
DPI Pupil Nondiscrimination Self-Evaluation Report

Mount Horeb Area School District

Approved by the School Board on March 6, 2017

PI 9 District Designee

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The Mount Horeb Area School District does not discriminate against pupils in its educational programs or activities on the basis of sex, race, religion, national origin, ancestry, creed, color, pregnancy, marital or parental status, sexual orientation, transgender status (including gender expression, gender identity and gender nonconformity), physical, mental, emotional, or learning disability, or any other status protected by state or federal law.

The District encourages informal resolution of complaints under this policy. If any person believes that the Mount Horeb Area School District or any part of the school organization has failed to follow this policy or the law and rules of Statute 118.13 Wis. Stats. and PI-9 Wisconsin Administrative Code or in some way discriminates against pupils on the basis listed above, he/she may bring or send a complaint to the following address:

District Administrator
Mount Horeb Area School District
1304 East Lincoln Street
Mount Horeb, WI 53572
(608) 437-2400 ext. 1200

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SECTION 1: GENERAL OVERVIEW OF PI-9 PUPIL NONDISCRIMINATION

Introduction to the Pupil Nondiscrimination Self-Assessment

PI 9.06, Wis. Admin. Code, requires that every school district evaluate and prepare a written report on the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years on a schedule determined by the state superintendent. The Department of Public Instruction (DPI) uses data from the evaluation reports to comply with reporting requirements under § 118.13(3)(a)(3), Wis. Stats. This self-evaluation requirement, however, 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. Below provides a brief history of the evaluation cycles required of Wisconsin school districts.

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 has 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.

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

During the 2006-2007 and 2011-2012 school years, districts were required to complete Cycle III of the self-evaluation. Reporting requirements under Cycle III are much different than under Cycle I or II because of a detailed data analysis conducted by the department. After a review of all data collection requirements, the department identified only three required data elements of the self-evaluation that were not currently collected and evaluated:

- "... methods, practices, curriculum, and materials used in ... counseling..." (PI 9.06(1)(c), Wis. Admin. Code); and
- "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); and
- "participation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code).

Cycle III continues for the 2016-2017 school year, requiring districts to evaluate these elements, create an evaluation report, and assure the Department of Instruction of this work.

State Statute and Administrative Rule

Every school district must adopt and adhere to a written pupil nondiscrimination policy that prohibits discrimination against pupils following Wisconsin State Statute 118.13. The district policy must apply to all areas of school operations, including school sponsored programs and activities.

Wisconsin Administrative Rule PI 9.06. outlines the specific evaluation areas for the Department of Instruction (DPI) to monitor. DPI can monitor several areas such as discipline, suspension, and expulsion data through annual reports sent from the district to DPI. Areas that cannot be monitored through DPI reports are then evaluated via the Pupil Nondiscrimination Self-Evaluation Report (as indicated in bold below).

<p>Wisconsin Statute 118.13</p> <p>Pupil Discrimination Prohibited</p>	<p>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 sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.</p>
<p>Administrative Rule PI 9.06</p> <p>Evaluation</p>	<ol style="list-style-type: none"> 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: <ol 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 equality of educational opportunity and nondiscrimination. 2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. 3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

SECTION 2: CONTRIBUTORS TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

Self-Evaluation Review Participants

The Mount Horeb Area School District has provided an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. The following individuals assisted in developing the plan, reviewed the plan for comments, and/or offered changes prior to school board approval.

Steven Salerno, Superintendent
Sarah Straka, Director of Instruction
Theresa Daane, Director of Student Services
Michael Werbowosky, HS Principal
Deanne Lensert, HS Assistant Principal
Kolleen Nesheim, HS Activities Director
Paul Christianson, MS Principal
Melissa Hanson, MS Assistant Principal
Stephen Guziewski, IC Principal
Rachael Johnson, ELC/PC Principal

Jackie Brager, Administrative Assistant
Mara Shedivy, Administrative Assistant
Stephanie Love, Administrative Assistant
Tammy Beranek, Administrative Assistant
Mark Clark, School Counselor
Sateash Kittleson, School Counselor
Colleen Kittleson, School Counseling Secretary
Steve Penne, Parent
Jennifer Hess, Parent

Opportunities to Participate

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

- Individual meetings and interviews
- Discussion item at an administrative meeting
- E-blast to district families
- Legal notice in local paper to residents
- District webpage announcement
- Online survey soliciting input provided to staff and parents

Opportunity for participation in the final review/evaluation of this report was offered to pupils, teachers, administrators, parents, and residents of the district in the following manner:

- Staff meeting for school personnel
- Discussion item at an administrative meeting
- Open meeting portion of a scheduled Education Committee meeting
- Open meeting portion of a scheduled School Board meeting
- Legal notice in local paper to residents
- District webpage announcement

Timeline for Evaluation Process

The following is a brief timeline of procedures used to prepare and complete this evaluation.

July 2016	Review of resources needed to complete evaluation
July 5, 2016	Education Committee notified of future self-evaluation process
August 1, 2016	Board of Education notified self-evaluation process has begun

November 2016	Compliance review of district handbooks and course offerings completed Principal interviews completed Activities Director interview completed School Counselor interviews completed
January 5, 2017	Public notice of self-evaluation and solicitation of input published in paper
January 16, 2017	Survey sent to staff soliciting input and comment
January 18, 2017	Survey sent to parents/guardians soliciting input and comment
February 13, 2017	Self-Evaluation Committee Meeting
February 22, 2017	Presentation of findings to Admin Council
March 6, 2017	Education Committee review of self-evaluation
March 6, 2017	Board of Education review and approval of self-evaluation report
March 8, 2017	PI 1198 mailed to the Department of Instruction Summary report posted on District webpage
March 16, 2017	Legal notice published in local paper indicating report available for review

SECTION 3: GENERAL DISTRICT OVERVIEW

District Structure

Mount Horeb Area School District is comprised of the following student programs/schools:

- Four Community-Based 4K Sites – Four-Year-Old Kindergarten
- Early Learning Center (ELC) – Early Childhood and Five-Year-Old Kindergarten
- Primary Center (PC) – Grades 1-2
- Intermediate Center (IC) – Grades 3-5
- Middle School (MS) – Grades 6-8
- High School (HS) – Grades 9-12

District Enrollment Information

The table below provides five years of general demographic student data.

	Sex		Race		Disability Status		English Proficiency		SES			Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	Free	Reduce	F/R Total	
2016-2017	50.4%	49.6%	91.7%	8.3%	9.4%	90.6%	1.2%	98.8%	9%	2.7%	11.7%	2492
2015-2016	51.2%	48.8%	91.4%	8.6%	10.5%	89.5%	.7%	99.3%	9.6%	2.3%	11.9%	2523
2014-2015	51.2%	48.8%	91.8%	8.2%	10.1%	89.9%	.7%	99.3%	11.4%	3.2%	14.6%	2537
2013-2014	50.9%	49.1%	92.8%	7.2%	10.4%	89.6%	.8%	99.2%	13.3%	3.2%	16.5%	2375
2012-2013	51%	49%	92.6%	7.4%	12.5%	87.5%	.8%	99.2%	14.1%	1.8%	15.9%	2367

Documents and Policies Reviewed

On December 7, 2015, the Mount Horeb Area School District Board of Education approved a revised Policy 411 to include language related to a student’s transgender status. The following statement is to be included in staff and pupil handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

The Mount Horeb Area School District does not discriminate against pupils in its educational programs or activities on the basis of sex, race, religion, national origin, ancestry, creed, color, pregnancy, marital or parental status, sexual orientation, transgender status (including gender expression, gender identity and gender nonconformity), physical, mental, emotional, or learning disability, or any other status protected by state or federal law.

The following district-level and building-level documents were reviewed during the self-evaluation process. Documents were reviewed with the following components in mind: (1) inclusion of current nondiscrimination statement and (2) inclusion of the accompanying complaint procedure.

Contains Current Board of Education District Nondiscrimination Statement

- Mt. Horeb Area School District Teacher's Resource Guide
- MHASD Early Learning/Primary Center Parent Handbook
- MHASD Early Learning/Primary Center Staff Handbook
- MHASD Advanced Learners Program Guide

Contains Previous District Nondiscrimination Statement -- Needs Current Statement

- MHASD High School Student Handbook
- MHASD Intermediate Center Staff Handbook
- MHASD Middle School Co-curricular Handbook
- MHASD Middle School Staff Handbook
- MHASD Middle School Parent & Student Handbook

Does NOT Contain any District Nondiscrimination Statement -- Needs Current Statement

The following documents need the current nondiscrimination statement and complaint procedure contact information.

- Mount Horeb High School Course Description Handbook
- MHASD High School Co-curricular Handbook
- Mount Horeb High School Staff Handbook
- Mount Horeb Coaching Handbook
- Mt. Horeb Area School District Employee Handbook
- Mt. Horeb Middle School Guest Teacher Information
- Mt. Horeb Intermediate Center Parent Handbook

Recommendation: While a number of documents referenced that the district had a complaint process, few to none included the procedures to address the complaint. Administrators were notified of this in January 2017 and language is being updated.

Recommendation: While the complaint procedure is included within Board policy, there is not formal system to track complaints. Therefore, the District will review other complaint or notification procedures in the District to create a similar system. By including documentation procedures, the District may more readily identify potential or recurring issues of discrimination.

Additional district policies were reviewed for compliance and updated language.

- Policy #411 Equal Educational Opportunity
- Policy #411 Appendix A - Short Version of Nondiscrimination Statement
- Policy #443 District Behavior Standards
- Policy #443.71 Anti-Bullying
- Policy #447.1 Corporal Punishment/Use of Physical Force By Staff
- Policy #511 Equal Opportunity Employment
- Policy # 512 Sexual Harassment
- Policy #512 Appendix A - Sexual Harassment Complaint Procedure

- Policy #870 Public Complaints Regarding Personnel and Exhibit 1

SECTION 4: METHODS, PRACTICES, CURRICULUM, MATERIALS USED IN COUNSELING

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:

- Review how the district's equity policies and practices are incorporated into counseling.
- Review counseling materials to ensure the absence of bias or stereotyping.
- Evaluate the degree to which issues of students' primary language backgrounds, dialects, cultures, gender, race, sexual orientation, and disability are adequately considered in counseling.
- Determine whether opportunities are available for students to explore new, nontraditional career, or higher wage opportunities.

Considerations, Findings, Analysis, and Recommendations

Below outlines the specific questions that were considered when reviewing school counseling areas:

1. *What are the district's policies and practices regarding multiple perspectives in and through counseling?*

- Findings:** At the District level, the Board of Education has two policies related to policies and practices related to school counseling: Instructional Materials Selection Policy #361 and Guidance Program Policy; #364. Recommendations for these policies are below. At a building level, school counselors infuse policies and practices regarding multiple perspectives in various ways. At the elementary level, school counselors provide weekly classroom lessons that focus on the social emotional well-being of students. Various resources and materials are utilized and sequenced at each grade level: (a) *Second Step Curriculum* with grades K-3; grades 4 & 5 will be added in future years; (b) *Healthy Play* concepts at grades K-2; (c) *Incredible Flexible You* at grades K-2; (d) *7 Habits of a Healthy You* with grades K-2; and, (e) *Kelso's Choice* at grades 3-5.
- Recommendations for Improvement:** Instructional Materials Selection Policy #361 has not been reviewed or revised since 2001. The "potentially sensitive areas" language could be expanded to reflect any additional areas such as gender identity and sexual orientation.

Guidance Program Policy #364 has not been reviewed or revised since it was adopted in 1987. Many changes have been made related to school counseling in the District and State, specifically the Wisconsin Comprehensive School Counseling Model, Academic and Career Planning, and the transition away from the term "guidance" to "school counseling". This policy should be reviewed to better reflect the current model, programming, and services offered in the District.

2. *What type of training have school counselors received to recognize bias or stereotypes?*

- a. **Findings:** During the past two years, the District’s social and emotional professional development has included trainings to promote ways to create safe and inclusive classrooms. During the 2015-2016 school year, all staff participated in a training on gender diversity/ gender spectrum and the importance of creating a safe learning environment. In the Summer of 2016, the District partnered with Welcoming Schools to develop a multi-year professional development plan. During the 2016-2017 school year, all staff participated in the “Preventing Biased-Based Bullying” module. Staff received three 60 minute sessions to (1) develop an understanding of biased-based bullying, (2) learn how to foster an ally mentality with students when they are confronted with a bullying situation, and (3) practice critical intervention steps to teach students.
- b. **Recommendations for Improvement:** None at this time.

3. *How does the district ensure that bias and stereotyping are absent from counseling materials and techniques?*

- a. **Findings:** As with any review, several staff members in a content area work collaboratively to review materials and techniques. Content standards and research-based best practices play a large part with any curriculum review. Our school counselors utilize the Wisconsin Comprehensive School Counseling Model to ensure that district resources and practices are inclusive to avoid bias and stereotyping.
- b. **Recommendations for Improvement:** The District is currently working to incorporate a tool titled “[Criteria for the Selection of Curricular Materials](#)” into the curriculum review process. Specific criteria are applied during the review of instructional materials prior to their recommendation to the Education Committee for adoption and utilization with students. The criteria are designed to ensure that a critical analysis and an objective selection process is followed. One section of this tool asks reviewers to consider whether content and illustrations are free of bias and represent cultural respect in the following areas: ancestry, creed, religion, national origin, color, marital or parental status, gender, sexual orientation, and physical, mental, emotional, or learning disability. While the tool is now available, it has not yet been utilized.

4. *Does the district provide culturally and linguistically accessible support services to students and families?*

- a. **Findings:** The District offers various student support services depending on the need. Below outlines the specific accessible support services to students and families:
 - i. **English Language Learner Services:** This school year, the District increase the FTE allocated to English Language Learner services from 1.5 FTE to 2.0 FTE. Three district staff members--one full-time ELL teacher and two partial ELL teachers--provide services to 25-30 students in the district each year in grades 4K-12. Items are translated into Spanish when needed, especially IEP paperwork. The district contracts out for other language translated forms when needed.
 - ii. **Deaf and Hard of Hearing Services:** The District employs one fulltime sign language interpreter for a student. For other auditory services the district contracts with Dr.

Jenny Richardson (JR Consulting Services) and Purple Communications for ASL translator services for families and sub back-up.

- iii. Vision Impairment Services: The District receives Braille services through the Clearinghouse for the Blind and Low Incidences Consulting Services (previously known as Vision Consulting Services of Wisconsin). Orientation and mobility services are also provided to prepare students to work and live independently.
- iv. Physical Therapy: The District does not have a licensed physical therapist on staff and therefore contracts with Communication Innovation in Verona to provide services to students.

- b. **Recommendations for Improvement**: Universal district and student documents will be identified as possible documents to be translated to accommodate languages other than English. English to Spanish document translation should occur first; English to Albanian translations could occur second.

5. *Are there opportunities for students to explore new, nontraditional, or high wage opportunities?*

- a. **Findings**: By the 2017-2018 school year, every school district is to provide academic and career planning services to pupils enrolled in grades 6 to 12 in the school district. Mount Horeb staff are working to integrate current career exploration activities (e.g. school counseling career lessons and units, Career Days) and work experiences (e.g. Business Occupations, Youth Apprenticeship, work experience) with additional career exploration and experiential opportunities (e.g. interest surveys, business tours, job shadowing, informational interviews). An Academic and Career Planning planning team is in place to determine these additional opportunities and curriculum development needs.
- b. **Recommendations for Improvement**: The ACP team should determine ways to present nontraditional career paths and opportunities to students. These discussions should begin in early elementary. The ACP team will also coordinate with the Student Services transition planning team to develop an integrated approach to share new career opportunities with students.

6. *Are some groups underrepresented in (a) advanced and/or college preparatory classes, (b) career and technical classes or programs?*

Mount Horeb High School offers various coursework opportunities to students depending on their college or career pathway. The following tables highlight specific courses that could be associated with a four-year, two-year/technical, or career pathway.

Advanced and/or College Preparatory Classes

- a. **Findings for**: Course enrollment gender and English proficiency percentages are comparable to overall high school enrollment percentages. The only noticeable discrepancy relates to disability status.
- b. **Recommendations for Improvement**: The District will drill down the below data further to specific course enrollment data and identify any barriers prohibiting marginalized for students in taking AP/College Prep courses.

AP & College Prep	Sex		Disability Status		English Proficiency		Total
	Male	Female	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2016-2017 AP/College Prep	58.2%	41.8%	2.6%	97.4%	0.2%	99.8%	
2016-2017 HS Enrollment	50.4%	49.6%	9.4%	90.6%	1.2%	98.8%	761
2015-2016 AP/College Prep	50.6%	49.5%	2.9%	97.1%	0.2%	99.8%	
2015-2016 HS Enrollment	52.0%	48.0%	12.7%	87.3%	0.4%	99.6%	727

Courses in the above AP/College Prep data table include AP Biology, AP Calculus, AP Chemistry, AP English Literature, AP Environmental Science, AP Physics, AP Psychology, AP Statistics, AP US History, College Preparatory Writing, French IV, French V, Pre-Calculus, Spanish IV, and Spanish V.

Career and Technical Classes or Programs

- a. **Findings:** A noticeable discrepancy exists between the percentage of females enrolled in CTE programs. The Technical Education and CTE Department is aware of this large discrepancy and data is being tracked.
- b. **Recommendations for Improvement:** Continue to find pathways for female students to experience STEM-related coursework. The addition of a fabrication lab would expose female students to technology and manufacturing equipment. One gateway course could be the “Art, Metals, and Glass” course or the “Computer Graphic Design” course offered through the Art Department.

CTE Program*	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2016-2017 CTE Courses	91.6%	8.4%	--	--	--	--	--	--	--
2016-2017 HS Enrollment	50.4%	49.6%	--	--	--	--	--	--	--
2015-2016 CTE Courses	92.7%	7.3%	--	--	--	--	--	--	--
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727

Courses in the above CTE Program data table include Advanced Auto Tech, Advanced Comp Graphic and Design, Advanced Engineering and Design, Advanced Visual Basics II, Advanced Woods, Ag Welding I, Ag Welding II, Architectural Drafting, Art Metals and Glass I, Broadcast Communications, Computer Graphic Design, Computer Science, Construction Tech, Digital Video Tech, Electronics, Engineering Drafting and Design, Exploring Engineering, Intro Programming: Visual Basics, Power & Energy Technology, Residential Design, Small Engines & Basic Auto Tech, and Tech Ed Manufacturing.

See Section 7 “Self-Evaluation Improvement Action Plan” for specific action steps to address the Self-Evaluation Review Committee’s recommendations for improvements.

SECTION 5: PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETIC, EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES

The purpose of this section is 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 an opportunity to:

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Determine whether current practices might deter some students from participating in these activities.
- Identify and develop ways to increase participation of underrepresented groups.
- Identify and formulate ways for staff and advisors to develop and act on knowledge and skills for fairness, equity, inclusiveness, and human relations and diversity.

Considerations, Findings, Analysis, and Recommendations

Below outlines the specific questions that were considered when reviewing athletic and activity participation trends:

Athletic Programs & Activities

1. *Review participation data in athletic programs and activities for at least the past three years. Review data by race, sex, national origin or disability. Identify trends and patterns. Are some groups underrepresented in athletic programs and activities? If so, how?*
 - a. **Findings:** See specific observations listed in Appendices A and C for each athletic program and activity at the middle school and high school levels.
 - b. **Recommendations for Improvement:** Students with limited English proficiency seem to have fair participation in Middle School athletics, but 0% participation at the high school level. Coaches and advisors will be made aware of this trend. In addition, coaches and advisors will be made aware of a possible participation discrepancy of female students with disabilities in gender-specific sports.
2. *Are effective procedures in place to track participation in athletic programs and activities by race, sex, disability, and national origin?*
 - a. **Findings:** Student participation in all school-sponsored athletics and activity programs are tracked in the district student information system, Infinite Campus. At the conclusion of each season, the WIAA requires districts to report participation numbers. These forms are submitted to the WIAA.
 - b. **Recommendations for Improvement:** The Athletic/Activities Director will spend more time at the conclusion of each season with discussions among the coaches, in regards to participation

numbers. Coaches may not be aware of the data that is collected. The Activities Director would like to see more involvement from the Freshmen and this will involve coordination with the middle school administration.

3. *In responding to the following questions, review interscholastic athletic opportunities for male and female students.*
 - a. *Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?*
 - b. *Are the opportunities comparable in scope and type?*
 - c. *If not, can the district show a history and continuing practice of program expansion for the underrepresented sex?*
 - d. *If not, can the district demonstrate that the interests and abilities of the members of the underrepresented sex have been fully and effectively accommodated by the present programs?*

- a. **Findings:** The numbers are proportionate to our enrollment. The District provides equal opportunities for both male and female. For example, within the past 5 years, we have added boys and girls swimming and boys and girls hockey programs to our district.

In addition, a fall activity fair has been added to showcase all school-sponsored activities and sports. This is designed for freshmen so they are informed of the opportunities at the high school.

- b. **Recommendations for Improvement:** All activities and opportunities should be promoted. High School administrators and staff are currently working on ways to get incoming freshmen more involved. Coaches will be taking more opportunities to reach out to current 8th graders and invite them to participate in our activities. Eventually, we would like to create a better system of showcasing our school to freshmen.

4. *Review the district's separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas: (a) coaching and other staff salaries, (b) provision of uniforms, (c) equipment and supplies, (d) scheduling of games and practice times, (e) provision of transportation, (f) opportunity to receive experienced coaching, academic tutoring, medical, or other type of services, (g) access to locker rooms, practice and competitive facilities, (h) publicity efforts, (i) availability of pep band, cheerleaders, pom pon, et cetera for all teams.*

- a. **Findings:** Support for all athletics is done on an equitable level. Remuneration for head and assistant coaches is set by the co-curricular schedule located in the MHASD Teacher Handbook in accordance with the length of the season. Uniforms and budgets are set equally by the Activities Director. Pep Band has a schedule set by the Band Director and an equal number of boys and girls game are set for performances. Games are set by the Badger Conference and practice schedules are done cooperatively by the coaching staff.

- b. **Recommendations for Improvement:** The District will continue to hire highly effective coaches and offer professional development opportunities so that athletic and activity programs offer equitable support in all areas.

5. *Do coaches receive training in recognizing diverse communication styles and in recognizing and neutralizing bias or stereotyping?*

- a. **Findings:** Coaches attend an annual meeting with the Activities Director. In addition, monthly meetings are held to discuss current issues or problems. More training will be implemented to support the needs of all students.
 - b. **Recommendations for Improvement:** As the school district continues to implement professional development on bias-based issues and sensitivity training, similar professional development for coaches should also be considered. Four of the high school head coaches are not employees of the district, along with several assistant coaches in various sports. Including some professional development in summer meetings will benefit all coaches and players. Data from this self-assessment will be shared with coaching staff.
6. *Do coaches receive training to prevent hazing and harassment of, and by, athletes?*
- a. **Findings:** Coaches attend an annual meeting with the Activities Director. In addition, monthly meetings are held to discuss such topics. All coaches attend at least one conference or professional development within their specific sport.
 - b. **Recommendations for Improvement:** Coaches will receive training on hazing and harassment during the summer meeting and will be updated, as needed, during the school year.
7. *Does the selection of specific sports and levels of competition accommodate the interests and abilities of: members of both sexes, students with special needs, students with limited-English proficiency, or diverse racial/ethnic groups?*
- a. **Findings:** As shown throughout the appendices, the district offers a variety of athletic options. If the district does not have a specific sport, efforts have been made to find a school district team to enter into a cooperative agreement with. Females are allowed to compete in male athletic programs if the sport is not offered to females (e.g. football, wrestling) per WIAA regulations. Students with special needs are represented in some athletic activities but not others.
 - b. **Recommendations for Improvement:** We can continue to examine our participation numbers and look for ways to get more students involved.
8. *Has the district periodically conducted surveys in order to determine whether athletic interests are being met by the current athletic program?*
- a. **Findings:** Mount Horeb High School offers athletics sanctioned by the WIAA. Where student interest is insufficient to form a complete team, Mount Horeb has cooperative programs with other area high schools--swimming with Verona Area School District, hockey with Sauk Prairie. While the District does not conduct formal surveys to determine student athletic interest, the District and School Board take public comment and family/student opinion seriously. For example, during the 2014-2015 school year, a dance team was added to athletic programming due to high student and parent interest.
 - b. **Recommendations for Improvement:** Both the middle school and high school need to collect more information and feedback from those not enrolled in a sport to discover reasons for lack of participation. A survey tool will be developed for this purpose.

9. *Are special accommodations available for students with disabilities?*

- a. **Findings:** Students with disabilities are offered accommodations to the extent permitted by the WIAA. District coaches do a very good job of working with a student and parents, if there is a disability that needs to be addressed.
- b. **Recommendations for Improvement:** Our coaches should continue to be aware of the WIAA guidelines set in regards to accommodations.

Other Extracurricular, Recreational, and School-Sponsored or Approved Activities

1. *Review data of participation in extracurricular and recreational activities for at least the past three years. Identify trends and patterns. To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by race, gender, national origin or disability? If not, how do they differ?*

- a. **Findings:** See specific observations listed in Appendix B and D for each extracurricular activity at the middle school and high school levels.
- b. **Recommendations for Improvement:** The Athletic/Activities Director will continue to monitor participation numbers in all extracurricular activities and examine how they reflect the overall composition of our student body. Unique clubs such as Knitting and Game Club are available and well-attended by students that may not be out for a sport at the middle school level. A question to ask and address could be, how can these types of unique clubs be replicated at the high school level?

2. *Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?*

- a. **Findings:** Student participation in all school-sponsored extracurricular activities are tracked in the district student information system, Infinite Campus. In addition, numbers for each sport are reported to the WIAA.
- b. **Recommendations for Improvement:** The Athletic/Activities Director will continue to monitor participation numbers in all extracurricular activities and examine how they reflect the overall composition of our student body. The District and Athletic/Activities Director may want to consider how to inform and promote the current participation numbers to the community.

3. *Are activities provided to meet the expressed interests of all groups?*

- a. **Findings:** The middle school has offered several new activities during the last couple of years to meet students' diverse interests--knitting club, game club, Visioneers, Science Olympiad are just to name of few. In addition, the district advertises several after school activities to meet student interests--Club Invention, Girls on the Run, and several Mount Horeb Recreation Department activities. The high school continues to offer a variety of activities and school staff do a very good job of supporting the needs and interests of our student body.
- b. **Recommendations for Improvement:** The Athletic/Activities Director will continue to monitor participation numbers in all extracurricular activities and examine how they reflect

the overall composition of our student body. When students approach us with new needs or requests, we will look at possibilities of supporting them.

4. *Are special accommodations available for children with disabilities?*

- a. **Findings:** Students with disabilities are offered accommodations to participate in an activity when requested or through formal participation. IEP accommodations are followed to allow participation and success in activities.
- b. **Recommendations for Improvement:** We will continue to monitor our procedures and offer training to coaches and teachers, as much as possible.

5. *Is there a fair process by which all groups seeking school-approved status can apply? Are all groups that follow the process and meet criteria approved?*

- a. **Findings:** There is not a formal process for groups to use if applying for a new co-curricular activity. Criteria has not been established.
- b. **Recommendations for Improvement:** The Athletic/Activities Director will connect with other Badger conference Athletic Directors to obtain sample activity approval procedures and criteria. This will occur during Spring 2017 and a draft completed in Summer 2017.

6. *What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective?*

- a. **Findings:** The District does not currently have specific strategies.
- b. **Recommendations for Improvement:** An end of the year survey will be implemented to discover the reasons the representative student student body demographics are not fully represented.

See Section 7 “Self-Evaluation Improvement Action Plan” for specific action steps to address the Self-Evaluation Review Committee’s recommendations for improvements.

SECTION 6: TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION

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 that all scholarships and other forms of recognition are awarded in a way that does not discriminate.
- Review application materials, eligibility criteria, and award information to determine documents are accessible and free of bias, discrimination, or stereotyping.
- Identify and develop ways to effectively publicize and award opportunities so that all students and parents/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Legal Requirements

The following legal requirements should be followed for scholarships, awards, and other forms of recognition. Specific citations can be found at the [DPI website](#).

School districts may not award or assist in the awarding of scholarships in a way that discriminates on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is nondiscriminatory, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restrict scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Considerations, Findings, Analysis, and Recommendations

Below outlines the specific questions that were considered when reviewing trends and patterns in awarding scholarship and other forms of recognition:

1. *Review data and information on award recipients and applicants for at least the past three years. Identify trends and patterns. (a) To what extent do the applications for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability? (b) To what extent do the number and amount of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability? (c)*

*What criteria does the district use in order to ensure or promote a representative distribution?
What other efforts does the district undertake to ensure or promote a representative distribution?*

- a. **Findings:** Slightly higher percentage of male students enrolled at Mount Horeb High School than female students over the last three years (51% during 2013-2104, 53% during 2014-2015, 57% during 2015-2016). These percentages are not reflected in the total male scholarship applicants (45%, 38%, 45%) and even less represented in the total percentage of male applicants awarded a scholarship (44%, 32%, 30%).

Enrollment percentages of students identifying as non-White are reflected in both the percentage of scholarship applicants and awarded applicants.

Another area of discrepancy relates to the percentage of students labeled with a disability that apply and are awarded a scholarship. While the special education program supports anywhere from 16-18% of the high school student body less than 5% of students apply or are awarded a scholarship. In the 2014-2015 school year, no students labeled with a disability applied for local scholarships.

Students that qualify for free or reduced lunch status are also underrepresented or unrepresented in applying for or receiving a scholarship.

The Scholarship Committee oversees local scholarships; committee members make efforts to distribute scholarship funds among the applicants if basic criteria is met.

- b. **Recommendations for Improvement:** Increase representation of scholarship applicants to better reflect student body demographics.

2. *Does the district have formal operational guidelines for students and parents that address all aspects of the scholarship/awards process? What is the process for distributing scholarship information to students?*

- a. **Findings:** All senior families are made aware of the scholarship application process via school newsletter and Campus Messenger e-blast. The school counselors hold a senior class meeting to distribute information Senior class meeting to distribute information. Applications are also provided in students' junior year during an English course. All scholarships are driven by the donor's criteria.

- b. **Recommendations for Improvement:** When school counselors send e-blast correspondence to families, additional emails should be sent to program support areas (ELL and SPED).

3. *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?*

- a. **Findings:** When scholarships are submitted, the scholarship is assigned a numeric code to allow for anonymity. No criteria is in place to ensure a representative distribution. The school counselors are willing to look into this.

- b. **Recommendations for Improvement:** Due to the lack of scholarship applicants that receive special education services, school counselors will follow-up with special education teachers to make them aware of the local scholarship requirements and timeline. All student support departments (special education and ELL) can then front-load the application process with the students they are servicing. Attempts needs to be made as currently 0% of students with disabilities even apply for local scholarships. Efforts and creativity will also need to be made to award applicants to those students who qualify for free/reduced lunch status. This may be a more difficult area to impact as free/reduced lunch status is kept confidential.
4. What annual procedures are in place to track and analyze the role of school officials in assisting students? Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?
- a. **Findings:** School counselors are on the committee and therefore are careful to assist. Students are assisted when they seek out support.
- b. **Recommendations for Improvement:** Discuss school counselors' role on the scholarship committee as they compile scholarship information and disseminate it to Scholarship Committee members.
5. *What criteria are used in selecting recipients? Do they contain bias or stereotyping that may exclude some groups?*
- a. **Findings:** Local scholarships determined by the Scholarship Committee are based on the scholarship application questions and student's grade point average. All other scholarships independent of the school district but announced during Senior Awards night are driven by the donor's criteria.
- b. **Recommendations for Improvement:** Possibly update the questions and criteria. Also, investigate if the District is following proper procedures regarding the administration of sex-restricted scholarships.

DATA: SCHOLARSHIPS AWARDED BY DISTRICT SCHOLARSHIP COMMITTEE

2015-2016	Sex		Race		Disability Status		English Proficiency		SES			Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	Free	Reduce	F/R Total	
Total HS Enrollment	57%	43%	90%	10%	16%	84%	1%	99%	10%	2%	12%	179
Total Scholarship Applicants	45%	55%	93%	7%	4%	96%	0%	0%	2%	0%	2%	95
Awarded Applicants	30%	70%	90%	10%	3%	97%	0%	0%	0%	%0	0%	30

2014-2015	Sex		Race		Disability Status		English Proficiency		SES			Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	Free	Reduc e	F/R Total	
Total HS Enrollment	53%	47%	97%	3%	15%	85%	.5%	99.5%	12%	3%	15%	207
Total Scholarship Applicants	38%	62%	98%	2%	0%	100%	0%	100%	4%	1%	5%	106
Awarded Applicants	32%	68%	100%	0%	0%	100%	0%	100%	0%	0%	0%	31/*33

*33 TOTAL SCHOLARSHIPS AWARDED

2013-2014	Sex		Race		Disability Status		English Proficiency		SES			Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	Free	Reduc e	F/R Total	
Total HS Enrollment	51%	49%	94%	6%	18%	82%	1%	99%	12%	1%	13%	175
Total Scholarship Applicants	45%	55%	96%	4%	3%	97%	0%	0%	4%	0%	4%	77
Awarded Applicants	44%	56%	94%	6%	6%	94%	0%	0%	11%	0%	11%	18

SECTION 7: SELF-EVALUATION IMPROVEMENT ACTION PLAN

Year	Need/Action Step	Lead(s)	Timeline	Follow-Up/Resources	<input checked="" type="checkbox"/>
2016 to 2017	Review nondiscrimination statement needs in handbooks with admin team	S. Straka	January 2017	Follow-up to School Secretaries via email	
	Create Administrative Regulation to Policy 411 outlining Pupil Discrimination Complaint Procedure	S. Straka	March 2017	Education Committee in March; Board Approval in March?	
	Review & revise the following policies: Curriculum Development #330, Materials Selection Policy #361, and Guidance Program Policy #364	S. Straka	March 2017	Incorporate a tool titled "Criteria for the Selection of Curricular Materials"	
	Develop and administer Extracurricular Interest Survey to high school students	K. Nesheim	May 2017	Technology support to support a school-wide survey	
	Athletics and Activities Description Offering Book	K. Nesheim	May 2017	Staff, advisors, and coaches	
	Investigate proper procedures regarding the administration of sex-restricted scholarships	S. Straka, School Counselors	April 2017		
	Ensure all athletic/activity student participation is recorded in IC	K. Nesheim	May 2017	The Pupil Nondiscrimination Self Evaluation report has revealed deficits in the tracking of programs	
2017 to 2018	Sensitivity/Bias/Harassment Training for Coaches	K. Nesheim	July 2017	Training resources are needed	
	Share participation data and any discrepancies with coaches	K. Nesheim	July 2017	Infinite Campus reports will be shared	
	Translate major district documents (e.g. Registration, Free/Reduced)	Various	Summer 2017		
	Update Extracurricular Activity Programs Policy #370 and include Admin Reg focusing on the two items below	K. Nesheim M. Hanson	Summer 2017		
	Create application process for any new co-curricular athletics/activities	K. Nesheim	Summer 2017	Connected with Policy #370	
	Create procedures and criteria to approve new co-curricular athletics/activities	K. Nesheim	Summer 2017	Connected with Policy #370	
	Review local scholarship application questions and procedures	S. Straka, School Counselors	Fall 2017		

Translate local scholarship application	S. Austin	Fall 2017	
Eighth grade to ninth grade athletics/activities transition night	K. Nesheim	Spring 2018	Coordination with Middle School Administration and coaches

APPENDIX A: SUMMARY OF MIDDLE SCHOOL PARTICIPATION RATES - ATHLETICS

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Boys Basketball	100%	0%	81%	19%	4%	96%	4%	96%	54
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576
2014-2015 Boys Basketball	100%	0%	87%	13%	10%	90%	3%	97%	63
2014-2015 MS Enrollment	52.3%	47.7%	90.5%	9.5%	10.2%	89.8%	.7%	99.3%	558
2013-2014 Boys Basketball	100%	0%	91%	9%	4%	96%	0%	100%	54
2013-2014 MS Enrollment	49.9%	50.1%	92.9%	7.1%	11.8%	88.2%	.5%	99.5%	567

Observations: Numbers for boys basketball have stayed fairly consistent.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Girls Basketball	0%	100%	93%	7%	3%	97%	0%	100%	30
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576
2014-2015 Girls Basketball	0%	100%	100%	0%	0%	100%	0%	100%	24
2014-2015 MS Enrollment	52.3%	47.7%	90.5%	9.5%	10.2%	89.8%	.7%	99.3%	558
2013-2014 Girls Basketball	0%	100%	96%	4%	4%	96%	0%	100%	26
2013-2014 MS Enrollment	49.9%	50.1%	92.9%	7.1%	11.8%	88.2%	.5%	99.5%	567

Observations: ELL at 0% has been the norm. Numbers for girls basketball have stayed fairly consistent.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Cross Country	44%	56%	96%	4%	9%	91%	0%	100%	55
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576
2014-2015 Cross Country	40%	60%	93%	7%	7%	93%	0%	100%	43
2014-2015 MS Enrollment	52.3%	47.7%	90.5%	9.5%	10.2%	89.8%	.7%	99.3%	558
2013-2014 Cross Country	29%	71%	94%	6%	8%	92%	0%	100%	49
2013-2014 MS Enrollment	49.9%	50.1%	92.9%	7.1%	11.8%	88.2%	.5%	99.5%	567

Observations: Cross Country numbers for participation continues to grow for the male/female sport. ELL numbers are still at 0%.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Track	55%	45%	84%	16%	5%	95%	3%	97%	64
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576
2014-2015 Track	54%	46%	86%	14%	8%	92%	3%	97%	72
2014-2015 MS Enrollment	52.3%	47.7%	90.5%	9.5%	10.2%	89.8%	.7%	99.3%	558
2013-2014 Track	44%	56%	92%	8%	7%	93%	0%	100%	99
2013-2014 MS Enrollment	49.9%	50.1%	92.9%	7.1%	11.8%	88.2%	.5%	99.5%	567

Observations: Overall participation numbers have dropped by a large number over three seasons. A number of 99 to 64 is concerning and should be examined. It is the only middle school sport during the spring.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Volleyball	0%	100%	92%	8%	9%	91%	1%	99%	76
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576
2014-2015 Volleyball	0%	100%	91%	9%	5%	95%	0%	100%	58
2014-2015 MS Enrollment	52.3%	47.7%	90.5%	9.5%	10.2%	89.8%	.7%	99.3%	558
2013-2014 Volleyball	0%	100%	97%	3%	1%	99%	0%	100%	73
2013-2014 MS Enrollment	49.9%	50.1%	92.9%	7.1%	11.8%	88.2%	.5%	99.5%	567

Observations: Numbers for the girls volleyball season have been a little inconsistent. As the success of the high school volleyball season occurs, it will be interesting to see if the interest for Middle School volleyball reflects that.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Wrestling	84%	16%	89%	11%	11%	89%	0%	100%	19
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576
2014-2015 Wrestling	100%	0%	82%	18%	24%	76%	0%	100%	17
2014-2015 MS Enrollment	52.3%	47.7%	90.5%	9.5%	10.2%	89.8%	.7%	99.3%	558
2013-2014 Wrestling	90%	10%	95%	5%	24%	76%	0%	100%	21
2013-2014 MS Enrollment	49.9%	50.1%	92.9%	7.1%	11.8%	88.2%	.5%	99.5%	567

Observations:

Wrestling numbers show the largest number of students with a disability in any middle school sport and offers the chance for females to participate, as well. This sport offers the chance for students to excel in an individual sport, regardless of team accomplishments which may impact numbers. Overall participation numbers are consistent.

APPENDIX B: SUMMARY OF MIDDLE SCHOOL PARTICIPATION RATES - ACTIVITIES

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Forensics	17%	83%	87%	13%	2%	98%	0%	100%	47
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576
2014-2015 Forensics	14%	86%	91%	9%	7%	93%	0%	100%	43
2014-2015 MS Enrollment	52.3%	47.7%	90.5%	9.5%	10.2%	89.8%	.7%	99.3%	558
2013-2014 Forensics	14%	86%	95%	5%	3%	97%	0%	100%	80
2013-2014 MS Enrollment	49.9%	50.1%	92.9%	7.1%	11.8%	88.2%	.5%	99.5%	567

Observations: The 8th grade class during the 2013-2014 school year was the largest number in the district’s history. This could explain the higher participation numbers during that year. Numbers in the following two years have been consistent.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Game Club	68%	32%	91%	9%	9%	91%	0%	100%	34
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576

Observations: Game club is a new opportunity and we will continue to track and encourage participation.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Knitting Club	6%	94%	82%	18%	18%	82%	0%	100%	17
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576

Observations: Knitting Club is a new opportunity and we will continue to track and encourage participation.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Musical	20%	80%	91%	9%	9%	91%	0%	100%	85
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576
2014-2015 Musical	20%	80%	92%	8%	8%	92%	0%	100%	86
2014-2015 MS Enrollment	52.3%	47.7%	90.5%	9.5%	10.2%	89.8%	.7%	99.3%	558
2013-2014 Musical	28%	72%	97%	3%	7%	93%	0%	100%	86
2013-2014 MS Enrollment	49.9%	50.1%	92.9%	7.1%	11.8%	88.2%	.5%	99.5%	567

Observations: The spring middle school musical has become very popular and numbers are consistent over the year. More females (4:1 ratio) participate in this opportunity. Participation by minority students and students labeled with a disability are comparable to overall student enrollment demographics.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Science Olympiad	72%	28%	91%	9%	0%	100%	0%	100%	23
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576

Observations: Science Olympiad is a new opportunity and we will continue to track and encourage numbers.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Visioneers	79%	21%	90%	10%	5%	95%	0%	100%	81
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576

Observations: Participation numbers were not recorded in the past but we will move forward with better tracking of this middle school opportunity.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Yearbook	0%	100%	100%	0%	8%	92%	0%	100%	12
2015-2016 MS Enrollment	53.5%	46.5%	90.8%	9.2%	13.2%	86.8%	.7%	99.3%	576

Observations: Participation numbers were not recorded in the past but we will move forward with better tracking of this middle school opportunity. We will also discuss the lack of male participants with our yearbook advisors to find ways to encourage more males.

APPENDIX C: SUMMARY OF HIGH SCHOOL PARTICIPATION RATES - ATHLETICS

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Baseball	100%	0%	97%	3%	3%	97%	0%	100%	36
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Baseball	100%	0%	97%	3%	3%	97%	0%	100%	36
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Baseball	100%	0%	100%	0%	3%	97%	0%	100%	35
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: There is a possible discrepancy between participation of students labeled with a disability and those without a disability. Numbers have been consistent over the last three years.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Boys Basketball	100%	0%	93%	7%	5%	95%	0%	100%	44
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Boys Basketball	100%	0%	93%	7%	5%	95%	0%	100%	43
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Boys Basketball	100%	0%	92%	8%	3%	97%	0%	100%	40
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Over the past three years, 10.3%-12.7% of students are labeled with a disability at Mount Horeb High School; this includes males and females. However, boys basketball is a gender-specific sport and would include half of the 12.7% of the total labeled population. Therefore there is not a large participation discrepancy between students labeled with a disability and those without a disability.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Girls Basketball	0%	100%	100%	0%	9%	91%	0%	100%	23
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Girls Basketball	0%	100%	100%	0%	4%	96%	0%	100%	28
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Girls Basketball	0%	100%	100%	0%	0%	100%	0%	100%	23
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Over the past three years, 10.3%-12.7% of students are labeled with a disability at Mount Horeb High School; this includes males and females. However, girls basketball is a gender-specific sport and would include half of the 12.7% of the total labeled population. Therefore there is not a large participation discrepancy between students labeled with a disability and those without a disability.

SUMMARY OF HIGH SCHOOL PARTICIPATION RATES - ATHLETICS

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Cross Country	62%	38%	100%	0%	5%	95%	0%	100%	21
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Cross Country	52%	48%	94%	6%	9%	90%	0%	100%	33
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Cross Country	55%	45%	100%	0%	8%	92%	0%	100%	40
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:

The disability status has stayed somewhat consistent but ELL and minority student numbers are still too low.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Fall Dance Team	0%	100%	100%	0%	0%	100%	0%	100%	11
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727

Observations: The dance team is a new offering and we will continue to track and encourage participation numbers.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Winter Dance Team	0%	100%	100%	0%	0%	100%	0%	100%	8
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727

Observations: The winter dance team is a new offering and we will continue to track and encourage participation numbers.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Football	100%	0%	95%	5%	11%	89%	0%	100%	134
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Football	100%	0%	96%	4%	8%	92%	0%	100%	105
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Football	100%	0%	95%	5%	9%	91%	0%	100%	94
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Numbers for football are consistent over the last three years. Students of a race other than white and students labeled with a disability are proportionally represented in the program.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Boys Golf	100%	0%	95%	5%	10%	90%	0%	100%	21
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Boys Golf	100%	0%	96%	4%	9%	91%	0%	100%	23
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Boys Golf	100%	0%	100%	0%	7%	93%	0%	100%	28
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Enrollment demographics in boys' golf are similar to other male sports.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Girls Golf	0%	100%	100%	0%	0%	100%	0%	100%	7
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Girls Golf	0%	100%	100%	0%	0%	100%	0%	100%	7
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Girls Golf	0%	100%	100%	0%	0%	100%	0%	100%	11
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: All participants are identified as white, English Proficient, and without an identified disability status.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Gymnastics	0%	100%	90%	10%	5%	95%	0%	100%	20
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Gymnastics	0%	100%	82%	18%	6%	94%	0%	100%	17
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Gymnastics	0%	100%	81%	19%	0%	100%	0%	100%	16
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: There is higher participation of students identified as minority when compared to the general high school enrollment demographics.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Boys Hockey	100%	0%	100%	0%	0%	100%	0%	100%	1
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Boys Hockey	100%	0%	100%	0%	0%	100%	0%	100%	5
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Boys Hockey	100%	0%	100%	0%	0%	100%	0%	100%	5
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:

Boys Hockey is a co-op sport with Sauk Prairie High School. Mount Horeb does not sponsor hockey as we do not have the facilities to do so. Numbers reflect the only males that are interested in pursuing the sport.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Boys Soccer	100%	0%	90%	10%	5%	95%	0%	100%	61
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Boys Soccer	100%	0%	89%	11%	14%	86%	0%	100%	66
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Boys Soccer	100%	0%	95%	5%	5%	95%	0%	100%	55
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Over the past three years, 10.3%-12.7% of students are labeled with a disability at Mount Horeb High School; this includes males and females. However, boys soccer is a gender-specific sport and would include half of the 12.7% of the total labeled population. Therefore there is not a large participation discrepancy between students labeled with a disability and those without a disability and the numbers have remained very consistent.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Girls Soccer	0%	100%	93%	7%	2%	98%	0%	100%	59
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Girls Soccer	0%	100%	97%	3%	2%	98%	0%	100%	58
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Girls Soccer	0%	100%	94%	6%	2%	98%	0%	100%	52
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Over the past three years, 10.3%-12.7% of students are labeled with a disability at Mount Horeb High School; this includes males and females. However, girls soccer is a gender-specific sport and would include half of the 12.7% of the total labeled population. Therefore there is not a large participation discrepancy between students labeled with a disability and those without a disability and the numbers have remained very consistent.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Softball	0%	100%	88%	12%	4%	96%	0%	100%	26
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Softball	0%	100%	93%	7%	7%	93%	0%	100%	30
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Softball	0%	100%	88%	12%	12%	88%	0%	100%	25
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:

Over the past three years, 10.3%-12.7% of students are labeled with a disability at Mount Horeb High School; this includes males and females. However, girls softball is a gender-specific sport and would include half of the 12.7% of the total labeled population. Therefore there is not a large participation discrepancy between students labeled with a disability and those without a disability.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Fall Spirit Squad	0%	100%	100%	0%	50%	50%	0%	100%	6
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Fall Spirit Squad	0%	100%	100%	0%	33%	67%	0%	100%	3
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Fall Spirit Squad	0%	100%	100%	0%	25%	75%	0%	100%	4
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:

Male students have not been involved with the spirit squad but would be encouraged to participate. Students with a disability have shown to be highly involved with the team but numbers are still 0 for ELL and minority.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Winter Spirit Squad	0%	100%	86%	14%	14%	86%	0%	100%	7
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Winter Spirit Squad	0%	100%	86%	14%	29%	71%	0%	100%	7
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Winter Spirit Squad	0%	100%	78%	22%	22%	78%	0%	100%	9
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Male students have not been involved with the spirit squad but would be encouraged to participate. Minority students and students with a disability are encouraging for the winter spirit squad.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Boys Swim	100%	0%	100%	0%	0%	100%	0%	100%	9
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Boys Swim	100%	0%	100%	0%	0%	100%	0%	100%	15
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Boys Swim	100%	0%	100%	0%	0%	100%	0%	100%	7
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:
The male swim team is a cooperative team with a neighboring school and numbers are low.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Girls Swim	0%	100%	92%	8%	0%	100%	0%	100%	12
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Girls Swim	0%	100%	100%	0%	4%	96%	0%	100%	28
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Girls Swim	0%	100%	100%	0%	0%	100%	0%	100%	6
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:

Numbers for our cooperative swim team vary from year to year . Overall, students of race, disability or ELL are not participating

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Track	49%	51%	88%	12%	6%	94%	0%	100%	69
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Track	60%	40%	87%	13%	7%	93%	0%	100%	45
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Track	63%	37%	90%	10%	12%	88%	0%	100%	59
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:

Female numbers continue to grow. Our biggest deficit remains the ELL students.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Volleyball	0%	100%	95%	5%	0%	100%	0%	100%	42
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Volleyball	0%	100%	93%	7%	0%	100%	0%	100%	55
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Volleyball	0%	100%	91%	9%	2%	98%	0%	100%	47
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:

Over the past three years, 10.3%-12.7% of students are labeled with a disability at Mount Horeb High School; this includes males and females. However, volleyball is a gender-specific sport and would include half of the total labeled population. Therefore minority numbers are promising but ELL and students with a disability are still not participating.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Wrestling	100%	0%	83%	17%	13%	87%	0%	100%	23
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Wrestling	86%	14%	86%	14%	21%	79%	0%	100%	29
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Wrestling	90%	10%	83%	17%	17%	83%	0%	100%	21
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: High School wrestling tends to be a male-predominate sport but females are allowed to participate. Except for ELL, numbers are good.

APPENDIX D: SUMMARY OF HIGH SCHOOL PARTICIPATION RATES - ACTIVITIES

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Academic Decathlon	93%	7%	93%	7%	14%	86%	0%	100%	14
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Academic Decathlon	100%	0%	90%	9%	0%	100%	0%	100%	11
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Academic Decathlon	90%	10%	100%	0%	10%	90%	0%	100%	10
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: White males are the predominant academic decathlon participants

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Art Club	18%	82%	94%	6%	12%	88%	0%	100%	51
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Art Club	12%	88%	95%	5%	2%	98%	0%	100%	41
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760

Observations:
Art club is a fairly new club to MHHS. We will look for ways to get more students involved.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Chamber Singers	0%	100%	82%	18%	0%	100%	0%	100%	38
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Chamber Singers	0%	100%	83%	17%	2%	98%	0%	100%	42
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Chamber Singers	0%	100%	89%	11%	4%	96%	0%	100%	45
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:Chamber singers is offered to females while the chordsmen is a male group. Both groups will be encouraged to continue their success and look for ways to get more ELL students actively involved.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Chordsmen	100%	0%	86%	14%	14%	86%	0%	100%	28
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Chordsmen	100%	0%	90%	10%	6%	94%	0%	100%	31
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Chordsmen	100%	0%	92%	8%	0%	100%	0%	100%	26
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations:

Chamber singers is offered to females while the chordsmen is a male group. Both groups will be encouraged to continue their success and look for ways to get more ELL students actively involved.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 DECA	35%	65%	96%	4%	4%	96%	0%	100%	165
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 DECA	37%	63%	94%	6%	5%	95%	0%	100%	161
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 DECA	45%	55%	97%	3%	2%	98%	0%	100%	116
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: DECA has become a very popular co-curricular activity and participation numbers continue to grow. We particularly need to look for more ways to get ELL students involved.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2013-2014 Dixieland Combo	36%	64%	79%	21%	0%	100%	0%	100%	14
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Numbers from Dixieland Combo have not been tracked accurately.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Drama Production	60%	40%	89%	11%	11%	89%	0%	100%	27
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Drama Production	34%	66%	86%	14%	6%	94%	0%	100%	35
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Drama Production	32%	68%	96%	4%	0%	100%	0%	100%	25
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: We will look for ways to get ELL students actively involved with Drama Club.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 FFA	70%	30%	99%	1%	16%	84%	0%	100%	83
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 FFA	70%	30%	97%	3%	19%	81%	0%	100%	73
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 FFA	63%	37%	98%	2%	21%	79%	0%	100%	95
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Females and ELL Students are underrepresented.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Forensics	13%	87%	100%	0%	0%	100%	0%	100%	8
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Forensics	0%	100%	100%	0%	0%	100%	0%	100%	3
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Forensics	0%	100%	100%	0%	0%	100%	0%	100%	5
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Male participation has increased. Overall numbers show low participation from other categories.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Future Problem Solvers	50%	50%	95%	5%	5%	95%	0%	100%	19
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Future Problem Solvers									
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Future Problem Solvers	57%	43%	91%	9%	9%	91%	0%	100%	23
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Numbers for the Future Problem Solvers has shown promising numbers for males and females, along with some participation from minority students and students with a disability. ELL students are not participating.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Jazz Ensemble									
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Jazz Ensemble									
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Jazz Ensemble	64%	36%	86%	14%	3%	97%	0%	100%	36
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: The numbers for jazz ensemble have not been accurately recorded over the last two years.

SUMMARY OF HIGH SCHOOL PARTICIPATION RATES - ACTIVITIES

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Madrigal	37%	63%	81%	19%	7%	93%	0%	100%	16
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Madrigal	42%	58%	92%	8%	0%	100%	0%	100%	24
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Madrigal	44%	56%	92%	8%	0%	100%	0%	100%	25
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Male numbers have declined while the female numbers continue to grow. Minority numbers have increased but we are still lacking in disability and ELL categories.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Mentors	32%	68%	100%	0%	0%	100%	0%	100%	40
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Mentors	33%	67%	98%	2%	0%	100%	0%	100%	48
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Mentors	28%	72%	98%	2%	0%	100%	0%	100%	43
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Mentors is a group that works with the freshmen class to assist them with the transition to high school and throughout their freshmen year. Students of minority, with a disability, ELL and male students should ideally be higher so we can reach more of a diverse population.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Musical	35%	65%	88%	12%	9%	91%	0%	100%	86
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Musical	30%	70%	94%	6%	4%	96%	0%	100%	95
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Musical	33%	67%	94%	6%	3%	97%	0%	100%	93
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: While there are some minority students and students with a disability involved with the musical, ELL students are not represented. Females continue to be much higher than males.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 National Honor Society	30%	70%	93%	7%	1%	99%	0%	100%	69
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 National Honor Society									
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 National Honor Society	41%	59%	99%	1%	1%	99%	0%	100%	120
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: National Honor Society is a co-curricular that students must apply for. Grades are one component to the selection. Solutions for more involvement for ELL, minority and students with a disability are needed.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Pit Orchestra									
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Pit Orchestra	75%	25%	87%	13%	0%	100%	0%	100%	16
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Pit Orchestra									
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Numbers for the pit orchestra were not tracked for two separate years so observations are very limited.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Science Olympiad	60%	40%	95%	5%	10%	90%	0%	100%	20
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Science Olympiad	68%	32%	95%	5%	19%	81%	0%	100%	19
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Science Olympiad	60%	40%	100%	0%	7%	93%	0%	100%	15
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Numbers have stayed fairly consistent. The male and female numbers are optimistic. However, we would like to see better numbers for minority, ELL, and students with a disability.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Student Council									
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Student Council									
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Student Council	37%	63%	94%	6%	0%	100%	0%	100%	49
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Numbers were not tracked for the previous two years. Our school is aware of this issue and numbers will be better-calculated in the future.

	Sex		Race		Disability Status		English Proficiency		Total
	Male	Female	White	Minority	S w/ Dis	S w/o Dis	ELL	Eng Prof	
2015-2016 Vocal Jazz	43%	57%	81%	19%	5%	95%	0%	100%	21
2015-2016 HS Enrollment	52.0%	48.0%	92.0%	8%	12.7%	87.3%	.4%	99.6%	727
2014-2015 Vocal Jazz	40%	60%	90%	10%	0%	100%	0%	100%	30
2014-2015 HS Enrollment	51.2%	48.8%	93.4%	6.6%	12.1%	87.9%	.3%	99.7%	760
2013-2014 Vocal Jazz	40%	60%	94%	6%	0%	100%	0%	100%	32
2013-2014 HS Enrollment	51.8%	48.2%	93.8%	6.2%	10.3%	89.7%	.3%	99.7%	706

Observations: Numbers have stayed consistent over the last three years. We need to find ways to get more ELL and Students with a disability involved.