



**SHEBOYGAN AREA**  
— SCHOOL DISTRICT —

**NOTE:** This meeting will be held in the Boardroom.

*\*Starting/ending times may vary*

**Tuesday, February 14, 2023**

**Starting Time:** 6:00 – 6:35 p.m.\*

**CHAIR:** Ms. Robbins

**MEMBERS:** Mr. Mancl, Vice Chair

Mr. Burg

Mr. Laster

*(a quorum of the Board may be present)*

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, February 14, 2023 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 869 0629 9258 and Passcode: 412255 or <https://us06web.zoom.us/j/86906299258?pwd=eW92azhCdGlyQmJhaG1HK0c5dGFtdz09> at the scheduled meeting time.

**REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE  
AGENDA**

- 5 Min. 1. **DIPLOMAS (EARLY GRADUATION) – Mr. Jacob Konrath** (Information/Action)
- The administration at North High School recommends high school diplomas be awarded to Ayane Kubiak and Mikaylah Waldrop, class of 2023. They have completed Sheboygan Area School District requirements for early graduation.
- 5 Min. 2. **DIPLOMAS (EARLY GRADUATION GED OPTION 2 PROGRAM) – Mr. Jacob Konrath** (Information/Action)
- The administration at North and South High Schools recommends high school diplomas be awarded to Diego Gonzalez, Karter Knapp, and Luis Martinez, class of 2023. The students have met all requirements to receive their diplomas through the GED Option 2 Program from the Wisconsin Department of Public Instruction (DPI).
- 2 Min. 3. **DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA) STATE CONFERENCE FIELD TRIP – Mr. Jacob Konrath** (Information/Action)
- The administration recommends the approval of North High School DECA students to travel to Lake Geneva, Wisconsin from February 26-March 1, 2023 to compete in the DECA State Conference, as per Policy 2340.
- 2 Min. 4. **PERU SERVICE LEARNING FIELD TRIP – Mr. Jacob Konrath** (Information/Action)
- The administration recommends the approval of North High School Spanish students to travel to Peru in June 2024 (11 days/10 nights), to participate in service learning and language immersion, as per Policy 2340.

- 10 Min. 5. **ACHIEVEMENT GAP REDUCTION (AGR) GOAL UPDATE – Mr. Jacob Konrath/Ms. Amy Buffington/Mr. Paul DePagter/Mr. Patrick Neils/Mr. True Vang** (Information/Discussion)

The administration will provide an update regarding the Achievement Gap Reduction (AGR) goals at Grant, Jefferson, Longfellow, and Sheridan Elementary Schools.

- 10 Min. 6. **SECOND FRIDAY – Mr. Jacob Konrath** (Information/Discussion)

The administration will present the Sheboygan Area School District's Enrollment Data Report based on the second Friday in January 2023.

**EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL  
FIELD TRIP PRE-APPROVAL FORM**

1. Name of Group: North HS DECA
2. Date of Application: Jan 25, 2023
3. Person Making Application: Tom Gross
4. School: North High School
5. Proposed Event: DECA State Conference
6. Destination: Lake Geneva, WI
7. Dates of Travel: Feb 26-Mar 1, 2023
8. Purpose: To Compete at State
9. # of students (estimate): 2
10. # of chaperones: 1

11. Is this field trip a regional/national competition?  Yes  No

12. If yes, what are the qualifying criteria for participation?

13. Estimated Costs

Use the appropriate worksheet to calculate the cost of the trip. Use the results from the worksheet to complete the section below. The worksheet must be submitted along with this form to the Assistant Superintendent Student & Instructional Services.

A. Total Cost of Trip		B. Cost by Funding Source		
# of Students	2	<b>Source</b>		<b>Total</b>
Cost Per Student	450	Students	(\$ 150 each)	300
<b>Total for all Students</b>	<b>900</b>	Chaperones	(\$ 350 each)	350
# of Chaperones	1	Student Group/Fundraising		
Cost Per Chaperone	450	Grants		
<b>Total for All Chaperones</b>	<b>450</b>	Building Funds		
<b>Total Cost of Trip</b>	<b>1350</b>	District/Central Admin Funds		
		Other - Chapter Donations		700
		<b>Total Cost of Trip</b>		<b>1350</b>

Continued on next page . . .

14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

a.	What activities will the students be engaged in while on the trip? Students will compete in individual events and attend meetings.
b.	How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.) The DECA members will be competing with the other DECA members from across the state in Principals of Business Management and Accounting.
c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? Tom Gross will attend the state competition and Adviser meetings.
d.	Who will the chaperones be and how were they selected? Tom Gross is the North DECA Advisor.

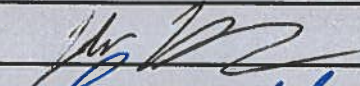
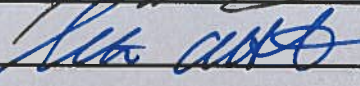
15. Verify that the appropriate documentation will be provided for this field trip.

a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip.  Yes  No

b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:

• Consent for Treatment of Student	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• Student Travel Notice and Consent form	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US)	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

16. Route this form for approval. Follow the guidelines on the cover page of this form.

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
Tom Gross	Advisor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	via email
Dan Stengel/John Matczak	Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	via email
	Asst Supt - S&I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Superintendent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Board of Education	<input type="checkbox"/>	<input type="checkbox"/>	

**EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL  
FIELD TRIP PRE-APPROVAL FORM**

1. Name of Group: North High School
2. Date of Application: December 16, 2022
3. Person Making Application: Ryan LaCrosse
4. School: North High School
5. Proposed Event: Perú Service Learning Trip
6. Destination: Perú
7. Dates of Travel: June 2024 (11 days/10 nights)
8. Purpose: Service Learning and language immersion for students **currently** enrolled in Spanish.
9. # of students (estimate): 15
10. # of chaperones: 2
11. Is this field trip a regional/national competition?        Yes        **X** No
12. If yes, what are the qualifying criteria for participation?        N/A

**13. Estimated Costs**

Use the appropriate worksheet to calculate the cost of the trip. Use the results from the worksheet to complete the section below. The worksheet must be submitted along with this form to the Assistant Superintendent Student & Instructional Services.

A. Total Cost of Trip		B. Cost by Funding Source		
# of Students	15	<b>Source</b>		<b>Total</b>
Cost Per Student	4195	Students	\$ 4195 each	62925
<b>Total for all Students</b>	<b>62925</b>	Chaperones	\$ 0 each	0
		Student Group/Fundraising		0
# of Chaperones	2	Grants		0
Cost Per Chaperone	0	Building Funds		0
<b>Total for All Chaperones</b>	<b>0</b>	District/Central Admin Funds		0
		Other - specify here:		0
<b>Total Cost of Trip</b>	<b>62925</b>	<b>Total Cost of Trip</b>		<b>62925</b>

Totals in column A, B and Total cost of trip on Cost Worksheet should be equal.

14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

a. What activities will the students be engaged in while on the trip?

*This trip is for students who are currently enrolled in Spanish 3 or higher Spanish classes at North High School. Students will be traveling as a group and visiting multiple historical monuments, museums and other cultural experiences including Machu Picchu, learning how the Inca read the stars, pre-Inca ruins, Lake Titicaca and learning about the daily life of the Peruvian people. They will*

*be living with a host family for about a week. We will also be volunteering with a local school for a day.*

- b. How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)

*Students will be journaling and discussing things throughout the trip and we discuss on the way home their growths and challenges. We also utilize their experiences when holding classroom discussions. Students will also need to communicate with their host families and guides for excursions as they will need to use their language skills.*

- c. How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?

*This will provide specific 1<sup>st</sup> hand experiences for us to talk about and discuss cultural experiences. It will also allow us to document the trip and gain access to native speakers and create connections from a variety of places.*

- d. Who will the chaperones be and how were they selected?

*Ryan LaCrosse: Spanish teacher at North High School. I have taken prior trips out of the country with SASD students for similar reasons.*

*Kelly Stauss, Spanish teacher North High School.*

*Blanca Martinez: depending on the number of students a third chaperone may be needed. She is currently a SASD French teacher but is also certified in Spanish and a native Spanish speaker.*

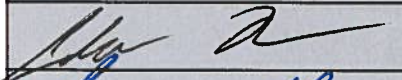

15. Verify that the appropriate documentation will be provided for this field trip.

- a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip. X Yes No

- b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:

- Consent for Treatment of Student X Yes No
- Student Travel Notice and Consent form X Yes No
- The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US) X Yes No

16. Route this form for approval. Follow the guidelines on the cover page of this form.

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
Ryan LaCrosse	Advisor	X		Via email
Kelly Stauss	Advisor	X		Via email
Blanca Martinez	Advisor	X		via email
John Matczak	Principal	X		
	Asst Supt – S&I	<input checked="" type="checkbox"/>		
	Superintendent	<input checked="" type="checkbox"/>		
	Board of Education			

# EXECUTIVE SUMMARY

## FOR THE SHEBOYGAN AREA SCHOOL BOARD

**Topic:** Achievement Gap Reduction (AGR) End of Semester Board Report

**Date:** February 14, 2023

**Prepared by:** Jake Konrath, Assistant Superintendent – Student and Instructional Services

**Recommended action:** Information only

x Presentation/Discussion

Discussion/Possible Action by Committee

Discussion/Possible Action by Board of Education

Presentation/Possible Action next meeting

**Purpose:** Administration will provide the Board with an update on the end of semester Achievement Gap Reduction (AGR) program currently in place at Grant, Jefferson, Longfellow, and Sheridan schools.

**How does this relate to the Principles of Equity:**

AGR goals are focused on raising student achievement of all learners.

**Recommendation:** N/A

**Background:** In 2015, Wisconsin Acts 53 and 71 amended the Student Achievement Guarantee in Education (SAGE) program to create the Achievement Gap Reduction (AGR) program. Requirements of the AGR program include:

- A five-year AGR contract between the school and DPI
- Implementation of specified AGR strategy/strategies that schools must implement to achieve compliance
  - one-to-one tutoring provided by a licensed teacher
  - instructional coaching for teachers provided by a licensed teacher

- maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction
- Annually report to DPI:
  - class size and low-income student counts
  - description of strategies schools implemented
  - description of the strategies that the schools did not implement
  - end-of-year and financial report
- Report to the school board at the end of every semester:
  - implementation of required strategies
  - performance objectives
  - progress in closing the achievement gap



**Attachments:** Grant, Jefferson, Longfellow, and Sheridan Mid-Year AGR Reports

The attached school reports provide the necessary information required for end of semester reporting as outlined in the AGR contracts. A summarization of this required reporting data for each building is provided in the table below.

<b>Grant</b>	<b>Grade Level</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Strategies Used</b>
	Kindergarten	Approaching Target	On-Target	Instructional Coaching
	First Grade	Approaching Target	On-Target	Instructional Coaching
	Second Grade	Approaching Target	On-Target	Instructional Coaching
	Third Grade	Approaching Target	On-Target	Instructional Coaching
<b>Jefferson</b>	<b>Grade Level</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Strategies Used</b>
	Kindergarten	Approaching Target	Approaching Target	Instructional Coaching
	First Grade	Approaching Target	On-Target	Instructional Coaching
	Second Grade	Approaching Target	On-Target	Instructional Coaching
	Third Grade	Approaching Target	On-Target	Instructional Coaching
<b>Longfellow</b>	<b>Grade Level</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Strategies Used</b>
	Kindergarten	Approaching Target	Approaching Target	Instructional Coaching
	First Grade	Approaching Target	Approaching Target	Instructional Coaching
	Second Grade	Approaching Target	Approaching Target	Instructional Coaching
	Third Grade	Approaching Target	On-Target	Instructional Coaching
<b>Sheridan</b>	<b>Grade Level</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Strategies Used</b>
	Kindergarten	Approaching Target	Approaching Target	Instructional Coaching
	First Grade	Approaching Target	Approaching Target	Instructional Coaching
	Second Grade	Approaching Target	Approaching Target	Instructional Coaching
	Third Grade	Approaching Target	Approaching Target	Instructional Coaching

**Summary Questions:**

- **Who is affected?** Kindergarten through third grade students and staff at the AGR buildings - Grant, Jefferson, Longfellow, and Sheridan.
- **What is the cost and budget impact?** Costs associated with the implementation of the strategies are funded by the AGR dollars schools receive through the DPI.
- **How will this be implemented and what is the timing?** Each school is required to utilize one (or more) of the three required strategies (in addition to other district and building instructional strategies/plans) to support students in meeting the identified objectives. Board reports are required at the end of each semester during the five-year contract.
- **How will we assess if this is successful?** Obtainment of the stated performance objectives will be used to measure success.

**Grant Elementary School**  
**Mid-Year AGR Report 2022-2023**

Gr	Subject	Growth Objective	Mid-Year Progress
K	Reading	By Spring of 2023 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	<p><b>Mid-Year Target:</b> Identify 42 out of 52 upper and lower case letters, produce at least 21 out of 26 letter sounds</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>89.8% (44 of 49) of kindergarten students have met the mid-term goal of identifying 42 out of 52 upper and lower case letters</li> <li>67.3% (33 of 49) of kindergarten students have met the mid-term goal of 21 out of 26 letter sounds</li> </ul>
K	Math	By Spring of 2023 80% of FAY (Full Academic Year) KG students will be secure in the ability to add and subtract within 10 using number sentences.	<p><b>Mid-Year Target:</b> 50% of students will be developing or secure in the ability to add and subtract within 10 using number sentences</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>81.6% (40 of 49) of students are developing or secure in the ability to add and subtract within 10 using number sentences</li> </ul>
1	Reading	80% of all FAY first grade students will be at F&P reading level I or will have grown 4 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	<p><b>Mid-Year Target:</b> Students will be at level G or have grown 2 levels from fall to winter</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>81.7% (49 of 60) of students are at a level G or have grown 2 levels from fall to winter</li> </ul>
1	Math	In 2022-23, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>57.1% (28 of 49) of 1st grade students have met the goal of 50 SGP on the mid-year STAR assessment</li> </ul>
2	Reading	80% of all FAY second grade students will be at F&P reading level M or will have grown 2 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	<p><b>Mid-Year Target:</b> Students will be at level K or have grown 2 levels from fall to winter</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>94% (47 of 50) of students are at level K or have grown 2 levels from fall to winter</li> </ul>
2	Math	In 2022-23, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>71.4% (35 of 49) of 2nd grade students have met the goal of 50 SGP on the mid-year STAR assessment</li> </ul>
3	Reading	80% of all FAY third grade students will be at F&P reading grade level P or will have grown 2 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	<p><b>Mid-Year Target:</b> Students will be at level N or have grown 2 levels from fall to winter</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>79.6% (43 of 54) of student are at level N or have grown 2 levels from fall to winter</li> </ul>
3	Math	In 2022-23, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>59.3% (32 of 54) of 3rd grade students have met the goal of 50 SGP on the mid-year STAR assessment</li> </ul>

**Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.**

### **Reading**

Through coaching we will aid in attaining the stated performance objective by meeting with individual or groups of teachers to discuss instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, focus on our implementation of our balanced literacy workshop model, increase the number and access to one-to-one tutoring and intervention for our students, and implement Fountas and Pinnell Phonics and Word Study programming to focus on foundational skills. Through coaching we will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching sessions with individual teachers and teams on an as needed basis. Collaboratively, data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work, we will continue to plan and guide teachers' implementation of various instructional strategies to help the individual needs of students. We have and will continue to solidify our curriculum and instructional best practices as we continue to implement and collaborate on phonics and word study, reading mini lessons, and interactive read a louds, as well as exploring our next steps to continuously improve our readers workshop practices. This work will occur throughout the 2022-23 school year with various professional development opportunities in partnership with 2 other district elementary schools. We will also continue to explore and implement one-to-one tutoring and interventions that best meet the needs of our students such as Rise, Rise Up, Reading Recovery, and other research-based interventions and one-to-one tutoring opportunities.

### **Math**

Through coaching we will aid in attaining the stated performance objective by meeting with individual and groups of teachers to discuss student data and instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, develop common assessments with grade level teams to measure growth in particular areas of student needs in math, and work to support staff in the implementation of or new Bridges curriculum. Collaboratively data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work and coaching we will help with various instructional strategies to help the individual needs of students. We will continue to implement the AVMR training received by kindergarten and 1st grade teachers to better assess, analyze, and instruct our students. We continue to work on and solidify our implementation of the Bridges curriculum throughout the 2022-23 school year.

*Jefferson Elementary School*  
*Mid-Year AGR Report 2022-2023*

Grade	Subject	Growth Objective	Mid-Year Report
K	Reading	In Spring of 2023, 80% of all FAY(Full Academic Year), kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	<p><b>Mid-Year Target:</b> 80% of FAY kindergarten students will be able to</p> <ul style="list-style-type: none"> <li>● Identify 42 out of 52 upper and lower case letters</li> <li>● Produce at least 21 out of 26 letter sounds</li> </ul> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>● 100% (28 out of 28) FAY students have met the mid-year goal of identifying at least 42 out of the 52 upper and lower case letters.</li> <li>● 54% (15 out of 28) have met the mid-year goal of producing 21 out of the 26 letter sounds.</li> </ul>
K	Math	By the Spring of 2023, 80% of FAY (Full Academic Year) Kindergarten students will be able to add and subtract fluently within 5.	<p><b>Mid-Year Progress:</b> 50% of students will be able to add and subtract fluently within 5. Since this skill is not assess until early February, their progress toward this goal is based on their ability to understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>● count orally and with a 1-to-1 correspondence.</li> <li>● show the relationship between numbers and quantities.</li> <li>● compare numbers: greater or less than.</li> <li>● understand that adding is putting together.</li> <li>● understand that subtraction is taking apart or away from.</li> </ul> <p>Students are receiving continued instruction to support achieving their math goals.</p>
1	Reading	80% of all FAY first grade students will be at F&P reading level I or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	<p><b>Mid-Year Target:</b> Students will be at level G or have grown 2 levels from fall to winter.</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>● 79% (31 out of 39) of FAY students are at a level G or have grown 2 levels from fall to winter.</li> </ul>
1	Math	In 2022-2023, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>● 58% (21 out of 36) students tested met the SGP of 50.</li> </ul>
2	Reading	By the Spring of 2023, 80% of all FAY second grade students will be at F&P reading level M or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	<p><b>Mid-Year Target:</b> Students will be at level L or have grown 2 levels from Fall to Winter.</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>● 74% (25 out of 34) of FAY students are at a level G or have grown 2 levels from fall to winter.</li> </ul>
2	Math	In 2022-2023, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>● 61% (22 out of 36) students tested met the SGP of 50.</li> </ul>
3	Reading	By the Spring of 2023, 80% of all FAY third grade students will be at F&P reading grade level P or will have grown 3 levels	<p><b>Mid-Year Target:</b> Students will be at level O or have grown 2 levels from Fall to Winter.</p>

		from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	<b>Mid-Year Progress</b> <ul style="list-style-type: none"> <li>52% (23 out of 44) of FAY students are at a level G or have grown 2 levels from fall to winter.</li> </ul>
3	Math	In 2023-2023, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<b>Mid-Year Progress</b> <ul style="list-style-type: none"> <li>57% (26 out of 46) students tested met the SGP of 50.</li> </ul>

**Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.**

### **Reading**

The instructional coach has supported our school in different capacities this year beyond only assessment and coaching. The following are strategies that have been implemented to reduce the achievement gap when possible.

- Meeting with individual teachers or grade levels to discuss student progress and provide support as needed.
- Collaborate with other departments, such as ML, SPED, and Interventionist, to identify students who may need additional academic support.
- Data-driven instructional meetings are conducted every six weeks to analyze data and discuss best practices for tiered instruction.
- Data are reviewed bi-weekly, with the data analysis team (DAT), to determine student progress and to inform decisions for appropriate support.
- Provide continued support to teachers in our implementation of Restorative Practices to foster social and emotional learning.
- Provide continued opportunity and support to teachers in the implementation of our new ELA curriculum, which includes reading mini-lessons and interactive read-alouds.
- Instructional leadership team (ILT) meets monthly to plan and implement professional development and discuss resources and best practices to support core instruction.

### **Math**

The following strategies are in place to help aid in attaining the stated performance objectives.

- Meet with individual teachers or grade levels to discuss student progress and provide support as needed.
- Collaborate with teachers and grade level regarding best practices.
- Provide opportunities, such as our PLC, for grade levels to collaborate and share information regarding best practices for our adopted math curriculum, Bridges in Mathematics.
- Instructional leadership team (ILT) meets monthly to plan and implement professional development and discuss resources and best practices to support core instruction.
- Improving best practices through peer to peer observation.
- Data-driven instructional meetings are conducted every six weeks to analyze data and discuss best practices for core instruction.
- Analyze data weekly to monitor student progress and make adjustments to tiered support as needed.
- Continue to use assessment, such as AVMR, to identify student needs and address appropriate support.

**Longfellow Elementary School**  
**Mid-Year AGR Report 2022-2023**

Grade	Subject	Growth Objective	End-of-Year Report
K	Reading	In 2022-2023, 80% of all FAY (Full Academic Year), kindergarten students will identify 52 upper and lowercase letters, and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	<b>Objective partially met, on track to meet the objective:</b> <ul style="list-style-type: none"> <li>● 59% or 22/37 students know all upper and lowercase letters</li> <li>● 59% or 22/37 students know all 26 letter sounds</li> </ul>
K	Math	By the Spring of 2023, 80% of FAY (Full Academic Year) Kindergarten students will be able to add and subtract fluently within 5.	<b>Objective partially met, on track to meet the objective:</b> <ul style="list-style-type: none"> <li>● 49% or 18/37 students are Secure</li> <li>● 30% or 11/37 students are Developing</li> <li>● 19% or 7/37 students are Beginning</li> </ul>
1	Reading	By the Spring of 2023, 80% of all FAY first-grade students will be at F&P reading level J or will have grown 4 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	<b>Mid-year F&amp;P Reading Level is F or growth of 2 levels</b>  <b>Objective partially met, continued work needed:</b> <ul style="list-style-type: none"> <li>● 76% or 28/37 students are at Level F or have grown 2 levels</li> </ul>
1	Math	In 2022-2023, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<b>Objective partially met, continued work needed:</b> <ul style="list-style-type: none"> <li>● 32% or 11/34 students met the SGP goal of 50</li> </ul>
2	Reading	By the Spring of 2023, 80% of all FAY second grade students will be at F&P reading level M or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	<b>Mid-year F&amp;P Reading Level is K or growth of 1 level</b> <ul style="list-style-type: none"> <li>● 80% 37/46 students are at Level K or have grown 2 levels</li> </ul>
2	Math	In 2022-2023, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<b>Objective partially met, on track to meet the objective:</b> <ul style="list-style-type: none"> <li>● 47% or 20/43 students met the SGP goal of 50</li> </ul>
3	Reading	By the Spring of 2023, 80% of all FAY 3rd grade students will be at F&P reading grade level P or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	<b>Mid-year F&amp;P Reading Level is N or growth of 1 level</b>  <b>Objective partially met, continued work needed:</b> <ul style="list-style-type: none"> <li>● 90% or 35/39 students are at Level N or have grown 2 levels</li> </ul>
3	Math	In 2022-2023, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<b>Goal met</b> <ul style="list-style-type: none"> <li>● 58% or 22/38 students met the SGP goal of 50</li> </ul>

**Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.**

- An Academic Assessment and Data Review calendar was created and distributed electronically (and month by month in print) to engage the PLC teams with a more in-depth analysis of the current data in correlation to Longfellow's academic goals.
- Meet with grade-level teams to discuss student progress as seen in the classroom, interventions, and on various formal and informal assessments.
- Provide resources for understanding data and using it to make informed instructional decisions.
- Participate in collaborative conversations with classroom teachers, EL teachers, and SPED teachers as needed to determine how best to meet the needs of students while continuing to move forward in the grade-level curriculum.
- Provide coaching opportunities for individual teachers requesting or requiring additional support.
- Hold a book fair during conferences and give a free book to each Longfellow student to encourage reading for pleasure.
- Submit articles to the monthly Longfellow Newsletter to parents providing information and resources to support student learning.
- Create a data wall to show school-wide reading and math data per grade level. (STAR Universal Screener, F&P Benchmark Assessment, LEXIA, Letter/Sounds, Sight Words, etc.)

**Reading:**

- Curriculum implementation and pacing of Wilson Foundations and Just Words was discussed at grade level PLCs during pre-session to determine how the coach can best support each grade level team. Curriculum implementation and pacing continue to be included monthly in PLC's.
- Provide professional development (new teachers) and continued support to teachers in their implementation of routines and strategies for the Wilson Foundations and Just Words programs. Each grade level and individual teacher is working toward fidelity of instruction using Wilson Foundations and Just Words.
- Additional Wilson materials are being purchased so that interventionists, ML teachers, and SPED teachers can support core instruction of foundational skills during small group work and T2/T3 interventions.
- The coach is observing and modeling instruction in classrooms to gain a better understanding of our current instructional practice and what is needed to continue moving forward.
- Provide professional development to new teachers using LEXIA Core5.
- We are supplementing our reading instruction with LEXIA Core5. Students did the auto-placement in September. Results showed 15% of students started working within grade level material and 85% of students began work in the material below grade level. At the mid-year point, we have 3% of students who moved into above-grade level material, 27% working within grade level material, and 70% working in below-grade level material. The coach prints color certificates to be given to students in recognition of completing a level in LEXIA. So far 399 certificates have been presented to students.

**Math**

- Curriculum implementation and pacing of Bridges math were discussed at grade level PLC's during pre-session to determine how the coach can best support each grade level team. Curriculum implementation and pacing continue to be included monthly in PLC's.
- Provide professional development for new teachers during pre-session.
- Participate in S&I meetings regarding Bridges implementation, assessments, workplaces, and intervention materials.
- Provide support as requested by individual teachers or teams.

**Sheridan Elementary School**  
**Mid-Year AGR Report 2022-2023**

Grade	Subject	Growth Objective	Mid-Year Report
K	Reading	By the Spring of 2023, 80% of all FAY (Full Academic Year), kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	<p><b>Mid-Year Target:</b> 40% of FAY kindergarten students will be able to</p> <ul style="list-style-type: none"> <li>● Identify 42 out of 52 upper and lower case letters</li> <li>● Produce at least 21 out of 26 letter sounds</li> </ul> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>● 83% of FAY students (30 of 36) are able to identify 42 or more upper and lowercase letters</li> <li>● 67% of FAY students (24 of 36) are able to identify 21 or more letter sounds</li> </ul>
K	Math	By the Spring of 2023, 80% of FAY (Full Academic Year) Kindergarten students will be secure in the ability to add and subtract within 5.	<p><b>Mid-Year Progress</b> Since students are still working on the skill of adding and subtracting, their progress toward this goal is based on their ability to understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>● count orally and with a 1-to-1 correspondence</li> <li>● show the relationship between numbers and quantities</li> <li>● compare numbers: greater or less than</li> <li>● understand that adding is putting together</li> <li>● understand that subtraction is taking apart or away from</li> </ul> <p>Based on formative assessments and performance in the classroom approximately 69% (25 of 36) of students are progressing as expected. The other students are receiving additional supports or interventions to aid in their progress toward the goal.</p>
1	Reading	80% of all FAY (Full Academic Year) first grade students will be at F&P reading level J or will have grown 4 levels from the Fall baseline performance data to the Spring during the 2022-23 academic year, using the Fountas & Pinnell benchmark reading assessment.	<p><b>Mid-Year Target:</b> Students will be at level G or have grown 2 levels from Fall to Winter</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>● 25 of 45 students have at least reached level G or have grown at least 2 levels from Fall to Winter (56%)</li> </ul>
1	Math	By the Spring of 2023, 50% or more of FAY (Full Academic Year) students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<p><b>Mid-Year Target:</b> 25% of first grade students will have a SGP score of 50 or higher on the STAR 360 Math Assessment</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>● 11 of 45 students have an SGP of 50 or higher on the STAR 360 Math Assessment (24%)</li> </ul>



2	Reading	80% of all FAY (Full Academic Year) second grade students will be at F&P reading level M or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 academic year, using the Fountas & Pinnell benchmark reading assessment.	<p><b>Mid-Year Target:</b> Students will be at level K or have grown 2 levels from Fall to Winter</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>41 of 50 students have at least reached level K or have grown at least 2 levels from Fall to Winter (82%)</li> </ul>
2	Math	By the Spring of 2023, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<p><b>Mid-Year Target:</b> 25% of 2nd grade students will have an SGP score of 50 or higher on the STAR 360 Math Assessment</p> <p><b>Mid-Year Progress</b></p> <p>17 of 50 students have an SGP of 50 or higher on the STAR 360 Math Assessment (34%)</p>
3	Reading	80% of all FAY (Full Academic Year) third grade students will be at F&P reading grade level P or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 academic year, using the Fountas & Pinnell benchmark reading assessment.	<p><b>Mid-Year Target:</b> Students will be at level N or have grown 2 levels from Fall to Winter</p> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>27 of 33 students will be at level N or have grown 2 levels from Fall to Winter (82%).</li> </ul>
3	Math	By the Spring of 2023, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	<p><b>Mid-Year Target</b></p> <ul style="list-style-type: none"> <li>25% of 3rd grade students will have an SGP score of 50 or higher on the STAR 360 Math Assessment</li> </ul> <p><b>Mid-Year Progress</b></p> <ul style="list-style-type: none"> <li>17 of 33 students have an SGP of 50 or higher on the STAR 360 Math Assessment (52%)</li> </ul>

**Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.**

### Reading

The instructional coach will aid in attaining the stated performance objectives by meeting weekly with each grade level and teacher groups to discuss student data and instructional practices that meet the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies focused on our implementation of our balanced literacy workshop model, increasing access to intervention and support for our students. The instructional coach will assist in the implementation of the Fountas and Pinnell Phonics and Word study program and Benchmark Taller Fónetica to focus on foundational skills in both English and Spanish. The instructional coach will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching cycles with individual teachers and teams as needed. The Instructional Leadership Team has chosen to focus on differentiating the universal curriculum, ensuring guided reading lessons are highly structured and organized to support student learning. In accordance with Sheridan's Long Range Plan, grade level teams collaborate in PLCs around strategies and lesson plan components to support their guided reading groups and best practices to support multilingual learners. Moving forward, grade level teams are focusing on their Tier 1 instructional strategies, collaboratively refining those strategies, and discussing how to best meet their students' needs in their guided reading groups. Collaboratively, data will also be examined and reviewed to make needed adjustments to classroom instruction and intervention groups. We have and will continue to refine and enhance our curriculum and instructional best practices as we implement and collaborate on phonics and word study, reading mini lessons, and interactive read alouds. Teachers will continue to work closely with the instructional coach with our new Spanish reading curriculum, Taller del Lector. This builds the foundation for students' whose first language is Spanish which will strengthen their second language acquisition. Staff will also receive professional development around their English reading mini-lesson books to continue the development of their readers workshop delivery in English. Staff will also utilize Lexia in English and Imagine Learning in Spanish to monitor student skills and adapt

their instruction to meet the needs of their students.

## **Math**

The instructional coach will aid in attaining the stated performance objective by meeting weekly with each grade level and teacher groups to discuss student data and instructional practices that meet the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies. The instructional coach will support staff in the implementation of Bridges Number Corner and Bridges math curriculum. Collaboratively, data will be examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs are met. The instructional coach will support teachers in the ongoing implementation of the instructional strategies learned through the AVMR training that most Sheridan math teachers received. Our staff will support each other in the continued use of AVMR, implementation of Bridges Number Corner and the Bridges math curriculum. In accordance with Sheridan's Long Range Plan, collaborative data will be examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs are met. The AVMR assessments will be utilized in diagnosing student needs when universal Tier 1 supports are not meeting all student needs. As staffing allows, Tier 2 math intervention will be provided using research-based math interventions that are selected based on results from AVMR assessments.



**SHEBOYGAN AREA**  
— SCHOOL DISTRICT —

# **Second Friday Enrollment Report 2022-2023**

*Sheboygan Area School District*

# DEFINITIONS

## **Second Friday Enrollment Count**

All students attending the Sheboygan Area School District on Friday, January 13, 2023, or students attending before and after January 13, 2023.

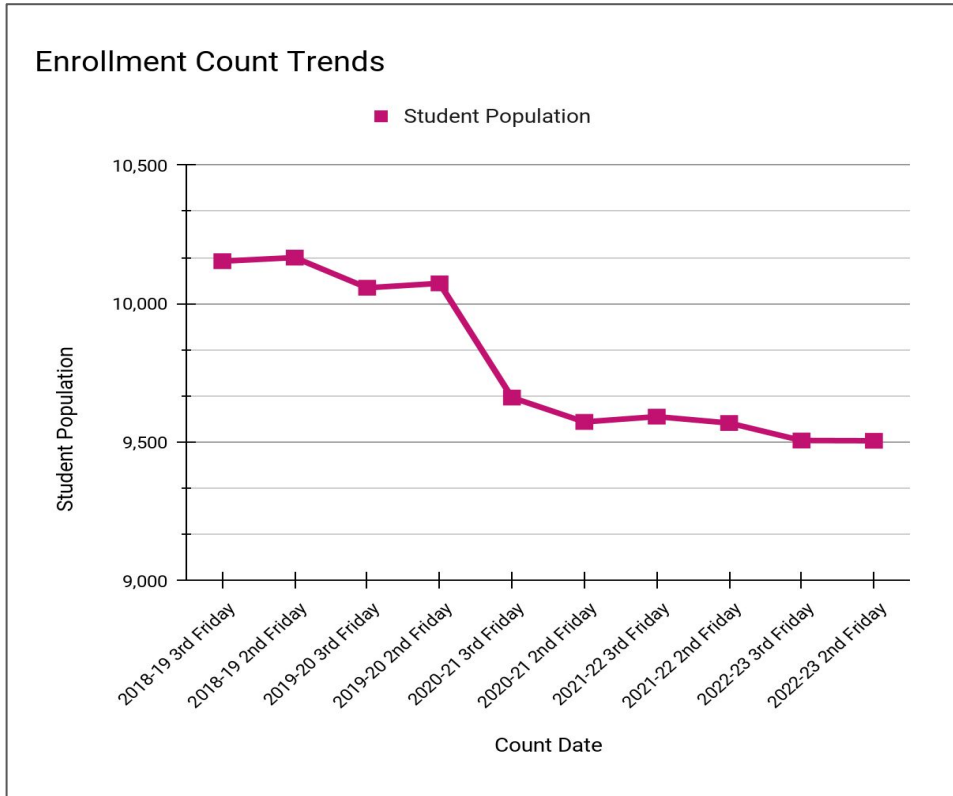
## **Total Full-Time Equivalency (FTE)**

A calculation that the Department of Public Instruction (DPI) and the Sheboygan Area School District use to calculate student aid distribution.



# ENROLLMENT COUNT TRENDS

Count Date	Student Population
2018-19 3rd Friday	10,153
2018-19 2nd Friday	10,166
2019-20 3rd Friday	10,057
2019-20 2nd Friday	10,073
2020-21 3rd Friday	9,661
2020-21 2nd Friday	9,573
2021-22 3rd Friday	9,592
2021-22 2nd Friday	9,569
2022-23 3rd Friday	9,506
2022-23 2nd Friday	9,505



# LOCAL DISTRICT ENROLLMENT TRENDS

Local Public School Districts	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change Over 5 years
<b>Cedar Grove-Belgium</b>	997	986	958	916	916	-8.12%
<b>Elkhart Lake-Glenbeulah</b>	424	439	458	456	459	8.25%
<b>Howards Grove</b>	885	907	906	922	904	2.15%
<b>Kohler</b>	712	703	738	705	713	0.14%
<b>Oostburg</b>	1,006	995	1,015	1,024	1,003	-0.30%
<b>Plymouth</b>	2,265	2,179	2,172	2,072	2,118	-6.49%
<b>Random Lake</b>	782	741	742	726	699	-10.61%
<b>Sheboygan Falls</b>	1,681	1,688	1,616	1,582	1,626	-3.27%
<b>Manitowoc</b>	5,044	4,961	4,987	4,760	4,762	-5.59%
<b>Sheboygan</b>	10,288	10,153	10,057	9,661	9,592	-6.77%
<b>Total</b>	<b>8,752</b>	<b>8,638</b>	<b>8,605</b>	<b>8,403</b>	<b>8,438</b>	<b>-3.72%</b>

*\*Data retrieved from WISEdash (<https://wisedash.dpi.wi.gov/Dashboard/dashboard/18110>). 2022-2023 data currently unavailable.*



# LARGE DISTRICT ENROLLMENT TRENDS

Large Public School Districts	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change Over 5 years
<b>Green Bay</b>	20,663	20,391	20,248	19,171	19,166	-7.24%
<b>Racine</b>	18,128	17,862	17,529	16,254	16,516	-8.89%
<b>Appleton</b>	16,323	16,291	16,081	15,745	15,217	-6.78%
<b>Waukesha</b>	12,813	12,739	12,523	12,344	12,080	-5.72%
<b>Eau Claire</b>	11,367	11,355	11,556	11,008	10,973	-3.47%
<b>Sheboygan</b>	10,288	10,153	10,057	9,661	9,592	-6.77%
<b>Janesville</b>	10,182	10,069	9,899	9,574	9,552	-6.19%
<b>Oshkosh</b>	9,951	9,911	9,747	9,191	9,203	-7.52%
<b>Sun Prairie</b>	8,428	8,521	8,475	8,366	8,381	-0.56%
<b>Wausau</b>	8,388	8,311	8,149	7,786	7,989	-4.76%
<b>West Allis - West MKE</b>	8,714	8,240	8,020	7,418	7,347	-15.69%
<b>Fond du Lac</b>	7,204	7,100	7,050	6,678	6,630	-7.97%
<b>Manitowoc</b>	5,044	4,961	4,987	4,760	4,762	-5.59%

\*Data retrieved from WISEdash (<https://wisedash.dpi.wi.gov/Dashboard/dashboard/18110>).  
2022-2023 data currently unavailable.



# SHEBOYGAN COUNTY POPULATION

	County Population	Under 5 yrs of Age Total	Under 5 yrs of Age Percent	Under 18 yrs of Age Total	Under 18 yrs of Age Percent
<b>2020 Census</b>	118,034	6,365	5.50%	27,981	24.30%
<b>2010 Census</b>	115,520	7,162	6.20%	30,613	26.50%

\*Data source ([https://data.census.gov/cedsci/table?q=0200000US2\\_0500000US55117&tid=ACST5Y2010.S0101](https://data.census.gov/cedsci/table?q=0200000US2_0500000US55117&tid=ACST5Y2010.S0101)).





# DISTRICT ENROLLMENT ON JAN. 13, 2023

Public Schools	3 yr	4KG	5KG	1	2	3	4	5	6	7	8	9	10	11	12	2023 2nd Friday Total	2022 3rd Friday Total	Variance
North High												389	378	372	355	1494	1540	-46
South High												286	274	277	272	1109	1136	-27
Central High												25	42	50	79	196	189	7
Etude High												20	28	18	13	79	82	-3
Warriner High												27	29	35	28	119	118	1
Farnsworth Middle									167	153	190					510	513	-3
Horace Mann Middle									206	195	188					589	583	6
Urban Middle									192	172	193					557	567	-10
Etude Middle									27	28	34					89	92	-3
Warriner Middle									9	27	29					65	61	4
Cleveland Elementary		13	13	15	25	18	13	18								115	111	4
Cooper Elementary			46	51	51	40	46	47								281	283	-2
Grant Elementary			50	65	52	58	64	57								346	334	12
Jackson Elementary			45	56	55	50	48	57								311	310	1
Jefferson Elementary			35	37	39	48	47	48								254	242	12
Lincoln Erdman Elementary		38	68	61	60	46	62	62								397	394	3
Longfellow Elementary			39	38	46	39	50	40								252	248	4
Madison Elementary			55	64	64	54	55	71								363	357	6
Pigeon River Elementary			48	46	37	38	47	43								259	255	4
Sheridan Elementary			39	48	49	37	36	31								240	235	5
Wilson Elementary			75	75	84	71	85	89								479	480	-1
Etude Elementary			30	19	31	38	24	27								169	172	-3
Lake Country Academy		31	47	41	49	40	46	45	48	48	31					426	435	-9
Sheboygan Leadership		18	23	20	25	23	23	25	23	14	19					213	208	5
ELC	93	500														593	561	32
<b>Total</b>	<b>93</b>	<b>600</b>	<b>613</b>	<b>636</b>	<b>667</b>	<b>600</b>	<b>646</b>	<b>660</b>	<b>672</b>	<b>637</b>	<b>684</b>	<b>747</b>	<b>751</b>	<b>752</b>	<b>747</b>	<b>9505</b>	<b>9506</b>	<b>-1</b>



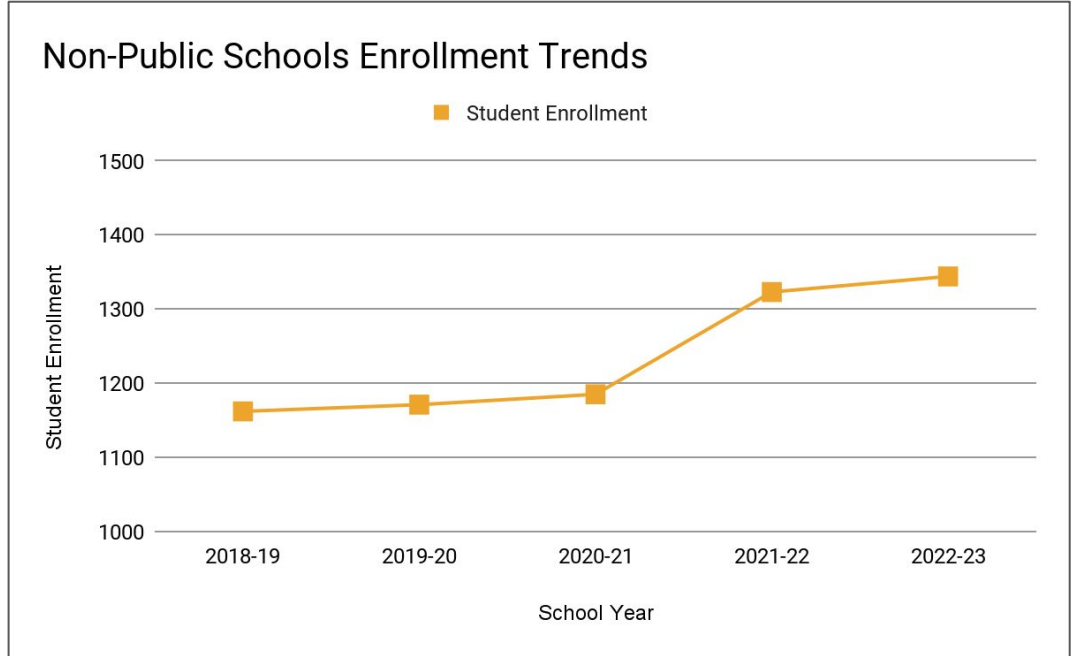
# DISTRICT ENROLLMENT ON SEPT. 16, 2022

Public Schools	3 yr	4KG	5KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
North High												392	388	377	383	1540
South High												292	278	278	288	1136
Central High												21	35	43	90	189
Etude High												22	29	18	13	82
Warriner High												26	28	36	28	118
Farnsworth Middle									186	156	171					513
Horace Mann Middle									188	194	201					583
Urban Middle									195	177	195					567
Etude Middle									28	27	37					92
Warriner Middle									6	26	29					61
Cleveland Elementary		11	13	14	24	18	13	18								111
Cooper Elementary			46	49	50	41	49	48								283
Grant Elementary			50	60	52	54	63	55								334
Jackson Elementary			45	54	56	50	48	57								310
Jefferson Elementary			30	38	35	47	44	48								242
Lincoln Erdman Elementary		37	66	61	59	47	62	62								394
Longfellow Elementary			40	39	46	36	49	38								248
Madison Elementary			54	62	62	53	54	72								357
Pigeon River Elementary			45	46	36	38	47	43								255
Sheridan Elementary			39	46	49	34	37	30								235
Wilson Elementary			76	74	86	71	85	88								480
Etude Elementary			31	20	31	38	25	27								172
Lake Country Academy		31	50	41	50	40	46	47	50	48	32					435
Sheboygan Leadership		16	23	21	25	22	22	25	23	13	18					208
ELC	70	491														561
<b>Total</b>	<b>70</b>	<b>586</b>	<b>608</b>	<b>625</b>	<b>661</b>	<b>589</b>	<b>644</b>	<b>658</b>	<b>676</b>	<b>641</b>	<b>683</b>	<b>753</b>	<b>758</b>	<b>752</b>	<b>802</b>	<b>9506</b>



# NON-PUBLIC SCHOOLS ENROLLMENT

School Year	Student Enrollment
<b>2018-19</b>	1,162
<b>2019-20</b>	1,171
<b>2020-21</b>	1,185
<b>2021-22</b>	1,323
<b>2022-23</b>	1,344





# Questions

*Contact Jacob Konrath*

*Assistant Superintendent - Student and Instructional Services*