SAINT PETER PUBLIC SCHOOLS

Saints

LEARNING MATTERS

Comprehensive Achievement and Civic Readiness

ANNUAL REPORT

2025-2026 School Year

Saint Peter Early Childhood, South Elementary, North Elementary,
Saint Peter Middle School, Saint Peter High School, Rock Bend Area Learning Center

About this report

The 2025-2026 Comprehensive Achievement and Civic Readiness (CACR) Report documents student achievement and the strategies and initiatives the district implemented to achieve that level of achievement.

The report addresses all five educational areas outlined in the district's WBWF Plan:

1. School Readiness
2. Closing the Achievement Gap
3. Career and College Readiness for All
4. High School Graduation
5. Prepare Students to be Lifelong Learners

The strategies and initiatives outlined in **School Readiness** focus on the literacy, numeracy, self-help, and social-emotional skills that children need to be successful in kindergarten. The data points suggest that these efforts, such as the alignment of Early Childhood programming with the K-12 curriculum, the development of a PLC model, and continued training for preschool teachers, are reaping benefits. Kindergarteners who attend preschool perform significantly better than their non-preschool peers.

The **Achievement Gap** refers to the differences in academic performance between groups of students. Closing gaps in achievement and ensuring all students are performing at high levels is critical to the social and economic well-being of Saint Peter Public Schools and, ultimately, Minnesota and the nation. To understand the achievement gap, it is important to know the different types of students enrolled in Saint Peter Public Schools and the achievement of each of those groups. To truly close achievement gaps, all students should improve over time. **For those students who lag behind their peers, achievement must be accelerated.** For those students already achieving at high levels, their achievement is maintained. We have had some success in closing gaps, but Saint Peter Public Schools still have more work to do. The Minnesota Department of Education and our school district are working on initiatives to ensure all students are performing at high levels.

That all students graduate from Saint Peter High School career and college ready, prepared to enter the next phase of learning and life, is the focus of **College and Career Readiness for All**. Rigorous and relevant courses are at the heart of career and college readiness. Students can take college-level, credit-generating courses in subjects such as English, science, math, world language, social studies, music, health care, and computer science. Saint Peter High School is preparing for growth in Career and Technical Education areas, as well. Beginning with the Class of 2029, qualifying students will have the opportunity to earn the Minnesota Transfer Curriculum Certification. Key initiatives are the Culinary Arts program, Health Science and Agri-Science Academies, and our Metals and Manufacturing offerings. Individualized career guidance planning involved career inventory tests, college readiness exams, and additional career exploration opportunities. ACT scores, senior exit surveys, concurrent course enrollment and credits earned, and Minnesota Department of Education data regarding graduates and their college acceptance and performance show the success of these efforts.

In Saint Peter Public Schools, the **Graduation** rate goal is always that 100% of our students earn a high school diploma. Saint Peter High School's graduation rate is 10.1% above the state average, but we continue to work toward a 100% graduation rate. This report includes a closer look at the student success rates with our varied credit recovery programs.

1. School Readiness

Student Achievement Goal
88% of children who enter kindergarten in the fall of the 2025-2026 school year with word skills, number skills, fine motor, and social and emotional skills that are at or above level on the Kindergarten Entrance Checklist. **The 25-26 checklist included additional indicators.

Outcome: The goal was partially met, with the fine motor skills checklist showing 88% at or above level. The overall average in all areas was 81% of students scored at or above level on the Kindergarten Entrance Checklist.

Kindergarten Entrance Checklist
Please Note: The Fall 25-26 Entrance Checklist is an updated checklist from previous years.
Number of Students in the Data Collection: 131

82% of all incoming kindergarten students in the 24-25 school year were at or above level in **SOCIAL EMOTIONAL SKILLS**.
77% of all incoming kindergarten students in the 24-25 school year were at or above level in **WORD SKILLS.**
76 % of all incoming kindergarten students in the 24-25 school year were at or above level in **NUMBER SKILLS.**
88% of all incoming kindergarten students in the 24-25 school year were at or above level in **FINE MOTOR SKILLS.**

Strategies and Initiatives
- Alignment of Early Childhood programming with K-12
  - Early Childhood teachers meet on a regular basis to ensure that their instruction aligns with the Early Childhood Indicators of Progress and the Kindergarten Entrance Checklist.
- K Ready Program
  - K Ready programming provides an option for students who are age-eligible for Kindergarten but could benefit from an additional year of readiness. This program is a 5-day per week morning school readiness option focused on kindergarten entrance skills.
- Parental involvement opportunities
  - Opportunities for parents to visit and participate in classroom activities are encouraged throughout the preschool program. Parents are invited to attend conferences three times per year, and open communication is encouraged through email, phone calls, and shared virtual spaces such as Homeroom.
- Professional Learning Communities
  - All District Early Childhood teachers are part of a professional learning community that meets on a regular basis to review student growth and implement a plan, do, check, act cycle of instruction and intervention.
- Implementation of The Frogstreet Pre-K Curriculum beginning in the 25-26 school year.

2. Closing the Achievement Gap

Goal for 2025-2026:
By Spring 2026, Saint Peter Public Schools will reduce the FAST aReading Low-Risk achievement gap between Multilingual Learners (MLs) and non-ML students by at least 5 percentage points, decreasing the gap from the current 48.3 percentage points (based on the 2023–2025 three-year spring screening average of 14.6% ML and 62.9% non-ML Low Risk) to 43.3 percentage points or smaller. Non-ML Low-Risk students must also maintain or improve on the 62.9% average.

Outcome:
The goal was partially met. In spring 2026, 19.7% of ML students and 64.1% of non-ML students scored Low Risk on FAST aReading, narrowing the achievement gap by 3.9 percentage points, from 48.3 to 44.4 percentage points. Both groups improved over their three-year baseline averages, but the gap exceeded the target of 43.3 percentage points by 1.1 points.

Strategies and Initiatives
Interventions

- Problem-Solving Team
- Tiered instruction
- Guided Reading
- Title One
- Reading Corps
- Targeted Service Program
- Extended School Year

Professional Learning Communities

- SMART goals, examination of student work, interventions, common formative and summative assessments

District Equity Initiatives

- Focus on Core (tier 1) Instruction
- English Language Services
- Pre-K-12 District Equity Framework
- Disaggregation of achievement data at all sites
- Read and Feed Summer Program
- Children's Weekend Food Program

Comparing various student groups to their counter student group allows an analysis of achievement gaps. Please note that previous demographic codes have been changed in this report to the seven federal demographic codes below as of December 2016.

English Learners vs. Non-English Learners (goal set in this area)
Special Education vs. Non-special Education
Free/Reduced Price Lunch vs. Non-Free/Reduced Price Lunch
Migrant vs. Non-Migrant
Enrolled Oct. 1 vs. Not Enrolled Oct. 1
Contrasting Race
Contrasting Ethnicities

3. Career and College Readiness

Student Achievement Goal
The high school will continue to implement a Diploma Plus program for all SPHS graduates. The number of students graduating with high school experience in at least one of the following areas will increase by 2% during the 2025-2026 school year.

- College credits earned during high school
- MN Transfer curriculum certification
- Industry-recognized certification earned during high school
- Workplace-ready experience

Outcome:

Goal met at 2,830 college and/or career experiences. (1,912 in 2024-2025)

- **2,808 college credits earned**
  - **1,787 credits earned in 2024-2025**
- **MN Transfer curriculum began 2025-2026**
- **22 industry certifications earned**
  - **125 in 2024-2025**

Strategies and Initiatives

- Curriculum & Instruction
  - PSEO (Post-Secondary Enrollment Options)
  - Concurrent Enrollment
  - Advanced Placement Courses
  - Academy opportunities
  - Additional CTE course offerings

- Programs
  - Career Navigator - 9th grade
  - Sophomore Career Expo
  - Junior/Senior meetings for Personal Learning Plans
  - FAFSA Information night
  - College and Career Readiness Day

        - Freshman Career Interest Inventories
        - Sophomore Pre-ACT
        - Junior ACT, ASVAB
        - Senior college/career plan finalization
    - PSAT for Sophomores & Juniors
    - Xello career and college curriculum weekly during Saint's Time
    - Construct Tomorrow
    - Tour of Manufacturing
    - Student Leadership Development (Co-Curricular Program, Student Council, National Honor Society, Captain's Council)
    - Farm to School
    - Scrubs Camp
    - College Knowledge Month, including College Application Day, Senior Decision Day, College Rep visits
    - College Prep Day at Twins Game
    - Direct Admissions Program Participation

Concurrent Enrollment

Courses offered 2025-2026:

Information Technology

- SCC Foundations of Computing
- SCC Web for Business

Health Care

- SCC Health Care Core Foundations
- SCC Medical Terminology

General Education

- MSU Biology
- SCC Chemistry
- MSU Composition
- MSU Literature
- MSU Poli Sci
- MSU Psych
- MSU Public Speaking
- MSU Spanish
- MSU Health and the Environment
- MSU History
- MSU Pop Music
- SCC Pre-Calc

College credits earned 2025-2026: 2,808

Industry Certifications

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
American Welding Society	45	34	0	0	0
Pro-Start Culinary	0	0	0	117	0
Certified Nursing Assistants	12	16	13	14	8
OSHA certification					14

Credit Requirements for Graduation

	Total Credits	English	Math	Science	Social Studies	Art	PE/Health	Elective Credits
State of MN	21.5	4	3	3	3.5	1	0	7
SPHS	27	4	4	4	3.5	1	1.5	8

ACT Average Scores, 2022-2026

Testing Year	Number of Students Tested	English	Math	Reading	Science	SPHS Composite
2022	170	20	20.6	22.7	21.3	21.3
2023	162	17.7	19	20.7	19.8	19.4
2024	119	18.5	19.6	20.9	20.3	19.9
2025	138	19.1	20.5	21.2	20.6	20.5
2026	162	18.1	19.6	20.6	19.5	20.7

2024 College Going

The total number of students earning a regular high school diploma who enrolled in any institution of higher education within 16 months of graduation.

	# of students earning HS diploma	# enrolled in any IHE within 16 months	% Enrolled within 16 months
Statewide	63,209	40,331	64%
SPHS	171	112	65%

2024 College Credit Accumulation

The total number of students who graduated from high school with a regular high school diploma and enrolled in a public institution of higher education within 16 months of graduation and who earned one year of college credit within two years of enrollment in a public institution of higher learning.

	# of students enrolling in a public IHE within 16 months	# of students earning 1 year of credit within 2 years of enrollment	% earning 1 year of credit within 2 years of enrollment
Statewide	23,455	14,108	60%
SPHS	66	41	62%

4. High School Graduation

Student Achievement Goal
Saint Peter High School will increase its graduation rate from 94.3% to 95%.

Outcome
Goal met at 95.1%

Strategies and Initiatives
PreK-12 Curriculum & Instruction
- Professional Learning Community Model

Credit Recovery Programs

School Counseling Program
- Student meetings
- Plan development and monitoring

Four-Year Graduation Rate

Year	State Grad Count	State Grad %	SPHS Grad Count	SPHS grad %
2021	57,137	83.3%	162	91.5%
2022	58,586	83.6%	126	88.1%
2023	58,293	83.3%	149	92.5%
2024	59,720	84.2%	166	94.3%
2025	61,935	84.9	156	95.1

4. Prepare Students to be Lifelong Learners

Student Achievement Goal
The district will continue to develop and implement plans to teach and assess the C3 Framework in the social studies curriculum.

Outcome
The district continued to implement a social studies curriculum with emphasis on inquiry-based learning. Curricular purchases were made across all schools to support the C3 Framework.