



**2006-07 No Child Left Behind Results:  
Adequate Yearly Progress (AYP) and  
Minnesota Comprehensive Assessment – Series II (MCA-II)**

**October 11, 2007**

Originally released on  
August 29, 2007

**Board of Education**

**Elona Street-Stewart, *Chair***  
**Kazoua Kong-Thao, *Vice-Chair***  
**Tom Conlon, *Clerk***  
**Tom Goldstein, *Treasurer***  
**John Brodrick, *Director***  
**Anne Carroll, *Director***  
**John Thoenke, *Director***

**Meria Carstarphen, *Superintendent***

**Saint Paul Public Schools  
AYP and MCA-II REPORT  
SY 2006-07**

**Table of Contents**

<b><u>Description</u></b>	<b><u>Page</u></b>
Executive Summary .....	1
Demographics of SPPS Students.....	4
Assessment and Accountability Changes .....	7
Districtwide Adequate Yearly Progress.....	9
District Results by Grade Level .....	13
District Results by Student Groups .....	17
Achievement Gaps in MCA-II Reading Proficiency .....	19
Achievement Gaps in MCA-II Mathematics Proficiency .....	22
District Action for Adequate Yearly Progress Schools.....	25
Achievement Gaps among Subgroups.....	28
Appendix A: 2007 MCA II Results by School.....	32
Appendix B: School-by-School Adequate Yearly Progress Results .....	34

## **Saint Paul Public Schools**

### **2006-07 No Child Left Behind Results: Adequate Yearly Progress (AYP) and Minnesota Comprehensive Assessment – Series II (MCA-II)**

#### **Executive Summary**

No Child Left Behind (NCLB) requires the Minnesota Department of Education (MDE) to report on the Adequate Yearly Progress (AYP) of school districts and public schools in the State of Minnesota.

In 2006, MDE launched the new Minnesota Comprehensive Assessment – Series II (MCA-II), which was necessitated by the legislature adopting more rigorous academic standards. These are the tests used to measure AYP. The MCA-II in mathematics was administered to students in grades 3-8 and 11. The MCA-II in reading was administered to students in grades 3-8 and 10. In 2007, MDE implemented the Mathematics Test for English Language Learners (MTELL) and the Minnesota Test of Academic Skills (MTAS) for those special education students deemed to have the most significant cognitive disabilities. These new assessments are taken in place of the MCA-II when appropriate.

This report provides a summary of the 2006-07 AYP results for Saint Paul Public Schools. Under the State Accountability Plan, schools and districts are categorized as “Making AYP” and “Not Making AYP.” Only schools receiving funding under Title I, Part A of No Child Left Behind, are subject to the statutory sanctions. For a Title I school, not making AYP in reading or math is one step toward identification as a school in need of improvement. After two consecutive years not making AYP in the same subject, the school is identified as in need of improvement and must offer parents the option of moving to another school (school choice). After three consecutive years of not making AYP, the school must offer school choice and supplemental educational services. Under the State Accountability Plan, if the school fails to make AYP for four consecutive years, it is classified as in need of corrective action. If the school fails to make AYP for five consecutive years, the district must plan to restructure the school. If the school fails to make AYP during the planning stage, the district must implement the plan to restructure.

Schools meet AYP requirements in one of two ways: meeting targets for the number of their students performing above state standards on state-developed tests, or reducing by 10 percent the number of students who score in lower performance levels. AYP is calculated separately by subgroups, including all students in a school, each ethnic group, students in special education, English language learners, and students receiving free- and reduced-price meals. Results for the group of “all students” and each subgroup must meet AYP requirements in order for a school or district to make AYP. A school will not make AYP status if even one of the subgroups fails to make sufficient progress.

For school year 2006-07, the Saint Paul Public School district (ISD #625) did not make AYP in Reading for American Indian and Asian students and in Mathematics for American Indian students. This is the first time in three years SPPS has not made AYP.

The table below summarizes the AYP status of SPPS elementary, junior high and senior high schools.

2007 AYP Results for SPPS Schools

2007 AYP Results	50 Elementary	8 Junior Highs	7 Senior Highs
Made AYP in Reading & Math	20	2	0
Made AYP in Reading	22	2	1
Made AYP in Math	25	4	0
Did not make AYP in Reading or Math	23	4	6
Did not make AYP only in Reading	5	2	1
Did not make AYP only in Math	2	0	0

Twenty of fifty buildings serving elementary aged students achieved AYP in 2007. Twenty-two schools made AYP in Reading and twenty-five made AYP in Math. Twenty-three of the fifty schools did not make AYP in either subject. Five schools did not make AYP only in reading, while two did not make AYP only in Math.

Of the eight junior highs, four achieved AYP in Math. Two achieved AYP in Reading as well (Murray and Battle Creek Middle). Four did not make AYP in Reading and Math.

Only one senior high school achieved AYP in Reading (Johnson) and none achieved AYP in Math. Six senior highs did not make AYP in Reading or Math.

In 2007, the district had 18 Title I schools in need of improvement that are subject to NCLB sanctions, compared to 10 schools in 2006.

- Two schools (Eastern Heights and Battle Creek Middle) exited school improvement status
- Ames Elementary, identified for Corrective Action in 2006, made some of the strongest gains in both reading and math in 2007. Continued performance at this level in 2008 will ensure an exit from school improvement status
- Ten schools are newly identified as in need of improvement and offered school choice in Fall 2007
- Two schools are newly required to offer supplemental educational services (Washington Middle and St. Paul Open)
- Five schools advanced to Corrective Action, with Ames remaining at that stage.

Although there are many schools that did not achieve AYP in 2007, there are many schools that have continued to achieve AYP, even with significant challenges. Of the 11 "Beating the Odds" schools identified by SPPS in 2005-06, nine of them achieved AYP in both subjects in 2006-07. SPPS had 20 elementary schools make AYP in both subjects in 2007, and 80% received a Comprehensive Improvement banner in 2005-06. Combining these results with those described above, it is clear that the AYP challenge is greater for secondary schools than for elementary schools in Saint Paul.

In addition to the Adequate Yearly Progress summary, this report also provides results on the MCA-II. This includes results for grade levels compared to last year, and compared to the state, as well as "Apples to Apples" comparisons which take a closer look at matched student groups.

When comparing changes in Reading proficiency for student groups between 2006 and 2007, the greatest decreases overall were among American Indian, ELL, Asian American and female students. This suggests that the change in the MCA-II testing practices from 2006 to 2007 partly explain the drop in performance (many ELL students took the TEAE language proficiency test in place of the MCA-II in 2006).

All student groups except American Indian and ELL students experienced increases in Mathematics from 2006 to 2007. This indicates that the state test policy change to have all ELL students take the MTELL (Mathematics Test for English Language Learners) in place of the MCA-II did not improve outcomes for ELL students in SPPS.

From “Apples to Apples” comparisons, Low-income special education Caucasian students are outperforming Low-income non-special education African American students in math in most grade levels. Among non-special education students, African-American ELL students outperform African-American non-ELL students in most grade levels in reading and mathematics. In addition to the significant achievement gaps between student groups within SPPS (especially between Caucasian and African-American students), there are significant gaps between groups statewide. When comparing specific student groups in SPPS and in Minnesota, ELL students and Not-Low Income students in SPPS tend to compare favorably with their statewide peers. Low Income Non-ELL African American and Caucasian students are the SPPS student groups that are most likely to underperform their statewide peers on the MCA-II.

This report also includes MCA-II results for all schools (Appendix A) and AYP status (Appendix B) of all schools whether or not they are a Title I school, including Alternative Learning Centers (ALC), Special Education centers, and district-sponsored charter schools.

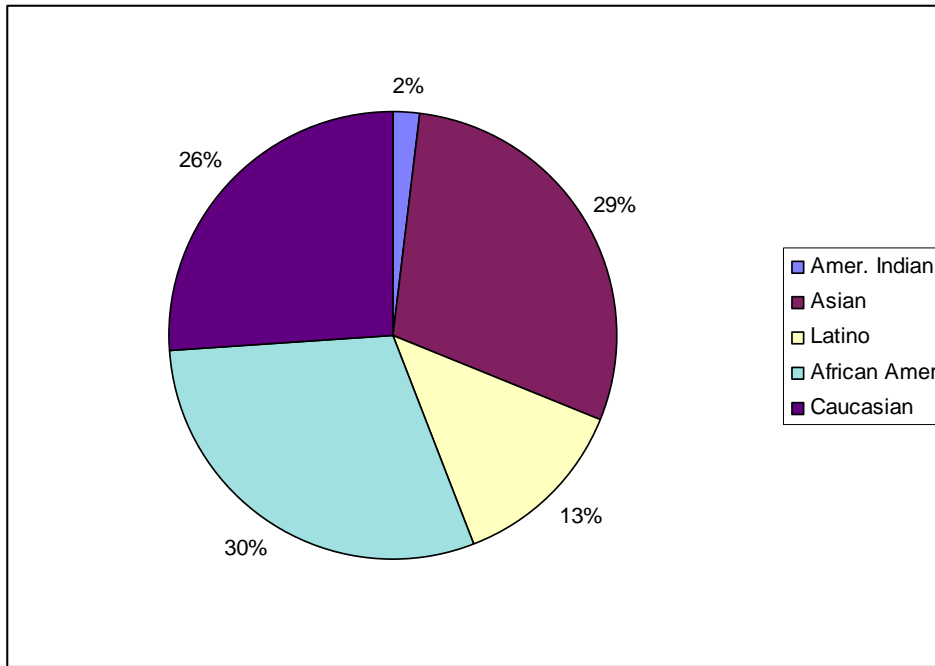
*Demographics of Saint Paul Public School Students*

The data in Figures 1a-1d and Table 1 provide the statistical context for the results presented in this report.

Student Population by Race and Ethnicity

- The large majority of SPPS students are students of color (74%).
- No single ethnic group represents a majority of students.

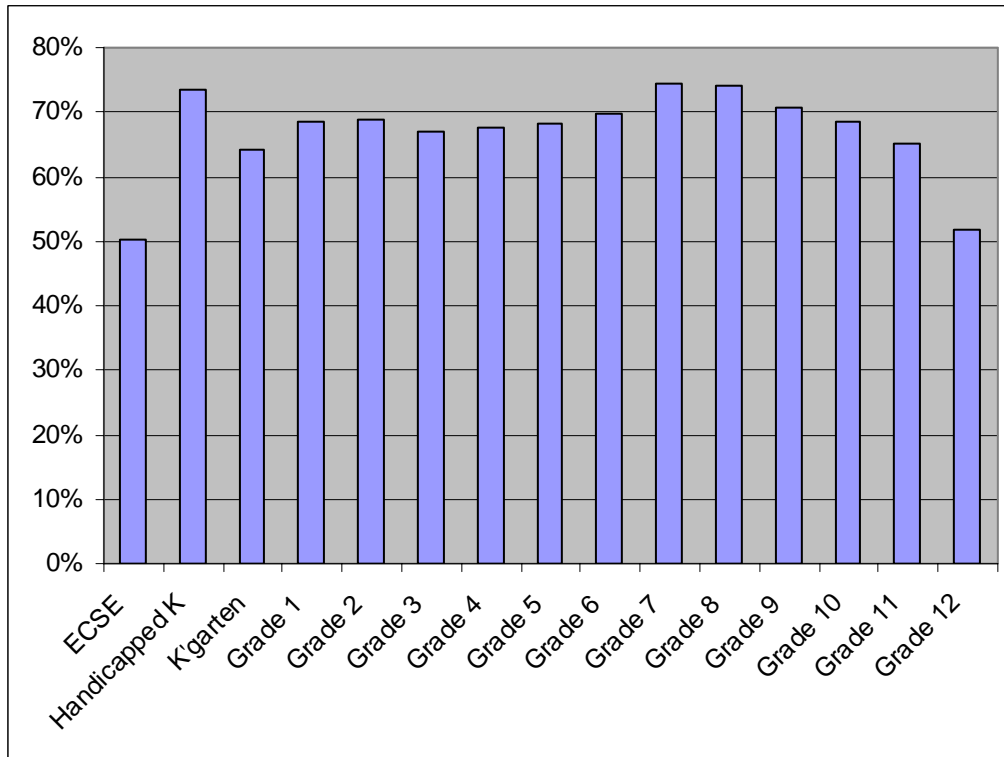
**Figure 1a: Enrollment by Race/Ethnicity - 2006-07**



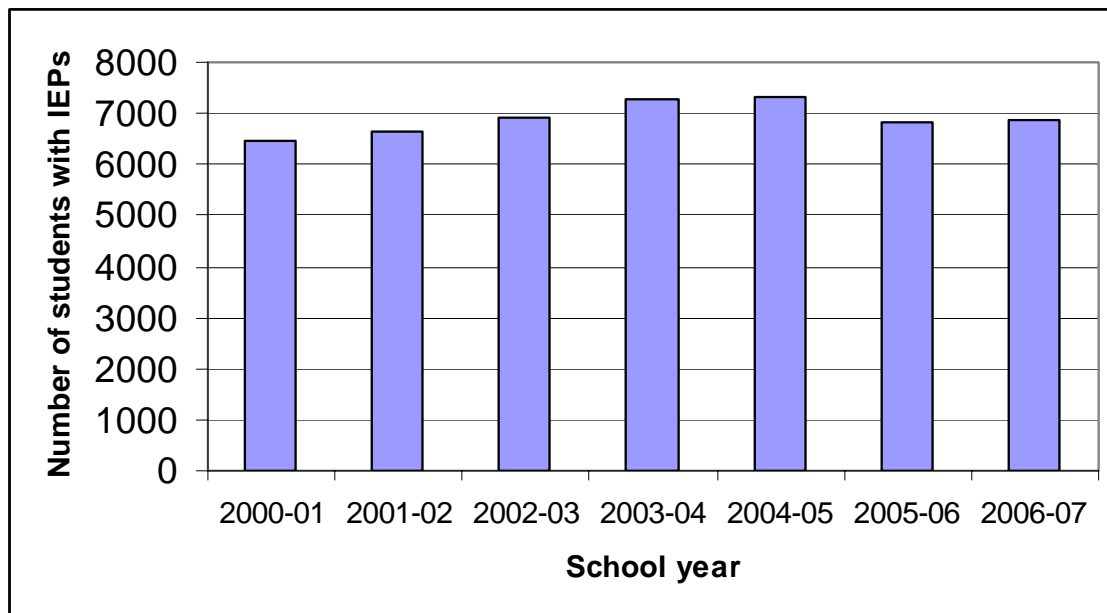
**Table 1: Enrollment by Grade – 2006-07**

Early Special Education (ECSE)	616	2%
Handicapped Kindergarten	139	0%
Kindergarten	3131	8%
Grade 1	3273	8%
Grade 2	3026	7%
Grade 3	2938	7%
Grade 4	2943	7%
Grade 5	2853	7%
Grade 6	2778	7%
Grade 7	2732	7%
Grade 8	2872	7%
Grade 9	3141	8%
Grade 10	3326	8%
Grade 11	3249	8%
Grade 12	3556	9%
<b>Total - ECSE-12</b>	<b>40,573</b>	<b>100%</b>
Four-Year-Old Kindergarten	915	
<b>Grand Total</b>	<b>41,488</b>	

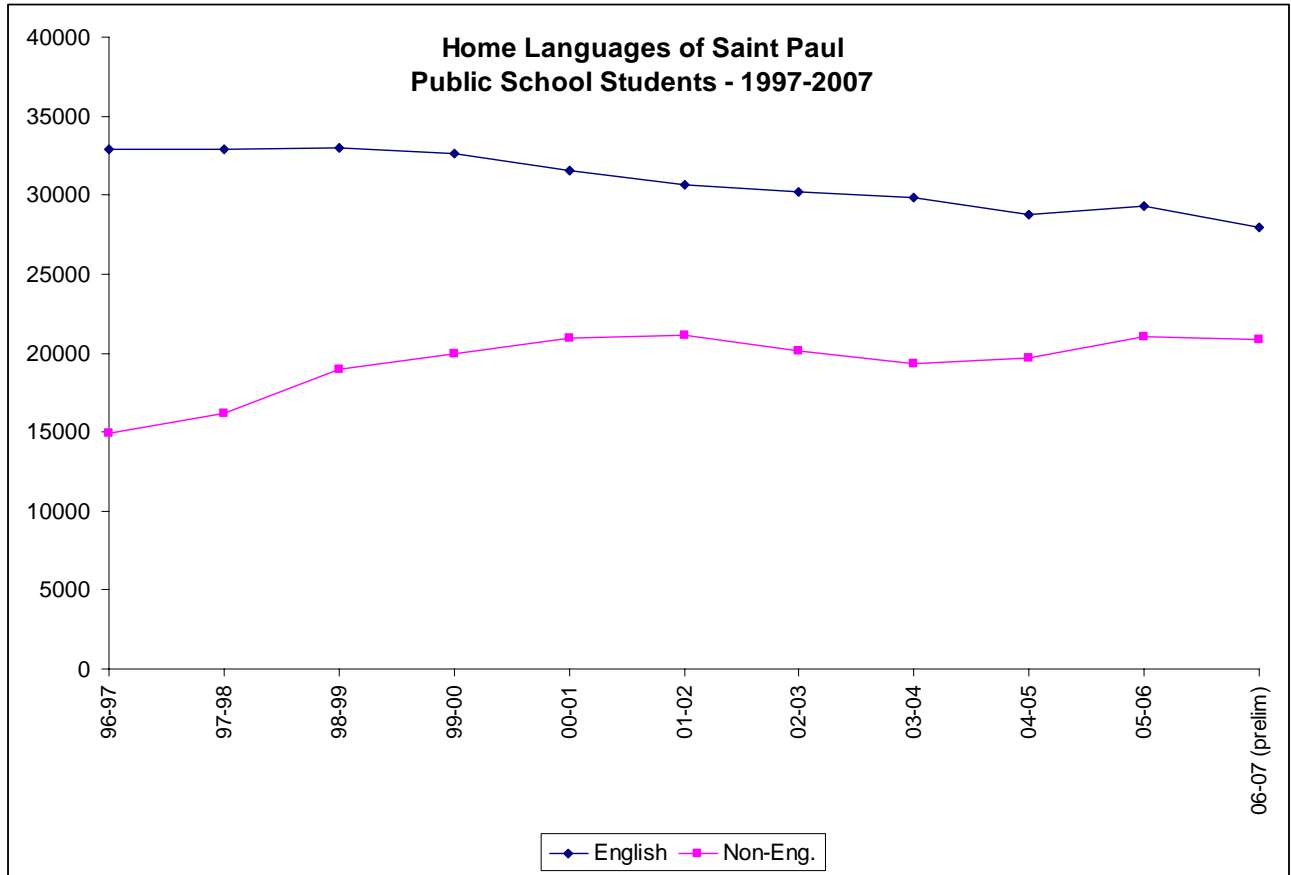
**Figure 1b: Eligibility for Free or Reduced Price Meals by Grade – 2006-07**



**Figure 1c: Special Education Student Counts**



**Figure 1d: Home Languages of Saint Paul Public School Students**



## *Assessment and Accountability Changes*

One of the challenges for SPPS and the State of Minnesota under NCLB has been the annual evolution of the state's assessment and accountability system to either better comply with the requirements of the law or to better address the needs of students, schools and districts.

In 2007, MDE administered the MCA-II assessments for the second time. Students in grades 3-8 and 10 were tested in reading and students in grades 3-8 and 11 were tested in Mathematics. MDE did not make significant changes in the content of these tests this year, and the district can expect the tests to remain stable over the next few years. With a stable assessment offered in consecutive grades, MDE will be able to publish a growth score for students in Grades 4-8 who have taken the MCA-II in 2006 and 2007. These growth results may become a factor in the state's accountability system in a couple of years.

Although the MCA-IIs remained stable for SY 2006-2007, the state's overall assessment system changed significantly. MDE administered three new assessments to address specific populations and changes in state law around graduation requirements.

To address the language needs of English Language Learners, MDE designed and administered for the first time the Mathematics Test for English Language Learners (MTELL), an accommodation of the MCA-II, to break down potential language barriers that may prevent students from demonstrating their knowledge and skills in mathematics. The MTELL is a computer-based assessment covering the same content as the MCA-II with adjusted language. SPPS and other districts around the state experienced some significant implementation issues with the MTELL primarily connected to the computer administration, but these issues are not believed to have affected the results significantly.

To assess special education students with the most significant cognitive disabilities, MDE had to develop a new alternate assessment more closely tied to academic standards. MDE developed and administered the Minnesota Test of Academic Skills (MTAS) in 2007 so that special education students meeting the criteria for the assessment would be assessed in a much more appropriate manner than being required to take the MCA-II at their assigned grade level.

The last change to the assessment system brought the first of the new Graduation-Required Assessments for Diploma (GRAD). The Basic Skills Test in Writing formerly administered at Grade 10 shifted to the 9<sup>th</sup> grade and became the first of three GRAD tests required for students entering 9<sup>th</sup> grade in Fall 2006. The Legislature granted MDE rule-making authority around the GRAD tests and their requirements. The transition from the BST to the GRAD Test was done to increase the rigor of graduation requirements, eliminate duplicative test administrations and to provide for student accountability for the high school MCA-II assessments.

MDE made two significant changes to the state's accountability system for measuring Adequate Yearly Progress (AYP) for 2007. In previous years, the special education and English Language Learners groups were measured for AYP only if the school or district had 40 students tested in the corresponding grade levels, while all other groups only had to have 20 students present. In the past couple of years, the U.S. Department of Education has signaled that states will be required to have a uniform "cell" size applied to all groups when measuring AYP. Furthermore, states would have to prove that the selected size did not have a significant impact on the number of schools held accountable for the various groups of students required to be analyzed under

NCLB. A group size of 40 would have excluded far too many student groups across the state, so MDE had to adjust the special education and English Language Learners groups to 20. As a result, more schools in SPPS will be held accountable for special education and English Language Learners.

The state once again issued school report cards, which compare school performance on statewide tests and in areas including school climate and academic opportunities. For academic achievement in reading and math, schools receive:

- Three stars for making AYP and may receive up to five additional stars for performance above NCLB requirements.
- Two stars for the first year of not making AYP in a given subject area.
- One star if they did not make AYP for two or more years.

The 2007 Legislature has directed MDE to revisit the school report system, which will occur during the 2007-2008 school year.

## *Districtwide Adequate Yearly Progress*

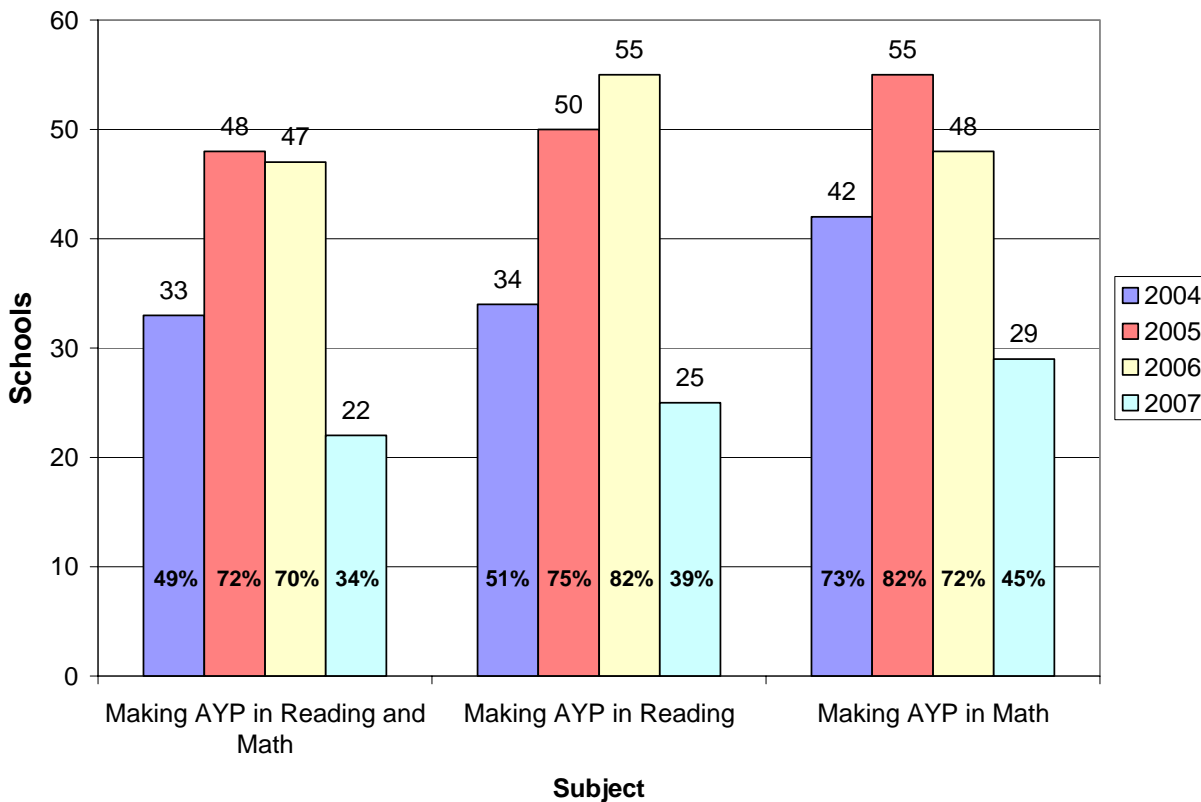
### All Schools

There were 65 traditional schools in Saint Paul Public Schools in 2006-07, excluding Special Education centers, Area Learning Center (ALC) programs and district-sponsored charter schools.

For these 65 traditional schools, the results for AYP status are as follows:

- Those making AYP in reading and math decreased from 47 (70%) in 2006 to 22 (34%) in 2007.
- Those making AYP in reading decreased from 55 (82%) in 2006 to 25 (39%).
- Those making AYP in math decreased from 48 (72%) in 2006 to 29 (45%).

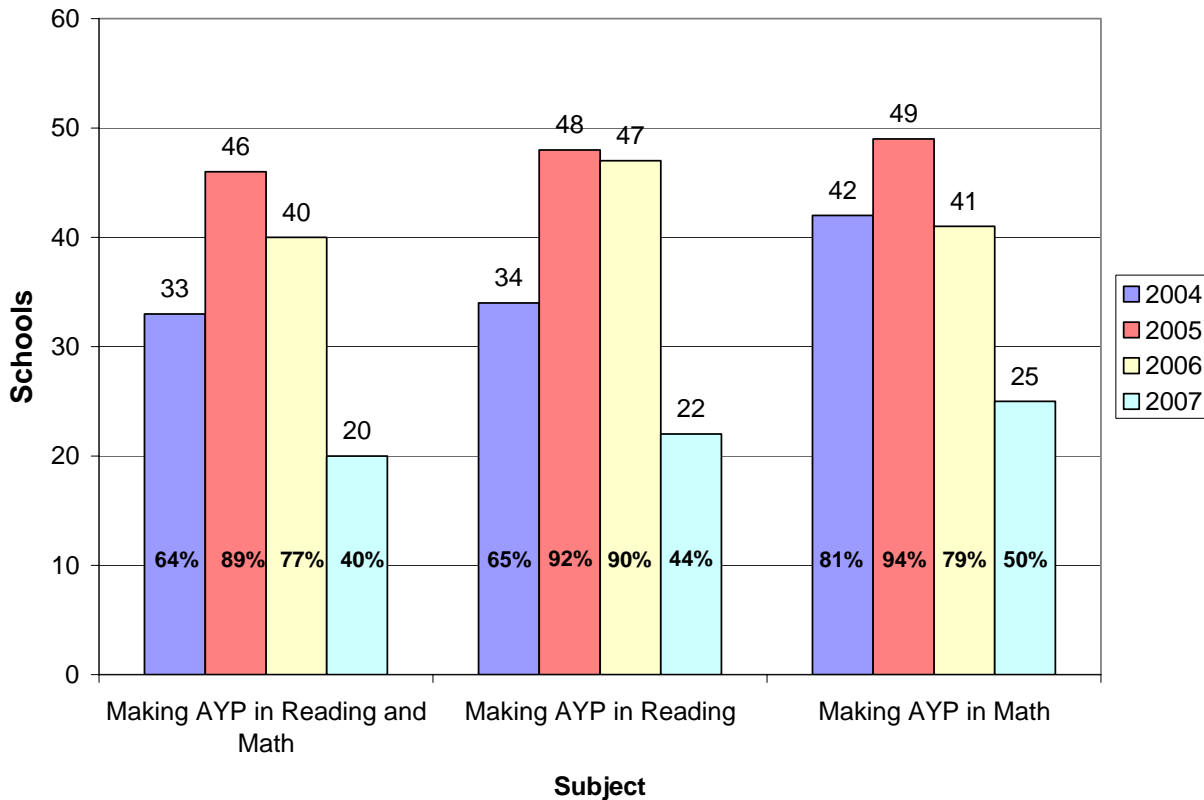
**Figure 2a: Percentages of (All) Schools Achieving AYP**



## Elementary Schools

Of the fifty buildings serving elementary students (including Capitol Hill, Monroe and St. Paul Open), twenty schools achieved AYP in both Reading and Math (40%), down from 77% in 2006. Twenty-two schools attained AYP in reading (44%) compared to 90% in 2006. Twenty-five schools made AYP in math (50%), decreasing from 79% in 2006.

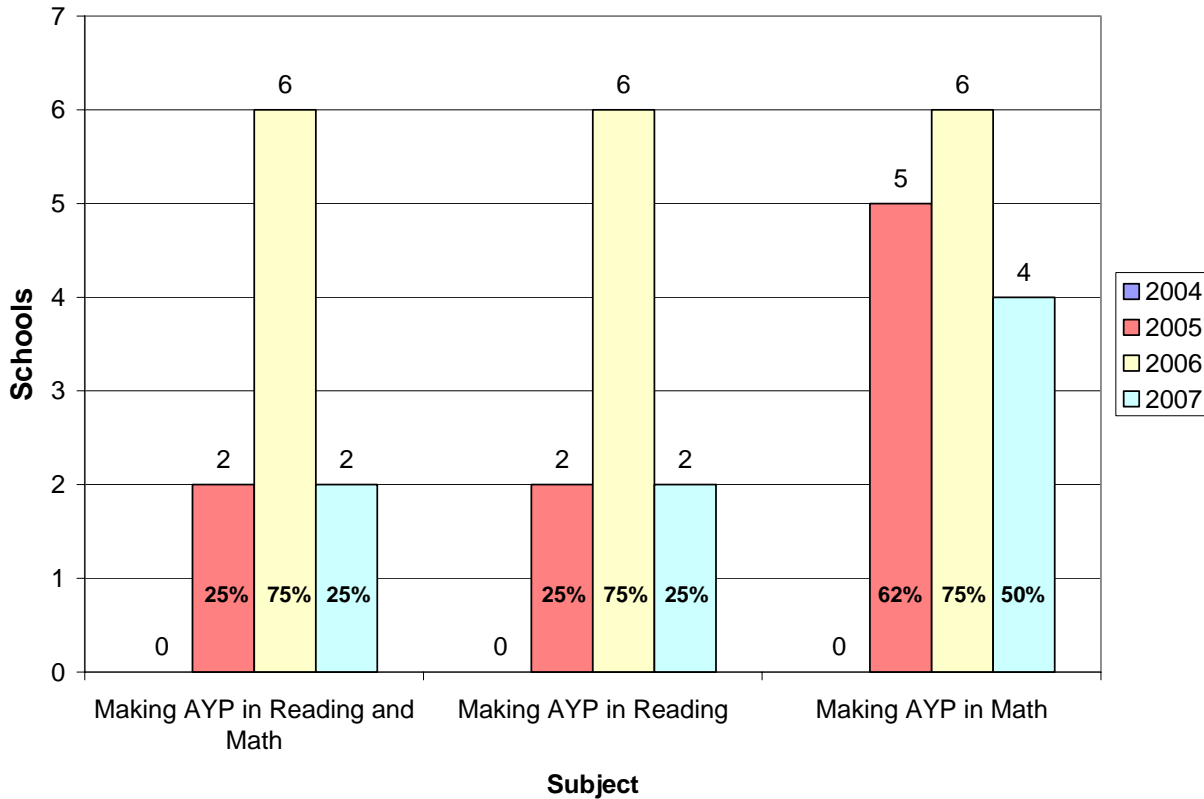
**Figure 2b: Percentages of Elementary Schools Achieving AYP**



Junior High Schools

- The number and percentage of junior high schools achieving AYP in reading and mathematics decreased from six (75%) in 2006 to two (25%) in 2007.
- The number of junior high schools making AYP in reading decreased from six (75%) in 2006 to two (25%) in 2007.
- The number of junior high schools making AYP in math decreased from six (75%) in 2006 to two (25%) in 2007.

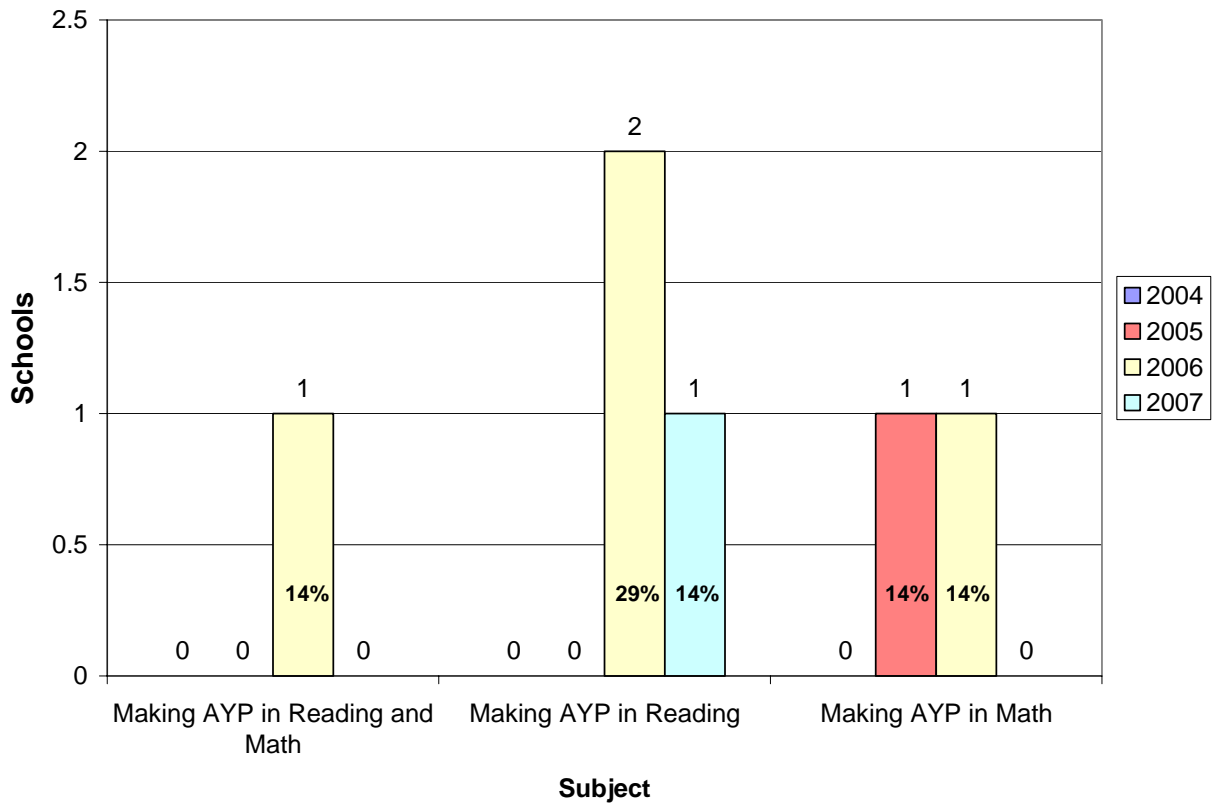
**Figure 2c: Percentages of Junior High Schools Achieving AYP**



### Senior High Schools

- The number of senior high schools that are making AYP in both subjects decreased from one (14%) in 2006 to none in 2007.
- The number of high schools making AYP in math decreased from one (14%) to none.
- The number of high schools making AYP in reading decreased from two (29%) to one (14%).

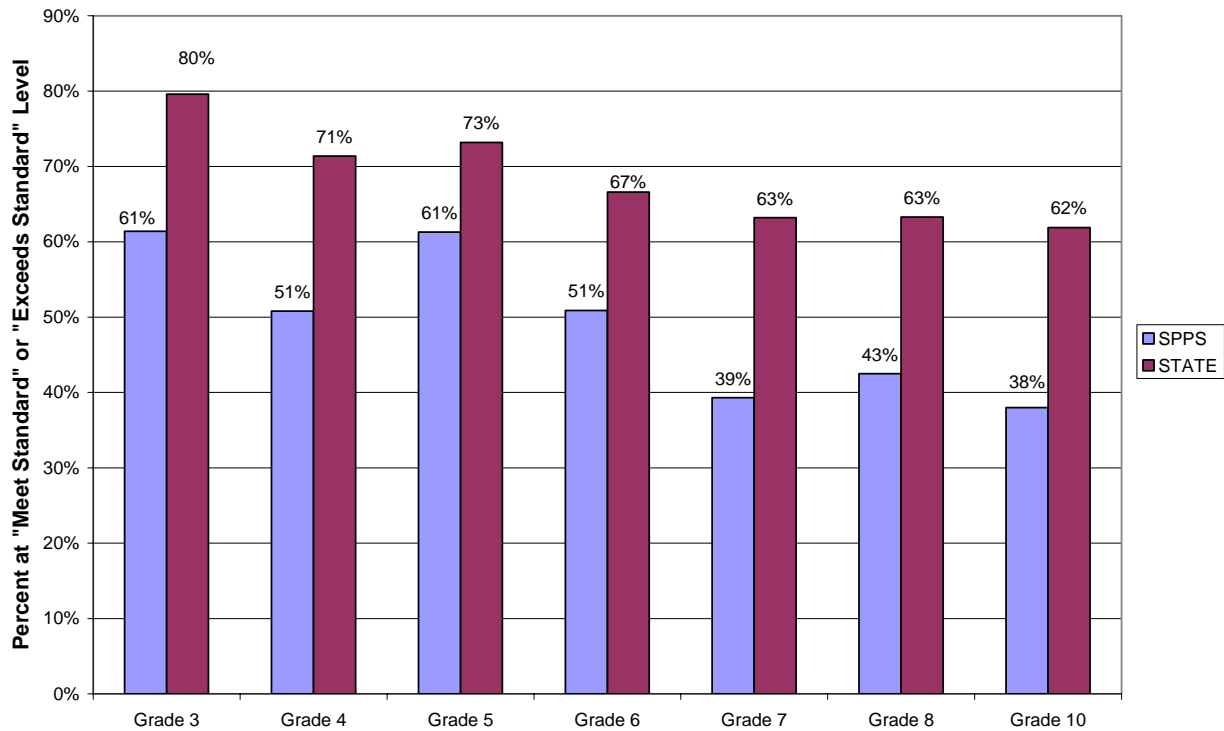
**Figure 2d: Percentages of Senior High Schools Achieving AYP**



### *District Results by Grade Level*

Across all grade levels, the percentage of SPPS students scoring at “Meets Standard” and “Exceeds Standard” on the MCA-II Reading was lower than that of students statewide as shown in Figure 3a.

**Figure 3a: MCA-II Reading Proficiency by Grade Compared to State**



In the second year of a new testing program, it is unusual for an entire state and one of its largest districts to experience decreases in reading proficiency in all grade levels as depicted in figure 3b. Overall, there is little difference between SPPS and the state in the drop in scores. The smallest drops were in grade 3 and 8. The greatest drops were in grades 4-6.

**Figure 3b: SPPS and MN - Change in MCA-II READING Scores from 2006 to 2007**

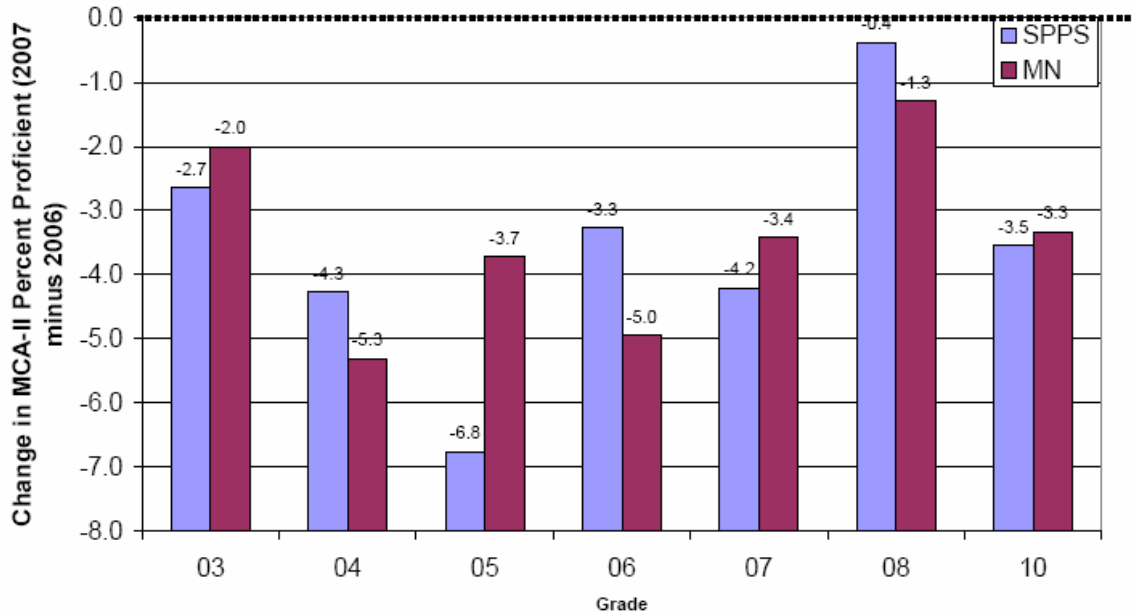
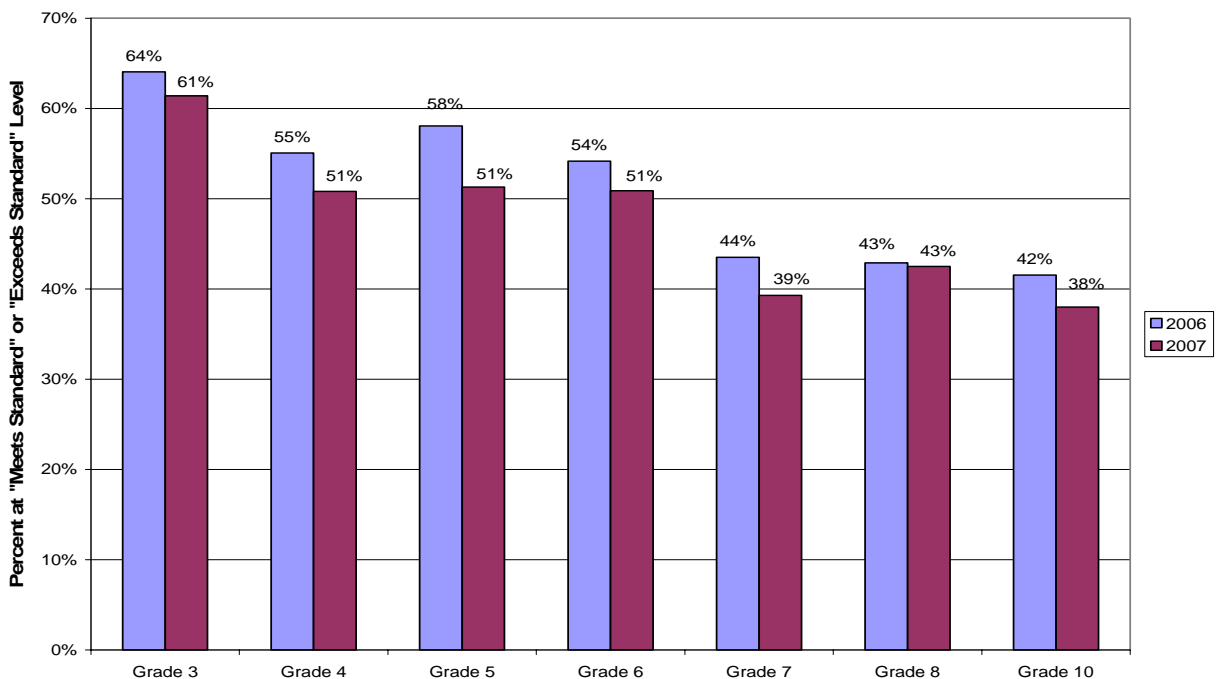


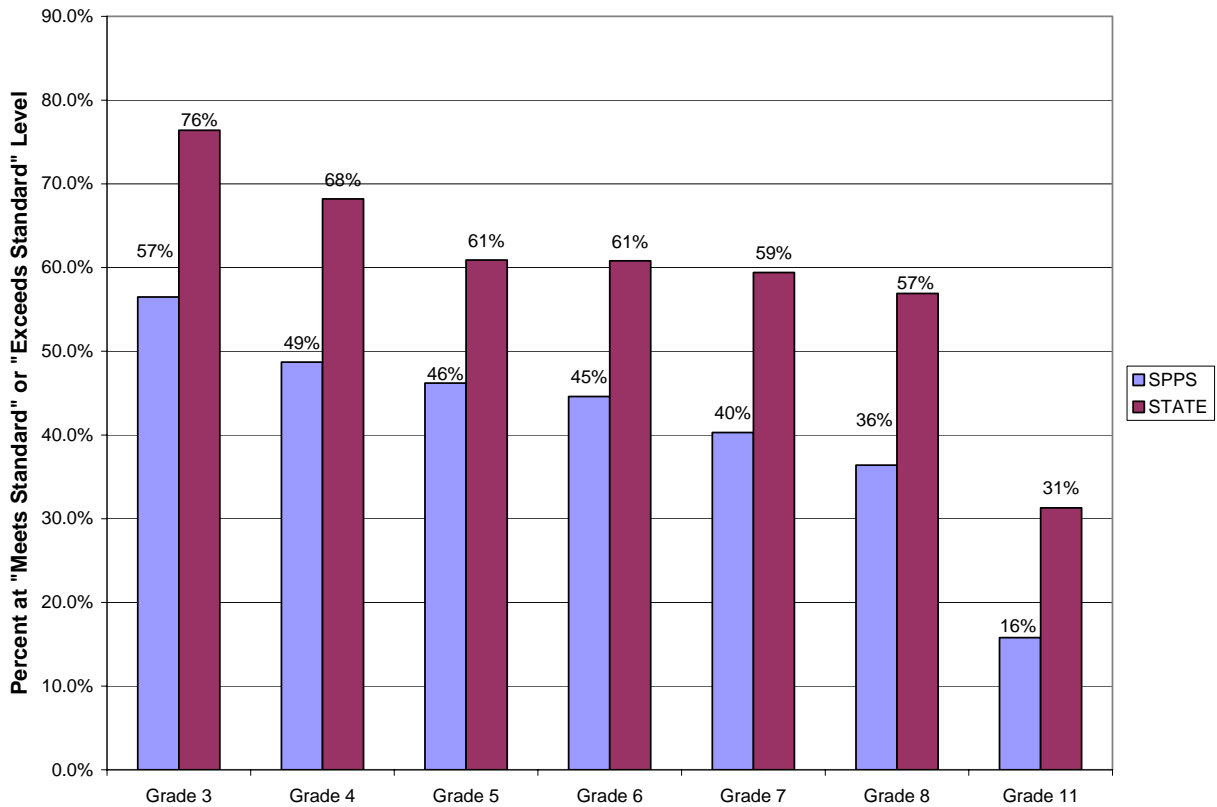
Figure 3c reflects that decrease in MCA-II Reading results in SPPS from 2006 to 2007. One of the contributing factors was that many ELL students statewide and in SPPS took the Test of Emerging Academic English (TEAE) instead of or in addition to the MCA-II in 2006.

**Figure 3c: MCA-II Reading Proficiency Trend by Grade**



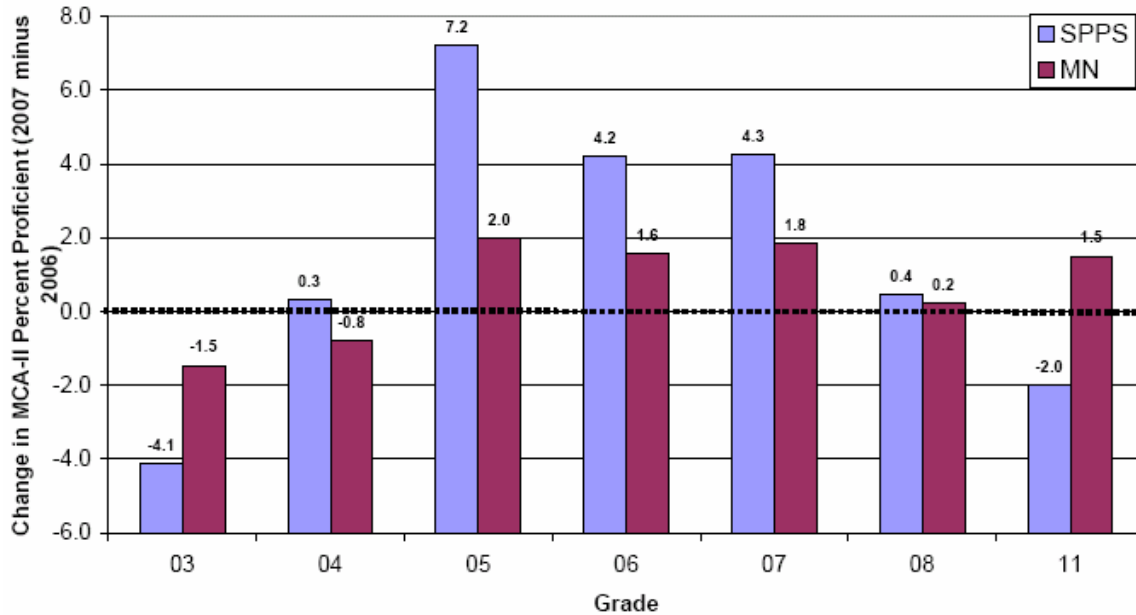
Across all grade levels, the percentage of SPPS students scoring at “Meets Standard” and “Exceeds Standard” on the MCA-II Math and MTELL combined was also lower than that of students statewide as shown in figure 3d.

**Figure 3d: MCA-II Math Proficiency by Grade Compared to State (Combining MCA-II & MTELL)**



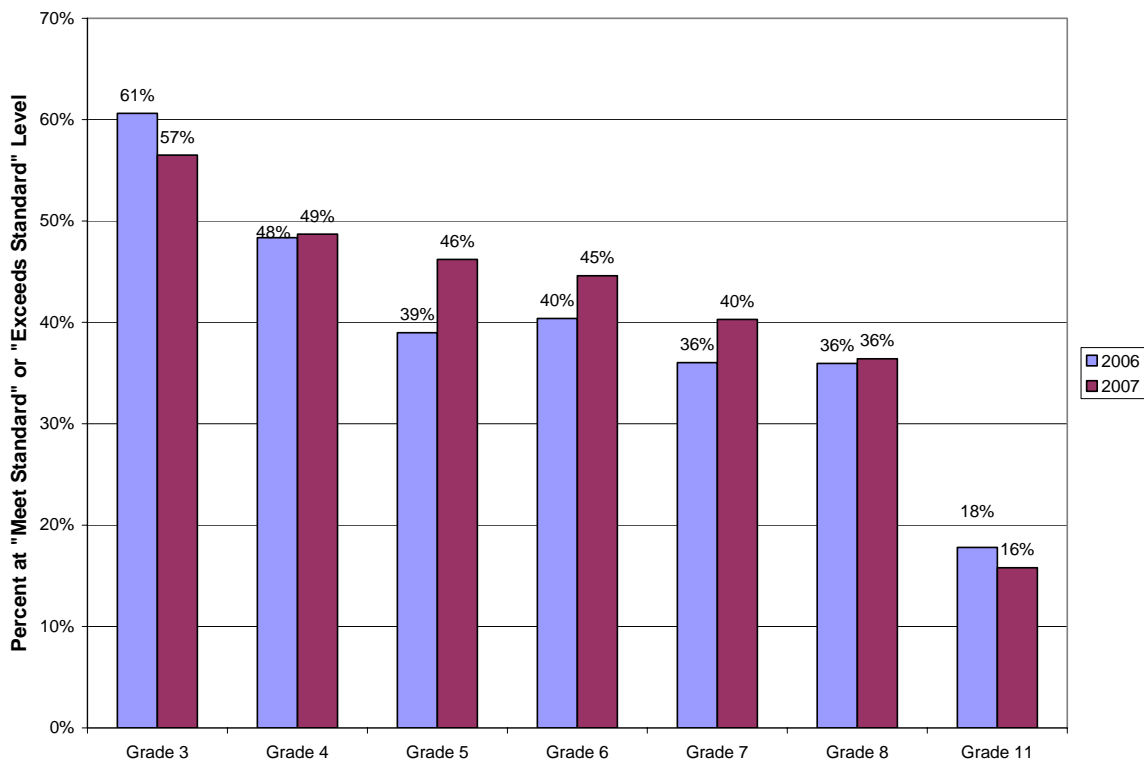
In figure 3e, when we combine MCA-II and MTELL scores, we find that there were increases in some grade levels and decreases in others. However, SPPS had greater increases than the state at most grade levels. In grades 5-7, SPPS increased about three times as much as the state.

**Figure 3e: SPPS and MN - Change in MCA-II Math Scores from 2006 to 2007 (Combining MCA-II & MTELL)**



The MCA-II Math results show an increase in performance in grades four through eight from 2006 to 2007 as reflected in figure 3f.

**Figure 3f: MCA-II Math Proficiency Trend by Grade (Combining MCA-II & MTELL)**

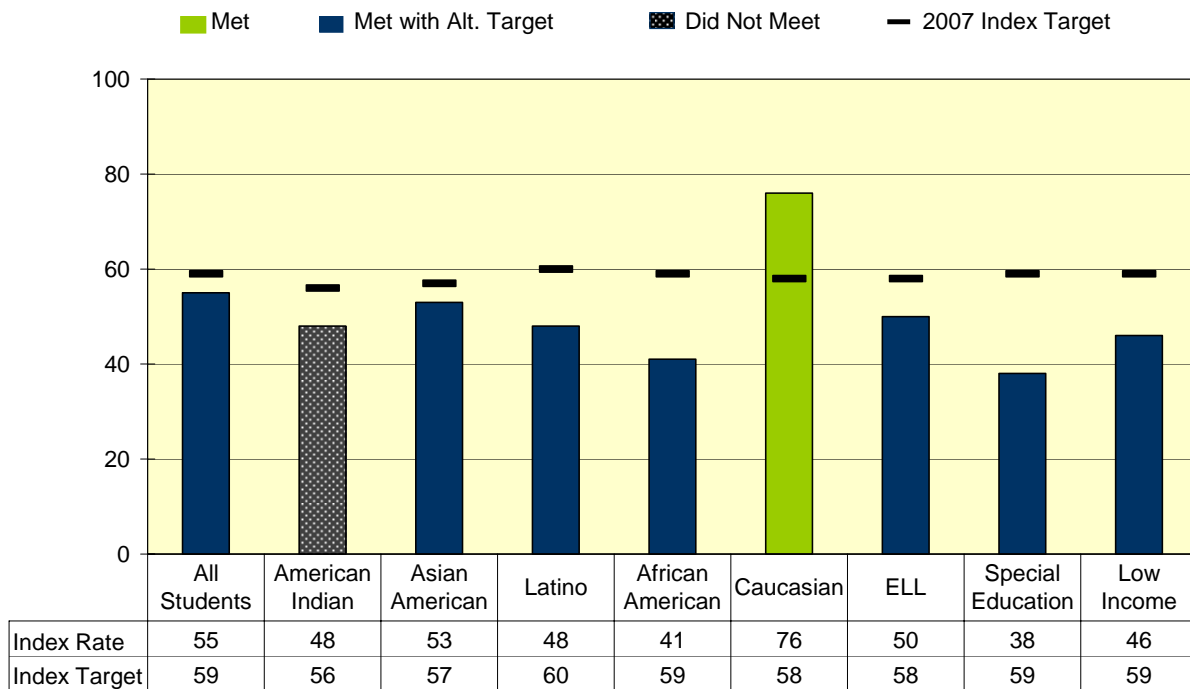


## District AYP Results by Student Groups

The District's 2007 MCA-II reading and mathematics results are converted to "index rates" when they are used to calculate Adequate Yearly Progress (AYP). An index rate is similar to the percent of students proficient, except that it gives districts and schools "credit" for students who are partially meeting the standards. Specifically, a **full index point** is given for students meeting or exceeding the standard, a **half of a point** is given for students partially meeting the standards, and **zero points** are given for each student who is not meeting the standards. The index rate is compared to the index target set by the Minnesota Department of Education, which is the primary means by which a group can achieve AYP. However, a group may not meet the index target, yet still achieve a lower "alternate target" and make "safe harbor" by showing a 10% improvement over the previous year or by averaging index rates over the past two or three years.

The charts below contain the index rates and index targets for 2007, based upon MCA-II reading and mathematics results.

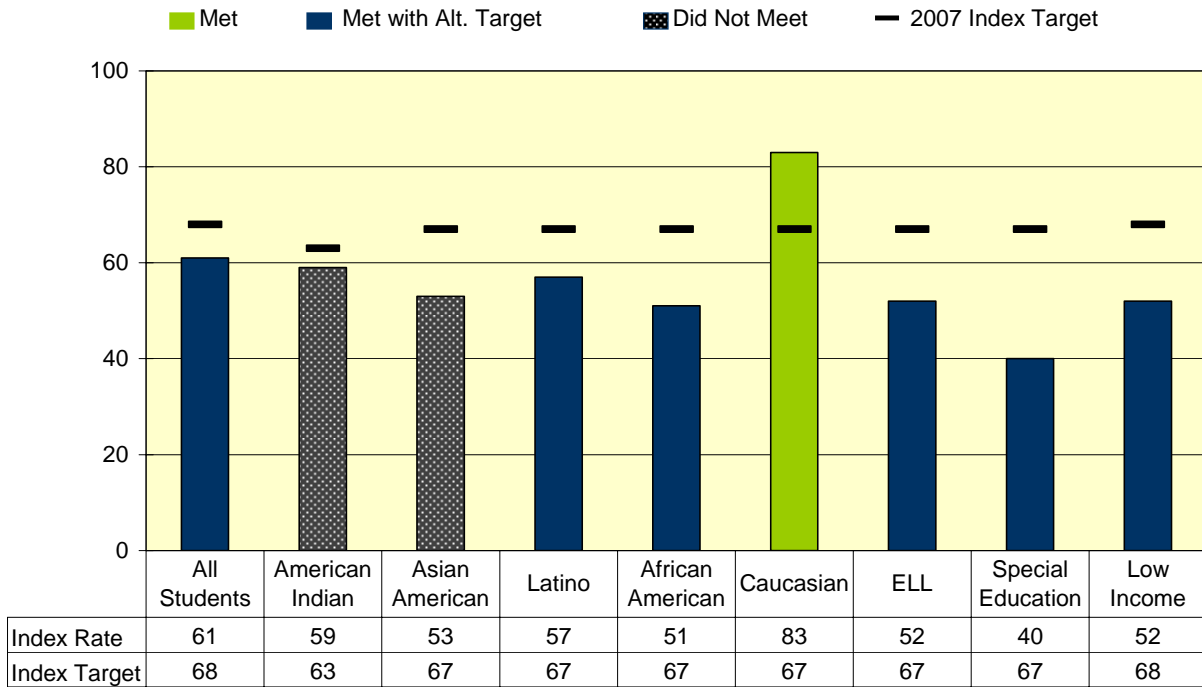
**Figure 4a: 2007 MATH AYP Index Rate and Index Target by Student Group**



With regard to AYP results for MCA-II Mathematics:

- American Indian students were the only student group that did not meet the index target or alternate target in mathematics (8 points below the index target).
- Caucasian students were the only student group to meet the index target in mathematics (18 points above the index target).
- All other student groups met the alternate target (not shown) in mathematics.

**Figure 4b: 2007 READING AYP Index Rate and Index Target by Student Group**



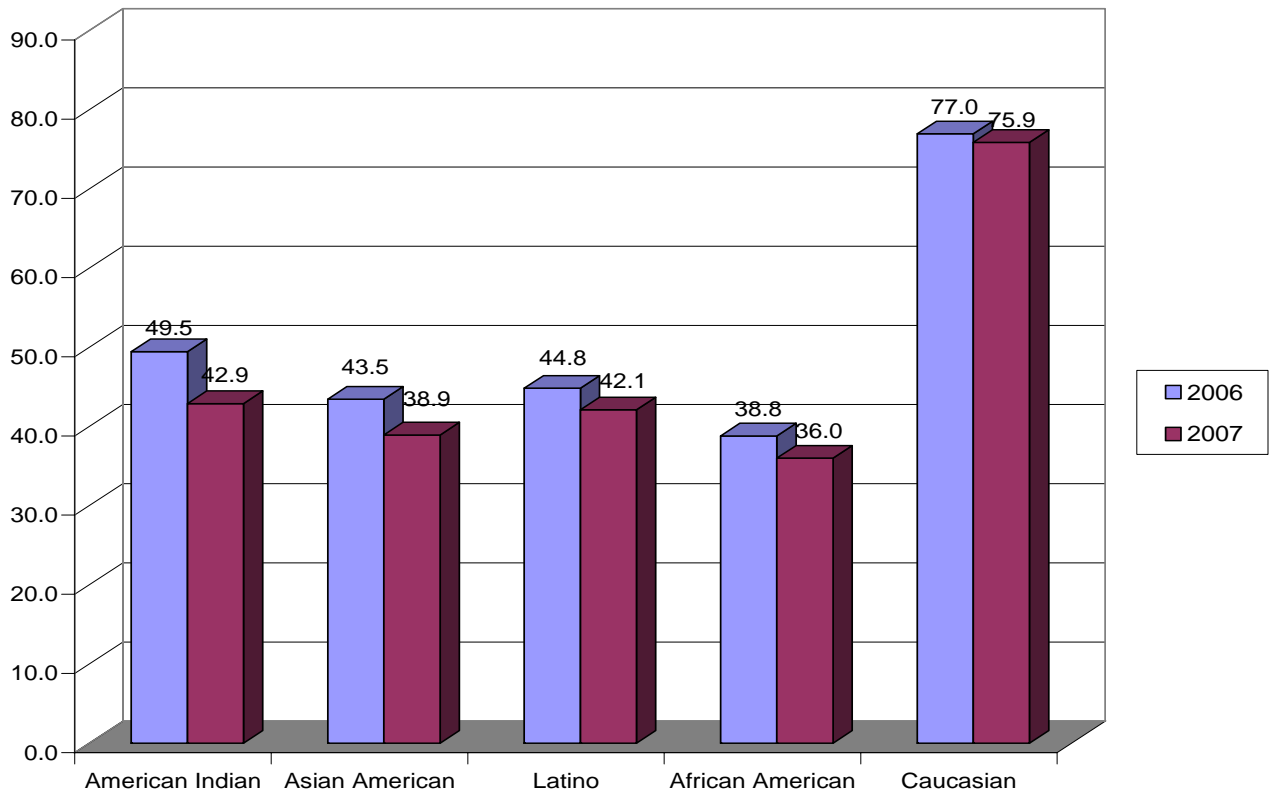
The AYP results on the MCA-II in Reading are similar:

- American Indian and Asian American students were the only student groups that did not meet the index target and alternate target in reading (4 points and 6 points below the index target, respectively).
- Caucasian students were the only student group to meet the index target in mathematics (16 points above the index target).
- All other student groups met the alternate target (not shown) in mathematics.

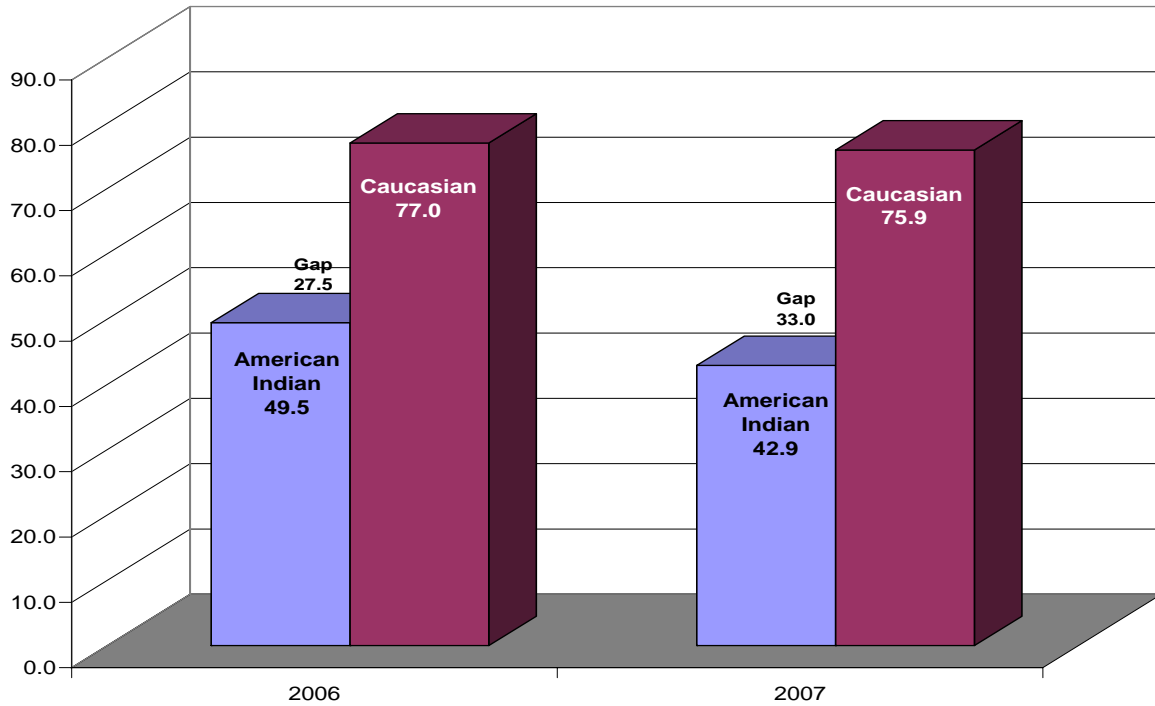
### *Achievement Gaps in MCA-II Reading Proficiency*

The following charts report the percentage of students in each major ethnic group who were proficient on the MCA-II in Reading in 2006 and 2007, as well as the size of the achievement gaps in 2006 and 2007.

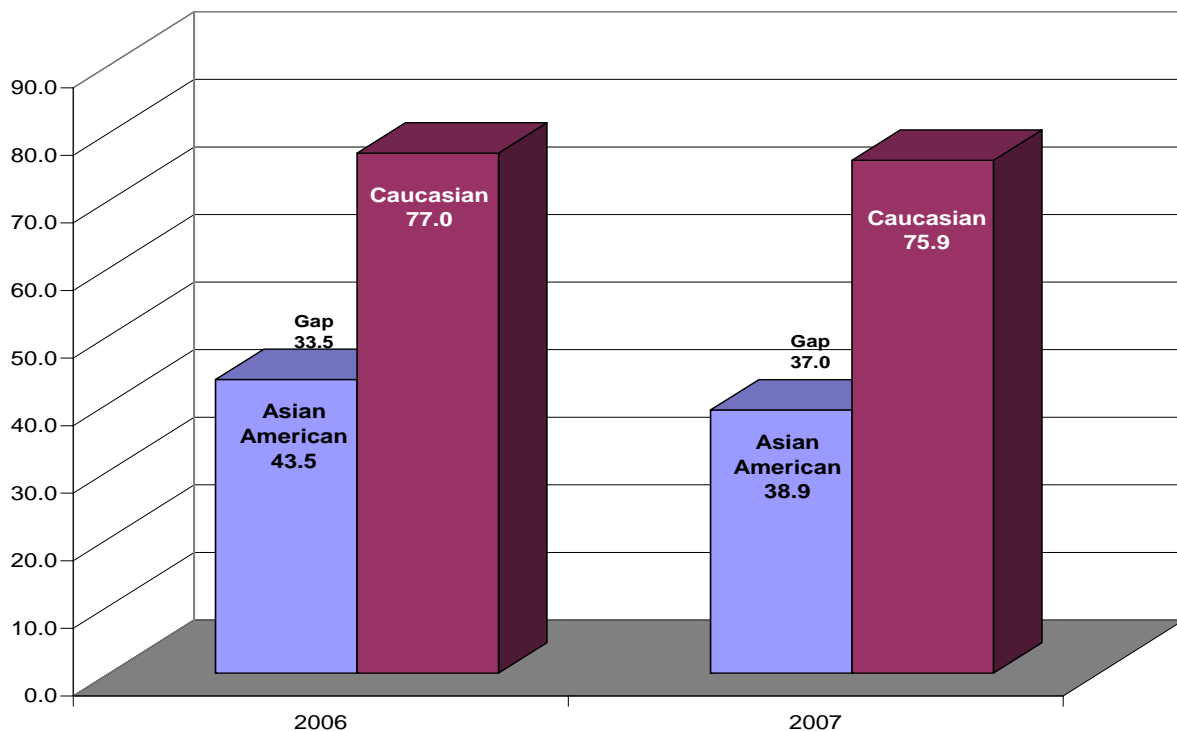
**Figure 5a: Saint Paul Public Schools 2006 & 2007 MCA-II Reading Percent Proficient by Race/Ethnicity**



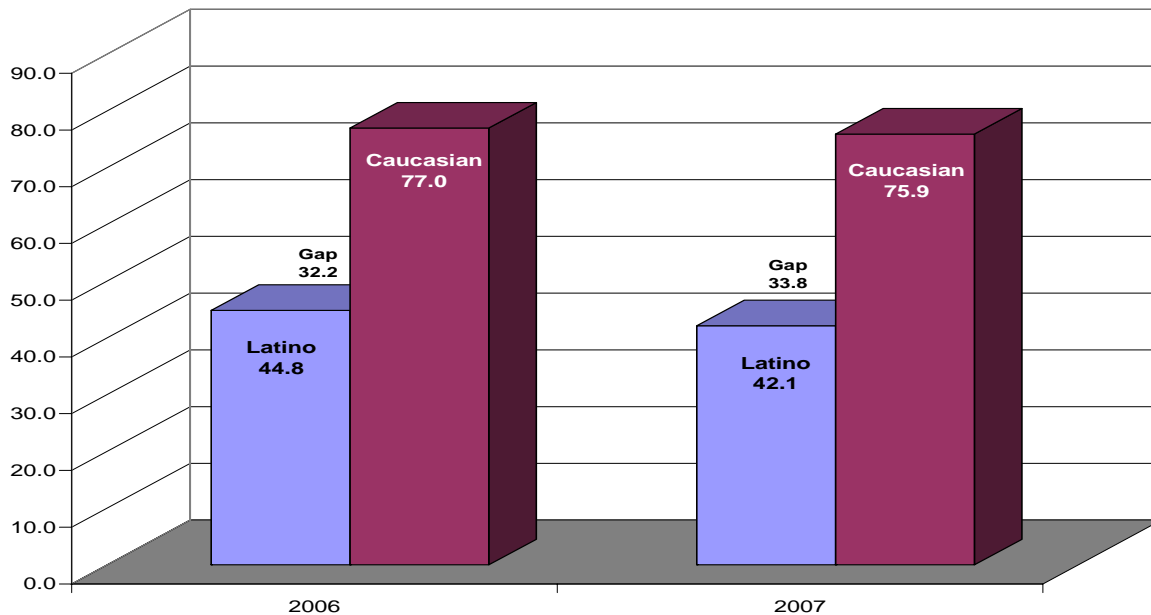
**Figure 5b: Saint Paul Public Schools 2006 & 2007 MCA-II Reading Percent Proficient Gaps Between American Indian & Caucasian Students**



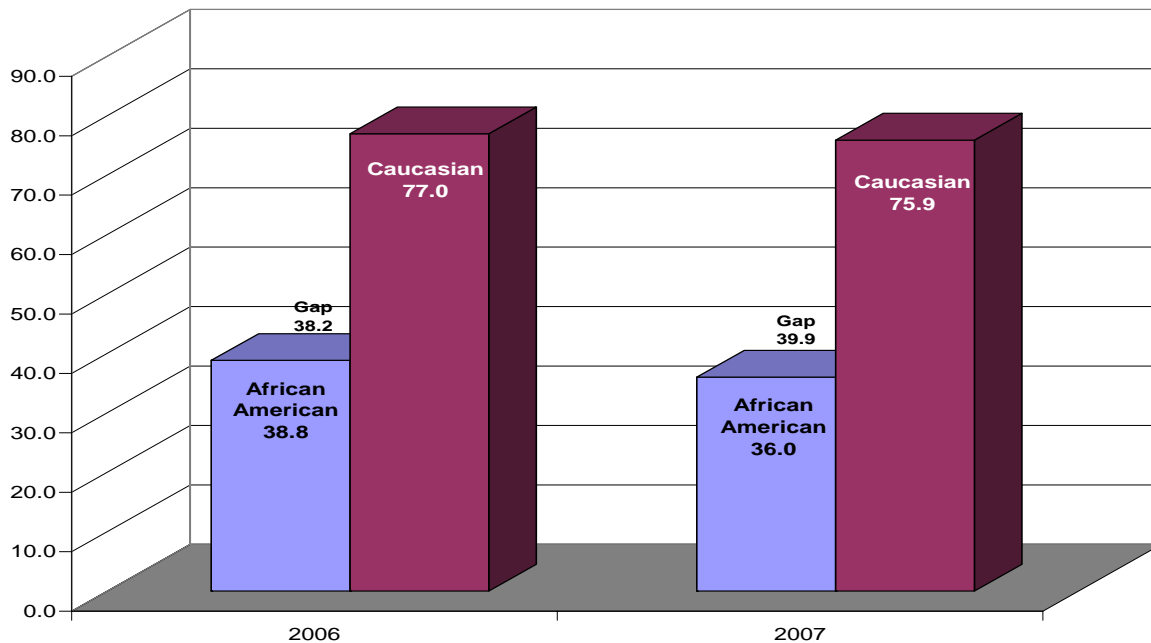
**Figure 5c: Saint Paul Public Schools 2006 & 2007 MCA-II Reading Percent Proficient Gaps Between Asian American & Caucasian Students**



**Figure 5d: Saint Paul Public Schools 2006 & 2007 MCA-II Reading Percent Proficient Gaps Between Latino & Caucasian Students**



**Figure 5e: Saint Paul Public Schools 2006 & 2007 MCA-II Reading Percent Proficient Gaps Between African American & Caucasian Students**



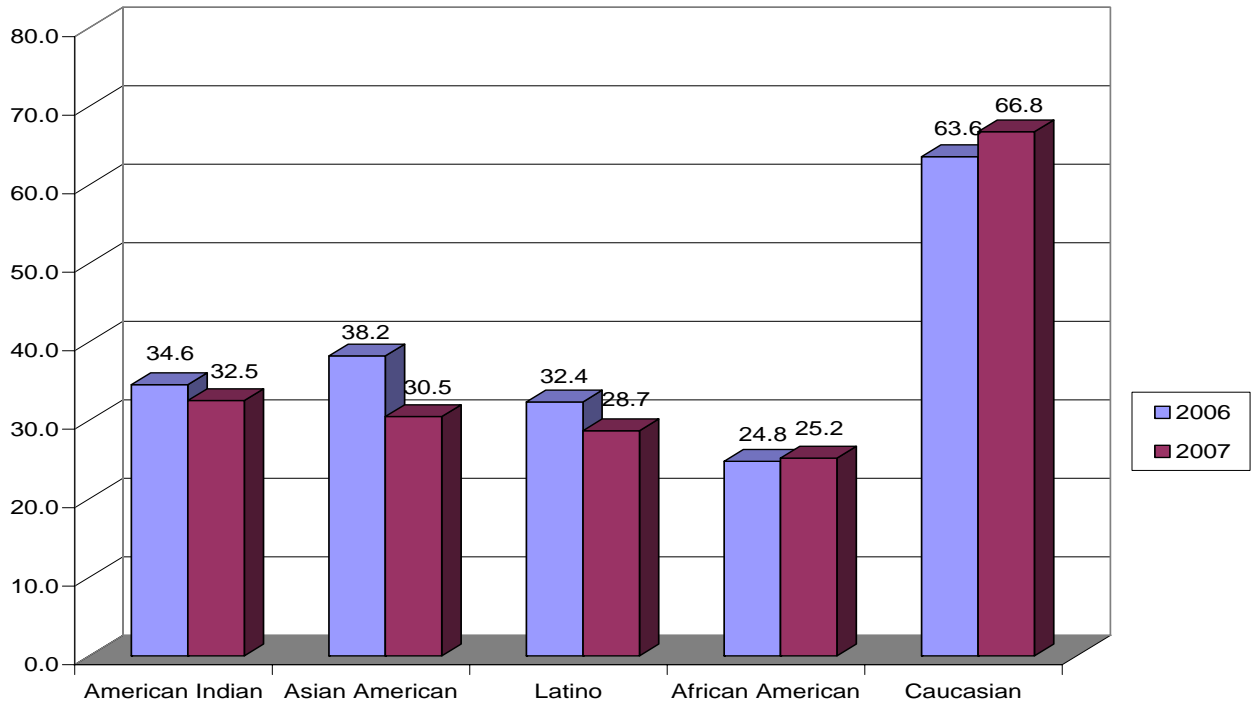
Summary

The MCA-II Reading achievement gaps between Caucasian students and other ethnic groups range from 33.3 percentage points for American Indian students to 39.9 percentage points for African American students. Each of these achievement gaps has widened from 2006 to 2007.

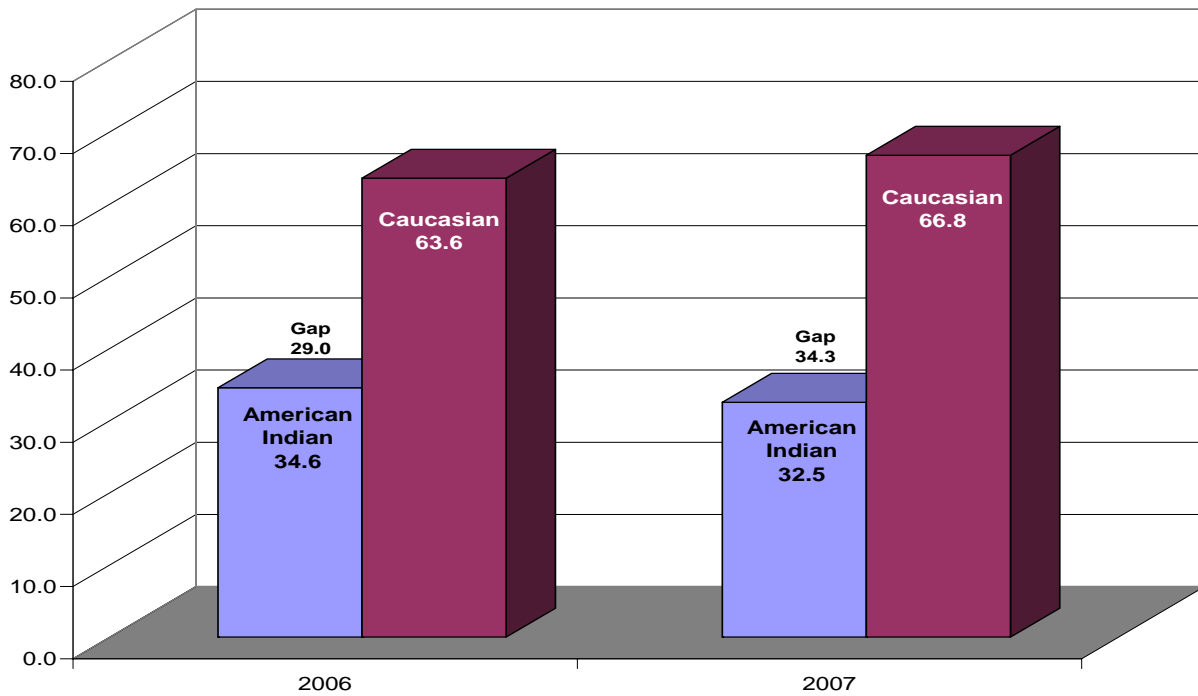
### *Achievement Gaps in MCA-II Mathematics Proficiency*

The following charts report the percentage of students in each major ethnic group who were proficient on the MCA-II in Reading in 2006 and 2007, as well as the size of the achievement gaps in 2006 and 2007.

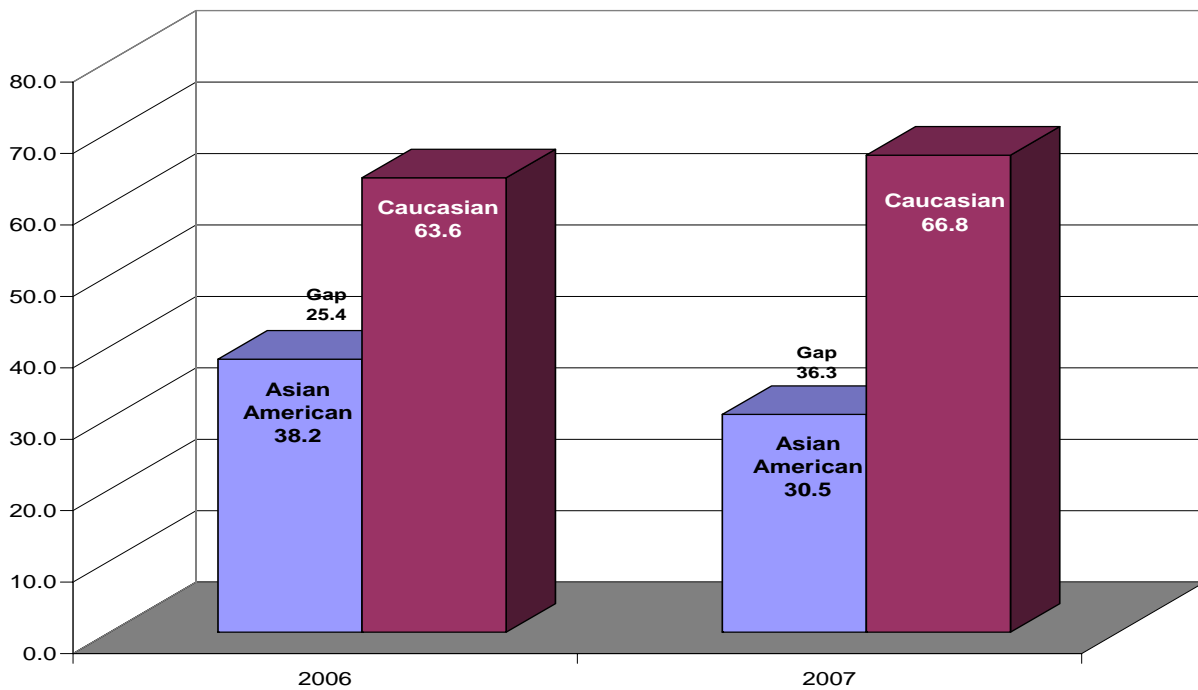
**Figure 6a: Saint Paul Public Schools 2006 & 2007 MCA-II Math Percent Proficient by Race/Ethnicity.**



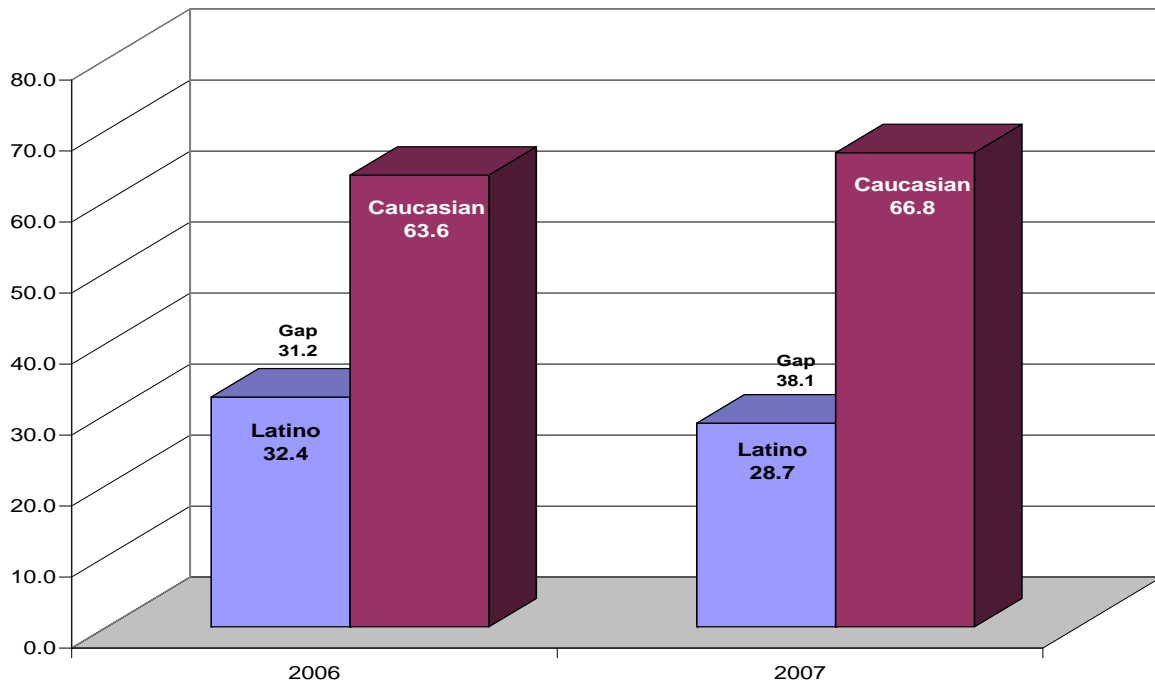
**Figure 6b: Saint Paul Public Schools 2006 & 2007 MCA-II Math Percent Proficient Gaps Between American Indian & Caucasian Students**



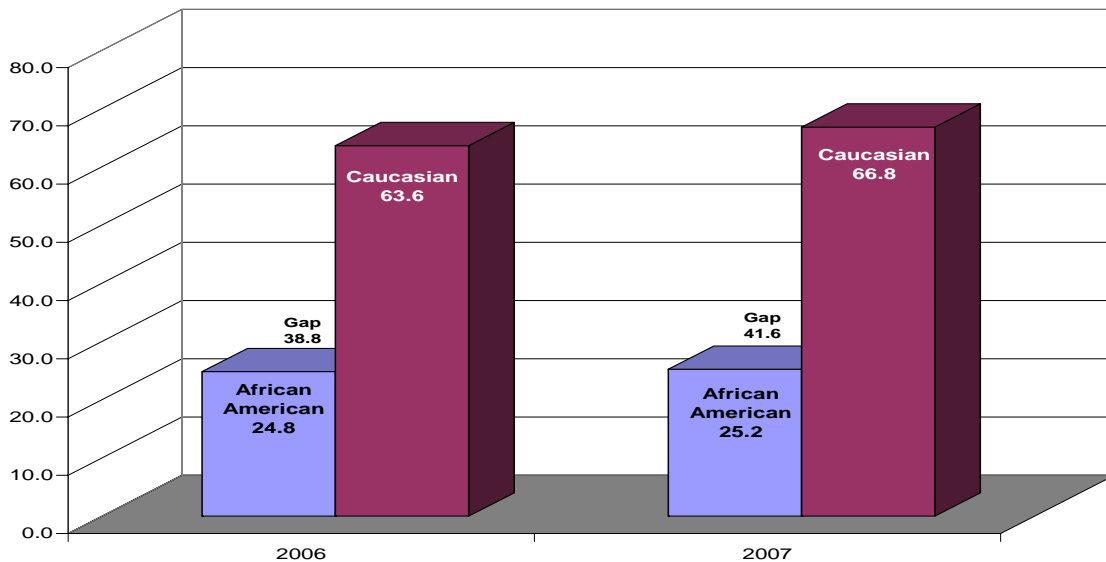
**Figure 6c: Saint Paul Public Schools 2006 & 2007 MCA-II Math Percent Proficient Gaps Between Asian American & Caucasian Students**



**Figure 6d: Saint Paul Public Schools 2006 & 2007 MCA-II Math Percent Proficient Gaps Between Latino & Caucasian Students**



**Figure 6e: Saint Paul Public Schools 2006 & 2007 MCA-II Math Percent Proficient Gaps Between African American & Caucasian Students**



Summary

The MCA-II Mathematics achievement gaps between Caucasian students and other ethnic groups range from 34.3 percentage points for American Indian students to 41.6 percentage points for African American students. Each of these achievement gaps has widened from 2006 to 2007.

### *District Action for AYP Schools*

As required by NCLB, the district mailed letters home to all families with children enrolled in all of the schools identified in need of improvement. Over 10,000 letters were mailed to families on August 30, 2007 indicating that they had the right to transfer to a different school in the district. Those schools required to offer supplemental educational services also included information on the registration process and options available to them. The deadline to transfer schools was September 14, 2007 and the registration window for supplemental educational services closes on November 2, 2007.

**Figure 7a: Schools in School Choice and Supplemental Services**

	<b>School Choice</b>	<b>Supplemental Services</b>
Ames*	√	√
Cherokee	√	
Crossroads Montessori	√	
Hancock-Hamline	√	
Highland	√	
Homecroft*	√	√
Longfellow	√	
Monroe*	√	√
Open School	√	√
Paul and Sheila Wellstone	√	
Webster	√	
Cleveland Jr. High*	√	√
Humboldt Jr. High*	√	√
Washington Technology Magnet	√	√
ALC LEAP	√	
Arlington Sr. High*	√	√
Harding Sr. High	√	
Humboldt Sr. High	√	

\* In stage 3 corrective action.

By the end of the window to exercise the right to transfer to another school in the Saint Paul Public Schools that has not been identified for improvement under No Child Left Behind, 250 requests had been received by Student Placement and Funded Programs. Of these requests, 173 transferred to other schools in the district. Of the remaining 77 requests, most students decided to remain in their original building after conversations with Student Placement. 5 of these requests came from students ineligible to exercise this option. Figure 6b summarizes the request received by grade span.

**Figure 7b. Transfers Requested and Granted under NCLB School Choice Option**

<b>Grade Span</b>	<b>Transfer Requests</b>	<b>Transfers Granted</b>
Grades K-6	59	36
Grades 7-8	40	30
Grades 9-12	151	107
<b>Total</b>	<b>250</b>	<b>173</b>

At the time of this report, the enrollment window for participating in supplemental educational services was still open. As of October 10, 2007, 540 students have enrolled for supplemental educational services across the seven schools required to offer these outside tutoring options. Figure 6c summarizes enrollment by provider.

**Figure 7c. Students Enrolled in Supplemental Service Providers (as of 10/10/2007)**

<b>Provider</b>	<b>Placement Requests</b>
ALC Plus of SPPS – Monroe	68
ALC Plus of SPPS – Ames	66
ALC Plus of SPPS – Arlington	42
ALC Plus of SPPS – Cleveland	68
ALC Plus of SPPS – Homecroft	51
ALC Plus of SPPS – Humboldt Junior	17
ALC Plus of SPPS – Open	13
ALC Plus of SPPS - Washington	15
ATS Educational Consulting Services - Project Success	3
Brilliance Academy	2
Catapult Online	147
Center for Excellence in Urban Teaching - Hamline	15
Club Z Tutoring	13
College Nannies and Tutors	7
Eastside Learning Center	2
Education 2020-Virtual Classroom	1
Network-Development of Children of African Descent	1
Ramp Up 917 Dakota County	1
Salvation Army Eastside After School Program	3
Somali Education Center	5
<b>Total</b>	<b>540</b>

When the AYP results became available earlier than last year, the district and schools began working on meeting state and federal improvement requirements. The Minnesota Department of Education has provided grant resources to SPPS to build capacity to support schools identified for improvement. This grant allowed for the hiring of Sharon Freeman as Director of AYP Early Interventions as well as providing additional coaches to all schools identified for improvement. The Strategic Plan for Continued Excellence and the 2007 report from Education Resource Strategies group emphasized the need for job embedded professional development to accelerate achievement and the resources focused on schools identified for improvement are centered around coaching and instructional support.

## Achievement Gaps among Subgroups

### Comparison of “Apples to Apples” Groups Within SPPS

The following tables compare Saint Paul Public Schools to the State of Minnesota in the percentage of students proficient in a given grade and MCA-II subject, by subgroups based on income (free- and reduced-price lunch status), English Language Learner (ELL) status, and race/ethnicity. The results are provided below.

**Figure 8: “Apples-to-Apples” Comparison: Regular Education and Special Education**

2007 MCA-II Percent Proficient "Apples to Apples"

Low Income students in Saint Paul Public Schools

	Number Tested	Reading Grade							Mathematics Grade						
		3	4	5	6	7	8	10	3	4	5	6	7	8	11
<i>Non-Special Education</i>															
Low Income, Not ELL															
African American	3,134	58	41	41	41	30	30	22	45	32	29	26	26	21	1
Caucasian	1,081	82	72	65	73	63	50	54	74	69	58	65	55	36	13
Low Income, ELL															
Asian American	4,506	44	33	40	40	27	41	32	48	41	45	45	40	40	4
Latino	1,331	57	36	46	41	30	31	29	44	40	38	34	31	19	2
African American	703	60	40	48	53	38	43	13	48	29	30	37	31	26	0
<i>Special Education</i>															
Low Income, Not ELL															
African American	1,040	16	11	15	12	5	9	4	16	10	11	9	4	5	1
Caucasian	375	43	33	29	48	20	18	11	48	37	25	30	22	12	7
Low Income, ELL															
Asian American	559	17	12	18	11	8	17	1	18	17	21	14	13	12	1
Latino	248	27	8	19	15	8	3	*	23	11	14	0	3	0	*

### Summary

When comparing all groups, we find that:

- Low-income special education Caucasian students are outperforming Low-income non-special education African American students in math in most grade levels.
- Among non-special education students, African-American ELL students outperform African-American non-ELL students in most grade levels in reading and mathematics.

Regarding low income, non-ELL, non-special education students:

- The MCA-II math proficiency rate is at least twice as high for Caucasian students as it is for African American students in 5 of 7 grade levels.

- The MCA-II reading proficiency rate is at least twice as high for Caucasian students as it is for African American students in 2 of 7 grade levels.
- The MCA-II reading proficiency rate for Caucasian students is at least 50% higher than it is for African American students in 6 of 7 grade levels.

For low income, ELL, non-special education students:

- Asian American students generally have higher MCA-II math proficiency rates than Latino and African American students.
- In all elementary grades, Asian American students have lower MCA-II reading proficiency rates than African American and Latino students.
- The MCA-II math proficiency rate is at least 15% higher for Asian American students than it is for Latino students in 5 of 7 grade levels.

When we look at low income, non-ELL, special education students, we find that:

- The MCA-II math proficiency rate is at least twice as high for Caucasian students as it is for African American students in all grade levels.
- The MCA-II reading proficiency rate is at least twice as high for Caucasian students as it is for African American students in all but one grade level.

Notes:

The percent of students proficient is defined by MDE as 'M'=Meets the standards or 'E'=Exceeds the standards. Percent of students proficient in math was calculated using scores on both the MCA-II and MTELL exams. Groups are included that tested at least 600 SPPS students across all grades.

### Comparison of Similar Groups in SPPS and Minnesota

The following tables compare Saint Paul Public Schools to the State of Minnesota in the percentage of students proficient in a given grade and MCA-II subject, by subgroups based on income (free- and reduced-price lunch status), English Language Learner (ELL) status, and race/ethnicity. The results are provided below for regular education students, then for special education students in the next section.

**Figure 9a: “Apples-to-Apples” Comparison: Regular Education**

			Number Tested	Gr 3 Rdg	Gr 3 Math	Gr 4 Rdg	Gr 4 Math	Gr 5 Rdg	Gr 5 Math	Gr 6 Rdg	Gr 6 Math	Gr 7 Rdg	Gr 7 Math	Gr 8 Rdg	Gr 8 Math	Gr 10 Rdg	Gr 11 Math
<b>Not Low Income, Not ELL</b>																	
Caucasian	SPPS		<b>2,861</b>	<b>96</b>	<b>94</b>	<b>91</b>	<b>86</b>	<b>89</b>	<b>84</b>	<b>94</b>	<b>84</b>	<b>88</b>	<b>85</b>	<b>83</b>	<b>78</b>	<b>81</b>	<b>47</b>
	MN		237,392	92	89	86	83	88	76	82	77	79	75	78	73	77	41
<b>Low Income, Not ELL</b>																	
African American	SPPS		<b>3,134</b>	<b>58</b>	<b>45</b>	<b>41</b>	<b>32</b>	<b>41</b>	<b>29</b>	<b>41</b>	<b>26</b>	<b>30</b>	<b>26</b>	<b>30</b>	<b>21</b>	<b>22</b>	<b>1</b>
	MN		17,208	60	50	46	38	49	31	42	27	35	25	37	23	29	4
Caucasian	SPPS		<b>1,081</b>	<b>82</b>	<b>74</b>	<b>72</b>	<b>69</b>	<b>65</b>	<b>58</b>	<b>73</b>	<b>65</b>	<b>63</b>	<b>55</b>	<b>50</b>	<b>36</b>	<b>54</b>	<b>13</b>
	MN		52,216	83	78	74	67	74	56	66	57	61	54	60	50	59	21
<b>Low Income, ELL</b>																	
Asian American	SPPS		<b>4,506</b>	<b>44</b>	<b>48</b>	<b>33</b>	<b>41</b>	<b>40</b>	<b>45</b>	<b>40</b>	<b>45</b>	<b>27</b>	<b>40</b>	<b>41</b>	<b>40</b>	<b>32</b>	<b>4</b>
	MN		9,193	45	48	30	40	36	38	32	37	22	35	35	37	26	5
Latino	SPPS		<b>1,331</b>	<b>57</b>	<b>44</b>	<b>36</b>	<b>40</b>	<b>46</b>	<b>38</b>	<b>41</b>	<b>34</b>	<b>30</b>	<b>31</b>	<b>31</b>	<b>19</b>	<b>29</b>	<b>2</b>
	MN		8,727	47	39	29	35	33	25	25	19	18	18	21	14	16	2
African American	SPPS		<b>703</b>	<b>60</b>	<b>48</b>	<b>40</b>	<b>29</b>	<b>48</b>	<b>30</b>	<b>53</b>	<b>37</b>	<b>38</b>	<b>31</b>	<b>43</b>	<b>26</b>	<b>13</b>	<b>0</b>
	MN		4,566	46	37	30	28	34	19	31	19	19	15	23	14	8	1

# = SPPS is three or more points above MN peers  
# = SPPS is within three points of MN peers  
# = SPPS is three or more points below MN peers

Notes: Percent of students proficient is defined by MDE as 'M'=Meets the standards or 'E'=Exceeds the standards.  
 Groups are included that tested at least 600 SPPS students across all grades.  
 Percent of students proficient in math was calculated using scores on both the MCA-II and MTELL exams.

*Please note:* Subgroups were only included if they have 600 or more students across all grade levels.

These data indicate the following:

- ELL students in SPPS compare favorably with their peers statewide. They meet or exceed the level of their statewide peers at all MCA-II grades and subjects:
  - Low Income, ELL, Asian American students exceeded scores for their statewide peers on 10 of 14 tests (71%).
  - Low Income, ELL, Latino students outperformed their peers statewide on 13 of 14 MCA-II tests (93%)
  - Low Income, ELL, African-American students outperformed their peers statewide on 12 of 14 MCA-II tests (86%)
- Not Low Income, Caucasian students also outperformed statewide peers on 13 of 14 tests (93%).
- Low Income, Not ELL, Caucasian and African American students score below their statewide peers in about half of the MCA-II grade levels and subject areas.
  - Among Low Income, Non-ELL students, Caucasian students perform significantly above African-American students at all grade levels and in both subjects.

**Figure 9b: “Apples-to-Apples” Comparison: Special Education**

			Number Tested	Gr 3 Rdg	Gr 3 Math	Gr 4 Rdg	Gr 4 Math	Gr 5 Rdg	Gr 5 Math	Gr 6 Rdg	Gr 6 Math	Gr 7 Rdg	Gr 7 Math	Gr 8 Rdg	Gr 8 Math	Gr 10 Rdg	Gr 11 Math
<b>Not Low Income, Not ELL, Special Ed</b>																	
Caucasian	SPPS		405	54	54	76	71	58	52	54	56	39	39	51	46	33	11
	MN		25,455	61	64	55	54	52	44	40	37	33	30	30	25	25	7
<b>Low Income, Not ELL, Special Ed</b>																	
African American	SPPS		1,040	16	16	11	10	15	11	12	9	5	4	9	5	4	1
	MN		4,870	25	25	16	13	13	7	10	7	7	5	8	4	4	1
Caucasian	SPPS		375	43	48	33	37	29	25	48	30	20	22	18	12	11	7
	MN		13,390	42	47	36	34	33	24	24	19	18	16	19	13	15	3
<b>Low Income, ELL, Special Ed</b>																	
Asian American	SPPS		559	17	18	12	17	18	21	11	14	8	13	17	12	1	1
	MN		1,022	16	20	11	16	15	18	9	13	7	12	12	10	2	1
Latino	SPPS		248	27	23	8	11	19	14	15	0	8	3	3	0	*	*
	MN		1,336	15	17	9	10	12	3	7	3	3	2	3	2	3	0

# = SPPS is **three or more points above** MN peers  
# = SPPS is **within three points of** MN peers  
# = SPPS is **three or more points below** MN peers

Notes: Percent of students proficient is defined by MDE as 'M'=Meets the standards or 'E'=Exceeds the standards.  
Groups are included that tested at least 20 SPPS students across all grades.  
\* Cells with fewer than 20 SPPS students are not reported.  
Percent of students proficient in math was calculated using scores on both the MCA-II and MTELL exams.

Please note: Subgroups were only included if they have 20 or more students at most grade levels.

These data indicate the following about Special Education students in SPPS:

- Not Low Income, Caucasian students are outperforming their peers statewide on 12 of the 14 MCA-II tests. Low Income African American students are performing at a level comparable to their statewide peers, but well below the low income Caucasian student averages in all cases.
- Among Low Income, Non-ELL students, Caucasian students are outperforming African American students at all grade levels. Typically, Caucasian students are 2-3 times more likely than African American students to be proficient on the MCA-II. Low Income Caucasian students also are somewhat more likely than African American students to be outperforming their peers statewide.
- ELL, Asian American, and Latino students often outperform Not ELL, African American students. However, these groups typically perform at a level comparable to their peers statewide.

### Summary

In addition to the significant achievement gaps between student groups within SPPS (especially between Caucasian and African-American students, as described in the previous section of this report), there are significant gaps between groups statewide. When comparing specific student groups in SPPS and in Minnesota, ELL students and Not-Low Income students in SPPS tend to compare favorably with their statewide peers. Low Income Non-ELL African American and Caucasian students are the SPPS student groups that are most likely to underperform their statewide peers on the MCA-II.

## Appendix A

### MCA-II Percent Proficient by School and Grade

#### Elementary Schools - Math (Including MCA-II & MTELL) & Reading

School	MATH									READING										
	Grd 3		Grd 4		Grd 5		Grd 6		Total	Grd 3		Grd 4		Grd 5		Grd 6		Total		
	07	+/-	07	+/-	07	+/-	07	+/-	07	+/-	07	+/-	07	+/-	07	+/-	07	+/-		
Adams Magnet	57	-11	62	-5	54	24	33	-13	52	-3	72	-1	66	-9	69	-1	62	-12	67	-6
American Indian/Mounds Park	43	-21	40	9	30	4	36	14	37	3	40	-13	48	19	23	-13	29	-10	35	-4
Ames	77	27	54	26	69	22	64	1	66	19	87	32	59	30	55	-5	57	-9	65	12
Battle Creek Magnet	71	-10	74	-5	67	16	58	4	68	2	70	11	64	-13	64	-8	68	-3	66	-4
Benj. E. Mays Magnet/Rondo	58	-6	42	-6	36	5	47	-3	46	-2	71	9	53	12	45	-3	47	-3	54	4
Bruce F Vento	38	-17	55	29	24	-8	35	15	38	6	21	-21	10	-21	30	-24	29	-7	22	-18
Capitol Hill Magnet/Rondo	95	2	83	-9	90	6	87	-4	87	2	97	7	85	-6	94	0	90	-2	88	1
Chelsea Heights	76	-8	70	-1	71	12	55	-4	68	0	69	-21	70	-6	71	-9	68	-5	69	-10
Cherokee Heights Magnet	44		35	-3	28	1	27	5	33	5	52		35	-15	40	-11	42	0	42	-6
Como Park	41	-13	36	-9	59	21	47	4	46	0	37	-12	42	-25	52	-2	35	-25	41	-16
Crossroads Montessori	75	26	52	8	48	5	44	11	55	12	73	5	48	-23	62	-9	59	-7	61	-9
Crossroads Science Program	64	18	48	-9	38	-13	62	12	53	2	73	12	52	-10	48	-15	62	12	59	-1
Daytons Bluff	75	18	50	-18	56	24	53	-5	59	5	79	27	63	-2	72	6	46	-4	65	6
Eastern Heights	59	-22	74	32	39	2	46	1	55	2	69	-3	65	23	45	-10	53	10	58	4
Expo/Harriet Bishop Center	75	5	58	-9	58	-8	63	10	63	-1	76	13	69	1	68	-6	71	6	71	4
Farnsworth	79	-3	74	9	75	26	66	6	74	9	77	-5	80	19	72	-6	68	-6	74	0
Four Seasons	58	-13	49	-21	58	18	46	0	53	-4	68	-4	62	7	49	-2	51	-20	57	-5
Franklin Magnet	56	-11	45	8	27	-3	41	11	42	1	37	-24	36	-2	33	-15	56	7	40	-9
Frost Lake Magnet	51	-11	42	3	50	22	49	5	48	5	51	0	43	2	36	-8	43	-21	43	-7
Galtier Magnet	61	-6	73	25	57	16	39	5	57	10	75	1	58	10	55	10	45	-1	58	5
Groveland Park	73	3	56	-2	60	-5	65	8	64	2	75	1	54	-28	64	-9	65	-15	64	-13
Hancock/Hamline Magnet	26	-21	34	3	28	-2	36	9	31	-3	39	-15	35	-1	34	-14	39	9	37	-5
Hayden Heights	50	8	33	11	28	3	38	19	37	10	59	-11	36	-3	36	-15	41	-5	43	-9
Highland Park	57	-7	57	26	49	10	42	2	51	7	63	-11	60	25	51	-16	67	-4	60	-1
Highwood Hills	41	-6	28	-7	35	-3	73	35	44	5	27	-42	40	-11	46	-11	57	9	42	-14
Hill Montessori	77	6	32	-30	34	-11	26	-12	42	-14	82	-7	79	7	64	-12	71	23	74	2
Homecroft	28	5	26	-8	30	-1	24	-11	27	-4	31	2	33	-7	47	2	22	-43	33	-13
Jackson Magnet	45	-13	49	0	48	12	64	26	52	6	44	-13	50	3	33	-20	59	6	46	-6
John Johnson Achievement Plus	51	14	50	29	46	17	45	14	48	19	56	13	28	-6	34	-6	29	-7	37	-1
L'Etoile Du Nord	87	-3	83	9	80	-2	89	16	85	3	87	0	81	3	84	9	89	-11	85	2
Linwood A+ Magnet	62	-13	70	16	61	18	65	25	64	11	58	-26	68	-4	65	-5	76	19	66	-4
Longfellow Magnet	28	1	10	-8	32	17	19	-13	22	0	50	31	21	-15	35	12	41	-6	36	6
Mann	95	8	91	12	68	-5	68	6	80	4	95	2	91	5	78	-12	65	-12	82	-6
Maxfield Magnet	28	-13	24	2	21	12	17	-14	22	-3	42	-11	29	-15	35	0	26	-14	33	-10
Mississippi Magnet	29	-46	23	-13	28	-16	36	6	29	-17	36	-22	25	-9	21	-26	26	-9	27	-17
Monroe Community	76	16	37	-2	36	29	41	-9	40	6	77	7	46	-10	42	8	57	5	47	-3
Museum Magnet/Rondo	74	-6	54	3	64	16	36	-10	57	0	81	5	50	6	64	7	56	4	63	5
Nokomis Montessori/Magnet	64	-5	57	-15	46	1	48	-5	54	-7	67	4	63	-4	66	6	67	17	66	5
North End	53	-5	50	1	43	14	33	-5	45	3	66	13	43	-3	40	-12	53	6	50	1
Open School	63	40	44	26	16	-17	50	38	39	12	50	11	25	8	23	-27	43	1	39	-3
Phalen Lake	40	-4	31	-1	45	29	21	-9	34	4	47	-14	35	-7	39	-5	36	-20	39	-12
Prosperity Heights	63	3	38	-25	51	-29	59	-9	53	-15	63	6	43	-23	65	-24	57	-9	57	-13
Randolph Heights	79	-6	62	-6	52	-10	68	-9	65	-7	76	-9	73	0	57	-20	74	-3	70	-8
Riverview Magnet	65	8	44						55	-2	77	4	48						63	-10
Roosevelt Magnet	38	-15	33						36	-17	53	-13	41						47	-19
Sheridan	69	-1	73	15	67	19	78	30	72	15	74	5	57	-17	70	-6	70	-4	68	-5
St. Anthony Park	80	-9	86	0	83	22	74	20	81	6	91	3	94	7	90	13	81	13	89	8
Webster Magnet	44	-1	33	-3	20	-8	37	-3	33	-4	52	5	41	-3	34	-16	44	1	43	-3
Wellstone	30	-9	14	-12	25	7	23	8	23	-1	35	-9	12	-19	29	-8	27	-1	26	-9
World Cultures Magnet	36	-14	34	-4	41	0	34	10	36	-2	49	7	37	-24	61	5	28	-12	44	-6

07=Percent proficient in 2007. +/- =The change from 2006 to 2007 (2007 percent proficient minus

Notes: The number listed in the 'Total' column is the average of the grade level percents for each school. This average percentage may differ slightly from the average that accounts for the number of students in each grade.

## Middle Schools - Math (Including MCA-II and MTELL) and Reading

School	MATH						READING					
	Grd 7		Grd 8		Total		Grd 7		Grd 8		Total	
	07	+/-	07	+/-	07	+/-	07	+/-	07	+/-	07	+/-
Battle Creek Middle	29	-1	28	4	29	1	33	-8	36	-5	34	-7
Capitol Hill Magnet/Rondo	86	18	78	-6			79	7	82	-6		
Cleveland Junior High	34	8	29	0	32	4	20	-12	31	-2	25	-7
Hazel Park Middle School	36	3	34	1	35	2	33	-3	32	0	33	-2
Highland Park Junior High	39	-2	34	-6	37	-4	39	-12	50	0	44	-6
Humboldt Junior High	23	4	31	7	27	6	18	-11	27	6	22	-2
Monroe Community	32	14	19	-7			38	-8	22	-19		
Murray Junior High	50	3	52	4	51	4	54	1	55	7	54	4
Open School	17	-25	49	20			22	-34	61	21		
Ramsey Junior High	48	5	44	-4	46	1	49	3	48	-8	48	-3
Washington Technology Magnet	37	5	32	3	35	4	30	-6	44	1	37	-2

## High Schools - Math (Including MCA-II and MTELL) and Reading

School	MATH		RDG	
	Grd 11		Grd 10	
	07	+/-	07	+/-
Arlington	7	-2	24	0
Central	34	-3	60	-2
Como Park	20	-3	48	0
Harding	15	5	39	0
Highland Park Sr High	28	-4	46	-7
Humboldt Sr High	3	-1	24	-2
Johnson	9	-2	33	-7
Open School	33	7	48	11

07=Percent proficient in 2007. +/- =The change from 2006 to 2007 (2007 percent proficient minus

Notes: The number listed in the 'Total' column is the average of the grade level percents for each school. This average percentage may differ slightly from the average that accounts for the number of students in each grade.

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.

<20 indicates that the subgroup includes fewer than 20 students and is, therefore, not reported.

# Results averaged across two or three years

\*\* Achieved "safe harbor" criterion

## Appendix B

**Table 1 A: Elementary Schools Achieving AYP in 2007  
(No NCLB Sanctions)**

Schools achieved AYP in both subjects in SY 2006-07 and are not subject to intervention under NCLB – i.e., classified as in need of improvement, corrective action, or restructuring

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Battle Creek Elementary	Yes	Yes	Yes**#	Yes**#	Yes**	Yes
Benjamin E. Mays	Yes	Yes	Yes	Yes	Yes**#	Yes**#
Capitol Hill (Grades 1-8)	Yes	Yes	Yes	Yes	Yes	Yes
Chelsea Heights	Yes	Yes	Yes	Yes	Yes#	Yes
Crossroads Science	Yes	Yes	Yes**#	Yes**#	Yes**#	Yes**#
Dayton's Bluff	Yes#	Yes	Yes	Yes	Yes**	Yes**
Eastern Heights	No (B)	Yes **#	Yes **	Yes **	Yes**#	Yes
Expo Magnet	Yes	Yes	Yes**#	Yes#	Yes**#	Yes
Farnsworth Magnet	Yes	Yes	Yes**#	Yes**#	Yes	Yes
Galtier Magnet	Yes**#	Yes	Yes#	Yes**#	Yes**#	Yes**
Hill Montessori	Yes	Yes	Yes	Yes**#	Yes	Yes**#
L'Etoile du Nord French Immersion	Yes	Yes	Yes#	Yes	Yes	Yes
Mann Elementary	Yes	Yes	Yes	Yes	Yes	Yes
Museum Magnet	Yes	Yes	Yes	Yes#	Yes**#	Yes#
Nokomis Montessori	Yes	Yes	Yes**#	Yes	Yes	Yes#
Prosperity Heights Elementary	Yes	Yes	Yes	Yes	Yes#	Yes#
Riverview Magnet Elementary (K-4 for SY 2006-2007)	Yes	Yes	Yes	Yes#	Yes	Yes
St. Anthony Park	Yes	Yes	Yes	Yes#	Yes	Yes**#
Sheridan Elementary	Yes	Yes	Yes	Yes	Yes	Yes

**Table 1B: Elementary Schools Achieving AYP for SY 2006-07 in both subjects  
(Still subject to NCLB sanctions)**

These schools are subject to intervention under NCLB in the current year due to past accountability history. Additional details on NCLB sanctions may be found in Tables 5A-5C

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Ames Elementary	Yes**#	Yes	No (D, ED)	Yes **#	Yes	Yes

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.

<20 indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.

# Results averaged across two or three years

\*\* Achieved "safe harbor" criterion

**Table 1C: Elementary Schools Not Achieving AYP for SY 2006-07 in one subject**

These schools may be subject to intervention under NCLB in the current year due to past accountability history. Additional details on NCLB sanctions may be found in Tables 5A-5C

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Frost Lake Magnet	Yes	Yes	Yes**#	Yes**#	No (All, A, LEP, ED)	Yes**#
Highland Park Elementary	No (B)	Yes**	Yes**	No (ED)	Yes**#	No (H, ED)
John A. Johnson Achievement Plus	Yes	Yes	Yes**#	Yes**#	No (B, D, ED)	Yes**
Linwood A+	Yes**#	Yes	Yes**#	Yes**#	No (ED)	Yes
Mississippi Magnet	Yes**	Yes	Yes**#	Yes**#	No (All, A, D, ED)	Yes**#
North End	Yes	Yes#	Yes**#	Yes**#	Yes**#	No (All, D, ED)
World Cultures	Yes	Yes	Yes**	Yes**#	No (D, ED)	Yes**#

**Table 1D: Elementary Schools Not Achieving AYP for SY 2006-07 in both subjects**

These schools may be subject to intervention under NCLB in the current year due to past accountability history. Additional details on NCLB sanctions may be found in Tables 5A-5C

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Adams Elementary	Yes	Yes	No (LEP)	No (H, B, D, ED)	No (H, LEP, D, ED)	No (H, B, LEP, D, ED)
American Indian Magnet	Yes**#	Yes	Yes**#	Yes**#	No (All, AI, A, B, LEP, ED)	No (All)
Bruce E. Vento Elementary	Yes**#	Yes**#	Yes**#	Yes**#	No (All, A, B, LEP, ED)	No (All, LEP, ED)
Cherokee Heights (K-6 in SY 2006-2007)	Yes**#	Yes	No (D, ED)	No (D)	No (All, A, B, D, ED)	No (B, D, ED)
Como Park Elementary	Yes**#	Yes	Yes**#	Yes**#	No (All, A, LEP, ED)	No (LEP)
Crossroads Montessori	Yes	Yes	Yes	No (All, B, ED)	No (B, D, ED)	No (B, D)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.  
**<20** indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.  
**#** Results averaged across two or three years  
**\*\*** Achieved "safe harbor" criterion

**Table 1D: Elementary Schools Not Achieving AYP for SY 2006-07 in both subjects**

These schools may be subject to intervention under NCLB in the current year due to past accountability history. Additional details on NCLB sanctions may be found in Tables 5A-5C

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Four Seasons A+	Yes	Yes	Yes#	Yes***	No (D)	No (B, D)
Franklin Magnet	Yes	No (B)	Yes***	Yes***	No (All, A, B, LEP, D, ED)	No (D)
Groveland Park Elementary	Yes	Yes	Yes***	Yes***	No (LEP, ED)	No (LEP)
Hancock-Hamline	Yes**	Yes	No (D)	No (D)	No (D)	No (D)
Hayden Heights Elementary	Yes	Yes	Yes***	Yes***	No (All, A, LEP, ED)	No (A, LEP, ED)
Highwood Hills Elementary	Yes***	Yes	Yes***	Yes***	No (All, B, LEP, ED)	No (All, B, LEP, ED)
Homecroft Elementary	No (LEP)	Yes	Yes	No (All, LEP, ED)	No (All, H, LEP, ED)	No (All, LEP, ED)
Jackson Magnet	Yes***	No (B)	Yes***	Yes***	No (All, A, B, LEP, ED)	No (B)
Longfellow Magnet	Yes	Yes	No (All, B, ED)	No (All, B, ED)	No (All, B, D, ED)	No (All, B, ED)
Maxfield Magnet	Yes**	Yes**	Yes***	Yes***	No (D)	No (All, ED)
Monroe Community (K-8)	Yes **	Yes	Yes ***	No (B, D)	No (B)	No (B)
Phalen Lake Elementary	Yes**	Yes	Yes	Yes***	No (All, A, LEP, D, ED)	No (All, A, LEP, D, ED)
Paul and Sheila Wellstone Elementary	Yes**	Yes**	Yes***	No (LEP)	No (A, D)	No (LEP, D)
Randolph Heights Elementary	Yes	Yes	Yes	Yes**	No (A, LEP, ED)	No (LEP)
Roosevelt Magnet (K-4 in SY 2006-2007)	Yes	Yes	Yes	Yes#	No (D)	No (All, H, B, LEP, ED)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.  
**<20** indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.  
**#** Results averaged across two or three years  
**\*\*** Achieved "safe harbor" criterion

**Table 1D: Elementary Schools Not Achieving AYP for SY 2006-07 in both subjects**

These schools may be subject to intervention under NCLB in the current year due to past accountability history. Additional details on NCLB sanctions may be found in Tables 5A-5C

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
St. Paul Open School (K-12)	No (B)	No (B)	Yes **#	No (All, A, B, ED)	No (All)	No (A, D)
Webster Magnet	Yes**#	Yes**	Yes**#	No (All)	No (All, D)	No (All, B)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.  
 <20 indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.  
 # Results averaged across two or three years  
 \*\* Achieved "safe harbor" criterion

## Junior High Schools

**Table 2A: Junior High Schools Achieving AYP for SY 2006-07**

Schools achieved AYP in both subjects in SY 2006-2007 and are not subject to NCLB sanctions.

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Battle Creek Middle School	No (D)	Yes **	Yes **#	Yes **	Yes**#	Yes**#
Murray Junior High	No (D)	Yes**	Yes**#	Yes**#	Yes**#	Yes**#

**Table 2B: Junior High Schools Not Achieving AYP for SY 2006-07 in one subject**

These schools may be subject to intervention under NCLB in the current year. Additional details on NCLB sanctions may be found in Tables 5A-5C

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Cleveland Junior High	No (B)	Yes **	No (B, D)	No (B, D)	No (All, A, B, D)	Yes** #
Ramsey Junior High	Yes**	Yes**	Yes**#	Yes**#	No (D)	Yes** #

**Table 2C: Junior High Schools Not Achieving AYP for SY 2006-07 in both subjects**

These schools may be subject to intervention under NCLB in the current year. Additional details on NCLB sanctions may be found in Tables 5A-5C

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Hazel Park Middle School Academy	Yes**	Yes**	Yes**#	Yes**#	No (H, B)	No (B)
Highland Park Junior High	No (D)	No (D)	Yes**#	Yes**#	No (H, D)	No (H)
Humboldt Junior High	No (ED)	No (ED)	No (B, D, ED)	No (B, D, ED)	No (All, B, W, D, ED)	No (All, B, D, ED)
Washington Middle School	No (B, D)	No ((B, D)	Yes **#	Yes**#	No (B, D)	No (B, D)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.

<20 indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.

# Results averaged across two or three years

\*\* Achieved "safe harbor" criterion

## Senior High AYP Results

**Table 3A: Senior High Schools Achieving AYP for SY 2006-07**

Schools achieved AYP in both subjects in SY 2006-07 and are not subject to intervention under NCLB – i.e., classified as in need of improvement, corrective action, or restructuring

	Made Adequate Yearly Progress (AYP)					
School Name	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
None in 2007	----	----	----	----	----	----

**Table 3B: Senior High Schools Not Achieving AYP for SY 2006-07 in one subject**

These schools are not subject to intervention under NCLB in the current year

	Made Adequate Yearly Progress (AYP)					
School Name	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Johnson Senior High	No (B, D)	No (LEP, D, ED)	No (D)	No (All, B, W, D, ED)	Yes***	No (All, A, H, B, W, D, ED)

**Table 3 C: Senior High Schools Not Achieving AYP for SY 2006-07 in both subjects**

These schools may be subject to intervention under NCLB in the current year. Additional details on NCLB sanctions may be found in Tables 5A-5C.

	Made Adequate Yearly Progress (AYP)					
School Name	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Arlington High School	No (All, A, B, LEP, D)	No (B)	No (All, A, H, B, LEP, ED)	No (All, A, H, B, LEP, ED)	No (All, A, H, B, LEP, ED)	No (All, A, H, B, LEP, D, ED)
Central High School	No (B)	Yes**	No (B, ED)	No (B, D, ED)	No (B, ED)	No (B, D, ED)
Como Park Senior High School	No (A, LEP)	No (B)	Yes***	Yes**	No (A, LEP, ED)	No (B, ED)
Harding High School	No (D)	No (B, D)	No (B, D)	No (All, A, H, B, LEP, D, ED)	No (B, D)	No (All, A, H, B, LEP, D, ED)
Highland Park Senior High	No (B, D)	No (B, LEP, ED)	Yes***	No (B, D, ED)	No (B, ED)	No (B, ED)
Humboldt Senior High	No (All, H, B, LEP)	No (All, B, LEP, D, ED)	No (B)	No (All, H, B, W, LEP, ED)	No (All, A, LEP, ED)	No (All, A, H, B, LEP, ED)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.

<20 indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.

# Results averaged across two or three years

\*\* Achieved "safe harbor" criterion

**Table 4A: Other Non-Traditional Schools and Programs Achieving AYP for SY 2006-07**

These schools are not subject to intervention under NCLB in the current year

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
ALC BESTT	<20	<20	No (ED)	No (ED)	Yes#	Yes#
ALC Creative Arts School	<20	Yes	<20	Yes	Yes (<20)	Yes (<20)#
ALC Gateway	<20	<20	<20	<20	----	Yes (<20)
ALC LEAD	<20	<20	<20	<20	----	----
Transitions for Success	<20	<20	<20	<20	----	----

**Table 4B: Other Non-Traditional Schools and Programs Not Achieving AYP for SY 2006-07 in one subject**

These schools are not subject to intervention under NCLB in the current year

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
ALC Community School	<20	Yes	<20	No (All, ED)	<20	No (All)
ALC Evening School	<20	<20	<20	<20	----	No (All, <20)
ALC Unidale	<20	No (All, B, ED)	<20	Yes	----	No (All; <20)

**Table 4C: Other Non-Traditional Schools and Programs Not Achieving AYP for SY 2006-2007 in both subjects**

These schools may be subject to intervention under NCLB in the current year

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
ALC International Academy/LEAP	Yes	Yes	Yes**	No (All, A, LEP, ED)	No (All, A, LEP, ED)	No (All, A, LEP, ED)
Guadalupe Alternative Programs (Contracted Alternative)	<20	Yes	Yes **	Yes	No (All, ED)	No (All, ED)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.

<20 indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.

# Results averaged across two or three years

\*\* Achieved "safe harbor" criterion

## Schools in Need of Improvement

Since the State of Minnesota only applies sanctions under the No Child Left Behind Act of 2001 to schools receiving Title I funding, the schools listed in Tables 5A-5C contain information on AYP status previously presented.

**Table 5A: Schools in need of improvement – Stage 1 (School Choice)**

These schools must satisfy the school improvement requirements of No Child Left Behind. Students in these schools must be given the option to transfer to another school in the district that has not been identified for improvement.

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
ALC International Academy/LEAP	Yes	Yes	Yes**	No (All, A, LEP, ED)	No (All, A, LEP, ED)	No (All, A, LEP, ED)
Cherokee Heights (K-6 in SY 2006-2007)	Yes***	Yes	No (D, ED)	No (D)	No (All, A, B, D, ED)	No (B, D, ED)
Crossroads Montessori	Yes	Yes	Yes	No (All, B, ED)	No (B, D, ED)	No (B, D)
Hancock-Hamline	Yes**	Yes	No (D)	No (D)	No (D)	No (D)
Harding High School	No (D)	No (B, D)	No (B, D)	No (All, A, H, B, LEP, D, ED)	No (B, D)	No (All, A, H, B, LEP, D, ED)
Highland Park Elementary	No (B)	Yes**	Yes**	No (ED)	Yes***	No (H, ED)
Humboldt Senior High	No (All, H, B, LEP)	No (All, B, LEP, D, ED)	No (B)	No (All, H, B, W, LEP, ED)	No (All, A, LEP, ED)	No (All, A, H, B, LEP, ED)
Longfellow Magnet	Yes	Yes	No (All, B, ED)	No (All, B, ED)	No (All, B, D, ED)	No (All, B, ED)
Paul and Sheila Wellstone Elementary	Yes**	Yes**	Yes***	No (LEP)	No (A, D)	No (LEP, D)
Webster Magnet	Yes***	Yes**	Yes***	No (All)	No (All, D)	No (All, B)

**Table 5B: Schools in need of improvement – Stage 2 (Supplemental Services)**

These schools must satisfy the school improvement requirements of No Child Left Behind. Students in these schools must be given the option to transfer to another school in the district that has not been identified for improvement. Low-income students remaining in these building must be able to access supplemental educational services from the list of state-approved providers.

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
St. Paul Open School (K-12)	No (B)	No (B)	Yes ***	No (All, A, B, ED)	No (All)	No (A, D)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.

<20 indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.

# Results averaged across two or three years

\*\* Achieved "safe harbor" criterion

**Table 5B: Schools in need of improvement – Stage 2 (Supplemental Services)**

These schools must satisfy the school improvement requirements of No Child Left Behind. Students in these schools must be given the option to transfer to another school in the district that has not been identified for improvement. Low-income students remaining in these building must be able to access supplemental educational services from the list of state-approved providers.

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Washington Middle School	No (B, D)	No ((B, D)	Yes **#	Yes**#	No (B, D)	No (B, D)

**Table 5C: Schools in Corrective Action – Stage 3**

These schools must satisfy the school improvement requirements of No Child Left Behind. Students in these schools must be given the option to transfer to another school in the district that has not been identified for improvement. Low-income students remaining in these building must be able to access supplemental educational services from the list of state-approved providers. The district must also implement one of the corrective actions identified in NCLB.

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Ames Elementary	Yes**#	Yes	No (D, ED)	Yes **#	Yes	Yes
Arlington High School	No (all, A, B, LEP, D)	No (B)	No (All, A, H, B, LEP, ED)	No (All, A, H, B, LEP, ED)	No (All, A, H, B, LEP, ED)	No (All, A, H, B, LEP, D, ED)
Cleveland Junior High	No (B)	Yes **	No (B, D)	No (B, D)	No (All, A, B, D)	Yes**#
Homecroft Elementary	No (LEP)	Yes	Yes	No (All, LEP, ED)	No (All, H, LEP, ED)	No (All, LEP, ED)
Humboldt Junior High	No (ED)	No (ED)	No (B, D, ED)	No (B, D, ED)	No (All, B, W, D, ED)	No (All, B, D, ED)
Monroe Community	Yes **	Yes	Yes **#	No (B, D)	No (B)	No (B)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.

<20 indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.

# Results averaged across two or three years

\*\* Achieved "safe harbor" criterion

## SPPS Sponsored Charter Schools

According to Minnesota law, as a charter school sponsor, the Saint Paul Public School district "shall monitor and evaluate the...student performance of the [sponsored charter] school." (Minn. Stat. Sec. 124D.10, Subdivision 15 (b)). For this reason, the achievement results for these schools are presented below in Tables 6A-6C.

Currently, the district sponsors seven (7) charter schools sites in seven (7) charter districts:

- Achieve Language Academy (K-8)
- Community of Peace Academy (K-12)
- Face to Face Academy (9-12)
- High School for Recording Arts (9-12)
- New Spirit School (K-8)
- Twin Cities Academy (6-8)
- Twin Cities Academy (9-12)

**Table 6A: SPPS Sponsored Charter Schools Achieving AYP for SY 2006-07**

These schools have achieved AYP targets are not subject to NCLB sanctions.

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Community of Peace Academy (K-8)	Yes	Yes	Yes**	Yes**#	Yes	Yes
Community of Peace Academy Secondary (9-12)	Yes	Yes	Yes	No (All, A, ED)	Yes	Yes
*Higher Ground Academy (K-12)	Yes	Yes	Yes**#	Yes	*	*
New Spirit Primary School	Yes**	Yes**#	No (All, A, LEP, ED)	Yes **#	Yes	Yes
Twin Cities Academy	Yes	Yes	Yes	Yes	Yes	Yes
Twin Cities Academy High School	Yes	Yes	Yes	Yes	Yes	Yes

\* Higher Ground Academy is no longer sponsored by SPPS.

**Table 6B: SPPS Sponsored Charter Schools Not Achieving AYP for SY 2006-07 in one subject**

These schools may also be subject to NCLB sanctions.

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Face to Face Academy	<20	<20	Yes** (<20)	No (<20)	Yes	No (All)
New Spirit Middle School	Yes**	Yes**	Yes	Yes**#	Yes	No (B)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.

<20 indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.

# Results averaged across two or three years

\*\* Achieved "safe harbor" criterion

**Table 6C: SPPS Sponsored Charter Schools Not Achieving AYP for SY 2006-07 in both subjects**

These schools may also be subject to NCLB sanctions.

School Name	Made Adequate Yearly Progress (AYP)					
	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007
Achieve Language Academy	Yes**	Yes	Yes**#	Yes**#	No (SPED)	No (SPED, ED)
High School for the Recording Arts	Yes**	No (All)	No (All, B, ED)	No (All, B, ED)	No (All, B, ED)	No (All)

The codes in the tables above indicate which NCLB subgroups did not achieve AYP: **ALL**=all students; **D**=students with disabilities; **LEP**=limited English proficient; **ED**=economically disadvantaged; **A**=Asian; **AI**=American Indian; **B**=Black; **H**=Hispanic; and **W**=White.

<20 indicates that the subgroups includes fewer than 20 students and is, therefore, not reported.

# Results averaged across two or three years

\*\* Achieved "safe harbor" criterion