

Nicolet Athletic Department Assessment

January 25, 2010



NICOLET ATHLETIC DEPARTMENT
Assessment November, 2009 to January, 2010
Submitted by Geoff Steinbach CAA
Monday January 25th, 2010

It has been my humble honor to have worked with the administration, staff, students, and parents at Nicolet High School during this assessment process. The openness and sincere honesty that was displayed by everyone involved is a tribute to the Nicolet High School community. The purpose for this assessment is to gather and analyze information and data which relates to the daily operation of the Nicolet Athletic Department as the school strives to serve its students through interscholastic sport. The assessment information was gathered through personal interviews, a student survey, and the retrieving of student participation data from the Wisconsin Interscholastic Athletic Association. The results of this assessment should serve as a tool to assist the Nicolet High School community to plan for the future direction of the Nicolet Athletic Department.

As this assessment is reviewed, it is important to remember that information gathered from personal interviews and a student survey is based on the perceptions of the individuals involved. It was my intent to interview all head coaches, athletic department support staff, school administrators, booster club officers, and survey all junior and senior student/athletes. During the assessment I made the arbitrary decision to survey only the junior and senior athletes because these student/athletes have had three or four years to live the experience of being a student/athlete at Nicolet High School.

The assessment is organized as listed below. These categories were identified as a result of the interview process.

Narrative Summary of Personal Interviews

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SUMMARY OF PERSONAL INTERVIEWS: The following assessment is based on reporting summaries of responses obtained through an interview process. The interviews were conducted in similar formats. I gave the interviewee an explanation of the purpose of the assessment. People involved were asked to speak freely with no threat of being quoted for the record. The people were given the same questions and general topics, and with one exception, there was no one else in the room. During one interview there were two people who wanted to be together. Their request was honored.

Departmental Philosophy:

Strengths: Nicolet has a rich tradition in academic and athletic success dating back to its opening in 1955. Nicolet enjoyed strong departmental leadership with consistent growth in enrollment. The school functioned at a high level of quality, rapidly becoming known as a “lighthouse district”. The belief in Nicolet Pride was strong and based on a sense of purpose and commitment to excellence. There was an “atmosphere of support and respect” with a belief that we are in this together for the common good. Teachers were hired to also serve as coaches and advisors.

Challenges: Throughout the interviews there was a reoccurring belief that our department has “lost its sense of purpose and mission”. Without a common purpose the coaches are on their own to develop their concept of mission, vision, and values for their respective teams. Without a common departmental statement of mission, vision, and values to communicate to coaches, students, and parents it becomes likely that our programs might operate independently and constituents can get mixed messages. This has often led to an “atmosphere of criticism and questioning”. Instead of unity and commitment to our common purpose, it can become each program for itself.

School Spirit/Pride and Climate:

Strengths:

1. There is great pride in the academic expectations and overall academic success Nicolet has earned throughout the school’s history.
2. It is believed by everyone that Nicolet has great potential to develop strong school pride.
3. It is believed that being a union high school district can be an asset, as a union school district can be the epitome of site based management. With strong lines of communication and a shared mission, union districts can create outstanding school pride within a very positive school climate.
4. Student diversity is considered to be an asset if diversity of all kinds is embraced and there are systems in place to teach students, staff, and parents about the acceptance of diversity. If this acceptance becomes a part of the school and if all students, staff, and parents live by the same rules, regulations, and expectations, then the diversity of the school population and staff will become one of its greatest assets.

5. There is a wide variety and diversity in the families who make up the Nicolet community. There is a vast resource of diverse parents and community adults who possess outstanding levels of education, experience, and skills that can serve the overall needs of the district.
6. Student spirit to support teams can be impressive if a team is winning on a regular basis or a team has earned the right to compete at state level competition.

Challenges:

1. There is frustration that school pride was once very strong but now school pride is viewed as being average at best. Many adults believe the students today are “missing out on what it could be”.
2. In order to be a highly functioning union school district there needs to be strong lines of communication and cooperation between the high school and the elementary and middle school feeder systems. There is a strong concern that there is a disconnect between the Nicolet Athletic Department and the district feeder schools. This disconnect hinders the development of school pride and can negatively effect school climate.
3. If we do not develop systems in all of our schools to educate students, staff, and parents about the acceptance of diversity then diversity can become divisive and create an uneasy school climate where “staff can become uneasy about students and in turn students can push the limits”.
4. There is a wide range of socio-economic status among the residence of the district. The three main public feeder schools have evolved serving the needs of the families in their respective districts. The districts have evolved where their geography somewhat identifies the differences in the socio-economic base. As related to these socio-economic differences I have heard numerous references pertaining to such labels as “Nicolet Arrogance” or the term “Ghetto Hills” instead of Glen Hills, or adults acting like “North Shore Nancy”. If we want the district to break down social barriers and create a school climate of acceptance and cooperation for the betterment of our students, then we must not accept these kinds of stereotypes.
5. As Nicolet gets the opportunity to hire staff, it would be a benefit to the school climate if teachers/coaches of diversity are hired, provided they meet the high standards expected of all professional staff.
6. Declining enrollment has had a negative impact on the school climate.
 - a. Financial limitations are restricting what can be done for facilities, staffing, equipment and other departmental needs.
 - b. Elimination and consolidation of staffing has put some people on edge. This might also lead to changes in job descriptions, which can change how services are provided. This might also cause circumstances of “job burn out”, depending on how job expectations are structured.

7. School spirit in the form of support for all sport teams is considered to be conditional. This has been referred to by most staff as the “band wagon effect”. If a team is winning, then the school spirit and support improves. Unconditional support for teams is very limited at best, usually the immediate parents and relatives of the kids on the team will attend contests regardless of levels of performance.
8. Some form of recognition assemblies should be explored to promote all kinds of success achieved by the students.

Administrative Leadership:

Strengths:

1. Staff believes administrative staff is made of really good people who are working hard.
2. The administration has a very strong belief in the role of interscholastic sport and extra-curricular activities in the overall process of how we offer opportunities to educate students.
3. The administration believes student participation in sports and activities is critical to learning goal setting for life long challenges.
4. The administration believes Nicolet can enjoy outstanding student success in academics, interscholastic sport, and all other activities.
5. The administration believes in the abundance theory that supports maximum student participation. The administration supports development of programs and levels of teams to respond to student interest.
6. Extremely strong support for the current athletic coordinator and department secretary. Department secretary is believed to be extremely competent and critical to the overall successful operation of the department on a daily and seasonal basis.
7. Increased communication and support coming from athletic coordinator is greatly appreciated by vast majority of staff.
8. The administrative staff is working hard to try to improve school spirit.

Challenges:

1. Current structure of administrative coverage of the athletic department is considered to be a detriment to the operation of the athletic department. It is perceived that the current administrative structure over the department creates confusion and layers of communication that are not necessary and can be counter productive. It is believed that sometimes decisions are made without functional people being involved.
2. Many staff and parents are confused as to “where does the buck stop” regarding departmental issues.

3. Head coaches have been “islands unto themselves” and are in need of one person to lead the athletic department. This person is the department leader who personifies our mission and the integrity we expect of all department staff and students.
4. Structure of administration creates perceived inconsistency in applications of rules, regulations, and expectations. Rules should be clearly stated and everyone should be responsible to follow the rules without exceptions. Specific concerns are as follows:
 - a. Athletic code should be applied as written without special considerations. Applications of discipline are perceived to sometimes vary according to who complains and the status of the student/athlete.
 - b. There is great frustration concerning the need to have all students who represent Nicolet, in competition or performance, subject to the same behavioral code of conduct. This would be a co-curricular code of behavior to include all club teams, activities, music, and drama groups. Lack of co-curricular code is divisive.
 - c. Need to have tighter administrative control over how we as a school are following and implementing WIAA rules and regulations. There are many issues dealing with eligibility and enrollment. It is legal for families to “shop for schools” according to state laws and other enrollment options. However, it is inappropriate, and a WIAA violation, for any Nicolet staff to recruit non-district students to attend Nicolet. The department needs one person to make sure we are in compliance. We need to have defined procedures for administration, coaches, counselors, and parents to follow whenever we have a student/athlete thinking about enrolling at Nicolet High School who does not live within our district boundaries. The WIAA rules and regulations regarding many daily functions are changing annually.
5. There is a concern about the academic minimum standard for participation in sports. The staff recognizes the need for high academic expectations and the staff appreciates and cherishes the academic record of Nicolet. The concern that is expressed is that the student profile at Nicolet has changed over the years and we are now serving students with different needs from when our academic standard for participation was enacted. For many of our students the main support person for the student/athlete’s academic mission might be one of our coaches. Many of the staff believes when we identify students with academic eligibility problems we need to find a way to keep the students involved with the team and the coach. This is not an attempt to gain competition eligibility, but rather a plea to adjust the system so the student can stay involved in some capacity so we can maintain positive influence with the student and their academic mission.

Our coaches need to be better educated about the academic support systems that are in place to help students improve their academic performance. As we have more coaches who are non-teachers we need to make sure they are educated as to how our systems work. It is believed that teacher/coaches communicate on a more regular basis with the teaching staff about student/athlete academic progress.

6. We need to have one administrative person who opens up lines of communication with all feeder schools and youth programs. We need a consistent voice that speaks for all programs and carries the message of participation. The development of school pride/spirit and a desire to participate starts in most kids before they get to high school. Highly successful programs usually have strong ties to middle schools or youth club sports.
7. Nicolet has a strong tradition of excellence but in order to connect with the student/athletes of the “New Nicolet” we must have a dynamic department leader who will promote participation in athletics and activities.
8. Our department needs to improve our system of how we orientate students from the middle schools to Nicolet. When middle school student/athletes understand that we need them and want them to participate in Nicolet athletics we will open opportunities for more students. This is also a great time to educate perspective student/athletes about our expectations of behavior and dedication to a common purpose.
9. It is very important to coordinate the physical education department with the athletic department as we share all student/athletes and both departments share facilities. It is a goal of both departments to make our students more physically fit for life and performance. Having one administrator to oversee both departments would be a benefit to all programs. This will improve communications between the teaching staff and the coaches, and the students will have a common expectation of behavior in physical education classes.
10. Our athletic department needs a lead person to develop a structure of workshops and/or orientations to help teach student/athletes about expectations of student leadership. We expect student/athletes to be good leaders but we do not teach them how to become good leaders.
11. The athletic department leader needs to communicate department needs for coaching positions. Most staff believes there is a real need to hire high quality teachers who are also high quality coaches and advisors. Most of the staff believes that if we hire teachers who also want to coach and serve as advisors we will reach more students in positive ways and this will go a long way in improving school climate and pride. It is also believed that teacher/coaches communicate more with the teaching staff on a daily basis about student/athlete academic progress.

It was pointed out to me that during Nicolet’s early history all teachers were expected to get involved with student after school programs or sports. Most teachers wanted to get involved with the students in extra-curricular activities so they could enhance the development of the whole student.

12. The athletic department leader should be in charge of hiring and evaluation of coaches with an expectation of close communication of recommendations and concerns to the superintendent and administrative team for final approval. This would then allow the superintendent to maintain a buffer zone in the process.

13. Administrative head of the athletic department needs to be a part of dynamic weekly administrative team meetings where all administrators are sharing about school issues and initiatives. This will allow for administrative mutual support and a proactive style of leadership.
14. Long range consistency in administrative team, including the head of the athletic department, would be a great benefit to the development of consistency and positive school climate. Rotating administrators is not perceived to be a benefit to any programs. This will enhance long range dynamic leadership. The administrative consistency will create a belief that “we are in this together”. This can create a system whereby we can trust people to do their jobs and maintain high levels of communication. As one coach put it, this would help create an atmosphere of support and respect, not criticism and questioning. There are many logistical problems that are created with transition, especially at the administrative levels.

Coaching Staff:

Strengths:

1. Through the process of meeting and interviewing the vast majority of the head coaches and some assistant coaches I have a firm belief that Nicolet High School generally has an outstanding coaching staff. Through the process I only had difficulty meeting with two head coaches. During my interviews there were consistent common themes that were evident.
2. Overall the staff is very experienced, to the point where I believe I would match up their experience and expertise with most any other high school in the state.
3. The coaches believe that the student/athletes at Nicolet can be very successful in competing with their peers at other high schools.
4. The coaches believe that with a coordinated school and community effort we can compete with the best teams in the state across the spectrum of the sports sponsored at Nicolet. This is already proven out in such sports like boys’ tennis, girls’ tennis, boys’ volleyball, girls’ volleyball, boys’ basketball, girls’ basketball, and gymnastics to name a few.
5. The staff wants to improve. They are interested in taking positive steps forward in professional staff development and ways to improve programs.
6. There is a core of experienced head coaches who could easily serve as mentors for the development of young coaches.
7. The coaches believe in the academic mission of the school.
8. There is a desire to become closer as a staff and they would desire to have a system in place through which they can be united in their effort to continue to develop Nicolet athletics.
9. Many of the head coaches have outstanding lines of communications with parents of their programs.
10. Some of the coaches have strong lines of communications with middle school and/or youth programs. Many of these head coaches make great use of the Nicolet Recreation Department.
11. The head coaches view the diversity of the Nicolet student population as a strong asset.

Challenges:

1. Coaches are an island to themselves. Department leadership is critical for the development of unity in purpose and development of department expectations.
2. Coaches need to stay informed about WIAA rules and regulations and at all times follow rules and regulations with integrity. The honor and integrity of the school is of critical importance.
3. Coaches need to overtly support other teams in front of students and parents. Most coaches support all teams, but we need to eliminate sport jealousy and our coaches need to stress this among their student/athletes. Many student/athletes come to the high school level of play with negative feelings about other sports. Just as we want all coaches to be a part of the bigger Nicolet family, we need all coaches to work to stamp out sport jealousy among students and parents.
4. It is believed by many coaches that sport specialization is not necessarily beneficial for most athletes and the overall program. Coaches realize there are some sports and/or circumstances when an athlete might specialize in one sport, but by in large it is a benefit to most athletes and all programs if we have more athletes becoming multi sport athletes.
5. In the sports where the head coaches establish and maintain strong parent communications there seems to be outstanding parent support, as defined by the coach. These coaches clearly outline expectations of roles for student/athletes, parents, teammates, and coaches. Sport specific expectations are explained. It would be an expectation that all head coaches develop and maintain this type of communication with parents.
6. The coaching staff believes it would be of great benefit for the athlete department to develop a coordinated philosophy for the development of fitness and conditioning for the preparation for our athletes to perform at high levels of competition.
7. The staff generally believes it would be important to have department members earn certification in concepts of strength and conditioning for athletic performance.
8. Communication with feeder schools and youth sport clubs needs to be increased and improved. Assistance by the athletic coordinator would be helpful in order to keep communication systematic and coordinated. That way all sports have equal access to the same opportunity.
9. Coaches need to try to open lines of communication with teachers to improve support for the academic mission and to increase teacher support for the student/athletes' activities.
10. It would be a benefit to develop a coordinated system to help train coaches such as Positive Coaching Alliance (PCA).

11. All coaches need to support the academic mission and realize there are times when students have urgent academic needs that might preempt parts of a practice. Likewise, the more teachers and coaches communicate with each other there is a stronger possibility to solve problems without conflict.

Student/Athletes: Please note the addendum which has the results of the junior and senior student/athlete survey that was completed by 328 junior and senior student/athletes. This survey shows student/athlete perceptions about their involvement in athletics at Nicolet.

Strengths: As identified by coaches.

1. The vast majority of the student/athlete population understands their academic mission is their main purpose at Nicolet.
2. The athletic potential of the overall student population is strong.
3. The diversity of the student population is an asset.
4. In most sports student/athletes have been involved in some concept of youth programs prior to coming to Nicolet.
5. The student athletes take pride in their respective teams.
6. Many student/athletes work very hard to be their best.

Challenges: These challenges are identified by coaches in an attempt to focus on areas for general student improvement that will enhance our drive for improvement as an athletic department. These are general observations, as we obviously have many student/athletes performing at high levels of competition. If we want to improve as a department, we need to have more student/athletes striving to improve in the areas listed below.

1. More student/athletes need to dedicate themselves to understand what it takes to perform at their best. You can want to have a successful program, but without hard work and dedication it won't happen. Everyone controls their attendance, positive attitude, and a strong work ethic. We need you to accept this urgent challenge.
2. More student athletes need to take pride in their academic performance. Just as you push yourselves in athletics, we need all of our student/athletes to perform at a higher level academically.
3. More student/athletes need to raise their expectations. Interscholastic competition requires that we strive to be our best. We can compete with any school in the state if we all get focused and get to work. This should be our common goal and purpose as coaches and student/athletes. You are now and always will be a Nicolet Knight. You are a member of the Long Blue Line. Earn that honor and cherish it the rest of your life.

4. Success is not an entitlement, success has to be earned. A strong work ethic is a personal quality that has to be developed and high school sport is a great opportunity to develop that quality.
5. Nicolet needs as many student/athletes as possible to get involved in multiple sports. There are some cases where sport specialization might be appropriate however there are many wonderful sport opportunities available to you. Yes, some sports are cut sports, but most sports are not. We need you and want you to get involved. Cross training in multiple sports is usually a strong benefit to an athlete.
6. We all need to overtly show more respect for each other. Students need to respect teachers and adult staff, and likewise our adult staff needs to show respect to students.
7. Hold yourself accountable to budget your time and make good decisions. Don't make excuses for your lack of responsibility. You have the ability to respond in positive ways.
8. We need our student/athletes to respect and abide by the athletic code of conduct. We need you to stay chemically free. Chemical use will only detract from your performance and the performance of the team. You let down your parents, your teammates, coaches, and most importantly yourself. You only get one chance to go through Nicolet as a student/athlete. Make the most of your opportunities as they will be gone in a short period of time.
9. We need our student/athletes to be strong positive role models for our younger students at Nicolet and at our feeder schools. Remember you are looked up to by more young athletes than you can imagine.
10. We need you to honor and respect your parents. Your parents have most likely gone to great lengths to support you and they love you. Take care of your responsibilities at home and be a respectful son or daughter. If things go well at home more than likely things will go well at school.

Parents:

Strengths:

1. Nicolet enjoys very good parent support.
2. Most Nicolet parents have great respect for Nicolet and are advocates for their children and their child's programs of choice.
3. Most parents want their children to enjoy a full high school life where they grow as successful student/athletes and develop lifelong friendships.
4. Most Nicolet parents will support their child's teams as prescribed by the coach.
5. Most Nicolet parents have great pride in Nicolet's academic success.

6. Nicolet parents are a vast educated resource which offers experience, skills, and a wide variety of potential support for the school.

Challenges:

1. We need to get more parents to get involved in volunteerism. Every team has a need for parent volunteerism. Parents need to communicate with the head coach of their child's respective team and let the coach know you are available to help as directed.
2. The Nicolet Athletic Booster Club has a long tradition of excellent selfless work to support all Nicolet teams. Many of the lead parents are now at that point in their lives where they are moving on. The Nicolet Booster Club needs parents to step up and take the responsibility to get involved.
3. The department needs to work with parents to educate them about the realities of participation in interscholastic sport at the high school level. Our parents need to develop a realistic understanding of high school competition and the dedication that is needed to excel at the high school level.
4. We need to reach out to parents to help them understand that while they are advocates for their child, the coach and the school are dealing with sons and daughters of many families. We ask that as you are concerned and focused on your child, that you don't lose sight of the task our staff has to prepare a team first.
5. Nicolet High School has a dynamic diverse student population that reflects our overall community. We ask all parents to join use in accepting the gift of our great diversity. Please work with us to educate our sons and daughters to put aside stereotypes as all students should be judged by the content of their character and their commitment to excellence.
6. We need all parent support groups to work within the structure of the school athletic department and the Nicolet Booster Club.

Middle School and Youth Sport:

Strengths:

1. Nicolet has a dynamic community park and recreation program that functions to serve community residents. This is a potential major positive influence on the overall programs at all levels.
2. There are numerous youth sport groups functioning in the Nicolet School District.
3. The Nicolet District has the potential to develop dynamic youth sport groups as needed.
4. Most Nicolet coaches are open to cooperating with community youth sport groups.

5. The Nicolet public feeder schools are members in an organized middle school league that sponsors some of the sports that are offered at Nicolet. Although most middle school sport programs are recreational in nature, they still fill an important role in the overall development of student/athletes. Participation is the corner stone of middle school programs and that attitude is critical to the success of any high school program. We can never predict how and when student/athletes will develop or where they will find their motivation to succeed.
6. The Nicolet feeder schools are interested in improving lines of communications with Nicolet.
7. Nicolet's facilities are often used by youth sport programs. It is always a benefit to have programs that bring future student/athletes to our campus.

Challenges:

1. There is minimal communication between the high school and the feeder schools.
2. Expectations of high school programs are not communicated except through 8th grade orientation programs.
3. Communication with middle schools and youth programs is left to the discretion of the head coaches. Some head coaches are tuned in to their youth support system and some are not.
4. Some Nicolet coaches might not be communicating with youth sport groups.
5. Due to the lack of communication, potential Nicolet student/athletes might be influenced to attend other high schools for athletic participation.
6. With some exceptions, there is limited sharing of coaching education between Nicolet coaches and middle school and youth sport coaches.

Alumni and Community:

Strengths:

1. There is a strong base of successful alumni who more than likely have great memories of their years at Nicolet.
2. There is a strong base of alumni who have vast resources of experiences and skills.
3. The alumni might serve as a source of financial support for district projects.
4. There is a strong business community within the district which probably has a connection to Nicolet and would benefit from a positive relationship with the high school.

Challenges:

1. It is perceived that we have a low level of communication between Nicolet and alumni.
2. Currently unorganized and poor community support for Nicolet athletics.
3. Develop systems of communication to accurately communicate with alumni and community.
4. Create a committee to organize a needs assessment of Nicolet to determine our facility and program needs that can be communicated with our alumni and community.
5. Develop a comprehensive fund raising campaign that will meet the facility and program needs of the district as identified by the needs assessment committee.

Facilities:**Strengths:**

1. Strong and consistent administrative support for the maintenance of current facilities.
2. Strong maintenance and custodial staff that takes pride in facilities.
3. Long range facilities plan has support of school board and administration.
4. Most facilities are in good shape and meet the needs of the athletic department.
5. Recent reconstruction of football and track stadium.
6. Physical education department took the initiative to develop a fitness center with equipment that primarily serves the needs of the physical education department with some usage by athletic teams after school. Primary focus is fitness for life.

Challenges:

1. District is land locked in a suburban-urban setting.
2. Some facilities are older and either need repair or will need repair in the very near future.
3. Space needs to be identified for a strength and conditioning facility to meet the needs of the athletic and physical education departments. This is especially needed in the area of anaerobic fitness for athletic performance.
4. Physical education and athletic department should coordinate needs.
5. Current specific facility challenges that have been identified during interviews.
 - A. Repairs needed in Gym II.
 - B. Scoreboards needed in Gym II and for softball.
 - C. Coordinate usage of storage rooms.

- D. Balcony bleachers need up grading.
 - E. Soccer goals are dangerous. They need to be the style that can be anchored.
 - F. Roof leaking in dance studio.
 - G. Windows in main gym are a hazard when playing volleyball. Shades are needed during the fall season.
 - H. Current wrestling area needs to be checked frequently for protective padding.
 - I. We need to investigate some sort of field treatment that when applied to the fields it will keep geese off the fields and will not be harmful to students.
6. Major facility projects that have been identified during interviews.
- A. Development and construction of new fitness and conditioning center that will meet the needs of both physical education and athletic programs.
 - B. Depending on the size and scope of the new fitness and conditioning center, the old fitness center could be the home of a new multi purpose room that could house wrestling during the winter. We would need to ensure that the needs of the physical education department have been met and the room can handle wrestling safely and adequately.
 - C. Reintroduce discussions for the improvement of the baseball field at Stormonth Elementary School.
 - D. Gym II should be expanded into a field house.
 - E. Install a synthetic field in the main stadium that would service football, soccer, and physical education classes.
 - F. Plan for how the contiguous properties on the North side of the property will be used.
 - G. Plans for the upper fields, especially if the expansion of Hwy I-43 becomes a reality.
 - H. Continue to keep open lines of communications with all district municipalities for the possible development of fields to service program needs.

Conclusions and recommendations: The following conclusions and recommendations come to the forefront based on my objective analysis of the data presented to you in the assessment. These statements are my interpretation of the data and the recommendations are intended to serve as starting points for discussions. Ideally this will lead to opportunities the district might consider to address identified challenges.

Conclusions and recommendations are organized in the order of focus points as outlined in reporting the assessment data. We will find that recommendations will often start to overlap between focus points. This happens because these focus points are interrelated.

Departmental Philosophy:

Conclusions:

I do not believe the Nicolet Athletic Department is dysfunctional. I believe the Nicolet athletic community is lacking focus that begs the questions; what do we stand for and what do we want to accomplish? Once our mission and goals are reestablished we can put systems into place that will allow us to focus and work more efficiently to achieve our mission. Nicolet clearly has all the “pieces of the puzzle” available that are necessary to move the department in a very positive direction that will address many of the frustrations that have been identified in nearly every interview.

Recommendations:

To start the process of determining our mission and goals it will be necessary for stakeholders to decide if they can bring a positive attitude with a dedicated work ethic to collaborate with administration, staff, students, and parents so we can move forward to attack the task at hand. We all have responsibility to do our share. There are no entitlements. Great schools and athletic programs are a result of developing a well defined plan and then offering an opportunity for all stakeholders to buy in and hold themselves accountable to the mission.

We must realize this is an exciting opportunity that could benefit countless students and an entire school community. As President Teddy Roosevelt said, “Far and away, the best prize life has to offer is the chance to work hard at work worth doing”.

Initial steps in the process:

1. Superintendent should establish a committee representing administration, staff, students and parents with a singular goal being to establish the mission of the department.
2. Once the mission of the department has been established the administrative athletic department leader needs to coordinate with professional staff to develop the goals and objectives that will bring the department mission to life, while keeping in the mind the many strengths and challenges that have been identified through the assessment.

School Spirit, Pride, and Climate:

Conclusion:

School spirit and pride is a very fluid intangible which often fluctuates according to the circumstances at hand and who you are talking to at the time. It is often confused with winning or losing. It is obvious that school spirit and pride at Nicolet is alive and well, however it appears to be conditional based on certain programs or if a team is winning or losing. This is often called the band wagon effect. Ideally, a school community strives to develop unconditional school spirit and pride that transcends the entire community from elementary school through high school, from administration to all staff, from parents to community residents, and from alumni to community businesses. School spirit and pride is directly proportional to how well lines of communication are established. Through well established lines of communications the school and athletic department can communicate the mission and goals that we are all striving to achieve. School spirit and pride are then developed as staff, students, and parents work hard to become the best they we can become. The work ethic has to be developed within at atmosphere of support, respect, and trust. We must believe we are all in this together.

With the improvement of unconditional spirit and pride, support for all programs and student/athletes will be evident regardless of who is playing, or whether we are winning or losing. This will flow over to all aspects of the school to a point where we will hopefully stop dividing our school culture into categories of sport, or academic, or music, or drama. Our students and families represent all of these interests. We must learn to support and respect all interests. This is why it is so important for the entire school staff to overtly demonstrate mutual respect and support for all programs.

Positive school pride and spirit is a way of life. That is why school spirit lasts a lifetime. Once a Knight, always a Knight. Our students are a part of the "Long Blue Line". It does not matter if you won or lost, it matters how hard you worked to achieve a common goal.

School climate is a direct result of a system that has developed unconditional school spirit and pride. When a school has achieved positive school climate you can sense it immediately when you walk in a building. A school comes alive with school colors, positive greetings, mutual respect, smiles, and a belief that we all belong.

Recommendations:

1. In order to start increasing the development of school spirit and pride it is essential to reestablish our mission and goals.
2. Action has to be taken to open up lines of communications so the mission and goals can be clearly explained to all levels of our school community.
3. The administration must buy in and model expectations of high integrity, mutual respect, strong work ethic, and an overt belief in what we are striving to accomplish.

4. The entire staff needs to be educated about what we are trying to accomplish and how it is critical that they buy into the mission. They must be given ideas of how they can demonstrate small daily support for the development of school spirit and pride. Such actions as: being in places around school where students are located, such as hallways, lunch rooms, foyers, lobbies, etc., and show simple overt recognition of students, positive greetings, etc. Additionally, dress in school colors when possible, have students decorate rooms with school spirit in mind, attend school events, communicate to other staff with congratulations for accomplishments in anything dealing with student achievement.

Nicolet has many very dynamic teachers and coaches. I would recommend that these teachers and coaches be asked to list the little things they do that make a real difference in establishing positive spirit in the lives of their students.

5. School colors play an important role in the process. Whenever and wherever possible spirit apparel should be produced and made available.
6. Whenever and wherever possible positive inspirational signage that supports our common purpose should be displayed throughout the school. It is recommended to get students involved with this as much as possible.
7. The athletic department should organize student workshops specifically asking student leaders to problem solve how school spirit and pride can be enhanced. At this workshop the students need to develop action plans as to how they recommend spirit be improved.
8. Each department within the school can be asked to come up with something their department can do to promote school spirit.
9. Parents of each team and school organization can be asked to problem solve whatever they can do in an overt way to demonstrate school spirit. Teachers and coaches who are the head of these teams and organizations can initiate the concept.

Other ideas will evolve as more and more people get involved at their respective levels. The administration will need to have constant awareness to promote ideas.

Some ideas will fail and some ideas will have huge success. This is a trial and error process. Once we find out what works then we need to make those ideas systematic in our culture.

Administrative Leadership:

Conclusion:

Nicolet has an administrative core that brings many years of experience and expertise to the forefront to handle every aspect of the operation of the school.

Any high functioning school must have well coordinated administrators who function in many capacities behind the scenes and in clear public view. The administrators overtly represent the values and visions

of the school. It must be unmistakable that they stand for honesty, integrity, open communication, mutual respect, compassion, and they need to be decisive. Their ability to function as a team permeates the school community. This does not mean they have to be autocratic, these means it must be clear that they model and communicate everything our school stands for and what we are trying to achieve.

Their daily function needs to evolve around open communication, mutual support, expectations that everyone from top to the bottom and every student is expected to follow clearly communicated rules and regulations. The administrative team cannot be characterized as being wishy-washy, or that rules and regulations are a sometimes thing. Staff, students, and parents function at high levels and with good spirit if they perceive they are functioning in an environment that can be characterized as being fair and equitable. Perceived inconsistency frustrates and ignites negative feelings. Small inconsistencies can fester into major frustrations that will negatively affect many people.

Traditionally the Nicolet athletic department has functioned with a designated athletic director. The athletic director's position at Nicolet has been filled by professionals who have been dynamic leaders who represented the mission and values of why interscholastic sport is a part of the formal education process. Just as the leadership of the superintendent and principals is critical to the overall function and success of the school community, the presence of a dynamic athletic director is critical to the focus and success of the athletic department. The athletic director should have a highly visible position in every aspect of the school athletic community. The athletic director is the ambassador for the values and promotion of interscholastic athletics and spearheads Nicolet's communication with all of our feeder schools, youth sports clubs, parent groups, community groups, alumni, etc. This person is a facilitator who solves problems and helps create programs that serve the needs and interest of students. This person represents Nicolet at the conference level and will hopefully represent the school and area at the state level of interscholastic sport. A school of Nicolet's stature should be at the forefront of the advocacy for dynamic interscholastic sport and extra-curricular activities.

Currently the Nicolet Athletic Department has an administrative structure that has divided various administrative functions among three different administrators. Throughout the interview process it became significantly clear that this current administrative structure of the athletic department is not appreciated and it is causing frustrations and negative perceptions. The structure is placing quality administrators into perceived inefficient situations. There may have been fiscal reasons for this administrative structure to have evolved, however, the result of the lack of a singular dynamic leader of the department has had a negative effect on the staff and the daily function of the department.

The athletic department and the Nicolet Recreation Department have been relocated into the same office space. This move has been viewed to be very positive and is functionally more efficient as the programs they oversee share common facilities, personnel, and objectives. These two programs can be highly coordinated to meet the needs of the school community in the development of athletics and recreation.

The athletic department and recreation department have a total of five fulltime personnel. This includes the athletic coordinator, the athletic department secretary, the recreation assistant to the athletic coordinator, and two secretarial staff for the recreation department. The entire staff of both departments is held in high regard for their demonstrated efforts and professionalism.

The current athletic coordinator has demonstrated effective leadership that is clearly appreciated by a significant majority of the staff and parents.

The secretary of the athletic department has extensive experience and expertise in managing the athletic office. This person's skills and experience are indispensable to daily function.

However, as we look closer it is obvious that the job description of the athletic coordinator includes administrative responsibilities for the recreation department in addition to the leadership of the athletic department. Depending on the scope of the job expectations, this can be an overwhelming job.

Recommendations:

1. If Nicolet High School determines that it is necessary to address the concerns about the athletic department that have been identified through the assessment process, then I firmly believe it is necessary to renew the administrative position of the Athletic Director. This position is clearly a fulltime position that functions within a realm of never ending tasks that deal directly with the needs of student/athletes, coaches, parents, community, conference, and state organizations.

If Nicolet High School wants to develop an athletic department that systemically addresses the needs of the community through interscholastic sport and activities, then the reinstatement of the athletic director position is a critical need.

2. The athletic director should work with the superintendent and other administrators as needed to determine how we need to restructure the job descriptions of the two positions that are responsible for overseeing the athletic department and the recreation department. The responsibilities of the current administrative assistant in the recreation department need to be increased. The athletic director would be the administrator responsible for the operation of both departments but the huge percentage of the job description of this position will be devoted to the needs of the athletic department.

The current recreation staff understands the scope and needs of the recreation department. They should be active participants in designing job responsibilities to maintain excellence in our recreation program.

3. The salaries for the athletic director and recreation administrative assistant need to be increased to reflect a competitive salary for similar positions in the Milwaukee metropolitan area. It is unrealistic to expect anyone to perform these duties without fair and comparable pay to their peers. The job expectations for both positions will be greatly increased. The increased responsibilities for the recreation administrative assistant is necessary if the athletic director will be expected to be able to tend to the athletic department tasks that are necessary to address identified needs and concerns.

If this transition is not done I believe the district runs the risk of burning out the administrative staff and we will be setting these positions up for constant turnover and we will lose consistency from year to year.

4. The athletic director would reassume administrative responsibilities including a strong role in the recruiting, hiring, educating, and evaluating of coaches. This would be done with close communication with the superintendent and other administrators as needed.
5. The athletic director would become an active member of the administrative team and be an active participant in weekly administrative team meetings.
6. The administrative team should meet to decide the most efficient procedural systems to handle behavioral and academic eligibility.
7. The Nicolet Recreation Department is a huge asset to the school and community. The recreation department will be critical to how the Nicolet programs can continue to expand to reach out to the youth of the community who are future Nicolet Knights. This asset should not be underestimated.

Coaching Staff:

Conclusions:

Nicolet High school has a strong coaching staff as I clearly identified earlier in the assessment. One of the greatest challenges high schools have is to hire outstanding teacher/coaches as there are always turnovers in the coaching staff.

Once coaches are hired it is necessary to develop systems to educate and mentor coaches. The evaluation process should be a system that fosters professional and program improvement.

Currently the coaching staff works independently to meet the needs of their programs. Under these expectations coaches will often be in positions where they have to cut corners to meet their program's needs. This often leads to poor communications and frustrations. I do believe this results in coaches leaving the profession on a more regular basis. The more we have turnover in coaches, the more we have inconsistency in programs from year to year.

Highly successful programs are developed when we can keep the coaching staff together for years and student/athletes clearly understand what is expected. Consistency is a cornerstone to successful programs.

Recommendations:

1. Strong departmental leadership will enhance unity in purpose among coaches.
2. The athletic director and office staff need to continue to serve the administrative needs of the coaches. It is important to take as much of the administrative responsibilities away from the coaches so they can spend more time and energy working directly with kids.
3. Professional development for coaches needs to be expected and promoted.

4. Coaches' communication and cooperation with district youth sport clubs and middle schools should be expected. One primary purpose of this communication should be to offer coaching education to our youth coaches.
5. Coaches should be expected to attempt to develop strong lines of communication with parents.
6. Coaches should attempt to promote ways through which we can have middle school and youth teams as our guests at Nicolet functions.
7. Coaches should explore ways in which we can have our high school student/athletes serving as positive role models who communicate directly to middle school and youth programs.
8. Coaches should be expected to continue to support all Nicolet programs.
9. Coaches should be promoting high expectations of good sportsmanship at all times.
10. Coaches should expect our athletes to abide by the expectations of the athletic code and we should expect our student/athletes to be respectful citizens within our school community.

Student/athletes:

Conclusions:

Throughout my experiences as an athletic and activities director in recent years I have often heard other athletic directors and coaches expressing their belief that Nicolet High School is a sleeping giant. The coaching staff at Nicolet also believes that the student/athlete population at Nicolet has outstanding potential. The frustration I sense is that most people believe there is so much more we can be doing to enhance the quality of our commitment to be the best we can become.

It is believed that we should have many more student/athletes participating in high school sport than we do now.

It is the role of our coaches to teach student/athletes about the issues that have been raised through the assessment process. The very nature of a young student/athlete is that they do not necessarily know or understand what it takes to be a part of a dynamic successful athletic program. One of our primary expectations as educators is to teach student/athletes about these concepts.

Recommendations:

1. The athletic department needs to reach out to educate student/athletes and parents early in their career about the following expectations and habits of successful athletes.
 - A. How do athletes train to be their best?
 - B. Why is proper nutrition and sleep important for student/athletes?
 - C. What does it mean to be a member of a team and what is acceptable behavior?
 - D. What are benefits of participating in multiple sports?
 - E. What does good school spirit look like?
 - F. What skills do student/athletes need to have to become good leaders?
 - G. What are the traits of a team player versus a selfish player?

- H. What are the negative impacts of using social drugs?
- I. How can I develop skills to budget time?
- J. How can we demonstrate good sportsmanship?
- K. How do we show respect to others and what actions are considered to be disrespectful?
- L. We need to teach the concept that student/athletes need to focus on habits we control such as, good attendance, having a positive attitude, and having a strong work ethic.
- M. What does it mean to be a coachable athlete?
- N. In order to help athletes and parents develop a realistic understanding about levels of performance, we need to educate them about physical performance parameters.

Parents:

Conclusions:

Parents at Nicolet are no different than parents at any other suburban high school. Parents are advocates for their children and they want their children to have many positive experiences throughout their high school years. Most parents realize that a high school is expected to offer educational opportunities that will help their child prepare to be a positive adult citizen who will lead a fulfilling life. Involvement in high school athletics is one vehicle to accomplish those goals.

Parents at Nicolet are a strong resource to provide support for our programs.

Recommendations:

1. We need to help our staff understand that parents are not a necessary evil. If we respect parents we will eliminate many potential problems.
2. Our department and staff needs to communicate with parents to establish roles. If we explain the role of parents, coaches, administration, and students we will probably reduce misunderstandings.
3. Coaches need to clearly communicate expectations for student/athletes and how the team will function.
4. The department and coaches should host preseason orientation meetings to explain anything and everything that has to do with our programs. This is especially important for the incoming parents of freshman student/athletes.
5. The department should plan systems of communication to educate parents about college athletics so they have realistic expectations.
6. We need to let parents know how they can volunteer in a support capacity that is appropriate.
7. We need to encourage parents to participate in the Nicolet Booster Club.
8. We need to educate parents about their responsibility to demonstrate good sportsmanship.
9. When appropriate we need to seek constructive parent input dealing with issues or concerns.

Middle School and Youth Sport:

Conclusions:

The lack of strong communication with middle school and youth sport programs is of great concern. We do have some coaches who have developed strong involvement with youth sport clubs and as a result those programs seem to be enjoying many levels of success. However, as an overall department our lack of communication and involvement with middle school and youth sports is a key reason why we perceive we have lower participation and many of our student/athletes are perceived to have poor concepts of what it takes to be successful.

The growth of highly successful high school sport programs corresponds to the organization of youth programs.

The youth and middle school programs are where we need to start planting the seeds for all aspects of our high school programs. This is also where we can establish initial lines of communications with parents, as we need their volunteerism.

Recommendations:

1. The athletic director needs to establish regular lines of communication with leaders of youth sport programs and the athletic directors at each feeder school.
2. Our coaches need to be available to provide coaching education for youth coaches.
3. Our coaches need to be careful, as they need to have a positive impact on youth sports, but our coaches should not be in a position where they are determining playing time or have anything else to do with young athletes that could be construed as favoritism.
4. Whenever possible our coaches should work through the Nicolet Recreation Department to sponsor youth camps, lessons, or any other programs that will help prepare kids for future participation.
5. When appropriate we need to offer Nicolet student/athletes as role models to work with youth and middle school athletes.
6. The athletic department can sponsor special nights at Nicolet home athletic events when youth and middle school athletes can be our guests.

Alumni and Community:

Conclusion:

The base of alumni and community businesses is considered by many staff as an untapped resource. There is a strong belief that the Nicolet alumni and local businesses have potential to bring quality resources of education, experience, skills, and finances to support our needs. There are many

examples of how these resources have been utilized throughout Nicolet's history, but with current and expected financial deficits we will have to place a more urgent need on developing this resource.

Recommendations:

1. The superintendent would most likely take the lead to investigate the current systems we have in place that will allow us to communicate with alumni and the local community businesses.
2. Nicolet has staff and a system in place to coordinate communication with alumni. This system should be examined as to how we might utilize the system to educate our alumni about Nicolet's current student successes and our future plans.

Facility Maintenance and Development:

Conclusions:

Nicolet has strong leadership to oversee maintenance and development of facilities. The staff appreciates the maintenance and custodial staff for their daily efforts to keep the facilities clean and operating. As stated earlier, the interviews of staff generated facility needs that were itemized. Nicolet has a well structure system for communicating facility maintenance requests. It is assumed that the items that have been itemized have either been addressed or are in process of being addressed.

There have been concerns expressed demonstrating that we need to educate coaches and parent groups about the existing procedures through which facility maintenance and improvement can happen. Coordinating the daily function of such a large building is very complex and it is imperative that the athletic department coordinate their needs in a structured manner. If we work within the system and communicate through appropriate channels we can act more efficiently to utilize funds and resources.

Recommendations:

As in every school district, there are discussions among staff and parents asking about the possibility of Nicolet undertaking facility projects that were identified earlier in the report. These are obviously very large and expensive projects. As mentioned under the category of Alumni and Community, Nicolet has a history of fund raising for facility development. If the district gives consideration to such projects then the initial steps might be as follows.

1. The superintendent and school board will have to take the lead to examine how we can best utilize Nicolet's existing systems to start initiatives to meet district needs.
2. The superintendent, administrative team and the school board will need to fine tune the long range district facilities plan to build a detailed plan that reflects the districts needs.
3. Developing a long range plan of this magnitude for these types of projects will require input from the staff and stakeholders.
4. On a daily operational note, the athletic department needs to educate staff and parents about operational procedures regarding facilities usage and improvement plans.

Summary of WIAA Participation Reports for Nicolet and 14 comparable high schools:

In the attached addendum I have provided a five year summary of participation in WIAA sponsored sports at Nicolet High School covering school years 2008 - 2009, 2007 – 2008, 2006 – 2007, 2005 – 2006, and 2004 – 2005. For the three years from 2006 – 2007 through 2008 – 2009 I have also provided a summary of participation which includes participation at 14 schools in addition to Nicolet.

The comparison between 15 schools is rank ordered by the percentage of total enrollment of students participating in sports. The parameters of the comparison are as follows.

1. This is a tool to use sport participation as an indicator about the choices students are making to participate in WIAA sponsored sports. The sport participation numbers at a school are considered to be an indicator of the general health of an athletic department. The higher the percentage of participation the better it is for the school. However, please keep in mind that there are a variety of factors that can impact participation numbers. Each school has its own culture of participation.
2. The report does not distinguish between multi sport athletes. In this report student/athletes who participate in multiple numbers of sports are counted multiple times. In order to eliminate counting student/athletes more than once we would need to have detailed participation records of athletic departments from all the schools. There is an assumption that percentages of athletes who participate in more than one sport are similar among schools.
3. The accuracy of the comparison is based on the accuracy of participation numbers that are reported to the WIAA at the end of each season. I cannot account for the urgency that is given at each school to report accurate participation numbers in all sports.
4. The WIAA sponsors 23 sports. The actual numbers of sports sponsored at each school may vary. In providing opportunities for student participation it is considered a benefit to the student/athletes to have a school sponsor as many sports as possible. The school percentage of participation will be skewed if a school sponsors a sport but does not report the actual end of season participation numbers. For example, in 2005-2006 Nicolet did not report their participation numbers for boys' volleyball. The loss of those participation numbers will lower the schools percentage of participation. If we add average participation numbers for that sport we could predict that the overall participation number for the school would have been approximately 862 athletes which would equate to a participation percentage of .616. This percentage would follow the participation trends established within the five years reviewed in this report.
5. In assessing student participation it is also important to remember that most schools probably offer sport participation opportunities in sports that are not sponsored by the WIAA. Therefore, the percentage of overall participation in sport is most likely higher. This might include such sports as cheerleading, dance competition, alpine skiing, bowling, field hockey, rugby, lacrosse, etc.

Summary of junior and senior student/athlete survey:

Parameters of the survey:

1. In an attempt to gather the input from student/athletes regarding their perceptions of the Nicolet athletic department I decided to implement a student survey. I arbitrarily decided to attempt to collect student/athlete input from only junior and senior athletes. I believe the perceptions of the juniors and seniors might have more accuracy as they have had three and four years to live the Nicolet athletic experience.
2. The Nicolet administration was extremely helpful in this process as they worked to plan the date and time when I might be able to sequester all junior and senior student athletes in the same place which allowed me to proctor the survey myself. Therefore, all student/athletes who completed the survey received the same instructions within the same environment and time frame.
3. Out of a possible 358 junior and senior athletes I was able to use data from 328 surveys. In reviewing the completed surveys there was only 5 surveys that had to be eliminated because of student indifference in completion of the survey. That number reflects less than two 2% of the students present. I believe the other missing junior and senior athletes were either absent from school or had class responsibilities that would not allow them to attend.
4. As this survey was anonymous, we did not have a vehicle to determine who did not complete the survey. Mr. DePue made several announcements informing juniors and seniors who did not complete the survey on January 4, 2010 that they could pick up and complete the survey in the main office.
5. I am confident with the census for this survey in that we had over 90% of the junior and senior student/athletes responding. The attitude and focus of the student/athletes involved is a strong indicator to the quality of students/athletes attending Nicolet High school. I extend my compliments to the families and staff at Nicolet High School.
6. I decided to use the 5 – point Likert scale to gather the data and then use a summative analysis of the data showing numbers of responses in each category and percentages. This data could then be analyzed with the use of various graphs for all questions. For the initial report you are receiving responses in a bar graph form. For a few questions I have also provided a comparative line graph. Data can be retrieved as desired.
7. The data was gathered with designated criteria so the administration can retrieve comparative data as needed to gain further insight into student perceptions about various issues of interest. The comparative criteria were identified as follows:
 - A. Gender
 - B. Grade level
 - C. Student participation in 1, 2, 3, or 4 sports in a given year
 - D. Ethnicity
 - E. Feeder school attended

**NICOLET ATHLETIC DEPARTMENT STUDENT/ATHLETE SURVEY
JANUARY 2010**

Please circle the responses that correspond to your involvement in athletics at Nicolet High School.

1. Circle: **Male** or **Female**
2. Your current grade level: **Freshman** **Sophomore** **Junior** **Senior**
3. During this school year I will be participating in how many interscholastic sports: **1** **2** **3** **4**
4. Which middle school did you attend before coming to Nicolet?
Circle one: **Bayside** **Glen Hills** **Mapledale** **Private School in District** **Other**
5. (Optional) Circle: I am **Caucasian** **Asian** **African-American** **Hispanic** **Native-American** **Other**

Please circle the response that most represents your perceptions related to each statement.

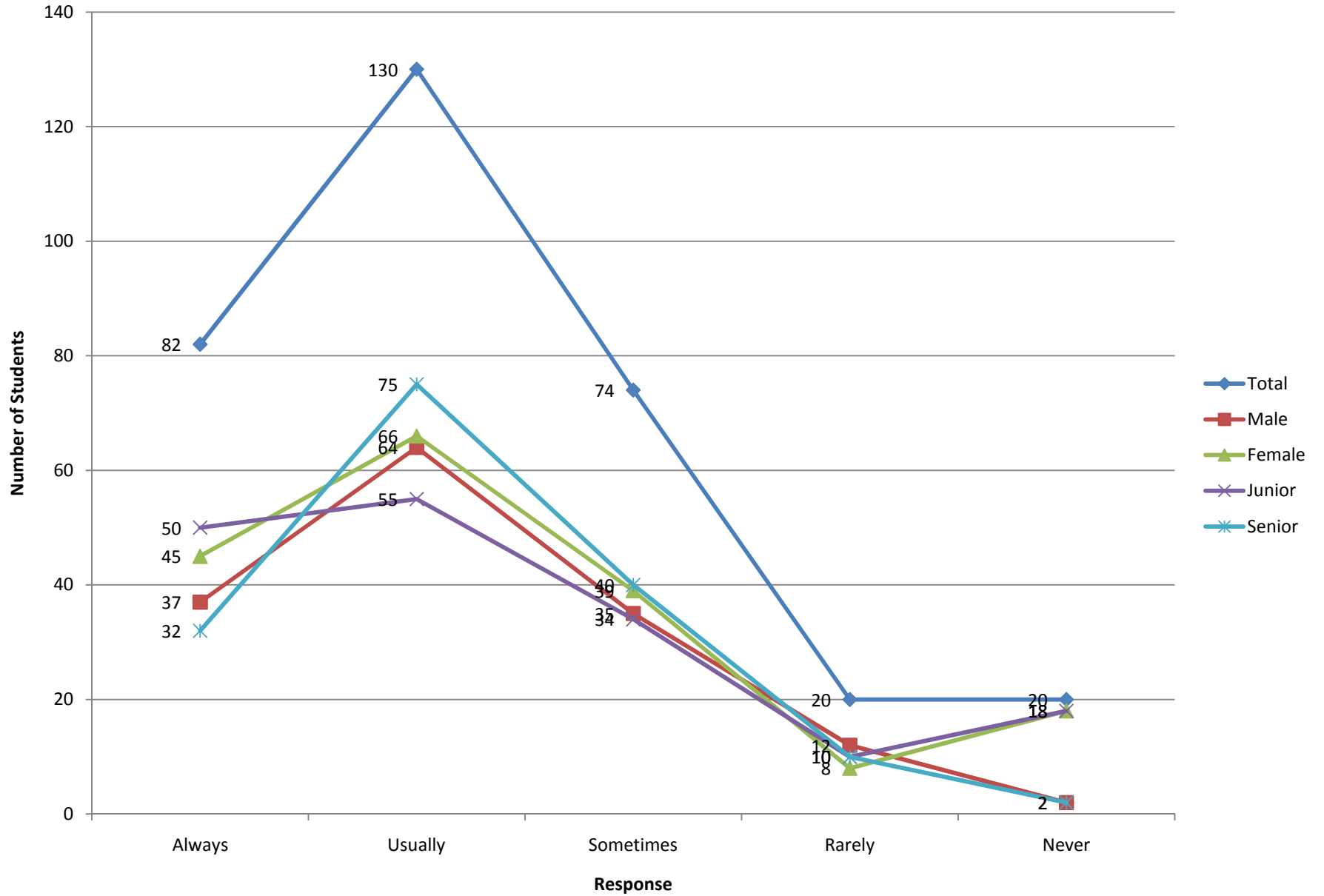
		<u>Always</u>	<u>Usually</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
6.	The students at this school are nice to each other.	A	B	C	D	E
7.	As a student/athlete, I realize my number one objective at Nicolet is to be a good student.	A	B	C	D	E
8.	Nicolet students have pride in their athletic programs.	A	B	C	D	E
9.	Nicolet has high expectations of behavior for student/athletes.	A	B	C	D	E
10.	Nicolet student/athletes are treated consistently, regardless of which sport they are in.	A	B	C	D	E
11.	There is strong unity in purpose among Nicolet student/athletes to their best.	A	B	C	D	E
12.	Nicolet student/athletes establish good working relationships with their coaches.	A	B	C	D	E
13.	The students at this school try to include everyone.	A	B	C	D	E
14.	Nicolet is a welcoming school regardless of which feeder school they attended.	A	B	C	D	E
15.	Coaches at Nicolet have strong support from parents.	A	B	C	D	E
16.	I have great pride in Nicolet High School.	A	B	C	D	E
17.	Student/athletes at Nicolet strive to develop high levels of physical fitness for competition.	A	B	C	D	E
18.	I believe in my coaches.	A	B	C	D	E
19.	Nicolet has a well structured physical fitness and conditioning program so our athletes can perform at their best.	A	B	C	D	E
20.	The students at this school alienate students who are different.	A	B	C	D	E
21.	Nicolet has great school spirit.	A	B	C	D	E
22.	When I was in middle school I really looked forward to performing in athletics at Nicolet.	A	B	C	D	E
23.	Students at Nicolet are accepting of diversity among fellow students.	A	B	C	D	E
24.	My coaches believe I can be successful athletically.	A	B	C	D	E
25.	Athletes at Nicolet have a strong belief in the concept that the Team is more important than the Individual .	A	B	C	D	E
26.	Athletes at Nicolet have the commitment needed to train so they can compete with the best schools in the state.	A	B	C	D	E
27.	The students at this school are nice to adult staff.	A	B	C	D	E
28.	Parent support for Nicolet athletics is strong.	A	B	C	D	E

	<u>Always</u>	<u>Usually</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
29. Many of my teammates are more concerned about what is best for themselves before they are concerned about what is best for the team.	A	B	C	D	E
30. Nicolet has strong community support for athletics.	A	B	C	D	E
31. My coach has the knowledge necessary to make my team successful.	A	B	C	D	E
32. Teachers and staff at Nicolet support me as an athlete.	A	B	C	D	E
33. The adults at this school are nice to students.	A	B	C	D	E
34. There is a really strong tie between my youth sports program and my Nicolet team.	A	B	C	D	E
35. Student/athletes at Nicolet support each other's teams regardless of the sport.	A	B	C	D	E
36. My coaches at Nicolet support all other Nicolet sport teams.	A	B	C	D	E
37. Athletes at Nicolet know what it takes to train to compete with the best schools in the state.	A	B	C	D	E
38. Being a part of a Nicolet athletic team is one of the most fulfilling high school experiences I could have.	A	B	C	D	E
39. My team has strong positive student leadership.	A	B	C	D	E
40. The students at Nicolet insult/harass one another.	A	B	C	D	E
41. Athletes at Nicolet demonstrate good sportsmanship toward athletes of opposing schools.	A	B	C	D	E
42. My coaches support the concept that academics comes before athletics.	A	B	C	D	E
43. Athletes at Nicolet respect the athletic code.	A	B	C	D	E
44. All students who represent Nicolet in competition or performance are held to the same expectations of behavior, regardless if they are in sports, music, drama, or extra-curricular clubs/teams.	A	B	C	D	E
45. Students are labeled as they enter Nicolet based on the middle school they come from.	A	B	C	D	E
46. The fitness center and weight room meet the needs of student athletes to improve their fitness and conditioning for performance.	A	B	C	D	E
47. Strong school spirit for sport teams is based on whether or not a team is winning.	A	B	C	D	E
48. My coaches try to inspire me to be my best.	A	B	C	D	E

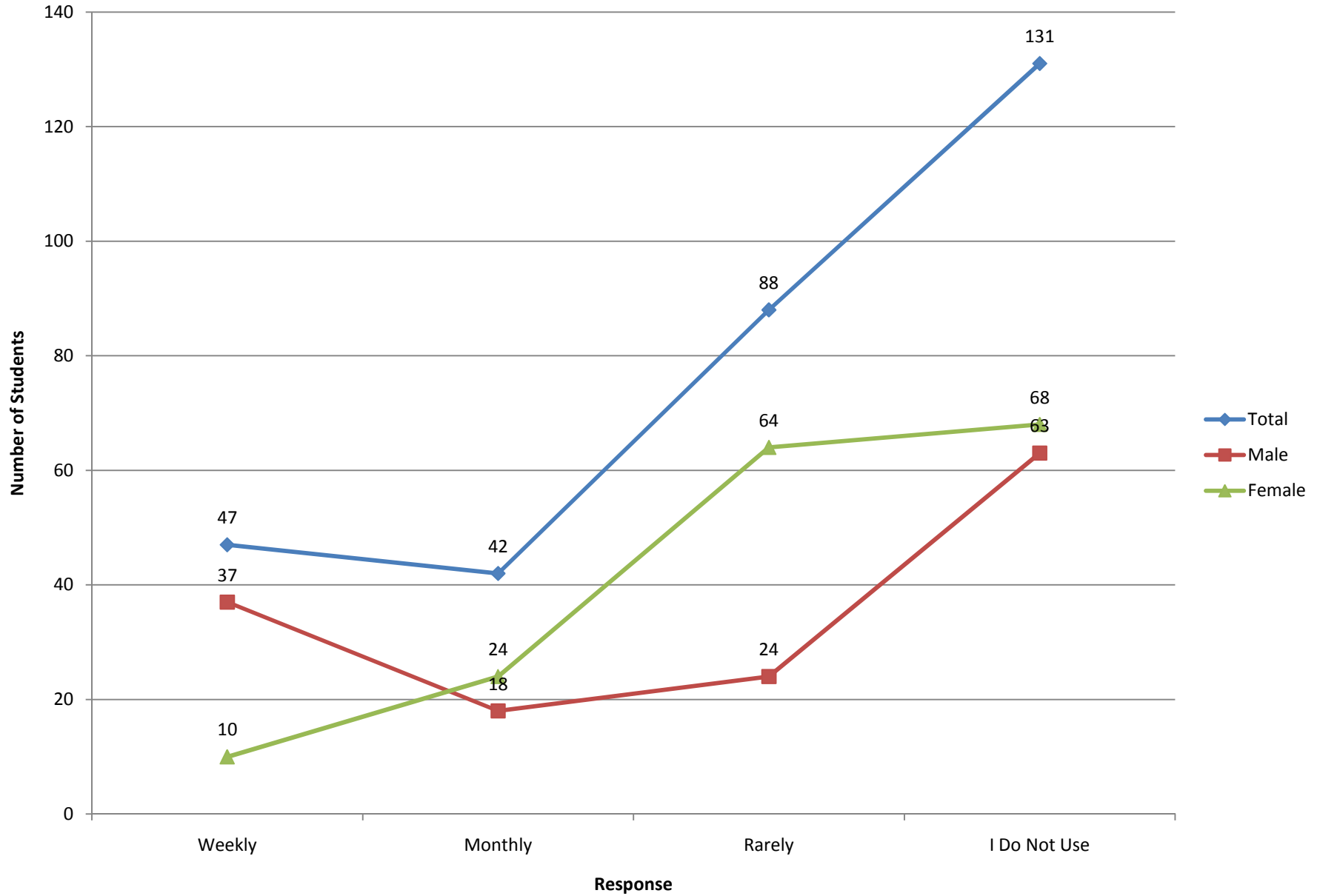
	Weekly	Monthly	Rarely	I Do Not Use
49. I use alcohol, tobacco, or other social drugs.	A	B	C	D

50. **(Optional) If there is any other comment(s) you would like to make regarding the Nicolet athletic programs, please take the time to record your thoughts below.**

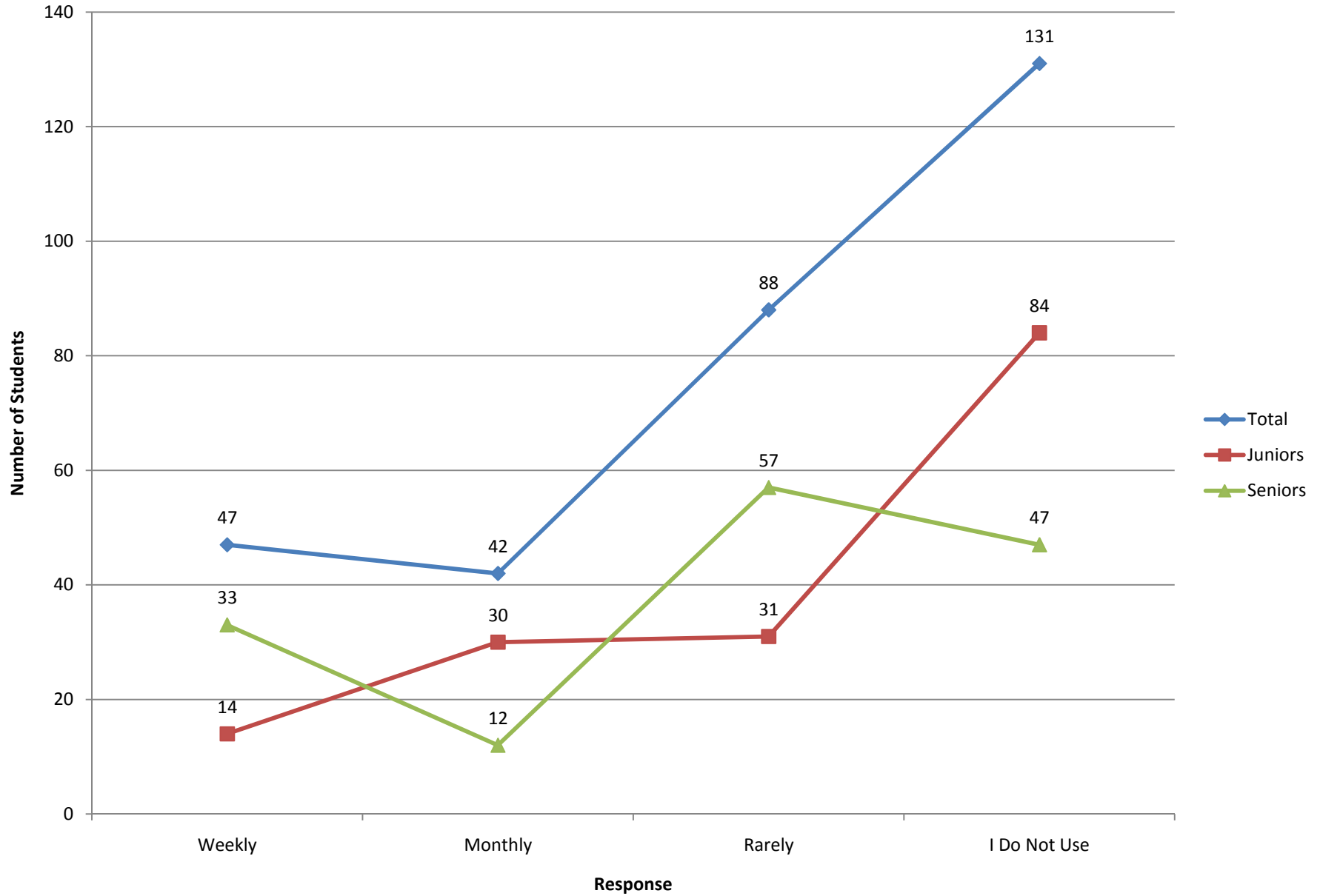
I have great pride in Nicolet High School (326 responses)



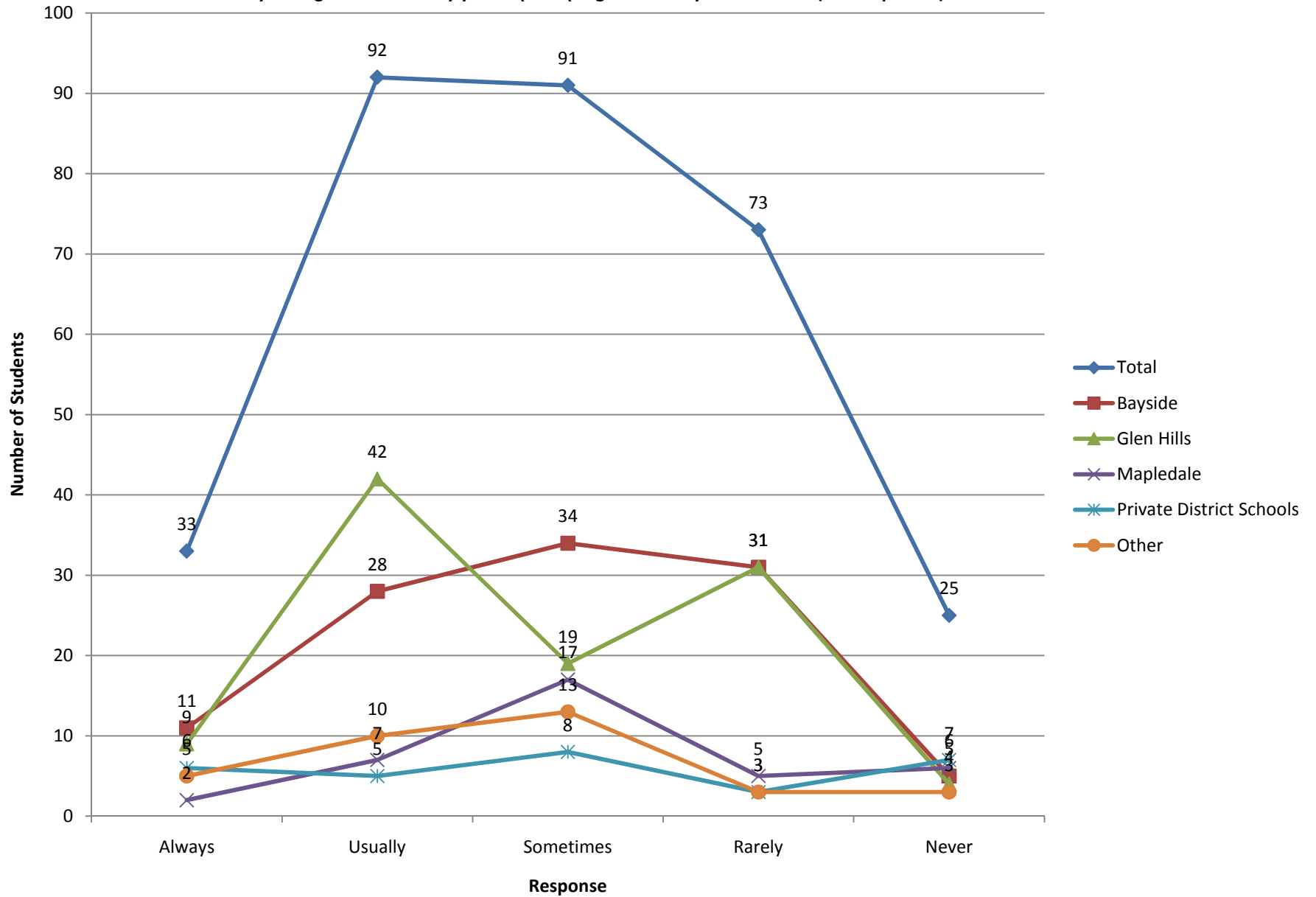
I use alcohol, tobacco, or other social drugs (308 responses)



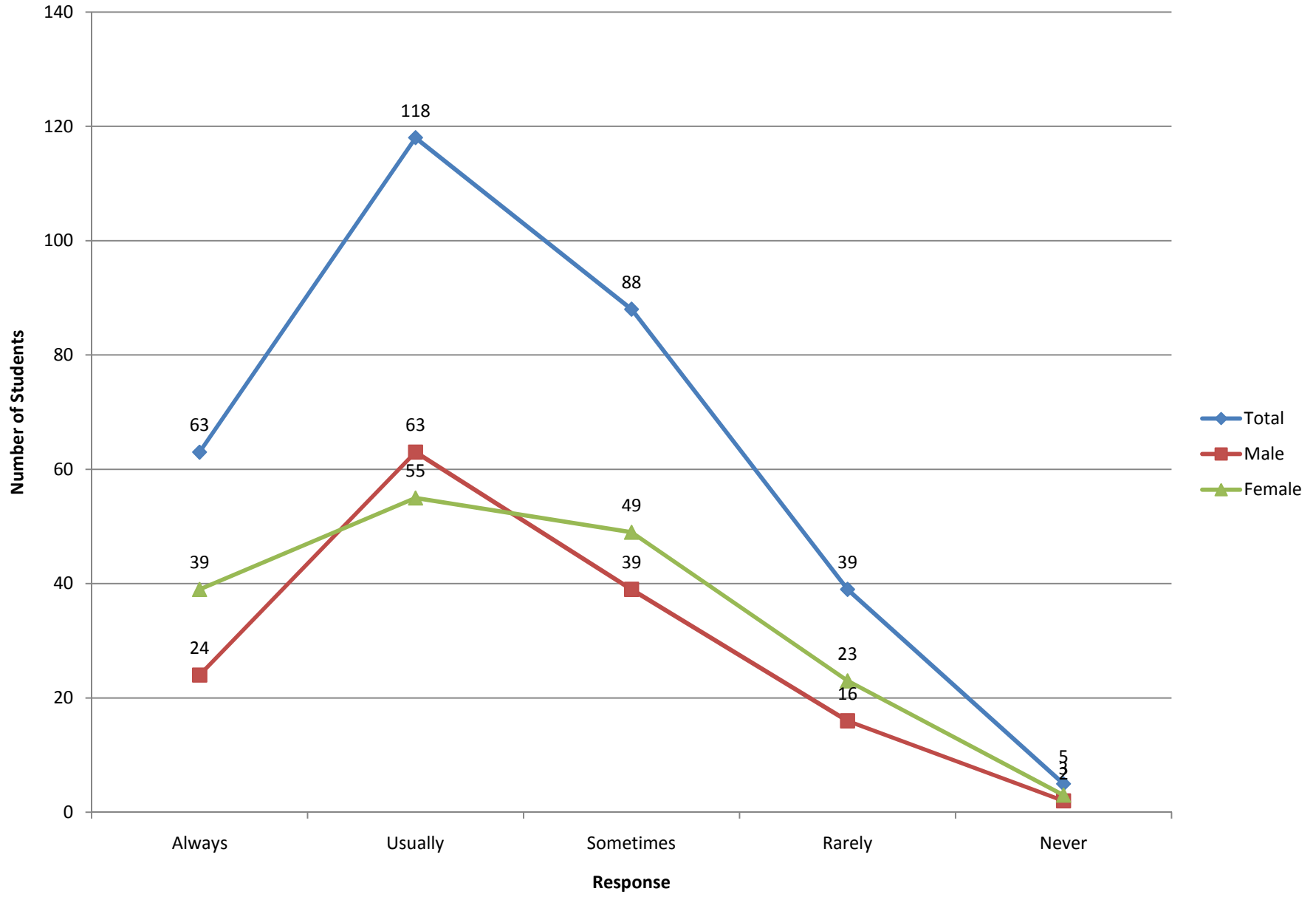
I use alcohol, tobacco, or other social drugs (308 responses)



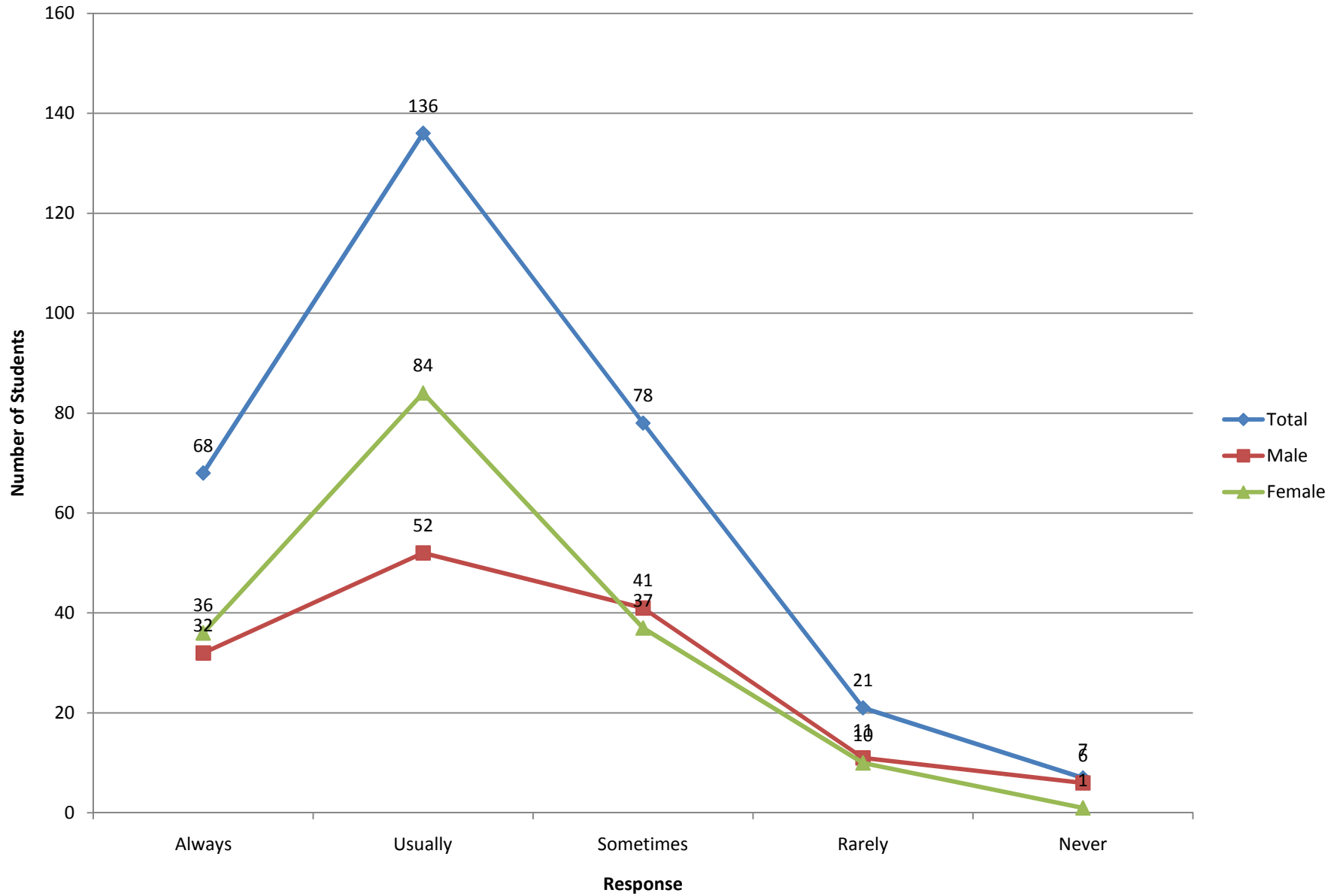
There is a really strong tie between my youth sports program and my Nicolet team (314 responses).



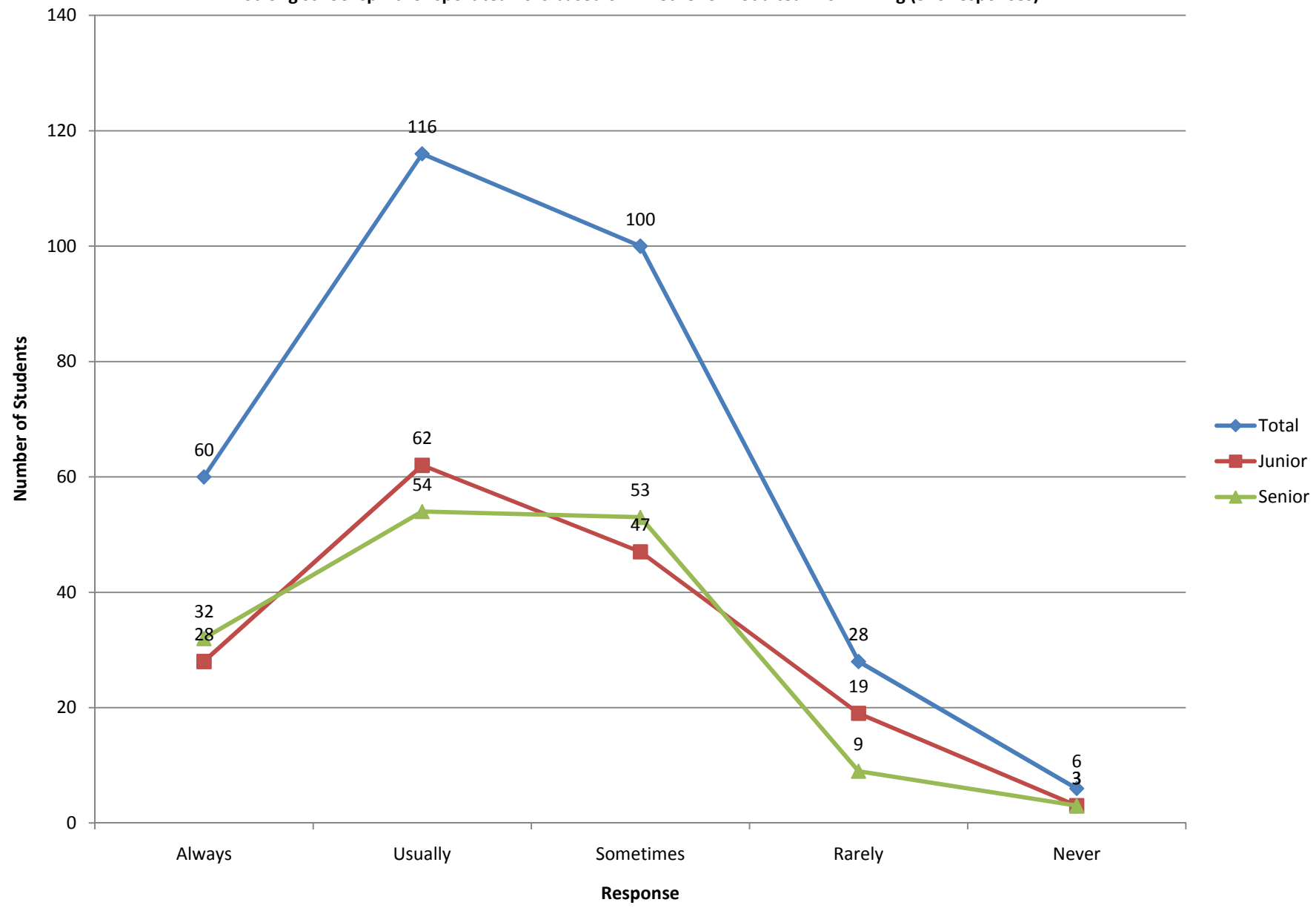
My coaches at Nicolet supports all other Nicolet sport teams (313 responses).



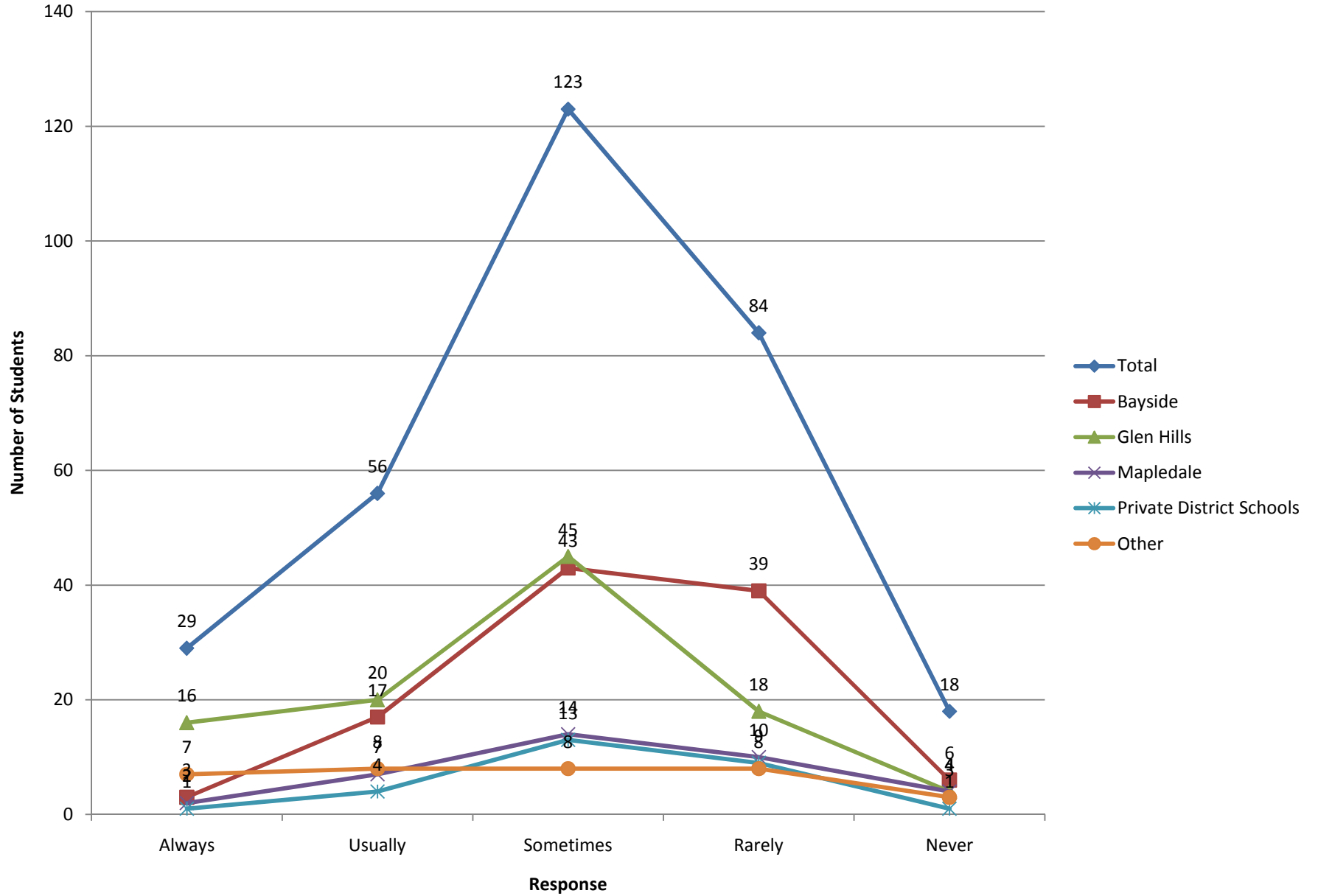
All students who represent Nicolet in competition or performance are held to the same expectations of behavior, regardless if they are in sports, music, drama or extra-curricular clubs/teams (310 responses).



Strong school spirit for sport teams is based on whether or not a team is winning (310 responses).



Students are labeled as they enter Nicolet based on the middle school they come from (310 responses).



Pride	Total	Male	Female	Junior	Senior
Always	82	37	45	50	32
Usually	130	64	66	55	75
Sometimes	74	35	39	34	40
Rarely	20	12	8	10	10
Never	20	2	18	18	2

Drug Use	Total	Male	Female	Youth Sports	Total
Weekly	47	37	10	Always	33
Monthly	42	18	24	Usually	92
Rarely	88	24	64	Sometimes	91
I Do Not Use	131	63	68	Rarely	73
				Never	25

Drug Use	Total	Juniors	Seniors		Total
Weekly	47	14	33		36 Total
Monthly	42	30	12	Always	63
Rarely	88	31	57	Usually	118
I Do Not Use	131	84	47	Sometimes	88
				Rarely	39
				Never	5

Sports/Clubs Expectations	Total	Male	Female	Spirit wrt Wins	Total
Always	68	32	36	Always	60
Usually	136	52	84	Usually	116
Sometimes	78	41	37	Sometimes	100
Rarely	21	11	10	Rarely	28
Never	7	6	1	Never	6

Labeling by Middle Schools	Total	Bayside	Glen Hills	Mapledale	Private District	Other
Always	29	3	16	2	1	7
Usually	56	17	20	7	4	8
Sometimes	123	43	45	14	13	8
Rarely	84	39	18	10	9	8
Never	18	6	4	4	1	3

Pride	Total	Caucasian	African American
Always	61	46	15
Usually	120	85	35
Sometimes	68	49	19
Rarely	18	12	6
Never	37	19	18

Bayside	Glen Hills	Mapledale	Private District Schools	Other
11	9	2	6	5
28	42	7	5	10
34	19	17	8	13
31	31	5	3	3
5	4	6	7	3

Male	Female
24	39
63	55
39	49
16	23
2	3

Junior	Senior
28	32
62	54
47	53
19	9
3	3

WIAA Participation Report for 2006-2007

Rank Order of School By % of Participation	Percentage Of Enrollment	Total Number Participants	Total School Enrollment	Number of WIAA Sports Offered	Comments
1. Brookfield Central	0.846	1190	1406	22	No GHKY
2. Milwaukee Lutheran	0.838	601	717	19	No BVB, Gym, BHKY, GHKY,
3. Brookfield East	0.764	1072	1402	22	No GHKY
4. Grafton	0.741	572	771	20	No GGLF, BVB, GHKY
5. Whitefish Bay	0.734	697	949	21	No GGLF, GHKY
6. Homestead	0.707	1143	1615	23	
7. Port Washington	0.669	626	935	19	No GGLF, GSWM, BVB, GHKY,
8. Cedarburg	0.651	777	1193	20	No GGLF, BVB, GHKY
9. Germantown	0.65	887	1363	22	No BVB
10. Wauwatosa West	0.641	664	1035	19	No Gym, BHKY, GHKY, BGLF
11. Nicolet	0.632	831	1314	22	No GHKY
12. Arrowhead	0.602	1433	2379	23	
13. Wauwatosa East	0.591	701	1185	18	No Gym, BHKY, GHKY, BSWM, Wrest
14. Hamilton (Sussex)	0.552	677	1226	20	No BVB, Gym, GHKY
15. Menomonee Falls	0.544	861	1580	21	No BVB, GHKY

WIAA Participation Report for 2005-2006

	Percentage Of Enrollment	Total Number Participants	Total School Enrollment	Number of WIAA Sports Offered	Comments
Nicolet	0.588	823	1398	22	Missing BVB

WIAA Participation Report for 2004-2005

	Percentage Of Enrollment	Total Number Participants	Total School Enrollment	Number of WIAA Sports Offered	Comments
Nicolet	0.635	914	1438	22	No GHKY

WIAA Participation Report for 2007-2008

Rank Order of School By % of Participation	Percentage Of Enrollment	Total Number Participants	Total School Enrollment	Number of WIAA Sports Offered	Comments
1. Milwaukee Lutheran	0.848	628	740	19	No BVB, Gym, BHKY, GHKY,
2. Brookfield Central	0.837	1183	1412	22	No GHKY
3. Grafton	0.748	592	791	20	No GGLF, BVB, GHKY,
4. Whitefish Bay	0.731	704	962	21	No GHKY, BSWM
5. Cedarburg	0.73	853	1168	20	No GGLF, BVB, GHKY
6. Port Washington	0.719	644	895	19	No GGLF, BVB, GHKY, BSWM,
7. Brookfield East	0.692	964	1392	22	No GHKY,
8. Homestead	0.688	1083	1572	23	
9. Germantown	0.631	885	1401	21	No GHKY, BSWM
10. Arrowhead	0.613	1434	2339	23	
11. Wauwatosa West	0.606	609	1004	20	No Gym, GHKY, BGLF
12. Wauwatosa East	0.605	707	1167	21	No Gym, GHKY
13. Nicolet	0.603	797	1320	23	
14. Hamilton (Sussex)	0.572	730	1274	20	No BVB, Gym, GHKY
15. Menomonee Falls	0.485	784	1615	21	No BVB, GHKY

WIAA Participation Report for 2008-2009

Rank Order of School By % of Participation	Percentage Of Enrollment	Total Number Participants	Total School Enrollment	Number of WIAA Sports Offered	Comments
1. Milwaukee Lutheran	0.852	623	731	20	No BVB, Gym, GHKY
2. Whitefish Bay	0.825	769	932	23	
3. Port Washington	0.791	670	846	20	No GGLF, BVB, GHKY,
4. Brookfield Central	0.767	1061	1382	21	Missing Baseball
5. Brookfield East	0.707	967	1367	22	No GHKY
6. Homestead	0.696	1070	1536	23	
7. Cedarburg	0.671	758	1129	20	No GGLF, BVB, GHKY,
8. Germantown	0.651	914	1403	22	No GHKY
9. Arrowhead	0.647	1498	2312	23	
10. Wauwatosa East	0.622	699	1122	21	No Gym, GHKY
11. Grafton	0.618	542	876	19	No GGLF, BVB, GHKY, Baseball
12. Nicolet	0.61	770	1261	23	
13. Hamilton (Sussex)	0.609	765	1255	20	No BVB, Gym, GHKY
14. Menomonee Falls	0.504	790	1567	21	No BVB, GHKY
15. Wauwatosa West	NR	NR	NR	NR	Participation not reported