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ABSTRACT

This report analyzes education in Minnesota. After a brief introduction in chapter 1, chapter 2 reviews educational accountability at the national and state levels and the development of Minnesota's own assessment and accountability system. This review not only leads to recommended next steps in that assessment and accountability system, it also offers insights on the federal perspective and on new directions in policy and practices. Chapter 3 describes the students in Minnesota's K-12 system and the resources, such as funding and staffing, through which educational results are obtained. By describing the resources through which educational results are obtained, chapter 3 sets the stage for the description of those results in chapters 4 and 5. Chapter 4 discusses attendance rates, high school coursework, and high school graduation rates among Minnesota's K-12 students. Chapter 5 covers student achievement as reflected in statewide tests. It also compares the achievement of Minnesota students to that of students from other states and other countries in selected subject areas and grades. The last chapter presents major conclusions and recommendations on achievement, course work, attendance, graduation rates, and equity. Four appendices contain a glossary of terms, information on content and performance standards, and other information. Fifty tables provide statewide statistics on education. (Contains 23 references.) (RJM)

EA

MINNESOTA
Education Yearbook
The Status of Pre-K–12 Education in Minnesota

The *1999 Minnesota Education Yearbook* has been produced by
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Education MINNESOTA Yearbook

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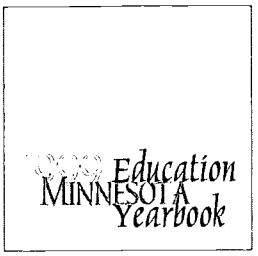

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Education MINNESOTA Yearbook

EXECUTIVE SUMMARY

The mission of the Office of Educational Accountability (OEA) is to analyze and periodically report on the needs of students and the condition of K-12 education in Minnesota as these are reflected in a comprehensive set of indicators. Reports are designed to inform and facilitate the improvement of elementary and secondary education statewide.

The 1997 Omnibus Education Bill, which authorized the OEA, charged the office with advising the education committees of the Minnesota Legislature and the Commissioner of the Department of Children, Families & Learning, at least on a biennial basis, as to whether the statewide educational accountability and reporting system includes a comprehensive assessment framework that measures school accountability for students achieving the goals described in the state's results oriented *Graduation Rule*. Therefore, in addition to data on the schools and students of Minnesota, this report also covers progress to date in the development of a statewide accountability system and steps needed to further that system.

This report is only one piece of the Minnesota educational accountability reporting system. In order to monitor improvements in education statewide, one must track information statewide. Therefore, the focus of this report is on the state as a whole; or on portions of the state that cut across districts (e.g., suburban schools and students). Information about individual schools and districts can be accessed through the Department of Children Families & Learning Web site (http://cfl.state.mn.us) or the OEA Web site (http://edpsy.coled.umn.edu/oea).

ORGANIZATION OF THIS REPORT

After a brief introduction to the report in Chapter 1, Chapter 2 reviews educational accountability at the national and state levels and the development of Minnesota's own assessment and accountability system. This review leads to recommended next steps in that assessment and accountability system. Chapter 3, entitled "Educational Inputs and Processes," describes the students in Minnesota's K-12 system and the resources through which educational results are obtained. These resources include the funding of our schools and the teaching staff in our classrooms. By describing the resources through which educational results are

obtained, Chapter 3 sets the stage for the description of those results in Chapters 4 and 5.

Chapter 4 discusses attendance rates, high school coursework, and high school graduation rates among Minnesota's K–12 students. Chapter 5 covers student achievement as reflected in statewide tests. It also compares the achievement of Minnesota students to that of students from other states and other countries in selected subject areas and grades. Chapter 6 contains our major conclusions and recommendations.

Accountability and Reporting

At this point in the development of Minnesota's accountability system, the legislature has approved the *Graduation Rule,* comprised of (1) the *Basic Standards*, representing the minimum skills required of all students for high school graduation; and (2) a sequence of *Preparatory Standards* for grades K–8 and *High Standards* for grades 9–12 that students are expected to achieve before leaving school. Assessments tied to the preparatory standards have been developed for grade 3 (the *Minnesota Comprehensive Assessments* in reading and mathematics), and for grade 5 (the *Minnesota Comprehensive Assessments* in reading, writing, and mathematics). *Basic Standards Tests* in reading, mathematics, and writing are in place at grades 8 and 10. The assessments provide accountability for schools and chart student progress toward graduation.

Both the 1999 *Graduation Standards Advisory Panel Recommendation* and the *Minnesota Educational Accountability Reporting System* feasibility study recommended a statewide assessment in the high school grades 10–12. Federal Title I accountability standards require such an assessment tied to the state's high standards in at least two subject areas, language arts and mathematics. Therefore, we are recommending continued development of such an assessment in no more than six subject areas, an assessment that largely relies on a selected response format in order to minimize testing time. Such an assessment can provide accountability for the achievement of students nearing the end of high schools.

Federal Title I accountability also requires that states develop performance standards for Title I (high poverty) schools. Unless there is some change in these federal requirements, Minnesota must develop such standards. Developing the standards for all schools, not just Title I schools, would be consistent with efforts to provide a uniformly high quality of education throughout the state.

In this and other reports, educational data are publicly reported on a statewide basis. Data about individual schools and districts can be accessed by the public through CFL and OEA Web sites (http://cfl.state.mn.us and http://edpsy.coled.umn.edu/oea). This public reporting of data needs to be further refined as new indicators are added and old indicators are refined.

Educational Inputs and Processes

There are two notable trends in student enrollment data. First, the percentage of minority students has increased from 6% in 1986–87 to 15% in 1998–99. Minnesota schools must be prepared to educate an increasingly diverse student body. Second, the Minnesota State Demographic Center has projected that, statewide, enrollments will peak in 1999–2000 and begin a gradual decline thereafter. For some schools and districts, the decline will mean a loss of enrollment based funding. Such a decline may decrease the heightened demand for new teachers created by the large number of anticipated retirements. Despite the peak in enrollments, expected increases in teacher retirements will make it difficult to recruit sufficient numbers of qualified teachers over the next several years, particularly in some teaching fields.

In the latest year for which data from other states are available, Minnesota's per pupil funding remained within 1% of the national average, placing Minnesota 17th in per pupil funding as compared to other states. To its credit, Minnesota's efforts to equalize school resources for students irrespective of their economic background seems to have produced some success; schools with high concentrations of low-income students have funding levels and student-teacher ratios which are competitive with those in other schools around the state. In the most recent figures, Minnesota was spending $6,333 per pupil, up 4% from the previous year, and had an average student/teacher ratio of about 17 students per teacher.

Coursework, Attendance, and Graduation

Two trends in student high school coursework warrant attention. Among Minnesota students taking the *ACT* college admissions test, fewer students this year than last had the recommended high school coursework. This small decline in coursework preparation was accompanied by a small decline in college admissions test scores; we hope that these declines will not continue. Results from the Third International Mathematics and Science Study (TIMSS) suggest that Minnesota students in their last year of high school take mathematics and science courses less frequently than their counterparts from other countries.

Average attendance rates vary from 95% in the elementary grades to approximately 90% by the end of high school. In Chapter 5, poor attendance is linked to low achievement on the statewide tests.

For the state as a whole, 78% of the 1995 ninth graders in the study graduated from a Minnesota high school four years later. Eleven percent left high school, and another 11% were still enrolled in high school but had not yet completed work for their diplomas. These figures are virtually the same as last year's. Completion rates fell below 50% in the urban schools

and among some minority groups. This statewide 78% completion rate will be difficult to maintain in future years as graduation requirements increase. In addition to meeting their districts' course credit requirements, future graduating classes must pass the *Basic Standards Tests*, and when the *Graduation Rule* is fully implemented, they must also meet the *Profile of Learning* requirements.

In a sample from the graduating class of 1998, 53% of seniors stated plans to attend a four-year college the following fall. Only 15% stated no plans to attend any college at all immediately after high school. More girls than boys (60 vs. 46%) stated plans to attend a four-year college. White and non-white seniors were almost equally likely to have four-year college plans. Parental education was highly associated with student post-secondary educational plans.

ACHIEVEMENT

In the Third International Mathematics and Science Study, the performance of Minnesota fourth, eighth, and twelfth grade students in mathematics was mediocre, falling short of the high expectations we have for our children. Twelfth grade science results were equally mediocre.

In the National Assessment of Educational Progress (NAEP), Minnesota was one of only six states in which the percentage of fourth grade students reading at or above the Proficient Level increased significantly between 1992 and 1998.

Of the areas in which the National Assessment of Educational Progress has conducted state-by-state achievement comparisons, the 1998 eighth grade writing assessment was the only subject area where the Minnesota average failed to significantly exceed the U.S. average. If Minnesota's average achievement level is among the top states in reading and mathematics, there would seem no reason why the state's writing achievement levels shouldn't also be above average.

With the exception of eighth grade mathematics, scores on statewide tests improved at every grade and in every subject area. More attention must be given to mathematics. Our students do poorly when compared to students from other countries; pass rates on the eighth grade mathematics test have remained essentially the same for the past three years; and of the tests which students must pass in order to receive a high school diploma, the *Basic Standard* in mathematics is the most difficult for students to meet.

As stated above, the decade-long increase in Minnesota *ACT* college admissions scores came to an end this year. This may be linked to the fact that fewer of the test-takers had the recommended coursework in English, social studies, mathematics, and science. Nevertheless, of the states with a substantial proportion of students taking the *ACT*, only one state had an

overall average composite score higher than Minnesota in the 1999 administration.

Conclusions and Recommendations

Of the numerous conclusions and recommendations in this report, five stand out:

- *Minnesota needs a statewide assessment in the high school years as recommended in earlier reports and as required by federal Title I legislation.* Without such an assessment, the state lacks accountability for high school achievement. Testing time should be kept within reasonable limits.

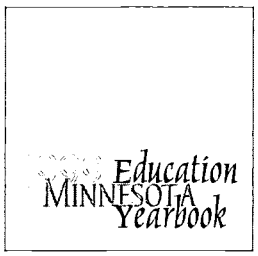
- *Unless there is some change in federal regulations for Title I schools, Minnesota must adopt performance standards for Title I (high poverty) schools.* The standards should extend beyond achievement to encompass at least attendance and high school graduation rates. Extending the standards to all schools, not just Title I schools, would be consistent with efforts to maintain a high quality of education throughout the state.

- *The high school completion rates of the past few years will be difficult to maintain as high school graduation requirements increase.* Members of next year's class must not only meet their high school's course credit requirement, they must also pass the *Basic Standards Tests.* When the *Graduation Rule* is fully implemented, graduating classes must also meet the *Profile of Learning* standards. High schools must pay close attention to student progress toward graduation, progress in meeting course credit requirements, progress in passing the *Basic Standards Tests*, and progress in meeting the *Profile of Learning* requirements.

- *More attention should be paid to mathematics.* The achievement of Minnesota students is mediocre when compared to that of students from other countries. Of the three tests students must pass in order to receive a high school diploma, pass rates are lowest in mathematics.

- *Writing also deserves our attention.* Of the areas in which the National Assessment of Educational Progress has conducted state-by-state achievement comparisons, the 1998 eighth grade writing assessment was the only subject area where the Minnesota average failed to significantly exceed the U.S. average. If Minnesota's average achievement level is among the top states in reading and mathematics, there would seem to be no reason why the state's writing achievement levels shouldn't also be above average.

Minnesota's goal is to have one of the finest education systems in the world. Based on both national and international studies, reading levels in the state are near the top, both nationally and internationally. There are still too many Minnesota children struggling to read, but the same can be said of other states and other countries. Mathematics achievement levels are high compared to those in other states, but not when benchmarked against international standards, particularly at the high school level. Pass rates on the *Basic Standards Test* in mathematics are now lower than those in reading and writing, and if for no other reason, mathematics will warrant increased attention. The recent eighth grade study of writing was the only comparison of U.S. states where Minnesota students performed at about the national average, rather than significantly above it. It is to be hoped that increased attention to writing, resulting from implementation of the *Graduation Standards,* will raise the writing performance of Minnesota students.



CHAPTER 1: INTRODUCTION

Educational improvement is an ongoing process. Since the mid-1980s, Minnesota has instituted a number of educational reforms, including open enrollment, charter schools, post-secondary enrollment options, statewide testing, and, most recently, the Graduation Standards. Each educational reform began as a response to some circumstance or problem within the State's education system; they were all implemented with the goal of improving education in Minnesota.

Improvement of any process or program should include analysis, planning, implementation, and evaluation. Furthermore, the cycle should be continuous: we should never expect to arrive at "perfection." In the case of our education system, we need to keep evaluating what we do, making adjustments and changes as necessary in order to take advantage of new information, and avoid stagnation. The world does not stand still; neither should our knowledge about education.

Monitoring educational improvements *statewide* means keeping track of educational results in the whole education system in Minnesota. That is, we need to know whether *all* of Minnesota's schools are improving—not just whether this or that district, or this or that school, is improving. If results improve in some districts, but decline in others, then education statewide has not improved; it has merely stayed the same. (This is not to say that we are not interested in seeing district-by-district, or school-by-school improvement. However, to address *statewide* improvement, we must look at *all* schools and districts, rather than at sections of the K–12 system.)

Educational accountability has been defined as "a systematic method to assure those inside and outside the education system [of whether] schools and students are moving toward desired goals" (Center for Policy Options, 1994, p. 2). In other words, educational accountability is part of the evaluation phase of the cycle of improvement. The goal of statewide educational accountability is to answer the question, "Is education improving statewide?"

The *Minnesota Education Yearbook* is one piece of Minnesota's educational accountability and reporting system. It reports on education *statewide,* rather than district by district or school by school. The *Yearbook* focuses on the state as a whole, or on particular segments of the educational system that cut across several districts (for example, the metro area). The purpose of the *Yearbook* is to describe recent developments at the

state and national levels that may affect Minnesota education; to describe trends in educational results statewide; and to describe the educational inputs and processes being used to attain those results. Information about individual schools and districts may 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://edpsy.coled.umn.edu/oea). Additional data about schools and districts are provided by the schools and districts themselves.

Chapter 2 focuses on changes or proposed changes at the national and state levels that have the potential to influence the reporting and use of educational data in Minnesota. It begins with national developments: the call for accountability in the President's 1999 State of the Union address, and the federal regulations on assessment and accountability that are associated with the Title I program and the Individuals with Disabilities Education Act (IDEA). The chapter then addresses various developments relating to issues such as educational funding, the *Profile of Learning,* and statewide testing.

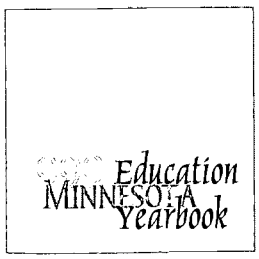
Chapter 3 covers school funding, teacher characteristics, and student characteristics. School funding and the teaching staff are the major resources through which educational results are obtained. This description of the resources and student characteristics associated with the educational process sets the stage for the presentation of educational results in Chapters 4 and 5.

Attendance, course work, and completion of the high school diploma are major indicators of students' success in obtaining the education they seek. Chapter 4 discusses students' participation in various types of courses; their attendance levels; their high school completion rates; and post-high school educational plans of graduates. Chapter 5 addresses student achievement, including recently released data from national and international studies comparing Minnesota students to those in other states and other countries. These results became available after the publication of the *1998 Minnesota Education Yearbook*. Chapter 5 then updates information on college admissions test data, and reviews last year's statewide assessment results.

Chapter 6 reports our major conclusions and recommendations.

This is the second *Minnesota Education Yearbook*. It differs in three respects from the 1998 *Yearbook*. First, it contains some new educational indicators, most notably data on post-high school educational plans of graduates. Secondly, the 1999 *Yearbook* more heavily emphasizes the school as the reporting unit, as opposed to last year's use of students as the reporting unit. For example, we report the funding levels and student-teacher ratios for various types of schools in Minnesota. Third, the 1999 *Yearbook* emphasizes improvement. That is, we discuss both the improvement in schools' performance *and* the improvement in students' performance as compared to the 1998–99 school year.

Minnesota's educational accountability and reporting system is evolving. The changes in the *Yearbook* represent the next step in this evolution, addressing statewide issues of educational quality and improvement. Because educational improvement is a continuous process, the monitoring of educational results must also be an ongoing effort, designed to tell us whether our educational reforms are succeeding and how they can be further improved.



CHAPTER 2: PROPOSALS AND PROGRESS IN ACCOUNTABILITY AND REPORTING

Any accountability system must take into account the wider context within which that system must operate. This context includes the regulatory and policy decisions made at both the federal and state levels, and educational trends and developments within and outside the state.

Like those of other states, Minnesota's educational accountability and reporting system is influenced by federal requirements and, at times, by trends in other states. In order to evaluate the effectiveness of Minnesota's accountability system, we must acquaint ourselves with the context within which the system developed. This chapter reviews existing federal requirements and recommendations, as well as proposals for additional ones. It then describes the trends in other states. Finally, it reviews last year's developments in Minnesota. The concluding section summarizes developments in Minnesota up to the present, as well as steps not yet taken.

ACCOUNTABILITY: THE FEDERAL PERSPECTIVE

With the passage of the Improving America's Schools Act (IASA) in 1994, schools and districts were expected to establish challenging content standards in the language arts and mathematics for students receiving Title I services. The IASA also called upon states to develop assessment programs aligned to these standards, and to develop definitions of adequate yearly progress for Title I students and school-wide programs. Amendments to the Individuals with Disabilities Education Act (IDEA) of 1997 mandated the inclusion of students with disabilities in statewide assessment programs, and the reporting of their performance in a manner consistent with that used to report information on non-disabled students.

Minnesota has completed some of the steps specified in the IASA. First, the Minnesota Graduation Standards and the requirements surrounding the *Profile of Learning* specify challenging content standards in several areas, including the language arts and mathematics. Further, Minnesota has developed statewide assessments aligned to those standards, the *Minnesota Comprehensive Assessments (MCAs),* at the elementary level. However, there are no such assessments at the high school level. Furthermore, at the junior high and middle school levels, the *Basic Standards Tests* are tied to more basic standards, not the challenging content envisioned in the IASA. And in response to the IASA requirement for adequate yearly progress

standards applicable to Title I students—expectations for schools concerning such things as achievement, attendance, and graduation rates—Minnesota does not have such adequate yearly progress standards in place. In short, Minnesota has met the federal requirements for challenging content standards, and has partially met the requirement for assessments aligned with those content standards, but has not established the adequate yearly progress goals specified for Title I programs.

In his 1999 State of the Union address, President Clinton laid out the administration's vision for furthering the expectations of states receiving federal funding for public education. The bill is entitled the Educational Excellence for All Children Act (EEACA). The proposals articulated under the EEACA may or may not be passed into legislation. Among them:

- *States would be required to develop a single accountability system that holds all schools (including those designated as Title I schools) accountable for making continuous and substantial gains in student academic performance.* States would be given the flexibility to adopt the model outlined in the statute, or an alternative that is at least as rigorous and effective. Those states without a single, system-wide accountability system would be required to develop one for their Title I schools.

- *All states and districts receiving EEACA funding would be required to produce and distribute annual "report cards" for each school, school district, and the state as a whole.* These report cards would include several indicators of educational inputs and outcomes, including teacher qualifications, class size, academic achievement, attendance and graduation rates. Wherever appropriate, the report cards would break achievement data into demographic groups, to identify any gaps in performance between disadvantaged youth and their peers.

- *States would be required to end social promotion by offering an array of educational options to students who need additional help in meeting challenging state academic standards.* These options would be offered at three key transition points (fourth grade, eighth grade, and high school graduation). State policies would need to use multiple measures, including assessment data, to determine whether each student has met the standards and is ready to be promoted.

- *School districts would be required to identify and provide technical assistance to their lowest-performing schools.* If no improvement in student performance were found at these schools after three years of being identified and assisted, the sites would face corrective action, which could include total staff changes or reconstitution.

How would these proposals affect Minnesota if they were enacted? Grade promotion policy is currently a matter addressed at the local district level in Minnesota. If schools were required to end social promotion, Minnesota would need to adopt a uniform policy for doing so, or delegate to local districts the responsibility for complying with the requirement. With regard to the "report card," Minnesota is already moving toward electronic publication (via Web site) of class size, attendance rates, achievement data, and graduation rates for all schools and districts; however, the phrase "report card" in federal legislation may imply a more condensed report than that contained on the current Department of Children, Families & Learning Web site. Other requirements could be met through Minnesota's Continuous Improvement Program, possibly with some modification, and by adopting adequate yearly progress standards.

State Level Accountability: New Directions in Policy and Practice

Besides the existing federal requirements, Minnesota has paid attention to trends in other states. During 1999, efforts continued in almost every state and in thousands of individual school districts to establish and expand systems of accountability in K–12 public education. According to Fuhrman (1999) these state and local efforts differ from traditional systems of public education in one or more of the following seven ways:

1. *A focus on performance rather than on regulatory compliance.* States continue to direct their attention to measures of student performance by certifying or accrediting schools and districts on the basis of performance, rather than emphasizing compliance with rules and regulations as they did in the past. The result is that policymakers continue to seek ways to reduce the number of regulatory restrictions on schools, freeing them to focus more attention on resources and student performance results.

2. *A shift in accountability from districts to individual schools.* Traditionally, local school districts were held accountable for student outcomes by state educational policies and were evaluated on their ability to carry out legislative or state agency directives. Today, the focus of accountability is much more likely to be placed on individual schools, with districts assuming a more supportive role in making sure the desired results are being pursued and achieved. In most cases, information on student performance is communicated to public and policymaking audiences using the school site as the unit of analysis.

3. *Local continuous improvement strategies.* Although most of the current state accountability models include standards of school performance established at the legislative or state agency level,

many schools are being encouraged to develop planning processes in order to identify and pursue additional locally-determined targets for student performance. Data from statewide assessment programs are typically used by local planning teams when establishing these targets.

4. *Inspections.* Increasingly (and in direct contrast to the practice of reviewing submitted materials and visiting central district offices), school inspections are focusing on teaching and learning. On-site interviews with both staff and administration, coupled with classroom observation, are intended to provide local educators with more opportunities to reflect on their practice and the achievement of their students.

5. *More accountability categories.* Typically, school performance standards have been framed in terms of student performance on state-developed, standards-based assessments, as well as other possible indicators, such as attendance and graduation rate. The development of school performance standards has been accompanied by an emphasis on defining multiple levels of performance for individual students and their schools. These levels of performance are then used to classify individual schools, and provide the basis for assigning performance "labels" to schools. These labels discriminate high-performing schools that have met or exceeded state expectations from those that fail to meet standards or show progress over time.

6. *Public reporting.* Most states currently report state-level information on student performance, and many provide results for individual schools. Providing these data to the general public can lead to significant consequences for the reputation of schools and, especially when parents have a choice in deciding which schools their children will attend, for enrollment.

7. *Consequences attached to performance levels.* A growing number of states have attached consequences to established levels of school performance. These consequences range from awards for meeting target goals to placing schools under probationary status if they fail to show adequate progress or performance, with the further possibility of closure or reconstitution if the lack of performance is not corrected.

Some but not all of these trends are visible in Minnesota. In Minnesota's accountability and reporting systems, there is a heavy emphasis on performance, but regulatory compliance is still a major component of the system. There is more emphasis on the accountability of both schools and districts, and there are programs to encourage local districts' continuous improvement strategies. Public reporting of data has increased in both electronic (e.g., http://children.state.mn.us or http://edpsy.coled.umn.edu/oea) and hard-copy form.

A Year of Debate and Decision for Minnesota's K-12 Educational System

Efforts in pre-K–12 educational reform captured the attention of legislative, educational and public audiences during this last year in Minnesota. In the areas of assessment and accountability, significant changes were proposed and in some cases adopted for various aspects of our state's system of elementary and secondary education.

- *School Performance Standards.* In the Fall of 1998, a task force of representatives from the Department of Children, Families & Learning (CFL), educational organizations, school districts, and higher education were commissioned to assist CFL in making recommendations to the Legislature concerning school performance standards. These standards would be used to measure "adequate yearly progress" in Minnesota schools serving Title I students, and to satisfy a legislative request to establish definitions for low- and high-performing schools. Based on committee deliberations, a final report of recommendations, entitled *Student Achievement Levels,* was prepared by CFL and forwarded to the Legislature for consideration. The CFL report recommended the use of *MCA* achievement scores in a "weighted index" as a mechanism for identifying schools that are not showing continuous and substantial gains in student achievement (schools that are not making adequate yearly progress). Although legislation was introduced during the 1999 session calling for the identification of low-performing schools, using an array of educational indicators that included *MCA* performance data, the bill was withdrawn from consideration by its authors. It is important to keep in mind that failure to adopt performance standards will keep Minnesota from full compliance with federal (IASA) accountability requirements.

- *Public Reporting of Educational Indicators.* The past year (1999) witnessed the launch of CFL's Continuous Improvement Web site, a repository of data on numerous indicators of educational inputs, processes and outcomes at both the district and school building level. The site provides information on school finance, student characteristics, teacher characteristics, and measures of student participation, along with student performance data from both the *Minnesota Comprehensive Assessments* and the *Basic Standards Tests.* Visitors to the site are able to break down aggregated achievement information according to a number of different factors, including socioeconomic status, gender, limited English proficiency (LEP) status, disability status, and mobility. However, some indicators are available at the district, but not the school level (for example, financial data) while other indicators, such as class size, are as yet unavailable at either level.

- *Continuous Improvement Initiative.* The Department of Children, Families & Learning introduced a new initiative aimed at assisting building-level leadership teams with data analysis, planning, implementation, and evaluation through a process called "continuous improvement." Various work teams contributed to the construction of a resource manual used by 14 pilot sites identified by MEEP Regional Coordinators statewide. A cadre of 50 "Critical Friends" were also identified; these individuals provided a network of assistance and support to the site teams. Department staff are exploring ways to expand the Continuous Improvement process statewide.

- *Profile of Learning.* No aspect of Minnesota's efforts in educational reform received more attention and debate than the *Profile of Learning,* a taxonomy of high academic standards organized within ten general areas of learning for students at the elementary, intermediate, middle and high school levels. The 1998 Legislature charged the Commissioner of the Department of Children, Families & Learning with appointing an 11-member panel to provide recommendations on the further implementation of the *Profile of Learning* and its accompanying high standards.

  In January 1999, the Graduation Standards Advisory Panel issued its final recommendations. These included the retention of the standards identified in the *Profile of Learning* but eliminating references to the requirement for teachers to use "performance packages" to assess student mastery of the standards; and reduction of the number of required learning areas from ten to five, leaving the remaining areas to local district discretion. The five mandated areas address the core academic areas of reading, writing, mathematics, science, and people and cultures (social studies).

  The panel's recommendations also required each student to "successfully complete locally approved performance assessments in at least ten standards, with at least one from each required learning area at any grade level." The recommendations required schools to implement a statewide eleventh grade test tied to the required learning areas to allow for national and international comparisons of student achievement. Finally, the panel recommended that the legislature set a minimum score for student performance on the test, and that students be required to achieve that score in order to receive a high school diploma. The high school assessments currently in progress do not readily provide a national benchmark, and to our knowledge, no statewide test currently provides an international benchmark. This particular legislative recommendation may not be feasible.

The Graduation Standards Advisory Panel recommendations marked the beginning of lengthy legislative deliberations during the 1999 session over the future of the *Profile of Learning.* Although the state House of Representatives passed a bill that repealed the *Profile of Learning* and its requirements, the Senate version of the bill offered major revisions without eliminating the *Profile's* basic requirements. Conference committee members were unsuccessful in finding common ground between their two proposals, and the current rule was left unchanged at the conclusion of the legislative session. If allowed to stand, the *Profile of Learning* will require graduates of 2002 to successfully master 24 high school standards before receiving a diploma.

- *Developments in the* Minnesota Comprehensive Assessment *Program.* This year marked the second statewide administration of the *Minnesota Comprehensive Assessments* for Grades 3 and 5 in reading, mathematics, and writing (student results are discussed in Chapter 5). Legislation overseeing Minnesota's statewide testing program (Minn. Stat. §120B.30, Subd. 1b) also calls for assessment "in all required learning areas and selected required standards within each area of the *Profile of Learning.*" In response to this requirement, a high school level *MCA* in writing is being developed and will be administered to sophomores statewide in January 2000. This assessment will include questions from the *Basic Standards Test* in Written Composition, but will provide an additional three levels of scoring information within the Level IV group. Students will still need to score at least a 3 on the test to pass, but if they reach Level 4, they will be able to tell whether their scores are in the top, middle, or lower third of the highest-scoring group. Reading and Math *MCAs* for high school students are scheduled to be administered during the 2000–01 school year.

- *Developments in Statewide Assessment of Students with Limited English Proficiency (LEP).* The current plan of testing officials at the Department of Children, Families & Learning is to establish the *Minnesota Test of Emerging Academic English,* designed specifically for students with limited English proficiency. This test would provide information regarding all LEP students in Minnesota's accountability system. Test results would be used to evaluate the progress students are making in English as a Second Language (ESL) instructional programs. The information from this test could also be used in making decisions about when individual students should be moved out of ESL programming and into regular, English-only classes.

Although current policy only allows for a one-year, optional exemption

from participation in the *Minnesota Comprehensive Assessments,* a proposed policy change would require every student receiving ESL services in grades three through eight to take the *Minnesota Test of Emerging Academic English* on an annual basis. For the first three years a student is in the United States, this policy change would also give districts the option of using either the *Minnesota Test of Emerging Academic English* or other state tests to assess ESL students' performance, based on the district's decision as to which test is most appropriate for the student. Students would receive scores in reading and writing each year in order to measure growth in academic English language skills.

Where Does Minnesota Stand?

At this point, Minnesota has challenging content standards in place, contained in the *Graduation Standards.* There are statewide assessments aligned with its *High Standards* in third and fifth grades, but not high school. The assessments administered in eighth grade (for reading and math) are aligned with the state's basic standards rather than its high standards. However, federal legislation requires assessment of student performance against the state's high standards. Arguably, the *Basic Standards Test* may not satisfy the federal requirement for a test aligned to "challenging standards" in grades 6 through 9.

While new and inevitably subject to some revision, reporting systems are developing. The Department of Children, Families & Learning's Web site contains data on schools and districts (link through http://cfl.state.mn.us/DISTINFO.HTM), including data on outcomes (such as achievement and high school completion rates), as well as data on the characteristics of students and resources (for example, per pupil expenditures). This *Yearbook,* and other reports referred to in this report, contain statewide data. As these information systems become more and more widely used, parents and educational decision makers need to become aware of them, so they can utilize the information in decision making.

To date, Minnesota does not have adequate yearly progress standards for schools. Such standards would consist of school performance goals (for example, schools might aim for a 94% attendance rate). For schools which have not yet met the performance goal, yearly progress standards would specify an expected yearly level of progress toward the goal (for example, a school with less than a 94% attendance rate would be expected to show a specific percentage rate of improvement each year).

In other states, adequate yearly progress standards have been accompanied by technical assistance programs for schools that have not reached the target programs designed to help such schools meet their progress targets. Such performance standards for schools are not easy to set. Schools vary widely in resources and student backgrounds. Setting common expectations for all schools means that we must answer questions like "How good is

good enough?" not just for an urban school, but for an outstate district and a suburban school as well. Is a 94% attendance rate good enough? Is it too high? The answer to the question must take into account not only our desire to provide a common level of education for all students, but also our knowledge of the effect of poverty on student performance, and the rates at which we can reasonably expect performance to improve in schools that do not meet the standards. Universal expectations for performance tend to have "one size fits all" problems; policymakers must not only set standards carefully, but also plan how to bring all schools into compliance at reasonable rates.

And yet, if standards are carefully set, they can provide extremely useful information within a constructive framework for schools. Standards can clarify the expectations for schools and provide an incentive to improve, not only by clearly articulating performance goals, but also by helping schools to plan the steps they will take to reach those goals, and by providing a framework within which each step can be prioritized, given district and site constraints and challenges. Standards can provide a basis for recognizing high-performing schools and a trigger for initiating technical assistance to under-performing schools. And common performance goals can help ensure a uniformly high quality of education throughout the state.

If current federal mandates remain in place, Minnesota may be required to adopt such adequate yearly progress standards, at least for Title I schools (schools with 50% or more of students eligible for free or reduced priced lunch) and for Title I students in the remaining schools. It therefore seems wise to consider carefully the context within which our schools operate, so that if Minnesota does need to develop a set of standards to meet federal requirements, they will be constructive, useful, and helpful to our schools, rather than merely another set of rules imposed by the "system." Such standards must be accompanied by a program of continuous improvement for schools yet to meet the standards, to ensure that all students across the state have adequate and equitable learning opportunities. Chapter 3 discusses the intra-school and intra-district context of those factors which, in contrast to federal or state regulatory and policy considerations, most affect school performance: enrollment and attendance patterns, the monetary resources available to schools, and the demographics of both teachers and student populations.

Minnesota Education Yearbook

CHAPTER 3: EDUCATIONAL INPUTS AND PROCESSES

Because of its inherent value to our country's democracy and economic vitality, public education is one of the most important and costly enterprises of any state. In this chapter, we report on several of the characteristics of our schools and students that are brought together in the educational enterprise: enrollments, finance, and teaching staff.

ENROLLMENT

Table 3.1 shows the enrollment in Minnesota schools broken down by gender and ethnicity. Totals are given by region of the state—metro area (Mpls/St. Paul and Twin Cities suburbs) vs. outstate; and by several other school characteristics associated with student outcomes: poverty concentration, limited English proficiency concentration, special education concentration, and mobility.

Table 3.1 1998–99 School Year: Number of Students for Each Ethnic Group and Gender

		Total Students	Male	Female	American Indian	Asian/ Pacific Islander	Hispanic	Black	White
TOTAL		847,305	435,511	411,794	16,958	39,851	22,364	49,437	718,695
REGION	Metro Area	428,279	219,166	209,113	6,170	33,251	12,788	43,954	332,116
	Outstate	405,978	209,108	196,870	10,459	5,718	9,137	3,482	377,182
STRATA	Mpls/St. Paul	93,615	47,864	45,751	3,648	20,330	6,864	31,318	31,455
	TC Suburbs	334,664	171,302	163,362	2,522	12,921	5,924	12,636	300,661
	Outstate: 2000+	201,081	103,521	97,560	3,724	4,087	4,817	2,682	185,771
	Outstate: 2000-	204,897	105,587	99,310	6,735	1,631	4,320	800	191,411
SCHOOL CATEGORY: POVERTY	0-19%	403,976	206,726	197,250	2,749	11,804	5,766	7,916	375,741
	20-29%	158,180	81,250	76,930	1,899	3,762	3,439	3,866	145,214
	30-49%	164,145	84,685	79,460	5,029	6,378	6,607	9,096	137,035
	50-100%	101,599	52,712	48,887	6,989	17,388	6,088	27,263	43,871
SCHOOL CATEGORY: LEP	0%	336,308	173,796	162,512	10,677	4,211	3,857	9,186	308,377
	1-9%	407,188	208,038	199,150	4,102	15,875	10,205	18,573	358,433
	10-100%	84,404	43,539	40,865	1,887	19,246	7,838	20,382	35,051
SCHOOL CATEGORY: SPECIAL ED	0-9%	375,309	191,597	183,712	4,773	17,154	9,117	17,675	326,590
	10-19%	437,988	225,029	212,959	10,762	21,563	12,085	28,558	365,020
	20-100%	14,603	8,747	5,856	1,131	615	698	1,908	10,251
SCHOOL CATEGORY: MOBILITY	0-9%	105,806	54,383	51,423	513	1,790	1,151	952	101,400
	10-19%	418,866	214,468	204,398	5,336	10,175	7,613	7,939	387,803
	20-100%	299,952	154,552	145,400	10,756	2,7327	13,064	39,171	209,634

Each school category refers to the percentage of students who are: (a) eligible for free or reduced price lunch (poverty); (b) have limited English proficiency (LEP); (c) are in special education programs (Special Ed); and (d) are new to their district since 1/1/98 (Mobility).

In various reports, two trends in Minnesota school enrollments have been noted. First, as shown in Figure 3.1 (page 22), the percentage of minority students continues to increase.[1] Between academic year 1986–87 and 1997–98, the proportion of minority students in our schools rose from 6% to 15%. Minnesota's schools must be prepared to educate an increasingly diverse student body.

Second, the Minnesota State Demographic Center[2] has projected that statewide, enrollments will peak in 1999–2000 and begin a gradual decline

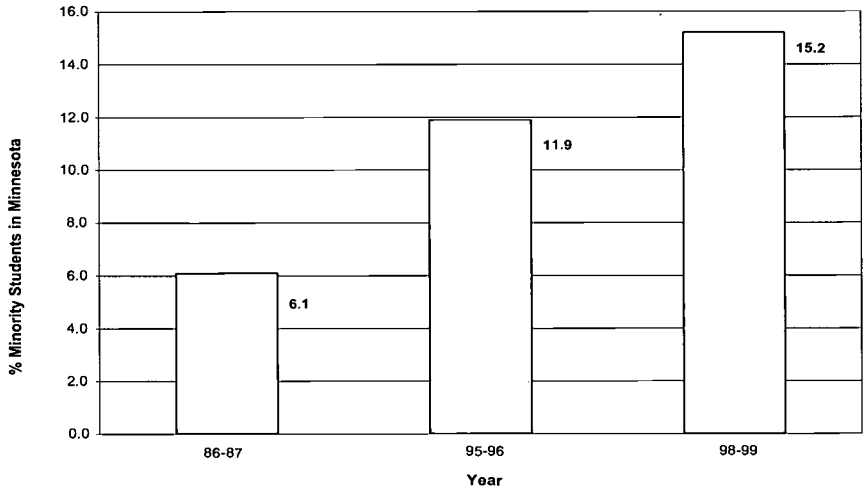
NOTES

[1] *School District Profiles 1997–98.* Roseville, MN: Minnesota Department of Children, Families & Learning

[2] *Minnesota School Enrollment Trends.* St. Paul, MN: Minnesota State Demographic Center, 1999.

Figure 3.1

Percentage of Minority Students, by School Year



thereafter. The data in Table 3.2 (below) and Figure 3.2 (p. 23), showing enrollment by grade, tend to confirm the conclusion of the Minnesota State Demographic Center. Looking at the statewide data in the first column, the enrollments are larger in the upper grades largely unaffected by dropping-out (i.e., Grades 7, 8, and 9) than in the lower grades (i.e. Grades 1, 2, and

Table 3.2

Number of Students in Each Grade, by School Strata

		Number of Students in School	Mpls/St. Paul	TC Suburbs	Outstate: 2000+	Outstate: 2000-
GRADE	K	61,044	8,544	24,772	13,342	13,556
	1	61,980	8,211	25,337	13,906	13,770
	2	62,358	8,115	25,478	14,093	13,895
	3	64,678	8,062	26,616	14,597	14,645
	4	64,101	7,773	26,097	14,654	14,808
	5	64,024	7,453	25,769	15,027	15,029
	6	64,031	6,933	25,811	15,113	15,504
	7	67,451	6,753	26,861	16,457	16,784
	8	67,901	6,703	26,374	16,758	17,394
	9	69,813	7,319	26,417	17,492	17,648
	10	68,381	6,658	25,698	17,228	17,569
	11	66,089	5,537	25,014	16,391	17,599
	12	65,454	5,554	24,420	16,023	16,696

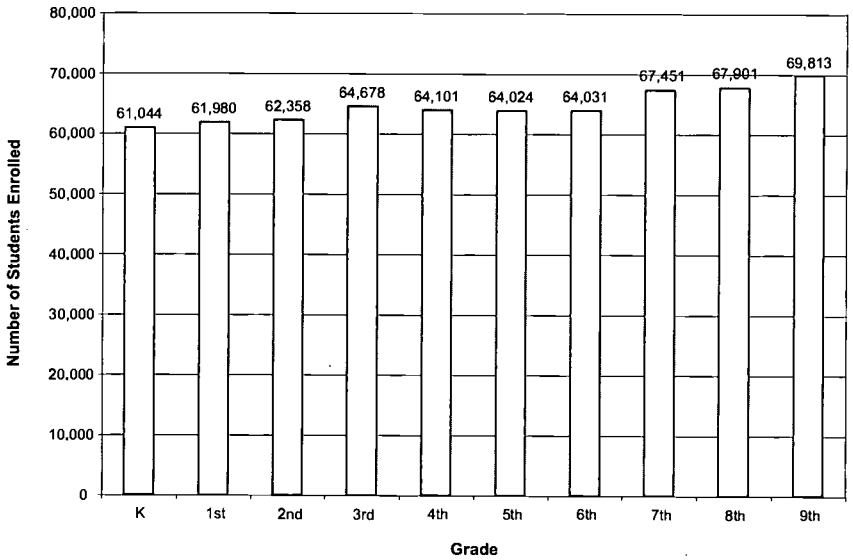


Figure 3.2

Number of Students Enrolled in 1998–99 by Grade

3). As the larger cohorts in the upper grades leave school and are replaced by smaller cohorts in the lower grades, overall enrollments across the state can be expected to decline. Such projected declines need to be considered in planning at the state, district, and school level, including planning concerning the supply and demand for new teachers. While an increased demand for new teachers has been predicted based on the aging of the teaching force and increased numbers of retirements,[3] it can be expected that the impact of increased retirement on the demand for new teachers may be partially offset by declines in enrollment.

Based on the data, however, not all areas of the state can be expected to experience enrollment declines of comparable magnitude. The decline in enrollment from upper to lower grades is most marked in outstate Minnesota. This would suggest that the enrollment decline will be more substantial in outstate districts and that increased retirements may not affect this region as adversely. Indeed, increased retirements permit districts with declining enrollments to more readily adjust through staff attrition.

FINANCING

In 1997–98, the average per pupil expenditure in Minnesota was $6,333, a 4% increase[4] over the $6,081 reported for the previous year. In the most recent year for which data were available from other states, 1996–97, the Minnesota per pupil expenditure is reported as $5,993, which is 1% above the national average of $5,906. In that year, Minnesota ranked 17th in per pupil expenditure among the fifty states. Adjusted for regional cost of living differences, Minnesota's per pupil expenditure ranked 21st.[5] This continues the trend of previous years in which Minnesota's per pupil expenditures are rising and are closely tracking the average expenditure nationally.[6]

NOTES

[3] Asking the Right Questions: Minnesota Teacher Supply and Demand. Minneapolis, MN: Center for School Change, in *Teachers for Our Schools.* Minneapolis, MN: College of Education and Human Development, University of Minnesota, 1999.

[4] *School District Profiles 1997–98* and *School District Profiles 1996–97.* Roseville, MN: Minnesota Department of Children, Families & Learning.

[5] *Quality Counts 99.* (1999). Bethesda, MD: Education Week.

[6] *Minnesota Education Yearbook: The Status of Pre-K - 12 Education in Minnesota 1998.* Minneapolis, MN: Office of Educational Accountability, University of Minnesota.

Table 3.3 1997–98 Per Pupil Expenditure, by District Category

		Total Operating Expenditures	Admin/ Support Service	Regular Instruction	Vocational Instruction	Exceptional Instruction	Instruction & Pupil Support	Operations & Maintenance	Other
STATE TOTAL		$6,333	$535	$3,031	$129	$935	$504	$539	$660
REGION	Metro Area	$6,635	$561	$3,123	$123	$1,017	$590	$558	$663
	Outstate	$6,017	$508	$2,935	$135	$849	$415	$519	$657
STRATA	Mpls/St. Paul	$8,158	$641	$3,751	$108	$1,364	$805	$642	$848
	TC Suburbs	$6,192	$538	$2,941	$127	$916	$527	$534	$609
	Outstate: 2000+	$5,996	$454	$2,861	$134	$944	$462	$506	$633
	Outstate: 2000-	$6,038	$560	$3,006	$136	$757	$369	$531	$680
DISTRICT CATEGORY: POVERTY	0-19%	$6,008	$519	$2,900	$121	$859	$488	$511	$611
	20-29%	$6,098	$501	$2,913	$123	$928	$459	$542	$633
	30-49%	$6,215	$536	$3,006	$165	$871	$423	$531	$682
	50-100%	$7,938	$646	$3,691	$121	$1,270	$736	$633	$841
DISTRICT CATEGORY: LEP	0%	$6,086	$551	$3,009	$131	$798	$387	$535	$676
	1-9%	$6,095	$508	$2,909	$130	$908	$496	$524	$619
	10-100%	$7,986	$637	$3,679	$117	$1,331	$769	$622	$831
DISTRICT CATEGORY: SPECIAL ED	0-9%	$5,940	$508	$2,899	$141	$802	$471	$501	$619
	10-19%	$6,565	$550	$3,108	$122	$1,014	$526	$561	$684
	20-100%	$8,333	$970	$3,966	$177	$1,290	$277	$753	$899
DISTRICT CATEGORY: MOBILITY	0-9%	$5,917	$559	$3,021	$132	$689	$338	$507	$671
	10-19%	$5,906	$502	$2,877	$124	$815	$454	$504	$629
	20-100%	$6,835	$567	$3,196	$133	$1,091	$577	$580	$691

Each district category refers to the percentage of students who: (a) are eligible for free or reduced-price lunch (poverty); (b) have limited English proficiency (LEP); (c) are in special education; or (d) are new to the district since 1/1/98 (mobility).

Table 3.3 shows per pupil operating expenditures for the state as a whole and per pupil expenditure for districts of various categories. These figures exclude capital expenses. They include not only costs of regular instruction, but also costs of special programs (e.g. special education, limited English proficiency instruction) and non-instructional services (e.g. transportation, food service). Historically in the United States, there has been a concern that schools and districts with high concentrations of economically disadvantaged students may be less well funded than other schools and districts, a charge asserted most forcefully by Kozol in his book entitled *Savage Inequalities.*[7] Figure 3.3 shows the per pupil expenditure for high and low poverty districts, where district poverty is measured by the proportion of students eligible for free or reduced price lunch. Clearly, this data shows no

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[7] Kozol, J. (1991). *Savage Inequalities: Children in America's Schools.* New York: Crown.

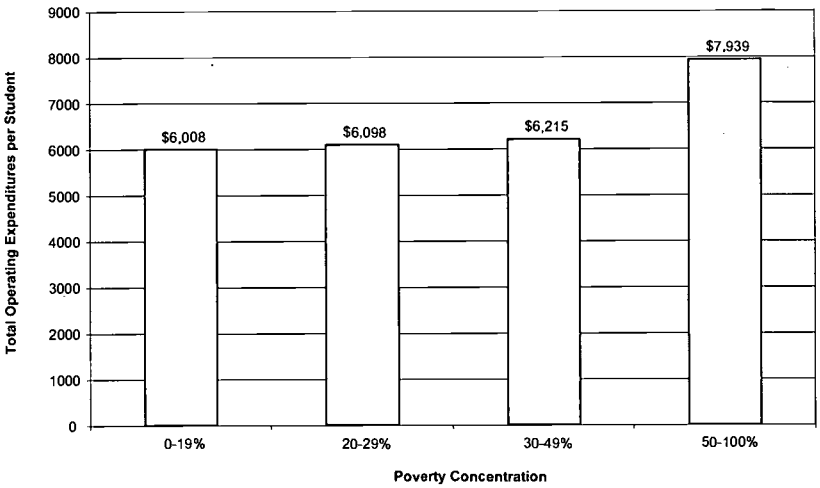


Figure 3.3

Per Pupil Operating Expenditures by District Poverty Concentration

** District Poverty Concentration is the percentage of students in the district who are eligible for free or reduced-price lunch.*

tendency for the higher poverty schools to receive less funding than other schools, which suggests that Minnesota's efforts to provide for its economically disadvantaged students have achieved a measure of success. Schools with high concentrations of economically disadvantaged students are as well funded as other schools throughout the state. In part, this reflects the greater needs of low-income students for services, such as limited English proficiency and special education programs. Whether the funding of high poverty schools is adequate to the needs of those schools is still a matter of considerable debate.

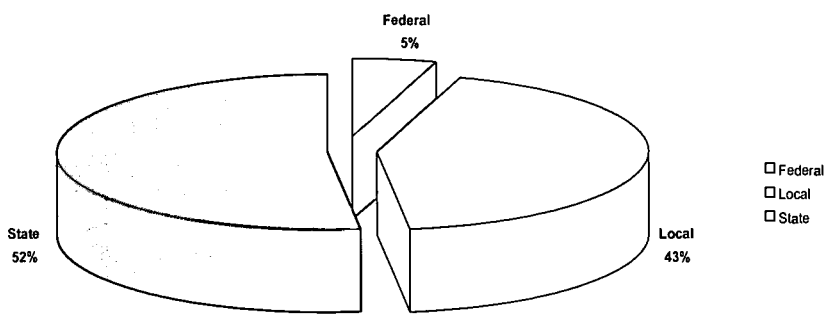


Figure 3.4

Percentage of School Funding Received Through Federal, State, and Local Sources for Minnesota

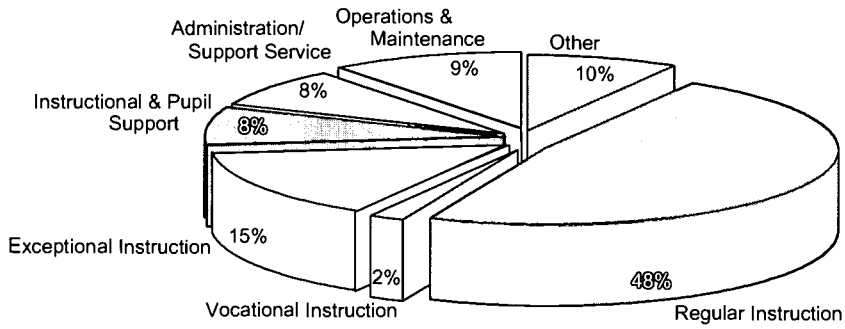
Figure 3.4 (above) shows how the overall expenditure on public schools is distributed across state, local, and federal sources. Individual districts, however, vary substantially in the degree to which they depend on state, federal, and local revenue. Contrary to what existed in the past, state revenues provide the majority of funding for schools, 52%, while local revenues and private funds provide 43%, and federal sources provide the remaining 5%.[8] Over the past three decades, as the state has absorbed more of the financial cost of schooling, increases in education expenditures at the state level reflect two factors: increases in total educational expenditures and the shift from local districts to the state as the major source of revenue.

NOTES

[8] *School District Profiles 1997–98.* Roseville, MN: Minnesota Department of Children, Families & Learning.

Figure 3.5 shows how the expenditures statewide are distributed across expense categories. As in most states, the majority of revenues are expended on regular instruction, the category that includes teacher salaries. Exceptional instruction constitutes the second largest expense category. Expenditure patterns vary somewhat across districts.

Figure 3.5
Distribution of Per Pupil Operating Expenditures



TEACHER CHARACTERISTICS

Table 3.4 (right) shows a profile of Minnesota's 46,597 full-time teachers. Since this table includes data only for full-time teachers, figures may differ from reports which include both full- and part-time teachers. Over 2,444, or about 5%, were first-year teachers with one year or less of experience. Even though there was an approximately equal number of elementary and secondary teachers in the state, almost 60% of the new teachers were secondary teachers. Also, despite the fact that there are more full-time teaching positions in outstate Minnesota, there were more new teachers in the metro area. Demand for new teachers seems greater at the secondary level than at the elementary level, and it seems greater in the metro area than in outstate Minnesota. These trends in the demand for new teachers may reflect trends in enrollment shown in Table 3.2 (p. 22).

Virtually 100% of Minnesota teachers have at least a B.A. degree, and 42% have at least an M.A. or above. More than 40% of teachers have an M.A. or above in every region of the state, except the small outstate districts of less than 2000 students. Here, only 22% report an M.A. or above. This may reflect the availability of graduate programs or the salary structure of the smaller, outstate districts, structures which do not always recognize completion of the M.A. degree.

Across the state, the mean salary for full-time teachers was $38,642, an increase of approximately 1% over the figure reported last year. Average salaries vary across the regions of the state and, in part, reflect differences in the educational attainment of teachers around the state. According to the American Federation of Teachers, Minnesota's average teacher salary ranks 17th among the 50 states and is within 1% of the national average. Our

Table 3.4 1997–98 Minnesota Teachers Profile: Full-time Teachers (100% FTE)

		N	Number of New Teachers	% with BA or Above	% with MA or above	Mean Years Experience	Regular Salary	Age	Age 55 or Above	Age 60 or Above
STATE TOTAL		46,597	2,444	100	42	16	$38,642	44	8,071	2,091
GENDER	Female	31,179	1,648	100	40	15	$38,263	44	4,778	1,407
	Male	15,418	796	100	44	17	$39,409	45	3,293	684
GRADE LEVEL	Elementary	22,676	973	100	41	16	$39,114	45	3,859	1,075
	Secondary	22,294	1,363	100	42	16	$38,309	44	4,035	959
REGION	Metro Area	22,482	1,313	100	52	15	$41,648	44	4,092	1,071
	Outstate	23,051	988	100	32	16	$35,909	45	3,861	988
STRATA	Mpls/St. Paul	5,645	397	100	46	14	$44,468	45	1,058	348
	TC Suburbs	16,838	916	100	54	15	$40,703	44	3,034	723
	Outstate: 2000+	10,899	395	100	43	16	$38,043	45	1,971	493
	Outstate: 2000-	12,152	593	100	22	16	$33,994	44	1,889	495
SCHOOL CATEGORY: POVERTY	0-19%	19,980	982	100	49	16	$39,475	44	3,412	809
	20-29%	9,235	436	100	37	16	$37,321	45	1,743	413
	30-49%	9,449	448	100	30	16	$36,829	45	1,620	460
	50-100%	6,353	484	100	39	14	$40,791	44	1,054	339
SCHOOL CATEGORY: LEP	0%	18,766	937	100	34	16	$36,584	44	2,938	731
	1-9%	20,941	1,022	100	47	16	$39,420	44	3,870	959
	10-100%	5,309	391	100	45	14	$43,030	45	1,021	331
SCHOOL CATEGORY: SPECIAL ED	0-9%	17,415	854	100	44	16	$39,182	45	3,187	820
	10-19%	26,280	1,391	100	40	16	$38,382	44	4,450	1,142
	20-100%	1,321	105	100	42	13	$37,432	44	192	59
SCHOOL CATEGORY: MOBILITY	0-9%	5,968	282	100	34	16	$36,655	44	932	220
	10-19%	22,531	1,039	100	41	16	$38,051	44	3,802	939
	20-100%	16,875	1,032	100	45	15	$40,184	45	3,186	882

Each district category refers to the percentage of students who: (a) are eligible for free or reduced-price lunch (poverty); (b) have limited English proficiency (LEP); (c) are in special education; or (d) are new to the district since 1/1/98 (mobility).

teacher salaries are very near the national average, as one might expect given that our per pupil expenditures are near the national average. In the competition for new teachers, however, Minnesota benefits from the fact that its average salaries are higher than those of the surrounding states.[9]

NOTES

[9] *Survey and Analysis of Salary Trends 1998.* Washington, D.C.: American Federation of Teachers.

Table 3.5 shows the number of students, the number of full-time equivalent teachers, and the student-teacher ratio in various types of schools. If we include only teachers assigned to a specific school site, the statewide student teacher ratio is 16.93 students per teacher. Just as there has been concern in the United States that economically disadvantaged students may attend poorly funded schools, there has also been concern that they may attend overcrowded schools (Kozol, 1991).

Table 3.5

1997–98 Minnesota Pupil/ Teacher Ratio (FTE)

		Number of Students Enrolled in School	Total FTE for Teachers in School	Student/Teacher Ratio for Teachers in School
STATE TOTAL		834,797	49,317	16.93
REGION	**Metro Area**	426,995	23,707	18.01
	Outstate	407,802	24,846	16.41
STRATA	**Mpls/St. Paul**	96,147	5,856	16.42
	TC Suburbs	330,848	17,851	18.53
	Outstate: 2000+	201,227	11,597	17.35
	Outstate: 2000-	206,575	13,249	15.59
SCHOOL CATEGORY: F/R LUNCH	**0-19%**	400,551	21,850	18.33
	20-29%	161,989	9,629	16.82
	30-49%	168,059	10,841	15.50
	50-100%	100,057	6,997	14.30
SCHOOL CATEGORY: LEP	**0%**	340,280	21,204	16.05
	1-9%	407,019	22,753	17.89
	10-100%	83,357	5,360	15.55
SCHOOL CATEGORY: SPECIAL ED	**0-9%**	371,265	20,419	18.18
	10-19%	445,423	27,375	16.27
	20-100%	139,68	1,523	9.17
SCHOOL CATEGORY: MOBILITY	**0-9%**	107,856	6,456	16.71
	10-19%	421,902	24,197	17.44
	20-100%	296,851	18,224	16.29

Figure 3.6 shows the average student teacher ratios in high and low poverty schools where poverty is, again, measured by the percentage of students eligible for free and reduced-price lunches. While the average student-teacher ratio appears to be lower in high poverty schools, the differences shown in Figure 3.6 are not statistically significant. This reflects a certain measure of success in Minnesota's effort to provide for its economically disadvantaged students. Schools with high concentrations of poverty have student-teacher ratios more or less comparable to the ratios found in more affluent schools.

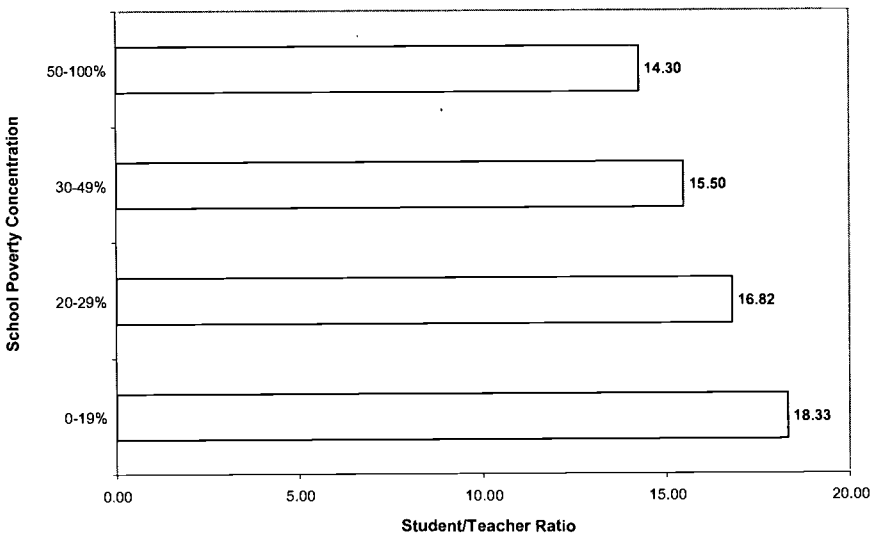


Figure 3.6

1997–98 Minnesota Student/Teacher Ratios,* by School Poverty Concentration

** Includes certified teachers providing regular and special instruction (e.g., Special Education and Limited English Proficiency), but does not include administration staff or pupil support staff (e.g., school counselors).*

CONCLUSIONS

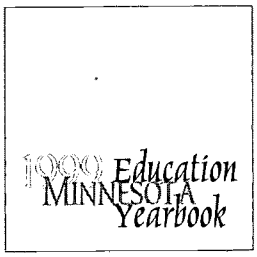
Per-pupil funding in Minnesota continues to increase as it does throughout the country. Minnesota's per pupil expenditure ranks 17th as compared to other states; this number falls within 1% of the national average. To its credit, Minnesota's efforts to equalize school resources for students irrespective of their economic background seems to have produced some success. Figures 3.3 (p. 25) and 3.6 (above) suggest that schools with high concentrations of poor students have funding levels and student-teacher ratios that are competitive with those in other schools around the state.

The demographic composition of our student body continues to become more diverse. As they have done in the past, schools must continually strive to educate students from a variety of backgrounds.

The teaching faculty in Minnesota is aging.[10] Increased rates of retirement can be expected, and all other things being equal, those retirements would be expected to increase the demand for new teachers. However, the Minnesota State Demographic Center has projected a future decline in enrollments, which may partially offset the need for additional teachers. The projected decline may be more heavily concentrated in outstate Minnesota than in the Twin Cities metropolitan area, reflecting a shift in the concentration of Minnesota's population toward the metropolitan area.

NOTES

[10] *School District Profiles 1997–98.* Roseville, MN: Minnesota Department of Children Families & Learning.



CHAPTER 4: PARTICIPATION, COURSEWORK, ATTENDANCE, AND GRADUATION

Using resources wisely is one important part of the educational accountability equation. But it is not the only part. We must also address questions having to do with students' *participation* in school. For instance, are Minnesota's students taking challenging courses? How do they feel about the courses they take? What are their attendance patterns—do they attend those courses most of the time, or are there gaps in attendance? What patterns appear in Minnesota's graduation and dropout rates? What are students' future educational plans—do they intend to go to college after they graduate, and if so, are they planning to finish a four-year degree, a two-year degree, or attain a certificate from a vocational or technical program?

This chapter examines Minnesota students' participation outcomes. These indicators are the factors that help us to determine the answers to our questions about what Minnesota students are studying, both in particular educational programs and in general. The answers to these questions will help us to better understand how well our educational efforts are meeting the needs of Minnesota's students. They will also improve our ability to target the needs of students in the future by breaking down the data according to student subgroups, and comparing the various indicators against one another, against the aggregated data, and against data from other school years and other studies.

SECONDARY SCHOOL COURSEWORK

Taking courses is the major activity of students in schools. However, the available information on student coursework is limited to information on the courses students take in core subjects, much of which is associated with, but not limited to, college-bound students. While most Minnesota students are college-bound, this limitation means that it is impossible to say for sure what courses are being taken by non-college-bound students, or what effect those choices of course work have for non-college-bound students.

Virtually every district in the state has high school coursework requirements, but the state of Minnesota itself has none. In place of course requirements at the state level, Minnesota has specified basic and high standards in its *Graduation Rule*. Rather than specifying courses to be completed, the *Graduation Rule* specifies what students must know and be able to do. When the *Graduation Rule* is fully implemented, students will

OVERVIEW OF THE HIGH STANDARDS

Both the basic and high standards of the *Graduation Rule* refer to the clearly defined expectations against which individual student achievement and progress are judged; in other words, the content standards explain what students need to know, and be able to do, within any Learning Area. The basic and high standards are designed to ensure that students actually experience the learning that is necessary in order to function successfully in post-secondary education and in the work world. The basic standards set forth the minimum skills in reading, mathematics, and written composition for students at or above the eighth grade. A student who does not possess these basic skills, as demonstrated by passing the *Basic Standards Tests,* cannot graduate from high school. However, if the student's skills are limited to those required for passing the *Basic Standards Test*, they may not have the greatest success in the work world and/or post-secondary educational programs. In addition to the minimum level of reading, writing, and mathematics skills, students also need a variety of more advanced skills. These more advanced skills are embodied in the high standards portion of the *Graduation Rule.* The *Graduation Rule* lists 48 content standards. Students must complete the assignments contained in at least 24 of the 48 possible standards in each Learning Area.

Under the high standards, learning experiences are organized into ten Learning Areas (p. 52). These Learning Areas represent complex skills and processes that build sequentially through the primary, intermediate, middle, and high school levels. While these skills and processes are organized somewhat differently than the traditional subject categories used in most schools, the Learning Areas still require students to learn subject-related material. For example, Learning Areas 4 and 6 (Math Applications and Scientific Applications) require students to master math and science content. The difference is the focus on *applying* that content. To complete the Learning Area 4 (Math Applications) requirements, students must know their textbook-based math. But learning to solve textbook questions is no longer their only task: they must also be able to apply that knowledge, by completing assignments in a variety of real-world scenarios—from computer applications to the calculation of mathematical models of weather patterns.

In the same way, Learning Areas 1 and 2 (Read, View, and Listen; Write and Speak) elaborate the essential components of communication: reading, writing, and speaking. Students must be able to comprehend what they read, what they see (for example, graphical representations of a point of view, such as political cartoons), and what they hear; and they must be able to express themselves clearly in both written and spoken form.

In grades K–8, the content standards are called *Preparatory Standards.* These *Preparatory Standards* ensure that students have sufficient content background and skills to pursue somewhat more challenging or specialized *High Standards* in high school. For example, in grades K–8, the *Preparatory Standards* for Learning Area 2 (Write and Speak) prepare students for the assignments they will encounter in the upper grades. In high school, students completing the *High Standards* may choose to emphasize academic writing or technical writing after having completed *Preparatory Standards* in both kinds of writing. (See CFL Web site: http://cfl.state.mn.us/grad/highstandards.htm

The score a student receives on a content standard is determined by the teacher or school district designee, after taking into account the level of accomplishment at which a student performs on a series of tasks (the performance package) representing an entire content standard. Within the performance packages, checklists provide feedback to the students about their work relative to the content

Continued on p. 33

standard. The progress guidelines consist of a "Y" (yes), meaning that the student has met the performance task; or an "N" (no) if the student has not met the performance task. Once the student has attained all "Y's" on the performance tasks (satisfying the content standard requirements), their work will be evaluated. The scoring criteria for the completed content standard is based on a four point scale:

4 - ***Exemplary***: Indicates evidence of student learning in all parts of the standard at a level that exceeds expectation by using and applying knowledge consistently in new and insightful ways.

3 - ***Proficient***: Indicates evidence of student learning in all parts of the standard at a consistently proficient level.

2 - ***Novice***: Indicates evidence of student learning in all parts of the standard at an adequate level some or all of the time.

1 - ***Emerging***: Indicates evidence of student learning in all parts of the standard at a superficial level some or all of the time.

The Minnesota *Graduation Rule* recognizes that, while all students need a comprehensive educational experience to prepare them for lifelong learning, people are different, having different skills, interests, and areas of strength and weakness. Therefore, the *Graduation Rule* does not demand that all students achieve outstanding levels of performance in all areas. Rather, individual achievement on content standards produces a student *profile*, indicating those areas and standards in which the student has and has not achieved at a high level.

The *Graduation Rule* also recognizes individual learning styles and preferences by allowing the achievement of *High Standards* in varied contexts, programs, courses, and learning environments. The *Graduation Rule* is also working to establish a consistent means of recording and reporting student results as scored against high quality examples of excellent achievement. This *profile* will help the student—and those who teach and employ the graduate later—to recognize both strengths and needs for further experiences and learning.

need to accomplish three things for high school graduation. First, they will need to meet the course requirements of their local district. Second, they will need to pass the *Basic Standards Test* (*BST*) in mathematics, reading, and writing. Third, they will need to demonstrate mastery of the high standards by completing performance assessments in the ten areas specified by the *Graduation Rule*.

Unlike Minnesota, most states have high school graduation *course* requirements in English, social studies, mathematics, and science, with fewer courses required in mathematics and science than in English and social studies. Most states require four years of English and three or more years of social studies. In mathematics and science, however, most states require two or more years. Some states have additional graduation requirements in the arts, foreign language study, and computer technology.

Table 4.1 shows the course credit requirements in core academic areas that are recommended in *A Nation at Risk* (NCEE, 1983)[1] and the *ACT Assessment Program*. The *ACT Assessment Program* publishes the college admissions test most frequently taken by Minnesota high school students. The requirements shown in Table 4.1 are similar to the preparation recommended by some colleges and universities in Minnesota.

Table 4.1

Recommended Course Credit Requirements

	A Nation at Risk	ACT
Mathematics	3	3 [1]
Science	3	3
English	4	4
Social Studies	3 [2]	----
Social Sciences	----	3 [2]
Foreign Language	2 [3]	0
Computers	.5	0 [4]

[1] ACT makes more specific suggestions concerning which math courses to take.

[2] ACT suggests three credits in social science, which includes social studies .*A Nation at Risk* just recommends social studies.

[3] *A Nation at Risk* recommends foreign language study for college-bound students.

[4] ACT places computer courses with mathematics.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform.* Washington, DC: Superintendant of Documents, U.S. Government Printing Office.

American College Testing Program (1997). *ACT high school profile report: high school graduating class 1997: State composite for Minnesota.* (Code 240-000). Iowa City, IA: Author.

ACT Core Course Preparation. The *ACT Assessment Program* asks its test-takers to report on completion of the core academic courses shown in Table 4.1. While various factors influence a student's performance on any academic test, *ACT* has found that taking the recommended core sequence is associated with higher scores on the admissions test. The recommended core sequence includes four years of English and three years each of science, social science, and mathematics. Figure 4.1 (p. 35, top) shows that the percentage of Minnesota test-takers completing the core increased

NOTES

[1]National Commission on Excellence in Education. (1983). *A Nation at Risk: The Imperative for Educational Reform* (Stock #065-000-00177-2). Washington, DC: U.S. Government Printing Office.

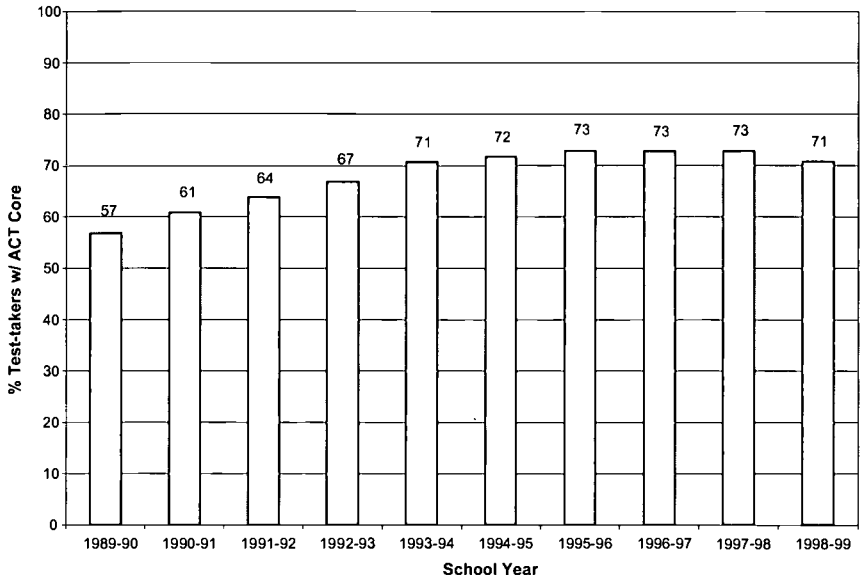


Figure 4.1

Percentage of Minnesota ACT Test-takers Having Completed the ACT Recommended Core Academic Preparation, by School Year

during the early 1990s, leveled off at 73% from 1996–98, and dropped to 71% in 1999. While the number of students taking the *ACT* assessment has continued to increase throughout the decade, this is the first year in which the increase was accompanied by any decline in preparation. This decline in preparation is more disturbing, because it is accompanied by a small decline in average test scores (see Chapter 5). This year's *ACT* test-takers were less well prepared than last year's in every course work area, including English, mathematics, science, and social studies. It is to be hoped that this small decline in preparation does not signal the beginning of a long-term trend. It should be noted that the data in Figure 4.1 is based on *ACT* test-takers, a presumably college-bound group whose core academic preparation may actually be *better* than that of students who are not planning to go to college.

Figure 4.2 shows the percentage, by ethnicity, of test-takers meeting the *ACT* course work recommendation. The table shows that Black, American Indian, and Hispanic test-takers were less well prepared than Asian and

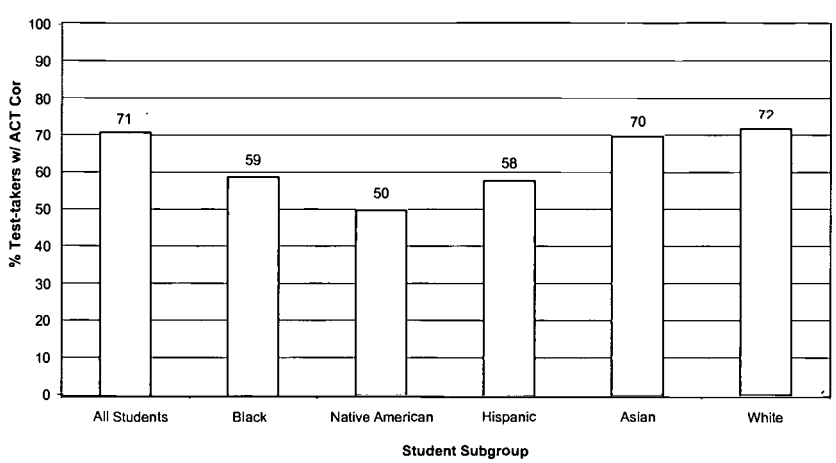


Figure 4.2

Percentage of 1998–99 Minnesota ACT Test-takers Having Completed the ACT Recommended Core Academic Preparation, by Ethnicity

White test-takers. When we compared this year's figures to those in last year's report,[2] there is a decline in course work preparation for every ethnic group, but it was most pronounced for American Indian students (from 63% to 50% this year) and Hispanic students (from 68% to 58% this year). Not only do the ethnicity data in Figure 4.2 raise serious questions about the equality of preparation for college across ethnic groups, they also raise doubts as to whether the preparation of some students is consistent with their future educational plans.

Third International Mathematics and Science Study: Science and Mathematics Course Work of Minnesota High School Seniors in International Context

While it may be premature to become alarmed about a reversal in the course work preparation of college-bound students in Minnesota after only one year of decline, additional concerns about the preparation of Minnesota high school students in mathematics and science have been expressed by SciMath^{MN} (a state partnership of Minnesota business, education and government pursuing statewide improvement in the teaching and learning of K-12 mathematics and science). These concerns stem from data arising out of the Third International Mathematics and Science Study (TIMSS), which includes a comparison of Minnesota twelfth graders to students in several other countries in terms of the amount of course work and achievement in mathematics and science.

The Third International Mathematics and Science Study (TIMSS) is the largest comparative assessment study of mathematics and science education to date. TIMSS is coordinated by the International Association for the Evaluation of Educational Achievement (IEA), an independent international cooperative of research centers and departments of education in more than 50 countries. Forty-five nations participated in the varied components of TIMSS, which included student assessments, a curriculum content analysis; and questionnaires for both students and teachers. During the academic year of 1994-95, approximately 34,000 U.S. students in grades 3-4, 7-8 and 12 participated. Additionally, SciMath^{MN} sponsored the nearly 5,000 Minnesota students to participate as a 'mini-nation.' Mini-nation status makes it possible to compare Minnesota results with the U.S. as a whole in addition to the other countries in the study.

Minnesota's twelfth grade participation in mathematics and science courses was below international and national benchmarks. As shown in Figure 4.3 (p. 37, top), other participating countries reported having 79% of their seniors, on average, taking a math course, compared to 66% for the United States, and only 50% for Minnesota twelfth graders. Given that recommendations for high school course work in the United States (e.g., those in Table 4.1)—even recommendations for college-bound students—include only three years of mathematics in grades 9–12, it should come as no

NOTES

[2] *Minnesota Education Yearbook: The Status of Pre-K-12 Education in Minnesota*. Minneapolis, MN: Office of Educational Accountability, University of Minnesota, p. 23.

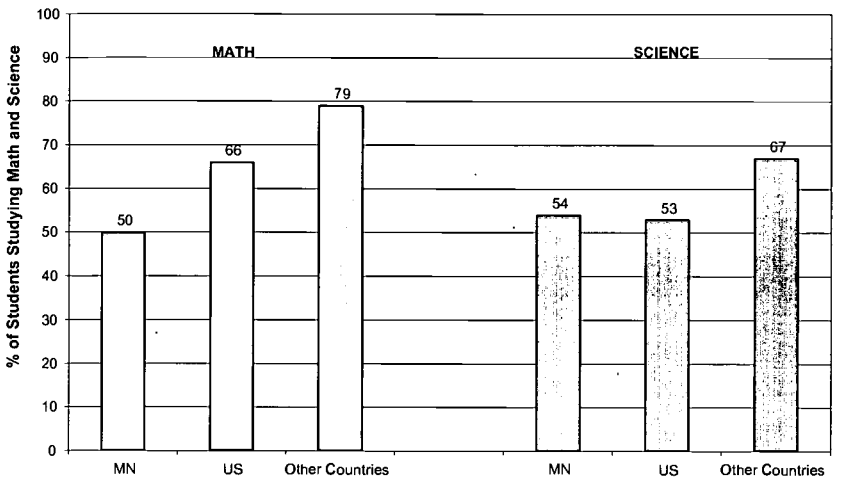


Figure 4.3

Percentage of High School Seniors Studying Math and Science: Minnesota, the United States, and Other Countries

surprise that many U.S. and Minnesota high school seniors do not take mathematics; after all, they are not required to do so. Figure 4.3 suggests that U.S. and Minnesota students are less well-prepared in terms of their course work than students in other countries.

Survey results regarding twelfth grade science course participation were similar. Although the international average of science course participation for students in their last year of secondary education is 67%, Minnesota's rate of 54% remains about the same as the U.S. national average of 53% (Figure 4.3). Among Minnesota's *ACT* test-takers, the most commonly unmet *ACT* course work recommendation is the one suggesting three years of natural science courses. This intensifies our concerns about the science course work preparation of Minnesota seniors.

It seems worthwhile to carefully consider the relationship between course requirements and achievement. If we want our high school students to score more highly in the international comparisons of student achievement in math and science, we may first need to address the fact that U.S. and Minnesota high school graduates may have less preparation in mathematics and science than their counterparts internationally.

Satisfaction with Teachers and Courses: Class of 1998

In the high school follow-up study[3] conducted by the Human Capital Research Corporation for the Department of Children, Families & Learning, a representative sample of high school seniors from the class of 1998 was asked to evaluate their schools on several issues. The survey was administered during the students' senior year, a time when students may feel less nostalgically favorable toward their high school than they will in later years. In the questions concerning teachers, students were asked to grade their teachers' knowledge, creativity, accessibility, and encouragement

NOTES

[3] Human Capital Research Corporation. (1999, May). *A Digest of Information Based on the High School Experience of the Minnesota High School Class of 1998.* Roseville, MN: Department of Children, Families & Learning.

Table 4.2

Student Grading of Satisfaction with Teachers and Coursework: Class of 1998

		Teacher Knowledge	Teacher Creativity/ Energy	Teacher Accessibility	Teacher Encouragement	Relevance of Courses	Integration of Academic Fields
TOTAL		3.2	2.6	2.8	2.7	2.4	2.5
GENDER	Female	3.2	2.5	2.9	2.7	2.5	2.6
	Male	3.2	2.6	2.8	2.7	2.4	2.5
ETHNICITY	White	3.2	2.6	2.8	2.7	2.4	2.5
	Nonwhite	3.1	2.6	2.7	2.7	2.5	2.6
PARENT EDUCATION	Less Than H.S.	3.0	2.6	2.5	2.9	2.5	2.2
	H.S. Diploma	3.2	2.6	2.8	2.7	2.4	2.5
	Associate Degree	3.3	2.6	2.9	2.8	2.5	2.6
	B.A. or Higher	3.3	2.7	3.0	2.8	2.6	2.7

A = 4; B = 3; C = 2; D = 1; F = 0

to learn and persist on an "A - F" scale where "A" = Excellent, "B" = Above Average, etc. Table 4.2[4] shows the average numerical equivalent of the grades given by the students to their teachers, an "A" = 4, "B" = 3, etc.

Figure 4.4

Student Grading of Teachers and Coursework: Class of 1998

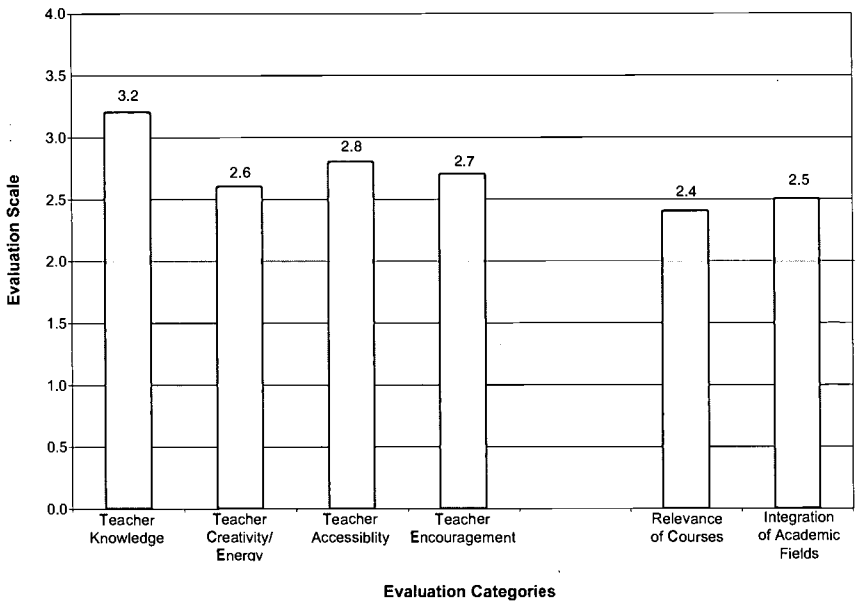


Figure 4.4, above, shows the mean rating given by students in each area. Teachers were rated most highly in the area of knowledge, where students assigned teachers a solid "B." In the other areas—creativity, accessibility, and encouragement—students assigned their teachers a "C+", with means of between 2.6 and 2.8. Students who planned to attend either a two- or four-year college gave higher marks to their teachers than did students planning to attend a technical college or no college in the fall. Using the student evaluations of teacher knowledge as an illustration, Figure 4.5 (p. 39, top) shows how ratings of the teachers increased according to students' plans for further (college-level) education.

NOTES

[4] Unpublished tabulations from Human Capital Corporation Survey.

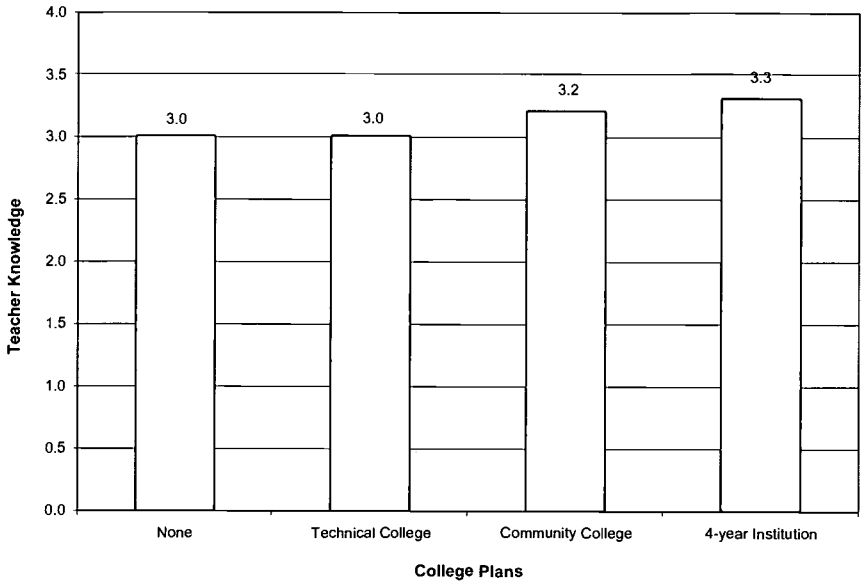


Figure 4.5

Student Grading of Teacher Knowledge by Student College Plans

Students also rated two aspects of their course work: its relevance to their future plans, and the interrelatedness of that course work. The mean ratings of the course work, 2.5 for relevance and 2.6 for integration, would best be characterized as a "C." As they did when rating their teachers, students planning to attend a community or four-year college gave their courses higher ratings than did students planning to attend a technical college or no college. In part, these results may indicate that the courses seem more relevant to future plans when those plans are more academically oriented. Alternatively, the results could also indicate that students with higher academic aspirations experienced better courses.

ATTENDANCE

One of the strongest foundations for school success is regular school attendance. An earlier report by the Minnesota Office of the Legislative Auditor documented the relationship between attendance and success on the *Basic Standards Test* in reading and mathematics (see also Chapter 5).[5] Of the variables analyzed in the auditor's report, attendance had the strongest relationship with average school test scores. Furthermore, poor attendance in the middle and upper grades is associated with dropping out. Therefore, attendance is of interest in its own right and because of its relationship to achievement and dropping out.

Table 4.3 (p. 40) shows the attendance rate for selected grades, for various categories of students, and for various categories of schools. As shown in Figure 4.6 (p. 40) , schools show an attendance rate of 93% or better through grade 10, but lower attendance rates in grades 11–12, the grades where, statewide, most dropping out occurs. To varying degrees, this same pattern of lower attendance in high school holds for all types of students, regions of the state, and types of schools shown in Table 4.3.

NOTES

[5] Office of the Legislative Auditor, State of Minnesota. (1998, January). *Remedial Education.* St. Paul, MN: Author.

Table 4.3

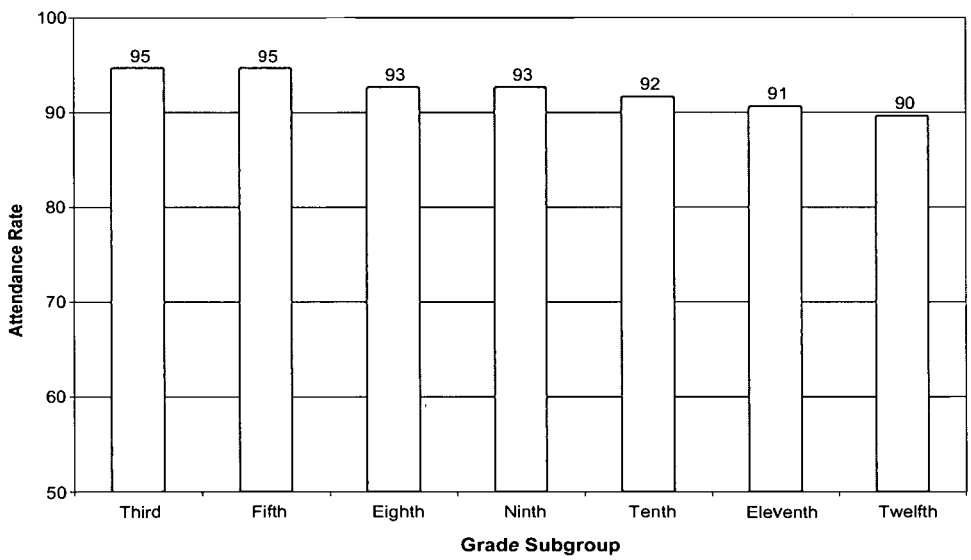
Average Attendance Rate for Third, Fifth, Eighth, Ninth, Tenth, Eleventh, and Twelfth Grades

		GRADE						
		3rd	5th	8th	9th	10th	11th	12th
TOTAL		96	96	94	93	93	92	91
GENDER	Female	96	96	94	93	92	91	90
	Male	96	96	94	94	93	92	91
ETHNICITY	Asian	97	97	94	92	92	89	89
	Black	93	93	89	86	87	86	87
	Hispanic	94	93	90	87	87	86	89
	Am. Indian	92	92	87	86	85	85	86
	White	96	96	94	94	93	92	91
LEP		96	96	92	89	89	87	88
SPECIAL ED		95	95	91	90	90	89	90
F/R LUNCH		94	94	91	90	89	88	88
NEW TO DISTRICT		94	93	86	86	85	84	82
STRATA	Mpls/St. Paul	94	94	90	88	88	87	89
	TC Suburbs	96	96	95	94	94	92	91
	Outstate: 2000+	96	96	94	93	92	91	90
	Outstate: 2000-	96	95	94	94	94	93	92
PUBLIC SCHOOLS	Non-charter	96	96	94	93	93	92	91
	Charter	95	94	90	91	88	85	86

Note: *LEP = % of students who have limited English proficiency; Special Ed = % of students in special education; F/R Lunch = % of students eligible for free or reduced-price lunch; New to District = % students enrolled since 1/1/98.*

Figure 4.6

Average Attendance Rate by Grade



Boys' and girls' attendance rates are are much the same, within one percentage point of each other. Attendance rates show differences among ethnic groups, with Asians and Whites attending at higher rates than American Indian, Black, and Hispanic students.

Educational researchers have long studied the association between atten-

dance and dropping out of high school. Poor attendance often precedes dropping out. The decline in attendance from fifth to twelfth grade that appears in Figure 4.6 may, for some students, precede dropping out. But it may also be associated with the failure of some students to graduate after four years of high school, presumably for lack of course credits. Stemming the decline in attendance during the upper grades may be essential to improving the state's four-year graduation rate by reducing the number of students who drop out, *and* reducing the number of students who fail to accumulate enough credits to graduate after four years of high school. It seems reasonable to assume that when the *Graduation Rule* is fully implemented, students with poor attendance rates may have difficulty completing the performance packages associated with the High Standards in time to graduate in four years. Addressing student attendance would seem to be a first step toward ensuring that students graduate on time, as well as helping to lower dropout rates in Minnesota's schools.

High School Graduation Rates: Class of 1998. Table 4.4 shows the four-year high school completion and dropout rates for the Minnesota class of

Table 4.4

Four-year High School Completion Rate and Dropout Rate for the Minnesota Class of 1998

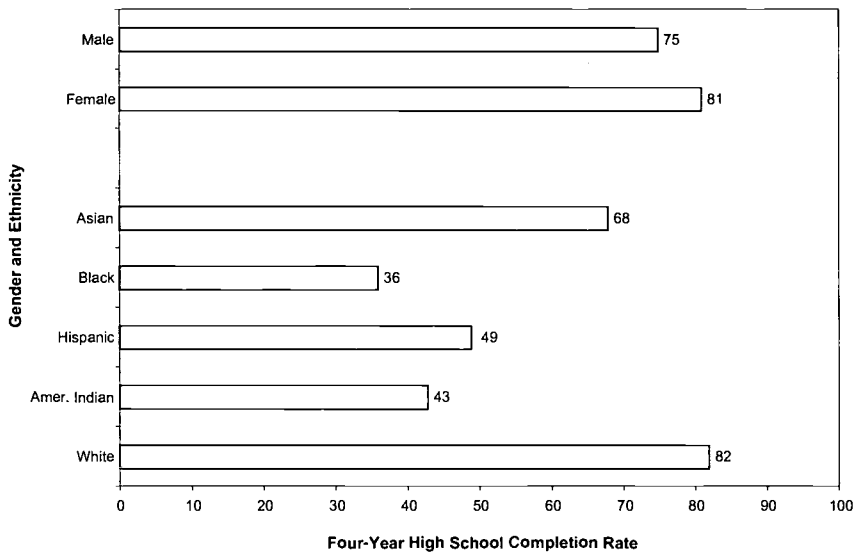
		Number of Students	Number of Graduates	Number of Dropouts	Number Continuing	4-year Graduation Rate (%)	Dropout Rate (%)	Continuation Rate (%)
TOTAL		62,822	48,976	6,950	6,896	78	11	11
GENDER	Male	32,209	24,114	4,091	4,004	75	13	12
	Female	30,613	24,862	2,859	2,892	81	9	9
ETHNICITY	Asian	2,085	1,408	350	327	68	17	16
	Black	2,961	1,063	1,138	760	36	38	26
	Hispanic	1,037	510	340	187	49	33	18
	Am. Indian	1,197	520	424	253	43	35	21
	White	55,542	45,475	4,698	5,369	82	8	10
STRATA	Mpls/St. Paul	6,039	2,788	2,022	1,229	46	33	20
	TC Suburbs	21,951	18,513	1,787	1,651	84	8	8
	Outstate: 2000+	15,639	12,407	1,488	1,744	79	10	11
	Outstate: 2000-	16,032	14,582	807	643	91	5	4
IEP	Yes	6,051	3,459	1,277	1,315	57	21	22
	No	56,771	45,517	5,673	5,581	80	10	10
LEP	Yes	963	554	212	197	58	22	20
	No	61,859	48,422	6,738	6,699	78	11	11
PUBLIC SCHOOLS	Non-charter	62,626	48,921	6,900	6,805	78	11	11
	Charter	196	55	50	91	28	26	46

Note: *IEP = % of studentss with an Individualized Education Plan; LEP = % of students who have limited English proficiency.*

1998 as a whole, for various categories of students, and for various categories of schools. Figure 4.7 (below) shows the four-year completion rates for the state as a whole, for males and females, and for the various ethnic groups. These data are based on students who were ninth graders in 1995 and were followed until spring of 1998. Students who transferred to an educational program in another state or who stopped their education for reasons such as death or illness were not included for purposes of calculating the four-year high school graduation and drop-out rates. Furthermore, the final status of some students could not be determined; these students were not included in the calculations.[6]

Figure 4.7

Four-year High School Completion Rate by Gender and Ethnicity



For the state as a whole, 78% completed their education in four years, virtually the same percentage as last year. Eleven percent dropped out and another 11% were still enrolled in high school but had not yet completed work for their diploma. This graduation figure may not be comparable to that from other states where the data include students who finish in more than four years and students receiving a high school equivalency degree.

Boys have a lower graduation rate (75% vs. 81%) and a higher dropout rate (13% vs. 9%) than girls. Among ethnic groups, Whites have the highest graduation rate (82%), followed by Asian (68%), Hispanic (49%), American Indian (43%), and Black students (36%). Completion rates vary widely across the different regions of the state, from 46 % in the Twin Cities to a commendable 91% among the small outstate districts.

College Plans: Class of 1998. In the high school study conducted by the Human Capital Research Corporation[7], the seniors were asked about their college plans for the following fall. Table 4.5 (p. 43, top) reports their plans for the sample as a whole, and by gender, ethnicity, and the parents' educational level. Overall, a majority of the 1998 seniors sampled (53%) stated plans to attend a four year college the following fall, while only 15%

NOTES

[6] *Completion Study for the Class of 1998.* Roseville, MN: Department of Children, Families & Learning.

[7] Human Capital Research Corporation. (1999, May). *A Digest of Information Based on the High School Experience of the Minnesota High School Class of 1998.* Roseville, MN: Department of Children, Families & Learning.

		FALL 1998 COLLEGE PLANS			
		None	Community College	Technical College	4-year Institution
TOTAL		15%	17%	15%	53%
GENDER	Female	11%	18%	11%	60%
	Male	20%	15%	19%	46%
ETHNICITY	White	16%	16%	15%	53%
	Nonwhite	12%	21%	14%	52%
PARENT EDUCATION LEVEL	Less Than H.S.	23%	24%	29%	24%
	H.S. Diploma	17%	19%	19%	45%
	Associate Degree	11%	18%	14%	58%
	B.A. or Higher	6%	11%	0%	78%

Table 4.5

Percentage of Students with Various Kinds of College Plans: Class of 1998

stated no plans to attend any college at all, although not all students planning to attend college may actually do so.[8] Girls were more likely than boys to plan to attend a four-year college (60% vs. 46%) or a community college (18% vs. 15%) while boys were more likely than girls to plan to attend a technical college (19% vs. 11%) or no college at all (20% vs. 11%). Whites and non-whites were almost equally likely to report plans for a technical or four-year college education. Non-white students' plans were more likely to include a community college (21% vs. 16% for Whites), while those of Whites were more likely to include no immediate college plans (16% vs. 12%). As shown in Figure 4.8, the number of students planning to enter a four-year college increased sharply when parental education included college completion. Among students whose parents had a four-year college degree, 78% planned to attend a four-year college.

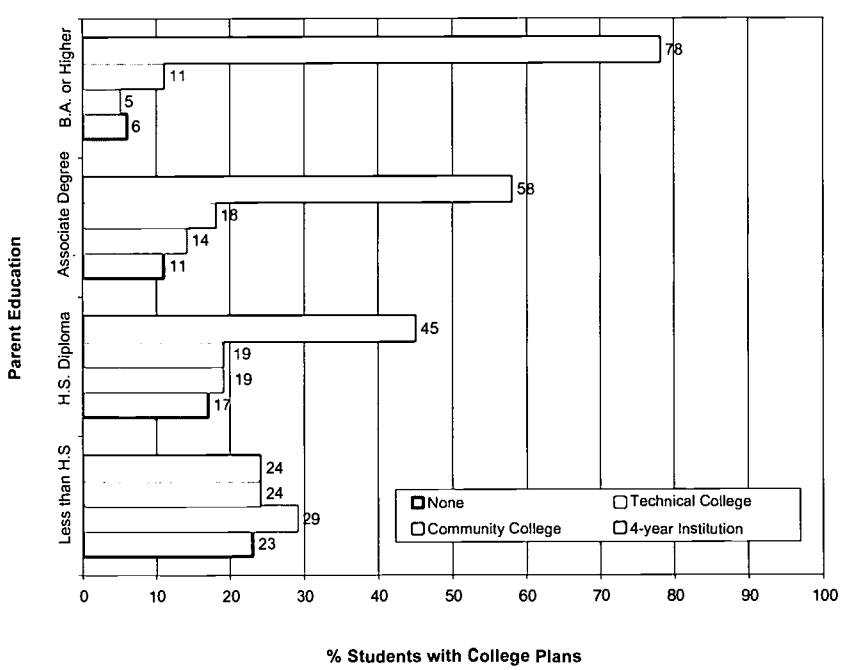


Figure 4.8

Student College Plans by Parent Education Level

NOTES

[8] Unpublished tabulations from Human Capital Corporation Survey.

Among those whose parents had less than a high school diploma, only 24% planned to attend a four-year college. This suggests that the effects of parents' education levels go beyond themselves to their children.

Conclusions and Recommendations

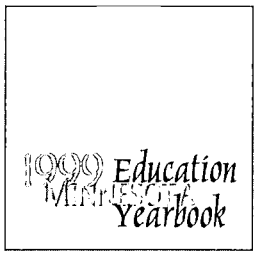
The data in this chapter gives cause for concern about students' high school course work. Much of this concern is related to mathematics and science preparation.

- The percentage of *ACT* test-takers having the recommended course work dipped for the first time this decade. Failing to take three years of natural science was the most common reason for failing to meet the course work recommendation.

- Minority *ACT* test-takers were less well prepared than their white counterparts. This raises questions about the equity of preparation for minority students, and questions as to whether some minority students are taking course work consistent with their future educational plans.

- Minnesota twelfth graders in the *Third International Mathematics and Science Study* (TIMSS) were less commonly taking mathematics and science courses than students from other countries in their last year of high school. In mathematics, Minnesota high school seniors were less commonly enrolled in mathematics than high school seniors from around the United States. In mathematics and science, the amount of preparation received by Minnesota high school seniors seems low by international standards.

Statewide, high schools must make extra efforts just to maintain the current four-year high school completion rates, because graduation requirements are increasing. The class of 1998 only needed to fulfill their high schools' course credit requirements in order to graduate. With just their district course credit requirement, 11% dropped out and another 11% failed to graduate in four years. The class of 2000 will need to complete their high schools' course credit requirements *and* demonstrate attainment of the *Basic Standards* in two subjects, reading and mathematics. When the *Graduation Rule* is fully in place students will not only need to meet their district's course credit requirements, but they will need to demonstrate attainment of the *Basic Standards* in three subjects; mathematics, reading, and writing; and in addition, they will need to meet 24 of the 48 *High Standards* in the *Profile of Learning*. Given the increasing diversity of student demographics, and increasing high school graduation requirements, it will be difficult even to maintain current four-year high school completion rates. Students with poor attendance patterns can be expected to have particular difficulty, and some students may need longer than the traditional four years to complete the graduation requirements.



CHAPTER 5: ACHIEVEMENT

Increasingly, the proof of success in Minnesota's K–12 educational system is framed in terms of student outcomes, particularly through various assessments designed to evaluate the extent to which our students are successfully learning and meeting high academic expectations. Comparing scores against a statewide standard does not, however, give us the "whole story" of Minnesota students' achievement. Just as American businesses and products must often compete in a nationwide or worldwide marketplace, American students may also need to be able to compete—for jobs and scholarships, etc.—with students from other states and even other countries. With this in mind, it is important to see how Minnesota students' test scores compare with test results from other states and countries. In this chapter, we examine achievement and, where possible, we try to put Minnesota's achievement data into perspective by comparing them to other nations and states. Also, where possible, we have examined comparable data from previous years and trends in achievement levels over the past decade, in order to track the general trend of Minnesota students' achievement.

Specifically, this chapter reviews recently-released data on student achievement as compared with other countries and other states:

- Data comparing the performance of Minnesota's 12th graders to that of students from other countries in mathematics and science.
- The most recently released data comparing U.S. states on reading and writing achievement.
- Data from 1999 on the performance of Minnesota schools and students in the statewide testing program: the *Minnesota Comprehensive Assessments (MCAs)* in third grade reading and mathematics, the *Minnesota Comprehensive Assessments* in fifth grade reading, writing, and mathematics, the eighth grade *Basic Standards Test (BSTs)* in reading and mathematics, and the tenth grade *Basic Standards Test* in writing.
- The most recent performance of Minnesota's college-bound students on the *ACT Assessment*, which is the college entrance examination taken most frequently by Minnesota students.

Results from the following studies were released within the past year. They make it possible to compare our own students with those of other nations and other states.

International Comparisons in Math and Science: Minnesota's High School Students

The *1998 Yearbook* reported data showing that Minnesota's students fared better than U.S. students generally in both fourth- and eighth grade science, with only one other country's students (Korea in fourth grade and Singapore in eighth grade) significantly outscoring Minnesota students. However, the performance of Minnesota's fourth and eighth graders in mathematics was rather mediocre compared to that of students from other countries. Given these results for fourth and eighth grade, how do our high school seniors compare? Since the data in Chapter 4 showed that Minnesota's high school seniors were taking less mathematics and science course work, on average, than their counterparts from other countries, it is not surprising that high school mathematics and science achievement levels do not compare favorably to those in other countries.

The data in Tables 5.1 and 5.2 (p. 47, top) come from the Third International Mathematics and Science Study, or TIMSS, the largest multinational study of math and science achievement ever conducted.[1] Participating as a "mini-nation," the state's representative sample of students in Grades 4, 8, and 12 allows for valid comparisons between Minnesota students and those of the other 41 participating countries.

SciMath^{MN}, a statewide partnership of both private and public agencies that advocates and supports standards-based improvements in the teaching of K–12 science and mathematics, sponsored Minnesota's participation in TIMSS. For the Grade 12 student sample, students in their last year of secondary education were selected from 53 Minnesota high schools. The state sample was balanced to reflect schools of different types, geography, and minority populations. Students from both private and public schools were selected for participation.

The SciMath^{MN} final summary of Grade 12 results[2] included the following conclusions:

- In both mathematics and science, the performance of Minnesota students, as measured by the average scale score, was significantly higher than that of students nationwide, but not significantly different from the international average; math and science performance was significantly below that of several other countries (See Tables 5.1 and 5.2.)
- Differences in the average scale scores for Minnesota male and female students were statistically significant. In math-

NOTES

[1] *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context* (NCES 98-049). Washington DC: U.S. Department of Education (February, 1998).

[2] *Minnesota's 12th Grade Results: Third International Mathematics and Science Study (TIMSS).* Roseville, MN: SciMath^{MN} (April, 1999).

Table 5.1 TIMSS Mathematics Achievement

Sweden	559
Netherlands	558
Iceland	549
Norway	544
Canada	532
New Zealand	529
Australia	527
Switzerland	523
Austria	520
Slovenia	517
MINNESOTA	**511**
Denmark	509
Germany	497
Czech Republic	487
	*International Average
France	487
Russian Federation	481
UNITED STATES	**480**
Italy	475
Hungary	471
Lithuania	461
Cyprus	448
South Africa	349

◁ 501*

Table 5.2 TIMSS Science Achievement

(Netherlands)	560
Sweden	552
(Denmark)	547
Switzerland	540
(Iceland)	534
(Norway)	528
(France)	523
New Zealand	522
(Canada)	519
(Austria)	518
(Australia)	522
(Slovenia)	512
MINNESOTA	**495**
Germany	495
Hungary	483
Czech Republic	466
	*International Average
(Italy)	476
Russian Federation	471
Lithuania	469
UNITED STATES	**461**
Cyprus	446
(South Africa)	356

◁ 500*

KEY TO SCORES:

= significantly higher than MN

= not significantly different from MN

= significantly lower than MN

Notes: *(1) Nations not meeting international sampling guidelines are shown in parentheses. (2) Some scale scores are "out of order" in ranking due to differences in sampling variability.*

ematics, a 21-point difference in the average scale score favored males; in science, a 28-point difference also favored boys.

- In the TIMMS study, the performance of Minnesota fourth, eighth, and twelfth grade students in mathematics was mediocre compared with the international average, falling short of the high expectations we have for our children. Twelfth grade science results were equally mediocre. Some of the poor performance in twelfth grade may reflect the fact that, as compared to other countries, few Minnesota high school seniors are enrolled in science and math courses.

Minnesota Student Performance in the 1998 NAEP Reading Assessment at Grades 4 and 8 and the 1998 NAEP Writing Assessment at Grade 8

While the purpose of international studies, such as TIMSS, is to benchmark the performance of Minnesota students against students from other countries, the purpose of participation in national studies such as the *National Assessment of Educational Progress* (NAEP) is to benchmark Minnesota student performance against that of other states in the country. The latest national data are in reading and writing.

The purpose of the NAEP is to assess the academic achievement of a nationally representative sample of students at Grades 4, 8, and 12 from our country's schools. To complement this nationwide assessment (often referred to as the "Nation's Report Card"), a state-level NAEP assessment program was initiated to allow for valid comparisons of achievement between states. Minnesota participated in the 1998 NAEP reading and writing assessments along with approximately 45 other states and jurisdictions (such as the U.S. Virgin Islands).

Fourth Grade Reading Achievement. The international data comparing American students' reading achievement with that of students in other countries is dated and limited, compared to that in mathematics and science, but according to the most recent data available,[3] reading levels in the United States seem near the top internationally. If Minnesota students read well compared to students from the highest-achieving states within the U.S., the available evidence (reviewed in last year's *Yearbook)* would suggest that reading levels in Minnesota are competitive with those of students from even those countries with the best reading scores. The NAEP provides just such a comparison to the highest achieving states in the U.S.

In 1998, Minnesota fourth graders achieved an average scale score of 222 in reading on the NAEP's 500-point performance scale, higher than the 1998 national average score of 215. This difference is statistically significant. Only one state had a mean score significantly above that of Minnesota (Connecticut); six other states (Iowa, Maine, Massachusetts, Montana, New Hampshire, and Wisconsin) had higher mean scores, but these differences were not statistically significant.

NAEP is overseen by the National Assessment Governing Board (NAGB), which has adopted three achievement levels to describe student performance: *Basic, Proficient,* and *Advanced.* Because the *Proficient* and *Advanced* performance standards are defined as "solid academic performance" and "superior performance" respectively,[4] examining the percentage of students who perform at these levels provided the public with a measure of our success in public education.

Figure 5.1 (p.49, top) displays the percentage of Minnesota students who reached *Proficient* or *Advanced* levels on the 1998 NAEP fourth grade Reading Assessment, and compares their performance to the nation as a whole. As a state, Minnesota had significantly more students achieving proficient or advanced levels than the nation (36% vs. 29%). Both boys and girls in Minnesota significantly outperformed their counterparts nationally. Although each of the ethnic groups in Figure 5.1 outperformed their national counterparts, none of the differences are significant. Minnesota fourth graders deemed eligible for the federal free- or reduced price lunch program did score significantly above their national peers (18% vs. 13%).

When comparing reading results for Minnesota's gender and ethnic groups, the girls in Figure 5.1 significantly outperformed the boys (40% vs 32%),

NOTES

[3] *Reading Literacy in the United States: Findings from the IEA Reading Literacy Study.* Washington, DC: U.S. Department of Education, National Center on Education Statistics (1996).

[4] *NAEP 1998 Reading Report Card for the Nation and the States* (NCES, 1999-500). Washington, DC: National Center for Education Statistics, U.S. Department of Education, March 1999.

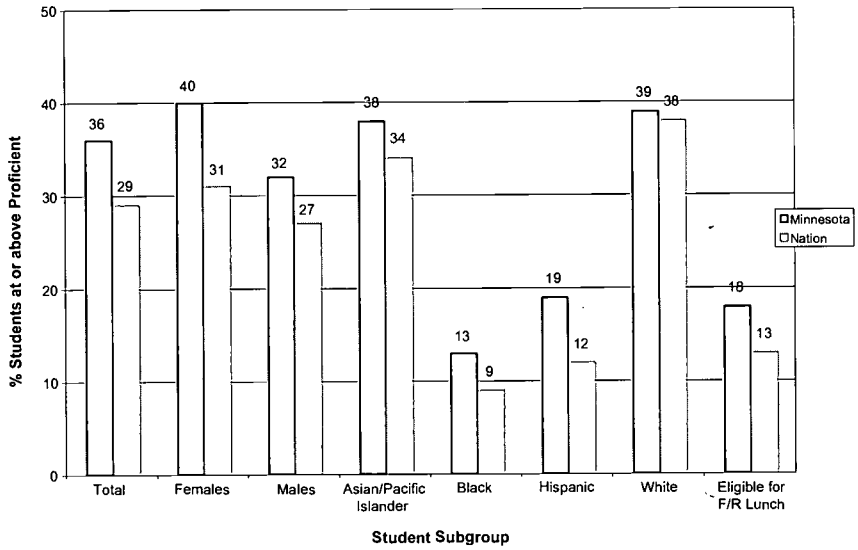


Figure 5.1

1998 NAEP Grade 4 Reading: Percentage of Students at or above Proficient, by Student Subgroup

and White students significantly outperformed Black and Hispanic students in our state. Asian and White students did not differ significantly.

Because Minnesota participated in the 1992 and 1994 administrations of the fourth grade NAEP Reading exam, student performance in the 1998 testing cycle can be compared to the achievement of Minnesota fourth graders in these two earlier years. As shown in Figure 5.2 (below), the percentage of Minnesota students scoring at or above the *Basic* level fell over the period from 1992 to 1998, although not significantly. The percentage of Minnesota students at the *Proficient* and *Advanced* levels, however, increased steadily between 1992 and 1998, from 31% to 36%. Indeed, Minnesota was one of only six states in which the percentage of fourth grade students reading at or above the *Proficient* level increased significantly between 1992 and 1998.[5] We can see, then, that there have been

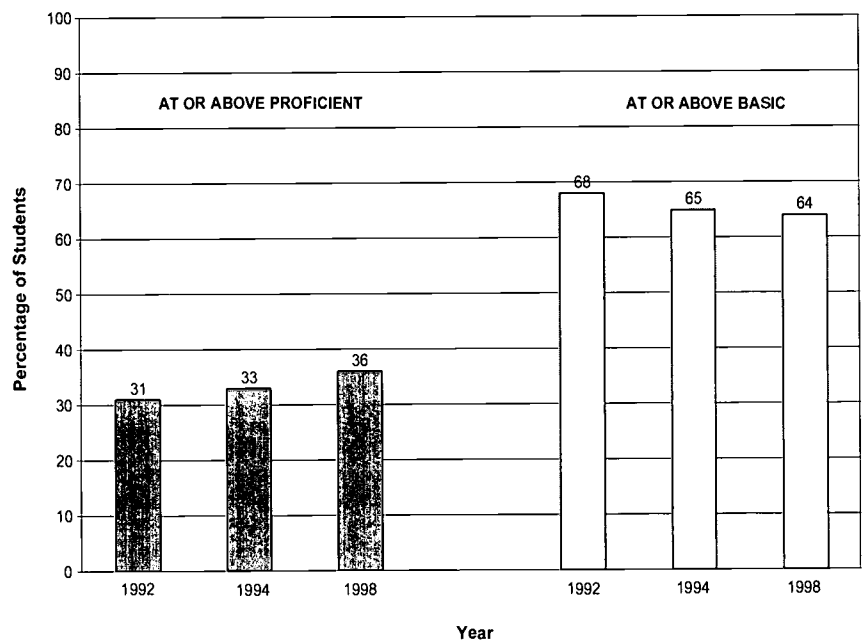


Figure 5.2

Percentage of Minnesota Fourth Graders at or above the Basic and Proficient Levels in the National Assessment of Educational Progress (Public Schools only): 1992–98

NOTES

[5] *NAEP 1998 Reading Report Card for the Nation and the States* (NCES, 1999-500). Washington, DC: National Center for Education Statistics, U.S. Department of Education, March 1999.

statistically significant improvements in Minnesota fourth graders' NAEP reading scores over the six year period from 1992 to 1998—but these improvements were confined to students in the higher-scoring groups, rather than extending through the lower achievement levels.

Eighth Grade Reading Achievement. Minnesota eighth graders took the state-level NAEP reading assessment for the first time in 1998. Their average scale score of 267 was significantly higher than that of the nation as a whole (261). Two participating states, Connecticut and Maine, had mean scores significantly higher than that of Minnesota, and three others had mean scores which were higher (Kansas, Massachusetts, and Montana), but not significantly so.

Figure 5.3

1998 NAEP Grade 8 Reading: Percentage of Students at or above Proficient Level, by Subgroup

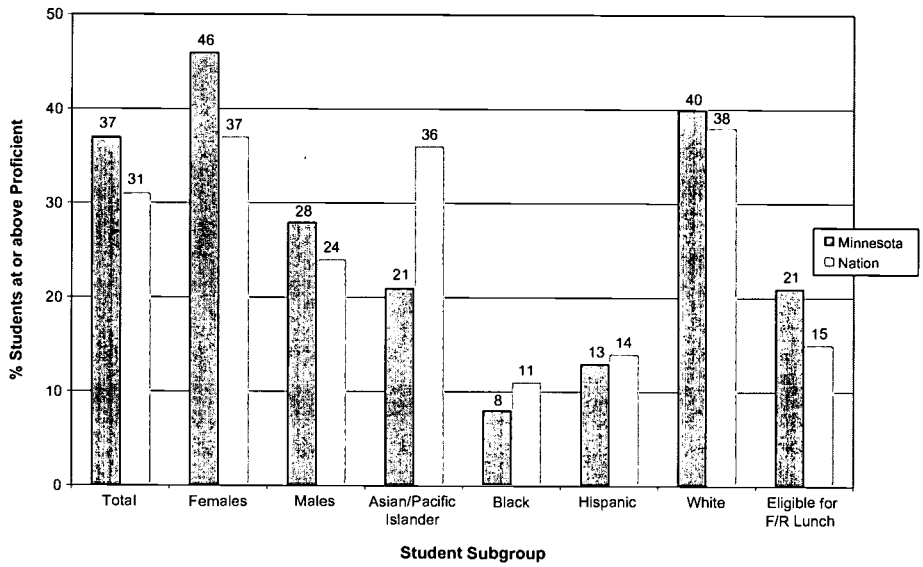


Figure 5.3 shows the percentage of Minnesota eighth graders who reached *Proficient* or *Advanced* levels on the Grade 8 state-level NAEP reading assessment. As a group, Minnesota eighth graders showed a higher percentage of students reaching *Proficient* or *Advanced* levels than did the nation as a whole (37% vs. 31%). In Figure 5.3, Minnesota girls outperformed girls nationally and Minnesota students eligible for free and reduced lunch outperformed their counterparts nationally; these differences were statistically significant. None of the other differences in Figure 5.3 between Minnesota students and the national sample are statistically significant. This figure also points to a gender difference favoring Minnesota eighth grade females over males in the eighth grade NAEP reading data, just as there is in the NAEP fourth grade reading data and in the statewide reading test data reported below.

The overall performance of Minnesota's fourth and eighth graders in the 1998 NAEP reading assessment is a reflection of our state's longstanding claim to educational excellence. By whatever measure we use—average scale scores or percentages of students at the *Proficient* or *Advanced*

levels—Minnesota continues to sustain its high standings within the NAEP reading assessment program. The increase from 1992 to 1998 in the percentage of fourth grade students at the *Proficient* or *Advanced* levels provides some evidence that our emphasis on higher, rigorous standards may be paying off .

Eighth Grade Writing Achievement. Minnesota eighth graders took the NAEP state-level writing assessment for the first time in 1998. Their average scale score of 148 was exactly the same as the national average. In contrast to the fourth and eighth grade reading tests, where only one or two states had mean scores significantly higher than Minnesota's, in the writing assessment six states' scores were significantly higher (Connecticut, Maine, Massachusetts, Texas, Virginia, and Wisconsin).

Figure 5.4 shows the percentage of Minnesota eighth graders who reached *Proficient* or *Advanced* levels on the Grade 8 NAEP writing assessment. As a group, Minnesota eighth graders had almost the same percentage (25%) of students reaching *Proficient* and *Advanced* levels as did the nation as a whole (24%). In Figure 5.4, the gender differences are particularly striking, because more Minnesota girls reached the *Proficient* or *Advanced* level than did girls nationally; but fewer Minnesota boys reached these levels, compared to boys in the nation as a whole. This large difference between the performance of boys and girls is not unique to the eighth grade writing test; it is also the case for students in the fifth- and tenth grade statewide writing assessment results reported below.

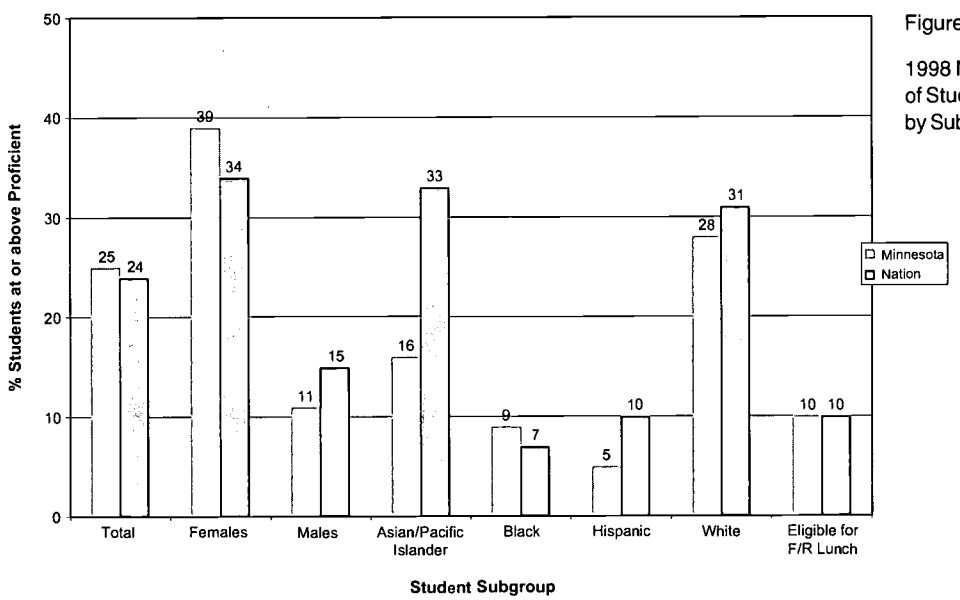


Figure 5.4

1998 NAEP Grade 8 Writing: Percentage of Students at or above Proficient Level, by Subgroup

Of the areas in which NAEP has conducted state-by-state achievement comparisons, the 1998 writing assessment is the only subject area where the Minnesota average failed to significantly exceed the national average. This mediocre statewide performance can largely be attributed to the below- average performance of Minnesota boys. If Minnesota's average

achievement level is among the top states in reading and mathematics, there would seem no reason why the state's writing achievement levels should not also be above average. It is to be hoped that, with the implementation of *Preparatory* and *High Standards* in writing and new statewide tests, writing achievement will also rise to levels that correspond with Minnesota students' scores in other content areas—at the top of the charts.

Student Performance in the Minnesota Achievement Testing Programs

The international and national studies provide a comparison of Minnesota student performance to that of students in other states and countries. Because these studies include only a sample of Minnesota students, they do not provide a detailed look at achievement within the state. We now turn to data from statewide tests across regions and segments of Minnesota.

In 1997–98, Minnesota began statewide testing in grades 3, 5, and 8 for all students. Last year (1998–99), a required writing test was added in tenth grade. The third and fifth grade examinations, called the *Minnesota Comprehensive Assessments*, or *MCAs*, measure reading and mathematics performance in third grade, and reading, mathematics, and writing performance in fifth grade. At both grade levels, the tests are aligned with the *Preparatory Standards* articulated in the *Profile of Learning* (see box, below). The reading and mathematics portions contain both multiple-choice and short answer items, whereas the fifth grade writing test asks for a sample of the student's writing.

In eighth grade, students take the multiple-choice *Basic Standards Tests (BSTs)*, which cover reading and mathematics content aligned with the *Basic Standards* in the *Minnesota Graduation Rule*. The eighth grade test

Preparatory Standards

1. **Read, View, and Listen** Read, view, and listen to complex information in the English language	2. **Write and Speak** Write and speak effectively in the English language	3. **Arts and Literature** Apply and interpret artistic expression	4. **Math Applications** Solve problems by applying mathematics	5. **Inquiry** Conduct research and communicate findings
6. **Scientific Application** Understand and apply scientific concepts and methods	7. **People and Cultures** Understand interactions among people and cultures	8. **Decision Making** Use information to make decisions	9. **Resource Management** Manage resources for a household, community, or government	10. *(optional)* **World Languages** Communicate in a language other than English

is the student's first chance to demonstrate mastery of the high school basic requirements. Any student correctly answering at least 75% of the items meets the high school requirement set by the Minnesota State Board of Education for reading and mathematics. Students who do not meet the minimum graduation standard in reading or mathematics on their first attempt in eighth grade will have additional opportunities to retake the test in later grades.

The tenth 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 tenth grade will have additional opportunities to retake the test in later grades.

The eighth and tenth grade *BSTs* in reading, mathematics, and writing have clear passing scores. The third and fifth grade *MCAs,* however, use proficiency levels similar to those used in the NAEP Assessments. (See sidebar for explanations of the various levels of student performance in the *MCA* testing program.

In this section, we report the performance of students across various segments of Minnesota. After presenting statewide data, we turn to issues of ethnic and gender differences. In addition to the data in the body of this report, Appendix C contains tables showing how scores change when certain students are removed from the results: students with limited English proficiency, students in special education, students new to the district, and economically disadvantaged students. Appendix D contains tables summarizing the scores and changes in scores from 1998 to 1999 for schools of various types and student compositions.

Throughout the education literature, achievement test scores are correlated with student poverty (eligibility for free or reduced lunch), mobility (frequent school or residence changes), disabilities, and limited English proficiency. In accordance with the 1998 Minnesota Omnibus Education Act, Subdivision 1, and to provide context for the test scores, our tables include data on the percentage of test-takers who are in poverty, who recently moved into their district, who are classified as having a disability, and who have limited English proficiency. Also, in accordance with Minnesota statute the table includes additional data on all students except those with limited English proficiency, all students except those in special education, all students except those new to their district, and all students except those eligible for free/reduced lunch.

Third Grade Minnesota Comprehensive Assessment Results in Reading and Mathematics. 1998–99 was the second year of statewide testing in third and fifth grade. Scores rose substantially for both grades and in all subject areas tested: mathematics, reading, and writing. The improvements were pervasive across student groups and types of schools (also see Appendix D).

Achievement Levels

Achievement levels describe Minnesota student progress toward the state's High Standards in reading, mathematics and for fifth-graders, writing.

Level IV: Students demonstrate superior performance, well beyond what is expected at the grade level.

Level III: Students are working above grade level. Many are proficient with challenging subject matter.

Level II: Most students in Minnesota fall within this level. This includes a wide range of students, from those with partial knowledge and skills to students who are increasingly proficient with grade level material.

Level I: Students have gaps in the knowledge and skills necessary for satisfactory work.

Tables 5.3 (below) and 5.4 (p. 55) show the results in reading and mathematics for all third grade students. Over 61,000 students took the tests, or 93% (94% in math) of the third graders enrolled at the time of testing, the same percentage as last year. Statewide, the percentage of students scoring "At or Above Level II" rose from 77% last year to 79% this year in reading and from 82% to 88% in mathematics. The percentage of students reaching or exceeding Level III increased from 35% last year to 40% this year in reading and from 35% last year to 42% this year in mathematics. In parentheses, the columns labeled "% at or Above Level III" and "% at or Above Level II" show the corresponding percentages from the first administration of the test last year. These two columns show the pervasive-

Table 5.3

1999 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students	% LEP Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students
TOTAL		61,080	40 (35)	79 (77)	1,427	93	5	12	11	32
GENDER	Female	29,817	44 (41)	83 (82)	1,450	94	5	8	11	32
	Male	31,232	36 (30)	75 (73)	1,405	93	5	16	10	31
ETHNICITY	Asian	3,021	21 (17)	55 (52)	1,317	92	60	7	13	68
	Black	3,961	15 (11)	49 (46)	1,274	88	5	16	22	78
	Hispanic	1,693	20 (16)	57 (54)	1,313	86	42	12	19	70
	Am. Indian	1,216	18 (15)	60 (56)	1,323	90	1	17	18	76
	White	50,386	45 (39)	84 (83)	1,454	95	0+	12	9	23
LEP		2,825	7 (4)	39 (34)	1,233	87	---	7	17	86
SPECIAL ED		6,524	15 (12)	45 (41)	1,258	83	3	---	11	44
NEW TO DISTRICT		5,960	32	71	1,383	88	8	13	---	48
F/R LUNCH		18,259	21	61	1,329	90	14	17	16	---
ATTENDANCE RATE	95 - 100%	42,186	42	82	1,442	96	5	11	6	26
	90 - 95%	11,787	38	77	1,418	93	5	13	9	38
	0 - 90%	3,702	27	65	1,352	87	6	16	14	57
STRATA	Mpls/St. Paul	7,383	21 (18)	54 (51)	1,306	88	25	12	11	71
	Suburban	26,013	47 (42)	84 (84)	1,461	95	3	11	11	17
	Outstate: 2000+	13,695	40 (34)	82 (79)	1,433	92	3	13	10	31
	Outstate: 2000-	13,921	38 (34)	81 (79)	1,425	93	1	13	10	37
PUBLIC SCHOOLS	Non-charter	60,679	40 (35)	79 (78)	1,428	93	5	12	10	31
	Charter	401	18 (21)	48 (52)	1,272	89	17	13	50	62
PRIVATE SCHOOLS		1,719	48 (43)	89 (88)	1,472	---	---	---	---	---

Note: *LEP = Limited English Proficiency; Special Ed = Special Education; F/R Lunch = Eligible for free or reduced-price lunch; New to District = Enrolled since 1/1/98; 1998 data is included in parentheses.*

ness of the score improvements across gender, ethnicity, regions of the state, and types of schools. While some of the score gains may bedue to greater familiarity with the tests, the NAEP fourth grade reading data (Figure 5.1, p. 49) tend to confirm a much smaller, but steady increase in students reading at proficient levels since 1992.

Table 5.4

1999 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% New Students to District	% F/R Students Tested
TOTAL		61,654	42 (35)	88 (82)	1,459	94	5	12	11	32
GENDER	Female	30,046	41 (34)	88 (82)	1,454	94	5	8	11	32
	Male	31,551	44 (36)	88 (82)	1,465	94	5	16	10	31
ETHNICITY	Asian	3,072	23 (19)	74 (64)	1,349	93	60	7	13	68
	Black	4,009	11 (8)	58 (48)	1,252	89	5	16	22	78
	Hispanic	1,693	19 (14)	70 (59)	1,317	86	42	12	19	70
	Am. Indian	1,230	21 (16)	74 (67)	1,339	91	1	17	18	76
	White	50,773	47 (40)	92 (87)	1,492	95	0+	12	9	23
LEP		2,879	10 (7)	62 (48)	1,260	89	---	7	16	86
SPECIAL ED		6,691	19 (14)	65 (55)	1,305	85	3	---	11	44
NEW TO DISTRICT		6,050	33	80	1,401	89	8	13	---	48
F/R LUNCH		18,564	24	75	1,351	91	14	17	16	---
ATTENDANCE RATE	95 - 100%	42,518	45	90	1,480	96	5	11	6	26
	90 - 95%	11,904	38	86	1,439	94	5	13	9	38
	0 - 90%	3,749	28	75	1,364	88	6	16	14	57
STRATA	Mpls/St. Paul	7,531	22 (19)	68 (59)	1,324	90	25	12	11	71
	TC Suburbs	25,975	48 (43)	91 (88)	1,493	95	3	11	11	17
	Outstate: 2000+	13,869	43 (33)	90 (83)	1,466	94	3	13	10	31
	Outstate: 2000-	14,221	42 (33)	91 (85)	1,465	95	1	13	10	37
PUBLIC SCHOOLS	Non-charter	61,242	42 (35)	88 (82)	1,461	94	5	12	10	31
	Charter	412	16 (19)	60 (57)	1,285	92	17	14	49	62
PRIVATE SCHOOLS		1,709	43 (40)	94 (88)	1,483	---	---	---	---	---

Note: *LEP = Limited English Proficiency; Special Ed = Special Education; F/R Lunch = Eligible for free or reduced-price lunch; New to District = Enrolled since 1/1/98; 1998 data is included in parentheses.*

Fifth Grade* Minnesota Comprehensive Assessment *Results in Reading, Mathematics, and Writing. More than 60,000 students took the tests, or 94% (93% in writing) of the fifth graders enrolled at the time of testing. The percentages of students participating in the testing were

down slightly from 95% last year. Just as in the third grade data, improvements in scores are pervasive across gender, ethnicity, regions of the state, and types of schools. Tables 5.5–5.7 show the fifth grade *MCA* results in reading, writing, and mathematics for all public school students tested. From last year to this, the proportion of students "At or Above Level II"

Table 5.5

1999 Grade 5: *Minnesota Comprehansive Assessment* Results in Reading for all Public School Students Tested

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		61,319	45 (38)	82 (79)	1,451	94	4	14	9	30
GENDER	**Female**	29,787	50 (43)	85 (83)	1,480	95	4	9	9	30
	Male	31,500	40 (34)	79 (76)	1,424	94	4	19	10	30
ETHNICITY	**Asian**	3,114	26 (22)	62 (59)	1,350	95	49	9	12	63
	Black	3,665	15 (13)	51 (46)	1,272	91	5	21	20	78
	Hispanic	1,465	19 (16)	58 (54)	1,303	89	38	17	19	68
	Am. Indian	1,229	20 (15)	62 (58)	1,326	88	0+	23	14	73
	White	51,254	49 (42)	87 (84)	1,478	96	0+	14	8	22
LEP		2,354	5 (4)	37 (33)	1,211	90	---	11	16	88
SPECIAL ED		8,056	15 (10)	46 (39)	1,253	88	3	---	10	44
NEW TO DISTRICT		5,364	34	73	1,396	89	7	16	---	46
F/R LUNCH		17,657	24	65	1,338	92	12	21	14	---
ATTENDANCE RATE	**95 - 100%**	42,856	47	84	1,465	97	4	13	5	26
	90 - 95%	11,646	42	80	1,437	94	3	16	7	35
	0 - 90%	3,870	33	70	1,379	90	5	21	12	53
STRATA	**Mpls/St. Paul**	6,991	23 (21)	57 (54)	1,316	92	23	16	10	71
	TC Suburbs	25,389	52 (45)	87 (85)	1,487	96	2	13	10	16
	Outstate: 2000+	14,338	45 (38)	83 (80)	1,458	94	2	15	9	29
	Outstate: 2000-	14,599	43 (35)	83 (80)	1,445	94	1	15	9	36
PUBLIC SCHOOLS	**Non-charter**	60,986	45 (38)	82 (79)	1,451	94	4	14	9	30
	Charter	333	31 (26)	65 (59)	1,350	89	9	17	39	50
PRIVATE SCHOOLS		1,567	55 (45)	91 (88)	1,506	---	---	---	---	---

Note: LEP = Limited English Proficiency; F/R = Eligible for free or reduced-price lunch; New to District = enrolled since 1/1/98; Parentheses contain 1998 data; 0+ = less than half a percentage point; All percentages and Mean Scale Scores are rounded to the nearest whole number.

increased from 79% to 82% in reading, from 80% to 82% in mathematics, and from 80% to 95% in writing. The proportion of students achieving the higher level III or above rose from 38% to 45% in reading, 31% to 36% in mathematics, and 42% to 45% in writing. Some of this gain may be attributable to greater familiarity with the test among teachers and students.

Table 5.6

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		60,854	36 (31)	82 (80)	1,416	94	4	14	9	30
GENDER	**Female**	29,541	36 (30)	81 (80)	1,416	94	4	9	9	30
	Male	31,282	37 (32)	82 (79)	1,417	93	4	19	10	30
ETHNICITY	**Asian**	3,101	22 (19)	66 (63)	1,336	95	49	9	12	63
	Black	3,632	8 (7)	44 (41)	1,221	90	5	21	20	78
	Hispanic	1,446	13 (11)	54 (52)	1,273	88	38	17	19	68
	Am. Indian	1,225	16 (10)	63 (55)	1,302	88	0+	23	14	73
	White	50,857	41 (35)	87 (84)	1,443	95	0+	14	8	22
LEP		2,326	5 (4)	42 (40)	1,220	89	---	11	16	88
SPECIAL ED		7,985	13 (11)	52 (47)	1,261	87	3	---	10	44
NEW TO DISTRICT		5,307	26	72	1,358	88	7	16	---	46
F/R LUNCH		17,528	18	64	1,312	91	12	21	14	---
ATTENDANCE RATE	**95 - 100%**	42,583	39	84	1,433	96	4	13	5	26
	90 - 95%	11,537	33	79	1,397	94	3	16	7	35
	0 - 90%	3,801	24	68	1,337	88	5	21	12	53
STRATA	**Mpls/St. Paul**	6,926	18 (16)	57 (54)	1,292	91	23	16	10	71
	Suburban	25,179	44 (39)	87 (86)	1,454	95	2	13	10	16
	Outstate: 2000+	14,234	36 (29)	83 (81)	1,420	93	2	15	9	29
	Outstate: 2000-	14,511	33 (28)	83 (80)	1,408	93	1	15	9	36
PUBLIC SCHOOLS	**Non-charter**	60,518	37 (31)	82 (80)	1,417	94	4	14	9	30
	Charter	336	19 (18)	61(60)	1,305	90	9	17	39	50
PRIVATE SCHOOLS		1,561	36 (33)	88 (89)	1,436	---	---	---	---	---

Note: LEP = Limited English Proficiency; F/R = Eligible for free or reduced-price lunch; New to District = enrolled since 1/1/98; Parentheses contain 1998 data; 0+ = less than half a percentage point; All percentages and Mean Scale Scores are rounded to the nearest whole number.

Table 5.7

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		60,238	45 (42)	95 (80)	1,414	93	4	14	9	30
GENDER	Female	29,320	55 (52)	97 (87)	1,470	93	4	9	9	30
	Male	30,879	36 (32)	93 (74)	1,363	92	4	19	10	30
ETHNICITY	Asian	3,066	37 (35)	92 (76)	1,370	94	49	9	12	63
	Black	3,578	22 (21)	82 (57)	1,236	88	5	21	20	78
	Hispanic	1,456	26 (25)	86 (64)	1,278	88	38	17	19	68
	Am. Indian	1,185	25 (19)	86 (61)	1,255	85	0+	23	14	73
	White	50,323	49 (45)	96 (83)	1,447	94	0+	14	8	22
LEP		2,331	17 (18)	82 (60)	1,226	90	---	11	16	88
SPECIAL ED		7,787	16 (15)	78 (51)	1,177	85	3	---	10	44
NEW TO DISTRICT		5,207	36	92	1,306	86	7	16	---	46
F/R LUNCH		17,312	29	89	1,299	90	12	21	14	---
ATTENDANCE RATE	95 - 100%	42,120	48	96	1,449	95	4	13	5	26
	90 - 95%	11,428	43	93	1,408	93	3	16	7	35
	0 - 90%	3,764	34	89	1,328	88	5	21	12	53
STRATA	Mpls/St. Paul	6,879	30 (29)	87 (65)	1,290	90	23	16	10	71
	TC Suburbs	24,999	53 (49)	97 (85)	1,476	94	2	13	10	16
	Outstate: 2000+	14,229	43 (40)	95 (80)	1,423	93	2	15	9	29
	Outstate: 2000-	14,129	41 (38)	95 (79)	1,361	91	1	15	9	36
PUBLIC SCHOOLS	Non-charter	59,917	45 (42)	95 (80)	1,416	93	4	14	9	30
	Charter	321	23 (31)	85 (64)	1,178	86	9	17	39	50
PRIVATE SCHOOLS		1,569	49 (43)	97 (81)	1,506	---	---	---	---	---

Note: LEP = Limited English Proficiency; New to District = enrolled since 1/1/98; F/R = Eligible for free or reduced-price lunch; Parentheses contain 1998 data; 0+ = less than half a percentage point; All percentages and Mean Scale Scores are rounded to the nearest whole number.

Eighth Grade* Basic Standards Tests *in Reading and Mathematics. Tables 5.8 and 5.9 show the eighth grade *Basic Standards Test* results in reading and mathematics for all students tested.

Over 65,000 students participated in the tests, or 96% of all eighth graders enrolled on the day of the test—the same percentage as last year. Seventy-

Table 5.8

1999 Grade 8: *Basic Standards Test* Results in Reading for all Public School Students Tested

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		65,405	75 (68)	32	96	3	13	8	26
GENDER	Female	31,933	77 (71)	33	97	3	8	8	26
	Male	33,442	74 (66)	32	96	3	17	8	26
ETHNICITY	Asian	2,905	54 (48)	29	96	41	7	10	62
	Black	3,169	39 (32)	25	93	7	23	19	75
	Hispanic	1,344	45 (39)	27	92	31	16	19	63
	Am. Indian	1,159	47 (38)	27	90	0+	23	17	67
	White	56,302	80 (73)	33	97	0+	12	7	19
LEP		1,887	22 (16)	23	92	---	12	16	87
SPECIAL ED		7,599	33 (27)	24	90	3	---	12	43
NEW TO DISTRICT		5,011	58	29	92	6	19	---	46
F/R LUNCH		16,243	53	28	94	10	21	14	---
ATTENDANCE RATE	95 - 100%	41,063	80	33	98	3	10	3	20
	90 - 95%	14,384	73	32	96	3	14	6	28
	0 - 90%	7,229	58	29	92	4	23	13	48
STRATA	Mpls/St. Paul	6,250	48 (41)	27	93	20	16	10	66
	TC Suburbs	25,944	81 (75)	33	97	1	12	8	14
	Outstate 2000+	16,174	76 (69)	32	96	2	13	7	23
	Outstate 2000-	17,037	75 (68)	32	97	1	13	8	31
PUBLIC SCHOOLS	Non-charter	65,159	75 (68)	32	96	3	13	8	26
	Charter	246	48 (43)	27	87	1	21	45	51
PRIVATE SCHOOLS		4,475	88 (83)	35	---	---	---	---	---

Note: LEP = Limited English Proficiency; New to District = enrolled since 1/1/98; F/R = Eligible for free or reduced-price lunch; Parentheses contain 1998 data; 0+ = less than half a percentage point; All percentages and Mean Scale Scores are rounded to the nearest whole number.

five percent of the eighth grade test-takers met the state's minimum standard for high school graduation in reading, up substantially from 68% last year. Unlike the *MCA*, the *BST* testing has been in place for several years, and the improvement in scores is unlikely to have resulted from a marked improvement in familiarity with the test format over last year. In mathematics, the percentage of eighth grade students meeting the state's

Table 5.9

1999 Grade 8: *Basic Standards Test* Results in Mathematics for all Public School Students Tested

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% New Students to District	% F/R Students Tested
TOTAL		65,362	70 (71)	54	96	3	13	8	26
GENDER	Female	31,879	69 (70)	53	96	3	8	8	26
	Male	33,450	71(73)	54	96	3	17	8	26
ETHNICITY	Asian	2,903	56 (53)	50	96	41	7	10	62
	Black	3,148	26 (26)	39	92	7	23	19	75
	Hispanic	1,337	37 (38)	43	91	31	16	19	63
	Am. Indian	1,158	38 (39)	44	90	0+	23	17	67
	White	56,281	75 (76)	55	97	0+	12	7	19
LEP		1,890	24 (23)	39	92	---	12	16	87
SPECIAL ED		7,601	27 (29)	39	90	3	---	12	43
NEW TO DISTRICT		5,002	51	48	92	6	19	---	46
F/R LUNCH		16,200	47	46	93	10	21	14	---
ATTENDANCE RATE	95 - 100%	41,102	76	56	98	3	10	3	20
	90 - 95%	14,373	67	53	96	3	14	6	28
	0 - 90%	7,190	48	47	91	4	23	13	48
STRATA	Mpls/St. Paul	6,223	43 (41)	45	93	20	16	10	66
	TC Suburbs	25,920	76 (77)	56	97	1	12	8	14
	Outstate 2000+	16,198	72 (72)	54	96	2	13	7	23
	Outstate 2000-	17,021	70 (71)	54	96	1	13	8	31
PUBLIC SCHOOLS	Non-charter	65,116	70 (71)	54	96	3	13	8	26
	Charter	246	41 (40)	43	87	1	21	45	51
PRIVATE SCHOOLS		4,464	81 (82)	57	---	---	---	---	---

Note: LEP = Limited English Proficiency; New to District = enrolled since 1/1/98; F/R = Eligible for free or reduced-price lunch; Parentheses contain 1998 data; 0+ = less than half a percentage point; All percentages and Mean Scale Scores are rounded to the nearest whole number.

minimum standard remained virtually the same as last year, 70%.

Tenth Grade* Basic Standards Test *Results in Writing. The 1998–99 school year marked the first statewide administration of the *BST* in writing, a test which students must pass for high school graduation starting with the class of 2001. Table 5.10 shows results for the *BST* in writing. Over 63,000 students participated in the tests, 96% of all tenth graders enrolled on the

Table 5.10

1999 Grade 10: *Basic Standards Test* Results in Writing for all Public School Students Tested

		Number Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		63,112	85	3.10	96	3	11	8	21
GENDER	Female	30,764	91	3.24	96	3	7	8	21
	Male	32,283	79	2.98	96	3	14	8	21
ETHNICITY	Asian	2,808	62	2.78	96	36	5	13	57
	Black	2,570	51	2.52	88	9	18	20	66
	Hispanic	1,078	63	2.71	91	26	13	18	52
	Am. Indian	942	66	2.68	87	0+	19	18	54
	White	55,386	88	3.17	97	0+	10	7	16
LEP		1,616	31	2.23	91	---	6	20	83
SPECIAL ED		6,175	43	2.38	89	1	---	13	35
NEW TO DISTRICT		4,774	68	2.80	90	7	17	---	39
F/R LUNCH		12,736	67	2.77	93	11	18	15	---
ATTENDANCE RATE	95 - 100%	39,397	89	3.19	98	2	8	3	16
	90 - 95%	13,135	84	3.08	96	2	12	6	22
	0 - 90%	7,393	72	2.85	90	4	20	14	38
STRATA	Mpls/St. Paul	5,516	61	2.71	92	20	11	12	57
	TC Suburbs	24,647	88	3.18	96	1	10	8	11
	Outstate: 2000+	15,961	87	3.12	96	1	11	7	19
	Outstate: 2000-	16,959	86	3.11	97	0+	11	8	25
PUBLIC SCHOOLS	Non-charter	62,917	85	3.11	96	3	11	8	21
	Charter	195	59	2.68	89	0+	13	55	47
PRIVATE SCHOOLS		1,611	93	3.00	---	---	---	---	---

Note: LEP = Limited English Proficiency; New to District = enrolled since 1/1/98; F/R = Eligible for free or reduced-price lunch; Parentheses contain 1998 data; 0+ = less than half a percentage point; All percentages and Mean Scale Scores are rounded to the nearest whole number.

day of testing. Eighty-five percent of the tenth grade test-takers met the state's minimum standard for high school graduation in writing in this first administration of the test.

Of the three *Basic Standards Tests* that students must pass for high school graduation, first-time pass rates were lowest in mathematics. Because first-time pass rates in reading now surpass those in mathematics, the basic

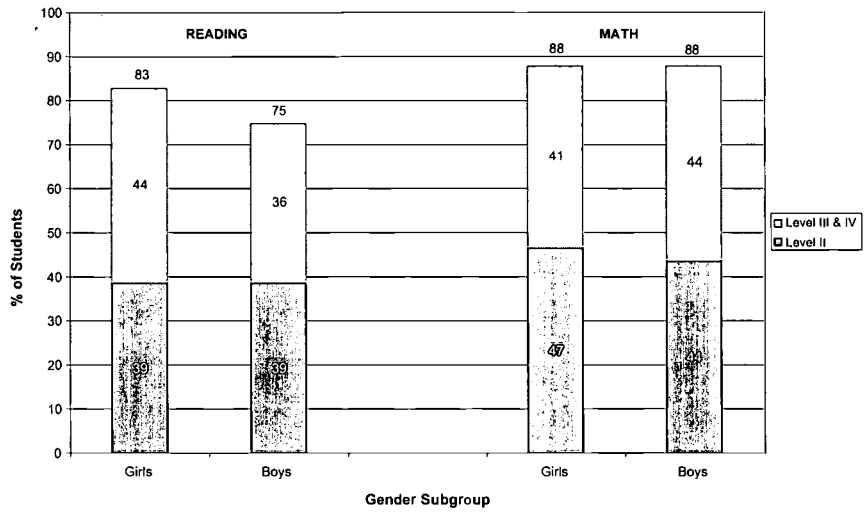
standard in mathematics seems to have become the most difficult of the three for first time test-takers. Preparing students to meet the *Basic Standards* requirements would seem to warrant greater attention to the mathematics standard.

Equity and Excellence Across Gender and Ethnicity

For the past several decades, "equity" and "excellence" have been guiding ideals in education. Schools have sought higher levels of excellence as demonstrated by student performance. At the same time, they have sought to ensure that the excellence is more equitably distributed

Figure 5.5

Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathematics, by Gender

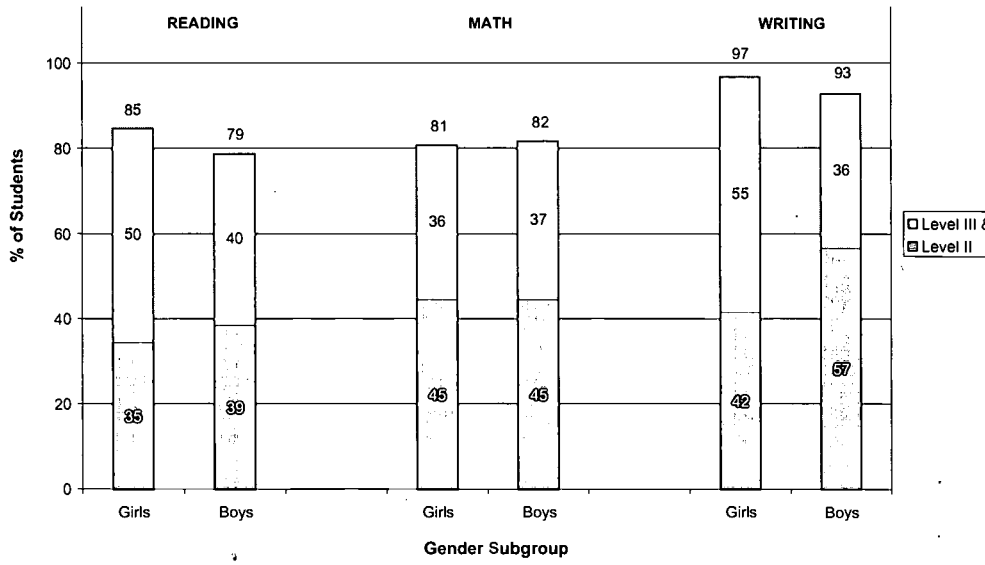


across males and females, ethnic groups, and rich and poor students. We now turn to a consideration of how equitably excellence has been achieved across gender and ethnicity.

Achievement by Gender. Figures 5.5 (above) through 5.7 (p. 63) compare

Figure 5.6

Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, by Gender



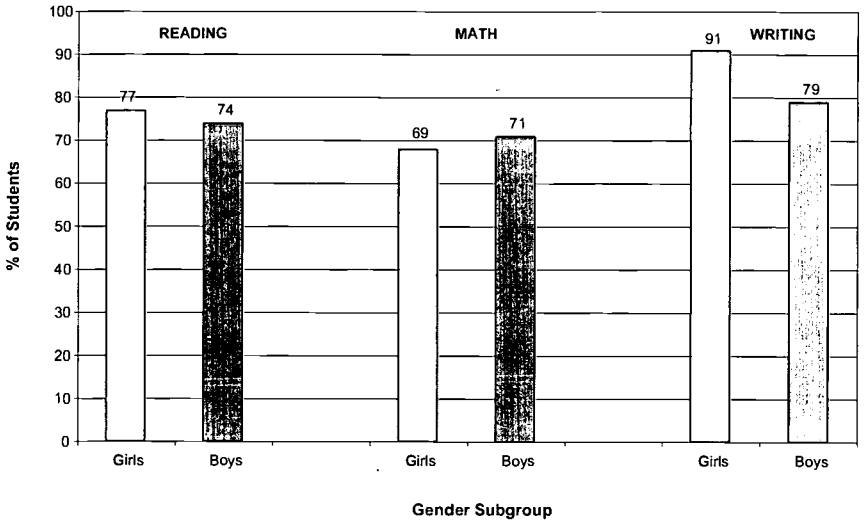


Figure 5.7

Percentage of Grade 8 and Grade 10 Students Meeting High School *Graduation Standards* in Reading, Mathematics, and Writing, by Gender

Grade 8 students are tested in Reading and Mathematics; Grade 10 students are tested in writing.

the performance levels of boys and girls on the various statewide tests. Where there are differences in mathematics, boys outscore girls, if only by a small amount. Girls outscore boys in reading and writing in all grades tested.

Achievement by Ethnicity. Figures 5.8 (below) through 5.10 (p. 64) compare ethnic group performance on the statewide tests. Whites have the highest scores; Blacks the lowest; and American Indian, Asian, and Hispanic students have scores in between. The ethnic differences appear to be less dramatic in writing than in mathematics or reading.

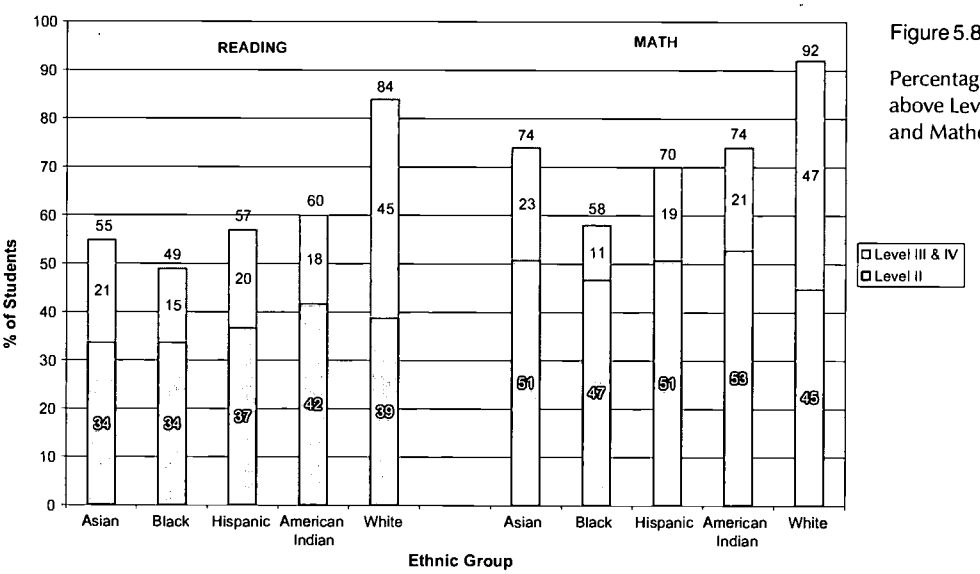


Figure 5.8

Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathematics, by Ethnicity

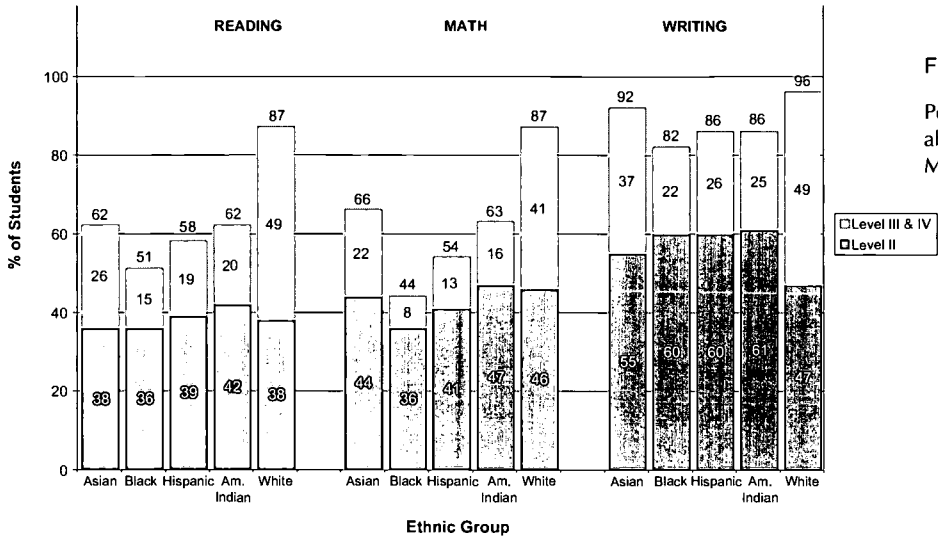
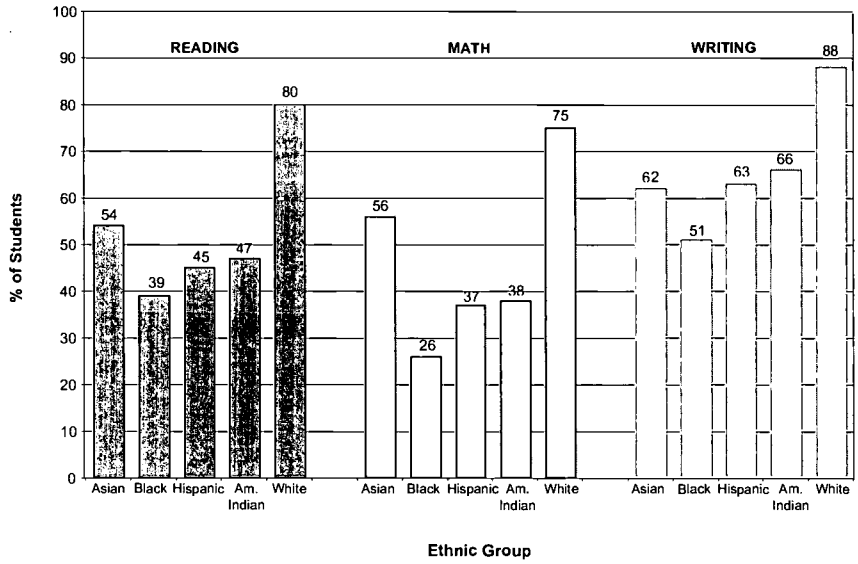


Figure 5.9

Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, by Ethnicity

Figure 5.10

Percentage of Grade 8 and Grade 10 Students Meeting High School *Graduation Standards* in Reading, Mathematics, and Writing, by Ethnicity



** Note: Grade 8 students are tested in Reading and Mathematics; Grade 10 students are tested in writing.*

Attendance. Achievement on the statewide tests also varies according to attendance level, as seen in Figures 5.11 (below) through 5.13 (p. 65). These attendance differences appear consistently across subject areas and grades.

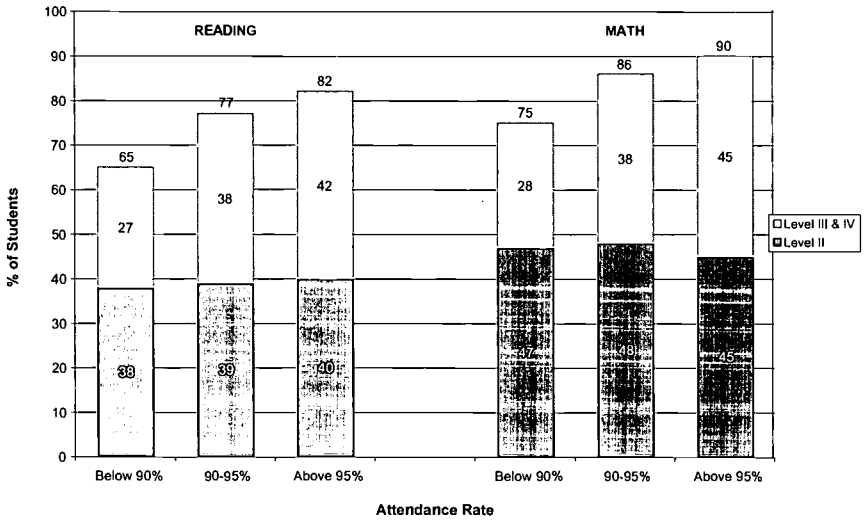


Figure 5.11

Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathematics, by Attendance Rate

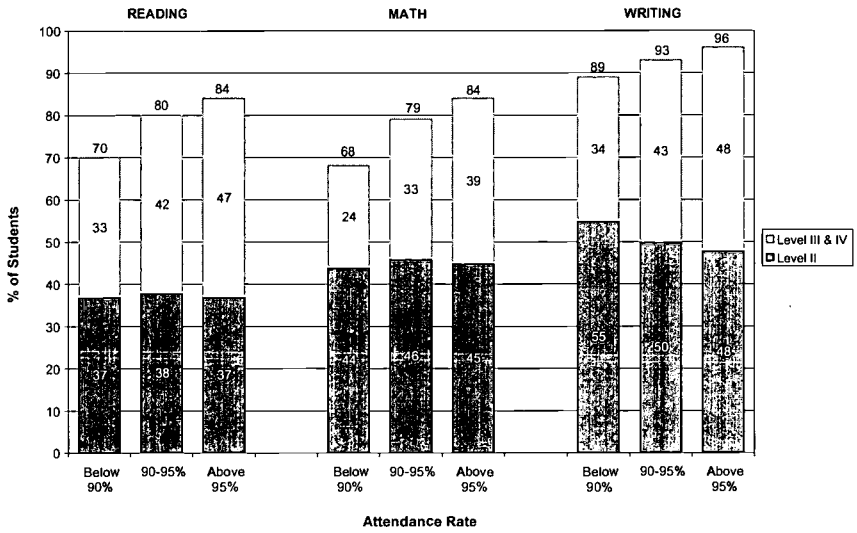
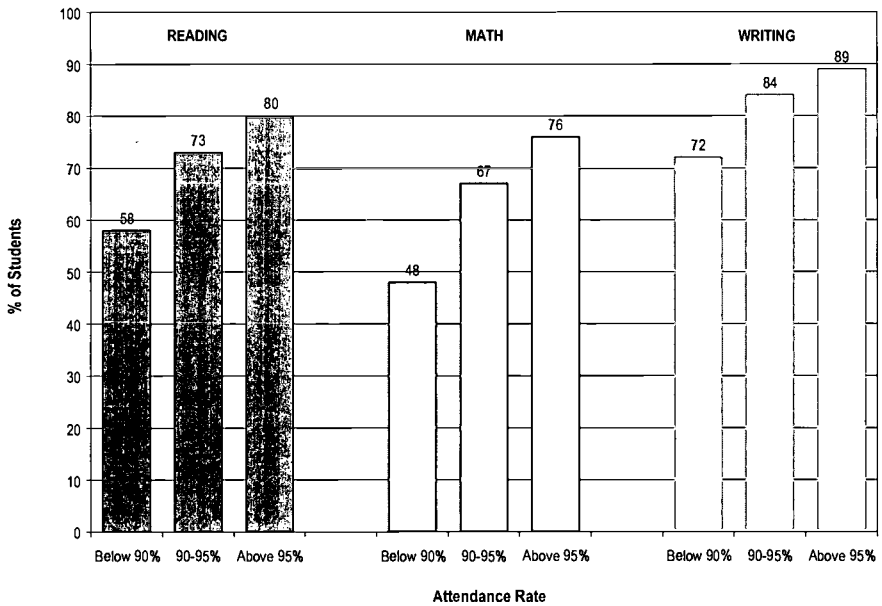


Figure 5.12

Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, by Attendance Rate

Figure 5.13

Percentage of Grade 8 and Grade 10 Students Meeting High School *Graduation Standards* in Reading, Mathematics, and Writing, by Attendance Rate



Grade 8 students are tested in Reading and Mathematics; Grade 10 students are tested in writing.

Poverty Levels. Figures 5.14 through 5.16 (p. 66) show how performance varied among schools with differing concentrations of poverty. Across grades and subject areas, schools with lower poverty levels display higher levels of achievement. Achievement falls off most sharply in schools with the highest poverty level, i.e., where 50–100% of the students in the school are eligible for free or reduced-price lunch.

The Performance of Minnesota Students in College Admissions Testing

Tables 5.3 through 5.10 show data on all students for grades three, five, and eight. But what about Minnesota's college-bound students as they near the end of high school? Of the two college admissions tests, the *ACT Assessment (ACT)* and the *Scholastic Assessment Test (SAT)*, far more Minnesota high school seniors and juniors take the former. Therefore,

(continued p. 67)

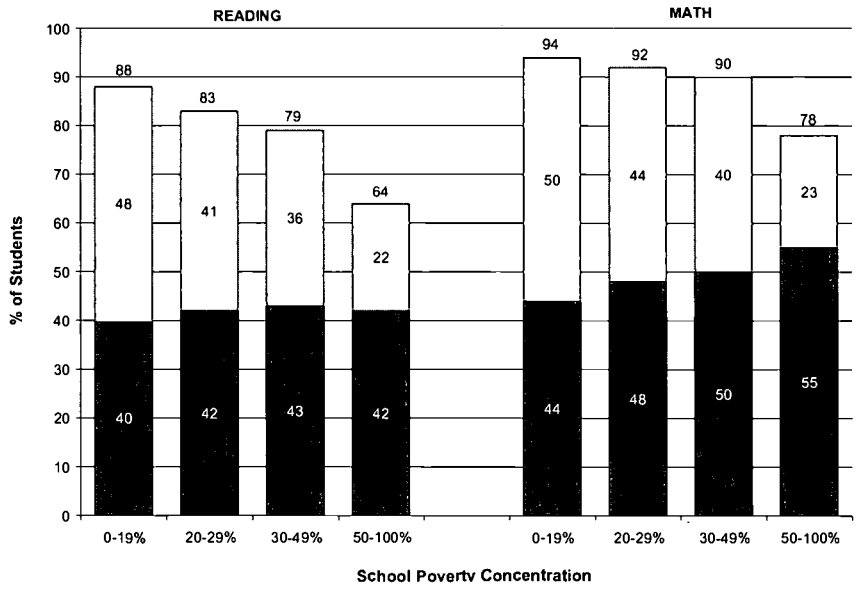
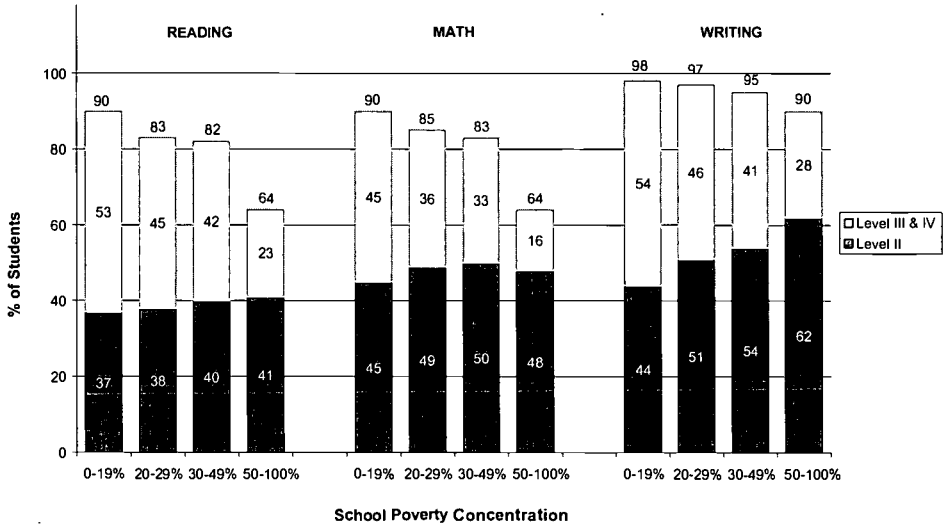


Figure 5.14

Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathematics, by School Poverty Concentration*

Figure 5.15

Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, by School Poverty Concentration*



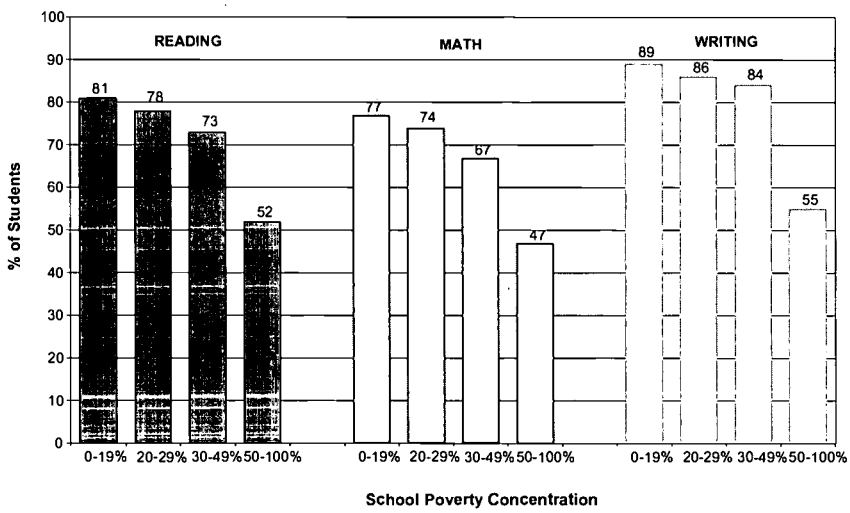


Figure 5.16

Percentage of Grade 8 and Grade 10 Students Meeting High School *Graduation Standards* in Reading, Mathematics, and Writing, by School Poverty Concentration*

Grade 8 students are tested in Reading and Mathematics; Grade 10 students are tested in writing.

** School Poverty Concentration is the percentage of students in the school who are eligible for free or reduced-price lunch.*

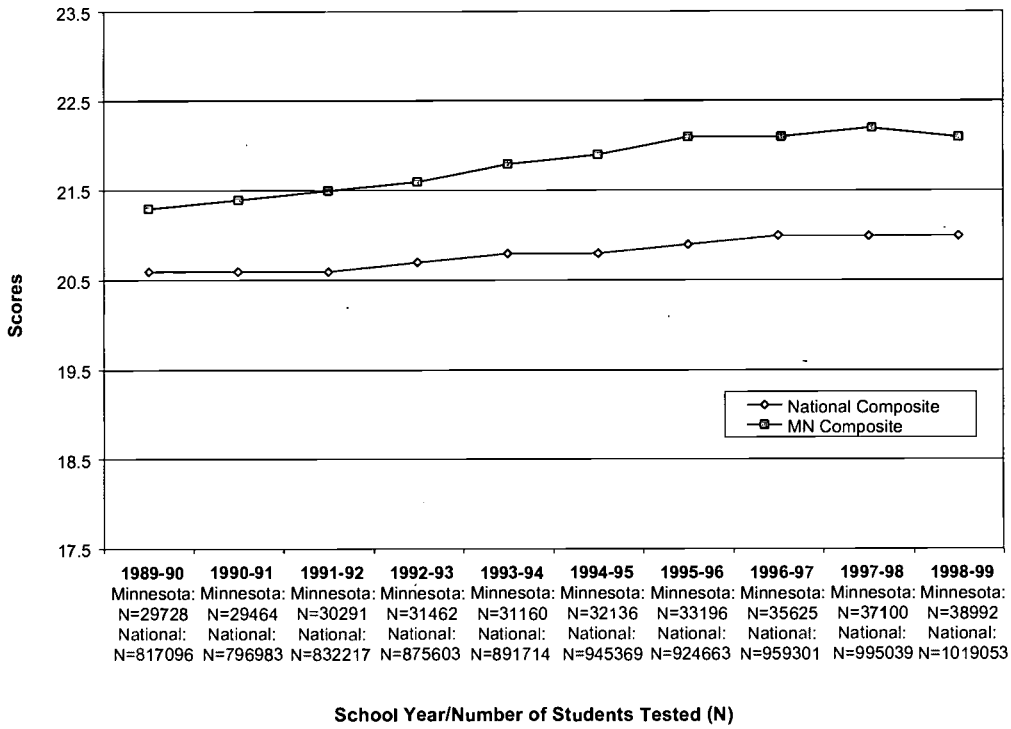


Figure 5.17

Minnesota and National ACT Composite Scores by School Year (1989–99)

ACT test results more completely reflect the performance levels of Minnesota students bound for two- and four-year colleges.

Figure 5.17 (above) shows the trend in Minnesota *ACT* scores since the beginning of the decade. The trend appears much like the trend in Figure 4.1 (p. 35) that shows how the percentage of *ACT* test-takers with the recommended course work has changed over the decade of the 90's. Both graphs show steady increases through the early 1990s, level off from 1996–98, and then decline slightly in 1999, the first decline of this decade. It is to be hoped that high schools will address the preparation of college-bound students before this year's decline in course work preparation and *ACT* scores becomes a trend.

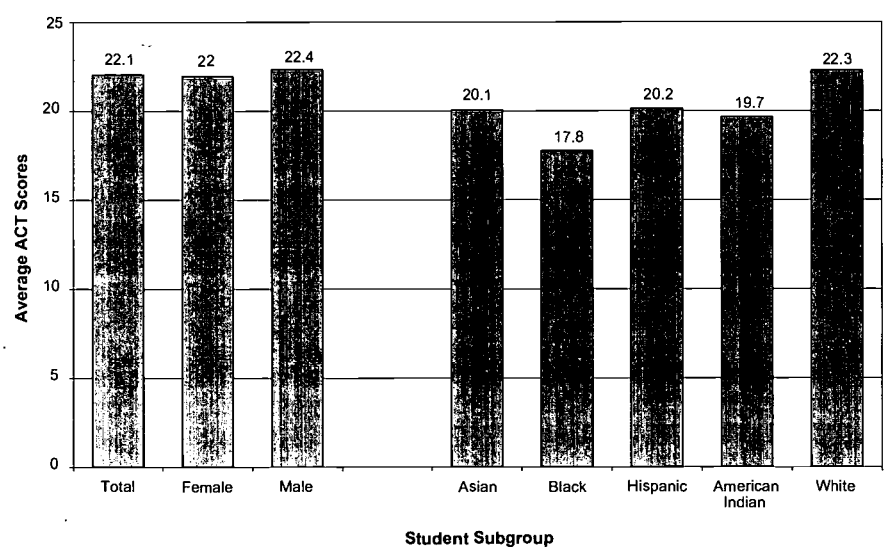


Figure 5.18

Average ACT Scores, by Gender and Ethnicity

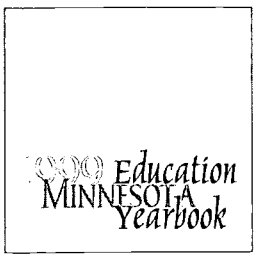
Differences also appear among ethnic groups. Figure 5.18 (below) shows *ACT* composite scores by ethnic group. These differences closely parallel the differences in course work preparation shown in Figure 4.2 (p. 35).

Conclusions

In the data above, results from reading assessments are the most gratifying. Improvements in *MCA* reading scores occurred in both third and fifth grades. NAEP fourth grade reading results show a steady increase in the proportion of students scoring at the Proficient and Advanced levels over the period from 1992 to 1998. Eighth grade *BST* reading scores continue to rise.

Mathematics is the area of most concern. *BST* eighth grade pass rates have risen little in the past three years, and first time pass rates in mathematics are now lower than those in reading or writing. Of the three basic standards in reading, writing, and mathematics, the mathematics standard would seem to have replaced the reading standard as the biggest obstacle to graduation. And, in the TIMSS study, Minnesota's high school seniors performed at mediocre levels in mathematics compared to their counterparts from other countries, a result which may stem, in part, from the fact that Minnesota's high school seniors were less commonly enrolled in mathematics courses.

The NAEP comparison of writing achievement across states also raises concern. If Minnesota is among the top achieving states in reading and mathematics, there would seem to be no reason why it cannot also be among the top scoring states in writing. To be among the top states, substantial improvements in writing achievement are required, particularly among boys.



CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

Minnesotans have high expectations for their public education system. The fictional Minnesota town of Lake Wobegon, with its "above-average" children, makes us smile; but in fact we want our children to excel academically, and to be able to reap the benefits of that excellence. The ongoing process of educational improvement in Minnesota shows the degree to which Minnesotans have achieved the goal of a public education system that gives students the best and most effective education possible.

Educational improvement is a process, however, rather than a pinnacle. It is a cycle that takes into account factors such as the changes in students served, new developments in knowledge, the context in which education must occur, and the hopes we all have for our children. It then analyzes, plans next steps, implements, and evaluates the outcomes so that the educational opportunities we provide for our children will keep improving.

All change occurs within a matrix, or context, of circumstances, motivators, and obstacles. Education is no exception; its context includes government regulations and policy, at all levels (federal, state, and local); financial and social realities, the needs of students, faculty, and communities. Real educational improvement can only take place if these, and a myriad of other considerations, are taken into account as we analyze, plan, implement, and evaluate those changes that we make.

This report has addressed a number of the contextual issues that will affect our public education system as we move into the 21st century, including changes in state and federal regulations and policy; demographic and social shifts; and differences in Minnesota's student performance, compared with other states and other countries. Based on these considerations and others, this chapter summarizes our conclusions and recommendations about the status of education in Minnesota: what we are doing well, what issues remain unclear or undecided, and what needs improvement.

STATEWIDE ASSESSMENT AND ACCOUNTABILITY

The statewide assessment system rests upon the state's academic standards for elementary and secondary students. As their name implies, the *Basic Standards Tests* are aligned with the *Basic Standards* of the *Graduation Rule.* The *Minnesota Comprehensive Assessments* in third

and fifth grade are aligned with the *Preparatory Standards* in the *Profile of Learning.* Continued progress in the development of the statewide assessment system, on which accountability rests, depends upon a continued commitment to high expectations for all students and the educational standards to which the statewide assessments are aligned.

Both the Mears report[1] and federal requirements call for statewide tests in each of four grade intervals: 1–3, 4–6, 7–9, and 10–12. Starting in 1998, Minnesota began administering the statewide *Minnesota Comprehensive Assessments* in grade 3 and 5, which fall in the first two of these grade intervals. The statewide *Basic Standards Test* falls in the grade 7–9 range, although it may need to be replaced by an assessment aligned with the preparatory standards of the *Graduation Rule* in order to meet the federal mandate for assessments aligned with the state's challenging standards. If such a change is required by federal mandates, it should result in no additional tests. Eighth grade students would take the new test in place of the *BST*, not in addition to it, and could meet the high school graduation requirements in reading and mathematics with a sufficiently high performance on the new test.

To complete the statewide assessments used for accountability as envisioned by federal requirements, the Mears report, and the Graduation Standards Advisory Panel,[2] a statewide assessment is needed in the high school years. The purpose of this test is to serve as an indicator of achievement by students approaching graduation, and to provide an additional opportunity to satisfy the *Graduation Standard's* basic requirements for students who have not yet done so. To keep testing time at the high school level within reasonable limits, the legislature should revise their requirement that such an assessment cover all ten areas in the *Profile of Learning.* No more than five or six subject areas seem feasible in a reasonable testing time. Even this many tests would be feasible only if they utilized a mainly multiple choice format. While it has been recommended that such tests should be benchmarked to national and international standards, no statewide test or commercially published norm-referenced test is currently benchmarked to an international standard, and such benchmarking would take a substantial amount of time and money.

Federal requirements call for school standards, at least for Title I schools, and the federal government is urging states to extend such standards to all schools. As yet, Minnesota has no such standards for schools, and barring a change in federal requirements, the state will need to establish them. In the process of establishing such standards three questions must be answered: What will the standards be? Will they apply to all schools or just Title I schools? What steps will be taken to assist schools that are not meeting the standards nor making progress toward them? Minnesota should consider school standards covering, at a minimum, achievement, attendance rates, and graduation rates. If standards are adopted, the state will need to develop a continuous improvement program for schools that have neither met the standards nor are making substantial progress toward them. Any such standards will have serious consequences for the reputations and the

NOTES

[1] *Minnesota Educational Accountability Reporting System*. Minneapolis, MN: College of Education and Human Development, University of Minnesota, 1996.

[2] Minnesota Department of Children, Families & Learning. *Graduation Standards Advisory Panel Recommendations: Report to the Governor and CFL Commissioners*. Roseville, MN: Author.

enrollments of schools.

Setting standards for schools requires addressing a very tough question: How good is good enough? Yet if standards are carefully set, they can provide clear expectations for schools, serve as incentives to improve, and trigger assistance to under-performing schools. They can also provide a basis for recognizing high- performing or rapidly improving schools.

Educational Inputs and Processes

There are two important trends in Minnesota school enrollments. First, the percentage of minority students in Minnesota continues to increase. Minnesota schools must be prepared to educate an increasingly diverse student body. Secondly, the Minnesota State Demographic Center has projected that enrollments will peak in about 1999–2000 and begin a gradual decline thereafter. These enrollment declines are likely to be heaviest outside the metro area, and they will first appear at the elementary level. Where the declines are sharpest, districts may experience resulting financial cutbacks, and in extreme cases, school closings. In addition, the declines will decrease the demand for new teachers resulting from any increased retirements among the increasingly older faculty.

Per pupil funding in Minnesota continues to increase, as it does throughout the country, but it remains very near the national average. In the last year for which data are available from other states, Minnesota ranked 17th of the 50 states before any adjustments for cost-of-living. It ranked 21st after adjusting for such cost of living differences. As one might expect, given an average level of per pupil funding, the average teacher salary in Minnesota is virtually equal to the national average. To its credit, Minnesota's efforts to equalize school resources for students irrespective of economic background have met with some success. The data in Chapter 3 indicate that schools with high concentrations of poverty have funding levels and student teacher ratios comparable to those in schools with students from more affluent backgrounds. There is still debate as to whether the expenditures adequately reflect the greater needs of low income students and the higher costs in urban areas.

The teaching faculty in Minnesota is aging, and increased retirements can be expected. An ample supply of new teachers each year in some areas (e.g., elementary education, high school social studies, and high school English), combined with the projected enrollment declines, may suffice to meet the expected increase in teaching vacancies for those fields. Nevertheless, the state and the districts will need to develop policies for recruiting, training, and retaining well qualified teachers, particularly in areas such as mathematics, science, technology, English as a second language, foreign languages, and special education, where the supply of new teachers may prove inadequate. Minnesota's schools have historically been staffed by a well-qualified teaching force, an asset we can ill afford to lose.

COURSE WORK, ATTENDANCE, AND GRADUATION RATES

This year (1999) brought an abrupt end to the decade-long increase in the recommended college core preparation of Minnesota's *ACT* test-takers, who constitute the bulk of college-bound students in Minnesota. The decline in course work preparation was accompanied by a decline in scores as well. The decline was most marked among American Indian and Hispanic test takers. Given the gap in course work preparation between White and Asian *ACT* test-takers, on the one hand, and American Indian, Black, and Hispanic test takers on the other, schools, parents, and community leaders must work to close the course work preparation gap for American Indian, Black, and Hispanic students. Further, steps should be taken to ensure that the small decline in course work preparation this year does not become a long-term trend.

Just as there are ethnic group differences in high school course work preparation, there are corresponding ethnic group differences in attendance. The differences are small in the elementary grades, but grow more substantial in high school. As shown in the graphs in Chapter 5, poor attendance is associated with poor achievement on the statewide tests. For Minnesota schools, adapting to a more diverse student body will mean, in part, working with parents and community leaders to close the attendance gaps between affluent and poor students and the gaps among ethnic groups. The support of parents and community leaders is critical.

In the proposed Educational Excellence for All Children Act of 1999, the Clinton administration has proposed that high schools should work toward a graduation rate of 90%. While the act does not specify whether this target is a four-year graduation rate, it is clear that at 78%, Minnesota's 4-year completion rate falls well below the target proposed in the Educational Excellence for All Children Act of 1999. It falls short for two reasons: some students drop out of school and others do not complete their district's course work requirements in time to graduate within four years. Only in the small outstate districts with fewer than 2000 students enrolled does the 4-year completion rate reach 90%. The completion rate is less than 50% in our urban schools and among American Indian, Black, and Hispanic students. As requirements for high school graduation increase in the next few years, it will be difficult to maintain our current 4-year completion rate of 78%, let alone improve upon it. Issues of attendance and graduation rate are inseparable, and it will be difficult to improve graduation rates without also improving attendance in the junior high and high school grades.

ACHIEVEMENT

Educational Excellence. How does achievement in Minnesota compare

to national and international standards? Is achievement in Minnesota improving statewide? The answer varies by subject matter.

In reading, the answers seem to be affirmative. While there is less international data comparing nations in reading than in mathematics and science (the most recent comparison was in 1992), last year's *Yearbook* noted that only Finland had average reading scores in fourth and eighth grade that were higher than those from the United States in the most recent international reading study. In national comparisons, Minnesota students traditionally have had an average reading score above the U.S. average. In the 1998 data, for the fourth grade, only one state (Connecticut) scored significantly higher than Minnesota; and only Connecticut and Maine's eighth graders had average scores significantly higher than Minnesota's. Not only do Minnesota's elementary and junior high students seem to be reading well by national and international standards, they seem to be slowly improving. From 1998 to 1999, reading scores improved on all of the statewide tests. In the National Assessment of Educational Progress, the proportion of students scoring in the highest two levels increased slowly from 1992 to 1998, although the proportion of students at the lowest level remained about the same.

In writing, the picture is less glowing. In the most recent National Assessment of Educational Progress, Minnesota students scored at the national average, largely due to a poor performance by boys. Of the three "R's", writing is the only area in which the Minnesota average is no higher than the U.S. average according to the National Assessment of Educational Progress. While it is hoped that the implementation of the *Graduation Standards* in writing will lead to an improvement in achievement levels statewide, it is too early to tell if such improvements have begun or whether the writing standards have been set sufficiently high. There would seem no obvious reason for Minnesota students to fare less well in writing than in reading or mathematics, when compared with students across the nation.

In mathematics, Minnesota fourth- and eighth graders' performance is mediocre at best by international standards, and by the end of high school, student performance is frankly below par. In the *TIMSS* study, the Minnesota mathematics average was significantly exceeded by that of several other countries and was at about the international average for fourth and eighth graders (see last year's *Yearbook*). The twelfth grade results, reported this year, place Minnesota significantly below the international average. Minnesota compares favorably to other states, as reported in the 1998 *Yearbook*, but comparing favorably to other states does not mean high achievement by international standards. In the eighth grade *Basic Standards Test*, pass rates have not improved materially for the last few years, and of the high school graduation basic standards requirements, the standard in mathematics is now proving to be the most difficult for students to meet. Both the performance of Minnesota students in international comparisons and the difficulty students seem to encounter in

meeting the basic standards in mathematics call for more attention to this area.

While some students in the state are having difficulty learning to read, the overall reading levels in the state seem to be high by national or international standards, and they seem to be improving. In writing, the performance of Minnesota students is mediocre compared to students around the U.S., and in mathematics, it is mediocre at best, compared with students from other countries. Of the three "R's," writing and mathematics achievement most require attention if Minnesota students are to be near the top both nationally and internationally. In order to improve achievement in high school mathematics (and science) to the level found in many other countries, Minnesota high school students need to take as much course work in mathematics (and science) as do students from those other countries.

Equity

For the past several decades, educators have sought, not just excellence, but also equity, particularly with respect to gender and ethnicity. There are gender differences in achievement, but they do not consistently favor boys or girls. Boys outscored girls on the statewide mathematics tests in third, fifth, and eighth grade, although the differences seem small. Minnesota twelfth grade boys significantly outscored girls in the *TIMSS* study of mathematics and science.

On the statewide tests, girls outscored boys in reading at every grade where such tests were given. The Minnesota girls participating in the *NAEP* eighth grade writing assessment markedly outscored the Minnesota boys. Indeed, the mediocre performance of Minnesota students, as compared to those from other states, is largely attributable to the poor writing performance of our boys.

Large differences between ethnic groups remain in virtually every subject area. For the most part, these ethnic group differences in achievement parallel differences in attendance, high school course work, and high school completion. Given the association between attendance and statewide achievement shown in Chapter 5, the issue of improved achievement generally, not just in mathematics and writing, is inseparable from the issue of improved attendance. Closing the gap in achievement must be part of a larger effort to close gaps in attendance, course work preparation, and graduation rates which will require a concerted effort by the schools, parents, and community leaders.

Minnesota's goal is to have one of the finest education systems in the world. Mathematics achievement levels are high compared to other states, but not when benchmarked against international standards, particularly at the high school level. Pass rates on the *Basic Standards Test* in mathemat-

ics are now lower than those in reading and writing, and if for no other reason, mathematics will warrant increased attention.

Although there are still too many Minnesota children struggling to read, the same can be said of other states and other countries. Based on both national and international studies, reading levels in Minnesota are near the top, both nationally and internationally. The recent eighth grade study of writing was the only comparison of U.S. states where Minnesota students performed at about the national average, rather than significantly above it. It is to be hoped that increased attention to writing, resulting from implementation of the *Graduation Standards,* will raise the writing performance of Minnesota students to an even higher level. It is also important to note that these levels of achievement are being reached at a per pupil cost near or slightly above the national average.

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APPENDIX A: 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 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%. Web site: 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 Program (AP)

Advanced Placement 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. Web site: http://www.collegeboard.org/ap

Assurance of Mastery Revenue

Districts that have identified direct instructional services to assure 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 match-

ing 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 The school choice options in Minnesota include the Postsecondary Enrollment Option, open enrollment or 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**) Based on a complex formula which provides additional funding for districts with students eligible to receive free lunch and/or reduced priced lunch based on October 1st enrollments of the previous fiscal year. Compensatory revenue increases as the percent of students eligible for free and reduced lunch increases. The percentage is capped, however.

Completion Rate Refers to the percentage of students who complete high school in four years.

Content Standards Content standards define what students should know and be able to do in

key academic subjects at specific grades.

An initiative introduced by the Minnesota Educational Effectiveness Program (MEEP) aimed at assisting building-level leadership teams with data analysis, planning, implementation and evaluation.	**Continuous Improvement Program**
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).	**Curriculum**
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 as a dropout.	**Dropout Rate**
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 Accountability**
The highest grade of regular school attended and completed.	**Educational Attainment**
The total number of students registered in a given school unit at a given time, generally in the fall of a year.	**Enrollment**
Refers to equal treatment, justice.	**Equity**
The cultural heritage of a particular group.	**Ethnicity**
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.	**Exceptional Instruction (Expenditure Category)**
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.	**Federal Funding**
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..	**First Grade Preparedness Funds**

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 general education funding program 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 Lunch/ Reduced-price Lunch The 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 your household for this purpose. To qualify, a total household income should not exceed the following amounts. Household size to total monthly household income: 1/$1,242; 2/$1,673; 3/$2,105; 4/$2,537; 5/$2,968; 6/$3,400; 7/$3,832; 8/$4,263. For each additional household member add $432. (Application for educational benefits 1998-99, Free or reduced-price school meals–State and Federally Funded Programs for Schools)

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 For the purposes of this report, graduation rate refers to the proportion of public school ninth graders who graduate from high school four years later. Ninth grade students who transfer to a non-public school or to a public school in another state are excluded from the calculations.

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 *Basic Standards 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.

IEA The International Association for the Evaluation of Educational Achievement 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 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. (Web site: 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

The percent 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 the scores divided by the number of scores.

Metro Area

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

Mini-nation Status

The label given to individual states that participated in the TIMSS study. States were offered the opportunity to assess a state-representative sample

of their students at the same time as the U.S. National TIMSS study. Colorado, Illinois and Minnesota joined in this program. Web site: http://www.ed.gov/NCES/timss/brochure.html

Minnesota Comprehensive Assessments (MCA)

These tests are given at the third and fifth 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 evaluated 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. 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 to 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.

The NAEP scores have been evaluated at certain performance levels. 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.

Open enrollment

Public-school-choice programs allow 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)

Is 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. Web site: http://www.hrdc-drhc.gc.ca/hrdc/corp/stratpol/arbsite/research/r964sm_e.html

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 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 two fold: To promote rigorous academic pursuits and to provide a variety of options to high school students.

Poverty Measures the proportion of students eligible for free or reduced lunch. See also "Student Poverty."

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

Proficiency levels on the Minnesota Comprehensive Assessment There are four achievement levels that represent the expectations for academic success in Minnesota:

- Level I: Students at this level demonstrate evidence of limited knowledge and skills necessary for satisfactory work in the *High Standards* in the elementary grades.
- Level II: Students at this level demonstrate evidence of partial knowledge and skills necessary for satisfactory work in the High Standards in the elementary grades.
- Level III: Students at this level demonstrate evidence of solid academic performance and competence in the knowledge and skills necessary for satisfactory work in the *High Standards* in the elementary grades.
- Level IV: Students at this level demonstrate evidence of advanced academic performance, knowledge and skills that exceed the level necessary for satisfactory work in the *High Standards* in the elementary grades.

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 (9-12th 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

Pupil/staff ratios are 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

Are 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.

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.

SciMath^{MN}

Founded in 1993. A state partnership of Minnesota business, education, and government pursuing statewide improvement in the teaching and learning of K-12 mathematics and science based on the national mathematics and science education standards. The vision of SciMath^{MN} is to increase the educational achievement and participation of all Minnesota students in science and mathematics to help them meet the complex challenges of their future.

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.

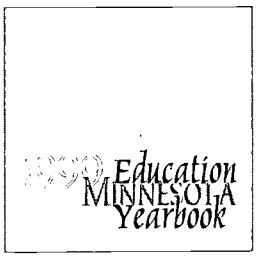
State Allocations The percentage of revenues a school receives from the Minnesota state government.

State-funded Learning Readiness Programs The purpose of a Learning Readiness program is to provide all eligible children 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 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.

The amount of education a teacher has. The major distinction is between teachers having Bachelor's Degrees and those having Master's Degrees.	**Teacher Education**
A teacher's number of years in the teaching profession.	**Teacher Experience**
Refers to the annual pay received by teachers.	**Teacher Salary**
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 TIMMS project to assess school achievement in mathematics and science in nearly 50 countries. TIMMS studied student outcomes, instructional practices, curricula, and cultural context. TIMMS provides a comparative international assessment of educational achievement in mathematics and science, and the factors that contribute to achievement. Web site: http://www.ed.gov/NCES/timss/brochure.html	**Third International Mathematics and Science Study (TIMSS)**
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 in challenging academic standards expected of all children. By the beginning of the 2000-2001 school year, Title I requires 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. Web page: http://www.ed.gov/legislation/ESEA/Title I	**Title I (Federally funded program)**
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.	**Total Operating Expenditures (Expenditure Category)**
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.	**Vocational Instruction**
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.	**Vouchers**



APPENDIX B: CONTENT (CURRICULUM) AND PERFORMANCE STANDARDS

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM)

The National Council of Teachers of Mathematics sets content standards for mathematics in their 1989 publication *Curriculum and Evaluation Standards for School Mathematics*. This publication details the mathematics content a student should know and be able to demonstrate. A revision of these standards is due October 1998. You may order the standards online (http://www.nctm.org/standards2000), by telephone (888-220-7952 or 703-620-9840 ext. 2103), by fax (703-476-2970), by email (standards2000-draft@nctm.org), or by mail (NCTM / Drawer A / 1906 Association Drive / Reston, VA 20191-1593 / Attn: Standards 2000).

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

The National Council of Teachers of English and the International Reading Association (http://www.ira.org) set content standards for English in their 1996 publication, *Standards for the English Language Arts*. NCTE can be reached online (http://www.ncte.org/standards), by telephone (800-369-6283 or 217-328-3870), by fax (217-328-9645), by email (standards@ncte.org), or by mail (NCTE / 1111 West Kenyon Road / Urbana, IL 61801).

NATIONAL RESEARCH COUNCIL

The National Research Council, an arm of the National Academy of Science created standards in science. These standards have been adopted and promoted by the National Science Teachers Association (http://www.nsta.org). Discounts apply for multiple orders. Orders can be sent to the National Academy Press by telephone (202-334-3313 or 800-624-6242), by mail (National Academy Press / 2101 Constitution Avenue, NW / Washington, DC 20418), or online at (http://www.nap.edu/bookstore). Note that books ordered online merit a 20% discount.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)

The National Council for the Social Studies developed social studies standards in 1994. Their publication, *Expectation of Excellence: Curriculum Standards for Social Studies*, can be ordered by telephone (800-683-0812), by fax (301-843-0159), by mail (NCSS Publications / P.O. Box 2067 / Waldorf, Maryland 20604-2067), or online (http://www.ncss.org/bookstore/standards.html).

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS

There is also a set of standards for history (both United States history and world history). The National Center for History in the Schools (http://www.sscnet.ucla.edu/nchs) originated the standards in 1994 and subsequently revised then in 1996. To order the standards contact the UCLA Store which can be accessed by telephone (310-206-0788), by fax (310-825-0382), by mail (UCLA Book Zone / 308 Westwood Plaza / Ackerman Union / Los Angeles, CA 90024-1645), or by e-mail at:

(bookorder@asucla.ucla.edu). Note that these standards can also be ordered via NCSS's online bookstore (http://www.ncss.org/bookstore/standards.html).

Center for Civic Education

Civics and government also have a set of standards. These were created by the Center for Civic Education. The publication is entitled *National Standards for Civics and Government.* The Center for Civic Education can be contacted by phone (818-591-9321), fax (818-591-9330), e-mail (center4civ@aol.com), mail (Center for Civic Education / 5146 Douglas Fir Rd. / Calabasas, CA 91302-1467), or online (http://www.civiced.org). Note that these standards can also be ordered via NCSS's online bookstore (http://www.ncss.org/bookstore/standards.html).

National Council for Geographic Education

Geography for Life: The National Geography Standards are available from the National Council for Geographic Education. NCGE can be contacted by mail (National Council for Geographic Education / Leonard 16A / Indiana University of Pennsylvania / Indiana PA 15705), by telephone (724-357-6290), by email (NCGE-ORG@grove.iup.edu), or online (http://www.ncge.org). Note that these standards can also be ordered via NCSS's online bookstore, (http://www.ncss.org/bookstore/standards.html).

American Council on the Teaching of Foreign Languages (ACTFL)

The American Council on the Teaching of Foreign Languages (http://www.actfl.org), and a host of other organizations developed a set of standards for foreign language. *Standards for Foreign Language Learning: Preparing for the 21st Century.* These prices include shipping and handling. You can order by telephone (800-627-0629 or 913-843-1221), by fax (913-843-1274), or by mail (National Standards Report / P.O. Box 1897 / Lawrence, KS 66044)

Consortium of National Arts Education Associations

- *The American Alliance for Theatre & Education*
- *The Music Educators National Conference*
- *The National Art Education Association*
- *The National Dance Association.*

The Arts Standards were developed by the Consortium of National Arts Education Associations (http://artsedge.kennedy-center.org/cs/design/standards) which consisted of the American Alliance for Theatre & Education (http://www.aate.com), the Music Educators National Conference (http://www.menc.org), the National Art Education Association (http://www.naea-reston.org), and the National Dance Association (http://www.aahperd.org). *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts,* is available for $20 (nonmembers) or $16 (members) and can be ordered from MENC by mail (Music Educators National Conference / 1806 Robert Fulton Drive, Reston, VA 20191), by telephone (800-828-0229), by fax (888-275-MENC), or online (http://www.menc.org/publication/books/order.html).

APPENDIX C: MCA AND BASIC STANDARDS TEST RESULTS, BY CATEGORY

Tables C.1 to C.24 show results on the *Minnesota Comprehensive Assessments* and the *Basic Standards Tests* for the state as a whole, for various types of students, and various categories of schools after removing either students with limited English proficiency, students new to their district since January 1, 1998, or students in Special Education.

The effect of removing such students from the results can be seen by comparing the results in Tables C.1 to C.24 with corresponding results for all students in Tables 5.3 to 5.10.

Table C.1

1999 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		58,255	42	81	1,437	93	12	10	29
GENDER	**Female**	28,466	46	85	1,460	94	8	10	29
	Male	29,759	37	77	1,415	93	16	10	29
ETHNICITY	**Asian**	1,227	42	84	1,450	94	7	14	40
	Black	3,773	15	50	1,276	89	17	21	78
	Hispanic	1,029	29	69	1,370	90	14	19	56
	Am. Indian	1,210	18	60	1,324	90	17	18	76
	White	50,213	45	84	1,454	95	12	9	23
SPECIAL ED		6,340	16	46	1,262	84	---	11	43
NEW TO DISTRICT		5,582	34	74	1,395	89	14	---	45
F/R LUNCH		15,850	24	65	1,346	90	18	16	---
ATTENDANCE RATE	**95 - 100%**	40,357	44	84	1,451	96	11	5	23
	90 - 95%	11,243	40	79	1,426	93	13	9	35
	0 - 90%	3,505	29	66	1,360	88	17	14	55
STRATA	**Mpls/St. Paul**	5,607	27	60	1,338	89	13	10	63
	TC Suburbs	25,397	47	85	1,465	95	11	11	16
	Outstate: 2000+	13,371	41	83	1,438	93	13	9	30
	Outstate: 2000-	13,812	38	81	1,426	93	13	10	37
PUBLIC SCHOOLS	**Non-charter**	57,925	42	81	1,438	93	12	10	28
	Charter	330	21	54	1,299	88	14	50	57

Note: F/R=Eligible for free or reduced-price lunch; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.2

1999 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those New to Their District Since January 1, 1998

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% F/R Students Tested
TOTAL		55,120	41	80	1,432	94	5	12	30
GENDER	**Female**	26,823	45	84	1,456	94	5	8	29
	Male	28,271	37	76	1,410	93	5	16	30
ETHNICITY	**Asian**	2,660	21	56	1,320	93	61	7	68
	Black	3,150	16	50	1,280	90	4	17	78
	Hispanic	1,412	22	58	1,320	89	42	13	68
	Am. Indian	1,009	18	60	1,325	90	1	19	75
	White	46,086	45	85	1,456	95	0+	12	21
LEP		2,447	8	39	1,236	90	---	8	86
SPECIAL ED		5,846	16	46	1,262	84	3	---	42
F/R LUNCH		15,521	22	62	1,333	91	14	17	---
ATTENDANCE RATE	**95 - 100%**	39,945	43	82	1,444	96	4	11	25
	90 - 95%	10,789	39	78	1,423	93	5	13	36
	0 - 90%	3,213	28	66	1,358	88	6	16	54
STRATA	**Mpls/St. Paul**	6,701	22	54	1,312	89	25	12	70
	TC Suburbs	23,277	48	85	1,467	95	2	11	14
	Outstate: 2000+	12,487	41	82	1,437	93	2	13	29
	Outstate: 2000-	12,587	38	81	1,429	93	1	13	35
PUBLIC SCHOOLS	**Non-charter**	54,904	41	80	1,433	94	5	12	29
	Charter	216	18	55	1,302	93	19	13	54

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.3

1999 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		54,556	43	83	1,448	94	5	10	30
GENDER	**Female**	27,734	47	86	1,465	94	5	11	30
	Male	26,793	39	80	1,430	94	6	10	29
ETHNICITY	**Asian**	2,846	22	57	1,327	93	60	13	68
	Black	3,412	17	54	1,298	91	6	22	78
	Hispanic	1,506	22	61	1,329	88	43	20	70
	Am. Indian	1,023	20	66	1,348	92	1	19	74
	White	44,966	48	89	1,475	96	0+	9	21
LEP		2,641	8	40	1,241	88	---	17	86
NEW TO DISTRICT		5,282	35	76	1,404	89	9	---	47
F/R LUNCH		15,518	24	67	1,354	92	15	16	---
ATTENDANCE RATE	**95 - 100%**	37,878	45	86	1,461	97	5	5	25
	90 - 95%	10,447	41	82	1,441	94	5	9	36
	0 - 90%	3,212	31	70	1,379	90	6	14	55
STRATA	**Mpls/St. Paul**	6,677	23	57	1,322	90	27	11	70
	TC Suburbs	23,428	50	88	1,480	96	3	11	16
	Outstate: 2000+	12,125	44	87	1,457	94	3	10	28
	Outstate: 2000-	12,258	41	86	1,447	94	1	10	35
PUBLIC SCHOOLS	**Non-charter**	54,205	43	84	1,449	94	5	10	30
	Charter	351	19	52	1,292	90	17	49	62

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.4

1999 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		58,775	44	89	1,469	94	12	10	29
GENDER	Female	28,675	42	89	1,464	94	8	10	29
	Male	30,046	45	89	1,475	94	16	10	29
ETHNICITY	Asian	1,238	42	90	1,475	94	7	14	40
	Black	3,818	11	58	1,254	90	17	21	78
	Hispanic	1,017	25	79	1,369	89	14	19	56
	Am. Indian	1,222	21	74	1,340	91	17	18	76
	White	50,603	47	92	1,493	95	12	9	23
SPECIAL ED		6,496	20	66	1,310	86	---	11	43
NEW TO DISTRICT		5,652	34	82	1,414	90	14	---	45
F/R LUNCH		16,100	26	78	1,367	92	18	16	---
ATTENDANCE RATE	95 - 100%	40,656	47	91	1,490	96	11	5	23
	90 - 95%	11,356	40	87	1,448	94	13	9	35
	0 - 90%	3,546	29	76	1,373	89	17	14	55
STRATA	Mpls/St. Paul	5,697	27	70	1,350	90	13	10	63
	TC Suburbs	25,366	49	91	1,498	95	11	11	16
	Outstate: 2000+	13,545	44	90	1,471	94	13	9	30
	Outstate: 2000-	14,109	42	91	1,466	95	13	10	37
PUBLIC SCHOOLS	Non-charter	58,437	44	89	1,470	94	12	10	28
	Charter	338	19	64	1,306	91	14	50	57

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.5

1999 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those New to Their District Since January 1, 1998

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% F/R Students Tested
TOTAL		55,604	43	88	1,466	94	5	12	30
GENDER	**Female**	27,013	42	89	1,460	95	5	8	29
	Male	28,542	45	89	1,471	94	5	16	30
ETHNICITY	**Asian**	2,697	23	75	1,354	94	61	7	68
	Black	3,195	12	59	1,260	91	4	17	78
	Hispanic	1,409	20	71	1,323	89	42	13	68
	Am. Indian	1,018	21	75	1,343	91	1	19	75
	White	46,408	48	92	1,496	96	0+	12	21
LEP		2,481	10	63	1,265	92	---	8	86
SPECIAL ED		5,993	20	66	1,310	86	3	---	42
F/R LUNCH		15,769	25	76	1,358	93	14	17	---
ATTENDANCE RATE	**95 - 100%**	40,231	46	91	1,483	96	4	11	25
	90 - 95%	10,898	39	87	1,445	94	5	13	36
	0 - 90%	3,264	29	76	1,372	90	6	16	54
STRATA	**Mpls/St. Paul**	6,832	23	69	1,332	91	25	12	70
	TC Suburbs	23,211	49	92	1,501	95	2	11	14
	Outstate: 2000+	12,645	44	90	1,471	94	2	13	29
	Outstate: 2000-	12,858	43	91	1,470	95	1	13	35
PUBLIC SCHOOLS	**Non-charter**	55,385	43	89	1,466	94	5	12	29
	Charter	219	19	68	1,321	94	19	13	54

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.6

1999 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		54,963	45	90	1,478	95	5	11	30
GENDER	**Female**	27,932	43	90	1,469	95	5	11	30
	Male	26,978	47	91	1,489	95	6	10	29
ETHNICITY	**Asian**	2,886	24	76	1,359	94	60	13	68
	Black	3,449	12	62	1,271	92	6	22	78
	Hispanic	1,503	20	73	1,331	87	43	20	70
	Am. Indian	1,035	23	78	1,359	93	1	19	74
	White	45,213	50	95	1,512	96	0+	9	21
LEP		2,684	10	64	1,268	89	---	17	86
NEW TO DISTRICT		5,352	35	84	1,419	90	9	---	47
F/R LUNCH		15,713	26	79	1,373	93	15	16	---
ATTENDANCE RATE	**95 - 100%**	38,074	48	93	1,498	97	5	5	25
	90 - 95%	10,508	41	89	1,460	95	5	9	36
	0 - 90%	3,239	31	79	1,387	91	6	14	55
STRATA	**Mpls/St. Paul**	6,793	23	71	1,339	92	27	11	71
	TC Suburbs	23,356	51	93	1,511	96	3	11	16
	Outstate: 2000+	12,242	46	93	1,488	95	3	10	28
	Outstate: 2000-	12,514	45	94	1,485	96	1	10	35
PUBLIC SCHOOLS	**Non-charter**	54,604	45	91	1,480	95	5	10	30
	Charter	359	17	64	1,301	92	17	49	62

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.7

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		58,965	46	84	1,460	94	14	9	28
GENDER	**Female**	28,689	52	87	1,489	95	9	9	28
	Male	30,246	41	81	1,433	94	19	9	27
ETHNICITY	**Asian**	1,618	45	86	1,473	96	8	14	39
	Black	3,484	16	52	1,278	91	22	19	77
	Hispanic	925	28	71	1,364	91	18	18	55
	Am. Indian	1,224	20	62	1,326	88	23	14	73
	White	51,122	49	87	1,479	96	14	8	22
SPECIAL ED		7,797	15	47	1,258	88	---	10	43
NEW TO DISTRICT		5,079	36	76	1,408	90	16	---	43
F/R LUNCH		15,589	27	69	1,356	92	22	14	---
ATTENDANCE RATE	**95 - 100%**	41,183	49	86	1,475	97	13	5	23
	90 - 95%	11,300	43	81	1,444	94	16	7	33
	0 - 90%	3,702	34	72	1,388	90	21	12	51
STRATA	**Mpls/St. Paul**	5,436	28	64	1,351	91	18	9	63
	TC Suburbs	24,986	52	88	1,491	96	13	10	15
	Outstate: 2000+	14,055	46	84	1,462	94	15	9	28
	Outstate: 2000-	14,486	43	83	1,447	94	15	9	35
PUBLIC SCHOOLS	**Non-charter**	58,660	46	84	1,461	95	14	9	27
	Charter	305	33	68	1,364	89	15	40	46

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.8

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those New to Their District Since January 1, 1998

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% F/R Students Tested
TOTAL		55,955	46	83	1,456	95	4	14	28
GENDER	Female	27,221	51	86	1,485	95	4	9	29
	Male	28,710	40	80	1,428	95	4	19	28
ETHNICITY	Asian	2,757	26	63	1,352	96	50	9	64
	Black	2,995	16	52	1,278	92	4	22	77
	Hispanic	1,240	20	59	1,309	93	38	18	67
	Am. Indian	1,071	21	63	1,333	89	1	22	72
	White	47,300	50	87	1,481	96	0+	14	21
LEP		2,069	5	38	1,215	95	----	12	88
SPECIAL ED		7,276	16	47	1,259	89	3	---	43
F/R LUNCH		15,321	25	65	1,343	93	12	21	---
ATTENDANCE RATE	95 - 100%	40,767	48	85	1,468	97	4	13	25
	90 - 95%	10,859	43	80	1,441	95	3	16	33
	0 - 90%	3,431	34	71	1,386	91	5	20	51
STRATA	Mpls/St. Paul	6,395	23	58	1,322	93	22	16	69
	TC Suburbs	23,011	53	88	1,494	96	1	13	14
	Outstate: 2000+	13,165	46	84	1,461	95	2	15	28
	Outstate: 2000-	13,382	44	84	1,450	94	1	15	34
PUBLIC SCHOOLS	Non-charter	55,745	46	83	1,456	95	4	14	28
	Charter	210	34	70	1,368	89	10	19	45

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.9

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		53,263	49	87	1,481	95	4	9	28
GENDER	**Female**	27,224	53	89	1,501	95	4	9	29
	Male	26,010	45	86	1,460	95	4	9	27
ETHNICITY	**Asian**	2,866	28	65	1,365	96	48	13	63
	Black	2,954	18	59	1,312	93	6	21	76
	Hispanic	1,222	22	65	1,339	89	39	20	66
	Am. Indian	994	24	69	1,362	92	0+	13	70
	White	44,635	54	92	1,508	97	0+	8	20
LEP		2,095	6	39	1,225	91	---	17	88
NEW TO DISTRICT		4,584	39	80	1,431	90	8	---	43
F/R LUNCH		14,219	28	72	1,376	94	13	14	---
ATTENDANCE RATE	**95 - 100%**	37,594	51	89	1,492	97	4	5	24
	90 - 95%	9,866	48	87	1,474	96	3	7	32
	0 - 90%	3,161	38	78	1,420	93	5	11	49
STRATA	**Mpls/St. Paul**	5,999	26	63	1,348	93	24	10	69
	TC Suburbs	22,294	56	92	1,515	96	2	10	15
	Outstate: 2000+	12,408	50	89	1,489	95	2	9	26
	Outstate: 2000-	12,560	47	89	1,477	95	1	8	33
PUBLIC SCHOOLS	**Non-charter**	52,980	49	87	1,482	95	4	9	28
	Charter	283	35	70	1,379	90	7	40	50

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.10

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		58,528	38	83	1,424	94	14	9	28
GENDER	Female	28,459	37	83	1,423	94	9	9	28
	Male	30,040	38	83	1,425	94	19	9	27
ETHNICITY	Asian	1,606	38	85	1,429	95	8	14	39
	Black	3,457	8	45	1,226	90	22	19	77
	Hispanic	926	19	66	1,318	91	18	18	55
	Am. Indian	1,221	16	63	1,302	88	23	14	73
	White	50,725	41	87	1,444	95	14	8	22
SPECIAL ED		7,733	14	53	1,265	88	---	10	43
NEW TO DISTRICT		5,030	28	74	1,367	90	16	---	43
F/R LUNCH		15,486	20	67	1,326	91	22	14	---
ATTENDANCE RATE	95 - 100%	40,927	41	86	1,441	96	13	5	23
	90 - 95%	11,202	33	80	1,403	94	16	7	33
	0 - 90%	3,633	25	69	1,345	89	21	12	51
STRATA	Mpls/St. Paul	5,385	22	61	1,316	90	18	9	63
	TC Suburbs	24,779	44	87	1,457	95	13	10	15
	Outstate: 2000+	13,958	37	84	1,424	94	15	9	28
	Outstate: 2000-	14,402	33	83	1,409	93	15	9	35
PUBLIC SCHOOLS	Non-charter	58,221	38	83	1,425	94	14	9	27
	Charter	307	20	63	1,312	90	15	40	46

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.11

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those New to Their District Since January 1, 1998

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% F/R Students Tested
TOTAL		55,547	37	82	1,422	94	4	14	28
GENDER	**Female**	27,015	37	82	1,422	95	4	9	29
	Male	28,508	38	83	1,422	94	4	19	28
ETHNICITY	**Asian**	2,745	23	67	1,340	96	50	9	64
	Black	2,975	8	45	1,228	92	4	22	77
	Hispanic	1,223	13	55	1,276	91	38	18	67
	Am. Indian	1,067	18	65	1,309	89	1	22	72
	White	46,944	41	87	1,447	95	0+	14	21
LEP		2,049	5	43	1,223	94	---	12	88
SPECIAL ED		7,222	14	53	1,267	88	3	---	43
F/R LUNCH		15,223	18	65	1,318	93	12	21	---
ATTENDANCE RATE	**95 - 100%**	40,509	40	85	1,436	96	4	13	25
	90 - 95%	10,763	33	79	1,401	94	3	16	33
	0 - 90%	3,375	25	69	1,345	89	5	20	51
STRATA	**Mpls/St. Paul**	6,338	19	58	1,298	92	22	16	69
	TC Suburbs	22,834	45	88	1,461	95	1	13	14
	Outstate: 2000+	13,077	37	83	1,423	94	2	15	28
	Outstate: 2000-	13,294	34	84	1,413	94	1	15	34
PUBLIC SCHOOLS	**Non-charter**	55,335	37	83	1,422	94	4	14	28
	Charter	212	22	68	1,327	90	10	19	45

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.12

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		52,869	40	86	1,440	95	4	9	28
GENDER	**Female**	27,020	39	85	1,434	95	4	9	29
	Male	25,821	41	87	1,446	95	4	9	27
ETHNICITY	**Asian**	2,851	24	69	1,349	96	48	13	63
	Black	2,929	9	50	1,249	92	6	21	76
	Hispanic	1,214	15	61	1,297	89	39	20	66
	Am. Indian	982	19	70	1,331	91	0+	13	70
	White	44,300	44	91	1,467	96	0+	8	20
LEP		2,074	5	45	1,231	90	---	17	88
NEW TO DISTRICT		4,544	30	77	1,385	89	8	---	43
F/R LUNCH		14,115	21	71	1,341	93	13	14	---
ATTENDANCE RATE	**95 - 100%**	37,362	43	88	1,455	97	4	5	24
	90 - 95%	9,778	36	85	1,425	95	3	7	32
	0 - 90%	3,103	27	74	1,367	91	5	11	49
STRATA	**Mpls/St. Paul**	5,925	20	62	1,317	92	24	10	69
	TC Suburbs	22,127	47	91	1,475	96	2	10	15
	Outstate: 2000+	12,332	40	88	1,444	95	2	9	26
	Outstate: 2000-	12,481	36	88	1,432	94	1	8	33
PUBLIC SCHOOLS	**Non-charter**	52,584	40	86	1,441	95	4	9	28
	Charter	285	21	65	1,321	91	7	40	50

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.13

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		57,907	46	95	1,422	93	14	9	28
GENDER	**Girls**	28,235	56	97	1,478	93	9	9	28
	Boys	29,635	37	93	1,370	92	19	9	27
ETHNICITY	**Asian**	1,584	54	97	1,469	94	8	14	39
	Black	3,402	23	83	1,243	89	22	19	77
	Hispanic	921	33	91	1,345	90	18	18	55
	Am. Indian	1,180	25	86	1,254	85	23	14	73
	White	50,190	49	96	1,448	94	14	8	22
SPECIAL ED		7,534	17	79	1,182	85	---	10	43
NEW TO DISTRICT		4,918	38	93	1,322	88	16	---	43
F/R LUNCH		15,252	30	90	1,309	90	22	14	---
ATTENDANCE RATE	**95 - 100%**	40,461	49	96	1,456	95	13	5	23
	90 - 95%	11,090	44	94	1,413	93	16	7	33
	0 - 90%	3,598	36	90	1,337	88	21	12	51
STRATA	**Mpls/St. Paul**	5,325	33	88	1,304	89	18	9	63
	TC Suburbs	24,601	54	97	1,479	94	13	10	15
	Outstate: 2000+	13,954	44	95	1,429	94	15	9	28
	Outstate: 2000-	14,025	42	95	1,363	91	15	9	35
PUBLIC SCHOOLS	**Non-charter**	57,612	47	95	1,423	93	14	9	27
	Charter	295	25	86	1,193	86	15	40	46

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.14

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested except those New to Their District Since January 1, 1998

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% F/R Students Tested
TOTAL		55,031	46	95	1,425	93	4	14	28
GENDER	**Female**	26,821	56	97	1,481	94	4	9	29
	Male	28,178	37	93	1,373	93	4	19	28
ETHNICITY	**Asian**	2,712	37	92	1,382	95	50	9	64
	Black	2,932	23	82	1,258	90	4	22	77
	Hispanic	1,233	27	86	1,309	92	38	18	67
	Am. Indian	1,037	26	86	1,273	87	1	22	72
	White	46,487	49	96	1,455	94	0+	14	21
LEP		2,042	18	83	1,255	94	---	12	88
SPECIAL ED		7,066	17	79	1,193	86	3	---	43
F/R LUNCH		15,059	30	89	1,315	92	12	21	---
ATTENDANCE RATE	**95 - 100%**	40,121	48	96	1,455	95	4	13	25
	90 - 95%	10,661	44	94	1,417	93	3	16	33
	0 - 90%	3,347	36	89	1,345	88	5	20	51
STRATA	**Mpls/St. Paul**	6,297	30	87	1,305	91	22	16	69
	TC Suburbs	22,679	54	97	1,488	95	1	13	14
	Outstate: 2000+	13,079	44	95	1,432	94	2	15	28
	Outstate: 2000-	12,974	42	95	1,370	91	1	15	34
PUBLIC SCHOOLS	**Non-charter**	54,830	46	95	1,426	93	4	14	28
	Charter	201	26	87	1,181	86	10	19	45

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.15

1999 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		52,451	50	97	1,451	94	4	9	28
GENDER	**Female**	26,823	58	98	1,495	94	4	9	29
	Male	25,593	41	96	1,407	94	4	9	27
ETHNICITY	**Asian**	2,823	39	94	1,392	95	48	13	63
	Black	2,902	26	89	1,298	91	6	21	76
	Hispanic	1,220	31	90	1,323	89	39	20	66
	Am. Indian	952	30	92	1,321	88	0+	13	70
	White	43,924	53	98	1,483	95	0+	8	20
LEP		2,078	19	86	1,250	90	---	17	88
NEW TO DISTRICT		4,486	40	95	1,353	88	8	---	43
F/R LUNCH		13,994	33	94	1,353	92	13	14	---
ATTENDANCE RATE	**95 - 100%**	37,014	52	98	1,480	96	4	5	24
	90 - 95%	9,706	48	97	1,455	94	3	7	32
	0 - 90%	3,071	40	94	1,395	90	5	11	49
STRATA	**Mpls/St. Paul**	5,918	33	92	1,338	92	24	10	69
	TC Suburbs	21,997	57	98	1,508	95	2	10	15
	Outstate: 2000+	12,357	48	97	1,461	95	2	9	26
	Outstate: 2000-	12,177	46	98	1,398	92	1	8	33
PUBLIC SCHOOLS	**Non-charter**	52,173	50	97	1,452	94	4	9	28
	Charter	278	26	89	1,235	89	7	40	50

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.16

1999 Grade 8: *Basic Standards Test* Results in Reading for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	% Enr. Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		63,518	77	33	96	13	8	24
GENDER	Female	31,078	78	33	97	8	8	24
	Male	32,416	76	32	96	17	8	24
ETHNICITY	Asian	1,741	76	33	97	5	11	43
	Black	2,965	40	26	93	24	18	73
	Hispanic	946	56	29	93	16	18	53
	Am. Indian	1,155	48	27	90	23	17	67
	White	56,185	80	33	97	12	7	19
SPECIAL ED		7,400	33	24	90	---	12	42
NEW TO DISTRICT		4,746	61	30	93	20	---	44
F/R LUNCH		14,595	57	29	94	22	14	---
ATTENDANCE RATE	95 -100%	40,026	82	33	98	10	3	18
	90 - 95%	14,007	75	32	96	14	6	26
	0 - 90%	6,946	60	29	92	23	13	46
STRATA	Mpls/St. Paul	5,018	56	29	93	17	9	59
	TC Suburbs	25,655	81	33	97	12	8	13
	Outstate 2000+	15,883	77	33	96	13	7	22
	Outstate 2000-	16,962	76	32	97	13	8	30
PUBLIC SCHOOLS	Non-charter	63,275	77	33	96	13	8	24
	Charter	243	49	27	87	21	45	51

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.17

1999 Grade 8: *Basic Standards Test* Results in Reading for all Public School Students Tested except those New to Their District Since January 1, 1998

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% F/R Students Tested
TOTAL		60,394	77	33	97	3	12	24
GENDER	**Female**	29,547	78	33	97	3	7	24
	Male	30,827	75	32	96	3	17	24
ETHNICITY	**Asian**	2,621	55	29	96	41	8	61
	Black	2,600	41	26	93	6	23	74
	Hispanic	1,107	49	27	94	30	18	60
	Am. Indian	978	49	28	92	0+	22	65
	White	52,562	81	33	97	0+	11	18
LEP		1,622	22	23	94	---	13	87
SPECIAL ED		6,714	33	24	90	3	---	41
F/R LUNCH		14,010	55	29	94	10	20	---
ATTENDANCE RATE	**95 - 100%**	39,694	81	33	98	2	10	19
	90 - 95%	13,547	74	32	96	3	13	26
	0 - 90%	6,346	60	29	92	4	22	46
STRATA	**Mpls/St. Paul**	5,672	50	28	94	20	16	64
	TC Suburbs	23,936	82	34	97	1	11	12
	Outstate 2000+	15,060	78	33	96	2	12	22
	Outstate 2000-	15,726	77	33	97	0+	12	29
PUBLIC SCHOOLS	**Non-charter**	60,247	77	33	97	3	12	24
	Charter	147	54	28	91	2	22	49

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.18

1999 Grade 8: *Basic Standards Test* Results in Reading for all Public School Students Tested except those in Special Education

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		57,806	81	33	97	3	8	23
GENDER	Female	29,725	80	33	97	3	8	24
	Male	28,059	81	33	97	3	7	23
ETHNICITY	Asian	2,711	57	30	97	39	10	61
	Black	2,504	46	27	95	8	19	71
	Hispanic	1,141	50	28	93	31	21	61
	Am. Indian	904	54	29	91	0+	16	65
	White	50,020	85	34	98	0+	6	17
LEP		1,688	23	24	93	---	17	87
NEW TO DISTRICT		4,126	65	31	93	7	---	43
F/R LUNCH		13,091	61	30	95	11	14	---
ATTENDANCE RATE	95 - 100%	37,238	85	34	98	3	3	18
	90 - 95%	12,492	80	33	97	3	5	25
	0 - 90%	5,688	67	31	93	4	11	44
STRATA	Mpls/St. Paul	5,379	54	29	95	21	10	63
	TC Suburbs	23,110	86	34	98	1	7	12
	Outstate 2000+	14,290	82	34	97	2	7	21
	Outstate 2000-	15,027	81	34	97	0+	7	28
PUBLIC SCHOOLS	Non-charter	57,612	81	33	97	3	7	23
	Charter	194	55	29	85	1	46	47

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.19

1999 Grade 8: *Basic Standards Test* Results in Mathematics for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	% Enr. Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		63,472	72	54	96	13	8	24
GENDER	Female	31,022	70	54	97	8	8	24
	Male	32,425	73	54	96	17	8	24
ETHNICITY	Asian	1,744	76	55	97	5	11	43
	Black	2,945	27	39	92	24	18	73
	Hispanic	937	46	46	92	16	18	53
	Am. Indian	1,154	38	44	90	23	17	67
	White	56,157	75	55	97	12	7	19
SPECIAL ED		7,401	28	39	90	---	12	42
NEW TO DISTRICT		4,732	53	48	93	20	---	44
F/R LUNCH		14,555	50	47	94	22	14	---
ATTENDANCE RATE	95 - 100%	40,074	78	56	98	10	3	18
	90 - 95%	13,999	68	53	96	14	6	26
	0 - 90%	6,907	50	47	91	23	13	46
STRATA	Mpls/St. Paul	4,989	48	46	93	17	9	59
	TC Suburbs	25,635	76	56	97	12	8	13
	Outstate: 2000+	15,906	73	55	96	13	7	22
	Outstate: 2000-	16,942	70	54	96	13	8	30
PUBLIC SCHOOLS	Non-charter	63,229	72	54	96	13	8	24
	Charter	243	42	44	87	21	45	51

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.20

1999 Grade 8: *Basic Standards Test* Results in Mathematics for all Public School Students Tested except those New to Their District Since January 1, 1998

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% F/R Students Tested
TOTAL		60,360	72	54	97	3	12	24
GENDER	Female	29,509	71	54	97	3	7	24
	Male	30,827	73	55	96	3	17	24
ETHNICITY	Asian	2,620	58	50	96	41	8	61
	Black	2,581	28	39	93	6	23	74
	Hispanic	1,107	39	44	94	30	18	60
	Am. Indian	973	41	45	91	0+	22	65
	White	52,544	76	56	97	0+	11	18
LEP		1,620	25	39	94	---	13	87
SPECIAL ED		6,698	28	39	90	3	---	41
F/R LUNCH		13,973	49	47	94	10	20	---
ATTENDANCE RATE	95 - 100%	39,731	77	56	98	2	10	19
	90 - 95%	13,536	68	53	96	3	13	26
	0 - 90%	6,300	51	47	91	4	22	46
STRATA	Mpls/St. Paul	5,652	44	45	93	20	16	64
	TC Suburbs	23,902	78	56	97	1	11	12
	Outstate 2000+	15,081	73	55	97	2	12	22
	Outstate 2000-	15,725	72	54	97	0+	12	29
PUBLIC SCHOOLS	Non-charter	60,214	72	54	97	3	12	24
	Charter	146	46	44	91	2	22	49

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.21

1999 Grade 8: *Basic Standards Test* Results in Mathematics for all Public School Students Tested except those in Special Education

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	% Enrolled Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		57,761	76	56	97	3	8	23
GENDER	**Female**	29,663	73	55	97	3	8	24
	Male	28,073	79	57	97	3	7	23
ETHNICITY	**Asian**	2,707	59	51	96	39	10	61
	Black	2,478	32	42	94	8	19	71
	Hispanic	1,128	42	45	92	31	21	61
	Am. Indian	900	45	47	91	0+	16	65
	White	50,013	81	57	98	0+	6	17
LEP		1,690	27	40	93	---	17	87
NEW TO DISTRICT		4,099	58	50	93	7	---	43
F/R LUNCH		13,037	54	49	95	11	14	---
ATTENDANCE RATE	**95 - 100%**	37,258	81	57	99	3	3	18
	90 - 95%	12,479	73	55	97	3	5	25
	0 - 90%	5,635	57	50	93	4	11	44
STRATA	**Mpls/St. Paul**	5,345	48	47	95	21	10	63
	TC Suburbs	23,094	81	57	98	1	7	12
	Outstate 2000+	14,298	78	56	97	2	7	21
	Outstate 2000-	15,024	76	56	97	0+	7	28
PUBLIC SCHOOLS	**Non-charter**	57,567	76	56	97	3	7	23
	Charter	194	46	46	85	1	46	47

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.22

1999 Grade 10: *Basic Standards Test* Results in Writing for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% Sp Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		61,496	86	3.13	96	11	8	19
GENDER	**Female**	29,990	92	3.26	97	7	8	19
	Male	31,443	81	3.00	96	15	8	19
ETHNICITY	**Asian**	1,793	78	3.06	96	5	12	42
	Black	2,361	54	2.58	90	20	18	64
	Hispanic	800	74	2.89	92	14	18	43
	Am. Indian	941	66	2.68	87	19	18	54
	White	55,273	88	3.17	97	10	7	15
SPECIAL ED		6,091	43	2.39	89	---	13	34
NEW TO DISTRICT		4,495	71	2.85	91	18	---	36
F/R LUNCH		11,394	72	2.83	93	19	14	---
ATTENDANCE RATE	**95 - 100%**	38,557	90	3.21	98	8	3	14
	90 - 95%	12,905	85	3.10	97	12	5	21
	0 - 90%	7,125	73	2.87	90	20	14	36
STRATA	**Mpls/St. Paul**	4,418	68	2.83	92	13	11	48
	TC Suburbs	24,393	88	3.19	96	10	8	11
	Outstate: 2000+	15,759	87	3.14	97	11	7	18
	Outstate: 2000-	16,897	86	3.11	97	11	7	25
PUBLIC SCHOOLS	**Non-charter**	61,301	86	3.13	96	11	8	19
	Charter	195	59	2.68	90	13	55	47

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.23

1999 Grade 10: *Basic Standards Test* Results inWriting for all Public School Students Tested except those New to Their District Since January 1, 1998

		Number Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp Ed Students Tested	% F/R Students Tested
TOTAL		58,338	86	3.13	97	2	10	19
GENDER	Female	28,476	92	3.26	97	2	6	19
	Male	29,817	81	3.00	96	2	14	20
ETHNICITY	Asian	2,466	65	2.83	97	36	5	57
	Black	2,078	54	2.57	90	7	19	66
	Hispanic	894	66	2.77	92	26	14	51
	Am. Indian	784	70	2.76	88	0+	19	51
	White	51,788	89	3.18	97	0+	10	15
LEP		1,337	33	2.28	94	---	6	83
SPECIAL ED		5,399	43	2.39	89	1	---	32
F/R LUNCH		10,943	70	2.81	94	10	17	---
ATTENDANCE RATE	95 - 100%	38,323	89	3.20	98	2	8	15
	90 - 95%	12,429	85	3.09	97	2	11	21
	0 - 90%	6,395	74	2.88	90	4	19	36
STRATA	Mpls/St. Paul	4,909	62	2.74	93	19	12	56
	TC Suburbs	22,738	89	3.21	97	1	10	9
	Outstate: 2000+	14,936	88	3.14	97	1	10	18
	Outstate: 2000-	15,754	87	3.12	98	0+	10	24
PUBLIC SCHOOLS	Non-charter	58,251	86	3.13	97	2	10	19
	Charter	87	64	2.79	87	0+	13	29

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table C.24

1999 Grade 10: *Basic Standards Test* Results inWriting for all Public School Students Tested except those in Special Education

		Number Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		56,937	89	3.18	97	3	8	19
GENDER	**Female**	28,932	93	3.29	97	3	8	20
	Male	27,967	85	3.08	97	3	7	19
ETHNICITY	**Asian**	2,681	64	2.81	96	36	13	58
	Black	2,149	57	2.62	90	11	21	65
	Hispanic	957	66	2.77	93	27	19	53
	Am. Indian	771	74	2.82	88	0+	18	51
	White	50,051	93	3.24	98	0+	6	14
LEP		1,532	32	2.25	91	---	21	83
NEW TO DISTRICT		3,998	74	2.89	91	8	---	36
F/R LUNCH		10,684	74	2.87	94	12	14	---
ATTENDANCE RATE	**95 - 100%**	36,395	92	3.25	99	2	3	15
	90 - 95%	11,657	89	3.17	97	2	5	20
	0 - 90%	6,023	79	2.97	91	4	12	36
STRATA	**Mpls/St. Paul**	4,983	65	2.78	93	21	12	56
	TC Suburbs	22,262	92	3.26	97	1	8	10
	Outstate: 2000+	14,426	91	3.21	97	2	6	17
	Outstate: 2000-	15,250	91	3.19	98	0+	7	23
PUBLIC SCHOOLS	**Non-charter**	56,769	89	3.18	97	3	7	19
	Charter	168	63	2.74	88	1	55	49

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

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APPENDIX D: SCHOOL IMPROVEMENT RESULTS

Tables D.1 to D.8 show school improvement data on the *Minnesota Comprehensive Assessments* and the *Basic Skills Tests* for the state as a whole and for categories of schools that vary in their concentrations of poverty, students with disabilities, students with limited English proficiency, and students new to the district. Results are also broken down by region of the state: Mpls./St. Paul, twin city suburbs, outstate districts with 2000 or more students, and outstate districts with less than 2000 students. Also shown are date for charter schools and private schools.

Tables D.1 through D.5 contain the *Minnesota Comprehensive Assessment* data. Tables show the number of schools and the median percentage of students scoring at or above Levels II and III in schools of varying types. Tables D.6 through D.8 show the *Basic Standards Test* data. Tables show the number of schools and the percentage of students meeting the high school minimum requirement in schools of various types. Tables D.1 to D.8 make it possible for schools to compare their own performance to that of other schools which are similar in concentration of poverty, students with disabilities, students with limited English proficiency, and new students.

Furthermore, the tables show the percentage of schools with a substantial increase (5% or more) and a substantial decrease (5% or more) in students achieving Level II this year as compared to last. These figures are based only on schools with at least ten students participating in the testing this year and last. Finally, the tables show the percentage of schools with a substantial increase and the percentage of schools with a substantial decrease in students reaching Level III this year as compared to last. Again, these latter figures are based only on schools with at least 10 students participating this year and last.

Table D.1

1999 Grade 3: School Improvement Results in Reading for Public Schools

			1998-99 % INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL II				1998-99 % INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL III		
		N of Schools	Median % Examinees at or Above Level II	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%	Median % Examinees at or Above Level III	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%
TOTAL		850	82	19	48	33	39	17	38	45
F/R LUNCH	0 - 19%	246	88	10	61	29	48	15	38	47
	20 - 29%	154	83	16	51	33	41	11	39	50
	30 - 49%	262	79	23	44	33	36	21	34	45
	50 - 100%	188	64	26	34	40	22	19	45	36
SPECIAL ED	0 - 9%	384	83	13	49	38	41	13	38	50
	10 - 19%	393	1	21	48	31	38	18	40	42
	20 - 100%	73	76	35	45	20	33	31	35	34
LEP	0%	515	84	19	45	36	40	18	35	47
	1 - 9%	215	83	17	57	26	43	15	39	45
	10 - 100%	120	60	19	44	36	23	12	53	35
NEW TO DISTRICT	0 - 9%	473	83	16	49	35	40	16	39	---
	10 - 19%	324	80	21	48	31	38	18	38	44
	20 - 100%	53	74	27	39	34	27	16	41	43
STRATA	Mpls/St. Paul	110	54	17	42	41	19	11	51	37
	TC Suburbs	262	85	16	59	25	46	16	40	43
	Outstate: 2000+	179	83	15	50	35	40	10	43	48
	Outstate: 2000-	280	82	24	40	36	38	24	28	48
PUBLIC SCHOOLS	Non-charter	837	82	18	48	33	39	17	38	45
	Charter	13	53	30	20	50	7	20	60	20

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table D.2

1999 Grade 3: School Improvement Results in Mathematics for Public Schools

				1998-99 % INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL II				1998-99 % INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL III		
		N of Schools	Median % Examinees at or Above Level II	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%	Median % Examinees at or Above Level III	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%
TOTAL		851	91	8	42	50	42	13	32	54
F/R LUNCH	**0 - 19%**	245	94	3	58	40	50	10	35	56
	20 - 29%	161	92	6	39	56	44	13	25	62
	30 - 49%	254	90	7	40	53	40	15	31	55
	50 - 100%	191	78	17	28	55	23	17	38	45
SPECIAL ED	**0 - 9%**	378	92	4	43	52	44	12	32	57
	10 - 19%	400	91	9	40	51	41	14	34	52
	20 - 100%	73	89	21	44	35	39	22	26	51
LEP	**0%**	518	92	9	41	50	44	15	28	57
	1 - 9%	212	91	5	52	43	45	12	37	51
	10 - 100%	121	76	6	31	63	24	11	43	46
NEW TO DISTRICT	**0 - 9%**	478	92	6	42	52	44	13	30	57
	10 - 19%	320	90	9	44	47	41	14	35	52
	20 - 100%	53	83	22	29	49	30	22	40	38
STRATA	**Mpls/St. Paul**	110	71	7	27	65	20	13	49	38
	TC Suburbs	262	93	6	58	36	47	12	40	48
	Outstate: 2000+	179	91	5	39	56	43	9	20	70
	Outstate: 2000-	279	92	11	36	54	43	17	26	57
PUBLIC SCHOOLS	**Non-charter**	838	91	8	42	50	43	13	32	54
	Charter	13	63	27	18	55	13	27	36	3

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table D.3

1999 Grade 5: School Improvement Results in Reading for Public Schools

				1998-99 % INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL II				1998-99 % INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL III		
		N of Schools	Median % Examinees at or Above Level II	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%	Median % Examinees at or Above Level III	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%
TOTAL		804	84	12	52	36	44	13	36	52
F/R LUNCH	**0 - 19%**	249	90	7	63	30	53	8	35	56
	20 - 29%	150	83	12	55	33	45	10	27	63
	30 - 49%	237	82	13	51	36	42	17	33	50
	50 - 100%	168	64	18	35	47	23	15	48	37
SPECIAL ED	**0 - 9%**	193	87	5	51	44	46	9	32	59
	10 - 19%	503	84	13	52	35	44	14	36	49
	20 - 100%	108	80	19	53	28	41	11	39	50
LEP	**0%**	496	86	12	49	39	45	13	30	57
	1 - 9%	211	85	9	64	26	45	10	38	51
	10 - 100%	97	58	18	43	39	22	15	57	28
NEW TO DISTRICT	**0 - 9%**	517	85	11	53	36	45	12	36	52
	10 - 19%	251	83	13	51	37	43	14	35	51
	20 - 100%	36	72	14	61	25	34	11	32	57
STRATA	**Mpls/St. Paul**	107	56	17	43	40	19	12	61	27
	TC Suburbs	240	88	8	64	28	51	10	34	56
	Outstate: 2000+	168	85	9	53	38	44	12	30	58
	Outstate: 2000-	270	84	15	45	40	43	15	30	55
PUBLIC SCHOOLS	**Non-charter**	792	84	12	52	36	44	13	35	52
	Charter	12	71	0	50	50	36	25	50	25

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table D.4

1999 Grade 5: School Improvement Results in Mathematics for Public Schools

				1998-99 % INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL II				1998-99 INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL III		
		N of Schools	Median % Examinees at or Above Level II	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%	Median % Examinees at or Above Level III	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%
TOTAL		803	85	14	54	32	35	15	38	47
F/R LUNCH	**0 - 19%**	252	90	9	66	25	45	11	36	53
	20 - 29%	143	85	9	62	28	36	13	36	51
	0 - 49%	240	83	18	48	34	33	19	32	49
	0 - 100%	168	64	19	37	44	16	16	52	33
SPECIAL ED	**0 - 9%**	197	87	11	52	37	37	12	42	47
	10 - 19%	494	85	13	56	31	35	15	37	48
	20 - 100%	112	77	21	48	31	29	20	34	45
LEP	**0%**	496	86	12	54	34	36	15	32	52
	1 - 9%	208	85	14	60	26	38	14	38	48
	10 - 100%	99	59	22	42	35	16	12	65	23
NEW TO DISTRICT	**0 - 9%**	521	85	14	56	30	36	16	34	50
	10 - 19%	247	83	15	49	35	33	12	44	44
	20 - 100%	35	70	7	52	41	20	19	48	33
STRATA	**Mpls/St.Paul**	107	55	20	39	41	14	10	70	21
	TC Suburbs	240	89	10	65	25	43	10	41	49
	Outstate 2000+	168	85	16	56	28	35	12	31	57
	Outstate 2000-	269	85	14	48	37	33	23	27	51
PUBLIC SCHOOLS	**Non-charter**	791	85	14	54	32	35	15	38	48
	Charter	12	68	0	50	50	21	13	63	25

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table D.5

1999 Grade 5: School Improvement Results in Writing for Public Schools

				1998-99 % INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL II				1998-99 % INCREASE/DECREASE IN EXAMINEES AT OR ABOVE LEVEL III		
		N of Schools	Median % Examinees at or Above Level II	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%	Median % Examinees at or Above Level III	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%
TOTAL		801	96	1	14	85	43	26	31	43
F/R LUNCH	**0 - 19%**	248	98	0	17	83	54	22	32	45
	20 - 29%	149	97	0	9	91	46	23	24	52
	30 - 49%	232	95	2	17	81	41	30	29	40
	50 - 100%	172	90	0	9	91	28	30	37	33
SPECIAL ED	**0 - 9%**	208	97	0	10	90	47	22	30	48
	10 - 19%	486	96	0	14	86	43	27	31	42
	20 - 100%	107	92	3	24	73	37	33	31	35
LEP	**0%**	499	97	1	15	85	45	28	26	46
	1 - 9%	204	97	1	13	86	47	21	36	43
	10 - 100%	98	89	0	13	87	29	27	47	25
NEW TO DISTRICT	**0 - 9%**	520	96	0	17	83	45	25	32	43
	10 - 19%	250	96	1	10	89	41	30	29	41
	20 - 100%	31	92	0	0	100	26	20	35	45
STRATA	**Mpls/St.Paul**	106	87	0	9	91	28	22	49	29
	TC Suburbs	240	98	0	12	88	53	20	35	45
	Outstate 2000+	168	97	0	15	85	42	28	25	48
	Outstate 2000-	258	96	2	17	81	41	33	24	43
PUBLIC SCHOOLS	**Non-charter**	789	96	1	14	85	44	26	31	43
	Charter	12	95	0	17	83	22	50	33	17

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table D.6

1999 Grade 8: School Improvement Results in Reading for all Public Schools

		% AT OR ABOVE SCORE OF 75 FOR READING IN GRADE 8		1998-99 % INCREASE/DECREASE MEETING H.S. MINIMUM STANDARD		
		N of Schools	Median % Examinees Meeting H.S. Grad. Standard	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%
TOTAL		462	76	6	35	59
F/R LUNCH	0 - 19%	137	81	2	36	61
	20 - 29%	119	78	4	34	62
	30 - 49%	122	73	6	36	59
	50 - 100%	84	52	15	35	50
SPECIAL ED	0 - 9%	164	80	4	33	63
	10 - 19%	250	76	5	36	59
	20 - 100%	48	56	16	37	47
LEP	0%	321	77	5	32	63
	1 - 9%	108	77	5	49	46
	10 - 100%	33	44	13	23	65
NEW TO DISTRICT	0 - 9%	349	78	4	34	62
	10 - 19%	86	71	8	40	51
	20 - 100%	27	48	24	35	41
STRATA	Mpls/St.Paul	44	44	12	32	56
	TC Suburbs	87	82	2	40	58
	Outstate: 2000+	79	77	4	34	62
	Outstate: 2000-	243	76	6	34	59
PUBLIC SCHOOLS	Non-charter	453	76	6	35	59
	Charter	9	54	17	50	33

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table D.7

1999 Grade 8: School Improvement Results in Mathematics for Public Schools

		% AT OR ABOVE SCORE OF 75 FOR MATH IN GRADE 8		1998 - 99 % INCREASE/DECREASE MEETING H.S. MINIMUM STANDARD		
		N of Schools	Median % Examinees Meeting H.S. Grad. Standard	Decrease More Than 5%	Less Than 5% Change	Increase More Than 5%
TOTAL		459	71	23	55	23
F/R LUNCH	0 - 19%	138	77	13	74	13
	20 - 29%	122	74	21	52	27
	30 - 49%	120	67	29	45	25
	50 - 100%	79	47	34	36	30
SPECIAL ED	0 - 9%	158	74	19	55	26
	10 - 19%	252	71	22	59	19
	20 - 100%	49	47	43	27	30
LEP	0%	319	72	23	52	24
	1 - 9%	108	72	24	64	12
	10 - 100%	32	46	17	43	40
NEW TO DISTRICT	0 - 9%	355	73	21	59	20
	10 - 19%	78	65	26	43	30
	20 - 100%	26	35	47	12	41
STRATA	Mpls/St.Paul	42	41	15	49	36
	TC Suburbs	87	78	8	76	16
	Outstate 2000+	80	71	26	56	18
	Outstate 2000-	242	72	27	49	24
PUBLIC SCHOOLS	Non-charter	451	71	22	55	23
	Charter	8	45	80	0	20

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

Table D.8

1999 Grade 10: School Improvement Results in Writing for Public Schools

		% AT OR ABOVE 3.0 IN GRADE 10	
		N of Schools	Median % Examinees Meeting H.S. Minimum Standard
TOTAL		428	87
F/R LUNCH	**0 - 19%**	172	89
	20 - 29%	103	86
	30 - 49%	106	84
	50 - 100%	47	55
SPECIAL ED	**0 - 9%**	223	88
	10 - 19%	164	86
	20 - 100%	41	60
LEP	**0%**	316	87
	1 - 9%	94	86
	10 - 100%	18	55
NEW TO DISTRICT	**0 - 9%**	330	88
	10 - 19%	53	82
	20 - 100%	45	59
PUBLIC SCHOOLS	**Non-charter**	420	87
	Charter	8	62

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates less than one-half percentage point; All percentages and mean scale scores are rounded to the nearest whole number.

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