



# Baseline data on Generation Next goals for Minneapolis and Saint Paul students

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# Summary

This report provides baseline data for Minneapolis and Saint Paul public school students on the five Generation Next goals. As new data become available, we will produce updated reports. It includes data for students enrolled in the two school districts, Minneapolis Public Schools (MPS) and Saint Paul Public Schools (SPPS). Charter school students are also included when data are available for them. Baseline data for each of the goals is summarized below.

## ***Goal 1: Every child is ready for kindergarten***

**Measure:** Percent of students meeting benchmarks for Beginning Kindergarten Assessments (BKA) in MPS and Mondo Bookshop Assessment in SPPS. Data available for district schools only (2012).

- 72 percent of MPS students beginning kindergarten met or exceeded the BKA total literacy benchmark, including 91 percent of white students but only 41 percent of Hispanic students.
- 70 percent of SPPS students beginning kindergarten met or exceeded the Mondo oral language benchmark, and 48 percent did so for the letter-sound correspondence benchmark. The percentages of students of color meeting or exceeding the benchmark in letter-sound correspondence were low (26-42%). Asian and Hispanic students were least likely to meet benchmarks for both scales.
- These assessments are conducted in English. Results suggest that students from non-English speaking homes may be least likely to meet the benchmarks.

## ***Goal 2: Every child meets key benchmarks for 3<sup>rd</sup> grade reading success***

**Measure:** Percent of students proficient on Minnesota Comprehensive Assessments (MCA) 3<sup>rd</sup> grade reading achievement test. Data available for district and charter schools (2012).

- 63 percent of both Minneapolis and Saint Paul 3<sup>rd</sup> graders were proficient on the MCA reading test.
- Across the two cities, 86-90 percent of white 3<sup>rd</sup> graders were proficient in reading compared to 45-59 percent of 3<sup>rd</sup> graders from other racial/ethnic groups.
- Similarly, 89-91 percent of higher-income (i.e., not eligible for free or reduced-price meals) 3<sup>rd</sup> graders were proficient in reading compared to 50-53 percent of lower-income 3<sup>rd</sup> graders.

- About half of limited English proficient 3<sup>rd</sup> graders were proficient in reading.

### ***Goal 3: Every child meets key benchmarks for 8<sup>th</sup> grade math success***

**Measure:** Percent of students proficient on MCA 8<sup>th</sup> grade math achievement test. Data available for district and charter schools (2012).

- 39 percent of Minneapolis 8<sup>th</sup> graders and 41 percent of Saint Paul 8<sup>th</sup> graders were proficient on the MCA math test.
- Across the two cities, 66-68 percent of higher income 8<sup>th</sup> graders were proficient in math compared to 27-30 percent of lower income 8<sup>th</sup> graders.
- Higher percentages of white and Asian 8<sup>th</sup> graders were proficient in math than American Indian, black, and Hispanic 8<sup>th</sup> graders.

### ***Goal 4: Every child graduates from high school***

**Measure:** Percent of students graduating from high school on time (i.e., within four years of entering ninth grade). Data available for district schools only (2011).

- The four-year high school graduation rate was 47 percent in MPS and 64 percent in SPPS.
- Across the two cities, Asian and white students had higher graduation rates than American Indian, black, and Hispanic students.
- The graduation rate for limited English proficient students was 66 percent in SPPS compared to 38 percent in MPS.

### ***Goal 5: Every child completes postsecondary education***

**Measure:** Percent of high school graduates earning a postsecondary degree or certificate within six years, based on Minnesota's Statewide Longitudinal Data System (SLEDS). Since SLEDS data are unavailable currently, data are reported on the percent of 25-34 year-old Minneapolis and Saint Paul residents with a bachelor's degree or higher, based on American Community Survey's most recent five years of data (2006-2010).

- An estimated 51 percent of Minneapolis 25-34 year-olds and 42 percent of Saint Paul 25-34 year-olds had a bachelor's degree or higher. These data, of course, include both residents who attended schools in the two cities and those who didn't.
- Whites and Asians (other than Southeast Asian) were most likely to have a bachelor's degree or higher, ranging from an estimated 53 to 74 percent across the two groups

and cities. The percentages of blacks and Hispanics with a bachelor's degree or higher ranged from an estimated 12 to 18 percent across the two groups and cities.

# Introduction

Generation Next is an initiative committed to closing the achievement gap among Twin Cities' low-income students and students of color. It is an unprecedented partnership of key education, community, government, and business organizations dedicated to accelerating educational achievement for all our children – from early childhood to early college and career. The Generation Next model includes a shared community vision, evidence-based decision making, collaborative action, and investment and sustainability.

This report provides baseline data for Minneapolis and Saint Paul public school students on Generation Next goals. As new data become available, we will produce updated reports.

This report includes data for students enrolled in the two school districts, Minneapolis Public Schools (MPS) and Saint Paul Public Schools (SPPS). Charter school students are also included when data are available for them. Much of the data presented were gathered through publically available sources, such as the Minnesota Department of Education website and district websites. Additionally, information on adult education attainment for Minneapolis and Saint Paul residents (25-34 year-olds), gathered from the American Community Survey, is included.

The report is organized into the following sections:

**Goal 1:** Every child is ready for kindergarten

**Goal 2:** Every child meets key benchmarks for 3<sup>rd</sup> grade reading success

**Goal 3:** Every child meets key benchmarks for 8<sup>th</sup> grade math success

**Goal 4:** Every child graduates from high school

**Goal 5:** Every child completes postsecondary education

# Goal 1: Every child is ready for kindergarten

Student early literacy skills are used to measure kindergarten readiness. The Minneapolis Public Schools (MPS) uses the Beginning Kindergarten Assessments (BKA) and the Saint Paul Public Schools (SPPS) uses the Mondo Bookshop Assessment to measure students' literacy skills. Data for charter schools are unavailable.

## Minneapolis

The BKA Total Literacy consists of concepts of print, alphabetic principles, vocabulary, and rhyming. It is administered to all students in English. Results for students entering kindergarten in MPS in fall 2012 are presented in Figure 1. The percentages of kindergartners meeting or exceeding the BKA Total Literacy benchmark are shown for all students and by racial/ethnic group. Overall, 72 percent of the kindergartners met or exceeded the benchmark. The percentages of kindergartners meeting the benchmark varied by race/ethnicity, ranging from 91 percent for white students to 41 percent for Hispanic students.

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### 1. Beginning Kindergarten Assessment (BKA) Total Literacy: Fall 2012 Minneapolis Public Schools

	Percent meeting or exceeding literacy benchmark	Total N
All	72%	3,343
American Indian	57%	124
Asian	68%	250
Hispanic	41%	659
Black	70%	1,084
White	91%	1,225

**Source:** *Minneapolis Public Schools.*



## Saint Paul

Figure 2 shows the results for two scales of Mondo Bookshop Assessment: oral language and letter-sound correspondence. The Mondo assessments are administered to all SPPS students in English in the fall of kindergarten. Overall, 70 percent of the kindergartners met or exceeded the Mondo oral language benchmark, and 48 percent did so for the letter-sound correspondence benchmark. The percentages of students of color meeting or exceeding benchmark in letter-sound correspondence were low (26-42%). Asian and Hispanic students were least likely to meet the benchmarks and white students were most likely to meet them.

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### 2. Mondo Bookshop Assessment: Fall 2012 Saint Paul Public Schools

	Percent meeting or exceeding benchmark			
	Oral language	Total N	Letter-sound correspondence	Total N
All	70%	2,922	48%	2,918
American Indian	76%	51	39%	48
Asian	41%	825	36%	825
Hispanic	58%	327	26%	328
Black	81%	1,005	42%	1,004
White	93%	712	70%	710

**Source:** Saint Paul Public Schools.

# Goal 2: Every child meets key benchmarks for 3<sup>rd</sup> grade reading success

This section presents information on third graders' reading achievement, based on the Minnesota Comprehensive Assessments (MCA-II). Percentages of students who are proficient, defined as meeting or exceeding the MCA standards, are reported. Results are presented for spring 2012 and six-year trend.

## Minneapolis

Figure 3 shows the reading proficiency results for MPS, charter schools, and all schools in Minneapolis in spring 2012. Overall, 63 percent of 3<sup>rd</sup> graders were proficient on the MCA reading tests, with quite similar percentages for MPS and charter schools. A higher percentage of white students were proficient in reading (90%) compared to other racial/ethnic groups (45-59%). Only 50 percent of 3<sup>rd</sup> graders eligible for free- or reduced-price meals (lower-income students) were proficient in reading compared to 91 percent of 3<sup>rd</sup> graders not eligible for such meals (higher income students). Forty-six percent of limited English proficient (LEP) students were proficient in reading. The number of students in each of the demographic categories is reported in Figure A1 in the Appendix.

### 3. 3rd grade MCA reading achievement tests: 2012 Minneapolis

	Percent proficient <sup>a</sup>		
	Minneapolis Public Schools (n=2,604)	Charter schools in Minneapolis (n=853)	All schools in Minneapolis (n=3,457)
All students	64%	60%	63%
Race/ethnicity			
American Indian	45%	Too few to report <sup>b</sup>	45%
Asian	56%	64%	59%
Hispanic	48%	55%	49%
Black	47%	53%	49%
White	91%	83%	90%

**Source:** Minnesota Department of Education.

**Note.** Race/ethnicity, free or reduced-price meals, and LEP status were not reported for all students (many charter schools have missing data or could not report on the data due to small numbers of students in the category).

<sup>a</sup> MCA-II scores are categorized as "does not meet the standards," "partially meets the standards," "meets the standards," and "exceeds the standards." Proficiency is defined as meeting or exceeding the standards.

3. 3rd grade MCA reading achievement tests: 2012 Minneapolis (continued)

	Percent proficient <sup>a</sup>		
	Minneapolis Public Schools (n=2,604)	Charter schools in Minneapolis (n=853)	All schools in Minneapolis (n=3,457)
Eligibility for free or reduced-price meals			
Eligible	47%	56%	50%
Not eligible	93%	78%	91%
Limited English proficiency	43%	54%	46%

**Source:** Minnesota Department of Education.

**Note.** Race/ethnicity, free or reduced-price meals, and LEP status were not reported for all students (many charter schools have missing data or could not report on the data due to small numbers of students in the category).

<sup>a</sup> MCA-II scores are categorized as “does not meet the standards,” “partially meets the standards,” “meets the standards,” and “exceeds the standards.” Proficiency is defined as meeting or exceeding the standards.

<sup>b</sup> Fewer than 10 students in the group.

## Saint Paul

Figure 4 shows the reading proficiency results for SPPS, charter schools, and all schools in Saint Paul in spring 2012. Overall, the 3<sup>rd</sup> grade reading proficiency rate was the same in Saint Paul as in Minneapolis (63%), with little difference in rates between the district and charter schools. Differences in reading proficiency by race/ethnicity and income level were quite similar to Minneapolis with the gaps being slightly smaller in Saint Paul. About half of LEP students were proficient in reading. The number of students in each of the demographic categories is reported in Figure A2 in the Appendix.

### 4. 3rd grade MCA reading achievement tests: 2012 Saint Paul

	Percent proficient <sup>a</sup>		
	Saint Paul Public Schools (n=2,826)	Charter schools in Saint Paul (n=549)	All schools in Saint Paul (n=3,375)
All students	63%	62%	63%
Race/ethnicity			
American Indian	48%	Too few to report <sup>b</sup>	48%
Asian	54%	41%	52%
Hispanic	60%	47%	58%
Black	53%	61%	54%
White	85%	93%	86%
Eligibility for free or reduced-price meals			
Eligible	53%	54%	53%
Not eligible	88%	93%	89%
Limited English proficiency	53%	42%	51%

**Source:** Minnesota Department of Education.

**Note.** Race/ethnicity, free or reduced-price meals, and LEP status were not reported for all students (many charter schools have missing data or could not report on the data due to small numbers of students in the category).

<sup>a</sup> MCA-II scores are categorized as “does not meet the standards,” “partially meets the standards,” “meets the standards,” and “exceeds the standards.” Proficiency is defined as meeting or exceeding the standards.

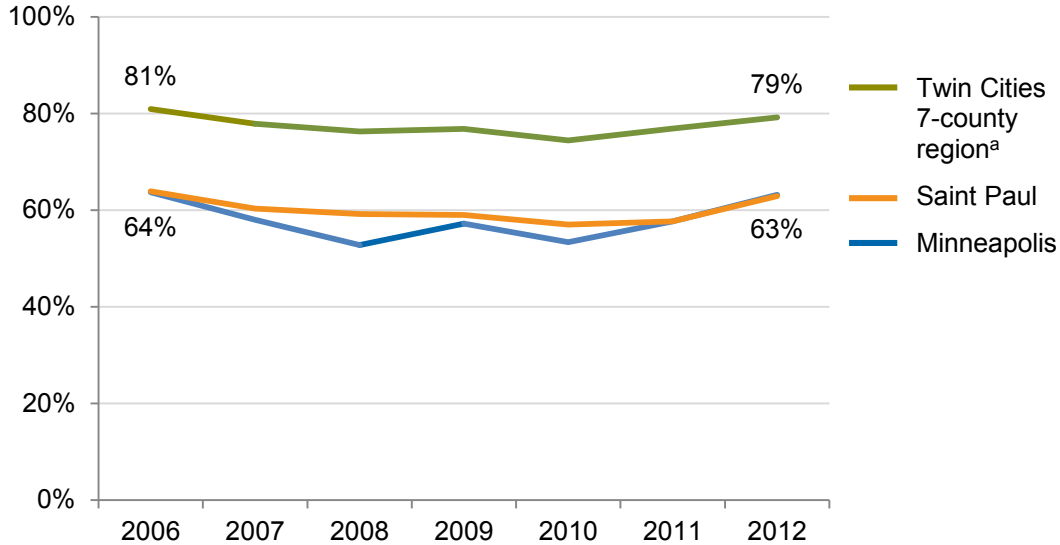
<sup>b</sup> Fewer than 10 students in the group.

## Six-year trend for third grade reading

Figure 5 indicates the percentage of 3<sup>rd</sup>-grade students proficient in reading in Saint Paul and Minneapolis schools from 2006 to 2012. Proficiency rates changed somewhat during the period in each city but were about the same in 2012 as they were in 2006.

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### 5. Trend in MCA reading for third-grade students in Minneapolis and Saint Paul



**Source:** Minnesota Compass, based on Minnesota Department of Education data.

**Note:** On this graph, "Minneapolis" represents all public schools (including charters) located in the city of Minneapolis, not just the Minneapolis Public School district. Similarly, "Saint Paul" represents all public schools (including charters) located in the city of Saint Paul.

<sup>a</sup> Includes Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington counties.

# Goal 3: Every child meets key benchmarks for 8<sup>th</sup> grade math success

This section presents information on eighth-grade student math achievement. The results are based on the Minnesota Comprehensive Assessments (MCA-II or MCA-III) administered to students each spring. Percentages of students who are proficient, defined as meeting or exceeding the MCA standards, are reported. Results are presented for spring 2012 and six-year trend.

## Minneapolis

Figure 6 shows the percentages of 8th-grade students who are proficient in math for MPS, charter schools, and all schools in Minneapolis in spring 2012. The math results are based on the MCA-III, which was administered to 8<sup>th</sup> graders for the second year in 2012. Overall, 39 percent of the students were proficient in math with the overall percentages nearly the same for the MPS and charter school students. In MPS, there was a 50 percentage point difference between higher-income and lower-income students, based on eligibility for free- or reduced-price meals (72% and 22% were proficient, respectively). There was almost no difference in proficiency between these two groups in charter schools (39% and 40%, respectively). Differences among racial/ethnic groups tended to be smaller in charter schools than in MPS, with a much higher percentage of whites and lower percentages of blacks and Hispanics scoring proficient in MPS. A higher proportion of LEP students were proficient in math in charter schools than in MPS. It should be noted that charter schools' data for student demographics are sometimes missing or could not be reported due to the small number of students with certain demographic characteristics. The number of students in each of the demographic categories is reported in Figure A3 in the Appendix.

6. 8th grade MCA mathematics achievement tests: 2012 Minneapolis

	Percent proficient <sup>a</sup>		
	Minneapolis Public Schools (N=1,916)	Charter schools in Minneapolis (N=576)	All schools in Minneapolis (N=2,492)
All students	39%	40%	39%
Race/ethnicity			
American Indian	17%	Too few to report <sup>b</sup>	17%
Asian	54%	58%	55%
Hispanic	23%	48%	27%
Black	18%	33%	22%
White	68%	36%	61%
Eligibility for free or reduced-price meals			
Eligible	22%	40%	27%
Not eligible	72%	39%	66%
Limited English proficiency	15%	47%	25%

**Source:** Minnesota Department of Education.

**Note.** Race/ethnicity, free or reduced-price meals, and LEP status were not reported for all students (many charter schools have missing data or could not report on the data due to small numbers of students in the category).

<sup>a</sup> MCA-III scores are categorized as “does not meet the standards,” “partially meets the standards,” “meets the standards,” and “exceeds the standards.” Proficiency is defined as meeting or exceeding the standards.

<sup>b</sup> Fewer than 10 students in the group.

## Saint Paul

Eighth-grade MCA-III math results for SPPS, charter schools, and all schools in Saint Paul in spring 2012 are shown in Figure 7. Overall, 41 percent of the 8<sup>th</sup>-graders were proficient in math in Saint Paul, with a higher percentage of charter school students scoring proficient (54%) than SPPS students (37%). There were large differences in proficiency by race/ethnicity with white students being most likely to score proficient and American Indian and black students being least likely to do so. Higher-income students were more than twice as likely to score proficient compared to lower-income students. About one-quarter of LEP students were proficient in math. Again, charter schools’ data for student demographics are sometimes missing or could not be reported due to the small number of students with certain demographic characteristics. The number of students in each of the demographic categories is reported in Figure A4 in the Appendix.

7. 8th grade MCA mathematics achievement tests: 2012 Saint Paul

	Percent proficient <sup>a</sup>		
	Saint Paul Public Schools (N=2,219)	Charter schools in Saint Paul (N=633)	All schools in Saint Paul (N=2,852)
All students	37%	54%	41%
Race/ethnicity			
American Indian	16%	Too few to report <sup>b</sup>	16%
Asian	39%	49%	41%
Hispanic	27%	Too few to report <sup>c</sup>	29%
Black	19%	35%	21%
White	64%	76%	68%
Eligibility for free or reduced-price meals			
Eligible	27%	41%	30%
Not eligible	66%	74%	68%
Limited English proficiency	24%	27%	24%

**Source:** Minnesota Department of Education.

**Note.** Race/ethnicity, free or reduced-price meals, and LEP status were not reported for all students (many charter schools have missing data or could not report on the data due to small numbers of students in the category).

<sup>a</sup> MCA-III scores are categorized as “does not meet the standards,” “partially meets the standards,” “meets the standards,” and “exceeds the standards.” Proficiency is defined as meeting or exceeding the standards.

<sup>b</sup> Fewer than 10 students in the group.

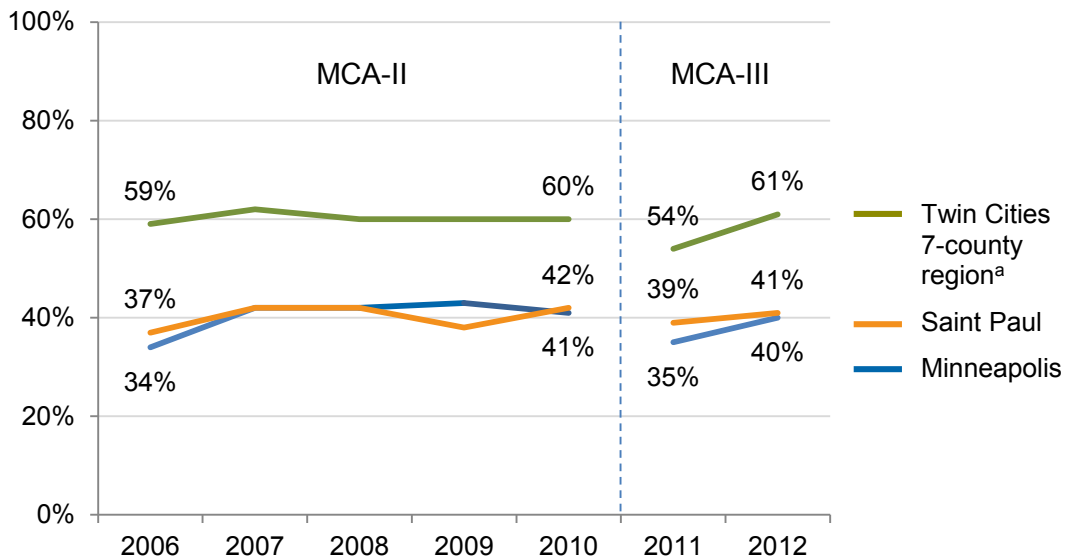
<sup>c</sup> More students with suppressed data than reported data.



## Six-year trend for eighth grade math

Figure 8 indicates the percent of 8th-grade students proficient in math in Saint Paul and Minneapolis schools from 2006 to 2012. Students took MCA-II in 2006 through 2010 and MCA-III in 2011 and 2012. The two tests are aligned with different standards, and therefore, results from the two tests are not directly comparable.

### 8. Trend in MCA mathematics for eighth-grade students in Minneapolis and Saint Paul



**Source:** Minnesota Compass, based on Minnesota Department of Education data.

**Note:** Through 2010, 8th-grade students took the mathematics MCA-II (an assessment aligned with the 2003 Minnesota Academic standards). Since 2011, 8th grade students have taken the mathematics MCA-III (an assessment aligned with the 2007 Minnesota Academic standards). Because mathematics MCA-II and MCA-III test specifications are different, readers are strongly cautioned against comparing data or drawing conclusions about mathematics achievement between the two tests.

<sup>a</sup> Includes Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington counties.

# Goal 4: Every child graduates from high school

On-time high school graduation results are based on students who graduate from high school within four years of entering ninth grade. Students who continue high school in the fall following their expected graduation date or receive General Educational Development (GED) certificates are not considered as graduated on time. Students who transferred out of the school district are not included.

## Minneapolis

Overall, the on-time graduation rate was 47 percent in MPS in 2011 (Figure 9). Among racial/ethnic groups, white (67%) and Asian (62%) students had higher graduation rates than black (36%), Hispanic (34%), and American Indian (22%) students. Thirty-eight percent of LEP and lower-income students graduated on time.

9. Four-year high school graduation rate: 2011 Minneapolis Public Schools

Minneapolis Public Schools	Graduate <sup>a</sup>	Dropout <sup>b</sup>	Continuing <sup>c</sup>	Unknown <sup>d</sup>	Total number
All students	47%	11%	33%	9%	2,716
Race/ethnicity					
American Indian	22%	24%	48%	6%	124
Asian	62%	6%	24%	8%	290
Hispanic	34%	22%	32%	12%	375
Black	36%	13%	40%	11%	1,151
White	67%	4%	23%	5%	776
Eligibility for free/reduced price meals					
Eligible	38%	14%	40%	8%	1,584
Not eligible	59%	7%	23%	11%	1,132
Limited English proficiency	38%	17%	33%	12%	622

**Source:** Minnesota Department of Education.

<sup>a</sup> The graduation rate is a four-year, on-time graduation rate based on a cohort of first time ninth grade students plus transfers into the cohort within the four-year period minus transfers out of the cohort within the four-year period.

<sup>b</sup> A student is classified as a dropout if she/he chooses to leave school without completing all the high school graduation requirements.

<sup>c</sup> A continuing student is a student who does not meet the Minnesota graduation requirements within four years of enrolling in grade 9 and elects to stay in school to complete the remaining high school graduation requirements.

<sup>d</sup> Unknown students are those who enrolled in grade 9 in the same academic year as their cohort, subsequently leave school without graduating, and no information is available regarding their enrollment in another school or completion of high school graduation requirements.

## Saint Paul

Overall, the on-time graduation rate was 64 percent in SPPS in 2011. As in Minneapolis, white and Asian students were more likely to graduate on time, with rates of 73 percent and 70 percent, respectively. Lower proportions of Hispanic (57%), black (52%), and American Indian (47%) students graduated in four years. Sixty-six percent of LEP students and 59 percent of lower-income students graduated on time (Figure 10).

### 10. Four-year high school graduation rate: 2011 Saint Paul Public Schools

Saint Paul Public Schools	Graduate <sup>a</sup>	Dropout <sup>b</sup>	Continuing <sup>c</sup>	Unknown <sup>d</sup>	Total number
All students	64%	6%	23%	7%	3,099
Race/ethnicity					
American Indian	47%	20%	22%	11%	45
Asian	70%	5%	20%	5%	1,149
Hispanic	57%	9%	23%	11%	350
Black	52%	7%	32%	8%	897
White	73%	4%	17%	6%	658
Eligibility for free/reduced price meals					
Eligible	59%	7%	27%	7%	2,297
Not eligible	77%	4%	12%	7%	802
Limited English proficiency	66%	6%	22%	7%	1,452

**Source:** Minnesota Department of Education.

<sup>a</sup> The graduation rate is a four-year, on-time graduation rate based on a cohort of first time ninth grade students plus transfers into the cohort within the four-year period minus transfers out of the cohort within the four-year period.

<sup>b</sup> A student is classified as a dropout if she/he chooses to leave school without completing all the high school graduation requirements.

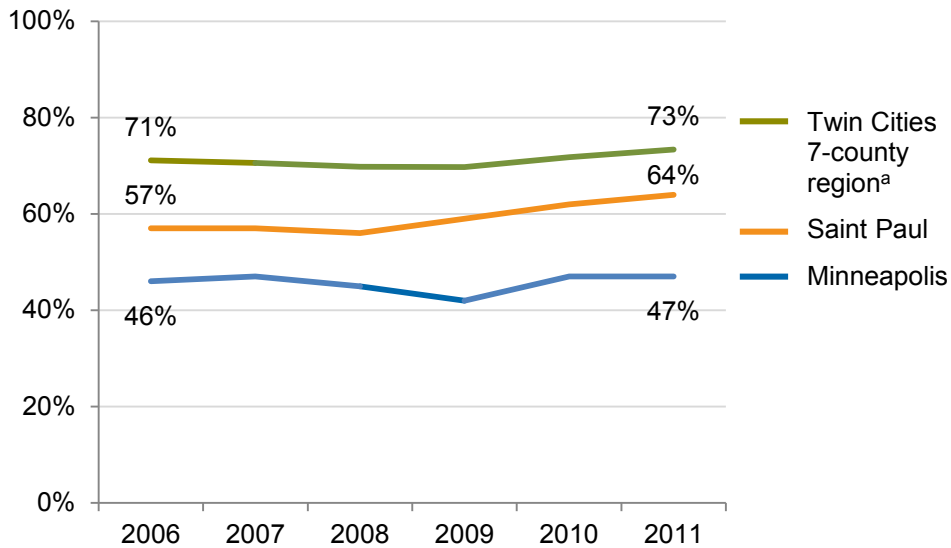
<sup>c</sup> A continuing student is a student who does not meet the Minnesota graduation requirements within four years of enrolling in grade 9 and elects to stay in school to complete the remaining high school graduation requirements.

<sup>d</sup> Unknown students are those who enrolled in grade 9 in the same academic year as their cohort, subsequently leave school without graduating, and no information is available regarding their enrollment in another school or completion of high school graduation requirements.

## Five-year trend for on-time high school graduation

Figure 11 indicates the percentage of students graduating on time in the MPS and SPPS from 2006 to 2011. Results show that fewer than half of the MPS students graduated on time, with the rates ranging from 42 to 47 percent of the students graduating on-time during the period. For SPPS, the rates ranged from 56 to 64 percent, with the highest rate of students graduating on time in 2011.

11. Trend in on-time high school graduation in Minneapolis and Saint Paul



**Source:** *Minnesota Compass.*

**Note:** *Minneapolis and Saint Paul only includes the Minneapolis Public Schools and Saint Paul Public Schools, respectively.*

<sup>a</sup> *Includes Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington counties.*

# Goal 5: Every child completes postsecondary education

This section provides data on educational attainment for *25-34 year-old residents of Minneapolis and Saint Paul*. This, of course, includes residents who attended Minneapolis or Saint Paul schools and those who didn't. Data are reported based on the most recent, five-year American Community Survey sample data, which represent the characteristics of the population over the 2006-2010 data collection period. The education attainment levels are reported based on estimated percentages (with margins of error). Because of the relatively small sample sizes and fairly large margins of error, we report data only for the percentage of residents with a bachelor's degree or higher, rather than more detailed educational attainment categories.

## Minneapolis

Overall, 51 percent of 25-34 year-olds in Minneapolis have a bachelor's degree or higher. Asian (other than Southeast Asian) and white 25-34 year-olds have higher levels of education compared to other racial/ethnic groups – 74 percent of Asians (other than Southeast Asian) and 65 percent of whites have a bachelor's degree or higher, although caution is needed given the large margins of error for the Asian groups (Figure 12). In comparison, 14 percent of blacks born in the U.S., 18 percent of blacks born outside the U.S., and 17 percent of Hispanics have a bachelor's degree or higher. Forty-three percent of Southeast Asians, however, have a bachelor's degree or higher.

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### 12. Education attainment for adults age 25-34: Minneapolis

Minneapolis	Percent with a bachelor's degree or higher	Total N
All	51.2% (+/-1.8%)	77,786
Race/ethnicity		
American Indian	Too few to report	-
Asian (Southeast)	43.0% (+/-18.4%)	1,842
Asian (other)	74.2% (+/-10.3%)	3,389
Black, foreign-born	18.4% (+/-7.1%)	4,367
Black, U.S. born	13.7% (+/-5.2%)	6,112
White, not Hispanic	65.2% (+/-2.2%)	50,190

**Source:** *Integrated Public Use Microdata Series (IPUMS-USA) database - University of Minnesota, 2010. Data were collected from 2006-2010.*

12. Education attainment for adults age 25-34: Minneapolis (continued)

<b>Minneapolis</b>	<b>Percent with a bachelor's degree or higher</b>	<b>Total N</b>
Race/ethnicity continued		
Two or more races	26.8% (+/-9.5%)	2,392
Other races	25.7% (+/-10.1%)	2,753
Hispanic	16.9% (+/-4.6%)	8,529

**Source:** Integrated Public Use Microdata Series (IPUMS-USA) database - University of Minnesota, 2010. Data were collected from 2006-2010.

## Saint Paul

### *Ages 25 to 34*

Overall, 42 percent of Saint Paul 25-34 year-olds have a bachelor's degree or higher. Fifty-eight percent of white and 53 percent of Asian (other than Southeast Asian) 25-34 year-olds in Saint Paul have a bachelor's degree or higher. Much smaller proportions of blacks born in the U.S (12%), blacks born outside the U.S (14%), Southeast Asians (14%), and Hispanics (18%) in this age group have a bachelor's degree or higher (Figure 13).

13. Education attainment for adults age 25-34: Saint Paul

<b>Saint Paul</b>	<b>Percent with a bachelor's degree or higher</b>	<b>Total N</b>
All	41.6% (+/-2.6%)	46,533
Race/ethnicity		
American Indian	Too few to report	-
Asian (Southeast)	13.9% (+/-6.2%)	4,496
Asian (other)	52.9% (+/-12.5%)	2,006
Black, foreign-born	13.9% (+/-8.3%)	2,749
Black, U.S. born	11.7% (+/-5.8%)	3,851
White, not Hispanic	57.8% (+/-3.3%)	26,929
Two or more races	28.2% (+/-12.4%)	1,564
Other races	20.4% (+/-11.8%)	1,422
Hispanic	18.0% (+/-5.8%)	5,143

**Source:** Integrated Public Use Microdata Series (IPUMS-USA) database - University of Minnesota, 2010. Data were collected from 2006-2010.

# Appendix

## Third-grade reading

### A1. 3rd grade MCA reading achievement tests: 2012 Minneapolis

	Minneapolis Public Schools		Percent proficient <sup>a</sup> Charter Schools in Minneapolis		All schools in Minneapolis	
	%	N	%	N	%	N
All students	64%	2,604	60%	853	63%	3,457
Race/ethnicity						
American Indian	45%	142	Too few to report <sup>b</sup>		45%	142
Asian	56%	176	64%	134	59%	310
Hispanic	48%	492	55%	86	49%	578
Black	47%	814	53%	428	49%	1,242
White	91%	975	83%	99	90%	1,074
Eligibility for free or reduced-price meals						
Eligible	47%	1,647	56%	652	50%	2,299
Not eligible	93%	952	78%	111	91%	1,063
Limited English proficiency	43%	697	54%	301	46%	998

**Source:** Minnesota Department of Education.

**Note.** Race/ethnicity, free or reduced-price meals, and LEP status were not reported for all students (many charter schools have missing data or could not report on the data due to small numbers of students in the category).

<sup>a</sup> MCA-II scores are categorized as “does not meet the standards,” “partially meets the standards,” “meets the standards,” and “exceeds the standards.” Proficiency is defined as meeting or exceeding the standards.

<sup>b</sup> Fewer than 10 students in the group.

A2. 3rd grade MCA reading achievement tests: 2012 Saint Paul

	Percent proficient <sup>a</sup>					
	Saint Paul Public Schools		Charter Schools in Saint Paul		All schools in Saint Paul	
	%	N	%	N	%	N
All students	63%	2,826	62%	549	63%	3,375
Race/ethnicity						
American Indian	48%	58	Too few to report <sup>b</sup>		48%	58
Asian	54%	739	41%	149	52%	888
Hispanic	60%	392	47%	74	58%	466
Black	53%	845	61%	146	54%	991
White	85%	792	93%	102	86%	894
Eligibility for free or reduced-price meals						
Eligible	53%	1,993	54%	418	53%	2,411
Not eligible	88%	833	93%	95	89%	928
Limited English proficiency	53%	1,064	42%	220	51%	1,284

**Source:** Minnesota Department of Education.

**Note.** Race/ethnicity, free or reduced-price meals, and LEP status were not reported for all students (many charter schools have missing data or could not report on the data due to small numbers of students in the category).

<sup>a</sup> MCA-II scores are categorized as “does not meet the standards,” “partially meets the standards,” “meets the standards,” and “exceeds the standards.” Proficiency is defined as meeting or exceeding the standards.

<sup>b</sup> Fewer than 10 students in the group.



## Eighth-grade math

### A3. 8th grade MCA mathematics achievement tests: 2012 Minneapolis

	Minneapolis Public Schools		Percent proficient <sup>a</sup>		All schools in Minneapolis	
	%	N	Charter schools in Minneapolis	N	%	N
All students	39%	1,916	40%	576	39%	2,492
Race/ethnicity						
American Indian	17%	93	Too few to report <sup>b</sup>		17%	93
Asian	54%	167	58%	66	55%	233
Hispanic	23%	306	48%	52	27%	358
Black	18%	694	33%	225	22%	919
White	68%	655	36%	171	61%	826
Eligibility for free or reduced-price meals						
Eligible	22%	1,265	40%	430	27%	1,695
Not eligible	72%	650	39%	119	66%	769
Limited English proficiency	15%	386	47%	169	25%	555

**Source:** Minnesota Department of Education.

**Note.** Race/ethnicity, free or reduced-price meals, and LEP status were not reported for all students (many charter schools have missing data or could not report on the data due to small numbers of students in the category).

<sup>a</sup> MCA-III scores are categorized as “does not meet the standards,” “partially meets the standards,” “meets the standards,” and “exceeds the standards.” Proficiency is defined as meeting or exceeding the standards.

<sup>b</sup> Fewer than 10 students in the group.

A4. 8th grade MCA mathematics achievement tests: 2012 Saint Paul

	Percent proficient <sup>a</sup>					
	Saint Paul Public Schools		Charter schools in Saint Paul		All schools in Saint Paul	
	%	N	%	N	%	N
All students	37%	2,219	54%	633	41%	2,852
Race/ethnicity						
American Indian	16%	31	Too few to report <sup>b</sup>		16%	31
Asian	39%	766	49%	199	41%	965
Hispanic	27%	307	Too few to report <sup>c</sup>		29%	331
Black	19%	615	35%	87	21%	702
White	64%	500	76%	199	68%	699
Eligibility for free or reduced-price meals						
Eligible	27%	1,649	41%	362	30%	2,011
Not eligible	66%	570	74%	216	68%	786
Limited English proficiency	24%	808	27%	124	24%	932

**Source:** Minnesota Department of Education.

**Note.** Race/ethnicity, free or reduced-price meals, and LEP status were not reported for all students (many charter schools have missing data or could not report on the data due to small numbers of students in the category).

<sup>a</sup> MCA-III scores are categorized as “does not meet the standards,” “partially meets the standards,” “meets the standards,” and “exceeds the standards.” Proficiency is defined as meeting or exceeding the standards.

<sup>b</sup> Fewer than 10 students in the group.

<sup>c</sup> More students with suppressed data than reported data.