



Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Minnesota Education Grant System](#) (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize Every Student Succeeds Act (ESSA) funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to CACR.MDE@state.mn.us.

District or Charter Name: Saint Paul Conservatory for Performing Artists (SPCPA)

CACR Contact Name: Brian Goranson

CACR Contact Title: Principal & Artistic Director

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Annual Public Meeting

These annual public meetings are to be held in the fall of each school year.

CACR 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.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners:

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families. This year's survey focused specifically on student attendance and the factors influencing it, as improving overall attendance is a stated goal for 2025–26 and one of the only areas where SPCPA remains below state averages. A total of 109 families responded out of approximately 300.

When asked about the primary challenges that make daily attendance difficult, 46% of families identified illness or ongoing health concerns, 36% cited mental health concerns or anxiety about school, and 32% noted transportation issues. Additional factors included weather or safety concerns (15%) and oversleeping or difficulty with morning routines (15%). Fewer families pointed to family responsibilities or work schedules (8%) or lack of motivation/interest in school (7%).

When students do miss school, 67.5% of parents/guardians reported that absences are most often due to illness or medical appointments. Another 12% identified mental or emotional health reasons, 4.5% cited transportation problems, and 3.7% noted family or personal responsibilities. All other reasons accounted for less than one percent of responses.

Families were also asked what helps students feel most motivated to attend school. The most common response was friends and social connections (77%), followed by teachers or staff who care about their student (47.5%). Forty-two percent cited arts classes, productions, or J-Term experiences, while 21% noted specific academic subjects their student enjoys. An additional 15% identified a sense of routine and purpose.

Regarding school connectedness, 46% of families indicated that their student feels very connected and well-informed about what is happening at school. Another 45% reported their student feels somewhat connected but would benefit from more frequent communication. Eight percent indicated their student does not feel very connected and is often unaware of school events or updates. No families reported feeling not connected at all. In response to an open-ended question about improving connectedness, some families suggested additional extracurricular opportunities or the addition of an on-site counselor or social worker, though no single theme emerged.

Families were also asked which changes would help their student attend school more consistently. The most frequent suggestions included improved transportation options (24.5%) and adjustments to the school start time (20.6%). Other notable responses included increased mental-health or social-emotional supports (13.5%), more engaging or relevant classes and experiences (11%), and clearer communication about attendance expectations (5%).

These survey findings provide meaningful insight into the factors influencing student attendance at SPCPA. Illness, mental-health concerns, and transportation challenges remain the most significant barriers, while strong relationships, meaningful engagement in the arts, and a sense of belonging serve as the most powerful motivators. SPCPA will use these results to guide strategic efforts to strengthen attendance and support student connectedness.

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
N/A	N/A	<p>Check one of the following:</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"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</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"/> N/A (no kindergarten enrollment)</p>

Repeat table for additional school readiness goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal #1	Result	Goal Status
<p>SPCPA students in all subgroups will meet or exceed standards on the MCA in Math, Reading, and Science by 10% or more as compared to subgroup achievement levels in the resident school district in which SPCPA resides (SPPS). (the goal was increased from 6% for 2023-24)</p>	<p>All SPCPA subgroups who took the MCA Reading exam met or exceeded standards by more than 10% (71%) as compared to achievement levels in the resident school district in which SPCPA resides, SPPS (31%).</p> <p>All SPCPA subgroups who took the MCA Science exam met or exceeded standards by more than 10% (46%) as compared to achievement levels in the resident school district in which SPCPA resides, SPPS (19%).</p> <p>All SPCPA subgroups who took the MCA Math exam met or exceeded standards by more than 10% (26%) as compared to achievement levels in resident school district in which SPCPA resides, SPPS (12%).</p>	<p>Check one of the following:</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"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Goal #2	Result	Goal Status
<p>SPCPA students in all subgroups will meet or exceed standards on the MCA in Math, Reading, and Science within 10% or less as compared to White student achievement levels at SPCPA.</p>	<p>All SPCPA subgroups who took the MCA Reading exam met or exceeded standards (71%) within 10% of White student achievement levels (80%).</p> <p>All SPCPA subgroups who took the MCA Science exam met or exceeded standards (46%) within 10% of White student achievement levels (53%).</p> <p>All SPCPA subgroups who took the MCA Math exam met or exceeded standards (26%) within 10% of White student achievement levels (31%).</p>	<p>Check one of the following:</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"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

All Students Ready for Career and College

Goal	Result	Goal Status
<p>100% of students in Grade 12 as of October 1, 2024, and that graduate on time and apply for college will gain acceptance into at least one college or conservatory program. (Goal up 2% from 98% in 2023-24)</p>	<p>100% of students in Grade 12 as of October 1, 2024, that graduated on time and applied for college were accepted into at least one college or conservatory program.</p>	<p>Check one of the following:</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"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

All Students Graduate

Goal	Result	Goal Status
90% or more of students enrolled in Grade 12 as of October 1, 2024, will graduate on time.	88% of students enrolled in Grade 12 as of October 1, 2024, graduated in May of 2025.	<p>Check one of the following:</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"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</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"/> N/A (no 12th grade enrollment)</p>

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
100% of SPCPA students across all grade levels will participate in at least 1 post-secondary planning opportunity in 2024-25.	100% of SPCPA students across all grade levels met in-person with the Academic Advisor & College Counselor.	<p>Check one of the following:</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"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Repeat table for additional school readiness goals as appropriate.