

DPI
Pupil Nondiscrimination
Self-Evaluation Report:
Cycle IV – 2011

School District of the Tomorrow River

Approved by the School Board on
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Section I - General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

(Source - DPI website: <http://dpi.wi.gov/sped/pndg-toc.html>)

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

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 had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin’s pupil nondiscrimination law.** School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

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

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

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

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

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

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

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

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

Name	Position
Michael Toelle	Elementary Principal
Phillip Tubbs	Middle School Principal
Mark Luetschwager	High School Principal
LeAnn Chase	District Administrator
Connie Jastromski	Administrative Assistant
Ann Rassmussen	Elementary Counselor
Jennifer Berdan	Middle School Counselor
Shelley O'Keefe	High School Counselor
Jean Eddy	Administrative Assistant
Becky Galvin	District Bookkeeper

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

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

- * Discussion item at an administrative meeting
- * Group meeting with school counselors
- * Public notice in a local newspaper
- * Principal article/announcement
- * District Website announcement
- * Individual meetings with principals/athletic director

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

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

- * Copy of report and data provided to the school board members.
- * Individual meetings with Administrators
- * Staff meeting for school personnel
- * Discussion item at an administrative meeting
- * Newsletter article/announcement
- * Report posted on school website

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

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

School Counseling

Findings:

- a. School counseling team has attended the Wisconsin Comprehensive School Counseling Model (WCSCM) Level I and II. In level I, the focus was developing a foundation document for the school counseling program. A process for the development of parent/student K-12 counseling services, such as school to work, monitoring of grades, progress reports and counseling brochures. Small group counseling is in place to assist students with identified needs such as anger management, social skills and study skills.
- b. School counselors have opportunities for varied professional development such as WSCA Conference, UW- System Workshop, and ATOD.
- c. An increased emphasis has been placed on career exploration and planning, using the (grades 7-12) WISCareers web based program. We are investigating WISCareers elementary.
- d. The district provides culturally and linguistically accessible support services to students and families by providing interpreters when needed. Bilingual tests are purchased when needed to assess students with academic achievement. Title III monies are used to further support ELL students via the purchase of CESA 5 consortium membership.
- e. School counseling department is a component of the program to assist credit deficient students. Individual planning conferences are in place.
- f. In Level II, the focus was on the development of the K-12 school counseling curriculum and establishing a process for consultation with other professionals as needed.

Methods of Analysis:

- a. Participation and discussion with other school counselors, assisted with delivery of the WCSCM.
- b. Review of WISCareers user data.
- c. Review status of credit deficient students and developed a plan of recovery.

Analysis included a thorough review of the 2005 findings and recommendations from the Pupil Nondiscrimination Self-Audit. District policies, staff development plans and district goals reviewed. State and local tests are analyzed throughout the year.

Supporting Information: Numerical data should be disaggregated on the basis of race, national origin, (including students with limited – English proficiency) sex and disability, unless such disaggregation violates student confidentiality.

The following information was reviewed:

1. Level I and II documents-
 - a. Foundation Handbook
 - b. Student/Parent Conference Handbook
 - c. ILP Guidelines
 - d. Curriculum Handbook
 - e. Advisory Contact Handbook
2. WISCareers data base.
3. Number of credit deficient students that acquire credits through PASS and PLATO Program.
4. Analyze work readiness skills as demonstrated by assignments by elementary career awareness classroom guidance. Middle School career exploration through WISCareers in classroom. High School career development through field trips, and job shadowing.

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

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

Athletic Programs

Findings:

- a. The “no-cut” policy in athletics and the “open-door” policy in organizations provide opportunities for all students who are interested. (Refer to athletic coaches’ handbook).
- b. Pay schedules of coaching personnel and the number of coaches associated with athletic teams has been pre-determined by the agreement between the Tomorrow River Education Association and the Tomorrow River School Board.
- c. The special education students are underrepresented in extra-curricular. Special education students separated out MS/HS constitute approximately 11.3% of our general population and less than 1% of our extracurricular population. This percentage has been consistent over the past 5 years.
- d. In MS/HS organizations, females outnumber males almost 2 to 1.
- e. In athletics, females slightly outnumber males.
- f. Changes in the budget often reflect new uniforms or major equipment purchased for a sport. Uniforms are on a 5-year rotation. Budgets also reflect WIAA rule changes. Overall, the budgets have been equitable.
- g. Overall, The Tomorrow River School District has done an outstanding job of insuring equity within their extra-curricular programs.

Methods of Analysis:

- a. Information regarding extracurricular participation was collected from the following sources as they relate to Middle School and High School activities:
 - Coaches, Advisors, and Athletic Director
- b. Descriptive materials and handbooks pertaining to athletics and extracurricular activities were reviewed.
- c. Budget information was collected from the Athletic Director and Administrative Assistant.

Supporting Data: Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.

The following information is retained in the Cycle IV 2011 Pupil Nondiscrimination binder in the district office:

1. Participation in Athletics by Gender, Race, and Special Needs.
2. Participation in Organizations by Gender, Race, and Special Needs.
3. Comparisons of Athletic Budgets.

4. Ratio of Coaches to Athletes
5. Number of Games Home and Away

Extracurricular, Recreational and Other School-Sponsored Activities

Participation data in the Tomorrow River extracurricular programs and activities were reviewed for the past five years by race, sex, and disability. Due to the low number of students, data was not disaggregated based on national origin or ELL status. To do so would potentially identify individual students and violate student confidentiality. This data was compared to district-wide averages to determine if any trends or patterns of participation existed.

Students with disabilities are generally under-represented in extracurricular activities and clubs at the High School level and at the Middle School level. Greater participation of students with disabilities was seen in FFA and FBLA. Boys are under-represented in five out of the nine extracurricular activities.

Students who are interested in starting a new club or extracurricular activity may make a proposal to the building level principal who in turn may bring it forward to the Board of Education. Of the eight activities or advised positions, all of them are paid positions. All paid positions were previously negotiated in the collective bargaining agreements.

Section V - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition

PI-9.06(1)(f)

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

Trends and Patterns in Awarding Scholarships

In The School District of the Tomorrow River we are fortunate to have a community based scholarship organization. Evaluation in this area will focus on the requirements put in place by the scholarship organization. Below is a copy of the Tomorrow River Scholarship Foundation information which can be viewed via a link on the Tomorrow River School District website:

The Tomorrow River Scholarship Foundation was started in 1995 to provide educational opportunities for the students, graduates, and residents of the Tomorrow River School District. Since then, the foundation has awarded 407 scholarships to deserving young people for college or technical school and provided funds for state, national, and international workshops. In the spring of 2010, 54 scholarships in the amount of \$32,000 were awarded. The foundation's goal is to establish a \$500,000 endowment for funding scholarships in perpetuity.

The foundation is a tax-exempt corporation and is run through a volunteer board. Funding comes through the generosity of businesses, alumni, and friends of the Tomorrow River community.

GOAL: *To establish an endowment fund that provides scholarships for students, graduates and residents of the Tomorrow River School District.*

MANAGEMENT: *A volunteer board of directors manages the activities of the foundation, reviews requests for scholarships and participates in fund raising to promote and enrich quality educational opportunities. All directors serve without compensation.*

TYPE OF GIFT: *Virtually any size and type of gift is accepted — cash gifts, bequests, memorials and property are greatly appreciated. The amount of your generosity determines the level of our scholarships.*

TAX DEDUCTIBLE: *The Foundation is a tax-exempt 501(c)3 non-profit corporation. Federal ID number 39-1802123*

In reviewing the documents generated by the scholarship foundation it can be determined that a variety of scholarships are available to many different student groups. Scholarships are given to students based on one or more of the following categories: major of study, school they are attending, athletics, community volunteerism, and school involvement.

The district has made a commitment to ensure that all students are aware of available scholarships. Information is put in the local paper, in the daily announcements, and in an open file in the guidance office. Daily announcements are given to each teacher to read during activity period. This ensures that all students are aware of the criteria, know where to secure application information, and that all students are able to pursue these opportunities. The local

newspaper which also serves as the school newsletter is sent to every box holder in the school district at no charge. This allows parents to be aware of the scholarship process.

Staff members are asked by many individuals to write recommendations for the scholarships. Since the criteria is set for individual scholarships staff members are assisting by providing the recommendations.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

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 nondiscretionary, 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-restricted 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.

Other Forms of Recognition and Achievement

Honor roll data was analyzed for the past three years at the Middle School and High School levels. Students making the honor roll are recognized by having their names published in the local newspaper and posted outside the guidance office. The percentage of students attaining honor roll status at the Middle School level were equally represented when compared to district demographics by sex and race. Students with disabilities were significantly under-represented. At the High School level students were equally represented by race but boys and students with disabilities were significantly under-represented on the Honor Roll.

At the middle school level various awards are given to students at the end of the year but data is not collected by race, sex, or disability. Some of the awards given include: Perfect Attendance, Reading Awards, Math Awards, Positive Reward system award, and POP's Awards. At the elementary level awards are given by individual grade levels mostly related to achievement.

Section VI – Policies and Procedures PI 9.03 and PI 9.04

In this section, the district is asked to review whether its policies and procedures are in compliance with the requirements of the pupil nondiscrimination law. In doing so, the district should also assess whether the policies and procedures are effective in prevention discrimination, resolving complaints, and prompting corrective action. The pupil nondiscrimination policies should be reviewed in order to determine whether all protected classes identified in the pupil nondiscrimination law are included. The district should review whether the policies are, in fact, practiced, used, and understood.

Policies (available electronically via the website)

The Tomorrow River School District Board of Education updates policies and procedures on an as needed basis. During the 2006/07 school year the Board of Education contracted with NEOLA to revise the district policy booklet as a whole. The School Board continues to get updates from NEOLA on a semi-annual basis or on an as needed basis when market conditions and legislation dictates the need for change. The Tomorrow River School District has a written board-approved policy (2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY) that prohibits discrimination against pupils based on: sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, and physical, mental, emotional, and learning disabilities.

The district has board-approved policies that prohibit discrimination against pupils in the following areas (PI 9.03):

- admission to any school, class, program or activity (policy 5111 - ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS)
- standards and rules of behavior including pupil harassment (policy 5517 - STUDENT ANTI-HARASSMENT and/or Bullying 5517.01 – BULLYING and policy 5500 - STUDENT CODE OF CLASSROOM CONDUCT)
- disciplinary areas, including suspension and expulsions (policy 5600 - STUDENT DISCIPLINE and 5610 - SUSPENSION AND EXPULSION)
- acceptance and administration of gifts, bequests, scholarships and other aids, benefits and services to pupils from private agencies, organizations, or persons (policy 5451.01 - WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP)
- an instructional and library media materials selection policy (policy 2521 - SELECTION OF INSTRUCTIONAL MATERIALS and policy 2510 - ADOPTION OF TEXTBOOKS, policy 2522 - SUPPLEMENTARY MATERIALS SELECTION)
- methods, practices, and materials used for testing, evaluating, and counseling pupils (policy 2411 - GUIDANCE AND COUNSELING PROGRAMS) opportunity for participation in athletic program or activities (policy 2431 - INTERSCHOLASTIC ATHLETICS, and policy 2431.01 - CO-CURRICULAR ACTIVITIES)
- school-sponsored food service programs (policy 8500 - FOOD SERVICES)

Based on review of the above mentioned policies, the Tomorrow River School District's pupil nondiscrimination policies apply to all areas of school operations, including school-sponsored programs and activities.

Complaint Procedure

The Tomorrow River School District has a written procedure (policy 9130 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS, policy 5517 - STUDENT ANTI-HARASSMENT) policy for filing, investigating, and resolving complaints of pupil discrimination. The complaint procedure provides a four level process starting at the building level and progressing to the district level with the steps being identified in Policy 9130.

The district designated employee who receives pupil discrimination complaints is LeAnn Chase, District Administrator. She has attended various workshops on complaint investigations and discrimination law sponsored by WASB (Wisconsin Association of School Boards) and has pursued additional information in these areas with the district attorney. No pupil discrimination complaints have been filed with the district in the past three years.

Notice:

The district publishes annually at the beginning of each school year a notice of the Pupil Nondiscrimination policy and the accompanying complaint procedures. These notices are posted in each building within the district. A pupil nondiscrimination statement and complaint procedures are included in all student handbooks. Translations are not currently provided in other languages in addition to English nor are there Braille or audio versions. Measures are taken to increase student and parent knowledge of pupil nondiscrimination policies and complaint procedures through annual notices in the local paper. These policies and procedures are reiterated several times in the student handbooks.

Section VII - Methods Used in Conducting the Self Evaluation

PI-9.06(2)

Over the course of several months information was collected from a variety of sources within the school district in order to conduct this self-evaluation.

1. Student participation data in athletics and extra-curricular activities were obtained from the student management data base and analyzed based on sex, race, and disability.
2. Athletic and extra-curricular salaries and budgets were obtained from the district office staff.
3. Principals provided staff and student handbooks and the athletic/activity handbook for review of policies and procedures.
4. The district counselors collaborated to provide information regarding the methods, practices, curriculum and materials used in the Tomorrow River School Counseling program. The High School counselor and secretary also provided a copy of the course registration booklet, and information regarding students who earned scholarships and academic awards for the past years.
5. The elementary principal and athletic director provided information regarding awards and extra-curricular athletic participation of students.
6. The District Administration supplied information regarding board policies and procedures related to pupil nondiscrimination and the complaint procedure.

Section VIII – Written Report PI-9.06(3)
PUPIL NONDISCRIMINATION SELF-EVALUATION – CYCLE IV Report
“RECOMMENDATIONS FOR IMPROVEMENT”

Counseling

1. Continue to revise school counseling curriculum on an annual basis.
2. Attend WCSCM-Level III training.
3. Continue Parent/Student Conferences through ILP.
4. Develop 8th Grade Parent/Student Conferences.

Athletics

1. Encourage the participation of special needs students in athletics and organizations. This might be something included in an IEP.
2. Meet with advisors of organizations to share ideas on how to motivate students to join their organization (especially males).
3. Review Student Handbook description of clubs and organizations.
4. The Athletic Director will monitor media attention that male/female sports receive through press releases, photos, with the goal of equitable representation.
5. Continue to monitor budgets and outside sources of support to guarantee equitable treatment.
6. The Athletic Director should continue to maintain data collection on scholar-athlete awards with regards to gender, race, and disability.
7. Extra-curricular and co-op opportunities will be reviewed for consideration.

Scholarships

1. The School Counseling office should continue to promote the availability of scholarships through announcements, newsletter, and postings.
2. In the junior/senior Language Arts curriculum, students will be given an opportunity to write a scholarship application and college admission application.
3. Continue to develop ways to encourage students to complete scholarship applications.
4. Students with disabilities will be encouraged to apply for scholarships.

Policies

1. Complaint procedure needs to be further examined by the administrators.
2. Examine other ways to promote the non-discrimination policies.

2011 - Trends and Patterns of Athletic, Extracurricular, and Recreational Activities – PI-9.0(1)(e)

Total School Population: <u>992</u>	Total Number/Percentage of Male Students: 523 / 52.8%	Total Number/Percentage of Female Students: 469 / 47.2%	Total number of Students by Ethnicity: W_955__ 96.3__% H_ 16__ __1.6__% B_ 13__ __1.3__% A_ 4__ __.4__% AI_ 4__ __.4__%
	Total Number/Percentage of ELL Students: 16 / 1.6%	Total Number/Percentage of Students with Disability : 113 / 11.3%	

Program/ Activity	Program Budget \$				# of Coaches				Male				Female				Race, other than white				ELL (English Language Learners)				Students with Disabilities (Special Education)			
	07	09	10	11	07	09	10	11	07	09	10	11	07	09	10	11	07	09	10	11	07	09	10	11	07	09	10	11
Softball	5,785	2,600	2,600	6,336	2	2	3	3					27	23	27	25											1	
Baseball	3,571	3,954	7,031	4,009	2	2	2	2	23	14	25	23																
H.S Track and Field	2,500	3,077	3,077	3,077	5*	4	5*	4	26	19	26	18	24	26	18	19		3	1	1					3	1	4	1
Golf	1,000	1,000	1,000	1,000	2	2	2	2	9	20	22	13	2	0	1	1									1			
M.S. Girls and Boys BB	1,630	1,819	1,819	1,819	5	4	5	4	25	29	23	36	29	27	34	36	2			1					1	2	3	7
H.S. Student Council	150	510	510	510	1	1	1	1	8	9	9	7	31	21	22	23		1										
M.S Student Council	0	0	0	0	1	1	1	1	5	3	2	2	6	14	13	15												

School District of The Tomorrow River

PI-9 School Demographics for 2007 (Baseline), 2009, 2010 and 2011

The following information was used as a baseline when comparing and analyzing the overall composition of the student population by sex and disability. (Although data on race, national origin and English language learners is a component of the PI-9 statute, in most cases, there are less than five students from this protected category residing in the district (at the time of this report). DPI guidelines on data disaggregation suggests that the student enrollment must be five or over to identify the population for analysis.)

Year-Baseline	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2007	919	49.2	50.8	.5	.4	.7	1	1.4	13.1

Year-Baseline	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2009	942	49.0	51.0	.4	.5	1	1.1	1.4	13.3

Year-Baseline	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2010	988	48.2	51.8	.3	.6	1	1.4	1.3	12.4

Year-Baseline	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2011	992	47.2	52.8	.4	.4	1.3	1.6	1.6	11.3