

# **Independent Evaluator's Third Interim Report**

Phil Catanzano  
February 27, 2026

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## Introduction

In accord with the Settlement Agreement reached in A.B. et al v. Hawai'i State Department of Education, et al, CV 18-00477 LEK-RT, this is the third interim report of the Independent Evaluator (“IE”).<sup>1</sup> It includes relevant updates regarding the James Campbell High School (“Campbell HS”), the Hawai'i Department of Education (“DOE”), and the O’ahu Interscholastic Association (“OIA”).

Section I discusses ongoing data collected and considered in this review, as well as updates to improve Campbell HS practices. Section II conveys the status of Campbell HS’ current athletic participation rates for the fall and winter sports. The rosters have been provided to the parties for review separately. Section III discusses ongoing efforts by the DOE, as well as the ongoing support of Superintendent Keith Hayashi and Gender Equity in Athletics Specialist Dana Takahara-Dias. Section IV summarizes and highlights conversations with female student-athletes when I was on campus in December and after receiving helpful feedback from the parties. Section V discusses the training materials provided, conducted, and planned for the spring visit to Campbell HS. Finally, Section VI is a series of concise responses to some of the concerns or issues raised by the parties. All the efforts described in this interim report are designed to assist Campbell HS, the DOE, and the OIA in providing an equitable athletic program in line with the standards set forth under Title IX of the Education Amendments of 1972 (“Title IX”).

This report will be submitted electronically to identified counsel for the parties and I will also request that it be published in accordance with the requirements of the Settlement Agreement. I ask that the parties not discuss the details in this report with the media until it is publicly available, allowing a few days for that posting to occur. Data containing student identifying information, e.g., rosters shared with the parties in accordance with the Settlement Agreement, should not be shared in any other manner to ensure compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g, 34 C.F.R. Part 99. The identified counsel for the parties includes the following:

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<sup>1</sup> Phil Catanzano serves as the IE and was not joined by any other staff from his firm, the Education and Sports Law Group, LLC, during the work described in this report. Throughout the report updates will be described in the first or third person in a way that makes practical sense and without being overly formalistic.

## I. Data Collection Request and Procedure

The Settlement Agreement states that the “IE shall promptly set up and implement a data collection procedure, and collect all requested data related to each of the relevant categories listed in ... this Plan.” See Settlement Agreement, Exhibit A, p. A1. This effort began in 2023-2024 and has progressed each year since the start of the review. This is a natural evolution, as school districts often collect different data in the ordinary course for different needs, e.g., district oversight, state eligibility requirements. When it comes to Title IX compliance, many school districts do not recognize the specific and technical nature of the task of collecting data. Regarding rosters, this includes the critical question of who “counts” as an athlete and who may not; regarding equipment it is considering an inventory of all uniforms, supplies, and related items provided to student-athletes beyond the game jersey.

I have sought to incorporate with Campbell HS and the DOE certain Title IX-focused data collection practices as part of this review. In 2024-25 I provided training to the Campbell HS athletic department staff and the coaching staff that was focused on counting student-athletes and I also worked closely with Athletic Director Rory Pico (“AD Pico”) regarding this issue. The training sought to make clear that student-athletes would “count” if the following conditions were met:

- They received institutionally sponsored support normally provided to athletes (e.g., coaching, equipment, medical and training room services) on a regular basis during a sport’s season;
- Participated in organized practice sessions and other team meetings and activities on a regular basis during a sport’s season; and
- Were listed on the squad lists and/or roster maintained for each sport.

As a result of this effort, Campbell HS’ athletic rosters, upon submission, were far more accurate than they were previously. See Section II, below. The rosters were reviewed with the coaches to confirm that the athletes satisfied the above-referenced criteria.

In 2025-26, I am working with AD Pico to enhance record-keeping in other components. Equipment and supplies are the first and primary area we are seeking to improve as, despite best efforts, a complete data set was not achieved last year and certain aspects of the data were received only after significant effort. I am also seeking to improve data collection regarding scheduling for games and practices, coaching staff (including volunteers), and publicity efforts. These improvements will be reflected in the 2026 Annual Report.

I am also weighing the benefits of conducting another broad coaching survey this spring. In the past two years, the survey ran into technical challenges, with some coaches being unable to access the online survey and others leaving categories of questions blank, likely because the coaches did not feel the category applied to their team. For example, two coaches in 2025

described not completing the portion of the survey regarding the athletic trainer because their team did not have a separate trainer of its own. (No team has a separate trainer of their own, but the confusion is understandable.) Plaintiffs have also been skeptical of the conclusions drawn from these results as being subjective,<sup>2</sup> causing me to question the efficacy of this significant effort, i.e., drafting a detailed survey, extending it to all coaches in an accessible format, and then following up on unclear or incomplete answers.

I am working with AD Pico to devise creative strategies to improve data collection. I am working with the DOE on the same topic. I am also considering a shorter, more focused survey around key issues this year but have not come to a final decision at the time of writing. For example, this may be an avenue to better understand how volunteer coaches are used on all teams that utilize them.

## **II. Fall and Winter Sports Rosters**

The Settlement Agreement states that the Interim Reports shall include fall and winter sports team rosters. *See Settlement Agreement, Exhibit A*, p. A1-2. By agreement of the parties, the due date for this Interim Report was extended until the last Friday in February to provide time to collect more complete rosters after the winter season concluded. The total participation as of today's date is reflected in *Exhibit A* to this interim report. The parties have received access to those rosters and every participant included on the roster "counted" for Title IX purposes unless designated with a strike-through. I do not anticipate significant changes in the chart, aside from it being updated with spring sports or other new information.

## **III. Ongoing Work with the DOE and OIA**

As described in the Interim and Annual Reports for 2024-25, the DOE has taken on an expanded compliance role in this area that includes many of the efforts previously required of the OIA in the Settlement Agreement. These efforts remain ongoing:

- Specialist Takahara-Dias has continued regular meetings with athletic directors across the Islands. She also continues to collect a range of data across all Hawai'i's schools through her seat within the DOE's Civil Rights Compliance Branch, this includes specific information regarding participation, equipment and supplies, and other compliance topics.
- Specialist Takahara-Dias is continuing school visits to review gender equity issues over a multi-year effort to reach every public high school with an athletic program across Hawai'i.

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<sup>2</sup> In an October 2025 communication, the Plaintiffs wrote that "[w]e remain concerned with your reliance on how coaches feel about their equipment and supplies." I am not abandoning the subjective view of coaches or student-athletes, as several of the components outside of participation have subjective elements and may benefit from those perspectives. I anticipate that the improved record-keeping efforts around equipment and supplies – as well as other components – and a more focused surveying effort, if appropriate, may assuage this concern.

- The DOE has made a requirement that all schools create online Title IX gender equity complaint reporting forms modeled upon Campbell HS.
- The Gender Equity in Athletics Workgroup, which includes high school representatives (principals and athletic directors) from O'ahu, Maui, Kauai, and Hawai'i Island, as well as league executive representatives from the OIA, the Big Island Interscholastic Federation, the Kauai Interscholastic Federation, and the Maui Interscholastic League also take part. I traveled to Hawai'i Island in December 2025 to speak with members and encourage sport growth. It is anticipated that the Workgroup will offer the DOE suggestions on various improvements, including capital improvements, which can be undertaken to assist in gender equity efforts across Hawai'i. The DOE has offered to share any such efforts with me to review.
- To maintain "good standing" in the OIA, member schools are required to complete self-assessments. I was informed by the DOE that the OIA member athletic directors, associate athletic directors, and assistant athletic directors completed training on September 23, 2025 and are in the process of submitting gender equity in athletics procedures and forms sent by the DOE. Additionally, the CRCB created school action plans for some OIA members based on their SY 2024-2025 self-assessment data. It is anticipated that this effort will grow more robust and Specialist Takahara-Dias will utilize her role within the DOE to address any school that does not comply with these directives and otherwise advocate for gender equity in athletics.

I have not been able to confirm for this interim report whether the OIA has maintained regular Title IX Committee meetings, who is on that Committee, or what the minutes of those meetings reflect to the extent they were held. I have shared prior suggestions for the OIA to improve, including improvements to its website, continued advocacy for equal treatment from the local cable provider (Spectrum), and enhanced efforts to utilize digital content providers, like Hudl, to expand the recorded coverage provided to all sports. It is not apparent to me whether or how these suggestions are being considered by the OIA, but I will continue engaging with the OIA and its counsel to provide a more fulsome update in the Annual Report.<sup>3</sup>

#### **IV. Interviews with Student-Athletes**

In late November, I took part in a joint conference call with the parties to discuss the Annual Report and plans for my upcoming trip to Campbell HS as part of my monitoring efforts. During that call several questions arose regarding different girls' teams and the issue of interviewing student-athletes was posed. It was shared that there had been some challenges in the past regarding parental consent for such student interviews during the related litigation (prior to my appointment as IE), which has led to a cautious approach. I highlighted for the group that for

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<sup>3</sup> In 2024-25, the parties discussed whether the Settlement Agreement should be revised to reflect that the DOE is taking on several roles the OIA previously conducted. The parties could not reach agreement, so the OIA will be assessed according to the relevant terms of the Settlement Agreement for the time being.

every winter trip – when the students are in the midst of their academic year and athletic seasons – I have made office hours available to any student-athlete (and on one occasion their parents) who wished to speak with me. I further shared that, thus far, these office hours were largely attended by male athletes or the parents of male athletes.

In an effort to be responsive to these concerns, I arranged to meet with 24 female student-athletes during my December trips to Campbell HS. These student-athletes were representative of nine different sports, as well as two individuals that were on the cheer team. (Cheerleading as currently sponsored by Campbell HS does not count as a Title IX activity, but the students requested to be part of this process.) This took a significant amount of time during the site visit, but I felt it a worthwhile effort.

The student-athletes were able to share their perspectives, which I will share generally. In sum, many of the student-athletes stated that they were happy with their programs, their equipment, their coaches, etc. Some described having better uniforms than their male counterparts. Others highlighted the heavy presence of football on campus. Some had played on the flag football team the prior year and recounted that it was “an amazing experience” among other complimentary terms. They indicated an interest in additional levels for flag football. Some student-athletes on certain teams (e.g., girls’ soccer, softball) were asked about certain issues raised by the Plaintiffs, which I specifically respond to in Section VI.

The most common complaint raised by the female student-athletes I met with was about the publicity component of Title IX. The student-athletes indicated that it was often up to the coaches to publicize their teams and their coverage depended on their coach. I conveyed these concerns (without specific athlete attribution) to AD Pico, who shared with me that Campbell HS has recently designated an individual to assist all teams with marketing efforts, primarily the underrepresented teams. I also learned that Campbell HS’ student photography club has become interested in supporting Athletics. AD Pico has directed both groups (the employee and the student club members) to provide “absolutely equal” coverage to the girls’ and boys’ teams.

Regarding the weight room issue, most student-athletes I met with stated that they did not have an issue with the way the weight room is accessed, though only two female teams seem to use it consistently, girls’ basketball and softball. One student-athlete affirmed that when the football team uses the room, it can be too crowded. She stated that this was not a common occurrence, but I am working with AD Pico to address it. While not the standard under Title IX, none of the students expressed any sort of fear or discomfort in using the weight room at any time.

Regarding the weight room, AD Pico and I had a positive discussion about how to utilize a second weight room currently being constructed and whether furnishing it with different types of equipment may encourage more female usage. I will also work with AD Pico to better understand the scheduling and utilization of the current weight room. According to AD Pico, each month the coaches for all the in-season teams are reminded about the opportunity to schedule time to work out as a team in the weight room. I will confirm this fact and seek to create other solutions with Campbell HS while the new weight room is under construction.

I will still conduct the appropriate analysis around publicity, as well as weight room access and all components of a Title IX review, and I will improve data collection efforts, as described below. Because it was described to me that football tends to get more media coverage naturally, I will assess whether and how the girls' teams can receive a similar benefit. I will also consider a broader spectrum of forms of publicity, including pep rallies, school band performances, school assemblies, school social media, daily bulletin announcements, and other areas.

The Plaintiffs expressed concern that my review consider this issue of publicity year-round and "not based on only a snapshot of certain announcements in December when you are on campus." My reviews have considered this issue year-round, and I check various social media accounts and the Athletics website at least monthly. For example, in the 2025 Annual Report, I featured social media examples from August, September/October, and December, as well as images published in local media in March. I was on campus in December and June. I will consider this practice and incorporate additional examples in the Annual Report. Aside from that, the Plaintiffs point was well taken and I will assess a broader view of publicity in the Annual Report.

## V. Training

I was asked to share the training I conducted and recorded for the DOE and made available to the schools. That video is available at [this link](#). The training materials were provided to the parties previously. This video is accompanied by a shorter, more general video aimed at gender equity in athletics and including high profile female Hawai'iian athletes like Carissa Moore (surfing), Ilima-Lei MacFarlane (mixed martial arts), and Clarissa Chun (wrestling). Campbell HS makes both videos available to its coaches and also shares the shorter DOE video with parents, as well as information about the prior litigation and the complaint reporting form hosted on Campbell HS' website. (The longer video is not shown to parents because it would subsume almost the entirety of the parent introduction meeting, though Campbell HS was open to providing or posting a link to that training in coordination with, and permission from, the DOE.)

Specialist Takahara-Dias has also incorporated these training materials into her work with the various leagues, including:

- Maui Interscholastic League on August 18, 2025
- Kauai Interscholastic Federation on August 25, 2025
- Big Island Interscholastic Federation ("BIF") on August 27, 2025
- O'ahu Interscholastic Association on September 23, 2025

When I traveled to Hawai'i in December, I also presented and sat for extensive questions and answer sessions at the OIA Office (December 8, 2025) and the Gender Equity Task Force for the BIF at Kealakehe High School (December 9, 2025). The purpose of both sessions was to discuss gender equity in athletics and the creation of additional teams or levels of competition to address participation disparities.

Another series of in-person training sessions will take place at Campbell HS in May when I return. It is anticipated that the training will focus on the components of Title IX and the various

roles and responsibilities of coaches, athletic administrators, and school administrators in reaching compliance. In December 2026, I will present at a meeting for OIA athletic directors, associate athletic directors, assistant athletic directors and members of their athletic department staff regarding analyzing self-assessment data collected by the DOE.

## **VI. Outstanding Issues/Concerns Raised**

The following are additional issues referenced in the Settlement Agreement and/or raised by the parties, as well as my attempt at concise responses.

1. In an October 2025 letter to the parties, the Plaintiffs sought more definitive plans to create additional opportunities for female student-athletes. The letter highlighted that pickleball was inadvertently left off the prior interest and ability survey. It is my understanding that a new survey will be offered to Campbell HS students this year and it will be focused specifically on pickleball. The OIA agreed to this survey for its member schools, as well.
2. In the same October communication, the Plaintiffs “underscore[d] ... distress regarding the essential elimination of the girls’ water polo team – the driving force behind this lawsuit.” As I shared in the 2025 Annual Report, there was one female water polo player at Campbell HS in 2024-25, which was not sufficient to field a team. The student-athlete instead played on an OIA West Division combined team consisting of players from Campbell, Kapolei, Leilehua, Waipahu, Pearl City and Waiialua. This year, it is my understanding that six Campbell HS female student-athletes are interested in participating in water polo and five are underclass students (first year or sophomores), which AD Pico saw as “encouraging” for the growth of the sport. Still, that is not sufficient to field a standalone team, so those athletes will play on a combined team with Waipahu and Pearl City. It is anticipated that Kapolei, Leilehua, and Waiialua will also participate in a combined team. Only Mililani High School will be able to field its own water polo team. Campbell HS remains willing to host its own team if there is sufficient interest, and AD Pico similarly expressed support. The water polo opportunity was again offered as a potential team this winter and it was listed on the school bulletin. There was also a publicized informational session held on January 15, 2026, and AD Pico followed up with the interested students



Image of the Notice of the Informational Meeting as of January 7, 2026

3. The Plaintiffs appreciated that I reported that Campbell HS is not in Compliance with Part One of the Three Part Test and requested that it would be helpful to have a statement that it also failed to comply with Parts Two or Three. As set forth in the Annual Report, assessing equitable participation opportunities requires athletic participation opportunities be offered in a gender-equitable manner and provides institutions with three independent and equally sufficient ways to demonstrate compliance. As of today, Campbell HS is not in compliance with any part of the participation opportunities component. Campbell HS has never asserted compliance with Parts Two or Three, so any miscommunication on that front is my own. As set forth in Section III, part of my efforts with Specialist Takahara-Dias to improve opportunities for female student-athletes across the Islands involves encouraging athletic directors and leaders of the various leagues to create sports and/or additional levels of sports so that there is also built-in competition, which is a part of the analysis as to whether a group of student-athletes may count for Title IX purposes. I have been conducting these efforts outside of Campbell HS/the OIA as a *pro bono* aspect of this review. I am happy to continue these efforts.
4. The Plaintiffs raised concerns regarding 19 missing game jerseys for the softball program and questioned why “baseball has access to two pitching machines, while softball has one pitching machine in need of a new tire and locking pin.” The student-athletes that I discussed in Section IV included softball players who stated that the “nineteen missing game jerseys” were not returned by senior players in prior years. They shared that new uniforms have been provided and, like baseball, both teams now have one complete set of uniforms. Currently, girls have white and orange; boys have black and orange. AD Pico stated that he plans to purchase a second set of uniforms (tops and bottoms but not cleats or stirrups) for the softball players, but the vendor chosen by the team is not currently approved within the DOE system. (The funding will remain earmarked for this purpose.) It was confirmed that the current team has 24 complete uniforms and has 22 players and a student manager. It was also described that softball has a working pitching machine, and it appears the baseball players only have one operational machine. This was confirmed by the student-athletes in December, and AD Pico affirmed that the softball pitching machine was in use this week. I will review this issue in person upon my return. This

response will in no way supplant a more fulsome equipment review that is ongoing, but I wished to make clear that I took the concern seriously and sought to find an answer.

5. The Plaintiffs have expressed gratitude at AD Pico's willingness to ensure equitable travel and support opportunities. These efforts have continued, with AD Pico sending the girls' volleyball team to Las Vegas for a preseason trip, sending girls' basketball and girls' soccer to Kona for a preseason tournament, sending the girls' wrestling team to a tournament, and sending the girls' softball team to Kauai for a preseason tournament. Again, this response will not supplant the more in-depth review of all team travel opportunities in the Annual Report. AD Pico has also informed me that he has purchased 45 new uniforms for girls' volleyball (three teams), new balls for girls' soccer, and additional fencing for the portable outfields used by softball/baseball.
6. The Plaintiffs shared with me a report of sprinklers turning on and lights going off during girls' soccer practices. I discussed this with the soccer coach and AD Pico, both of whom were unaware of the situation. I also asked the student-athletes discussed in Section IV who were on the soccer or softball teams, and they had no knowledge of sprinklers going on or lights going off during practice. The girls' soccer field is also turf and AD Pico and the student-athletes confirmed it does not utilize sprinklers. AD Pico further shared that, because of ongoing construction, Campbell HS lacked any water on the fields, even for routine maintenance, for a period this year. AD Pico and the coach stated that the only other field that girls' soccer may use for some practices are the softball/baseball outfields, which are also turf. I accessed the Main Athletic Field, as well as softball/baseball fields, during my trip in December to try to figure out what may have happened or where confusion may lie. All fields are turf and are used by several teams (with the Main Athletic Field also hosting football, flag football, boys' and girls' track and field). I did not observe any sprinklers on the fields and Campbell HS does not offer a field hockey team, which commonly uses water cannons on turf, which I hypothesized may have created the issue. The images of the fields shared with the parties last summer (below), while taken for a different purpose, are consistent. **Please provide any additional detail that will allow me to follow up further on this issue.**



Images of the Main Athletic Field and Baseball/Softball Fields from June 2025

7. The Settlement Agreement states that Campbell HS will “create a reporting mechanism for student-athletes to report any gender equity concerns via a hotline and/or online portal maintained by Campbell High School.” This complaint reporting mechanism was implemented in 2023-24, publicized to students, coaches, and parents on the athletics website, and discussed in subsequent reports. The mechanism remains active and parents are still informed of it during introductory sessions. It was conveyed to me by AD Pico and others that there were no complaints submitted to Campbell HS between my submission of the Annual Report in August 2025 and the date of this report.
8. In the 2024 and 2025 Annual Reports, I stated that coach compensation rates were set by the DOE pursuant to a pay scale that I shared. These rates were the same for “both boys’ teams and girls’ teams, with the exception that the football coaches, both head and assistant, earn more than any other coach. The DOE agreed to conduct further research into why these rates were different, but I have not received a suitable answer. I spoke with the prior director of the OIA, Ray Fujino, and he recalled that the issue had been discussed and the difference was based on the unique nature of football, i.e., the larger teams requiring additional duties and the schedule that differs from other fall sports insofar as the team plays once a week and past November. That statement alone does not suffice to satisfy this issue short of the DOE indicating that this is how the rates were calculated or would be calculated moving forward. I have provided suggestions for how the DOE could remedy this issue, e.g., either lowering the rate for football or increasing the rate of pay for coaches serving an equivalent number of female student-athletes. **I request that a final decision be made by the DOE on this point in time for reporting in the 2026 Annual Report.**
9. In the 2025 Interim and Annual Reports, I highlighted that there are a consistent number of paid coaches participating in Campell HS’ programs, as well as a significant number of volunteers – commonly parents or former student-athletes – that provide a coaching benefit to both boys’ and girls’ teams.<sup>4</sup> I shared my philosophical view that parent/child involvement is typically a net positive and asked the parties how they would like me to assess this issue. The parties did not provide a strong position, aside from the Plaintiffs asserting that volunteer coaches “must be considered in the Title IX analysis,” which is accurate.<sup>5</sup> I will continue to count all coaches and volunteers working with any team and that may be a focal point for a survey this spring.

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<sup>4</sup> As shared in the 2025 Annual Report, this practice did not appear limited by the sex of the team. The examples I shared on this point were that baseball had two additional volunteer assistants while softball had three; boys’ varsity volleyball had four additional volunteer assistants while girls’ varsity volleyball had five; girls’ soccer listed *sixteen* additional assistant coaches while boys’ soccer did not list any. I am confident that much of this may be related to how the teams define “volunteers.”

<sup>5</sup> The Plaintiffs offered that, “[t]o the extent that these coaches may volunteer different amounts of time and/or have different responsibilities, we welcome creative ideas from you for how to best take these differences into consideration in the holistic analysis of coaching.” There was not an agreeable solution reached by the parties, with the Plaintiffs highlighting that “the Compliance Plan requires that the IE, not the parties, assess coaches (including assistants and volunteers), raise resulting compliance issues, and create a remediation plan.”

10. The Plaintiffs indicated they were “disappointed to see that the status and recommendations in [the] category related to the Varsity Locker Room remain the same from the annual report last year: the office continues to be geared toward football, and there has been no change made to make female athletes with male coaches comfortable with the proximity of changing rooms to the office.” The Plaintiffs “insist[ed] the school find a temporary fix” prior to the completion of a new construction project to build more locker rooms. I have asked AD Pico to restrict the football coaches from using the locker room out of season and the office will only be utilized out-of-season by Campbell HS’ security officer. I am not comfortable suggesting the example offered by the Plaintiffs – “could a deadbolt lock be installed from the locker room side” – because I am concerned that other health and safety issues could be created with the ability to lock a door from the inside without an adult having the ability to access the space. It is also being considered that, once the ongoing construction projects are completed, all teams should have dedicated locker space and the entire Varsity Locker Room space would be changed to accommodate coaches of all teams, including gender neutral bathrooms and planning spaces. (The showers will assumedly be removed.) Still, I will work with Campbell to continue to assess this space and make any adjustments to allow access to male coaches of female teams, who use the locker for two out of the three seasons.

**EXHIBIT A**

<b>TEAM</b>	<b>BOYS VARSITY</b>	<b>GIRLS VARSITY</b>	<b>BOYS JV/OTHER</b>	<b>GIRLS JV/OTHER</b>
Air Rifle	9	7	NA	NA
Baseball	Spring	NA	Spring	NA
Basketball	15	15	11	13
Bowling	10	7	NA	NA
Cross-Country	15	17	11	9
Football	61	NA	60	NA
Flag Football	NA	Spring	NA	Spring
Golf	Spring	Spring	Spring	Spring
Judo	Spring	Spring	Spring	Spring
Paddling	10	10	5	10
Soccer	25	17	19	20
Softball	NA	Spring	NA	18
Soft Tennis	6	21	NA	NA
Swimming*	11	11	NA	NA
Tennis	Spring	Spring	Spring	Spring
Track & Field	Spring	Spring	Spring	Spring
Volleyball	Spring	31	Spring	15
Water Polo	NA	Spring	NA	NA
Wrestling	26	17	29	22
<b>TOTALS</b>	<b>188</b>	<b>153</b>	<b>135</b>	<b>107</b>

\*The girls' and boys' swimming rosters are broken up into varsity and junior varsity, but the coach described that this was based on performance times in November and all members were considered varsity.