



**MEQUON-THIENSVILLE SCHOOL DISTRICT
BOARD OF EDUCATION**

EXECUTIVE SUMMARY

Subject: Action to Approve the Pupil Nondiscrimination Self-Evaluation Report, PI-9 & Equality of Educational Opportunities	Category: <input checked="" type="checkbox"/> Action <input type="checkbox"/> Discussion <input type="checkbox"/> Information
Attachments: DPI Pupil Nondiscrimination Self-Evaluation Report: Cycle IV – Spring 2011	Date for Consideration: December 19, 2011

Background

The Pupil Nondiscrimination Self-Evaluation Report: Cycle IV-Spring 2011 is required by PI 9.06, Wisconsin Administrative Code. Districts are required to evaluate the status of nondiscrimination and equality of educational opportunity in the school district in three areas: school counseling, athletics & extracurricular/recreational activities and scholarships & awards. The purpose for the self-evaluation is:

1. 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.
2. 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.
3. 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.

The attached documents have been completed to meet the requirements of the report. Additionally, The Wisconsin Department of Public Instruction requires that the Pupil Nondiscrimination Self-Evaluation Report is presented to District Board of School Directors for approval and assurance that the Board evaluated the status of nondiscrimination and equality of educational opportunity in the school district.

Highlights:

- State statutes require that MTSD complete the Pupil Nondiscrimination Self-Evaluation Report every five years.
- MTSD was required to evaluate pupil nondiscrimination in three areas: counseling, awards/scholarships and athletic, extracurricular & recreational activities.
- A committee composed of administrators, parents, board member and student focus groups contributed to the completion of the Pupil Nondiscrimination Report.

Strengths (Based on data from the report)	Needs Improvement (Based on data from the report)
<ul style="list-style-type: none"> • Equity and diversity are integrated into all aspects of counseling to ensure nondiscrimination. • Counselors emphasize that courses, program, roles and careers are open to all regardless of gender, race, national origin or disability. • Counselors demonstrate high expectation for all students. • Students have a variety of athletic and co-curricular activities available, with the necessary resources to make them accessible to all students. • Interscholastic athletic programs for boys and girls are comparable in type, scope and support. • Schools provide co-curricular and recreational activities to meet the interest and abilities of diverse students, as evidenced by the range of activities offered and participation rates. • Scholarships and other forms of recognition are awarded in a way that does not discriminate. • Significant progress has been made toward increasing distribution of scholarships and other awards to underrepresented groups. • Information about award opportunities is accessible to all parents and students. 	<p>See p. 3 of the Executive Summary</p>

Recommendations for Improvement Summary

PI-9 Code	Recommendations for Improvement	Target Date for development/ revision or implementation	Person / Committee Monitoring Recommendations	Outcome
PI-9.06(1)(c)	Continue to actively engage students in Family Connection or Wiscareers across all grade levels.	On-going	School Counseling Office	Increased number of students taking advantage of both programs
PI-9.06(1)(c)	Continue the reflective practices and the self-evaluation process to continually monitor the counseling program	On-going	School Counseling Office	Continued monitoring of the practices, policies and procedures in the counseling offices

PI-9.06(1)(e)	Develop an instrument to assess the athletic interest of students at each school	Immediately	Activities and Recreation Director	Interest of students is better gauged and tracked
PI-9.06(1)(e)	Develop or initiate a system to better track the number of students involved in extracurricular activities, i.e. clubs	Immediately	Activities and Recreation Director	Information will be tracked in the student information system database – PowerSchool
PI-9.06(1)(e)	Provide additional information sharing opportunities in venues that service students with disabilities in order ensure that students with disabilities have access to information and know that athletics and recreational activities are open to all students.	Immediately	Activities and Recreation Director	TBD
PI-9.06(1)(f)	Continue to promote the use of Family Connections as a resource for all students and parents for scholarship information	On-going	School Counseling Office	TBD
PI-9.06(1)(f)	Track the number of completed applications returned for each subgroup and the number of students who met the criteria for the scholarship as well as the demographic breakdown of the final student selected.	2011-2012 School Year	School Counseling Office	TBD
PI-9.06(1)(f)	Track other forms of awards and recognition, specifically at the elementary and middle schools	2011-2012	Elementary and middle school counselors	TBD

Administrative Recommendation

It is recommended that the Board accept the Pupil Nondiscrimination Self-Evaluation Report, PI-9 & Equality of Educational Opportunities as presented.

Cost/Policy Implications

There are no costs associated with the implementation of the above stated recommendation. The District has current practices, processes, systems and procedures to track and document the required data requirements.

There are also no policy implications. MTSD previously participated in a civil rights review conducted by the Wisconsin Department of Public Instruction. The review was to determine our compliance with the following: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the Vocational Education Program Guidelines for Elimination of Discrimination and Denial of Services on the Basis of race, Color, and National Origin, Sex and Handicap (Guidelines). On March 23-24, 2006 the WI DPI made a site visit to MTSD. On November 13, 2006, MTSD received a letter of finding from the DPI with several areas of noncompliance. The DPI received our Corrective Action Plan which described how and when the noncompliance issues would be remedied. On August 15, 2011 MTSD received a letter from the WI DPI indicating that the evidence provided by the school district resolved all identified areas of noncompliance and the compliance review was complete and closed.

Indicators of Success for the Proposal

Indicators of success for the proposal will be the successful implementation of the recommendations as outlined in the Recommendations for Improvement Summary chart previously presented.

Report Back to the Board of Education:

- 90 days
- 180 days
- Annually
- Written Report
- Presentation to the Board
- Every five years per Administrative Rule PI 9.06 and Wisconsin State Statute 118.13

Submitted By: Hughes B. George	
Board of Education Action:	<input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> Research/Report Back

DPI

**Pupil Nondiscrimination
Self-Evaluation Report:
Cycle IV – Spring 2011**

***Complete Self Evaluation Report and Related Requirements**

Prior to November 18, 2011

Mequon-Thiensville School District

Approved by the School Board on

October 31, 2011

Pupil Nondiscrimination Self-Evaluation Report, PI-9 & Equality of Educational Opportunities

PI 9 District Designee:

Hughes B. George, Ph.D., Director of Pupil Services
5000 West Mequon Road
Mequon, Wisconsin 53092
District Telephone Number: (262) 238-8500
District FAX Number: (262) 238-8520
E-mail Address: @mtsd.k12.wi

DPI Contact: Paul Sherman, Pupil Nondiscrimination Program Consultant
Phone: 608-267-9157
Email: .sherman@dpi.wi

CESA 5 Contact: Pamela Hilleshiem-Setz, Ph.D.
Phone: 608-742-8814 Ext. 230
Email: @cesa5.k12.wi

The Board of Education does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability in any of its student programs or activities. This policy prohibits any form of discrimination as defined by State or Federal law including, but not limited to, Title II, Title VI and VII of the Civil rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Act.

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the Mequon-Thiensville School District.

Any questions concerning this policy should be directed to:

Demond Means, Ed.D. Superintendent,
Email: @mtsd.k12.wi
Telephone: (262) 238-8502
Mequon-Thiensville School District
5000 West Mequon Road
Mequon, Wisconsin 53092

**Pupil Nondiscrimination Self-Evaluation Report, PI-9 & Equality of
Educational Opportunities**

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Pupil Nondiscrimination Self-Evaluation Report, PI-9 & Equality of Educational Opportunities

Section I - General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

(Source - DPI website: [://dpi.wi.gov/sped/pndg-toc](http://dpi.wi.gov/sped/pndg-toc).)

The self-evaluation required by PI 9.06, Wis. Admin. Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

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 had been 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.

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.

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).

Pupil Nondiscrimination Self-Evaluation Report, PI-9 & Equality of Educational Opportunities

IV: In 2011, districts were once again required to complete Cycle IV of the self-evaluation. **Cycle IV required districts to evaluate the same three elements** as in Cycle III, create an evaluation report, and assure the department of their work. The following report has been constructed to meet this requirement.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<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 five 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 educational 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>

Pupil Nondiscrimination Self-Evaluation Report, PI-9 & Equality of Educational Opportunities

Section II - Contributors to the Self Evaluation Report

Deborah Anderson, Principal, Steffen Middle School

Stephanie Clark, Parent

Jill McElroy, Director of School Counseling, Homestead High School

Joyce Feaster, Parent

Hughes B. George, Ph.D., Director of Pupil Services

Kathryn Houpt, Parent

Pamela Liegeois, Parent

Ryan Mangan, Activities and Recreation Director, MTSD

Cindy Miske, School Board Director

Brenda Pepke, Guidance Counselor, Donges Bay and Oriole Lane Schools

Matt Rose, Guidance Counselor, Steffen Middle School

Student Focus Groups

Meeting Dates /Topic

April 20, 2011	Overview of process
May 3, 2011	Athletics and Activities analysis and summary (Part 1)
May 17, 2011	Athletics and Activities analysis and summary (Part 2)
September 13, 2011	Counseling Office Questions & Information AND Scholarship and Awards Review
October 12, 2011	Final Report as a Board Informational Item

Pupil Nondiscrimination Self-Evaluation Report, PI-9 & Equality of Educational Opportunities

Section III – General Introduction

PI9.06, Wisconsin Admin. Code, requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years and report the results to the Department of Public Instruction. DPI has the ability to collect all but three required data elements via other reports.

In order to be in compliance with the five year evaluation and reporting requirements, MTSD was required to evaluate the status of nondiscrimination and equality of educational opportunity in the following three areas:

- Methods, practices, curriculum and materials used in ... counseling (PI 9.06(1)(c), 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)
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district (PI 9.06(1)(f), Wis. Admin. Code).

The mission of the Mequon-Thiensville School District, an active partnership of staff, school board, parents, and community, is to create an educational environment that will motivate our students to develop the skills and attitudes necessary to become life-long learners and successfully meet future opportunities by:

- Providing a challenging curriculum that will meet the needs of all students,
- Offering a diverse selection of co-curricular opportunities that enhances the educational experience,
- Providing an environment where cultural and personal diversity is understood and accepted,

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- Protecting our community's long-term investment through prudent financial and facilities management.

The district has identified three goals for the 2007-2012 school years. They are:

- Goal 1: The Mequon-Thiensville School District will continually evaluate and improve its curriculum, instructional practices, and assessment tools so that all students demonstrate academic growth relevant to our ever changing world.
- Goal 2: The Mequon-Thiensville School District will continually embrace a shared leadership model, which supports the growth of educational leaders including: faculty, staff, administration, parents and community.
- Goal 3: The Mequon-Thiensville School District will continue to foster, from a local to global perspective, a climate that honors diversity and goodness as well as shared goals and values.

District Demographics: The Mequon-Thiensville School (MTSD) District is a K-12 school district comprised of three elementary schools, two middle schools and one comprehensive high school. In the 2010-2011 school year, MTSD had a total enrollment of 3,696 students with an ethnic breakdown of 0.2% American Indian, 5.2% Asian, 6.0% African American, 3.2% Hispanic, 0.1% Pacific Islander, 83.7% White and 1.7% two or more races. Additionally, of the 3,696 total student enrollment, 12.8% are students with disabilities; 9.1% economically disadvantaged; 0.7% limited English proficiency-Spanish, 0.2% limited English proficiency-Hmong and 2.0% limited English proficiency –Other. Currently, the district employees 415 total staff members.

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Section IV - Method, Practices, Curriculum and Materials Used in School Counseling 9.06(1)c

Findings & Analysis

Review how the district's equity policies and practices are incorporated into counseling.

All students enrolled in the Mequon-Thiensville School District are encouraged to use the counseling staff as a resource. The message is formally stated in a number of venues and documents, new student orientation, various announcements, bulletins, parent/community communications and during the school year, and in both in the Parent Student Handbook and the high school Course Description /Guide. The counselors are available for personal-social counseling, academic/educational counseling, career counseling, college advising, post-secondary planning and advising, and school or community-based assistance referrals. The school counselors, school social worker and school psychologist are available as needed, upon request and/or through referral. Referrals can be made by the student(s), staff, administration, family members and/or initiated by members of the counseling staff. The District also has policies regarding student complaints (5710 – Student Complaints), public request (9130- Public Requests, Suggestions, or Complaints) and nondiscrimination and access (2260 – Nondiscrimination and Access to Equal Educational Opportunity).

Every program and activity we conduct from the counseling office is available to all students within the District. Counselors have been trained in the “By All, For All” Wisconsin Comprehensive School Counseling Model (WCSCM) from which a manual, curriculum handbooks and student 4-year plans are developed. In addition counselors conduct conferences with students classified as juniors and their parents. Counselors are present and available during the IEP meetings when the post-high planning is presented and discussed. Otherwise, counselors

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are available to students as needed for individual counseling and family and/or teacher consultations.

All courses available within the District are available to all students. Teachers provide course recommendations for students based on testing, student completion of course prerequisites, and academic performance. However, if necessary, students and parents have the right and ability to override the teacher course recommendation which allows the student to take any alternate desired course.

Evaluate the degree to which issues of student's primary language backgrounds, dialects, cultures, gender, race, sexual orientation, and disability are adequately considered in counseling.

As school counselors we advocate for all our students, addressing issues of equity, and assuring appropriate services. We are cognizant of and sensitive to our students' primary differences as we work with them in all situations. However, the degree to which the above listed circumstances and issues are considered in a counseling session is dependent on the student's presented reason for seeking counseling and assistance. If the counseling issue presents concerns related to one of these circumstances, then it is addressed. If the counseling issue is totally separate from any of these circumstances, then it may not be an issue. If, in the process of counseling with the student, the counselor determines that one of these circumstances, such as cultural differences or a disability, affects or has bearing on the presenting issue then the counselor will address it as part of the counseling process. Counselor awareness of the listed circumstances is certainly taken into account, as necessary or appropriate, when working with all our students. Additionally, our K-8 counselors teach several lessons regarding tolerance and acceptance of differences.

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Determine whether opportunities are available for students to explore new, nontraditional career, or higher wage opportunities.

All students in the district have equal access to any career materials in the counseling office. Students have access to *Family Connections* (9-12) or *WisCareers* (6-12) in or outside of the school building. The Family Connections/Naviance programs offer high school students the opportunity to explore personal interest, personality type, career clusters, and specific careers based on their own responses to several different surveys and inventories. Students are not limited by results of their survey/inventory answers, however. They may explore every Career Cluster and every career on the site. Our students also have access to *Wiscareers* which offers similar activities and researching capabilities. School counselors are available to work with students as they consider the information from *Family Connections* and for additional individual career counseling. Every freshman and junior student at Homestead has a scheduled individual meeting with their assigned counselor. During these individual conferences with the counselor, academic and career opportunities and planning are discussed. This individual conference setting allows for personalized attention and focus on the student, increasing the likelihood of an open discussion and wide consideration of student interests, abilities, and pathways to achieving their desired goals.

Students in K-8 also access our career awareness units as well. Students in grades K-5 are taught a career unit by our K-8 school counselors. Students in grade must complete a Learners' Resume as a result of participating in the career unit. Students also complete career and personality inventories as part of the process. The career unit is built into the District's

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Wisconsin Comprehensive Guidance Counseling Manual which was developed by a committee of stakeholders during the summer of 2009.

Review counseling materials to ensure the absence of bias or stereotyping.

The counseling staff has reviewed and continues to assess our counseling materials for any type of bias or stereotyping, not only in the materials that we produce but also in materials that we receive from outside organizations. We have compiled a questionnaire to guide us through a group reflection of pupil nondiscrimination and equality issues which includes the examination of materials used in our department. Please refer to the attached questionnaire and collective results of this year's evaluation (**Attachment #1- Nondiscrimination Review of Materials, Activities & Programs**). Additionally, during an Office of Civil Rights Report focus groups of students K-12 evaluated the counseling documents and other materials.

Develop and implement strategies for improvement.

We recently developed and implemented the use of an evaluation questionnaire. The questionnaire leads us through a series of ten questions which addresses our printed materials, computer based programs, images present in our office, department presentations, activities, etc. Moving forward, the plan is to take the time to reflect, review and monitor our materials and practices through the use of this questionnaire, at least two times during each school year.

Summary

The counseling activities and curriculum utilized in the Mequon-Thiensville School District are aligned with the revised (2009) Department of Public Instruction standards for School

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Counseling. The counseling staff in the Mequon-Thiensville School District has met the benchmarks set by the Department of Public Instruction as outlined below:

- Equity and diversity are integrated into all aspects of counseling to ensure nondiscrimination.
- No forms of bias or stereotyping are present in counseling strategies.
- Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.
- Counselors demonstrate high expectations for all students.

Recommendations:

- Continue to actively engage students in Family Connection or Wiscareers across all grade levels
- Continue the reflective practices and the self-evaluation process to continually monitor the counseling program

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Section V - Participation Trends and Patterns and School District Support of Athletic, Extracurricular and Recreational Activities 9.06(1)e

Findings & Analysis

Collect data on participation in athletic programs/activities and other extracurricular activities for the last three years.

Attachments #2 & #3 Homestead High School 2009-10 and 2010-2011 Disaggregated Data provide data on participation in athletic programs/activities and other extracurricular activities for the corresponding school year. There was on average 783 (55.9% of the total high school student enrollment) student participants (unduplicated) in athletic activities at Homestead High School. Fifty-five percent were male and 45% were female participants compared to all male students at 51% and female students at 49%. Eighty-six percent were white and 14% were non-white compared to all students with 83.8% white and 16.1% nonwhite. Approximately 93% were non-disabled students and 7% students with disabilities compared with all students; 88.9% non-disabled and 11% students with disabilities. Considering gender, ethnicity, and disability, all categories are within the 5% target as compared to the total population of all students.

Disaggregate data on the basis on race, national origin, sex and disability.

See Attachments #2 and #3

Compare data with overall enrollment data. "School enrollments" can serve as a baseline

See Attachments #2 and #3

Identify any factors that might influence enrollment –

Previous experience playing a sport, knowledge of how to get involved with the activity, promotion of the activity by the coach/advisor, and reputation and success of each activity all affect enrollment in an activity.

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Review separate programs in interscholastic athletics for boys and girls to ensure that they are comparable in type, scope and support.

Basketball, Volleyball, Swimming, Soccer, Cross Country, Tennis, and Track are similar in scope. Hockey and Golf have variances based on the number of participants for each sport by gender. Mequon-Thiensville School District offered 27 total varsity sports and 64 teams at various levels each year between 2008 and 2011: 13 opportunities for boys – 34 teams at various levels and 14 opportunities for girls -30 teams at various levels.

The cost to the school district for the high school athletic program was \$427, 902 in 2008-09 as compared to 355,860 in 2010-11. However the actual cost of the athletic program far exceeds the funding provided by the school district. Coaches, students, parents, and the Sports Booster Club raised \$422,949 in 2008-2009 to cover additional costs. Examples of some of these additional costs are ice time, lift tickets, transportation outside our six county area; apparel, hosting of invites, awards, lodging, food, equipment and facility improvements. See Attachments #4 and #5

Review guidelines and procedures to assess (by school) the athletic interests and other extracurricular interests of students.

Students are required to fill out a new/club activity request and follow the criteria for creating a new club (Attachment #6 Criteria for Implementation of a New Student Club – Homestead High School New Club/Activity Request Form).

Compare data on student interests to listings of athletic opportunities or programs and other extracurricular activities.

We have not had any surveys distributed about student interest in activities. If activities are suggested via the new club request they are usually implemented as long as they are consistent

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with school goals and do not require additional financial support. When new sports are suggested there would be a more extensive study required to determine the school's ability to add additional funding and infrastructure.

Review special presentations and programs to determine if they reflect the diverse interest of students.

The Mequon-Thiensville School District has two primary programs throughout the academic school year that would be considered special presentations/programs. The two presentations are during Red Ribbon Week which focuses on alcohol, tobacco and other drug awareness activities. The second presentation focuses on recognizing/celebrating the Dr. Martin Luther King Holiday.

There are special programs/presentations at the separate buildings. However, as a district we have not tracked these specific programs. Some buildings have invited guest authors and other speakers who again discuss AODA issues. Additionally, the District continues to maintain its relationship with its sister schools in Japan. Students and staff from the sister school in Japan visit with staff and students in Mequon-Thiensville each year.

Develop and implement strategies to increase participation by underrepresented groups.

Promote clubs and groups within the special education department and recruit Special Education Teachers and educational assistants to get involved in coaching. Hiring coaches of underrepresented groups is a priority of the athletic department.

Develop and implement strategies to ensure that interscholastic athletic programs for boys and girls are comparable in type, scope and support.

In the occasions that we have financial differences between boys and girls budgets of the same sport it is because there are a significantly larger number of participants in one gender compared

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to another. The scope, type and support of one of our programs are affected by what schools around us offer. Because boys volleyball and girls hockey are not as popular of sports statewide the scope of those programs differ than the opposite gender of those sports. Several of the sports which boys and girls participate in different seasons (swim, tennis, and soccer) have the same coach for both genders which helps to assure the programs will be comparable in type, scope and support.

Summary

The athletic and recreation staff in the Mequon-Thiensville School District has met the benchmarks set by the Department of Public Instruction as outlined below:

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

Recommendations:

- Develop an instrument to assess the athletic interest of students at each school
- Develop or initiate a system to better track the number of students involved in extracurricular activities, i.e. clubs

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- Provide additional information sharing opportunities in venues that services students with disabilities in order ensure that students with disabilities have access to information and know that athletics and recreational activities are open to all students.

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Section VI - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by The District 9.06(1)f

Every time the Homestead Counseling Office is notified of an available scholarship or award, the relevant information is added to the scholarship database on *Family Connection*. All students have access to *Family Connection*. Awareness, instruction, and training on the use of *Family Connection* begin in grade. Computers are available for student use in the Counseling Office as well as in the IMC. Students can also access *Family Connection* from home or anywhere internet access is available. A paper copy of the scholarship list is also available in the Counseling Office.

The scholarship database can be sorted by a multitude of criteria that match a student's needs (i.e. race, special talent, ethnicity, religious preference). *Specific* training for students on this database takes place during their junior conference. Juniors receive an invitation for their individual junior conference with their school counselor. If a student chooses not to have a junior conference, written instructions are included in the junior conference folder given to all students.

Students must apply to be considered for scholarships. There are many opportunities for students to access the scholarship information. All students have school e-mail accounts. Periodic e-mails are sent to students via their preferred e-mail account giving updates on available scholarships. School announcements are periodically made with information about scholarships. Our Parent Student Handbook which is given to each student at registration and is also available on the high school website lists the major recurring scholarships. If posters are available from an organization that sponsors a scholarship, the posters are hung in the hallways. Scholarship opportunities specific to an academic discipline (such as Science, Math, Technology, etc.) are

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also forwarded to the subject department chair to share with that department's staff and the students participating in their classes. Teachers and counselors encourage individual students to apply for scholarships if the student meets the desired criteria.

The Counseling Office also makes students aware of additional "safe" scholarship search websites known such as FastWeb.com and Sallie Mae (available through Family Connection.) Information on *College Goal Wisconsin* is also provided for our students. *College Goal Wisconsin* is an event held in 30 different locations in the state which helps students and their families complete the FAFSA forms for financial aid.

HHS is part of a consortium of local high schools that sponsor the Financial Aid Night every winter. Historically, the speaker is a financial aid officer from Marquette University. All students and their parents are invited to this event, and the event is promoted via e-mail as well as traditional mail, the student newspaper, and school announcements. This program presents important information on financial aid as well as scholarship opportunities.

As part of our annual department review of materials, our application materials, eligibility criteria, and award information are free of bias, discrimination or stereotyping.

Recently, our entire approach to college advising and scholarship access was re-organized with the implementation of *Naviance/Family Connection*. Any additional ways to increase scholarship awareness and applications were reviewed during *Family Connection/Naviance* implementation.

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It is most important to note that all students are encouraged to contact the financial aid/admission office of the college they are attending as this is the greatest source of aid for the vast majority of students.

Findings and Analysis

Attachment #8 provides a detailed analysis of scholarships awarded by the Homestead High School Selection Committee for the last four years. The Scholarship Committee is comprised of a cross-section of staff members inclusive of all disciplines and special education.

In three out of the four years in which data is provided the percent of minority students receiving a scholarship was above the percent of minority students within that graduating class. The exception is 2008-2009 wherein no minority student was a scholarship recipient.

Summary

The counseling staff in the Mequon-Thiensville School District has met the benchmarks set by the Department of Public Instruction as outlined below:

- All scholarships and other forms of recognition are awarded in a way that does not discriminate.
- Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.
- Information about award opportunities is accessible to all parents and students.
- Application materials, eligibility criteria, and award information are free of bias, discrimination or stereotyping.

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Recommendations:

- Continue to promote the use of Family Connections as a resource for all students and parents for scholarship information
- Track the number of completed applications returned for each subgroup and the number of students who met the criteria for the scholarship as well as the demographic breakdown of the final student selected.

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Section VII - Methods Used In Conducting an Evaluation 9.06(2)

The Mequon-Thiensville School District initiated a committee composed of students, staff, administrators and parents to conduct the Pupil Nondiscrimination Self-Evaluation – Cycle IV Report. Stakeholders were invited by the Director of Pupil Services to serve as members of the committee. Committee members reviewed and analyzed documents, reports and other relevant information provided by the district, specifically, the counseling and activities/athletic departments. Each department presented information to the entire group, after which, members had an opportunity to analyze information, ask questions and/or seek additional supporting documentation. The Directors of both the Counseling Office and the Activities/Recreation Departments developed preliminary reports which were then reviewed by the committee. Suggestions, feedback, and edits were made as a result of the committee’s recommendations and analysis. A final draft was developed and provided to members of the committee via email prior to the last formal meeting. The last meeting of the committee was reserved for providing additional feedback, reactions and any significant last minute changes or updates.

The composition of the committee reflected the diversity within the six schools within the Mequon-Thiensville School District as well as the broader Mequon-Thiensville community. Invitations of participation were available only in English. The school district has not begun the process of translating documents into other languages. However, translators are made available for persons needing information interpreted and/or read to them in their native language.

The PI-9 self-evaluation findings will be presented to the Mequon-Thiensville School Board and will be made available to the public through the district’s website and hard copies will be available in the Office of the Superintendent. A hard copy of the final report will also be housed

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in the Office of the Superintendent so that residents can review the document if they so choose.

The monitoring of the recommendations for improvement and implementation of strategies will

be the responsibility of the Director of Pupil Services.

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Section VIII: Conclusion/Recommendations

After a thorough review of the practices, policies, procedure, trends and patterns as they relate to the areas of counseling, athletics and scholarship & awards counseling under the authority of the Mequon-Thiensville School District, the Mequon-Thiensville School District teams comprised of a board member, administrator, teachers, students and parents conclude that the district is in compliance with PI 9.06(1)(c), Wis. Admin Code, PI 9.06(1)(e), Wis. Admin. Code and PI 9.06(1)(f), Wis. Admin. Code.

RECOMMENDATIONS FOR IMPROVEMENT SUMMARY

PI-9 Code	Recommendations for Improvement	Target Date for development/ revision or implementation	Person / Committee Monitoring Recommendations	Outcome
PI-9.06(1)(c)	Continue to actively engage students in Family Connection or Wiscareers across all grade levels.	On-going	School Counseling Office	Increased number of students taking advantage of both programs
PI-9.06(1)(c)	Continue the reflective practices and the self-evaluation process to continually monitor the counseling program	On-going	School Counseling Office	Continued monitoring of the practices, policies and procedures in the counseling offices
PI-9.06(1)(e)	Develop an instrument to assess the athletic interest of students at each school	Immediately	Activities and Recreation Director	Interest of students is better gauged and tracked
PI-9.06(1)(e)	Develop or initiate a system to better track the number of students involved in extracurricular activities, i.e. clubs	Immediately	Activities and Recreation Director	Information will be tracked in the student information system database – PowerSchool

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PI-9.06(1)(e)	Provide additional information sharing opportunities in venues that services students with disabilities in order ensure that students with disabilities have access to information and know that athletics and recreational activities are open to all students.	Immediately	Activities and Recreation Director	TBD
PI-9.06(1)(f)	Continue to promote the use of Family Connections as a resource for all students and parents for scholarship information	On-going	School Counseling Office	TBD
PI-9.06(1)(f)	Track the number of completed applications returned for each subgroup and the number of students who met the criteria for the scholarship as well as the demographic breakdown of the final student selected.	2011-2012 School Year	School Counseling Office	TBD
PI-9.06(1)(f)	Track other forms of awards and recognition, specifically at the elementary and middle schools	2001-2012	Elementary and middle school counselors	TBD

Non-Discrimination Review of Materials, Activities, & Programs

Questionnaire – Guidance Department

- 1. Is there a need for our printed program materials to be printed in a language other than English? Not at this time. Is the Non-Discrimination Statement on all the documents/pamphlets produced by this office? Yes**
- 2. How do the computer access programs we currently use (Naviance/Family Connections, WisCareers) offer equal access to information for all students? For students who do not have computers at home, we have computers available in the guidance office, media center, academic success center and several labs.**
- 3. Do pictures, images, and materials in our office reflect and recognize diversity? (race, gender, ethnicity, disabilities) Yes, we have a variety of publications from numerous organizations, colleges, etc. A review of the materials shows diversity. Are men and women, individuals from different racial or ethnic groups, and individuals with disabilities viewed positively, in a variety of positive roles and in non-stereotypical ways? Yes**
- 4. Are all our department activities/presentations open to all students and families regardless of race, gender, ethnicity, and disabilities. Yes**
- 5. Are all parents encouraged to participate in our department programs? Yes If needed, to ensure understanding, do we seek interpreters for those who demonstrate need? Yes, interpreters are available through our district office.**
- 6. Are we responsive to the needs of students with special needs – academic, social, emotional, physical, and cultural in our approach to assistance both for individuals and groups through our office? Yes**
- 7. Does academic planning and support services assist students in closing any achievement gap, promoting skill building for academic success? Yes**
- 8. Do we perceive any areas of needed improvement within our department to insure nondiscrimination and equality of educational opportunity with regard to the methods, practices, curriculum, and materials used in counseling? No, but we are always open to new information.**
- 9. Are course enrollment choices in anyway based on student's race, color, national origin, sex, or disability? No**
- 10. Does the criteria and structure of the school's award system, in any way, discriminate on the basis of gender? No**

This questionnaire with a collective reporting of responses from our review is a summary of the status of pupil nondiscrimination and equality of educational opportunity and counseling with regard to the methods, practices, curriculum, and materials used in our department with recommendations for improvement and implementation plan(s) included, if necessary.

Homestead High School
 2010-2011 Athletic Participation
 Disaggregated Data

Attachment 2

Student Group	Athletic Participants		All Students	
	Count	Percentage	Count	Percentage
Total Participation Unduplicated	783	55.93%		
By Gender				
Male	431	55.04%	722	51.42%
Female	352	44.96%	678	48.29%
By Residency				
Residents	741	94.64%	1310	93.30%
Non-Residents	42	5.36%	94	6.70%
By Ethnicity				
Whites	674	86.08%	1177	83.83%
NonWhites	109	13.92%	226	16.10%
By Economic Status				
EconDis	47	6.00%	128	9.12%
NonEconDis	736	94.00%	1275	90.81%
By Eng Prof				
EngProf	782	99.87%	1390	99.00%
NonEngProf	1	0.13%	14	1.00%
By Disability				
Students without disabilities	732	93.49%	1249	88.96%
Students with disabilities	51	6.51%	154	10.97%

Homestead High School
 2009-2010 Athletic Participation
 Disaggregated Data

Student Group	Athletic Participants		All Students	
	Count	Percentage	Count	Percentage
Total Participation Unduplicated	804	56%		
By Gender				
Male	443	55%	719	51%
Female	360	45%	715	49%
By Ethnicity				
Whites	708	88%	1223	85%
NonWhites	95	11%	211	15%

Note: for the 2009-10 school year and earlier; data on English proficiency, residency, disability status, and lunch status was not collected as part of the PowerSchool end of year process; commencing with the 2010-11 School Year this data was collected as normal end of year closeout.

HOMESTEAD HIGH SCHOOL ATHLETIC BUDGET FOR 2009-10 SCHOOL YEAR

Sport	Coaches	Salaries	Benefits	Officials	Repairs	Travel	Equipment	Fees	Supervision	Maintenance	Total Cost	# Athletes	User Fee	Gate Receipts	Net Cost to District	Net Cost Per Student
Girls Swimming	4	8,613	659	104	0	1,376	270	185	38	720	11,969	67	8,375	0	3,594	54
Girls Basketball	4	11,136	2,077	2,963	0	2,673	0	0	3,728	600	23,181	36	4,500	5,940	12,741	354
Cheerleading	2	3,300	384	0	0	532	0	0	0	0	4,218	13	1,625	0	2,593	199
Girls Cross Country	2	6,090	858	0	0	1,555	683	500	0	0	9,688	57	7,125	0	2,563	45
Girls Golf	2	4,816	878	0	0	2,072	55	2,160	0	0	9,983	13	1,625	0	8,358	643
Girls Gymnastics	2	6,090	465	1077	0	1,050	0	0	0	720	9,404	19	2,375	0	7,029	370
Girls Soccer	4	11,136	1,129	2,298	0	3,468	0	155	1,582	1,080	20,852	53	6,625	1,975	12,252	231
Girls Softball	5	11,136	2,076	1,716	0	1,987	487	270	0	1,020	18,697	39	4,875	0	13,822	354
Girls Tennis	3	6,870	751	0	0	4,201	628	810	0	390	13,653	34	4,250	0	9,403	277
Girls Track	6	13,659	2,547	240	0	2,296	914	918	1,012	360	21,952	81	10,125	0	11,827	146
Girls Volleyball	4	6,870	525	836	0	2,594	357	428	1,886	120	13,620	33	4,125	0	9,495	288
Boys Swimming	3	8,613	1,606	416	0	1,442	51	180	38	720	13,069	40	5,000	0	8,069	202
Boys Baseball	4	11,136	2,077	3,658	0	3,269	3,990	265	0	1,464	25,863	44	5,500	0	20,363	463
Boys Basketball	5	11,136	2,077	2,998	0	2,726	900	0	3,970	600	24,412	46	5,750	6,762	11,900	259
Boys Cross Country	2	6,090	858	0	0	2,043	622	460	0	0	10,075	61	7,625	0	2,450	40
Boys Football	9	23,751	4,334	2,826	0	3,124	5,638	0	5,492	6,000	51,174	154	19,250	20,454	11,470	74
Boys Golf	3	6,870	913	0	0	2,938	500	1,615	0	0	12,839	37	4,625	0	8,214	222
Boys Soccer	4	11,136	1,129	2,004	0	2,939	571	580	1,457	1,080	20,900	46	5,750	2,236	12,914	281
Boys Tennis	4	6,870	751	0	0	3,566	907	50	0	390	12,538	30	3,750	0	8,788	293
Boys Track	6	13,659	2,547	410	0	2,236	1,521	683	1,166	360	22,588	98	12,250	0	10,338	105
Boys Volleyball	3	6,870	751	1250	0	2,633	0	1750	2,239	120	15,616	39	4,875	0	10,741	275
Boys Wrestling	3	8,613	1,606	260	0	1,906	1,827	1,055	358	0	15,628	31	3,875	779	10,974	354
Boys Hockey	3	8,613	936	3,155	0	2,272	0	5,000	1,938	0	21,917	36	4,500	4,425	12,992	361
Girls Hockey	0	0	0	0	0	0	0	8,990	0	0	8,990	5	8,190	0	800	160
Dance	2	2,728	209	0	0	0	0	465	0	0	3,404	19	2,375	0	1,029	54
Ski Team	1	1,145	88	0	0	5,229	99	600	0	0	7,162	41	5,125	0	2,037	50
Activities Director	1	51,742	14,806	14,592	1,693	1,693	41,815	2,762	0	0	129,104	n/a	0	0	129,104	n/a
Totals	91	268,688	47,037	40,803	1,693	61,820	61,835	29,881	24,904	15,744	552,496	1,172	154,065	42,571	355,860	304

HOMESTEAD HIGH SCHOOL ATHLETIC BUDGET FOR 2008-09 SCHOOL YEAR

Sport												2007-08 INFORMATION				Net Cost Per Student
	Coaches	Salaries	Benefits	Officials	Repairs	Travel	Equipment	Fees	Supervision	Maintenance	Total Cost	# Athletes	\$ Athlete	User Fee	Gate Receipt	
Girls Swimming	3	8,613	1,572	250	0	1,150	400	400	135	720	13,243	53	250	6,625	0	125
Girls Basketball	4	11,136	2,032	3,254	0	1,550	1,037	0	3,910	600	23,523	37	636	4,625	4,650	385
Cheerleading	2	5,184	397	0	0	500	1,300	0	0	0	7,383	9	820	1,000	0	709
Girls Cross Country	2	6,090	1,572	0	0	1,750	749	455	77	0	10,695	60	178	7,625	0	51
Girls Golf	2	4,816	878	0	0	2,378	835	1,830	0	0	10,739	12	895	1,500	0	770
Girls Gymnastics	2	6,090	1,111	900	0	1,275	1,287	500	192	720	12,077	27	447	3,250	0	327
Girls Soccer	4	11,136	2,032	2,114	0	3,400	650	400	951	1,080	21,767	52	419	6,375	1,710	263
Girls Softball	4	11,136	2,032	2,200	0	2,679	1,190	250	0	1,020	20,511	36	570	4,250	0	452
Girls Tennis	3	6,870	1,253	0	0	2,200	900	300	0	390	11,916	32	372	3,875	0	251
Girls Track	5	13,659	2,493	570	0	2,602	1,760	650	1,649	360	23,748	81	293	10,250	0	167
Girls Volleyball	3	6,870	1,253	700	0	2,700	950	975	1,624	120	15,195	39	390	5,250	0	255
Boys Swimming	3	8,613	1,572	325	0	1,727	350	300	45	720	13,655	37	369	4,625	0	244
Boys Baseball	4	11,136	2,032	2,100	0	3,574	3,481	200	0	1,464	23,991	61	393	7,375	0	272
Boys Basketball	4	11,136	2,032	2,824	0	1,842	2,100	0	3,513	600	24,051	40	601	5,125	4,966	349
Boys Cross Country	2	6,090	1,572	40	0	1,450	970	400	77	0	10,601	49	216	5,750	0	99
Boys Football	9	23,751	4,334	2,400	0	1,541	6,600	0	6,366	6,000	51,001	144	354	17,250	12,751	146
Boys Golf	3	6,870	1,253	0	0	2,574	500	2,400	0	0	13,600	35	389	4,250	0	267
Boys Soccer	4	11,136	2,032	2,200	0	3,500	700	200	2,651	1,080	23,503	60	392	6,625	3,538	222
Boys Tennis	3	6,870	1,253	0	0	2,800	800	300	0	390	12,416	36	345	4,500	0	220
Boys Track	5	13,659	2,493	970	0	2,480	1,975	600	1,672	360	24,214	94	258	11,250	0	138
Boys Volleyball	3	6,870	1,253	840	0	2,200	1,150	650	1,921	120	15,007	35	429	4,500	0	300
Boys Wrestling	3	8,613	1,572	330	0	3,366	2,130	1,375	291	0	17,680	43	411	5,000	758	277
Boys Hockey	3	8,613	1,572	1,967	0	2,400	1,400	5,000	2,693	0	23,648	31	763	4,025	4,021	503
Girls Hockey	0	0	0	0	0	0	0	1,363	0	0	1,363	1	1,363	363	0	1,000
Dance	2	2,728	209	0	0	500	400	500	0	0	4,339	23	189	2,875	0	64
Ski Team	1	1,145	88	0	0	2,400	300	0	0	0	3,934	23	171	3,000	0	41
Activities Director	1	50,728	14,402	11,400	8,000	6,000	37,187	7,550	0	0	135,268	n/a	n/a	n/a	0	n/a
Totals	84	269,558	54,294	35,384	8,000	60,538	71,101	26,598	27,767	15,744	569,068	1,150	495	141,138	32,394	427,902

Homestead High School New Club / Activity Request

Name of Club/Activity:	
Today's Date:	First/Last Name (person completing the form)
Purpose of Club/Activity:	
Student Cost:	District's Cost:
Scheduled Meeting Times / Dates:	
Specific Needs: (ex: area of building/equipment needed)	
Name of Advisor (include email and phone #):	

Approved by:

Brett Bowers, Principal	Date
Ryan Mangan, Activities Director	Date

****NOTE: YOU MUST HAVE PRIOR APPROVAL TO BEGIN YOUR CLUB/ACTIVITY****

Criteria for Implementing a New Student Club

1. Must not conflict with any other student clubs or activities that are active at Homestead High School.
2. Must have a Homestead staff member for an advisor.
3. Must be open to all Homestead students.
4. Form must be completed affirming club purpose/intention and list students by grade and gender (for DPI reporting purposes).
5. All clubs/organizations need to be approved by the Activities Director/ Principal before club can meet.

Scholarships & Awards 2007 - 2011

ACADEMIC YEAR	2007-2008				2008-2009				2009-2010				2010-2011				Average Percentage of Awards Given 2008-2011
TOTAL # OF GRADUATES	423				374				394				352				
# of Awards Given	13				13				13				20				
	# In Class	% of Class Population	# of Awards	Percent	# In Class	% of Class Population	# of Awards	Percent	# In Class	% of Class Population	# of Awards	Percent	# In Class	% of Class Population	# of Awards	Percent	
WHITE	374	88.4	10	76.9	323	86.4	13	100	348	88.3	10	76.9	297	84.4	14	70	81
NON-WHITE	49	11.6	3	23.1	51	13.6	0	0	46	11.7	3	23.1	55	15.6	6	30	19
MALE	207	48.9	6	46.2	186	49.7	6	46.2	194	49.2	3	23.1	184	52.3	7	35	38
FEMALE	216	51.1	7	53.8	188	50.3	7	53.8	200	50.8	10	76.9	168	47.7	13	65	62
NO DISABILITY	401	94.7	11	84.6	342	91.4	12	92.3	358	90.9	13	100	317	90.1	18	90	92
W/DISABILITY	22	5.2	2	15.4	32	8.6	1	7.7	36	9.1	0	0	35	9.9	2	10	8
USA BORN	412	97.4	12	92.3	361	96.5	13	100	384	97.5	11	84.6	331	94	19	95	93
FOREIGN BORN	11	2.6	1	7.7	13	3.5	0	0	10	2.5	2	15.4	21	6	1	5	7