

SAINT PETER PUBLIC SCHOOLS



2025-2026 School Year

About this report

The District 508 Administrative Team prepares the 2025-2026 Annual Report on Student Achievement to inform residents about progress in student learning based on standardized assessments.

Each summer, key elements of this report are reviewed by the school district's leadership teams, and the report is presented to the School Board. A copy of the report is available on the school district website (www.stpeterschools.org).

This report contains descriptions of the tests used to assess student achievement and student results on state and nationally norm-referenced tests. Also included is the assessment schedule for the 2026-2027 school year.

For more information about this report, including specific results on any district assessment, please contact Superintendent of Schools Dr. Jon Graff at (507) 934-5703.

Description of tests used to assess student achievement

District 508 uses a variety of tests to measure student achievement and performance, determine student ability, and evaluate curriculum. The following is a list of the district's tests and each measure.

- Minnesota Comprehensive Assessments (MCA-III) – The MCAs are state-developed tests in reading for students in grades 3-8 and 10, math for students in grades 3-8 and 11, and science for students in grades 5, 8, and high school. The MCAs are used to measure individual student achievement and as a systems accountability assessment. **(Pages 6-13)**
- Minnesota Comprehensive Assessments (MCA-IV) - The MCAs are state-developed tests in science for students in grades 5, 8, and high school. The MCAs are used to measure individual student achievement and as a systems accountability assessment. **(Pages 7-14)**
- Assessing Comprehension and Communication in English State to State (ACCESS for ELLs) – This test addresses the academic English language proficiency (ELP) standards at the core of the World-Class Instructional Design and Assessment (WIDA) Consortium's approach to instructing and evaluating the progress of English Language Learners (ELLs). **(Page 13)**
- Minnesota Test of Academic Skills (MTAS-III) – The MTAS, based on alternate achievement standards, is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum. **(Page 13)**
- The ACT® is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. **(Page 14)**
- FastBridge Learning - FastBridge is a comprehensive assessment system with both Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) to rapidly screen, diagnose, monitor, and inform math and reading instruction to provide actionable data for teachers. FastBridge also has a screening call called mySAEBRS. mySAEBRS (my Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those at risk for social-emotional behavior (SEB) problems.

North Star Report - Minnesota's Accountability and Recognition Metric

The North Star system uses five indicators. When identifying schools and districts, these are organized into three stage indicators. Stage 1 looks at math achievement, reading achievement, and progress toward English language proficiency. Stage 2 looks at math and reading progress indicators, four-year and seven-year graduation rates in high schools, and all four indicators in districts. Stage 3 looks at consistent attendance.

The Minnesota Department of Education will use the results from the North Star Report to focus on schools and districts in a wide range of areas. Though the Department of Education will begin with the indicators used to identify schools and districts for support, they have expanded to recognize success in other areas. This information will come out later. There is a chance that some buildings in our district will again receive recognition for achievement in the top 5% of schools in one or more areas of the North Star report. Some schools in the Big South Conference did get placed on the accountability list. No schools in Saint Peter Public Schools were placed on the accountability list.

Stage 1

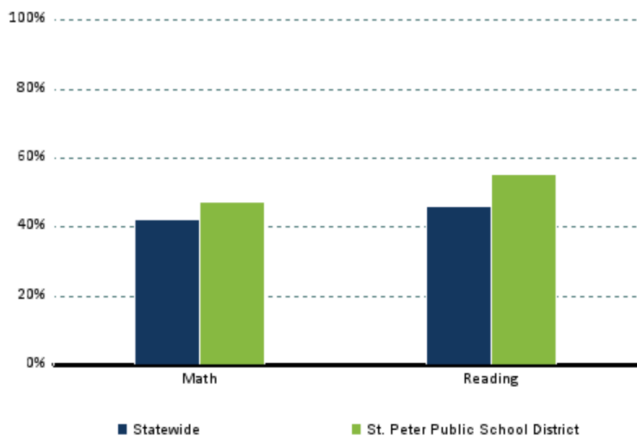
Academic Achievement

These are the students who have met or exceeded standards on state tests. All students who meet enrollment criteria are included, whether or not they have a valid score.

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

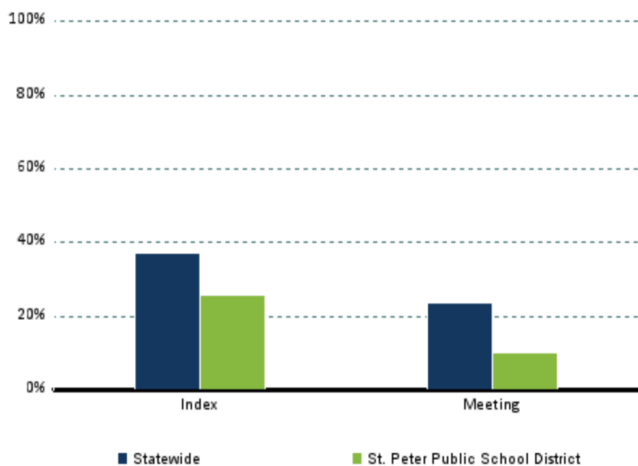
All students who meet enrollment criteria are included, whether or not they have a valid score.



Progress Toward English Language Proficiency

"Index" is the average amount of progress English learners made toward their individual goals on a test of English language proficiency.

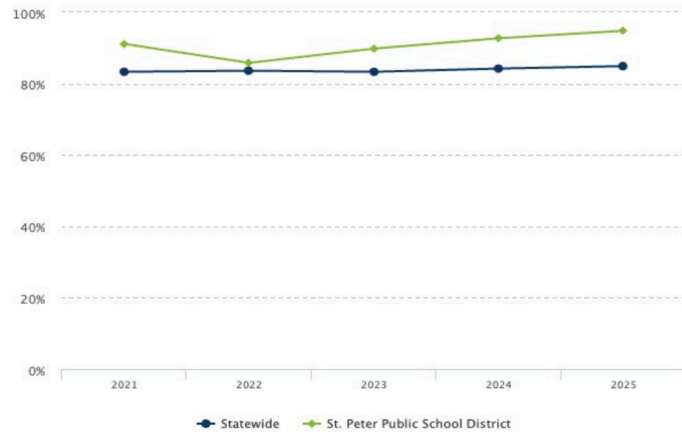
"Meeting" is the percentage of English learners who reached or went past their target.



Stage 2

Graduation Rate Trend

Graduation Rate Trend

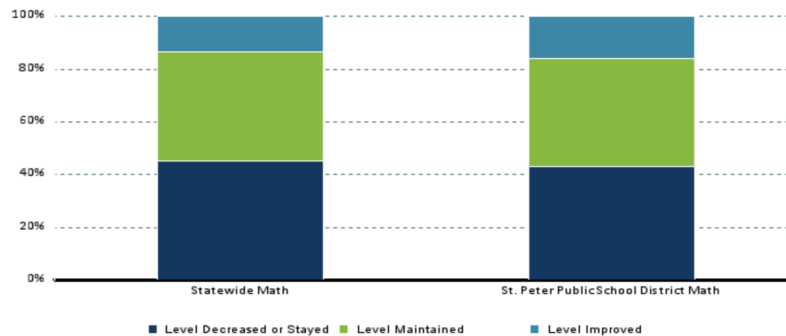


Organization	Year	Graduated count	Graduated %
Statewide	2021	57,137	83.3%
Statewide	2022	58,586	83.6%
Statewide	2023	58,293	83.3%
Statewide	2024	59,720	84.2%
Statewide	2025	61,935	84.9%
St. Peter Public School District	2021	173	91.1%
St. Peter Public School District	2022	139	85.8%
St. Peter Public School District	2023	158	89.8%
St. Peter Public School District	2024	178	92.7%
St. Peter Public School District	2025	164	94.8%

Academic Progress

Academic Progress

Academic progress measures whether students' achievement levels are improved or maintained. The Average Progress Score in the table uses points generated based on changes in achievement levels and is the number used when identifying schools for support.



Subject	Organization	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count	Achievement Level Maintained Rate	Achievement Level Maintained Count	Achievement Level Improved Rate	Achievement Level Improved Count	Average Progress Score
Math	Statewide	45.07%	132,867	41.60%	122,660	13.33%	39,295	1.83
	St. Peter Public School District	43.24%	294	40.74%	277	16.03%	109	1.94

Note: It is not recommended to compare average progress scores between math and reading, across schools or across districts. Schools with lower proficiency rates have the possibility to earn more points. To make comparisons across subjects, schools or districts, it is recommended that the percentages of students maintaining level and improving levels be compared.

Academic Progress Points

The table below is actually used for calculating the average progress score for each school and district for identification purposes. Each cell represents the multiplier used in the accountability calculation.

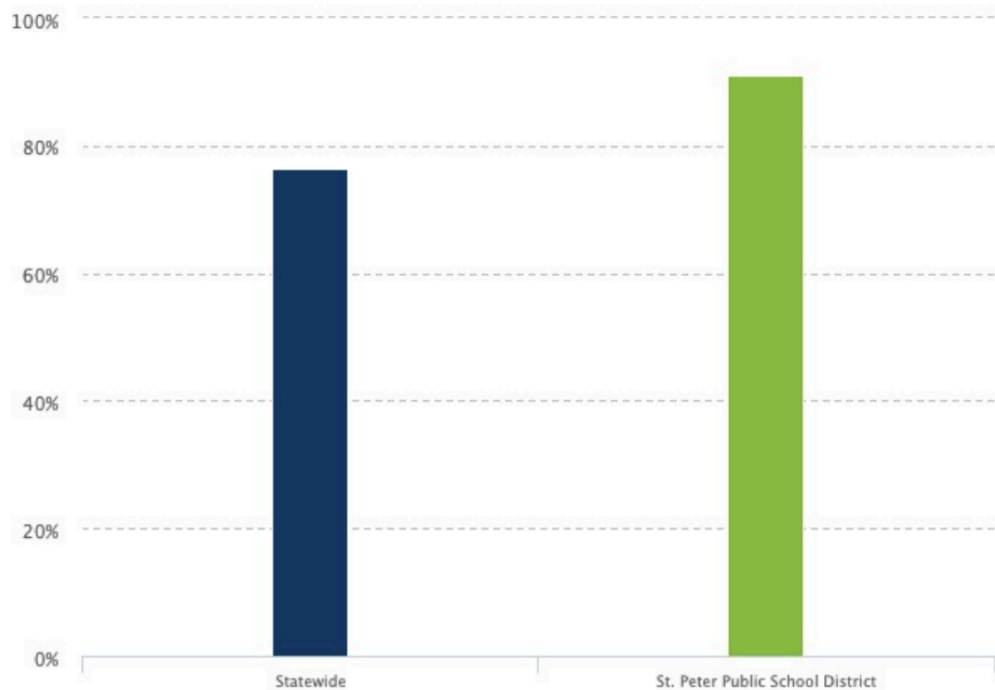
<u>Last Year Status</u>	<u>This Year Does Not Meet</u>	<u>This Year Partially Meets</u>	<u>This Year Meets</u>	<u>This Year Exceeds</u>
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

Stage 3

Consistent Attendance

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.

Consistent Attendance



	Statewide	St. Peter Public School District
Consistent attendance	76.5%	91.1%
Count consistently attending	600,274	1,723
Total	784,687	1,891

SPPS Proficiency Levels Sees Achievement Increase in Various Grades Tested

The MCA/MTAS measures student performance on the Minnesota Academic Standards, which define what students should know and be able to do in a particular grade. Students earn a score that falls into one of four achievement levels: 1) does not meet the standards, 2) partially meets the standards, 3) meets the standards, and 4) exceeds the standards. Students who meet or exceed the standards are considered proficient in the subject area.

Math: The 2026 MCA/MTAS Math results for District 508 show strong early-grade performance and weaker results in the middle and upper grades. The district outperformed the state in grades 3, 4, and 8, with an especially large 22.9-point lead in grade 4 (78.1% vs. 55.2%) and an 11.1-point lead in grade 8. Grade 3 also exceeded the state by 7.3 points. However, the district trailed the state in grades 5, 6, 7, and 11. Grade 11 shows the largest gap, at 13.1 points below the state (31.8% vs. 44.9%), followed by grade 7 (-4.9), grade 5 (-3.9), and grade 6 (-2.4).

Reading: District 508 outperformed the state in Reading in six of the seven grades tested. The strongest results were in grade 4 (+15.6 points) and grade 10 (+14.2 points), with grade 8 also well ahead (+7.5). Grades 3, 5, and 6 exceeded the state by 6.2, 6.2, and 3.2 points. The one area of concern is grade 7, where the district was 1.8 points below the state (41.7% vs. 43.5%). Grade 7 is also the lowest-performing grade in the district.

Science: Science results are mostly positive. The district exceeded the state average in grade 5 by 9.7 points (35.6% vs. 25.9%) and in grade 8 by 1.5 points (18.2% vs. 16.7%). High school science was the exception, where the district fell 3.5 points below the state (31.8% vs. 35.3%). Grade 8 remains a low-proficiency grade overall, even though it beat the state.

2026 MCA/MTAS Math – % of Students Proficient or Better

Grade	3	4	5	6	7	8	11
District 508	65.2%	78.1%	41.0%	37.1%	35.4%	53.4%	31.8%
Statewide	57.9%	55.2%	44.9%	39.5%	40.3%	42.3%	44.9%
Difference	7.3%	22.9%	-3.9%	-2.4%	-4.9%	11.1	-13.1%

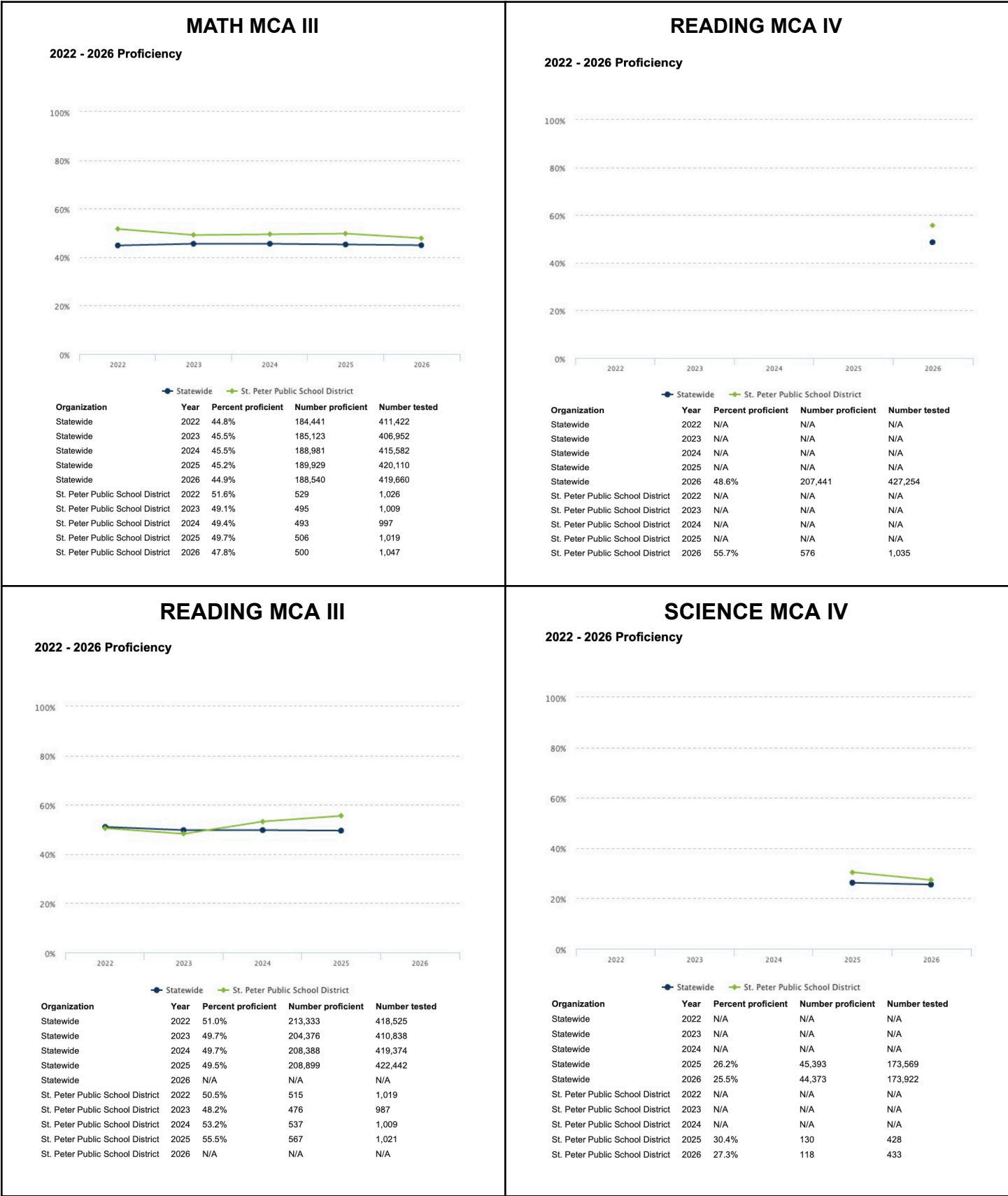
2026 MCA/MTAS Reading – % of Students Proficient or Better

Grade	3	4	5	6	7	8	10
District 508	52.3%	64.4%	60.7%	56.6%	41.7%	57.5%	56.7%
Statewide	46.1%	48.8%	54.5%	53.4%	43.5%	50%	42.5%
Difference	6.2%	15.6%	6.2%	3.2%	-1.8%	7.5%	14.2%

2025 MCA/MTAS Science – % of Students Proficient or Better

Grade	5	8	High School
District 508	35.6%	18.2%	31.8%
Statewide	25.9%	16.7%	35.3%
Difference	9.7%	1.5%	-3.5%

The following **four** graphs show the percentages of District 508 students who scored proficient on all accountability tests in math, reading, and science over the **last five years**. The Reading and Science MCA IV now includes a data point based on the 2019 Minnesota Academic Standards.



Cohort Trends - Percentage of students who are proficient on the MCA/MTAS tests

MATH

	2021	2022	2023	2024	2025	2026
Grade 3 Math MCA/MTAS	72.8%	75.8%	72.4%	69%	76%	65.2%
Grade 4 Math MCA/MTAS	54.5%	74.3%	70.4%	68.3%	69.4%	78.1%
Grade 5 Math MCA/MTAS	40.8%	42.2%	56.2%	41.8%	42.8%	41.0%
Grade 6 Math MCA/MTAS	31.1%	44.6%	41.4%	49.7%	30.7%	37.1%
Grade 7 Math MCA/MTAS	39.7%	36.6%	46.4%	39.2%	43.6%	35.4%
Grade 8 Math MCA/MTAS	36.7%	50.0%	33.6%	52.4%	46.1%	53.4%
Grade 9 Math MCA/MTAS	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10 Math MCA/MTAS	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 Math MCA/MTAS	37.1%	44.2%	32.4%	25%	39.5%	31.8%

READING

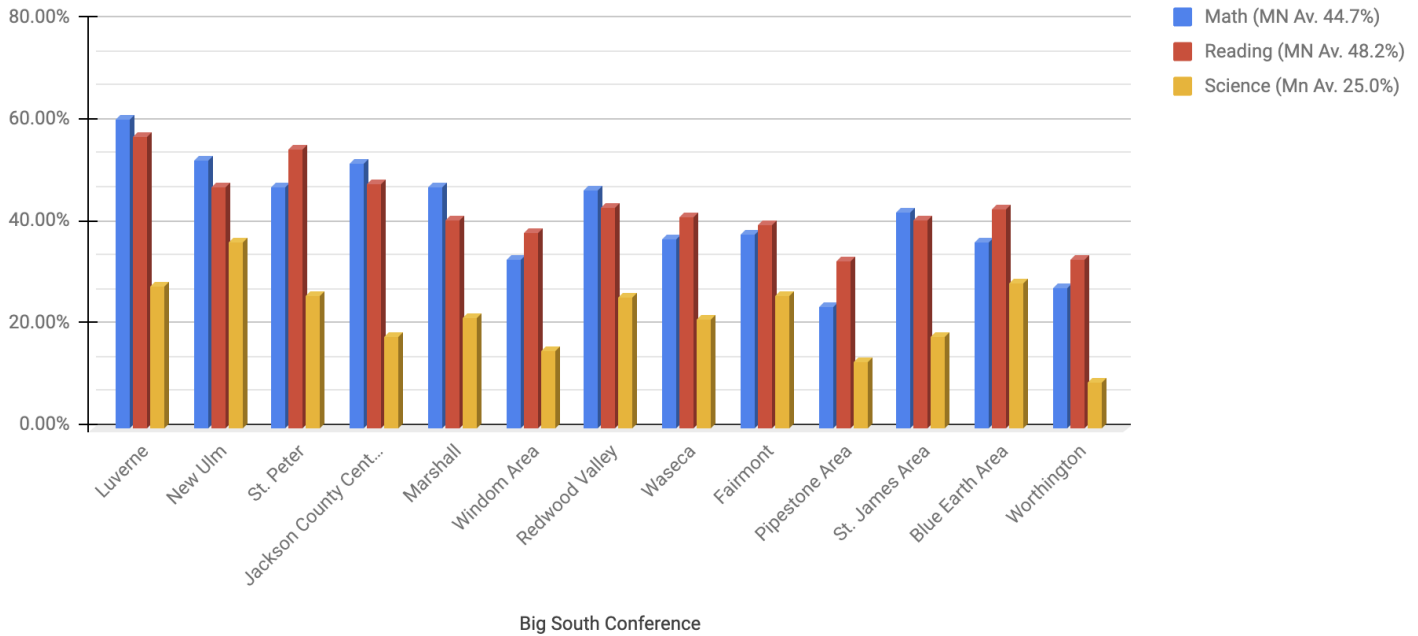
	2021	2022	2023	2024	2025	2026*
Grade 3 Reading MCA	46.9%	55%	50.7%	53.6%	59.3%	52.5%
Grade 4 Reading MCA	45.5%	51%	51.2%	47.5%	56.3%	64.4%
Grade 5 Reading MCA	54.3%	56.2%	55.5%	54.5%	61%	60.7%
Grade 6 Reading MCA	42.4%	51.9%	48.6%	64.4%	62%	56.6%
Grade 7 Reading MCA	48.7%	41.7%	45.7%	41.1%	58.2%	41.7%
Grade 8 Reading MCA	48.2%	47.1%	40.5%	50.7%	45.5%	57.5%
Grade 9 Reading MCA	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10 Reading MCA	62.7%	56.8%	52.4%	59.9%	52.4%	56.7%

SCIENCE

	2021	2022	2023	2024	2025*	2026
Grade 5 Science MCA	34.9%	48.0%	52.4%	51.5%	25.4%	35.6%
Grade 8 Science MCA	25.7%	34.9%	20.1%	34.1%	17.5%	18.2%
Grade 10 Science MCA	52.6%	62.3%	50.7%	41.1%	47%	31.8%

Big South Conference MCA/MTAS Ranking

Big South Conference 2025-2026 Academic Proficiency



Big South Conference, Exemplar, and Similar Districts

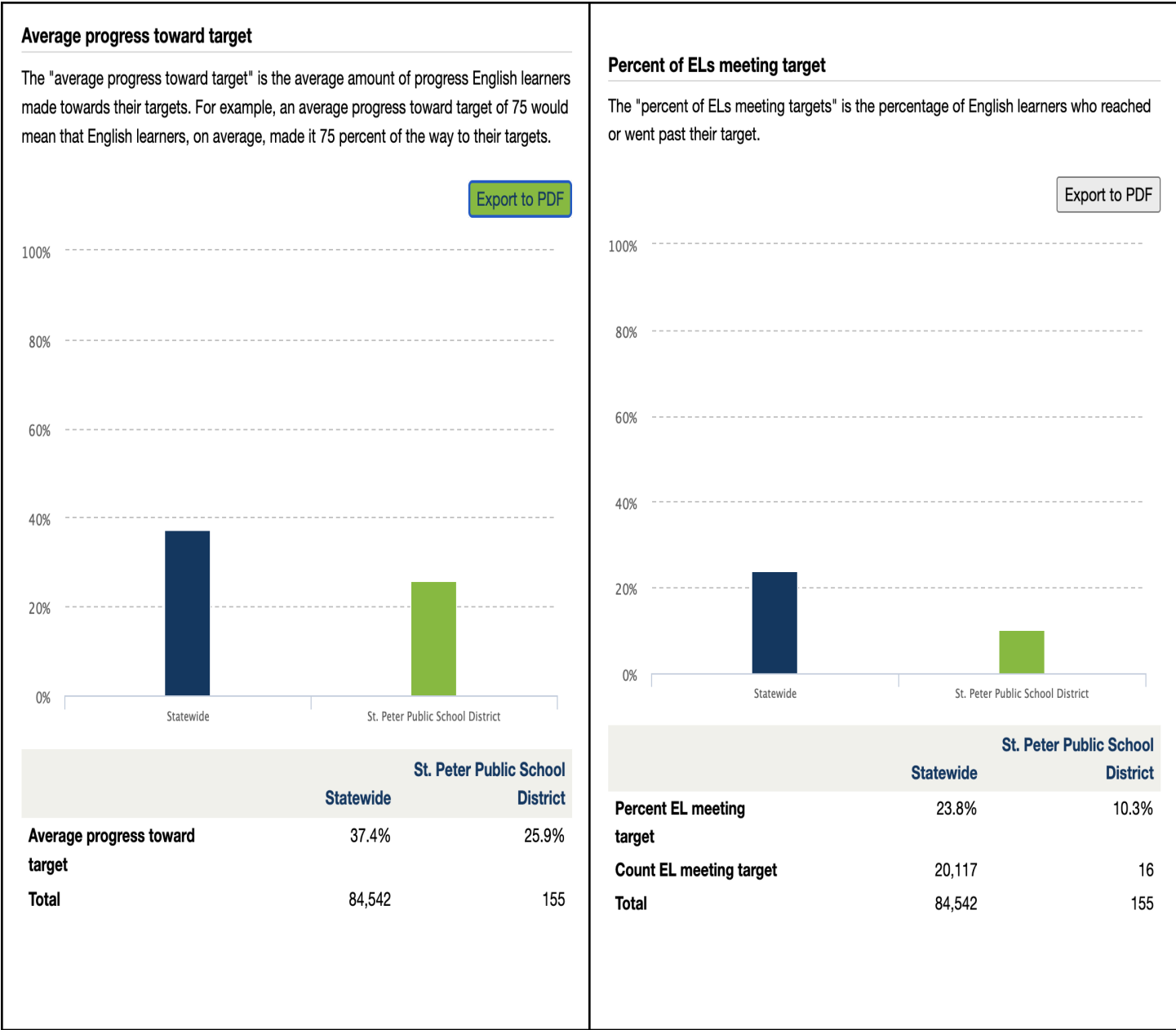
Big South Conference	Math (MN Av. 44.7%)	Reading (MN Av. 48.2%)	Science (Mn Av. 25.0%)	Overall (Mn Av. 39.3%)
Luverne	60.7%	57.2%	27.80%	49.7%
New Ulm	52.80%	47.4%	36.5%	48.6%
St. Peter	47.3%	55.0%	26.1%	42.8%
Jackson County Central	52.0%	48.2%	18.0%	39.4%
Marshall	47.3%	41.0%	21.6%	36.6%
Windom Area	33.1%	38.4%	15.4%	29.0%
Redwood Valley	46.9%	43.3%	25.8%	38.7%
Waseca	37.1%	41.6%	21.5%	33.4%
Fairmont	38.0%	40.1%	26.1%	34.7%
Pipestone Area	23.9%	33.0%	13.1%	23.3%
St. James Area	42.6%	40.9%	17.9%	33.8%
Blue Earth Area	36.7%	43.1%	28.7%	36.2%
Worthington	27.5%	33.1%	9.1%	23.2%
Exemplar Districts				
Minnetonka	73.2%	72.9%	46.7%	64.3%
Westonka	75.7%	79.0%	42.3%	65.7%
Edina	72.5%	75.4%	55.2%	67.7%
Mahtomedi	67.9%	66.4%	35.2%	56.5%
St. Peter	47.3%	55.0%	26.1%	42.8%
Similar Districts				
St. Peter	47.3%	55.0%	26.1%	42.8%
Detroit Lakes	50.2%	52.2%	31.0%	44.5%
Glencoe-Silver Lake	46.2%	41.0%	17.4%	34.9%
Cloquet	47.6%	51.5%	25.5%	41.5%
Owatonna	41.7%	45.1%	20.2%	35.7%
Albert Lea	29.6%	33.0%	17.4%	26.7%

SPPS English Learners are considerably above the state average with Language Acquisition

The ACCESS for MLLs and Alternate ACCESS for MLLs are the assessments developed by the WIDA consortium and administered to English learners to measure progress toward meeting Minnesota’s standards for English language development, developed by the WIDA consortium.

Most English learners will take the ACCESS for MLLs, but English learners who received special education services and met the participation guidelines may take the Alternate ACCESS for MLLs.

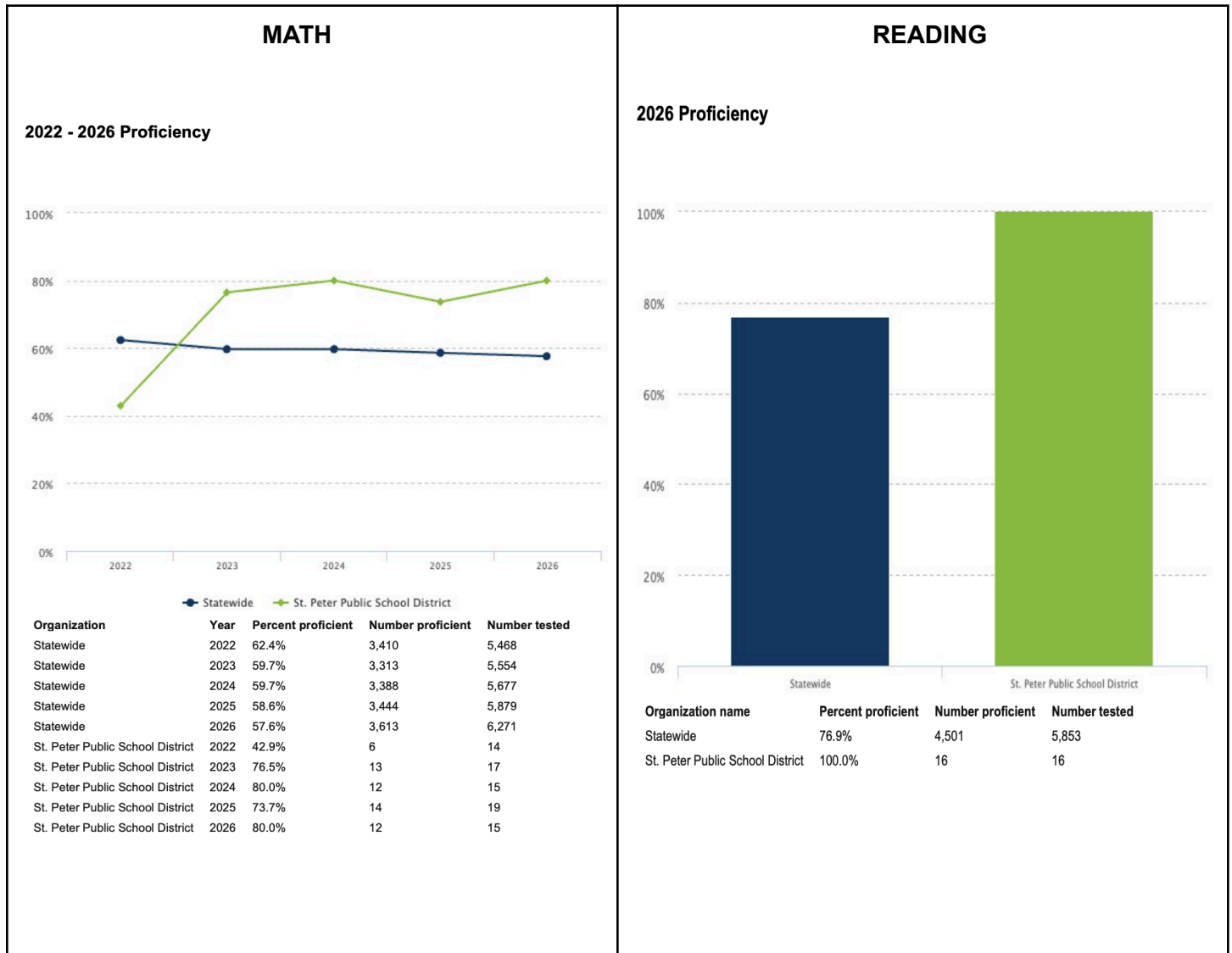
Saint Peter Public Schools has five licensed MLL teachers teaching language acquisition skills. Language acquisition has two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of the home language. Babies listen to the sounds around them, imitate them, and eventually start producing words. Second-language acquisition assumes knowledge of a first language. It encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.



Learning Benchmarks for All Students

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. It is part of the Minnesota assessment program.

The MTAS is administered to students in the subjects of math, reading, and science. In 2026, 80% of the students who took the math MTAS met or exceeded proficiency. In reading, 100% of our students met proficiency. (No science MTAS scores were calculated as a low number of students took the assessment in grades 5, 8, and HS.)



SPPS Offers the ACT to All Juniors

Saint Peter High School students performed slightly below the Minnesota state average on the 2025 ACT. The school's composite score was 1.2 points lower than the state average.

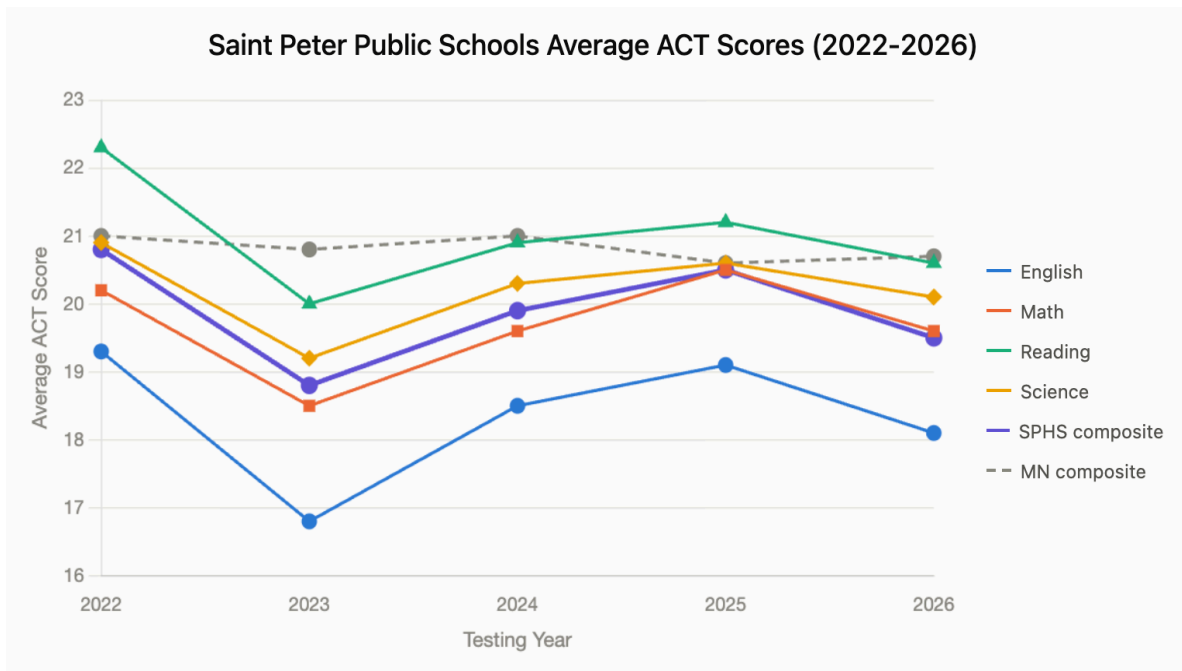
The school's scores in **math and English** were notably lower than the state average, suggesting areas where students might benefit from additional support or resources.

Reading and Science: Saint Peter High School performed closer to the state average in Reading and science, indicating that students are generally on par with their peers statewide.

In 2026, Saint Peter tested 162 students on the ACT, 24 more than last year and the most in five years, reflecting broader access to college readiness. While scores dipped slightly from 2025's strong results, a common pattern when participation expands, Reading (20.6) and Science (20.1) remained solid.

SPPS ACT Average Scores

Testing Year	Number of Students Tested	English	Math	Reading	Science	SPHS Composite	MN Composite
2022	143	19.3	20.2	22.3	20.9	20.8	21
2023	140	16.8	18.5	20	19.2	18.8	20.8
2024	119	18.5	19.6	20.9	20.3	19.9	21
2025	138	19.1	20.5	21.2	20.6	20.5	20.6
2026	162	18.1	19.6	20.6	20.1	19.5	20.7



The national average ACT composite score for the 2026 is 19.4

*The scores in the above chart indicate the initial scores from students in grade 11. Many students at SPHS retake the ACT, and our average (mean) scores increase for graduating students.

Saint Peter ISD 508 District Testing and Assessment Calendar 2026 - 2027

Saint Peter Public Schools' testing and assessment program incorporates statewide testing, local standardized testing, and classroom assignments and observations to provide a complete profile of student achievement and curricular strengths and weaknesses. Compared to both national norms and statewide test results, Saint Peter students perform exceedingly well.

[Detailed Assessment Schedule here](#)

When	Who	What	Why	Test Duration
August TBD	Grades 11, 12	SAT	College Entrance exam	4 hours
August 31 - October 2	Grades K - 11	FAST Reading and Math	Local standardized assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
October 28	Grades 10 and 11	PSAT	Optional assessment to determine qualification for the National Merit Scholarship Program	2 Hours 45 min
January 4 - February 12	Grades K - 11	FAST Reading and Math	Local standardized assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
February 1 - March 26	K-12 ELL Students (online and paper/pencil)	WIDA Access ELL Alternate Access ELL	Federally mandated test for ELL students	30-90 min per section
February 2 - 13	Grade 4 - 12	Capti		
March 8 - May 7	<u>Reading</u> Grades 3 - 8 and 10 <u>Math</u> Grades 3 - 8 and 11	MCA Reading, Math	State-mandated test of academic standards	120-240 min reading

March 8 - May 7	Grades 3-8, reading & math Grade 10 - reading Grade 11 - math High school biology year - science	MTAS Reading, Math and Science	State-mandated test of academic standards for special education students	
March 8 - May 7	Grades 5 & 8 High school biology year - science	MCA Science	State-mandated test of academic standards	60-120 min science
April 28	Grade 11, 12	ASVAB	Military Entrance Exam	3 hours
April 28	Grade 11	ACT	College and Career Readiness and Entrance Exam-optional, offered to all 11th grade students	4 hours
April 28	Grade 10	Pre ACT	College and Career Readiness and Entrance Exam	4 hours
May 1 - 29	Grades K-12	FAST Reading and Math	Local standardized assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
May TBD	11, 12	AP Chemistry	College-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	4 hour Noon - 4
May TBD	11,12	AP Physics	College-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	4 hour Noon-3:45
May TBD	11	AP History	College-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	3 hour 8-11

May TBD	11,12	AP Calc	College-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	4 hour 8-noon
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* MCA Reading, Math and Science Assessments will be administered online unless modifications are required for special programming.
All MCA student reports will be shared with parents via mail or conferences in the fall of the subsequent year.

MCA Tests

These tests help schools and districts measure student progress toward the state's academic standards. The tests are given in grades 3-8, 10 and 11. The science MCA's are administered in grades 5, 8 and 10th grade in our high school. The high school science test is life science, given at the end of the school year when students finish Biology.

FAST Tests

Local Standardized Assessment used to benchmark and monitor student learning and inform teacher instruction