



st. croix preparatory academy

Annual Report -- Comprehensive

Achievement & Civic Readiness

2023-2024

Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 20th year of operation. This study includes information on the 2023-2024 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of The School 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.

During its 20th year of operation, the School 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 to 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.

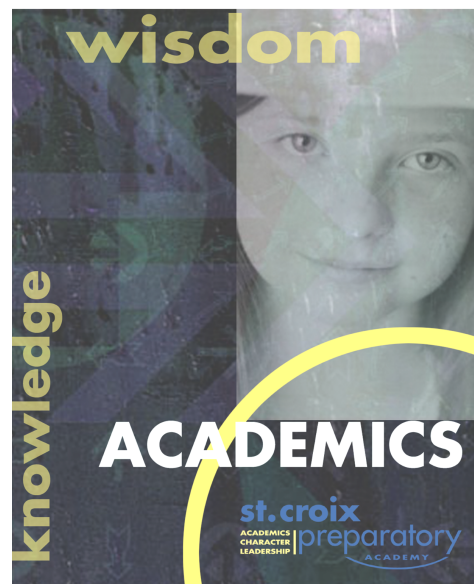
C. Mission Statement

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. 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**.
- 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**.
- 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**.



| 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 |

2. School Governance

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, 2024 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 |
|------------------|----------------|-------------------|-------------|-----------------|--------------|--|
| Nicole Donnay | Vice Chair | Teacher | 03/25/2014 | 08/18/2026 | 651-395-5900 | ndonnay@stcroixprep.org |
| Kristen Denzer | | Parent | 08/21/2018 | 08/17/2024 | 651-353-2085 | kristendenzer@stcroixprep.org |
| Bob Hajlo | Chair | Community | 09/20/2016 | 08/23/2025 | 952-500-0751 | bobhajlo@stcroixprep.org |
| Deb Keyes | | Teacher | 03/20/2012 | 08/19/2025 | 651-395-5900 | dkeyes@stcroixprep.org |
| Jeff Johnson | | Parent | 08/15/2023 | 08/19/2025 | 651-303-5776 | jeffjohnson@stcroixprep.org |
| Rita Thorson | | Teacher | 03/28/2023 | 08/17/2027 | 612-309-6237 | ritathorson@stcroixprep.org |
| Angela Galati | Clerk | Teacher | 10/19/2021 | 08/18/2026 | 651-395-5900 | angelagalati@stcroixprep.org |
| Matt Stiles | | Parent | 08/16/2022 | 08/19/2025 | 651-395-5900 | matthewstiles@stcroixprep.org |
| Terri Gulbransen | | Parent | 08/15/2023 | 08/15/2026 | 651-788-2602 | terriulgulbransen@stcroixprep.org |

Board members serve a three year term and elections are held during the last week in May of each school year. In the May 2024 election, teacher board member Rita Thorson successfully ran for reelection; Parent board member, Kristen Denzer did not run for reelection; new parent board member, Danielle Smith, was elected as a new parent board member. She will be seated upon the completion of her St. Croix Prep board required training. All of the re-elected board members have completed their board training (Board Training Policy adopted by the St. Croix Prep Board) they will continue in their service. 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 |
|--|--|
| Rita Thorson Bob Hajlo Kristen Denzer Jeff Johnson Matt Stiles Deb Keyes Angela Galati | Legal Training - MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days |

| | |
|---|--|
| <p>Nicole Donnay Terri Gulbransen</p> | <p>Minn. Stat. 124E.05 Authorizers, specifically related to Friends of Education, terms of charter agreements, monthly compliance, network of schools, and general partnership</p> <p>Minn. Stat. 123B.38 School fees not authorized or prohibited</p> <p>Board Election – School bylaws – Article IV Section 7, Minn Stat 124E.07;</p> <p>MN Stat 13D – Open Meeting Law, Special Meetings, Emergency Meetings and Public Notification Requirements, Data Practices Requests</p> <p>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)</p> <p>Minn. Stat. 124E.16 – Audit reports and annual report submission</p> <p>Minn. Stat 124E.17 – Dissemination of school information to underserved communities</p> <p>Succession Planning, Board Effectiveness Survey, Change Management</p> |
|---|--|

3. School Management and Administration.

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

4. Teaching Faculty Information

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

5. School Admissions and Enrollment

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)

St. Croix Prep’s Open Enrollment period normally runs from the last week in August to the first week in January. 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 mirror the local district. At St. Croix Prep, 15% of the students are Special Education students; 12% qualify for free and/or reduced lunch and 2% of the students are English Language Learners; approximately 73% of the students are White, the remaining 27% consist of Latino, Asian, African American, and students of two or more races.

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 | | | 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 | 3% |

Full enrollment at St. Croix Prep is approximately 1,200 students. Anticipated 2024-2025 enrollment is 1,200 students.

6. Academic Program/Performance.

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:

| | MN Average | St. Croix Prep |
|----------------|-------------------|-----------------------|
| MATH | | |
| 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 | | |
| 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 | | |
| 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.

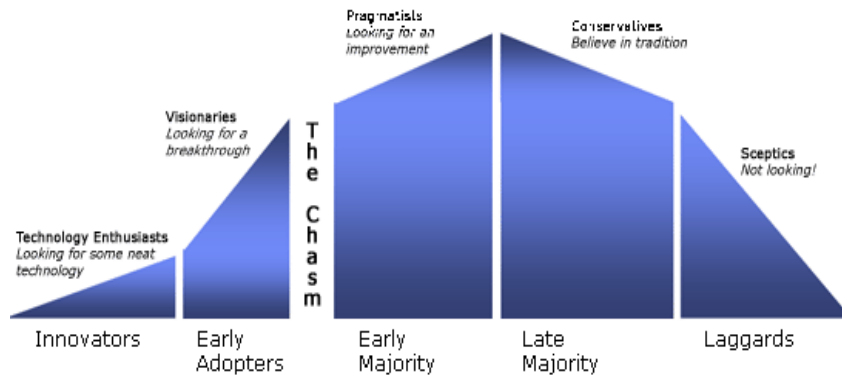
St. Croix Preparatory Academy’s high academic performance has been repeatedly acknowledged by the Minnesota Department of Education, SchoolDigger (ranked the #1 district in MN for the past seven years), Niche (#5 Elementary School in Minnesota; #7 Middle School in Minnesota; #5 High School in Minnesota), These sources have 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 (25.3 in 2023), percentage of students taking Advanced Placement classes, graduation rates (98.9% in 2023). In addition, in the summer of 2023, St. Croix Prep’s Lower School was also recognized with the Minnesota School of Excellence award.

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 – Italy (12 days), Greece (12 days), England/Ireland (10 days). The School has offered a Marine Biology educational travel opportunity to the Cayman Islands and a service travel opportunity to Guatemala. 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.

7. Innovative Practices – Operational Philosophy centered on Diffusions of Innovation Theory

The School has always evaluated its purpose, growth model, marketing, and operations in terms of diffusions of innovation theory (developed by Everett Rogers in 1962) as presented by Geoffrey Moore in his books *Crossing the Chasm*, *Inside the Tornado* and *Escape Velocity*. Marketing the school, positioning/differentiating it within its market, development of a whole product and operations (e.g., hiring, governance models, policy development, recruiting, and programming) all take into consideration the five segments of classification typically described in technology adoption (e.g., innovators, early adopters, early majority, late majority, and laggards). This impacts the School’s hiring practices, governance model, policy development, recruiting practices, etc. This best practice was adopted by the leading technology companies in the 1990s and continues to be one of the standards for entrepreneurial leadership.



St. Croix Prep uses this theory for both an internal and external evaluation of the School. In accordance with the model, current goals are focused on operational excellence and customer intimacy (as opposed to prior years' goals of growth and product leadership). Nearly every element of this report is discussed in terms of its alignment with the aforementioned theory.

8. **Program Challenges**

The operations at St. Croix Prep still experienced some post Covid impact that schools throughout the country have experienced:

- Student Mental Health. Students staying power has been diminished, mental health challenges have increased, and student maturity development is behind due to time away from a normal school environment. The School has hired two mental health counselors to assist with students.
- Student Attendance. Students/families became comfortable with distance learning and hybrid learning. This has resulted in increased student absences and truancy. The School has improved processes and communication to address this trend.
- Succession Planning. The Executive Director's second year (of a three year) succession plan was completed. This involved realignment of duties/responsibilities to the board and other operational personnel. The transitions are going smoothly, but they still present change to the organization.

9. **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 18 years. In addition, the School has received the MDE Finance Award every year it has applied for this award (16 years in total). At June 30, 2024, the School had an unassigned general fund balance of 38%. In addition, the School has maintains 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 144 months. A copy of the School's 2022-2023 Audit Report is on file with the State of Minnesota. The field work related to the 2023-2024 audit will occur in August-October 2024 and will be filed with the State of Minnesota by November 30, 2024.

10. **Future Plans**

The School's future plans consist of continued work on the rollout of the separate 501c3 public charity – St. Croix Preparatory Academy Foundation. The purpose of this organization is to raise capital to improve the long term financial viability of the organization, issue scholarships, fund faculty leaves of absence, enhance compensation, and support necessary campus improvements.

As noted previously, the Board is in the middle of a three year succession plan for a new Executive Director (co-founder, Jon Gutierrez). It is anticipated that a transition could begin in September of 2025.

11. 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

2023–24 Comprehensive Achievement & Civic Readiness Report (WBWF)

District or Charter Name: St. Croix Preparatory Academy

WBWF Contact: Deanna Thompson
Title: Teaching, Learning, and Curriculum Coordinator
Phone: 651-209-7371
Email: deannathompson@stcroixprep.org

Annual Report

WBWF Requirement: The School disseminates this report via its website at:
<https://www.stcroixprep.org/finance-committee/>

Annual Public Meeting

The annual public meeting was held on Monday, November 25, 2024

Goals and Results

All Students Ready for School

| Goal | Result | Goal Status |
|---|---|---|
| Of the students enrolled in kindergarten by August 15th and still enrolled by October 1st of the 2023-2024 school year, 75% will attend the 4-day kindergarten camp in August 2023. | Of the students enrolled in Kindergarten between August 15th and October 1st of the 2023-2024 school year, 84.7% attended kindergarten camp. | Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) |
| Of the students enrolled in kindergarten by October 1st of the 2023-2024 school year, 95% will advance to 1 st grade. | Of the students enrolled in kindergarten by October 1 st of the 2023-2024 school year, 88 out of 92 (95.7%) advanced to 1 st grade. | Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) |
| Of the kindergarten students enrolled by October 1st of the 2023-2024 school year, 80% will meet the STEP 3 benchmark level in reading by the end of the year. | Of the students enrolled in kindergarten by October 1 of the 2023-2024 school year, 80.2% met the STEP 3 benchmark level in reading by the end of the year. | Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) |

The data we use for our All Students Ready for School is the number of students who participate in Kindergarten Assessments, the number of students who achieve STEP level 3 by the end of their kindergarten year, and the number of students who move onto 1st grade. The Lower School teachers meet every other week as a grade level. Grade-level teams meet with the principal once a month to discuss student data. There are also weekly child study meetings. Before and after the child study meetings, teachers collect data on interventions. Parent-teacher conferences are held two times a year and as needed. Teachers communicate with parents by newsletter, phone calls, emails, and conferences. For students who are not meeting proficiency, teachers recommend that they receive reading intervention services for half of their music time. The reading specialist targets reading skills not achieved on their STEP test. Some examples are rhyming, segmenting, identifying beginning sounds, and letter sounds. These services may start the 3rd- 4th week of school. The lower school also

offers summer school. For students who need extra support, WIN (What I Need) time is used daily to target reading skills.

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|---|---|--|
| Each PLC will implement reading curriculum supports and interventions to increase ‘meets’ or ‘exceeds’ proficiency of special education students in grades 5-8 to at least 67.9% on the MCA III/MTAS III Reading test administered in April 2024. | In 2024, 28 out of 50 (56%) students in grades 5-8 who receive special education services achieved “meets” and “exceeds” on the MCA III/MTAS III. | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> |

The data we use for Closing the Achievement Gap for our special education students are summative and formative assessments collected in class and MCA III/MTAS III Reading test scores for grades 5-8. Teachers meet weekly in PLCs, and one of the topics they discuss is student data and work. Teachers refer to the previous year’s MCA scores and look at different strand data and benchmark reports. This allows teachers to focus on which specific standards they might need to provide more support. We also use this data to decide which students must be placed in a team-taught reading class. This includes one general education teacher and one special education teacher. Teachers implement different support strategies and scaffolding to help students improve their reading proficiency. Middle school offers weekly homework club to students who have an IEP. Foundation classes have also been created to provide students with instruction on the fundamentals of reading and writing. Students in these classes will use Read 180 curriculum. The middle school offers summer school recovery classes. The middle school will use the DIBELS screener test at the beginning of the year to identify students who qualify for reading intervention. Students who have an IEP but do not have a reading goal as part of their plan are eligible for these services if they qualify.

All Students Career and College-Ready by Graduation

| Goal | Result | Goal Status |
|---|--|--|
| SPCA Upper School will implement curriculum supports and interventions in English, Math, Science, and Social Studies to increase the composite score from 25% to 25.5% on the 2023-2024 administration of the ACT test. | The ACT mean composite score for the 2023-2024 school year was 25. | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> |

ACT scores are used for the All Students Career and College-Ready by Graduation goal. St. Croix Prep’s strong, rigorous pre-college curriculum is used to measure ongoing success rates. Teachers are continuously working towards implementing a curriculum that prepares students for college. Within the parameters of course graduation requirements, Prep provides several AP courses for students throughout their high school years. This, and college acceptance data, helps drive conversations about identifying areas of focus within the division and different grade-level content areas and PLCs. PLCs discuss the ACT question format and use it in the classroom. Advisories focus time on ACT prep. The upper school has also restructured the science curriculum to address gaps.

All Students Graduate

| Goal | Result | Goal Status |
|---|--|---|
| The SCPA upper school will implement support and interventions to keep the graduation rate for the SCPA at least 90% for the class of 2024. | The 2023-2024 graduation rate was 95%. | <p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> |

For the goal of All Students Graduate, we use the graduation rate of our 12th-grade students in June. We use different supports and interventions for upper school students to help them create a strong base for graduating on time. These include but are not limited to essay writing practice, workshops, service hours, resume building, college visit info sessions, interest inventory, and SAT/ACT prep. To ensure that students are on track to graduate, they have bi-weekly advisory meetings and the opportunity to work with the college counselor. Teachers meet as grade-level teams once a month and communicate with the college counselor about at-risk students. The school also has a credit recovery process through Northern Star. Students can complete different courses online on their own time. Through these strategies and weekly grade checks, teachers and administration can identify students at risk of not graduating on time. Some challenges we face in maintaining a high graduation rate are student attendance, academic gaps for new students, a history of not earning credit, which results in not being on track to graduate on time, missing credit requirements such as world language, and lack of academic mindset.