Brillion Public Schools

2016-2017

Pupil Nondiscrimination
Self-Evaluation Equity Report

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Pupil Non-discrimination-Counseling

How are the district's equity policies and practices incorporated into counseling?

The Brillion Public School Policy states: Brillion Public Schools shall not discriminate on the basis of gender, race, national origin, ancestry, creed, age, sexual orientation, pregnancy, marital or parental status, or physical/mental/emotional/learning disability in its educational programs, activities, or employment. With regard to personal counseling, to not discriminate by definition would be to not incorporate any special policy or frequency into the counseling environment. Students with relatively unique characteristics are treated the same as all students in the student body. As identified needs arise or are perceived by the counselor of any staff member or student, the student with the identified need will then be met on an individual basis. In addition, all efforts are made to help connect the individual with the unique characteristic or situation to outside resources as necessary. (i.e. connecting a pregnant teenager with the county nurse, soliciting assistance from the ESL teacher for FAFSA completion for English Language Learners)

With regard to the counseling program, the concepts of understanding and accepting others and appreciating diversity are central to the classroom component of the counseling program. Students learn to better understand other individuals with unique characteristics and are encouraged to identify with the strengths and positive traits of each individual. These concepts have been formally in place for over a decade at the elementary and middle school levels and are now also addressed in a formal fashion through the classroom character education at the high school level.

To what degree are the following student background issues considered in counseling?

Primary language background including dialects of English

Brillion Public Schools has approximately a six per cent minority population. This particular dynamic shows up occasionally with Hispanic students or foreign exchange student. Counselors use family feedback as well as consultations with the ELL teacher as necessary. Our current Spanish teacher works in at the county level with the Hispanic population so she can also be utilized as a valuable resource. We occasionally will ask our ESL teacher to collaborate with family members on FAFSA completion as finances tend to be a large part of post-secondary decision making.

Cultural background

Brillion Public Schools has approximately a six per cent minority population. Counselors use family feedback as well as consultations with the ELL teacher as necessary. Our current Spanish teacher works in at the county level with the Hispanic population so she can also be utilized as a valuable resource. Counselors provide individual and/or small group counseling to help students adapt to the social/school environment. Counselors keep an awareness and respect of students' cultural values. Counselors are currently working on getting a better understanding of poverty and the unspoken rules of the economically disadvantaged population as outline by acclaimed author Ruby Payne.

Gender

There is no way to counsel on an individual basis and not take into account gender differences. This is true at all levels and seems to become more pronounced in grades 5-10. Unique dynamics dealing with gender, especially friendships are dealt with regularly on group and individual level. Sometimes books serve as good references both for the school counselors and the students experiencing issues. Some examples of these publications include Odd Girl Out, Queen Bees and Wannabes, Girl Wars, The Purpose of Boys and Raising Real Men, Lost at School.

Race

Brillion Public Schools has approximately a six per cent minority population. Counselors use family feedback as well as consultations with the ELL teacher as necessary. Our current ELL teacher works in at the county level with the Hispanic population and personally knows almost every Hispanic family in the district so she can also be utilized as a valuable resource. Counselors provide individual and group counseling to help students adapt to the social/school environment. Counselors keep an awareness and respect of students' cultural values.

Sexual orientation

Sexual orientation is somewhat more challenging in counseling than some of the other issues in that it requires self disclosure in order to deal with any related issues. Disclosure is more common than it was 10 years ago, but it is still not the norm, especially with teenage boys. In any event, issues dealing with non-traditional sexual orientation are dealt with in group and individual settings on an as-needed basis. Counseling is done in a nonjudgmental and supportive manner and harassment, as it arises is not tolerated and is dealt with by school officials on a case by case basis.

Disability

Certain types of disabilities come up topically in the classroom portion of the counseling program. With regard to individual counseling, each counselee is dealt with as a individual and any particular disability is considered in the same realm any other unique feature of the counselee is considered. The counselors do sometimes have an advantage when counseling students with disabilities in that often the special education teachers have a close knit relationship with the students and thus can be very valuable informational resources. Upon reflection, we feel we may be able to improve in a few areas in terms of better meeting the needs of students with disabilities. We need to be more sensitive to the possibility of a student's disability overshadowing counseling needs. We also need to find ways to help create a student environment that is more accepting of our special education students.

What opportunities are available for students to explore new, nontraditional career, or higher wage opportunities?

We need to start by commenting that we are in an ever changing economy and demands and wages that exist today may be quite different by the time a student begins employment. That being said, we try to give every opportunity for students to explore non-traditional occupational areas and gain exposure to new careers as well as those that currently have high wages.

With regard to non-traditional careers, we often receive and disseminate information on non-traditional careers for females, the most common of which is women in engineering. We have generally had higher than average

percentage of females enroll in our technology and engineering courses and have received significant publicity for our female team that has worked in our High Mileage Vehicle program the past two years. We also are well represented by females in our construction courses. Unfortunately, while there is significant promotion involved in recruiting females into non-traditional fields, the reverse is not true. We feel there is very little formal promotion form either higher education or the world of work encouraging young men to enter nontraditional fields such as nursing or early childhood education.

Providing information on new careers is an ongoing process and we benefit by the local technical schools that reach out to us in that regard. We will be having a presentation on traditionally male apprenticeships this week and we expect to have about 35 females in attendance.

We feel we do a very good job getting current information out regarding the job market and wages. Students utilize the Wiscareers program formally in 6th, 7th, 8th and 10th grade and have access to the program throughout their school years. One of the first things students explore when they use these programs is the yearly salaries associated with a given occupation. We also produce a unique technical college graduate placement report and give it to all students considering technical college careers. In both of the past two years, we have had minority students enroll in relatively unknown high paying technical college majors.

Beyond Wiscareers and out custom graduate employment reports, we utilize Jobnet, Occupational Outlook Handbook, Wi Career Pathways and Career Cruising. Thorough graduate employment reports are readily available from all local technical colleges and from a good percentage of four year universities. Graduate employment information is analyzed for quality and is often referenced, explained and given out on an individual level during planning conferences.

Review all the materials used in counseling and assess for bias and stereotyping.

The materials used in our counseling program were assessed for bias and stereotyping at all three levels; elementary, middle, and high school. Each member of the counseling team assessed their respective grade levels and the counselors met to discuss the findings of those assessments.

Develop an action plan to address areas needing improvement as revealed by the self-assessment.

We feel very strongly that equity and equality of opportunity are important components of any counseling program. In fact, the most important characteristics of counseling are acceptance, empathy and to a high extent, a non-judgmental attitude. Those very attributes come close to defining the term non-discrimination. That being said, the Brillion Public Schools counseling team has identified the following areas of focus as we go forward in an attempt to promote equity and equality of opportunity to the highest extent possible:

- Increase communication and collaboration with special education teachers in regards to addressing the counseling needs of students disabilities. Set up regular meetings to touch bases with special education teachers. Communicate regularly with classroom teachers on students.

- Expand counselors' knowledge on different emotional and behavioral disabilities and counseling methods for students. Seek out information via books, articles, internet, and workshops current information on different disabilities.

- Connect special education students with regular education students through small groups, activities, and events.

- Educate students in regards to individual unique differences and disabilities (ex: students on the autism spectrum).

- Meet consistently with regular education teachers and special education teachers throughout the school year to collaborate about individual student needs.

- Annual field trips will be offered to a local area technical college. These field trips will be specific to special education and ELL students.

- The counselor will work in concert with the technical education staff to continue to promote nontraditional fields for females.

- An effort will be made to promote male enrollment in Health Care Careers class as well as Working with Young Children.

- Efforts will be made to increase post-secondary enrollment for economically disadvantaged students.

- Counselors have formed a book study group to better understand and meet the needs of students experiencing poverty in their lives.

- The high school had initiated an organization called Club Unity to promote the appreciation of diverse and unique individual characteristics.

Brillion High School Student Population

Gender	# of Students				Race & National Origin				Disability			
	201/12	2012/13	2013/2014	2014/2015	2011/2012	2012/2013	2013/2014	2014/2015	2011/2012	2012/2013	2013/2014	2014/2015
Male	183	169	159	148	6 HIS	6 HIS	7 HIS	6 HIS	1 HIS	1 HIS	1 HIS	
					2 BLK	1 BLK	2 BLK	2 BLK	1 BLK			2 BLK
					2 IND	1 IND	3 IND	2 IND				
					173 WNH	161 WNH	147 WNH	138 WNH	33 WNH	41 WNH	30 WNH	35 WNH
Female	161	151	162	146	6 HIS	5 HIS	12 HIS	10 HIS	2 HIS	2 HIS	2 HIS	2 HIS
					2 BLK	3 BLK	2 BLK	2 BLK	1 BLK	1 BLK		
						1 IND	2 IND	3 IND				
					153 WNH	142 WNH	146 WNH	131 WNH	14 WNH	14 WNH	23 WNH	14 WNH

Brillion Middle School Student Population

Gender	# of Students				Race & national Orgin				Disability			
	2011/12	**2012/13**	**2013/14**	**2014/15**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2011/12**	**2012/13**	**2013/14**	**2014/15**
Male	125	115	122	113	9 HIS	7 HIS	7 HIS	7 HIS	38	26 WNH	28 WNH	15 WNH 1 HIS
					3 BNH	1 BNH	1 BNH	106 WNH				
					113 WNH	107 WNH	114 WNH					
Female	129	117	114	111	12 HIS	12 HIS	12 HIS	15 HIS	19	9 WNH 1 HIS	7 WNH 3 HIS	8 WNH 1 HIS
					3 BNH	105 WNH	1 BNH	2 BNH				
					114 WNH		100 WNH	94 WNH				

Brillion High School Co-Curriculars

Activity	Gender	# of Participants				Race & National Origin				Disability			
		2011/12	2012/13	2013/14	2014/15	2011/12	2012/13	2013/14	2014/15	2011/12	2012/13	2013/14	2014/15
Art Club	Male	0	0	0	5	0	0	0	5 WNH	0	0	0	0
	Female	0	0	0	18	0	0	0	17 WNH	0	0	0	0
									1 HIS				
Big Broth Big Sister	Male	9	15	11	10	9 WNH	14 WNH	11 WNH	10 WNH	0	0	1 ID	0
							1 HIS						
	Female	17	20	16	25			16 WNH	24 WNH	0	1 LD	0	0
									1 BLK				
DECA	Male	12	11	9	7	12 WNH	11WNH	9 WNH	7 WNH	0	0	1 LD	0
	Female	16	4	9	13	15 WNH	4 WNH	9WNH	13 WNH	0	0	1 LD	1 LD
						1 HIS							
Drama	Male	16	9	10	16	14 WNH	8 WNH	10 WNH	14 WNH	1 LD	1 EBD	0	1 LD
						1 HIS	1 HIS		2 HIS		1 ID		1 ID
						1 BLK							
	Female	9	9	14	18	8 WNH	9 WNH	14 WNH	17 WNH	0	1 LD	0	0
						1 HIS			1 HIS				
FCCLA	Male	1	3	1	0	1 WNH	3 WNH	1 WNH	0				
	Female	20	12	17	20	20 WNH	12 WNH	17 WNH	20 WNH				
FFA	Male	17	19	30	19	17 WNH	19 WNH	30 WNH	19 WNH	1 LD	4 LD	5 LD	1 LD
										1 EBD	1 EBD	1 EBD	1 ID
												1 ID	
	Female	11	28	37	18	10 WNH	26 WNH	35 WNH	17 WNH	1 LD	2 LD	7 LD	2 LD
						1 BLK	2 BLK	2 BLK	1 BLK				
Flags	Male	0	0	0	0								
	Female	13	12	12	9	13 WNH	12 WNH	12 WNH	9 WNH	0	0	1 LD	1 LD
Forensics	Male	3	6	0	3	2 WNH	5 WNH	0	3 WNH	0	1 LD	0	1 LD
						1 HIS	1 HIS						
	Female	8	7	9	20	7 WNH	7 WNH	8 WNH	17 WNH	0	1 LD	1 LD	2 LD
						1 HIS		1 HIS	2 HIS				
									1 BLK				
High Mile Vehicle	Male	11	3	9	12	11 WNH	3 WNH	9 WNH	12 WNH	0	0	1 LD	2 LD
	Female	2	6	4	1	2 WNH	6 WNH	4 WNH	1 WNH	0	0	0	0
Jazz Band	Male	20	13	9	7	20 WNH	13 WNH	9 WNH	6 WNH	0	0	1 LD	0
									1 HIS				
	Female	8	7	14	12	8 WNH	7 WNH	14 WNH	12 WNH	0	1 LD	1 LD	0
Musical	Male	25	20	16	21	22 WNH	18 WNH	16 WNH	21 WNH	4 LD	2 LD	0	2 LD
						1 HIS	1 HIS				1 ID		1 ID
						2 BLK	1 BLK						
	Female	35	45	33	26	34 WNH	44 WNH	32 WNH	26 WNH	2 LD	3 LD	1 LD	0
						1 BLK	1 BLK	1 HIS					
NHS	Male	26	14	11	8	26 WNH	14 WNH	11 WNH	8 WNH	0	0	0	0
	Female	43	21	25	19	42 WNH	20 WNH	24 WNH	19 WNH	0	0	0	0
						1 HIS	1 HIS	1 HIS					

Activity	Gender	# of Participants				Race & National Origin				Disability			
		2011/12	2012/13	2013/14	2014/15	2011/12	2012/13	2013/14	2014/15	2011/12	2012/13	2013/14	2014/15
Pep Band	Male	46	49	30	22	45 WNH	48 WNH	29 WNH	21 WNH	3 LD	5 LD	2 LD	2 LD
						1 HIS	1 HIS	1 HIS	1 HIS		1 ID	1 ID	1 ID
											2 EBD		1 EBD
	Female	35	35	45	33	35 WNH	35 WNH	43 WNH	31 WNH	1 LD	1 LD	4 LD	2 LD
								2 HIS	1 HIS			1 EBD	
									1 BLK				
Pep Club	Male	0	1	0	2	0	1 WNH	0	2 WNH	0	0	0	0
	Female	14	13	22	9	13 WNH	13 WNH	21 WNH	9 WNH	0	0	0	0
						1 HIS		1 HIS					
Science Club	Male	34	12	2	1	33 WNH	12 WNH	2 WNH	1 WNH	1 LD	1 LD	0	0
						1 HIS							
	Female	43	23	12	7	41 WNH	23 WNH	12 WNH	7 WNH	2 LD	0	1 LD	0
						2 HIS				1 EBD			
Spanish Club	Male	19	27	20	18	17 WNH	23 WNH	16 WNH	15 WNH	3 LD	1 LD	1 LD	1 LD
						2 HIS	4 HIS	4 HIS	3 HIS		1 EBD		
	Female	23	30	23	21	21 WNH	29 WNH	22 WNH	18 WNH	0	1 LD	0	1 LD
						2 HIS	1 HIS	1 HIS	2 HIS				
									1 BLK				
Sting Cancer	Male	0	13	3	8	0	11 WNH	3 WNH	8 WNH	0	6 LD	1 EBD	1 LD
							2 HIS				1 EBD		2 EBD
	Female	0	30	23	48	0	30 WNH	20 WNH	43 WNH	0	3 LD	2 LD	3 LD
								3 HIS	5 HIS		1 EBD	1 EBD	1 EBD
Student Council	Male	12	12	13	14	12 WNH	12 WNH	13 WNH	14 WNH	1 LD	0	0	0
	Female	12	15	11	11	11 WNH	13 WNH	9 WNH	11 WNH	0	2 LD	0	0
						1 HIS	1 HIS	1 HIS					
							1 BLK	1 BLK					
Show Choir	Male	0	0	0	0	0	0	0	0	0	0	0	0
	Female	17	20	19	19	17 WNH	19 WNH	19 WNH	19 WNH	0	0	0	0
							1 BLK						
Varsity Club	Male	25	11	10	12	25 WNH	11 WNH	10 WNH	12 WNH	0	0	0	1 LD
	Female	20	13	11	18	20 WNH	12 WNH	10 WNH	17 WNH	0	0	0	1 LD
							1 HIS	1 HIS	1 BLK				
Yearbook	Male	2	8	4	2	2 WNH	8 WNH	4 WNH	2 WNH	0	2 LD	0	0
	Female	17	12	10	10	16 WNH	12 WNH	9 WNH	10 WNH	0	0	1 LD	0
						1 HIS		1 HIS					

Brillion Middle School Co-Curriculars

Activity	Gender	# of Participants				Race & National Origin				Disability			
		2011/12	2012/13	2013/14	2014/15	2011/12	2012/13	2013/14	2014/15	2011/12	2012/13	2013/14	2014/15
Drama/ Play	Male	10	9	11	14	10 WNH	9 WNH	11 WNH	14 WNH	1LD	0	0	1 S/L
	Female	28	20	18	12	1 BNH	1 HIS	17 WNH	1 HIS	1 LD	1 LD	0	0
						27 WNH	19 WNH	1 HIS	11 WNH				
FFA	Male	3	12	14	5	3 WNH	12 WNH	14 WNH	5 WNH	0	1 LD	0	0
											1 AUT		
	Female	6	9	13	8	1 BNH	9 WNH	13 WNH	1 HIS	1 LD	0	1 OHI	0
						5 WNH			7 WNH				
Jazz Band	Male	2	0	0	0	1 WNH	0	0	0	0	0	0	0
	Female	9	0	0	0	1 HIS	0	0	0	0	0	0	0
						8 WNH	0	0	0	0	0	0	0
Knowledge Bowl	Male	8	7	10	11	8 WNH	7 WNH	10 WNH	11 WNH	0	0	0	0
	Female	6	8	5	4	6 WNH	1 BNH	5 WNH	4 WNH	0	0	0	0
							7 WNH						
Forensics	Male	0	0	0	4	0	0	0	4 WNH	0	0	0	1 LD
	Female	0	0	0	7	0	0	0	7 WNH	0	0	0	0
Math Counts	Male	1	0	2	7	1 WNH	0	2 WNH	7 WNH	0	0	0	0
	Female	3	0	2	0	3 WNH	0	2 WNH	0	0	0	0	0
Say Yes To Best	Male	10	8	9	0	10 WNH	8 WNH	9 WNH	0	1 EBD	0	1 LD	
												1 EBD	
	Female	12	8	16	0	12 WNH	1 BNH	1 HIS	0	0	1 EBD	1 LD	0
							7 WNH	15 WNH					
Student Council	Male	1	4	3	0	1 WNH	4 WNH	3 WNH	0	0	1 LD	0	0
	Female	5	13	12	0	5 WNH	13 WNH	1 HIS	0	0	2 OHI	0	0
								11 WNH					
TAG	Male	0	9	6	0	0	9 WNH	6 WNH	0	0	0	0	0
	Female	0	26	17	0	0	1 BNH	2 HIS	0	0	1 LD	0	0
							25 WNH	15 WNH					
Yearbook	Male	3	2	0	0	3 WNH	2 WNH	0	0	3 LD	0	0	0
										1 AUT	0	0	0
	Female	11	6	0	0	11 WNH	6 WNH	0	0	1 OHI	1 OHI		

Pupil Non-discrimination Report-Brillion High School –Athletics-Male

Sport	Number of Participants				Race & National Origin				Disability			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
Baseball	28	24	20	26	27 WNH 1 HIS	23 WNH 1 HID	20 WNH	26 WNH	1 LD 1 CD	2 LD	2LD	1 LD
Basketball	44	40	33	39	43 WNH 1 HIS	39 WNH 1 HIS	32 WNH 1 HIS	39 WNH	2 LD	2 LD	2 LD	2 LD 2 EBD
Cross Country	20	17	16	15	20 WNH	17 WNH	16 WNH	15 WNH	0	1 LD	2 LD	2 LD
Football	76	67	50	51	73 WNH 2 HIS 1BNH	64 WNH 2 HIS 1 BNH	47WNH 2 HIS 1 BNH	50 WNH 1 HIS	5 LD 1 EBD	6 LD	8 LD	5 LD 2 EBD
Golf	14	10	6	5	14 WNH	10 WNH	6 WNH	5 WNH	1 LD	0	0	1 EBD
Track	36	36	26	27	34 WNH 2 BNH	35 WNH 1 BNH	25 WNH 1 HIS	26 WNH 1 HIS	2 LD	2 LD	0	0
Swimming	NA	4	3	1	NA	4 WNH	3 WNH	1 WNH	NA	0	1 LD	0
Wrestling	9	8	10	9	9 WNH	8 WNH	9 WNH 1 HIS	9 WNH	2 LD	3 LD	4 LD	3 LD

Pupil Non-discrimination Report-Brillion Middle School –Athletics-Male

Sport	Number of Participants				Race & National Origin				Disability			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
Basketball	25	25	28	23	25 WNH	25 WNH	28 WNH	23 WNH	0 LD	3 LD 1 EBD	3 LD 1 EBD	1 EBD
Cross Country	5	3	4	3	5 WNH	3 WNH	4 WNH	3 WNH	0	0	0	0
Football	25	31	37	41	25 WNH	31 WNH	37WNH	41 WNH	2 LD 1 EBD	2 LD 1 EBD	2 LD	1 EBD
Track	15	10	17	24	15 WNH	10 WNH	24 WNH	24 WNH	0	0	0	1 EBD
Wrestling	9	10	7	8	9 WNH	10WNH	7 WNH	8 WNH	1 LD	0	2 LD	0

Pupil Non-discrimination Report-Brillion High School –Athletics-Female

Sport	Number of Participants				Race & National Origin				Disability			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
Basketball	30	26	30	36	30 WNH	26 WNH	29 WNH 1 HIS	31 WNH	0	0	0	0
Cheer	9	NA	NA	NA	8 WNH 1 HIS	NA	NA	NA	2 LD	NA	NA	NA
Cross Country	16	19	14	15	15 WNH 1 HIS	17 WNH 2 HIS	12 WNH 2 HIS	14 WNH 1 HIS	0	1 LD	1 LD	1 LD
Golf	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Poms	19	14	9	11	19 WNH	14 WNH	9 WNH	11 WNH	1 LD	2 LD	1 LD	1 LD
Softball	23	24	25	27	21-WNH 1-HIS 1-BNH	22-WNH 2-BNH	23-WNH 2-HIS	25-WNH 1-HIS 1-BNH	2-LD 2-EBD	1 LD	0	1 LD
Swimming	NA	NA	2	4	NA	NA	2 WNH	4 WNH	NA	NA	0	0
Track	22	20	21	19	21 WNH 1 HIS	18 WNH 2 HIS	20 WNH 1 HIS	19 WNH	0	2 LD	0	0
Volleyball	37	39	35	41	37 WNH	39 WNH	33 WNH 2 HIS	39 WNH 2 HIS	0	0	0	0

Pupil Non-discrimination Report-Brillion Middle School –Athletics-Female

Sport	Number of Participants				Race & National Origin				Disability			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
Basketball	24	18	23	26	22 WNH 1 HIS 1 BNH	17 WNH 1 HIS	22 WNH 1 HIS	25 WNH 1 HIS 1 BNH	3 LD0	1 LD	0	0
Cross Country	4	4	9	7	4 WNH	4 WNH	9 WNH	6 WNH 1 HIS	0	0	0	1 LD
Track	14	16	22	23	14 WNH	16 WNH	22 WNH	21 WNH 1 HIS 1 Asian	0	0	0	2 LD
Volleyball	39	34	34	36	39 WNH	33 WNH 1 HIS	33 WNH 1 Asian	35 WNH 1 BNH	0	1 LD	1 LD	2 LD

Sport Comparison in Regard to Budget Amounts, Number of Coaches, Number of Contests

Sport	Gender	Budget				# of Coaches				# Contests			
		2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
Baseball	Male	$4,110	$4,110	$4,110	$4,130	22	2	2	2	20	20	20	20
	Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basketball	Male	$6,500	$6,500	$6,500	$6,250	3	3	3	3	22	22	22	22
	Female	$6,360	$6,360	$6,360	$6,665	3	3	3	3	22	22	22	22
Cross Country	Male	$895	$895	$895	$885	1	1	1	1	9	9	9	9
	Female	$895	$895	$895	$885	1	1	1	1	9	9	9	9
Football	Male	$11,240	$11,240	$11,240	$11,635	5	5	5	5	9	9	9	9
	Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Golf	Male	$1,600	$1,600	$1,600	$1,600	1	1	1	1	14	14	14	13
	Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Poms	Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Female	$300	$300	$300	$300	1	1	1	1	15	15	15	15
Softball	Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Female	$3,840	$3,840	$3,840	$3,960	2	2	2	2	20	20	20	20
Swimming	Male	$1,167	$1,167	$1,167	$400	1	1	1	1	N/A	13	13	13
	Female	$556	$556	$556	$1,394	1	1	1	1	N/A	N/A	13	13
Track	Male	$2,750	$2,750	$2,750	$2,750	2	2	2	2	14	14	14	13
	Female	$2,750	$2,750	$2,750	$2,750	2	2	2	2	14	14	14	13
Volleyball	Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Female	$5,430	$5,430	$5,430	$3,805	3	3	3	3	15	15	15	15
Wrestling	Male	$4,440	$4,440	$4,440	$4,630	2	2	2	2	14	14	14	14
	Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

# of contests does not include tournament games/matches
Non-applicable for Brillion Middle School

Trends and Patterns in Awarding Recognition/Achievement and Scholarships

Throughout the past five years, the Brillion High School population consisted of the following demographics. 93.4% of the population identified as white with 6.4% identifying with a non-traditional race or national origin. 52.6% of the students were male and 47.4% were female.

Scholarships

2012:
Peters Scholarship
48 Recipients, 28 female and 20 male. One was an ethnic minority and none had a diagnosed disability.

Baker Scholarship
26 Recipients, 14 female and 12 male. One was an ethnic minority and none had a diagnosed disability.

Other Scholarships:
84 Scholarships received, 44 went to females and 40 to males. Two scholarships went to ethnic minority students and none went to students with a diagnosed disability.

2013:
Peters Scholarship
41 Recipients, 19 female and 22 male. One was an ethnic minority and none had a diagnosed disability.

Baker Scholarship
13 Recipients, 12 female and one male. One was an ethnic minority and none had a diagnosed disability.

Other Scholarships
83 scholarships received, 40 went to females and 43 went to males. Three scholarships went to ethnic minority students and none went to students with a diagnosed disability.

2014
Peters Scholarship
49 Recipients, 29 female and 20 male. Two were an ethnic minority and four had a diagnosed disability.

Baker Scholarship
25 Recipients, 14 female and 11 male. One was an ethnic minority and one had a diagnosed disability.

Other Scholarships
105 scholarships received, 66 went to females and 39 to males. One scholarship went to an ethnic minority and two went to students with disabilities.

2015

Peters Scholarship

36 Recipients, 17 female and 19 male. Three were an ethnic minority and none had a diagnosed disability.

Baker Scholarship

1 Recipients, 10 female and 9 male. Two were an ethnic minority and none had a diagnosed disability.

Other Scholarships

78 scholarships received, 40 went to females and 38 went to males. Three scholarships went to ethnic minority students and one went to a student with a diagnosed disability.

2016

Peters Scholarship

40 Recipients, 28 female and 12 male. Three were an ethnic minority and one had a diagnosed disability.

Baker Scholarship

22 Recipients, 12 female and 10 male. One was an ethnic minority and none had a diagnosed disability.

Other Scholarships

98 scholarships received, 71 went to females and 27 to males. Three scholarships went to ethnic minority students and two went to students with diagnosed disabilities.

Middle School Co-Curricular
Academic Awards

2013/14

34 awards were presented, 18 went to males and 16 went to females. No ethnic minority students received an award and no students with a diagnosed disability received an award.

2014/15

47 awards were presented, 27 went to males and 20 went to females. Three awards went to ethnic minority students and 1 went to a student with a diagnosed disability.