

Comprehensive Achievement and Civic Readiness (CACR) and Achievement & Integration (A&I) Summary



2025-2026

Comprehensive Achievement and Civic Readiness (CACR)

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- Prepare students to be lifelong learners.

Comprehensive Achievement and Civic Readiness

What is World's Best Workforce?

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes 2023, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following four WBWF goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Note: Due to legislative changes, third grade reading is no longer a WBWF goal area as of the 2023–24 school year.

What is Comprehensive Achievement and Civic Readiness?

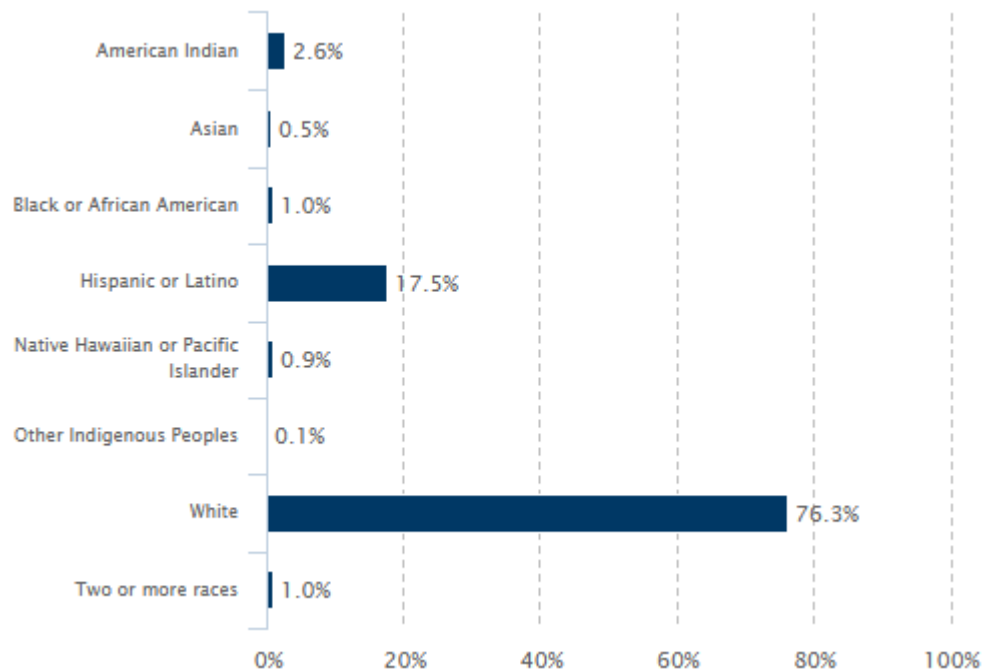
During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change will take effect as of the 2024–25 school year strategic plans and Fall 2025 annual summary report.

CACR plans will address the four WBWF goals above as well as one additional goal:

- Prepare students to be lifelong learners.

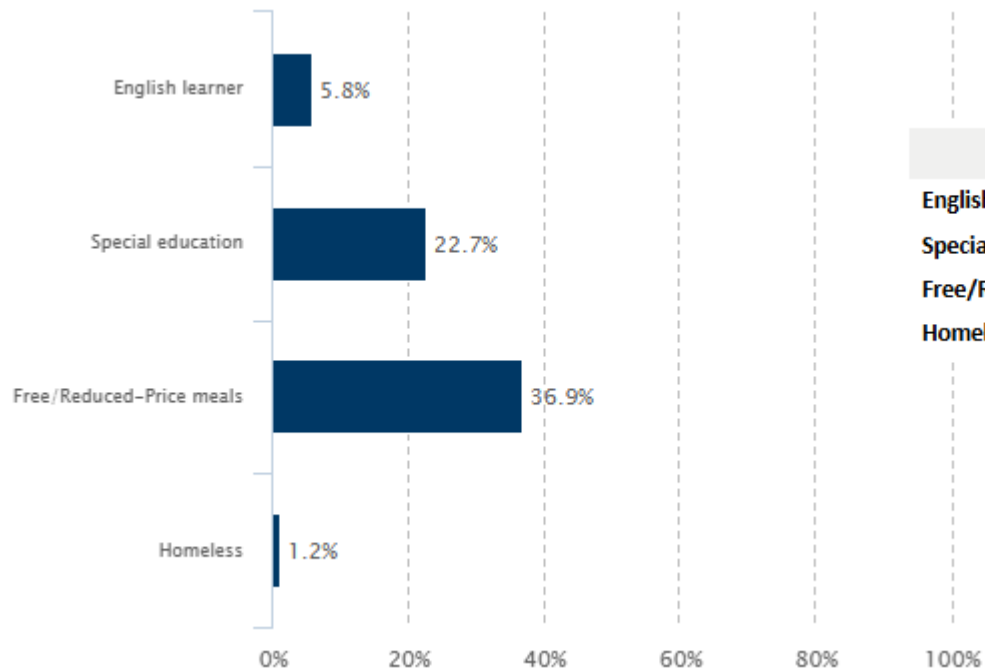
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Demographics



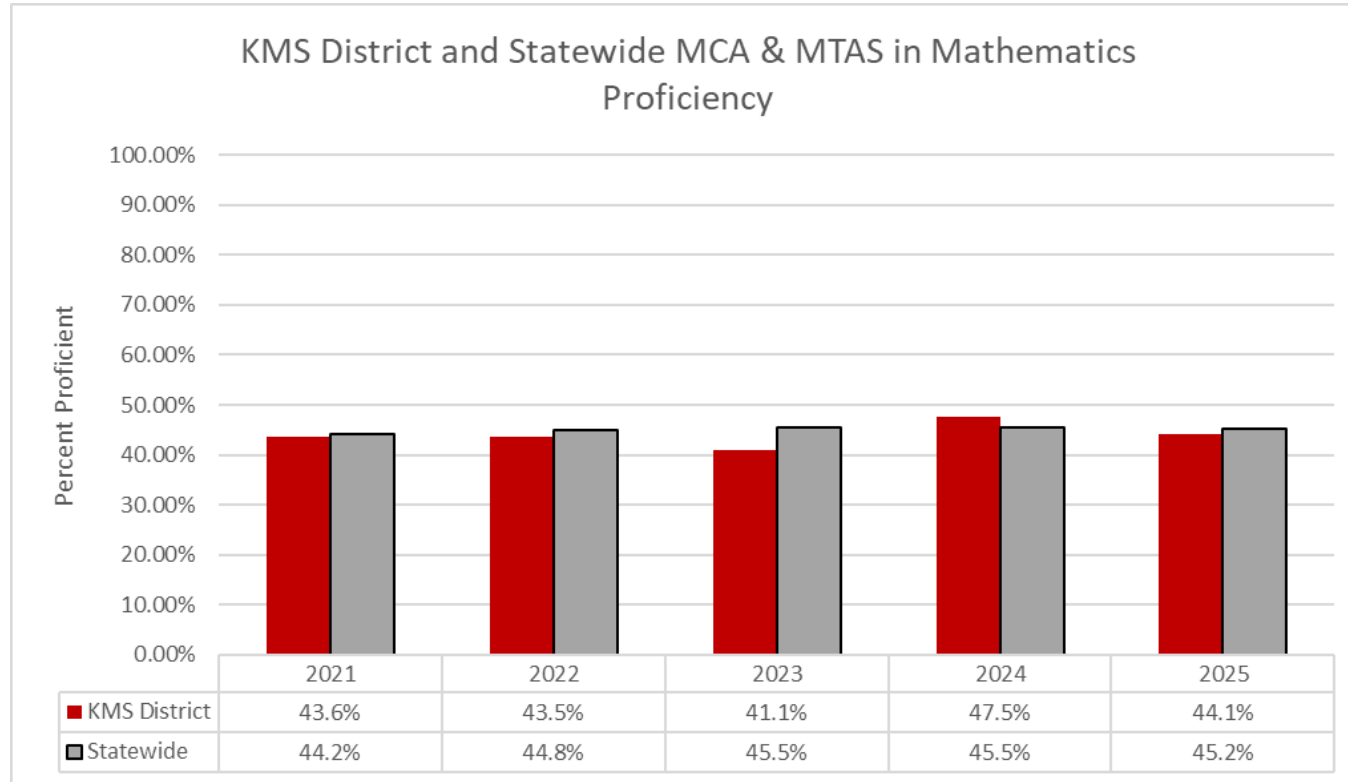
Race/Ethnicity	Count	Percent
American Indian	20	2.6%
Asian	4	0.5%
Black or African American	8	1.0%
Hispanic or Latino	136	17.5%
Native Hawaiian or Pacific Islander	7	0.9%
Other Indigenous Peoples	1	0.1%
White	593	76.3%
Two or more races	8	1.0%
All students	777	100.0%

Demographics



	Count	Percent
English learner	45	5.8%
Special education	176	22.7%
Free/Reduced-Price meals	287	36.9%
Homeless	9	1.2%

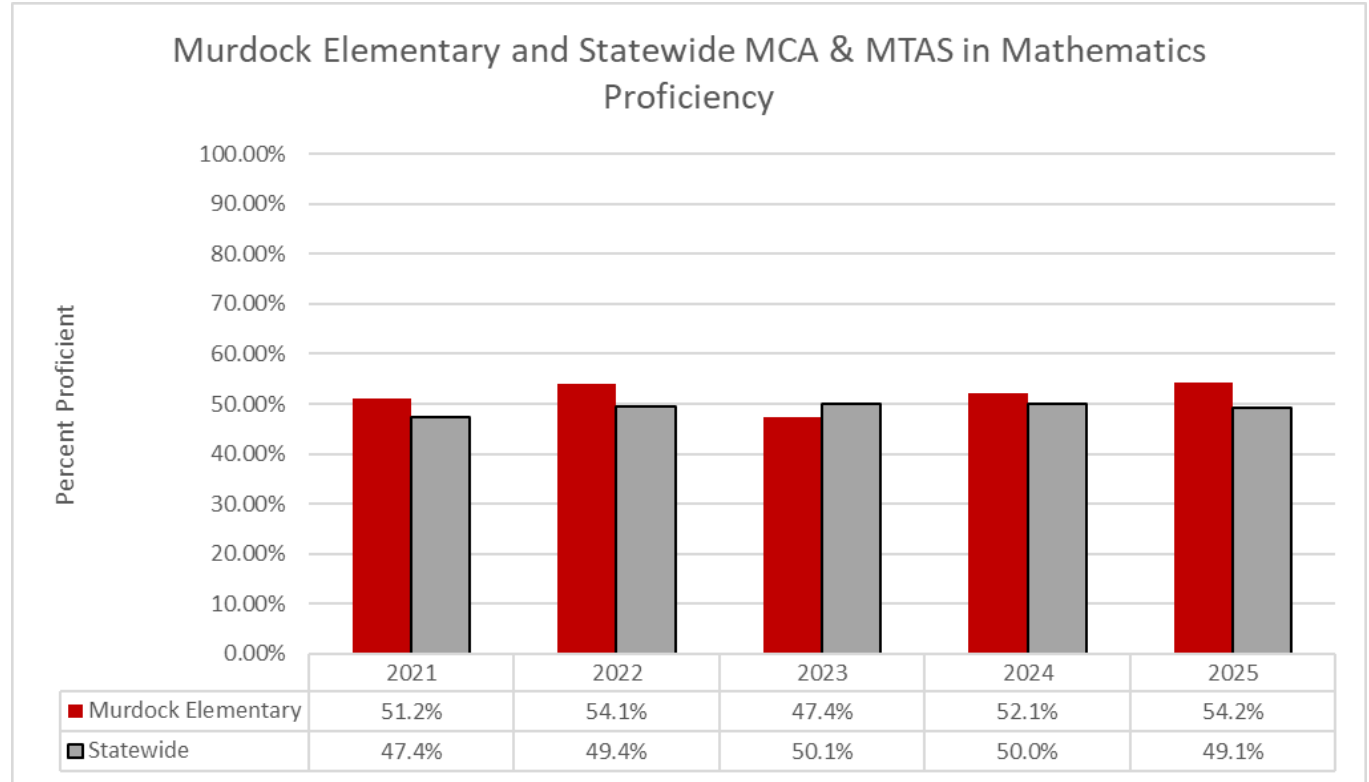
Mathematics - Goals & Results



Mathematics - Goals & Results

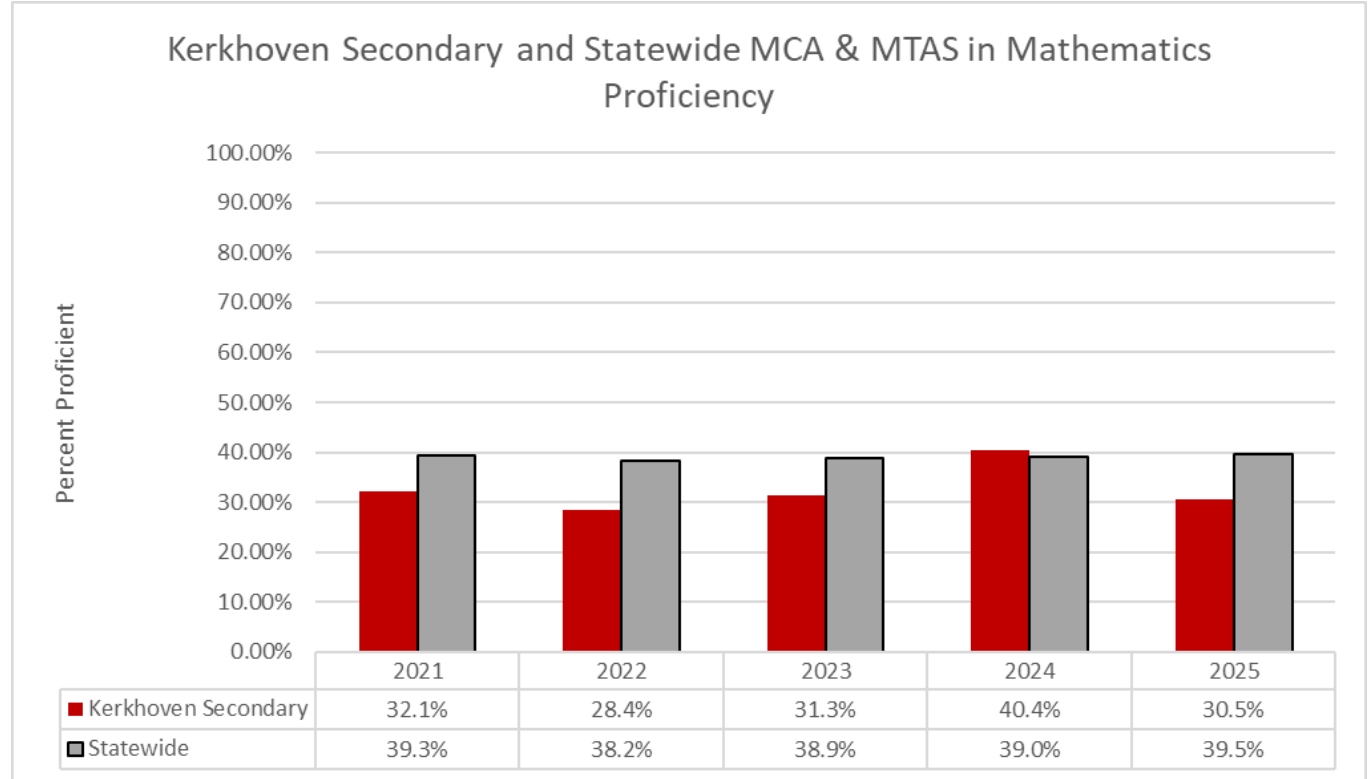
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By the spring of 2025, 55.1% of students in grades 3 through 6 will demonstrate proficiency on the Minnesota Comprehensive Assessment (MCA) in Mathematics.

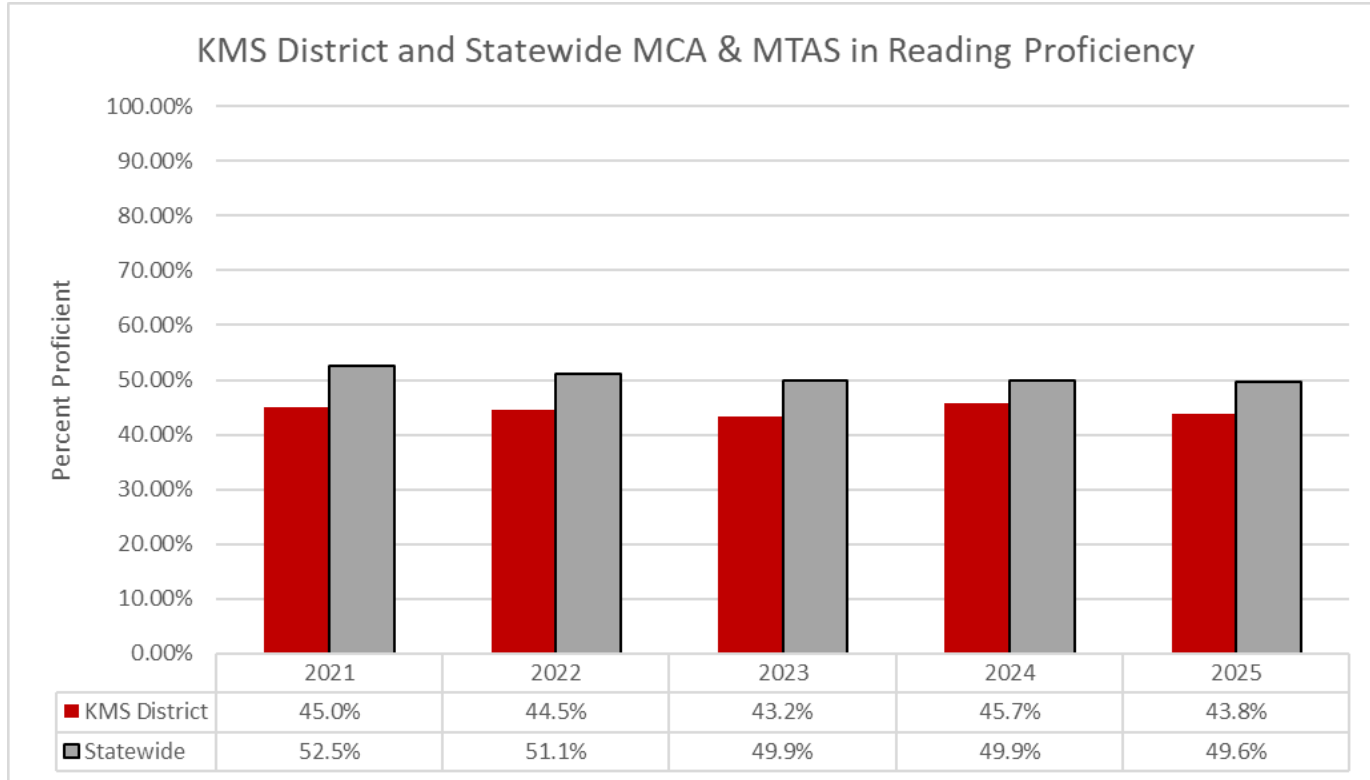


Mathematics - MCA Results

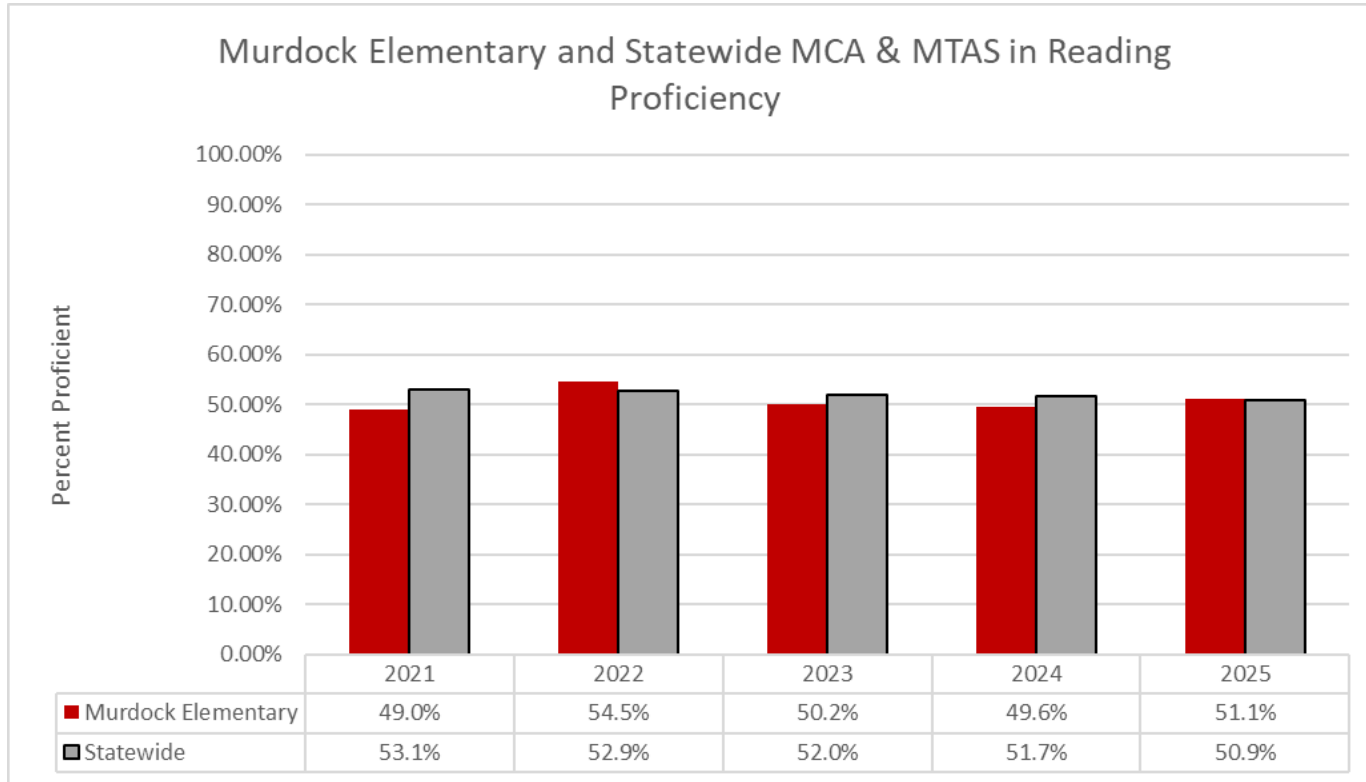
By the spring of 2025, 43.4% of students in grades 7, 8, and 11 will demonstrate proficiency on the Minnesota Comprehensive Assessment (MCA) in Mathematics.



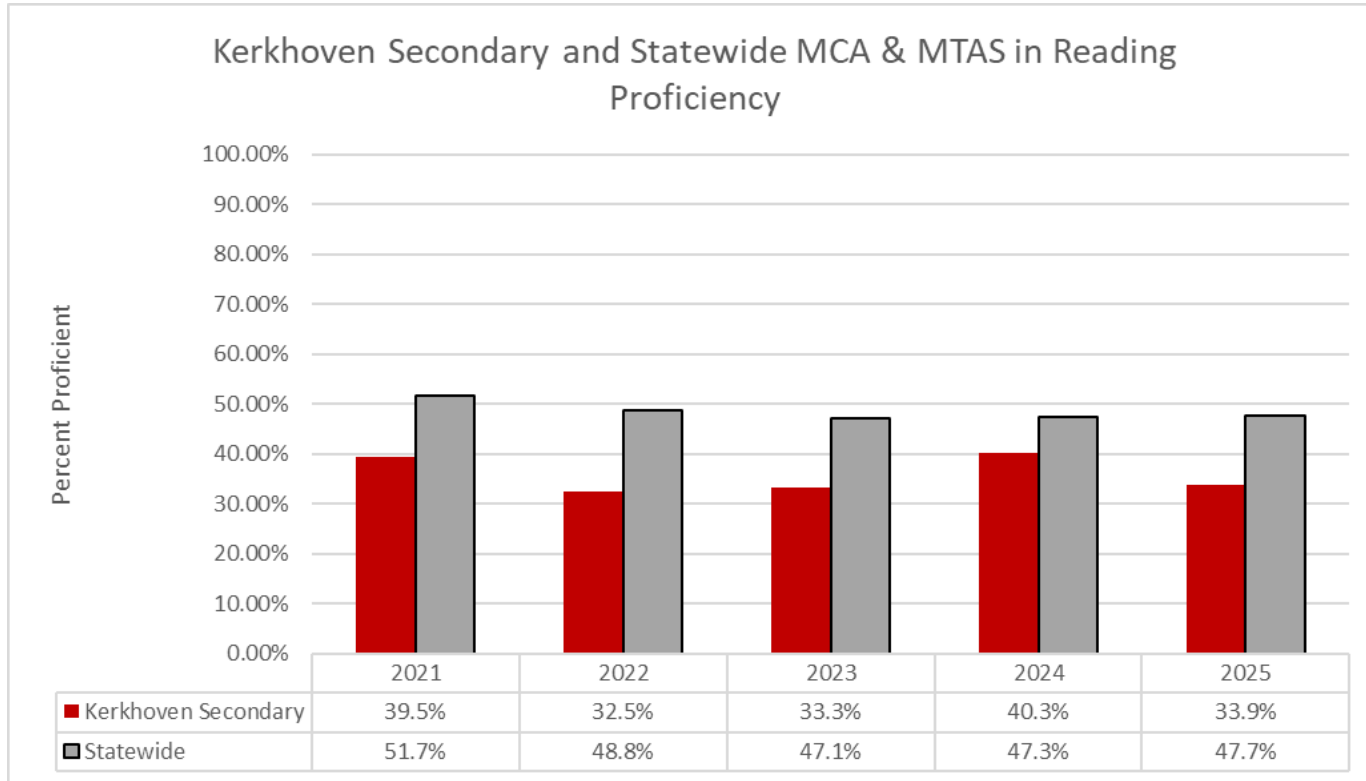
Reading - Results



Reading - Results

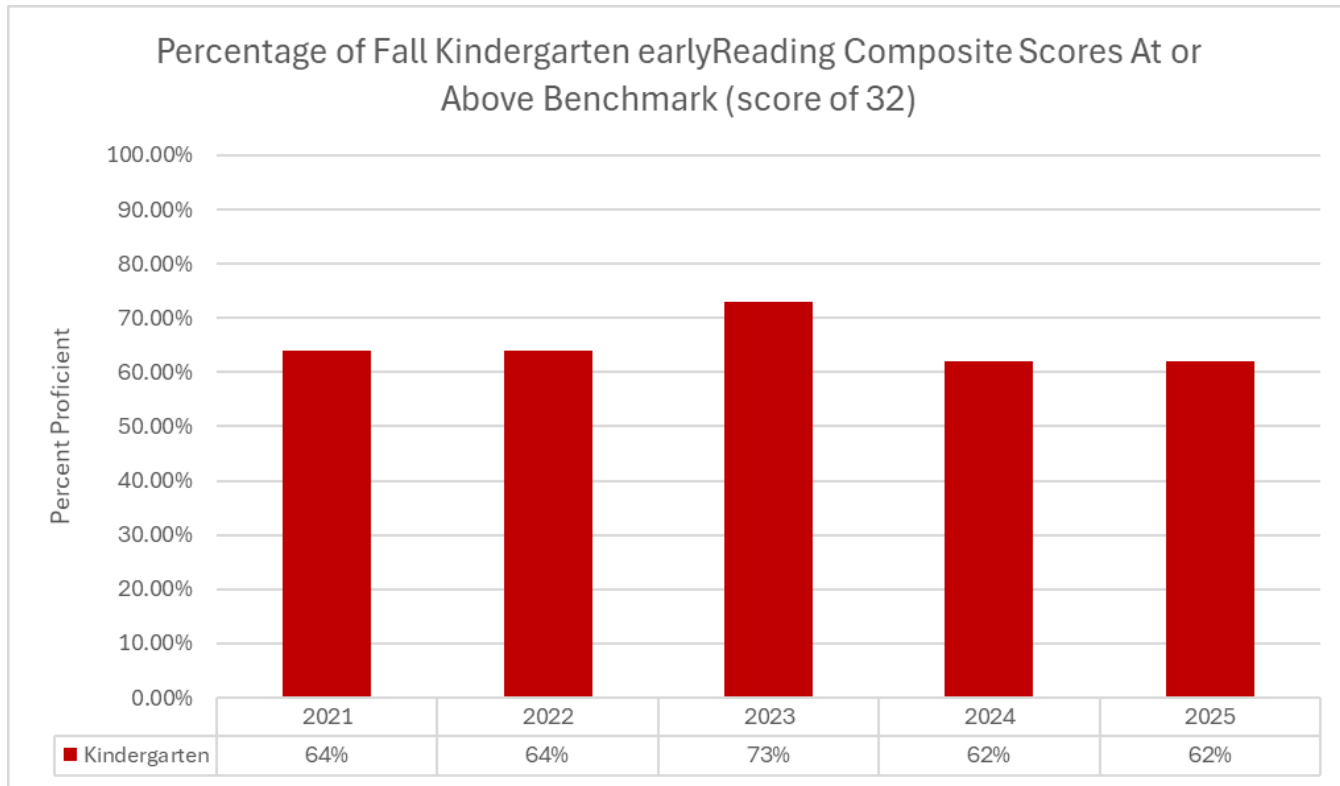


Reading - Results



CACR Goals - All children are ready for school

By the fall of the 2025/2026 academic year, 90% of the students entering kindergarten will obtain a composite score of 32 or higher on the FastBridge earlyReading Kindergarten Assessment.



CACR Goals - All racial and economic achievement gaps between students are closed.

By spring 2025, the KMS Public School District will decrease the achievement gaps between students who receive Free/Reduced Lunch, Special Education Services, and English Language Services and those who do not in Math Proficiency by 4% as measured by the Math MCA-III/MTAS.

	2024 Proficiency and Achievement Gap	2025 Proficiency and Achievement Gap
Free/Reduced Lunch	30.72%	29.03%
Not Free/Reduced Lunch	59.48%	53.36%
FRP/Not FRP Gap	28.76%	24.33%
Special Education Services	22.99%	21.51%
No Special Education Services	54.34%	50.79%
Spec Ed/No Spec Ed Gap	31.35%	29.28%
English Learner Services	11.54%	14.81%
No English Learner Services	50.00%	46.19%
EL/No EL Gap	38.46%	31.38%

CACR Goals - All racial and economic achievement gaps between students are closed.

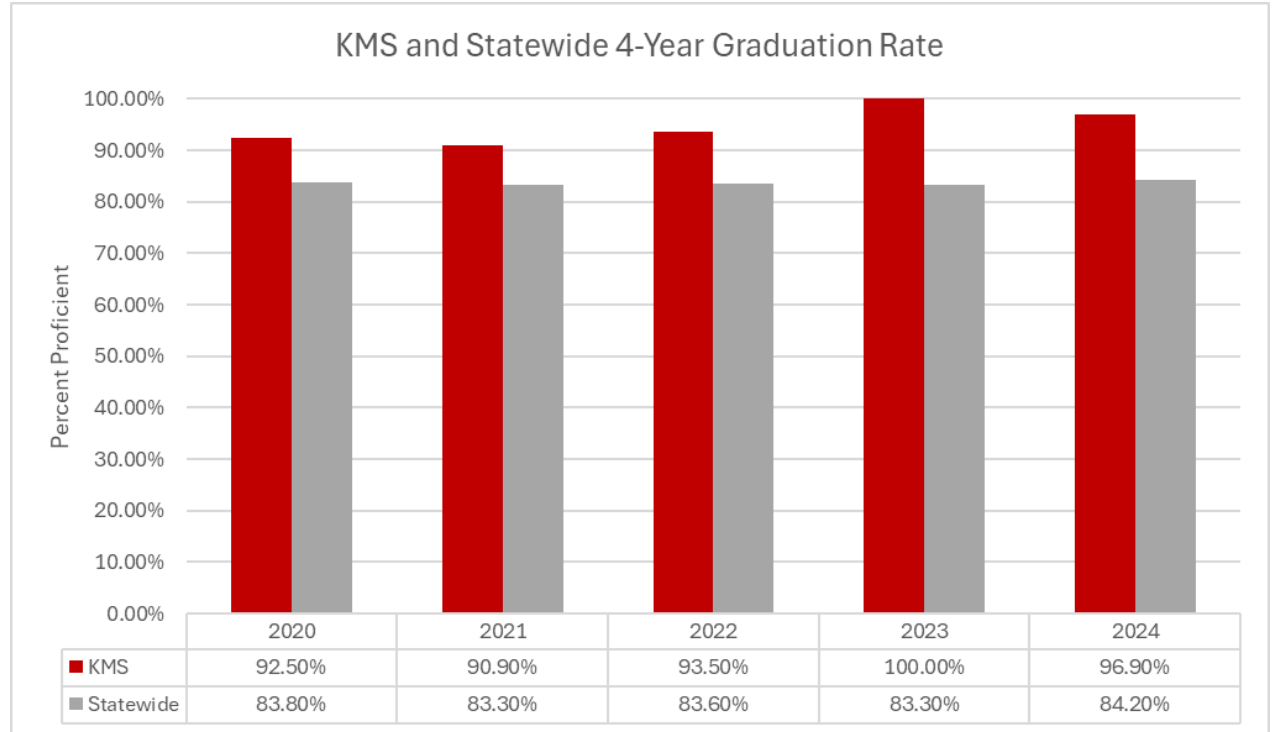
By spring 2025, the KMS Public School District will decrease the achievement gaps between students who receive Free/Reduced Lunch, Special Education Services, and English Language Services and those who do not in Reading Proficiency by 4% as measured by the Reading MCA-III/MTAS.

	2024 Proficiency and Achievement Gap	2025 Proficiency and Achievement Gap
Free/Reduced Lunch	31.76%	27.67%
Not Free/Reduced Lunch	55.24%	54.03%
FRP/Not FRP Gap	23.48%	26.36%
Special Education Services	15.66%	12.50%
No Special Education Services	53.13%	53.38%
Spec Ed/No Spec Ed Gap	37.47%	40.88%
English Learner Services	20.00%	7.69%
No English Learner Services	47.68%	46.19%
EL/No EL Gap	27.68%	38.50%

CACR Goals - All students graduate and are ready for career and college.

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The 4-year graduation rate for the KMS Public School District will be at or above 90% during the 2025 accountability year (graduating class of 2024).



CACR Goals - All students graduate and are ready for career and college.

Table 1. CCR Goal Scores for Grade 10 Reading and Grade 11 Mathematics

Subject	Grade	CCR Goal Score: Reading	CCR Goal Score: Mathematics
Reading	10	1058	–
Mathematics	11	–	1152

The CCR goal scores were determined using spring 2015 data. A set of predictive models identified the CCR goal scores by predicting performance on a nationally recognized college entrance exam (e.g., ACT, SAT) from the CCR subject-specific MCA-III scores. Linking was conducted by linking students' scale scores on the grade 10 Reading and grade 11 Mathematics MCA-III to their subject-specific scores on the nationally recognized college entrance exam administered to students in spring 2015.

Table 1 presents the approved CCR goal scores for grade 10 reading and grade 11 mathematics that were developed with college performance in mind. A student who earns at least the CCR goal score in reading or mathematics on the MCA-III is expected to be able to successfully complete college-level coursework in their respective subject without remediation. Students with MCA-III scores below the CCR goal score may need remediation prior to enrolling in a college credit-bearing course in the same subject at a two- or four-year college or university. (2023–24 Career and College Readiness (CCR) Summary Report for Minnesota's MCA in Grades 10 and 11)

CACR Goals - All students graduate and are ready for career and college.

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Goal:

By the spring of 2025, 75% of students in 10th Grade will demonstrate College and Career Readiness by obtaining a score of 1058 on the Minnesota Comprehensive Assessment (MCA) in Reading.

Goal:

By the spring of 2025, 75% of students in 11th Grade will demonstrate College and Career Readiness by obtaining a score of 1152 on the Minnesota Comprehensive Assessment (MCA) in Mathematics.

CACR Goals - All students graduate and are ready for career and college.

Table 4. MCA-III Placement Score Ranges for Minnesota's State Colleges and Universities

Subject	Intended Course of Enrollment (or Equivalent)	Enrollment in Developmental Course Unless Additional Information Indicates Otherwise	Need More Information on Readiness	Enrollment in College Level Course
Reading	Reading Intensive or Equivalent Course	MCA-III score below 1042	1042–1046	1047 or above
Mathematics	College Algebra	MCA-III score below 1152	1152–1157	1158 or above
	Statistics	MCA-III score below 1146	1146–1147	1148 or above
	Other Mathematics	MCA-III score below 1146	1146–1149	1150 or above

MCA-III Placement Scores for Minnesota's State Colleges and Universities

Starting in 2016–17, Minnesota's state colleges and universities began using separate score ranges on the Reading and Mathematics MCA-III for placement. Three cut scores are used to classify career and college readiness: (1) "Enrollment in developmental course unless additional information indicates otherwise," (2) "need more information on readiness," and (3) "enrollment in college level course." Table 4 presents the cuts for the Reading and Mathematics MCA-III. *(2023–24 Career and College Readiness (CCR) Summary Report for Minnesota's MCA in Grades 10 and 11)*

CACR Goals - All students graduate and are ready for career and college.

Reading	2021	2022	2023	2024	2025
At or Above CCR Goal Score	20.0%	15.3%	14.6%	20.8%	10.0%
At or Above Enrollment in College Level Course	42.5%	40.7%	35.4%	54.7%	42.0%
Mathematics	2021	2022	2023	2024	2025
At or Above CCR Goal Score	44.8%	20.7%	32.5%	38.1%	28.3%
At or Above Enrollment in College Algebra	31.0%	17.2%	17.5%	23.8%	13.0%
At or Above Enrollment in Other Mathematics	44.8%	24.1%	35.0%	40.5%	30.4%
At or Above Enrollment in Statistics	51.7%	31.0%	42.5%	40.5%	34.8%

Achievement & Integration (A&I) Goals

Goal 1: The achievement gap between FRP and Non-FRP eligible student groups (students enrolled the full academic year) on the Mathematics State Accountability Assessments will decrease from 25.05% in 2022 to 9% in 2026.

KMS Math Proficiency by Free/Reduced-Price Meal Status



Achievement & Integration (A&I) Goals

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Goal 2: By 2026 the percentage of educators who, through planned professional development training, will have a greater cultural awareness and skills to be culturally responsive in the development and delivery of their instruction will increase from less than 23% to 85%.

Achievement & Integration (A&I) Goals

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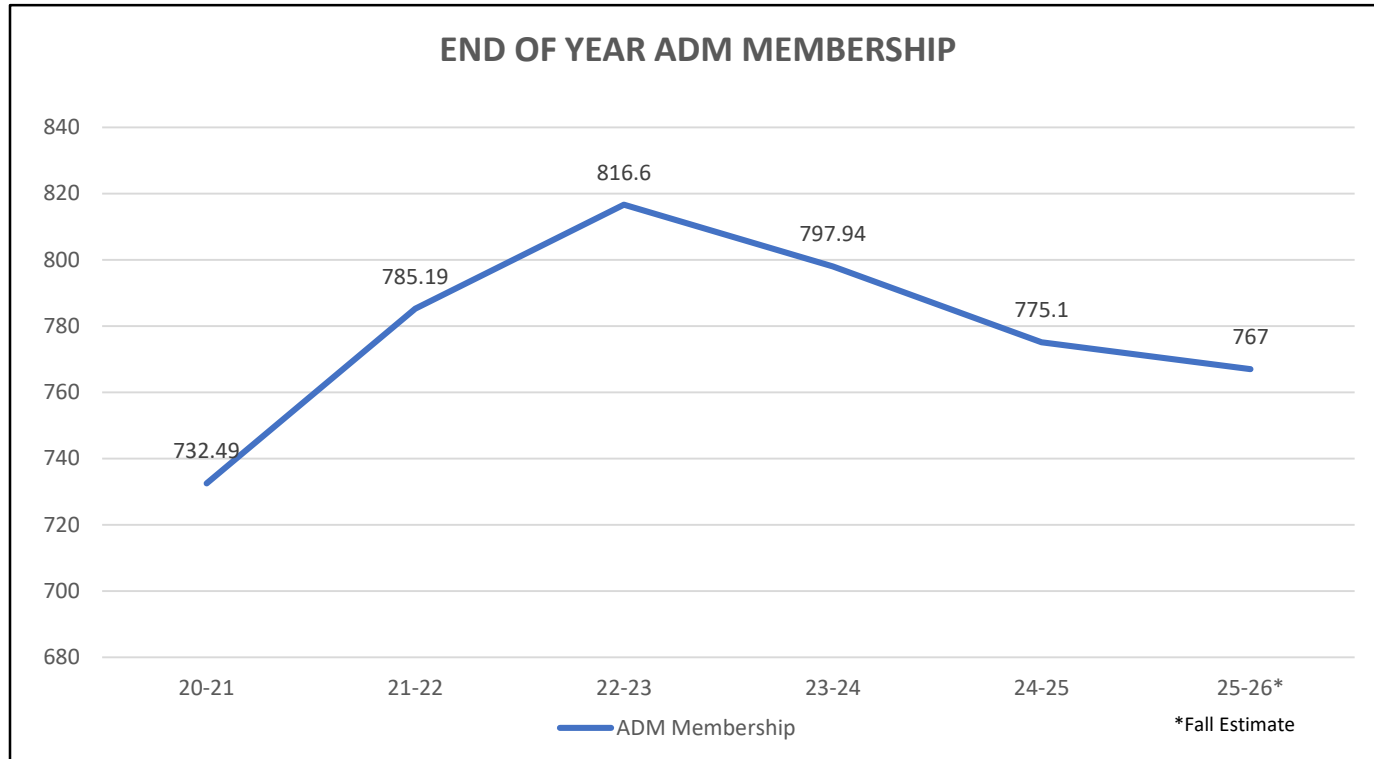
Goal 3: The percentage of students who report an increase in their level of comfort in initiating and maintaining positive relationships with students different from themselves at summer programming will increase an average of 5% by 2026 (baseline will be established in 2024).

Thank You

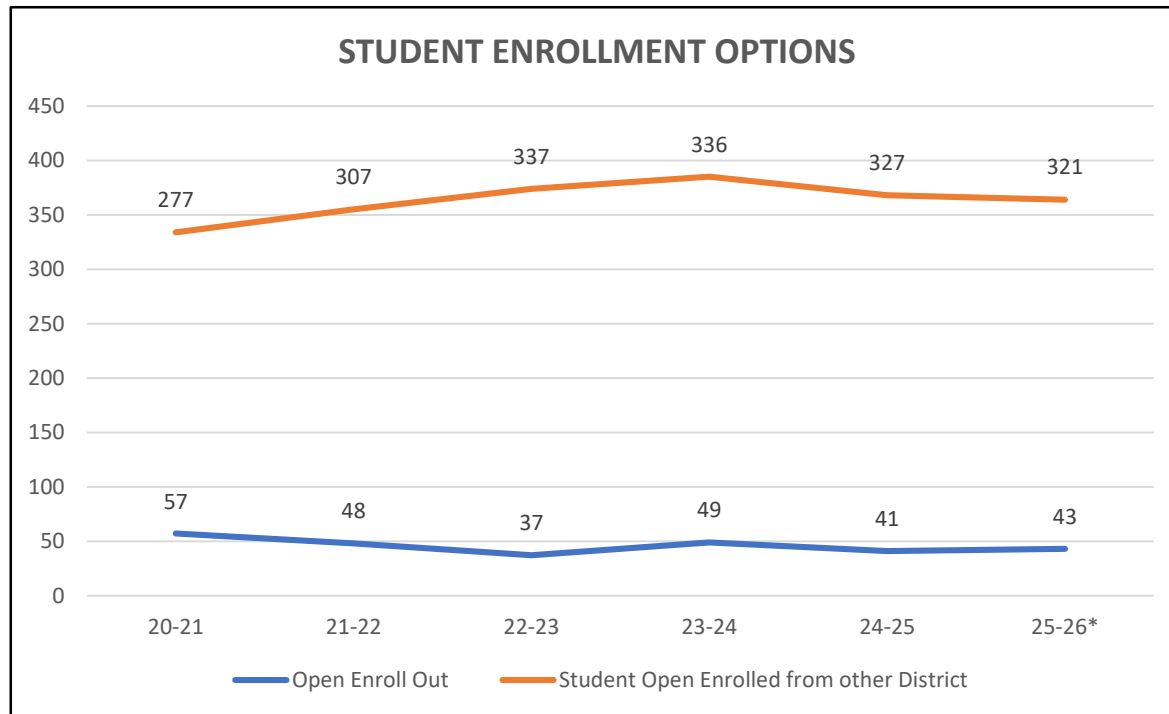


**KERKHOVEN MURDOCK SUNBURG
PUBLIC SCHOOL DISTRICT #0775**

Student Enrollment



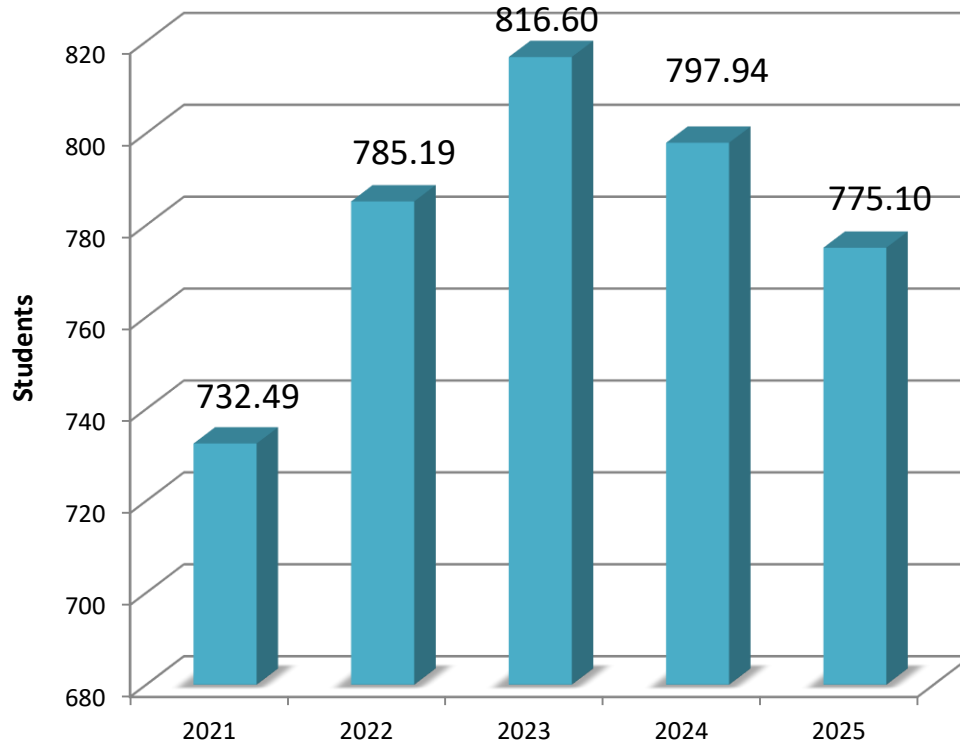
Enrollment Options



Finances

	Division of School Finance		District Revenues and Expenditures Budget for Fiscal Year (FY) 2025 and FY 2026					ED-00110-48
	400 NE Stinson Blvd.							
	Minneapolis, MN 55413							
General Information: Minnesota Statutes 2024, section 123B.10, requires that every school board shall publish the subject data of this report.								
District Name:							District Number:	
Fund	FY 2025 Beginning Fund Balances	FY 2025 Actual Revenues and Transfers In	FY 2025 Actual Expenditures and Transfers Out	June 30, 2025 Actual Fund Balances	FY 2026 Budget Revenues and Transfers In	FY 2026 Budget Expenditures and Transfers Out	June 30, 2026 Projected Fund Balances	
General Fund/Restricted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
General Fund/Other	\$ 8,854,537	\$ 11,880,979	\$ 11,953,512	\$ 8,782,004	\$ 11,999,788	\$ 12,062,375	\$ 8,719,417	
Food Service Fund	\$ 506,713	\$ 816,144	\$ 766,200	\$ 556,657	\$ 795,741	\$ 796,849	\$ 555,549	
Community Service Fund	\$ 6,308	\$ 500,386	\$ 500,474	\$ 6,220	\$ 467,195	\$ 512,985	\$ (39,570)	
Building Construction Fund	\$ 17,904,267	\$ 981,340	\$ 5,344,456	\$ 13,541,151	\$ -	\$ 11,750,725	\$ 1,790,426	
Debt Service Fund	\$ 243,236	\$ 2,141,242	\$ 1,977,997	\$ 406,481	\$ 2,004,990	\$ 1,977,996	\$ 433,475	
Trust Fund	\$ 84,899	\$ 611	\$ 308	\$ 85,202	\$ 622	\$ 310	\$ 85,514	
Internal Service Fund	\$ -			\$ -			\$ -	
* OPEB Revocable Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
OPEB Irrevocable Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
OPEB Debt Service Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total - All Funds	\$ 27,599,960	\$ 16,320,702	\$ 20,542,947	\$ 20,542,947	\$ 15,268,336	\$ 27,101,240	\$ 11,544,811	
Long-Term Debt		Current Statutory Operating Debt per Minnesota Statutes, section 123B.81						
Outstanding July 1, 2024	\$ 29,120,000	Amount of General Fund Deficit, if any, in excess of 2.5% of expenditures 06/30/2025					\$ -	
Plus: New Issues	\$ -							
Less: Redeemed Issues	\$ 1,140,000	Cost per student - Average Daily Membership (ADM) 06/30/2025						
Outstanding June 30, 2025	\$ 27,980,000							
Short-Term Debt		Total Operating Expenditures					\$ 12,078,621.00	
Certificates of Indebtedness	\$ -	FY 2025 Total ADM Served + Tuitioned Out ADM + Adjusted Extended ADM					888.00	
Other Short-Term Indebtedness	\$ -	FY 2025 Operating Cost per ADM					\$ 13,602.05	

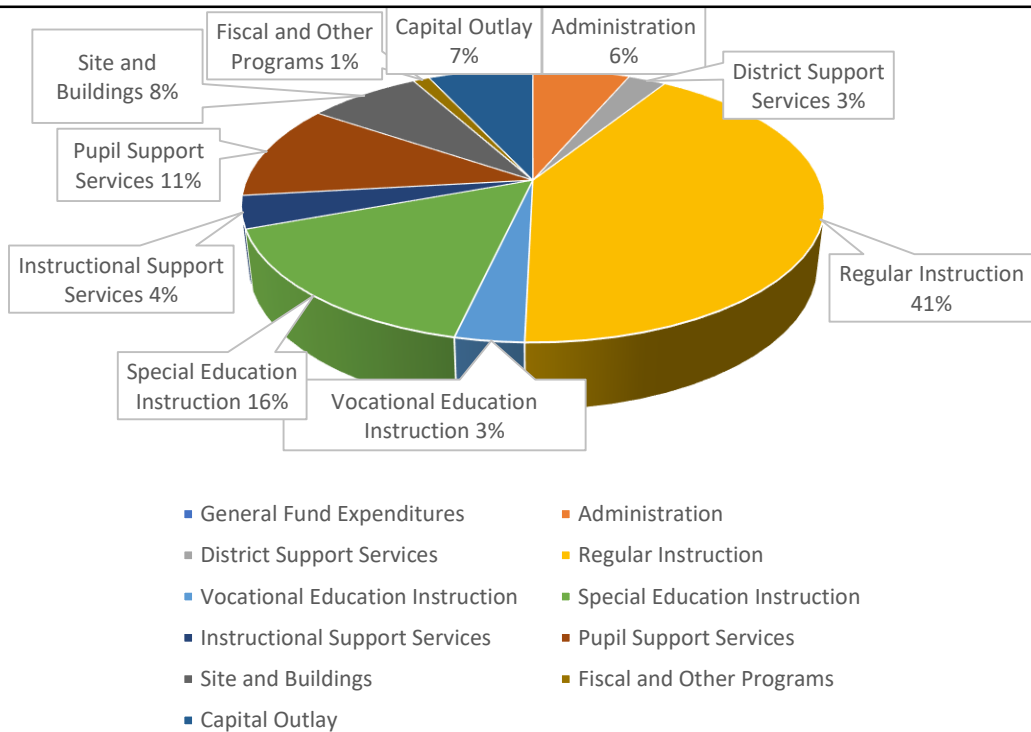
Student Enrollment



General Fund Expenditures

General Fund Expenditures

Administration	768091
District Support Services	298440
Regular Instruction	4948583
Vocational Education Instruction	385732
Special Education Instruction	1880645
Instructional Support Services	459272
Pupil Support Services	1344428
Site and Buildings	895789
Fiscal and Other Programs	131142
Capital Outlay	829864
Total Expenditures	11941986



KMS Grades K-6

KMS Elementary School
Murdock, MN



Preschool, Grades 7-12

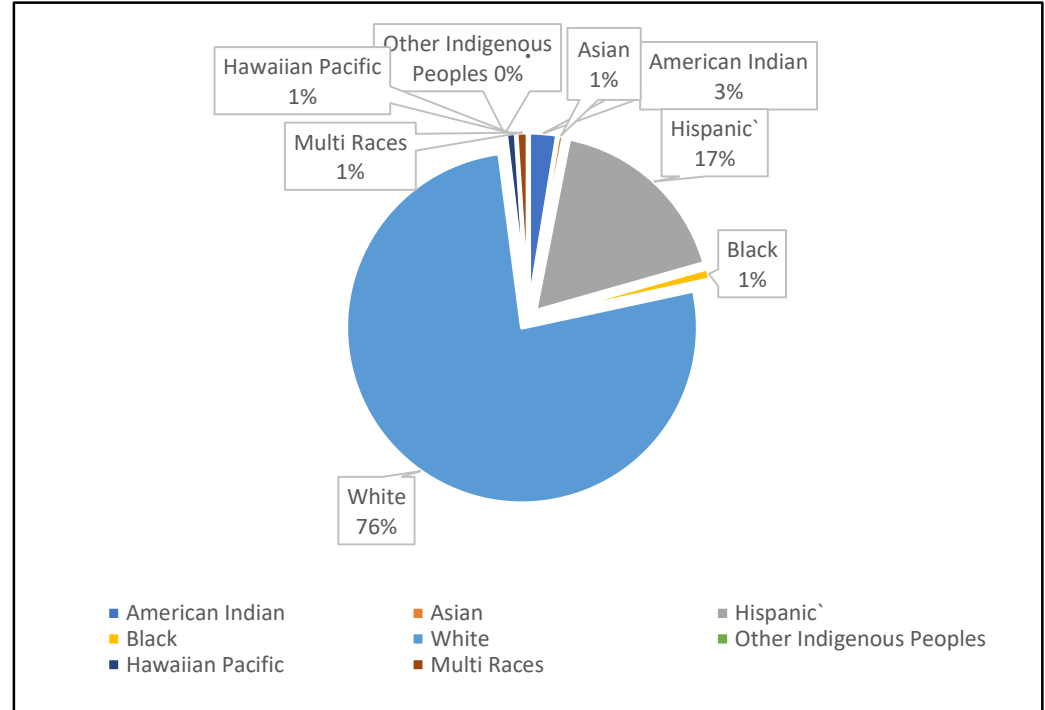
KMS High School

Kerkhoven, MN

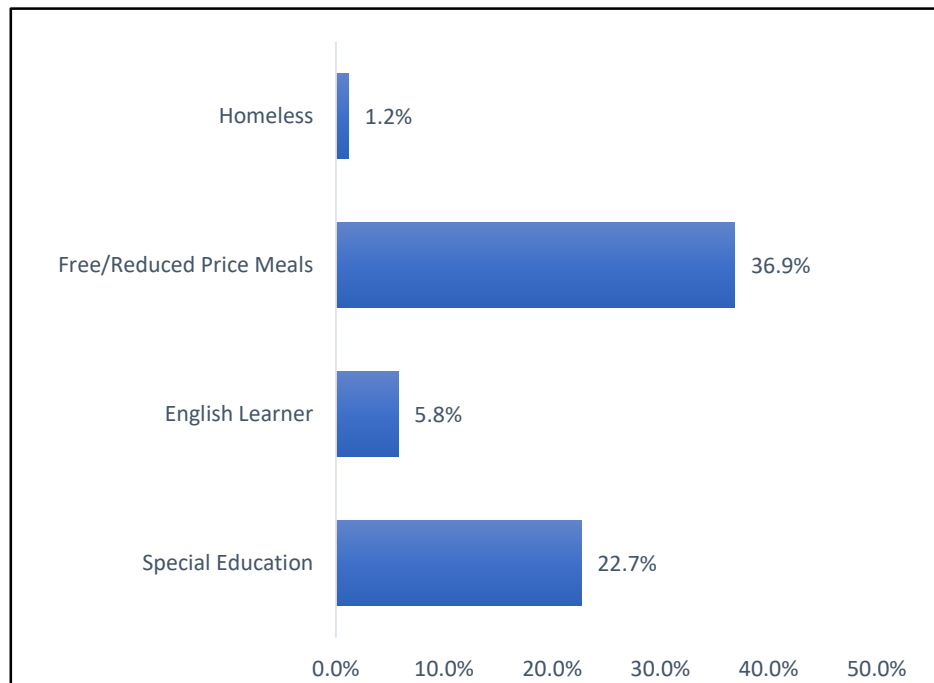


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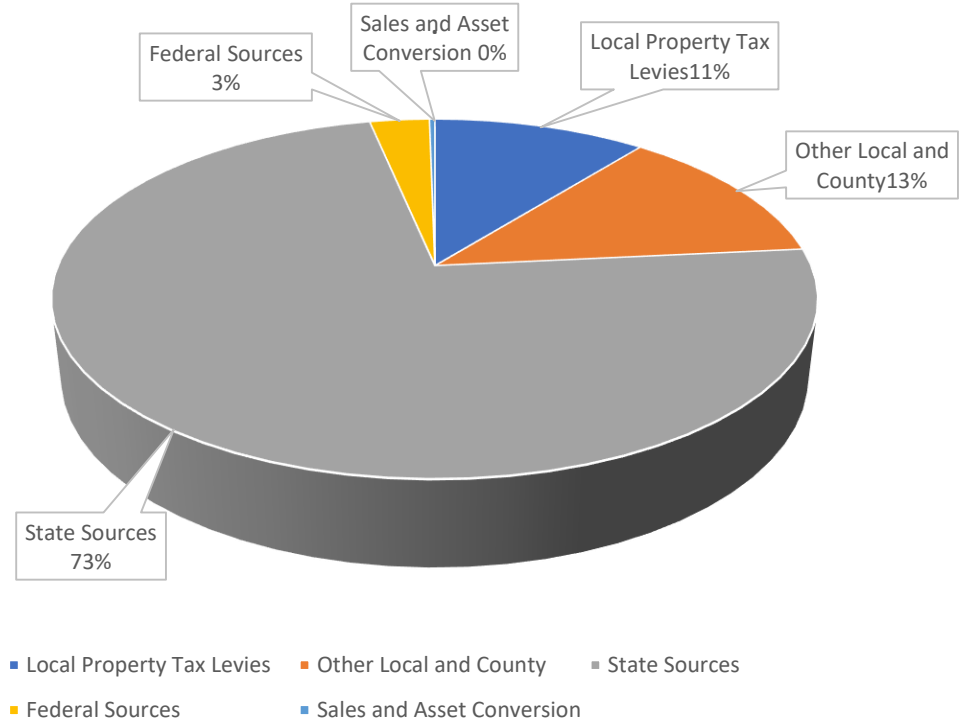
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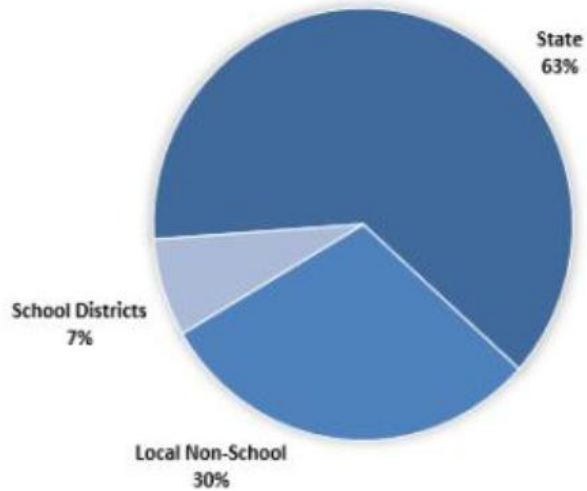
Revenue by Source

Revenue by Source	
<i>Local Property Tax Levies</i>	<i>1748787</i>
<i>Other Local and County</i>	<i>2073218</i>
<i>State Sources</i>	<i>11935492</i>
<i>Federal Sources</i>	<i>489289</i>
<i>Sales and Asset Conversion</i>	<i>45198</i>



State Aid Impact

WHO COLLECTS?



WHO SPENDS?

