

2002



Minnesota Education Yearbook

The status of preK-12 education in Minnesota
prepared by the Office of Educational Accountability

UNIVERSITY OF MINNESOTA

2002 Minnesota Education Yearbook

*The 2002 Minnesota Education Yearbook
has been produced by the*

Office of Educational Accountability

*of the College of Education and Human Development
of the University of Minnesota.*

OEA Staff

Mark L. Davison, Ph.D., *Director*
Ernest C. Davenport, Ph.D., *Associate Professor*
Nohoon Kwak, Ph.D., *Statistician (through 10/02)*
Young Seok Seo, Ph.D., *Statistician (beginning 10/02)*
Kristin A. Peterson, *Research Associate*
Margaret L. Irish, *Editor/Graphic Design*

Chi-Keung Chan, *Graduate Assistant*
Jiyoung Choi, *Graduate Assistant*
Jeffrey Harring, *Graduate Assistant*
Yun Jung Kang, *Graduate Assistant*
Yi-chen Wu, *Graduate Assistant*

Editorial Review Board

Jim Angermeyr, *Bloomington Public Schools*
Rolf Blank, *Council of Chief State School Officers*
Ron Erickson, *Adirondak Community College*
Dick Guevremont, *Financial Management Division,
Minnesota Department of Children, Families &
Learning*
Van Mueller, *University of Minnesota*
Ed Roeber, *Advanced Systems*

Preferred citation:

Davison, M.L., Davenport, E.C., Kwak, N., Seo, Y.S., Peterson, K.A., Irish, M.L., Chan, C-K., Choi, J., Harring, J., Kang, Y.J., & Wu, Y-C. (2003). *2002 Minnesota education yearbook: The status of pre-K-12 education in Minnesota*. Minneapolis, MN: Office of Educational Accountability, College of Education and Human Development, University of Minnesota.

Table of Contents

List of Tables	iii
List of Figures	ix
Chapter 1: Introduction	1
Chapter 2: The “No Child Left Behind” Act and Minnesota’s Standards, Assessments, and Accountability	5
Chapter 3: Educational Inputs and Processes	23
Chapter 4: Coursework, Attendance, and Graduation	33
Chapter 5: Achievement	47
Chapter 6: Conclusions and Recommendations	71
References	75
Appendix A: Glossary of Terms	81
Appendix B: <i>MCA</i> and <i>BST</i> Results, by Category	95

List of Tables

Chapter 3

Table 3.1	Overall Student Enrollment in Minnesota Schools, by Gender, Ethnicity, Region, Strata, and School Characteristics: 2001–02	23
Table 3.2	2001-02 Enrollment in Grades Pre-K–12, by School Strata	24
Table 3.3	Enrollment Trends from Academic Year 1991 to Academic Year 2002: October 1 Headcount	24
Table 3.4	2000–01 Per Pupil Operating Expenditures, by District Category	27
Table 3.5	2000–01 Per Pupil Total Revenues, by District Category	28
Table 3.6	2000–01 District Per Pupil Revenues, by Source	29
Table 3.7	Minnesota Teacher Characteristics for Academic Year 2000–01	30
Table 3.8	Average Class Size for Grades 1–3 and 4–6, by Region and Strata: 1999–00 and 2000–01	31

Chapter 4

Table 4.1	Average Attendance Rate for 3 rd , 5 th , 8 th , 9 th , 10 th , 11 th , and 12 th Grades: 2002	37
Table 4.2	Summary of Graduation, Dropout, and Continuation Rates for the Classes of 1997 to 2001	39
Table 4.3	Four-year High School Graduation and Dropout Rates for the Minnesota Class of 2001	40

Chapter 5

Table 5.1	2002 Grade 3: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested	49
-----------	--	----

Table 5.2	2002 Grade 3: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested	50
Table 5.3	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested	51
Table 5.4	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested	52
Table 5.5	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Writing for all Public School Students Tested	53
Table 5.6	2002 Grade 8: <i>Basic Skills Test</i> Results in Reading for all Public School Students Tested	54
Table 5.7	2002 Grade 8: <i>Basic Skills Test</i> Results in Mathematics for all Public School Students Tested	55
Table 5.8	2002 Grade 10: <i>Minnesota Comprehensive Assessment</i> Results in Writing for all Public School Students Tested	56
Table 5.9	2002 Grade 10: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested	57
Table 5.10	2002 Grade 11: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested	58

Appendix B

Table B.1	2002 Grade 3: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested, except those with Limited English Proficiency	97
Table B.2	2002 Grade 3: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested, except those New to their District Since January 1, 2001	98
Table B.3	2002 Grade 3: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested, except those in Special Education	99
Table B.4	2002 Grade 3: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested, except those with Limited English Proficiency	100

Table B.5	2002 Grade 3: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested, except those New to their District Since January 1, 2001	101
Table B.6	2002 Grade 3: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested, except those in Special Education	102
Table B.7	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested, except those with Limited English Proficiency	103
Table B.8	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested, except those New to their District Since January 1, 2001	104
Table B.9	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested, except those in Special Education	105
Table B.10	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested, except those with Limited English Proficiency	106
Table B.11	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested, except those New to their District Since January 1, 2001	107
Table B.12	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested, except those in Special Education	108
Table B.13	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Writing for all Public School Students Tested, except those with Limited English Proficiency	109
Table B.14	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Writing for all Public School Students Tested, except those New to their District Since January 1, 2001	110
Table B.15	2002 Grade 5: <i>Minnesota Comprehensive Assessment</i> Results in Writing for all Public School Students Tested, except those in Special Education	111

Table B.16	2002 Grade 8: <i>Basic Skills Test</i> Results in Reading for all Public School Students Tested, except those with Limited English Proficiency	112
Table B.17	2002 Grade 8: <i>Basic Skills Test</i> Results in Reading for all Public School Students Tested, except those New to their District Since January 1, 2001	113
Table B.18	2002 Grade 8: <i>Basic Skills Test</i> Results in Reading for all Public School Students Tested, except those in Special Education	114
Table B.19	2002 Grade 8: <i>Basic Skills Test</i> Results in Mathematics for all Public School Students Tested, except those with Limited English Proficiency	115
Table B.20	2002 Grade 8: <i>Basic Skills Test</i> Results in Mathematics for all Public School Students Tested, except those New to their District Since January 1, 2001	116
Table B.21	2002 Grade 8: <i>Basic Skills Test</i> Results in Mathematics for all Public School Students Tested, except those in Special Education	117
Table B.22	2002 Grade 10: <i>Basic Skills Test</i> Results in Writing for all Public School Students Tested, except those with Limited English Proficiency	118
Table B.23	2002 Grade 10: <i>Basic Skills Test</i> Results in Writing for all Public School Students Tested, except those New to their District Since January 1, 2001	119
Table B.24	2002 Grade 10: <i>Basic Skills Test</i> Results in Writing for all Public School Students Tested, except those in Special Education	120
Table B.25	2002 Grade 10: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested, except those with Limited English Proficiency	121
Table B.26	2002 Grade 10: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested, except those New to their District Since January 1, 2001	122

Table B.27	2002 Grade 10: <i>Minnesota Comprehensive Assessment</i> Results in Reading for all Public School Students Tested, except those in Special Education	123
Table B.28	2002 Grade 11: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested, except those with Limited English Proficiency	124
Table B.29	2002 Grade 11: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested, except those New to their District Since January 1, 2001	125
Table B.30	2002 Grade 11: <i>Minnesota Comprehensive Assessment</i> Results in Mathematics for all Public School Students Tested, except those in Special Education	126

List of Figures

Chapter 2

- Figure 2.1 Percentage of Third Grade Students Eligible for Free or Reduced-price Lunch, in Special Education, and with Limited English Proficiency (LEP), in Schools in Need of Improvement vs. Statewide: 2001–02 16
- Figure 2.2 Percentage of Fifth Grade Students Eligible for Free or Reduced-price Lunch, in Special Education, and with Limited English Proficiency (LEP), in Schools in Need of Improvement vs. Statewide: 2001–02 16
- Figure 2.3 Number of Reported Teacher Licensure Variances for Academic Years 1999–01 20

Chapter 3

- Figure 3.1 Statewide Enrollment: Elementary, Secondary, and Total K–12: 1991–02 (October 1 Headcount) 25
- Figure 3.2 K–12 Enrollment in Minneapolis/St. Paul, Suburban, and Greater Minnesota Schools: 1991–02 (October 1 Headcount) 25
- Figure 3.3 Number of Minnesota K–12 Students Enrolled in LEP Programs, Compared to the Number of Students for whom English is and is not the Primary Home Language: 1996–01 25
- Figure 3.4 Number of Minnesota K–12 Students Eligible for Free or Reduced-price Lunch: 1991–92 through 2001–02 26
- Figure 3.5 Distribution of Per Pupil Operating Expenditures: 2000–01 27
- Figure 3.6 Total District Per Pupil Operating Expenditures, by District Poverty Level: 2000–01 28
- Figure 3.7 Percentage of School Funding Received through Federal, State, and Local Sources for Minnesota: 2000–01 29

Chapter 4

Figure 4.1	High School Course Recommendations of ACT, Inc., and <i>A Nation at Risk</i> ; High School Course Preparation Requirements for Freshman Admissions at the Minnesota State Universities and the University of Minnesota	34
Figure 4.2	Percentage of 2001–02 Minnesota ACT Test-takers Having Completed the ACT Recommended Core Academic Preparation, by School Year	35
Figure 4.3	Percentage of 2000–02 Minnesota ACT Test-takers Having Completed the ACT Recommended Core Academic Preparation, by Ethnicity	35
Figure 4.4	Percentage of Minnesota and US 8 th Graders Scoring at or above the Proficient Level in the 2000 <i>National Assessment of Educational Progress</i> in Writing, by Gender	36
Figure 4.5	Percentage of 2001–02 Minnesota and US ACT Test-takers with College Preparatory Math, English, and Science	37
Figure 4.6	1999–02 Grade 9: Trends in Minnesota Average Attendance, by Ethnicity	38
Figure 4.7	1999–02 Grade 10: Trends in Minnesota Average Attendance, by Ethnicity	38
Figure 4.8	1999–02 Grade 11: Trends in Minnesota Average Attendance, by Ethnicity	38
Figure 4.9	1999–02 Grade 12: Trends in Minnesota Average Attendance, by Ethnicity	39
Figure 4.10	Trends in High School 4-Year Graduation, Dropout, and Continuation Rates for the Classes of 1997–01	40
Figure 4.11	Trends in Minnesota 4-Year Graduation Rates, by Ethnicity: 1997–01	41
Figure 4.12	Trends in Minnesota 4-Year Dropout Rates, by Ethnicity: 1997–01	41
Figure 4.13	Trends in Minnesota 4-Year Continuation Rates, by Ethnicity: 1997–01	41

Figure 4.14 Trends in Minnesota 4-Year Graduation Rates, by Strata: 1997–01	42
Figure 4.15 Trends in Minnesota 4-Year Dropout Rates, by Strata: 1997–01	42
Figure 4.16 Trends in Minnesota 4-Year Continuation Rates, by Strata: 1997–01	42
Figure 4.17 Trends in Minnesota 4-Year Graduation, Dropout, and Continuation Rates for Students with IEPs: 1997–01	43
Figure 4.18 Trends in Minnesota 4-Year Graduation, Dropout, and Continuation Rates for LEP Students: 1997–01	43
Figure 4.19 Trends in Minnesota 4-Year Graduation, Dropout, and Continuation Rates for Students in Charter Schools: 1997–01	44

Chapter 5

Figure 5.1 Percentage of Grade 3 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading and Mathematics: 1999–02	49
Figure 5.2 Percentage of Grade 5 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading, Mathematics, and Writing: 1999–02	53
Figure 5.3 Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by School Year: 1999–02	55
Figure 5.4 Mean Percentage Correct Scores in each of the Five Mathematics Content Areas for Students Who Had and Had Not Completed the Corresponding Curriculum Standards: 2002	59
Figure 5.5 Percentage of Grade 3 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading and Mathematics, by Gender: 2001–02	60
Figure 5.6 Percentage of Grade 5 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading, Mathematics, and Writing, by Gender: 2001–02	60

Figure 5.7	Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Gender: 2001–02	60
Figure 5.8	Percentage of Grade 10 Students at or above Level II and Level III, and at Levels IV and V in Reading, by Gender: 2001–02	61
Figure 5.9	Mean Percentage of Mathematics Items Answered Correctly by Grade 11 Students, by Gender: 2001–02	61
Figure 5.10	Percentage of Grade 3 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading and Mathematics, by Ethnicity: 2001–02	61
Figure 5.11	Percentage of Grade 5 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading, Mathematics, and Writing, by Ethnicity: 2001–02	61
Figure 5.12	Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Ethnicity: 2001–02	62
Figure 5.13	Percentage of Grade 10 Students at or above Level II and Level III, and at Levels IV and V in Reading, by Ethnicity: 2001–02	62
Figure 5.14	Mean Percentage of Mathematics Items Answered Correctly by Grade 11 Students, by Ethnicity: 2001–02	62
Figure 5.15	Percentage of Students Passing the <i>Basic Skills Tests</i> in Reading, Mathematics, and Writing, by Ethnicity: 1999–02	63
Figure 5.16	Percentage of Grade 11 Students Completing each Mathematics Standard, by Ethnicity: 2001–02	63
Figure 5.17	<i>BST</i> Reading Pass Rates among 8 th Grade Asian Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02	63
Figure 5.18	<i>BST</i> Mathematics Pass Rates among 8 th Grade Asian Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02	64
Figure 5.19	<i>BST</i> Writing Pass Rates among 10 th Grade Asian Grade Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02	64

Figure 5.20	<i>BST</i> Reading Pass Rates among 8 th Grade Hispanic Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02	64
Figure 5.21	<i>BST</i> Mathematics Pass Rates among 8 th Grade Hispanic Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02	65
Figure 5.22	<i>BST</i> Writing Pass Rates among 10 th Grade Hispanic Grade Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02	65
Figure 5.23	Percentage of Grade 3 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading and Mathematics, by Attendance Rate: 2001–02	65
Figure 5.24	Percentage of Grade 5 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading, Mathematics, and Writing, by Attendance Rate: 2001–02	66
Figure 5.25	Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Attendance Rate: 2001–02	66
Figure 5.26	Percentage of Grade 10 Students at or above Level II and Level III, and at Levels IV and V in Reading, by Ethnicity: 2001–02	66
Figure 5.27	Percentage of Grade 3 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading and Mathematics, by School Poverty Concentration: 2001–02	67
Figure 5.28	Percentage of Grade 5 Students at or above Levels IIa and IIb, and at Levels III and IV in Reading, Mathematics, and Writing, by School Poverty Concentration: 2001–02	67
Figure 5.29	Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by School Poverty Concentration: 2001–02	67
Figure 5.30	Percentage of Grade 10 Students at or above Level II and Level III, and at Levels IV and V in Reading, by School Poverty Concentration: 2001–02	68
Figure 5.31	Mean Percentage Correct Scores for 11 th Grade Students in <i>MCA</i> Mathematics, by School Poverty Concentration: 2001–02	68

Figure 5.32	Minnesota and National <i>ACT</i> Composite Scores, by School Year: 1993–02	68
Figure 5.33	Average <i>ACT</i> Scores for Students Who Are and Are Not Taking the <i>ACT</i> Recommended Core Coursework: 2001–02	69
Figure 5.34	Average <i>ACT</i> Composite Scores, by Gender and Ethnicity: 2001–02 (Minnesota Students)	69

Chapter 1: Introduction

In January 2002, President Bush signed the latest re-authorization of the federal Elementary and Secondary Education Act (ESEA) under the title, “No Child Left Behind” (NCLB). States had until January 31, 2003 to submit their accountability plans, to be followed by a process of negotiation regarding the final details of each state’s plan. Many of the conditions addressed in the NCLB Act involve statewide testing and school accountability. By 2005–06, all students must be tested annually in grades 3–8, and again in high school. The NCLB Act requires that states set academic content standards in the core academic areas, and student proficiency levels in reading and mathematics. NCLB also stipulates that all students must have reached those proficiency levels by academic year 2013–14. Between now and then, for schools in districts receiving Title I funding, each school as a whole, *and* all students in key subgroups (defined by ethnicity, poverty level, language status, and special education status) must be making adequate progress toward that ultimate 100% proficiency goal. The NCLB Act and its theme, “Leave No Child Behind,” are shaping the way state education agencies and school districts think about student assessment, school accountability, and educational improvement efforts.

The NCLB Act and its theme have also shaped this report. The Act itself has caused us to compare the stipulations in the federal legislation with Minnesota statute, and with Minnesota’s existing

accountability system. This comparison leads to a number of conclusions and recommendations as to what Minnesota will need in order to comply with the federal legislation. It leads to conclusions as to what Minnesota will want in its assessment and accountability system beyond what the federal legislation requires. And it raises some questions about the compatibility of Minnesota’s vision with the federal legislation.

Like previous editions of the *Minnesota Education Yearbook*, this one reports on results at the statewide level. It also includes results for groups that cut across more than one district (e.g., suburban districts). The results reported here are of interest in their own right, and they can be used as a basis for comparing results on individual schools and districts to results for the state as a whole or to results for groups of districts. Information about individual schools and districts can be found on the Department of Children, Families & Learning Web site (<http://cfl.state.mn.us>) or through a link to that site from the Office of Educational Accountability Web site (<http://education.umn.edu/oea>). Additional information about specific schools and districts can be obtained directly from those schools and districts.

Sources and Limitations

In selecting the data to be covered in the *Minnesota Education Yearbook*, we have drawn heavily on an earlier report entitled the *Minnesota*

Educational Accountability and Reporting System: Feasibility and Design Study (Bruininks, Bielinski, Danielson, Davison, Erickson, Lock, Lydell, Norlin-Weaver, Seppanen, Thurlow, and Ysseldyke, 1996). Many of the data indicators chosen for inclusion in the *Yearbook* were taken from that report.

This report differs from previous *Yearbooks* in several respects. The policy discussion in Chapter 2 has been shaped by the assessment and accountability issues raised in the NCLB Act and its theme, “Leave No Child Behind.” This *Yearbook* also examines writing data on Minnesota students with an eye toward the potential impact of an increased emphasis on writing for students seeking admission to college. It addresses the growth in the percentage of limited English proficiency students in Minnesota schools, and the question of whether or not achievement gaps are closing for students whose primary home language is not English.

To assemble data on the various indicators, we have drawn from a variety of sources. We are indebted to those who gathered the data, but we are also bound by the limits of the data. For instance, while previous *Yearbooks* have reported comparisons between Minnesota students and students from other countries, no new international comparisons were available this year. Therefore, none are reported in this *Yearbook*. The nature of available data limits the kinds of questions we can address and the analyses we can perform.

Two of our data sets are national: the data on college-bound students taking the *American College Test (ACT)* and the data from the *National Assessment of Educational Progress (NAEP)* studies of 8th grade writing. These studies have the advantage that they permit comparison of Minnesota students to students from around the country. We have also drawn on the American Federation of Teachers' study of salaries nationwide, and on *Education Week* to compare per pupil expenditures in Minnesota with those from other states.

Most of our data come from Minnesota statewide reporting, rather than national sources. Much of this data comes from the Department of Children, Families & Learning (CFL), and is reported to CFL either by schools and districts around the state or by the statewide testing contractor. The Department of Children, Families & Learning is the source for our data on statewide testing, attendance, graduation and dropout rates, teacher characteristics, school district finances, and class size.

Tables in this report represent our analyses of the data sets. Many of the figures are simply graphical representations designed to highlight selected data in those tables. However, some of the graphs were not taken from our own data. For instance, the decade-long trends in *ACT* test scores were taken from a series of annual reports by ACT, Inc. In such cases, the source is indicated under the graph.

In chapters 3–5, the figures and text highlight what we consider to be the most important findings in the data. More detail can be found in tables at the ends of these chapters or in Appendix B. Readers who do not find the answer to their question in the text or figures may find the

answer in the tables. If the answer cannot be found in the tables, it may be found in some of the cited references. Undoubtedly, readers will think of additional questions that, for reasons of space, we do not address in this report.

Yearbook Synopsis

The chapters that follow cover accountability policy and accountability data. Both the policy and the data are examined in light of the recent federal legislation and the goal of leaving no child behind. In its concern about leaving no child behind, the federal legislation's reporting requirements focus heavily on at-risk children: children from homes where the primary language is other than English (students with limited English proficiency [LEP]), minority children, children from low-income families, and children with disabilities. This report contains results for these at-risk groups of children.

Chapter 2 focuses on policy. It begins by summarizing the recent federal legislation as it pertains to assessment and accountability. That is, it lists the criteria that states are expected to meet as a condition of receiving certain federal funds. Minnesota already meets some of these criteria in whole or in part. Other criteria will require major changes. Chapter 2 also focuses on requirements in Minnesota statute and the relationship of the state statutes to those in the federal legislation. The chapter closes with policy recommendations based on our analysis of the federal legislation, Minnesota statute, Minnesota's existing standards and assessments, and its accountability system.

These requirements are coupled with some concerns about the compatibility of the Minnesota

and federal visions for school accountability. The recommendations in Chapter 2 envision accountability systems, primarily administered at the local district level, that are consistent with state and federal requirements; that incorporate some information collected and reported in a uniform way across the state; and that comply with generally accepted school accountability procedures across the state. The recommendations also envision a school improvement effort for those schools not meeting state-set expectations.

Chapter 3 covers student enrollment, school finance, class size, and teacher characteristics. It begins with an update on enrollment trends. The chapter concludes with data on school finances and staffing. Recent budget shortfalls and lingering concerns about a possible teacher shortage have led to major concerns about both funding and staffing.

Chapter 4 covers student attendance, coursework, and completion of the high school diploma. While the major focus in school accountability has been on achievement test scores, high school graduation rate and possibly attendance will also become indicators of school effectiveness under the NCLB Act. The chapter examines changes in graduation rates since implementation of the high school graduation test requirement. In addition to describing the performance of students with respect to attendance, coursework, and graduation rate, Chapter 4 also discusses announced changes in the *SAT I*, one of the commonly used college admissions tests, and the possible implications of those changes for the coursework of future Minnesota high school students.

Chapter 5 covers student achievement. As in the past, it includes data from Minnesota's statewide testing program, along with trends in college admissions test data. Given Minnesota's increasing percentage of students from families with home languages other than English, the chapter examines the performance of such students on the 8th grade *Basic Skills Tests* in reading and mathematics. The performance of students with limited English

proficiency is one indicator on which schools will be evaluated under NCLB.

Chapter 6 pulls together our major conclusions and recommendations from the previous chapters.

This is the fifth *Minnesota Education Yearbook*. Much of the reporting is similar to prior years, particularly where the goal is to track trends across time. Minnesota's educa-

tional accountability and reporting system is evolving. The changes in this *Yearbook* represent a next step in the evolution of reporting at the statewide level. Because educational improvement is a continuing process, the monitoring of educational results must be an ongoing effort, designed to tell us whether our educational reforms are succeeding and how they can be further improved.

Chapter 2: The No Child Left Behind Act and Minnesota's Standards, Assessments, and Accountability

The No Child Left Behind Act (NCLB Act), the most recent reauthorization of the 1965 Elementary and Secondary Education Act (ESEA), reauthorizes federal funding for educational programs, including the Title I program. In addition, it stipulates conditions attached to receipt of federal funds, most notably the Title I funds. Since the passage of the NCLB Act in 2001, most states are scrambling to reassess their accountability systems and determine what they will need in order to meet the federal requirements. Minnesota is no exception. In light of the ongoing discussion about educational accountability that has been sparked by the NCLB Act, we begin by highlighting its provisions and then discuss where Minnesota stands in relation to the requirements of the Act. Finally, we provide some policy recommendations.¹

Some of the changes required by the NCLB Act are to be implemented immediately, while other provisions will phase in over a period of time. Some of the accountability provisions even apply retroactively to schools, based on the previous authorization of the Act.

We do not presume that our recommendations are “the” answers to the questions raised by educational accountability. Our goal is to facilitate public discussion by outlining the major issues in educational accountability, in light of the new federal legislation and the state’s experience with educational accountability over the

past five years. Besides outlining the issues, we have also made numerous recommendations and briefly stated our major reasons for them. It is our belief that discussion often proceeds most productively when there are some concrete proposals around which that discussion can take place.

Accountability at the Federal Level

On January 8, 2002, President Bush signed into law the No Child Left Behind Act. According to the Administration, the Act contains the President’s four basic education reform principles: stronger accountability for results; increased flexibility and local control; expanded options for parents; and an emphasis on teaching methods that have been proven to work.

These principles require further discussion before policy is based on their provisions. For example, it is important to note that the notion of increased flexibility and local control is limited. The flexibility and local control mentioned by the Administration relate primarily to the allocation of program funds. The legislation allows states the flexibility to allocate federal funds to the programs with the greatest need in a school or district. However, many other aspects of the requirements allow little flexibility. Through all three steps (standard setting, assessments, and accountability) states must go through an approval process with the U.S. Department of Education (USDE). So, while

states have the freedom to choose their own standards, assessments, and accountability systems, all aspects of those standards, assessments, and accountability systems will be reviewed by the USDE for compliance with federal guidelines. In addition, while some expectations are quite explicit, other aspects of the guidelines are in the development stage; it is therefore not entirely clear how states should begin to implement the legislation.

The specifics of the Act that are most pertinent to Minnesota’s accountability system can be divided into three primary areas: (1) standards, (2) assessments, and (3) accountability and adequate yearly progress. What follows is a brief summary of what is included in the NCLB Act as it relates to these educational areas. While Minnesota must comply with the federal legislation, the state and district educational accountability systems must go beyond what is mandated in the Act in order to fully monitor

¹ This chapter appeared as an earlier publication entitled, 2002 Policy Brief: The “No Child Left Behind” Act and Minnesota’s standards, assessments, and accountability, prepared by the Office of Educational Accountability. More information on the NCLB Act, and policies of other states, can be found in Marion, S., White, C., Carlson, D., Erpenbach, W.J., Rabinowitz, S., & Sheinker, J., 2002a and 2002b; Forte Fast, E., Blank, R.K., Potts, A., & Williams, A., 2002; and Potts, A., Blank, R.K., & Williams, A., 2002. These publications are available from the Council of Chief State School Officers (online: <http://www.ccsso.org>).

progress towards state and local educational goals.

Standards

The first step in an educational accountability system is setting standards. According to federal legislation, all schools in districts that accept Title I funds under the NCLB Act must adopt standards in reading/language arts and mathematics by 2002–03, and in science by 2005–06. The standards must be the same for all students and identify what students should know and be able to do. The Act requires that standards must also encourage higher order thinking skills and problem solving. However, the legislation fails to clearly define either “higher order thinking skills” or “problem solving.”

Assessments

In order to determine whether students are meeting the standards, they must be assessed. Under the existing *Elementary and Secondary Education Act* requirements, schools must currently be administering tests at least once in reading/language arts and mathematics in each of the following three grade spans: grades 3–5, grades 6–9, and grades 10–12. Beginning in 2005–06, tests in reading/language arts and mathematics must be administered every year in grades 3–8 and once in grades 9–12. Starting in 2007, science must be tested at least once in each of the following grade spans: 3–5, 6–9, and 10–12.

Each state must establish a level of achievement called “Proficient.” The goal is to ensure that all students are scoring at or above the proficient level by academic year 2013–14. States are responsible for choosing their own assessments (subject to federal approval); however, the same assessments must be used to measure the achievement of

all children at each grade level. Assessments must be aligned with state standards at all grade levels. The assessments must also include multiple measures (for example, multiple choice and open-ended questions).

Federal legislation requires participation in the statewide assessments from at least 95% of all students enrolled, and at least 95% of each identified subgroup (including gender, limited English proficiency (LEP), special education, ethnicity, free lunch eligibility). English language proficiency (including reading, writing, and oral skills) of LEP students must be tested in grades 3–12; early literacy assessments will be administered in kindergarten, first, and second grades.

Since states will not all be using the same assessments, it will be difficult to compare one state to another. Therefore, beginning in 2003, all states must participate in the biennial *National Assessment of Educational Progress* (NAEP) testing in grades 4 and 8 in reading and mathematics, with the intent of providing comparability between states. NAEP results may also be used to determine whether improvements in student scores on statewide assessments are matched by improved scores on NAEP tests.

Accountability and Adequate Yearly Progress

States have considerable flexibility in establishing an accountability system. Within that system, however, states must include a process (called the Adequate Yearly Progress [AYP] process) for identifying schools that (a) have not reached a state-established achievement bar for schools, and (b) are not making adequate yearly progress toward that bar. States must adopt such a process within

the larger framework of their accountability system.

Furthermore, there are strict federal guidelines as to what the process must include. According to the NCLB Act, states must start by defining Adequate Yearly Progress, and setting annual, measurable achievement objectives for schools that will rise with succeeding years. That is, each year, a higher percentage of students in the school, and in each major subgroup must be scoring at or above the proficient level. The school as a whole, and each major subgroup, must meet the objective to ensure that, at the end of 12 years (by academic year 2013–14), every student graduating in the state will have a mastery of the essential basics (see the NCLB legislation online at: <http://www.nochildleftbehind.gov>). While we hope that Minnesota’s accountability system will entail more than just the federally mandated AYP process—for example, it should include a process for identifying high performing schools, not just low performing schools—ESEA stipulates that every state’s AYP process must contain at least the following elements:

- Beginning in 2002–03, each state will be expected to have a single statewide system based on academic standards and assessments. Test results must be published in an annual report card and made available to parents and the community prior to the beginning of the following school year. The results must be disaggregated by gender, migrant status, LEP status, special education status, ethnicity, and free lunch eligibility, and must include itemized score analysis. “Itemized score analysis” refers to the separate reporting on each standard or content

area, not each assessment item (See further details in the Accountability section of this chapter, beginning on p. 9.)

- The system must include achievement results for all students in all public and charter schools. A student attending the same school for a “full academic year” must be included when determining if a school has made AYP. A student who attends more than one school in a district during the school year is only included in district AYP counts. All student results must be included in the school level report card.
- AYP will be based on the percentage of students meeting or exceeding proficiency standards, rather than on the school’s average scale score. States must set at least three achievement levels: Basic, Proficient, and Advanced. According to the Act, within twelve years, all students must perform at the Proficient level; however, individual state standards will determine what constitutes “Proficient” performance.
- Each state chooses where to set the initial academic achievement bar. This initial level may be based on the performance of the higher of two categories: either the lowest-achieving demographic group or school at the 20th percentile of schools (ranked by the percentage of students scoring at or above the proficient level). Once the initial bar is established, the state is required to “raise the bar” gradually to 100% proficiency (all students scoring at or above the Proficient achievement level) by the end of the 12-year implementation period. The initial bar must be raised after

two years, and subsequent thresholds must be raised at least once every three years during the twelve-year time span.

- AYP must be based primarily on state assessments, but must also include one additional academic indicator. In high school, the additional indicator must be graduation rate, but states are also expected to choose an additional indicator for the elementary / middle school level. While states can consider more than test scores in identifying schools in the AYP process, they are sharply limited in how they may do so.

To see how this works, consider attendance as the “additional indicator.” If a school is meeting the state’s achievement bar as measured by the tests, but has inadequate attendance rates, the school can be added to the list of identified schools. However, no school can be removed from the list because of good attendance. That is, if a school fails to make adequate progress on achievement, but has good scores on attendance and other non-achievement indicators, it must still appear on the list. In essence, the state must begin by assembling a list of schools that have not met the state achievement bar and are not adequately progressing to that bar as measured by the tests. Based on other indicators, the state may add more schools to the list, but it may not remove any schools from the list.

Within the constraints just described, the state can use any additional indicators it wishes. The achievement tests used in the AYP process must be ones approved by the U.S. Department of Education (USDE) and they must be aligned with standards approved by the

USDE. For decisions other than AYP identification of schools, such as identifying high performing schools, states are not restricted to the use of USDE-approved tests, nor are they restricted in the way they use additional non-achievement indicators.

If a school fails to meet the state achievement target for two consecutive years it will be identified as in need of improvement. Although states have various labels for schools identified as not making adequate yearly progress towards the state’s achievement bar (e.g., Schools in Need of Improvement, Schools under Review) each state must submit the names of the identified schools to the USDE.

According to the legislation, the system will impose consequences only for schools that accept Title I funding. In Minnesota, 90% of elementary schools across the state receive Title I funds. This percentage drops slightly for middle schools and high schools.

After a school has been identified as in need of improvement, the school must make the identification public. If the school is identified in subsequent years, the following steps must be taken:

- **After two years:** The school will be identified before the beginning of the next school year as needing school improvement. The school must develop a two-year plan for improvement, and school officials will receive help and technical assistance. According to the Act, every student assigned to the school must be given the option to transfer to a non-identified public school or charter school in the district. In Minnesota, this option is already available to all

public school students under the state's Open Enrollment Law,² even if the student's school has not been declared in need of improvement. However, under the NCLB Act, districts must set aside a percentage of their Title I funds from the district to pay for transportation of students to another public school in the district that has not been identified as in need of improvement.

- **After three years:** The school remains in school improvement status and the district must continue to offer public school choice to all students. The school must also provide supplemental education services to disadvantaged children who remain at the school. Parents can choose the services their child needs from a list of approved providers.
- **After four years:** The district must implement certain corrective actions to improve the school, such as replacing certain staff or fully implementing a new curriculum, while continuing to offer public school choice and pay for supplemental services.
- **After five years:** The school will be identified for restructuring. The school must develop a plan and make the necessary arrangements to implement significant alternative governance actions, such as state takeover, the hiring of a private management contractor, converting to a charter school, or significant staff restructuring.

Safe Schools

Another new provision in the NCLB Act addresses school safety and violence. According to the legislation, states receiving any funds under the Act must establish and implement a statewide policy requiring that

a student be provided with the opportunity to attend a "safe" public elementary or secondary school within the local education agency, including a public charter school. If a student attends an unsafe public elementary or secondary school, as determined by the state in consultation with a representative sample of local educational agencies, that student has the right to transfer to a safe school. If a student becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public elementary or secondary school that the student attends, the school would then be considered unsafe, and students would be eligible for transfer to a safe school. States must certify in writing to the Secretary of Education that they are in compliance with this provision as a condition of receiving funds under federal legislation.

The Administration also argues that the Act protects teachers, so that they can teach and maintain order in schools. According to the Administration, "the problem of discipline has been compounded by the increased incidence of lawsuits, which impairs the ability of teachers to maintain discipline and enforce the rules. The NCLB Act protects teachers, principals, and other school professionals from frivolous litigation when they take reasonable actions to maintain order and discipline in the classroom" (online at: <http://www.nochildleftbehind.gov>).

One of the concerns with this legislation is that schools will set unrealistic definitions of "unsafe" so as to avoid being identified. Therefore, there is the possibility that this provision may make schools more tolerant of dangerous and violent situations, rather than reducing the number of incidents in the school. There is also a question about how this provision will be

enforced, and whether schools and districts will report problems.

Teacher Qualifications and Licensure

Whether or not students are being taught by qualified teachers is another issue addressed in the NCLB Act. The Administration is requiring stricter licensing and qualification guidelines for teachers across the country in school districts receiving Title I funds. The legislation defines "highly qualified" teachers as those who not only possess full state certification, but also have solid content knowledge of the subjects they teach.

Beginning in Fall 2002, all new elementary school teachers will have to pass tests in subject knowledge and teaching skills in mathematics, reading, and writing. New middle school and high school teachers must pass rigorous subject matter tests or have the equivalent of an undergraduate major, graduate degree or advanced certification in their respective fields. States must ensure that by the end of the 2005–06 school year, all teachers of core academic subjects³ must be highly qualified (Paige, "Meeting the Highly Qualified

² Minnesota law already permits students and their parents to choose a school outside the district in which they reside. Districts are not required, however, to pay for transportation. The Department of Children, Families & Learning provides information online at: <http://cfl.state.mn.us/LOD/OpenEnrollment>, and the Minnesota statute, Chapter 124D.03, concerning open enrollment is also available online, at: <http://www.revisor.leg.state.mn.us/stats/124D/03.html>.

³ The core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Teachers Challenge,” online at <http://www.title2.org/secReport>).

It is important to note that although federal legislation holds charter schools accountable for the same standards and achievement for students, it allows states to set different teacher qualifications for charter and non-charter schools.

The quality guidelines also include paraprofessionals in schools. The NCLB Act requires higher academic qualifications for paraprofessionals hired with Title I funds than for those not paid with Title I monies. Specifically, *all* paraprofessionals paid through Title I funding, no matter what their responsibilities (except for paraprofessionals who provide only parental involvement or translation services) must have at least a high school diploma or GED.

Those paraprofessionals who provide instructional services must meet a rigorous standard that demonstrates their knowledge of and ability to assist in instructing, reading, writing, and mathematics, or readiness in these areas. Paraprofessionals may demonstrate this knowledge in three ways: by passing either a formal state or local assessment; by completing at least two years of study at a higher education institution; or by obtaining an associate’s or higher degree. The NCLB Act stipulates that paraprofessionals carrying out instructional duties who began their employment after January 8, 2002 must meet one of the above three criteria by their start date; those who began work before January 8, 2002 have until January 8, 2006 to fulfill one of the above three criteria.

Minnesota’s Accountability System and Recommendations for the Future

With the passage of the NCLB Act in January 2002, Minnesota’s accountability system is facing numerous changes. Minnesota has met some federal requirements already, but will have a fair amount of work to do to accommodate all the requirements of the Act. This work must address the following:

- Standards
- Accountability and Adequate Yearly Progress
- Assessments
- Schools in Need of Improvement
- High Performing Schools
- School Improvement
- School Report Cards
- Safe Schools
- Teacher Qualifications and Licensure

Most of these issues can be addressed by extension and modification of existing procedures.

Standards

Educational standards can be divided into two types: academic content standards and performance standards. Academic content standards state what students are expected to know and be able to do. Performance standards state how well students are expected to know the content. For instance, the academic content standard might say that students must be able to perform one- and two-digit arithmetic, while the performance standard might state that the minimum passing

level is 75% correct on a test of one- and two-digit arithmetic. As this report is being prepared, Minnesota is rewriting its academic content standards in reading and mathematics in order to comply with federal legislation.

At this writing, Minnesota uses the term, “academic content standards” to refer to the Graduation Standards and the Profile of Learning, although the ultimate fate of the Profile of Learning is in question. Minnesota’s Graduation Standards are made up of two components: the Basic Standards and the Preparatory and High Standards. The Basic Standards, measured by the *Basic Skills Tests (BSTs)*, are designed to ensure that all students have mastered the basics in reading, mathematics, and writing before graduating from a Minnesota public high school. The Preparatory and High Standards define what students should know, understand, and be able to do to demonstrate an advanced level of learning. The Preparatory Standards apply to grades 1–8 in preparation for high school. The High Standards apply to grades 9–12. Preparatory and High Standards are assessed by a combination of the *Minnesota Comprehensive Assessments (MCAs)* and locally developed performance assessments.

The Preparatory Standards for reading and mathematics have already been approved by the USDE, although the High Standards have yet to be reviewed. In addition to the Preparatory and High Standards, the Profile of Learning also contains sets of performance assessments that can be used by teachers to assess attainment of the standards. While the NCLB Act requires rigorous statewide standards in mathematics, reading, and science, the performance assessments are less relevant to

compliance with provisions in the Act. Of the standards, those in reading, mathematics, and science are most critical.

At this writing, districts must continue to implement the Profile of Learning by providing learning opportunities for all students in all preparatory content standards in nine learning areas. It is important to note the difference between the *performance assessments* and the *content standards* in the Profile of Learning. It is the *standards* that are critical to compliance with the NCLB Act, not the performance assessments.

Previously, only Title I schools were required by federal legislation to adopt state standards. With the new federal legislation, all schools in districts that accept Title I funds must adopt the standards. As previously stated, in Minnesota, this refers to virtually all public schools since almost all districts accept some Title I funding. The NCLB Act requires that all annual assessments be aligned with these state standards for all students. The Preparatory and High Standards in reading/language arts, mathematics, and science (or some equivalent standards) must be in place in order to comply with provisions of the federal legislation.

In addition to reading and mathematics, Minnesota will also need to have statewide standards in science by academic year 2005. While Minnesota has Preparatory and High Standards in reading, mathematics, and science, and is revising the reading and mathematics standards to more clearly articulate the specific standards for each grade level, the state must make the standards mandatory for all schools in districts receiving Title I funds.

RECOMMENDATION 1. With some revision and elaboration as described below, Minnesota should build on its existing standards as a way to fulfill the federal standards requirements with particular attention to those in reading, mathematics, and science.

- Minnesota has Preparatory and High Standards in its Profile of Learning that can meet the requirements of the NCLB Act for reading, mathematics, and science standards. The Preparatory Standards in reading and mathematics have already received federal approval. However, to satisfy the federal requirements, these standards in reading and mathematics must be required of all students, not simply left as a district option.
- Although Minnesota's Preparatory Standards have been approved by the USDE, and the High Standards seem likely to be approved, they have been criticized by some as being rather vague and general (see "A Better Balance," *Education Week XX*, 2001). Rather than revising the standards, however, we favor creating supporting documents that contain greater specificity for readers who need it. The standards themselves provide a concise statement of what students need to know and be able to do. Supporting documents can provide any necessary elaboration.
- In grades 3–8, the annual testing required by the NCLB Act will require a careful specification of the reading and mathematics curriculum standards, grade by grade. Currently, the Profile of Learning states the standards in grade spans: grades 1–3, grades 4–6, etc. The existing standards, or possibly the supporting

documents, must be refined to elaborate on the reading and mathematics standards for successive grades. Standards, documentation, and assessments must display a clear sequence of progressively more-challenging knowledge and skills from one grade level to the next. In the process of specifying the grade-by-grade standards, consideration should be given to the proper balance between calculation and applied problem solving content in mathematics.

- Given the current concern about the preparation of students for higher education, the high standards (for grades 9–12) should be reviewed to ensure that they include essential preparation for higher education (Minnesota State Colleges & Universities, 2001; also see Chapter 4, pp. 33–45).

RECOMMENDATION 2. As in the past, we continue to support efforts to simplify the standards and to reduce the number of required standards, particularly at the high school level. We recommend retaining the standards, but combining the process areas (Inquiry, Resource Management, and Decision Making) with the content areas to reduce the number of areas to six: Reading, Viewing and Listening; Writing and Speaking; Math Concepts and Applications; Scientific Concepts and Applications; Social Studies; and Arts and Literature.

- In an earlier report, we proposed folding the process areas of Inquiry, Resource Management, and Decision Making into the content areas to reduce the number of standards. Students can demonstrate mastery of the process areas within a content

area, making it unnecessary to assess the process and the content separately. For instance, a student could demonstrate mastery of Inquiry Skills in Science or in the Social Sciences. If the process areas were folded into the content areas, this would leave one optional area (Foreign Language) and six required areas: Reading, Viewing, and Listening; Writing and Speaking; Math Applications; Scientific Applications; Social Science (now called People and Cultures); and Literature and the Arts (Davison, et al., 1999). Such a reduction would increase student options for electives.

- Except for the inclusion of Literature and the Arts, this recommendation is very similar to an earlier one by the Graduation Standards Advisory Committee (Minnesota Department of Children, Families & Learning, 1998). Both our recommendation and that of the Graduation Standards Advisory Committee leave in place the standards in reading, mathematics, and science required by the NCLB Act.

RECOMMENDATION 3. In grades 3–8 and in the high school grades, Minnesota will need to establish a performance standard in reading and mathematics that represents a level of attainment expected of all students. One of the recognized standard-setting processes should be employed for this purpose. If the result is a performance standard near one of the existing cuts (e.g., between MCA Level I and Level II), the state should adopt one of the existing levels as that expected of all students, to avoid unnecessarily complicating the existing set of performance levels.

- For purposes of identifying schools failing to make adequate yearly progress, the NCLB Act requires each state to establish a proficient level of achievement at each grade for reading and mathematics. At the end of twelve years (by academic year 2013–14), all students must be achieving at or above this “proficient” level.

By requiring that *all* students meet this performance standard, the legislation makes it sound like a minimum competency level. However, labeling the performance standard as “proficient” makes the standard sound much higher than minimum competency. This poses a dilemma for states: how to reconcile the expectation that *all* students are expected to meet the performance standard at the high level of attainment implied by the term “proficient”? In our reading of the legislation and the uses to which the performance standard will be put, the emphasis is on the performance standard as an expectation for all students.

The state should consider setting the standard at a point where students who reach the standard in the lower grades are on track to meet the high school Basic Standards in reading and mathematics by the end of 8th (or possibly 9th) grade. While there is no data on this issue, the need for early completion of the Basic Standards may be inferred from the expectations placed on students in the high school grades. Many Minnesota high schools start at the 9th grade. Students who cannot meet the Basic Standard in reading may struggle to comprehend high school textbooks. Furthermore, many Minnesota students take

algebra in 9th grade or before. Students who have not mastered basic arithmetic are probably not adequately prepared to enter algebra.

RECOMMENDATION 4. The NCLB Act requires that graduation rate be included as an indicator for high schools. In his 1999 State of the Union address, President Bush proposed a 90% graduation rate, and Ohio has adopted such a standard. We recommend using a three-year graduation rate of 90% as a standard.⁴

- Given that many of Minnesota’s high schools are three-year high schools, it may be wise to use a three-year (rather than four-year) graduation rate for purposes of holding high schools accountable.

RECOMMENDATION 5. At the elementary level, the NCLB Act requires at least one other indicator beyond achievement. Because of its association with both achievement and graduation, we suggest that attendance be a required indicator at both the elementary and secondary levels, and that the school expectation be set at an average attendance rate of 95%.

- In one form or another, many states and districts seem to have established an expectation of between 93% and 97% for attendance. For instance, Minneapolis expects 75% of students to have a 95% attendance rate or better (Minneapolis Public School District, 2001). Texas requires

⁴ A committee advisory to CFL has recommended a graduation rate of 80% for Adequate Yearly Progress purposes, with 90% being required of higher-performing schools.

that the average attendance rate for a school be 97% at the elementary level, 96% at the intermediate level, and 95% at the high school level (see <http://www.tea.state.tx.us/perfreport/account/2002/manual/sec04.html>). Tennessee has an expectation of 95% attendance at the elementary level and 93% at the secondary level (e.g., grades 7–12). Ohio has set an attendance expectation of 93% (see http://www.ode.state.oh.us/reportcard/state_report_card/2002StateReportCard.pdf), and Maryland requires an attendance rate of at least 94% (see <http://www.mdk12.org/data/course/m1w2/pr2/standards3.ppt>).

- Average attendance rates tend to be lower in the secondary than in the elementary grades (Davison, et al., 2000; Davison, et al., 2001). For that reason, Tennessee and Texas have adopted a lower expectation for secondary schools. Because we know of no reason why attendance is less important in high school, we do not favor setting separate attendance standards for elementary and secondary schools.

Assessments

According to the Department of Children, Families & Learning, some of the most significant changes for Minnesota will come in the area of assessments. Currently, Minnesota schools administer the following annual tests:

Elementary grades:

- 3rd Grade: reading and mathematics
- 5th Grade: reading, mathematics, and writing

Junior high grades:

- 7th Grade (in development): reading and mathematics
- 8th Grade: reading and mathematics

High school grades:

- 10th Grade: reading and writing
- 11th Grade: mathematics

Federal legislation requires that the assessments be aligned with federally approved state standards, and all of the required assessments must be in effect by school year 2005–06. The 3rd and 5th grade tests, along with the future 7th grade test, are *Minnesota Comprehensive Assessments (MCAs)*, which are aligned with the Preparatory Standards. The 8th grade tests are *Basic Skills Tests (BSTs)*, aligned with the Basic Standards. Currently, only the Preparatory Standards are federally approved, although the High Standards are likely to be approved. The Basic Standards, on the other hand, are minimal competencies—not the type of rigorous standards envisioned by the USDE. Minnesota’s *Basic Skills Tests* are therefore unlikely to become USDE certified.

RECOMMENDATION 6.

Minnesota should develop new annual assessments in reading and mathematics in grades 4, 6, and 8. In addition, the 7th grade reading and mathematics tests that are currently being developed will need to be completed, and the 11th grade math test that was piloted last year will have to be restructured to align with state standards and federal requirements.

- The current 8th grade *BSTs* should be replaced by assessments tied to the Preparatory Standards,

as required by the federal legislation.

- The 11th grade mathematics exam is designed to give students choices as to what sections of the test they complete, based on the areas of mathematics they have studied. Federal legislation requires that all students take the same test for AYP purposes. Although there are common sections for all students, these sections are not long enough to meet the federal and technical requirements; therefore, this test will not meet federal requirements.

RECOMMENDATION 7.

Minnesota needs to find a way to ensure that students do not need to take two tests in order to meet both federal accountability requirements and the state Graduation Rule. Assuming that new 8th grade mathematics and reading tests are developed, those tests should provide the opportunity for students to demonstrate that they have met the basic high school graduation requirement. The content of the new tests should be aligned with the Preparatory and High Standards, so that the tests themselves meet the federal content guidelines. The passing score should represent the basic level of achievement expected of all students before high school graduation. Students who score above that level will have met the basic standard.

- This recommendation leads to a question. If students do not meet the passing score on the new 8th grade *MCA*, what test will they take in later grades to demonstrate having met the Basic Standards in mathematics and reading?

One possibility would be to continue to administer the *BSTs* (in addition to the *MCAs*), and require that students who do not meet the high school graduation requirement through performance on the *MCAs* as 8th graders would take a *BST* in future years. This would be a costly approach, because it would mean continuing to pay for the *BST* testing program on top of the *MCAs*. Furthermore, field testing new *BST* items currently relies on data from the administration of the *BSTs* to 8th graders. Because of the cost and difficulty of field testing new items, we make the following recommendation:

RECOMMENDATION 8. When the new 8th grade *MCA* becomes operational, the legislature should consider dropping the *BSTs* as a separate testing program. If a student does not initially meet the Basic Standards in mathematics and reading through performance on the *MCA* as an 8th grader, the student could then have additional opportunities to demonstrate mastery of the Basic Standards by taking the 8th grade *MCA* in future years, or by taking a test composed of items from the *MCA* testing program that cover basic content.

RECOMMENDATION 9. Tests in science will have to be developed.

- According to federal legislation, science tests must be administered at least once in each of the following grade spans by 2007: grades 3–5, 6–9, and 10–12.

RECOMMENDATION 10. With the addition of several new assessments, we recommend that the new assessments be customized so that they can be tied to national percentile rankings.

As existing tests are revised, CFL should also consider providing national norm information along with those tests, although it is not essential that students receive such information at every grade.

- If the state tests are developed so as to provide students and parents with national norm information, districts may be relieved of the need to give a commercially published norm-referenced test in addition to the state tests. Eliminating the need for these additional commercial tests would limit the additional student testing time and the loss of instructional time that are probable consequences of the federal legislation.

RECOMMENDATION 11. Rather than adopting commercial, off-the-shelf tests, we recommend that CFL continue developing the *Minnesota Comprehensive Assessments* in ways that combine the advantages of a state-constructed test with many of the advantages associated with commercial, off-the-shelf tests.

- On the surface, there seem to be two ways to comply with the annual testing provisions of the NCLB Act: either administer commercially published, norm-referenced tests each year; or administer annual state-developed tests, such as the existing *Minnesota Comprehensive Assessments*, to students in the required grades. The first approach, using a commercially published norm-referenced test, has several appealing features. First, it would provide national norms (and, therefore, information about how Minnesota students compare to other students across the nation). Second, it would avoid the

lengthy and costly process of test development. Finally, because such tests are all multiple choice, results can be returned to students rapidly.

- Upon consideration, however, we would argue that state-developed tests have more advantages and are more likely to be approved by the USDE.

First, federal regulations require tests aligned with state standards. State tests, specifically designed for Minnesota, would more closely align with state standards than commercial tests, which were not developed with Minnesota standards in mind.

Second, federal requirements call for multiple measures, which, in practice, seems to mean a mix of multiple-choice and open-ended questions. However, the most widely used commercial, norm-referenced tests are composed solely of multiple-choice questions.

Third, federal regulations require broad participation in the testing, including accommodations for students with disabilities and translations for students with limited English proficiency (for tests in subjects other than the language arts). Commercial, standardized tests do not necessarily provide such accommodations or translations.

Fourth, many commercial standardized tests do not have the level of test security provided by Minnesota's current state testing programs. In light of previous federal rulings regarding state proposals to use off-the-shelf commercial tests, we think it highly unlikely that any such test, by itself, will be deemed adequate to meet the federal requirements.

Finally, some advantages inherent in commercially published tests could be built into state-developed tests.

RECOMMENDATION 12. As it develops new tests, CFL should make every reasonable effort to better expedite the reporting of results. To do so, it should eventually move toward computerized administration of state tests.

- It is crucial that the results from assessments are returned in a timely manner. NCLB requires that results be returned to schools by the beginning of the following school year. In order for educators to effectively learn from and use the results of these assessments for instruction, they must receive them in time to implement changes. This requires a much quicker turnaround time than is currently in place. Results of multiple-choice items can be returned to students almost instantaneously if the testing is computerized. Various researchers have worked on computerized scoring of essays and short-answer responses that may be useful in providing students with an instantaneous (if only preliminary) evaluation of their performance on written responses that would ultimately be scored by human raters (Page, 1994; Page and Peterson, 1995). Alternatively, after students have completed essay or open-ended responses, teachers could grade responses to provide preliminary results to students.
- Students need to be prepared for computerized test administration, and steps must be taken to ensure that computerized versions of tests are effectively equivalent to paper and pencil versions.

For adequate test security, all students in a given grade may have to be tested simultaneously. Most schools, however, do not yet have enough computers to test all students in a grade at one time. Nor do schools have personnel trained to administer tests by computer. Computerized administration should be viewed as a long-term goal. Once the testing has become computerized, however, certain practical tasks can be greatly simplified or eliminated (e.g., shipping, storing, and returning thousands of test booklets and answer sheets statewide).

RECOMMENDATION 13. As it develops annual tests in reading and mathematics for grades 3–8, CFL should go beyond the requirements of NCLB, and design the tests to measure the improvement in student achievement from grade to grade, so that growth indicators can be included in the statewide accountability system.

- In our opinion, the real measure of what is occurring in a school with respect to achievement is not the overall level of achievement in the school, but rather the amount that student achievement improves from one grade to the next. That is, the real measure of achievement effectiveness is how much Johnny and his schoolmates improved their academic skills from last year to this year. Such measures of individual student improvement are called “value-added” measures by some and “growth” measures by others (Sanders, Saxton, and Horn, 1997; North Carolina State Department of Public Instruction, 2001; Gong, Blank, and Manise, 2002).
- Incorporation of value-added or

growth measures requires that, from grade to grade, the tests follow a sequence of increasingly challenging content. Further, it requires that a developmental scoring system be created. Such a scoring system places a child’s performance in succeeding grades on a scale that permits comparison of one year’s score to another year’s score, such that the amount of improvement in math or reading skill can be quantified for each child.

RECOMMENDATION 14. To the greatest extent possible, Minnesota should try to improve the usefulness of test information for curriculum planning and for the instruction of individual students.

- Large-scale assessments (both state-constructed tests and commercially published tests) have often been criticized because they do not sufficiently inform instruction. Information about the average performance of students in a classroom, school, or district can help in designing the curriculum for students in that classroom, school, or district. Because any test provides no more than a snapshot of students at one point in time, test results cannot be used by themselves to make decisions about individual students. However, the information can be usefully combined with other sources of information about that student.
- As the pool of available items permit, CFL may be able to release some test items to schools, parents, and teachers. If the agency does so, it should also release information about the difficulty of each item. Instruction is more efficient when it concentrates on material not yet mastered by students, and item pass rates can show which material has yet to be mastered

by the majority of students. CFL should also release information about the proportion of students choosing each incorrect answer so that students, parents, and teachers can see the kinds of mistakes commonly made by students.

- As the high school tests continue to be developed (10th grade reading, 10th grade writing, and 11th grade math), they should incorporate information calculated to help students gauge their readiness for higher education. Further, if such information is placed on high school transcripts, it may also be useful to higher education institutions as they evaluate the student's readiness, with the goal of reducing the need for remedial education in our higher education institutions.
- CFL has begun to improve the interpretive material accompanying test results. One improvement has been the inclusion of item maps that show the types of tasks students can perform at various ability levels. Such interpretive assistance should also be included with tests currently being developed.
- Currently, tests are sometimes returned after instructional decisions for the following year have been made. Speeding up turnaround time for results would make test information more useful to teachers, students, and parents.

Accountability and Adequate Yearly Progress

Accountability systems include a number of educational indicators. While Adequate Yearly Progress (AYP) is often seen as synonymous with accountability systems, it makes up only a portion of the entire system. The system also includes things

such as teacher qualifications, school safety, and school improvement.

Prior to recent legislation, Adequate Yearly Progress identification was limited to Title I schools. The NCLB Act requires that *all* public and charter schools be included in the identification process. Not only will all schools need to be included in the AYP process, but the method of identification will also be different. Currently, Minnesota's AYP is based on the school's average scale score, but beginning in the 2002 school year, AYP will have to be defined as the percentage of students meeting or exceeding an expected performance level (to be determined by the state). Additionally, schools had been identified by subject and grade, but the new process must identify schools by subject area, and data will be *combined across grades*. This formula will include all students, not just students at Title I schools.

In addition to test scores, AYP will also include graduation rates for secondary education and another indicator (to be determined by the state) for elementary education. These indicators will be used to identify schools "in need of improvement." States may choose to use additional indicators in their school accountability system as well. However, these additional indicators may not be used to declassify a school from being "in need of improvement," but only to *add* more schools to the list.

Finally, the state accountability system should be incorporated into local district systems, but local systems should go beyond that of the state. Accountability can be defined as a system for determining whether desired educational goals are being met. The state system is fashioned around goals common across the state. But each district and each school has its own, unique goals. Local

district and school accountability systems should extend beyond that of the state to encompass goals specific to their particular system.

Schools in Need of Improvement

RECOMMENDATION 15. While working to comply with the NCLB Act, Minnesota should work through the political process with other states to change federal regulations and the way in which schools are identified as "in need of improvement" for school accountability purposes.

- Minnesota's and other states' experience with the federal AYP system suggests that it largely serves to identify schools with large percentages of low income children, children with disabilities, and children from homes where English is not the primary language. Figures 2.1 and 2.2 (p. 16) profile the student composition of Minnesota schools currently identified as being in need of improvement compared to schools overall in the state for 3rd and 5th grade. They show that the percentage of students eligible for free or reduced-price lunch in identified schools is nearly double the corresponding percentage in Minnesota schools overall, and the percentage of LEP students is nearly triple.
- Individual student growth from grade to grade should serve as the primary achievement indicator for determining whether schools should be identified as in need of improvement. Schools should be considered effective in the achievement area if student growth from grade to grade is sufficiently rapid to bring them up to expected levels at the end of certain benchmark grades (e.g., by the end of high school

Figure 2.1 Percentage of Third Grade Students Eligible for Free or Reduced-price Lunch, in Special Education, and with Limited English Proficiency (LEP), in Schools in Need of Improvement vs. Statewide: 2001–02

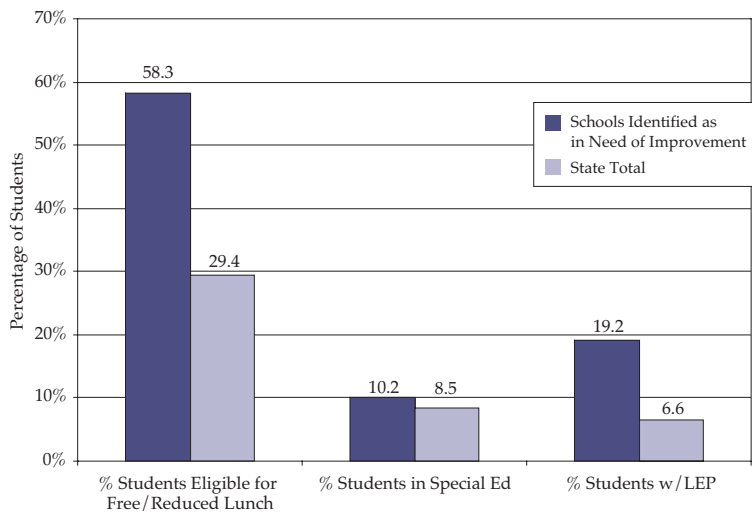
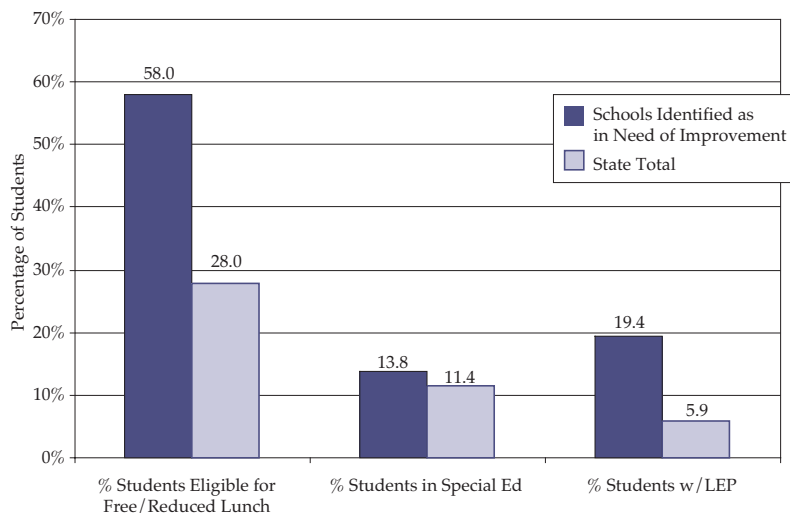


Figure 2.2 Percentage of Fifth Grade Students Eligible for Free or Reduced-price Lunch, in Special Education, and with Limited English Proficiency (LEP), in Schools in Need of Improvement vs. Statewide: 2001–02



[12th grade], by the end of junior high [9th grade]). Such a use of growth indicators is standards based and designed to leave no child below the standards.

- If the federal guidelines are implemented, schools will be identified as in need of improvement if they fall short of state expectations in only one of the several areas discussed in this section. However, no school is perfect, and most—even

most good schools—will fall short of the expectations in at least one area. To call such shortcomings to a school’s attention is appropriate, but it is inappropriate to label a school as “failing” simply because it falls short in just one area. Overidentification of schools serves no purpose and thwarts efforts to target school improvement at the schools in greatest need of help.

- Federal legislation requires that “all” students reach the expectation. A school should not be considered “failing” just because a single student falls below the achievement expectation.

While we believe that great efforts should be made to change the federal regulations, if the proposed NCLB regulations remain in place, Minnesota legislators and education agencies will have to do what they can to maintain the integrity of Minnesota’s accountability system while ensuring that it meets reasonable federal standards. Elements of the system should be developed to take advantage of possible future improvements in the legislation and regulations.

RECOMMENDATION 16. Based on its standards in reading, mathematics (and eventually science), its statewide assessments, and its definition of expected performance on those examinations, Minnesota should establish a system identifying schools in need of improvement, consistent with federal guidelines.⁵

- If a school’s achievement level is not up to the state-established expected level and if that achievement level is not improving from year to year at a rate that would bring it up to the expected level by academic

⁵ Refer to the Standards section of this report for further details on recommendations in this area.

⁶ Minnesota statute calls for the inclusion of growth indicators in the statewide accountability system, and several school districts in Minnesota already do so. However, federal regulations seem to preclude use of growth indicators in the initial identification of schools. While we are not sure why, there are a few possibilities. First, some uses of student growth are inconsistent with the “No

year 2013–14, then the school should be identified as one in need of improvement. The actions to be taken with respect to such schools are identified in federal legislation and summarized in the beginning of this report. We would prefer that the identification be based on student growth from year to year, but the current federal legislation and regulations seem to limit the use of growth indicators.⁶

- Schools should also be identified as in need of improvement if their attendance rate or their graduation rate (high schools only) falls below state established expectations and is not improving at a rate that would bring it up to the state expectation by 2013–14. These expectations apply to the school as a whole and not to the subgroups identified in the federal legislation.

High Performing Schools

At the state level, accountability should be oriented around (1) identifying schools in need of improvement, and (2) rewarding high performing schools. Federal legislation requires identification of schools in need of improvement. But focusing only on poorly performing schools leads to an accent on the negative, fails to reward good performance, and misses an

opportunity to identify the practices that create successful schools.

The system for identifying high performing schools should serve not only to reward excellent schools, but also to identify best practices for the benefit of other schools and for the improvement of teacher and administrator education programs. Rather than devising a new system for identifying high performing schools, it may be possible to revise an existing program to serve this function. New guidelines for identifying Blue Ribbon Schools are similar, in some respects, to our suggestions below and it may be possible to combine the process of identifying high performing schools with the Blue Ribbon Schools award process.

Federal guidelines greatly restrict the process that Minnesota must use to identify schools in need of improvement and the actions that must be taken with respect to those schools. However, federal legislation does not restrict the process used to identify high performing schools. Most importantly, we have the freedom to go beyond the use of achievement tests as the basis for choosing the high performing schools. We also have more freedom in deciding what action to take in recognition of those schools. Therefore, Minnesota can fashion its own process for identifying these schools.

Third, some students are excluded from the accountability system. That is, unless a child was tested both this year and last, we cannot determine how much they improved from last year to this year, and hence we cannot include their data in computing the average growth in the school. Some of these problems can be overcome if students are expected to grow at a rate that will bring them to the standard by some benchmark grade, rather than expecting “one year’s growth.”

RECOMMENDATION 17. Minnesota should recognize high performing schools and, in the process, identify the best practices that distinguish those schools.

- We recommend a two-stage process. First, eligibility for application would be based on exemplary attendance, graduation rates (if a high school), and achievement (either grade-to-grade gains in achievement or average achievement). Eligible schools would make application based on evidence of best practices in areas such as those used in the current school improvement program (a) curriculum, (b) instruction, (c) assessment, (d) professional development, (e) parent and community involvement, (f) leadership, (g) governance, and (h) use of resources.
- Demand for enrollment by students outside the school’s boundaries may also be a factor considered in the selection of distinguished schools. In the application process, schools must demonstrate use of best practices that can improve other schools.
- High performing schools should receive high profile, public recognition statewide and in their local communities. To the extent that school capacity permits, such recognition can sometimes bring more tangible rewards in the form of increased enrollment. The state may also wish to consider financial programs that directly reward the school or increase the number of children served by distinguished schools (e.g., transportation to such schools, building expansion).

Child Left Behind” theme. In such systems, each child is expected to make “a year’s worth of growth.” Critics argue that if children who are initially behind make a year’s worth of growth like all other children, they will simply remain behind. Second, these same approaches are inconsistent with standards-based education. That is, each child is expected to make one year’s worth of growth with no regard for whether one year’s worth of growth will or will not bring the child up to expected standards.

School Improvement

RECOMMENDATION 18. Both CFL and the individual districts should continue to develop their school improvement processes. At the state level, the program may need to be revised to encompass intermediate and secondary grades. Factors such as attendance, graduation rate, school safety, and teacher qualifications need to be incorporated into the program.

- Schools identified as in need of improvement need technical assistance in trying to make necessary improvements, including funds to support those improvements. Minnesota has such a program in place, although it is relatively new and likely to undergo revision based on early experience.
- As the accountability system expands to the high school level, the program will need to be enhanced to encompass the improvement of high schools. Increasingly, the program may need to encompass factors such as student attendance, graduation rates, teacher qualifications, and school safety.

School Report Cards

Starting with the 2002–03 school year, state test results will be reported to the public in order to hold schools accountable for improving the academic achievement of each and every one of their students. The following information will be on the report card (pending final regulations):

- Student academic achievement on statewide tests, disaggregated by subgroup (gender, migrant status, LEP status, special education status, ethnicity, and free/reduced-price lunch eligibility)

- A comparison of students at basic, proficient, and advanced levels of academic achievement (these levels are determined by the state)
- High school graduation rates (how many students drop out of school)
- The number and names of schools identified for improvement
- The professional qualifications of teachers
- The percentages of students not tested, disaggregated by the subgroups above
- Two-year trend data by subject, by grade tested

School districts must prepare annual reports for parents and the public on the academic achievement of all schools combined and of each individual school. The school district report cards will include the same information in the state report card. In the case of an individual school, the report card will include whether it has been identified for school improvement and how its students performed on the state test compared to the school district and state as a whole.

RECOMMENDATION 19. The school report card requirements in the NCLB Act can be met by revising existing information systems to include the required information.

- These information systems include the CFL Web site, local district Web sites, and printed materials distributed by schools and districts to their local communities. CFL should work through various education organizations (e.g., school boards, superintendents, and principals' associations) to inform districts and schools of the required information.

Safe Schools

One approach to compliance with the safe schools provisions of the NCLB Act is to have schools report serious misbehaviors (e.g., suspensions and expulsions) to the state. If the number of serious misbehaviors rises above a specified threshold, the school would be declared an unsafe school.

Because this approach relies on schools reporting their own incidence of misbehaviors, it has some drawbacks. It can encourage schools to protect themselves by under-reporting serious offenses. Schools may under-report by placing serious offenses in less serious categories. If serious offenses are treated less seriously, the actions taken by the school may not fit the offense. Conceivably, an inappropriately light response to serious offenses could make a school *less* safe, contrary to the intent of the legislation. In our opinion, the possibility of under-reporting and under-response to serious behavior is great enough that we recommend a different approach. Schools and districts should report on the frequency of serious disciplinary incidents to the public and CFL, but such reports may not form the best basis for identifying unsafe schools.

RECOMMENDATION 20. All Minnesota schools are currently required to have a zero tolerance policy toward violence. Schools should also be required to adopt a zero tolerance policy toward drugs and weapons.

- Each year, an administrative officer for the school should be required to certify a form that explains the policy in writing, with a copy kept on file by the district for public inspection. Should there be a substantial (e.g., non-frivolous) allegation of an incident in which the policy was not upheld, or should there be a felony involving violence,

drugs, or weapons on school grounds, and should attempt to resolve the issue within the district fail, a board composed of parents and educators from outside the district should be appointed by CFL. This board would rule upon the question of whether the school failed to uphold its zero tolerance policy in connection with the alleged incident or felony. If the board rules that the policy has not been properly upheld in connection with the incident, the school will be declared an “unsafe” school. The school would be publicly identified as having failed to uphold its policy of zero tolerance. Parents of students attending the school would be notified by letter that the school had been identified as having failed to uphold its zero tolerance policy and, in that same letter, parents would be reminded that, under Minnesota law, their child has the opportunity to attend another school.

- Neighborhoods and local law enforcement agencies also have an important role to play in keeping schools safe. By keeping the neighborhoods around schools safe, community members and law enforcement officials improve not only our schools, but also the routes traveled by students to and from school.

Teacher Qualifications and Licensure

The NCLB Act defines “highly qualified” teachers as teachers who not only possess full state certification, but also are knowledgeable in their subject area—as if being knowledgeable in the subject area were something over and above the qualifications for licensure. However, knowledge of the subject area(s) taught has always

been one of the qualifications for licensure in Minnesota. Broadly speaking, to qualify for licensure, a teacher must be (a) broadly well educated, (b) knowledgeable about teaching methods and student development, and (c) knowledgeable about the subject area(s) that they teach.

According to the Department of Children, Families & Learning, 95% of Minnesota’s teachers currently meet the federal definition of highly qualified (Department of Children, Families & Learning, June 2, 2002). In Minnesota, a combination of educational attainment and licensure testing are used to assure these qualifications. Applicants must demonstrate a broad educational background through completion of an accredited baccalaureate (or higher) degree and by successfully passing a licensure test (the *Praxis*) in basic reading, mathematics, and writing skills (Dwyer, 1993). Much of the coursework for the baccalaureate degree is completed in college or university arts and sciences courses (rather than in education courses) and must be completed at a level of performance that satisfies the requirements set by the faculty in those departments of arts and sciences.

As of 2001, secondary school teachers must also demonstrate knowledge of subject matter by passing a licensure test (the *Praxis*) in their subject area.⁷ Applicants for licensure must demonstrate knowledge of subject matter and teaching methods through a combination of higher education coursework and test performance (*Praxis*). Thus, licensure policies would seem to be in place to assure that classroom teachers are highly qualified in the sense that (a) they are broadly and liberally educated,

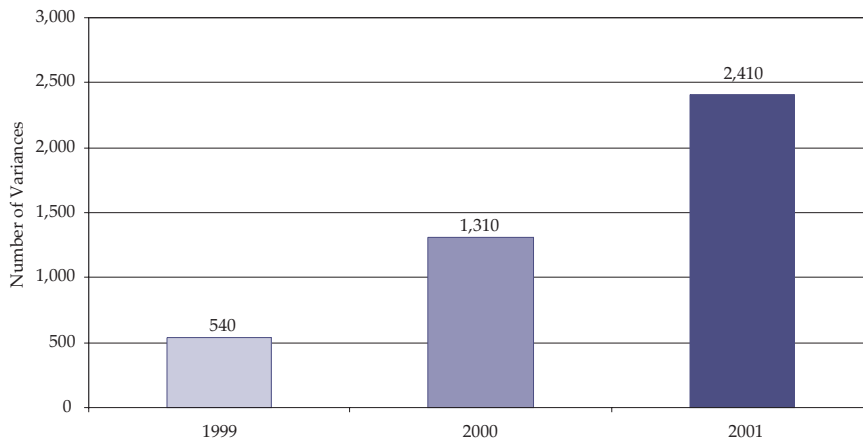
(b) familiar with teaching methods and student development, (c) and knowledgeable in their subject areas.

RECOMMENDATION 21.
Licensure requirements in Minnesota should be maintained at levels that ensure that every classroom in Minnesota is staffed by a highly qualified teacher. High qualifications should be a requirement for licensure, not something over and above licensure.

- If there are causes for concern, they stem from implementation of policy, not policy per se. Figure 2.3 (p. 20) shows the number of teachers with some form of variance from licensure requirements for the past three years. That number is on the rise. While the increases may be due, in part, to better reporting, it still means that Minnesota may be making greater use of staff not fully certified than previously thought. The quality of Minnesota’s education system depends heavily on a well-educated, knowledgeable teaching staff (Darling-Hammond, 1998; Ferguson et al., 2000; Walsh, 2001; Laczko-Kerr and Berliner, 2002). The Board of Teaching should review its procedures for the granting of licensure variances to ensure that the granting of such variances does not violate the NCLB Act’s

⁷ In some fields, such as vocational education or physical education, some of the subject matter coursework might be taken in departments other than departments of arts and sciences. Also, there are differences between elementary and secondary education. Elementary school teachers take more coursework in educational methods and less coursework in arts and science departments.

Figure 2.3 Number of Reported Teacher Licensure Variances* for Academic Years 1999–01



*A licensure variance permits a teacher to teach in related subjects or fields for which the teacher is not currently licensed. See Minnesota Statute, Chapter 8710.1400, "Personnel Variances," for additional details (online at: <http://www.revisor.leg.state.mn.us/arule/8710/1400.html>).

intent: to ensure that every classroom is staffed by a highly qualified teacher.

- In higher education, both the departments of arts and sciences and of education have important roles to play in ensuring that Minnesota's K–12 classrooms are staffed by highly qualified teachers. While there has been less discussion of this phenomenon lately, higher education has experienced grade inflation in the past (Kuh and Huh, 1999). Particularly in secondary fields, ensuring that teachers are knowledgeable in their subject areas depends heavily on standards in higher education departments of arts and sciences. Ensuring that

teachers are knowledgeable about teaching methods and student development requires high standards in schools and colleges of education. When teacher education programs are reviewed by the Board of Teaching, the review should cover the standards employed both in education courses and in the arts and sciences courses that provide teachers with subject matter knowledge.

RECOMMENDATION 22. Recently, *The Pioneer Press* and *Star Tribune* reported that in a section of the *Praxis* (the teacher licensure test used in Minnesota) covering subject knowledge, the passing score in Minnesota was

one of the lowest in the nation.⁸ We know of no justification for this. In light of the literature suggesting an association between teacher knowledge and student achievement, we urge the Board of Teaching to reexamine the state's passing score on the various sections of the *Praxis*.

RECOMMENDATION 23. Charter school teachers should be held to the same standards as all other public school teachers.

- Federal legislation allows states to adopt different standards for teachers in charter schools as compared to other public schools. We know of no reason why the qualifications needed by a teacher should be different simply because a public school is of the charter type.

Concluding Remarks

States are working to assess and alter their accountability systems to meet the regulations set forth in the NCLB Act. Because Minnesota has no state Board of Education, the revisions of the state accountability system begin with the Department of Children, Families & Learning and the state legislature. With respect to each of these issues, the legislature must decide to what extent it will approve the program in broad outline while leaving the

⁸ The Education Trust maintains a data search page on their Web site showing the distribution of well-prepared teachers, both across states and by individual state, accessed through <http://204.176.179.36/dc/edtrust/edstart.cfm> (click on the link to "The Ed Watch Interactive State and National Data Site," then click on "Opportunity" on the menu bar at the top of the page, and choose "Well-Prepared Teachers" from the pull-down list. You can also choose various comparison options

from another pulldown menu to the right of the word "Location." Also see: U.S. Department of Education, Office of Postsecondary Education, Office of Policy Planning and Innovation (2002). *Meeting the highly qualified teachers challenge: The secretary's annual report on teacher quality*. Washington, DC: Author. The Education Trust has also published a report on teacher quality: The Education Trust (2000, Spring). *Honor in the boxcar: Equalizing teacher*

quality. *Thinking K–16* 4(1). Washington, DC: Author. Retrieved September 2. Newspaper articles may be found at: Welsh, J. (2002, July 21). State teachers get easy pass: Minimum test scores for license are so low, candidates practically can't fail. *The St. Paul Pioneer Press*, City Edition, Main Section, p. A1. Also: AP wire service (2002, July 21). Scores needed to pass Minnesota teacher test among lowest in U.S. Minneapolis, MN: *Minneapolis Star Tribune*.

implementation details to CFL, and to what extent the legislature itself will specify details and implementation. The major issues needing the attention of CFL and the legislature jointly are as follows.

- Some provisions in the NCLB Act are more reasonable than others. There needs to be a coordinated effort to work for changes at the national level.
- Federal requirements state that standards must be set in place in reading and mathematics by academic year 2003, and in science by academic year 2005. Minnesota's standards exist in the Preparatory and High Standards of the Profile of Learning. These existing standards, however, must be federally approved, or revised to meet federal regulations. We recommend adoption of the existing standards along with the development of supporting materials to add clarity and grade-by-grade expectations, as necessitated by required annual testing in grades 3–8. Whether the state adopts existing standards or some revision, the standards need to be mandated statewide with a timetable for implementation. Since new tests must be aligned with state standards, the timetable for implementation of any new assessments can only be met if the standards are approved promptly. We presume that such standards will require legislative approval. The federal mandate could be satisfied by approving and mandating standards in reading/language arts, mathematics, and science

without mandating standards in other areas or in the performance assessments.

- The state needs to decide whether to build on the existing system of MCAs, or adopt entirely different tests. We recommend building on the existing system, with new tests that are customized norm-referenced tests and that provide measures of student growth from grade to grade. If this path is taken, the legislature will need to approve and fund new tests in mathematics and reading in grades 4, 6, and 8. Eventually, the legislature will also have to provide funding for the development of science tests, one in grades 3–5, one in grades 6–9, and one in grades 10–12.
- We recommend that the legislature and CFL revise the system by which students meet the basic high school graduation requirements. Currently, students do so by attaining a passing score on the *Basic Skills Test*, first administered in 8th grade. Because the *BSTs* are tied to minimum competency standards, rather than the rigorous standards envisioned by the USDE, they are unlikely to be approved as meeting federal requirements. Therefore, we suggest that the *BSTs* be discontinued when the new 8th grade tests are put into place, and that 8th grade students be allowed to demonstrate mastery of basic skills through satisfactory performance on this new test. In our opinion, 8th graders should not take two tests (e.g., the *BSTs* and a new 8th grade test). Funds currently

used to support the *BSTs* could be reallocated by the legislature to support new assessments designed to satisfy the NCLB Act.

- The state needs to revise its system of identifying schools in need of improvement. This means formulating and approving school expectations for achievement, graduation rate, attendance, etc.; setting a date by which schools are expected to achieve those levels (no later than 2013–14); and implementing a school improvement program for schools that have not reached and are not making adequate progress toward meeting those expectations.
- The state needs to formalize a system for recognizing distinguished schools, either through a new or existing program. Such a program must specify the criteria for the “distinguished” designation as well as the nature of the recognition.

Throughout the process of revising the state's accountability system, it must be remembered that school accountability is not an end in itself. It is a means to an end: improving Minnesota's educational system for all students. Improving the education system means more than just improving student achievement as measured by tests, although improving achievement is a major goal. In revising Minnesota's state accountability system, we must keep our eye on the prize of improved education and a better future for our children. To reach that goal, we must hold the schools accountable for their part in preparing our children.

Chapter 3: Educational Inputs and Processes

The composition of Minnesota’s student population is changing, as indicated by the enrollment data for the state. These changes have major implications for the financial and staffing needs of schools. This chapter describes the changes occurring in student enrollment in all grades, including shifts in the distribution of students across schools in the various regions of the state, and changes in student population makeup. It describes the ways in which school expenditures

and revenues are distributed, in terms of the sources of the money and of expenditure categories. The current status of school staffing is also addressed. Finally, we look at education finance and school staffing in light of projected enrollment levels.

Enrollment

Table 3.1 shows overall student enrollment in Minnesota schools for academic year 2001–02, broken

down by gender and ethnicity, by region of the state, and by several other school characteristics associated with student outcomes: the percentage of students in the school who are eligible for free or reduced-price lunch (poverty concentration), the percentage of students whose English language proficiency is limited (limited English proficiency [LEP] concentration), the percentage of students who have Individual Education Plans, or IEPs (special

Table 3.1 Overall Student Enrollment in Minnesota Schools, by Gender, Ethnicity, Region, Strata, and School Characteristics: 2001–02

		Total Students	Male	Female	American Indian	Asian/Pacific Islander	Hispanic	Black	White
TOTAL		841,711	432,568	409,143	16,935	44,074	31,538	59,337	689,827
REGION	Metro Area	438,002	224,857	213,145	5,586	36,795	19,104	51,029	325,488
	Outstate	391,421	201,278	190,143	10,584	5,826	11,758	5,583	357,670
STRATA	Mpls/St. Paul	91,364	46,975	44,389	2,750	20,375	9,861	31,913	26,465
	TC Suburbs	346,638	177,882	168,756	2,836	16,420	9,243	19,116	299,023
	Outstate 2000+	193,772	99,525	94,247	3,756	4,176	6,308	4,384	175,148
	Outstate 2000-	197,649	101,753	95,896	6,828	1,650	5,450	1,199	182,522
CHARTER		9,383	4,946	4,437	569	1,348	475	2,411	4,580
ALC		4,317	2,296	2,021	67	219	207	370	3,454
POVERTY	0-19%	396,790	203,132	193,658	2,575	12,634	7,103	10,293	364,185
	20-29%	167,125	85,843	81,282	2,407	4,864	5,313	6,313	148,228
	30-49%	168,869	86,880	81,989	4,274	6,972	9,059	10,266	138,298
	50-100%	108,927	56,713	52,214	7,679	19,604	10,063	32,465	39,116
LEP	0%	239,878	124,423	115,455	9,458	2,875	2,858	5,497	219,190
	1-9%	460,792	235,545	225,247	4,755	16,120	12,902	18,030	408,985
	10-100%	141,041	72,600	68,441	2,722	25,079	15,778	35,810	61,652
SPECIAL ED	0-9%	300,360	153,533	146,827	3,204	15,022	10,454	19,054	252,626
	10-19%	518,827	265,846	252,981	12,240	27,620	19,963	36,926	422,078
	20-100%	22,524	13,189	9,335	1,491	1,432	1,121	3,357	15,123
MOBILITY	0-9%	152,791	78,075	74,716	871	3,886	2,753	2,741	142,540
	10-19%	450,628	230,549	220,079	5,542	18,253	12,296	15,760	398,777
	20-100%	224,079	116,099	107,980	10,166	21,433	15,769	39,703	137,008

education concentration), and the percentage of students who have changed schools more than one time in the academic year (mobility). Overall, student enrollment was nearly 842,000 in the state—slightly lower than in 2001 (see Table 3.3).

Table 3.2 (at right) shows student enrollment by grade and school strata. The statewide data in the first column show that enrollment remained larger in grades 7 through 10 (the upper school grades least affected by students dropping out) than in the lower grades (grades 1, 2, and 3). As the larger cohorts in the upper grades leave school and are replaced by smaller cohorts from the lower grades, overall enrollment across the state can be expected to decline unless there is offsetting immigration from other states or countries. Recent immigration may have slowed, but has not prevented, a small enrollment decline.

Table 3.3 (below), Figure 3.1, and Figure 3.2 (p. 25) show enrollment trends for grades K–12 from academic year 1990–91 to 2001–02. Table 3.3 also shows those enrollments broken down by grade level, region of the state,

Table 3.2 2001–02 Enrollment in Grades Pre-K–12, by School Strata

	Number of Students Statewide	Mpls/St. Paul	TC Suburbs	Outstate: 2000+	Outstate: 2000-
Pre-Kindergarten	9,671	985	3,885	2,318	2,418
Kindergarten	58,356	7,716	24,246	12,689	12,570
Grade 1	58,353	6,738	24,829	12,959	12,644
Grade 2	59,323	6,886	25,467	13,045	12,885
Grade 3	61,292	7,093	25,841	13,534	13,755
Grade 4	62,580	7,238	26,154	13,956	14,243
Grade 5	63,764	7,428	26,538	14,411	14,522
Grade 6	66,189	7,212	27,668	15,102	15,346
Grade 7	66,701	6,961	27,346	15,602	15,986
Grade 8	66,797	6,821	27,025	15,829	16,358
Grade 9	69,032	6,742	27,657	16,500	17,333
Grade 10	70,837	7,244	28,391	16,964	17,295
Grade 11	69,490	6,716	27,555	16,741	17,519
Grade 12	68,997	6,569	27,921	16,440	17,193

and student characteristics (limited English proficiency (LEP), special education, and free or reduced-price lunch). Overall enrollment has continued to decline since 1998–99, but by less than 1%. The decline in 2001–02 was 3,329 students (0.4%). An increase of 2,544 secondary students was offset by the decline of 5,873 students in grades K–6. As illustrated in Figure 3.1, although

secondary school enrollment has increased each year from 1990–91 to 2001–02, elementary school enrollment has continued to decrease by larger numbers, causing enrollment overall to decrease slightly.

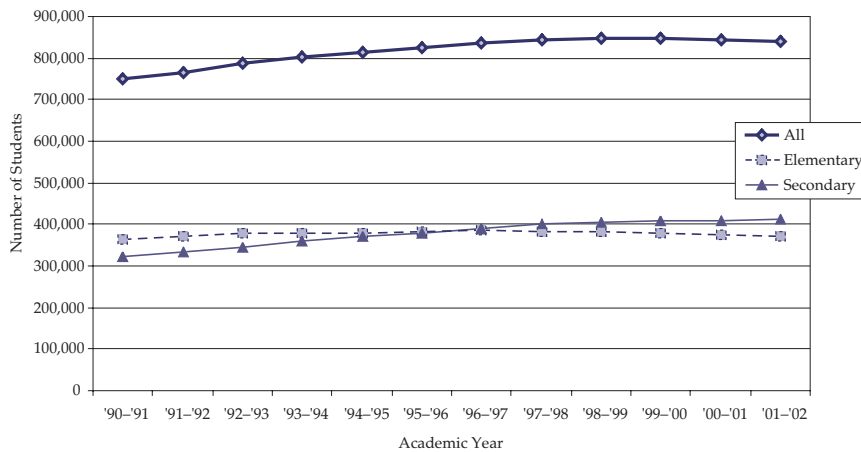
Figure 3.2 shows enrollment by region of the state: Minneapolis and St. Paul, the Twin Cities suburbs,

Table 3.3 Enrollment Trends from Academic Year 1991 to Academic Year 2002: October 1 Headcount

	Year											
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total K-12	749,203	766,784	786,413	803,393	813,103	826,074	837,723	844,408	847,339	845,839	845,040	841,711
Pre-Kindergarten	7,171	5,533	6,394	6,656	8,060	8,340	8,902	8,945	9,116	9,234	9,300	9,671
Kindergarten	64,264	63,383	61,966	62,391	62,908	63,896	62,383	62,085	61,023	59,116	58,963	58,356
Elementary	363,221	371,307	378,304	380,505	380,474	382,518	385,294	382,701	381,230	379,584	376,767	371,501
Secondary	321,718	332,094	346,143	360,497	369,721	379,660	390,046	399,622	405,086	407,139	409,310	411,854
Mpls/St. Paul	76,137	75,598	79,526	82,805	84,907	88,197	90,749	93,313	93,612	93,018	93,042	91,364
Suburban	282,436	292,116	302,567	311,586	316,915	324,447	332,099	336,995	343,081	347,777	343,950	346,638
Greater Minnesota	390,630	399,070	404,320	409,002	411,281	413,430	414,875	414,100	410,646	405,044	396,705	391,421
LEP	11,919	14,199	14,769	18,556	21,616	24,759	27,953	26,936	31,576	35,810	44,360	47,961
Special ED	n/a	92,238	99,193	95,501	101,891	106,525	110,979	93,362	96,322	98,089	99,741	100,630
F/R LUNCH	162,796	178,625	186,590	197,669	200,524	208,708	212,352	222,284	223,352	220,040	217,791	223,738

Note: the Special Education enrollment count for 1990-91 was unavailable. The method of counting special education and limited English proficiency students changed in 1998, resulting in an apparent drop in special education and LEP enrollments that year.

Figure 3.1 Statewide Enrollment: Elementary, Secondary, and Total K-12: 1991-02 (October 1 Headcount)



and greater Minnesota. Enrollment in greater Minnesota has declined by about 5% since 1996-97, although in the suburbs, enrollment has grown every year except 2000-01. Overall, Minneapolis and St. Paul enrollment has held steady in recent years, although there have been some year-to-year fluctuations. In 2001-02 there was a decline of 1,678 students (less than 2%; see Table 3.3, p. 24).

Figure 3.2 K-12 Enrollment in Minneapolis/St. Paul, Suburban, and Greater Minnesota Schools: 1991-02 (October 1 Headcount)

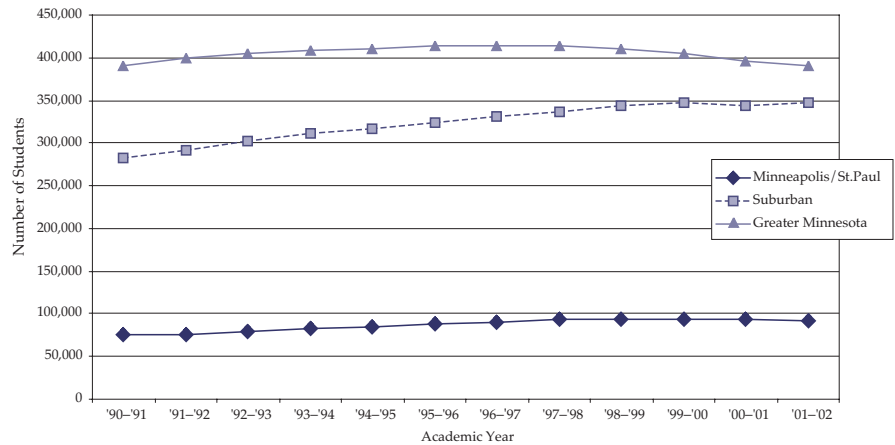
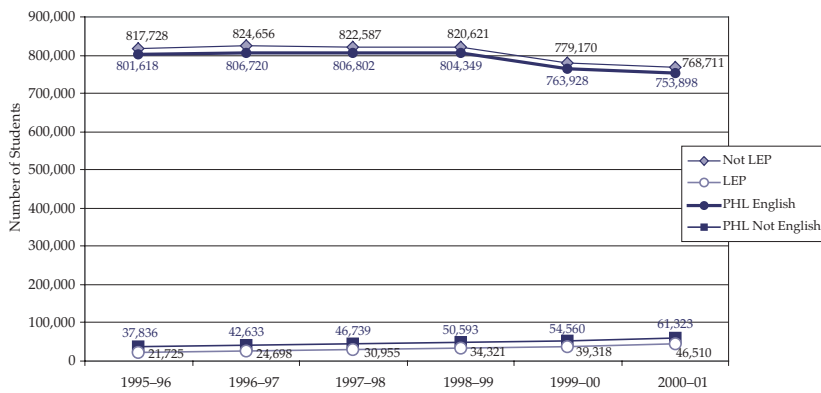


Figure 3.3 (below) compares the number of students statewide in limited English proficiency (LEP) programs, and the number for whom English is and is not the primary language of the home, for

Figure 3.3 Number of Minnesota K-12 Students Enrolled in LEP Programs, Compared to the Number of Students for whom English is and is not the Primary Home Language, 1996-01



Note: The LEP enrollment figures in this graph differ from those for corresponding years in Table 3.3 because we used a different data source. Table 3.3 is based on preliminary figures returned by districts in the fall, which allowed us to track enrollments back to 1990-91; however, they do not contain data on primary home language. For Figure 3.3, we used end-of-year data, which include updates and midyear changes of status (e.g., students entering or leaving LEP programs midyear).

academic years 1995-96 to 2000-01. The bottom two lines in Figure 3.3 show the change in the number of LEP students over the past six academic years and the change in the number of students for whom English is not the primary home language. Over this short span of time, there have been steady increases in the number of LEP students and the number of students for whom English is not the primary language used in their homes. In 2002, the number of students enrolled in LEP programs was at its highest (46,510). Figure 3.3 also shows the number of non-LEP students and the number of

students for whom English is the primary home language. After having remained stable for several years, the number of students from English-speaking homes declined rather sharply (by more than 40,000 students) between 1998-99 and 1999-00, and by more than 10,000 students between 1999-00 and 2000-01.

Clearly, Minnesota is not only experiencing declining enrollment; in addition, this decline has occurred largely among students for whom English is the primary language of the home, and among

students who are not classified as having limited English proficiency. Increases in enrollment are occurring among students in need of LEP services, and even so, the increased enrollment of students for whom English is not the primary home language has not offset the overall decline.

Should the enrollment trend described above continue, it will have major funding and staffing implications for schools. The decline in overall enrollment would lead one to expect a decline in the need for education funding. The decline, however, is occurring primarily among students with less need for

Figure 3.4. Number of Minnesota K–12 Students Eligible for Free or Reduced-price Lunch: 1991–92 through 2001–02

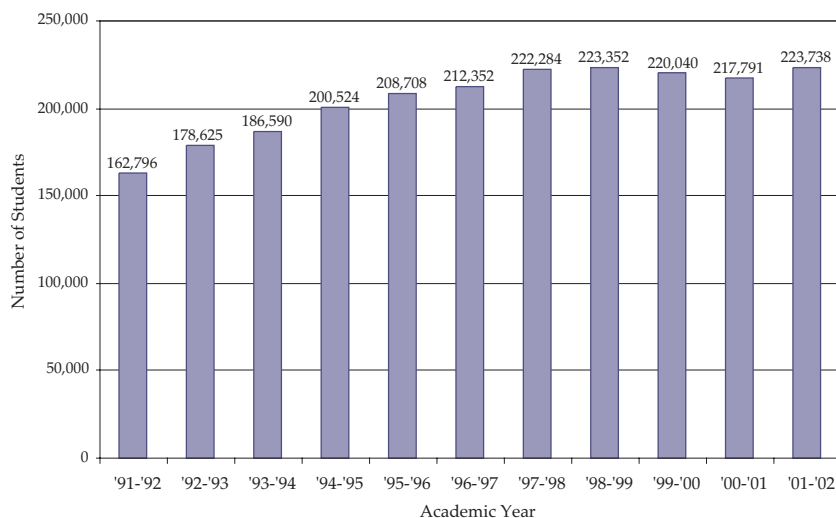


Figure 3.4 (above) shows the changes over the past eleven years in the number of low-income students (those students eligible for free and reduced-price lunch). Those numbers declined slightly in 1999–00 and 2000–01, but increased by nearly 6,000 students in 2001–02. The increase seems related to the declining economic situation. The number of low-income students in 2002 was the highest of any year in more than a decade.

The number of students in special education is also increasing. In 2001–02, special education enrollment reached its highest level since 1998, the year that the method of counting special education students changed.⁹ Despite modest overall enrollment declines, the number of students receiving special education services has continued growing over the last four years (see Table 3.3, p. 24).

additional services, such as special education classes and limited English proficiency classes, while the number of students needing those services is increasing. Furthermore, the need for teachers trained to provide these additional services can also be expected to increase. Schools will need more teachers in special education as well as in English as a Second Language (ESL), even as the need for teachers in other areas may diminish.

Given the higher cost of educating students requiring additional services, such as ESL and special education, the cost per pupil can be expected to rise. Emerging demographic shifts will alter schools' financial and staffing needs. Minnesota will need to position itself to provide for these changes.

Finance

As shown in Table 3.4 (p. 27), the average operating expenditure per pupil in Minnesota was \$7,424, a 5% increase over the \$7,080 reported for 2000–01 (Davison, et al., 2001). In the most recent year for which data were available from other states (2000), Minnesota's per pupil expenditure was reported as \$8,621 (adjusted to reflect regional cost differences), which is 18% above the national average of \$7,079 (Quality Counts: Building Blocks for Success, 2002). In that year, Minnesota ranked 9th in adjusted per pupil expenditure among the fifty states (and 13th unadjusted).¹⁰

Per Pupil Expenditures. Table 3.4 and Figure 3.5 (p. 27) show per pupil operating expenditures for the state as a whole, and for various district categories. These figures do not include capital expenditures. The "operating expenditures" category includes not only the cost of regular instruction, but also the cost of special education, vocational education, and non-instructional services (e.g., transportation, food services).¹¹

⁹ The method of counting students in special education and LEP programs changed in academic year 1997–98. In Table 3.3, special education and LEP enrollments prior to 1998 cannot be compared to those for 1998 and later years.

¹⁰ If not adjusted to reflect regional cost differences, Minnesota's per pupil expenditure is \$8,453. This does not change Minnesota's 9th place ranking in the nation for per pupil spending (*Education Week*, 2002).

¹¹ There is variation in the amounts spent in different expenditure categories, even among districts of the same type. Tables 3.4 and 3.5 give average figures for each district and expenditure category.

Table 3.4 2000-01 Per Pupil Operating Expenditures, by District Category

		Total PK-12 Operating Expenditures	Admin/ Support Service	Regular Instruction	Vocational Instruction	Special Education	Instructional & Pupil Support	Operations & Maintenance	Other
STATE TOTAL		\$7,424	\$624	\$3,503	\$135	\$1,161	\$656	\$579	\$766
REGION	Metro Area	\$7,751	\$639	\$3,633	\$125	\$1,244	\$768	\$572	\$771
	Outstate	\$7,069	\$608	\$3,362	\$146	\$1,071	\$534	\$587	\$761
STRATA	Mpls/St. Paul	\$9,905	\$761	\$4,688	\$92	\$1,608	\$1,116	\$685	\$955
	TC Suburbs	\$7,159	\$605	\$3,343	\$134	\$1,144	\$672	\$541	\$720
	Outstate 2000+	\$7,060	\$546	\$3,289	\$144	\$1,182	\$600	\$578	\$722
	Outstate 2000-	\$7,077	\$669	\$3,432	\$147	\$964	\$470	\$595	\$799
POVERTY	0-19%	\$6,937	\$584	\$3,277	\$127	\$1,074	\$628	\$531	\$716
	20-29%	\$7,130	\$594	\$3,367	\$141	\$1,119	\$574	\$600	\$737
	30-49%	\$7,434	\$663	\$3,483	\$180	\$1,162	\$533	\$608	\$804
	50-100%	\$9,845	\$786	\$4,658	\$98	\$1,575	\$1,069	\$690	\$968
LEP	0%	\$7,270	\$690	\$3,532	\$138	\$985	\$504	\$611	\$811
	1-9%	\$7,060	\$587	\$3,311	\$139	\$1,129	\$613	\$553	\$729
	10-100%	\$9,271	\$737	\$4,372	\$112	\$1,478	\$999	\$672	\$900
SPECIAL ED	0-9%	\$7,069	\$615	\$3,363	\$136	\$1,028	\$629	\$555	\$744
	10-19%	\$7,531	\$626	\$3,545	\$134	\$1,203	\$665	\$586	\$772
	20-100%	\$9,826	\$1,135	\$4,388	\$229	\$1,545	\$567	\$847	\$1,115
MOBILITY	0-9%	\$6,966	\$667	\$3,399	\$135	\$921	\$490	\$594	\$761
	10-19%	\$6,902	\$574	\$3,278	\$140	\$1,056	\$583	\$542	\$730
	20-100%	\$8,421	\$698	\$3,908	\$126	\$1,402	\$821	\$637	\$829

Figure 3.5 shows how expenditures statewide are distributed among the expense categories. As in most states, schools expend the largest proportion of funds (47%) on regular instruction. The second largest expense category is special education, at 16%. Vocational instruction, at only 2%, is the

smallest expense category. Together, the three instructional categories (regular, special, and vocational) include most teacher salaries and consume 65% of the educational budget. As shown in Table 3.4, districts spend money somewhat differently, depending on district type. For instance, metro area and

outstate schools differ somewhat in the amount of money spent in these various expense categories, and districts with high concentrations of low income students spend money differently than do districts with few low income students.

Concern has been expressed that, nationally, schools and districts with high concentrations of economically disadvantaged students may be less well funded than other schools and districts. Figure 3.6 (p. 28) shows per pupil expenditure amounts for Minnesota’s high and low poverty districts. “District poverty concentration” is indicated by the proportion of students eligible for free or reduced-price lunch. According to these numbers, there is no tendency for higher poverty districts to receive less funding than other districts, which suggests that

Figure 3.5 Distribution of Per Pupil Operating Expenditures: 2000–01

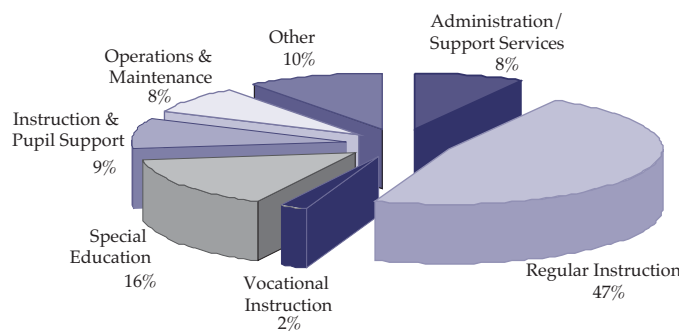
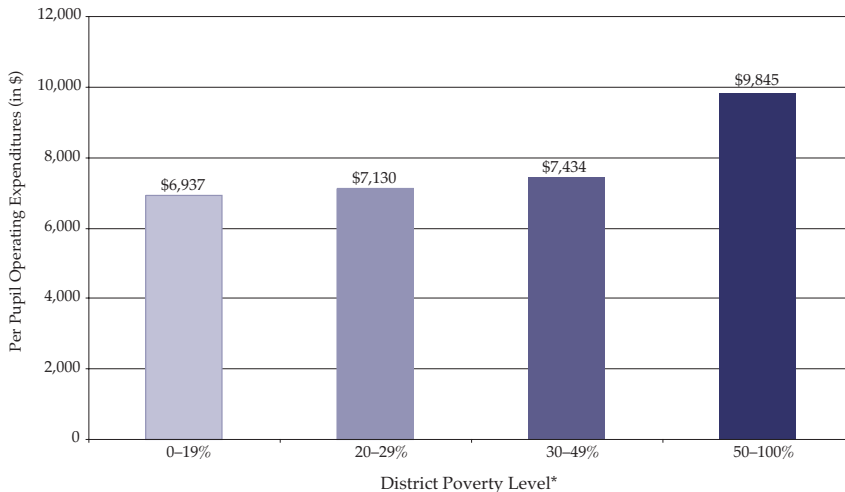


Figure 3.6 Total District Per Pupil Operating Expenditures, by District Poverty Level*: 2000–01



*District poverty level is defined as the percentage of the student population that is eligible for free or reduced-price lunch.

Minnesota’s efforts to provide for its economically disadvantaged students have achieved some success. However, low income students more frequently need additional services (ESL instruction, special education, etc.) and there is debate as to whether the funding of schools and districts with high concentrations of low income students is sufficient to cover the costs of those additional services.

Per-pupil Operating Revenues.

Table 3.5 (right) and Figure 3.7 (p. 29) show the amounts and percentages, respectively, of district per pupil revenues that come from state, local, and federal sources. Table 3.6 (p. 29) contains a further breakdown of local, state, and federal revenue sources. As shown in Figure 3.7, 62% of school funding came from state revenues. Local revenues provide 32%, and federal sources account for only 4%. Other sources, such as private donations, various fundraising efforts, and grants, provide an additional 2%. The trend of increases in total education expenditures and the shift away from local districts to the state as the primary source of revenue continues much as it has over the

past several decades. However, it is important to note that individual districts vary significantly in the degree to which they depend on local, state, and federal revenues.

In Minnesota, the percentage of revenue districts receive from local sources ranges from 3%–81% of the total; state revenues vary from

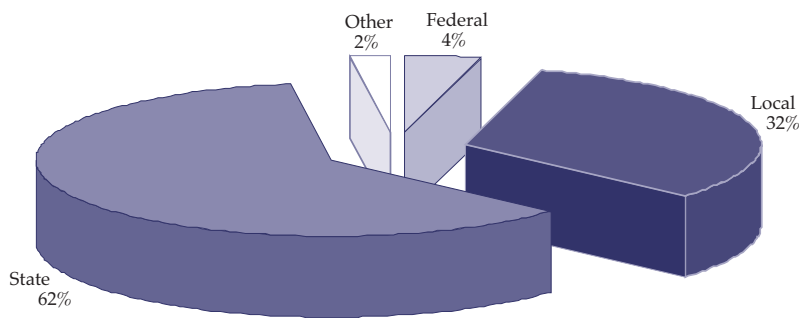
16%–84%; and federal revenues vary from 1%–36% (Minnesota Department of Children, Families & Learning, 2001). Shifts in revenue source (e.g., from local to state sources) may affect some districts more than others. For instance, a shift that includes a reduction in local property tax revenues may, depending on how it is implemented, have its biggest effect on districts that depend most heavily on local revenue. Likewise, a shift that includes an increase in state funding may, depending on how it is allocated, give an advantage to districts that receive the largest proportions of their budgets from state revenues.

If policymakers contemplate further shifts from local to state revenue sources, they must carefully consider the potential for redistribution of funds across districts that could result from such shifts—and the potential for creating new imbalances in school funding. The stability of state revenue sources also needs to be

Table 3.5 2000–01 Per Pupil Total Revenues, by District Category

		Total Local Revenues	Total State	Total Federal	Other Financing	Total Revenues
STATE TOTAL		\$2,937	\$5,541	\$389	\$207	\$9,074
REGION	Metro Area	\$3,577	\$5,404	\$376	\$220	\$9,577
	Outstate	\$2,240	\$5,691	\$403	\$193	\$8,526
STRATA	Mpls/St. Paul	\$3,349	\$7,354	\$882	\$79	\$11,664
	TC Suburbs	\$3,640	\$4,867	\$237	\$259	\$9,003
	Outstate 2000+	\$2,433	\$5,611	\$375	\$198	\$8,617
	Outstate 2000-	\$2,054	\$5,768	\$429	\$187	\$8,439
POVERTY	0-19%	\$3,320	\$4,961	\$223	\$258	\$8,762
	20-29%	\$2,539	\$5,436	\$355	\$195	\$8,525
	30-49%	\$2,127	\$6,060	\$488	\$167	\$8,842
	50-100%	\$3,206	\$7,331	\$972	\$81	\$11,589
LEP	0%	\$2,338	\$5,776	\$484	\$181	\$8,778
	1-9%	\$2,985	\$5,206	\$292	\$234	\$8,718
	10-100%	\$3,272	\$6,885	\$751	\$105	\$11,013
SPECIAL ED	0-9%	\$3,284	\$4,949	\$243	\$232	\$8,709
	10-19%	\$2,825	\$5,728	\$432	\$199	\$9,184
	20-100%	\$2,739	\$6,912	\$1,483	\$109	\$11,243
MOBILITY	0-9%	\$2,959	\$5,201	\$249	\$221	\$8,631
	10-19%	\$2,767	\$5,272	\$284	\$237	\$8,560
	20-100%	\$3,216	\$6,082	\$602	\$153	\$10,053

Figure 3.7 Percentage of School Funding Received through Federal, State, and Local Sources for Minnesota: 2000–01



considered. State revenues rise and fall dramatically with the ups and downs of the state economy. The number of students in schools and the needs of those students, however, do not necessarily rise and fall with the economy. Policymakers need to consider whether current state revenue collection procedures provide a sufficiently stable source

of revenue to adequately fund schools in both good and bad economic times.

Teacher Characteristics

Table 3.7 (p. 30) profiles Minnesota’s 52,390 full-time teachers during academic year 2000–01.

Approximately 2,800 (5%) were new teachers, down from the 3,500 reported the prior year. Consistent with enrollment trends reflected in Figures 3.1 and 3.2 (pp. 23 and 24), the majority of these new teachers were hired in the metro area. The majority of new teachers were hired at the secondary level. Given current enrollment trends, we would expect the majority of teachers in the next few years to be hired in the metro area rather than in outstate schools, and in the secondary, not elementary, grades.

The average reported teacher salary was \$42,559, although there are marked salary variations across regions of the state (see the Strata categories in Table 3.6). Based on its separate survey, the American Federation of Teachers (AFT) reports a different average (\$42,212) for 2001, slightly less than the national

Table 3.6 2000–01 District Per Pupil Revenues, by Source

		Levy	Tuition & Fees	Other Local Sources	State Aids	Special Education	State Grants & Other State Revenues	Federal thru DCFL	Federal Thru Other State & Federal Direct	Child Nutrition
STATE TOTAL		\$2,122	\$287	\$528	\$4,444	\$670	\$427	\$235	\$42	\$112
REGION	Metro Area	\$2,710	\$311	\$556	\$4,174	\$750	\$480	\$234	\$31	\$111
	Outstate	\$1,483	\$261	\$497	\$4,737	\$584	\$369	\$237	\$52	\$113
STRATA	Mpls/St. Paul	\$2,631	\$230	\$488	\$4,958	\$1,172	\$1,224	\$485	\$127	\$270
	TC Suburbs	\$2,732	\$333	\$575	\$3,959	\$633	\$275	\$165	\$5	\$67
	Outstate 2000+	\$1,637	\$276	\$519	\$4,598	\$650	\$363	\$255	\$23	\$97
	Outstate 2000-	\$1,334	\$245	\$475	\$4,872	\$520	\$376	\$221	\$80	\$128
POVERTY	0-19%	\$2,457	\$313	\$549	\$4,066	\$620	\$275	\$153	\$6	\$64
	20-29%	\$1,725	\$275	\$539	\$4,554	\$547	\$336	\$231	\$20	\$104
	30-49%	\$1,385	\$267	\$475	\$4,965	\$643	\$452	\$298	\$44	\$146
	50-100%	\$2,488	\$228	\$490	\$5,050	\$1,127	\$1,154	\$487	\$216	\$268
LEP	0%	\$1,485	\$263	\$590	\$4,856	\$541	\$379	\$243	\$112	\$128
	1-9%	\$2,173	\$300	\$512	\$4,283	\$617	\$307	\$194	\$15	\$83
	10-100%	\$2,483	\$246	\$543	\$4,810	\$1,042	\$1,032	\$424	\$98	\$230
SPECIAL ED	0-9%	\$2,458	\$319	\$507	\$4,102	\$524	\$323	\$158	\$7	\$78
	10-19%	\$2,014	\$276	\$534	\$4,551	\$717	\$460	\$259	\$50	\$123
	20-100%	\$1,886	\$236	\$617	\$5,499	\$905	\$508	\$561	\$668	\$254
MOBILITY	0-9%	\$2,133	\$297	\$529	\$4,368	\$509	\$324	\$149	\$11	\$89
	10-19%	\$1,990	\$266	\$510	\$4,379	\$598	\$295	\$186	\$14	\$84
	20-100%	\$2,341	\$319	\$557	\$4,572	\$834	\$675	\$341	\$96	\$165

Table 3.7 Minnesota Teacher Characteristics for Academic Year 2000–01

		Number of Teachers	Number of New Teachers	% with BA as Highest Degree	% with MA as Highest Degree	No. of Teaching Variances	Mean Years Experience	Average Salary	Average Age
TOTAL		52,390	2,789	58	40	2,410	14	42,559	41
SCHOOL LEVEL	Elementary	28,140	1,378	58	40	n/a	14	42,954	42
	Secondary	24,250	1,411	58	41	n/a	14	42,137	41
REGION	Metro Area	25,449	1,462	47	51	851	13	45,642	41
	Outstate	26,354	1,172	67	31	1,288	15	39,791	42
STRATA	Mpls/St. Paul	6,321	353	50	45	293	12	47,510	42
	TC Suburbs	19,128	1,109	47	53	558	13	45,025	40
	Outstate: 2000+	11,875	525	55	42	458	15	42,120	42
	Outstate: 2000-	14,479	647	77	22	830	15	37,882	42
POVERTY	0-19%	23,446	1,277	51	48	704	14	43,585	41
	20-29%	9,943	541	61	37	409	14	41,098	41
	30-49%	11,304	482	67	30	848	15	40,832	42
	50-100%	7,697	489	58	38	449	12	43,854	41
LEP	0%	17,341	881	67	31	1,173	15	40,271	42
	1-9%	26,765	1,441	53	46	807	14	43,034	41
	10-100%	8,284	467	52	44	430	13	45,812	42
SPECIAL ED	0-9%	18,390	1,054	55	43	867	14	43,270	41
	10-19%	32,134	1,605	59	39	1,350	14	42,240	41
	20-100%	1,866	130	59	39	193	12	41,023	41
PUBLIC SCHOOLS	Non-charter	51,803	2,634	57	41	2,139	14	42,666	41
	Charter	587	155	77	20	271	6	33,107	34

average (\$43,250). According to the AFT survey, Minnesota ranks 18th among the 50 states and the District of Columbia in average teacher salary.

The average teacher salary reported to the State of Minnesota (\$42,559) is 6% higher than the previous year. The average teacher age was 41, and the average amount of teacher experience was 14 years. High poverty schools, Twin Cities schools, and schools with the largest concentrations of special education students had teachers with somewhat fewer average years of experience (12 years). Minnesota’s newest category of public schools, charter schools, shows some of the most marked deviations from the overall trends to be found in Table 3.7. Whereas 5% of all teachers in the state are new, 26% of the teachers in charter

schools are new. The average salary in charter schools was \$33,107 as compared to \$42,559 for the state overall. And while 5% of the state’s teachers were on licensure variances, 46% of the charter school teachers held licensure variances. The average experience in charter schools, 6 years, is less than half that for the state overall (14 years). In part, these figures reflect growth in the number of charter schools and the recency with which much of the staff has been hired. However, as the sponsors of charter schools review school charters, they should pay careful attention to the qualifications and experience of the staff, and particularly to the use of licensure variances by the school.

For charter schools, the issue of teacher qualifications will increase in importance as the state

implements the teacher compliance provisions in the NCLB Act. The NCLB Act requires full state certification as part of its teacher quality standards in core academic subjects. However, it also gives states the option of creating separate standards of teacher quality for charter schools. Whether or not it would best serve Minnesotans to allow different standards for teachers of children in charter schools is a question that should be addressed by policymakers, even though federal regulations may permit the discrepancy in teacher qualification levels.

For the state overall, the reported number of teachers on licensure variances has roughly doubled in each of the past two years. Even if this sharp increase is due to improved reporting, rather than

to increases in the actual number of variances in effect, it means that Minnesota has more unlicensed teachers on variances than previously thought. It is unclear as to how many of these teachers on variance are teaching in core academic areas. However, meeting the teacher qualification provisions of the NCLB Act may be somewhat more difficult than previously expected.

Elementary School Class Size

Table 3.8 (below) shows the average class size in grades 1–3 and 4–6 for the state as a whole and in its several regions. In parentheses, the table also shows reported class sizes for the prior year. Overall, class

sizes decreased slightly in grades 1–3, and increased slightly in grades 4–6. At both grade ranges, average class sizes were lowest in the small outstate districts (Outstate 2000-). The most marked change in class size occurred in the Minneapolis and St. Paul districts at grades 4–6 (an increase of over 5% from 22.80 in 1999–00 to 27.95 in 2000–01).

Conclusions

The most striking trends in this chapter concern enrollment and teacher qualifications. Enrollment has continued to decline, while at the same time, the number of at-risk students needing additional services, such as LEP and special education courses, continues to rise. While one might expect costs

to decline somewhat with smaller enrollments, any savings will be at least partially offset by an increasing cost per pupil resulting from the growing number of students requiring additional services.

The number of teachers with a licensure variance has nearly doubled in each of the past two years, although this may simply represent improved reporting, rather than such a dramatic rise. The NCLB Act requires full state certification for teachers in core academic subjects. It is unclear how many teachers holding licensure variances are teaching in core academic subjects, but districts will have to ensure full compliance with the teacher qualification provisions of NCLB as those provisions begin to take effect. Charter schools seem to rely particularly heavily on teachers with licensure variances, and while NCLB does not require the same licensure qualifications for charter school teachers that it does for other public schools, we cannot recommend that Minnesota accept a lower standard for some teachers than for others. Achievement data shows a strong link between student achievement and teacher preparation; to accept a lesser standard of teacher preparation for charter schools than for other public schools would seem to handicap charter school students.

Table 3.8 Average Class Size for Grades 1–3 and 4–6, by Region and Strata: 1999–00 and 2000–01

		Grades 1-3	Grades 4-6
STATE TOTAL		18.99 (19.18)	22.21 (22.04)
REGION	Metro Area	21.69 (21.00)	25.01 (24.40)
	Outstate	18.55 (18.88)	21.74 (21.65)
STRATA	Mpls/St. Paul	19.10 (17.62)	27.95 (22.80)
	TC Suburbs	21.81 (21.14)	24.89 (24.47)
	Outstate: 2000+	20.94 (21.12)	24.37 (24.43)
	Outstate: 2000-	18.09 (18.44)	21.24 (21.09)

Note: For comparison, 1999–00 data is (enclosed in parentheses).

Chapter 4: Coursework, Attendance, and Graduation

Student coursework, attendance, and graduation rates are important indicators of students' academic effort, because they tell us a great deal about the time that students have invested in learning. In addition, these indicators can help to mark student progress. For example, the courses a student takes have a sequence in time: students do not generally attempt an algebra course before having successfully completed arithmetic. Hence, taking an advanced course, such as algebra, can indicate successful completion of earlier work such as arithmetic.

Even attendance can indirectly reflect academic achievement because there is a correlation between "seat time" (the cumulative number of days the student has attended school) and how well students learn course material. And graduation rates can show how successful students have been in completing the entire course of high school study, over three or four years.

Researchers may use coursework, attendance, and graduation rates as educational inputs—the part of the accountability "measurement system" that tells us what investments of time students are making in education. When used in this way, these indicators help us to understand the characteristics of students whose achievement levels are different. For example, looking at the coursework taken by students who have also taken the *ACT* college entrance examination allows researchers to see what courses are commonly completed by

the students who receive high *ACT* scores. This gives us information about the kinds of coursework that should help students to do well on the *ACT*.

The same indicators can also be used as educational outputs—measures of the results that reveal how well the education system is working. For instance, attendance can be considered an output—a result of the student having found the school experience to be rewarding. In much the same way, graduation rates can tell us much about how well students are doing at completing the academic curriculum. A high graduation rate implies that students are learning what they need to know in order to finish high school.

Whether viewed as inputs or outputs, attendance, graduation, and completion of challenging courses all involve elements of persistence and good work habits on the part of students over an extended period of time. The attendance rates in this chapter are measured over an entire year. Depending on whether the district's high school encompasses grades 9–12 or 10–12, high school completion takes three to four years. When viewed as outcomes, coursework, attendance, and graduation require a persistent, organized student effort extending from one semester up to four years.

High School Coursework

While there is not complete agreement on the core academic courses to be included in a

high school education, many experts recommend four years of English, three years of science, three years of mathematics, and three years of social studies. For entry into four-year higher education institutions, the coursework should be at a college preparatory level. Figure 4.1 (p. 34) shows the recommendations contained in the landmark publication, *A Nation at Risk*, the recommendations of *ACT, Inc.*, publisher of the college admissions test most often taken by Minnesota students, the recommendations of the Minnesota State Colleges and Universities (MNSCU), and the recommendations of the University of Minnesota/Twin Cities.

While little data is available on the coursework of all high school students, the *ACT* testing program asks test-takers to report on coursework taken (or expected to be taken by the end of high school). However, this only provides data on the group of students who are college bound, and relies on the accuracy of student reports of their coursework.

Figure 4.2 (p. 35) shows the trend in student-reported coursework over the last decade among Minnesota *ACT* test-takers. This figure shows the percentage of students who reported taking all of the *ACT*-recommended coursework. From 1992–93 through 1995–96, there was a steady increase in the percentage of test-takers completing the core. The percentage leveled off at 73% in 1996–97 and 1997–98, dropping to 71% in 1998–99, where it has remained for the last four

Figure 4.1 High School Course Recommendations of ACT, Inc. and *A Nation at Risk*; High School Course Preparation Requirements for Freshman Admissions at the Minnesota State Universities and the University of Minnesota

ACT

- English (Four years or more). One year of credit each for English 9, English 10, English 11, and English 12.
- Mathematics (Three years or more). One year credit each for Algebra I, Algebra II, and Geometry. One-half year credit each for Trigonometry, Calculus (not Pre-calculus), other math courses beyond Algebra II, and Computer math/ Computer science.
- Social Sciences (Three years or more). One year credit each for American History, World History, American Government. One-half year credit each for economics, geography, psychology, and other history.
- Natural Sciences (Three years or more.) One year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics.

Minnesota State Colleges and Universities (MnSCU)*

- Four years of English, including composition and literature.
- Three years of math (two years of algebra and one year of geometry).
- Three years of science, including one year each of a biological and physical science.
- Three years of social studies, including one year of U.S. history and geography.
- Two years of a single world language.
- One year of either world culture or fine arts.

Students who do not meet these requirements may still be considered for admission, but they may be required to take specific course work designed to enhance their opportunity for academic success. In making an admissions decision, the Minnesota State Colleges and Universities also consider high school class rank and college admission test scores.

A Nation at Risk

- Four years of English.
- Three years of mathematics.
- Three years of science.
- Three years of social studies.
- One-half year of computer science.
- Foreign language study is recommended for college-bound students, but no specific amount is indicated.

University of Minnesota (Twin Cities Campus)**

(These requirements take effect with the 2002–03 academic year.)

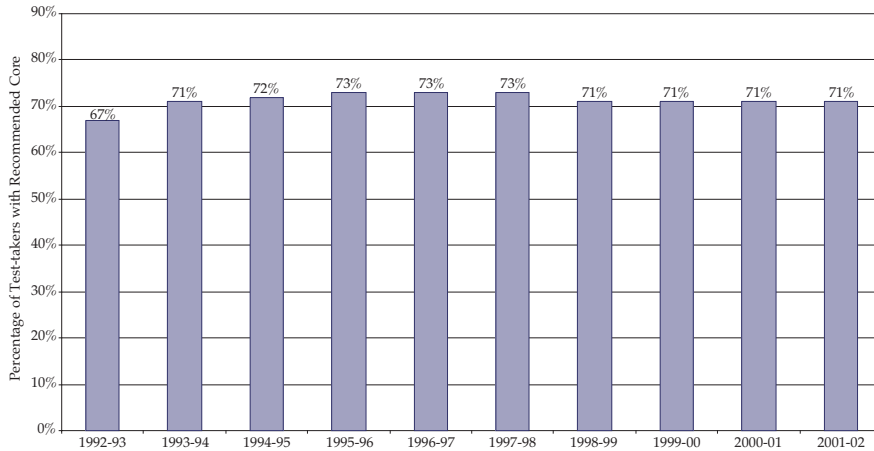
- Four years of English with emphasis on writing, including instruction in reading and speaking skills and in literary understanding and appreciation.
- Three years of mathematics, including one year each of elementary algebra, geometry, and intermediate algebra.
- Three years of science, including one year each of biological and physical science and including laboratory experience.
- Three years of social studies, including one year each of geography (or a combination of courses incorporating geographic studies, such as world history, western civilization, Latin American studies) and U.S. history.
- Two years of a single second language.
- One year of visual and/or performing arts, including instruction in the history and interpretation of the art form (e.g. theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design).

A variety of other factors, including high school class rank and college admissions test scores, are also considered in the admissions decision.

* <http://www.mnscu.edu/Student/StudentInfo/WhatItTakes.html>;

** http://admissions.tc.umn.edu/AdmissionInfo/fresh_requirements.html

Figure 4.2 Percentage of 2001–02 Minnesota ACT Test-takers Having Completed the ACT Recommended Core Academic Preparation, by School Year



years. That is, almost 30% of the Minnesota students taking the ACT have not completed (and do not expect to complete) the full set of courses recommended by the testing company.¹²

Figure 4.3 shows the percentage, by ethnicity, of ACT test-takers from the Classes of 2001 and 2002 who completed the core coursework recommended by ACT. Black, American Indian, and Hispanic test-takers were less prepared than their Asian and White peers. Compared to last year, the overall percentage of students having completed ACT's recommended core remained the same (71%).

However, an examination of this data by ethnic group reveals more variation in the percentages. Since last year, there were notable changes in coursework preparation in all but the Black and White subgroups. Among Hispanics, the number of students reporting that they had completed the core rose from 59% to 63%. Among Asians, it rose from 68% to 70%, almost exactly the same as for the state as a whole (71%). Among American Indians, the percentage reporting that they had completed the core dropped from 58% to 51%. Shrinking the ethnic differences in ACT test performance (see Chapter 5) will presumably require progress in closing gaps in coursework preparation. There was

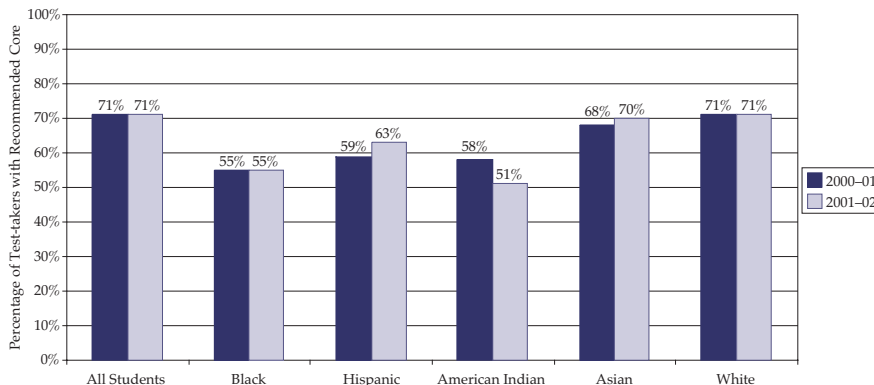
some progress last year in closing the coursework gap for Hispanics and Asians, but not for Blacks or American Indians.

High School Coursework and Changes in the SAT I.

During the past year, the College Entrance Examination Board (CEEB) and the Educational Testing Service (ETS) announced changes in the SAT I. These changes are expected to take effect in 2005. While far more Minnesota high school students take the ACT college admissions test, nevertheless, these changes in the SAT I will be of interest to some Minnesota students, particularly those considering colleges on either coast. The ETS Web site (<http://www.collegeboard.com/about/newsat/newsat.html>) summarizes these changes as follows:

- The former SAT Verbal Exam will become the SAT Critical Reading Exam. This test will no longer include analogies. Instead, short reading sections will be added to existing long reading passages.
- A new section called the SAT Writing Exam will be added. This section will contain multiple-choice grammar questions as well as a written essay.
- The SAT Math Exam will be expanded to cover three years

Figure 4.3 Percentage of 2000–02 Minnesota ACT Test-takers Having Completed the ACT Recommended Core Academic Preparation, by Ethnicity



¹² ACT recommends three years of science, including two years of physical science (i.e., chemistry, physics). However, while many of Minnesota's high schools and all of Minnesota's public colleges and universities require three years of science, only one of these must be physical science. Students could, therefore, take two years of a life science (biology), and miss learning material from the physical sciences that may be covered on the ACT.

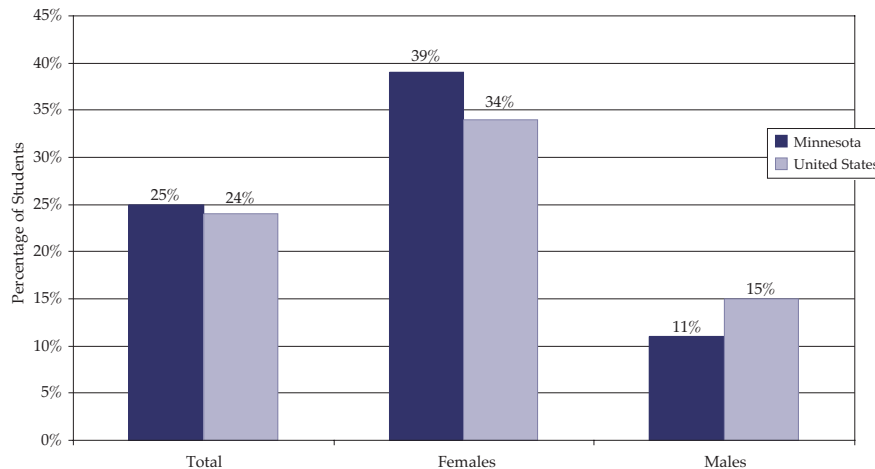
of high school math. Instead of just covering concepts from Geometry and Algebra I, the new SAT Math Exam will contain concepts from Geometry, Algebra I and Algebra II.

These changes tell us something about the kind of high school preparation that is considered important by higher education institutions that use the SAT as their admissions test, and suggest that writing achievement (including language mechanics) and Algebra II have become more important for college admission. If the percentage of Minnesota high school students taking the SAT remains small (less than 10%), the impact of these changes will be limited. However, students and educators may wish to respond to these changes, and it is worth addressing the question of how best to respond.

Minnesota's Graduation Standards already include writing. Students take statewide writing assessments in both 5th and 10th grade, and they must pass the 10th grade writing examination to graduate. However, these examinations de-emphasize grammar and language mechanics. There is no separate multiple choice section covering writing mechanics, and spelling and grammar are given relatively little weight in the scoring of the student essays.

Furthermore, while Minnesota students are known for their high levels of achievement in mathematics and reading, as compared to students from other states, Minnesota students did little better than the national average on the *National Assessment of Educational Progress'* state-by-state comparison of 8th grade writing, largely due to the below-average performance of Minnesota boys. Figure 4.4 shows the percentage of Minnesota's 8th grade students

Figure 4.4 Percentage of Minnesota and US 8th Graders Scoring at or above the Proficient Level in the 2000 *National Assessment of Educational Progress* in Writing, by Gender



Data source: NAEP 1998 Writing Report Card for the Nation and the States (NCES, 1999-462). Washington DC: National Center for Educational Statistics, U. S. Department of Education, September, 1999.

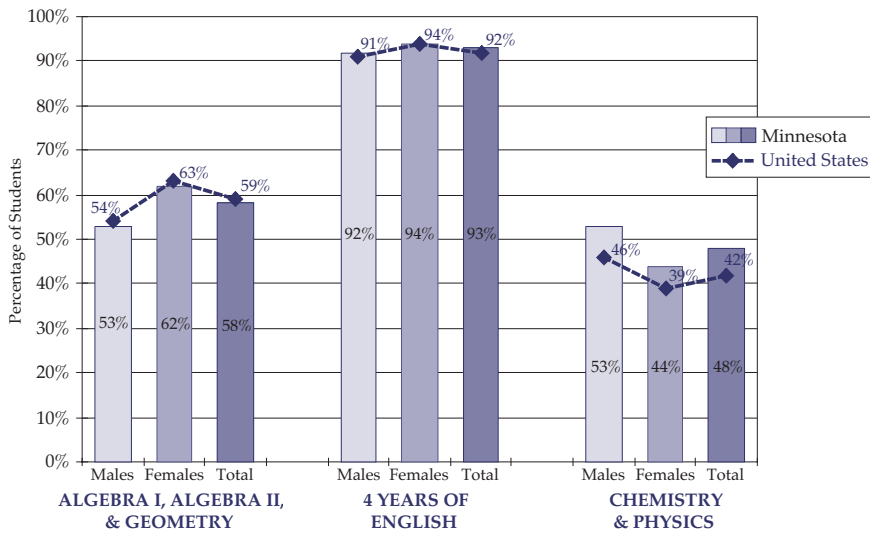
scoring at or above the proficient level as compared to the nation as a whole. There is only a 1% difference: 25% of Minnesota's students scored at or above the proficient level, as compared to 24% for the nation as a whole. While these results reflect writing ability as students are about to enter high school, rather than after they graduate, they suggest that Minnesota students may have more difficulty competing with students from other states in writing than in reading or mathematics. The multiple choice grammar section of the SAT I covers material that is de-emphasized in the current Graduation Standards. The addition of an essay to the SAT I may work to the disadvantage of those Minnesota students who take the SAT I.

Finally, do Minnesota's college bound students typically take the high school mathematics courses covering the material on the new SAT? Existing data are imperfectly suited to the task of answering this question. We examined the high school math courses reported by Minnesota students in the class of 2001 (and all students nationally) who took the ACT. Most of these students would be college-bound,

and therefore their data should give a rough indication of recent math course-taking among college-bound students. However, some of these students would be bound for 2-year community or technical colleges.

Of the Minnesota students taking the ACT, the testing company reported that 58% had taken at least Algebra I, Algebra II, and Geometry, compared to 59% of students nationally (see Figure 4.5, p. 38). Although not shown in the graph, another 91% (as compared to 90% nationally) had taken three or more years of high school math, although that math may not have included Algebra I, Algebra II, and Geometry. In other words, most of these college-bound students took three years of math, but not necessarily in the subject areas to be covered by the revised SAT. More girls than boys completed the recommended three years of math, although boys were more likely to take the recommended three years of science. While the above discussion has related mainly to changes in the SAT, one should note that the mathematics requirements of the ACT have always been higher than those for the SAT, in that the

Figure 4.5 Percentage of 2001–02 Minnesota and US ACT Test-takers with College Preparatory Math, English, and Science



ACT also includes questions on trigonometry. High school students who think they might take one of the college admissions tests will want to study at least three years of high school math, including

Algebra I, Algebra II, and Geometry, since these subjects are covered by the ACT and will be covered by the revised SAT I starting in 2005. These subjects can be covered in separate courses or in an integrated

math sequence. Moreover, courses in Algebra II may include some trigonometry.

Attendance

Attendance is one factor associated with success in Minnesota’s K–12 educational system. Educators and policymakers tend to be interested in attendance for its own sake, but their interest also has to do with its relationship to achievement test scores and graduation from high school. Attendance is a measure of students’ time investment in school. A high attendance rate may be more characteristic of students who find school to be a good investment of their time.

Table 4.1 shows the average attendance rate in Minnesota for selected grades, by student group. As in past reports, it shows high rates

Table 4.1 Average Attendance Rate for 3rd, 5th, 8th, 9th, 10th, 11th, and 12th Grades: 2002

		Grade						
		3	5	8	9	10	11	12
TOTAL		96%	96%	94%	94%	93%	92%	91%
GENDER	Female	96%	96%	94%	93%	92%	91%	91%
	Male	96%	96%	95%	94%	93%	92%	91%
ETHNICITY	Asian	97%	97%	95%	94%	92%	91%	90%
	Black	95%	94%	91%	89%	88%	86%	85%
	Hispanic	94%	94%	91%	88%	86%	85%	86%
	Am. Indian	93%	93%	88%	86%	85%	84%	84%
	White	96%	96%	95%	94%	94%	93%	92%
LEP		96%	96%	93%	91%	89%	87%	87%
SPECIAL ED		95%	95%	92%	91%	90%	89%	89%
F/R LUNCH		95%	95%	92%	91%	89%	88%	87%
MIDYEAR TRANSFERS	0	96%	96%	95%	94%	94%	93%	92%
	1	94%	93%	88%	86%	84%	82%	80%
	2 or more	90%	90%	83%	83%	83%	83%	80%
STRATA	Mpls./St. Paul	95%	95%	92%	91%	89%	87%	88%
	TC Suburbs	96%	96%	95%	94%	94%	93%	91%
	Outstate 2000+	96%	96%	94%	93%	92%	92%	91%
	Outstate 2000-	96%	96%	95%	94%	93%	93%	92%
PUBLIC SCHOOLS	Non-charter	96%	96%	94%	94%	93%	92%	91%
	Charter	95%	95%	94%	88%	85%	82%	77%
ALCs		—	—	91%	85%	85%	82%	74%

of attendance in the elementary grades with declining attendance from 8th grade through the end of high school. This pattern of declining attendance through the junior high and high school grades is characteristic of every student group in Table 4.1. Clearly, there is more room for improvement in attendance among students in the upper grades than among students in the lower grades.

At every grade, attendance rates are virtually identical (within 1%) for girls and boys. However, there are consistent differences among ethnic groups. American Indian, Black, and Hispanic students tend to have lower attendance rates than Whites and Asians. Students who change schools in mid-year tend to have lower attendance rates. As compared to suburban and outstate schools, urban schools are characterized by lower attendance rates at all grade levels, although the differences are small in the elementary years. Charter schools tend to have lower attendance rates than other public schools above grade 8. Alternative schools are also characterized by lower attendance in grades 8 and above.

Figures 4.6–4.9 (at right and p. 39) show the trends in attendance rate, by ethnic group, for each of the high school grades, from 1999 to 2002. The largest change is only 3% over four years. Specifically, there is a 2% increase for Asians at 9th grade (Figure 4.6), a 3% increase for Blacks in 9th grade (Figure 4.6), a 2% increase for Asians in 11th grade (Figure 4.8), a 3% drop for Hispanics in 12th grade, and a 2% drop for American Indians and Blacks in 12th grade (Figure 4.9, p. 39).

These results contain many of the same trends seen in prior reports, particularly the declining attendance rates in the junior high and high school years and

Figure 4.6 1999–02 Grade 9: Trends in Minnesota Average Attendance, by Ethnicity

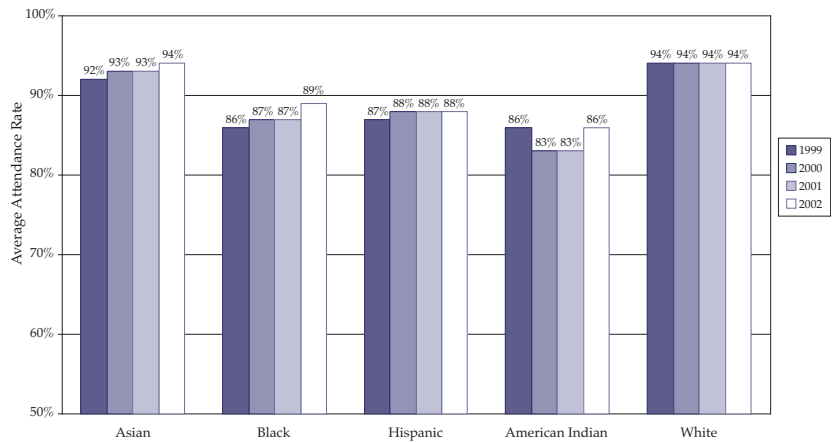


Figure 4.7 1999–02 Grade 10: Trends in Minnesota Average Attendance, by Ethnicity

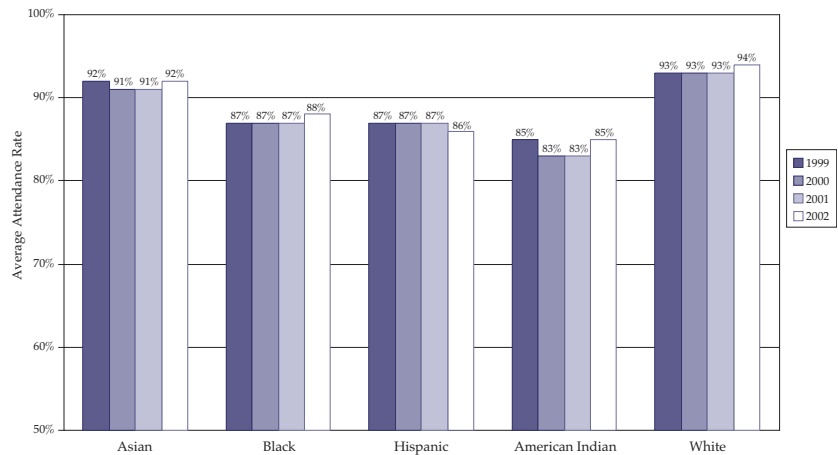


Figure 4.8 1999–02 Grade 11: Trends in Minnesota Average Attendance, by Ethnicity

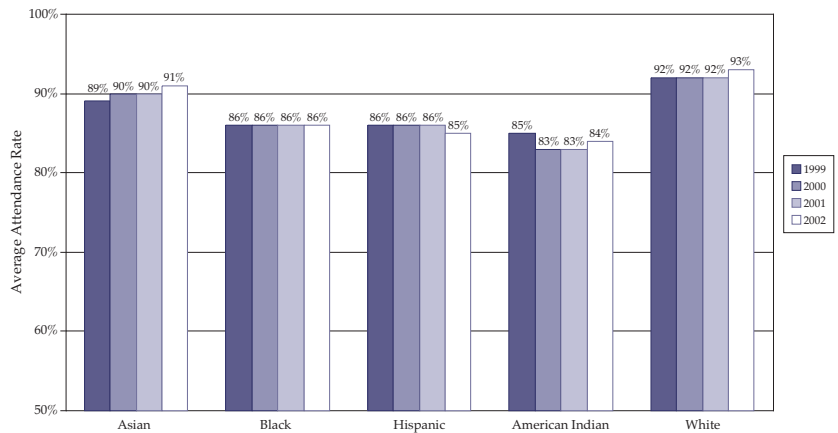
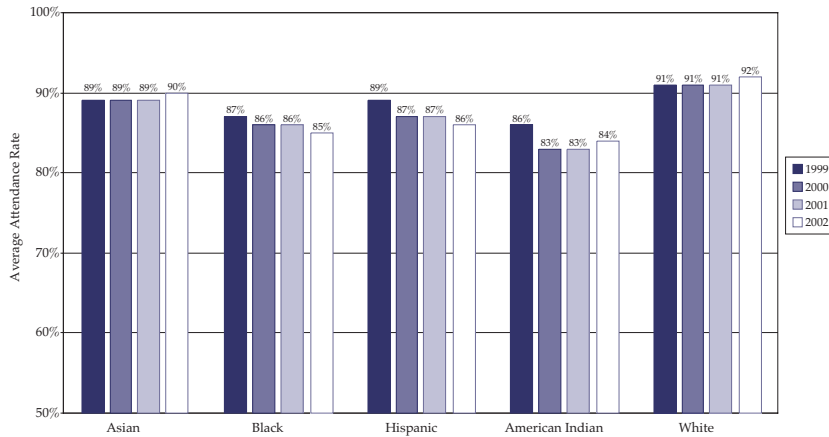


Figure 4.9 1999–02 Grade 12: Trends in Minnesota Average Attendance, by Ethnicity



their expected graduation year. While these “continuing” students returned for at least one extra year of high school at a rate that varied by less than one percentage point between 1997 and 2000, the rate for the class of 2001 was different. The 12.1% continuing rate for students in the class of 2001 is approximately 1.6% higher than the rate for the class of 1997. Table 4.3 (p. 40) presents detailed data for the class of 2001 (also see Davenport et al., 2002, *Minnesota High Stakes High School Graduation Test and Completion*

Table 4.2: Summary of Graduation, Dropout, and Continuation Rates for the Classes of 1997 to 2001

	GRADUATION RATE					DROPOUT RATE					CONTINUATION RATE						
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001		
TOTAL	78.19	77.96	78.90	78.53	78.08	11.32	11.06	10.68	10.71	9.83	10.49	10.98	10.42	10.76	12.09		
GENDER	Male		75.03	74.87	75.89	75.39	75.13	13.02	12.70	12.57	12.53	11.22	11.95	12.43	11.54	12.08	13.65
	Female		81.47	81.21	82.06	81.82	81.20	9.56	9.34	8.69	8.80	8.36	8.97	9.45	9.25	9.38	10.44
ETHNICITY	Asian		68.16	67.53	68.79	68.01	68.27	17.77	16.79	15.32	15.67	13.45	14.07	15.68	15.89	16.32	18.29
	Black		35.55	35.90	38.63	36.97	38.52	39.82	38.43	36.40	37.42	31.34	24.62	25.67	24.98	25.61	30.14
	Hispanic		43.71	49.18	48.18	47.18	46.68	37.56	32.79	31.24	32.97	30.14	18.73	18.03	20.58	19.85	23.18
	Am. Indian		41.05	43.44	42.49	42.56	42.79	37.92	35.42	34.74	34.43	33.85	21.03	21.14	22.76	23.01	23.36
	White		81.93	81.88	82.85	82.83	82.47	8.73	8.46	8.20	7.97	7.34	9.33	9.67	8.96	9.20	10.18
STRATA	Mpls/St. Paul		46.95	46.17	49.41	49.19	50.60	35.60	33.48	30.47	30.93	26.17	17.45	20.35	20.12	19.88	23.23
	TC Suburbs		83.73	84.34	86.00	79.87	80.26	8.26	8.14	7.00	8.04	6.54	8.02	7.52	7.00	12.09	13.20
	Outstate: 2000+		79.42	79.33	80.01	80.10	80.25	9.96	9.51	10.18	10.54	10.05	10.62	11.15	9.72	9.36	9.69
	Outstate: 2000-		91.27	90.96	90.26	87.46	85.01	5.08	5.03	5.47	6.62	7.33	3.65	4.01	4.27	5.92	7.65
IEP	Yes		58.37	57.16	57.36	58.88	57.80	20.24	21.10	20.48	20.08	18.15	21.39	21.73	22.16	21.04	24.05
	No		—	80.18	81.27	80.80	80.54	—	9.99	9.60	9.63	8.82	—	9.83	9.13	9.58	10.64
LEP	Yes		49.91	57.53	58.09	50.99	46.47	33.80	22.01	22.16	28.05	26.40	16.29	20.46	19.74	20.95	27.13
	No		—	78.28	79.34	79.13	78.75	—	10.89	10.44	10.33	9.48	—	10.83	10.23	10.54	11.77
PUBLIC SCHOOL	Non-charter		78.33	78.12	79.04	78.78	78.44	11.26	11.02	10.64	10.62	9.66	10.42	10.87	10.33	10.60	11.91
	Charter		24.83	28.06	42.26	41.50	41.19	36.24	25.51	21.76	23.58	27.56	38.93	46.43	35.98	34.92	31.25

Note: Completion rates are rounded to the nearest hundredth. As computed here, graduation and dropout rate do not add up to 100% because the graduation rate calculation takes into account students who continue in high school past their fourth year. Graduation rate plus dropout rate plus continuation rate together add up to 100%.

the substantial ethnic differences between Asian and Whites as compared to American Indian, Black, and Hispanic students. In the upper grades, where the differences are largest, there is little evidence that these ethnic differences in attendance rates will disappear in the near future.

Graduation Rate and Dropout Rate

Table 4.2 shows the trend in Minnesota’s five-year graduation,

continuation, and dropout rates for the years 1997–01. The continuation rate is the percentage of students who had not graduated four years after entering 9th grade, but planned to continue high school. The most encouraging finding in Table 4.2 is that the dropout rate has decreased slightly, despite the new high school graduation tests: the dropout rate in 2001 was 1.5% less than in 1997.

It is also worth noting that there is a change in the percentage of students continuing in school past

Status for the Class of 2000). This may, in part, be a result of the new high school graduation tests.

Figure 4.10 (p. 40) gives a picture of the overall graduation, continuation, and dropout rates by year. The graduation and dropout rates change by less than 1% from year to year. While the implementation of the state’s high school graduation tests for the class of 2000 and future classes may have resulted in more students continuing beyond their expected graduation year, the

Table 4.3: Four-year High School Graduation and Dropout Rates for the Minnesota Class of 2001

		Number of Students	Number of Graduates	Number of Dropouts	Number Continuing	Four-year Graduation Rate (%)	Dropout Rate (%)	Continuation Rate (%)
TOTAL		65,384	51,053	6,426	7,905	78.1	9.8	12.1
GENDER	Male	33,579	25,227	3,767	4,585	75.1	11.2	13.7
	Female	31,805	25,826	2,659	3,320	81.2	8.4	10.4
ETHNICITY	Asian	2,893	1,975	389	529	68.3	13.4	18.3
	Black	3,398	1,309	1,065	1,024	38.5	31.3	30.1
	Hispanic	1,264	590	381	293	46.7	30.1	23.2
	Am. Indian	1,297	555	439	303	42.8	33.8	23.4
	White	56,532	46,624	4,152	5,756	82.5	7.3	10.2
STRATA	Mpls/St. Paul	6,458	3,268	1,690	1,500	50.6	26.2	23.2
	TC Suburbs	24,650	19,784	1,613	3,253	80.3	6.5	13.2
	Outstate: 2000+	16,014	12,852	1,610	1,552	80.3	10.1	9.7
	Outstate: 2000-	17,443	14,829	1,279	1,335	85.0	7.3	7.7
IEP	Yes	7,081	4,093	1,285	1,703	57.8	18.1	24.1
	No	58,303	46,960	5,141	6,202	80.5	8.8	10.6
LEP	Yes	1,360	632	359	369	46.5	26.4	27.1
	No	64,024	50,421	6,067	7,536	78.8	9.5	11.8
PUBLIC SCHOOL	Non-charter	64,760	50,796	6,254	7,710	78.4	9.7	11.9
	Charter	624	257	172	195	41.2	27.6	31.3

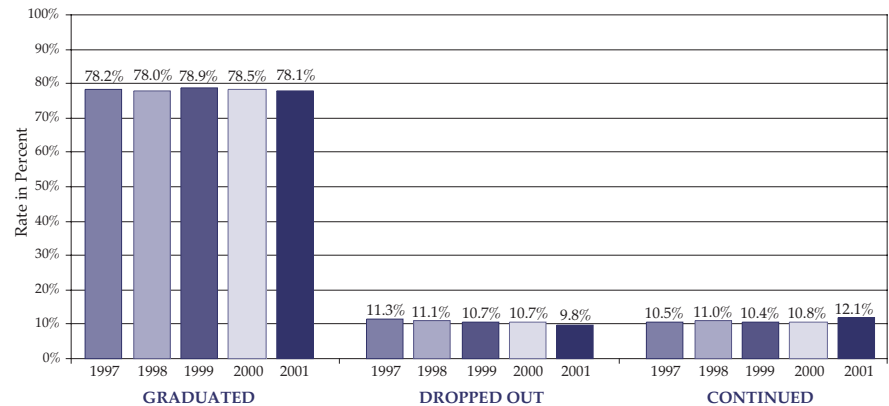
Note: Completion rates are rounded to the nearest hundredth. As computed here, graduation and dropout rate do not add up to 100% because the graduation rate calculation takes into account students who continue in high school past their fourth year. Graduation rate plus dropout rate plus continuation rate together add up to 100%.

graduation and dropout rates have changed by less than 1% since the implementation of the tests.

Gender Differences. Table 4.2 (p. 39) also shows the trend in graduation rate, by gender. For every year from 1997 to 2001, females have a higher graduation rate than males. The discrepancy, however, is smallest for the class of 2001, where the difference in rates is 6% (see Table 4.3, above).

In Table 4.2, the dropout rate for males decreased each year, for a total change of almost two percentage points (from 13.0% to 11.2%). The dropout rate for females also decreased, except for a small reversal in 1999–00. Over the five-year period covered in Table 4.2, the female dropout rate decreased by just over 1% (from 9.6% to 8.4%). As with graduation rates, the discrepancy in dropout

Figure 4.10 Trends in High School 4-Year Graduation, Dropout, and Continuation Rates for the Classes of 1997–01



Note: As computed here, graduation and dropout rate do not add up to 100% because the graduation rate calculation takes into account students who continue in high school beyond their fourth year. Graduation rate plus dropout rate plus continuation rate together add up to 100%. Graduation rate is calculated as the number of graduates, divided by the total number of graduates plus dropouts plus students continuing in school past the four-year mark.

rates between males and females is generally decreasing. The 2001 discrepancy in dropout rates was the smallest, a little less than 3%.

In summary, the dropout rates for

boys and girls have been slowly improving—by approximately 1.5% over five years. In large part, this is because more students are staying in school longer than four years to complete their degrees. The

decline in dropout rates is welcome news, and in future years, it is to be hoped that more of these students can graduate in four years rather than needing to continue past their expected graduation date.

Ethnic Differences. The graduation and dropout rates in Figures 4.11 and 4.12 show substantial ethnic differences. Current four-year graduation rates among Black students were the lowest, 38.5%. Less than 50% of American Indian and Hispanic students graduated within four years after starting 9th grade (the current graduation rate for American Indian students was 42.8%, with only 46.7% of Hispanic students graduating on time). Asian students were next with a four-year graduation rate of 68.3%. Finally, the graduation rate for White students in the class of 2001 was 82.5%. There is no stable trend in the graduation rates for any of the ethnic groups—rates both increased and decreased over the period from 1997 to 2001.

There is consistent improvement in the dropout rates. With a few exceptions, the dropout rate decreased each year for all of the ethnic groups (see Figure 4.12). The decrease in dropout rate from 1997 to 2001 was substantial for every minority group. Blacks and Hispanics, who began with two of the worst rates, experienced the largest improvement. The dropout rate for Blacks decreased by 8.5%, and for Hispanics, it was 7.5%. Asian and American Indian students had over a 4% decrease in dropout rate over the five-year period, while White students decreased their dropout rate by almost 1.4%.

However, the decrease in dropout rates resulted, not from more students graduating, but rather from more students continuing in high school past their normal

Figure 4.11 Trends in Minnesota 4-Year Graduation Rates,* by Ethnicity: 1997–01

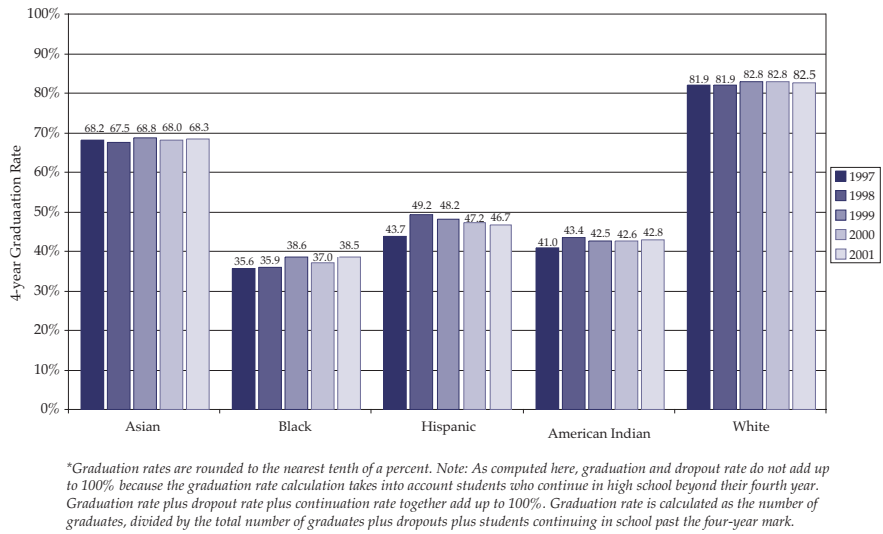


Figure 4.12 Trends in Minnesota 4-Year Dropout Rates, by Ethnicity: 1997–01

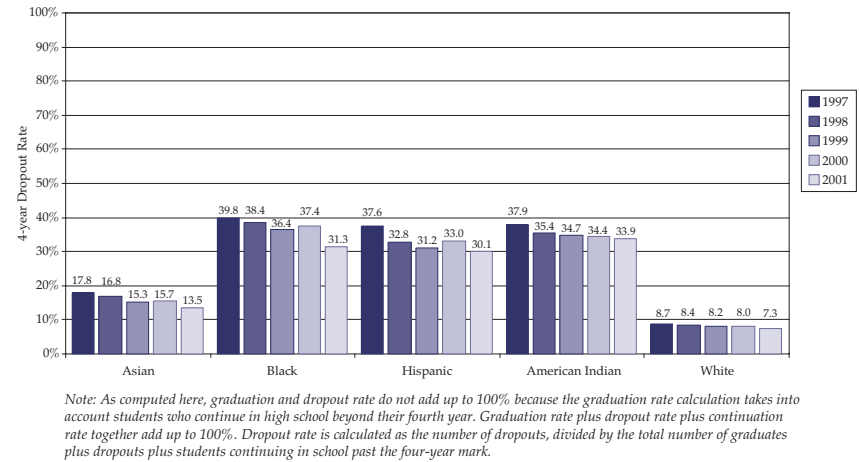
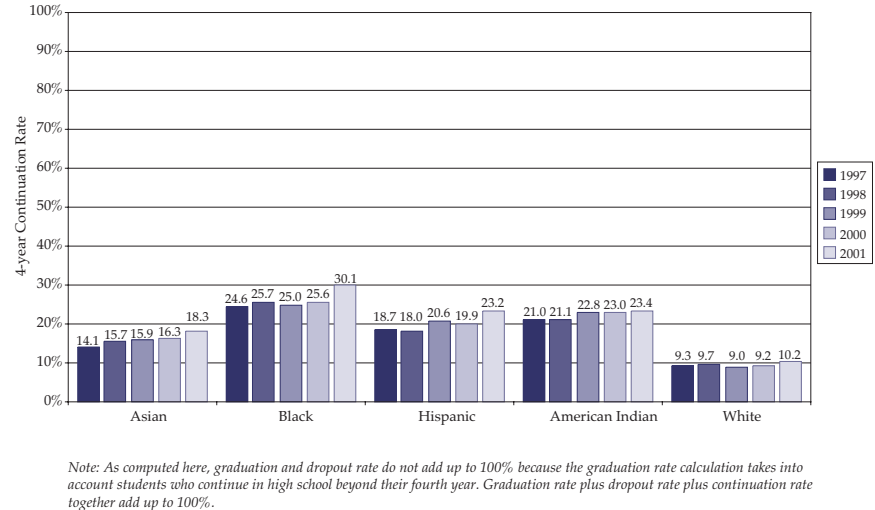


Figure 4.13 Trends in Minnesota 4-year Continuation Rates, by Ethnicity: 1997–01



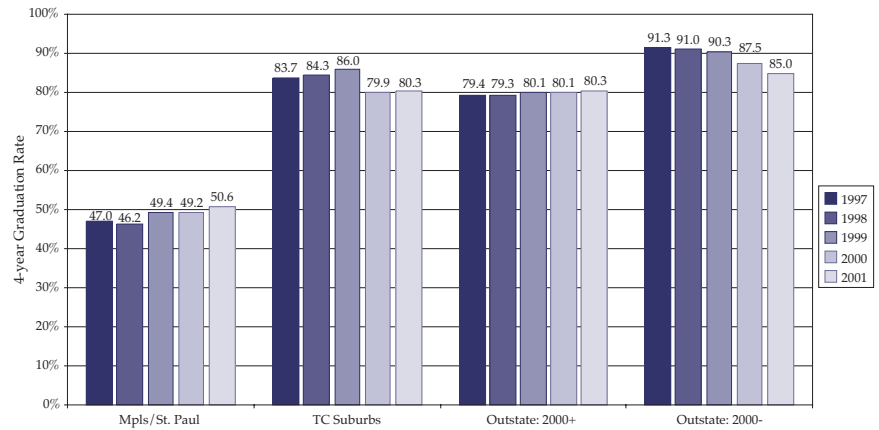
graduation date. The continuation rate is higher for all ethnic groups in the class of 2001 than it was for the class of 1977 (Figure 4.13, p. 41). The change in rates ranged from almost one point for Whites (9.3% to 10.2%) to 5.5 points for Blacks (24.6% to 30.1%). The 2001 rates show that 10% of White students are taking advantage of at least one additional year of high school. The corresponding figure for Asians is 18.3%. Moreover, almost one out of four Hispanic and American Indian students are continuing in school. Finally, almost one out of three Blacks are continuing in high school. Instead of dropping out, more students are persisting.

Strata Differences. Graduation results also vary by strata. Figure 4.14 shows that for the Mpls/St. Paul and Outstate 2000+¹³ strata, the graduation rates for 2001 were the highest during the five-year period. While Minneapolis/St. Paul still lagged behind the other strata by approximately 30%, their 2001 graduation rate finally exceeded 50%. Furthermore, the dropout rate for Minneapolis/St. Paul decreased by more than 9% from 1997 to 2001 (Figure 4.15). The percentage of students continuing past their fourth year of high school also increased across all strata over this period (Figure 4.16).

In contrast, one must be concerned with the change in rates for the Twin Cities Suburbs and Outstate 2000- (small outstate districts with fewer than 2,000 students) categories. The Twin Cities suburbs regained only one-half percent of their large loss (over 6%) in the year 2000 graduation rate. Also, the small outstate districts, which

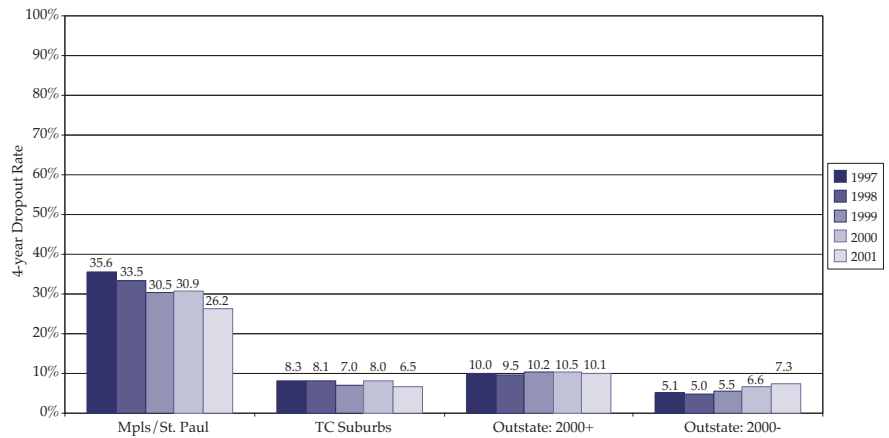
¹³ Outstate 2000+ signifies outstate districts with more than 2,000 students. Outstate 2000- signifies outstate districts with fewer than 2,000 students.

Figure 4.14 Trends in Minnesota 4-Year Graduation Rates, by Strata: 1997-01



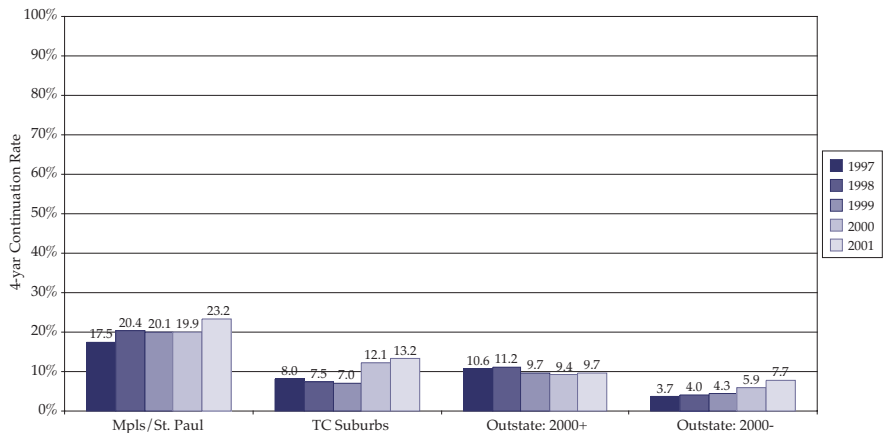
*Graduation rates are rounded to the nearest tenth of a percent. Note: As computed here, graduation and dropout rate do not add up to 100% because the graduation rate calculation takes into account students who continue in high school beyond their fourth year. Graduation rate plus dropout rate plus continuation rate together add up to 100%. Graduation rate is calculated as the number of graduates, divided by the total number of graduates plus dropouts plus students continuing in school past the four-year mark.

Figure 4.15 Trends in Minnesota 4-year Dropout Rates, by Strata: 1997-01



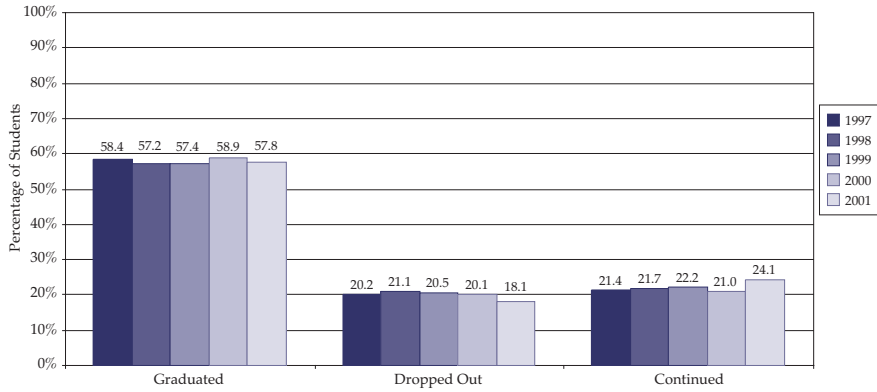
Note: As computed here, graduation and dropout rate do not add up to 100% because the graduation rate calculation takes into account students who continue in high school beyond their fourth year. Graduation rate plus dropout rate plus continuation rate together add up to 100%. Dropout rate is calculated as the number of dropouts, divided by the total number of graduates plus dropouts plus students continuing in school past the four-year mark.

Figure 4.16 Trends in Minnesota 4-year Continuation Rates, by Strata: 1997-01



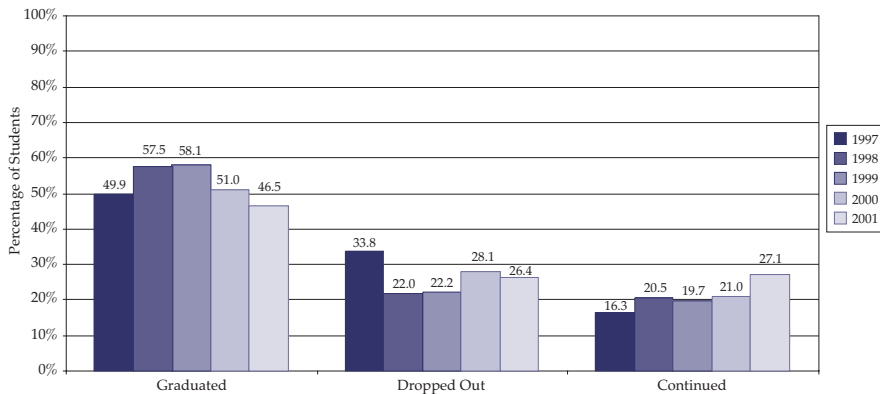
Note: As computed here, graduation and dropout rate do not add up to 100% because the graduation rate calculation takes into account students who continue in high school beyond their fourth year. Graduation rate plus dropout rate plus continuation rate together add up to 100%.

Figure 4.17 Trends in Minnesota 4-Year Graduation, Dropout, and Continuation Rates for Students with IEPs: 1997–01



Note: As computed here, graduation and dropout rate do not add up to 100% because the graduation rate calculation takes into account students who continue in high school beyond their fourth year. Graduation rate plus dropout rate plus continuation rate together add up to 100%. Graduation rate is calculated as the number of graduates, divided by the total number of graduates plus dropouts minus students continuing in school past the four-year mark.

Figure 4.18 Trends in 4-year Graduation, Dropout, and Continuation Rates for LEP Students: 1997–01



Note: As computed here, graduation and dropout rate do not add up to 100% because the graduation rate calculation takes into account students who continue in high school beyond their fourth year. Graduation rate plus dropout rate plus continuation rate together add up to 100%. Graduation rate is calculated as the number of graduates, divided by the total number of graduates plus dropouts plus students continuing in school past the four-year mark.

once had stellar graduation rates of more than 90%, continued to show declines in 2001. For the five years presented, small outstate districts had their highest graduation rate in 1997 (Figure 4.14), and that rate has consistently declined since. The cumulative effect of this decline is substantial: a graduation rate of over 6% less in 2001 than in 1997. Note, too, that this is the only group for which the trend in dropout rates is rising (Figure 4.15). Our comparison of the graduation data before and after implementation of Minnesota’s high stakes graduation test seems to show that suburban

and small outstate districts may have been the most negatively affected by the new rule (Davenport, et al., 2002).

Special Education Students. Figure 4.17 shows the graduation, dropout, and continuation rates for students in the Class of 2001 who had an Individual Education Plan (IEP). The graduation rate for IEP students was more than 22% lower than that of the general population (57.8% versus 80.5%). Their graduation rate over the 5-year period, however, is fairly stable, and the dropout rate for students with IEPs has decreased

by 2% from the class of 1997 (20.2%) to the class of 2001 (18.1%). Their continuation rate also increased by almost 3%, from 21.4% in 1997 to 24.1% in 2001.

Limited English Proficiency Students.

The graduation rate for students with limited English proficiency (LEP) continues to be troubling. Figure 4.18 shows a substantial decrease of 7% in the LEP graduation rate (from a high of 58.1% in 1999 down to 51.0% in 2000). The drop continued for the class of 2001, which lost another 4.5 percentage points from 2000 to 2001 (from 51.0% to 46.5%). Thus, the drop in graduation rates for students with LEP status is 11.6% points lower for the Class of 2001 than for the Class of 1999. This is a notable decline in the four-year graduation rate of LEP students, following the implementation of the state’s high school graduation test.

In contrast to the graduation rate, the dropout rate actually improved from 2000 to 2001. The 2001 dropout rate of 26.4% is 7.4 percentage points less than the 33.8% rate for 1997; however, it is over 4 percentage points greater than for 1998 and 1999. As compared to 2000, LEP students in the class of 2001 dropped out at lower rates and continued their high school education beyond 4 years at a high rate (26.4% dropped out, compared to 27.1% who continued). While more LEP students are dropping out since the implementation of the state’s high school graduation tests, the biggest change is that more LEP students have chosen to continue their high school education beyond the expected four years. Although LEP students have encountered difficulties with the high school graduation tests, many of these students and their teachers have not given up on the goal of a high school diploma.

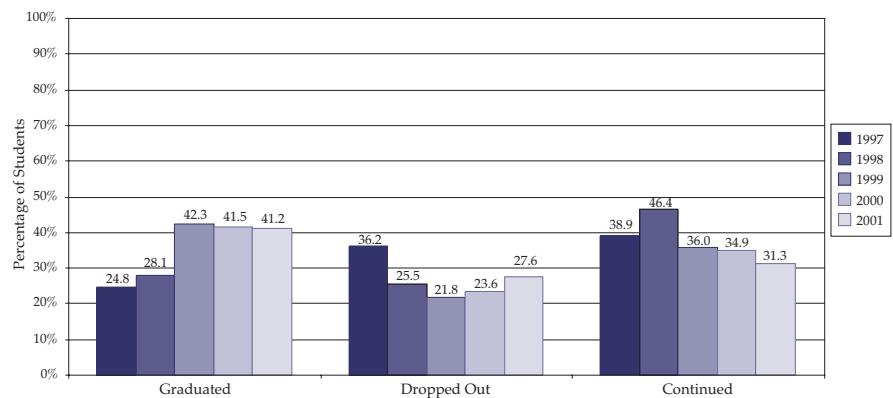
Charter Schools. The number of charter school students increased by more than 300% from the class of 1997 to the class of 2001, from 149 students in 1997 to 624 in 2001.¹⁴ The graduation rate for charter school students almost doubled from the class of 1998 to 1999, but has hovered near 41–42% during the past three years (see Figure 4.19, at right). It is worth noting that while the dropout rate decreased for almost all other groups, it increased, for charter school students, to 27.6% between 1999–00 and 2000–01, the highest rate for any year other than 1997. This increase occurred following the implementation of the high school graduation test requirement. Another important issue is that the number of charter school students who persist for an additional year of high school rather than dropping out is decreasing, rather than increasing, as in most other public schools. While some charter school students are struggling with the high school graduation tests, these students should, if necessary, be encouraged to continue beyond their expected graduation year so that they can complete high school graduation requirements.

Summary and Conclusions

This chapter began by examining the high school coursework recommended by the landmark book entitled *A Nation at Risk*; coursework recommended by Minnesota’s four-year public universities; coursework recommended by the publisher of the *ACT* college admissions test;

¹⁴ 1997 numbers are taken from the 1998 *Minnesota Education Yearbook*, Table 4.4, “Four Year Graduation and Dropout Rates,” p. 26. See Table 4.3 (p. 40) above, for the corresponding 2001 numbers.

Figure 4.19 Trends in Minnesota 4-year Graduation, Dropout, and Continuation Rates for Students in Charter Schools: 1997–01



Note: As computed here, graduation and dropout rate do not add up to 100% because the graduation rate calculation takes into account students who continue in high school beyond their fourth year. Graduation rate plus dropout rate plus continuation rate together add up to 100%. Graduation rate is calculated as the number of graduates, divided by the total number of graduates plus dropouts plus students continuing in school past the four-year mark.

and content covered by the *SAT* college admissions test. There is a great deal of consistency in the recommendations of *A Nation at Risk*, Minnesota’s public universities, and the publisher of the *ACT* college admissions test. All recommend four years of English (literature and composition). All recommend three years of mathematics with Algebra I, Algebra II, and Geometry being recommended for college-bound students, either in three separate courses or in an integrated sequence. Both college admissions tests will cover these three content areas by 2005. All recommend three years of science, including one year of biological and one year of physical sciences for college bound students. And all recommend three years of social studies or social sciences. Three of these sources recommend two years of foreign language for college-bound students.

In light of these coursework recommendations, the chapter examined the reported coursework of Minnesota students taking the *ACT* college admissions test. Less than 75% said they had completed or would complete by the end of

high school all of the coursework recommended by *ACT* in English, mathematics, science, and social studies. In part, this may be due to the fact that some of these students plan to attend two-year, rather than four-year colleges. In part, this may be due to the fact that *ACT* recommends more physical science coursework (2 years, one each of chemistry and physics) than do other sources. Nevertheless, these data suggest that Minnesota students, particularly ethnic minority students, must plan their high school coursework to ensure that it is consistent with their higher education and career plans. Teachers and counselors need to guide students toward coursework that will meet the students’ education and career objectives. Educators and school board members must ensure that the high school curriculum provides students with ample opportunity to prepare as their career and education plans require.

Next, the chapter examined student attendance rates across selected grades. As in past years, average attendance rates were strong in the elementary grades, but declined in the junior high and high school grades. There is ample room for

improvement of attendance in upper grades. It is especially notable that, in the upper grades, there are large differences in the attendance rates of students of the various ethnic groups. Attendance is one indicator of the time invested by students in schooling. It seems unlikely that ethnic differences in achievement scores and graduation rates will disappear until differences in attendance rates—investments of time in schooling—also disappear. For these differences to disappear, minority students must come to feel that their time spent in school is rewarding and furthers their career and academic goals for the future.

Finally, the chapter examined

graduation rates over the past five years, with an eye toward changes that have occurred since the imposition of Minnesota's high school graduation test requirement for the class of 2000. Since imposition of the new requirement, the state's four-year graduation rate has fallen by 1%, the four-year dropout rate has fallen by 1%, and the number of students continuing their high school education beyond four years has increased by 2%.

One pleasant surprise in this regard is that, after implementation of the high school graduation tests, graduation and dropout rates in urban schools continued to show the improvements that began before

imposition of the new requirements.

Since the implementation of the new requirements, declines in graduation rates have occurred among students with limited English proficiency, and in suburban schools, charter schools, and small outstate schools. These declines in graduation rates have been largely offset by increases elsewhere, such as in the urban schools. Rather than experiencing an increase in dropouts with implementation of the high school graduation test requirement, Minnesota has experienced a small (2%) increase in the number of students continuing their education beyond four years.

Chapter 5: Achievement

In the American educational reform movement, one of the major goals has been to improve student achievement. Improving student achievement means improving the overall level of student knowledge and skills. It also means closing the gaps in achievement among the various ethnic groups.

In this chapter, we track trends in Minnesota students' achievement, as measured by Minnesota state achievement tests (the *Minnesota Comprehensive Assessments [MCAs]* and the *Basic Skills Tests [BSTs]*), and by the national college entrance examination most often taken by Minnesota students (the *ACT*). Specifically, this chapter reviews:

- Data from 2002 and prior years on the performance of Minnesota schools and students in the statewide testing program: the *BSTs* and *MCAs*. The *BST* and *MCA* examinations provide information about all students in a given grade, and help to illuminate the achievement levels of Minnesota's students at certain benchmark points in their educational progression.
- The performance of Minnesota's college-bound students on the *ACT* assessment, the college entrance examination taken most frequently by Minnesota students. The *ACT* examinations provide information only about high school students who expect to attend college; however, this can be very helpful in exploring how well Minnesota's students are prepared for college, and how these preparation levels

compare with those of students in other states.

Performance in the Minnesota's Achievement Testing Programs

Throughout the education literature, lower achievement test scores are correlated with limited English proficiency, disabilities, mobility (frequent school or residence changes), and student poverty (eligibility for free or reduced-price lunch). Therefore, results are shown along with information about student background factors associated with test performance.

In 1997–98, Minnesota began statewide testing in grades 3, 5, and 8 for all students. In 1998–99, a writing test was added in 10th grade. In 2002, a reading assessment was added in 10th grade and a mathematics assessment was added in 11th grade. In 3rd and 5th grades, students take the *MCAs*, which are tied to the challenging Preparatory Standards of the Graduation Rule, and which test students' knowledge in reading, mathematics, and (in 5th grade) writing. Eighth grade students take the multiple-choice *Basic Skills Tests (BSTs)*, which cover reading and mathematics content aligned with the Basic Standards in the Minnesota Graduation Rule. The 8th grade test is the student's first chance to demonstrate mastery of the basic high school requirements. For the class of 2001 and beyond, any student scoring at least 600 (approximately 75% of the items correct) on the *BST* meets this high school requirement (mastery of basic skills). Students who do not

meet the minimum graduation standard in reading or mathematics on their first attempt in 8th grade will have additional opportunities to retake the test in later grades. The 10th grade writing examination is the student's first opportunity to demonstrate mastery of the high school basic requirement in writing. Students who do not meet the minimum graduation standard on their first attempt in 10th grade will have additional opportunities to retake the test in later grades.

The 8th and 10th grade *BSTs* in reading, mathematics, and writing have clear passing scores. However, the 3rd and 5th grade *MCAs* use proficiency levels between I and IV. The various levels of student performance in the *MCA* testing program are explained on page 48 (see box). In accordance with the 1998 Minnesota Omnibus Education Act, Subdivision 1, and to provide context for the test scores, the tables in Chapter 5 (pp. 49–58) include data on the percentage of test-takers with limited English proficiency (LEP), test-takers in special education, test-takers who are new to the district, and test-takers who are from low income families. In addition to the tables at the end of this chapter, Appendix B (pp. 95–126) contains tables showing how scores change when certain groups of students are removed from the results.

Achievement Levels in the MCA Testing Program

The achievement levels of the *MCA* describe students' progress toward the state's Preparatory and High Standards in reading, mathematics,

and writing. Originally, MCA scores were grouped into four levels of performance (Levels I, II, III, and IV) used to report results to the state of Minnesota. The original Level II encompassed such a wide range of achievement that it was an imprecise description of performance. The original Level II was therefore divided into Level IIa and Level IIb. The MCA achievement levels are described in terms of the academic work of which students at each level are capable.

Statewide Trends in 3rd Grade Minnesota Comprehensive Assessments in Reading and Mathematics

Tables 5.1 and 5.2 (pp. 49 and 50)

show the 3rd grade reading and mathematics results for all public school students who were tested. Data are also shown for students in private schools that participated in the testing on a voluntary basis. Since some private schools elect to participate and others do not, the participating private school students may or may not be representative of all private school students. This creates potential interpretation problems when we seek to compare student achievement for private and public schools: aside from the obvious difficulties inherent in comparing populations that may be very different, there are additional issues relating to possible differences in curriculum, teaching methods, availability of books and supplies, and even learning environment. On the other hand, it is useful to have

whatever data are available from private schools, but readers should be cautious about generalizing from the results reported here for the population of private school students.

Approximately 59,000 3rd graders in public schools took each test, or 95% of the 3rd graders enrolled at the time of testing. As compared to last year, the number of students tested declined by about 1,000, although the percentage of students remained about the same. The decline in number of students tested largely reflects a decline in 3rd grade enrollment from last year to this year.

Figure 5.1 shows the trend in 3rd grade reading and mathematics scores over the past four years. As shown in the figure, the percentage of 3rd grade

MCA Achievement Levels

MCA score results are divided into five achievement levels that represent the expectations for academic success toward the state's content standards.

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

Achievement Level IIa: Students scoring in Level IIa 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.

Achievement Level IIb: Most students at 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 IIb are progressing with their peers in understanding the content material at grade level. With continued steady good progress between now and their taking the *Basic Skills Tests* in 8th grade, they would have a good chance of passing the tests the first time.

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

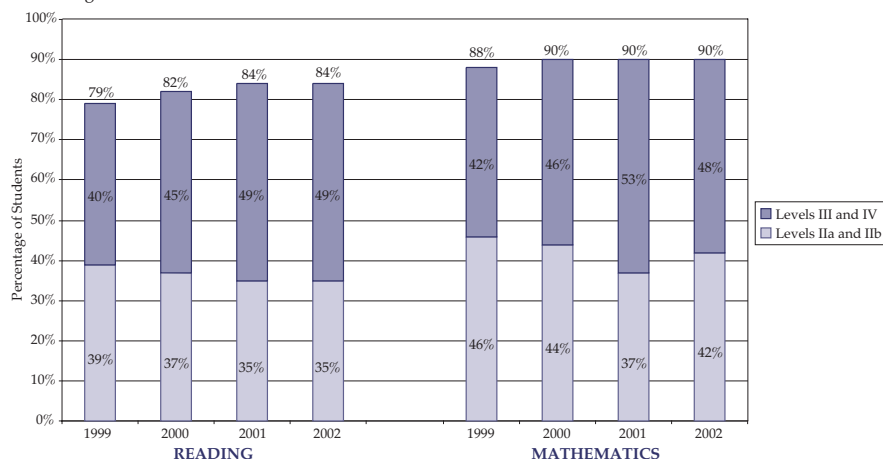
Achievement Level IV: Students scoring in Level IV demonstrate advanced academic performance, knowledge, and skills that exceed the level necessary for satisfactory work in the state's content standards. Their performance is well above grade-level expectations; they can analyze and interpret complex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

Table 5.1 2002 Grade 3: Minnesota Comprehensive Assessment Results in Reading for All Public School Students Tested

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		58,700	49 (49)[45]	67	84 (84)[82]	1,486	95	7	12	11	31
GENDER	Female	28,503	52 (53)[49]	70	87 (87)[85]	1,507	95	7	8	11	31
	Male	30,170	45 (45)[40]	64	81 (82)[79]	1,467	94	7	16	11	31
ETHNICITY	Asian	3,248	26 (27)[20]	44	68 (68)[58]	1,385	96	59	7	14	66
	Black	4,348	21 (20)[16]	37	60 (60)[55]	1,338	91	10	15	25	77
	Hispanic	2,335	22 (23)[21]	37	61 (63)[62]	1,342	89	57	11	21	73
	Am. Indian	1,129	26 (28)[21]	46	71 (73)[67]	1,387	91	0+	19	18	73
	White	47,134	55 (55)[50]	73	89 (89)[87]	1,517	96	1	12	8	21
LEP		3,917	10 (13) [6]	24	51 (54)[43]	1,287	91	—	8	20	84
SPECIAL ED		6,055	22 (21)[17]	35	54 (53)[50]	1,320	82	5	—	11	43
NEW TO DISTRICT		5,875	38 (38)[34]	56	76 (75)[73]	1,433	89	13	12	—	51
MIGRANTS		220	11 (—) [—]	21	45 (—) [—]	1,262	85	79	10	22	92
F/R LUNCH		17,622	28 (28)[24]	46	69 (69)[66]	1,383	92	19	16	17	—
ATTENDANCE RATE	95-100%	41,384	51 (51)[47]	69	86 (86)[85]	1,499	96	6	11	6	26
	90-94%	11,499	47 (47)[43]	65	82 (83)[81]	1,477	94	7	14	9	37
	0-89%	2,847	34 (33)[30]	51	70 (71)[68]	1,404	89	9	19	19	62
MIDYEAR SCHOOL TRANSFERS	0	52,672	51 (51)[48]	69	86 (86)[86]	1,496	96	6	12	5	28
	1	2,685	30 (31)[28]	46	66 (69)[68]	1,383	90	19	15	44	64
	2 or more	373	16 (15)[18]	31	56 (51)[57]	1,308	88	18	22	47	88
STRATA	Mpls/St. Paul	6,594	27 (27)[23]	42	64 (63)[58]	1,370	92	29	12	10	71
	TC Suburbs	25,046	55 (54)[52]	73	88 (88)[87]	1,515	96	5	11	11	18
	Outstate 2000+	12,515	50 (50)[45]	68	86 (86)[84]	1,494	94	4	13	10	30
	Outstate 2000-	13,698	49 (49)[42]	68	86 (86)[84]	1,491	95	2	14	10	36
CHARTER		847	27 (22)[18]	41	62 (57)[51]	1,357	95	16	10	34	63
ALC's		120	52 (—) [—]	70	83 (—) [—]	1,496	49	5	11	7	40
PRIVATE SCHOOLS		1,283	57 (57)[53]	76	92 (91)[91]	1,533	—	—	—	—	—

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out). 2001 data is enclosed in parentheses; 2000 data is enclosed in brackets]. Private school numbers indicate the number of students in private schools that voluntarily participated in MCA testing.

Figure 5.1 Percentage of Grade 3 Students at or above Levels IIa and IIb and at Levels III and IV in Reading and Mathematics: 1999–02



students scoring at or above Level IIa in reading remained the same as last year: 84%. Likewise, the percentage of students scoring at or above Level III also remained the same at 49%.

In the mathematics data of Figure 5.1, the percentage of students scoring at or above Level IIa remained at 90% for the third consecutive year. The percentage of students scoring at or above Level III declined to 48%—a level just slightly above that for academic year 2000 (46%).

In many statewide testing programs,

Table 5.2 2002 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for All Public School Students Tested

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		58,668	48 (53)[46]	65	90 (90)[90]	1,486	95	7	12	11	31
GENDER	Female	28,482	47 (52)[46]	64	90 (91)[90]	1,485	95	7	8	11	31
	Male	30,154	48 (53)[47]	66	90 (90)[90]	1,487	94	7	16	11	31
ETHNICITY	Asian	3,223	35 (37)[28]	50	84 (83)[78]	1,417	95	59	7	14	66
	Black	4,355	19 (20)[15]	33	70 (68)[65]	1,316	91	10	15	25	77
	Hispanic	2,339	22 (25)[21]	36	76 (75)[74]	1,343	89	57	11	21	73
	Am. Indian	1,128	28 (32)[28]	43	80 (83)[81]	1,381	91	0+	19	18	73
	White	47,058	54 (59)[52]	71	94 (94)[93]	1,517	96	1	12	8	21
LEP		3,915	17 (22)[13]	30	72 (72)[66]	1,314	91	—	8	20	84
SPECIAL ED		6,171	24 (26)[22]	38	71 (70)[68]	1,335	84	5	—	11	43
NEW TO DISTRICT		5,909	35 (40)[35]	52	84 (84)[82]	1,417	90	13	12	—	51
MIGRANTS		222	16 (—) [—]	24	64 (—) [—]	1,269	85	79	10	22	92
F/R LUNCH		17,664	29 (33)[27]	45	80 (80)[79]	1,383	92	19	16	17	—
ATTENDANCE RATE	95-100%	41,344	51 (56)[50]	68	92 (92)[92]	1,504	96	6	11	6	26
	90-94%	11,465	44 (49)[43]	62	89 (89)[88]	1,467	94	7	14	9	37
	0-89%	2,826	31 (34)[30]	47	79 (79)[78]	1,385	88	9	19	19	62
MIDYEAR SCHOOL TRANSFERS	0	52,565	50 (55)[50]	67	92 (92)[92]	1,497	96	6	12	5	28
	1	2,700	29 (33)[30]	45	78 (79)[80]	1,377	90	19	15	44	64
	2 or more	370	17 (15)[19]	29	65 (65)[70]	1,289	87	18	22	47	88
STRATA	Mpls/St. Paul	6,592	30 (32)[26]	44	77 (76)[74]	1,380	92	29	12	10	71
	TC Suburbs	24,912	54 (57)[53]	71	93 (93)[92]	1,518	95	5	11	11	18
	Outstate 2000+	12,611	48 (53)[45]	66	91 (91)[91]	1,483	94	4	13	10	30
	Outstate 2000-	13,707	47 (54)[46]	66	93 (93)[92]	1,490	95	2	14	10	36
CHARTER		846	22 (21)[19]	38	71 (67)[61]	1,334	95	16	10	34	63
ALC's		242	50 (—) [—]	67	92 (—) [—]	1,494	99	5	11	7	40
PRIVATE SCHOOLS		1,213	47 (57)[45]	68	93 (94)[95]	1,488	—	—	—	—	—

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out). 2001 data is (enclosed in parentheses); 2000 data is [enclosed in brackets]. Private school numbers indicate the number of students in private schools that voluntarily participated in MCA testing.

scores initially increase and then reach a plateau. When new tests and standards are put into place, schools typically can improve their instruction of the content specified in those standards. Eventually, however, the schools run out of ways to improve instruction so as to yield

large score increases. On the 3rd grade assessments, scores may now be reaching that plateau. Because test scores are plateauing, schools and districts cannot rely on large score increases to reach the achievement targets of NCLB unless they find new ways of improving scores.

Statewide Trends in 5th Grade Minnesota Comprehensive Assessments in Reading, Mathematics, and Writing

Tables 5.3–5.5 (pp. 51–53) show the 5th grade reading, mathematics, and writing results for all public school

Table 5.3 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for All Public School Students Tested

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		61,232	64 (63)[52]	75	89 (89)[86]	1,552	95	6	14	10	31
GENDER	Female	29,764	68 (67)[56]	78	92 (91)[89]	1,574	96	6	9	9	31
	Male	31,460	61 (59)[47]	72	88 (87)[83]	1,532	94	6	19	10	31
ETHNICITY	Asian	3,251	38 (34)[26]	49	75 (72)[65]	1,423	96	55	9	11	66
	Black	4,454	29 (28)[20]	42	70 (66)[58]	1,376	91	9	20	22	77
	Hispanic	2,240	33 (33)[26]	46	70 (69)[67]	1,391	90	49	15	19	71
	Am. Indian	1,370	39 (36)[28]	53	80 (79)[71]	1,435	93	0+	22	16	72
	White	49,492	71 (70)[57]	82	93 (93)[90]	1,588	96	1	14	8	21
LEP		3,477	15 (16)[7]	25	57 (57)[46]	1,299	91	—	11	19	86
SPECIAL ED		7,733	29 (29)[20]	39	62 (61)[54]	1,356	85	5	—	10	45
NEW TO DISTRICT		5,481	52 (50)[40]	64	83 (82)[77]	1,486	90	12	16	—	51
MIGRANTS		184	17 (—)[—]	26	48 (—)[—]	1,270	87	73	18	17	92
F/R LUNCH		18,207	40 (39)[29]	54	77 (76)[70]	1,431	92	17	21	16	—
ATTENDANCE RATE	95-100%	43,511	67 (66)[54]	77	91 (90)[88]	1,568	97	6	13	5	26
	90-94%	11,684	61 (61)[50]	72	88 (88)[84]	1,538	94	5	16	8	37
	0-89%	3,149	47 (44)[38]	59	80 (79)[74]	1,460	90	6	25	16	59
MIDYEAR SCHOOL TRANSFERS	0	55,402	66 (65)[56]	77	91 (90)[89]	1,563	96	5	14	4	28
	1	2,565	42 (41)[32]	54	75 (74)[71]	1,435	92	17	20	43	64
	2 or more	377	26 (26)[23]	37	63 (65)[59]	1,344	87	17	30	52	84
STRATA	Mpls./St. Paul	6,916	35 (34)[26]	46	71 (69)[63]	1,405	92	27	16	9	72
	TC Suburbs	25,801	71 (69)[59]	81	93 (92)[90]	1,591	96	4	13	10	17
	Outstate 2000+	13,304	66 (66)[52]	77	91 (91)[88]	1,561	95	4	15	9	29
	Outstate 2000-	14,543	65 (63)[51]	77	91 (91)[87]	1,553	96	2	15	9	36
CHARTER		668	34 (37)[28]	47	74 (67)[62]	1,409	94	14	18	34	60
ALC's		246	55 (—)[—]	68	87 (—)[—]	1,511	78	7	17	11	49
PRIVATE SCHOOLS		1,204	72 (70)[62]	82	95 (94)[93]	1,586	—	—	—	—	—

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out). 2001 data is (enclosed in parentheses); 2000 data is [enclosed in brackets]. Private school numbers indicate the number of students in private schools that voluntarily participated in MCA testing.

students who were tested. Data are also shown for students in private schools that participated in the testing on a voluntary basis. As with the 3rd grade data, the participating private school students may or may not be representative of all private school students, since private schools may

choose not to participate in testing for a variety of reasons. Readers should therefore be cautious about generalizing from the results reported here for the population of private school students.

Over 61,000 5th grade public school

students took the reading and writing tests. Almost 61,000 students took the 5th grade mathematics tests. These students constitute 95% (94% for mathematics) of the 5th graders enrolled at the time of testing. While the percentage of students tested is the same as last year, the number

Table 5.4 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for All Public School Students Tested

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		60,847	53 (51)[46]	70	90 (89)[86]	1,502	94	6	14	10	31
GENDER	Female	29,525	53 (50)[45]	71	90 (89)[87]	1,505	95	6	9	9	31
	Male	31,314	52 (51)[46]	70	89 (88)[86]	1,500	94	6	19	10	31
ETHNICITY	Asian	3,219	37 (32)[29]	54	82 (78)[74]	1,433	95	55	9	11	66
	Black	4,406	18 (17)[13]	34	66 (62)[55]	1,329	90	9	20	22	77
	Hispanic	2,214	24 (23)[19]	41	73 (72)[67]	1,364	89	49	15	19	71
	Am. Indian	1,350	26 (24)[24]	47	78 (77)[73]	1,386	91	0+	22	16	72
	White	49,213	59 (57)[51]	77	94 (93)[91]	1,533	96	1	14	8	21
LEP		3,442	15 (15)[10]	30	66 (65)[56]	1,316	90	—	11	19	86
SPECIAL ED		7,753	23 (22)[19]	37	66 (64)[60]	1,342	85	5	—	10	45
NEW TO DISTRICT		5,421	39 (37)[31]	57	82 (80)[77]	1,433	89	12	16	—	51
MIGRANTS		184	10 (—)[—]	23	57 (—)[—]	1,269	87	73	18	17	92
F/R LUNCH		18,050	30 (28)[24]	49	78 (76)[72]	1,395	92	17	21	16	—
ATTENDANCE RATE	95-100%	43,297	56 (54)[49]	74	92 (91)[89]	1,520	96	6	13	5	26
	90-94%	11,593	48 (46)[42]	66	88 (87)[84]	1,481	94	5	16	8	37
	0-89%	3,092	33 (31)[28]	51	78 (77)[74]	1,409	88	6	25	16	59
MIDYEAR SCHOOL TRANSFERS	0	55,078	55 (53)[49]	72	91 (90)[89]	1,512	96	5	14	4	28
	1	2,530	32 (29)[28]	49	76 (72)[73]	1,395	91	17	20	43	64
	2 or more	374	16 (19)[15]	32	60 (62)[59]	1,307	87	17	30	52	84
STRATA	Mpls/St. Paul	6,845	30 (27)[24]	46	75 (71)[66]	1,390	91	27	16	9	72
	TC Suburbs	25,645	60 (58)[53]	77	93 (92)[90]	1,538	95	4	13	10	17
	Outstate 2000+	13,248	53 (51)[45]	71	91 (91)[88]	1,502	94	4	15	9	29
	Outstate 2000-	14,445	51 (48)[43]	71	91 (91)[88]	1,499	95	2	15	9	36
CHARTER		664	26 (24)[20]	38	69 (67)[60]	1,363	93	14	18	34	60
ALC's		248	40 (—)[—]	60	84 (—)[—]	1,448	79	7	17	11	49
PRIVATE SCHOOLS		1,209	53 (50)[47]	74	93 (93)[92]	1,504	—	—	—	—	—

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out). 2001 data is (enclosed in parentheses); 2000 data is [enclosed in brackets]. Private school numbers indicate the number of students in private schools that voluntarily participated in MCA testing.

tested is down; again, this reflects the fact that fewer students were enrolled in 5th grade. Figure 5.2 (p. 53) shows the four-year trend in 5th grade reading, mathematics, and writing scores. For the second straight year, the percentage of students scoring at or above Level IIa in reading remained at 89%. The percentage scoring at or above Level III rose only slightly, from 63% to 64%.

Mathematics results show only slightly less stability than do the reading

results. Figure 5.2 shows that the percentage of students scoring at or above Level IIa in mathematics grew from 89% to 90% over the past two years. The percentage of students scoring at or above Level III rose from 51% to 53%.

Writing scores showed the most change. While the percentage of students scoring at or above Level IIa rose very little, from 96% to 97%, the percentage of students scoring at or above Level III rose sharply, from

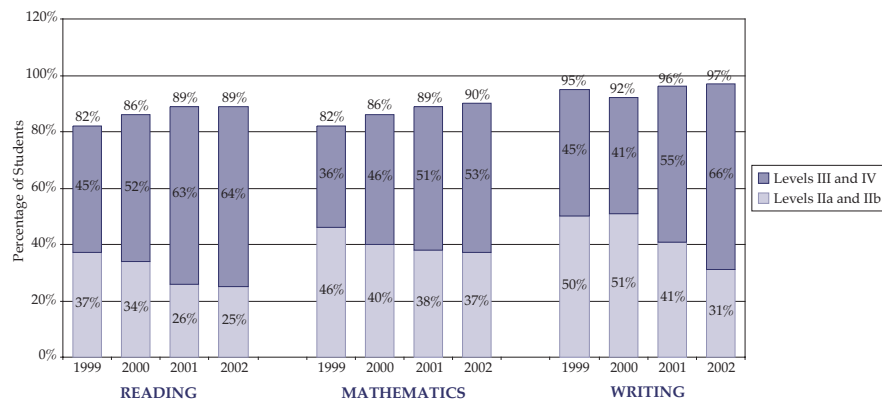
55% to 66%. While the difficulty of the reading and mathematics tests are carefully controlled from year to year, it is much more difficult to maintain a constant level of difficulty across years for the writing exam. It remains to be seen whether the sharp increase in the percentage of 5th grade students scoring at or above Level III is a trend, or a one-time consequence of content unique to the writing prompts on this year's tests.

Table 5.5 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for All Public School Students Tested

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		61,099	66 (55)[41]	78	97 (96)[92]	1,611	95	6	14	10	31
GENDER	Female	29,719	74 (65)[51]	84	98 (98)[95]	1,669	96	6	9	9	31
	Male	31,364	59 (46)[32]	72	95 (95)[89]	1,557	94	6	19	10	31
ETHNICITY	Asian	3,251	58 (48)[32]	72	95 (95)[90]	1,561	96	55	9	11	66
	Black	4,446	42 (33)[21]	55	89 (88)[78]	1,434	91	9	20	22	77
	Hispanic	2,242	47 (38)[24]	60	91 (90)[83]	1,463	90	49	15	19	71
	Am. Indian	1,370	46 (36)[23]	61	93 (91)[82]	1,473	93	0+	22	16	72
	White	49,311	70 (59)[45]	82	98 (97)[94]	1,642	96	1	14	8	21
LEP		3,481	40 (33)[15]	55	88 (88)[80]	1,416	91	—	11	19	86
SPECIAL ED		7,777	36 (25)[14]	49	86 (84)[69]	1,394	86	5	—	10	45
NEW TO DISTRICT		5,454	56 (46)[32]	69	94 (93)[86]	1,536	90	12	16	—	51
MIGRANTS		186	39 (—) [—]	53	87 (—) [—]	1,379	88	73	18	17	92
F/R LUNCH		18,155	50 (39)[25]	64	93 (92)[84]	1,495	92	17	21	16	—
ATTENDANCE RATE	95-100%	43,396	68 (58)[44]	80	97 (97)[93]	1,629	96	6	13	5	26
	90-94%	11,632	64 (53)[39]	76	96 (96)[91]	1,593	94	5	16	8	37
	0-89%	3,149	51 (41)[27]	64	92 (91)[84]	1,500	90	6	25	16	59
MIDYEAR SCHOOL TRANSFERS	0	55,245	67 (57)[44]	79	97 (97)[93]	1,623	96	5	14	4	28
	1	2,555	50 (40)[27]	64	90 (89)[85]	1,485	91	17	20	43	64
	2 or more	377	34 (26)[19]	45	86 (84)[78]	1,376	87	17	30	52	84
STRATA	Mpls/St. Paul	6,905	48 (40)[27]	62	91 (91)[84]	1,482	92	27	16	9	72
	TC Suburbs	25,676	71 (63)[49]	81	97 (97)[94]	1,651	95	4	13	10	17
	Outstate 2000+	13,379	68 (53)[39]	80	98 (96)[92]	1,626	95	4	15	9	29
	Outstate 2000-	14,476	65 (51)[37]	79	97 (96)[91]	1,596	95	2	15	9	36
CHARTER		663	42 (31)[20]	59	93 (91)[75]	1,465	93	14	18	34	60
ALC's		80	29 (—) [—]	45	85 (—) [—]	1,341	25	7	17	11	49
PRIVATE SCHOOLS		1,312	69 (58)[44]	82	97 (97)[95]	1,619	—	—	—	—	—

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out). 2001 data is (enclosed in parentheses); 2000 data is [enclosed in brackets]. Private school numbers indicate the number of students in private schools that voluntarily participated in MCA testing.

Figure 5.2 Percentage of Grade 5 Students at or above Levels IIa and IIb and at Levels III and IV in Reading, Mathematics, and Writing: 1999–02



Statewide Trends on High School Graduation Tests

Tables 5.6 and 5.7 (pp. 54 and 55) show the 8th grade *BST* results in reading and mathematics for all public school students tested. Table 5.8 (p. 56) shows the public school results for the 10th grade writing test. Data are also shown for students in those private schools that participated in the testing on a voluntary basis. The participating private school students may or may not be representative of all private school students. For public school

8th graders, these tests provided the first opportunity to pass the required high school graduation tests in 2002. Over 64,000 8th graders from public schools participated in the reading and mathematics tests. They constitute 97% of all 8th graders enrolled on the day of the test. In other words, almost all students are taking the tests in 8th grade. However, it is worth noting that when 10th and 11th graders take MCAs that do not count toward high school graduation, we do not see the same participation rates (see

pp. 48–52). This will be a problem for Minnesota once the NCLB Act's provisions take effect in upcoming years, since NCLB requires 95% participation in testing.

Figure 5.3 shows the trend in 8th grade reading and mathematics pass rates, and the 10th grade writing results, for each of the past four years. In reading, the percentage of students passing rose slightly from 79% to 80% from 2001 to 2002. The mathematics pass rate also rose slightly, from 72% to 74%. Despite

this increase, the mathematics test remains the most difficult high school graduation examination for students to pass on their first attempt (based on the numbers of students who succeed in passing each test on their first try). It follows that improvement of students' basic skills in mathematics requires the most attention, since the biggest obstacle to high school graduation is the basic mathematics test. The percentage of students passing the writing test dropped slightly, from 92% to 91%.

Table 5.6 2002 Grade 8: *Basic Skills Test* Results in Reading for All Public School Students Tested

		No. Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		64,563	80 (79) [80]	33	641	97	5	13	8	27
GENDER	Female	31,309	83 (82) [83]	34	646	97	5	8	8	27
	Male	33,242	77 (76) [77]	33	636	97	5	17	8	27
ETHNICITY	Asian	3,424	61 (60) [63]	30	617	98	47	9	10	61
	Black	4,010	46 (45) [48]	27	597	92	13	21	21	75
	Hispanic	1,786	52 (51) [53]	28	603	91	42	16	20	65
	Am. Indian	1,276	54 (56) [53]	29	607	92	1	25	16	67
	White	53,404	86 (84) [84]	34	648	97	0+	12	7	18
LEP		2,972	31 (32) [30]	25	582	91	—	10	18	85
SPECIAL ED		7,807	40 (37) [39]	26	589	91	4	—	11	42
NEW TO DISTRICT		4,968	64 (63) [64]	30	619	91	11	18	—	49
MIGRANTS		107	26 (—) [—]	23	572	83	73	15	19	88
F/R LUNCH		16,625	59 (57) [60]	30	612	94	16	21	15	—
ATTENDANCE RATE	95-100%	41,063	84 (83) [84]	34	646	98	4	10	4	21
	90-94%	14,393	79 (78) [79]	33	639	97	4	14	6	29
	0-89%	6,181	63 (62) [65]	30	618	92	6	26	14	51
MIDYEAR SCHOOL TRANSFERS	0	58,573	82 (81) [83]	34	644	97	4	12	4	24
	1	2,577	55 (57) [64]	29	607	91	14	24	40	60
	2 or more	488	42 (40) [48]	26	590	88	8	47	51	80
STRATA	Mpls/St. Paul	6,322	54 (53) [56]	29	609	94	28	16	9	69
	TC Suburbs	26,347	85 (84) [85]	34	647	97	3	12	8	15
	Outstate 2000+	14,821	82 (80) [81]	34	643	97	3	13	7	24
	Outstate 2000-	16,564	81 (79) [80]	34	641	97	1	13	8	31
CHARTER		509	68 (70) [61]	31	627	93	5	17	25	39
ALC's		487	40 (—) [—]	26	591	86	9	16	25	62
PRIVATE SCHOOLS		4,433	93 (91) [92]	36	661	—	—	—	—	—

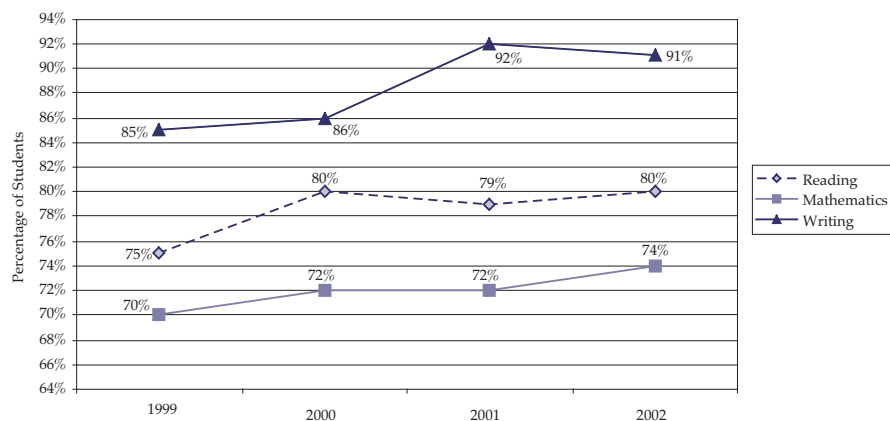
Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out). 2001 data is (enclosed in parentheses); 2000 data is [enclosed in brackets]. Private school numbers indicate the number of students in private schools that voluntarily participated in MCA testing.

Table 5.7 2002 Grade 8: *Basic Skills Test* Results in Mathematics for all Public School Students Tested

		No. Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		64,668	74 (72) [72]	55	628	97	5	13	8	27
GENDER	Female	31,387	74 (71) [71]	55	627	97	5	8	8	27
	Male	33,269	75 (72) [72]	55	630	97	5	17	8	27
ETHNICITY	Asian	3,424	62 (59) [62]	51	614	98	47	9	10	61
	Black	4,019	33 (30) [31]	42	576	93	13	21	21	75
	Hispanic	1,804	43 (40) [40]	46	589	91	42	16	20	65
	Am. Indian	1,288	46 (43) [42]	47	594	93	1	25	16	67
	White	53,479	80 (77) [77]	56	636	97	0+	12	7	18
LEP		2,973	32 (33) [31]	42	575	91	—	10	18	85
SPECIAL ED		7,843	33 (30) [29]	42	576	91	4	—	11	42
NEW TO DISTRICT		4,992	55 (51) [52]	49	603	92	11	18	—	49
MIGRANTS		107	22 (—) [—]	39	563	83	73	15	19	88
F/R LUNCH		16,695	52 (48) [49]	48	599	95	16	21	15	—
ATTENDANCE RATE	95-100%	41,054	80 (78) [78]	56	636	98	4	10	4	21
	90-94%	14,416	72 (69) [69]	54	624	97	4	14	6	29
	0-89%	6,243	52 (49) [51]	49	601	92	6	26	14	51
MIDYEAR SCHOOL TRANSFERS	0	58,612	77 (75) [76]	55	632	98	4	12	4	24
	1	2,612	45 (44) [52]	46	591	92	14	24	40	60
	2 or more	490	30 (26) [35]	42	575	88	8	47	51	80
STRATA	Mpls/St. Paul	6,343	48 (44) [46]	47	596	94	28	16	9	69
	TC Suburbs	26,352	79 (77) [77]	56	634	97	3	12	8	15
	Outstate 2000+	14,845	77 (73) [73]	55	631	97	3	13	7	24
	Outstate 2000-	16,612	76 (73) [73]	55	630	98	1	13	8	31
CHARTER		516	57 (56) [50]	50	609	94	5	17	25	39
ALC's		513	27 (—) [—]	43	575	90	9	16	25	62
PRIVATE SCHOOLS		4,456	85 (83) [82]	58	641	—	—	—	—	—

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out). 2001 data is (enclosed in parentheses); 2000 data is [enclosed in brackets]. Private school numbers indicate the number of students in private schools that voluntarily participated in MCA testing.

Figure 5.3 Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by School Year: 1999–02



Proficiency Levels for High School Minnesota Comprehensive Assessments

Unlike the other MCAs, the achievement levels for the 10th grade reading test are called Level I, Level II, Level III, Level IV, and Level V. Proficiency levels for the 11th grade mathematics assessment have not yet been set.

Table 5.8 2002 Grade 10: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested

		No. Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		66,102	91 (92) [86]	3.16	96	5	12	9	22
GENDER	Female	32,264	94 (95) [91]	3.26	96	4	8	8	22
	Male	33,779	88 (89) [82]	3.07	96	5	16	9	22
ETHNICITY	Asian	3,259	80 (80) [69]	2.99	97	39	7	11	57
	Black	3,629	62 (66) [54]	2.65	89	23	16	26	70
	Hispanic	1,598	70 (74) [65]	2.77	87	36	13	23	58
	Am. Indian	1,039	81 (82) [70]	2.92	90	0+	24	20	58
	White	55,891	94 (95) [90]	3.23	97	0+	12	7	15
LEP		2,710	48 (54) [40]	2.42	88	—	7	23	82
SPECIAL ED		7,425	63 (66) [51]	2.63	90	2	—	13	35
NEW TO DISTRICT		5,282	78 (80) [72]	2.90	89	12	18	—	44
MIGRANTS		94	51 (—) [—]	2.45	89	58	8	20	77
F/R LUNCH		13,801	77 (79) [71]	2.87	92	17	20	17	—
ATTENDANCE RATE	95-100%	40,431	94 (95) [90]	3.23	98	4	10	3	17
	90-94%	14,436	91 (93) [86]	3.16	97	4	12	6	22
	0-89%	7,527	82 (84) [75]	2.96	90	7	23	17	41
MIDYEAR SCHOOL TRANSFERS	0	58,581	93 (94) [90]	3.21	97	3	11	4	19
	1	2,960	72 (75) [73]	2.80	89	17	23	36	51
	2 or more	854	68 (70) [65]	2.70	85	11	39	44	65
STRATA	Mpls/St. Paul	5,814	72 (75) [64]	2.83	92	30	12	13	61
	TC Suburbs	27,228	93 (94) [89]	3.23	97	2	11	8	12
	Outstate 2000+	15,359	92 (94) [88]	3.18	95	3	13	7	20
	Outstate 2000-	17,079	93 (93) [88]	3.17	97	1	13	8	25
CHARTER		622	82 (79) [70]	2.94	96	2	17	61	43
ALC's		1,471	74 (—) [—]	2.78	79	11	17	41	50
PRIVATE SCHOOLS		1,944	97 (98) [95]	3.42	—	—	—	—	—

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out). 2001 data is enclosed in parentheses; 2000 data is enclosed in brackets]. Private school numbers indicate the number of students in private schools that voluntarily participated in MCA testing.

Statewide Results on the Minnesota Comprehensive Assessments in Reading and Mathematics for High School Students

Table 5.9 (p. 57) shows the 10th grade MCA results in reading. Since the test was given for the first time in 2002, no comparisons with results from prior years are possible. Results are shown for all public school students, and for those private school students in schools

that voluntarily chose to participate. For the reasons stated above, the participating private school students may or may not be representative of all private school students. Readers should therefore be cautious about generalizing from the results reported here for the population of private school students.

Almost 61,000 public school students participated, or 90% of all public school students enrolled on the day

of testing. The rate of participation, 90%, is lower than the participation rates for any of the 3rd, 5th, or 8th grade tests. It is also lower than the participation rate of these same 10th graders on the writing examination. The higher participation on the writing examination may be explained by the fact that passing the writing examination is required for high school graduation. Passing the reading examination is not. The NCLB Act requires a participation

Table 5.9 Grade 10 Minnesota Comprehensive Assessment Results in Reading for all Public School Students Tested

		No. Tested	Mean % Correct Scores	Mean % at or Above Level IV	Mean % at or Above Level III	Mean % at or Above Level II	Mean % Students Tested	% LEP Students	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		60,843	62.6	58	78	91	91	4	10	8	20
GENDER	Female	29,969	65.3	63	83	94	91	4	6	8	20
	Male	30,838	59.9	52	73	89	90	4	13	8	20
ETHNICITY	Asian	2,862	57.2	43	66	88	91	36	6	10	55
	Black	3,051	42.7	19	38	64	80	25	13	26	70
	Hispanic	1,422	49.0	27	52	76	82	36	12	18	57
	Am. Indian	825	52.8	36	60	83	80	0+	20	18	55
	White	51,837	64.8	62	82	94	92	0+	10	6	14
LEP		2,443	38.7	9	29	60	83	—	6	22	82
SPECIAL ED		5,822	42.9	17	37	68	75	3	—	13	33
NEW TO DISTRICT		4,663	52.6	36	59	80	81	12	16	—	42
MIGRANT		83	41.0	8	34	70	84	53	7	13	83
F/R LUNCH		11,968	52.1	35	59	81	85	17	16	16	—
ATTENDANCE RATE	95-100%	38,050	65.4	64	83	94	94	3	8	3	15
	90-94%	13,012	61.5	55	77	91	91	3	10	6	20
	0-89%	6,325	53.7	39	61	82	78	6	19	18	39
MIDYEAR SCHOOL TRANSFERS	0	54,344	64.1	61	81	93	92	3	9	4	17
	1	2,436	48.6	29	51	74	80	18	19	37	50
	2 or more	608	44.3	20	41	69	73	12	34	49	67
STRATA	Mpls/St. Paul	4,808	48.4	29	49	73	84	32	10	13	61
	TC Suburbs	24,934	64.1	61	80	92	90	2	9	7	11
	Outstate 2000+	14,208	63.7	60	81	94	90	2	9	6	17
	Outstate 2000-	16,186	63.9	60	82	94	94	1	11	7	24
ALC's		1,228	42.6	15	37	69	67	11	16	38	51
PUBLIC SCHOOLS	Non-Charter	60,238	62.7	58	78	91	91	4	10	7	20
	Charter	605	53.5	39	62	81	92	3	15	61	38

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out). 2001 data is [enclosed in parentheses]; 2000 data is [enclosed in brackets]. Private school numbers indicate the number of students in private schools that voluntarily participated in MCA testing.

rate of 95% for all assessments used to meet the requirements of the act. If Minnesota's participation rate on the 10th grade reading examination remains at such a low level, the state, many of its districts, and many of its high schools will be identified as "under-performing" in the federal Adequate Yearly Progress (AYP) process simply because they did not meet the

testing participation requirement of the act. Ninety-one percent of students scored at or above Level IIa, and 58% scored at or above Level IV.

Proficiency levels have not yet been set for the high school mathematics test. That is, no score cut-offs have been set to identify different ranges of scores in terms of proficiency

levels. Therefore, we have reported scores for the 11th grade mathematics test in terms of the mean percentage of items correctly answered by students. The participation rate was lower than for other statewide tests, possibly because passing the test is not required for graduation, and high school students (as opposed to elementary school students) are less willing to participate in testing

Table 5.10 2002 Grade 11: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested

		No. Tested	Mean % Correct Scores	Mean % Correct: Shape/Space/Meas.	Mean % Correct: Chance/Data Analysis	Mean % Correct: Discrete Math	Mean % Correct: Algebraic Patterns	Mean % Correct: Technical Apps.	% Enr. Students Tested
TOTAL		54,777	46.1	50.9	39.3	47.0	48.2	43.1	86
GENDER	Male	27,628	46.4	52.1	39.8	46.4	47.6	43.7	85
	Female	27,114	45.8	49.7	38.8	47.5	48.7	42.6	86
ETHNICITY	Asian	2,374	43.7	48.3	36.7	43.3	47.2	41.3	86
	Black	2,541	29.2	34.0	25.7	28.4	30.5	25.7	77
	Hispanic	1,046	35.1	40.8	29.7	36.0	36.6	30.5	78
	Am. Indian	599	36.7	41.7	30.8	38.7	37.6	32.6	72
	White	47,308	47.6	52.5	40.6	48.7	49.8	44.8	87
LEP		2,096	30.0	34.6	25.6	29.3	32.2	26.8	82
SPECIAL ED.		4,425	30.2	35.4	26.7	30.5	29.8	26.6	68
NEW TO DISTRICT		3,856	36.9	42.2	31.1	38.1	38.3	33.1	77
F/R LUNCH		9,227	36.7	41.7	30.7	38.2	38.3	32.7	81
ATTENDANCE RATE	95-100%	32,533	49.1	53.9	42.0	49.6	51.4	46.6	91
	90-94%	12,353	44.6	49.4	37.9	46.0	46.8	41.2	85
	0-89%	6,667	38.4	43.3	32.6	40.2	39.7	34.1	73
MIDYEAR SCHOOL TRANSFERS	0	48,925	47.3	52.1	40.4	48.2	49.5	44.4	87
	1	2,119	34.8	40.3	29.6	35.9	36.1	30.1	76
	2 or more	509	30.6	35.5	26.0	32.5	30.4	27.1	69
ALC's		1,870	29.4	35.1	24.9	30.9	29.3	24.8	67
MIGRANT		53	28.9	35.2	25.9	29.0	28.2	24.0	75
STRATA	Mpls/St. Paul	3,831	36.0	41.1	30.3	36.1	38.3	32.4	78
	TC Suburbs	21,909	48.2	53.0	42.0	48.3	50.7	45.3	84
	Outstate 2000+	12,893	47.2	52.0	40.0	48.1	49.5	44.5	85
	Outstate 2000-	15,602	44.9	49.7	37.4	47.2	46.4	41.9	92
PUBLIC SCHOOLS	Non-Charter	54,312	46.2	51.0	39.4	47.1	48.3	43.2	86
	Charter	465	34.3	40.5	29.5	34.7	35.5	29.3	91
SHAPE/SPACE/MEAS.	Not Completed	20,613	38.0	43.0	32.3	39.9	39.3	33.9	74
	Completed	34,125	50.9	55.7	43.5	51.2	53.6	48.7	94
CHANCE/DATA ANALYSIS	Not Completed	37,043	43.9	48.9	37.2	45.0	45.8	40.8	81
	Completed	17,721	50.6	55.2	43.7	51.1	53.1	47.9	96
DISCRETE MATH	Not Completed	46,195	44.7	49.6	38.0	45.7	46.6	41.6	84
	Completed	8,559	53.6	58.1	46.5	53.7	56.9	51.1	97
ALGEBRAIC PATTERNS	Not Completed	30,869	39.9	44.9	33.5	41.9	41.3	36.0	81
	Completed	23,880	54.0	58.7	46.7	53.4	57.0	52.3	93
TECHNICAL APPS	Not Completed	50,530	46.1	50.9	39.4	47.0	48.3	43.2	85
	Completed	4,229	45.2	50.6	38.5	46.1	46.5	42.1	94

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out).

% LEP Students	% Sp. Ed. Students	% New Students	% F/R Students
4	8	7	17
4	11	8	17
4	5	7	18
38	4	11	52
29	11	23	64
33	8	18	49
0+	16	13	48
0+	8	6	12
—	4	18	81
2	—	12	28
10	13	—	34
18	13	14	—
3	7	3	13
3	8	5	17
5	15	14	29
3	8	3	15
16	16	37	44
10	30	46	55
9	13	35	36
66	0	21	81
36	8	12	57
2	8	7	9
2	7	5	14
0+	9	7	20
4	8	7	17
2	16	52	34
8	14	13	27
2	5	4	11
5	10	9	20
2	6	3	12
4	9	8	19
2	4	3	10
6	12	10	23
2	4	3	10
4	8	7	17
1	10	5	15

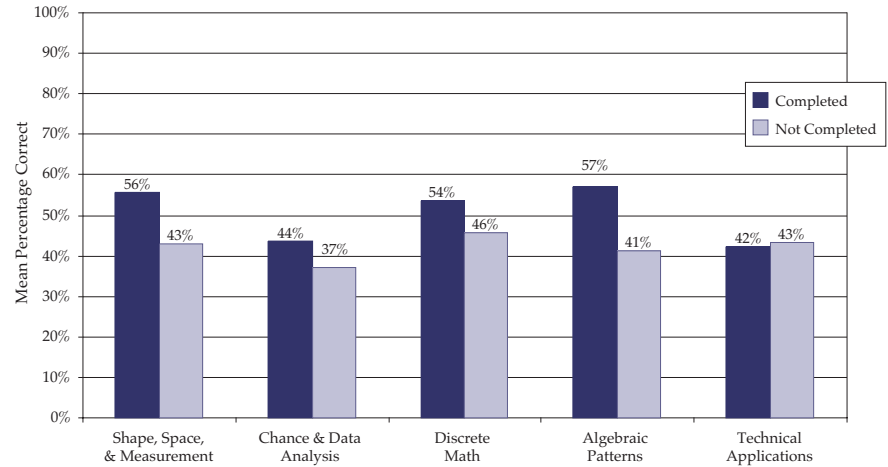
just because the school asks them to do so. Almost 55,000 11th graders took the exam, which is only 86% of the students enrolled on the day of testing (see Table 5.10). As with the 10th grade reading test, student participation must increase if Minnesota is to meet the student participation requirements of the NCLB Act.

As shown in Table 5.10 (at left), the mean percentage correct on the 11th grade math test was 46%, making it the most difficult statewide test for students. Much of the reason for the difficulty is clear. The test covers five content areas from the high standards in the Profile of Learning: algebraic patterns (algebra), space, shape, and measurement (geometry), discrete math, chance and data (statistics), and technical applications. In some districts, the Profile of Learning has

their district or because they chose to fulfill requirements by studying other areas.

Figure 5.4 (below) shows the percentage of items answered correctly in each of the five content areas by students who had and had not completed that standards area in classes. Before taking the 11th grade mathematics test, students indicated which Profile of Learning math standards area they had completed. With one exception, those students who reported that they had completed the standard passed more items in the area than students who did not report completing the standard, although the percentages passing are often only in the mid 50's even for students who completed the standard.¹⁵ The exception is Technical Applications, in which students reporting completion of the standard did no better than

Figure 5.4 Mean Percentage Correct Scores in each of the Five Mathematics Content Areas for Students Who Had and Had Not Completed the Corresponding Curriculum Standards: 2002



not been fully implemented because implementation is optional rather than required. Even in districts in which the Profile of Learning has been fully implemented, students are required to complete only three of the five areas. Consequently, the test includes material that some students would not have studied, either because it is not a required area in

¹⁵ A student may have completed coursework in an area without formally completing the standard—if the standard is not required by the district. The opposite is also true. A student may complete a standard outside of coursework in that area and completing a standard in that same area are not necessarily the same.

those not reporting completion. The reason for this is not entirely clear, although part of the answer may lie in the nature of the standard area. Technical Applications involves the application of math content such as arithmetic, algebra, and geometry to “real-world” problems in engineering, planning, or computer applications. Many students who did not specifically meet the Technical Applications standard would have taken coursework in arithmetic, algebra, and geometry in or before high school. Students who studied arithmetic, algebra, and/or geometry may have been able to apply math to technical problems equally as well as students who formally met the Technical Applications standard. With the exception of Technical Applications, there is an association between reported completion of standards and achievement.

Achievement Levels and Gender

Figures 5.5–5.9 (at right and p. 61) contrast the performance of boys and girls on the various Minnesota statewide assessments. Several trends from past years appear in the current data, including the newer assessments in the high school grades. First, when there is any difference in mathematics, it tends to be small and to favor boys, except in 5th grade math, where girls performed better. As an example, girls had a 74% pass rate on the 8th grade *BST* in mathematics whereas boys had a 75% pass rate (Figure 5.7). Second, in reading, girls tended to outperform boys. For example, on the 8th grade *BST* in reading, girls had an 83% pass rate while boys had a 77% pass rate (Figure 5.7). Third, girls outperformed boys in writing. For example, 94% of the girls passed the 10th grade writing test, compared to only 88% of the boys (Figure 5.7). Finally, the largest

Figure 5.5 Percentage of Grade 3 Students at or above Levels IIa and IIb and at Levels III and IV in Reading and Mathematics, by Gender: 2001–02

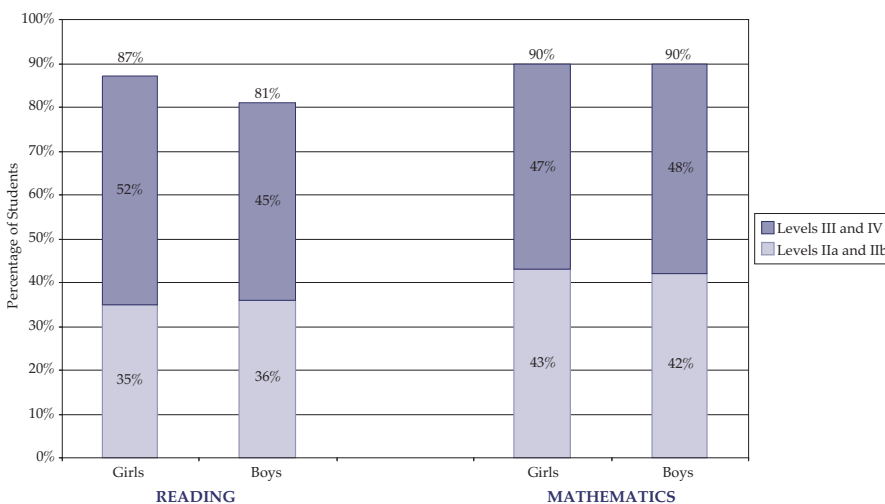


Figure 5.6 Percentage of Grade 5 Students at or above Levels IIa and IIb and at Levels III and IV in Reading, Mathematics, and Writing, by Gender: 2001–02

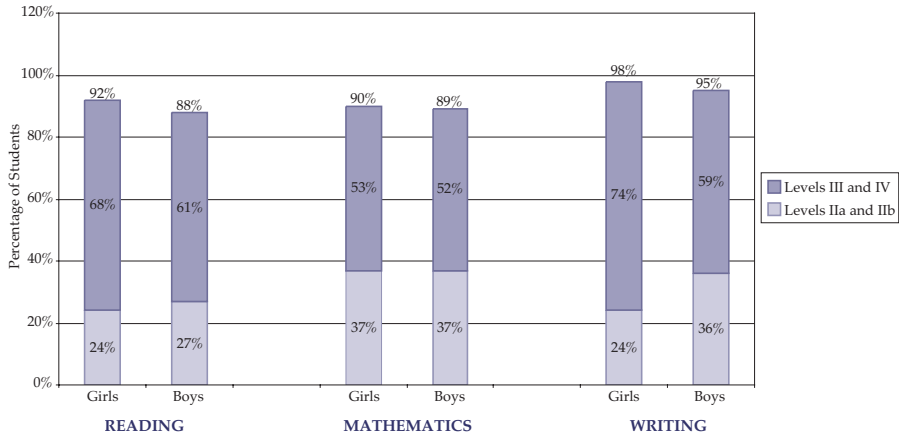


Figure 5.7 Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Gender: 2001–02

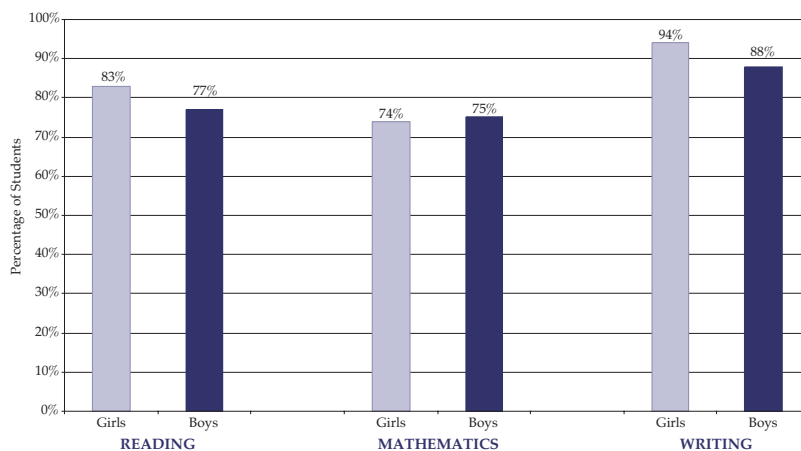


Figure 5.8 Percentage of Grade 10 Students at or above Level II and Level III, and at Levels IV and V in Reading, by Gender: 2001-02

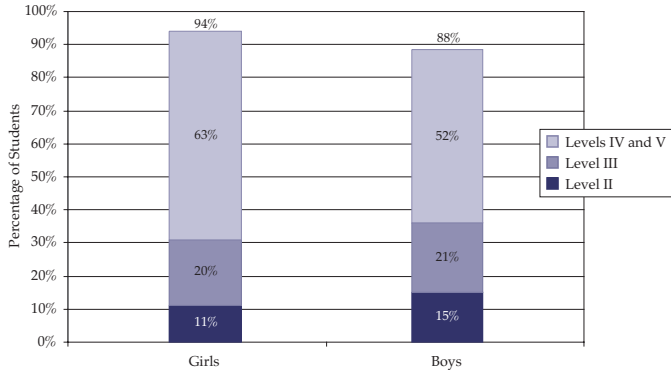
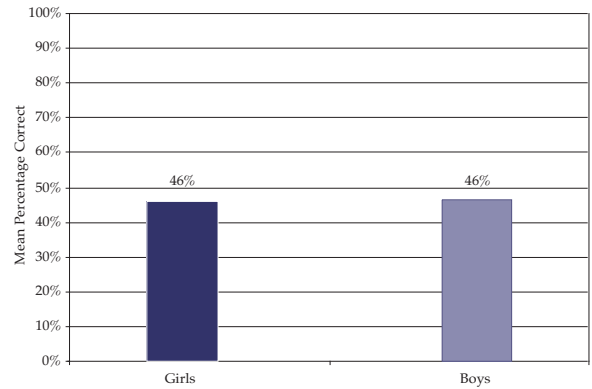


Figure 5.9 Mean Percentage of Mathematics Items Answered Correctly by Grade 11 Students, by Gender: 2001-02



gender differences were in reading and writing, and these larger differences favored girls. The same trends appear in the elementary, junior high, and high school data. While gender differences in mathematics are most frequently discussed in the education literature, the mathematics difference is the smallest of the differences in these data.

Achievement Levels and Ethnicity

Figures 5.10-5.14 (at right and p. 62) show the all-too-familiar ethnic differences in achievement on the various Minnesota statewide assessments. In general, White students had the highest performance, followed by Asians. Black students had the lowest performance. Hispanic and American Indian students are somewhere in between. In schools where there are substantial numbers of students from a minority group, the NCLB Act requires that schools report and be accountable for ensuring that the minority students have achieved or are making adequate yearly progress toward the state's achievement expectations. So long as large ethnic differences in achievement exist, schools with substantial minority student populations may find themselves identified as "under-performing" based on the achievement levels of their minority students.

Figure 5.10 Percentage of Grade 3 Students at or above Levels IIa and IIb and at Levels III and IV in Reading and Mathematics, by Ethnicity: 2001-02

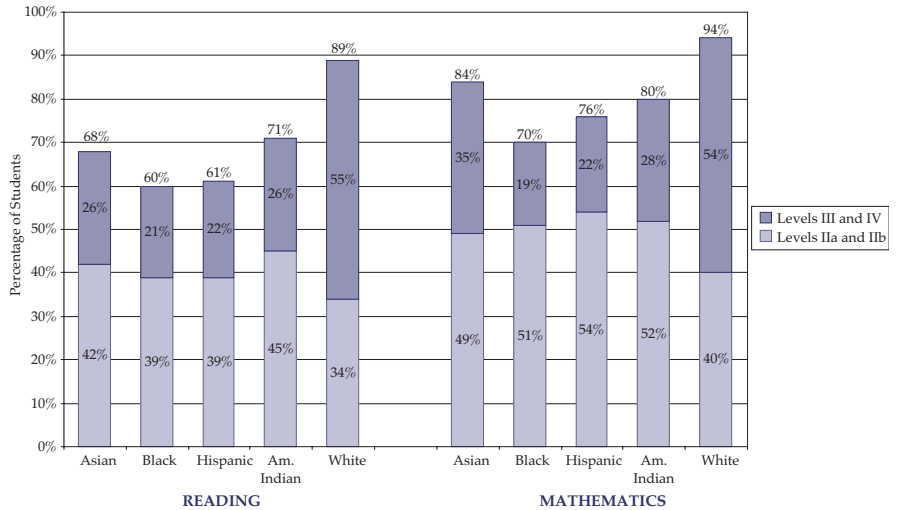
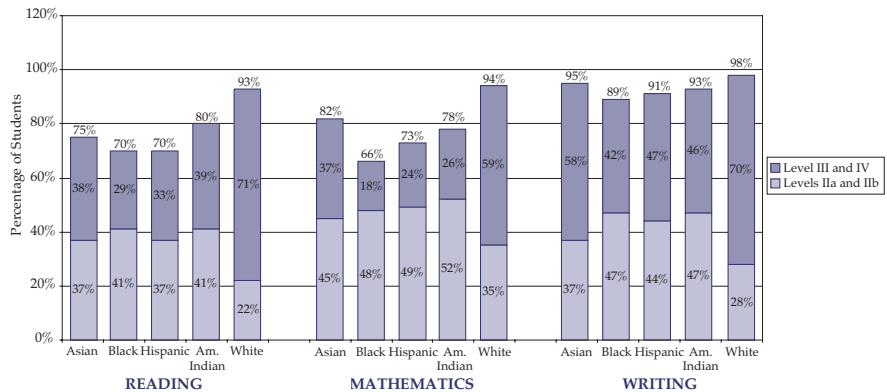


Figure 5.11 Percentage of Grade 5 Students at or above Levels IIa and IIb and at Levels III and IV in Reading, Mathematics, and Writing, by Ethnicity: 2001-02



For the *BSTs*, Figure 5.15 (p. 63) shows the changes in pass rates by ethnic group for the past four years. For every ethnic group, the

pass rates have been increasing. That is, the pass rate in 2002 was higher than that for 1999 in reading, mathematics, and writing. However,

Figure 5.12 Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Ethnicity: 2001–02

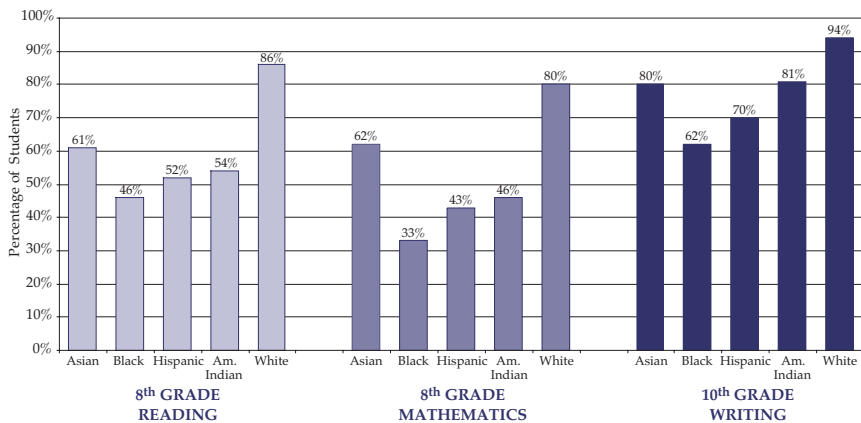


Figure 5.13 Percentage of Grade 10 Students at or above Level II and Level III, and at Levels IV and V in Reading, by Ethnicity: 2001–02

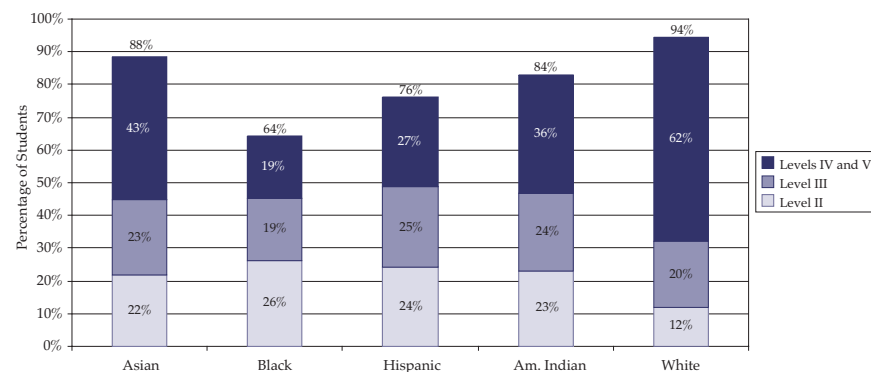
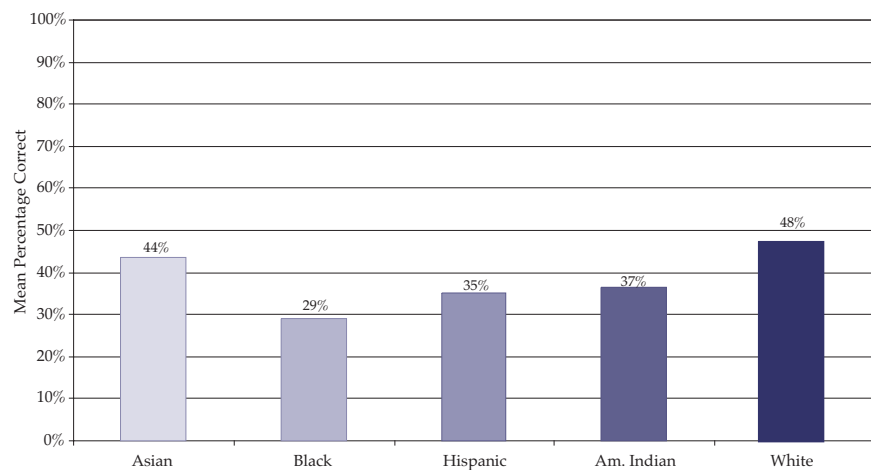


Figure 5.14 Mean Percentage of Mathematics Items Answered Correctly by Grade 11 Students, by Ethnicity: 2001–02



the initial ethnic differences in pass rates for 1999 are large. The pass rates for minority groups are generally not increasing faster than those for Whites, and

therefore achievement gaps cannot be expected to close in the near future if current trends continue (Davenport, Davison, Kwak, Guven, Chan, & Irish, 2002).

For the 11th grade math test in 2001–02, Figure 5.16 (p. 63) shows the percentage of students completing each math standard, by ethnic group. In every standards area, a higher percentage of Whites than ethnic minority students have completed the standard. In other words, minority students are less likely to have completed standards associated with higher scores on the math test. If minority students are to complete high school standards at rates comparable to Whites, presumably they will need to reach achievement levels that are more similar to those of Whites when they enter high school. Here lies the dilemma. Without achievement levels more similar to those of Whites upon entry into high school, minority students will have more difficulty completing the high school standards associated with high achievement levels on completion of high school. The achievement differences existing when students enter high school tend to persist throughout high school.

Particularly on the *BSTs*, which are used as high school exit tests, the stubbornness of the ethnic gaps remains persistent and frustrating, in the face of concerted efforts to address them. And they must be addressed successfully, since the NCLB Act stipulates that all children—which means students of all ethnicities—must reach the state’s expected achievement levels in mathematics and reading by 2013–14. The differences in performance on standard achievement tests by students of various ethnicities occur in much the same patterns in state and national data. However, according to the 2000 *National Assessment of Educational Progress (NAEP)* data on 4th and 8th graders, Asian 4th and 8th grade students had a mean reading score as high or higher than that

Figure 5.15 Percentage of Students Passing the *Basic Skills Tests* in Reading, Mathematics, and Writing, by Ethnicity: 1999–02

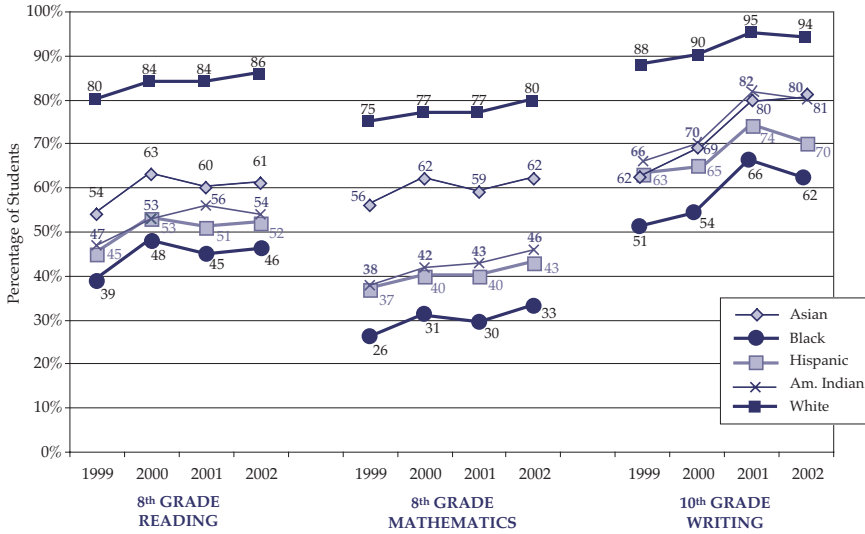
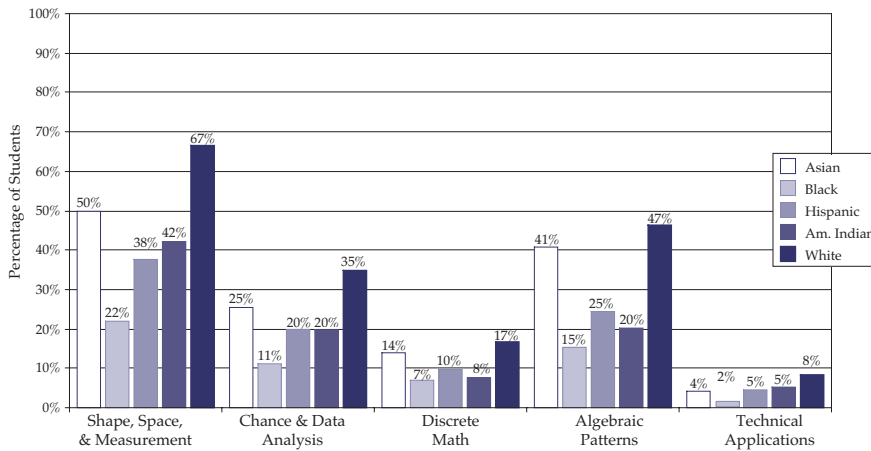


Figure 5.16 Percentage of Grade 11 Students Completing each Mathematics Standard, by Ethnicity: 2001–02

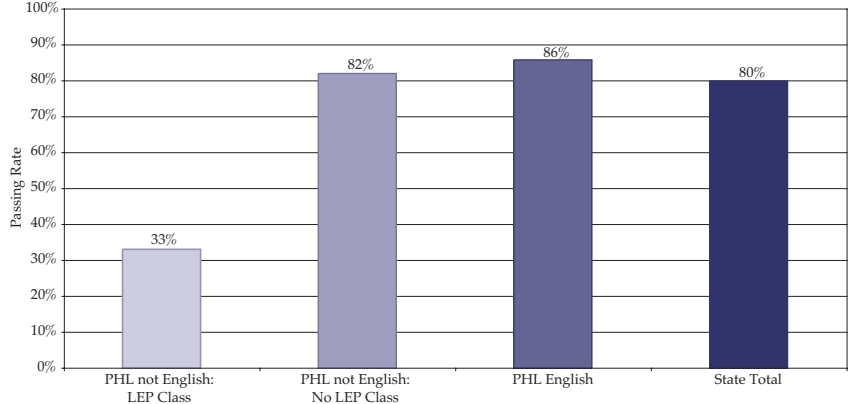


of Whites, although there was a gap favoring Whites at 12th grade (data taken from the *NAEP Data Tool* online, at <http://nces.ed.gov/nationsreportcard/naepdata>, retrieved March 7, 2003). And on the 2000 *NAEP* math assessment, Asian students had mean scores above those of Whites on the 8th and 12th grade mathematics tests (data taken from the *NAEP Data Tool* online, at <http://nces.ed.gov/nationsreportcard/naepdata>, retrieved March 7, 2003). Since the performance gaps favoring Whites were erased on some of these tests, can Minnesota learn anything

that would help us to erase the gaps for Minnesota’s students? What similarities or differences in populations, or in other areas, might lead to identification of a key to the problem?

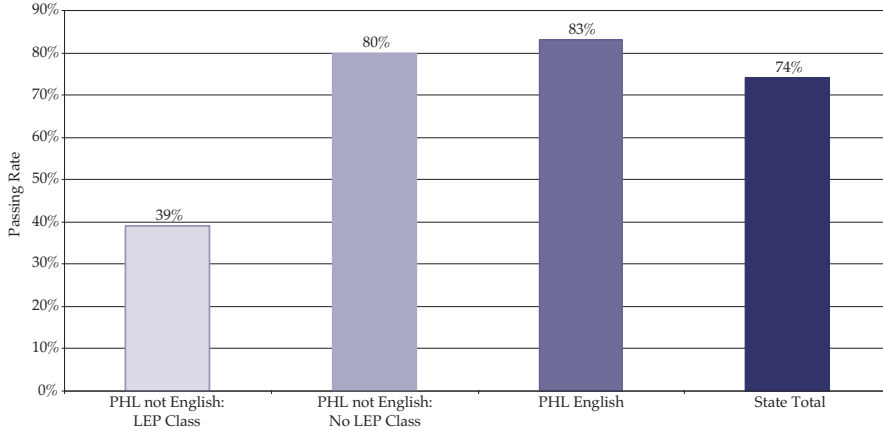
For Asian students, the differences in performance on the tests are closely associated with limited English proficiency. Figures 5.17–5.19 (below and p. 64) compare the statewide pass rate on Minnesota high school graduation tests with the pass rates of three Asian subgroups: Asian students whose primary home language is not English and who are classified as limited English proficient; Asian students whose primary home language is not English but who are not classified as limited English proficient; and Asian students whose primary home language is English. With a minor exception for the second group on the 10th grade writing tests, only the first group (the students with limited English proficiency [LEP]) has a pass rate lower than the rate for the state as a whole. However, this group is large, constituting 47% of the Asian students tested in 8th grade and 39% of those tested in 10th grade (see Tables 5.6, 5.7, and 5.8, pp. 54, 55, and 56). Not surprisingly, schools do not succeed in bringing

Figure 5.17 *BST* Reading Pass Rates among 8th Grade Asian Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02



Note: PHL=Primary Home Language; LEP=Limited English Proficiency

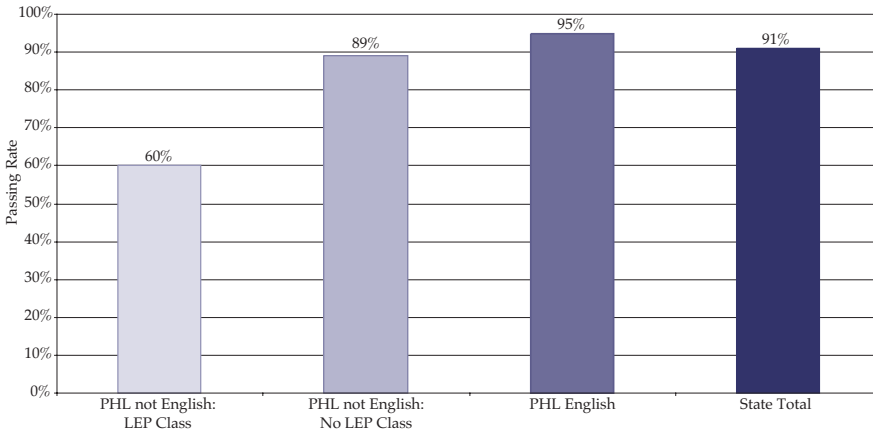
Figure 5.18 *BST Mathematics Pass Rates Among 8th Grade Asian Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02*



Note: PHL=Primary Home Language; LEP=Limited English Proficiency

Young children acquire their early oral language skills in conversations with parents, siblings, friends, and relatives. Those oral language skills determine, in part, the child's school readiness. This, in turn, has a significant influence on the reading and writing progress for which schools are accountable. In states where the gap between Asian and White students has been eliminated, we suspect it is because the Asian students in those states are more predominantly second- and third-generation Americans with better English proficiency than many Asian LEP students in Minnesota.

Figure 5.19 *BST Writing Pass Rates Among 10th Grade Asian Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02*



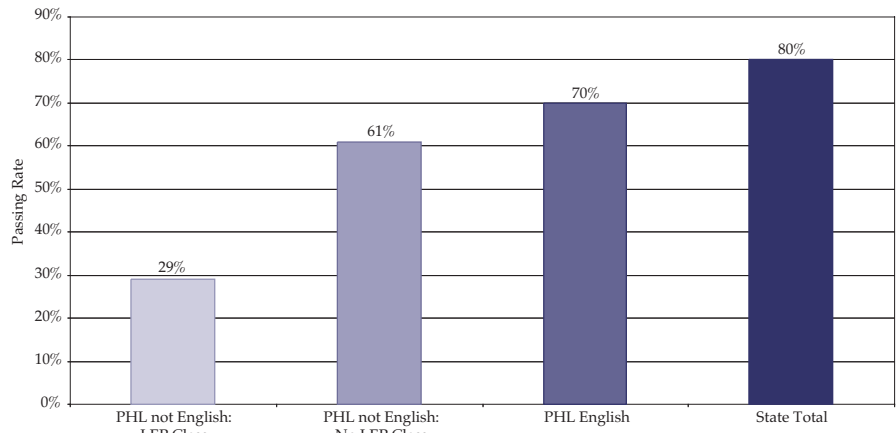
Note: PHL=Primary Home Language; LEP=Limited English Proficiency

Limited English proficiency is also an issue with Hispanic students. Figures 5.20 – 5.22 (below and p. 65) show the pass rates in reading, mathematics, and writing for three categories of Hispanic students as compared to pass rates for all Minnesota students: Hispanic students whose primary home language is not English and who are enrolled in limited English proficiency (LEP) classes; Hispanic students whose primary home language is not English, but who are not enrolled in LEP classes, and Hispanic students whose primary home language is English. Even

Asian students up to high school graduation standards unless those students have reasonable levels of English proficiency. Indeed, it would be a contradiction if students with a limited command of English did read and write English well. Yet the NCLB Act specifies that students with limited English proficiency must meet the state's achievement expectation in reading (and mathematics) by 2013–14.

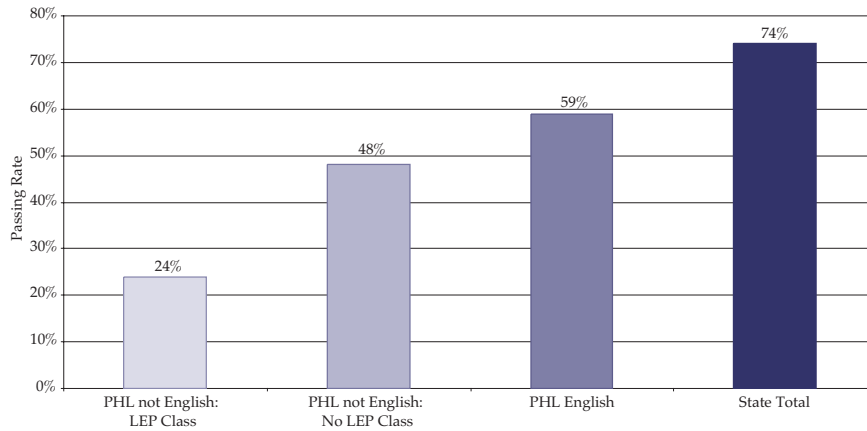
Parents, family members, and childhood friends play a major role in determining the language that a child speaks (Hart and Risley, 1995).

Figure 5.20 *BST Reading Pass Rates among 8th Grade Hispanic Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02*



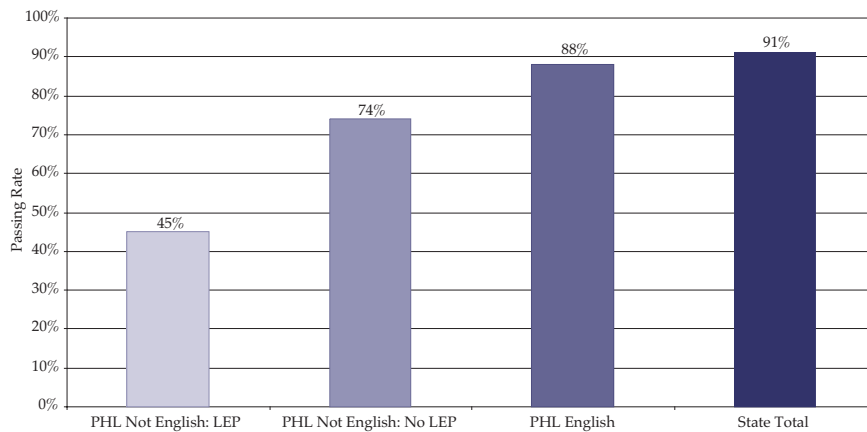
Note: PHL=Primary Home Language; LEP=Limited English Proficiency

Figure 5.21 *BST* Mathematics Pass Rates among 8th Grade Hispanic Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02



Note: PHL=Primary Home Language; LEP=Limited English Proficiency

Figure 5.22 *BST* Writing Pass Rates among 10th Grade Hispanic Students with Varying Degrees of English Language Proficiency and Exposure to English at Home: 2001–02



Note: PHL=Primary Home Language; LEP=Limited English Proficiency

among Hispanic students for whom the primary home language is English, pass rates do not equal those of the state—although 10th grade passing rates in writing are within 3% of the state total. It takes more than just limited English proficiency to account for the gap affecting Hispanic students, although students with better English proficiency fare better on the examinations.

While there is no easy answer to the problem of closing achievement gaps for minority students, it seems clear that Minnesota will need

continued investment in English language proficiency education for Asian, Hispanic, and an increasing number of Black students who have immigrated to the United States in recent years. Well-designed early childhood education programs can reduce the need for LEP services in grades 1–12, as well as the educational difficulties encountered by the children of Minnesota’s newest residents.

Attendance

Student achievement on statewide tests also varies according to attendance level (see Figures 5.23 – 5.26, below and p. 66). These differences are consistent across subject areas and grade levels; a higher attendance rate is associated with higher percentages of students reaching or exceeding Level IIa and reaching or exceeding Level III on the MCAs in reading, writing, and mathematics. Higher attendance is also associated with higher pass rates on the *BSTs*.

Achievement and Poverty Levels

For selected tests and grades, Figures 5.27 – 5.31 (pp. 67 and 68) show how student achievement

Figure 5.23 Percentage of Grade 3 Students at or above Levels IIa and IIb and at Levels III and IV in Reading and Mathematics, by Attendance Rate: 2001–02

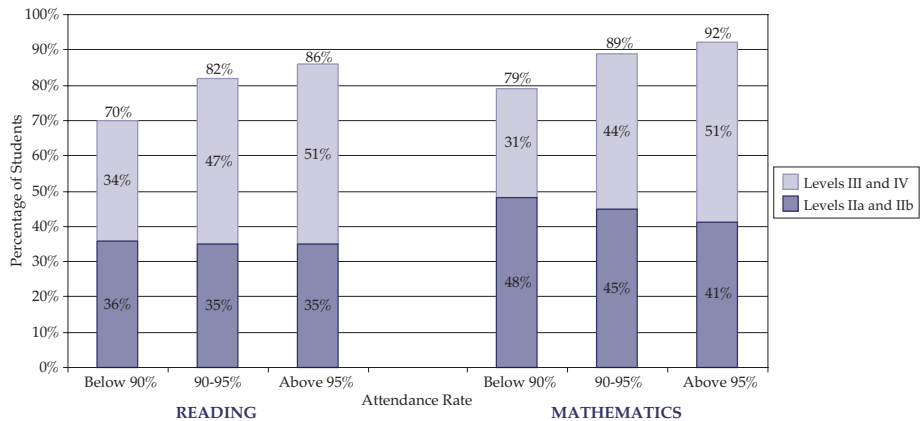


Figure 5.24 Percentage of Grade 5 Students at or above Levels IIa and IIb and at Levels III and IV in Reading, Mathematics, and Writing, by Attendance Rate: 2001–02

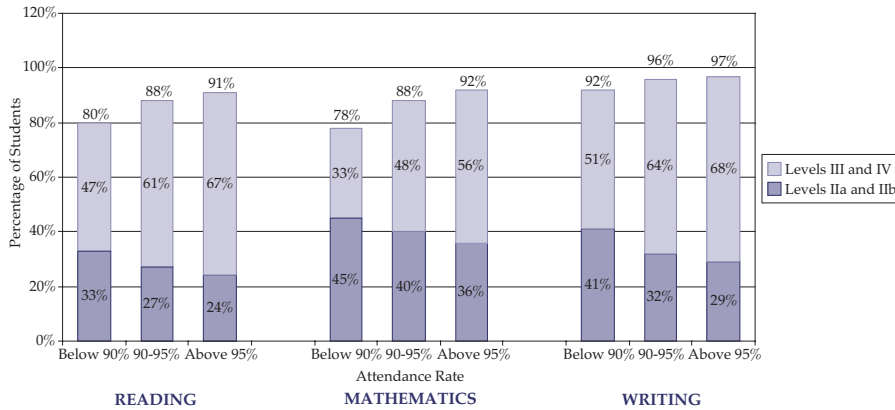


Figure 5.25 Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Attendance Rate: 2001–02

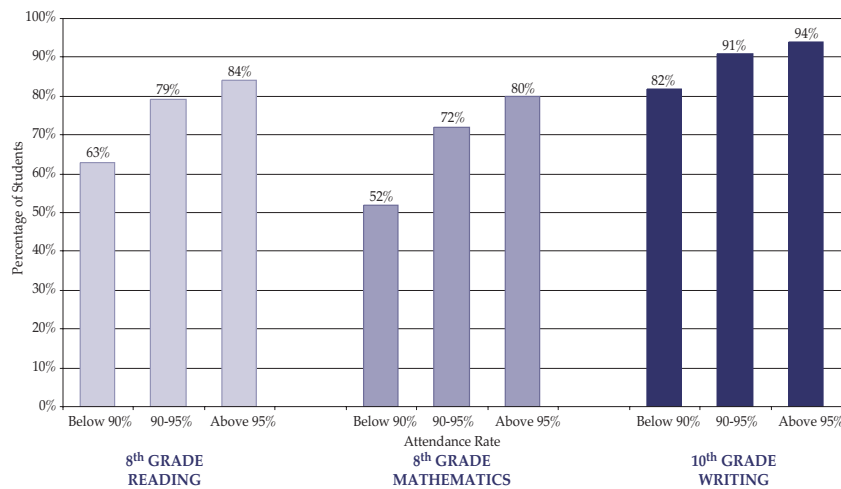
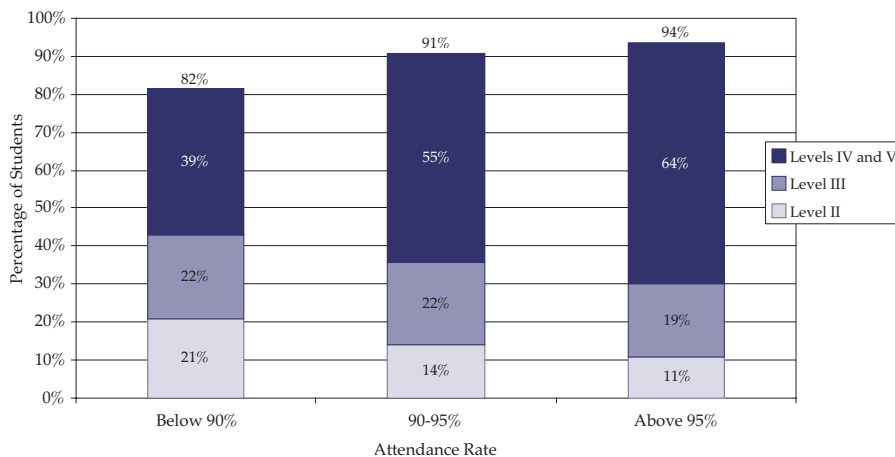


Figure 5.26 Percentage of Grade 10 Students at or above Level II and Level III, and at Levels IV and V in Reading, by Attendance Rate: 2001–02



varies among schools with differing concentrations of poverty.¹⁶ Schools with lower poverty concentrations display higher student achievement across all grade levels and subject area tests. Achievement levels decrease most significantly in schools with the highest poverty concentrations (50–100% of the students in the school).

Even so, in schools with the highest poverty concentrations, there were marked increases from 2001 to 2002 in the percentage of students passing the 8th grade reading and mathematics *BSTs* on their first try.¹⁷ In reading, the percentage passing increased from 50% to 54%. In mathematics, the percentage passing went from 40% to 47%. While the percentage passing the 10th grade writing test in high poverty schools did not increase much in 2002, the 73% pass rate is well above that for high poverty schools in 1999 (55%).

The Performance of Minnesota Students in College Admissions Testing

In addition to examining data from Minnesota’s 3rd, 5th, 8th, and 10th grade testing programs, it is also important to know how well

¹⁶ School poverty concentration is defined as the percentage of students in a school who are eligible, under federal regulations, for free or reduced-price lunch.

¹⁷ Information on the performance of 8th graders on the *Basic Skills Tests* for 2001 are available in the *2001 Minnesota Education Yearbook* (pp. 61–63, 74–76, and 111–119). This report is available online at: http://education.umn.edu/oea/New_Site/Reports/2001Yearbook/2001YrbkPDF/2001MN_EdYearbook.pdf.

Figure 5.27 Percentage of Grade 3 Students at or above Levels IIa and IIb and at Levels III and IV in Reading and Mathematics, by School Poverty Concentration: 2001-02

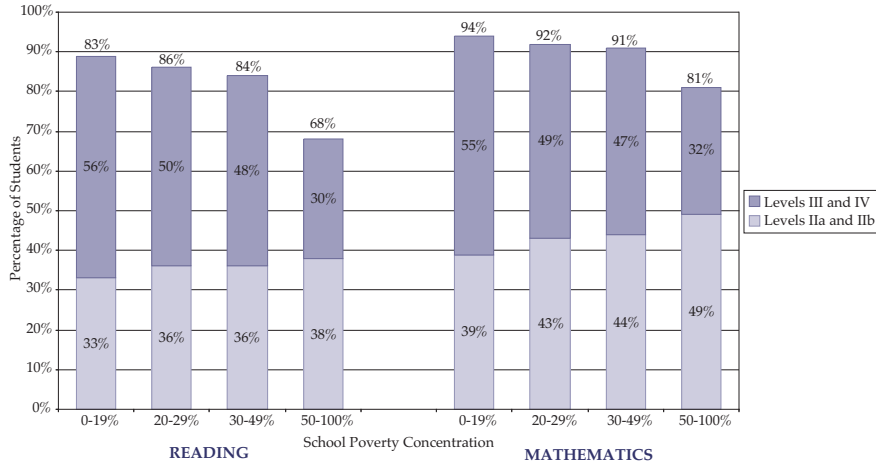


Figure 5.28 Percentage of Grade 5 Students at or above Levels IIa and IIb and at Levels III and IV in Reading, Mathematics, and Writing, by School Poverty Concentration: 2001-02

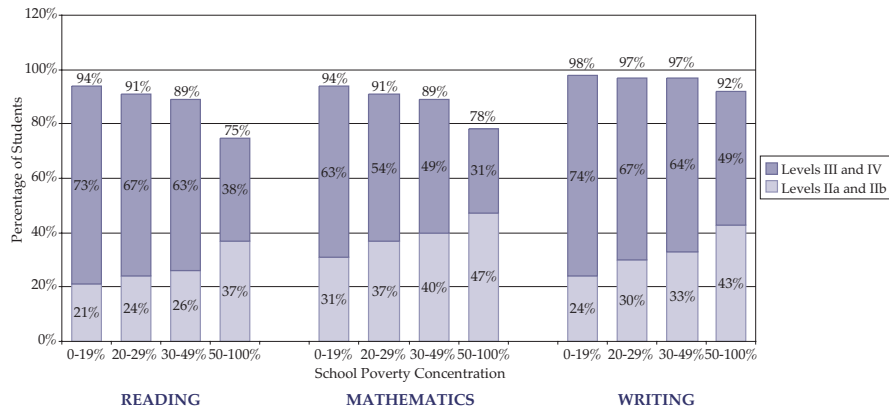


Figure 5.29 Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by School Poverty Concentration: 2001-02

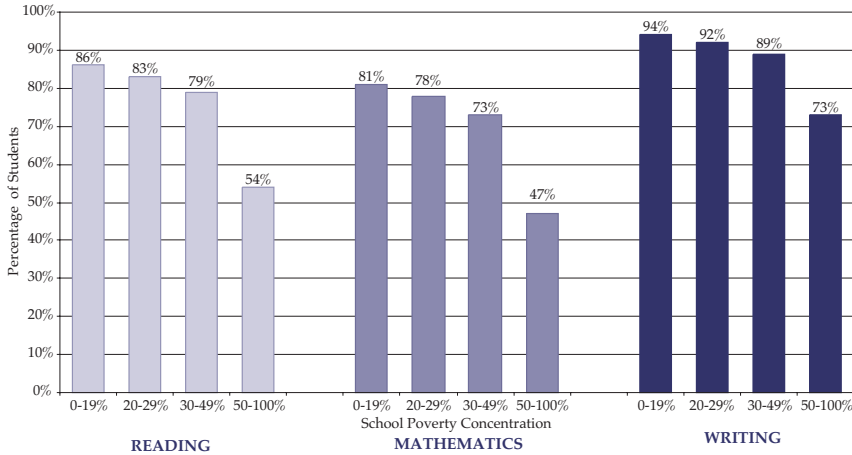


Figure 5.30 Percentage of Grade 10 Students at or above Level II and Level III, and at Levels IV and V in Reading, by School Poverty Concentration: 2001–02

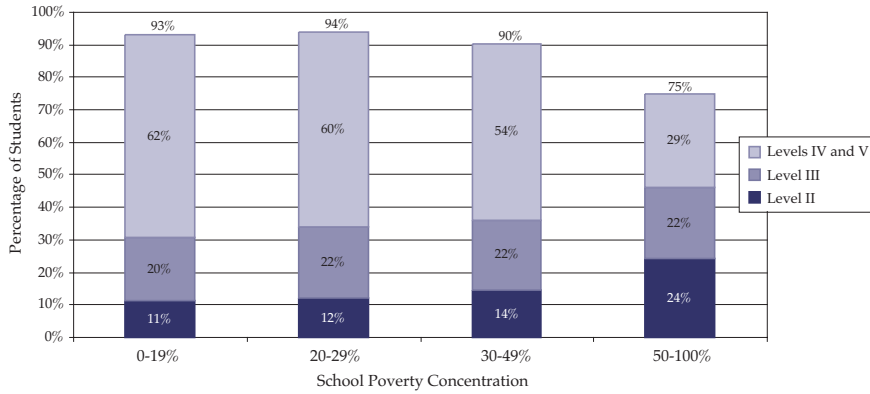
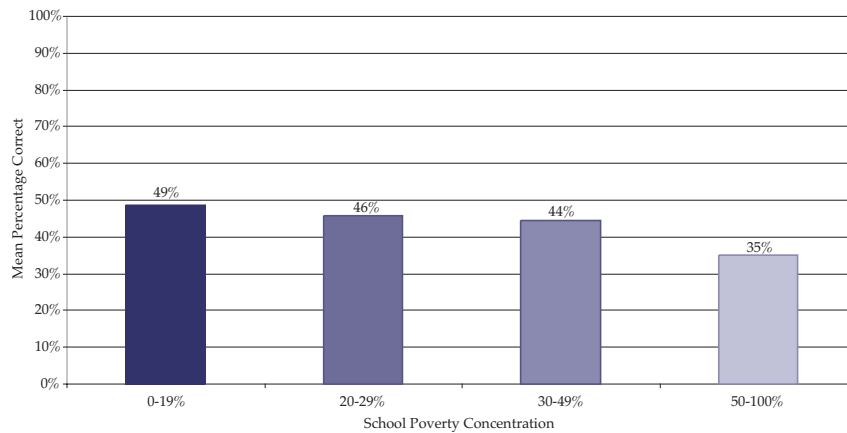


Figure 5.31 Mean Percentage Correct Scores for 11th Grade Students in MCA Mathematics, by School Poverty Concentration: 2001–02



Minnesota’s college-bound students are performing as they approach the end of high school. College admissions exams can provide one measure of this performance. Of the two popular college admissions tests, more Minnesota students take the *ACT Assessment (ACT)* than the *Scholastic Assessment Test (SAT)*. Therefore, we have chosen to report *ACT* scores.

Figure 5.32 (below) shows the trend in national and Minnesota *ACT* composite scores over the past decade. The national trend shows a very small, steady increase during the early 1990s, and a leveling off after the 1996–97 academic year. The mean *ACT* composite score declined very slightly at the national level after 2000–01, from 21.0 to 20.8.

Trends for Minnesota’s students were similar. Their scores increased over the first few years, peaking in 1997–98.

Figure 5.32 Minnesota and National *ACT* Composite Scores, by School Year: 1993–02

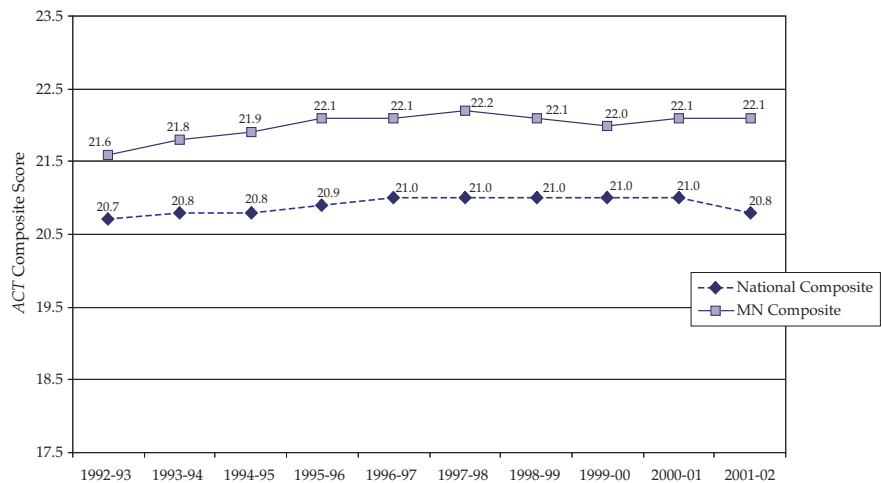
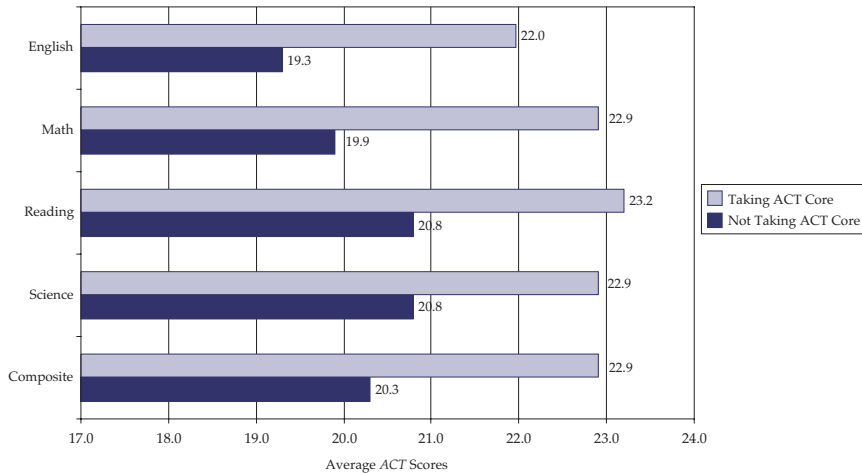


Figure 5.33 (p. 69) illustrates the association between scores on the *ACT* and completion of the *ACT*-recommended core courses. Minnesota students taking the *ACT* who had completed the core courses had an average composite score of 22.9. Those who had not completed the core had a composite score of 20.3. In the four content areas covered by the *ACT* (English, mathematics, reading, and science reasoning), students who had taken the recommended coursework had mean scores from 2.1 to 3.0 points higher than students who did not complete the suggested coursework.

The Minnesota State Colleges and Universities (MnSCU) report, *Getting Prepared: A 2001 Report on Recent High School Graduates Who Took Developmental/Remedial Courses*, looked at the percentages of high school graduates from the classes of 1998 and 1999 who entered a public university, and who needed developmental or remedial work upon their entry into higher education. While the report contained only data on students entering public colleges in Minnesota, and did not specify whether those students had completed any particular sequence of high school course preparation, the data did indicate a correlation

Figure 5.33 Average ACT Scores for Students Who Are and Are Not Taking the ACT Recommended Core Coursework: 2001–02



between students' ACT composite scores and their need for remedial or developmental work. Overall, the MnSCU report suggested that between one-fifth and one-third of students entering college from Minnesota high schools needed some form of developmental or remedial course work. Most of this remedial work was in mathematics.

Taken together, the MnSCU report and the ACT coursework data in Figure 5.33 and in Figure 4.3 (p. 35), like the 11th grade test data, show that test scores and completion of high school coursework/standards are related, and that deficiencies in these areas have the potential to leave students needing remedial coursework at the college level. In addition, the MnSCU report and ACT coursework data reveal a tendency for minority students to take less of the high school coursework associated with high test scores.

Figure 5.34 (below) compares ACT composite scores by gender and ethnicity. There is little difference with respect to gender. However, there are marked differences between the ethnic groups. Whites have the highest mean score

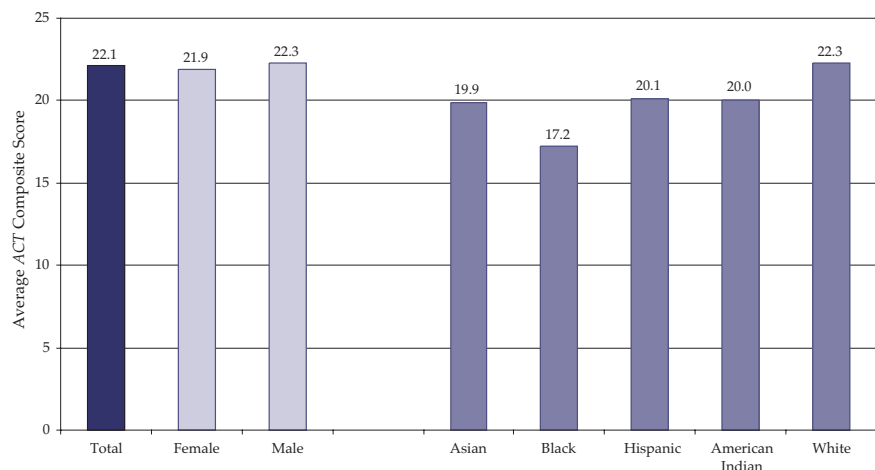
(22.3), Blacks the lowest (17.2), and the other ethnic groups have nearly equal mean composite scores midway between the Black and White means (Asians, 19.9; American Indians, 20.0; Hispanics, 20.1). In part, these achievement differences may reflect ethnic differences in completion of recommended coursework shown in Figure 4.3 (p. 35). It seems unlikely that ethnic differences in college admission scores will disappear until differences in high school coursework preparation also disappear.

Summary and Conclusions

As Minnesota contemplates its response to the NCLB Act, the results in this chapter raise several sobering questions. The questions start with participation rates. The NCLB Act requires 95% participation in the testing. However, participation in the high school tests, other than the writing examination required for graduation, fell below the required 95%. Without some improvement, high schools may fail to satisfy provisions of the NCLB Act on participation grounds alone. To satisfy the Act, schools must have 95% participation for the school as a whole, and for the various subgroups within the school, such as ethnic minorities, special education students, and limited English proficiency students.

To increase participation under NCLB, high schools will need to explain to students the importance of participation. Participation might also be improved by making the test information more useful to students: for example, providing information that would permit students to use them to gauge their level of preparedness for higher education.

Figure 5.34 Average ACT Composite Scores, by Gender and Ethnicity: 2001–02 (Minnesota Students)



The second issue concerns the year-to-year trends in the statewide test scores. While scores increased during the early years of testing, many of these increases have slowed. For instance, on the 3rd grade reading test, the percentage of students scoring at or above Level IIa, and the percentage of students scoring at or above Level III, remained the same as last year. In 5th grade mathematics, the percentage of students scoring at or above Level IIa remained at 90% and the percentage of students scoring at or above Level III declined slightly. To achieve the sharp increases in scores that will be necessary in order to satisfy the requirements of NCLB, a new wave of instructional improvement to

increase achievement scores may be required.

Third, the results in this chapter raise questions as to whether the requirements of the NCLB Act are reasonable for every student. While the NCLB Act says that no child will be left behind and that, by 2013–14, all will be performing at a proficient level on challenging material in reading and mathematics, is it reasonable to expect students with limited English proficiency to read English at a proficient level? Should every special education student be expected to perform proficiently on grade level reading and mathematics material?

Finally, there is no obvious

solution to the problem posed by the persistent gaps between the academic performance of minority and White students. For the nation's newest immigrants, increasing English proficiency is part of the solution. Some students need to improve in the area of school attendance. At the high school level, minority students need to participate more fully in challenging coursework. However, in order to participate fully in challenging coursework at the high school level, students must receive adequate preparation in the elementary and intermediate grades. If the 3rd, 5th, and 8th grade scores in this report are any indication, minority students are not as well prepared as other students.

Chapter 6: Conclusions and Recommendations

With the signing of the No Child Left Behind Act, Minnesota and most other states are struggling to make sense of the legislation and determine what changes need to be implemented in order to meet federal requirements. While trying to meet the challenges of NCLB, schools and districts must continue to cope with ongoing issues such as aging facilities, maintaining up-to-date instructional technology, recruiting and training staff, and budget balancing.

States submitted their plans for complying with the NCLB Act at the end of January 2003. These plans will undergo peer review in the months following. These peer reviews will lead to suggestions for changes, and each state's final plan will result from negotiations over many months with the U.S. Department of Education. Grade level academic content standards (called "benchmarks" in the legislation) will be due in May 2003.

Accountability and Reporting

The recommendations we make in Chapter 2 are intended to assist in the process of meeting federal requirements while working with the system that is already in place throughout the state to minimize unnecessary changes. The primary areas affected are standards, assessments, and school improvement or adequate yearly progress (AYP).

Standards

With some revisions, Minnesota should build on existing standards to fulfill federal requirements.

Standards in reading, mathematics, and science are the most critical for compliance with the No Child Left Behind Act, although we recommend standards in other areas as well to give adequate breadth to the curriculum. Currently the standards contained in the Profile of Learning have been approved by the USDE so we recommend working on simplifying and clarifying the current standards rather than starting over.

Assessments

New assessments will need to be developed in reading and mathematics. In addition, the 7th grade reading and math tests currently being developed will need to be completed, and the 11th grade math test that was piloted last year will have to be revamped to align with state standards and comply with federal requirements. Tests in science will also have to be developed by 2007.

With the addition of several new assessments, we recommend that the new assessments be customized, norm-referenced tests so they can be tied to national percentile rankings. All tests should be designed to measure the improvement in student achievement from grade to grade for purposes of including growth indicators in the statewide accountability system.

In order to minimize the number of tests taken by students, CFL should move toward replacing the current 8th grade *BST* with a *Minnesota Comprehensive Assessment* that could serve as a graduation requirement and also meet federal requirements

for annual testing in grade 8.

CFL should make every effort to speed up the turnaround time on test results. To do so, it should eventually move toward computerized administration of state tests.

School Improvement and Adequate Yearly Progress

Based on standards, assessments, and performance expectations, Minnesota should establish a system identifying schools in need of improvement, consistent with federal guidelines as well as a system for recognizing high performing schools. Factors such as attendance, graduation rate, school safety, and teacher qualifications need to be incorporated.

We recommend that attendance should be a required indicator at both the elementary and secondary levels, and that the school expectation for both elementary and secondary grades should be set at an average attendance rate of 95%. We also recommend using a graduation rate of 90% as the school target.

With regard to teacher quality, we agree that high qualifications should be a requirement for teacher licensure. In addition, we urge the Board of Teaching to reexamine the state's passing score on the various sections of the *Praxis* exam and raise passing scores to a level comparable to other states.

Enrollment, Finance, and Staffing

The federal legislation described in Chapter 2 and the data in Chapter

3 have implications for the funding and staffing of Minnesota schools. Enrollments continue to decline at a modest rate. With fewer students to serve, the overall cost of education might be expected to decline, at least after adjustment for inflation. Such savings, however, may be partially offset by an increased average per pupil cost. While the overall number of students is declining slightly, the number of students needing additional services (such as limited English proficiency classes, special education classes, and compensatory funding to counteract the effects of poverty) is on the increase. Thus, if current trends continue, any savings from lower enrollments may be partially offset by an increased average cost per pupil arising from an increased need for additional services.

Education can expect increased costs, not just from the changing student population, but also from the NCLB Act. Directly or indirectly, the act imposes funding mandates for increased testing, increased school performance monitoring, and curricular and instructional improvements without which schools may not meet performance expectations established under the act. Controversy over state and local school budgets can be expected to continue.

Under the NCLB Act, all students, including those in need of additional services, must reach proficient levels of achievement. If current enrollment trends continue, schools will be required to increase student achievement even as the number of students needing additional services increases. These expected changes in the student population will increase the challenges to schools under the NCLB Act.

The NCLB Act states that a qualified teacher is required for every class

in which a core academic subject is taught. The reported number of teachers on licensure variance in Minnesota has been increasing for the past few years, although none of our existing data identifies exactly how many of these teachers are in core academic subjects. Some or all of this increase may represent better reporting, rather than a true increase in the number of teachers on licensure variances. Nevertheless, Minnesota may have more difficulty complying with the teacher qualification provisions of the NCLB Act than figures from earlier years might have suggested, particularly if a substantial number of the teachers on variance are teaching in core academic areas. In future reporting, and for compliance with the NCLB Act, Minnesota will need to report not only the total number and percentage of all teachers on variance, but also the number and percentage of teachers in core academic areas who are on some form of licensure variance.

Attendance and Graduation Rate

Overall, attendance levels remained high in most elementary schools, but declined in upper grades. If, in the changes adopted as a result of the NCLB Act, attendance becomes an indicator of school performance, it will pose a greater challenge for junior high and high schools than for elementary schools. In our judgment, attendance should be adopted as an indicator for junior high and high schools. While poor attendance is more common in upper grades, there is no reason to think that good attendance is any less important in those grades. Furthermore, high schools with unsatisfactory achievement or graduation levels may need to improve attendance as a means of improving those graduation levels. Attendance is important for its own

sake, and because it is associated with the high levels of achievement and graduation that will be required under the NCLB Act.

After two years of experience with classes graduating under the graduation test requirements, it appears that the overall graduation rate has slipped only slightly (1%) and the dropout rate has actually improved by 1%. However, slightly more students (2%) are continuing beyond 4 years to complete their diploma. While graduation rates have changed adversely since imposition of the new requirements in some sectors (e.g., among limited English proficiency students, suburban students, and those in small outstate districts), these declines have been partially offset by improvements elsewhere, most notably the urban schools. For the first times since the high school completion studies began, the four-year graduation rate in the combined Minneapolis St. Paul districts has risen above 50%. While there is still much room for improvement, it must be remembered that the current improvements have come in the face of increased graduation requirements. Far more improvement will presumably be needed if schools with large percentages of low income students, including the urban schools, are to meet the graduation rate performance expectation likely to be set under the provisions of the NCLB Act.

Student Achievement

Mathematics coursework and achievement should be a topic of continuing discussion in Minnesota for several reasons.

First, the high school graduation test in mathematics is the most difficult for students to pass.

Second, recent reports on remedial course-taking in higher education have shown that most of the remedial course-taking occurs in mathematics.

Third, starting in 2005, the *SAT I* will extend the mathematics covered by the test to include Algebra II (and an increased emphasis on writing). While relatively few students in Minnesota currently take the *SAT I*, this probably signifies an increased emphasis by higher education institutions on mathematics, including Algebra II.

Finally, the data from the new 11th grade mathematics test showed a relationship between performance on the test and the type of standard for which students had prepared. Schools must offer quality instruction in content associated with high levels of achievement. Some students, particularly minority students, need to increase their enrollment in courses associated with the high levels of achievement that prepare them for future vocational and educational plans.

In our judgment, writing instruction also should be a topic of discussion in Minnesota. In national comparisons, writing is the one area in which Minnesota students have not excelled as compared to students from other states. We see no reason why Minnesota students should not excel in writing also. Furthermore, the pending changes

in the content of the *SAT I* suggest that institutions of higher education are placing increased emphasis on writing.

Achievement test data in Chapter 5 raise several issues regarding the NCLB Act. While participation rates in statewide testing have, up to last year, been quite good, the participation rates on the two new high school tests in 10th grade reading and 11th grade math were lower. If participation rates do not improve, some schools may fail to meet the achievement provisions of the NCLB Act because of unsatisfactory levels of student participation in the exams, with attendant consequences for schools receiving Title I funds.

In the elementary and junior high grades, where tests have been in place for at least five years, scores are no longer increasing at a rapid rate. Schools cannot necessarily count on rapid score improvements to bring them up to achievement expectations set under the act.

Ethnic differences in achievement stubbornly persist. Scores for minority students have been rising, but so have those for White students. For the most part, minority/majority achievement gaps are not closing. Under the NCLB Act, achievement expectations must be met for the school as a whole *and* for each minority group. There is no single solution for addressing

the achievement levels among minority students. A variety of approaches must be tried, including limited English proficiency classes, attendance initiatives, early childhood programs to improve school readiness, better preparation for challenging coursework in high school, and full participation by minority students in challenging high school coursework. Attempts to raise minority achievement levels have proved frustrating to American schools and American society for at least half a century. Nothing less than a flat-out and coordinated effort by parents, students, schools, and communities will suffice to address the problem. Improving minority educational attainment is one of the major obstacles to creating the kind of diversity envisioned by our society.

As one reflects back on the changes that NCLB requires of states and local school districts, one cannot but reflect on the federal funding of education. The NCLB requirements of states and local schools are conditions placed on their receipt of federal education funds. The percentage of Minnesota's education budget coming from federal sources is small (4%). The amount, however, is well over \$100 million. Though providing only a small percentage of school funding, strings attached to that funding by the U.S. Department of Education are bringing about far-reaching changes in public schools from coast to coast.

References

_____. (2001, January 11). A better balance: Standards, tests, and the tools to succeed. *Education Week*, Volume XX, 94–95.

_____. 2002 Annual Report on Educational Progress in Ohio. (Retrieved September 2002 from: http://www.ode.state.oh.us/reportcard/state_report_card/2002StateReportCard.pdf)

_____. Texas Gold Performance Acknowledgment. (Retrieved September 2002 from: <http://www.tea.state.tx.us/perfreport/account/2002/manual/sec04.html>)

_____. What are Maryland's standards for elementary schools? (Retrieved September 2002 from: <http://www.mdk12.org/data/course/m1w2/pr2/standards3.ppt>)

ACT, Inc. (2001). *ACT High School Profile Report: H.S. Graduating Class 2001: State Composite for Minnesota*. Iowa City, IA: Author.

ACT, Inc. (2001). *ACT High School Profile Report: H.S. Graduating Class of 2001 National Report*. Iowa City, IA: Author. AP wire service (2002, July 21). Scores needed to pass Minnesota teacher test among lowest in U.S. *Minneapolis Star Tribune*. (Retrieved September 2002 from online paid archives at: <http://www.startribune.com/stories/1675/1987130.html>).

Bruininks, R., Bielinski, J., Danielson, H., Davison, M., Erickson, R., Lock, M., Lydell, L., Norlin-Weaver, J., Seppanen, P., Thurlow, M., & Ysseldyke, J. (1996). *Minnesota Educational Accountability Reporting System: Feasibility and Design Study: Volume 1*. Minneapolis, MN: The College of Education & Human Development, University of Minnesota.

Clarke, M., Haney, W., & Madaus, G. (January, 2000). High stakes testing and high school completion. *National Board on Education Testing and Public Policy*, 1(3). Retrieved March 31, 2003, from: <http://www.bc.edu/research/nbetpp/statements/V1N3.pdf>

Catterall, J.S. (1989). Standards and school dropouts: A national study of tests required for high school graduation. *American Journal of Education*, 98(1), 1-34.

Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership*, 55, 6–11.

Darling-Hammond, L. (1998). Teachers and teaching: Testing policy hypotheses from a national commission report. *Educational Researcher*, 27, 5–15.

Davenport, E.C., Davison, M.L., Kwak, N., Irish, M.L., & Chan, C-K. (2002). *Minnesota high stakes high school graduation test and completion status for the class of 2000*. Minneapolis, MN: Office of Educational Accountability, College of Education

and Human Development, University of Minnesota.

Davison, M.L., Davenport, E.C., Kwak, N., Peterson, K.A., Irish, M.L., Chan, C-K., Choi, J., Harring, J., Kang, Y-J., & Wu, Y-C. (2001). *2001 Minnesota education yearbook: The status of pre-K-12 education in Minnesota*. Minneapolis, MN: Office of Educational Accountability, College of Education and Human Development, University of Minnesota.

Davison, M.L., Davenport, E.C., Kwak, N., Peterson, K.A., Irish, M.L., Choi, J., Hjelseth, L., Schleisman, J., & Seo, Y-S. (2000). *2000 Minnesota education yearbook: The status of pre-K-12 education in Minnesota*. Minneapolis, MN: Office of Educational Accountability, College of Education and Human Development, University of Minnesota.

Davison, M.L., Erickson, R., Davenport, E., Kwak, N., Irish, M., Bielinski, J., Danielson, H., Kim, S. K., Seo, Y. S., Smith, M. J., & Wick, S. (1999). *Measured steps: A report to the state legislature on Minnesota's system of educational accountability*. Minneapolis, MN: Office of Educational Accountability, College of Education and Human Development, University of Minnesota.

Davison, M.L., Erickson, R.N., Davenport, E.C., Kwak, N., Irish, M.L., Bielinski, J., Danielson, H., Kim, S-K., Seo, Y.S., Smith, M.J., & Wick, S.L. (1998). *1998 Minnesota education yearbook: The status of pre-K-12 education in Minnesota*. Minneapolis, MN: Office of Educational Accountability, College of Education and Human Development, University of Minnesota.

Dwyer, C.A. (1993) Teaching and diversity: Meeting the challenges for innovative teacher assessments. *Journal of Teacher Education*, 44, 119-29.

The Education Trust (2000, Spring). Honor in the boxcar: Equalizing teacher quality. *Thinking K-16* 4(1). Washington, DC: Author. (Retrieved September 2002 from: http://www.edtrust.org/main/documents/k16_spring2002.pdf).

The Education Trust, data search page. (Retrieved September 2002 from: <http://204.176.179.36/dc/edtrust/edstart.cfm>).

Ferguson, R.F., & Brown, J. (2000). Certification test scores, teacher quality, and student achievement. In Grissmer, D.W., & Ross, J.M. (eds.), *Analytic Issues in the Assessment of Student Achievement* (NCES-2000-050). Washington, DC: U.S. Department of Education, National Center for Education Statistics, 133-156.

Forte Fast, E., Blank, R.K., Potts, A., & Williams, A. (2002). *A guide to accountability reporting*. Washington, DC: Council of Chief State School Officers and Accountability Systems and Reporting: State Collaborative on Assessment and Student Standards (ASR-SCASS).

Gong, B., Blank, R.K., & Manise, J.G. (2002). *Designing school accountability systems: Towards a framework and process*. Washington, DC: Council of Chief State School Officers and Accountability Systems and Reporting: State Collaborative on Assessment and Student Standards (ASR-SCASS).

Kuh, G.D., & Hu, S. (1999) Unraveling the complexity of the increase in college grades from the mid-1980s to the mid-1990s. *Educational Evaluation and Policy Analysis*. 21, 297-320.

Laczko-Kerr, I., & Berliner, D.C. (2002, September 6). The effectiveness of "Teach for America" and other under-certified teachers on student academic achievement: A case of harmful public policy. *Education Policy Analysis Archives*, 10(37). (Retrieved 9/20/02 from: <http://epaa.asu.edu/epaa/v10n37/>).

Marion, S., White, C., Carlson, D., Erpenbach, W.J., Rabinowitz, S., & Sheinker, J. (2002a). *Making valid and reliable decisions in determining adequate yearly progress (Executive Summary)*. Washington, DC: Council of Chief State School Officers.

Marion, S., White, C., Carlson, D., Erpenbach, W.J., Rabinowitz, S., & Sheinker, J. (2002b). *Making valid and reliable decisions in determining adequate yearly progress*. Washington, DC: Council of Chief State School Officers.

Minnesota Department of Children, Families & Learning. (2002, June 2). ESEA goals, ESEA indicators, state performance targets: Unpublished discussion document from CFL Accountability Stakeholder Committee meeting (Jessie Montano, Chair).

Minnesota Department of Children, Families, & Learning (1998). *Graduation standards advisory panel recommendations: Report to the Governor and CFL Commissioner*. Roseville, MN: Author.

Minnesota Department of Children, Families & Learning. (2001). *School District Profiles 2000–01*. Roseville, MN: Author.

Minneapolis Public School District. (2001). *Measuring up: A report on the Minneapolis Public Schools 2000*. Minneapolis, MN: Author.

Minnesota State Colleges & Universities and the University of Minnesota. (2001). *Getting prepared: A 2001 report on recent high school graduates who took developmental/remedial courses*. St. Paul, MN: Author.

North Carolina State Department of Public Instruction. (2001). *A report card for the ABC's of public education: Growth and performance of public schools in North Carolina, 2000–2001, Volume I*. Raleigh, NC: Author.

Olshefski, T. (Fall, 2002). Federal and state standards for paraeducators. *Impact*, 15(2), 4–5. (*Impact* is published quarterly by the College of Education and Human Development, University of Minnesota.)

Page, E.B. (1994). Computer grading of student prose using modern concepts and software. *Journal of Experimental Education*, 62, 127–142.

Page, E.B., & Petersen, N.S. (1995, March). The computer moves into essay grading: Updating the ancient test. *Phi Delta Kappan*, 76, 561–565.

Potts, A., Blank, R.K., & Williams, A. (2002). *Key state education policies on PK–12 education: 2002*. Washington, DC: Council of Chief State School Officers.

Sanders, W.L., Saxton, A.M., & Horn, S.P. (1997). The Tennessee Value-added assessment system. In J. Millman (Ed), *Grading teachers, grading schools*. Thousand Oaks, CA: Corwin Press.

U.S. Department of Education, Office of Postsecondary Education, Office of Policy Planning and Innovation (2002). Meeting the highly qualified teachers challenge: The secretary's annual report on teacher quality. Washington, DC: Author. (Retrieved September 2002 from: <http://www.title2.org/ADATitleIIReport2002.pdf>).

Walsh, K. (2001). *Teacher certification reconsidered: Stumbling for quality*. Baltimore, MD: The Abell Foundation.

Welsh, J. (2002, July 21). State teachers get easy pass: Minimum test scores for license are so low, candidates practically can't fail. *The St. Paul Pioneer Press*, City Edition, Main Section, p. A1. (Retrieved September 2002 from online paid archives at: <http://www.twincities.com/mld/twincities/archives/#form>).

Appendix A
GLOSSARY OF TERMS

Glossary of Terms

Achievement Test: An examination that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction.

ACT Assessment Program: The ACT assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social science. Student performance on the tests does not solely reflect innate ability and is influenced by a student's educational preparedness.

ACT Core Academic Courses: These are courses that the ACT assessment program suggests that students complete prior to high school graduation. The courses include: four years of English, three years of science, three years of social studies and three years of mathematics. The English portion of the test consists of punctuation 13%, basic grammar 16% and sentence structure 24%. Rhetorical skills include strategy 16%, organization 15%, and style 16%. The math portion consists of pre-algebra 23%, elementary algebra 17% intermediate algebra 15%, coordinate geometry 15%, plane geometry 23%, and trigonometry 7%. The reading portion consists of passages from social studies 25%, natural sciences 25%, prose fiction 25% and humanities 25%. The science portion consists of data representation 38%, research summary 45%, and conflicting viewpoints 17%. Online: <http://www.act.org/>

Administration (Expenditure Category): Expenditures for the school board and for the office of the superintendent, principals, and any other line administrators who supervise staff.

Advanced Placement: Advanced Placement (AP) gives highly motivated students an opportunity to take college-level courses and exams while still in high school. There are now 32 different AP courses to choose from, in 18 different subject areas, offered by approximately 14,000 high schools worldwide. In 1998, AP reached a milestone more than a million exams were taken by about half a million students. The College Board administers the exams. AP examination grades are reported on a 5-point scale as follows: 5=extremely well qualified; 4=well qualified; 3=qualified; 2=possibly qualified; 1=no recommendation. A score of 3 or above will receive college credit or advanced placement. Online: <http://www.collegeboard.org/ap>

Assurance of Mastery Revenue: Districts that have identified direct instructional services to ensure that K-8 pupils master learner outcomes in communications and math are eligible for state aid. Other district revenue must match the state aid. This matching revenue, along with limited English proficiency revenue and assurance of mastery revenue, is included in the targeted need revenue category.

At-risk Students: Those students in danger of failing to complete their education with the skills necessary for a modern technological society.

Average Daily Attendance (ADA): The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is

in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.

Average Daily Membership (ADM): The aggregate enrollment of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Pupils need not be in attendance to be counted in ADM, but they must be in membership.

Bachelor's Degree: A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study.

Basic Standards: These standards represent one of the two components of Minnesota's Graduation Rule, established in 1992. The Basic Standards represent the minimum skills required for a high school diploma in Minnesota.

Charter Schools: Publicly funded schools that are granted a high degree of autonomy from existing rules and regulations. Depending upon state law, teachers, parents, or other would-be educators can apply for permission to open a school. The "charter" may be granted by, for example, the local school board, the state board of education, or a public institution of higher education, depending upon the state. Some states also allow existing public or nonsectarian private schools to convert to charter status. Charter schools have the potential to control their own budget, staffing and curriculum, but their autonomy varies from state to state. They must attract students and achieve the results agreed to in their charters, or their contracts can be revoked.

Choice Options: Schooling alternatives available to students in Minnesota within the state-funded public school system. The school choice options in Minnesota include the Postsecondary Enrollment Option (PSEO), open enrollment, and charter schools.

Class Size: The number of students a teacher has in his/her class at a given time.

Compensatory Funds: Also known as Compensatory Education Revenue. Compensatory funding is based on a complex formula which provides additional funding for districts with students eligible to receive free lunch and/or reduced-price lunch based on the October 1st enrollments of the previous fiscal year. Compensatory revenue increases as the percentage of students eligible for free and reduced-price lunch increases. The percentage is capped, however.

Completion Rate: Graduation rate. Refers to the percentage of students who complete high school in four years. Ninth grade students who transfer to a non-public school or to a public school in another state are excluded from the calculations. Calculated as the number of graduates, divided by the total number of graduates plus dropouts plus students continuing in high school beyond their fourth year.

Content Standards: Content standards define what students should know and be able to do in key academic subjects at specific grades.

Continuous Improvement Program: An initiative introduced by the Minnesota Educational Effectiveness Program (MEEP) aimed at assisting building-level leadership teams with data analysis, planning, implementation and evaluation.

Curriculum: A school's master plan for selecting content and organizing learning experiences for the purpose of changing and developing learners' behaviors and insights. A curriculum is characterized by its scope (breadth of content) and sequence

(organization of content).

Dropout Rate: The percentage of students that leave high school before receiving their diploma. Students who transfer to a non-public high school or to a public high school in another state are not counted in the dropout rate. Calculated as the number of dropouts, divided by the total number of graduates, plus dropouts, plus students continuing in high school beyond their fourth year.

Educational Accountability: A systematic method for examining whether schools and students are moving toward desired goals. In Minnesota, it is a statewide system that is applicable, with appropriate assessment accommodations, to all students, including those with disabilities and limited proficiency in English.

Educational Attainment: The highest grade of regular school attended and completed.

Enrollment: The total number of students registered in a given school unit at a given time, generally in the fall of a year.

Equity: Refers to equal treatment, justice.

Ethnicity: The cultural heritage of a particular group.

Exceptional Instruction (Expenditure Category): Expenditures for instruction of students who, because of atypical characteristics or conditions, are provided educational programs that are different from regular instructional programs. Includes expenditures for special instruction of students who are emotionally or psychologically disabled, or mentally retarded; for students with physical, hearing, speech, and visual impairments; and for students with special learning and behavior problems.

Federal Funding: Federal funding is the percentage of revenues from the federal government, whether paid directly or through another governmental unit. It includes all federal appropriations, grants, and contracts received by districts. The funds are typically targeted toward specific minority and disadvantaged student populations.

First Grade Preparedness Funds: For the 1996–97, 1997–98 and 1998–99 school years, certain school sites are eligible for funding to operate full day kindergarten programs or half day programs for four year olds to develop reading and other skills necessary to succeed in school. School sites with the highest concentrations of pupils eligible for free and reduced lunch are eligible for funding. The funding is the amount equal to .53 times pupils enrolled in the program times the general education formula allowance.

Food Support (Expenditure Category): Expenditures for the preparation and serving of meals and snacks to students.

Foundation Formula: Also known as the General Education Funding Program, the foundation formula is the method by which school districts receive the majority of their financial support. It is designed to provide a basic foundation of funding for all districts, irrespective of local resources. It also channels more state aid to districts with low residential and commercial tax bases.

Free or Reduced-price Lunch: Eligibility requirements are based on household size

and total household income. Household size includes every child and adult in the household, whether related or unrelated. Every person who shares housing and/or expenses is considered to be part of the household for this purpose. To qualify, a total household income should not exceed the following amounts. Household size to total monthly household income: 1/\$1,366; 2/\$1,841; 3/\$2,316; 4/\$2,791; 5/\$3,266; 6/\$3,741; 7/\$4,215; 8/\$4,690. Families who participate in AFDC, Food Stamps, or the FDPIR programs are already approved as eligible for the free or reduced-price lunch program. Families with foster children should count each foster child as a "household of one" and use the foster child's personal use income as a guide. (These figures are taken from the Department of Children, Families & Learning's The Choice is Yours Web page, retrieved 3/28/03 from <http://cfl.state.mn.us/choiceisyours/chart.html>. Guidelines were listed as effective through June 30, 2003, with revised income guidelines to be posted when they are available.)

Full-time Equivalent (FTE): School staff members are counted using FTE values. For example, a full-time staff member is counted as 1.0 FTE; one employed only half time is counted as .5 FTE.

Graduation Rate: Completion rate. For the purposes of this report, graduation rate refers to the percentage of students who complete high school in four years. Ninth grade students who transfer to a non-public school or to a public school in another state are excluded from the calculations. Calculated as the number of graduates, divided by the total number of graduates plus dropouts plus students continuing in high school beyond their fourth year.

Graduation Rule: State level rule that states that the following three criteria must be met for high school graduation: 1) Student must meet course requirements of their local school district; 2) Student must pass the *Basic Skills Tests* in mathematics, reading, and writing; 3) Student must demonstrate mastery of the High Standards by completing performance assessments in ten areas.

High Standards: Organization of high school learning subjects into ten different learning areas. These learning areas represent complex skills and processes that build sequentially through the primary, intermediate, middle, and high school levels. Students must know subject material and be able to apply it. Each learning area has 48 standards, of which 24 must be passed.

IDEA: Individuals with Disabilities Education Act, the federal law that oversees the provision of a free and appropriate public education to students with disabilities.

International Association for the Evaluation of Educational Achievement (IAEEA): The IAEEA is an independent international cooperative of research centers and departments of education in more than 50 countries.

Instructional Alignment: The match between learning goals, learning activities, and assessment. Alignment is critical if teaching is to be effective and learning is to be maximized.

Instructional Support (Expenditure Category): Expenditures for activities intended to help teachers provide instruction, not including expenditures for principals or superintendents. Includes expenditures for assistant principals, curriculum development, libraries, media centers, audiovisual support, staff development, and computer-assisted instruction.

International Baccalaureate (IB): The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations, that meets the need of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the diploma requires students to meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of the extended essay, Theory of Knowledge course (TOK) and CAS (creativity, action, service) activities. The maximum score of 45 includes three points for the combination of the extended essay and work in TOK. IB diploma holders gain admission to selective universities throughout the world, including University of Minnesota, Oxford, Yale, and Sorbonne. Formal agreements exist between the International Baccalaureate Organization (IBO) and many ministries of education and private institutions. Some colleges and universities may offer advanced standing or course credit to students with strong IB examination results. The program is available in English, French, and Spanish. (Online: <http://www.ibo.org>).

Limited English Proficiency (LEP): A student with limited English proficiency is defined as one whose primary language is not English, and whose score on an English reading or language arts test is significantly below the average score for students of the same age. (This definition is used by the Minnesota legislature; however, it may vary across school districts.)

Local Sources (Revenue Category): The percentage of revenues from local sources, including property taxes, fees, county apportionment, etc.

Master's Degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree.

Mean Score: What is normally meant by the word "average." The total of all scores, divided by the number of scores.

Metro Area Schools: Refers to school districts located in Minneapolis, St. Paul, and the seven county metro area.

Minnesota Comprehensive Assessments (MCAs): These tests are given at the 3rd and 5th grade levels to evaluate student progress on the Preparatory Standards and to measure the success of schools and districts in improving achievement over time.

Minnesota Test of Emerging Academic English (MTEAE): A test designed to provide and assessment specifically for students with limited English proficiency. The test results may also be used to evaluate progress students are making in English as a Second Language (ESL) instructional programs.

Mobility: The number of times a student moves from school to school or district to district in a given year (frequent school or residence changes).

National Assessment of Educational Progress (NAEP): NAEP is often called the "nation's report card." It is the only regularly conducted survey of what a nationally representative sample of students in grades 4, 8, and 12 know and can do in various subjects. The project is mandated by Congress and carried out by the National Center

for Education Statistics at the U.S. Department of Education (Online: <http://nces.ed.gov/nationsreportcard/>). Beginning in 1990, the survey was expanded to provide state-level results for individual states that choose to participate. The policy defines three NAEP achievement levels basic, proficient and advanced. The definitions for each level follow. A basic achievement level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. A proficient achievement level represents solid academic performance for each grade accessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. An advanced achievement level signifies superior performance.

The NAEP scores have been evaluated at certain performance levels. In reading, a score of 300 implies an ability to find, understand, summarize and explain relatively complicated literary and informational material. A score of 250 implies an ability to search for specific information, interrelate ideas, and make generalizations about literature, science and social studies materials. A score of 200 implies an ability to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. A score of 150 implies an ability to follow brief written directions and carry out simple, discrete reading tasks. Scale ranges from 0–500. In 1994, the NAEP reading achievement levels were as follows: For grade 4, basic achievement is a score of 208–237, proficient achievement is 238–267 and advanced achievement is above 268. For grade 8, basic achievement is a score of 243–280, proficient achievement is 281–322 and advanced achievement is above 323. For grade 12, basic achievement is a score of 265–301, proficient achievement is 302–345 and advanced achievement is above 346.

In math, performers at the 150 level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction applies. Performers at the 200 level have considerable understanding of two digit numbers and know some basic multiplication and division facts. Performers at the 250 level have an initial understanding of the four basic operations. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations. Performers at the 300 level can compute decimals, simple fractions and percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. Performers at the 350 level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. Scale ranges from 0 to 500. In 1996, the NAEP mathematics achievement levels were as follows: For grade 4, basic achievement is a score of 214–248, proficient achievement is 249–281 and advanced achievement is above 282. For grade 8, basic achievement is a score of 262–298, proficient achievement is 299–332 and advanced achievement is above 333. For grade 12, basic achievement is a score of 288–335, proficient achievement is 336–366 and advanced achievement is above 367.

No Child Left Behind Act (NCLB Act): The No Child Left Behind Act is the 2001 reauthorization of the Elementary and Secondary Education Act, or ESEA, first enacted in the 1960s, and restructured in 1994 as the Improving America's Schools Act (IASA). The NCLB Act contains sweeping requirements aimed at increasing achievement among all students nationally, and imposes sanctions on schools and districts receiving Title I funding, if those schools and districts do not meet the

requirements of the act. The full text of the legislation, along with other information relating to NCLB, is available online at: <http://www.nochildleftbehind.gov>.

Open Enrollment: One of several public school choice programs that allow Minnesota families to choose the public schools their children attend. Intradistrict programs limit a family's choice to some or all of the public schools in their own district. Open enrollment programs allow families to choose schools outside the district in which they live.

Operations and Maintenance (Expenditure Category): Expenditures for operation, maintenance, and repair of the district's buildings, grounds and equipment. Includes expenditures for custodians, fuel for buildings, electricity, telephones and repairs.

Other Operations (Expenditure Category): Expenditures for general fund operating programs necessary to a district's operations but not able to be assigned to other programs. These can include federally funded community education services for students, property and liability premiums, principle and interest on non-capital obligations, and nonrecurring costs such as judgements and liens.

Outcomes: The desired results of an educational system.

Outcome-based Education (OBE): A structure at the school and district levels that stresses clearly defined outcomes, criterion-referenced measures of success, and instructional strategies. These outcomes are directly related to student abilities and needs, flexible use of time and learning opportunities, recognition of student success, and modification of programs on the basis of student results.

Outstate: Refers to the school districts located outside the seven county metro area. For some purposes, they are divided into districts that have enrollments of 2000 students or less (2000-), or enrollments of greater than 2000 students (2000+).

Performance Standards: Performance standards define in what ways and how well students must demonstrate their knowledge and skills to be considered competent.

Per-pupil Expenditure or Per-pupil Spending (Expenditure Category): The State's annual total spending on public K-12 education divided by its total number of students. An adjusted amount makes the number comparable by taking into account how much it costs school districts in different regions to recruit and employ teachers with similar qualifications.

Post-Secondary Enrollment Option (PSEO): This program allows high school juniors and seniors to enroll in classes at postsecondary institutions at public expense and receive both high school and college credit for their courses. The Minnesota program is twofold, promoting rigorous academic pursuits and providing a variety of options to high school students.

Poverty: For the purposes of this report, poverty is measured by the proportion of students in a school or district who are eligible for free or reduced-price lunch. See also "Student Poverty," "Free or Reduced-price Lunch."

Preparatory Standards: Organization of learning subjects in grades K-8. These standards ensure that students have sufficient content background and skills to pursue the more challenging or specialized High Standards in high school.

Proficiency Levels on the Minnesota Comprehensive Assessments: There are five achievement levels that represent the expectations for academic success toward Minnesota’s content standards:

- **Achievement Level I:** Students scoring in this level have gaps in the knowledge and skills necessary for satisfactory work in the state’s content standards. Poor reading skills may impact math comprehension skills. Students at this level typically need additional instruction to progress beyond finding obvious answers and simple details. They are typically working significantly below grade level in one or more content areas. They need supplementary instruction in math and/or reading, as early as possible, to have a good chance of passing the *Basic Skills Tests* administered for the first time in 8th grade.
- **Achievement Level IIa:** Students scoring in Level IIa 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.
- **Achievement Level IIb:** Most students at 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 IIb are progressing with their peers in understanding the content material at grade level. With continued steady good progress between now and their taking the *Basic Skills Tests* in 8th grade, they would have a good chance of passing the tests the first time.
- **Achievement Level III:** Students at this level demonstrate solid performance and competence in the knowledge and skills necessary for satisfactory work in the state’s content standards. Students scoring in Level III are working above grade level; many are proficient with challenging subject matter. Students in this level are typically in the top 25% nationally. With continued educational progress, these students have a high probability of passing the 8th grade *Basic Skills Tests* the first time.
- **Achievement Level IV:** Students scoring in Level IV demonstrate advanced academic performance, knowledge, and skills that exceed the level necessary for satisfactory work in the state’s content standards. Their performance is well above grade-level expectations; they can analyze and interpret complex problems and situations. Students in this level are typically in the top 5 – 10% on nationally administered tests, and have a very high probability of passing the 8th grade *Basic Skills Tests* the first time.

Profile of Learning: The second component of the Minnesota standards-based Graduation Rule. It is a taxonomy of Preparatory Standards (K–8th grade) and High Standards (9th–12th grade) that students are expected to achieve before leaving high school.

Pupil Support (Expenditure Category): Expenditures for all non-instructional services provided to students, not including transportation and food. Includes expenditures for counseling, guidance, health services, psychological services, and attendance and social work services.

Pupil Transportation (Expenditure Category): Expenditures for transportation of students, including salaries, contracted services, fuel for buses, and other expenditures.

Pupil/Staff Ratio: Based on the total number of pupils in attendance (ADA) at a school compared to the total number of licensed school personnel (FTE) (e.g., administrators, counselors, teachers, media specialists, speech clinicians, psychologists, etc.) in that school.

Pupil/Teacher Ratio: Based on the total number of pupils in attendance (ADA) at a school compared to the total number of licensed teaching staff (FTE) in that school.

Regular Instruction (Expenditure Category): Expenditures for elementary and secondary classroom instruction, not including vocational instruction and exception instruction. Includes salaries of teachers, classroom aides, coaches, and expenditures for classroom supplies and textbooks

Results-oriented Educational System: Same as Outcomes Based Education: a structure at a school and district level that stresses clearly defined outcomes, criterion-referenced measures of success, and instructional strategies. These outcomes are directly related to student abilities and needs, flexible use of time and learning opportunities, recognition of student success, and modification of programs on the basis of student results.

Scale Score: A scale score provides a common scale for different forms of a test used at a given grade or across age/gender levels.

Scholastic Assessment Test (SAT): Formerly known as the *Scholastic Aptitude Test*, the SAT is commonly used as a college entrance exam.

School Accreditation Processes: The awarding of credentials to schools in particular the award of membership in one of the regional associations of educational institutions that attempt to maintain certain quality standards for membership.

School Climate: The social system and culture of the school, including the organizational structure, and values and expectations within it.

School Improvement Programs: Programs intended to improve school quality.

Site-based Management: Governance arrangements designed to give the people closest to students the ability to make decisions about their education. Typically, teachers, parents, and administrators at the school site are given more say over such matters as staffing, budgets, curriculum, and instructional materials. But the level of autonomy granted to individual schools, who is involved in making the decisions, and whether they are focused on student learning vary widely.

Social Promotion: Promoting students to the next grade level in order for them to remain at the same social level as their peers, without regard to whether or not the student meets the academic standards needed to succeed at the next grade level.

Special Education: Direct instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to general level

or model of their overall abilities. Such services usually are directed at students with physical, emotional, cognitive learning disabilities. Programs for the mentally gifted and talented are also included in some special education programs.

Stakes: Often described as the positive and/or negative consequences that are placed on students, schools or districts as the result of student achievement data. The terms “low stakes” and “high stakes” express the varying levels of risk being placed on those responsible for the expected results.

Standards: The knowledge or skill level necessary for a particular rating or grade on a given dimension of achievement. It is used as a basis of comparison. See “Content Standards” and “Performance Standards.”

State Allocations: The percentage of revenues a school receives from the Minnesota state government.

State-funded Learning Readiness Programs: The purpose of a Learning Readiness program is to provide all eligible children with adequate opportunities to participate in child development programs that enable the children to enter school with the necessary skills and behavior, as well as the family stability needed for them to progress and flourish. Learning Readiness is offered in 345 school districts in Minnesota. The cost per child for Learning Readiness varies depending on the level of participation. The average statewide cost is \$382 per child.

Student Poverty: In most of this report, student poverty refers to students eligible for free or reduced-price lunch. Other indicators are possible (e.g., the term could refer to students from families receiving Aid for Families with Dependent Children).

Support Services (Expenditure Category): Expenditures for central office administration and central office operations not included in district and school administration. Includes expenditures for business services, data processing, legal services, personnel office, printing, and the school census.

Teacher Education: The amount of education a teacher has. The major distinction is between teachers having Bachelor’s Degrees and those having Master’s Degrees.

Teacher Experience: A teacher’s number of years in the teaching profession.

Teacher Salary: Refers to the annual pay received by teachers.

Third International Math and Science Study (TIMSS): TIMSS is a study of classrooms across the country and around the world. It is the largest international comparative study of educational achievement to date. The National Center for Educational Statistics (NCES) of the U.S. Department of Education, the National Science Foundation (NSF) and the Canadian Government funded the international TIMSS project to assess school achievement in mathematics and science in nearly 50 countries. TIMSS studied student outcomes, instructional practices, curricula, and cultural context. TIMSS provides a comparative international assessment of educational achievement in mathematics and science, and the factors that contribute to achievement. (Online: <http://nces.ed.gov/timss/>)

Title I (Federally Funded Program): Refers to Title I of the Elementary and Secondary Education Act (ESEA), as restructured by the Improving America’s Schools Act (IASA) of 1994, has as its primary focus to help disadvantaged students acquire the

same knowledge and skills expected of all children, under challenging academic standards. By the beginning of the 2000–01 school year, Title I required that each state develop or adopt a set of high-quality yearly student assessments that measure performance in at least mathematics and reading/language arts. Such assessments are to be aligned with the state content standards and be used to monitor progress toward achievement goals for accountability purposes. In a key change from previous law, states now use the same assessment that is used for all children to measure whether students served by Title I are achieving the state standards. There is no longer any requirement for a separate assessment for Title I students.

(Online: <http://www.ed.gov/offices/OESE/StandardsAssessment/>)

Total Operating Expenditures (Expenditure Category): The total of the following categories: administration, support services, regular instruction, vocational instruction, exceptional instruction, instructional support, pupil support, operations and maintenance, food support, pupil transportation and other operations. This figure includes all expenditures incurred for the benefit of elementary and secondary education during the school year, except for capital and debt service expenditures.

Vocational Instruction: Expenditures in secondary schools for instruction that is related to job skills and career exploration. Includes expenditures for home economics, as well as industrial, business, agriculture, and distributive education.

Vouchers: Vouchers enable families to use public tax dollars to pay for their children's education at a public or private school of their choice. Voucher programs may or may not include private religious schools.

Appendix B

**MCA AND BASIC SKILLS TEST RESULTS,
BY CATEGORY**

Table B.1 2002 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		54,783	52	70	86	1,500	95	12	10	27
GENDER	Female	26,669	55	73	89	1,521	96	8	10	27
	Male	28,087	48	67	84	1,481	94	16	10	27
ETHNICITY	Asian	1,334	50	72	89	1,513	97	6	15	41
	Black	3,950	22	38	62	1,346	92	16	23	75
	Hispanic	1,042	37	56	77	1,429	91	14	20	54
	Am. Indian	1,124	26	46	71	1,387	91	19	18	73
	White	46,827	55	74	89	1,518	96	12	8	21
SPECIAL ED		5,785	23	36	55	1,328	82	—	11	41
NEW TO DISTRICT		5,246	42	60	80	1,453	91	13	—	45
MIGRANTS		46	24	41	67	1,353	84	11	29	91
F/R LUNCH		14,330	33	51	74	1,408	93	18	17	—
ATTENDANCE RATE	95–100%	38,798	54	72	88	1,513	97	11	6	22
	90–94%	10,733	50	68	85	1,491	94	14	9	34
	0–89%	2,586	36	54	73	1,419	89	20	19	60
MIDYEAR SCHOOL TRANSFERS	0	49,627	53	71	87	1,509	96	12	5	25
	1	2,184	36	53	72	1,414	90	18	45	59
	2 or more	306	18	35	59	1,323	88	25	48	86
STRATA	Mpls/St. Paul	4,722	35	50	70	1,410	92	14	10	62
	TC Suburbs	23,879	57	75	89	1,524	96	11	10	15
	Outstate 2000+	11,992	51	70	87	1,502	94	13	10	27
	Outstate 2000-	13,480	49	69	87	1,494	96	14	10	35
CHARTER		710	31	47	67	1,383	95	11	33	56
ALC's		116	53	71	84	1,502	50	11	7	37

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.2 2002 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested, except those New to their District Since January 1, 2001

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% F/R Students
TOTAL		52,825	50	68	85	1,492	95	6	12	29
GENDER	Female	25,652	54	71	87	1,513	96	6	8	29
	Male	27,146	46	65	82	1,473	95	7	16	29
ETHNICITY	Asian	2,821	27	44	68	1,386	97	60	7	66
	Black	3,352	23	38	62	1,348	93	8	16	75
	Hispanic	1,938	23	38	62	1,349	93	57	12	72
	Am. Indian	939	26	47	72	1,390	92	0+	19	73
	White	43,269	55	74	89	1,520	96	1	12	20
LEP		3,288	11	24	52	1,291	95	—	9	84
SPECIAL ED		5,455	23	36	55	1,326	83	5	—	41
MIGRANTS		174	11	22	46	1,266	86	81	9	93
F/R LUNCH		14,799	29	47	70	1,389	94	18	17	—
ATTENDANCE RATE	95–100%	38,907	52	70	86	1,502	97	6	11	25
	90–94%	10,450	48	66	83	1,483	94	7	13	35
	0–89%	2,341	35	52	71	1,412	90	9	19	59
MIDYEAR SCHOOL TRANSFERS	0	49,979	51	69	86	1,499	96	6	12	27
	1	1,522	28	42	64	1,364	91	21	17	68
	2 or more	197	13	31	52	1,297	87	20	25	88
STRATA	Mpls/St. Paul	6,004	28	42	65	1,375	94	29	12	70
	TC Suburbs	22,506	56	74	89	1,522	96	4	11	15
	Outstate 2000+	11,353	50	69	86	1,497	94	4	13	28
	Outstate 2000-	12,401	49	69	87	1,494	96	2	13	34
CHARTER		561	32	45	69	1,386	96	14	10	58
ALC's		113	50	68	82	1,489	50	5	12	39

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.3 2002 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested, except those in Special Education

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		2,645	52	70	87	1,505	96	7	11	30
GENDER	Female	26,613	55	73	89	1,520	97	7	11	30
	Male	6,005	49	68	86	1,490	96	8	11	29
ETHNICITY	Asian	3,052	27	45	70	1,395	97	59	14	66
	Black	3,816	23	40	65	1,360	94	11	26	76
	Hispanic	2,113	23	39	64	1,355	90	58	21	74
	Am. Indian	948	29	51	78	1,414	94	0+	18	72
	White	42,210	58	77	92	1,537	98	1	8	19
LEP		3,647	11	25	53	1,296	91	—	20	84
NEW TO DISTRICT		5,275	41	59	80	1,451	91	14	—	50
MIGRANTS		202	12	23	48	1,278	86	79	22	91
F/R LUNCH		15,159	31	50	74	1,405	95	21	18	—
ATTENDANCE RATE	95–100%	37,268	54	73	89	1,517	98	7	6	25
	90–94%	10,220	51	69	86	1,499	97	7	9	35
	0–89%	2,418	37	56	76	1,432	93	10	19	60
MIDYEAR SCHOOL TRANSFERS	0	47,275	54	73	89	1,516	98	6	5	27
	1	2,328	33	50	71	1,402	92	21	46	63
	2 or more	303	18	37	64	1,336	91	22	49	90
STRATA	Mpls/St. Paul	5,955	29	44	67	1,388	94	31	11	71
	TC Suburbs	22,676	58	76	91	1,532	97	5	11	17
	Outstate 2000+	11,148	53	72	89	1,513	96	5	10	27
	Outstate 2000-	12,094	52	73	91	1,513	97	2	10	34
CHARTER		772	29	44	65	1,371	96	17	34	62
ALC's		109	55	75	86	1,520	50	6	8	40

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.4 2002 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		54,753	50	68	92	1,498	95	12	10	27
GENDER	Female	26,646	50	67	92	1,497	96	8	10	27
	Male	28,075	51	68	92	1,499	94	16	10	27
ETHNICITY	Asian	1,323	55	72	94	1,526	96	6	15	41
	Black	3,956	20	34	71	1,323	92	16	23	75
	Hispanic	1,036	34	50	84	1,414	91	14	20	54
	Am. Indian	1,123	28	44	80	1,381	91	19	18	73
	White	46,750	54	72	94	1,519	96	12	8	21
SPECIAL ED		5,888	24	39	72	1,342	84	—	11	41
NEW TO DISTRICT		5,262	38	55	86	1,436	92	13	—	45
MIGRANTS		49	33	39	82	1,376	89	11	29	91
F/R LUNCH		14,370	32	49	83	1,402	93	18	17	—
ATTENDANCE RATE	95-100%	38,765	53	71	94	1,516	97	11	6	22
	90-94%	10,700	47	64	90	1,478	94	14	9	34
	0-89%	2,564	33	49	81	1,398	88	20	19	60
MIDYEAR SCHOOL TRANSFERS	0	49,527	52	69	93	1,508	96	12	5	25
	1	2,202	33	49	81	1,402	91	18	45	59
	2 or more	300	18	31	66	1,300	86	25	48	86
STRATA	Mpls/St. Paul	4,719	35	49	79	1,405	92	14	10	62
	TC Suburbs	23,733	56	73	94	1,527	95	11	10	15
	Outstate 2000+	12,101	49	67	92	1,492	95	13	10	27
	Outstate 2000-	13,490	48	67	93	1,493	96	14	10	35
CHARTER		710	25	42	74	1,354	95	11	33	56
ALC's		230	52	69	93	1,503	99	11	7	37

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.5 2002 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested, except those New to their District Since January 1, 2001

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% F/R Students
TOTAL		52,759	49	67	91	1,494	95	6	12	29
GENDER	Female	25,607	49	66	91	1,493	96	6	8	29
	Male	7,120	50	67	91	1,494	95	7	16	29
ETHNICITY	Asian	2,797	35	51	84	1,422	96	60	7	66
	Black	3,343	21	35	72	1,329	93	8	16	75
	Hispanic	1,937	23	37	77	1,351	93	57	12	72
	Am. Indian	938	29	44	81	1,385	92	0+	19	73
	White	43,179	54	72	94	1,522	96	1	12	20
LEP		3,268	18	32	74	1,324	94	—	9	84
SPECIAL ED		5,536	24	39	72	1,341	84	5	—	41
MIGRANTS		176	16	24	66	1,273	87	81	9	93
F/R LUNCH		14,787	30	47	82	1,393	94	18	17	—
ATTENDANCE RATE	95–100%	38,860	52	69	93	1,508	97	6	11	25
	90–94%	10,409	46	63	89	1,474	94	7	13	35
	0–89%	2,310	33	49	80	1,398	89	9	19	59
MIDYEAR SCHOOL TRANSFERS	0	9,854	51	68	92	1,501	96	6	12	27
	1	1,533	26	43	75	1,365	92	21	17	68
	2 or more	192	16	30	69	1,298	85	20	25	88
STRATA	Mpls/St. Paul	5,989	31	45	78	1,388	93	29	12	70
	TC Suburbs	22,363	56	73	94	1,527	96	4	11	15
	Outstate 2000+	11,419	49	67	92	1,489	95	4	13	28
	Outstate 2000-	12,427	48	67	93	1,495	96	2	13	34
CHARTER		561	27	44	77	1,371	96	14	10	58
ALC's		226	49	65	91	1,488	99	5	12	39

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.6 2002 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested, except those in Special Education

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		52,497	51	68	93	1,504	96	7	11	30
GENDER	Female	26,560	49	67	92	1,498	96	7	11	30
	Male	25,905	52	70	93	1,509	96	8	11	29
ETHNICITY	Asian	3,027	36	52	86	1,429	96	59	14	66
	Black	3,809	21	36	74	1,337	94	11	26	76
	Hispanic	2,104	23	38	79	1,357	90	58	21	74
	Am. Indian	948	31	49	85	1,407	94	0+	18	72
	White	42,044	57	75	96	1,536	97	1	8	19
LEP		3,632	17	32	74	1,325	91	—	20	84
NEW TO DISTRICT		5,274	38	55	86	1,434	91	14	—	50
MIGRANTS		201	17	26	67	1,286	86	79	22	91
F/R LUNCH		15,129	32	49	84	1,404	95	21	18	—
ATTENDANCE RATE	95–100%	37,176	54	71	94	1,520	97	7	6	25
	90–94%	10,157	48	65	92	1,488	96	7	9	35
	0–89%	2,374	34	52	83	1,412	91	10	19	60
MIDYEAR SCHOOL TRANSFERS	0	47,073	53	71	94	1,515	97	6	5	27
	1	2,333	31	48	81	1,396	92	21	46	63
	2 or more	301	19	33	70	1,319	90	22	49	90
STRATA	Mpls/St. Paul	5,943	32	47	81	1,399	94	31	11	71
	TC Suburbs	22,524	57	74	95	1,534	96	5	11	17
	Outstate 2000+	11,198	51	69	94	1,502	96	5	10	27
	Outstate 2000-	12,059	51	70	95	1,511	97	2	10	34
CHARTER		773	23	39	73	1,345	97	17	34	62
ALC's		216	53	70	93	1,510	99	6	8	40

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.7 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		57,755	67	78	91	1,568	95	14	9	27
GENDER	Female	28,197	70	81	93	1,588	96	10	9	28
	Male	29,550	64	75	90	1,548	95	19	9	27
ETHNICITY	Asian	1,476	67	79	95	1,570	97	6	11	42
	Black	4,060	31	44	72	1,388	92	22	20	75
	Hispanic	1,178	49	63	85	1,480	93	17	18	56
	Am. Indian	1,367	39	53	80	1,435	92	22	16	72
	White	49,249	71	82	94	1,589	96	14	8	21
SPECIAL ED		7,380	30	41	64	1,366	85	—	11	42
NEW TO DISTRICT		4,937	56	68	86	1,509	92	17	—	46
MIGRANTS		51	31	45	71	1,380	88	29	17	91
F/R LUNCH		15,226	46	60	82	1,461	93	22	15	—
ATTENDANCE RATE	95–100%	41,085	70	80	93	1,583	97	13	5	22
	90–94%	11,119	64	75	90	1,550	95	16	8	34
	0–89%	2,948	49	62	82	1,473	90	26	17	57
MIDYEAR SCHOOL TRANSFERS	0	52,702	68	79	92	1,576	96	14	4	25
	1	2,134	48	61	81	1,471	92	22	43	59
	2 or more	316	29	41	66	1,362	88	34	54	82
STRATA	Mpls/St. Paul	5,120	44	56	78	1,453	92	18	9	64
	TC Suburbs	24,869	73	82	94	1,600	96	13	9	15
	Outstate 2000+	12,867	68	79	92	1,569	95	15	8	27
	Outstate 2000-	14,325	66	78	91	1,556	96	15	9	35
CHARTER		574	38	52	78	1,435	93	19	32	55
ALC's		235	56	69	87	1,518	80	18	12	45

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.8 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested, except those New to their District Since January 1, 2001

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% F/R Students
TOTAL		55,751	65	76	90	1,559	96	5	14	29
GENDER	Female	27,105	69	79	92	1,580	96	5	9	29
	Male	28,638	62	73	88	1,539	95	6	19	29
ETHNICITY	Asian	2,906	38	49	75	1,426	97	55	10	66
	Black	3,542	30	44	71	1,384	92	7	21	76
	Hispanic	1,869	35	46	71	1,395	93	48	17	70
	Am. Indian	1,158	40	53	80	1,437	93	0+	22	71
	White	45,851	72	82	94	1,592	96	0+	14	20
LEP		2,933	15	26	57	1,302	94	—	13	86
SPECIAL ED		6,979	30	40	63	1,362	86	5	—	42
MIGRANTS		156	17	27	49	1,273	89	73	19	91
F/R LUNCH		15,531	42	55	78	1,437	94	16	21	—
ATTENDANCE RATE	95–100%	41,297	67	78	91	1,571	97	5	13	25
	90–94%	10,732	63	74	89	1,544	95	5	16	34
	0–89%	2,665	49	61	81	1,467	91	7	24	57
MIDYEAR SCHOOL TRANSFERS	0	53,045	66	77	91	1,566	96	5	14	27
	1	1,469	38	51	74	1,418	92	17	22	68
	2 or more	180	26	34	62	1,339	86	20	29	85
STRATA	Mpls/St. Paul	6,366	36	47	72	1,411	93	26	16	71
	TC Suburbs	23,450	72	82	94	1,599	96	3	13	15
	Outstate 2000+	12,235	67	78	92	1,565	95	3	15	27
	Outstate 2000-	13,251	66	78	91	1,557	96	1	14	34
CHARTER		449	38	49	73	1,424	94	12	19	53
ALC's		221	55	68	87	1,517	79	7	17	49

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.9 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested, except those in Special Education

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		53,499	69	80	93	1,581	97	6	9	29
GENDER	Female	27,287	71	82	94	1,594	97	6	9	29
	Male	26,204	67	78	92	1,567	97	7	9	28
ETHNICITY	Asian	2,990	40	51	78	1,442	97	54	12	65
	Black	3,675	33	48	77	1,410	94	11	23	75
	Hispanic	1,937	37	50	75	1,416	92	50	21	71
	Am. Indian	1,099	46	61	86	1,471	95	0+	16	70
	White	43,373	76	87	97	1,616	98	1	7	19
LEP		3,124	16	27	60	1,315	92	—	20	85
NEW TO DISTRICT		4,727	56	69	87	1,515	92	13	—	48
MIGRANTS		153	20	31	52	1,292	88	76	18	92
F/R LUNCH		14,909	46	60	84	1,466	95	19	16	—
ATTENDANCE RATE	95–100%	38,423	71	82	95	1,593	98	6	5	24
	90–94%	10,010	67	78	93	1,571	97	5	8	34
	0–89%	2,480	55	68	88	1,507	94	7	16	56
MIDYEAR SCHOOL TRANSFERS	0	48,501	71	82	95	1,591	98	5	4	26
	1	2,132	47	59	81	1,466	95	20	45	62
	2 or more	280	30	43	68	1,372	92	22	52	84
STRATA	Mpls/St. Paul	5,965	38	50	77	1,434	94	28	9	71
	TC Suburbs	22,782	75	85	96	1,616	97	4	10	16
	Outstate 2000+	11,540	72	83	95	1,591	96	4	9	26
	Outstate 2000-	2,654	71	83	95	1,583	97	2	9	33
CHARTER		558	37	50	78	1,431	95	16	35	59
ALC's		212	60	73	92	1,542	81	7	10	46

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.10 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		57,405	55	73	91	1,514	95	14	9	27
GENDER	Female	27,979	55	73	92	1,516	95	10	9	28
	Male	29,418	55	72	91	1,512	94	19	9	27
ETHNICITY	Asian	1,468	60	79	95	1,544	97	6	11	42
	Black	4,015	19	35	67	1,338	91	22	20	75
	Hispanic	1,158	36	55	83	1,431	92	17	18	56
	Am. Indian	1,347	26	47	78	1,386	91	22	16	72
	White	48,972	59	77	94	1,534	96	14	8	21
SPECIAL ED		7,399	24	39	68	1,350	85	—	11	42
NEW TO DISTRICT		4,880	42	60	85	1,449	91	17	—	46
MIGRANTS		48	19	42	81	1,357	83	29	17	91
F/R LUNCH		15,111	33	53	81	1,413	92	22	15	—
ATTENDANCE RATE	95–100%	40,894	59	76	93	1,531	96	13	5	22
	90–94%	11,033	50	68	89	1,490	94	16	8	34
	0–89%	2,895	34	53	80	1,419	88	26	17	57
MIDYEAR SCHOOL TRANSFERS	0	52,405	57	74	92	1,522	96	14	4	25
	1	2,102	36	53	80	1,418	91	22	43	59
	2 or more	315	17	33	61	1,309	88	34	54	82
STRATA	Mpls/St. Paul	5,074	36	52	78	1,417	92	18	9	64
	TC Suburbs	24,714	62	78	94	1,546	96	13	9	15
	Outstate 2000+	12,816	54	72	92	1,509	94	15	8	27
	Outstate 2000-	14,231	52	72	92	1,502	95	15	9	35
CHARTER		570	29	42	73	1,383	93	19	32	55
ALC's		237	41	61	84	1,453	81	18	12	45

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.11 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested, except those New to their District Since January 1, 2001

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% F/R Students
TOTAL		55,426	54	72	90	1,509	95	5	14	29
GENDER	Female	26,904	54	72	91	1,512	95	5	9	29
	Male	28,514	54	71	90	1,507	95	6	19	29
ETHNICITY	Asian	2,880	37	55	82	1,436	96	55	10	66
	Black	3,499	20	36	68	1,340	91	7	21	76
	Hispanic	1,845	26	42	73	1,369	92	48	17	70
	Am. Indian	1,141	28	48	79	1,392	92	0+	22	71
	White	45,616	60	77	94	1,537	96	0+	14	20
LEP		2,901	15	30	67	1,320	93	—	13	86
SPECIAL ED		6,991	24	38	68	1,349	86	5	—	42
MIGRANTS		154	10	25	58	1,275	88	73	19	91
F/R LUNCH		15,402	31	50	79	1,403	93	16	21	—
ATTENDANCE RATE	95–100%	41,101	57	74	92	1,523	96	5	13	25
	90–94%	10,651	50	67	89	1,487	94	5	16	34
	0–89%	2,608	35	53	80	1,419	89	7	24	57
MIDYEAR SCHOOL TRANSFERS	0	52,741	55	73	91	1,515	96	5	14	27
	1	1,444	29	46	75	1,383	91	17	22	68
	2 or more	175	15	31	61	1,312	84	20	29	85
STRATA	Mpls/St. Paul	6,302	31	47	76	1,396	92	26	16	71
	TC Suburbs	23,312	62	79	94	1,547	96	3	13	15
	Outstate 2000+	12,188	54	72	91	1,506	95	3	15	27
	Outstate 2000-	13,179	52	72	92	1,503	95	1	14	34
CHARTER		445	31	44	71	1,383	93	12	19	53
ALC's		222	41	61	85	1,455	79	7	17	49

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.12 2002 Grade 5: Minnesota Comprehensive Assessment Results in Mathematics for all Public School Students Tested, except those in Special Education

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		53,094	57	75	93	1,526	96	6	9	29
GENDER	Female	27,078	56	74	93	1,522	96	6	9	29
	Male	26,008	58	76	93	1,529	96	7	9	28
ETHNICITY	Asian	2,962	39	57	85	1,449	96	54	12	65
	Black	3,633	21	38	72	1,356	93	11	23	75
	Hispanic	1,908	27	45	78	1,387	90	50	21	71
	Am. Indian	1,076	31	54	85	1,419	93	0+	16	70
	White	43,070	64	81	97	1,556	97	1	7	19
LEP		3,088	16	32	70	1,331	91	—	20	85
NEW TO DISTRICT		4,659	43	62	87	1,458	91	13	—	48
MIGRANTS		153	12	27	60	1,286	88	76	18	92
F/R LUNCH		14,739	34	54	84	1,424	94	19	16	—
ATTENDANCE RATE	95–100%	38,182	60	78	95	1,541	97	6	5	24
	90–94%	9,927	53	71	92	1,507	96	5	8	34
	0–89%	2,425	39	59	86	1,449	92	7	16	56
MIDYEAR SCHOOL TRANSFERS	0	48,165	59	77	94	1,536	97	5	4	26
	1	2,095	36	53	82	1,420	93	20	45	62
	2 or more	274	19	38	68	1,341	90	22	52	84
STRATA	Mpls/St. Paul	5,905	33	50	80	1,414	93	28	9	71
	TC Suburbs	22,617	64	81	96	1,560	96	4	10	16
	Outstate 2000+	11,488	57	76	94	1,526	96	4	9	26
	Outstate 2000-	12,526	56	76	95	1,523	96	2	9	33
CHARTER		558	28	42	72	1,379	95	16	35	59
ALC's		213	43	65	89	1,474	82	7	10	46

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.13 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		57,618	68	79	97	1,623	95	14	9	27
GENDER	Female	28,151	75	85	98	1,680	96	10	9	28
	Male	29,451	60	74	96	1,569	94	19	9	27
ETHNICITY	Asian	1,469	75	86	99	1,689	97	6	11	42
	Black	4,053	43	57	90	1,445	91	22	20	75
	Hispanic	1,176	57	71	95	1,548	93	17	18	56
	Am. Indian	1,367	46	61	93	1,474	92	22	16	72
	White	49,074	70	82	98	1,643	96	14	8	21
SPECIAL ED		7,419	37	50	86	1,401	86	—	11	42
NEW TO DISTRICT		4,915	58	71	95	1,555	92	17	—	46
MIGRANTS		52	52	73	96	1,503	90	29	17	91
F/R LUNCH		15,169	53	67	94	1,515	92	22	15	—
ATTENDANCE RATE	95–100%	40,970	70	82	98	1,641	97	13	5	22
	90–94%	11,061	65	77	97	1,604	94	16	8	34
	0–89%	2,946	53	66	93	1,511	90	26	17	57
MIDYEAR SCHOOL TRANSFERS	0	52,532	69	80	97	1,632	96	14	4	25
	1	2,127	53	67	93	1,514	92	22	43	59
	2 or more	318	36	46	88	1,382	89	34	54	82
STRATA	Mpls/St. Paul	5,093	52	65	92	1,515	92	18	9	64
	TC Suburbs	24,748	72	82	98	1,659	96	13	9	15
	Outstate 2000+	12,944	68	81	98	1,631	95	15	8	27
	Outstate 2000-	14,264	65	79	97	1,599	95	15	9	35
CHARTER		569	44	62	95	1,485	92	19	32	55
ALC's		71	31	45	87	1,347	24	18	12	45

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.14 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested, except those New to their District Since January 1, 2001

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% F/R Students
TOTAL		55,645	67	79	97	1,619	95	5	14	29
GENDER	Female	27,077	75	85	98	1,676	96	5	9	29
	Male	28,552	60	73	95	1,564	95	6	19	29
ETHNICITY	Asian	2,907	59	73	95	1,568	97	55	10	66
	Black	3,519	43	57	90	1,444	92	7	21	76
	Hispanic	1,876	48	61	91	1,470	94	48	17	70
	Am. Indian	1,160	45	61	92	1,472	94	0+	22	71
	White	45,704	71	82	98	1,646	96	0+	14	20
LEP		2,942	41	56	89	1,425	95	—	13	86
SPECIAL ED		7,011	37	51	86	1,403	86	5	—	42
MIGRANTS		160	41	53	88	1,389	91	73	19	91
F/R LUNCH		15,492	52	66	93	1,504	93	16	21	—
ATTENDANCE RATE	95–100%	41,203	69	81	97	1,634	97	5	13	25
	90–94%	10,689	64	76	96	1,601	94	5	16	34
	0–89%	2,666	52	65	92	1,507	91	7	24	57
MIDYEAR SCHOOL TRANSFERS	0	52,909	68	80	97	1,626	96	5	14	27
	1	1,471	47	61	89	1,468	92	17	22	68
	2 or more	178	34	44	87	1,373	85	20	29	85
STRATA	Mpls/St. Paul	6,350	49	63	91	1,490	93	26	16	71
	TC Suburbs	23,347	72	82	98	1,660	96	3	13	15
	Outstate 2000+	12,298	68	80	98	1,630	96	3	15	27
	Outstate 2000-	13,203	66	79	97	1,601	96	1	14	34
CHARTER		447	45	60	93	1,475	93	12	19	53
ALC's		73	27	45	88	1,350	26	7	17	49

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.15 2002 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested, except those in Special Education

		No. Tested	% At or Above Level III	% At or Above Level IIb	% At or Above Level IIa	Mean Scale Score	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		53,322	70	82	98	1,643	96	6	9	29
GENDER	Female	27,219	77	87	99	1,690	97	6	9	29
	Male	26,087	64	77	97	1,594	96	7	9	28
ETHNICITY	Asian	2,991	60	75	97	1,581	97	54	12	65
	Black	3,648	47	61	93	1,482	93	11	23	75
	Hispanic	1,928	51	65	93	1,494	91	50	21	71
	Am. Indian	1,100	51	67	96	1,517	96	0+	16	70
	White	43,176	75	86	99	1,672	97	1	7	19
LEP		3,123	42	57	90	1,435	92	—	20	85
NEW TO DISTRICT		4,688	61	74	96	1,572	91	13	—	48
MIGRANTS		154	41	53	86	1,388	89	76	18	92
F/R LUNCH		14,834	56	71	96	1,537	95	19	16	—
ATTENDANCE RATE	95–100%	38,285	72	84	99	1,657	98	6	5	24
	90–94%	9,952	69	80	98	1,630	96	5	8	34
	0–89%	2,462	59	72	96	1,556	93	7	16	56
MIDYEAR SCHOOL TRANSFERS	0	48,317	72	83	99	1,653	97	5	4	26
	1	2,109	55	70	93	1,527	94	20	45	62
	2 or more	273	41	53	90	1,427	90	22	52	84
STRATA	Mpls/St. Paul	5,943	52	67	94	1,520	94	28	9	71
	TC Suburbs	22,649	75	85	99	1,680	97	4	10	16
	Outstate 2000+	11,580	73	84	99	1,659	97	4	9	26
	Outstate 2000-	12,594	70	83	99	1,626	97	2	9	33
CHARTER		556	46	64	96	1,497	94	16	35	59
ALC's		62	35	55	95	1,418	24	7	10	46

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.16 2002 Grade 8: *Basic Skills Test* Results in Reading for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		61,591	82	34	643	97	13	8	24
GENDER	Female	29,940	85	34	649	97	8	8	24
	Male	31,639	80	33	639	97	18	8	24
ETHNICITY	Asian	1,835	84	34	642	98	7	10	40
	Black	3,538	50	28	601	93	23	19	72
	Hispanic	1,089	67	31	619	95	19	17	52
	Am. Indian	1,267	54	29	607	92	25	16	67
	White	53,199	86	34	648	97	12	6	18
SPECIAL ED		7,515	42	26	590	91	—	11	41
NEW TO DISTRICT		4,556	67	31	623	94	19	—	45
MIGRANTS		34	47	27	593	97	23	17	89
F/R LUNCH		14,110	65	30	618	95	23	15	—
ATTENDANCE RATE	95–100%	39,283	86	35	649	98	11	4	18
	90–94%	13,770	81	34	641	97	14	6	27
	0–89%	5,827	65	31	621	92	26	14	49
MIDYEAR SCHOOL TRANSFERS	0	56,189	84	34	646	98	12	3	21
	1	2,240	60	30	613	92	26	39	56
	2 or more	452	45	27	593	89	49	52	78
STRATA	Mpls/St. Paul	4,607	63	30	619	94	18	9	60
	TC Suburbs	25,594	86	35	649	97	12	8	13
	Outstate 2000+	14,468	83	34	644	97	13	7	22
	Outstate 2000-	16,439	82	34	641	97	13	8	30
CHARTER		483	70	32	629	93	17	25	36
ALC's		443	42	27	593	86	16	27	60

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.17 2002 Grade 8: *Basic Skills Test* Results in Reading for all Public School Students Tested, except those New to their District Since January 1, 2001

		No. Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% F/R Students
TOTAL		59,595	81	34	642	97	4	13	25
GENDER	Female	28,951	84	34	648	97	4	8	25
	Male	30,632	79	33	638	97	5	17	25
ETHNICITY	Asian	3,101	62	31	618	98	47	9	61
	Black	3,237	49	27	599	94	11	21	73
	Hispanic	1,491	54	29	606	94	40	17	64
	Am. Indian	1,080	55	29	608	93	1	23	65
	White	50,024	86	35	649	98	0+	12	17
LEP		2,560	32	25	584	96	—	11	85
SPECIAL ED		6,960	41	26	590	91	4	—	40
MIGRANTS		90	28	23	573	86	72	16	87
F/R LUNCH		14,305	61	30	614	95	15	20	—
ATTENDANCE RATE	95–100%	39,519	85	34	647	98	4	10	20
	90–94%	13,515	80	33	640	97	4	14	28
	0–89%	5,336	65	31	621	92	6	25	49
MIDYEAR SCHOOL TRANSFERS	0	56,549	83	34	644	98	4	12	23
	1	1,579	55	28	606	93	13	24	60
	2 or more	243	45	26	592	89	11	46	79
STRATA	Mpls/St. Paul	5,820	55	29	610	95	27	16	68
	TC Suburbs	24,280	86	35	650	98	2	12	13
	Outstate 2000+	13,821	83	34	644	97	2	13	22
	Outstate 2000-	15,283	83	34	642	98	1	13	29
CHARTER		391	71	32	631	93	5	15	36
ALC's		371	39	26	591	86	11	14	67

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.18 2002 Grade 8: *Basic Skills Test* Results in Reading for all Public School Students Tested, except for those in Special Education

		No. Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		56,756	85	34	648	98	5	8	24
GENDER	Female	28,899	87	35	651	98	5	8	25
	Male	27,845	84	34	645	98	5	8	24
ETHNICITY	Asian	3,148	64	31	621	98	46	10	61
	Black	3,220	54	29	606	94	15	21	72
	Hispanic	1,507	58	29	610	91	44	21	65
	Am. Indian	982	63	31	617	94	1	14	63
	White	47,236	91	35	655	98	0+	6	16
LEP		2,680	33	26	585	92	—	19	85
NEW TO DISTRICT		4,121	70	32	627	92	12	—	46
MIGRANTS		92	30	24	580	84	75	20	86
F/R LUNCH		13,380	67	31	621	96	18	15	—
ATTENDANCE RATE	95–100%	37,023	89	35	652	99	5	4	19
	90–94%	12,446	85	34	646	97	5	6	27
	0–89%	4,702	73	32	631	94	7	13	48
MIDYEAR SCHOOL TRANSFERS	0	51,906	87	35	650	98	4	3	22
	1	2,005	63	30	616	93	17	40	59
	2 or more	260	52	29	604	88	12	50	81
STRATA	Mpls/St. Paul	5,389	60	30	617	95	30	10	67
	TC Suburbs	23,426	89	35	654	98	3	8	14
	Outstate 2000+	13,012	87	35	650	98	3	7	21
	Outstate 2000-	14,495	87	35	648	98	1	7	28
CHARTER		434	74	33	634	94	6	24	39
ALC's		416	41	27	593	87	9	23	63

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.19 2002 Grade 8: *Basic Skills Test* Results in Mathematics for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		61,695	77	55	631	97	13	8	24
GENDER	Female	30,010	76	55	630	97	8	8	24
	Male	31,673	77	55	632	97	18	8	24
ETHNICITY	Asian	1,837	82	57	638	98	7	10	40
	Black	3,555	35	44	580	94	23	19	72
	Hispanic	1,098	55	49	603	96	19	17	52
	Am. Indian	1,278	46	47	594	93	25	16	67
	White	53,273	81	56	636	98	12	6	18
SPECIAL ED		7,547	34	43	578	91	—	11	41
NEW TO DISTRICT		4,578	58	50	607	94	19	—	45
MIGRANTS		33	39	44	584	94	23	17	89
F/R LUNCH		14,187	56	49	604	95	23	15	—
ATTENDANCE RATE	95–100%	39,278	82	57	639	98	11	4	18
	90–94%	13,786	74	54	626	97	14	6	27
	0–89%	5,888	54	49	603	93	26	14	49
MIDYEAR SCHOOL TRANSFERS	0	56,229	79	56	634	98	12	3	21
	1	2,271	48	48	596	93	26	39	56
	2 or more	453	31	43	578	89	49	52	78
STRATA	Mpls/St. Paul	4,624	53	49	603	95	18	9	60
	TC Suburbs	25,600	80	56	636	97	12	8	13
	Outstate 2000+	14,498	78	56	633	97	13	7	22
	Outstate 2000-	16,483	77	55	631	98	13	8	30
CHARTER		490	59	51	611	94	17	25	36
ALC's		470	29	43	577	91	16	27	60

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.20 2002 Grade 8: *Basic Skills Test* Results in Mathematics for all Public School Students Tested, except those New to their District Since January 1, 2001

		No. Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% F/R Students
TOTAL		59,676	76	55	631	97	4	13	25
GENDER	Female	29,014	76	55	629	97	4	8	25
	Male	30,650	76	55	632	97	5	17	25
ETHNICITY	Asian	3,098	63	52	615	98	47	9	61
	Black	3,252	36	43	580	95	11	21	73
	Hispanic	1,499	45	46	591	95	40	17	64
	Am. Indian	1,091	48	48	596	93	1	23	65
	White	50,083	82	57	637	98	0+	12	17
LEP		2,559	33	43	578	96	—	11	85
SPECIAL ED		6,992	34	43	578	91	4	—	40
MIGRANTS		89	21	38	562	85	72	16	87
F/R LUNCH		14,354	54	49	602	96	15	20	—
ATTENDANCE RATE	95–100%	39,506	81	57	637	98	4	10	20
	90–94%	13,542	73	54	626	97	4	14	28
	0–89%	5,386	54	49	604	93	6	25	49
MIDYEAR SCHOOL TRANSFERS	0	56,599	78	56	633	98	4	12	23
	1	1,597	44	46	590	94	13	24	60
	2 or more	239	26	42	574	88	11	46	79
STRATA	Mpls/St. Paul	5,840	49	47	597	95	27	16	68
	TC Suburbs	24,280	81	56	637	98	2	12	13
	Outstate 2000+	13,847	78	56	633	97	2	13	22
	Outstate 2000-	15,315	78	56	632	98	1	13	29
CHARTER		394	60	52	614	94	5	15	36
ALC's		395	26	42	574	92	11	14	67

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.21 2002 Grade 8: *Basic Skills Test* Results in Mathematics for all Public School Students Tested, except those in Special Education

		No. Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		56,825	80	56	636	98	5	8	24
GENDER	Female	28,961	79	56	633	98	5	8	25
	Male	27,852	82	57	639	98	5	8	24
ETHNICITY	Asian	3,151	66	53	619	98	46	10	61
	Black	3,230	39	45	585	94	15	21	72
	Hispanic	1,516	48	48	596	92	44	21	65
	Am. Indian	996	55	50	605	95	1	14	63
	White	47,278	86	58	643	98	0+	6	16
LEP		2,677	34	43	579	92	—	19	85
NEW TO DISTRICT		4,141	61	51	611	93	12	—	46
MIGRANTS		90	27	41	571	82	75	20	86
F/R LUNCH		13,420	59	51	609	96	18	15	—
ATTENDANCE RATE	95–100%	37,018	85	58	642	99	5	4	19
	90–94%	12,456	78	56	631	98	5	6	27
	0–89%	4,744	62	52	613	95	7	13	48
MIDYEAR SCHOOL TRANSFERS	0	51,919	83	57	639	98	4	3	22
	1	2,037	52	48	600	94	17	40	59
	2 or more	262	40	46	588	88	12	50	81
STRATA	Mpls/St. Paul	5,417	54	49	604	95	30	10	67
	TC Suburbs	23,423	84	57	640	98	3	8	14
	Outstate 2000+	13,011	83	57	639	98	3	7	21
	Outstate 2000-	14,535	83	57	638	98	1	7	28
CHARTER		439	61	52	616	95	6	24	39
ALC's		438	30	44	579	91	9	23	63

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.22 2002 Grade10: *Basic Skills Test* Results in Writing for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students	% New Students	% F/R Students
TOTAL		63,392	93	3.20	97	12	8	19
GENDER	Female	30,961	96	3.29	97	8	8	19
	Male	32,372	90	3.11	96	17	8	19
ETHNICITY	Asian	1,998	92	3.24	98	6	11	38
	Black	2,899	71	2.79	92	20	22	64
	Hispanic	1,043	83	2.97	89	15	22	48
	Am. Indian	1,038	81	2.92	90	24	20	58
	White	55,728	94	3.23	97	12	7	15
SPECIAL ED		7,241	64	2.65	90	—	13	34
NEW TO DISTRICT		4,750	83	2.98	90	21	—	39
MIGRANTS		41	73	2.67	93	11	16	82
F/R LUNCH		11,575	82	2.96	93	22	16	—
ATTENDANCE RATE	95–100%	38,987	95	3.26	98	10	3	14
	90–94%	13,971	93	3.19	97	13	6	20
	0–89%	7,066	85	3.00	91	24	17	38
MIDYEAR SCHOOL TRANSFERS	0	56,747	94	3.23	98	11	3	16
	1	2,510	79	2.92	91	27	36	44
	2 or more	768	71	2.76	86	42	46	61
STRATA	Mpls/St. Paul	4,184	81	2.98	93	15	12	49
	TC Suburbs	26,636	94	3.25	97	12	7	11
	Outstate 2000+	14,977	93	3.20	95	13	7	18
	Outstate 2000-	16,983	93	3.17	97	13	8	25
CHARTER		612	82	2.95	97	17	61	42
ALC's		1,385	76	2.80	83	19	41	46

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.23 2002 Grade 10: *Basic Skills Test* Results in Writing for all Public School Students Tested, except for those New to their District Since January 1, 2001

		No. Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% LEP Students	% Sp. Ed Students	% F/R Students
TOTAL		60,820	92	3.19	97	4	12	20
GENDER	Female	29,766	95	3.28	97	4	7	20
	Male	30,995	89	3.10	97	4	16	20
ETHNICITY	Asian	2,917	81	3.02	98	39	7	57
	Black	2,748	67	2.71	92	19	17	69
	Hispanic	1,314	72	2.81	92	36	14	56
	Am. Indian	837	83	2.95	91	0	22	56
	White	52,318	95	3.24	97	0+	11	14
LEP		2,178	52	2.48	92	—	8	84
SPECIAL ED		6,456	64	2.64	90	3	—	33
MIGRANTS		75	52	2.47	88	56	8	80
F/R LUNCH		11,586	79	2.91	94	16	19	—
ATTENDANCE RATE	95-100%	39,101	94	3.24	98	3	9	16
	90-94%	13,560	92	3.17	97	3	12	21
	0-89%	6,299	83	2.99	91	7	22	39
MIDYEAR SCHOOL TRANSFERS	0	56,587	93	3.22	98	3	11	18
	1	1,902	73	2.82	89	16	23	51
	2 or more	472	65	2.66	84	13	36	65
STRATA	Mpls/St. Paul	5,228	74	2.86	94	29	13	60
	TC Suburbs	25,152	94	3.25	98	2	11	10
	Outstate 2000+	14,370	93	3.20	96	2	12	18
	Outstate 2000-	15,780	93	3.18	98	0+	12	24
CHARTER		290	81	2.92	96	1	18	39
ALC's		966	71	2.74	84	11	19	53

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.24 2002 Grade 10: *Basic Skills Test* Results in Writing for all Public School Students Tested, except those in Special Education

		No. Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		58,677	94	3.23	97	5	8	20
GENDER	Female	30,016	96	3.30	97	5	8	21
	Male	28,602	93	3.16	97	5	8	20
ETHNICITY	Asian	3,036	82	3.03	97	38	11	57
	Black	3,077	67	2.72	90	27	27	69
	Hispanic	1,393	73	2.81	87	38	24	57
	Am. Indian	794	90	3.05	91	0+	18	56
	White	49,691	98	3.30	98	0+	6	13
LEP		2,526	50	2.43	88	—	24	83
NEW TO DISTRICT		4,313	82	2.97	89	14	—	42
MIGRANTS		86	51	2.45	89	60	20	78
F/R LUNCH		11,246	82	2.96	93	20	17	—
ATTENDANCE RATE	95-100%	36,817	96	3.29	99	4	3	15
	90-94%	12,748	95	3.23	98	4	6	21
	0-89%	5,912	89	3.07	92	8	16	39
MIDYEAR SCHOOL TRANSFERS	0	52,656	96	3.27	98	3	3	17
	1	2,291	77	2.87	90	21	36	50
	2 or more	531	75	2.81	86	16	42	66
STRATA	Mpls/St. Paul	5,155	77	2.90	92	32	13	60
	TC Suburbs	24,334	96	3.29	98	3	8	11
	Outstate 2000+	13,612	95	3.25	96	3	6	17
	Outstate 2000-	15,047	97	3.24	98	1	7	23
CHARTER		529	86	3.00	96	3	61	42
ALC's		1,213	78	2.83	78	13	42	51

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.25 Grade 10: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	Mean % Correct	% At or Above Level IV	% At or Above Level III	% At or Above Level II	% Enr. Students Tested	% Sp.Ed. Students	% New Students	% F/R Students
TOTAL		57,554	63.8	60	81	93	91	10	7	17
GENDER	Female	28,381	66.5	66	85	96	92	6	7	17
	Male	29,173	61.1	55	76	90	90	14	7	17
ETHNICITY	Asian	1,832	65.2	62	83	96	92	5	10	38
	Black	2,291	46.3	24	46	73	80	16	21	63
	Hispanic	912	54.7	37	65	85	85	14	17	46
	Am. Indian	824	52.8	36	60	83	80	20	18	55
	White	51,695	64.8	62	83	94	92	10	6	13
SPECIAL ED		5,678	43.2	17	38	68	75	—	13	31
NEW TO DISTRICT		4,118	55.1	40	65	84	83	18	—	37
MIGRANTS		39	47.2	15	49	87	87	10	8	85
F/R LUNCH		9,955	55.0	40	65	85	85	18	15	—
ATTENDANCE RATE	95–100%	36,723	66.2	65	85	95	95	8	3	13
	90–94%	12,574	62.4	57	79	92	91	11	6	18
	0–89%	5,907	54.9	41	64	84	79	20	18	36
MIDYEAR SCHOOL TRANSFERS	0	52,701	64.8	62	82	94	92	9	3	15
	1	1,977	51.8	35	58	80	80	22	36	42
	2 or more	527	45.5	21	43	72	73	38	51	64
STRATA	Mpls/St. Paul	3,194	53.5	40	60	80	84	12	11	48
	TC Suburbs	24,154	64.8	62	82	93	90	9	7	10
	Outstate 2000+	13,732	64.3	61	82	94	90	9	6	16
	Outstate 2000-	15,978	64.1	60	82	94	94	11	7	24
PUBLIC SCHOOLS	Non-Charter	57,058	63.8	60	81	93	91	10	7	17
	Charter	496	55.7	43	66	84	92	15	60	37
ALC's		999	43.6	16	39	71	67	17	38	47

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.26 Grade 10: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested, except those New to Their District Since January 1, 2001

		No. Tested	Mean % Correct	% At or Above Level IV	% At or Above Level III	% At or Above Level II	% Enr. Students Tested	% LEP Students	% Sp. Ed. Students	% F/R Students
TOTAL		55,334	63.6	60	80	92	92	3	9	18
GENDER	Female	27,341	66.3	65	85	95	92	3	6	18
	Male	27,993	60.9	54	75	90	91	3	13	18
ETHNICITY	Asian	2,581	58.0	45	68	88	93	36	6	54
	Black	2,253	44.4	22	42	68	82	20	13	68
	Hispanic	1,171	49.9	29	54	78	86	35	12	55
	Am. Indian	678	53.9	38	62	85	81	0	19	52
	White	48,651	65.2	63	83	94	92	0+	9	13
LEP		1,898	40.0	10	31	64	89	—	7	84
SPECIAL ED		5,082	43.2	17	38	68	76	3	—	30
MIGRANTS		72	40.5	7	32	69	88	50	7	82
F/R LUNCH		10,012	53.4	37	61	83	87	16	15	—
ATTENDANCE RATE	95–100%	36,861	65.7	64	84	95	95	3	7	15
	90–94%	12,201	62.1	56	78	91	91	3	10	19
	0–89%	5,183	54.8	41	64	83	79	6	18	37
MIDYEAR SCHOOL TRANSFERS	0	52,416	64.4	61	82	93	93	3	9	17
	1	1,523	49.2	31	52	76	80	17	19	49
	2 or more	306	42.6	19	37	67	69	15	28	70
STRATA	Mpls/St. Paul	4,088	49.8	32	52	76	86	30	10	60
	TC Suburbs	22,914	65.0	63	82	93	91	2	9	9
	Outstate 2000+	13,194	64.3	61	82	94	91	2	9	16
	Outstate 2000-	14,936	64.6	61	83	95	95	0+	10	22
PUBLIC SCHOOLS	Non-Charter	55,132	63.6	60	80	92	92	3	9	18
	Charter	202	58.4	50	74	87	92	1	13	33
ALC's		700	41.0	12	34	66	67	12	17	55

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.27 Grade 10: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested, except those in Special Education

		No. Tested	Mean % Correct	% At or Above Level IV	% At or Above Level III	% At or Above Level II	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		54,175	64.9	62	83	94	93	4	7	19
GENDER	Female	27,814	66.8	66	86	96	93	4	7	19
	Male	26,361	62.8	58	79	92	93	4	7	18
ETHNICITY	Asian	2,682	58.6	46	70	90	92	35	10	54
	Black	2,671	44.2	21	41	68	83	28	27	69
	Hispanic	1,254	50.6	29	56	79	83	38	18	57
	Am. Indian	661	55.9	42	66	89	83	0+	17	53
	White	46,907	66.9	67	87	96	94	0+	6	12
LEP		2,299	39.2	9	30	61	83	—	23	83
NEW TO DISTRICT		3,923	54.9	40	64	83	83	14	—	40
MIGRANTS		77	41.8	9	36	70	84	55	13	83
F/R LUNCH		10,067	54.7	39	65	85	88	19	16	—
ATTENDANCE RATE	95–100%	35,105	67.1	67	87	96	96	4	3	15
	90–94%	11,641	63.8	60	82	94	92	3	6	19
	0–89%	5,075	57.0	44	69	87	82	7	16	37
MIDYEAR SCHOOL TRANSFERS	0	49,471	66.1	65	85	95	94	3	3	16
	1	1,958	50.9	33	56	78	84	22	37	49
	2 or more	392	46.7	24	45	75	78	16	44	66
STRATA	Mpls/St. Paul	4,213	50.2	32	53	77	87	33	13	60
	TC Suburbs	22,421	66.1	65	84	94	92	2	7	10
	Outstate 2000+	12,748	65.8	64	86	96	93	2	6	15
	Outstate 2000-	14,356	66.6	65	87	97	96	1	6	22
PUBLIC SCHOOLS	Non-Charter	53,738	64.9	62	83	94	93	4	7	18
	Charter	437	57.6	45	71	88	91	3	60	38
ALC's		948	42.7	15	38	69	69	13	39	52

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.28 2002 Grade 11: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested, except those with Limited English Proficiency

		No. Tested	Mean % Correct	Mean % Correct: Obj 1	Mean % Correct: Obj 2	Mean % Correct: Obj 3	Mean % Correct: Obj 4	Mean % Correct: Obj 5	% Enr. Students Tested	% Sp. Ed. Students	% New Students	% F/R Students
TOTAL		51,793	46.9	51.7	40.0	47.8	49.0	44.0	86	11	8	16
GENDER	Female	25,667	46.6	50.5	39.5	48.4	49.6	43.4	86	7	7	16
	Male	26,126	47.2	52.9	40.5	47.3	48.4	44.5	85	14	8	15
ETHNICITY	Asian	1,479	48.7	53.2	41.5	47.5	52.5	47.2	86	4	14	33
	Black	1,812	31.7	36.9	27.5	31.8	32.9	27.5	74	19	22	56
	Hispanic	704	38.4	43.9	32.3	39.9	40.1	33.8	78	13	19	40
	Am. Indian	600	36.6	41.7	30.8	38.7	37.5	32.5	72	21	14	51
	White	47,198	47.6	52.5	40.7	48.7	49.8	44.8	86	10	6	12
SPECIAL ED.		4,339	30.3	35.6	26.8	30.6	30.0	26.7	68	—	12	29
NEW TO DISTRICT		3,488	37.9	43.3	31.8	39.4	39.3	34.0	77	17	—	30
MIGRANTS		18	33.4	39.5	27.4	35.5	34.2	28.2	60	7	40	80
F/R LUNCH		7,540	38.4	43.6	32.1	40.5	40.0	34.3	80	20	14	—
ATTENDANCE RATE	95–100%	31,369	49.7	54.5	42.5	50.3	52.0	47.2	91	8	3	12
	90–94%	11,903	45.2	49.9	38.3	46.6	47.4	41.8	84	10	5	16
	0–89%	6,256	39.1	44.0	33.2	41.1	40.4	34.9	73	18	14	28
MIDYEAR SCHOOL TRANSFER	0	47,337	47.8	52.6	40.8	48.7	50.0	45.0	87	9	3	14
	1	1,752	36.5	42.2	30.9	38.0	37.6	31.5	74	22	36	37
	2 or more	439	31.6	36.4	26.7	34.1	31.2	27.9	66	36	44	51
STRATA	Mpls/St. Paul	2,370	40.1	45.3	33.8	40.6	42.5	36.3	74	13	11	42
	TC Suburbs	21,071	48.8	53.6	42.5	48.8	51.3	45.9	83	10	7	9
	Outstate 2000+	12,533	47.6	52.5	40.4	48.6	49.9	44.9	85	11	7	15
	Outstate 2000-	15,420	45.0	49.8	37.5	47.3	46.5	42.1	92	11	7	21
PUBLIC SCHOOLS	Non-Charter	51,394	47.0	51.8	40.1	47.9	49.1	44.1	86	11	7	15
	Charter	399	35.5	41.7	30.6	35.8	36.6	30.6	91	15	52	34
ALC's		1,541	30.2	35.9	25.6	31.9	29.9	25.4	65	15	34	32
SHAPE/SPACE/MEAS. (Obj 1)	Not Completed	18,350	39.1	44.1	33.2	41.3	40.3	34.9	73	18	13	23
	Completed	33,409	51.1	55.9	43.7	51.4	53.8	48.9	94	5	3	11
CHANCE/DATA ANAL. (Obj 2)	Not Completed	34,436	44.9	49.9	38.0	46.1	46.8	41.9	81	13	9	18
	Completed	17,347	50.8	55.4	43.9	51.3	53.3	48.1	96	6	3	11
DISCRETE MATH (Obj 3)	Not Completed	43,409	45.5	50.4	38.7	46.6	47.4	42.5	84	12	8	17
	Completed	8,370	53.9	58.4	46.8	54.0	57.1	51.4	97	4	3	9
ALGEBRAIC PATTERNS (Obj 4)	Not Completed	28,448	40.8	45.8	34.3	43.0	42.2	36.9	81	15	11	20
	Completed	23,321	54.3	59.0	47.0	53.7	57.3	52.5	93	4	3	9
TECHNICAL APPLIC. (Obj 5)	Not Completed	47,645	47.0	51.8	40.1	48.0	49.2	44.1	85	11	8	16
	Completed	4,133	45.3	50.8	38.6	46.1	46.5	42.2	94	11	5	14

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.29 2002 Grade 11: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested, except those New to Their District Since January 1, 2001

		No. Tested	Mean % Correct	Mean % Correct: Obj. 1	Mean % Correct: Obj. 2	Mean % Correct: Obj.3	Mean % Correct: Obj.4	Mean % Correct: Obj.5	% Enr. Students Tested	% Sp. Ed. Students	% LEP Students	% F/R Students
TOTAL		50,012	46.9	51.7	40.1	47.8	49.1	44.1	86	3	8	16
GENDER	Male	25,096	47.3	53.0	40.7	47.3	48.7	44.7	86	3	11	15
	Female	24,916	46.5	50.4	39.5	48.3	49.6	43.4	87	4	5	16
ETHNICITY	Asian	2,103	44.5	49.0	37.4	44.1	48.1	42.2	87	39	5	51
	Black	1,946	30.1	34.8	26.4	29.6	31.5	26.7	76	28	12	63
	Hispanic	857	35.9	41.7	30.4	36.7	37.4	31.2	81	32	9	48
	Am. Indian	520	37.2	42.5	31.1	39.2	38.1	33.1	72	0+	16	47
	White	44,586	48.1	52.9	41.1	49.1	50.3	45.3	87	0+	8	11
SPECIAL ED.		1,717	30.6	35.2	25.9	30.0	32.9	27.2	84	—	5	81
LEP		3,913	30.4	35.7	26.9	30.7	30.1	26.9	69	2	—	26
MIGRANTS		42	28.9	34.1	26.2	30.1	29.0	23.3	79	74	0	81
F/R LUNCH		7,915	37.5	42.5	31.2	39.2	39.2	33.5	82	18	13	—
ATTENDANCE RATE	95–100%	31,568	49.4	54.2	42.3	50.0	51.8	46.9	91	3	7	13
	90–94%	11,674	45.0	49.8	38.3	46.4	47.2	41.7	85	3	8	17
	0–89%	5,673	39.3	44.1	33.4	41.1	40.8	35.2	74	5	14	28
MIDYEAR SCHOOL TRANSFER	0	47,329	47.6	52.4	40.7	48.5	49.9	44.8	87	3	7	14
	1	1,319	34.9	40.2	29.9	36.1	36.2	30.0	75	16	16	45
	2 or more	267	30.6	35.7	25.2	32.1	30.6	27.7	65	12	26	56
STRATA	Mpls/St. Paul	3,262	37.3	42.3	31.3	37.6	39.7	33.6	78	36	8	57
	TC Suburbs	20,037	49.2	54.0	42.9	49.2	51.8	46.4	84	2	8	8
	Outstate 2000+	12,086	47.8	52.6	40.5	48.6	50.1	45.1	86	2	7	13
	Outstate 2000-	14,432	45.4	50.2	37.8	47.7	46.9	42.5	92	0+	8	19
PUBLIC SCHOOLS	Non-Charter	49,817	47.0	51.8	40.1	47.9	49.2	44.1	86	3	8	16
	Charter	195	36.5	41.8	32.7	36.7	37.5	31.8	91	3	18	32
ALC's		1,104	29.3	34.8	24.8	31.0	28.9	24.6	65	11	13	41
SHAPE/SPACE/MEAS. (Obj 1)	Not Completed	17,257	38.9	43.8	33.1	40.9	40.2	34.8	74	7	14	25
	Completed	32,725	51.2	55.9	43.8	51.5	53.8	49.0	94	1	5	11
CHANCE/DATA ANAL. (Obj 2)	Not Completed	32,967	44.9	49.8	38.1	46.0	46.9	42.0	82	4	9	18
	Completed	17,034	50.8	55.4	44.0	51.4	53.4	48.2	96	2	5	11
DISCRETE MATH (Obj 3)	Not Completed	41,777	45.5	50.4	38.7	46.6	47.5	42.6	85	4	9	17
	Completed	8,217	54.0	58.4	46.9	54.2	57.3	51.5	97	2	4	9
ALGEBRAIC PATTNS (Obj4)	Not Completed	27,080	40.7	45.6	34.2	42.8	42.2	36.9	82	5	11	21
	Completed	22,907	54.3	59.0	47.0	53.7	57.3	52.6	93	2	4	10
TECHNICAL APPLIC. (Obj 5)	Not Completed	46,019	47.1	51.8	40.2	47.9	49.3	44.2	86	4	8	16
	Completed	3,981	45.6	51.1	38.9	46.4	46.9	42.6	94	1	10	14

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).

Table B.30 2002 Grade 11: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested, except those in Special Education

		No. Tested	Mean % Correct Scores	Mean % Correct: Obj. 1	Mean % Correct: Obj. 2	Mean % Correct: Obj.3	Mean % Correct: Obj.4	Mean % Correct: Obj.5	% Enr. Students Tested	% LEP Students	% New Students	% F/R Students
TOTAL		49,443	47.7	52.5	40.6	48.6	50.0	44.8	88	4	7	16
GENDER	Male	24,065	48.5	54.3	41.6	48.6	50.1	45.9	88	4	7	16
	Female	25,378	46.8	50.7	39.6	48.6	49.9	43.7	87	4	6	17
ETHNICITY	Asian	2,274	44.5	49.0	37.3	44.1	48.1	42.1	87	37	12	52
	Black	2,257	30.1	34.9	26.2	29.4	31.4	26.5	80	32	24	64
	Hispanic	958	35.9	41.6	30.2	36.8	37.5	31.3	81	34	19	48
	Am. Indian	501	38.3	43.1	32.1	40.7	39.5	34.1	76	0+	13	47
	White	43,453	49.1	53.9	41.8	50.2	51.5	46.3	89	0+	5	11
LEP		2,010	30.3	34.8	25.8	29.6	32.6	27.1	83	—	18	81
NEW TO DISTRICT		3,344	38.3	43.5	31.9	39.5	39.9	34.5	79	11	—	33
MIGRANTS		53	28.9	35.2	25.9	29.0	28.2	24.0	77	66	21	81
F/R LUNCH		7,996	38.2	43.3	31.8	40.1	40.1	34.1	85	20	14	—
ATTENDANCE RATE	95–100%	30,286	50.3	55.1	43.0	50.9	52.9	47.9	92	3	3	13
	90–94%	11,265	46.0	50.7	39.0	47.5	48.4	42.6	86	3	5	16
	0–89%	5,638	40.2	45.1	33.9	42.3	41.7	35.9	76	5	13	28
MIDYEAR SCHOOL TRANSFER	0	45,088	48.7	53.4	41.5	49.7	51.1	45.9	89	3	3	14
	1	1,757	36.1	41.6	30.4	37.2	37.7	31.2	79	19	37	45
	2 or more	344	32.2	37.1	27.0	34.3	32.3	28.4	72	14	43	54
STRATA	Mpls/St. Paul	3,407	37.3	42.4	31.2	37.5	39.7	33.6	81	37	12	57
	TC Suburbs	19,769	49.9	54.6	43.4	49.8	52.7	47.1	85	2	7	9
	Outstate 2000+	11,822	48.7	53.5	41.2	49.7	51.2	46.1	88	2	5	13
	Outstate 2000-	14,103	46.5	51.3	38.5	48.9	48.1	43.6	93	0+	6	19
PUBLIC SCHOOLS	Non-Charter	49,101	47.7	52.5	40.6	48.7	50.1	44.9	88	4	6	16
	Charter	342	36.6	42.5	31.6	37.4	37.7	31.5	90	2	53	33
ALC's		1,472	30.0	35.6	25.4	31.5	29.9	25.3	67	11	34	36
SHAPE/SPACE/ MEAS. (Obj 1)	Not Completed	17,153	39.9	44.8	33.7	42.0	41.4	35.7	77	9	13	26
	Completed	32,258	51.8	56.6	44.2	52.1	54.6	49.7	95	2	3	11
CHANCE/DATA ANAL. (Obj 2)	Not Completed	32,778	45.7	50.6	38.6	46.8	47.8	42.7	84	5	9	19
	Completed	16,654	51.6	56.2	44.6	52.1	54.3	49.0	96	2	3	11
DISCRETE MATH (Obj 3)	Not Completed	41,284	46.3	51.2	39.3	47.5	48.5	43.4	86	5	8	18
	Completed	8,138	54.4	58.9	47.2	54.5	57.8	52.0	97	2	3	10
ALGEBRAIC PATTNS (Obj 4)	Not Completed	26,569	41.6	46.5	34.8	43.9	43.3	37.7	83	6	10	2
	Completed	22,848	54.7	59.4	47.3	54.1	57.8	53.1	93	2	3	10
TECHNICAL APPLIC (Obj 5)	Not Completed	45,658	47.7	52.5	40.6	48.7	50.2	44.9	87	4	7	16
	Completed	3,769	46.8	52.2	40.0	47.7	48.4	43.8	95	1	5	14

Note: LEP=limited English proficiency; Special Ed=special education; F/R Lunch=eligible for free or reduced-price lunch; New to District=enrolled since 1/1/01; Midyear School Transfers=the number of times a student transfers into a new school (does not include transfers out); 0+ indicates less than one-half of a percentage point (as opposed to 0, which indicates 0%).