Minnesota Minority Education Partnership (MMEP)

2006 STATE OF STUDENTS OF COLOR

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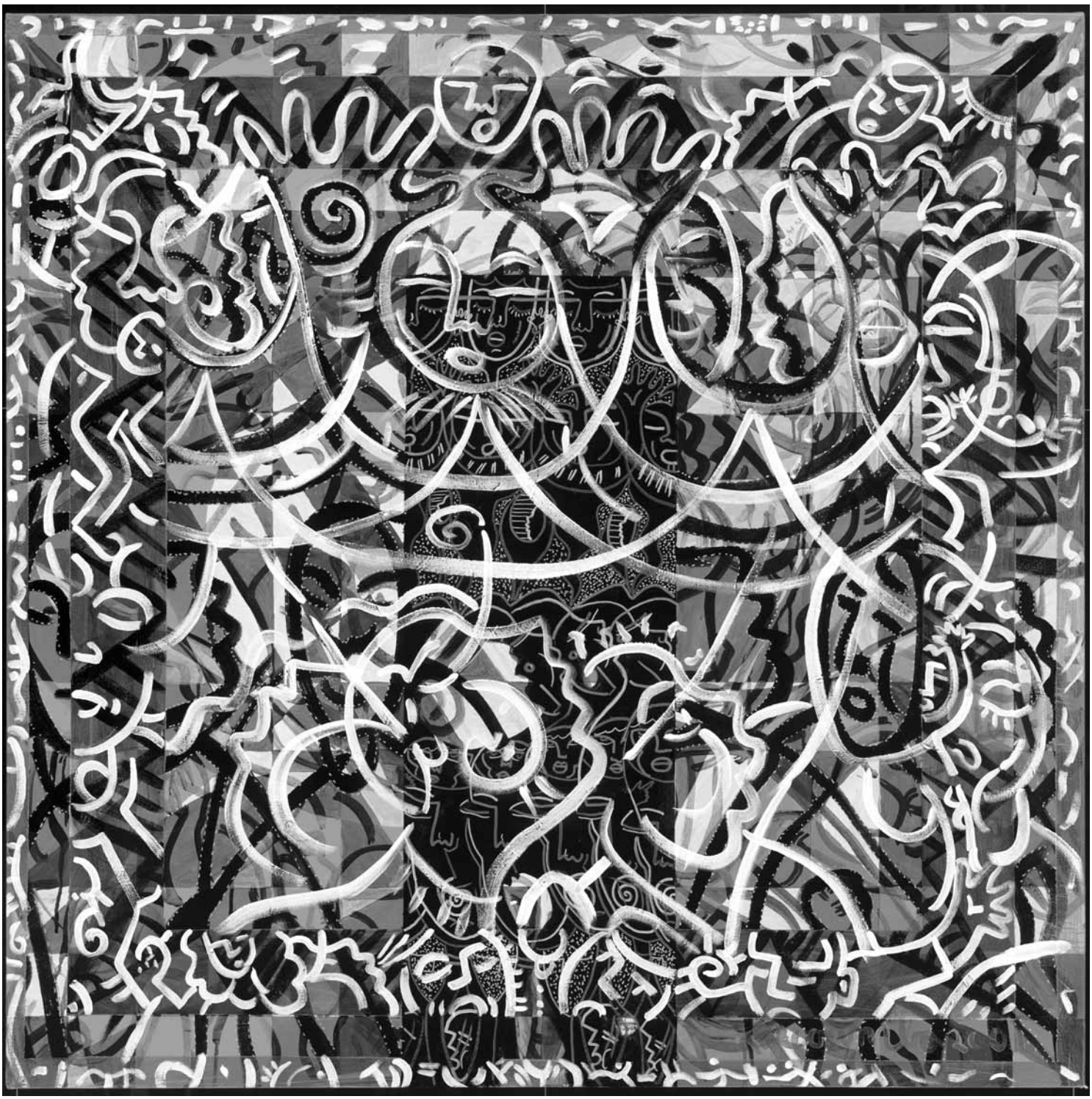

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LETTER FROM BOARD PRESIDENT AND EXECUTIVE DIRECTOR

Welcome to the Minnesota Minority Education Partnership, Inc. (MMEP) 2006 *State of Students of Color* report. We appreciate your interest in the MMEP 2006 *State of Students of Color* report. This is the third report issued by our organization since 2001 and we hope that it will be as useful a tool to you as the previous reports have been. Through these reports we believe that MMEP is sending an important call out to the state of Minnesota to do better by students of color. Many individuals and institutions have turned to our report as a primary resource guide for promoting such a progressive agenda.

Elona Street Stewart, Board President

We have mixed feelings about the information we share with you in this report. On one hand the data tells that there are measurable improvements in some areas of students of color academic performance. We celebrate those advancements, indeed in the report we highlight the efforts of a diversity of schools that are experiencing better academic outcomes in standardized tests. We also note the increase numbers of students of color enrolled in post secondary schools as a positive sign.

However, the data also shows us that the achievement gap, as measured by standardized test scores in K-12, has not closed and remains persistently wide and while more students of color are in our colleges and universities, the rate of enrollment following high school graduation actually declined last year. In addition, the high school graduation rates of students of color remain unacceptably low.

WHAT DOES THIS ALL MEAN FOR OUR STATE?

The answer to that is ultimately left to you; we want this report to be your resource, to be used in a way that helps you to better understand what is happening with students of color in Minnesota and to empower you to act on their behalf. However, let us offer a few ideas for you to ponder as you shape your response.

First, we believe we must generate a high level of urgency in Minnesota on producing better academically prepared students from our K-12 system. We must acknowledge that the need to produce better results cannot be accomplished by solely focusing on White/Anglo students. The growth of our student base is among students of color, the areas where we can make huge advancements is among students of color, the competitive edge we need in a global economy can be provided by the diverse cultural perspectives of students of color, the fulfillment of our democracy cannot be made without students of color. Our collective well being is intimately tied to how well students of color do in our schools and in society, and right now they are mostly not doing well.

Second, we must have the same sense of urgency around successful higher education participation for students of color. If our K-12 system is the foundation for a flourishing citizenry and workforce then our post secondary system is the point at which that base is grafted to human dreams to form solid individuals that can navigate a new world of human possibilities based on high skills and knowledge. Without a post secondary experience, dreams can easily wither and leave us with wasted human potential; research labs, social creativity and venture capitol migrate to other states and to other countries while Minnesota slides into mediocrity.

Third, we must never forget that education is, at its fundamental core, a process of human interaction. Genuineness, care for the other and an embracing vision of how we will live together as equals, respectful of our differences, is as important to driving better educational outcomes as the promise of high tech jobs and super salaries. No student is motivated by a call to close the achievement gap, he or she can however

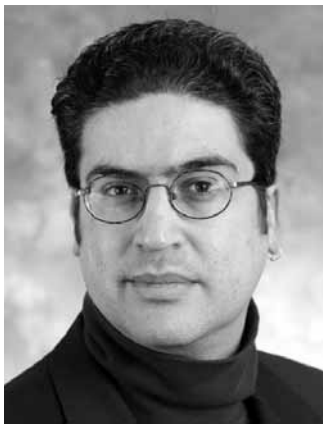
Our collective well being is intimately tied to how well students of color do in our schools and in society, and right now they are mostly not doing well.

be turned on by a call to find their true selves and to fulfill their destiny as the empowered people of a great and just society. Racism denies the inherent value of each human being; it is incompatible with any educational system of a democratic society.

Fourth, communities of color—parents, students, community activists—must be part of all efforts to drive better academic outcomes for all students. Minnesota has a curious habit of moving ahead with grand educational plans without involving communities of color at critical decision making points. Indeed, MMEP asserts that a better approach is to follow the lead of communities of color and to invest heavily in their processes for educational reform as opposed to investing only in institutional responses to educational change.

Fifth, we should acknowledge that standardized tests, while extremely helpful, offer an incomplete assessment of the capacity of many students. We should resist all efforts to classify students solely by how well they scored on a test. We need to develop multiple ways by which we can properly guide and nurture the development of the human mind and spirit. Perhaps we will find that many high performing students on standardized tests perform very poorly on the human interaction skills so necessary to a successful life and that many of our low test performers excel in this regard. The resulting "achievement gap" in such a scenario might point to great deficiencies among upper income White/Anglo students.

Finally, no discussion of achievement gaps should take place without an overarching vision for our society and economy. We may find that, contextualized in both the new set of emerging global relationships and within our historical legacy as a beacon for democracy and equality, that what we are accepting as the high standard for academic and civic expectations is not so high after all. Closing the racial achievement gap is vitally important, but so is setting academic standards for all students that allow our nation to interact with other societies in a high quality way, both as worthy economic competitors and as worthy civic counselors on issues of equality and racial and cultural harmony. Our young understand this latter calling, but little in our educational reward system encourages it.



Carlos Mariani-Rosa
Executive Director

There is much afoot in Minnesota in response to the issues we identified in our first reports. College readiness programs are proliferating, a pilot free tuition program for 13'th and 14'th grade has been launched, as has a state driven high school redesign endeavor. New after school programs are being implemented. Corporate business discussions, connecting the achievement gap to future workforce needs are yielding new investments to reform efforts. Many of these involve multi-sector partnerships which we believe is the best way to sustain true reform. Still, they are only the beginning; we are still losing too many students. Be a part of these emerging efforts, make them grow, make high quality education for all students, of all races and cultures, a reality in Minnesota.

Elona Street Stewart
Board President

Carlos Mariani-Rosa
Executive Director

EXECUTIVE SUMMARY
A State of Change

The series of *State of Students of Color* reports continues to evolve as both feedback from previous reports identify additional information and new challenges and opportunities are revealed to educators, policy makers, community and business leaders. At the same time, however, the 2006 *State of Students of Color* report retains its central focus on the academic achievement of students of color as achievements are affected by a constantly changing and evolving educational system.

The first *State of Students of Color* report issued in 2001 ushered in an era of education reform and attention to the educational attainment of students of color. Shortly after the 2001 report's release, the federal Education and Secondary Education Act was reauthorized. It is widely known as the No Child Left Behind Act. Since its implementation, public education has gone through tremendous changes with higher levels of accountability for schools tied to the academic achievement of all students, particularly students of color.

The 2004 *State of Students of Color* report called for a new focus on increasing college attendance and success. In the years since its release, the push to increase college attainment levels for all students has become a state and national focus with several reports (e.g., Citizen's League) written and efforts launched to increase college attendance and success. High school reform at both the state and national levels is occurring through the leadership of the Bill and Melinda Gates Foundation, the National Governors Association, the Education Trust and several other national organizations. In Minnesota, high school reform has become a top priority for the Minnesota Department of Education.

In addition, the 2004 report called for greater efforts to increase the number of programs that serve low-income students, students of color and first generation college students to assist them in the important steps toward increased college attendance. The Minnesota Minority Education Partnership called for a statewide network of college access programs. The result has been several new efforts focused on increasing the college preparation of traditionally under represented students.

As the 2006 *State of Students of Color* report is released, another wave of education reform sits on the horizon. Tom Friedman's book, *The World is Flat*, has created new momentum to improve the education levels of Americans, particularly in math and science. The 2006 *State of Students of Color* report finds that while progress has been made with regards to the achievement of students of color, progress in mathematics has been modest at best. Many students who should be taking college preparation courses are still learning basic math skills tested on the Minnesota Basic Skills Test.

KEY FINDINGS AND CONCLUSIONS

Findings and conclusions in the 2006 report should help shape and focus future discussion and research as policymakers, educators and community members continue to develop solutions to improve student achievement for all students. Some of the key findings and conclusions are as follows:

Student of Color Enrollment Continues to Climb, While White non-Hispanic Enrollments Decline

- 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 number of White non-Hispanic students who enroll in K-12 education is declining.
- The increase in enrollment for students of color in K-12 education is no longer a Minneapolis and Saint Paul phenomenon. Since 2000, increases in students of color have occurred in the suburbs of Minneapolis and Saint Paul and in school districts in Greater Minnesota.
- Increases in enrollment of students of color are partly driven by an influx of new immigrant communities. If current trends continue, Hispanic students will become the second largest community of color behind African American students in the next couple of years.

- 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 students of color require English language learner services.

Achievement Gaps Persist, Despite Slight Improvements for All Students

- 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 non-Hispanic students. In particular, the achievement gap in mathematics shows little sign of diminishing. The gap between eighth-grade African American and White non-Hispanic students has received national attention as one of the largest gaps in the country.
- 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.

Students of Color are Less Likely To Be Prepared for Higher Education

- Students of color are less likely to be prepared for higher education once they graduate from high school and are less likely to enroll in a college preparation curriculum while in high school.
- Students of color are taking the ACT exam at rates below White non-Hispanic students.
- Students of color are less likely to participate in college preparation activities such as Advanced Placement and Postsecondary Enrollment Options than White non-Hispanic students. In particular, African American students are far less likely to participate in Advanced Placement exams.

Enrollment of Students of Color in Higher Education Continues to Rise, But Participation of Many Students of Color Right After High School Still Lags Behind White non-Hispanic and Asian Students.

- 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.
- There is a gender gap in college participation with more females enrolling than males. The gender gap is widest for American Indian students, but is consistently large for all groups, including White non-Hispanic students.
- With the exception of the Asian American community, students of color graduate from higher education institutions at lower rates than the general population.
- Students of color who make it to higher education, with the exception of Asian Americans, are less likely than white students to attend four-year institutions. Seventy percent of African American students enroll in two-year institutions.
- Students of color who make it to higher education are less likely to graduate with a four-year degree than White non-Hispanic 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.

Student of Color Enrollment Continues to Climb, While White non-Hispanic Enrollments Decline

Achievement Gaps Persist, Despite Slight Improvements for All Students

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Enrollment of Students of Color in Higher Education Continues to Rise, But Participation of Many Students of Color Right After High School Still Lags Behind White non-Hispanic and Asian Students.

TELLING THE STORY OF STUDENTS OF COLOR

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.

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 disparities in achievement between students of color and White non-Hispanic 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 2006 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 many of the patterns of findings that appeared in the 2001 and 2004 report remain, there have been efforts to look for hopeful signs in the data. The report presents data on specific educational experiences that are positively related to student achievement. By looking at the challenges and opportunities included in this report, 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.

CASE STUDIES HIGHLIGHT POSITIVE CHANGES IN SCHOOLS

State test score data indicate that the academic achievement levels of students of color have improved across the state. Because the scores of White non-Hispanic students have improved, an academic achievement gap still persists between students of color and white students. Rising test scores among all student groups can mask the gap.

Sharing and learning successful methods that have helped some schools meet the needs of students of color is important. Learning what factors schools have used to support gains in student achievement among special student populations is also valuable. For that reason, this year's *State of Students of Color* report highlights five schools that have made important strides in meeting the needs of students of color. You will find the case studies interspersed throughout the report.

Bruce Vento Elementary, Brooklyn Park Junior High School, and the International Education Center were identified for meeting their Adequate Yearly Progress (AYP) goals for federal reporting in 2005. Ponemah Elementary was selected for its continuous improvement, hard work and increasing success. Patrick Henry High School was selected due to its four-star math rating issued by the Minnesota Department of Education. These schools are great success stories of effective practices that support their student's increasing academic achievement. These schools also are good examples of how changing the culture and climate within schools can lead to student success. However, there is still more work to be done at each school to increase student achievement among students of color, as well as special student populations. Yet, for their recent accomplishments, we offer our kudos.

TALKING ABOUT COMMUNITIES OF COLOR AND EDUCATION

Creating a report that tells the story of students of color is challenging. One barrier is that 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, or even the four categories of African American, American Indian, Hispanic and Asian. Changes through immigration and attitudes within communities have stretched these categories in so many ways that they are less than useful. With increasing numbers of foreign-born students entering Minnesota, the diversity within many schools will provide an important variable when measuring student achievement. As the implementation of No Child Left Behind progresses and the standards that schools are expected to achieve continue to be raised, it will be more important than ever for schools to understand and address the diversity within their classrooms.

We are by now quite familiar with the diversity within the Asian American, African American and Hispanic communities. Hmong, Vietnamese, Cambodian and other Southeast Asian cultures have influenced how educational data on Asian American students are viewed. The immigration of Somali, Liberian, Ethiopian and other African cultures is transforming how to describe and view the African American community; and the immigration of Latino students from many countries, particularly the immigration of Mexican citizens into the United States, many of them undocumented, provides another profound challenge.

Another phenomenon not recognized by the data is the multicultural and multiethnic background of many students. More and more students claim a combination of races and ethnicities as their own. Many students are both African American and American Indian or any number of other combinations of races and ethnicities. 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 analyses 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, Non-Hispanic 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. The following key represents the titles used when referring to each community of color.

Table I

Descriptions of Communities of Color Represented in the Report

Terms	Description
African American	African, Black non-Hispanic, Black or African American
American Indian	American Indian, Alaskan Native, or Native American
Asian American	Southeast Asian, Pacific Islander, Asian, Asian American, South Asian or Indian
Hispanic	Latino, Mexican, Mexican-American, Puerto Rican and any other citizen or recent immigrant from Latin American communities
White/Non-Hispanic	Anglo/Caucasian, European, Middle Eastern

The K-12 data in the report include both public and independent school data. Public data are provided by the Minnesota Department of Education. Independent school data are provided by the Minnesota Independent School Forum. Data on college students are provided by the Minnesota Office of Higher 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 data are based on availability with every effort 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. The final category encompasses independent, charter schools.

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

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

STUDENTS OF COLOR K-12 ENROLLMENTS Statewide Growth and Diversity

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 non-Hispanic students are decreasing.

STUDENTS OF COLOR ARE DRIVING MINNESOTA'S K-12 ENROLLMENT GROWTH

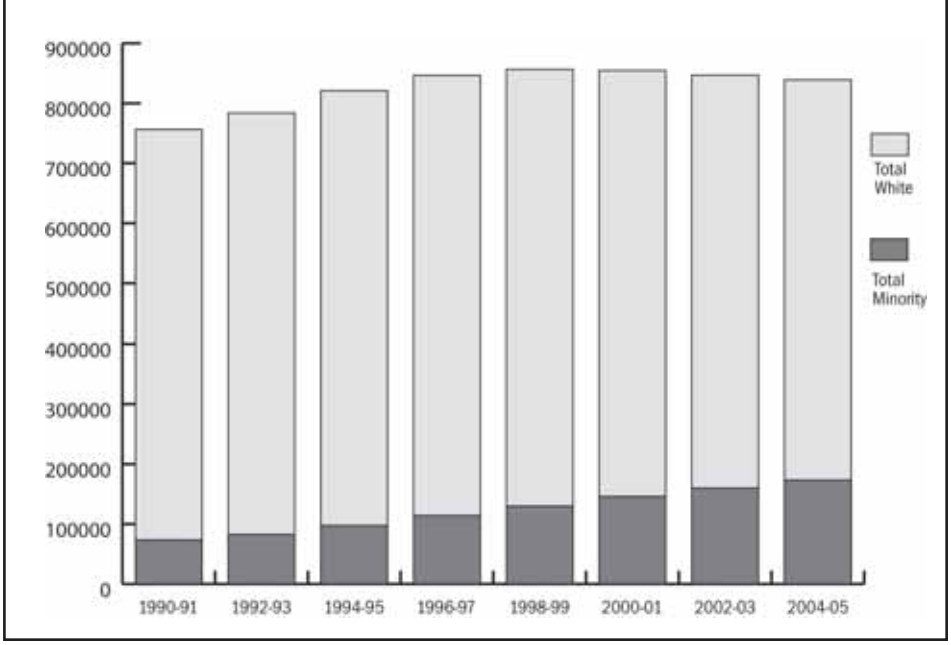
Minnesota continues to experience a considerable increase in the number of new students of color. Overall, Minnesota Pre-kindergarten through grade twelve enrollments has increased by 11 percent between 1989-90 and 2004-2005. However, after peaking in 1998-99, enrollment has been steadily decreasing. As seen in Figure 1, the decline is attributed to the decrease in the number of White non-Hispanic students. After peaking during the 1996-97 school year, the number of White non-Hispanic students has dropped by more than 67,300 students. Meanwhile, the enrollment of students of color continues to increase. Since 1989-90, enrollments by students of color have increased by 135 percent, amounting to over 99,000 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 decreasing, and the enrollment of students of color increasing. As a result, students of color are becoming a larger portion of total enrollments in Minnesota schools. In 2004-05, 21 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 PreK-12 enrollments between 1989-90 and 2004-2005. American Indian, African American, Asian American, and Hispanic enrollments increased over the period. Figure 2 demonstrates the increases experienced by each community of color over the past 16 years.

Although much has been made of the population increases in the Asian American and Hispanic communities, Figure 2 reveals that the African American community has experienced the greatest numeric increase since 1989-90.

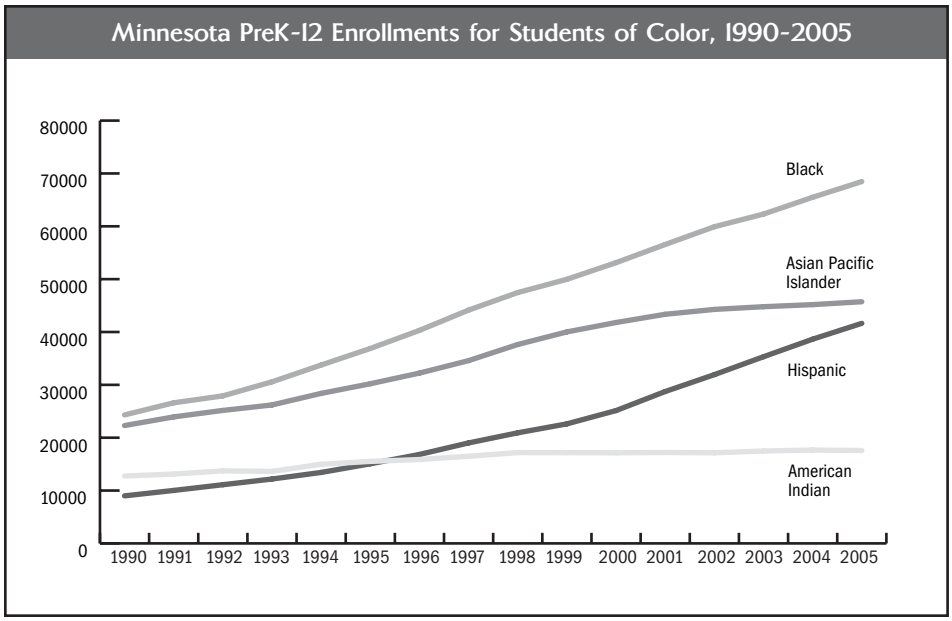
Figure 1

Minnesota Public PK-12 Enrollments 1990-2005,
White non-Hispanic Students and Students of Color



Minnesota Department of Education. Data collected are for public school students only.

Figure 2



Minnesota Department of Education

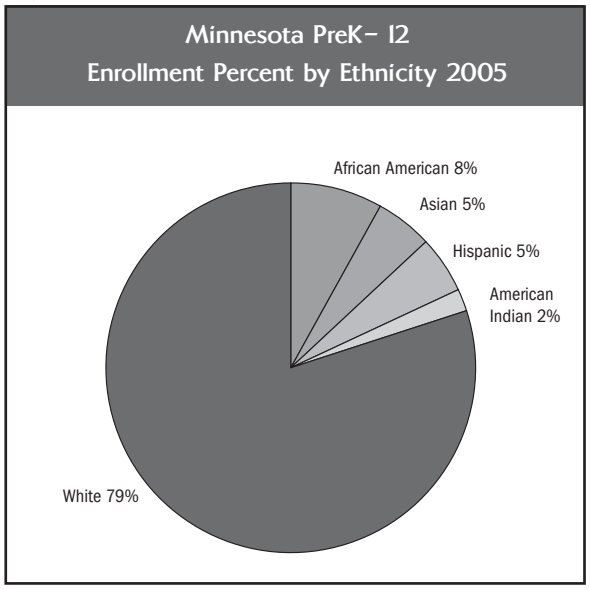
- The Asian American and Hispanic communities also experienced growth, with the Hispanic community quadrupling its student enrollment and the Asian American community increasing its enrollment by over 100 percent.
- African American students are the largest community of color in Minnesota schools, representing 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. If current trends continue, Hispanics will soon be the second largest community of color represented in Minnesota schools.
- Asian American students represent 26 percent of the populations of color in Minnesota schools, Hispanics represent 24 percent, and American Indian students 10 percent.

Due to increases in each of the communities of color the percentage of students of color enrolled in Minnesota schools is now at 20 percent. Figure 3 indicates African Americans account for eight percent of overall enrollment, Asian American students are at five percent, Hispanic students account for five percent and two percent of state enrollments are American Indian students.

Nationally, Minnesota's communities of color are still relatively small when compared to other states. Figure 4 shows that according to the National Center for Education Statistics (NCES), during the 2001-2002 school year, the percent of students of color enrolled in public schools was 40 percent[1] , twice the percentage enrolled in Minnesota schools in 2005. The data from NCES for the 2002 school year was the most recent available and while it is not as recent as the Minnesota data, it illustrates the difference in the make-up of racial/ethnic backgrounds in Minnesota schools compared to the nation.

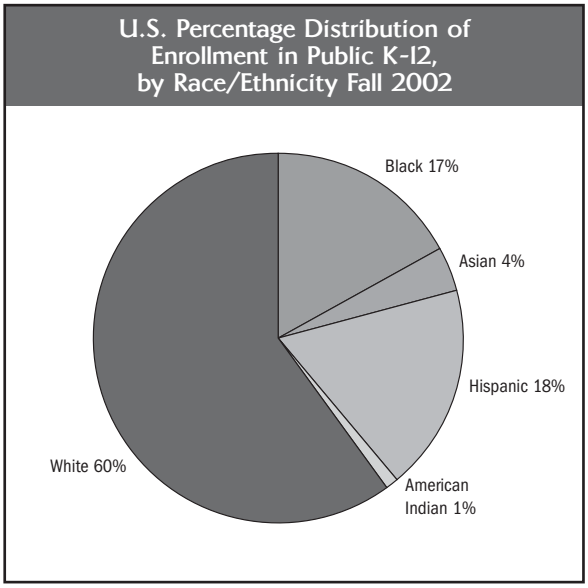
Minnesota schools will continue to diversify well into the future. According to the Minnesota State Demographer, the school-age population in Minnesota

Figure 3



Minnesota Department of Education

Figure 4



National Center for Education Statistics, Digest of Education Statistics, 2004

will continue to diversify for the next twenty years.[2] Current and future increases in the communities of color can be attributed to in-migration from other states and countries combined with 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]

REFUGEE AND FOREIGN BORN POPULATIONS CREATE EVEN GREATER DIVERSITY FOR MINNESOTA SCHOOLS

Refugees and other foreign-born students are one of the main contributors to the diversity of schools. Whether escaping political persecution or other circumstances, it is often the settlement of refugees that lead to long term, more permanent communities. Immigrants come to the United States for a variety of reasons. Most of the Hispanic immigrants who originated in Mexico have come for economic reasons. Refugees, on the other hand, are granted entry because of a well-founded fear of persecution due to their political beliefs.

A recent report released by the Governor's Office estimated the amount of public resources that are dedicated to those foreign born residents who are undocumented and reside in Minnesota. While the amount of resources listed in the report seems tremendous, it should be noted that the report does not acknowledge the contributions that are being made by immigrants, documented or undocumented, to the local economies throughout the state of Minnesota. It also does not recognize the money paid in sales and income taxes by many undocumented students and their families. Undocumented workers take jobs where there are shortages of workers. By working in local factories and enrolling their children in schools that are otherwise experiencing declines in enrollment among the families who have traditionally resided in Minnesota communities, new immigrants are making contributions that are allowing many Greater Minnesota communities to remain vital.

The size of Minnesota's immigrant population is small compared to other states. What sets Minnesota apart is the rate of increase in the foreign-born population during the past decade. Between the last two censuses, the foreign-born population in Minnesota increased nearly three times the national rate. Minnesota has the largest group of Hmong refugee and refugees from Somalia, Liberia, Sierra Leone and Tibet in the United States.[5]

In 2002, 13,522 foreign immigrants came to Minnesota from 160 different countries. According to a report from the Minnesota State Demographic Center, "The highest number of immigrants that year came from Somalia, but just ten years earlier only six Somalis immigrated to Minnesota."[6] To further illustrate the growth in African immigration, the 1990 Census reported only 129 Somali or Ethiopian individuals of any age living in Minnesota at all. Now there are an estimated 32,500 Somali and Ethiopians living in Minnesota.

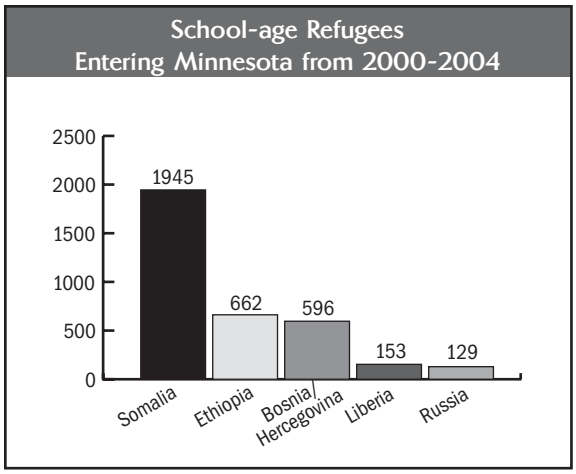
MINNESOTA'S SCHOOL AGED POPULATION WILL CONTINUE TO GROW MORE DIVERSE

Minnesota's population is becoming more diverse, whether through foreign immigration, natural population growth or secondary migration from other states. Foreign immigration alone is having a large impact. As political events unfold around the world, it is impossible for schools to predict which students may enroll in their schools from year to year. Minnesota has been and will continue to be an attractive location because of job opportunities and a reputation as a desirable place to live.

- In 2004, there were an estimated 313,000 combined population of Latinos, Hmong, Vietnamese, Laotians, Cambodians, Somalis, or Ethiopians living in Minnesota. These seven groups combined had over 74,205 school children enrolled in Minnesota's elementary and secondary schools.
- Enrollments of Hispanic school-age elementary and secondary students have increased 10 percent—or 3,200 to 3,400 students per year—from 2000 to 2004. Hispanic school enrollment is currently estimated to be 38,643.
- There are an estimated 21,613 Hmong students enrolled in Minnesota's elementary and secondary schools. The Hmong are a young population. According to the 2000 Census, children age 6 to 17 comprise 46 percent of the population.
- Minnesota's African immigrant population is both young and has a high fertility rate. The numbers of Somali-speaking children in Minnesota's schools increased 120 percent from 2,609 in 2000 to 5,734 in 2004. (2)

Since 2000, an additional 4,000 young people between the school ages of six and 18 have entered Minnesota as refugees from 44 different countries. In Figure 5, the top five refugee populations are shown. While the real numbers are not large, their impact can be tremendous on a school district or a given school as new immigrant populations tend to settle in finite geographic areas due to employment opportunities or availability of social support networks.

Figure 5



Minnesota State Demographer

STUDENT OF COLOR ENROLLMENT GROWTH OUTSIDE OF MINNEAPOLIS AND SAINT PAUL

Recent state increases in the enrollments of students of color are occurring in the suburbs and in Greater Minnesota. While Minneapolis and Saint Paul public schools still have both the highest number and percentage of students of color enrolled among the public schools, recent enrollments in those two districts have been decreasing and, as a result, so has the number of students of color enrolled. In fact, Minneapolis and Saint Paul schools are no longer the two largest school districts in Minnesota. The Anoka-Hennepin schools have now become the largest school district in Minnesota and Minneapolis has dropped to the third largest school district behind Saint Paul.

TWIN CITIES SUBURBAN SCHOOLS CONTINUE TO DIVERSIFY

In contrast to Minneapolis and Saint Paul, suburban districts in the seven-county metro area continue to see significant increases in enrollments from communities of color. Since 1990, many school districts in the seven-county metropolitan area have seen their enrollments of students of color triple, quadruple and in the case of Shakopee increase by 11 times.

Since 2003, enrollments among students of color have increased by 8 percent statewide. However, some districts have seen dramatic increases during that short time period. Since 2003, students of color have increased 18 percent in Osseo, 30 percent in Anoka-Hennepin and 87 percent in Shakopee school districts.

Virtually every suburban school district either has a large population of color or participates in an integration school district, which is created to encourage desegregation of schools across school districts. As a result, 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.

GREATER MINNESOTA ALSO ENROLLS INCREASING NUMBERS OF STUDENTS OF COLOR

Many Greater Minnesota schools also have experienced increases in enrollments of students of color, over the past 16 years. 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. Likewise, certain communities, particularly communities on or near American Indian reservations, have had long standing, stable enrollments of American Indian students.

CHARTER SCHOOL ENROLLMENTS CONTINUE TO CLIMB

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. In Minnesota, while their numerical impact is still small, at 2 percent of statewide public enrollment, charter schools are becoming an increasingly popular education option. According to the Minnesota Association of Charter Schools, over 20,000 students statewide are enrolled in 125 charter schools.[7]

Charter schools continue to play a role in the education of students of color. 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. An interesting development in the last couple of years is the emergence of charter schools that focus on the growing African community. Ubah Medical Academy and Tarek Ibn Ziyad Academy are both charter schools aimed at the African immigrant community. While these schools may appeal to a specific cultural group, it should not be assumed that the students are from similar family backgrounds. Even culturally-specific schools will find diversity with some students who come from educated families and others from refugee experiences where formal education was generally not available.

Minneapolis and Saint Paul charter schools have absorbed a sizeable number of students of color. There has been some concern that new charter schools would become elite institutions excluding students of color. It now appears that charter schools have become a new educational alternative for many

Table 2

Changes in Enrollment for Select Minnesota School Districts, 1990-2005

	Total Students of Color 1990	Total Students of Color 2000	Total Students of Color 2003	Total Students of Color 2005	Percent of Change 2003–05	Student of Color Change 2003–05	Percent of Change 1990–05
ST. PAUL	14,623	29,280	30,400	29,530	-3%	14,907	102%
MINNEAPOLIS	20,423	34,598	33,888	29,365	-13%	8,942	44%
ROCHESTER	1,117	2,815	3,600	3,959	10%	2,842	254%
ST. CLOUD	401	898	1,356	1,535	13%	1,134	283%
DULUTH	1,374	1,419	1,460	1,486	2%	112	8%
Suburban							
OSSEO	1,554	4,848	6,561	7,720	18%	6,166	397%
ANOKA-HENNEPIN	1,482	3,389	4,730	6,130	30%	4,648	314%
ROBBINSDALE	1,597	3,152	4,003	4,826	21%	3,229	202%
ROSEMOUNT-APPLE VALLEY-EAGAN	1,089	3,042	3,885	4,639	19%	3,550	326%
BLOOMINGTON	972	2,217	2,818	3,151	12%	2,179	224%
BURNSVILLE	822	1,969	2,525	2,794	11%	1,972	240%
NORTH ST. PAUL-MAPLEWOOD	454	1,374	2,156	2,764	28%	2,310	509%
SOUTH WASHINGTON COUNTY	602	1,311	2,010	2,670	33%	2,068	344%
RICHFIELD	645	1,221	1,706	2,191	28%	1,546	240%
MOUNDS VIEW	846	1,401	1,624	1,891	16%	1,045	124%
HOPKINS	482	1,185	1,440	1,803	25%	1,321	274%
ROSEVILLE	690	1,227	1,468	1,678	14%	988	143%
EDEN PRAIRIE	295	896	1,266	1,611	27%	1,316	446%
WEST ST. PAUL	336	836	1,159	1,402	21%	1,066	317%
WAYZATA	376	815	1,056	1,395	32%	1,019	271%
COLUMBIA HEIGHTS	285	636	996	1,350	36%	1,065	374%
ST. LOUIS PARK	400	766	942	1,297	38%	897	224%
SHAKOPEE	106	468	800	1,296	62%	1,190	1123%
BROOKLYN CENTER	327	785	1,033	1,116	8%	789	241%
WHITE BEAR LAKE	341	648	869	1,085	25%	744	218%
Greater MN							
RED LAKE	956	1,305	1,435	1,500	5%	544	57%
WILLMAR	461	923	1,175	1,271	8%	810	176%
WORTHINGTON	138	781	884	975	10%	837	607%
BEMIDJI	605	1,072	1,028	920	-11%	315	52%
MANKATO	243	553	755	909	20%	666	274%
CASS LAKE	542	928	970	907	-6%	365	67%
FARIBAULT	161	537	709	898	27%	737	458%
MOORHEAD	385	822	845	846	0%	461	120%
AUSTIN	136	435	690	837	21%	701	515%
OWATONNA	130	456	703	801	14%	671	516%
ALBERT LEA	302	474	563	555	-1%	253	84%

Minnesota Department of Education
Full listing of Minnesota school districts can be found in Appendix 1

Table 3

Changes in Enrollment for Select Charter Schools, 1990-2005

	Total Students of Color 2000	Total Students of Color 2003	Total Students of Color 2005	Percent of Change 2003–2005	Percent of Change 2000–2005	Percent Students of Color 2005
MINNESOTA TRANSITIONS	138	391	665	70%	382%	76%
COMMUNITY OF PEACE ACADEMY	354	485	516	6%	46%	92%
HOPE COMMUNITY ACADEMY	NA	434	452	4%	NA	98%
HIGHER GROUND ACADEMY	368	347	426	23%	16%	100%
TWIN CITIES INTERNATIONAL ELEMENTARY	NA	152	421	177%	NA	100%
MINNESOTA INTERNSHIP CENTER	NA	NA	399	NA	NA	99%
HARVEST PREP SCHOOL/SEED ACADEMY	340	390	360	-8%	6%	100%
WILLIAM E MCGEE	NA	NA	324	NA	NA	100%
NEW SPIRIT SCHOOLS	147	259	273	5%	86%	89%
ACHIEVE LANGUAGE ACADEMY	NA	247	245	-1%	NA	80%
ACADEMIA CESAR CHAVEZ	NA	186	243	31%	NA	99%
SOJOURNER TRUTH ACADEMY	215	218	240	10%	12%	99%
MN INTERNATIONAL MIDDLE CHARTER	NA	55	239	335%	NA	100%
HEART OF THE EARTH CHARTER	266	261	203	-22%	-24%	95%
WOODSON INSTITUTE FOR EXCELLENCE	NA	107	195	82%	NA	100%
HMONG ACADEMY	NA	NA	191	NA	NA	100%
HIGH SCHOOL FOR RECORDING ARTS	61	106	187	76%	207%	89%
TAREK IBN ZIYAD ACADEMY	NA	NA	184	NA	NA	91%
EXCELL ACADEMY CHARTER	NA	99	182	84%	NA	96%
AURORA CHARTER SCHOOL	NA	111	176	59%	NA	99%
PARTNERSHIP ACADEMY, INC.	NA	107	159	49%	NA	94%
MINNESOTA BUSINESS ACADEMY	NA	176	147	-16%	NA	48%
URBAN ACADEMY	NA	NA	139	NA	NA	99%
EDISON	84	102	138	35%	64%	18%
NEW VISIONS	135	128	132	3%	-2%	70%
UBAH MEDICAL ACADEMY	NA	NA	123	NA	NA	100%
CEDAR RIVERSIDE COMMUNITY SCHOOL	87	95	109	15%	25%	99%

Minnesota Department of Education
Full listing of Minnesota school districts can be found in Appendix 1

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, new schools such as Academia Cesar Chavez have been established to serve specific communities of color, and 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 students of color. Most of the schools listed are in Minneapolis and Saint Paul. While the percent increase in students of color at some of the schools is not great, many of the schools are almost exclusively serving students of color. It is not uncommon for a charter school to have 90 or 100 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. Furthermore, many of the charter schools that have failed had high percentages of students of color enrolled and thus caused added hardship to those families that were hoping to find a reliable alternative for their children. Charter schools are now an established if still maturing part of the public school system in Minnesota. It may be time for charter schools, particularly those serving high percentages of students of color, to be more integrated into the larger debate about the success of students of color.

PRIVATE SCHOOLS SERVING STUDENTS OF COLOR

For the first time we have data on students of color who are enrolled in independent schools. Thanks to the Statewide Census of Private Education (SCOPE) by the Minnesota Independent School Forum, we have insight into the demographics of independent schools. While non-public schools are not as diverse as the total of all Minnesota public schools, there are clearly non-public schools that serve a large number of students of color, particularly in the cities of Minneapolis and Saint Paul. Table 4 shows that according to the SCOPE Survey approximately 11 percent of private school enrollments are students of color. African Americans and Hispanic students are the largest populations of color. Note the percentage of students who identify themselves as multiracial. The Minnesota Department of Education does not collect data on students who come from multiple racial/ethnic backgrounds for public schools. The private school data reveal that almost as many students identify themselves in the multiracial category as in any other racial/ethnic category.

Table 4

2004 Independent Schools Enrollment

Race/Ethnicity	Percent Students of Color
Caucasian	89%
African American/African	3%
Hispanic/Latino	3%
Asian/Pacific Islander	2%
Multiracial	2%
Native American/Alaskan	1%

Minnesota Independent Schools Forum

Enrollment percentages are only for schools that responded to survey. Return rate represents 86% of total independent school enrollments

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 non-Hispanic students. The demographic data for each school district tells a unique story on how every community throughout Minnesota is dealing with slightly different realities when it comes to their efforts to educate all their students.

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 data suggest that recent immigration among African and Latino communities may have an impact on the increased need for special services based on students' economic and cultural circumstances.

With the increase in Hispanic enrollments there has been an increase in free and reduced price lunch, English language services and special education enrollment. In 2004-05, 74 percent of Hispanic students were eligible for free and reduced price lunch, a five point increase from 2000; 53 percent of Hispanic students were eligible for English language services,

up three percentage points from 2003; and 15 percent of Hispanic students were eligible for special education, up three percentage points from 2003.

African American students also experienced an increase in their participation in special program services. Seventy-six percent of African American students were eligible for free and reduced price lunch, up three points from 2003; 14 percent were eligible for English language learner services, up one percentage point from 2003; and 19 percent were eligible for special education, up two percent.

Special Student Populations in Minnesota Public Schools, 2004-2005

	Total K-12 Enrollment	Percent Free and Reduced Lunch	Point Change from 2003	Percent English Language Learners	Point Change from 2003	Percent Special Education	Point Change from 2003
American Indian	17,331	72%	(+7)	4%	(+3)	25%	(+5)
Asian	45,405	59%	(-1)	52%	(0)	9%	(+1)
Hispanic	40,973	74%	(+5)	53%	(+3)	15%	(+3)
African American	67,640	76%	(+3)	14%	(+1)	19%	(+2)
White	655,982	20%	(+2)	3%	(+2)	13%	(+1)
All	827,331	30%	(+2)	7%	(+1)	14%	(+2)

Minnesota Department of Education

Trends in the American Indian community indicate that while enrollments are decreasing, higher percentages are on free and reduced price lunch and are qualified for special education services. The percentage of American Indian students eligible for English language learner services is also increasing.

In addition, it is important to note that 30 percent of all K-12 students are eligible for free and reduced price lunch services, with a full 20 percent of White non-Hispanic students now eligible for free and reduced price lunch. Poverty and class, as well as ethnicity, are important considerations for policy makers as they examine the nature of student enrollments and academic achievement.

MINNEAPOLIS AND SAINT PAUL SCHOOLS HAVE LARGE NUMBERS OF STUDENTS ENROLLED IN SPECIAL SERVICES

Students enrolled in Minnesota's largest cities of Minneapolis and Saint Paul, are over-represented in the free or reduced-price lunch and English language learner programs when compared to their counterparts throughout the rest of the state. Even though enrollments are declining in Minnesota's two largest cities, large percentages are more likely to be eligible for special services. The data suggest that enrollment is declining for students from families who are less eligible for special services. In addition, immigration into the districts may be coming from families who are more likely to be eligible for special services. In particular, the recent influx of new Hmong refugees in Saint Paul may have had a substantial impact on the percentage of Asian students who are eligible for English language learner services, which increased from 80 percent to 87 percent since 2003. Specific data on special populations in Minneapolis and Saint Paul are as follows:

- 84 percent of Asian American students in Minneapolis and 85 percent in Saint Paul are eligible for free or reduced price lunch compared with 59 percent of Asian American students statewide.
- 88 percent of Hispanic students in Minneapolis and 82 percent in Saint Paul are eligible for free or reduced price lunch compared with 74 percent of Hispanic students statewide.
- 86 percent of African American students in Minneapolis and 86 percent in Saint Paul are eligible for free or reduced price lunch, compared with 76 percent of African American students statewide.
- 83 percent of American Indian students in Minneapolis and 77 percent in Saint Paul are eligible for free or reduced price lunch, compared with 72 percent of American Indian students 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.

- 64 percent of Asian American students from Minneapolis and 87 percent in Saint Paul are eligible for English language learner services, compared with 52 percent of Asian American students statewide.
- 72 percent of Hispanic students in Minneapolis and 71 percent in Saint Paul are eligible for English language learner services, compared with 53 percent Hispanic students statewide.

In larger Minnesota cities located outside the seven-county metropolitan area, the demographics of each city tell an interesting story about how immigrant communities and traditional communities of color are represented in the schools. Because the overall numbers of students of color are smaller than in the

Twin Cities, the impact of immigration has been more profound and is fundamentally reshaping the nature of these cities and schools. For example:

- In Rochester, the influx of Latino and African immigrants has resulted in 64 percent of Hispanic students and 51 percent of African American students being eligible for English Language services. Overall, 14 percent of Rochester students are eligible for English language services, compared to the state average of 7 percent. High percentages of African American and Hispanic students are eligible for free and reduced price lunch with 85 percent of African American students and 77 percent of Hispanics eligible for the benefit.
- In St. Cloud, the immigration of Africans has resulted in 31 percent of African American students being eligible for English language learner services. Similarly, 60 percent of Asian students and 51 percent of Hispanic students are eligible for English language services. Eighty-five percent of African American students are eligible for free and reduced price lunch which is higher than the state average of 76 percent, but the other communities of color have free and reduced price lunch rates below the state average.
- In Duluth, there has not been a tremendous increase in the number of students who are eligible for English language learner services with only 23 percent of Asian students, 5 percent of Hispanic students and 1 percent of African American students being eligible for English language learner services. Despite the low percentage of Africans in the Duluth schools, still 80 percent of African American students are eligible for free and reduced price lunch services.

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

SURBURBAN SCHOOLS
Eligibility for Special Services Vary for Students of Color

In virtually every suburban district there has been an influx of Asian American, Hispanic, or African American students over the past two years.

As suburban school districts continue to become more ethnically diverse, in general, they are finding that students of color who are 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. However, the degree to which the students of color in suburban districts are eligible for special services varies depending on the district.

Increases, especially 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:

- In Anoka-Hennepin, as enrollments among Asian students continue to rise, so has their eligibility for free and reduced-price lunch and English language learner services. Fifty-four percent of Asian students are eligible for free and reduced-price lunch and English language learner services. The same is true for Hispanic students where the percent eligible for free or reduced-price lunch is 53 percent, and the percent eligible for English language learner services is now 45 percent.

In Richfield, Columbia Heights and Brooklyn Center, students of color are either approaching or have become over half of students enrolled in the district. However, each district differs with regard to the communities represented.

- In Richfield, 86 percent of Hispanic students are eligible for free and reduced price lunch and 72 percent are eligible for English language learner services.
- Columbia Heights likewise has a high percentage of Hispanic students who are eligible for special services with 83 percent eligible for free and reduced-price lunch and 72 percent eligible for English language learner services. In addition, 85 percent of African American students are eligible for free and reduced-price lunch and 23 percent are eligible for English language learner services.
- In Brooklyn Center, 64 percent of all students enrolled are students of color and a large percent are eligible for free and reduced price lunch. Eighty-three percent of Asian students, 87 percent of Hispanic and 79 percent of African American students are eligible for free and reduced price lunch. In addition, 87 percent of Asian students, 78 percent of Hispanic students and 17 percent of African American students are eligible for English language learner services.

These statistics suggest that in some suburban school districts, like in Minneapolis and Saint Paul, there is a critical mass of students who are dealing with the multiple challenges of being poor and non-English speaking. Many come from refugee or other circumstances where access to formal education was limited or non-existent.

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

With the exception of the school districts with larger American Indian populations, no Greater Minnesota district approached the number or percentage of students of color that are present in the larger cities and suburbs. However, most of the Greater Minnesota school districts are experiencing steady declines in the number of White non-Hispanic students while the enrollments of students of color continue to rise.

As enrollments among students of color increased so did the percentage of students who require special services. Enrollments among Asian students and American Indian students remained relatively constant while the enrollment of African American students and Hispanic students continued to rise. It appears that the increase in the percentage of African American and Hispanic students in Greater Minnesota districts corresponds with an increase in eligibility for free and reduced price lunch and English language learner services for those students.

- In Willmar, Hispanic students now represent 26 percent of enrollments, with 91 percent of those students eligible for free and reduced price lunch and 50 percent eligible for English language learner services. African American students are a smaller percentage of enrollments, but 77 percent of African American students are eligible for free and reduced price lunch and 32 percent are eligible for English language learner services.
- In Austin, Hispanic students represent 13 percent of enrollments. Eighty-four percent of Hispanic students are eligible for free and reduced price lunch and 58 percent are eligible for English language learner services. In addition, 22 percent of African American students are eligible for English language learner services.
- In Moorhead, over 50 percent of African American students are eligible for English language learner services.

Overall, Greater Minnesota will continue to be affected by declining White non-Hispanic enrollments and rising enrollments among students of color, with a sizable portion of the enrollment increases attributable to immigration from other countries and regions of the United States.

MANY CHARTER SCHOOLS FOCUS ON STUDENTS OF COLOR

Charter schools appear to be an attractive choice to students of color, particularly students in the cities of Minneapolis and Saint Paul. However, many of those charter schools are serving higher percentages of special populations, particularly low-income students and English language learner students than the Minneapolis and Saint Paul schools. Whether the perceived strength of culturally specific school options outweigh the demographic challenges many students face would make an interesting study.

Among charter schools with the highest numbers of students of color, they 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. Ninety-four percent of Hispanic students are eligible for free or reduced price lunch, compared to 82 percent of Hispanic students in the Saint Paul Public Schools. However when it comes to serving English language learner students at Academia Cesar Chavez, 47 percent of its students are eligible for services compared to 71 percent in the Saint Paul Public Schools. One hundred percent of students enrolled at Twin Cities International Elementary School, which serves African American students in Minneapolis, are eligible for free or reduced-price lunch, compared with 86 percent of African American students district-wide.

A full description of special populations in Minnesota charter schools can be found in Appendix 5.

PRIVATE SCHOOLS HAVE MANY ELIGIBLE FOR FREE AND REDUCE- PRICE LUNCH

The perception that private schools are only for the affluent is not necessarily true according to the SCOPE survey. The 2004 survey did not track free and reduced lunch data by race/ethnicity, but 23 percent of students were eligible for free and reduced–price lunch, according to schools that responded to the survey.

Bruce Vento Elementary

Bruce Vento Elementary in St. Paul has come a long way since being placed on probation for its low levels of student achievement in 2000. The school has addressed its challenges head on, utilized the strength of its teachers, and continues to work hard to improve student achievement. Consequently, the school has made Adequate Yearly Progress (AYP) for two consecutive years and is a model school for reform. To accomplish these gains, the school has implemented many changes to meet the needs of their diverse student population.

Bruce Vento Elementary is a melting pot of rich diversity and culture among its students. Within a student population of 392, almost 93 percent are students of color, and 93 percent receive free and reduced-price lunch. Fifty one percent of their students are English language learners, and 12 percent are special education students.

MEETING THE NEEDS OF STUDENTS
Their Focus for Improvement

Staff Empowerment and Capacity Development

The school's administrators attribute much of their success to the teaching staff. They explain that the school's teachers researched new reform models and selected and implemented the America's Choice model now used at their school. Today, teachers are working together and have a shared priority to address the needs of special education and English language learner students utilizing a collaborative approach. Moreover, they say being on the AYP list was challenging, but helpful. It provided them with funding that was integral to their improvement.

Academics and Instruction

Bruce Vento Elementary became a standards-based school in 2001. Consequently, all students, including English language learners and special education students, are held to the same expectations for academic achievement. To accomplish their academic goals, teachers use differentiated instruction to address the unique needs of each student based on assessment data. Therefore, teachers are actively engaged in ongoing assessments of student achievement based on standards. Other methods of instruction that have been influential in their school improvement are closely related to their selected reform model: America's Choice. The school offers significant academic support for students before and after school, provided by school staff and volunteers.

"The things we've started, teachers don't want to see those go away. They see the effects with student achievement…on their teaching…like grade level time… attending conferences and workshops… to develop professionally. Teachers never had prep time."

—Literacy Coordinator

"In the past, there wasn't a lot of training or staff develoment… In our building, now there's staff development going on all the time."

—Assistant Principal

"We've got a lot of experts on our staff. Our staff are presenting to each other. It's not just the literacy coach. I've got to give credit to teachers, they're taking the ownership."

—Principal

Community Partnerships

Administrators attribute much of their success to the partnerships that supported their growth and continual development toward improving student achievement. For example, 80 to 90 students from Century College tutor kids in reading and math each semester. The presence of these tutors has had a very positive impact because many tutors are persons of color from backgrounds similar to the students. Tutors not only support the student's learning, they serve as role models to the students. Fifteen employees from Ecolab, a local company, also tutor students once a week during their lunch hour. These community partnerships help the students, the school and the entire community.

STUDENT OF COLOR K-12 ACHIEVEMENT Making the Grade

The reauthorization of the federal, Elementary and Secondary Education Act, popularly known as No Child Left Behind, continues to be the driving force behind public education across the nation and in Minnesota. A key aspect of the No Child Left Behind Act is that school districts are held accountable for the overall success of the students in a given school and for sub-groups of students. These include students of color and students who are eligible for free or reduced-price lunch, English language learner and special education services. The act remains a controversial but, nevertheless, significant source of reform in public education.

In Minnesota, the No Child Left Behind Act has and will continue to transform the ways schools are held accountable for student outcomes. The Minnesota Comprehensive Assessments are being implemented at more grade levels and state curricular standards in reading, math, science and social studies have been put into place. The Minnesota Basic Skills Tests in reading, writing and math, which had been given in eighth grade will be replaced with the Minnesota Comprehensive Assessments in grades nine, ten and 11.

In addition, there is a great deal of debate about additional changes to the state accountability system. One possibility is the adoption of a value added system whereby schools are rewarded on the progress a cohort of students make from year to year, rather than holding schools and districts accountable based on the discreet scores of students in any grade level. Currently, a school is measured by the performance at a grade level and then held accountable for the same grade the next year with an entirely new class of students.

Standardized tests are an important tool for tracking students' academic progress and are included in this report for that reason. Other measures of academic progress such as high school graduation, college enrollment, job placement, or potential earnings are also valuable indicators to consider when assessing the overall health of the education system. Data provided in this report are not meant to limit the definition of educational achievement.

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

The Minnesota Comprehensive Assessment (MCA) exams are a "snapshot measurement" of student progress. They represent 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 standards. 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.

Adequate Yearly Progress (known as AYP) is one of the key concepts for understanding the responsibilities of schools under the new federal act. Many factors go into determining whether a school or school district is making Adequate Yearly Progress. Included are 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 the No Child Left Behind Act, 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."[8] 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.

A second critical component of the No Child Left Behind Act is that schools and school 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 from specific "ethnic/racial groups, economically disadvantaged students, limited English proficient students, and students with disabilities" are making adequate yearly progress.[9] This component ensures that schools are consistently addressing the achievement of all students during the 12-year timeline established in the act. Schools or school districts where subgroups of students do not meet the AYP standards are subject to state action.

THE MINNESOTA COMPREHENSIVE ASSESSMENTS

The Minnesota Comprehensive Assessment exams are the centerpiece of the Minnesota K-12 education accountability system. Eventually, students will take an MCA exam beginning in grade three through grade twelve. Currently, students take MCAs in grades three, five, seven, ten, and eleven. Student performance on MCA exams are the primary instrument for holding schools accountable to the standards that have been developed by the state of Minnesota in accordance with the No Child Left Behind Act.

MCAs are reported in two ways: 1) Scale scores provide a precise measure of each child's achievement level, and can allow comparison of achievement of students from one year to the next and, 2) Student scores placed within five separate achievement levels indicate to a school, school district and the state the number of students who meet academic standards or are in need of additional support to reach standards. Based on a given scale score on any given MCA exam, students are placed into one of five levels:

I. Gaps in knowledge and skills

II. Partial knowledge and skills

III. Solid grade level skills

IV. Working above grade level

V. Superior performance beyond grade level

Students testing at Level I "Gaps in knowledge and skills" or Level II "Partial knowledge and skills" are considered to be below the state standards in the given subject area. Students placed in Level III "Solid grade level skills, Level IV "Working above grade level," or Level V "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 AYP standards, a consistently increasing percentage of students must achieve at level III "Solid Grade Level Skills" at a rate

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 Mathematics 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.

II. **Partial knowledge and skills** - Students scoring in Level II 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.

III. **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 III 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.

IV. **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 IV 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.

V. **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 V 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.

that will result in all students meeting the minimum standard by the 2013-2014 academic year. Schools that do not meet the AYP standards for all students or significant sub-groups could be considered out of compliance with state and federal regulations.

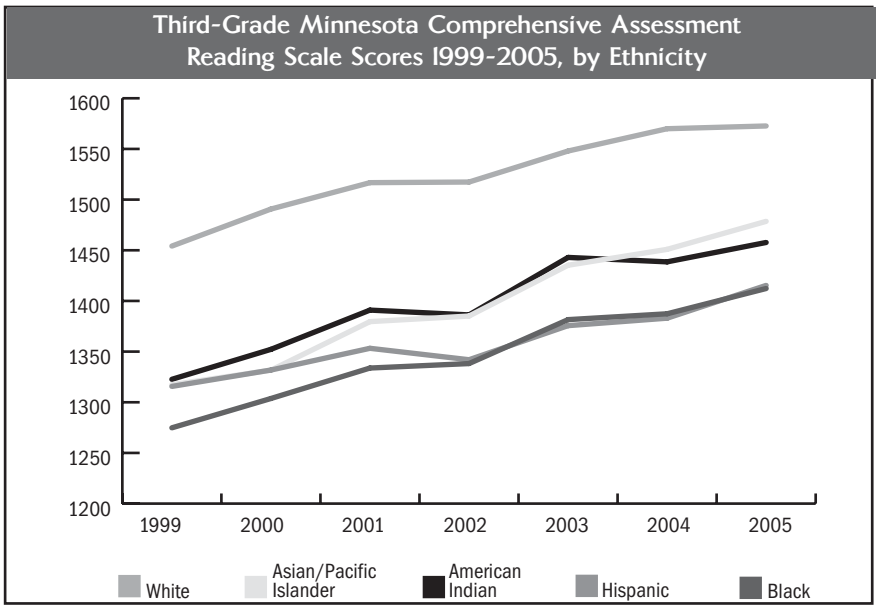
MINNESOTA DEPARTMENT OF EDUCATION THIRD-GRADE MINNESOTA COMPREHENSIVE ASSESSMENTS

Third-Grade MCA Scale Scores Show Persistent Achievement Gap

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 non-Hispanic 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 non-Hispanic students.

Figure 6, which shows scale scores for the third-grade reading exam from 1999 to 2005, is an example of the persistent achievement gap between White non-Hispanic students and students of color. Most noteworthy are the differences in achievement among American Indian, Asian and Hispanic students on the third-grade reading test. In 1999, students from all three of these communities of color scored approximately the same on the third-grade reading assessment. Since 1999, the progress of the three communities of color has taken different paths. Asian students have most recently outperformed American Indian students, while Hispanic student achievement has lagged, and is almost equal to African American students. Asian students appear to be closing the gap with White non-Hispanic students slightly as the scores of Asian students continue to increase, while White non-Hispanic student enrollments have stagnated over the course of the past two years. One factor to closely examine is the progress of White non-Hispanic students as their enrollments decrease and a higher percentage of White non-Hispanic students become eligible for free and reduced-price lunch. It is conceivable that progress toward closing the achievement gap could be just as much a function of the changing nature of the White non-Hispanic population as the progress made by students of color.

Figure 6



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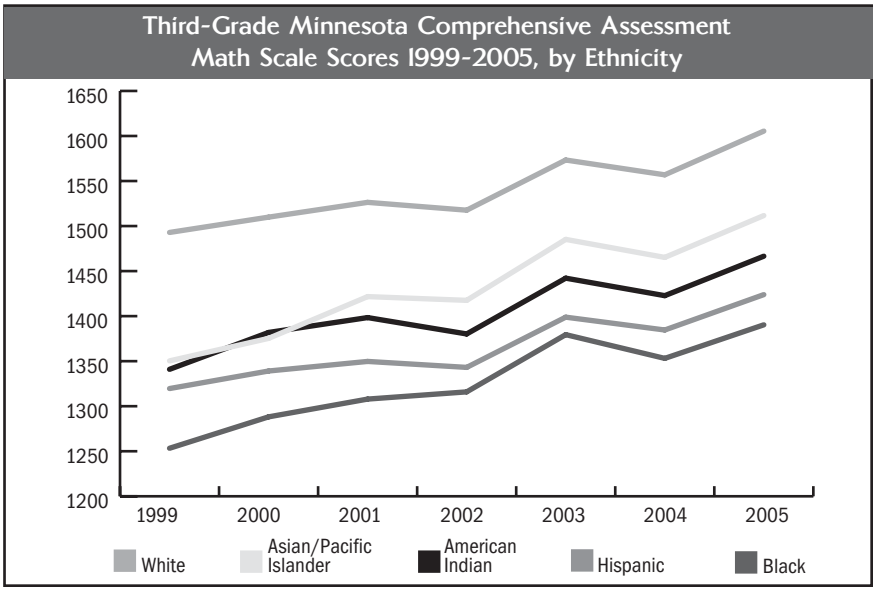
The data in Figure 6 provide an opportunity to discuss the implications of the new federal requirements in No Child Left Behind Act. These data represent five distinct groups of third-graders, each with their own set of circumstances that impact their educational achievement. Under current federal requirements, 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

Figure 7



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students with varied educational backgrounds. The No Child Left Behind Act does make some accommodation for student mobility, nevertheless, AYP for a given grade level measures a different cohort of students.

An examination of the scale scores of students on the third-grade mathematics MCAs, (Figure 7), shows a persistent achievement gap between students of color and White non-Hispanic students. Over the course of the six years that the exam has been given, there has been little to no progress in closing the achievement gap. In fact, the trends from year to year show virtually no progress for any one group when compared to the other racial/ethnic groups. Of greatest concern is the wide gap that exists between African American students and White non-Hispanic students. African American students have consistently performed below all ethnic groups on the third-grade exam. While scores for African Americans have increased, there does not seem to be a level of progress that suggests that the gap will be closed any time soon.

THIRD-GRADE MCA ACHIEVEMENT LEVELS SHOW MORE STUDENTS OF COLOR MEETING GRADE LEVEL STANDARDS

While the 2005 third-grade MCA achievement levels reveals that many students of color are not meeting the state's achievement levels in reading and math, there has been some improvement since 2003.

While the achievement gap does not appear to be closing, there is positive news to report related to the proficiency of students of color on the third-grade reading achievement levels. Figure 8 shows that students of color are still not achieving at the levels of White non-Hispanic students, but that more third-grade students of color have achieved at least "solid grade level skills" than their third-grade counter parts in 2003. In 2005:

- 54 percent of third-grade African American students achieved reading levels at or above grade level compared to only 47 percent in 2003.
- 54 percent of Hispanic students achieved reading levels at or above the third-grade reading level compared to 46 percent in 2003.
- 65 percent of Asian students were at or above the third-grade reading level compared to 58 percent in 2003.
- 65 percent of American Indian students were at or above the third-grade reading level compared to 62 percent in 2003.

2005 third-grade Math MCA achievement levels also showed some progress with all communities of color having higher percentages of students achieving at or above grade level, since 2003. The percent change is slightly less for most groups than the change in reading scores, and the percent at or above grade level is slightly less. Fewer than 50 percent of African

2005 Third-Grade Minnesota ComprehensiveAchievement Levels, by Ethnicity

Figure 8: Reading

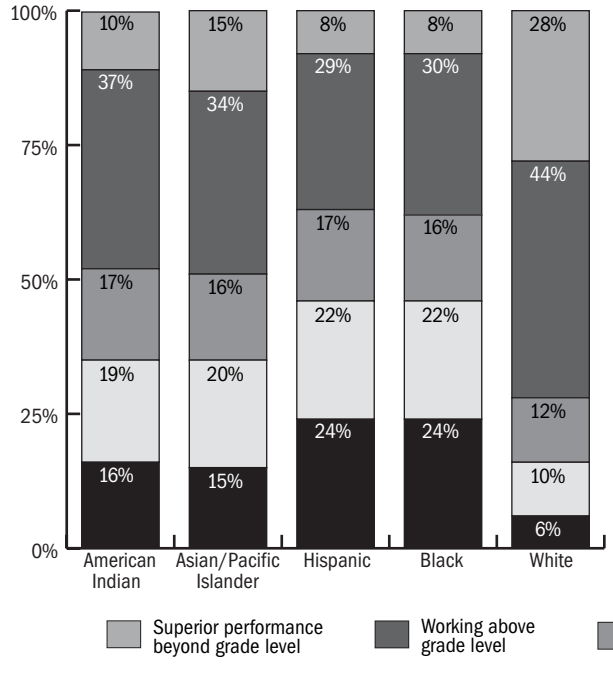
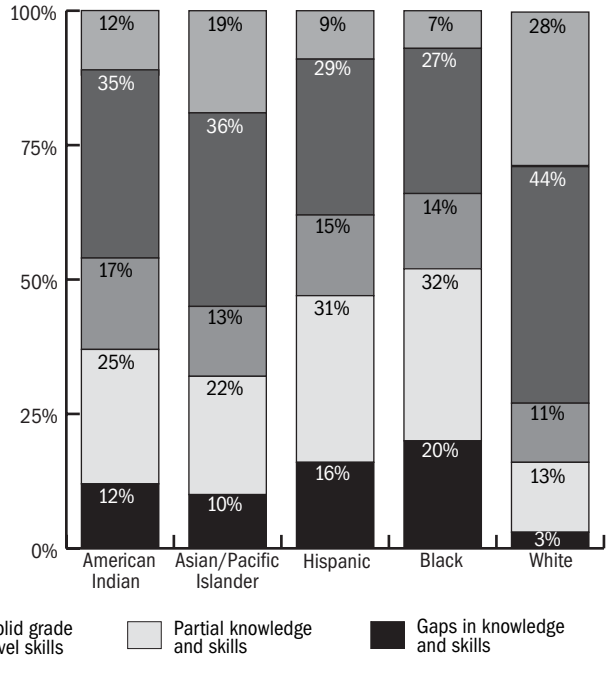


Figure 9: Math



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American students are meeting grade level standards in math. In 2005:

- 48 percent of African American students achieved at or above the third-grade math level compared to 44 percent in 2003.
- 53 percent of Hispanic students achieved at or above the third-grade math level compared to 47 percent in 2003.
- 68 percent of Asian students achieved at or above the third-grade math level compared to 62 percent in 2003.
- 63 percent of American Indian students achieved at or above the third-grade math level compared to 58 percent in 2003.

MINNEAPOLIS AND SAINT PAUL THIRD-GRADE ACHIEVEMENT PROGRESS VARIES ACROSS COMMUNITIES OF COLOR

Achievement levels from the third-grade Minnesota Comprehensive Assessments show Minneapolis and Saint Paul schools improving in most areas, although not always at the same level of improvement seen statewide among students of color.

Achievement levels in math across the board are still at levels below state averages. Changes for Saint Paul in percent at or above grade level paralleled state changes, while changes in Minneapolis were more modest. The third-grade math MCA achievement levels in Minneapolis and Saint Paul progress were as follows:

- 41 percent of African American students in Minneapolis and 45 percent in Saint Paul scored at or above grade level in math. Achievement by African American students improved 3 percentage points in both Minneapolis and Saint Paul since 2003.
- 44 percent of Hispanic students in Minneapolis and 52 percent in Saint Paul achieved at or above grade level in math. Achievement by Hispanic students declined by 1 percentage point in Minneapolis and improved by 6 percentage points in St. Paul since 2003.
- 55 percent of Asian students in Minneapolis and 62 percent of Saint Paul students achieved at or above grade level in math. Achievement by Asian students improved by 3 percentage points in Minneapolis and improved by 7 percentage points in Saint Paul since 2003.
- 51 percent of American Indian students in Minneapolis and 49 percent in Saint Paul achieved at or above grade level in math. Achievement by Minneapolis students improved by 1 percentage point and by 11 percentage points in Saint Paul.

On the third-grade reading MCA, Minneapolis and Saint Paul student performance also varied when compared to statewide data. Minneapolis students consistently had less than 50 percent at or above grade level and changes in percent at or above grade level were modest. Meanwhile, Saint Paul did see some measurable improvement with over 50 percent of students in all groups at or above grade level, and changes in percent at or above grade level paralleling state gains.

- 42 percent of African American students in Minneapolis and 53 percent in Saint Paul scored at or above grade-level in reading. Achievement for African Americans improved by 1 percent in Minneapolis and 8 percent in Saint Paul since 2003.
- 41 percent of Hispanic students in Minneapolis and 54 percent in Saint Paul scored at or above grade level in reading. Achievement for Hispanic students improved by 8 percent in Minneapolis and 11 percent in Saint Paul.
- 47 percent of Asian American students in Minneapolis and 52 percent in Saint Paul scored at or above grade level in reading. Achievement for Asian Americans improved by 3 percent in Minneapolis and 8 percent in Saint Paul.
- 46 percent of American Indian Students in Minneapolis and 60 percent in Saint Paul scored at or above grade level in reading. Achievement for American Indian students improved by 1 percent in Minneapolis and 9 percent in Saint Paul.

Because of the relatively small numbers of students of various ethnicities tested in Rochester, Duluth and St. Cloud, the variation between 2003 and 2005 can be wider than those seen in Minneapolis and Saint Paul school districts, due to larger numbers of students. Nevertheless, the findings for each city are useful and important to monitor. Some interesting findings are as follows:

- 83 percent of Asian Americans in Rochester and 94 percent in Duluth achieved above the third-grade math level.
- 83 percent of Hispanic students scored at or above the third-grade math level in Duluth.
- 80 percent of Asian Americans in Rochester, 81 percent in Duluth and 67 percent in Saint Cloud scored at or above the third-grade reading level.
- 83 percent of Hispanics in Duluth and 58 percent in Rochester scored at or above the third-grade reading level.

A full description of city districts can be found in Appendix 6.

SUBURBAN THIRD-GRADE STUDENT OF COLOR SCORES VARY ACROSS DISTRICTS

Third-grade MCA test scores vary across suburban districts with some students of color performing above state averages and in other districts below state averages. Overall, Asian American students performed very well on the third-grade math and reading MCAs with students consistently achieving above the state average. There were limited results for American Indian students given the small numbers enrolled in suburban schools. Results for the other communities of color varied from district to district.

Interesting findings on the third-grade math MCA includes:

- In Anoka-Hennepin, 64 percent of American Indian students achieved at or above grade level.
- In Columbia Heights, 80 percent of Hispanic students achieved at or above grade level.
- In Mounds View, 83 percent of Hispanic students and 63 percent of African American students achieved at or above grade level.
- In Rosemount-Apple Valley-Eagan, 65 percent of African American students achieved at or above grade level.
- In Roseville, 74 percent of African American students achieved at or above grade level.

Interesting findings on the third-grade reading MCA includes:

- In Rosemount-Apple Valley-Eagan, 71 percent of African American and 67 percent of Hispanic students achieved at or above grade level.
- In Bloomington, 69 percent of African American students achieved at or above grade level.
- In Eden Prairie, 77 percent of Hispanic students achieved at or above grade level.
- In Roseville, 72 percent of Hispanic students and 65 percent of African American students achieved at or above grade level.
- In South Washington County, 78 percent of Hispanic students and 66 percent of Black students achieved at or above grade level.

A full description of suburban districts with the highest enrollments of students of color can be found in Appendix 7.

GREATER MINNESOTA STUDENTS OF COLOR IN THE THIRD GRADE ARE CONSISTENT WITH STATE AVERAGES

The Greater Minnesota districts with the largest numbers of students of color showed results on the third-grade MCAs that are consistent with the statewide averages for each community of color. It is important to keep in mind that the numbers of students of color in these districts are small when compared to larger urban and suburban districts and thus the percentages reported tend to be more variable than in other districts.

On the third-grade MCA math test, scores by students of color were similar to the statewide averages with a couple of exceptions.

- In Cass Lake, 72 percent of American Indian students tested at or above the proficient level on the third grade math MCA, 9 percentage points above the state average.
- In Worthington, 75 percent of Asian American students tested above the proficient level on the third-grade math exam, 7 percentage points above the state average.

On the third-grade MCA reading test, the scores in Greater Minnesota were similar to statewide scores for each community of color. Mankato was the one notable exception to this trend where Asian American, Hispanic and African American students performed at higher levels than their counterparts statewide.

- 81 percent of Asian American students in Mankato were at the proficient level or better in reading, compared with 65 percent for their statewide counterparts.
- 67 percent of Hispanic students in Mankato are at or above the proficient level in reading, compared with 54 percent of Hispanics statewide.
- 64 percent of African American students in Mankato performed at or above the proficient level in reading, compared with 54 percent statewide.

A full description of Greater Minnesota districts with the highest enrollment of students of color can be found in Appendix 8.

Brooklyn Junior High School

Brooklyn Junior High School in Brooklyn Park is an "urban school" in a suburban district. The population of English language learner students and students of color is increasing. Over the past five years, the demographic makeup of students at Brooklyn Junior High School has changed dramatically. In 2001, white students were the majority racial group at 64 percent. Today, they are still the largest single racial group at 44 percent, but students of color combined are now a greater proportion of the school at 56 percent. The proportion of special population groups has also increased greatly. Today, 44 percent of students receive free and reduced price lunch and 17 percent of the students are English language learners. The largest ethnic group within this category is Hmong, followed by Hispanic and African immigrants and refugees. With the continuous increase in low-income students, English language learner , and students of color, the needs of students are constantly increasing and changing.

In spite of these challenges, the school's basic skills test scores have increased greatly among these students, as well as, students of color. The school also met their Adequate Yearly Progress goals in 2005. The school has recognized that these students still need greater support to improve their academic achievement. To address these needs, the school has implemented four key initiatives addressing three concerns that have been integral to increasing student learning and test scores.

MEETING THE NEEDS OF STUDENTS
Their Focus for Improvement

Academics

The primary focus of this school is to increase the academic achievement of all students, particularly focusing on the needs of high poverty students who are highly mobile, and often behind in their grade. Brooklyn Junior High School has developed two academic programs to support student learning: The STAR (Students Taking Academic Risks) program and Read 180.

The STAR program was implemented in 2002 as a support mechanism for incoming seventh graders who are two to three years behind their grade level. In this program, teachers and counselors work with students to support their development of reading strategies, study skills and organizational skills. Students receive support from a para-professional who tutors the students, and counselors monitor their progress. Students spend two hours a day on language arts. This program has helped students grow socially and gain confidence because they now have skills necessary to learn. Within this group of students, 81 percent passed reading and 60 percent passed math basic skills test. The teachers, support staff and administration are proud of these gains, but know that there is more work to be done.

Five years ago, Brooklyn Park Junior High School implemented a reading program called Read 180 that provides important reading support that is directed toward meeting the reading needs of each individual student. Through this program, Brooklyn Junior High School offers two language arts classes with low student/teacher ratios during each period of the day to improve reading levels of their students. Students are highly encouraged to take these additional classes as electives to help them improve their reading level and prepare for the exams. Reading has become the focus of Brooklyn Junior High School so much that it is embedded into all other curriculums including math, science, and music.

Character Education

Another key component of the success at Brooklyn Junior High School is their Character First program. Between 2001 and 2003, Brooklyn Junior High School experienced a spike in disciplinary actions taken on students, which often related to bullying. The school responded to this by developing a character education program. This program includes the whole school, parents and the community. It also holds teachers and students to the same expectations to create an environment that is welcoming to everyone. This program has been successful in decreasing academic referrals, and improving the climate.

Culture

In addition to academics and character development, the school has recognized the importance of integrating cultural enrichment into the school day to support student learning. The school developed a Department of Cultural Integration, which provides cultural support groups for students, academic support groups, as well as, cultural enrichment programs led by artists and other ethnic groups from the community. The programs, which are led by professionals from the community, have been highlighted as being most effective in increasing the student's connection to the school and desire to do well.

Brooklyn Junior High School recognizes that the needs for their diverse student population are vast. However, they have identified three important issues to address the needs of students and improve their academic achievement.

CHARTER SCHOOL THIRD-GRADERS STRUGGLE TO MEET STANDARDS

Students from Minnesota charter schools with high percentages of students of color typically did not perform as well as their statewide counterparts on the third-grade MCAs in math and reading. These charter schools typically serve a very high percentage of students of color who come from economically disadvantaged backgrounds. Many of the schools are located in the cities of Minneapolis and Saint Paul.

These results suggest that charter schools with high concentrations of students of color eligible for free and reduced-price lunch have many of the same challenges as traditional public schools with similar student populations.

Among the schools that showed some promising results were:

- Higher Ground Academy had 56 percent of African American students who were at or above grade level in math; 8 percentage points above the state average for African Americans.
- Harvest Prep School/Seed Academy had 57 percent of the African Americans perform at or above grade level in math; 9 percentage points above the state average for African Americans. In addition, 65 percent of African American students performed at or above grade level in reading; 11 percentage points above the state average for African Americans.

A full description of Minnesota charter schools with the highest enrollments of students of color can be found in Appendix 9.

STUDENT ACHIEVEMENT ON MINNESOTA BASIC SKILLS TEST

Compared to the MCAs, changes in percentages of students performing adequately have been modest for the state's Basic Skills Test. Test results from 2000 to 2005 reveal that students of color are passing the test at the same rate and have not markedly closed the gap in achievement that exists between students of color and White non-Hispanic students. In contrast, changes from 2004 to 2005 in pass rates in reading look promising, but more modest in math.

What is the Minnesota Basic Skills Test?

The Minnesota Basic Skills Test (BST) is the state's high school exit exam, and is intended to measure a base level of skills that students must attain to earn a high school diploma. The test consists of math and reading exams and is first administered to students in eighth grade, with a writing test first administered in tenth grade. Students receive multiple opportunities to pass the exam before the end of twelfth grade. The data reported here, however, focus only on the performance of students during their first attempt in eighth grade on the reading and mathematics exam, and in tenth grade on the writing exam.

Even though the test is currently used as a high school exit exam, it only measures eighth-grade level skills. The recent emphasis on high school reform in Minnesota, and throughout the country, has made it clear that basic skills are no longer sufficient for life after high school. Instead, the focus must be on students achieving higher level skills in high school that will prepare them for some type of higher education so they can obtain a job that will provide fruitful economic opportunities.

Beginning in 2007, the BST will be replaced with the Minnesota Comprehensive Assessment exams. Students will be required to take the MCA exams in ninth, tenth and eleventh grades. Like the MCA exams currently given in third and fifth grades, the high school MCA exams will demonstrate student progress toward agreed upon standards in math, reading and writing. The high school MCA exams will also serve as a high school graduation requirement by integrating a basic skills component into each exam, and measure student progress toward higher level standards that proximate skills needed to be successful for college level work.

2005 BASIC SKILLS TEST
Achievement Gap Closes in Reading, But Persists in Math

The Basic Skills Test represents both the progress and challenges made in Minnesota with regard to the achievement of students of color.

One of the main challenges is the persistent gap in achievement between White non-Hispanic students and students of color as they enter the critical high school years. This is the point in the education pipeline when students need to enroll in higher level, college preparatory coursework. The lack of basic skills complicates the process. For many students, just at the time they should be gearing up to prepare for college, many are still focusing on the basic skills necessary just to graduate from high school. The 2005 data demonstrate that progress is being made with regard to reading skills, but little progress is being made on math skills. Basic skills, however, are not enough to truly ensure that all high school graduates have the necessary skills for college-level work.

Performance by students of color on the eighth-grade Basic Skills Test in reading , Figure 10,showed significant improvement between 2004 and 2005. While an achievement gap persists, it closed significantly for some groups.

- 76 percent of Asian American students passed the BST in reading in 2005, a 13 percentage point improvement over 2004. More importantly, the achievement gap between White non-Hispanic students and Asian American students decreased by 10 percentage points.
- 67 percent of American Indian students passed the BST in reading in 2005, an 11 percentage point improvement over 2004. The achievement gap with White non-Hispanic students decreased by 8 percentage points.
- 64 percent of Hispanic students passed the BST in reading in 2005, a 12 percentage point improvement over 2004. The achievement gap with White non-Hispanic students closed by 9 percentage points.
- 56 percent of African American students passed the BST in reading in 2005, a six percentage point improvement over 2004. The achievement gap with White non-Hispanic students decreased by three percentage points.

There is less reason for optimism with the eighth-grade Basic Skills Test math results,Figure 11. Achievement gaps continue to be significant between White non-Hispanic students and students of color. Progress in general on the BST math test has been minimal with the overall passing rate for all Minnesota eighth-graders only improving by two percentage points since 2000.

The Minnesota eighth-grade BST received national attention in 2003 because of the low percentage of African American students who passed the math test. A study by the Center on Education Policy, studied 19 states that have high school exit exams. It found that Minnesota had the largest achievement gap in the country between African American and White non-Hispanic students in math, as measured on the eighth-grade BST.[10]

Unfortunately, it appears that not much progress has been made in closing the achievement gap since the Center on Education Policy Report was released in 2003. In 2005, only 35 percent of African American students passed the eighth-grade BST math test, compared to 74 percent of White non-Hispanic students. The achievement gap of just under 40 percentage points represents a tremendous challenge for many African American students as they enter the critical high school years. The BST math results suggest that many African American students are at great risk of not meeting the basic standard for high school graduation, not to mention gaining the math skills necessary for enrollment in college level math courses.

Performance on the tenth-grade BST, Figure 12, writing test shows a far less pronounced achievement gap than those seen in math and reading. While there was some progress in closing the gap in the early years of the test, the gap has not closed significantly in the past couple of years. Overall, 91 percent of all students pass the BST writing test on their first attempt. The gap is largest between White non-Hispanic students and African American students. Ninety-three percent of White non-Hispanic students passed the writing test in 2005, compared with 70 percent of African American students; a gap of 23 percentage points.

Eighth-Grade Minnesota Basic Skills Tests

Figure 10: Reading Test Passing Rates, by Ethnicity, 2000-2005

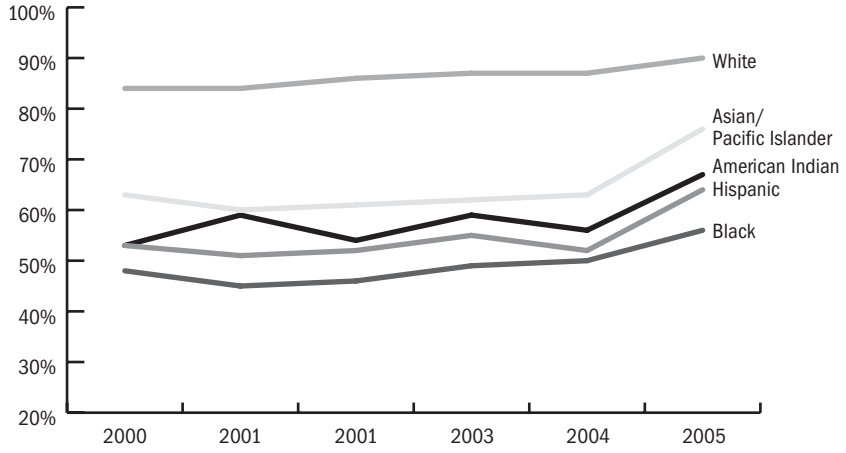

Figure 11: Math Test Passing Rates, by Ethnicity, 2000-05

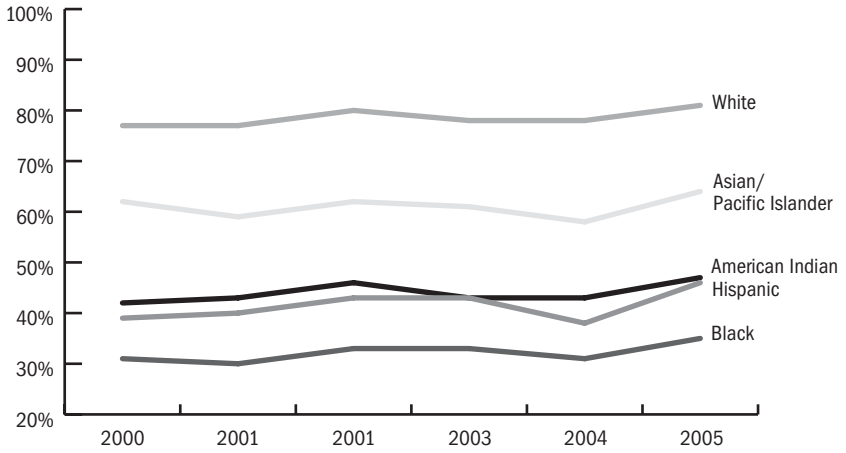

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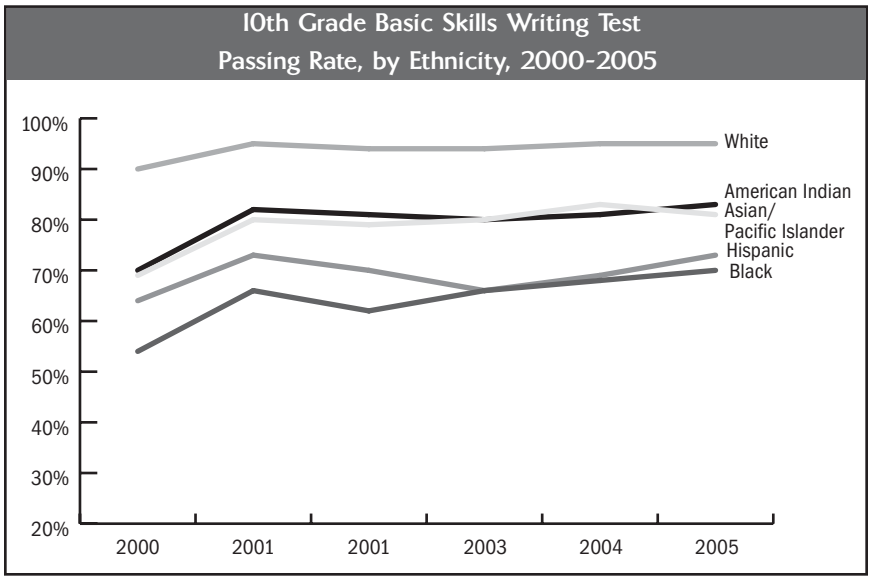
Figure 12



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In the future, one interesting variable to consider when studying the performance of students on the high school Minnesota Comprehensive Assessments, to be instituted in 2007, will be the impact of high school drop outs. Examining the reduced achievement gap seen on the tenth-grade BST writing test, compared to the eighth-grade reading and math tests, raises the question whether high school drop outs, which are more significant in communities of color, had any impact on achievement gaps results. It stands to reason that students who are not performing well in school are at a higher risk of dropping out of high school. Consequently, if drop outs are not taking the tests, there could be an even larger achievement gap that is not captured by current reporting methods.

BASIC SKILLS TEST PASSING RATES VARY IN MINNESOTA CITIES

Performance on the BST in the cities showed some progress on the reading and writing exams with some groups showing measurable progress. Passing rates in math did not reveal any notable improvements, with some districts continuing to struggle to improve passing rates among some groups, particularly African Americans. Some noteworthy results are as follows:

- In Minneapolis and Saint Paul, Asian American students passed the eighth-grade BST in reading at much improved rates. In Saint Paul, 69 percent of Asian American students passed reading in 2005, compared to 49 percent in 2003. In Minneapolis, 70 percent passed reading in 2005 compared to 49 percent in 2003.
- In Rochester, African American students showed notable progress on the BST in reading. Fifty-four percent of African American eighth-graders passed reading in 2005 compared to 38 percent in 2003.
- In St. Cloud, African American students showed progress on both the BST in math and reading. Thirty-one percent of African American students passed math in 2005, compared to 16 percent in 2003; and 51 percent of African American students passed reading in 2005, compared to 39 percent in 2003.
- In Duluth, African American students improved their passing rates on the BST in math. Fifty percent of African American students passed math in 2005 compared to 26 percent in 2003.

ACHIEVEMENT GAP ALSO SEEN IN NATIONAL ASSESSMENT TEST

The National Assessment of Education Progress (NAEP) is the only national comparison of reading and math skills taken by a sample of fourth- and eighth-graders in each state, each year. Minnesota is consistently one of the top performing states on the NAEP exam. Unfortunately, the exam also reveals a substantial achievement gap between White non-Hispanic and African American students. The 2005 NAEP found that 85 percent of White non-Hispanic students performed at or above the proficient level on the math exam. Only 37 percent of African Americans performed at or above the proficient level on the math exam. In other words there is a 48 percentage point achievement gap between White non-Hispanic students and African Americans on the NAEP.[11]

On the tenth-grade BST in writing, students of color from cities generally performed at rates consistent with or slightly below the statewide average for students from their community of color. Notable exceptions include:

- In Rochester, Asian American, Hispanic and African American students all passed the tenth- grade writing test at rates higher than their counterparts statewide.
- In St. Paul, American Indian students passed the tenth-grade writing test at rates higher than American Indian students statewide.
- In Duluth, American Indian and African American students passed the tenth-grade writing test at rates higher than their counterparts statewide.

- In St. Cloud, Asian American and Hispanic students passed the tenth-grade writing test at rates higher than their counterparts statewide.
- In Minneapolis, Asian American and African American students showed improvement in passing rates on the tenth-grade writing test. Seventy-eight percent of Asian American students passed writing in 2005, compared to 65 percent in 2003. Seventy percent of African American students passed the writing in 2005, compared to 59 percent in 2003.

A full description of BST results for city districts can be found in Appendix 10.

SUBURBAN STUDENTS PASS EIGHTH-GRADE BASIC SKILLS TESTS AT VARIOUS RATES

Passing rates for students of color in the suburbs vary from community to community on the eighth grade Basic Skills Test in math and reading. Several districts show promising results for many students of color. In many of those cases, however, the numbers of students of color who actually took the exam were small; causing passing rates to vary significantly. Nevertheless, students of color from several communities performed at rates higher than the statewide average for their community of color. Following are some of the districts that demonstrated promising results.

- In the Anoka–Hennepin district, American Indian, Hispanic and African American students passed the eighth-grade BST in reading at rates higher than the average for their communities of color statewide. In addition, Hispanic and African American students passed the eighth-grade BST in math at rates higher than counterparts statewide.
- In Hopkins and Eden Prairie, Asian American and African American students passed the eighth-grade BST in math and reading at rates higher than their statewide counterparts.
- In Robbinsdale and Osseo, American Indian students passed the eighth-grade BST in math and reading at rates higher than their statewide counterparts.
- In St. Louis Park and Wayzata, Asian American and Hispanic students passed the eighth-grade BST in math and reading at rates higher than their statewide counterparts.
- In Mounds View, Hispanic and African American students passed the eighth-grade BST in math and reading at rates higher than their statewide counterparts.

The results were similar on the tenth-grade BST in writing where students of color, in many cases, passed the exam at higher rates than their statewide counterparts. Noteworthy districts were:

- Hopkins, Bloomington, Roseville, and White Bear Lake where Asian American, Hispanic and African American students all outperformed their statewide counterparts on the tenth-grade BST in writing.
- In Rosemount-Apple Valley-Eagan, American Indian, Asian American, Hispanic and African American students all outperformed their statewide counterparts on the tenth-grade BST in writing.

A full description of suburban districts with the highest enrollments of students of color can be found in Appendix 11.

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 both the math and reading exams, students of color consistently passed the test at rates below the statewide average for their statewide counterparts. Like the suburban communities where the numbers of students from any one community of color who took the exam were often small, the passing rates were subject to some variability. Unlike the suburbs, the passing rates tended to skew below statewide passing rates for each community of color.

There were very few exceptions to this trend that were worth noting. The one notable finding was in Cass Lake, where American Indian students passed both the math and reading exams at rates above their statewide counterparts.

On the tenth-grade BST in writing, students of color tended to perform below the statewide average for each community of color, with a couple of notable exceptions. Hispanic students in Moorhead, African American students in Willmar, Asian students in Faribault and American Indian students in Bemidji all passed the tenth-grade BST in writing at rates higher than their counterparts statewide.

A full description of Greater Minnesota districts with the highest enrollments of students of color can be found in Appendix 12.

CHARTER SCHOOL RESULTS ON BASIC SKILLS BELOW STATEWIDE AVERAGES

Results for Minnesota charter schools, which have high numbers of students of color, show that the performance of students of color on the eighth-grade BST in math and reading and the tenth-grade BST in writing are below the statewide averages for students of color from their respective communities statewide. The number of students taking the BST in these schools was generally quite small and as a result many were not able to report results due to data privacy requirements. However, for the schools that did report results, the passing rates were not promising.

The only exception was Higher Ground Academy where African American students performed at rates well above their statewide counterparts on all three BST exams. Most noteworthy was the passing rate for African Americans from Higher Ground Academy on the eighth grade BST in math, where the passing rate was 80 percent. Even though only 20 students took the exam, the results are quite promising when compared to the low passing rate for African Americans statewide.

A full description of charter schools with the highest enrollments of students of color can be found in Appendix 13.

STUDENTS OF COLOR AND HIGH SCHOOL COMPLETION

High school reform is currently sweeping the country and Minnesota. Leadership provided by the Bill and Melinda Gates Foundation, the National Association of Secondary School Principals and the National Governors Association, along with the federal government through No Child Left Behind, have made improving high school completion and student preparation for higher education a top priority. In Minnesota, grants provided by Bill and Melinda Gates have been used by some high schools to create small learning communities. Other school districts have adopted a high school reform framework proposed in the National Association of Secondary School Principals' report entitled *Breaking Ranks II* which focuses on creating greater rigor and relevance in the high school curriculum and strong relationships among students and faculty. The Minnesota Department of Education has been named an Honor State by the National Governors Association as part of their high school reform initiative. The *State of Students of Color* report has been identified as a critical supporting document in the state's high school reform agenda.

As fundamental as high school completion is to measuring the success of K-12 schools, there has not been a consistent way to measure high school completion. Only last year did governors come together at the National Governor's Association national meeting to agree upon a uniform standard of high school completion. The new standard tracks the completion rate based on the number of students who persist to high school graduation from ninth grade.

High school reform is currently sweeping the country and Minnesota. Leadership provided by the Bill and Melinda Gates Foundation, the National Association of Secondary School Principals and the National Governors Association, along with the federal government through No Child Left Behind, have made improving high school completion and student preparation for higher education a top priority.

A recent report by the Education Testing Service (ETS) entitled *One-Third of a Nation* examines the current challenges of tracking high school completion. At a time when we need to be producing more high school graduates who can move onto higher education and eventually the workforce, the high school graduation rate in the United States and in Minnesota has been decreasing.[12]

According to ETS, Minnesota saw an 8.8 percent decrease in the high school completion rate between 1990 and 2000.[13] In 1990, 90.6 percent of Minnesota students graduated from high school compared to 81.8 percent in 2000. The ETS study used a measure of high school completion based on data collected as part of the National Assessment of Education Progress (NAEP). Because the NAEP exam is taken by a sample of Minnesota students, it is different than data collected by the Minnesota Department of Education. However, there is no real research that indicates that the ETS calculation is any more or less valid than the Minnesota Department of Education calculation.

The reason for the decrease in high school graduation could be attributed, in part, to the rising number of low-income students and students of color enrolled in Minnesota schools. As the *State of Students of Color* has pointed out, these students have been typically underserved by Minnesota schools. ETS found the primary factors contributing to low completion rates are socio-economic status, the number of parents in the home and student mobility. Race and ethnicity,

Ponemah Elementary

Ponemah Elementary in Red Lake serves 170 students from the Red Lake Indian Reservation. One hundred percent of its students are Native American. Furthermore, 96 percent of its students receive free and reduced-price lunch and 51 percent of its students are English language learners. The school has faced many challenges in meeting the needs of its students.

School staff recognized about eight years ago that their teaching models and methods were not as effective as they could be. Students were not learning to their capacity and did not perform well on state exams. One reason for low exam performance was that the exams included words that were foreign to the school's students. Over the past eight years, the school has made significant changes in its approach to teaching, and staff have learned to apply best practices. Consequently, the school has experienced progressive improvements in student achievement and in student and teacher morale. The school has focused on three key issues to achieve such results.

"The kids don't go home angry… now, students are more courteous; they're willing to greet people… people who have come to the school for years are noticing a difference… the climate is better."
—School Staff

MEETING THE NEEDS OF STUDENTS
Their Focus for Improvement

Academics

Increasing vocabulary and reading skills has become a primary focus. Ponemah Elementary first implemented the Success for All reading model to address this concern. The program helped to improve the consistency and quality of teaching reading and vocabulary, and increased the amount of time spent on reading and vocabulary enhancement. During the 2004-2005 school year, the school switched to the Readers Work Shop Model. "Since that switch our students are much more enthusiastic about reading" (Principal). The school also expanded its reading collection to aid in broadening students' vocabulary and improving their reading skills. This was supported through grants and large donations from schools in the metro area that held book drives for the school. In addition to their new reading model, the school has utilized cognitive guided instruction in their math classes to better address individual needs of students. These methods have resulted in greater learning among students and a lot of joy among school staff.

Receiving Outside Support:

The Minnesota Department of Education sent a representative to Ponemah Elementary after the school first failed to make its Adequate Yearly Progress (AYP) goals. The early phase of state intervention resulted in a lot of frustration among school educators for many reasons, according to school officials. "Everyone was working so hard and it seemed as though we weren't measuring up" (Teacher).

One of the initial challenges Ponemah experienced with state intervention was that the methods of improvement suggested to them were not working in the school. When the state learned more about the school setting and its community, the state's capacity to help the school increased and has had a powerful impact on changes within the school. "Being on AYP has been one of the good things that happened to us" (Teacher). Staff received help understanding the various ways their students learn, and how to address students' individual needs via the curriculum and other approaches. State-level staff also connected the school to staff at Bruce Vento Elementary, and the two schools are now working together to further develop successful practices.

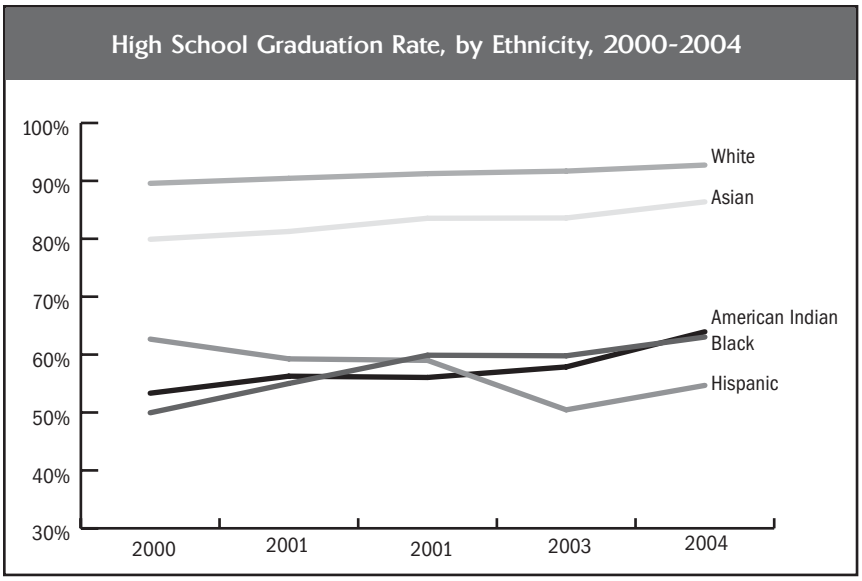
Responsive Classrooms

Using the responsive classrooms method has been an extremely valuable tool at Ponemah Elementary. The method has helped develop a sense of community within the school, has allowed teachers to do less behavioral management and more teaching, and increased the social skills of students.

The success of the new approaches is based on the fact that students know their issues will be dealt with through methods that are not strictly punitive. Consequently, trust has developed between students and staff, there is a greater sense of community in classrooms, staff are more cohesive, students are more compassionate and empathetic, and disciplinary actions have dramatically decreased.

Moreover, the responsive classrooms method was integral in the school's recovery since the shooting at Red Lake High School, as former students and siblings of current students were involved. The new approach has improved communication between staff and students; and has helped them process their feelings with each other.

Figure 13



Minnesota Department of Education

when figured into the analysis, had a slight impact on completion rates, but the significance was far below the primary variables cited in the research.[14]

Low high school graduation rates translate into low higher education enrollments and fewer economic opportunities for students. If Minnesota is to remain globally competitive, increasing high school completion rates, particularly for students of color, is an absolute minimum standard.

The confusion over high school graduation rates in Minnesota is compounded by the way they are measured, and changes made in how they are measured since the publication of the 2004 *State of Students of Color* report.

The Minnesota Department of Education's new calculation shows that high school graduation rates have actually improved since 2000. According to the Minnesota Department of Education, the overall high school graduation rate has increased from approximately 86 percent in 2000 to 89 percent in 2004. However, when comparing the data from the 2004 *State of Students of Color* report, you will find the improvement for students of color to be larger. Part of this change can be attributed to the new calculation adopted by the Minnesota Department of Education.

Nevertheless, Figure 13 shows a significant gap exists between the high school graduation rates of White non-Hispanic students and students of color. According to the Minnesota Department of Education, the 2004 high school graduation rates were as follows:

- 93 percent for White non-Hispanic students
- 86 percent for Asian American students
- 64 percent for American Indian
- 63 percent for African Americans
- 55 percent for Hispanic students.

In addition, the data show that graduation rates for Asian American, African American and American Indian students have been increasing since 2000. Most significant is that African Americans have increased their graduation rates by 13 percentage points since 2000. Meanwhile Hispanic students have seen their graduation rates decrease by 8 percentage points since 2000. Graduation rates for all racial/ethnic groups rose in 2004 after dipping in 2003.

High school graduation rates will become increasingly important as the federal No Child Left Behind Act continues to be implemented by states. School districts will need to ensure that 80 percent of high school students; including those who represent a community of color, are eligible for free and reduced lunch, are in special education, and are eligible for English language learning services, graduate within four years.

Because the graduation rate among White non-Hispanic students is already above 80 percent in Minnesota, the success of new high school reform efforts will be judged on increasing the high school graduation rates of students of color.

STUDENTS OF COLOR AND COLLEGE READINESS

As important as high school completion is for students of color, it is also critical for students to graduate from high school with skills needed to pursue some level of higher education. Unfortunately, many students leave high school without the academic skills necessary to enroll in college-level courses. As a result, many students are deterred from entering higher education or, if they do enroll, they must take remedial or developmental education courses. According to the report, *Getting Prepared*, completed by the Minnesota State Colleges and Universities and the University of Minnesota in 2005, 36 percent of all students who enter a Minnesota public college or university require at least one remedial course. [15]

Remediation is a particular challenge for two-year technical and community colleges where 46 percent of all high school graduates need at least one remedial education course.[16] Many high school students are under the erroneous impression that just because they graduate from high school they are ready for college. Even two-year college programs require students to be academically ready for coursework in

Table 5

College Readiness of Minnesota ACT Test Takers, by Ethnicity 2005

	English ACT Score	Percent College Ready in English Composition	Reading ACT Score	Percent College Ready in Social Science	Math ACT Score	Percent College Ready in College Algebra	Science ACT Score	Percent College Ready in Biology
Am Indian	18.8	58	20.9	44	19.2	29	20.6	25
Asian	19.0	55	20.0	40	20.8	40	20.7	24
Black	16.3	38	17.8	26	17.6	16	18.2	8
Hispanic	19.4	62	21.1	50	20.2	35	20.7	24
White	21.9	79	22.9	64	22.4	55	22.6	38

ACT

technical and vocational programs. Students entering college unprepared for college level work will have a more difficult time graduating from college with a degree or certificate.[17] When a student takes remedial classes it extends the length of time to degree, increases the cost of a college education and sends a negative message to students about their ability to complete a college degree.

IMPROVING COLLEGE PREPARATION

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. A recent publication from the Center for Higher Education Policy Analysis at the University of Southern California summarized the research on the factors contributing to higher education attendance into nine general categories:

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 priorities[18]

First and most important of all the factors related to colleges success is the rigor of the high school curriculum that students complete. Examples of research showing the linkage between the rigor of the high school curriculum and college includes:

- Of first-generation students enrolled in four-year schools, 64 percent completed advanced math, and 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 of foreign language, and one honors/Advanced Placement course in high school persist to complete a bachelor's degree.[19]

Recent data released by ACT suggest that students of color are more likely to enter higher education unprepared for college level work. ACT's calculation of college readiness is based on the ACT score students received on the English, reading, math and science sections of the ACT assessment. ACT sets a minimum score for each section of the test indicating a 75 percent probability that a student will earn at least a "C" in the corresponding college level course. To be college ready a student must score an 18 on the English section of the ACT, a 21 on the reading section, a 22 on the math section and a 24 on the science section.

As shown in Table 5, of those Minnesota high school students who took the ACT in 2004-05, students of color were less likely to be prepared for college level work in composition, social sciences, algebra and biology. All categories provide reason for concern.

Table 6

Student Performance on ACT by Ethnicity and Enrollment in Core College Prep Curriculum, 2005

	Number of Test Takers	Percent Taking Core or More	Score for Students Taking Core	Score for Students Taking Non-Core
All Students	41,646	62	23.0	20.8
Am Indian	202	47	21.3	18.6
Asian	1,910	60	21.0	18.7
Black	1,137	47	18.6	16.7
Hispanic	609	54	21.3	19.1
White	34,579	64	23.2	21.2

Note: ACT defines core curriculum as high school courses including 4 years of English and at least 3 years each in social science, mathematics, and natural science. Recent research by ACT shows that it is the rigor of high school courses, rather than the number of courses, that best prepares students for life beyond high school.

ACT and Minnesota Office of Higher of Education

Table 7

Minnesota Participation in Advanced Placement Exams by ethnicity, 2004-2005

	Number of Test Takers	Percent of Test Takers	Number of Exams Taken	Number of Exams with Grades 3–5	Percent of Exams with Grades 3–5
American Indian	65	<1%	84	41	49%
Asian	1,245	7%	2,223	1,312	59%
Black	285	2%	411	137	33%
Hispanic	275	2%	414	224	54%
White	16,193	86%	25,018	17,076	68%
Other	322	2%	524	357	68%
No response	517	3%	806	532	66%
All Students	18,902	100%	29,480	19,679	67%

College Board

Students who are not college ready in English and reading are at great risk of not earning a degree or certificate according to the U.S. Department of Education.[20] The U.S. Department of Education found only 35 percent of students who required remediation in reading ever earned a college degree. In addition, the ACT data reveal a very high percentage of students in each community of color are not prepared for college level math or science. Given the expectation that future workforce opportunities will be available in fields which require strong skills in math and science, many students of color are at a disadvantage of ever accessing these professions.

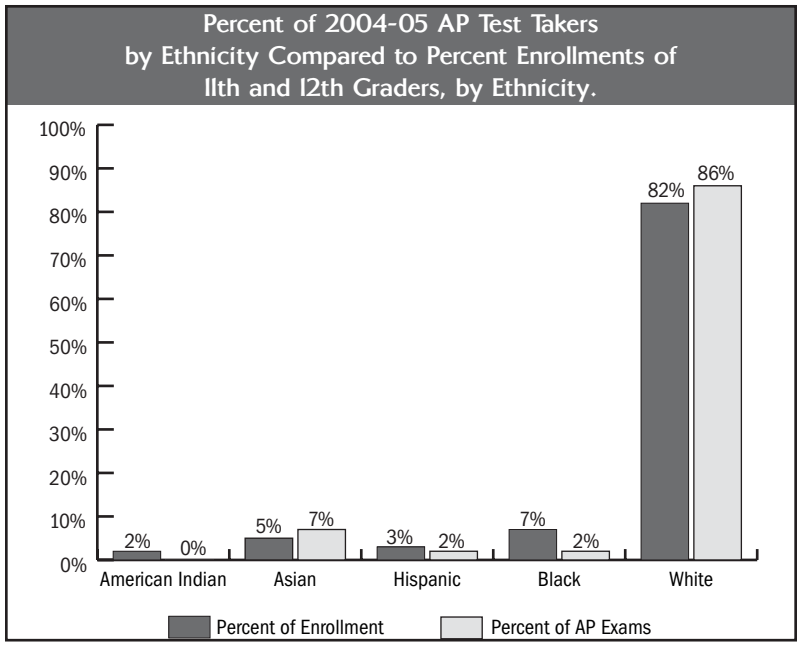
A primary reason students of color may not be prepared for higher education and do not score as well on the ACT is that they have not taken a rigorous college preparatory curriculum in high school. Table 6 reveals that Minnesota high school students of color who took the ACT are less likely to have enrolled in a college prep curriculum, and those who did not take a core curriculum had a lower ACT score.

Minnesota has recently made investments in strategies that will encourage students to enroll in college preparation classes. The "Get Ready, Get Credit" program of the Minnesota Department of Education should help encourage students to take Advanced Placement (AP) and International Baccalaureate (IB) classes since it will cover the registration costs for those exams taken at the end of courses.

Students who score between a "3" and a "5" on an AP exam typically qualify for some level of college credit. While Minnesota students of color who took the exams were less likely to earn scores between 3 and 5 on the exam, Table 7, there is actually strong evidence suggesting that just by taking an AP course, students are more likely to be successful in higher education than students who did not take an AP course.[21,22]

Unfortunately, in Minnesota, students of color make up a small percentage of students who take AP exams. Figure 14 reveals that less than one percent of AP exams were taken by American Indian students, 7 percent by Asian students, 2 percent by African American students and 2 percent by Hispanic students. By comparison, the percent of eleventh and twelfth-grade enrollments reveal that Asian students were over represented among test takers, but that American Indian, Hispanic and African American students were under represented.

Figure 14

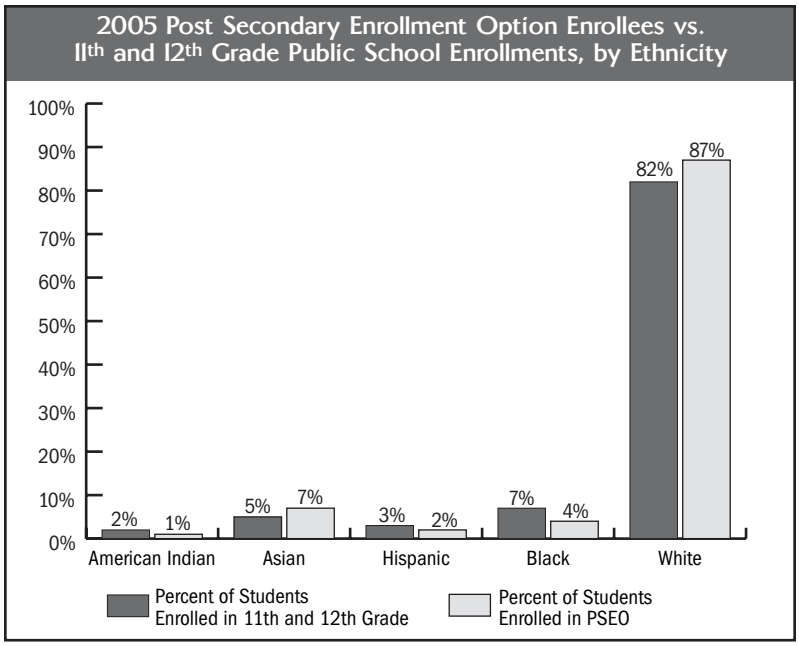


Minnesota Department of Education

Another program that provides high school students a unique opportunity to earn college credit is the Post Secondary Enrollment Options program. PSEO enables high school juniors and seniors to enroll in Minnesota colleges, free of charge. For those students who are academically prepared for college level work, PSEO provides a wonderful avenue for getting a head start on a college degree while still enrolled in high school.

Figure 15 shows that Asian and White non-Hispanic students take advantage of PSEO courses at rates above their representation among eleventh and twelfth-grade students in Minnesota public high schools. African American, American Indian and Hispanic students enroll in PSEO at rates below their representation in eleventh and twelfth-grade classes in public high schools.

Figure 15



Minnesota Department of Education

Just 6,000 Minnesota high school students participated in the PSEO program in 2005. PSEO is an important innovation that enables many high school students to gain college credit without paying tuition and fees. As a result, PSEO provides a financial benefit to those who participate in the program. If students of color are under represented in the program, they are at a financial disadvantage as they pursue higher education when compared to those who do participate and earn credit. It is safe to say that PSEO will only become a more popular option for high school students as college tuitions continue to rise. The result may be another cause to the academic achievement gap that exists between white students and students of color.

Another component of PSEO, called "College in the Schools," is a concurrent enrollment program in which college classes are taught by high school teachers within the high schools. This approach keeps more resources in the high schools while engaging qualified high school teachers in delivering college content. It avoids the transportation challenges that many (particularly low income) high school students can face in getting from their high schools to college campuses to take courses. It also eliminates some of the funding issues surrounding the PSEO program. School districts loose funds when a student enrolls at a college, as the money follows the student. The reimbursement the college receives does not always recapture the full costs of instruction for post-secondary institutions. The Minnesota Department of Education estimates that there are twice as many students taking courses in College in the Schools than are enrolled at a post-secondary institution.

It is more important than ever for schools and communities to consider how 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 are among the weakest in the country. According to the National Center for Education Statistics, Minnesota, along with California, has the worst ratio of counselors to students in the country at one counselor for every 792 students.[23]

To compensate for the lack of resources available in schools, the philanthropic community and several government funded programs are attempting to provide support to low-income, first generation college students. We are fortunate to have several efforts in Minnesota that are preparing under represented students for higher education, including:

- **Admission Possible**. A college preparation program that identifies high ability low income high school students who would be the first generation of their family to attend college, expands access to higher education for students from Minneapolis and Saint Paul by pairing high school students with Americorp volunteers to walk them through the complicated process of applying to college.
- **AVID**. A program that is being implemented in Saint Paul, thanks to the leadership of the Morning Foundation and the Citizens League, which published a report on how to increase college readiness in the Saint Paul Public Schools.[24] AVID identifies students who have the potential to be successful in higher education, but are not the highest achievers in their schools. It provides support to students through academic support classes and other services that prepare students for college.
- **Achieve Minneapolis**. Co-sponsored by the Wallin Foundation and the Kevin Garnett 4XL Foundation; this program is creating college and career centers in Minneapolis high schools. The first Kevin Garnett 4XL Tech Center opened at Washburn High School this past fall.
- **Intervention for College Attendance Program**. The Minnesota Office of Higher Education awarded 14 grants this past fall to increase college attendance in communities throughout the state of Minnesota.
- **Minnesota College Access Network**. The Network took its first step by receiving a grant from the 3M Foundation to develop a database of college access programs throughout the state of Minnesota. The database will lay the foundation for creating a

network of new and existing college access programs that will support students from throughout the state of Minnesota as they prepare for college.

These programs and dozens more across Minnesota recognize the importance of finding new ways to prepare students for higher education. The result is a growing commitment by schools, businesses, and communities to ensure a better future for many low income students and students of color.

COLLEGE ACCESS

College Entrance and Financial Aid

Beyond being academically prepared for higher education, students must take the necessary steps to enter higher education. Taking the steps of sitting for a college entrance exam, applying for financial aid and filing a college application can be quite complicated for students who are the first in their family to attend higher education. Many of the programs mentioned above are working with students to navigate the complicated college application process. However, it is widely believed that these programs only serve a very small fraction of the students who would benefit from these services.

One typical hurdle for students interested in earning a four year degree is the college entrance exam. The *State of Students of Color* report has tracked the rate students of color are taking the primary college entrance exam for Minnesota four year institutions, the ACT.

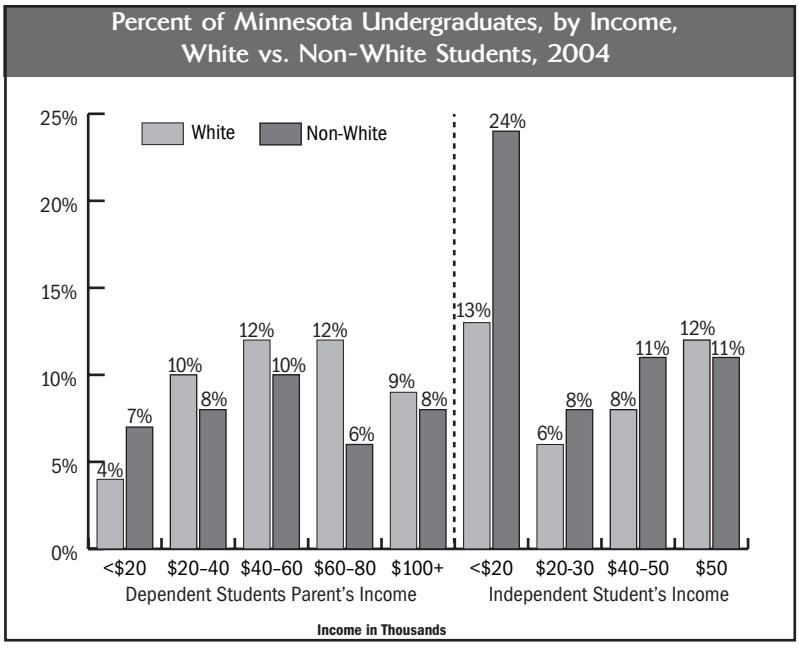
The cost of college is another hurdle. Minnesota has long prided itself on having one of the best financial aid systems in the United States. The Minnesota State Grant Program in combination with Federal financial aid has provided higher education access to thousands of Minnesotans who might otherwise not been able to afford to go to college. Unfortunately, cuts in public funding and increasing costs for higher education have resulted in higher tuition for many students and sharply higher net costs remaining after financial aid is deducted from tuition and fees.

In 2004, the National Center for Public Policy and Higher Education issued its *Measuring Up* report card to each state higher education system. The report graded each state on the extent that it adequately prepared students for higher education, encouraged participation in higher education, maintained affordability and promoted success in higher education for the state's students. The 2004 report gave Minnesota the dubious distinction of being given the third highest grade in affordability; a "C-".[25] The report recognized Minnesota for still having a high quality financial aid system, but indicated that tuition increases are beginning to take their toll on the overall affordability of higher education.

Keeping higher education affordable is not only an issue for those who wish to enroll in higher education. It is also important for those who want to attend the college of their choice or, for those already enrolled, to enable them to persist to a degree. A recent report commissioned by the Wallin Foundation and conducted at the Humphrey Institute of Public Affairs at the University of Minnesota found that for every $1,000 in unmet financial need a student had during their first year of college at the University of Minnesota, their likelihood of persisting to their third year of college decreased by 1.6 percent.[26] While the percentage decrease might seem small, in the aggregate it is possible many students who are perfectly capable of earning a higher education degree may drop out. As the grade of "C-" in the *Measuring Up* report indicates, Minnesota could be doing better on affordability, and there is a need to keep a close watch on how continuing tuition increases may impact access and success in higher education for many Minnesota students in the future.

New data from the National Postsecondary Student Aid Survey in 2004 reveals some information about family income and financial aid by racial/ethnic background for undergraduates enrolled in Minnesota's colleges and universities. This national survey is administered by the U.S. Department of Education's National Center for Education Statistics. Minnesota was one of the over sampled states, enabling Minnesota-specific data for the first time.

Figure 16



Minnesota Office of Higher Education; National Postsecondary Student Aid Survey

Figure 16 shows that students of color are more likely to be low income than White non-Hispanic students. Among undergraduate students of color, 7 percent are dependent students from families with incomes of $20,000 or less, compared to 4 percent of white non-Hispanic students. Dependent students are age 18-23 and have their financial aid based on their parent's income. Twenty-four percent of students of color are independent students from families with incomes of $20,000 or less, compared to 13 percent of white non-Hispanic students. Independent students are 24 years old or more, may be married or have children. For all income categories of $20,000 or more, there are larger percentages of White non-Hispanic students than students of color in each income category.

Minnesota undergraduate students of color, once enrolled in higher education, apply for financial aid at approximately the same rate as White non-Hispanic students. Table 8 reveals that at every income level the percentage of students of color who applied for financial aid was comparable to the application rate of White non-Hispanic students. This data show that Minnesota undergraduates of color who are enrolled in higher education are taking the steps necessary to apply for financial aid. What this data does not reveal is the extent to which students of color do not attend college because they believe that higher education is not affordable.

Table 8

Percent of Undergraduates Enrolled in a Minnesota Post-secondary Institution Who Applied for Financial Aid by Race and Income, 2003-2004

	Percent who Applied for Financial Aid	
Total income	White	Students of Color
< $25,000	90%	96%
$25,000-$49,999	91%	86%
$50,000-$79,999	87%	90%
$80,000 +	80%	76%
Total	87%	89%

Income includes parental income for dependent students. For independent students, student and, if married, spousal income are included.

Minnesota Office of Higher Education from the National Postsecondary Student Aid Survey

The International Education Center

The International Education Center (IEC) in North Minneapolis is a unique charter school system that includes three schools: The Twin Cities International Elementary School, Minnesota International Middle School, and Ubah Medical Academy High School. The elementary and middle schools opened in 2001 to provide an alternative setting and philosophy to address the unmet needs of East African students. The high school is in its second year. Together, the three schools currently serve 900 students, primarily from the East African community. The three-school system cannot accommodate all the students who would like to attend. There is a high demand to expand the IEC. The elementary school is full and has a waiting list. The middle school and high school are almost full as well. Their success has been linked to four key factors addressing student needs.

MEETING THE NEEDS OF STUDENTS
Their Focus for Improvement

Community Connection

Administrators and teachers explain that the school could not have achieved what it has without its community connections. Century College is the school's sponsor and a partner. Through this partnership, students from Ubah Medical Academy can participate in the college's PACE program, which allows students to begin taking college classes for two years and earn up to 24 college credits by the time they graduate from high school. Another key community partner provided the space and remodeling for the new school. There are many other connections the school has with community organizations that supports the schools' growth, the most notable of which is the East African community. The school has many teachers, staff, and volunteers who are East African. Their presence is key to helping students and their families feel connected to the school and learn about the importance of their education. Having such staff and volunteers in the school also allows for greater levels of communication with families.

Academics

Strong academics are another key element that has aided the increasing achievement of students at the IEC. The school has implemented the Success for All reading model, which incorporates increasing time for reading instruction for all grades in addition to language arts. This model has helped the elementary and middle school increase their reading test scores. The school is now increasing the amount of time students spend on math as well. Curriculum is aligned across all three schools. Finally, the school offers a summer school for its students, which engages 75 percent of the IEC teachers who stay to teach summer courses.

Cultural Connections/Support

The schools provide cultural connections and support to students through the curriculum, scheduling and the staff. They support East African and Muslim cultures by providing Arabic as a world language, an emersion program for students who are new to the country, as well as sheltered instruction, which is used by all high school staff, and many elementary and middle school staff. Furthermore, the school is sensitive to the religious needs of students (i.e. Halal food, prayer, and Muslim holidays).

School Staff

The IEC school staff is critical to the success and continuous development of the schools. There is an East African co-director for the schools. There is a mixture of East African and American teachers, and East African educational assistants. The collaboration of American and East African administrators is working well as they teach each other about the norms of school culture, educational systems and life in the United States. The teaching staff includes a number of highly skilled individuals including former professors and a superintendent from East Africa and expert teachers who are on leave from other Minnesota school districts. Teachers have autonomy in the class, and work closely together to develop and design the curriculum. Lastly, all teachers are trained in English-as-a-second language.

STUDENTS OF COLOR AND COLLEGE SUCCESS

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 still participate in and complete higher education at lower rates than White non-Hispanic students.

As the number of White non-Hispanic students who could attend higher education declines, it will be essential for higher education institutions to devise strategies that increase participation, persistence, and graduation of students of color. 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 RISES, THEN FALLS

Participation rates in Minnesota post-secondary institutions for students of color the fall immediately following high school graduation declined in 2004 after rising in 2003. As indicated in Figure 17, Asian American students have the highest participation rates of any ethnic group, including White non-Hispanic students with a 55 percent participation rate, up from 53 percent in 1999. The participation rate for American Indian students was 35 percent in 2004. However, the data does not reflect enrollments in tribal colleges. Hispanic student participation rates have remained steady at about 40 percent since 1999, but dropped to 34 percent in 2004. Meanwhile, the participation rate of White non-Hispanic students was at 49 percent in 2004.

Most noteworthy in the latest college participation data is the college participation of African American students. African American students experienced a significant increase in their participation rate from 40 percent in 1999 to 51 percent in 2003. However, in 2004, the participation rates fell back to earlier levels at 42 percent.

It is important to remember that the college participation data only include those students who graduated from high school the previous spring. Because high school drop out rates are high for students or color, particularly African American students, the base number used to calculate college participation rates is low for some groups, leading to the potential for variation in the participation rates from year to year. Participation rates for students must be considered in conjunction with high school graduation rates.

In addition, many undocumented Hispanic students are not able to access higher education because of the requirement that they pay out of state tuition at a Minnesota public college or

Figure 17

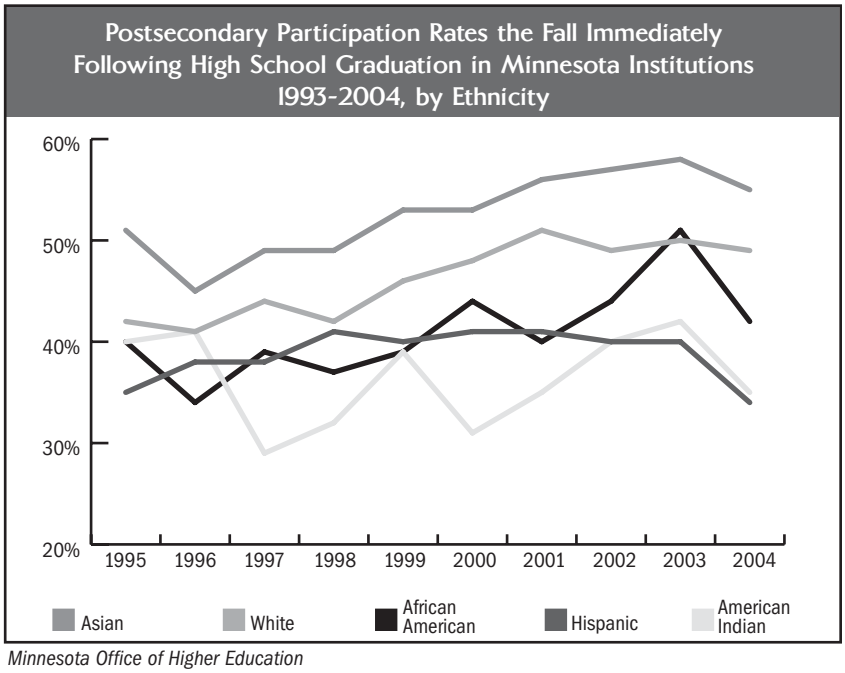


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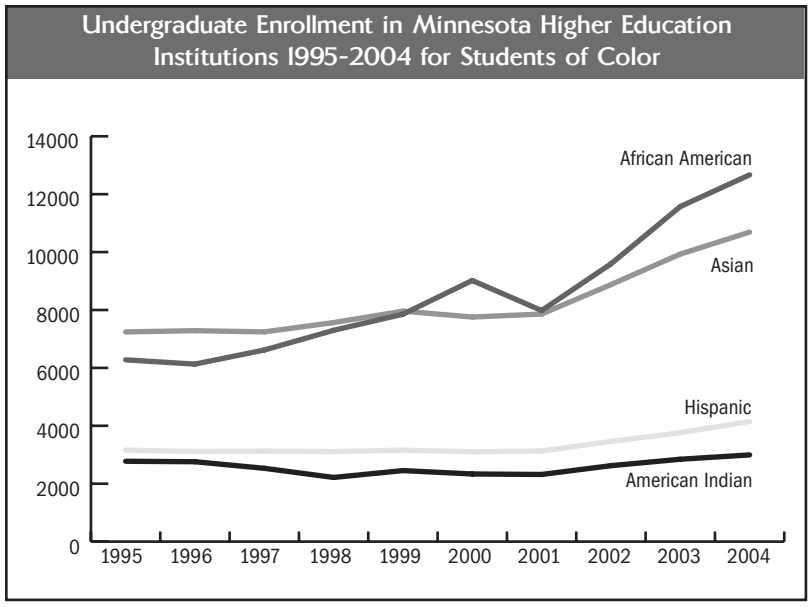
Figure 18



Minnesota Office of Higher Education

university.Furthermore, these students are not eligible for state or federal financial aid. The issue of access to higher education for undocumented students is a current and important issue in Minnesota and across the country. United States Senators Edward Kennedy of Massachusetts and John McCain of Arizona have introduced legislation entitled the Dream Act that would enable undocumented students to have access to federal financial aid. Several Minnesota colleges and universities are making efforts to offer in-state tuition for undocumented students, but to date there is not a state policy that makes it uniform for all Minnesota public institutions.

Table 9

Post-high School Activities of Independent High School Graduates, Overall and Students of Color, 2003

	Overall Average	Graduates of Color
High school graduates attending a four-year college/university	76%	85%
High school graduates attending two-year community college	11%	9%
High school graduates attending vo-tech or business college	5%	2%
High school graduates entering the military	1%	1%
High school graduates entering full-time employment	2%	1%
Other/unknown	5%	3%

Minnesota Independent Schools Forum, SCOPE, 2004

STUDENT ENROLLMENT IN HIGHER EDUCATION

Students of Color Enrollment on the Rise

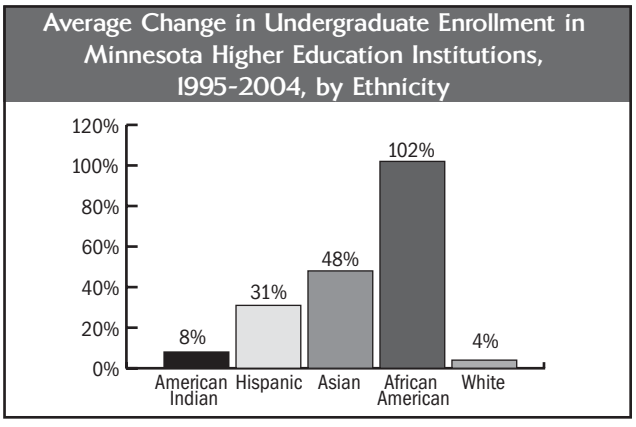
Largely because of the growing numbers of students of color in Minnesota high schools there has been a gradual increase in college undergraduate enrollments among students of color. While increased participation rates for high school student's right after high school are a recent phenomenon, the steady increase in the total pool of students of color has been a long term trend that will inevitably lead to increased postsecondary enrollments. Minnesota's colleges are becoming more diverse institutions, serving students with a multitude of backgrounds and experiences.

Figure 18 shows increases in undergraduate enrollment among African American students. Asian American and Hispanic students also saw increases over the past two years.

Table 9 shows an interesting finding related to the post-high school choices of students of color from Independent high schools. Students of color who graduated from an independent high school in 2003 enrolled in four-year colleges at rates higher than the overall average for independent private high school graduates.

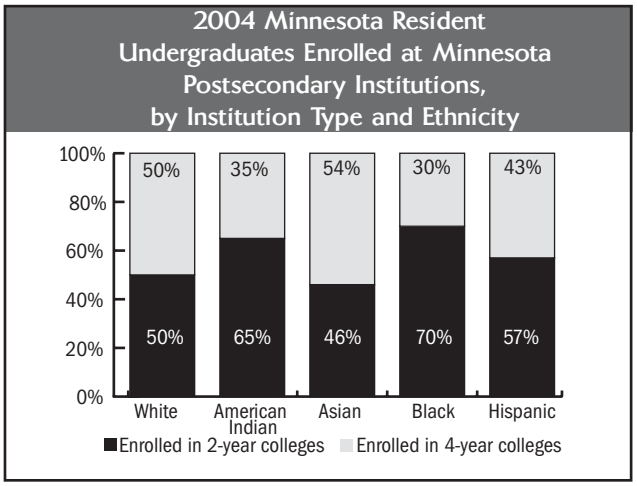
Figure 19 shows the percentage increase in undergraduate enrollments of students of color in Minnesota higher education institutions. African American students had far and away the largest percentage increase. Both Asian American and Hispanic students experienced larger percentage increases in postsecondary enrollments over the past ten years.

Figure 19



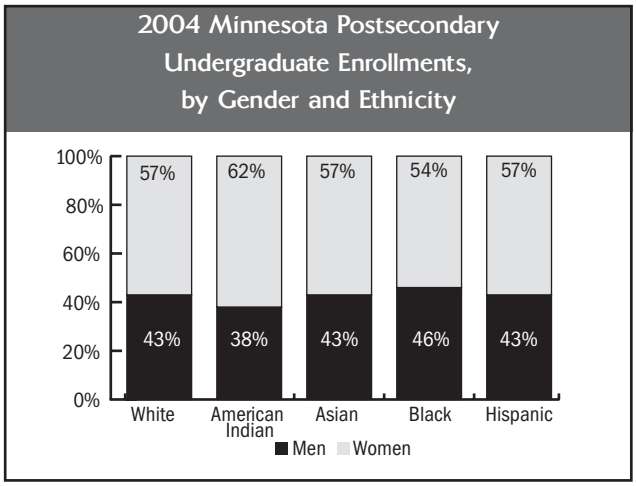
Minnesota Office of Higher Education

Figure 20



Minnesota Office of Higher Education

Figure 21



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STUDENTS OF COLOR ENROLLMENTS BY HIGHER EDUCATION INSTITUTION TYPE

Figure 20 shows the breakdown in undergraduates who are Minnesota residents at four-year colleges and two-year colleges.

African American, American Indian and Hispanic students more often choose two-year community and technical colleges, and private for-profit colleges. Asian American students are the most 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 two-year institutions.

STUDENT OF COLOR COLLEGE ENROLLMENTS BY GENDER

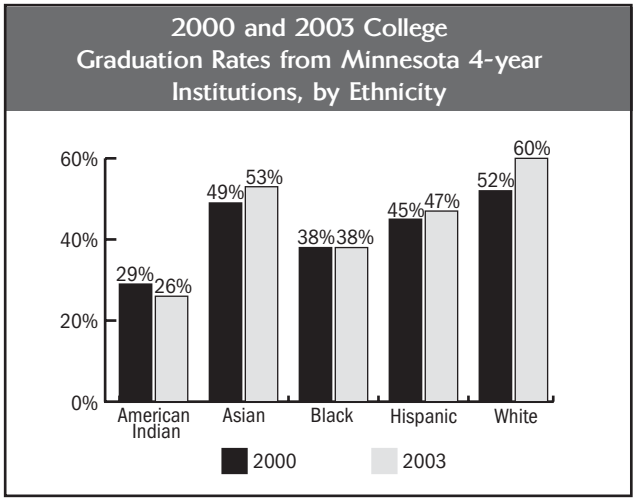
Another important trend to monitor is the enrollment in higher education of students of color by gender. Figure 21 reveals that a disproportionate percentage of students enrolled in higher education are female. The data suggest that this trend is consistent across all communities of color. While the percentages may be similar across the racial/ethnic groups, the repercussions for each community could be very different. Communities of color that are also burdened with high unemployment rates and poverty rates could see negative consequences if there are not a higher percentage of men pursuing higher education. The African American Men Project in Hennepin County is one such initiative concerned about future opportunities for African American students. The project found that a miniscule number of African American men were pursuing higher education. The result has been an effort to engage African American men in career development programs with the goal of improving their economic opportunities. These data suggest that similar programs might be warranted in other communities.

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 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. There is a movement to look more closely at the graduation rates at higher education institutions. The state of Minnesota is embarking on the creation of a new accountability system for higher education. While it is too early to tell how the system will look, it is safe to say factors such as graduation rates, which have typically not been the focus of scrutiny for colleges, will gain much more attention.

Figure 22 reveals that African American students and American Indian students graduate from four-year institutions at lower rates than Asian American, Hispanic, and White non-Hispanic students. The data are even more notable when you consider that

Figure 22

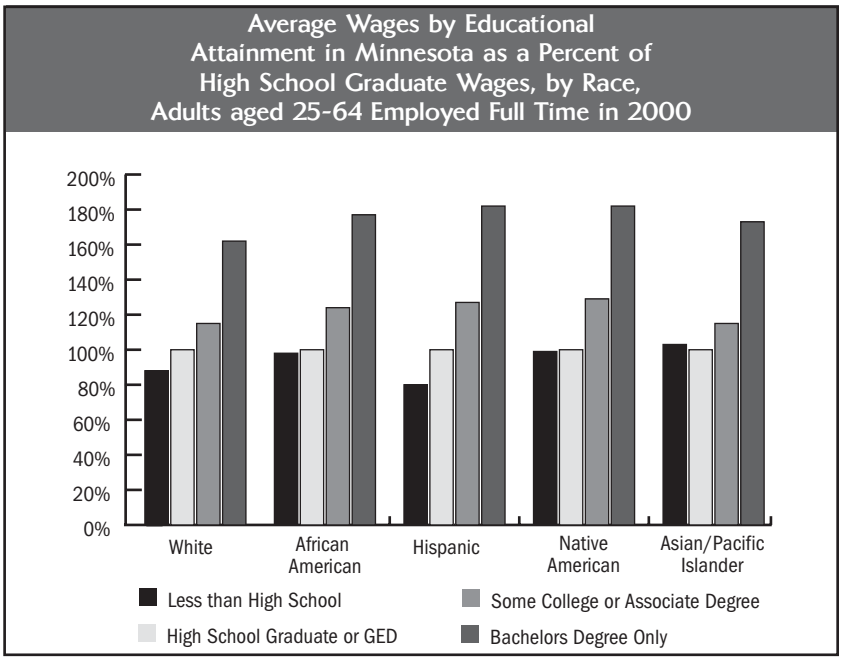


Minnesota Office of Higher Education

AfricanAmerican and American Indian students enroll in four-year institutions at lower rates than Asian American, Hispanic, and White non-Hispanic students. The result is that the total possible number of African Americans and American Indians with four-year degrees is quite low when compared to the number of high school graduates and college enrollments from these communities.

Graduation rates increased for Asian, Hispanic and White non-Hispanic students between 2000 and 2003, but decreased for American Indian students and remained the same for African American students.

Figure 23



Integrated Public Use Microdata Series (based on the 2000 U.S. Census) Distributed by Minnesota Population Center, 2004.

COLLEGE DEGREES CONFERRED

Our changing economy dictates that some form of higher education is important to finding well-paying jobs for students. Equal opportunity for all citizens means equal access to all forms of higher education from an associate degree to a doctorate.

Recent research from the Department of Labor reveals the average earnings for various education levels. Table 10 demonstrates that the higher the level of education attainment the higher the average earnings and the lower the unemployment rate. 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.

Table 10

Potential Earnings by Education Attainment

Education Attained	Unemployment Rate in 2004	Median Earnings in 2003
Less than high school diploma	8.5%	$22,939
High school graduate	5.0%	$30,766
Some college, no degree	4.5%	$35,714
Associate degree	3.7%	$37,605
Bachelor's degree	3.0%	$49,889
Master's degree	2.5%	$59,508
Doctoral degree	1.8%	$79,403
Professional degree	1.7%	$95,699

NOTE: Earnings for all US full-time, year-round workers, 25 yrs and older. Unemplyoment rate for those 25 and older.

Bureau of Labor Statistics, Bureau of Census

Further analysis of income data by race in Minnesota is shown in Figure 23. Even though full-time employed workers of color still earn less than their White non-Hispanic counterparts at every level of educational attainment, the premium for educational attainment beyond high school is actually larger for workers of color, in most cases, than it is for White non-Hispanics. Thus, while White non-Hispanic workers with a bachelor's degree earn on average 162 percent of what White non-Hispanic high school graduates earn, African American workers with a bachelor's degree earn 177 percent, Hispanics earn 182 percent, and Asians earn 173 percent of what their counterparts earn with a high school diploma.

The data in Table 10 on the average earnings of workers with various degrees provide context when we examine the degrees conferred to students of color. 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 11 illustrates the distribution of degrees conferred from Minnesota higher education institutions to students disaggregated by ethnicity. Students faced with the prospect of not getting any form of higher education should be recognized for any type of higher education credential. Associate degrees and other sub-baccalaureate certificates are valuable and worthwhile educational outcomes that can lead to increased earning potential for students.

Every credential earned lays a foundation for future educational attainment such as a bachelor's degree or a graduate degree. Table 11 indicates that for African American and American Indian students over half of the education credentials conferred were degrees or

Table II

2004 Degrees Conferred at Minnesota Institutions, by Ethnicity

	Black		American Indian Alaska Native		Asian/Pacific Islander		Hispanic		White		
	Number	%	Number	%	Number	%	Number	%	Number	%	Total
Diplomas and Certificates Below Associate Degree	953	39%	212	34%	482	22%	260	27%	10262	20%	12,169
Associate degree	412	17%	162	26%	363	17%	151	16%	10488	20%	11,576
Bachelor's degree	571	23%	163	26%	890	41%	338	36%	21916	42%	23,878
Master's degree	392	16%	56	9%	316	14%	158	17%	7791	15%	8,713
Doctorate degree	68	3%	10	2%	37	2%	22	2%	643	1%	780
First-professional degree	44	2%	20	3%	96	4%	23	2%	1362	3%	1,545
Total	2,440	100%	623	100%	2,184	100%	952	100%	52,462	100%	58,661

Does not include double majors

US Department of Education, National Center for Education Statistics, IPEDS Completion Surveys

certificates from a two-year college. For African Americans, 56 percent of credentials earned were diplomas, certificates or associate degrees. Sixty percent of credentials earned by American Indians were diplomas, certificates or associate degrees. Forty-three percent of the credentials earned by Hispanics were diplomas, certificates or associate degrees. For Asian students, the most common degree was a bachelor's degree with 41 percent of Asian students earning that credential. By comparison, the most common degree among White non-Hispanic students was the bachelor's degree with 42 percent earning that credential.

The distribution of professional or graduate degrees tells an interesting story. African American, Hispanic and Asian American students actually earned post-baccalaureate degrees in higher percentages than White non-Hispanic students. Twenty-one percent of African Americans, 20 percent of Asian students and 21 percent of Hispanics who earned credentials did so at the post-baccalaureate level by earning a master's degree, doctorate, or professional degree. By comparison, 19 percent of credentials conferred to White non-Hispanic students were at the post-baccalaureate level. Of course, because White non-Hispanic students are a much higher percentage of the total that earned credentials, their numbers in these categories are much higher than the other communities of color.

Data on degrees conferred are for all graduates of Minnesota institutions and includes both Minnesota residents and out-of-state residents. Graduates from national online institutions who are headquartered in Minnesota, such as Capella and Walden Universities are also included. These two online universities enroll large numbers of students out-of-state. There is anecdotal evidence suggesting that higher percentages of students of color enroll online in graduate, as well as, undergraduate programs than enroll in traditional programs on campus.

Henry High School

At Patrick Henry High School in Minneapolis, students of color make up 85 percent of the student body. Of the school's 1,419 students, 50 percent are African American and 31 percent are Asian. In total, 76 percent of students receive free or reduced-price lunch and 18 percent are English language learners. The school was given a four star rating by the Minnesota Department of Education for its outstanding performance in math compared to schools with similar numbers of students receiving free and reduced-price lunch. Also, the school's percentage of "low-income" students who were proficient in math was the second highest among all Minneapolis public schools (behind South High School), and greater than neighboring suburban Cooper, Armstrong, and Park Center High schools.

"The MCA [Minnesota Comprehensive Assessment] test shows that you can't have high school students doing middle school math"

—Math Teacher

"With technology, mathematics is now thinking instead of calculating."

—Math Teacher

Although Henry High School received a four star rating, school staff are not satisfied with their scores because they believe all students can learn more. School officials are concerned about the fact that Black students did not meet their target goal, while all other groups successfully met their goals. Consequently, the school is focusing greater attention on increasing the achievement levels of Black students in math and especially reading.

MEETING THE NEEDS OF STUDENTS
Their Focus for Improvement

Developing a Strong Math Program

As explained by a veteran math teacher, Henry High School has a strong math department due to a core group of dedicated and effective math teachers. Ten years ago, the math teachers determined that students were not learning enough and needed a better curriculum. These teachers researched math programs and visited three schools around the country to select a new math curriculum for their school. They selected the Integrated Math Program because they saw

students in other states similar to their students (low income and high minority) who were positively engaged with this curriculum. Most importantly, it was not a remedial curriculum. Math teachers participated in extensive training before implementing the program at Henry. The result of this training was the development of a strong core of teachers who were skilled, committed to the students, and who believed in the curriculum. Students at Henry High School continue to be engaged in learning math.

Developing Strong Teachers

The school also implemented a resident teacher program. First-year teachers have a shorter teaching schedule and time throughout the day dedicated to professional development and lesson preparation. This program allows the school to develop a cohort of highly capable new teachers.

Eliminating Remedial Math Classes

Because of the changing demands placed on high school graduates, students need math skills beyond remedial classes. Consequently, all students at Henry take high school math (algebra, trigonometry, geometry) rather than remedial course work.. The school has high expectations for its students in math.

Responding to State Exams

Poor readers and English language learner students are challenged the most by state exams, often because they do not understand what certain words mean. Because of this, teachers are teaching literacy and vocabulary outside of language arts classes. The school has also added a Minnesota Basic Skills Test preparation class as an elective. The purpose of this course is to familiarize students with a math test that is "all words." This has caused teachers to recognize that students need to be able to read and interpret math problems, beyond solving number problems.

REDEFINING SUCCESS FOR STUDENTS OF COLOR

The last decade has redefined our perspective on the success of students of color. Among the events that have changed the educational landscape for not only students of color but for all students are:

Student of Color Enrollment Continues to Climb, While White non-Hispanic Enrollments Decline

- 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 number of White non-Hispanic students who enroll in K-12 education is declining.
- The increase in enrollment for students of color in K-12 education is no longer a Minneapolis and Saint 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. If current trends continue, Hispanic students will become the second largest community of color behind African American students in the next couple of years.
- Charter schools are enrolling a growing, but still small number of students in their schools. Many charter schools located in Minneapolis and Saint Paul are focused on serving students of color.
- Increasing percentages of students of color require English language learner services.

Achievement Gaps Persist, Despite Slight Improvements for All Students

- 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 non-Hispanic students. In particular, the achievement gap in mathematics shows little sign of diminishing. The gap between eighth-grade African American and White non-Hispanic students has received national attention as one of the largest gaps in the country.
- 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.

Students of Color are Less Likely To Be Prepared for Higher Education

- Students of color less likely to be prepared for higher education once they graduate from high school and less likely to enroll in a college preparation curriculum while in high school.
- Students of color are taking the ACT exam at rates below White non-Hispanic students.
- Students of color are less likely to participate in college preparation activities such as Advanced Placement and Postsecondary Enrollment Options than White non-Hispanic students. In particular, African American students are far less likely to participate in Advanced Placement exams.

Enrollment of Students of Color in Higher Education Continues to Rise, But Participation of Many Students of Color Right After High School Still Lags Behind White non-Hispanic and Asian Students.

- 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.
- There is a gender gap in college participation with more females enrolling than males. The gender gap is widest for American Indian students, but is consistently large for all groups, including White non-Hispanic students.
- With the exception of the Asian American community, students of color graduate from higher education institutions at lower rates than the general population.
- Students of color who do make it to higher education, with the exception of Asian Americans, are less likely than white students to attend four-year institutions. Seventy percent of African American students enroll in two-year institutions.

- Students of color who do make it to higher education are less likely to graduate with a four-year degree than White non-Hispanic 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.

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 if it is going to take full advantage of the opportunities that students of color bring to our communities.

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.

We believe that a coordinated statewide initiative to increase college attendance by expanding the number of college access programs available to Minnesota students is a critical strategy for increasing college attendance and success.

BROAD ACCEPTANCE THAT THE GOAL IS A COLLEGE EDUCATION

The 2004 *State of Students of Color* report made the bold statement that the rhetoric around students of color needed to transcend the debate over achievement gaps and begin focusing on a clear goal for all students, namely a college degree. In the two years since the last State of Students of Color report, there has been a wide acceptance that the future of Minnesota will depend on the extent that more students of color are prepared for, have access to, and succeed in higher education.

Several reports have challenged the state of Minnesota to invest in the college aspirations of young people and improve their chances for a college degree or certificate. Whether it is the Citizen's League report that was commissioned by Governor Pawlenty entitled *Trouble on the Horizon*,[27] a report by Growth and Justice challenging the state to invest in the development of its future workforce or national reports like *Measuring Up*, there seems to be a clarion call for increasing college access and success for students of color.

There are several efforts that have been initiated or come into prominence since 2004 indicating that Minnesota is beginning to rise to the occasion. Several encouraging developments are:

- The National Governors Association named Minnesota an honor state as part of their high school reform initiative.
- The new Get Ready-Get Credit Program will encourage students to take college preparation courses in high school
- The U.S. Department of Education has renewed Minnesota's GEAR UP grant which funds the Get Ready Program serving young people beginning at grade four and helping them prepare for college.
- The Minnesota Legislature increased funding for the Intervention for College Attendance Program.
- The continued commitment of Minnesota's TRIO programs providing support to thousands of low-income and first generation college students as they seek a college education.
- The Power of You program launched by the Minnesota State Colleges and Universities intends to provide two years of debt-free education to Minneapolis and Saint Paul public high school graduates. In addition, the program will provide scholarships to access a four-year degree at Metropolitan State University.
- The Minnesota Legislature provided $2 million to the Minnesota State Colleges and Universities to employ "intrusive counseling" strategies on many campuses for the purpose of increasing the persistence and retention of low income, first-generation college students.

- And numerous investments by local foundations supporting college planning efforts in programs such as Admission Possible, the Minneapolis College and Career Centers, and the AVID program in the Brooklyn Park-Robbinsdale and Saint Paul public schools.

While all of these efforts are tremendous, they barely scratch the surface of what needs to be done to truly increase access and success for students of color. Thomas Friedman's most recent book, *The World is Flat*, has implications throughout all of education. Friedman contends that the rest of the world is competing with the United States both economically and educationally. Many countries are passing the United States by as a higher percentage of their citizens are earning college degrees. Or, in the case of countries like China and India, the shear size of their populations enable them to overwhelm the United States' capacity by educating thousands of engineers each year. Friedman contends that while globalization is a threat to the United States, it does not have to be. Unfortunately he contends that what will keep the United States from meeting the challenges of the global economy is not our capacity, but our ambition. Do we have the "right stuff" to make the investments that are required to compete in a flat world?

The same might be said for Minnesota as it relates to the efforts of other states. Many states have taken bold steps to increase the education level of its citizens. Whether it be Indiana's and Texas' implementation of a default college prep curriculum for all high school students, Kentucky's legislatively-approved public agenda to improve its education system and increase college attendance, or the broad outreach efforts in many southern states to encourage more people to pursue higher education, there are many who are making commitments to improve educational opportunity for their students.

The foundation for a strong statewide commitment to increasing college attendance and graduation, in Minnesota, is already in place. The Minnesota P-16 Initiative is a partnership of all the key statewide education institutions and includes all public and private higher education systems, Education Minnesota, statewide education organizations such as the Minnesota School Boards Association, the Minnesota 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. It will play an important role in addressing many of the statewide challenges facing college access.

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.

The Minnesota P-16 Initiative is currently working on several projects such as the creation of a P-16 student database that will enable the state of Minnesota to track the progress of students throughout the entire education system from pre-school to college graduation. In addition, the P-16 partnership is looking at how to create greater alignment between high school graduation standards and college entrance expectations and the value of expanding the number of college access programs in Minnesota and their impact on college attendance.

The Minnesota Minority Education Partnership itself is 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.

THE MINNESOTA COLLEGE ACCESS NETWORK MOVES AHEAD

MMEP remains committed to the creation of a Minnesota College Access Network. We believe that a coordinated statewide initiative to increase college attendance by expanding the number of college access programs available to Minnesota students is a critical strategy for increasing college attendance and success. MMEP is currently conducting a study of current college access programs to determine the level of need that exists across Minnesota. MMEP's efforts, combined with recent data produced for Minnesota by the National Center for Higher Education Management Systems, shows the counties in Minnesota that are the most in need of college access programming and other services its population needs to lay the foundation for the creation of the network.

THE NEXT CHALLENGE
Math and Science for Students of Color

While it is safe to say that since the publication of the first *State of Students of Color* report in 2000, there has been gradual progress for students of color on many measures of student achievement. Many more students of color are reading at grade level, more are passing the Basic Skills Test in reading and writing, and a higher percentage of students are entering higher education right after college. However, these gains will never materialize for many students unless we see progress on one variable that has not changed appreciably—the skill level of many students in mathematics.

No piece of data generated by the *State of Students of Color* report is more alarming than the achievement gap that exists in mathematics. At both third and eighth grade Minnesota's achievement gap in math has not closed. While it is true that higher percentages of third-grade students are reaching grade level achievement, those improvement have not translated into a higher percentage of students passing the eighth-grade Basic Skills Test in math. In the case of African Americans, the pass rate on the Basic Skills Test languishes at about 35 percent. At a time when students should be entering a rigorous college prep curriculum, including the math ladder of algebra, trigonometry, algebra II and pre-calculus, many students are struggling to acquire the minimum required skills in mathematics.

School districts and schools have demonstrated that they can marshal the resources they need to improve the reading skills of students through intensive reading programs, volunteer efforts and public relations campaigns. Similar efforts for mathematics in public schools have not yielded positive results. In addition, schools will be held accountable for results in the sciences when the new Minnesota Comprehensive Assessment in Science is implemented in the next two years.

Minnesota's global competitiveness not only dependents on the number of students who achieve a higher education, it also depends on the number who pursue careers in math and science. Whether it is the need for health care workers, engineers or computer technicians, more and more professions require more advanced math skills. Ironically, even teachers specializing in reading will need strong math skills due to the increased focus on data's use in driving instructional strategies for young people.

MMEP has been a strong proponent for engaging students in academic enrichment programs that complement what students learn during the school year. At the very least, we should consider ways to expand programs like the Math/Science Computer camps that Dr. Robert Johnson at Saint Cloud State University has been offering to low-income students in grades K-12 for many years. Encouraging young people to see math as a relevant and even interesting pursuit may be a critical strategy for turning around the achievement gap that exists in math.

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Change in Student of Color Enrollment for Minnesota School Districts 1990-2005

District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
A.C.G.C.	25	28	30	20%	7%
ACADEMIA CESAR CHAVEZ CHARTER SCH.		186	243	NA	31%
ACHIEVE LANGUAGE ACADEMY		247	245	NA	-1%
ADA-BORUP	12	81	79	558%	-2%
ADRIAN	3	14	16	433%	14%
AGRICULTURAL FOOD SCIENCE ACADEMY		73	46	NA	-37%
AITKIN	17	53	62	265%	17%
ALBANY	8	37	45	463%	22%
ALBERT LEA	302	563	555	84%	-1%
ALDEN	5	26	28	460%	8%
ALEXANDRIA	63	97	129	105%	33%
ANNANDALE	40	39	46	15%	18%
ANOKA-HENNEPIN	1482	4730	6130	314%	30%
ARTECH			6	NA	NA
ASCENSION ACADEMY CHARTER SCHOOL			28	NA	NA
ASHBY	3	2	8	167%	300%
AURORA CHARTER SCHOOL		111	176	NA	59%
AUSTIN	136	690	837	515%	21%
AVALON SCHOOL		27	29	NA	7%
BADGER	1	7	8	700%	14%
BAGLEY	214	233	265	24%	14%
BALATON	0	2	0	NA	-100%
BARNESVILLE	14	11	15	7%	36%
BARNUM	29	37	35	21%	-5%
BATTLE LAKE	15	23	22	47%	-4%
BEACON ACADEMY			24	NA	NA
BECKER	6	57	71	1083%	25%
BELGRADE-BROOTEN-ELROSA	10	26	78	680%	200%
BELLE PLAINE	18	53	65	261%	23%
BELLINGHAM	0	0	0	NA	NA
BEMIDJI	605	1028	920	52%	-11%
BEMIDJI REGIONAL INTERDIST. COUNCIL			18	NA	NA
BENSON	19	33	52	174%	58%
BENTON-STEARNS ED. DISTRICT		8	8	NA	0%
BERTHA-HEWITT	0	9	7	NA	-22%
BIG LAKE	20	135	233	1065%	73%
BIRD ISLAND-OLIVIA-LAKE LILLIAN	23	131	162	604%	24%
BLACKDUCK	42	93	102	143%	10%
BLOOMING PRAIRIE	111	58	67	-40%	16%
BLOOMINGTON	972	2818	3151	224%	12%
BLUE EARTH AREA PUBLIC SCHOOL	96	115	133	39%	16%
BLUESKY CHARTER SCHOOL			13	NA	NA
BLUFFVIEW MONTESSORI		6	12	NA	100%
BRAHAM	8	13	24	200%	85%
BRAINERD	125	223	271	117%	22%
BRANDON	7	2	4	-43%	100%
BRECKENRIDGE	24	74	60	150%	-19%

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District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
BREWSTER	2	12	17	750%	42%
BROOKLYN CENTER	327	1033	1116	241%	8%
BROWERVILLE	0	10	16	NA	60%
BROWNS VALLEY	34	57	61	79%	7%
BUFFALO	49	166	297	506%	79%
BUFFALO LAKE-HECTOR	6	57	82	1267%	44%
BURNSVILLE	822	2525	2794	240%	11%
BUTTERFIELD	21	49	54	157%	10%
BYRON	11	38	44	300%	16%
CALEDONIA	9	31	25	178%	-19%
CAMBRIDGE-ISANTI	86	222	286	233%	29%
CAMPBELL-TINTAH	0	14	14	NA	0%
CANBY	8	16	11	38%	-31%
CANNON FALLS	34	41	53	56%	29%
CARLTON	71	83	88	24%	6%
CARVER-SCOTT EDUCATIONAL COOP.		47	52	NA	11%
CASS LAKE-BENA SCHOOLS	542	970	907	67%	-6%
CEDAR MOUNTAIN	6	18	28	367%	56%
CEDAR RIVERSIDE COMMUNITY SCHOOL		95	109	NA	15%
CENTENNIAL	199	422	489	146%	16%
CENTRAL MINNESOTA JT. POWERS DIST.		0	0	NA	NA
CHASKA	114	733	966	747%	32%
CHATFIELD	0	18	20	NA	11%
CHIRON CHARTER SCHOOL		142	92	NA	-35%
CHISAGO LAKES	58	166	180	210%	8%
CHISHOLM	33	33	30	-9%	-9%
CHOKIO-ALBERTA	0	6	1	NA	-83%
CITY ACADEMY		89	96	NA	8%
CLEARBROOK-GONVICK	34	59	84	147%	42%
CLEVELAND PUBLIC SCHOOL	10	10	9	-10%	-10%
CLIMAX	14	31	32	129%	3%
CLINTON-GRACEVILLE-BEARDSLEY	32	18	12	-63%	-33%
CLOQUET	269	426	402	49%	-6%
COLONEL CHARLES D. YOUNG MILITARY			187	NA	NA
COLUMBIA HEIGHTS	285	996	1350	374%	36%
COMFREY	3	7	16	433%	129%
COMMUNITY OF PEACE ACADEMY		485	516	NA	6%
CONCORDIA CREATIVE LEARNING ACADEMY		77	56	NA	-27%
COOK COUNTY	82	116	135	65%	16%
COON RAPIDS LEARNING CENTER		10	36	NA	260%
COVENANT ACADEMY OF MN. CHTR.		9	10	NA	11%
CROMWELL-WRIGHT	0	8	9	NA	13%
CROOKSTON	158	332	306	94%	-8%
CROSBY-IRONTON	28	53	58	107%	9%
CROSSLAKE COMMUNITY CHARTER SCHOOL		3	2	NA	-33%
CROW RIVER SP. ED. COOP.		6	8	NA	33%
CYBER VILLAGE ACADEMY		9	12	NA	33%
CYRUS	0	1	0	NA	-100%
DAKOTA AREA COMMUNITY CHARTER SCH			0	NA	NA
DASSEL-COKATO	29	77	71	145%	-8%

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District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
DAWSON-BOYD	23	20	18	-22%	-10%
DEER RIVER	203	335	342	68%	2%
DELANO	28	69	67	139%	-3%
DETROIT LAKES	312	427	385	23%	-10%
DILWORTH-GLYNDON-FELTON	83	164	167	101%	2%
DOVER-EYOTA	1	21	23	2200%	10%
DULUTH	1374	1460	1486	8%	2%
E.C.H.O. CHARTER SCHOOL		6	13	NA	117%
EAGLE RIDGE ACADEMY CHARTER SCHOOL			8	NA	NA
EAGLE VALLEY PUBLIC SCHOOLS	8	7	6	-25%	-14%
EAST CENTRAL	85	123	125	47%	2%
EAST GRAND FORKS	296	248	237	-20%	-4%
EAST METRO INTEGRATION DIST.		381	406	NA	7%
ECI' NOMPA WOONSPE		35	26	NA	-26%
EDEN PRAIRIE	295	1266	1611	446%	27%
EDEN VALLEY-WATKINS	3	12	16	433%	33%
EDGERTON	0	9	13	NA	44%
EDINA	204	632	851	317%	35%
EDISON CHARTER SCHOOL		102	138	NA	35%
EL COLEGIO CHARTER SCHOOL		66	83	NA	26%
ELGIN-MILLVILLE	8	16	12	50%	-25%
ELK RIVER	112	336	617	451%	84%
ELLSWORTH	1	1	10	900%	900%
ELY	35	51	52	49%	2%
EMILY CHARTER SCHOOL		1	0	NA	-100%
ESKO	10	19	30	200%	58%
EVANSVILLE	2	0	0	-100%	NA
EVELETH-GILBERT	78	86	65	-17%	-24%
EXCELL ACADEMY CHARTER		99	182	NA	84%
FACE TO FACE ACADEMY		28	37	NA	32%
FAIRMONT AREA SCHOOLS	61	116	155	154%	34%
FAMILY ACADEMY CHARTER SCHOOL		24	42	NA	75%
FARIBAULT	161	709	898	458%	27%
FARMINGTON	73	289	444	508%	54%
FERGUS FALLS	43	139	140	226%	1%
FERGUS FALLS AREA SP. ED. COOP.		13	15	NA	15%
FERTILE-BELTRAMI	11	39	35	218%	-10%
FILLMORE CENTRAL	23	14	16	-30%	14%
FISHER	12	26	41	242%	58%
FLOODWOOD	4	8	20	400%	150%
FOLEY	18	27	29	61%	7%
FOREST LAKE	166	250	407	145%	63%
FOSSTON	47	66	53	13%	-20%
FOUR DIRECTIONS CHARTER SCHOOLS		71	83	NA	17%
FRASER ACADEMY			22	NA	NA
FRAZEE-VERGAS	88	111	98	11%	-12%
FRESHWATER ED. DISTRICT		7	12	NA	71%
FRIDLEY	190	661	731	285%	11%
FRIENDSHIP ACDMY OF FINE ARTS CHTR.		64	92	NA	44%

Appendix I

District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
FULDA	5	38	31	520%	-18%
G.F.W.	16	92	91	469%	-1%
GENERAL JOHN VESSEY JR LEADERSHIP			50	NA	NA
GLENCOE-SILVER LAKE	42	266	260	519%	-2%
GLENVILLE-EMMONS	19	31	25	32%	-19%
GOODHUE	0	15	24	NA	60%
GOODHUE COUNTY ED. DISTRICT		1	2	NA	100%
GOODRIDGE	0	7	13	NA	86%
GRANADA HUNTLEY-EAST CHAIN	14	11	11	-21%	0%
GRAND MEADOW	2	14	13	550%	-7%
GRAND RAPIDS	194	286	311	60%	9%
GREAT EXPECTATIONS			8	NA	NA
GREAT RIVER EDUCATION CENTER		2	2	NA	0%
GREAT RIVER SCHOOL	2	6	21	950%	250%
GREENBUSH-MIDDLE RIVER			7	NA	NA
GREENWAY	58	104	138	138%	33%
GRYGLA	3	5	5	67%	0%
HANCOCK	2	4	3	50%	-25%
HARBOR CITY INTERNATIONAL CHARTER		7	11	NA	57%
HARVEST PREP SCHOOL/SEED ACADEMY		390	360	NA	-8%
HASTINGS	93	291	350	276%	20%
HAWLEY	20	17	17	-15%	0%
HAYFIELD	20	45	47	135%	4%
HEART OF THE EARTH CHARTER		261	203	NA	-22%
HENDRICKS	2	6	3	50%	-50%
HENNING	8	13	12	50%	-8%
HERMAN-NORCROSS	3	6	5	67%	-17%
HERMANTOWN	37	56	69	86%	23%
HERON LAKE-OKABENA	0	43	48	NA	12%
HIAWATHA VALLEY ED. DISTRICT		5	5	NA	0%
HIBBING	110	91	100	-9%	10%
HIGH SCHOOL FOR RECORDING ARTS		106	187	NA	76%
HIGHER GROUND ACADEMY		347	426	NA	23%
HILL CITY	26	16	7	-73%	-56%
HILLS-BEAVER CREEK	2	4	4	100%	0%
HINCKLEY-FINLAYSON	60	141	147	145%	4%
HMONG ACADEMY			191	NA	NA
HOLDINGFORD	3	0	0	-100%	NA
HOPE COMMUNITY ACADEMY		434	452	NA	4%
HOPKINS	482	1440	1803	274%	25%
HOUSTON	12	13	14	17%	8%
HOWARD LAKE-WAVERLY-WINSTED	13	15	29	123%	93%
HUTCHINSON	52	207	219	321%	6%
INTERMEDIATE SCHOOL DISTRICT 287		607	590	NA	-3%
INTERMEDIATE SCHOOL DISTRICT 917		77	80	NA	4%
INTERNATIONAL FALLS	149	144	184	23%	28%
INVER GROVE HEIGHTS SCHOOLS	208	562	640	208%	14%
ISLE	33	43	62	88%	44%
IVANHOE	1	1	0	-100%	-100%

Appendix I

District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
JACKSON COUNTY CENTRAL	83	79	69	-17%	-13%
JANESVILLE-WALDORF-PEMBERTON	16	4	8	-50%	100%
JENNINGS EXPERIENTIAL HIGH SCHOOL		51	38	NA	-25%
JORDAN	34	81	68	100%	-16%
KALEIDOSCOPE CHARTER SCHOOL			0	NA	NA
KASSON-MANTORVILLE	20	84	93	365%	11%
KELLIHER	10	81	84	740%	4%
KENYON-WANAMINGO	22	40	44	100%	10%
KERKHOVEN-MURDOCK-SUNBURG	4	67	59	1375%	-12%
KIMBALL	8	19	24	200%	26%
KINGSLAND	24	16	14	-42%	-13%
KITTSON CENTRAL	11	32	36	227%	13%
LAC QUI PARLE VALLEY	50	83	79	58%	-5%
LACRESCENT MONTESSORI ACADEMY		0	3	NA	NA
LACRESCENT-HOKAH	18	60	70	289%	17%
LAFAYETTE PUBLIC CHARTER SCHOOL		9	4	NA	-56%
LAKE AGASSIZ SP. ED. COOP.		4	2	NA	-50%
LAKE BENTON	3	5	0	-100%	-100%
LAKE CITY	23	54	72	213%	33%
LAKE CRYSTAL-WELLCOME MEMORIAL	14	22	18	29%	-18%
LAKE OF THE WOODS	14	31	25	79%	-19%
LAKE PARK AUDUBON DISTRICT	11	28	19	73%	-32%
LAKE SUPERIOR	38	36	72	89%	100%
LAKE SUPERIOR HIGH SCHOOL		8	9	NA	13%
LAKES AREA CHARTER SCHOOL		2	8	NA	300%
LAKES INTERNATIONAL LANGUAGE ADMY			22	NA	NA
LAKEVIEW	1	40	34	3300%	-15%
LAKEVILLE	124	461	691	457%	50%
LANCASTER	0	7	7	NA	0%
LANESBORO	4	2	7	75%	250%
LAPORTE	18	62	57	217%	-8%
LECENTER	7	98	107	1429%	9%
LEROY	6	5	4	-33%	-20%
LESTER PRAIRIE	0	15	22	NA	47%
LESUEUR-HENDERSON	15	153	190	1167%	24%
LEWISTON-ALTURA	8	18	22	175%	22%
LIBERTY HIGH SCHOOL			17	NA	NA
LITCHFIELD	83	141	163	96%	16%
LITTLE FALLS	42	102	97	131%	-5%
LITTLEFORK-BIG FALLS	8	2	5	-38%	150%
LONG PRAIRIE-GREY EAGLE	9	234	257	2756%	10%
LUVERNE	21	82	95	352%	16%
LYLE	5	6	4	-20%	-33%
LYND	0	24	41	NA	71%
M.A.C.C.R.A.Y.	41	61	39	-5%	-36%
MABEL-CANTON	3	0	0	-100%	NA
MADELIA	75	175	189	152%	8%
MAHNOMEN	387	455	483	25%	6%
MAHTOMEDI	63	161	194	208%	20%
MAIN STREET SCHOOL PERFORMING ARTS			19	NA	NA

Appendix I

District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
MANKATO	243	755	909	274%	20%
MAPLE LAKE	15	13	15	0%	15%
MAPLE RIVER	10	32	46	360%	44%
MARSHALL	106	387	367	246%	-5%
MARSHALL COUNTY CENTRAL SCHOOLS	15	11	11	-27%	0%
MARTIN COUNTY WEST	11	23	23	109%	0%
MATH & SCIENCE ACADEMY		19	21	NA	11%
MCGREGOR	29	96	74	155%	-23%
MCLEOD WEST SCHOOLS	11	25	25	127%	0%
MEDFORD	8	44	46	475%	5%
MEEKER & WRIGHT SPECIAL EDUCATION		7	11	NA	57%
MELROSE	11	153	197	1691%	29%
MENAHGA	19	19	18	-5%	-5%
MESABI EAST	20	30	19	-5%	-37%
METRO DEAF CHARTER SCHOOL		10	14	NA	40%
METROPOLITAN LEARNING ALLIANCE		38	29	NA	-24%
MID STATE ED. DISTRICT			1	NA	NA
MIDWEST SP. ED. COOP.		0	0	NA	NA
MILACA	45	91	74	64%	-19%
MILROY	1	0	0	-100%	NA
MINNEAPOLIS	20423	33888	29365	44%	-13%
MINNEAPOLIS ACADEMY CHARTER SCHOOL			55	NA	NA
MINNEOTA	5	25	19	280%	-24%
MINNESOTA ACADEMY OF TECHNOLOGY			26	NA	NA
MINNESOTA BUSINESS ACADEMY CHARTER		176	147	NA	-16%
MINNESOTA DEPARTMENT OF CORRECTIONS			29	NA	NA
MINNESOTA INTERNSHIP CENTER			399	NA	NA
MINNESOTA NEW COUNTRY SCHOOL		12	7	NA	-42%
MINNESOTA NORTH STAR ACADEMY			2	NA	NA
MINNESOTA RIVER VALLEY ED. DISTRICT		12	14	NA	17%
MINNESOTA RIVER VALLEY SP. ED. COOP		15	21	NA	40%
MINNESOTA STATE ACADEMIES		32	20	NA	-38%
MINNESOTA TRANSITIONS CHARTER SCH		391	665	NA	70%
MINNESOTA VALLEY ED. DISTRICT		7	6	NA	-14%
MINNETONKA	218	529	639	193%	21%
MINNEWASKA	17	36	31	82%	-14%
MN INTERNATIONAL MIDDLE CHARTER		55	239	NA	335%
MONTEVIDEO	27	79	100	270%	27%
MONTGOMERY-LONSDALE	19	119	104	447%	-13%
MONTICELLO	70	124	174	149%	40%
MOORHEAD	385	845	846	120%	0%
MOOSE LAKE	8	31	34	325%	10%
MORA	33	101	112	239%	11%
MORRIS	48	37	56	17%	51%
MOUNDS VIEW	846	1624	1891	124%	16%
MOUNTAIN IRON-BUHL	27	6	39	44%	550%
MOUNTAIN LAKE	30	144	149	397%	3%
MURRAY COUNTY CENTRAL	2	18	29	1350%	61%
N.E. METRO INTERMEDIATE DIST. 916		92	160	NA	74%
N.R.H.E.G.	6	10	10	67%	0%

Appendix I

District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
NASHWAUK-KEEWATIN	37	29	44	19%	52%
NERSTRAND CHARTER SCHOOL		5	4	NA	-20%
NETT LAKE	66	61	80	21%	31%
NEVIS	9	39	37	311%	-5%
NEW CENTURY CHARTER SCHOOL		6	8	NA	33%
NEW CITY SCHOOL			54	NA	NA
NEW HEIGHTS SCHOOL, INC.		8	5	NA	-38%
NEW LONDON-SPICER	20	13	27	35%	108%
NEW PRAGUE AREA SCHOOLS	17	58	93	447%	60%
NEW SPIRIT SCHOOLS		259	273	NA	5%
NEW ULM	65	72	87	34%	21%
NEW VISIONS CHARTER SCHOOL		128	132	NA	3%
NEW VOYAGE ACADEMY CHARTER SCHOOL			65	NA	NA
NEW YORK MILLS	7	12	12	71%	0%
NICOLLET	3	5	5	67%	0%
NORMAN COUNTY EAST	30	53	57	90%	8%
NORMAN COUNTY WEST	59	39	42	-29%	8%
NORTH BRANCH	34	169	194	471%	15%
NORTH LAKES ACADEMY		4	2	NA	-50%
NORTH SHORE COMMUNITY SCHOOL		0	0	NA	NA
NORTH ST PAUL-MAPLEWOOD	454	2156	2764	509%	28%
NORTHFIELD	74	339	365	393%	8%
NORTHLAND COMMUNITY SCHOOLS		106	104	NA	-2%
NORTHLAND LEARNING CENTER		18	25	NA	39%
NORWOOD	15	65	73	387%	12%
NOVA CLASSICAL ACADEMY			25	NA	NA
OAK LAND VOC. CNTR.		9	10	NA	11%
ODYSSEY CHARTER SCHOOL		95	58	NA	-39%
OGILVIE	17	11	10	-41%	-9%
OKLEE	4	11	9	125%	-18%
ONAMIA	155	156	197	27%	26%
ORONO	54	101	126	133%	25%
ORTONVILLE	11	19	16	45%	-16%
OSAKIS	5	6	13	160%	117%
OSSEO	1554	6561	7720	397%	18%
OWATONNA	130	703	801	516%	14%
PACT CHARTER SCHOOL		8	31	NA	288%
PARK RAPIDS	84	166	157	87%	-5%
PARKERS PRAIRIE	3	11	14	367%	27%
PARTNERSHIP ACADEMY, INC.		107	159	NA	49%
PAYNESVILLE	4	13	24	500%	85%
PELICAN RAPIDS	55	280	300	445%	7%
PEQUOT LAKES	24	19	16	-33%	-16%
PERHAM	19	59	98	416%	66%
PERPICH CENTER FOR ARTS EDUCATION			23	NA	NA
PIERZ	13	13	14	8%	8%
PILLAGER	6	12	19	217%	58%
PILLAGER AREA CHARTER SCHOOL		1	3	NA	200%
PINE CITY	35	37	42	20%	14%
PINE ISLAND	23	53	52	126%	-2%

Appendix I

District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
PINE POINT	60	55	69	15%	25%
PINE RIVER-BACKUS	43	39	57	33%	46%
PIPESTONE AREA SCHOOLS	97	85	71	-27%	-16%
PLAINVIEW	15	75	91	507%	21%
PLUMMER	0	12	13	NA	8%
PRAIRIE CREEK COMMUNITY SCHOOL		9	7	NA	-22%
PRAIRIE SEEDS ACADEMY			119	NA	NA
PRINCETON	47	114	117	149%	3%
PRIOR LAKE-SAVAGE AREA SCHOOLS	84	413	579	589%	40%
PROCTOR	40	37	37	-8%	0%
RANDOLPH	1	12	15	1400%	25%
RED LAKE	956	1435	1500	57%	5%
RED LAKE FALLS	11	8	13	18%	63%
RED ROCK CENTRAL	1	14	19	1800%	36%
RED WING	127	308	341	169%	11%
REDWOOD AREA SCHOOLS	105	268	313	198%	17%
REGION 4-LAKES COUNTRY SERVICE COOP		26	14	NA	-46%
REGN 6 & 8-S.W/W.C. SRV COOPERATIVE		1	14	NA	1300%
RENVILLE COUNTY WEST	23	182	150	552%	-18%
RICHFIELD	645	1706	2191	240%	28%
RIDGEWAY COMMUNITY SCHOOL		0	0	NA	NA
RIVER BEND ED. DISTRICT		11	23	NA	109%
RIVER HEIGHTS CHARTER SCHOOL			22	NA	NA
RIVERBEND ACADEMY		11	5	NA	-55%
RIVERWAY LEARNING COMMUNITY CHTR		5	12	NA	140%
ROBBINSDALE	1597	4003	4826	202%	21%
ROCHESTER	1117	3600	3959	254%	10%
ROCHESTER OFF-CAMPUS CHARTER HIGH		23	24	NA	4%
ROCKFORD	25	87	95	280%	9%
ROCORI	5	76	99	1880%	30%
ROOT RIVER ED. DISTRICT			0	NA	NA
ROSEAU	4	32	26	550%	-19%
ROSEMOUNT-APPLE VALLEY-EAGAN	1089	3885	4639	326%	19%
ROSEVILLE	690	1468	1678	143%	14%
ROTHSAY	2	27	17	750%	-37%
ROUND LAKE	6	4	6	0%	50%
ROYALTON	0	17	26	NA	53%
RUNESTONE AREA ED. DISTRICT		3	6	NA	100%
RUSH CITY	6	49	43	617%	-12%
RUSHFORD-PETERSON	6	12	13	117%	8%
RUSSELL	0	4	6	NA	50%
RUTHTON	8	8	7	-13%	-13%
SAGE ACADEMY CHARTER SCHOOL		10	21	NA	110%
SARTELL	24	82	77	221%	-6%
SAUK CENTRE	41	29	20	-51%	-31%
SAUK RAPIDS	27	87	161	496%	85%
SCHOOLCRAFT LEARNING COMMUNITY CHTR		6	29	NA	383%
SEBEKA	5	9	9	80%	0%
SHAKOPEE	106	800	1296	1123%	62%
SIBLEY EAST	35	227	269	669%	19%

Appendix I

District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
SKILLS FOR TOMORROW CHARTER SCHOOL		62	55	NA	-11%
SLEEPY EYE	30	175	216	620%	23%
SOBRIETY HIGH			4	NA	NA
SOJOURNER TRUTH ACADEMY		218	240	NA	10%
SOUTH KOOCHICHING	9	9	19	111%	111%
SOUTH ST. PAUL	190	513	659	247%	28%
SOUTH WASHINGTON COUNTY	602	2010	2670	344%	33%
SOUTHERN PLAINS ED. COOP.		15	31	NA	107%
SOUTHLAND	5	11	17	240%	55%
SPRING GROVE	4	2	2	-50%	0%
SPRING LAKE PARK	219	598	872	298%	46%
SPRINGFIELD	0	12	30	NA	150%
ST. ANTHONY-NEW BRIGHTON	53	238	286	440%	20%
ST. CHARLES	62	110	117	89%	6%
ST. CLAIR	0	1	0	NA	-100%
ST. CLOUD	401	1356	1535	283%	13%
ST. CROIX PREPARATORY ACADEMY			16	NA	NA
ST. FRANCIS	121	351	417	245%	19%
ST. JAMES	111	414	456	311%	10%
ST. LOUIS COUNTY	343	303	276	-20%	-9%
ST. LOUIS PARK	400	942	1297	224%	38%
ST. MICHAEL-ALBERTVILLE	14	133	229	1536%	72%
ST. PAUL	14623	30400	29530	102%	-3%
ST. PETER	42	176	211	402%	20%
STAPLES-MOTLEY	73	66	94	29%	42%
STEPHEN-ARGYLE CENTRAL SCHOOLS	7	31	33	371%	6%
STEWARTVILLE	18	72	60	233%	-17%
STILLWATER	234	396	444	90%	12%
STUDIO ACADEMY CHARTER SCHOOL		6	7	NA	17%
SWANVILLE	9	9	8	-11%	-11%
TAREK IBN ZIYAD ACADEMY			184	NA	NA
TEAM ACADEMY			1	NA	NA
THIEF RIVER FALLS	69	127	138	100%	9%
TRACY	17	142	180	959%	27%
TREKNORTH HIGH SCHOOL			34	NA	NA
TRI-COUNTY	9	1	8	-11%	700%
TRIO WOLF CREEK DISTANCE LEARNING		0	3	NA	NA
TRITON	36	101	131	264%	30%
TRUMAN	0	24	21	NA	-13%
TWIN CITIES ACADEMY		50	51	NA	2%
TWIN CITIES INTERNATIONAL ELEM SCH.		152	421	NA	177%
TYLER	1	7	7	600%	0%
UBAH MEDICAL ACADEMY CHARTER SCHOOL			123	NA	NA
ULEN-HITTERDAL	17	12	17	0%	42%
UNDERWOOD	4	13	16	300%	23%
UNITED SOUTH CENTRAL	34	93	90	165%	-3%
UPSALA	0	2	3	NA	50%
URBAN ACADEMY CHARTER SCHOOL			139	NA	NA
VALLEY CROSSING COMMUNITY SCHOOL		75	81	NA	8%
VERNDALE	5	18	23	360%	28%

Appendix I

District Name	Total Minority 1990	Total Minority 2003	Total Minority 2005	Percent Change 1989 –2005	Percent Change 2003 –2005
VILLAGE SCHOOL OF NORTHFIELD		7	7	NA	0%
VIRGINIA	95	125	136	43%	9%
VOYAGEURS EXPEDITIONARY			13	NA	NA
WABASHA-KELLOGG	4	16	12	200%	-25%
WABASSO	2	1	1	-50%	0%
WACONIA	24	111	163	579%	47%
WADENA-DEER CREEK	16	17	39	144%	129%
WALKER-HACKENSACK-AKELEY	105	214	212	102%	-1%
WARREN-ALVARADO-OSLO	53	59	67	26%	14%
WARROAD	75	210	216	188%	3%
WASECA	45	252	220	389%	-13%
WATERSHED HIGH SCHOOL		16	13	NA	-19%
WATERTOWN-MAYER	13	54	79	508%	46%
WATERVILLE-ELYSIAN-MORRISTOWN	15	53	39	160%	-26%
WAUBUN	287	396	401	40%	1%
WAYZATA	376	1056	1395	271%	32%
WEST CENTRAL AREA	15	25	33	120%	32%
WEST CENTRAL ED. DISTRICT		1	2	NA	100%
WEST METRO EDUCATION PROGRAM		496	506	NA	2%
WEST ST. PAUL-MENDOTA HTS.-EAGAN	336	1159	1402	317%	21%
WESTBROOK-WALNUT GROVE SCHOOLS	6	91	141	2250%	55%
WESTONKA	95	57	95	0%	67%
WHEATON AREA SCHOOL	16	20	23	44%	15%
WHITE BEAR LAKE	341	869	1085	218%	25%
WILLIAM E MCGEE INST. OF TECH			324	NA	NA
WILLMAR	461	1175	1271	176%	8%
WILLOW RIVER	16	13	8	-50%	-38%
WINDOM	17	58	103	506%	78%
WIN-E-MAC	17	11	10	-41%	-9%
WINONA AREA PUBLIC SCHOOLS	92	367	401	336%	9%
WOODSON INSTITUTE FOR EXCELLENCE CH		107	195	NA	82%
WORLD LEARNER CHARTER SCHOOL		7	17	NA	143%
WORTHINGTON	138	884	975	607%	10%
WRENSHALL	21	8	11	-48%	38%
WRIGHT TECH. CTR.		2	0	NA	-100%
YANKTON COUNTRY CHARTER SCHOOL		3	2	NA	-33%
YELLOW MEDICINE EAST	62	156	173	179%	11%
ZUMBRO ED. DISTRICT		7	8	NA	14%
ZUMBROTA-MAZEPPA	11	44	70	536%	59%

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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

2005 Special Populations in Minnesota Cities, by Ethnicity

Name	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
ST. PAUL	American Indian	789	2%	77%	3%	25%
	Asian	11713	29%	85%	87%	11%
	Hispanic	4930	12%	82%	71%	16%
	Black	11736	29%	86%	12%	24%
	White	11386	28%	33%	2%	20%
	All	40554	100%	70%	38%	18%
MINNEAPOLIS	American Indian	1626	4%	83%	1%	21%
	Asian	4629	12%	84%	64%	8%
	Hispanic	5775	14%	88%	72%	10%
	Black	16959	43%	86%	12%	20%
	White	10913	27%	24%	1%	13%
	All	39902	100%	69%	23%	15%
ROCHESTER	American Indian	57	0%	56%	0%	42%
	Asian	1406	9%	55%	45%	7%
	Hispanic	796	5%	77%	64%	14%
	Black	1661	10%	85%	51%	16%
	White	12075	75%	14%	2%	12%
	All	15995	100%	29%	14%	12%
ST. CLOUD	American Indian	103	1%	68%	NA	24%
	Asian	400	4%	53%	60%	10%
	Hispanic	249	3%	68%	51%	16%
	Black	756	8%	85%	31%	23%
	White	8022	84%	26%	0%	19%
	All	9530	100%	34%	7%	19%
DULUTH	American Indian	544	5%	79%	0%	26%
	Asian	241	2%	44%	23%	10%
	Hispanic	119	1%	52%	5%	20%
	Black	566	5%	80%	1%	22%
	White	9302	86%	31%	0%	13%
	All	10772	100%	36%	1%	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 3

2003 Special Populations for Suburban Districts with Highest Numbers of Students of Color, by Ethnicity

Minnesota Suburbs	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
ANOKA-HENNEPIN	American Indian	553	1%	39%	NA	27%
	Asian	2250	5%	54%	54%	8%
	Hispanic	943	2%	53%	45%	13%
	Black	2313	6%	65%	20%	17%
	White	34969	85%	15%	2%	14%
	All	41028	100%	22%	7%	14%
COLUMBIA HEIGHTS						
	American Indian	114	4%	76%	0%	16%
	Asian	181	6%	63%	56%	NA
	Hispanic	375	13%	83%	72%	8%
	Black	666	22%	85%	23%	13%
	White	1627	55%	35%	6%	13%
	All	2963	100%	56%	21%	12%
BURNSVILLE	American Indian	49	0%	41%	0%	29%
	Asian	819	8%	35%	51%	8%
	Hispanic	592	6%	61%	65%	11%
	Black	1282	12%	65%	20%	20%
	White	7972	74%	11%	1%	13%
	All	10714	100%	22%	11%	13%
ROSEMOUNT-APPLE VALLEY-EAGAN	American Indian	145	1%	32%	0%	30%
	Asian	1696	6%	20%	26%	9%
	Hispanic	956	3%	39%	37%	17%
	Black	1791	6%	51%	8%	23%
	White	23385	84%	6%	1%	14%
	All	27977	100%	11%	4%	15%
WEST ST. PAUL-MENDOTA HTS.-EAGAN	American Indian	43	1%	51%	0%	23%
	Asian	238	5%	33%	22%	13%
	Hispanic	698	15%	65%	38%	16%
	Black	405	9%	71%	9%	21%
	White	3288	70%	15%	1%	16%
	All	4672	100%	29%	8%	16%
HOPKINS	American Indian	51	1%	18%	0%	12%
	Asian	315	4%	18%	22%	13%
	Hispanic	392	5%	54%	49%	15%
	Black	1018	12%	60%	18%	19%
	White	6393	78%	9%	2%	12%
	All	8169	100%	18%	7%	13%
BLOOMINGTON	American Indian	98	1%	58%	NA	13%
	Asian	909	9%	40%	28%	7%
	Hispanic	764	7%	72%	51%	12%
	Black	1359	13%	67%	9%	16%
	White	7256	70%	13%	1%	13%
	All	10386	100%	27%	8%	13%
EDEN PRAIRIE	American Indian	50	1%	20%	NA	20%
	Asian	687	7%	11%	15%	7%
	Hispanic	201	2%	42%	39%	5%
	Black	650	7%	65%	33%	12%
	White	8386	84%	4%	1%	11%
	All	9974	100%	9%	4%	11%

Appendix 3

Minnesota Suburbs	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
OSSEO	American Indian	155	1%	36%	3%	18%
	Asian	2683	13%	57%	47%	8%
	Hispanic	866	4%	61%	51%	14%
	Black	3918	18%	71%	14%	17%
	White	13715	64%	8%	1%	12%
	All	21337	100%	28%	11%	12%
RICHFIELD	American Indian	59	1%	58%	0%	22%
	Asian	337	8%	50%	38%	9%
	Hispanic	872	21%	86%	72%	8%
	Black	898	21%	74%	12%	16%
	White	2035	48%	18%	1%	14%
	All	4201	100%	47%	21%	13%
ROBBINSDALE	American Indian	176	1%	50%	0%	21%
	Asian	953	7%	52%	43%	5%
	Hispanic	975	7%	64%	54%	11%
	Black	2676	20%	72%	12%	16%
	White	8453	64%	14%	1%	11%
	All	13233	100%	32%	10%	11%
ST. LOUIS PARK	American Indian	50	1%	56%	0%	36%
	Asian	209	5%	28%	22%	16%
	Hispanic	252	6%	56%	48%	13%
	Black	759	18%	70%	10%	23%
	White	2985	70%	12%	2%	16%
	All	4255	100%	26%	7%	17%
WAYZATA	American Indian	29	0%	34%	0%	28%
	Asian	631	7%	9%	7%	4%
	Hispanic	177	2%	37%	15%	10%
	Black	549	6%	64%	10%	17%
	White	8201	86%	5%	1%	9%
	All	9587	100%	9%	2%	9%
BROOKLYN CENTER	American Indian	31	2%	52%	0%	16%
	Asian	319	19%	83%	87%	3%
	Hispanic	142	8%	87%	78%	9%
	Black	620	37%	79%	17%	14%
	White	569	34%	38%	4%	13%
	All	1681	100%	66%	31%	11%
MOUNDS VIEW	American Indian	116	1%	47%	0%	27%
	Asian	840	8%	23%	12%	8%
	Hispanic	301	3%	51%	17%	19%
	Black	609	6%	62%	7%	17%
	White	8664	82%	13%	0%	12%
	All	10530	100%	18%	2%	12%
NORTH ST PAUL-MAPLEWOOD	American Indian	140	1%	42%	0%	21%
	Asian	1112	10%	54%	37%	7%
	Hispanic	497	4%	53%	24%	12%
	Black	982	9%	70%	5%	18%
	White	8375	75%	16%	0%	13%
	All	11106	100%	27%	5%	13%
ROSEVILLE	American Indian	60	1%	62%	0%	23%
	Asian	745	12%	46%	41%	6%
	Hispanic	315	5%	51%	34%	12%
	Black	543	9%	65%	12%	18%
	White	4608	73%	13%	1%	12%
	All	6271	100%	24%	8%	12%

Appendix 3

Minnesota Suburbs	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
WHITE BEAR LAKE						
	American Indian	45	1%	56%	0%	31%
	Asian	587	7%	50%	30%	10%
	Hispanic	189	2%	44%	20%	14%
	Black	251	3%	64%	4%	22%
	White	7581	88%	13%	0%	13%
	All	8653	100%	18%	3%	13%
SHAKOPEE	American Indian	97	2%	25%	0%	22%
	Asian	402	8%	25%	42%	4%
	Hispanic	582	11%	80%	70%	10%
	Black	198	4%	56%	11%	17%
	White	3856	75%	15%	4%	12%
	All	5135	100%	25%	15%	12%
SOUTH WASHINGTON COUNTY	American Indian	89	1%	39%	0%	16%
	Asian	1083	7%	28%	16%	6%
	Hispanic	589	4%	28%	10%	12%
	Black	886	6%	45%	4%	19%
	White	13080	83%	7%	0%	13%
	All	15727	100%	12%	2%	13%

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

Appendix 4

2005 Special Populations for Greater MN Districts with Highest Numbers of Students of Color, by Ethnicity

Greater Minnesota	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
WORTHINGTON	American Indian	9	0%	78%	0%	NA
	Asian	235	10%	57%	34%	9%
	Hispanic	679	30%	86%	43%	19%
	Black	39	2%	87%	33%	15%
	White	1314	58%	25%	NA	15%
	All	2276	100%	48%	17%	16%
WILLMAR	American Indian	29	1%	86%	0%	41%
	Asian	21	0%	NA	NA	NA
	Hispanic	1103	26%	91%	50%	16%
	Black	108	3%	77%	32%	19%
	White	2945	70%	26%	0%	13%
	All	4206	100%	45%	14%	14%
OWATONNA	American Indian	8	0%	NA	0%	NA
	Asian	68	1%	34%	12%	16%
	Hispanic	485	10%	81%	36%	13%
	Black	235	5%	84%	45%	5%
	White	4107	84%	17%	0%	13%
	All	4903	100%	27%	6%	13%
AUSTIN	American Indian	16	0%	56%	0%	31%
	Asian	113	3%	61%	42%	9%
	Hispanic	536	13%	84%	58%	13%
	Black	153	4%	86%	22%	10%
	White	3252	80%	31%	0%	14%
	All	4070	100%	41%	10%	14%
FARIBAULT	American Indian	12	0%	75%	0%	NA
	Asian	83	2%	53%	37%	7%
	Hispanic	673	17%	87%	59%	13%
	Black	113	3%	76%	55%	10%
	White	3153	78%	23%	NA	15%
	All	4034	100%	36%	12%	15%
MANKATO	American Indian	31	0%	68%	0%	19%
	Asian	186	3%	40%	18%	6%
	Hispanic	269	4%	75%	20%	18%
	Black	412	6%	84%	36%	19%
	White	5950	87%	24%	0%	16%
	All	6848	100%	30%	4%	16%
RED LAKE	American Indian	1481	100%	87%	36%	17%
	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	1481	100%	0%	0%	0%
MOORHEAD	American Indian	175	3%	73%	NA	26%
	Asian	79	1%	38%	25%	13%
	Hispanic	444	8%	71%	47%	25%
	Black	132	2%	56%	22%	14%
	White	4463	84%	18%	3%	16%
	All	5293	100%	26%	7%	17%

Appendix 4

Greater Minnesota	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
CASS LAKE-BENA	American Indian	883	82%	77%	0%	23%
	Asian	5	0%	NA	0%	0%
	Hispanic	2	0%	NA	0%	0%
	Black	5	0%	NA	0%	NA
	White	182	17%	52%	0%	9%
	All	1077	100%	72%	0%	20%
BEMIDJI	American Indian	755	16%	80%	NA	23%
	Asian	49	1%	43%	NA	NA
	Hispanic	54	1%	59%	15%	19%
	Black	51	1%	80%	NA	24%
	White	3930	81%	37%	NA	15%
	All	4839	100%	45%	0%	17%
ALBERT LEA	American Indian	9	0%	89%	0%	NA
	Asian	41	1%	46%	22%	27%
	Hispanic	444	13%	79%	37%	22%
	Black	52	1%	62%	10%	15%
	White	2979	85%	31%	0%	18%
	All	3525	100%	38%	5%	18%

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 5

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

Charter Schools	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
CEDAR RIVERSIDE COMMUNITY SCHOOL						
	American Indian	NA	NA	NA	NA	NA
	Asian	19	17%	100%	89%	NA
	Hispanic	8	7%	100%	75%	NA
	Black	82	75%	99%	65%	NA
	White	1	1%	NA	NA	NA
	All	110	100%	98%	69%	0%
UBAH MEDICAL ACADEMY CHARTER SCHOOL						
	American Indian	NA	NA	NA	NA	NA
	Asian	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA
	Black	123	100%	100%	93%	NA
	White	NA	NA	NA	NA	NA
	All	123	100%	100%	93%	NA
NEW VISIONS CHARTER SCHOOL						
	American Indian	NA	NA	NA	NA	NA
	Asian	5	3%	NA	NA	NA
	Hispanic	11	6%	91%	NA	NA
	Black	112	60%	95%	NA	23%
	White	56	30%	66%	NA	46%
	All	188	98%	81%	NA	28%
URBAN ACADEMY CHARTER SCHOOL						
	American Indian	2	1%	NA	NA	NA
	Asian	29	21%	86%	100%	NA
	Hispanic	4	3%	NA	NA	NA
	Black	104	74%	91%	NA	NA
	White	2	1%	NA	NA	NA
	All	141	100%	85%	21%	NA
MINNESOTA BUSINESS ACADEMY CHARTER						
	American Indian	11	4%	45%	NA	NA
	Asian	17	6%	76%	NA	NA
	Hispanic	29	9%	59%	NA	17%
	Black	90	29%	69%	NA	17%
	White	161	52%	25%	NA	11%
	All	308	100%	45%	NA	12%
PARTNERSHIP ACADEMY, INC.						
	American Indian	2	1%	NA	NA	NA
	Asian	1	1%	NA	NA	NA
	Hispanic	123	72%	97%	66%	NA
	Black	33	19%	94%	NA	NA
	White	11	6%	82%	NA	NA
	All	170	100%	94%	48%	0%
AURORA CHARTER SCHOOL						
	American Indian	0	0%	NA	NA	NA
	Asian	0	0%	NA	NA	NA
	Hispanic	176	100%	93%	89%	5%
	Black	0	0%	NA	NA	NA
	White	0	0%	NA	NA	NA
	All	176	100%	93%	89%	5%
EXCELL ACADEMY CHARTER						
	American Indian	1	1%	NA	NA	NA
	Asian	6	3%	100%	NA	NA
	Hispanic	NA	NA	NA	NA	NA
	Black	175	93%	84%	NA	7%
	White	7	4%	NA	NA	NA
	All	189	100%	81%	NA	6%

Appendix 5

Charter Schools	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
TAREK IBN ZIYAD ACADEMY						
	American Indian	NA	NA	NA	NA	NA
	Asian	4	2%	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA
	Black	180	89%	93%	54%	NA
	White	19	9%	74%	63%	0%
	All	203	100%	90%	54%	0%
HIGH SCHOOL FOR RECORDING ARTS						
	American Indian	4	2%	NA	NA	NA
	Asian	1	NA	NA	NA	NA
	Hispanic	8	4%	63%	NA	NA
	Black	174	82%	68%	NA	27%
	White	24	11%	58%	NA	21%
	All	211	100%	65%	NA	25%
HMONG ACADEMY						
	American Indian	0	0%	0%	0%	0%
	Asian	191	100%	96%	100%	7%
	Hispanic	0	0%	0%	0%	0%
	Black	0	0%	0%	0%	0%
	White	0	0%	0%	0%	0%
	All	191	100%	96%	100%	7%
WOODSON INSTITUTE FOR EXCELLENCE CHARTER						
	American Indian	0	0%	0%	0%	0%
	Asian	0	0%	0%	0%	0%
	Hispanic	0	0%	0%	0%	0%
	Black	195	100%	87%	0%	11%
	White	0	0%	0%	0%	0%
	All	195	100%	87%	0%	11%
HEART OF THE EARTH CHARTER						
	American Indian	193	91%	99%	0%	9%
	Asian	0	0%	0%	0%	0%
	Hispanic	3	1%	NA	0%	0%
	Black	7	3%	100%	0%	NA
	White	10	5%	80%	0%	0%
	All	213	100%	97%	0%	8%
MN INTERNATIONAL MIDDLE CHARTER						
	American Indian	0	0%	0%	0%	0%
	Asian	0	0%	0%	0%	0%
	Hispanic	0	0%	0%	0%	0%
	Black	239	100%	93%	93%	5%
	White	0	0%	0%	0%	0%
	All	239	100%	93%	93%	5%
SOJOURNER TRUTH ACADEMY	American Indian	0	0%	0%	0%	0%
	Asian	2	1%	NA	0%	0%
	Hispanic	42	17%	95%	83%	NA
	Black	196	81%	85%	0%	10%
	White	2	1%	NA	0%	0%
	All	242	100%	85%	14%	8%
ACADEMIA CESAR CHAVEZ CHARTER SCH .	American Indian	0	0%	0%	0%	0%
	Asian	0	0%	0%	0%	0%
	Hispanic	237	96%	94%	47%	6%
	Black	6	2%	100%	0%	0%
	White	3	1%	NA	0%	0%
	All	246	100%	93%	45%	6%

Appendix 5

Charter Schools	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
ACHIEVE LANGUAGE ACADEMY	American Indian	4	1%	NA	0%	
	Asian	159	52%	89%	87%	7%
	Hispanic	38	12%	92%	74%	NA
	Black	44	14%	84%	0%	14%
	White	61	20%	70%	0%	15%
	All	306	100%	84%	54%	8%
NEW SPIRIT SCHOOLS	American Indian	1	0%	0%	0%	0%
	Asian	163	53%	89%	88%	11%
	Hispanic	40	13%	90%	83%	NA
	Black	69	23%	81%	NA	13%
	White	33	11%	67%	0%	27%
	All	306	100%	85%	58%	12%
WILLIAM E MCGEE INST. OF TECH	American Indian	2	1%	0%	0%	0%
	Asian	0	0%	0%	0%	0%
	Hispanic	0	0%	0%	0%	0%
	Black	322	99%	68%	0%	9%
	White	0	0%	0%	0%	0%
	All	324	100%	68%	0%	9%
HARVEST PREP SCHOOL/SEED ACADEMY	American Indian	0	0%	0%	0%	0%
	Asian	0	0%	0%	0%	0%
	Hispanic	2	1%	NA	0%	0%
	Black	358	99%	66%	0%	5%
	White	0	0%	0%	0%	0%
	All	360	100%	66%	0%	5%
MINNESOTA INTERNSHIP CENTER	American Indian	3	1%	NA	0%	0%
	Asian	4	1%	NA	NA	0%
	Hispanic	77	19%	47%	91%	0%
	Black	315	78%	66%	37%	0%
	White	5	1%	100%	0%	0%
	All	404	100%	62%	46%	0%
TWIN CITIES INTERNATIONAL ELEM SCH.	American Indian	0	0%	0%	0%	0%
	Asian	0	0%	0%	0%	0%
	Hispanic	0	0%	0%	0%	0%
	Black	421	100%	100%	95%	3%
	White	0	0%	0%	0%	0%
	All	421	100%	100%	95%	3%
HIGHER GROUND ACADEMY	American Indian	0	0%	0%	0%	0%
	Asian	2	0%	NA	0%	0%
	Hispanic	0	0%	0%	0%	0%
	Black	424	99%	87%	21%	6%
	White	1	0%	0%	0%	0%
	All	427	100%	86%	20%	6%
HOPE COMMUNITY ACADEMY	American Indian	0	0%	0%	0%	0%
	Asian	430	94%	86%	76%	4%
	Hispanic	3	1%	NA	NA	0%
	Black	19	4%	100%	NA	26%
	White	7	2%	71%	0%	0%
	All	459	100%	85%	71%	5%

Appendix 5

Charter Schools	Ethnicity	K-12 Enrollment	Total District Enrollment	% Free or Reduced Lunch	% English Langauge Learners	% Special Education
COMMUNITY OF PEACE ACADEMY	American Indian	2	0%	NA	0%	NA
	Asian	377	67%	82%	80%	8%
	Hispanic	52	9%	85%	65%	15%
	Black	85	15%	91%	14%	13%
	White	46	8%	65%	0%	20%
	All	562	100%	82%	62%	10%
MINNESOTA TRANSITIONS CHARTER SCH	American Indian	62	7%	85%	0%	11%
	Asian	59	7%	69%	0%	0%
	Hispanic	58	7%	72%	0%	NA
	Black	486	56%	81%	0%	10%
	White	206	24%	54%	0%	11%
	All	871	100%	74%	0%	9%

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 were enrolled.

Appendix 6

2005 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	114	22	27	12	31	8
	Asian/Pacific Islander	302	18	28	15	32	8
	Hispanic	446	22	34	17	22	5
	Black	1067	23	36	13	23	5
	White	836	4	11	8	38	39
ST. PAUL	American Indian	45	31	20	9	31	9
	Asian/Pacific Islander	766	11	27	14	33	14
	Hispanic	430	16	32	13	30	10
	Black	804	22	33	13	25	8
	White	772	3	14	10	42	31
ROCHESTER	American Indian	3	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	109	5	13	10	46	27
	Hispanic	61	18	30	15	30	8
	Black	146	25	30	14	28	3
	White	773	3	12	11	43	31
DULUTH	American Indian	21	14	24	19	38	5
	Asian/Pacific Islander	16	6	0	25	44	25
	Hispanic	12	0	17	17	50	17
	Black	31	6	32	39	19	3
	White	582	2	12	13	45	29
ST. CLOUD	American Indian	8	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	30	13	23	17	33	13
	Hispanic	30	17	43	13	20	7
	Black	60	23	27	18	28	3
	White	531	5	18	12	45	21
3rd Grade Reading Achievement Levels							
MINNEAPOLIS	American Indian	113	35	19	15	24	7
	Asian/Pacific Islander	302	27	26	18	25	5
	Hispanic	445	38	21	15	22	4
	Black	1055	32	25	15	22	5
	White	833	7	7	9	39	38
ROCHESTER	American Indian	3	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	108	8	12	10	45	24
	Hispanic	59	22	20	15	31	12
	Black	144	24	26	15	28	8
	White	774	5	8	10	47	30
ST. PAUL	American Indian	43	21	19	16	37	7
	Asian/Pacific Islander	752	21	27	19	27	6
	Hispanic	420	24	22	15	32	7
	Black	785	26	21	18	28	8
	White	770	6	9	11	43	31
DULUTH	American Indian	21	14	38	14	24	10
	Asian/Pacific Islander	16	13	6	6	50	25
	Hispanic	12	0	17	8	50	25
	Black	30	7	30	30	20	13
	White	578	3	10	15	48	25
ST. CLOUD	American Indian	8	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	27	15	19	7	48	11
	Hispanic	28	21	32	14	29	4
	Black	61	20	20	16	39	5
	White	528	10	14	18	38	20

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 7

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							
ANOKA-HENNEPIN							
	American Indian	25	8	28	20	32	12
	Asian/Pacific Islander	181	10	25	17	34	14
	Hispanic	91	9	33	13	33	12
	Black	193	15	30	15	34	7
	White	2454	4	14	11	46	25
COLUMBIA HEIGHTS							
	American Indian	6	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	13	0	8	23	31	38
	Hispanic	35	3	17	29	34	17
	Black	64	23	28	6	36	6
	White	108	12	13	11	37	27
BURNSVILLE							
	American Indian	5	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	53	6	26	21	38	9
	Hispanic	58	14	40	16	22	9
	Black	95	19	35	13	26	7
	White	555	3	12	11	44	29
ROSEMOUNT-APPLE VALLEY-EAGAN	American Indian	8	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	142	4	14	7	38	37
	Hispanic	84	11	21	12	37	19
	Black	134	13	22	15	34	16
	White	1600	1	7	9	44	38
WEST ST. PAUL-MENDOTA HTS.-EAGAN	American Indian	6	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	18	0	6	11	50	33
	Hispanic	53	2	28	26	28	15
	Black	22	14	18	9	36	23
	White	211	3	8	6	29	55
HOPKINS	American Indian	3	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	20	5	5	10	50	30
	Hispanic	32	16	22	16	38	9
	Black	78	14	40	14	27	5
	White	444	2	8	7	42	40
BLOOMINGTON	American Indian	7	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	67	1	12	13	42	31
	Hispanic	75	19	29	12	29	11
	Black	113	13	24	14	39	10
	White	460	2	9	7	43	40
EDEN PRAIRIE	American Indian	3	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	53	0	9	6	43	42
	Hispanic	12	0	25	8	25	42
	Black	53	15	32	15	30	8
	White	557	1	7	7	43	42
OSSEO	American Indian	16	0	0	25	56	19
	Asian/Pacific Islander	227	11	19	17	36	18
	Hispanic	78	15	36	12	29	8
	Black	290	19	33	17	24	7
	White	956	3	10	10	44	34
RICHFIELD	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	27	11	19	11	37	22
	Hispanic	64	27	42	13	17	2
	Black	53	34	28	8	21	9
	White	147	7	14	14	48	18

Appendix 7

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
ROBBINSDALE	American Indian	10	20	50	0	20	10
	Asian/Pacific Islander	78	1	15	13	45	26
	Hispanic	81	11	28	16	31	14
	Black	211	18	24	14	35	9
	White	585	3	10	8	42	37
ST. LOUIS PARK	American Indian	4	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	15	7	13	7	53	20
	Hispanic	22	9	23	18	36	14
	Black	54	28	37	13	19	4
	White	211	2	9	7	49	33
WAYZATA	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	54	0	4	6	41	50
	Hispanic	13	0	31	8	46	15
	Black	41	27	17	10	37	10
	White	567	1	5	7	39	48
BROOKLYN CENTER	American Indian	2	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	19	16	21	11	42	11
	Hispanic	18	11	33	17	33	6
	Black	51	20	33	8	31	8
	White	28	4	18	7	43	29
MOUNDS VIEW	American Indian	12	0	42	17	25	17
	Asian/Pacific Islander	58	0	7	5	47	41
	Hispanic	30	3	13	7	63	13
	Black	59	15	22	15	41	7
	White	555	3	9	6	45	37
NORTH ST PAUL-MAPLEWOOD	American Indian	8	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	84	1	26	11	42	20
	Hispanic	48	27	19	13	27	15
	Black	64	27	22	19	27	6
	White	529	5	14	12	41	28
ROSEVILLE	American Indian	6	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	45	4	13	7	49	27
	Hispanic	25	4	28	20	28	20
	Black	39	13	13	18	44	13
	White	297	2	8	7	44	39
WHITE BEAR LAKE	American Indian	2	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	41	10	27	24	29	10
	Hispanic	13	15	15	8	38	23
	Black	17	12	29	29	24	6
	White	521	3	13	13	43	28
SHAKOPEE	American Indian	4	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	31	0	19	3	39	39
	Hispanic	40	15	25	13	33	15
	Black	21	10	29	5	33	24
	White	314	2	13	10	43	33
SOUTH WASHINGTON COUNTY	American Indian	6	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	91	4	14	12	36	33
	Hispanic	50	14	14	18	36	18
	Black	80	9	36	16	33	6
	White	1036	3	12	10	43	32

Appendix 7

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
ANOKA-HENNEPIN	American Indian	25	8	28	20	28	16
	Asian/Pacific Islander	181	16	23	17	33	12
	Hispanic	91	19	19	21	31	11
	Black	193	19	15	20	35	12
	White	2456	7	11	12	43	26
COLUMBIA HEIGHTS	American Indian	6	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	13	8	23	8	38	23
	Hispanic	31	23	16	29	26	6
	Black	60	25	20	13	35	7
	White	102	12	17	13	36	23
BURNSVILLE	American Indian	5	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	52	12	21	17	33	17
	Hispanic	58	16	21	29	19	16
	Black	94	20	26	15	30	10
	White	555	4	7	12	46	30
ROSEMOUNT-APPLE VALLEY-EAGAN	American Indian	8	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	139	5	11	14	38	32
	Hispanic	81	12	21	10	44	12
	Black	132	14	15	17	38	16
	White	1603	4	7	10	44	34
WEST ST. PAUL-MENDOTA HTS.-EAGAN	American Indian	4	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	18	0	17	11	50	22
	Hispanic	54	9	26	13	37	15
	Black	21	10	24	24	19	24
	White	213	5	9	6	39	41
HOPKINS	American Indian	2	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	20	5	5	5	50	35
	Hispanic	28	25	14	11	39	11
	Black	75	15	20	15	40	11
	White	441	3	6	8	42	42
BLOOMINGTON	American Indian	7	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	67	4	13	9	37	36
	Hispanic	72	19	26	15	31	8
	Black	113	16	15	18	41	11
	White	461	4	6	10	37	44
EDEN PRAIRIE	American Indian	3	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	53	2	6	15	47	30
	Hispanic	13	0	23	8	38	31
	Black	52	21	25	15	31	8
	White	560	3	5	9	47	37
OSSEO	American Indian	16	0	19	6	50	25
	Asian/Pacific Islander	225	15	22	17	35	11
	Hispanic	76	26	22	16	33	3
	Black	288	23	26	14	30	7
	White	956	6	10	10	46	28
RICHFIELD	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	26	19	12	19	31	19
	Hispanic	64	41	23	11	22	3
	Black	49	35	18	18	27	2
	White	146	10	18	15	40	16

Appendix 7

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
ROBBINSDALE	American Indian	9	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	78	10	18	17	36	19
	Hispanic	80	24	25	15	25	11
	Black	210	18	20	13	35	14
	White	584	6	7	11	43	33
ST. LOUIS PARK	American Indian	4	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	15	7	7	7	53	27
	Hispanic	22	18	23	14	27	18
	Black	53	19	38	11	26	6
	White	211	3	5	12	39	41
WAYZATA	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	54	4	0	11	39	46
	Hispanic	13	15	23	15	31	15
	Black	41	29	17	12	34	7
	White	567	3	4	9	47	37
BROOKLYN CENTER	American Indian	2	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	19	11	21	26	37	5
	Hispanic	18	28	17	22	33	0
	Black	49	20	18	24	31	6
	White	28	4	11	4	54	29
MOUNDS VIEW	American Indian	12	8	17	25	42	8
	Asian/Pacific Islander	58	2	9	14	38	38
	Hispanic	29	10	14	21	34	21
	Black	57	9	26	14	37	14
	White	553	4	10	13	40	34
NORTH ST PAUL-MAPLEWOOD	American Indian	8	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	83	11	27	19	34	10
	Hispanic	46	33	20	11	24	13
	Black	62	29	19	13	32	6
	White	527	9	10	13	47	20
ROSEVILLE	American Indian	7	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	45	4	11	11	47	27
	Hispanic	25	8	20	8	48	16
	Black	40	18	18	8	48	10
	White	297	4	7	8	36	44
WHITE BEAR LAKE	American Indian	2	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	41	17	22	17	34	10
	Hispanic	12	17	25	17	8	33
	Black	16	6	25	25	31	13
	White	520	6	12	15	41	27
SHAKOPEE	American Indian	4	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	31	13	13	10	35	29
	Hispanic	40	25	20	13	38	5
	Black	21	14	14	19	38	14
	White	312	7	11	12	43	27
SOUTH WASHINGTON COUNTY	American Indian	6	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	92	13	12	13	30	32
	Hispanic	49	8	14	18	49	10
	Black	80	20	14	18	38	11
	White	1029	7	10	13	43	28

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 Greater Minnesota, by Ethnicity

Greater Minnesota	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							
BEMIDJI	American Indian	54	9	24	28	31	7
	Asian/Pacific Islander	4	N/A	N/A	N/A	N/A	N/A
	Hispanic	7	N/A	N/A	N/A	N/A	N/A
	Black	9	N/A	N/A	N/A	N/A	N/A
	White	232	3	24	10	43	20
MANKATO	American Indian	3	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	16	6	19	6	44	25
	Hispanic	12	17	25	25	25	8
	Black	33	24	24	21	12	18
	White	378	5	11	13	46	25
CASS LAKE-BENA SCHOOLS	American Indian	64	8	20	20	41	11
	White	10	0	20	0	60	20
MOORHEAD	American Indian	12	8	25	25	33	8
	Asian/Pacific Islander	6	N/A	N/A	N/A	N/A	N/A
	Hispanic	27	15	48	7	30	0
	Black	10	30	40	0	30	0
	White	283	4	17	14	45	20
ALBERT LEA	Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A
	Hispanic	28	11	39	14	32	4
	Black	6	N/A	N/A	N/A	N/A	N/A
	White	185	4	18	17	39	22
WILLMAR	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	3	N/A	N/A	N/A	N/A	N/A
	Hispanic	91	21	38	7	29	5
	Black	4	N/A	N/A	N/A	N/A	N/A
	White	176	4	15	14	40	27
AUSTIN	American Indian	3	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	7	N/A	N/A	N/A	N/A	N/A
	Hispanic	46	13	35	28	22	2
	Black	12	25	33	17	17	8
	White	202	3	19	15	48	15
WORTHINGTON	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	16	6	19	19	44	13
	Hispanic	63	14	33	17	30	5
	Black	3	N/A	N/A	N/A	N/A	N/A
	White	55	4	15	16	40	25
FARIBAULT	Asian/Pacific Islander	2	N/A	N/A	N/A	N/A	N/A
	Hispanic	58	17	38	9	31	5
	Black	13	46	15	8	23	8
	White	170	8	23	12	42	15
OWATONNA	Asian/Pacific Islander	3	N/A	N/A	N/A	N/A	N/A
	Hispanic	37	24	30	16	24	5
	Black	14	7	43	14	21	14
	White	280	5	14	9	43	29

Appendix 8

Greater Minnesota	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							
BEMIDJI	American Indian	55	13	18	18	42	9
	Asian/Pacific Islander	4	N/A	N/A	N/A	N/A	N/A
	Hispanic	7	N/A	N/A	N/A	N/A	N/A
	Black	8	N/A	N/A	N/A	N/A	N/A
	White	230	8	11	17	43	21
MANKATO	American Indian	3	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	16	13	6	6	56	19
	Hispanic	12	33	0	8	50	8
	Black	33	9	27	24	27	12
	White	377	5	9	14	45	28
CASS LAKE-BENA SCHOOLS	American Indian	64	16	14	6	52	13
	White	10	10	0	0	60	30
MOORHEAD	American Indian	12	0	42	33	25	0
	Asian/Pacific Islander	6	N/A	N/A	N/A	N/A	N/A
	Hispanic	27	22	26	19	26	7
	Black	11	45	9	9	36	0
	White	282	6	11	14	42	27
ALBERT LEA	Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A
	Hispanic	28	11	29	11	43	7
	Black	6	N/A	N/A	N/A	N/A	N/A
	White	185	7	12	16	44	20
WILLMAR	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	3	N/A	N/A	N/A	N/A	N/A
	Hispanic	88	27	20	23	25	5
	Black	3	N/A	N/A	N/A	N/A	N/A
	White	174	7	9	20	37	27
AUSTIN	American Indian	3	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	7	N/A	N/A	N/A	N/A	N/A
	Hispanic	45	18	33	29	18	2
	Black	12	17	25	17	42	0
	White	201	8	11	16	45	19
WORTHINGTON	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	16	13	19	31	25	13
	Hispanic	62	29	16	21	32	2
	Black	3	N/A	N/A	N/A	N/A	N/A
	White	55	7	22	15	36	20
FARIBAULT	Asian/Pacific Islander	2	N/A	N/A	N/A	N/A	N/A
	Hispanic	58	38	14	16	26	7
	Black	13	31	31	15	23	0
	White	171	10	16	16	37	21
OWATONNA	Asian/Pacific Islander	3	N/A	N/A	N/A	N/A	N/A
	Hispanic	34	21	21	24	29	6
	Black	14	7	29	7	57	0
	White	278	6	8	13	50	23

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 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							
CEDAR RIVERSIDE COMMUNITY	Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A
	Black	15	13	40	13	27	7
NEW VISIONS	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A
	Hispanic	1	N/A	N/A	N/A	N/A	N/A
	Black	16	44	25	13	19	0
	White	6	N/A	N/A	N/A	N/A	N/A
COMMUNITY OF PEACE ACADEMY	Asian/Pacific Islander	36	8	44	17	31	0
	Hispanic	3	N/A	N/A	N/A	N/A	N/A
	Black	6	N/A	N/A	N/A	N/A	N/A
	White	3	N/A	N/A	N/A	N/A	N/A
MINNESOTA TRANSITIONS	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Black	15	47	40	0	13	0
	White	4	N/A	N/A	N/A	N/A	N/A
ACHIEVE LANGUAGE ACADEMY	Asian/Pacific Islander	19	11	32	26	32	0
	Black	7	N/A	N/A	N/A	N/A	N/A
	White	10	0	10	20	30	40
HIGHER GROUND ACADEMY	Black	34	3	41	21	32	3
NEW SPIRIT	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	14	29	57	7	7	0
	Hispanic	3	N/A	N/A	N/A	N/A	N/A
	Black	5	N/A	N/A	N/A	N/A	N/A
	White	4	N/A	N/A	N/A	N/A	N/A
HARVEST PREP SCHOOL/SEED ACADEMY	Black	60	17	27	2	32	23
SOJOURNER TRUTH ACADEMY	Hispanic	5	N/A	N/A	N/A	N/A	N/A
	Black	33	48	24	3	24	0
HEART OF THE EARTH CHARTER	American Indian	12	0	42	17	42	0
AURORA CHARTER	Hispanic	37	14	43	14	24	5
EXCELL ACADEMY CHARTER	Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A
	Black	22	23	59	5	14	0
WILLIAM E MCGEE INST. OF TECH	Black	34	18	44	21	15	3
HOPE COMMUNITY ACADEMY	Asian/Pacific Islander	54	35	43	11	11	0
	Black	5	N/A	N/A	N/A	N/A	N/A
	White	3	N/A	N/A	N/A	N/A	N/A
WOODSON INSTITUTE FOR EXCELLENCE	Black	16	13	81	0	6	0
URBAN ACADEMY CHARTER	Asian/Pacific Islander	4	N/A	N/A	N/A	N/A	N/A
	Black	21	48	33	10	10	0
	White	1	N/A	N/A	N/A	N/A	N/A
TAREK IBN ZIYAD ACADEMY	Black	22	36	45	5	14	0
	White	5	N/A	N/A	N/A	N/A	N/A

Appendix 9

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							
CEDAR RIVERSIDE COMMUNITY	Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A
	Black	16	13	31	13	44	0
NEW VISIONS CHARTER	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A
	Hispanic	1	N/A	N/A	N/A	N/A	N/A
	Black	16	25	25	13	38	0
	White	6	N/A	N/A	N/A	N/A	N/A
COMMUNITY OF PEACE ACADEMY	Asian/Pacific Islander	36	14	22	31	28	6
	Hispanic	3	N/A	N/A	N/A	N/A	N/A
	Black	6	N/A	N/A	N/A	N/A	N/A
	White	3	N/A	N/A	N/A	N/A	N/A
MINNESOTA TRANSITIONS CHARTER	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Black	15	60	13	20	7	0
	White	4	N/A	N/A	N/A	N/A	N/A
ACHIEVE LANGUAGE ACADEMY	Asian/Pacific Islander	19	42	26	16	16	0
	Black	7	N/A	N/A	N/A	N/A	N/A
	White	10	0	20	20	30	30
HIGHER GROUND ACADEMY	Black	33	9	55	12	21	3
NEW SPIRIT	American Indian	1	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	14	43	14	7	29	7
	Hispanic	3	N/A	N/A	N/A	N/A	N/A
	Black	5	N/A	N/A	N/A	N/A	N/A
	White	4	N/A	N/A	N/A	N/A	N/A
HARVEST PREP SCHOOL/ SEED ACADEMY	Black	60	18	17	15	35	15
SOJOURNER TRUTH ACADEMY	Hispanic	5	N/A	N/A	N/A	N/A	N/A
	Black	33	42	18	18	18	3
HEART OF THE EARTH	American Indian	12	25	50	8	8	8
AURORA	Hispanic	36	58	17	8	17	0
EXCELL ACADEMY	Asian/Pacific Islander1	N/A	N/A	N/A	N/A	N/A	
	Black	22	23	32	18	23	5
WILLIAM E MCGEE INST. OF TECH	Black	36	28	25	19	22	6
HOPE COMMUNITY ACADEMY	Asian/Pacific Islander	44	34	36	11	18	0
	Black	5	N/A	N/A	N/A	N/A	N/A
	White	3	N/A	N/A	N/A	N/A	N/A
WOODSON INSTITUTE FOR EXCELLENCE	Black	16	38	38	13	13	0
URBAN ACADEMY	Asian/Pacific Islander	4	N/A	N/A	N/A	N/A	N/A
	Black	20	50	30	10	10	0
	White	1	N/A	N/A	N/A	N/A	N/A
TAREK IBN ZIYAD ACADEMY	Black	22	18	41	18	23	0
	White	5	N/A	N/A	N/A	N/A	N/A

Minnesota Department of Education
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Appendix 10

2003 Basic Skills Test Results for Minnesota Cities, By Ethnicity

Minnesota Cities	Ethnicity	Number Tested Math	% Pass 8th Grade Math	Number Tested Reading	% Pass 8th Grade Reading	Number Tested Writing	% Pass 10th Grade Writing
MINNEAPOLIS	American Indians	156	40	150	64	89	81
	Asian/Pacific Islander	370	57	372	70	311	78
	Hispanic	299	41	297	57	257	61
	Black	1226	28	1226	47	1259	70
	White	726	82	733	91	770	97
ROCHESTER	American Indians	8	N/A	8	N/A	6	N/A
	Asian/Pacific Islander	100	68	99	84	109	91
	Hispanic	43	53	44	64	40	85
	Black	105	33	105	54	99	71
	White	961	84	959	91	1032	98
ST. PAUL	American Indians	61	38	63	62	51	88
	Asian/Pacific Islander	944	54	937	69	903	80
	Hispanic	310	40	307	62	231	72
	Black	821	25	833	48	718	70
	White	728	72	726	83	872	92
DULUTH	American Indians	36	53	39	74	33	88
	Asian/Pacific Islander	16	50	16	69	21	81
	Hispanic	5	N/A	5	N/A	7	N/A
	Black	32	50	32	63	35	89
	White	679	80	683	89	830	93
ST. CLOUD	American Indians	6	N/A	8	N/A	7	N/A
	Asian/Pacific Islander	17	71	17	76	32	91
	Hispanic	14	57	14	71	12	83
	Black	45	31	45	51	54	56
	White	631	81	630	90	632	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 II

2003 Basic Skills Test Results for Minnesota Suburbs with Highest Enrollments of Students of Color, By Ethnicity

Minnesota Suburbs	Ethnicity	Number Tested Math	% Pass 8th Grade Math	Number Tested Reading	% Pass 8th Grade Reading	Number Tested Writing	% Pass 10th Grade Writing
ANOKA-HENNEPIN	American Indians	41	51	42	79	34	85
	Asian/Pacific Islander	174	61	175	74	170	72
	Hispanic	60	63	59	83	66	85
	Black	178	44	178	69	138	76
	White	2729	80	2736	90	2755	94
COLUMBIA HEIGHTS	American Indians	10	30	11	45	2	N/A
	Asian/Pacific Islander	10	90	10	100	16	81
	Hispanic	18	44	18	83	16	69
	Black	51	33	50	60	64	56
	White	128	70	127	84	121	93
BURNSVILLE	American Indians	3	N/A	3	N/A	8	N/A
	Asian/Pacific Islander	50	70	51	86	61	84
	Hispanic	39	38	36	58	34	82
	Black	83	41	83	67	91	77
	White	603	82	601	92	637	96
ROSEMOUNT-APPLE VALLEY-EAGAN	American Indians	11	36	13	54	16	94
	Asian/Pacific Islander	113	74	110	87	122	89
	Hispanic	61	46	63	73	54	80
	Black	140	46	140	71	130	82
	White	1831	85	1831	94	1858	97
HOPKINS	American Indians	5	N/A	5	N/A	3	N/A
	Asian/Pacific Islander	17	82	17	88	23	96
	Hispanic	24	42	24	63	27	89
	Black	82	49	86	73	76	86
	White	463	93	465	98	543	98
BLOOMINGTON	American Indians	5	N/A	5	N/A	5	N/A
	Asian/Pacific Islander	46	65	46	80	60	85
	Hispanic	43	49	43	72	52	77
	Black	91	40	93	62	88	85
	White	575	83	577	93	618	99
EDEN PRAIRIE	American Indians	N/A	N/A	N/A	N/A	4	N/A
	Asian/Pacific Islander	48	88	48	90	46	91
	Hispanic	11	64	11	82	7	N/A
	Black	34	50	35	71	47	70
	White	637	89	648	95	694	97
OSSEO	American Indians	11	73	11	91	6	N/A
	Asian/Pacific Islander	215	67	213	80	193	77
	Hispanic	45	53	46	63	50	78
	Black	314	40	317	65	236	67
	White	1092	90	1090	97	1125	97
RICHFIELD	American Indians	7	N/A	7	N/A	3	N/A
	Asian/Pacific Islander	28	71	28	82	22	73
	Hispanic	49	35	50	50	38	47
	Black	68	34	67	57	76	67
	White	183	83	182	88	183	96

Appendix II

Minnesota Suburbs	Ethnicity	Number Tested Math	% Pass 8th Grade Math	Number Tested Reading	% Pass 8th Grade Reading	Number Tested Writing	% Pass 10th Grade Writing
ROBBINSDALE	American Indians	14	79	13	77	12	67
	Asian/Pacific Islander	69	64	68	75	63	79
	Hispanic	57	42	56	61	54	67
	Black	176	41	177	64	168	66
	White	679	84	677	92	736	96
ST. LOUIS PARK	American Indians	5	N/A	5	N/A	N/A	N/A
	Asian/Pacific Islander	17	88	17	82	17	76
	Hispanic	16	81	16	81	9	N/A
	Black	54	33	53	53	45	58
	White	202	85	204	92	278	96
WAYZATA	American Indians	4	N/A	4	N/A	N/A	N/A
	Asian/Pacific Islander	36	89	36	94	45	100
	Hispanic	10	80	11	82	12	92
	Black	45	42	45	71	52	77
	White	634	93	638	97	689	98
BROOKLYN CENTER	American Indians	4	N/A	4	N/A	3	N/A
	Asian/Pacific Islander	25	68	25	72	31	77
	Hispanic	11	45	11	55	9	N/A
	Black	58	36	58	52	38	63
	White	53	72	53	70	36	89
MOUNDS VIEW	American Indians	8	N/A	9	N/A	11	64
	Asian/Pacific Islander	67	78	67	88	58	84
	Hispanic	23	78	23	83	23	83
	Black	47	47	47	66	32	75
	White	677	88	675	94	832	96
NORTH ST PAUL-MAPLEWOOD	American Indians	17	24	18	44	9	N/A
	Asian/Pacific Islander	85	69	84	79	100	71
	Hispanic	32	56	32	88	26	73
	Black	78	31	79	58	69	59
	White	693	80	695	90	785	89
ROSEVILLE	American Indians	7	N/A	7	N/A	1	N/A
	Asian/Pacific Islander	58	74	58	86	56	95
	Hispanic	29	52	29	66	15	93
	Black	40	43	40	63	45	80
	White	381	86	380	91	455	97
WHITE BEAR LAKE	American Indians	6	N/A	6	N/A	3	N/A
	Asian/Pacific Islander	44	61	45	64	52	87
	Hispanic	14	57	14	79	19	89
	Black	14	64	14	79	17	76
	White	581	84	577	92	625	96
SHAKOPEE	American Indians	4	N/A	3	N/A	6	N/A
	Asian/Pacific Islander	27	93	25	84	25	84
	Hispanic	25	40	22	55	23	48
	Black	12	33	12	67	9	N/A
	White	294	78	290	90	265	93
SOUTH WASHINGTON COUNTY	American Indians	6	N/A	6	N/A	5	N/A
	Asian/Pacific Islander	99	68	99	82	63	92
	Hispanic	49	51	49	86	43	95
	Black	77	49	77	74	53	68
	White	1011	80	1016	93	943	94

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 Results for Greater Minnesota with Highest Enrollments of Students of Color, by Ethnicity

Greater Minnesota	Ethnicity	Number Tested Math	% Pass 8th Grade Math	Number Tested Reading	% Pass 8th Grade Reading	Number Tested Writing	% Pass 10th Grade Writing
BEMIDJI	American Indians	64	50	61	70	69	87
	Asian/Pacific Islander	2	N/A	2	N/A	2	N/A
	Hispanic	5	N/A	5	N/A	6	N/A
	Black	1	N/A	2	N/A	2	N/A
	White	290	79	288	90	320	91
RED LAKE	American Indians	92	18	106	43	69	72
	Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
	Black	N/A	N/A	N/A	N/A	N/A	N/A
	White	N/A	N/A	N/A	N/A	1	N/A
MANKATO	American Indians	2	N/A	2	N/A	2	N/A
	Asian/Pacific Islander	13	69	14	86	15	93
	Hispanic	18	50	19	58	14	86
	Black	22	32	21	48	27	85
	White	470	86	474	92	467	97
CASS LAKE-BENA SCHOOLS	American Indians	72	64	78	73	74	78
	Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A	1	N/A
	Black	N/A	N/A	N/A	N/A	N/A	N/A
	White	17	76	17	82	23	87
MOORHEAD	American Indians	13	31	13	46	11	73
	Asian/Pacific Islander	2	N/A	2	N/A	5	N/A
	Hispanic	32	41	33	52	23	91
	Black	8	N/A	8	N/A	8	N/A
	White	331	79	333	86	378	96
ALBERT LEA	American Indians	2	N/A	2	N/A	1	N/A
	Asian/Pacific Islander	5	N/A	5	N/A	3	N/A
	Hispanic	32	38	33	73	24	75
	Black	6	N/A	6	N/A	2	N/A
	White	212	77	211	93	316	96
WILLMAR	American Indians	1	N/A	1	N/A	2	N/A
	Asian/Pacific Islander	1	N/A	1	N/A	1	N/A
	Hispanic	73	30	74	43	63	63
	Black	7	N/A	7	N/A	10	80
	White	212	76	214	86	255	95
AUSTIN	American Indians	2	N/A	2	N/A	2	N/A
	Asian/Pacific Islander	8	N/A	8	N/A	6	N/A
	Hispanic	31	35	31	58	28	39
	Black	5	N/A	5	N/A	15	53
	White	282	77	289	85	241	85
WORTHINGTON	American Indians	N/A	N/A	N/A	N/A	1	N/A
	Asian/Pacific Islander	14	64	14	57	19	79
	Hispanic	48	35	44	55	34	65
	Black	3	N/A	3	N/A	N/A	N/A
	White	91	82	91	90	110	94
FARIBAULT	American Indians	3	N/A	3	N/A	N/A	N/A
	Asian/Pacific Islander	4	N/A	4	N/A	11	100
	Hispanic	41	32	40	60	28	64
	Black	6	N/A	6	N/A	9	N/A
	White	241	71	240	83	255	93
OWATONNA	American Indians	2	N/A	2	N/A	1	N/A
	Asian/Pacific Islander	3	N/A	3	N/A	4	N/A
	Hispanic	30	50	31	61	24	50
	Black	13	31	13	54	14	50
	White	348	85	341	91	348	95

Minnesota Department of Education
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Appendix 13

2003 Basic Skills Test Results for Minnesota Charters with Highest Enrollments of Students of Color, by Ethnicity

Charter Schools	Ethnicity	Number Tested Math	% Pass 8th Grade Math	Number Teste Readin	% Pass 8th Grade Reading
CEDAR RIVERSIDE COMMUNITY SCHOOL	American Indians	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	2	N/A	2	N/A
	Hispanic	N/A	N/A	N/A	N/A
	Black	2	N/A	2	N/A
	White	N/A	N/A	N/A	N/A
COMMUNITY OF PEACE ACADEMY	American Indians	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	30	63	30	73
	Hispanic	1	N/A	1	N/A
	Black	11	55	11	64
	White	3	N/A	3	N/A
ACHIEVE LANGUAGE ACADEMY	American Indians	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	15	27	15	40
	Hispanic	N/A	N/A	N/A	N/A
	Black	4	N/A	4	N/A
	White	3	N/A	3	N/A
HIGHER GROUND ACADEMY	American Indians	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A
	Black	20	80	20	85
	White	N/A	N/A	N/A	N/A
NEW SPIRIT SCHOOLS	American Indians	1	N/A	1	N/A
	Asian/Pacific Islander	23	22	23	35
	Hispanic	3	N/A	3	N/A
	Black	4	N/A	4	N/A
	White	N/A	N/A	N/A	N/A
HEART OF THE EARTH	American Indians	14	14	14	29
	Asian/Pacific Islander	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A
	Black	1	N/A	1	N/A
	White	4	N/A	4	N/A
ACADEMIA CESAR CHAVEZ	American Indians	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	N/A	N/A	N/A	N/A
	Hispanic	15	13	15	33
	Black	N/A	N/A	N/A	N/A
	White	N/A	N/A	N/A	N/A
MN INTERNATIONAL MIDDLE	American Indians	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A
	Black	52	25	54	39
	White	N/A	N/A	N/A	N/A

Appendix 13

Charter Schools	Ethnicity	Number Tested Writing	% Pass 10th Grade Writing
COMMUNITY OF PEACE ACADEMY	American Indians	N/A	N/A
	Asian/Pacific Islander	24	79
	Hispanic	2	N/A
	Black	9	N/A
	White	9	N/A
MINNESOTA TRANSITIONS	American Indians	N/A	N/A
	Asian/Pacific Islander	1	N/A
	Hispanic	N/A	N/A
	Black	20	60
	White	6	N/A
HIGHER GROUND ACADEMY	American Indians	N/A	N/A
	Asian/Pacific Islander	1	N/A
	Hispanic	N/A	N/A
	Black	14	79
	White	N/A	N/A
HIGH SCHOOL FOR RECORDING ARTS	American Indians	1	N/A
	Asian/Pacific Islander	N/A	N/A
	Hispanic	1	N/A
	Black	24	58
	White	3	N/A
HEART OF THE EARTH CHARTER	American Indians	9	N/A
	Asian/Pacific Islander	N/A	N/A
	Hispanic	N/A	N/A
	Black	2	N/A
	White	2	N/A
MINNESOTA BUSINESS ACADEMY CHARTER	American Indians	N/A	N/A
	Asian/Pacific Islander	5	N/A
	Hispanic	8	N/A
	Black	27	52
	White	34	85
MINNESOTA INTERNSHIP CENTER	American Indians	N/A	N/A
	Asian/Pacific Islander	N/A	N/A
	Hispanic	2	N/A
	Black	12	42
	White	N/A	N/A
HMONG ACADEMY	American Indians	N/A	N/A
	Asian/Pacific Islander	60	40
	Hispanic	N/A	N/A
	Black	N/A	N/A
	White	N/A	N/A
UBAH MEDICAL ACADEMY CHARTER	American Indians	N/A	N/A
	Asian/Pacific Islander	N/A	N/A
	Hispanic	N/A	N/A
	Black	20	50
	White	N/A	N/A

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

THE MINNESOTA MINORITY EDUCATION PARTNERSHIP, INC. (MMEP)

Mission

MMEP works to increase the success of students of color in Minnesota schools, colleges and universities.

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.

The Minnesota Minority Education Partnership's institutional partners are:

East Metro Integration District

Hopkins Public Schools

Minneapolis Public Schools

Minnesota Independent School Forum

The Minnesota State Colleges and Universities

The Minnesota Private College Council

The Minnesota Office of Higher Education

Robbinsdale Area Schools

Saint Paul Public Schools

The University of Minnesota

West Metro Education Program

Brooklyn Center Independent Schools

North West Suburban Integration District

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 this 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 increases the number of students of color who attend summer academic enrichment programs.

Project Empowerment Leadership Institute trains parents and educators to work together to increase student achievement.

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FOR MORE INFORMATION

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 Carlos Mariani, Executive Director.

State of Students of Color Comments
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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.org. 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 Office of Higher Education website at http://www.ohe.state.mn.us.

ORDERING THE STATE OF STUDENTS OF COLOR REPORT

Additional copies of the *2006 State of Students of Color* Report can be purchased from the Minnesota Minority Education Partnership, Inc. for $15.00. In addition, the report will be available online at the MMEP website at www.mmep.org.

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

State of Students of Color Report
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CONTRIBUTORS

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The Minnesota Office of Higher Education

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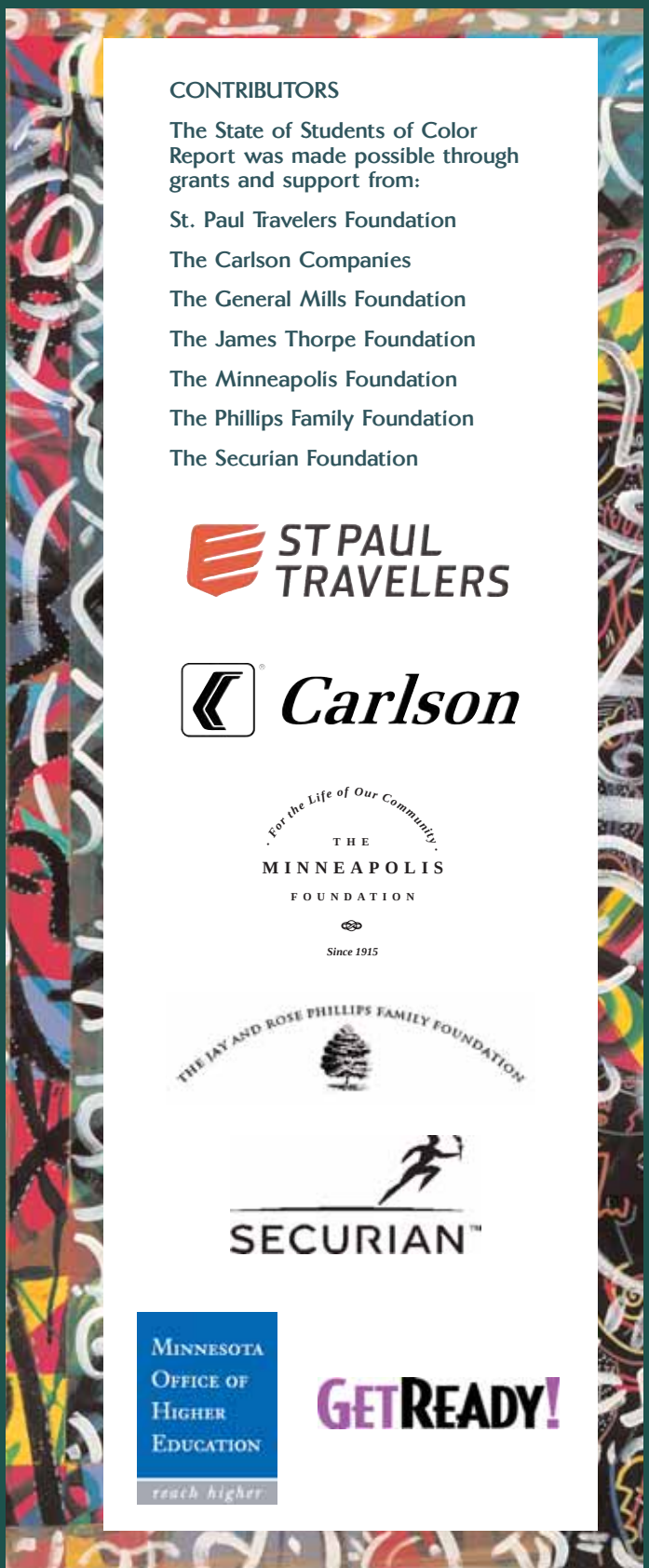
The James Thorpe Foundation

The MMEP Membership Community

Cover Art
"Celebrating the Fabrics of Life" - 4'x4' acrylic on canvas
Ta-Coumba Aiken

The painting is like a piece of fabric and the patches are a quilting of many lives coming together. It represents the rich cultural fabric of the changing face of Minnesota. There are glimpses of African American, Native American, Chicano, Latino or Hispanic or Hmong influence. The color lines honor and represent all the people who have come together to encourage students of color through the work of MMEP. These vibrant images are like a weaving on canvas, each of them celebrating the growth, creation of opportunities and hope that the education of children from these communities bring to us. Their talents will expand Minnesota to become a gathering place of new ideas. My spirit soared in doing this piece. I thought of all the ways that an organization such as MMEP will impact children. Opportunities for children of color will be broadened because of MMEP. As a father, I know my own children will be able to take advantage of those opportunities to do better and greater things.



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