



st.croix preparatory academy

Annual Report &
World's Best Workforce Summary
2022-2023

Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 19th year of operation. This study includes information on the 2022-2023 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 19th 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, 2023 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	08/18/2023	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
Drew Melendres		Parent	09/15/2020	08/18/2023	651-303-5776	drewmelendres@stcroixprep.org
Rita Thorson		Teacher	03/28/2023	08/17/2024	612-309-6237	ritathorson@stcroixprep.org
Angela Galati	Clerk	Teacher	10/19/2021	08/18/2023	651-395-5900	angelagalati@stcroixprep.org
Matt Stiles		Parent	08/16/2022	08/19/2025	651-395-5900	matthewstiles@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 2023 election, teacher board members Nicole Donnay and Angela Galati successfully ran for reelection; Drew Melendres did not run for reelection; new parent board members, Terri Gulbransen and Jeff Johnson were elected as new parent board members. New parent board members, will be seated upon the completion of his 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 Drew Melendres Matt Stiles Deb Keyes Angela Galati Nicole Donnay	<p>Legal Training - MN Stat 120A.41 Hours of Instruction;</p> <p>MN Stat 120A.414 e-Learning days</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</p> <p>MN Stat 124D.78 - requirements related to the American</p>

	<p>Indian Parent Advisory Council (e.g. membership, meetings, vote of compliance, etc.)</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>
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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 700) 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)

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, 14% of the students are Special Education students; 12% qualify for free and/or reduced lunch and 3% of the students are English Language Learners; approximately 74% of the students are White, the remaining 26% 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%

Full enrollment at St. Croix Prep is approximately 1,200 students. Anticipated 2022-2023 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		
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		
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		
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 2022), percentage of students taking Advanced Placement classes, graduation rates (95.4% in 2022). In addition, in the summer of 2023, St. Croix Prep's Lower School was also recognized with the Minnesota School of Excellence award.

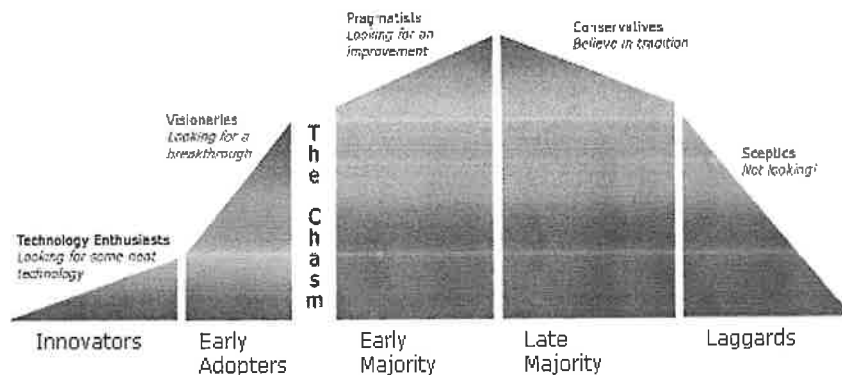
Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, and Physical Education, for all students beginning in Kindergarten. The school offers Latin and Music Performance electives (Band, Orchestra, Choir, Jazz Band) for students in grades 5-12. Aside from field trips and service projects, St. Croix Prep also offers educational travel opportunities, with 8th Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities; the 2018-2019 class spent 12 days in Italy; students from the 2023-2024 class spent 12 days in Greece. 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 impact from the Covid-19 pandemic; and significant progress was made on the 2022-2023 goals noted below.

- Identifying the challenges and steps of transitioning students back into a more normal school environment. 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.
- Reestablishing teams (e.g. Lower School, Middle School, Upper School, Student Services, Activities, Administration, and Board) after they have experienced the previous year's educational challenges. This will be done via communication, team building, and activities/events.
- Rebuilding parent-faculty relationships and school community that have been disrupted by the challenges of the Covid-19 school years. This will be done via communication and community building events and activities.

We anticipate the upcoming year will be very similar to pre-pandemic years.

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 17 years. In addition, the School has received the MDE Finance Award every year it has applied for this award (15 years in total). At June 30, 2023, the School had an unassigned general fund balance of 36%. 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 132 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 2022-2023 audit will occur in August-October 2023 and will be filed with the State of Minnesota by November 30, 2023.

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.

In addition, the Board has engaged in 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



2022–23 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: St Croix Preparatory Academy

WBWF Contact: Deanna Thompson

A&I Contact: n/a

Title: Teaching and Learning Coordinator

Title: n/a

Phone: 651-209-7371

Phone: n/a

Email: dthompson@stcroixprep.org

Email: n/a

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

☐ Yes ☒ No

What year of your Achievement & Integration plan are you reporting on?

☐ Year 3 (3-year plan spans 2020–22 SY)

☐ Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

☐ Yes ☒ No

World’s Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

The Annual Report is published at: <https://www.stcroixprep.org/finance-committee/>

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

The Annual public meeting was held on Monday, November 27, 2023

Respond to the questions below.

Process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

The district uses the staffing profile on the MN Report Card and staffing information provided by the district's HR office to analyze staffing data. Conversations revolving around equitable access data happen at a variety of levels at St. Croix Preparatory Academy. They are addressed at the start of each year when the teaching schedules are being created, as well as hiring for open teaching positions. They are also addressed at the end of the school year when reviewing positions that need to be filled for the following year. When creating a teaching schedule, especially relating to team teaching, we keep in mind the experience, effectiveness, and teacher licensure. Any changes made are discussed at the administrative level in each division, with the Q Comp leadership team, and the WBWF Committee Meetings throughout the year.

Strategies the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

The district reviews teacher compensation through the lens of the school board, our yearly budget, and our Foundation Board. Our goal is to continuously work towards improving our compensation in order to gain experienced, effective, and in-field teachers.

Efforts to increase the racial and ethnic diversity of teachers in your district.

The district's student population is comprised of 4.5% Hispanic or Latino students, 1.2% American Indian or Alaska Native students, 12.7% Asian students, .0% Native Hawaiian or other Pacific Islander students, 3.2% students of two or more races, 4.3% black or African American students, and 74.1% white students. Staff race/ethnicity demographics are no longer available through the Minnesota Report Card.

Strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

The district reviews teacher compensation through the lens of the school board, our yearly budget, and our foundation board. Our goal is to continuously work towards improving our compensation in order to gain diverse, experienced, effective, in-field teachers.

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 school year.</p> <p>Of the students enrolled in K by August 27* (last day of summer) and still enrolled by October 1st of the 2022-2023 school year, 90% of the students will take a kindergarten readiness assessment in August 2022.</p> <p>Of the students enrolled in kindergarten by August 15th and still enrolled by October 1st of the 2022-2023 school year, 75% will attend the 4-day kindergarten camp in August 2022.</p> <p>Of the students enrolled by October 1st of the 2022-2023 school year in kindergarten, 95% of them will advance to 1st grade.</p> <p>Of the students enrolled by October 1st of the 2022-2023 school year in kindergarten, 80% will meet the STEP 3 benchmark level in reading by the end of the year. For example, some of the categories: sounds, letter identification, and fluency.</p>	<p>Provide the 2022-23 school year result that directly ties back to the established goal.</p> <p>Of the students enrolled in kindergarten by October 1st of the 2022-2023 school year, 85 out of 90 (94.4 %) took the kindergarten readiness assessment. (Goal Met)</p> <p>Of the students enrolled in Kindergarten between August 15th and October 1st of the 2022-2023 school year, 82 out of 90 (91.1%) attended kindergarten camp. (Goal Met)</p> <p>Of the students enrolled in kindergarten by October 1st of the 2022-2023 school year, 87 out of 90 (96.7%) advanced to 1st grade. (Goal Met)</p> <p>Of the students enrolled in kindergarten by October 1 of the 2022-2023 school year, 75 out of 90 (67.8%) met the STEP 3 benchmark level in reading by the end of the year. (Goal Not Met)</p>	<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 type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

The data we use for our All Students Ready for School is the number of students who participate in Kindergarten Camp, 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 at St. Croix Preparatory Academy. The Lower School teachers meet every other week as a grade level. This includes the grade-level team and principal meetings once a month. 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, Kindergarten teachers make a recommendation for students to receive reading intervention services for half of their music time. The reading specialist targets reading skills that were 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. Lower school also offers summer school. WIN (What I Need) time is every day and used to target reading skills (if needed).

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 school year.</p> <p>SCPA Lower School will implement reading supports and interventions for third grade to meet proficiency rates of 78.3% on the MCA III Reading test in April 2023.</p>	<p>Provide the 2022-23 SY result that directly ties back to the established goal.</p> <p>77.5% (69/89) of 3rd graders achieved proficiency on the 2023 MCA III Reading test. (Goal Not Met)</p>	<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 type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

We use the MCA Reading scores in the spring for grade 3 as well as STEP benchmarks. We correlate STEP data to state standards. Students are assessed in STEP three times a year. Some students are given an additional STEP test in the fall to see if they have made progress over the summer. Based on the benchmark report for the 3rd grade MCA III Reading test, we noticed the proficiency for students in informational versus literature is within 1%. This tells us that the strategies we have been using work. Third-grade teachers use 3rd grade standards with 4th-grade texts. Teachers use online MCA practice tests with Pearson Access and simulate the testing room for 3rd graders taking the test for the first time. Teachers meet weekly in PLCs and grade-level teams to make sure their curriculum aligns with the state standards. Teachers also review the

prior year's benchmark reports to reflect on trend data. Lower school is also offering summer school. WIN (What I Need) time is used to target reading skills. Additionally, teachers may use online programming (i.e. Freckle) to support students beyond the classroom. This year, DIBELS is administered to all students in the fall and will be administered at the end of the year to assess growth in basic literacy benchmarks.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>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 48.5% on the MCA III/MTAS III Reading test administered in April 2023.</p>	<p>Provide the 2022–23 SY result that directly ties back to the established goal.</p> <p>31 out of 46 (67.4%) students in grades 5-8 who receive special education services achieved "meets" and "exceeds" on the MCA III/MTAS III in 2022. (Goal Met)</p>	<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> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

The data we use for Closing the Achievement Gap for our special education students are summative and formative assessments collected in class as well as MCA III/MTAS III Reading test scores for grades 5-8. Teachers meet weekly in PLCs and one of the topics they discuss are 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 might need to go into a team-taught reading class. This includes one general education teacher and one special education teacher. Teachers implement different support strategies in the classroom for students to use. 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. The middle school also offered summer school recovery classes. For the 2023-2024 SY, 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
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>SPCA upper school will implement curriculum supports and interventions in English, Math, Science, and Social Studies to increase the composite score from 25.3 to 25.8 on the 2022-2023 administration of the ACT test.</p>	<p>Provide the 2022–23 SY result that directly ties back to the established goal.</p> <p>The ACT mean composite score for the 2022-2023 school year was 25.</p> <p>Not met</p>	<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 type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

For the All Students Career and College-Ready by Graduation goal, we use the upper school ACT scores. Our strong, rigorous pre-college curriculum is used to measure ongoing success rates. Teachers are continuously working towards implementing a curriculum that is preparing students for college. Within the parameters of course graduation requirements, teachers work within our classical education model to provide several AP courses for students throughout their high school years. This, along with college acceptance data, helps drive our conversations about identifying areas of focus within the division and different grade-level content areas and PLCs. PLCs are discussing ACT question format and using this in the classroom. Advisories are focusing on ACT prep. Upper school has also been using the ACT prep resources in Albert IO. They have also restructured the science curriculum to address gaps.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The SCPA upper school will implement support and interventions to keep the</p>	<p>Provide the 2022–23 SY result that directly ties back to the established goal.</p> <p>The 2022-2023 graduation rate was 100%.</p>	<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>

Goal	Result	Goal Status
graduation rate for the SCPA at least 90% for the class of 2023.	Met	<input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

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 the upper school students in order 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, SAT/ACT prep. These strategies are in place and ongoing within bi-weekly advisory meetings, work with college counselors to ensure students are on pace to graduate. Through these strategies, as well as bi-weekly grade checks, teachers and administration can identify students who are at risk of not graduating on time. The school also has a process for credit recovery through Northern Star. Students can complete different courses online, on their own time. Some of the challenges we face in maintaining a high graduation rate are student attendance, academic gaps for new students, history of not earning credit, which results in not being on a track off to graduate on time, missing credit requirements such as world language, which can vary between schools), and lack of academic mindset. There are also tri-weekly grade-level meetings, credit recovery courses, and meetings with a counselor.

St. Croix Prep Administration Information

1. School Management and Administration.

The following table lists the School's management and administration for the 2023-24 school year. Professional development plans for those administrators requiring such are attached as exhibits to this report.

Name	File #	Assignment	Years Employed by School	Left 22/23	Not Returning 23/24
Jon Gutierrez	None*	Executive Director	19	n/a	n/a
Kelly Gutierrez	n/a	Executive Director of Finance and Operations	19	n/a	n/a
Joann Karetov	428939	Lower School Principal	9	n/a	n/a
Amy Kleinboehl	439041	Middle School Principal	15	n/a	n/a
Andrew Sachariason	378934	Upper School Principal	17	n/a	n/a
Peggy Rosell	343001	Student Support Services Director	15	n/a	n/a
Terri Smith	n/a	HR Director	11	n/a	n/a
Sarah Garceau	N/A	Development Director	1	Yes	Not Returning
Jessica Skilling	1014995	Nurse	2	n/a	n/a
Heidi Osborn	n/a	Health Office Assistant	2	n/a	n/a
Bill Blotske	n/a	Facilities Director	9	n/a	n/a
David Ogura	n/a	Facilities Assistant	1	n/a	n/a
Chad Olson	416406	Technology Director	19	n/a	n/a
Corey Shim	n/a	Technology Assistant	4	n/a	n/a
Marianne Thole	n/a	Food Service Director	10	n/a	n/a
Tish Coons	n/a	Food Service Manager	15	n/a	n/a
Polly Hoy	n/a	Farm to School Manager	0	n/a	n/a

Keven Seim	383385	Activities Director	8	n/a	n/a
Medora Benson	515367	Activities Dept & Events Coordinator	3	n/a	n/a
Susan Peterson	n/a	District Communication Coordinator	6	n/a	n/a
Beth Grubisch	n/a	Senior Accountant	13	n/a	n/a
Ellen Halverson	n/a	District Administrative Assistant	1	Yes	Not Returning
Carrie Hamm	n/a	District Office Assistant	11	n/a	n/a
Christine Mehlhorn	n/a	Lower School Office Manager	9	n/a	n/a
Kelly Vossen	n/a	Middle School Office Manager	12	n/a	n/a
Diane Runge	n/a	Upper School Office Manager	13	Yes	Not Returning
Angela Lee	n/a	Upper School Office Manager	3	n/a	n/a
Theresa Seichter	n/a	US Administrative Assistant	8	n/a	n/a
Mathew Williams	940310	College Counselor	9	n/a	n/a
Terri Ellingson	n/a	Special Education Office Manager	11	n/a	n/a
Nancy Bauman	n/a	Student Support Services Administrative Assistant	8	n/a	n/a

St. Croix Prep Faculty Information

The following table lists the School's faculty information for the 2023-24 school year.

Name	File #	Assignment	Left 22/23	Not Returning 23/24
Kirsten Osberghaus	474720	K	n/a	n/a
Alison Kath	1017731	K	n/a	n/a
Elizabeth Sparks	1018409	K	n/a	n/a
Deb Keyes	443478	1	n/a	n/a

Abigail Boos	463371	1	n/a	n/a
Laura White	389019	1	n/a	n/a
Hannah Haslach	1011268	1	n/a	n/a
Allison Brimmell	483539	2	n/a	n/a
Ashley Winger	469076	2	n/a	n/a
Sarah Peterson	468886	2	n/a	n/a
Natalie Yannarely	461572	3	n/a	n/a
Jenna VanBeueskom	493992	3	n/a	n/a
Kaitlin Ricker	479949	3	n/a	n/a
Amanda Preisler	436387	4	n/a	n/a
Sarah Jacobson	463090	4	n/a	n/a
Kellie Nelson	376435	4	n/a	n/a
Alec Brandt	488705	Phy. Ed.	n/a	n/a
Angie Griffin	411868	Art	n/a	n/a
Heidi Gonzalez	403103	Music	n/a	n/a
Emily Taylor	050194	Reading	n/a	n/a
Nicole Donnay	417266	Lower School TLC/Math	n/a	n/a
Sara Dinzeo	484106	Math	n/a	n/a
Chad Prater	480380	Math	n/a	n/a
Kurt Vallin	455202	Math	n/a	n/a

Gretchen Tiede	490956	Science	n/a	n/a
Joey Korba	496851	Math/Science	n/a	n.a
Lindsey Schutte	412403	Math/Science	n/a	n/a
Deanna Thompson	463769	Middle School TLC/English	n/a	n/a
Helen Tracy	492579	English	n/a	n/a
Angie Galati	431292	English	n/a	n/a
Patrick Kerrigan	479995	Social Studies	n/a	n/a
Timothy Maher	400296	Social Studies	n/a	n/a
Corrinne Clark	1018163	Social Studies	n/a	n/a
Jessica Dykstra	507400	Art	n/a	n/a
Robin Moore	1013436	Phy Ed	n/a	n/a
Katie Bukowski	478465	Classical Studies	n/a	n/a
Nicki McGurran	366251	Classical Studies	Yes	Not Returning
Julie Schweiger	1027610	Classical Studies	n/a	n/a
CarlaJoy Strand	497638	Latin	n/a	n/a
Matt Eckel	499504	English	n/a	n/a
Stacy Mittag	422932	English	n/a	n/a
Elaine Bransford	440678	English	n/a	n/a
Cecelia Schneeman	1026156	English	n/a	n/a
Matthew Davis	473468	English	n/a	n/a

Rita Thorson	440031	English	n/a	n/a
Karen Vidlock	362906	Social Studies	Yes	Not Returning
Brown, Christoph	480148	Social Studies	n/a	n/a
Matthew Kortz	503611	Social Studies	n/a	n/a
Kate Gilman	412944	Social Studies	n/a	n/a
Elliott Warden	500124	Social Studies	n/a	n/a
Carolyn Bagne	382493	Science	n/a	n/a
Michael Haselberger	420966	Science	n/a	n/a
Christina Miller	503652	Science	n/a	n/a
MacKenzie Bilunas	1019825	Science	n/a	n/a
Laura Pidgeon	1002952	Art	n/a	n/a
Claire Fiedler	514224	Art	n/a	n/a
Marcus Erickson	360660	Spanish	n/a	n/a
Meredith Smith	473362	Spanish	n/a	n/a
James DeCaro	434159	Band	n/a	n/a
Olive Winter	1006042	Orchestra	Yes	Not Returning
Birkan Yavuz	1036818	Orchestra	n/a	n/a
Mary Kate Maney	501727	Choir	n/a	n/a
Craig Wolke	366690	Latin	n/a	n/a
Eddie Crupper	1001085	Math	n/a	n/a
Varsha Bhatia	459545	Math	n/a	n/a

Will Palus	481273	Math	n/a	n/a
Erin Richgels	424348	Math	n/a	n/a
Anna Tiffany	449947	Phy Ed	n/a	n/a
Jessica Ducklow	377172	Special Ed	n/a	n/a
Lisa Mast	507502	ELL/Special Ed	n/a	n/a
Nicole Case	442259	Special Ed	n/a	n/a
Shannon Obi	507312	Special Ed	n/a	n/a
Alyssa Molde	1007461	Special Ed	n/a	n/a
Kimberly Haney	487191	Special Ed	n/a	n/a
Destiny Pulos	1011910	Special Ed	n/a	n/a
Ashley Koehnen	479766	Special Ed	n/a	n/a
Jeff Larson	466715	Special Ed	n/a	n/a
Jeanne Hodgdon	1004935	Special Ed	n/a	n/a
Gina Schimschock	381421	Special Ed.	n/a	n/a
Lynn Ellis	478514	Special Ed/Language Arts	n/a	n/a
Carmel Eastman	1002091	Special Ed	n/a	n/a
Hallie Gallmeier	1002577	Special Ed	n/a	n/a
Wendy Watts	346250	Special Ed	n/a	n/a
Lauren Moore	506676	DAPE (Developmental Adaptive PE	n/a	n/a
Ksenia Carpenter	455646	ELL	n/a	n/a

Kimberly Goettl	104727	Occupational Therapist	Yes	Not Returning
Haley Cernohous	450388	Occupational Therapist	n/a	n/a
Molly Hunter	103677	Occupational Therapist	n/a	n/a
Katie Kaari	404724	Speech Language Pathologist	n/a	n/a
Mike Fisher	461234	Speech Language Pathologist	n/a	n/a
Shannon Janssen	In Process	Student Support Specialist	n/a	n/a
Nicole Dockham	427123	Student Support Specialist	n/a	n/a
Jason Augustine	1008549	Building Sub	Yes	Not Returning
Courtney Ogaard	513194	Building Sub	n/a	n/a
Graham Weitala	1010358	Building Sub	Yes	Not Returning
Jennifer Vitale	1017785	Building Sub	n/a	n/a
Christianna Wagner	1007860	Building Sub	n/a	n/a