

**SCHOOL DISTRICT OF ALMA
ALMA, WISCONSIN**

**Pupil Nondiscrimination Self-Evaluation Report
to Meet Requirements of
S.118.13, Wis. Stats., & PI 9, Wisconsin Administrative Code**

January, 2018

The School District of Alma does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

Table of Contents

	<u>Page</u>
Introduction and Self-Evaluation Process.....	ii
Self-Evaluation Review Committee.....	iii
I. District Profile.....	1
II. Methods, Practices, Curriculum and Materials Used in Counseling.....	4
III. Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities.....	6
IV. Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the School District.....	13
Summary of Specific Legal Requirements.....	14
Recommendations.....	15

Appendices

Introduction and Self-Evaluation Process

In compliance with S.118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code, the School District of Alma conducted a self-evaluation of the status of pupil nondiscrimination and equality of educational opportunity.

This review took place in December, 2017, and January, 2018. The District contracted with Fred A. Skebba, Educational Consultant, to review documents, interview key staff members, and prepare the printed report. Skebba is a former member of the Wisconsin Equity Cadre and has provided assistance since 1996 to school districts in CESA #9. He also has three years' experience working with the American Diabetes Association, Wisconsin Chapter, to resolve parental complaints against Wisconsin school districts regarding harassment and/or discrimination of students with Diabetes.

The following is a brief time line of the basic procedures.

September 19, 2017, to December 6, 2017	Preparation for the onsite review.
December 7, 2017	Onsite review of documents and data – interviews.
December 11, 2017	Preparation of the draft report.
December 13, 2017, to December 20, 2017	Administrative review of the draft report.
December 22, 2017	Preparation of the final report.
January 15, 2018	School board approval of the report.
January 16, 2018	Summary report sent electronically to DPI. Legal notice posted indicating that the report is available for review.
Ongoing	Implementation of recommendations.

Self-Evaluation Review Committee

The following staff members provided material for the review through the interview process and also by providing documents and data:

<u>Name</u>	<u>Title</u>
Steve Sedlmayr	Superintendent/High School Principal
Rachel Pommerening	Director of Pupil Services
Jane Bremer	Director of Curriculum & Instruction/ Elementary Principal
Betty Glander	Athletic Director
Lana Rieck	School Counselor
Josh Reed	Assistant High School Principal

Students, staff, parents, and residents of the school district were given an opportunity to make comments. No comments were received prior to the onsite review.

I. District Profile

A. District Enrollment

District Enrollment – 2016-17

<u>Level</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
PK-6	75	72	14	1	147
7-8	25	13	0	8	38
9-12	35	34	4	18	69
Totals	135 (53.15%)	119 (46.85%)	18 (7.08%)	27 (10.63%)	254

Special Education

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Total</u>
19 (70.37%)	8 (29.63%)	1 (3.7%)	27

Students of Poverty

61 of 254 students were on free or reduced-cost lunch which is 24 percent.

B. District Structure

The district is comprised of the following grade levels:

- Elementary – PI-6
- Middle School – Grades 7-8
- High School – Grades 9-12

C. Review of Printed Materials

The following printed materials were reviewed to determine if they meet the requirements of PI 9.05:

Meet the Requirements

Elementary Handbook
Jr./Sr. High School Handbook

Do Not Meet the Requirements

2017-18 Student Registration Guide*

*Needs the student nondiscrimination statement and the following: All Career & Technical Education programs, courses, and related activities are open to all students.

Legal Reference: PI 9.05(2) and Federal Civil Rights.

D. General Comments

The district is sensitive to providing equal opportunity to all students without discrimination. The following comments made during the interview process will reinforce this commitment by the district. They are listed in the order in which they were received during the onsite review.

Special Note: As the report is reviewed, please note the following two items:

- 1. DPI recommends that a variance of 5% or greater is significant.**
- 2. Caution should be exercised in reviewing data, however, as Alma is a small district and student numbers are usually small in various programs and activities.**

All students are strongly encouraged to participate in athletics and other activities.

The district has many efforts in place to ensure that all students and their parents are aware of athletic and other opportunities. Some of them are outlined as follows:

- Back-to-school night
- District newsletter
- Email system
- Personal student contacts
- Sports booster group
- Community cleanup
- Veterans celebration w/the American Legion
- Post-prom committee
- Fuel up to play 60
- Parent-teacher conferences
- PIE (Parents Involved in Education)
- Early childhood program for parents and students

Legal Reference: PI 9.06(1)(g)

The district is implementing the ACP (Academic & Career Plan) initiative in the 2017-18 school year. More detail is in Chapter II of this report.

Legal Reference: PI 26

Accommodations are made for individual students when necessary to ensure that they can participate in athletics and activities. This includes transportation and financial assistance.

Student participation is monitored on a regular basis.

Required school board policies are in place for nondiscrimination. There is a district complaint officer, and a complaint procedure is in place. There have been no formal complaints during many years of service by the superintendent. This is positive and indicates that issues are resolved promptly thus avoiding formal complaints by students and/or their parents.

II. Methods, Practices, Curriculum, and Materials Used in Counseling

The district employs one full-time school counselor on a PK-12 basis.

Some highlights of the counseling program are outlined as follows:

Elementary – PI-6

- Individual counseling
- Small-group counseling
- Classroom instruction
- Collaboration with staff
- Parent communication
- Outside agency referrals
- Academic & Career Plan implementation

Middle School – 7 & 8

- Individual counseling
- Classroom instruction
- Collaboration with staff
- Parent communication
- Outside agency referrals
- Academic & Career Plan implementation

High School – 9-12

- Individual counseling
- Crisis counseling
- Classroom instruction
- Class scheduling
- Testing
- Youth options
- Scholarships
- Buffalo County Special Day for Students
- Teen court
- Academic & Career Plan implementation
- RTI (Response to Intervention) – one-page description in appendices

The counseling program is implemented as planned through the Wisconsin Comprehensive School Counseling Model. There is a one-page summary of the basic components of the Model in the appendices.

As stated in Section ID of this report, the Academic & Career Plan initiative is being implemented in the 2017-18 school year.

The following items were completed in planning for this year's implementation:

A planning team was set up with the school counselor as the team leader. Other members of the team include

Elementary Principal
High School Assistant Principal
Business Education Teacher
Grades 7-12 Special Education Teacher
Family Consumer Science Teacher*
*will be added to the team

An inventory was completed of all Grades 6-12 activities already in place.

District staff participated in CESA #4 workshops.

The initiative has been planned as an all-school effort, and all staff were oriented to the requirements of Chapter PI 26.

Career Cruising software is being utilized by all students.

The district's status of compliance with the basic legal requirements is as follows:

District plan is complete.
District plan is school board approved.
The district plan is not on the district web site.
An annual review will be completed in summer of 2018.

Legal Reference: Chapter PI 26

Anyone desiring more information on the school counseling program may contact the school counselor.

III. Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities

A. Athletics

The School District follows The Pupil Nondiscrimination Guidelines for Athletics, joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association. As a result of these guidelines and current practice, programs meet the following basic criteria:

They are comparable in scope.

They are comparable in type.

Participation of males/females is representative of their enrollment in the district.

Middle School Athletics*

Male

Basketball – Grade 6
Football – Grades 7-8
Basketball – Grades 7-8
Golf – Grades 7-8
Track – Grades 7-8

Female

Basketball – Grade 6
Volleyball – Grades 7-8
Basketball – Grades 7-8
Golf – Grades 7-8
Track – Grades 7-8

High School Athletics*

Male

Basketball
Dance
Golf
Track

Female

Basketball
Dance
Golf
Track

Football
Baseball
Wrestling

Volleyball
Softball

*All athletics are in a co-op with Pepin, except Wrestling, which is a co-op with Wabasha, MN.

The following comments were presented by the athletic director:

Participation of students is monitored on a regular basis.

The district equitably supports all the athletic teams.

Accommodations are made for individual students when necessary.

Parent/student meetings are held prior to the start of each season.

Coaches' meetings are held for Grade 6 athletics and Grades 7-8 athletics.

Individual parent meetings are held if necessary.

Concussion testing is available.

B. Other Activities

Bloodmobile Volunteers

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	3	6	0	3	9
2016-17			NO DATA		
2015-16	3	5	0	2	8
Totals	6 (35.2%)	11 (64.7%)	0 (0%)	5 (29.4%)	17

Buffalo County Partnership

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	1	2	0	0	3
2016-17			NO DATA		
2015-16	5	10	0	5	15
Totals	6 (33.3%)	12 (67.7%)	0 (0%)	5 (27.7%)	18

Buffalo County Teen Court

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	2	7	0	0	9
2016-17	3	2	0	0	5
2015-16	4	5	0	0	9
Totals	9 (39.1%)	14 (60.9%)	0 (0%)	0 (0%)	23

Community Service

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18			NO DATA		
2016-17	32	29	1	11	61
2015-16	33	31	3	6	64
Totals	65 (52%)	60 (48%)	4 (3.2%)	17 (13.6%)	125

Dance Team (Co-op w/Pepin)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	0	5	0	0	5
2016-17	1	9	0	1	10
2015-16			NO DATA		
Totals	1 (6.7%)	14 (93.3%)	0 (0%)	1 (6.7%)	15

Drama–School Play

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	4	13	0	1	17
2016-17			NO DATA		
2015-16	1	4	0	0	5
Totals	5 (22.7%)	17 (77.3%)	0 (0%)	1 (4.5%)	22

Food Pantry

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	3	0	0	1	3
2016-17	4	0	0	0	4
2015-16	0	5	0	0	5
Totals	7 (58.3%)	5 (41.7%)	0 (0%)	1 (8.3%)	12

Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18			NO DATA		
2016-17	7	14	0	2	21
2015-16	9	15	1	2	24
Totals	16 (35.5%)	29 (64.5%)	1 (2.3%)	4 (8.9%)	45

High School Band

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	27	22	1	8	49
2016-17	26	25	1	10	51
2015-16	24	23	2	8	47
Totals	77 (52.4%)	70 (47.6%)	4 (2.7%)	26 (17.7%)	147

High School Chorus

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	8	17	0	4	25
2016-17	10	15	0	3	25
2015-16	4	10	1	2	14
Totals	22 (34.4%)	42 (65.6%)	1 (1.6%)	9 (14.1%)	64

Riverland Youth Ambassadors

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	6	8	0	0	14
2016-17			NO DATA		
2015-16	3	4	0	0	7
Totals	9 (42.9%)	12 (57.1%)	0 (0%)	0 (0%)	21

Student Council

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	3	8	0	0	11
2016-17	6	5	0	0	11
2015-16	5	6	0	0	11
Totals	14 (42.4%)	17 (51.5%)	0 (0%)	0 (0%)	33

Junior High School Band

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	15	15	1	5	30
2016-17	19	11	0	3	30
2015-16	19	12	1	5	31
Totals	53 (58.2%)	38 (41.8%)	2 (2.2%)	13 (14.3%)	91

Junior High School Chorus

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	6	9	0	4	15
2016-17	10	15	0	3	25
2015-16	8	9	1	5	17
Totals	24 (42.1%)	33 (57.9%)	1 (1.8%)	12 (21.1%)	57

Junior High School Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18			NO DATA		
2016-17	2	9	0	3	11
2015-16	6	12	1	3	18
Totals	8 (27.6%)	21 (72.4%)	1 (3.4%)	6 (20.7%)	29

National Honor Society

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2017-18	4	3	0	0	7
2016-17	5	4	0	0	9
2015-16	2	6	0	0	8
Totals	11 (45.8%)	13 (54.2%)	0	0	24

Findings: One activity is balanced on a male/female basis.

Two activities are male dominated.

Five activities are female dominated.

Eight activities have only two years of data and cannot be used for findings.

Minority students and special education students are involved in various activities.

IV. Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the District

A. Scholarships

There is a process in place to ensure that all students and their parents are aware of scholarships and the application procedures. A few of the activities are listed as follows:

- District newsletter
- Email system
- Individual student contact
- Advisor/advisee program
- Bulletin boards in school areas

Summary of Scholarships

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2017	20	22	none in class	2	42
2016	25	44	0	4	69
2015	13	40	none in class	3	53
Totals	58 (35.36%)	106 (64.63%)	0 (0%)	9 (5.49%)	164

Findings: Scholarships are female dominated. Note, however, that they were balanced in 2017.

No minority students received scholarships. Note, however, that there were no senior minority students in two of the years reviewed.

Special education students are receiving scholarships.

There have been no formal complaints about scholarships in recent years.

Summary of Specific Legal Requirements

The following is a summary of the district's current status regarding the requirements of Chapter PI 9, Wisconsin Administrative Code:

- PI 9.03 - Policies prohibiting discrimination against pupils.**

All policies are in place.

- PI 9.04 - Complaint procedure.**

The district has a complaint officer, and the complaint procedure is in place.

- PI 9.05 - Class 1 legal notice & printed materials.**

A Class 1 legal notice is published annually. Printed materials contain the nondiscrimination statement, except as noted on page 2 of this report.

- PI 9.06 - Evaluation, opportunity for input, opportunity to review the report.**

This report covers the three designated areas of nondiscrimination required by the Wisconsin Department of Public Instruction—counseling, athletics and other activities, scholarships and other awards.

A legal notice was published announcing the self evaluation and soliciting input from anyone in the school district.

A legal notice will be published after the school board approves the report indicating that anyone in the school district may review the report. A electronic assurance will be sent to the Wisconsin Department of Public Instruction indicating that the self evaluation is complete.

Recommendations

Whenever materials are printed or placed on the district website, be sure to include the student nondiscrimination statement and the complaint procedure when necessary.

Legal Reference: PI 9.05(2) & (3)

Monitor participation in athletics on an annual basis. Review data over at least a three-year period. Segregate data by male/female, minority, and special education. Watch for trends that may develop and take corrective action if necessary.

Legal Reference: PI 9.06(e)

Monitor scholarships and other awards on an annual basis. Review data over at least a three-year period. Segregate data by male/female, minority, and special education. Watch for trends that may develop and take corrective action if necessary.

Legal Reference: PI 9.06(f)

Date: April 2016

To: District Administrators

From: Barbara Van Haren, PhD, Director, Special Education Team

Subject: School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities

Response due April 1, 2017

PI 9.06, Wis. 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. The department has determined that all but three of the required data elements are collected via other reports required since the adoption of PI 9, Wis. Admin. Code.

To meet the five-year evaluation and reporting requirements, districts must 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).

During the district self-evaluation, the district must provide an opportunity for participation by pupils, teachers, administrators, parents, and residents of the school district (PI 9.06(2), Wis. Admin. Code). In addition, the district must prepare a written report of the evaluation which shall be available for examination by residents of the school district (PI 9.06(3), Wis. Admin. Code).

Please find instructions online at <http://dpi.wi.gov/sped/pupil-nondiscrimination/self-evaluation>.

The self-evaluation process must be completed by April 1, 2017. Districts will be required to assure the department the district's self-evaluation explored the three required areas, provided an opportunity for participation in the process by pupils, teachers, administrators, parents, and residents of the school district, and resulted in a written report available for examination by residents of the school district. Instructions for filing the assurance with the department will be provided to districts in September 2016.

We welcome comments regarding our process for collecting this required data. If you have comments, questions, or concerns about this cycle of the pupil nondiscrimination self-evaluation, please contact Paul Sherman, Consultant, Pupil Nondiscrimination Program, at (608) 267-9157. Thank you for your efforts in completing this evaluation.

Notices

Parent Notice of District Academic Standards

The School District of Alma is committed to ensuring academic excellence in every classroom so that all children perform at high levels and achieve proficiency. Curricular subject areas will be aligned with the appropriate state standards yet will allow for the individual needs and interests of students and teachers alike.

Academic standards specify what students should know and be able to do in the classroom. These standards serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. Clear statements about what students must know and be able to do are essential to ensure that our schools offer opportunities to acquire the knowledge and skills necessary for success.

The School District of Alma has adopted the Common Core State Standards (CCSS) for Language Arts, Disciplinary Literacy, and Math. In Science, the Next Generation Science Standards (NGSS) are followed. The district implements the Wisconsin Model Academic Standards in Social Studies, Geography, and History.

Further information about these academic standards can be found at:

- Common Core State Standards Initiative <http://www.corestandards.org>
- Next Generation Science Standards <http://www.nextgenscience.org>
- The Department of Public Instruction, WI Academic Standards <http://dpi.wi.gov/standards>

Public education is a state responsibility. The State Superintendent and Legislature must ensure that *all* children have equal access to high quality education programs. This requires clear statements of what all children in the state should know and be able to do and the evidence that students are meeting these expectations.

Public Notification

Of Nondiscrimination Policy

It is the policy of the School District of Alma that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, age, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap as required by section 118.13 of the statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).

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

Any questions concerning this policy should be directed to:

Mr. Steven Sedlmayr
Superintendent
School District of Alma
51618 State Road 35
Alma, WI 54610-8301
(608) 685-4416

Education of Homeless Children and Youth

The school district's designated liaison for homeless children and youth is Steven N. Sedlmayr.

The School District of Alma assures that homeless children and youth have equal access to the same free, appropriate public education as provided to other children residing in the district.

Asbestos Notification

In compliance with the United States Environmental Protection Agency (EPA) and the Asbestos Hazard Emergency Response Act (AHERA), this is notice that the Alma School District has an Asbestos Management Plan at the school district office. The plan is available for inspection by the public, parents, and district employees. The district performs six month periodic surveillance of asbestos in April and October and full re-inspections every three years. For more information please

Elector Registration Information



Each school board is required by state law to assure that the principal of every high school communicates elector registration information to the students.

YEAR	GRADE	FEMALE	MALE	TOTAL	ATHLETICS	% ATHLETICS	FEMALE	MALE	%	
15-'16	7	6	11	17	14	82.4%	5	9	83.3%	
	8	8	13	21	13	61.9%	7	6	87.5%	
	9	9	12	21	14	66.7%	6	8	66.7%	
	10	7	5	12	10	83.3%	6	4	85.7%	
	11	8	7	15	10	66.7%	4	6	50.0%	
	12	9	16	25	19	76.0%	7	12	77.8%	
	16-'17	7	7	14	21	17	81.0%	6	11	85.7%
		8	6	11	17	14	82.4%	5	9	83.3%
		9	7	13	20	15	75.0%	7	8	100.0%
		10	8	12	20	17	85.0%	7	10	87.5%
		11	7	5	12	10	83.3%	6	4	85.7%
		12	9	7	16	11	68.8%	6	5	66.7%

School District of Alma
Co-Curricular Athletics & Activities
School Years 2015-16; 2016-17; 2017-18

Athletics

HIGH SCHOOL FOOTBALL (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	22	0	1	3	22
2016-17	18	0	0	3	18
2017-18	20	0	1 (5%)	4 (20%)	20

HIGH SCHOOL GIRLS VOLLEYBALL (CO-OP w/PEPIN 16-17 & 17-18)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	0	14	0	0	14
2016-17	0	17	0	0	17
2017-18	0	18	0	0	18

HIGH SCHOOL GIRLS BASKETBALL (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	0	9	0	0	9
2016-17	0	12	0	0	12
2017-18	0	9	0	0	9

HIGH SCHOOL BOYS BASKETBALL (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	5	0	0	0	5
2016-17	12	0	1	0	12
2017-18	11	0	1	0	11

HIGH SCHOOL GIRLS SOFTBALL (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	0	9	0	0	9
2016-17	0	8	0	0	8
2017-18	n/a	n/a	n/a	n/a	n/a

HIGH SCHOOL GIRLS TRACK (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	0	6	0	0	6
2016-17	0	4	0	0	4
2017-18	n/a	n/a	n/a	n/a	n/a

HIGH SCHOOL BASEBALL (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	5	0	0	1	5
2016-17	11	0	1	1	11
2017-18	n/a	n/a	n/a	n/a	n/a

HIGH SCHOOL BOYS TRACK (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	5	0	0	0	5
2016-17	2	0	0	0	2
2017-18	n/a	n/a	n/a	n/a	n/a

HIGH SCHOOL GOLF (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	9	0	0	1	9
2016-17	9	0	0	2	9
2017-18	n/a	n/a	n/a	n/a	n/a

JUNIOR HIGH SCHOOL FOOTBALL (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	8	0	1	1	8
2016-17	12	0	0	0	12
2017-18	6	0	0	0	6

JUNIOR HIGH SCHOOL GIRLS VOLLEYBALL (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	0	11	0	0	11
2016-17	0	10	0	1	10
2017-18	0	15	0	1	15

JUNIOR HIGH SCHOOL GIRLS BASKETBALL (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	0	10	0	0	10
2016-17	0	10	0	1	10
2017-18	0	10	0	0	10

JUNIOR HIGH SCHOOL BOYS BASKETBALL (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	11	0	0	1	11
2016-17	11	0	1	0	11
2017-18	11	0	0	2	11

JUNIOR HIGH SCHOOL GIRLS TRACK (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	0	5	0	01	5
2016-17	0	5	0	0	5
2017-18	n/a	n/a	n/a	n/a	n/a

JUNIOR HIGH SCHOOL BOYS TRACK (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	5	0	1	1	5
2016-17	7	0	0	0	7
2017-18	n/a	n/a	n/a	n/a	n/a

JUNIOR HIGH SCHOOL GOLF (CO-OP w/PEPIN)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16		No Program			
2016-17	3	0	0	1	3
2017-18		No Program			

Activities

BLOODMOBILE VOLUNTEERS

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	3	5	0	2	8
2016-17	n/a	n/a	n/a	n/a	n/a
2017-18	3	6	0	3	9
TOTALS	6 (35.2%)	11 (64.7%)	0	5 (29.4%)	17

BUFFALO COUNTY PARTNERSHIP

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	5	10	0	5	15
2016-17	n/a	n/a	n/a	n/a	n/a
2017-18	1	2	0	0	3
TOTALS	6 (33.3%)	12 (67.7%)	0	5 (27.7%)	18

BUFFALO COUNTY TEEN COURT

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed</u>	<u>Total</u>
2015-16	4	5	0	0	9
2016-17	3	2	0	0	5
2017-18	2	7	0	0	9
TOTALS	9 (39.1%)	14 (60.9%)	0	0	23