



**2007-2008 No Child Left Behind Results:  
Adequate Yearly Progress (AYP) and  
Minnesota Comprehensive Assessment – Series II (MCA-II),  
Includes Graduation Required Assessments for Diploma (GRAD)**

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**Saint Paul Public Schools  
 AYP, MCA-II, and GRAD REPORT  
 School Year 2007-2008**

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## Saint Paul Public Schools

### 2007-2008 No Child Left Behind Results:

### Adequate Yearly Progress (AYP) and Minnesota Comprehensive Assessment – Series II (MCA-II), Includes Graduation-Required Assessment for Diploma (GRAD)

#### Executive Summary

Each summer, the Minnesota Department of Education (MDE) releases the results from numerous statewide assessments. This year, MDE issued the results from the Minnesota Comprehensive Assessments – Series II and the Mathematics Test for English Language Learners (an accommodated version of the MCA-II in Mathematics geared to English Language Learners) at the end of June. Included with this release were the first results for the Graduation-Required Assessment for Diploma (GRAD) in Reading, co-administered with the 10<sup>th</sup> Grade MCA-II in Reading. Results from the Science MCA-II followed in late August. This report provides a quick reference to the results for the MCA-II, MTELL and GRAD for the 2007-2008 school year as well as additional analysis on trends and achievements gaps.

For SPPS, the 2008 overall (all grades) reading proficiency rate was 51.1%, an increase of 3.3% from last year. This compares to a statewide reading proficiency rate of 70.7%, a 2.5% increase over last year. The district regained the ground it lost in 2007 in Reading, having dropped from 51% to 48% proficient between 2006 and 2007.

The 2008 overall (all grades) math (MCA-II + MTELL) proficiency rate was 44.7%, an increase of 3.3% from last year. This compares to a statewide math proficiency rate of 60.4%, a 1.8% increase from 2007. Looking only at the MCA-II, SPPS 2008 overall (all grades) math proficiency rate was 46.3%, a slight decrease of 0.3% from last year. This compares to a statewide math proficiency rate of 62.0%, a 1.4% increase over 2007.

In the first administration of the MCA-II in Science, 21.0% of SPPS students scored proficient or higher, compared to 40.0% proficient in the State of Minnesota.

MDE determines the status of every school and district under the accountability requirements of the No Child Left Behind Act (NCLB) of 2001. MDE uses the results from the MCA-II, the MTELL and the Minnesota Test of Academic Skills (MTAS, an alternate assessment for the most significantly cognitively disabled students), to evaluate whether or not the public schools and districts throughout the State of Minnesota are making the required progress towards the goals of NCLB – 100% proficiency in Reading and Mathematics by 2014, 95% minimum participation in state assessments, 90% attendance, and 80% graduation rate. Once districts have had 30 days to review the results, MDE releases the determinations of Adequate Yearly Progress (AYP) publicly to start the timeline for required implementation of improvement plans, additional NCLB requirements, and sanctions. The first release of this report coincided with public release of the AYP results for SPPS and its schools. The final release of this report came after the registration window for Supplemental Educational Services closed on December 12, 2008.

For the second consecutive year, SPPS did not make AYP as a district, in either Reading or Mathematics proficiency. As a result, the district has been identified as a district “in need of improvement” under NCLB. SPPS met state targets in 24 of the 38 areas required to demonstrate AYP, which decreased from 35 areas meeting targets in 2007. Specific school level data are as follows:

- Of the 76 SPPS schools subject to the AYP requirements of NCLB, 17 schools met targets in both Reading and Mathematics, compared to 22 last year. 30 schools made AYP in Mathematics, compared to 33 last year. 31 made AYP in reading, increasing from 28 last year.
- Of the 50 buildings serving elementary students (including Capitol Hill, Monroe and St. Paul Open), 17 schools met targets in both reading and math. 27 made AYP in Mathematics, increasing from 25 last year. 21 schools made AYP in Reading, compared to 22 last year.
- In the 8 middle and junior highs, no schools made AYP in both reading and math, down from 2 last year. Only one school (Battle Creek Middle) made AYP for math.
- At the 7 high schools, reading performance improved dramatically, with 5 schools making AYP, up from 1 last year. None of the high schools met all targets for Mathematics.
- Of the 11 alternative programs operated by SPPS, 1 of them made AYP in all categories, up from 0 last year. 5 made AYP in Reading, up from 3 last year. 2 made AYP in Math, down from 4 last year. Many of the alternative programs have insufficient data due to their small size and dynamic enrollments.
- As part of NCLB, MDE must identify for improvement any Title I school not making AYP for two or more consecutive years in the same area. Last year, SPPS had 18 Title I schools identified as in need of improvement under NCLB by MDE. This number is increasing to 27 for SY 2008-2009. Cleveland, Linwood, and Monroe are also listed as not making AYP for last year, but their status is under review by MDE due to the program changes initiated last year and scheduled for implementation when school begins. (They are not included in the count).
- 12 of the 27 schools identified for improvement will offer their low-income students the option to receive tutoring from 15 different non-profit and for-profit external providers. Registration for these services began in September. SPPS will also offer after school tutoring at all its sites beginning in October.
- 2 of the 27 schools (Washington Technology Magnet and Open School) identified for improvement have progressed to Corrective Action. Washington began implementing the Bio-Smart reform in advance of this identification to ensure sufficient time for successful implementation.
- 2 of the 27 schools (Arlington and Humboldt Junior High) have been notified to prepare for restructuring. The program changes begun last year provide the foundation for the restructuring efforts that will continue this year. Appendices B and C of this report provide detailed information on the AYP status of individual schools.

Finally, Chapter 6 provides information and analysis of the first results from the Graduation-Required Assessment for Diploma (GRAD) in Reading, Minnesota's new requirement for high school graduation. Since the GRAD tests in Reading are administered in conjunction with the 10<sup>th</sup> Grade MCA-II in Reading and the results have the potential to impact high school graduation rates significantly, they have been included in this report for the first time.

## INTRODUCTION

When the No Child Left Behind Act of 2001 (NCLB) took effect over six years ago as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), the State of Minnesota was far from implementing most of the main components required by the law. Minnesota lacked specific grade-level standards in core subject areas, had not yet implemented the statewide assessments for junior and senior high schools required by the previous version of ESEA, the Improving America's Schools Act of 1994 (IASA), and had a newly implemented accountability system focused entirely on the average performance of students. Using the leverage of at least \$15 billion of federal education funding annually, Congress enacted a series of new requirements for states to meet with very tight timelines. In order to continue receiving funding under Title I, Part A and its related programs, Minnesota had to implement significant changes in standards, assessments, and accountability at a much faster rate than likely would have occurred without NCLB. Additionally, the public has focused on the key educational issues of the pervasive achievement gap in the state and the necessary preparation for the 21<sup>st</sup> century economy and society.

By 2006, Minnesota had all of the key statewide educational elements required by NCLB. The state had fully implemented new grade-level academic standards with new statewide assessments in Reading and Mathematics designed to measure student progress toward attainment of the standards. The state also had a statewide accountability system geared to ensuring 100% of all students reach proficiency in Reading and Mathematics by 2014, with progress measured every year based upon statewide assessment results. Schools and districts meeting the annual state targets are deemed as making "Adequate Yearly Progress" (AYP). Schools and districts are measured against the state targets for nine groups of students – all students, American Indian, Asian/Pacific Islander, African American, Latino, Caucasian, students with Limited English Proficiency, students with disabilities, and students eligible for free and reduced price meals. If a school or district does not meet state targets for consecutive years and is a recipient of federal NCLB funding, the school or district may be identified as "in need of improvement" by the Minnesota Department of Education and subject to sanctions under NCLB.

The challenging goal of 100% proficiency established by NCLB has been the subject of much discussion and debate since its inception. Rather than engage in the debate, SPPS used the goal as the starting point for the *Strategic Plan for Continued Excellence*, released in Spring 2007. The *Strategic Plan for Continued Excellence* commits the district and its schools to accelerating the performance for all students, closing the achievement gap among the different groups of students served by the district, and putting our students on the path to graduate from SPPS prepared for higher education.

This report summarizes the district's progress in meeting the requirements of NCLB as well as the new graduation requirements instituted by the Minnesota Legislature and the Minnesota Department of Education. To better understand the context of these results and the impact of NCLB on education in Minnesota, SPPS released a detailed report on progress towards each of the measurable outcomes of the *Strategic Plan for Continued Excellence*.

## CHAPTER 1

### CONTEXT FOR SAINT PAUL'S RESULTS

#### *Minnesota's Academic Standards*

Over the past six years, Minnesota has implemented new standards in the core academic areas of Reading/Language Arts, Mathematics, Science and Social Studies. These standards provide grade level expectations for the content students in Minnesota's schools should be taught and the skills they should demonstrate. All standards are approved by the Legislature and subject to review and revision.

The Minnesota Academic Standards for Mathematics recently underwent revision and now require Algebra I to be taught in 8<sup>th</sup> Grade and Algebra II to be completed for high school graduation, beginning with the Class of 2015 (this year's 6<sup>th</sup> graders). SPPS has revised its curriculum to address the state's new requirements in addition to integrating more rigorous national standards into the classroom.

The Minnesota Academic Standards in Science are currently under revision by MDE, with the final version ready for implementation in the 2011-12 school year. Language Arts and Reading will be revised during the 2009-2010 school year.

#### *Minnesota's Statewide Assessment System and Expectations for Achievement*

In the past five years, Minnesota's statewide assessment system has evolved rapidly. From a single test ten years ago to the full system now in place, the state assessment system serves a number of purposes. The main tests, the Minnesota Comprehensive Assessments – Series II, measure the progress of students in attaining proficiency in Reading and Math, as required by NCLB. Other tests provide measures of progress for English Language Learners or students with disabilities. Students must also pass a series of tests to graduate from a public high school. Minnesota's assessment system is comprised of the following examinations:

- *Minnesota Comprehensive Assessments – Series II (MCA-II)*: These tests are intended to measure a student's progress in reading and mathematics in relation to the Minnesota Academic Standards. The tests are given every spring to students in Grades 3-8 and once in high school (Grade 10 Reading and Grade 11 Mathematics). The MCA-II are the primary contributor to the determination of whether schools and districts make Adequate Yearly Progress in relation to the state's annual targets towards 100% proficiency by 2014. Minnesota also administered an assessment in science for the first time in 2008. This assessment does not contribute towards determinations of Adequate Yearly Progress, but scores will be reported to demonstrate student progress in life science. Students take the test in Grades 5, 8, and after completion of Biology in high school. Scores on these tests place students into one of four achievement levels – Does Not Meet Standards (D), Partially Meets Standards (P), Meets Standards (M), and Exceeds Standards (E).
- *Graduation-Required Assessment for Diploma (GRAD)*: Every student is required to pass statewide assessments in Writing, Reading, and Mathematics to graduate from high school. Prior to the Class of 2010, students were required to pass the Basic Skills Tests (BSTs). Beginning with the Class of 2010, students must pass the GRAD, a new assessment with high standards than the BSTs. Students must pass a Writing test (first administered in the student's 9<sup>th</sup> grade year), a Reading test (first administered in a student's 10<sup>th</sup> grade year in conjunction with the MCA-II in Reading), and a Mathematics test (first administered in a student's 11<sup>th</sup> grade year in conjunction with the MCA-II in Mathematics). These tests are intended to ensure that Minnesota high school graduates leave high school prepared for post-secondary work or employment. Re-

- *Test of Emerging Academic English (TEAE)*: The TEAE measures the progress of English language acquisition for English Language Learners (ELL). It measures progress in the domains of reading and writing. The test does not count towards AYP but it is used for accountability purposes under Title III of NCLB.
- *Minnesota Student Oral Language Observation Matrix (MN SOLOM)*: The MNSOLOM measures the progress of ELL in acquiring skills for listening and speaking English. The results from the assessment do not count towards determinations of AYP. The results are used for accountability purposes under Title III of NCLB.
- *Mathematics Test for English Language Learners (MTELL)*: The MTELL covers the same content as the MCA-II in Mathematics for each corresponding grade, but is designed to minimize the impact of language skills on the results. It is considered by MDE to be equivalent to the grade level MCA-II in Math but is also an accommodation for ELL. This assessment has not been approved by the U.S. Department of Education for permanent use as an accountability assessment for AYP purposes, which may eliminate its use in future years. Until a final decision is rendered, the results from the MTELL contribute to a school or district's AYP determination.
- *Minnesota Test of Academic Skills (MTAS)*: The MTAS was designed to provide an alternate assessment for students with the most significant cognitive disabilities. IEP teams determine whether a student receiving special education services is best assessed using the MCA-II or the MTAS, following criteria established by MDE. Results from the assessment are used for NCLB accountability purposes, but schools and districts face a cap on the number of scores from the MTAS that can be considered proficient.

#### *Minnesota's Statewide Accountability System*

NCLB requires every state to have a single accountability system applied to all schools, regardless of whether or not the school receives Title I, Part A funding. MDE uses results from the state's accountability tests – the MCA-II, MTELL, and MTAS – to determine whether or not a school has made “Adequate Yearly Progress” (AYP) towards the state's goals in Reading, Math, Attendance, and Graduation rate.

NCLB requires schools and districts to track the academic progress of nine categories of students - all students, American Indian, Asian/Pacific Islander, African American, Latino, Caucasian, students with Limited English Proficiency, students with disabilities, and students eligible for free and reduced price meals. The law requires that schools and districts test all students in Grades 3-8 and once in high school in Reading and Mathematics. If participation for any group falls below 95%, the school or district cannot make AYP for the subject. A school or district has to have at least 20 students in any category for it to be held accountable for the performance of the group. Each group must meet targets set by the state. If a school or district does not meet or exceed the state's targets, they may still be considered as making AYP if the results have improved substantially from the previous year.

Minnesota uses a performance index to establish targets for schools. A school or district with 100% of all students scoring proficient or above on the state's accountability tests would have a score of 100 on the index. Every grade level has a different target established based upon a formula laid out in NCLB, with the target advancing to 100 for the 2013-2014 school year. Schools get a “blended target” based upon the grades served in the school and the numbers of students in each grade. Schools and districts earn one point for each student scoring at proficient or above (Meets or Exceeds Standards). They earn half a point for students scoring partially proficient (Partially Meets Standards). As the state's targets

increase annually until 2014, schools and districts have to reduce significantly the proportion of students scoring below proficient. In absence of a system recognizing schools for individual student growth, Minnesota's performance index at least credits schools for moving students from the lower achievement levels to higher ones.

NCLB also requires states to measure the progress of schools and districts against other indicators. Minnesota uses attendance rate for elementary and junior high schools, while it is required to use graduation rate for high schools. Results for these categories are not disaggregated across the nine groups; only results for all students factor into determinations of AYP for the category. Minnesota requires schools to have an attendance rate of at least 90% or made progress from the previous year to make AYP. High schools must have a graduation rate of at least 80% or have made progress from the prior year to make AYP. In October 2008, the U.S. Department of Education issued new regulations requiring states to adopt a more rigorous graduation rate calculation and to hold schools accountable for improvements in the graduation rate for different student groups as well as for all students.

All schools and districts are subject to the annual determination of AYP in Reading, Mathematics, and the other indicators. Results are published each year some time in August prior to the start of the next school year. Title I schools and districts are subject to additional requirements if they fail to meet state targets in the same area – Mathematics, Reading, Attendance, or Graduation Rate – for two consecutive years and are identified by MDE as “in need of improvement.” Additional information on these requirements is contained in Chapter 4 of this report.

#### *Minnesota's New Graduation Requirements*

For the past decade, Minnesota has required students to pass the Basic Skills Tests (BST) in Reading, Mathematics, and Writing. These tests measured a functional skill level in the areas deemed essential for adulthood.

For students in the Class of 2010 (those students first in 8<sup>th</sup> grade in 2005-2006), the state raised the requirement substantially in Reading and Mathematics. In order to graduate from a Minnesota high school, students must either score proficient or higher on the 10<sup>th</sup> grade Reading and 11<sup>th</sup> Grade Mathematics MCA-II or achieve the passing score set by MDE on the GRAD. Since the MCA-II and GRAD share a number of common items, the requirements are significantly more difficult than under BSTs.

## *Demographics of Saint Paul Public School Students*

The data in Figures 1a-1d and Table 1.1 provide the statistical context for the results presented in this report.

### Overall Student Enrollment

Student enrollment in SPPS continues to decline, from 41,488 students in SY 2006-2007 to 40,549 in SY 2007-2008. Table 1 shows the break down by grade level.

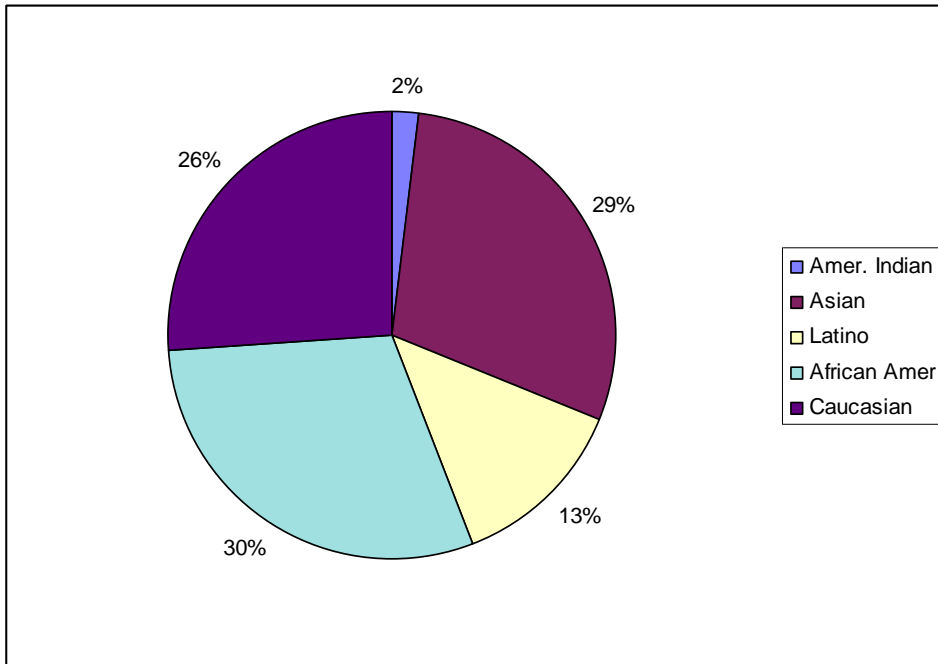
**Table 1.1: Enrollment by Grade – 2007-2008**

Early Special Education (ECSE)	553	1%
Handicapped Kindergarten	311	1%
Kindergarten	2729	7%
Grade 1	3193	7%
Grade 2	3137	7%
Grade 3	2985	7%
Grade 4	2887	7%
Grade 5	2828	7%
Grade 6	2731	7%
Grade 7	2586	7%
Grade 8	2697	7%
Grade 9	3047	8%
Grade 10	3080	8%
Grade 11	3117	8%
Grade 12	3669	9%
Total - ECSE-12	39,550	100%
Four-Year-Old Kindergarten	999	
<b>Grand Total</b>	<b>40,549</b>	

### 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.

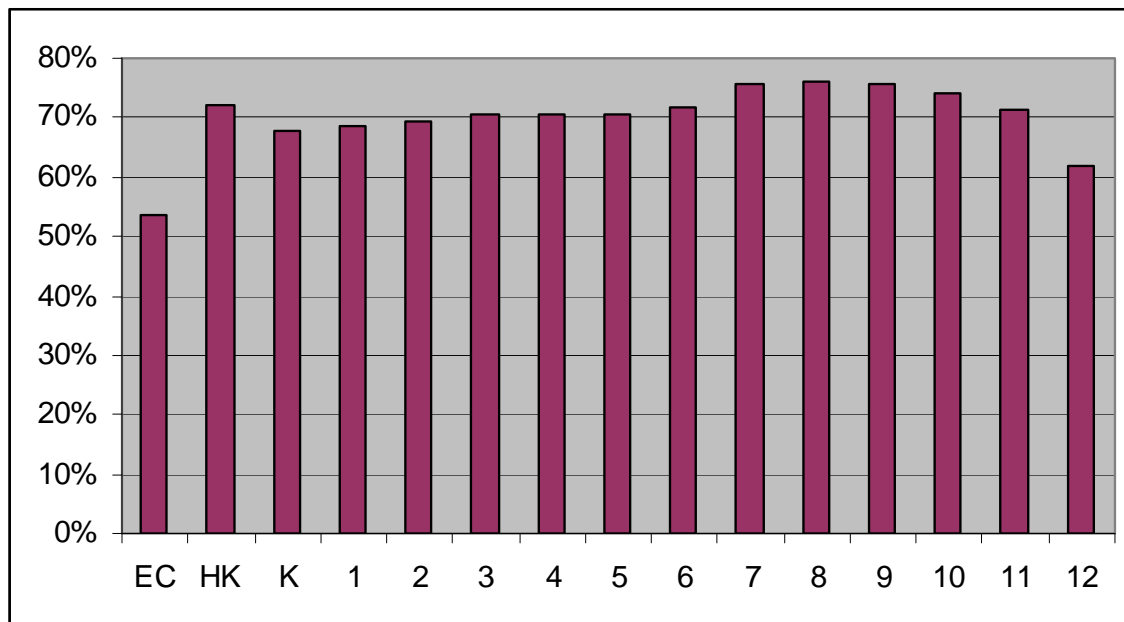
**Figure 1a: Enrollment by Race/Ethnicity SY 2007-08**



Student Eligibility for Free and Reduced Price Meals

SPPS continues to serve a large proportion of students eligible for free and reduced price meals. In SY 2007-2008, the percentage increased to 71% from 70% in SY 2006-2007. Figure 1b shows the grade level breakdown of the proportion of students eligible.

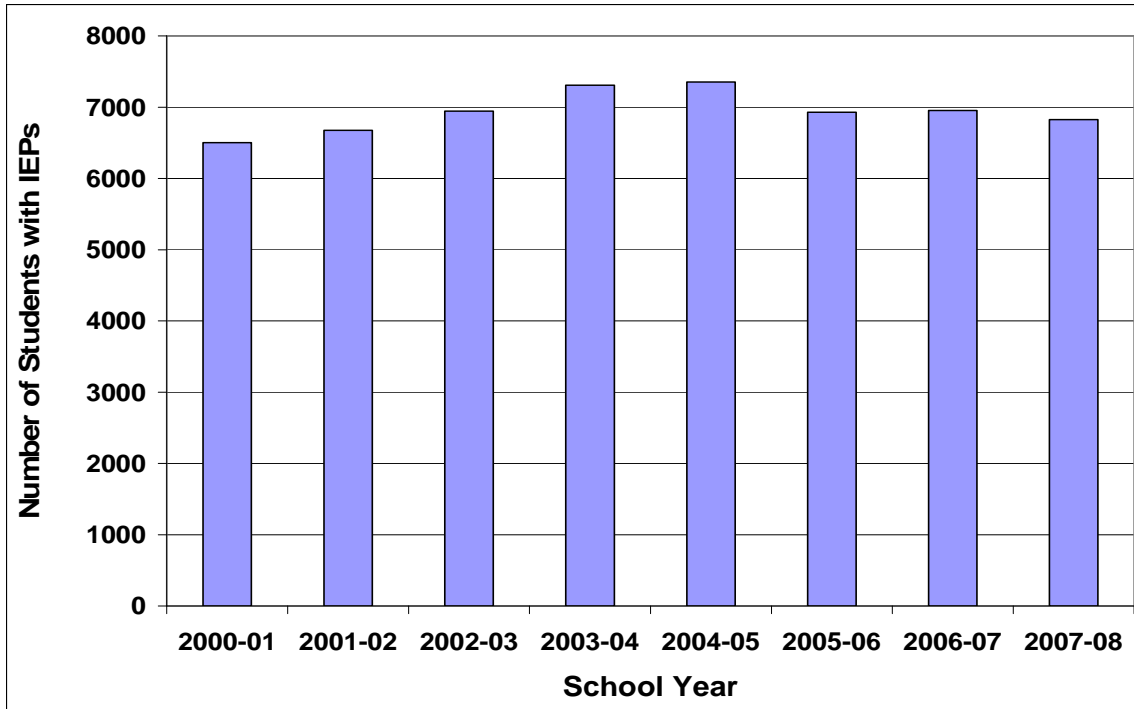
**Figure 1b: Eligibility for Free or Reduced Price Meals by Grade – 2007-08**



### Students receiving special education services

Figure 1c shows the trend in special education enrollment from 2000-2001 to 2007-2008. The number of students receiving special education services declined to 6,824 from 6,954 in the prior year, a 1.87% reduction. Students receiving special education services still comprise 17% of the total SPPS student population.

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

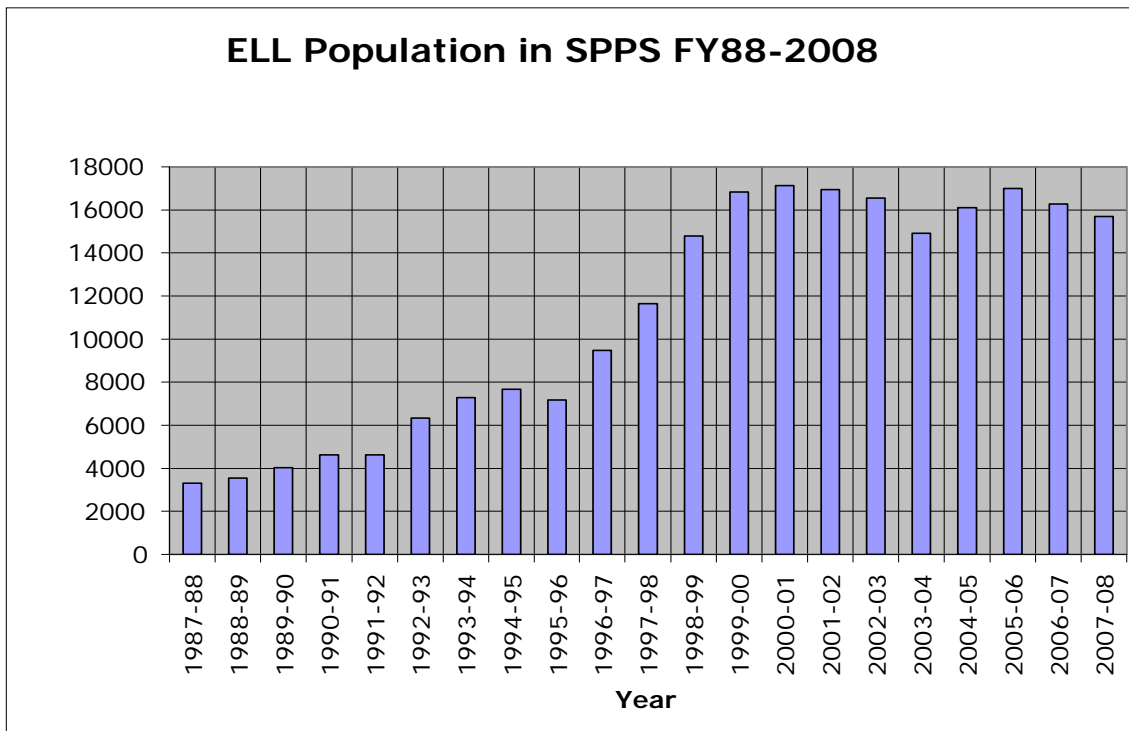


### Students identified as English Language Learners (ELL)

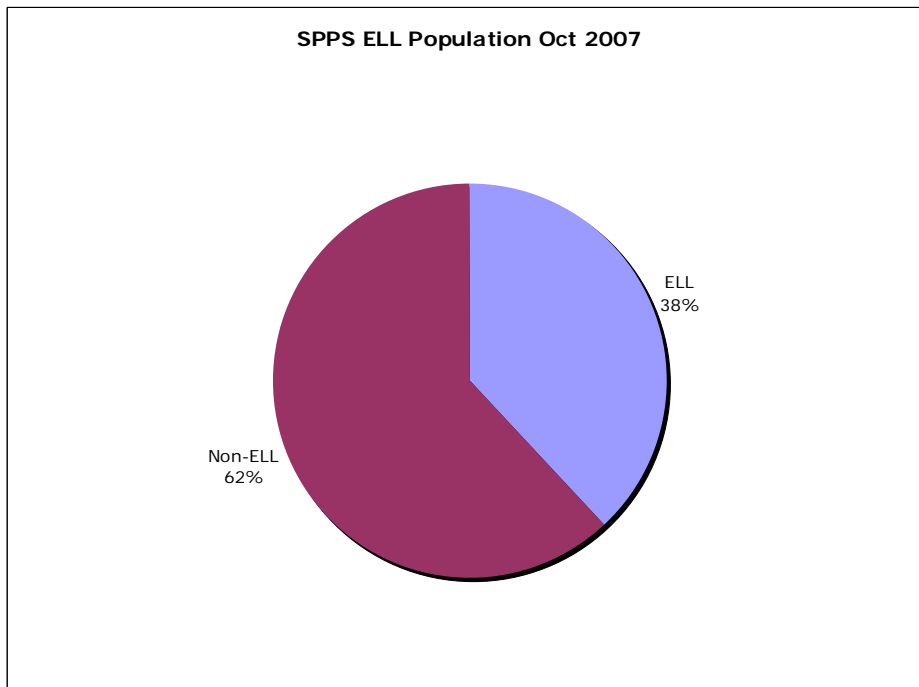
SPPS continues to serve a large percentage of the students identified as English Language Learners (ELL) in the State of Minnesota. In SY 2007-2008, over 38% of SPPS students were identified as ELL. This population represents 25% of the entire state population. Figure 1d shows the 20 year trend for ELL enrollment in SPPS. Figure 1e shows the proportion of SPPS students identified as ELL in SY 2007-2008.

123 different languages, including English, were spoken in the homes of SPPS students in SY 2007-2008. Table 1.2 provides information on the ten most common non-English languages in SPPS last year.

**Figure 1d. SPPS ELL Population Trend from 1988 to 2008**



**Figure 1e. SPPS ELL Population as Percentage of Whole, Fall 2007**



**Table 1.2 Top ten languages identified in SPPS for SY 2007-2008**

<b>Home Language</b>	<b>Number of Students</b>
Hmong	10239
Spanish	4261
Somali	963
Vietnamese	338
Karen	310
Amharic	212
Oromo	188
Cambodian	146
Khmer	132
Oromiffa	106

## CHAPTER 2

### SPPS PERFORMANCE IN READING

#### *Overall performance*

For SPPS, the 2008 overall (all grades) reading proficiency rate was 51.1%, an increase of 3.3% from last year. This compares to a statewide reading proficiency rate of 70.7%, a 2.5% increase over last year. The district regained the ground it lost in 2007 in Reading, having dropped from 51% to 48% proficient between 2006 and 2007.

Appendix A provides a school by school breakdown of MCA-II performance.

The remainder of this section will provide further analysis of the districtwide results.

#### *Grade level performance*

Since each of the state assessments measures progress towards the grade level standards established by the state, it is useful to review grade level results. The state assessments become more difficult at each grade level, so it is not uncommon to see the largest proportion of students attaining proficiency as measured by the MCA-II in Grade 3 with the lowest proportions seen in the older grades. Table 2 summarizes SPPS's two-year trend results for each grade level in comparison to the state, while Figures 2a-2c provide graphical representations of SPPS performance.

For SY 2007-2008:

- SPPS 3<sup>rd</sup> grade had the strongest reading performance of all grade levels (60.9% proficient), and 8<sup>th</sup> grade fared the poorest (42.6% proficient). Statewide, 3<sup>rd</sup> grade also had the highest proficiency rate (79.0%), but 7<sup>th</sup> grade had the lowest rate (64.7%), which was only 1 percentage point lower than the statewide 8<sup>th</sup> grade reading proficiency rate.
- The smallest gap between district and state performance was in the 6<sup>th</sup> grade (SPPS 53.9% and state 69.6%). The largest gap between district and state performance was in 10<sup>th</sup> grade (SPPS 47.2% and state 70.7%).
- The greatest SPPS improvement in reading performance from 2007 to 2008 was in 10<sup>th</sup> grade (9.2 percentage points), likely due to the GRAD test being embedded in the MCA-II reading test for the first time (and the incentive to do well on the test to meet the graduation requirement). Statewide, the 10<sup>th</sup> grade reading proficiency rate increased by 8.8 percentage points.
- SPPS students made reading proficiency rate gains at or above those made by the state at all grade levels but 8<sup>th</sup> grade.
- The two-year reading proficiency trend in SPPS shows all grade levels at or above their 2007 percent proficient. The three-year reading proficiency trend shows that the district regained much of the ground lost in 2007 (Figure 2c).

Table 2.1 and Figures 2a-2c provide detailed information on the district's overall performance in reading.

#### **Table 2.1: Grade Level Analysis Comparing SPPS to State of Minnesota for MCA-II in Reading**

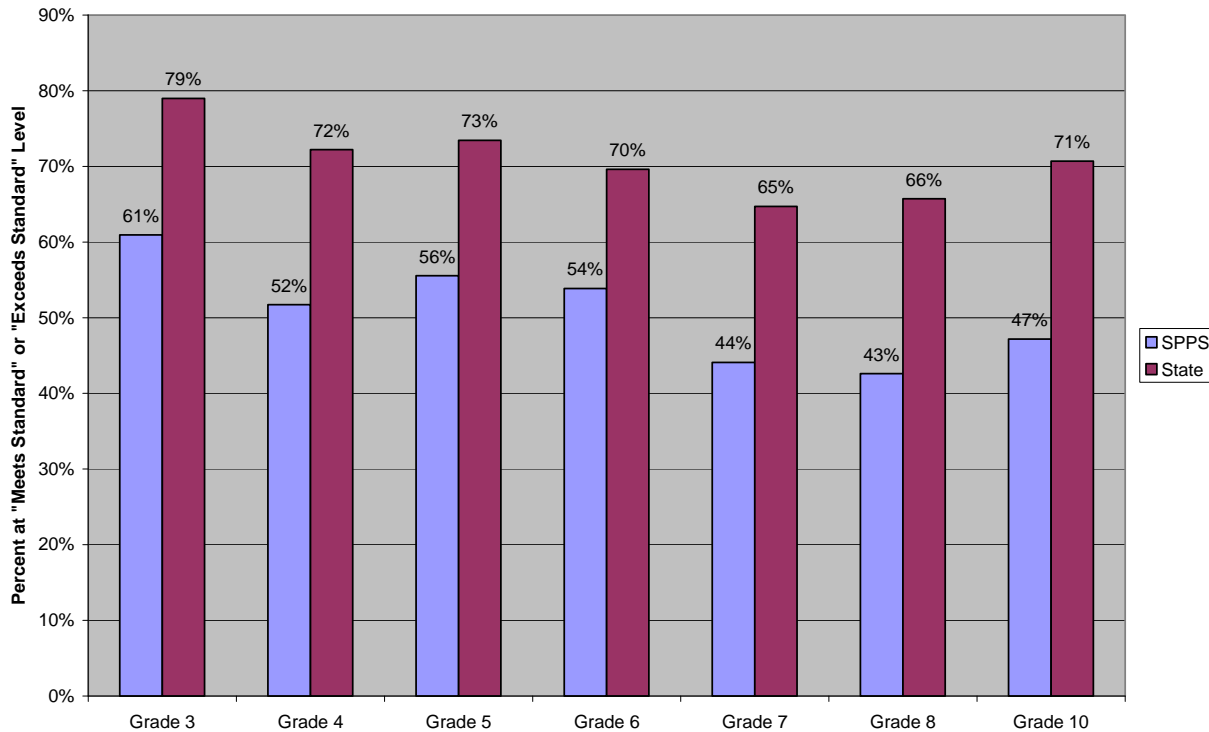
**MCA-II Reading Percent Proficient, 2007 and 2008  
Grade Level Analysis**

Grade	2007			2008			Change (07-08)	
	SPPS	State	SPPS v. State*	SPPS	State	SPPS v. State*	SPPS	State
03	61.4	79.6	-18.2	60.9	79.0	-18.0	-0.5	-0.6
04	50.8	71.4	-20.6	51.7	72.2	-20.5	0.9	0.8
05	51.3	73.2	-21.9	55.5	73.4	-17.9	4.2	0.2
06	50.9	66.6	-15.7	53.9	69.6	-15.8	3.0	3.0
07	39.3	63.2	-23.9	44.1	64.7	-20.6	4.8	1.5
08	42.5	63.3	-20.8	42.6	65.7	-23.1	0.1	2.4
10/HS	38.0	61.9	-23.9	47.2	70.7	-23.5	9.2	8.8
ALL	47.8	68.2	-20.4	51.1	70.7	-19.6	3.3	2.5
ELEM	53.7	72.7	-19.0	55.6	73.6	-18.0	1.9	0.9
MS/JHS	41.0	63.2	-22.3	43.3	65.2	-21.9	2.4	2.0

\*SPPS v. State= percentage points above/below the statewide proficiency rate.

**Figure 2a. Grade level comparisons of SPPS results to State of Minnesota**

**2008 SPPS MCA-II Reading Proficiency by Grade Compared to State**



**Figure 2b: SPPS vs. State of Minnesota Comparison of grade level changes in percentage of students attaining proficiency**

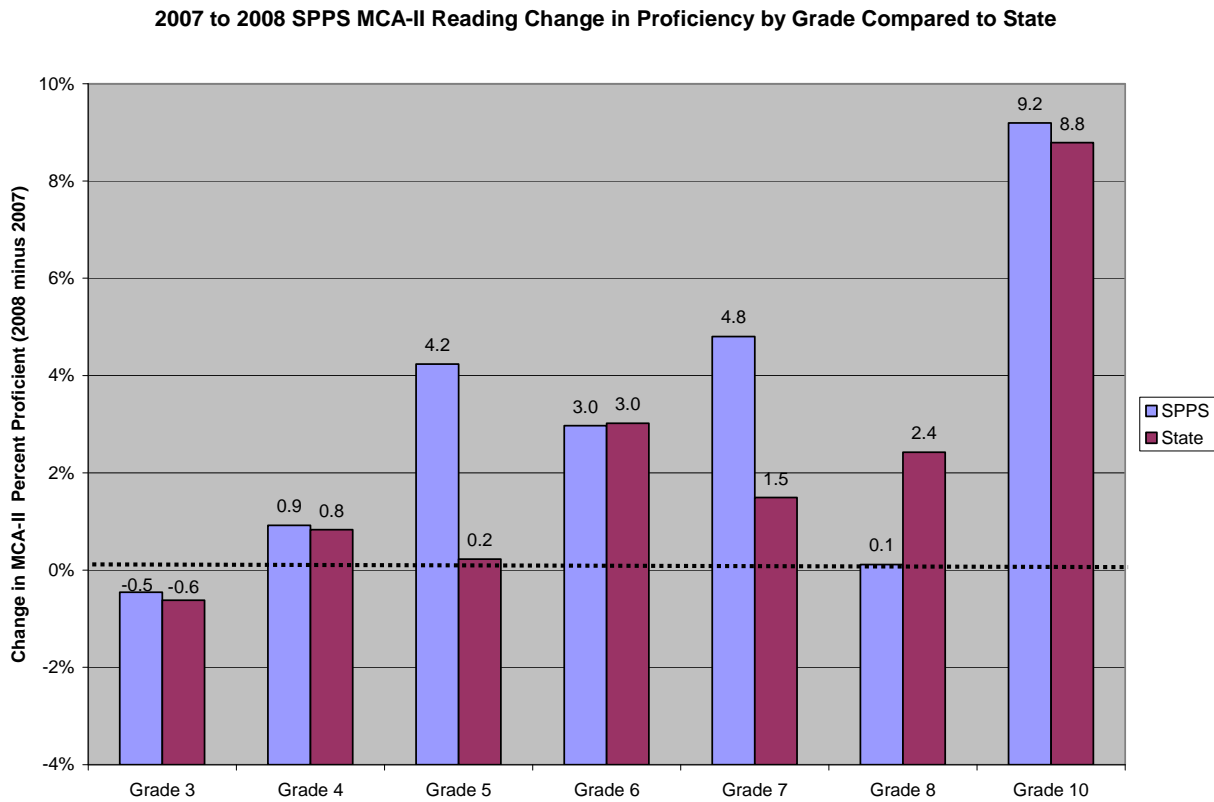
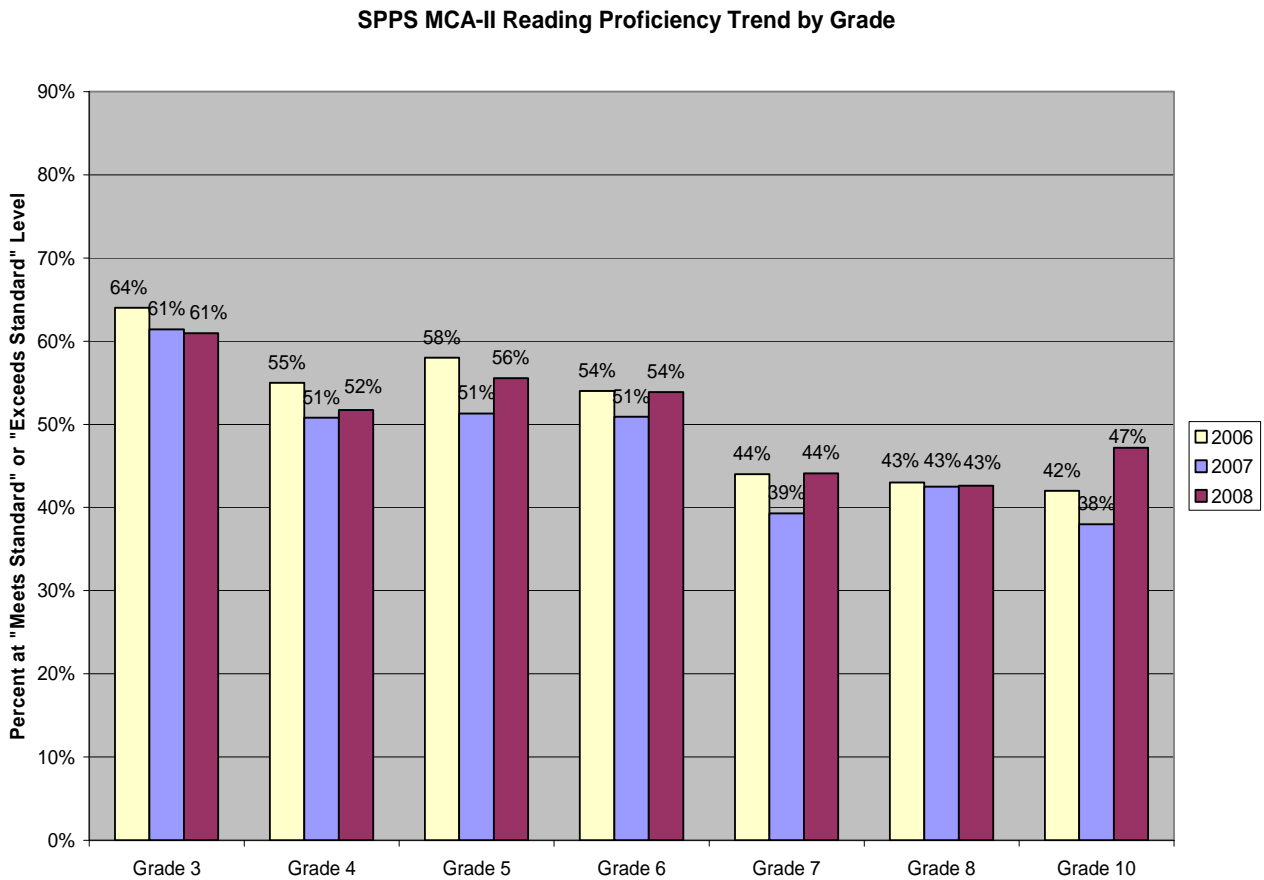


Figure 2b graphically presents the changes in the percentage of students attain reading proficiency in each grade level in 2008 compared to 2007. Results are shown for SPPS and the State of Minnesota. All grade levels showed some increase from 2007 to 2008 except for 3<sup>rd</sup> grade, which saw a slight decline in overall proficiency.

**Figure 2c: Three-Year Grade Level Trend in Reading for SPPS**



*Performance of Student Groups and Achievement Gaps in Reading*

NCLB’s focus on the performance of nine different student groups has raised public awareness about the “achievement gap.” In this report, eight groups will be analyzed to determine the size and persistence of the achievement gap. For the major racial/ethnic groups analyzed, the comparison group is SPPS Caucasian students. For students with disabilities, English Language Learners, and students eligible for free and reduced price meals, the comparison groups are students not identified for special education, students whose home language is English, and students not eligible for free and reduced price meals, respectively.

SPPS has committed to accelerating performance for all students and closing its achievement gaps. Table 2.2 compares SPPS student group performance to the State of Minnesota for both 2006-2007 and 2007-2008. Figures 2d-2k provide graphical representation of student group performance across three years and information on the achievement gaps experienced by different groups in SPPS. In 2007-2008:

- All SPPS ethnic groups increased on MCA-II reading in terms of the percent of proficient students from 2007 to 2008. Four SPPS student subgroups outperformed their peers statewide in reading: American Indian, Latino, Caucasian and English Language Learners (ELL).

- SPPS student test results showed gains at or above those made by the state for all ethnic groups and low-income students in reading proficiency from 2007 to 2008. ELL and Students receiving special education remained stable from 2007 to 2008, while the State of Minnesota made gains.
- American Indian students, while our smallest ethnic subgroup (and therefore subject to the most score fluctuation), showed the greatest improvement in performance in reading; Latino students had the second highest proficiency gain in reading.
- American Indian students also showed the most progress towards reducing the achievement gap with Caucasian students in reading.
- African American students, whose achievement gap with Caucasian students remains the largest of any ethnic group, saw a slight widening (.2 percentage points) in this gap from 2007 to 2008 in reading. This is due to a slightly larger improvement in reading scores for Caucasian students than for African American students from 2007 to 2008. At the state level, the achievement gap between African American and Caucasian students grew when compared to last year.

**Table 2.2: Student Group Analysis Comparing SPPS to State of Minnesota for MCA-II in Reading**

**MCA -II Reading Results, 2007 and 2008  
Subgroup Analysis, All Students (Grades 3-8, 10)**

Subgroup	2007			2008			Change (07-08)	
	SPPS	State	SPPS v. State*	SPPS	State	SPPS v. State*	SPPS	State
American Indian	42.9	46.5	-3.6	51.1	50.7	0.4	8.2	4.2
Asian / Pacific Islander	38.9	55.0	-16.1	42.5	58.6	-16.1	3.6	3.6
Latino	42.1	42.7	-0.6	46.8	45.5	1.3	4.7	2.8
African American	36.0	40.2	-4.2	38.5	42.7	-4.2	2.5	2.5
Caucasian	75.9	74.7	1.2	78.6	77.4	1.2	2.7	2.7
Male	44.1	64.7	-20.6	47.0	66.9	-19.9	2.8	2.2
Female	51.7	72.0	-20.3	55.3	74.7	-19.4	3.7	2.7
Receiving Special Education Services	21.0	31.7	-10.7	21.0	33.2	-12.2	0.0	1.5
Eligible for LEP Services	37.0	30.4	6.6	37.2	31.0	6.2	0.1	0.6
Eligible for Free/Reduced Priced Meals	36.9	48.2	-11.3	40.4	51.4	-11.0	3.5	3.2
Enrolled in Same School On October 1	49.1	69.5	-20.4	52.5	71.9	-19.4	3.4	2.4

\*SPPS v. State= percentage points above/below the statewide average

**Figure 2d: SPSS Three-Year Trend for Nine Student Groups in Reading**

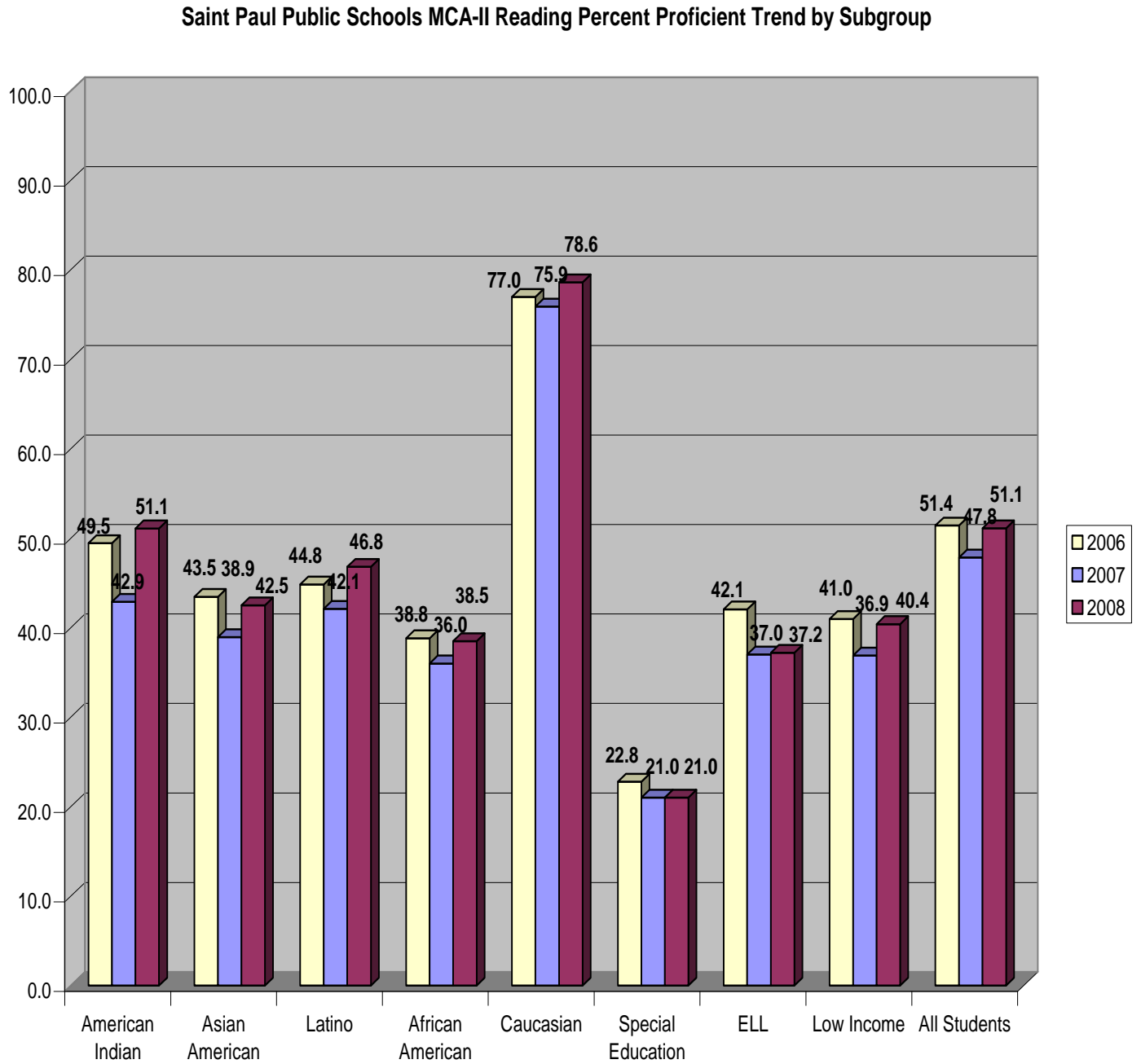


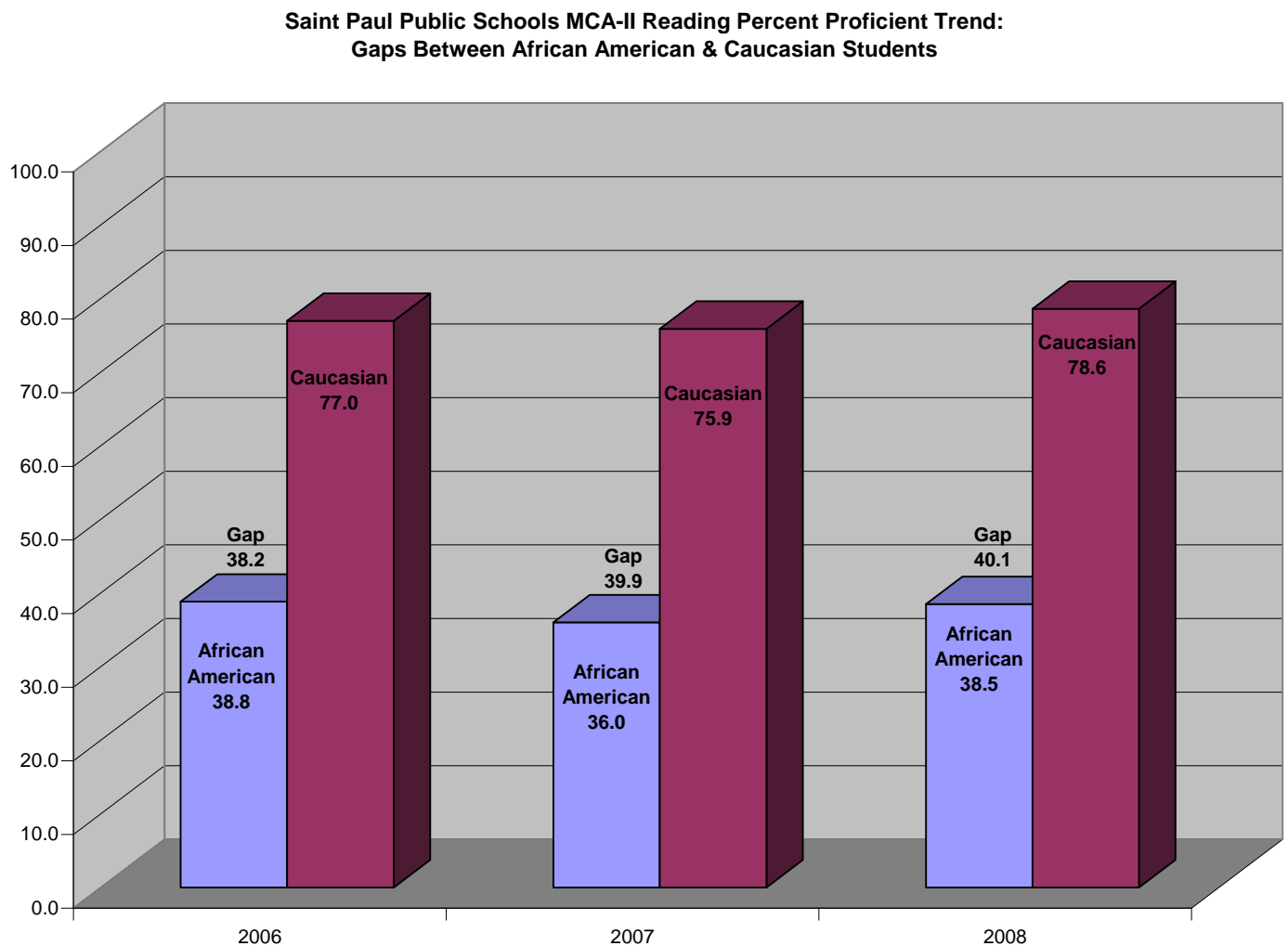
Figure 2d graphically presents the three-year trend for all nine groups measured under NCLB in reading proficiency rates.

## SPPS African American Achievement in Reading

In SY 2007-2008, 38.5% of all SPPS African American students scored proficient or higher on the MCA-II, compared to 78.6% of Caucasian students scoring proficient or higher. The gap widened from 39.9 percentage points in 2007 to 40.1 percentage points in 2008, an increase of 0.2 percentage points.

Despite an overall 2.5 percentage point gain for African American students, the gap widened in 2008 due to the larger gain experienced for Caucasian students.

**Figure 2e: Three-Year Trend in Reading Achievement Gap for SPPS African American Students in Comparison to SPPS Caucasian Students**

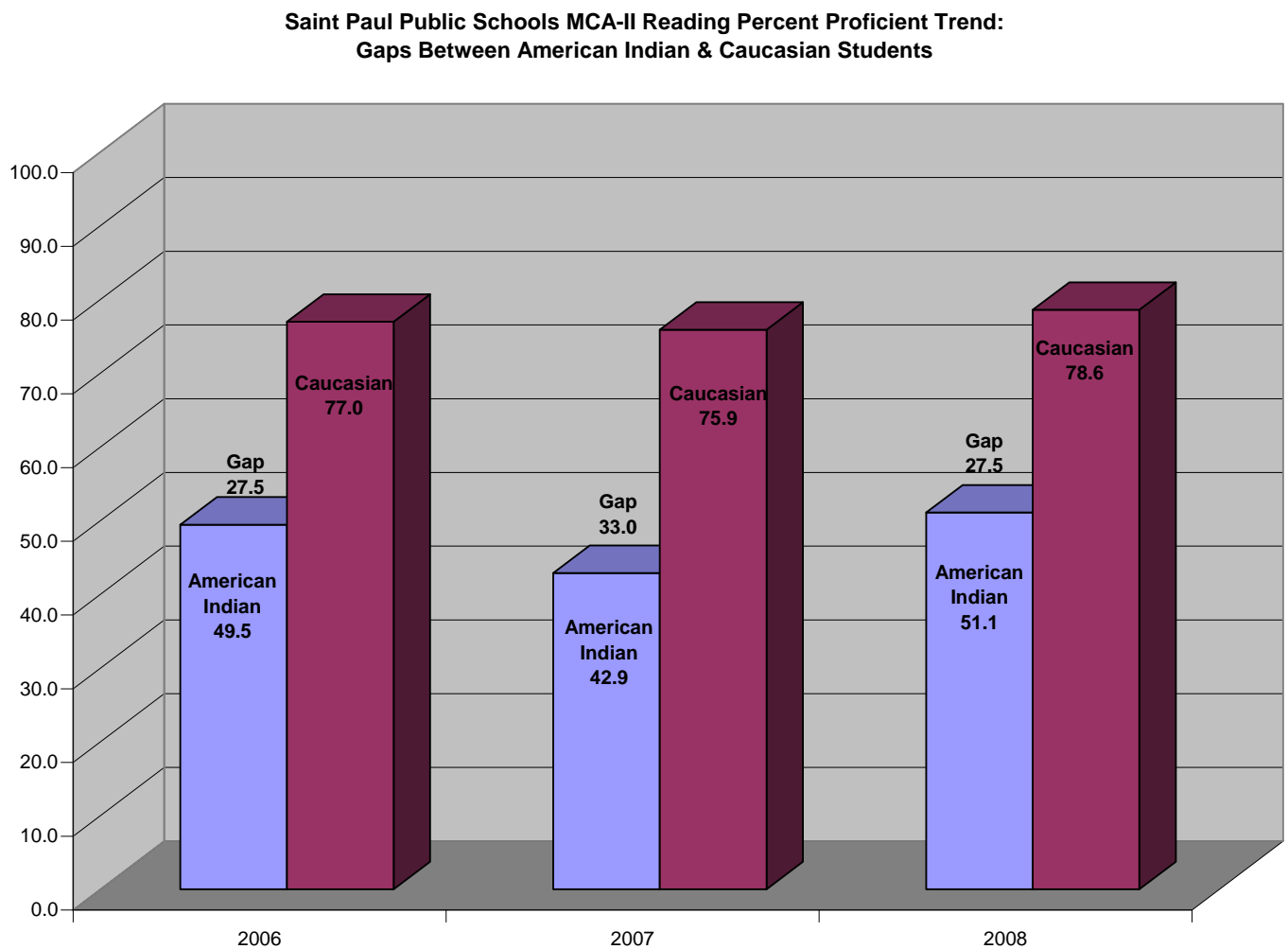


### SPPS American Indian Achievement in Reading

In SY 2007-2008, 51.1% of all SPPS American Indian students scored proficient or higher on the MCA-II, compared to 78.6% of Caucasian students scoring proficient or higher. The gap narrowed from 33.0 percentage points in 2007 to 27.5 percentage points in 2008, an improvement of 5.5 percentage points.

American Indian students in SPPS experienced the largest improvement from 2007 to 2008.

**Figure 2f: Three-Year Trend in Reading Achievement Gap for SPPS American Indian Students in Comparison to SPPS Caucasian Students**

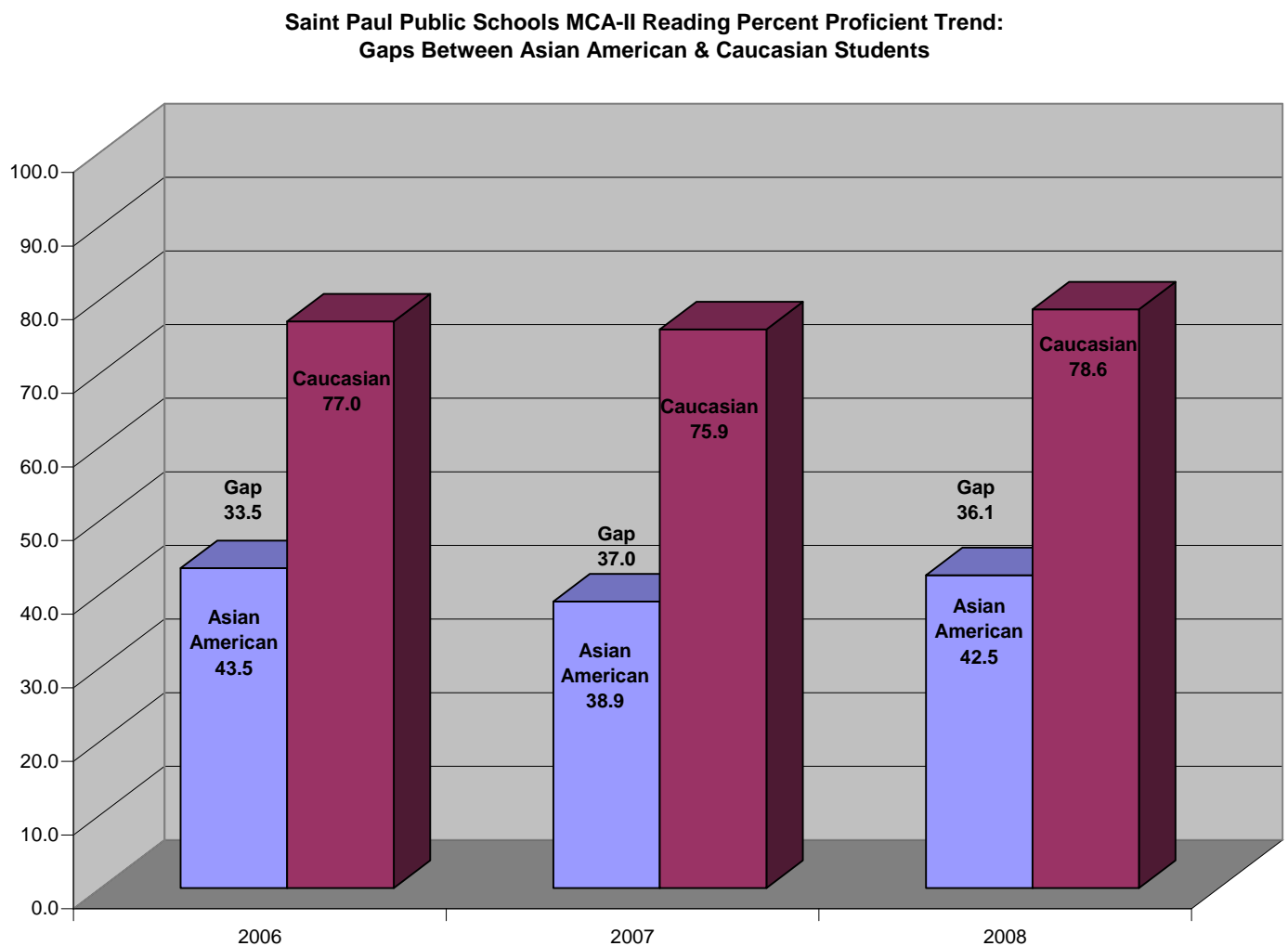


## SPPS Asian American Achievement in Reading

In SY 2007-2008, 42.5% of all SPPS Asian American students scored proficient or higher on the MCA-II, compared to 78.6% of Caucasian students scoring proficient or higher. The gap narrowed from 37.0 percentage points in 2007 to 36.1 percentage points in 2008, an improvement of 0.9 percentage points.

The proportion of Asian American students scoring proficient or higher on the MCA-II improved by 3.6 percentage points from 2007 to 2008.

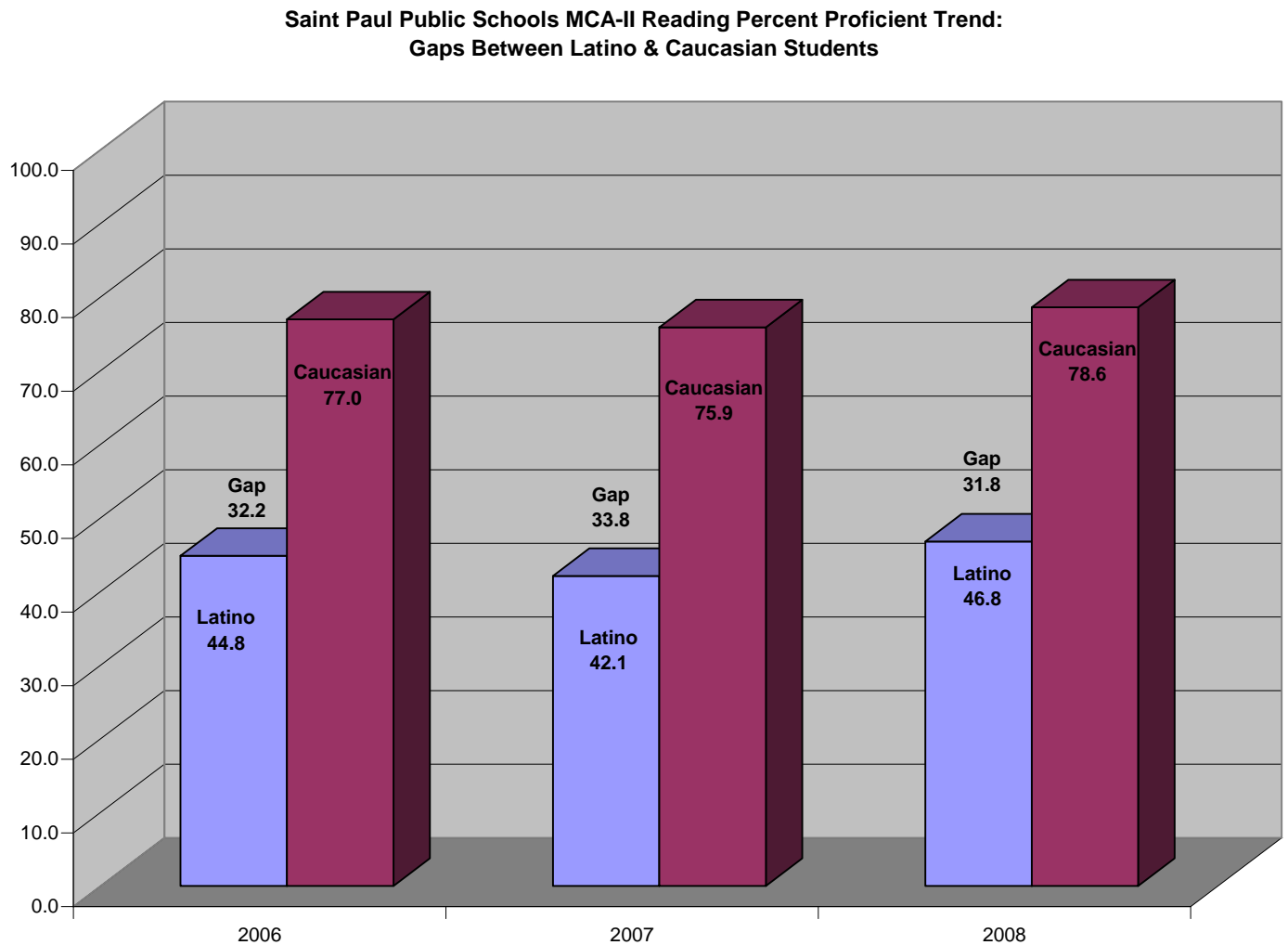
**Figure 2g: Three-Year Trend in Reading Achievement Gap for SPPS Asian American Students in Comparison to SPPS Caucasian Students**



## SPPS Latino Student Achievement in Reading

In SY 2007-2008, 46.8% of all SPPS Latino students scored proficient or higher on the MCA-II, compared to 78.6% of Caucasian students scoring proficient or higher. The gap narrowed from 33.8 percentage points in 2007 to 31.8 percentage points in 2008, an improvement of 2.0 percentage points.

**Figure 2h: Three-Year Trend in Reading Achievement Gap for SPPS Latino Students in Comparison to SPPS Caucasian Students**

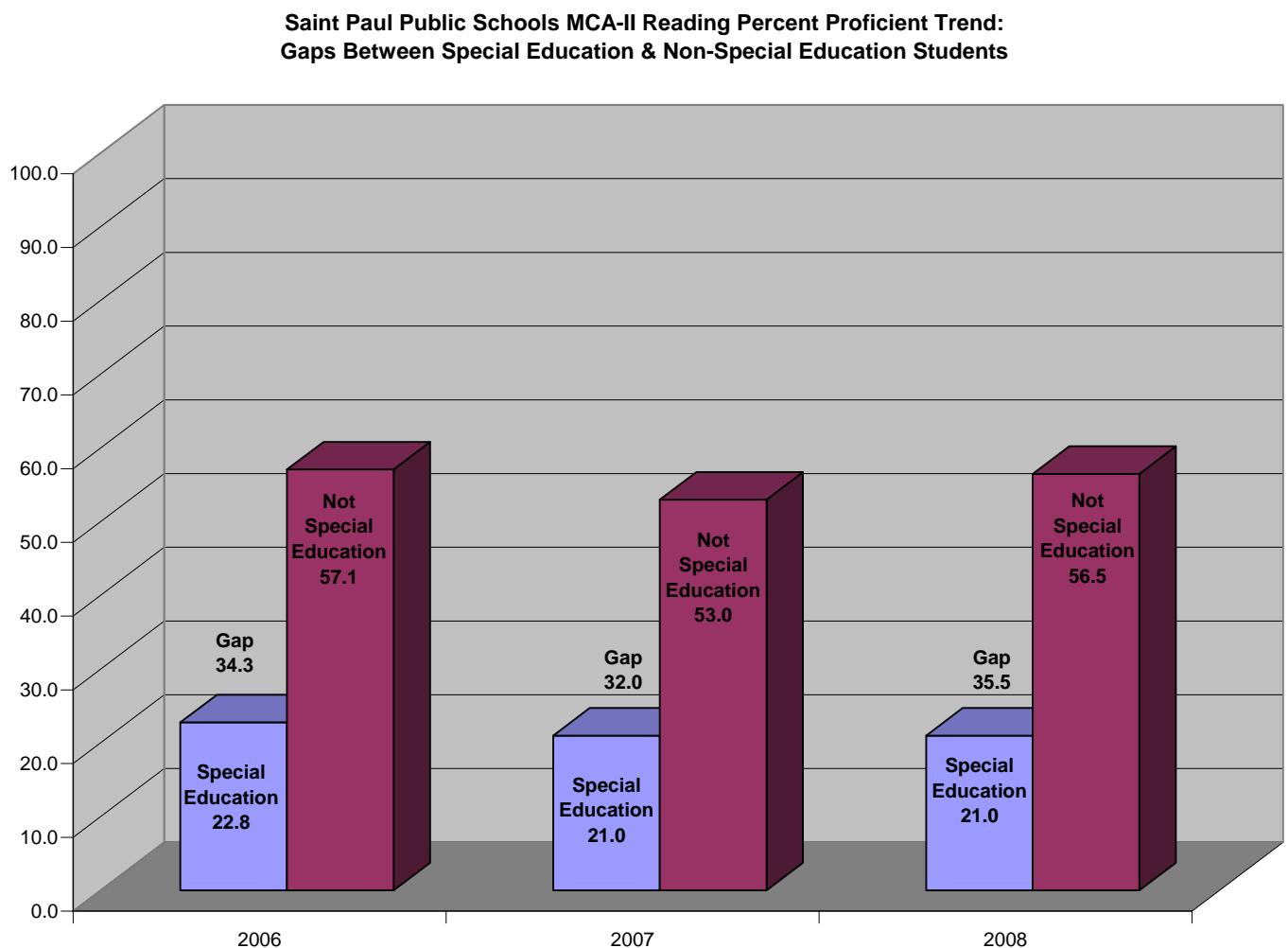


## SPPS Students with Disabilities Achievement in Reading

In SY 2007-2008, 21.0% of all SPPS students receiving special education services scored proficient or higher on the MCA-II, compared to 56.5% of students not identified for special education scoring proficient or higher. The gap widened from 32.0 percentage points in 2007 to 35.5 percentage points in 2008, an increase of 3.5 percentage points.

The gap widened primarily due to the improvements in performance among students not identified for special education, as opposed to a decrease in performance for students receiving special education services.

**Figure 2i: Three-Year Trend in Reading Achievement Gap for SPPS Students with Disabilities in Comparison to SPPS Students without Disabilities**

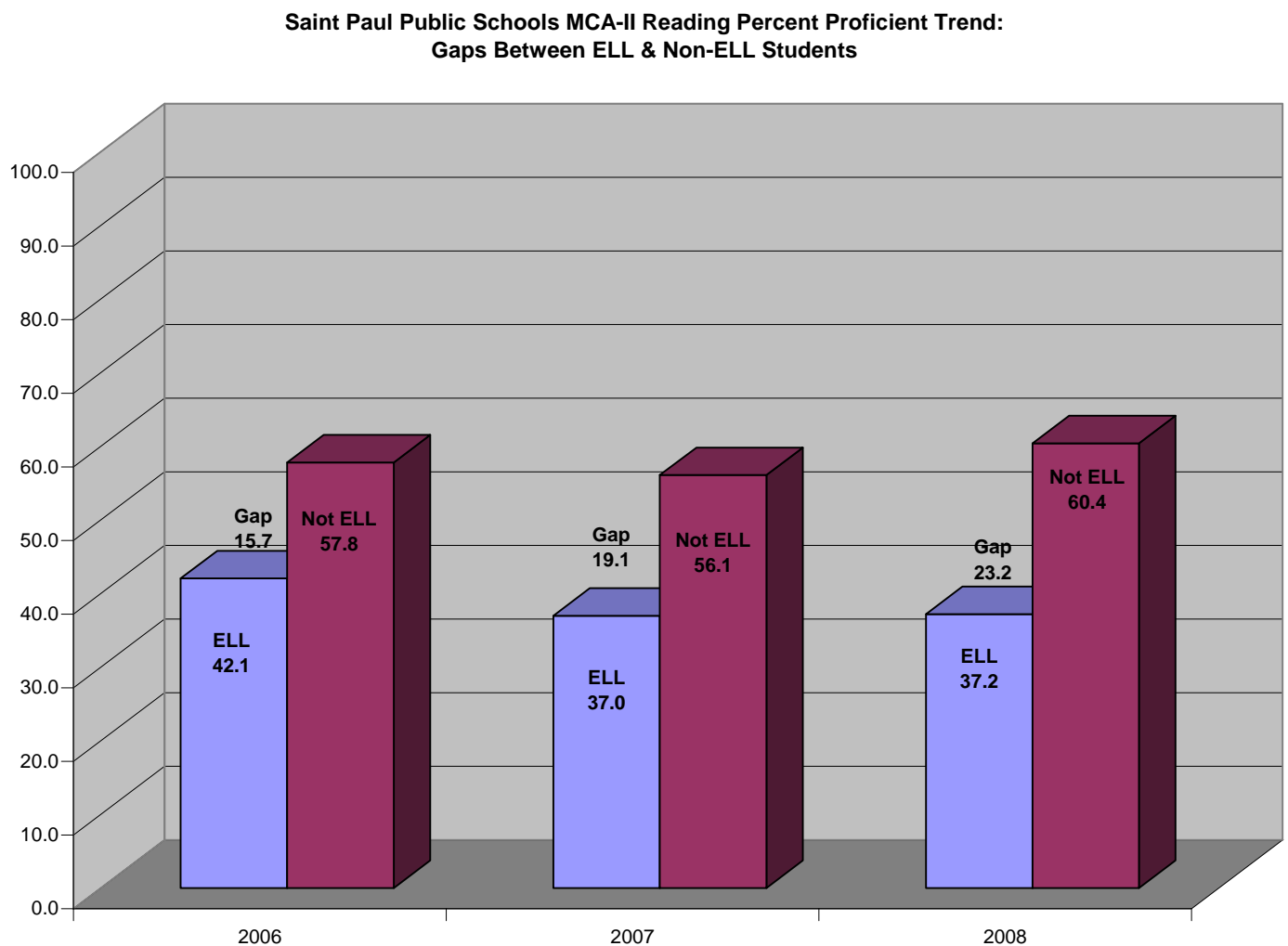


## SPPS English Language Learners Achievement in Reading

In SY 2007-2008, 37.2% of all SPPS English Language Learners (ELL) scored proficient or higher on the MCA-II, compared to 60.4% of students not identified for ELL scoring proficient or higher. The gap widened from 19.1 percentage points in 2007 to 23.2 percentage points in 2008, an increase of 4.1 percentage points.

The gap between ELL and non-ELL increased primarily to the 4.3 percentage point improvement among the non-ELL population in 2008.

**Figure 2j: Three-Year Trend in Reading Achievement Gap for SPPS English Language Learners (ELL) in Comparison to SPPS non-ELL Students**

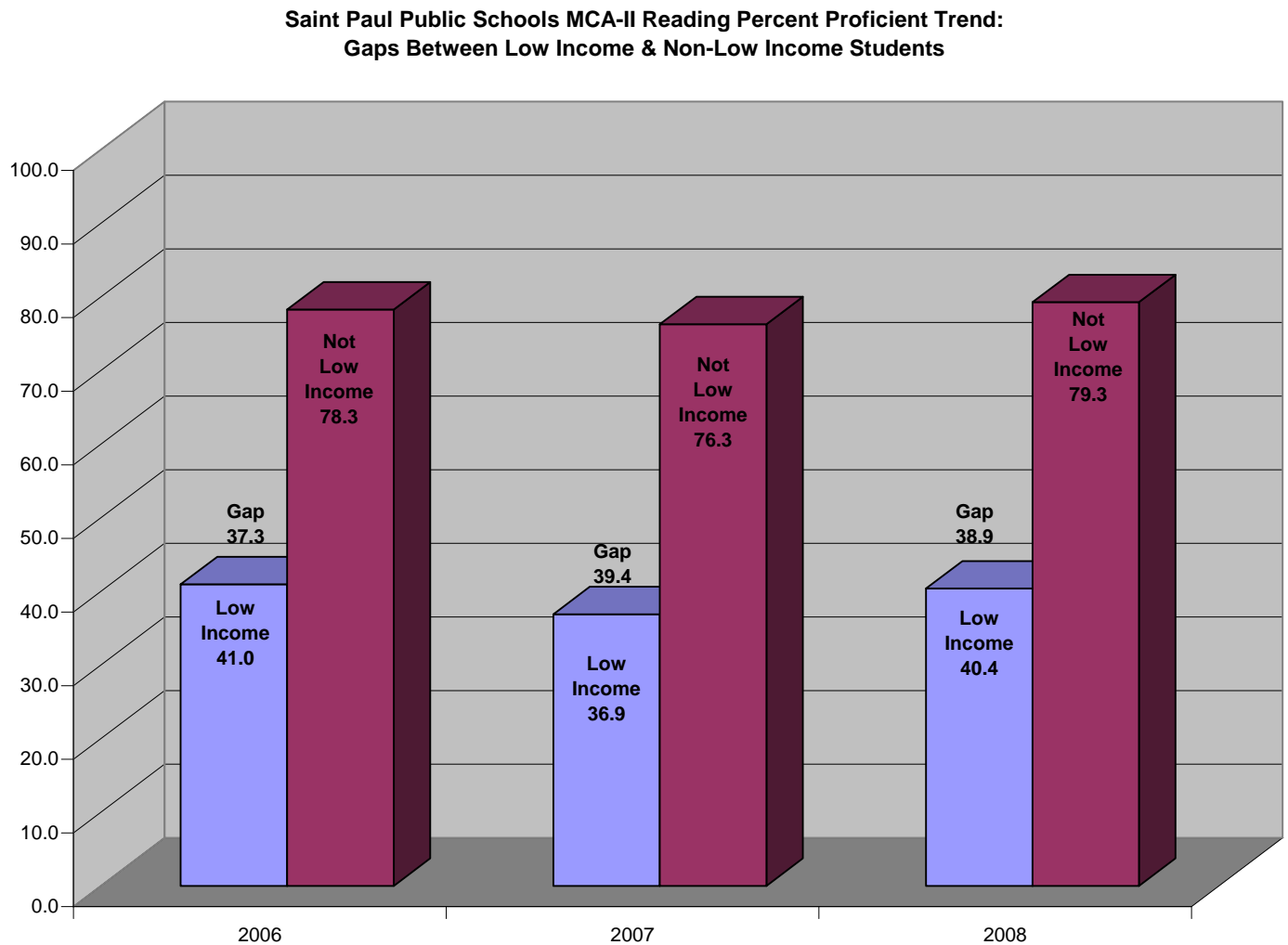


## Achievement in Reading for SPPS Students Eligible for Free or Reduced Price Meals

In SY 2007-2008, 40.4% of all SPPS students eligible for free or reduced price meals scored proficient or higher on the MCA-II, compared to 79.3% of students not eligible for free or reduced price meals scoring proficient or higher. The gap narrowed from 39.4 percentage points in 2007 to 38.9 percentage points in 2008, an improvement of 0.5 percentage points.

Low-income students improved their attainment of proficiency by 3.5 percentage points between 2007 and 2008.

**Figure 2k: Three-Year Trend in Reading Achievement Gap for SPPS Low Income Students in Comparison to SPPS non-Low Income Students**



## CHAPTER 3

### SPPS PERFORMANCE IN MATHEMATICS

#### *Overall performance*

For SPPS, the 2008 overall (all grades) math (MCA-II + MTELL) proficiency rate was 44.7%, an increase of 3.3% from last year. This compares to a statewide math proficiency rate of 60.4%, a 1.8% increase from 2007. Looking only at the MCA-II, SPPS 2008 overall (all grades) math proficiency rate was 46.3%, a slight decrease of -0.3% from last year; this compares to a statewide math proficiency rate of 62.0%, a 1.4% increase over 2007.

#### *Grade level performance*

Since each of the assessments measures progress towards the grade level standards established by the state, it is useful to review grade level results. The state assessments become more difficult at each grade level, so it is not uncommon to see the largest proportion of students attaining proficiency as measured by the MCA-II in Grade 3 with the lowest proportions seen in the older grades. Table 3.1 summarizes SPPS's two-year trend results for each grade level in comparison to the state, while Figures 3a-3c provide graphical representations of SPPS performance.

- As with reading, SPPS and statewide math performance was highest at the 3<sup>rd</sup> grade level. Both SPPS and the state performed lowest in 11<sup>th</sup> grade math (MCA-II + MTELL).
- The smallest gap between district and state math performance (MCA-II + MTELL) was in 6<sup>th</sup> grade (SPPS 50.4% and state 62.7%). The largest gap in math performance (MCA-II + MTELL) between SPPS and the state was in 8<sup>th</sup> grade (SPPS 34.8% and state 56.5%).
- SPPS outpaced the state in terms of math (MCA-II + MTELL) proficiency between 2007 and 2008 in 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grades. SPPS did not keep pace with the state in 5<sup>th</sup> grade math performance, and both SPPS and MN witnessed a very small drop in proficiency rate in 8<sup>th</sup> grade between 2007 and 2008.
- The two-year math (MCA-II + MTELL) proficiency trend in SPPS shows most grade levels at or above their 2007 percent proficient. Third grade students showed the largest increase (7 percentage points).
- On the MCA-II math test, district American Indian, Caucasian and ELL students outperformed their peers statewide. When combined with results from the MTELL, an accommodated form of the MCA-II math test is offered to ELL students. Latino students also had higher proficiency rates than their peers statewide.
- On the math portion of the MCA-II, the district saw improvement for three ethnic groups (American Indian, African American, and Caucasian) as well as for low-income students, also all at or above the rate of gain made by the same groups statewide. Again, when the MTELL results are included, as is our district's practice, the district saw improvement in every student subgroup in math, with gains higher than the state in all but one.

**Table 3.1 Grade Level Analysis Comparing SPPS to State of Minnesota for MTELL and MCA-II in Mathematics**

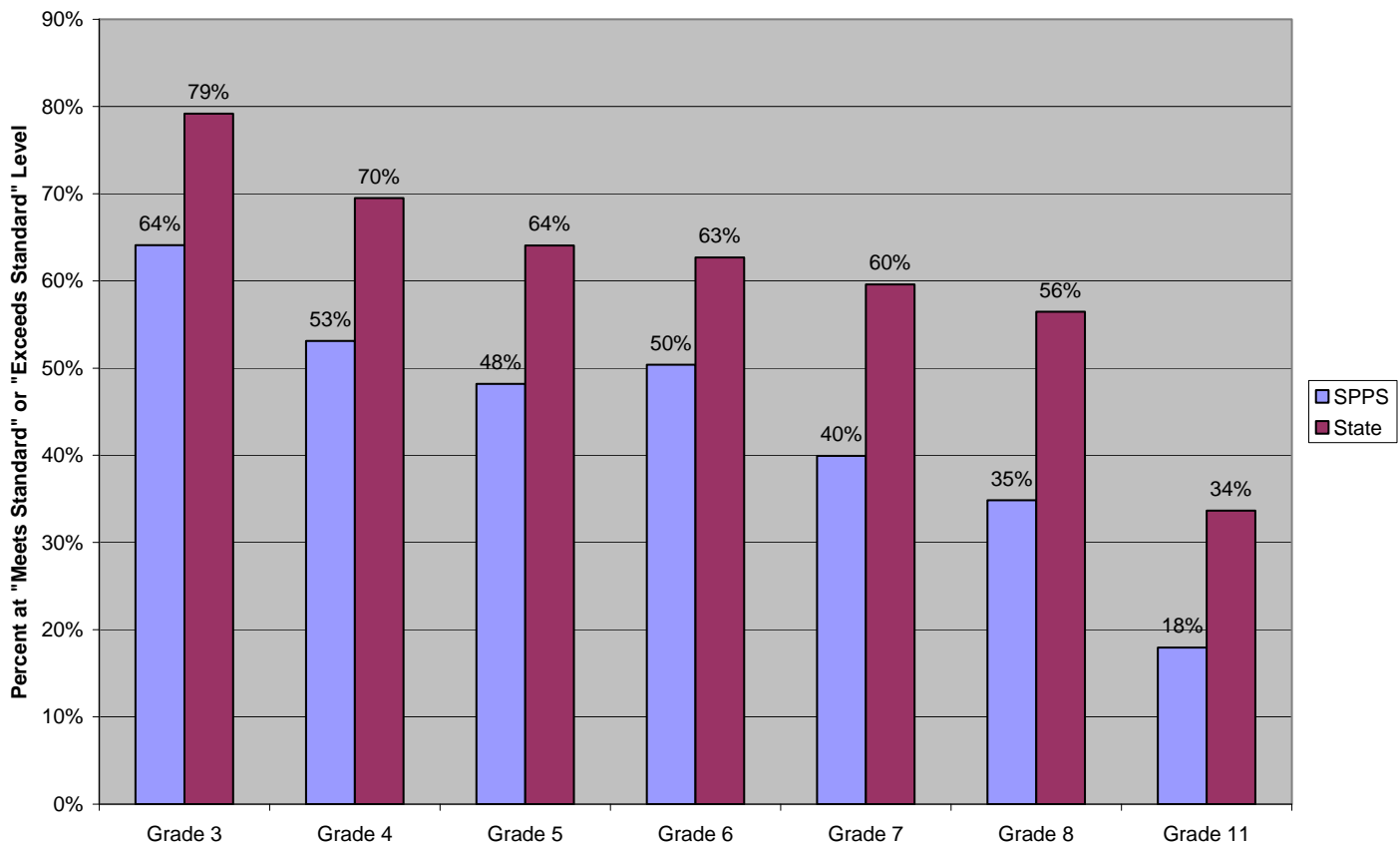
**MCA-II + MTELL Math Percent Proficient, 2007 and 2008  
Grade Level Analysis**

Grade	2007			2008			Change (07-08)	
	SPPS	State	SPPS v. State*	SPPS	State	SPPS v. State*	SPPS	State
03	56.4	76.4	-19.9	64.1	79.2	-15.1	7.6	2.8
04	48.7	68.1	-19.4	53.1	69.5	-16.4	4.4	1.4
05	46.1	60.9	-14.7	48.2	64.1	-15.9	2.1	3.2
06	44.6	60.8	-16.2	50.4	62.7	-12.3	5.8	1.9
07	40.3	59.4	-19.1	39.9	59.6	-19.7	-0.4	0.2
08	36.4	56.9	-20.5	34.8	56.5	-21.6	-1.6	-0.4
11/HS	15.8	31.3	-15.5	18.0	33.7	-15.7	2.2	2.4
ALL	41.4	58.7	-17.2	44.7	60.4	-15.7	3.3	1.8
ELEM	49.0	66.5	-17.5	54.1	68.8	-14.7	5.1	2.3
MS/JHS	38.3	58.1	-19.8	37.3	58.0	-20.7	-1.0	-0.1

\*SPPS v. State= percentage points above/below the statewide proficiency rate.

**Figure 3a. Grade level comparisons of SPPS results to State of Minnesota**

**2008 SPPS MCA-II + MTELL Math Proficiency by Grade Compared to State**



**Figure 3b: SPPS vs. State of Minnesota Comparison of grade level changes in percentage of students attaining proficiency**

**2007 to 2008 SPPS MCA-II Math + MTELL Change in Proficiency by Grade Compared to State**

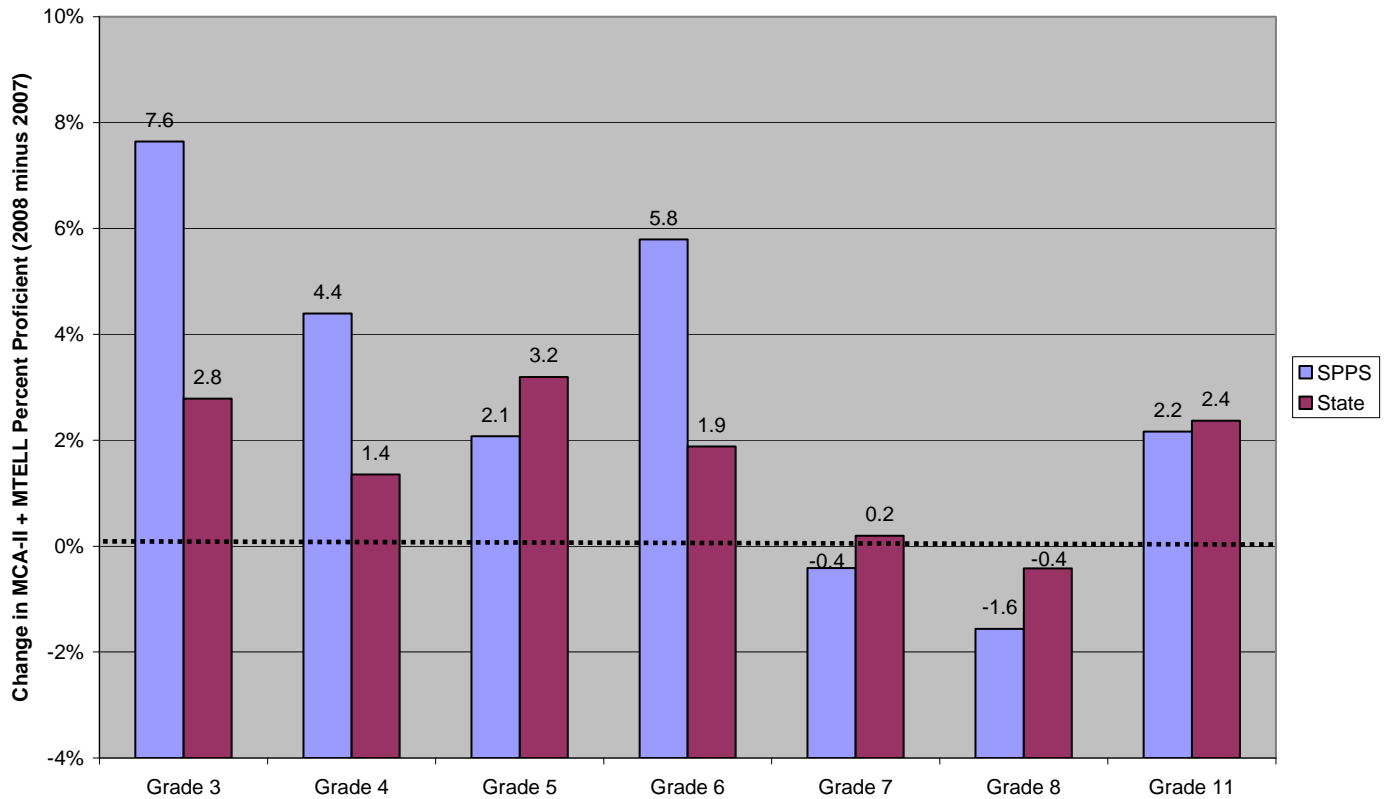
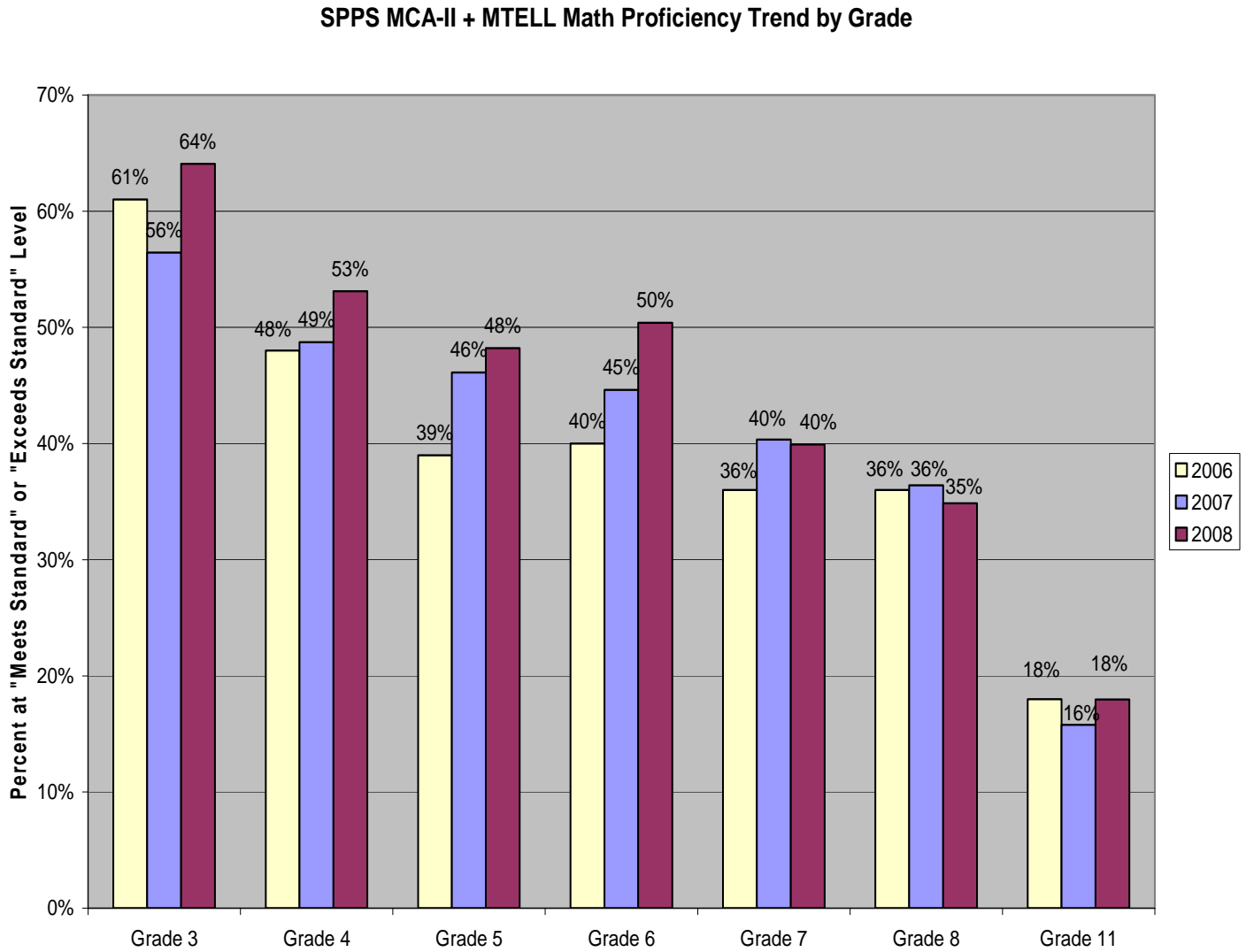


Figure 3b graphically presents the changes in the percentage of students attaining math proficiency in each grade level in 2008 compared to 2007. Results are shown for SPPS and the State of Minnesota. All grade levels showed some increase from 2007 to 2008 except for the 7<sup>th</sup> and 8<sup>th</sup> grades, which saw declines in overall proficiency.

**Figure 3c: Three-Year Grade Level Trend in Mathematics for SPPS**



*Student Group Performance and Achievement Gaps in Mathematics*

NCLB’s focus on the performance of nine different student groups has raised public awareness about the “achievement gap.” In this report, eight groups will be analyzed to determine the size and persistence of the achievement gap. For the major racial/ethnic groups analyzed, the comparison group is SPPS Caucasian students. For students with disabilities, English Language Learners, and students eligible for free and reduced price meals, the comparison groups are students not identified for special education, students whose home language is English, and students not eligible for free and reduced price meals, respectively.

SPPS has committed to accelerating performance for all students and closing its achievement gaps. Table 3.2 compares SPPS student group performance to the State of Minnesota for both 2006-2007 and 2007-2008. Figures 3d-3k provide graphical representation of student group performance across three years and information on the achievement gaps experienced by different groups in SPPS. In 2007-2008:

- All SPPS ethnic groups increased on MCA-II/MTELL math in terms of the percentage of proficient students from 2007 to 2008.
- American Indian students, while our smallest ethnic subgroup (and therefore subject to the most score fluctuation), showed the greatest improvement in performance in math (including MTELL); Latino students had the second highest proficiency gain in math.
- American Indian students also showed the most progress towards reducing the achievement gap with Caucasian students in math.
- African American students, whose achievement gap with Caucasian students remains the largest of any ethnic group, saw no change in this gap from 2007 to 2008 in math. At the state level, the achievement gap between African American and Caucasian students grew when compared to last year, in both math and reading.

**Table 3.2 Student Group Analysis Comparing SPPS to State of Minnesota for MTELL and MCA-II in Mathematics**

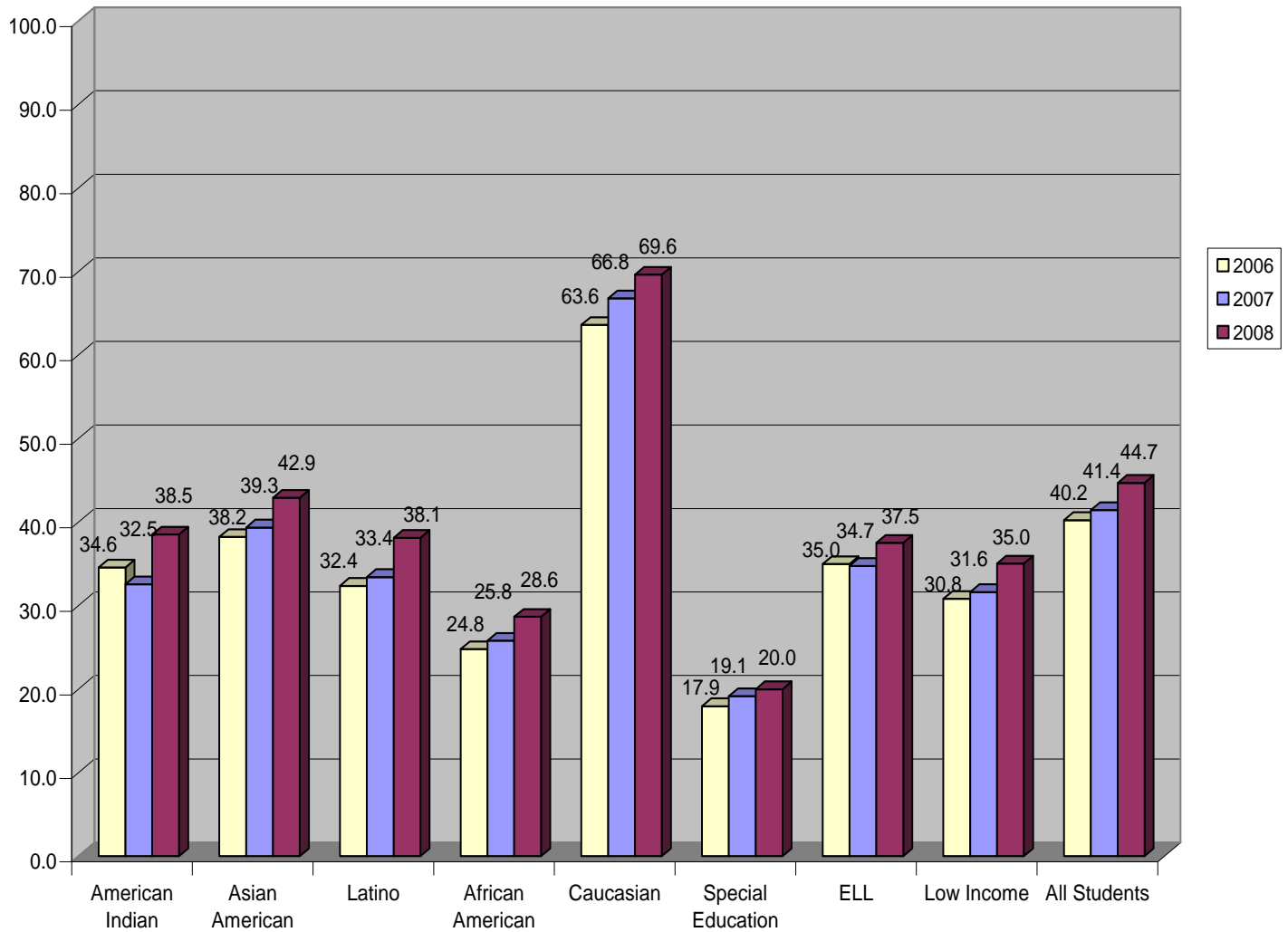
**MCA -II/MTELL Math Results, 2007 and 2008  
Subgroup Analysis, All Students (Grades 3-8, 11)**

Subgroup	2007			2008			Change (07-08)	
	SPPS	State	SPPS v. State**	SPPS	State	SPPS v. State**	SPPS	State
American Indian	32.5	36.2	-3.7	38.5	37.9	0.6	6.0	1.7
Asian / Pacific Islander	39.3	53.0	-13.7	42.9	55.6	-12.7	3.6	2.6
Latino	33.4	34.3	-0.9	38.1	36.7	1.4	4.7	2.4
African American	25.8	28.7	-2.9	28.6	30.5	-1.9	2.8	1.8
Caucasian	66.8	64.6	2.2	69.6	66.7	2.9	2.8	2.1
Male	42.6	58.8	-16.2	45.2	60.7	-15.5	2.6	1.9
Female	40.2	58.5	-18.3	44.1	60.2	-16.1	3.9	1.7
Receiving Special Education Services	19.1	27.8	-8.7	20.0	29.2	-9.2	0.9	1.4
Eligible for LEP Services	34.7	28.3	6.4	37.5	30.2	7.3	2.8	1.9
Eligible for Free/Reduced Priced Meals	31.6	39.4	-7.8	35.0	41.7	-6.7	3.4	2.3
Enrolled in Same School On October 1	43.1	60.1	-17.0	48.1	61.8	-13.7	5.0	1.7

\*SPPS v. State= percentage points above/below the statewide average.

**Figure 3d: SPPS Three-Year Trend for Nine Student Groups in Mathematics**

**Saint Paul Public Schools MCA-II & MTELL Math Percent Proficient Trend by Subgroup**

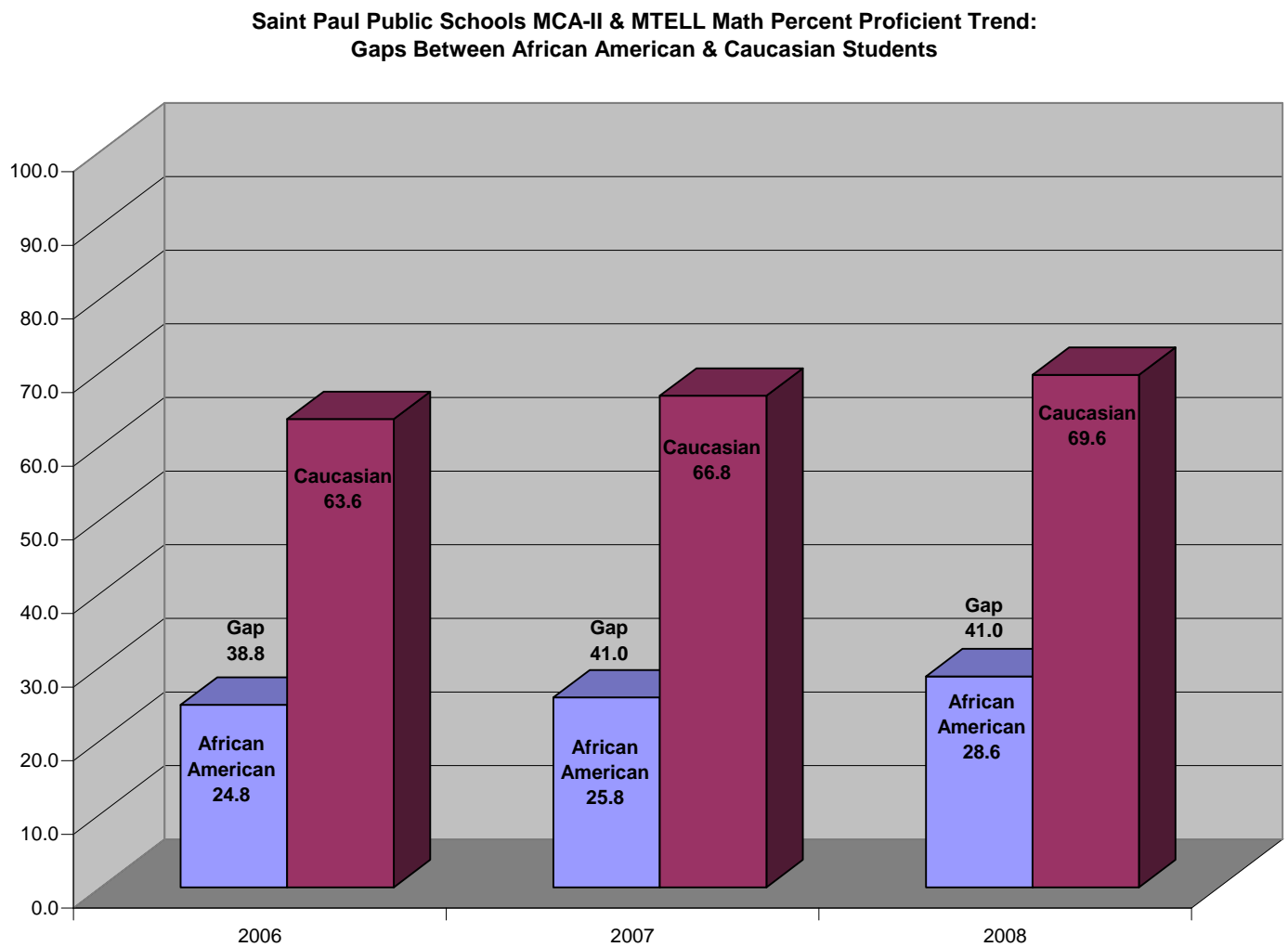


## SPPS African American Achievement in Mathematics

In SY 2007-2008, 28.6% of all SPPS African American students scored proficient or higher in Mathematics, compared to 69.6% of Caucasian students scoring proficient or higher. The gap remained static between 2007 and 2008 – 41.0 percentage points.

Despite an overall 2.8 percentage point gain for African American students, the gap remained the same in 2008 due to the similar 2.8 percentage point gain experienced for Caucasian students.

**Figure 3e: Three-Year Trend in Mathematics Achievement Gap for SPPS African American Students in Comparison to SPPS Caucasian Students**

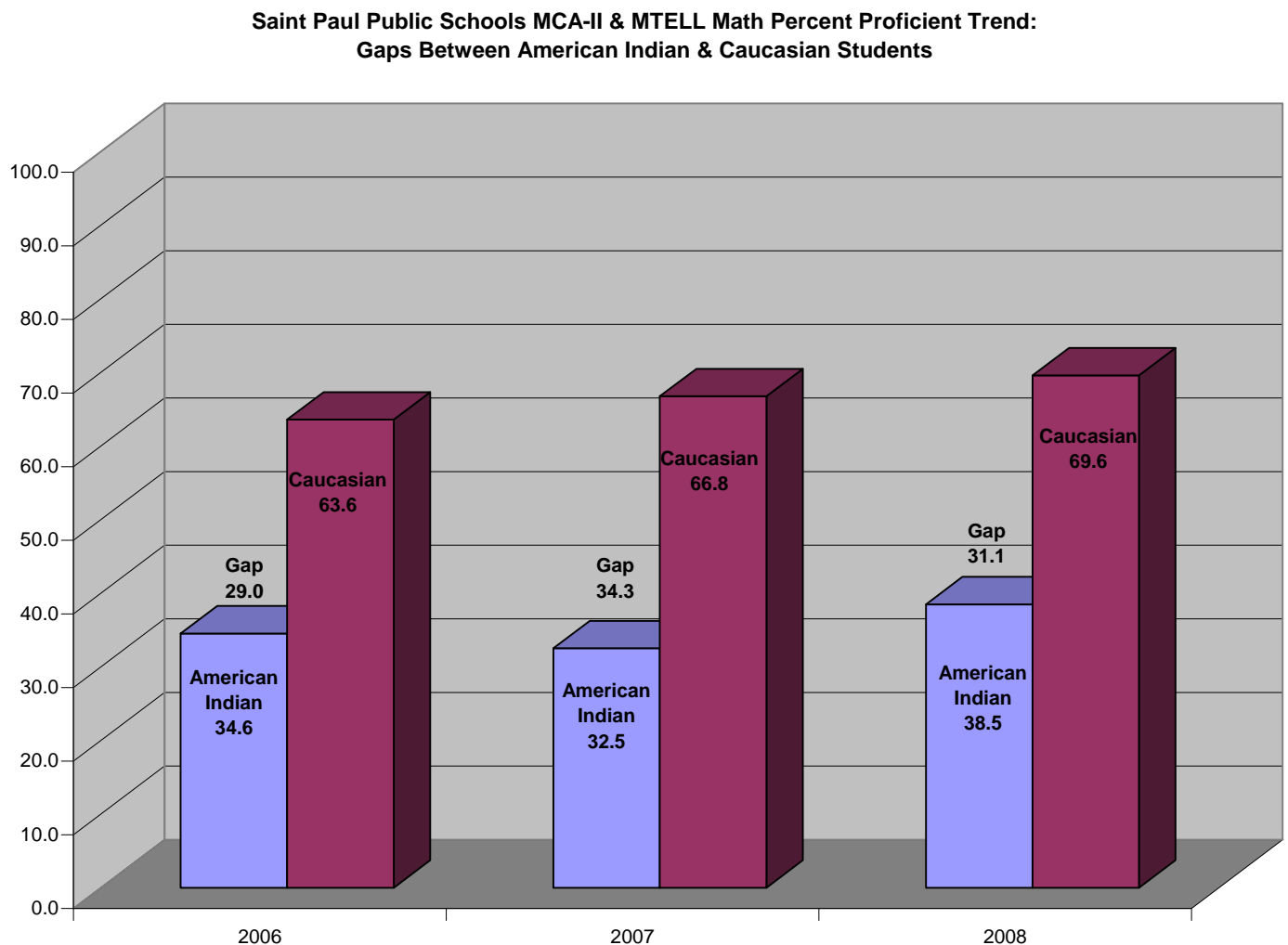


## SPPS American Indian Achievement in Mathematics

In SY 2007-2008, 38.5% of all SPPS American Indian students scored proficient or higher in Mathematics, compared to 69.6% of Caucasian students scoring proficient or higher. The gap closed from 34.3 percentage points in 2007 to 31.1 percentage points in 2008, an improvement of 3.2 percentage points.

American Indian students in SPPS experienced the largest improvement from 2007 to 2008 of any group, but the relatively small numbers of students in this group can lead to wider fluctuations than among the other student groups.

**Figure 3f: Three-Year Trend in Mathematics Achievement Gap for SPPS American Indian Students in Comparison to SPPS Caucasian Students**

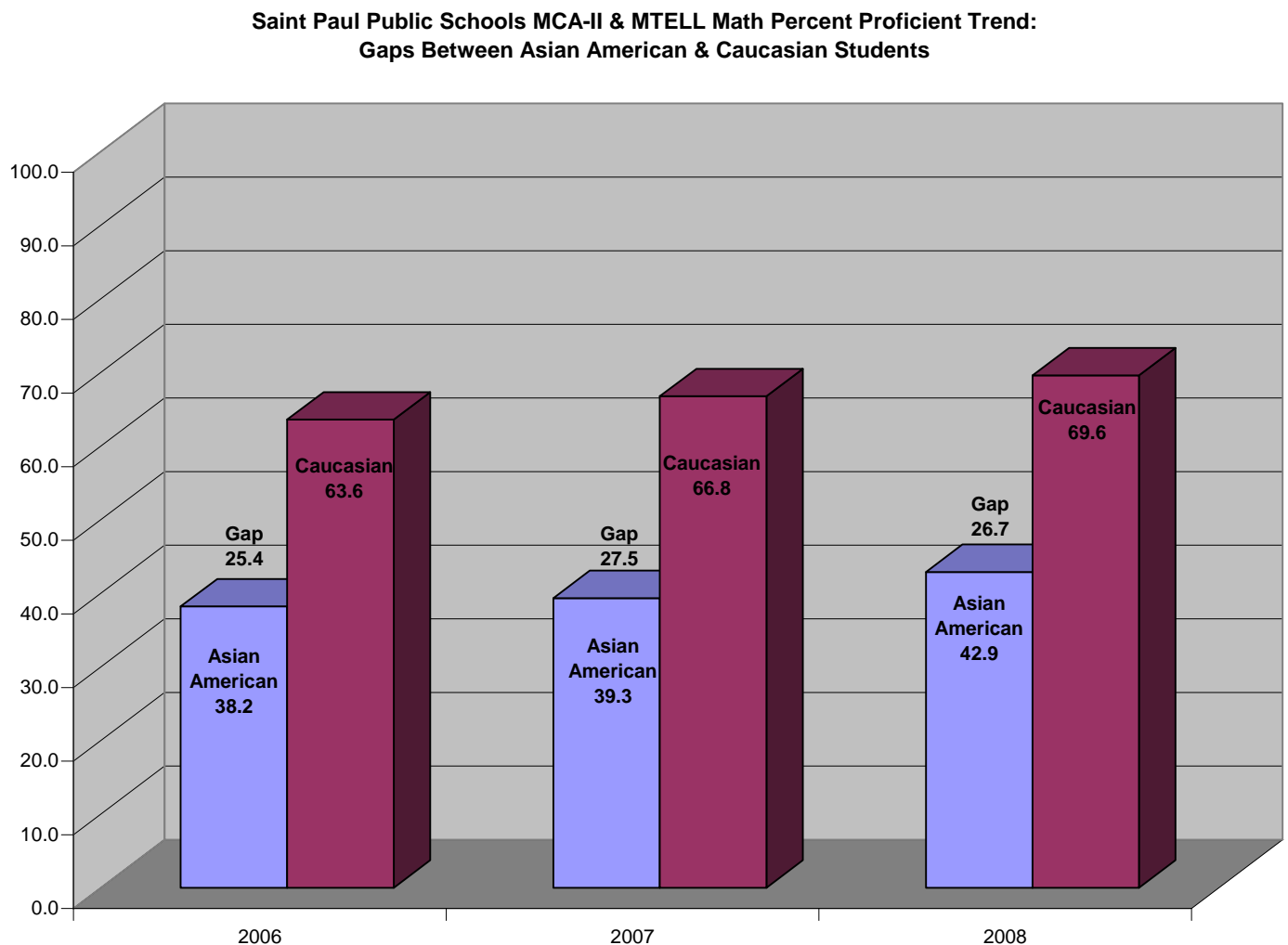


### SPPS Asian American Achievement in Mathematics

In SY 2007-2008, 42.9% of all SPPS Asian American students scored proficient or higher in Mathematics, compared to 69.6% of Caucasian students scoring proficient or higher. The gap closed between the two groups from 27.5 percentage points in 2007 to 26.7 percentage points in 2008, an improvement of 0.8 percentage points.

Asian American students improved by 3.6 percentage points between 2007 and 2008, while Caucasian students gained 2.8 percentage points.

**Figure 3g: Three-Year Trend in Mathematics Achievement Gap for SPPS Asian American Students in Comparison to SPPS Caucasian Students**

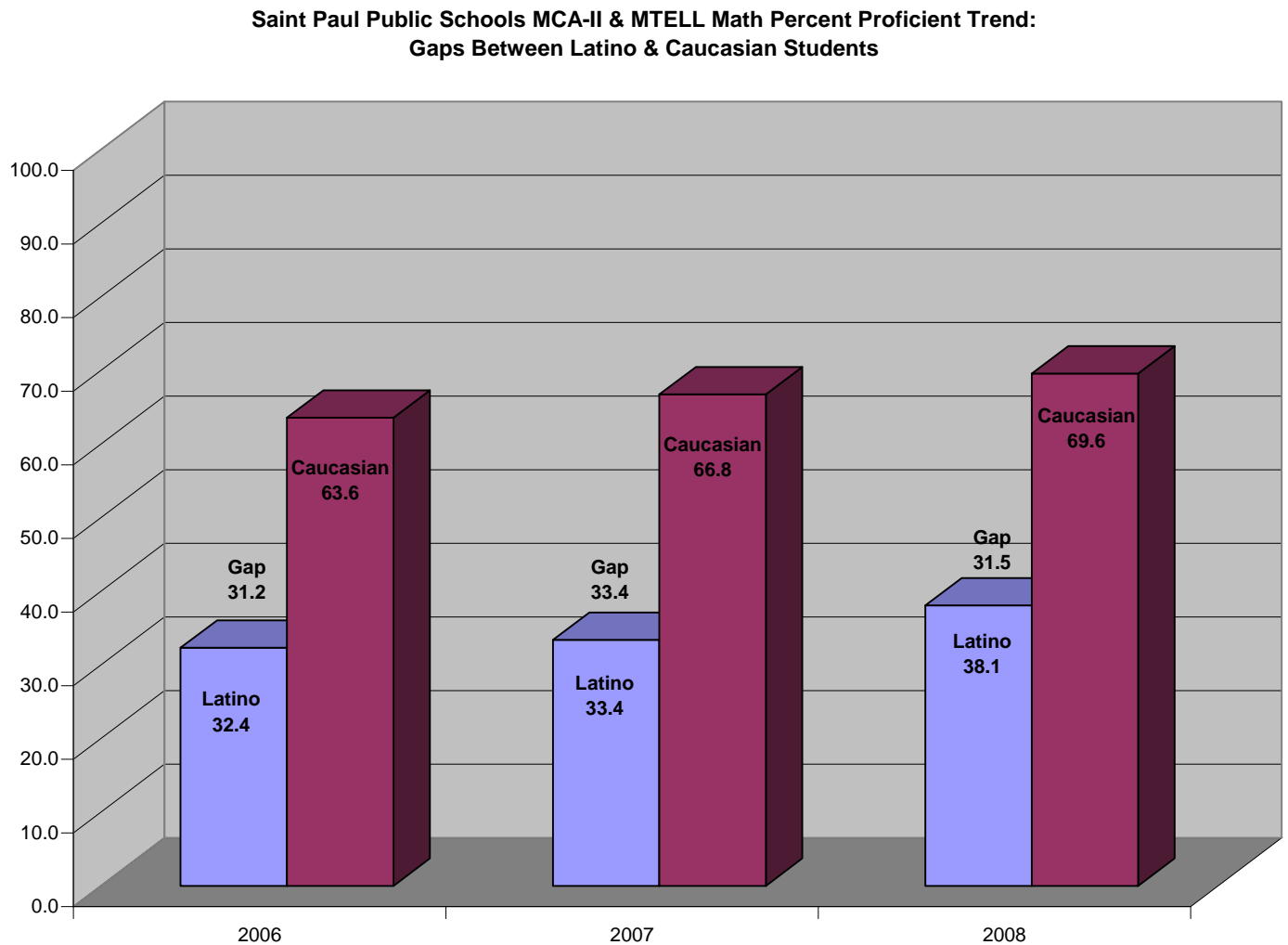


## SPPS Latino Student Achievement in Mathematics

In SY 2007-2008, 38.1% of all SPPS Latino students scored proficient or higher in Mathematics, compared to 69.6% of Caucasian students scoring proficient or higher. The gap closed between the two groups from 33.4 percentage points in 2007 to 31.5 percentage points in 2008, an improvement of 1.9 percentage points.

Latino students made the second largest gains of any group in SPPS, with a 4.7 percentage point improvement from 2007.

**Figure 3h: Three-Year Trend in Mathematics Achievement Gap for SPPS Latino Students in Comparison to SPPS Caucasian Students**

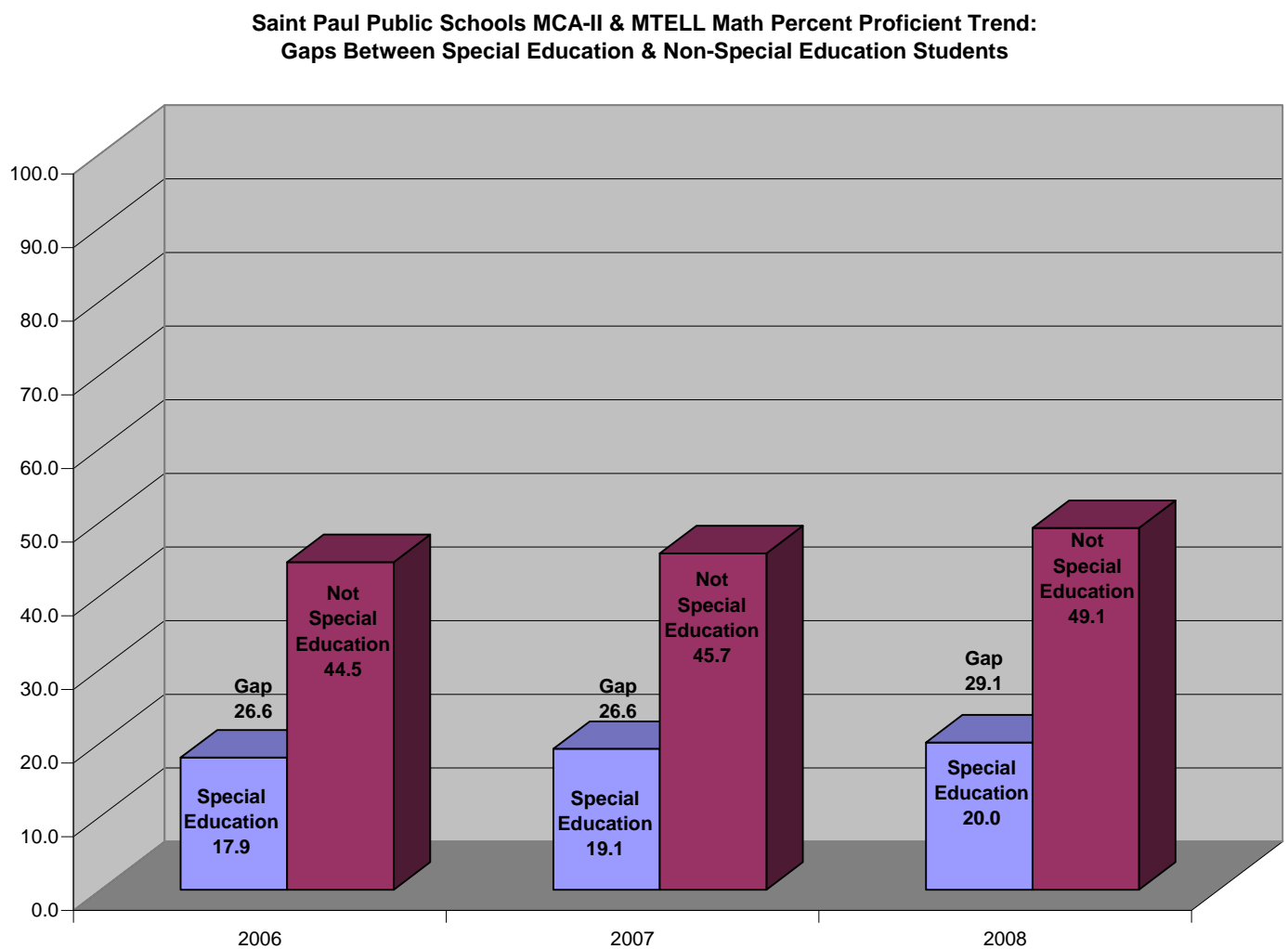


## SPPS Students with Disabilities Achievement in Mathematics

In SY 2007-2008, 20.0% of all SPPS students receiving special education services scored proficient or higher in Mathematics, compared to 49.1% of students not identified for special education scoring proficient or higher. The gap between the two groups widened from 26.6 percentage points in 2007 to 29.1 percentage points in 2008, an increase of 2.5 percentage points.

Although special education students improved their attainment of proficiency by 0.9 percentage points, the non-special education population improved by 3.4 percentage points.

**Figure 3i: Three-Year Trend in Mathematics Achievement Gap for SPPS Students with Disabilities in Comparison to SPPS Students without Disabilities**

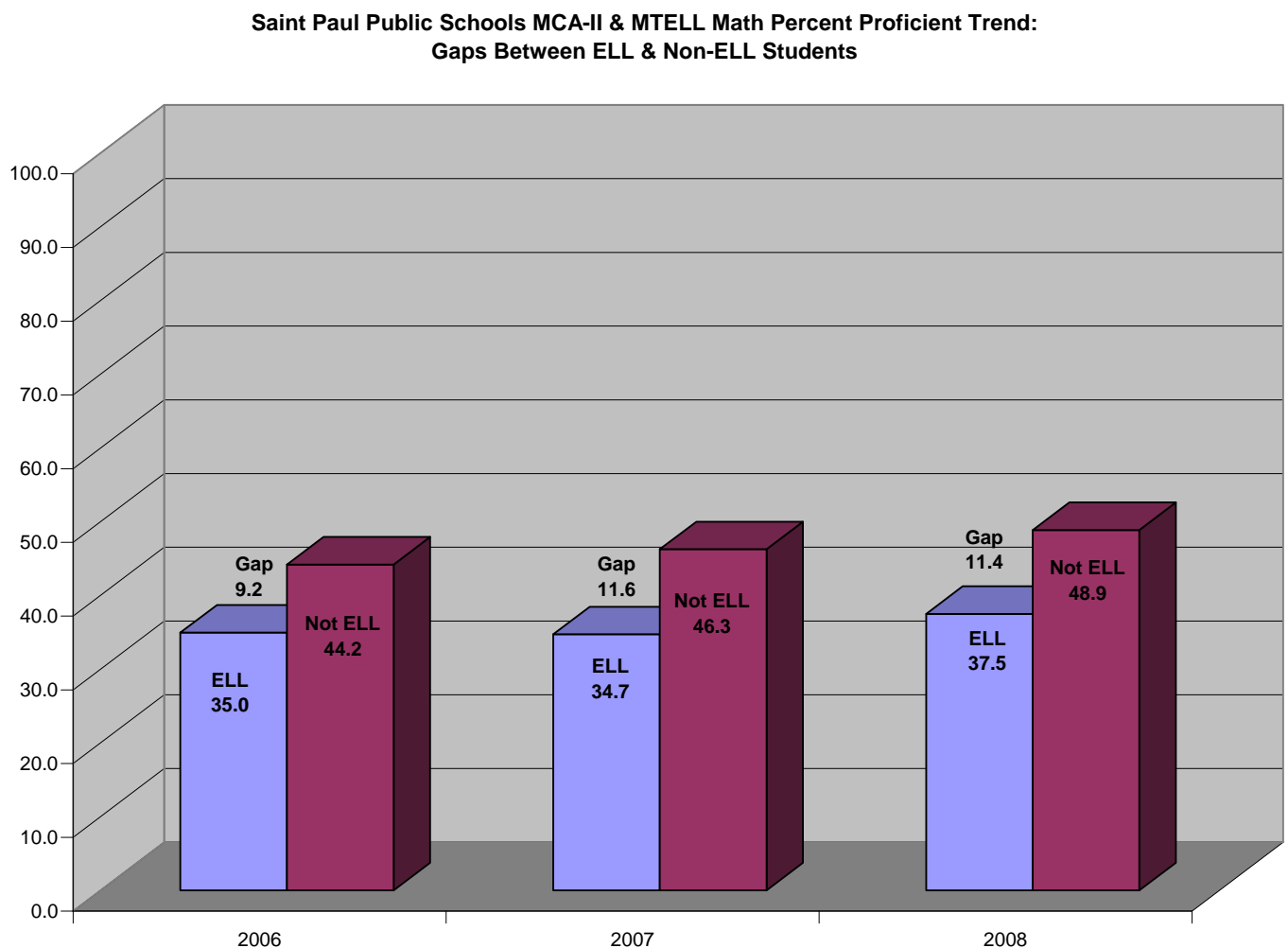


## SPPS English Language Learners Achievement in Mathematics

In SY 2007-2008, 37.5% of all SPPS English Language Learners (ELL) scored proficient or higher in Mathematics, compared to 48.9% of students not identified for ELL scoring proficient or higher. The gap closed between the two groups from 11.6 percentage points in 2007 to 11.4 percentage points in 2008, an improvement of 0.2 percentage points.

**The gap between ELL and non-ELL is the smallest gap of any group in SPPS.**

**Figure 3j: Three-Year Trend in Mathematics Achievement Gap for SPPS English Language Learners (ELL) in Comparison to SPPS non-ELL Students**

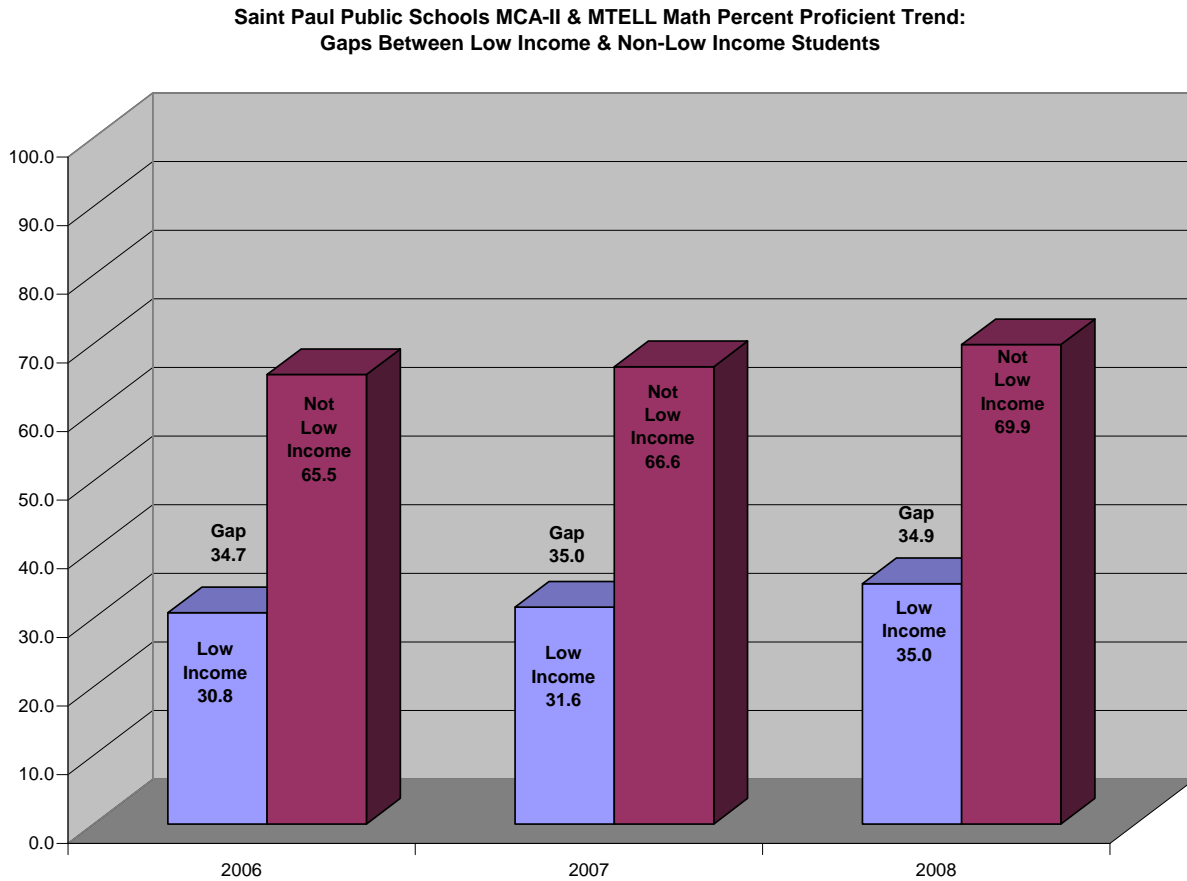


## Achievement in Mathematics for SPPS Students Eligible for Free or Reduced Price Meals

In SY 2007-2008, 35.0% of all SPPS students eligible for free or reduced price meals scored proficient or higher in Mathematics, compared to 69.9% of students not eligible for free or reduced price meals scoring proficient or higher. The gap closed between the two groups from 35.0 percentage points in 2007 to 34.9 percentage points in 2008, an improvement of 0.1 percentage points.

Low-income students improved their attainment of proficiency by 3.4 percentage points between 2007 and 2008.

**Figure 3k: Three-Year Trend in Mathematics Achievement Gap for SPPS Low Income Students in Comparison to SPPS non-Low Income Students**



## CHAPTER 4

### SPPS PERFORMANCE IN SCIENCE

#### *Overall performance*

The State of Minnesota administered the Science MCA-II for the first time in School Year 2007-2008. The test was given to students in Grades 5, 8, and High School (after completion of Biology) and is a required assessment under the No Child Left Behind Act (NCLB) of 2001. The results from the assessment are not included in the determinations of Adequate Yearly Progress (AYP) at this time, but students are required to take the assessment.

In the first year of administration, SPPS had 21.0% of its students achieve proficiency on the Science MCA-II. In the State of Minnesota, 40.0% of students achieved proficiency, a gap of 19 percentage points. Results from the first year administration of any assessment need to be reviewed carefully since the assessment has been unfamiliar to all involved. In future years, trend analysis will be included in this report.

#### *Grade level performance*

SPPS students in Grades 5, 8, and High School participated in the Science MCA-II. 21.6% of fifth grade students scored proficient or higher on the assessment while 39.1% of their statewide peers met the standard. In Grade 8, 19.1% of SPPS students were proficient, compared to 38.2% statewide. SPPS high school students achieved the highest percentage proficient at 22.4% meeting or exceeding the standard. Statewide, 42.7% of high school students met or exceeded the standard on the MCA-II.

The gap between SPPS and the State of Minnesota is smallest at Grade 5 (17.5 percentage points below) and largest in high school (20.3 percentage points).

Table 4.1 and Figure 4a summarize the first year results for the district overall and by grade level.

**Table 4.1: Grade Level Analysis Comparing SPPS to State of Minnesota for MCA-II in Science**

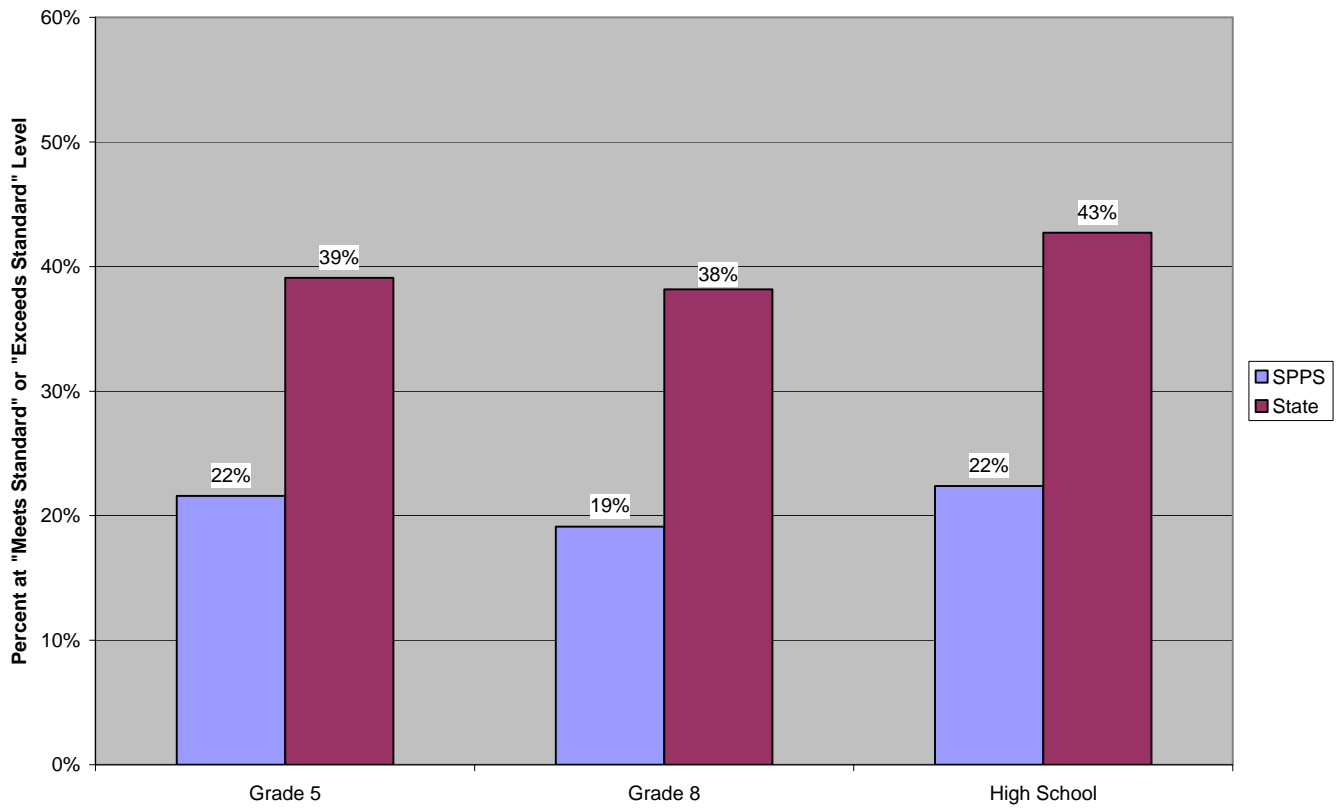
**MCA-II Science Percent Proficient 2008  
Grade Level Analysis**

Grade	2008		
	SPPS	State	SPPS v. State*
05	21.6	39.1	-17.5
08	19.1	38.2	-19.0
HS	22.4	42.7	-20.3
ALL	21.1	40.0	-19.0

\*SPPS v. State= percentage points above/below the statewide proficiency rate.

**Figure 4a. Grade level comparison of SPPS results to State of Minnesota**

**2008 SPPS MCA-II Science Proficiency by Grade Compared to State**



*Performance of Student Groups and Achievement Gaps in Science*

The results from the first administration of the MCA-II in Science reveal that both SPPS and the State of Minnesota have significant achievement gaps for students of color in comparison to Caucasian peers. Table 4.2 summarizes results for SPPS and the State of Minnesota across all nine NCLB-required subgroups as well as Gender and Enrollment Date. Figure 4b summarizes the performance of all nine student groups required for analysis under NCLB.

Table 4.2 and Figure 4b reveal that SPPS has three students groups outperforming their statewide peers – American Indian, Caucasian, and English Language Learners. Six groups – Asian American, Latino, African American, Students receiving Special Education, Low Income, and All students – achieved percentages of proficiency below their statewide peers. Male students had the largest gap (19.7 percentage points) when compared to male students statewide. Caucasian students outperformed their statewide peers by the greatest margin, 2.8 percentage points.

**Table 4.2 Student Group Analysis Comparing SPPS to State of Minnesota for MCA-II in Science**

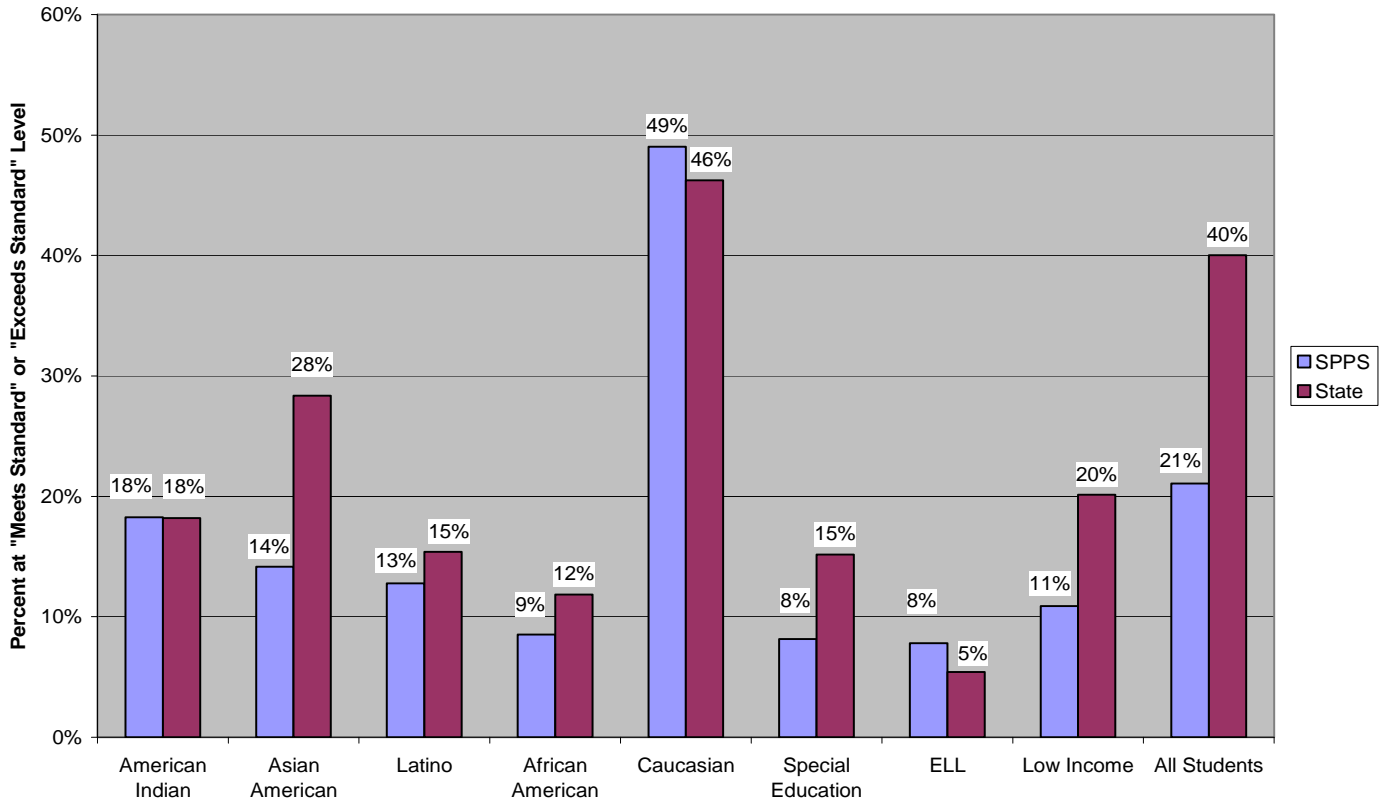
**MCA-II Science Percent Proficient 2008  
Subgroup Analysis, All Students (Grades 5, 8, and High School)**

Subgroup	2008		SPPS v. State*
	SPPS	State	
American Indian	18.3	18.2	0.1
Asian / Pacific Islander	14.2	28.4	-14.2
Hispanic	12.8	15.4	-2.6
Black	8.5	11.8	-3.3
Caucasian	49.0	46.2	2.8
Male	22.6	42.3	-19.7
Female	19.5	37.6	-18.1
Receiving Special Education Services	8.2	15.2	-7.0
Eligible for LEP Services	7.8	5.4	2.4
Eligible for Free/Reduced Priced Meals	10.9	20.1	-9.3
Enrolled in Same School On October 1	22.1	41.1	-19.0

\*SPPS v. State= percentage points above/below the statewide proficiency rate.

**Figure 2b. SPPS Subgroup Proficiency in Science Compared to State of Minnesota**

**2008 SPPS MCA-II Science Proficiency by Subgroup Compared to State**



SPPS Students of Color Achievement in Science

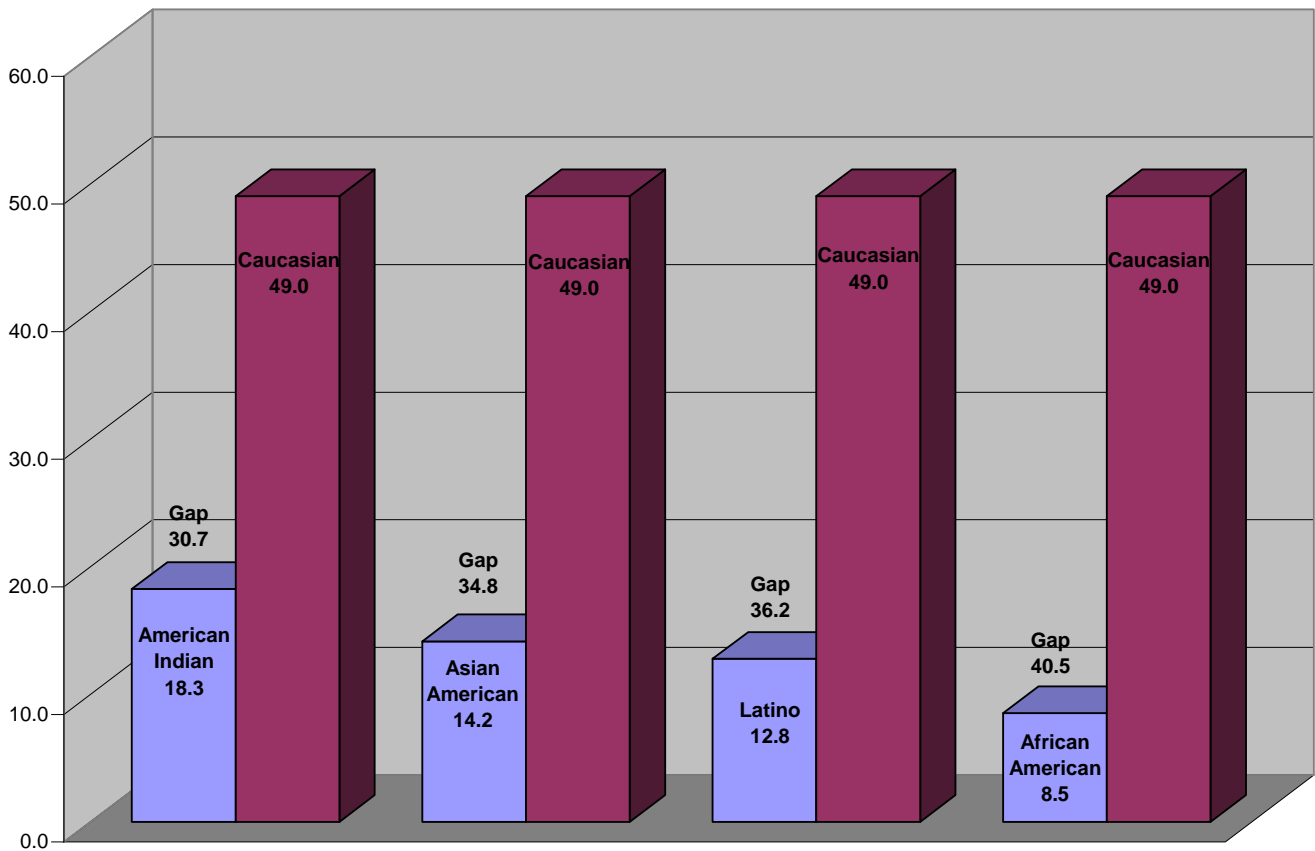
In the first year of administration, SPPS students of color performed significantly lower than their SPPS Caucasian peers. African American students had the widest gap at 40.5 percentage points, while American Indian students had the narrowest gap at 30.7 percentage points. Asian American students had a gap of 34.8 percentage points, while the gap between Latino and Caucasian students was 36.2 percentage points.

Figure 4c presents the performance for SPPS students of color compared to their SPPS Caucasian peers.

Trend information will be included in future years after additional administrations of the MCA-II in Science.

**Figure 4c. Science Achievement Gaps for SPPS Students of Color in Comparison to SPPS Caucasian Students**

2008 SPPS MCA-II Science Percent Proficient:  
Gaps With Caucasian Students



## CHAPTER 5

### ADEQUATE YEARLY PROGRESS DETERMINATIONS

As described earlier in this report, NCLB requires that every school and district be held accountable for making Adequate Yearly Progress (AYP) towards achieving 100% proficiency in Reading and Mathematics. MDE uses the results from the state's accountability tests – the MCA-IIIs, MTELL, and MTAS – to make these determinations annually prior to the start of the school year. This year, MDE released the final AYP determinations on August 5, 2008, the earliest release since NCLB passed.

A school or district must meet the state targets for Reading, Mathematics, Attendance and Graduation Rate for each of the nine groups mentioned throughout this report. If the target is not met outright, the school or district must demonstrate significant progress from the prior year's result. Failure to meet the target in any area will result in the school being designated by MDE as "Not Making AYP."

A school or district receiving federal Title I funding is subject to additional consequences beyond the public release of the AYP determinations. Schools or districts failing to meet targets in the same key area – Reading, Mathematics, Attendance, or Graduation Rate – for two consecutive years are identified by the state as "in need of improvement." Schools or districts with continued failure to meet state targets are subjected to progressively more severe requirements as stipulated by NCLB. Once identified "in need of improvement," the school or district must meet state targets in the same area for which they were identified for two consecutive years in order to lose the designation. Once the identification is removed, the school or district is considered "Making AYP" and is no longer subject to further requirements or sanctions.

#### *District AYP Results*

As a result of the 2008 state testing, MDE has identified SPPS as a district "in need of improvement" after SPPS, as a district, did not make AYP in both Reading and Mathematics for the second consecutive year.

Now that the district is identified for improvement, SPPS must satisfy a number of requirements imposed by NCLB. The district must publicly report and notify parents/guardians about its status as being "in need of improvement." SPPS must develop and implement a District Improvement Plan within 90 days of the identification. The district must also set aside 10% of its Title I, Part A allocation for professional development, which is current practice. Finally, SPPS is no longer able to be a provider of the supplemental educational services required under NCLB.

In order for SPPS to be considered as "Making AYP," the district had to meet state targets in 38 different indicators. As a district, SPPS met state requirements in 24 of the 38 indicators (63%), which is down from 35 in 2007 (92%).

SPPS met the participation requirements to test 95% of all students in each group – 18 indicators in all (100%). The district also met state requirements in Attendance and Graduation Rate for all students.

SPPS met the proficiency targets for 3 of the 9 groups (33%) measured in Reading (Asian, American Indian, and Caucasian), which is down from 7 of 9 (78%) in 2007. SPPS only met the proficiency target for one of the nine (11%) groups measured in Mathematics (Caucasian), down from 8 of 9 (89%) in 2007.

In 2007, SPPS did not make AYP in three categories – Mathematics proficiency for American Indian students, Reading proficiency for American Indian students, and Reading proficiency for Asian American students. In 2008, the district improved sufficiently to make AYP for both American Indian and Asian American Reading proficiency.

Table 5.1 summarizes the 2008 AYP determinations for SPPS.

**Table 5.1 2008 AYP Summary for SPPS**

<i>Category</i>	<b>Reading</b>		<b>Mathematics</b>		<b>Attendance</b>	<b>Graduation Rate</b>
	<b>Participation</b>	<b>Proficiency</b>	<b>Participation</b>	<b>Proficiency</b>		
<b>All Students</b>	Made AYP	Did not make AYP	Made AYP	Did not make AYP	Made AYP	Made AYP
<b>African American</b>	Made AYP	Did not make AYP	Made AYP	Did not make AYP	NA	NA
<b>American Indian</b>	Made AYP	Made AYP	Made AYP	Did not make AYP	NA	NA
<b>Asian American</b>	Made AYP	Made AYP	Made AYP	Did not make AYP	NA	NA
<b>Caucasian</b>	Made AYP	Made AYP	Made AYP	Made AYP	NA	NA
<b>Latino</b>	Made AYP	Did not make AYP	Made AYP	Did not make AYP	NA	NA
<b>English Language Learners</b>	Made AYP	Did not make AYP	Made AYP	Did not make AYP	NA	NA
<b>Special Education</b>	Made AYP	Did not make AYP	Made AYP	Did not make AYP	NA	NA
<b>Eligible for Free or Reduced Price Meals</b>	Made AYP	Did not make AYP	Made AYP	Did not make AYP	NA	NA
<b>TOTAL 24/38=63%</b>	9/9 = 100%	3/9=33%	9/9=100%	1/9=11%	1/1=100%	1/1=100%

NOTE: Graduation Rate and Attendance are not disaggregated for separate accountability determinations. Disaggregated results are used when determining if a school or district achieves AYP based on a “Safe Harbor” calculation.

***AYP Results for SPPS Schools***

All Schools

Of the 76 SPPS schools subject to the AYP requirements of NCLB, 17 schools met targets in both Reading and Mathematics, compared to 22 last year. 30 schools made AYP in Mathematics, compared to 33 last year. 31 made AYP in reading, increasing from 28 last year.

Appendix B provides detailed information on the AYP determinations for every school in SPPS with trend information dating back to 2005.

### Elementary Schools

Of the 50 buildings serving elementary students (including Capitol Hill, Monroe and St. Paul Open), 17 schools met targets in both reading and math. 27 made AYP in Mathematics, increasing from 25 last year. 21 schools made AYP in Reading, compared to 22 last year.

Tables 1A to 1C in Appendix B detail the AYP determinations for elementary schools.

### Junior High Schools

In the 8 junior highs, no schools made AYP in both reading and math, down from 2 last year. Only one school (Battle Creek Middle) made AYP for math.

Tables 2A to 2C in Appendix B detail the AYP determinations for junior high schools.

### Senior High Schools

At the 7 high schools, reading performance improved dramatically, with 5 schools making AYP, up from 1 last year.

Tables 3A to 3C in Appendix B detail the AYP determinations for senior high schools.

### Alternative Programs

Of the 11 alternative programs operated by SPPS, 1 of them made AYP, up from 0 last year. 5 made AYP in Reading, up from 3 last year. 2 made AYP in Math, down from 4 last year. Many of the alternative programs have insufficient data due to their small size and dynamic enrollments.

Tables 4A to 4C in Appendix B detail the AYP determinations for alternative schools.

### Charter Schools

SPPS currently sponsors six charter schools. Since charter sponsors are responsible for monitoring the performance of the schools, the results from these schools are included in Tables 6A-6C of Appendix B.

SPPS currently sponsors the following charter schools:

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

### ***Schools Identified as in Need of Improvement***

As mentioned previously, schools receiving Title I funding are subject to additional requirements and sanctions if they do not make AYP for consecutive years in the same key areas of Reading, Mathematics, Attendance or Graduation Rate.

Once a school is identified as in need of improvement, the school must make AYP for two consecutive years to lose this designation.

Table 5.2 summarizes the progression of requirements and sanctions that a school identified as in need of improvement faces for continued failure to meet state targets.

**Table 5.2 AYP Classifications for Schools in the State of Minnesota**

<b>STAGES</b>	<b>DESCRIPTION</b>
<b>Making AYP</b>	The school met state targets for student performance in reading and mathematics and has made Adequate Yearly Progress (AYP) for the most recent year.
<b>Applies to schools not receiving federal Title I funding only</b>	
<b>Stage X</b>	Missed AYP for the current year in at least one subject and may have missed state targets for multiple years. <i>Schools may be subject to district requirements.</i>
<b>“In Need of Improvement” - Applies only to schools receiving federal Title I funding</b>	
<b>Stage 0</b>	Missed AYP in reading and/or mathematics and is one step towards identification as a school in need of improvement.
<b>Stage 1.1</b>	Missed AYP for second consecutive year in the same subject and is now identified as a school in need of improvement by the Minnesota Department of Education. Must notify parents/guardians of the results, offer school choice – the option to transfer to a non-identified school, develop and implement a School Improvement Plan, and reserve 10% of Title I funding for professional development.
<b>Stage 1.2</b>	Made AYP in the year after identification, but must do so again to be removed from the list of schools in need of improvement. Must continue requirements of Stage 1.1.
<b>Stage 2.1</b>	Missed AYP in the identified subject after progressing to Stage 1.1 or 1.2. Must continue all requirements of Stage 1.1 and offer supplemental educational services to low-income students.
<b>Stage 2.2</b>	Made AYP after progressing to supplemental services. Must do so again to be removed from the list of schools in need of improvement. Must continue all requirements of Stage 2.1.
<b>Stage 3.1</b>	Missed AYP after progressing to stage 2.1 or Stage 2.2. Must continue all requirements of Stage 2.1. School is subject to Corrective Action from the district.
<b>Stage 3.2</b>	Made AYP after progressing to Corrective Action. Must continue to implement all sanctions and must make AYP to be removed from the list of schools in need of improvement.
<b>Stage 4.1</b>	Missed AYP after progressing to Stage 3.1 or Stage 3.2. Must plan for restructuring, which is a significant change to the management and makeup of the school. All other sanctions must also be implemented.
<b>Stage 4.2</b>	Made AYP after a year of planning for restructuring. The plan may be put on hold and all other sanctions continued until another year of AYP results. The planning process must be public and involve affected community members.
<b>Stage 5</b>	Missed AYP after advancing to Stage 4.1 or 4.2. School must be restructured.

Appendix C provides a list of every school and their current status in Reading, Mathematics and Attendance or Graduation Rate.

Last year, SPPS had 18 schools identified as in need of improvement under NCLB by MDE. This number has increased to 27 for SY 2008-2009. Three schools - Cleveland, Linwood, and Monroe - are also listed as not making AYP for last year at various stages, but their status is under review by MDE due to the program changes implemented at the end of last school year. Homecroft is listed by MDE at Stage 4.1 - Preparing for Restructuring, but the program changes last year preemptively addressed the issue.

All 27 schools identified for improvement must offer students the option to transfer to other schools within the district. Approximately 15,000 letters have been mailed today to families providing them with information on the performance of schools and informing them of their rights to transfer to others schools. Families should start receiving them tomorrow and can work with the Student Placement Center to discuss their options. The deadline for transfers is August 29, 2008.

12 of the 27 schools will offer their low-income students the option to receive tutoring from 15 different for-profit and non-profit external providers. Registration for these services will begin in September. SPPS will also offer after school tutoring at all its sites beginning in October.

2 of the 27 schools (Washington Technology Magnet and Open School) identified for improvement have been identified for Corrective Action. Washington began implementing the Bio-Smart reform in advance of this identification to ensure sufficient time for successful implementation.

2 of the 27 schools (Arlington and Humboldt Junior High) have been notified to prepare for restructuring. The program changes begun last year provide the foundation for the restructuring efforts that will continue this year.

School Choice

SPPS notified over 15,000 families of their options under NCLB to transfer their children to other SPPS schools not identified for improvement under NCLB. Students had until August 29, 2008 to contact the district for a transfer.

Table 5.3 provides information on the number of transfers requested and granted. Some transfer requests cannot be granted due to program availability.

**Table 5.3 Transfers Requested and Granted under NCLB School Choice Option in SY 2008-2009**

<b>Grade Span</b>	<b>Transfer Requests</b>	<b>Transfers Granted</b>
Grades K-6	282	101
Grades 7-8	80	45
Grades 9-12	168	95
<b>Total</b>	<b>530</b>	<b>241</b>

## Supplemental Educational Services

Schools in Stage 2.1 or higher of “In Need of Improvement” status are required to offer supplemental educational services to low-income students. Supplemental educational services are tutoring services provided by non-profit and for-profit entities. Providers are approved and monitored by the Minnesota Department of Education.

SPPS must notify each eligible student of the availability of the services, the types of providers, and their costs and locations. If students register for the services, SPPS is obligated to pay up to \$1590.88 per student for services from the selected provider. SPPS enters into contracts with every provider selected. The deadline for students to register for services was December 12, 2008.

Table 5.4 provides information on the number of students enrolled in each approved provider for SY 2008-2009.

**Table 5.4 Students Enrolled in Supplemental Service Providers in SY 2008-2009**

<b>State Approved Providers of Supplemental Educational Services – SY 2008-2009</b>	
<i>Name of Provider</i>	<i>Number of SPPS Students Enrolled</i>
A+ Tutoring Service, Ltd.	255
ATS Project Success	120
Brilliance Academy	16
Club Z! Inc.	146
College Nannies & Tutors-Woodbury	139
Eastside Learning Center	0
Friendship Community Service, Inc. – Eager to Learn	45
Launch Lives	0
Network for the Development of Children of African Descent	0
Project Spirit	31
Ramp Up 917, Dakota County	0
The Salvation Army	0
Somali Education Center	59
Tutor Co. LLC	46
YWCA Saint Paul Tutoring Program	95
<b>TOTAL</b>	<b>952</b>

## CHAPTER 6

### MINNESOTA'S GRADUATION REQUIRED ASSESSMENT FOR DIPLOMA (GRAD)

For the students who first entered 8<sup>th</sup> grade in 2005-2006 (the Class of 2010), the expectations for graduation have been increased significantly. The Minnesota Legislature and the Governor agreed that students needed to demonstrate stronger skills in Reading, Mathematics, and Writing to ensure Minnesota students are better prepared for life after high school. Rather than pass the Basic Skills Tests (BSTs), students in the Class of 2010 and later must now meet a higher standard on the Graduation Required Assessment for Diploma (GRAD) in Writing (Grade 9), Reading (Grade 10), and Mathematics (Grade 11).

The Minnesota Department of Education (MDE) co-administered the GRAD Reading with 2008's 10<sup>th</sup> Grade Reading MCA-II. The tests share 25 items between them, with students taking an additional 15 items for the 40-item GRAD in Reading. Students scoring proficient on the MCA-II in Grade 10 are considered to have met the GRAD requirement for Reading. If a student scored below proficient, the student needed a raw score of 30 or higher on the 40-item GRAD Reading to pass. Proficiency on the MCA-II in Reading and 75% correct on the GRAD are very similar standards, but not identical.

The GRAD Writing is first administered in Grade 9 and is not much different from the Writing BST of years past.

The GRAD Mathematics will first be administered to students who entered 11<sup>th</sup> grade in school year 2008-2009 embedded within the 2009 MCA-II in Mathematics, scheduled for April 2009.

MDE is currently preparing rules to deal with special circumstances that may arise for students in relation to the GRAD requirements. These rules, which have the force of law, will be approved early in 2009. Students in the Class of 2010 will be subject to these requirements.

Additional information on the GRAD may be found at <http://education.state.mn.us> under the Assessment Division's web page.

#### **GRAD Reading – Grade 10**

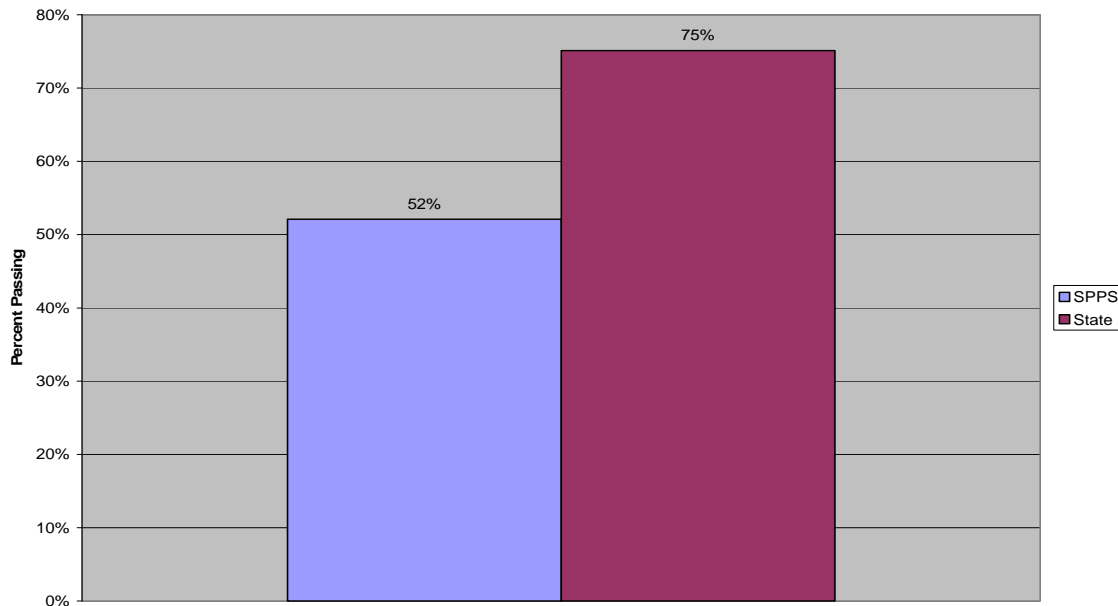
##### *Overall district performance*

In the first administration, SPPS had 52% of its 10<sup>th</sup> grade students pass the GRAD or score proficient on the MCA-II in Reading. This compares to 75% of all students statewide. Figure 6a shows the comparison between SPPS and the State of Minnesota.

Figure 6b provides a school by school passage rate with comparisons to SPPS and the State of Minnesota. Central High School had the highest passage rate and Arlington Senior High School had the lowest.

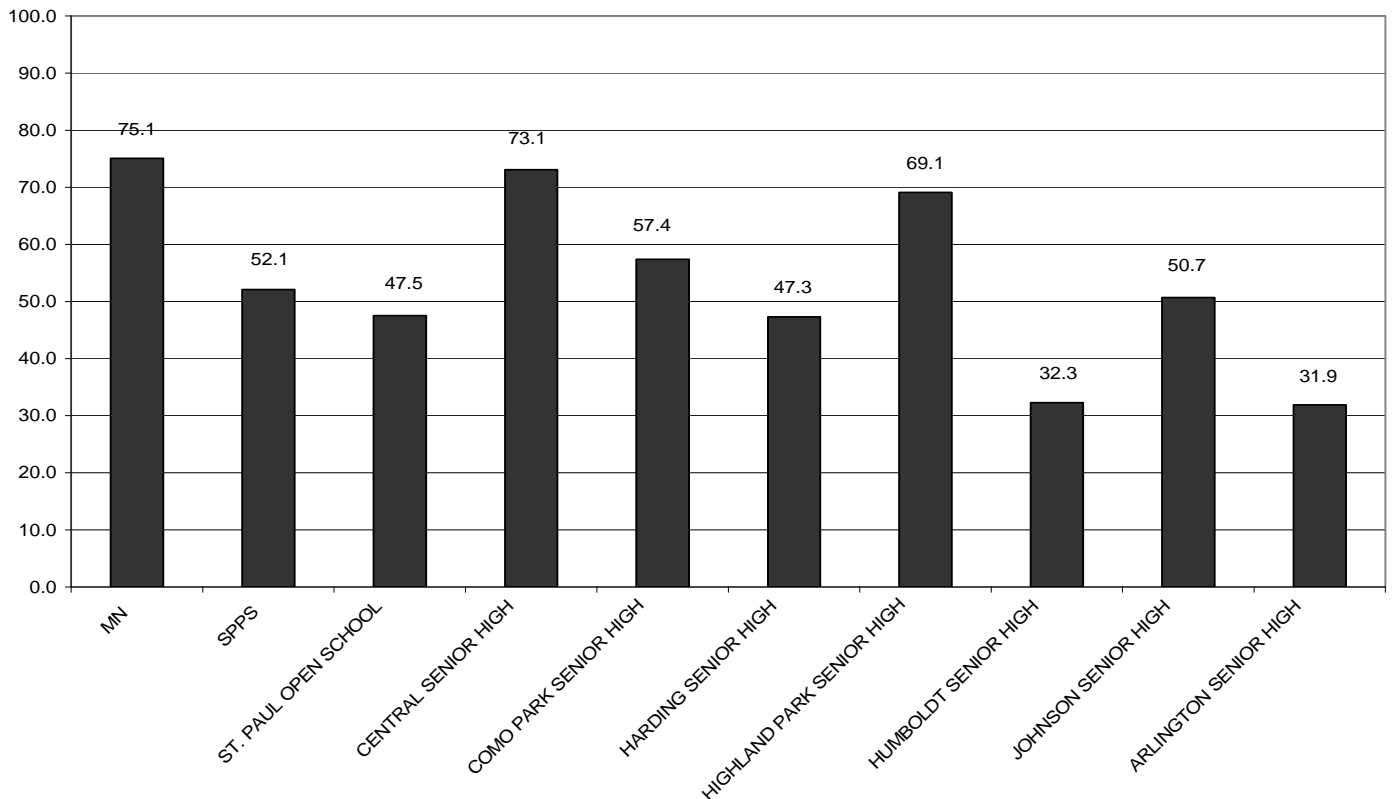
**Figure 6a. SPPS Grade 10 Passage Rate Compared to State of Minnesota**

**2008 SPPS Grade 10 GRAD Reading Percent Passing Compared to State**



**Figure 6b. School Passage Rates on GRAD Reading with Comparisons to SPPS and State of Minnesota**

**2008 Grade 10 GRAD Reading ALL Students Percent Passing**



*Performance of Student Groups and Achievement Gaps in GRAD Reading*

In its first year of administration, the results for the GRAD Reading disaggregated by school and student group are presented in Figures 6c-6q.

Performance of SPPS African American students – GRAD Reading

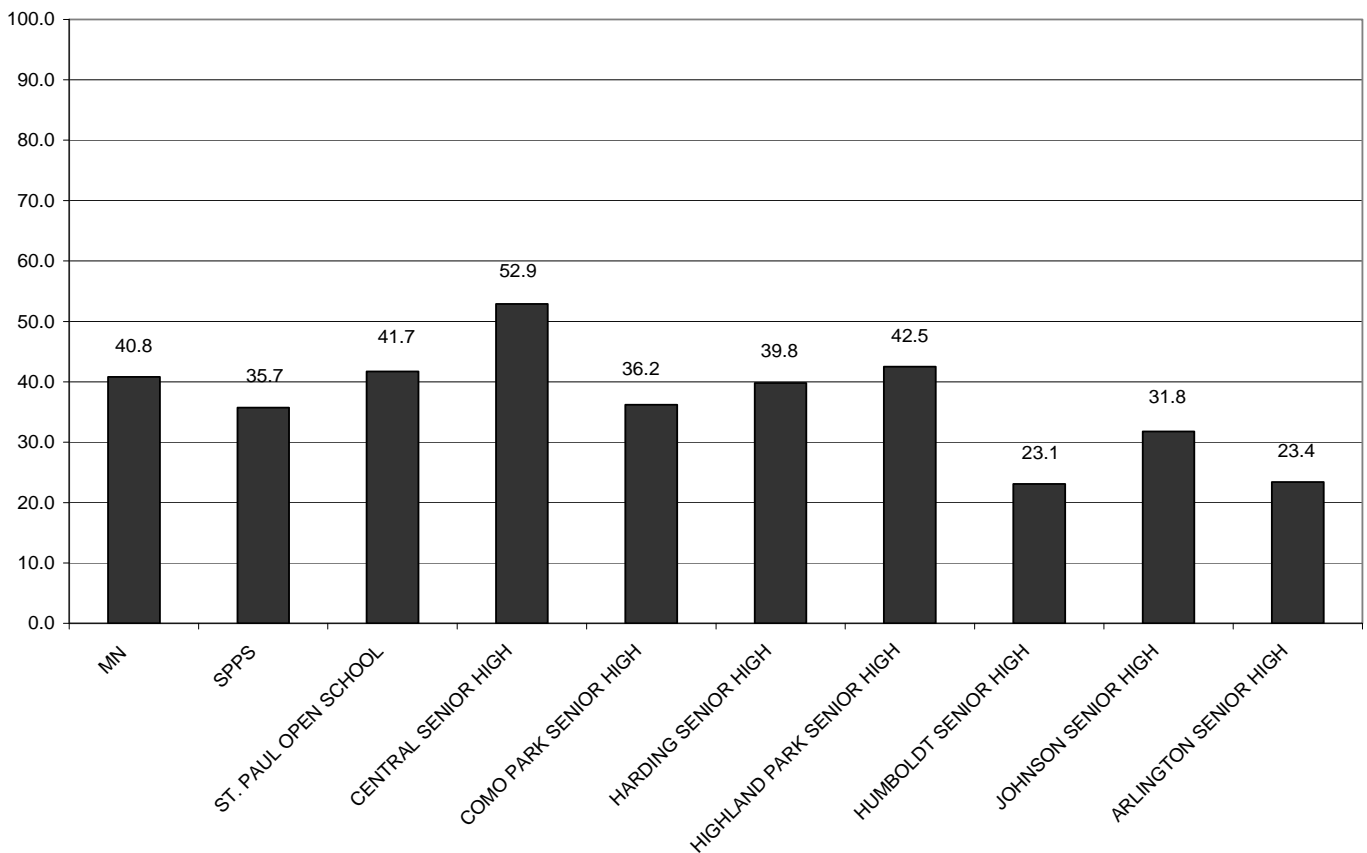
Overall the district had 35.7% of its African American 10<sup>th</sup> grade students meet the GRAD requirement in 2008. This compares to 40.8% for the State of Minnesota. Central Senior High School had the highest passage rate at 52.9% and Humboldt Senior High School had the lowest rate at 23.1%.

Figure 6c shows the school by school performance for African American students with comparisons to SPPS and the State of Minnesota.

Figure 6d shows a 43.8 percentage point gap between the passage rate for African American students and their Caucasian counterparts.

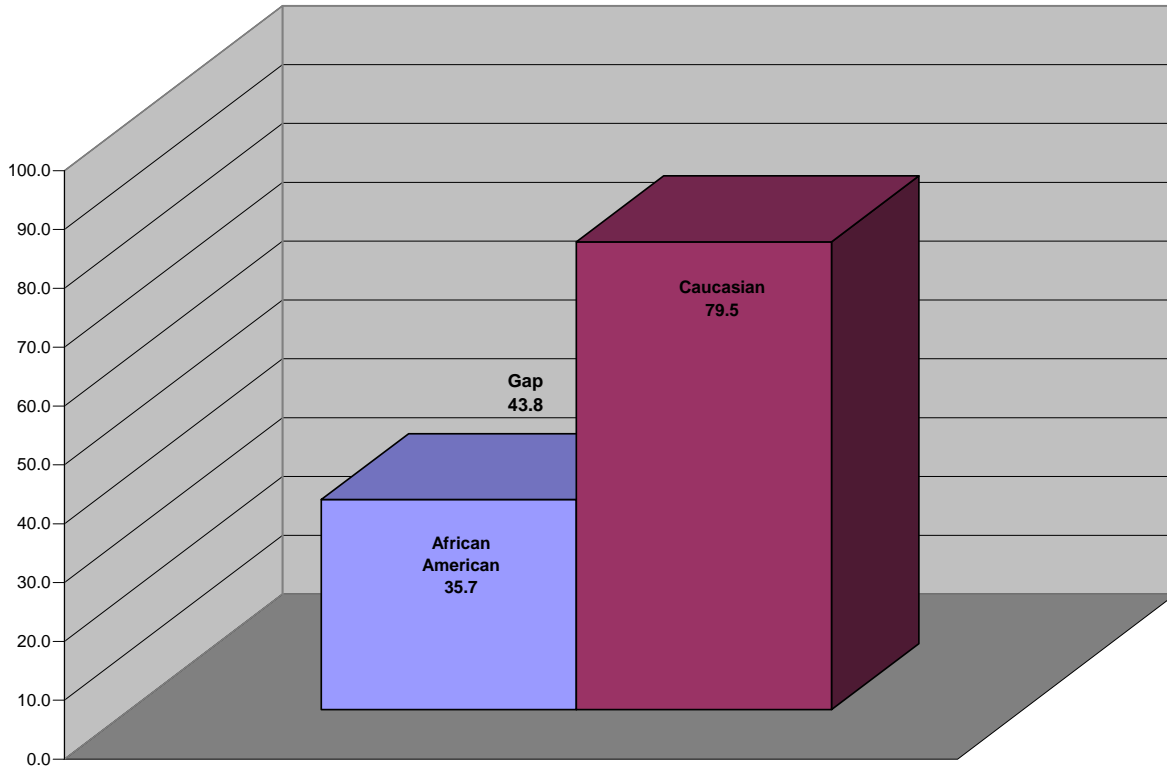
**Figure 6c. School Passage Rates for African American Students on GRAD Reading with Comparisons to SPPS and State of Minnesota**

**2008 Grade 10 GRAD Reading AFRICAN AMERICAN Students Percent Passing**



**Figure 6d. Achievement Gap for SPPS African American Students in Comparison to SPPS Caucasian Students for Passage of Grade 10 GRAD Reading**

**2008 SPPS Grade 10 GRAD Reading Percent Passing:  
Gap Between African American & Caucasian Students**



Performance of SPPS American Indian students – GRAD Reading

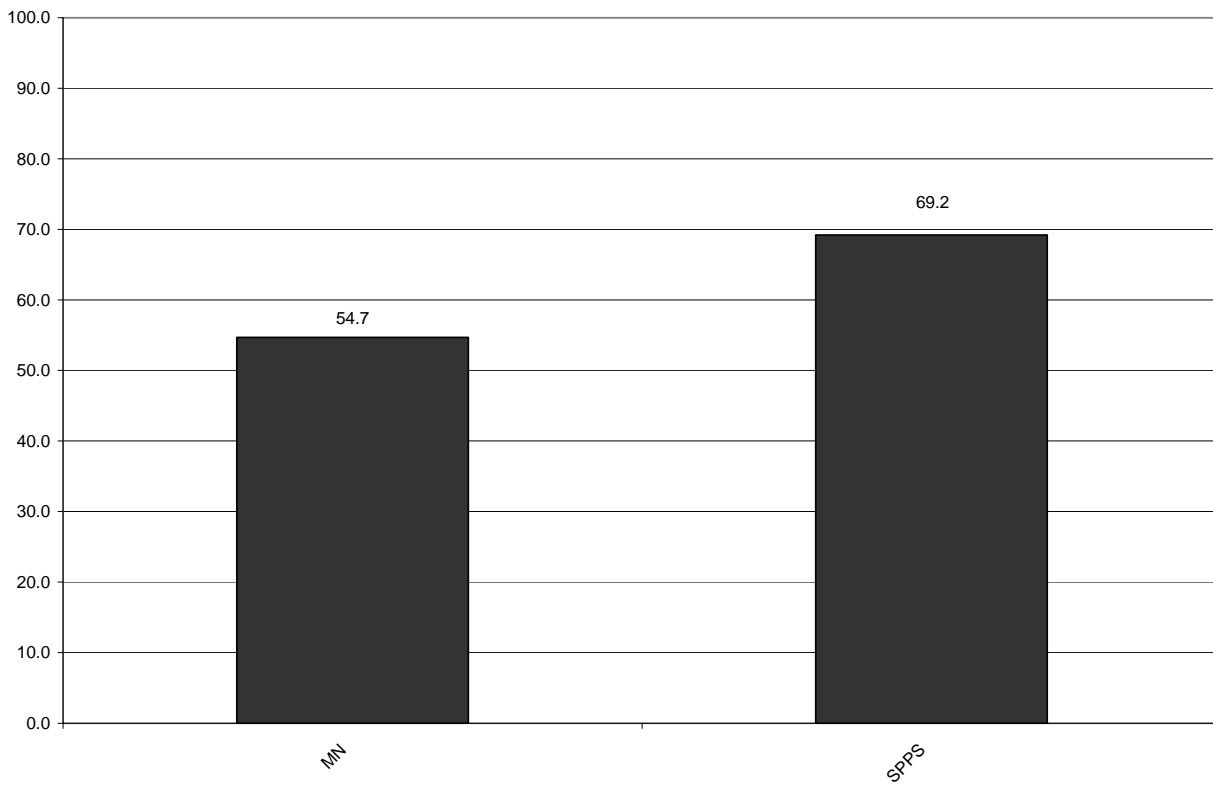
Overall the district had 69.2% of its American Indian 10<sup>th</sup> grade students meet the GRAD requirement in 2008. This compares to 54.7% for the State of Minnesota.

Figure 6e shows the district performance for American Indian students with comparisons to the State of Minnesota. School by school performance cannot be reported due to the small size of this student population.

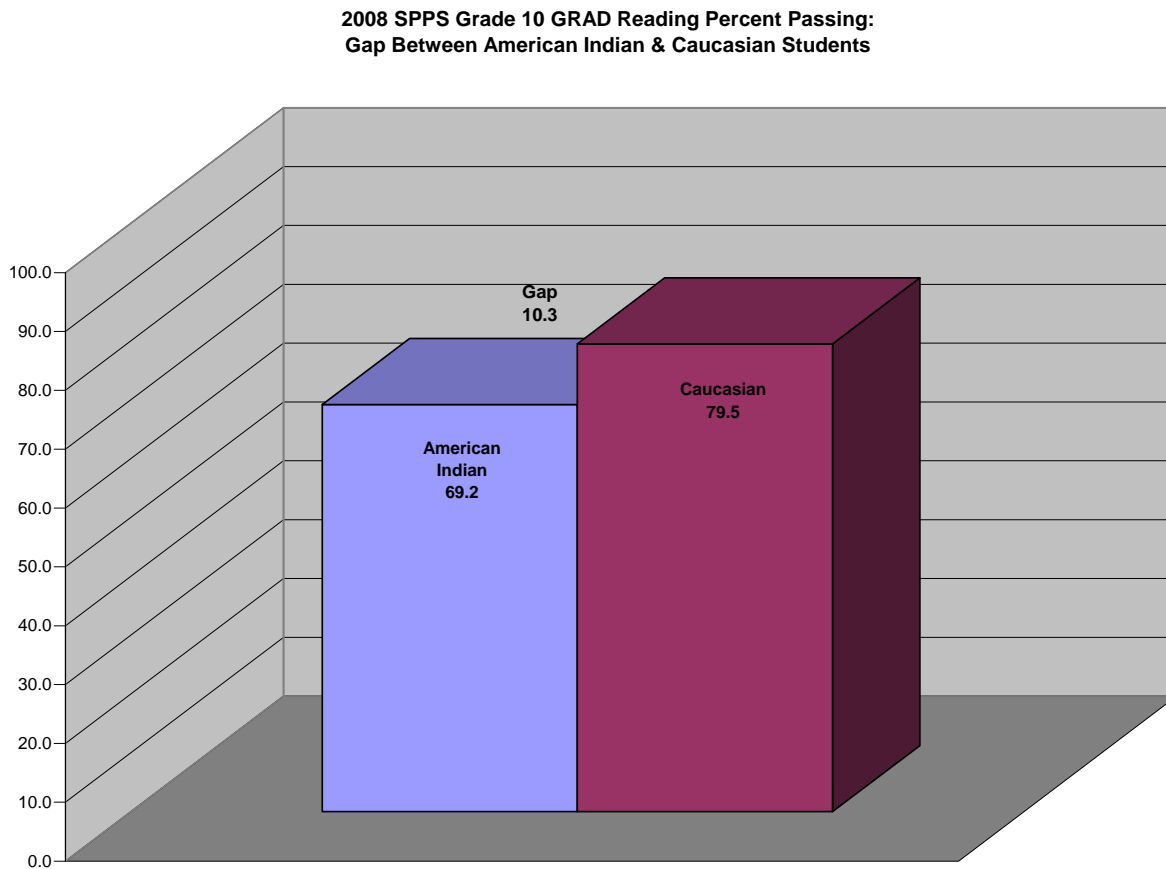
Figure 6f shows a 10.3 percentage point gap between the passage rate for American Indian students and their Caucasian counterparts.

**Figure 6e. District Passage Rates for American Indian Students on GRAD Reading with Comparisons to State of Minnesota**

2008 Grade 10 GRAD Reading AMERICAN INDIAN Students Percent Passing



**Figure 6f. Achievement Gap for SPPS American Indian Students in Comparison to SPPS Caucasian Students for Passage of Grade 10 GRAD Reading**



Performance of SPPS Asian American students – GRAD Reading

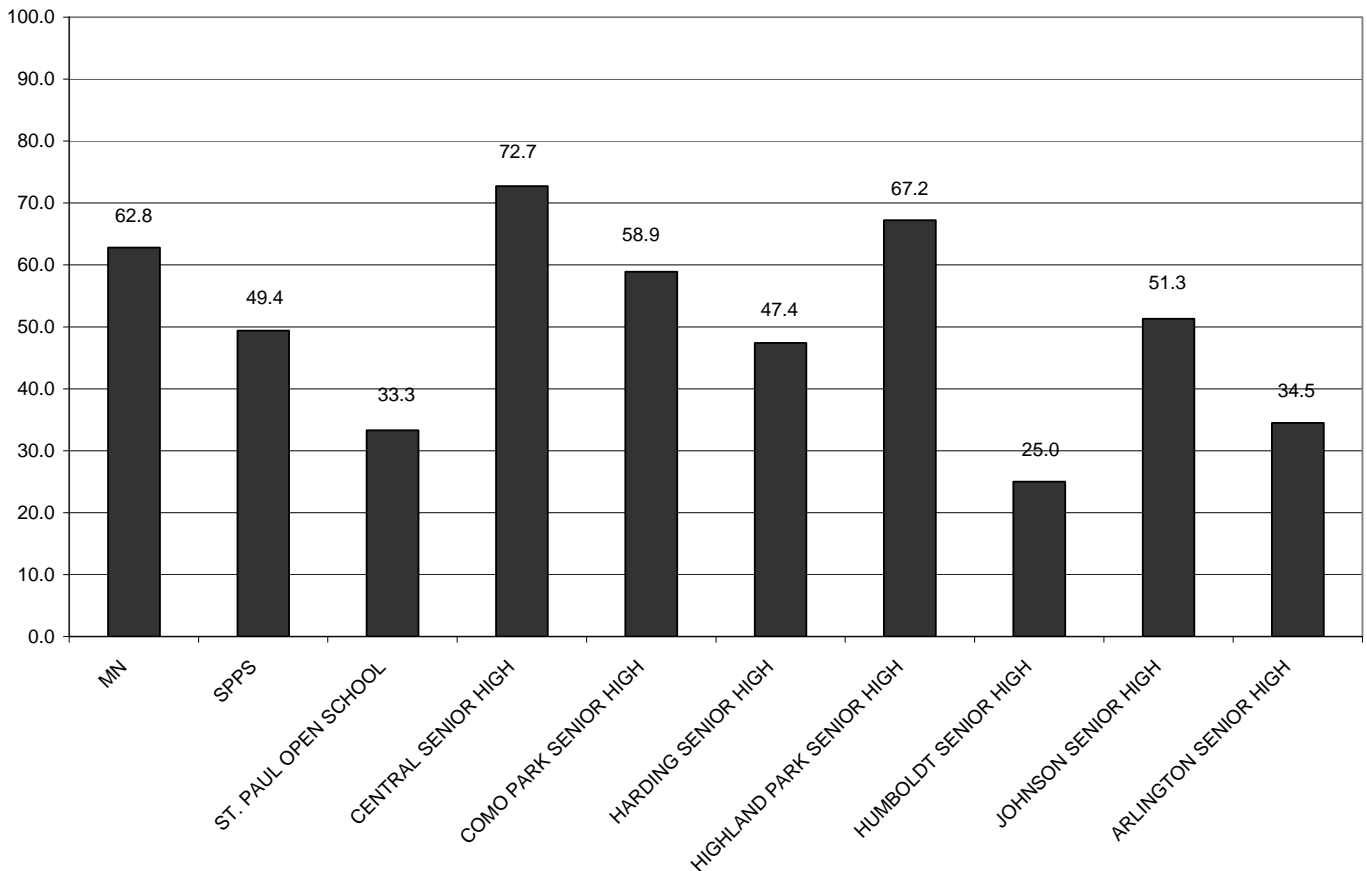
Overall the district had 49.4% of its Asian American 10<sup>th</sup> grade students meet the GRAD requirement in 2008. This compares to 62.8% for the State of Minnesota. Central Senior High School had the highest passage rate at 72.7% while Humboldt Senior High School had the lowest at 26.0%

Figure 6g shows the district performance for Asian American students with comparisons to SPPS and the State of Minnesota.

Figure 6h shows a 30.1 percentage point gap between the passage rate for Asian American students and their Caucasian counterparts.

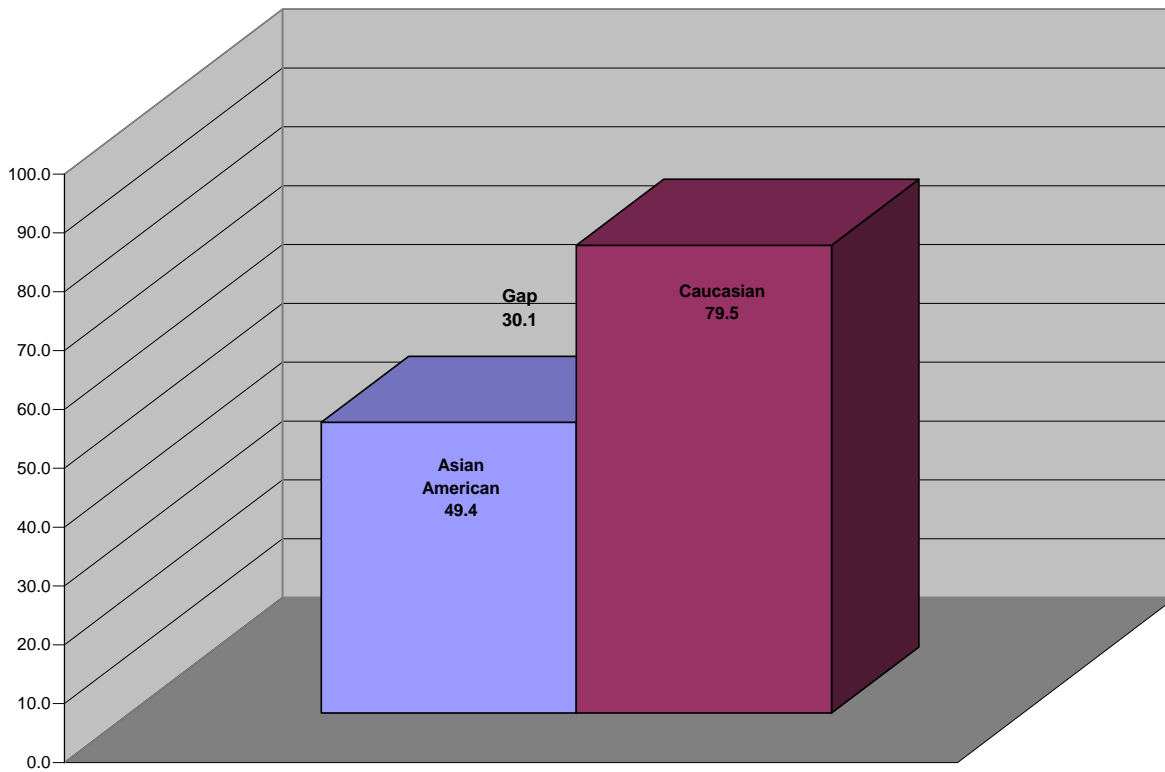
**Figure 6g. School Passage Rates for Asian American Students on GRAD Reading with Comparisons to SPPS and State of Minnesota**

**2008 Grade 10 GRAD Reading ASIAN AMERICAN Students Percent Passing**



**Figure 6h. Achievement Gap for SPPS Asian American Students in Comparison to SPPS Caucasian Students for Passage of Grade 10 GRAD Reading**

**2008 SPPS Grade 10 GRAD Reading Percent Passing:  
Gap Between Asian American & Caucasian Students**

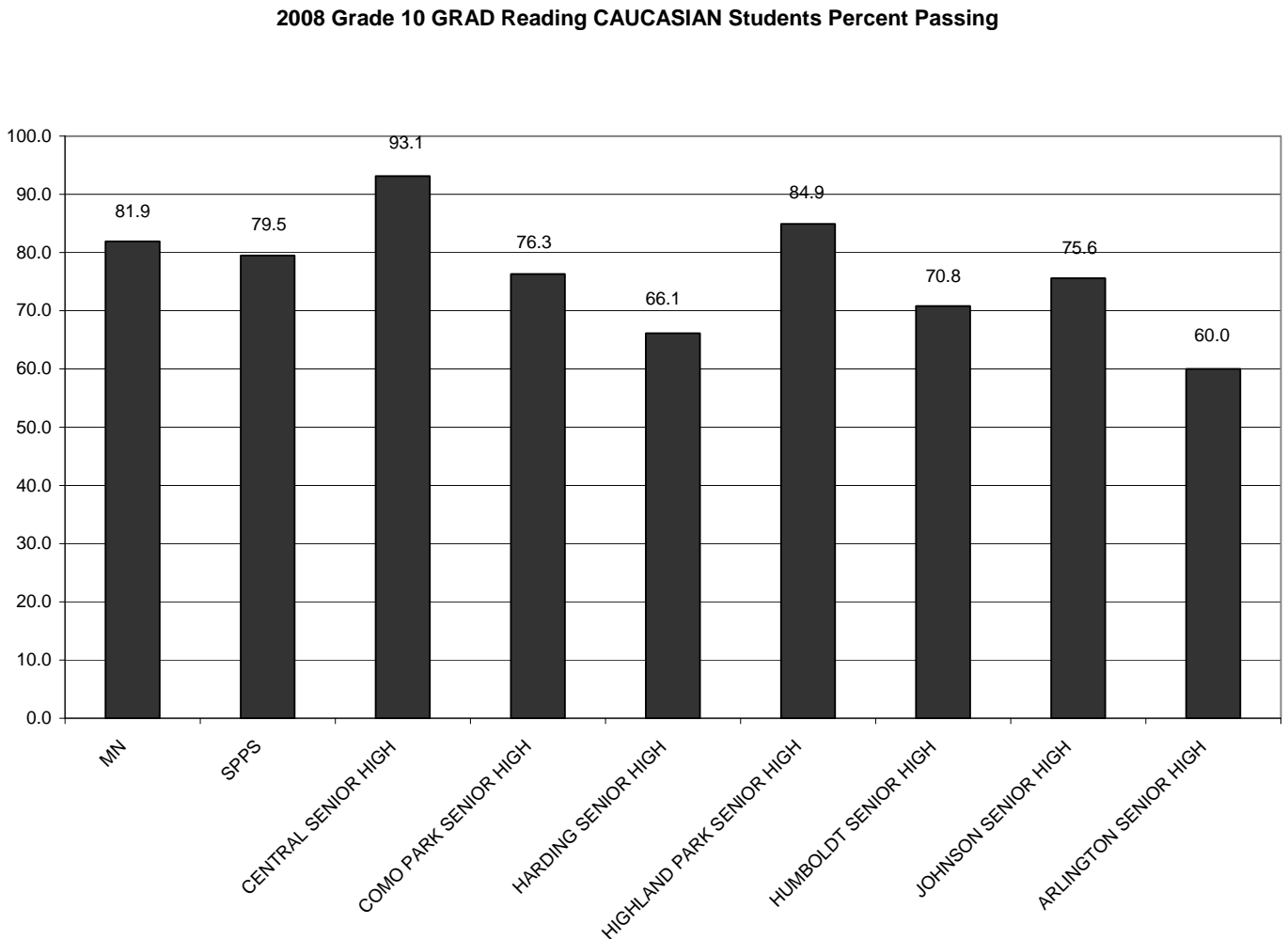


Performance of SPPS Caucasian students – GRAD Reading

Overall the district had 79.5% of its Caucasian 10<sup>th</sup> grade students meet the GRAD requirement in 2008. This compares to 81.9% for the State of Minnesota. Central Senior High School had the highest passage rate at 93.1% while Arlington Senior High School had the lowest at 60.0%

Figure 6i shows the district performance for Caucasian students with comparisons to SPPS and the State of Minnesota.

**Figure 6i. School Passage Rates for Caucasian Students on GRAD Reading with Comparisons to SPPS and State of Minnesota**



Performance of SPPS Latino students – GRAD Reading

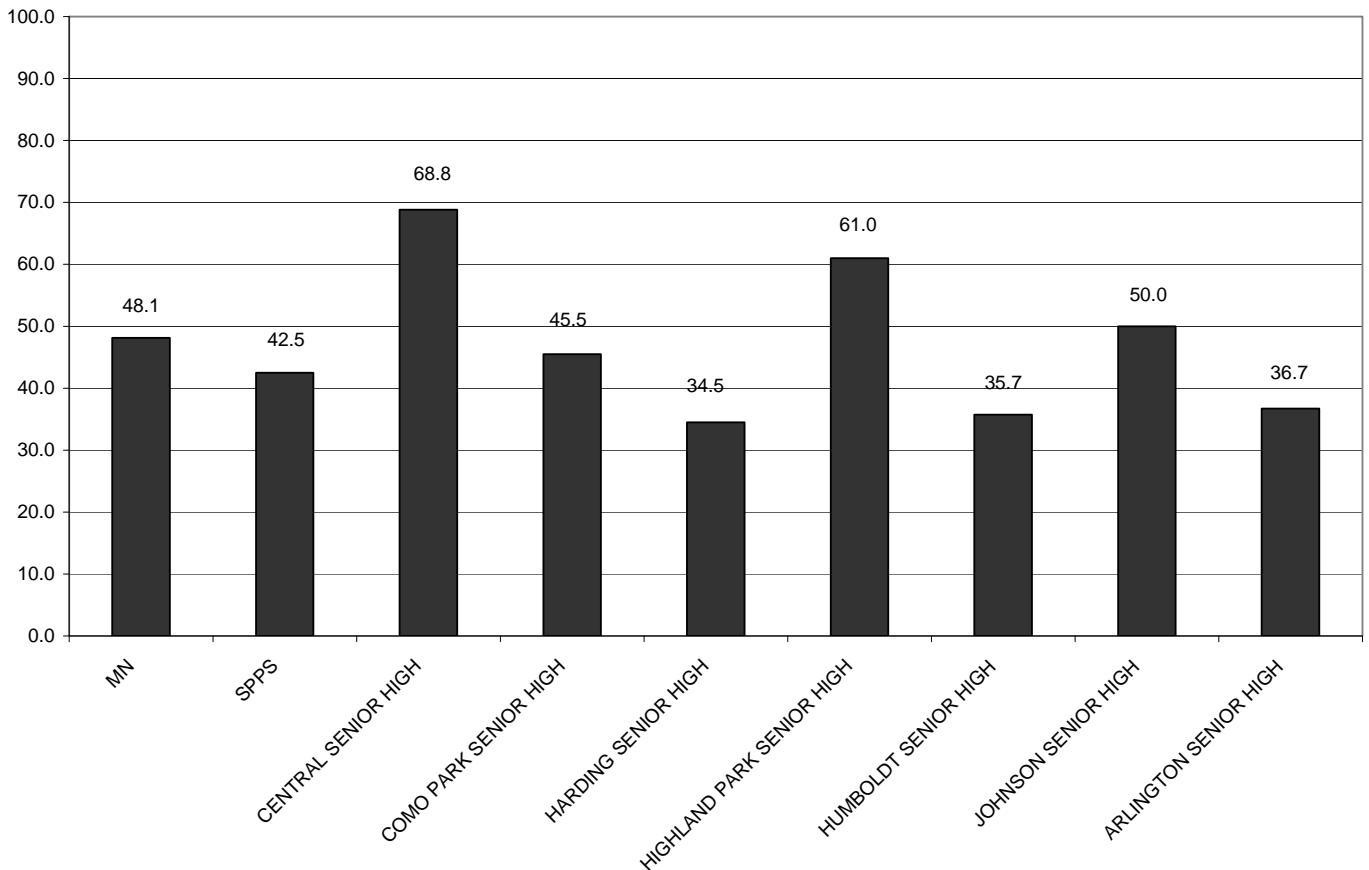
Overall the district had 42.5% of its Latino 10<sup>th</sup> grade students meet the GRAD requirement in 2008. This compares to 48.1% for the State of Minnesota. Central Senior High School had the highest passage rate at 68.8% while Harding Senior High School had the lowest at 34.5%

Figure 6j shows the district performance for Latino students with comparisons to SPPS and the State of Minnesota.

Figure 6k shows a 37.0 percentage point gap between the passage rate for Latino students and their Caucasian counterparts.

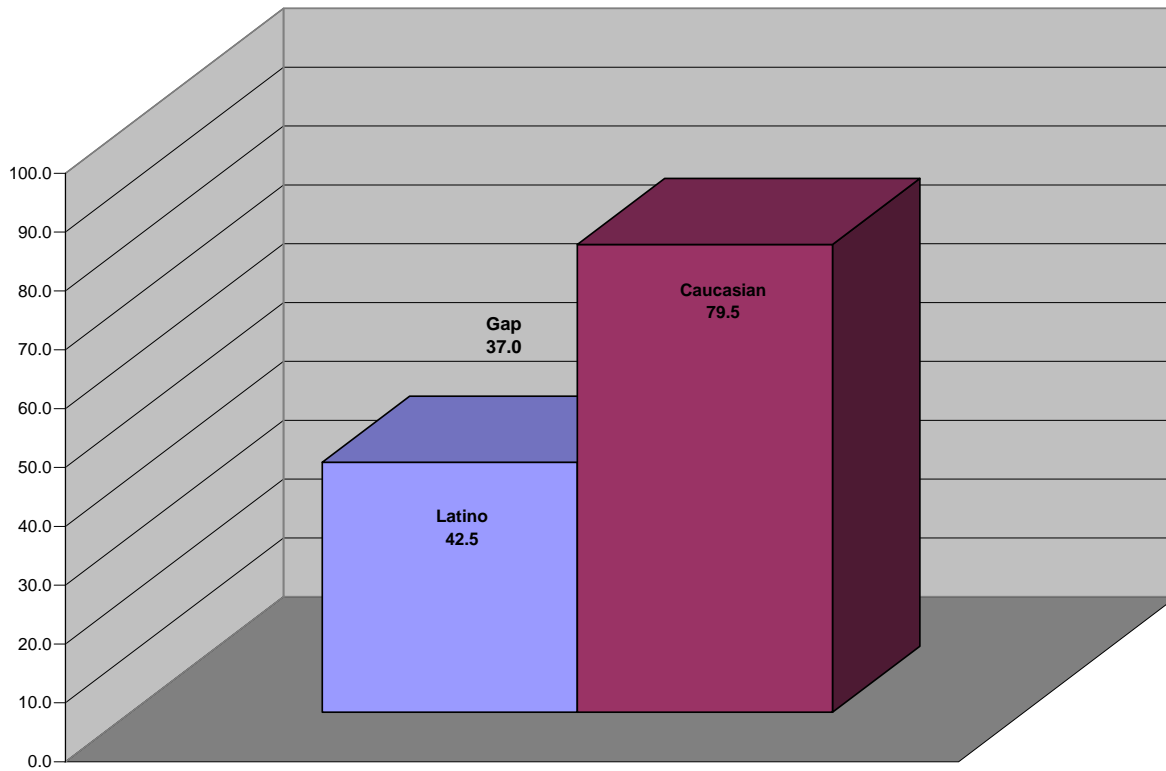
**Figure 6j. School Passage Rates for Latino Students on GRAD Reading with Comparisons to SPPS and State of Minnesota**

**2008 Grade 10 GRAD Reading LATINO Students Percent Passing**



**Figure 6k. Achievement Gap for SPPS Latino Students in Comparison to SPPS Caucasian Students for Passage of Grade 10 GRAD Reading**

**2008 SPPS Grade 10 GRAD Reading Percent Passing:  
Gap Between Latino & Caucasian Students**





Performance of SPPS Students with Disabilities – GRAD Reading

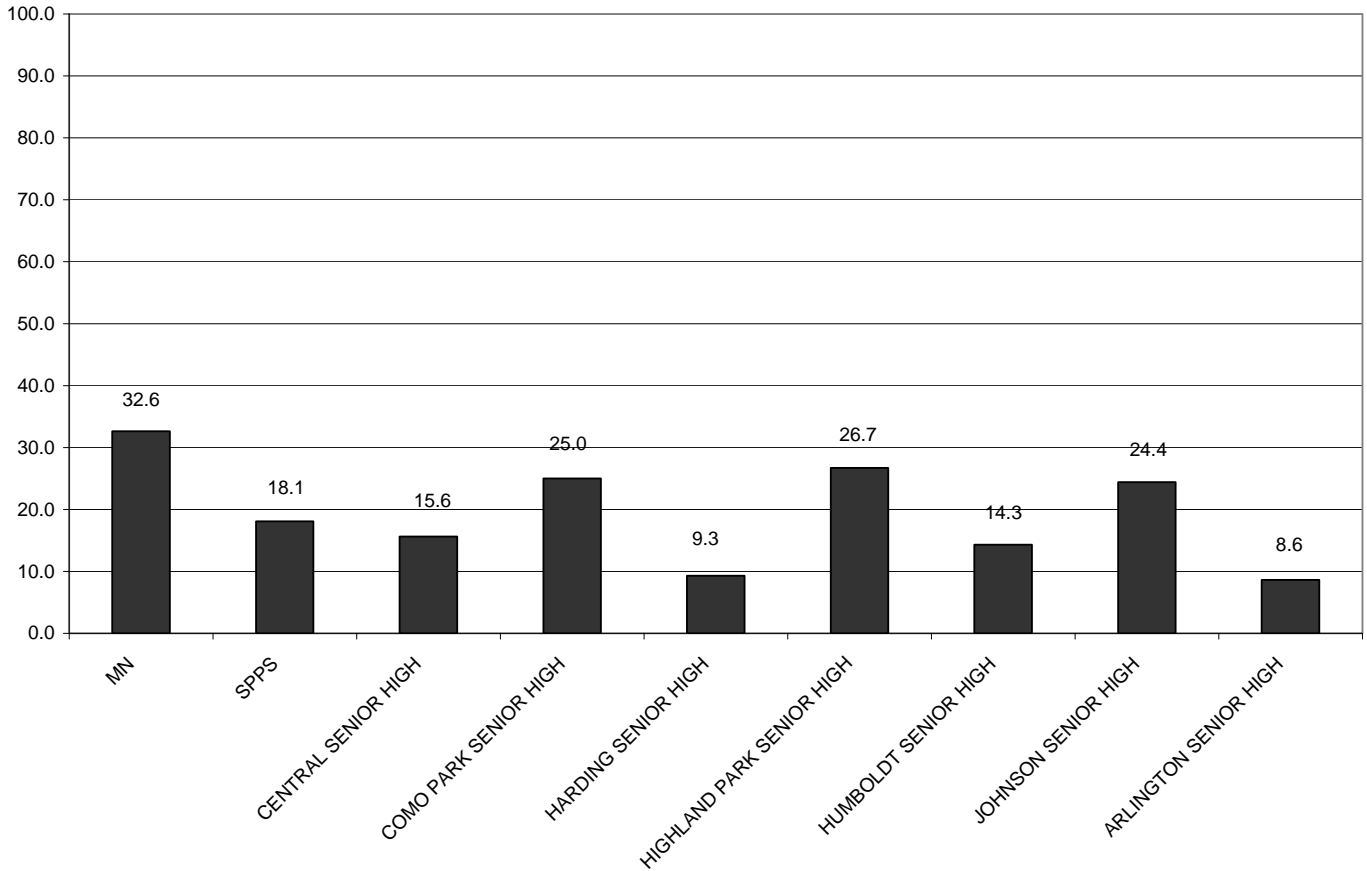
Overall the district had 18.1% of its 10<sup>th</sup> grade special education students meet the GRAD requirement in 2008. This compares to 32.6% for the State of Minnesota. Highland Park Senior High School had the highest passage rate at 26.7% while Arlington Senior High School had the lowest at 8.6%

Figure 6l shows the district performance for special education students with comparisons to SPPS and the State of Minnesota.

Figure 6m shows a 38.5 percentage point gap between the passage rate for special education students and their non-special education counterparts.

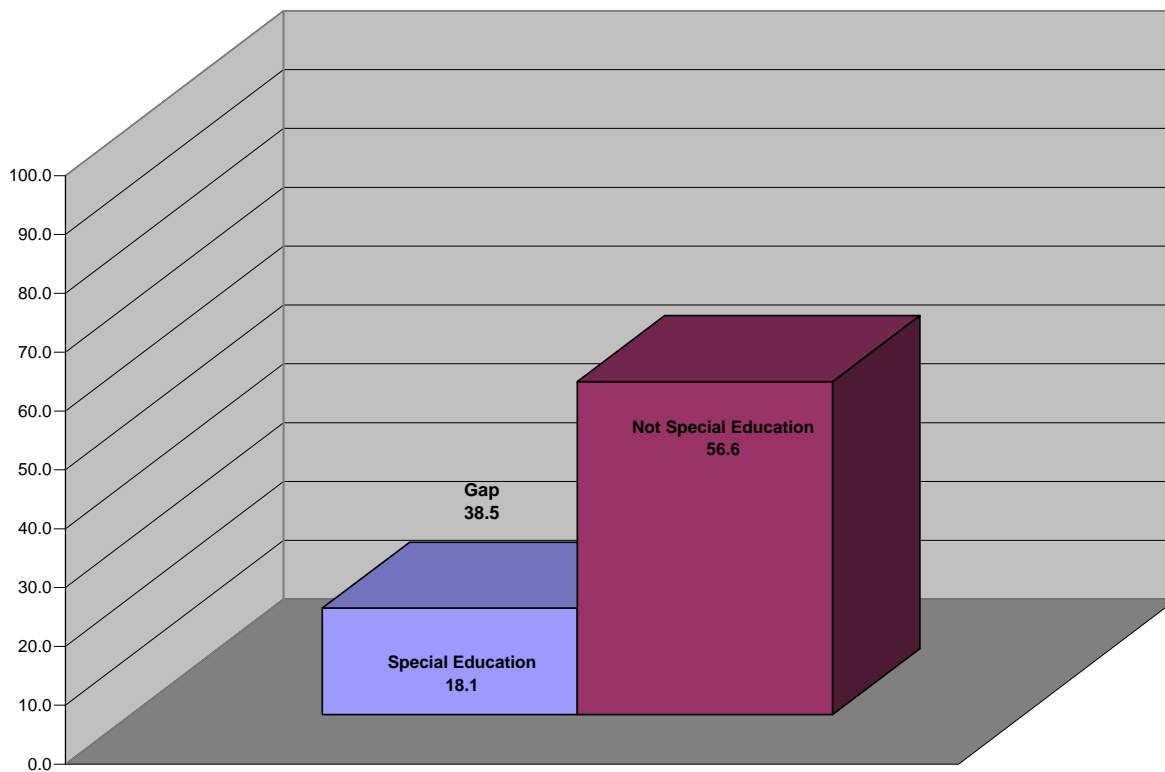
**Figure 6l. School Passage Rates for Special Education Students on GRAD Reading with Comparisons to SPPS and State of Minnesota**

**2008 Grade 10 GRAD Reading SPECIAL EDUCATION Students Percent Passing**



**Figure 6k. Achievement Gap for SPPS Special Education Students in Comparison to SPPS non-Special Education Students for Passage of Grade 10 GRAD Reading**

**2008 SPPS Grade 10 GRAD Reading Percent Passing:  
Gap Between Special Education & Non-Special Education Students**



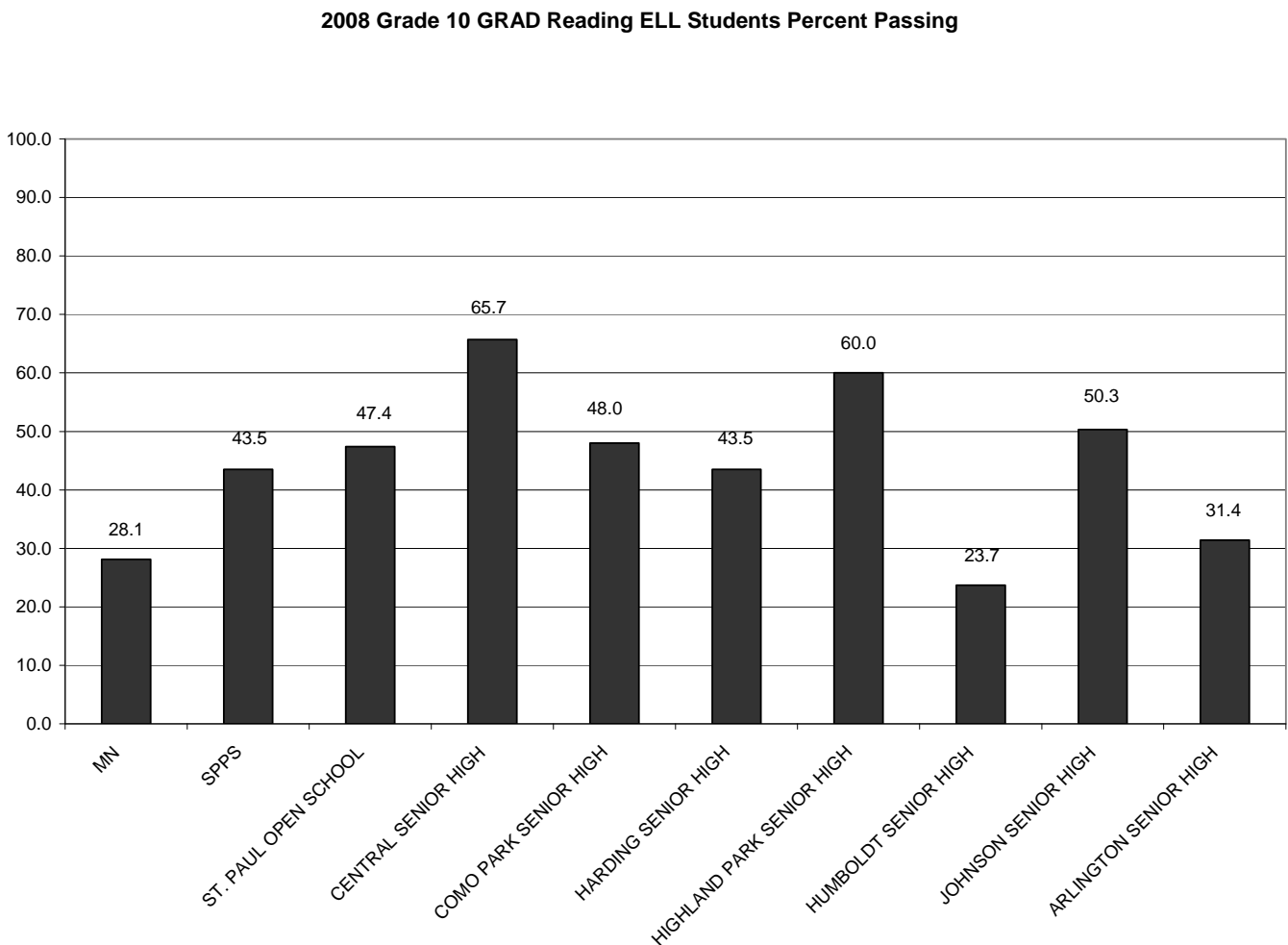
Performance of SPPS English Language Learners – GRAD Reading

Overall the district had 43.5% of its 10<sup>th</sup> grade English Language Learners meet the GRAD requirement in 2008. This compares to 28.1% for the State of Minnesota. Central Senior High School had the highest passage rate at 65.7% while Humboldt Senior High School had the lowest at 23.7%. The performance of SPPS ELL significantly elevates the performance of the State for ELL. Excluding the performance of SPPS ELL, the state’s passage rate drops to 19.1%.

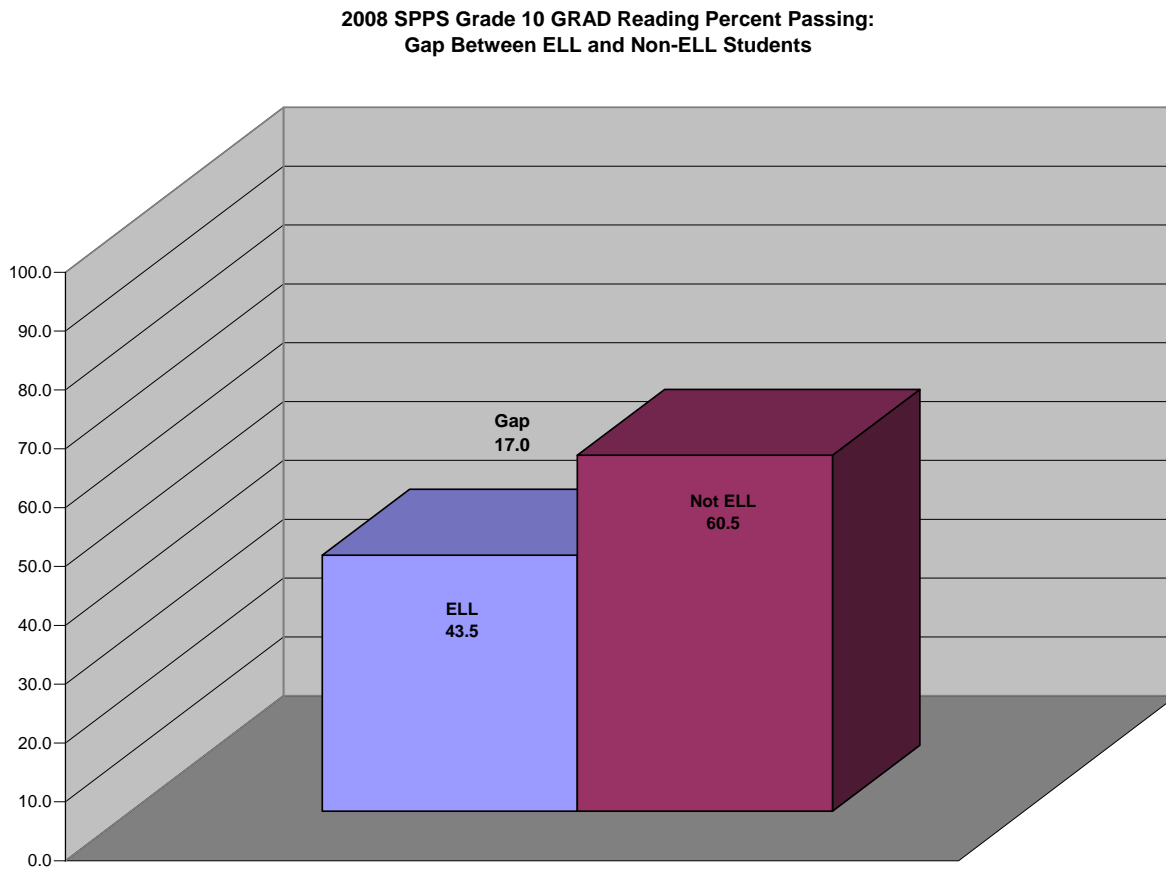
Figure 6n shows the district performance for special education students with comparisons to SPPS and the State of Minnesota.

Figure 6o shows a 17.0 percentage point gap between the passage rate for ELL and their non-ELL counterparts.

**Figure 6n. School Passage Rates for English Language Learners on GRAD Reading with Comparisons to SPPS and State of Minnesota**



**Figure 60. Achievement Gap for SPPS English Language Learners in Comparison to SPPS non-ELL Population for Passage of Grade 10 GRAD Reading**



Performance of SPPS Students Eligible for Free or Reduced Price Meals – GRAD Reading

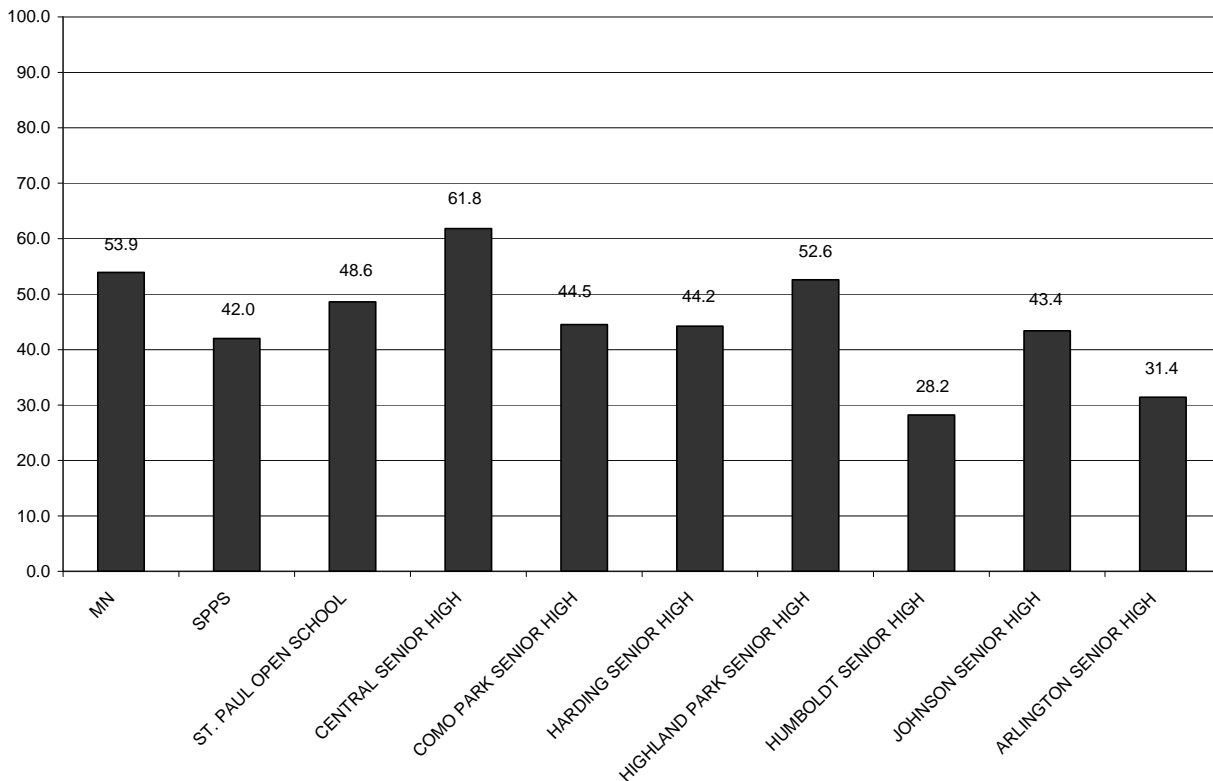
Overall the district had 42.0% of its 10<sup>th</sup> grade students eligible for free or reduced price meals meet the GRAD requirement in 2008. This compares to 53.9% for the State of Minnesota. Central Senior High School had the highest passage rate at 61.8% while Humboldt Senior High School had the lowest at 28.2%

Figure 6p shows the district performance for students eligible for free or reduced price meals with comparisons to SPPS and the State of Minnesota.

Figure 6q shows a 37.0 percentage point gap between the passage rate for low income students and their non-low income counterparts.

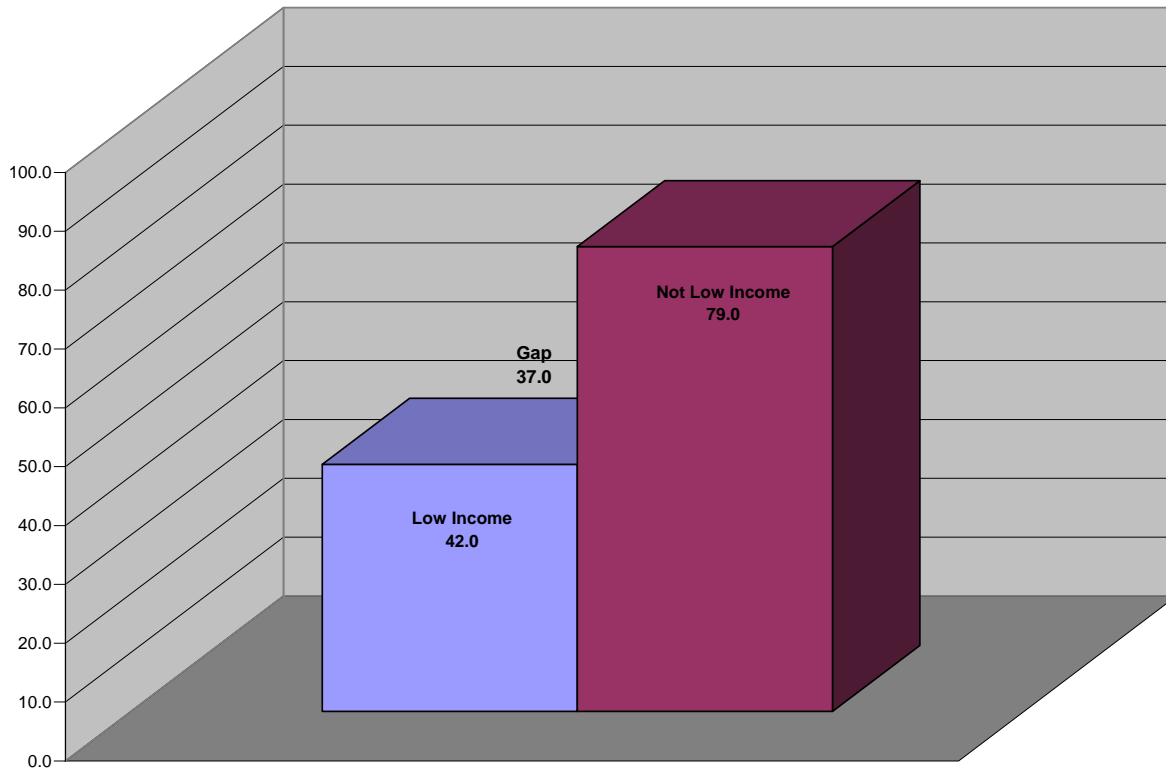
**Figure 6p. School Passage Rates for Students Eligible for Free or Reduced Price Meals on GRAD Reading with Comparisons to SPPS and State of Minnesota**

**2008 Grade 10 GRAD Reading LOW INCOME Students Percent Passing**



**Figure 6q. Achievement Gap for SPPS Low Income Students in Comparison to SPPS non-Low Income Students for Passage of Grade 10 GRAD Reading**

**2008 SPPS Grade 10 GRAD Reading Percent Passing:  
Gap Between Low Income and Non-Low Income Students**



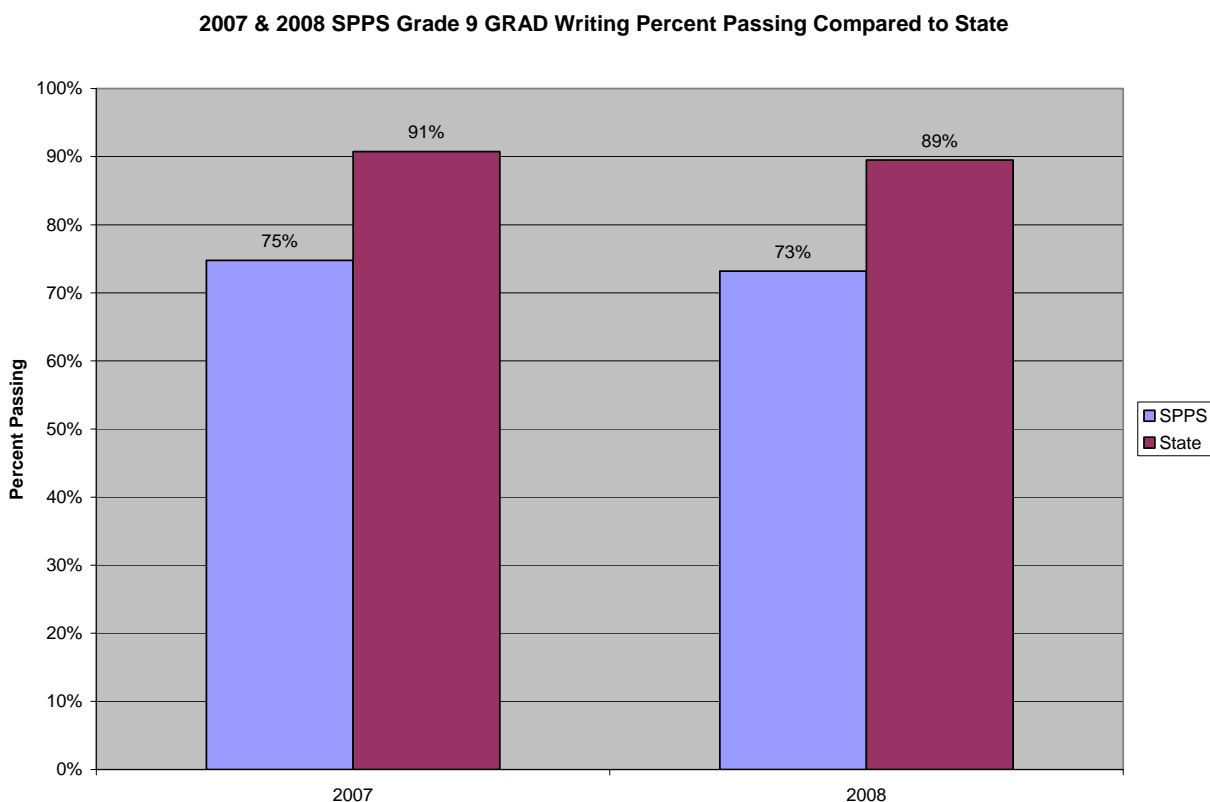
## GRAD Writing – Grade 9

### Overall district performance

In its second administration, SPPS had 73% of its 9<sup>th</sup> grade students pass the GRAD Writing, a 2 percentage point drop from 2007. This compares to 89% of all students statewide, which also dropped 2 percentage points from 2007. Figure 6r shows the comparison between SPPS and the State of Minnesota.

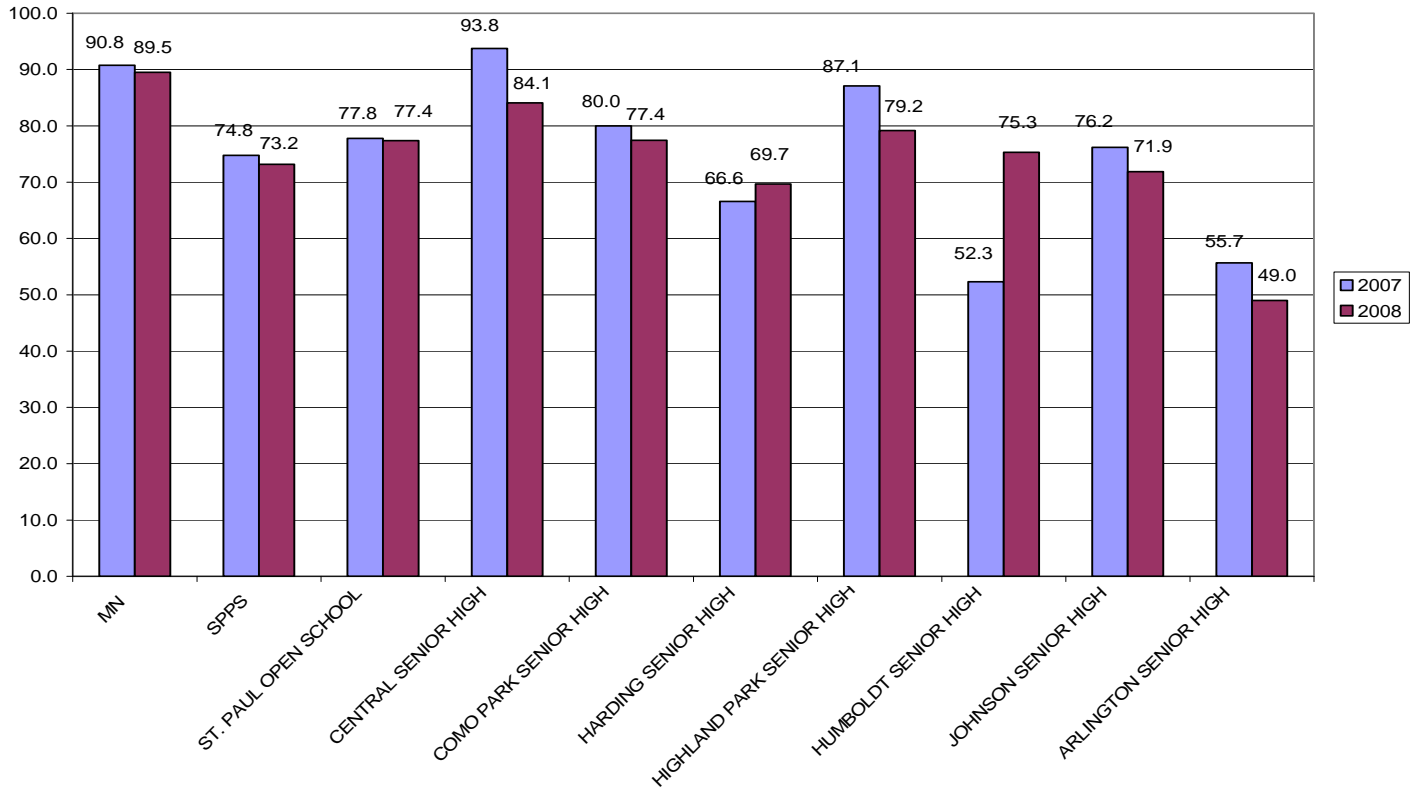
Figure 6s provides a school by school passage rate with comparisons to SPPS and the State of Minnesota. Central High School had the highest passage rate and Arlington Senior High School had the lowest.

**Figure 6r. Two-Year Trend for SPPS Grade 9 Passage Rate Compared to State of Minnesota**



**Figure 6s. School Passage Rates on GRAD Reading with Comparisons to SPPS and State of Minnesota**

**2007 & 2008 Grade 9 GRAD Writing ALL Students Percent Passing**



*Performance of Student Groups and Achievement Gaps in GRAD Writing*

In its second year of administration, the results for the GRAD Writing disaggregated by school and student group are presented in Figures 6t – 6ab.

Performance of SPPS African American students – GRAD Writing

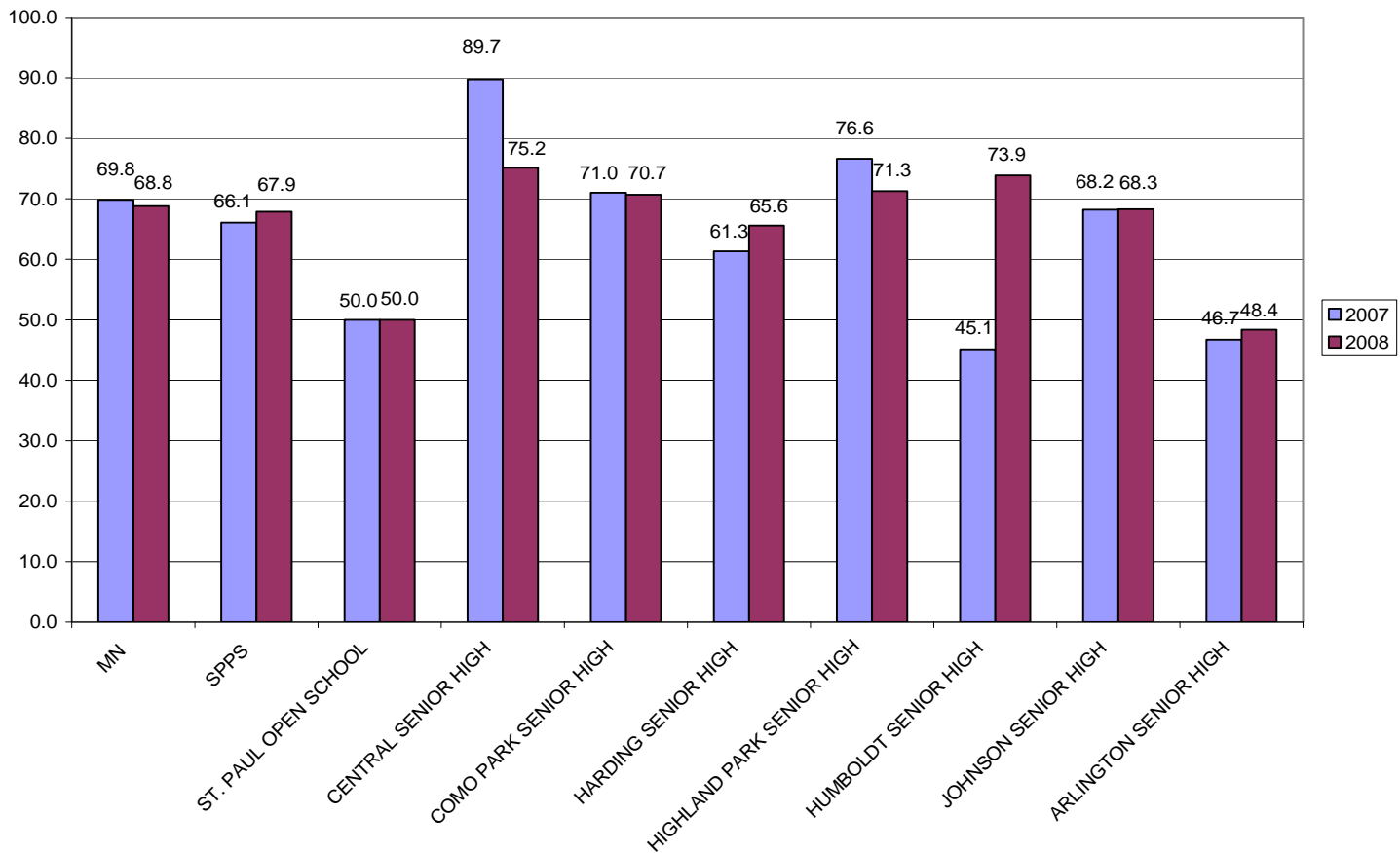
Overall the district had 67.9% of its African American 9<sup>th</sup> grade students meet the GRAD Writing requirement in 2008, increasing from 66.1% in 2007. This compares to 68.8% for the State of Minnesota, which declined from 69.8% in 2007. Central Senior High School had the highest passage rate at 76.2% and Arlington Senior High School had the lowest rate at 48.4%.

Figure 6t shows the school by school performance for African American students with comparisons to SPPS and the State of Minnesota.

Figure 6u shows a 23.4 percentage point gap between the passage rate for African American students and their Caucasian counterparts, an improvement of 2.1 percentage points from 2007.

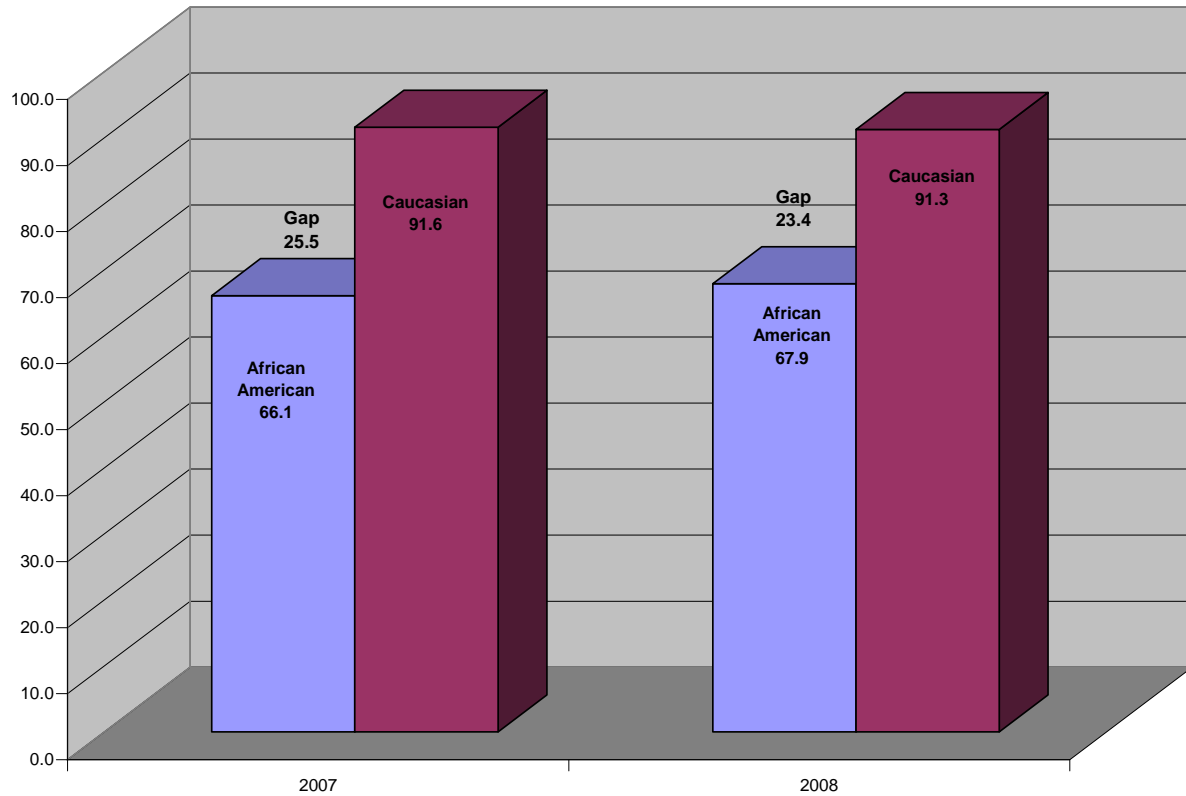
**Figure 6t. Two-Year School Passage Rates for African American Students on GRAD Writing with Comparisons to SPPS and State of Minnesota**

**2007 & 2008 Grade 9 GRAD Writing AFRICAN AMERICAN Students Percent Passing**



**Figure 6u. Two-Year Trend in Achievement Gap for SPPS African American Students in Comparison to SPPS Caucasian Students for Passage of Grade 9 GRAD Writing**

**2007 & 2008 SPPS Grade 9 GRAD Writing Percent Passing:  
Gaps Between African American & Caucasian Students**



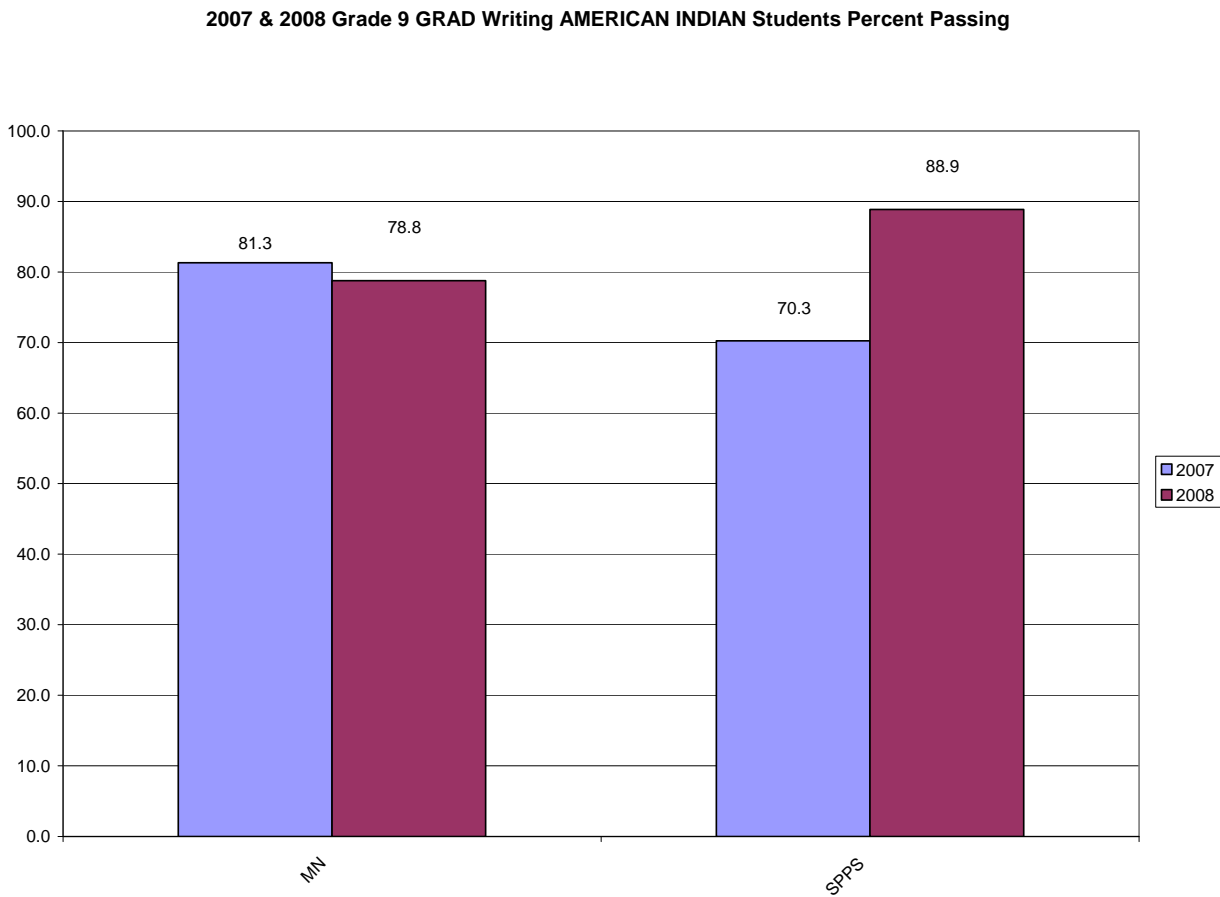
Performance of SPPS American Indian students – GRAD Writing

Overall the district had 88.9% of its American Indian 9<sup>th</sup> grade students meet the GRAD Writing requirement in 2008, an increase of 18.6 percentage points from 2007. This compares to 78.8% for the State of Minnesota, which declined from 81.3% in 2007.

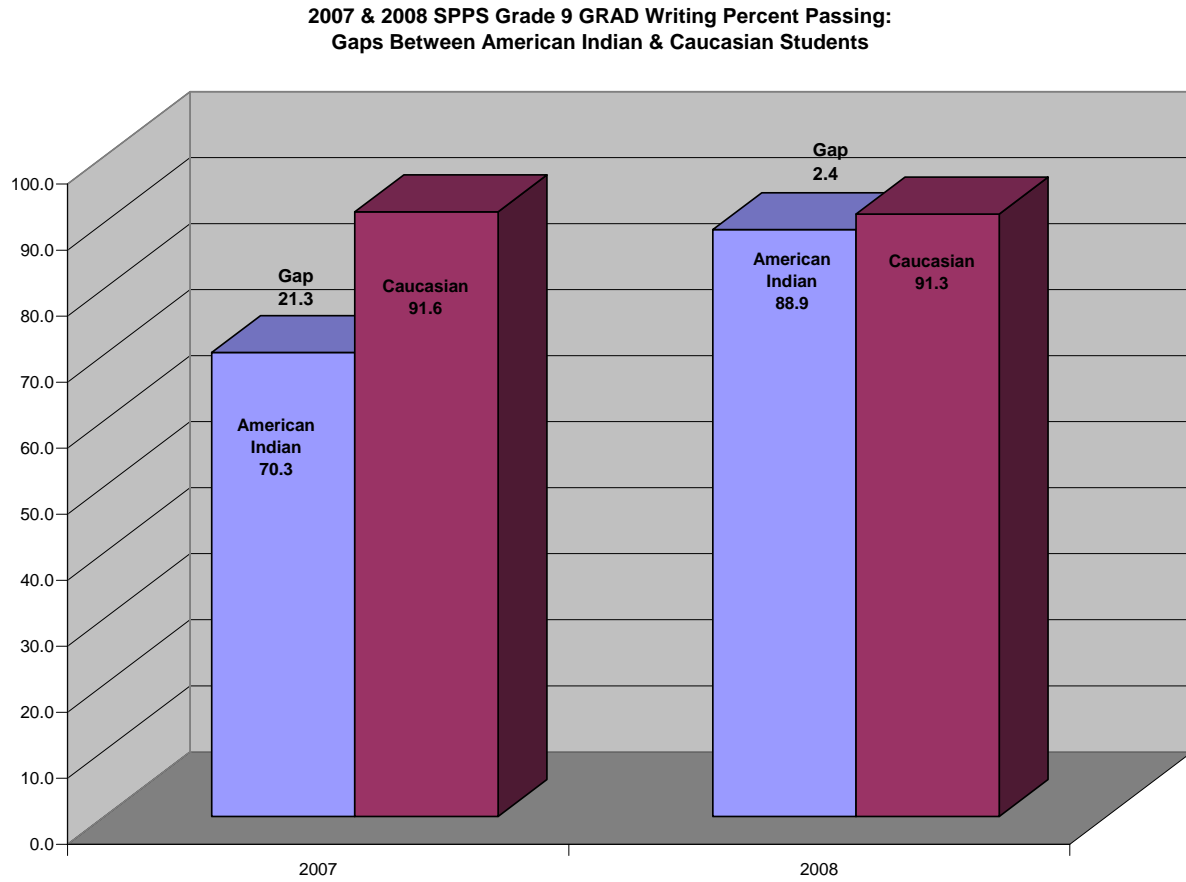
Figure 6v shows the district performance for American Indian students with comparisons to the State of Minnesota. School by school performance cannot be reported due to the small size of this student population.

Figure 6w shows a 2.4 percentage point gap between the passage rate for American Indian students and their Caucasian counterparts, an improvement of 18.9 percentage points from 2007.

**Figure 6v. Two-Year District Passage Rates for American Indian Students on GRAD Writing with Comparisons to State of Minnesota**



**Figure 6w. Two-Year Trend in Achievement Gap for SPPS American Indian Students in Comparison to SPPS Caucasian Students for Passage of Grade 9 GRAD Writing**



Performance of SPPS Asian American students – GRAD Writing

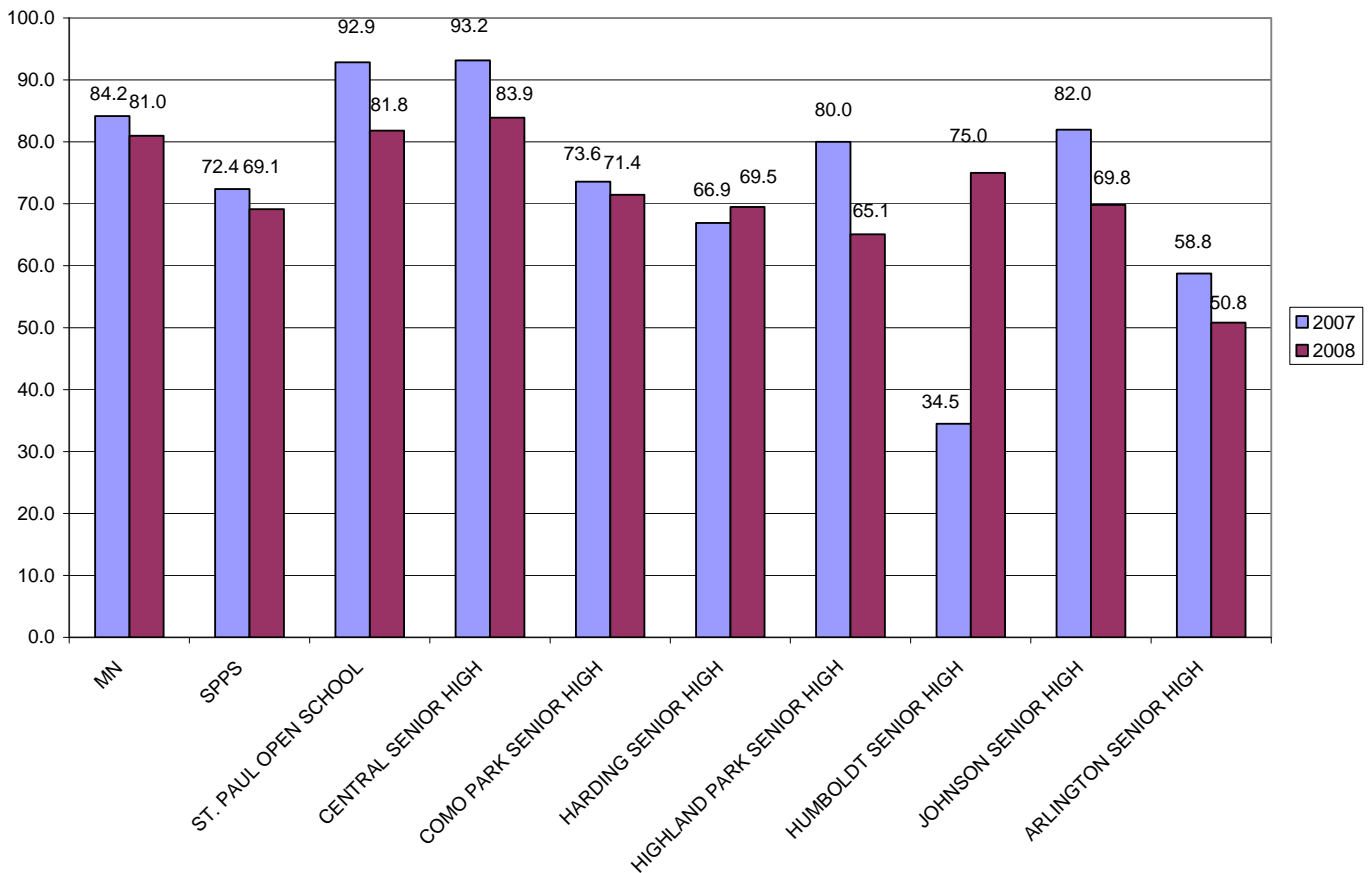
Overall the district had 69.1% of its Asian American 9<sup>th</sup> grade students meet the GRAD Writing requirement in 2008, compared to 72.4% in 2007. This compares to 81.0% for the State of Minnesota, which declined from 84.2% in 2007. Central Senior High School had the highest passage rate at 93.2% and Arlington Senior High School had the lowest rate at 50.8%.

Figure 6x shows the school by school performance for Asian American students with comparisons to SPPS and the State of Minnesota.

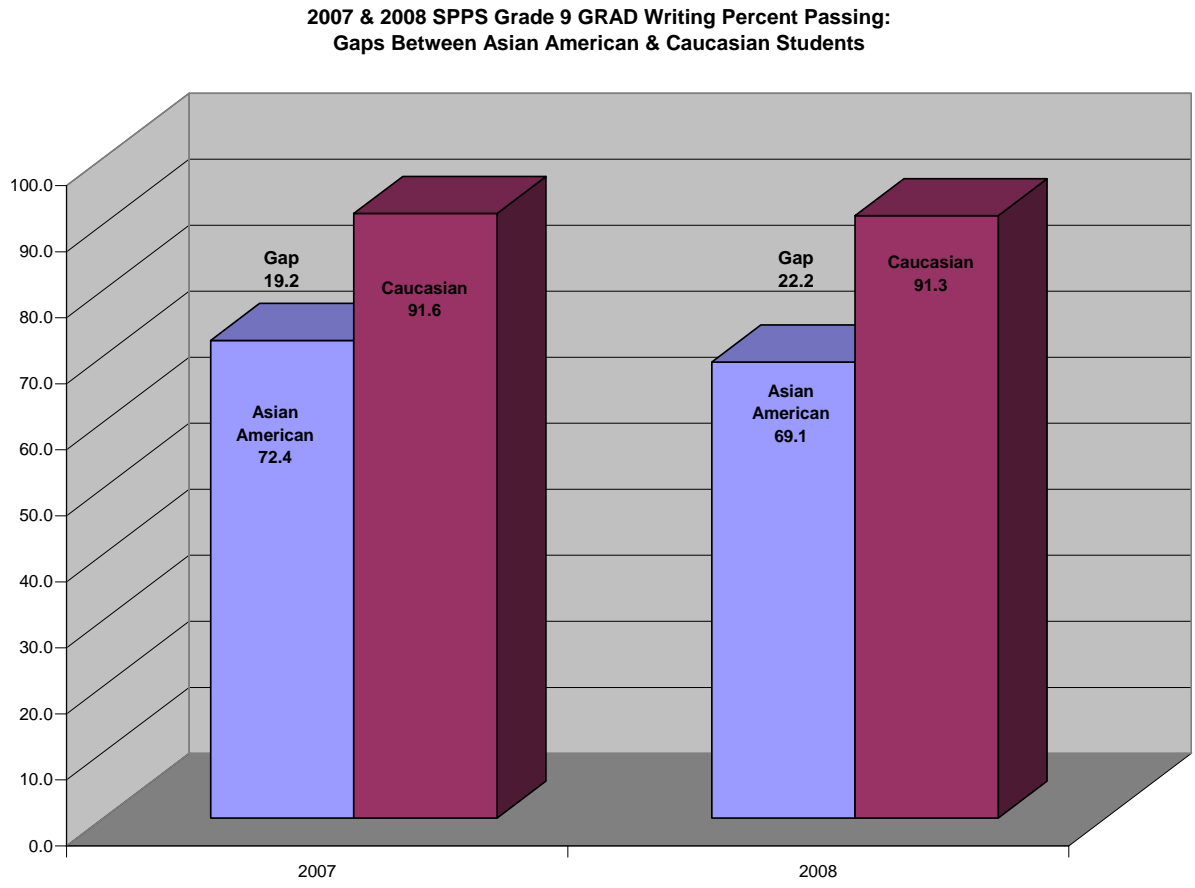
Figure 6y shows a 22.2 percentage point gap between the passage rate for Asian American students and their Caucasian counterparts, an increase of 3.0 percentage points from 2007.

**Figure 6x. Two-Year School Passage Rates for Asian American Students on GRAD Writing with Comparisons to SPPS and State of Minnesota**

**2007 & 2008 Grade 9 GRAD Writing ASIAN AMERICAN Students Percent Passing**



**Figure 6y. Two-Year Trend in Achievement Gap for SPPS Asian American Students in Comparison to SPPS Caucasian Students for Passage of Grade 9 GRAD Writing**

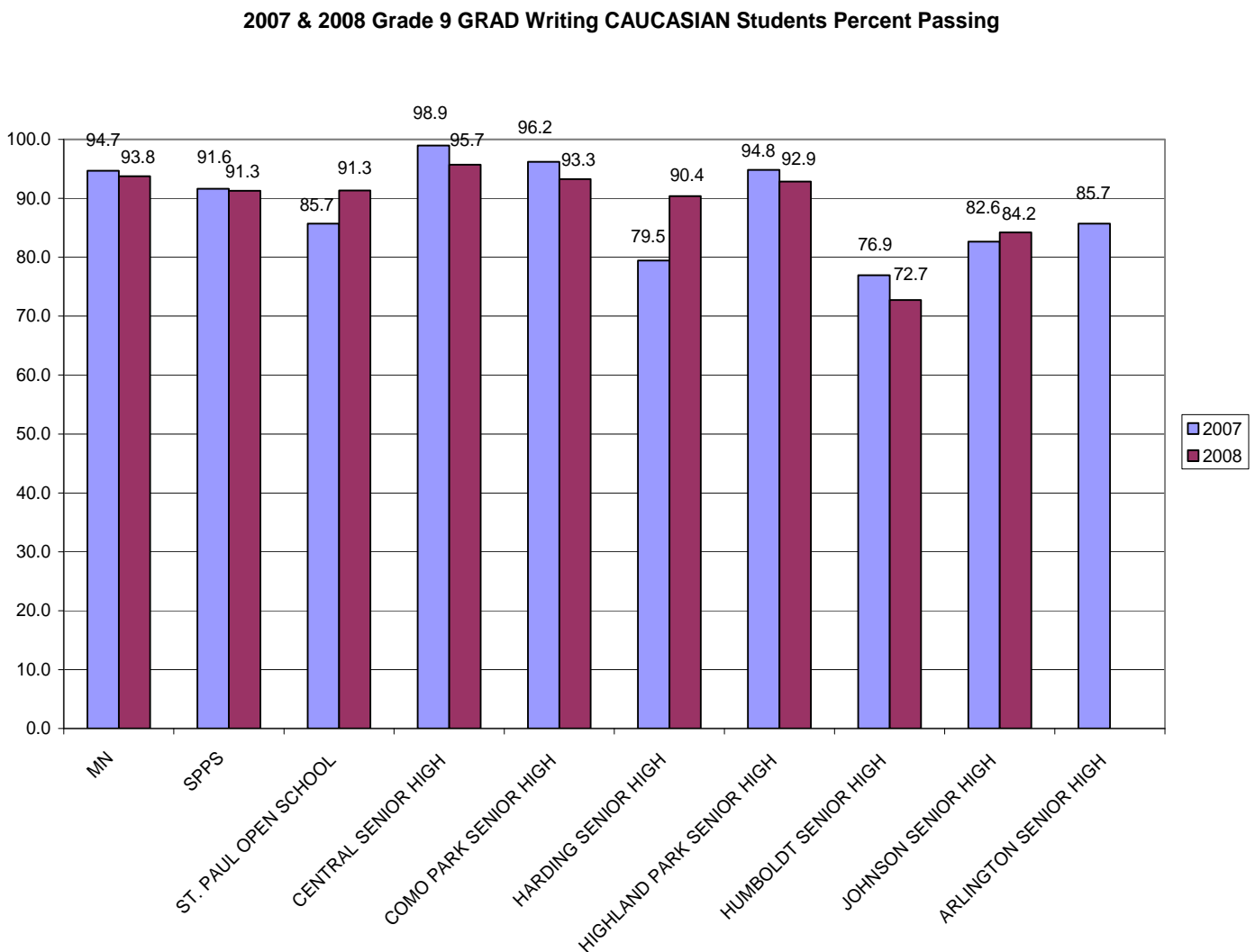


Performance of SPPS Caucasian students – GRAD Writing

Overall the district had 91.3% of its Caucasian 9<sup>th</sup> grade students meet the GRAD Writing requirement in 2008. This compares to 93.8% for the State of Minnesota. Central Senior High School had the highest passage rate at 95.7% while Humboldt Senior High School had the lowest at 72.7%. Arlington did not have enough Caucasian students in Grade 9 to report results.

Figure 6z shows the district performance for Caucasian students with comparisons to SPPS and the State of Minnesota.

**Figure 6z. Two-Year School Passage Rates for Caucasian Students on GRAD Writing with Comparisons to SPPS and State of Minnesota**



Note: Arlington High School does not have data to report for 2008 due to student privacy concerns; the school did not have enough students tested to report.

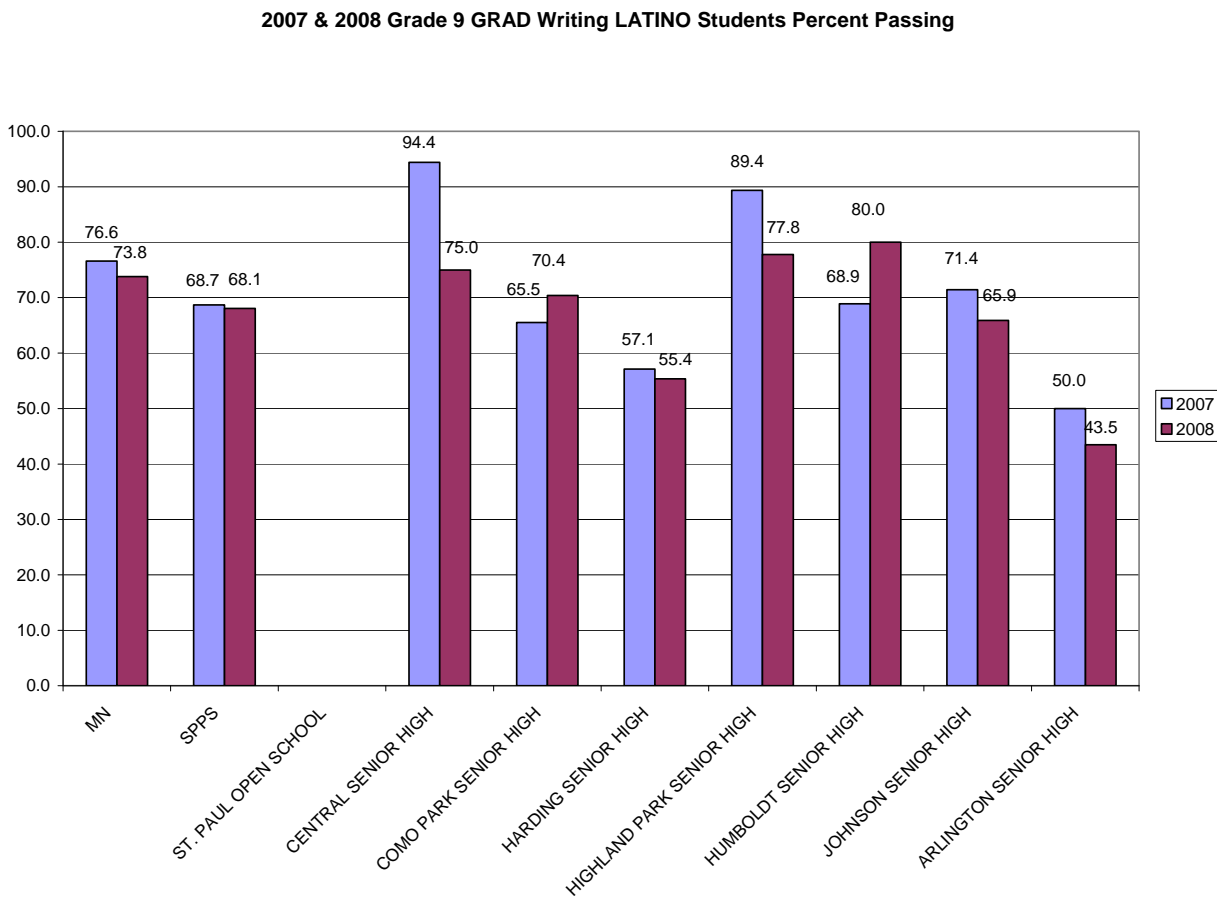
Performance of SPPS Latino students – GRAD Writing

Overall the district had 68.1% of its Latino 9<sup>th</sup> grade students meet the GRAD Writing requirement in 2008, compared to 68.7% in 2007. This compares to 73.8% for the State of Minnesota, which declined from 76.6% in 2007. Humboldt Senior High School had the highest passage rate at 80.0% and Arlington Senior High School had the lowest rate at 43.5%.

Figure 6aa shows the school by school performance for Latino students with comparisons to SPPS and the State of Minnesota.

Figure 6ab shows a 23.2 percentage point gap between the passage rate for Latino students and their Caucasian counterparts, an increase of 0.3 percentage points from 2007.

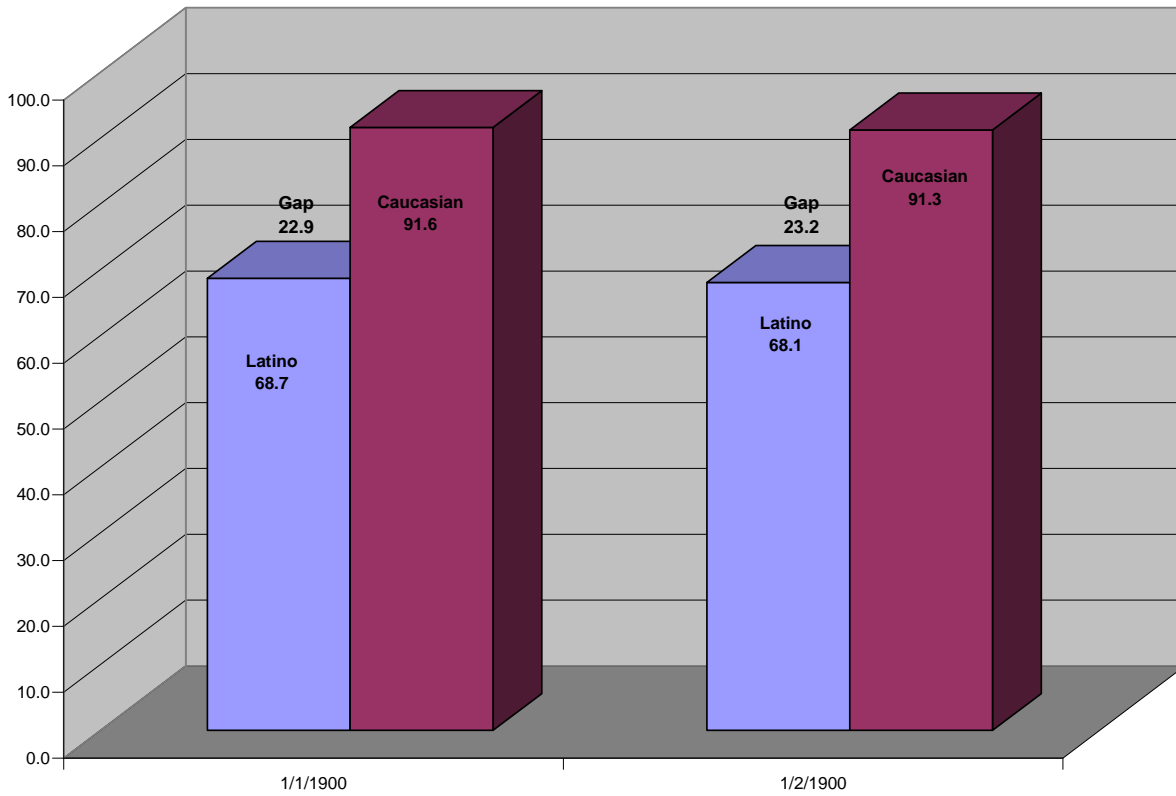
**Figure 6aa. Two-Year School Passage Rates for Latino Students on GRAD Writing with Comparisons to SPPS and State of Minnesota**



Note: Open School does not have data reported for student privacy purposes; the numbers of students tested are too small to report.

**Figure 6ab. Two-Year Trend in Achievement Gap for SPPS Latino Students in Comparison to SPPS Caucasian Students for Passage of Grade 9 GRAD Writing**

**2007 & 2008 SPPS Grade 9 GRAD Writing Percent Passing:  
Gaps Between Latino & Caucasian Students**



**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	
	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-
Adams Magnet	75	18	66	3	56	2	69	36	66	13	75	3	66	0	69	0	77	15	71	4
American Indian/Mounds Park	65	22	26	-14	47	17	20	-16	40	4	58	18	34	-13	50	28	24	-4	43	8
Ames	88	11	58	4	62	-7	55	-10	66	-1	92	5	50	-9	58	3	59	2	65	0
Battle Creek Magnet	76	5	74	0	60	-7	67	9	69	2	73	3	67	3	63	-1	66	-2	67	1
Benj. E. Mays Magnet/Rondo	69	11	51	9	52	17	59	12	59	13	57	-14	41	-12	45	1	54	6	50	-4
Bruce F Vento	47	9	33	-22	51	27	26	-9	39	2	26	5	35	25	40	9	21	-7	30	8
Capitol Hill Magnet/Rondo	99	4	95	12	84	-6	89	1	92	3	95	-2	93	7	86	-8	91	1	91	-1
Chelsea Heights	77	1	64	-6	73	2	60	5	69	1	75	6	55	-15	85	14	60	-8	69	-1
Cherokee Heights Magnet	59	15	44	10	21	-7	34	7	38	8	59	7	56	21	44	4	49	7	51	10
Como Park	66	26	50	15	43	-16	47	0	51	6	49	13	37	-5	53	1	45	10	46	5
Crossroads Montessori	73	-2	59	7	52	4	81	36	66	9	68	-6	82	34	63	1	73	14	72	10
Crossroads Science Program	72	8	75	27	59	21	61	-2	67	14	74	1	63	12	69	21	63	1	68	9
Daytons Bluff	52	-23	71	21	76	20	44	-9	60	2	79	1	68	5	58	-14	43	-3	61	-3
Eastern Heights	54	-6	66	-9	55	17	32	-14	53	-3	59	-9	50	-15	66	21	36	-17	54	-4
Expo/Harriet Bishop Center	81	6	67	9	61	3	60	-3	67	3	78	2	60	-9	72	5	72	1	70	0
Farnsworth	71	-8	67	-6	68	-8	74	8	70	-4	64	-13	68	-11	79	8	73	5	71	-3
Four Seasons	69	11	55	6	43	-15	57	11	56	3	71	4	55	-7	58	9	50	-1	59	2
Franklin Magnet	47	-8	38	-6	35	8	54	13	44	2	43	6	33	-4	49	16	54	-1	45	5
Frost Lake Magnet	60	9	46	4	52	2	54	5	53	5	51	0	42	0	44	8	58	15	49	6
Galtier Magnet	68	7	44	-29	40	-17	40	2	48	-8	61	-14	44	-14	50	-5	51	6	52	-6
Groveland Park	74	1	64	8	65	5	64	-1	67	4	73	-2	80	26	68	3	74	9	74	9
Hancock/Hamline Magnet	54	29	29	-5	34	6	37	1	40	9	51	12	26	-9	43	10	33	-6	39	3
Hayden Heights	73	23	78	44	38	10	36	-2	56	19	63	4	80	44	46	9	44	2	58	15
Highland Park	81	24	64	7	63	14	64	21	69	16	81	18	58	-2	63	11	58	-8	66	6

Notes: The numbers listed in the 'Total' column are the total percent proficient and gain/loss for each school.

08=Percent proficient in 2008. +/- =The change from 2007 to 2008 (2008 percent proficient minus 2007 percent proficient).

The percentages for Capitol Hill and Monroe are listed in both the Elementary and Middle School tables. The total percentages for these schools cover those grades included in each respective table.

The percentages for Open School are listed in the Elementary, Middle and High School tables. The total percentages for Open School cover those grades included in each respective table.

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

	MATH										READING									
	Grd 3		Grd 4		Grd 5		Grd 6		Total		Grd 3		Grd 4		Grd 5		Grd 6		Total	
	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-
Highwood Hills	67	25	52	24	42	7	46	-27	52	11	68	41	27	-13	50	4	46	-11	49	8
Hill Montessori	69	-8	62	30	47	13	43	17	57	10	75	-6	76	-3	87	23	67	-4	75	1
Homecroft	56	29	39	13	27	-3	50	26	43	17	26	-5	27	-6	42	-5	57	36	37	4
Jackson Magnet	63	18	58	9	56	8	69	5	62	10	66	22	49	-1	53	19	45	-13	54	8
John Johnson Achievement Plus	72	21	48	-2	63	17	48	4	57	9	50	-6	43	15	41	6	48	19	45	8
L'Etoile Du Nord	97	10	89	6	89	10	78	-11	89	5	97	10	89	8	91	7	89	0	92	7
Linwood A+ Magnet	71	10	53	-17	73	11	54	-11	62	-2	52	-6	47	-20	70	5	59	-17	57	-9
Longfellow Magnet	35	7	37	27	4	-28	32	13	27	5	32	-18	11	-10	23	-12	41	0	26	-11
Mann	89	-6	94	3	72	4	67	-1	82	1	87	-8	94	3	86	8	73	9	86	3
Maxfield Magnet	26	-2	25	1	21	0	34	18	26	4	38	-3	22	-7	31	-4	41	15	33	0
Mississippi Magnet	36	7	23	0	26	-1	48	12	32	4	36	0	27	3	29	9	40	14	33	5
Monroe Community	64	-12	58	21	18	-18	56	15	49	3	62	-15	47	0	47	5	82	25	61	7
Museum Magnet/Rondo	85	11	64	10	63	-1	48	12	65	9	74	-6	58	8	74	10	57	2	66	5
Nokomis Montessori/Magnet	66	3	66	9	56	10	53	5	61	7	73	6	57	-6	67	1	62	-6	65	-1
North End	26	-26	61	11	33	-9	42	9	41	-3	25	-41	48	5	50	10	40	-13	40	-10
Open School	79	17	20	-24	32	16	23	-27	40	-1	38	-13	33	8	50	27	23	-20	35	1
Phalen Lake	26	-14	39	8	37	-8	40	18	36	2	30	-18	41	6	48	9	32	-4	38	-1
Prosperity Heights	70	8	45	7	32	-19	49	-11	50	-3	65	3	46	3	32	-32	56	-1	51	-7
Randolph Heights	88	10	83	21	59	6	66	-2	74	9	92	16	80	7	61	4	64	-10	74	4
Riverview Magnet	79	14	61	16	42				72	17	76	-1	78	30	47				71	9
Roosevelt Magnet	40	2	25	-8	18		13		27	-9	42	-11	30	-11	36		31		35	-12
Sheridan	59	-10	47	-26	46	-21	54	-24	51	-20	68	-7	71	14	56	-13	61	-10	64	-4
St. Anthony Park	88	8	82	-4	86	3	84	9	85	4	85	-6	86	-8	88	-2	86	5	86	-3
Webster Magnet	59	16	29	-4	32	12	32	-5	37	3	53	0	41	0	36	2	40	-4	42	-1
Wellstone	64	34	30	16	36	11	31	7	39	17	49	15	19	7	30	2	28	1	31	6
World Cultures Magnet	48	12	36	2	42	1	53	19	45	8	43	-6	29	-8	49	-12	60	32	45	2

Notes: The numbers listed in the 'Total' column are the total percent proficient and gain/loss for each school.

08=Percent proficient in 2008. +/- =The change from 2007 to 2008 (2008 percent proficient minus 2007 percent proficient).

The percentages for Capitol Hill and Monroe are listed in both the Elementary and Middle School tables. The total percentages for these schools cover those grades included in each respective table.

The percentages for Open School are listed in the Elementary, Middle and High School tables. The total percentages for Open School cover those grades included in each respective table.

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

School	MATH						READING					
	Grd 7		Grd 8		Total		Grd 7		Grd 8		Total	
	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-	08	+/-
Battle Creek Middle	35	5	28	0	31	3	39	6	37	1	38	4
Capitol Hill Magnet/Rondo	81	-5	71	-7	76	-7	80	1	79	-3	79	-1
Cleveland Junior High	16	-18	29	0	24	-7	19	0	28	-3	25	-2
Hazel Park Middle School	31	-5	35	1	33	-2	34	1	40	8	37	5
Highland Park Junior High	41	2	32	-3	36	-1	46	7	46	-4	46	2
Humboldt Junior High	13	-10	18	-12	16	-11	14	-4	22	-5	18	-5
Monroe Community	22	-10	45	26	35	9	15	-23	52	29	35	5
Murray Junior High	52	2	45	-6	49	-2	57	3	56	1	56	2
Open School	37	20	24	-25	31	-4	50	28	43	-17	46	3
Ramsey Junior High	50	2	44	0	47	1	55	6	50	2	52	4
Washington Technology Magnet	34	-4	27	-5	31	-3	34	5	30	-14	32	-5

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

School	MATH		READING	
	Grd 11		Grd 10	
	08	+/-	08	+/-
Arlington	8	1	28	4
Central	34	0	70	9
Como Park	23	3	52	5
Harding	17	2	44	5
Highland Park Sr High	29	0	66	21
Humboldt Sr High	7	4	26	2
Johnson	14	6	46	13
Open School	30	-3	43	-4

Notes: The numbers listed in the 'Total' column are the total percent proficient and gain/loss for each school.

08=Percent proficient in 2008. +/- =The change from 2007 to 2008 (2008 percent proficient minus 2007 percent proficient).

The percentages for Capitol Hill and Monroe are listed in both the Elementary and Middle School tables. The total percentages for these schools cover those grades included in each respective table.

The percentages for Open School are listed in the Elementary, Middle and High School tables. The total percentages for Open School cover those grades included in each respective table.

## Appendix B

**Table 1 A: Elementary Schools Achieving AYP in 2008  
(No NCLB Sanctions)**

Schools achieved AYP in both subjects in SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
Adams Elementary	Yes	Yes	No (LEP)	No (H, B, D, ED)	No (H, LEP, D, ED)	No (H, B, LEP, D, ED)	Yes**	Yes**
Ames Elementary	Yes***	Yes	No (D, ED)	Yes ***	Yes	Yes	Yes	Yes
Battle Creek Elementary	Yes	Yes	Yes***	Yes***	Yes**	Yes	Yes**	Yes***
Capitol Hill (Grades 1-8)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Chelsea Heights	Yes	Yes	Yes	Yes	Yes#	Yes	Yes	Yes
Crossroads Science	Yes	Yes	Yes***	Yes***	Yes***	Yes***	Yes**	Yes
Dayton's Bluff	Yes#	Yes	Yes	Yes	Yes**	Yes**	Yes***	Yes
Eastern Heights	No (B)	Yes ***	Yes **	Yes **	Yes***	Yes	Yes***	Yes***
Expo Magnet	Yes	Yes	Yes***	Yes#	Yes***	Yes	Yes***	Yes***
Farnsworth Magnet	Yes	Yes	Yes***	Yes***	Yes	Yes	Yes	Yes
Frost Lake Magnet	Yes	Yes	Yes***	Yes***	No (All, A, LEP, ED)	Yes***	Yes***	Yes***
Hayden Heights Elementary	Yes	Yes	Yes***	Yes***	No (All, A, LEP, ED)	No (A, LEP, ED)	Yes**	Yes**
Highland Park Elementary	No (B)	Yes**	Yes**	No (ED)	Yes***	No (H, ED)	Yes***	Yes**
John A. Johnson Achievement Plus	Yes	Yes	Yes***	Yes***	No (B, D, ED)	Yes**	Yes***^	Yes***
L'Etoile du Nord French Immersion	Yes	Yes	Yes#	Yes	Yes	Yes	Yes	Yes
Mann Elementary	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Riverview Magnet Elementary	Yes	Yes	Yes	Yes#	Yes	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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

**Table 1B: Elementary Schools Not Achieving AYP in 2008 for 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
Cherokee Heights	Yes***	Yes	No (D, ED)	No (D)	No (All, A, B, D, ED)	No (B, D, ED)	No (H, D)	Yes***
Como Park Elementary	Yes***	Yes	Yes***	Yes***	No (All, A, LEP, ED)	No (LEP)	No (D)	Yes**
Crossroads Montessori	Yes	Yes	Yes	No (All, B, ED)	No (B, D, ED)	No (B, D)	No (D)	Yes**
Galtier Magnet	Yes***	Yes	Yes#	Yes***	Yes***	Yes**	No (All, B, D, ED)	Yes***
Groveland Park Elementary	Yes	Yes	Yes***	Yes***	No (LEP, ED)	No (LEP)	Yes**	No (B)
Hancock-Hamline	Yes**	Yes	No (D)	No (D)	No (D)	No (D)	No (All, B, LEP, D, ED)	Yes***
Highwood Hills Elementary	Yes***	Yes	Yes***	Yes***	No (All, B, LEP, ED)	No (All, B, LEP, ED)	No (D)	Yes**
Homecroft Elementary	No (LEP)	Yes	Yes	No (All, LEP, ED)	No (All, H, LEP, ED)	No (All, LEP, ED)	No (All, H, LEP, ED)	Yes**
Jackson Magnet	Yes***	No (B)	Yes***	Yes***	No (All, A, B, LEP, ED)	No (B)	Yes**	No (B)
Monroe Community (K-8)	Yes **	Yes	Yes ***	No (B, D)	No (B)	No (B)	No (B)	Yes***
Nokomis Montessori	Yes	Yes	Yes***	Yes	Yes	Yes#	No (D)	Yes^
Randolph Heights Elementary	Yes	Yes	Yes	Yes**	No (A, LEP, ED)	No (LEP)	Yes***	No (D)
St. Anthony Park	Yes	Yes	Yes	Yes#	Yes	Yes***	No (B)	Yes#
Sheridan Elementary	Yes	Yes	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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

**Table 1C: Elementary Schools Not Achieving AYP in 2008 for 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
American Indian Magnet	Yes***	Yes	Yes***	Yes***	No (All, AI, A, B, LEP, ED)	No (All)	No (H, D, ED)	No (All, A, LEP, D, ED)
Benjamin E. Mays	Yes	Yes	Yes	Yes	Yes***	Yes***	No (All, B, D, ED)	No (D)
Bruce E. Vento Elementary	Yes***	Yes***	Yes***	Yes***	No (All, A, B, LEP, ED)	No (All, LEP, ED)	No (LEP)	No (All, A, LEP, ED)
Four Seasons A+	Yes	Yes	Yes#	Yes***	No (D)	No (B, D)	No (H, B, D, ED)	No (ED)
Franklin Magnet	Yes	No (B)	Yes***	Yes***	No (All, A, B, LEP, D, ED)	No (D)	No (All, B, LEP, D, ED)	No (D)
Hill Montessori	Yes	Yes	Yes	Yes***	Yes	Yes***	No (D)	No (D)
Linwood A+	Yes***	Yes	Yes***	Yes***	No (ED)	Yes	No (A, B, LEP, ED)	No (A)
Longfellow Magnet	Yes	Yes	No (All, B, ED)	No (All, B, ED)	No (All, B, D, ED)	No (All, B, ED)	No (All, A, B, W, LEP, D, ED)	No (All, B, W, D, ED)
Maxfield Magnet	Yes**	Yes**	Yes***	Yes***	No (D)	No (All, ED)	No (All, B, D, ED)	No (All, B, D, ED)
Mississippi Magnet	Yes**	Yes	Yes***	Yes***	No (All, A, D, ED)	Yes***	No (All, B, D, ED)	No (All, B, D, ED)
Museum Magnet	Yes	Yes	Yes	Yes#	Yes***	Yes#	No (D)	No (D)
North End	Yes	Yes#	Yes***	Yes***	Yes***	No (All, D, ED)	No (All, A, H, LEP, ED)	No (All, D, 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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

**Table 1C: Elementary Schools Not Achieving AYP in 2008 for 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
Paul and Sheila Wellstone Elementary	Yes**	Yes**	Yes**#	No (LEP)	No (A, D)	No (LEP, D)	No (All, A, H, B, LEP, D, ED)	No (D)
Phalen Lake Elementary	Yes**	Yes	Yes	Yes**#	No (All, A, LEP, D, ED)	No (All, A, LEP, D, ED)	No (All, A, B, LEP, D, ED)	No (All, B, ED)
Prosperity Heights Elementary	Yes	Yes	Yes	Yes	Yes#	Yes#	No (LEP, D)	No (H, D)
Roosevelt Magnet	Yes	Yes	Yes	Yes#	No (D)	No (All, H, B, LEP, ED)	No (All, A, H, B, LEP, D, ED)	No (All, A, H, B, LEP, D, ED)
St. Paul Open School (K-12)	No (B)	No (B)	Yes **#	No (All, A, B, ED)	No (All)	No (A, D)	No (All, A, D, ED)	No (D)
Webster Magnet	Yes**#	Yes**	Yes**#	No (All)	No (All, D)	No (All, B)	No (All, A, B, D, ED)	No (All, D)
World Cultures	Yes	Yes	Yes**	Yes**#	No (D, ED)	Yes**#	No (All, A, B, LEP, D, ED)	No (All, B, D, 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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

## Junior High Schools

**Table 2A: Junior High Schools Achieving AYP in 2008**

Schools achieved AYP in both subjects in SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
None in 2008								

**Table 2B: Junior High Schools Not Achieving AYP for SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
Battle Creek Middle School	No (D)	Yes **	Yes **#	Yes **	Yes**#	Yes**#	No (All, A, LEP, ED)	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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

**Table 2C: Junior High Schools Not Achieving AYP for SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
Cleveland Junior High	No (B)	Yes **	No (B, D)	No (B, D)	No (All, A, B, D)	Yes***#	No (All, A, B, LEP, D, ED)	No (All, A, H, B, LEP, D, ED)
Hazel Park Middle School Academy	Yes**	Yes**	Yes***#	Yes***#	No (H, B)	No (B)	No (All, A, B, LEP, D)	No (All, A, H, B, LEP, D, ED)
Highland Park Junior High	No (D)	No (D)	Yes***#	Yes***#	No (H, D)	No (H)	No (All, A)	No (All, A, H, B, LEP, D, 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)	No (All, A, B, W, LEP, ED)	No (All, A, B, W, LEP, D, ED)
Murray Junior High	No (D)	Yes**	Yes***#	Yes***#	Yes***#	Yes***#	No (B, ED)	No (All, H, B, LEP, D, ED)
Ramsey Junior High	Yes**	Yes**	Yes***#	Yes***#	No (D)	Yes***#	No (All, A, H, B, LEP, D, ED)	No (All, H, B, LEP, D, ED)
Washington Middle School	No (B, D)	No ((B, D)	Yes ***#	Yes***#	No (B, D)	No (B, D)	No (All, A, H, B, LEP, ED)	No (All, A, 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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

## Senior High AYP Results

**Table 3A: Senior High Schools Achieving AYP in 2008**

Schools achieved AYP in both subjects in SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
None in 2008								

**Table 3B: Senior High Schools Not Achieving AYP for SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
Central High School	No (B)	Yes**	No (B, ED)	No (B, D, ED)	No (B, ED)	No (B, D, ED)	Yes***#	No (B, D, ED)
Como Park Senior High School	No (A, LEP)	No (B)	Yes***#	Yes**	No (A, LEP, ED)	No (B, ED)	Yes***#	No (All, A, B, LEP, 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)	Yes***#	No (All, B, W, D, ED)
Highland Park Senior High	No (B, D)	No (B, LEP, ED)	Yes***#	No (B, D, ED)	No (B, ED)	No (B, ED)	Yes**	No (All, A, B, D, ED)
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)	Yes**	No (All, A, B, W, D, 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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion



## SPPS Operated Alternative Programs

**Table 4A: Alternative Programs Achieving AYP for SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
ALC Secondary Extended Programs	----	----	----	----	No (All)	No (All)	Yes	Yes
ALC LEAD	<20	<20	<20	<20	----	----	----	----
Transitions for Success	<20	<20	<20	<20	----	----	----	----

**Table 4B: Alternative Programs Not Achieving AYP for SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
ALC Gordon Parks	<20	No (All, B, ED)	<20	Yes	----	No (All; <20)	----	No (All)
ALC Community School	<20	Yes	<20	No (All, ED)	<20	No (All)	----	No (All)
ALC Gateway	<20	<20	<20	<20	----	Yes (<20)	----	Yes (<20)
ALC Creative Arts School	<20	Yes	<20	Yes	Yes (<20)	Yes (<20)#	Yes	No (All)
ALC Evening School	<20	<20	<20	<20	----	No (All, <20)	Yes	No (All, ED)
Guadalupe Alternative Programs (Contracted Alternative)	<20	Yes	Yes **	Yes	No (All, ED)	No (All, ED)	Yes	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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

**Table 4C: Alternative Programs Not Achieving AYP for SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
ALC International Academy/LEAP	Yes	Yes	Yes**	No (All, A, LEP, ED)	No (All, A, LEP, ED)	No (All, A, LEP, ED)	No (All, A, LEP, ED)	No (All, A, LEP, ED)
ALC On Track	----	----	----	----	----	----	No (All)	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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

## Schools Identified by the Minnesota Department of Education as in Need of Improvement

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-5D contain information on AYP status previously presented in this Appendix.

**Table 5A: Schools identified as 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
American Indian Magnet	Yes***	Yes	Yes***	Yes***	No (All, AI, A, B, LEP, ED)	No (All)	No (H, D, ED)	No (All, A, LEP, D, ED)
Bruce E. Vento Elementary	Yes***	Yes***	Yes***	Yes***	No (All, A, B, LEP, ED)	No (All, LEP, ED)	No (LEP)	No (All, A, LEP, ED)
Como Park Elementary	Yes***	Yes	Yes***	Yes***	No (All, A, LEP, ED)	No (LEP)	No (D)	Yes**
Four Seasons A+	Yes	Yes	Yes#	Yes***	No (D)	No (B, D)	No (H, B, D, ED)	No (ED)
Franklin Magnet	Yes	No (B)	Yes***	Yes***	No (All, A, B, LEP, D, ED)	No (D)	No (All, B, LEP, D, ED)	No (D)
Guadalupe Alternative Programs (Contracted Alternative)	<20	Yes	Yes **	Yes	No (All, ED)	No (All, ED)	Yes	No (All)
Hazel Park Middle School Academy	Yes**	Yes**	Yes***	Yes***	No (H, B)	No (B)	No (All, A, B, LEP, D)	No (All, A, H, B, LEP, D, ED)
Highwood Hills Elementary	Yes***	Yes	Yes***	Yes***	No (All, B, LEP, ED)	No (All, B, LEP, ED)	No (D)	Yes**
Jackson Magnet	Yes***	No (B)	Yes***	Yes***	No (All, A, B, LEP, ED)	No (B)	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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

**Table 5A: Schools identified as 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.

	Made Adequate Yearly Progress (AYP)							
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Maxfield Magnet	Yes**	Yes**	Yes***#	Yes***#	No (D)	No (All, ED)	No (All, B, D, ED)	No (All, B, D, ED)
Mississippi Magnet	Yes**	Yes	Yes***#	Yes***#	No (All, A, D, ED)	Yes***#	No (All, B, D, ED)	No (All, B, D, ED)
North End	Yes	Yes#	Yes***#	Yes***#	Yes***#	No (All, D, ED)	No (All, A, H, LEP, ED)	No (All, D, ED)
Phalen Lake Elementary	Yes**	Yes	Yes	Yes***#	No (All, A, LEP, D, ED)	No (All, A, LEP, D, ED)	No (All, A, B, LEP, D, ED)	No (All, B, ED)
Roosevelt Magnet	Yes	Yes	Yes	Yes#	No (D)	No (All, H, B, LEP, ED)	No (All, A, H, B, LEP, D, ED)	No (All, A, H, B, LEP, D, ED)
World Cultures	Yes	Yes	Yes**	Yes***#	No (D, ED)	Yes***#	No (All, A, B, LEP, D, ED)	No (All, B, D, 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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

**Table 5B: Schools identified as 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
ALC International Academy/LEAP	Yes	Yes	Yes**	No (All, A, LEP, ED)	No (All, A, LEP, ED)	No (All, A, LEP, ED)	No (All, A, LEP, ED)	No (All, A, LEP, ED)
Cherokee Heights	Yes***	Yes	No (D, ED)	No (D)	No (All, A, B, D, ED)	No (B, D, ED)	No (H, D)	Yes***
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)	Yes***	No (All, B, W, D, 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)	No (A, LEP)	No (All, A, B, LEP, D, ED)
Longfellow Magnet	Yes	Yes	No (All, B, ED)	No (All, B, ED)	No (All, B, D, ED)	No (All, B, ED)	No (All, A, B, W, LEP, D, ED)	No (All, B, W, D, ED)
Paul and Sheila Wellstone Elementary	Yes**	Yes**	Yes***	No (LEP)	No (A, D)	No (LEP, D)	No (All, A, H, B, LEP, D, ED)	No (D)
Webster Magnet	Yes***	Yes**	Yes***	No (All)	No (All, D)	No (All, B)	No (All, A, B, D, ED)	No (All, 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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

**Table 5C: Schools identified as in need of improvement – Stage 3 (Corrective Action)**

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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
St. Paul Open School (K-12)	No (B)	No (B)	Yes **#	No (All, A, B, ED)	No (All)	No (A, D)	No (All, A, D, ED)	No (D)
Washington Middle School	No (B, D)	No ((B, D)	Yes **#	Yes**#	No (B, D)	No (B, D)	No (All, A, H, B, LEP, ED)	No (All, A, B, LEP, ED)

**Table 5D: Schools identified as in need of improvement - Stage 4 (Preparing for Restructuring)**

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 continue to implement one of the corrective actions identified in NCLB. The district must engage the school and community in the development of a Restructuring Plan significantly altering the daily operations of the school.

School Name	Made Adequate Yearly Progress (AYP)							
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
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)	No (H, B, LEP, D)	No (All, A, H, B, LEP, D, 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)	No (All, A, B, W, LEP, ED)	No (All, A, B, W, LEP, D, 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

^ Results impacted by adjustments made by MDE

\*\* 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 the following charter schools:

- Achieve Language Academy (K-8)
- Community of Peace Academy (K-12)
- Face to Face Academy (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 2007-2008 in both subjects**

Schools achieved AYP in both subjects in SY 2007-2008 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	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
Twin Cities Academy	Yes	Yes	Yes	Yes	Yes	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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

**Table 6B: SPPS Sponsored Charter Schools Not Achieving AYP for SY 2007-2008 in one subject**

These schools may also be required to satisfy the school improvement requirements of No Child Left Behind. If so, the stage and highest level of consequences will be noted next to the school's name.

School Name	Made Adequate Yearly Progress (AYP)							
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
Community of Peace Academy Secondary	Yes	Yes	Yes	No (All, A, ED)	Yes	Yes	Yes	No (D)
Face to Face Academy (Stage 2 – Supplemental Educational Services)	<20	<20	Yes** (<20)	No (<20)	Yes	No (All)	Yes	No (All)
Twin Cities Academy High School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No (All)

**Table 6C: SPPS Sponsored Charter Schools Not Achieving AYP for SY 2007-2008 in both subjects**

These schools may also be required to satisfy the school improvement requirements of No Child Left Behind. If so, the stage and highest level of consequences will be noted next to the school's name.

School Name	Made Adequate Yearly Progress (AYP)							
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
	2005	2005	2006	2006	2007	2007	2008	2008
Achieve Language Academy (Stage 1 – School Choice)	Yes**	Yes	Yes**#	Yes**#	No (SPED)	No (SPED, ED)	No (All, A, B, LEP, D, ED)	No (D)
Community of Peace Academy	Yes	Yes	Yes**	Yes**#	Yes	Yes	No (All, A, B, LEP, ED)	No (B, LEP)
New Spirit Primary School	Yes**	Yes**#	No (All, A, LEP, ED)	Yes**#	Yes	Yes	No (All, A, B, D)	No (All, B, D)
New Spirit Middle School (Stage 1 – School Choice)	Yes**	Yes**	Yes	Yes**#	Yes	No (B)	No (All, D)	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

^ Results impacted by adjustments made by MDE

\*\* Achieved "safe harbor" criterion

## Appendix C

### SPPS Summary of AYP Consequence Stages

SPPS as an entity is not making Adequate Yearly Progress in Reading or Mathematics. The district will be identified as a district in need of improvement.

Bold printing indicates that the AYP status for a category changed from last year (2007) to this year (2008), either positively or negatively.

<b>ELEMENTARY SCHOOLS</b>	<b>READING</b>	<b>MATHEMATICS</b>	<b>ATTENDANCE</b>
ADAMS SPANISH IMMERSION	<b>Making AYP</b>	<b>Making AYP</b>	Making AYP
AMERICAN INDIAN MAGNET	<b>Stage 1.1</b>	<b>Stage 1.1</b>	Making AYP
AMES	<b>Making AYP</b>	Making AYP	Making AYP
BATTLE CREEK EL.	Making AYP	Making AYP	Making AYP
BENJAMIN E. MAYS	<b>Stage 0</b>	<b>Stage 0</b>	Making AYP
CAPITOL HILL	Making AYP	Making AYP	Making AYP
CHELSEA HEIGHTS	Making AYP	Making AYP	Making AYP
CHEROKEE HEIGHTS	<b>Stage 2.1</b>	<b>Stage 1.2</b>	Making AYP
COMO PARK	<b>Stage 1.1</b>	<b>Making AYP</b>	Making AYP
CROSSROADS MONTESSORI	<b>Stage 1.1 (X)</b>	<b>Stage 1.2 (X)</b>	Making AYP
CROSSROADS SCIENCE	Making AYP	Making AYP	Making AYP
DAYTON'S BLUFF	Making AYP	Making AYP	Making AYP
EASTERN HEIGHTS	Making AYP	Making AYP	Making AYP
L'ETOILE DU NORD	Making AYP	Making AYP	Making AYP
EXPO MAGNET	Making AYP	Making AYP	Making AYP
FARNSWORTH	Making AYP	Making AYP	Making AYP
FOUR SEASONS	<b>Stage 1.1</b>	<b>Stage 1.1</b>	Making AYP
FRANKLIN	<b>Stage 1.1</b>	<b>Stage 1.1</b>	Making AYP
FROST LAKE	<b>Making AYP</b>	Making AYP	Making AYP
GALTIER	<b>Stage 0</b>	Making AYP	Making AYP
GROVELAND PARK	<b>Making AYP</b>	Stage X	Making AYP
HANCOCK/HAMLIN	<b>Stage 2.1</b>	<b>Stage 1.2</b>	Making AYP
HAYDEN HEIGHTS	<b>Making AYP</b>	<b>Making AYP</b>	Making AYP
HIGHLAND PARK	Making AYP	<b>Stage 1.2 (X)</b>	Making AYP
HIGHWOOD HILLS	<b>Stage 1.1</b>	<b>Making AYP</b>	Making AYP
HILL MONTESSORI	<b>Stage X</b>	<b>Stage X</b>	Making AYP
HOMECROFT	<b>Stage 4.1</b>	<b>Stage 1.2</b>	Making AYP
JACKSON	<b>Making AYP</b>	<b>Stage 1.1</b>	Making AYP
JOHNSON ELEMENTARY	<b>Making AYP</b>	Making AYP	Making AYP
LINWOOD	<b>Stage 1.1</b>	<b>Stage 0</b>	Making AYP
LONGFELLOW	<b>Stage 2.1</b>	<b>Stage 2.1</b>	Making AYP
MANN	Making AYP	Making AYP	Making AYP
MAXFIELD	<b>Stage 1.1</b>	<b>Stage 1.1</b>	Making AYP
MISSISSIPPI	<b>Stage 1.1</b>	<b>Stage 0</b>	Making AYP
MONROE COMMUNITY	<b>Stage 1.1</b>	<b>Stage 3.2</b>	Making AYP
MUSEUM MAGNET	<b>Stage 0</b>	<b>Stage 0</b>	Making AYP
NOKOMIS MONTESSORI	<b>Stage 0</b>	Making AYP	Making AYP
NORTH END	<b>Stage 0</b>	<b>Stage 1.1</b>	Making AYP
OPEN SCHOOL	<b>Stage 3.1</b>	<b>Stage 3.1</b>	Making AYP
PHALEN LAKE	<b>Stage 1.1</b>	<b>Stage 1.1</b>	Making AYP

<b>ELEMENTARY SCHOOLS</b>	<b>READING</b>	<b>MATHEMATICS</b>	<b>ATTENDANCE</b>
PROSPERITY HEIGHTS	Stage 0	Stage 0	Making AYP
RANDOLPH HEIGHTS	Making AYP	Stage X	Making AYP
RIVERVIEW	Making AYP	Making AYP	Making AYP
ROOSEVELT	Stage 1.1	Stage 1.1	Making AYP
ST. ANTHONY PARK	Stage X	Making AYP	Making AYP
SHERIDAN	Making AYP	Stage 0	Making AYP
VENTO	Stage 1.1	Stage 1.1	Making AYP
WELLSTONE	Stage 1.1	Stage 2.1	Making AYP
WEBSTER	Stage 1.1	Stage 2.1	Making AYP
WORLD CULTURES	Stage 1.1	Stage 0	Making AYP

<b>MIDDLE/JUNIOR HIGHS</b>	<b>READING</b>	<b>MATHEMATICS</b>	<b>ATTENDANCE</b>
BATTLE CREEK	Stage 0	Making AYP	Making AYP
CLEVELAND	Stage 4.1	Stage 0	Making AYP
HAZEL PARK	Stage 1.1	Stage 1.1	Making AYP
HIGHLAND PARK JR HIGH	Stage X	Stage X	Making AYP
HUMBOLDT JR HIGH	Stage 4.1	Stage 4.1	Making AYP
MURRAY	Stage X	Stage X	Making AYP
RAMSEY	Stage X	Stage X	Making AYP
WASHINGTON	Stage 3.1	Stage 3.1	Making AYP

<b>SENIOR HIGH SCHOOLS</b>	<b>READING</b>	<b>MATHEMATICS</b>	<b>GRADUATION RATE</b>
ARLINGTON	Stage 4.1	Stage 4.1	Making AYP
CENTRAL	Making AYP	Stage X	Making AYP
COMO PARK	Making AYP	Stage X	Making AYP
HARDING	Stage 1.2	Stage 2.1	Making AYP
HIGHLAND PARK SR HIGH	Making AYP	Stage X	Making AYP
HUMBOLDT SR HIGH	Stage 2.1	Stage 2.1	Making AYP
JOHNSON	Making AYP	Stage X	Making AYP

<b>ALTERNATIVE PROGRAMS AREA LEARNING CENTERS</b>	<b>READING</b>	<b>MATHEMATICS</b>	<b>ATTENDANCE</b>
GORDON PARKS	Insufficient Data	Stage X	Making AYP
SECONDARY EXTENDED LEARNING	Making AYP	Making AYP	Stage X
COMMUNITY SCHOOL	Insufficient Data	Stage X	Stage X
GATEWAY	Insufficient Data	Insufficient Data	Insufficient Data
CREATIVE ARTS	Making AYP	Stage X	Stage X
EVENING HIGH	Insufficient Data	Stage X	Making AYP
ALC LEAP	Stage 1.1	Stage 2.1	Making AYP
ALC LEAD	Insufficient Data	Insufficient Data	Stage X
ALC TRANSITIONS FOR SUCCESS	Insufficient Data	Insufficient Data	Making AYP
ALC ON TRACK	Stage 0	Stage 0	No Data
GUADALUPE ALTERNATIVE PROGRAMS (GAP)	Making AYP	Stage 1.1	Making AYP