

ST. EDWARD PUBLIC SCHOOLS

Annual Report to the Public & School Improvement Update 2025–2026 School Year

Our Mission

St. Edward Public Schools will provide a quality education, in cooperation with families and the community, to create respectful and responsible citizens.

92%

2024–25 4-Year Graduation

95.84%

2024–25 Attendance

\$3.467M

2025–26 Property Tax Request

\$254,572

2025–26 State Aid

2025–2026: A YEAR OF CONTINUOUS IMPROVEMENT

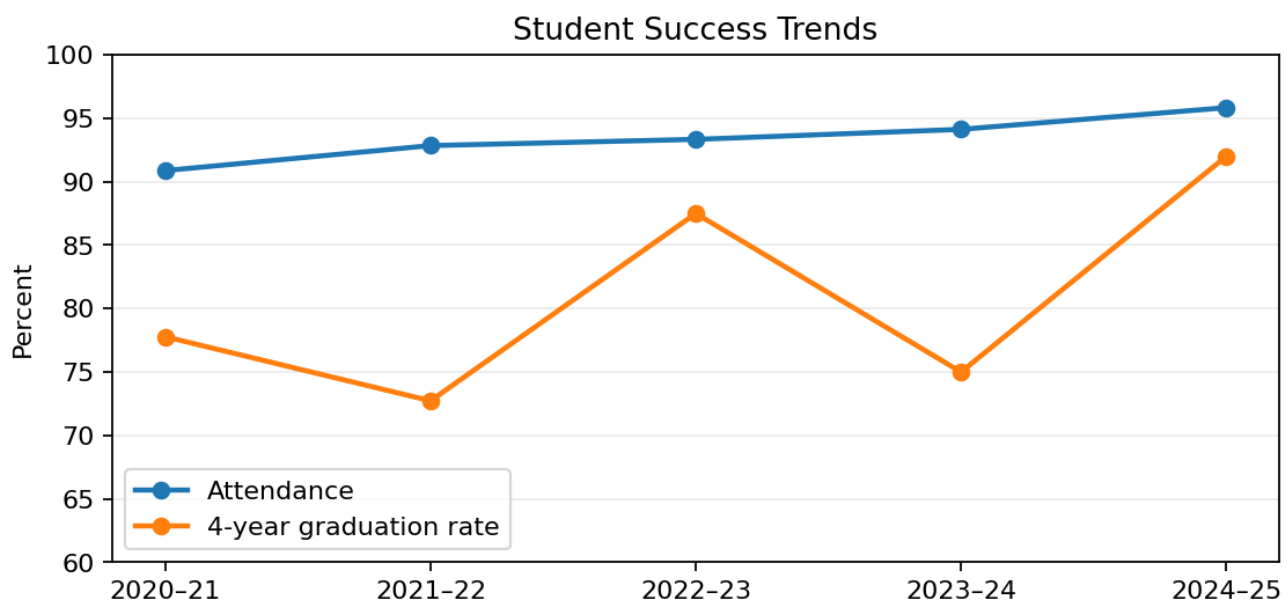
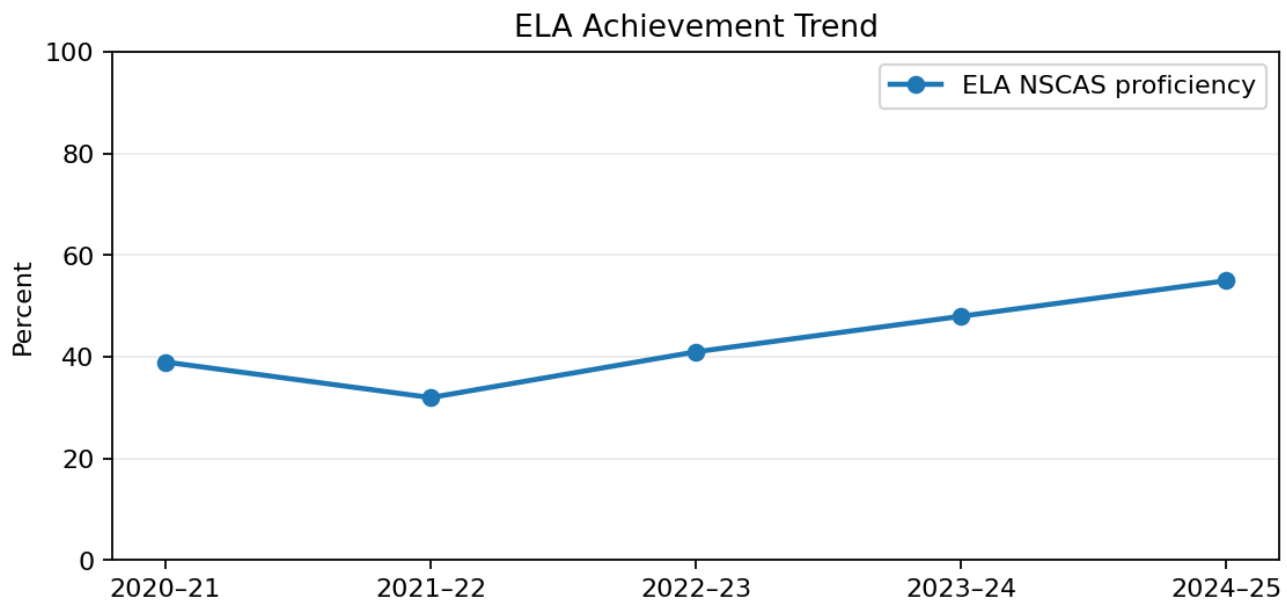
St. Edward Public Schools continued its five-year school improvement cycle with a focus on student achievement, a stronger Multi-Tiered System of Support (NeMTSS), effective use of data, and a positive learning environment. The district's continuous improvement process is built around the belief that all students can learn, that data should drive decisions, and that student needs are addressed through a layered system of support.

- Continued refinement of NeMTSS structures, intervention tracking, collaborative teams, and data-based problem solving.
- Maintained a broad assessment system including NSCAS Growth, MAP Growth, Acadience, FastBridge, STAR Reading, ACT, science assessments, and teacher-created formative assessments.
- Continued attention to Tier 1 instruction, flexible grouping, explicit instruction, student engagement, feedback, inquiry-based learning, cooperative learning, project-based learning, and technology integration.
- Continued support for students through academic, behavioral, social-emotional, and special education systems.
- Prepared for future curriculum and assessment work, including K–6 mathematics curriculum transition planning and continued review of literacy assessment and instructional resources.

The district's 2023 external review commended evidence-based curriculum materials, a caring school culture, teacher retention, expansion of MTSS to whole-child supports, strong Tier 1 instruction, student opportunities, and stakeholder communication. Recommendations emphasized balanced assessment, cohesive MTSS, collaborative time, resource mapping, stronger data use, differentiated instruction, and alignment of professional learning with the CIP.

STUDENT ACHIEVEMENT & STUDENT SUCCESS

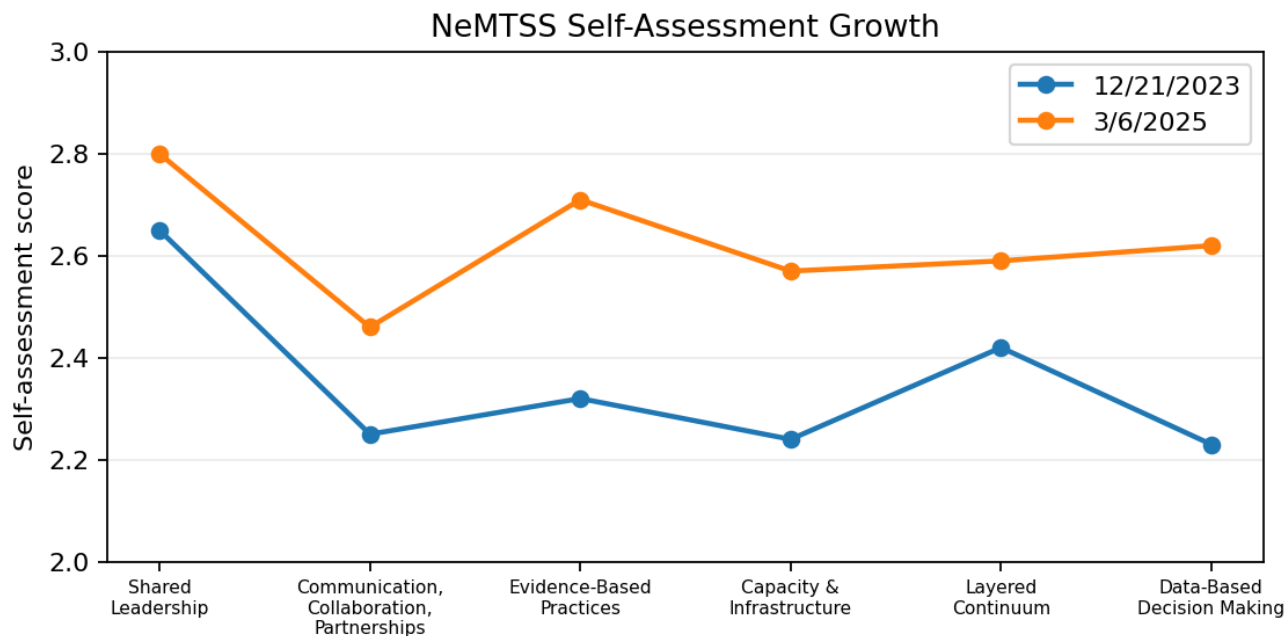
The district's available CIP data show meaningful long-term improvement in several areas. Because the Spring 2025 CIP does not yet contain complete 2025–26 assessment results, this report intentionally labels the latest achievement data as 2024–25 rather than presenting older data as current-year results.



ELA NSCAS proficiency: 39% (2020-21) → 55% (2024-25), a 16-point increase. The district's 2024-25 mathematics data show proficiency at 61%, compared with 30% in 2020-21; intermediate mathematics values are not included here because they were not verified in the source.

Attendance: 90.88% → 95.84%. 4-year graduation: 77.78% → 92%.

SCHOOL IMPROVEMENT, MTSS & TECHNOLOGY



Across the six NeMTSS components, the district's self-assessment scores increased between December 2023 and March 2025. The largest gains occurred in Evidence-Based Practices and Data-Based Problem Solving/Decision Making, with continued improvement also evident in Shared Leadership, Communication/Collaboration/Partnerships, Capacity & Infrastructure, and the Layered Continuum of Support.

Technology & Computer Science

- Technology integration is identified in the district's continuous improvement plan as an evidence-based secondary instructional practice.
- Michael Roscoe serves as the district's Technology Coordinator and also teaches Web Design, providing both instructional and technology leadership.
- The district's technology work supports classroom instruction, student engagement, problem solving, and preparation for college and careers.
- Nebraska requires districts beginning in 2025–26 to include computer science and technology education aligned to state standards in elementary, middle, and high school programs. Districts must submit an annual computer science and technology education status report to the Board and NDE by December 1, 2026. The district should use that status report to document its current courses, standards alignment, student progress, and other measures of progress.

Student Support & Continuous Improvement

The district's CIP identifies collaborative teams and student support teams as central to ensuring access to strong Tier 1 instruction and targeted supports. The plan also calls for regular progress monitoring and intervention changes based on student needs.

FINANCIAL STEWARDSHIP & LOOKING AHEAD

Financial Stewardship

For 2025–26, St. Edward Public Schools had a total property tax request of \$3,466,614, consisting of \$3,345,402 for the General Fund and \$121,212 for the Special Building Fund. The Nebraska Department of Education reported a 2025–26 property tax request authority of \$3,660,986 for the district.

2025–26 Financial Measure	Amount
General Fund Property Tax Request	\$3,345,402
Special Building Fund Property Tax Request	\$121,212
Total Property Tax Request	\$3,466,614
2025–26 Property Tax Request Authority	\$3,660,986
2025–26 State Aid	\$254,572

Important timing note: The district's 2025–26 Annual Financial Report (AFR) is not yet the appropriate source for this September 2026 public report. Once the 2025–26 AFR and audit are available, the district can replace or supplement this snapshot with actual expenditures, fund balances, and per-pupil cost information.

Looking Ahead: 2026–2027

- Strengthen the use of student data and intervention information to guide instructional decisions.
- Continue development of a cohesive district-wide NeMTSS system and collaborative team structures.
- Implement the K–6 HMH Into Math curriculum transition prepared for 2026–27 and monitor its impact on student learning.
- Continue the K–12 ELA curriculum review and preparation process for the 2027–28 adoption cycle.
- Strengthen reading assessment and intervention systems in preparation for DIBELS implementation beginning in 2027–28.
- Document and report computer science and technology education progress to the Board and NDE.
- Maintain responsible financial stewardship while investing in instruction, student support, technology, facilities, safety, and career/technical education opportunities.

Our Commitment

St. Edward Public Schools remains committed to providing a high-quality education in partnership with families and the community. Our annual report is intended to show not only where we are, but how we use evidence, resources, and community support to determine where we go next.

Data and source notes: District continuous improvement data are drawn from the St. Edward Public Schools 2023–2028 CIP/NeMTSS plan, last modified Spring 2025. Financial figures are from Nebraska Department of Education 2025–26 property-tax and state-aid documents. Technology information is based on district public information and Nebraska's Computer Science and Technology Education guidance. Current 2025–26 student achievement results should be inserted when officially released.