

A report by the Minnesota Minority Education Partnership, INC.

# THE STATE OF STUDENTS OF COLOR 2001



*CELEBRATING THE FABRICS OF LIFE* ORIGINAL ARTWORK BY TA-COUMBA AIKEN • 4'X4' ACRYLIC ON CANVAS

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# State of Students of Color 2001



Dear Colleagues:

## Welcome to the first annual MMEP State of Students of Color Report.

This effort was born in the discussions of our Board of Directors as we grappled to understand the depth of our mission: to work for the success of students of color. We knew that the overall education realities of minority students in our state were not good. On the other hand, we also knew there were some successes and signs of progress and hope. We were not sure, however, whether the collective education strategies emerging in Minnesota were bringing about permanent success for communities of color. We determined that if we could consistently keep a "spotlight" on the progress of students of color, we would have a clearer understanding of the impact of these strategies as well as strong suggestions of what to do next. We wanted to create a tool that would focus all Minnesotans on students of color.

As the recent census data show us, communities of color are having a growing influence on the makeup of Minnesota. Hardly a community now exists, whether rural, urban or suburban, that is not being blessed with growing diversity in race, language and culture. It is evident that the future of our state will be determined by the future of communities of color. However, given the disparate academic outcomes of student populations along racial and cultural lines, the question arises whether that future shall be of one or two Minnesotas. Do the current academic outcomes reflect the extent of the ability and willingness of Minnesotans to build a unified and healthy community?

If communities of color are the growth part of our society, and if educational success is not occurring or identified in those communities, how do we survive as a viable state? Who will run the hospitals, schools and industries, and who will build the roads, homes and offices that we need to maintain our high quality of life in Minnesota?

Clearly, it is in the best interest of everyone that educational outcomes for students of color in Minnesota dramatically increase as quickly as possible.

These annual reports are meant to consistently "hold our collective feet to the fire" on this most important of public policy issues. Some of the information collected paints a harsh reality that demands us all to acknowledge our shared failure with so many young lives. However, the report is not meant to serve as an indictment on communities of color, nor of our educational systems. Rather, it is meant to permanently rally all Minnesotans to embrace students of color as our finest natural resource, one to be wisely and justly nurtured for the public good. We aim to move the focus on students of color

from the margins of our state's education efforts to its center.

We also intend to have communities of color lead our state on the discussions that these reports invoke. Too often, we believe, this kind of work is issued by individuals or institutions lacking deep and broad relationships in communities of color. The result is that possible solutions are seen as impositions on our communities. Lacking ownership from people of color, even fruitful reform possibilities can wither on the vine. As a multicultural community, MMEP can bring a long-ignored perspective to education policy in Minnesota.



In addition, we want these reports to influence the way in which we perceive students of color. Much of the present language used to talk about students of color emphasizes deficits and problems and reflects a hopelessness in ever achieving academic success with them. Sadly, this can become a self-fulfilling prophecy. We believe that academic success with our students will be facilitated by public policy that "re-sees" them as learners with abundant capacity and as bearers of opportunities for institutional change. We think that it is time for us to move beyond the one-dimensional way in which we measure

success and create a partnership with students of color from early childhood to adult citizenship. We hope the discussions engendered by the reports will help reshape the perceptions our state has of students of color and sanction a new hope-filled language to describe our expectations of them.

We hope you will not simply read this report and file it away. We wish for you to engage others in the information found here and to challenge your own assumptions about students of color and our education systems. We want to recruit you to be strong advocates for our students and for meaningful institutional change. We desire that you place students of color in the center of your social enterprise. We welcome you to the sometimes-painful activity of exchanging honest ideas in the belief that through such exercises we can indeed build community together.

Sincerely,

Perry Price  
Board Chair

Carlos Mariani Rosa  
Executive Director



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Cover art by Ta-Coumba Aiken

**Artist Statement**

“Celebrating the Fabrics of Life” – 4’x4’ acrylic on canvas

The painting is like a piece of fabric, and the patches are a quilting of many lives coming together. It represents the rich cultural fabric of the changing face of Minnesota. There are glimpses of African American, Native American, Chicano, Latino or Hispanic and Hmong influence. The color lines honor and

represent all the people who have come together to encourage students of color through the work of MMEP. These vibrant images are like a weaving on canvas, each of them celebrating the growth, creation of opportunities and hope that the education of children from these communities bring to us. Their talents will expand Minnesota to become a gathering place of new ideas. My spirit soared in doing this piece. I thought of all the ways that an organization such as MMEP will impact children. Opportunities for children of color will be broadened because of MMEP. As a father, I know my own children will be able to take advantage of those opportunities to do better and greater things.



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The Minnesota Minority Education Partnership, Inc. Board of Directors

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## Executive Summary



### A STATE OF CHANGE

**T**he state of Minnesota is in the midst of tremendous demographic changes that are having a profound impact on our perspectives about our schools and communities. Minnesota is quickly becoming a more culturally, linguistically and ethnically diverse place, with a more diverse workforce. Urban, suburban and Greater Minnesota communities are seeing families settle in their towns and cities from destinations as far away as Latin America, Southeast Asia and Africa. Meanwhile, traditional communities of color continue to see their numbers increase. These data suggest that Minnesota’s future workforce will depend on our ability to educate students of color from pre-kindergarten through college graduation.

The first-ever Minnesota Minority Education Partnership, Inc. (MMEP) State of Students of Color Report provides a comprehensive view of the educational experiences of students of color in Minnesota schools, colleges and universities.

### KEY CONCLUSIONS

The report finds three very important conclusions that should be the focus of future research, discussion and policy decisions:

1. Because of increases in K-12 enrollments among stu-

dents of color, Minnesota’s future workforce will rely, more than ever, on the academic achievement and college graduation of students of color.

2. The rapid increase in the number of students of color in Minnesota schools, colleges and universities is, and will continue to be, a statewide phenomenon affecting school districts from all four corners of our state.

3. Because of high dropout rates at the high school level, low college-participation rates, low college persistence and low college-graduation rates, Minnesota education institutions and communities are preparing only a fraction of all potential students of color for Minnesota’s workforce.

### A STATE OF STUDENTS

The State of Students of Color is filled with great opportunities and challenges. Included among the findings of this report:

- Current trends show that the number of students of color who enroll in Minnesota K-12 schools has and will continue to increase.

- The increase in enrollment for students of color in

K-12 education is no longer a Minneapolis and St. Paul phenomenon. Many suburban and greater-Minnesota districts have experienced tremendous increases over the past ten years.

- Increases in enrollment from students of color are partly driven by an influx of new immigrant communities.
- The number of white students enrolled in many Minnesota K-12 schools is declining.
- Test data from the Minnesota Comprehensive Assessments and the Minnesota Basic Standards Test show that students of color are not meeting standards in math, reading and writing at the same rates as white students.
- Because of the increasing population of communities of color in the state, enrollments of students of color in higher education institutions have begun to rise.
- Despite the increase in enrollments, the rate at which Minnesota students of color graduate from high school and participate in Minnesota higher-education institutions the following fall has held steady over the past 10 years and remains below the participation rate of white students.
- With the exception of the Asian/Asian American community, student of color persistence and graduation from higher education institutions is lower than the general population.
- The number of associate degrees and bachelor's degrees earned by students of color is on the rise, while the number of bachelor's degrees earned by

white students is on the decline.

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

### CHANGING OUR STATE

The State of Students of Color suggests that Minnesota reexamine its vision for educating students of all backgrounds. The current focus on student achievement in K-12 education, while important, should not result in policy that dismisses a broader view of educational success. Instead, policymakers, educators and the broader community should develop policy, pedagogy and curriculum that create a comprehensive, pre-K through college graduation view of education.

Minnesota should expand its vision of success past a one-dimensional model of academic achievement focused on standardized tests to a more systemic focus that challenges families and education institutions to ensure that students:

Are **Aware** of the full range of academic opportunities from Pre-kindergarten through college education.

**Aspire** to reach the highest academic or professional goals possible

**Achieve** at the highest level possible from Pre-kindergarten through college graduation

Have **Access** to the full range of educational opportunities from Pre-kindergarten through college

A statewide focus on the four A's of awareness, aspiration, achievement and access provides a comprehensive, pre-K-16 approach that paves the way for students of all backgrounds as they embark on their education journey.



## Telling the Story of Students of Color

**T**he State of Students of Color is a difficult story to tell. Most of the data in this report, like most of the data in previous reports on this topic, tell a less-than-heartening tale. Students of color are not achieving at levels desirable. Because all students are capable of succeeding, it is critical for those who read this report to understand that we are mutually responsible for changing the current situation. It should be our objective to ensure that every student has the opportunity to reach his or her full potential. To illustrate this point, we will be telling the stories of four

students of color who, like thousands of their peers, wake up each day and take on the challenges of growing up and succeeding in school. Each story represents a vision of success in which students become aware of the education options, aspire to reach their education goals, achieve in school and have access to available education opportunities. These students will provide a context to illustrate why we must expand our vision of success for students, as well as provide the clarity that behind every statistic is a student with a will to succeed.

# Talking About Communities of Color and Education



Creating a report that tells the story of students of color is difficult. It takes great skill and sensitivity to weave the stories of unique communities together into a web that is strong, yet representative of the experience of students from different communities. One barrier to developing a report on students of color is that there is little consistency in how we collect, analyze and categorize the information on students. As the report will demonstrate, communities of color cannot be realistically grouped into four categories of African/African American, American Indian, Hispanic and Asian/Asian American, much less one category. Changes through immigration and attitudes within communities have stretched these categories almost to the point of uselessness. A striking example of such changes is the diversity within the Asian/Asian American communities. The addition of the Hmong, Vietnamese, Cambodian and other Southeast Asian cultures has had a tremendous impact on how we view education data reported on Asian/Asian American students. As we speak, tremendous immigration from the Somali, Liberian and other African cultures is transforming how we describe and view the African/African American community.

The problems are compounded when data sources do not use the same categorizations for similar groups. For example, some of the data use African American while other data refer to Black non-Hispanic students. The result is that we treat both of these categories as synonymous, even though they may not

represent the same community.

Another phenomenon that is not recognized by the data is the multicultural and multi-ethnic background of many students. More and more students claim a combination of cultures and ethnicities as their own. Many students are both African American and American Indian or any number of other combinations of cultures. The data do not reflect the truly diverse backgrounds that many of our students bring to their classrooms.

FIGURE 1

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

## TERMINOLOGY AND DEFINITIONS

We have made several editorial decisions regarding the presentation of the data and analysis that attempts to best represent the information included in the report while respecting the true diversity that exists within each community of color.

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

In the report's narrative, we will use consistent terms throughout the report, regardless of the data being discussed. Figure 1 represents the titles we will use when referring to each community of color.

We ask that as you read this report, you keep in mind that the data reported is the best available for examining the State of Students of Color.

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



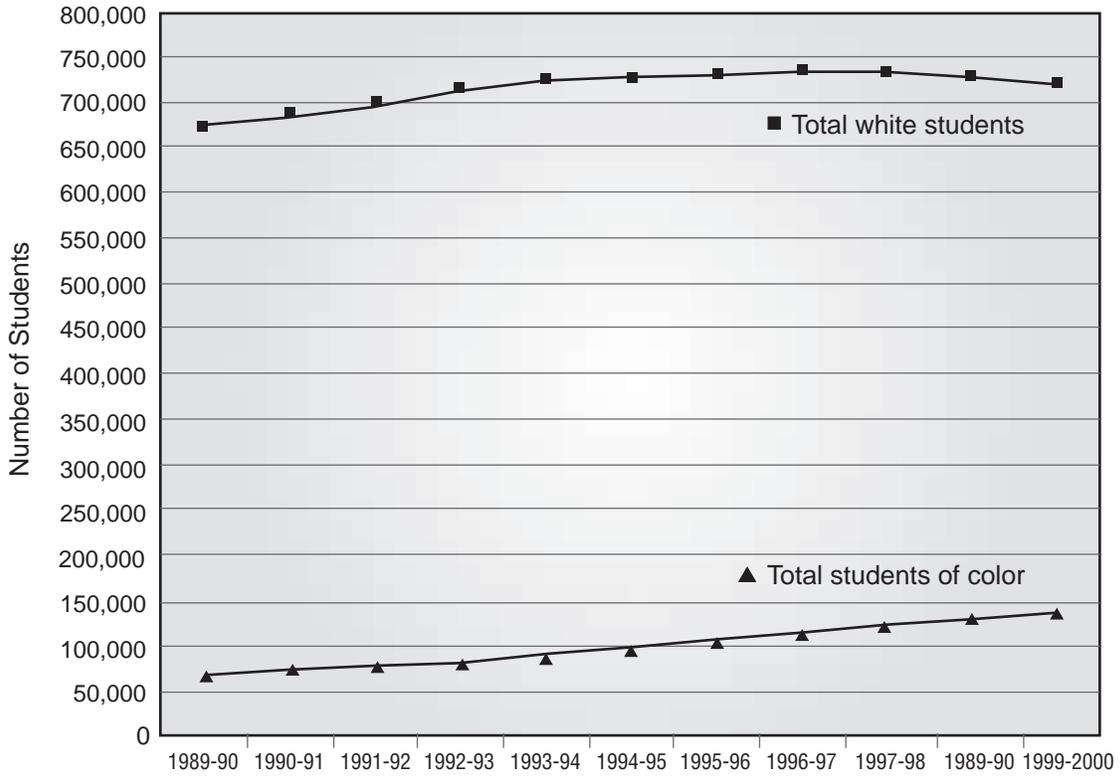
Any conversation about the "State of Students of Color" must start with who Minnesota's students of color are, how many are enrolled in Minnesota schools and which schools they are attending. Throughout Minnesota in communities such as Richfield, Osseo, Moorhead, Worthington, Henderson and Tracy, a growth in students of color has created new educational opportunities that will change these communities and our state. In addition, the com-

munities of color themselves are diversifying. New immigration from international communities such as Laos, Cambodia, Mexico, Somalia and Liberia has opened up many schools and communities to the global community that our world is quickly becoming.

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

### Minnesota K-12 Enrollments of Students of Color vs. White Students 1990-2000

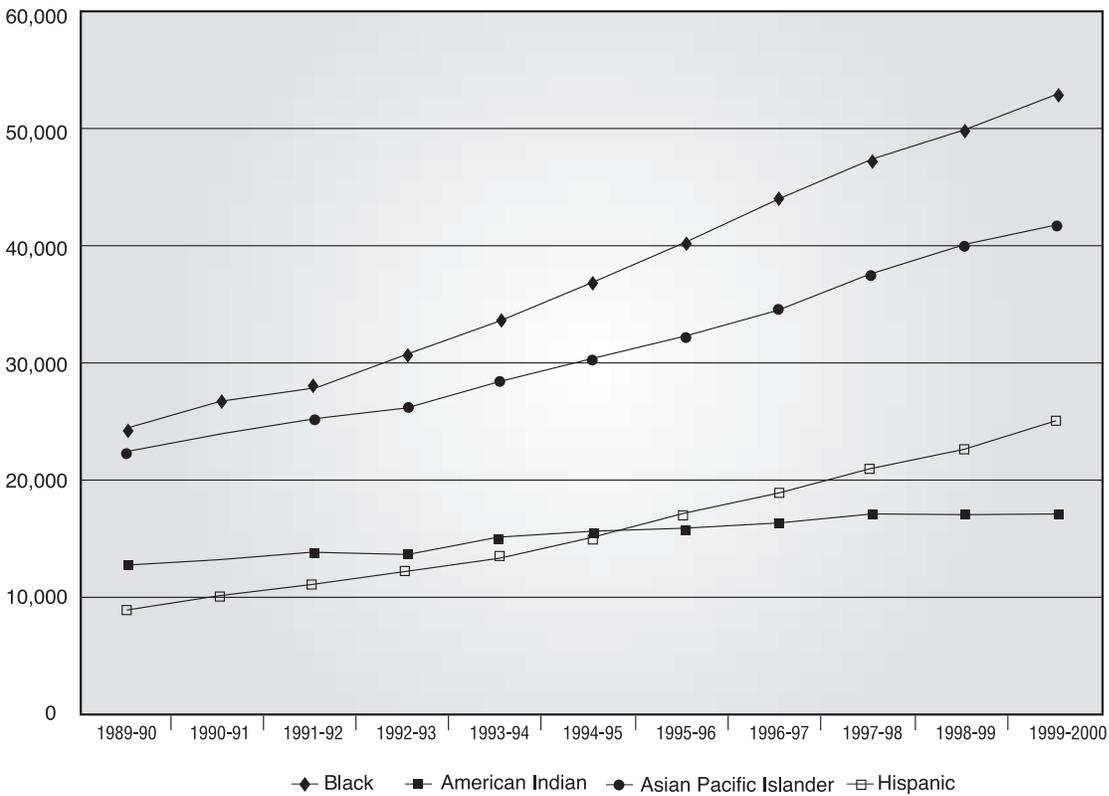
FIGURE 2



Minnesota Department of Children, Families and Learning

### Increase K-12 Enrollments for Students of Color 1989-2000

FIGURE 3



Minnesota Department of Children, Families and Learning

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

In the past 11 years, Minnesota has experienced a considerable increase in the number of new students of color and families in our schools (see figure 2 on page 6). Minnesota K-12 student enrollments increased by 16% between 1989-90 and 1999-2000. 59% of the total increase in K-12 enrollments is due to an increase in students of color. The number of students of color in Minnesota schools has doubled over the past eleven school years, while white-student enrollment peaked in 1997 and has declined every year since.

Current and future increases in K-12 enrollment are likely to be driven by increases in the number of students of color in Minnesota schools.

All communities of color experienced increases in K-12 student enrollments between 1989-90 and 1999-2000. American Indian, African/African American, Asian/Asian American and Hispanic student enrollments increased tremendously over that period. The second graph on page 6 demonstrates the increases experienced by each community of color over the past 11 years.

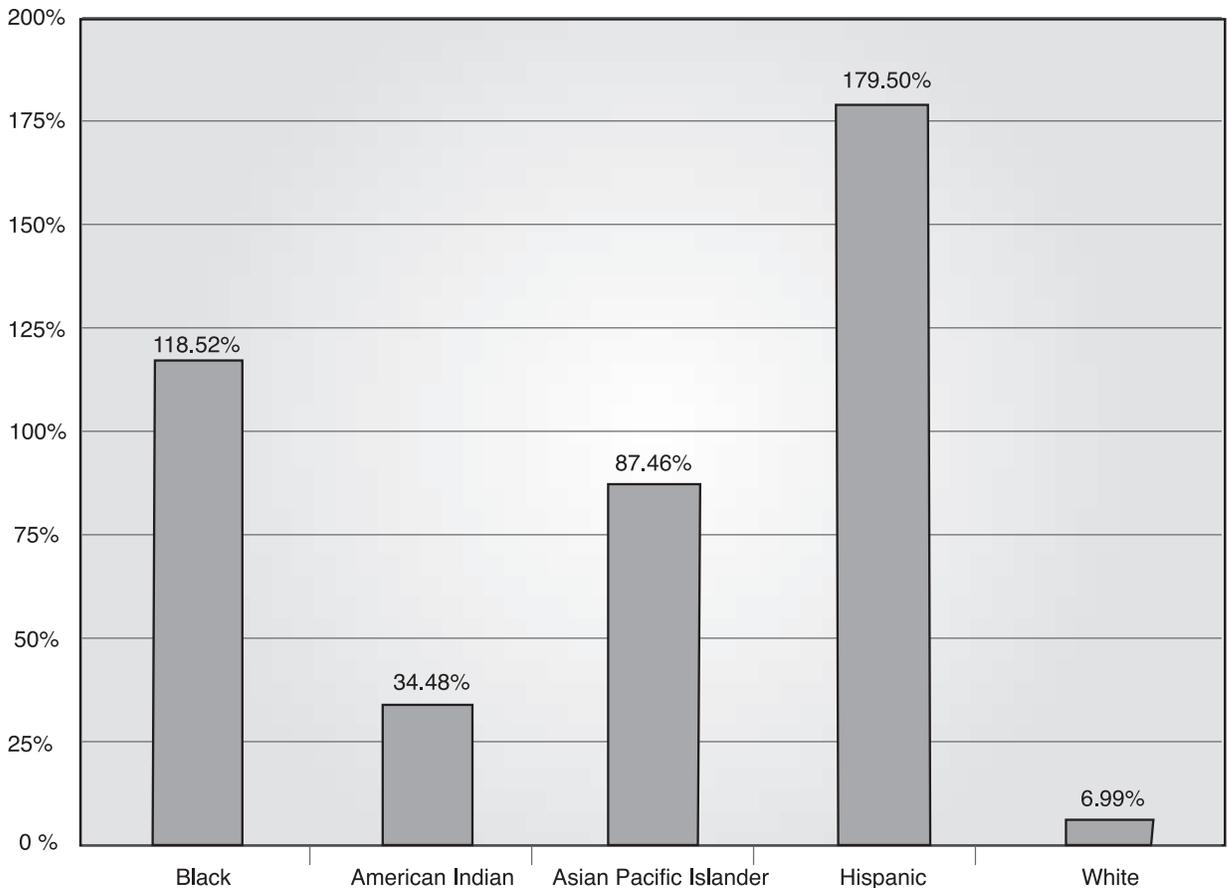
Although much has been made of the population increases in the Asian/Asian American and Hispanic com-

munities, the African/African American community more than doubled and experienced the greatest numerical increase of the four communities of color (see figure 4). The Asian/Asian American and Hispanic communities also experienced tremendous growth, with the Hispanic community doubling student enrollment and the Asian/Asian American community increasing its enrollments by over 80%. African/African American students are the largest community of color represented in Minnesota schools with Asian/Asian American students having the second-highest number, followed by Hispanics and American Indian students.

Nationally, Minnesota's communities of color are still relatively small when compared to other states. According to the National Center for Educational Statistics, for the 1999-2000 school year, Minnesota ranked 37th out of the 50 states in the percentage of students of color enrolled in K-12 education, with 16% of Minnesota students representing a community of color.<sup>1</sup> Although Minnesota ranks low in the percentage of students of color enrolled in schools, the state has experienced some of the greatest relative change in its population over the past 10 years. According to the 2000 United States Census, Minnesota is one of 16 states that have seen the greatest percentage increase in diversity in its population.<sup>2</sup> The population of

**Percent Increase in Enrollments 1990-2000 by Race/Ethnicity**

**FIGURE 4**



students of color may not be large when compared to the rest of the United States, but in some Minnesota communities the increase in enrollment among students of color is definitely noteworthy.

### Enrollment increases among students of color will continue

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

### STUDENT OF COLOR ENROLLMENT INCREASE IS A STATEWIDE PHENOMENON

While the vast increases in students of color in the St. Paul and Minneapolis public schools have been well documented, one should not conclude that the increase in students of color in Minnesota schools is strictly a

Minneapolis/St. Paul phenomenon. Of the total increase of 68,850 students of color that occurred in Minnesota schools between the 1989-90 and 1999-2000 school years, 28,832 or 42% of the total increase took place in Minnesota's two largest school districts. The state's other school districts and charter schools absorbed the remaining increase of 40,000 students of color.

### Suburban schools have become more diverse in the past 10 years

Over the past decade, the Twin Cities seven county metropolitan area has experienced a considerable increase in enrollment among students of color. Fourteen suburban districts have experienced increases of over 500 students since the 1989-90 school year. In districts such as Osseo and Eden Prairie, the number of students of color enrolled has tripled since 1989 (see figure 5).

It should be noted that these enrollments have occurred without the aid of specific inter-district desegregation strategies. Beginning in the fall of 2001, many suburban districts will see additional enrollments through the "The

**Suburban school districts with increases of 500 or more students of color between 1989-90 and 1999-2000**

**FIGURE 5**

Suburban School Districts	Students of Color 1989-90	Students of Color 1999-2000	Total Increase	Percent Change
OSSEO	1554	4848	3294	212%
ROSEMOUNT-APPLE VALLEY-EAGAN	1089	3042	1953	179%
ANOKA-HENNEPIN	1482	3389	1907	129%
ROBBINSDALE	1597	3152	1555	97%
BLOOMINGTON	972	2217	1245	128%
BURNSVILLE	822	1969	1147	140%
NORTH ST PAUL-MAPLEWOOD	454	1374	920	203%
SOUTH WASHINGTON COUNTY	602	1311	709	118%
HOPKINS	482	1185	703	146%
EDEN PRAIRIE	295	896	601	204%
RICHFIELD	645	1221	576	89%
MOUNDS VIEW	846	1401	555	66%
ROSEVILLE	690	1227	537	78%
WEST ST. PAUL-MENDOTA HTS.-EAGAN	336	836	500	149%

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

<sup>1</sup> U.S. Department of Education (2000) National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "State Nonfiscal Survey of Public Elementary/Secondary Education," 1999-2000.

<sup>2</sup> Brewer, Cynthia A. and Suchan, Trudy A. (2001) Mapping Census 2000: The Geography of U.S. Diversity. Census 2000 Special Reports. U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau.

<sup>3</sup> McMurry, Martha (May, 2001) 2000 Census Shows a More Racially and Ethnically Diverse Minnesota, Population Notes. Minnesota Planning State Demographer Center, p. 6.

<sup>4</sup> Ibid.

Choice is Yours Program” in which Minneapolis students will have the opportunity to attend schools in participating suburban districts. In addition, the implementation of the state’s new desegregation rule will affect an increase in inter-district efforts such as the West Metro Education Program and the East Metro Integration District.

### Students of color enrolling throughout Greater Minnesota

Many Greater-Minnesota communities have also experienced increases in students of color (see figure 6). While the numbers may not be great when compared to the larger urban and suburban districts, the impact on Greater

**Greater Minnesota school districts with an increase of 100 or more students of color between 1989-90**

**FIGURE 6**

Greater Minnesota School Districts	Students of Color 1989-90	Students of Color 1999-2000	Total Increase	Percent Change
ROCHESTER	1117	2815	1698	152%
WORTHINGTON	138	781	643	466%
ST. CLOUD	401	898	497	124%
BEMIDJI	605	1072	467	77%
WILLMAR	461	923	462	100%
MOORHEAD	385	822	437	114%
CASS LAKE	542	928	386	71%
FARIBAULT	161	537	376	234%
RED LAKE	956	1305	349	37%
OWATONNA	130	456	326	251%
MANKATO	243	553	310	128%
AUSTIN	136	435	299	220%
WINONA	92	325	233	253%
MARSHALL	106	310	204	192%
GLENCOE-SILVER LAKE	42	241	199	474%
ST. JAMES	111	295	184	166%
PELICAN RAPIDS	55	235	180	327%
ALBERT LEA	302	474	172	57%
ELK RIVER	112	274	162	145%
CROOKSTON	158	314	156	99%
GRAND RAPIDS	194	349	155	80%
NORTHFIELD	74	220	146	197%
LESUEUR-HENDERSON	15	148	133	887%
WARROAD	75	207	132	176%
REDWOOD FALLS	105	235	130	124%
WASECA	45	167	122	271%
MOUNTAIN LAKE	30	146	116	387%
SIBLEY EAST	35	150	115	329%
CLOQUET	269	383	114	42%
TRACY	17	130	113	665%
WAUBUN	287	398	111	37%
BIRD ISLAND-OLIVIA-LAKE LILLIAN	23	134	111	483%
SLEEPY EYE	30	140	110	367%
CENTENNIAL	199	304	105	53%
YELLOW MEDICINE EAST	62	167	105	169%
WALKER-HACKENSACK-AKELEY	105	206	101	96%

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

Minnesota districts can be considerable given their relatively small size.

Communities that were founded through immigration from European countries such as Germany, Norway and Sweden are being transformed into ethnically diverse towns and neighborhoods that are more representative of the larger society. In some cases, the immigration of communities of color will be critical to the survival of many Minnesota towns.

### The emergence of charter schools

Charter schools, particularly those located in Minneapolis and St. Paul, have absorbed a sizeable number of students of color (see figure 7). While some were concerned that new charter schools would become elite institutions that would exclude students of color, it appears that, at least in the first ten years of their existence, charter schools have become a new educational alternative for many students of color.

When examining the education of students of color, it will be important to explore the impact of charter schools. Charter schools seek to provide unique educational opportunities for students of color. Future research should measure the impact of charter schools that seek to serve students of color and other underserved populations.

An important issue to consider is whether or not char-

ters increase or reduce educational segregation. Ethnocentric academies may draw primarily from a single ethnic/racial background which could decrease desegregation by reducing diversity in the host district while creating a segregated school.

Another issue regarding charter schools is the degree of mobility for students in these schools. Individual charter schools rarely offer a K-12 option; instead, they offer either elementary or secondary options for their students. As a result, many students are participating in a combination of public, charter and possibly private schools to complete their education.



**Charter schools with 50 or more students of color, 1999-2000**

**FIGURE 7**

Charter schools	Students of Color 1999-2000
SUCCESS ACADEMY	512
HIGHER GROUND ACADEMY	368
COMMUNITY OF PEACE ACADEMY	354
HARVEST PREP SCHOOL/SEED ACADEMY	340
RIGHT STEP INCORP.	292
HEART OF THE EARTH CHARTER	266
SOJOURNER TRUTH ACADEMY	215
ACORN DUAL LANGUAGE COMM. ACADEMY	213
NEW SPIRIT SCHOOL	147
MINNESOTA TRANSITIONS CHARTER SCHOOL	138
NEW VISIONS CHARTER SCHOOL	135
CITY ACADEMY	96
CEDAR RIVERSIDE COMMUNITY SCHOOL	87
EDISON CHARTER SCHOOL	84
ST. PAUL FAMILY LEARNING CENTER	80
CONCORDIA CREATIVE LEARNING ACADEMY	72
HIGH SCHOOL FOR RECORDING ARTS	61
SKILLS FOR TOMORROW CHARTER SCHOOL	54
TWIN CITIES ACADEMY	50

Minnesota Department of Children, Families and Learning

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

# TO BE AWARE OF THE POSSIBILITIES

## ASHLEY

**A**shley will be a 6th grader at an Ojibwe school on a reservation in Minnesota. At the request of her mother, Ashley's full name and city of residence will be kept confidential. Even at such an early age, Ashley knows that she wants to go to college and study medicine or veterinary sciences. She does not know yet where she wants to go, but as of today, she thinks that she will start at a tribal college. Ashley is aware that as an enrolled tribal member, she will receive tribal benefits when she turns 18, and that she will be able to afford to pay for part of her education.

Ashley lives in a town adjacent to the reservation. She lives with her mother, and she also has an older brother living in the Twin Cities. The Ojibwe Middle School, where Ashley will attend 6th grade, is being constructed now and will not be completed until November 2001. The Ojibwe school is a reservation school, although non-reservation students can enroll in it through Open Enrollment Options. Teachers at this school are both Native and non-Native Americans.

Until the school is completed, Ashley will attend the local public school.

Ashley participated in a summer enrichment camp for girls this past summer. It was held at St. Scholastica, for 5th and 6th grade girls. She worked on science projects, while spending one week in residence at the college campus.

Her favorite subjects in school are Native American Dance and Drum and English. She especially likes dancing. Her school sends a group of 20 to 35 dancers and drummers of all ages around the state to perform. Ashley has gone as far as St. Paul to dance. She has two dancing outfits, a fancy shawl and a jingle dress, both of which were made

by herself and her mother. The fancy shawl includes ornate beadwork. In her English class, where she is at the top of her class in spelling, she likes to read and write mystery stories and fairy tales. She wants to learn Spanish and Italian as she intends to travel throughout the world.

During 5th grade, she passed the 5th grade basic skills test. Her mother and Ashley have been keeping a portfolio of Ashley's work since kindergarten, including awards received, and samples of her work.

Ashley's mother completed an associate degree recently. Now, she is working at a tribal college to get her baccalaureate degree and teacher licensure. She is working to obtain a K-8 license and has one more year to complete as part of a college's teacher training program.

Ashley speaks some Ojibwe; she knows some animal words and numbers. Ashley feels very connected to her culture. She will be going through a spiritual naming ceremony soon, at which she will find and receive a spiritual name.

Even at such a young age, Ashley is aware that people in her hometown are prejudiced. She said that she felt that some people just do not like her, and she suspects it is because of her culture and ethnicity. In spite of this, her head is full of dreams, and she wants to do everything: learn to play the violin or flute, play basketball, volleyball and soccer, be a gymnast, travel the world, be a healer. It is crucial that the awareness that Ashley already has of her opportunities continues to expand and is not stunted so that she has the opportunity to enrich this world through her imagination and accomplishments.



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

In general, students of color are more likely to economically qualify for free and reduced price lunch at their school, are more likely to receive special education services and, for those whose families have emigrated from other parts of the world, many are attending schools while learning English (see figure 8)

### Minneapolis and St. Paul: educating economically and linguistically diverse students

The large number of students of color enrolled and the emergence of new immigrant populations has created a new

reality for the Minneapolis and St. Paul public schools. The very high percentage of students, particularly students of color, that qualify for free and reduced price lunch and English language learner programs puts these districts in a somewhat unique position relative to other Minnesota districts. For example, the Minneapolis and St. Paul public schools have approximately 120 languages represented among the students in their schools.<sup>5</sup> As current trends continue throughout the state, Minneapolis and St. Paul schools will be an important bellwether for what will occur in several suburban and greater Minnesota districts.

Figure 9 documents the large number of students who require free and reduced price lunch, English language learner services, or special education by the district, and the disproportionate number of those students that are of color.

**Special Student Populations in Minnesota Public Schools, 1999-2000**

**FIGURE 8**

Ethnicity	1999-2000 Enrollment	Percent of Total State Enrollment	Percent on Free and Reduced Price Lunch	Percent of English Language Learners	Percent in Special Education
Indian	17,837	2.11%	68.43%	0.24%	19.14%
Asian	41,613	4.91%	61.21%	48.03%	6.51%
Hispanic	24,838	2.93%	62.46%	39.16%	11.91%
Black	52,606	6.21%	71.39%	7.74%	16.53%
White	709,875	83.83%	18.33%	0.35%	11.34%
Total	846,769		26.08%	4.28%	11.60%

**Special Student Populations in Minneapolis and St. Paul Public Schools, 1999-2000**

**FIGURE 9**

	Ethnicity	1999-2000 Enrollment	Percent of Total Enrollment	Percent Free and Reduced Price Lunch	Percent English Language Learners	Percent Special Education
Minneapolis	Indian	2,383	4.94%	77.63%	0.34%	16.49%
	Asian	7,120	14.76%	84.52%	66.50%	6.05%
	Hispanic	3,722	7.71%	78.96%	59.65%	7.95%
	Black	21,113	43.76%	80.56%	9.47%	16.78%
	White	13,913	28.83%	26.44%	1.30%	11.31%
	All	48,251		65.27%	18.95%	12.92%
St. Paul	Indian	865	1.93%	74.45%	1.73%	20.46%
	Asian	13,927	31.09%	84.84%	72.25%	6.48%
	Hispanic	4,065	9.07%	70.16%	57.00%	12.45%
	Black	10,189	22.75%	75.50%	5.58%	17.17%
	White	15,748	35.16%	30.28%	1.16%	14.35%
	All	44,794		62.00%	29.35%	12.49%

Minnesota Department of Children, Families and Learning

Minnesota Department of Children, Families and Learning

<sup>5</sup> Minnesota Department of Children, Families and Learning, English language learner department.



## The changing landscape in all Minnesota Schools

Once again, the economic and cultural characteristics of students of color are not only issues for metropolitan communities. While few districts have the same concentration of students who qualify for free and reduced price lunch, English language learner services, or special education as the Minneapolis and St. Paul schools, many districts do have a high number of students who qualify for these services. In virtually all districts, students of color are more likely to qualify for free and reduced-price lunch, English language learner and special education services than white students.

### Suburban students of color are less likely to receive free and reduced price lunch, English language learner services, or special education than Minneapolis/St. Paul students of color

Many suburban school districts are now serving a growing population of students of color who qualify for free and reduced price lunch, English language learner services, or special education. Figure 10 on page 14 shows the 10 suburban districts with the highest numbers of students of color and the percentage of students who qualify for free and reduced price lunch, English language learner and special education services.

It is important to recognize the difference in the percentage of students of color who qualify for free and reduced price lunch vs. white students who receive the same services in suburban districts. While the percentages are not nearly as striking as in the Minneapolis and St. Paul Schools, the difference exists. Of all the communities of color, the African/African American communities consistently have the highest percentage of students who qualify for free and reduced price lunch. For example, over 58% of the over 1100 African/African American students in the Anoka-Hennepin schools qualify for free and reduced price lunch, while well under 40% of Asian/Asian American, Hispanic and American Indian communities have students on free and reduced price lunch.

Conversely, in some suburban districts the Hispanic community has a relatively small number of students of color who qualify for free and reduced price lunch, English language learner services, or special education. For example, in South Washington County, 17% of Hispanic students are qualifying for free and reduced price lunch. Overall, students of color in suburban schools are more likely to participate in free and reduced price lunch, English language learner services, or special education than white students from their district.

### Greater Minnesota: Higher concentration of students of color receiving free and reduced price lunch, English language learner services, or special education

Greater Minnesota school districts also show a discrepancy between white students and students of color when it comes to participation in free and reduced price lunch, English language learner and special education programs. Figure 11 on page 15 indicates that in some Minnesota districts, students of color are receiving special education services in percentages that more closely resemble the Minneapolis and St. Paul public schools, than suburban school districts. In many cases, all communities of color are qualifying for free and reduced price lunch, English language learner services, or special education at high rates. For example, in Moorhead well over 50% of all students of color qualify for free and reduced price lunch with over 80% of Hispanic students receiving free and reduced price lunch.

In Rochester and to a lesser extent in Worthington the African/African American communities are made up of students who require English language learner services. Of particular interest is that 48% of African/African American students in Rochester and almost 25% of African/African American students in Worthington participate in English language learner programs.



**Special Student Populations for the ten suburban school districts with highest enrollment of students of color, 1999-2000**

**FIGURE 10**

	Ethnicity	Total Enrollment	Percent of Total Enrollment	Percent Free and Reduced Price Lunch	Percent English Language Learners	Percent Special Education
OSSEO	Indian	143	0.65%	32.87%	0.00%	16.78%
	Asian	1,693	7.73%	46.78%	13.17%	5.73%
	Hispanic	375	1.71%	30.67%	16.80%	8.53%
	Black	2,576	11.76%	62.11%	6.99%	14.36%
	White	17,112	78.14%	7.15%	0.63%	9.18%
	All	21,899		17.25%	2.62%	9.56%
ANOKA-HENNEPIN	Indian	464	1.15%	31.47%	0.00%	22.41%
	Asian	1,187	2.94%	33.19%	29.32%	6.40%
	Hispanic	518	1.28%	37.07%	14.67%	12.55%
	Black	1,178	2.91%	58.49%	7.05%	17.15%
	White	37,067	91.72%	11.96%	0.71%	10.20%
	All	40,414		14.48%	1.91%	10.46%
ROBBINSDALE	Indian	193	1.41%	52.85%	0.00%	13.47%
	Asian	842	6.14%	45.01%	27.43%	5.11%
	Hispanic	477	3.48%	44.44%	32.70%	6.71%
	Black	1,633	11.91%	64.36%	3.55%	12.86%
	White	10,561	77.05%	12.83%	0.94%	7.85%
	All	13,706		22.61%	3.97%	8.32%
ROSEMOUNT-APPLE VALLEY-EAGAN	Indian	137	0.49%	37.23%	0.73%	27.01%
	Asian	1,302	4.68%	22.58%	16.51%	8.29%
	Hispanic	481	1.73%	23.49%	17.88%	11.02%
	Black	1,091	3.92%	47.66%	4.77%	21.91%
	White	24,831	89.19%	6.83%	0.38%	11.13%
	All	27,842		9.60%	1.61%	11.50%
BLOOMINGTON	Indian	97	0.89%	40.21%	0.00%	20.62%
	Asian	909	8.35%	33.44%	14.52%	5.17%
	Hispanic	357	3.28%	52.94%	21.29%	8.68%
	Black	841	7.72%	53.51%	1.31%	13.56%
	White	8,688	79.76%	11.18%	0.21%	9.01%
	All	10,892		17.93%	2.18%	9.14%
BURNSVILLE	Indian	59	0.51%	50.85%	1.69%	33.90%
	Asian	795	6.93%	29.56%	29.94%	6.79%
	Hispanic	261	2.28%	33.33%	18.39%	11.11%
	Black	830	7.24%	49.76%	2.41%	18.07%
	White	9,520	83.04%	8.74%	0.45%	10.63%
	All	11,465		13.93%	3.05%	11.03%
MOUNDS VIEW	Indian	123	1.04%	43.09%	0.00%	22.76%
	Asian	676	5.69%	14.79%	9.91%	4.59%
	Hispanic	211	1.78%	27.49%	5.21%	6.16%
	Black	380	3.20%	58.68%	4.74%	13.95%
	White	10,491	88.30%	10.43%	0.36%	8.98%
	All	11,881		12.86%	1.13%	8.98%
NORTH ST PAUL-MAPLEWOOD	Indian	98	0.86%	34.69%	0.00%	9.18%
	Asian	506	4.45%	40.71%	29.45%	4.35%
	Hispanic	279	2.46%	38.35%	7.53%	12.19%
	Black	477	4.20%	54.09%	2.52%	13.84%
	White	10,003	88.03%	13.61%	0.21%	10.51%
	All	11,363		17.30%	1.79%	10.40%
SOUTH WASHINGTON COUNTY	Indian	81	0.55%	33.33%	0.00%	11.11%
	Asian	454	3.11%	20.04%	3.30%	5.51%
	Hispanic	306	2.09%	17.65%	0.33%	11.44%
	Black	466	3.19%	45.49%	0.43%	15.45%
	White	13,302	91.05%	6.78%	0.06%	10.58%
	All	14,609		8.80%	0.18%	10.60%
ROSEVILLE	Indian	49	0.75%	51.02%	0.00%	26.53%
	Asian	641	9.78%	31.51%	35.57%	4.21%
	Hispanic	152	2.32%	38.16%	13.82%	13.16%
	Black	374	5.71%	51.34%	6.42%	22.46%
	White	5,336	81.44%	9.99%	0.66%	9.58%
	All	6,552		15.42%	4.70%	10.00%



**Special Student Populations for the ten Greater Minnesota School Districts with the largest number of students of color, 1999-2000**  
**FIGURE 11**

	Ethnicity	1999-2000 Enrollment	Percent of Total Enrollment	Percent Free and Reduced Price Lunch	Percent English Language Learners	Percent Special Education
ROCHESTER	Indian	51	0.32%	50.98%	1.96%	25.49%
	Asian	1,333	8.37%	59.56%	58.44%	5.70%
	Hispanic	401	2.52%	56.86%	51.87%	11.72%
	Black	1,018	6.39%	78.78%	48.62%	12.18%
	White	13,132	82.41%	10.92%	1.61%	10.07%
	All	15,935		20.61%	10.64%	9.93%
DULUTH	Indian	646	5.12%	77.40%	0.00%	25.85%
	Asian	255	2.02%	43.92%	18.82%	9.02%
	Hispanic	127	1.01%	40.94%	0.00%	19.69%
	Black	388	3.08%	74.23%	0.52%	20.88%
	White	11,195	88.77%	28.23%	0.09%	13.90%
	All	12,611		32.61%	0.48%	14.69%
RED LAKE*#	Indian	1295	99.77%	97.84%	0.00%	11.27%
	White	N/A	N/A	N/A	N/A	N/A
	All	1,298		97.84%	0.00%	11.25%
BEMIDJI	Indian	934	16.80%	75.48%	0.00%	17.02%
	Asian	42	0.76%	23.81%	4.76%	4.76%
	Hispanic	41	0.74%	48.78%	21.95%	24.39%
	Black	50	0.90%	68.00%	0.00%	24.00%
	White	4,491	80.80%	32.11%	0.02%	11.73%
	All	5,558		39.78%	0.22%	12.77%
CASS LAKE*	Indian	907	79.70%	74.64%	0.00%	19.29%
	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A	N/A
	Black	N/A	N/A	N/A	N/A	N/A
	White	220	19.33%	48.64%	0.00%	8.64%
	All	1,138		69.60%	0.00%	17.14%
WILLMAR	Indian	21	0.46%	71.43%	0.00%	28.57%
	Asian	29	0.64%	31.03%	27.59%	3.45%
	Hispanic	803	17.66%	76.96%	50.68%	15.44%
	Black	64	1.41%	60.94%	12.50%	28.13%
	White	3,630	79.83%	22.07%	0.14%	12.15%
	All	4,547		32.59%	9.41%	12.98%
ST. CLOUD	Indian	115	1.06%	53.04%	2.61%	31.30%
	Asian	356	3.29%	52.81%	56.74%	4.78%
	Hispanic	88	0.81%	47.73%	36.36%	11.36%
	Black	321	2.97%	66.67%	1.56%	23.68%
	White	9943	91.87%	21.65%	0.16%	14.79%
	All	10,823		24.56%	2.38%	14.88%
MOORHEAD	Indian	165	2.88%	75.76%	0.61%	21.82%
	Asian	114	1.99%	62.28%	46.49%	6.14%
	Hispanic	480	8.36%	81.04%	48.13%	22.92%
	Black	51	0.89%	56.86%	0.00%	13.73%
	White	4,929	85.89%	20.41%	1.60%	15.72%
	All	5,739		28.23%	6.34%	16.29%
WORTHINGTON	Indian	17	0.69%	82.35%	5.88%	17.65%
	Asian	250	10.15%	54.40%	34.00%	8.80%
	Hispanic	448	18.20%	76.79%	43.30%	12.50%
	Black	57	2.32%	84.21%	24.56%	10.53%
	White	1,690	68.64%	21.89%	0.18%	12.43%
	All	2,462		37.04%	12.06%	12.06%
MANKATO	Indian	16	0.23%	56.25%	0.00%	25.00%
	Asian	182	2.58%	46.70%	23.08%	5.49%
	Hispanic	148	2.10%	63.51%	10.81%	14.86%
	Black	204	2.89%	78.43%	22.55%	13.73%
	White	6,504	92.20%	22.05%	0.14%	10.81%
	All	7,054		25.26%	1.60%	10.87%

#Only ethnicities reported by the school district

\*Cells where data are not available (N/A) is due to filter applied for data privacy purposes by Minnesota Department of Children, Families, and Learning.

## Charter schools focus on students of color

Charter school students also have great diversity in their economic and cultural circumstances. In some cases, charter schools have a large number of students of color who qualify for free and reduced price lunch, English language learner services, or special education. Some charter schools may be more attractive to a specific community of color because their curriculum or mission is intended to serve students of specific cultural communities or circumstances. Figure 12 reveals the concentration of students in charter schools with the largest number of students of color.

As the table indicates, some charter schools are very intentional in their efforts to serve a specific community of color. In addition to schools such as Harvest Prep that serves the African/African American community and Heart of the Earth that serves American Indian communities, there are schools such as El Colegio that serve Hispanic families and Hope Academy that serves the Hmong community. New schools such as Academia Cesar Chavez and a new school intended to serve the Somali community will continue the trend of schools that serve very specific cultural groups.

The data demonstrates that the state of Minnesota is in the midst of a considerable change in its population and, consequently, in its schools. Minnesota, like much of the rest of the country, is becoming more ethnically, culturally and economically diverse. Large and small, urban or rural, northern or

southern, virtually all of our school districts have experienced a shift in who makes up their schools.



**Special Student Populations for the five currently operating charter schools with the largest number of students of color enrolled, 1999-2000**

**FIGURE 12**

	Ethnicity	1999-2000 Enrollment	Percent of Total Enrollment	Percent Free and Reduced Price Lunch	Percent English Language Learners	Percent Special Education
HIGHER GROUND ACADEMY#	Black	350	96.69%	36.00%	0.00%	5.43%
	White	12	3.31%	33.33%	0.00%	0.00%
	All	362		35.91%	0.00%	5.25%
COMMUNITY OF PEACE ACADEMY*	Indian	N/A	N/A	N/A	N/A	N/A
	Asian	255	66.58%	87.84%	58.04%	5.88%
	Hispanic	14	3.66%	78.57%	14.29%	7.14%
	Black	83	21.67%	83.13%	2.41%	9.64%
	White	29	7.57%	65.52%	6.90%	6.90%
All	383		84.86%	40.21%	6.79%	
HARVEST PREP SCHOOL/SEED ACADEMY#	Black	340	100.00%	51.18%	0.00%	3.53%
	All	340		51.18%	0.00%	3.53%
HEART OF THE EARTH CHARTER*#	Indian	263	92.93%	97.72%	0.00%	4.56%
	Hispanic	N/A	N/A	N/A	N/A	N/A
	White	17	6.01%	76.47%	0.00%	0.00%
	All	283		96.47%	0.00%	4.24%
SOJOURNER TRUTH ACADEMY*#	Indian	N/A	N/A	N/A	N/A	N/A
	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A	N/A
	Black	204	95.33%	87.25%	0.00%	5.39%
	White	N/A	N/A	N/A	N/A	N/A
All	214		87.38%	2.34%	5.14%	

#Only ethnicities reported by the school district

\*Cells where data are not available (N/A) is due to filter applied for data privacy purposes by Minnesota Department of Children, Families, and Learning.

# TO ASPIRE TO REACH OUR FULL POTENTIAL

## GLORIA CONTRERAS

**G**loria aspires to a career in a field such as law or medicine. She starts 10th grade at Owatonna High School in the Fall of 2001. She lives in Owatonna with her mother, father and younger brother. Her family moved to Minnesota from Texas and has made Owatonna their permanent residence. However, her family still likes to visit their relatives in Texas and in Tamaulipas, a northern province of Mexico, at Easter and Christmas.

Both of Gloria's parents work. Her father works at Centro Campesino, a migrant workers' organization. Her mother works full time at a nursing home, but also works at Centro Campesino on a part-time basis. While juggling their busy work schedules, both parents attempt to participate in post-secondary programs at Riverland Community College. Gloria herself works 15 hours a week at the Westside Board and Lodge (for senior citizens) for \$6 an hour. Although she is required to be present, she is often allowed to do her homework while at work.

Gloria attended elementary school in Houston, Texas through grade 5. She started school in Owatonna at the 6th grade level. Upon starting school, Gloria felt a little intimidated, but she adjusted quickly. All of her courses, except for math, are at the advanced level. Her favorite subject is French as it comes easily to her with her fluent knowledge of Spanish. Most of her friends are Caucasian, but most importantly, Gloria feels welcomed at her school.

However, Gloria's 9th grade year was rather difficult. She had spleen surgery during the first semester and was able to attend only 20 days of school. In spite of this, she worked hard to pass all of her courses. She made up ground during the second semester and amazingly ended the year with approximately a "B" grade point average.

Although Gloria is not involved in any school-related, after-school activities, this past summer she participated in an independent school program through the local migrant school. Even though she does not qualify to be enrolled in this school, the school offers packets that can be completed for school credit. Gloria completed a packet in U.S. History and will receive school credit.

The summer was hectic for the Contreras family. Gloria turned 15-years-old this August, so she and her family threw a "Quinceañera" party. They had

approximately 300 guests and fourteen of Gloria's friends attended. As Gloria's busy summer comes to an end, she looks forward to the 10th grade where she plans to take a law-related elective and all the math and science she can fit into her schedule. She will return to her job, take her driver's permit test and resume preparation for college. Next summer she hopes to attend some type of summer enrichment camp or activity. She attended

this year's Summer Enrichment Fair sponsored by MMEP, but was unable to find a camp that worked for her.

Although Gloria has found help and support from her parents (who both attend teacher's conferences), her high school counselor (who has helped her choose her classes), and Lisa Sass Zaragoza (the director of the Migrant school, who has befriended Gloria), it is important that we ensure that her hard work be recognized so that she may achieve her college aspirations.





**M**uch has been made of the achievement gap between students of color and white students. In the last 10 years the debate has taken on a new dimension as Minnesota, along with many other states, instituted graduation standards and statewide comprehensive testing. For the first time ever, students from throughout the state of Minnesota are assessed using the same testing instruments. Whether it be the Minnesota Comprehensive Assessments that are currently administered to 3rd and 5th grade students or the State Basic Standards Test that students must pass if they are to receive high school diplomas, standardized tests have become the focus of the debate on the achievement gap.

Many argue that tests such as those administered by the state of Minnesota are not an accurate measure of student achievement or success. While it is important for educators, policymakers, parents and community members to understand the importance of standardized testing and the information it provides on reading, writing and math skills, it is critical that policy and pedagogy do not become transfixed on test results as a measure of educational achievement. In the case of all students, including students of color, there is a commitment that must be made to students that goes beyond merely teaching to a test. Educators and policy makers should recognize that education is far more complex than a single test taken at one moment in time.

### **3<sup>RD</sup> GRADE STUDENTS OF COLOR NEED GREATER ATTENTION IN MATH AND READING**

Across the state of Minnesota, results from the Minnesota Comprehensive Assessments indicate that a high percentage of 3rd grade students of color need more focused attention on their math and reading skills. While the information from specific districts varies, the data suggest that regardless of whether students are enrolled in an urban, suburban or Greater Minnesota school, most students of color are not meeting 3rd grade math and reading standards at the same rate as their white classmates.

The following analysis will show that among the urban, suburban and Greater Minnesota districts with the highest number of students of color, there is a need for increased efforts to improve math, reading and writing skills.

### **What are the Minnesota Comprehensive Assessments?**

The Minnesota Comprehensive Assessment exams are a "snapshot measurement" of student progress toward achieving

Minnesota's High Standards of the Minnesota Graduation Standards. The Minnesota Graduation Standards are a new accountability and achievement benchmark for Minnesota's public schools and public school students. From 1998 through 2001 Minnesota 3rd and 5th grade students have been asked to take math and reading exams intended to measure their progress toward the Minnesota High Standards.<sup>6</sup> This report will show data from the 3rd grade test because of the now widely accepted notion that student achievement in the basic skills of math and reading by the 3rd grade are important indicators of future achievement.

Results from the 3rd and 5th grade Minnesota Comprehensive Assessments are reported by indicating the percentage of students in a given school or district that achieved in one of the following four levels.

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

*Level III:* Students at this level 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 at this level have gaps in the knowledge and skills necessary for satisfactory work.<sup>7</sup>

Students in levels IV and III are making good progress to achieving the High Standards while students in levels II and I require more focused approaches if they are to meet the High Standards.

Because the tests are administered annually, they allow schools, districts, and communities to see how the performance of their current 3rd and 5th graders compares with students from previous years.

### **Many Minneapolis and St. Paul 3<sup>rd</sup> grade students need improvement in reading and math**

The results from the Minnesota Comprehensive Assessment reveal that a high percentage of 3rd grade students of color in Minneapolis and St. Paul Schools tested at levels that indicate they will need more focused attention on their math and reading skills (see figure 13 on page 19). With the exception of American Indian students' scores on the 3rd grade reading assessment, over 80% of

<sup>6</sup> (2001) 2000 Minnesota comprehensive assessments, Minnesota Department of Children, Families and Learning

<sup>7</sup> Ibid

students require some additional attention if they are to meet the state's achievement standard.

Meanwhile, over 40% of white students in Minneapolis and 50% of white students in St. Paul require additional attention if they are to meet the high standards. In nearly all cases, students performed slightly better on the math component of the test than the reading component.

### Suburban 3<sup>rd</sup> grade student of color scores vary across districts

According to the Minnesota Comprehensive Assessment, most 3<sup>rd</sup> grade suburban students of color need to receive additional attention if they are to meet the state graduation standards (see figure 14 on page 20). While the results vary across districts, student of color scores on the 3<sup>rd</sup> grade test are similar to the scores of Minneapolis and

### Greater Minnesota 3<sup>rd</sup> grade students of color are also in need of support in reading and writing

In many Greater Minnesota school districts a high percentage of 3<sup>rd</sup> graders from certain communities of color are in need of additional attention if they are to meet the Minnesota Graduation Rules High Standards (see figure 15 on page 21). While the results do vary across school districts and within communities of color, Greater Minnesota districts with the highest enrollments of students of color have a high percentage of students of color who are not on track to meet state standards. While the range in the number of students of color in these districts varies dramatically, the results are very consistent with the results in Minneapolis, St. Paul and the suburban districts.

**FIGURE 13** 2000 Minneapolis and St. Paul Public Schools Minnesota 3<sup>rd</sup> Grade Comprehensive Assessment Percentile Levels

District Name	Race/Ethnicity	3rd Grade Math Assessment					3rd Grade Reading Assessment				
		Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4
MINNEAPOLIS	American Indian	210	26	52	17	4	208	45	40	13	2
	Asian/Pacific Islander	570	24	57	17	2	578	57	35	6	2
	Hispanic	275	32	52	13	3	279	52	33	12	3
	Black	1,615	39	49	12	1	1,644	54	35	9	2
	White	1,053	10	35	42	13	1,070	16	30	37	16
ST. PAUL	American Indian	71	37	37	25	1	77	55	30	16	0
	Asian/Pacific Islander	1,096	29	53	15	3	1,109	55	37	7	2
	Hispanic	312	29	50	20	1	315	42	40	15	3
	Black	738	34	52	12	2	740	46	39	13	2
	White	1,084	12	39	38	11	1,086	18	36	33	13

St. Paul students of color. In the three suburban districts with the highest number of students of color (Osseo, Anoka-Hennepin, and Robbinsdale), test scores for students of color were very similar to Minneapolis and St. Paul. In other districts, there were instances where the percentage of students who performed at the satisfactory and excellent levels increased slightly.

Only Asian/Asian American students showed any noteworthy change from their Minneapolis and St. Paul counterparts. In some districts such as Roseville and South Washington County, less than 50% of Asian/Asian American students scored at levels indicating a need for more attention to their reading and writing skills.

Examples of student performance in greater Minnesota districts include: in Willmar over 90% of Hispanic students scored on Level 1 or 2 on both the math and reading exams, over 90% of African/African American students in St. Cloud were at Level 1 or 2 of both the math and reading tests and nearly 70% of Asian/Asian American students in Rochester scored a Level 1 or two on both the math and reading exams.

**Special Student Populations for the Ten Greater Minnesota School Districts with the Largest Number of Students of Color, 1999-2000**

**FIGURE 14**

District Name	Race/Ethnicity	3rd Grade Math Assessment					3rd Grade Reading Assessment				
		Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4
OSSEO	American Indian	13	31	38	31	0	12	42	33	17	8
	Asian/Pacific Islander	120	19	55	22	4	121	21	52	21	5
	Hispanic	24	25	58	17	0	25	28	36	28	8
	Black	213	30	53	15	2	209	33	45	20	2
	White	1,235	6	40	45	9	1,236	9	34	42	15
ANOKA-HENNEPIN*	American Indian	44	14	52	32	2	44	20	57	20	2
	Asian/Pacific Islander	120	13	49	28	9	120	25	44	22	9
	Hispanic	64	13	53	27	8	63	21	43	32	5
	Black	160	26	55	18	2	157	29	45	20	6
	White	4,279	7	43	41	9	4,312	13	40	36	11
ROBBINSDALE	American Indian	14	43	29	29	0	14	43	36	21	0
	Asian/Pacific Islander	61	21	48	25	7	61	21	59	16	3
	Hispanic	30	23	50	27	0	29	31	38	31	0
	Black	130	30	53	15	2	126	31	50	13	6
	White	766	6	43	43	8	763	10	39	41	10
ROSEMOUNT-APPLE VALLEY-EAGAN	American Indian	13	8	62	23	8	15	13	60	20	7
	Asian/Pacific Islander	97	6	43	43	7	97	10	41	35	13
	Hispanic	32	13	44	34	9	31	16	42	29	13
	Black	106	19	55	25	1	105	22	48	26	5
	White	1,860	4	35	49	12	1,871	7	30	42	21
BLOOMINGTON	American Indian	10	20	80	0	0	10	50	30	20	0
	Asian/Pacific Islander	47	11	36	45	9	46	15	43	39	2
	Hispanic	33	21	58	18	3	33	36	39	24	0
	Black	74	22	53	24	1	73	22	47	27	4
	White	587	6	36	42	15	590	11	30	42	17
BURNSVILLE	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	64	9	42	41	8	63	21	43	33	3
	Hispanic	12	0	58	33	8	13	15	31	54	0
	Black	60	20	55	25	0	60	33	40	23	3
	White	726	2	34	46	18	726	9	33	43	15
MOUNDS VIEW	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	45	7	36	47	11	46	11	33	37	20
	Hispanic	19	0	63	26	11	19	5	42	37	16
	Black	31	23	58	16	3	30	40	33	20	7
	White	702	4	32	47	18	701	8	30	39	22
NORTH ST PAUL-MAPLEWOOD	American Indian	0	0	0	0	0	0	0	0	0	0
	Asian/Pacific Islander	34	12	50	38	0	35	31	31	34	3
	Hispanic	19	0	53	42	5	20	5	55	30	10
	Black	41	22	59	20	0	41	22	49	20	10
	White	769	8	41	41	9	773	15	33	36	15
SOUTH WASHINGTON COUNTY	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	40	8	35	48	10	39	23	18	38	21
	Hispanic	26	12	54	27	8	29	17	38	38	7
	Black	43	21	53	21	5	42	33	38	24	5
	White	987	5	42	39	13	987	12	35	36	16
ROSEVILLE	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	51	14	24	47	16	51	16	31	39	14
	Hispanic	18	6	61	33	0	19	21	47	26	5
	Black	32	25	53	13	9	33	42	27	18	12
	White	401	3	29	48	20	399	9	30	40	21

\*\* Cells where data is not available (N/A) is due to a filter applied for data privacy purposes by Minnesota Department of Children, Families, and Learning.

**2000 Minnesota 3rd Grade Comprehensive Assessment Percentile Levels for the Greater Minnesota School Districts with the Highest Number of Students of Color Enrolled**

**FIGURE 15**

District Name	Race/Ethnicity	3rd Grade Math Assessment					3rd Grade Reading Assessment				
		Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4
ROCHESTER	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	91	22	46	29	3	93	20	54	22	4
	Hispanic	31	35	45	19	0	29	38	31	21	10
	Black	56	46	48	5	0	57	37	42	18	4
	White	946	8	47	39	6	959	11	36	41	12
DULUTH	American Indian	44	20	59	20	0	40	33	43	25	0
	Asian/Pacific Islander	10	0	80	20	0	10	30	70	0	0
	Hispanic**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Black	26	31	46	19	4	29	41	28	28	3
	White	708	8	41	41	10	728	12	37	37	15
BEMIDJI	American Indian	64	9	72	17	2	73	26	58	15	1
	Asian/Pacific Islander**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Black**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	288	10	43	40	7	304	16	38	38	7
CASS LAKE	American Indian	78	6	46	41	6	82	13	55	30	1
	Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0	0
	Black	0	0	0	0	0	0	0	0	0	0
	White	15	0	20	60	20	15	13	47	13	27
WILLMAR	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	79	54	42	4	0	69	61	36	1	1
	Black**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	212	16	51	29	4	213	16	43	31	9
ST. CLOUD	American Indian**	N/A	N/A	N/A	N/A	N/A	10	50	40	10	0
	Asian/Pacific Islander	21	19	48	33	0	22	41	41	9	9
	Hispanic**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Black	20	35	55	10	0	21	38	52	10	0
	White	665	7	43	42	8	671	16	39	34	11
MOORHEAD	American Indian	12	17	58	25	0	11	27	55	18	0
	Asian/Pacific Islander**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	39	36	44	15	5	33	55	24	15	6
	Black**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	309	9	43	34	14	313	15	38	31	16
WORTHINGTON	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	11	36	45	18	0	11	36	55	9	0
	Hispanic	30	20	63	13	3	28	43	50	7	0
	Black**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	90	9	46	39	7	86	13	37	36	14
MANKATO	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	12	8	58	17	17	11	9	36	36	18
	Hispanic	10	10	60	30	0	11	18	45	36	0
	Black**	N/A	N/A	N/A	N/A	N/A	11	55	27	9	9
	White	453	4	46	40	11	455	9	35	37	19

\*\* Cells where data are not available (N/A) is due to filter applied for data privacy purposes by Minnesota Department of Children, Families, and Learning.

## STUDENT ACHIEVEMENT ON MINNESOTA BASIC STANDARDS TEST

Students of color show various levels of success on the three Minnesota Basic Standards tests that all students must pass if they are to receive a high school diploma. In the urban center of Minneapolis and St. Paul and in some districts in Greater Minnesota a low percentage of students of color are passing these exams. There are examples in some suburban school districts where students of color are performing well on the Basic Standards test. In virtually all cases, the percentage of students of color who pass the exam is lower than the percentage of white students who pass the exam. An area of further examination should be the characteristics of students of color who do well on the Minnesota Basic Standards Test. Factors such as student mobility, immigrant status, eligibility for free and reduced price lunch, English language learner and special education services should be considered when examining test scores.

### What is the Minnesota Basic Standards Test?

The Minnesota Basic Standards Test that all Minnesota students must pass before they are granted a high school diploma is the most widely recognized component of the new Minnesota State Graduation Rule. The tests, which consist of a math and

will provide a valuable measure of how school districts are identifying and supporting students of color who need further assistance in reading and math.

### Many Minneapolis and St. Paul students of color are not passing Basic Standards Test

While the results vary across each community of color, many students of color are not passing the state's Basic Standards tests. Of the three tests students must pass to be eligible for a high school diploma, it appears that students of color are passing the Basic Standards Math test at a lower rate (see figure 16). Of particular concern is that only 24% of African/African American students in Minneapolis and St. Paul passed the 8th grade math test. In addition, only 31% of American Indian students and 36% of Hispanic students in St. Paul along with only 29% of Hispanic students in Minneapolis passed the math test.

While the percentage of students who passed the 8th grade reading test is higher than in math, only 38% to 52% of students across the different communities of color passed the Basic Standards reading test.

Over 60% of American Indian students in Minneapolis and St. Paul and over 50% of all St. Paul students of color passed the 10th grade writing test.

### 2000 Minnesota Basic Standards Assessment for the Minneapolis and Saint Paul Public Schools

FIGURE 16

		8th Grade Math		8th Grade Reading		10th Grade Writing	
District Name	Race/Ethnicity	Number tested	% Pass	Number tested	% Pass	Number tested	% Pass
Minneapolis	American Indian	161	40.99	169	53.25	126	62.7
	Asian/Asian American	511	55.19	515	52.04	443	54.18
	Hispanic	206	29.13	204	38.24	149	36.91
	Black	1288	24.46	1301	41.81	1176	46
	White	904	74.78	902	84.04	970	86.39
St. Paul	American Indian	44	31.82	43	51.16	30	66.67
	Asian/Asian American	868	45.74	864	46.3	925	57.62
	Hispanic	193	36.27	195	50.26	209	59.81
	Black	511	24.27	512	41.41	477	54.3
	White	988	65.28	987	75.99	1048	82.82

reading exam that are first administered to 8th grade students and a writing test that is first administered in 10th grade, measure the basic skills that students must possess before receiving a diploma. These tests, in combination with the High Standards established by the state, consist of the requirements that Minnesota students must fulfill to receive a diploma under the Minnesota Graduation Rule.

Because the test is required for a high school diploma, students will receive multiple opportunities to pass the exam before the end of their 12th grade year. Because students have multiple opportunities to pass the test, future reports should look at the percentage of students who pass the Basic Standards test by the time they are eligible for high school graduation. These results

### Many suburban students of color are performing well on Basic Standards Tests

In many suburban school districts most students of color are passing all of the State Basic Standards Tests (see figure 18 on page 24). While the percentage of students of color who are passing the exams still lags behind the percent of white students who pass the exams, there are some encouraging signs about the achievement of students of color.

Most students of color are performing well on the 8th grade Basic Standards Math test. Students performed very well in districts such as Bloomington and Burnsville where between 60% and 80% of students of color have passed the reading test.

Similar to Minneapolis and St. Paul, students appeared to

have the most difficulty with the 8th grade math test. The area of greatest concern might be performance on the 8th grade math test among African/African American and Hispanic students. In some districts, between 30% and 40 % of African/African American and Hispanic students passed the math test. Exceptions to this trend were the North St. Paul/Maplewood and Roseville districts where over 50% of African/African American students passed the math test and the Rosemount/Apple Valley/Eagan and Bloomington districts where over 60% of Hispanic students passed the test.

In general, students of color performed relatively well on the 10th grade writing test. In the Anoka-Hennepin school district over 80% of Asian/Asian American and Hispanic students passed the writing test; in Bloomington, South Washington and North/St. Paul Maplewood over 70% of African/African American students passed the test; and in Anoka-Hennepin over 70% of American Indian students passed the writing test. Future reports should look into the circumstances of students in these districts to better understand what contributed to the higher percentage of students who passed the tests. Further study would identify the circumstances and strategies that lead to increased success for students of color on the basic standards test.

community in Rochester and Duluth, many students of color did not pass the Basic Standards Math test. Most notable were the performance of American Indian students in Red Lake, where 19% passed the math exam; Willmar, where 19% of Hispanic students passed the exam; St. Cloud, where 15% of African/African American students passed; and Moorhead, where 5% of Hispanic students passed the math test.

## STUDENTS OF COLOR AND HIGH SCHOOL COMPLETION

Whether it is enrolling in a post-secondary education or finding employment, there is no more critical passageway to economic and other success than the high school diploma. Unfortunately, the data reveals that a low number of students of color are completing their high school diploma within four years and many others drop out of school altogether (see figure 17).

A recent study by the Minnesota Department of Children, Families and Learning tracked high school students for the class of 1999 from their freshman year through their projected graduation date to determine student completion of high school. The study collected important cumulative high school dropout data that shows the real challenge that many students of color face. According to the study, over 50% of American Indian,

**1999 High School Completion Study: Four-year graduation and drop-out rates for Minnesota students, divided by ethnicity**

**FIGURE 17**

	American Indian		Asian		Hispanic		Black		White	
	Number of students	Percent of students								
Continued Enrollment	285	22.80%	364	15.90%	226	20.60%	750	25.00%	5,071	9.00%
Graduated	532	42.50%	1,576	68.80%	529	48.20%	1,160	38.60%	46,899	82.90%
Dropped Out	435	34.70%	351	15.30%	343	31.20%	1,093	36.40%	4,640	8.20%

## Greater Minnesota Students Performing at Various Levels on Basic Standards Tests

Performance of students of color in Greater Minnesota districts varies considerably across districts and communities. In some districts and communities of color the performance of students is promising, while in other districts and communities there is cause for concern (see figure 19 on page 25).

Once again, it appears that students pass the 10th grade writing test at higher rates and the 8th grade math test at lower rates. Among the districts with the highest number of students of color, Duluth and Mankato students of color performed better on the writing test. On the reading test, students of color performed fairly well in Rochester, Duluth and St. Cloud.

With the exception of the Asian/Asian American com-

Hispanic and African/African American students did not complete high school in four years. Of those that did not finish by 1999, over 34% of American Indians, 31% of Hispanics and 36% of African/African Americans dropped out of high school.

If one path to student success is for students to graduate from high school, matriculate into higher education and finally to graduate with a degree, many students of color are not even making it past the first juncture. As the research on higher education will show, the number of students of color who participate and complete college dwindles from high school graduation through college graduation. Low college attendance is compounded by extensive high school dropout rates among students of color.

**2000 Minnesota Basic Standards Assessment for Suburban School Districts  
with the Largest Enrollment of Students of Color**

**FIGURE 18**

District Name	Race/Ethnicity	8th Grade Math		8th Grade Reading		10th Grade Writing	
		Number Tested	% Pass	Number Tested	% Pass	Number Tested	% Pass
OSSEO	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	109	65.14	109	67.89	120	78.33
	Hispanic	26	50	26	69.23	25	64
	Black	172	36.63	174	60.34	138	60.14
	White	1,308	82.95	1307	89.82	1291	92.02
ANOKA-HENNEPIN	American Indian	36	52.78	37	59.46	47	74.47
	Asian/Asian American	99	65.66	98	69.39	83	80.72
	Hispanic	34	55.88	34	61.76	35	82.86
	Black	76	43.42	76	57.89	68	63.24
	White	2,802	73.8	2800	84.64	2532	88.82
ROBBINSDALE	American Indian**	17	70.59	15	86.67	N/A	N/A
	Asian/Asian American	75	70.67	76	77.63	61	73.77
	Hispanic	28	35.71	31	58.06	19	57.89
	Black	117	35.9	118	56.78	97	64.95
	White	860	75.7	856	89.6	789	90.49
ROSEMOUNT-APPLE VALLEY-EAGAN	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	107	83.18	109	88.99	101	81.19
	Hispanic	32	62.5	32	68.75	29	82.76
	Black	71	30.99	71	47.89	49	69.39
	White	1,940	83.61	1947	90.4	1783	91.92
BLOOMINGTON	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	61	88.52	62	83.87	84	77.38
	Hispanic	21	61.9	21	61.9	14	71.43
	Black	54	46.3	55	70.91	30	73.33
	White	682	84.9	683	88.87	691	94.93
BURNSVILLE	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	61	73.77	60	71.67	50	86
	Hispanic	14	42.86	14	85.71	10	80
	Black	55	47.27	55	61.82	48	64.58
	White	743	82.91	742	89.62	654	91.9
MOUNDS VIEW	American Indian**	N/A	N/A	N/A	N/A	10	50
	Asian/Asian American	55	76.36	55	89.09	67	92.54
	Hispanic**	N/A	N/A	N/A	N/A	11	81.82
	Black	27	40.74	28	67.86	15	60
	White	830	82.41	828	89.73	809	93.7
NORTH ST PAUL-MAPLEWOOD	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	40	52.5	40	67.5	37	67.57
	Hispanic	20	55	20	75	15	80
	Black	41	51.22	40	62.5	27	74.07
	White	800	71.88	803	82.94	741	85.7
SOUTH WASHINGTON COUNTY	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	32	78.13	32	75	37	86.49
	Hispanic	27	59.26	27	70.37	19	68.42
	Black	42	45.24	42	57.14	34	73.53
	White	1,006	76.44	1009	84.84	957	88.82
ROSEVILLE	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	44	86.36	44	81.82	41	85.37
	Hispanic**	13	38.46	12	33.33	N/A	N/A
	Black	27	55.56	27	70.37	26	65.38
	White	394	81.98	393	88.8	426	92.49

\*\*Cells where data is not available (N/A) is due to a filter applied for data privacy purposes by Minnesota Department of Children Families and Learning



**2000 Minnesota Basic Standards Assessment for Greater Minnesota Districts with the Largest Enrollment of Students of Color**

**FIGURE 19**

		8th Grade Math		8th Grade Reading		10th Grade Writing	
District Name	Race/Ethnicity	Number Tested	% Pass	Number Tested	% Pass	Number Tested	% Pass
ROCHESTER	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	105	73.33	106	70.75	95	74.74
	Hispanic	21	38.1	21	57.14	22	59.09
	Black	68	32.35	68	54.41	60	48.33
	White	1,097	83.5	1095	91.14	1000	92.3
DULUTH	American Indian	40	22.5	45	40	32	75
	Asian/Asian American	27	70.37	27	77.78	23	65.22
	Hispanic	11	54.55	10	90	11	90.91
	Black	21	19.05	21	38.1	20	70
	White	877	66.36	871	79.1	885	90.06
BEMIDJI	American Indian	71	33.8	72	51.39	51	66.67
	Asian/Asian American**	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic**	N/A	N/A	N/A	N/A	N/A	N/A
	Black**	N/A	N/A	N/A	N/A	N/A	N/A
	White	368	71.2	371	81.4	376	83.78
CASS LAKE	American Indian	52	40.38	54	51.85	47	65.96
	Asian/Asian American**	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	0	0	0	0	0	0
	Black	0	0	0	0	0	0
	White	16	87.5	15	93.33	18	77.78
WILLMAR	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American**	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	58	18.97	54	46.3	36	66.67
	Black**	N/A	N/A	N/A	N/A	N/A	N/A
	White	280	76.43	281	87.54	301	88.04
ST. CLOUD	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	25	56	25	64	24	70.83
	Hispanic**	N/A	N/A	N/A	N/A	N/A	N/A
	Black**	20	15	21	47.62	N/A	N/A
	White	749	71.7	756	79.76	867	85.12
MOORHEAD	American Indian**	15	46.67	15	46.67	N/A	N/A
	Asian/Asian American**	10	50	10	50	N/A	N/A
	Hispanic	22	4.55	23	30.43	18	66.67
	Black**	N/A	N/A	N/A	N/A	N/A	N/A
	White	404	81.93	408	84.56	386	94.3
WORTHINGTON	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American	19	57.89	19	26.32	18	72.22
	Hispanic	25	40	25	36	22	40.91
	Black**	N/A	N/A	N/A	N/A	N/A	N/A
	White	130	69.23	130	83.08	159	88.68
MANKATO	American Indian**	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Asian American**	N/A	N/A	N/A	N/A	17	64.71
	Hispanic**	16	43.75	16	75	N/A	N/A
	Black**	N/A	N/A	N/A	N/A	11	63.64
	White	508	75.59	506	86.36	523	91.97

\*\*Cells where data is not available (N/A) is due to a filter applied for data privacy purposes by Minnesota Department of Children Families and Learning

# TO ACHIEVE OUR GOALS

## TREMAINE FINLEY

**T**remaine is 17 years-old and will be a senior in Fall 2001 at Roosevelt Senior High School. He has taken all the courses required for graduation, although he needs to pass the math portion of the basic skills test. During his senior year, he will be taking third and fourth level math courses and all the electives he can take to make his college application stronger.

Tremaine lives close to school with his mother, two brothers and a sister. Football plays a large role in this family. His oldest brother received a scholarship to go to a college in North Dakota, but gave it up and was admitted at Concordia College, where he also played football. Now, Tremaine's brother plays in a semi-pro team.

Tremaine lives by his own motto: You can't be on both sides of the tracks. To him, this means that he is always moving forward and not taking detours that could lead him away from achieving his goals.

Tremaine has very definite goals: to play football at a Division I college and play in the National Football League someday. He knows that his best chance of achieving this is by going to a Division I school and becoming noticed. And, he knows that to be admitted to a Division I school he has to have good grades and football skills.

His high school football career so far has been impressive. He holds the city record for most touchdowns scored. He has also begun to be approached by college recruiters. So far, he has received a letter from Texas A & M. He is excited about the possibility of going to Texas because he understands that football is a serious endeavor in Texas. Also, his father is in the U.S. Army and stationed in Texas.

Tremaine said he visits his high school counselor as often as three times a week near the end of each semester. This way, he is very up-to-date on his grades. His mother also attends all of his teacher conferences. He credited his mother for pushing him in school. His mother Jackie recently completed her R.N.

training at Minneapolis Community College and works at the Veterans Administration Medical Center.

Tremaine takes a Rites of Passage class, offered at Roosevelt by the WE WIN Institute. Male students take the class separately from female students. When asked what he learned in this class, he said it was about learning to respect oneself and other men, and treating others respectfully. He added that if girls were allowed in his all-boy class, that perhaps the boys would not feel a need to act up. He will take this class again during his senior year.

When asked what he is good at, Tremaine responded that he is good at football and at problem-solving. He can talk others out of trouble and get them to listen to him. He can prevent fights - although once a fight starts, he walks the other way. His last fight was in 6th grade.

Tremaine works at a convenience store on Lake Street as a cashier. During the summer he

works 8 a.m.-4 p.m. and as many extra hours as he can get. During the school year, he works weekends only. When asked how much he has saved, he said about \$700.

This past July, Tremaine had a life-changing experience by traveling to Ghana with a group of students and adults organized by the WE WIN Institute. He was deeply impacted by the level of poverty he saw in Ghana. It made him realize how much people in the United States are driven by "I want, want, want" and commercialism. He added that he would like to go back someday.

This coming school year, in an effort to achieve his goals, Tremaine will take the ACT test again, as he scored poorly his first time. He will also apply to colleges and contact several for admissions information. Through the continued support of his school in this endeavor, Tremaine will be well on his way to achieving his goals.



# Students of Color and College Success



As students of color drive future enrollment increases in K-12 education, it will be critical for higher education institutions to understand how these changes in enrollment will affect their institutions and their ability to attract and serve students of color. Current trends suggest that students of color participate and complete higher education at lower rates than white students.

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

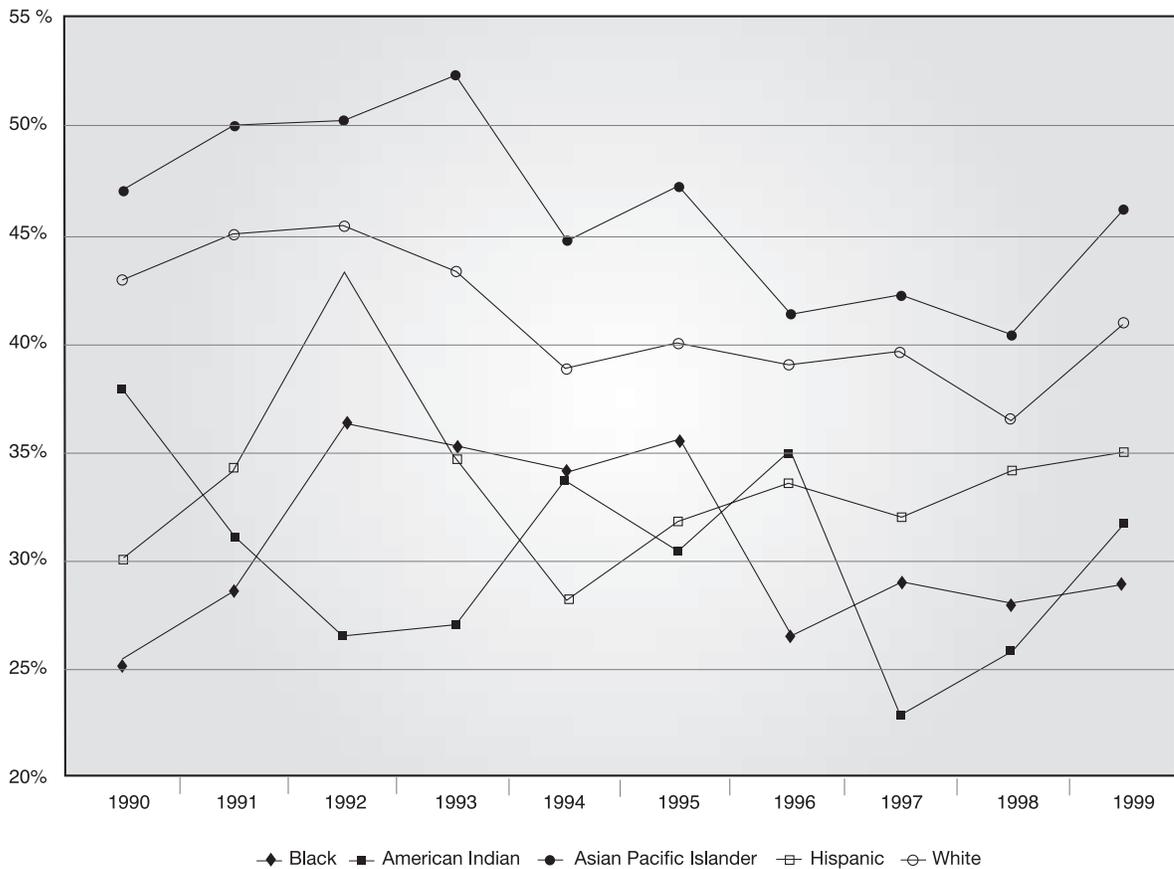
## COLLEGE PARTICIPATION FOR STUDENTS OF COLOR LAGS BEHIND THE GENERAL POPULATION

Today, students who attend a college may take any number of paths until they finally enroll and graduate. Nevertheless, the traditional path of students enrolling in college immediately after they graduate from high school still provides interesting insight into the college attendance of students of color. The data on student participation in college the term immediately following high school graduation reveals that African/African American, Hispanic and American Indian high school graduates tend to enroll in college at a lower rate than their white and Asian/Asian American counterparts (see figure 20).

The postsecondary participation rates for students who attend college the fall immediately after high school graduation fluctuate and do not follow a specific trend. Most encouraging is that after dropping in the late 1990s, African/African American, American Indian and Hispanic participation has recently been on the rise. Overall,

**Undergraduate Participation Rates at Minnesota Institutions the Fall Immediately Following High School Graduation**

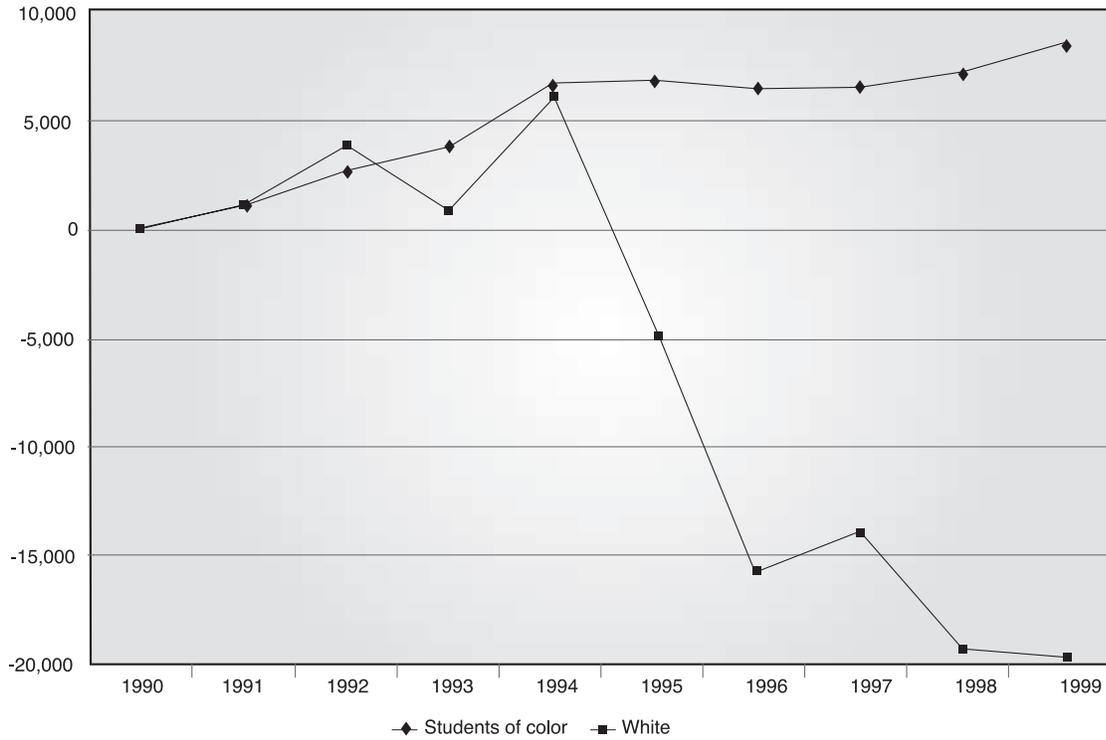
**FIGURE 20**



Minnesota Higher Education Services Office

### Change in Undergraduate Enrollments Students of Color vs. White Students 1990-1999

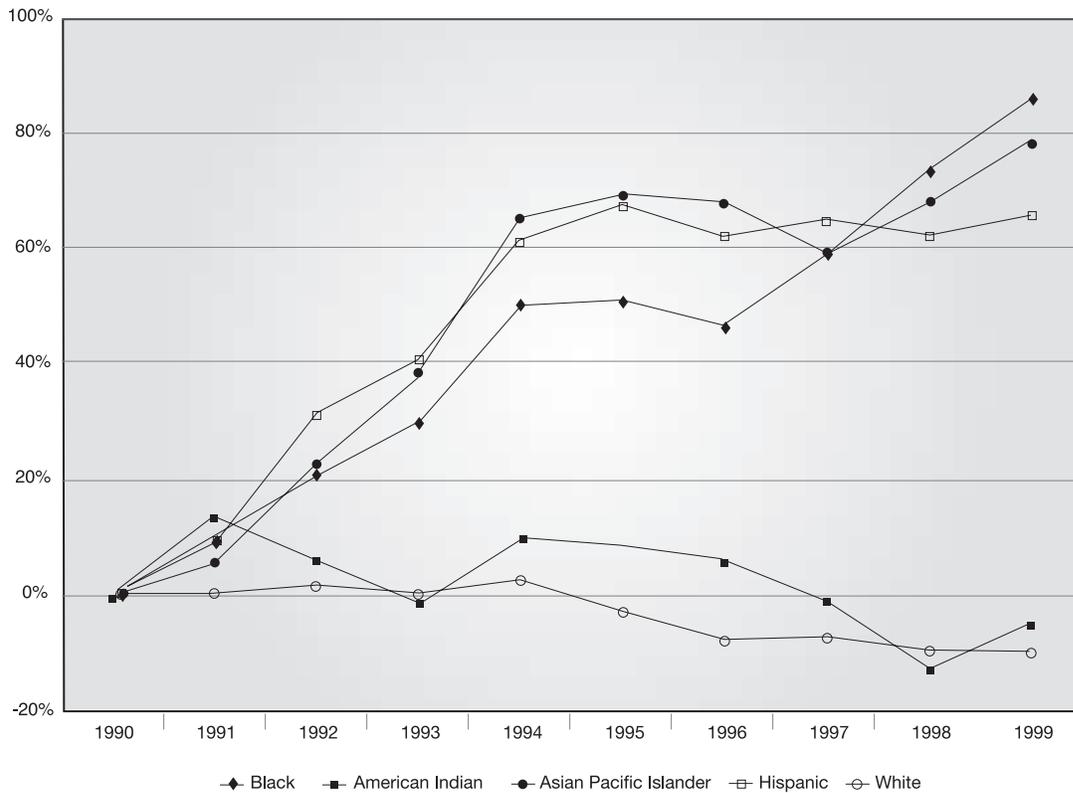
FIGURE 21



Minnesota Higher Education Services Office

### Percent Change in Undergraduate Enrollments 1990-1999, by Ethnicity

FIGURE 22



Minnesota Higher Education Services Office

Asian/Asian American students attend college at higher rates than all other communities, while African/African American and American Indian students attend college at lower rates than the other communities.

## STUDENT ENROLLMENT IN HIGHER EDUCATION

### Student of color enrollment on the rise, while total higher education enrollment declines

While the rate by which students of color enroll in higher education has seen little change over the past 10 years, the sheer number of students of color who have enrolled has increased. At the same time, the number of white students who are enrolled in higher education institutions has declined. After peaking at over 204,000 students in 1994, white student enrollments have dropped to under 184,000 students. Meanwhile, the enrollment of students of color has steadily increased from just under 13,500 in 1990 to just under 22,000 in 1999. Overall, total enrollments in Minnesota colleges and universities during this period dropped by over 11,000 students between 1990-1999 (see figure 21 on page 28).

As the data show, students of color have seen a steady increase since 1990 in the number of students enrolled as undergraduates in Minnesota institutions, while the number of white students has dropped by a total of almost

20,000 students since 1990.

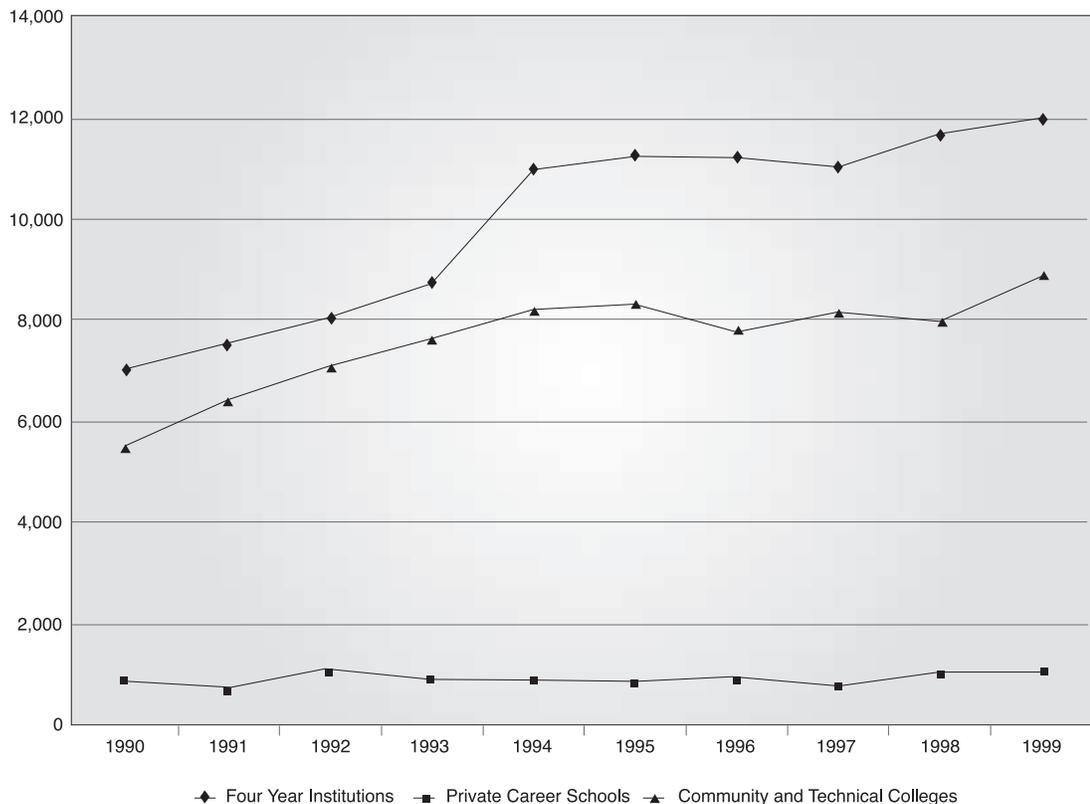
The overall increase in the enrollment of students of color as undergraduates has been driven by tremendous increases in the African/African American, Asian/Asian American and Hispanic population. African/African American student enrollments have increased by over 80%, Asian/Asian American students have increased by 78% and Hispanic enrollments have increased by over 65%. American Indian students while experiencing a total decrease in enrollment since 1990, have seen increases in more recent years. White students have seen an almost 10% decrease in undergraduate enrollments since 1990 (see figure 22 on page 2).

If the current trend continues, over the next ten years higher education institutions will see increasing enrollments among students of color while white student enrollment is likely to remain stable or decline.

This increase in enrollment among students of color is due primarily to the fact that the overall population of students of color is on the rise and is not due to an increase in the rate that students of color attend college. Consequently, in order to help mitigate an overall decline in college enrollment, it is in the interest of colleges and universities to work closely with families, schools and communities to encourage students of color to prepare and aspire to attend college.

**Student of Color Enrollment in Post Secondary Education by Institution Type, 1990-1999**

**FIGURE 23**



Minnesota Higher Education Services Office

## STUDENT OF COLOR ENROLLMENTS BY HIGHER EDUCATION INSTITUTION TYPE

Most types of higher education institutions have seen an increase in the number of students of color enrolled in their institutions. Reflective of the overall trend, there are more students of color enrolled in community/technical schools and four-year institutions today than there were in 1990 (see figure 23 on page 29).

While the number of students of color enrolled in both four year and community/technical colleges is on the rise, there has been some change in the percentage of students who are choosing four-year institutions vs. community and technical colleges. This change is particularly noteworthy among the different communities of color. A higher percentage of Asian/Asian American, American Indian and Hispanic students attended four-year institutions in 1999 than they did in 1990, while African/African American students attended four-year institutions at a lower rate in 1999 than they did in 1990 (see figure 24 on page 30).

It appears that African/African American students are attending community and technical colleges at a higher rate, while the proportion of undergraduates enrolled in private career institutions and four-year public and private institu-

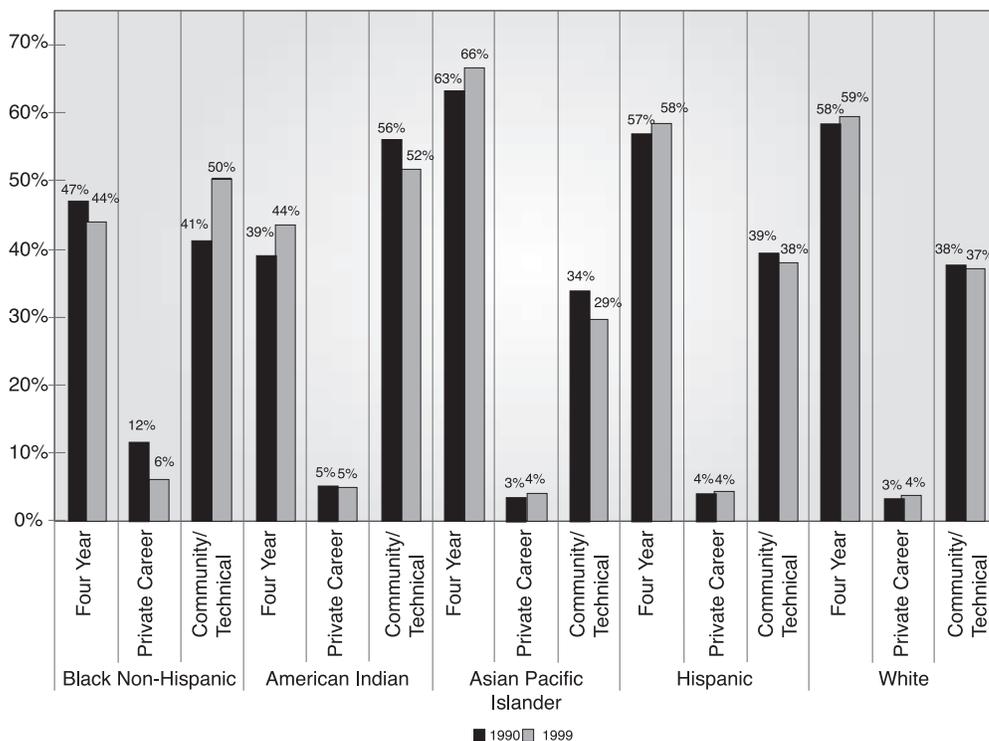
tions has declined. Meanwhile, Asian/Asian American students continue to attend four-year institutions in a higher proportion than all ethnic groups. 66% of Asian/Asian American students attended four-year institutions in 1999, up from 63% in 1990. American Indian students experienced an increase in the percent of students attending four-year institutions. Conversely, American Indian students are attending community and technical colleges at a proportionally lower percent. Hispanic students' higher education choices have changed minimally over that past ten years with 38% choosing community and technical schools and 58% attending four-year institutions.

## STUDENT PERSISTENCE

Student persistence in postsecondary education is a necessary step to a degree. Research confirms that once a student leaves college, the prospects for he/she returning to college and earning a degree is less likely.<sup>8</sup> It is critical for higher education institutions to not only enroll students of color at a higher rate but for the students to persist once they enroll. In general, students of color persist in college at lower rates than white students. While Asian/Asian American students have high first- to second-year persistence rates, American Indian,

**Distribution of Students Enrolled in Minnesota Higher Education Institutions 1990 and 1999**

**FIGURE 24**



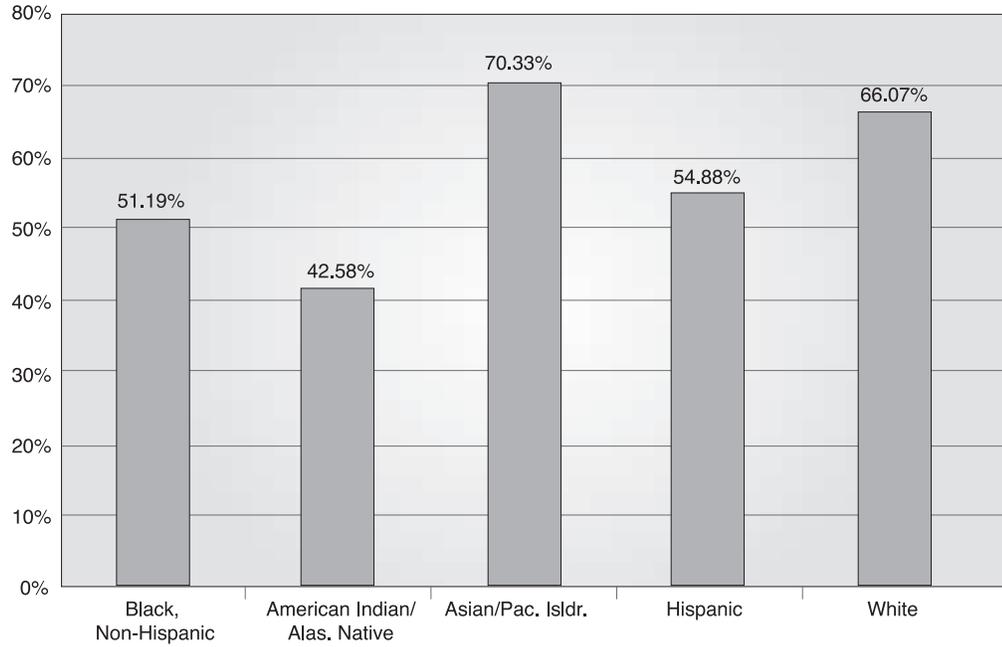
Minnesota Higher Education Services Office

<sup>8</sup> Adelman, C. (1999) *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics



**Percent of Students Persisting From their First to Second Year of Enrollment by Race/Ethnicity, 1997-1998 (2 and 4 Year Institution)**

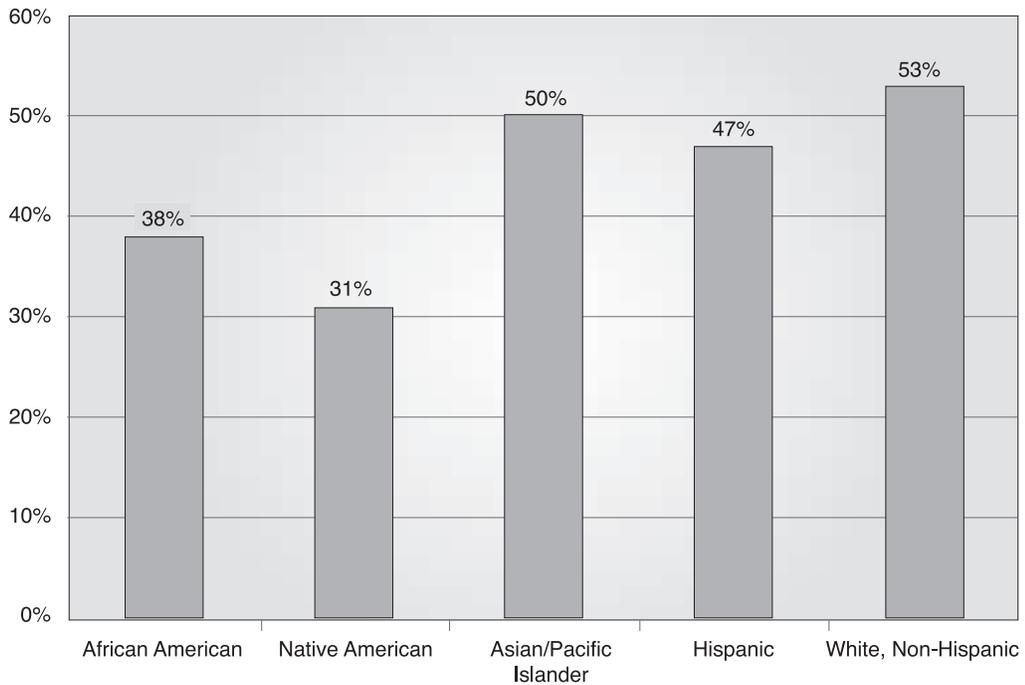
**FIGURE 25**



Minnesota Higher Education Services Office

**Percent of First-Time, Full-Time, Degree-Seeking Students Graduating from Initial Institution of Enrollment Within Six Years by Race/Ethnicity 1993 Cohort**

**FIGURE 26**



Minnesota Higher Education Services Office

African/African American and Hispanic students consistently persist at lower rates than their white and Asian/Asian American counterparts. While undergraduate enrollment has increased since 1990, persistence rates during the same time frame have remained almost completely unchanged (see figure 25 on page 31).

Because persistence rates have been constant while the number of students of color in colleges is rising, it should be of concern that a higher number of students of color attending colleges could impact the overall persistence rates for their institution. It is in the interest of higher education institutions to explore its strategies for maintaining high persistence rates among students of color.

## STUDENT GRADUATION FROM HIGHER EDUCATION

The number and quality of Minnesota's college graduates will dictate the strength of Minnesota's future workforce. With more jobs requiring some form of higher education degree, it will be critical for business and higher education to work closely to ensure that Minnesota is producing the best, most qualified workers possible (see figure 26 on page 31).

As we examine the college graduation rates of students of color, we must keep in mind that there are many students who never even approach this last step to success. The data up to this point reveals that students of color have lower high

school graduation rates, lower participation rates in college and lower persistence rates once they reach college. This means that of the possible students of color who could be graduating from college, very few are making it through the system and reaching the point of achieving a college degree.

When we look at college graduation we see that overall, students of color graduate at lower rates than the general population. In particular, American Indian and African/African American students attending four-year colleges graduate from the initial institution they enroll in at rates below Asian/Asian American, Hispanic and white students. Because a lower percentage of students of color are completing a degree in four-year institutions, it is safe to say that they are not being integrated into the social or academic culture of the institution. Students of color either transfer, stop-out or drop-out of school altogether.

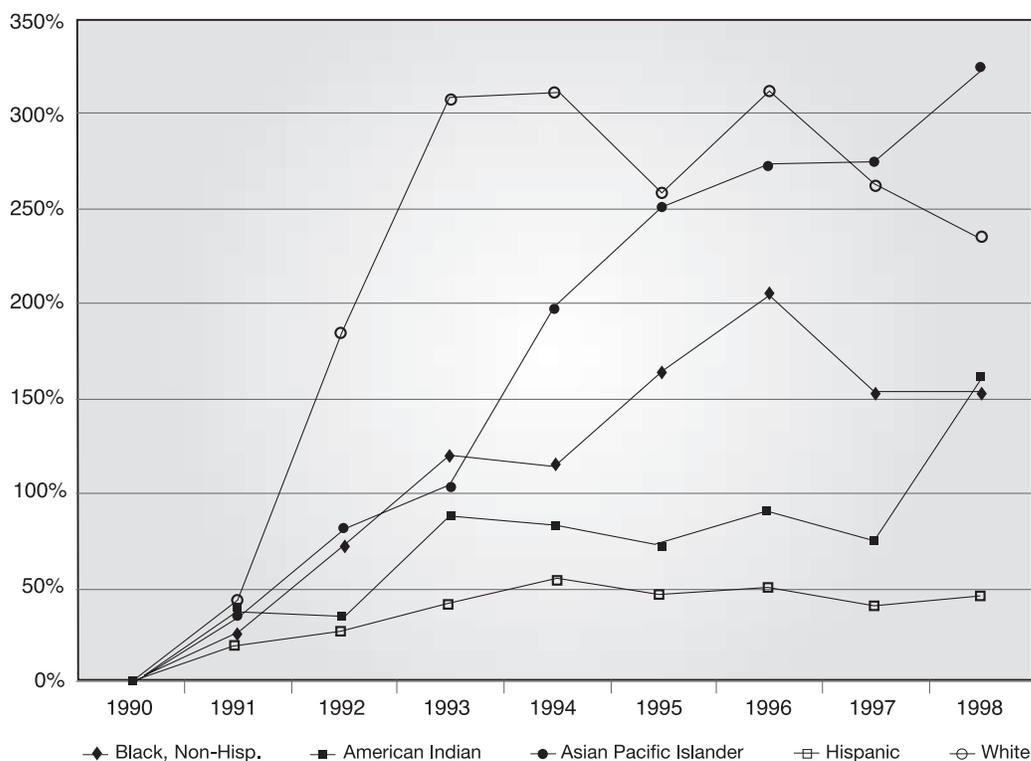
It should be noted that this data precedes the recent shift by the Minnesota State Colleges and Universities to semester terms. MnSCU's shift makes college school terms relatively uniform across the state. Future research should examine the impact of this change on graduation rates.

## COLLEGE DEGREES CONFERRED

The increase in total enrollment among students of color and the decrease among white students has translated into an increase in the number of degrees earned among students of

**Percent Change in Associate Degrees Conferred in Minnesota Institutions since 1990 through 1998, by Ethnicity**

**FIGURE 27**



Minnesota Higher Education Services Office

color and a decrease in the number of degrees earned among white students. This data suggests that although the number of students of color who received degrees is not large, people of color represent a larger percentage of Minnesota's potential workforce. It is safe to say that this trend will only accelerate if the white population remains stable or declines and the population among communities of color continues to rise.

### CHANGE IN ASSOCIATE DEGREES 1990-98

Associate degrees from Minnesota postsecondary institutions increased among all racial/ethnic groups between the years of 1990-1998. The increases in associate degrees achieved for students of color occurred during a period when student of color enrollment in postsecondary institutions was on the rise, while the increase in Associate Degrees among white students happened during a decline in white enrollment in higher education institutions in general, and in community and technical colleges in particular.

It is important to note that while the number of students of color that are earning associate degrees is on the rise, the total number of degrees conferred is still less than white students. However, the percent change in associate degrees since 1990 shows that the increase within each community of color is dramatic. In the Asian/Asian American communities there has been over a 350%

increase in the number of associate degrees earned, over a 200% increase in the Hispanic community, and a 150% increase in the African/African American and American Indian communities. Meanwhile associate degrees among white students began to decline in 1994 (see figure 27 on page 32).

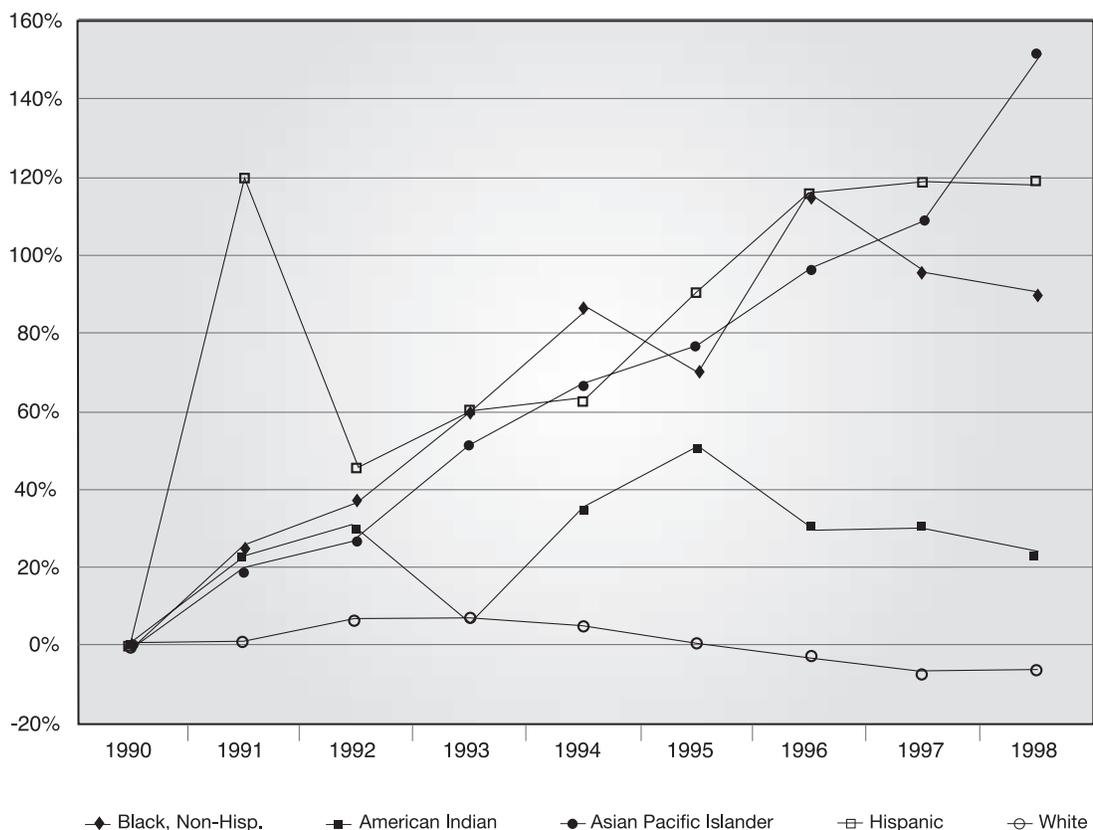
### CHANGE IN BACHELOR'S DEGREES

The change in the number of bachelor's degrees earned between students of color and white students is also noteworthy. Bachelor's degrees earned by students of color increased between 1990 and 1998 while bachelor's degrees among white students decreased. During this period, students of color experienced an increase in college enrollment in four-year institutions while college enrollment decreased among white students.

All communities of color experienced increases in the number of bachelor's degrees conferred between 1990 and 1998. The Asian/Asian American community saw an approximately 150% increase since 1990, Hispanic students experienced a nearly 120% increase in bachelor's degrees, African/African American bachelor's degrees increased by approximately 90% and American Indian bachelor's degrees increased by over 20%. Meanwhile, bachelor's degrees for white students declined by approximately 10%.

**Percent Change in Bachelor's Degrees from Minnesota Institutions since 1990 through 1998, by Ethnicity**

**FIGURE 28**



Minnesota Higher Education Services Office

# TO ACCESS OUR EDUCATIONAL OPPORTUNITIES

## GER XIONG

**G**er is 21 years-old. He graduated from Armstrong High School in 1999, and he will be starting his third year at St. Cloud State University in Fall 2001. Ger was born in Thailand in a refugee camp and is one of seven children in his family. He has two older brothers, two older sisters, two younger brothers and one younger sister. Ger is the first in his family to go to college, and he was strongly encouraged by his father, older brothers, and brother-in-law. His father works in a hotel, and his mother stays home. His parents' English language skills are not very good, so he and his brothers do a lot of the necessary translations.

When Ger first arrived at Armstrong High School in 1994, he and his younger brother were the only Hmong students in the school; in his second year there were five. When he left in 1999, there were approximately 30 Hmong students. While in high school, he participated in a leadership development program and played soccer during his senior year.

Ger hopes to major in teacher education and teach math in grades K-8 somewhere in the Twin Cities. Ger lives on campus with another Hmong student. They both speak English and Hmong among themselves. When he started college, there were 20 or so Hmong students on campus; now, there are about 30. They all know each other, and all belong to the Hmong Organization Club. The organization is located within the Student Union. It offers tutoring and support and the members meet at least once a week for homework support. Ger also seeks tutoring for his courses in math and English, offered by each department.

Ger likes being in college. He likes the freedom from parents and the opportunity to spend more time with friends. Most of his Hmong friends live in dorms

so it is easy for him to keep in touch. However, Ger reported that St. Cloud State is not a very welcoming place for students of color. He reported that there have been several incidents reported to the administration, and to the city police, but that there was no apparent action taken. He goes back there because it is fairly affordable, and because it is just far enough away from home (but not too far). There is now one Hmong faculty member at SCSU, and she has become a mentor for most of the Hmong students on campus.

Ger indicated that during his first year, he came home almost every weekend. During his second year, he came home less often. His parents have gone to see him occasionally. To get home, he rides with friends, or a brother will go to St. Cloud to pick him up. When he stays in St. Cloud, he uses the time to catch up on homework and play sports (He plays in an

intramural soccer team). While at home for the summer, he works full-time at a job that pays \$9.25/hour. He does not work while at college, because work took too much time away from his studies. He added that he might try to work again, through work-study, during his junior year.

Ger has 50 semester credits so far. At this rate, he believes it will take him five years to complete his degree. His grade point average is 2.0. He pays for college with a combination of grants and loans, and his parents pay the rest. He believes he has approximately \$2,000 in loans so far. Ger's obvious perseverance to finish his degree through some trying circumstances is admirable and he should be assured of his access to a learning environment that awards and recognizes his hard work.



## Early College Awareness: Branching Out

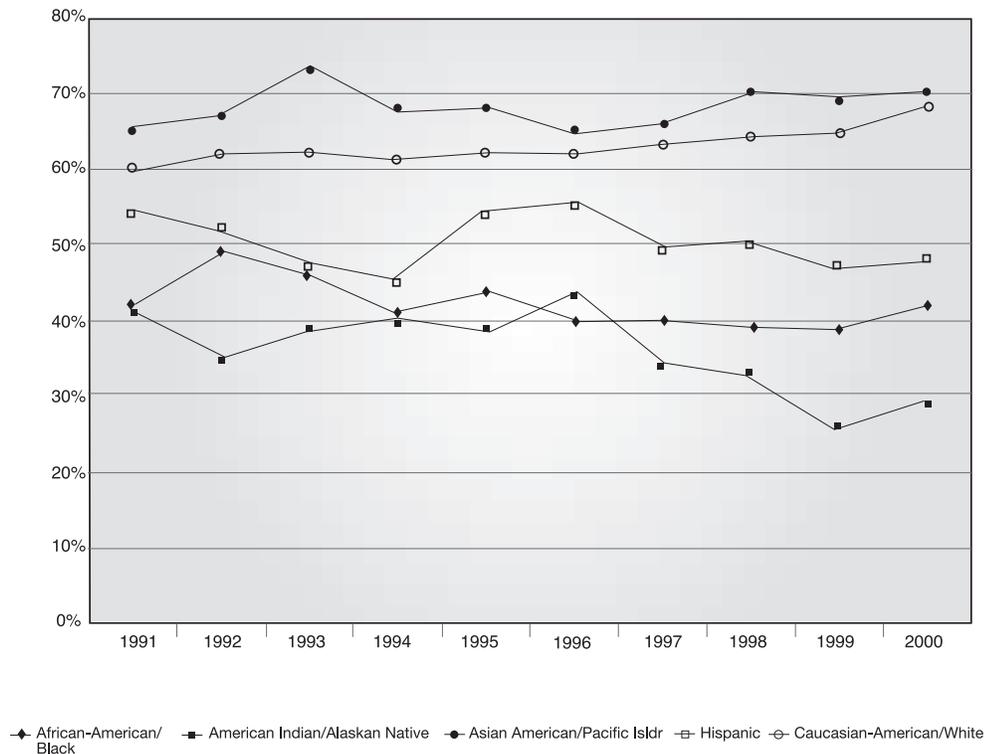


Any effort to increase college attendance for students of color should examine whether students are participating in the necessary activities that prepare them for college. There is a great deal of research citing the various activities that correlate with college attendance. One such decision that leads to college attendance is whether a student takes a pre-college exam such as the ACT. This conclusion is obvious on one level because many colleges and universities require either the ACT or SAT as part of their application process. On

take the ACT at a lower rate than their white counterparts. While the percentage difference between white students and students of color does not appear large, one should keep in mind that this does not account for the many students of color who do not finish high school. In addition, it should be noted that the data represent an approximation of the percent of high school graduates who take the ACT test. Because private high school students are not included in the total number of high school graduates, the percents are likely lower than what is

**Proportion of Minnesota Public High School Graduates by Race/Ethnicity who Took ACT Exam, 1991-2000#**

**FIGURE 29**



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

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

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

another level, the act of taking the ACT or SAT indicates a certain awareness of what is necessary to attend college and a certain aspiration to do so (see figure 29).

### STUDENT COMPLETION OF ACT COLLEGE PREPARATORY EXAM

Research from ACT reveals that high school graduates of color

reported in the following table.

Between 1991 and 2000, the rate at which the various communities of color took the ACT exam has remained relatively stable. According to ACT Hispanic, African/African American and American Indian high school graduates take the ACT exam at a lower rate than white and Asian/Asian American students. Less than 70% of Asian/Asian American and less than 68% of

white of high school graduates took the pre-college exam while less than 48% of Hispanic, less than 42% of African/African American and less than 29% of American Indian graduates took the exam.

A pragmatic approach for communities and institutions of higher education is to encourage students of color who are likely to graduate from high school to take the ACT exam. The

process of preparing and taking the test has the potential of creating higher aspirations to attend college among students of color.

Further research should explore whether students of color are participating in other pre-college activities that have been determined, through research, to be positively linked to college enrollment and persistence.



## Redefining Success for Students of Color

**T**he last decade has redefined our perspective on the success of students of color. Listed below are some factors that have changed the educational landscape for not only students of color but for all students.

- Current trends show that the number of students of color who enroll in Minnesota K-12 schools has and will continue to increase into the future.

- The increase in enrollment for students of color in K-12 education is no longer a Minneapolis and St. Paul phenomenon. Many suburban and greater Minnesota districts have experienced tremendous increases over the past 10 years.

- Increases in enrollment from students of color are partly driven by an influx of new immigrant communities.

- The number of white students who enroll in K-12 education is declining.

- The Minnesota Graduation Standards have, for the first time, created a common set of information about student achievement across schools, districts and communities of color.

- The Minnesota Comprehensive Assessments and Minnesota Basic Standards Tests have focused the debate on student achievement to student achievement on standardized tests.

- Test data from the Minnesota Comprehensive Assessments and the Minnesota Basic Standards Test show that students of color are not meeting standards in math, reading and writing at the same rates as white students.

- Because of the increasing population of communities of color in the state, enrollments of students of color in higher education institutions have begun to rise.

- The rate at which students of color participate in higher education institutions has not changed dramatically over the past ten years and remains below the participation rate of white students.

- With the exception of the Asian/Asian American community, student of color persistence and graduation from higher education institutions is lower than the general population.

- The number of associate degrees and bachelor's degrees earned by students of color is on the rise, while the number of bachelor's degrees earned by white students is on the decline.

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

### REDEFINING SUCCESS FOR ALL STUDENTS

The State of Students of Color is filled with challenges and opportunities. The globalization of our schools, with more students from different backgrounds and cultures in classrooms throughout Minnesota, is an opportunity for all Minnesotans to become connected to a broad range of experiences and cultures that exist throughout the world. At the same time, the data are clear: Students of color are not finding the success from kindergarten through college that our state needs if it is going to take full advantage of the opportunities that students of color bring to our communities.

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

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

## A NEW DEFINITION OF SUCCESS: AWARENESS, ASPIRATION, ACHIEVEMENT AND ACCESS

Taking a Pre-kindergarten through college view of education is not a new concept for many in the educational establishment. Partnerships among K-12 schools, colleges and communities have proliferated across the country, including within Minnesota. The Minnesota Minority Education Partnership, Inc. is one example of a K-16 partnership that is committed to increased success for students of color from kindergarten through college.

Unfortunately, the broader public debate about education excellence has not embraced a more comprehensive view of success for all students. The Minnesota Minority Education Partnership, Inc. believes that a pre K-16 view is critical to finding strategies that increase the success of students of color. Policy makers should examine how our public education and higher education systems must relate to one another if we are to successfully educate all students for the next millennium.

There are many models and strategies that have successfully supported students of color through the education system to college graduation. Programs such as the federally funded TRIO programs of Educational Talent Search, Upward Bound, Student Support Services and McNair Scholars support low-income students who are the first generation in their families to attend higher education. The State of Minnesota's Get Ready! program reaches out to students beginning in grade four to provide them the support they need to dream and achieve a college education. More recently, the state legislature has invested in ten pre-college, early awareness programs through its Intervention for College Attendance Program.

Because of its investment in the new Intervention for College

Attendance Program, Minnesota is recognized as an innovator in the effort to provide quality pre-college programs. Unfortunately, these programs only touch a very small percentage of the students who could potentially benefit. As this report demonstrates, students of color are enrolling in many districts where these or similar programs are not available. The growth in the number of students whose families have limited experience with the K-12, much less the higher education system, cannot be ignored.

We propose a new definition of student success that takes a more comprehensive view that not only challenges students and families to succeed, but also education institutions to succeed. Minnesota should expand its vision of success past a one-dimensional model of academic achievement to a more systemic focus that challenges families and institutions to ensure that students:

Are **Aware** of the full range of academic opportunities from Pre-kindergarten through college education.

**Aspire** to reach the highest academic or professional goals possible

**Achieve** at the highest level possible from Pre-kindergarten through college graduation

Have **Access** to the full range of educational opportunities from kindergarten through college

A statewide focus on the four A's of awareness, aspiration, achievement and access provides a comprehensive, pre K-16 approach that paves the way for students of all backgrounds as they embark on their education journey.

## To Our Readers



The information in the State of Students of Color raises many important questions for what our schools, colleges, communities and policy makers should do to increase the educational success of all students. We hope that this report provokes these questions and more importantly leads you to new solutions. Following are some suggestions for next steps that you or your institution can take to continue the discussion.

Get together with some friends, coworkers or fellow community members to discuss the report. After discussing your reactions, do the following:

1. Make a list of questions that, if answered, would provide additional insight into the success of students of color.
2. Brainstorm a list of community and school programs that address the issues outlined in the report.
3. Create a list of potential strategies that could address the challenges outlined in the report. Designate what teachers, students, parents, community leaders and policy

makers would need to do to implement the strategy.

4. Provide all of the information you collect to MMEP. We will use your comments as the basis of future State of Students of Color reports, community forums and other projects focused on increasing the success of students of color in Minnesota schools, colleges and universities.

Provide your comments about the report to Bruce Vandal, Associate Executive Director at the Minnesota Minority Education Partnership, Inc.

State of Students of Color Comments  
c/o Bruce Vandal  
Minnesota Minority Education Partnership, Inc.  
Campus Box 99  
2211 Riverside Avenue South  
Minneapolis, MN 55454  
Phone: 612/330-1645



**THE MINNESOTA MINORITY EDUCATION PARTNERSHIP, INC. (MMEP)**

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

The Minnesota Minority Education Partnership's institutional partners are:

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

MMEP remains the longest surviving partnership of K-12 institutions, colleges, universities and communities of color dedicated to pre K-16 strategies for increasing the success of students of color. This mission and philosophy drive this report. While parents and teachers; schools and districts; col-

leges and universities bear some unique responsibility for the success of students of color, MMEP believes that collective action among all stakeholders is the key to true systemic reform.

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

MMEP achieves its goals through a variety of strategies:

Policy advocacy through reports and public forums that focus on the issues that affect students of color.

**The Summer Academic Enrichment Guide and Fair**, aimed to increase the number of students of color who attend summer academic enrichment programs.

**The Pre-College Initiative**, which provides students who attend summer academic programs information on college and career planning.

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

**The Institute for Multicultural Connections**, which exposes students of color to the teaching profession through an annual summer workshop.



**For More Information**

**FURTHER DATA ON STUDENTS OF COLOR**

To review complete listings of the school district data referenced in this report, contact the Minnesota Minority Education Partnership, Inc. at [www.mmep.net](http://www.mmep.net)

**ORDERING THE STATE OF STUDENTS OF COLOR REPORT**

Additional copies of the "State of Students of Color Report 2001" can be purchased from the Minnesota Minority Education Partnership, Inc. for \$10. In addition, the report will be available online at the MMEP website at [www.mmep.net](http://www.mmep.net)

MMEP is offering a poster with the original artwork by Ta-Coumba Aiken featured in the State of Students of Color Report. The poster is available for \$10.

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

State of Students of Color Report  
c/o Minnesota Minority Education Partnership, Inc.  
Campus Box 99  
2211 Riverside Avenue South  
Minneapolis, MN 55454

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- Voting membership at the MMEP Annual Meeting.

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612.330.1645  
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www.mmep.net





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# Appendix



District Name 1999-2000*	1989-90 Total Students of Color	1999-2000 Total Students of Color	Total Difference	Percent Change
A.C.G.C.	25	14	-11	-44.00%
ACORN DUAL LANGUAGE COMM. ACADEMY^^		213	213	N/A
ADA-BORUP	12	50	38	316.67%
ADRIAN	3	23	20	666.67%
AITKIN	17	52	35	205.88%
ALBANY	8	19	11	137.50%
ALBERT LEA	302	474	172	56.95%
ALDEN	5	21	16	320.00%
ALEXANDRIA	63	71	8	12.70%
ANNANDALE	40	34	-6	-15.00%
ANOKA-HENNEPIN	1482	3389	1907	128.68%
ASHBY	3	10	7	233.33%
AUSTIN	136	435	299	219.85%
BADGER	1	5	4	400.00%
BAGLEY	214	145	-69	-32.24%
BALATON	0	4	4	N/A
BARNESVILLE	14	15	1	7.14%
BARNUM	29	33	4	13.79%
BATTLE LAKE	15	26	11	73.33%
BECKER	6	36	30	500.00%
BELGRADE-BROOTEN-ELROSA	10	41	31	310.00%
BELLE PLAINE	18	22	4	22.22%
BELLINGHAM	0	0	0	N/A
BELVIEW	0	13	13	N/A
BEMIDJI	605	1072	467	77.19%
BENSON	19	32	13	68.42%
BENTON-STEARNS ED. DIST.^		2	2	N/A
BERTHA-HEWITT	0	4	4	N/A
BIG LAKE	20	56	36	180.00%
BIRD ISLAND-OLIVIA-LAKE LILLIAN	23	134	111	482.61%
BLACKDUCK	42	119	77	183.33%
BLOOMING PRAIRIE	111	71	-40	-36.04%
BLOOMINGTON	972	2217	1245	128.09%
BLUE EARTH AREA PUBLIC SCHOOL	96	119	23	23.96%
BLUFFVIEW MONTESSORI^^		3	3	N/A
BRAHAM	8	17	9	112.50%
BRAINERD	125	208	83	66.40%
BRANDON	7	1	-6	-85.71%
BRECKENRIDGE	24	56	32	133.33%
BREWSTER	2	7	5	250.00%
BROOKLYN CENTER	327	785	458	140.06%
BROWERVILLE	0	5	5	N/A
BROWNS VALLEY	34	55	21	61.76%
BUFFALO	49	112	63	128.57%
BUFFALO LAKE-HECTOR	6	64	58	966.67%

District Name 1999-2000*	1989-90 Total Students of Color	1999-2000 Total Students of Color	Total Difference	Percent Change
BURNSVILLE	822	1969	1147	139.54%
BUTTERFIELD	21	54	33	157.14%
BYRON	11	33	22	200.00%
CALEDONIA	9	24	15	166.67%
CAMBRIDGE-ISANTI	86	154	68	79.07%
CAMPBELL-TINTAH	0	7	7	N/A
CANBY	8	10	2	25.00%
CANNON FALLS	34	27	-7	-20.59%
CARLTON	71	81	10	14.08%
CARVER-SCOTT EDUCATIONAL COOP^^		24	24	N/A
CASS LAKE	542	928	386	71.22%
CEDAR MOUNTAIN	6	17	11	183.33%
CEDAR RIVERSIDE COMMUNITY SCHOOL^^		87	87	N/A
CENTENNIAL	199	304	105	52.76%
CENTRAL MINNESOTA DEAF SCHOOL^^		1	1	N/A
CENTRAL MINNESOTA JOINT POWERS DIST^^		1	1	N/A
CHASKA	114	443	329	288.60%
CHATFIELD	0	21	21	N/A
CHISAGO LAKES	58	123	65	112.07%
CHISHOLM	33	44	11	33.33%
CHOKIO-ALBERTA	0	2	2	N/A
CITY ACADEMY^^		96	96	N/A
CLEARBROOK-GONVICK	34	57	23	67.65%
CLEVELAND	10	11	1	10.00%
CLIMAX	14	32	18	128.57%
CLINTON-GRACEVILLE-BEARDSLEY	32	17	-15	-46.88%
CLOQUET	269	383	114	42.38%
COLUMBIA HEIGHTS	285	636	351	123.16%
COMFREY	3	4	1	33.33%
COMMUNITY OF PEACE ACADEMY^^		354	354	N/A
CONCORDIA CREATIVE LEARNING ACADEMY^^		72	72	N/A
COOK COUNTY	82	109	27	32.93%
COON RAPIDS LEARNING CENTER^^		4	4	N/A
CORRECTIONAL FACILITY-RED WING^^		17	17	N/A
CORRECTIONAL FACILITY-ST. CLOUD^^		5	5	N/A
CROMWELL	0	4	4	N/A
CROOKSTON	158	314	156	98.73%
CROSBY-IRONTON	28	56	28	100.00%
CROW RIVER SP ED COOP^^		3	3	N/A
CYBER VILLAGE ACADEMY^^		11	11	N/A
CYRUS	0	0	0	N/A
D.R.S.H.	23	114	91	395.65%
DASSEL-COKATO	29	59	30	103.45%
DAWSON-BOYD	23	17	-6	-26.09%
DEER RIVER	203	293	90	44.33%
DELANO	28	57	29	103.57%
DETROIT LAKES	312	405	93	29.81%
DILWORTH-GLYNDON-FELTON	83	148	65	78.31%
DOVER-EYOTA	1	7	6	600.00%



District Name 1999-2000*	1989-90 Total Students of Color	1999-2000 Total Students of Color	Total Difference	Percent Change
DULUTH	1374	1419	45	3.28%
E.C.H.O. CHARTER SCHOOL <sup>^</sup>		4	4	N/A
EAGLE VALLEY	8	12	4	50.00%
EAST CENTRAL	85	126	41	48.24%
EAST GRAND FORKS	296	298	2	0.68%
ECI' NOMPA WOONSPE <sup>^</sup>		41	41	N/A
EDEN PRAIRIE	295	896	601	203.73%
EDEN VALLEY-WATKINS	3	8	5	166.67%
EDGERTON	0	6	6	N/A
EDINA	204	471	267	130.88%
EDISON CHARTER SCHOOL <sup>^</sup>		84	84	N/A
ELGIN-MILLVILLE	8	28	20	250.00%
ELK RIVER	112	274	162	144.64%
ELLSWORTH	1	1	0	0.00%
ELY	35	48	13	37.14%
EMILY CHARTER SCHOOL <sup>^</sup>		0	0	N/A
ESKO	10	11	1	10.00%
EVANSVILLE	2	0	-2	-100.00%
EVELETH-GILBERT	78	68	-10	-12.82%
FACE TO FACE ACADEMY <sup>^</sup>		14	14	N/A
FAIRMONT AREA SCHOOLS	61	108	47	77.05%
FARIBAULT	161	537	376	233.54%
FARIBAULT ACADEMIES <sup>^</sup>		34	34	N/A
FARMINGTON	73	123	50	68.49%
FERGUS FALLS	43	98	55	127.91%
FERGUS FALLS AREA SP ED COOP <sup>^</sup>		11	11	N/A
FERTILE-BELTRAMI	11	41	30	272.73%
FILLMORE CENTRAL	23	17	-6	-26.09%
FISHER	12	27	15	125.00%
FLOODWOOD	4	10	6	150.00%
FOLEY	18	19	1	5.56%
FOREST LAKE	166	182	16	9.64%
FOSSTON	47	68	21	44.68%
FOUR DIRECTIONS CHARTER SCHOOLS <sup>^</sup>		45	45	N/A
FRAZEE	88	99	11	12.50%
FRESHWATER ED. DIST. <sup>^</sup>		9	9	N/A
FRIDLEY	190	337	147	77.37%
FULDA	5	26	21	420.00%
G.F.W.	16	70	54	337.50%
GLENCOE-SILVER LAKE	42	241	199	473.81%
GLENVILLE-EMMONS	19	28	9	47.37%
GOODHUE	0	10	10	N/A
GOODHUE COUNTY ED. DIST. <sup>^</sup>		0	0	N/A
GOODRIDGE	0	7	7	N/A
GRANADA HUNTLEY-EAST CHAIN	14	8	-6	-42.86%
GRAND MEADOW	2	15	13	650.00%
GRAND RAPIDS	194	349	155	79.90%
GREENBUSH-MIDDLE RIVER	2	9	7	350.00%
GREENWAY	58	84	26	44.83%

District Name 1999-2000*	1989-90 Total Students of Color	1999-2000 Total Students of Color	Total Difference	Percent Change
GRYGLA	3	2	-1	-33.33%
HANCOCK	2	2	0	0.00%
HANSKA CHARTER SCHOOL <sup>^^</sup>		2	2	N/A
HARVEST PREP SCHOOL/SEED ACADEMY <sup>^^</sup>		340	340	N/A
HASTINGS	93	179	86	92.47%
HAWLEY	20	11	-9	-45.00%
HAYFIELD	20	21	1	5.00%
HEART OF THE EARTH CHARTER <sup>^^</sup>		266	266	N/A
HENDRICKS	2	0	-2	-100.00%
HENNING	8	12	4	50.00%
HERMAN-NORCROSS	3	4	1	33.33%
HERMANTOWN	37	69	32	86.49%
HERON LAKE-OKABENA	0	16	16	N/A
HIAWATHA VALLEY ED. DIST. <sup>^^</sup>		5	5	N/A
HIBBING	110	85	-25	-22.73%
HIGH SCHOOL FOR RECORDING ARTS <sup>^^</sup>		61	61	N/A
HIGHER GROUND ACADEMY <sup>^^</sup>		368	368	N/A
HILL CITY	26	22	-4	-15.38%
HILLS-BEAVER CREEK	2	6	4	200.00%
HINCKLEY-FINLAYSON	60	100	40	66.67%
HOLDINGFORD	3	7	4	133.33%
HOPKINS	482	1185	703	145.85%
HOUSTON	12	8	-4	-33.33%
HOWARD LAKE-WAVERLY-WINSTED	13	6	-7	-53.85%
HUTCHINSON	52	83	31	59.62%
INTERMEDIATE SCHOOL DISTRICT 287 <sup>^^</sup>		406	406	N/A
INTERMEDIATE SCHOOL DISTRICT 917 <sup>^^</sup>		52	52	N/A
INTERNATIONAL FALLS	149	100	-49	-32.89%
INVER GROVE	208	480	272	130.77%
ISLE	33	22	-11	-33.33%
IVANHOE	1	0	-1	-100.00%
JACKSON COUNTY CENTRAL	83	93	10	12.05%
JANESVILLE-WALDORF-PEMBERTON	16	7	-9	-56.25%
JORDAN	34	46	12	35.29%
KASSON-MANTORVILLE	20	68	48	240.00%
KELLIHER	10	69	59	590.00%
KENYON-WANAMINGO	22	41	19	86.36%
KERKHOVEN-MURDOCK-SUNBURG	4	43	39	975.00%
KIMBALL	8	17	9	112.50%
KINGSLAND	24	12	-12	-50.00%
KITSON CENTRAL	11	24	13	118.18%
LA CRESCENT MONTESSORI ACADEMY <sup>^^</sup>		2	2	N/A
LAC QUI PARLE VALLEY	50	75	25	50.00%
LACRESCENT-HOKAH	18	57	39	216.67%
LAFAYETTE PUBLIC CHARTER SCHOOL <sup>^^</sup>		0	0	N/A
LAKE AGASSIZ SP ED COOP <sup>^^</sup>		1	1	N/A
LAKE BENTON	3	1	-2	-66.67%
LAKE CITY	23	55	32	139.13%
LAKE CRYSTAL-WELLCOME MEMORIAL	14	28	14	100.00%
LAKE OF THE WOODS	14	17	3	21.43%



District Name 1999-2000*	1989-90 Total Students of Color	1999-2000 Total Students of Color	Total Difference	Percent Change
LAKE PARK AUDUBON DISTRICT	11	19	8	72.73%
LAKE SUPERIOR	38	33	-5	-13.16%
LAKEVIEW	1	30	29	2900.00%
LAKEVILLE	124	307	183	147.58%
LANCASTER	0	6	6	N/A
LANESBORO	4	7	3	75.00%
LAPORTE	18	43	25	138.89%
LEAF RIVER ED. DIST.^		2	2	N/A
LEARNING ADVENTURES CHARTER SCHOOL^		33	33	N/A
LECENTER	7	78	71	1014.29%
LEROY	6	6	0	0.00%
LESTER PRAIRIE	0	6	6	N/A
LESUEUR-HENDERSON	15	148	133	886.67%
LEWISTON	8	14	6	75.00%
LITCHFIELD	83	115	32	38.55%
LITTLE FALLS	42	90	48	114.29%
LITTLEFORK-BIG FALLS	8	1	-7	-87.50%
LONG PRAIRIE-GREY EAGLE	9	84	75	833.33%
LUVERNE	21	55	34	161.90%
LYLE	5	0	-5	-100.00%
LYND	0	19	19	N/A
M.A.C.C.R.A.Y.	41	60	19	46.34%
MABEL-CANTON	3	6	3	100.00%
MADELIA	75	147	72	96.00%
MAHNOMEN	387	450	63	16.28%
MAHTOMEDI	63	119	56	88.89%
MANKATO	243	553	310	127.57%
MAPLE LAKE	15	10	-5	-33.33%
MAPLE RIVER	10	27	17	170.00%
MARSHALL	106	310	204	192.45%
MARSHALL COUNTY CENTRAL SCHOOLS	15	2	-13	-86.67%
MARTIN COUNTY WEST	11	17	6	54.55%
MARTIN HUGHES CHARTER SCHOOL^		17	17	N/A
MATH & SCIENCE ACADEMY^		0	0	N/A
MCGREGOR	29	85	56	193.10%
MCLEOD WEST SCHOOLS	11	35	24	218.18%
MEDFORD	8	39	31	387.50%
MEEKER & WRIGHT SP ED COOP^		4	4	N/A
MELROSE	11	66	55	500.00%
MENAHGA	19	19	0	0.00%
MENTOR	0	0	0	N/A
MESABI EAST	20	35	15	75.00%
METRO DEAF CHARTER SCHOOL^		4	4	N/A
MIDWEST SP ED COOP^		0	0	N/A
MILACA	45	91	46	102.22%
MILROY	1	3	2	200.00%
MINNEAPOLIS	20423	34598	14175	69.41%
MINNEOTA	5	25	20	400.00%
MINNESOTA NEW COUNTRY SCHOOL^		1	1	N/A

District Name 1999-2000*	1989-90 Total Students of Color	1999-2000 Total Students of Color	Total Difference	Percent Change
MINNESOTA RIVER VALLEY ED. DIST.^		4	4	N/A
MINNESOTA RIVER VALLEY SP ED COOP^		12	12	N/A
MINNESOTA TECHNOLOGY CHARTER SCHOOL^		35	35	N/A
MINNESOTA TRANSITIONS CHARTER SCH^		138	138	N/A
MINNESOTA VALLEY ED. DIST.^		2	2	N/A
MINNETONKA	218	403	185	84.86%
MINNEWASKA	17	29	12	70.59%
MONTEVIDEO	27	63	36	133.33%
MONTGOMERY-LONSDALE	19	105	86	452.63%
MONTICELLO	70	94	24	34.29%
MOORHEAD	385	822	437	113.51%
MOOSE LAKE	8	23	15	187.50%
MORA	33	82	49	148.48%
MORRIS	48	37	-11	-22.92%
MOUNDS VIEW	846	1401	555	65.60%
MOUNTAIN IRON-BUHL	27	9	-18	-66.67%
MOUNTAIN LAKE	30	146	116	386.67%
MURRAY COUNTY CENTRAL	2	9	7	350.00%
N.E. METRO INTERMEDIATE DIST. 916^		44	44	N/A
N.R.H.E.G.	6	17	11	183.33%
NASHWAUK-KEEWATIN	37	20	-17	-45.95%
NERSTRAND CHARTER SCHOOL^		3	3	N/A
NETT LAKE	66	55	-11	-16.67%
NEVIS	9	35	26	288.89%
NEW HEIGHTS CHARTER SCHOOL^		3	3	N/A
NEW LONDON-SPICER	20	30	10	50.00%
NEW PRAGUE	17	44	27	158.82%
NEW SPIRIT SCHOOL^		147	147	N/A
NEW ULM	65	65	0	0.00%
NEW VISIONS CHARTER SCHOOL^		135	135	N/A
NEW YORK MILLS	7	4	-3	-42.86%
NICOLLET	3	0	-3	-100.00%
NORMAN COUNTY EAST	30	35	5	16.67%
NORMAN COUNTY WEST	59	54	-5	-8.47%
NORTH BRANCH	34	106	72	211.76%
NORTH LAKES CHARTER SCHOOL^		0	0	N/A
NORTH ST PAUL-MAPLEWOOD	454	1374	920	202.64%
NORTHFIELD	74	220	146	197.30%
NORWOOD	15	50	35	233.33%
OAK LAND VOC CNTR^		2	2	N/A
ODYSSEY CHARTER SCHOOL^		22	22	N/A
OGILVIE	17	23	6	35.29%
OKLEE	4	13	9	225.00%
ONAMIA	155	136	-19	-12.26%
OPPORTUNITIES FOR LEARNING^		26	26	N/A
ORONO	54	106	52	96.30%
ORTONVILLE	11	19	8	72.73%
OSAKIS	5	10	5	100.00%
OSSEO	1554	4848	3294	211.97%
OWATONNA	130	456	326	250.77%



District Name 1999-2000*	1989-90 Total Students of Color	1999-2000 Total Students of Color	Total Difference	Percent Change
PACT CHARTER SCHOOL <sup>^^</sup>		9	9	N/A
PARK RAPIDS	84	162	78	92.86%
PARKERS PRAIRIE	3	10	7	233.33%
PAYNESVILLE	4	18	14	350.00%
PEAKS CHARTER SCHOOL-PILLAGER <sup>^^</sup>		0	0	N/A
PEAKS-ALEXANDRIA <sup>^^</sup>		0	0	N/A
PEAKS-DULUTH <sup>^^</sup>		0	0	N/A
PEAKS-FARIBAULT <sup>^^</sup>		0	0	N/A
PELICAN RAPIDS	55	235	180	327.27%
PEQUOT LAKES	24	35	11	45.83%
PERHAM	19	52	33	173.68%
PIERZ	13	17	4	30.77%
PILLAGER	6	15	9	150.00%
PINE CITY	35	47	12	34.29%
PINE ISLAND	23	61	38	165.22%
PINE POINT	60	47	-13	-21.67%
PINE RIVER-BACKUS	43	39	-4	-9.30%
PIPESTONE-JASPER	97	93	-4	-4.12%
PLAINVIEW	15	65	50	333.33%
PLUMMER	0	14	14	N/A
PRINCETON	47	97	50	106.38%
PRIOR LAKE	84	124	40	47.62%
PROCTOR	40	39	-1	-2.50%
RANDOLPH	1	9	8	800.00%
RED LAKE	956	1305	349	36.51%
RED LAKE FALLS	11	2	-9	-81.82%
RED ROCK CENTRAL	1	13	12	1200.00%
RED WING	127	225	98	77.17%
REDWOOD FALLS	105	235	130	123.81%
REGION 4-LAKES COUNTRY SERVICE COOP <sup>^^</sup>		24	24	N/A
REMER-LONGVILLE	86	136	50	58.14%
RICHFIELD	645	1221	576	89.30%
RIGHT STEP INCORP. <sup>^^</sup>		292	292	N/A
RIVER BEND ED. DIST. <sup>^^</sup>		16	16	N/A
ROBBINSDALE	1597	3152	1555	97.37%
ROCHESTER	1117	2815	1698	152.01%
ROCHESTER OFF CAMPUS CHARTER HIGH <sup>^^</sup>		8	8	N/A
ROCKFORD	25	56	31	124.00%
ROCORI	5	36	31	620.00%
ROSEAU	4	19	15	375.00%
ROSEMOUNT-APPLE VALLEY-EAGAN	1089	3042	1953	179.34%
ROSEVILLE	690	1227	537	77.83%
ROTHSAY	2	16	14	700.00%
ROUND LAKE	6	2	-4	-66.67%
ROYALTON	0	9	9	N/A
RUNESTONE AREA ED. DIST. <sup>^^</sup>		1	1	N/A
RUSH CITY	6	32	26	433.33%
RUSHFORD-PETERSON	6	6	0	0.00%
RUSSELL	0	8	8	N/A
RUTHTON	8	7	-1	-12.50%

District Name 1999-2000*	1989-90 Total Students of Color	1999-2000 Total Students of Color	Total Difference	Percent Change
SARTELL	24	56	32	133.33%
SAUK CENTRE	41	15	-26	-63.41%
SAUK RAPIDS	27	89	62	229.63%
SEBEKA	5	9	4	80.00%
SHAKOPEE	106	468	362	341.51%
SIBLEY EAST	35	150	115	328.57%
SKILLS FOR TOMORROW CHARTER SCHOOL^^		54	54	N/A
SKILLS FOR TOMORROW JUNIOR HIGH^^		29	29	N/A
SLEEPY EYE	30	140	110	366.67%
SOJOURNER TRUTH ACADEMY^^		215	215	N/A
SOUTH KOOCHICHING	9	28	19	211.11%
SOUTH ST. PAUL	190	362	172	90.53%
SOUTH WASHINGTON COUNTY	602	1311	709	117.77%
SOUTHERN PLAINS ED. COOP.^		22	22	N/A
SOUTHLAND	5	9	4	80.00%
SPRING GROVE	4	5	1	25.00%
SPRING LAKE PARK	219	353	134	61.19%
SPRINGFIELD	0	17	17	N/A
ST. ANTHONY-NEW BRIGHTON	53	202	149	281.13%
ST. CHARLES	62	105	43	69.35%
ST. CLAIR	0	2	2	N/A
ST. CLOUD	401	898	497	123.94%
ST. FRANCIS	121	324	203	167.77%
ST. JAMES	111	295	184	165.77%
ST. LOUIS COUNTY	343	300	-43	-12.54%
ST. LOUIS PARK	400	766	366	91.50%
ST. MICHAEL-ALBERTVILLE	14	43	29	207.14%
ST. PAUL	14623	29280	14657	100.23%
ST. PAUL FAMILY LEARNING CENTER^^		80	80	N/A
ST. PETER	42	121	79	188.10%
STAPLES-MOTLEY	73	50	-23	-31.51%
STEPHEN-ARGYLE CENTRAL SCHOOLS	7	36	29	414.29%
STEWARTVILLE	18	72	54	300.00%
STILLWATER	234	323	89	38.03%
SUCCESS ACADEMY^^		512	512	N/A
SUMMIT SCHOOL FOR THE ARTS^^		1	1	N/A
SWANVILLE	9	2	-7	-77.78%
THIEF RIVER FALLS	69	112	43	62.32%
TOIVOLA-MEADOWLANDS CHARTER SCHOOL^^		0	0	N/A
TRACY	17	130	113	664.71%
TRI-COUNTY	9	2	-7	-77.78%
TRI-DISTRICT^^		254	254	N/A
TRITON	36	76	40	111.11%
TRUMAN	0	19	19	N/A
TWIN CITIES ACADEMY^^		50	50	N/A
TYLER	1	6	5	500.00%
ULEN-HITTERDAL	17	13	-4	-23.53%
UNDERWOOD	4	21	17	425.00%
UNITED SOUTH CENTRAL	34	51	17	50.00%
UPSALA	0	0	0	N/A



District Name 1999-2000*	1989-90 Total Students of Color	1999-2000 Total Students of Color	Total Difference	Percent Change
VALLEY CROSSING COMMUNITY SCHO <sup>^^</sup>		47	47	N/A
VERNDALE	5	27	22	440.00%
VILLAGE SCHOOL OF NORTHFIELD <sup>^^</sup>		1	1	N/A
VIRGINIA	95	94	-1	-1.05%
WABASHA-KELLOGG	4	6	2	50.00%
WABASSO	2	4	2	100.00%
WACONIA	24	80	56	233.33%
WADENA-DEER CREEK	16	23	7	43.75%
WALKER-HACKENSACK-AKELEY	105	206	101	96.19%
WALNUT GROVE	2	1	-1	-50.00%
WARREN-ALVARADO-OSLO	53	62	9	16.98%
WARROAD	75	207	132	176.00%
WASECA	45	167	122	271.11%
WATERTOWN-MAYER	13	24	11	84.62%
WATERVILLE-ELYSIAN-MORRISTOWN	15	31	16	106.67%
WAUBUN	287	398	111	38.68%
WAYZATA	376	815	439	116.76%
WEST CENTRAL AREA	15	28	13	86.67%
WEST CENTRAL ED. DIST. <sup>^^</sup>		0	0	N/A
WEST METRO EDUCATION DISTRICT <sup>^^</sup>		237	237	N/A
WEST ST. PAUL-MENDOTA HTS.-EAGAN	336	836	500	148.81%
WESTBROOK	4	5	1	25.00%
WESTONKA	95	70	-25	-26.32%
WHEATON AREA SCHOOL	16	30	14	87.50%
WHITE BEAR LAKE	341	648	307	90.03%
WILLMAR	461	923	462	100.22%
WILLOW RIVER	16	13	-3	-18.75%
WINDOM	17	57	40	235.29%
WIN-E-MAC	17	14	-3	-17.65%
WINONA	92	325	233	253.26%
WORLD LEARNER CHARTER SCHOOL <sup>^^</sup>		4	4	N/A
WORTHINGTON	138	781	643	465.94%
WRENSHALL	21	11	-10	-47.62%
WRIGHT TECH CNTR <sup>^^</sup>		0	0	N/A
YELLOW MEDICINE EAST	62	167	105	169.35%
ZUMBRO ED. DIST. <sup>^^</sup>		5	5	N/A
ZUMBROTA-MAZEPPA	11	24	13	118.18%
Statewide Totals	68347	137197	68850	100.74%

Data provided by Minnesota Department of Children, Families and Learning

\*School district names reflect all districts operating in 1999-2000. School districts that have merged or consolidated between 1989 and 1999 are accounted for under the 1999-2000 school district names. Data from 1989-90 includes data aggregated from separate school districts that merged or consolidated between 1989-90 and 1999-2000

<sup>^^</sup>School districts that do not report enrollment numbers for 1989-90 did not exist in 1989-90. Listed districts are typically charter schools or inter-district cooperative districts.



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