2012 COMMUNITY INDICATORS REPORT

oneMinneapolis

A vision for our city's success

The Minneapolis Foundation

Acknowledgements

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The authors would like to thank the community partners and data providers who assisted with this report:

Andi Egbert – Minnesota State Demographic Center
Katie DeBoer – Minneapolis Community Technical College
Commander Amelia Huffman – Minneapolis Police Department
Sergeant Stephen McCarty – Minneapolis Police Department
Gail O'Kane –Minneapolis Community and Technical College
Mary Pickart – Minneapolis Public Schools' Research, Evaluation and Assessment Department
Jill Stever-Zeitlin – Minneapolis Public Schools
Eric Vanden Berk – Minneapolis Public Schools' Research, Evaluation and Assessment Department

We also wish to thank Ramla Bile, Luz Maria Frias, Kate Sattler, and Jo-Anne Stately of The Minneapolis Foundation. The following staff from Wilder Research assisted with this document:

Jennifer Bohlke
Megan Chmielewski
Allison Churilla
Marilyn Conrad
Craig Helmstetter
April Lott
Paul Mattessich
Nam Nguyen
Kerry Walsh

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* = *Denotes new or significantly modified indicator or new content*

Introduction

In 2009, The Minneapolis Foundation unveiled a new strategic plan that focuses community philanthropy activities on Transforming Education, Promoting Economic Vitality, and Building Social Capital in an effort to advance social, economic, and racial equity. The strategic plan states:

> The Minneapolis Foundation serves as a leader, partner, and grantmaker to help create positive change in the community, ensuring everyone has the power to build a positive future for themselves, their families, and their communities. We will invest our resources strategically towards specific key results in order to achieve social, economic, and racial equity.

As part of the evaluation of the strategic plan, The Minneapolis Foundation partnered with Wilder Research in 2010 to select community-level indicators that align with the Foundation's new strategic plan and reflect the community's educational, economic, and social environment. The community indicators sketch a portrait of the Minneapolis landscape, in which The Minneapolis Foundation operates as a leader, partner, and grantmaker.

When Wilder issued initial data on these indicators, the Foundation recognized the importance of the information for the broader community. In 2011, the Foundation turned what had originally been envisioned as an internal report with a relatively limited audience into a public report, summarized in an easy-to-read dashboard and its own web domain (www.oneminneapolis.org). That initial report received media attention and, more importantly, served as a catalyst for many important discussions about the future of Minneapolis.

This report is the first annual follow-up to the initial oneMinneapolis report and documents continuing changes in Minneapolis' social, educational, and economic environment. The report affirms The Minneapolis Foundation's commitment to going beyond simply raising awareness to continually monitoring progress, as one part of the Foundation's efforts to create positive change.

The Data Report

This report is the first annual update to the baseline oneMinneapolis report issued in 2011. This report is designed to be used by The Minneapolis Foundation staff as well as board members, community leaders, and policy makers to learn more about the areas of education, economic vitality, and social capital in the city of Minneapolis. This report focuses on the most current data for the chosen indicators, with special attention to any notable changes in data reported in the initial report. We hope this report will be used to inform conversations, strategies, and policies aimed at addressing some of the challenges, opportunities, and inequities facing Minneapolis and its residents.

The report begins with a snapshot of key demographic data about the city, followed by a Dashboard of the 25 indicators selected by The Minneapolis Foundation. For each indicator, the Dashboard presents the most current data point and a racial equity comparison, when available. Indicators and demographics are also made available by race in the Groups-at-a-glance sections.

Each of the 25 community indicators is then described in a two-page spread which includes details about the indicator, why the indicator is important, the most recent data point, trend data, equity measures, key observations about the data, and technical notes to assist with interpretation. When possible, changes over time—especially narrowing or widening gaps—are highlighted.

To track how the city of Minneapolis is changing, The Minneapolis Foundation intends to update this report on an on-going basis.

What's New in this Report

In an effort to expand the usefulness of oneMinneapolis, the following additions have been made:

- Expanded demographics for the city of Minneapolis
- Easy to use Groups at-a-glance for the following communities
    - American Indian
    - Asian
    - Black
    - Hispanic
    - White
- 5th grade math scores
- Racial breakdowns for youth arrests
- Survey of elected officials for race and gender
- Navigation tools to help users get the most out of the document including:
    - Overall rates and racial gap calculated and highlighted for each indicator
    - Data key in the upper-right hand corner of each indicator

Understanding the Report

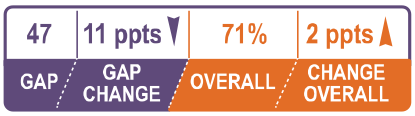
About the Indicators

The indicators highlighted in this document were chosen by The Minneapolis Foundation, in consultation with Wilder Research, as those that best reflect the focus areas important to the Foundation's strategic plan. Indicators were identified and screened based on standard criteria employed across numerous community indicator projects, including Minnesota Compass. The criteria include: validity, reliability, adequate sample size, availability for subgroup analysis, outcome-orientation (versus orientation to inputs, such as funding), and ease of communication and understanding. Furthermore, wherever possible we relied on indicators used by partners of The Minneapolis Foundation, such as the Minneapolis Public Schools or Results Minneapolis.

Notes on Comparing the Data

We used the most recent data for each indicator. The data year varies across indicators due to the varying release schedules of the data providers. However, within each indicator, all data points reflect the same time frame for comparability, and the data year is noted.

We added a mini-dashboard for each indicator to make it easy to identify the average and gap, and to help compare the current data with previous data. In some cases, the mini-dashboard will say no change or show two dashes (--) if the indicator and/or data is new or otherwise not applicable. Below is a sample mini-dashboard:



When comparing the current data to the previous data, it is important to consider the margin of error for that particular indicator. Four of the indicators come from the U.S. Census Bureau's American Community Survey (ACS) 3-year estimates, which pool data to provide a large enough sample to allow for disaggregation by subgroups such as race/ethnicity, gender, and nativity (U.S. born or foreign born). This year's report compares data from the 2006-08 ACS to the more recent 2008-10 ACS. The two data sets share one year in common (2008) and the estimates from these data sets have a fairly large margin of error for certain smaller sub-groups (e.g., American Indians, foreign born Blacks). Because of these factors, the apparent changes between data reported in the two oneMinneapolis documents are not statistically significant for the indicators that rely on the ACS. These include children living in poverty, families living in poverty, working-age adults who are employed, and working Minneapolis residents who are self-employed.

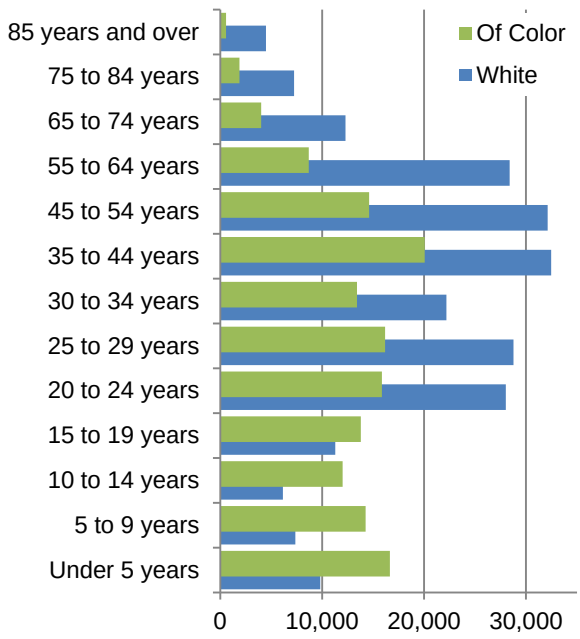
Notes and sources for each indicator are provided in the footnotes for the indicators. Error margins (confidence intervals) are not presented in the document, but exist for all data points that arise from American Community Survey data. Please contact Wilder Research for additional information.

Minneapolis at-a-glance

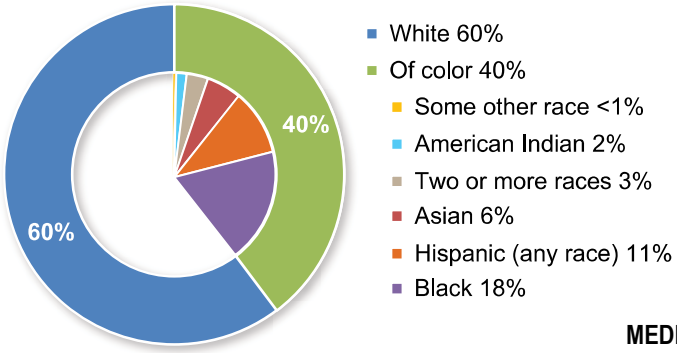
Who are we? These demographics provide a context for examining the 25 community indicators and what they mean for our efforts to realize a vision of community success.

DEMOGRAPHICS	2000	2010
Total population	382,618	382,578
Median age	31	32
Median household income ($2010)	$48,100	$46,200
Number of households	162,352	163,540
Owner-occupied housing units	51%	49%
Renter-occupied housing units	49%	51%
Households with individuals younger than 18	40,579	38,481
Households with individuals 65 +	24,743	23,036

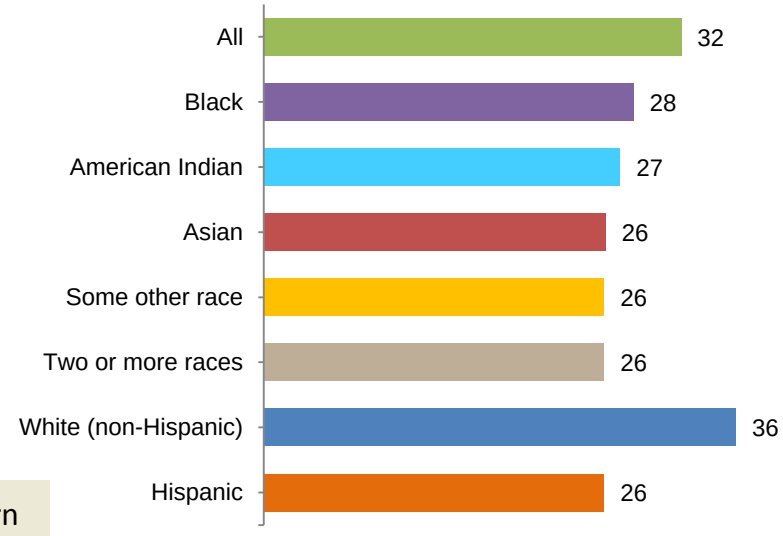
POPULATION BY AGE
Minneapolis, 2010



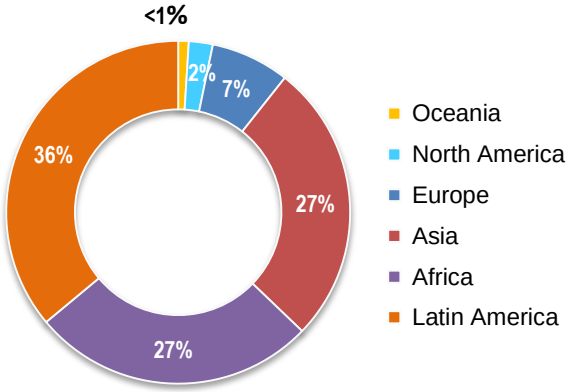
POPULATION BY RACE
Minneapolis, 2010



MEDIAN AGE BY RACE
Minneapolis, 2010



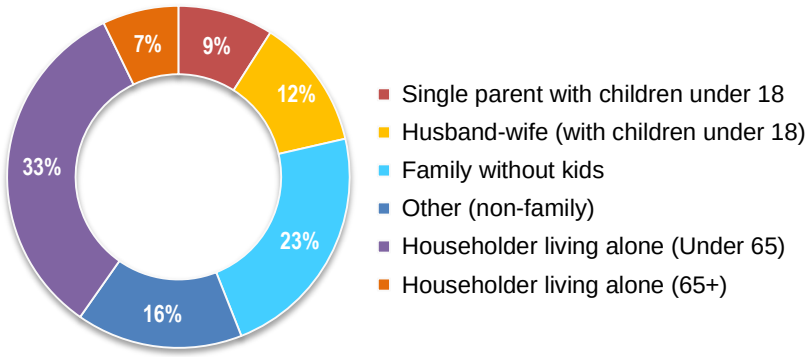
FOREIGN BORN, BY REGION OF BIRTH
Minneapolis, 2008-10



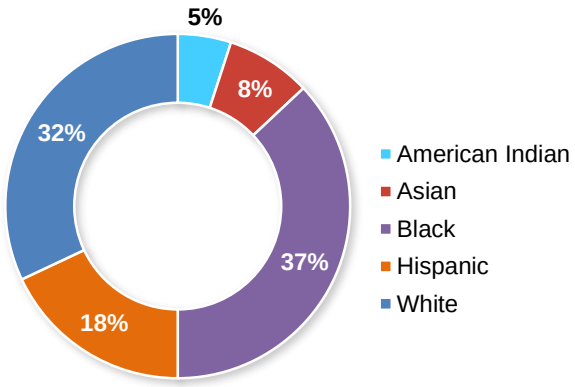
15% of Minneapolis residents are foreign born

Minneapolis at-a-glance continued

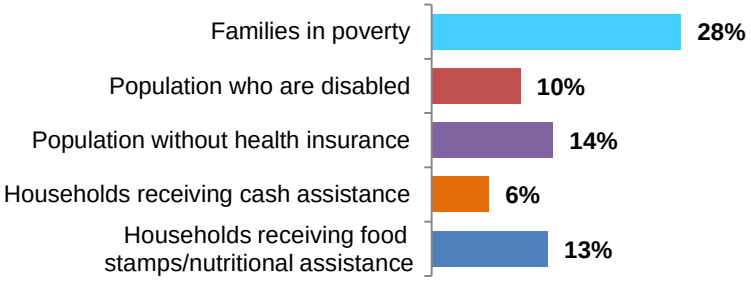
HOUSEHOLD TYPE[1]
Minneapolis, 2010



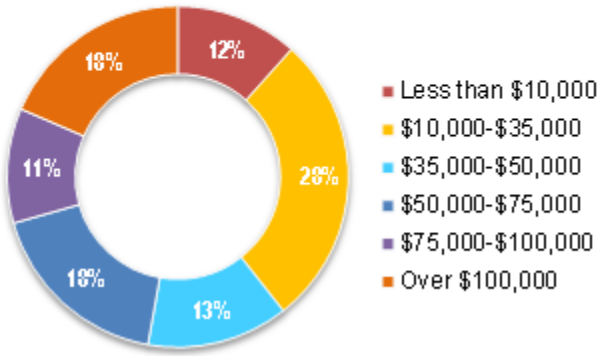
SCHOOL ENROLLMENT BY RACE
Minneapolis Public Schools, 2010



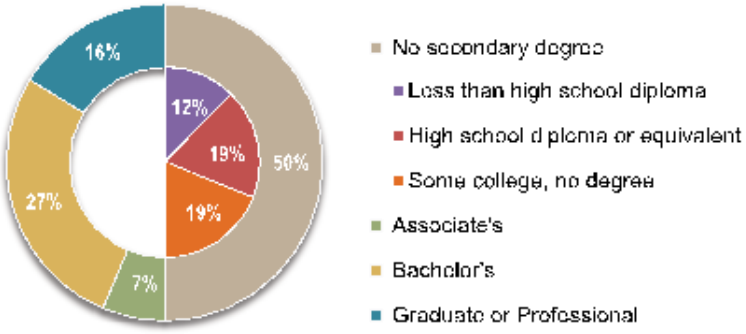
OTHER CHARACTERISTICS
Minneapolis, 2008-10



HOUSEHOLD INCOME
Minneapolis, 2008-10



EDUCATIONAL ATTAINMENT (Adults 25+)
Minneapolis, 2008-10



A 2010 Georgetown University study found that by 2018, 68% of jobs in the MN economy will require a post-secondary degree.

[1] The Census Bureau does not provide categories for same-sex or domestic partnerships.

oneMinneapolis
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OUR ABILITY TO COMPETE AS A 21ST CENTURY CITY and an economic engine for the state depends on everyone fully participating in our workforce and benefiting from our shared quality of life. Yet Minneapolis faces costly racial disparities in education, jobs, housing, political representation, and other critical areas, according to data The Minneapolis Foundation commissioned from Wilder Research.

In this second annual *OneMinneapolis* report, we're sharing that data to help our community better understand, track, and improve the quality of life for everyone in our community. In the full report, nearly all of the 25 indicators identified in this dashboard are disaggregated by race and ethnicity and in many cases by gender, home language, and nativity. We want to ensure everyone's doing well, rather than relying on misleading averages.

At The Minneapolis Foundation, it's our privilege to join with others in strategic efforts to close these gaps and create a vibrant, inclusive community that's ready to compete. Learn more, download the full report, and read success stories at OneMinneapolis.org.

Let's create OneMinneapolis.

Key

Range: The range between the percentage of the racial or ethnic community faring least well to that of the community faring best on each indicator. (Whites fare best on all but one; there's great diversity among those most underserved.)

Gap: the span of the range in percentage points

Risk: the severity of the gap by size
(not a measure of the impact on an individual or our community)

Change: the change in the gap from previous data (the time frame of the previous data differs by indicator, see full report for time frame)

Overall: the percent for all students/children/residents on each indicator

- **racial disparity of 35-100 ppts**
- **disparity of 20-34 ppts**
- **disparity of 0-19 ppts**
- **no disparities**

Community Indicator	Range by Race/Ethnicity	Gap	Risk	Change in Gap	Overall
Education					
Kindergartners ready for school*	43 - 90%	47 ppts		Better	72%
3rd graders proficient in reading*	36 - 87%	51 ppts		Better	58%
Minneapolis Public Schools (MPS) students graduating on time	17 - 68%	51 ppts		Worse	47%
5th graders proficient in math (new indicator)	11- 61%	50 ppts		n/a	31%
MPS graduates who enroll directly in post-secondary education	31 - 77%	46 ppts		Worse	68%
MPS students who show strong attendance	32 - 73%	41 ppts		Better	59%
School-age students living in Minneapolis attending MPS	62 - 68%	6 ppts		Better	66%
8th grade MPS students who feel their teachers make them want to learn	53 - 71%	18 ppts		Same	66%
MPS students suspended once a year or more	2 - 15%	13 ppts		Same	8%
8th grade MPS students who feel safe at school	77 - 91%	14 ppts		Better	83%
MPS parents surveyed satisfied with their child's school	73 - 83%	10 ppts		Better	80%
Minneapolis Community and Technical College students who graduate or transfer on time	21 - 40%	19 ppts		Better	36%
Children & Youth					
Minneapolis children living in poverty*	14 - 55%	41 ppts		Same	32%
Youth connected to a caring adult in the community	64 - 77%	13 ppts		n/a	73%

Our City at a Glance

2012 Population by Race

White 60%

Of Color 40%

Breakdown of Communities of Color:

Black 18%

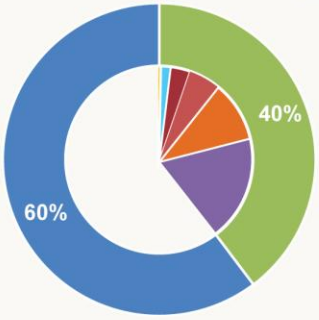
Hispanic (any race) 11%

Other race <1%

Asian 6%

Two or more races 3%

American Indian 2%



Total population	382,578
Residents under age 18	20.2%
Foreign-born	15.1%
Household income < $50,000	53%
Families living in poverty	28%
Secondary degree holders	50%
Households	163,540

Behind the Numbers

1. Children of color make up 93% of all children in poverty in Minneapolis today. More than half of all American Indian, Asian, and Black children living in Minneapolis live in poverty.

2. In the last five years, Asian and Latino children have seen the most improvement in kindergarten readiness where the proportion of children rated as "ready" increased by 20 percentage points for both groups.

3. Just one in ten Black or American Indian students meet or exceed 5th grade math standards. One in three Black or Latino students and one in six American Indian students graduate on-time.

4. Minneapolis is experiencing a major demographic change. There are more youth of color under the age of 20 than white. As the white population continues to age, residents of color will become the majority.

5. Jobs in Minneapolis are more likely to pay a family-supporting wage today than in years past, but many of those jobs are filled by commuters who live outside the city. Minneapolis jobs that are filled by Minneapolis residents tend to pay lower wages.

Community Indicator	Range by Race/Ethnicity	Gap	Risk	Change in Gap	Overall
Economic Vitality					
Minneapolis families living in poverty	14 - 65%	51 ppts	●	Same	28%
Minneapolis working-age adults (16-64) who are employed	39 - 78%	39 ppts	●	Same	72%
Low-income households who have affordable housing	10 - 23%	13 ppts	●	Same	21%
Jobs in Minneapolis that pay a family-supporting wage	n/a	n/a		n/a	58%
Working Minneapolis residents who are self-employed	n/a	n/a		n/a	9%
Justice & Equality					
Residents who feel unaccepted because of their race, ethnicity, or culture once a month or more	4-20%	16 ppts	●	Same	9%
Minneapolis' elected state senators and representatives who strongly support bills that advance equity	n/a	n/a		n/a	59%
Minneapolis youth arrested for serious crime (out of 1,000 youth)	5 - 67	62	●	n/a	27
Representative Leadership					
Elected officials representing Minneapolis who are people of color and/or women (number of seats)	n/a	n/a	●	n/a	27
Voter participation rate	n/a	n/a	●	n/a	8%

*Range and gap also available by subgroups (*e.g.*, Hmong, Somali) | n/a = Range and gaps unavailable or immeasurable

2012 Community Indicators – Examining Equity

Equity is a central theme of this report. Wherever possible, this report shows how various income and/or racial and ethnic groups fare in the city of Minneapolis. Across most indicators, a wide gap in opportunity or outcomes exists by race and income. In this section, "Points of Concern" are some of the greatest gaps in equity, which are the product of differing opportunities, resources, and treatment. The following section, "Points of Note" are places where equity is closer to being achieved or where outcomes do not follow historical patterns.

Points of Concern

In this second year of the report, educational equity continues to be a major point of concern. While indicators suggest that Minneapolis students have made some progress as a whole, we continue to see major gaps by race. White students routinely have a 40 to 50 percentage point advantage over the poorest performing group (usually Hispanic or American Indian students), from kindergarten readiness through graduation and college enrollment. Black students continue to have the highest suspension rates and are also the least likely to feel safe at school. These gaps have major implications in the lives of Minneapolis residents and on the economic competitiveness and security of the city. Some of the notable educational disparities for children in the Minneapolis Public Schools include:

- Fewer than six in ten American Indian boys are ready for kindergarten, compared with nine in ten white boys.
- Hispanic students struggle the most in 3rd grade reading proficiency—only one in three students can read at grade level.
- For students who are Black or American Indian, just one in ten meet or exceed 5th grade math standards.
- Only half of American Indian 8th graders feel that their teachers make them want to learn, the lowest rate among all race groups.
- Just one in three students who are Black or Hispanic graduate on-time and only one in six American Indian students graduate on-time. White students are roughly twice as likely as students of color to graduate on-time.

This year's report also finds continued equity concerns in areas beyond the K-12 education system, including:

- Child poverty: Children of color make up 93 percent of all children in poverty in Minneapolis today. More than half of all the American Indian, Asian, and Black children living in Minneapolis live in poverty.
- Juvenile crime: Black youth are arrested for serious crimes at more than twice the rate of youth overall; the arrests of Black males for serious crimes account for more than half of all juvenile serious-crime arrests made from 2009 through 2011.
- Post-secondary education: Across all race groups there is a share of students who graduate from high-school but do not enroll directly in post-secondary education. This share is largest for Hispanic and American Indian graduates, less than half of whom enroll in post-secondary education.
- Employment: The racial gap in workforce participation is nearly 40 points between the highest (white, 78%) and the lowest (American Indian, 39%). Said another way, in Minneapolis a white adult is twice as likely to be employed as an American Indian adult.

Points of Note

In addition to continued areas of concern, the following areas of improvement in equity are worth noting:

- In the last five years, Asian and Hispanic children have seen the most improvement in kindergarten readiness; the proportion of children rated as "ready" increased by 20 percentage points for both groups.
- Children living in Spanish-speaking homes saw the largest single-year gains in kindergarten readiness, with an increase of more than 9 percentage points (29% to 38%); because of this increase, the language gap in readiness has narrowed from 53 points in fall 2009 to 45 points in fall 2010.
- Overall, the proportion of 3rd graders meeting state proficiency standards in reading has improved. Also of note is that all gains in the overall share of proficient students are due to increases in the share of students of color who meet or exceed state standards. The share of Asian students proficient in reading increased by 14 percentage points in the last year alone.
- Hispanic students saw a 9 percentage point increase in high school graduation rates from last year and a 12 point increase since 2009.
- Hispanic students who are also English Language Learners (ELL) have seen consistent increases in the share of students who enroll directly into post-secondary education. From 2007 through 2010, the share nearly doubled from 28 percent to 53 percent.
- From 2006 through 2011 there has been a decline in the share of students suspended from Minneapolis Public Schools in nearly every racial group. Black students had the largest decline, 4.6 percentage points, or 938 fewer suspensions.
- Patterns of school choice of white families and families of color were more similar in 2011, narrowing the gap by 17 percentage points. In 2011, a greater share of Minneapolis' children of color were enrolled in non-Minneapolis Public School options (charter, private, or other public schools) and a greater share of Minneapolis' white children were enrolled in Minneapolis Public Schools, resulting in a smaller gap.

2012 Community Indicators - Overall

Education

- There has been progress overall in kindergarten readiness, high school graduation rates, and post-secondary enrollment from previous years. While there was a 3 percentage point increase in the share of Minneapolis Public School students who graduate from high school within the standard four years after 9th grade, still fewer than half of all students do so.
- Less than one-third of all 5th graders meet or exceed the math standards set forth by the state. That share drops to a startlingly low 17 percent for students of color. Income also makes a dramatic difference: 63 percent of higher-income 5th graders meet or exceed state standards, compared with only 14 percent of low-income 5th graders.
- Only about 6 in 10 students have strong school attendance (at least 95% of the time).

Children and Youth

- Over the last decade, the child poverty rate in Minneapolis increased from 25 to 32 percent, including an increase from 36 to 47 percent among children of color. Today, there are roughly 3,000 more children living in poverty in Minneapolis than there were 10 years ago.
- Since 2004, the share of Minneapolis Public School students who say they are connected to a caring adult has gone up from 67 percent to 73 percent.
- The rate of youth arrested for serious crimes declined from 2000 to 2008, but the rate has increased every year since then, from 20 arrests per 1,000 youth in 2008 to 27 arrests per 1,000 youth in 2011.

Economic Vitality

- One in four families in Minneapolis is living in poverty today, compared with fewer than one in five a decade ago.
- Over the past decade, the share of low-income households with affordable housing dropped by 20 percentage points from 42 percent in 2000 to 21 percent at the end of the decade. This leaves 50,000 of Minneapolis' low-income households without affordable housing.
- A smaller share of Minneapolis adults are employed than were in 1999. Since then, Minneapolis' proportion of adults working has decreased from 75 percent to 71 percent.
- Jobs in Minneapolis are more likely to pay a family-supporting wage today than in years past; however, many of those jobs are filled by commuters who live outside of the city. What's more, the Minneapolis jobs that are filled by Minneapolis residents tend to pay lower wages.
- Similar to the rest of the state, one in ten Minneapolis residents is self-employed for their primary work.

Justice and Equality

- According to the Organizing Apprenticeship Project's annual report card, fewer elected officials in Minneapolis strongly support bills that advance equity; this follows the trend statewide. The number of officials receiving an A for equity votes stayed the same as last year. This means the decline comes solely from those officials who voted for equity advancing bills less often and received only a B.
- Turnout for a special election this year was very low. For House District 61B, only 8 percent of possible voters turned out. In Senate District 61 the turnout was just 5 percent.

Representative Leadership

- More than two-thirds of Minneapolis' key elected officials responding to our survey are women and/or people of color.
- Women are more likely than people of color, regardless of gender, to be voted into office.

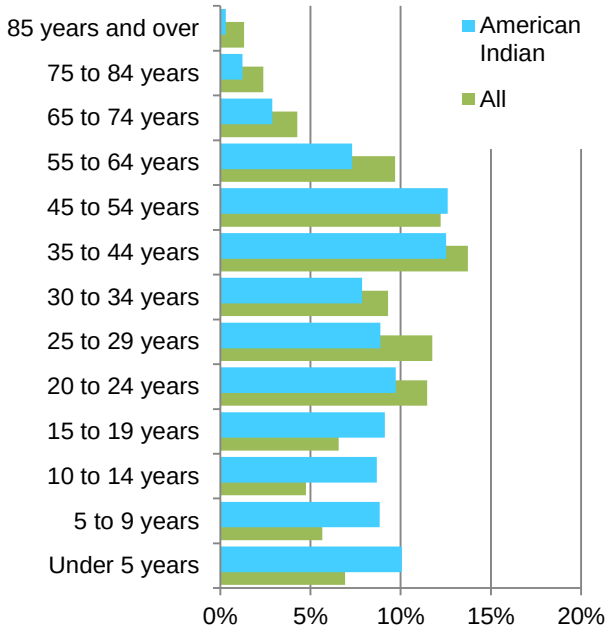
Groups at-a-glance

oneMinneapolis

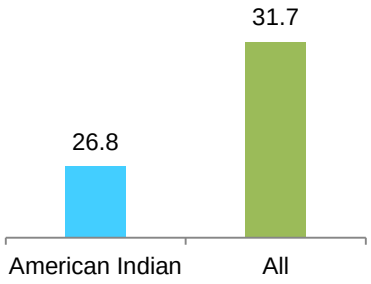
American Indian residents of Minneapolis

DEMOGRAPHICS	American Indian	All
Total population	7,601	382,578
Tribe (alone or in combination with other tribes)		
Chippewa/Ojibwa	4,363	
Sioux/Dakota	1,306	
Cherokee	499	

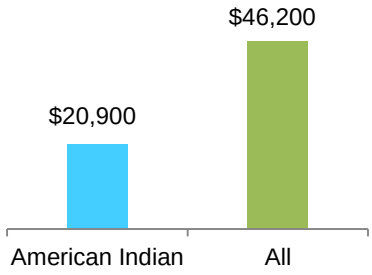
POPULATION BY AGE
Minneapolis, 2010



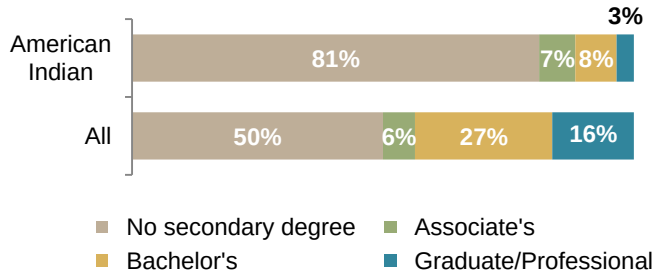
MEDIAN AGE BY RACE
Minneapolis, 2008-10



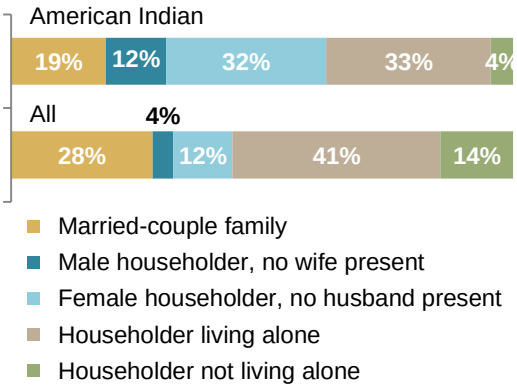
MEDIAN INCOME BY RACE
Minneapolis, 2008-10



EDUCATIONAL ATTAINMENT
Minneapolis, 2008-10

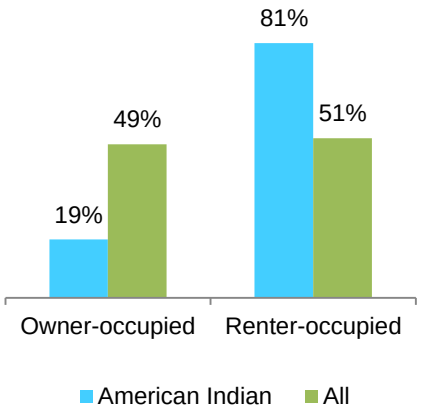


HOUSEHOLD TYPE
Minneapolis, 2008-10



Sources: U. S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

OWNER-RENTER OCCUPIED
Minneapolis, 2010



INDICATORS	American Indian	All
Kindergarteners ready for school		
By race/ethnicity	64%	72%
By race, gender		
Male	47%	70%
Female	80%	74%
3rd graders proficient in reading	43%	58%
5th graders proficient in math	11%	31%
Minneapolis Public School students graduating on-time	17%	47%
Minneapolis Public School graduates who enroll directly in post-secondary education	31%	68%
8th grade students who feel their teachers make them want to learn	53%	66%
Minneapolis Public School students suspended once a year or more		
Percent with at least one suspension	11%	8%
Mean suspensions	1.8	2.0
Minneapolis Public School students who show strong attendance	32%	59%
Minneapolis Public School families surveyed satisfied with their child's school	73%	80%
Low-income households who have affordable housing	12%	21%
Minneapolis children living in poverty	54%	32%
Minneapolis families living in poverty	65%	28%
Minneapolis working-age adults who are employed	39%	72%
Minneapolis Community and Technical College students who graduate or transfer on-time		
Combined	25%	36%
Graduation	6%	13%
Transfer	19%	23%
Minneapolis youth arrested for serious crime (per 1,000 youth)	39	27
8th grade Minneapolis Public School students who feel safe at school	81%	83%

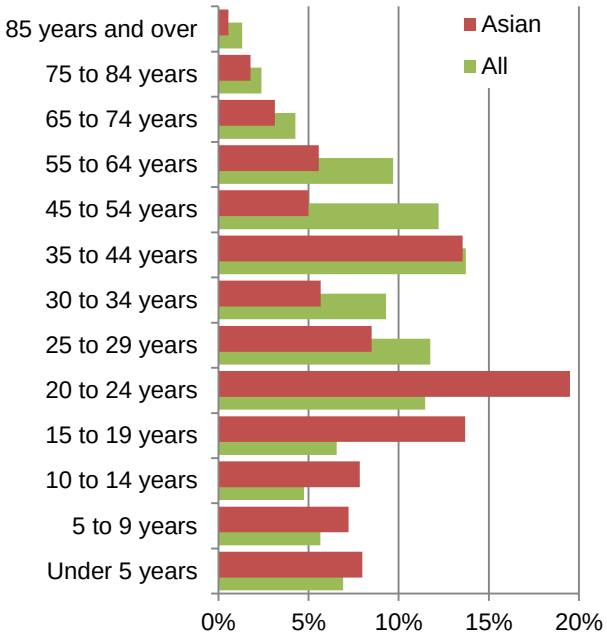
Groups at-a-glance

oneMinneapolis

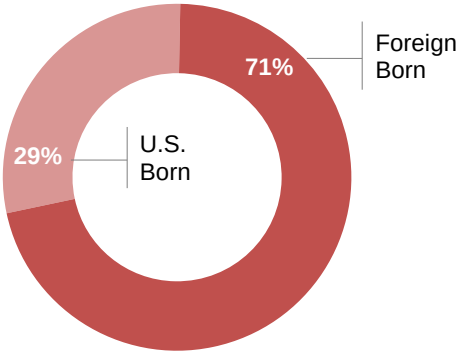
Asian residents of Minneapolis

DEMOGRAPHICS	Asian	All
Total population	18,443	382,578
U.S. Born	5,280	
Foreign Born	13,163	
By selected groups (may or may not be foreign born)		
Asian Indian	2,455	
Chinese, except Taiwanese	2,773	
Hmong	5,385	
Japanese	1,034	
Korean	1,660	
Laotian	1,418	
Thai	147	
Vietnamese	1,268	

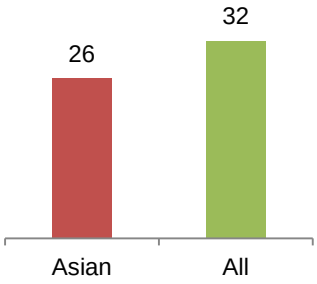
POPULATION BY AGE
Minneapolis, 2010



POPULATION U.S. AND FOREIGN BORN
Minneapolis, 2008-10

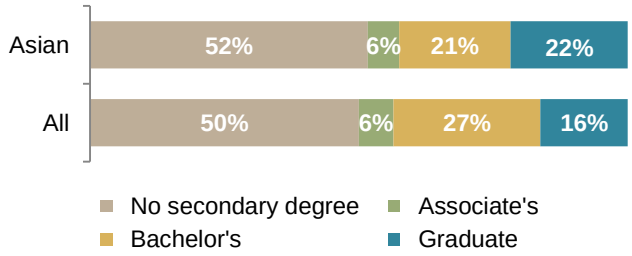


MEDIAN AGE BY RACE
Minneapolis, 2008-10

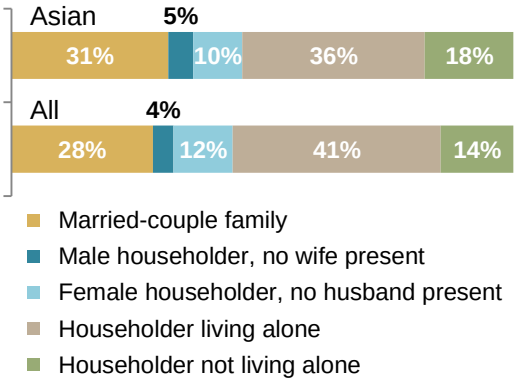


MEDIAN INCOME BY RACE
Minneapolis, 2008-10

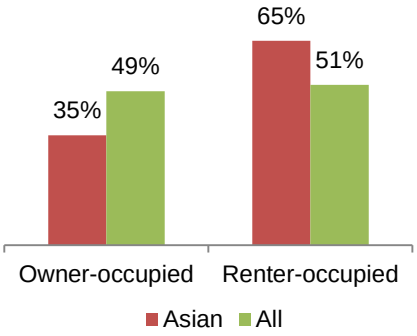
EDUCATIONAL ATTAINMENT
Minneapolis, 2008-10



HOUSEHOLD TYPE
Minneapolis, 2008-10



OWNER-RENTER OCCUPIED
Minneapolis, 2010



Sources: U. S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

INDICATORS	Asian	All
Kindergarteners ready for school		
By race/ethnicity	71%	72%
By language (Hmong)	57%	
By race, gender		
Male	70%	70%
Female	72%	74%
3rd graders proficient in reading	61%	58%
5th graders proficient in math	37%	31%
Minneapolis Public School students graduating on-time	64%	47%
Minneapolis Public School graduates who enroll directly in post-secondary education	75%	68%
8th grade students who feel their teachers make them want to learn	70%	66%
Minneapolis Public School students suspended once a year or more		
Percent with at least one suspension	3%	8%
Mean suspensions	1.5	2.0
Minneapolis Public School students who show strong attendance	73%	59%
Minneapolis Public School families surveyed satisfied with their child's school	83%	80%
Low-income households who have affordable housing	10%	21%
Minneapolis children living in poverty	50%	32%
Parent(s) U.S. born	39%	23%
Parent(s) foreign born	51%	48%
Minneapolis families living in poverty	34%	28%
Head of household U.S. born	15%	21%
Head of household foreign born	39%	42%
Minneapolis working-age adults who are employed	65%	72%
Minneapolis Community and Technical College students who graduate or transfer on-time		
Combined	32%	36%
Graduation	18%	13%
Transfer	14%	23%
Minneapolis youth arrested for serious crime (per 1,000 youth)	6	27
8th grade Minneapolis Public School students who feel safe at school	82%	83%

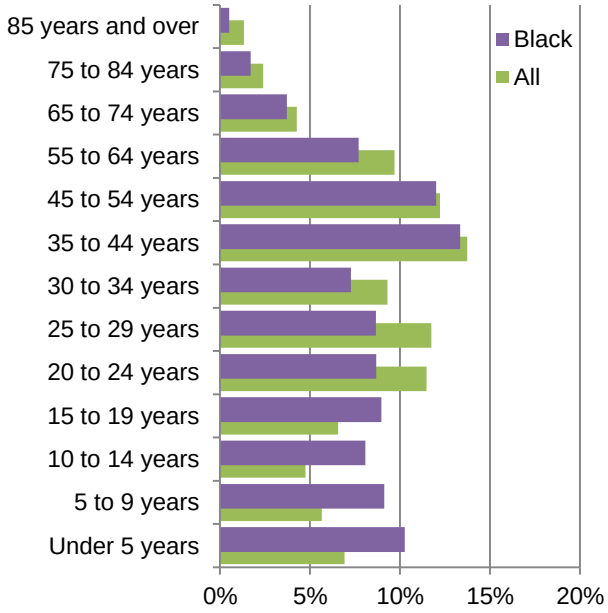
Groups at-a-glance

oneMinneapolis

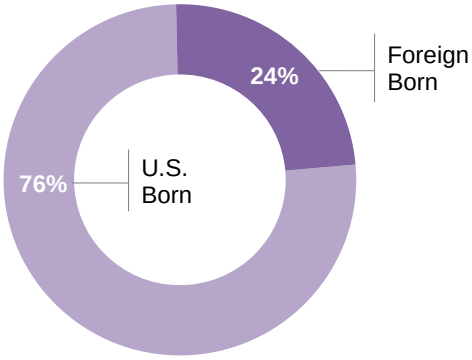
Black residents of Minneapolis

DEMOGRAPHICS	Black	All
Total population	71,098	382,578
U.S. Born	54,065	
Foreign Born	17,033	
Ancestry reported (may or may not be foreign born)		
Sub-Saharan Africa	27,958	
Ethiopian	3,373	
Somali	12,192	
Other sub-Saharan	12,393	

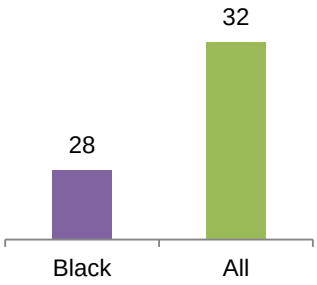
POPULATION BY AGE
Minneapolis, 2010



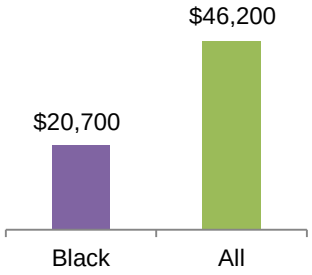
POPULATION U.S. AND FOREIGN BORN
Minneapolis, 2008-10



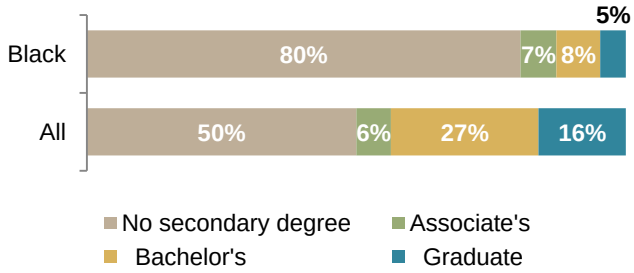
MEDIAN AGE BY RACE
Minneapolis, 2008-10



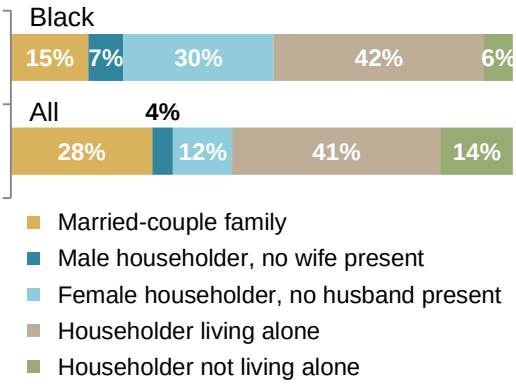
MEDIAN INCOME BY RACE
Minneapolis, 2008-10



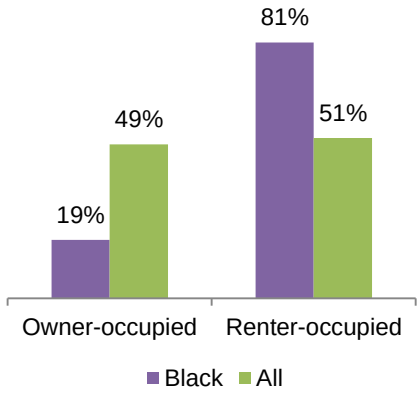
EDUCATIONAL ATTAINMENT
Minneapolis, 2008-10



HOUSEHOLD TYPE
Minneapolis, 2008-10



OWNER-RENTER OCCUPIED
Minneapolis, 2010



Sources: U. S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

INDICATORS	Black	All
Kindergarteners ready for school		
By race/ethnicity	69%	72%
By language (Somali)	71%	
By race, gender		
Male	65%	70%
Female	73%	74%
3rd graders proficient in reading	44%	58%
5th graders proficient in math	12%	31%
Minneapolis Public School students graduating on-time	38%	47%
Minneapolis Public School graduates who enroll directly in post-secondary education	65%	68%
8th grade students who feel their teachers make them want to learn	66%	66%
Minneapolis Public School students suspended once a year or more		
Percent with at least one suspension	15%	8%
Mean suspensions	2.1	2.0
Minneapolis Public School students who show strong attendance	47%	59%
Minneapolis Public School families surveyed satisfied with their child's school	74%	80%
Low-income households who have affordable housing	23%	21%
Minneapolis children living in poverty	55%	32%
Parent(s) U.S. born	46%	23%
Parent(s) foreign born	74%	48%
Minneapolis families living in poverty	49%	28%
Head of household U.S. born	42%	21%
Head of household foreign born	63%	42%
Minneapolis working-age adults who are employed	53%	72%
Minneapolis Community and Technical College students who graduate or transfer on-time		
Combined	34%	36%
Graduation	7%	13%
Transfer	26%	23%
Minneapolis youth arrested for serious crime (per 1,000 youth)	67	27
8th grade Minneapolis Public School students who feel safe at school	79%	83%

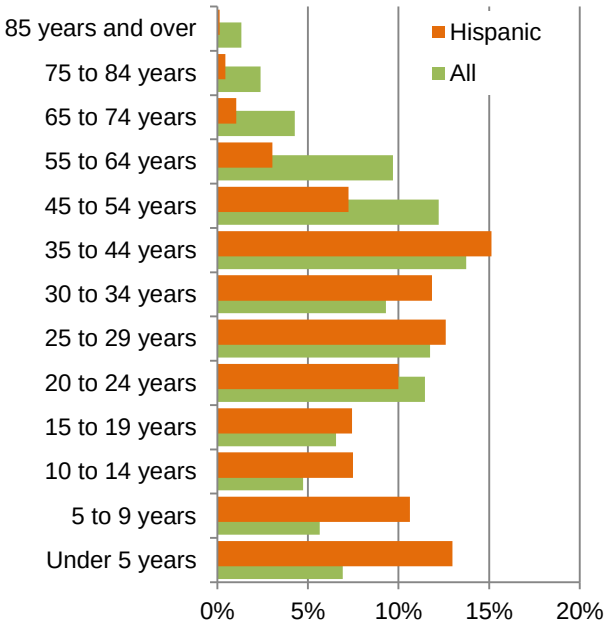
Groups at-a-glance

Hispanic residents of Minneapolis

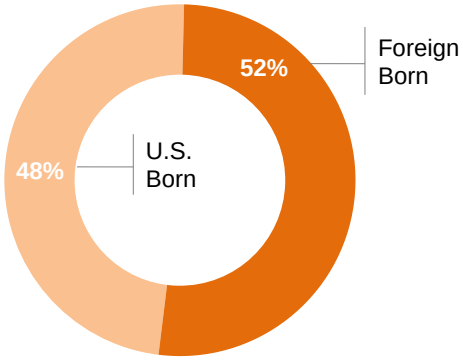
oneMinneapolis

DEMOGRAPHICS	Hispanic	All
Total population	40,073	382,578
U.S. Born	19,409	
Foreign Born	20,664	
Place of origin		
Mexico	25,450	
Puerto Rico	1,472	
Cuba	620	
Dominican Republic	194	
Central America	1,792	
South America	208	
Other Hispanic	515	

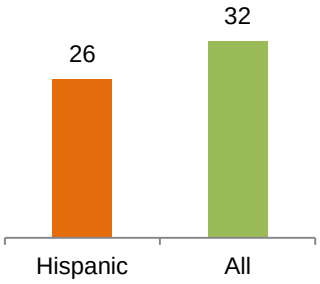
POPULATION BY AGE
Minneapolis, 2010



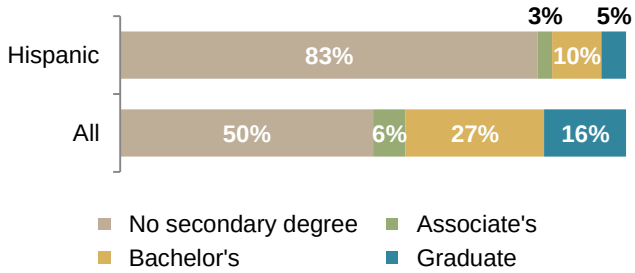
POPULATION U.S. AND FOREIGN BORN
Minneapolis, 2008-10



MEDIAN AGE BY RACE
Minneapolis, 2008-10

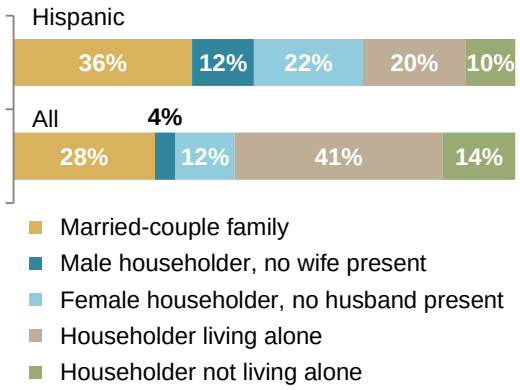


EDUCATIONAL ATTAINMENT
Minneapolis, 2008-10

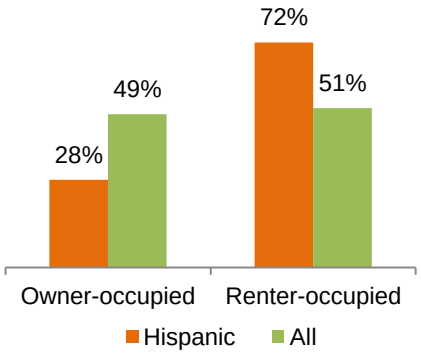


MEDIAN INCOME BY RACE
Minneapolis, 2008-10

HOUSEHOLD TYPE
Minneapolis, 2008-10



OWNER-RENTER OCCUPIED
Minneapolis, 2010



Sources: U. S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

INDICATORS	Hispanic	All
Kindergarteners ready for school		
By race/ethnicity	43%	72%
By language (Spanish)	38%	
By race, gender		
Male	43%	70%
Female	44%	74%
3rd graders proficient in reading	36%	58%
5th graders proficient in math	20%	31%
Minneapolis Public School students graduating on-time	35%	47%
Minneapolis Public School graduates who enroll directly in post-secondary education	54%	68%
8th grade students who feel their teachers make them want to learn	71%	66%
Minneapolis Public School students suspended once a year or more		
Percent with at least one suspension	3%	8%
Mean suspensions	1.5	2.0
Minneapolis Public School students who show strong attendance	65%	59%
Minneapolis Public School families surveyed satisfied with their child's school	81%	80%
Low-income households who have affordable housing	10%	21%
Minneapolis children living in poverty	45%	32%
Parent(s) U.S. born	25%	23%
Parent(s) foreign born	54%	48%
Minneapolis families living in poverty	34%	28%
Head of household U.S. born	22%	21%
Head of household foreign born	36%	42%
Minneapolis working-age adults who are employed	70%	72%
Minneapolis Community and Technical College students who graduate or transfer on-time		
Combined	21%	36%
Graduation	7%	13%
Transfer	14%	23%
Minneapolis youth arrested for serious crime (per 1,000 youth)	N/A	27
8th grade Minneapolis Public School students who feel safe at school	79%	83%

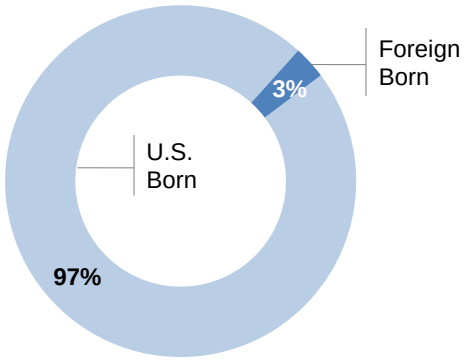
Groups at-a-glance

oneMinneapolis

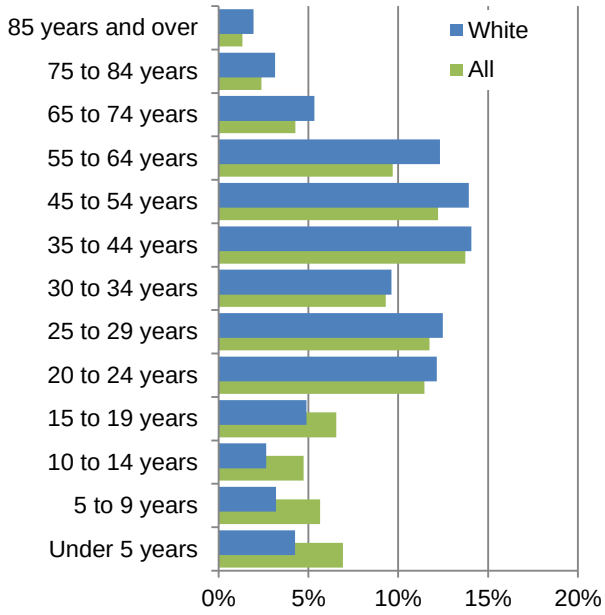
White residents of Minneapolis

DEMOGRAPHICS	White[1]	All
Total population	230,650	382,578
U.S. Born	223,636	
Foreign Born	7,014	

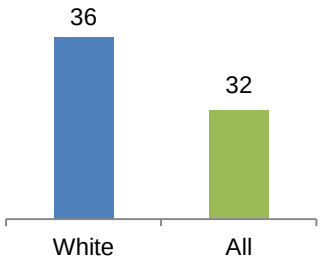
POPULATION U.S. AND FOREIGN BORN
Minneapolis, 2008-10



POPULATION BY AGE
Minneapolis, 2010

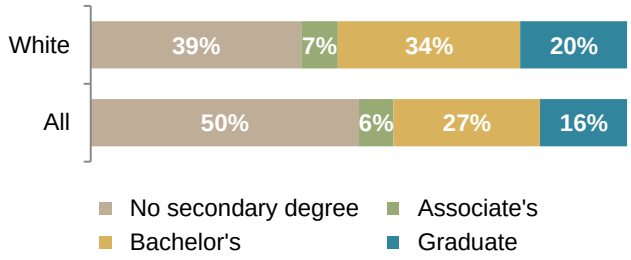


MEDIAN AGE BY RACE
Minneapolis, 2008-10



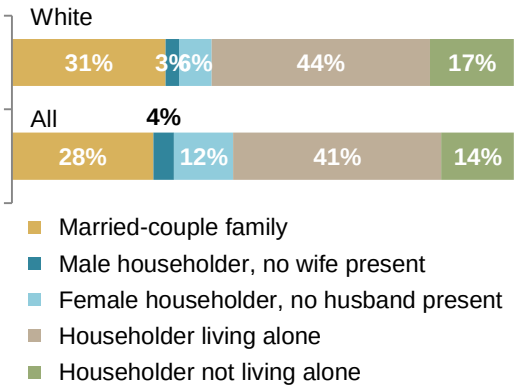
MEDIAN INCOME BY RACE
Minneapolis, 2008-10

EDUCATIONAL ATTAINMENT
Minneapolis, 2008-10

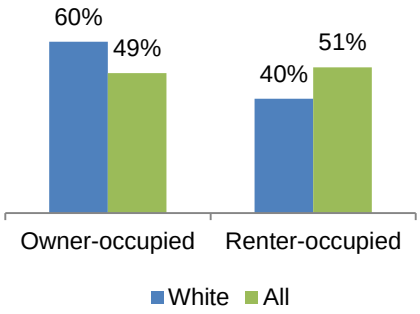


[1] All data shown are for White (non-Hispanic) population

HOUSEHOLD TYPE
Minneapolis, 2008-10



OWNER-RENTER OCCUPIED
Minneapolis, 2010



Sources: U. S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

INDICATORS	White	All
Kindergarteners ready for school		
By race/ethnicity	90%	72%
By race, gender		
Male	90%	70%
Female	90%	74%
3rd graders proficient in reading	87%	58%
5th graders proficient in math	61%	31%
Minneapolis Public School students graduating on-time	68%	47%
Minneapolis Public School graduates who enroll directly in post-secondary education	77%	68%
8th grade students who feel their teachers make them want to learn	67%	66%
Minneapolis Public School students suspended once a year or more		
Percent with at least one suspension	2%	8%
Mean suspensions	1.6	2.0
Minneapolis Public School students who show strong attendance	70%	59%
Minneapolis Public School families surveyed satisfied with their child's school	82%	80%
Low-income households who have affordable housing	20%	21%
Minneapolis children living in poverty	14%	32%
Minneapolis families living in poverty	14%	28%
Minneapolis working-age adults who are employed	78%	72%
Minneapolis Community and Technical College students who graduate or transfer on-time		
Combined	40%	36%
Graduation	18%	13%
Transfer	22%	23%
Minneapolis youth arrested for serious crime (per 1,000 youth)	5	27
8th grade Minneapolis Public School students who feel safe at school	90%	83%

Kindergarteners ready for school

47	11 ppts ▼	72%	2 ppts ▲
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

- Proficiency on the kindergarten assessment is highly correlated with proficiency in 3rd grade reading. Students who struggle with early literacy concepts when they are in kindergarten are often the same who struggle to read at the end of 3rd grade. Students with limited reading skills are more likely to exhibit behavioral problems, repeat a grade, and eventually drop out of school.
- Kindergarten readiness is affected by the quality of early learning environments in the home, in child care and other early education settings, and in the broader community.

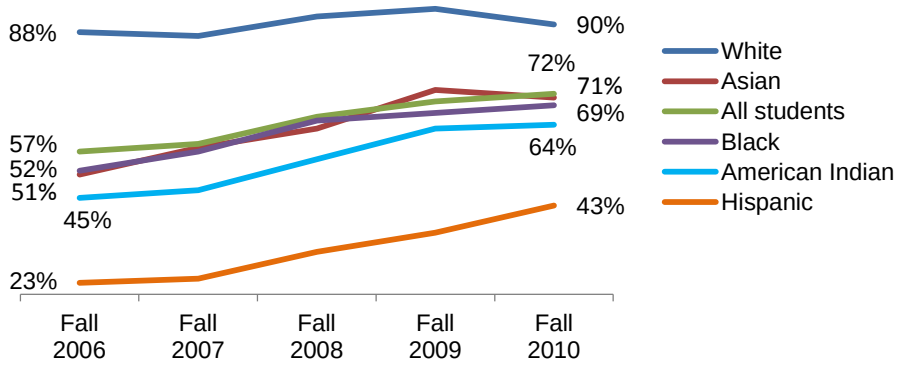
MEASUREMENT USED

Percentage of kindergarteners who meet or exceed the standards on Minneapolis Beginning of Kindergarten Assessment (BKA) total literacy benchmark.[1]

The Minneapolis BKA is a 15-minute standardized assessment of reading and numerical skills administered in the fall of each school year with all incoming kindergarteners. The BKA's total literacy benchmark consists of measures of naming letters and their sounds, rhyming and alliteration, and vocabulary. Results Minneapolis tracks the BKA and the Minneapolis Public School District Scorecard has a goal of 87 percent ready by 2012.

HOW WE'RE DOING

KINDERGARTENERS READY FOR SCHOOL, BY RACE/ETHNICITY
Minneapolis Public Schools, 2006-2010



The share of Hispanic children ready for kindergarten has increased **20 percentage points** in the last five years and 7 percentage points since just last year.

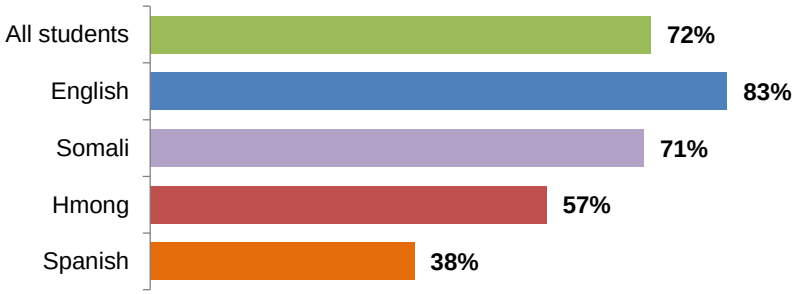
Overall: 72% of students are ready for kindergarten.

Gap: 47 percentage points separate rates of kindergarten readiness for white (highest) and Hispanic (lowest) students. From fall 2009 to fall 2010, the gap narrowed 11 percentage points due to an increased rate of readiness among Hispanic students (up from 36% to 43%), as well as a decline among white students (from 94% to 90%).

[1] The Minneapolis Public Schools' Beginning of Kindergarten Assessment (BKA), administered only in the Minneapolis Public Schools district, is not the same as the statewide Minnesota School Readiness Study, administered to a 10 percent sample of Minnesota elementary schools that choose to participate (Minneapolis Public Schools does not). The latter is the assessment that is often cited to make the claim that "half of Minnesota's students are not ready for kindergarten." School district-level data are not available from this statewide assessment, but are available from the BKA. Data from the two assessments cannot be compared against each other, as they measure different items and different children.

Sources: Minneapolis Public Schools, Research, Evaluation, and Assessment Department.

KINDERGARTENERS READY FOR SCHOOL, BY HOME LANGUAGE
Minneapolis Public Schools, Fall 2010



KEY OBSERVATIONS

- In fall 2010, 72 percent of kindergarteners entering Minneapolis Public Schools were deemed "ready for kindergarten" according to their performance on the Beginning of Kindergarten Assessment. This is a higher proportion than any year since at least 2006, when only 57 percent met these pre-literacy standards.
- The share of white and Hispanic kindergarteners who are ready to go to school is separated by 47 percentage points. This means that, despite five years of increases in readiness rates for Hispanic kindergarteners, white kindergarteners are still nearly twice as likely to be ready for school.
- From 2006 to 2010 kindergarten readiness rates increased steadily among students of color; every race group saw increases in the share of students who are ready for kindergarten. Among both Asian and Hispanic students, rates of kindergarten readiness have increased by 20 percentage points. Similarly, among American Indian and Black students, rates of kindergarten readiness increased by 19 and 17 percentage points, respectively.
- By language spoken at home, the share of kindergarteners from Somali-speaking homes who are ready for school (71%) is second only to English speakers (83%). The next highest rate of kindergarten readiness is among students from Hmong-speaking homes (57%).
- From 2009 to 2010, the share of white and Asian children entering kindergarten "ready for school" declined somewhat, while the share of Black children deemed ready for kindergarten increased slightly (2 percentage points). The share of American Indian students ready for kindergarten remained the same (64%).
- Fewer than half of Hispanic children (43%) and children with Spanish spoken at home (38%) are ready for kindergarten.
- Overall, females are slightly more likely to be ready for kindergarten than their male counterparts. Gender differences are largest for American Indian and Black students, among whom girls are far more likely to be ready for kindergarten than boys (by 33 and 8 percentage points gender gap, respectively). Among white, Asian, and Hispanic students there is little gender difference.
- After one school-year of instruction, fewer than 100 additional students passed or exceeded the literacy benchmark from the beginning of the year. Students from Hmong-speaking homes had the largest gains in kindergarten. By the end of the school year, 80 percent of Hmong students passed the kindergarten readiness benchmark, 23 percentage points more than in the fall.

3rd graders proficient in reading

51	3 ppts ▼	58%	4 ppts ▼
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

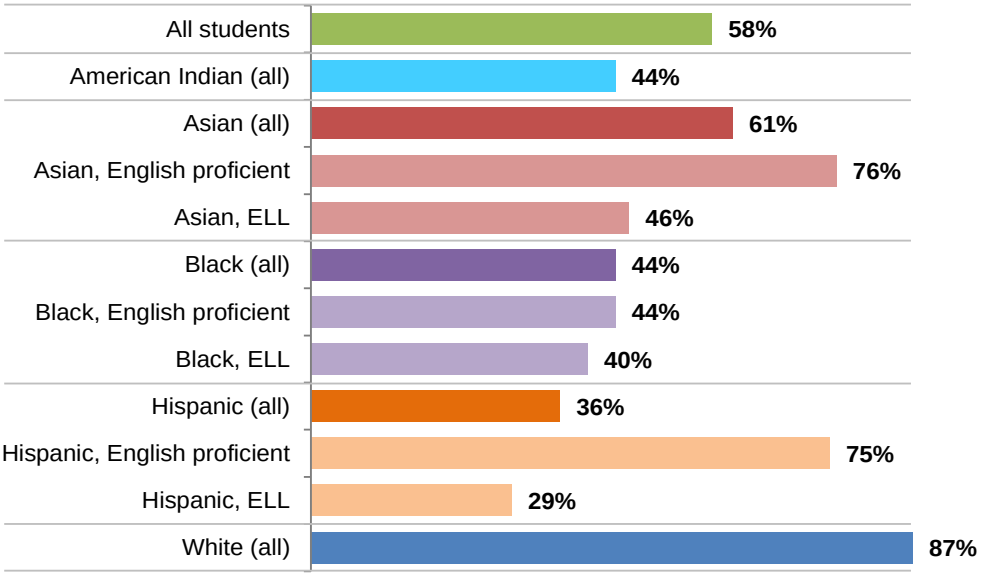
- Reading proficiency by the end of third grade is often a predictor for future academic and life success.
- About three-fourths of students who are poor readers in third grade will remain poor readers in high school.
- Students with limited reading skills are also more likely to exhibit behavioral problems, repeat a grade, and eventually drop out.

MEASUREMENT USED

Percentage of 3rd grade students that meet or exceed proficiency on the Minnesota Comprehensive Assessment (MCA-II) reading exam, given in the spring.[1] Results Minneapolis tracks this measure and the Minneapolis Public School District has a goal of narrowing the gap between the proportion of students meeting proficiency and the overall proportion of students meeting the standards statewide from the current 17 percentage point gap to a smaller 10 point gap by 2015.

HOW WE'RE DOING

3RD GRADERS PROFICIENT IN READING, BY RACE/ETHNICITY AND ENGLISH LEARNER (ELL) STATUS
Minneapolis Public Schools, 2011



From 2010 to 2011: The share of students proficient in reading **increased by 14 percentage points** for Asian students and **6 percentage points** for Black students.

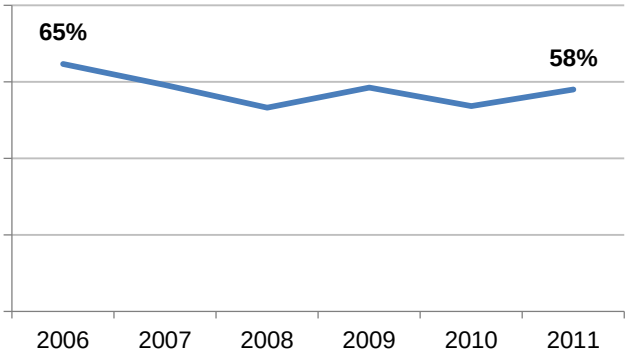
Overall: 58% of 3rd graders are proficient in reading (2011[2]).

Gap: 51 percentage points separate rates of reading proficiency for white (highest) and Hispanic (lowest) 3rd graders. From 2010 to 2011, the gap narrowed 3 percentage points due to an increased rate of readiness among Hispanic students (34% to 36%), as well as a decline among white students (from 88% to 87%).

[1] In 2006, Limited English Proficient (LEP) students were not required to take the MCA-II exams for reading, but were required in 2007. This shift may have contributed to a drop in proficiency rates between 2006 and 2007.

[2] Data year in the graph represents the second year of a school year: e.g., 2011 data represents the 2010-2011 school year.

3RD GRADERS PROFICIENT IN READING
Minneapolis Public Schools, 2006-2011



KEY OBSERVATIONS

- From 2009 to 2010, the share of 3rd graders proficient in reading increased by 4 percentage points, with all of those gains coming from an increase in the share of 3rd grade students of color meeting or exceeding state reading standards.
- Though the race gap for the share of students proficient in 3rd grade reading did narrow, 51 points still separate rates of proficiency for white students (87%) and Hispanic students (36%). With 51 points also separating higher and lower income students, the income gap is equally as concerning.[3]
- The gap between students who stayed at the same school in the past year and those who switched schools is 22 points (60% for non-mobile population, 38% for mobile students).
- From 2006 to 2011, Hispanic and Asian ELL students had impressive gains in the share of students who are proficient (17 and 20 percentage points, respectively).
- Early educational challenges faced by children with Spanish spoken at home (only 38% are ready for kindergarten in the fall) persist into 3rd grade reading scores. Only 29 percent of Hispanic ELL students can read at grade level, while Asian ELL students are the most likely of ELL students to be proficient readers (46%).
- Of the charter schools located in Minneapolis that have available data, nine fare better than the Minneapolis Public School District, one fares the same, and 10 fare worse in percent of 3rd graders proficient in reading.

[3] "Lower-income" indicates students are eligible to receive a free or reduced school lunch, while "higher-income" students are not.

Source: Minnesota Department of Education, Minneapolis Public Schools Research, Evaluation, and Assessment Department.

5th graders proficient in math (new indicator)

50	--	31%	--
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

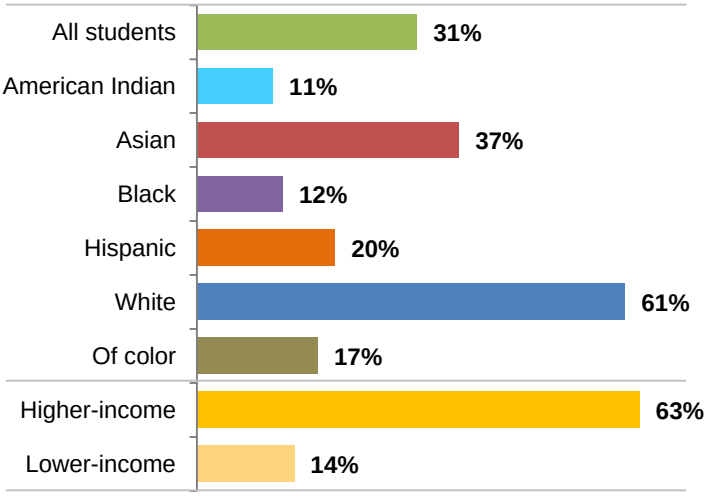
- Math is a critical element of learning and studies have shown that better math skills aid in development in other areas.
- Long-term success in fields like science, technology, and engineering begins with fundamentals learned in elementary school. Math is a critical component in many of these sectors, upon which our economy increasingly relies. As technology's role in the economy grows, our competitiveness relies on the ability of our workforce to meet the growing demand for innovation.

MEASUREMENT USED

Percentage of 5th grade students that meet or exceed standards on the Minnesota Comprehensive Assessment (MCA-III) mathematics exam, given in the spring.[1] For all math scores in all grades, the Minneapolis Public School District (MPS) has a goal of narrowing the gap between the proportion of MPS students meeting proficiency and the overall proportion of students meeting proficiency statewide to 11 percentage points by 2015, down from the current 25 point gap at the 5th grade level. MPS also has an equity goal of narrowing the gap between the proportion of students of color meeting proficiency and the overall proportion of students meeting proficiency statewide to 24 percentage points by 2015, down from the current 39 point gap at the 5th grade level.

HOW WE'RE DOING

5TH GRADERS MEETING OR EXCEEDING MATH STANDARDS, BY RACE/ETHNICITY AND INCOME
Minneapolis Pulic Schools, 2011



Overall: 31% of Minneapolis Public School students meet or exceed standards for 5th grade math (2011[2]).
Gap: 50 percentage points separate math proficiency rates for white (highest) and American Indian (lowest) 5th graders. Trend data for this indicator are not available as this is the first year for this set of standards.

[1] MCA-III exams are given in the spring. The MCA-IIIs are based on the 2007 state education standards. This is the first year of data for MCA-IIIs and cannot be compared with previous test scores from MCA-II exams.

[2] Data year in the graph represents the second year of a school year: e.g., 2011 data represents the 2010-2011 school year.

KEY OBSERVATIONS

- Less than one-third of all 5th graders in the Minneapolis Public Schools meet or exceed the math standards set forth by the state.
- Fifty percentage points separates the share of white and American Indian students who are proficient in math. This is the largest gap among the race groups and is nearly the same as the gap for 3rd grade reading and the graduation rate.
- This gap means that white students are nearly six times more likely to meet or exceed math standards, compared to American Indian students. For both American Indian and Black 5th graders, only one in ten meets or exceeds the math standards.
- Income also makes a difference in math proficiency. Less than 15 percent of lower-income students meet or exceed standards for 5th grade math, compared to 63 percent of higher-income students.[3]
- Students who have moved schools in the past year are the least likely of any group (race, gender, income, mobility) to meet or exceed 5th grade math standards—only 8 percent do so.
- One-fourth of 5th graders in Minneapolis Public Schools partially meet math standards (569 students). Some education professionals consider this group of students the best to target with additional attention and tutoring efforts.

[3] "Lower-income" indicates students are eligible to receive a free or reduced school lunch, while "higher-income" students are not.

Source: Minnesota Department of Education.

Minneapolis Public School students graduating on-time

51	2 ppts ▲	47%	5 ppts ▲
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

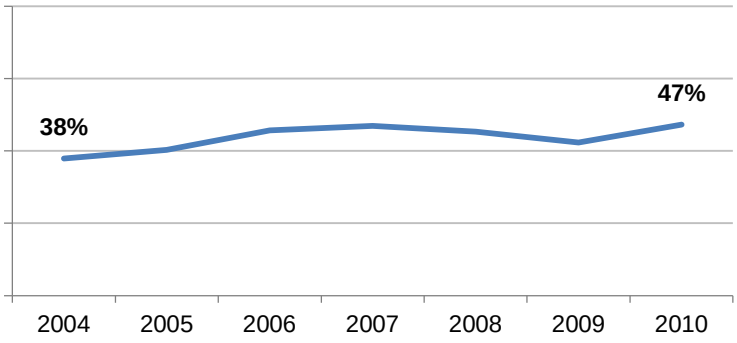
- The number of jobs available to people who do not graduate from high school is declining, and very few of those remaining jobs pay a wage sufficient to support a family outside of poverty.
- Lack of a high school diploma puts an individual at greater risk for job instability, lower lifetime earnings, poorer health, unemployment and welfare, and prison.
- Communities benefit from more-educated citizens through lower crime rates, less reliance on social assistance programs, and higher voting and volunteering.

MEASUREMENT USED

Percentage of students who began 9th grade, stayed on track, and earned a diploma four years later. Results Minneapolis and the Minneapolis Public School District both track this measure. The Minneapolis Public School District has a goal of 85 percent on-time graduation by 2015.

HOW WE'RE DOING

HIGH SCHOOL STUDENTS IN MINNEAPOLIS PUBLIC SCHOOLS GRADUATING ON-TIME
2004-2010



Overall: 47% of Minneapolis Public School students graduated on-time[1] (2010[2]).

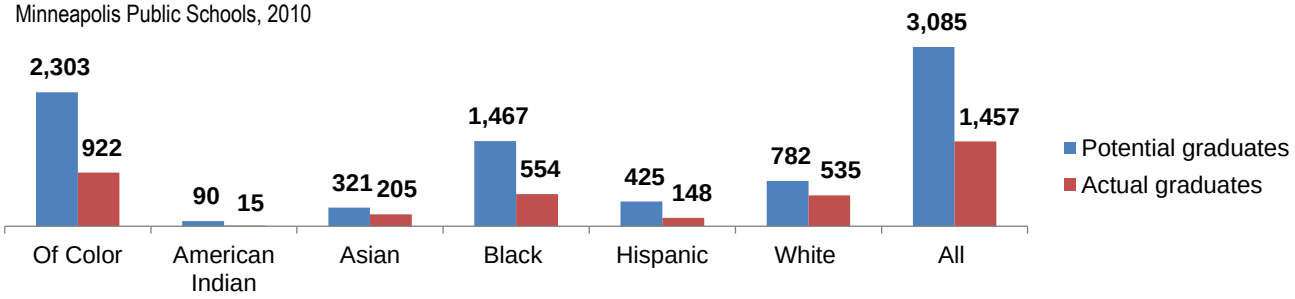
Gap: 51 percentage points separate white (highest) and American Indian (lowest) graduation rates. From 2009 to 2010, the gap widened 2 percentage points due to a decline in the share of American Indian students who graduated on-time.

[1] Rate is calculated as the "Four-year adjusted cohort graduation rate." These graduation rates show what percentage of students who began 9th grade, stayed on track, and earned a diploma four years later (adjusted for students who transferred in and out of the district). "Potential graduates" represent all of the 9th graders of a particular group who had the potential to graduate four years later (adjusted for transfers), while "actual graduates" indicates how many of these 9th graders actually earned a diploma in those four years. Actual graduates divided by potential graduates, multiplied by 100, equals the graduation rate. Please see technical notes for additional documentation about recalculations of graduation rates of previous years.

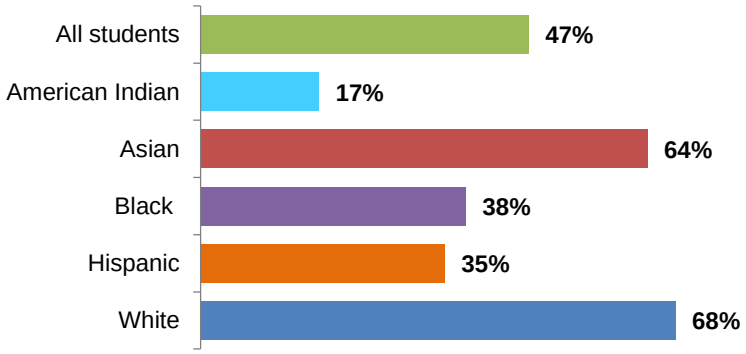
[2] Data year in the graphs represents the second year of a school year: e.g., 2010 data represents graduates from the 2009-2010 school year.

Source: Minnesota Department of Education

GRADUATES, POTENTIAL AND ACTUAL, BY RACE/ETHNICITY
Minneapolis Public Schools, 2010



GRADUATION RATES, BY RACE/ETHNICITY
Minneapolis Public Schools, 2010



KEY OBSERVATIONS

- In 2010, the on-time graduation rate for Minneapolis Public Schools was 47 percent; this is a 5 percentage point increase from the year before.
- Gains made in the graduation rate from 2009 to 2010 were due entirely to a 5 percentage point increase in on-time graduation rate among students of color. The graduation rate among white students slightly declined.
- From 2009 to 2010 there were also gains in the on-time graduation rate among lower-income, ELL, and male students.
- Lower-income students have improved their graduation rate, narrowing the income-gap from 26 to 18 percentage points from 2009 to 2010. Graduation rates for these students increased from 34 to 40 percent during that time.
- Despite an upward trend in graduation rates for Black, Asian, and Hispanic students since 2003, white students are still twice as likely as students of color to graduate on-time.
- From 2003 to 2010, the share of Hispanic students graduating on-time has increased from 14 percent to 35 percent. Despite this 21 percentage point increase (the largest of any sub-group), this remains one of the lowest on-time graduation rates.
- Of those students who do not graduate in four years, some continue their schooling. While just 17 percent of American Indian students graduate in four years' time, 41 percent graduate within six years' time. Overall, while 47 percent of Minneapolis Public School students graduated after four years of high school, the rate rises to 52 percent of students who graduated within six years of entering 9th grade.
- Among charter schools in Minneapolis with data available, Lincoln International School (55%) and Dunwoody Academy (48%) had the highest percentages of on-time graduates. Comparison data are not available for many charter schools in Minneapolis for privacy reasons (because of small class sizes).

Minneapolis Public School graduates who enroll directly in post-secondary education

46	20 ppts ▲	68%	3 ppts ▼
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

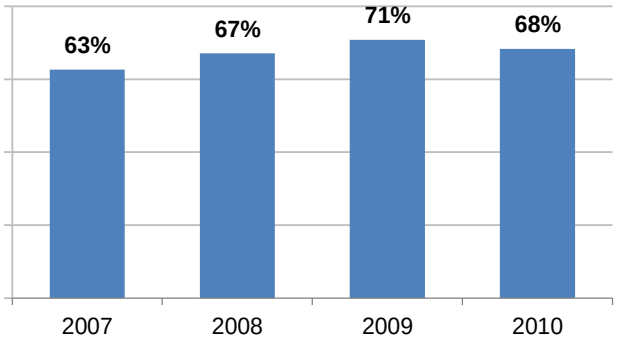
- Post-secondary enrollment is the first step to obtaining additional education, which broadens one's career opportunities and raises one's earning potential.
- High school graduates who enroll in college are also more likely to delay childbearing until completing their education.
- Over the course of a lifetime, those who have a bachelor's degree earn about one million dollars more than those with just a high school diploma. Those with higher levels of education are less likely to experience unemployment and experience shorter spells out of the workforce when they are unemployed.

MEASUREMENT USED

The number of Minneapolis Public School graduates who enroll directly in a 2-year or 4-year post-secondary institution directly (within a year of high school graduation).[1] This measure only considers those who graduated from high school; students who drop out are not part of the calculations. In addition, students who choose to work or travel following graduation, but who may enroll in a post-secondary institution more than a year later, are not counted as "enrolling directly."

HOW WE'RE DOING

GRADUATES WHO ENROLLED DIRECTLY IN POST-SECONDARY EDUCATION
Minneapolis Public Schools, 2007-2010



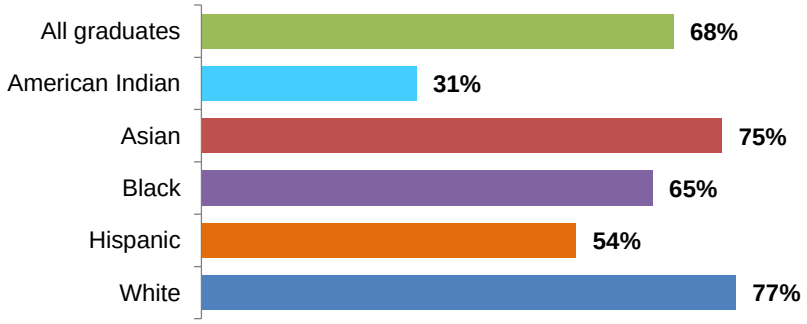
Overall: 68% of Minneapolis Public School graduates enrolled in post-secondary education within a year of high school graduation (2010).

Gap: 46 percentage points separate white (highest) and American Indian (lowest) graduates. From 2009 to 2010, the gap grew by 20 points as the share of American Indian students enrolling within a year of high school graduation decreased by 20 percentage points and the share of white students decreased by 3 percentage points.

[1] Data from 2007-2009 have been recalculated and reissued by the National Clearinghouse Student Tracker. The data in this year's report are the recalculated and reissued data.

Source: National Student Clearinghouse Student Tracker.

GRADUATES WHO ENROLLED IN COLLEGE DURING THE FALL OF 2011, BY RACE/ETHNICITY
Minneapolis Public Schools, 2011



KEY OBSERVATIONS

- Among those Minneapolis Public School graduates who earned their diplomas in 2010, 68 percent enrolled directly in a post-secondary institution to continue their education.
- The share of graduates who enrolled directly in college within a year of graduation has gone up about 6 points since 2007. For graduates of color, the share who enroll directly increased by 7 points, from 57 percent to 64 percent.
- After white students (77%), Asian students are consistently the most likely to enroll directly with 75 percent of graduates attending college within a year of graduating.
- Black-ELL graduates (70%) enroll directly at higher rates than their non-ELL counterparts (63%). While the share overall of Black graduates who enroll in post-secondary education directly went down slightly from 2009 to 2010, the share has gone up nearly 6 points since 2007.
- The increase is especially dramatic for Hispanic-ELL students, who have seen consistent increases in the share of students enrolling directly in college. Since 2007, when just 28 percent of graduates enrolled directly, the share has nearly doubled; for the class of 2010 52 percent of Hispanic-ELL graduates did so.
- Some subgroups of graduates are very small and may have year-to-year fluctuations that are more a function of the small population than of characteristics of the population overall. For example, in 2009, 54 percent of American Indian graduates enrolled directly and the next year just 31 percent did so. However, just 16 more American Indian students enrolled directly in 2009 than did in 2010.

8th grade Minneapolis Public School students who feel their teachers make them want to learn

GAP	GAP CHANGE	OVERALL	CHANGE OVERALL
18	same	66%	3 ppts ▼

WHY IT MATTERS

- The student-teacher relationship is a key element to how connected a student feels to his/her school and an important developmental asset for youth.
- Evidence suggests that supportive teachers are especially important to the success of low-performing freshmen and that a positive student-teacher relationship may be an important factor in increasing graduation rates because of its association with student motivation.

MEASUREMENT USED

Percentage of 8th grade students who report most of their teachers teach their subjects in a way that makes them want to learn.

HOW WE'RE DOING

8TH GRADE STUDENTS WHOSE TEACHERS MAKE THEM WANT TO LEARN
Minneapolis Public Schools, 2010 and 2011

Hispanic and Asian students were most likely to say their teachers make them want to learn.

Overall: 66% of 8th grade students say their teachers make them want to learn (2011).[1]

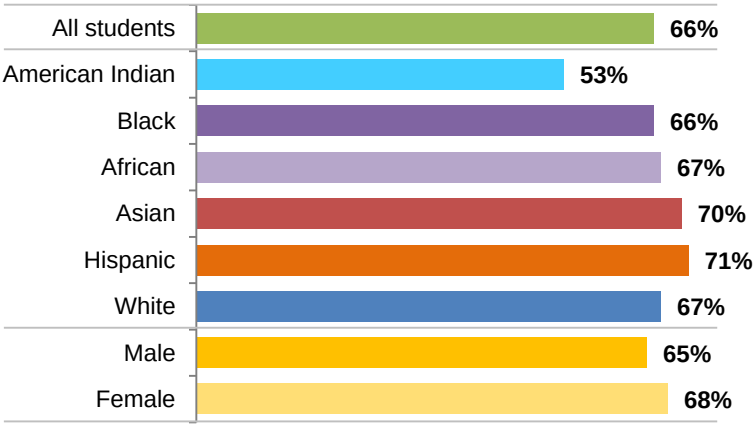
Gap: 18 percentage points separate the shares of Hispanic (highest) and American Indian (lowest) 8th graders who report most of their teachers make them want to learn. From 2010 to 2011, the gap remained 18 percentage points.

[1] Refers to students who answered "agree" or "strongly agree" to the statement, "Most of my teachers teach their subjects in ways that make me want to learn."

Source: Minneapolis Public Schools Research, Evaluation, and Assessment Department, Student Opinion Survey.

8TH GRADE STUDENTS WHOSE TEACHERS MAKE THEM WANT TO LEARN, BY SUBGROUP

Minneapolis Public Schools, 2011



KEY OBSERVATIONS

- In 2011, two-thirds of students in 8th grade in Minneapolis Public Schools said most of their teachers teach in ways that make them want to learn. (These students "agreed" or "strongly agreed" with this statement on the Student Opinion Survey.)
- In 2011, a somewhat smaller share of students reported that they felt their teachers made them want to learn than did in 2010. This is true for every sub-group, but especially true for African students, for whom the share went down from 81 to 67 percent.
- Hispanic students have the highest share who agree their teachers make them want to learn.
- Females are slightly more likely than males to report their teachers motivated them to learn (68% and 65%, respectively).
- Just over half of American Indian 8th graders believe teachers make them want to learn (53%), the lowest among all race groups.

Minneapolis Public School students suspended once a year or more

13	same	8%	same
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

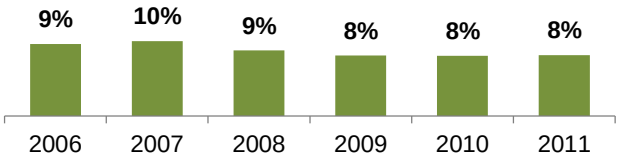
- Schools have many strategies and policies to try to manage and prevent behavioral problems among their students. Out-of-school suspension is among the more severe options, as it removes the student entirely from the learning environment for a period of time, from 1 to 10 days.
- Suspensions are given for a variety of reasons, ranging from a student disrupting the learning environment to a student threatening the safety of other students or staff. Disparities in the likelihood of students of varying racial groups being suspended has led some to question whether suspension is applied fairly and whether it is the best option for achieving improved behavior from students.

MEASUREMENT USED

Percentage of students who are suspended once a year or more and the average number of suspensions among those who are suspended. Suspensions reported in this document are defined as removal from the school for greater than one full day of instruction. This is consistent with Minnesota Department of Education's definition of suspension, which is the most consistently reported definition across districts and schools. The Minneapolis Public School District tracks the share of students who are suspended at least once a year with a goal of no more than 4 percent by 2015.

HOW WE'RE DOING

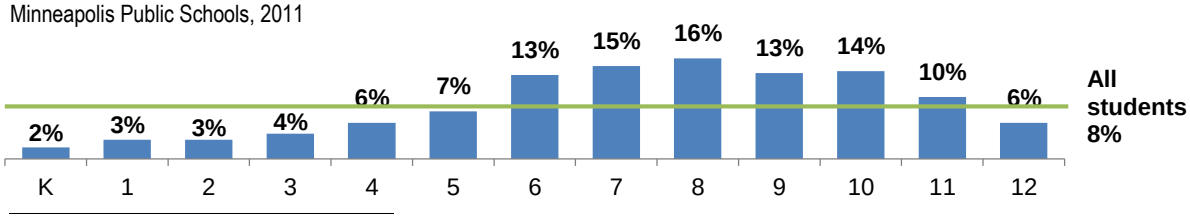
STUDENTS SUSPENDED ONE OR MORE TIMES PER YEAR
Minneapolis Public Schools, 2006-2011



Overall: 8% of Minneapolis Public School students were suspended one or more times during the school year. The average number of suspensions for students in Minneapolis Public Schools who were suspended one or more times during the school year was 1.9 suspensions (2011[1]).

Gap: 13 percentage points separate the share of Black (highest) and white (lowest) students who are suspended once a year or more. From 2010 to 2011, the gap remained 13 percentage points.

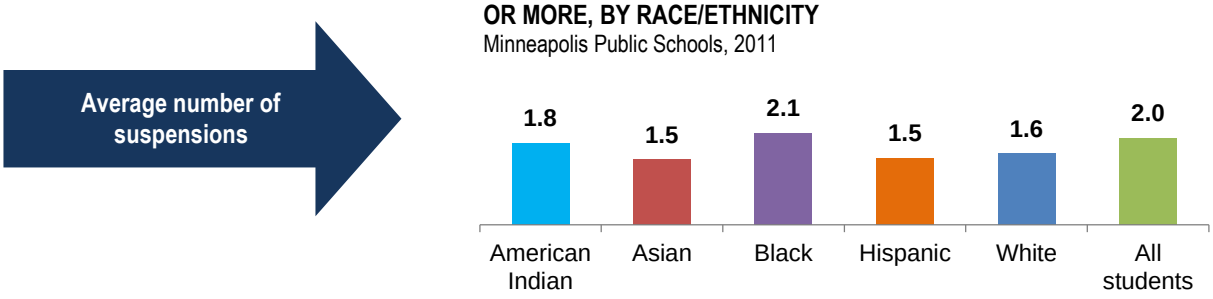
STUDENTS SUSPENDED ONE OR MORE TIMES BY GRADE
Minneapolis Public Schools, 2011



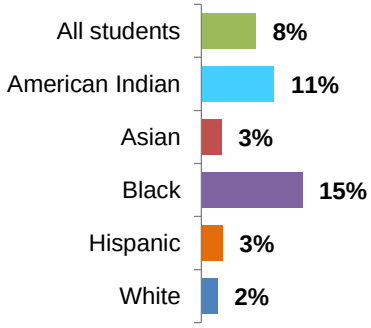
[1] Data year in the graphs represents the second year of a school year: e.g., 2011 data represents graduates from the 2010-2011 school year.

Source: Minneapolis Public Schools Research, Evaluation, and Assessment Department

AVERAGE NUMBER OF SUSPENSIONS AMONG STUDENTS WITH ONE OR MORE, BY RACE/ETHNICITY
Minneapolis Public Schools, 2011



STUDENTS WITH ONE OR MORE SUSPENSIONS DURING THE SCHOOL YEAR, BY RACE/ETHNICITY
Minneapolis Public Schools, 2011



Black students are most likely to **be suspended** and the most likely to have **more than one suspension** during the school year.

KEY OBSERVATIONS

- During the 2011 school year, 3,360 Minneapolis Public School students were suspended; a majority of those students suspended (2,511) were Black.
- From 2007 to 2011, the share of students who have received at least one suspension declined from nearly 10 percent to less than 8 percent. This is an improvement shared across race groups, as every race group has seen a decline since 2007.
- Despite that improvement, stark differences persist among race groups. White students have the lowest suspension rate (2%), while Black students have the highest rate (14%), followed by American Indian students (11%), and Hispanic and Asian students (3% and 3%).
- Black students receive suspensions at rates that are highly disproportionate. Overall, Black students account for 40 percent of all students in MPS, but receive 79 percent of all the district's suspensions. Suspension rates are especially disproportionate in 6th through 9th grades: While the total number of Black students in 6th through 9th grade account for just 10 percent of all the students (K-12) in the district, they receive nearly half (45%) of all suspensions given (K-12), regardless of race.
- Suspensions occur in all grades, but both the rate and number of suspensions peak in 8th grade. In 2011, 1,039 suspensions were served by 422 8th grade students. Of all students and grades, 8th grade Black students are the most likely to be suspended (nearly one in four) and have the highest number of suspensions per student (2.74) of any other grade or race.

School-age students living in Minneapolis attending Minneapolis Public Schools

6	17ppts ▼	66%	same
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

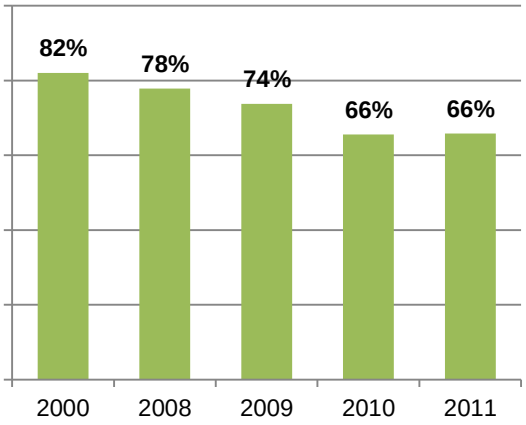
- Parents make decisions about where their children should go to school based on many factors including their perceptions of school climate, safety, academic rigor, and alignment with their values, as well as convenience and cost.
- Minneapolis families with school-age children have more choices than ever about where to send their children to school, including numerous charter schools, private schools, or electing to home-school. Minneapolis students who qualify for free/reduced lunches can attend one of six suburban districts through The Choice is Yours Program and still qualify for busing.
- The multitude of choices means that the Minneapolis Public School District must compete with these alternative settings to earn parents' trust and prove they are the best educational option for their children.

MEASUREMENT USED

Percentage of resident children age 5 through 17 enrolled in kindergarten-12th grade in Minneapolis Public Schools.[1]

HOW WE'RE DOING

SCHOOL-AGE CHILDREN IN MINNEAPOLIS ENROLLED IN MINNEAPOLIS PUBLIC SCHOOLS
2000-2011



Minneapolis Public Schools K-12 Enrollment, 2010-11	
All students	33,415
Students of color	68%
White students	62%

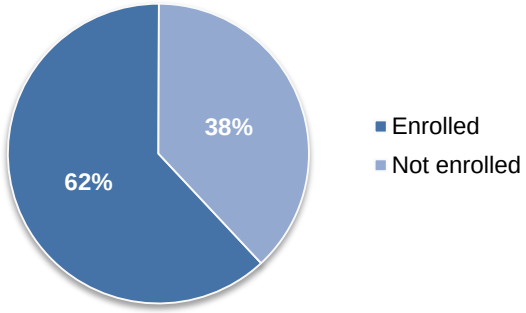
Overall: 66% of school-age students living in Minneapolis attend Minneapolis Public Schools (2011).

Gap: 6 percentage points separate the share of white children and children of color who live in Minneapolis and are enrolled in MPS. From 2010 to 2011, the gap narrowed 17 percentage points, due to fewer of Minneapolis' children of color attending MPS.

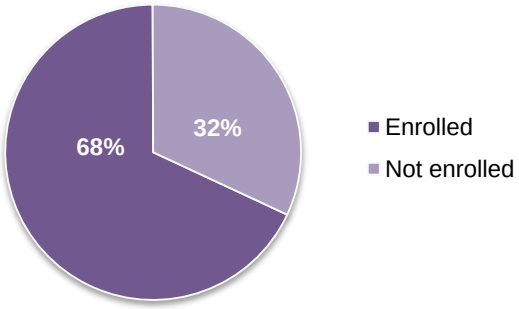
[1] This indicator was calculated by dividing the number of children enrolled in Minneapolis Public Schools (K-12) by the estimated school-age (5-17) population in Minneapolis. While some 5-year-olds are not yet enrolled in kindergarten, and some students older than 17 are enrolled in school, the use of the population estimates for this age group provides a consistent denominator for the indicator. Some children who are not attending Minneapolis Public Schools are also not attending other alternatives, if they have dropped out of school. Trend graph does not contain data for 2001 through 2007, since good school-age population estimates are not available for those years.

Sources: Minnesota Department of Education for enrollment data; U.S. Census Bureau, Decennial Census and American Community Survey for Minneapolis population data.

SCHOOL-AGE WHITE CHILDREN LIVING IN MINNEAPOLIS AND ENROLLED IN MINNEAPOLIS PUBLIC SCHOOLS
2011



SCHOOL-AGE CHILDREN OF COLOR LIVING IN MINNEAPOLIS AND ENROLLED IN MINNEAPOLIS PUBLIC SCHOOLS
2011



KEY OBSERVATIONS

- Between the 2010 and 2011 school years, the share of Minneapolis children overall who attend Minneapolis Public Schools (MPS) remained 66 percent, but the share of school-age children of color who attend MPS decreased by 6 percent. In that same year, the share of white school-age children who attend MPS increased by 10 percent.
- One-third of the school-age children who reside in Minneapolis either attend non-MPS schools, or have dropped out. This represents about 17,600 potential students who are not enrolled in MPS.
- One of the mechanisms that families with school-age children use is a program called "The Choice is Yours," which gives low-income families priority placement at schools they choose, including magnets and several suburban schools. There is no cap to the number of families that can participate in this program.
- Overall, MPS' net loss from open enrollment to other public schools was nearly 3,500 students.

Minneapolis Public School students who show strong attendance

41	1 ppts ▼	59%	same
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

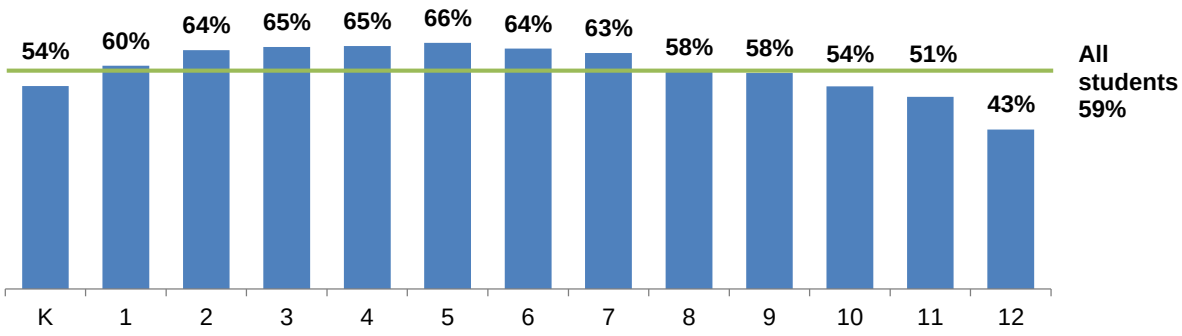
- Attending class is foundational for students to remain on track with their studies.
- Poor attendance may indicate a school environment that students or families perceive as unwelcoming or unsafe. It may also reflect student disengagement, or personal challenges such as illness or homelessness that interfere with attendance.
- Excessive absenteeism or truancy is a precursor to dropping out and often related to other risky behaviors.

MEASUREMENT USED

Percentage of Minneapolis Public School students who attend school 95 percent of school days or more; absences counted for attendance include all excused and unexcused. The Minneapolis Public School District tracks the share of students attending at least 95 percent of days with a goal of 70 percent of all students with strong attendance by 2015.

HOW WE'RE DOING

STUDENTS WITH STRONG ATTENDANCE, BY GRADE
Minneapolis Public Schools, 2011



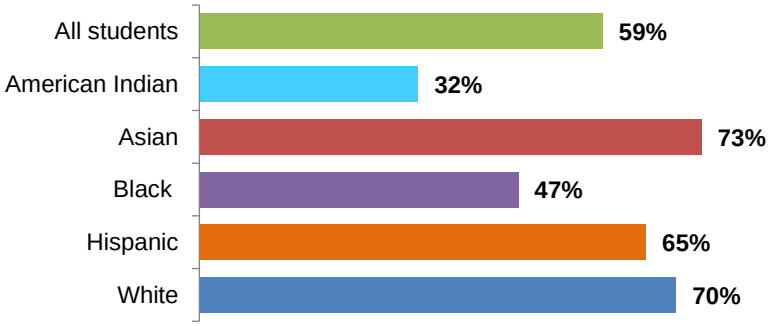
Overall: 59% of Minneapolis Public School students showed strong attendance (2011[1]).
Gap: 41 percentage points separate the share of Asian (highest) and American Indian (lowest) students who show strong attendance. From 2010 to 2011, the gap narrowed by one percentage point.

A rough takeoff and landing: Students are most likely to have **poor attendance** during **kindergarten** and **senior year.**

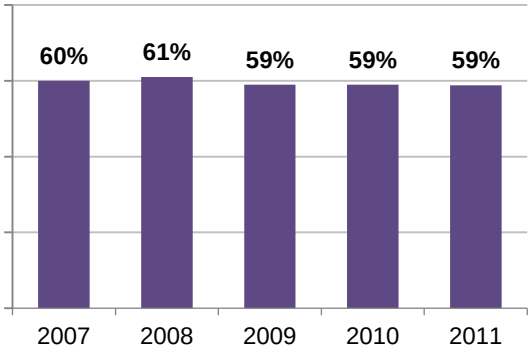
[1] Data year in the graphs represents the second year of a school year: e.g., 2011 data represents graduates from the 2010-2011 school year.

Source: Minneapolis Public Schools Research, Evaluation, and Assessment Department.

STUDENTS WITH STRONG ATTENDANCE, ALL GRADES, BY RACE/ETHNICITY
Minneapolis Public Schools, 2011



STUDENTS WITH STRONG ATTENDANCE, ALL GRADES
Minneapolis Public Schools, 2007-2011



KEY OBSERVATIONS

- In 2011, only three out of every five students in Minneapolis Public Schools had strong attendance. Only two in five students had strong attendance in their senior year.
- Unfortunately, some of the lowest attendance rates among K-12 are in kindergarten when barely half of all students have strong attendance. This figure is especially low for American Indian students with just one in three kindergarteners attending school 95 percent of the time.
- Between lower and higher income students, the overall gap in strong attendance is nearly 20 percentage points (52% and 71%, respectively); this disparity is highest in kindergarten and first grade, when fewer than half of students from low-income families make it to school 95 percent of the time.[3]
- Students who are English Language Learners (ELL) have far better attendance than non-ELL students at nearly every grade level. Overall, two-thirds of all ELL students have strong attendance.
- Similar to 2010, in the 2011 school year American Indians were least likely to have strong attendance, followed by Black students. Asian students have the strongest attendance overall. The highest attendance rate of any grade or sub-group were 4th grade Asian students, 85 percent of whom had strong attendance.
- There appears to be a strong relationship between attendance and student achievement. For example, only one-third of American Indian 3rd graders have strong attendance and just 44 percent are proficient in grade-level reading. On the other hand, attendance is not a panacea, as nearly three-fourths of Hispanic 3rd graders have strong attendance but only 36 percent can read at grade-level.

[3] "Lower-income" indicates students are eligible to receive a free or reduced school lunch, while "higher-income" students are not.

Minneapolis Public School families surveyed satisfied with their child's school

10	4 ppts ▼	80%	1 ppts ▲
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

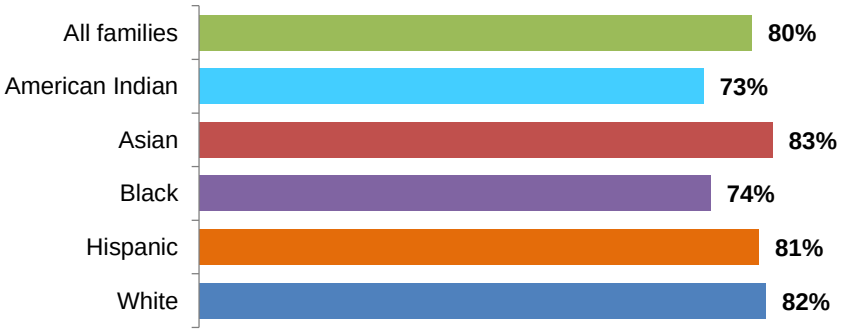
- Family satisfaction is an important measure of family perception of how well schools are supporting children's educational and other needs. Family dissatisfaction is an "upstream" indicator of transferring out of the district.
- Family satisfaction is an important feedback loop to the district as to whether the family's and children's needs are being prioritized among the district's many goals.

MEASUREMENT USED

Percentage of families with a child enrolled in Minneapolis Public Schools who agree their child's school meets or exceeds their expectations.[1] As part of its Strategic Plan, the Minneapolis Public School District has set a goal to raise this share of positive parental responses to 89 percent by 2015.

HOW WE'RE DOING

FAMILIES SATISFIED WITH THEIR CHILD'S SCHOOL, BY RACE/ETHNICITY
Minneapolis Public Schools, 2011



Overall: 80% of Minneapolis Public School families are satisfied with their child's school (2011).
Gap: 10 percentage points separate the share of Asian (highest) and American Indian (lowest) families who agree their child's school meets or exceeds their expectations. From 2010 to 2011, the gap narrowed 4 percentage points because of an increase in the share of American Indian families who are satisfied.

[1] In 2011, the total response rate for families who received the survey was 21 percent. Response rates differed by race and ethnicity, with white families over-represented and Black, Hispanic, and American Indian families under-represented relative to the race/ethnicity of children enrolled in the district.

Source: Minneapolis Public Schools' Parent Satisfaction Survey.

KEY OBSERVATIONS

- Overall, family satisfaction remained steady from 2010 to 2011. Both years, 8 in 10 families said they felt their child's school met or exceeded their expectations.
- Families of all racial/ethnic groups reported high levels of satisfaction with their child's school. Survey respondents from American Indian and Black families were slightly less likely to report the school meets or exceeds their expectations, while Asian families were the most likely to be satisfied with their school.
- Less than a quarter of families responded to the survey, and responses by racial group were not proportional to enrollment, so results should be interpreted with caution.

Number of affordable rental housing units in Minneapolis

GAP	GAP CHANGE	OVERALL	CHANGE OVERALL
--	--	20,267	207

WHY IT MATTERS

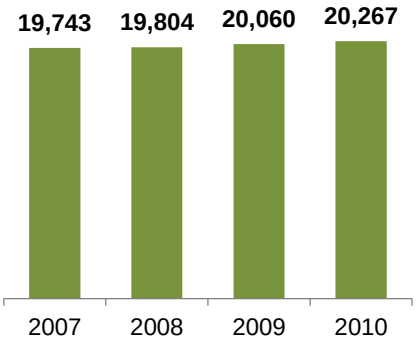
- Maintaining the current supply of affordable rental units and developing new affordable housing opportunities is a key "supply-side" strategy to preserving housing affordability for residents and combating homelessness.
- An area with insufficient affordable rental housing units may force some low-income households to move (perhaps further away from their jobs, community, or other resources) or to spend an overly large share of their income on housing. Insufficient affordable rental housing may also contribute to homelessness when families cannot afford any market-based units.
- Low-income households with access to rental units with secured affordability have more income available to meet other critical needs such as food and clothing and child care that create well-being. What's more, the foreclosure and economic crisis have put additional pressures on the rental market. For example, at the end of 2011, low rental vacancies meant average rent in the Twin Cities was $927 per month.[1] To be affordable, this rent requires a monthly income of over $3,000 which is higher than the income of many households in Minneapolis.

MEASUREMENT USED

Total inventory of new and preserved subsidized rental units, including all publicly-assisted rental units where affordability is secured. It does not account for tenant-based rental vouchers (e.g., Section 8). The McKnight Foundation also tracks this measure and had a state-wide goal of increasing opportunities for affordable housing by 4,000 by 2010.[2]

HOW WE'RE DOING

SUPPLY OF AFFORDABLE RENTAL UNITS IN MINNEAPOLIS
2007-2010



Overall: There are 20,267 affordable rental housing units in Minneapolis (2010).[3]
Gap: Not applicable for this indicator.

New affordable units constructed in Minneapolis

2007	463
2008	61
2009	256
2010	207

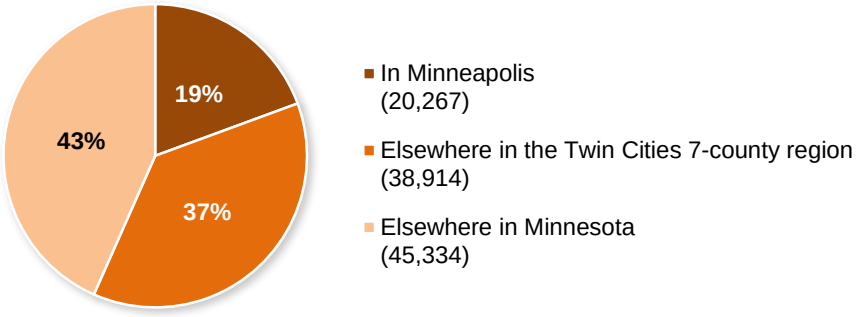
Preserved affordable units in Minneapolis

2007	105
2008	93
2009	529
2010	442

[1] Minnesota Housing Partnership, 2x4 report Q4 2011
[2] Minnesota Baseline Housing Measures (available at http://www.mcknight.org/files/pdfs/hsg_measures_2010_report.pdf)
[3] This figure does not include tenant-based vouchers such as Section 8 that are not tied to a location, or Habitat for Humanity homes or land trusts that are not rental units. Affordable housing includes those that are affordable for households earning less than 60 percent of the area median income or below in the Twin Cities.

Sources: 2010 Minnesota Baseline Housing Measures, HousingLink, and The McKnight Foundation.

ALL AFFORDABLE RENTAL UNITS IN MINNESOTA, BY LOCATION
2010



KEY OBSERVATIONS

- In 2010, Minneapolis had a supply of 20,267 affordable rental units, including 524 units added since 2007 and another 1,169 units whose affordability was preserved or stabilized through new funding sources.
- Minneapolis' affordable units account for one in five of the state's total inventory and about one in three of the Twin Cities inventory.
- "New affordable rental units" are rental housing units with a first-time commitment to affordability, whether through new construction or conversion from the private market. The number of affordable units added to the inventory in 2010 (207) decreased as compared to the previous year (256). While the affordable housing unit production has picked up since a four-year low in 2008, when just 61 units were added, this is a contrast from 2007 when 463 units were added.
- "Preserved affordable rental units" are units previously subsidized to be affordable that received new funding to maintain or extend their affordability commitments. From 2009 to 2010, 442 units had their affordability preserved, down from 529 units preserved the year before.

Low-income households who have affordable housing

GAP	GAP CHANGE	OVERALL	CHANGE OVERALL
13	--	21%	--

WHY IT MATTERS

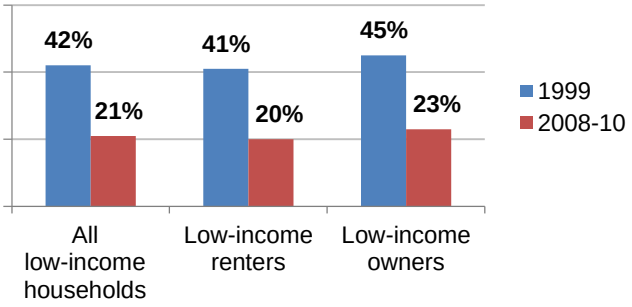
- Households that are cost-burdened, when the mortgage or rent accounts for 30 percent or more of their monthly gross income, are likely to struggle to pay for other basic needs such as food, medicine, or quality child care.
- This definition of "affordable housing" is widely used in the housing industry. The indicator is constrained to look at affordability for low-income households—using the threshold of those earning less than $35,000.
- About 40 percent of Minneapolis households have annual incomes below $35,000, according to the most recent data.
- Low-income families that lack affordable housing are likely to move, and housing instability among children appears to have a negative impact on educational achievement.

MEASUREMENT USED

Percentage of households with annual income of $35,000 or less who are paying 30 percent or less of their income for housing (i.e., not considered "cost-burdened").

HOW WE'RE DOING

LOW-INCOME HOUSEHOLDS WITH AFFORDABLE HOUSING
Minneapolis, 1999 and 2008-10

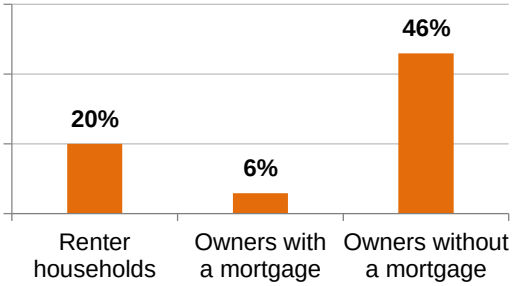


Overall: 21% of low-income households in Minneapolis have affordable housing (2008-10).
Gap: 13 percentage points separate the share of low-income households with a Black householder (highest) and households with an Asian householder (lowest) who have affordable housing. From last year's report to this year, no statistically significant change occurred.[1]

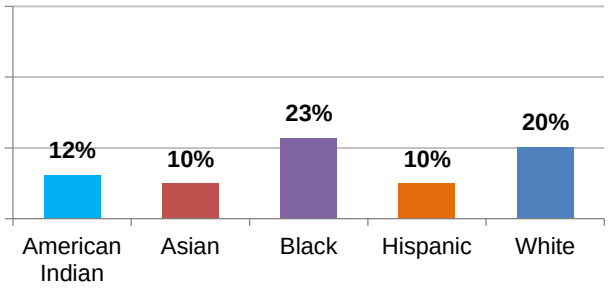
[1] Due to small sample size and margins of error, change between the initial and current report are not statistically significant. Data reported last year for 2006-08 data were calculated incorrectly. Please see technical notes for more information.

Sources: U.S. Census Bureau, 2010 Decennial Census and 2008-10 American Community Survey; data by race/ethnicity tabulated by Wilder Research from Steven Ruggles, Matthew Sobek, Trent Alexander, Catherine A. Fitch, Ronald Goeken, Patricia Kelly Hall, Miriam King, and Chad Ronnander. Integrated Public Use Microdata Series: Version 4.0 [Machine-readable database]. Minneapolis, MN: Minnesota Population Center [producer and distributor], 2010.

LOW-INCOME HOUSEHOLDS WITH AFFORDABLE HOUSING
By renters and owners by mortgage status, Minneapolis, 2008-10



LOW-INCOME HOUSEHOLDS WITH AFFORDABLE HOUSING, BY RACE/ETHNICITY
Minneapolis, 2008-10



KEY OBSERVATIONS

- Only one of every five low-income households in the city of Minneapolis lives in housing deemed affordable by industry standards. This means more than 50,000 low-income households are without affordable housing.
- Low-income renters are half as likely to have affordable housing in 2008-10 as they were in 1999. During the past decade, the share of low-income households with affordable housing dropped from 42 to 21 percent.
- Homeownership is not necessarily secure for many low-income households in Minneapolis. For those low-income homeowners with a mortgage, an astonishing 94 percent are cost-burdened. However, owning your home out-right is not a ticket to affordability: even for those low-income households who have paid off their mortgages, less than half (46%) have housing costs, including taxes and insurance, which are considered affordable.
- With one in ten households with manageable housing costs, Asian and Hispanic households are the least likely of all race groups to be able to afford their homes.
- Foreign-born householders with low incomes are less likely to have affordable housing than U.S. born householders (17% and 21%, respectively).

Minneapolis children living in poverty

41	--	33%	--
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

- Research shows that poverty is associated with a higher risk of a multitude of negative outcomes for children, including poor physical and mental health and academic outcomes, as well as lower earnings and diminished health as adults.
- Poverty can cause "toxic levels of stress," which can impair children's developing brains, as well as create mental health concerns. In addition, families in poverty are more likely to have unstable or substandard housing, creating academic disruption for children and contributing to poorer academic outcomes.

MEASUREMENT USED

Percentage of children in poverty (2008-10).

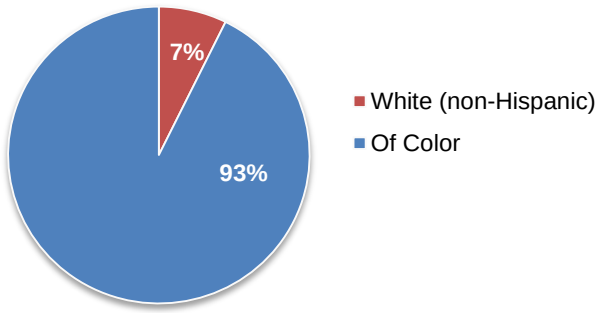
HOW WE'RE DOING

CHILDREN IN POVERTY
Minneapolis, 1999 and 2008-10

Overall: 32% of children in Minneapolis live in poverty (2008-10).[1]

Gap: 41 percentage points separate the share of white (highest) and Black (lowest) children who live in poverty. From last year's report to this year, no statistically significant change occurred.[2]

SHARE OF ALL CHILDREN IN POVERTY
Minneapolis, 2008-10



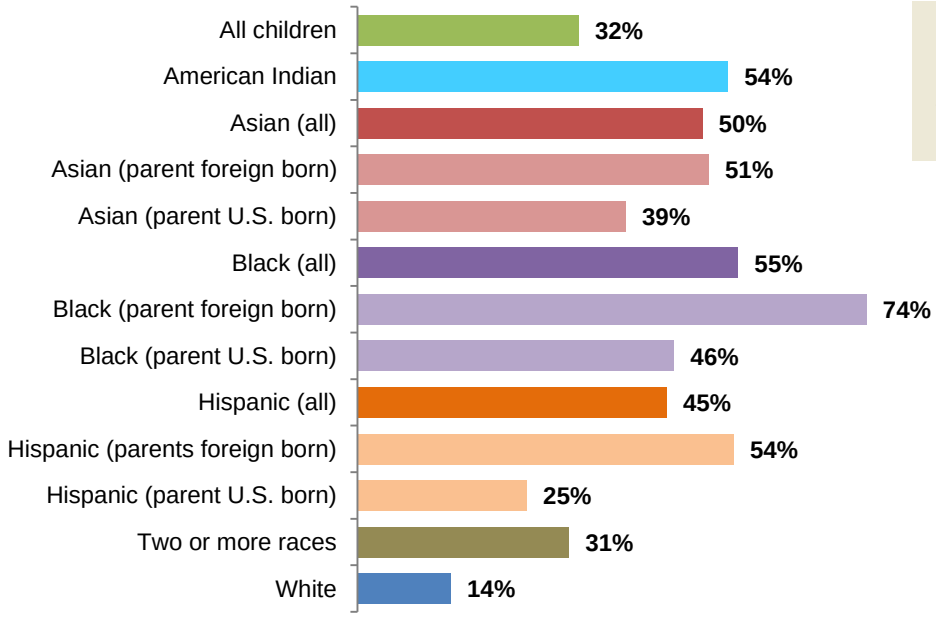
Of the 22,000 children living in poverty, 20,336 are of color.

[1] The federal poverty threshold was about $22,050 annually for a family of four in 2009.

[2] Due to small sample size and margins of error, change between the initial and current reports is not statistically significant.

Sources: U.S. Census Bureau, Decennial Census and American Community Survey; data by race/ethnicity tabulated by Wilder Research from Steven Ruggles, Matthew Sobek, Trent Alexander, Catherine A. Fitch, Ronald Goeken, Patricia Kelly Hall, Miriam King, and Chad Ronnander. Integrated Public Use Microdata Series: Version 4.0 [Machine-readable database]. Minneapolis, MN: Minnesota Population Center [producer and distributor], 2010.

CHILDREN IN POVERTY, BY RACE, ETHNICITY, AND PARENTS' NATIVITY[3]
Minneapolis, 2008-10



17% of all children in Minneapolis are living in poverty and Black.

Please note: Despite changes in point estimates no statistically significant change in children in poverty has occurred since the first oneMinneapolis report.

KEY OBSERVATIONS

- At the start of the 2000s, about one in four children in Minneapolis lived in poverty; now it is nearly one in three. This represents about 23,700 children currently living in Minneapolis households with very few economic resources and who are at a significant disadvantage for success in school and life.
- Over the past decade, the increase in the share of children in poverty has been especially dramatic among children of color, for whom the rate increased from 36 percent to 48 percent.
- At least half of all American Indian, Asian, and Black children living in the city are in poverty.
- In general, children with parents who are foreign born are more likely to live in poverty than those with U.S. born parents. For example, the poverty rate among Hispanic children with at least one foreign born parent is twice as high as for children with U.S. born parents.
- Children from all racial and ethnic groups are disproportionately in poverty, except white non-Hispanic children. While children of color make up 64 percent of all children in Minneapolis, they account for 93 percent of children living in poverty (including Hispanic children). In contrast, 36 percent of all children in Minneapolis are white non-Hispanic, but account for only 7 percent of all Minneapolis children living in poverty.

[3] "Parent foreign born" means one or both of a child's parents were born outside of the U.S. Trend data and data for white (non-Hispanic) and of color break down were calculated from the published data tables, while detailed race/ethnicity data for 2008-10 were calculated from IPUMS microdata.

Minneapolis families living in poverty

51	--	28%	--
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

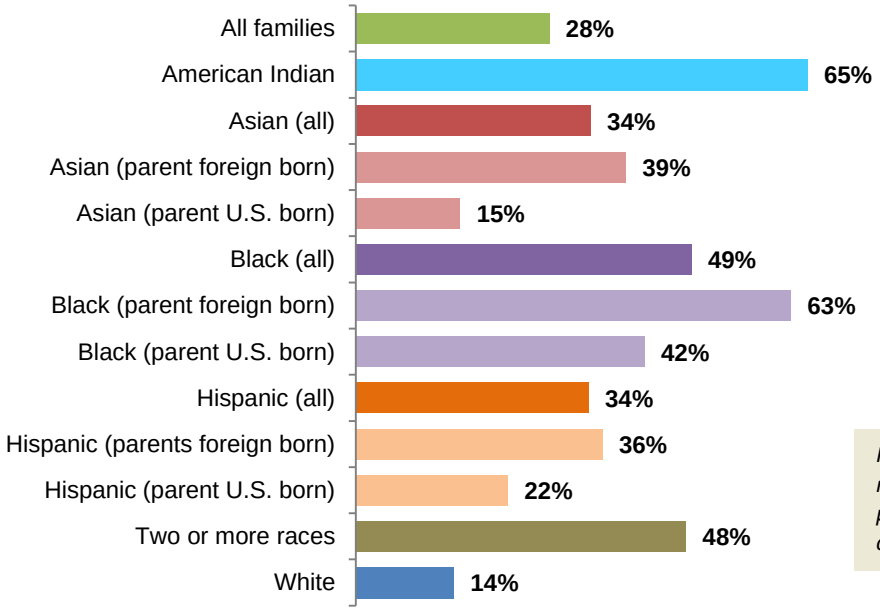
- Research shows that poverty is associated with a higher risk of a multitude of negative outcomes for parents and children, including poor physical and mental health. Poverty affects families' ability to function as it can cause "toxic levels of stress," depression, and anxiety.
- Parents of limited resources must often rely on public transportation, as well as substandard or less reliable child care options. This, in turn, can make it very challenging to maintain or gain employment, which can further mire families in low-income circumstances.
- The low income and scarce assets that are the hallmark of poverty may result, in part, from inequitable treatment from current and past generations of employers and public policies.

MEASUREMENT USED

Percentage of families (related individuals living together including at least one child under the age of 18) in poverty (2008-10).[1]

HOW WE'RE DOING

FAMILIES IN POVERTY, BY RACE/ETHNICITY AND PARENTS' NATIVITY
Minneapolis, 2008-10



68% of Minneapolis families in poverty are **headed by a single female**.

Please note: Despite changes in point estimates no statistically significant change in families in poverty has occurred since the first oneMinneapolis report.

Overall: 28% of families with children under age 18 live in poverty (2008-10).

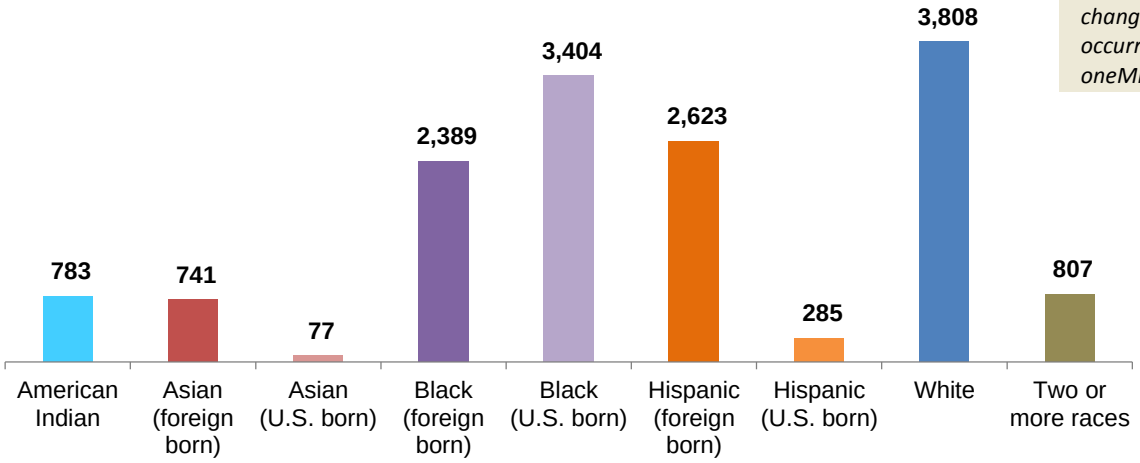
Gap: 51 percentage points separate the share of white (highest) and American Indian (lowest) families who are in poverty. From last year's report to this year, no statistically significant change occurred.[2]

[1] The federal poverty threshold was about $22,050 annually for a family of four in 2009.

[2] Due to small sample size and margins of error, change between the initial and current reports is not statistically significant.

Sources: U.S. Census Bureau, Decennial Census and American Community Survey; data by race/ethnicity tabulated by Wilder Research from Steven Ruggles, Matthew Sobek, Trent Alexander, Catherine A. Fitch, Ronald Goeken, Patricia Kelly Hall, Miriam King, and Chad Ronnander. Integrated Public Use Microdata Series: Version 4.0 [Machine-readable database]. Minneapolis, MN: Minnesota Population Center [producer and distributor], 2010.

NUMBER OF FAMILIES IN POVERTY, BY RACE AND PARENTS' NATIVITY
Minneapolis, 2008-10



Please note: Despite changes in point estimates no statistically significant change in families in poverty has occurred since the first oneMinneapolis report.

KEY OBSERVATIONS

- More families live in poverty today than in 1999, when one in five families had to survive on poverty-level income. Today, living below the poverty level is a reality for more than one in four families in the city. In raw numbers, this represents a growth of 3,600 more families living in poverty since 1999.
- Of the 13,000 families who live on income below the poverty level, two-thirds are headed by single mothers. Looked at another way, families with children under 18 and headed by a single mother are six times as likely to be poor as families headed by a married couple (11% of whom live below the poverty level).
- Considering race and ethnicity, poverty rates are the highest among families headed by American Indian and foreign-born Blacks. For both groups, nearly two-thirds of these families are in poverty.
- About 14,000 Minneapolis families have one or more parents who are immigrants. Of those families, two in five live in poverty, a rate twice that of their U.S.-born counterparts.
- While immigrant families account for 30 percent of all Minneapolis families, they account for 68 percent of all families in poverty.

Minneapolis working-age adults who are employed

GAP	GAP CHANGE	OVERALL	CHANGE OVERALL
39	--	72%	--

WHY IT MATTERS

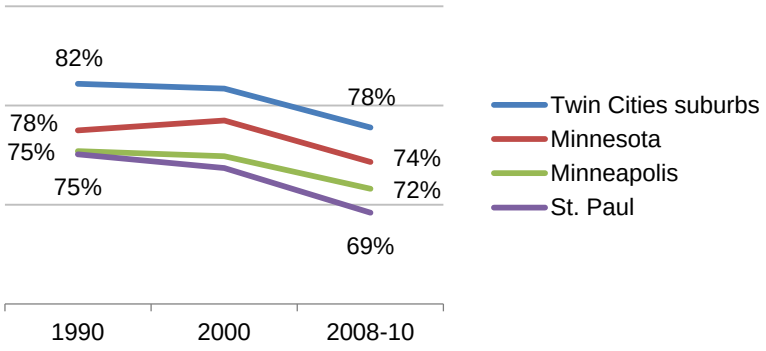
- Employment is essential to earning income sufficient to support a family and acquire financial assets.
- Adults who are employed are also more likely to have health insurance coverage than those not employed.
- Working-age adults who are not in the workforce reduce the economic output of the city, region, and state. Using all available talent to benefit the economy will be especially important given the workforce shortage Minnesota is likely to experience as the Baby Boomer generation continues to exit the labor force.

MEASUREMENT USED

Percentage of the entire typical working age (16-64) population.[1] This is a broader, more comprehensive measure of workforce participation than the official unemployment rate, which does not consider discouraged workers or others not actively seeking work as among the "unemployed."

HOW WE'RE DOING

PERCENTAGE OF THE TYPICAL WORKING-AGE POPULATION (16-64) THAT IS EMPLOYED
1990-2008-10



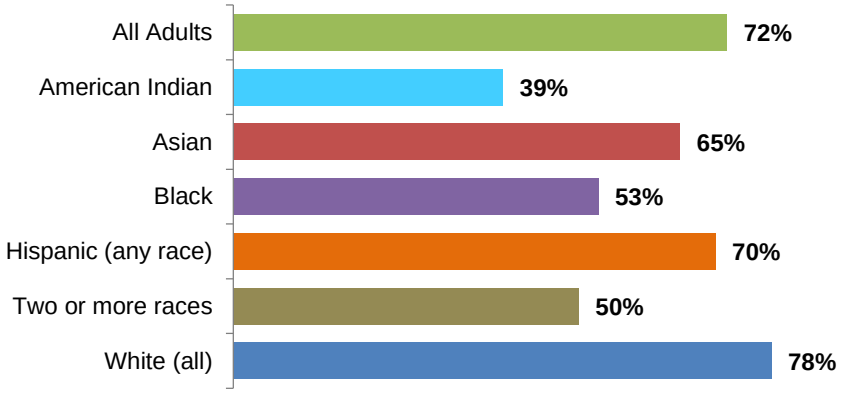
Overall: 72% of Minneapolis residents age 16 to 64 are employed (2008-10).
Gap: 39 percentage points separate the share of white (highest) and American Indian (lowest) adults who are working. From last year's report to this year, no statistically significant change occurred.[2]

[1] Excluding those actively serving in the armed forces, or living in institutions or group quarters (such as college dormitories). This measure doesn't capture whether workers are employed full- or part-time, receive depressed wages for their work, work in a position suited to their education, or are otherwise underemployed.

[2] Due to small sample size and margins of error, change between the initial and current reports is not statistically significant.

Sources: U.S. Census Bureau, decennial census and American Community Survey; data by race/ethnicity tabulated by Wilder Research from Steven Ruggles, Matthew Sobek, Trent Alexander, Catherine A. Fitch, Ronald Goeken, Patricia Kelly Hall, Miriam King, and Chad Ronnander. Integrated Public Use Microdata Series: Version 4.0 [Machine-readable database]. Minneapolis, MN: Minnesota Population Center [producer and distributor], 2010.

WORKING-AGE ADULTS WHO ARE EMPLOYED, BY RACE/ETHNICITY
Minneapolis, 2008-10



Please note: Despite changes in point estimates no statistically significant change in proportion of adults working by race has occurred since the first oneMinneapolis report.

KEY OBSERVATIONS

- Seventy-two percent of adults in Minneapolis are working. While this is slightly higher than the city of St. Paul (69%), it is lower than the Twin Cities suburbs (76%) and Minnesota as a whole (74%).
- The "employment gap" examines the difference in the share of working-age adults who are employed, by race. Among U.S. metropolitan areas, the Twin Cities has one of the highest overall rates of adults working. However, compared to major metropolitan areas nationwide, it also has one of the largest gaps in employment between whites and certain populations of color, especially U.S.-born Blacks and American Indians. These large gaps for the region are reflected in the city of Minneapolis as well.
- The racial gap in workforce participation rates is nearly 40 percentage points between the highest (white, 78%) and lowest (American Indian, 39%). Looked at another way, a white adult living in Minneapolis is twice as likely to be employed as an American Indian adult in the city. One important factor in this equation could be that nearly one in four American Indian working-age adults in the Twin Cities has a disability.
- For working-age adults who are foreign born, the proportion of adults working is 63%, ten percentage points fewer than native born adults.

Minneapolis Community and Technical College students who graduate or transfer on-time

19	6 ppts ▼	36%	2 ppts ▲
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

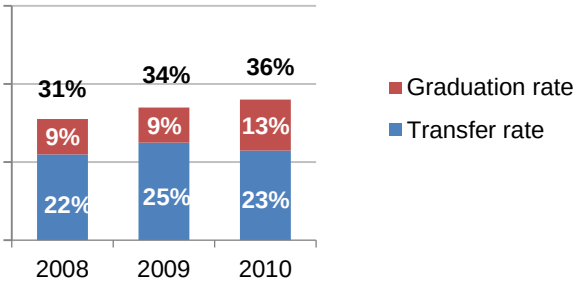
- Minneapolis Community and Technical College (MCTC), a two-year college that is part of the Minnesota State Colleges and Universities (MnSCU) system, is the most common post-secondary institution that Minneapolis Public School graduates choose to attend.
- Some students complete their degree at MCTC, while others transfer to other institutions to continue their education.
- While some students who do not graduate or transfer on-time may continue their education, doing so is more costly to them, both in terms of educational cost and lost revenue from years they could have been in the workforce.[1]

MEASUREMENT USED

Percentage of "first-time, full-time" students who completed a certificate, diploma, or associate's degree from MCTC, or transferred to another institution on-time.[2]

HOW WE'RE DOING

COLLEGE STUDENTS WHO GRADUATE OR TRANSFER ON-TIME
Minneapolis Community and Technical College, 2004-2010



Overall: 36% of students graduated or transferred from Minneapolis Community and Technical College on-time (2010).[3]

Gap: 19 percentage points separate on-time graduation or transfer rates for white (highest) and Hispanic (lowest) MCTC students. From 2009 to 2010 the gap narrowed 6 percentage points due to an increase in the share of Hispanic students who graduate or transfer on-time.

---

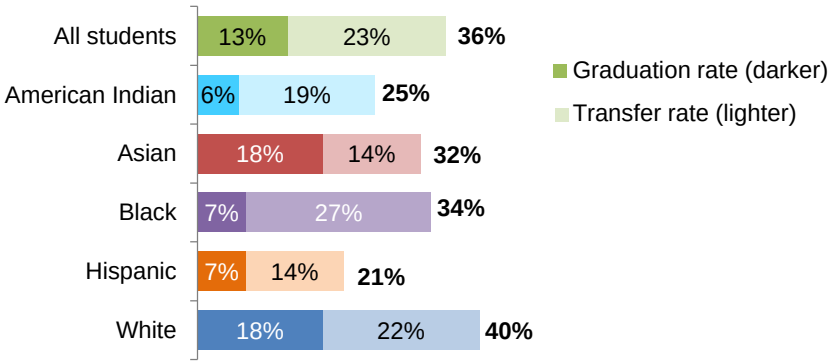
[1] "On-time" refers to students who transferred within three years of enrolling or graduated within 150 percent of normal program length. If a student took three years to complete a 2-year degree program, that is considered "on-time" whereas a 3.5 year completion would not.

[2] Those students who enrolled for the first-time-in-college in the fall as full-time students are in the cohort, regardless of future enrollment. This cohort is the denominator of the percentages.

[3] 2010 data are from a cohort of students who entered MCTC in the fall of 2007.

Source: Minnesota Office of Higher Education.

SHARE OF STUDENTS GRADUATING OR TRANSFERRING ON-TIME, BY RACE/ETHNICITY
Minneapolis Community and Technical college, 2010



KEY OBSERVATIONS

- Thirty-six percent of full-time, first-time students who enrolled at MCTC in 2007 graduated or transferred on-time (by 2010). This marks three years of increases in the share of students who graduate or transfer on-time.
- Thirteen percent of students who began at MCTC in the fall of 2007 graduated on-time and 23 percent transferred to another institution.
- On-time graduation rates vary dramatically among races. For example, Asian and White students are the most likely to graduate on-time (18%), while all other race-groups are below 10 percent for on-time graduation.
- Black MCTC students are the most likely to transfer to another institution on-time with more than one in four doing so.
- Research from MCTC notes that only half of the students who initially enroll full-time remain full-time. What's more, many of these students were not well prepared in high school for college level courses. For example, of those "first-time, full-time" students, many require at least three semesters of developmental math before they can enroll in a math course at the college level; this is especially true among low-income and students of color.[4]

[4] Correspondence with Gail O'Kane, Ph.D. Associate Vice President for Strategy, Planning & Accountability, Minneapolis Community Technical College.

Jobs in Minneapolis that pay a family-supporting wage

--	--	58%	same
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

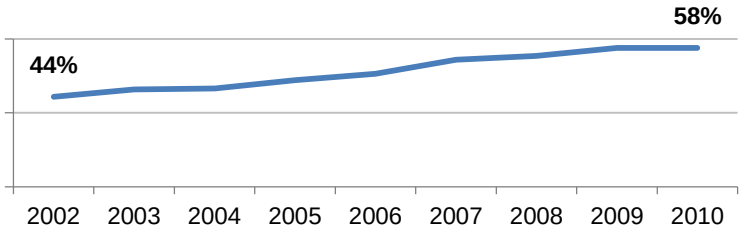
- A job paying a family-supporting wage (about $40,000 annually) allows most employed parents sufficient income to meet the basic needs required to raise a family — housing, food, clothing, and transportation.
- Children whose parents have higher income are more likely to experience positive child outcomes including better health, behavior, academic achievement, and financial well-being themselves once adults.
- A family-supporting wage is a major contributor to financial and emotional stability for parents. Higher wages are associated with greater access to private health insurance, which benefits their health.
- Jobs that do not pay a family-supporting wage may require parents to access public benefits or go without basic needs, which may result in food insecurity, instable housing, or homelessness for them and their children.

MEASUREMENT USED

Percentage of jobs in the city of Minneapolis that pay a "family-supporting" wage, defined at $40,000 or more per year. This threshold is designated as "family supporting" because it is similar to 200 percent of the federal poverty level for a family of four, and also closely corresponds to the JOBS NOW Coalition's research about the income necessary for Minnesota families to meet their basic needs without additional public supports.

HOW WE'RE DOING

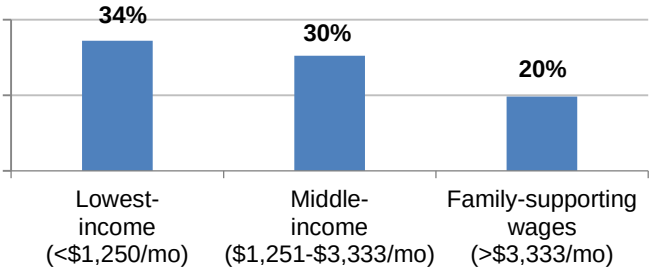
SHARE OF MINNEAPOLIS JOBS PAYING A FAMILY-SUPPORTING WAGE
Minneapolis, 2002-2010



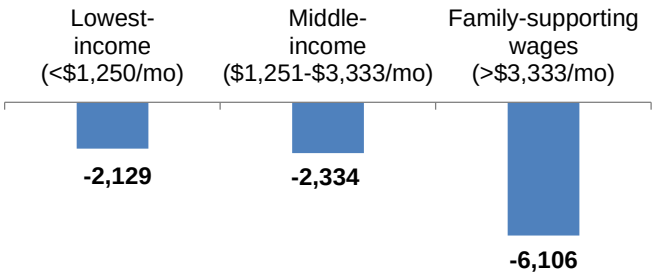
Overall: 58% of jobs in Minneapolis pay a "family supporting wage" of $40,000 a year (2010).
Gap: Racial breakdowns are not available for this indicator.

Source: U.S. Census Bureau, Local Employment Dynamics, OnTheMap.

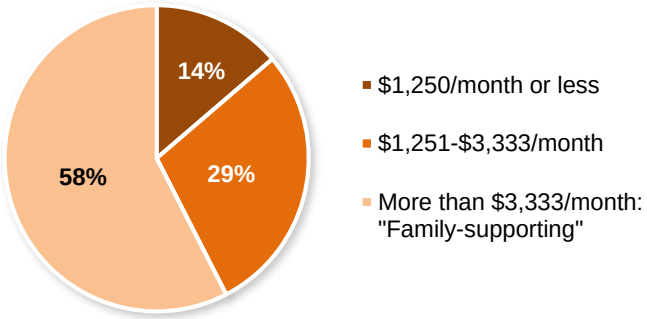
MINNEAPOLIS JOBS FILLED BY MINNEAPOLIS RESIDENTS, BY WAGE-LEVEL
Minneapolis, 2010



CHANGE IN JOBS, BY WAGE LEVEL
Minneapolis, 2009-2010



MINNEAPOLIS PRIMARY JOBS, BY WAGE LEVEL
Minneapolis, 2010



KEY OBSERVATIONS

- Of the 270,000 jobs in Minneapolis, roughly 58 percent pay a family-supporting wage. This means that 155,400 jobs pay $40,000 or more annually.
- From 2009 through 2010, Minneapolis saw a net loss of 6,100 family-supporting wage jobs in the city. Those losses accounts for 60 percent of the total loss in jobs in Minneapolis during that time.
- As a job-center, many of the jobs in the city of Minneapolis are held by commuters from all over the metro area. Only one-quarter of the jobs in Minneapolis are filled by Minneapolis residents.
- The jobs that are filled by Minneapolis residents are more likely be the city's lower-wage jobs. Only 20 percent of the city's family-supporting wage jobs are filled by Minneapolis residents, while 34 percent of the lowest-income jobs are filled by Minneapolis residents.
- Only 45 percent of employed Minneapolis residents are paid a "family supporting wage" (regardless of where the job is located).
- Reflecting larger economic trends, job losses in Minneapolis from 2009 to 2010 were largest in Finance and Insurance (16 percent or 4,794 jobs) as well as Accommodation and Food Services (20 percent or 4,262 jobs). Fortunately, the city also saw growth in Health Care and Social Assistance jobs (11 percent growth or 4,486 jobs).

Working Minneapolis residents who are self-employed

GAP	GAP CHANGE	OVERALL	CHANGE OVERALL
--	--	9%	same

WHY IT MATTERS

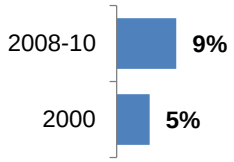
- Individuals who are self-employed are, by definition, small business owners, and can be important drivers of economic growth as they expand to add additional employees.
- In periods of economic downturn, self-employment becomes a more attractive option as traditional employers lay off workers or reduce hiring. Residents who begin their own businesses can stimulate innovation and eventually economic growth as fledging enterprises become more established.

MEASUREMENT USED

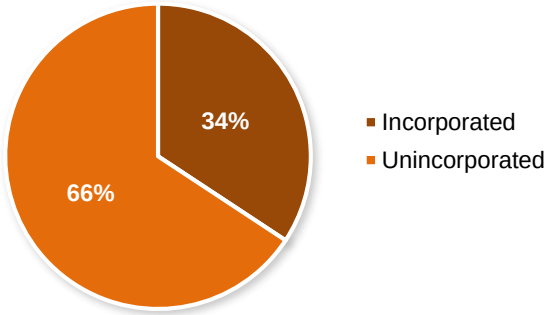
Percentage of adults (age 16 or older) in the civilian employed population who are self-employed in incorporated or unincorporated businesses.

HOW WE'RE DOING

SHARE OF EMPLOYED MINNEAPOLIS RESIDENTS WHO ARE SELF-EMPLOYED
Minneapolis, 2000 and 2008-10



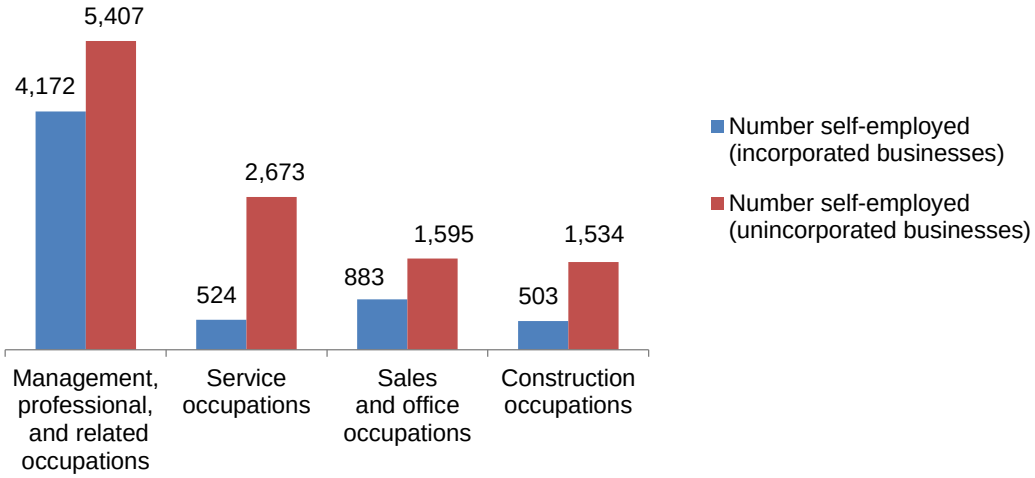
MINNEAPOLIS ADULTS WHO ARE SELF-EMPLOYED, BY BUSINESS INCORPORATION
Minneapolis, 2008-10



Overall: 9% of employed Minneapolis residents are self-employed for their primary job (2008-10).
Gap: Racial breakdowns are not available for this indicator.

Sources: U.S. Census Bureau, Decennial Census and American Community Survey.

MINNEAPOLIS ADULTS WHO ARE SELF-EMPLOYED, BY TOP OCCUPATION TYPES
Minneapolis, 2008-10



KEY OBSERVATIONS

- In 2008-10, about 18,500 Minneapolis residents age 16+ were self-employed, representing 9 percent of the civilian employed population in the city.
- Nearly one in ten employed residents of Minneapolis is self-employed. Residents are almost twice as likely to earn their living from self-employment today as they were in 2000.
- Among the self-employed, about one-third have incorporated their businesses, while the remaining two-thirds have unincorporated businesses. Incorporation provides benefits of the corporate structure, including limited liability, tax considerations, and the enhanced opportunity to raise capital through the sale of stocks and bonds.

Youth connected to a caring adult in the community

13	no update	73%	no update
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

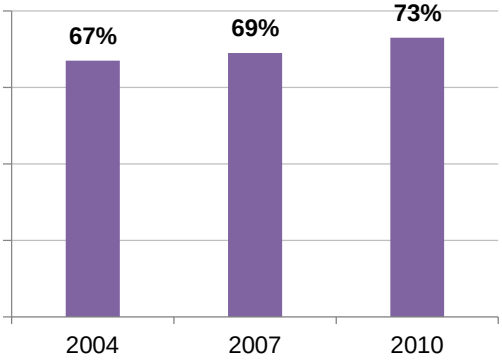
- A young person's connection to one or more caring adults is a developmental asset, associated with positive youth outcomes such as better school performance, decreased likelihood of using alcohol or other drugs, and decreased likelihood of engaging in violence.
- A supportive relationship with a caring adult can buffer the negative effects of poverty and other stressors for youth.

MEASUREMENT USED

Percentage of students who responded to the Minnesota Student Survey who feel one or more groups of adults in their community (teachers or other adults at school, religious or spiritual leaders, or other community leaders) care about them "quite a bit" or "very much." The Minnesota Student Survey is administered to Minnesota's public school students in 6th, 9th and 12th grade every three years. This question was first asked in the 2004 survey. Note: Data for this measure comes from the triennial Minnesota Student Survey, which will not be administered again until 2013. As such, there is no update for this indicator. Analysis provided is identical to the original report.

HOW WE'RE DOING

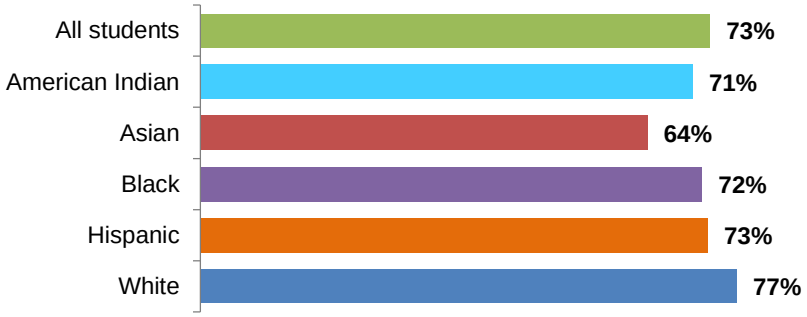
STUDENTS CONNECTED TO A CARING ADULT IN THE COMMUNITY
Minneapolis Public Schools, 2004-2010



Overall: 73% of Minneapolis students surveyed report the presence of a caring adult from the community in their life (2010).
Gap: 13 percentage points separates the share of White (highest) and Asian (lowest) students who report they have connections to caring adults in the community.

Sources: Minnesota Student Survey, Minnesota Departments of Education, Health, Human Services, and Public Safety. Custom cross-tabulations provided by the MN Department of Health, MN Center for Health Statistics, and authorized by the Minneapolis Public Schools Research, Evaluation, and Assessment Department. District comparisons provided by Minnesota Compass.

STUDENTS CONNECTED TO A CARING ADULT IN THE COMMUNITY, BY RACE/ETHNICITY
Minneapolis Public Schools, 2010



KEY OBSERVATIONS

- Since 2004, the percentage of Minneapolis Public School students who perceived they had a caring adult from the community in their lives has risen from 67 percent to 73 percent, an encouraging six point gain. However, 27 percent of students still report that they do not have a caring adult outside of their family.
- White students are the most likely to report they have a caring adult from the community in their lives (77%), while Asian students are the least likely (64%). A similar pattern by race is observed among all of the students statewide who participated in the survey.
- Female students in Minneapolis Public Schools are somewhat more likely than their male peers to indicate that an adult in the community cares for them (75% versus 71%), as are higher-income students compared to lower-income students (76% versus 70%).
- As students age, they are less likely to perceive that adults in the community care about them. About 82 percent of the district's 6th graders have this developmental asset in their lives, compared to 68 percent of 9th graders, and 66 percent of 12th graders.
- Minneapolis Public Schools ranked 138th among the 295 public school districts statewide in its percentage of students reporting they have a caring adult in their community. The Minneapolis Public School District ranked 29th among the 46 Twin Cities 7-county region districts — roughly in the middle among districts. Students in the Minneapolis Public Schools fare better than St. Paul Public School students on this measure (73% versus 67%).

Minneapolis youth arrested for serious crimes

--	--	27/1,000	
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

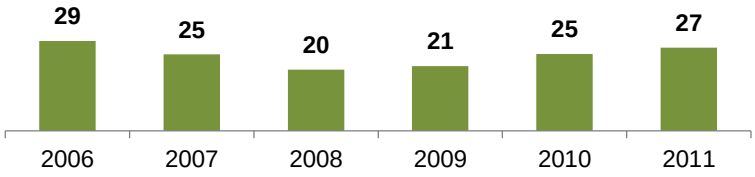
- According to the *Minneapolis Blueprint for Action: Preventing Youth Violence in Minneapolis*, "We need everyone in the community to embrace the core value that youth violence affects each of us and each of us has a role to play to keep our children and youth safe."
- Youth who engage in violence often have been victims of violence. When youth engage in violent acts, their futures are jeopardized at the same time the community is harmed.
- The Minneapolis Foundation has helped to reframe youth violence as a public health issue, rather than just a public safety issue.

MEASUREMENT USED

Minneapolis youth (ages 10 through 17) arrested for serious crimes—expressed as a rate per 1,000 youth. Serious, or Part I, crimes include murder, rape, robbery, aggressive assault, burglary, larceny (theft), motor vehicle theft, and arson. Although arrests are not a perfect measure of the actual number of crimes committed – not all of those arrested actually committed a crime, and some are not arrested for the crimes that they committed – it is a close proxy for illegal activity and the best measure available on this topic.

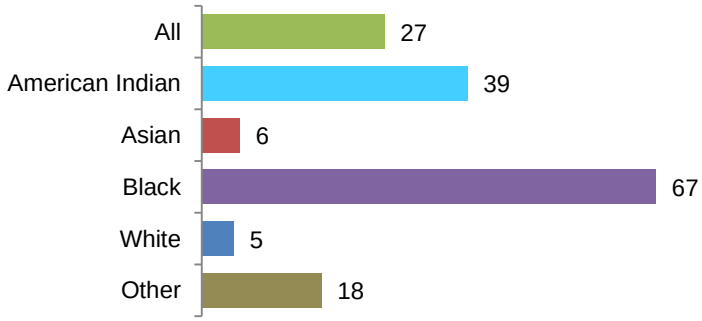
HOW WE'RE DOING

YOUTH ARRESTED FOR SERIOUS CRIMES (RATE PER 1,000 YOUTH)
Minneapolis, 2006-2011



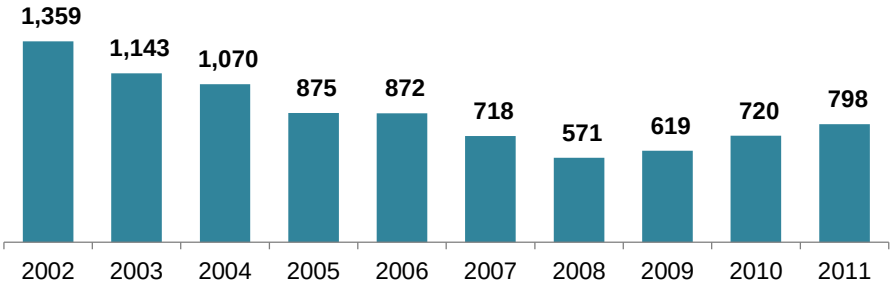
Overall: 27 out of 1,000 youth in Minneapolis were arrested for serious crimes (2011).
Gap: Black youth arrest rate is 67 arrests per 1,000 youth (highest); White youth arrest rate is 5 arrests per 1,000 (lowest).

YOUTH ARRESTED FOR SERIOUS CRIME (RATE PER 1,000 YOUTH), BY RACE
Minneapolis, 2009-11



Sources: Minneapolis Police Department, Crime Analysis Unit – unpublished (Hispanic ethnicity is not tracked for this dataset), Minnesota Department of Public Safety, Bureau of Criminal Apprehension, Uniform Crime Reports, U.S. Census Bureau, 2010 (youth population).

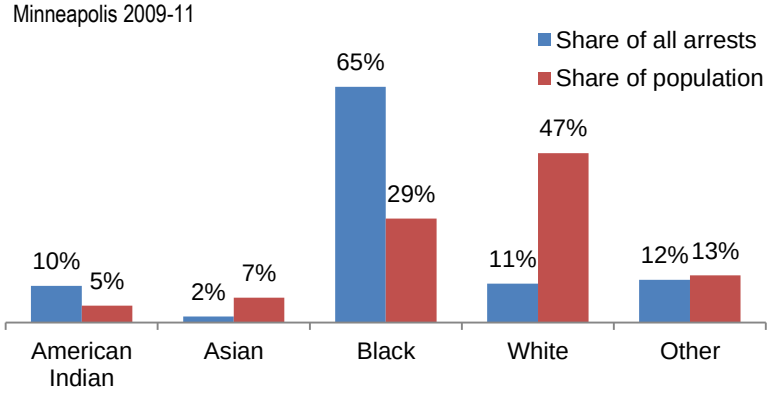
NUMBER OF YOUTH ARRESTED FOR SERIOUS CRIMES
Minneapolis, 2002-2011



Number of youth arrests, 2011

Larceny (theft)	499
Robbery	120
Burglary	72
Aggravated Assault	65
Auto Theft	21
Rape	14
Homicide	4
Arson	3
Total	798

SHARE OF ARRESTS AND POPULATION, BY RACE
Minneapolis 2009-11



KEY OBSERVATIONS

- In 2011, 798 youth were arrested for serious crimes. Expressed as a rate, 27 out of each 1,000 Minneapolis youth ages 10 through 17 were arrested for serious crimes. Youth arrests have increased every year since 2008 (571 arrests).
- For Black youth, the arrest rate jumps to 67 per 1,000 youth, the highest of any race group.[1] That is more than twice that of youth overall and means that a Black youth is more than ten times as likely to be arrested for a serious crime as a Minneapolis youth resident who is white or Asian.
- The most common arrest in 2011 was for larceny, which accounted for 500 of the 798 arrests. Burglaries, aggravated assaults, and robberies account for 257 more of total youth arrests in 2011.
- Overall, more than one in ten of all arrests made in 2011 were of juveniles for either a Part I or Part II crime. While the vast majority of those arrests were "other" less serious crimes, nearly 800 juvenile arrests were made for Part I crimes.
- Arrests of Black youth males account for more than half of the youth arrested for serious crimes; Black females account for another 20 percent of all youth arrested for serious crimes.
- Across all race groups, females are less likely to be arrested than their male counterparts, except for American Indian youth. American Indian females are more likely to be arrested for less-serious crimes than their male counterparts.

[1] Rates by race group are calculated using a three-year pool of arrests from 2009 through 2011 and a population count for 10 through 17 year olds from 2010 Decennial Census. Crimes listed here as "serious" are classified as Part I crimes. The highest share of these crimes are for larceny (theft) and can include offenses such as shoplifting.

Voter participation rate

--	--	8%	▼
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

WHY IT MATTERS

- Choosing to vote in a local, state, or national election is one of the most personal ways individuals can "speak for themselves" and seek representation for their views. It is a key measure of participation in the public process.
- Residents who vote are more likely to engage in other forms of civic engagement such as communicating with their elected officials, writing a letter to the editor, or attending a public meeting.

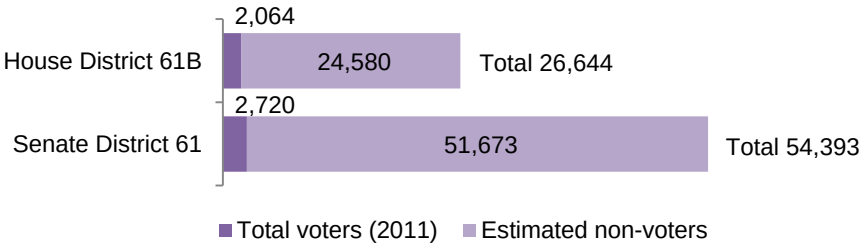
MEASUREMENT USED

The percentage of voting age population (18+) who cast a ballot.

In 2011, special elections were held for House District 61B and Senate District 61 for the seats vacated by Senator Linda Berglin, who retired, and Representative Jeff Hayden, who was elected to replace Senator Berglin.

HOW WE'RE DOING

DISTRICT RESIDENTS 18+, BY VOTERS, NON-VOTERS
2011 Special election

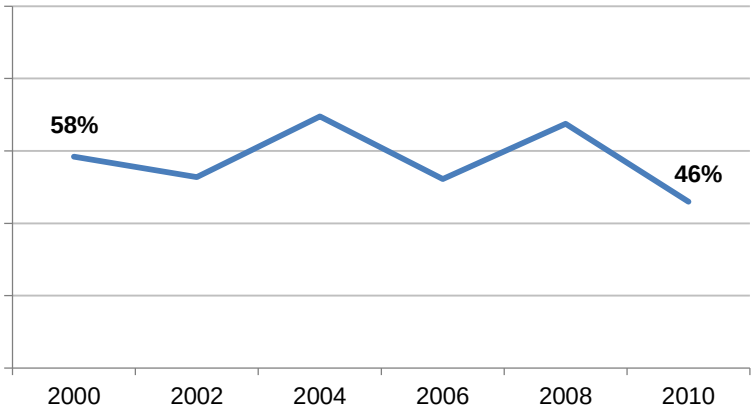


Overall: 8% of Minneapolis residents 18 or older voted in the last election, which was a special election (2011).[1]
Gap: Racial breakdowns are not available for this indicator.

[1] This indicator does not adjust the denominator for individuals who are ineligible to vote because of criminal status and citizenship status, or those who are living or serving the country abroad who are still eligible to vote, as it is not possible to do so. Data about the race, ethnicity, or gender of voters are unavailable, so it is not possible to know how turnout varies among different groups.

Sources: Minnesota Secretary of State; U.S. Census Bureau, Decennial Census.

VOTER TURNOUT
Minneapolis, 2000-2010, National election years



KEY OBSERVATIONS

- Roughly 8 percent of the eligible voters in House District 61B voted in a special election. This means just over 2,000 of the 26,700 eligible voters participated in the election. Special elections typically have a much lower turnout than general elections.
- Senate District 61 has twice the population of House District 61, but had a lower voter turnout overall with just 5 percent of the total eligible voters (2,720 voters of a possible 54,400 eligible voters).
- In the 2010 general election, 46 percent of Minneapolis residents of voting age cast a ballot. This translates to about 140,400 residents who voted, out of the 305,400 Minneapolis residents who are 18 or older.
- During the 2009 local election (which included the mayoral race, city council member, Board of Estimate and Taxation, and Park and Recreation Board), 82,440 Minneapolis residents cast a ballot, for a turnout of 27 percent of voting-age residents.

Residents who feel unaccepted because of their race, ethnicity, or culture

GAP	GAP CHANGE	OVERALL	CHANGE OVERALL
16	no update	9%	no update

WHY IT MATTERS

- Minneapolis is a diverse community where people commonly interact with others who have diverse backgrounds, languages, cultures, religions, and lifestyles. Residents should be able to live in their community without fearing they will be victimized or discriminated against because of their differences.
- Residents who frequently feel unaccepted are likely to experience higher levels of stress and anxiety, and may be encountering discrimination.

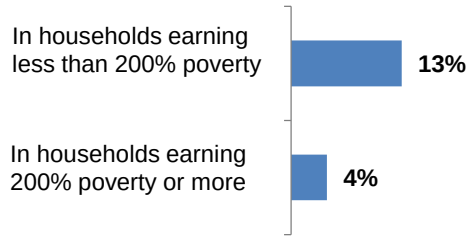
MEASUREMENT USED

Percentage of individuals in the city of Minneapolis who felt unaccepted because of their race, ethnicity, or culture once a month or more. Note: Data for this measure comes from the triennial SHAPE survey, which will be given next in 2013. As such, there is no update for this indicator. Analysis provided is identical to the original report.

HOW WE'RE DOING

INDIVIDUALS WHO FELT UNACCEPTED BECAUSE OF THEIR RACE, ETHNICITY, OR CULTURE ONCE A MONTH OR MORE[1]

Minneapolis, by household income, 2010



Overall: In 2002, 19% of Minneapolis residents reported feeling unaccepted because of their race, ethnicity, or culture at least once a month or more. In 2010, only 9% of residents reported this.

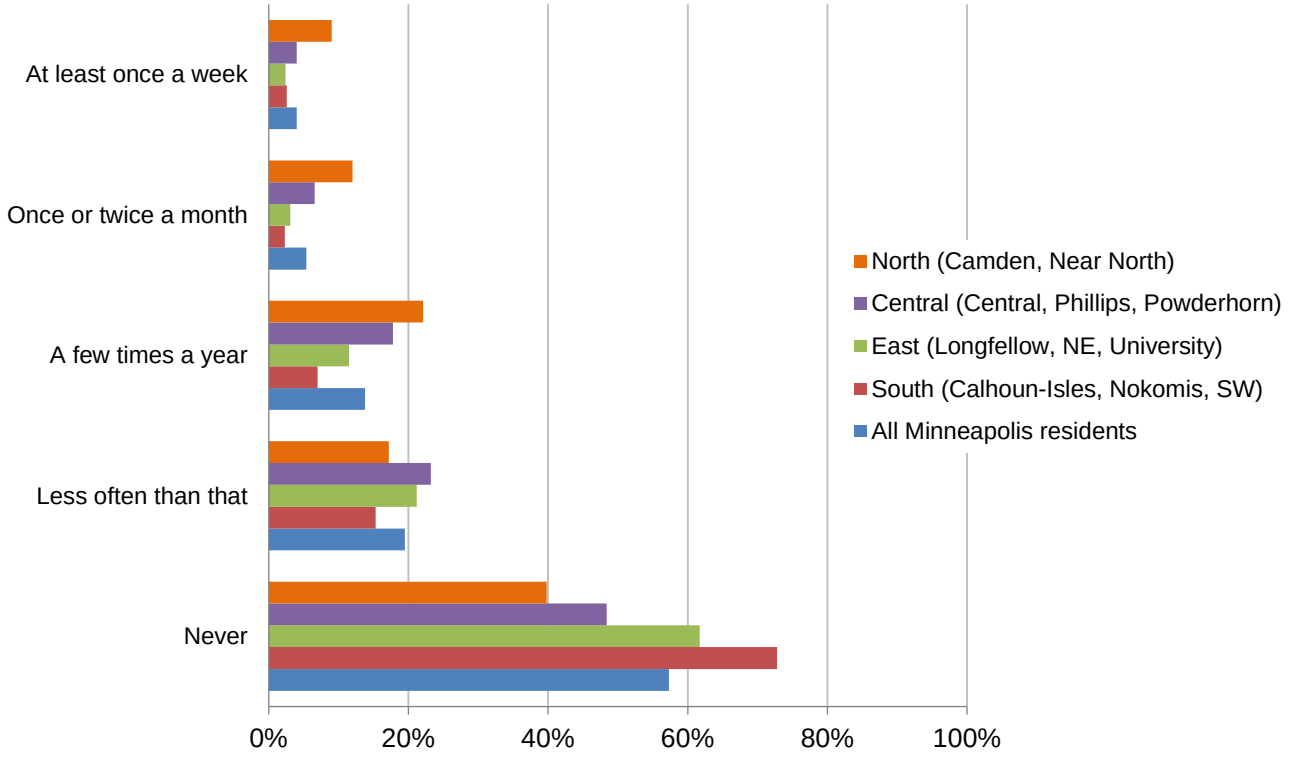
MOST LIKELY TO FEEL UNACCEPTED
(Once a month or more, Hennepin Co., 2006[2])

Black residents 20%
Asian residents 10%
Hispanic/Latino residents 9%
White residents 4%

[1] Error margins for percentages are not shown. In 2010, 200 percent of poverty was about $41,000 annually for a family of four.
[2] Data by race/ethnicity were not available in the 2010 SHAPE due to small sample sizes; therefore, 2006 results are presented.

Source: Survey of the Health of All People and the Environment (SHAPE) 2010, Hennepin County.

HOW OFTEN ARE YOU IN SITUATIONS WHERE YOU FEEL UNACCEPTED BECAUSE OF YOUR RACE, ETHNICITY, OR CULTURE?
Minneapolis, 2010



KEY OBSERVATIONS

- In 2010, 9 percent of all Minneapolis residents reported experiencing situations where they felt unaccepted because of their race, ethnicity, or culture, at least once a month or more. This percentage is similar to the rate in 2006, but was a significant decrease from the 19 percent of residents who reported situations of discrimination in 2002. Residents of the Camden and Near North neighborhoods were most likely to report feeling unaccepted at least once a month, with more than one in five residents experiencing this frequent sense of exclusion and/or discrimination.
- Lower-income residents were three times more likely to report feeling unaccepted at least monthly than higher-income residents (earning above 200% of the federal poverty line).
- A separate survey question asked residents about whether they felt they were discriminated against when seeking health care during the past 12 months, and 4 percent of residents seeking care said they were. Again, rates were highest for north Minneapolis residents, with 8 percent reporting discrimination in a health care setting during the past year.
- Data by race on these topics was unavailable in 2010 due to small numbers, but was available in 2006 for all of Hennepin County (but not Minneapolis only). In that year, Black residents were most likely to report feeling unaccepted or experiencing health care discrimination, followed by Asian or Pacific Islanders.

8th grade Minneapolis Public School students who feel safe at school

GAP	GAP CHANGE	OVERALL	CHANGE OVERALL
14	3 ppts ▲	83%	same

WHY IT MATTERS

- Students who do not feel safe at school may choose not to attend class or may feel they have to resort to carrying weapons or being violent to protect themselves.
- Students who feel more connected to their school are less likely to be aggressive towards others or victims of violence, schools can address school safety through policies that increase students' sense of connectedness such as building caring relationships with teachers and other adults at school, both inside and outside the classroom.

MEASUREMENT USED

Percentage of 8th grade students who report they feel safe at school.[1]

HOW WE'RE DOING

8TH GRADE STUDENTS WHO FEEL SAFE AT SCHOOL
Minneapolis Public Schools, 2011

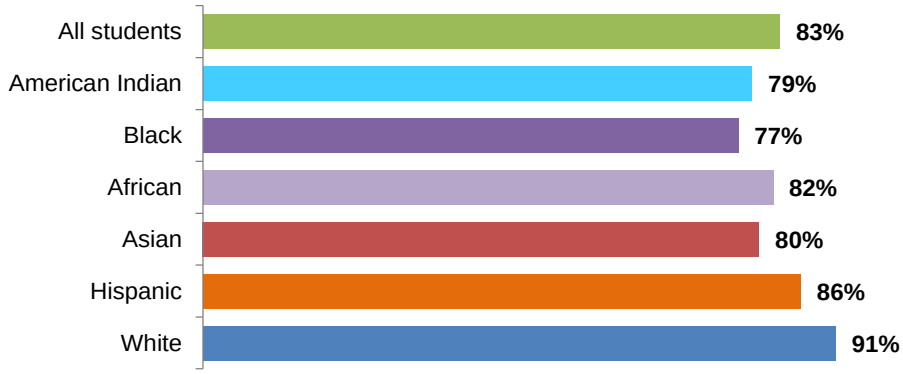
Overall: 83% of 8th grade students in Minneapolis Public Schools said they feel safe at school (2011).

Gap: 11 percentage points separate the share of white 8th graders who feel safe at school (highest) and the share of Black 8th graders who feel safe at school (lowest). From 2010 to 2011 the gap narrowed 3 percentage points as a result of a slightly smaller share of White students reporting they feel safe at school and a slightly higher share of Black students reporting they feel safe at school.

[1] This indicator was adjusted from the original report because the original question was removed from the Minneapolis Student Opinion Survey.

Source: Minneapolis Public Schools Research, Evaluation, and Assessment Department, Student Opinion Survey.

STUDENTS WHO FEEL SAFE AT SCHOOL, BY RACE/ETHNICITY
Minneapolis Public Schools, 2011



KEY OBSERVATIONS

- In 2011, about 8 in 10 Minneapolis Public School 8th grade students felt safe at school, about the same share as in 2010.
- Females are somewhat more likely to feel safe than males (83% versus 82%).
- Among students of different races, Black 8th graders are the least likely to feel safe in school (77%), while 90 percent of White students report they feel safe in school.
- Hispanic students were more likely to indicate that they feel safe in school in 2011 than they were in 2010 (7 percentage points).

Elected officials representing Minneapolis who are women and/or people of color

--	--	28%	5 ppts ▲
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

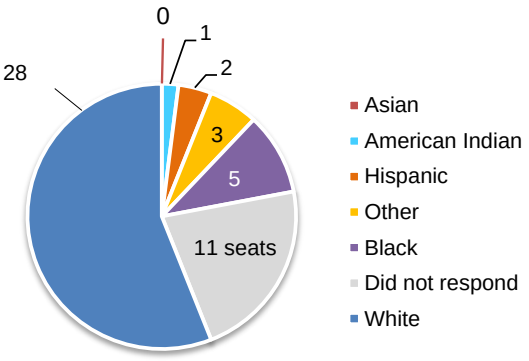
WHY IT MATTERS

- Diversity is seen throughout our community and it is important that people of all backgrounds are represented in positions of elected leadership.
- In Minneapolis today, 40 percent of residents are persons of color and roughly half are women. While elected officials of all races, ethnicities, and genders may serve the interest of diverse constituents, women and people of color likely have particular insights to serve those with similar backgrounds, yet have been traditionally underrepresented in public office.

MEASUREMENT USED

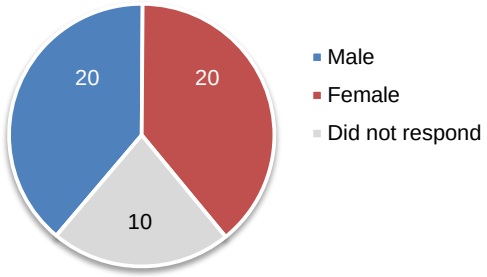
Percentage of specific elected positions held by either women and/or people of color.

RACE/ETHNICITY OF ELECTED OFFICIALS HOLDING KEY POSITIONS REPRESENTING MINNEAPOLIS, BY NUMBER OF SEATS
2012



Note: Of the 50 elected officials surveyed, 39 responded to this question.

GENDER OF ELECTED OFFICIALS HOLDING KEY POSITIONS REPRESENTING MINNEAPOLIS , BY NUMBER OF SEATS
2012



Note: Of the 50 elected officials surveyed, 40 responded to this question.

HOW WE'RE DOING

Overall: 27 seats of key elected positions serving Minneapolis are held by women and/or people of color (2012).

Source: Tabulated by Wilder Research from individual responses of 50 elected officials.

KEY OBSERVATIONS

The following elected positions were considered in this analysis—the mayor, 13 city council members, eight school board members, one county commissioner (representing District 4), six state senators, 11 state representatives, one U.S. Representative (representing District 5), and nine park board commissioners. Forty people responded to this survey and the analysis reflects only their responses.

- Among all of these key public positions serving Minneapolis constituents, 27 seats were held by women and/or people of color, groups who have been traditionally underrepresented in public office.
- Half of the seats examined are held by women, roughly proportional to their make-up in the Minneapolis population.
- Just 10 of the seats (20 percent of all surveyed positions) are held by people of color, despite the fact that 40 percent of Minneapolis residents are people of color.
- The school board has the highest rate of representation from individuals who are female and/or persons of color (of the six Board Members who responded, five are women; three are persons of color).
- Half of the Minneapolis City Council members are women; however, only two members are persons of color.
- Half of Minneapolis' responding state senators and representatives are female, but only two are people of color.
- In its entire history since incorporation, Minneapolis has only had one woman, who was also the only person of color, to hold the position of mayor. Sharon Sayles Belton did so for two terms, from 1994-2001.

Minneapolis' elected state senators and representives who strongly support bills that advance equity

GAP	GAP CHANGE	OVERALL	CHANGE OVERALL
--	--	59%	--

WHY IT MATTERS

- Public policy can create dramatic improvements in equity for all Minnesota residents, when laws serve to advance opportunity and equitable treatment in the areas such as education, health, criminal justice, and employment.
- State senators and representatives who author or support such bills at the Minnesota State Legislature are exhibiting leadership and courage to create a more equitable state, particularly for residents of color who are concentrated in the central cities of Minneapolis and St. Paul.
- Public initiatives to advance equity can leverage additional resources and commitment from the private and nonprofit sector to do the same.

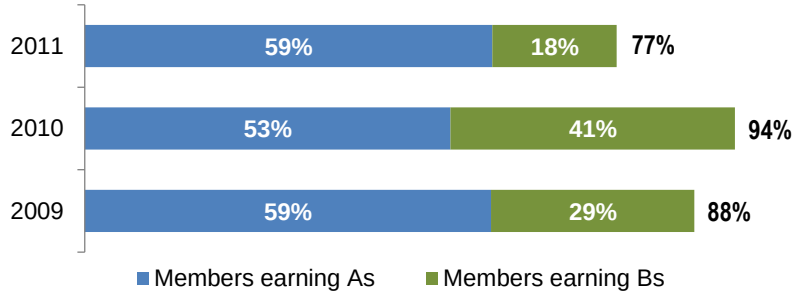
MEASUREMENT USED

This indicator depends on the annual Minnesota Legislative Report Card on Racial Equity, prepared by the nonprofit Organizing Apprenticeship Project (OAP). The Report Card grades the voting patterns of state legislators on legislation designated as key equity bills by the OAP. To be included in the analysis, the legislation had to meet one or more of the following criteria:

- Focuses on reducing racial disparities
- Expands access to institutions and public benefits for communities of color
- Advances enfranchisement for communities of color
- Protects against discrimination, racial violence, and racial profiling
- Preserves and strengthens American Indian tribal sovereignty
- Is adequately funded
- Is enforceable with mechanisms in place to monitor racial justice outcomes.

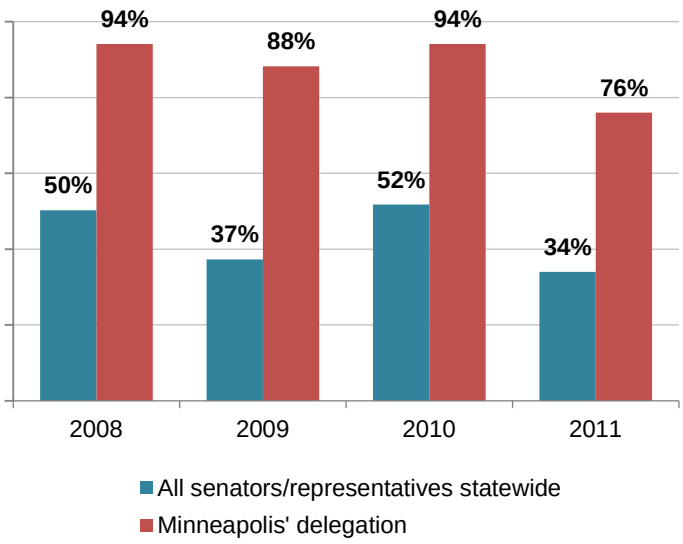
HOW WE'RE DOING

SHARE OF STATE HOUSE AND SENATE MEMBERS EARNING AN A OR B GRADE FOR EQUITY BILLS
Minneapolis' delegation, 2009-2011



Overall: 59% of Minneapolis state senators and representatives received an A grade for supporting equity bills (2011).

SHARE OF STATE HOUSE AND SENATE MEMBERS EARNING AN A OR B GRADE FOR EQUITY BILLS
Minneapolis' delegation, 2008-2011



KEY OBSERVATIONS

- During the 2011 state legislative session, 59 percent of state senators and representatives serving Minneapolis exhibited strong support for equity-related bills, as indicated by receiving an A grade on the annual Minnesota Legislative Report Card on Racial Equity published by the Organizing Apprenticeship Project (OAP).
- In 2011, four fewer members of the Minneapolis delegation received high marks (A or B) for equity than in 2010. The loss is solely from those members who had received a B grade, which may be a sign of increased polarization in the sentiment of the delegation.
- While the OAP rates Minneapolis' elected officials higher than the statewide average for all of Minnesota's state senators and representatives, a declining share of members in Minneapolis received high marks for equity. In 2010, 94 percent of the Minneapolis delegation received high marks for equity, while just 76 percent did so in 2011. Statewide in 2011, just one in three members of the legislature received an A or B; in 2010 the share was more than one in two representatives.

Source: Minnesota Legislative Report Card on Racial Equity, Organizing Apprenticeship Project. Tabulations by Wilder Research.

Technical Notes

Kindergarten Readiness:
In 2006, Limited English Proficient (LEP) students were not required to take the MCA-II exams for reading, but were required in 2007. This shift may have contributed to a drop in proficiency rates between 2006 and 2007.

Minneapolis Public School Students graduating on-time:
In January 2012, as per guidance from the U.S. Department of Education, the Minnesota Department of Education revised all previously published graduation rates, removing an adjustment that excluded ninth-graders with very brief enrollment periods. The result, overall, is a greater number of potential graduates, thus lowering the graduation rates. All graduation rates in this document reflect the revised data.

Low-income households with affordable housing, by race:
In the process of updating the data for the indicator, "Low-income households who have affordable housing" an error was found in the way the estimates by race were calculated in last year's report. Wilder Research has corrected the error for this report.

The estimates published last year are within the corrected margins of error and the analysis presented in the report is still correct. For example, as reported last year, Hispanic low-income households are the least likely to have affordable housing (just one in ten) and about 2 in 10 Black low-income households have reasonable housing costs. Foreign- and U.S.-born households with low incomes are nearly equally likely to have affordable housing (23% and 22%, respectively). Below is the data from last year's report, corrected.

Race/Ethnicity	2006-08 (Corrected)	Margin of Error (+/-)	2006-08 (Incorrect)	Margin of Error (+/-)	Change to corrected
American Indian	18%	16%	21%	17%	-3%
Asian	24%	12%	31%	21%	-7%
Black	23%	6%	17%	6%	6%
Hispanic (all)	10%	7%	11%	8%	-1%
Two or more races	31%	19%	14%	9%	17%
White	23%	3%	20%	3%	3%
Foreign Born	23%	2%	21%	3%	2%
Native Born	22%	3%	19%	6%	3%

Minneapolis Community Technical College students who graduate or transfer on time:
Data from 2004-2007 published in the 2011 report have been removed from this update per the request of Minneapolis Community Technical College. MCTC data entry errors for those years resulted in unreliable data. The data entry error has been corrected and the data from 2008-2010 accurately reflect enrollment.

OneMinneapolis, 2012 Community Update
Research by Wilder Foundation, Commissioned by The Minneapolis Foundation

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