9.06 (1)(e)**

In this section, the district is asked to review participation trends in PK-12 athletic, extracurricular, and recreational activities to determine whether all of the protected groups participate and/or are encouraged to participate in these school sponsored activities.

By evaluating this area, school districts will have the opportunity to ensure:

1. Students have a variety of athletic and extracurricular activities available, with necessary resources to make them accessible for all students.
2. Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.
3. Extracurricular and recreational activities are provided to meet the interests and abilities of diverse students, as evidenced by a range of activities offered and participation rates or an interest survey.
4. School assemblies, special education programs and speakers reflect the diverse pluralistic nature of the school and the larger community.
5. School emblems, mascots, team names and other symbols are free from racial, ethnic, gender, disability or other type of bias or stereotyping.

Athletic Programs (PI-9.06 (1)(e))

Suggested Questions for Consideration

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| <p>Participation Trends and Patterns</p> | <p>Over the past 3 years, what are the athletic participation rates for students, based on the PI-9 protected categories? (focus reporting on sex, race, national origin, and disability?)</p> <p><i>The athletic participation rates at the high school generally reflect the composition of the student body (Please see Appendix A and B for comparison). Female participation over the past three years has been 46.34% (13-14), 44% (14-15), and 44.78 (15-16)%. Minority participation has been 21.92 (13-14)%, 19.04% (14-15), and 17.34% (15-16). Students with disabilities receiving special education services participation rates have been 1.31% (13-14), 1.28% (14-15), and 3.7% (15-16).</i></p> <p>Is the athletic participant ratio comparable to enrollment ratios in sex, race, national origin and disability?</p> <p><i>The athletic participant ratio is slightly below when compared to enrollment rates pertaining to minority and disability status. It should be noted historically, athletic participation has not been disaggregated and reviewed by individual categories of race.</i></p> <p>Are procedures in place annually to record participation in athletic programs by sex, race, national origin and disability?</p> <p><i>Student participation in athletics is tracked in our student information system (Skyward). In addition, information regarding sex is collected on a per-season basis by the Wisconsin Interscholastic Athletic Association (WIAA).</i></p> <p>Has the district conducted surveys in order to determine if the current athletic program meets the athletic interests of both sexes, diverse racial and national origin groups, and students with disabilities?</p> <p><i>No, however, Whitefish Bay High School offers every sport sanctioned by the WIAA and where student interest is insufficient to form a complete team, Whitefish Bay has cooperative programs (co-ops) with other area high schools. Non-WIAA sanctioned competitive sports have been introduced such as Lacrosse, Ski Racing, Snowboard & Dance Team.</i></p> |
| <p>District Support & Equitable Access</p> | <p>Are school mascots, team names and logos free from bias and stereotyping?</p> <p><i>Our mascot, team names and logos are free of bias and stereotyping.</i></p> <p>Are accommodations available for students with disabilities who participate in athletics?</p> |

Yes, students have access to the necessary supports for them to participate in an inclusive athletics environment and to the extent permitted by the WIAA and dictated in their Individualized Education Program or 504 Plan.

Is equitable support provided for athletics in the following areas:

-Coaching and other staff salaries; *Yes, coaching salaries are all determined in the same manner which takes into account the duration of the season, number of students involved, the levels of the sport offered (Varsity, JV, Freshman) and is commensurate with the other North Shore Conference schools.*

-Provision of uniforms; *Yes, uniforms for all sports are furnished on a several year rotation, and with the financial support of the athletic department, the Duke Pride Sports Association, and individual team booster clubs.*

-Equipment and supplies; *Yes, all teams' equipment needs are met and funded through joint efforts of the athletic department, Duke Pride Sports Association, and individual team booster clubs.*

-Provision of transportation; *Yes, transportation is afforded equally among the athletics programs either by bus or use of school vans.*

-Access to locker rooms, practice and competitive facilities; *Yes, equal access is provided in each of these areas.*

-Availability of pep band, pom pon, cheerleaders; *Pep band is available and due to low numbers the pom pon and cheerleaders these two groups have been incorporated into the competitive dance team.*

-Scheduling of games/events and practice times and publicity efforts; *All coaches contribute to the development of their non-conference schedules and the conference commissioners who have equity in mind, create the conference schedules. Practice times are equitable and sports are equally publicized both inside and outside of the school.*

Do coaches receive training to prevent bullying, hazing and harassment of athletes?

Yes, a pre/post season meeting with coaches provides an opportunity to reinforce the importance of identification and prevention. Coaches are required to be in accordance with the coaches handbook which outlines these very topics. Additionally, the WIAA requires that coaches view a yearly coaching video and take the DPI mandatory reporting video.

Do coaches receive training in communication styles, bias and/or stereotyping?

Yes, this is discussed in both pre/post season meetings.

Are special accommodations available for students with disabilities? *Yes, as dictated by their Individualized Education Program or 504 plan. (Please see above)*

-Does attendance at athletic events reflect diversity of the students in the school?

High School student leaders reported they feel peers support each other, not just in athletics, but in other activities that their friends are interested in. Students noted in general, weekday events are generally hard to attend (e.g., if they have their own athletic

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| | <p><i>or other events). Students reported they felt participation in school-sponsored events such as dances as good. It was expressed that Mr. Kasmarick's newsletter assists in getting students, "in the know." It was reported that opportunities to start various clubs is how any student (e.g., those underrepresented in activities) has and can find their niche.</i></p> |
| <p>Publications and Notice</p> | <p>How often and in what forums are the district's nondiscrimination policies and practices regarding athletic activities communicated to students and parents?</p> <p><i>The Student Handbook contains the District's nondiscrimination policies and practices. All students must read and sign the Student Handbook annually. Since those who participate in athletics are students, and, therefore, subject to the Student Handbook, all students are subject to the provisions related to the nondiscrimination policies. Furthermore, all athletic activities are school-sponsored wherein the nondiscrimination policy is in effect.</i></p> <p>Do students participating in athletics receive written policy regarding bullying, hazing and harassment?</p> <p><i>Yes, the Student Handbook contains written policy on harassment and hazing. Positive Behavior and Support (i.e., Duke PRIDE) lessons occur throughout the year around respect, responsibility, safety, and other whole child student topics, in all buildings. In addition, all freshmen take part in a Youth Frontiers experience on the topic of respect. Students in 7th grade participate in Youth Frontiers' Courage Retreat where students discover the courage to make a change in their lives or stand up for other students.</i></p> <p>Is the district's nondiscrimination policy included in athletic handbooks, brochures and/or programs?</p> <p><i>No, it is not in the Athletic Code of Conduct, it is included on the District website.</i></p> <p>Is information regarding athletic events published in languages other than English?</p> <p><i>The information regarding athletic events are all posted online. Accordingly, the language can be translated using online software.</i></p> <p>Are the qualifications for athletic program participation published and made available to all students and parents?</p> <p><i>Yes, information pertaining to the athletic program and individual teams can all be found on the district website.</i></p> |

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| <p>Summary Report Data</p> | <p>Methods of Analysis:</p> <p><i>Review of Athletic Code of Conduct, Student Handbook, Coaching Handbook, High School College and Career Planning Guide, analysis by Activities Director, input from counselors.</i></p> <p><i>Please see Appendix A & B for demographic disaggregation information.</i></p> <p>Findings:</p> <p><i>Our athletic program is in compliance with all applicable federal and state laws, as well as with interscholastic regulatory bodies and Board rules. The athletic participant ratio is slightly below when compared to enrollment rates pertaining to minority and disability status. Historically, athletic participation has not been disaggregated and reviewed by individual categories of race.</i></p> <p>Recommendations/Strategies for Improvement:</p> <ul style="list-style-type: none"> ● <i>Include pupil nondiscrimination policy (Board policy 411) and prohibition on bullying policy (411.3) in the Athletic Code of Conduct and Coaching Handbook. (Hazing is already included in the athletic code and coaches handbook).</i> ● <i>Engage in a discussion of the aforementioned policies with coaches at pre-season meetings.</i> ● <i>Review yearly the athletic participation rates for students, based on the PI-9 protected categories (focus reporting on sex, race, and disability). This can be done in collaboration with building level leadership teams.</i> ● <i>Encourage participation of underrepresented groups as determined by building problem solving/leadership teams.</i> |
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Extracurricular, Recreational and Other School-Sponsored Activities

Suggested Questions for Consideration

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| <p>Participation Trends and Patterns</p> | <p>Using three years of data determine if the extracurricular and activities offered PK-12 reflect the interests of students, staff, and parents/guardians?</p> <p><i>Students are able to propose clubs to the Activities Director. This requires a willing teacher to serve as the club advisor to get official designation. Numerous clubs and activities that reflect the interests of students, staff and parents have grown out of that process.</i></p> <p>To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p><i>Data is currently sporadic and inconsistent in the area of extracurricular and other recreational activities.</i></p> <p>Is there a procedure in place to annually record participation in extracurricular activities by student group?</p> <p><i>No. Due in part to fluctuation of participation on any given week, and the voluntary involvement on the part of the student no systematic measure of participation has been developed.</i></p> <p>Is there data to identify trends and patterns related to: -what extend do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by race, gender, national origin or disability?</p> <p><i>No. Not currently.</i></p> <p>Are there any unique factors that might influence student participation in school activities?</p> <p><i>Several factors that would most influence student participation in school activities may include whether the student is a resident of the community and if they were dependent on transportation from an outside agency, when during the day activities are offered, and academic considerations such as eligibility.</i></p> |
| <p>District Support & Equitable Access</p> | <p>Has the district surveyed students to determine their interests in extracurricular, recreational and other activities?</p> <p><i>No, however High School student leaders reported that they feel if students have an athletic or club interest, it is easy to get started. In general, they expressed that Mr. Jason Kasmarick is very approachable and easy to work with.</i></p> |

Does the district encourage students and their parents/guardians to organize extracurricular activities or clubs that target their needs as members of a protected class?

Yes, all students are encouraged to organize extracurricular activities and clubs. Students are able to propose clubs to the Activities Director at the high school. At the middle school staff are always open to creating an activity or club based on interest and/or need.

Are special accommodations available for children with disabilities who participate in extracurricular and other recreational activities?

Yes, when requested and as dictated by their Individualized Education Program or 504 Plan.

Do school assemblies, special programs and speakers reflect the diverse pluralistic nature of the school and the community?

Each year, the Diversity Assembly showcases students' personal experiences with race, sexual identity, gender, religion, mental health, and disabilities. All students are able to participate in the annual variety show where they have the opportunity to showcase their talents.

Are special accommodations available for children with disabilities?

Required accommodations are provided as dictated by a student's Individualized Education Program or 504 Program.

Is there a fair process by which all groups seeking school-approved status can apply? Yes. (see above comments related to the formation of clubs)

Are all groups that follow the process by and meet criteria approved?

Yes.

What strategies has the district used to encourage participation by underrepresented groups?

All students have access to the annual Activity Fair that occurs within the first week of each school year. All students/parents receive weekly email communications regarding club offerings and opportunities via the Activities Director's newsletter. Students are verbally encouraged by their counselor and other staff to participate. Counselors and other staff also connect them with peers who were previously or currently involved in specific opportunities. More informal means such as encouragement by a counselor, teacher, or Activities Director also occur.

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| | <p>Have these strategies been effective? <i>Effectiveness has not been measured as specific data is not available at this time.</i></p> |
| <p>Publications and Notice</p> | <p>Are the qualifications for extracurricular, recreational and other program activity participation published and made available to all students and parents?</p> <p><i>Yes, this information is detailed in the Student Handbook which is located under the activities tab on the school website.</i></p> <p>What process is used to ensure that all public information regarding extracurricular, recreational and other program activities is inclusive and free of bias, stereotyping and discrimination?</p> <p><i>The handbook is reviewed on a yearly basis by the Activities Director.</i></p> <p>How often and in what forums are the district’s nondiscrimination policies and practices regarding extracurricular, recreational and other activities communicated to students and parents?</p> <p><i>Annually, students must sign off that they have received a Student Handbook, which contains the District’s nondiscrimination policy.</i></p> |
| <p>Summary Report Data</p> | <p>Methods of Analysis:</p> <p><i>The Student Handbook was reviewed, the Activities Director reviewed current practices based on the suggested questions related to activities, and information was solicited from the Principal Advisory Council.</i></p> <p>Findings:</p> <p><i>Our extracurricular programs have been observed to be free of discrimination and bias. Participation rates vary as students are allowed to come and go from various activities as attendance is not required. Regardless, the District needs to develop a more comprehensive means to collect and analyze student demographic data corresponding to involvement in activities. This would allow us to ensure equity and access for all students of varying demographics. Furthermore, currently students are not formally surveyed to determine their individual interests in extracurricular, recreational, and other activities.</i></p> <p>Recommendations/Strategies for Improvement:</p> <ul style="list-style-type: none"> ● <i>Engage in collaboration among the Data Coordinator, Activities Secretary, & Activities Director to fully utilize all of the capabilities in Skyward for the collection of pertinent data.</i> |

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| | <ul style="list-style-type: none">● <i>Engage in collaboration with the club advisors to maintain accurate rosters and more closely monitor the participation of the students involved in the activity.</i>● <i>Develop a yearly survey and method of student input to determine individual interests pertaining to extracurricular, recreational, and other activities.</i>● <i>Encourage participation of underrepresented groups as determined by building problem solving/leadership teams.</i> |
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**Section V - Trends and Patterns in Awarding Scholarships and
Other Forms of Recognition
PI-9.06(1)(f)**

The purpose of this section to evaluate the trends and patterns in awarding scholarships, other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

By evaluating this area, school districts will have an opportunity to ensure:

1. All scholarships and other forms of recognition are awarded in a way that does not discriminate.
2. Information about award opportunities is accessible to all parents and students.
3. Application materials, eligibility criteria, and award information are free of bias, discrimination or stereotyping.

Scholarships and Awards

Suggested Questions for Consideration

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| | <p>Using three years of data, to what extent do the number of scholarship applications reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p><i>Females awarded scholarships and awards over the past three years have been as follows: 62% (13-14), 56% (14-15), 47% (15-16) and males 38% (13-14), 44% (14-15), 53% (15-16) . Minority students have earned the following over that time frame 16% (13-14), 13% (14-15), 13% (15-16). The overall composition of the student body is reflected in the scholarship awards. Please see Appendix C for specific data for each year.</i></p> <p>Using three years of data, do the number of awards and the fiscal amounts of the scholarships reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p><i>The fiscal awards are variable and data is not recorded on this variable. However, based on the overall numbers, it is reasonable to conclude that the fiscal amounts are comparable to the total numbers.</i></p> <p>Are some student groups awarded greater numbers of scholarships or greater amounts of money than other groups?</p> <p><i>Female students appear to earn a greater number of scholarships than males.</i></p> <p>What factors contributing to possible disparities should be identified?</p> <p><i>Data from the past two years (2015, 2016) indicate more females applied (not by a significant amount but there was more). Minorities are not receiving a greater amount of awards or scholarships.</i></p> <p>What efforts does the district undertake to ensure or promote a representative distribution of scholarships/awards?</p> <p><i>For local scholarships, the Counseling Office sends out announcements and emails as well as postings via Naviance. For locally selected scholarships, the participants in the selection process sign a nondiscrimination letter pledging to not discriminate on any protected classification.</i></p> <p><i>There are several departmental awards given out each year...these are merit-based and chosen within the departments. There are also monetary awards from local groups and agencies. A committee is formed that consists of WFB administrators, counselors and teachers to decide the award recipients. Students are made aware of the scholarship process through Naviance and emails home to families. They have to fill out a Whitefish Bay Common Scholarship Application and include the awards they would like to be considered for.</i></p> <p>Does the district collect and review scholarship award data in order to identify patterns and trends? Is this data disaggregated by sex, race, national origin and disability?</p> |
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| | <p><i>Yes to the first question. When selecting students for awards/scholarships, sex, race, national origin, and disability have no bearing.</i></p> |
| <p>Publication and Notice</p> | <p>How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities?</p> <p><i>The responsibility of publicizing available awards is largely the responsibility of the high school and counselors. Administrators and counselors take into consideration the feedback they receive from parents and community members.</i></p> <p>How are students and parents made aware of the district’s nondiscrimination policies and practices for awarding scholarships?</p> <p><i>There is no formal notification process, however the Student Handbook and Board policy require that the awarding of scholarships be done in a nondiscriminatory fashion.</i></p> <p>Does the disseminated information related to the scholarships/awards clearly explain the application process? How does the district know that this information is made available to all students?</p> <p><i>Yes, the application process is made as simple as possible and counselors provide assistance to students in the process. Information is broadcasted as widely as possible to the students in the building, and through email to students and parents in a timely manner. Students must apply for these scholarships to be considered.</i></p> <p>Is the award process clearly defined and available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?</p> <p><i>Yes, the process is clear. For students in need of assistance, we provide translation services.</i></p> |
| <p>Policy and/or Operational Procedures</p> | <p>Are there policies and procedures in place for accepting and awarding scholarships from groups both within and outside of the school?</p> <p><i>In accordance with our District policy, we do not discriminate in the dissemination of information and scholarships.</i></p> <p>Does the district have formal operational guidelines for students and parents that address all aspects of the scholarship/awards process?</p> <p><i>For all scholarships, all information is annually updated in Naviance in terms of dates, deadlines, and all procedures for applying.</i></p> <p>Are the criteria for each scholarship objective, measurable, free of bias, and non stereotyping?</p> <p><i>Within the control of the school district, scholarships are free of bias and focus on measurable objectives.</i></p> <p>What is the process for distributing scholarship information to students?</p> <p><i>Naviance is the source for distribution. All students and parents are emailed a scholarship list and application at least four times before the scholarship deadline.</i></p> |

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| | <p><i>Counselors and other staff strongly encourage minority students to apply for scholarships.</i></p> <p>What procedures are in place to ensure that scholarship criteria are applied in a nondiscriminatory manner?</p> <p><i>All participants in the selection process read, review, and sign a form that indicates that they will not discriminate. District staff review criteria on a yearly basis to reinforce equity and access for all students.</i></p> <p>How are professionals, who participate in the selection and award of scholarships, made aware of the selection process?</p> <p><i>The two scholarship coordinators share the nondiscrimination information with the committee. All members of the committee read, review, and sign the nondiscrimination policy form prior to scholarship selections.</i></p> <p>What procedures are in place to track and analyze applications for and awarding of scholarships and other forms of recognition by protected class status? Do these procedures need to be updated, broadened, or otherwise modified to ensure a representative distribution?</p> <p><i>Procedures are reviewed on a yearly basis to reinforce equity and access for all students. Continuing to review each year will be beneficial.</i></p> |
| <p>Summary Report Data</p> | <p>Methods of Analysis:</p> <p><i>Reviewed the three year trends for scholarship awards, interviewed scholarship coordinators, and completed a general review of current practices.</i></p> <p>Findings:</p> <p><i>Our scholarships generally reflect the student composition with a greater number of female students receiving scholarships proportionally to their representation in the general population. Please see Appendix C for greater detail.</i></p> <p>Recommendations for Improvement/Implementation strategies:</p> <ul style="list-style-type: none"> ● <i>Continue to collect data pertaining to the recipients of scholarships. Engage in a consistent review and revision of procedures as necessary.</i> ● <i>Counselors, teachers, and other staff will encourage minority students and students with disabilities to apply for these scholarships as the criteria can vary.</i> ● <i>Engage in continued encouragement of all students to seek scholarship opportunities.</i> |

Other Forms of Recognition and Achievement
Suggested Questions for Consideration

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| <p>Award Trends and Patterns</p> | <p>Does the district collect and review data to assure that the recipients of other forms of recognition and achievement reflect the overall composition of the student population by race, gender, national origin, and disability?</p> <p><i>The District does not consistently track this data.</i></p> <p>Are there opportunities for students from all representative groups to receive other forms and recognition and achievement?</p> <p><i>Yes. All recognitions and achievements are available to all students.</i></p> <p>What efforts does the district undertake to ensure or promote a representative distribution of recognitions and achievements ?</p> <p><i>Teachers, administrators and outside representatives collaborate to review that all students have access to recognitions and awards.</i></p> <p>Does the district collect and review recognition and achievement data in order to identify patterns and trends? Is this data disaggregated by sex, race, national origin and disability?</p> <p><i>No, we have not collected the data longitudinally in order to identify patterns and trends.</i></p> |
| <p>Publication and Notice</p> | <p>How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize student recognition and achievement opportunities?</p> <p><i>Our administration and counseling staff are available to review and discuss any student recognition and achievement opportunities for students.</i></p> <p>Do students receive information on how to pursue these opportunities?</p> <p><i>As opportunities are presented, multiple communication channels, such as daily announcements, counselor emails and the online access center, will inform students of such.</i></p> <p>How are students and parents made aware of the district's nondiscrimination policies and practices for awarding other forms of recognition and achievement?</p> <p><i>All student handbooks contain the District's nondiscrimination policy.</i></p> <p>Is information regarding other forms of recognition and achievement, and the eligibility requirements for such awards made available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?</p> <p><i>All requests for accommodations are provided.</i></p> |
| <p>Policy and/or Operational Procedures</p> | <p>Are there policies and procedures in place for accepting and awarding other forms of recognition and achievement from groups both within and outside of the school?</p> |

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| | <p><i>The District doesn't recognize awards from third-party organizations that are unaffiliated with the District.</i></p> <p>Does the district have formal operational guidelines for students and parents that address all aspects of the recognition and achievement award process?</p> <p><i>There has not been a need for formal operational guidelines.</i></p> <p>Are the criteria for each recognition and achievement objective, measurable, free of bias, and non stereotyping?</p> <p><i>Yes, according to Board Policy 411, the District does not discriminate or engage in stereotyping.</i></p> <p>What is the process for distributing recognition and achievement information to students?</p> <p><i>At different buildings, there are different processes. At the high school, there is an annual recognition evening. At the middle and elementary schools, recognitions are done more frequently during the school day.</i></p> <p>What procedures are in place to ensure that recognition and achievement criteria are applied in a nondiscriminatory manner?</p> <p><i>All participants in the selection process sign a form that indicates that they will not discriminate.</i></p> <p>How are professionals who participate in the selection and award of recognitions and achievements made aware of the selection process?</p> <p><i>This form details the criteria for selection of the students.</i></p> |
| <p>Summary Report Data</p> | <p>Methods of Analysis:</p> <p><i>Board policy, and counselor, teacher and administrator reviews.</i></p> <p>Findings:</p> <p><i>Based on policy and continued focus in the areas of equity and access, the District distributes recognitions and awards in a nondiscriminatory fashion. Our data, however, lacks longitudinal information that would permit a more comprehensive review.</i></p> <p>Recommendations/Strategies for Improvement:</p> <ul style="list-style-type: none"> • <i>Collect consistent data and review it on a longitudinal basis to track trends and address opportunities for growth.</i> • <i>Retain specific, consistent data pertaining to student recognitions particularly at the elementary and middle school levels.</i> |

Section VI - Methods Used in Conducting the Self Evaluation

PI-9.06(2)

The purpose of this section is to assess how the district provided residents, students, teachers, administrators, and parents with an opportunity to participate in the self-evaluation. Active and meaningful participation of each of these groups is essential to achieving a comprehensive and informative evaluation.

By evaluating this area, school districts will have an opportunity to:

Evaluate whether the self-evaluation was comprehensive and whether there was inclusive and broad-based participation.

Develop and build partnerships and networks that will help strengthen and support the district's equity goals and help ensure a school environment that will promote safety and respect for all students.

Identify, develop, and rely upon resources that will assist in achieving the district's equity goals.

Conducting an Evaluation

Suggested Questions for Consideration

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| Methods | <p>What were the methods used in conducting the self evaluation?</p> <p><i>The review was based on obtaining available data and the primary sources of information.</i></p> <p>How did teachers, students, parents, school administrators and residents participate in the self evaluation process?</p> <p><i>They assisted in compiling data, reviewed assembled data/information, and provided suggestions for additions and modifications.</i></p> <p>What contributions did each group provide?</p> <p><i>Each group focused on their own sources of knowledge/experiences. Students responded to a series of questions.</i></p> <p>How were people notified of the opportunity to participate in the self evaluation process?</p> <p><i>Information was disseminated among various staff, student leaders, at administrative council meetings, at a Board meeting, as well as through general solicitation.</i></p> |
| Diversity | <p>Did the participants in the evaluation reflect the diversity within the school?</p> <p><i>The individuals selected to participate were the most knowledgeable about the programs in the District and it represented various professions and backgrounds.</i></p> <p>Did the participants in the evaluation reflect the diversity within the community?</p> <p><i>Yes.</i></p> <p>Was the notification of the opportunity to participate in the self evaluation process published in other languages in addition to English?</p> <p><i>No.</i></p> |
| Outcomes | <p>How will staff and others learn about the PI-9 self-evaluation findings completed for the Cycle IV report?</p> <p><i>The report will be approved at a Board meeting and public comment will be available. A summary of the report will also be provided at building staff meetings and posted on the District website.</i></p> <p>Where will the PI-9 Cycle III written report be a filled so that it remains available for review by residents of the district?</p> <p><i>It will be filed with the Director of Special Education and Pupil Services in the District office.</i></p> |

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| | <p>Who will be responsible for monitoring the “Recommendations for Improvements” and “Implementation Strategies” for the district?</p> <p><i>The Activities Director, counseling staff, school and District administration, Data Coordinator, and the Director of Special Education & Pupil Services will all be responsible for implementing the strategies.</i></p> |
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Section VII – Recommendation Summary Report

Planning around the following opportunities for improvement will ensue over the next calendar year.

| PI-9 Code | Recommendations for Improvement | Person / Committee Monitoring Recommendations |
|-------------|---|--|
| 9.06 (1)(c) | <ul style="list-style-type: none"> ● <i>Generate and analyze additional student data and monitor progress more frequently as it relates to the achievement gap among disaggregated groups of students.</i> ● <i>Engage in a counseling curriculum review in 1-3 years to ensure continued equity, access, and alignment with the mainstream teaching and learning. This will include the forthcoming social emotional learning competencies being put forth by the state.</i> ● <i>High School student leader feedback suggests an opportunity for improvement in terms of laying out all post-secondary options early in the school career to include junior colleges and gap years. Examine/identify additional opportunities/strategies to ensure students have exposure/access to diverse post-secondary options beyond a four year college.</i> ● <i>Continue to enhance comprehensive Academic and Career Plans for students including both college and career as well as social/emotional components, and ensure that the appropriate resources are available to all students. Utilize building problem solving teams to facilitate the process.</i> | School Administration, counseling staff, Data Coordinator and technology department, Director of Teaching and Learning, Director, Director of Special Education & Pupil Services |
| 9.06 (1)(e) | <ul style="list-style-type: none"> ● <i>Include pupil nondiscrimination policy (Board policy 411) and prohibition on bullying policy (411.3) in the Athletic Code of Conduct and Coaching Handbook. (Hazing is already included in the athletic code and coaches handbook).</i> ● <i>Engage in a discussion of the aforementioned policies with coaches at pre-season meetings.</i> ● <i>Review yearly the athletic participation rates for students, based on the PI-9 protected categories (focus reporting on sex, race, and disability). This can be done in collaboration with the building level leadership teams.</i> ● <i>Encourage participation of underrepresented groups as determined by building problem solving/leadership teams.</i> | Athletics & Activities Director, Data Coordinator, School Administration |
| 9.06 (1)(f) | <ul style="list-style-type: none"> ● <i>Continued data collection of recipients of scholarships, consistent review, and revisions to procedures as necessary.</i> ● <i>Counselors, teachers, and other staff encourage minority students and students with disabilities to apply for these scholarships as the criteria can vary.</i> ● <i>Continued encouragement of all students to seek scholarship opportunities will also be promoted.</i> ● <i>Consistent data collection and review on a longitudinal basis to track trendings and address opportunities for growth in the area of Other Forms of Recognition and Achievement.</i> ● <i>Retain specific, consistent data pertaining to student recognitions, particularly at the elementary and middle school levels.</i> | Counseling department. |

Appendix A: High School Demographic Breakdown

2015-2016

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|-----------------|--------------|----------------|
| Race | | |
| Asian | 59 | 6.10 |
| Black | 81 | 8.49 |
| Hispanic | 43 | 4.51 |
| Amer Indian | 1 | .1 |
| Pacific Isle | 0 | 0 |
| White | 739 | 77.46 |
| Two or More | 31 | 3.25 |
| Minority | 215 | 22.50 |

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|-----------------|--------------|----------------|
| Gender | | |
| Female | 472 | 49.49 |
| Male | 482 | 50.52 |

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|---------------------------------|--------------|----------------|
| Special Education Status | | |
| No | 872 | 91.40 |
| Yes | 82 | 8.60 |

2014-2015

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|-----------------|--------------|----------------|
| Race | | |
| Asian | 57 | 5.79 |
| Black | 95 | 9.64 |
| Hispanic | 43 | 4.37 |
| Amer Indian | 3 | .30 |
| Pacific Isle | 0 | 0 |
| White | 755 | 76.65 |
| Two or More | 32 | 3.25 |
| Minority | 230 | 23.35 |

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|-----------------|--------------|----------------|
| Gender | | |
| Female | 472 | 47.92 |
| Male | 513 | 52.08 |

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|---------------------------------|--------------|----------------|
| Special Education Status | | |
| No | 906 | 91.98 |
| Yes | 79 | 8.02 |

2013-2014

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|-----------------|--------------|----------------|
| Race | | |
| Asian | 51 | 5.20 |
| Black | 104 | 10.60 |
| Hispanic | 41 | 4.18 |
| Amer Indian | 2 | .20 |
| Pacific Isle | 1 | .10 |
| White | 744 | 75.84 |
| Two or More | 38 | 3.87 |
| Minority | 237 | 24.15 |

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|-----------------|--------------|----------------|
| Gender | | |
| Female | 484 | 49.34 |
| Male | 497 | 50.66 |

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|---------------------------------|--------------|----------------|
| Special Education Status | | |
| No | 905 | 92.25 |
| Yes | 76 | 7.75 |

Appendix B: Athletic Participation Summary 15-16

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|-------------------|--------------|----------------|
| Total Students | 594 | 62.85 |
| Special Education | 22 | 3.70 |
| Female | 266 | 44.78 |
| Minority | 103 | 17.34 |
| Asian | 22 | 3.70 |
| Black | 40 | 6.73 |
| Hispanic | 27 | 4.55 |
| Pacific Isle | 0 | 0 |
| Two or More | 14 | 2.36 |
| White | 506 | 85.00 |

Summary 14-15

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|-------------------|--------------|----------------|
| Total Students | 625 | 64.00 |
| Special Education | 8 | 1.28 |
| Female | 275 | 44.00 |
| Minority | 119 | 19.04 |
| Asian | 26 | 4.16 |
| Black | 51 | 8.16 |
| Hispanic | 25 | 4.00 |
| Pacific Isle | 0 | 0 |
| Two or More | 17 | 2.72 |
| White | 532 | 85.12 |

Summary 13-14

| <u>Category</u> | <u>Count</u> | <u>Percent</u> |
|-------------------|--------------|----------------|
| Total Students | 593 | 62.00 |
| Special Education | 8 | 1.31 |
| Female | 275 | 46.34 |
| Minority | 130 | 21.92 |
| Asian | 30 | 5.06 |
| Black | 50 | 8.43 |
| Hispanic | 23 | 3.88 |
| Pacific Isle | 0 | 0 |
| Two or More | 27 | 4.55 |
| White | 483 | 81.45 |

Appendix C: Scholarships & Awards

| Year | 2014 | 2015 | 2016 |
|-------------|-------------|-------------|-------------|
| Total Value | 33,100 | 32,500 | 28,500 |
| Female | 62% | 56% | 47% |
| Male | 38% | 44% | 53% |
| Minority | 16% | 13% | 13% |