SAINT PETER PUBLIC SCHOOLS

Saints

LEARNING MATTERS

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

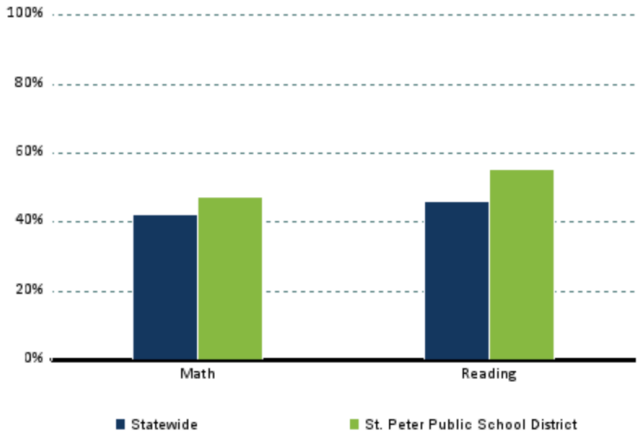
Academic Achievement

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.

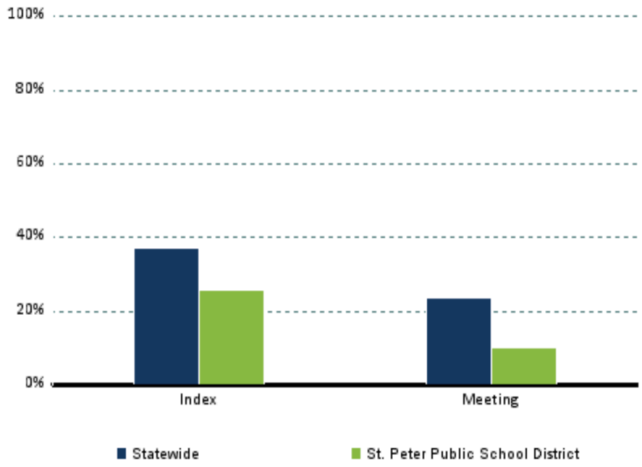


Organization	Math Rate	Math Numerator Count	Math Count	Reading Rate	Reading Numerator Count	Reading Count
Statewide	42.17%	186,729	442,730	46.23%	206,055	445,651
St. Peter Public School District	47.19%	497	1,053	55.21%	572	1,036

Progress Toward English Language Proficiency

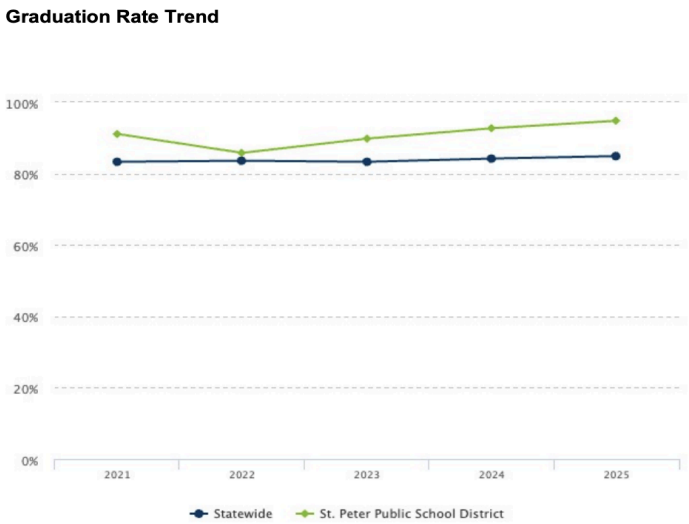
"Index" is the average amount of progress English learners made toward their individual goals on a test of English language proficiency.

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



Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count
Statewide	37.42	84,542	23.79%	20,117
St. Peter Public School District	25.91	155	10.32%	16

Graduation Rate Trend

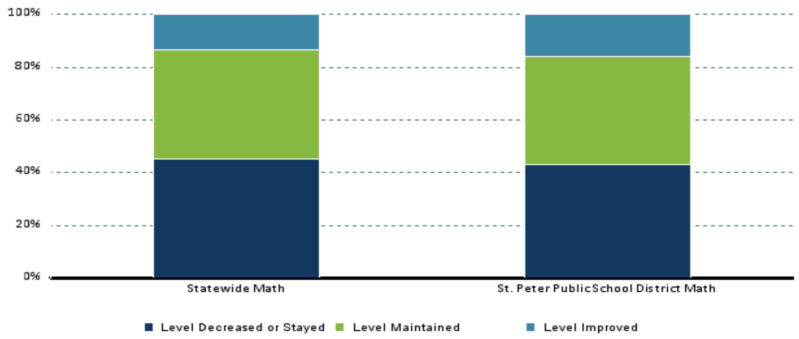


Organization	Year	Graduated count	Graduated %
Statewide	2021	57,137	83.3%
Statewide	2022	58,586	83.6%
Statewide	2023	58,293	83.3%
Statewide	2024	59,720	84.2%
Statewide	2025	61,935	84.9%
St. Peter Public School District	2021	173	91.1%
St. Peter Public School District	2022	139	85.8%
St. Peter Public School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

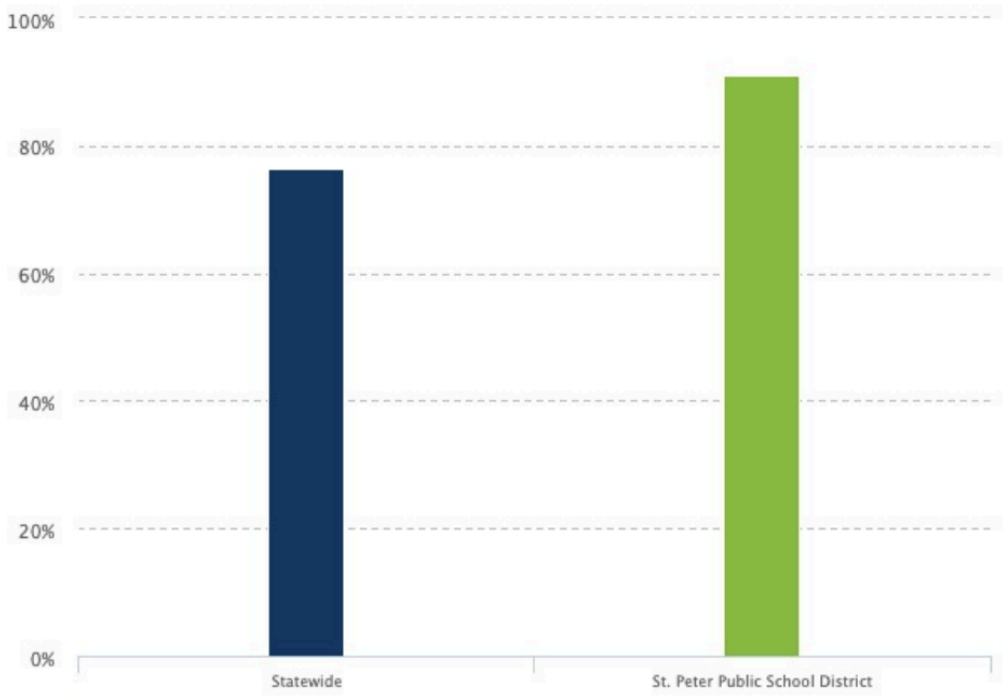
Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

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%

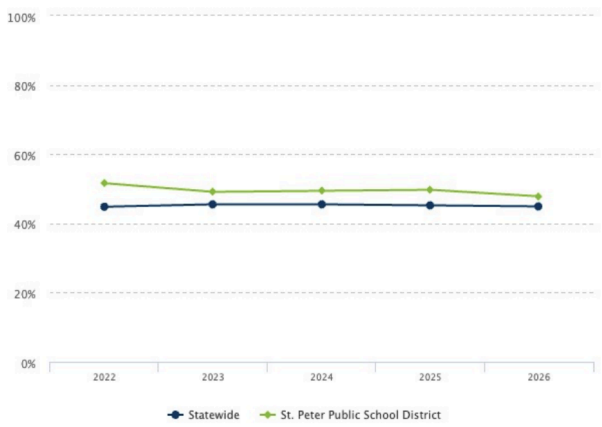
2025 MCA/MTAS Science – % of Students Proficient or Better

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.

MATH MCA III

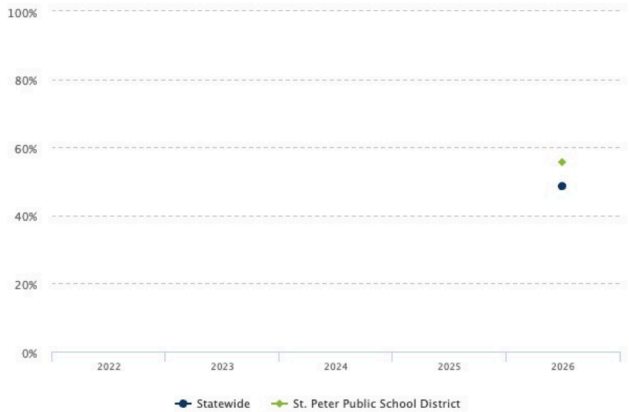
2022 - 2026 Proficiency



Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2022	44.8%	184,441	411,422
Statewide	2023	45.5%	185,123	406,952
Statewide	2024	45.5%	188,981	415,582
Statewide	2025	45.2%	189,929	420,110
Statewide	2026	44.9%	188,540	419,660
St. Peter Public School District	2022	51.6%	529	1,026
St. Peter Public School District	2023	49.1%	495	1,009
St. Peter Public School District	2024	49.4%	493	997
St. Peter Public School District	2025	49.7%	506	1,019
St. Peter Public School District	2026	47.8%	500	1,047

READING MCA IV

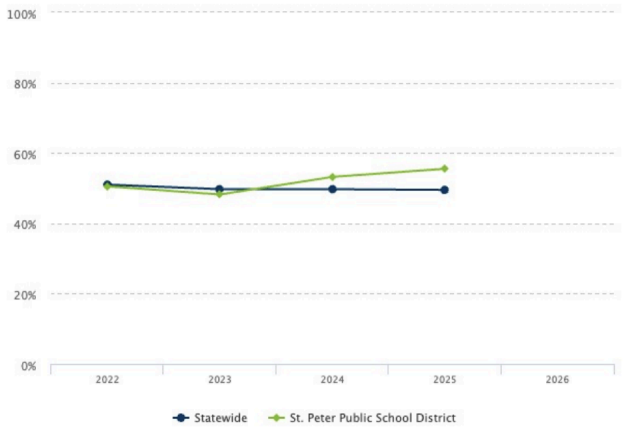
2022 - 2026 Proficiency



Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2022	N/A	N/A	N/A
Statewide	2023	N/A	N/A	N/A
Statewide	2024	N/A	N/A	N/A
Statewide	2025	N/A	N/A	N/A
Statewide	2026	48.6%	207,441	427,254
St. Peter Public School District	2022	N/A	N/A	N/A
St. Peter Public School District	2023	N/A	N/A	N/A
St. Peter Public School District	2024	N/A	N/A	N/A
St. Peter Public School District	2025	N/A	N/A	N/A
St. Peter Public School District	2026	55.7%	576	1,035

READING MCA III

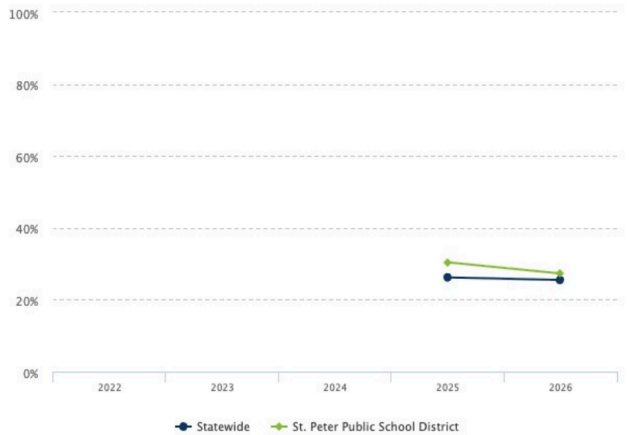
2022 - 2026 Proficiency



Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2022	51.0%	213,333	418,525
Statewide	2023	49.7%	204,376	410,838
Statewide	2024	49.7%	208,388	419,374
Statewide	2025	49.5%	208,899	422,442
Statewide	2026	N/A	N/A	N/A
St. Peter Public School District	2022	50.5%	515	1,019
St. Peter Public School District	2023	48.2%	476	987
St. Peter Public School District	2024	53.2%	537	1,009
St. Peter Public School District	2025	55.5%	567	1,021
St. Peter Public School District	2026	N/A	N/A	N/A

SCIENCE MCA IV

2022 - 2026 Proficiency



Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2022	N/A	N/A	N/A
Statewide	2023	N/A	N/A	N/A
Statewide	2024	N/A	N/A	N/A
Statewide	2025	26.2%	45,393	173,569
Statewide	2026	25.5%	44,373	173,922
St. Peter Public School District	2022	N/A	N/A	N/A
St. Peter Public School District	2023	N/A	N/A	N/A
St. Peter Public School District	2024	N/A	N/A	N/A
St. Peter Public School District	2025	30.4%	130	428
St. Peter Public School District	2026	27.3%	118	433

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%

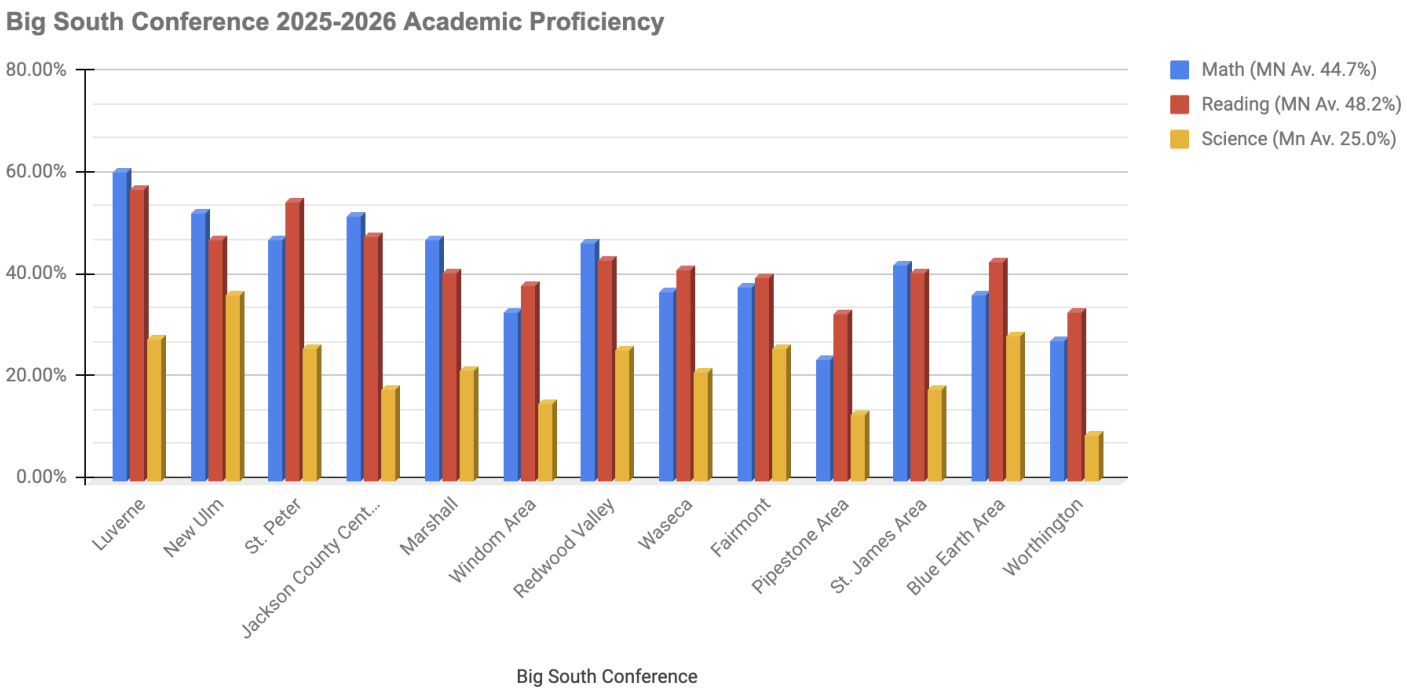
READING

	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, 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%

English Language Learners - ACCESS Assessment

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.

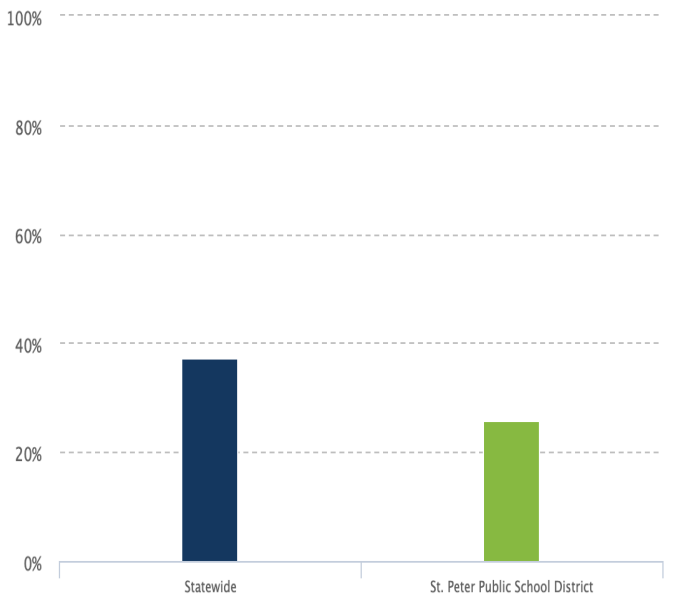
Most English learners will take the ACCESS for MLLs, but English learners who received special education services and met the participation guidelines may take the Alternate ACCESS for MLLs.

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.

Average progress toward target

The "average progress toward target" is the average amount of progress English learners made towards their targets. For example, an average progress toward target of 75 would mean that English learners, on average, made it 75 percent of the way to their targets.

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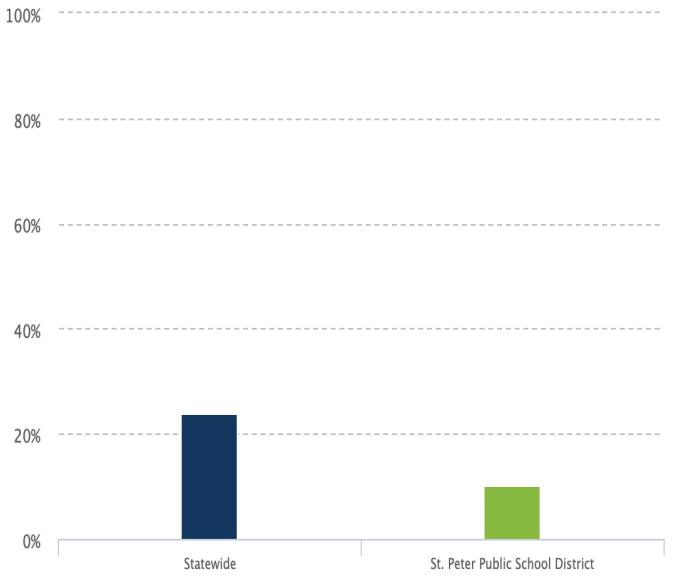


	Statewide	St. Peter Public School District
Average progress toward target	37.4%	25.9%
Total	84,542	155

Percent of ELs meeting target

The "percent of ELs meeting targets" is the percentage of English learners who reached or went past their target.

Export to PDF



	Statewide	St. Peter Public School District
Percent EL meeting target	23.8%	10.3%
Count EL meeting target	20,117	16
Total	84,542	155

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.)

MATH

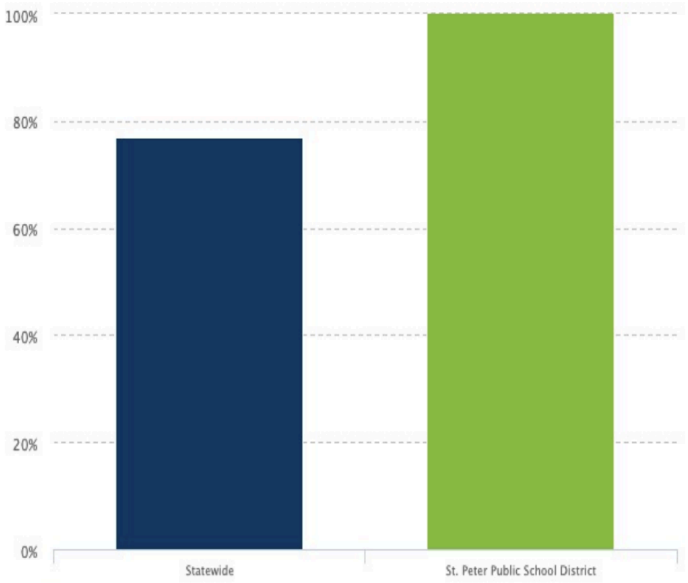
2022 - 2026 Proficiency



Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2022	62.4%	3,410	5,468
Statewide	2023	59.7%	3,313	5,554
Statewide	2024	59.7%	3,388	5,677
Statewide	2025	58.6%	3,444	5,879
Statewide	2026	57.6%	3,613	6,271
St. Peter Public School District	2022	42.9%	6	14
St. Peter Public School District	2023	76.5%	13	17
St. Peter Public School District	2024	80.0%	12	15
St. Peter Public School District	2025	73.7%	14	19
St. Peter Public School District	2026	80.0%	12	15

READING

2026 Proficiency



Organization name	Percent proficient	Number proficient	Number tested
Statewide	76.9%	4,501	5,853
St. Peter Public School District	100.0%	16	16

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.

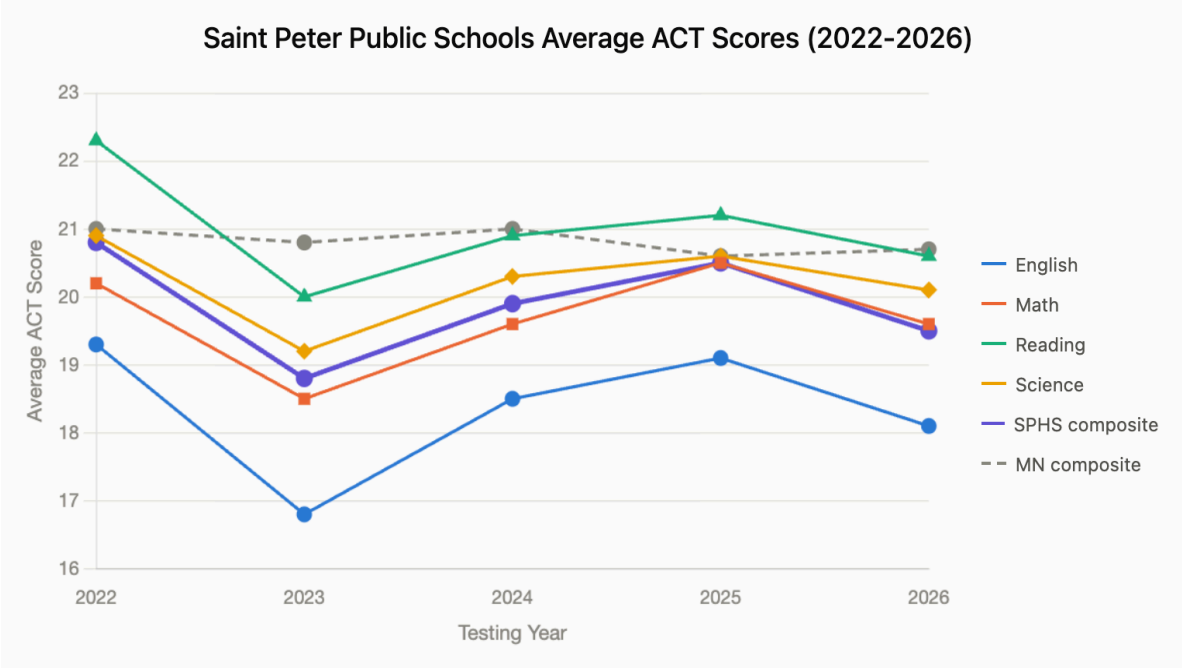
The school's scores in **math and English** were notably lower than the state average, suggesting areas where students might benefit from additional support or resources.

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	Reading Grades 3 - 8 and 10 Math 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

* 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