



st.croix preparatory academy

CACR / Annual Report

2025-2026

Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy. This study includes information on the 2025-2026 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of St. Croix Prepl and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the academic and non-academic goals outlined in the charter application approved by the Minnesota Department of Education. This evaluation meets Minnesota's Department of Education requirement for reporting as defined in Minnesota Statutes Section 124E.12 and E16.

Prep received support from its authorizer, Friends of Education. In addition, the combined efforts and support of the faculty, administration, students, families, and community members were instrumental in implementing and developing a strong, supportive community and a strong academic program.

1. School Vision, Mission Statement, and Educational Philosophy

A. Vision

St. Croix Preparatory Academy envisions a learning environment centered on an integrated, rigorous, standards-based, classical curriculum that encourages students to think logically and critically, to communicate effectively and to embrace life-long learning as demonstrated by their successful pursuit of post-secondary education. The School will offer a small school community and a rigorous academic environment to area families.

B. Profile

We are the first public school in the eastern suburbs specifically dedicated to offering a demanding classical, liberal arts curriculum with an additional emphasis on development of each student's personal character, and leadership qualities. St. Croix Preparatory Academy will provide a learning opportunity that, until now, has only been available at select private schools.

The School was founded by parents, educators, and business people who wanted a more challenging education for their students. They wanted a school that demanded an education that challenges students to achieve their highest potential as well as put forth their best in behavior, attitude, and effort. The School is creating a college prep educational program based on true inquiry, intellect, and character. By focusing on students' character and leadership qualities, in addition to developing their academic potential, The School is committed to developing young adults who are prepared to lead abundant and responsible lives as contributing members of our society.

C. Mission Statement

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

D. Major Accomplishments & Challenges

- Major Accomplishment
 - i. With the new and more difficult reading test, St. Croix Prep was prepared for a larger drop in scores than was observed.
 - ii. Being able to start school at 8:35 has had a profound impact on programming and the amount of instructional time students miss for activities.
- Major Challenge
 - i. The operations at St. Croix Prep experience similar challenges that other schools throughout the country have experienced:
 - 1. Student Mental Health. Students' staying power has been diminished, and mental health challenges have increased. The School has two mental health counselors to assist students.
 - 2. Changing financial landscape. Most funding for charter schools comes from the State. As state aid is reduced, the School continues to seek additional funding.

E. Key Data

- The MCA data and ACT data will remain important indicators of performance. This is the last year we will be using DIBELS as we are transitioning to FASTBridge because it is a more robust assessment that can be done much more quickly. We are adding the FastBridge assessment for K-8 and students performing below grade level in grades 9-12.

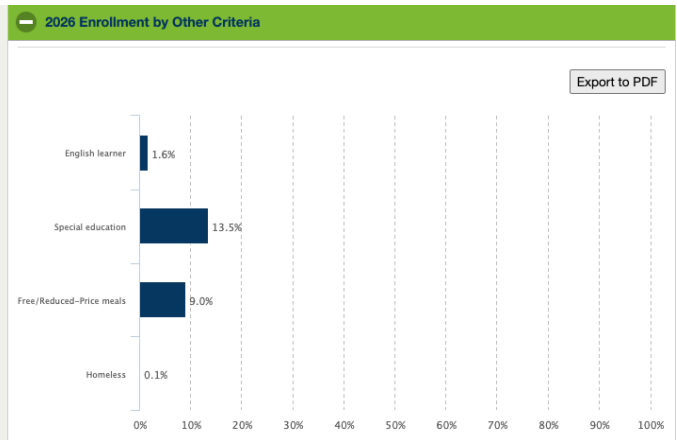
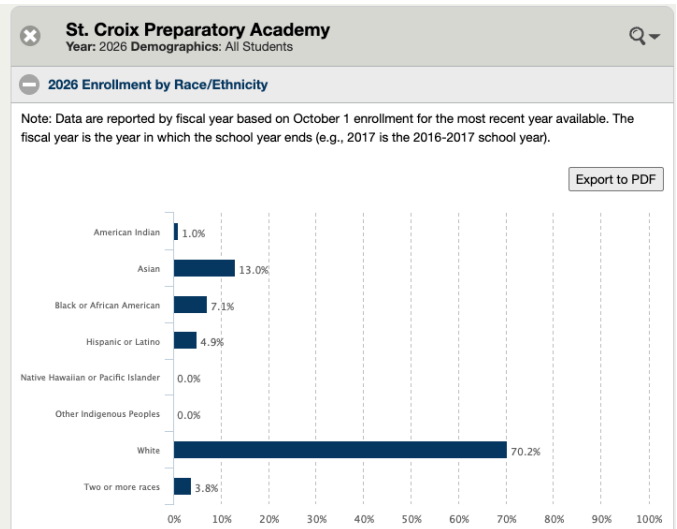
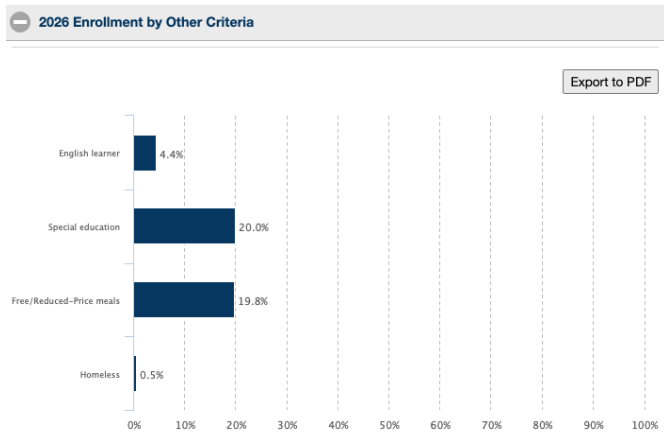
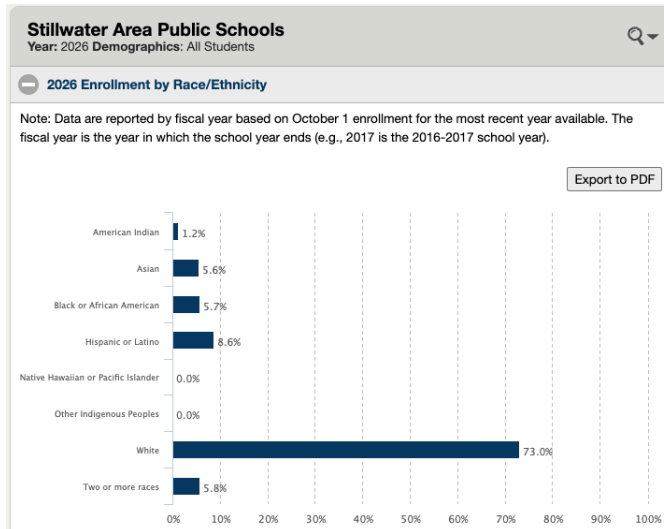
2. Enrollment & Student Attrition

Enrollment is one of the keys to viability in the first years of a charter school's operations. St. Croix Prep's enrollment (over 1,200 students) and long waiting list (over 800) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School's enrollment growth is summarized below:

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-9 (waiting list of 306)
- In 2007 enrolled 444 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)
- In 2013 enrolled 1,119 students in grades K-12 (waiting list of nearly 500)
- In 2014, enrolled 1,150 students in grades K-12 (waiting list of nearly 500)
- In 2015, enrolled 1,163 students in grades K-12 (waiting list of nearly 600)
- In 2016, enrolled 1,155 students in grades K-12 (waiting list of over 700)
- In 2017, enrolled 1,164 students in grades K-12 (waiting list of over 700)
- In 2018, enrolled 1,157 students in grades K-12 (waiting list of over 700)
- In 2019, enrolled 1,207 students in grades K-12 (waiting list of over 700)
- In 2020, enrolled 1,208 students in grades K-12 (waiting list over 700)
- In 2021, enrolled 1,213 students in grades K-12 (waiting list over 700)
- In 2022, enrolled 1,225 students in grades K-12 (waiting list of over 700)
- In 2023, enrolled 1,202 students in grades K-12 (waiting list of over 800)
- In 2024, enrolled 1,208 students in grades K-12 (waiting list of over 900)
- In 2025, enrolled 1,229 students in grades K-12 (waiting list of over 800)

St. Croix Prep's Open Enrollment period normally runs from the last week in August to the last day of school before winter break. Families desire to know the placement of their Kindergarten students so the end of the School's enrollment period coincides with the Kindergarten registration in the local district. St. Croix Prep's school demographics are similar to the resident district.



In accordance with MN Statute 124E.17 Subd. 1, the School disseminates school information in the form of flyers to local organizations that provide services to low-income families, students of color, and students who are at risk. This information includes appropriate contact information, informational meeting dates, etc. Flyers were distributed to the following locations: Stillwater – Goodwill, Family Means, Trinity Lutheran Church Family Resource Center, and Valley Outreach; Woodbury -- Family Achievement Center, Goodwill, Savers, Christian Cupboard Food Shelf; White Bear Lake – Solid Ground, White Bear Lake Food Shelf; Mahtomedi -- St. Andrew's Community Resource Center.

The history of enrollment and comments related to this are noted below:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
2007-08	50	50	50	50	50	50	30	30	30	27	27	0	0	444	7%
2008-09	84	84	84	84	84	70	60	60	55	30	20	28	0	743	5%
2009-10	84	84	84	84	84	84	84	84	73	60	30	18	28	881	2%
2010-11	87	87	87	87	87	87	87	84	80	80	60	30	15	958	4%
2011-12	87	87	87	87	87	87	87	84	80	72	84	60	21	1,010	6%
2012-13	90	90	90	90	90	90	90	82	77	83	65	72	57	1,056	4%
2013-14	90	90	90	90	90	90	90	93	80	84	85	74	73	1,119	5%
2014-15	90	90	90	90	90	90	90	91	93	85	82	90	75	1,146	6%
2015-16	90	90	90	90	90	90	90	93	90	85	86	87	92	1,163	5%
2016-17	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	5%
2017-18	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	6%
2018-19	90	90	90	90	90	92	92	90	92	95	96	83	67	1,157	5%
2019-20	90	90	91	90	90	92	91	92	91	109	98	98	85	1,207	4%
2020-21	90	90	90	90	90	92	92	92	91	105	98	96	92	1,208	3%
2021-22	90	90	90	91	90	92	93	92	93	105	98	96	93	1,213	3%
2022-23	90	90	91	91	92	93	93	95	93	109	105	90	95	1,225	3%

2023-24	91	90	90	91	91	93	94	94	93	100	96	90	89	1,202	7%
2024-25	90	90	90	90	90	93	92	93	92	99	102	101	86	1,208	7%
2025-26	89	94	90	90	90	94	93	94	92	105	96	103	99	1,229	4.7%

3. Academic Performance/CACR, Goals Results and Progress

Annual Public Meeting

These annual public meetings are to be held in the fall of each school year.

CACR Requirement: School boards are to hold an annual public meeting each fall to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Families and community partners should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Provide the date of the school board annual public meeting to review progress on the CACR plan for the most recent school year: Tuesday, October 27, 2026

Annual Report

CACR Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners: <https://www.stcroixprep.org/finance-committee/>

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

The most recent survey results (fall 2025) show that, overall, families believe their students are receiving a high-quality education at St. Croix Prep and are being appropriately challenged academically. Most families indicated that the curriculum prepares students well for future steps (next grade, college, career) and that teachers care about students' success. Families identified a potential area for growth: providing stronger support for students who need extra help.

All questions were based on a scale of 1 (lowest) to 5 (highest)

My student is receiving a high-quality education at Prep - 70% rated 5, 27% rated 4, 2% rated 3

My student is appropriately challenged academically - 63% rated 5, 29% rated 4, 6% rated 3

The school expects all students to meet high academic standards - 80% rated 5, 15% rated 4

The school provides strong support for students who need extra help - 35% rated 5, 35% rated 4, 22% rated 3

The curriculum prepared my student well for their next step - 67% rated 5, 25% rated 4

Teachers care about my students' success - 56% rated 5, 28% rated 4, 11% rated 3

The school values and respects diversity among students and families - 56% rated 5, 30% rated 4, 10% rated 3

My student has at least one adult at school they can go to for support - 55% rated 5, 30% rated 4, 10% rated 3

School rules are enforced fairly for all students - 44% rated 5, 29% rated 4, 18% rated 3

Classroom time is used well and not disrupted by misbehavior - 47% rated 5, 32% rated 4, 17% rated 3

Goals and Results

Goal 1: State Assessments

Minnesota Comprehensive Assessments (MCA). The State of Minnesota uses the MCA test results to determine proficiency. The historical scores (with comparison to the MN state average) for The School are noted below:

MATH	MN Average	St. Croix Prep
2025-2026	44.9%	75%

2024-2025	45.2%	77.7%
2023-2024	46%	78%
2022-2023	46%	77%
2021-2022	46%	79%
2020-2021	44%	74%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	56%	86%
2017-2018	58%	85%
2016-2017	59%	83%
2015-2016	59%	85%
2014-2015	60%	83%
2013-2014	61%	80%
2012-2013	61%	77%
2011-2012	62%	78%
2010-2011	56%	72%
2009-2010	66%	84%
2008-2009	62%	79%
2007-2008	62%	81%
2006-2007	61%	85%
2005-2006	58%	83%
READING		
2025-2026 (New Test)	48.6%	75.4%
2024-2025	49.6%	79.6%
2023-2024	50%	81%
2022-2023	51%	83%
2021-2022	52%	82%
2020-2021	53%	87%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	60%	90%
2017-2018	60%	89%
2016-2017	60%	89%
2015-2016	60%	87%
2014-2015	59%	87%
2013-2014	59%	85%
2012-2013	58%	81%
2011-2012	76%	96%
2010-2011	74%	92%
2009-2010	72%	90%
2008-2009	72%	88%
2007-2008	71%	86%
2006-2007	69%	90%
2005-2006	72%	88%
SCIENCE		
2025-2026	25.5%	48.5%
2024-2025 (New test)	26.2%	58.5%
2023-2024	40%	68%
2022-2023	39%	82%
2021-2022	41%	75%
2020-2021	43%	76%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	51%	86%
2017-2018	53%	86%
2016-2017	54%	83%
2015-2016	55%	80%
2014-2015	53%	86%
2013-2014	53%	79%
2012-2013	53%	69%
2011-2012	51%	75%

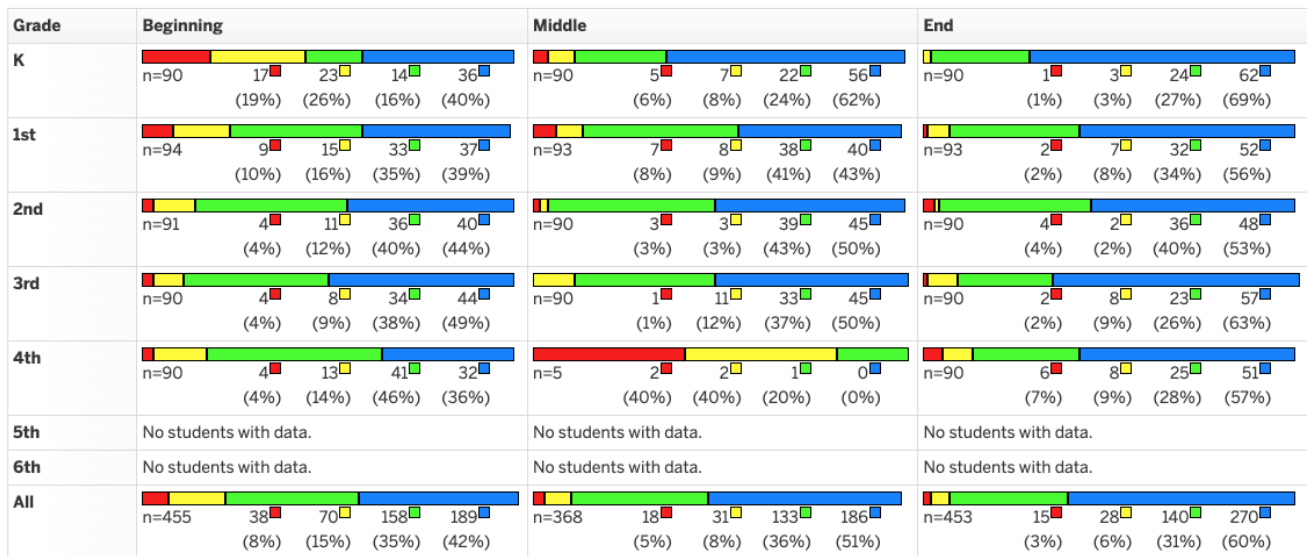
2010-2011	48%	70%
2009-2010	49%	71%
2008-2009	46%	69%
2007-2008	39%	57%
Prior Years	n/a	n/a

The scores posted by St. Croix Prep's students are among the highest in the state of Minnesota.

St. Croix Preparatory Academy's high academic performance has been repeatedly acknowledged by the Minnesota Department of Education, SchoolDigger (ranked in the top 5 for the past 9 years), Niche and US News & World Report continually ranked St. Croix Preparatory Academy as one of the nation's best (and state's best) schools as it relates to rigor, college preparation, ACT scores (25.2) for graduating class of 2026, percentage of students taking Advanced Placement classes, and graduation rates (97% in 2026).

Goal 2: Nationally Normed Assessments

DIBELS8 Composite Score



Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

Goal 3: Ready for School

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, you do not need to set a school readiness goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2025–26 SY. Goal 5: Attendance Of the students enrolled in kindergarten by August 15th and still enrolled by October 1st of the 2025-2026 school year, 75% will attend the 4-day kindergarten camp in August 2025.	Provide the result for the 2025–26 SY that directly ties back to the established goal. 88.8% (80/90) of incoming kindergartners attended kindergarten camp in August 2025.	Check one of the following: ☒ _X_ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Goal Met (multi-year goal) ☐ Goal Not Met (multi-year goal) ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ N/A (no kindergarten enrollment)
Provide the established SMART goal for the 2025–26 SY. Of the students enrolled in kindergarten by October 1, 2025, 95% will advance to 1st grade.	Provide the result for the 2025–26 SY that directly ties back to the established goal. 97.8% (88/90) of kindergartners advanced to 1st grade.	Check one of the following: ☒ _X_ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Goal Met (multi-year goal) ☐ Goal Not Met (multi-year goal) ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ N/A (no kindergarten enrollment)
Provide the established SMART goal for the 2025–26 SY. Of the kindergarten students enrolled by October 1st of the 2025-2026 school year, 80% will meet the STEP 3 benchmark level in reading by the end of the year.	Provide the result for the 2025–26 SY that directly ties back to the established goal. 93.9% (84/90) of kindergartners met the Step 3 benchmark level in reading by the end of the school year.	Check one of the following: ☒ _X_ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Goal Met (multi-year goal) ☐ Goal Not Met (multi-year goal) ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ N/A (no kindergarten enrollment)

Lower School teachers met weekly in grade-level teams to collaborate on curriculum planning, data analysis, and instructional strategies. Additionally, child study meetings give teachers opportunities to discuss student needs, monitor interventions, and determine next steps. After these meetings, teachers collect and analyze data on intervention effectiveness to guide instructional adjustments. Teachers communicate with families through newsletters, phone calls, emails, and individual meetings. For students who do not meet reading

proficiency benchmarks, kindergarten teachers may recommend targeted reading intervention services. The reading specialist leads these interventions and focuses on foundational literacy skills not yet mastered on the STEP assessment. These students also participate in small group WIN Time (What I Need) instruction with the classroom teacher. The instruction may target phonological awareness areas such as rhyming, segmenting, identifying beginning sounds, and recognizing letter sounds. Students participate in STEP assessments four times annually. The district continuously monitors student growth through STEP data and classroom performance, ensuring supplemental reading supports respond to each learner's needs.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2025–26 SY.	Provide the result for the 2025–26 SY that directly ties back to the established goal.	Check one of the following: ☐ Goal Met (one-year goal) ☒ Goal Not Met (one-year goal) ☐ Goal Met (multi-year goal) ☐ Goal Not Met (multi-year goal) ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal)
At least 70% of students who receive ADSIS reading intervention services in the middle school will achieve at least 20% growth from the beginning to the end of the year on the IXL nationally normed reading screener.	33.3% of middle school students receiving ADSIS reading intervention services achieved 20% growth from the beginning to the end of the year on the IXL nationally normed reading screener. 61.1% of the students achieved 10% growth.	

Teachers met weekly in Professional Learning Communities (PLCs) to analyze student data and review student work. As part of this process, teachers examine the previous year's MCA results, including strand-level data and benchmark reports, to identify specific standards requiring additional instructional focus. This data also informs decisions regarding student placement in targeted interventions, such as team-taught reading classes led by both general education and special education teachers or a Foundations Reading course. Based on identified needs, teachers implement a variety of support strategies in their classrooms. For the 25-26 SY, the middle school restructured the Strategies for Success class to include time for direct IEP service minutes.

Goal 4: Graduation

All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the 2025–26 SY.	Provide the result for the 2025–26 SY that directly ties back to the established goal.	Check one of the following: ☐ Goal Met (one-year goal) ☒ Goal Not Met (one-year goal) ☐ Goal Met (multi-year goal) ☐ Goal Not Met (multi-year goal) ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal)
Each year, at least 90% of graduating students will have taken either the ACT or SAT, and at least 70% of those students' scores will exceed the state-average score.	For the class of 2026, 90% of students took either the ACT or SAT, and 66% of those students have exceeded the state average on those tests.	

SCPA's rigorous, college-preparatory curriculum serves as a key measure of ongoing student success. Teachers continually refine and implement curriculum to ensure students are well prepared for postsecondary education. Within the framework of graduation requirements, instructors uphold our classical education model while offering a range of Advanced Placement (AP) courses throughout high school. Together with college acceptance data, these indicators inform our discussions and help us identify focus areas within each division, grade level, and PLC.

All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2025–26 SY. The SCPA upper school will implement support and interventions to maintain a graduation rate of at least 90% for the class of 2026.	Provide the result for the 2025–26 SY that directly ties back to the established goal. The 2026 graduation rate was 97%.	Check one of the following: ☒ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Goal Met (multi-year goal) ☐ Goal Not Met (multi-year goal) ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ N/A (no 12th grade enrollment)

SCPA offers a range of academic supports to help Upper School students establish a solid foundation for on-time graduation. These initiatives include essay-writing practice, service learning opportunities, college information sessions, interest inventories, and SAT/ACT preparation. Many of these supports are embedded in weekly advisory meetings and supported by regular collaboration with college counselors to ensure students remain on track for graduation. Despite these comprehensive supports, the school continues to face several challenges affecting graduation rates, such as inconsistent attendance, academic gaps among new students, prior credit deficiencies, and underdeveloped academic habits or mindsets.

Goal 6: Lifelong Learners

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
Provide the established SMART goal for the 2025–26 SY. Each year, at least 90% of the graduating class will have been accepted to a post-secondary institution.	Provide the result for the 2025–26 SY that directly ties back to the established goal. 95% of the graduating class of 2026 were accepted to a post-secondary institution.	Check one of the following: ☒ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Goal Met (multi-year goal) ☐ Goal Not Met (multi-year goal) ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal)

St. Croix Preparatory Academy has a dedicated college counselor for the upper school. The college counselor works with students starting in 9th grade to help them prepare for college by providing academic advising, college and career planning, application and financial aid guidance, and standardized testing support. The counselor communicated with parents and families to explain graduation requirements, college admissions, financial aid, and educational opportunities.

Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, and Physical Education, for all students beginning in Kindergarten. The school offers Latin and Music Performance electives (Band, Orchestra, Choir, Jazz Band) for students in grades 5-12. Aside from field trips and service projects, St. Croix Prep also offers educational travel opportunities, with Middle School students visiting Wolf Ridge (outdoor education), 8th Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities, past trips have included Italy and Greece. In addition to the academic programming, St. Croix Prep offers its students a full range of extracurricular activities. These include but are not limited to:

- Academic activities – Student Council, National Honor Society, National Art Honor Society, National English Honor Society, Quiz Bowl, Battle of the Books, Continental Math League, Upper School Math League, Lego League, School Newspaper,
- Athletic activities – MSHSL athletics which include football, cross country, volleyball, archery, basketball, soccer, baseball, hockey, softball, girls lacrosse, girls tennis, track, golf, dance team, alpine skiing, and ski club.
- Performing arts activities – Chamber choir, Concert choir, Jazz band, Pep Band, Show Choir, Honors Choir, Lower School Theater, Middle School Theater, Upper School Theater, Speech, and Debate.

26-27 SY Goals

All Students Ready for School

Goal
Provide the established SMART goal for the 2025–26 SY. Of the students enrolled in kindergarten by August 15th and still enrolled by October 1st of the 2025-2026 school year, 75% will attend the 4-day kindergarten camp in August 2024.
Provide the established SMART goal for the 2025–26 SY. Of the students enrolled in kindergarten by October 1, 2025, 95% will advance to 1 st grade.
Provide the established SMART goal for the 2025–26 SY. Of the kindergarten students enrolled by October 1st of the 2025-2026 school year, 80% will meet the STEP 3 benchmark level in reading by the end of the year.

Close the Achievement Gap(s) Between Student Groups - All racial and economic achievement gaps between students are closed

Goal
Provide the established SMART goal for the 2025–26 SY. At least 70% of students who receive ADSIS reading intervention services in the middle school will achieve at least 20% growth from the beginning to the end of the year on the IXL nationally normed reading screener.

All Students Ready for Career and College

Goal
Provide the established SMART goal for the 2025–26 SY. Each year, at least 90% of graduating students will have taken either the ACT or SAT, and a minimum of 70% of those students' scores will exceed the state- average score.

All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal
Provide the established SMART goal for the 2025–26 SY. The SCPA upper school will implement support to maintain a graduation rate of at least 90% for the class of 2026.

All Students Prepared to be Lifelong Learners

Goal
Provide the established SMART goal for the 2025–26 SY. Each year, at least 90% of the graduating class will have been accepted to a post-secondary institution.

4. Innovative Practices and Implementation a. Educational Philosophy

The School is based on a classical model of education. A classical model focuses on providing students with the life-long educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the “Trivium”, which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the following three stages corresponding to the general stages of a student’s cognitive development:

- **Grammar.** The first phase of the Trivium is Grammar (grade level K – 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter KNOWLEDGE.
 - By implementing a liberal arts curriculum through the Core Knowledge Sequence, the Lower School’s purpose is to build the foundation to prepare the students for the Logic and Rhetoric stages of the classical education experience. Students will be expected to do homework on a nightly basis (even in Kindergarten). RIGGS is a phonics-based program and is the foundation of our reading program.
- **Logic.** The second phase is Logic (grade level 5 – 8). Logic focuses on a students’ ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student’s curiosity and desire to ask questions. The objective of the Logic phase is UNDERSTANDING.
 - Students in grades 5-8 participate in Logic (grades 5-7) and Logic (grade 8) instruction.
 - Increases grammar, spelling, decoding skills and vocabulary (SAT/ACT verbal testing, biology, medicine, law)
 - Foundation of Romance languages and classical literature.
 - Develops precise, analytical and logical thinking through verb conjugation, noun declension and sentence analysis
- **Rhetoric.** The final phase is Rhetoric (grade level 9 – 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students’ affinity for contradiction and argumentation. The objective of the Rhetoric phase is COMMUNICATION.
 - Seniors deliver speeches to their peers, teachers, and community as a capstone to their experience in the Upper School.
 - Students work in groups to discuss complex problems and circle up for Socratic Seminars on challenging topics.

GRAMMAR				LOGIC				RHETORIC			
K/1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	13 th
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge – Comprehension				Application – Analysis				Synthesis – Evaluation			

5. Governance & Management

Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower a board of directors to fulfill their obligations of accountability for the School. The model enables the board to focus on the larger issues, delegate with clarity, to control management’s job without meddling, to rigorously evaluate the accomplishment of the organization.

In contrast to typical board leadership, policy governance separates issues of organizational purposes from all other organizational issues. St. Croix Prep’s Board demands accomplishment of purpose and only limits the staff’s operational decisions to those which do not violate the board’s pre-stated standards of prudence and ethics.

The Board’s own purposes are defined in accordance with the roles of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to “speak with one voice”.

Dissent is expressed during the discussion preceding a vote. Once taken, the board's decisions may subsequently be changed, but are never to be undermined. The board's expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. The Board delegates with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. The Board utilizes an Executive Director; and the Board is able to hold this one position exclusively accountable.

A list of the Board members as of June 30, 2026 is provided below. Board members attend over 80% of the meetings; and all board members have fulfilled the board training requirements noted in state statute.

Name	Board Position	Group Affiliation	Date Seated	Term Expiration	Phone Number	Email Address
Terri Gulbransen	Chair	Parent	08/15/2023	06/30/2026	651-788-2602	terrigulbransen@stcroixprep.org
Bob Hajlo	Vice Chair	Community	09/20/2016	06/30/2026	952-500-0751	bobhajlo@stcroixprep.org
Danielle Smith	Treasurer	Parent	08/21/2024	06/30/2027	651-353-2085	daniellesmith@stcroixprep.org
Angela Galati	Secretary	Teacher	10/19/2021	06/30/2026	651-395-5900	angelagalati@stcroixprep.org
Heidi Gonzalez		Teacher	07/01/2025	06/30/2028	651-395-5900	heidigonzalet@stcroixprep.org
Rita Thorson		Teacher	03/28/2023	06/30/2027	612-309-6237	ritathorson@stcroixprep.org
Kristen Osberghaus		Teacher	07/01/2025	06/30/2028	651-395-5900	kirstenosberghaus@stcroixprep.org
Jeff Johnson		Parent	08/15/2023	06/30/2026	651-303-5776	jeffjohnson@stcroixprep.org
OPEN		Parent				

Board member elections are held during the last week in May of each school year. Per state statute, new board members will be seated on July 1; state required training and school specific training will be completed prior to July 1. During the 25-26 year, Madelyn Adams resigned from her board position. That position remained open until 7/1/26. In the May 2026 election, Terri Gulbransen was elected again as chair, Danielle Smith again as treasurer, Rita Thorson was elected as Vice Chair, and Heidi Gonzalez was elected as secretary. In addition, Alexander Bagwell was elected as a teacher board member in his first term. During the current year, the board members, aside from the state statute requirements, received training which included but was not limited to the following:

- Governance Training and Governance Manual Composition/Release.
- Succession Planning and Development Plan design for identified successors
- Legislative Awareness. Identification and discussion of key legislative initiatives impacting charter schools.
- Additional detailed training is noted below:

Name	Board Training
Terri Gulbransen Bob Hajlo Rita Thorson Danielle Smith Heidi Gonzalez Madelyn Adams Kirsten Osberghaus Jeff Johnson	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days Minn. Stat. 124E.05 Authorizers, specifically related to Friends of Education, terms of charter agreements, monthly compliance, network of schools, and general partnership Minn. Stat. 123B.38 School fees not authorized or prohibited Board Election – School bylaws – Article IV Section 7, Minn Stat 124E.07;

	MN Stat 13D – Open Meeting Law, Special Meetings, Emergency Meetings and Public Notification Requirements, Data Practices Requests Annual Charter School Assurances, specifically the history and circumstances of TIZA school, issues related to the separation of church and state – Minn. Stat. 124E.13 (facilities), 124E.06 (non-sectarian) and related policies (e.g. dress code, equal access, religion, and data practices) Minn. Stat. 124E.16 – Audit reports and annual report submission Minn. Stat 124E.17 – Dissemination of school information to underserved communities Strategic Planning
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6. School Management and Administration.

The administration licensure information is included as an appendix to this report.

7. Staffing

The faculty licensure information is included as an appendix to this report.

8. Finances

The School continues to show fiscal responsibility in its operations by adding to its fund balance during each fiscal year. This is being accomplished even while making strategic investments for the future growth of the School. The School has received a “clean” audit for the previous 20 years. In addition, the School has received the MDE Finance Award every year it has applied for this award. As of June 30, 2026, the School had an unassigned general fund balance of 40%. In addition, the School has maintained a line of credit (\$500,000) to account for unforeseen cash flow shortages. The School has not drawn on the line of credit in over 180 months. A copy of the School’s 2024-2025 Audit Report is on file with the State of Minnesota. The field work related to the 2025-2026 audit will occur in October 2026 and will be filed with the State of Minnesota by November 30, 2026.

9. Future Plans

This is the first year of implementing the strategic plan. This is the continuous improvement plan. This will guide our work for the next five years. [The strategic plan can be viewed here.](#)

10. Authorizer

The School is authorized by Friends of Education. Contact information for them is noted below.

Friends of Education
11100 Wayzata Blvd; Suite 800
Minnetonka, MN 55305
Executive Director: Beth Topoluk
Website: improvek-12education.org
Email: director@improvek-12education.org