

*Achievement of African-American  
Students in Saint Paul Public Schools*

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**Saint Paul**  
PUBLIC SCHOOLS

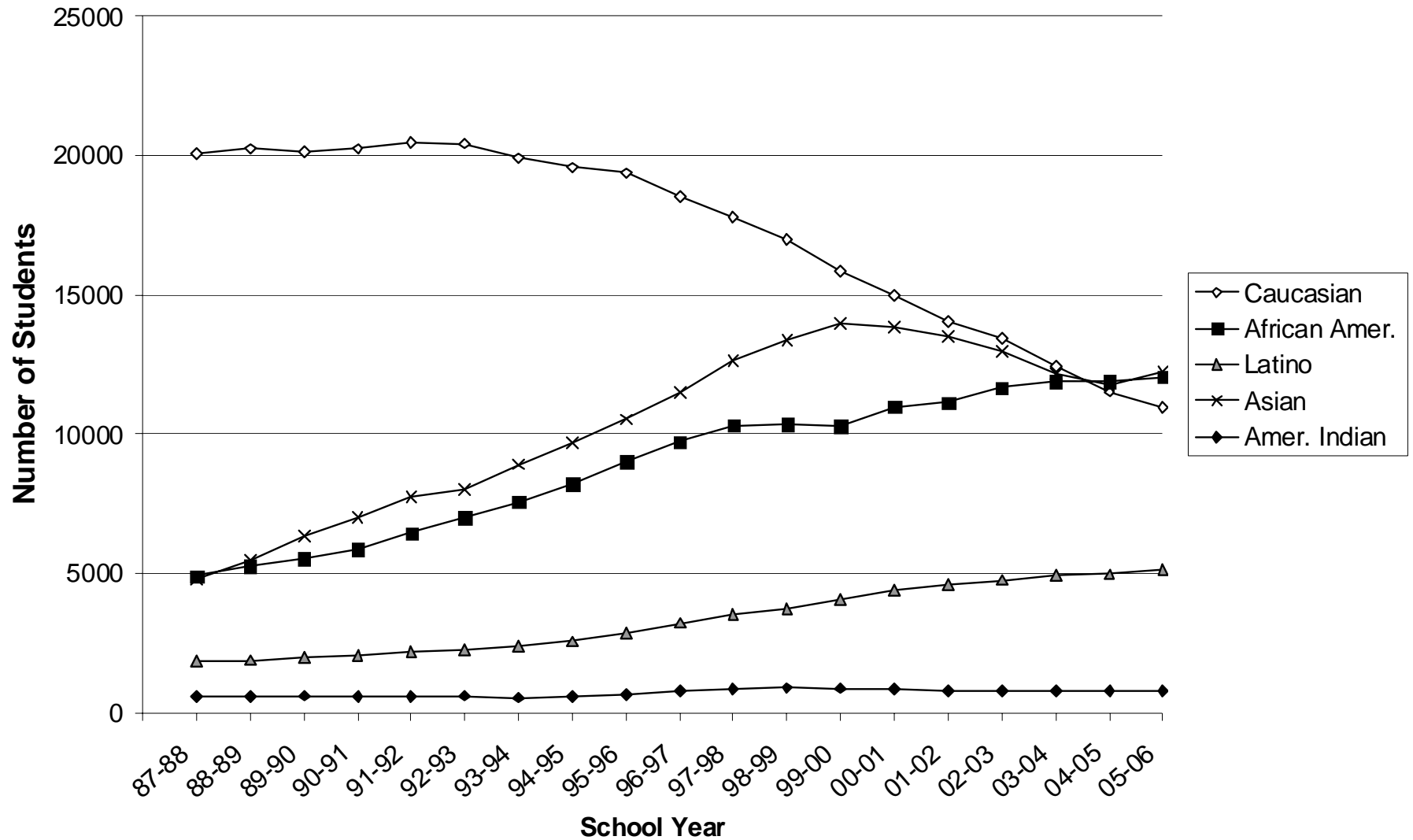
## Purpose of Presentation

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- Provide a summary of African-American student demographics, achievement, and other performance in Saint Paul Public Schools (SPPS)
- To inform community data discussions to support African-American student achievement in SPPS.

*African-American student enrollment in SPPS has doubled from 5,000 to 10,000 students from 1987 to 1998, and increased to approximately 13,500 in 2006.*

**Racial Balance in the  
Saint Paul Public Schools - 1987 to present**



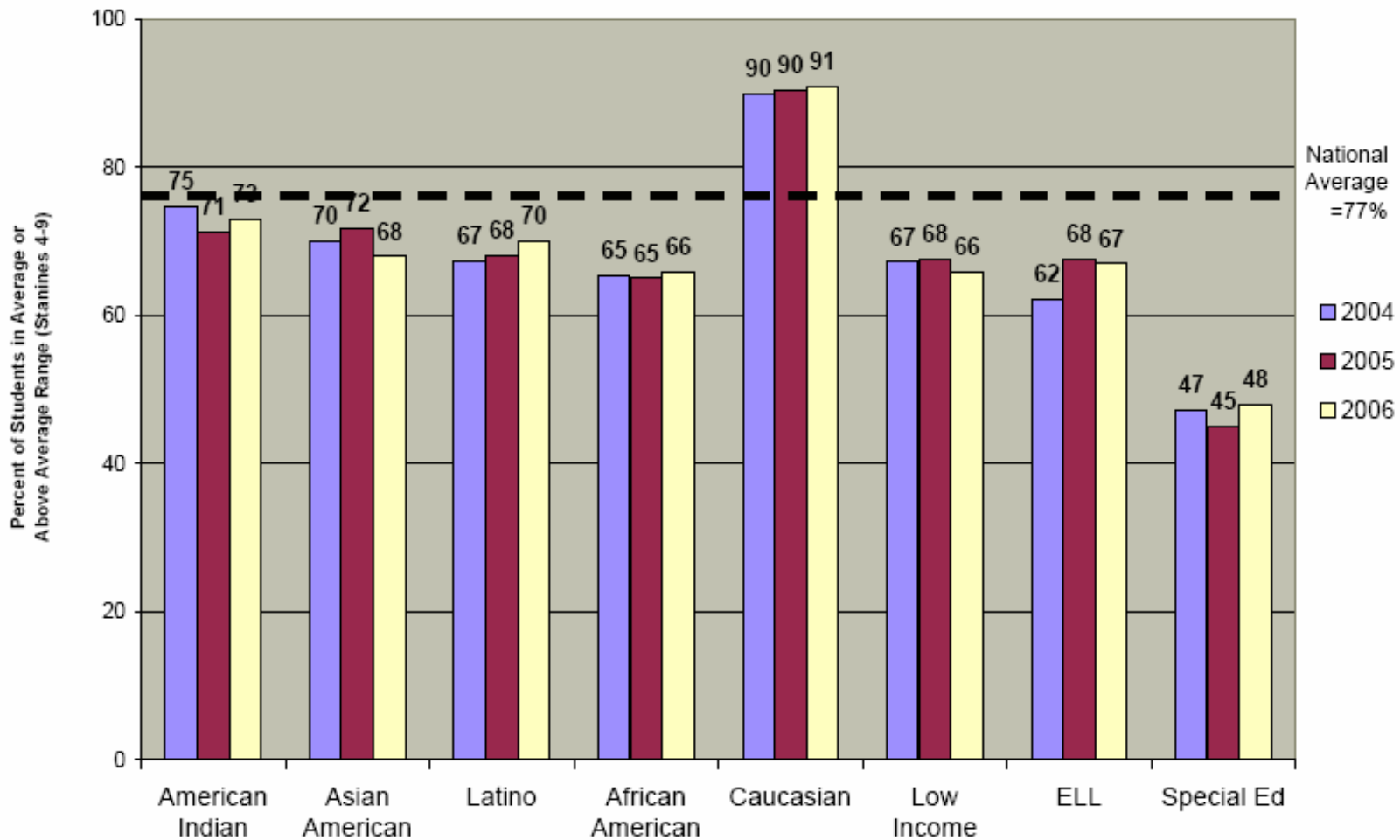
# Achievement Outcomes

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- Stanford Achievement Test, 10<sup>th</sup> Edition (SAT10) is a national norm-referenced test. Students in grades 2-8 in SPPS have taken this test each spring since 2003.
- The Minnesota Comprehensive Assessment (MCA) was used for determining adequate yearly progress for No Child Left Behind from 2002 to 2005. The Minnesota Comprehensive Assessment – Series II (MCA-II) was administered for the first time in 2006.
- The Basic Skills Test has been a graduation requirement since 1997. Students currently in 8<sup>th</sup> grade and future classes will take the new GRAD requirements instead.
- The ACT Assessment is a college placement test taken by high school seniors.
- Advanced Placement (AP) tests provide an opportunity for high school students to gain college credit and earn recognition

When comparing SAT10 READING scores by ethnic groups, African-American students are below the national average. When compared to other ethnic groups in the district, African-American students SAT10 reading scores are in line with Low Income and ELL students in 2006.

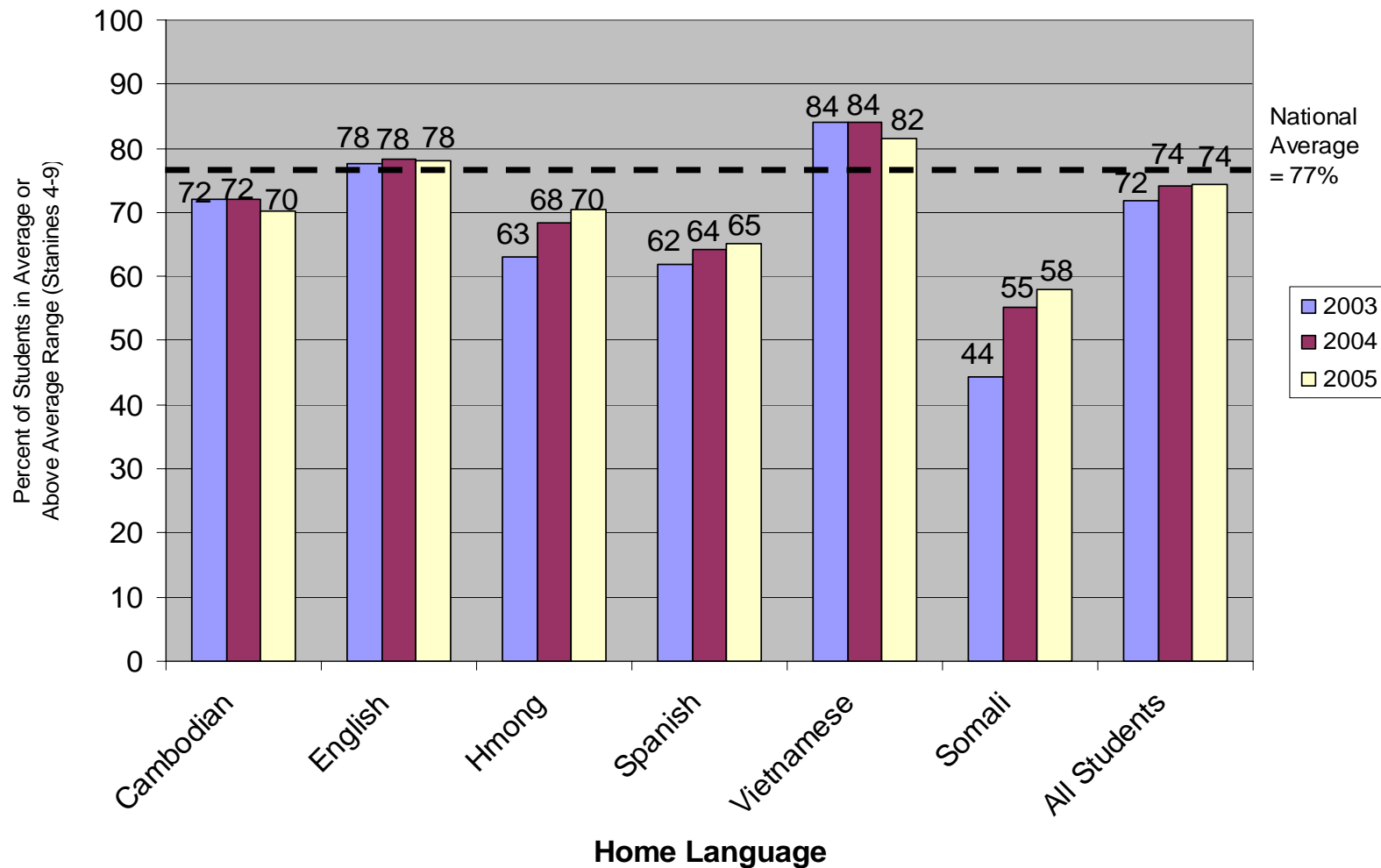
**SPPS SAT10 Total READING by Student Group**  
- 2004 to 2006 -



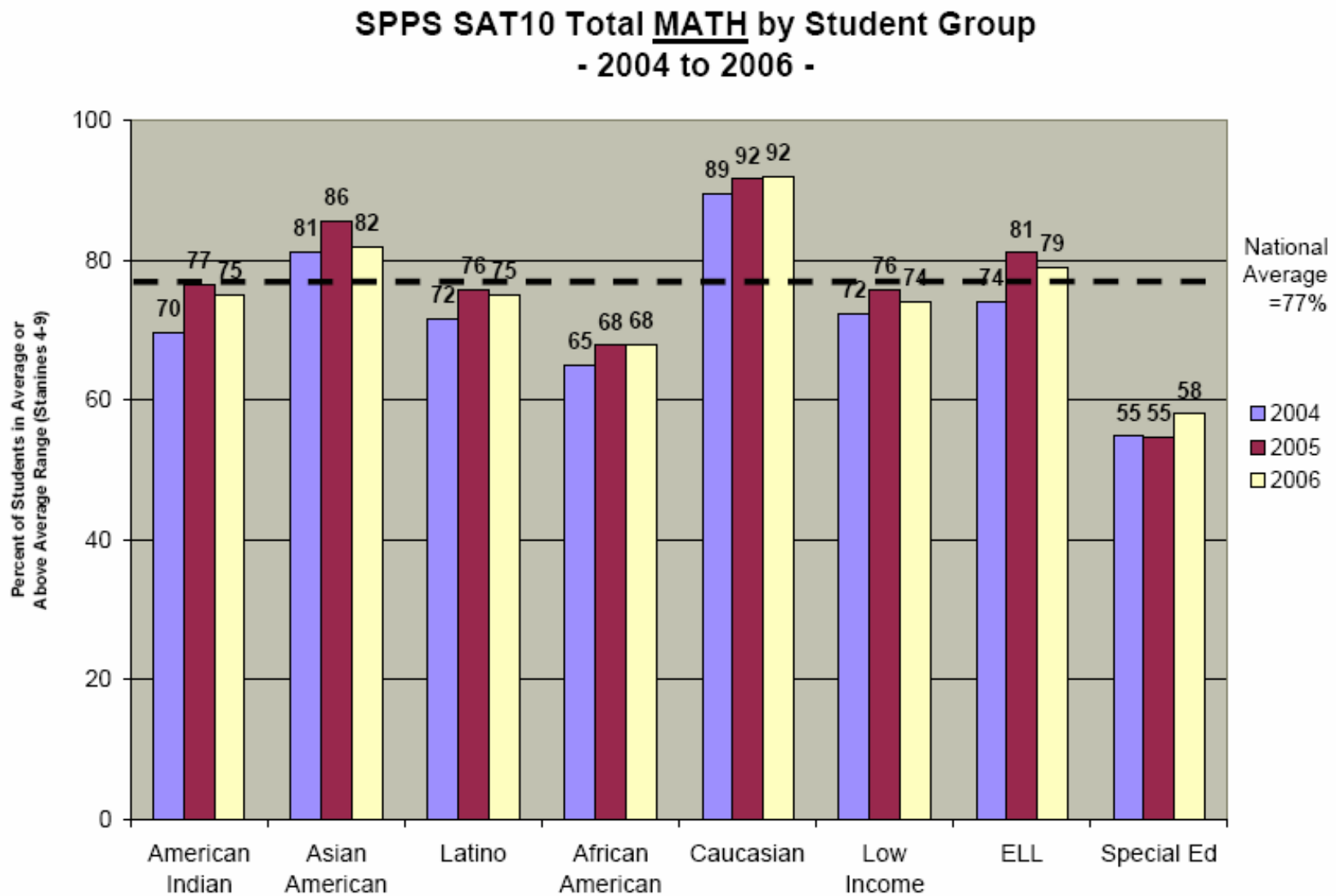
*On the SAT10 READING by home language, Somali students have made significant gains (14 percentage points) of the percent of students in the average/above average range since 2003; however, Somali test scores are below the district and national averages.*

## SPPS SAT10 Reading from 2003 to 2005 for Home Language Groups

Number of students in 2005: Cambodian = 154, English = 10825, Hmong = 4731, Spanish = 1825, Vietnamese = 141, Somali = 219

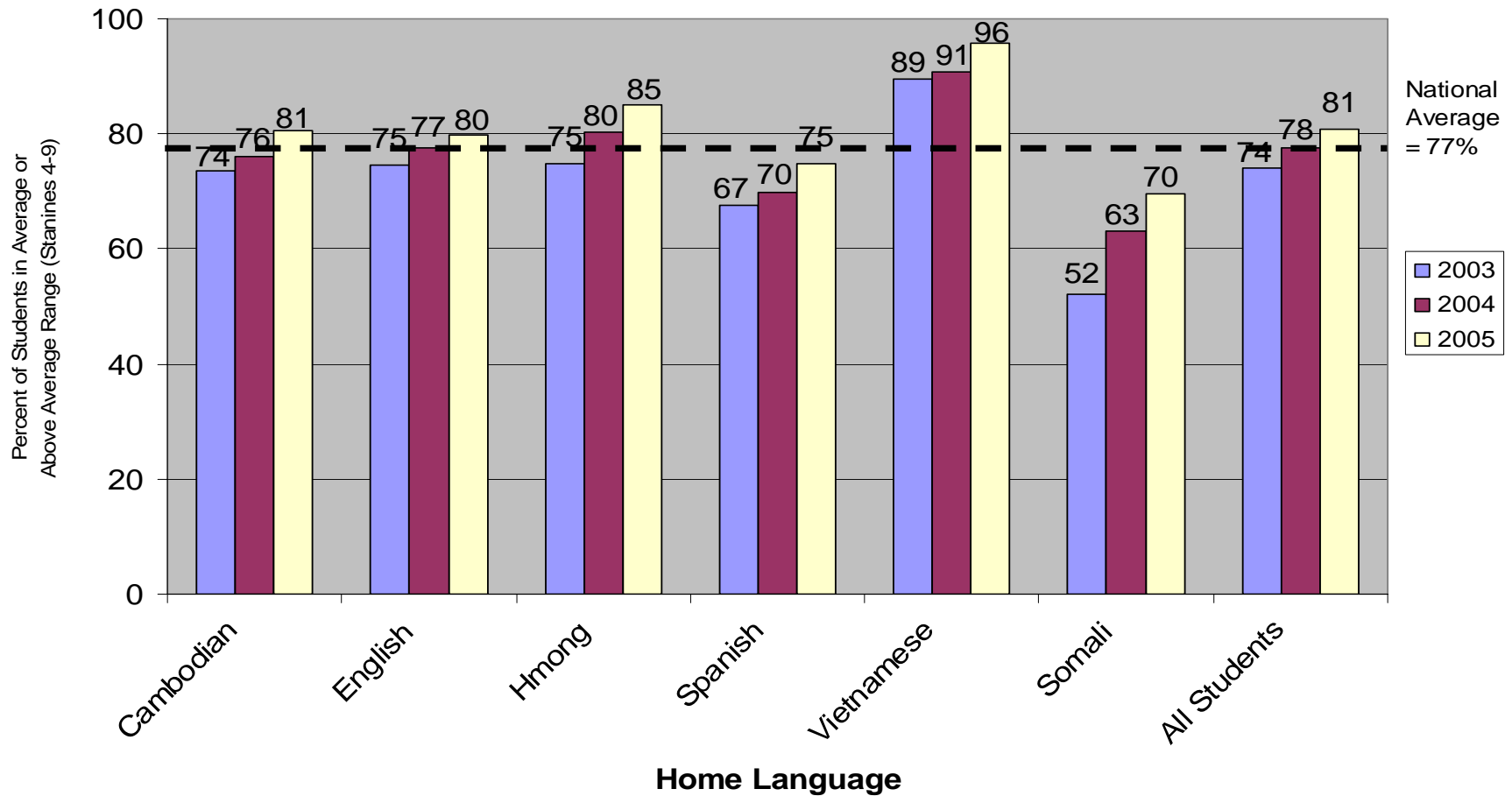


When comparing SAT10 MATH by ethnic groups, African-American students are the lowest performing group with scores below the national average.



*On the SAT10 in MATH by home language, Somali students have made significant gains (18 percentage points) since 2003, yet test scores still fall below district and national averages.*

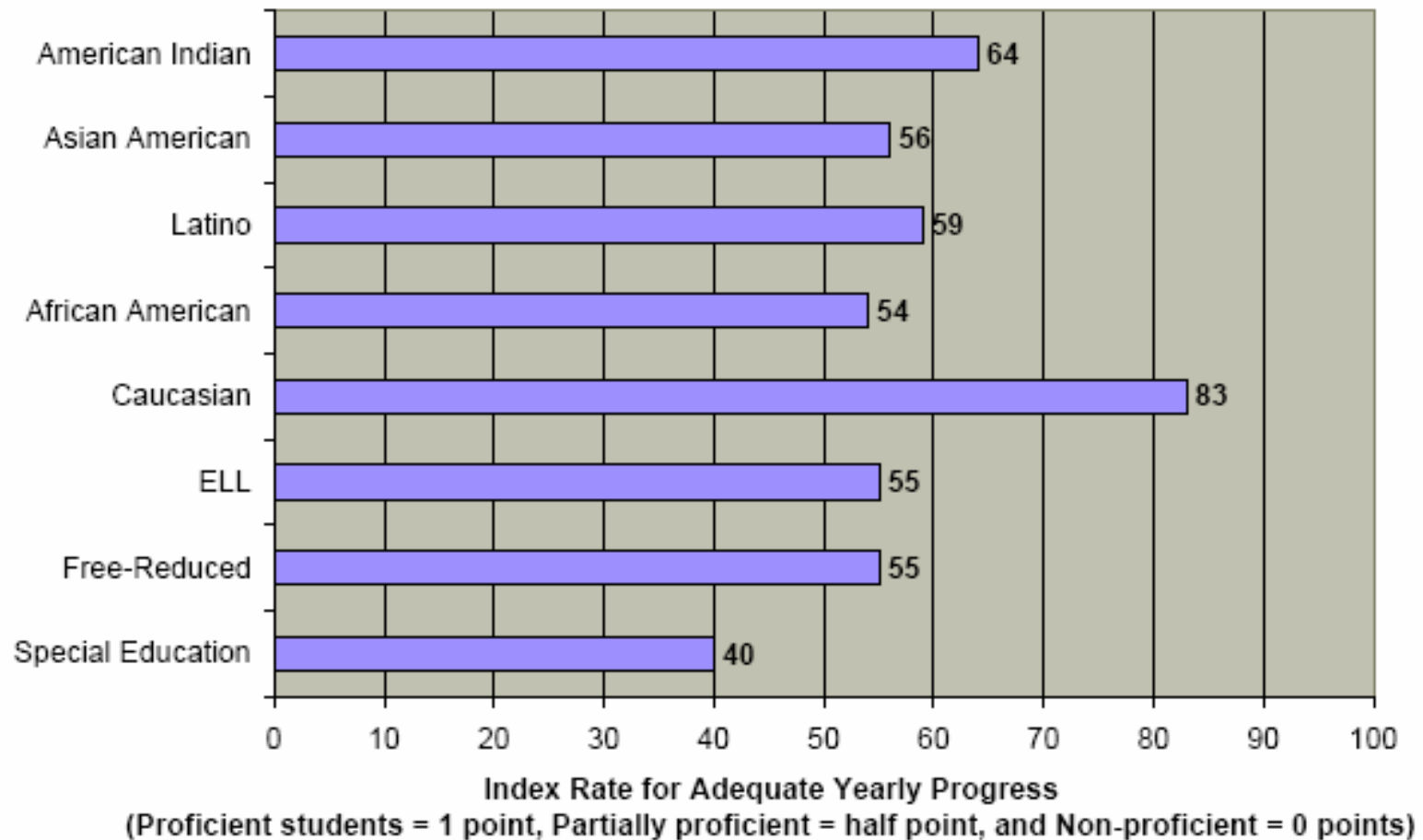
### SPPS SAT10 Total Math from 2003 to 2005 for Home Language Groups



*The average index rate for African-American students is 54 on the MCA-II in Reading, the lowest of all ethnic groups in the district.*

Definition: The index rate for a group of students is their total number of index points divided by the total number of students enrolled on October 1 multiplied by 100 (i.e., average index point).

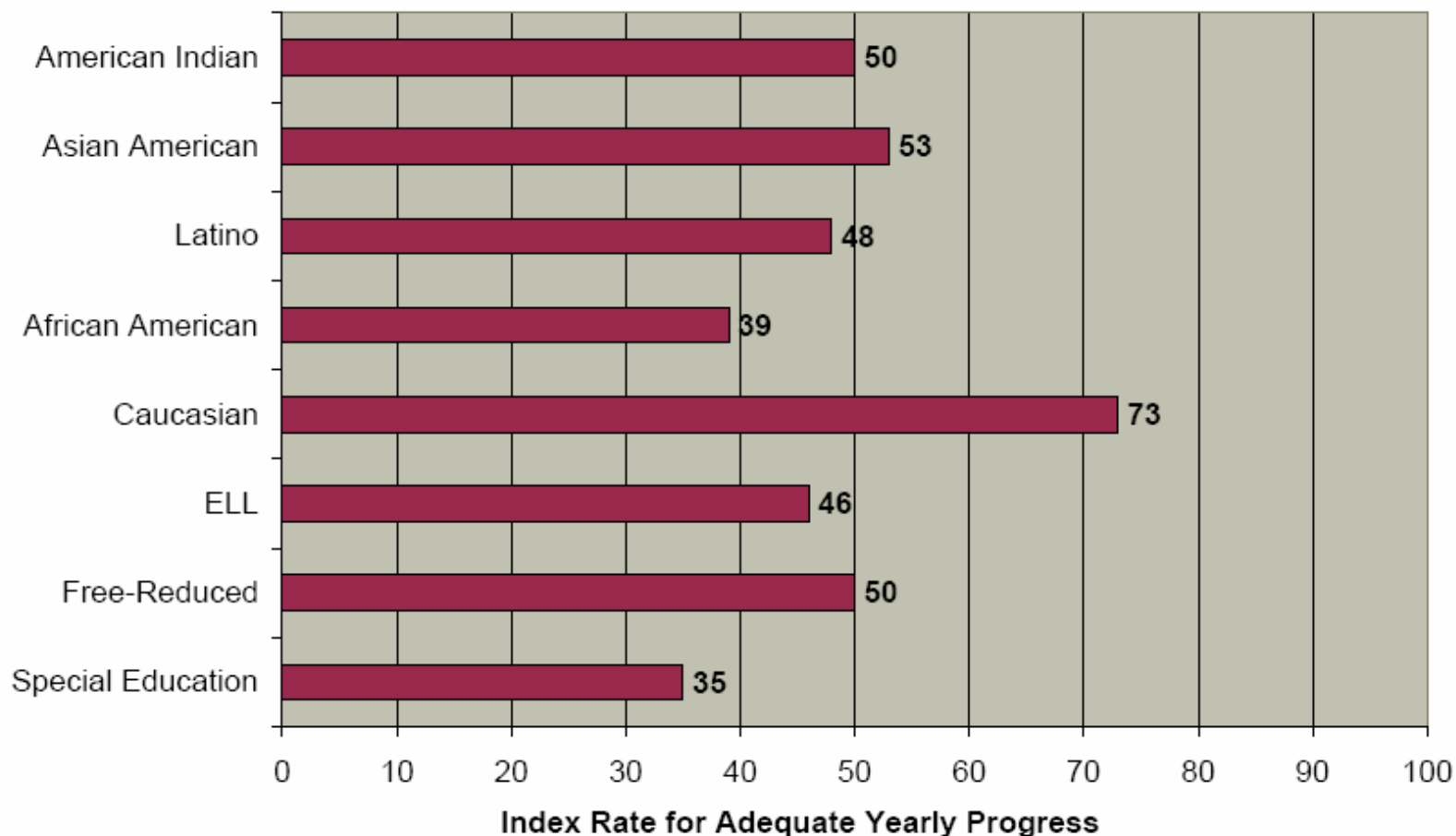
### 2006 MCA-II READING Index Rates for NCLB Student Groups in SPPS



*The average index rate for African-American students is 39 on the MCA-II in Math, the lowest of all ethnic groups in the district.*

Definition: The index rate for a group of students is their total number of index points divided by the total number of students enrolled on October 1 multiplied by 100 (i.e., average index point).

### 2006 MCA-II MATH Index Rates for NCLB Student Groups in SPPS



(Proficient students = 1 point, Partially proficient = half point, and Non-proficient = 0 points)

*This is an “Apples to Apples” Minnesota Comprehensive Assessment-Series II (MCA-II, 2006) report that compares results for ethnic groups within income, ELL, and Special Education groups. As shown below, SPPS African-American students performed higher (3 or more points above) than their peers statewide in grade 6 math and the same as their MN peers in grades 3, 6, and 7 reading and in grades 7, 8, and 11 math. African-American students performed lower than their peers statewide in all other categories.*

## "Apples to Apples" Comparisons for the MCA-II in 2006

### Percent Proficient in the Largest Ethnic Groups in SPPS

- 68 = SPPS is three or more points above MN peers
- 68 = SPPS is within three points of MN peers
- 58 = SPPS is three or more points below MN peers

		Gr 3		Gr 4		Gr 5		Gr 6		Gr 7		Gr 8		Gr 10		Gr 11	
		R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M
Low Income, not ELL																	
American Indian	SPPS	68	68	64	52	56	19	50	28	58	26	35	25	30	27	36	7
	Minnesota	70	60	58	49	59	32	52	33	41	28	39	27	36	27	36	7
African American	SPPS	58	47	47	32	48	22	49	29	33	23	29	21	26	23	31	4
	Minnesota	59	50	51	39	53	29	47	26	34	23	37	23	31	23	31	4
Caucasian	SPPS	82	78	75	66	77	52	71	56	58	39	56	44	52	51	59	16
	Minnesota	83	79	76	68	77	56	71	55	64	52	61	51	59	59	20	

*This is an “Apples to Apples” MCA 2005 report that compares results for ethnic groups within income, ELL, and Special Education groups. In **grade 3**, African-American students have significantly increased their performance over the past five years, but notably in the Low Income, ELL group which saw increases of 32 percentage points in reading and math. In **grade 5**, African-American students improved significantly in reading and math in the Low Income, Non-ELL group with an increase of 30 percentage points in reading and 29 percentage points in math. The Low Income, ELL group improved 25 percentage points in math and 15 percentage points in reading.*

**African-American Results on the MCA**

	N	Grade 3 Reading			N	Grade 3 Math		
	2005	2001	2005	Change	2005	2001	2005	Change
Low Income, not ELL, not Special Ed	<b>461</b>	<b>34</b>	<b>54</b>	<b>+20</b>	<b>470</b>	<b>27</b>	<b>46</b>	<b>+19</b>
Not Low Income, not ELL, not Special Ed	<b>93</b>	<b>59</b>	<b>87</b>	<b>+28</b>	<b>93</b>	<b>49</b>	<b>74</b>	<b>+25</b>
Low Income, ELL, not Special Ed	<b>78</b>	<b>35</b>	<b>67</b>	<b>+32</b>	<b>82</b>	<b>24</b>	<b>56</b>	<b>+32</b>

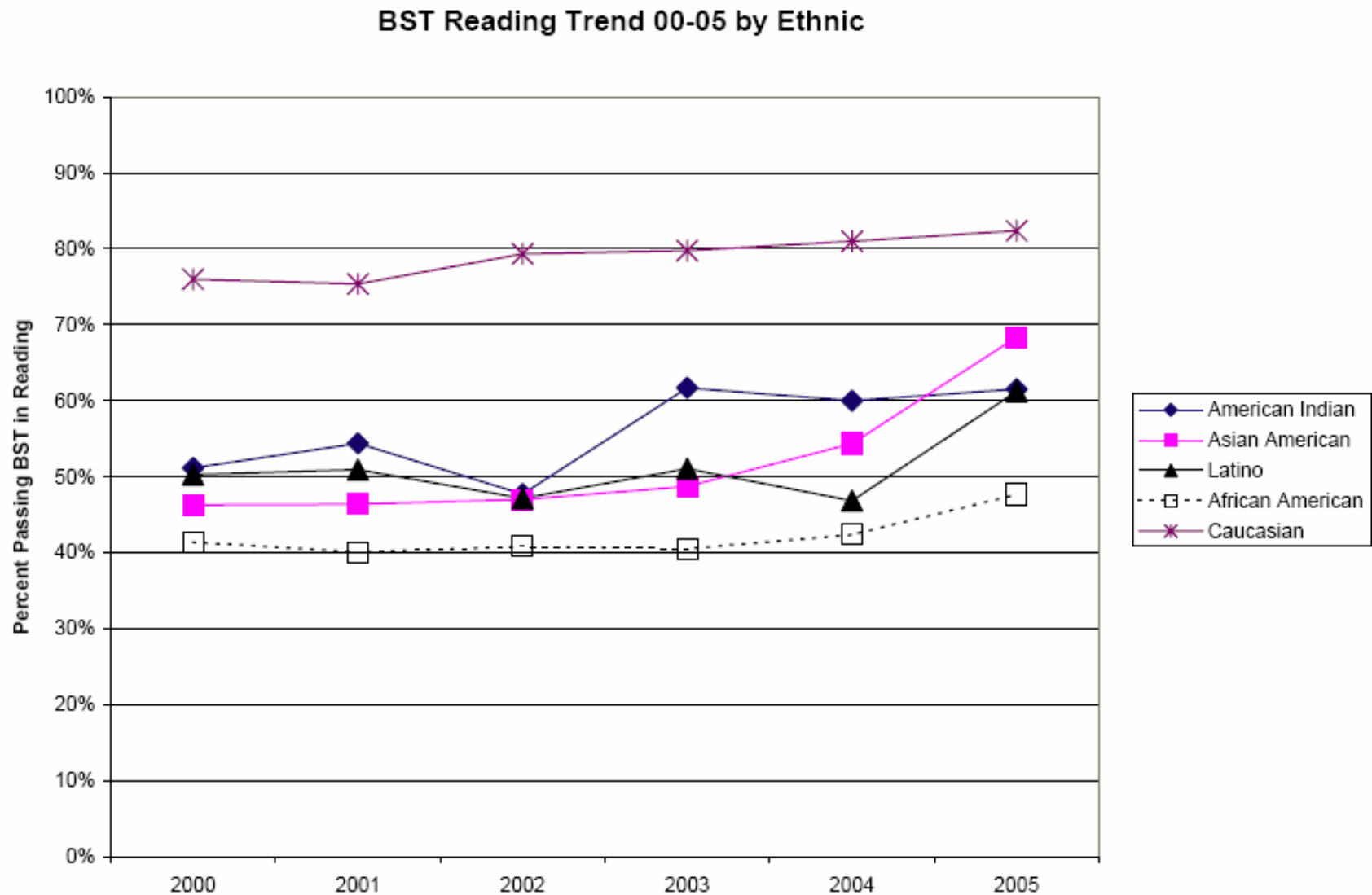
	N	Grade 5 Reading			N	Grade 5 Math		
	2005	2001	2005	Change	2005	2001	2005	Change
Low Income, not ELL, not Special Ed	<b>526</b>	<b>33</b>	<b>63</b>	<b>+30</b>	<b>531</b>	<b>23</b>	<b>52</b>	<b>+29</b>
Not Low Income, not ELL, not Special Ed	<b>96</b>	<b>60</b>	<b>86</b>	<b>+26</b>	<b>96</b>	<b>48</b>	<b>80</b>	<b>+32</b>
Low Income, ELL, not Special Ed	<b>56</b>	<b>40</b>	<b>55</b>	<b>+15</b>	<b>58</b>	<b>30</b>	<b>55</b>	<b>+25</b>

*In this “Apples to Apples” comparison on the MCA 2005 Assessment in **grade 7**, African-American students in Saint Paul who are in the Low Income and ELL group saw an increase of 21 percentage points in reading and 28 percentage points in math. Students in the Low Income and Non-ELL group also saw a 13 percentage point increase in reading and a 16 percentage point increase in math. In **grade 10 READING**, African-American students in the Low Income and ELL group saw a significant improvement of six percentage points, while the not Low Income, Non-ELL group saw a 12 percentage point decline in math from last year. In **grade 11 MATH**, African-American students in the Low Income and ELL group improved 13 percentage points in math and the Low Income, Non-ELL group also improved 5 percentage points in math.*

	Grade 7 Reading				Grade 7 Math			
	N	2004	2005	Change	N	2004	2005	Change
Low Income, not ELL, not Special Ed	507	31	44	+13	506	22	38	+16
Not Low Income, not ELL, not Special Ed	85	51	76	+25	86	50	77	+27
Low Income, ELL, not Special Ed	75	14	35	+21	79	11	39	+28

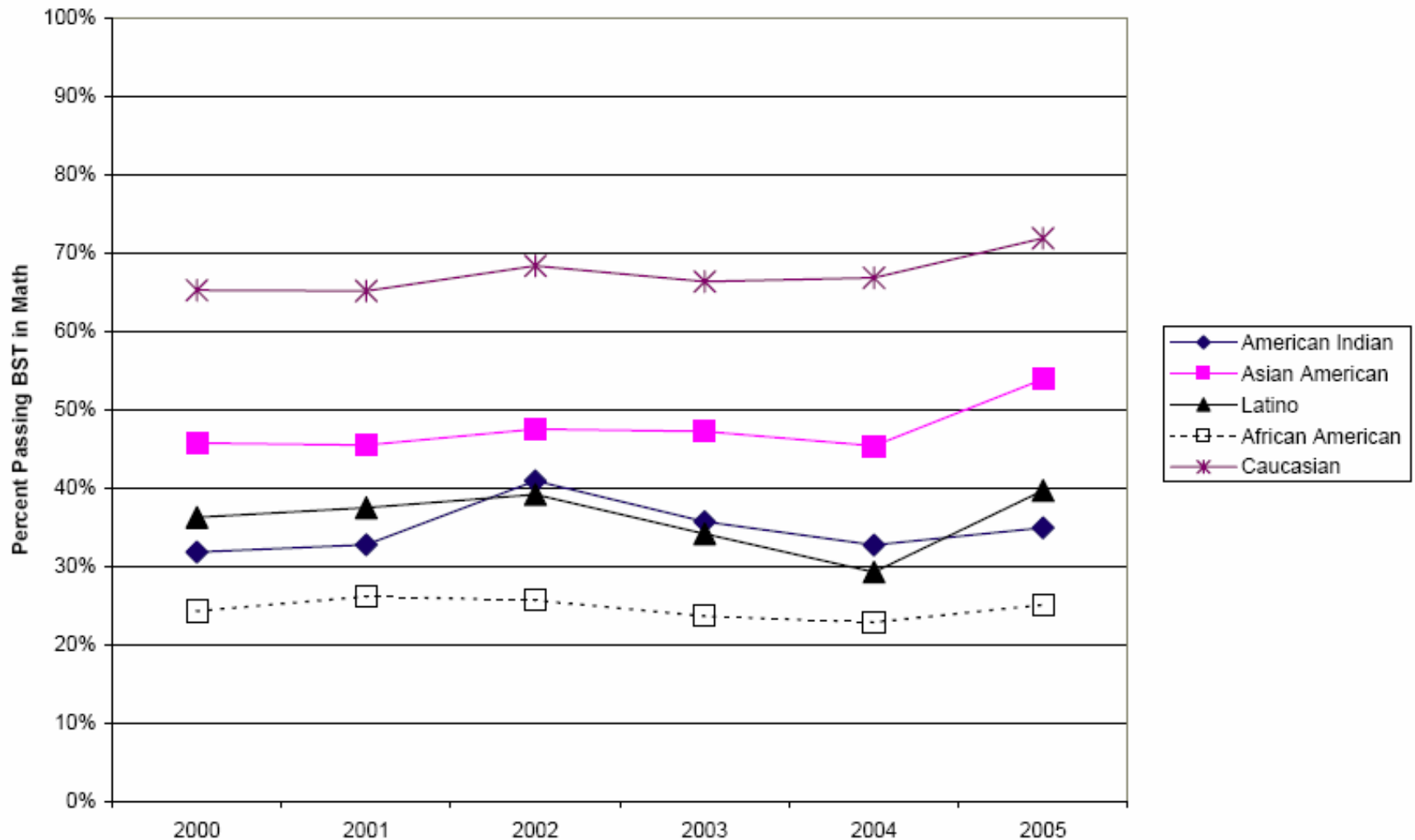
	Grade 10 Reading				Grade 11 Math			
	N	2004	2005	Change	N	2004	2005	Change
Low Income, not ELL, not Special Ed	395	45	45	0	308	25	30	+5
Low Income, ELL, not Special Ed	137	18	24	+6	110	12	25	+13
Not Low Income, not ELL, not Special Ed	102	76	64	-12	111	48	46	-2

*On the Basic Skills Test in READING, African-American students saw slight progress in the last year. The African-American-Caucasian gap decreased slightly from 2004 to 2005.*



*On the Basic Skills Test in MATHEMATICS, scores for African-American students have been stable since 2000; African-American students have consistently been the lowest performing group.*

**BST Math Trend 00-05 by Ethnic**



*There are still significant achievement gaps between African-American and Caucasian students on the ACT Assessment. African-American students had the third highest number of ACT-tested students, but the lowest composite score. African-American students improved their ACT composite scores nearly one percentage point from last year.*

**Table 1.5: Five-Year Trends - Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity**

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,196	100	19.7	1,356	100	19.6	1,272	100	19.6	1,271	100	20.0	1,246	100	20.0
African American	117	10	16.0	207	15	16.9	178	14	16.8	198	16	16.4	175	14	17.2
American Indian	4	0	18.3	15	1	20.5	8	1	17.6	8	1	21.1	10	1	19.0
Caucasian	461	39	23.0	454	33	23.0	402	32	23.0	403	32	23.8	380	30	23.6
Latino	47	4	19.0	51	4	19.1	50	4	18.2	51	4	18.7	48	4	19.2
Asian American	461	39	17.4	480	35	17.1	504	40	17.6	472	37	17.7	495	40	18.1
Other/No response	106	9	20.0	149	11	21.5	130	10	21.6	139	11	21.8	138	11	20.5

*Although African-American students comprise 30% of the senior high student population, only 7% of African American students take AP tests.*

*The percentage of African-American students passing AP exams has fluctuated throughout the past five years. In 2006, the percent of African-American students passing AP exams increased 9 percentage points from the previous year.*

**Table 2: Number of Students Tested by Ethnic Group**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Caucasian	329	308	338	333	321
Asian American	189	195	200	194	241
African-American	39	51	35	40	45
American Indian	1	4	3	5	2
Latino	17	30	36	30	28
Other/ Not Stated	39	39	42	43	29
<b>Total</b>	<b>614</b>	<b>627</b>	<b>654</b>	<b>645</b>	<b>691</b>

**Table 3: Percent of AP Examinations Passed Within Ethnic Group**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Caucasian	50%	55%	55%	58%	51%
Asian American	28%	19%	23%	15%	18%
African-American	18%	10%	20%	17%	26%
Latino	48%	43%	54%	42%	25%
Other/Not Stated	43%	44%	25%	46%	41%

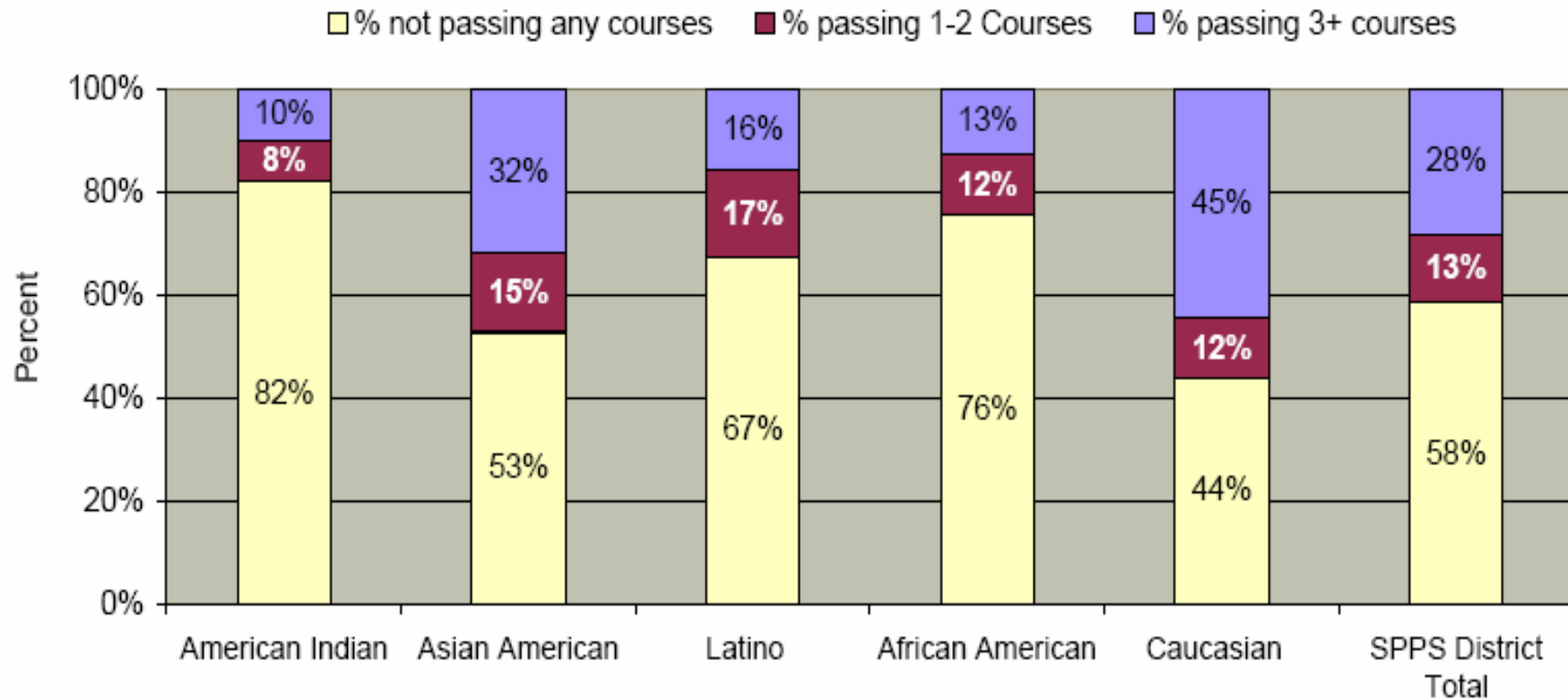
## Other Outcomes

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- Honors course completion
- Attendance
- Suspensions
- Four Year Completion Rate
- Four-Year Dropout Rate
- NCLB Graduation Rate
- Parent Involvement

*Caucasian students are more than three times as likely as African-American students to pass 3 or more honors courses (45% vs. 13%). However, these groups are the same in terms of the percentage of students passing 1-2 honors courses.*

### Percent of SPPS Students Passing Honors Courses by Ethnicity in 2004-2005



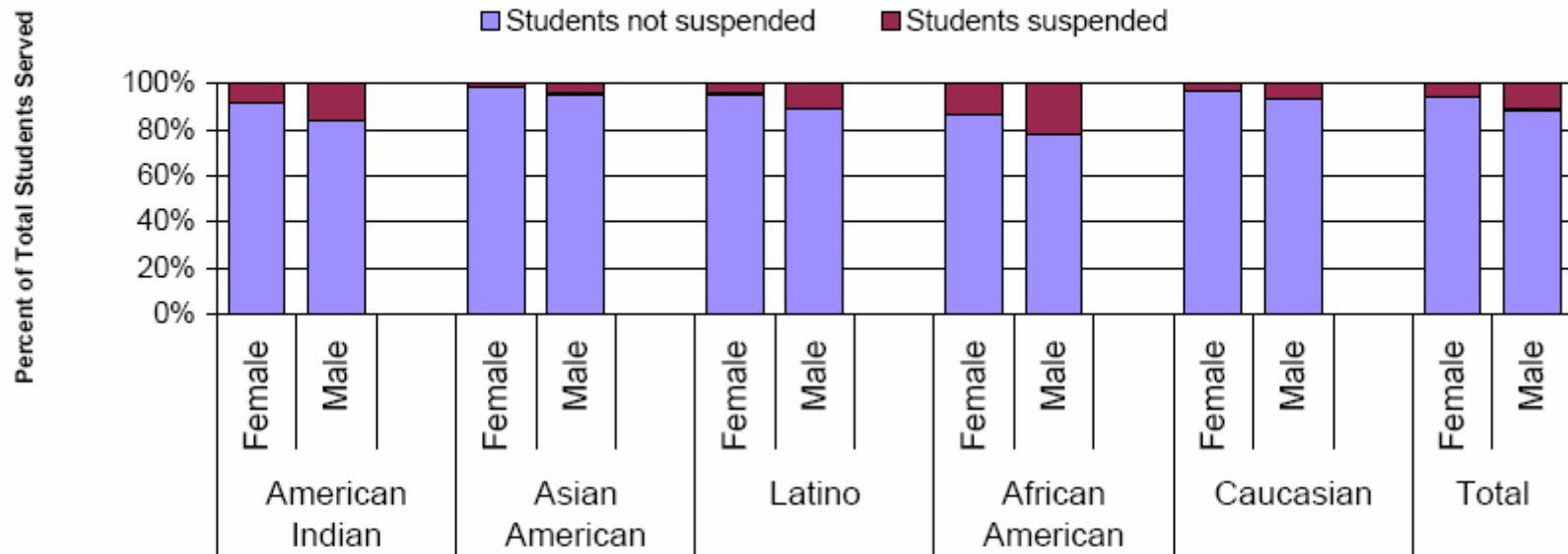
*This is an “Apples to Apples” attendance report (2001-2005) that compares results for ethnic groups within income, ELL, and Special Education groups. Absenteeism is a greater problem for Low Income, Non-ELL African-American students than for Low Income, ELL African-American students (comparing the first group to the third group highlighted below). For example, at 9<sup>th</sup> grade, 53% of Low Income, Non-ELL African-American students missed 11 or more school days per year in 2004-05, compared to 24% of ELL African-American students—where absenteeism has declined over the past five years.*

### Percentage of Students Absent 11 Days or More (2001 to 2005)

	Grade 3				Grade 6				Grade 9			
	2000-2001		2004-2005		2000-2001		2004-2005		2000-2001		2004-2005	
	Total N	% Absent 11+ days	Total N	% Absent 11+ days	Total N	% Absent 11+ days	Total N	% Absent 11+ days	Total N	% Absent 11+ days	Total N	% Absent 11+ days
<b>DISTRICT</b>	<b>3234</b>	<b>22</b>	<b>2722</b>	<b>17%</b>	<b>3368</b>	<b>25</b>	<b>2832</b>	<b>21</b>	<b>2820</b>	<b>35</b>	<b>2853</b>	<b>33</b>
<b>Low Income, not ELL, not Special Ed</b>												
American Indian	47	53	29	59	38	61	35	43	*	*	22	50
Asian American	124	6	21	14	133	2	92	9	132	6	75	16
Latino	65	37	63	37	48	38	51	39	35	60	39	44
African American	481	35	409	36	441	36	462	37	314	55	403	53
Caucasian	256	33	185	26	260	43	179	41	200	49	196	49
<b>Not Low Income, not ELL, not Special Ed</b>												
Asian American	49	10	20	5	54	6	21	10	55	16	30	10
Latino	30	20	32	16	45	33	24	33	35	46	36	31
African American	124	19	86	13	101	23	78	19	102	41	88	31
Caucasian	582	18	423	13	665	21	375	17	642	23	491	21
<b>Low Income, ELL, not Special Ed</b>												
Asian American	664	6	542	8	693	9	610	8	656	29	654	23
Latino	189	27	205	15	143	29	193	25	105	42	138	37
African American	30	17	71	13	45	29	57	16	58	26	102	24

*African-American students had the highest percent of total students suspended at 18%, which is two-times the district average. Twenty-two percent of African-American males and 13% of African-American females were suspended in 2004-05.*

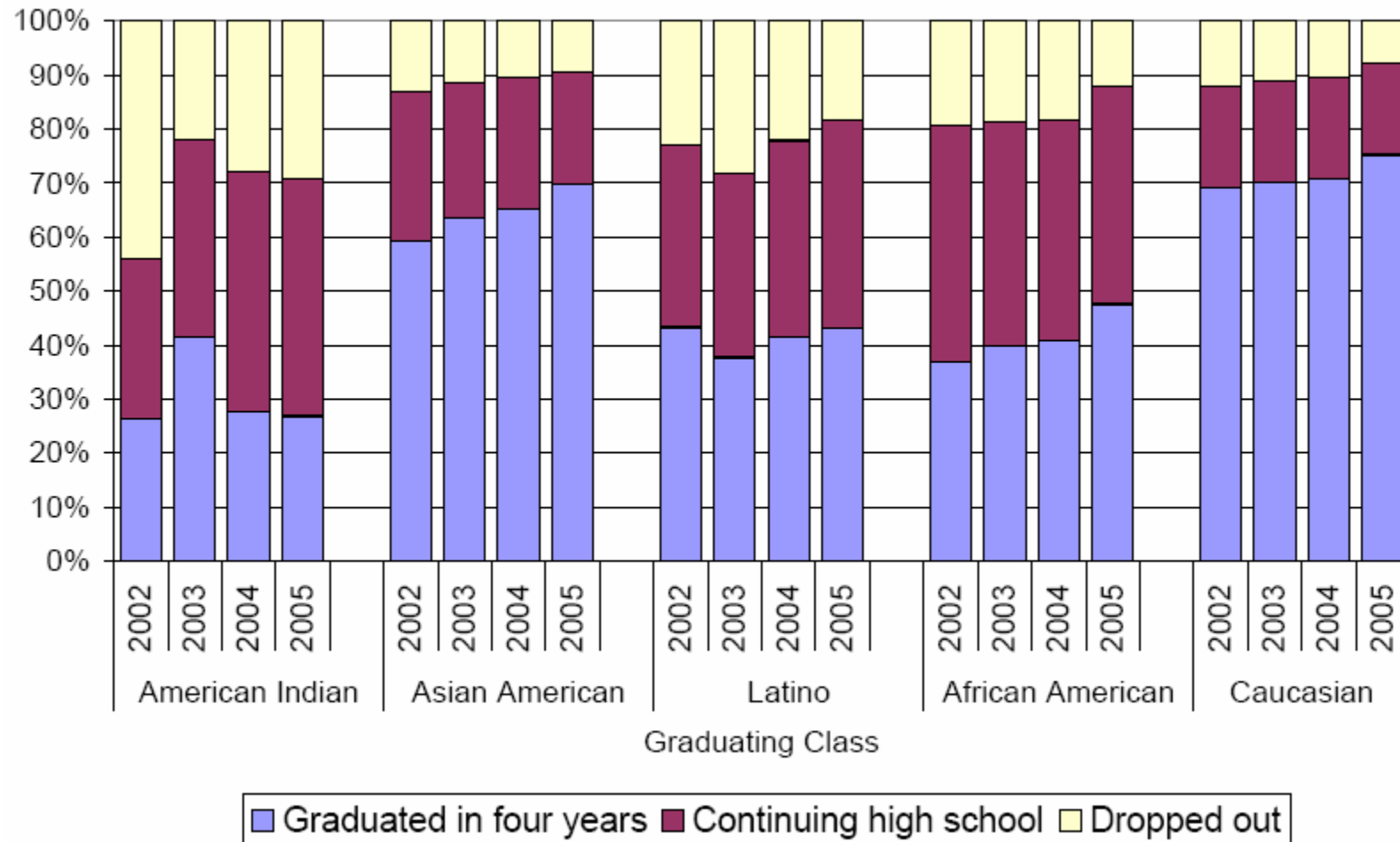
### Percent of Total Students Suspended, 2004-05



		American Indian	Asian American	Latino	African American	Caucasian	Total
Average suspensions / Students ever	Female	1.5	1.2	1.4	1.8	1.4	1.6
	Male	1.7	1.3	1.6	2.0	1.6	1.8
	Total	1.6	1.3	1.5	1.9	1.5	1.7
Students not suspended	Female	92%	98%	95%	87%	97%	94%
	Male	84%	95%	89%	78%	93%	89%
	Total	88%	97%	92%	82%	95%	91%
Students suspended	Female	8%	2%	5%	13%	3%	6%
	Male	16%	5%	11%	22%	7%	11%
	Total	12%	3%	8%	18%	5%	9%

*African-American students have the third highest Four-Year Completion Rate among all ethnic groups at 48%. The drop out rate for African-American students has declined to its lowest in four years at 12%.*

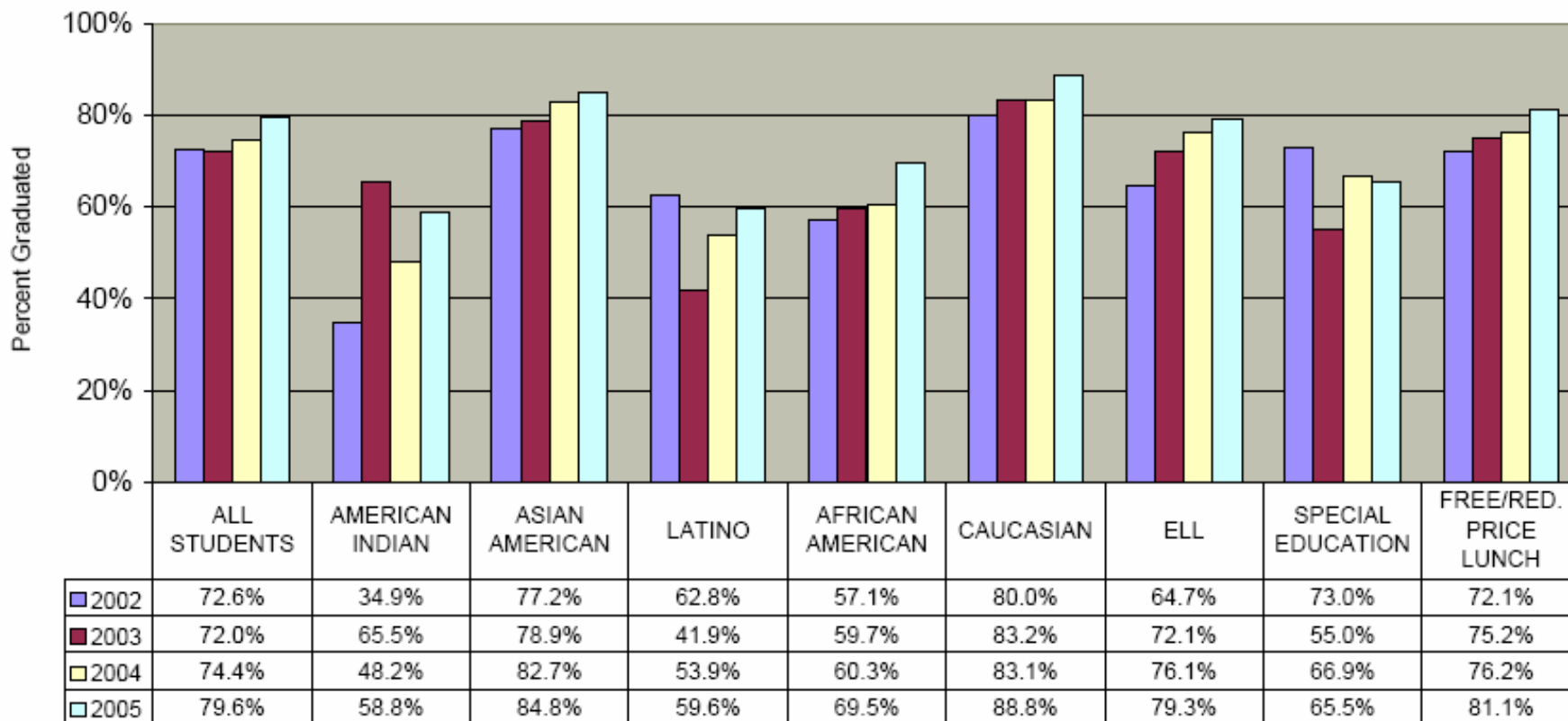
4-Year Completion Trend by Race  
Saint Paul Public Schools



*The NCLB Graduation Rate for African-American students has increased over the past four years, especially in the last year.*

Note: The NCLB Graduation Rate is the graduates divided by the graduates plus dropouts.

### 2002-2005 Saint Paul Public Schools Graduation Trends by Student Group



*Seventy percent of African-American students (attending Title I schools) had at least one parent attend school conferences in fall 2005, the lowest among all ethnic groups in the district. Eighty-six percent of Somali-speaking had one or more parents attend conferences as well.*

**Parent Involvement in Title I Schools**

**Number and Percent of Students Who Had One or More Parents Attend Fall 2005 Conferences**

<b>by Ethnicity</b>	<b>Attended*</b>	
American Indian	294	72%
Asian American	4946	82%
Latino	2217	85%
African-American	4031	70%
Caucasian	3214	90%

<b>by Home Language</b>		
Cambodian	108	74%
English	7589	78%
Hmong	4351	82%
Lao	20	74%
Spanish	1718	86%
Vietnamese	133	86%
Somali	256	86%

\* Not including students for whom no attendance information was provided

# Summary of Strengths

- On the SAT10 by home language, Somali-speaking students have made considerable progress in the percent of students in reading and math who are in the average/above average range from 2003-2005.
- African-American students in the Low Income, ELL and Non-ELL groups in grades 3 and 5 have significantly improved their MCA (2005) scores in reading and math.
- The MCA-II (2006) “Apples to Apples” comparison shows SPPS African-American students performed higher than their peers statewide in grade 6 math and the same as their MN peers in grades 3, 6, and 7 reading and in grades 7, 8, and 11 math.
- In 2006, the percent of African-American students passing AP exams increased 9 percentage points from last year.
- African-American graduation rates are rising and drop-out rates are the lowest in the past four years.
- The percentage of students absent 11 or more days per year has declined 13 percentage points for Low Income, ELL students in grade 6 from 2001-2005.
- 86% of Somali-speaking students (who attend a Title I school) had at least one parent who attended fall 2005 conferences

# Summary of Challenges

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- African-American students reading and math achievement scores are below the district average and have not changed in the past few years. (on the MCA and SAT10)
- MCA-II index rates for African-American students in reading and math were the lowest among all other ethnic groups in SPPS.
- BST scores in reading and math for African-American students were consistently the lowest among all other ethnic groups.
- Absenteeism for African-American Low Income, Non-ELL students was highest across all grades (3, 6, & 9) and above the district average.
- African-American students composite ACT scores are lowest among all ethnic groups and below the district average.
- Caucasian students are more than three times as likely as African-American students to pass 3 or more honors courses (45% vs. 13%). However, these groups are the same in terms of the percentage of students passing 1-2 honors courses.
- Seventy percent of African-American students (attending Title I schools) had at least one parent attend school conferences in fall 2005, the lowest of all ethnic groups in the district