



**SAINT PETER SCHOOL BOARD**  
**Study Session**  
**Monday, October 4, 2021**  
**Saint Peter Middle School-Media Center, 100 Lincoln**  
**Dr. , SAINT PETER, MN 56082**  
**6:45 PM**

- I. Call Meeting to Order**
- II. Consideration and Adoption of the Agenda**
- III. Annual Report on Student Achievement**
- IV. Upcoming Meetings of the School Board**
- Negotiations**

2

Tuesday, October 5, 2021  
4:45PM  
SPMS-Conference Room A/B

**Policy Review**

Tuesday, October 12, 2021  
8:30AM  
SPMS-Conference Room A/B

**Special Board Meeting**

Thursday, October 14, 2021  
6:30PM  
SPMS-Media Center

**V. Regular Board Meeting**

Monday, October 18, 2021  
6:30PM  
SPCC-Governor's Room

**VI. Special Board Meeting**

Monday, November 8, 2021  
6:30  
SPMS-Media Center

VII.

VIII. **Adjournment**



## ADDENDUM

**STUDY SESSION**  
**Monday, October 4, 2021**  
**SPMS-Media Center**  
**6:45 PM**

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### III. Annual Report on Student Achievement

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**Topic:** Annual Report on Student Achievement

**Background:** Each year the school district engages in regular and ongoing data collection and reporting to stakeholders regarding student achievement. The Annual Report on Student Assessment is a local report that identifies student performance on various assessments that are administered throughout the school system. Due to the COVID pandemic, standardized tests were not taken during the 2019-20 school year. During the 2020-2021 school year, the tests were taken but the results could not be considered a valid comparison because participation rates were low. Much of the data that we use on an ongoing basis, such as FAST testing and other local assessments provide a more accurate picture of our student achievement levels.

At tonight's study session, a brief review of standardized and other testing and assessment tools will be covered, along with a discussion on Saint Peter results in 2020-2021 and plans for student improvement.



# **ANNUAL REPORT**

## **on Student Achievement**

**2020-2021 School Year**

### About this report

The 2020-2021 Annual Report on Student Achievement is prepared by the District 508 Administrative Team 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](http://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 2021-2022 school year.

For more information about this report, including specific results on any district assessment, please contact Superintendent of Schools Bill Gronseth 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 tests the district uses and what 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 also used as a systems accountability assessment. **(Pages 7-11)**
- 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 12)**
- 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)**
- FastBridge Learning - FAST 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. **(Appendix A)**
- The ACT® is a curriculum- and standards-based educational and career planning tool that assesses students’ academic readiness for college. **(Page 14)**

**North Star Report - Due to COVID-19, 2020 & 2021 Accountability data is not available.**

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

Our most current data is from the **2018-19 school year**, 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. North Elementary School will continue to be recognized specifically in the area of students learning English as a second language. North Elementary again rated in the top 5% as compared to the rest of the Minnesota schools administering the ACCESS for ELLs. The department of education will provide context and narrative to describe how schools and districts achieved their success and North Elementary will be showcased. This information will be used to give other schools and districts ideas for ways they might add to their own success.

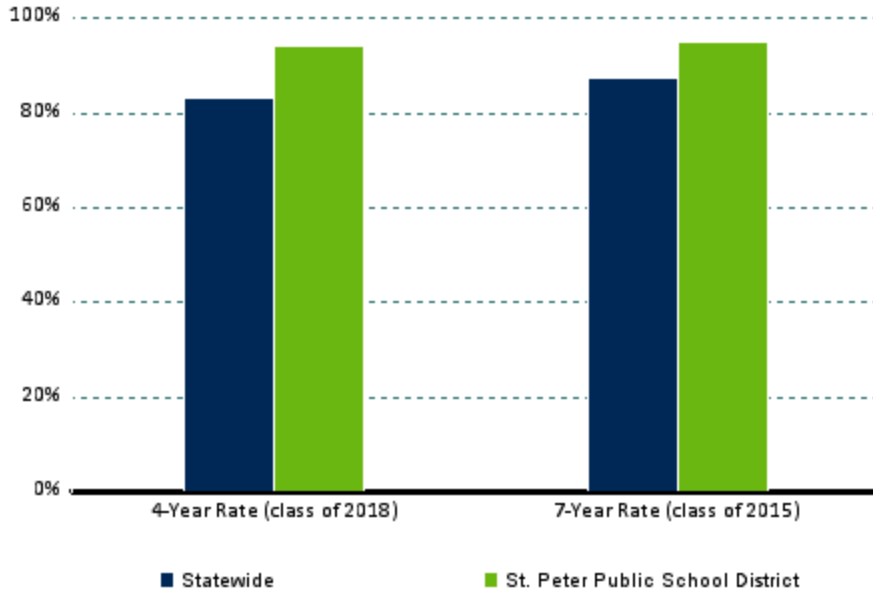
**Stage 1**

<p><u>Academic Achievement</u></p> <p>Academic achievement is the number of students demonstrating they are at grade level. It is calculated by dividing the number of students at the “Meets Standards” or “Exceeds Standards” achievement levels on state tests by the number of students in tested grades. Math achievement and reading achievement are calculated separately.</p>	<p><u>Progress Toward English Language Proficiency</u></p> <p>Progress toward English language proficiency is specific to English learners. It measures the average progress English learners make toward individual growth targets on the ACCESS for ELLs test.</p>																																				
<table border="1"> <thead> <tr> <th>Organization</th> <th>Math Rate</th> <th>Math Numerator Count</th> <th>Math Denominator Count</th> <th>Reading Rate</th> <th>Reading Numerator Count</th> <th>Reading Denominator Count</th> </tr> </thead> <tbody> <tr> <td>Statewide</td> <td>53.85%</td> <td>244,717</td> <td>454,421</td> <td>58.28%</td> <td>267,452</td> <td>458,830</td> </tr> <tr> <td>St. Peter Public School District</td> <td>59.42%</td> <td>687</td> <td>1,156</td> <td>59.19%</td> <td>695</td> <td>1,174</td> </tr> </tbody> </table>	Organization	Math Rate	Math Numerator Count	Math Denominator Count	Reading Rate	Reading Numerator Count	Reading Denominator Count	Statewide	53.85%	244,717	454,421	58.28%	267,452	458,830	St. Peter Public School District	59.42%	687	1,156	59.19%	695	1,174	<table border="1"> <thead> <tr> <th>Organization</th> <th>ELP Index</th> <th>ELP Index Count</th> <th>EL Meeting Target</th> <th>EL Meeting Target Count</th> </tr> </thead> <tbody> <tr> <td>Statewide</td> <td>61.38</td> <td>58,518</td> <td>40.13%</td> <td>23,485</td> </tr> <tr> <td>St. Peter Public School District</td> <td>73.56</td> <td>159</td> <td>56.60%</td> <td>90</td> </tr> </tbody> </table>	Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count	Statewide	61.38	58,518	40.13%	23,485	St. Peter Public School District	73.56	159	56.60%	90
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## Stage 2

### Graduation

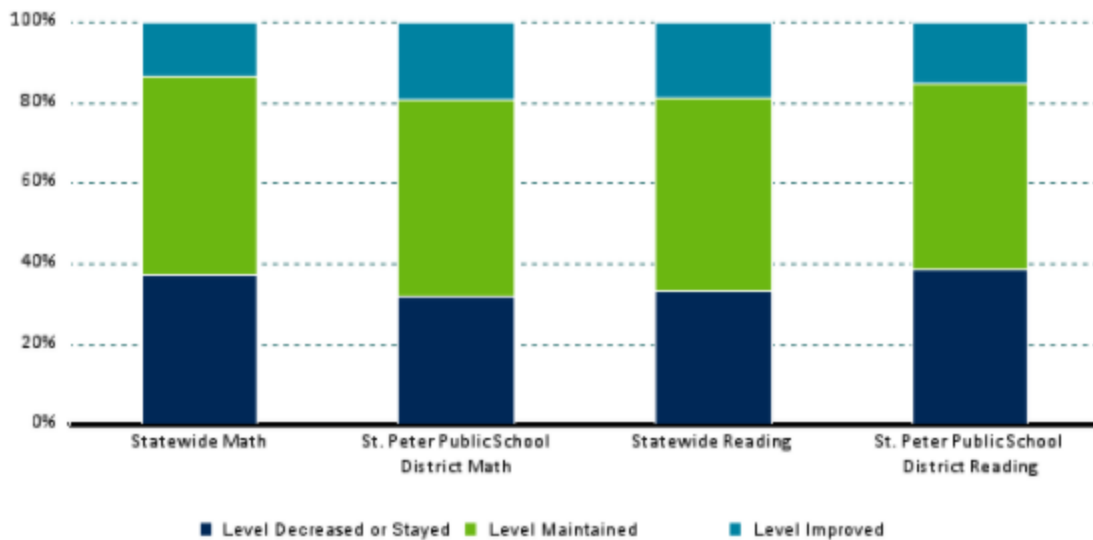
Only four and seven year rates are included in accountability determinations.



<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numerator Count</u>	<u>4-Year Denominator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numerator Count</u>	<u>7-Year Denominator Count</u>
Statewide	83.20%	55,869	67,148	87.53%	57,612	65,816
St. Peter Public School District	94.30%	149	158	95.08%	116	122

## Academic Progress

Progress measures whether students' achievement levels are improved or maintained.



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	37.24%	117,696	49.42%	156,175	13.34%	42,166	2.01
	St. Peter Public School District	31.79%	261	49.09%	403	19.12%	157	2.35
Reading	Statewide	33.06%	104,687	48.07%	152,235	18.87%	59,748	2.34
	St. Peter Public School District	38.64%	318	46.05%	379	15.31%	126	2.07

**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	Partially Meets	Meets	Exceeds
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

### Math Academic Progress

The table below represents the total number of students represented in each cell used for accountability.

<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	2	50	144
Meets	11	40	166	64
Partially Meets	17	93	54	5
Does Not Meet	141	30	4	0

### Reading Academic Progress

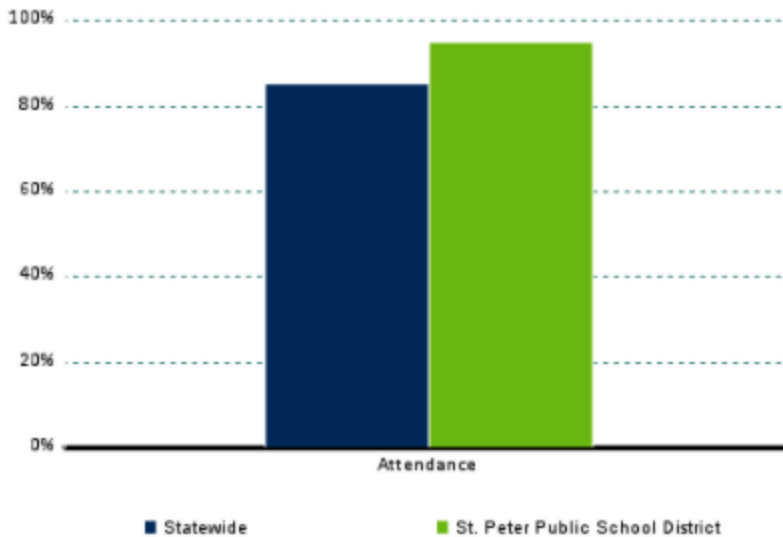
The table below represents the total number of students represented in each cell used for accountability.

<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	1	64	126
Meets	10	80	200	35
Partially Meets	41	53	50	0
Does Not Meet	122	37	4	0

## Stage 3

### Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.



<u>Organization</u>	<u>Consistent Attendance Rate</u>	<u>Consistent Attendance Numerator Count</u>	<u>Consistent Attendance Denominator Count</u>
Statewide	85.35%	676,160	792,174
St. Peter Public School District	95.21%	1,891	1,986

The Minnesota Department of Education has not stated when the next North Star report will be calculated. Values calculated include three consecutive years of data. Since none of the assessments were administered in the spring of 2020 because of the pandemic, the next year the North Star report will be the summer of 2023.

## SPPS Proficiency Levels Sees Increased Loses in Various Grades Tested

The percentage of District 508 students who scored proficient on the state reading, math, and science tests exceeded the statewide averages for only 4 out of 17 grades tested in spring 2021, according to the results of all accountability tests released by the Minnesota Department of Education. Performance on these assessments fell across the state for all students as the effects of the pandemic set in.

The MCA/MTAS are given each year to students statewide in grades 3-8 (reading and math), grades 5, 8, and high school (science), grade 10 (reading), and grade 11 (math). **Students in third grade performed very well in math proficiency as results bested the state average by double digits in that subject.** In District 508, approximately 1,000 students took the MCA/MTAS last spring. **The participation rate for students dropped 11.8% from the previous year. Statewide participation rates fell 21.1% last year.** Results for individual students will be mailed to parents in the fall.

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 to be proficient in the subject area.

(The following tables show the percentages of District 508 students who scored proficient on the reading, math, and science MCAs in 2021 compared to the statewide averages for students enrolled as of Oct. 1. The \* indicates lower than the state average participation.)

### 2021 MCA/MTAS Math – % of Students Proficient or Better

Grade	3	4	5	6	7	8	11
<b>District 508</b>	<b>72.8%</b>	<b>54.5%</b>	<b>40.8%</b>	<b>31.1%</b>	<b>39.7%</b>	<b>36.7%</b>	<b>37.1%</b>
Statewide	58.0%	54.6%	41.7%	37.8%	38.0%	40.5%	42.6%
Difference	+14.8%	-0.1%	-0.9%	-6.7%	+1.7%	-3.8%	-5.5%

### 2021 MCA/MTAS Reading – % of Students Proficient or Better

Grade	3	4	5	6	7	8	10
<b>District 508</b>	<b>46.9%</b>	<b>45.5%</b>	<b>54.3%</b>	<b>42.4%</b>	<b>48.7%</b>	<b>48.2%</b>	<b>62.7%</b>
Statewide	49.1%	50.0%	60.0%	55.7%	48.8%	50.2%	59.2%
Difference	-2.2%	-4.5%	-5.7%	-13.3%	-0.1%	-2.0%	+3.5%

### 2021 MCA/MTAS Science – % of Students Proficient or Better

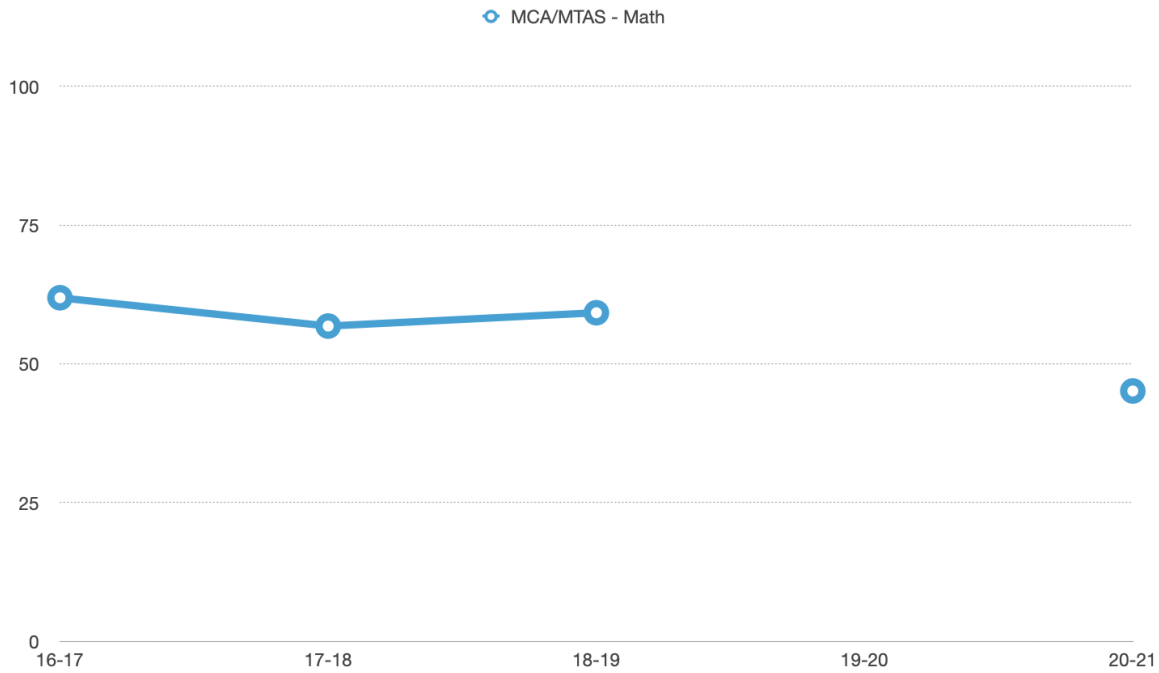
Grade	5	8	High School
<b>District 508</b>	<b>34.9%</b>	<b>25.7%</b>	<b>52.6%*</b>
Statewide	48.5%	34.3%	49.2%
Difference	-13.6%	-8.6%	+3.4%

The following **three** 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 values in the table to the right are the percentages of ALL students who met or exceeded expectation on the MCA/MTAS assessments in MATH.

% of students that met or exceeded in MATH

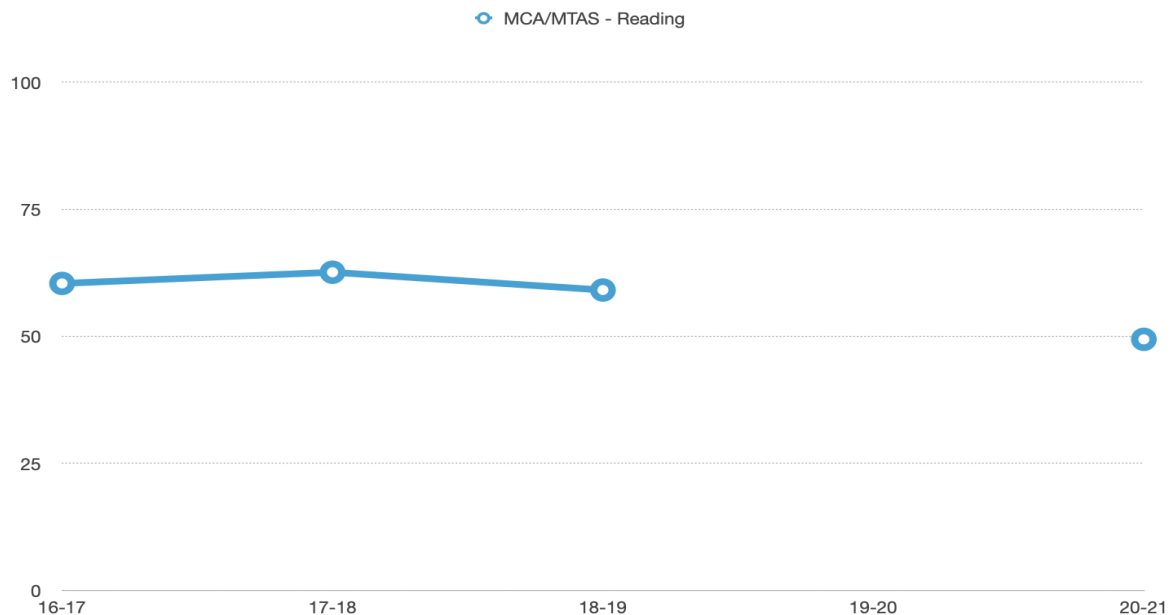
ASSESSMENT	16-17	17-18	18-19	19-20	20-21
MCA/MTAS - Math	61.9	56.8	59.2		45.1



The values in the table to the right are the percentages of ALL students who met or exceeded expectation on the MCA/MTAS assessments in READING.

% of students that met or exceeded in READING

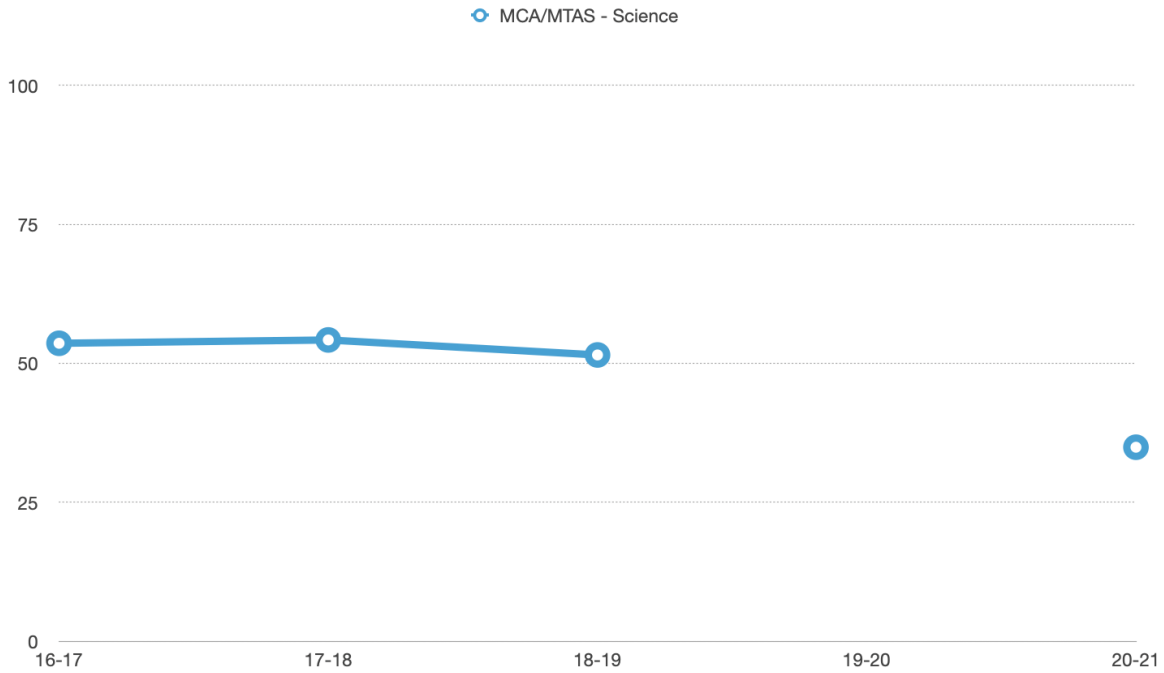
ASSESSMENT	16-17	17-18	18-19	19-20	20-21
MCA/MTAS - Reading	60.4	62.6	59.1		49.4



% of students that met or exceeded in SCIENCE

The values in the table to the right are the percentages of ALL students who met or exceeded expectation on the MCA/MTAS assessments in SCIENCE.

ASSESSMENT	16-17	17-18	18-19	19-20	20-21
MCA/MTAS - Science	53.6	54.2	51.5		34.9



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

**MATH**

	2017	2018	2019	2020	2021
Grade 3 Math MCA/MTAS	78.1%	72%	78.5%	N/A	72.8%
Grade 4 Math MCA/MTAS	71.5%	79.2%	65.1%	N/A	54.5%
Grade 5 Math MCA/MTAS	52.2%	39.8%	66%	N/A	40.8%
Grade 6 Math MCA/MTAS	60.8%	44.1%	47.9%	N/A	31.1%
Grade 7 Math MCA/MTAS	63.2%	57.3%	48.6%	N/A	39.7%
Grade 8 Math MCA/MTAS	57.4%	58.5%	60.7%	N/A	36.7%
Grade 9 Math MCA/MTAS	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
Grade 11 Math MCA/MTAS	58.3%	51%	48.8%	N/A	37.1%

## READING

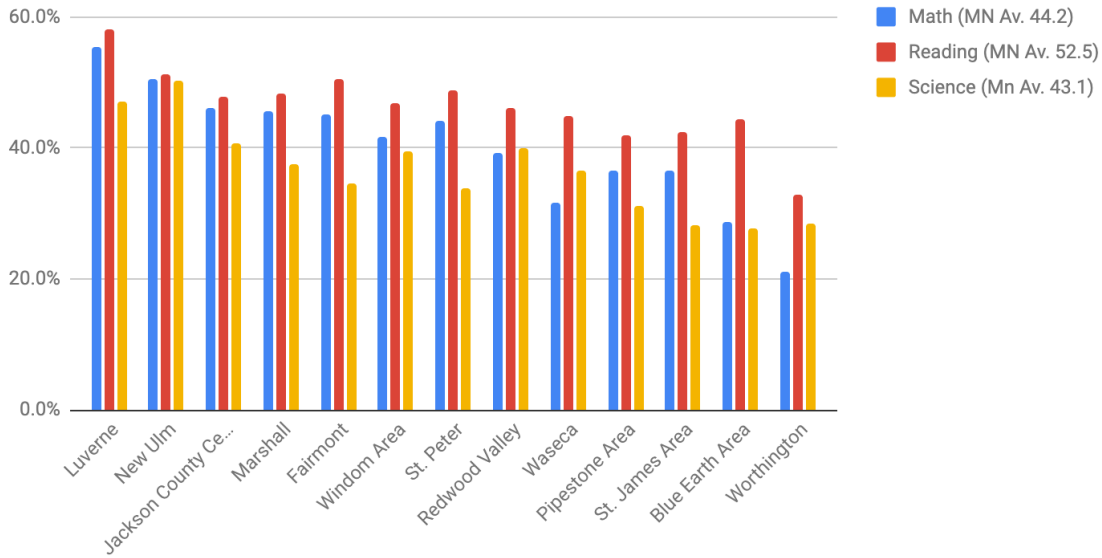
	2017	2018	2019	2020	2021
Grade 3 Reading MCA	64.9%	59.2%	68.9%	N/A	46.9%
Grade 4 Reading MCA	60.3%	68.2%	51.4%	N/A	45.5%
Grade 5 Reading MCA	68.6%	63.1%	64.2%	N/A	54.3%
Grade 6 Reading MCA	71.5%	61.5%	56.4%	N/A	42.4%
Grade 7 Reading MCA	55.9%	66.1%	50.3%	N/A	48.7%
Grade 8 Reading MCA	57.4%	59.1%	61.7%	N/A	48.2%
Grade 9 Reading MCA	N/A	N/A	N/A	N/A	N/A
Grade 10 Reading MCA	51.4%	67.3%	61%	N/A	62.7%

## SCIENCE

	2017	2018	2019	2020	2021
Grade 5 Science MCA	64.8%	56.9%	50.6%	N/A	34.9%
Grade 8 Science MCA	45.5%	44.4%	46.5%	N/A	25.7%
Grade 10 Science MCA	54.4%	62.3%	55.2%	N/A	52.6%

# Big South Conference MCA/MTAS Ranking

Big South Conference 2021 Academic Proficiency



Big South Conference

## Big South Conference - Exemplar and Similar Districts

Big South Conference	Math (MN Av. 44.2)	Reading (MN Av. 52.5)	Science (Mn Av. 43.1)	Overall (46.6)
Luverne	55.3%	58.1%	47.0%	53.5%
New Ulm	50.5%	51.1%	50.2%	50.6%
Jackson County Central	46.1%	47.7%	40.8%	44.9%
Marshall	45.6%	48.3%	37.5%	43.8%
Fairmont	45.0%	50.5%	34.6%	43.4%
Windom Area	41.7%	46.9%	39.4%	42.7%
<b>St. Peter</b>	44.0%	48.7%	33.9%	42.2%
Redwood Valley	39.3%	46.1%	40.0%	41.8%
Waseca	31.6%	44.8%	36.4%	37.6%
Pipestone Area	36.4%	41.9%	31.1%	36.5%
St. James Area	36.4%	42.5%	28.1%	35.7%
Blue Earth Area	28.8%	44.4%	27.6%	33.6%
Worthington	21.0%	32.9%	28.4%	27.4%
<b>Exemplar Districts</b>				
	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Overall</b>
Minnetonka	67.7%	74.4%	68.0%	70.0%
Mahtomedi	66.7%	68.2%	62.2%	65.7%
Edina	68.5%	75.2%	64.9%	69.5%
Westonka	65.2%	67.9%	56.4%	63.2%
<b>St. Peter</b>	44.0%	48.7%	33.9%	42.2%
<b>Similar Districts</b>				
	<b>Math</b>	<b>Reading</b>	<b>Science</b>	
Cloquet	40.6%	55.6%	41.7%	46.0%
Detroit Lakes	44.1%	49.5%	42.4%	45.3%
Marshall	45.6%	48.3%	37.5%	43.8%
<b>St. Peter</b>	44.0%	48.7%	33.9%	42.2%
Owatonna	38.5%	47.2%	33.2%	39.6%
Glencoe-Silver Lake	39.6%	43.9%	28.2%	37.2%
Albert Lea	30.4%	40.2%	33.3%	34.6%

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

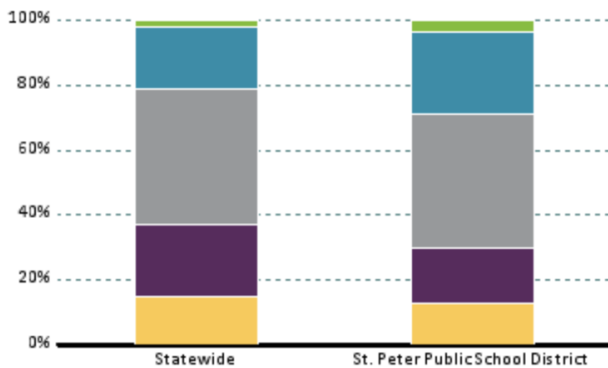
The ACCESS for ELLs and Alternate ACCESS for ELLs are the assessments developed by the WIDA consortium and administered to English learners in order to measure progress toward meeting Minnesota’s standards for English language development, developed by the WIDA consortium.

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

Saint Peter Public Schools has five licensed ELL teachers that focus on 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 home language. Babies listen to the sounds around them, begin to imitate them, and eventually start producing words. Second-language acquisition assumes knowledge in a first language and 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.

The "average progress toward target" is the average amount of progress English learners made towards their targets. **This information was not available this year due to no testing in the 2020 season.** The average progress toward target is calculated using the last three years of data.

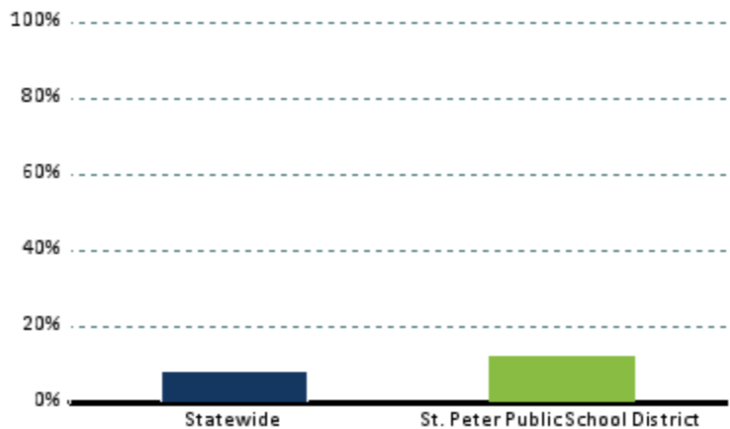
**Student English Language Proficiency Level**  
2021 Composite - Overall ACCESS for ELLs Grade All Grades



Measure	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
<b>Statewide</b>						
Count	67	1,028	8,915	19,713	10,425	6,931
Percent	0.1%	2.2%	18.9%	41.9%	22.1%	14.7%
<b>St. Peter Public School District</b>						
Count	0	6	41	67	28	21
Percent	0.0%	3.7%	25.2%	41.1%	17.2%	12.9%

**Summary Proficiency**

2021 Composite ACCESS for ELLs Grade All Grades



Organization	Percent Proficient	Number Tested
Statewide	8.6%	47,079
St. Peter Public School District	12.3%	163

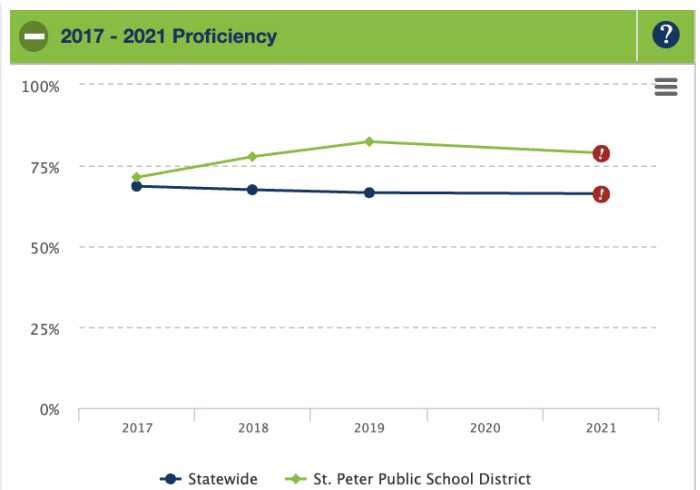
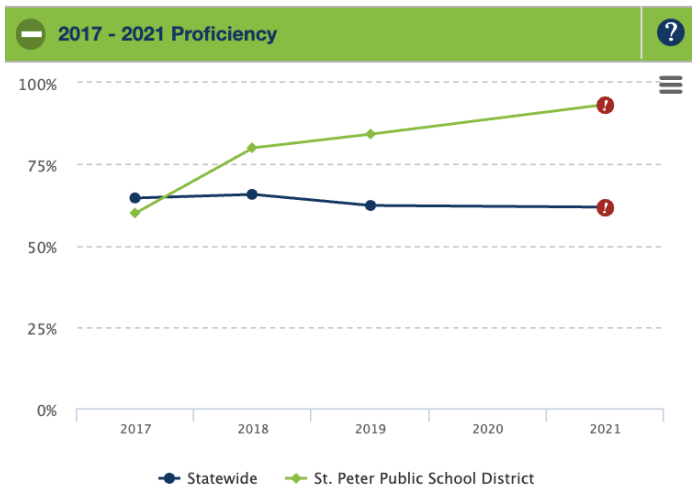
# Learning Benchmarks for All Students

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 2021 93.3% of the students who took the math MTAS met or exceeded proficiency. In reading, 78.9% of our students met proficiency. (No science MTAS scores were calculated as there was a low number of students who took the assessment in grades 5, 8, and HS.)

## MATH

## READING



**i** Due to COVID-19, no summarized assessment data is available for 2020

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### Statewide

Year	Percent proficient	Number proficient	Number tested
2017	64.6%	4,115	6,371
2018	65.7%	4,077	6,206
2019	62.3%	3,895	6,255
2020	N/A	N/A	N/A
2021	61.8%	2,706	4,377

### Statewide

Year	Percent proficient	Number proficient	Number tested
2017	68.6%	4,405	6,420
2018	67.5%	4,199	6,223
2019	66.6%	4,193	6,299
2020	N/A	N/A	N/A
2021	66.3%	2,919	4,400

**i** Due to COVID-19, no summarized assessment data is available for 2020

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### St. Peter Public School District

Year	Percent proficient	Number proficient	Number tested
2017	60.0%	9	15
2018	80.0%	12	15
2019	84.2%	16	19
2020	N/A	N/A	N/A
2021	93.3%	14	15

### St. Peter Public School District

Year	Percent proficient	Number proficient	Number tested
2017	71.4%	10	14
2018	77.8%	14	18
2019	82.4%	14	17
2020	N/A	N/A	N/A
2021	78.9%	15	19

## **SPPS Offers the ACT to All Juniors in 2021**

In Minnesota, the most commonly taken standardized college entrance exam is the ACT. For the first time during the 2014-2015 school year, Minnesota provided the ACT to all Minnesota juniors at no cost to families. In total, 64,145 students (11th and 12th graders in 2016) took the test; an increase of 17,283 students or 37 percent over the class of 2015. This represented approximately 100 percent of the graduating class of 2016. In previous years between 74 to 78 percent of graduating classes took the test. The State of Minnesota no longer requires all school districts to administer the ACT free-of-charge to all students in their junior year, however, SPPS offers the assessment to all juniors if they choose to take it. Our district receives reimbursement for students whose families receive free/reduced-rate lunches.

127/158 students in the Saint Peter High School graduating class of 2022 took the exam as juniors. This participation is approximately 12% lower than the typical year.

The ACT is the primary admissions test for students attending college in the Midwest; the SAT is the primary test for colleges located in the eastern and western states.

### **ACT Average Scores**

Graduation Year	English	Math	Reading	Science	SPHS Composite	MN Composite
2018 FINAL	21.1	22.4	22.9	22.1	22.1	21.5
2019 FINAL	23	22.2	22.3	21.9	22.4	21.4
2020 FINAL	19.9	20.8	21.7	21.3	20.9	21.3
2021 INITIAL	18.8	20.5	21.4	20.5	20.3	N/A
2022 INITIAL	20.2	20.8	22.4	20.8	21	N/A

**Minnesota schools continue to rank #1 in the states who have >90% of the student population in grades 11-12 take ACT for reporting. There are only 17 states that require this level of participation.**

**\*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 2021 -2022

Saint Peter Public Schools Testing and Assessment program incorporates state-wide testing, local standardized testing, and classroom assignments and observation 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.

<b>When</b>	<b>Who</b>	<b>What</b>	<b>Why</b>	<b>Time</b>
Aug. 30 - Oct. 1	Grades K-2 Grades 3-11 Grades 5-12 HLC	<b>FAST</b> 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
Oct. 13	Grades 10 and 11	<b>PSAT</b>	Optional assessment determine qualification National Merit Scholarship Program	2 Hours 45 min
Oct. 13	Grade 11 and 12	<b>ASVAB</b>	Military Entrance	3 hours
		<b>SAT</b>	College entrance exam	4 hours
Dec. 20 - Jan. 28	Grades K-2 Grades 3-11 Grades 5-12 HLC	<b>FAST</b> 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
Jan 31 -March 25	K-12 ELL Students (online and paper/pencil)	<b>WIDA</b> Access ELL <b>Alternate</b> Access ELL	Federal Mandate	30-90 min
March 8	Grade 11	<b>ACT</b>	College and Career Readiness and Entrance Exam-Optional Offered to all 11th Grade Students	4 hours
March 8	Grade 10	<b>PreACT</b>	College and Career Readiness and Entrance	4 hours
March 7 - May 6	Grade 3 - 8, 10	<b>MCA Reading and Math</b>	State Mandate	120-240 min reading

March 7 - May 6	3-8, 10	<b>MTAS Reading and Math</b>	State Mandate	120-240 min reading 60-120 min math 60-120 min science
March 7 - May 13	High School	<b>MTAS Science</b>		
March 7 - May 13	Grade 5,8, High School	<b>MCA Science</b>	State Mandate	60-120 min science
May 02 - 27	Grades K-12	<b>FAST Reading and Math</b>	Local Standardized Assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
May 2 - 6	11, 12	<b>AP Chemistry</b>	college-level <b>exams</b> on specific subjects and are administered in May upon the completion of an <b>AP</b> course taken at a student's high school.	4 hour 8-noon
May 2 - 6	11,12	<b>AP Physics</b>	college-level <b>exams</b> on specific subjects and are administered in May upon the completion of an <b>AP</b> course taken at a student's high school.	4 hour Noon-3:45
May 2 - 6	11	<b>AP History</b>	college-level <b>exams</b> on specific subjects and are administered in May upon the completion of an <b>AP</b> course taken at a student's high school.	3 hour 8-11
May 2-6	11,12	<b>AP Calc</b>	college-level <b>exams</b> on specific subjects and are administered in May upon the completion of an <b>AP</b> course taken at a student's high school.	4 hour 8-noon

