

#### KHSAA TITLE IX ANNUAL REPORT SUBMISSION STATUS REPORT 2007-2008

KHSAA Form T65 Revised 3/08

TO: KHSAA Member School Superintendents, Principals, and Athletic Directors

FROM: Brigid L. DeVries, Commissioner Larry Boucher, Assistant Commissioner

Date: 4/24/2008

| School   Scott High School  | Reviewed by Jenny McCarty       |
|-----------------------------|---------------------------------|
| Labilium Excort Bion School | 1 MANIAMAG DV 1 10000 Mag(2014) |
|                             |                                 |
|                             |                                 |

The following is a status report regarding the required 2007 - 2008 Title IX Annual Report submission of forms due into the KHSAA office by April 15, 2008. Appropriate KHSAA Audit Team personnel have reviewed these forms and the following is a summary of this review.

1. Checklist of Forms properly submitted in a satisfactory manner.

| X GE 19 (Annual Verification) X   | T-35 (Budget Expenses)                             |
|-----------------------------------|----------------------------------------------------|
| X T-1 (Summary Program Chart 1) X | T-36 (Budget Expenses)                             |
| X T-2 (Summary Program Chart 2) X | T-41 (Checklist – Overall Interscholastic Program) |
| X T-3 (Summary Program Chart 3) X | T-60 (Corrective Action Plan)                      |
| X T-4 (Summary Program Chart 4) x | T-63 (Interscholastic Survey Results)              |

#### II. Status

|    | ~                                             |                                                                                                                                                                                                                                                                                                      |
|----|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Α. | Х                                             | 2007 – 2008 Forms are satisfactory and no further information or action is necessary at this time.                                                                                                                                                                                                   |
| В. |                                               | Errors have been noted with respect to the following forms:                                                                                                                                                                                                                                          |
| C. |                                               | The following forms were omitted and must be submitted by school representatives:                                                                                                                                                                                                                    |
| D. |                                               | According to the 2007-2008 data, the school appears to be meeting the standards established in:  Test 1 (Athletic participation is proportionate to enrollment)  Test 2 (History and continuing practice of program expansion)  Test 3 (Full and effective accommodation of interests and abilities) |
| E  |                                               | Other Recommendation and Comments:  • If there is a timeline for completion of the renovation project, that should be included in your corrective action plan.  • Your report is in good order, thanks for all your hard work!                                                                       |
|    | 19-14-12-12-12-12-12-12-12-12-12-12-12-12-12- | pr (pr Type pr                                                                                                                                                                                                                                                                                       |

F:\Forms\T65.doc



Principal's Signature

# KENTUCKY HIGH SCHOOL ATHLETIC ASSOCIATION 2007-2008 ANNUAL VERIFICATION OF TITLE IX PROCEDURES

(To be submitted by April 15, 2008 along with other required forms)

| The C. "                                                                                   | A se submitted by Ap                                                                                                     | ril 15, 2008 along with oth | per required forms)                                                                                      |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------|
| The Scott                                                                                  |                                                                                                                          |                             |                                                                                                          |
|                                                                                            | (Namo of III )                                                                                                           | High School,<br>Kentucky    | Taylor Mill                                                                                              |
| representation of t<br>as Title IX)                                                        | (Name of High School)<br>(entucky High School Athleti<br>he facts surrounding compliar                                   | c Association that th       | (City) le following is an accurate and ctions 1681-1688, et Seg (class)                                  |
| permanent Title                                                                            |                                                                                                                          | rdance with record          | s at the school contained in                                                                             |
| · · · · · · · · · · · · · · · · · · ·                                                      | Address                                                                                                                  | Phone                       | . and provide                                                                                            |
| Lisa Brewer                                                                                |                                                                                                                          |                             | Title                                                                                                    |
| Brad Carr                                                                                  | Scott High School                                                                                                        | (Supt., Princip             | pal, Student, Parent, Coach, Etc.)                                                                       |
| Casey Fisk                                                                                 | Scott High School                                                                                                        |                             | Coach                                                                                                    |
| Rhonda Klette                                                                              | Scott High School                                                                                                        | 356-3146                    | Coach                                                                                                    |
| Tom Madison                                                                                | Scott High School                                                                                                        | 356-3146                    | PE Teacher                                                                                               |
|                                                                                            | Scott High School                                                                                                        | 356-3146                    | Coach                                                                                                    |
| Jerry Mohr                                                                                 | Scott High School                                                                                                        | 356-3146                    | Principal                                                                                                |
| Sarah Houseman                                                                             | Scott High School                                                                                                        | 356-3146                    | Coach                                                                                                    |
| See attached list                                                                          | - Su School                                                                                                              | 356-3146                    |                                                                                                          |
| ocheduled a min                                                                            | imum of three meetings during                                                                                            |                             |                                                                                                          |
| 12/13                                                                                      | imum of three meetings during                                                                                            | the 2007-2008 school        | year on the following data                                                                               |
|                                                                                            |                                                                                                                          |                             | - tollowing dates:                                                                                       |
| 1/8                                                                                        |                                                                                                                          |                             |                                                                                                          |
| Designated the fo                                                                          | llowing person(s) as the Title I                                                                                         | X coordinator for the so    | chool                                                                                                    |
| n Mueller                                                                                  |                                                                                                                          | Address                     | 5/1001.                                                                                                  |
|                                                                                            | Athletic Director                                                                                                        | Scott High School           | Phone                                                                                                    |
|                                                                                            |                                                                                                                          |                             | 960-1527                                                                                                 |
| Designated the following                                                                   | owing person(s) as the Title IX                                                                                          |                             |                                                                                                          |
| Name                                                                                       | owing person(s) as the Title IX                                                                                          | Coordinator for the at-     | 3.2                                                                                                      |
| er Lefairve                                                                                |                                                                                                                          | a simulator for the dis     | strict:                                                                                                  |
| ci reigii.ne                                                                               | Asst. Superintendant                                                                                                     | Address                     | Phone                                                                                                    |
| C-1                                                                                        | 1 Noridant                                                                                                               | Kenton Co. Board            | 344-8888                                                                                                 |
| reflected in the Corr<br>In addition to the<br>relative to Title IX nother related materia | el are continuing to make pe<br>rective Action Plan.<br>e above information, the above<br>ecords including copies of the | riodic reviews of the b     | ooys' and girls' athletics program intains a complete permanent file t, all corrective action plans, and |
| 7 01                                                                                       | zio.                                                                                                                     | ussessment audi             | t, all corrective action plans and                                                                       |

Date amil Superintendent Signature School Board Chairpersons' Signature (Send original copy to KHSAA - Maintain duplicate in Title IX school folder)

## Additional Committee Members

| Nolan Lowry Judy Trame (new) Andrea Sullivan Troy Roberts Shane Rogers John Slone | Scott High School Woodland Middle School Scott High School Taylor Mill Elementary Scott High School Scott High School | 356-3146<br>356-7300<br>356-3146<br>356-2650<br>356-3146<br>356-3146 | Student Parent Coach Coach Asst. Prin |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------|
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------|

# 2007-2008 ACCOMMODATION OF INTERESTS AND ABILITIES SUMMARY PROGRAM CHART 1

Participation Opportunities Test One

|              | pportunities rest ( |            |                                      |                                                                              |                                         |
|--------------|---------------------|------------|--------------------------------------|------------------------------------------------------------------------------|-----------------------------------------|
|              |                     | (Column 1) | (Column 2)                           | (Column 3)                                                                   | (Column 4)                              |
|              | Program             | Enrollment | Percentage of<br>Total<br>Enrollment | Number of<br>Interscholastic<br>Participants<br>(double and<br>triple count) | Percentage of<br>Total<br>Participation |
| Row 1        | GIRLS               | 498        | 47.8%                                | 372                                                                          |                                         |
| Row 2        | BOYS                | 544        |                                      |                                                                              | 51.8%                                   |
| Row 3        | Totala              |            | 52.2%                                | 346                                                                          | 48.2%                                   |
| nstructions: | Totals              | 1042       | 100%                                 | 718                                                                          | 100%                                    |

\*Number of 8<sup>th</sup> grade students & below used in Column 3 and Column 4 calculations if

applicable:\_\_\_\_\_60\_

- 1) Determine the total number of girls enrolled, (place in Row 1, Column 1). Determine the total number of boys enrolled, (place in Row 2, Column 1).
- 2) Add the total number of girls and boys enrolled to determine total enrollment, (place in Row 3, Column 1).
- Calculate the percentage of total enrollment that is female. (Divide Row 1, Column 1 by Row 3, Column 1 and place in Row 1, Column 2.) Calculate the percentage of total enrollment that is male. (Divide Row 2, Column 1 by Row 3, Column 1 and place in Row 2, Column 2.) Note: Row 1, Column 2 plus Row 2, Column 2 should total 100%.
- Ask the head coaches to review the most updated eligibility or squad lists for their teams. Ask coaches to confirm the names of those individuals who are on the team as of the first date of regular season first regular season competitive event. Determine the total number of interscholastic athletics participants participants, an individual should be counted each time he or she participates on a team. For example, if basketball team, and the varsity volleyball team, the junior varsity volleyball team, the junior varsity club or intramural sports participants, cheerleaders, dance teams, or pom squads). Calculate the Junior Varsity, or Varsity team, they should also be counted for each team and sport on which they are included in the totals.

Using the same procedure, determine the total number of interscholastic athletic participants that are boys, (and place in Row 2, Column 3). Add Row 1, Column 3 plus Row 2, Column 3 to get total participants and place in Row 3, Column 3.

Calculate the percentage of female participation. (Row 1, Column 3 divided by Row 3, Column 3 and place in Row 1, Column 4.)
Calculate the percentage of male participation. (Row 2, Column 3 divided by Row 3, Column 3 and place in Row 2, Column 4.) Note: Row 1, Column 4 plus Row 2, Column 4 should total 100%.

Note: While being within three percent is <u>not</u> a formal compliance standard; if the percent listed in Row 1, Column 4 is within 3% of Row 1, Column 2, then it provides a good target within which compliance is likely.

| Principal's Signature:             | Malija              | _                   | 4                    |
|------------------------------------|---------------------|---------------------|----------------------|
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| , , , , , ,                        | The ix and Gender   | Equity Specialists. | All rights reserved. |

Participation Opportunities Test Two

|             |       |          | Column 1                                   | Column 2                  | Column 3                                                                                        | Column 4                                                                                        | Column 5                                                                                |
|-------------|-------|----------|--------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Program     |       |          | Number<br>of Teams<br>Currently<br>Offered | Number of<br>Participants | Number of<br>Teams<br>Added<br>Since the<br>beginning<br>of the 2003-<br>2004<br>School<br>Year | Current Number of Participants for each team added Since the beginning of the 2003- 2004 School | Percent of Total Participation By Sex Added Since the beginning of the 2003-2004 School |
| GIRLS       | Row 1 | varsity: | 10                                         | 171                       |                                                                                                 | Year                                                                                            | Year                                                                                    |
|             | Row 2 | j.v.:    | 8                                          | 118                       |                                                                                                 |                                                                                                 |                                                                                         |
|             | Row 3 | frosh:   | 4                                          | 83                        | 3                                                                                               | 20                                                                                              |                                                                                         |
| <del></del> | Row 4 | total:   | 22                                         | 372                       | 3                                                                                               | 30                                                                                              |                                                                                         |
| Ro          | Row 5 | varsity: | 10                                         | 169                       |                                                                                                 | 30                                                                                              | 8.1%                                                                                    |
|             | Row 6 | j.v.:    | 7                                          | 87                        |                                                                                                 |                                                                                                 |                                                                                         |
|             | Row 7 | frosh:   | 6                                          | 90                        |                                                                                                 | Wrestling                                                                                       |                                                                                         |
|             | Row 8 | total:   |                                            | 346                       |                                                                                                 | declining                                                                                       |                                                                                         |

For Column 1, list the number of interscholastic teams offered for girls and boys at each competitive level (varsity, junior varsity, and freshman). For girls, total each of the entries in Rows 1, 2, and 3 into Row 4. For Column 2 list the number of participants at each 1.

2) For Column 2, list the number of participants at each level. For girls, total each of the entries in Rows 1, 2, and 3 into Row 4. For boys, total Rows 5, 6, and 7 into Row 8. **Note:** The totals in Row 4 for girls and in Row 8 for boys must be the same as the totals in Form T-1, Column 3, Rows 1 and 2 respectively.

For Column 3, list the number of interscholastic teams that have been added in the last five years at each soccer was added 3 years ago, count the team only once, not 3 times. For girls, total the entries in Rows 1, and 3 into Row 4. For boys, total Rows 5, 6, and 7 into Row 8.

4) For Column 4, list the number of participants that are **currently** on each level of the teams that were added to be added for that team. For girls, total the entries in Rows 1, 6, and 7 into Row 8.

5) For Column 5, calculate the percentage of a suitable percentage of

5) For Column 5, calculate the percentage of participants that have been added in the last five years. For girls, take the number in Column 4, Row 4 and divide by the number in Column 2, Row 4. For boys, take the number in Column 4, Row 8 and divide it by the number in Column 2, Row 8.

Note: If the percentage of current participants added in the last five years is 25% or greater, compliance with Test Two may be possible. If less than 25%, then compliance with Test Three should be analyzed. <u>CAUTION:</u> 25% is not a formal compliance standard.

| Principal's Signature: Date: 4-10-08 |
|--------------------------------------|
|--------------------------------------|

KHSAA Form T3 Rev 12/07

# ACCOMMODATION OF INTERESTS AND ABILITIES SUMMARY PROGRAM CHART 3

### Participation Opportunities Test Three

FOR ANY QUESTION ANSWERED "YES" IDENTIFY THE RESPECTIVE SPORT(S).

|                                                                                                                                                                                                                                            | GIRLS      | BOYS       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|
| 1 For a growt material                                                                                                                                                                                                                     | (Yes / No) | (Yes / No) |
| 1. For a sport <u>not</u> currently offered in your interscholastic athletics program, is there sufficient interest to form a viable interscholastic team based on participation on an intramural team.                                    |            | No         |
| 2 For a sport <u>not</u> currently offered, is there sufficient interest, based on the responses to your most recent Student Interest Survey, to form a viable interscholastic team for a sport not currently offered. If yes, what sport? | Yes        | Yes        |
| 3. For a sport currently offered at the junior varsity or freshman level is there sufficient interest, based on your most recent Student Interest Survey, to form a varsity team not currently offered?                                    | No         | No         |
| 4. For a sport currently offered at the varsity level only, is there sufficient interest, based on your most recent Student Interest Survey, to form a viable team for a junior varsity or freshman team that is not currently offered?    | No         | No         |
| 5. If you answered YES to question (1), (2), (3), or (4), are there enough high schools in the geographic area offering the sport (at the appropriate level) to allow for the development of a reasonable schedule of competition?         | Yes        | Yes        |

Plans to Address Interest:

Bowling has been a club sport for the past couple of years with local competition. With the numbers growing, the sport may well become sanctioned by the KHSAA. When that happens, we will be in full swing with our bowling program with both boys and girls.

| Principal's Signature : | Madison | Date: | 4-10-08 |  |
|-------------------------|---------|-------|---------|--|
|-------------------------|---------|-------|---------|--|

#### 2007-2008 ACCOMODATION OF INTERESTS AND ABILITIES SUMMARY PROGRAM CHART 4

# Levels of Competition Test One

| Girls  | Team<br>Levels | Column 1 Number of Teams | Column 2<br>Number of     | Column 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------|----------------|--------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |                | Currently Offered        | Participants              | Percentage of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Row 1  | varsity:       | 10                       | 171                       | Participants at Each Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Row 2  | j.v.:          |                          | 1 '''                     | 46%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|        | J.V            | 8                        | 118                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Row 3  | frosh:         | 4                        | 1.10                      | 32%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|        | 110311.        | 4                        | 83                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Row 4  | total:         |                          |                           | 22%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|        |                |                          | 372                       | I AND A STATE OF THE STATE OF T |
| Boys   |                |                          |                           | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Row 5  | varsity:       | 10                       |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|        |                | •                        | 169                       | 49%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Row 6  | j.v.:          | 7                        |                           | 43%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2004 7 |                |                          | 87                        | 25%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Row 7  | frosh:         | 6                        | 90                        | /0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ow 8   | total          |                          | 30                        | 26%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|        | total:         |                          | 346                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Colum  | n 1 1 1 1      |                          | teams offered for girls a | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

- Column 1, list the number of interscholastic teams offered for girls and boys at each competitive level; varsity, junior varsity, and freshman. (Refer to Form T-2, Accommodation of Interests and Abilities, Summary Program Chart 2, Column 1.)
- 2) For Column 2, list the number of participants at each level. For girls, total the entries in Rows 1, 2, and 3 into Row 4. For boys, total the entries in Rows 5, 6, and 7 into Row 8. (Refer to Form T-2, Accommodation of Interests and Abilities, Summary Program Chart 2, Column 2.)
- 3) For Column 3, calculate the percentage of female and male participants at each level. For girls' varsity, junior varsity, and frosh, respectively:
  - Divide Column 2, Row 1 by Column 2, Row 4, and place the percentage in Column 3, Row 1
  - Divide Column 2, Row 2 by Column 2, Row 4, and place the percentage in Column 3, Row 2.
  - Divide Column 2, Row 3 by Column 2, Row 4, and place the percentage in Column 3, Row 3.

For boys' varsity, junior varsity, and frosh, respectively:

- Divide Column 2, Row 5 by Column 2, Row 8, and place the percentage in Column 3, Row 5.
- Divide Column 2, Row 6 by Column 2, Row 8, and place the percentage in Column 3, Row 6.
- Divide Column 2, Row 7 by Column 2, Row 8, and place the percentage in Column 3, Row 7.

| Principal's Signature:      | An m             | Malison          | ace the percentage | in Column 3, Row<br>in Column 3, Row |
|-----------------------------|------------------|------------------|--------------------|--------------------------------------|
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| , s g.m. 1900, Good Sports  | s, Inc., Title I | X and Gendor Car | " o                |                                      |

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KHSAA Form T35 REV.12/07

ACTUAL EXPENDITURES - PROGRAM COMPARISON CHART 1
TO INCLUDE BOOSTER CLUB FUNDING

|                 | equipn | equipment and<br>supplies | #      | travel       | g g    | awards       | coache<br>(to i<br>supplen<br>exte<br>employm | coaches' salaries<br>(to include<br>supplemental and<br>extended<br>employment; dollar |        | facilíties<br>improvements | ilduq<br>ilspori | publications<br>(if sport-specific) |      |
|-----------------|--------|---------------------------|--------|--------------|--------|--------------|-----------------------------------------------|----------------------------------------------------------------------------------------|--------|----------------------------|------------------|-------------------------------------|------|
|                 | Expen  | Expenditures              | Expen  | Expenditures | Expe   | Expenditures | Ехреп                                         | Expenditures                                                                           | Exper  | Expenditures               | Expen            | Expenditures                        |      |
|                 | School | Booster                   | School | Booster      | School | Booster      | School                                        | # Coaches for                                                                          | School | Booster                    | School           | Booster                             |      |
|                 |        |                           |        |              |        |              |                                               | # Teams for all<br>[evels                                                              |        |                            |                  |                                     |      |
| G basketball    | 2000   | 1800                      | 2090   | 0            | 122    | 264          | 19336                                         | 4 3                                                                                    | 40000  | 0                          | 1                | 1.4000                              | =    |
| B basketball    | 700    | 1000                      | 2310   | 500          | 101    | 226          | 19336                                         |                                                                                        | 40000  | > 0                        | m(o)             | 7/850                               |      |
| G softball      | 2100   | 1000                      | 1230   | 700          | 138    | 284          | 10287                                         |                                                                                        | 1300   | 002                        | Elyn<br>Elyn     | 5/200                               |      |
| B baseball      | 2000   | 0                         | 1650   | 450          | 151    | 245          | 10087                                         |                                                                                        | DOC!   | 200                        |                  | 17539                               |      |
| G cross country | 200    | _                         | 300    |              | 4      | 2            | 10201                                         | 5                                                                                      | D .    | 0                          | No               | No/4783                             |      |
| B Orong         | 2      | > (                       | 200    | 0            | 104    | 213          | 2051                                          | 1 2                                                                                    | 0      | 0                          | Printing         | Printing                            | 8087 |
| a cross country | 700    | 0                         | 300    | 0            | 104    | 174          | 2051                                          | 1 2                                                                                    | 0      | 0                          | For any          | 1                                   | 9879 |
| G golf          | 500    | 0                         | 260    | 0            | 14     | 58           | 1510                                          |                                                                                        | 0      | 0                          | One              |                                     | 7267 |
| B golf          | 500    | 0                         | 140    | 0            | 14     | 99           | 1510                                          | 1                                                                                      | 0      | 0                          | sport            |                                     | 200  |
| G soccer        | 1200   | 750                       | 2220   | 300          | 111    | 329          | 5296                                          | 3 2                                                                                    | 0      | 0                          |                  |                                     |      |
| B soccer        | 1200   | 009                       | 580    | 0            | 114    | 406          | 5296                                          | 3                                                                                      | 0      | , c                        |                  | 4239                                |      |
| G swimming      | 220    | 0                         | 1100   | 0            | 153    | 252          | 1026                                          |                                                                                        | , 0    |                            |                  | 1176                                |      |
| B swimming      | 220    | 0                         | 1100   | 0            | 103    | 168          | 1025                                          |                                                                                        | 0      |                            |                  | 2751                                |      |

1. Total expenditures on T-35 and T-36 on the 2007-2008 year report due by April 15, 2008, should reflect the total monies spent (rounded off to nearest dollar) for the entire school year of 2006-2007 ending June 30, 2007.

2. Booster Club Funding/Contributions must be included in the above expenditures total. (Note: It is illegal for coaches to be paid by Booster Clubs - Reference KHSAA Bylaw 27)

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55

Date:

ACTUAL EXPENDITURES - PROGRAM COMPARISON CHART 2 TO INCLUDE BOOSTER CLUB FUNDING

| ===            |        |                        |            |         |             |              |                                                | n                                                                                       |               |                            |                   | 2000                                | ,             |
|----------------|--------|------------------------|------------|---------|-------------|--------------|------------------------------------------------|-----------------------------------------------------------------------------------------|---------------|----------------------------|-------------------|-------------------------------------|---------------|
|                | nbə    | equipment and supplies |            | travei  | <del></del> | awards       | coache<br>( to i<br>supplen<br>exte<br>employm | coaches' salaries<br>( to include<br>supplemental and<br>extended<br>employment; dollar | fac           | facilities<br>improvements | publi<br>(if spor | publications<br>(if sport-specific) |               |
|                | School | 일                      | _   _      | 무를      |             | Expenditures | Expen                                          | Expenditures                                                                            | Fyng          | Fynonditus                 | ]                 |                                     | <del></del> - |
| =-             | -      | - booster              | r   School | Booster | School      |              |                                                |                                                                                         | Delvi.        | ultures                    | Exper             | Expenditures                        |               |
| ===            |        |                        |            |         |             | Jana         | School                                         | # of Coaches<br>for all levels                                                          | School        | Booster                    | School            | Booster                             | <del></del>   |
|                |        |                        |            |         |             |              | -                                              | # of Teams for                                                                          |               |                            |                   |                                     |               |
| G track        | 1000   | 110                    |            |         |             |              |                                                | all levels                                                                              |               |                            |                   |                                     |               |
|                | 3      | /20                    | 740        | 0       | 260         | 407          |                                                |                                                                                         |               |                            |                   | _                                   | ==            |
| B track        | 100    | 0                      | 220        | C       |             | 20,          | 4338                                           | 2 3                                                                                     | 0             | 0                          | No                | No Olon                             | j <b>r</b> =  |
| G tennis       | 175    |                        |            |         | 196         | 383          | 4338                                           | 2 3                                                                                     | 0             | -                          |                   | 307 ON                              |               |
| 8 fennis       |        | ,                      | 5          | 0       | 35          | 26           | 2051                                           | 6                                                                                       |               |                            | Frinting          | Printing                            | 523           |
|                | 1/5    | 0                      | 0          | 0       | 25          |              |                                                | 7                                                                                       | <b>D</b>      | 0                          | For Any           | For Any                             |               |
|                |        |                        |            |         | 7           | Ç.           | 2051                                           | 1 2                                                                                     | 0             | 0                          | One               |                                     | 9 <i>CC</i> 2 |
| G Voileyba!    | 180    | 0                      | 450        | 350     | 2,4         |              |                                                |                                                                                         |               |                            | Sport             | Sport                               | 7416          |
| B wrestling    | 50     | 0                      | 250        | 8 6     | 017         | 226          | 5296                                           | 3 3                                                                                     | 40000         | 0                          | $\top$            | 20 23 123<br>20 23 123              | Ž             |
| Slow pitch     | 250    | 0                      | 250        |         | 105         | 84           | 4338                                           | 2                                                                                       | 5000          | 0                          | -                 | 40016                               | _             |
| B football     | 3000   | 7                      | 200        | 0       | 206         | 1658         | 4338                                           | 2 2                                                                                     |               | -                          |                   | 72%                                 | _             |
| G (list sport) |        | 0001                   | 1990       | 0       | 375         | 529          | 38030                                          | +                                                                                       | <del> -</del> |                            |                   | 10101                               |               |
| B (list sport) |        |                        |            |         |             |              |                                                |                                                                                         |               |                            | 1                 | 77.674                              |               |
|                |        |                        |            |         | _           |              |                                                |                                                                                         |               |                            |                   |                                     |               |

1. Total expenditures on T-35 and T-36 on the 2007-2008 year report due by April 15, 2008, should reflect the total monies spent (rounded off to nearest

2. Booster Club Funding/Contributions must be included in the above expenditures totals.

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Date:

\$0-01-4

### 2007-2008 KHSAA TITLE IX ATHLETICS AUDIT

KHSAA Form T41 Rev. 12/07

#### Checklist - Overall Interscholastic Athletics Program

DIRECTIONS:

For the Areas of Compliance (Opportunities and Benefits) listed on the left hand side of the page, place a checkmark under the appropriate column identifying whether your school provided an advantage to the Girls' Program, or to the Boys' Program or to Neither Program. A review of T-35 and T-36 spending patterns might be helpful in completing this form.

|                                                   |                   | ADVANTAGE T      | 0:                 |
|---------------------------------------------------|-------------------|------------------|--------------------|
| Areas of Compliance:                              | GIRLS'<br>PROGRAM | BOYS'<br>PROGRAM | NEITHER<br>PROGRAM |
| OPPORTUNITIES                                     |                   |                  |                    |
| Accommodation of Interest and Abilities           |                   |                  | X                  |
| BENEFITS                                          |                   |                  |                    |
| Equipment and Supplies                            |                   |                  | X                  |
| Scheduling of Games and Practice Time             | -                 |                  | X                  |
| Travel and Per Diem Allowances                    | ·                 |                  | X                  |
| Coaching                                          |                   |                  | X                  |
| Locker Rooms, Practice and Competitive Facilities |                   |                  | X                  |
| Medical and Training Facilities and Services      |                   |                  | X                  |
| Publicity                                         |                   |                  | NA                 |
| Support Services                                  |                   |                  | X                  |
| Athletic Scholarships                             |                   |                  | NA                 |
| Tutoring                                          |                   |                  | NA                 |
| Housing and Dining Facilities and Services        |                   |                  | NA                 |
| Recruitment of Student Athletes                   |                   |                  | NA                 |

If an advantage is shown, corrective action should be shown on T-60 (Corrective Action Plan).

Principal's Signature: Date: 4-10-08

KHSAA Form T60 Rev.12/07

# SCHOOL NAME

SCOTT HIGH SCHOOL

# 2007-2008 TITLE IX CORRECTIVE ACTION PLAN

# DIRECTIONS:

- 1. For Column 1, indicate the intended area (Opportunities or Benefits) which needs corrective action in order to achieve gender equity. For Column 2, write the suggested change or activities that will correct the area in need of alteration. For Column 3, include the estimated completion date for the changes or activities.
  - It is possible to attain compliance with Title IX and no longer need "corrective" action. However, the KHSAA strongly encourages compliant schools to identify items for improvement (Column 1), activities to accomplish the improvement (Column 2) and a timetable for completion (Column 3) that will strengthen the athletic program. ri
    - You may copy this form as needed. Please attach corrective action plans along with audit forms and submit by April 15, 2008.

| (O) NWN-II                          | COLIMN 2                                                                   | COLUMN 3                                                             |
|-------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------|
| ITEM FOR CORRECTION/<br>IMPROVEMENT | SUGGESTED CHANGE/<br>ACTIVITIES                                            | TIME TABLE FOR CORRECTIVE ACTION/ AND OR COMPLETION DATE             |
| Student Representation              | Boy and girl will need to be replaced due to graduation                    | This will be done for 2008 - 2009                                    |
| Meetings                            | Planned well in advance so each member keeps that date open                | This will be in place for 2008 – 2009                                |
| Softball Facility                   | A press box must be added to match the baseball facility                   | This will part of the renovation project                             |
| Gym                                 | Practice gym is required as there are too many teams for one gym           | This will be detailed in the renovation plans                        |
| Locker Rooms                        | All teams must have locker room accessibility                              | This will come about with renovation                                 |
| Storage                             | More storage space is needed to store equipment, uniforms etc.             | This will be addressed with the renovation                           |
| Coaches Offices                     | It is recommended that all head coaches have areas to meet with players or | A small series of offices will be recommended during the renovation. |
|                                     |                                                                            |                                                                      |
|                                     |                                                                            |                                                                      |



# 2007-2008 INTERSCHOLASTIC ATHLETICS SURVEY

Summary of Student Responses

| School Name      | Scott High School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1042             | Enrollment (9-12 Grade): (SHOULD AGREE WITH FORM T-1, COLUMN 1, ROW 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1042             | (3-12 Grade). (SHOULD AGREE WITH FORM 1-1, COLUMN 1, ROW 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 783              | Number of 9-11 Grade Students Surveyed:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 247              | Number of 8th Grade Students Surveyed:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Date:            | 3/26/2008                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Completed B      | Ken Mueller                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| _                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Instructions     | : narize the Student Athletics Interest Surveys Form T-61 by listing the total number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                  | ponses on the line next to each sport.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2. Unde          | r the Other Category please provide a listing of the sports as well as the number of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                  | nts who are interested in participating.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3. Pleas         | e sign and date this Summary Form (T-63) and mail this <u>Summary Form only</u> to the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| KHS              | AA by April 15, 2008. Do not mail the student surveys (Form T-61). However, these                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                  | s should be maintained in your files in the event they are requested subsequently.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1010 Nun         | nber of Surveys Office                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 869 Tota         | d Returned (A minimum of 80% return is expected)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 8-11 Grad        | des Surveyed (Should be grades 9-11 and $8^{ih}$ grade if school has a feeder system)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                  | and the same and t |
|                  | ne Survey Administered? 2 <sup>nd</sup> Period Classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| (e.g. was it giv | en in all English classes, or all home rooms, or advisce/advisor?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| KHSAA San        | ctioned Fall Sports (List Total Number of Participation Responses)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                  | Country (Girls)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                  | Country (Boys)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                  | all (Boys)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | Girls)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                  | (Boys)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                  | r (Girls)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                  | r (Boys)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                  | yball (Girls)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Winter   | r <b>Sport</b> (List Total Number of Participation                             |                              | rm T-63<br>v. 12/07 |
|----------|--------------------------------------------------------------------------------|------------------------------|---------------------|
| 50       | Basketball (Girls)                                                             | Re                           | V. 12/07            |
| 125      | Basketball (Boys)                                                              |                              |                     |
| 32       | Indoor Track (Girls)                                                           |                              |                     |
| 18       | Indoor Track (Boys)                                                            |                              |                     |
| 54       | Swimming & Diving (Girls)                                                      |                              |                     |
| 29       | Swimming & Diving (Boys)                                                       |                              |                     |
| 51       | Wrestling (Boys)                                                               |                              |                     |
| Spring   | Sport (List Total Number of Participation                                      | Responses)                   |                     |
| 95       | Baseball (Boys)                                                                |                              |                     |
| 57       | Fast Pitch Softball (Girls)                                                    |                              |                     |
| _50      | Tennis (Girls)                                                                 |                              |                     |
| 24       | Tennis (Boys)                                                                  |                              |                     |
| 43       | Track (Girls)                                                                  |                              |                     |
| _52      | Track (Boys)                                                                   |                              |                     |
|          |                                                                                |                              |                     |
| Non-K    | HSAA Championship Sports (From Stude                                           | ent Survey T-61 Question 10) |                     |
| 118      | Archery                                                                        |                              |                     |
| 35       | Field Hockey                                                                   |                              |                     |
| 108      | Bowling                                                                        |                              |                     |
| 15       | Gymnastics (Boys)                                                              |                              |                     |
| 68       | Gymnastics (Girls)                                                             |                              |                     |
| 69       | Ice Hockey                                                                     |                              |                     |
| 66       | Lacrosse (Boys)                                                                |                              |                     |
| 42       | Lacrosse (Girls)                                                               |                              |                     |
| 90       | Rifle                                                                          |                              |                     |
| 48       | Rodeo                                                                          |                              |                     |
| 53       | Slow Pitch Softball                                                            |                              |                     |
| 13       | Volleyball (Boys)                                                              |                              |                     |
| 71       | Water Polo                                                                     |                              |                     |
| -/1      | Weightlifting                                                                  |                              |                     |
|          | ber of Students who participate in Intram<br>a Student Survey T-61 Question 5) | ural Sports                  |                     |
| (2 7 011 | · Zanadin Zan ( by 1 O1 Zanadin b)                                             |                              |                     |
| Sport    | <u>!</u>                                                                       | Number                       |                     |
| NI/A     | ·                                                                              |                              |                     |
| N/A      |                                                                                |                              |                     |
|          |                                                                                |                              |                     |
|          |                                                                                |                              |                     |

|                                               | <mark>ntramural Spo</mark> i<br>n Student Survey                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            | l in adding:                            | Form T-63  Rev. 12/07 |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------|-----------------------|
| <u>Spor</u>                                   | <u>t</u>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            | Number                                  |                       |
| See a                                         | ttached sheet                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            |                                         |                       |
|                                               |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            |                                         |                       |
|                                               |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            |                                         |                       |
|                                               | cipation in Non-<br>n Student Surve                                                                     | _                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                            |                                         |                       |
| (1.10)                                        | n Student Survej                                                                                        | v 1-01 Que                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | siion /)                                                                   |                                         |                       |
| Spor                                          | <u>t</u>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            | Number                                  |                       |
| See a                                         | ttached sheet                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            |                                         |                       |
|                                               |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            |                                         |                       |
|                                               |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            |                                         |                       |
|                                               |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            |                                         |                       |
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| 55<br>113<br>47<br>37<br>37<br>15<br>53<br>55 | I don't have ti The practice s The sport I lik It's too expens I prefer to part Working Other: Injuries | on 8) activities sume chedules ar activities sume chedules ar activities sume activities sume activities sume activities sum activities ar activities activities ar activities activitie | nch as band, cho<br>nd game times a<br>red<br>club or intramur<br>Transfer | orus, etc.<br>are inconvenient          |                       |
| Stude                                         | ent Suggestions to                                                                                      | encourage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | participation                                                              |                                         |                       |
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Principal's Signature

√-10-08 Date

| Archery- 6          | Kickball- 4          |
|---------------------|----------------------|
| Badminton- 5        | Golf- 1              |
| Basketball- 33      | Handle ball- 1       |
| Bowling- 4          | Martial Arts- 5      |
| Boxing- 3           | Leapfrog- 1          |
| Croquet- 3          | Lacrosse- 26         |
| Cross Country- 2    | Paintball- 13        |
| Dance- 5            | Pole dancing- 1      |
| Dodge ball- 17      | Rugby- 21            |
| Baseball- 7         | Ping-Pong- 2         |
| Cheerleading- 10    | Slow-pitch- 8        |
| Pickleball- 2       | Skateboarding- 6     |
| Girls Baseball- 1   | Skiing- 1            |
| Extreme Jumping- 1  | Soccer- 17           |
| Field Hockey- 6     | Swimming- 2          |
| Fencing- 1          | Tennis- 3            |
| Flag Football- 4    | Track- 1             |
| Football- 11        | Trap shooting- 1     |
| Frisbee Golf- 1     | Ultimate Frisbee- 10 |
| Gymnastics- 1       | Co-ed Volleyball- 5  |
| Hopscotch- 1        | Wrestling- 1         |
| Horseback Riding- 1 | Wiffleball- 3        |
| Ice Hockey- 9       | Water polo- 4        |
| Ice Skating- 1      | Putt Putt- 1         |

#### **Activity Survey 2008**

| 7.                    |
|-----------------------|
| Volleyball- 9         |
| Baseball-47           |
|                       |
| Soccer-51             |
| Girl's Soccer- 6      |
| Slow-Pitch- 19        |
| Basketball- 55        |
| Horseback Riding- 2   |
| Dodgeball- 2          |
| Dirt Bike- 3          |
| Walking- 1            |
| Kickboxing- 1         |
|                       |
| ATV Riding- 1         |
| Archery- 2            |
| Gunmanship- 1         |
| Diving- 3             |
| Hockey- 5             |
| Bowling- 6            |
| Cheerleading- 4       |
| Fast-Pitch- 3         |
| Skateboarding- 6      |
| Football- 18          |
| Marital Arts- 7       |
| Bowling- 9            |
|                       |
| Skiing- 1             |
| Dance- 4              |
| Girl's Golf- 3        |
| Boy's Golf- 1         |
| Girl's Tennis- 5      |
| Girl's Gymnastics- 5  |
| Boy's Gymnastics- 1   |
| Ultimate Frisbee- 5   |
| Extreme Hop Scotch- 1 |
| Hunting- 2            |
| Track- 1              |
| Water Polo- 1         |
|                       |
| Rugby- 4              |
| Wrestling- 1          |
| Boxing- 5             |
| Swimming- 4           |
| Skateboarding- 3      |
| Paint Ball- 2         |
| Refereeing- 1         |
|                       |