

St. Anthony  New Brighton  
INDEPENDENT SCHOOL DISTRICT 282

# 2024-2025 Annual Report

*Impact, Outcomes, and Stewardship*



# Moving Forward Together

## A Message from District Leadership

The 2024–2025 school year was a year of reflection, resilience, and renewed focus for St. Anthony-New Brighton Schools. Like many districts across Minnesota and the nation, we navigated both challenges and opportunities, all while keeping our shared commitment to students at the center of every decision.

This Annual Report represents more than a snapshot of the year behind us. It reflects the collective work of our students, staff, families, and community, and our shared responsibility to ensure that every learner is supported, and prepared for their future.

Throughout the year, the School Board and district leadership remained focused on three core priorities: impact, outcomes, and stewardship. We worked to strengthen academic experiences, support student well-being, and maintain safe, welcoming learning environments. At the same time, we were mindful of our obligation to be thoughtful stewards of public resources, committed to transparency, accountability, and long-term sustainability.

We also listened. Through formal engagement opportunities and everyday conversations, we heard from students, families, staff, and community members about what they value most and where they want to see continued growth. Those perspectives continue to inform our work and reinforce the importance of partnership and trust.

Inside this report, you will find highlights that illustrate our progress toward our vision and success metrics, examples of student engagement beyond the classroom, and clear information about how resources are used to support teaching and learning. While no single document can fully capture the heart of a school community, we hope this report provides a meaningful window into our schools and the care, dedication, and expertise that define them.

Thank you for your continued support of St. Anthony-New Brighton Schools. Together, we remain committed to nurturing the brilliance in every learner, every day.



**Dr. Renee Corneille**  
Superintendent



**Dr. Cassandra Palmer**  
School Board Chair



### 2026 SCHOOL BOARD

**Dr. Cassandra Palmer**  
Chair

**Dr. PJ Striker**  
Vice Chair

**Laurel Hood**  
Clerk

**Dr. Daniel Turner**  
Treasurer

**Annie Bosmans**  
Laura Haas



### OUR SCHOOLS

SANB Early Childhood & Preschool

Wilshire Park Elementary School (K-5)

St. Anthony Middle Schools (6-8)

St. Anthony Village High School (9-12)

SANB Community Services

# AT A GLANCE

## Our Students (2024-25)

**1,891**  
Students Enrolled

**13.2%**  
Special Education

**29.3%**  
Educational Benefits

**9.7%**  
English Learners

**38.5%**  
Student of Color



## Highlights (2024-25)



**91.3%**  
Graduation Rate  
(Minnesota Dept. of Education, Class of 2024 data)



**Gold**  
AP Honor Roll  
Approximately 7% of all eligible schools in the U.S. and Canada (AP/College Board, 2025)



**Silver**  
Best High Schools  
(U.S. News & World Report, 2025)



**A-**  
Academic Rating  
(Niche.com)



**88%**  
Community members rating education quality as excellent or good  
(2023 Community Survey, Morris-Leatherman)

# Strategic Framework

SANB's Strategic Framework is centered on Student Success and guides the works of all adults employed in the district. This work is composed of three essential elements: Dignity, Effective Instruction, and Belonging. Through strategic planning and data analysis in these areas, the administration monitors progress, ensuring that the dedicated efforts of ISD 282 staff prepare all students to achieve success.

## 2028 SUCCESS GOALS

As part of its commitment to continuous improvement, the School Board set specific success metric goals prior to the 2024-25 school year. These goals are set to be accomplished by 2028, with expected milestones met per school year. The following data identify progress made in 2024-25 on the district's key goals.

## Effective Instruction

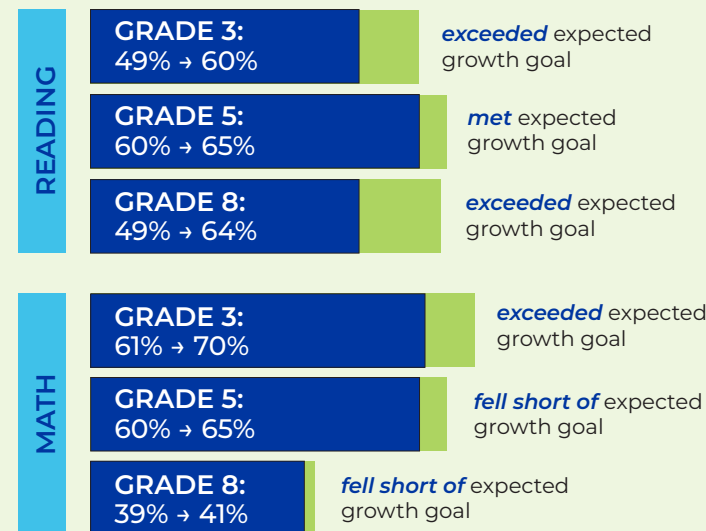
### Success Indicator

Students think critically and apply their acquired knowledge and skills to solve problems. Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action. In addition to overall assessment growth, our district is committed to eliminating gaps in achievement for students of different backgrounds, including race, special education, language, income, or gender.

### GOAL 1 - Academic Excellence

Meeting state standards, as measured by the MCAs, helps the district ensure that students are ready for their next step. Based on the Board's success metrics, we aim to increase expected student proficiency scores in reading and math (MCAs) each year. While not all expected growth goals were met, the district did see overall growth in all tests.

#### Proficiency Rates - increased in all grades:



Average Gap Goals: results were mixed, decreasing in some areas, increasing in others

### GOAL 2 - College Readiness

While not all students will or need to go to college, we look at ACT scores to help assess a student's readiness for life after graduation. Similar to Goal 1, annual growth is the primary goal, while also aiming to meet expected growth targets.

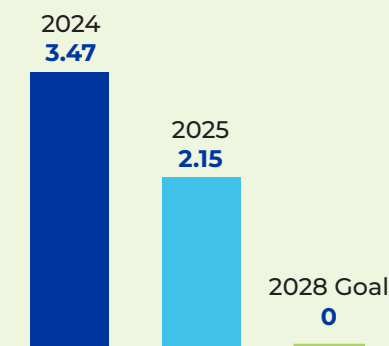
# 20.5

Average ACT Composite (2025)

National average 19.4

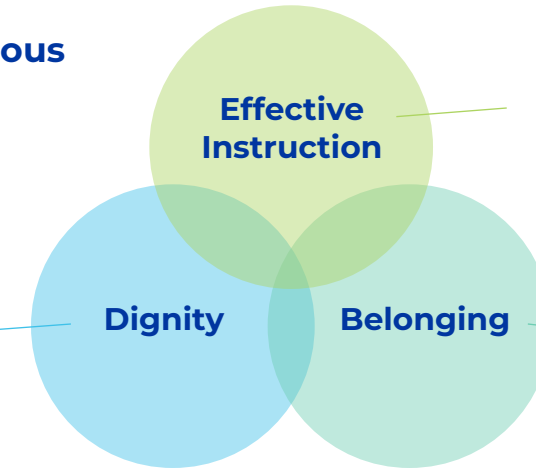
2025 Goal: 22  
2028 Goal: 23

#### Achievement Gap Trend:



## Oversight & Continuous Improvement

Every student gets what they need to thrive



High expectations, strong achievement, continuous improvement

Students feel safe, supported, and connected

## Dignity

### Success Indicator

Students holistically develop an adaptive skill-set that includes empathy, self-advocacy, teamwork, communication, inclusion and interpersonal abilities, and coping skills to thrive in a constantly changing world. Students are equipped to navigate demands and opportunities they encounter, enabling them to enjoy meaningful, productive, healthy lives.

### GOAL 3 - Student Wellness

The district administers the nationally benchmarked Panorama Survey to students in grade 6-12 to help track growth in key social-emotional skills such as self-management, social awareness, self-efficacy, classroom efforts and emotional regulation.

**58%** Overall Favorable Responses (40th percentile nationally)

**55%** Emotional Regulation (90th percentile)

**72%** Self Management (60th percentile)

English Learner wellness gap reduced to 1%



## Belonging

### Success Indicator

Students understand their brilliance as well as their rights and responsibilities as an individual, and as a member of society. Students can reflect on the needs of a diverse community, activating their resourcefulness, intellect, and skills to positively and authentically contribute to and serve their community.

### GOAL 4 - Positive Contributors

Through measurement of student engagement and involvement in their school and community, we will be able to assess the level of belonging and contribution our students are making, preparing them for life after high school.

**6,976** Student service hours

**819** students involved

↑ 724 in 2023-24

#### Progress Marker:

2025 Goal: 7,000 hours

2028 Goal: 10,000 hours

# College, Career, and Life Ready

As students plan their path through high school and prepare for life after graduation, St. Anthony-New Brighton Schools is committed to providing multiple pathways that support academic growth, career exploration, and postsecondary readiness. At St. Anthony Village High School, Advanced Placement (AP), College in the Schools (CIS), Career and Technical Education (CTE), and Postsecondary Enrollment Options (PSEO), offer rigorous academic and applied learning experiences, opportunities to earn college credit, and explore future careers. The data below reflect participation and outcomes from 2024-25.

## Advanced Placement (AP):

**14**  
AP courses offered at SAVHS

**425**  
AP exams administered

**196**  
students with 3+ scores

**64%**  
student with scores of 3 or high (generally resulting in college credit)

**AP STUDENT ENROLLMENT**

Year	Enrollment
2021-22	445
2022-23	548
2023-24	458
2024-25	472

## College in the Schools:

**6** CIS courses offered at SAVHS



Year	Student Enrollment	College Credits Earned	Tuition Savings based on U of M annual credit cost
2021-22	75	350	\$194,749
2022-23	129	646	\$377,090
2023-24	140	675	\$383,594
2024-25	161	840	\$503,992

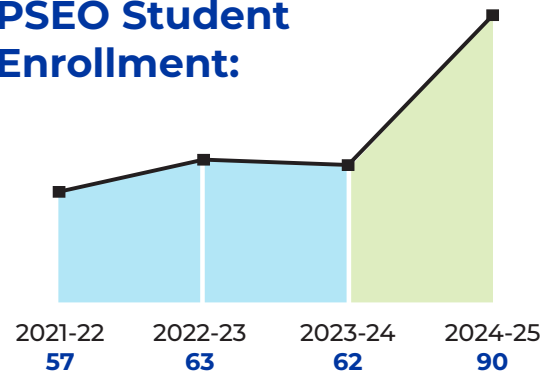
## SAVHS Named to Advanced Placement Honor Roll Gold



St. Anthony Village High School has been recognized for student success in the Advanced Placement program while broadening participation. Schools earn this recognition based on criteria that reflect a commitment to increasing college-going culture, providing opportunities for students to earn college credit, and maximizing college readiness.

SAVHS earned this distinction by meeting College Board standards in the percentage of the class of 2025 who took at least one AP test, earned a 3 or higher, and who took five or more AP exams.

## PSEO Student Enrollment:



## Career and Technology Education (CTE):

In partnership with Northeast Metro 916, SAVHS students have the opportunity to enroll in classes and trades programs including health and human services, skilled and licensed trades, automotive and construction careers, information technology, entrepreneurship, and public safety. Participation in these programs help students connect classroom learning to real-world applications and postsecondary pathways.

## CTE STUDENT ENROLLMENT



# Beyond the Classroom

Student success at St. Anthony-New Brighton Schools extends beyond the classroom. Through athletics, activities, clubs, fine arts, and leadership opportunities, students build relationships, develop confidence, and find meaningful ways to belong, supporting wellness, engagement, and growth as learners and contributors.



## Student Participation & Belonging

Most secondary students participate in activities beyond the school day, strengthening connection, belonging, and engagement.

**74%** High school students participate in at least one activity or sport

- ▶ 55% participate in athletics
  - ▶ 46% participate in activities or clubs
- 38%** of middle school students participate in at least one activity or sport

## Student Achievements Across Activities & Arts

Students demonstrated success across academics, arts, activities, and athletics through individual growth, team achievement, and postseason participation.

**25+** students advanced to state-level competition

- ▶ 40+ students earned academic, artistic, or activity-based distinctions
- ▶ Multiple teams recognized for academic excellence through GPA-based awards

## Opportunities to Belong

SANB offers diverse opportunities for students to explore interests, build skills, and connect with peers through athletics, activities, and the arts.

### A wide range of ways to connect

- 29 athletic programs offered:
  - ▶ 14 girls programs
  - ▶ 14 boys programs
  - ▶ 8 cooperative programs
- 19 activities and clubs at the high school level
- 816 student-athletes participated across athletic programs



## Leadership & Student Voice

Beyond participation, students develop leadership, voice, and confidence through opportunities to represent SANB and lead within their communities.

**8** student leaders participated in state-level leadership conferences

- ▶ Students represented SANB in conference, section, state, and national events
- ▶ Leadership opportunities embedded across teams, clubs, and activities



**Dave Wiggins**  
Boys Tennis Coach  
MN Tennis Head Coach of the Year

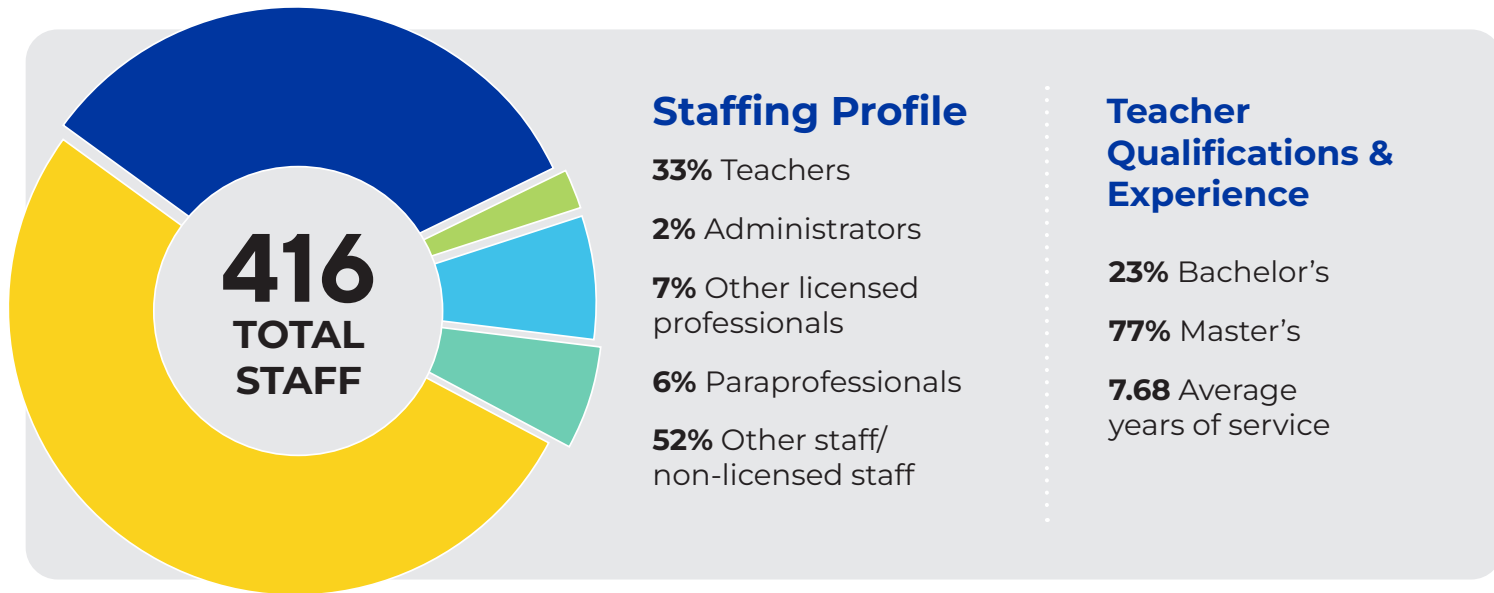


**Dr. Troy Urdahl**  
SAVHS Activities Director  
MN Class AA Activities Administrator of the Year

*Success is measured not only by outcomes, but by growth, engagement, and opportunities for students to lead.*

- Dr. Troy Urdahl

# High Quality, Caring Staff



Student success is made possible by high-quality staff who bring expertise, care, and dedication to their work each day. These profiles highlight just two of the many people behind the learning, relationships, and support that define St. Anthony-New Brighton Schools.

**Kristine Schwintek**  
SAMS Dean of Students



**District experience**

I have taught for 9 of my 14 years at SANB. I served as the 8th Grade Science Teacher at SAMS for my first seven years and am now in my second year as Dean of Students.

**Why do you like working in SANB?**

I love showing up every day with positivity for our fun and brilliant students! I also love being surrounded by the passionate and caring teachers and staff at SAMS!

**Helen Siggelkow**  
Wilshire Park Administrative Assistant



**District experience**

I have had the privilege of working at Wilshire Park for nearly 20 years.

**Why do you like working in SANB?**

People say it takes a village, and I am grateful to be part of one here in SANB. No two days are alike, and I love the rhythm and variety of the school day. The fast-paced environment keeps me connected to students and their families. The students are fun, honest, and resilient. It is truly a joy being part of their journey.

## What Our Staff Are Saying

2025 Employee Engagement & Retention Survey



**74%** staff favorability rating for Leadership & Communication

*Percent of staff report strong trust, positive relationships with supervisors, and a clear understanding of how their work aligns with district goals.*

**76%** staff reporting their work feels meaningful

*Three-quarters of SANB staff say their work is meaningful and connected to supporting students' learning and well-being.*

**50+%** staff employed six or more years in the district

*SANB's workforce reflects a strong mix of long-term experience and newer staff, supporting continuity, mentorship, and growth.*

**53%** staff likely to be working in SANB in two years

*More than half of staff report they are likely or extremely likely to remain with the district over the next two years, informing continued efforts to strengthen support and retention.*

# Community Involvement & Connection



SANB strengthens student success and community well-being by listening to community voices and expanding access to learning, support, and connection for all ages.

## Community Services Impact

Community Services expands access to learning, care, and connection by serving residents of all ages and making meaningful use of school facilities as community spaces.

**3,359** participants served

- ▶ **702** children ages 0-4 (Early Childhood & Pre-K)
- ▶ **1,452** elementary students (K-5 programs & school-age childcare)
- ▶ **465** middle & high school youth (grades 6-12)
- ▶ **740** adult participants (19+)

## Early Learning

Community Services supports early learning and family success through high-quality programs aligned to student growth and readiness.

**96%** Early learners met or exceeded literacy benchmarks

- ▶ **90%** social-emotional benchmarks met or exceeded
- ▶ **82%** language benchmarks met or exceeded

## Youth Support & Care

Extended-day childcare supports families by providing safe, reliable care for students beyond the school day.

**310** youth served through extended-day childcare

- ▶ School-age childcare provided for elementary families
- ▶ Supports working families and consistent student care beyond the school day

## Community Voice & Participation

In May 2025, SANB convened a structured Community Conversation to listen, learn, and strengthen relationships with families, staff, students, and community members.

**77** community members engaged

**59** feedback forms submitted

## What the Community Values

Participants consistently highlighted relationships, student opportunities, and a strong sense of belonging as defining strengths of SANB schools. Top themes identified:

- ▶ Dedicated, caring staff
- ▶ Arts, activities, and student opportunities
- ▶ Personalized learning and small-district relationships
- ▶ Values of belonging and care

## Targeted Support & Inclusion

Community Services provides targeted support programs that respond to the needs of families and caregivers across the community.

- ▶ Monthly caregiver support group for families caring for adults with dementia
- ▶ Monthly support group for parents of children with special needs

## Community Use of School Facilities

School facilities are actively used as community spaces, maximizing public investment and strengthening connections beyond the school day.

- ▶ **48,183** hours of community use
- ▶ **154** residential and **91** outside groups hosted

# Operational Excellence



## Stewardship, Safety, and Systems That Support Learning

Operational excellence at St. Anthony-New Brighton Schools ensures that facilities, transportation, and support services operate efficiently, safely, and in ways that directly support student learning and well-being.

### Food & Nutrition Services

Food and Nutrition Services adapt staffing, schedules, and service models to ensure students have consistent access to nutritious meals each school day.

#### 100% staffing coverage

- ▶ Kitchens fully staffed across schools
- ▶ Added service lines and carts to support efficient meal service
- ▶ Scratch-cooked meals alongside student-preferred options
- ▶ MN Thursdays featuring local foods twice each month



### Transportation Systems

Transportation systems prioritize safety, reliability, and communication to support students and families across the district.

#### 100% propane-fueled buses

- ▶ All buses equipped with upgraded camera systems
- ▶ 452 families connected through the Bus Quest Parent App
- ▶ Reliable routes with minimal start-of-year delays



### Safety & Infrastructure

Investments in safety and infrastructure help maintain secure, well-functioning environments for students and staff.

#### Investing in safe, reliable systems

- ▶ Stop-arm cameras installed on general education buses
- ▶ Live GPS tracking and remote video access
- ▶ Proactive management of aging equipment through operational adjustments



### Operational Stewardship

Operational decisions emphasize responsible stewardship of public resources while supporting daily learning environments.

#### Efficient use of resources

- ▶ High staff retention in operational roles
- ▶ Continuous evaluation of systems and workflows
- ▶ Focus on long-term reliability and sustainability



# Financial Stewardship



## Transparency, Accountability, and Value for Our Community

St. Anthony-New Brighton Schools is committed to responsible financial stewardship, ensuring public resources are managed transparently and invested in ways that directly support students, staff, and long-term district stability.

### Budget Management & Oversight



District finances are managed through careful planning and ongoing oversight to maintain stability while supporting student learning and district operations.

#### Responsible budget management

- ▶ Multi-year financial planning aligned with district priorities
- ▶ Ongoing monitoring of revenues, expenditures, and fund balance
- ▶ Conservative approach that prioritizes stability and instructional impact

### Independent Audit Results



Independent audits confirm the district's commitment to accurate reporting, strong controls, and financial accountability.

#### Clean audit opinion

- ▶ Annual independent financial audit completed
- ▶ No material weaknesses reported
- ▶ Strong internal controls and compliance practices

### Transparency & Financial Reporting



Consistent recognition for financial reporting reflects SANB's commitment to transparency and clear communication with the community.

#### ASBO Certificates of Excellence Received annually since 2019

- ▶ Awarded for clear, transparent financial reporting
- ▶ Recognition reflects high standards in public financial communication



**Aa3  
MOODY'S BOND  
RATING**

A strong indicator of fiscal health and responsible debt management

### Community Investment & Return on Value



Community-approved operating levy funding supports staff, programming, and essential services while maintaining local control and fiscal stability.

#### Operating Levy Renewal approved (2023)\*

- ▶ **Question 1 - 66% voter-approval** provides funding to recruit and retain staff and support high levels of academic achievement for our students.
- ▶ **Question 2 - 71% voter-approval** provides funding for the tools and resources used in the classroom to support student learning such as books, classroom materials, computers and software.

*\*Referendum funding became available with the 2024-25 school year.*

