



Minnesota Minority Education Partnership

2004

STATE OF
STUDENTS OF **COLOR**

Building Alliances for Student Success



Minnesota Minority Education Partnership, Inc (MMEP)


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No one aspires to close a disparity. Rather, they aspire to achieve something meaningful in their lives, assuming that they are aware of that meaning, are supported in the discovery of that meaning and are provided access to the places where they can obtain the credentials that can turn aspiration into reality.



Dear Colleagues:

Welcome to the second MMEP *State of Student of Color Report*. When we released the first Report two years ago it was our hope that it would contribute to Minnesota's efforts in better educating students of color. We wanted the reader to better know who these students are, where they live, what they face, what they aspire to and why they matter. We felt that communities of color are heavily populated by bright individuals whose gifts and abilities were being missed by the current array of standardized assessments.

Our first Report was well received, reflecting that indeed Minnesota has many thoughtful persons committed to quality educational outcomes for all students. The Report became an effective tool for dialogue and exploration. MMEP staff traveled throughout the state to present the report to new audiences of interested people. Many found its "one stop" source of information valuable for affirming innovative approaches in education and, where such approaches were not present, for making a case for change. We feel that indeed we have helped to elevate the level of awareness in our state of the importance of students of color and we are pleased that the term "achievement gap" has entered into the popular vernacular and that closing that gap has become a major area of policy consensus that cuts across political, racial and social lines.

Against this backdrop, the 2004 Report sees signs of progress and hope for students of color. More students of color are doing better in certain assessments and more are making their way to higher education. In addition, we see more innovative approaches being developed to assist students of color. However, the gap in achievement outcomes persists in spite of this increase in performance. In addition, challenges continue to mount as new students of color enter the education pipeline in increasing numbers. Juxtaposed against the current upheaval in both the K-12 and higher education worlds we can see where, yet again, students of color can get lost in the shuffle.

Consider that while Minnesota produces the nation's top performers in 8th grade math achievement, only 43 percent of its African American eighth grader were at or above the basic achievement level in the same assessment. This gap is the largest in the country. Given that we have become more aware of the achievement gap. What are we to make of this persistent reality? Are we doomed to have two educational systems in Minnesota? Should we be content with an educational framework that produces excellence largely based on a student's racial or cultural background?

If it is not acceptable to have an education system that prepares white students well while under-preparing students of color then we must develop an approach that speaks to, and works for, all students. One strategy comes from the community of pre-college awareness programs that operate in our state. These set the achievement bar high for all students and are based on thinking of education as a continuum of inter-dependent student experiences. While preparing this report we were struck by the interconnectedness between K-12 and postsecondary education. Without a successful K-12 experience it is difficult to imagine participating in higher education and, without a student having a vision of the incredible dynamism that a higher education degree can bring to their life, it is equally hard to picture another motivating factor to propel students successfully through their K-12 years. Within this understanding graduation from a post-secondary program becomes the goal that all students should be expected to achieve.


And why not when you consider that in 2002 those with less than a high school diploma could expect to earn a median salary of \$ 22,350 as compared to earning \$36,399 for those with two year college degrees or \$46,969 for four year college degree holders? In that same year the unemployment rate for high school graduates stood at 5.3 percent versus 1.6 percent for those with a professional degree.

At MMEP we have come to suspect that by focusing only on closing the achievement gap as the major goal of education in communities of color we may not be telling students of color what they need to hear in order to be driven to achieve. No one aspires to close a disparity. Rather, they aspire to achieve something meaningful in their lives, assuming that they are aware of that meaning, are supported in the discovery of that meaning and are provided access to the places where they can obtain the credentials that can turn aspiration into reality.

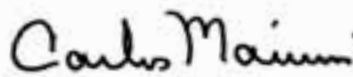
In a nation still grappling with issues of race and racism, the lone goal of closing the gap tells communities of color that white students represent the height of educational achievement and, as such, will be rejected as not true by many students of color. We believe that the message that works is that, together Americans of all races and cultures can achieve a greatness that no one group alone possesses, that by aiming for that greatness we can ensure a high quality of life for all and, that by focusing on what truly motivates human beings we can design the next generation of practices and assessments that can make possible greater successes for students of color and for all students.

We look forward to working with you on this most critical of our common agendas.

Sincerely,



Jacqueline Fraedrich
President, Board of Directors



Carlos Mariani-Rosa
Executive Director



The State of Students of Color in Minnesota schools, colleges and universities is one of great concern to policymakers, educators and community leaders. As populations of students of

EXECUTIVE SUMMARY

A State of Change



color in Minnesota schools continue to rise and their achievement on standardized tests continues to lag behind those of white students, it is more critical than ever to focus on aggressive statewide strategies to ensure the success of all Minnesota students.

Since the publication of the first *State of Students of Color Report* in 2001, many changes have occurred in state and federal education policy that directly affect the success of students of color. The adoption of the federal No Child Left Behind Act and subsequent revision of Minnesota's state education standards are placing greater emphasis on the success of all students. Schools and school districts are required to show improved achievement for students of color, low-income students, English language learner students, and special education students.

Meanwhile, the achievement gap between students of color and white students has received attention from state policy makers. Clearly, the main conclusion of the 2001 *State of Students of Color Report*—that the success of students of color is a statewide issue and should be a statewide priority—has become a widely accepted notion over the past two and a half years.

The 2004 *State of Students of Color Report* picks up where the 2001 report left off by providing more data on the demographic and academic

realities of students of color. Greater emphasis has been placed on sharing the progress that students of color have made on standardized assessments. In addition, the report presents opportunities and promising practices that can begin to positively increase the success of students of color from Duluth to Pipestone.

KEY FINDINGS AND CONCLUSIONS

Several important findings and conclusions in the 2004 report should be the focus of future discussion and research as policymakers, educators and community members continue to work for solutions that improve student achievement for all students. Some of the key findings and conclusions are as follows:

- ◆ Current trends show that the number of students of color who enroll in Minnesota K-12 schools has and will continue to increase into the future.
- ◆ The increase in enrollment for students of color in K-12 education is no longer a Minneapolis and St. Paul phenomenon. Since 2000, increases in students of color have occurred exclusively in the suburbs of Minneapolis and Saint Paul and in school districts in Greater Minnesota.
- ◆ Increases in enrollment from students of color are partly driven by an influx of new immigrant communities. Between 2000 and 2003, Hispanic students experienced the most dramatic enrollment increases, presumably due to new immigration into the state.
- ◆ Charter schools are enrolling a growing, but still small number of students in their schools. However, many charter schools located in Minneapolis and Saint Paul are focused on serving students of color.
- ◆ Increasing percentages of Asian/Pacific Islander students and Hispanic students require English language learner services.
- ◆ The number of white students enrolled in K-12 education is declining.
- ◆ Test data from the Minnesota Comprehensive Assessments and the Minnesota Basic Skills Test show that students of color are not meeting standards in math, reading and writing at the same rates as white students. In particular, the achievement gap in mathematics between 8th grade African American and white students has received national attention as one of the largest gaps in the country.
- ◆ Because of the increasing population of communities of color in the state, enrollments of students of color in higher education institutions have continued to rise.
- ◆ Students of color are far less likely to graduate from high school in four years and are far more likely to drop-out of high school before earning a high school diploma.
- ◆ Except for the Asian American community, student of color graduation rates from higher education institutions is lower than the general population.

◆ Students of color are less likely than white students to enroll and graduate from four-year higher education institutions. Almost two-thirds of African American students enroll in two-year institutions.

◆ Students of color are less likely than white students to graduate with a four-year degree. In particular, American Indian students and African American students are far more likely to graduate with no more than an associate degree or certificate than with a bachelor's degree.

◆ Students of color are taking the ACT exam at rates below white students.

◆ Students of color are less likely than white students to participate in college preparation activities such as Advanced Placement and Post-secondary Enrollment Options. In particular, African American students are far less likely to participate in Advanced Placement exams than any of the other cultural ethnic groups.

A NEW DEFINITION OF SUCCESS: A COLLEGE DEGREE

While "Closing the Achievement Gap" is a valuable concept for researchers and policymakers to embrace as they fashion education policy that has broad ranging impacts on the success of students of color, closing gaps does not provide the sort of motivation teachers, parents, and students need to ensure the best possible education outcomes for students.

Any effort to engage the community at the grassroots should embrace education goals that all students and parents can understand and strive toward. A college education is not just a laudable goal for students to achieve; it is also a worthy focus of public policy and programming. Redefining education success from meeting education standards to earning a college degree would provide the impetus for a statewide movement that would engage educators, business leaders, policymakers, parents and students in practical and substantive activities to transform our education system and our state economy. The evidence is clear; people who receive a degree from a community college, technical college, career college or university annually earn \$14,000 to \$53,000 more than people with a high school diploma.

The Minnesota Minority Education Partnership, Inc. (MMEP) proposes that a statewide agenda for increasing college access and graduation should be a future focus of education policy and programming. To facilitate this agenda, MMEP is proposing the creation of a statewide network of K-12 education institutions, higher education institutions, community based organizations, and state and local government to promote the development of programs and activities that will support increased college attendance and graduation. MMEP calls this initiative the Minnesota College Access Network.

THE MINNESOTA COLLEGE ACCESS NETWORK

The Minnesota College Access Network would increase the college participation and graduation rates of Minnesota students who are underserved by postsecondary education institutions by achieving the following statewide goals:

- ◆ Increase the college participation rate for underserved students in the state of Minnesota by 50 percent from its 2003 levels by the year 2012.
- ◆ Move Minnesota into the top 10 in the country in college participation.
- ◆ Make pre-college planning opportunities available in all school districts in Minnesota.

MCAN would be a partnership of K-12, higher education and community organizations that would implement the following strategies:

- 1) Build a statewide database of K-12 students who participate in pre-college programs.
- 2) Create a Program Development/Training Network.
- 3) Organize Communities of Practice made up of practitioners and researchers to foster innovation in pre-college programming.
- 4) Employ the use of online technology to connect practitioners.
- 5) Facilitate broad public policy discussions on issues related to college participation.

Clearly, the main conclusion of the 2001 *State of Students of Color Report*—that the success of students of color is a statewide issue and should be a statewide priority—has become a widely accepted notion over the past two and a half years.

The 2004 *State of Students of Color Report* picks up where the 2001 report left off...

Telling the Story of Students of Color



The *State of Students of Color* is a complicated story to tell. Most of the data in this report, like most of the data in previous reports on this topic, describe discrepancies in achievement between students of color and white students. After the release of the first *State of Students of Color Report*, readers commented that the nature of much of the data created a sense of hopelessness about what can be done to address the achievement gap. In contrast, others said that by providing this detailed information, we clearly identify issues and problems that can be addressed—and provide a comprehensive starting point for tracking our progress. The *State of Students of Color Working Group* took

these comments seriously when drafting the 2004 report. The following report illustrates specific opportunities for educators, community members, and policy makers to take proactive steps to improve the success of students of color. While much of the same data that was presented in the 2001 report remains, there has been some effort to look for hopeful signs in the data. Among the changes are stories of promising programs that are having success addressing the challenges facing many students of color. The report presents data on specific educational experiences which are positively related to student achievement. By looking at the challenges and opportunities included in this report in manageable ways, those committed to increased achievement for students of color can begin to see measurable progress in the effort to provide the full range of education opportunities to all of Minnesota's students.

Talking About Communities of Color and Education



Creating a report that tells the story of students of color is challenging. There is little consistency in how to go about collecting, analyzing and categorizing the information on students. Communities of color cannot be realistically grouped into one category, much less the four categories of African American, American Indian, Hispanic and Asian American. Changes through immigration and attitudes within communities have stretched these categories to the point where they are less useful. A striking example of these changes is the diversity within the Asian American communities. The addition of the Hmong, Vietnamese, Cambodian and other Southeast Asian cultures has influenced how educational data on Asian American students are viewed. More recently, immigration from the Somali, Liberian, and other

African cultures is transforming how to describe and view the African American community.

The problems are compounded when data sources do not use the same categories for similar groups. For example, some of the data use African American while other data refer to African American Non-Hispanic students. The result is that this report treats both these categories as synonymous, even though they may not represent the same community.

Another phenomenon not recognized by the data is the multicultural and multiethnic background of many students. More and more students claim a combination of

cultures and ethnicities as their own. Many students are both African American and American Indian or any number of other combinations of cultures. The data do not reflect the truly diverse backgrounds that many of our students bring to their classrooms.

TERMINOLOGY, DEFINITIONS AND METHODOLOGY

Several editorial decisions were made in presenting the data and analysis to best represent the information included in the report, while respecting the true diversity that exists within each community of color.

Tables and graphs from primary research sources will use the titles used in the original data source. For example, if a graph uses the term Black as a group description, the corresponding table or graph in the report will use that title.

In the report's narrative, consistent terms are used throughout the report, regardless of the data set being discussed. Table 1 represents the titles used when referring to each community of color.

The K-12 data in the report include all public schools and exclude private school data. Private schools are not asked to submit data by racial/cultural group and, therefore, there is not a comparable data set available that can be easily integrated into the existing data set provided by the Minnesota Department of Education.

The report uses data from 1989-90 as a baseline for tracking enrollments. Achievement data from statewide tests are reported using various timeframes but typically start with the 1999-2000 academic year. Higher education

Table 1

Descriptions of Communities of Color Represented in the Report

African American	African, Black non-Hispanic, Black or African American
American Indian	American Indian, Alaskan Natives
Asian American	Southeast Asian, Pacific Islanders, Asian, and Asian Americans
Hispanic	Latino, Mexican, Mexican-Americans, Puerto Rican and any other citizen or recent immigrant from Latin American communities
White	Anglo/Caucasian, European

data are based on availability with every effort being made to use the 1989-90 data as a baseline.

The report's analysis of public school districts examines the school districts with the highest enrollments of students of color. To ensure a statewide sample, districts are listed in one of four different categories. City school districts include Minneapolis, Saint Paul, and the non-suburban cities with the largest populations; suburban school districts include only districts from the seven-county metropolitan area; Greater Minnesota districts are those outside the seven-county metropolitan area; and the final category encompasses independent, charter schools.

Despite inconsistencies, the data reported are the best available for examining the State of Students of Color.

Any conversation about the State of Students of Color starts with who Minnesota's students of color are, how many are enrolled in Minnesota schools and which schools they are attending.

Throughout Minnesota in communities such as Richfield, Osseo, Moorhead, Worthington, Henderson, and Tracy, growth in students of color has created new educational opportunities that will change these communities and the state. In addition, the communities of color themselves are diversifying. New immigration from international communities such as Laos, Cambodia, Mexico, Somalia and Liberia has opened up many schools and communities to the global community that our world is quickly becoming.

Overall, the number of students of color enrolled in Minnesota schools is steadily increasing, while enrollment numbers among white students are on the decline.

STUDENTS OF COLOR DRIVE K-12 ENROLLMENT

Minnesota continues to experience a considerable increase in the number of new students of color. Minnesota kindergarten through grade twelve enrollments are 15 percent higher than they were in 1989-90. However, overall enrollments have started to decline after peaking in 1998-99. As seen in Figure 1, the decline can be attributed to the decrease in the number of white students. After peaking during the 1996-97 school year, the number of white students has dropped by more than 45,000 students. Meanwhile, the enrollment of students of color continues to rise. Since 1989-90, enrollments by students of color

have risen by 134 percent, amounting to over 91,000 more students of color enrolled in Minnesota schools.

Minnesota finds itself in a period of great transformation in its K-12 education system with overall enrollments in decline, and the enrollment of students of color on the rise. As a result, students of color are becoming a larger portion of total enrollments in Minnesota schools. In 2002-03, over 18 percent of Minnesota K-12 students identified themselves as students of color, compared to just over 9 percent in 1989-90. All communities of color experienced increases in K-12 enrollments between 1989-90 and 1999-2003. American Indian, African American, Asian American, and Hispanic enrollments increased over that period. Figure 2 demonstrates the increases experienced by each community of color over the past 14 years.

Although much has been made of the population increases in the Asian American and Hispanic communities, the African American community has experienced the greatest numeric increase since 1989-90. The Asian American and Hispanic communities also experienced growth, with the Hispanic community almost quadrupling its student

Student of Color K-12 Enrollments: Statewide Growth and Diversity



enrollment and the Asian American community increasing its enrollments by over 100 percent. African American students are the largest community of color in Minnesota schools, representing approximately 39 percent of the state's student of color enrollments. Rapidly increasing enrollments from the Hispanic community combined with moderating enrollments among Asian American students have pushed the Hispanic community closer to the Asian American community. Currently, Asian American students represent 28 percent of the populations of color in Minnesota schools; Hispanics represent 22 percent of student of color enrollments.

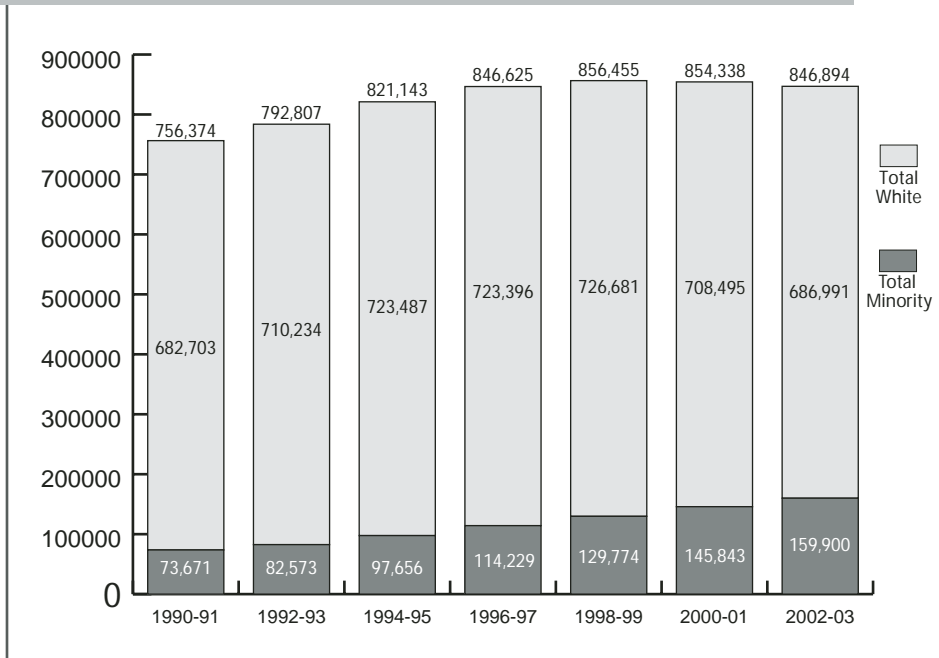
Figure 3 indicates African Americans account for seven percent of overall enrollment, Asian American students are at five percent, Hispanic students have increased to account for four percent and 2 percent of state enrollments are American Indian students; white students make up 81 percent of enrollments.

Nationally, Minnesota's communities of color are still relatively small when compared to other states. According to the National Center for Education Statistics, for the 2001-2002 school year, Minnesota ranked 37th of the 50 states and the District of Columbia in the percentage of students of color enrolled in K-12 education with 18 percent of Minnesota students representing a community of color.¹ Although Minnesota ranks low in the percentage of students of color enrolled in schools, the state has experienced some of the greatest relative change in its population over the past 10 years. According to the 2000 United States Census, Minnesota is one of 16 states that have seen the greatest percentage increase in diversity in its population.² The population of students of color may not be large when compared to the rest of the United States, but in some Minnesota communities the increase in enrollment among students of color is noteworthy.

Although Minnesota ranks low in the percentage of students of color enrolled in schools, the state has experienced some of the greatest relative change in its population over the past 10 years. According to the 2000 United States Census, Minnesota is one of 16 states that have seen the greatest percentage increase in diversity in its population.² The population of students of color may not be large when compared to the rest of the United States, but in some Minnesota communities the increase in enrollment among students of color is noteworthy.

Figure 1

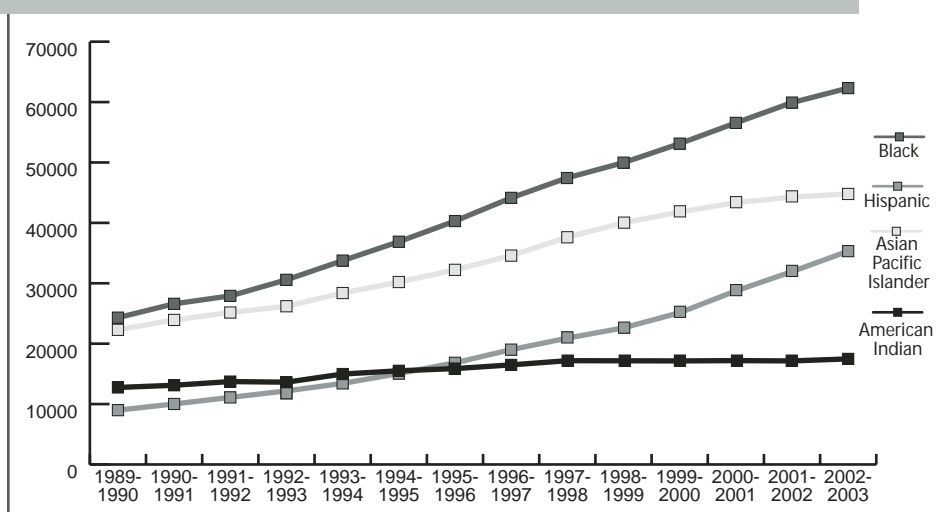
Minnesota Public K-12 Enrollments 1990-2003, White Students and Students of Color



Minnesota Department of Education Data collected is for public school students only

Figure 2

K-12 Enrollments for Students of Color, 1990-2003



Minnesota Department of Education

According to the state of Minnesota Planning, current and future increases in the communities of color can be attributed to in-migration from other states and countries and higher child birth rates.³ In addition, communities of color are on average younger than the general population, which suggests that increases in communities of color will continue well into the future.⁴

STUDENT OF COLOR ENROLLMENT INCREASE IS A STATEWIDE PHENOMENON

While the increases in the enrollment of students of color in Minneapolis and Saint Paul since 1990 have been profound, more recent state increases in the enrollments of students of color are occurring in the suburbs and in Greater Minnesota. Since 1999-2000, statewide enrollments among students of color have increased by 16 percent. Meanwhile, enrollments in Minneapolis and Saint Paul have leveled off to less than a 1 percent increase of students of color between 2000 and 2003. Minneapolis actually has seen a decrease in the number of students of color enrolled in its schools since 2000. (Table 2)

The leveling off of student of color enrollments in Minneapolis and Saint Paul should not be confused with a decrease in the percent of students of color in Minneapolis and Saint Paul schools. In Minneapolis and Saint Paul, decreases in the number of students of color enrolled are paired with even greater decreases in the enrollment of white students. Minneapolis is projecting an overall decrease in enrollment of just over 10,000 students by the year 2008. That decrease would represent an over 25 percent decrease in enrollment in the state's largest school district. Minneapolis attributes the drop in enrollments to demographic changes, a slowing of immigration since September 11 and students enrolling in choice programs such as charter schools and school desegregation programs. Saint Paul is also predicting enrollment declines over the same period, but not at the rate predicted by Minneapolis.⁵

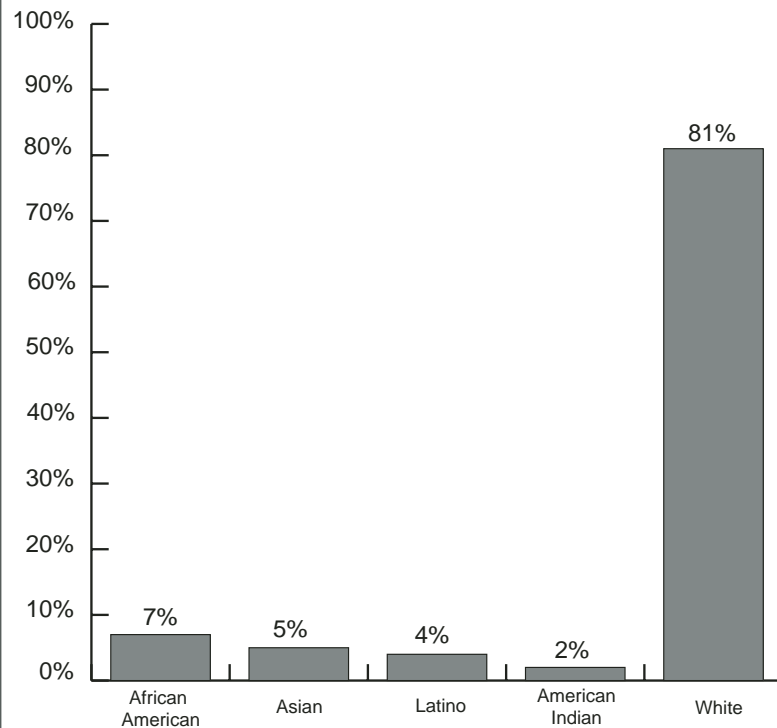
Other Minnesota cities also have experienced large increases in the enrollment of students of color. Rochester and Saint Cloud are two cities that have had a large influx of students of color. While Minneapolis, Saint Paul, and Duluth have stabilizing enrollments, Rochester and Saint Cloud have continued to see enrollment increases among students of color since 2000.

Twin Cities Suburban Schools Have Become More Diverse in the Past 10 Years

In contrast to Minneapolis and Saint Paul, suburban districts in the seven county metro area continue to see increases in enrollments from communities of color. Since 1990, many school districts in the seven-county metropolitan area have seen 100 percent, 200 percent or, in the case of Osseo, over a 300 percent increase in enrollments among students of color. Those increases have persisted in some suburban districts throughout the past three years: Anoka-Hennepin has seen an almost 40 percent increase in

Figure 3

Percentage of Students in Minnesota K-12 Enrollment 2003, By Ethnicity



Minnesota Department of Education

students of color in the past three years, North St. Paul/Maplewood has seen a 57 percent increase during the same period and, South Washington County has seen a 53 percent increase.

A variety of factors have led to the increase in each community's populations of color, but no single trend explains the increase across districts. For example, Liberian immigrants have begun to settle in western suburbs, while in the east metro, many Southeast Asian families have moved out of Saint Paul and are settling in the surrounding suburbs. Each community has its own story for how its communities of color have developed.

With virtually every suburban school district either having a large population of color or participating in an integration district, the suburbs have the opportunity and potential to play a key leadership role in creating innovative strategies that increase the academic achievement of students of color.

Students of Color Enrolling Throughout Greater Minnesota

Many Greater Minnesota communities also have experienced increases in students of color. While the numbers may not be great when compared to the larger urban and suburban districts, the impact on Greater Minnesota districts can be considerable given their relatively small size. Over the past 14 years, the percent increase among

Table 2

Changes in Enrollment for Minnesota School Districts with Highest Enrollments of Student of Color, 1990-2003

SCHOOL DISTRICT	Students of color 1990	Students of color 2000	Students of color 2003	Difference students of color 1990-03	Percent change 1990-03	Percent students of color 2003
MINNESOTA CITIES						
ST. PAUL	14,623	29,280	30,400	15,777	108%	69%
MINNEAPOLIS	20,423	34,598	33,888	13,465	66%	74%
ROCHESTER	1,117	2,815	3,600	2,483	222%	22%
ST. CLOUD	401	898	1,356	955	238%	13%
DULUTH	1,374	1,419	1,460	86	6%	13%
SUBURBAN DISTRICTS						
OSSEO	1,554	4,848	6,561	5,007	322%	30%
ANOKA-HENNEPIN	1,482	3,389	4,730	3,248	219%	11%
ROBBINSDALE	1,597	3,152	4,003	2,406	151%	29%
ROSEMOUNT-APPLE VALLEY-EAGAN	1,089	3,042	3,885	2,796	257%	14%
BLOOMINGTON	972	2,217	2,818	1,846	190%	27%
BURNSVILLE	822	1,969	2,525	1,703	207%	22%
NORTH ST. PAUL-MAPLEWOOD	454	1,374	2,156	1,702	375%	19%
SOUTH WASHINGTON COUNTY	602	1,311	2,010	1,408	234%	13%
RICHFIELD	645	1,221	1,706	1,061	164%	41%
MOUNDS VIEW	846	1,401	1,624	778	92%	15%
GREATER MINNESOTA DISTRICTS						
WORTHINGTON	138	781	884	746	541%	38%
WILLMAR	461	923	1,175	714	155%	27%
OWATONNA	130	456	703	573	441%	14%
AUSTIN	136	435	690	554	407%	17%
FARIBAULT	161	537	709	548	340%	18%
MANKATO	243	553	755	512	211%	11%
RED LAKE	956	1,305	1,435	479	50%	100%
MOORHEAD	385	822	845	460	119%	15%
CASS LAKE-BENA SCHOOLS	542	928	970	428	79%	82%
BEMIDJI	605	1,072	1,028	423	70%	20%

Minnesota Department of Education Full listing of Minnesota School Districts can be found in Appendix 1

students of color in some communities has been large. Likewise, certain communities, particularly communities on or near American Indian reservations, have had long standing, stable enrollments of American Indian students.

Communities that were founded through immigration from European countries such as Germany, Norway and Sweden are being transformed into ethnically diverse towns and neighborhoods that are more representative of the larger society. In some cases, the immigration of communities of color will be critical to the survival of many Minnesota towns. A key challenge in these communities will be how to provide quality programs and services to the growing communities of color while being isolated from the institutions and organizations that have the capacity to meet the needs of students of color.

The Emergence of Charter Schools

Charter schools, an educational innovation that began in Minnesota in 1991 with the opening of City Academy, are now a national phenomenon. Charter schools are publicly funded schools that are independent of traditional school districts. While their numerical impact is still small, charter schools are becoming an increasingly popular education option for students in Minnesota. According to the

Minnesota Association of Charter Schools, over 14,000 students statewide are enrolled in 88 different charter schools.⁶

At less than 2 percent of statewide public school enrollment, charter schools impact a relatively small number of students. However, the concentration of charter schools in Minneapolis and Saint Paul has begun to have a more significant impact. Charter schools in Minneapolis and St. Paul have absorbed a sizeable number of students of color. While some were concerned that new charter schools would become elite institutions excluding students of color, it appears that charter schools have become a new educational alternative for many students of color.

Charter schools continue to change and mature as education institutions. Since the publication of the 2001 *State of Students of Color Report*, several charter schools that were serving communities of color have dissolved because of financial and other issues, and new schools such as Academia Cesar Chavez have been established to serve specific communities of color. Many schools have become established, credible institutions within their communities.

Table 3 shows the changes that have occurred since 1999-2000 in the charter schools with the highest enrollments of

Table 3

Changes in Student of Color Enrollment in Minnesota Charter Schools with Largest Enrollments of Students of Color, 1999-2000 to 2002-03

CHARTER SCHOOLS	Students of color 1990-00	Students of color 2002-03	Total change	Percent change	Percent students of color
Community of Peace Academy (K-12)	354	485	131	37%	90%
Hope Community Academy (K-6)	NA	434	434	NA	100%
Minnesota Transitions Charter School (K-12)	138	391	253	183%	66%
Harvest Prep School/Seed Academy (K-6)	340	390	50	15%	100%
MN Institute of Technology Charter (K-6)	NA	389	389	NA	100%
Higher Ground Academy(K-12)	368	347	-21	-6%	99%
Heart of the Earth Charter (K-12)	266	261	-5	-2%	100%
New Spirit School (K-8)	147	259	112	76%	91%
Achieve Language Academy (K-8)	NA	247	247	NA	83%
Sojourner Truth Academy (K-6)	215	218	3	1%	94%
Academia Cesar Chavez (K-7)	NA	186	186	NA	94%
Minnesota Business Academy (9-12)	NA	176	176	NA	41%
Twin Cities International Elementary School (PreK-4)	NA	152	152	NA	99%
Chiron Middle School (6-8)	NA	142	142	NA	92%
New Visions Charter School (K-6)	135	128	-7	-5%	65%
Aurora Charter School (PreK-4)	NA	111	111	NA	98%
Partnership Academy (K-6)	NA	107	107	NA	87%
Woodson Institute for Excellence(K-5)	NA	107	107	NA	100%
High School for Recording Arts (9-12)	61	106	45	74%	89%
Edison Charter School (K-8)	84	102	18	21%	13%

Minnesota Department of Education A complete listing of all Minnesota districts can be found in the report appendix 1

* NA- Data not available because school was not yet open in 1999-2000

students of color. Most of the schools listed are in Minneapolis and Saint Paul and while some of the percent increases in students of color at some of the schools are not large, many of the schools are almost exclusively serving students of color. It is not uncommon for a charter school to be 90 percent students of color.

When they were first established, charter schools were intended to be learning laboratories where education innovation could take place and be replicated in other public schools. Critics argue that the innovation in charters has neither been documented nor utilized as a change agent in the broader system. There is a need to study the many charter schools that are serving students of color to determine whether the efforts in those schools show promise for increased achievement for students of color.

STUDENTS OF COLOR AND ELIGIBILITY FOR FREE OR REDUCED PRICE LUNCH, ENGLISH LANGUAGE LEARNER AND SPECIAL EDUCATION SERVICES

In general, students of color are more likely to qualify for free or reduced price lunch at their school, are more likely to receive special education services and, because of the immigration of families from other parts of the world, many are attending schools while learning English.

The most noticeable change in the data from 2000 is the increase in enrollments among Hispanic students. Hispanics have experienced the most dramatic increase in enrollments since 2000. The increase in Hispanics also coincides with an increase in the number of Hispanic students who qualify for free or reduced price lunch and English language services. Approximately 69 percent of Hispanic students qualify for free or reduced lunch services, up from 63 percent in 2000. In addition, 50 percent of Hispanic students are eligible for English language learner services, up from 39 percent in 2000.

An increasing number of Asian American students are eligible for English language learner services. Fifty-two percent of Asian American students are categorized as English language learners, up from 48 percent in 2000. Thirteen percent of African American students are eligible for English language learner services, up from 8 percent in 2000. Overall, the percentage of students enrolled in Minnesota schools who require English language learner services is up almost two percentage points, from 4 percent to 6 percent, between 2000 and 2003. These data suggest that immigration into the state, particularly from the Hispanic and African communities, is having a large impact on the state's education system.

Students enrolled in Minnesota's largest cities, particularly Minneapolis and Saint Paul, are over-represented in the free or reduced price lunch and English language learner

Table 4

Special Student Populations in Minnesota Public Schools, 2002–2003

	K-12 Enrollments	Percent of Total State Enrollment (Point Change from 2000)	Percent on Free and Reduced Lunch (Point Change from 2000)	Percent of English Language Learners (Point Change from 2000)	Percent in Special Education (Point Change from 2000)
American Indian	18,184	2% (0%)	65% (-4%)	1% (0%)	20% (+1%)
Asian	44,558	5% (0%)	60% (-1%)	52% (+4%)	8% (+1%)
Hispanic	34,884	4% (+1%)	69% (+7%)	50% (+11%)	12% (0%)
Black	61,673	7% (+1%)	73% (+2%)	13% (+5%)	17% (0%)
White	678,442	81% (-3%)	18% (0%)	1% (0%)	12% (+1%)
All	837,741	100%	28% (+2%)	6% (+2%)	12% (0%)

Minnesota Department of Education

services programs when compared to their counterparts throughout the rest of the state:

- ◆ 86 percent of Asian American students in Minneapolis and 84 percent in Saint Paul are eligible for free or reduced price lunch compared with 60 percent of Asian American students statewide.
- ◆ 85 percent of Hispanic students in Minneapolis and 75 percent in Saint Paul are eligible for free or reduced price lunch compared with 69 percent of Hispanics statewide.
- ◆ 82 percent of African American students in Minneapolis and 79 percent in Saint Paul are eligible for free or reduced price lunch, compared with 73 percent of African American students statewide.
- ◆ 76 percent of American Indian students in Minneapolis and 74 percent in Saint Paul are eligible for free or reduced price lunch, compared to 65 percent statewide.

A similar trend occurs when Asian American and Hispanic students from Minneapolis and Saint Paul are compared against their statewide counterparts in English language learner services.

- ◆ 68 percent of Asian American students from Minneapolis and 80 percent in Saint Paul are eligible for English language learner services, compared with 52 percent statewide.
- ◆ 70 percent of Hispanic students in Minneapolis and 64 percent in Saint Paul are eligible for English language learner services, compared with 50 percent statewide.

In larger Minnesota cities located outside the seven county metropolitan area, students of color are less likely to require free or reduced price lunch programs than their statewide counterparts. The only exception to this is among African American students in the cities of Rochester, Duluth and Saint Cloud where African American students are more likely to be eligible for free or reduced price lunch. Eighty-one percent of African Americans in Rochester, 78 percent in Saint Cloud, and 80 percent in Duluth are eligible for free or reduced price lunch, compared with 73 percent of African American students statewide.

Eligibility of students for English language learner services varies in the other Greater Minnesota cities with 60 percent of Hispanics eligible in Rochester, 52 percent in Saint Cloud,

and 6 percent in Duluth, compared with 50 percent statewide. The same is true with Asian American students where 52 percent in Rochester, 57 percent in Saint Cloud, and 21 percent in Duluth require English learner services compared with 52 percent statewide.

A full description of special populations in Minnesota cities can be found in appendix 2.

The Changing Landscape in All Minnesota Schools

The economic and cultural characteristics of students of color are not only issues for metropolitan communities. While few districts have the same concentration of students of color as Minneapolis and Saint Paul, students of color in all Minnesota districts are more likely to qualify for free or reduced price lunch, English language learner services, or special education than white students.

Suburban Students of Color More Likely to Receive Special Services

As suburban school districts continue to become more ethnically diverse, they are finding that students of color enrolling in their schools are more likely to be eligible for free or reduced price lunch, English language learner Services and special education than students of color in suburban schools previously had been. The distinct gap in eligibility for special services that existed for students of color in suburban districts vs. the core cities of Minneapolis and Saint Paul in 2000 has eroded over the past three years.

In virtually every suburban district where there has been an influx of Asian American, Hispanic, or African American students over the past three years, there has been a corresponding increase in the eligibility for special services. In particular, increases in Hispanic and Asian American students have resulted in a significant change in the percentage of the students from those communities who are eligible for free or reduced price lunch and English language learner services. Some examples include:

- ◆ Anoka-Hennepin where the percentage of Asian American students who are eligible for free or reduced price lunch jumped from 33 percent in 2000 to 47 percent in 2003. Asian American students eligible for English language learner services jumped from 29 percent in 2000 to 49 percent in 2003. The same was true for Hispanic students where the percent eligible for free or reduced price lunch increased from 37 percent to 47 percent, and the percent eligible for English language learner services jumped from 14 percent to 37 percent.
- ◆ Robbinsdale where the percentage of Hispanic students requiring English learner services jumped from 33 percent to 52 percent.

◆ Osseo where the percentage of Asian American students receiving English language learner services jumped from 13 percent to 38 percent.

◆ Burnsville where the increase in English learner services for Asian American students jumped from 30 percent to 44 percent and for Hispanic students from 18 percent to 43 percent.

A full description of special populations in several Minnesota suburbs can be found in appendix 3.

Greater Minnesota: Changes in Special Populations Correspond with Enrollment Increases

Greater Minnesota school districts also show a discrepancy between white students and students of color when it comes to participation in free or reduced price lunch, English language learner, and special education programs. In the school districts studied, it was clear that as enrollments among students of color increased so did the percentage of students who require special services. In many Greater Minnesota school districts, enrollments among Asian American students and American Indian students stabilized while the enrollment of African American students and Hispanic students continued to rise. The increase in the enrollments of Hispanic students tracked consistently with the overall statewide trend of rapid increases in enrollments over the past three years.

In districts where the enrollment of a particular community of color remained stable between 2000 and 2003, the percent of students eligible for free or reduced price lunch, English language learner services, and special education was largely unchanged or slightly declined. Conversely, as enrollments from the Hispanic community increased, so did their representation in the special population categories. Examples include:

◆ Worthington where enrollments among Hispanic students continued to rise, the percentage of Hispanic students who are eligible for free or reduced lunch increased from 77 percent in 2000 to 86 percent in 2003.

◆ Willmar where the percentage of Hispanic students eligible for free or reduced price lunch increased from 77 percent to 89 percent.

These two districts illustrate that Hispanic students in Greater Minnesota are among the most economically disadvantaged in the state. Likewise, they are also much more likely to be eligible for English language learner services than any other ethnicity or community in the state. Worthington, Willmar, Austin, and Faribault all have percentages of Hispanic students who are eligible for English language learner services of well over 50 percent.

In many communities in Greater Minnesota, a growing percentage of students enrolled in their school districts come from communities of color. Thirty-eight percent of those enrolled in Worthington, 27 percent in Willmar, and 20 percent in Bemidji are students of color. In many

Minnesota communities, it is the influx of communities of color that is keeping schools and school districts open.

A full description of special populations in Greater Minnesota districts can be found in appendix 4.

Many Charter Schools Focus on Students of Color

Charter schools intend to serve either a specific population of students or to pursue a specific curricular focus in an effort to provide an innovative and high quality education for students. It is impossible to paint charter schools with one brush, but it does appear that as charters become more numerous and sophisticated, certain types of institutions have emerged. For example, several charters have been developed to serve the needs of students of color. In many cases, charter schools are created to serve one particular community of color. A look at the schools with the largest number of students of color reveals that each community of color has at least one school specifically designed to serve its community. Most prominent is the African American community where there are several schools focused on the needs of their young people.

Among the charter schools with the highest numbers of students of color, many schools not only serve high percentages of students of color, but those students are more likely to be eligible for free or reduced price lunch or other special services than students in the public school district in which they reside.

For example, Academia Cesar Chavez, which is located in the Saint Paul Public Schools attendance area, primarily serves Hispanic students. Of those enrolled, 90 percent are eligible for free or reduced price lunch, compared to 75 percent of Hispanic students in the Saint Paul Public Schools. However when it comes to serving English language learner students at Academia Cesar Chavez, 55 percent of its students are eligible for services compared to 64 percent in the Saint Paul Public Schools. In Minneapolis, Twin Cities International Elementary School, which serves African American students, has 100 percent of its students on free or reduced price lunch, compared to 82 percent of African American students in the Minneapolis schools.

On the other hand, many charter schools serve specific communities of color that have a lower percentage of students of color on free or reduced lunch than their corresponding school district. In Minneapolis, both Sojourner Truth Academy and Harvest Prep Academy have under 60 percent of their students on free or reduced price lunch, compared to the 82 percent that are enrolled in the Minneapolis Public Schools. The wide range of demographic profiles of charter schools provides fertile ground for exploring the impact of different student enrollments on academic achievement. Now that many charter schools are well established, it is an appropriate time for charter schools to be studied and integrated into the larger public education landscape. *A full description of special populations in Minnesota charter schools can be found in appendix 5.*

Early Childhood Family Education Minneapolis

The recent study published in the March, 2003 *fedGazette* entitled Early Childhood Development: Economic Development with a High Public Return by Art Rolnick, Senior Vice-President and Director of Research and Rob Grunewald, Regional Economic Analyst at the Federal Reserve Bank of Minneapolis on the economic benefits of investing in early childhood education has created an intense discussion over the value of investing in Pre-Kindergarten education. One such program that has shown promise for building the capacity of parents to ensure that their children are ready for kindergarten is Early Childhood Family Education.

Early Childhood Family Education (ECFE) is a statewide program available to all parents with pre-birth to kindergarten age children. ECFE programs provide a place for parents to learn about basic parenting skills, nutrition, child development and pre-school preparation. In addition to providing valuable information, ECFE creates a community where parents can build relationships that often results in friendships and social support structures. While parents are in sessions, children of ECFE parents participate in a wide range of activities that support their development.

Research by the Minnesota Department of Education found that parents who participate in ECFE programs indicated that the program has had a positive impact on their parenting skills, parent-child relationships and their child's behavior. Lower income families who participate in ECFE demonstrate higher levels of knowledge about child development and parenting skills.



Minneapolis ECFE parent Towanna and her children Malik and Dominique have been enthusiastic class participants for two years at North/West ECFE sites. Towanna describes her introduction to ECFE. When I delivered Malik at North Memorial Hospital, ECFE was there with a class for parents of newly born infants. They went over how to hold the baby, toys that help in the infant's development, like hanging a colorful mobile over the cradle, and other information. I was given a brochure with Minneapolis ECFE class offerings. There was a class offered beginning in March 2002 that worked with my schedule. As a working mom, I was looking for a program that would involve both my children and me together.

I work Monday through Friday, and have other commitments in the evenings. The Saturday class worked best for my family. As a single parent, I see that even people with partners are struggling to provide the best for their children; just like I am... it helps to know that I am not alone, and we can learn and support each other in the process. The kids enjoy it so much. Having grown up in Plymouth, I feel that it is important for my children to be exposed to a diverse community.

I can't tell you how much ECFE has helped me in trying to be successful in raising my family and working full time. The class has provided me with a place to talk about my struggles as a parent, and get needed support from ECFE staff and other parents. ECFE helps me build a better relationship with my children.

Towanna attends the Saturday morning, Adventures in Parenting class at Mona H Moede Neighborhood Early Learning Center. Marilyn Grigsby-Harris, the ECFE parent educator for the class comments, Towanna is so dedicated to the well being of her children. She's dedicated in her life, too. Early every Saturday, way before her class, she and the kids get up and go to clean their church. Then she comes over for ECFE at 9:30 AM, and they never miss.

The reauthorization of the Federal Elementary and Secondary Education Act, popularly known as No Child Left Behind, has ushered in a new era of education reform focused on more intense accountability standards for public schools in the United States. No Child Left Behind is in some ways federalizing what has been happening in many states across the nation. In Minnesota, the Profile in Learning and now the new state graduation standards that are under construction represent a long process of educational reform that has implications for schools and school districts. A key aspect of the No Child Left Behind Act (NCLB) is that for the first time, schools and school districts will not only be held accountable for the overall success of students in a given school, but they will also be held accountable for sub-groups of students to include students of color and students who are eligible for free or reduced price lunch, English language learner and special education services. Most would agree that a national policy that has as one of its critical components the setting of standards intended to improve the achievement of all students is a step in the right direction. However, as would be expected from such a far-reaching public policy, the challenge will be in its practical implementation.

It is too early to tell what the impact of No Child Left Behind is on students of color. However, there is a large body of data on the achievement of students of color through the state's previous set of education standards called the Profile in Learning. The Minnesota Comprehensive Assessments (MCA) and the Minnesota Basic Skills Test provide valuable data on the performance of students of color in the core areas of reading, writing, and mathematics.

While this report and its predecessor provide a large amount of data on student performance of students of color on standardized tests, academic achievement for students in elementary/secondary education can be defined in a myriad of ways. Measures of academic achievement like high school graduation, college enrollment, job placement, or potential earnings are valuable indicators of academic achievement that should be considered when examining the overall health of the education system. However, it is also important not to dismiss standardized tests as a central tool for tracking progress. We suggest that the reader closely examine the data, but not limit a definition of educational achievement to these singular measures.

WHAT ARE THE MINNESOTA COMPREHENSIVE ASSESSMENTS AND NO CHILD LEFT BEHIND?

The Minnesota Comprehensive Assessment exams are a "snapshot measurement" of student progress that is a critical component of Minnesota's accountability system for schools. The MCA tests were originally designed as a tool for educators and the broader community to measure academic progress of students as part of the state's Minnesota Graduation Rule. With the passage of the

federal No Child Left Behind Act and the subsequent restructuring of Minnesota's academic standards and accountability plan, the MCA exams have been transformed into critical accountability standards that schools must strive to achieve if they are to comply with state and federal regulations.

One of the key concepts for understanding the responsibilities of schools under the new federal regulations is that of Adequate Yearly Progress (AYP). Many factors go into determining whether a school or school district is making Adequate Yearly Progress. They include high school graduation rates, participation rates of students in state standardized tests, and the rate at which students are demonstrating their grasp of academic standards through state standardized tests such as the MCA.

Within NCLB, two important elements are specifically designed to hold schools accountable for the achievement of students of color and students from other disadvantaged or under-represented groups. First is the notion that in order for a school to continue to meet AYP goals, schools or districts "must show growth in student achievement that is continuous and substantial, such that all students are proficient in reading and math no later than 2013-2014."⁷ Simply stated, a school or school district must demonstrate that test scores for students in its schools are showing continuous progress at "steady and consistent increments" from the baseline data collected in 2001-02 through 2013-14 to the point that all students are meeting the academic standards by the end of the 12-year timeline. Schools where the students do not meet the state definition of AYP are considered out of compliance and therefore are subject to state action.

The second critical component of NCLB that has a direct impact on students of color is that schools and school

Student of Color K-12 Achievement: Making the Grade



Measures of academic achievement like high school graduation, college enrollment, job placement, or potential earnings are valuable indicators of academic achievement...

However, it is also important not to dismiss standardized tests as a central tool for tracking progress.

districts are not only accountable for the overall academic achievement of students, but also the achievement of individual subgroups. In other words, schools must show that students within specific “ethnic/ racial groups, economically disadvantaged students, limited English proficient students, and students with disabilities” are making adequate yearly progress.⁸ This component ensures that schools are consistently addressing the achievement of all students during the 12-year timeline established in the NCLB Act. Schools or school districts where subgroups of students do not meet the AYP standards are subject to state action.

Results from the Minnesota Comprehensive Assessments (MCAs) are reported in two ways: 1) through scale scores which are useful for measuring the achievement of students on scores from one year to the next and 2) by placing student scores within five separate achievement levels which indicate to a school, school district and the state whether its students meet academic standards. Depending on a given score on any given MCA exam, students are placed into one of five levels:

- I. Gaps in knowledge and skills
- Ila. Partial knowledge and skills
- Ilb. Solid grade level skills
- III. Working above grade level
- IV. Superior performance beyond grade level

Students testing at Level I “Gaps in knowledge and skills” or Level Ila “Partial knowledge and skills” are considered to be below the state standards in the given subject area. Students placed in Level Ilb “Solid grade level skills, Level III “Working above grade level” or Level IV “Superior performance beyond grade level have demonstrated mastery of the basic education standard for a given subject area. In order for a school or school district to meet Adequate Yearly Progress (AYP) goals, a consistently increasing percentage of students must achieve at level Ilb “Solid Grade Level Skills” at a rate that will result in all students meeting the minimum standard by the 2012-2013 academic year. Schools that do not meet the AYP standards for all students or significant subgroups could be considered out of compliance with state and federal regulations.

ACHIEVEMENT GAP EXISTS IN 3RD GRADE IN BOTH MATH AND READING

Across the state of Minnesota, results from the Minnesota Comprehensive Assessments indicate that the scale scores of students of color consistently lag behind those of white students. While overall achievement on standardized tests has improved, the improvement has not translated into a significant reduction in the achievement gap between students of color and white students.

Figure 4 shows the persistent achievement gap between white students and students of color. Most noteworthy is

Minnesota Comprehensive Assessment Achievement Levels

I. Gaps in knowledge and skills— Students scoring in this level have gaps in the knowledge and skills necessary for satisfactory work in the state’s content standards. Poor reading skills may impact math comprehension skills. Students at this level typically need additional instruction to progress beyond finding obvious answers and simple details. They are typically working significantly below grade-level in one or more content areas. They need supplementary instruction in math and/or reading, as early as possible, to have a good chance of passing the Basic Skills tests administered for the first time in 8th grade.

Ila. Partial knowledge and skills— Students scoring in Level Ila have partial knowledge and some of the skills necessary for achieving satisfactory work in the state’s content standards. They are typically working at, or slightly below, grade-level material in one or more content areas. Additional instruction and homework in reading comprehension may be helpful to increase math comprehension skills. These students may benefit from some supplemental instruction in math and/or reading at each grade to increase their chances of passing the Basic Skills tests administered for the first time in 8th grade.

Ilb. Solid grade level skills— Most students in this level are working successfully on grade-level material and are on track to achieve satisfactory work in the state’s content standards. Students scoring in Level Ilb are progressing with their peers in understanding the content material at grade level. With continued steady progress between now and their taking the Basic Skills tests in 8th grade, they would have a good chance of passing these tests the first time.

III. Working above grade level— Students at this level are working above grade level. Many are proficient with challenging subject matter. Students at this level demonstrate solid performance and competence in the knowledge and skills necessary for satisfactory work in the state’s content standards. Students scoring in Level III are working above grade level; many are proficient with challenging subject matter. Students in this level are typically in the top 25% nationally. With continued educational progress, these students have a high probability of passing the 8th grade Basic Skills tests the first time.

IV. Superior performance beyond grade level— Students at this level demonstrate superior performance, well beyond what is expected at the grade level. Students scoring in Level IV demonstrate advanced academic performance, knowledge, and skills that exceed the level necessary for satisfactory work in the state’s content standards. Their performance is well above grade-level expectations; they can analyze and interpret complex problems and situations. Students in this level are typically in the top 5%–10% on nationally-administered tests and have a very high probability of passing the 8th grade Basic Skills tests the first time.

the lagging progress of Hispanic students when compared with the other cultural groups. Between 1999 and 2003, Hispanic students dropped below African American students to be the lowest achieving ethnic group in reading. This relative stagnating of scale scores for Hispanic students coincides with their increasing enrollments in Minnesota schools and the growing proportion of Hispanic students who are eligible for free or reduced price lunch and English language learner services.

The data in Figure 4 provide an opportunity to discuss the implications of the new federal requirements in NCLB. The

data shown in Figure 4 represent five distinct groups of 3rd grader, each with their own set of circumstances that impact their educational achievement. Under current federal requirements, schools must show progress on standardized tests with each successive group of students for that given grade. Schools must anticipate the needs of students that will be entering a given grade and institute measures that will translate into improved performance over the previous year's students. Unfortunately, each year brings new students with varied educational backgrounds. NCLB does make some accommodation for student mobility, nevertheless AYP for a given grade level will always be measuring a different cohort of students.

Furthermore, there is a need for more detailed data analysis. While at first glance it may appear that one reason Hispanic students are not performing as well on the 3rd grade reading test is that a higher percentage of students require English language learner services, there is no easy way for schools to know this for sure. Currently, data at this level of detail are not consistently collected and available to the public. NCLB will necessitate that school districts invest in more detailed data analysis to better understand the current circumstances that impact student performance on standardized tests.

An examination of the scale scores of students on the 3rd grade mathematics MCAs shows a similar trend of progress on the exam among all groups, but little impact on the overall achievement gap between students of color and white students. Unlike the reading exam, Hispanic students seem to be making the same level of progress relative to the other ethnic groups. See Appendix 6.

Examining the 3rd grade MCAs to determine the percentage of students of color who are meeting state standards on math and reading reveals that many students of color are not meeting the state's academic standards.

Figure 5 shows that a large percentage of students of color are not meeting current academic standards for mathematics in grade three. The bold line on Figure 5 represents the point at which those students who score in the levels above the line meet the state academic standards and those who are in the categories below the line do not meet state standards. In sum, 41 percent of American Indian, 37 percent of Asian American, 53 percent of Hispanic, and 56 percent of African American students test below the academic standard. Comparatively 19 percent of white students tested below the academic standard.

3rd grade reading achievement levels reveal that many students of color are achieving below the state academic standards in reading. The bold line in Figure 6 represents the dividing line between those students who have met the state academic standards. Students in the levels above the line have met the 3rd grade reading standards and students in the achievement levels below the line have not met the standards. In sum, 38 percent of American Indian, 42 percent of Asian American, 54 percent of Hispanic and 53 percent of African American students are testing below the state reading standard. Seventeen percent of white students are performing below the state standard.

Figure 4
3rd Grade Minnesota Comprehensive Assessment Reading Scale Scores 1999–2003, By Ethnicity

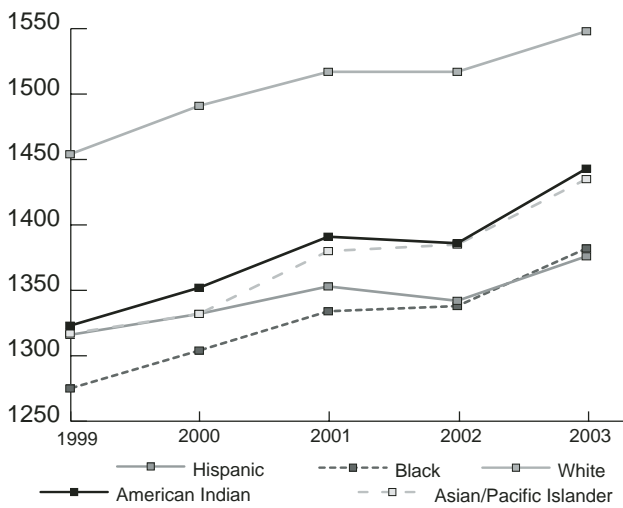
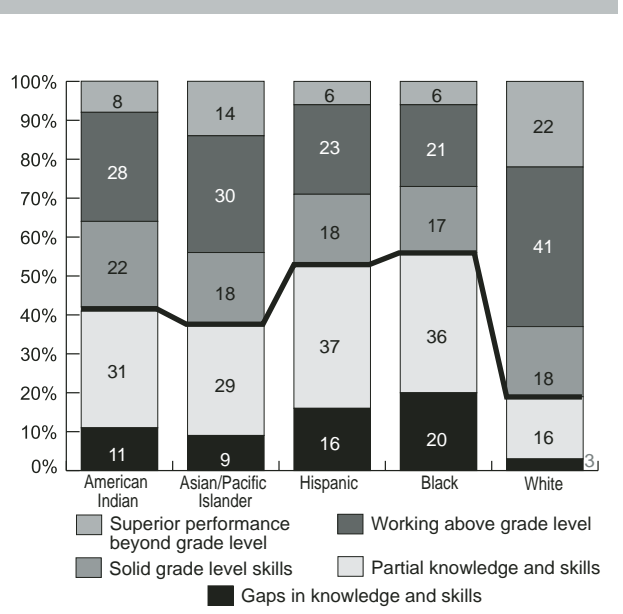


Figure 5
3rd Grade Minnesota Comprehensive Assessment Math Achievement Levels, By Ethnicity



MINNEAPOLIS AND ST. PAUL 3RD GRADE ACHIEVEMENT LEVELS VARY

Results from the 3rd Grade Minnesota Comprehensive Assessments show that in Minneapolis and Saint Paul certain communities of color are performing below their statewide counterparts while others are on track with state averages for students with the same ethnicity. On the 3rd grade mathematics MCA, American Indian and Asian Americans are achieving below the state average for their respective communities.

- ◆ 50 percent of American Indian 3rd grade students in Minneapolis and 62 percent in Saint Paul were below the state academic standards compared with 41 percent of American Indian 3rd grader statewide.
- ◆ 47 percent of Asian American 3rd grader in Minneapolis and 45 percent in Saint Paul were below the standard compared with 37 percent of Asian Americans statewide.
- ◆ 61 percent of African American 3rd grader in Minneapolis and 58 percent in Saint Paul were below the standard compared to 56 percent of African Americans statewide.
- ◆ 55 percent of Hispanic 3rd grader in Minneapolis and 54 percent in Saint Paul were below the mathematics standard compared with 53 percent of Hispanics statewide.

On the 3rd Grade reading MCA, Minneapolis and Saint Paul student performance also varies when compared to statewide data.

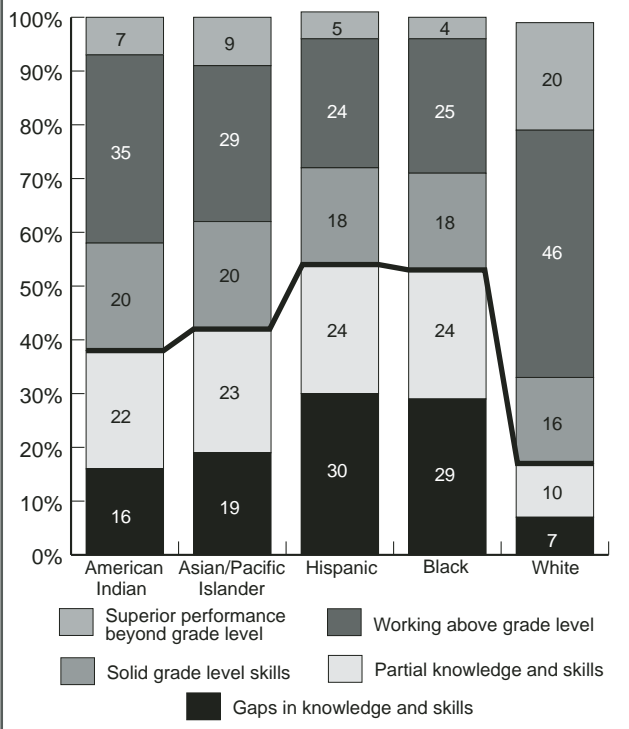
- ◆ 55 percent of Minneapolis and 49 percent of Saint Paul American Indian 3rd grader performed below the state reading standard compared to 38 percent of American Indian students statewide.
- ◆ 56 percent of Minneapolis and 54 percent of Saint Paul 3rd grade Asian American students performed below the state reading standard compared to 42 percent of Asian Americans statewide.
- ◆ 67 percent of Minneapolis and 57 percent of Saint Paul Hispanic 3rd grader achieved below the state reading standard compared with 54 percent of Hispanics statewide.
- ◆ 59 percent of Minneapolis and 54 percent of Saint Paul African American 3rd grader performed below the reading standard compared to 53 percent of African American 3rd grader statewide.

In other cities where the populations of communities of color range from small to moderate, 3rd grade test results show even greater variation. Depending on the community of color, any one district can perform well above or below the state standard in reading and math. *A full description of city districts can be found in appendix 7.*

SUBURBAN 3RD GRADE STUDENT OF COLOR SCORES VARY ACROSS DISTRICTS

Third Grade MCA test scores vary across suburban districts with students of color in some districts performing above state averages and below state averages in other districts.

Figure 6
2003 3rd Grade Minnesota Comprehensive Assessment Reading Achievement Levels, By Ethnicity



Minnesota Department of Education

In Robbinsdale and South Washington County, students of color generally outperformed their statewide counterparts.

- ◆ In Robbinsdale: 33 percent of Asian Americans did not meet the state math standard compared to 37 percent of Asian American students statewide. Forty-one percent of African American students did not meet the standard compared to 56 percent statewide, 50 percent of Hispanic 3rd grader did not meet the standard compared to 53 percent statewide.
- ◆ In South Washington County: 20 percent of Asian American 3rd grader did not meet the standard compared to 37 percent statewide, 41 percent of African American students did not meet the standard compared to 56 percent statewide, and 12 percent of Hispanic students did not meet the standard compared to 53 percent statewide.

Students of color in other suburban school districts consistently performed below statewide averages.

- ◆ In Osseo: 45 percent of Asian American students failed to meet the state math standard compared to 37 percent statewide, 58 percent of African American students did not meet the standard compared to 56 percent statewide, and 66 percent of Hispanic students did not meet the math standard compared to 53 percent statewide.
- ◆ In Richfield: 39 percent of Asian American 3rd grader did not meet the math standard compared to 37 percent statewide, 57 percent of African American students did not meet the standard compared to 56 percent statewide and 75 percent of Hispanic students did not meet the standard compared to 53 percent statewide.

An examination of the 3rd grade reading MCA reveals that students of color in many suburban districts are consistently outperforming their statewide counterparts.

In Anoka-Hennepin, Robbinsdale, Rosemount-Apple Valley-Eagan, Bloomington, Burnsville, and South Washington County, Asian American, African American and Hispanic 3rd grader had higher percentages of students of color that met the 3rd grade reading standard than the statewide average.

A further examination of these districts might find other demographic factors affecting the test scores; nevertheless, districts that are showing progress with various communities of color should be studied in more detail. In particular, efforts should be made to study why suburban students of color are making better than average progress in reading than their statewide counterparts. *A full description of suburban districts with the highest enrollments of students of color can be found in appendix 8.*

GREATER MINNESOTA 3RD GRADE STUDENTS OF COLOR CONSISTENTLY BELOW STANDARDS

Students of color in many Greater Minnesota school districts are not meeting the state 3rd grade math and reading standards and in many cases are performing at levels well below statewide standards. While there are noteworthy populations of American Indian, Asian American, and African American students in Greater

The overall success of many Greater Minnesota districts will depend on the academic achievement of Hispanic students.

Minnesota, the largest population emerging is the Hispanic community. Hispanic students are having the greatest difficulty in meeting academic standards through the Minnesota Comprehensive Assessments. On the 3rd grade math MCA, high percentages of students are not meeting the academic standard. Of those districts with the largest number of students of color in Greater Minnesota, Hispanic students in Mankato, Worthington, Moorhead, Owatonna, Faribault and

Austin met the state math standard at a lower rate than their statewide counterparts. In cases such as Moorhead and Worthington, over 70 percent of Hispanic students did not meet the math standard compared to 53 percent of Hispanics statewide.

Hispanic students are also performing at lower levels on the 3rd grade reading exam. In the Greater Minnesota districts of Worthington, Moorhead, Faribault, Owatonna, and Austin, over 60 percent of Hispanic students did not meet the reading standard compared to 54 percent of Hispanic students statewide.

If demographic trends in Greater Minnesota continue, many communities will see increasing numbers of Hispanic students enroll. As a result, the overall success of many Greater Minnesota districts will depend on the academic achievement of Hispanic students. *A full description of Greater Minnesota districts with the highest enrollment of students of color can be found in appendix 9.*

CHARTER SCHOOL 3RD GRADERS STRUGGLE TO MEET STANDARDS

On both the 3rd grade reading and mathematics MCA, students of color enrolled in charter schools performed below their statewide counterparts. Because the data from charters look at individual schools rather than larger school district data, the numbers of student exams in charter schools are much smaller. As a result, the data for each charter school are far more unpredictable to the point where the performance of one student can dramatically impact the overall school data. Despite this caveat, students at charter schools with the highest numbers of students of color generally perform below statewide averages.

Efforts should be made to study why suburban students of color are making better progress in reading than their statewide counterparts.

One notable exception to this conclusion is Harvest Prep School/Seed Academy where a high percentage of the African American students enrolled have met or exceeded the state academic standards in mathematics and reading. On the 3rd grade math exam, only 14 percent of Harvest Prep students did not meet the state standard compared to 56 percent statewide. On the reading exam, only 4 percent did not meet the state standard compared to 53 percent statewide. Possibly even more noteworthy is that 78 percent of students performed at the “Working above grade level” or “Superior performance beyond grade level” categories on the reading exam.

Because many charter schools are still in the early stages of their development, we should not draw dramatic conclusions about their success as an educational alternative; however, charter schools are equally accountable for the state and federal academic standards outlined in No Child Left Behind and therefore must be evaluated appropriately. *A full description of Minnesota charter schools with the highest enrollments of students of color can be found in appendix 10.*

The Get Ready! Program

The Minnesota Higher Education Services Office's (MHESO) Get Ready! program is an early intervention, early college awareness program that works with low income and underrepresented students in grades four through six and their parents. Get Ready! provides families with the tools that motivates and prepares them to complete high school and pursue postsecondary education.

The Get Ready! Program was formed in 1995 in response to a study conducted by the *Wilder Research Center* in 1994 that found that students and parents, particularly from low income communities and communities of color, are in need of accurate information about higher education beginning in elementary school.

Because of the findings of the Wilder report, The Higher Education Services Office collaborated with the Minnesota Minority Education Partnership, Inc. to develop the Get Ready! Program. Get Ready targets services to students, families, and schools in Bemidji, Cloquet, Duluth, Minneapolis, St. Paul, St. Cloud, and Willmar.



Currently, there are about 2,200 students in the Get Ready! program. Services offered to these students include goal setting, self-esteem, career choices, higher education options, and financing higher education.

To ensure that students are successful academically, Get Ready! places a strong emphasis on tutoring and other academic enrichment activities. Over 82 percent of teachers in classrooms served by Get Ready! agree that the tutoring provided by Get Ready! staff has contributed to the achievement of their students.

Other activities sponsored by Get Ready! include college visits, career nights and enrollment in summer academic enrichment programs.

Get Ready! does outreach to classrooms about college and career choices through Career Awareness and College Planning Presentations (CECAP), and a children's educational theatre company called CLIMB (Creative Learning Ideas for Mind and Body) Theater. In the 2002-03 school year, Get Ready! reached an additional 35,810 students with its outreach presentations.

The Get Ready! program has played an important part in the life of students like Duluth Denfeld High School freshman, Kyle Duncan. Kyle, who joined the Get Ready! program as a fourth grader, has benefited greatly from the Get Ready! program.



Although Kyle has a learning disability, he was able to maintain a 3.5 grade point average in middle school until his last middle school semester when he reached a 4.0. His achievement earned him a High Scholars Award from Edison-Washburn Middle School.

Through Get Ready! Kyle was able to attend theater camp for two summers. As a result of his theater experience he was asked to audition with the Minnesota Ballet in Duluth. Not only did Kyle win a part in the company's production of *The Nutcracker* performed at the Duluth Entertainment Convention Center (DECC), but he also received a full scholarship to continue studying ballet.

Kyle gives time to the local Boys and Girls Club, has volunteered at Grandma's Marathon, and participates in Habitat for Humanity. There is little doubt that Kyle is an exceptionally bright and outgoing student. Get Ready! is proud to have played a part in the life of this talented young man.

STUDENT ACHIEVEMENT ON MINNESOTA BASIC SKILLS TEST

Little progress has been made relative to the percentage of students of color who pass the state's Basic Skills Test. Looking at test results from 2000 to 2003 reveals that students of color are passing the test at the same rate and have not closed the gap in achievement that exists between students of color and white students.

What is the Minnesota Basic Skills Test?

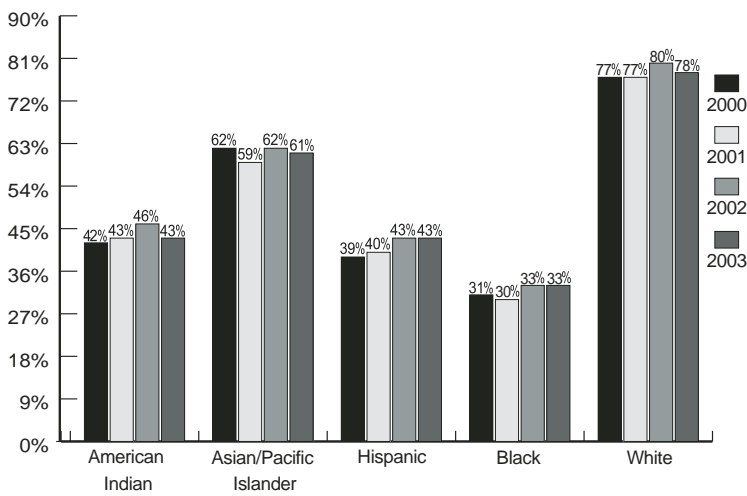
The Minnesota Basic Skills Test is the state's high school exit exam, meaning all students must pass these exams to receive a high school diploma. The tests, which consist of

math and reading exams that are first administered to 8th grade students and a writing test first administered in 10th grade, measure the basic skills that students must possess before receiving a diploma. The Basic Skills Test, because of its direct impact on a student's ability to graduate from high school, provides an important benchmark for both students and educators in their pursuit of fundamental education skills that are critical to a high school diploma.

Students receive multiple opportunities to pass the exam before the end of their 12th grade year in school. However, the data reported in this report focuses only on the performance of students on their first attempts in 8th grade on the reading and mathematics exam and in 10th grade on the writing exam.

Figure 7

Passing Rate, Minnesota Basic Skills Math Test 2000-03, By Ethnicity

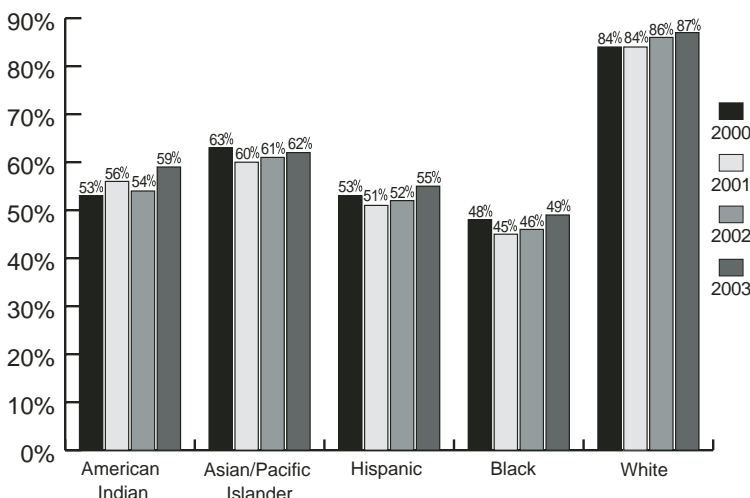


The results of the 8th grade Basic Skills test for math show a consistent pass rate for each community of color with Asian Americans passing at a significantly higher rate than the other communities of color. Figure 7 shows that pass rates for all students have remained virtually unchanged for the past four years. Students of color have not closed the achievement gap between themselves and white students on the math test.

The Minnesota 8th Grade Basic Skills Test has received national attention because of the low percentage of African American students who have passed the test. A study by the Center on Education Policy found that the achievement gap between African American students and white students on the 8th Grade Basic Skills Test in math was the largest of the 19 states that have high school exit exams.⁹

Figure 8

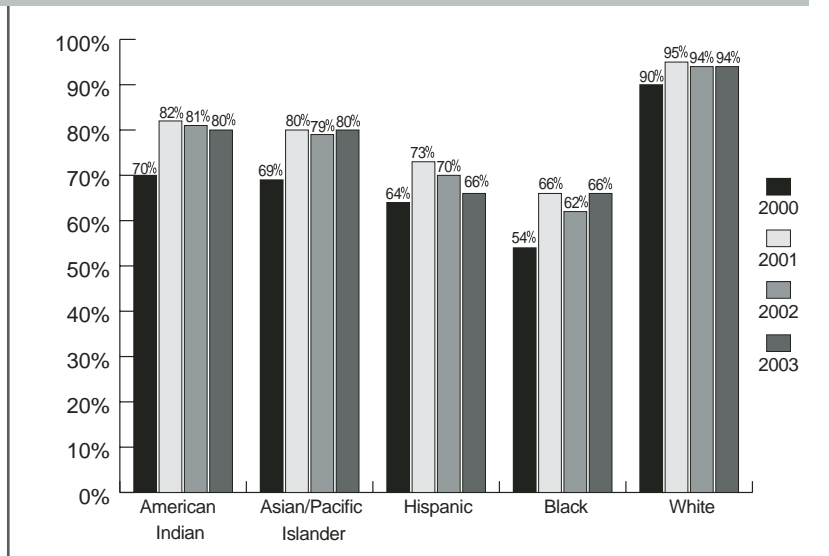
Passing Rate, 8th Grade Basic Skills Reading Test 2000-03, By Ethnicity



Even more dramatic are the results from the National Assessment on Education Progress (NAEP) that showed that the math achievement of all Minnesota 8th grader is first in the nation. On that same exam however, only 43 percent Minnesota African American students were at or above the basic achievement level compared to 87 percent of white students. The gap of 44 percent between African American and white students is among the largest in the country.¹⁰

Figure 8 shows that performance on the 8th grade Basic Skills reading test reveals a less profound gap between Asian American students and other students of color. The overall percentage of students of color passing the reading exam is higher than the math exam, but a sizable gap still exists between students of color and white students.

Figure 9
Passing Rate, 10th Grade Basic Skills Writing Test
2000–2003, By Ethnicity



Minnesota Department of Education

Once again, the results show that student performance for all student groups has not changed.

The Center on Education Policy study previously cited found that the reading achievement gap between white and African American students was among the largest in the country.¹¹

Figure 9 indicates that achievement on the 10th grade Basic Skills Test in writing reveals a smaller gap between white students and students of color. Eighty percent of American Indian students passed the exam compared with 94 percent of white students. A larger gap exists between the other communities of color and white students with 66 percent of African American and Hispanic students passing the exam. There has been some improvement in pass rates since 2000. Achievement by African American students has improved by 12 percent since 2000. Asian American pass rates increased by 11 percent between 2000 and 2001 and have stayed constant at 80 percent. American Indian students have improved by 10 percent since 2000. Conversely, achievement by Hispanic students has declined by 7 percent since 2001. One possible explanation for the change in scores from 2000 to 2001 is a change in the scoring system that occurred between those two years.

Basic Skills Passing Rates Vary in Minnesota Cities

Performance by students of color on the Basic Skills Test varied by ethnic group, community and exam. On the 8th Grade Basic Skills math test, both African American and American Indian students consistently passed the test at rates lower than the statewide average for their ethnic group.

◆ American Indian students passed the math test at a rate of 38 percent in Duluth, 36 percent in Saint Paul, and 41 percent in Minneapolis compared with 43 percent for American Indians statewide.

◆ African American students passed the math test at a 30 percent rate in Minneapolis, 29 percent in Rochester, 24 percent in Saint Paul, and 16 percent in Minneapolis compared with 33 percent of African Americans statewide.

Results on the math test for Asian American and Hispanic students were varied in Minnesota cities.

◆ Asian American students passed the test at rates above the statewide average of 61 percent in Duluth and Saint Cloud and passed the test at rates below the statewide average for Asian Americans in Saint Paul and Minneapolis.

◆ Hispanic students passed the math exam at rates above the state average of 43 percent in Rochester, Saint Cloud, and Duluth and below the state average for Hispanics in Saint Paul and Minneapolis.

On the Basic Skills Reading Test, American Indian, Asian American, and Hispanic students passed the test above the state average for their ethnic groups in several cities. African American students on the other hand passed the test at rates below the state average for African Americans in several Minnesota cities. Students of color in Duluth consistently outperformed the statewide average for every ethnic group while students of color generally were below average in Minneapolis and Saint Paul.

◆ American Indian students passed the reading test at rates above the state average of 59 percent in Saint Paul, Saint Cloud, and Duluth and below the state average for American Indians in Minneapolis.

◆ Asian American students passed the test at rates above the state average of 62 percent in Rochester, Saint Cloud, and Duluth and below the average for Asian Americans in Minneapolis and Saint Paul.

◆ Hispanic students passed the test at rates above the state average of 55 percent in Rochester, Saint Cloud and Duluth and below the statewide average for Hispanics in Minneapolis and Saint Paul.

◆ African American students passed the test at rates above the state average of 49 percent in Duluth but at lower rates than the statewide average for African Americans in Saint Cloud, Rochester, Minneapolis and Saint Paul.

Performance by 10th grader on the Basic Skills Writing test also varied by ethnic group and school district.

◆ American Indian students passed the writing test at rates above the state average of 80 percent in Duluth and below the state average for American Indians in Saint Paul.

◆ Asian American students passed the writing exam at rates above the state average of 80 percent in Rochester, Saint Cloud, and Duluth and below the state average for Asian Americans in Minneapolis and Saint Paul.

◆ Hispanic students performed above the state average of 66 percent in Saint Paul, Saint Cloud and Rochester and below the state average for Hispanics in Minneapolis.

◆ African American students passed the test at rates above the state average of 66 percent in Saint Paul, and Duluth and below average for African Americans in Rochester, Minneapolis, and Saint Cloud.

A full description of city districts can be found in appendix 11.

Suburban Students Pass Basic Skills Test at Rates Above Statewide Counterparts

Students of color in the suburban school districts with the highest number of students of color in the state generally passed the three Basic Skills tests at rates above their statewide counterparts.

On the Basic Skills Reading test, students of color passed at rates above the statewide average for their ethnic group. Only American Indian students in Osseo, Asian American students in Richfield, Robbinsdale and Osseo, Hispanic students in Richfield and Robbinsdale and African American students in South Washington County passed the test at rates below the state average for their counterparts statewide. In a couple of instances, students passed the reading test at a rate at or above the statewide average for all students. American Indian students in Rosemount-Apple Valley-Eagan, Asian American students in Rosemount-Apple Valley-Eagan and Mounds View, and Hispanic students in Mounds View passed the test at rates above the statewide average of 81 percent for all students.

A similar conclusion can be drawn when studying the Basic Skills Writing test. Students of color consistently passed the test at rates above the statewide average for their ethnic groups. Only Asian American students in Osseo, Hispanic students in Richfield and Robbinsdale, and African American students in Richfield passed the writing test at rates below the statewide average for their counterparts. In some cases, students of color passed the writing tests at rates that were at or above the state average for all students, including white students.

◆ American Indian students passed the writing test at above the statewide average of 90 percent for American Indians in Robbinsdale, Rosemount-Apple Valley-Eagan, and North St. Paul-Maplewood.

◆ Asian American students passed at rates above the overall state average for Asian Americans in Robbinsdale, Rosemount-Apple Valley-Eagan, and Mounds View.

Students of color in the suburban school districts with the highest number of students of color in the state generally passed the three Basic Skills tests at rates above their statewide counterparts.

◆ Hispanic students in Rosemount-Apple Valley-Eagan and Mounds View passed at rates above the statewide average for Hispanics.

◆ African American students in Rosemount-Apple Valley-Eagan, Bloomington and South Washington County passed the test at rates slightly below the statewide average for African Americans.

On the Basic Skills Math test American Indian, Hispanic, and African American students generally passed the test at rates above the statewide average for their ethnic group. Asian American students from suburban districts did not consistently pass the math test at rates above the state average for Asian Americans.

Examples of results on the math test are as follows:

◆ Asian American students in Richfield, North St. Paul/Maplewood, Robbinsdale, Osseo and Anoka-Hennepin passed the math test at rates below the average of 61 percent for their statewide counterparts.

◆ Hispanic students in Richfield and Robbinsdale passed below the state rate of 43 percent for Hispanics.

◆ African American students in South Washington passed at a rate below the statewide average of 33 percent for African Americans.

◆ Asian American students in Rosemount-Apple Valley-Eagan, Bloomington, and Mounds View passed the math tests above the statewide average of 71 percent for Asian Americans.

A full description of suburban districts with the highest enrollments of students of color can be found in appendix 12.

Greater Minnesota Students Perform Below Statewide Counterparts on Basic Skills Test

Students of color in Greater Minnesota school districts with the highest enrollments of students of color generally perform below their statewide counterparts on all three of the state Basic Skills Tests. On the math exam, students of color consistently passed the test at rates below the average for their statewide counterparts. Only Asian American students in Mankato passed at a rate above the statewide average of 79 percent for Asian American students.

Of particular note is the performance of Hispanic students where, in some cases, students performed well below the passing rate of 43 percent for all Hispanic students. Hispanic students in Worthington, Willmar, Owatonna,

Students of color in Greater Minnesota school districts with the highest enrollments of students of color generally perform below their statewide counterparts on all three of the state Basic Skills Tests.

Moorhead, Austin, Mankato, and Faribault passed the test at low rates. Only 21 percent of Hispanic students passed the test in Owatonna and Willmar, and 5 percent passed the test in Faribault.

Performance of Greater Minnesota students of color on the Basic Skills Reading test is also behind students of color statewide. Only American Indian students in Cass Lake-Bena Schools, Asian American students in Faribault and Mankato and African American students in Mankato performed better than their statewide counterparts.

Once again Hispanic pass rates are of particular concern. In all of the Greater Minnesota districts studied, Hispanic students passed the reading test at rates below the

Schools and school districts that do not make consistent progress toward graduating students could be in violation of the new federal standards... However, high school graduation rates are most important to the students themselves.

statewide average rate of 55 percent. In districts such as Austin (37 percent), Willmar (29 percent), and Faribault (19 percent) Hispanic students are passing at rates well below the state average.

Passing rates for students of color on the Basic Skills Writing test are also below the statewide average for their ethnic groups. American Indian students and Asian American students passed the tests at

rates below their statewide averages in all three of the districts where they had significant numbers taking the test.

◆ African American students performed below the statewide average for African Americans in every district with the exception of Austin where 70 percent passed the test, compared to 66 percent statewide for African American students.

◆ Hispanic students had mixed results on the writing test, performing above the statewide percentage for Hispanics of 66 percent in Owatonna, Austin, and Mankato and below the statewide average in Worthington, Willmar, and Faribault.

A full description of Greater Minnesota districts with the highest enrollments of students of color can be found in appendix 13.

Charter School Results on Basic Skills Provide Insights on African American Students

While the number of schools and students within charter schools are limited, there are some interesting findings in some schools. Most noteworthy is the performance of African American students on the math exam. Of the five charter schools that have significant numbers of African American students enrolled, African American students performed above the statewide average for their ethnic group. African American students at Chiron Middle School (36 percent), Minnesota Transitions Charter (42 percent), Community of Peace Academy (54 percent), and Higher Ground Academy (92 percent) all passed the Basic Skills Test at rates above the statewide average of 33 percent. Higher Ground Academy students passed the test at a rate 20 percent above the statewide average for all students.

Reading results from the Basic Skills Test are not as promising for African American students. Of the five charter schools with significant numbers of African American students who took the exam, African American students from four of the five schools passed the test at rates below the state average for African Americans. Only at Higher Ground Academy did African Americans pass the reading test at a rate above the statewide rate of 49 percent.

Only a small number of charter schools had significant numbers of students of color taking the Basic Skills writing test to report results. Of the three charter schools that had a significant number of African American students taking the test, students from Higher Ground Academy (85 percent) and Minnesota Business Academy (78 percent) passed the test at rates above the statewide average of 66 percent for African American students. Minnesota Transitions Charter School was just below the statewide average at 64 percent.

Overall, there are some important findings regarding the performance of students of color on the state's Basic Skills Tests. Students in Minneapolis, Saint Paul, and several Greater Minnesota districts are passing the tests at lower rates than their statewide counterparts. In many suburban districts, students of color are passing the Basic Skills Test at higher rates than their statewide counterparts. Future efforts should examine why students in suburban schools and charter schools are passing the tests at higher rates. *A full description of charter schools with the highest enrollments of students of color can be found in appendix 14.*

STUDENTS OF COLOR AND HIGH SCHOOL COMPLETION

Performance on standardized tests has been the most widely discussed element in the new No Child Left Behind Act; however another important accountability measurement will be high school graduation rates. Schools and school districts that do not make consistent progress toward graduating students could be in violation of the new federal standards. Like the standardized tests, schools and school districts will be accountable for the high school

graduation rates of students within racial/ethnic groups, economic status, English language proficiency and special education services eligibility. However, high school graduation rates are most important to the students themselves. With workforce needs requiring higher-level skills, it is critical for students to graduate from high school and to be well prepared for postsecondary education. Low high school graduation rates translate into low higher education enrollments and fewer economic opportunities for students. State standards for schools and school districts to be in compliance with the Adequate Yearly Progress benchmarks require that districts reach an 80 percent high school graduation rate or make forward progress toward that goal. Failure to reach these goals could lead to a school or school district being out of compliance.

A study by the Minnesota Department of Education tracked high school students for the class of 2001 from their freshman year through their projected graduation date to determine student completion of high school. The study collected important cumulative high school dropout

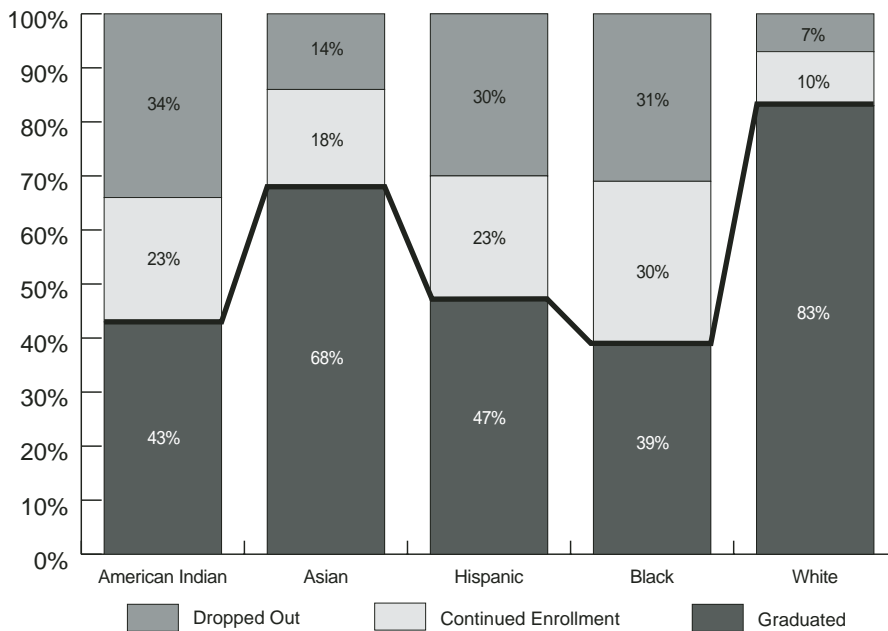
data that shows the real challenge that many students of color face. The bold line in Figure 10 shows that over 50 percent of American Indian, Hispanic, and African American students did not complete high school in four years. Of those that did not finish by 2001, over 34 percent of American Indians, 30 percent of Hispanics and 31 percent of African American students dropped out of high school.

High school graduation rates will become an increasingly important issue as No Child Left Behind moves forward. Many have studied the issue in greater detail; among them is the Minnesota Citizens League. The Citizens League completed a report in 2001, studying the problem of high school dropouts in Minneapolis and Saint Paul. Among their findings was that a wide range of issues are related to high school dropout; including family background, teen pregnancy, mental health, and poor academic performance. The report did find many promising practices for increasing graduation rates and recommendations, most prominent of which, was to redesign the high school experience.¹²

In Minneapolis and Saint Paul, the redesign of the high school model has begun. The creation of "Small Learning Communities" within high schools is intended to create more intimate learning environments each with a specific academic focus. The goal will be to engage students in more career oriented or college preparatory education programs where they will have the opportunity to build more meaningful relationships with teachers and fellow students. Future study should examine how education reforms such as small learning communities impact high school graduation for students of color.

Figure 10

2001 High School Completion Study: Four-Year Graduation and Drop-Out Rates for Minnesota Students, By Ethnicity



Minnesota Department of Education, (2002) 2001 High School Completion Study.

Starburst at Robbinsdale Cooper High School

Passion, compassion, and creative problem solving are key qualities observed in the adults working with students who need extra attention and help to improve their academic performance. The students feel they are important and can learn to succeed.

An all school effort is underway to improve the climate of the schools and to target students who are falling behind, especially those who are receiving no credit for any of their courses. Three programs, started a year ago, are already showing positive results.

Transitions 9 provides a sense of belonging to the Cooper community. Ninth grade students who are taking less than 7 courses have a guided study hall, which introduces students to the building, to members of the staff, to study skills, keyboarding and word processing skills, and promotes attendance and punctuality.

Developing character traits that foster good citizenship is a major focus of the class. In addition students have a place to openly discuss issues affecting their lives and to feel heard and valued. Since credit accumulation toward graduation has been a struggle, students learn to attend to acquiring credits needed. Based on work habits, completion of the character education assignments, attendance and positive behavior, a pass or no pass grade is assigned.

Starburst is a safety net for students who are failing three or more classes. This unique intervention program monitors academic progress of qualifying students on a weekly basis. A three legged stool, with students, parents and Cooper High School as the legs and classroom success as the seat, provides the images of support needed to learn the skills and behaviors necessary to improve grades and make progress toward graduation.

Created by the Student Advocate/Home-School Liaison, Reggie Gray, seven teachers from basic subject areas extend their day to work with students on the way to receiving no credit in a course. Volunteer students, who are doing well, mentor younger students whose grades need improving. The mentoring students are trained and then asked to choose a student to assist in bringing their grades up — from D to C or C to B. The objective is to help the failing student recognize I can do the work. Their colorful T-shirt expresses the can do spirit that permeates the program, Cooper — No Limit to Learning — Choice is Yours. Under Reggie's passionate leadership the program is making a difference.



As students of color drive future enrollment increases in K-12 education, it will be critical for higher education institutions to understand how these changes in enrollment will affect their institutions and their ability to attract and serve students of color. High school dropout rates among students of color eliminate a high percentage of students of color from the potential pool of college candidates. Furthermore, current trends suggest that students of color who do graduate from high school participate and complete higher education at lower rates than white students.

As the number of white students who are graduating from high school declines, it will be essential for higher education to devise strategies that increase participation, persistence, and graduation of students of color from higher education institutions. Because many of the factors that contribute to college attendance occur before a student reaches high school, it is important for higher education to collaborate with K-12 education institutions, communities and families to ensure that students of color have every opportunity to choose a college education.

COLLEGE PARTICIPATION FOR STUDENTS OF COLOR MAKING PROGRESS

Increased participation rates in Minnesota institutions for students of color immediately following high school graduation are on the rise. As indicated in Figure 11, Asian American, African American and American Indian high school graduates have increased their higher education enrollment dramatically since 1999. Asian American students have the highest participation rates of any ethnic group, including white students, with a 57 percent participation rate, up from 53 percent in 1999. African American students have also experienced an increase in their participation rate from 40 percent in 1999 to 44 percent in 2002.

American Indian students have also seen a recent increase in their participation rates. Although their rates have been volatile, reflecting their small number, the participation rate has rebounded from a low of 31 percent in 2000 to 40 percent in 2002. Hispanic student participation rates have remained steady at about 40 percent since 1999. Meanwhile, the participation rate of white students has increased from 46 percent in 1999 to 49 percent in 2002.

The recent increase in the participation rates is a promising development. However, it must be tempered by the fact that many students of color are not included in these data because they never graduate from high school. The improving participation rates in higher education make it all the more important to concentrate on the problem of high school dropouts in Minnesota schools.

Students of Color and College Success



STUDENT OF COLOR ENROLLMENT IN HIGHER EDUCATION

Student Enrollment on the Rise

Largely because of the growing numbers of students of color in Minnesota schools there has been a gradual increase in college enrollments among students of color. While increased participation rates for high school students right after high school are a recent phenomenon, the steady increase in the total pool of students of color has been a long term trend that will inevitably lead to increased post-secondary enrollments. These increases, while important, should not be construed to represent a dramatic change in the college attendance habits of students of color. High school dropout rates for students of color have limited the potential for increased enrollments in Minnesota colleges. Nevertheless, Minnesota's colleges are becoming more diverse institutions, serving students with a multitude of backgrounds and experiences.

Figure 12 shows that while enrollments among American Indian and Hispanic students have risen gradually, there have been steady increases in enrollment among both Asian American and African

Figure 11

Postsecondary Participation Rates the Fall Immediately Following High School Graduation in Minnesota Institutions 1993-2002, By Ethnicity

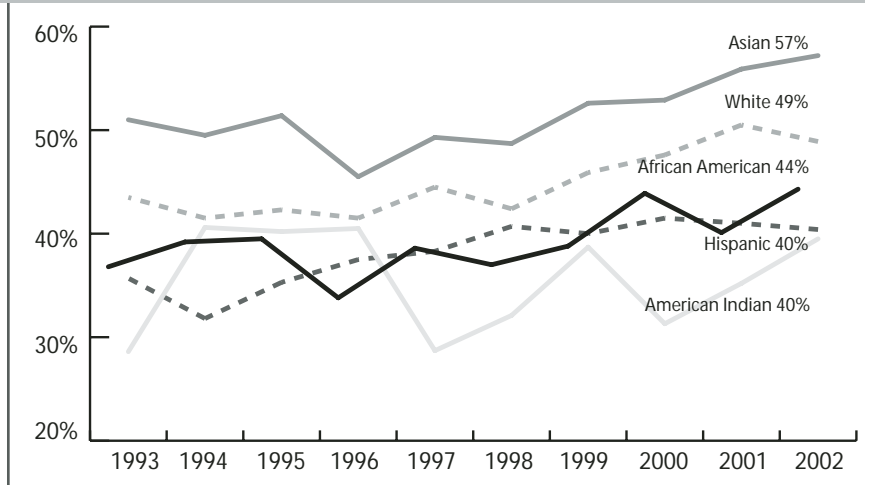
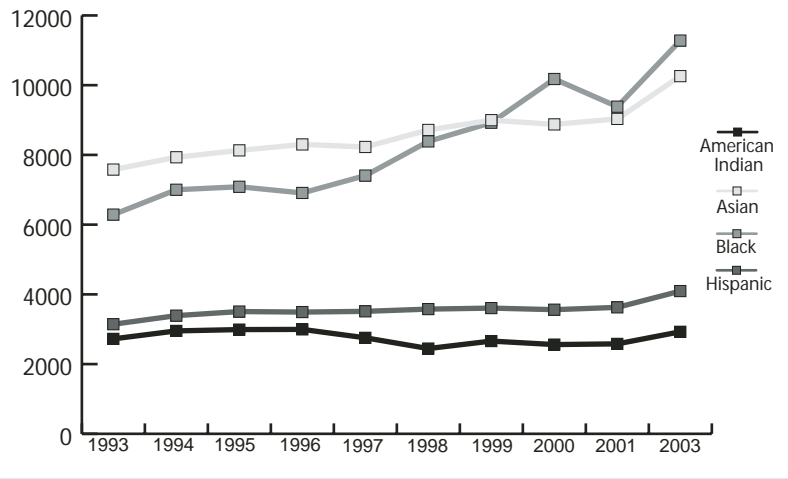


Figure 12

Higher Education Enrollments 1993–2002 for Students of Color



Minnesota Higher Education Service Office

American students. Meanwhile, total enrollments for white students have declined by about 20,000 students since 1994. The overall result is that the percentage of students enrolled in Minnesota colleges who are students of color has increased from 8 percent in 1993 to 12 percent in 2002.

Figure 13 shows the percentage increase in enrollments of students of color in Minnesota higher education institutions. African American students had far and away the largest percentage increase. Asian American students had a large numeric increase when compared to Hispanic students, but because the number of Asian American students in 1993 was much larger than the number of Hispanic students enrolled at that time, their percentage increases are similar. While enrollments by students of color have been on the increase, white student enrollments have declined. The data suggest that higher education institutions may need to compensate for decreases in white enrollments by enrolling students from communities of color.

Students of Color Enrollments by Higher Education Institution Type

Figure 14 shows the breakdown in enrollments of students by four-year baccalaureate granting institutions and two-year community and technical colleges.

African American and American Indian students more often choose two-year community and technical colleges while Asian American and Hispanic students are more likely to choose four-year institutions. African American students, which are the largest population of color enrolled in Minnesota higher education institutions, are far more likely to enroll in a two-year institution. One explanation for the higher percentage of Hispanic, American Indian, and African American students is that they may not have taken all the high school college preparation classes that are needed for

enrollment in four-year institutions. Over 4,000 students from the high school class of 2000 who attended public postsecondary institutions in Minnesota (18 percent of the total) needed one or more remedial classes in mathematics before they could take a college level math course. In the public two-year institutions, almost one in four students (23 percent) needed to take a remedial math course.¹³ Because two-year institutions have open enrollment, it is more likely that students who require developmental math courses will enroll in a community or technical college. Future research should consider whether lack of academic preparation is a contributing factor to lower enrollments among students of color in four-year postsecondary institutions.

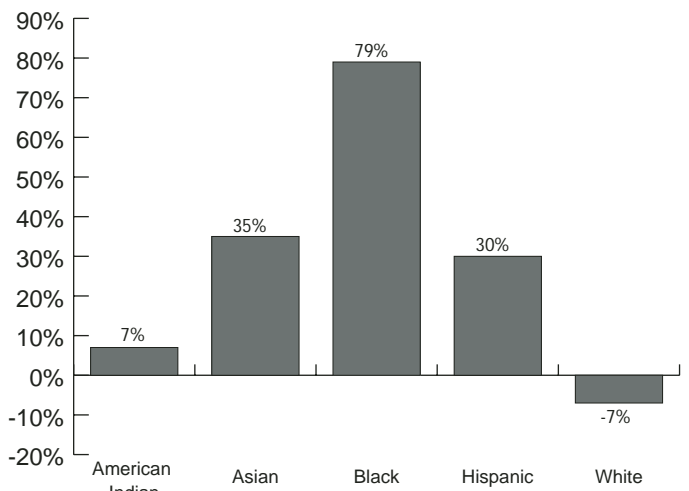
STUDENT GRADUATION FROM HIGHER EDUCATION

The number and quality of Minnesota's college graduates will dictate the strength of Minnesota's future workforce. With more jobs requiring some form of a higher education degree, it will be critical for business and higher education to work closely to ensure that Minnesota is producing the best, most qualified workers possible.

Figure 15 highlights how African American students and American Indian students graduate from four-year institutions at lower rates than Asian American, Hispanic, and white students. The data are even more notable when you consider that African American and American Indian students enroll in four-year institutions at lower rates than Asian American, Hispanic, and white students. The result is that the possible number of African Americans and

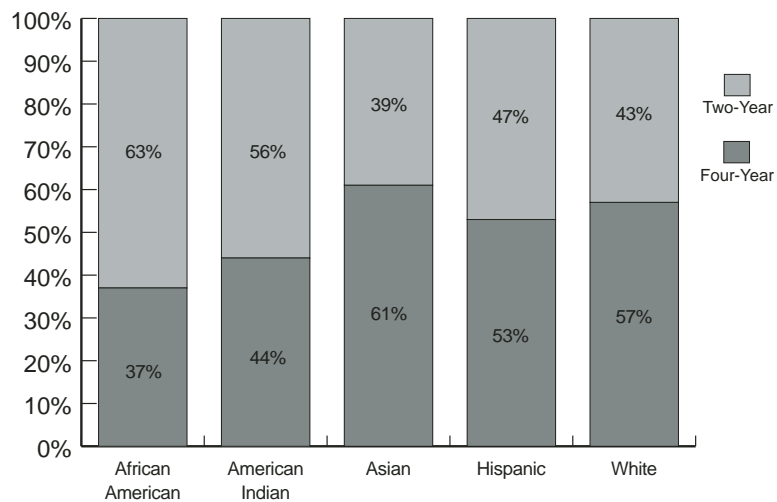
Figure 13

Percentage Change in Higher Education Enrollments, 1993–2002, By Ethnicity



Minnesota Higher Education Service Office

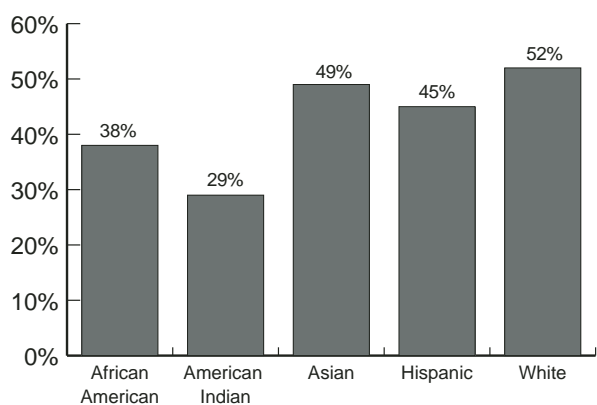
Figure 14
2002 Minnesota Postsecondary Enrollments, By Institution Type and Ethnicity



higher their potential earnings. The difference from a high school diploma to a bachelor's degree is over \$17,000 per year, and the difference between an associate degree and a bachelor's degree is over \$10,000 per year.

The data on the potential earnings for people with various degrees provide a context for examining the degrees conferred to students of color. Table 6 illustrates the percentage of degrees conferred from Minnesota higher education institutions to students of different ethnicities. The data are for all students of color who were enrolled in higher education institutions, so the data includes students who are not Minnesota residents, are adult learners returning to school, or have achieved their degrees through other non-traditional pathways.

Figure 15
2002 Graduation Rates from Minnesota 4-Year Institutions, By Ethnicity



According to Table 6, of the percentage of degrees conferred, Asian American and white students earned higher-level degrees at a higher rate than African American, American Indian, and Hispanic students. Hispanic students received bachelor's degrees at a rate just below white and Asian American students.

Forty-seven percent of African Americans received degrees below an associate degree compared with 32 percent of American Indian students, 26 percent of Asian American students, 26 percent of Hispanic students and 21 percent of white students. This is quite notable given that African Americans make up the largest community of color enrolled in higher education. Likewise, African American students received bachelor's degrees and post-baccalaureate degrees such as master's degrees at lower rates compared to the other communities of color. Of the degrees conferred to American Indian students, the highest percentages were for associate degrees and degrees below an associate degree.

Minnesota Higher Education Service Office, Figures 14 and 15

American Indians with four-year degrees is quite low when compared to the number of high school graduates and college enrollments from these communities.

COLLEGE DEGREES CONFERRED

Some form of higher education is important to finding well-paying jobs in today's changing economy. While it is a worthy goal for students to attain any form of higher education, it is important to monitor which students are getting which degrees. Equal opportunity for all citizens means equal access to all forms of higher education from an associate degree to a Ph.D. Recent research from the Department of Labor reveals the potential earnings for various education levels. Table 5 demonstrates that the higher the level of education attainment for students the

It is important to note that associate degrees and certificates are valuable and worthwhile educational outcomes that will lead to increased earning potential for students. Students faced with the prospect of not getting any form of higher education should be recognized for any kind of higher education degree for no other reason than it lays a foundation for future educational attainment such as a bachelor's degree or some form of graduate degree.

Some form of higher education is important to finding well-paying jobs in today's changing economy. While it is a worthy goal for all students to attain some form of higher education, it is important to monitor which students are getting which degrees.

Table 5

Potential Earnings, By Education Attainment

<u>EDUCATION ATTAINED</u>	<u>Unemployment rate in 2002</u>	<u>Median earnings in 2001</u>
Less than high school diploma	8.5%	\$22,350
High school graduate	5.3%	\$29,187
Some college, no degree	4.8%	\$34,340
Associate degree	4.0%	\$36,399
Bachelors degree	3.1%	\$46,969
Masters degree	2.8%	\$56,589
Doctoral degree	1.6%	\$75,182
Professional degree	1.6%	\$82,421

NOTE: EARNINGS FOR ALL US, FULL-TIME, YEAR-ROUND WORKERS, 25 YRS AND OLDER. UNEMPLOYMENT RATE FOR THOSE 25 AND OLDER.

Bureau of Labor Statistics, Bureau of Census

Table 6

2002 Degrees Conferred at Minnesota Institutions, By Ethnicity

	African American		American Indian		Asian American		Hispanic		White	
	Number of Degrees	Percent of Degrees	Number of Degrees	Percent of Degrees	Number of Degrees	Percent of Degrees	Number of Degrees	Percent of Degrees	Number of Degrees	Percent of Degrees
Diplomas and Certificates Below Associate Degree	836	47%	139	32%	544	26%	183	26%	9,873	21%
Associates Degrees	300	17%	103	24%	293	14%	122	17%	9,389	20%
Bachelor's Degrees	418	24%	132	30%	872	42%	268	38%	19,961	42%
Master's Degrees (ex. MBA, MA)	142	8%	34	8%	208	10%	77	11%	5,984	13%
Doctorate Degrees (ex. J.D., Ph.D., Ed.D)	28	2%	3	1%	31	2%	17	2%	564	1%
First-Professional Degrees (ex. Dentistry, Medicine)	34	2%	23	5%	96	5%	29	4%	1,291	3%
Total	1758	100%	434	100%	2044	100%	696	100%	47,062	100%

President's Distinguished Faculty Mentor Program University of Minnesota

Located on the Twin Cities campus of the University of Minnesota, the President's Distinguished Faculty Mentor Program (PDFMP) has served more than 1,000 students since it was founded in 1986. The program links historically underrepresented and first-generation college students who have high academic potential and demonstrated leadership ability with faculty members who serve as mentors for three semesters. The faculty mentor helps create a nurturing and personalized University experience.



The goals of the program are: to increase recruitment and retention of high-achieving students; to enhance the quality of undergraduate education; to personalize and humanize the University; to help students meet the intellectual challenges of the University and take advantage of its resources; and to foster maximum academic, personal, and professional growth.

Benji Mathews is a senior in the Institute of Technology. His major is Chemical Engineering. Benji participated in the President's Distinguished Faculty Mentor Program (PDFMP) during the academic years 2000-2002. As an outstanding student, Benji has received many awards and scholarships. He came to the University from White Bear Lake High School. As an incoming freshman, Benji was chosen for the prestigious U2000 scholarship, which is based on exceptional academic achievement, strong character, leadership, and outstanding community service. Benji continues his commitment to service through his work with hospitals, outreach programs, and schools.

While a scholar in PDFMP, and because of his strong interest in pursuing a career in medicine, Benji was matched with a mentor from the Medical School early on. This experience provided opportunities to participate in specially designed workshops, seminars, research and shadowing programs — all within the Medical School.

Benji was one of five scholars, selected from 60 applicants, to participate in the University of Minnesota Medical School's Pre-medical Scholars Program, which is designed to attract top students to the Medical School. This program provides scholars with a mentor from the Medical School's Academy of Educators.

Benji currently tutors undergraduate students in the Multicultural Center for Academic Programs and is taking courses in preparation for medical school entrance. He studied in Greece during the winter break.

In 2002, Benji was selected from an applicant pool of over 6,000 to participate in a mission project of Challenge Ministries International. He traveled extensively for three months to approximately 20 states and 10 countries. In his leisure time, he enjoys traveling, playing sports, socializing with friends, and reading.

Asked for some insight that he would pass on to other students in the program as they consider their future goals, Benji said, I'd urge them to ask the question, What is it all for? Benji encourages a close examination of personal involvement and the significance of life.

Any effort to increase college attendance for students of color should examine whether students are participating in the necessary activities that prepare them for college. There is a great deal of research which cites the various activities that correlate with college

Early College Awareness: Branching Out



attendance. A recent publication from the Center for Higher Education Policy Analysis (CHEPA) at the University of Southern California summarized the research on the factors contributing to higher education attendance into nine general categories. According to the research, college attendance is positively correlated with;

- 1) A rigorous academic curriculum
- 2) Academic, college, and career counseling
- 3) Co-curricular activities
- 4) Incorporation of students' cultures
- 5) Family and community engagement
- 6) Peer support
- 7) Mentoring
- 8) Timing of interventions
- 9) Funding priorities¹⁴

In each of these categories, the CHEPA report outlines specific data on educational experiences that are positively related to college attendance. Among the specific research cited in the report includes:

◆ Of first-generation students enrolled in four-year colleges: 64 percent completed advanced math; 11 percent completed only algebra 1 or geometry.

◆ 71 percent of students who take four years of English and mathematics (including Pre-calculus), three years each of science (including biology, chemistry, and physics) and social studies, three years

ACT High School Profile Report, State Composite for Minnesota, various years (ACT, Iowa City, IA).

#The Hispanic category was created by combining the Mexican-American/Chicano and Puerto Rican/Hispanic categories from the ACT High School Profile. The number of high school graduates does not include private high school graduates and therefore under represents the total number of high school graduates.

**Percent is calculated as the ratio of all Minnesota ACT test takers to public high school graduates in the state. Private high school graduates are excluded from the denominator.*

of foreign language, and one honors/Advanced Placement course in high school persist to complete a bachelor's degree.¹⁵

It is more important than ever for schools and communities to ensure that low-income, first generation students are provided the support they need to complete a rigorous academic curriculum. Unfortunately in Minnesota, traditional support structures such as high school counseling is among the weakest in the country. According to the American Counselor Association and the American School Counselor Association, Minnesota, along with California, has the worst ratio of counselors to students in the country at one counselor for every 1,000 students.¹⁶

If Minnesota is to increase the enrollment of students of color and low-income students into higher education, there must be a stronger statewide effort to educate parents, educators, community members, and students about the important educational experiences that students need to succeed in college.

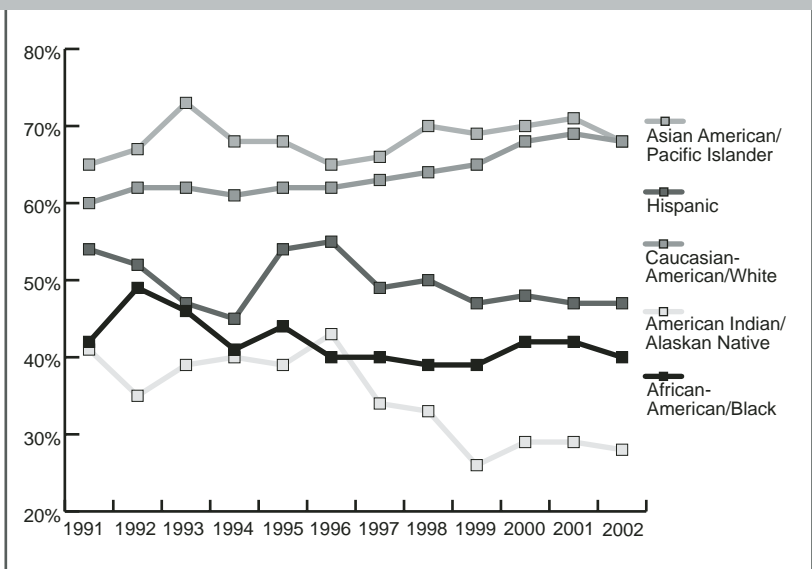
One such educational experience that is an indicator of future college attendance is taking a pre-college exam such as the ACT. This conclusion is obvious on one level because many colleges and universities require either the ACT or SAT as part of their application process. On another level, the act of taking the ACT or SAT indicates a certain awareness of what is necessary to attend college and a certain aspiration to do so.

STUDENT COMPLETION OF ACT COLLEGE PREPARATORY EXAM

Research from ACT reveals that Minnesota high school graduates of color take the ACT at a lower rate than their white counterparts. While the percentage difference

Figure 16

Percent of Minnesota High School Graduates Who Took ACT Exam, 1991-2002, By Ethnicity



between white students and students of color does not appear large, keep in mind that this does not account for the many students of color that do not finish high school. In addition, the data represent an approximation of the percent of high school graduates who take the ACT test. Because private high school students are not included in the total number of high school graduates, the percentages are likely lower than what is reported in the following table.

Between 1991 and 2002, the rate at which the various communities of color took the ACT exam has remained relatively stable. According to ACT, Hispanic, African American and American Indian high school graduates take the ACT exam at a lower rate than white and Asian American students. Figure 16 shows that less than 68 percent of Asian American and white high school graduates took the pre-college exam while less than 47 percent of Hispanic, less than 40 percent of African American, and less than 28 percent of American Indian graduates took the exam.

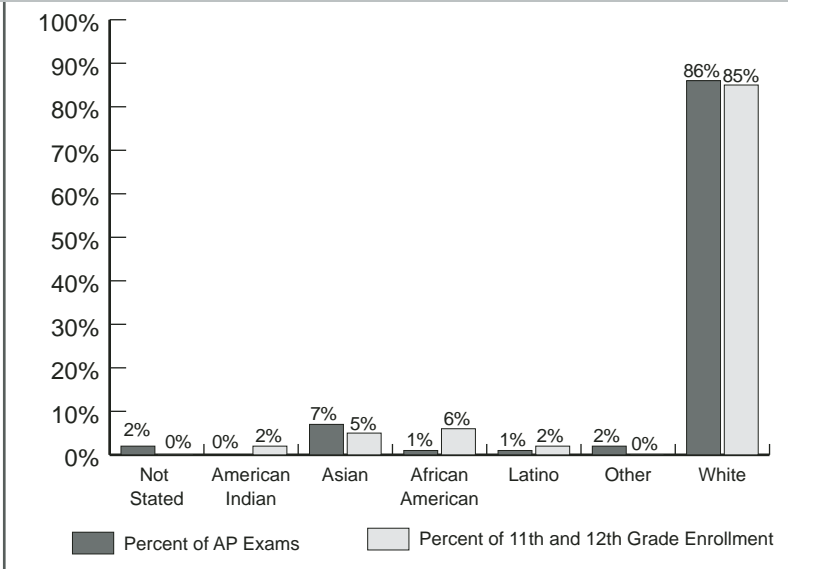
A pragmatic approach for communities and institutions of higher education is to encourage students of color that are likely to graduate from high school to take the ACT exam. The process of preparing and taking the test has the potential of creating higher aspirations to attend college among students of color. In fact, many schools have begun to require the ACT exam as part of their high school graduation requirements. It stands to reason that the result of such a requirement is that a greater emphasis may be placed on students taking a rigorous academic curriculum, receiving counseling about their postsecondary education options, and participating in other extra-curricular activities that are positively related to college attendance.

OTHER FACTORS THAT AFFECT COLLEGE ATTENDANCE

Future research should look more closely at the rigor of the curriculum being taken by students of color to determine whether efforts to enroll students in more rigorous college prep curriculum could affect the higher education enrollment of those students. Data are available on participation of students of color in Advanced Placement courses and Postsecondary Enrollment Options courses. Advanced Placement courses are offered in 250 Minnesota high schools to prepare students to take exams offered by the College Board. These courses are meant to help students prepare for the academic rigors necessary for a successful college experience. Postsecondary Education Options (PSEO) is a unique education program in Minnesota that enables high school juniors and seniors to enroll in courses

Figure 17

2002 Percent of Advanced Placement Exams Taken and Percent of 11th and 12th Grade Enrollment, By Ethnicity



Minnesota Department of Education

at Minnesota higher education institutions at the public's expense. Participation of students of color in these programs provides interesting insight into two specific educational experiences that can indirectly and directly lead to a higher rate of enrollment in postsecondary education.

ENROLLMENT IN ADVANCED PLACEMENT

The results in Figure 17 show that a low percentage of Advanced Placement exams are taken by students of color when compared to their percent of total enrollment. African Americans have the greatest gap between their representation among the total number of exams taken and total enrollments for juniors and seniors. American Indian and Latino students are also under-represented in the pool of students who take Advanced Placement exams. Only Asian/Pacific Islander students take the tests at rates above their percent of enrollment.

The number and type of Advanced Placement courses offered at Minnesota high schools vary. In addition, the Minnesota Department of Education indicates that two to three times more students take the courses than take the exams, as taking the exams is not required. Nevertheless, the data do suggest that students of color are likely taking Advanced Placement courses at low rates, and that those who do enroll in Advanced Placement courses do not take the Advanced Placement exams at rates comparable to white students.

The data suggest the need for more study, but more importantly provides educators, community members, and students a concrete and measurable goal that can contribute to increased college enrollments. Efforts to

increase the enrollment of students of color in Advanced Placement courses and to ensure that they take Advanced Placement exams is a specific strategy that can increase college attendance for students of color.

POSTSECONDARY ENROLLMENT OPTIONS

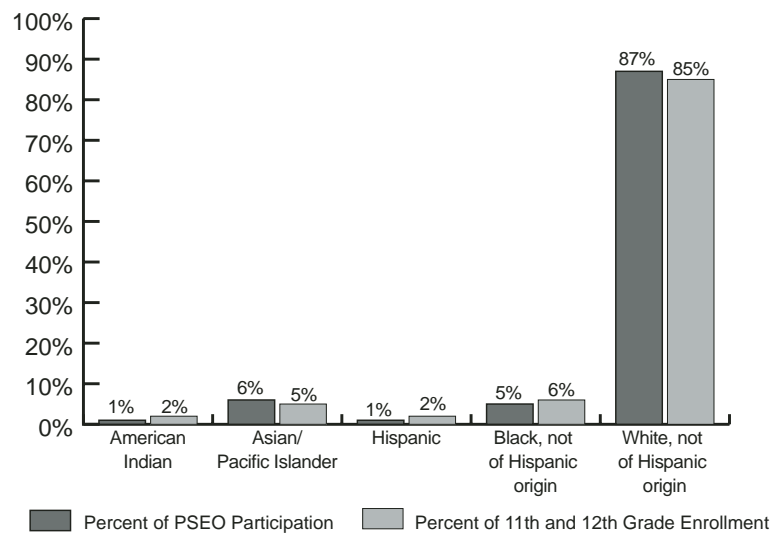
The Postsecondary Enrollment Options program (PSEO) is an opportunity for Minnesota high school students to earn college credit, free of charge, before they graduate from high school. While there are no data available confirming that students who participate in PSEO courses enroll in higher education institutions at higher rates, however the earning of college credit through this program eliminates both academic and social barriers that might prevent college enrollment and graduation.

Figure 18 shows that students of color participate in PSEO programs at rates that are comparable to their representation among junior and senior high school students enrolled in Minnesota schools. African American, Hispanics and American Indians participate in PSEO at slightly lower rates than their representation, but not dramatically. African

American students participate in PSEO courses at much higher rates than they participate in Advanced Placement courses. Future research might examine why African American students choose PSEO courses at rates comparable to their representation in the population, but do not choose Advanced Placement at similar rates. Are the academic criteria for getting into Advanced Placement courses negatively impacting African American enrollment? Are there social factors that impact Advanced Placement enrollment? Answers to these questions might lead to new strategies for increasing the participation of African American students into Advanced Placement courses.

Figure 18

2002 Percent Participation in Postsecondary Education Options and Percent of 11th and 12th Grade Enrollments, By Ethnicity



Minnesota Department of Education

Saint Olaf Talent Search

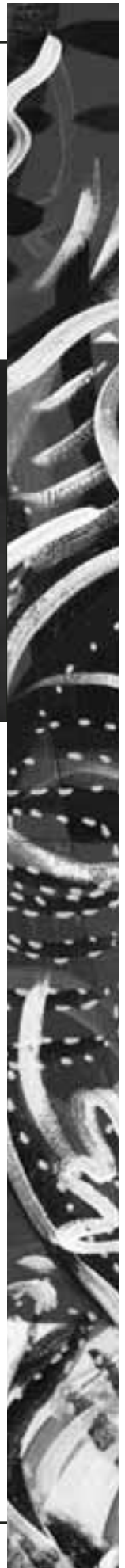
Since its inception in the mid-1960s federally funded TRIO programs have served thousands of Minnesota students, like Ching Lo, who are low income and would be the first generation in their family to attend college. TRIOs programs such as Upward Bound, Educational Talent Search, Student Support Services and the Education Opportunity Centers provide valuable support to young people who are traditionally under represented in higher education institutions.

Ching Lo is a currently a graduate of Humboldt Senior High School in Saint Paul and participated in the High School Upward Bound program sponsored by St. Olaf College. Upward Bound programs, which are sponsored by colleges and universities, work with students in select high schools. Upward Bound students participate in programming intended to prepare them both academically and socially for college. Students receive tutoring and participate in activities that expose them to the realities of preparing for and matriculating into a higher education institution. Seventy percent of students who participate in Upward Bound enroll in a higher education institution, compared with 33 percent of other low income students who would be the first in their generation family to attend college. Likewise, 90 percent of Upward Bound students graduate from high school. Annually over 1,200 students participate in Upward Bound programs located throughout the state of Minnesota.



Ching moved to the United States at age nine with one parent and seven brothers and sisters. Despite having little to no knowledge of English, she became a star student, eventually enrolling in the International Baccalaureate program. During her first semester of her freshman year of high school she became aware of Upward Bound. In Upward Bound, Ching learned good study habits, prepared for the ACT college preparation exam, and learned about what she needed to do to be admitted to a college or university. Upward Bound staff helped her with college preparation activities and provided much needed support both academically and emotionally. Ching described the impact Upward Bound had on her when she said, UB encouraged me to go as far as I could. UB saw strength and hope in me when I completely thought that I was only a failure. They have taught me to dream big and live life to the fullest. They've helped me focus on obtaining a higher education. With their help, I have graduated from high school, and I have now entered college.

In 2004, Upward Bound will be up for reauthorization by the United States Congress as part of the federal Higher Education Reauthorization Act.



The last decade has redefined our perspective on the success of students of color. Changes in the educational landscape, not only for students of color, but for all students include:

Redefining Success For Students of Color



Educating all Minnesota students is not a choice, but a necessity.

Hispanic students experienced the most dramatic enrollment increases, presumably due to new immigration into the state.

- ◆ Charter schools are growing, but still enroll a small number of students in their schools. However, many charter schools located in Minneapolis and Saint Paul are focused on serving students of color.
- ◆ Increasing percentages of Asian/Pacific Islander students and Hispanic students require English language learner services.
- ◆ The number of white students who enroll in K-12 education is declining.
- ◆ The federal No Child Left Behind Act and Minnesota's new graduation standards have created strict accountability for the achievement of students of color.
- ◆ New federal requirements for standardized tests will increase the importance of standardized testing as a measure of student achievement.
- ◆ Test data from the Minnesota Comprehensive Assessments and the Minnesota Basic Standards Test show that students of color are not meeting standards in math, reading and writing at the same rates as white students. In particular, the achievement gap in mathematics between 8th grade African American and white students has received national attention as one of the largest gaps in the country.

- ◆ Current trends showing that the number of students of color who enroll in Minnesota K-12 schools has and will continue to increase into the future.
- ◆ The increase in enrollment for students of color in K-12 education is no longer a Minneapolis and St. Paul phenomenon. Since 2000, increases in students of color have occurred exclusively in the suburbs of Minneapolis and Saint Paul and in school districts in Greater Minnesota.
- ◆ Increases in enrollment by students of color are partly driven by an influx of new immigrant communities. Between 2000 and 2003,

- ◆ Because of the increasing population of communities of color in the state, enrollments of students of color in higher education institutions have continued to rise.
- ◆ Students of color are far less likely to graduate from high school in four years and are far more likely to dropout from high school before achieving a high school diploma.
- ◆ With the exception of the Asian American community, student of color graduation from higher education institutions is lower than the general population.
- ◆ Students of color are less likely to enroll and graduate from four-year higher education institutions. Almost two-thirds of African American students who go on to higher education.
- ◆ Students of color are less likely to graduate with a four-year degree than white students. In particular, American Indian students and African American students are far more likely to graduate with no more than an associate degree or certificate than with a bachelor's degree.
- ◆ Students of color are taking the ACT exam at rates below white students.
- ◆ Students of color are less likely to participate in college preparation activities such as Advanced Placement and Postsecondary Enrollment Options than white students. In particular, African American students are far less likely to participate in Advanced Placement exams.

REDEFINING SUCCESS FOR ALL STUDENTS

The State of Students of Color is filled with challenges and opportunities. The globalization of our schools, with more students from different backgrounds and cultures in classrooms throughout Minnesota, is an opportunity for all Minnesotans to become connected to a broad range of experiences and cultures that exist throughout the world. At the same time, students of color are not finding the success from kindergarten through college that our state needs to compete in a global economy.

Educating all Minnesota students is not a choice, but a necessity. Minnesota's economic future will rely on our K-12 schools, colleges and universities to produce students who can meet the rapidly changing needs of our workforce. Because students of color will drive future increases in enrollment, it will be critical for our education institutions to educate and for our economy to employ people of color.

Our rhetoric has to change. We must take achievement data from statewide tests seriously, but we should not allow our vision of success for students of color to be narrowly defined by graduation standards and tests. We must take a more global view of education for all Minnesota students. Our success should not only be measured by the number of students who pass a test, but by the complete range of actions we must take for students to earn a high school diploma, graduate from a higher education institution, and gain employment in our economy.

While it is critically important to find new ways to hold schools accountable and to set a public policy goal to close achievement gaps, there is an equally important need to create messages in the media and in our communities that can engage students, parents and others to value education...

A NEW DEFINITION OF SUCCESS: FROM ACHIEVEMENT GAPS TO COLLEGE GRADUATION

Many of the education headlines over the past year have focused on the implementation of No Child Left Behind and the growing accountability movement in public schools. Holding schools and school districts accountable for the achievement of all students through federal mandates and state regulations is redefining what is happening in the nation's schools. A key dimension of the current education environment has been a more direct articulation of priorities related to the achievement of students of color. In Minnesota, the achievement gap between white students and students of color has become a critical agenda item for policymakers and community leaders. There is a broad consensus across political and societal lines that closing the achievement gap is a top priority.

While it is critically important to find new ways to hold schools accountable and to set a public policy goal to close achievement gaps, there is an equally important need to create messages in the media and in our communities that can encourage students, parents and others to value education and take the necessary steps to ensure that every student has all that he or she need to succeed. While closing achievement gaps makes sense to educators and policymakers, it does not make sense to parents and students. Students and parents are not likely to be motivated to spend more time on educational activities in an effort to decrease an achievement gap. For this reason, any long-term effort to improve educational outcomes for students of color must be reframed into a set of goals that are concrete and meaningful to young people and their families.

For many generations a college education has been viewed as the rite of passage into economic opportunity. Almost anyone you talk to who was the first person from his or her family to receive a college degree will have a story about how someone in the family or in the community took them aside and said unequivocally that they are going to college. In his book, *Beating the Odds: How the Poor Get to College*, Arthur Levine studied 24 students who went to college against all odds. His conclusion was that in virtually every case, a student had at least one person who "put their arm around them" and made sure that they made it to college.¹⁷

Beyond the cultural simplicity of setting a college degree as a goal for young people, there is also the clear economic necessity of setting a statewide goal to increase college attendance. A recent report by the Minnesota Private College Council contends that Minnesota is uniquely vulnerable in the current global economy because of our limited capacity to fill new jobs that become available in the rapidly changing

information and technology based economy. The report contends that unless we maximize college attendance and graduation rates, Minnesota will be at a competitive disadvantage.¹⁸

The foundation for a strong statewide commitment to increasing college attendance and graduation is already in place. The recently launched Minnesota P-16 Initiative is a partnership of all the key statewide education institutions to include all public and private higher education systems, Education Minnesota, statewide education organizations such as the Minnesota School Boards Association, The Department of Education, the Minnesota Minority Education Partnership and others. The Minnesota P-16 Initiative is committed to creating opportunities for collaboration and public policy that improve teacher quality and increase college access. Minnesota P-16 will play an important role in addressing many of the statewide challenges facing college access.

The Minnesota Minority Education Partnership, Inc. (MMEP) is itself a P-16 collaborative committed to increasing success for students of color. With its collection of higher education, K-12, and community based partners it has created a vision for increasing success for students of color that ensures that parents, policymakers, educators and community leaders work collaboratively to increase success for students of color.

MMEP believes that while efforts such as the Minnesota P-16 Initiative are critical to the goal of increasing college attendance and graduation, there is also a need to create a network of community based organizations, education institutions, college preparation experts and others committed to proliferating college preparation programs and increase college attendance and graduation. MMEP calls this initiative the Minnesota College Access Network.

The Minnesota College Access Network (MCAN) would increase the college participation and graduation rate of Minnesota students

MINNESOTA COLLEGE ACCESS NETWORK (MCAN)



who are underserved by postsecondary education institutions by achieving the following goals:

- ◆ Increase the college participation rate for underserved students in the state of Minnesota by 50 percent beyond its 2002-03 levels by the year 2012.
- ◆ Move Minnesota into the top 10 in the country in college participation.

◆ Make pre-college planning opportunities available in all school districts in Minnesota.

MCAN would be a partnership of K-12, higher education and community organizations that would implement five key strategies.

Build a database of K-12 students who participate in pre-college programs.

MCAN would gather data on the progress of students in pre-college programs and coordinate efforts to ensure that students have access to resources that support college attendance. The database would enable the following programmatic activities:

- ◆ Document the academic, enrichment and other experiences of students that are positively correlated to college participation.
- ◆ Provide information to students and families about college preparation opportunities.
- ◆ Coordinate efforts across programs and with schools to eliminate unnecessary duplication and to reach the largest number of students possible.
- ◆ Engage students and families in college preparation activities in the early grades and provide a continuity of services to students through high school graduation.
- ◆ Award scholarships or other financial resources to support college participation.

Develop a Program Development/Training Network.

A program development and training network will provide technical assistance and training to grassroots groups that intend to increase college participation. Whether it is informal groups of parents or community members or more formal efforts on college campuses and in community based organizations, the College Access Network can tap experienced pre-college program professionals to provide the training necessary for educators, parents and community members to create new pre-college opportunities for students throughout the state of Minnesota.

Organize Communities of Practice made up of practitioners and researchers to foster innovation in pre-college programming.

There is no shortage of research on successful strategies for increasing college participation. Likewise, there are a number of experienced pre-college program coordinators who have honed successful strategies for increasing college attendance among the students they serve.

The College Access Network will develop working groups or “communities of practice” that bring people with expertise and investment in pre-college programming together to identify the key indicators that impact college participation and to implement collaborative initiatives that address those indicators. Through a combination of research and action, the working groups will develop innovative solutions to the statewide challenge of increasing college participation in Minnesota.

Employ the use of online technology to connect practitioners.

Equally important to implementing innovative initiatives for increasing college participation is documenting those initiatives and their results. Current technology provides the opportunity for those who participate in communities of practice to not only document innovative initiatives, but also to interact directly with those who innovate. The development of an online knowledge management tool will ensure that the vast range of knowledge for increasing college attendance in this state is not lost.

Facilitate broad public policy discussions on issues related to college participation.

The College Access Network will facilitate greater dialogue on issues of college participation through forums, conferences, reports and the use of other media. Broad and intentional public policy discussions on increasing college participation can contribute to large scale public policy that will enable Minnesota to remain competitive with other states.

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The Minnesota Minority Education Partnership, Inc. (MMEP)

The Minnesota Minority Education Partnership, Inc. (MMEP) is a nonprofit collaborative, founded in 1987, that seeks “to increase the success of Minnesota students of color in Minnesota schools, colleges and universities.” MMEP achieves its mission by working closely with students, the communities of color and representatives from education, business, government and nonprofits.

MMEP remains the longest surviving partnership of K-12 institutions, colleges, universities and communities of color dedicated to PreK-16 strategies for increasing the success of students of color. This mission and philosophy drive the *State of Students of Color Report*. While parents and teachers; schools and districts; colleges and universities bear some unique responsibility for the success of students of color, MMEP believes that collective action among all stakeholders is the key to true systemic reform.

We hope that educators, policymakers and educators recognize that we all are responsible and accountable for student success and therefore should all work together to reach that ultimate goal.

MMEP achieves its goals through a variety of strategies to include:

- ◆ Policy advocacy through reports and public forums that focus on the issues that affect students of color.
- ◆ The Summer Academic Enrichment Guide and Fair increases the number of students of color who attend summer academic enrichment programs.
- ◆ The Pre-College Initiative provides students who attend summer academic programs information on college and career planning.
- ◆ Project Empowerment Leadership Institute trains parents and educators to work together to increase student achievement.
- ◆ The Institute for Multicultural Connections exposes students of color to the teaching profession through an annual summer workshop.

The Minnesota Minority Education Partnership's institutional partners are:

East Metro Integration District
Hopkins Public Schools
Minneapolis Public Schools
Minnesota Independent Schools Forum
The Minnesota State Colleges and Universities
The Minnesota Private College Council
The Minnesota Higher Education Services Office
Robbinsdale Area Schools
Saint Paul Public Schools
The University of Minnesota
West Metro Education Program
Brooklyn Center Independent Schools
North West Suburban Integration District
Nobles County Integration Collaborative



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For More Information

Further Data on Students of Color

The State of Students of Color Report is available online at the Minnesota Minority Education Partnership, Inc. website at <http://www.mmep.net>. Periodically, MMEP will post other data and reports related to the report. Please check the MMEP website frequently for other information.

For more information about students of color and their success in K-12 education see the website at the Minnesota Department of Education at <http://education.state.mn.us/>. For higher education data, connect to the Minnesota Higher Education Services Office website at <http://www.mheso.state.mn.us>.

Ordering the *State of Students of Color Report*

Additional copies of the *State of Students of Color Report 2004* can be purchased from the Minnesota Minority Education Partnership, Inc. for \$10.00. In addition, the report will be available online at the MMEP website at www.mmep.net.

MMEP is offering a poster with the original artwork by Ta-coumba Aiken featured in the State of Students of Color Report. The poster is available for \$10.00.

To order the report or poster, please send a check or money order to:

State of Students of Color Report

C/O Minnesota Minority Education Partnership, Inc.

Campus Box 99

2211 Riverside Avenue South

Minneapolis, MN 55454

Appendix 1

Change in Student of Color Enrollment for Minnesota School Districts 2000–2003

DISTRICT NAME	Total Students of Color 1989-90	Total Students of Color 2002-03	Total Change	Percent Change
A.C.G.C.	25	28	3	12%
ACADEMIA CESAR CHAVEZ CHARTER SCH.	NA	186	NA	NA
ACHIEVE LANGUAGE ACADEMY	NA	247	NA	NA
ACORN DUAL LANGUAGE COMM.ACADEMY	NA	NA	NA	NA
ADA-BORUP	12	81	69	575%
ADRIAN	3	14	11	367%
AGRICULTURAL FOOD SCIENCE ACADEMY	NA	73	NA	NA
AITKIN	17	53	36	212%
ALBANY	8	37	29	363%
ALBERT LEA	302	563	261	86%
ALDEN	5	26	21	420%
ALEXANDRIA	63	97	34	54%
ANNANDALE	40	39	-1	-3%
ANOKA-HENNEPIN	1,482	4,730	3,248	219%
ASHBY	3	2	-1	-33%
AURORA CHARTER SCHOOL	NA	111	NA	NA
AUSTIN	136	690	554	407%
AVALON SCHOOL	NA	27	NA	NA
BADGER	1	7	6	600%
BAGLEY	214	233	19	9%
BALATON	0	2	2	NA
BARNESVILLE	14	11	-3	-21%
BARNUM	29	37	8	28%
BATTLE LAKE	15	23	8	53%
BECKER	6	57	51	850%
BELGRADE-BROOTEN-ELROSA	10	26	16	160%
BELLE PLAINE	18	53	35	194%
BELLINGHAM	0	0	0	NA
BELVIEW	0	NA	NA	NA
BEMIDJI	605	1,028	423	70%
BENSON	19	33	14	74%
BENTON-STEARNS ED. DIST.	NA	8	NA	NA
BERTHA-HEWITT	0	9	9	NA
BIG LAKE	20	135	115	575%
BIRD ISLAND-OLIVIA-LAKE LILLIAN	23	131	108	470%
BLACKDUCK	42	93	51	121%
BLOOMING PRAIRIE	111	58	-53	-48%
BLOOMINGTON	972	2,818	1,846	190%
BLUE EARTH AREA PUBLIC SCHOOL	96	115	19	20%
BLUFFVIEW MONTESSORI	NA	6	NA	NA
BRAHAM	8	13	5	63%
BRAINERD	125	223	98	78%
BRANDON	7	2	-5	-71%
BRECKENRIDGE	24	74	50	208%
BREWSTER	2	12	10	500%
BROOKLYN CENTER	327	1,033	706	216%
BROWERVILLE	0	10	10	NA
BROWNS VALLEY	34	57	23	68%
BUFFALO	49	166	117	239%
BUFFALO LAKE-HECTOR	6	57	51	850%



DISTRICT NAME	Total Students of Color 1989-90	Total Students of Color 2002-03	Total Change	Percent Change
BURNSVILLE	822	2,525	1,703	207%
BUTTERFIELD	21	49	28	133%
BYRON	11	38	27	245%
CALEDONIA	9	31	22	244%
CAMBRIDGE-ISANTI	86	222	136	158%
CAMPBELL-TINTAH	0	14	14	NA
CANBY	8	16	8	100%
CANNON FALLS	34	41	7	21%
CARLTON	71	83	12	17%
CARVER-SCOTT EDUCATIONAL COOP.	NA	47	NA	NA
CASS LAKE-BENA SCHOOLS	542	970	428	79%
CEDAR MOUNTAIN	6	18	12	200%
CEDAR RIVERSIDE COMMUNITY SCHOOL	NA	95	NA	NA
CENTENNIAL	199	422	223	112%
CENTRAL MINNESOTA DEAF SCHOOL	NA	NA	NA	NA
CENTRAL MINNESOTA JOINT POWERS DIST	NA	0	NA	NA
CHASKA	114	733	619	543%
CHATFIELD	0	18	18	NA
CHIRON CHARTER SCHOOL	NA	142	NA	NA
CHISAGO LAKES	58	166	108	186%
CHISHOLM	33	33	0	0%
CHOKIO-ALBERTA	0	6	6	NA
CITY ACADEMY	NA	89	NA	NA
CLEARBROOK-GONVICK	34	59	25	74%
CLEVELAND	10	10	0	0%
CLIMAX	14	31	17	121%
CLINTON-GRACEVILLE-BEARDSLEY	32	18	-14	-44%
CLOQUET	269	426	157	58%
COLUMBIA HEIGHTS	285	996	711	249%
COMFREY	3	7	4	133%
COMMUNITY OF PEACE ACADEMY	NA	485	NA	NA
CONCORDIA CREATIVE LEARNING ACADEMY	NA	77	NA	NA
COOK COUNTY	82	116	34	41%
COON RAPIDS LEARNING CENTER	NA	10	NA	NA
CORRECTIONAL FACILITY-RED WING	NA	37	NA	NA
CORRECTIONAL FACILITY-ST. CLOUD	NA	NA	NA	NA
COVENANT ACADEMY OF MINNESOTA CHTR.	NA	9	9	NA
CROMWELL-WRIGHT	0	8	8	NA
CROOKSTON	158	332	174	110%
CROSBY-IRONTON	28	53	25	89%
CROSLAKE COMMUNITY CHARTER SCHOOL	NA	3	NA	NA
CROW RIVER SP ED COOP	NA	6	NA	NA
CYBER VILLAGE ACADEMY	NA	9	NA	NA
CYRUS	0	1	1	NA
DASSEL-COKATO	29	77	77	266%
DAWSON-BOYD	23	20	20	87%
DEER RIVER	203	335	335	165%
DELANO	28	69	69	246%
DETROIT LAKES	312	427	427	137%
DILWORTH-GLYNDON-FELTON	83	164	164	198%
DOVER-EYOTA	1	21	21	2100%
DULUTH	1,374	1,460	86	6%
E.C.H.O. CHARTER SCHOOL	NA	6	6	NA
EAGLE VALLEY	8	7	7	88%

DISTRICT NAME	Total Students of Color 1989-90	Total Students of Color 2002-03	Total Change	Percent Change
EAST CENTRAL	85	123	123	145%
EAST GRAND FORKS	296	248	248	84%
EAST METRO INTEGRATION DIST.	NA	381	381	NA
ECI' NOMPA WOONSPE	NA	35	35	NA
EDEN PRAIRIE	295	1,266	971	329%
EDEN VALLEY-WATKINS	3	12	9	300%
EDGERTON	0	9	9	NA
EDINA	204	632	428	210%
EDISON CHARTER SCHOOL	NA	102	102	NA
EL COLEGIO CHARTER SCHOOL	NA	66	66	NA
ELGIN-MILLVILLE	8	16	8	100%
ELK RIVER	112	336	224	200%
ELLSWORTH	1	1	0	0%
ELY	35	51	16	46%
EMILY CHARTER SCHOOL	NA	1	1	NA
ESKO	10	19	9	90%
EVANSVILLE	2	0	-2	-100%
EVELETH-GILBERT	78	86	8	10%
EXCELL ACADEMY CHARTER	NA	99	99	NA
FACE TO FACE ACADEMY	NA	28	28	NA
FAIRMONT AREA SCHOOLS	61	116	55	90%
FAMILY ACADEMY CHARTER SCHOOL		24	24	NA
FARIBAULT	161	709	548	340%
FARIBAULT ACADEMIES	NA	NA	NA	NA
FARMINGTON	73	289	216	296%
FERGUS FALLS	43	139	96	223%
FERGUS FALLS AREA SP ED COOP	NA	13	13	NA
FERTILE-BELTRAMI	11	39	28	255%
FILLMORE CENTRAL	23	14	-9	-39%
FISHER	12	26	14	117%
FLOODWOOD	4	8	4	100%
FOLEY	18	27	9	50%
FOREST LAKE	166	250	84	51%
FOSSTON	47	66	19	40%
FOUR DIRECTIONS CHARTER SCHOOLS	NA	71	71	NA
FRAZEE	88	111	23	26%
FRESHWATER ED. DIST.	NA	7	7	NA
FRIDLEY	190	661	471	248%
FRIENDSHIP ACDMY OF FINE ARTS CHTR.	NA	64	64	NA
FULDA	5	38	33	660%
G.F.W.	16	92	76	475%
GLENCOE-SILVER LAKE	42	266	224	533%
GLENVILLE-EMMONS	19	31	12	63%
GOODHUE	0	15	15	NA
GOODHUE COUNTY ED. DIST.	NA	1	1	NA
GOODRIDGE	0	7	7	NA
GRANADA HUNTLEY-EAST CHAIN	14	11	-3	-21%
GRAND MEADOW	2	14	12	600%
GRAND RAPIDS	194	286	92	47%
GREAT RIVER EDUCATION CENTER	NA	2	2	NA
GREENBUSH-MIDDLE RIVER	2	6	4	200%
GREENWAY	58	104	46	79%
GRYGLA	3	5	2	67%
HANCOCK	2	4	2	100%

DISTRICT NAME	Total Students of Color 1989-90	Total Students of Color 2002-03	Total Change	Percent Change
HANSKA CHARTER SCHOOL	NA	0	0	NA
HARBOR CITY INTERNATIONAL CHARTER	NA	7	7	NA
HARVEST PREP SCHOOL/SEED ACADEMY	NA	390	390	NA
HASTINGS	93	291	198	213%
HAWLEY	20	17	-3	-15%
HAYFIELD	20	45	25	125%
HEART OF THE EARTH CHARTER	NA	261	261	NA
HENDRICKS	2	6	4	200%
HENNING	8	13	5	63%
HERMAN-NORCROSS	3	6	3	100%
HERMANTOWN	37	56	19	51%
HERON LAKE-OKABENA	0	43	43	NA
HIAWATHA VALLEY ED. DIST.	NA	5	5	NA
HIBBING	110	91	-19	-17%
HIGH SCHOOL FOR RECORDING ARTS	NA	106	106	NA
HIGHER GROUND ACADEMY	NA	347	347	NA
HILL CITY	26	16	-10	-38%
HILLS-BEAVER CREEK	2	4	2	100%
HINCKLEY-FINLAYSON	60	141	81	135%
HOLDINGFORD	3	0	-3	-100%
HOPE COMMUNITY ACADEMY	NA	434	434	NA
HOPKINS	482	1,440	958	199%
HOPKINS ONLINE ACADEMY	NA	0	0	NA
HOUSTON	12	13	1	8%
HOWARD LAKE-WAVERLY-WINSTED	13	15	2	15%
HUTCHINSON	52	207	155	298%
INTERMEDIATE SCHOOL DISTRICT 287	NA	607	607	NA
INTERMEDIATE SCHOOL DISTRICT 917	NA	77	77	NA
INTERNATIONAL FALLS	149	144	-5	-3%
INVER GROVE	208	562	354	170%
ISLE	33	43	10	30%
IVANHOE	1	1	0	0%
JACKSON COUNTY CENTRAL	83	79	-4	-5%
JANESVILLE-WALDORF-PEMBERTON	16	4	-12	-75%
JENNINGS EXPERIENTIAL HIGH SCHOOL	NA	51	51	NA
JORDAN	34	81	47	138%
KASSON-MANTORVILLE	20	84	64	320%
KELLIHER	10	81	71	710%
KENYON-WANAMINGO	22	40	18	82%
KERKHOVEN-MURDOCK-SUNBURG	4	67	63	1575%
KIMBALL	8	19	11	138%
KINGSLAND	24	16	-8	-33%
KITTSOON CENTRAL	11	32	21	191%
LA CRESCENT MONTESSORI ACADEMY	NA	0	0	NA
LAC QUI PARLE VALLEY	50	83	33	66%
LACRESCENT-HOKAH	18	60	42	233%
LAFAYETTE PUBLIC CHARTER SCHOOL	NA	9	9	NA
LAKE AGASSIZ SP ED COOP	NA	4	4	NA
LAKE BENTON	3	5	2	67%
LAKE CITY	23	54	31	135%
LAKE CRYSTAL-WELLCOME MEMORIAL	14	22	8	57%
LAKE OF THE WOODS	14	31	17	121%
LAKE PARK AUDUBON DISTRICT	11	28	17	155%
LAKE SUPERIOR	38	36	-2	-5%

DISTRICT NAME	Total Students of Color 1989-90	Total Students of Color 2002-03	Total Change	Percent Change
LAKE SUPERIOR HIGH SCHOOL	NA	8	8	NA
LAKES AREA CHARTER SCHOOL	NA	2	2	NA
LAKEVIEW	1	40	39	3900%
LAKEVILLE	124	461	337	272%
LANCASTER	0	7	7	NA
LANESBORO	4	2	-2	-50%
LAPORTE	18	62	44	244%
LEAF RIVER ED. DIST.	NA	NA	NA	NA
LEARNING ADVENTURES CHARTER SCHOOL	NA	NA	NA	NA
LECENTER	7	98	91	1300%
LEROY	6	5	-1	-17%
LESTER PRAIRIE	0	15	15	NA
LESUEUR-HENDERSON	15	153	138	920%
LEWISTON-ALTURA	8	18	10	125%
LITCHFIELD	83	141	58	70%
LITTLE FALLS	42	102	60	143%
LITTLEFORK-BIG FALLS	8	2	-6	-75%
LONG PRAIRIE-GREY EAGLE	9	234	225	2500%
LUVERNE	21	82	61	290%
LYLE	5	6	1	20%
LYND	0	24	24	NA
M.A.C.C.R.A.Y.	41	61	20	49%
MABEL-CANTON	3	0	-3	-100%
MADELIA	75	175	100	133%
MAHNOMEN	387	455	68	18%
MAHTOMEDI	63	161	98	156%
MANKATO	243	755	512	211%
MAPLE LAKE	15	13	-2	-13%
MAPLE RIVER	10	32	22	220%
MARSHALL	106	387	281	265%
MARSHALL COUNTY CENTRAL SCHOOLS	15	11	-4	-27%
MARTIN COUNTY WEST	11	23	12	109%
MARTIN HUGHES CHARTER SCHOOL	NA	NA	NA	NA
MATH & SCIENCE ACADEMY	NA	19	19	NA
MCGREGOR	29	96	67	231%
MCLEOD WEST SCHOOLS	11	25	14	127%
MEDFORD	8	44	36	450%
MEEKER & WRIGHT SP ED COOP	NA	7	7	NA
MELROSE	11	153	142	1291%
MENAHGA	19	19	0	0%
MENTOR	0	NA	NA	NA
MESABI EAST	20	30	10	50%
METRO DEAF CHARTER SCHOOL	NA	10	10	NA
METROPOLITAN LEARNING ALLIANCE	NA	38	38	NA
MIDWEST SP ED COOP	NA	0	0	NA
MILACA	45	91	46	102%
MILROY	1	0	-1	-100%
MINNEAPOLIS	20,423	33,888	13,465	66%
MINNEOTA	5	25	20	400%
MINNESOTA BUSINESS ACADEMY CHARTER	NA	176	176	NA
MINNESOTA NEW COUNTRY SCHOOL	NA	12	12	NA
MINNESOTA RIVER VALLEY ED. DIST.	NA	12	12	NA
MINNESOTA RIVER VALLEY SP ED COOP	NA	15	15	NA
MINNESOTA STATE ACADEMIES	NA	32	32	NA

DISTRICT NAME	Total Students of Color 1989-90	Total Students of Color 2002-03	Total Change	Percent Change
MINNESOTA TECHNOLOGY CHARTER SCHOOL	NA	NA	NA	NA
MINNESOTA TRANSITIONS CHARTER SCH	NA	391	391	NA
MINNESOTA VALLEY ED. DIST.	NA	7	7	NA
MINNETONKA	218	529	311	143%
MINNEWASKA	17	36	19	112%
MN INSTITUTE OF TECHNOLOGY CHARTER	NA	389	389	NA
MN INTERNATIONAL MIDDLE CHARTER	NA	55	55	NA
MONTEVIDEO	27	79	52	193%
MONTGOMERY-LONSDALE	19	119	100	526%
MONTICELLO	70	124	54	77%
MOORHEAD	385	845	460	119%
MOOSE LAKE	8	31	23	288%
MORA	33	101	68	206%
MORRIS	48	37	-11	-23%
MOUNDSVIEW	846	1,624	778	92%
MOUNTAIN IRON-BUHL	27	6	-21	-78%
MOUNTAIN LAKE	30	144	114	380%
MURRAY COUNTY CENTRAL	2	18	16	800%
N.E. METRO INTERMEDIATE DIST. 916	NA	92	92	NA
N.R.H.E.G.	6	10	4	67%
NASHWAUK-KEEWATIN	37	29	-8	-22%
NATIVE ARTS CHARTER SCHOOL	NA	15	15	NA
NERSTRAND CHARTER SCHOOL	NA	5	5	NA
NETT LAKE	66	61	-5	-8%
NEVIS	9	39	30	333%
NEW CENTURY CHARTER SCHOOL	NA	6	6	NA
NEW HEIGHTS CHARTER SCHOOL	NA	8	8	NA
NEW LONDON-SPICER	20	13	-7	-35%
NEW PRAGUE	17	58	41	241%
NEW SPIRIT SCHOOL	NA	259	259	NA
NEW ULM	65	72	7	11%
NEW VISIONS CHARTER SCHOOL	NA	128	128	NA
NEW YORK MILLS	7	12	5	71%
NICOLLET	3	5	2	67%
NORMAN COUNTY EAST	30	53	23	77%
NORMAN COUNTY WEST	59	39	-20	-34%
NORTH BRANCH	34	169	135	397%
NORTH LAKES CHARTER SCHOOL	NA	4	4	NA
NORTH SHORE COMMUNITY SCHOOL	NA	0	0	NA
NORTH ST PAUL-MAPLEWOOD	454	2,156	1,702	375%
NORTHFIELD	74	339	265	358%
NORTHLAND COMMUNITY SCHOOLS	NA	106	106	NA
NORTHLAND LEARNING CENTER	NA	18	18	NA
NORWOOD	15	65	50	333%
OAK LAND VOC CNTR	NA	9	9	NA
ODYSSEY CHARTER SCHOOL	NA	95	95	NA
OGILVIE	17	11	-6	-35%
OKLEE	4	11	7	175%
ONAMIA	155	156	1	1%
OPPORTUNITIES FOR LEARNING	NA	NA	NA	NA
ORONO	54	101	47	87%
ORTONVILLE	11	19	8	73%
OSAKIS	5	6	1	20%
OSSEO	1,554	6,561	5,007	322%

DISTRICT NAME	Total Students of Color 1989-90	Total Students of Color 2002-03	Total Change	Percent Change
OWATONNA	130	703	573	441%
PACT CHARTER SCHOOL	NA	8	8	NA
PARK RAPIDS	84	166	82	98%
PARKERS PRAIRIE	3	11	8	267%
PARTNERSHIP ACADEMY, INC.	NA	107	107	NA
PAYNESVILLE	4	13	9	225%
PELICAN RAPIDS	55	280	225	409%
PEQUOT LAKES	24	19	-5	-21%
PERHAM	19	59	40	211%
PIERZ	13	13	0	0%
PILLAGER	6	12	6	100%
PILLAGER AREA CHARTER SCHOOL	NA	1	1	NA
PINE CITY	35	37	2	6%
PINE ISLAND	23	53	30	130%
PINE POINT	60	55	-5	-8%
PINE RIVER-BACKUS	43	39	-4	-9%
PIPESTONE AREA SCHOOLS	97	85	-12	-12%
PLAINVIEW	15	75	60	400%
PLUMMER	0	12	12	NA
PRAIRIE CREEK COMMUNITY SCHOOL	NA	9	9	NA
PRINCETON	47	114	67	143%
PRIOR LAKE	84	413	329	392%
PROCTOR	40	37	-3	-8%
RANDOLPH	1	12	11	1100%
RED LAKE	956	1,435	479	50%
RED LAKE FALLS	11	8	-3	-27%
RED ROCK CENTRAL	1	14	13	1300%
RED WING	127	308	181	143%
REDWOOD FALLS	105	268	163	155%
REGION 4-LAKES COUNTRY SERVICE COOP	NA	26	26	NA
REGN 6 & 8-S.W/W.C. SRV COOPERATIVE	NA	1	1	NA
REMER-LONGVILLE	86	NA	NA	NA
RENVILLE COUNTY WEST	23	182	159	691%
RICHFIELD	645	1,706	1,061	164%
RIDGEWAY COMMUNITY SCHOOL	NA	0	0	NA
RIGHT STEP INCORP.	NA	NA	NA	NA
RIVER BEND ED. DIST.	NA	11	11	NA
RIVERBEND ACADEMY CHARTER SCHOOL	NA	11	11	NA
RIVERWAY LEARNING COMMUNITY CHTR	NA	5	5	NA
ROBBINSDALE	1,597	4,003	2,406	151%
ROCHESTER	1,117	3,600	2,483	222%
ROCHESTER OFF CAMPUS CHARTER HIGH	NA	23	23	NA
ROCKFORD	25	87	62	248%
ROCORI	5	76	71	1420%
ROSEAU	4	32	28	700%
ROSEMOUNT-APPLE VALLEY-EAGAN	1,089	3,885	2,796	257%
ROSEVILLE	690	1,468	778	113%
ROTHSAY	2	27	25	1250%
ROUND LAKE	6	4	-2	-33%
ROYALTON	0	17	17	NA
RUNESTONE AREA ED. DIST.	NA	3	3	NA
RUSH CITY	6	49	43	717%
RUSHFORD-PETERSON	6	12	6	100%
RUSSELL	0	4	4	NA

DISTRICT NAME	Total Students of Color 1989-90	Total Students of Color 2002-03	Total Change	Percent Change
RUTHTON	8	8	0	0%
SAGE ACADEMY CHARTER SCHOOL	NA	10	10	NA
SARTELL	24	82	58	242%
SAUK CENTRE	41	29	-12	-29%
SAUK RAPIDS	27	87	60	222%
SCHOOLCRAFT LEARNING COMMUNITY CHTR	NA	6	6	NA
SEBEKA	5	9	4	80%
SHAKOPEE	106	800	694	655%
SIBLEY EAST	35	227	192	549%
SKILLS FOR TOMORROW CHARTER SCHOOL	NA	62	62	NA
SKILLS FOR TOMORROW JUNIOR HIGH	NA	NA	NA	NA
SLEEPY EYE	30	175	145	483%
SOJOURNER TRUTH ACADEMY	NA	218	218	NA
SOUTH KOOCHICHING	9	9	0	0%
SOUTH ST. PAUL	190	513	323	170%
SOUTH WASHINGTON COUNTY	602	2,010	1,408	234%
SOUTHERN PLAINS ED. COOP.	NA	15	15	NA
SOUTHLAND	5	11	6	120%
SPRING GROVE	4	2	-2	-50%
SPRING LAKE PARK	219	598	379	173%
SPRINGFIELD	0	12	12	NA
ST.ANTHONY-NEW BRIGHTON	53	238	185	349%
ST. CHARLES	62	110	48	77%
ST. CLAIR	0	1	1	NA
ST. CLOUD	401	1,356	955	238%
ST. FRANCIS	121	351	230	190%
ST. JAMES	111	414	303	273%
ST. LOUIS COUNTY	343	303	-40	-12%
ST. LOUIS PARK	400	942	542	136%
ST. MICHAEL-ALBERTVILLE	14	133	119	850%
ST. PAUL	14,623	30,400	15,777	108%
ST. PAUL FAMILY LEARNING CENTER	NA	87	87	NA
ST. PETER	42	176	134	319%
STAPLES-MOTLEY	73	66	-7	-10%
STEPHEN-ARGYLE CENTRAL SCHOOLS	7	31	24	343%
STEWARTVILLE	18	72	54	300%
STILLWATER	234	396	162	69%
STUDIO ACADEMY CHARTER SCHOOL	NA	6	6	NA
SUCCESS ACADEMY	NA	NA	NA	NA
SUMMIT SCHOOL FOR THE ARTS	NA	NA	NA	NA
SWANVILLE	9	9	0	0%
THIEF RIVER FALLS	69	127	58	84%
TOIVOLA-MEADOWLANDS CHARTER SCHOOL	NA	NA	NA	NA
TRACY	17	142	125	735%
TRI-COUNTY	9	1	-8	-89%
TRI-DISTRICT	NA	NA	NA	NA
TRIO WOLF CREEK DISTANCE LEARNING	NA	0	0	NA
TRITON	36	101	65	181%
TRUMAN	0	24	24	NA
TWIN CITIES ACADEMY	NA	50	50	NA
TWIN CITIES INTERNATIONAL ELEM SCH.	NA	152	152	NA
TYLER	1	7	6	600%
ULEN-HITTERDAL	17	12	-5	-29%
UNDERWOOD	4	13	9	225%

DISTRICT NAME	Total Students of Color 1989-90	Total Students of Color 2002-03	Total Change	Percent Change
UNITED SOUTH CENTRAL	34	93	59	174%
UPSALA	0	2	2	NA
VALLEY CROSSING COMMUNITY SCHO	NA	75	75	NA
VERNDALE	5	18	13	260%
VILLAGE SCHOOL OF NORTHFIELD	NA	7	7	NA
VIRGINIA	95	125	30	32%
WABASHA-KELLOGG	4	16	12	300%
WABASSO	2	1	-1	-50%
WACONIA	24	111	87	363%
WADENA-DEER CREEK	16	17	1	6%
WALKER-HACKENSACK-AKELEY	105	214	109	104%
WARREN-ALVARADO-OSLO	53	59	6	11%
WARROAD	75	210	135	180%
WASECA	45	252	207	460%
WATERSHED HIGH SCHOOL	NA	16	16	NA
WATERTOWN-MAYER	13	54	41	315%
WATERVILLE-ELYSIAN-MORRISTOWN	15	53	38	253%
WAUBUN	287	396	109	38%
WAYZATA	376	1,056	680	181%
WEST CENTRAL AREA	15	25	10	67%
WEST CENTRAL ED. DIST.	NA	1	1	NA
WEST METRO EDUCATION DISTRICT	NA	496	496	NA
WEST ST. PAUL-MENDOTA HTS.-EAGAN	336	1,159	823	245%
WESTBROOK-WALNUT GROVE SCHOOLS	6	91	85	1417%
WESTONKA	95	57	-38	-40%
WHEATON AREA SCHOOL	16	20	4	25%
WHITE BEAR LAKE	341	869	528	155%
WILLMAR	461	1,175	714	155%
WILLOW RIVER	16	13	-3	-19%
WINDOM	17	58	41	241%
WIN-E-MAC	17	11	-6	-35%
WINONA	92	367	275	299%
WOODSON INSTITUTE FOR EXCELLENCE CH	NA	107	107	NA
WORLD LEARNER CHARTER SCHOOL	NA	7	7	NA
WORTHINGTON	138	884	746	541%
WRENSHALL	21	8	-13	-62%
WRIGHT TECH CNTR	NA	2	2	NA
YANKTON COUNTRY CHARTER SCHOOL	NA	3	3	NA
YELLOW MEDICINE EAST	62	156	94	152%
ZUMBRO ED. DIST.	NA	7	7	NA
ZUMBROTA-MAZEPPA	11	44	33	300%

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 School district names reflect all districts operating in 2002-03. School districts that have merged or consolidated between 1989 and 1999 are accounted for under the 2002-03 school district names. Data from 1989-90 includes data aggregated from separate school districts that merged or consolidated between 1989-90 and 2002-03. School districts that do not report enrollment numbers for 1989-90 did not exist in 1989-90. Listed districts are typically charter schools or inter-district cooperative districts.

Appendix 2 2003 Special Populations in Minnesota Cities, By Ethnicity

MINNESOTA CITIES	Ethnicity	K-12 Enrollments	% Total District Enrollment	% Free or Reduced Price Lunch	% English Language Learners	% Special Education
ST. PAUL	American Indian	792	2%	74%	3%	21%
	Asian	13,001	30%	84%	80%	9%
	Hispanic	4,783	11%	75%	64%	13%
	Black	11,533	27%	79%	11%	21%
	White	13,294	31%	30%	2%	16%
	All	43,403	100%	65%	34%	15%
MINNEAPOLIS	American Indian	1,894	4%	76%	0%	18%
	Asian	6,364	14%	86%	68%	7%
	Hispanic	5,771	13%	85%	70%	7%
	Black	19,595	43%	82%	13%	17%
	White	11,949	26%	24%	1%	11%
	All	45,573	100%	68%	24%	13%
ROCHESTER	American Indian	63	0%	59%	2%	32%
	Asian	1,389	9%	53%	52%	6%
	Hispanic	628	4%	63%	60%	12%
	Black	1,481	9%	81%	56%	13%
	White	12,693	78%	11%	2%	10%
	All	16,254	100%	24%	13%	10%
ST. CLOUD	American Indian	106	1%	56%	3%	30%
	Asian	411	4%	53%	57%	7%
	Hispanic	196	2%	62%	52%	12%
	Black	619	6%	78%	29%	18%
	White	8,796	87%	23%	0%	16%
	All	10,128	100%	29%	5%	16%
DULUTH	American Indian	561	5%	80%	0%	26%
	Asian	264	2%	41%	23%	9%
	Hispanic	131	1%	50%	6%	15%
	Black	488	4%	80%	0%	17%
	White	10,029	87%	29%	0%	12%
	All	11,473	100%	34%	1%	13%

Minnesota Department of Education

"NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

Appendix 3
2003 Special Populations for Suburban Districts with Highest
Numbers of Students of Color, By Ethnicity

SUBURBAN DISTRICTS	Ethnicity	K-12 Enrollments	% Total District Enrollment	% Free or Reduced Price Lunch	% English Language Learners	% Special Education
OSSEO	American Indian	178	1%	43%	3%	16%
	Asian	2,353	11%	55%	38%	6%
	Hispanic	603	3%	49%	42%	9%
	Black	3,337	15%	67%	13%	14%
	White	15,073	70%	8%	1%	9%
	All	21,544	100%	23%	8%	10%
ANOKA-HENNEPIN	American Indian	582	1%	32%	1%	23%
	Asian	1,678	4%	47%	49%	8%
	Hispanic	752	2%	47%	37%	12%
	Black	1,637	4%	58%	17%	16%
	White	36,175	89%	13%	1%	11%
	All	40,824	100%	17%	5%	12%
ROBBINSDALE	American Indian	180	1%	51%	0%	17%
	Asian	879	6%	45%	42%	4%
	Hispanic	778	6%	58%	52%	8%
	Black	2,149	16%	64%	9%	14%
	White	9,588	71%	12%	1%	9%
	All	13,574	100%	26%	8%	9%
ROSEMOUNT-APPLE VALLEY-EAGAN	American Indian	147	1%	19%	0%	29%
	Asian	1,535	5%	19%	24%	8%
	Hispanic	718	3%	28%	32%	15%
	Black	1,458	5%	43%	10%	21%
	White	24,285	86%	5%	0%	13%
	All	28,143	100%	8%	3%	13%
BLOOMINGTON	American Indian	86	1%	52%	0%	19%
	Asian	930	9%	36%	31%	6%
	Hispanic	623	6%	61%	50%	9%
	Black	1,163	11%	61%	8%	13%
	White	7,763	73%	12%	1%	10%
	All	10,565	100%	22%	7%	10%
BURNSVILLE	American Indian	66	1%	48%	2%	24%
	Asian	811	7%	33%	44%	6%
	Hispanic	411	4%	48%	43%	10%
	Black	1,211	11%	63%	16%	18%
	White	8,745	78%	9%	1%	11%
	All	11,244	100%	18%	7%	12%
NORTH ST. PAUL-MAPLEWOOD	American Indian	147	1%	41%	1%	17%
	Asian	833	7%	50%	34%	6%
	Hispanic	384	3%	50%	18%	12%
	Black	782	7%	61%	8%	15%
	White	9,166	81%	15%	0%	12%
	All	11,312	100%	22%	4%	12%
SOUTH WASHINGTON COUNTY	American Indian	85	1%	31%	0%	22%
	Asian	761	5%	23%	11%	5%
	Hispanic	441	3%	24%	6%	11%
	Black	711	5%	46%	1%	16%
	White	13,277	87%	7%	0%	11%
	All	15,275	100%	10%	1%	11%
RICHFIELD	American Indian	61	1%	54%	0%	16%
	Asian	346	8%	48%	40%	7%
	Hispanic	561	14%	71%	70%	9%
	Black	728	18%	67%	9%	13%
	White	2,419	59%	14%	2%	11%
	All	4,115	100%	35%	15%	11%
MOUNDS VIEW	American Indian	106	1%	47%	0%	31%
	Asian	732	7%	21%	8%	6%
	Hispanic	282	3%	38%	15%	13%
	Black	486	4%	61%	5%	15%
	White	9,468	85%	12%	0%	10%
	All	11,074	100%	15%	1%	10%

Minnesota Department of Education "NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

Appendix 4 2003 Special Populations for Greater MN Districts with Highest Numbers of Students of Color, By Ethnicity

GREATER MINNESOTA DISTRICTS	Ethnicity	K-12 Enrollments	% Total District Enrollment	% Free or Reduced Price Lunch	% English Language Learners	% Special Education
WORTHINGTON	American Indian	NA	NA	NA	NA	NA
	Asian	233	10%	56%	32%	11%
	Hispanic	592	26%	86%	51%	15%
	Black	39	2%	77%	31%	15%
	White	1,433	62%	24%	0%	13%
	All	2,306	100%	44%	17%	14%
WILLMAR	American Indian	25	1%	88%	8%	52%
	Asian	23	1%	22%	22%	0%
	Hispanic	1,031	24%	89%	52%	15%
	Black	83	2%	70%	31%	17%
	White	3,177	73%	24%	0%	12%
	All	4,339	100%	41%	13%	13%
OWATONNA	American Indian	0	0%	NA	NA	NA
	Asian	73	1%	48%	38%	15%
	Hispanic	359	7%	65%	39%	11%
	Black	267	5%	84%	61%	5%
	White	4,259	86%	14%	0%	13%
	All	4,962	100%	22%	7%	13%
AUSTIN	American Indian	12	0%	58%	0%	17%
	Asian	135	3%	56%	46%	9%
	Hispanic	425	10%	80%	52%	12%
	Black	107	3%	67%	17%	17%
	White	3,402	83%	29%	0%	13%
	All	4,081	100%	36%	8%	13%
FARIBAULT	American Indian	0	0%	NA	NA	NA
	Asian	91	2%	54%	58%	10%
	Hispanic	534	14%	84%	74%	10%
	Black	64	2%	81%	52%	9%
	White	3,200	82%	26%	0%	15%
	All	3,897	100%	35%	12%	14%
MANKATO	American Indian	35	1%	43%	0%	29%
	Asian	180	3%	37%	27%	4%
	Hispanic	217	3%	72%	19%	15%
	Black	317	5%	83%	31%	16%
	White	6,183	89%	24%	0%	12%
	All	6,932	100%	28%	3%	13%
RED LAKE	American Indian	1,411	100%	68%	0%	15%
	Asian	0	0%	0%	0%	0%
	Hispanic	0	0%	0%	0%	0%
	Black	0	0%	0%	0%	0%
	White	0	0%	0%	0%	0%
	All	1,411	100%	68%	0%	15%
MOORHEAD	American Indian	172	3%	77%	1%	23%
	Asian	81	1%	37%	25%	14%
	Hispanic	475	9%	82%	47%	22%
	Black	102	2%	52%	19%	16%
	White	4,616	85%	20%	3%	15%
	All	5,446	100%	28%	7%	16%
CASS LAKE-BENA SCHOOLS	American Indian	945	81%	70%	0%	18%
	Asian	0	0%	NA	NA	NA
	Hispanic	0	0%	NA	NA	NA
	Black	0	0%	NA	NA	NA
	White	209	18%	51%	0%	10%
	All	1,164	100%	67%	0%	16%
BEMIDJI	American Indian	867	17%	76%	0%	21%
	Asian	41	1%	41%	12%	2%
	Hispanic	44	1%	52%	18%	27%
	Black	65	1%	80%	0%	31%
	White	4,129	80%	32%	0%	14%
	All	5,146	100%	41%	0%	15%

Appendix 5

2003 Special Populations for Charter Schools with Highest Numbers of Students of Color, By Ethnicity

CHARTER SCHOOLS	Ethnicity	K-12 Enrollments	% Total School Enrollment	% Free or Reduced Price Lunch	% English Language Learners	% Special Education
COMMUNITY OF PEACE ACADEMY	American Indian	NA	NA	NA	NA	NA
	Asian	363	68%	84%	64%	8%
	Hispanic	30	6%	73%	30%	10%
	Black	90	17%	81%	12%	12%
	White	52	10%	58%	0%	15%
	All	537	100%	80%	47%	10%
HOPE COMMUNITY ACADEMY	Asian	399	91%	89%	78%	3%
	Hispanic	NA	NA	NA	NA	NA
	Black	31	7%	94%	0%	16%
	White	NA	NA	NA	NA	NA
	All	438	100%	89%	72%	4%
MINNESOTA TRANSITIONS CHARTER SCHOOL	American Indian	37	6%	86%	0%	8%
	Asian	25	4%	60%	0%	0%
	Hispanic	28	5%	86%	0%	0%
	Black	300	51%	92%	0%	5%
	White	199	34%	73%	0%	3%
	All	589	100%	84%	0%	4%
HARVEST PREP SCHOOL/SEED ACADEMY	Black	390	100%	59%	0%	3%
	All	390	100%	59%	0%	3%
MN INSTITUTE OF TECHNOLOGY CHARTER	Black	389	100%	81%	0%	8%
	White	NA	NA	NA	NA	NA
	All	390	100%	81%	0%	8%
HIGHER GROUND ACADEMY	Black	346	99%	88%	48%	8%
	White	NA	NA	NA	NA	NA
	All	350	100%	87%	47%	7%
HEART OF THE EARTH CHARTER	American Indian	257	97%	98%	0%	7%
	Hispanic	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA
	All	265	100%	98%	0%	7%
NEW SPIRIT SCHOOL	Asian	183	64%	97%	60%	10%
	Hispanic	16	6%	100%	63%	0%
	Black	60	21%	85%	0%	17%
	White	25	9%	64%	0%	12%
	All	284	100%	92%	42%	11%
ACHIEVE LANGUAGE ACADEMY	Asian	161	54%	86%	79%	5%
	Hispanic	32	11%	75%	41%	9%
	Black	54	18%	87%	0%	15%
	White	49	17%	43%	2%	14%
	All	296	100%	78%	48%	9%
SOJOURNER TRUTH ACADEMY	American Indian	NA	NA	NA	NA	NA
	Asian	NA	NA	NA	NA	NA
	Hispanic	32	14%	44%	0%	6%
	Black	182	78%	55%	0%	11%
	White	14	6%	43%	0%	14%
	All	232	100%	54%	0%	11%
ACADEMIA CESAR CHAVEZ CHARTER SCHOOL	Hispanic	181	92%	90%	55%	6%
	Black	NA	NA	NA	NA	NA
	White	11	6%	64%	0%	0%
	All	197	100%	88%	51%	6%
MINNESOTA BUSINESS ACADEMY CHARTER	American Indian	NA	NA	NA	NA	NA
	Asian	32	7%	41%	0%	3%
	Hispanic	47	11%	51%	0%	9%
	Black	90	21%	61%	0%	9%
	White	252	59%	19%	0%	10%
	All	428	100%	33%	0%	9%

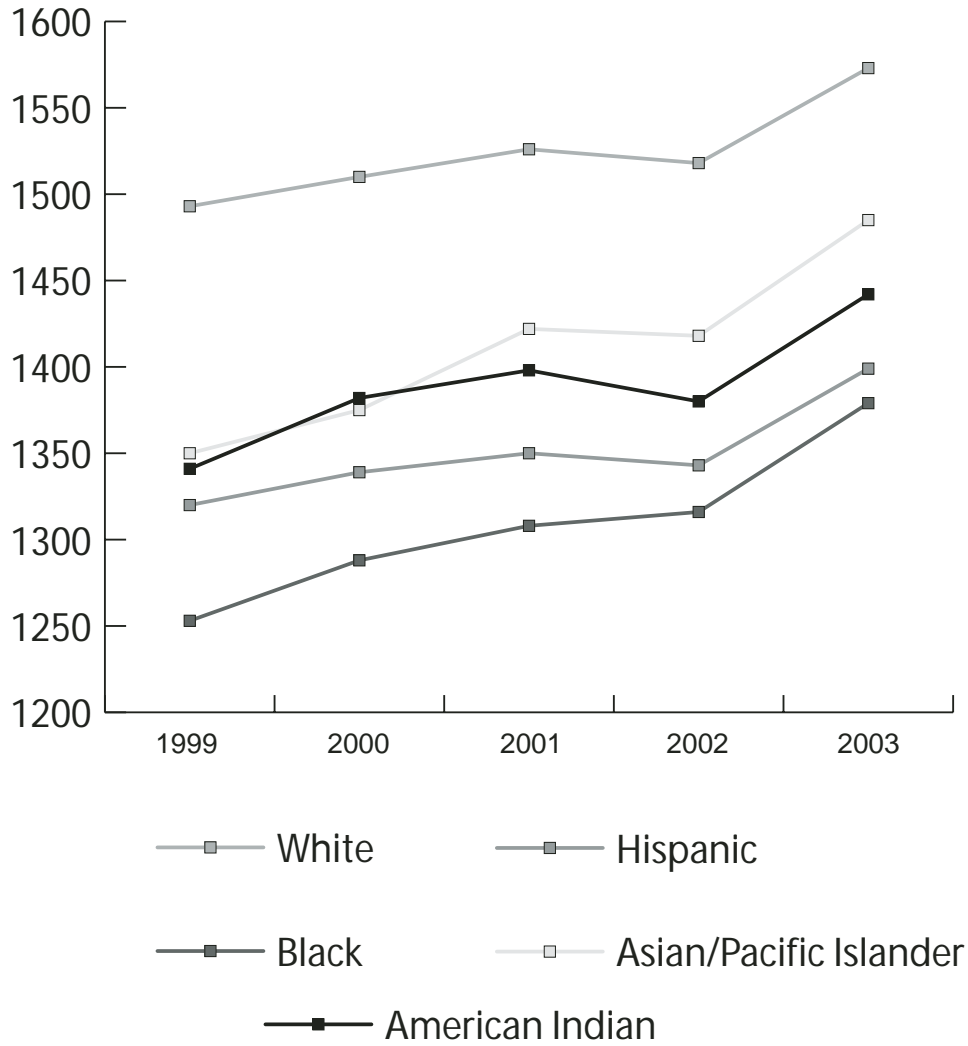
CHARTER SCHOOLS	Ethnicity	K-12 Enrollments	% Total School Enrollment	% Free or Reduced Price Lunch	% English Language Learners	% Special Education
TWIN CITIES INTERNATIONAL ELEMENTARY	Black	152	99%	100%	100%	2%
	White	NA	NA	NA	NA	NA
	All	153	100%	100%	100%	2%
CHIRON CHARTER SCHOOL	American Indian	NA	NA	NA	NA	NA
	Asian	15	10%	60%	0%	13%
	Hispanic	NA	NA	NA	NA	NA
	Black	106	73%	90%	0%	10%
	White	12	8%	50%	0%	0%
	All	145	100%	84%	0%	9%
NEW VISIONS CHARTER SCHOOL	American Indian	NA	NA	NA	NA	NA
	Asian	NA	NA	NA	NA	NA
	Hispanic	10	5%	60%	0%	20%
	Black	108	54%	76%	0%	34%
	White	70	35%	50%	0%	54%
	All	200	100%	65%	1%	42%
AURORA CHARTER SCHOOL	American Indian	110	98%	86%	95%	2%
	Black	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA
	All	112	100%	87%	94%	2%
PARTNERSHIP ACADEMY, INC.	American Indian	NA	NA	NA	NA	NA
	Asian	NA	NA	NA	NA	NA
	Hispanic	32	26%	97%	100%	13%
	Black	73	59%	82%	0%	10%
	White	16	13%	63%	19%	0%
	All	124	100%	83%	28%	9%
WOODSON INSTITUTE	Black	107	100%	90%	0%	7%
	All	107	100%	90%	0%	7%
HIGH SCHOOL FOR RECORDING ARTS	American Indian	NA	NA	NA	NA	NA
	Asian	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA
	Black	98	82%	93%	0%	15%
	White	13	11%	100%	0%	15%
	All	119	100%	92%	0%	16%
EDISON CHARTER SCHOOL	American Indian	34	4%	91%	0%	24%
	Asian	10	1%	30%	0%	20%
	Hispanic	NA	NA	NA	NA	NA
	Black	50	6%	82%	0%	28%
	White	691	87%	44%	0%	16%
	All	793	100%	48%	0%	17%

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Ethnicity not listed for schools if zero students from that ethnic group were enrolled.

3rd Grade Minnesota Comprehensive Assessment Math Scale Scores 1999–2003, By Ethnicity



Appendix 7
 2003 Third-Grade Minnesota Comprehensive Assessment
 Achievement Levels, By Ethnicity

MINNESOTA CITIES	Ethnicity	Total Tested	% Gaps in knowledge and skills	% Partial knowledge and skills	% Solid grade level skills	% Working above grade level	% Superior performance beyond grade level
3rd Grade Math Achievement Levels							
MINNEAPOLIS	American Indian	122	16	34	16	25	9
	Asian/Pacific Islander	466	9	39	17	27	8
	Hispanic	492	19	36	15	26	4
	Black	1307	23	38	16	18	4
	White	857	4	14	16	33	33
ST. PAUL	American Indian	58	14	48	21	12	5
	Asian/Pacific Islander	898	11	34	21	28	6
	Hispanic	403	16	38	18	24	4
	Black	876	24	34	16	20	6
	White	850	6	16	15	37	27
ROCHESTER	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	102	5	23	16	34	23
	Hispanic	50	10	28	16	36	10
	Black	102	17	37	16	25	5
	White	822	2	12	17	43	26
DULUTH	American Indian	48	2	33	19	40	6
	Asian/Pacific Islander	19	5	5	21	58	11
	Hispanic	10	0	50	20	30	0
	Black	50	14	30	22	28	6
	White	639	4	19	18	35	23
ST. CLOUD	American Indian	12	0	17	33	50	0
	Asian/Pacific Islander	38	5	24	34	32	5
	Hispanic	12	0	67	17	8	8
	Black	45	40	31	13	4	11
	White	597	5	23	22	37	14
3rd Grade Reading Achievement Levels							
MINNEAPOLIS	American Indian	122	26	29	15	27	3
	Asian/Pacific Islander	469	30	26	20	19	4
	Hispanic	482	43	24	13	17	3
	Black	1308	34	25	19	20	2
	White	857	10	9	12	41	28
ST. PAUL	American Indian	57	23	26	23	26	2
	Asian/Pacific Islander	899	25	29	22	21	2
	Hispanic	406	32	25	20	21	2
	Black	877	28	26	15	27	3
	White	852	9	10	15	41	24
ROCHESTER	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	101	15	23	13	36	14
	Hispanic	49	18	27	22	24	8
	Black	100	36	20	21	20	3
	White	819	6	8	15	50	21
DULUTH	American Indian	48	19	10	23	44	4
	Asian/Pacific Islander	19	0	5	26	63	5
	Hispanic	10	20	20	30	20	10
	Black	49	14	24	14	33	14
	White	635	4	12	16	45	23
ST. CLOUD	American Indian	13	8	8	23	46	15
	Asian/Pacific Islander	37	3	19	32	41	5
	Hispanic	11	27	27	36	0	9
	Black	45	36	36	13	13	2
	White	595	10	17	18	42	14

Minnesota Department of Education

"NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

Appendix 8
2003 Third-Grade Minnesota Comprehensive Assessment
Achievement Levels for Minnesota Suburbs, By Ethnicity

MINNESOTA SUBURBS	Ethnicity	Total Tested	% Gaps in knowledge and skills	% Partial knowledge and skills	% Solid grade level skills	% Working above grade level	% Superior performance beyond grade level
3rd Grade Math Achievement Levels							
OSSEO	American Indian	19	16	42	16	16	11
	Asian/Pacific Islander	187	13	32	19	21	15
	Hispanic	63	29	37	21	6	8
	Black	277	19	39	18	20	4
	White	1049	2	13	17	44	24
ANOKA-HENNEPIN	American Indian	32	13	22	22	38	6
	Asian/Pacific Islander	134	14	34	13	31	8
	Hispanic	52	17	25	15	31	12
	Black	177	12	38	25	21	4
	White	2645	4	18	18	41	18
ROBBINSDALE	American Indian	12	0	17	25	33	25
	Asian/Pacific Islander	78	10	23	12	36	19
	Hispanic	73	10	40	14	30	7
	Black	160	15	26	23	29	8
	White	643	2	13	14	45	25
ROSEMOUNT-APPLE VALLEY-EAGAN	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	129	5	17	16	37	25
	Hispanic	67	15	31	18	25	10
	Black	97	16	35	27	20	2
	White	1789	2	12	16	43	27
BLOOMINGTON	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	72	6	8	14	31	42
	Hispanic	59	24	27	14	24	12
	Black	124	9	31	15	33	12
	White	527	3	9	14	39	35
BURNSVILLE	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	67	4	19	21	33	22
	Hispanic	41	12	32	32	20	5
	Black	84	18	31	23	23	6
	White	636	3	13	14	44	27
NORTH ST PAUL-MAPLEWOOD	American Indian	14	7	7	7	50	29
	Asian/Pacific Islander	78	5	32	22	31	10
	Hispanic	41	12	32	15	32	10
	Black	69	20	33	17	23	6
	White	610	3	20	20	37	20
SOUTH WASHINGTON COUNTY	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	62	5	15	16	37	27
	Hispanic	32	3	9	22	53	13
	Black	58	12	29	24	22	12
	White	994	3	13	14	42	27
RICHFIELD	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	18	0	39	22	17	22
	Hispanic	68	32	43	13	12	0
	Black	54	19	48	20	13	0
	White	153	4	22	16	41	18
MOUNDS VIEW	American Indian	10	10	0	50	30	10
	Asian/Pacific Islander	58	0	9	7	59	26
	Hispanic	19	21	26	16	11	26
	Black	38	13	34	11	29	13
	White	636	2	11	14	41	33



MINNESOTA SUBURBS	Ethnicity	Total Tested	% Gaps in knowledge and skills	% Partial knowledge and skills	% Solid grade level skills	% Working above grade level	% Superior performance beyond grade level
3rd Grade Reading Achievement Levels							
OSSEO	American Indian	20	15	30	20	30	5
	Asian/Pacific Islander	185	21	24	19	28	8
	Hispanic	60	42	25	13	13	7
	Black	272	25	25	24	23	3
	White	1054	6	8	15	48	22
ANOKA- HENNEPIN	American Indian	33	21	12	12	45	9
	Asian/Pacific Islander	135	24	21	19	30	6
	Hispanic	52	17	19	21	35	8
	Black	175	22	23	21	29	6
	White	2642	8	12	16	46	18
ROBBINSDALE	American Indian	11	0	36	0	36	27
	Asian/Pacific Islander	76	18	20	21	28	13
	Hispanic	73	25	26	18	25	7
	Black	160	22	22	18	33	6
	White	647	5	10	16	48	20
ROSEMOUNT- APPLE VALLEY- EAGAN	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	129	9	11	16	46	19
	Hispanic	68	21	24	15	28	13
	Black	97	25	21	22	28	5
	White	1815	4	8	14	44	30
BLOOMINGTON	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	69	9	10	16	57	9
	Hispanic	59	22	20	15	36	7
	Black	124	13	25	20	32	10
	White	519	6	5	14	46	29
BURNSVILLE	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	67	9	27	12	30	22
	Hispanic	41	24	17	24	32	2
	Black	83	18	23	18	35	6
	White	638	5	9	13	46	27
NORTH ST PAUL- MAPLEWOOD	American Indian	15	7	13	7	47	27
	Asian/Pacific Islander	79	18	23	25	32	3
	Hispanic	41	32	12	24	27	5
	Black	69	35	19	23	16	7
	White	610	11	13	19	40	17
SOUTH WASHINGTON COUNTY	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	63	14	13	17	40	16
	Hispanic	32	9	9	16	59	6
	Black	56	23	20	13	41	4
	White	998	6	9	15	47	23
RICHFIELD	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	19	16	21	26	21	16
	Hispanic	67	54	21	15	10	0
	Black	54	31	31	11	22	4
	White	154	13	10	20	41	16
MOUNDSVIEW	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	58	12	7	16	47	19
	Hispanic	18	28	17	11	33	11
	Black	37	30	14	24	32	0
	White	630	5	8	14	48	24

Minnesota Department of Education

"NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

Appendix 9
2003 Third-Grade Minnesota Comprehensive Assessment Achievement
Levels for Greater Minnesota, By Ethnicity

GREATER MINNESOTA DISTRICTS	Ethnicity	Total Tested	% Gaps in knowledge and skills	% Partial knowledge and skills	% Solid grade level skills	% Working above grade level	% Superior performance beyond grade level
3rd Grade Math Achievement Levels							
RED LAKE	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0
	Black	0	0	0	0	0	0
	White	41	0	17	17	51	15
BEMIDJI	American Indian	57	18	32	25	19	7
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	246	3	19	22	42	15
CASS LAKE-BENA SCHOOLS	American Indian	76	4	36	26	29	5
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	0	0	0	0	0	0
	Black	NA	NA	NA	NA	NA	NA
	White	21	5	19	24	52	0
WORTHINGTON	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	13	15	54	15	8	8
	Hispanic	49	16	55	16	10	2
	Black	NA	NA	NA	NA	NA	NA
	White	77	5	18	22	40	14
MOORHEAD	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	28	25	54	14	7	0
	Black	NA	NA	NA	NA	NA	NA
	White	269	5	18	23	33	22
MANKATO	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	11	9	18	27	27	18
	Hispanic	17	29	29	18	18	6
	Black	34	32	47	6	12	3
	White	422	3	19	22	39	17
FARIBAULT	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	51	35	29	14	22	0
	Black	NA	NA	NA	NA	NA	NA
	White	180	12	24	18	36	10
OWATONNA	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	33	18	45	9	24	3
	Black	14	36	36	7	7	14
	White	280	2	16	14	47	22
AUSTIN	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	43	21	49	9	14	7
	Black	13	8	54	8	31	0
	White	217	6	21	20	33	19



GREATER MINNESOTA DISTRICTS	Ethnicity	Total Tested	% Gaps in knowledge and skills	% Partial knowledge and skills	% Solid grade level skills	% Working above grade level	% Superior performance beyond grade level
3rd Grade Reading Achievement Levels							
RED LAKE	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0
	Black	0	0	0	0	0	0
	White	41	2	15	20	54	10
BEMIDJI	American Indian	60	20	27	20	30	3
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	247	7	10	20	49	13
CASS LAKE-BENA SCHOOLS	American Indian	74	12	14	32	41	1
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	0	0	0	0	0	0
	Black	NA	NA	NA	NA	NA	NA
	White	21	10	5	14	52	19
WORTHINGTON	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	12	17	42	17	25	0
	Hispanic	49	31	29	29	10	2
	Black	NA	NA	NA	NA	NA	NA
	White	78	10	12	29	36	13
MOORHEAD	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	33	42	21	9	24	3
	Black	NA	NA	NA	NA	NA	NA
	White	268	6	15	18	44	16
MANKATO	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	11	9	0	27	55	9
	Hispanic	17	35	18	6	35	6
	Black	32	31	38	13	19	0
	White	420	6	11	16	48	19
FARIBAULT	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	52	44	19	15	21	0
	Black	NA	NA	NA	NA	NA	NA
	White	179	16	15	19	36	15
OWATONNA	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	31	39	26	6	26	3
	Black	14	29	14	43	14	0
	White	284	4	8	17	46	24
AUSTIN	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	42	36	26	10	26	2
	Black	12	8	17	50	25	0
	White	221	6	15	25	42	12

Minnesota Department of Education

"NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

Appendix 10
2003 Third-Grade Minnesota Comprehensive Assessment Achievement
Levels for Minnesota Charters, By Ethnicity

CHARTER SCHOOLS	Ethnicity	Total Tested	% Gaps in knowledge and skills	% Partial knowledge and skills	% Solid grade level skills	% Working above grade level	% Superior performance beyond grade level
3rd Grade Math Achievement Levels							
COMMUNITY OF PEACE ACADEMY	Asian/Pacific Islander	34	12	47	21	21	0
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
HOPE COMMUNITY ACADEMY	Asian/Pacific Islander	57	26	35	21	14	4
	Black	NA	NA	NA	NA	NA	NA
MINNESOTA TRANSITIONS	American Indian	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	10	20	50	20	10	0
	White	NA	NA	NA	NA	NA	NA
HARVEST PREP SCHOOL/SEED ACADEMY	Black	44	0	14	9	48	30
MN INSTITUTE OF TECHNOLOGY CHARTER	Black	44	39	41	14	7	0
HIGHER GROUND ACADEMY	Black	29	17	52	17	10	3
HEART OF THE EARTH CHARTER	American Indian	15	47	47	7	0	0
	White	NA	NA	NA	NA	NA	NA
NEW SPIRIT SCHOOL	Asian/Pacific Islander	23	4	61	22	13	0
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
ACHIEVE LANGUAGE ACADEMY	Asian/Pacific Islander	19	16	32	26	26	0
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
SOJOURNER TRUTH ACADEMY	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	26	15	62	8	12	4
	White	NA	NA	NA	NA	NA	NA
ACADEMIA CESAR CHAVEZ CHARTER SCH.	Hispanic	20	40	35	25	0	0
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
TWIN CITIES INTERNATIONAL	Black	30	17	33	13	30	7
NEW VISIONS CHARTER SCHOOL	Hispanic	NA	NA	NA	NA	NA	NA
	Black	11	36	64	0	0	0
	White	NA	NA	NA	NA	NA	NA
AURORA CHARTER SCHOOL	Hispanic	15	13	27	13	40	7
	White	NA	NA	NA	NA	NA	NA
WOODSON INSTITUTE FOR EXCELLENCE	Black	16	6	56	19	19	0
EDISON CHARTER SCHOOL	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	93	9	24	19	28	20



CHARTER SCHOOLS	Ethnicity	Total Tested	% Gaps in knowledge and skills	% Partial knowledge and skills	% Solid grade level skills	% Working above grade level	% Superior performance beyond grade level
3rd Grade Reading Achievement Levels							
COMMUNITY OF PEACE ACADEMY	Asian/Pacific Islander	34	24	32	24	18	3
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
HOPE COMMUNITY ACADEMY	Asian/Pacific Islander	57	40	33	16	11	0
	Black	NA	NA	NA	NA	NA	NA
HARVEST PREP SCHOOL/SEED ACADEMY	Black	46	0	4	20	54	22
MN INSTITUTE OF TECHNOLOGY	Black	45	42	36	13	9	0
HIGHER GROUND	Black	29	34	31	10	24	0
HEART OF THE EARTH CHARTER	American Indian	13	46	23	31	0	0
	Hispanic	NA	NA	NA	NA	NA	NA
NEW SPIRIT SCHOOL	Asian/Pacific Islander	23	13	57	26	4	0
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
ACHIEVE LANGUAGE ACADEMY	Asian/Pacific Islander	19	16	37	37	11	0
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
SOJOURNER TRUTH ACADEMY	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	26	58	23	8	12	0
	White	NA	NA	NA	NA	NA	NA
ACADEMIA CESAR CHAVEZ	Hispanic	21	52	38	5	0	5
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
TWIN CITIES INTERNATIONAL ELEM SCHOOL	Black	30	43	23	13	20	0
NEW VISIONS CHARTER SCHOOL	Hispanic	NA	NA	NA	NA	NA	NA
	Black	11	64	27	9	0	0
	White	NA	NA	NA	NA	NA	NA
AURORA CHARTER SCHOOL	Hispanic	15	33	40	7	13	7
	White	NA	NA	NA	NA	NA	NA
WOODSON INSTITUTE FOR EXCELLENCE	Black	16	31	13	13	38	6
EDISON CHARTER SCHOOL	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	92	17	10	11	38	24

Minnesota Department of Education

"NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

Ethnicity not listed for schools if zero students from that ethnic group took the exam.

Appendix II 2003 Basic Skills Test Pass Rates for Minnesota Cities, By Ethnicity

SUBURBAN DISTRICTS	Ethnicity	Number tested	% Pass 8th grade math	Number tested	% Pass 8th grade reading	Number tested	% Pass 10th grade writing
ST. PAUL	American Indian	56	36	60	62	35	77
	Asian	991	47	983	49	893	73
	Hispanic	284	34	284	51	214	67
	Black	808	24	807	41	627	67
	White	966	66	963	80	878	92
MINNEAPOLIS	American Indian	119	41	122	50	89	80
	Asian	445	57	448	49	389	65
	Hispanic	266	39	265	46	233	43
	Black	1404	30	1415	42	1157	59
	White	778	75	780	86	842	93
ROCHESTER	American Indian	NA	NA	NA	NA	NA	NA
	Asian	97	61	96	69	97	89
	Hispanic	39	44	39	56	35	80
	Black	96	29	97	38	112	48
	White	995	82	991	89	1041	98
ST. CLOUD	American Indian	NA	NA	10	70	NA	NA
	Asian	32	78	31	74	33	97
	Hispanic	14	57	15	67	18	67
	Black	44	16	44	39	37	54
	White	653	75	652	85	685	93
DULUTH	American Indian	47	38	46	67	40	83
	Asian	19	74	20	65	23	83
	Hispanic	11	64	11	73	NA	NA
	Black	31	26	31	55	33	67
	White	812	71	803	84	797	93

Minnesota Department of Education

"NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

Appendix I2
 2003 Basic Skills Test Pass Rates for Minnesota Suburbs with Highest
 Enrollments of Students of Color, By Ethnicity

SUBURBAN DISTRICTS	Ethnicity	Number tested	% Pass 8th grade math	Number tested	% Pass 8th grade reading	Number tested	% Pass 10th grade writing
OSSEO	American Indian	13	46	13	54	NA	NA
	Asian	191	56	194	60	167	74
	Hispanic	42	52	43	63	36	69
	Black	229	39	230	55	202	72
	White	1167	83	1172	94	1198	97
ANOKA-HENNEPIN	American Indian	38	55	39	67	45	87
	Asian	138	59	139	65	139	87
	Hispanic	47	43	48	73	47	74
	Black	111	46	114	62	117	70
	White	2776	73	2769	88	2734	95
ROBBINSDALE	American Indian	15	53	15	60	14	93
	Asian	57	60	57	61	56	93
	Hispanic	51	35	53	43	39	59
	Black	141	33	138	50	163	72
	White	734	82	738	91	747	96
ROSEMOUNT-APPLE VALLEY-EAGAN	American Indian	18	56	18	89	10	100
	Asian	108	81	110	80	119	94
	Hispanic	48	65	48	73	38	92
	Black	112	46	111	62	103	86
	White	1902	82	1904	92	1881	98
BLOOMINGTON	American Indian	NA	NA	NA	NA	NA	NA
	Asian	52	79	52	79	65	88
	Hispanic	41	44	40	63	35	71
	Black	85	35	86	63	63	87
	White	589	81	599	91	625	97
BURNSVILLE	American Indian	NA	NA	NA	NA	NA	NA
	Asian	67	64	67	76	51	80
	Hispanic	32	56	30	73	17	71
	Black	92	41	92	59	77	78
	White	655	78	659	90	679	96
NORTH ST. PAUL-MAPLEWOOD	American Indian	14	50	14	79	12	100
	Asian	74	59	74	68	81	84
	Hispanic	22	59	22	64	28	82
	Black	60	37	60	58	48	69
	White	719	71	725	84	759	94
SOUTH WASHINGTON COUNTY	American Indian	NA	NA	NA	NA	NA	NA
	Asian	54	65	53	75	59	86
	Hispanic	37	62	37	78	30	87
	Black	42	31	40	45	41	85
	White	939	77	936	86	1032	95
RICHFIELD	American Indian	NA	NA	NA	NA	NA	NA
	Asian	26	58	25	56	24	83
	Hispanic	31	29	31	42	15	40
	Black	51	43	52	60	69	64
	White	192	76	191	90	211	91
MOUNDSVIEW	American Indian	NA	NA	NA	NA	NA	NA
	Asian	49	84	49	86	60	95
	Hispanic	25	64	26	85	21	90
	Black	26	42	27	67	23	78
	White	786	86	791	93	770	95

Minnesota Department of Education

"NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

Appendix I3
2003 Basic Skills Test Pass Rates for Greater Minnesota with Highest Enrollments of Students of Color, By Ethnicity

GREATER MINNESOTA	Ethnicity	Number tested	% Pass 8th grade math	Number tested	% Pass 8th grade reading	Number tested	% Pass 10th grade writing
WORTHINGTON	American Indian	NA	NA	NA	NA	NA	NA
	Asian	19	37	19	32	21	57
	Hispanic	29	31	29	45	30	33
	Black	NA	NA	NA	NA	NA	NA
	White	113	81	114	85	142	90
WILLMAR	American Indian	NA	NA	NA	NA	NA	NA
	Asian	NA	NA	NA	NA	NA	NA
	Hispanic	66	21	68	29	52	63
	Black	NA	NA	NA	NA	NA	NA
	White	247	81	243	85	278	95
OWATONNA	American Indian	NA	NA	NA	NA	NA	NA
	Asian	NA	NA	NA	NA	NA	NA
	Hispanic	14	21	15	53	12	67
	Black	18	11	17	35	29	41
	White	363	81	360	89	353	94
AUSTIN	American Indian	NA	NA	NA	NA	NA	NA
	Asian	NA	NA	NA	NA	10	70
	Hispanic	19	42	19	37	13	69
	Black	NA	NA	NA	NA	10	70
	White	253	68	255	78	284	94
FARIBAULT	American Indian	NA	NA	NA	NA	NA	NA
	Asian	NA	NA	10	70	NA	NA
	Hispanic	20	5	21	19	15	33
	Black	0	0	0	0	10	30
	White	238	57	234	82	311	94
MANKATO	American Indian	NA	NA	NA	NA	NA	NA
	Asian	14	79	14	71	NA	NA
	Hispanic	11	27	11	55	13	85
	Black	20	30	20	65	21	33
	White	487	77	488	86	494	94
RED LAKE	American Indian	102	12	104	31	80	65
	Asian	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
MOORHEAD	American Indian	13	38	13	46	NA	NA
	Asian	NA	NA	NA	NA	NA	NA
	Hispanic	26	42	26	38	23	65
	Black	NA	NA	NA	NA	NA	NA
	White	373	86	368	87	384	95
CASS LAKE-BENA SCHOOLS	American Indian	72	40	71	62	40	78
	Asian	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	19	74	20	85	18	94
BEMIDJI	American Indian	71	39	79	54	44	75
	Asian	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	304	77	300	85	336	91

Minnesota Department of Education

"NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

Appendix I4
2003 Basic Skills Test Pass Rates for Minnesota Charters with Highest Enrollments of Students of Color, By Ethnicity

CHARTER SCHOOLS	Ethnicity	Number tested	% Pass 8th grade math	Number tested	% Pass 8th grade reading	Number tested	% Pass 10th grade writing
COMMUNITY OF PEACE ACADEMY	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	29	90	29	72	17	88
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	13	54	13	46	0	0
	White	NA	NA	NA	NA	NA	NA
MINNESOTA TRANSITIONS CHARTER SCHOOL	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	0	0	0	0	0	0
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	12	42	12	25	47	64
	White	NA	NA	NA	NA	NA	NA
HIGHER GROUND ACADEMY	American Indian	0	0	0	0	0	0
	Asian/Pacific Islander	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0
	Black	24	92	23	70	13	85
	White	0	0	0	0	0	0
HEART OF THE EARTH CHARTER	American Indian	14	36	14	7	14	57
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
NEW SPIRIT SCHOOL	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	18	50	18	33	0	0
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	NA	NA	NA	NA	NA	NA
MINNESOTA BUSINESS ACADEMY CHARTER	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	23	78
	White	NA	NA	NA	NA	49	82
CHIRON CHARTER SCHOOL	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	25	36	25	44	0	0
	White	NA	NA	NA	NA	NA	NA
NEW VISIONS CHARTER SCHOOL	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	12	8	12	25	0	0
	White	NA	NA	NA	NA	NA	NA
EDISON CHARTER SCHOOL	American Indian	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA	NA
	White	41	76	40	80	0	0

Minnesota Department of Education

"NA" indicates data that was not available because of filtering by the Minnesota Department of Education for data privacy purposes

TO OUR READERS

The Minnesota Minority Education Partnership, Inc. (MMEP) is interested in engaging community members in a discussion of this report. MMEP staff are available to do presentations with school staff, community groups, students and other groups. If you would like a presentation of the *State of Students of Color Report* please contact Bruce Vandal, Associate Executive Director at the Minnesota Minority Education Partnership, Inc.

State of Students of Color Comments

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“Out of the Dark”

Original Artwork by
Ta-coumba Aiken

This painting goes beyond the themes reflected in “Celebrating The Fabrics of Life.” As does my previous painting from 2001, this piece reflects the textured fabrics of life and celebrates the cultures and the multifaceted gems that are contributed by our richly diverse communities.

This painting portrays a similar journey, focusing on the individual faces interacting with other individuals. There is movement here. There seems to be a flow that by now has become a more natural flow to the interactions.

The central panel represents darkness and the vibrant colors are now trying to work their way to undo the darkness. The dark is not bad, not dreary. It is a wealth of treasures itself. The dark place could be our educational system and the vibrant colors are sharing their gifts of diversity to enrich the educational system.

The piece represents taking action and looking forward for whatever there is to come.



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The St Paul